



THiNKperspective

Data Enhancement and Learning Loss in the ESSA Era

**Don't just guess where the greatest impact was,
follow the data.**

- Live on Wednesday, 4.27.2022
- [Provided by Agile Education Marketing](#)
- **Webinar Date and Time:** Wednesday, 4.27.22 at 11 am
- **Webinar Hosts:** [Mike LeClare](#), [Meredith Brown Biesinger](#), and [Fekre Tefera](#)



Data Enhancement and Learning Loss in the ESSA Era Part 2

Our expert panel will show how educators, vendors, and education leaders can follow data to find solutions.



Mike LeClare

Agile Education Marketing:

Compilation and Data Quality Manager

- Specializes in education specific data collection and normalization
- 10+ experience in Education Data
- Agile's Approach
 - Education Focused
 - Building off of previous webinar



Meredith Brown Biesinger

Experienced Classroom Teacher and School Administrator:

- Masters of Education in K-12 Policy and Leadership
- Extensive knowledge in professional development and teacher training
- Certified Dyslexia Therapist
- Professional writer
 - Spearheaded The Young Mississippi Writers project



Fekre Tefera

Paper EDU:

Director of Analytics

- Excels in solving ambiguous problems
- Years of experience in Operations and Analytics
- Fluent professional with experience implementing data and business strategy in fast-paced environments



Performance Process



Experience

- 10 years of collecting student performance data

Process

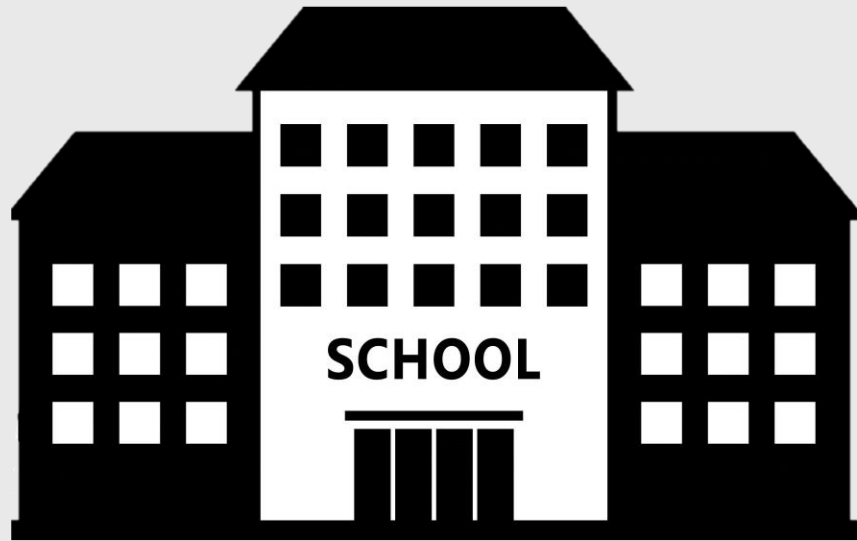
- State by State collection

Presentation

- Subject Specific Proficiency Scores
- Trending Data

Presentation

Trending Data (Gain, Loss, Neutral)



3 Subjects

- English/Language Arts
- Math
- Science

Coverage

- Represents 27 Million Students
- 40 States

• Review

- Title I
- Rural, Urban and Suburban
- National, State, District, School

Title One



ELA	Gain	Neutral	Loss
Non- Title One	10%	40%	50%
Title One	11%	33%	56%

Math	Gain	Neutral	Loss
Non- Title One	8%	25%	68%
Title One	7%	21%	72%

Rural, Suburban, and Urban



ELA	Gain	Neutral	Loss
Rural	12%	35%	53%
Suburban	6%	36%	58%
Urban	12%	34%	54%

Math	Gain	Neutral	Loss
Rural	10%	25%	65%
Suburban	5%	19%	76%
Urban	6%	19%	75%

National and State Level Data



ELA	Gain	Neutral	Loss
National	10%	35%	55%
Pennsylvania	3%	25%	72%

Math	Gain	Neutral	Loss
National	7%	22%	71%
Pennsylvania	6%	18%	76%

District Data: Philadelphia

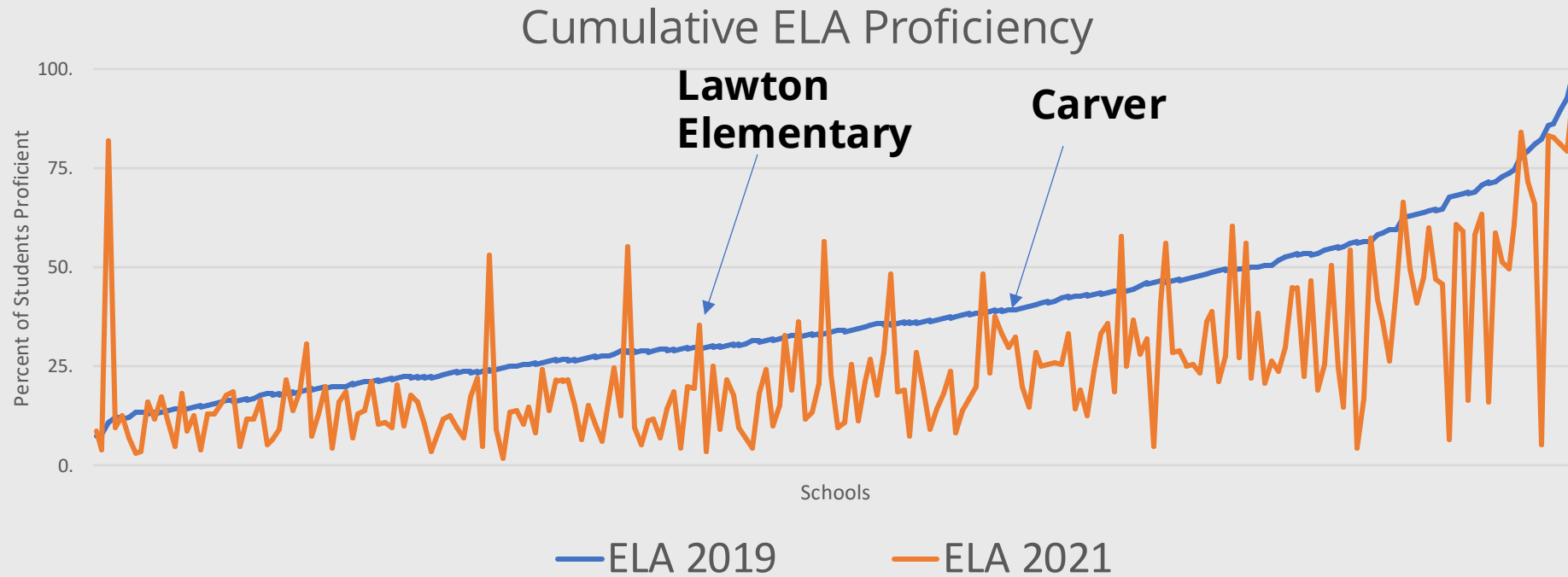


ELA	Gain	Neutral	Loss
Pennsylvania	3%	25%	72%
Philly District	4%	15%	81%
Henry W Lawton Elementary School	X		
Carver Engineering & Science HS			X

Math	Gain	Neutral	Loss
Pennsylvania	6%	18%	76%
Philly District	3%	17%	80%
Henry W Lawton Elementary School			X
Carver Engineering & Science HS	X		

Philadelphia: ELA Proficiency Scores

Know your Audience
Tailor your Approach

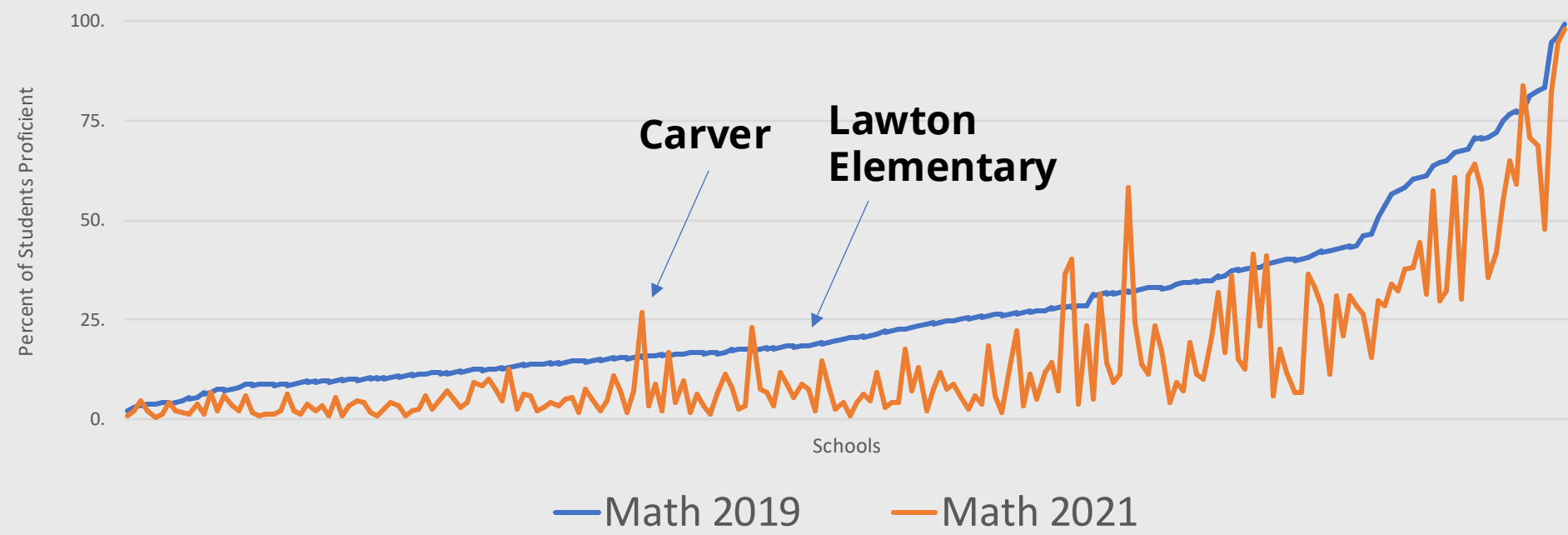


Philadelphia: Math Proficiency Scores

Know your Audience
Tailor your Approach



Cumulative Math Proficiency



Fekre from Paper

The logo for Paper, featuring the word "PAPER" in a bold, blue, sans-serif font. The text is set against a white rectangular background that has a torn-paper effect on its right side. This white background is centered within a larger, solid dark blue rectangular frame.

PAPER

- About Paper

- Paper partners with school districts to provide unlimited access to trained tutors so every student can ask questions, work through problems, and grow their confidence.
 - 24/7 Live Tutoring & Writing/Essay Review
 - 4 Languages
 - 200 Subjects
 - 2MM students served

Fekre from Paper

The logo for 'PAPER' features the word in a bold, blue, sans-serif font. The letters are contained within a white rectangular shape that has a torn, irregular right edge, set against a dark blue background.

PAPER

- Granularity Needed
 - Schools in different districts may behave more similarly than the ones within the same
 - Address historically underserved schools
 - Some demographic groups and age groups harder to reach remotely than others
 - Access to EL tutors scattered and limited

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- **Granularity Needed**
 - Schools in different districts may behave more similarly than the ones within the same
 - Address those that experienced the largest learning loss rates
 - Address historically underserved schools
 - Some subjects and grade levels harder to reach remotely than others
 - Compound effect
 - Access to Technology
 - Access to after school support

Meredith

- Data is Essential and it needs to be used wisely! However, data from testing alone is not always adequate.
- We need to use our data to guide our response to student needs.
- Educators and Stakeholders need to spend time and resources on an asset-based culture where everyone belongs.



Meredith

We spend money on new educational initiatives that look great and ARE often needed. However, we do little to think about our thinking. Our educational philosophy determines the experience that everyone has within our schools. Data can be used to create positive school cultures, and cultivate successful educational philosophies too.

- Educators don't need to give up on traditional classroom tests altogether. Not all tests are wrong, harmful, or invalid. When designed and administered with the correct format, timing, and content, research has proven testing to be valuable. However, it needs to be done with a clear purpose to improve student learning.
- Tests don't teach; teachers do.

Meredith

It's important to remember that these learning gaps didn't happen over night, and they won't be fixed over night (unfortunately).

It can be challenging to individualize data, however, teachers can individualize a student's learning path with data. At the end of the day, educators want their students to have the best school experience they can have and be successful!

- My district is utilizing intervention methods, and snapshot testing (small tests) to help close and bridge learning gaps.
- HOW and WHEN we retrieve student data, is just as important as WHAT we do with that data.

Agile Key Takeaways



- Let the data tell the story
- Use data you can trust
- Be a part of the solution
 - Know your audience
 - Relate to your audience





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