

# Addressing Learning Loss

2021-2022



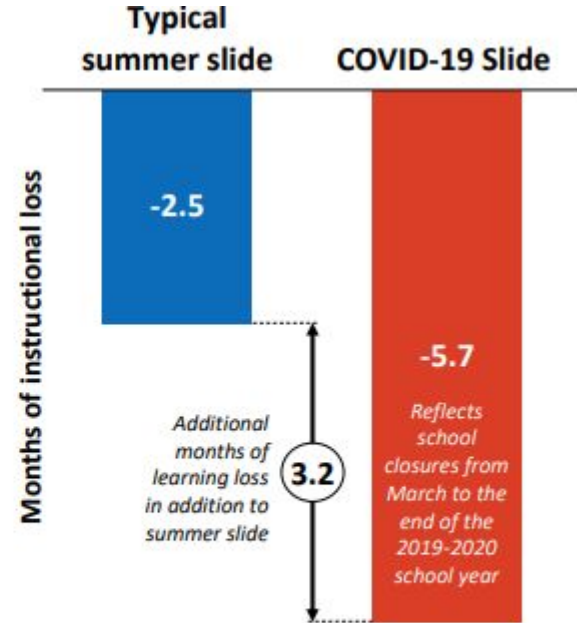
# COVID-19 Learning Loss

## Number of Students Below Grade Level is Likely to Rise Significantly

Optional BOY assessments were administered from **July 27, 2020 until October 16, 2020** and were designed to diagnose student understanding of the TEKS from the previous school year.

**Almost 650k students** from **334 school systems** took the optional assessments online

The results of the study indicated **3.2 months of instructional loss**, in addition to the typical 2.5 months of summer loss



Note: Data was not used for any accountability purposes; aggregate results of the data were used in this research study

Source: [STAAR End-of-Year and Beginning-of-Year Results](#)

# State-Wide Drops in Student Achievement Scores

Meets Grade Level or Above in Reading		
STAAR/EOC Test	2019	2021
Grade 3 Reading	44%	38%
Grade 4 Reading	43%	36%
Grade 5 Reading	51%	45%
Grade 6 Reading	36%	31%
Grade 7 Reading	47%	44%
Grade 8 Reading	53%	45%
English I EOC	49%	50%
English II EOC	51%	57%
Grade 3 Reading (Spanish)	39%	24%
Grade 4 Reading (Spanish)	29%	24%
Grade 5 Reading (Spanish)	53%	45%
All Reading Assessments	47%	43%

The number of students not meeting grade level standard increased in 2019 across all subjects and grade levels with the exception of English I & II

As a subject area, mathematics reflects the largest decline in proficiency across all grade levels

Meets Grade Level or Above in Mathematics		
STAAR/EOC Test	2019	2021
Grade 3 Mathematics	48%	30%
Grade 4 Mathematics	46%	35%
Grade 5 Mathematics	56%	43%
Grade 6 Mathematics	45%	34%
Grade 7 Mathematics	41%	25%
Grade 8 Mathematics	55%	35%
Algebra I EOC	62%	41%
Grade 3 Mathematics (Spanish)	31%	14%
Grade 4 Mathematics (Spanish)	26%	13%
Grade 5 Mathematics (Spanish)	28%	17%
All Mathematics Assessments	50%	35%

Meets Grade Level or Above in Writing, Science, and Social Studies		
STAAR/EOC Test	2019	2021
Grade 4 Writing	33%	26%
Grade 7 Writing	40%	31%
Grade 5 Science	48%	30%
Grade 8 Science	49%	42%
Biology EOC	63%	54%
Grade 8 Social Studies	35%	27%
U.S. History EOC	75%	69%

# How AISD will Address Learning Loss



## MORE TIME



**Expanded Summer Learning Opportunities:**  
AISD's R3 Summer Learning Academies

**Targeted Tutoring:**  
Supplemental Learning Opportunities Offered  
Before and/or After School at Each Campus



## SYSTEMS TO SUPPORT TEACHERS

**K-2 Foundational Literacy Support:**  
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**Tier 3 Intervention Support:**  
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Capacity

**AISD's Professional Learning Community**

# R3 Summer Learning Academies

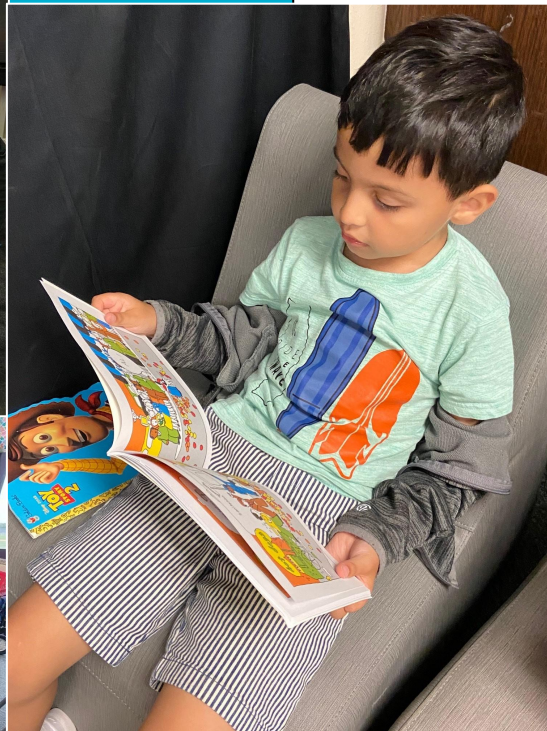
2021

# PK-2 Grade

6 students attended PK  
89 students attended K-2

**69% of students advanced in  
reading by at least one level on  
DRA**

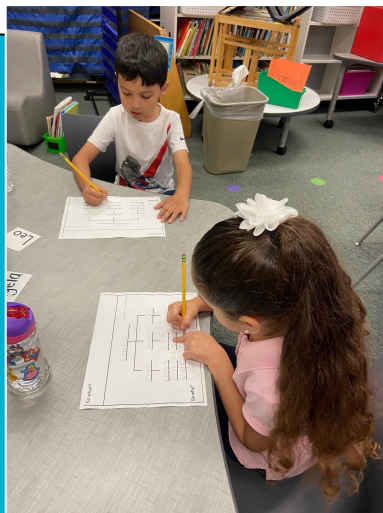
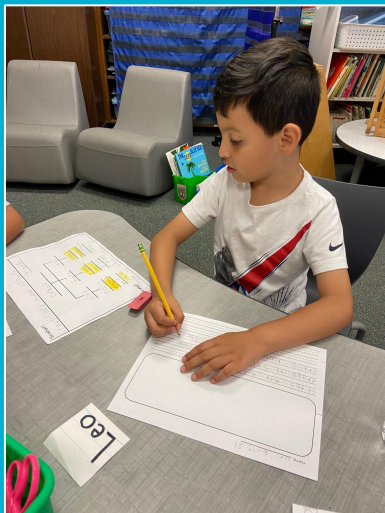
Teachers reported that even though  
some of their students were not  
ready to move up a reading level,  
they were still seeing progress  
during the guided reading lessons.



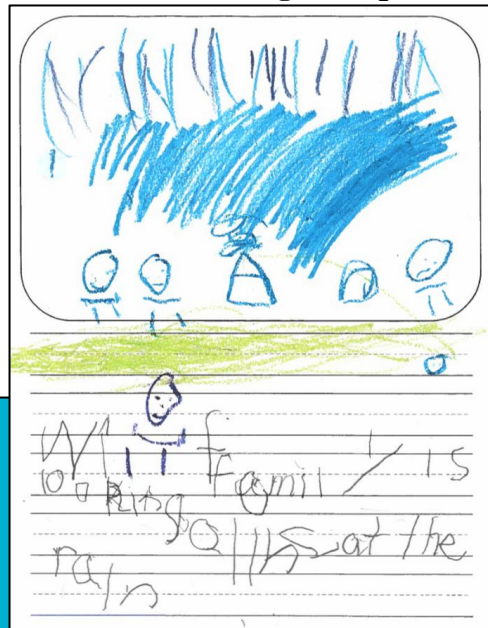


# PK-2 Grade

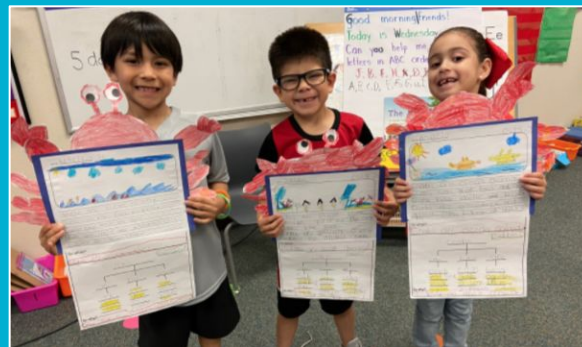
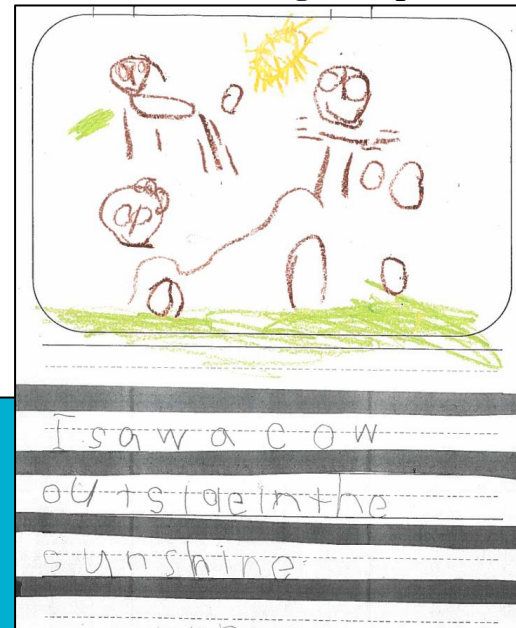
Teachers also observed progress in writing through a variety of daily activities.



Pre-Writing Sample



Post-Writing Sample



# 3-8 Grade Reading

## ELAR Scoring Rubric for Inference

	High Proficiency 3 pts	Approaching Proficiency 2 pts	Not Proficient 1 pt.
Answer	The question is answered fully and correctly, showing that the writer knows what is being asked.	The answer is partly correct, incomplete, or the student does not show a clear understanding of how to proceed.	There is no answer or the response has nothing to do with the question.
Cite	Strong evidence is provided, which is relevant to the question and fully supports the answer.	One piece of evidence is provided, but does not adequately support the answer.	There is no evidence provided.

**Instructions:** Students respond to an open-ended question in response to the text just read. Text should be at the student's independent reading level.

TEKS 6F (3-5) and 5F (6-8)  
**Make inferences and use evidence**

**Key: (Only score answer and Cite sections.)**  
 6 points=100%  
 5 points=83%  
 4 points=67%  
 3 points=50%  
 2 points=33%  
 1 point=17%  
 0 points=0%

**Possible Question Stems**  
 What is the main idea or message?  
 Which sentence from the text best supports this?  
 Why did the author include this?  
 What can the reader conclude?

## ELAR Scoring Rubric for Summary

	High Proficiency 3 pts	Approaching Proficiency 2 pts	Not Proficient 1 pt.
Maintaining Meaning	Response includes key information from the text and avoids supporting details.	Response includes key information but may also include supporting and/or non-essential information.	Response is insufficient or primarily recounts supporting and non-essential information.
Logical Order	Response maintains logical order.	Response may misorder information but maintains logical order for the most part.	Response does not maintain logical order.

**Instructions:** Students respond to an open-ended question in response to the text they just read. Text should be at the student's independent reading level (low, medium, high).

TEKS 7D (3-5) and 8D (6-8)  
**Retell, paraphrase, or summarize texts** in ways that maintain meaning and logical order

**Key: (Only score answer and Cite sections.)**  
 6 points=100%  
 5 points=83%  
 4 points=67%  
 3 points=50%  
 2 points=33%  
 1 point=17%  
 0 points=0%

**Possible Question Stems to Assess Inference:**  
 What is the best summary of this text/passage?

97 students attended 3-8

Focused on inference and summarization using differentiated texts that students could access with confidence

**85% of students made growth in at least one of these areas**

50% made growth in inference  
 75% made growth in summarization  
 39% made growth in both areas





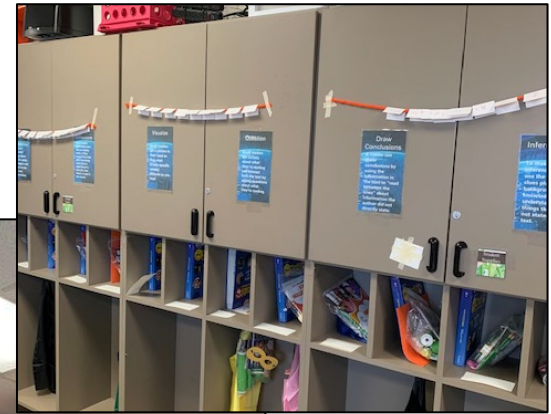
# 3-8 Grade Math

97 students attended 3-8

Focused on a limited number of math TEKS for each grade level with an emphasis on numeracy and computation

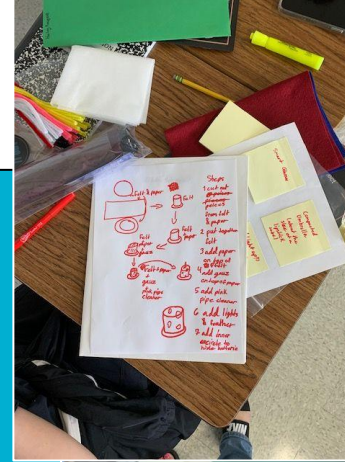
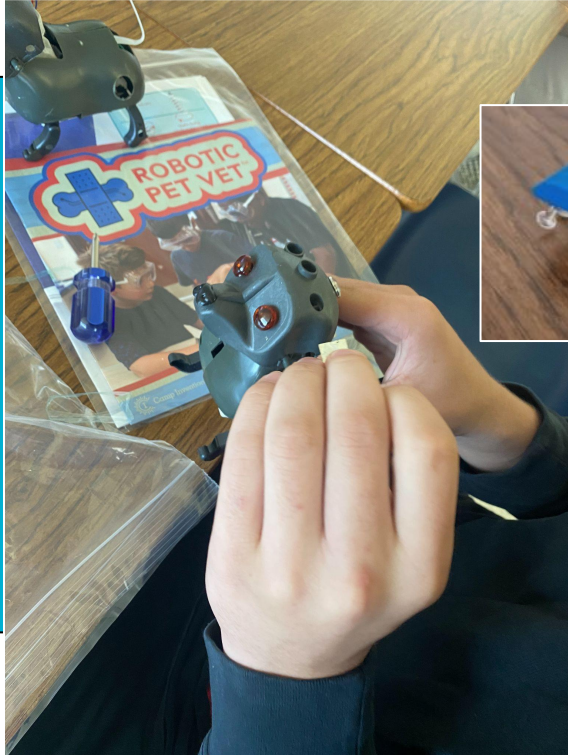
**86% of students showed growth from the pre-test to the post-test**

51% of students made at least a 25% gain



# 3-8 Grade STEM

Teachers reported that students really enjoyed the engaging STEM activities.



# Parent Survey Results

- ❖ Did your child enjoy attending the summer program?

PK-2 Grade:

**98% Yes**

3-8 Grade:

**94% Yes**

- ❖ What did your child like about the program? What did your child bring home and share with you?

PK-2 Grade:

**74% said reading/books**

**30% said learning with friends**

3-8 Grade:

**78% said STEM Activities**

What part of the summer program do you think was the most beneficial to your child?

- ❖ All of it. He has made tremendous progress!
- ❖ The writing, he has advanced exponentially in comparison to before.
- ❖ Socialize after a tough 2020, experience and get used to school, practice her English, prepare her more for Kindergarten
- ❖ A three-hour block of just ELA
- ❖ Small class size and personal attention
- ❖ Confidence in reading and excitement for school
- ❖ Not just reading words on a page, but truly telling the story!
- ❖ Seeing him find enjoyment in things at school. He really talked about the robot and super hero projects.
- ❖ Math basics and practice
- ❖ Extra help and learning due to lost time
- ❖ The additional instruction in a different setting has given her a better understanding of some things that were unclear.

# How AISD will Address Learning Loss



## MORE TIME

Expanded Summer Learning Opportunities:  
AISD's R3 Summer Learning Academies



Targeted Tutoring:  
Supplemental Learning Opportunities Offered  
Before and/or After School at Each Campus



## SYSTEMS TO SUPPORT TEACHERS

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**AISD's Professional Learning Community**



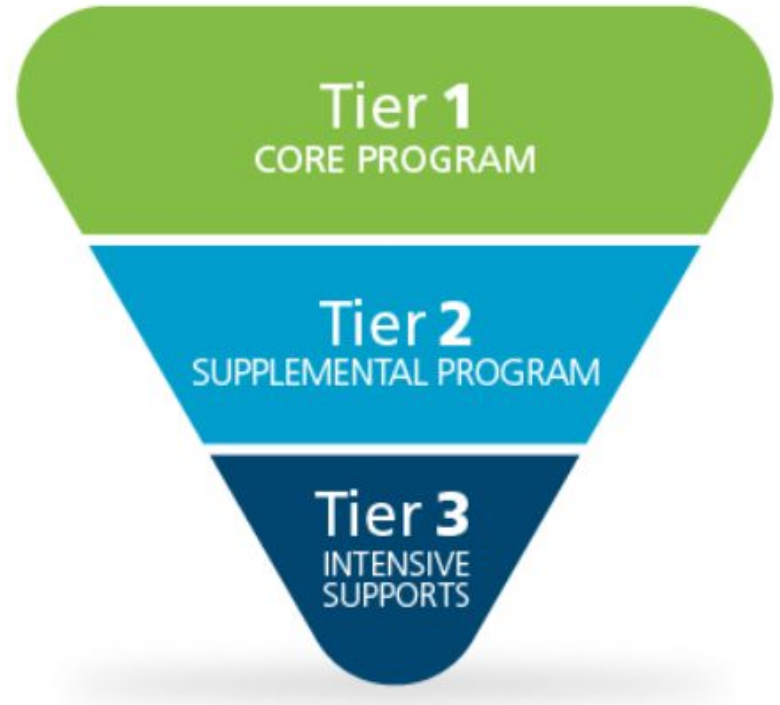
# Targeted Tutoring

## Daily Intervention / Extension Time

- Identify Students for Tier 2 intervention groups by student, by standard, by learning target
- Student groups are fluid and flexible based on student mastery of current essential learning standards

## Supplemental Instruction

- Identify Students for additional Tier 2 tutorials and Tier 3 intensive remediation based on multiple data points
- Before or After School Tutorials Offered Weekly to Invited Students
- Delivered By AISD Teachers
- Focused on Closing Gaps on Essential Skills





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# We're Baaaaack!!!!





## Module 12: Putting it All Together

Becoming a Science  
of Reading  
Classroom/Campus/  
District

Putting all the **Reading Academies** content into action with **examples** of how the science of reading looks in **classrooms** and **across content areas**.

High Quality  
Instructional  
Materials

A deep dive into the role **Open Education Resources** and **High-Quality Instructional Materials** play in the science of reading.

Ensuring Support for  
All Students

Key takeaways for **supporting students** in our most **vulnerable populations** in their journey to becoming **skilled readers**.

Continuing Your  
Professional  
Learning

**Resources and Agency Trainings** to support development in the science of teaching reading.

Using the Science  
of Teaching  
Reading to create  
Equity

Reflecting on and renewing participants' **call to action**.





# Texas Reading Academies

## "The Why"

Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third grade teachers and principals must attend a "teacher literacy achievement academy" by the 2022 - 2023 school year. For simplification and to avoid confusion with other grant programs and past literacy achievement academies, the Texas Education Agency is referring to this latest requirement as the HB 3 Reading Academies.



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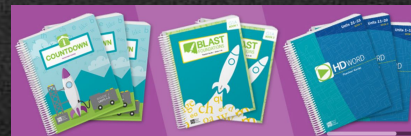
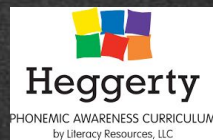
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# Foundational Literacy Supports

Time Management for Literacy Block (K-2)	
Required Instructional Components	
<b>Foundational Language Skills (FLS)</b> <ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics</li><li>• Handwriting</li></ul>	30-45 minutes
<b>Read Alouds</b> <ul style="list-style-type: none"><li>• Interactive</li><li>• Think Aloud/Modeling</li><li>• For Pure Enjoyment</li></ul>	10-15 minutes
<b>Shared Reading</b> ( <a href="#">see district expectations</a> )	10-15 minutes
<b>Reader's Workshop</b> <ul style="list-style-type: none"><li>• Direct Instruction</li><li>• Guided Reading (<a href="#">see district expectations</a>)</li><li>• Strategy Groups</li><li>• Independent Practice</li></ul>	75-90 minutes
<b>Writer's Workshop</b> <ul style="list-style-type: none"><li>• Direct Instruction</li><li>• Guided Writing</li><li>• Independent Practice</li></ul>	30-45 minutes





# Foundational Literacy Supports



Phonemic  
Awareness  
PSF

33%  
7 Students

33%  
7 Students

19%  
4 Students

14%  
3 Students

Phonemic  
Awareness  
PSF

4%  
1 Student

26%  
6 Students

22%  
5 Students

48%  
11 Students



Data Informed



Explicit



Systematic



Differentiated





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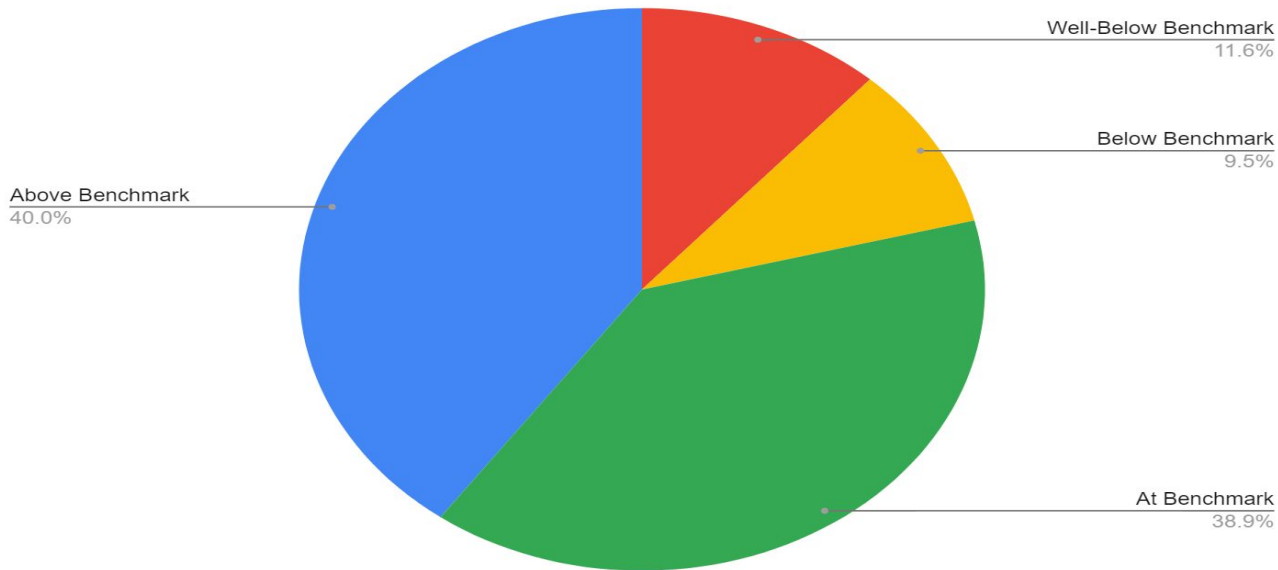
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# Assessment Tools

2nd Grade mClass EOY - Composite





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## The Goal:

Implementing effective instructional practices that ensures growth for all students in foundational literacy skills.

Effective Instruction =



Data Informed



Explicit



Systematic



Differentiated

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# AISD Intervention Specialists

## Elementary Intervention Specialists:

- Michelle Johnson - McCall & Walsh
- Kari Ward - Annetta & Stuard
- Jamie Turner - Coder & Vandagriff

## Intermediate Intervention Specialists:

- Deanne Torres - 6-8 Math
- Paula Vidaurri - 6-8 ELAR

## Secondary Intervention Specialists:

- Amber Wheeler - 9-12 ELAR
- Michelle Whitehead - 9-12 Math

