

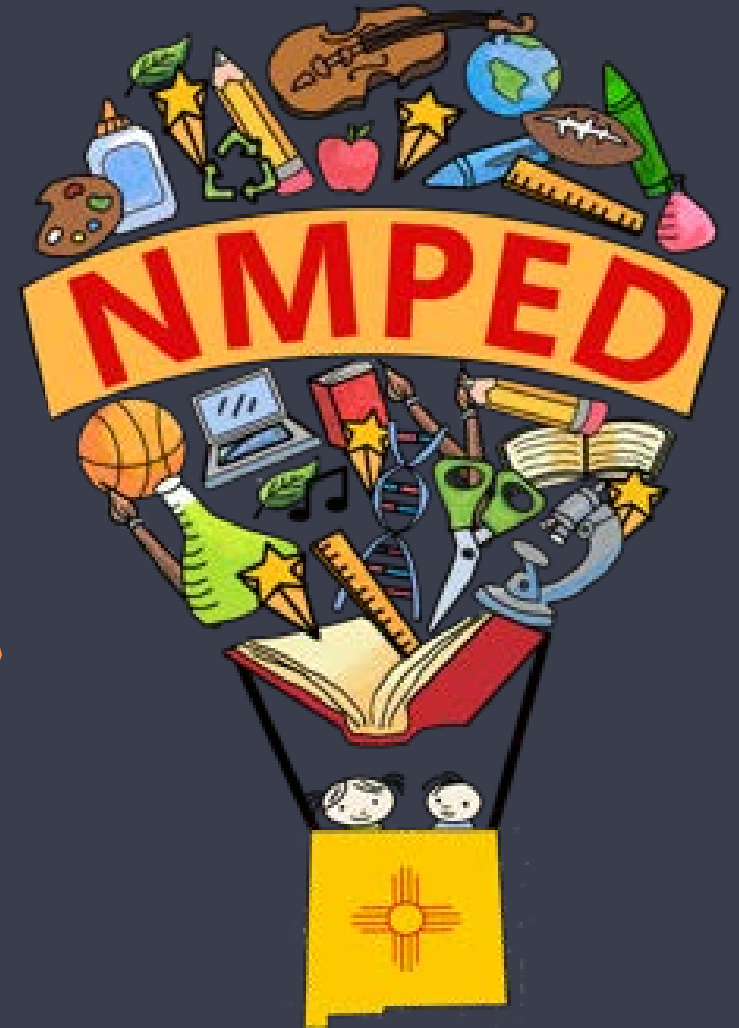
Presentation to the LESC: Accelerated Learning and Assessment

Deputy Secretary Gwen Perea Warniment, PhD.

Director Lynn Vasquez

Director Jacqueline Costales

Investing for tomorrow, delivering today.

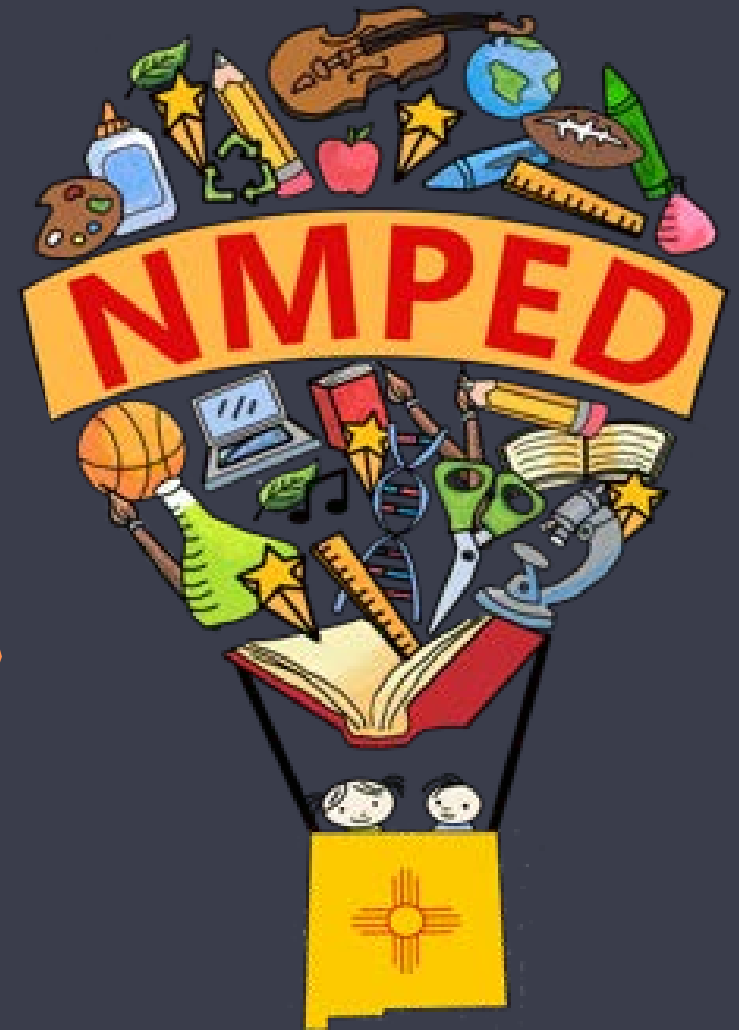


Overview of Presentation

- How will we know where students are and how they progress?
- How will we support classroom instruction to accelerate learning?

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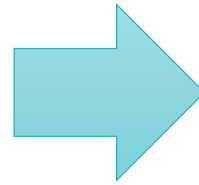
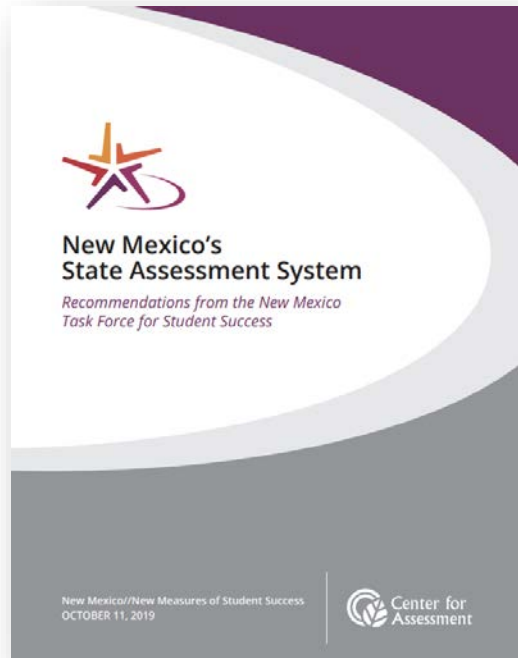
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Assessment Must Serve Multiple Purposes For Multiple Users

Families	Teachers	Administrators and Districts	State Agency/ Policy Makers
Is my child on grade level?	How well are my students doing on grade level standards?	How well are students meeting or exceeding our expectations?	How many students are meeting proficiency and growth expectations?
Will my child be ready for college?	What do I need to reteach or can I move on?	Where should we invest training dollars?	What schools need greater support or recognition?
Will my child be work force/skill ready if they are not seeking college entry?	What specific learning is unfinished?	How well is our curriculum working?	How do we inform our accountability system using assessment data?

Balanced Assessment System Context



In 2019 PED engaged in 13 statewide community conversations and a 56-member task force to redesign a new model for measuring learning that is:

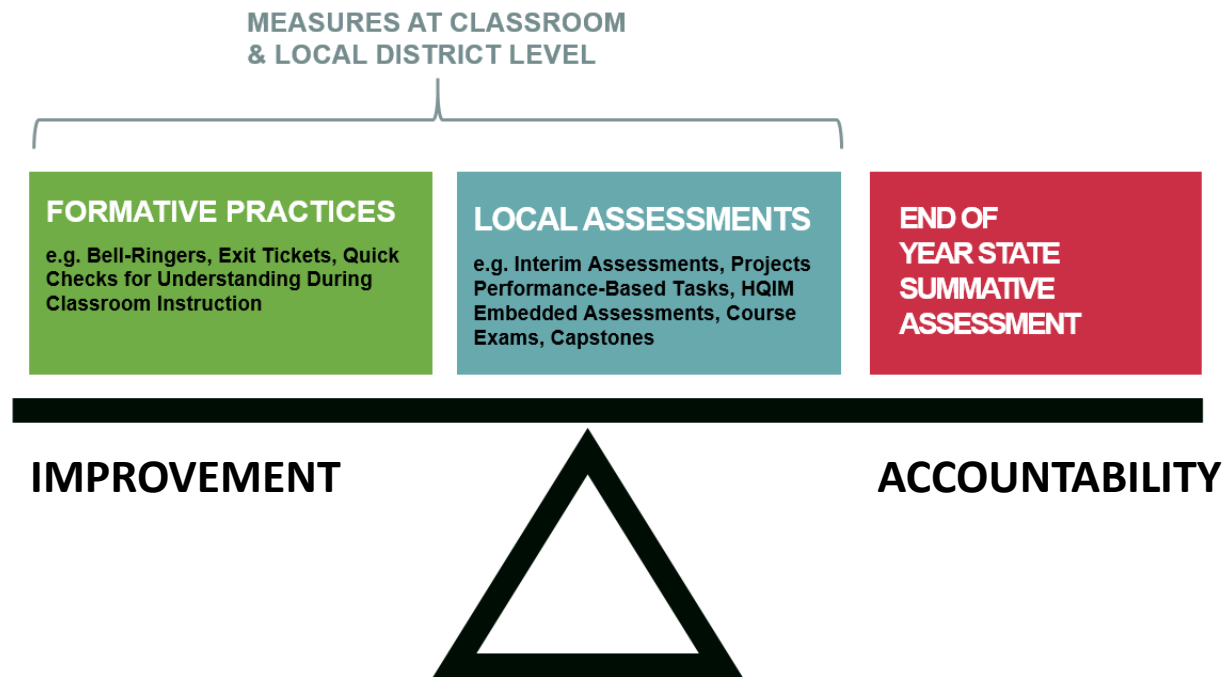
- more equitable
- culturally responsive
- innovative
- more balanced



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New Mexico State University



Balanced Assessment System



An assessment system is balanced when:

- the assessments in the system are coherently linked through a clear specification of learning targets,
- they comprehensively provide multiple sources of evidence to support educational decision-making, and
- they continuously document student progress over time.

(National Research Council, 2001)

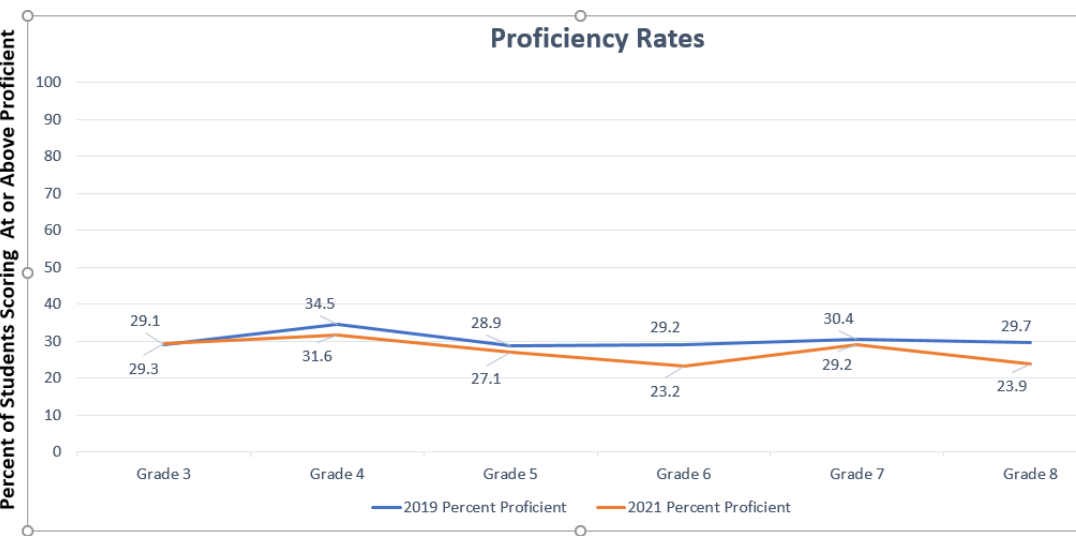


Assessment Data: What we currently know about status of student learning in New Mexico and national trends

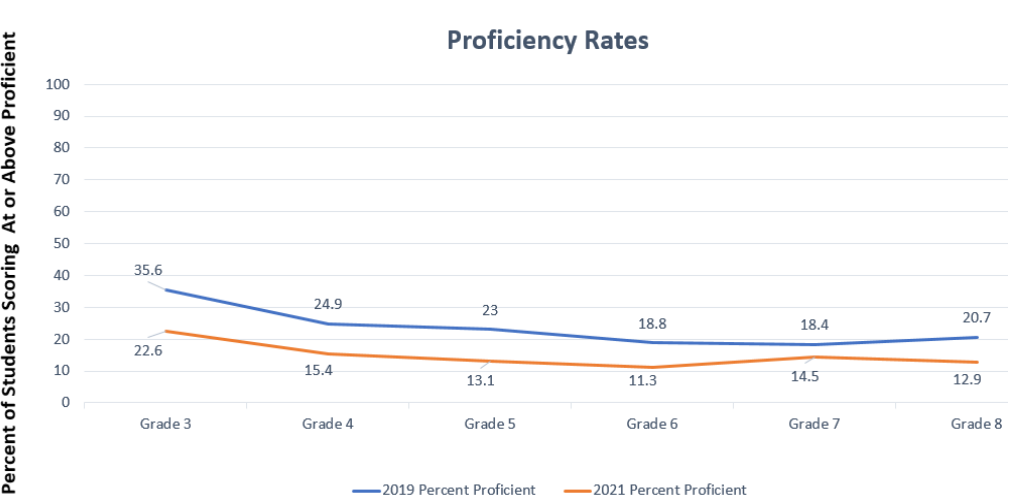
New Mexico Data Study: Student Math & Reading Performance

- In reading, the percent of students scoring proficient in participating schools declined by 2.96 percent from 2019 to 2021*
- In math, the percentage of proficient students in participating schools declined by 8.41 percent from 2019 to 2021.*

Reading



Mathematics



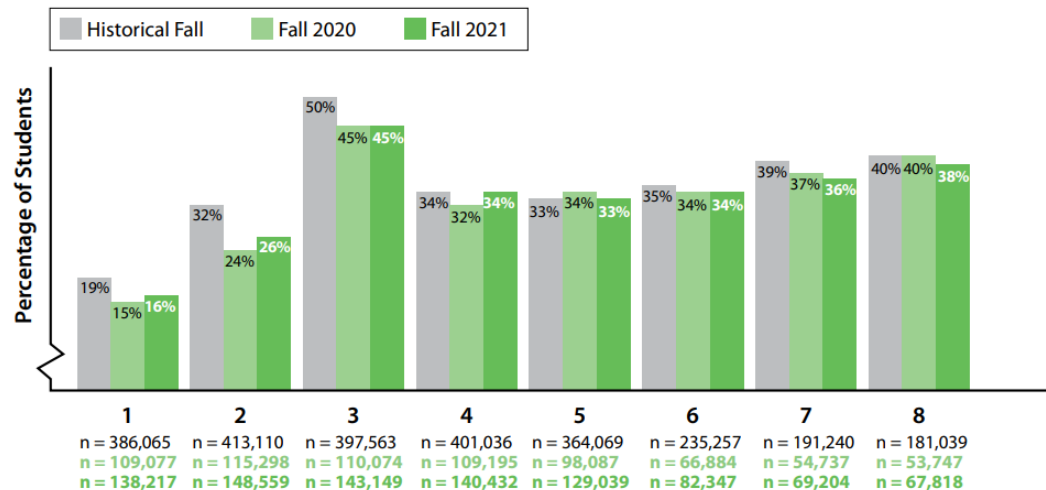
Recent National Study: Student Math & Reading Performance

One recent study indicates:

- In reading, the percentage of students who are on grade level in the upper-elementary and middle school grades is close to pre-pandemic levels, whereas in the early grades the percentage of students who are on grade level is lower than before the pandemic
- In mathematics, the percentage of students who are on grade level is lower in nearly all grades than what we saw prior to the pandemic.

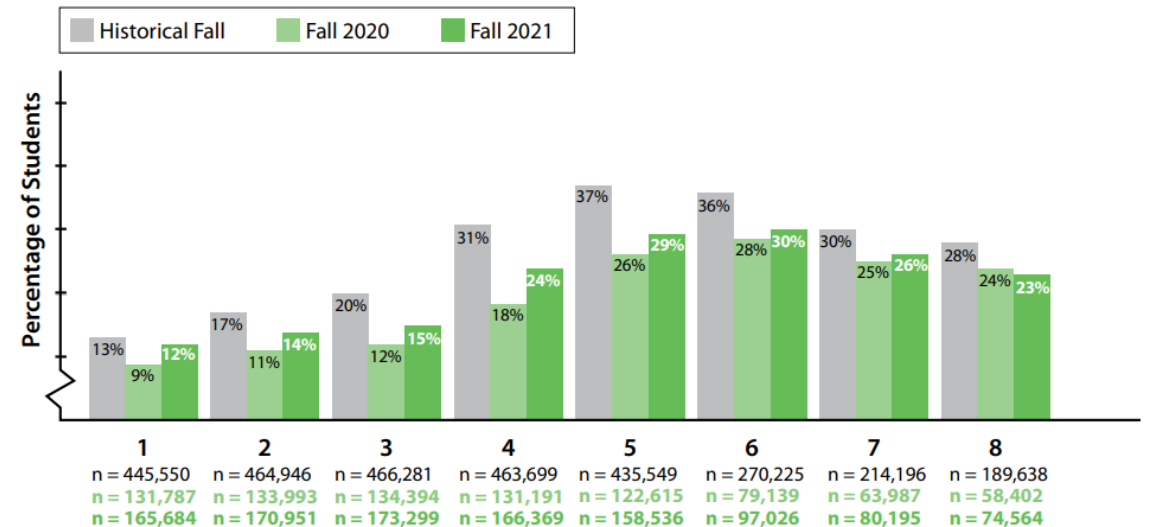
Graph 4.1: On Grade Level in Fall 2020 and Fall 2021, Reading

Data Focus:   

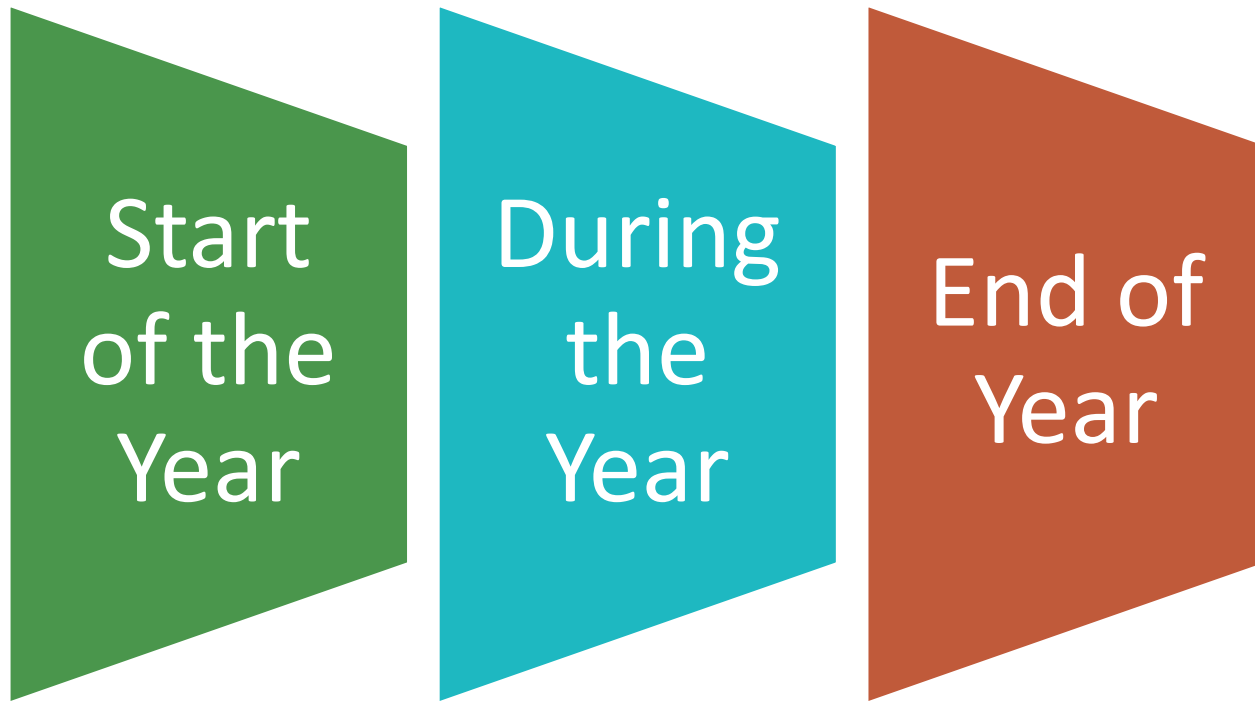


Graph 4.2: On Grade Level in Fall 2020 and Fall 2021, Mathematics

Data Focus:   



Source: Curriculum Associates, November 2021



PED's Priorities for Measuring Student Progress in the 2020-21 School Year

How New Mexico Schools Are Moving Forward

Start of the Year Requirements

- Universal screening
- BOY interim assessments to establish baseline data

- ✓ All PreK & Kindergarten Developmental Screening
- ✓ All new K-12 students screened for English learner status by 30th day
- ✓ All first-graders screened for dyslexia by 40th day
- ✓ All K-2 progress monitored for early literacy skills
- ✓ Required and optional guidance for interim assessments for students in grades 3-8

How Assessments Measure Progress During the Year

Throughout the Year: Progress Monitoring

- Use of formative assessment tools
- Continued use of interim assessments

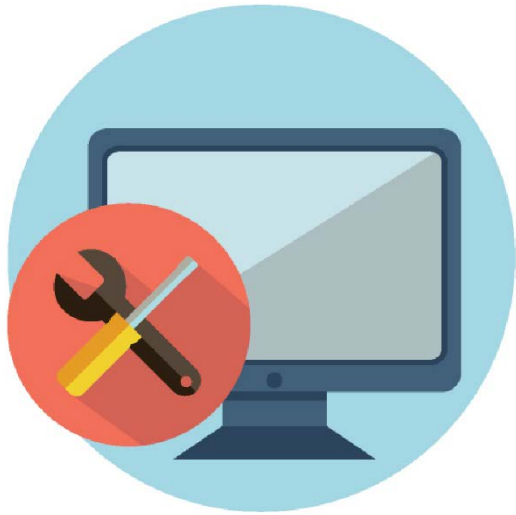
- ✓ Daily formative checks for understanding (e.g., bell-ringers, exit tickets)
- ✓ Unit assessments found with high Quality Instructional materials (HQIM) based on local scope and sequence
- ✓ Required K-2 monthly progress monitored for early literacy skills
- ✓ Continued use of routine / interim assessments for students in grades 3-8 (e.g., state provided* or acquired locally)
 - iMSSA
 - MAPS/NWEA
 - iReady
 - iMSSA*
 - MasteryConnect*

How We Gauge Progress a Year From Now

End of Year (EOY) Data

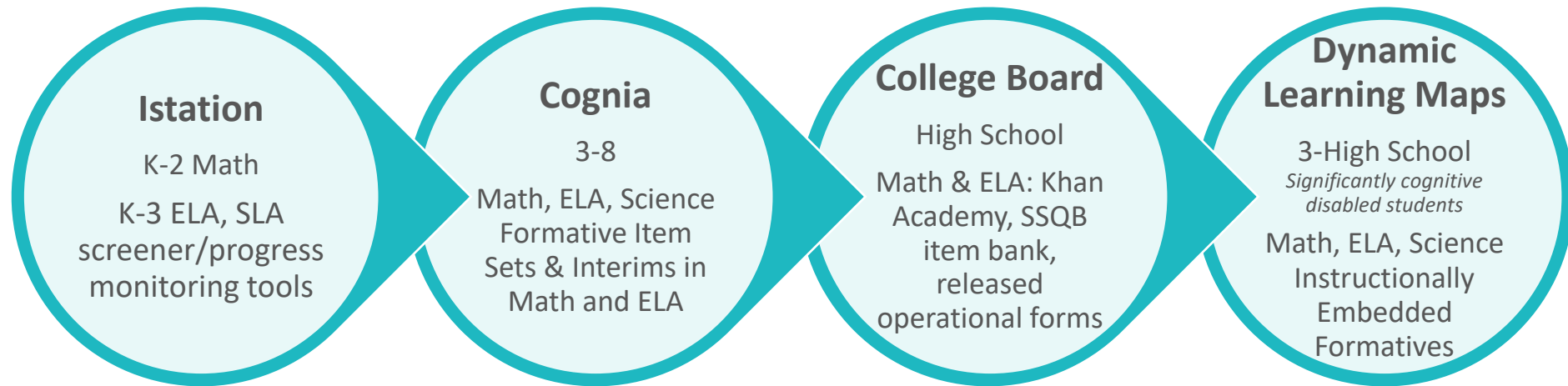
- EOY interim assessments to establish baseline data
- State summative assessment data
- Multiple measures

- ✓ Review multiple measures of assessment data
 - Prior year's performance data
 - Progress monitoring and interim data since the start of the year
 - Course grades
- ✓ Increase toward proficiency when comparing from interim BOY to EOY data
- ✓ Achievement levels on summative state assessments (e.g., MSSA, SAT)



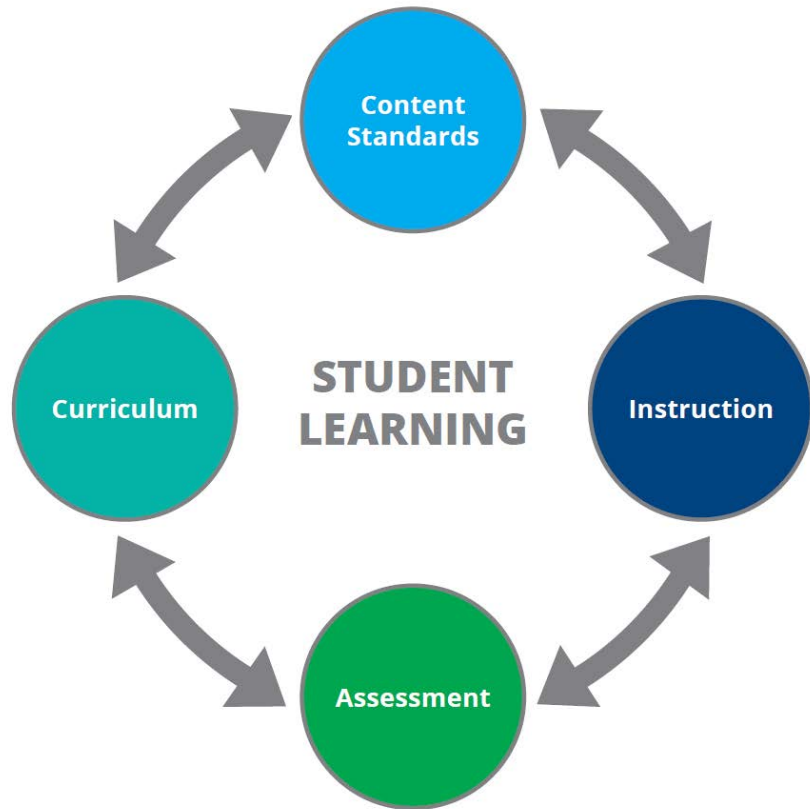
High-Leverage Assessment Tools in a Balanced Assessment System

Formative & Interim Resources Available to All LEAs



- Including those diagnostic, formative, interim and summative assessment resources found within HQIM

Assessment's Role in the Teaching and Learning Cycle

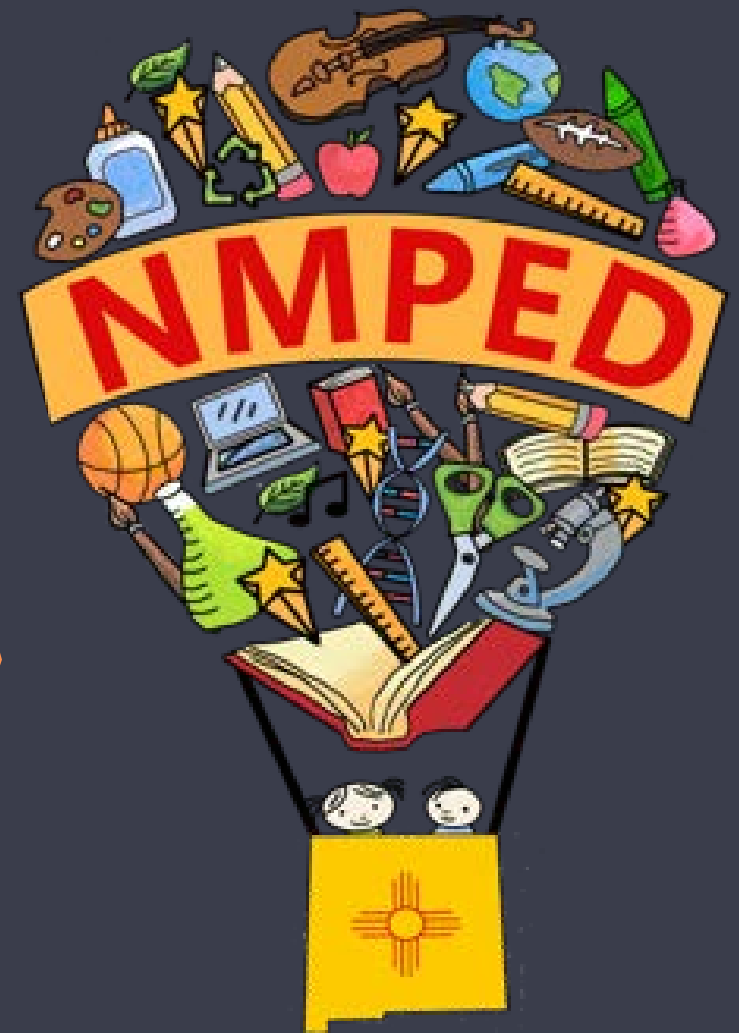


Formative & Interim Assessments Must Operationalize in Service to Instruction

- Tied to specific curriculum targets / state adopted standards
- Results are timely & granular enough to support actionable feedback

Informs students, teachers, parents, and local administration of child's progress toward grade level standards

How will we support classroom instruction to accelerated learning?



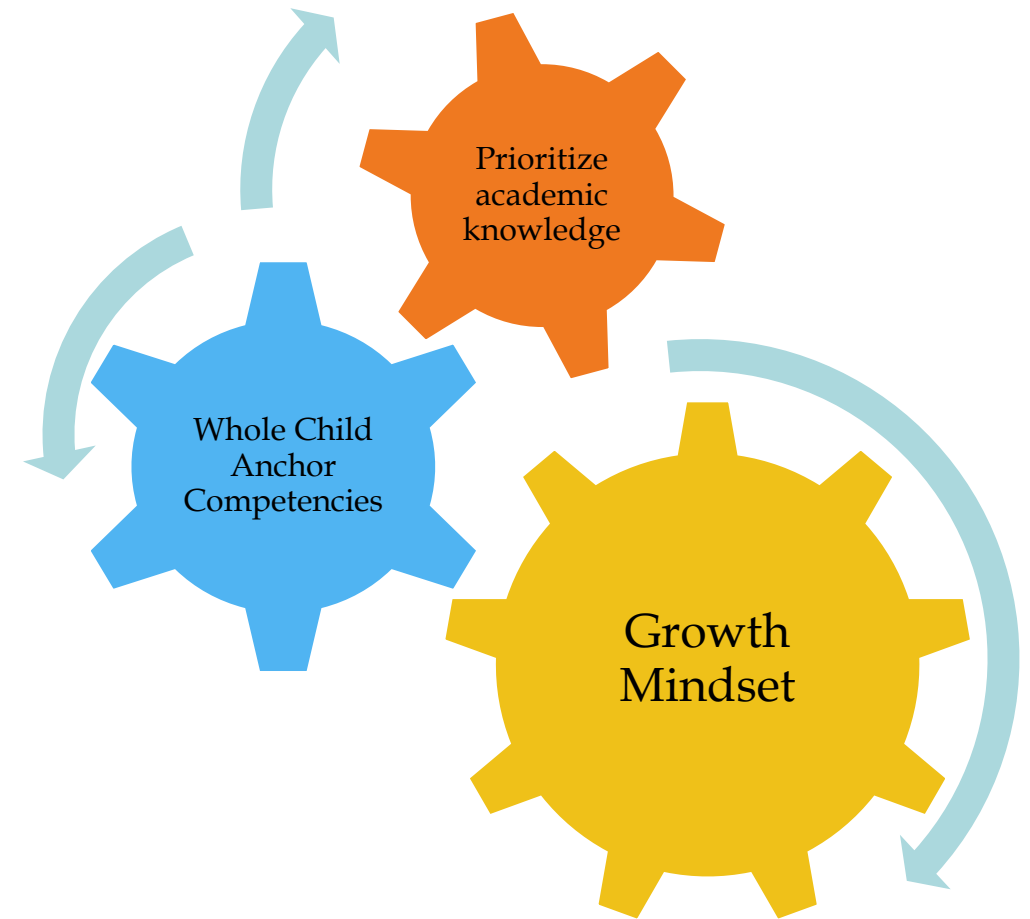
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Operational Definition of Accelerated Learning

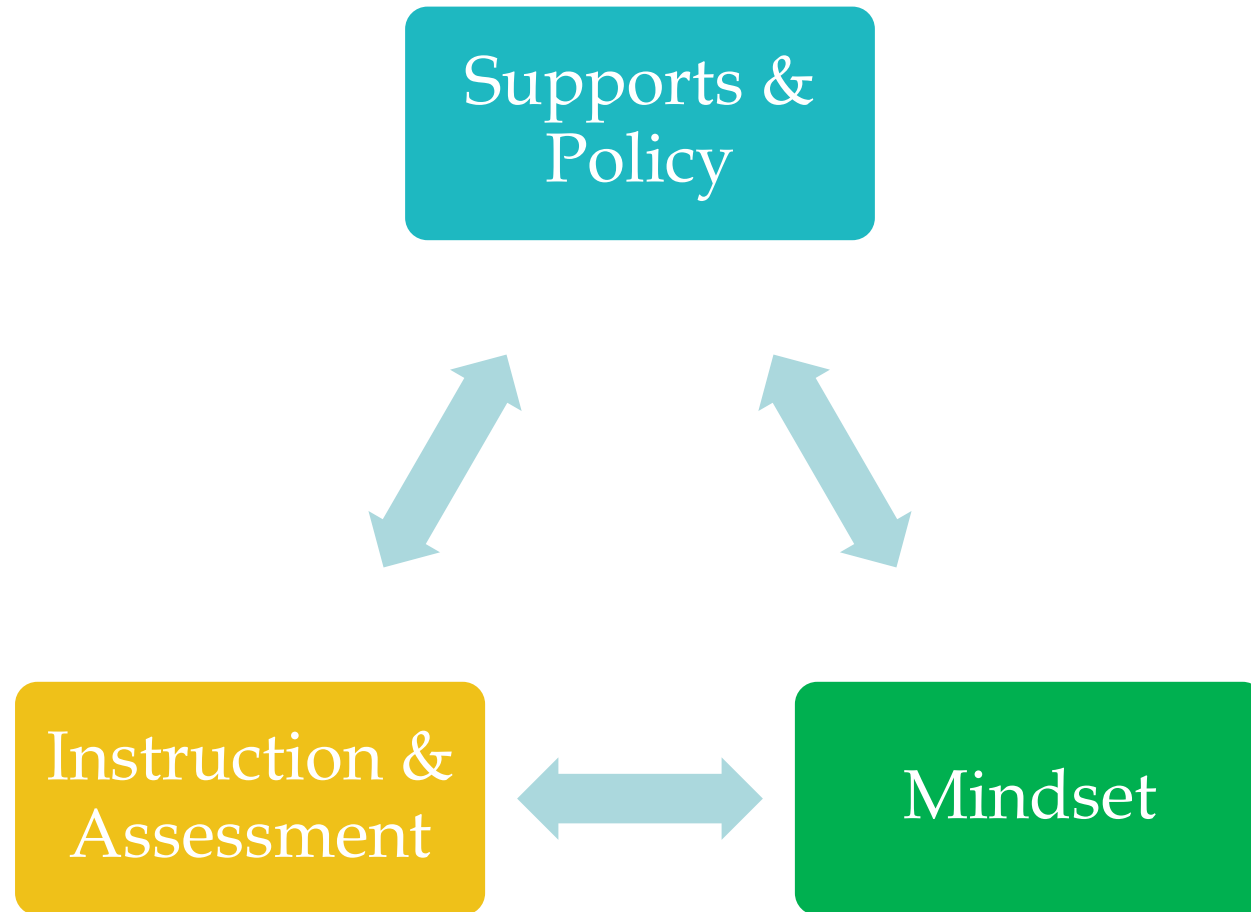
Grade Level Standard is the Floor, Not the Ceiling

An instructional framework that assumes **all students** engage with grade-level academic standards. In order for accelerated learning to work, three foundational tenets are critical:

Accelerated learning enables educators to connect unfinished learning with new ideas and new information, all while engaging with grade-level content and celebrating student cultural wealth.



Instructional Equity



Our “WHY” is the classroom!

Equity, Excellence & Relevance

Student Support and Development

- Cultural and linguistic responsiveness
- Equitable access to grade level standards for all
- Instructional scaffolding
- Structured Literacy development to support content development
- Preparation for college and career

Rooted in our Strengths

Teacher Support and Development

- Professional learning to support student development
- Collaborative practices
- Balanced Assessment Resources
- Support with the use of highly effective instructional strategies in lesson planning
- Support finding and using High Quality Instructional Materials

Research Regarding Acceleration

Students have big, clear plans for college and career.

Most students do what they're asked in school-but are still not ready to succeed after school.

Students spend most of their time in school without access to four key resources: **grade appropriate assignments, strong instruction, deep engagement, teachers with high expectations.**

Students of color, those from low-income families, ELL, and SWD (mild to moderate) have even less access to these resources than their peers.

Greater access to the four resources can and does improve student achievement-particularly for students who start the school year behind.

Focus Areas For Accelerating Learning

1. All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.

2. All students feel like they belong in their school experience.

3. All students and families are treated as authentic partners.

4. All students have access to grade-appropriate assignments focused on priority content.

5. All students have access to strong instruction that addresses any gaps in prior learning they have within the context of grade-appropriate assignments focused on priority content.

6. All students are demonstrating mastery of grade-level content.

**SEL
and
Engagement**

Academics

✓ Tool: TNTP Learning Acceleration [Guide](https://tntp.org/assets/covid-19-toolkit-resources/TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf) <https://tntp.org/assets/covid-19-toolkit-resources/TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf>

Mindset Shift

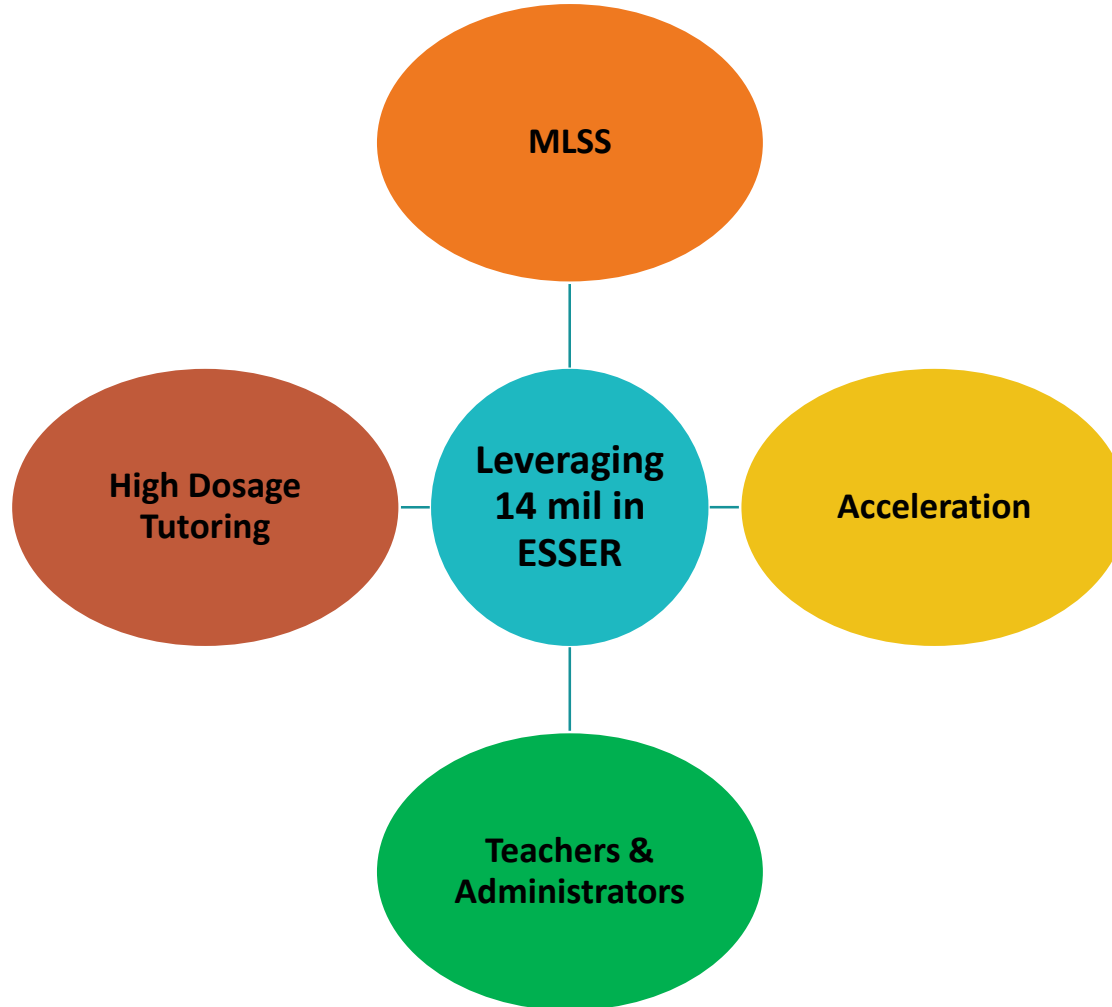
Remediation

- Instruction focused on repetition and drill on very specific skills
- Instruction is separate from the current grade level content
- Instruction is connected to skills from previous years
- Focus is below grade level rather than at grade level

Acceleration

- Instruction is targeted to supporting students for success with on-grade level content
- Instruction targets what students need at the current time to tackle the grade level standard
- Instruction prepares students for new learning with a strong pre-teach related to on grade-level standard
- Missing skills and concepts from previous grade levels are addressed in the context of on-grade level learning

Suite of Supports for Professional Development



- Opportunities for Districts/Charters to choose entry point
- State-wide communities of practice for administrators and teachers
- Cohort learning with representative teams of teacher leaders and instructional leaders
- Synchronous and Asynchronous opportunities
- Coaching
- Use of data to support instructional and programmatic planning

Considerations for LESC

- Prioritizing Interim Assessments
- Researching Innovative Assessment and Performance-based Assessment
- Funding Salary Increases for Educators and Recognizing the Time Commitment for Solid Professional Development
- Prioritizing Families as Partners

Thank you!