

# Equity at the center: using new federal funding to support the *whole child*

June 1, 2021



# Meet your expert panel

**Taisha Steele, EdS**

Senior Equity Advisor and 2020 VA  
School Counselor of the year

**Stanley Rabinowitz, PhD**

Senior Technical Advisor

**Anise Flowers, PhD**

Assessment Consultant





# Agenda

- Flexibility to meet the needs of all learners  
--Taisha Steele
- Academic needs  
--Stanley Rabinowitz
- Social-emotional and behavioral needs  
--Anise Flowers
- Q&A

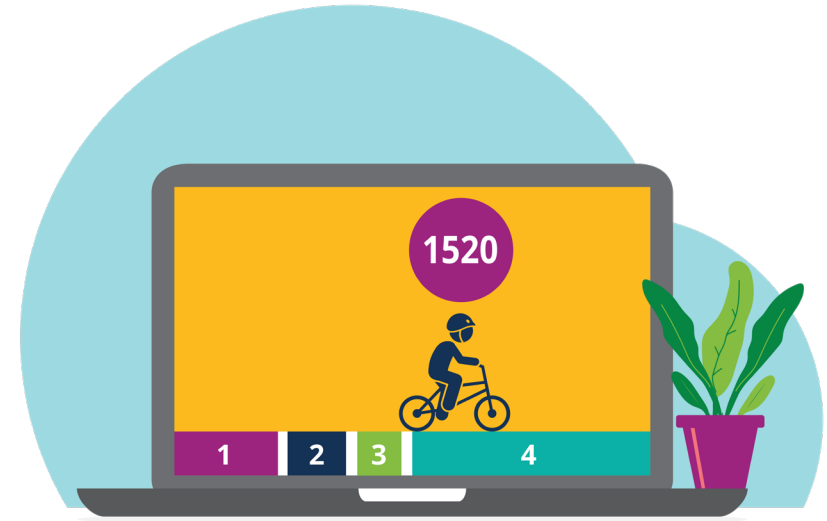
Flexibility to meet  
the needs of all  
learners

# Equity in education

Some students arrive to school **inherently disadvantaged**

A **commitment to equity** eliminates the predictability of student outcomes based on race, gender, zip code, ability, socio-economic status, and/or languages spoken at home

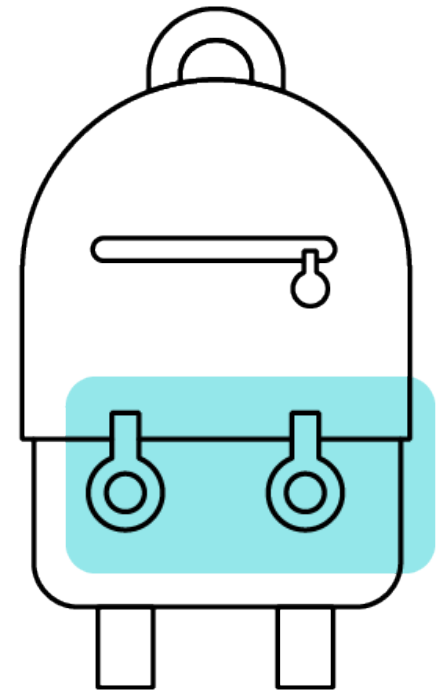
Equity is *adaptable*, **individually focused**, and *fair*



# Equity in education [continued]

Equity requires that students have access to **high quality learning programs** that enable them to **maximize their potential**

When schools are mindful of **different backgrounds** and provide the **right resources**, all students are prepared to learn and help each other succeed



# Benefits of an equitable education

- Better **physical** health
- Better **social-emotional** adjustment
- Stronger **social** atmosphere
- **Higher** test scores
- College and career **readiness**
- Surrounding communities benefit from equity in schools through **social cohesion** and **economic growth**



# Flexible funding for equitable solutions

COVID-19 has **amplified existing inequities** and inadequacies in many structures, especially in our education system

The pandemic has also had a **more harmful effect** on communities and people of color, including many who were already faced with health challenges

Students returning to school this fall will have **many needs**

Congress has approved a substantial amount of funding through the American Rescue Plan to support **safe and equitable reopening of schools**

States, districts, and schools now have significant federal resources available to **implement strategies to meet the needs of students**, including students most affected by the pandemic and for whom the pandemic exacerbated preexisting inequities



# Strategies to support the whole child

- **School Reopening**

- Distance learning
- Unfinished learning
- Inclusion of cultures and values

- **Instructional Recovery (Academic)**

- Assess
- Use data to inform
- Language development/mastery

- **Instructional Recovery (Social-Emotional Learning/Child Well-Being)**

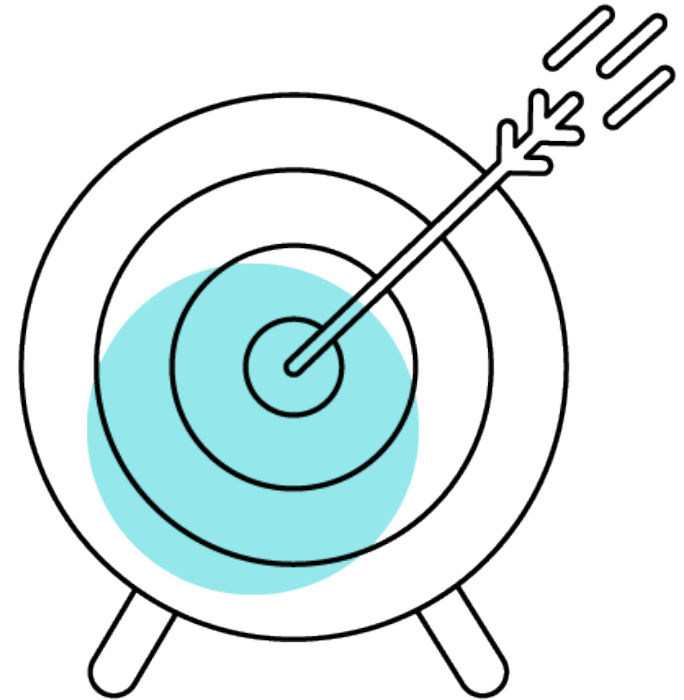
- Assess and teach SEL skills
- Universal screening
- Rating scales

# Academic needs

# The role of interim assessments in a balanced assessment system

- Progress monitoring
- Instructional feedback
- Mid-course recalibration
- Impact of COVID on students and subgroups
- Summative complement or substitute

**Interims should not duplicate summative assessments  
(mini summatives)**



# Characteristics of a valid, equitable interim assessment

- **Aligned** to the breadth and depth of state content standards
- **Locally relevant**, tailorable to each school/district's unique scope and sequence
- **Timely**, providing valid data at key points across the school year
- **Efficient**, meeting the value vs burden challenge, often using Computer Adaptive methodology
- **Actionable**, providing results that are understandable and relevant to students and teachers
- **Transparent**, the items tasks match what is taught



# Characteristics of a valid, equitable interim assessment [continued]

- **User friendly**, allowing students and teachers to navigate the system easily
- **Measure achievement and growth**, both within and across school years
- **Flexible**, allowing mid-course corrections, especially important in a COVID environment
- **Technically sound**, reliable, valid, and unbiased for all student populations
- **Fair** to *all* student populations and subgroups – equally accessible to all cultures, ethnicities, multilingual learners and students with disabilities





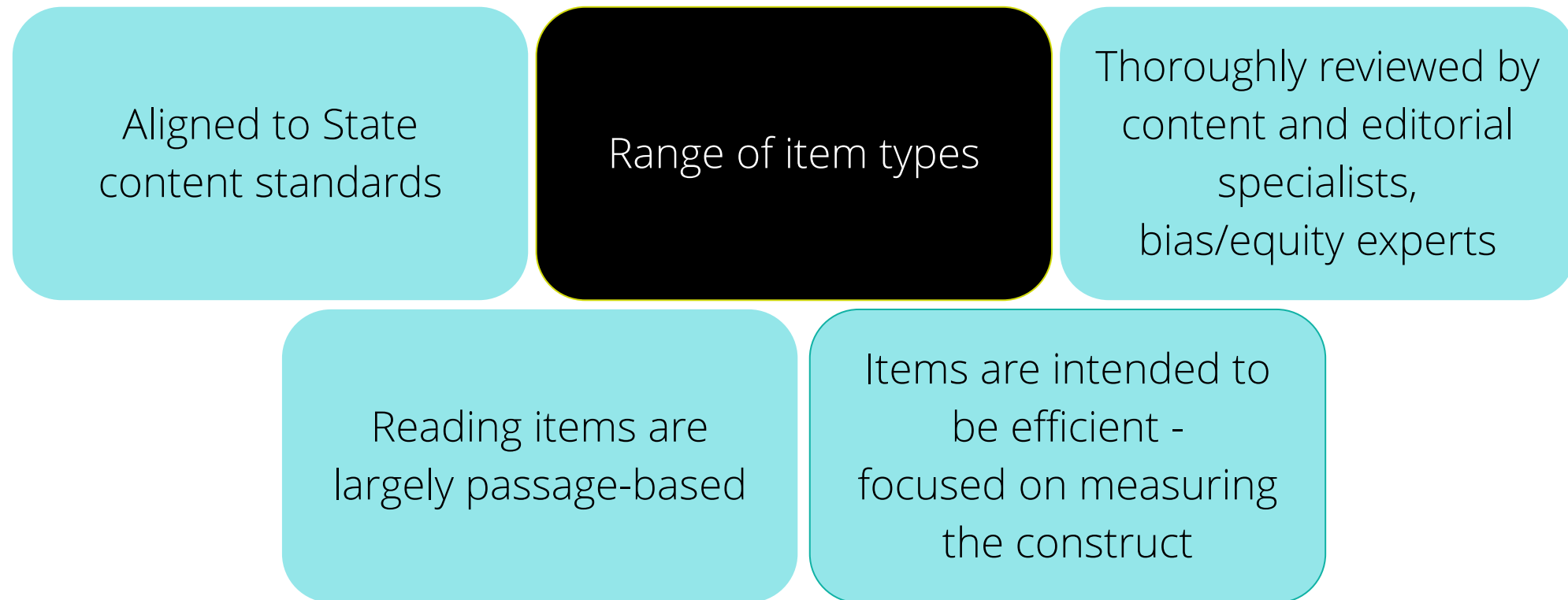
# What is Transcend?

Transcend is an interim assessment system designed to provide equitable, efficient, actionable achievement and growth data to district leaders, school leaders, and teachers.

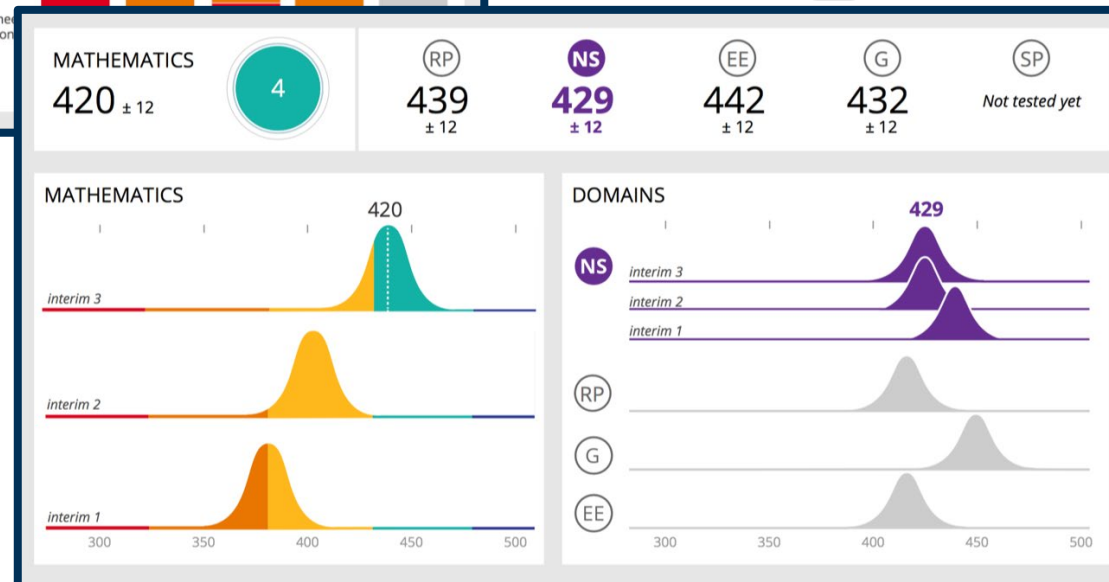
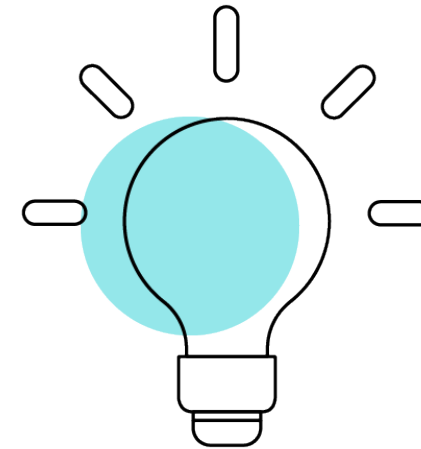
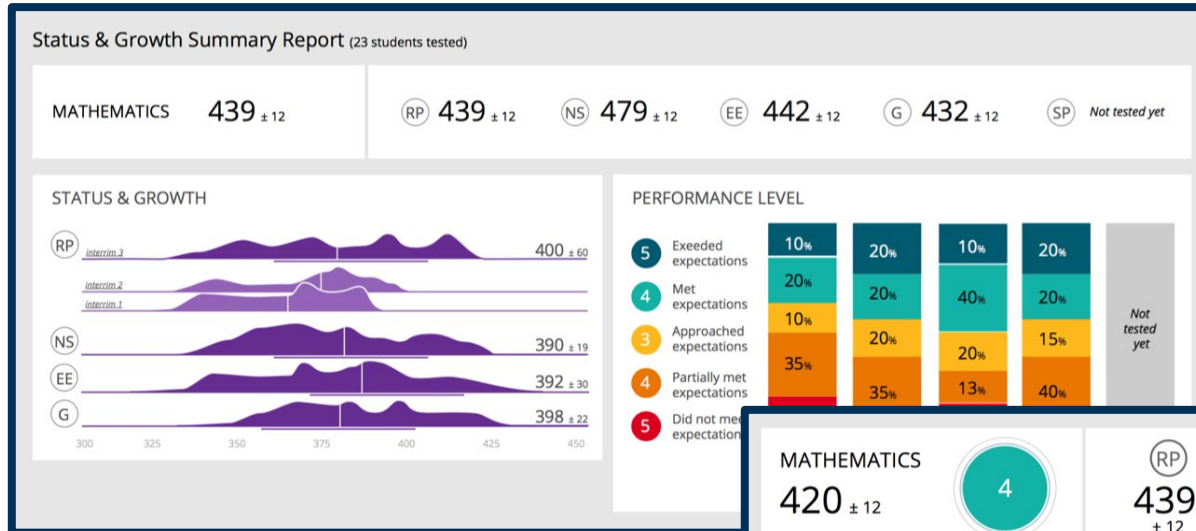
It currently includes:

- **Fully aligned** calibrated, bias-free item bank (K-HS ELA and math)
- Intelligent Test Blueprint (ITB) matching **local scope and sequence**
- **Computer adaptive** navigation
- Suite of interactive reports at the **content, domain, standards, and item** levels
- Full set of **accommodations** and **Spanish** version

# Item bank



# Innovative concepts in reporting



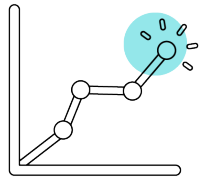


# Reports: summary

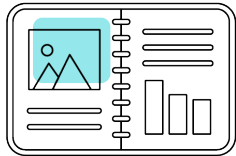


Provide status and growth reports for the overall content area and underlying domains at the following levels:

District ~ School ~ Class ~ Student



Proficiency level aligned to the summative test for overall content area



Purpose is to provide data to determine if students are on track during the school year (big picture)

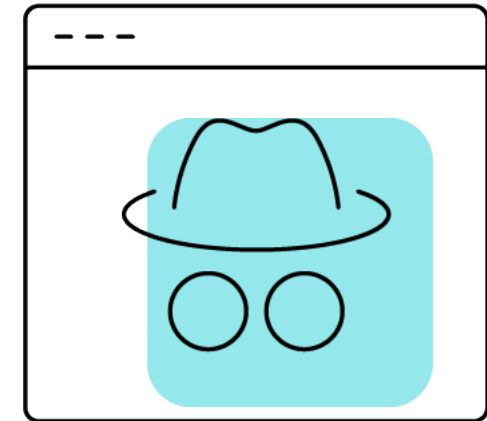
# Social-emotional and behavioral needs

# Understanding mental health needs and behavior screening



# Identification of behavioral and emotional risk (BER)

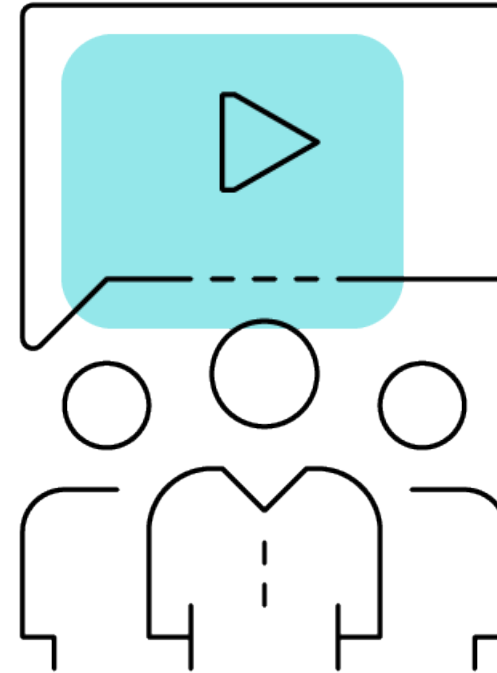
- Maladaptive behaviors
- Emotional issues
- Thought patterns
- Delayed acquisition of pro-social coping skills



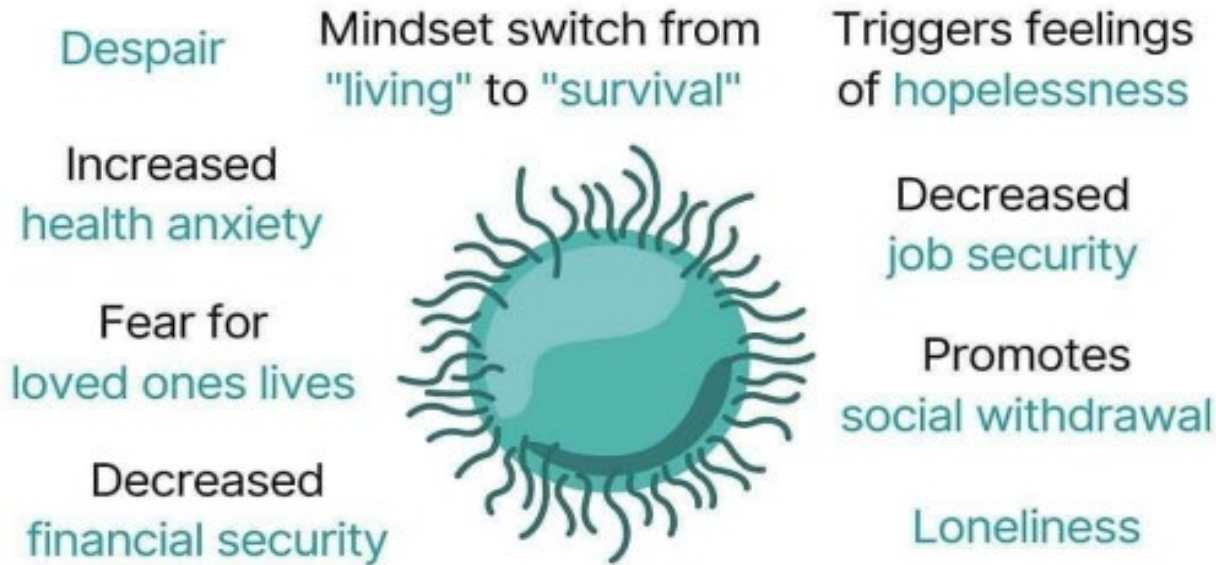
BER is associated with, or known precursors to, the development of mental health disorders which in turn, contribute to academic problems.

# Universal behavior screening: rationale

- Prevention and early intervention
- Addressing underserved populations
- Behavior/emotions and academic performance
- Teacher referral vs screening



# Why The Coronavirus Is Triggering Mental Health Issues:



Quarantine makes it more difficult to distract oneself from existing mental health issues



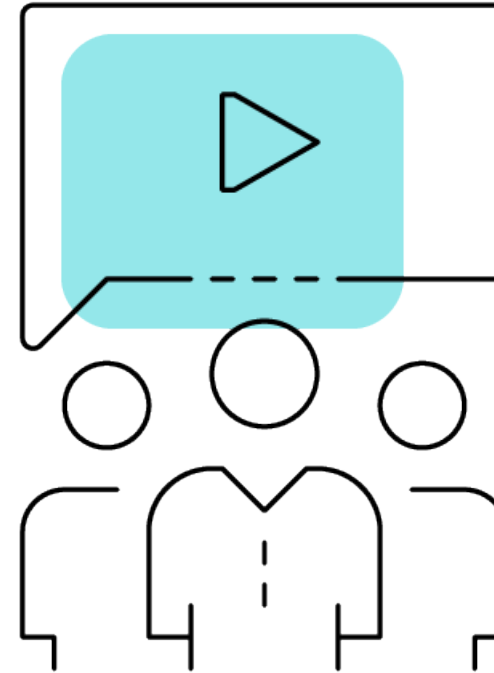
**Coronavirus isn't just threatening our physical health, but our mental health too. Look after it. Please share to raise awareness.**

@RealDepressionProject



# Universal screening for behavioral and emotional risk in schools: BASC-3 BESS

- Systematic, efficient, and objective way to identify children who need **intervention** or **more in-depth evaluation**
- Obtain quick evaluation of all children within a grade or school
- Early identification
- **Standardized** way of identifying students
- Use to **summarize** status of groups in schools, classrooms
- Find students at risk for **anxiety** and **depression**



# BASC-3 Behavioral and Emotional Screening System (BESS)

Form	Levels	Languages	Items
Teacher	Preschool (age 3-5) Child/Adolescent (grade K-12)	English	20
Parent	Preschool (age 3-5) Child/Adolescent (grade K-12)	English Spanish	29
Student	Child/Adolescent (grades 3-12)	English Spanish	28

Each item rated on a frequency scale.

Only takes 5-10 minutes to complete.



# BASC-3 BESS

- Behavioral and emotional risk index (BERI)
  - Normal level of risk
  - Elevated level of risk
  - Extremely elevated level of risk

Subindexes	Teacher	Parent	Student
Externalizing Risk	X	X	
Internalizing Risk	X	X	X
Adaptive Skills	X	X	
Self-regulation Risk			X
Personal Adjustment Risk			X

# Benefits of universal screening

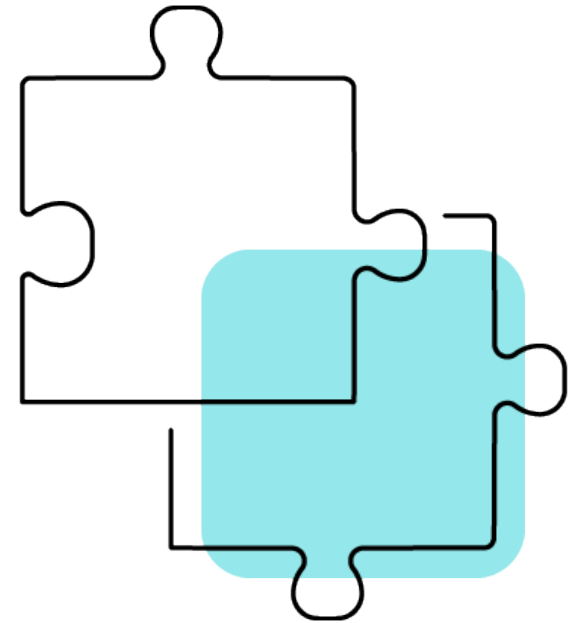
Research studies have demonstrated:

- Ability to **predict outcomes**
- **Differential** identification
- Impact on **equity**
- Less gender **disproportionality**

BESS Form	Ratio of Elevations Boys to Girls
Teacher	2:1
Parent	2:1
Student	1:1
Special Ed Placement	3:1

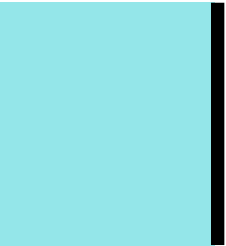
# Screening and intervention

- Must be linked: identification must come first to be **efficacious**, but is not useful without interventions
- Early intervention is preventive and promotes resiliency which promotes **improved lifelong outcomes**
- Our science is clear that **earlier intervention/prevention** is more effective than later.



# Social Emotional Learning





Social-emotional learning (SEL) is defined as the “process of acquiring knowledge, skills, attitudes, and beliefs to identify and manage emotions; to care about others; to make good decisions; to behave ethically and responsibly; to develop positive relationships and to avoid negative behaviors.”

(Elias & Moceris, 2016, p. 424).



## CASEL SEL Competency Framework

[www.casel.org](http://www.casel.org)

# Social Skills and Academics

“Improving children’s social and interpersonal skills improves motivation to learn and engagement, which results in greater academic achievement.

**Social skills are academic enablers!”**



# SSIS SEL System

Screening	Intervention	Assessment
SSIS SEL Edition Screening/Progress Monitoring Scales	SSIS SEL ed. Classwide Intervention Program (CIP)	SSIS SEL Edition Rating Forms

Fully-aligned assessments that measure the same skills taught in the intervention program



# SSIS SEL Edition Screening/Progress Monitoring Scales



Pearson Student Analysis Courses Kindergarten Teacher 1

/ Universal Screening / Screener

### Definition of Self-Awareness

Accurate recognition of one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Awareness					
	1	2	3	4	5
Burke, Nichole (32551362)					
Eggleston, Helen (32549275)					
Enos, Claude (32551552)					
Flemming, Rusty (32552988)					
Gandy, William (32552922)					
Goad, Kaley (32548626)					
Hoyle, Genesis (32545604)					
Knight, Ben (32552540)					
Madsen, Sheldon (32552959)					
Mann, Alison (32549847)					
Mann, Nicole (32545344)					
Marlowe, Jackie (32546931)					
Mccoy, Enrique (32545898)					
Mena, Daryl (32549993)					

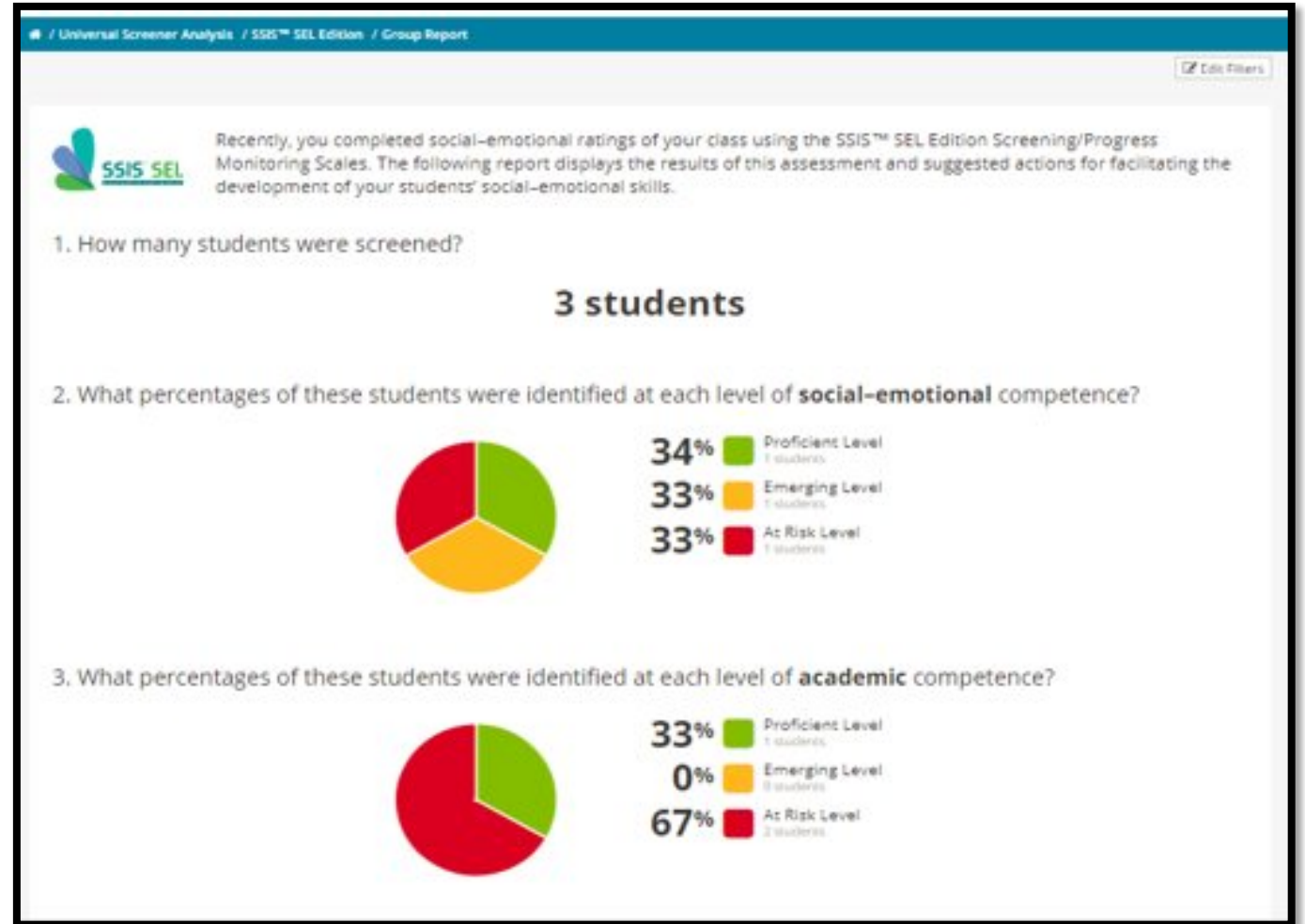
<b>Level 5</b>	<p>A student at this performance level demonstrates most of the following:</p> <ul style="list-style-type: none"><li>Excellent recognition of his/her emotions and their influence on behavior</li><li>High accuracy when assessing his/her strengths and weaknesses</li><li>Very consistent expression of a realistic sense of self-confidence based on knowledge and experience</li><li>Exceptional ability to describe his/her feelings and the actions that influence them</li></ul> <p>Such a student generally does not need additional instruction to improve his/her self-awareness skills.</p>
<b>4</b>	<p>A student at this performance level demonstrates most of the following:</p> <ul style="list-style-type: none"><li>Very good recognition of his/her emotions and their influence on behavior</li><li>Moderate accuracy when assessing his/her strengths and weaknesses</li><li>Somewhat consistent expression of a realistic sense of self-confidence based on knowledge and experience</li><li>Very good ability to describe his/her feelings and the actions that influence them</li></ul> <p>Such a student is likely to benefit from additional instruction to improve his/her self-awareness skills.</p>
<b>3</b>	<p>A student at this performance level demonstrates most of the following:</p> <ul style="list-style-type: none"><li>Good recognition of his/her emotions and their influence on behavior</li><li>Occasional accuracy when assessing his/her strengths and weaknesses</li><li>Inconsistent expression of a realistic sense of self-confidence based on knowledge and experience</li><li>Good ability describing his/her feelings and the actions that influence them</li></ul> <p>Such a student is likely in need of additional instruction to improve his/her self-awareness skills.</p>
<b>2</b>	<p>A student at this performance level demonstrates most of the following:</p> <ul style="list-style-type: none"><li>Limited recognition of his/her emotions and their influence on behavior</li><li>Limited accuracy when assessing his/her strengths and weaknesses</li><li>Rare expression of a realistic sense of self-confidence based on knowledge and experience</li><li>Limited ability to describe his/her feelings and the actions that influence them</li></ul> <p>Such a student is likely in need of additional instruction to improve his/her self-awareness skills.</p>
<b>1</b>	<p>A student at this performance level demonstrates most of the following:</p> <ul style="list-style-type: none"><li>Very limited recognition of his/her emotions and their influence on behavior</li><li>Rare accuracy when assessing his/her strengths and weaknesses</li><li>Very rare expression of a realistic sense of self-confidence based on knowledge and experience</li><li>Very limited ability to describe his/her feelings and the actions that influence them</li></ul>

5-level SEL  
performance rubric  
with colors indicating  
levels of possible risk  
for social emotional  
difficulties.

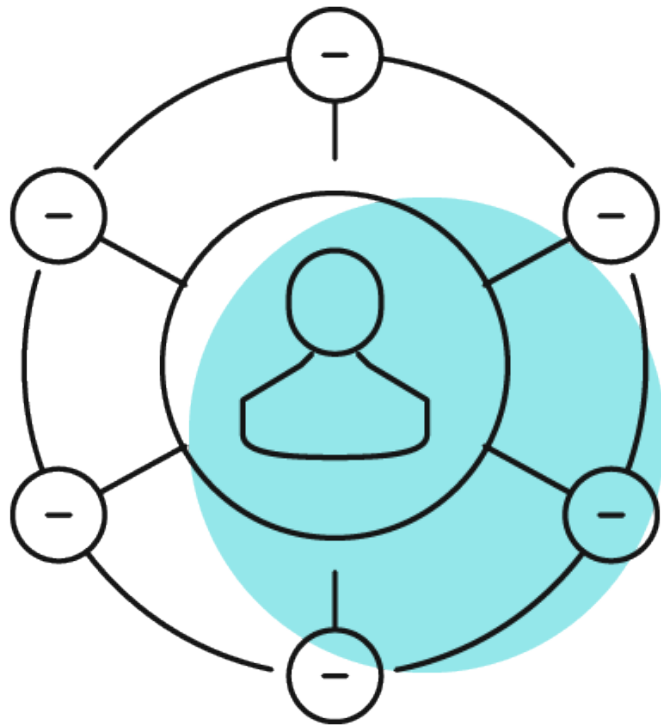
# SSIS SEL screening results

## Risk Classifications

- Proficient – Green
- Emerging – Yellow
- At Risk – Red



# We all Teach Social Emotional Skills!



## Teachers, Peers, Coaches, & More

Social emotional skills have been part of a **hidden or implicit curriculum** in most schools for too long.

How can we **efficiently** and **effectively** teach key skills?



## Listening to educators

**9** out of **10** teachers believe social and emotional skills can be taught and that it benefits students

**4** in **5** teachers want more support to address students' social and emotional development

Bridgeland, Bruce, & Hariharan (2013)

# Classwide Intervention Program

## CORE SEL Skills

Skill		CASEL Domain
1	Listen to others	Self-Management
2	Say please and thank you.	Relationship Skills
3	Follow the rules.	Self-Management
4	Pay attention to your work.	Self-Management
5	Ask for help.	Self-Awareness
6	Take turns when you talk.	Relationship Skills
7	Get along with others.	Relationship Skills
8	Stay calm with others.	Self-Management
9	Do the right thing.	Responsible Decision Making
10	Do nice things for others.	Social Awareness

# Identifying SEL strengths and skills that can become strengths in all students



Think  
Positive!

Improve desired behaviors so they become strong!

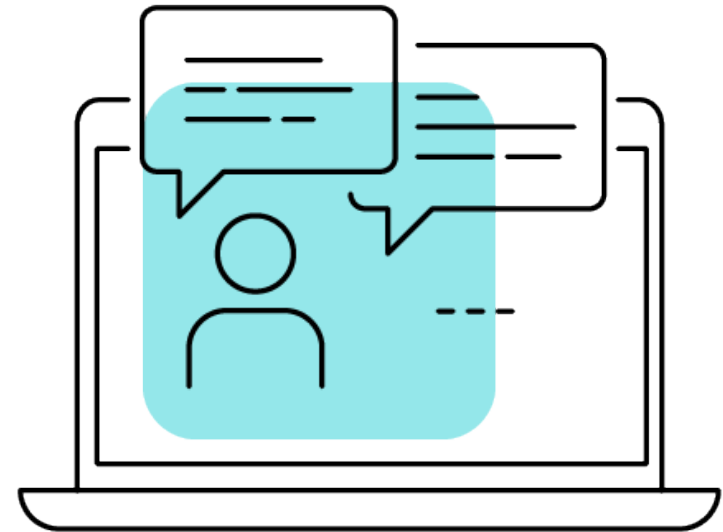
# Q & A

Please use the Q&A section (vs chat) to submit your questions.

# Thank you for joining us!

Watch your email for more information early next week:

- Webinar recording
- Funding resource guide
- [Talk to our assessment team](#) to help you navigate available resources







Pearson