

How Lakewood (FL) Elementary School Partnered with LSI Pre and Post COVID-19 to Substantially Outperform its Pinellas County Schools District Learning Rates

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SUMMARY:

Closing COVID Learning Loss

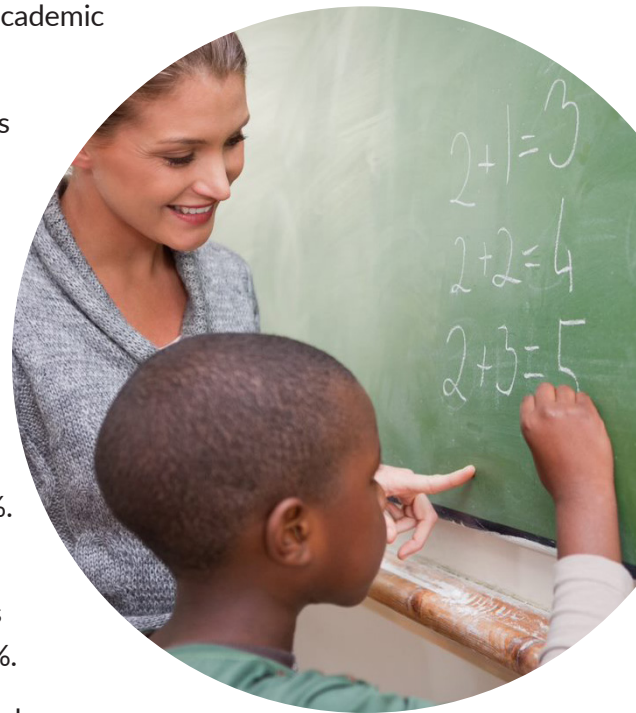
LSI MATCHES RIGOR WITH ON-GRADE LEVEL CONTENT

Instruction is focused on engaging students achieve the rigor of the standard through authentic tasks that require equal accountability from all team members. Classrooms utilize Academic Teaming to empower students to engage and extend their thinking as their new learning is applied to real-world scenarios that meet or exceed the demand of the standard.

"I have visited Lakewood Elementary School several times and have witnessed the remarkable turnaround progress. What makes this type of success possible is the strong leadership of Superintendent Michael Grego and the Pinellas County Schools team. They have been wonderful partners with LSI in this External Operator turnaround success story. We have the highest praise for principal Stephanie Woodford and her excellent staff along with the LSI experts that have provided and supported the External Operator turnaround model to Lakewood."

- Michael Toth, CEO of Learning Sciences International

- Lakewood (FL) Elementary School and Learning Sciences International (LSI) partnered to build capacity of leadership, rigorous instruction, and student academic teams within the framework of the LSI school turnaround model.
- Lakewood (FL) Elementary School performed 100% better than its Pinellas County Schools district in MATH during the COVID-19 disrupted 2020-21 school year.
- Lakewood (FL) Elementary School performed 142% better than its Pinellas County Schools district in READING during the COVID-19 disrupted 2020-21 school year.
- Lakewood (FL) Elementary School INCREASED its learning rate in MATH by 48%, while similarly situated low-performing schools in the Pinellas County Schools district decreased their rates by 9%.
- Lakewood (FL) Elementary School IMPROVED its learning rate in READING by 7 %, while similarly situated low-performing schools in the Pinellas County Schools district decreased theirs by 16-22%.
- Lakewood (FL) Elementary School closed subgroup gaps by as much as 363% in MATH and 189% in READING



TIPS:

7 Strategies to Close Learning Gaps at Your School

1. Communicate a school-wide culture of achievement that all teachers, students and parents fully understand.
2. Expect teachers to partner with each other whether they are onsite, virtual, or hybrid to establish consistent roles, relationships, routines, and rigor for all students.
3. Ensure all students have access and equity in rigorous core instruction by leveraging your instructional coaches' expertise in best practices, resources, and creative scheduling.
4. Empower students to take charge of their own learning through teaming, collaborating, self-assessing progress, and knowing their learning goals.
5. Use real-time data to inform all decisions.
6. Bridge opportunity gaps using informed SEL techniques that empower the entire school community and ensure needs are being met at home.
7. Plan beginning with your school's specific needs; there is no one-size fits all solution.

POST COVID RESULTS:

Improving Math and Reading Performance During Fall to Winter 2020-21

LSI's partner, Lakewood (FL) Elementary School, performed 100% better in math and 142% better in reading than all other schools in the Pinellas County Schools district.

MATH

SUBJECT	GRADE	PINELLAS COUNTY SCHOOLS DISTRICT		LAKEWOOD (FL) ELEMENTARY SCHOOL	
		2020-21	2020-21	2020-21	RATE
MATH	1	.50	.81	▲	61%
	2	.41	1.22	▲	194%
	3	.59	.91	▲	54%
	4	.40	.99	▲	147%
	5	.41	.69	▲	67%
Wgt. Avg.	1-5	.46	.93	▲	100%

READING

SUBJECT	GRADE	PINELLAS COUNTY SCHOOLS DISTRICT		LAKEWOOD (FL) ELEMENTARY SCHOOL	
		2020-21	2020-21	2020-21	RATE
READING	1	.43	.81	▲	90%
	2	.33	.91	▲	174%
	3	.36	.80	▲	121%
	4	.26	1.09	▲	323%
	5	.28	.41	▲	50%
Wgt. Avg.	1-5	.33	.80	▲	142%

Post-COVID interim learning rates depicting comparisons of the entire Pinellas County Schools district to Lakewood (FL) Elementary School, during fall to winter of the 2020-21 school year

PRE- TO POST-COVID RESULTS:

Improving Math and Reading Performance 2019-20 to 2020-21

LSI's partner, Lakewood (FL) Elementary School, increased its learning rate in math (48%) and reading (7%) while similarly situated low-performing schools in the Pinellas County Schools district decreased their learning rates.

MATH		PINELLAS COUNTY SCHOOLS DISTRICT			SIMILAR SCHOOLS			LAKEWOOD (FL) ELEMENTARY SCHOOL		
SUBJECT	GRADE	2020-21	2019-20	RATE	2020-21	2019-20	RATE	2020-21	2019-20	RATE
MATH	1	.50	.69	▼ -27%	.44	.69	▼ -36%	.81	.71	▲ 13%
	2	.41	.62	▼ -33%	.52	.64	▼ -19%	1.22	.77	▲ 58%
	3	.59	.56	▲ 6%	.62	.54	▲ 14%	.91	.72	▲ 26%
	4	.40	.42	▼ -4%	.48	.52	▼ -8%	.99	.59	▲ 66%
	5	.41	.29	▲ 45%	.38	.29	▲ 35%	.69	.33	▲ 108%
Wgt. Avg.	1-5	.46	.51	▼ -9%	.49	.54	▼ -9%	.93	.62	▲ 48%

READING		PINELLAS COUNTY SCHOOLS DISTRICT			SIMILAR SCHOOLS			LAKEWOOD (FL) ELEMENTARY SCHOOL		
SUBJECT	GRADE	2020-21	2019-20	RATE	2020-21	2019-20	RATE	2020-21	2019-20	RATE
READING	1	.43	.59	▼ -28%	.38	.67	▼ -42%	.81	1.04	▼ -22%
	2	.33	.50	▼ -33%	.42	.55	▼ -23%	.91	.87	▲ 5%
	3	.36	.39	▼ -6%	.50	.52	▼ -3%	.80	.61	▲ 32%
	4	.26	.34	▼ -25%	.45	.52	▼ -13%	1.09	.43	▲ 153%
	5	.28	.30	▼ -7%	.47	37	▲ 26%	.41	.72	▼ -43%
Wgt. Avg.	1-5	.33	.42	▼ -22%	.44	.53	▼ -16%	.80	.75	▲ 7%

Pre and post COVID interim learning rates depicting the 2019-20 and 2020-21 school year comparisons for the district and similarly situated low-performing schools in the district

SUBGROUP GAP RESULTS: Closing Achievement Gaps

LSI Applied Research Center examined the change in subgroup gaps using benchmark assessment data from Lakewood (FL) Elementary School. It compared assessment results of students who are black to non-black students, of students eligible for free or reduced-price lunch (FRL) to students not eligible for free or reduced-price lunch, and students with disabilities (SWD) to students with no disabilities. The tables below depict the degree to which students in these three subgroups closed the achievement gap in math and reading.

CLOSING ACHIEVEMENT GAPS: MATH

BLACK STUDENTS: NON-BLACK STUDENTS	FRL: NON-FRL	SWD: NON-SWD
1 st – 363%	1 st – 260%	1 st – 100%
4 th – 20%	2 nd – 33%	2 nd – 47%
5 th – 74%		4 th – 109%
		5 th – 62%

CLOSING ACHIEVEMENT GAPS: READING

BLACK STUDENTS: NON-BLACK STUDENTS	FRL: NON-FRL	SWD: NON-SWD
1 st – 189%	2 nd – 86%	1 st – 11%
2 nd – 134%	5 th – 60%	2 nd – 31%
		3 rd – 26%
		4 th – 75%
		5 th – 33%

ABOUT THIS PROGRAM:

LSI's Schools for Rigor and Equity

LSI implemented its "Schools for Rigor and Equity" model to improve access and equity to a rigorous education for all students. LSI implemented strategic, customized frameworks that involved all stakeholders to establish a vision, set goals, outline action steps, and ultimately succeed. Below is an overview of the program that aims to improve student achievement and provide an equitable education for all students.

ESSA EVIDENCE STANDARDS

LSI's School for Rigor and Equity meets evidence requirements under the federal ESEA Title VIII Section 8101 (21) for LEA or school activities, strategies, or interventions.

CONCLUSION:

LSI's school turnaround model helped Lakewood (FL) Elementary School **INCREASE** achievement during a pandemic, despite the decline in learning throughout the rest of the Pinellas County Schools district.

DEVELOPING A CULTURE COMMITTED TO EDUCATION:

LSI has worked with Lakewood (FL) Elementary School for more than 2 years helping them exit turnaround status. Before the 2020-21 school year began, leaders from the Pinellas County Schools district and a local health expert spoke at the virtual faculty meeting. While the medical experts outlined their safety plan, LSI offered its proactive support for teachers to remind them of the strategies that they had learned and to ease their anxiety about returning to class. In the end, all but one teacher wanted to return to brick and mortar education. Teacher turnover dramatically decreased during the period of time that LSI started working with Lakewood (FL) Elementary School, retaining 91% of the staff from the 2019-20 school year to the 2020-21 school year.

BOOSTING ENGAGEMENT:

While 45% of the student population started in person, by spring Lakewood (FL) Elementary School was at 90 percent capacity. As families evaluated the struggles of virtual learning and wanted to return their children to school, they were welcomed back with flexibility. ELA teachers partnered with math/science teachers, taking turns teaching virtually and in-person. As the teachers welcomed students back inside the school building, they already had established the 4 Rs: roles, relationships, routines, and rigor from LSI's PD. Meanwhile, LSI coached school leaders to improve the efficiency of scheduling and allocation of resources.

SUPPORTING LEADERS AND TEACHERS:

LSI faculty members supported Lakewood (FL) Elementary School with three onsite coaches for ELA, math, and science. The LSI coaches worked with teachers and school coaches to ensure the virtual instruction was rigorous and included higher order questions and learning tasks.

MOTIVATING LEARNERS THROUGH ACTIVE LEARNING:

Students worked in their teams using breakout rooms while teachers and students were able to concurrently monitor their learning through self-assessment tools from LSI. As more and more students returned to in-person learning, LSI coaches supported the teachers by using agree/disagree cards and grouping students into foursomes. If three were onsite and a fourth was virtual, the online student had a spot at the desk and contributed with valued input for the team. In this case, virtual learning was not hindered, it was enhanced as a hybrid model.

MAKING DATA-INFORMED DECISIONS:

LSI leadership and faculty coaching starts and ends with research data. This emphasis on data permeated throughout Lakewood (FL) Elementary School, with all the students knowing their data and where they needed to go in their learning journey. Charts and graphs were in all classrooms. Students knew their math scores and what they would get if they took their state standardized test. School Administrators and LSI Coaches held data meetings with teachers, examining performance trends and the learning trajectory of each student.

BRIDGING GAPS TO CELEBRATE ACHIEVEMENT:

The LSI approach meets kids where they are and looks for opportunities to bridge gaps. To create a culture of learning, we match rigor with on-grade level content. This empowers the entire community from students to teachers to leaders to parents. The teachers have an open-door policy and are addressing student SEL needs within their classrooms with the support of the school Student Services Team.

REPLICATING THIS SUCCESS MODEL:

LSI's Schools for Rigor and Equity model is implemented based on the unique needs and strengths of each school. It is a partnership of reciprocal accountability. We hold ourselves accountable for ensuring that your students receive the rigorous instruction that they deserve; we ask our partners to commit themselves equally to the work. Together, we can, and will, create schools where all children thrive.

Appendix

LEARNING RATE CALCULATIONS

- Hedges G effect sizes were calculated to estimate the average rate of learning for each grade level and assessment
- The rate of learning was calculated by taking the difference in performance divided by the average gain
- The average amount of learning was calculated for the Pinellas County Schools district, similar schools and Lakewood (FL) Elementary School students

SUBGROUP GAP CALCULATIONS

- Subgroup gap benchmarks were calculated by taking the differences between the mean scale score for each subgroup and counterpart divided by the standard deviation for all students
- Subgroup gaps were calculated for Lakewood (FL) Elementary School students to assess change over time



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