



***alma***<sup>TM</sup>

STUDENT INFORMATION SYSTEM

Empower progress. **Spark potential.**



# Changing Spaces Pivoting Formats

## PRESENTED BY:

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Regional Sales Director  
Alma, SIS

**Brian Christensen**  
Superintendent,  
Akron School District

**Cindy Bear**  
Superintendent,  
Park County School District

# Introductions

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## Jillian Sciacca, M. Ed

- Preschool, Kindergarten, First Grade, Fourth Grade Teacher
- M. ED Early Childhood Reading and Literacy
- Graduate Level Course Instructor for the College of Education at the University of Phoenix
- Director of the Children's Center at Monarch Mountain
- Pk-12 Principal, Moffat Consolidated School District
- Family Engagement/Summer Learning Loss Specialist
  - ◆ CCIRA Presenter 2020
  - ◆ Children's Book Review Article Publications 2016, 2017
- Director of Pk-12 Solutions at Alma

# Brian Christensen

- Akron School District,  
Superintendent
- 25 Years in Education
- Classroom Teacher
- Secondary Principal
- Superintendent





## Cindy Bear

- Park County School District, Superintendent
- 30 Years in Education
- Classroom Teacher
- Literacy Coach
- Elementary Principal
- Superintendent

# AGENDA

- Storytime
- The Covid Slide
- Reports from the Field
- Alma's Impact
- Staying Agile



# Storytime

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**POLL:**

## **What is your current format?**

- A. Students are at school in person.**
- B. Students are learning at home.**
- C. Some days students are in class, some at home (hybrid).**
- D. It feels different every week.**

# The Covid Slide

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Figure 1. Mathematics forecast

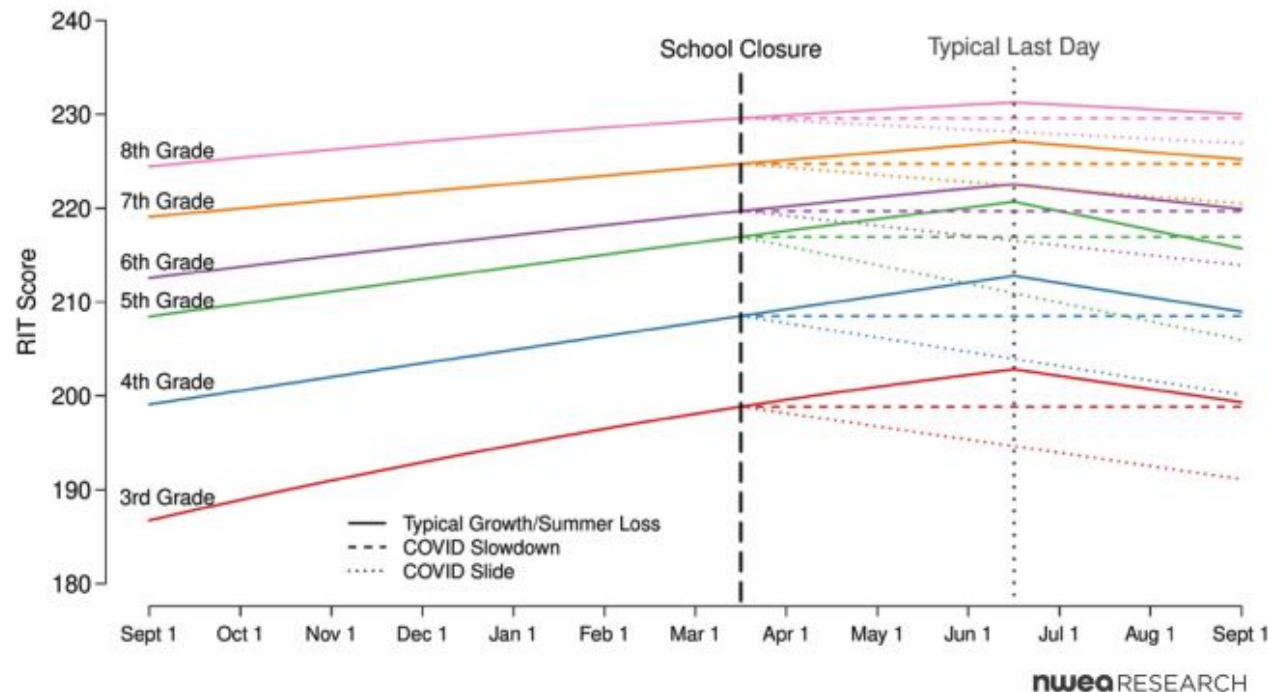
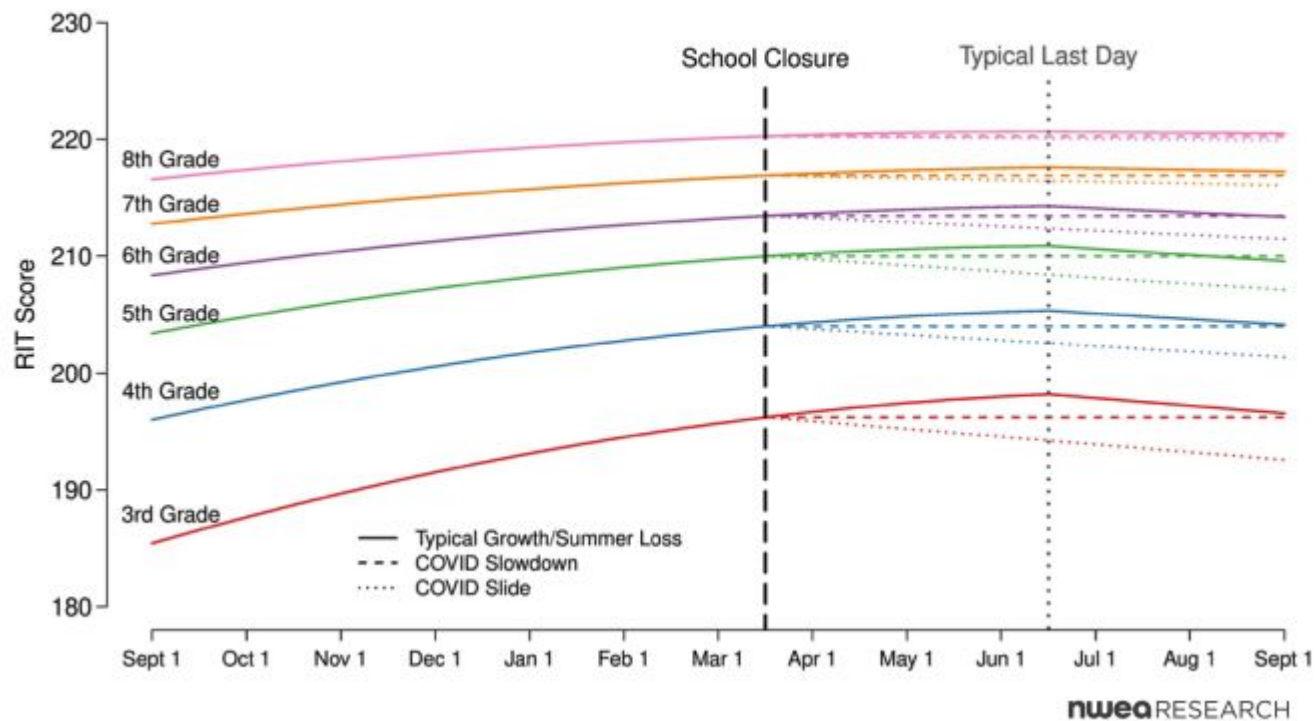


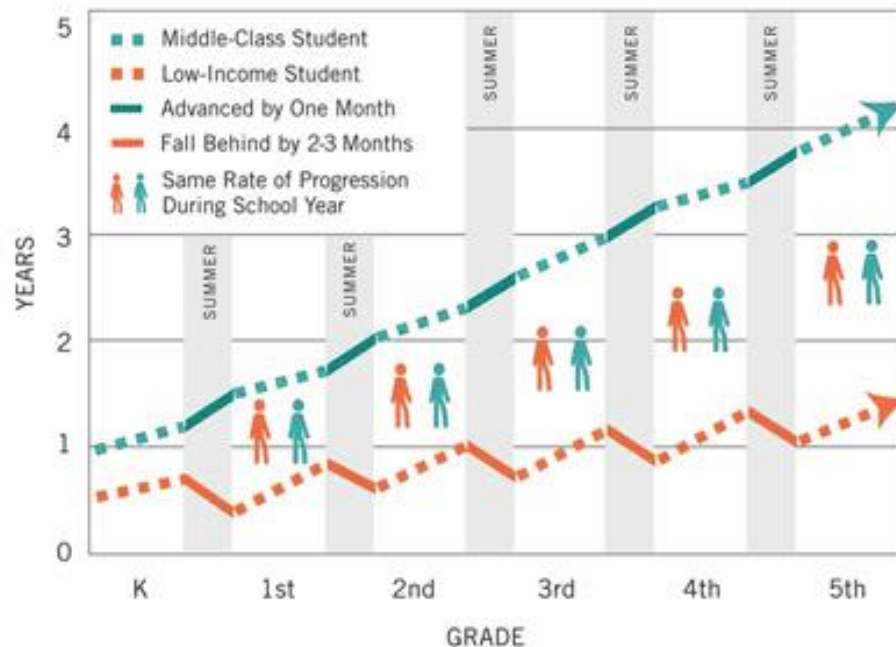
Figure 2. Reading forecast



# Socio-Economic Status and Education Equality



## Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade



Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

# Slowing Down the Covid Slide

- Prepare for smooth transitions between online and in-person learning.
- Keep families engaged in learning.
- Consider the impacts on Socio-Economic Status
- Consider strategies to maintain a positive staff culture

# Reports from the Field

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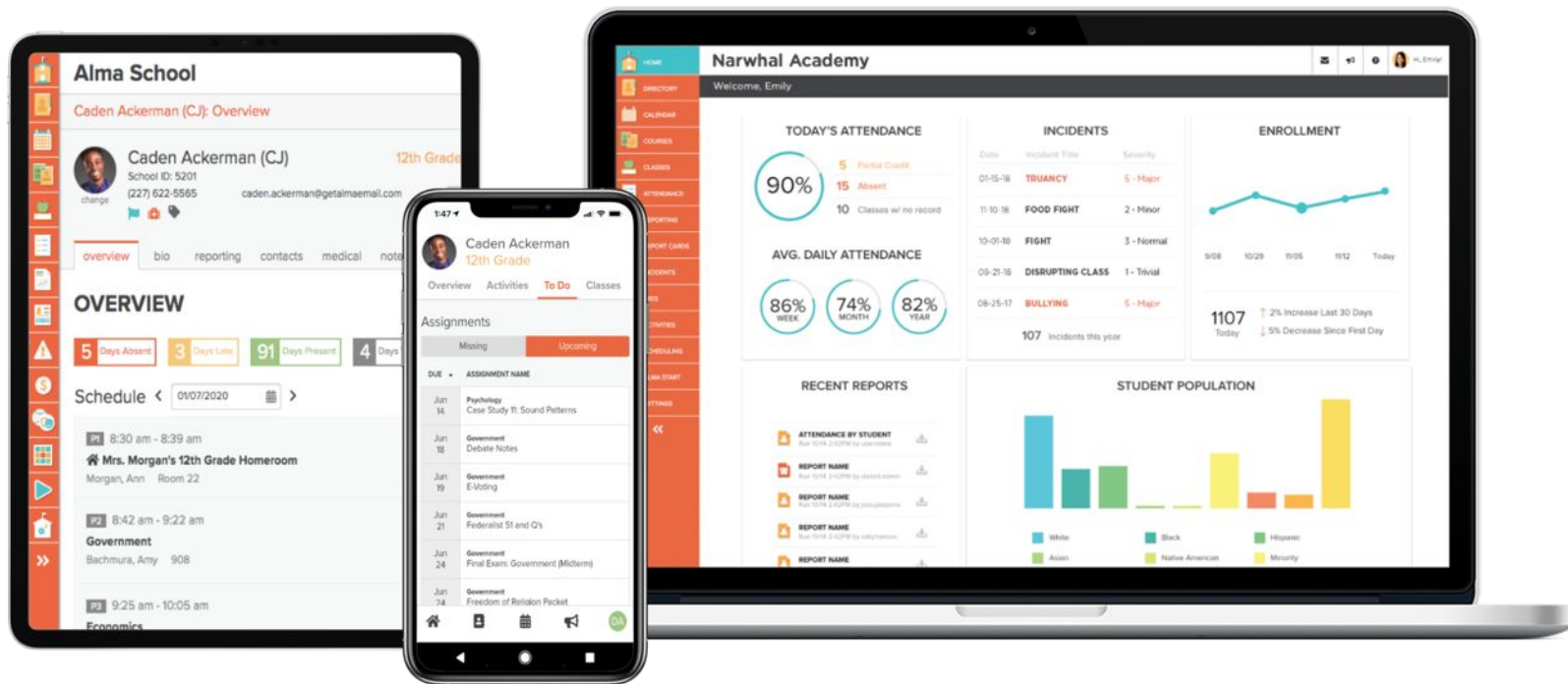
**Cindy Bear**  
Park County School  
District, Superintendent



**Brian Christensen**  
Akron School District,  
Superintendent



# Alma fosters more active and involved students and families



# Staying Agile

Q & A

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### Episode 3:

# Changing to Progressive Practices

**December 4, 11AM PST | 2PM EST**

Progressive practices in education take us from ranking and sorting to growth and learning. They benefit each student and offer families more information on the student's progress. What should be considered when moving from traditional to progressive practices?

Join Alma and representatives from the Stratham School District in New Hampshire as they discuss the path to competency-based learning.



# References:

Kuhfeld, M., Dr., & Tarasawa, B., Dr. (2020, April). The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement. Retrieved November 03, 2020, from [https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief\\_Covid19-Slide-APR20.pdf](https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf)

Kuhfeld, M., Kuhfeld, M., Kuhfeld, M., Nwea, Nwea, & Ucla. (2018, July 16). Summer Learning Loss: What We Know and What We're Learning. Retrieved from <https://www.nwea.org/blog/2018/summer-learning-loss-what-we-know-what-were-learning/>

Lavenstein, H. (2014, April 28). Help Your Child Avoid Summer Learning Loss. Retrieved from <https://www.ritutorial.org/avoid-summer-learning-loss/>

The Campaign for Grade-Level Reading. (n.d.). Retrieved from <http://gradelevelreading.net/our-work/summer-learning-loss>



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This has been an



upgraded<sup>®</sup>



presentation

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