



# Reidy Interactive Lecture Series Closing Remarks

September 22, 2022



## Facing the Headwind

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As we come to a close let's return to the metaphor Damian introduced in the first session - the idea of the pandemic as an academic headwind.

Think of a student's journey as a hike to a lofty summit made much more arduous by a bracing headwind.

How do we respond?



## Before the Headwinds Arrived

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It's worth noting conditions weren't great before the headwinds arrived.

- A lot of hikers faced difficult challenges due to inequities in resources, preparation, and guidance
- Many didn't complete the journey

Returning to pre-headwind conditions, however challenging, seems far from ideal

## Measuring the Impact of the Headwinds

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The headwinds have been blowing for some time now and we're getting some clear signals about the impact. It's severe.

- Progress has substantially slowed.
- Unsurprisingly, those carrying the heaviest burdens are impacted the most.
- Getting back on track is a daunting task.

Let's not diminish the importance of measuring the impact of the headwinds.

If nothing else, it calls attention to the magnitude of the issue and helps us appreciate the scale required for an adequate response.

## Formative Feedback and Support

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Of course, if we want to help hikers get back on track, we need much more than overall information about completion or progress.

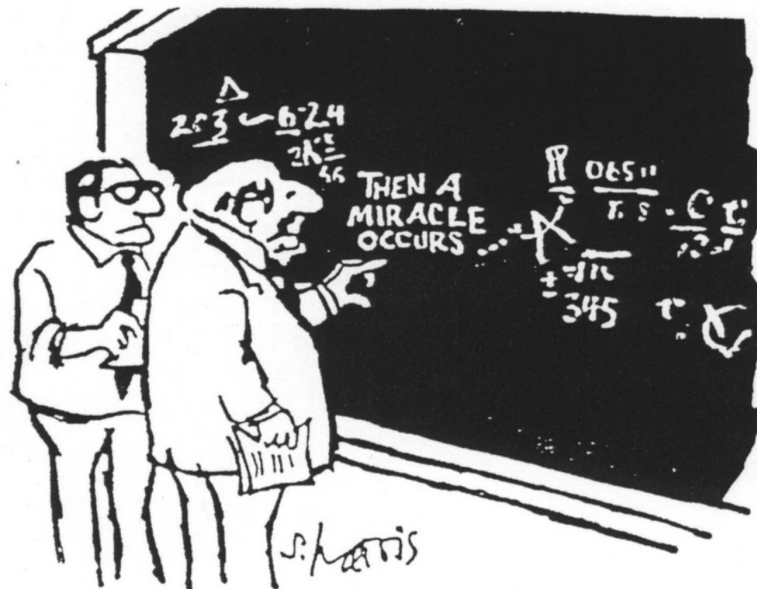
We need sherpas providing feedback and guidance along the way.

- What preparation is most effective?
- Which routes are most promising?
- How to negotiate the difficult terrain?

Unfortunately, we need far more sherpas than are available. It's critical to support the ones we have and give them the tools and training to be effective.

## But How?

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I think you should be a little more specific, here in Step 2

# What strategies are available?

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## Four options

1. Hike faster!  
Exert more effort to pick up the pace!
2. Set a new destination  
Select a different route, perhaps one that doesn't go to the same summit
3. Take longer to reach the destination  
We'll get there, but it will take more time.
4. Cover the distance more efficiently  
Same effort - more favorable conditions (lighter loads, better techniques)

# Supporting Success

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We may not have all the answers but we do know:

- Start by focusing on the holistic needs of students and teachers
  - Address food insecurity, mental health etc.
- Continue efforts to understand conditions for learning
  - We don't need complex measurement models to gain understanding about
    - access to resources
    - attendance/ engagement
    - experiences of students and teachers
- Provide regular and responsive academic feedback
  - Individualized feedback and support
  - Light-touch summative monitoring
- Press for accountability innovations
  - Federal accountability is not well tuned to the current conditions
  - In the meantime, state, district, and school systems with coherent links between information and support are critical



## Thank you!

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- Scott, Leslie, and Nathan - 2022 RILS Coordinators
- LauraLee, Erin, and Sandi
- All our presenters and contributors
- All participants

## RILS Survey

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**We'd like your feedback!**

**[tinyurl.com/yshw7zsb](https://tinyurl.com/yshw7zsb)**

