Smarter Balanced Assessment (SBA) Practice: Program Evaluation Report

By Kelly O'Neill

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StepUp

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ABOUT THE AUTHOR

The author of this report, Kelly O'Neill, M.A.Ed. is a California-based education consultant. Kelly has a decade of experience as a classroom teacher, curriculum coordinator, and curriculum author. Kelly holds a Master's Degree in Education with a concentration in Instruction and Curriculum Development.

Kelly's teaching credentials include a California State K-12 Multiple-Subject Credential and a California State Administrative Services Credential.

Additionally, Kelly holds a Higher Education Teaching Certificate From Harvard University and a Public Policy Analysis Certificate from the London School of Economics.

ABSTRACT

Lumos Learning is a web-based assessment and learning platform that offers custom-tailored learning intervention programs to close student proficiency gaps and improve student achievement on state assessments. The purpose of this report is to analyze the efficacy of the Lumos StepUP SBAC test preparation learning program.

Twenty-first-century teachers face a daunting task: custom-tailor instruction to meet the needs of individual students so that every student can realize their academic potential. Meeting the individualized needs of each student is particularly more salient in a post-COVID-19 academic environment. According to the Brookings Institute, "test-score gaps between students in low-poverty and high-poverty elementary schools grew by approximately 20% in math (corresponding to 0.20 SDs) and 15% in reading (0.13 SDs), primarily during the 2020-21 school year."[1] The task of closing test-score gaps is more feasible than ever with the availability of screening tools and standards-based remediation in the Lumos StepUp platform.

Public policy in the United States, supported by the Every Student Succeeds Act of 2015 (ESSA), clearly states that all students should be supported by a Multi-Tiered Support System (MTSS).

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According to the California Department of Education, "MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students."[2]

Assessments and data measures are a core component of a strong MTSS. Lumos StepUp provides schools with the assessment tools and the data needed to quickly identify and meet the needs of students.

The Smarter Balanced Assessment Consortium (SBAC) is a national standardized test consortium that measures student achievement in relation to the common core state standards. The Lumos StepUp program provides standards-based assessments and targeted intervention support through online workbooks to support student achievement on the SBAC exam.

[1]The pandemic has had devastating impacts on learning. What will it . Retrieved August 8, 2022, from https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/

[2]Multi-Tiered System of Supports - Curriculum and Instruction . Retrieved August 8, 2022, from https://www.cde.ca.gov/ci/cr/ri/

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LUMOS SMART TEST PREP METHODOLOGY

Lumos StepUp utilizes the Lumos smart test prep methodology, consisting of a series of adaptive formative assessments and targeted digital supports to prepare students for state standardized assessments. The adaptive formative assessments consist of realistic practice assessments modeled from the SBAC assessment blueprints.[1] Lumos StepUp uses student assessment data to create efficient pathways to overcome proficiency gaps.

Adaptive assessments will gauge student performance within a range of plus or minus two grade levels from their target grade-level standards. Assessment results automatically generate standards-based digital workbooks to address individualized academic student needs. Students work on targeted skills practice at their own pace, then retest to see if any additional practice and support are needed before the SBAC.
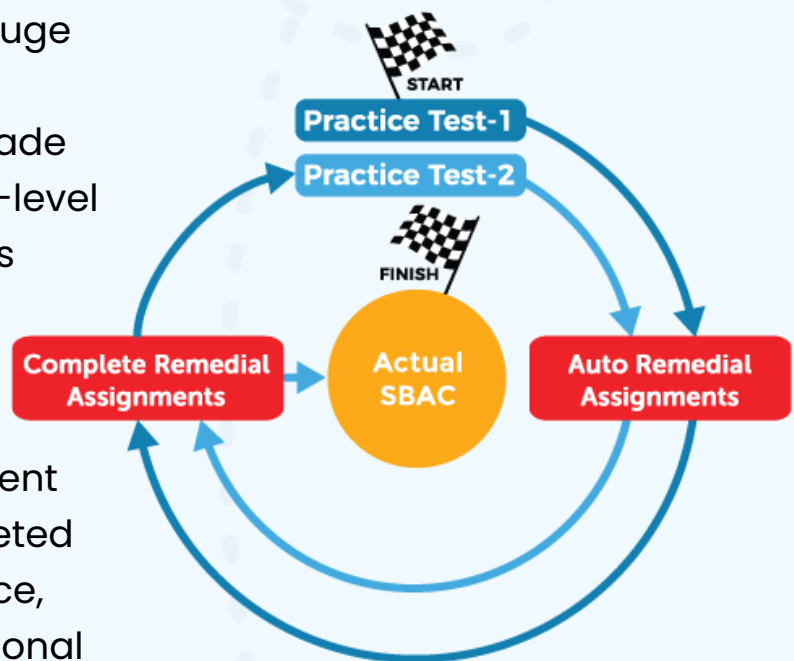
[1]ELA/LITERACY ADJUSTED FORM SUMMATIVE ASSESSMENT BLUEPRINT. RETRIEVED AUGUST 8, 2022, FROM HTTPS://PORTAL.SMARTERBALANCED.ORG/LIBRARY/EN/ELALITERACY-ADJUSTED-BLUEPRINT.PDF

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STANDARDS ALIGNMENT

Common Core State Standards

The Common Core State Standards (CCSS) are a clearly defined set of shared goals, skills, and learning expectations for United Stated students in English language arts and mathematics at each grade level. The Smarter Balanced Assessment System is a computer-based assessment based on the CCSS.

Effective Leveraging of Technology to Support Student Learning

The International Society for Technology in Education (ISTE) uses a research-backed framework to outline seven elements for the effective use of technology to support student learning. The seven components of effective use of technology to support student learning are Shared Vision, Implementation Planning, Equitable Access, Prepared Educators, Skilled and Sufficient Technical Support, High-Quality Learning Activities and Content, and Ongoing Evaluation.[4]

Shared Vision

Successful school environments have a shared vision of student support and academic excellence. The Lumos StepUp program enables school administrators to articulate the actions that a school will take to realize the school's shared vision for student support.

[4] ISTE Standards for Educators. Retrieved August 8, 2022, from https://www.iste.org/standards/iste-standards-for-teachers

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The data provided to teachers and administrators, via the StepUp dashboard, enables faculty to take actionable steps toward realizing the collective visions for school improvement. Lumos Stepup provides a roadmap for student achievement that can easily be articulated to stakeholders.

What do we expect students to learn? The Common Core State Standards.

How will students show what they have learned? The SBAC Standardized Assessments.

How will we equitably support diverse learners? Lumos StepUp Targeted Student Supports;

Implementation Planning

During the onboarding process to the Lumos StepUp SBAC learning program – teachers and school administrators receive specialized training on the implementation of the StepUp assessment practice exams, automated pathways to academic proficiency, and best practices for program implementation.

Equitable Access

The Lumos StepUp SBAC learning program supports student equity by providing a pathway to closing achievement gaps. Students participate in standards-based adaptive assessments to gauge proficiency gaps. Teachers assign targeted remediation to address individualized student learning needs. After receiving targeted interventions, students are reassessed and additional remediation can be assigned as needed.

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Students who consistently receive targeted support and interventions do better over time. Schools that have implemented the Lumos StepUp learning program for three years report growth in their schoolwide SBAC score and a rise in their state ranking. The longitudinal use of the Lumos StepUp learning program as a remediation tool can create equitable access to on-grade-level content by filling academic gaps so that students can access grade-level content in the classroom.

Prepared Educators

Teachers often report feeling underprepared and stretched for time. The Lumos StepUp SBAC gives teachers the gift of time by automating formative student diagnostic assessments and corresponding targeted student supports. Lumos ensures that teachers and administrators are prepared to administer the Lumos StepUp learning program through a 3-day onboarding and training process. The Lumos customer support team and customer representatives are available to provide ongoing support and answer questions from site administrators and district leaders.

Skilled and Sufficient Technical Support

The Lumos onboarding and training process enables classroom teachers to provide the first level of technical support to students and colleagues. Site administrators and district-level technical support providers are trained to serve as a second tier of technical support to teachers, proctors, and students who need site-level technical assistance.

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The Lumos customer support team and customer service representatives are available to provide ongoing technical support to site administrators and district leaders as the third tier of skilled technical support.

High-Quality Learning Activities and Content

Lumos StepUp uses the SBAC Blueprint and the Common Core State Standards to create high-quality learning activities that target each student's individualized learning needs. On April 6, 2022, EdTech Digest named Lumos StepUp as a finalist on its list of Cool Tools Test Prep Solutions. The EdTech Awards were established to recognize, acknowledge, and celebrate the most exceptional innovators, leaders, and trendsetters in education technology.

Ongoing Evaluation

The founders of Lumos StepUp recognize that learning is a lifelong process. Lumos StepUp utilizes ongoing evaluation of student achievement to drive individualized instruction, similar to the process of ongoing evaluation that the program creators use to ensure the Lumos StepUp program is constantly evolving and improving.

The creators of Lumos StepUp engage in a constant process of self-evaluation, user feedback, and updates to standardized assessments for ongoing evaluation and improvements to program effectiveness.

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A COMPREHENSIVE EVALUATION RUBRIC FOR ASSESSING INSTRUCTIONAL APPS

In 2015, the Comprehensive Evaluation Rubric for Assessing Instructional Apps was published in the Journal of Information Technology Education.[1]

The Comprehensive Evaluation Rubric for Assessing Instructional Apps contains 24 evaluative dimensions specifically tailored to analyze the educational potential of instructional apps. Each of the 24 evaluative dimensions contains clearly defined evaluative criteria scaled on a Likert scale. Each of the 24 evaluative dimensions is tied to peer-reviewed research to provide a theoretical framework and justification for the dimensions and corresponding evaluative criteria. The 24 evaluative dimensions of the Comprehensive Evaluation Rubric for Assessing Instructional Apps are divided into three domains. The domains and evaluative dimensions are listed in table 2.1.

Table 2.1 A Comprehensive Evaluation Rubric for Assessing Instructional Apps

DOMAIN A: INSTRUCTION	DOMAIN B: DESIGN	DOMAIN C: ENGAGEMENT
A1. Rigor	B1. Ability to Save Progress	C1. Learner Control
A2. 21st Century Skills	B2. Integration	C2. Interactivity
A3. Connections to Future Learning	B3. Screen Design	C3. Pace
A4. Value of Errors	B4. Ease of Use	C4. Personal Preferences
A5. Feedback to Teacher	B5. Navigation	C5. Interest
A6. Level of Learning Material	B6. Goal Orientation	C6. Aesthetics
A7. Cooperative Learning	B7. Information Presentation	C7. Utility
A8. Accommodation of Individual Differences	B8. Media Integration	
	B9. Cultural Sensitivity	

[1]Lee , C.-Y., & Cherner, T. S. (2016). A Comprehensive Evaluation Rubric for Assessing Instructional Apps. Retrieved August 16, 2022, from https://www.jite.org/documents/Vol14/JITEV14ResearchP021-053Yuan0700.pdf

A Likert scale is a psychometric scale commonly used in research that employs questionnaires. The Likert scale is the most widely used approach to scaling responses in survey research. For the purposes of this report, a Likert scale was used to score the 24 evaluative dimensions of the Comprehensive Evaluation Rubric for Assessing Instructional Apps

TABLE 2.2 LIKERT SCALE USED TO SCORE LUMOS LEARNING SBAC TEST PREPARATION PROGRAM

Very Poor   Poor   Fair   Good   Excellent

TABLE 2.3 A COMPREHENSIVE EVALUATION RUBRIC FOR ASSESSING INSTRUCTIONAL APPS: LUMOS LEARNING STEPUP SBAC PREPARATION PROGRAM

Domain A: Instruction

A1. Rigor	★★★★★	Excellent
A2. 21st Century Skills	★★★★★	Good
A3. Connections to Future Learning	★★★★★	Excellent
A4. Value of Errors	★★★★★	Excellent
A5. Feedback to Teacher	★★★★★	Excellent
A6. Level of Learning Material	★★★★★	Excellent
A7. Cooperative Learning	N/A	
A8. Accommodation of Individual Differences	★★★★★	Excellent

Domain B: Design

B1. Ability to Save Progress	★★★★★	Excellent
B2. Integration	★★★★★	Excellent
B3. Screen Design	★★★★★	Excellent
B4. Ease of Use	★★★★★	Excellent
B5. Navigation	★★★★★	Excellent
B6. Goal Orientation	★★★★★	Excellent
B7. Information Presentation	★★★★★	Excellent
B8. Media Integration	★★★★★	Excellent
B9. Cultural Sensitivity	★★★★★	Good

Domain C: Engagement

|		
C1. Learner Control	★★★★★	Good
C2. Interactivity	★★★★★	Excellent
C3. Pace	★★★★★	Excellent
C4. Personal Preferences	★★★★★	Excellent
C5. Interest	★★★★★	Excellent
C6. Aesthetics	★★★★★	Excellent
C7. Utility	★★★★★	Excellent

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LEARNER OUTCOMES

Keyes To Learning Charter School is located in Keyes, CA. The Keyes To Learning Charter School is a K-12 school with 344 students. Keyes to Learning Charter School uses the Lumos Learning SBAC standardized assessment preparation program. Longitudinal data from Keyes To Learning Charter School indicates that the Lumos Learning program helped 11th-grade students increase their ELA and Math assessment scores. As indicated in the graph below, the Lumos Learning SBAC preparation program caused an increase in the SBAC scores for 11th-grade students at Keyes To Learning Charter School.

FIGURE 2.4 [a] LUMOS STEPUP SMARTER BALANCED LEARNER OUTCOMES

KEYES TO LEARNING CHARTER SCHOOL
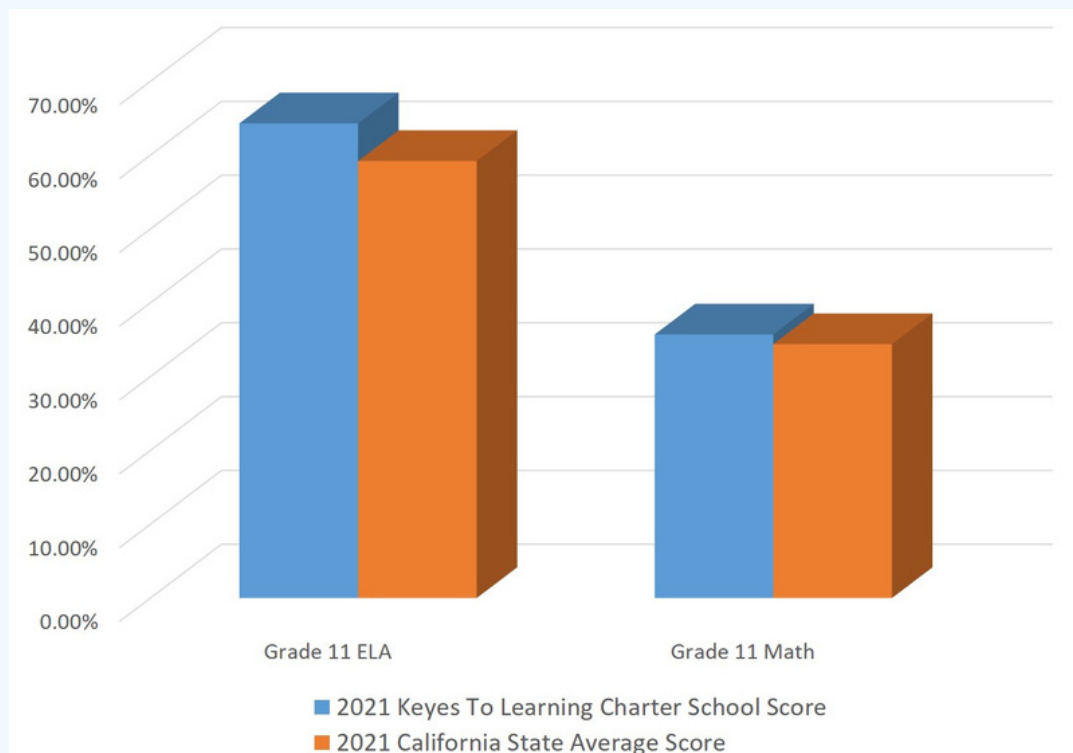
KEYES TO LEARNING CHARTER SCHOOL RANKING
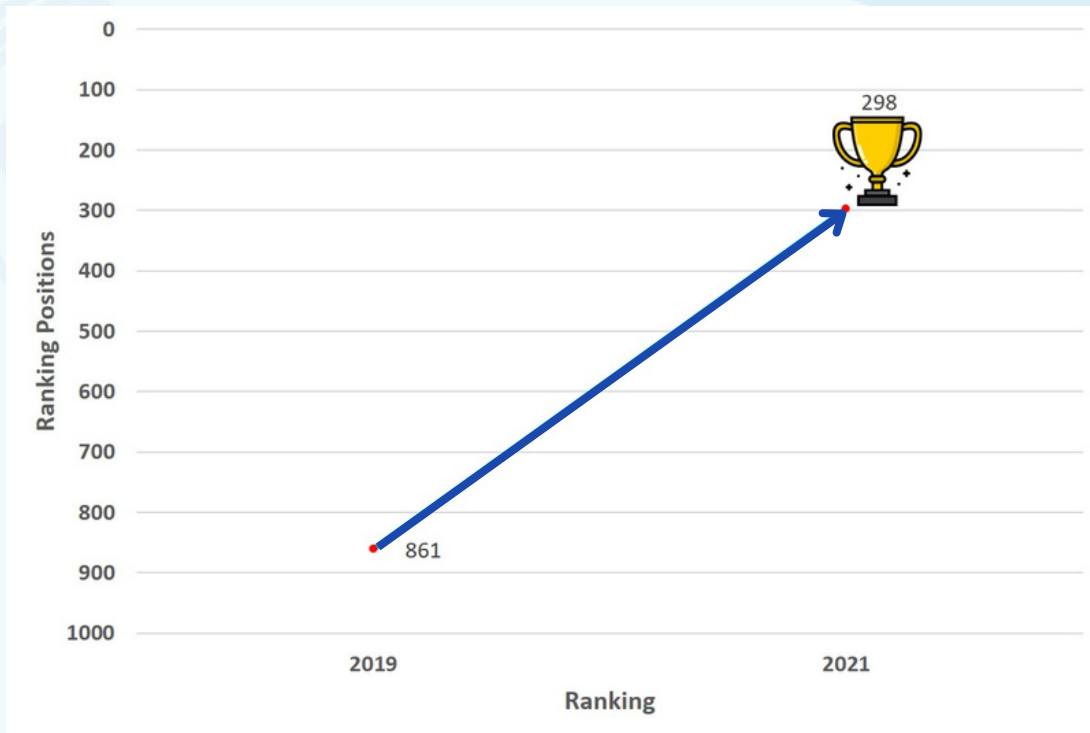
IMPROVEMENT BY 563 POSITIONS

Founders Classical Academy in Las Vegas, Nevada, is a K-12 school with 830 students. The racial demographics of Founders Classical Academy are: 41.8% white, 37% Hispanic, 10.1% reported two or more races, 7.1% African American, and 4% Asian. Founders Classical Academy has the Lumos StepUp Learning program for all students in grades 2-7. Founders Academy used the Lumos Learning StepUp SBAC test preparation program to increase its state ranking from 173rd in 2019 to 119th in 2021. The systematic and consistent implementation of the Lumos StepUp Learning program at Founders Academy provides students with a consistent intervention framework. The consistent implementation of the Lumos StepUp Learning program increases the effectiveness of the program over time

FIGURE 2.4 [b] LUMOS STEPUP SMARTER BALANCED LEARNER OUTCOMES

FOUNDERS CLASSICAL ACADEMY OF LAS VEGAS

- 2021 Founders Classical Academy of Las Vegas Score
- 2021 Nevada State Average Score
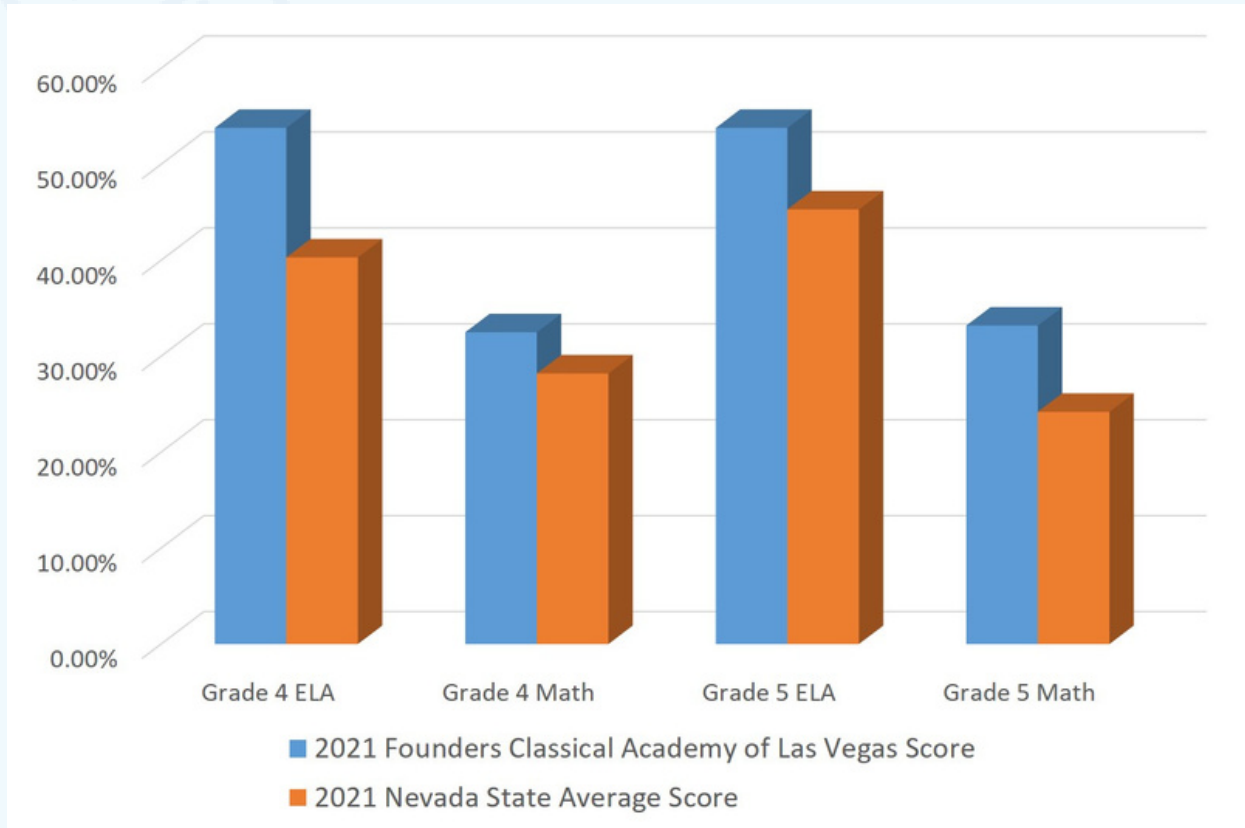
FOUNDERS CLASSICAL ACADEMY OF LAS VEGAS RANKING

IMPROVEMENT BY 54 POSITIONS

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Longitudinal data from the adoption and consistent implementation of the Lumos Learning SBAC preparation program indicates that the sustained implementation of the Lumos Learning SBAC preparation program can help bring a school's SBAC assessment scores in-line with state averages. Keyes To Learning Charter uses the Lumos Learning SBAC teach preparation program to increase their formerly below-average SBAC scores. In 2021 Keye To Learning Charter School began scoring higher than the state average on their school-wide SBAC assessments in both English Language Arts (ELA) and Mathematics. The robust distribution of learning activities in the Lumos Learning StepUp SBAC preparation program, as noted in table 2.5, provides the framework for academic intervention required for schools to improve SBAC scores.

TABLE 2.5 PROGRAM DISTRIBUTION OF LEARNING ACTIVITIES & COMPARISON BETWEEN SBAC BLUEPRINT AND LUMOS STEPUP

GRADES 3 TO 5 MATH

Blueprint Table Mathematics Grades 3–5		Lumos StepUp Online SBAC Practice and Assessments		
Claim/ Score Reporting Category	Total Items by Claim	Grade 3 Math	Grade 4 Math	Grade 5 Math
1. Concepts and Procedures	1. 10	9	5	15
2. Problem Solving	2. 5-7	4	19	13
3. Communicating Reasoning	3. 4-6	7	8	8
4. Modeling and Data Analysis	4. 5-7	2	4	13
# of workbook activities		1124	890	1001

GRADES 3 TO 5 ELA

Blueprint Table ELA/Literacy Grades 3–5		Lumos StepUp Online SBAC Practice and Assessments		
Claim/ Score Reporting Category	Total Items by Claim	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA
1. Reading	1. 8	20	21	21
2. Writing	2. 7	10	12	12
3. Speaking / Listening	3. 4	27	23	23
4. Research	4. 5	-	-	-
# of workbook activities		780	813	865

GRADES 6 TO 8 MATH

Blueprint Table Mathematics Grades 6–8		Lumos StepUp Online SBAC Practice and Assessments		
Claim/ Score Reporting Category	Total Items by Claim	Grade 6 Math	Grade 7 Math	Grade 8 Math
1. Concepts and Procedures	1. 9-10	14	9	14
2. Problem Solving	2. 5-7	12	5	12
3. Communicating Reasoning	3. 4-6	6	11	6
4. Modeling and Data Analysis	4. 5-7	13	8	12
# of workbook activities		1048	760	780

GRADES 6 TO 8 ELA

Blueprint Table ELA/Literacy Grades 6–8		Lumos StepUp Online SBAC Practice and Assessments		
Claim/ Score Reporting Category	Total Items by Claim	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
1. Reading	1. 10	20	22	22
2. Writing	2. 7	13	13	13
3. Speaking / Listening	3. 4	20	18	21
4. Research	4. 5	-	-	-
# of workbook activities		984	1069	1077

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USER TESTIMONIALS

Jerome High School is a four-year public high school located in Jerome, Idaho. Jerome High School has a population of 1,167 students and operates as a traditional public high school. Jerome High School creates its own curriculum based on the Common Core State Standards (CCSS). Jerome High School adopted Lumos Learning StepUp for use as a standardized assessment preparation program. Administrators with Jerome High School reported the Lumos Learning program was easy to use for both students and teachers alike. Jerome High School administrators conducted a side-by-side comparison of the SBAC assessment with the Lumos Learning StepUp program. They reported that the layout and academic content in the Lumos Learning program mirrored the rigor and structure of the SBAC assessment.

According to Kristoffer Brogna, Principal at Woodmere School, *"We chose Lumos because of the content for the state assessment. It is the closest thing to real-life state assessment questions, which in turn, makes the students better prepared. Our teachers believe in the Lumos product, and we are very satisfied as a school."*

Mrs. Casey Glusenkamp, Principal of South Side Elementary writes, *"Last year, when I turned to Lumps, we were a D school, but I knew we were not a D school! I knew the potential our kids had if we just found the right tools to prepare them for their end-of-the-year State assessment. After Lumos, we are now a B! The teachers were so impressed with the similarities of Lumos to what our state test expected kids to be able to do. Thank you so much! We are sticking with Lumos!"*

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DISCUSSION OF FINDINGS

The Comprehensive Evaluation Rubric for Assessing Instructional Apps provides a framework for the analysis of learning applications. The Comprehensive Evaluation Rubric was used to score 24 elements of the Lumos StepUp Learning program. Overall, the Lumos StepUp learning program scores well across all three domains: engagement, design, and structure. The Lumos StepUp learning program was carefully designed to cover all CCSS essential standards in a user-friendly platform that can be customized for the individual academic learning needs of each student.

User testimonials and longitudinal data both confirm that the Lumos StepUp learning program is a highly effective tool for preparing students for the SBAC assessments and also an effective tool for improving school rankings. When implemented consistently over time, the Lumos StepUp learning program provides the framework for increased student achievement on standardized assessments.

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Theoretical and legal framework for adopting the Lumos StepUp SBAC preparation program

On December 10, 2015, the Every Student Succeeds Act (ESSA) was passed as a bi-partisan commitment to America's public school system. ESSA is a complex commitment to educating American students with four main focus areas:

1. Access to learning opportunities focused on higher-order thinking skills
2. Multiple measures of learning
3. Resource equity
4. Evidence-based interventions

Through the adoption of the Lumos StepUp SBAC preparation program, schools can explicitly account for the ESSA focus areas listed above.

Access to learning opportunities focused on higher-order thinking skills is provided through a highly customizable learning platform that utilizes automated intelligence to meet students at their current standard level. Teachers can assess learning needs and give assignments up to two-grade levels above the students' target level. The ability to account for diverse learning needs provides greater access to high-order thinking activities for both high-achieving students and students who are gradually increasing their learning and filling in learning gaps caused by the COVID-19 pandemic's impacts on education.

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Multiple measures of learning in the classroom are a critical tool for data-driven instruction. The use of multiple measures of learning attempts to account for the equitable assessment of diverse learners. The Lumos StepUp program is a critical data collection tool for school administrators because it can serve as a longitudinal non-biased data collection tool and data warehouse. When a school implements a consistent and continuous assessment plan using the Lumos StepUp program, the site leadership will gain access to a snapshot of the year-over-year learning happening at their school site. When implemented with fidelity, longitudinal data can decrease referrals for special education because site leadership can point to targeted areas of growth and targeted areas for academic intervention and development.

Resource equity is critical for supporting underserved students from socioeconomically disadvantaged communities. Teacher and instructional aid time is a critical resource that needs to be maximized. Adopting the Lumos StepUp SBAC program increases resource equity because every student receives what they need at that moment in their education. The artificial intelligence utilized by the Lumos StepUp program gives teachers the gift of time by automating the assessment and individualized learning plan process. Adopting a program that can meet each student where they are, plus or minus two grade levels, increases access to resources and decreases the exposure gap for students who would not otherwise have access to accelerated and/or highly individualized interventions.

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Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented[1] The Lumos StepUp SBAC preparation program shows promising evidence of improving student outcomes when implemented in schools as a universal screening tool and individualized education and intervention program. Two notable examples of the successful implementation of the Lumos StepUp SBAC preparation program come from Founders Academy in Las Vegas, NV., and Keyes to Learning Charter School in Keyes, CA. Founders academy used the Lumos StepUp program to increase their SBAC scores from below average in 2019 to above average in 2021.

Upon implementing the SBAC preparation program at Founders Academy in Las Vegas, the LEA was able to increase its state ranking from 173 in 2019 to 119 in 2021.

The longer a school implements the Lumos StepUp program with fidelity, the greater an increase in scores can be expected. Implementing the Lumos program in elementary schools and continuing the implementation in middle and high schools increases the program's effectiveness because students have a continual opportunity to have their individualized needs met while becoming increasingly familiar with the structure and design of the program.

[1] **Evidence-Based Interventions Under the ESSA. (2022, September 13). California Department of Education.** https://www.cde.ca.gov/re/es/evidence.asp#:~:text=Evidence%2Dbased%20interventions%20are%20practices,through%20formal%20studies%20and%20research.

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The Effective Use of Technology (Title IV A) of Every Student Succeeds Act was authorized by Congress in December 2015. The United States Department of Education created "the National Educational Technology Plan [as] the flagship educational technology policy document for the United States. The Plan articulates a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible. While acknowledging the continuing need to provide greater equity of access to technology itself, the plan goes further to call upon all involved in American education to ensure equity of access to transformational learning experiences enabled by technology."[2] Through the adoption of the Lumos StepUp SBAC preparation program, schools can actualize the vision of the equitable use of technology to provide transformative learning experiences to each individual student. The adoption of the Lumos StepUp SBAC preparation program is supported by the United States National Educational Technology Plan.

A school's site plan for student achievement is the master plan for increasing academic achievement. The site plan will often outline a set of instructional goals such as improving pupil outcomes, including addressing the needs of student groups as identified through the needs assessment, and applying evidence-based strategies, actions, or services. The implementation of the Lumos StepUp SBAC preparation program provides teachers with the resources needed to achieve the most commonly stated student achievement goals.

[2] National Educational Technology Plan. (2022, October 13). Office of Educational Technology. Retrieved October 14, 2022, from https://tech.ed.gov/netp/

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The Lumos StepUp program improves pupil outcomes by addressing the needs of students identified through automated needs assessments and corresponding instructional support plans. The Lumos StepUp program is an evidence-based strategy with corresponding actions and services that support student achievement in the classroom and student performance on standardized exams.

Universal screening is the administration of an assessment conducted to identify students who may be at risk for poor learning outcomes in relation to grade-level and subject-specific learning standards. Universal screening assessments are typically brief, reliable, unbiased, and valid assessments conducted with all students from a grade level. Effective use of universal screening data allows school administrators to account for the quality of instruction and the implementation of effective targeted interventions. Universal screeners are an accountability measure in addition to being a useful tool for driving instruction. When implemented with fidelity, the Lumos StepUp program provides a roadmap for intervention which can help decrease referrals for special education. A fluid intervention model that decreases an overstressed special education system while effectively increasing student learning is the least restrictive model we can assign to students who truly need targeted support to maximize their learning potential.

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The Universal Design for Learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process.[3] The COVID-19 pandemic has accelerated the need to design learning experiences to accommodate a wider variety of needs and may eliminate potential learning barriers and obstacles to learning. The Lumos StepUp program is a turnkey program that allows teachers and school administrators to create the conditions for highly customized learning that removes barriers and accommodates a wide array of learning needs.

[3]**Universal Design for Learning. (n.d.-b). Cornell University.**
https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning

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FUNDING OPPORTUNITIES FOR THE LUMOS STEPUP SBAC PREPARATION PROGRAM

Schools can use a variety of available funds to purchase the Lumos StepUp SBAC preparation program, including American Rescue Plan funds, Title I funds, and community school or MTSS grant monies. The American government is committed to transitioning schools into community schools. There will be 25,000 community schools nationwide by 2025. In the state of California, over 80% of students are expected to be enrolled in a community school in the coming years.

Schools hoping to use grant funds to purchase the Lumos StepUp program can emphasize the importance of providing opportunities for learning loss mitigation at a systems level. The implementation of the Lumos StepUp program provides schools access to data for data-driven instruction and supports the implementation of a Multi-Tiered System of Support (MTSS).
The implementation of the Lumos StepUp program supports teacher retention by providing teachers access to a tool that saves time and increases instructional effectiveness.

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DISCUSSION OF THE LUMOS STEPUP PROGRAM EVALUATION FINDINGS

Each student has individualized strengths, interests, and learning needs. Individualized programs can increase student success by tapping into the heart of what makes each student's education a unique experience. Children have diverse learning styles, learn at different rates, have varying socioeconomic backgrounds, and have diverse intellectual strengths. Students in America are as unique as the communities and families they come from. The nation's ability to meet the unique learning needs of each student is maximized when schools harness the advanced power of artificial intelligence to measure student learning needs and custom-tailor learning programs. The World Bank advocates for the adoption of programs that reach all students with assessments and high-quality targeted learning[1]   The Lumos StepUp SBAC preparation program is a key tool for fulfilling our national obligations outlined in the National Education Technology plan fortune of the Every Student Succeeds Act while also following the World Bank guidance for post-pandemic recovery in schools.

[1]   From learning recovery to education transformation. (2022, September 13). https://blogs.worldbank.org/education/learning-recovery-education-transformation

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