



Increasing Velocity and Effectiveness: State approaches to learning acceleration

February 2, 2023
ESEA Conference

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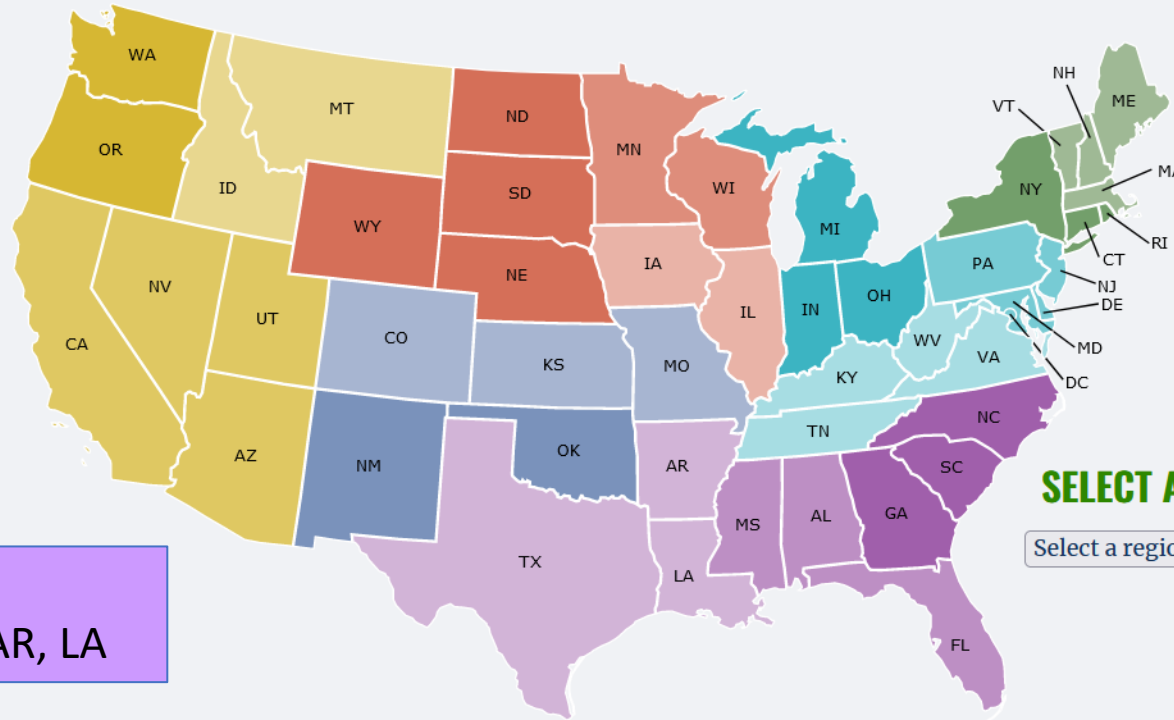
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SELECT A REGION:

Select a region... ▾



Plan for the session

Basic concepts about acceleration

Varied approaches states are taking

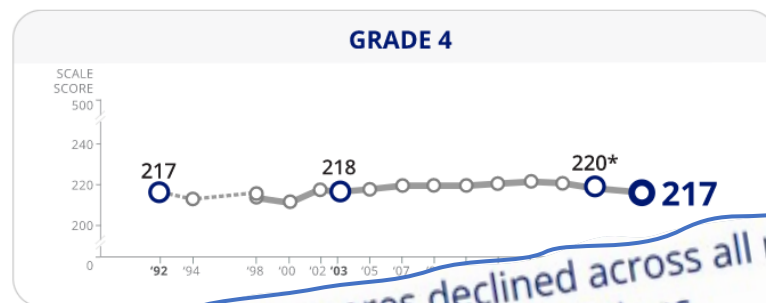
Share what's happening in your state or district

Address the challenge of transformation

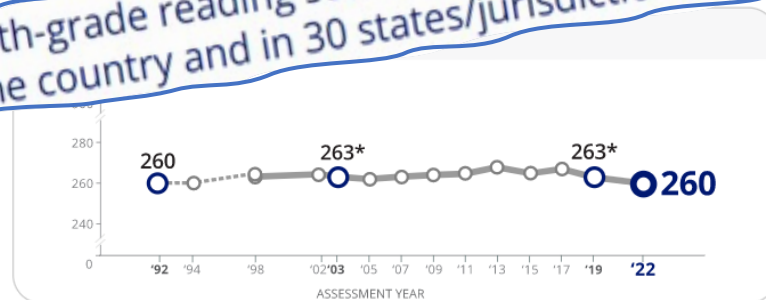


Why the focus on acceleration now?

- Loss of instructional time and opportunities
- NAEP (and other) assessment trends
- Chronic absenteeism
- Persistent inequities in opportunities
- Availability of ESSER/ARP \$



Fourth-grade reading scores declined across all regions of the country and in 30 states/jurisdictions



Largest score declines in NAEP mathematics at grades 4 and 8 since initial assessments in 1990

Basic concepts

- Focus on grade-level concepts, not remediation
- Core coursework
- New information builds on prior learning
- Rapid diagnosis of learning needs
- Tailored attention to specific needs
- Formative classroom assessments and progress monitoring to determine next steps
- Engage families in acceleration plans





GUIDE TO
**Accelerated
Learning**



Acceleration v. Remediation

Accelerated Learning VS. Remediation

Acceleration

- Academic progress is clear
- Skills are immediately applied
- Connects new information to prior learning
- Relevance of learning is key to motivation
- Integrated in core coursework
- Active, engaging

Remediation

- Lack of progress
- Skills are taught in isolation
- Does not connect to prior knowledge
- Does not rely on relevance
- Separate from core coursework
- Skill and drill, boring worksheets

Carnegie Learning, 2021

How to Implement Accelerated Learning

Adopt a Strategy

- In-school time
- Tutoring
- Out-of-school time
- Summer learning/
enrichment

For students with diverse needs:

- Provide opportunities to learn alongside peers
- Use formative assessments to measure progress
- Use UDL
- Integrate into MTSS

Engage with Families

- Establish genuine family-school partnerships to bridge learning bidirectionally
- Communicate clearly about acceleration plans
- Be purposeful and flexible with communication to families to maximize efforts and provide access to resources to support their children's learning
- Consider the Community School Model



Support Educators

- Look at infrastructure:
 - Smaller class sizes to tailor instruction
 - Build partnerships with education and community based organizations to ensure adequate staffing
 - Provide the necessary professional learning for teachers and others to know how to provide Accelerated Learning, including targeting and maximizing on “power standards” for on-grade-level learning.



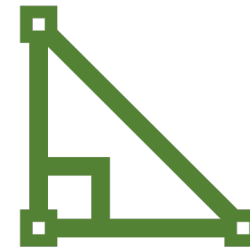
Accelerated Learning Approaches

How are your states and districts engaged in these approaches?



Curricula & high-quality instructional materials (HQIM)

- Curricula includes the content and the sequence of experiences
 - Materials including textbooks and software programs
 - Pedagogy for delivering those materials as designed
 - Software managing the pacing, prompts, and feedback that students receive (Whitehurst, 2009)
 - Effective curricula demonstrate larger positive effects on student outcomes than most policy changes (Whitehurst, 2009)



Curricula & high-quality instructional materials (HQIM)

“Research has shown that one of the best ways to dramatically improve student learning and engagement is to give teachers high-quality instructional materials and the support they need to use those resources well.” (Chiefs for Change, 2020)

ESSER funding leveraged across the nation to purchase HQIM

MA: [offering grants to support adoption of HIQM](#)



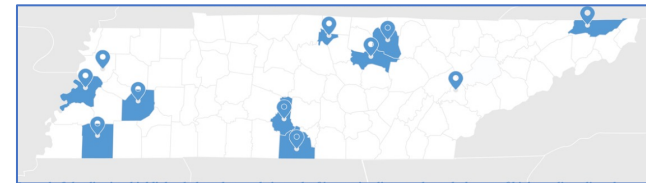
[TX created Texas Home Learning \(THL\) materials to help accelerate learning](#)



HQIM work at the district level

Leading Innovation for Tennessee Education (LIFT): A group of 20 Tennessee districts collaborating to explore innovative approaches and share best practices that benefit students and other school districts.

- Since 2016 LIFT districts have worked to expand the use of HQIM



2022 report:

- **67 percent** of observed lessons reflected the demands of Tennessee's rigorous standards, compared with only **6 percent** during initial reviews.
- **85 percent** of sampled assignments were grade-appropriate, compared with only **8 percent** during initial reviews.
- **61 percent** of students met the demands of grade-level standards on assignments, compared with **5 percent** during initial reviews. (LIFT, 2022)

High dosage/high impact/intensive tutoring

- 30 to 60-minute sessions, at least 3 times a week
- 1:1 or groups of 3 to 4 students
- Trained, consistent, relationship-based tutors
- In person, during the school day
- Tailored instruction through use of data



Louisiana – Accelerate: Just-in-time model to build on student assets

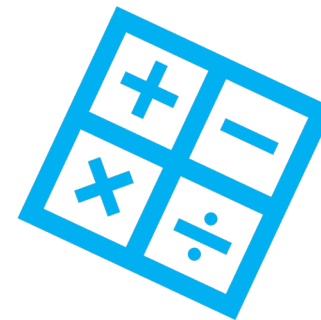
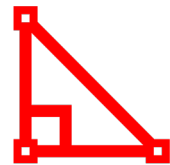
Oklahoma – Math Tutoring Corps: Partners with IHEs to support middle and high school students



High dosage tutoring is proving effective

March 2021 The University of Chicago [Education Lab](#) study:

Individualized, intensive (or “high-dosage”) tutoring can double or triple the amount of math high school students learn each year, increase student grades, and reduce math and non-math course failures.



Extended learning out of school/during summer

Advancement Academies

- Intensive instruction in small groups during vacation breaks
- Student–teacher ratio of 8:1 or 10:1
- Full day, week-long
- Academic data informs selection and grouping
- Rigorous teacher selection process
- Cost effective (avg. \$600/student) and customizable based on context and need



Success in diverse Title I school districts with sustained gains in math and English language arts, e.g., Springfield and Lawrence, MA; Waco, TX

Parent/family roles in recovery

A family perspective

No parent intentionally [thinks] I'm not going to support my kid. The engagement options should be "tiered" so a parent could choose and feel proud about what they could do ... and not have to feel guilty about being unable to do [everything].

(July 2021 Fundamental 4: Pandemic Learning Reveals the Value of High-Quality Instructional Materials to Educator-Family-Student Partnerships Center for Public Research and Leadership Columbia University)

Parent/family roles in recovery

- Insight into students' cultural contexts
- Families are subject-matter experts - recognize family members through professions and cultures
- Support for families to monitor student progress - weekly goal setting and activity reports
- Opportunities for family feedback on approaches to accelerated learning
- Offer videos/slides, but don't overwhelm families with too many options

Texas – Parent Resources: Website has parent-teacher planning tools in two languages



Connecticut – Free app: Families can make connections with professionals, promoting healthy childhood development



Professional development for acceleration

- Training in data use: screening/diagnostic tools, formative assessments
- How to's, e.g. just-in-time interventions, differentiation in Tier 1
- Model curricula, sample lessons, templates and tools
- Recorded webinars accessible through state/district/school websites
- Intro materials and maintenance resources for new hires and ongoing access to training
- Differentiated training: leaders, classroom teachers, grade levels, subject areas, level of experience, special populations

Massachusetts Acceleration Roadmap – Center for School and District Partnership



Arizona Early Literacy



Arizona developed a [shared policy framework](#), reflecting a strategic and targeted approach to scaling what works to accelerate progress in early literacy and third-grade reading.

1. Bring evidence-based literacy solutions to greater scale.
2. Build educator capacity in the science of reading.
3. Expand and sustain equitable access to quality early learning.



World café: What's happening in your district and/or state?

Form groups of 4 with people you don't know.
Share what is happening for acceleration:

What strategies are in place?

How is implementation going?

How are ESSER/ARP funds used?

Can approaches to acceleration lead to transformation of instruction?



Which short term strategies pave the way for long term transformation?

What changes in acceleration strategies might be warranted to enhance long term transformation?

Related CCNetwork resources

<https://compcenternetwork.org/>

Summer and Out-of-School Time



Summer learning and out-of-school time (OST) programs are an important way to make up for lost instructional time, build relationships between students and teachers, engage the whole family and community, increase opportunities and address inequities, and prepare students and families for the next school year. Access resources on high-interest topics to plan your strategy, partnership, or program.

Bright Ideas Across the Network



Facets of Sustainability for Summer and Afterschool Programs

Learn more about the Summer and Afterschool CoP as they deep dive into their sustainability



Out-of-School Programs Help Teens Transition to Careers

Did you know 3 out of 10 young people between the ages of 16 and 24 are neither working nor in



Partnership for Family Engagement in High-Needs Communities

Watch this webinar to learn how the Hillsboro School District developed partnerships in high-



Learning Recovery: How to Develop and Implement Effective Tutoring Programs

LET'S START

DETAILS

NAEP Results Exploration Worksheet

The National Assessment of Education Progress (NAEP) scores assess fourth-, eighth-, and twelfth-grade students' comprehension in core subjects based on assessment questions. It is administered in the 50 states, District of Columbia, and the Department of Defense Education Agency. The scores are used to measure student achievement and evaluate if they are performing below, at, or above grade level.

Use the links below to explore the NAEP scores by different categories, including scores by districts, demographics, and core subjects. Next, use the guided questions in the table to help navigate through the information, identify trends, and inspire questions for further investigations. Select one state or jurisdiction in your region and use the following questions with at least one of the subject/grade combinations (e.g., 4th grade reading) to gain the most insights.

's Report Card (nationsreportcard.gov) has many different ways to access information in tables, reports, and dashboards. A few direct links that might be helpful.

[Performance compared to nation](#)

[Reading: State Average Scores \(nationsreportcard.gov\)](#)

[Achievement results math](#)

[Performance](#)

[Learning gaps dashboard](#)

Literacy Leads, Content Follows, Students Thrive: Advice for Grades 4–8 Literacy Leaders

START COURSE



The National Center
Presents...

Save the Date!

Data Driven Recovery

Thursday, March 23, 3:00-4:00 ET

Join the next *The National Center Presents* virtual session to hear SEA representatives and staff from the SAS Institute share how they have partnered to measure and address learning loss using evidence-based approaches.

Stop by the CCNetwork booth (#423) or visit <https://compcenternetwork.org/> to sign up for our mailing list and for more information about our work!



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