

Learning Accelerated Guide

Planning for Strong Instruction in the 2020-2021
School Year

May 2020

Why Accelerated Learning?

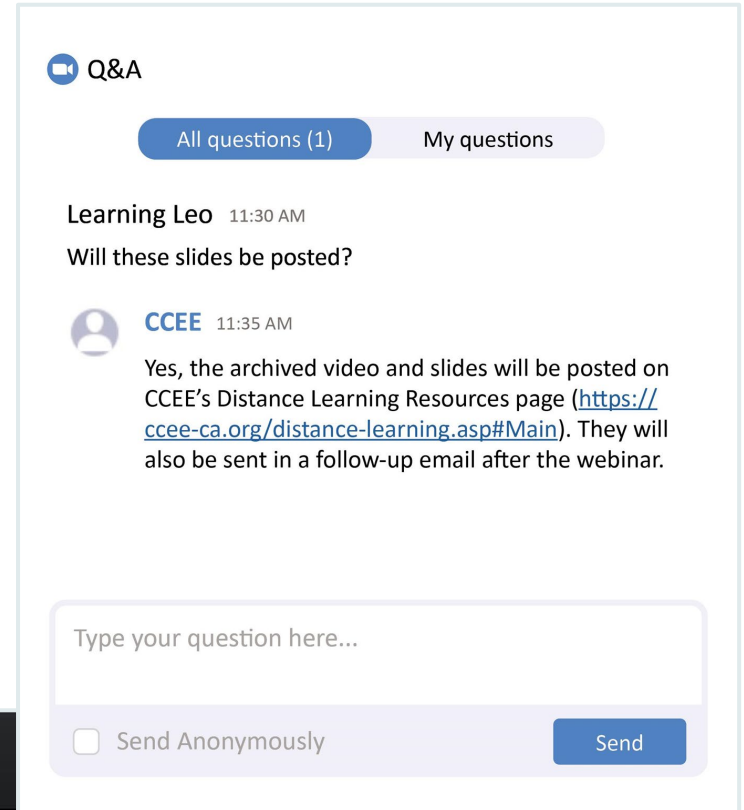
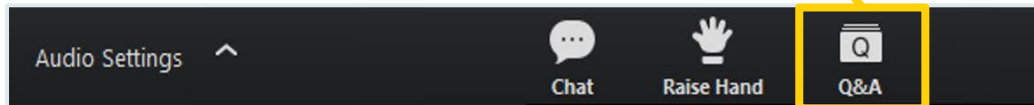


Please engage with us through Chat, Polls, and Q&A

Using Zoom Q&A

FOR QUESTIONS:

In your controls at the bottom of the window, click **Q&A**.



TNTP was founded in 1997 and today works at every level of the U.S. public school system to help our partners end educational inequality and achieve their goals for students.

We focus on three areas to ensure teachers succeed and students thrive:



Rigorous Academics

Are students studying challenging, engaging and relevant content?



Talented People

Are educators in the right roles with the right skills to help students thrive?



Supportive Environments

Are policies, systems and communities supporting great schools for all?

TNTP has made our vetted, research-based resources publicly available to support school systems to restart school successfully.



The screenshot shows the TNTP website's COVID-19 School Response Toolkit. The header includes the TNTP logo and navigation links: ABOUT US, WHAT WE DO, RESOURCES, COVID-19 TOOLKIT, and BLOG. Social media icons for LinkedIn, Twitter, Facebook, and Instagram are also present, along with a search icon. The main heading is "COVID-19 SCHOOL RESPONSE TOOLKIT" in large white letters over a background image of a classroom. Below the heading are two buttons: "BROWSE RESOURCES" and "ABOUT THIS TOOLKIT". A paragraph reads: "Browse resources for navigating extended school closures during the coronavirus outbreak and planning for reopening." Below this is a filter section with "FILTERS:" followed by three dropdown menus: "I WANT RESOURCES ABOUT...", "I'M A...", and "OR SEARCH BY KEYWORD". At the bottom, there is a "FEATURED RESOURCE" section with a blue background and the text "LEARNING ACCELERATION GUIDE" next to a photo of a young boy.



The cover of the "Learning Acceleration Guide" features a light blue background with large, abstract, overlapping shapes. The title "LEARNING ACCELERATION GUIDE" is written in large, bold, blue capital letters. Below the title, the subtitle "Planning for Acceleration in the 2020-2021 School Year" is written in a smaller blue font, followed by the date "April 2020". At the bottom left, the TNTP logo and the text "TNTP reimagine teaching" are displayed.

What are we doing today?

Today, we're discussing a few big questions as you plan to accelerate student learning in the 2020-2021 school year:



How do we create a **plan to accelerate student learning?**



How do we **accelerate student learning** in the next two years?



How will we tackle **other challenges** as we plan to accelerate student learning?

What other challenges should your system anticipate as we plan to accelerate student learning?

Budgeting

Social and emotional learning needs
for students and families

Student and staff health and safety

Communication with your
stakeholders

Supporting staff as they navigate
working from home

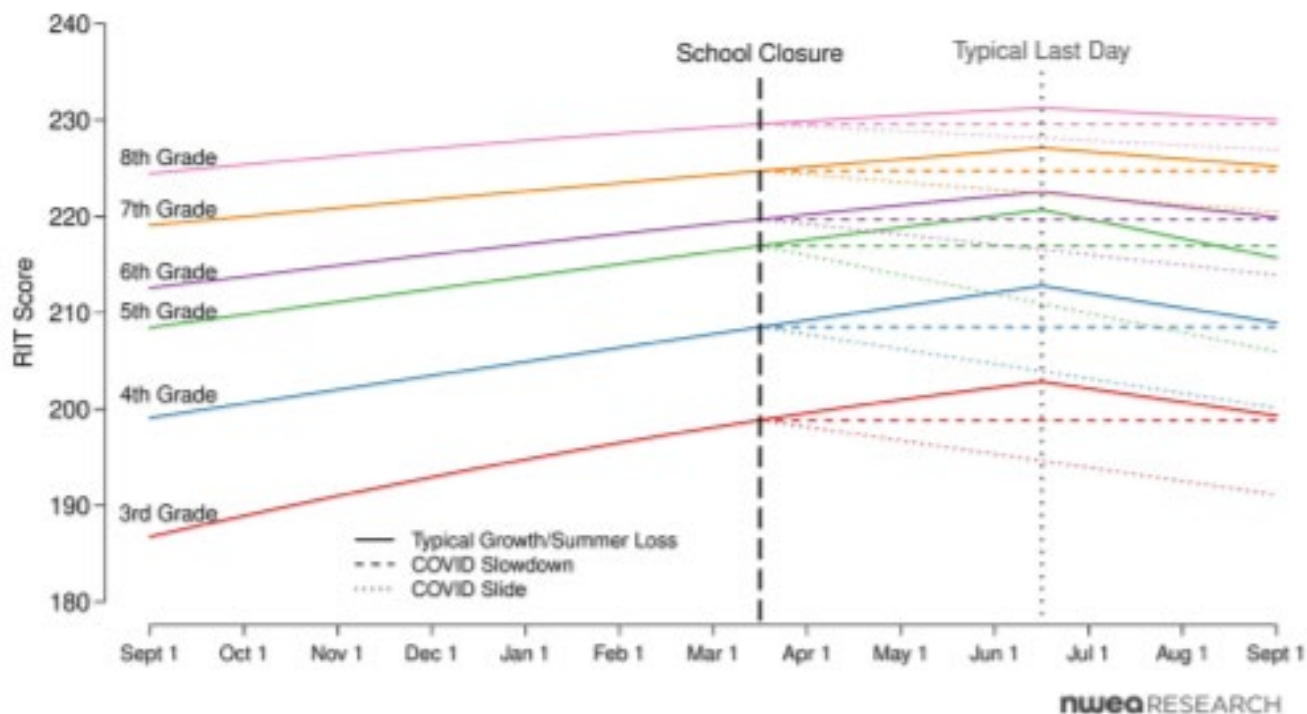
Staffing needs across your system

Operational decisions and
contingency planning

Identifying your
instructional delivery model

One study predicts that students will experience a learning loss of 50 percent in math...

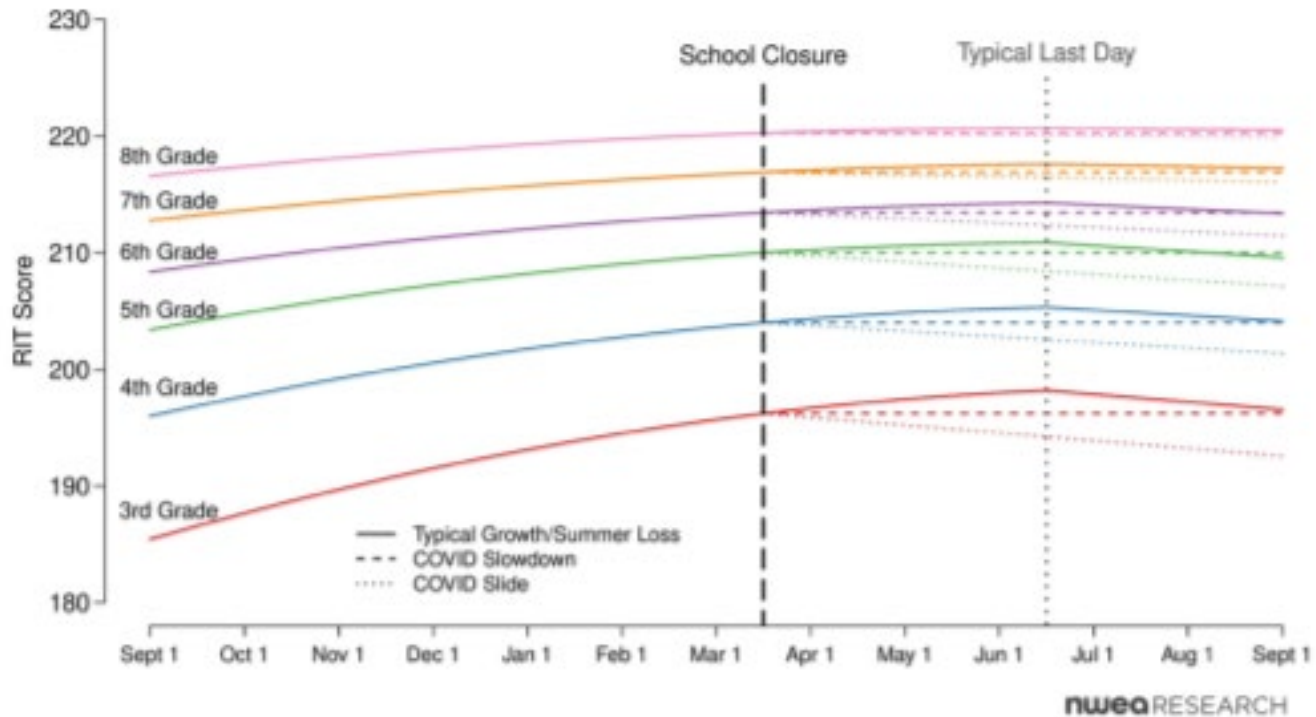
Figure 1. Mathematics forecast



“[I]n mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

and 30 percent in reading.

Figure 2. Reading forecast



“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year.”

We've historically tried to address learning loss in three ways.



Retention: Students that have fallen far behind their peers are retained and required to repeat an academic year of school.



Social Promotion: Students continue with their age peers regardless of their academic performance.



Remediation: At a basic level, remediation (or reteaching) means "teaching again" content that students previously failed to learn.

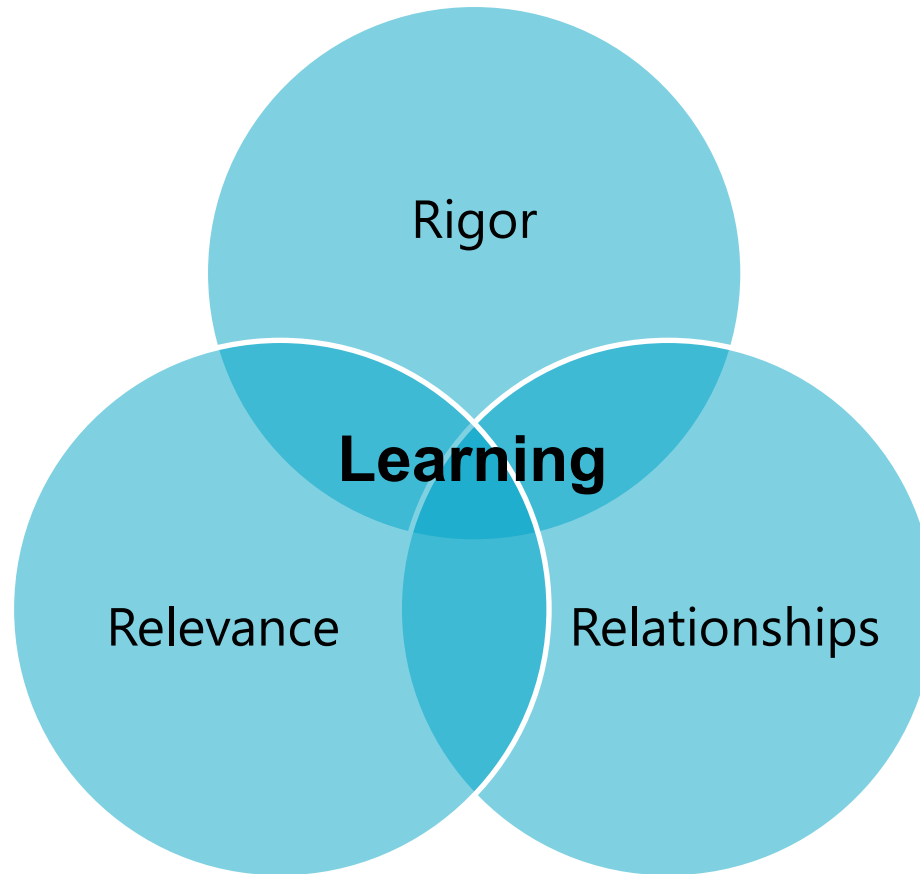
Remediation has not been shown to be effective at scale.

After Hurricane Katrina, elementary schools in New Orleans that emphasized skill recovery (i.e. remediation) found that students scored poorly on state accountability tests...



...poorly enough to threaten charter schools' existence.

**These practices are not effective because they fail to do one crucial thing:
meet students where they are.**



Why are we accelerating rather than remediating student learning?

Before school closures, we know that students often didn't have access to grade-level assignments.

When we conducted *The Opportunity Myth*, we saw that about 26% of assignments were grade-appropriate. What did that look like in two eighth grade classrooms we studied?



Education

GRADE 8: MODULE 3B: UNIT 2: LESSON 16

Informational Essay Planner

Name: _____

Date: _____

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Students read *A Mighty Long Way* and wrote an informational essay analyzing historical events, getting the chance to fully meet the depth of multiple standards and learn relevant content.

Before school closures, we know that students often didn't have access to grade-level assignments.

The "Billion Oyster Project" Brings Life Back to NYC Waters

Gazing at Manhattan's East River, you will see huge cargo ships, ferries, and barges. You'll see a stream of cars and trains zooming over the city's bridges. It's hard to imagine that this river was once an unspoiled marine habitat. Years of industrial development have taken a toll. Much of the natural ecosystem here was lost or damaged. But today, with the help of the Billion Oyster Project and lots of New York City students, that's starting to change.



Long ago, oysters thrived in the waters around NYC. Have you ever heard of Pearl Street in downtown Manhattan? That street was named for all the oysters that swarmed the nearby river. But as NYC became a shipping hub, the rivers became polluted. The oyster population nearly disappeared. This impacted the whole ecosystem, because oysters were a key ingredient.

As oysters eat, they filter the water supply by removing nitrogen. We see great biodiversity around oyster reefs, because the oysters' filtering ability attracts life. Around NYC's oyster reefs, there were large habitats of fish and marine creatures. Even whales were a common sight here. Oyster reefs also helped to buffer Manhattan from erosion. They limited the damage from storms and waves. As NYC's oysters died off, so did many other creatures, and so did the protective quality of the reefs. This was a big loss for the city.

The Billion Oyster Project has set out to address this loss. The project works to bring oysters back to NYC's waters. The project began with students at New York Harbor School. It has since expanded to include many schools in the city. Thousands of NYC students have participated in reef construction and oyster planting. So far, over 28 million oysters have been planted in the waters around NYC. And it's working! With the oysters, many more fish and marine creatures have returned as well. Even whales have been spotted again.

These NYC waterways and harbors will always be some of the world's busiest. But with the help of the Billion Oyster Project, the dynamic natural world that once thrived here is beginning to return and to coexist more peacefully with the ferries, barges, cars and trains.

After reading a fifth-grade level text, students completed multiple-choice vocabulary questions and filled in the missing vowels in words, which is not aligned to any eighth-grade literacy standard.

Sample question from this assignment:

Add vowels (a, e, i, o, u) to complete the words from the reading.

It's hard to imagine that this river was once an unspoiled marine H_B_T_T.

As a result, students were largely succeeding on their assignments but rarely able to meet state grade-level standards.

Students
succeeded on

71%

of their
assignments

They met grade-level
standards on

17%

of those exact
same assignments

Even though most students are meeting the demands of their assignments—and many are earning As and Bs—they're not prepared for college-level work.

But students who received more frequent access to grade-level content made significantly larger gains than their peers who did not.

In The Opportunity Myth sample, all students made

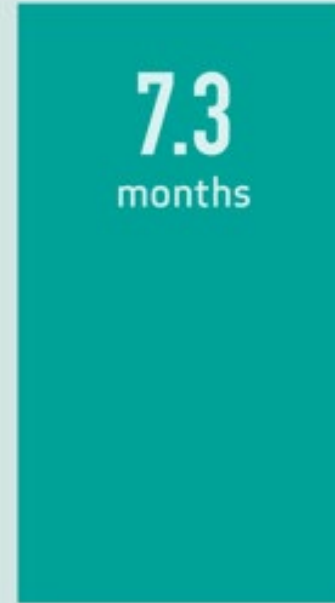
1.7
months



more months of academic progress when they had access to **BETTER ASSIGNMENTS.**

But students who were furthest behind made

7.3
months



more months of academic progress when they had access to **BETTER ASSIGNMENTS.**

This tells us that we must **accelerate—not remediate**—student learning.

Accelerated Learning versus Remediation



Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

Activities connect to standards from years ago and aim to have students master content from years past.



Accelerated Learning strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

How do we create a plan to accelerate student learning?

Start by grounding your decision making in a set of values that puts student learning at the forefront.

Grade-level content is the academic priority.

Address inequities head on.

Support and assume the best of all your stakeholders.

Communicate clearly.

**Which values are already in place?
Which will feel new?**

Once you've clearly articulated your values, you need to create a plan to accelerate student learning. To do this, you'll want to....

1. **Assemble a small, diverse acceleration planning team** for a series of planning sessions.
2. **Plan for several potential instructional delivery scenarios** in the 2020-2021 school year.
3. **Assemble an advisory committee** that will offer your acceleration team student, teacher, leader, and family perspectives about the choices and decisions you are making.
4. **Prioritize concretely planning to accelerate student learning** across the course of the next school year.
5. **Answer key questions** you'll need to begin planning for reopening using data from stakeholders.
6. **Start with information you already have** to answer key questions.
7. **Then, collect any additional information** that you need but don't already have.
8. **Identify challenges and opportunities**—three to five each—that your team will need to address.

Before diving into plans for instruction, first engage your students and families around their experience with at-home learning.

- **Basic needs:** Do students' and families' have their basic needs met (like food, housing, and childcare)?
- **Student learning:** Do students and their families have the resources and support they needed to continue learning?
- **Connectedness:** Do students and their families feel connected to your school community? Do teachers feel connected to their schools?
- **Communication and expectations:** Do students, families, and your staff feel communication and expectations have been clear while schools have been closed?
- **Future planning:** What do students, families, and your staff say they need to be ready for restarting school?

Identify what you still have yet to learn and consider stakeholder surveys or focus groups.

Pull together a small, diverse acceleration planning team for a series of planning sessions and begin planning to accelerate student learning in the next year.

Get your team set up. Establish your acceleration planning team and your advisory committee, then develop a workplan for the team's work.

3 months out

Prioritize your content. You'll use this to make a plan to diagnose unfinished learning and update your curricular materials.

2 months out

Update your scope & sequences and plan teacher training. Use your prioritized content to prepare materials and training for the school year.

1 month out

Train your teachers and start school. Provide your teachers the training and support they'll need to start the school year strong.

School Starts

Are the right folks at the table on your acceleration planning team?

How do we accelerate student learning in the next two years?

To execute on accelerating student learning plans, you'll need to...



Prioritize the most critical grade-level content for each grade and subject.



Identify the prerequisite knowledge, skills, and academic vocabulary that students will need to access that grade level content.



Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.



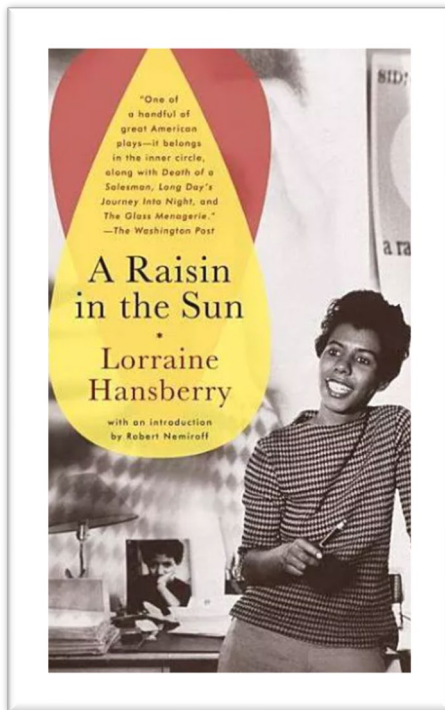
Adapt your scope and sequence/pacing for each subject and grade to reflect where teachers might need to provide acceleration support.



Invest and train your educators in the accelerated approach and give them tools to monitor student progress.

Prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level *now*.

In English Language Arts, this looks like deeply examining the appropriately-complex and culturally-relevant texts that students will read across the year, considering what content knowledge students will need to access this text.



To deeply understand *A Raisin in the Sun*, ninth grade students might need to build their historical knowledge of:

- Redlining – a topic Hansberry obscures in rich figurative language
- The Great Migration

To address this, you could build knowledge intentionally with non-fiction texts to supplement the anchor text.

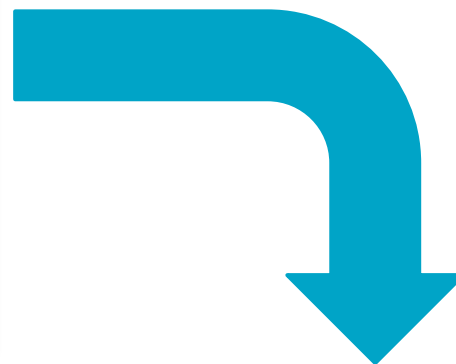
Prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level *now*.

In mathematics, this looks like prioritizing the major work of the grade and standards that directly lead students to preparation for that major work.

■ MAJOR CLUSTER

3.NF.A.1

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.



What makes this work so challenging?

■ MAJOR CLUSTER

4.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

*Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

The experts have done this thinking for us.

2020-2021

PRIORITY
INSTRUCTIONAL
CONTENT IN
ELA/LITERACY AND
MATHEMATICS

STUDENT
ACHIEVEMENT
PARTNERS



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Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.



Adapt your scope and sequence/pacing for each subject and grade to reflect where teachers might need to provide acceleration support.



Invest and train your educators in the accelerated approach and give them tools to monitor student progress.

After you've prioritized the critical prerequisite skills and content knowledge, plan your approach to diagnosing students' unfinished learning for that prioritized set of skills and content knowledge.

Use diagnostics from high-quality adopted materials as often as possible.

Plan to diagnose only your prioritized knowledge and skills.

Plan to spend no more than a few hours administering diagnostics to an individual student.

Think through data you could collect during at-home learning.

To execute on accelerating student learning plans, you'll need to...



Prioritize the most critical grade-level content for each grade and subject.



Identify the prerequisite knowledge, skills, and academic vocabulary that students will need to access that grade level content.



Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.



Adapt your scope and sequence/pacing for each subject and grade to reflect where teachers might need to provide acceleration support.



Invest and train your educators in the accelerated approach and give them tools to monitor student progress.

Once you've identified your high priority content and critical prerequisites, adapt your pacing guidance to reflect that content.



Build the calendar you need to help students reach the demands of grade level standards.



Update curriculum and pacing resources to focus on priority content and critical prerequisites.



Set the expectation that teachers use the district-provided curricular materials.

To execute on accelerating student learning plans, you'll need to...



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Identify the prerequisite knowledge, skills, and academic vocabulary that students will need to access that grade level content.



Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.



Adapt your scope and sequence/pacing for each subject and grade to reflect where teachers might need to provide acceleration support.



Invest and train your educators in the accelerated approach and give them tools to monitor student progress.

Train your teachers and leaders to diagnose students' unfinished learning and provide acceleration support.



What systems must be in place to realize this type of work?



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