



DOE STRATEGY TO *ACCELERATE LEARNING*

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Discussion

- ✓ **Why Acceleration?**
- ✓ **Delaware Strategy for Accelerating Learning for Students**
 - Four Core Actions
 - Key Components
- ✓ **Review of Resources**
- ✓ **Next Steps**



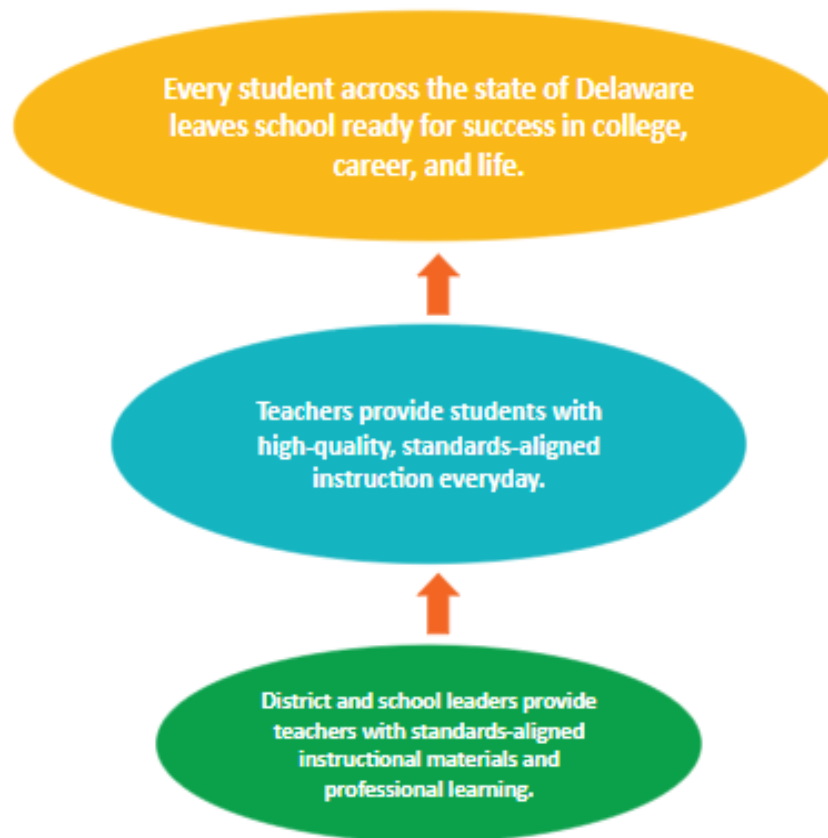
Definitions

- **Acceleration** – increased opportunities to access to grade level content
- **EdReports** – reviews K-12 instructional materials with a commitment to ensuring all students have access to high-quality instructional materials through measurement of standards alignment, usability, and other quality criteria.
- **High-Dosage Tutoring** – frequent and consistent, data-driven tutoring delivered by trained tutors in a 1:1 or very small group setting with the goal of accessing grade level standards
- **High-quality Instructional Materials (HQIM)** – comprehensive materials that are aligned with the Delaware content standards, written with clear purpose, effective lesson structure, and pacing to provide equitable access to grade level content (rated green by EdReports)
- **Open Education Resources (OER)** – Free HQIM online curricular materials
- **Science of Reading** - the research that reading experts, especially cognitive scientists, have conducted on how we learn to read
- **Summer Booster/Summer Intensive** – reference to curriculum designed for use during the summer only to accelerate student learning with the goal of accessing grade-level content by the beginning of the school year
- **Unfinished Teaching and Learning** – any prerequisite knowledge or skills that students need for future work that they don't have **yet**, preferred term because it inspires action rather than focusing on student deficits.



Mission-driven Vision

Delaware's Instructional Vision





EdResearch for Recovery

Elaine Allensworth – University of Chicago Consortium on School Research
Nate Schwartz – Annenberg Institute at Brown University

June 2020, Brief No.1

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. [Click here](#) to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions.

CENTRAL QUESTION

Which areas should schools prioritize for intensive academic intervention and what strategies are most effective?



Impactful Strategies

Breaking Down the Issue

The **students most likely to fall out of range** for their grade include those who were **already struggling** and those **in primary grades**; losses are likely to be **larger in math than ELA**, but **math losses** will potentially be **more responsive** to intervention efforts.



Strategies to Consider

High-dosage tutoring that is directly tied to classroom content can substantially accelerate learning in both math and reading for the most struggling students.

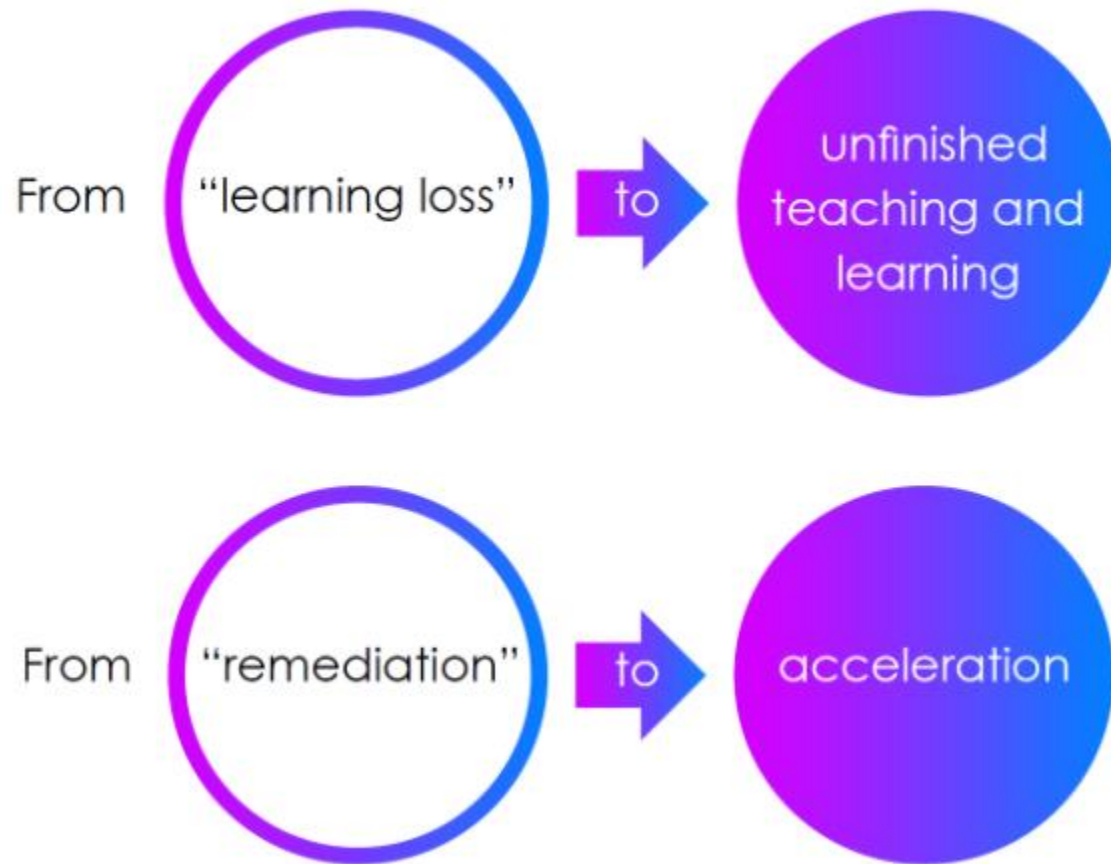
Extended learning time interventions, including **weeklong acceleration academies** staffed with highly effective teachers and **some double dose math** structures, show strong evidence of effectiveness for older students; **targeted support strategies for families** make a difference for younger students.

Strategies to Avoid

Remedial offerings that crowd out core instruction (including some versions of RTI) **tend to be ineffective**.



Growth Mindset





Four Core Actions

Effective implementation of the **Delaware Strategy to Accelerate Learning** requires school districts and school systems to target resources to support **FOUR CORE ACTIONS**:

- Adopt and use **high-quality instructional materials (HQIM)** to bring coherence and consistency to instructional vision and academic planning.
- Provide school leaders and teachers with the initial and **ongoing professional learning** needed to provide Tier 1 instruction to all students, including understanding how to diagnose and address student learning needs.
- Implement a balanced assessment system and **leverage data** that supports teachers in diagnosing unfinished learning and providing the necessary scaffolds to ensure all students have access to grade level instruction.
- Reexamine and **create support structures** to accelerate student learning within the context of high-quality instructional materials (e.g., summer learning acceleration, extended school day/year, high dosage tutoring, refining or revising existing policies, procedures, and programs, etc.).



System Considerations:

Systems considerations integrate data, technology, and infrastructure to reexamine traditional school systems and structures. Systems considerations integrate the whole child needs with academic needs.



High-Quality Instructional Materials & Content:

High-quality instructional materials create coherence, offer consistency across all learning environments, and support student voice and social-emotional health. The predictable structure of coherent, consistent instructional materials and content are foundational for teachers and students alike.



Diagnosing Unfinished Teaching & Learning:

Because of a disrupted school year, unfinished teaching and learning may impact students' progress towards mastery of grade-level content. Determining the content that may not have been taught is critical to moving to grade-level content as quickly as possible. Leveraging data from multiple sources provides insight into what students know, what they don't know, and addresses misconceptions about what students think they know.



Planning for Acceleration:

When planning for the summer, next school year, and the following school year, "meeting students where they are" will not be enough. A mindset of "acceleration, not remediation" is needed so that students are met with grade-level expectations while also addressing students' social and emotional needs.



Ensuring Equitable Instruction:

Leaders and teachers must continue to assess the extent to which the academic and social-emotional needs of historically marginalized student groups are addressed and ensure all students have equitable access and success in their learning opportunities. Special attention must also be paid to the Class of 2021 to ensure students graduate with postsecondary plans.



Professional Learning for Teachers & School Leaders:

The traditional structures in which educators learn must be adapted to support teaching and learning. Content-specific professional learning that accelerates all students' learning must support educators as they build knowledge and skills while ensuring their own sense of self-efficacy and social-emotional health and learning.



Questions





DDOE Acceleration Support

The DDOE is committed to making *the right choice the easy choice* and we have purposely chosen to focus most of our efforts on supporting rising 1-8 students. To that end, DDOE is excited to use ESSER II funds to provide all Delaware public schools with *five resources to support learning acceleration* for students in literacy and mathematics for summer 2021 and the 2021-2022 school year:

- Literacy Professional Learning and core HQIM Summer Booster content for rising 1-6 graders
- Student access to online text repository (all students)
- Access to Zearn Math Summer Intensive Series for all rising 1-8 graders
- Zearn Professional Learning
- High-dosage tutoring seats for multiple grades



Literacy Acceleration for Students

- Preliminary data has shown that unfinished teaching and learning for our youngest readers has been profoundly magnified, especially in marginalized communities.
- Research has shown that students need to be taught to read based on cognitive science.
- Delaware educators have received mixed training on the science of reading.
- HQIMs are a key lever in giving students a systematic and explicit reading foundational skills experience, and there is currently mixed access to such materials.

DDOE will provide Literacy Professional Learning supported by the Science of Reading concepts for Delaware public school educators, Summer Booster core HQIM content for acceleration, and student access to online text repository.



1. Literacy Professional Learning

Participants will have a chance to apply their learning of the Science of Reading either through their district HQIM or utilize free OER (Open Education Resources) HQIM for this work.

- ✓ Support educators who are using HQIMs to teach literacy based on the Science of Reading to apply this knowledge through their curriculum resources
- ✓ Provide guidance and support to districts that do not currently have access to strongly sequenced HQIMs in using OERs to support students in literacy instruction through the Science of Reading

Professional Learning Framework:

- ✓ Asynchronous module that supports coherence across literacy professional learning
- ✓ Additional training that is curriculum-specific and differentiated for systems based on HQIM or OER instructional materials. These sessions to be provided through cohort models:
 - Free OER - Core Knowledge Language Arts (CKLA) and Expeditionary Learning (EL) - Summer Booster provided by SchoolKit and TNTIP
 - Districts already using American Reading Company (ARC) - Summer Booster provided by American Reading Company
 - Districts already using Bookworms - Bookworms Booster provided by UD (PDCE)



2. Online Text Repository

The DDOE will provide student access to HQIM curriculum and OER online booklists for:

✓ Kindergarten to Grade 8:

- Bookworms, ARC, CKLA, EL, ReadyGen

✓ High School:

- Developing Core Proficiencies, HMH Pearson, Into Literature, LearnZillion Guidebooks, My Perspectives, Springboard, StudySync



Math Acceleration for Students

Zearn Summer Intensive Series for ALL students leverages the essential mathematics content students should master before starting grades 1-8. Zearn is rated **green** on EdReports as a HQIM with a strong digital learning component. It is not a **replacement** for your HQIM but a **companion for the summer**.

- ✓ Zearn Summer Intensive can be used flexibly across summer school models, tutoring programs, or targeted interventions.
- ✓ Zearn instructional resources can be used by teachers and tutors to build deep understanding of concepts and flexible problem solving skills.
- ✓ Zearn has a family resource center with explanations of key mathematics terms, suggested at-home activities, and tips for supporting children with digital lesson completion.



3. Use of Zearn Math

To support schools with mathematics acceleration, the DDOE will provide Delaware public schools unlimited access to Zearn Math Summer Intensive for summer 2021.

- ✓ Summer Intensive Series – 12 weeks/30 minute (or 6 week/60 minutes) daily lessons designed to catch students up on mathematics learning and build a strong foundation for next year - 30 min a day remotely or in person can make a difference
- ✓ Embedded accessibility features to support English Language Learners and students with disabilities.
- ✓ Daily diagnostic that assesses each student's understanding and automatically launches support.
- ✓ 24/7 digital student mathematics platform with daily digital lessons with fluency, concept development, and independent practice with built-in math help.
- ✓ Unlimited access for all students, teachers, and schools.



4. Zearn Professional Learning

SchoolKit will provide professional learning on Zearn use and help schools identify and launch the right Zearn implementation model. This could include:

- ✓ Integrating Zearn into summer school / tutoring programs.
- ✓ Effectively using Zearn alongside other mathematics high quality instructional materials.
- ✓ Effectively communicating guidance and tools to families and educators for independent use.

The professional learning series will equip school leaders and teachers with the knowledge and skills needed to maximize Zearn usage through targeted support for district/system leaders, school leaders, and teachers.



5. High-dosage tutoring

Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically. A review of almost 200 rigorous studies found that high-dosage tutoring - defined as more than 3 days per week or at a rate of at least 50 hours over 36 weeks - is one of the few school-based interventions with demonstrated large positive effects on both mathematics and reading achievement.

To support schools with acceleration, the DDOE will provide seats to Delaware public schools for summer 2021 and the 2021-2022 school year to support high-dosage tutoring for the most struggling students.

*Additional research:

https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf



Summary

✓ The DDOE remains committed to accelerating learning for students by providing support to Delaware public schools in literacy and mathematics for summer 2021 and the 2021-2022 school year.

✓ The **Delaware Strategy to Accelerate Learning** serves as a guide for our work with partners through the **four core actions** grounded in:

- 1) high quality instructional materials,
- 2) professional learning,
- 3) leveraging data, and
- 4) creating supportive structures that accelerate student learning.

By providing resources to support learning acceleration, we will make literacy and mathematics resources, professional learning, and high-dosage tutoring easily accessible to all public schools in Delaware.



Next Steps

DOE

- ✓ Finalize vendors, scope of work, and professional learning dates
- ✓ Determine number of licenses/seats needed
- ✓ Provide follow up details for all participants

DISTRICTS AND CHARTERS:

- ✓ Discuss plans for accelerating students with their team (Core Action 4 - Creating Supportive Structure).
- ✓ Discuss alignment of acceleration resources with your core HQIM curriculum to ensure coherence and consistency in support of district/charter instructional vision and academic planning (Core Action 1 – HQIM).
- ✓ Discuss opportunities to leverage ESSER II funds to compliment resources provided by DOE (i.e. teacher stipends for completing PL, summer pay, etc)



THANK YOU



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