

Learning Acceleration & Defining Your Goals

Learning Series Call 1

May 27, 2021

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:



Why learning
acceleration is
necessary



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



How do we plan for
learning
acceleration?

Why is learning acceleration necessary?

Due to COVID, students are likely to be further behind than ever before. And typical approaches to catching students up have not proven effective.



**Starting in '21-22, we need to accelerate
—not remediate—student learning.**

**That starts by keeping grade-level content
at the heart of instruction.**

Lessons from Katrina should inform our approach



MONDAY, APRIL 20, 2020

What Post-Katrina New Orleans Can Teach Schools About Addressing COVID Learning Losses

Paul Hill

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This year, the “summer” break for school children will be six months long. Some **learning loss** is likely¹⁰, but it will vary, depending on kids’ opportunities to learn during the coronavirus shutdown and on individual differences—for example, a taste for recreational reading.

How can schools figure out where individual kids are? If the kids in any classroom have different degrees of learning loss, how can schools start everyone in the first place and quickly get everyone ready for grade-level material?

These questions can’t be fully answered until kids come back. But we can anticipate some of the answers by looking at the last long-time disruption in schooling—in New Orleans after Hurricane Katrina. New Orleans schools closed abruptly in early August 2005. Though a few schools located on high ground were able to start again in early 2006, the majority of children weren’t back in New Orleans schools until the following school year or later. All returning students had suffered hurricane-related trauma. Some had gone to school for a few months in Texas or other parts of Louisiana, but most were out of school until they returned to New Orleans.

The situations are not identical, but post-COVID educators need to know what post-Katrina educators tried and what they learned. Earlier this month, I interviewed school heads and academic leaders whose schools received students as soon as they returned to New Orleans after Katrina. Respondents provided some important insights.

First, about how much kids had lost:

- Kids came back on average more than two years below grade level, some much more. Losses were most dramatic in mathematics.
- The degree of learning loss couldn’t be predicted by family income, prior school, student age, or pre-Katrina grade level. Any school that opened in New Orleans had to assess individual readiness.

- ❑ Learning loss was greatest in **math**
- ❑ Resolving learning loss took **multiple years**
- ❑ **Skill recovery** yielded poor results
- ❑ Teaching **grade-level content**, after re-teaching prerequisite materials, improved outcomes

Students missed critical math content in the 2019-2020 school year, so Zearn released revised scope and sequences to support educators to implement a learning acceleration strategy.

REMEDiation (OR “OVER-REMEDiation”)

Covering **many objectives or standards from prior grades** or units (usually extending to a month or more of instruction)

Isolated from grade-appropriate learning

Usually with greater than 50% of time on **procedural fluency**

ACCELERATION

Integrating **a few lessons from prior grades** or units

Just-in-time to grade-appropriate learning (whether in core or extended time)

Always with an **appropriate balance** of fluency, conceptual understanding, and application work

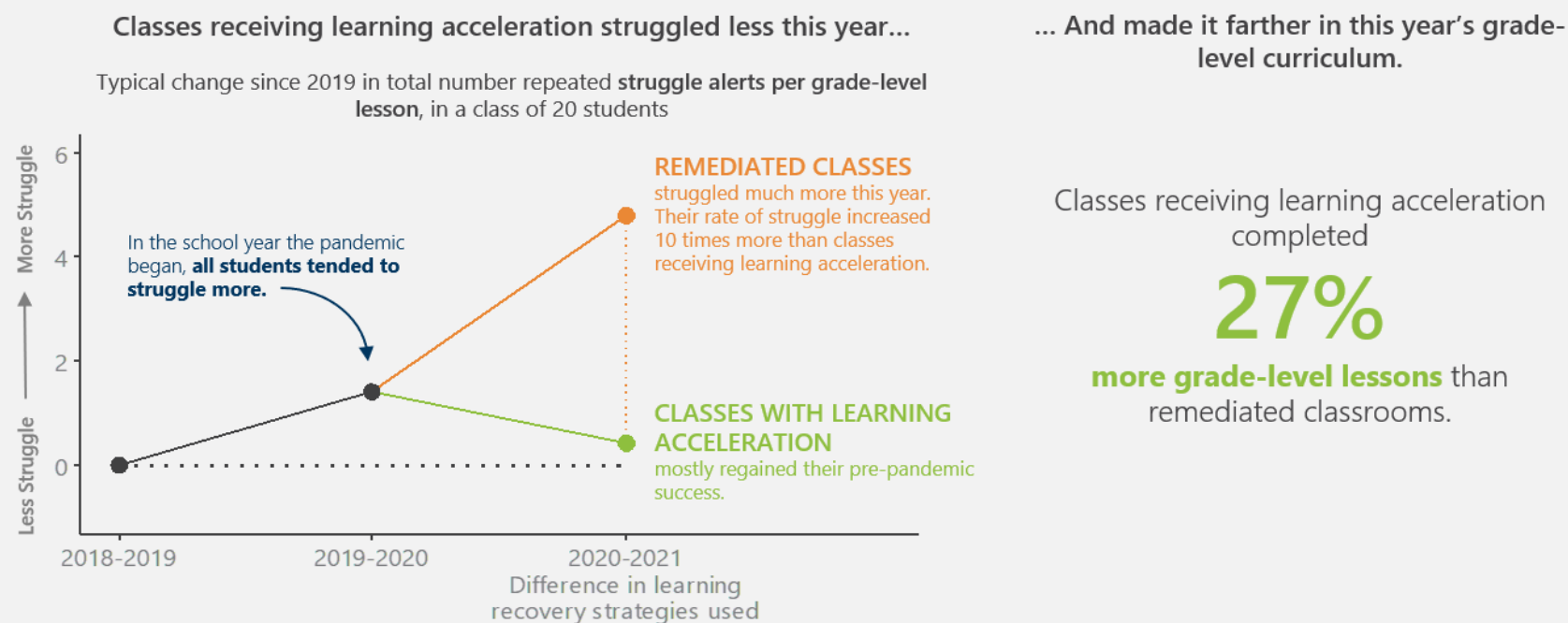
We compared 3,700 classrooms using remediation to 2,300 classrooms using acceleration.

In a recent Zearn study, we found compelling new evidence that school systems should make learning acceleration the foundation of their academic strategies.

- 1 Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.
 - 2 Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already demonstrated success on grade-level content.
 - 3 Learning acceleration was particularly effective for students of color and those from low-income families.
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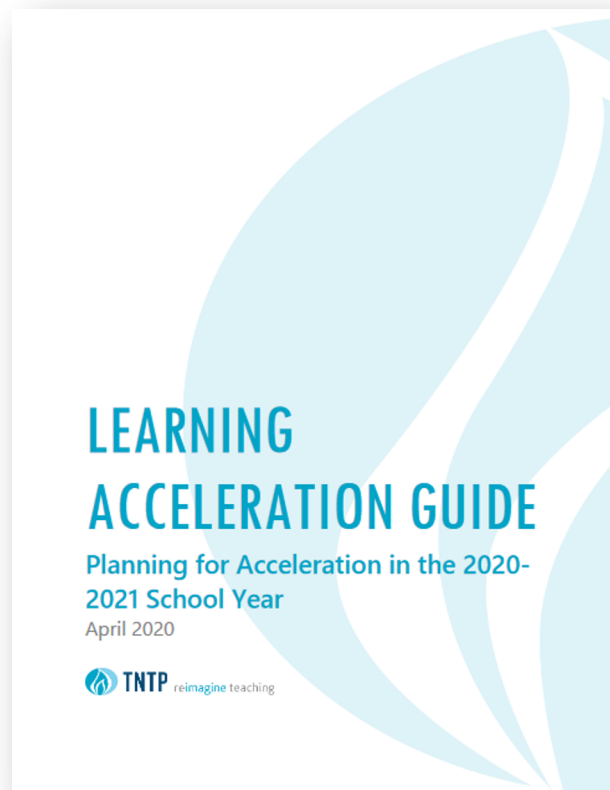
Classes receiving learning acceleration had more success this year and made it farther in this year's grade-level curriculum.

FIGURE 1 | Effectiveness of Learning Acceleration vs. Remediation



SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

Shifting from remediation to acceleration.



"The typical approach to remediation—providing work better suited for earlier grades—won't come close to catching students up and will likely compound the problem. In our recent study, *The Opportunity Myth*, we found this approach of "meeting students where they are," though well intentioned, practically guarantees they'll lose more academic ground and reinforces misguided beliefs that some students can't do grade-level work. **The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English.**"



What are the key messages we want leaders and teachers to understand about WHY acceleration is important?

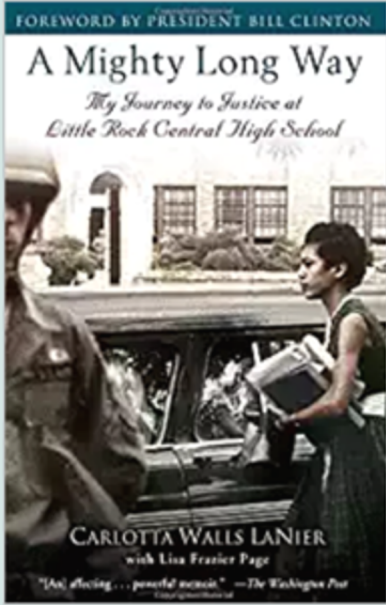
What questions or misconceptions might come up?


What questions do you have?

What does it mean to accelerate rather than remediate our approach to student learning?

Before the pandemic, we knew 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 the pandemic, we knew 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.



CESTER HOUSE, NEW YORK.

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 26 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.

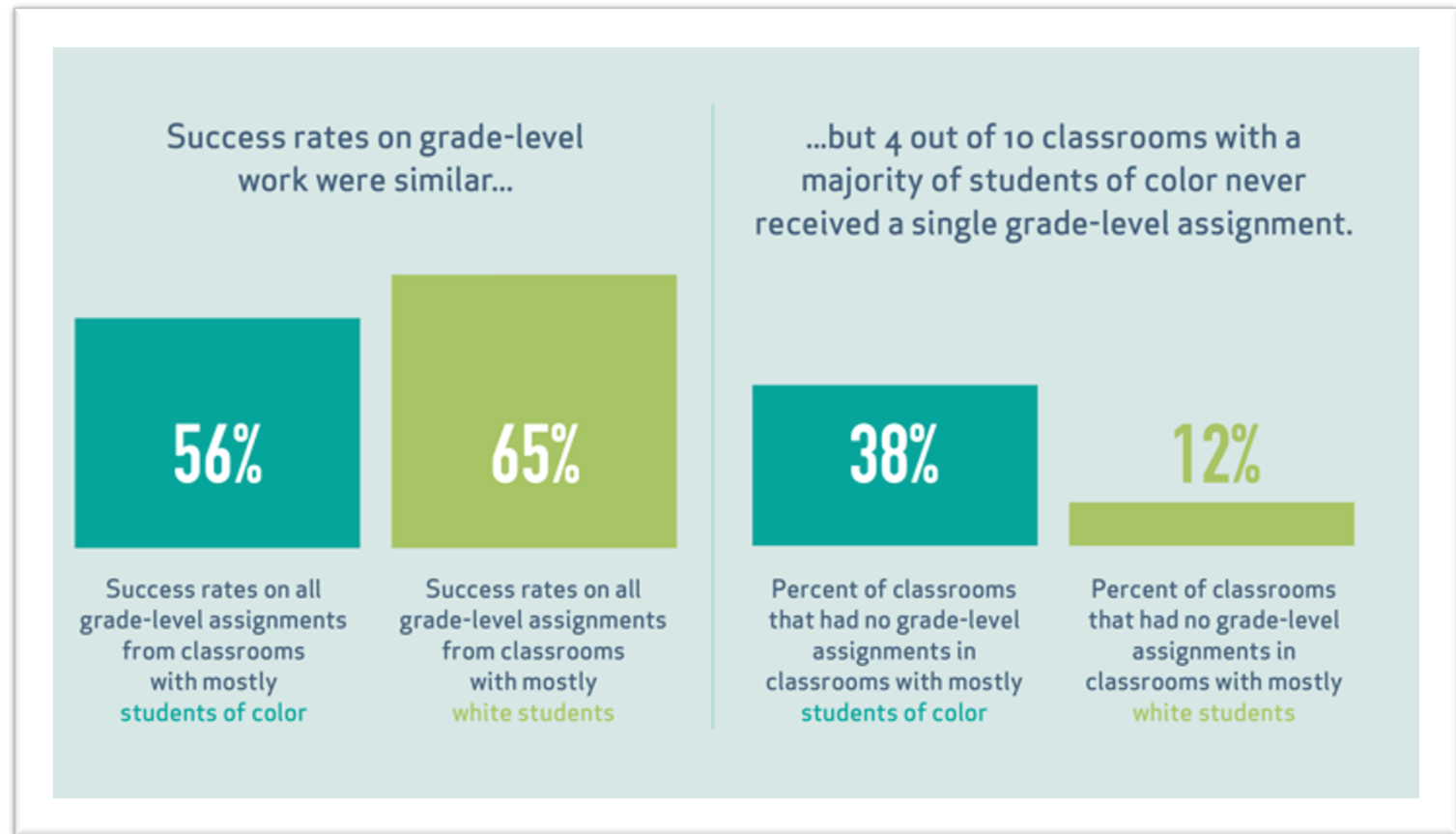
After reading a fifth-grade level text, students completed multiple-choice vocabulary questions and filled in the missing vowels in words, which is not aligned to any eighth-grade literacy standard.

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.

But when we gave students a chance to do grade-level work, they succeeded more than half the time.



We're going to provide students access to grade-level work because we know they'll grow faster if we do so.



Remediation vs. Just-in-Time Accelerated Instruction

In remediation, students experience frustration because they are often asked to look back and review old, non-grade level content in ways that lack clear strategy or prioritization.



Standards and skills from the prior grade

Units, standards, skills, and tasks from the current grade level.

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
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Remediation vs. Just-in-Time Accelerated Instruction

Students are introduced to concepts from the prior grade that would be a major barrier to grade level learning. Students recover lost learning *immediately before* new learning will take place.



Strategically, prioritized standards, skills, or tasks are taught prior to learning.

Units, standards, skills, and tasks from the current grade level.

Units, standards, skills, and tasks from the current grade level.

Units, standards, skills, and tasks from the current grade level.

AUG

SEPT

OCT

NOV

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MAY

The design of the standards– as described through the Major Work and Coherence Map– guide stakeholders in mapping an instructional path.

CCSS
WHERE TO FOCUS
GRADE 4
MATHEMATICS

MATH

4

F

MATHEMATICS GRADE 4 FOCUS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority¹ of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (●) can engage students in the major work of the grade.^{2,3}

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4
Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 4.OA.A ■ Use the four operations with whole numbers to solve problems.
- 4.OA.B ■ Gain familiarity with factors and multiples.
- 4.OA.C ● Generate and analyze patterns.
- 4.NBT.A ■ Generalize place value understanding for multi-digit whole numbers.
- 4.NBT.B ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 4.NF.A ■ Extend understanding of fraction equivalence and ordering.
- 4.NF.B ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4.NF.C ■ Understand decimal notation for fractions, and compare decimal fractions.
- 4.MD.A □ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 4.MD.B □ Represent and interpret data.
- 4.MD.C ● Geometric measurement: understand concepts of angle and measure angles.
- 4.GA ● Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 4

4.NBT.B.4	Add/subtract within 1,000,000
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1 At least 65%, and up to approximately 85% of class time, with Grades K–2 repeat the upper end of this range, should be devoted to the major work of the grade. For more information, see Criterion 8.1 of the K–12 Publishers' Criteria for the Common Core State Standards for Mathematics: www.achievethecore.org/publications/criteria.

2 Refer also to criterion 8.1 of the K–12 Publishers' Criteria for the Common Core State Standards for Mathematics: www.achievethecore.org/publications/criteria.

3 Note, the critical areas are a series of what will be sought at each grade level; the major work is the subset of topics that become the large majority of instructional time during a given year to best prepare students for college and careers.

These tools can support you in prioritizing critical learning in mathematics.

ACHIEVE THE CORE

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Professional Learning ▾ Planning for Instruction ▾ Classroom Resources ▾

Coherence Map

Find the connections between the Common Core State Standards for Mathematics

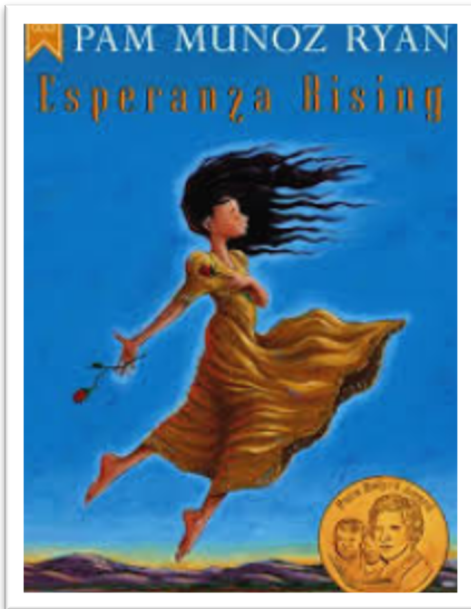
Get Started

Learn more about the Coherence Map.

A tool specifically designed to illuminate the coherent connections of the standards

Learn More

Identifying critical knowledge and vocabulary requirements



To deeply understand *Esperanza Rising*, fourth grade students might need to build their knowledge of:

- History of the Mexican Revolution
- Great Depression/life in the 1930s
- Life of migrant workers
- Use of metaphors to convey complex ideas

Examples of key vocabulary that would help students comprehend the text and develop their language:

- | | |
|---------------|--------------|
| • incline | • camisole |
| • cluster | • adobe |
| • premonition | • capricious |
| • serenade | • anguish |
| • congregate | • quivery |

Conducting a qualitative analysis of the text



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXT



Text Title: _____

Text Author: _____

MEANING			
High <input type="checkbox"/> Multiple levels/layers of complex meaning	Middle High <input type="checkbox"/> Multiple levels/layers of meaning	Middle Low <input type="checkbox"/> Single level/layer of complex meaning	Low <input type="checkbox"/> Single level/layer of simple meaning
STRUCTURE			
High <input type="checkbox"/> Narrative Structure: complex, implicit, and unconventional <input type="checkbox"/> Narration: many shifts in point of view <input type="checkbox"/> Order of Events: frequent manipulations of time and sequence (not in chronological order)	Middle High <input type="checkbox"/> Narrative Structure: some complexities, more implicit than explicit, some unconventionality <input type="checkbox"/> Narration: occasional shifts in point of view <input type="checkbox"/> Order of Events: several major shifts in time, use of flashback	Middle Low <input type="checkbox"/> Narrative Structure: largely simple structure, more explicit than implicit, largely conventional <input type="checkbox"/> Narration: few, if any, shifts in point of view <input type="checkbox"/> Order of Events: occasional use of flashback, no major shifts in time	Low <input type="checkbox"/> Narrative Structure: simple, explicit, conventional <input type="checkbox"/> Narration: no shifts in point of view <input type="checkbox"/> Order of Events: chronological
LANGUAGE			
High <input type="checkbox"/> Conventionality: heavy use of abstract and/or figurative language or irony <input type="checkbox"/> Clarity: generally unfamiliar, archaic, domain-specific, and/or academic language; dense and complex; may be ambiguous or purposefully misleading	Middle High <input type="checkbox"/> Conventionality: contains abstract and/or figurative language or irony <input type="checkbox"/> Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain-specific, or overly academic	Middle Low <input type="checkbox"/> Conventionality: subtle use of figurative language or irony <input type="checkbox"/> Clarity: largely contemporary, familiar, conversational language that is explicit and literal; rarely unfamiliar, archaic, domain-specific, or overly academic	Low <input type="checkbox"/> Conventionality: little or no use of figurative language or irony <input type="checkbox"/> Clarity: contemporary, familiar, conversational language that is explicit and literal; easy-to-understand
KNOWLEDGE DEMANDS			
High <input type="checkbox"/> Life Experiences: explores multiple complex, sophisticated themes; multiple perspectives presented; experiences portrayed are not fantasy but are distinctly different to the common reader <input type="checkbox"/> Cultural/Literary Knowledge: requires an extensive depth of literary/cultural knowledge; many references/allusions to other texts and/or cultural elements	Middle High <input type="checkbox"/> Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers <input type="checkbox"/> Cultural/Literary Knowledge: requires moderate levels of cultural/literary knowledge; some references/allusions to other texts and/or cultural elements	Middle Low <input type="checkbox"/> Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: requires some cultural/literary knowledge; few references/allusions to other texts and/or cultural elements	Low <input type="checkbox"/> Life Experiences: explores a single theme; single perspective presented and everyday experiences are portrayed that are common to most readers or experiences are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: requires only common, everyday cultural/literary knowledge; no references/allusions to other texts and/or cultural elements

Identifying appropriate just-in-time supports

To Address the Complexity		To Build Knowledge	
Character Development Map	R.3 describe a character in depth using details from the text.	Integrate non-fiction texts/media to supplement anchor text	R.10 Read and Comprehend complex literary and informational texts
A symbolism tracker	L.5 understand figurative language		
Provide sentence starters for students to apply to oral and written responses, such as "In the text it says...so..."	SL.1 - Frequent Evidence-Based Discussions W.9 - Regular Evidence-Based Writing		

For reading foundational skills, instead of providing an additional scaffold or “just in time support” for students it’s providing time and practice with the decoding skills students still need to master

- A strong scope and sequence with aligned assessments
- Moving slowly to provide more practice and repetition to build fluency
- All practices are evidence-based
 - Use of decodable text, not leveled readers or predictable text



My garden has seeds.



My garden has birds.



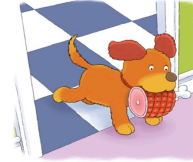
My garden has sun.



My garden has water.



2 My dad had a hot ham.



3 Hap hid it.



4 Dad did not see it.
Dad had to sit.



6 Hap hid the ham.
See it in my hat?

My garden has seeds. My garden has birds. My garden has sun. My garden has water. My garden has rabbits. My garden has weeds.

My dad had a hot ham. Hap hid it. Dad did not see it. Dad had to sit. Dad had a hot pan. Dad had a tin can. Hap hid the ham. See it in my hat?

Charting our Thoughts: Acceleration vs Remediation



Let's spend some time thinking through and recording our beliefs about acceleration and remediation based on what you already knew and what you've learned so far today.

HOW do we plan for Learning Acceleration?

Now, we're going to dig into Learning Acceleration for All – our newest resource on learning acceleration.

WHAT STAYED THE SAME?

Learning Acceleration: We advocate for taking an acceleration-based approach anchored in improving students' experiences.

Systems Disrupting Inequities: We believe school systems have significant work to do to support teachers to accelerate learning and disrupt historical inequities in access to great experiences for students.

Authentic Engagement: We believe systems need to authentically engage and partner with students, caregivers, families, and the community.

WHAT'S DIFFERENT?

The Time Horizon: Our original guide was focused on the short-term steps we believed systems should take immediately; this resource is focused on planning for the next three to five years.

The Strategy Anchor: Our initial guide focused on shifting systems away from destructive over-remediation practices. This tool more broadly focuses on the levers that most enable acceleration – our acknowledge that developing a clear plan that integrates the levers is a vital step.

The Resourcing: Many systems have significant federal stimulus dollars to spend (that they didn't have when we released the first Learning Acceleration Guide).

Let's start our day by grounding our decision making and conversations in a set of principles that puts student learning at the forefront.

**Authentically
engage students,
caregivers, and the
community**

Student belonging is
the social and
emotional priority

Grade-level content
is the academic
priority for ALL
students

**Address inequities in
your system head-on**

What are your reactions to these principles?

We're encouraging – and want to support – systems to develop a long-term learning acceleration strategy by moving through four phases.



We are articulate a set of six key levers that systems must plan for in order to ensure they are accelerating learning for all of their students.

Vision for the
Student Experience

High-Quality
Instructional
Resources

Educator
Experience,
Selection, Support
& Collaboration

Authentic
Community &
Stakeholder
Engagement

Organizational
Management

Equity-Centered
Policies and Daily
Practices

We shared a resource that systems could use to diagnose the state of their system against each of these six key levers.

Planning to Authentically Engage Stakeholders and Finalize Vision and Goals



Before we close out today, we want to give you some time to think about the initial planning steps we discussed today. Take a few minutes to jot down timelines for when you will tackle each and who the owners will be:

- Writing & refining your vision and goals
 - Specific Elements of the CEP

Reflections and Closeout

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