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

- 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

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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.
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**

Classes receiving learning acceleration struggled less this year... Typical change since 2019 in total number repeated struggle alerts per grade-level lesson, in a class of 20 students.

REMEDIATED CLASSES struggled much more this year. Their rate of struggle increased 10 times more than classes receiving learning acceleration.

CLASSES WITH LEARNING ACCELERATION mostly regained their pre-pandemic success.

... And made it farther in this year’s grade-level curriculum.

Classes receiving learning acceleration completed

27% more grade-level lessons than remediated classrooms.

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.
“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.”
Discussion

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?

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.

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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.
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.
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.

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<thead>
<tr>
<th>AUG</th>
<th>SEPT</th>
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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.

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

These tools can support you in prioritizing critical learning in mathematics.
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
- cluster
- premonition
- serenade
- congregate

- camisole
- adobe
- capricious
- anguish
- quivery
Conducting a qualitative analysis of the text

**TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC**  
**LITERARY TEXT**

<table>
<thead>
<tr>
<th>Text Title:</th>
<th>Text Author:</th>
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### MEANING

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<tr>
<th>High</th>
<th>Middle High</th>
<th>Middle Low</th>
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<tbody>
<tr>
<td>![Checkmark] Multiple levels/layers of complex meaning</td>
<td>![Checkmark] Multiple levels/layers of meaning</td>
<td>![Checkmark] Single level/layer of complex meaning</td>
<td>![Checkmark] Single level/layer of simple meaning</td>
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### STRUCTURE

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<th>High</th>
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<tr>
<td>![Checkmark] Narrative Structure: complex, implicit, and unconventional</td>
<td>![Checkmark] Narrative Structure: some complexities, more implicit than explicit, some unconventional</td>
<td>![Checkmark] Narrative Structure: largely simple structure, more explicit than implicit, largely conventional</td>
<td>![Checkmark] Narrative Structure: simple, explicit, conventional</td>
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<tr>
<td>![Checkmark] Narration: many shifts in point of view</td>
<td>![Checkmark] Narration: occasional shifts in point of view</td>
<td>![Checkmark] Narration: few, if any, shifts in point of view</td>
<td>![Checkmark] Narration: no shifts in point of view</td>
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<tr>
<td>![Checkmark] Order of Events: frequent manipulations of time and sequence (not in chronological order)</td>
<td>![Checkmark] Order of Events: several major shifts in time, use of flashback</td>
<td>![Checkmark] Order of Events: occasional use of flashback, no major shifts in time</td>
<td>![Checkmark] Order of Events: chronological</td>
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### LANGUAGE

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<th>Middle High</th>
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<tbody>
<tr>
<td>![Checkmark] Conventionality: heavy use of abstract and/or figurative language or irony</td>
<td>![Checkmark] Conventionality: contains abstract and/or figurative language or irony</td>
<td>![Checkmark] Conventionality: subtle use of figurative language or irony</td>
<td>![Checkmark] Conventionality: little or no use of figurative language or irony</td>
</tr>
<tr>
<td>![Checkmark] Clarity: generally unfamiliar, archaic, domain-specific, and/or academic language; dense and complex; may be ambiguous or purposely misleading</td>
<td>![Checkmark] Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain-specific, or overly academic</td>
<td>![Checkmark] Clarity: largely contemporary, familiar, conversational language that is explicit and literal; rarely unfamiliar, archaic, domain-specific, or overly academic</td>
<td>![Checkmark] Clarity: contemporary, familiar, conversational language that is explicit and literal; easy-to-understand</td>
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### KNOWLEDGE DEMANDS

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<tr>
<td>![Checkmark] Life Experiences: explores multiple complex, sophisticated themes; multiple perspectives presented; experiences portrayed are not fantasy but are distinctly different to the common reader</td>
<td>![Checkmark] Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers</td>
<td>![Checkmark] Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy</td>
<td>![Checkmark] 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</td>
</tr>
<tr>
<td>![Checkmark] Cultural/Literary Knowledge: requires an extensive depth of literary/cultural knowledge; many references/allusions to other texts and/or cultural elements</td>
<td>![Checkmark] Cultural/Literary Knowledge: requires moderate levels of cultural/literary knowledge; some references/allusions to other texts and/or cultural elements</td>
<td>![Checkmark] Cultural/Literary Knowledge: requires some cultural/literary knowledge; few references/allusions to other texts and/or cultural elements</td>
<td>![Checkmark] Cultural/Literary Knowledge: requires only common, everyday cultural/literary knowledge; no references/allusions to other texts and/or cultural elements</td>
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## Identifying appropriate just-in-time supports

<table>
<thead>
<tr>
<th>To Address the Complexity</th>
<th>To Build Knowledge</th>
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<tbody>
<tr>
<td><strong>Character Development Map</strong></td>
<td><strong>R.3</strong> describe a character in depth using details from the text.</td>
</tr>
<tr>
<td><strong>A symbolism tracker</strong></td>
<td><strong>L.5</strong> understand figurative language</td>
</tr>
<tr>
<td><strong>Provide sentence starters for students to apply to oral and written responses, such as &quot;In the text it says...so...&quot;</strong></td>
<td><strong>SL.1</strong> - Frequent Evidence-Based Discussions</td>
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<td></td>
<td><strong>W.9</strong> - Regular Evidence-Based Writing</td>
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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. 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?
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.

- **Phase 1:** Define your vision and goals.
- **Phase 2:** Diagnose your current state.
- **Phase 3:** Create your strategy.
- **Phase 4:** Implement and continuously improve your strategy.

Throughout every phase, authentically engage and partner with students, caregivers, and the community.
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
Connect with us.

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- linkedin.com/company/tntp