Restarting School
Planning for Acceleration in the 2020-2021 School Year
May 2020
Do Now

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Do Now

Please think to yourself, then share in the Padlet:

- Think about your students’ experiences with at-home learning. What has made you the proudest of your district’s response to the COVID-19 pandemic?
- Again, think about your students’ experiences with at-home learning. What is most keeping you up at night as you think about restarting school in the fall?
Today, we’re discussing a few big questions as you plan to accelerate student learning in the 2020-2021 school year:

1. How do we create a plan to accelerate student learning?
2. How do we accelerate student learning in the next two years?
3. What other challenges should we anticipate as we plan to accelerate student learning?
What other challenges should we anticipate as we plan to accelerate student learning?

- Social and emotional learning needs
- Student and staff health and safety
- Communication with your stakeholders
- Staffing the open positions across your system
- Operational decisions and contingency planning
- Budgeting
One study predicts that students will experience a learning loss of 50 percent in math...

“[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.

“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.”

The Opportunity Myth

At the heart of this report are real students, their aspirations and dreams, and how school sets them up—or doesn’t—to reach those goals.
Here’s what we found:

1. Students have big, clear plans for college and career.

2. Most students do what they’re asked in school—but are still not ready to succeed after school.

3. Students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.

4. Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers.

5. Greater access to the four resources can and does improve student achievement—particularly for students who start the school year behind
The "opportunity myth" is the false promise that if students do what they're asked in school, they'll be set up for success—and that if they don't succeed, they must've done something to blow their chance.

It's on all of us, not just teachers, to give students better school experiences that set them up for success. We can choose to upend the opportunity myth.
We found four key resources that influence a student's school experience and outcomes.

1. **Consistent opportunities to work on grade-appropriate assignments**
2. **Strong instruction**, where students do most of the thinking in a lesson
3. **Deep engagement** in what they're learning
4. Teachers who hold **high expectations** for students and believe they can meet grade-level standards

Unfortunately, these resources are few and far between for most students—and **particularly** for students of color, those from low-income families, English language learners, and students with mild to moderate disabilities.
These four resources make a difference. When students get greater access to them, their outcomes improve.

In our sample, all students made:

- 1.7 months more months of academic progress when they had access to ** BETTER ASSIGNMENTS.**
- 0.2 months more months of academic progress when they had access to ** STRONGER INSTRUCTION.**
- 2.5 months more months of academic progress when they reported being ** MORE ENGAGED IN CLASS.**
- 4.6 months more months of academic progress when their teachers had ** HIGHER EXPECTATIONS.**

**SOURCE:** Value-added models
...That's especially true for students who started the year below grade-level.

In our sample, students who started the year performing substantially below average made:

- **7.3 months** more months of academic progress when they had access to **better assignments**.
- **6.1 months** more months of academic progress when they had access to **stronger instruction**.
- **0.9 months** more months of academic progress when they reported being **more engaged in class**.
- **7.9 months** more months of academic progress when their teachers had **higher expectations**.

*Source: Value-added models*
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Reflect on your experience with spring distance learning, were students given access to the 4 key resources during their time away from the building?

0  Yes  0  Somewhat  0  No
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.

Read these values, then annotate your reactions to them.
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.

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.
Pull together a small, diverse acceleration planning team for a series of planning sessions and prioritize concretely 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. | Prioritize your content. You’ll use this to make a plan to diagnose unfinished learning and update your curricular materials. | Update your scope & sequences and plan teacher training. Use your prioritized content to prepare materials and training for the school year. | Train your teachers and start school. Provide your teachers the training and support they’ll need to start the school year strong. |

| 3 months out | 2 months out | 1 month out | School Starts |

Stop & Jot: Who should be on your acceleration planning team? Who should engage in your advisory group?
## Case Study: Richland Summer

**Students** will be prepared socially, emotionally, and academically to make a strong start in the upcoming school year.

**Teachers** will be supported by instructional coaches to discover best practices while teaching and collaborating in a virtual setting while receiving training on distance learning protocols and methods.

**School Leaders** will use key ideas learned from this practice to develop a virtual learning contingency plan for the 2020-2021 school year.
# Case Study: Richland Summer

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:30 – Student Work Analysis/Reflections to drive</td>
<td>Hold times for Virtual Teaching and/or Office Hours</td>
<td>Hold times for Virtual Teaching and/or Office Hours</td>
<td>8:00 – 9:30 – Weekly PD</td>
</tr>
<tr>
<td>touchpoint planning for the week and grade level team’s use of virtual</td>
<td>8:00 - 8:30 – K</td>
<td>8:00 - 8:30 – K</td>
<td>(new learning from TNTP)</td>
</tr>
<tr>
<td>teaching/office hours for the week</td>
<td>8:30 - 9:00 -- 1st</td>
<td>8:30 - 9:00 -- 1st</td>
<td>10:00 – 11:00 – School</td>
</tr>
<tr>
<td>10:00 – 11:00 – Grade Band PLCs (peer collaborations, cycles of</td>
<td>9:00 - 9:30 -- 2nd</td>
<td>9:00 - 9:30 -- 2nd</td>
<td>Collaborations/Reflections with Principal, Coaches,</td>
</tr>
<tr>
<td>development - co-planning &amp; lesson rehearsals)</td>
<td>9:30 - 10:00 -- 3rd</td>
<td>9:30 - 10:00 -- 3rd</td>
<td>Teachers of SCL Academy, and</td>
</tr>
<tr>
<td>11:00 – 12:00 – Lunch</td>
<td>10:00 - 10:30 -- 4th</td>
<td>10:00 - 10:30 -- 4th</td>
<td>Supervisors</td>
</tr>
<tr>
<td>Whole Group Virtual Contact (preview the week for the student)</td>
<td>10:30 -- 11:00 -- 5th</td>
<td>10:30 -- 11:00 -- 5th</td>
<td>11:00 – 12:00 – Lunch</td>
</tr>
<tr>
<td>12:00 - 12:15 – K</td>
<td>11:00 - 12:00 – LUNCH</td>
<td>12:00 - 12:00 – LUNCH</td>
<td>Hold times for Virtual Teaching and/or Office Hours to</td>
</tr>
<tr>
<td>12:15 - 12:30 – 1</td>
<td>12:00 - 12:30 – 6th</td>
<td>12:30 - 1:00 – 7th</td>
<td>ensure students are set up for independent Friday</td>
</tr>
<tr>
<td>12:30 - 12:45 – 2</td>
<td>1:00 - 1:30 -- 8th</td>
<td>1:00 - 1:30 -- 8th</td>
<td>12:00 - 12:30 – 6th</td>
</tr>
<tr>
<td>12:45 - 1:00 -- 3</td>
<td>1:30 - 2:00 -- 9th</td>
<td>1:30 - 2:00 -- 9th</td>
<td>12:30 - 1:00 – 7th</td>
</tr>
<tr>
<td>1:00 - 1:15 – 4</td>
<td>2:00 - 2:30 -- 10th</td>
<td>2:00 - 2:30 -- 10th</td>
<td>1:00 - 1:30 -- 8th</td>
</tr>
<tr>
<td>1:15 - 1:30 -- 5</td>
<td>2:30 - 3:00 -- 11th</td>
<td>2:30 - 3:00 -- 11th</td>
<td>1:30 - 2:00 -- 9th</td>
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<tr>
<td>1:30 - 1:45 -- 6</td>
<td></td>
<td></td>
<td>2:00 - 2:30 -- 10th</td>
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<tr>
<td>1:45 - 2:00 -- 7</td>
<td></td>
<td></td>
<td>2:30 - 3:00 -- 11th</td>
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<td>2:00 - 2:15 -- 8</td>
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<td></td>
<td>3:00 - 3:30 -- 3rd</td>
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<tr>
<td>2:15 - 2:30 -- 9</td>
<td></td>
<td></td>
<td>3:30 - 4:00 -- 4th</td>
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<tr>
<td>2:30 - 2:45 -- 10</td>
<td></td>
<td></td>
<td>4:00 - 4:30 -- 5th</td>
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<tr>
<td>2:45 - 3:00 -- 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TNTP/Richland Teacher Support Office Hours: ELA</td>
<td>TNTP/Richland Teacher Support Office Hours: ELA</td>
<td>TNTP/Richland Office Hours: Math</td>
<td>Coach Office Hours: can assist individual teachers or</td>
</tr>
<tr>
<td></td>
<td>3:00-3:30</td>
<td>3:00-3:30</td>
<td>grade bands</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>newsletter information will be due to A. Waller by 3:00 pm</strong></td>
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</tbody>
</table>
Case Study: Richland Summer

June: Richland Summer Academy

July: Instructional Leadership Team Intensives

August: Teacher Professional Development Based on Key Learnings

Strong Start 2020
# Case Study: Richland Instructional Leadership Team Support

<table>
<thead>
<tr>
<th>Topic</th>
<th>Non-Negotiables and Minimum Expectations</th>
<th>Guiding Questions</th>
<th>School Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1 Curriculum Use</td>
<td>Tier 1 curriculum for the grade level and content area is in use. Pacing guidance is adhered to. There are no extended times devoted to remediation using non-tier 1 materials.</td>
<td>Who on your campus is responsible for customizing district provided pacing guidance for each content area/grade level? How will teachers be expected to address unfinished learning? How will students with diverse learning needs be supported? Are materials available online? How do you plan to ensure students have what they need to access the curriculum?</td>
<td>In Person Return:</td>
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<td></td>
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<td></td>
<td>Hybrid Return:</td>
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<td></td>
<td>Distance Learning:</td>
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<td></td>
<td></td>
<td>Owner (who on your staff is responsible for finalizing these plans, and planning for rolling out to staff?):</td>
<td></td>
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<tr>
<td>Assessing Unfinished Learning</td>
<td>Review the LDOE’s Guidance on <strong>Addressing Unfinished Learning</strong>. A non-invasive diagnostic tool is needed to assess student unfinished learning. Revise RTI/MTSS plan. Assign a point person to manage assessments, assessment data and individual student plans for students.</td>
<td>How much information do you need to collect? How will you administer diagnostics? When will administration occur? How will you ensure you are not causing undue stress to students returning? Resources to Consider: <strong>Math Remediation Tool</strong> (these include diagnostics for each Eureka Module grades 4+):</td>
<td>In Person Return:</td>
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<td>Hybrid Return:</td>
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<td>Distance Learning:</td>
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<tr>
<td></td>
<td></td>
<td>Owner:</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Which structures need to be put in place to ensure the same services (i.e., Special Education, ES, Counseling, etc.) are available to students as they learn from home?</td>
<td></td>
<td>In Person Return:</td>
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<td>Hybrid Return:</td>
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<td>Distance Learning:</td>
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<td>Owner:</td>
<td></td>
</tr>
</tbody>
</table>
Engage your students and families around their experience with at-home learning.

- **Basic needs:** Have students’ and families’ basic needs (like food, housing, and childcare) been met during the pandemic?
- **Student learning:** Have students and their families had 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?

Start with information that you have, then collect the information you don’t have using surveys or focus groups.
In your breakout rooms discuss:

Which of these systems have you already planned to implement in your district?

Which are completely new?

What will you need to do now to ensure you have the structures in place across the district to accelerate student learning starting on day one?
How do we accelerate student learning in the next two years?
To execute on accelerating student learning in the next two years, you’ll want to...

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

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

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

4. **Train your teachers and leaders** to diagnose students’ unfinished learning and provide acceleration support.

5. **Monitor your students’ progress** on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.
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 *Out of the Dust*, sixth grade students might need to build their historical knowledge of:

- FDR’s New Deal
- Dust Bowl years of the Depression

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.
After you’ve prioritized the critical perquisite skills and content knowledge, you’ll need to 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 (if it’s still going on).
Once you’ve prioritized your content and planned your diagnostic approach, you’ll want to adapt your pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support.

Rather than planning to address unfinished learning through “nine weeks of remediation” or some other structure that puts students in below-grade-level work, you should:

- **Build the calendar you need to help students reach the demands of grade level standards.** If financial resources allow it, you will want to extend your school day or year.

- **Predict what unfinished learning will look like, then update your teacher-facing resources.** Insert additional resources and supports for teachers to cover potential “unfinished learning” into your resources, focusing on the prioritized skills and content knowledge you identified.

- **Set the expectation that teachers use your provided curricular materials.** Rather than teachers spending tremendous personal time planning their own activities, support them to prepare to use the high-quality materials that you’ve adopted.
Train your teachers and leaders to diagnose students’ unfinished learning and provide acceleration support.

After the training, ensure that your coaches and school leaders support teachers’ work in accelerating student learning.
Monitor your students’ progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

You’ll want to ensure that you have a plan to deeply understand your students’ experiences in the new school year and provide additional supports to teachers and leaders to improve that experience as you need to.
There’s a lot to tackle to be ready to accelerate student learning.

Take five minutes to jot down questions you have and next steps you want to take. Be prepared to share at least one question.
Sharing our Reflections

Share out at least one question and one next step you’re committing to in the Padlet.
Connect with us.

Elizabeth.Suarez@tntp.org
Mary.Jones@tntp.org
Jamila.Newman@tntp.org

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