Accelerating Learning: Strategies for Whole Child Summer Learning and Beyond

April 6, 2021  |  #AccelerateNotRemediate
Moderator

Mort Sherman

Associate Executive Director,
Leadership Network

AASA, The School Superintendents Association

@AASAHQ

#AccelerateNotRemediate
Housekeeping

- All participants will be muted throughout.
- You may write in your questions at any time throughout today’s presentation using the Chat feature. These will be answered during the Q&A segment.
- Please do not send questions to individuals but rather to All Panelists using the drop-down menu.
- This webinar is being recorded and will be posted online at http://links.aasa.org/recordings.
Remarks

Linda Darling-Hammond

President

Learning Policy Institute

@LDH_ed | @LPI_Learning

#AccelerateNotRemediate
Accelerating Learning: Strategies for Summer Learning and Beyond

Linda Darling-Hammond
April 6, 2021
Impact of Pandemic on Learning

▷ Trauma and isolation for many children
▷ Lost instructional time
▷ Decreased engagement for many
▷ Greater opportunity and achievement gaps
“Reprioritize. This is the time to see if something can be different. To reset the system, we have to take a loss, but we can recoup the loss if we actually get kids excited about education and create a more positive space for them to learn.”

—Michelle Ampong
Atlanta parent and school volunteer
Restarting and Reinventing School
Learning in the Time of COVID and Beyond

Linda Darling-Hammond, Abby Schachner, and Adam K. Edgerton

in collaboration with Aneesha Badrinarayan, Jessica Cardichon,
Peter W. Cookson Jr., Michael Griffith, Sarah Klevan, Anna Maier,
Monica Martinez, Hanna Melnick, Natalie Truong, and Steve Wojcikiewicz

AUGUST 2020

https://restart-reinvent.learningpolicyinstitute.org/
Framework for Restarting & Reinventing School

1. Close the digital divide
2. Strengthen distance and blended learning
3. Assess what students need
4. Ensure supports for social and emotional learning
5. Redesign schools for stronger relationships
6. Emphasize authentic, culturally-responsive learning
7. Provide expanded learning time
8. Establish community schools and wraparound supports
9. Prepare educators for reinventing schools
10. Leverage more adequate and equitable school funding

https://restart-reinvent.learningpolicyinstitute.org/
Why we should accelerate rather than remediate ....
Principles from the Science of Learning & Development

• Relationships are the essential ingredient that catalyzes healthy development and learning.

• Children actively construct knowledge by connecting what they know to what they are learning within their cultural contexts.

• Learning is social, emotional, and academic.

• Students’ perceptions of their own ability influence learning.

• Adversity affects learning: Effective schools must be trauma-informed and healing-focused.
What Should Summer Learning Look Like?
Making the Most of Summer Learning
Key Goals

• Belonging
• Connection
• Support
• Attachment
• Student Choice and Voice
Social and Emotional Learning

+ Mindsets
  Growth Mindset
  Sense of Belonging
  Sense of Purpose
  Sense that School is Worthwhile
Addressing SEL Leads To...

- Safer schools
- Greater belonging
- Higher achievement
- Higher graduation rates
- Improved college- and career-ready skills

Achievement gains persist over time.

Source: Taylor, Oberle, Durlak, & Weissburg, 2017
Key Strategies for Summer Learning

- Universal
- Enrichment + Contextualized Learning
- Culturally responsive
- Personally engaging
- Foster belonging & connection
- Partnered with Community Organizations
One Example: Children’s Defense Fund Freedom Schools

- CDF Partners with local community-based organizations to provide k-12, literacy-rich, summer programs.
- Programs range from 5-8 weeks and include a curriculum designed to promote cultural & historical consciousness.
- Students develop social action plans to address issues affecting their community.

https://www.childrensdefense.org/programs/cdf-freedom-schools/
Learning Well in Non-tracked Classrooms

Research-based examples and curricula:

Complex Instruction
https://complexinstruction.stanford.edu/

Youcubed (math)
https://www.youcubed.org/

EL Education (ELA)
https://eleducation.org/
Tutoring is a highly effective strategy for improving student learning outcomes in a relatively short period of time.
“Effective tutoring is accomplished not by a cadre of ever-changing, untrained volunteers, but by a focused group of trained individuals working consistently with individuals or small groups of students.”

– from Restarting and Reinventing School: Learning in the Time of COVID and Beyond
Benjamin Bloom’s 2 Sigma Study (1984)

Students who were tutored increased their performance by 2 standard deviations. A student at the 50th percentile grew to the 98th percentile with:

1-to-1 Relationship
Immediate feedback
Opportunities to practice and revise

A recent synthesis of 96 rigorous studies finds equally impressive gains when tutoring adheres to key elements.
5 Key Elements for Sustainable & Effective Tutoring

1. Employ trained teachers & support providers
   Current teachers, retirees, paraprofessionals, or teacher candidates

2. At least 3 days a week, 30+ minutes, during the school day

3. Groups of 5 or fewer students working with a tutor

4. Tutor training and support for continuous improvement

5. Structured time with alignment to local curriculum
How Might Tutoring Be Targeted?

- Targeted interventions for pre-K through grade 3 who have missed foundational literacy or numeracy skills
  - Examples:
    - Reading Recovery
    - Stepping Stones to Literacy (English & Spanish)
    - Number Rockets
    - ROOTS
- Students can be identified via diagnostic testing
- **Universal tutoring** can reduce stigma, particularly at the secondary level (e.g., Match Corps)

https://intensiveintervention.org
How Can Tutoring Be Structured?

- Language should be asset-based, not deficit focused. Refer to tutoring time as a time to accelerate progress.

- Refer to tutoring as a “period” or “class”, the same as others.

- Skill-building can be integrated with classroom instruction.
  - Some tutoring time on skills; some time on today or tomorrow’s lesson to build confidence, engagement, participation.
Using Federal Recovery Dollars to Accelerate Learning

▷ ARPA: $125B for K-12 education; $122.8B for ESSER (including $800M for students experiencing homelessness)

▷ LEAs

- 90% of the funds
- At least 20% of these funds ($22B) must be used to address learning loss and ensure that interventions respond to students’ academic, social, and emotional needs.

▷ States

- 10% of funds (can be intermingled)
- 5% to address learning loss ($6.1B)
- 1% for comprehensive afterschool programs ($1.2B)
- 1% for summer enrichment programs ($1.2B)

Source: ARPA; LPI Blog: Analysis of the American Rescue Plan Act
Things to Consider

▷ Broad flexibility in how funds are spent
▷ Address current needs on the ground, but also
▷ Allow for strategic uses of these funds over time
▷ Funds can be expended through 9/30/29
▷ Focus on evidence-based interventions
Resources

- American Institutes for Research, National Center for Intensive Intervention
- Learning Policy Institute, *Restarting and Reinventing School*
- National Bureau of Economic Research, *The Impressive Effects of Tutoring on PreK-12 Learning*
- RAND, *Getting to Work on Summer Learning*
- RAND, *Investing in Successful Summer Learning Programs*
- Wallace Foundation, *Afterschool Programs: A Review of Evidence Under ESSA*
Panelists

MODERATOR

Mort Sherman
Associate Executive Director, Leadership Network
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Jennifer Sloane McCombs
Senior Policy Researcher and Director of the Behavioral and Policy Sciences Department
RAND Corporation
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Diana Greene
Superintendent
Duval County Public Schools, Florida

Charles Payne
Henry Rutgers Distinguished Professor of African American Studies and the Director of the Joseph Cornwall Center for Metropolitan Research
Rutgers University at Newark

#AccelerateNotRemediate
Panelist

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@RANDCorporation
How Summer Programs Can Help Accelerate Student Learning

GUIDANCE FOR CREATING HIGH-QUALITY, EFFECTIVE SUMMER PROGRAMS

Jennifer McCombs, PhD
Director, Behavioral and Policy Science Department
RAND Corporation
Key findings from the research base

Different types of programs can be effective—academic, social/emotional, physical and mental health, employment—but are not guaranteed to be

- Systematic evidence review found 43 programs met ESSA evidence standards

Study of voluntary summer learning programs find persisting, positive impact, particularly for high attenders

- Run 5-6 weeks
- Full day programming that includes academics and enrichment activities
- 3 hours of academics taught by a certified teacher
- Enrichment typically led by community providers
Voluntary, academic summer programs can create lasting benefits for students but are **not** guaranteed to do so.

- **Sufficient duration & regular attendance**
- **Quality instruction (both academics and enrichment)**
- **Targeted to student needs**
- **Positive site climate**

*Implementation is difficult and requires advanced planning!*
Recommendations for ensuring sufficient duration and attendance

Offer academic programs 5-6 weeks over multiple summers

Promote regular attendance
- Signal attendance expectations in recruiting material
- Follow-up with reminders about the program
- Create engaging programming that students want to attend
- Maintain a positive site climate
Recommendations for targeting programming

Identify students most in need of a summer experience
- What are their needs?

Align recruitment, curriculum, and staffing to those needs
- Invite high-priority students
- Prioritize learning objectives and align a curriculum to those
- Ensure staff have the expertise and support to address all student needs
  - Have appropriate supports for students with IEPs or those learning English
  - If students have COVID-related trauma, hire counselors/psychologists and train teachers on how to refer and appropriately manage behavior
Recommendations to ensure quality instruction

Use time well! Requires good scheduling, smooth logistics, and a sense of purpose

Provide an academic curriculum & hands-on training

When possible, hire certified teachers with relevant grade-level experience for academic classes
  ◦ Maximize matches between teachers and students who know one another
  ◦ To attract teachers, emphasize the benefits of program for students and features of the program such as small class size, provided curriculum, half-day schedules, departmentalization

Leverage community-based partners to offer enrichment
  ◦ Cost savings
  ◦ Many can offer new experiences
  ◦ Some may have connections and relationships to youth that can be leveraged in recruiting and attendance
Recommendations for establishing a positive site climate

- Develop a clear, positive message about the summer site culture
  
- Train all staff
  - Culture of the site
  - Behavioral expectations
  - Importance of positive adult engagement throughout the day

- Ensure site leaders observe instructional and noninstructional periods

- Support positive student behavior
  - May require additional staff

*Site climate drives students’ daily experiences, enjoyment of the program, and attendance.*
Panelist

Diana Greene

Superintendent

Duval County Public Schools, Florida
Summer Programming
Duval County Public Schools 2021
All programs are currently still in the planning and development phase.
Summer RISE

WHO
Rising 1st – 9th graders
Targeted Selection

WHEN
6 weeks
5 days per week
Full days

WHERE
Numerous sites
geographically located
for easy access

WHAT IT IS:
• Introduction to 2021-22 grade level standards
• Remediation + Enrichment
• Hands-on
• STEAM and Robotics
• Outdoor activities and field trips
• Includes ESY for ESE and ESOL programs

WHAT IT IS NOT:
• NOT computer based
• NOT school as usual
• NOT reading & math programs used in the regular school year
• NOT sitting in a classroom all day
## High School Programs

<table>
<thead>
<tr>
<th>CREDIT RECOVERY</th>
<th>SAT/ACT PREP</th>
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</thead>
<tbody>
<tr>
<td>• Edgenuity computer-based courses</td>
<td>• Testing strategies in reading &amp; math</td>
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<tr>
<td>• All courses available</td>
<td>• 2-week prep</td>
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<tr>
<td>• Half-day program</td>
<td>• Half days</td>
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<tr>
<td>• Self-paced</td>
<td>• Vouchers for ACT or SAT</td>
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**EVERY HIGH SCHOOL**

**SCHOOL COUNSELORS FOR ADVISING**

**CERTIFIED TEACHERS**
Summer Writing Camp

A program to encourage students to research and write about historical events and people in Jacksonville for publication as part of our city’s bicentennial in 2022

- 3 week long high school writing enrichment program with ELA and social studies teachers

- University partnerships with University of North Florida and Edward Waters College

- Combines writing with research of local history
Middle & High School Orientation Programs

For rising 6th grade students, rising 9th grade students and Duval HomeRoom distance learning students entering brick & mortar middle or high school for the first time

3-5 Days Long
Number of days dependent on school size & number of DHR students

Orientation
Includes building tours, getting IDs, checking out texts, reviewing schedules, setting up lockers, meeting teachers

Team-Building
Some students have not been in a brick and mortar school setting for 1½ years
Other Summer Program Efforts

Elementary & Middle School Summer Camps through Extended Day
Providing hands-on curriculum, such as science in a box and robotics kits

Kids Hope Alliance of Jacksonville Summer Camps
Partner agencies provide camps in DCPS schools and hire DCPS teachers

Early Learning Coalition of Northeast Florida
VPK in our schools for children not completing during the regular year
Panelist

Charles Payne

Henry Rutgers Distinguished Professor of African American Studies and the Director of the Joseph Cornwall Center for Metropolitan Research

Rutgers University at Newark

#AccelerateNotRemediate
“If Freedom Schools Were the Model, What Would Schools Look Like?”

LPI – AASA Accelerating Learning

April 6, 2021

Charles M. Payne (from afar…)
Henry Rutgers Professor of African American and African Studies
Director, Joseph C. Cornwall Center for Metropolitan Studies
Rutgers, The State University of New Jersey-Newark
Charles.payne@Rutgers.edu
The **Whole** Child?

Does THAT Include Race?
If Young People Think Positively about their Racial/Ethnic Group:

- they have higher self-esteem;
- are more resilient when things go wrong;
- are less likely to internalize setbacks.
- If taught that academic achievement is related to their racial/ethnic identities, they have higher grades and attendance. (Hughes at al 2006).
FREEDOM SCHOOL

APPLICANTS

COME TO REAR

OF CHURCH

TIME:
8-12 A.M.
1-4 P.M.
6-9 P.M.
Children’s Defense Fund Freedom Schools

- Cultural connection/expressive culture (music and dance).
- Prize-winning reading program; multi-ethnic materials.
- Safe space for discussing social and personal issues.
- Civic engagement (gun control, voter registration, etc.).
- Literacy (owning books).
- Charismatic role models (servant leaders interns); intergenerational leadership development.
CDF Freedom School Impacts:

- Strong improvements in literacy, greatest gain among below-grade-level students.
- Increased greater love of learning.
- Greater appreciation of their culture.
- Better conflict resolution skills.
- Greater acceptance of responsibility.
- Increased capacity to take the perspective of others.

https://www.childrensdefense.org/programs/cdf-freedom-schools/our-impact/#research
Design Principles:

- Engaging instruction.
- Honoring the culture, the parents, the community.
- Culture of affirmation, including from peers and instructors.
- Opportunities to change things; social critique.
- Leadership development.
- Engaging controversy/social issues (race and racism, community violence, gender identities, sexual harassment, poverty).
Theme song: “Something Inside So Strong..”

- The higher you build your barriers
- The taller I become
- The farther you take my rights away
- The faster I will run
- You can deny me
- You can decide to turn your face away
- No matter, cos there's....
- Something inside so strong
- I know that I can make it
- Tho' you're doing me wrong, so wrong
- You thought that my pride was gone
- Oh no, something inside so strong
- Oh oh oh oh oh something inside so strong

- https://www.youtube.com/watch?v=otuwNwsqHmQ
More Information:

- Children’s Defense Fund
  - http://www.childrensdefense.org/programs/freedomschools/
- CDF: Research in the Field Database
  https://www.childrensdefense.org/programs/cdf-freedom-schools/our-impact/#research
More Information, continued


Ethnic Identity and Psychological Adjustment:

- Stronger Ethnic identity = better social adaptation and emotional adjustment for AA and EA adolescents.

- Effect was strongest for AA adolescents’ adjustment.

- Conversely, when adolescents have negative attitudes or are uncommitted to their ethnicity, they are also more likely to experience negative psychological outcomes, including depression and problem behavior.

  Yasui et al 2004
Survey of 185 Latino/a Eighth Graders:

- Students with higher grades tended to have bicultural identities.
- Students who identified little with their ethnic origin tended to achieve poorly, as did the few students who identified exclusively with their culture of origin and not at all with the mainstream society.

- (Altschul, Oyserman, and Bybee (2008); see Sellers, Chavous, and Cooke (1997) for similar findings with AA students).

*Perceived discrimination among Black 8th graders predicted:*

- declines in grades, academic self-concepts, self-esteem, and psychological resiliency.
- increases in depression and anger.
- increases in the proportion of reported friends who were not interested in school and who had problem behaviors.
But, With Stronger Racial Identity, Students:

Perceived discrimination:

▪ less effect on their self-concept, academic ability, school achievement, or engagement in problem behaviors.

▪ Chose more positive friends.
“Classrooms where students learn about topics of their own interest, discuss controversial issues and social problems, and form their own opinions on those issues are places where the seeds of democratic participation are planted.”

1964 Citizenship Curriculum:

• Core Questions:
  • 1. What does the majority culture have that we want?
  • 2. What does the majority culture have that we don’t want?
  • 3. What do we have that we want to keep?
Please join us for the next session

Accelerating Learning: High-Quality Tutoring Strategies

April 20, 2021

Webinar Registration Link:

links.aasa.org/apr20webinar

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Presenters:

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• Antonio Gutierrez
  Co-Founder of Saga
  Education

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