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

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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.**

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Remarks

Linda Darling-Hammond

President

Learning Policy Institute

@LDH_ed | @LPI_Learning

Accelerating Learning: Strategies for Summer Learning and Beyond

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Research. Action. Impact.

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

Restarting & Reinventing School

"

"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
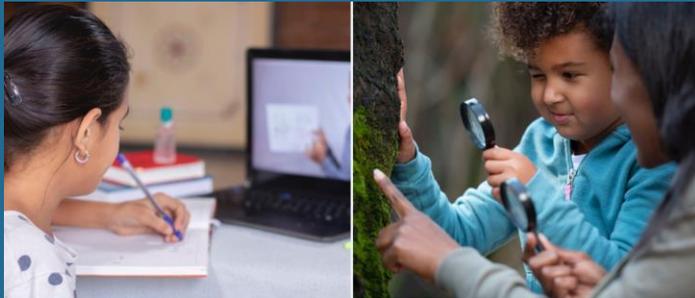
Restarting and Reinventing School

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

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AUGUST 2020

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https://restart-reinvent.learningpolicyinstitute.org/

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

Framework for
Restarting & Reinventing School

https://restart-reinvent.learningpolicyinstitute.org/

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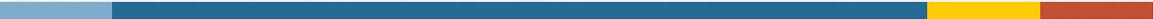
Why we should accelerate rather than remediate ....

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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.*

CORTISOL

OXYTOCIN

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What Should Summer Learning Look Like?
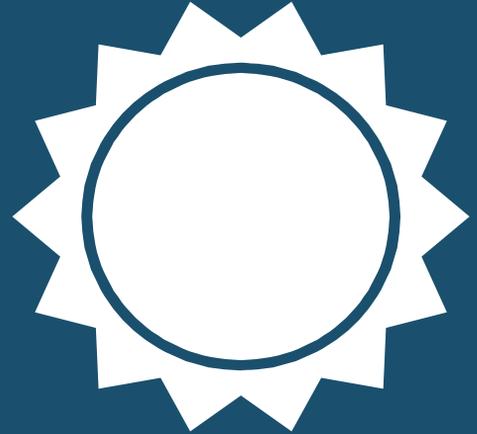
Making the Most of Summer Learning

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Key Goals

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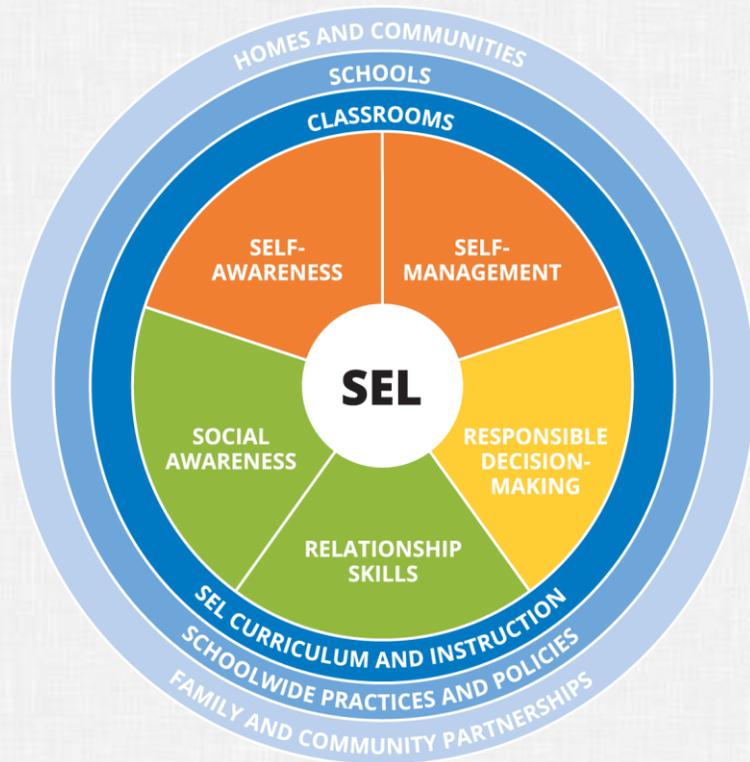
Social and Emotional Learning

+ 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

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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.

Tutoring Not Tracking

"
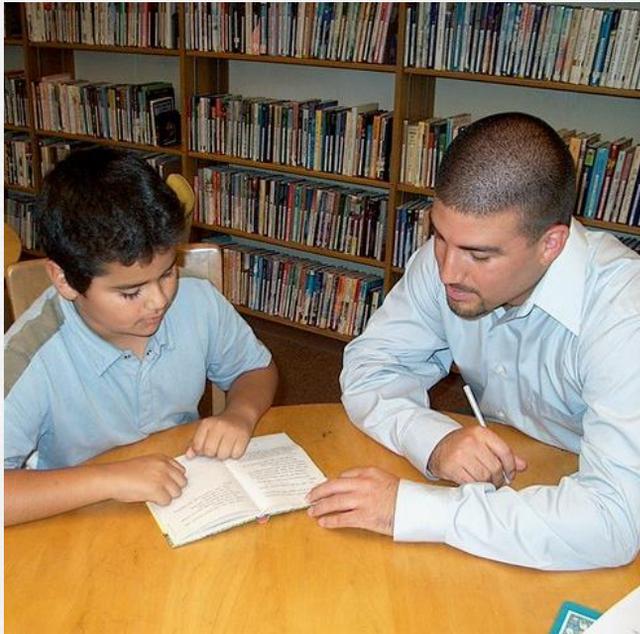
"Effective tutoring is accomplished not by a cadre of ever-changing, untrained volunteers, but by a focused group of trained individuals working consistently with individuals or small groups of students."

– from *Restarting and Reinventing School: Learning in the Time of COVID and Beyond*

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FIGURE 1. *Achievement distribution for students under conventional, mastery learning, and tutorial instruction.*

TUTORIAL
1–1*

MASTERY LEARNING
1–30*

CONVENTIONAL
1–30*

Summative Achievement Scores

*Teacher-student ratio
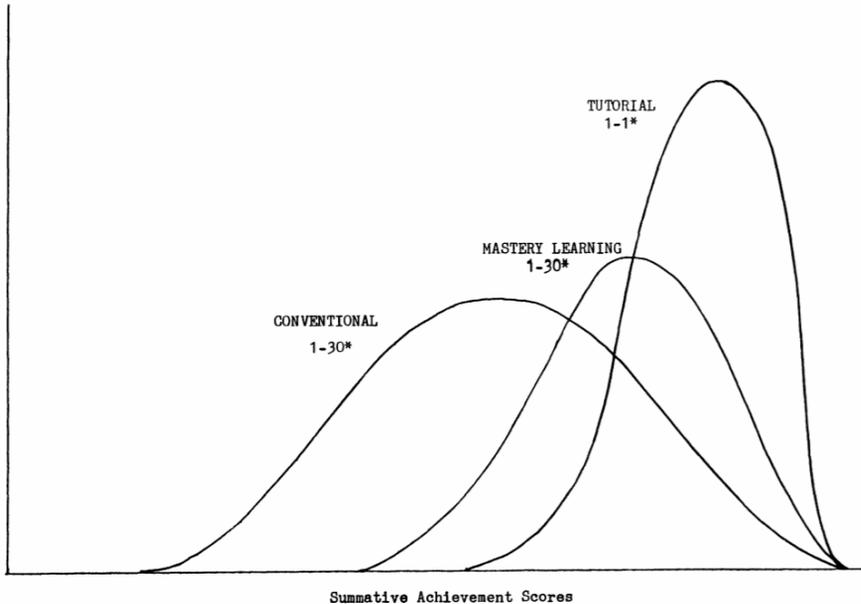
A recent synthesis of 96 rigorous studies finds equally impressive gains when tutoring adheres to key elements.

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

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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

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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

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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)

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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, <u>National Center for Intensive Intervention</u>

▷ Learning Policy Institute, <u>*Restarting and Reinventing School*</u>

▷ National Bureau of Economic Research, <u>*The Impressive Effects of Tutoring on PreK-12 Learning*</u>

▷ RAND, <u>*Getting to Work on Summer Learning*</u>

▷ RAND, <u>*Investing in Successful Summer Learning Programs*</u>

▷ Wallace Foundation, <u>*Afterschool Programs: A Review of Evidence Under ESSA*</u>

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

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Panelist

Jennifer Sloane McCombs

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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 <u>not</u> guaranteed to do so

Sufficient duration & regular attendance

Quality instruction (both academics and enrichment)

Targeted to student needs
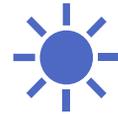
Positive site climate

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

DUVAL COUNTY
PUBLIC SCHOOLS

All programs are currently still in the planning and development phase

Summary 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:	WHAT IT IS NOT:
• 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	• 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

CREDIT RECOVERY

- Edgenuity computer-based courses
- All courses available
- Half-day program
- Self-paced

SAT/ACT PREP

- Testing strategies in reading & math
- 2-week prep
- Half days
- Vouchers for ACT or SAT

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

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

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

" 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?

RUTGERS

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).

THE GENERAL BOARD OF GLOBAL MINISTRIES, THE UNITED METHODIST CHURCH. PHOTO BY BEN THOMPSON

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/

- Gillen, Jay, and Robert Parris Moses. *Educating for Insurgency: The Roles of Young People in Schools of Poverty*. Oakland, CA: Ak Press, 2014.

- Payne, Charles M., and Carol Sills Strickland. *Teach Freedom: Education for Liberation in the African-American Tradition*. New York: Teachers College Press, 2008.

- Hale, Jon N. *The Freedom Schools: Student Activists in the Mississippi Civil Rights Movement*. New York: Columbia University Press, 2016.

-

- CDF: Research in the Field Database
  https://www.childrensdefense.org/programs/cdf-freedom-schools/our-impact/#research

More Information, continued

•   Dee, T. S., & Penner, E. K. (2017). The causal effects of cultural relevance: Evidence From an ethnic studies curriculum. American Educational Research Journal, 54(1), 127–166. https://doi.org/10.3102/

•   Hughes, D., et al. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. Developmental Psychology, 42(5).

•   Philliber Research Associates. (2008). Evaluation of the Kansas City CDF Freedom Schools Initiative. http://sites.kauffman.org/pdf/2008_CDF_FS_Evaluation_Report.pdf

•   Roehrig, A. D., et al. (2018). The fierce urgency of now: CDF Freedom Schools and culturally relevant pedagogy. In *Addressing diversity in literacy instruction*. Bingley, UK: Emerald Group Publishing.

•   Sleeter, C. E. (2011). The academic and social value of ethnic studies: A research review. Washington: NEA. https://eric.ed.gov/?id=ED521869

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 un-committed to their ethnicity, they are also more likely to experience negative psychological outcomes, including depression and problem behavior.

Yasui et al 2004

RUTGERS

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).

Wong, Eccles, and Sameroff (2003)

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.

Educating for Democracy, 2008

"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."

Sporte, Susan E., Joseph Kahne. *Educating for Democracy: Lessons From Chicago*. Chicago: Consortium on Chicago School Research, 2007.

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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  Co-Founder of Saga
  Education

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  Institute at Brown
  University