

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

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

Accelerating Learning: Strategies for Summer Learning and Beyond



Impact of Pandemic on Learning

- ▷ Trauma and isolation for many children
- ▷ Lost instructional time
- ▷ Decreased engagement for many
- ▷ Greater opportunity and achievement gaps

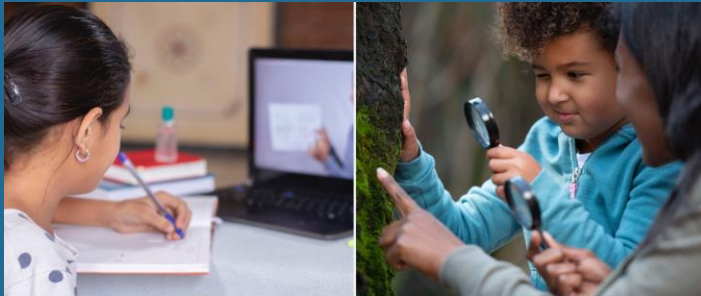
Restarting & Reinventing School



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




AUGUST 2020



Framework for Restarting & Reinventing School

<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.*





CORTISOL

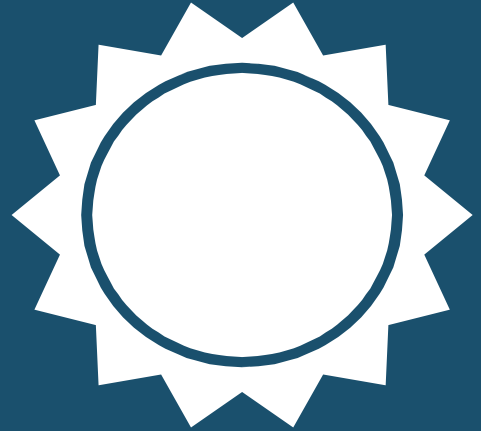


OXYTOCIN

 TURNAROUND
FOR CHILDREN

What Should Summer Learning Look Like?



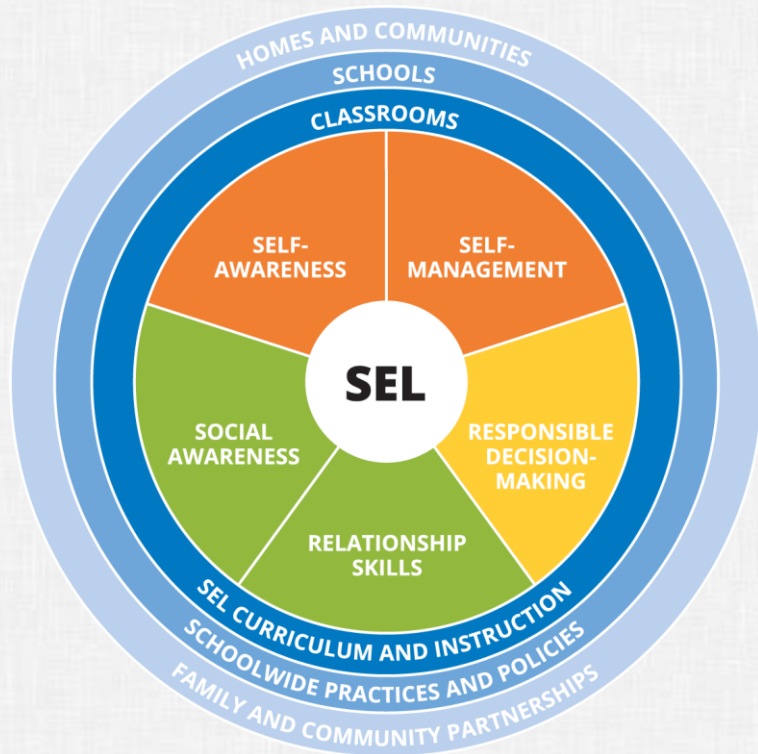


Making the Most of Summer Learning

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)

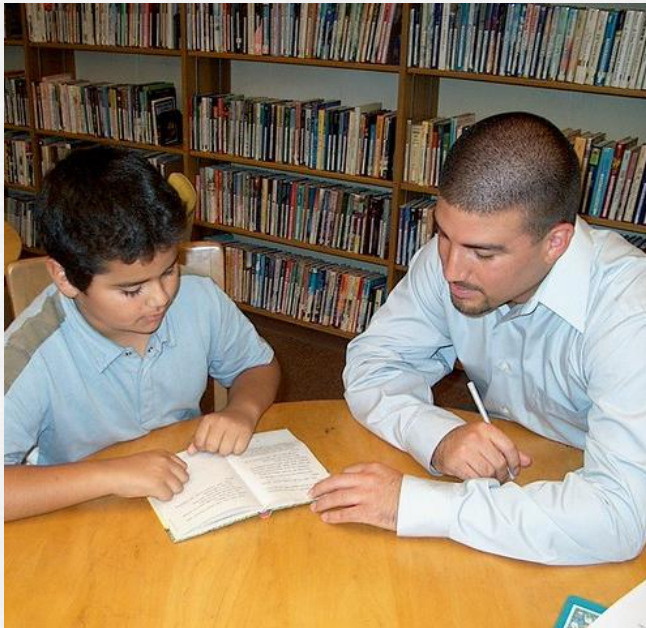
<https://eleducation.org/>



Tutoring

is a highly effective strategy for improving student learning outcomes in a relatively short period of time.

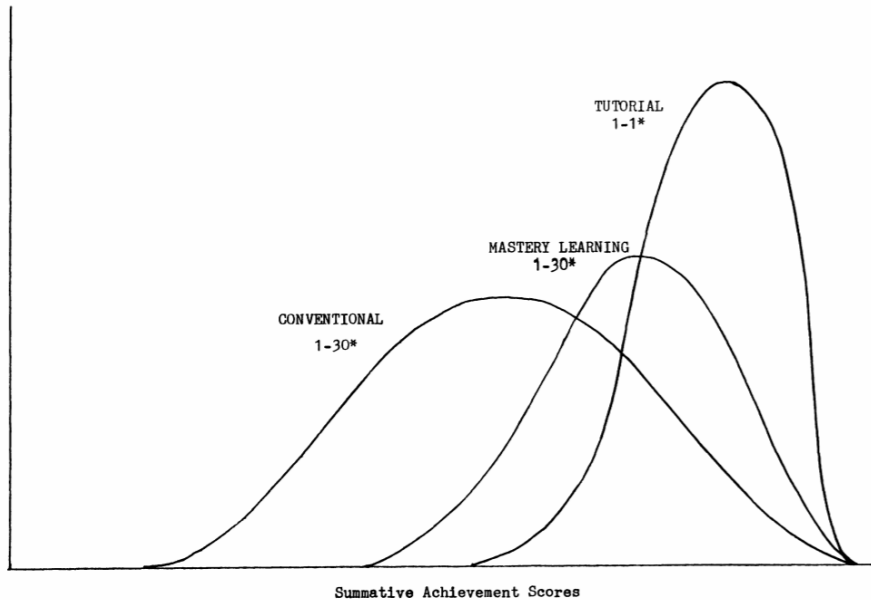
Tutoring Not Tracking



“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*

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



*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

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)

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
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AASA, The School
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@AASAHQ



**Jennifer Sloane
McCombs**

*Senior Policy
Researcher and
Director of the
Behavioral and Policy
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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

Panelist



Jennifer Sloane McCombs

*Senior Policy Researcher and Director
of the Behavioral and Policy Sciences
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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 not guaranteed to do so



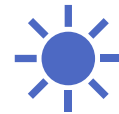
Sufficient
duration & regular
attendance



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



DUVAL COUNTY
PUBLIC SCHOOLS

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

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

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

**“ 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 et 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 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).

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

#AccelerateNotRemediate



Presenters:

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Long Beach, California
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- **Antonio Gutierrez**
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