

ACCELERATING LEARNING

Best Practices for Expanded Learning Time

#AccelerateNotRemediate



May 4, 2021

Accelerating Learning Webinar Series

- ▶ April 6 | [Strategies for Whole Child Summer Learning and Beyond](#)
- ▶ April 20 | [High-Quality Tutoring Strategies](#)
- ▶ May 4 | [Best Practices for Expanded Learning Time](#)
- ▶ May 18 | [Using Assessments to Determine Student Needs](#)
- ▶ June 1 | [Equity-Centered Strategies to Support Students](#)

Moderator

Tara Kini

Chief of Staff and
Director of State Policy,
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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> and at <https://learningpolicyinstitute.org/events>.

Panelists



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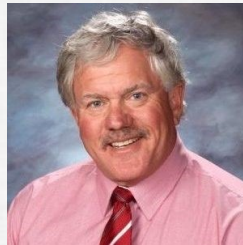
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Accelerating Learning: The Promise of Expanded Learning Time

Marisa Saunders
Assistant Director for
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A photograph of students in a science laboratory. In the foreground, a male student in an orange and blue safety vest and clear safety goggles is looking at a tablet held by a female student. The female student is also wearing safety goggles and is smiling. In the background, other students in lab coats and safety goggles are working at lab benches. The scene is brightly lit, typical of a classroom or lab environment.

Pandemic exacerbated longstanding disparities in learning time

- *Prisoners of Time*, 1994
- Learning time gap is compounded by the effects of segregation, wealth inequalities and diminishing learning opportunities

Students from middle- and upper-income families typically spend 6,000 more hours in educational activities than students in low-income families by the time they reach 6th grade

(ExpandEd, 2014)

Expanded Learning Time: A Youth Sector Approach to Accelerate Learning

- Brings together the time and resources of youth-serving public agencies, community-based organizations, family-engaged organizations to the task of creating sustained ELT.
- Creates learning environments where young people learn best
- Bridges the spheres students inhabit
- Expands the focus of learning

High-quality and Based on How Students Learn Best

- Learning is social, emotional and academic
- Relationship-building is central
- Empowering and agentive
- Builds on students' strengths and prior knowledge
- Addresses barriers to learning



Integrates With In-school Learning

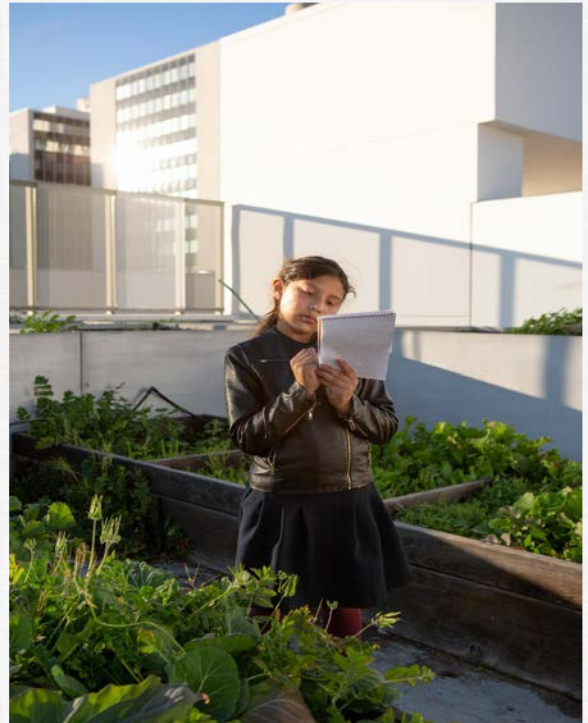
- Not an add-on
- Complements in-school learning
- Integrates with school day and curriculum
- Recognizes the needs of adult/educator learning time



Prioritizes Equity

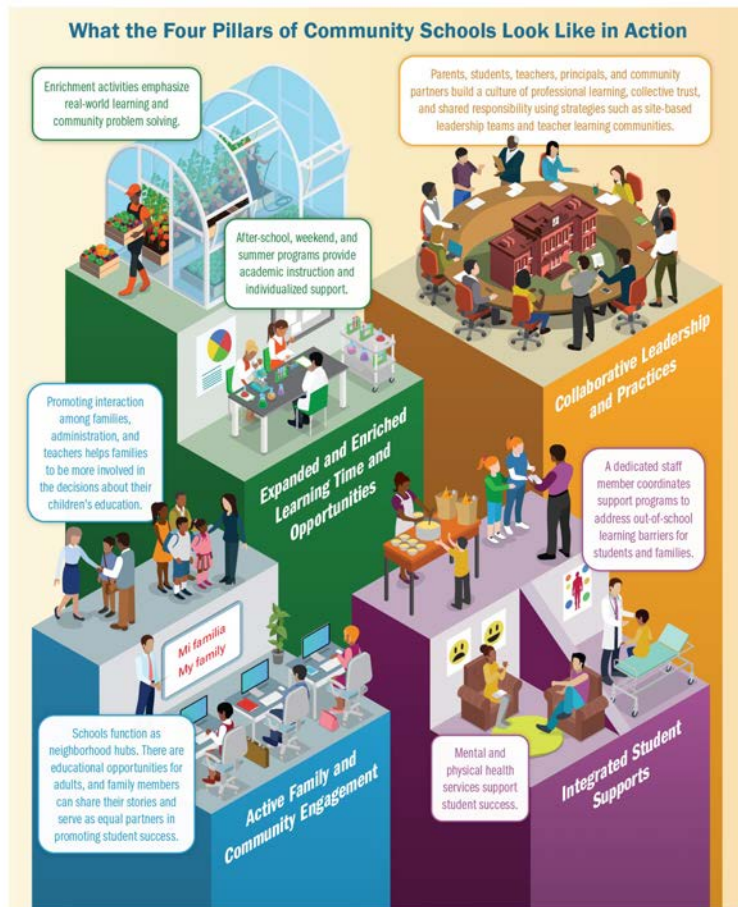
“You know, you have to understand that schools haven’t historically served our children, so why would we want to keep our children in school for longer?”

-Parent Organizer



An Evidence-based, Whole Child Approach: Community Schools

- Four core pillars including expanded and enriched learning time
- ELT integrates with other pillars to address learning barriers; engage family and community; and design strategies in collaboration with students, families and community members
- Incorporates in- and out-of-school ELT strategies



Effect of NYC-CS on Elementary and Middle School and High School Outcomes

Impact of NYC-CS on Elementary and Middle Schools

Outcome	2015-16	2016-17	2017-18
Proportion chronically absent ^a	↓	↓	↓
Proportion on-time progressive	↑	↑	N/A
Average math test scores			↑
Average ELA test scores			
Number of disciplinary incidents ^a	↓	↓	↓
Teacher responsibility for student success		↑	↑
Student connectedness to adults and peers		↑	
Family empowerment opportunities			

Impact of NYC-CS on High Schools

Outcome	2015-16	2016-17	2017-18
Proportion chronically absent ^a	↓	↓	↓
Proportion graduated	↑		↑
Credits accumulated	↑	↑	↑
Number of disciplinary incidents ^a			
Teacher responsibility for student success			
Student connectedness to adults and peers			
Family empowerment opportunities			

NOTE: Shaded cells indicate positive and statistically significant impacts. Arrows indicate whether the impact involved an increase or decrease in the outcome.

^a For these outcomes, a downward arrow suggests a reduction in the outcome among community schools, relative to the comparison schools.

N/A = not available.

Source: Johnston, William R., John Engberg, Isaac M. Opper, Lisa Sontag-Padilla, and Lea Xenakis, *What Is the Impact of the New York City Community Schools Initiative?*, City of New York, RB-10107-NYCCEO, 2020.

https://www.rand.org/pubs/research_briefs/RB10107.html

Community School Outcomes

- Improved academic outcomes
 - Graduation rates
 - On-time grade advancement
 - Course pass rates
- Improved opportunity to learn outcomes
 - Attendance
 - Positive school climate
 - Social and emotional well-being
 - Teacher satisfaction
- Broadened understanding of authentic learning



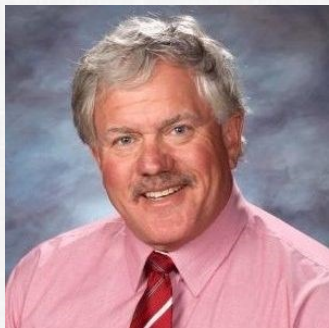


Powerful learning doesn't just happen in schools; it happens all the time and everywhere.

Resources

- Learning Policy Institute, [Community Schools Playbook](#)
- Policy Analysis for California Education, [Expanded Learning Partnerships: A Foundation for Rebuilding to Support the Whole Child](#)
- RAND Corporation, [What is the Impact of the New York City Community Schools Initiative?](#)
- Saunders, M., Ruiz de Velasco, K., & Oakes, J., [Learning Time: In Pursuit of Educational Equity](#)
- U.S. Department of Education, [COVID-19 Handbook Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs](#)

Panelists



Mike Brophy

Superintendent
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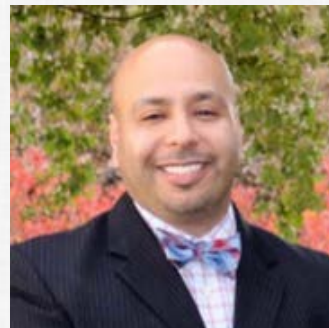
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Accelerating Learning: Best Practices for Expanded Learning Time

Mike Brophy, EdD – Superintendent, West Valley SD #208

Peter Finch, EdD – Asst. Superintendent, West Valley SD #208

Jose Rivera, MEd – Asst. Superintendent, Grandview SD #200

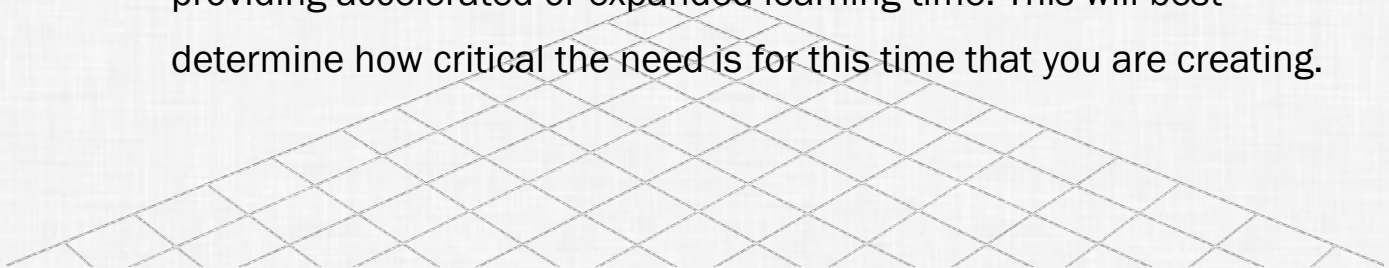
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The Why?

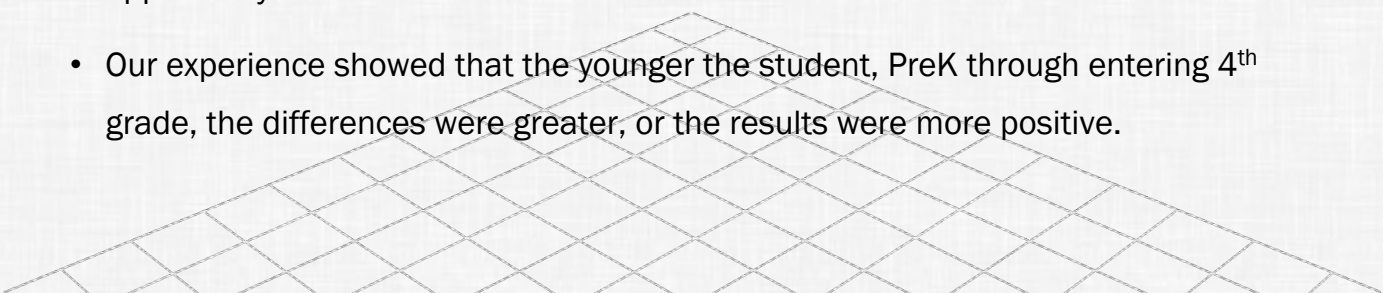
- The pandemic resulted in what could be described as the greatest interruption in decades for students attending school, severely impacting learning opportunities, resulting in more remote learning opportunities, and for some students, very minimal participation.
- Nearly all – more than 97% – of educators reported seeing some learning loss in their students over the past year when compared with children in previous years, and a majority, or 57%, estimated their students are behind by more than three months in their social-emotional progress, Horace Mann found.
- The U.S. and Japan gave distance learning the harshest scores overall, with a majority of teachers ranking the effectiveness only slightly better than skipping school completely. CNBC
- Other research also shows distance learning has caused a significant setback in achievement, particularly among Black and Hispanic students and students with disabilities. CNBC
- Data from the Center for Disease Control and Prevention also suggested that virtual learning “might present more risks than in-person instruction related to child and parental mental and emotional health and some health-supporting behaviors.”
- Finally, pandemic or no pandemic, we owe it to all students to provide them with Accelerated Learning and Expanded Learning Time. We continually brainstorm ways in which we can best provide this for our students.

What are the ways to provide accelerated learning time?

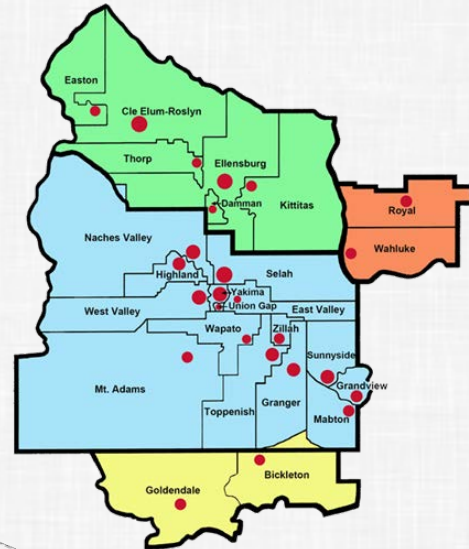
- Summer, ESY, Before School, After School, Vacation Break Expanded Learning Opportunities. The possibilities are endless on possible ways to provide accelerated or expanded learning time.
- It is critical that you identify the why, or the purpose you are providing accelerated or expanded learning time. This will best determine how critical the need is for this time that you are creating.



Accelerating or Expanding Learning and the question: Are we, or did we make a difference?

- Assessments used to measure the difference being made throughout extended learning time, as well as standards reached, or accomplished during accelerated or expanded learning opportunities. Pre opportunity assessment, or the last assessment taken by a child (spring) and a post opportunity assessment, or next assessment taken (fall). Comparisons made to children provided accelerated or expanded learning, and those not provided, or not making the choice for the opportunity in order to best see if differences were made.
 - Our experience showed that the younger the student, PreK through entering 4th grade, the differences were greater, or the results were more positive.
- 

Where is the Yakima Valley?



- Agricultural center of Washington State
- Apples, wine grapes, peaches, pears, cherries and 77% of the nation's hops come from Yakima County.

- Kindergarten Readiness
- Enriching Kindergarten Experience
- 3rd/4th Graders at Benchmark in Reading/Mathematics
- Algebra-Ready by 8th Grade
- Career and College Ready

5 STEPS

TO STUDENT SUCCESS THROUGH PERSONALIZED LEARNING



1 Kindergarten Readiness

Collaboration with preschool and childcare aiming to maximize kindergarten preparedness.



2 Enriching Kindergarten Experience

Kindergarteners will foster a love of learning through engagement and quality instruction.



3 3rd/4th Graders at Benchmark in Reading/Mathematics

Assess and intervene with every student for middle school readiness and mastery of literacy and numeracy.



4 Algebra-Ready by 8th Grade

We champion mathematics because every course taken above Algebra II doubles the likelihood of graduating from college.



5 Career and College Ready

Prepare students for career and college readiness with dual credits and rigorous coursework.

The “Nuts and Bolts” of Providing Expanded Learning Time

- Kids get one opportunity to learn all they can in a grade. If they do not meet grade level expectations, they need expanded learning time. Students will continue to get further behind if they are not provided the opportunity. We have offered ongoing expanded learning for summer school for years, as well as before school focused learning opportunities for Targeted Assistance.
- Middle Level has peer tutoring, and afterschool Expanded Learning opportunities for students.
- The High School offers peer tutoring, as well as afterschool Expanded Learning activities for students.
- To support a Growth Mindset, and our goal of Continual Improvement, we support Expanded Learning opportunities before school for elementary, and after school for secondary.
- In support of Anytime, Anywhere Learning, and Growth Mindset, we offer the West Valley Virtual Academy, with over 300 courses, as well as the West Valley Virtual University – Arizona State University, offering university credits at no cost.
- EARLY START World Language learning opportunity for 3rd and 4th graders, provided by Rosetta Stone available for every student who chooses the opportunity for before school Accelerated Learning opportunity, at no cost. This has extended to Language Lab, now offering 5th, 6th, and 7 graders, after school Accelerated Learning opportunity at no cost. We have around 400 students taking advantage of this opportunity. This is paid for from revenue generated through statewide participation in the West Valley Virtual Academy. Also supports Growth Mindset.

West Valley School District, Yakima, WA

- Summer 2021
 - Early Learning & Grades k-4
 - Six-week session, Mondays –Thursdays
 - June 28 – August 5
 - 8:30 am – 12:30 pm
 - Breakfast and lunch provided
 - Bus transportation with limited bus stops
- Focus on:
 - Literacy
 - Math
 - STEAM: Science, Technology, Engineering, Arts, Math



High Quality Instruction





UPSTART

Summer Learning Path



Let's Make Up for Lost Time!
No Cost, At-Home School Readiness
(June-August, for children entering kindergarten Fall 2021)

ParentChild+
Equal Possibilities From The Start



A Washington Promising Practice Program



Play & Learn



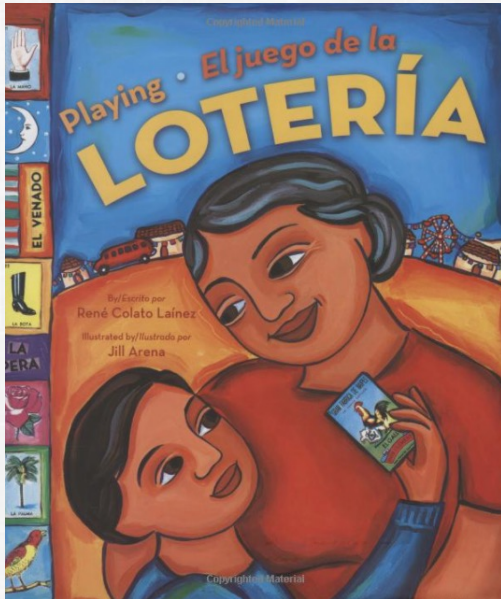
WEST VALLEY
SCHOOL DISTRICT

For the parents and other caregivers of **children 1-5 years old**. A great way to help children learn the skills they need while having fun.

Join us for a **FREE** and interactive time for your child to learn through play.

West Valley School District, Yakima, WA

Migrant Education Summer School – Home Visiting Program



Personalized Learning & Culturally-Responsive Instruction

Family Engagement Week – All Grade Levels

First week of school

Half-days for students & Half-days for Family Engagement (PreK-12)



Grandview School District

Accelerating Learning Summer Programming



Setting the Stage

“Imagine that upon your arrival at an airline ticket counter, you are told that only 65 percent of the flights to your intended destination actually even arrive. The remainder crash en route. And, if you are an ELL student, child of color, or poor, you are required to fly on special, poorly maintained planes—of which only 35 percent make it. Sounds crazy, right? But this is exactly the deal that, as a nation, we are serving up daily to millions of children in thousands of our public schools.”

— From *Crash Course: Imagining a Better Future for Public Education* by Chris Whittle



Summer Program Vision and Mission



Grandview School district in *collaboration* with district Federal and State programs, Community Partnerships, 21st Century after school, GearUp, Migrant and Save the Children programs aims to offer *summer programming* that will *accelerate* the learning of all scholars in grades K-12.

Grandview School District, Grandview, WA

- Summer 2021
 - Early Learning and Grades k-4
 - Six-week session, Mondays-Thursday
 - June 23-June 30
 - 8:30 am - 3:00 pm
 - Breakfast, lunch, and snack provided
- Focus areas (project-based and integrated approach):
 - Literacy
 - Math
 - STEAM: Science, Technology, Engineering, Arts, Math
 - Interventions
 - Enrichment
 - Social Emotional Learning



Program Design

- **Historical Background**

- Traditional Summer School (negative feel)
- Most at-need scholars with least trained staff/leadership
- Program Design- Critical to meet needs of students (Wild, Wild West)
- Intentional & Integrated PD for teachers
- Integrated supports for students (strength & need)
- Program Design proposal

- **Summer Program Design 2021**

- Accelerate academic learning in Math & Literacy
- Support the “Whole Child”
 - Social-Emotional Learning
 - Leadership
 - Health and Nutrition
 - Enrichment Activities
- School Readiness & Transition Readiness
 - Jumpstart Programs k, 5th, and 8th grades



General Information–Planning

Mitigating Learning Loss Vs. Accelerating Learning

- Initial meeting with Finance and State & Federal program Directors
- Establish dates and vision for summer learning
- Meeting with cabinet to share vision and gather input
- Meet with building leadership teams (principal, VPs, and instructional coaches share vision (parameters))
- **Empower each level to design the summer learning experience (elementary, middle, high schools)**
- Follow up meeting with leadership teams
- Instructional Coaches meeting-curriculum, assessment, and professional development design
- Meet with communications director
- Meet with food service, transportation, and maintenance directors



GRANDVIEW SCHOOL DISTRICT

Summer Learning: Planning and Design Guide

School Level (i.e. middle): _____

Lead Administrator: _____

Point of Contact: _____

Program Outline


Summer Learning programs should provide engaging and enriching learning experiences for ALL students.

Core Components of Summer Learning	Explicit and Detailed Descriptions	Notes, question, and/or Next Steps
Summer Learning Program Design (Vision & Expected Outcomes)		
Academic Areas of Focus		
Interventions		
Student Identification & Outreach		
Student Data		
Social Emotional Learning		
Enrichment		
Whole Child: Student Leadership, Health, and Nutrition		
Other:		

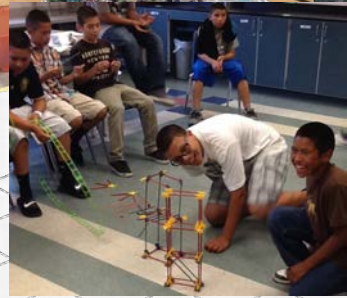
SPARK Designs for Summer Learning 2021

[Link](#) to High School SPARK Design

[Link](#) to Elementary SPARK Design

			
Daily Schedule			
Time	Activity	Competencies	Lead(s)
8:00-9:00	Teacher Prep		
9:00-9:30	Breakfast and Yoga	Mindfulness/Whole Child/Nutrition	SEL Specialist and Counselor
9:40-12:00	PBL Project Work	Core Academics	Team-Teachers
12:00-12:30	Lunch	Nutrition	All
12:40-2:10	PBL Project Work	Core Academics	Team-Teachers
2:15-2:30	Snack, Wrap-Up, Reflection	Mindfulness/Whole Child/Nutrition	SEL Specialist and Counselor
2:30-3:30	Teacher PD		

	A	B	C
1	<u>Student day</u>		
2	Subject	Time	Curriculum
3	Literacy	1	Benchmark Summer Boost/GIRP/RAVEL
4	Math	1	Heinemann Do The Math
5	SEL	0.5	Healthy Choices Journey of Hope Character Strong
6	Enrichment	2	Art STEM Team-building activities Community Summer Service Learning Projects
7	Science	1	1 ESD kit/Earth Gen
8	Lunch	0.5	
9	Total	6	



Questions, Comments, and Suggestions

Please offer any suggestions on how we could improve on the information that we have shared today.

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Q & A

#AccelerateNotRemediate

**Please join us for the
next session.**

Accelerating Learning: Using Assessments to Determine Student Needs

May 18, 2021

Webinar Registration Link:

https://us02web.zoom.us/webinar/register/WN_8SazoDLfSday-DAk-gXx0g

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Panelists:

- **Jorge Aguilar**
Superintendent, Sacramento City Unified School District (CA)
- **Baron Davis**
Superintendent, Richland School District Two (SC)
- **Heather Hough**
Executive Director, Policy Analysis for California Education (PACE)
- **Monica Martinez**
Director of Strategic Initiatives, Learning Policy Institute (Moderator)
- **John Payne**
South Carolina Deputy Superintendent, Innovation and Effectiveness
- **Molly Spearman**
South Carolina Superintendent of Education