



# What K-12 “Return to Learn” Plans are Getting Wrong

May 28, 2020

District Leadership Forum

**We help schools support students from enrollment to graduation and beyond**

➤ **ROOTED IN RESEARCH**

**7,500+** Peer-tested best practices

**500+** Enrollment innovations tested annually

➤ **ADVANTAGE OF SCALE**

**1,700+** Institutions served

**4 M+** Students supported by our SSMS

➤ **WE DELIVER RESULTS**

**95%** Of our partners continue with us year after year, reflecting the goals we **achieve together**

➤ Find and enroll your right-fit students

➤ Support and graduate more students



➤ Prepare your institution for the future

# Introducing the District Leadership Forum

Comprehensive Support for District Superintendents and Their Cabinets and Leadership Teams

## National Best Practice Research

*Proven solutions for addressing school districts' biggest challenges*

- Offers a blend of strategic insights and practical information
- In-depth practice "playbooks" for district leaders



## Tailored On-Demand Research

*Customized short-answer research projects for individual districts*

- Quick-turnaround answers to district leader questions
- Case studies and profiles of other districts facing similar issues



## Diagnostics and Benchmarking

*National member surveys and benchmarking to help members identify best opportunities for improvement in their own districts*

- Surveys and benchmarking on topics identified by membership
- Data analysis and review of implications for individual members



## Dedicated Implementation Support

*Tools and expert advice to educate stakeholders on the best course of action and accelerate adoption across district*

- Audits, guides, templates with detailed implementation advice
- In-person and virtual support from research experts



## Our Mission: Advancing Your Critical Priorities



**Promoting Student Mental Health and Well-Being**



**Recruiting, Retaining, and Developing Key Talent**



**Improving Student Outcomes**



**Closing Equity Gaps**

# K12 Leaders On The Clock For Return To Learn Plans

Many States, Most Boards, Expect First Drafts Soon (Or Yesterday)

## Early State Guidance Can Read Like Zen Riddles

State Guidance Circa April 22



### Districts Might Consider:

- ▶ Leadership Approach
- ▶ Infrastructure Needs
- ▶ Health and Safety Precautions
- ▶ Social Emotional Learning
- ▶ Equity

2 pages, 4 bullets

*"We haven't had time to define the questions, much less answer them."*

-Superintendent, Midwestern State

## Newer Guidance is Dauntingly Detailed

State Guidance Now



### Districts Should Plan:

- ▶ Reopening Schedules
- ▶ Social Distancing Enforcement
- ▶ Alternative Learning Models
- ▶ SPED
- ▶ Reclosing Procedures
- ▶ Contract Adjustments, etc.

16 pages, 250+ questions

*"We have limited planning capacity. Which questions are no-brainers, unknowable, and worth debating?"*

-Superintendent, Northeastern State

# K-12 Will Remain “Partially Open” Indefinitely



## Unfamiliar Schedules, Blended Learning Likely through Summer 2021

### Worst Behind Us



Assumptions

- Virus contained before loosening social distancing
- Universal testing, tracing, and isolation
- Effective treatment discovered and distributed



K-12 Risks

**September capacity > 50%**

### Late Fall Resurgence



- Slow loosening of social distancing
- Seasonality depresses transmission over summer
- Fall flu season brings major resurgence



**Reprise of distance learning missteps**

### Ongoing Waves



- Loosening of social distancing increases infection rate
- Rising infection rates lead to increased social distancing
- Waves continue until effective vaccine or treatment universally available



**Rapid Shutdowns**

# COVID Learning Loss Goes Far Beyond Seat Time



Two-Month Shutdown Means a Year or More in Lost Skills

## Research Has Concerning Projections about Prolonged COVID Slide



### 4<sup>th</sup> Grade Reading Loss

Expect a **-34%** decline in Reading RIT scores; equivalent to **6 months** of learning loss



### 6<sup>th</sup> Grade Math Loss

Expect a **-81%** decline in Math RIT scores; equivalent to **14 months** of learning loss



### Achievement Gap Expansion

COVID expected to add **+20%** to gap between highest and lowest-performing students



### Learning Recovery Time

Analysis of Hurricane Katrina aftermath suggest **4 months'** learning loss requires **2 years** of normal seat time to fully recover academic pacing

# Mental Health Critical to Learning Recovery



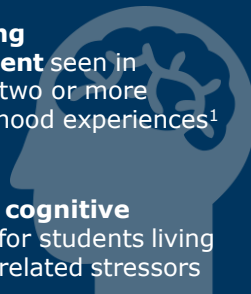
For Both Traumatized Students and Burned-Out Teachers

## Student Mental Health Concerns Rising Due to COVID-19

- 33%** of children are worried about contracting COVID-19 themselves
- 19%** of children are worried about not having enough food following news coverage of panic buying
- 17%** of children are afraid to go outside their house

## Mental Health Concerns Significantly Slows Student Learning

- 2x** more learning **disengagement** seen in children with two or more adverse childhood experiences<sup>1</sup>
- 9%** reduction in **cognitive processing**<sup>2</sup> for students living with poverty-related stressors



## Teacher Stress Likely to Hinder Instructional Quality

**60%** increase in **teachers reporting mental health concerns** since the beginning of the COVID crisis

**33%** more **student disruptions** in classrooms led by teachers under intense stress

1) A traumatic event including home instability, violence, poverty, or other underlying mental health problems  
2) Processes including personality expression, decision making, moderating social behavior, emotional association, among other functions.

Sources: Blair, C. Raver, C., "Poverty, Stress, and Brain Development: New Directions for Prevention and Intervention," Academic Pediatrics, April 2016; Milkie, Melissa A. and Catharine H. Warner, "Classroom Learning Environments and the Mental Health of First Grade Children," 2011; Robert Wood Johnson Foundation, "Traumatic Experiences Widespread Among U.S. Youth, New Data Show," 2017; EAB interviews and analysis.

# One-Stop Resources for K-12 Recovery Planning

## Serving the Entire Organization



Control Tower



Rapid Response Teams



Professional Learning Communities



Transformation Team



## Frameworks to Create Plans and Assess Readiness



Return to Learn Plans



Student and Teacher Mental Health



Equitable Multimodal Learning

Safe Building Reopening

Student Screening, Referral & Re-entry

Distance Learner Experience Mapping

COVID Slide Learning Recovery

Teacher Burnout Prevention

Family Customer Service for Virtual Special Education

Personalized Learning

Telemental Health Services

Next-Gen IT Architecture, Curriculum & PD

## Continuous Learning Resources



Consultative Workshops



Reopening Plan Validation



Peer Roundtable Meetings



Principal & Teacher PD



# What K12 Return to Learn Plans Get Wrong



## Safe Building Reopening

*Have Your Rapid-Response Teams Developed Plans?*

- What Is Safe Building Capacity under Social Distancing Guidelines?***
- Where Can We Repurpose Space for Instruction?***
- Which Students Return First?***
- What Is the Best Schedule for Balancing Equity and Complexity?***
- How Do We Minimize Student Traffic Contacts?***
- How Do We Minimize Upper School Class Transitions?***
- Where Do We Focus Cleaning Time and Budget?***
- Should My School Do Point of Care Testing?***
- How Do We Keep Bus Service Safe and Consistent?***

# Please Use the Chat Feature Today!

## We Would Love to Crowdfund Questions and Ideas



### ***Specific Questions***

What questions are you tackling that would benefit from additional research?



### ***Data, Resources, Best Practice Leads***

Share your successes to help other districts better serve their students and communities



### ***Request to Speak With an EAB Expert***

Partners: Schedule a consultative conversation through your dedicated advisor



Find the Chat Button at the bottom of your screen

# Calculate Safe Building Capacity



## Don't Overthink It—Any of Three Simple Capacity Formulas Will Suffice

### Capacity Formula

### Rule of Thumb

### Early-Open Insights



#### Fraction of Normal Capacity

50% of full capacity

- Yields higher estimate, preferred by those seeking fast reopening
- Requires distancing plans for common areas and transitions



#### Student to Teacher Ratio X Rooms

10-15 students per teacher, per room

- Yields more conservative estimates, easier for managing daily contact reduction
- Some reporting difficulty having enough teachers to cover each classroom, requiring non-teacher proctors



#### Total Occupants per Square Foot

$$\frac{(\# \text{ students} + \text{staff})113^*}{XX \text{ Square feet}}$$

*\*According to FEMA, each person needs 113 square ft to maintain proper social distancing*

- Used by some of the earliest reopeners, EAB finds that the “false precision” isn’t worth data collection efforts

Source: France 24, “[Open-air classes for Denmark’s students](#),” April 29, 2020; FEMA, “[Understanding the impact of social distancing on occupancy](#),” May 14, 2020; Tanner, “[Minimum Classroom Size and Number of Students Per Classroom](#),” September 2009; Barge, “[Guideline for Square Footage Requirements for Educational Facilities](#),” May 30, 2012; EAB interviews and analysis.

# Maximize Instructional Space “Denominator”

## De-Densify by Creatively Repurposing Adjacent Space

### Innovative Space Mining Strategies



PEERSPACE



TRIPADVISOR



TRIPADVISOR

#### Reassign Building Space

- ✓ Cafeterias
- ✓ Gymnasiums
- ✓ Labs

#### Move Classes Outdoors

- ✓ Tents on school grounds
- ✓ Stadiums
- ✓ Parking lots

#### Contract Community Space

- ✓ Performing arts centers
- ✓ Churches
- ✓ Health clubs



#### **Administrative Space**

*Handful of schools asking administrative workers to continue working from home and use conference rooms, common spaces for socially-distanced instruction*



#### **Municipal Parks**

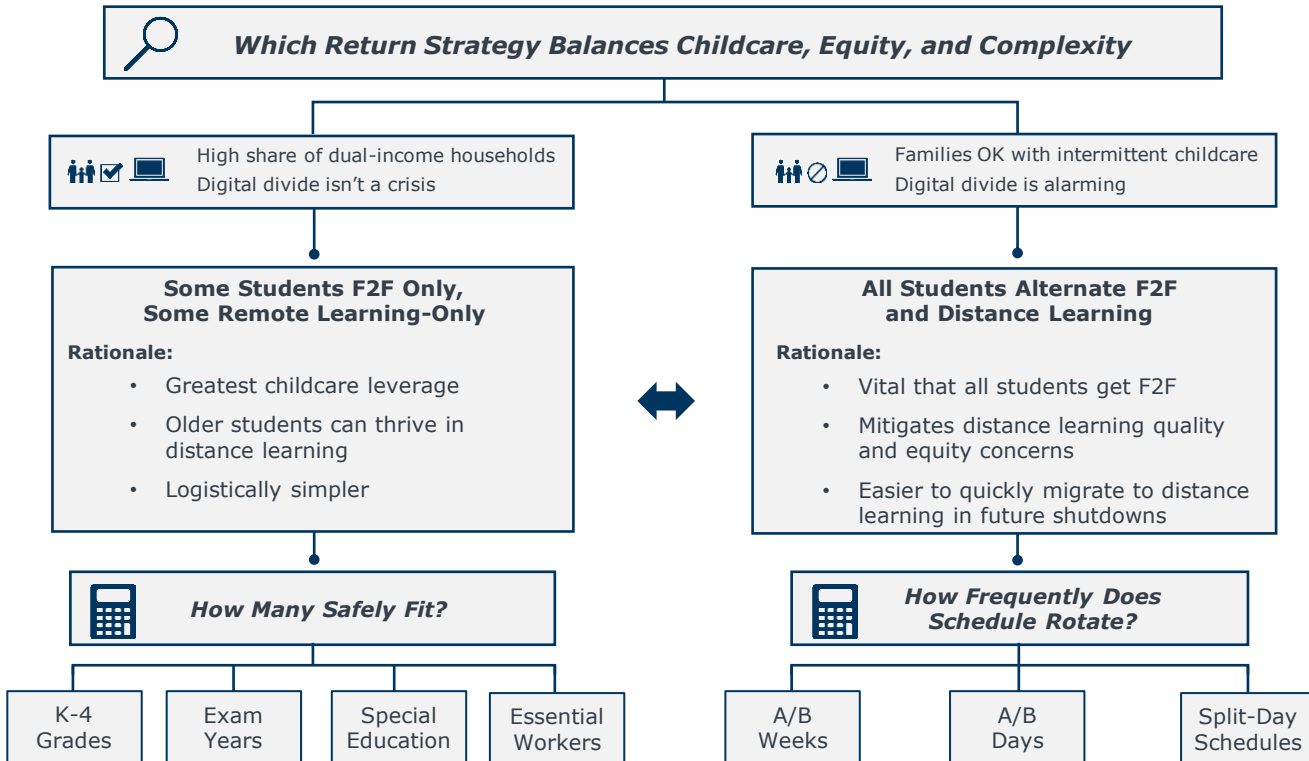
*Denmark and Scotland are stressing outdoor experiential courses for HS students, with long-term reservation of town parks for school use*



#### **YMCA Buildings**





*Districts are leasing unused space and employing school assistant labor from local, unused youth centers*

# Honestly Prioritize Students Return Criteria



# A/B Day Schedules Carry Lowest Risk

## Unscientific Findings from EAB Interviews and Research

Return Strategy	Early Adopters	 <i>Health Safety</i>	 <i>Childcare Impact</i>	 <i>Learning Equity</i>	 <i>Cost and Complexity</i>	K12 Leader Insights
<b>Early Grades, SPED F2F</b>	Denmark, Israel	<b>B+</b>	<b>A+</b>	<b>B+</b>	<b>B</b>	Requires big leap in secondary <b>distance learning</b> quality
<b>A/B Weeks</b>	Considered by districts in MD, DC	<b>B+</b>	<b>D</b>	<b>B-</b>	<b>B+</b>	<b>Pushback</b> on weeks without <b>childcare</b> , not ideal for <b>learning retention</b>
<b>A/B Days</b>	Australia, Austria	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A-</b>	Right balance of <b>consistency, equity and cost</b> for many
<b>Split-Day Schedule</b>	Considered by districts in CA, OK	<b>C-</b>	<b>A</b>	<b>A</b>	<b>F</b>	Closest to normal schedule, but <b>daunting costs</b>

Sources: [COVID-19 Considerations for Reopening Schools](#), Kentucky, May 2020; Julian Glover, Carlos Granda, ABC New, [Coronavirus: California superintendent suggests staggered reopening of schools](#), May 2020; [Maryland Together](#), Maryland Public Schools, May 2020; EAB interviews and analysis.

# Create Fallbacks for Student and Staff Opt-Outs

A Quarter of the Community May Not Come Back after Reopening

**Conflicting Signals About Family Opt-Outs**

**Not Yet Apparent Overseas**



**67%**

Of parents prefer schools remain closed, even if it means students fall behind academically<sup>1</sup>

**41%**

Of parents are more likely to enroll their child in a virtual school or homeschool after lockdowns end<sup>2</sup>

**38%**

Of Danish parents were reluctant or unsure about sending children back to nursery schools

**<1%**

Of students at one Danish school did not attend one month after reopening

”

“Dollars follow the student, and if 10% stay home or do online charters, my budget is even worse. I don’t want to create a virtual district, but maybe we have to.”

*Superintendent, Midwestern Public District*

## Emerging Remote Roles for Medically Vulnerable Teachers



**Distance Learning Coach**



**Supplemental Tutor**



**Family Customer Service**

1) Based on an Echelon Insights survey of 500 parents of public school students, May 4-5, 2020.  
 2) Based on a Real Clear Opinion Poll of 626 parents, April 18-21, 2020.  
 ©2020 by EAB. All Rights Reserved. eab.com

Source: Echelon Insights, “[National Parents Union - Coronavirus Impact Survey](#),” May 2020; American Federation for Children, “[National Poll: 40% of Families More Likely to Homeschool After Lockdowns End](#),” May 14, 2020; “[The Guardian](#),” “[Nursery, but not as they knew it ... Norway adjusts to life after lockdown](#),” April 24, 2020; *Financial Times*, “[Denmark edges towards reopening as children return to school](#),” April 16, 2020; Flag of the United States, [Wikipedia](#), May 2020; Country Flags, [Flag of Denmark](#), May 2020; EAB interviews and analysis.

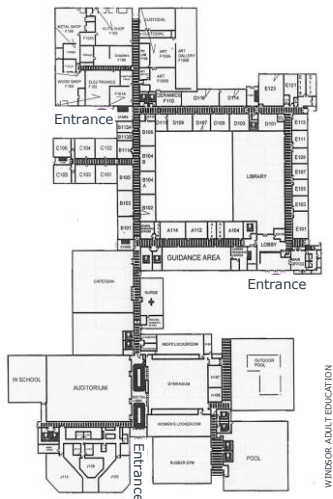
# Minimize Common Area Student Traffic

Low-Tech Measures Can Preserve Social Distancing in Common Spaces



Evaluate How Much of Germany's Standard You Can Effect

- 1 Grade-specific entrances
- 2 Grade-specific building zones
- 3 Parent, vendor, visitor restrictions
- 4 One-way traffic corridors



- 5 No lockers—all essentials carried in backpacks
- 6 No school supply sharing
- 7 Staggered cafeteria meals and recess
- 8 Bottled water stations, close water fountains

- 9 Hourly in-class handwashing

- 10 Express bathrooms for COVID-negative



# Modify Upper School Schedules to Reduce Contacts

## Variations on the Theme “Students Stay Put, Teachers Transition”



### Teacher Rotation

- Students remain in same room all day
- Assigned seating to facilitate contact tracing
- Subject matter teachers rotate across rooms during day

*Live instruction for all*



*Lower IT/AV requirements*



*Not enough teachers for coverage*



### In-Building Livestreams

- Students remain in same room with same teacher all day
- Same courses are taught live and livestreamed at same hour
- Teacher leads live class in their specialty to their group, with lesson simulcasted to other rooms in building and for distance learners
- When not leading class, teacher prepares lessons plans, grades, and provides remediation for students

*Best option for limiting contacts*

*Preserves student:teacher ratios*

*Requires working IT/AV in all classrooms*



*Requires teacher facility with livestream class management*



### Multweek Experiential Electives

- Concept from Higher Education exemplar of experiential learning
- Students and teachers in same room for 3-4 week intensive on a single subject
- Incorporates team collaboration, active learning, and capstones

*Excellent option for limiting contacts*

*Student:teacher ratio challenges*

*Requires new course design and active learning PD*

# Prioritize Low-Tech, High Frequency Cleaning



Meaningful, Safe Savings Opportunity Over Costly Deep Cleans

## Questioning the Cost-Effectiveness of Deep Cleans

~\$100,000

Amount one school district expected to spend on deep cleaning school buildings



“*I can't even say closing down schools to [deep] clean them will make a difference. The data isn't there.*”

Director, University of Minnesota  
Center for Infectious Disease Research and Policy

## Simpler Measures Prevent Transmission and Hold Down Budget

### Custodians



Clean high-traffic area door handles and handrails **twice during school day**

**Mark floors** with social distancing reminders

### Teachers



**Hourly** hand washing breaks

Sanitize hands when **entering and exiting rooms**

### Students



Teach students to effectively wipe down **digital devices**

Create social distancing reminder **etiquette words** like “please” and “thank you”



**EAB Research Report**  
[5 considerations when cleaning and disinfecting schools at eab.com](#)

Sources: Kingsley, “[In Denmark, the Rarest of Sights...](#),” April 17, 2020; Reuters, “[Lessons from around the world...](#),” May 13, 2020; Wong, “[COVID-19 Schools to reopen in stages...](#),” Updated May 20, 2020; Catholic University of America, “[Custodial Services' Touch-Point Cleaning](#),” Accessed on May 21,

# Plan Now for School-Based Point of Care Testing

*Districts (Hopefully) Need to Implement Instant-Results Testing by Fall*



## Israel Puts Testing Onus on Parents

- Parents must sign national medical form attesting that students are COVID-negative before admitted to buildings
- Signals importance of testing while widespread test kits still in short supply



## Germany Leans on Community Businesses

- Local industry donating funds for thousands of \$44 test kits
- Students and teachers self-test twice weekly (3 minutes for samples)
- Same-evening results on secure website



## US Betting on Public-Private Partnerships

- RADx Program: \$1.5 Billion public-private partnership
- “Shark Tank” for accelerated test dev. and comm.
- Goal: results fast as pregnancy test
- Goal: millions deployed Aug/Sept, with schools as priority site

**\$ Cost:** Low

**🕒 Rollout Time:** Fast

**✅ Efficacy:** Low

**\$ Cost:** Medium

**🕒 Rollout Time:** Medium

**✅ Efficacy:** Medium-High

**\$ Cost:** Low

**🕒 Rollout Time:** Uncertain

**✅ Efficacy:** High



## **Your Rapid-Response Teams Should Plan:**

- ❖ *Secure HIPAA site for disclosing results and privacy communications*
- ❖ *Adequate testing tents outside entrances at 3 minutes per student per test*
- ❖ *Trainings for taking samples correctly to prevent false negatives*
- ❖ *Back-up test kit supply source RADx misses deadlines*

# Keeping School Buses Safe and Affordable



## An Average Pre-Covid Day

**480,000**

Yellow school buses

**26 Million**

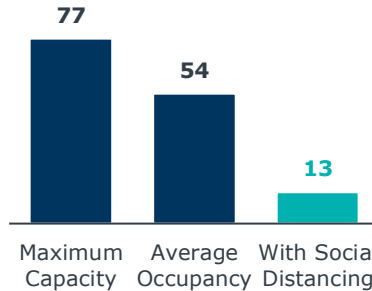
K12 students transported

**20 Billion**

Boardings and exits

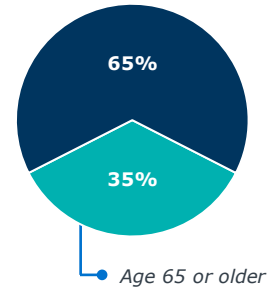
## Social Distancing Cuts Capacity 80%+

K12 Per-Bus Passengers



## Many Drivers Older – Shortages May Worsen

K12 School Bus Drivers By Age



# Reinventing Our Wheels

## Consensus, Debate, and Out-of-the Box Thinking for K12 Transportation

**JUST DO IT.**

### Consensus on “No-Regrets” Measures

- ✓ Get DMV waivers for expiring bus driver licenses
- ✓ Survey drivers about intent to return in fall
- ✓ Ensure same driver+bus+ student combinations
- ✓ PPE for all drivers, cloth masks and gloves for students
- ✓ Protective seal for drivers: shower curtains over plexiglass?
- ✓ Save money: buses idle 30+ days don't require deep cleans



### Debating Viability of Temperature Scans

#### **Every Bus:**

drivers scan each student prior to boarding

#### **Boarding Hubs:**

parents take students to pick-up hubs where scans completed

#### District-by-District Qs:

*Can we deploy scanners?*

*Can we train drivers?*

*How long will boarding take?*



### Revisiting K12 Ride-Sharing

#### **K12 Ride-Share Facts**

- 3-5% share of K12 transportation
- 2.8 students per ride
- Schools can designate ride groups
- District contract or parent co-pay



Results from California District:

**50% reduction** in transportation cost

**45 minutes → 15 minutes** SPED student ride time

## A+

### **COVID Slide Learning Recovery**

*Have Your Rapid-Response Teams Developed Plans?*

- Evaluating Seat Time Expansion Options with States and Unions?***
- Developed High-Impact Teaching Criteria?***
- Created PD and PLC Activities for Streamlined Instruction Workshops?***
- Trained Teachers on Skills-Based Remediation Diagnosis?***
- Created SIS and Online Community for Remote Skills-Based Tutoring?***

# K12 Leaders Need to Pull On Three Complementary Levers



## Seat Time Expansion

Add time to weekly schedule or academic year

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*"How do I find more time to teach unfinished content?"*

*"How do other districts extend the school days?"*

*"Could mandating weekend or summer school make up for lost learning faster?"*



## Streamline Instruction

De-clutter curriculum and teaching to focus time on essential outcomes

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*"How can we teach more quality content in less time?"*

*"Is every curricula standard necessary to teach?"*

*"What is the right pacing to go through curricula?"*



## Expand Remediation

Improve access and quality of skills-grouped interventions

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*"What remediation training will we need to provide?"*

*"How do we increase access to out of school remediation without breaking bank?"*

*"How do we find remediation time given teachers' limited capacity?"*





# Seat Time Alone Won't Reverse COVID Slide



Worth Lobbying States and Unions, but Not the Antidote

## Two-Thirds of State Reopening Plans Permit Seat Time Extensions



Early fall starts



Extra Saturday sessions



Mandatory summer school



Adding hours to the school day

## Research Questions If More Hours Yield Better Outcomes

85%

of districts that expanded reading class time saw **little to no improvement** in scores

72 mins

Maximum daily math instruction minutes per day until learning plateaus

## Anticipate Labor Pushback When Adding Time

85%

of teachers do not support extending instructional time

Sources: Collaborative for Student Success, [National Survey - Highlights and Analysis](#), 2020; ExcellinEd, [State Leader Survey on Reopening Schools](#), 2020; OECD, ["Relationships between Students' Learning Time and Performance"](#), in *Quality Time for Students: Learning In and Out of School*, 2011; EAB interviews and analysis.

# Huge Opportunity in Streamlining Instruction

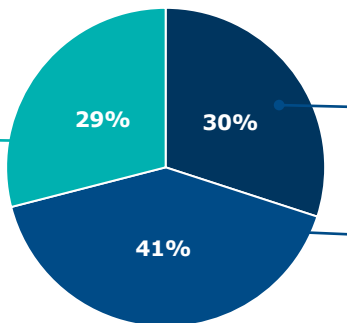
Focusing on High Value Instruction Can Speed Pacing Without More Seat Time

## Estimated Classroom Time Breakdown in 6<sup>th</sup> Grade Math Class

### Train & Expand

#### High-Value Instruction

- Prerequisite content not covered in the next grade level
- Skills not mastered by more than 80% of tier 1 students
- Remedial instruction for targeted skill needs



### Streamline & Reduce

#### Operational Activities

- Announcements
- Attendance and morning routines
- Transitioning between activities

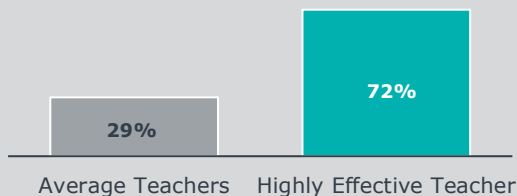
#### Low-Impact Instruction

- Skills students have already mastered
- "Nice to know content" because it is in the curricula (i.e. history of the zero)
- Excessive classwork not informed by skill data

11 Weeks of lost instructional time a year

## Best Teachers Achieve Faster Learning Gains by High-Value Instructions

### Time Spent on High-Value Instruction



### Student Learning Gains in 1 Year



# Focus PD on Instructional Decluttering

## Curricula Directors and Teachers Should Formalize Criteria

### Low-Value Lessons & Activities

- ✓ Teaches the same skill or similar lesson for multiple classes because the curricula includes them
- ✓ Spends over 10 mins explaining new, complex class assignments on a regular basis
- ✓ Assign 25 practice questions during class to assess one skill
- ✓ Ask students to wait until the entire class has completed a class assignment
- ✓ Regularly teaches lessons on 'nice-to-know' content because it is in the curricula (i.e. the history of the zero)



### High-Value Lessons & Activities

- ✓ Skip lessons when 80% of students have already mastered the skill, regardless of prescribed pacing
- ✓ Uses the same format of learning assignments or routines to reduce time on explaining assignments
- ✓ Assign no more than 10 class practice questions, then gauges skill progress
- ✓ Sets a timer for class activities and ask students to submit what they have
- ✓ Prioritizes lessons that are required for academic progression, assigning 'nice to know' content as after-class enrichment

## Prioritizing High Value Instruction an Effective, Inexpensive, & Hybrid-Friendly Strategy



Accelerates student learning gains



Requires no additional upfront cost



Premium strategy for hybrid learning models

# EAB Developing “Marie Kondo” PLC Exercise

## EAB Audit Helps Streamline Instruction To Deliver 50% More High-Value Content in 1 Year

The screenshot shows a document titled 'Streamlining the Curricula Audit' with a table of audit criteria. The table has columns for 'Issue', 'Weight', and 'Total'. There are two tables: one for 'Criteria 1: Only Covered in the Current Grade' and one for 'Criteria 2: Required by the State'. The 'TOTAL SCORE' row shows a score of 18 out of 20.

Issue	Weight	Total
<b>Criteria 1: Only Covered in the Current Grade</b>		
1. Do the previous grade teachers teach this content at least once?	1	
2. Will this content give teachers teach this content at least one more time during the school year?	1	
3. Is this a standard that will come up each year for at least three years?	1	
4. Is this content a skill or information that will never be reviewed again in other grades?	1	
5. Is my own experience as a professional, or the content that I teach in school, to justify your recommendation about this?	1	
<b>Criteria 2: Required by the State</b>		
6. Will state licensure committees fall on the standard of practice in the next school?	1	
7. Have we had professional development sessions on this standard or strategy in the past?	2	
8. Is it mandated or strongly recommended at it relates to the state of content or subject?	1	
9. Do you have a plan to provide an additional strategy to meet this standard?	4	
10. Have you had collaborative professional sessions on this standard in the past?	2	
<b>Criteria 3: Essential for Meeting Learning Objectives</b>		
11. Do you add or gain it from something that adds self need to use in your classroom?	1	
12. Will this add be necessary for standardized test for college entrance exams or a 4 or 5-credits state or knowledge for those exams?	1	
<b>TOTAL SCORE</b>	<b>18</b>	<b>20</b>
* Add up total scores for multiplying weights time scores.		
** Greater total score is equal or that they have the highest and standard.		
*** If your total score is less than 10, then review.		

### Sample Audit Criteria

- Will this content or skill be covered in the next grade?
- Is this content or skill mandated by the state?
- Does assessment data suggest more than 80% of students knows this content or skill?

### Audit Applicability

Grade-agnostic and relevant for all academic teachers

## Integrate Audits into Existing PD and Professional Learning Communities

### Recommended Audit Distribution and Implementation Process

#### School Leaders Introduce Audit in Summer

- Reserve two Summer PD hours to introduce audit
- Group academic teachers into curricula auditing teams to represent the same subject and three consecutive grade levels (i.e. K-3, 6-8)

#### Teachers Audit Lessons Every 2 Weeks

- Auditing teams meet bimonthly to audit curricula for the next two weeks during existing PLC time
- Directors of curricula and instruction rotate among teams to assist the auditing process

# Enable Skills-Based Remediation

Skills Based Grouping Best Practice Provides a Template for Impactful Remediation

## Traditional Remediation Grouping Approach Masks Critical Details About Skill Deficits

*Examples of Non-Specific Grouping Categories*



*Red, Yellow, Green, Blue*



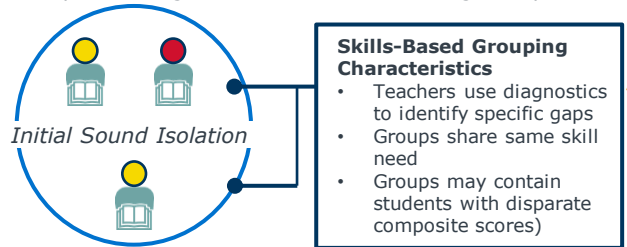
*Above vs Below Benchmark*



*Level A, B, and C Groups*

## Skills Based Grouping Refocuses Intensive Instruction on Underlying Skill Gaps

*Sample Kindergarten Skills-Based Reading Group*



### Resulting in Limited Student Progress



More than 60% of in tier 2 stay in tier 2 throughout the academic year, despite incremental progress

**50%**

Of tier 2 interventions teach concepts that students already mastered

### And Leads to Superior Learning Outcomes

**82%**

Increase in share of cohort students who moved from qualifying for tier 2 supports to tier 1 between Kindergarten and third grade



For more details on how to implement skills-based grouping, please download EAB's **Skills-Based Grouping Toolkit** at [eab.com/ReadingResourceCenter](http://eab.com/ReadingResourceCenter).

# Crowdsource Skills-Based Remediation Volunteers

30

## Recruit from Growing Pool of Potential Remote Tutor Volunteers

*Sample list of remote tutor volunteers*



**Recent college graduates** with revoked internships or job offers due to economic downturns



**Pre-service teachers** looking for additional student-facing experience



**Professionals** who either lost work and/or are eager to support COVID-disrupted institutions

## Strengthen Teacher-Tutor Collaboration to Maintain Skills-Based Remediation



Teachers record **virtual small group lessons** to share with remote tutors as training and tutoring curriculum



Teachers give remote tutors a **remediation handoff sheet** to communicate student skill gaps, observations, and recommendations

## Remote Skills-Based Tutoring is Cost-Effective and Easy to Scale

*Suggested Steps for Launching Remote Tutoring Program*



District staff submit five prospective volunteer contacts from their network



One staff member emails all contacts and assign tutoring groups



Reserve 30 minutes of summer PD to introduce tutor collaboration expectations

# Next Steps in Return to Learn Planning

## How EAB Can Help K12 Partners Right Away

### Step 1



**Register for K12 Leader Virtual Meetings**

#### **Special Session for Superintendents on Key School Re-Opening and Learning Recovery Issues**

Superintendents who are members of the District Leadership Forum should [register here](#) on eab.com or contact your EAB Relationship Manager

Three session dates:

*June 23, 3:00 p.m. – 5:00 p.m.*

*June 25, 1:00 p.m. – 3:00 p.m.*

*June 30, 1:30 p.m. – 3:30 p.m.*

### Step 2



**Schedule 1:1 Consultation Workshop**

Review your Return to Learn plans decision-making organization structure and post-COVID planning goals with EAB experts

- Safe Reopening Strategy**
- Learning Recovery Strategy**
- Student and Teacher Mental Health**
- Equitable Multimodal Learning**

### Step 3



**Visit EAB.com's COVID Resource Center**

A central location for essential information and expert insights across multiple topics, including:

- Distance Learning
- Equity and Wraparound Services
- Financial Sustainability
- Legal, Logistics, and Operations
- SEL and Mental Health
- Student Engagement and Community
- Teacher and Staff Workforce

[eab.com/k12covid19response](https://eab.com/k12covid19response)



Interested in talking to an EAB expert about your COVID-19 challenges?  
Complete the exit survey