



EAB

Making Up Lost Learning Time: Accelerating Instruction Using EAB's Curricula Prioritization Tool

Identifying and Prioritizing High-Impact Content

District Leadership Forum

Objectives of Today's Session

1

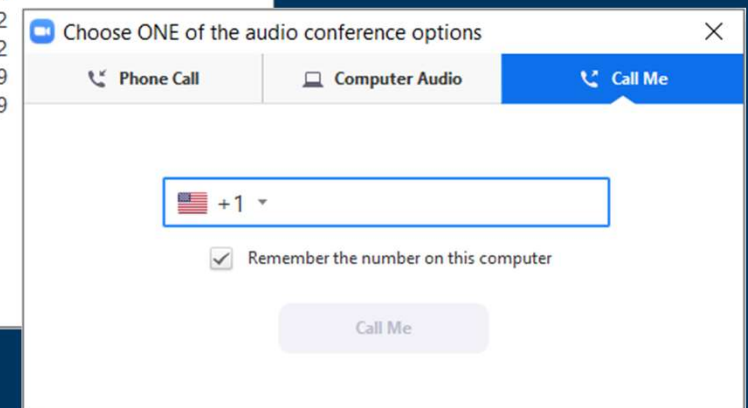
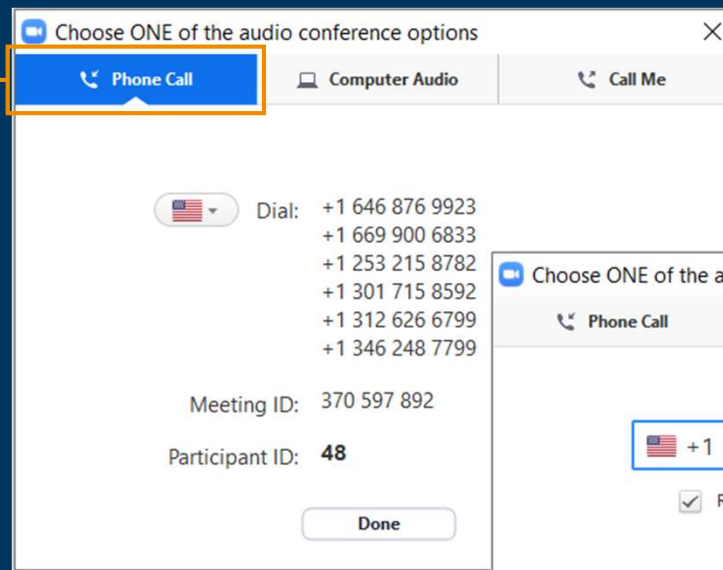
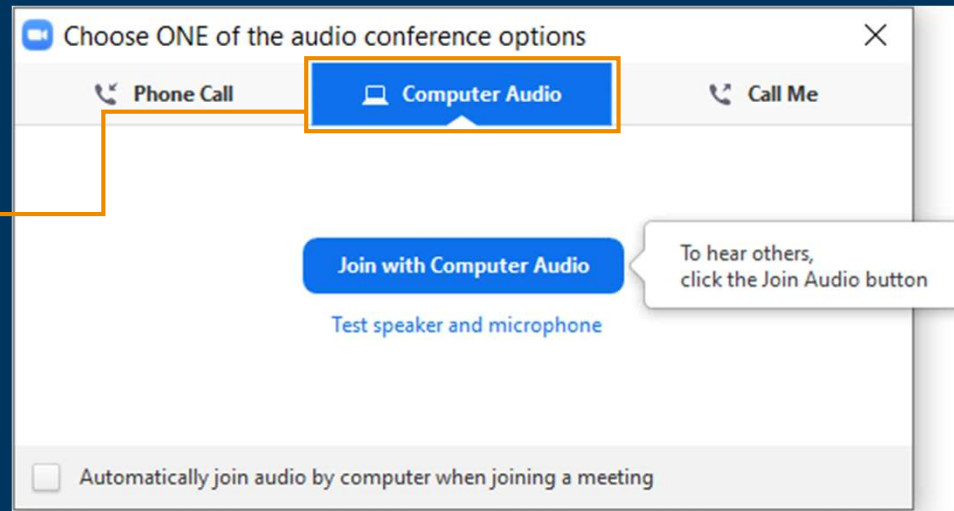
Learn why curriculum prioritization is one of the most promising solutions for learning recovery

2

Learn how your school or district can start prioritizing curriculum using EAB's curriculum Prioritization

Audio

- We suggest using your computer's audio and microphone through Zoom
- Or dial in using your phone
- Do not use both—it will cause feedback



Ask Questions Through Chat

The image shows a screenshot of the EAB Virtual Session interface. At the top left is the EAB logo. The main title is "EAB Virtual Session" with "2020" below it. The interface includes a bottom control bar with icons for "Audio Settings", "Chat", "Closed Caption", "Q&A", and "Leave Meeting". A callout box points to the "Chat" icon with the text: "Use the Chat feature to send messages to anyone in the session". Another callout box points to the "Closed Caption" icon with the text: "Enable Closed Captions and Show Subtitle or View Full Transcript". A third callout box points to the "Q&A" icon with the text: "Use the Q&A feature to ask questions to (just) the host". A dropdown menu is open for the "Closed Caption" icon, showing options: "Show Subtitle", "View Full Transcript", and "Subtitle Settings...".

EAB
Virtual Session
2020

Use the Chat feature to send messages to anyone in the session

Enable Closed Captions and Show Subtitle or View Full Transcript

Use the Q&A feature to ask questions to (just) the host

Audio Settings ^

Chat

CC ^
Closed Caption

Q&A

Leave Meeting



Making **education smarter** and our **communities stronger**

1,700+
Institutions served

7,500+
Peer-tested best practices

95%
Partners renew annually

In service to **public institutions**

K-12
Research

Community Colleges
Student Success Technology

4 Year Colleges & Universities
Enrollment Services

District Leadership Forum

160
School districts served

25+
Staff members

365
Days of support

The District Leadership Forum



Comprehensive Support for Superintendents and District Leadership Teams



National Best Practice Research

Comprehensive solutions to systemic challenges

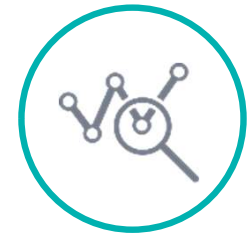
Actionable guides pairing academic research with proven best practices



Tailored On-Demand Research

Quick-turnaround answers to district leader questions

Custom research profiling peer district solutions to pressing challenges



Diagnostics and Benchmarking

Guided audits to inform district planning

Custom plan reviews and reports

Dedicated Implementation Support



Consultative Decision Support and Guidance



Executive Roundtables and Workshops



P.D. Tools and Implementation Guides

Define Success and Accelerate Progress with EAB This Year

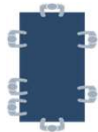


Five Essential Pillars for K-12 Strategy in 2020-21

Serving the Entire Organization



Control Tower



Rapid Response Teams



Professional Learning Communities



Transformation Team

Continuous Learning Resources



Consultative Workshops



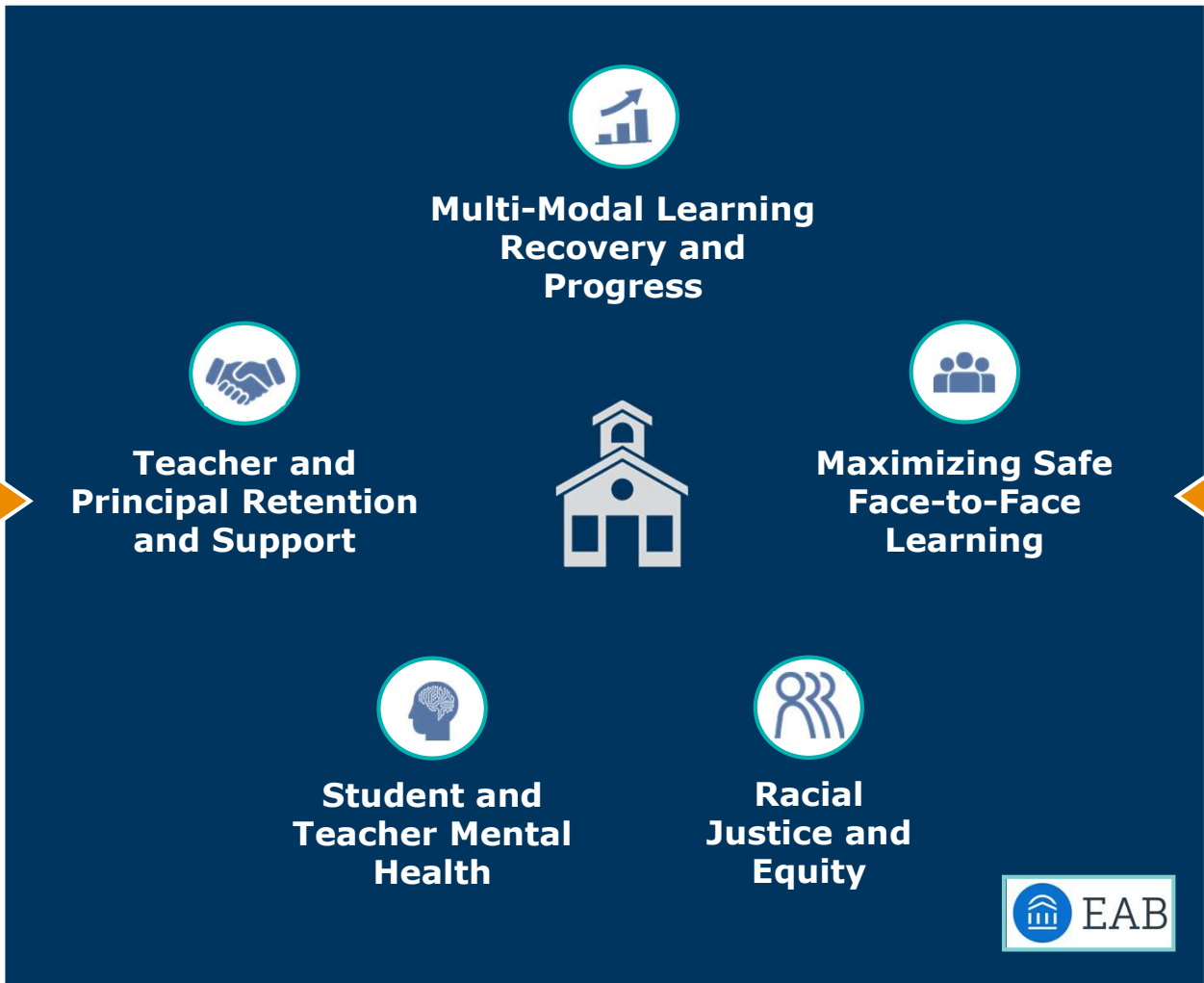
Reopening Plan Validation



Peer Roundtable Meetings



Principal & Teacher PD



eab.com/k12covidresponse

eabk12communications@eab.com

Districts Face Daunting Learning Recovery Task



Expect Unprecedented Learning Loss for Nearly All Students

4th Grade Reading Loss



34%

Expected decline in Reading RIT scores; equivalent to **6 months** of learning loss

6th Grade Math Loss



81%

Expected decline in Math RIT scores; equivalent to **14 months** of learning loss



I've spent my entire career working to improve student learning gains across schools, especially for our most vulnerable students...This has been a massive blow to all our hard work and progress, and I wouldn't be surprised if learning loss continues next year."

Assistant Superintendent of Instruction, PA

Sources: Kuhfeld, Megan, James Soland, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu. [Projecting the potential impacts of COVID-19 school closures on academic achievement](#), 2020; EAB interviews and analysis.

Frontline Teachers Stressed to the Point of Burnout

Compounding Challenges Accelerate Teacher Stress



More Content, Less Time

“How do I cover lost content in addition to all the content in my assigned grade? I don’t know where to start.”

Elementary Teacher, TX



Limited Guidance and Support

“We receive resource links and engage in webinars, but I’m still making it up as I go.”

High School Teacher, VA



Other Fires to Put Out

“Content is only one headache. I’m still struggling to fix tech glitches and contact my absent students.”

High School Teacher, PA

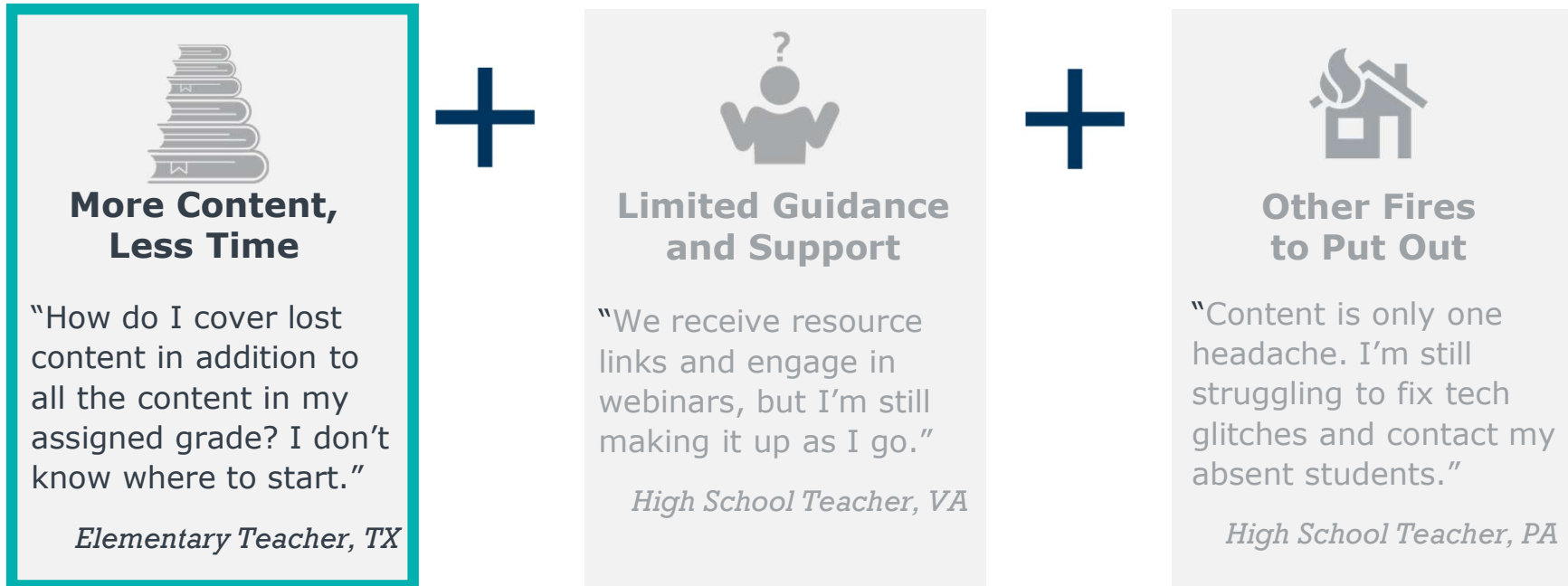



60%

increase in teachers reporting
mental health concerns since
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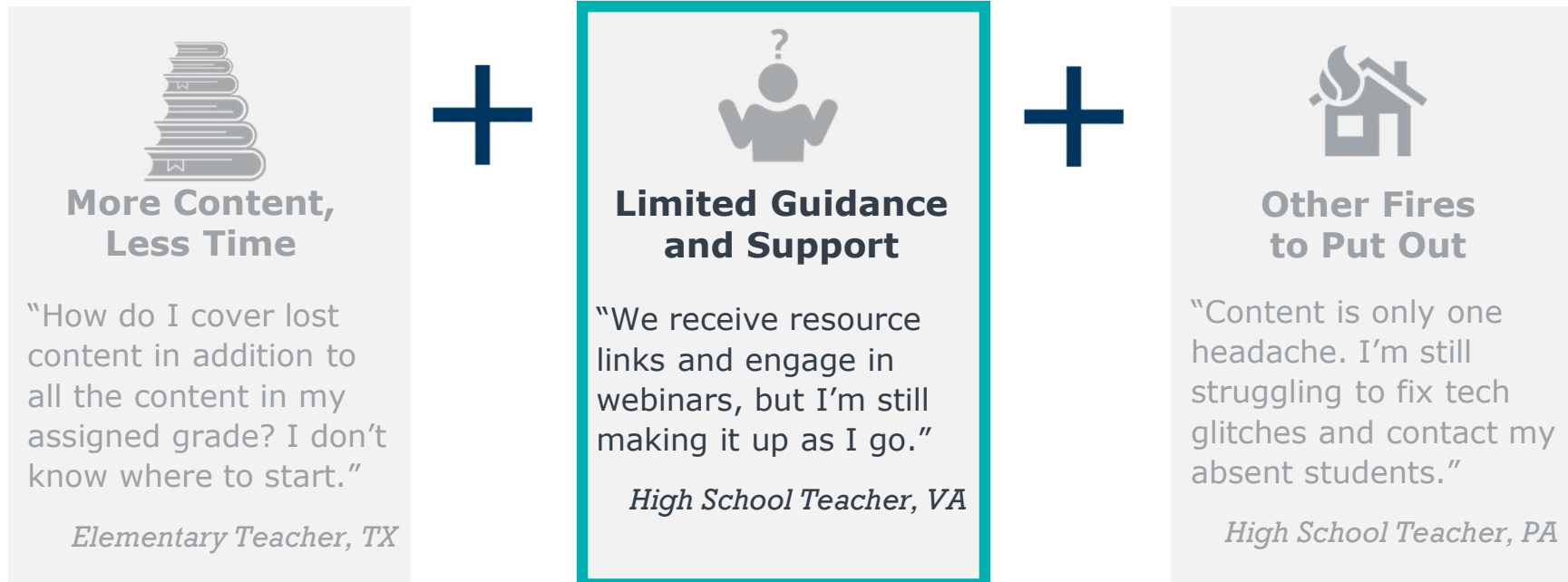



 **60%** increase in teachers reporting mental health concerns since COVID started

Source: The Guardian, 2020. “[Fifth of Primary Children Afraid to Leave House Because of COVID](#),” EAB interviews and analysis.

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Curricula Prioritization Expedites Learning Recovery 13

Exemplar Teachers Are Experts at Prioritizing Content and Class Time

Average Teacher



Progresses through assigned curriculum at prescribed pace



Teaches same skill or theme for entire week because it is part of the curriculum unit



Only refers to grade-specific standards or content when planning lessons and instructional activities

22%

of class time spent on high-value instruction

~1 yr

of student learning gains in one academic year

Exemplar Teacher



Adjusts curriculum pacing using student mastery data



Critically analyzes each unit to determine if content is high-value and necessary



Refers to content in next grade level to determine what needs to be taught this year

72%

of class time spent on high-value instruction

1.5 yrs

of student learning gains in one academic year

Sources: Smith, B., [It's About Time: Opportunities to Learn in Chicago's Elementary Schools](#), 1998; TNTP, [The Weight of Wasted Time in School](#), 2019;; Hanushek, E. 2010., RAND, 2012, [Teachers Matter: Understanding Teachers' Impact on Student Achievement](#); Rubin, R. 2019. "[Less is More: Four Strategies for Streamlining Your Curriculum](#)"; EAB interviews and analysis

Why Can't We Make Curriculum Prioritizing Stick?

Four Common Barriers to Prioritizing Curriculum



No Standardized Process

"If only we had a time-efficient, standardized process for prioritizing content so that we don't have to start from scratch."



Competing Opinions of "Essential"

"If only we had research-based definition of what should be "essential" in our curricula."



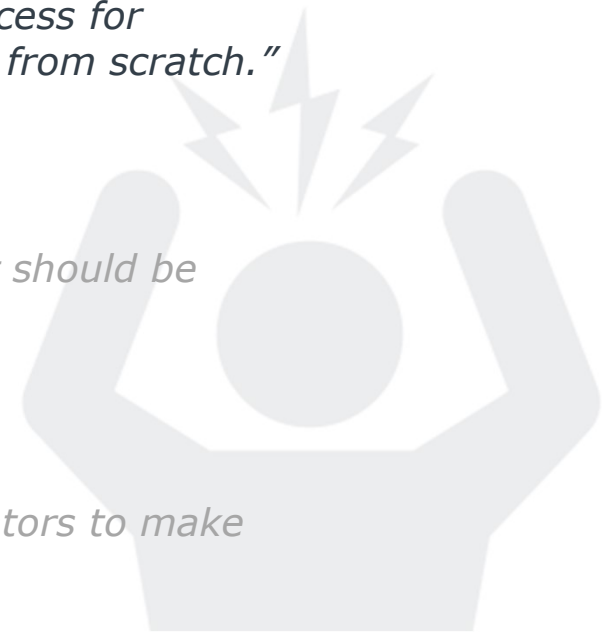
No Incentive for Follow-Through

"It would be nice to have ways to motivate educators to make these significant curricula adjustments."



No System for Monitoring Progress

"Wouldn't it be great to be able to track whether or not educators are using curricula priorities?"



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EAB's Curriculum Prioritization Tool



1 Gives educators research-based criteria for what's 'essential' using 10 true-or-false auditing questions

Curricula Audit

True or False Checklist to Identify High-Value Instructional Content in Existing Curricula

Month: Sept ▼

Unit/Lesson: 1-13 ▼

Skill/Content: The Length-of-Day Project

Criterion 1: Informed by Assessment Data	Check If True	Weight	Total
1. Skills or content in this lesson are new to all students	<input type="checkbox"/>	2	
2. Students were taught this skill or content, but 80% of students have not demonstrated mastery	<input type="checkbox"/>	3	
Criterion 2: Pre-requisite for Grade Level Progression			
3. This content or skill will be assessed on state achievement tests (and/or college prep test) this year	<input type="checkbox"/>	4	
4. Lessons taught in the next grade level require mastery of this skill or content	<input type="checkbox"/>	3	
5. Lessons that I plan to teach later on require mastery of this skill or content	<input type="checkbox"/>	3	
6. This skill or content is necessary for future lessons AND only taught once this year	<input type="checkbox"/>	2	
7. Every single teacher in my grade intends to teach this skill or content	<input type="checkbox"/>	1	
8. I can remediate prior essential skills or content (that 80% of students have not mastered) in this lesson	<input type="checkbox"/>	2	
Criterion 3: Promotes Lifelong Success			
9. Students will use this skill at least once a week in their adult life	<input type="checkbox"/>	3	
10. This skill or content will improve at least 2 of the following: <i>collaboration, critical thinking, communication, or creativity</i>	<input type="checkbox"/>	2	
Total			0

Clear Sheet
Add to Report

EAB's Curriculum Prioritization Tool



2 Contains a standardized formula that automatically prioritizes content and skills within existing curricula and/or standards

3 Motivates educators using customized pacing goals and tracker

Total Curricula Inputs: 121 **Curricula Audited to Date:** 5%

High-Value Lessons to Date: 33%
Low-Value Lessons to Date: 67%

Month	Unit/Lesson	Skill/Content	Score	Remove?
Aug	1-1	Numbers and Number Sequences	20	<input type="checkbox"/>
Aug	1-2	Number Grids	9	<input checked="" type="checkbox"/>
Sept	1-3	Introducing the Student Reference Book	7	<input checked="" type="checkbox"/>
Sept	1-4	Tools for Mathematics	5	<input checked="" type="checkbox"/>
Sept	1-5	Analyzing and Displaying Data	14	<input type="checkbox"/>
Sept	1-6	Equivalent Names	19	<input type="checkbox"/>
				<input type="checkbox"/>
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Tracking My Progress

3 High-Value Lessons Kept **34** Lessons to Remove **3** Low-Value Lessons Deleted

In order to teach 1.3 years of curriculum in one year, I'll need to reduce curricula by 0.3

30% Year-End Reduction Goal **3%** Total Reduction Progress

Recommended Number of Lessons to Remove Each Month

Aug/Sept 1 more lessons to remove

Oct 4 more lessons to remove

4 Tracks progress towards recapture of low-value teaching time

How To Roll Out The Tool Across Your District

EAB's Recommended Implementation Steps



Designate Trainers and Host Kickoff Meeting

- ✓ Determine who will use the tool
- ✓ Assign at least one "trainer" to manage rollout and training
- ✓ Host virtual meeting to introduce tool to relevant leaders/trainers
- ✓ Assign trainers to plan 2 hours of existing PD to train users



Trainers Introduce Tool in Existing PD

- ✓ Trainers play EAB's video tutorial during existing PD and introduce tool to end users
- ✓ Users input instructional content they want to audit for the year
- ✓ Trainers or EAB experts provide ongoing user support as needed



Integrate Tool into Monthly Team Meetings

- ✓ Trainers reserve 30 mins of monthly team meetings or PLCs for users to apply tool
- ✓ Call EAB experts to troubleshoot tool or implementation challenges
- ✓ Check in with trainers quarterly for important updates or needs





Visit [EAB's Curricula Prioritization Resource Center](#) to download either Google Doc or Excel versions of the tool, a 4 min user video tutorial, and a year-long tool implementation checklist for district leaders.

The image shows two overlapping pages from a checklist titled "Curricula Prioritization Tool Implementation Plan (Cont.)". The top page is for August (AUG) and focuses on "Help Trainers Deliver Summer PD to Introduce Curricula". It includes action steps like "Check-in with trainers on the progress of their PD/training plans" and "Provide trainers at least 3 survey questions". Resources listed include "Trainer email list" and "Curricula tool with video tutorial". The bottom page is for September-October (SEP-OCT) and focuses on "Plan Monthly Curricula Auditing During Existing Team Meetings". It includes action steps like "Set a district-wide expectation that trainers will reserve 30 mins each month" and "Encourage trainers to offer educators/users ongoing support". Resources listed include "30 minutes of monthly PLCs" and "Educators bring curricula and laptops".

Equally Valuable to Everyone in the District



Tool Helps Save Time and Achieve Learning Goals

	 District Leaders	 School & Instructional Leaders	 Teachers	 Students
Benefits				
Decrease need to purchase new curricula materials	✓			
Standardized definition of 'essential content' to be used district-wide	✓	✓		
Saves time when planning scope & sequence	✓	✓	✓	
Increases familiarity with how to prioritize content	✓	✓	✓	
Tracking system for coaching & accountability	✓	✓	✓	
More time spent on high-value content and skills	✓	✓	✓	✓
Greater student learning gains	✓	✓	✓	✓

More Teaching and Learning Resources Available

22

Events, Resources, and Expert Consultations for Teaching and Learning



Register for EAB's virtual teaching and learning series



Download learning recovery research and resources



Schedule a call with an EAB expert

- Sign up for “*Maximizing the 2020-2021 school year: Ensuring student, teacher, and school success in the era of COVID and multimodal learning*” **(Aug 27)**
- Mark your calendars for “*Lessons From Last Spring: Improving Virtual Teaching and Learning Across the District*” **(Sep 24)**
- Visit Curriculum Prioritization Resource Center Online
- Watch “What K-12 district learning plans are getting wrong” on our website
- Consult with an EAB experts on your learning recovery strategy
- Request EAB support for implementing the curriculum tool in your district

eab.com/k12covid19response



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

Final Thoughts

Please take a moment to answer this final poll question to provide your overall experience on today's session.



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