

Welcome! As you join....

- ✓ Adjust your name to include first name, last name, and school with division indicated (ES, MS, HS) – ex. Nimisha Thakore (Maywood MS)
- ✓ Make sure your video is ON and mic is OFF
- ✓ Share your response to the following questions in the chat:



How would you define learning acceleration? What is the connection between acceleration and equity?

Draw on your learning from last year's community of practice as well as your own experiences as an instructional leader.

LIVE

RECORDING

Framing for our path forward

- Provide a professional learning community that is focused on content learning and collaborative problem solving through structured discussions
- Build on work already taking place and integrate our statewide focus of renewal and acceleration into our CSI work
- Plan for future improvement work and share input on future support for CSI schools



&



About TNTP

A national nonprofit founded by teachers, TNTP helps schools put all the elements of great teaching to work in their classrooms so that more students graduate ready for success in college, a career, and life.



Who: Talent

Is there a robust, diverse pipeline of high-quality teachers and leaders?



What: Content

Are they teaching content that sufficiently challenges and engages students?



How: Instruction

Are they being efficiently trained to inspire students to reach new heights?

Sustainability

Is the community invested in the systems and policies that will scale great teaching to every classroom, and ensure it continues over the long term?

Introductions



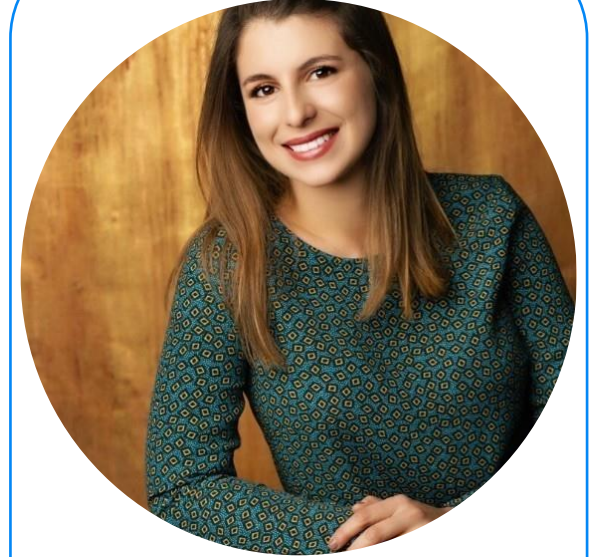
Liz Melia
Partner



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Director



Nadia Nibbs
Senior Manager



Senia Selman
Manager

OPPORTUNITY

OF A LIFETIME



Laying the Foundation for Acceleration

CSI Cohort Session 1

YOU WILL NEED:

1. School improvement plan
2. Note-catcher (link in chat)
3. Workbook (link in chat)

November 16, 2021

Today, we will...



internalize the impact of the four key resources on learning acceleration



reflect on the success and gaps of our plans to accelerate learning to date



draft a vision for advancing equity as a result of this year's arc of learning

Agenda

20 Opening

15 Learning Acceleration

20 Four Key Resources

5 BREAK

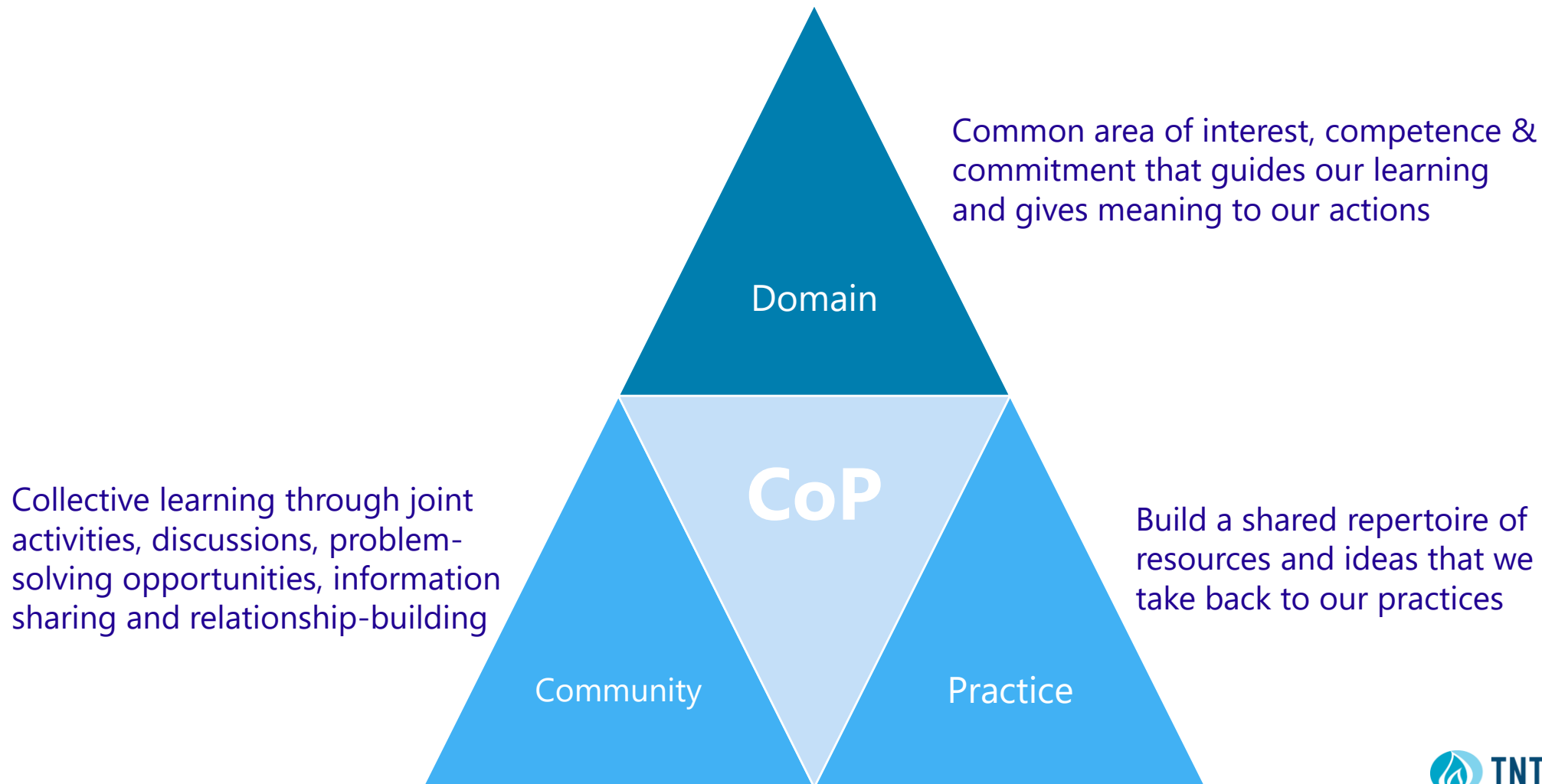
20 Reflection on Our Work

30 Vision for Advancing Equity

10 Closing

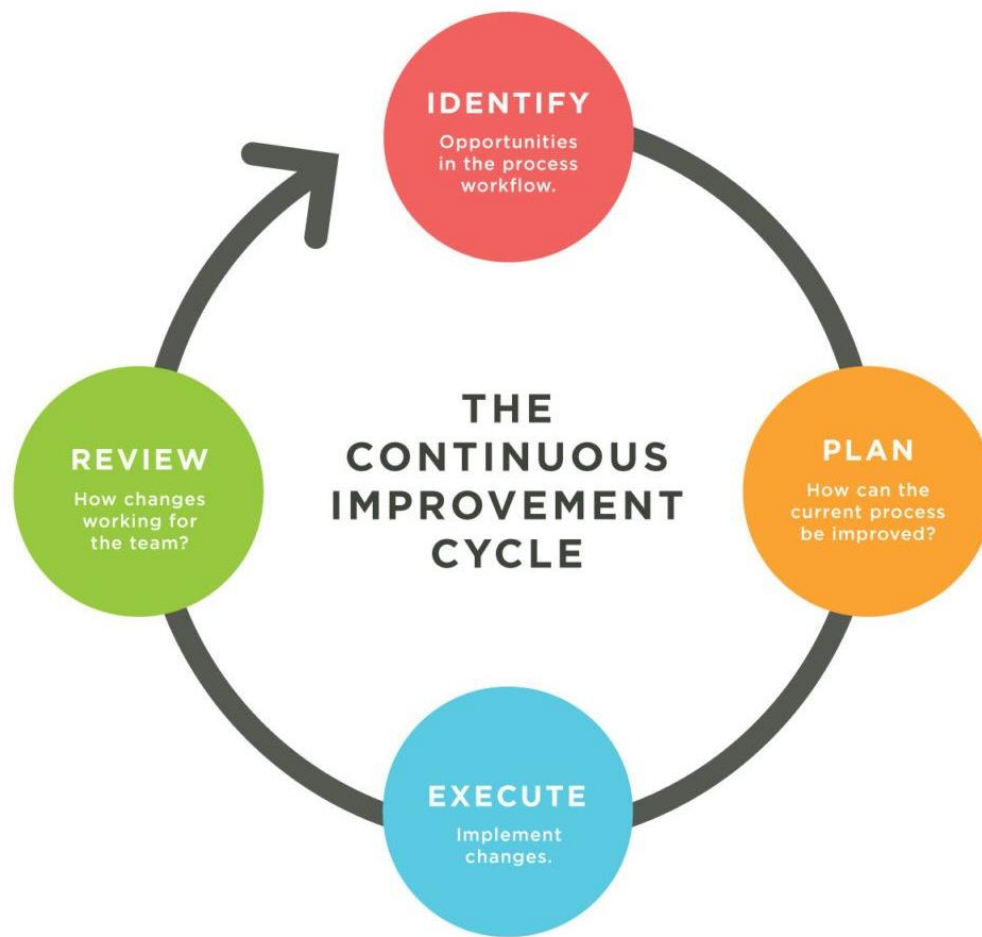
Purpose of a community of practice

A community of practice (CoP) is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals.



Purpose of *this* community of practice

Engage in a cycle of continuous improvement to **learn** about acceleration and its enabling systems/structures, **evaluate** gaps in our current practices, **strategize** collaboratively, and **reflect** on the success of our strategies to plan for the 22-23 school year



Nebraska's framework for school renewal & acceleration



System Considerations:

Systems considerations integrate data, technology, and infrastructure to reexamine traditional school systems and structures. Systems considerations integrate the whole child needs with academic needs.



High-Quality Instructional Materials & Content:

High-quality instructional materials create coherence, offer consistency across all learning environments, and support student voice and social-emotional health. The predictable structure of coherent, consistent instructional materials and content are foundational for teachers and students alike.



Diagnosing Unfinished Teaching & Learning:

Because of a disrupted school year, unfinished teaching and learning may impact students' progress towards mastery of grade-level content. Determining the content that may not have been taught is critical to moving to grade-level content as quickly as possible. Leveraging data from multiple sources provides insight into what students know, what they don't know, and addresses misconceptions about what students think they know.



Planning for Acceleration:

When planning for the summer, next school year, and the following school year, "meeting students where they are" will not be enough. A mindset of "acceleration, not remediation" is needed so that students are met with grade-level expectations while also addressing students' social and emotional needs.



Ensuring Equitable Instruction:

Leaders and teachers must continue to assess the extent to which the academic and social-emotional needs of historically marginalized student groups are addressed and ensure all students have equitable access and success in their learning opportunities. Special attention must also be paid to the Class of 2021 to ensure students graduate with postsecondary plans.



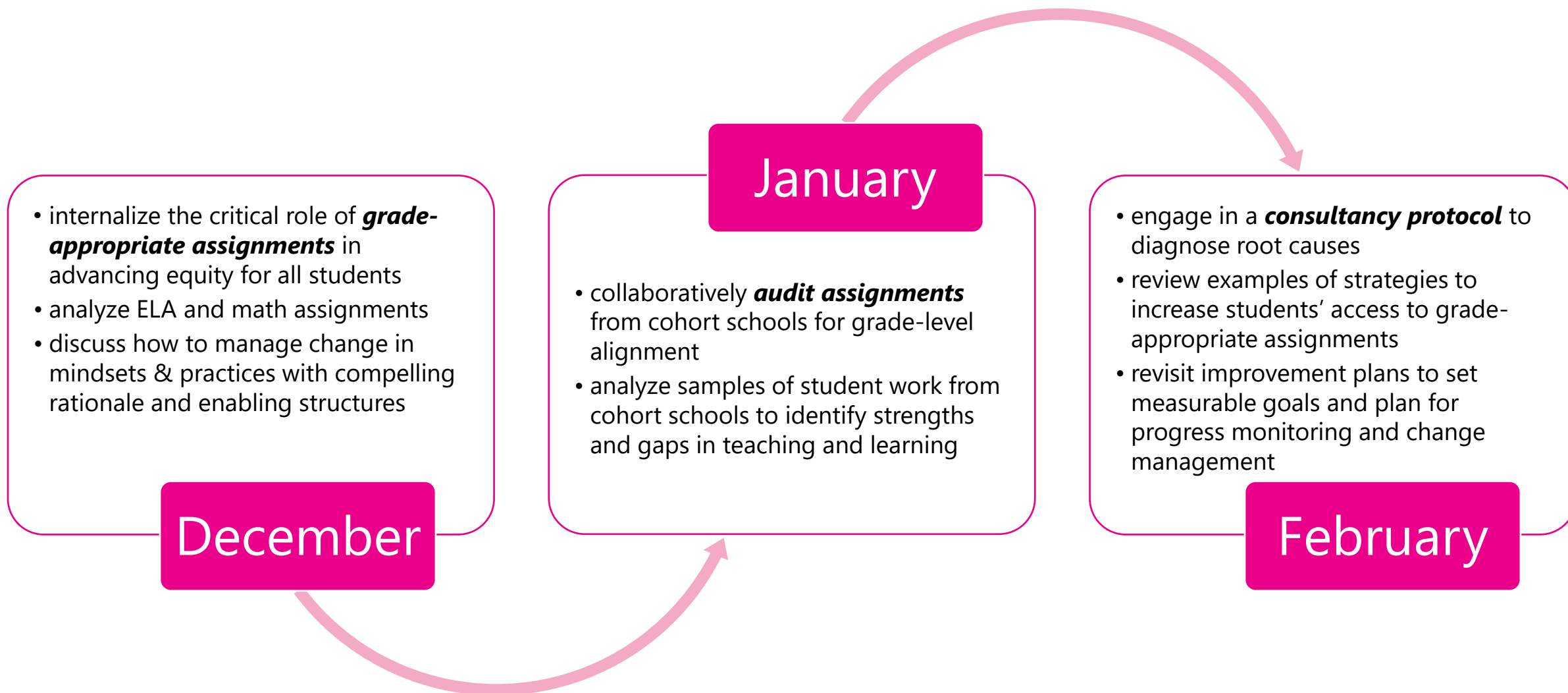
Professional Learning for Teachers & School Leaders:

The traditional structures in which educators learn must be adapted to support teaching and learning. Content-specific professional learning that accelerates all students' learning must support educators as they build knowledge and skills while ensuring their own sense of self-efficacy and social-emotional health and learning.

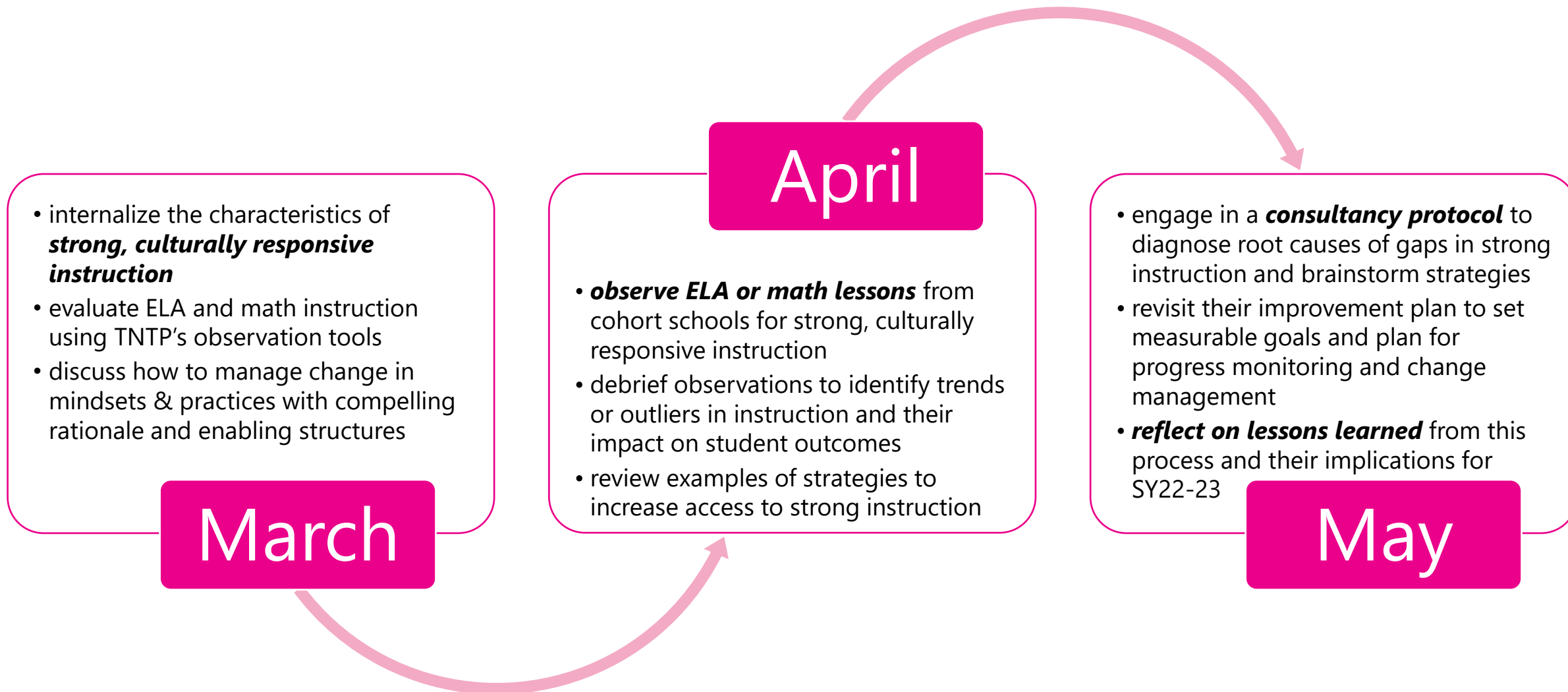
NEBRASKA'S FRAMEWORK for

school renewal & acceleration

How will we achieve our goals?



How will we achieve our goals?





I am ... but I am not ...

a Texan
an introvert
a people-pleaser
Asian American

a Dallas Cowboys fan
antisocial
a pushover
your model minority

Stay Engaged

Speak Your Truth

Expect and Accept Non-Closure

Step Up & Step Back

Possess Growth Mindset

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Think about students you have taught or known who were behind grade-level... What was the typical approach to get them caught up?

Share in the chat.

What is learning acceleration?



Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

Activities connect to standards from years ago and aim to have students master content from years past.



Acceleration strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

Bottomline: Remediation anchors students and educators to content and concepts from prior grades while acceleration anchors students and educators to content and concepts from the student's current grade.

Remediation instruction

Knowledge, standards, skills, and practice from the prior grade(s)



Current remediation practices often reflect practices defined as Block or Mass Practice.



Acceleration provides just-in-time supports when necessary.

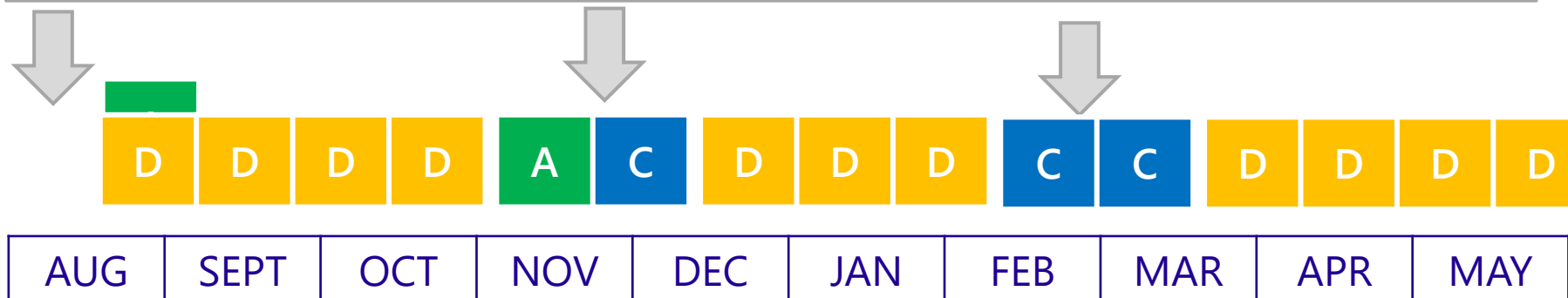
Knowledge, standards, skills, and practice from the prior grade(s)



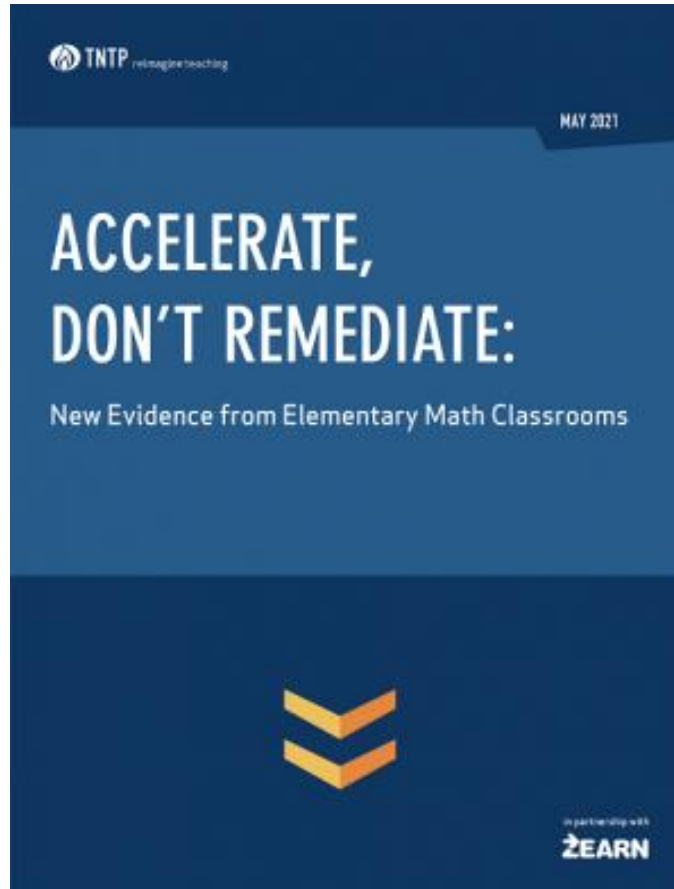
Acceleration aligns with the principles of Interleaving and Spaced practice.



Strategically prioritized knowledge, standards, skills, or tasks from prior grade(s) are taught before grade-level content.



New evidence for acceleration over remediation

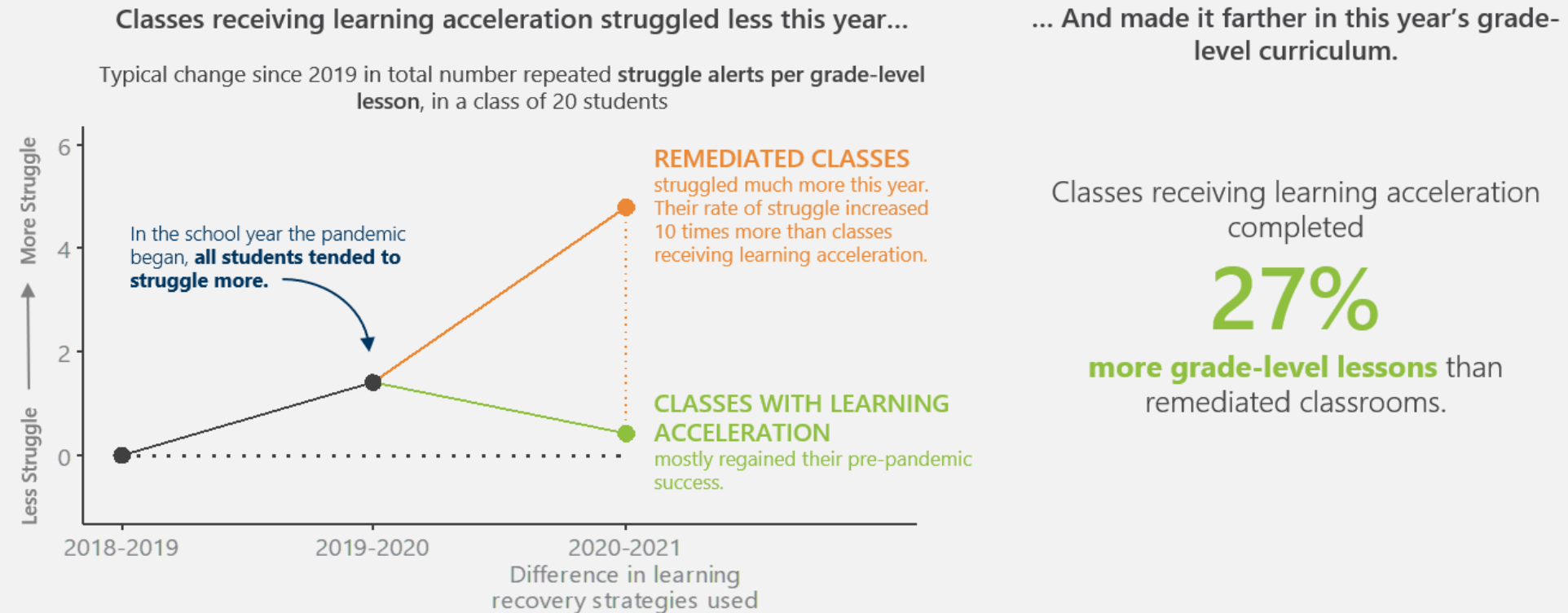


We found compelling new evidence that school systems should make learning acceleration the foundation of their academic strategies.

- 1 Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.
- 2 Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already demonstrated success on grade-level content.
- 3 Learning acceleration was particularly effective for students of color and those from low-income families.

Classes receiving learning acceleration had more success and made it farther in the grade-level curriculum.

FIGURE 1 | Effectiveness of Learning Acceleration vs. Remediation

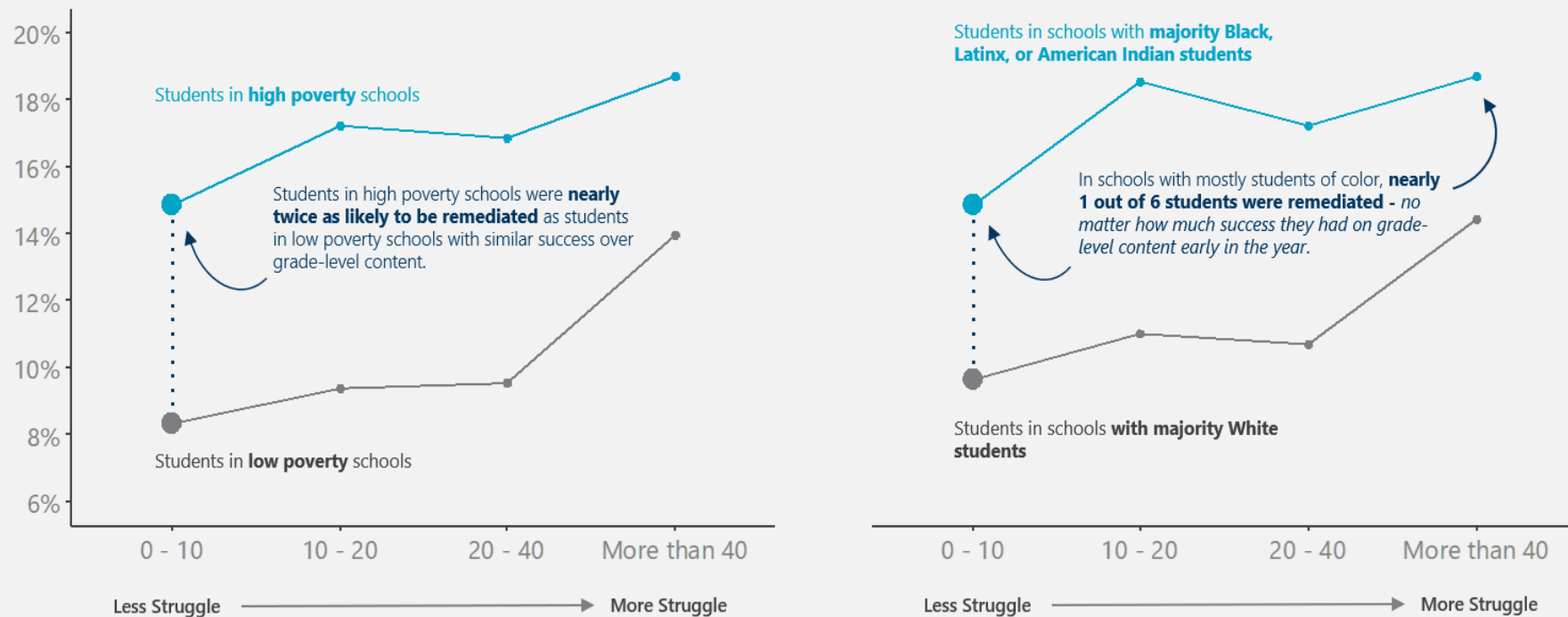


SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

Students of color and students from low-income backgrounds were more likely than their white, wealthier peers to experience remediation.

FIGURE 2 | Students from historically marginalized communities were remediated more often than those who had similar success on grade-level content.

Percent of students remediated by the number of repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students



SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

This was true even when those students had succeeded on grade-level content.

FIGURE 3 | Students from historically marginalized communities were more likely to be remediated even when they are succeeding on grade-level content.

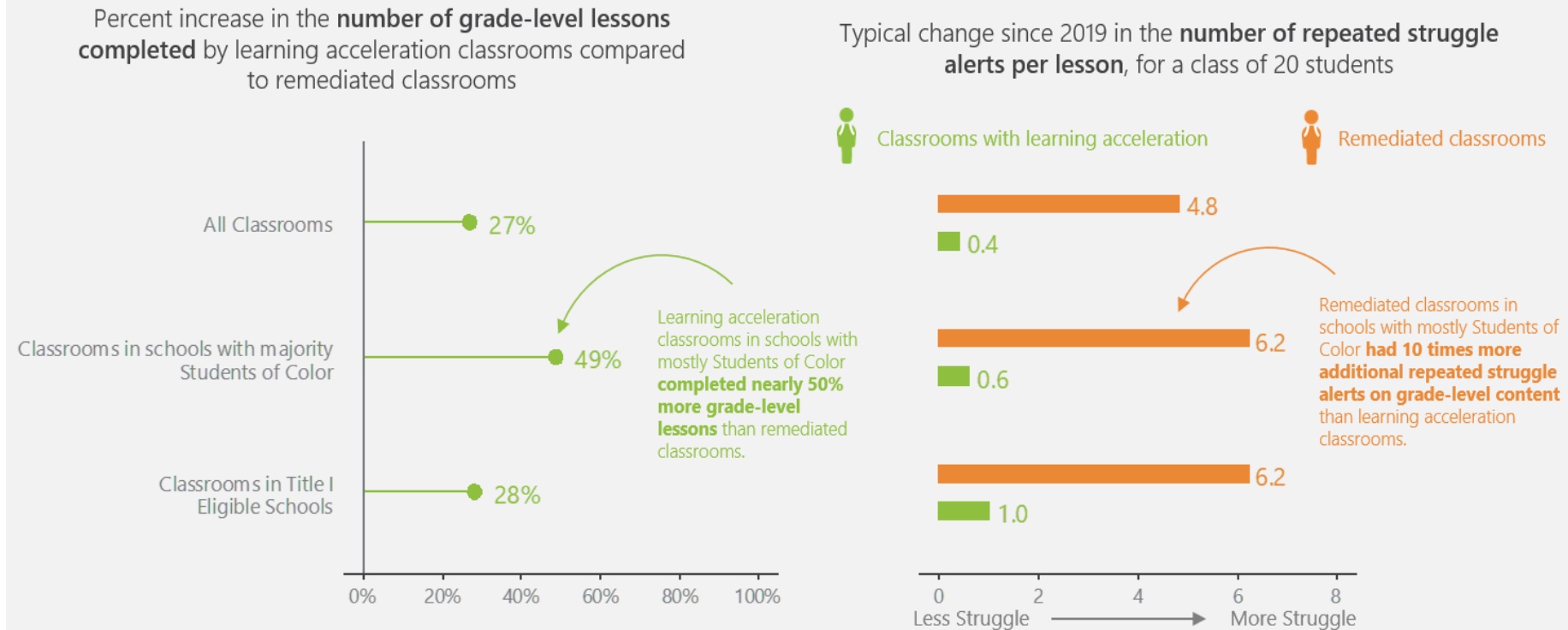
Percent of students in a classroom with only 0 – 2.5 repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students

Schools classified as ...	Percent Remediated	Schools with majority of...	Percent Remediated
Lower Poverty (0 – 40% students FRL-eligible)	8%	American Indian or Native Alaskan Students	46%
Mid Poverty (40% - 75% students FRL-eligible)	14%	Asian or Pacific Islander Students	8%
Higher Poverty (75% or more students FRL-eligible)	17%	Black Students	14%
		Latinx or Hispanic Students	19%
		White Students	10%

SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

Our analysis suggests students of color and those from low-income families benefit the most from a learning acceleration strategy.

FIGURE 4 | Learning acceleration was particularly effective for classrooms serving mostly students of color or students from low-income families.



SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.



Why does acceleration (rather than remediation) matter for students and teachers at YOUR school THIS year?

Reflect independently; share in the chat if you'd like!

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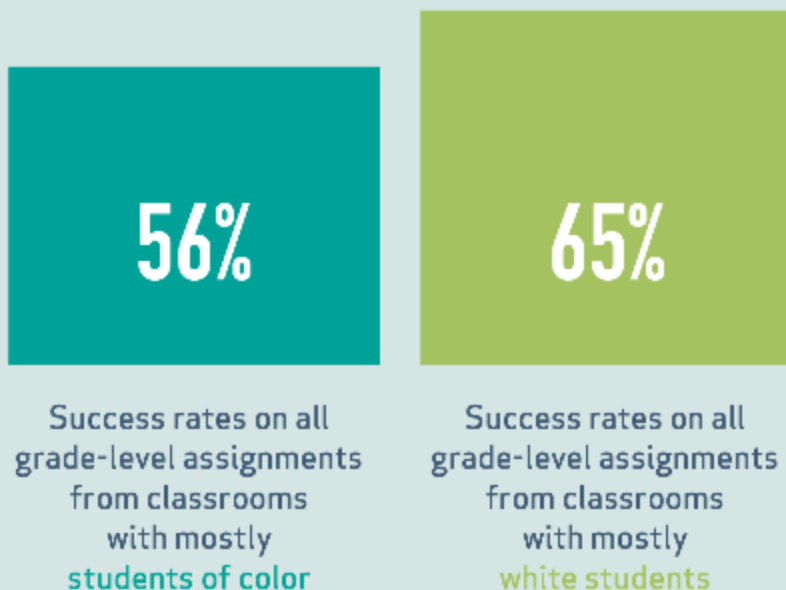
TNTP's report, *The Opportunity Myth*, examines the quality of students' academic experiences in school—and its effects on their long-term success

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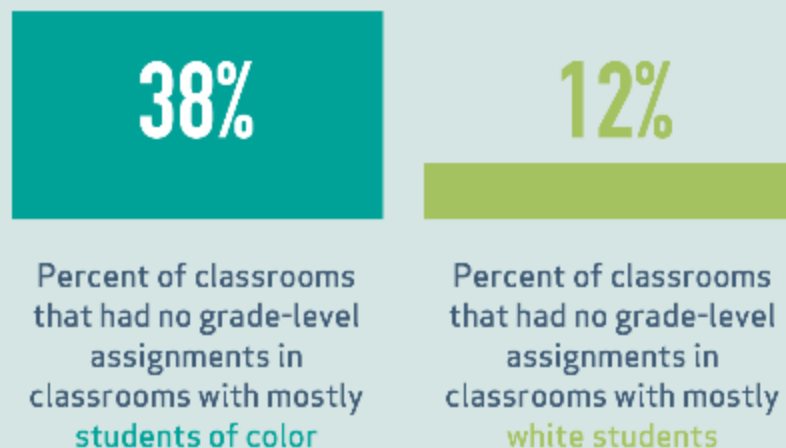


All students tended to succeed on grade-level work, but many students of color were denied any opportunity to even try it.

Success rates on grade-level work were similar...



...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.



But most students get those chances far too infrequently.
We found four key resources that influence a student's school
experience and outcomes.

1 Consistent opportunities
to work on
**GRADE-APPROPRIATE
ASSIGNMENTS**

2 **STRONG INSTRUCTION,**
where students do
most of the thinking
in a lesson

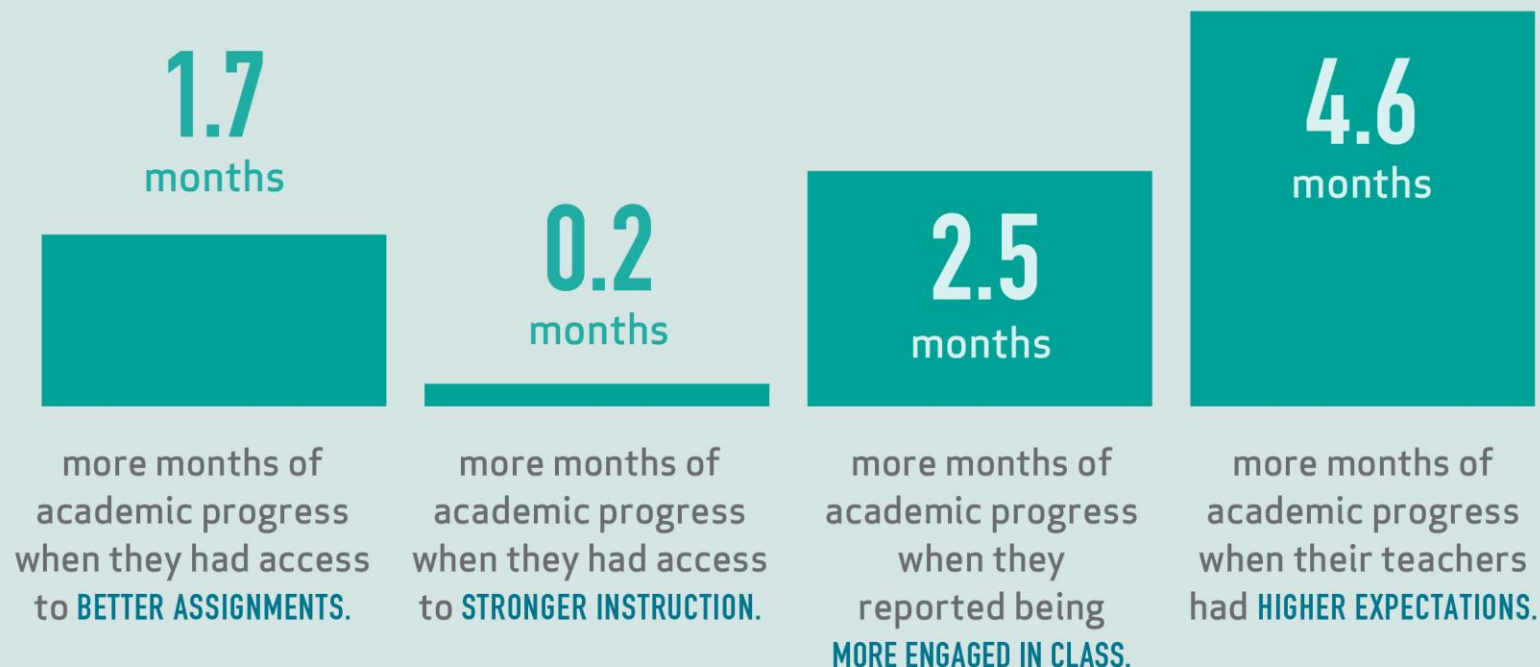
3 **DEEP ENGAGEMENT**
in what they're
learning

4 Teachers who hold
HIGH EXPECTATIONS
for students and
believe they can
meet grade-level
standards

Unfortunately, these resources are few and far between for most students
—and *particularly* for students of color, those from low-income families,
English language learners, and students with mild to moderate disabilities.

These four resources make a difference.
When students get greater access to them, their outcomes improve.

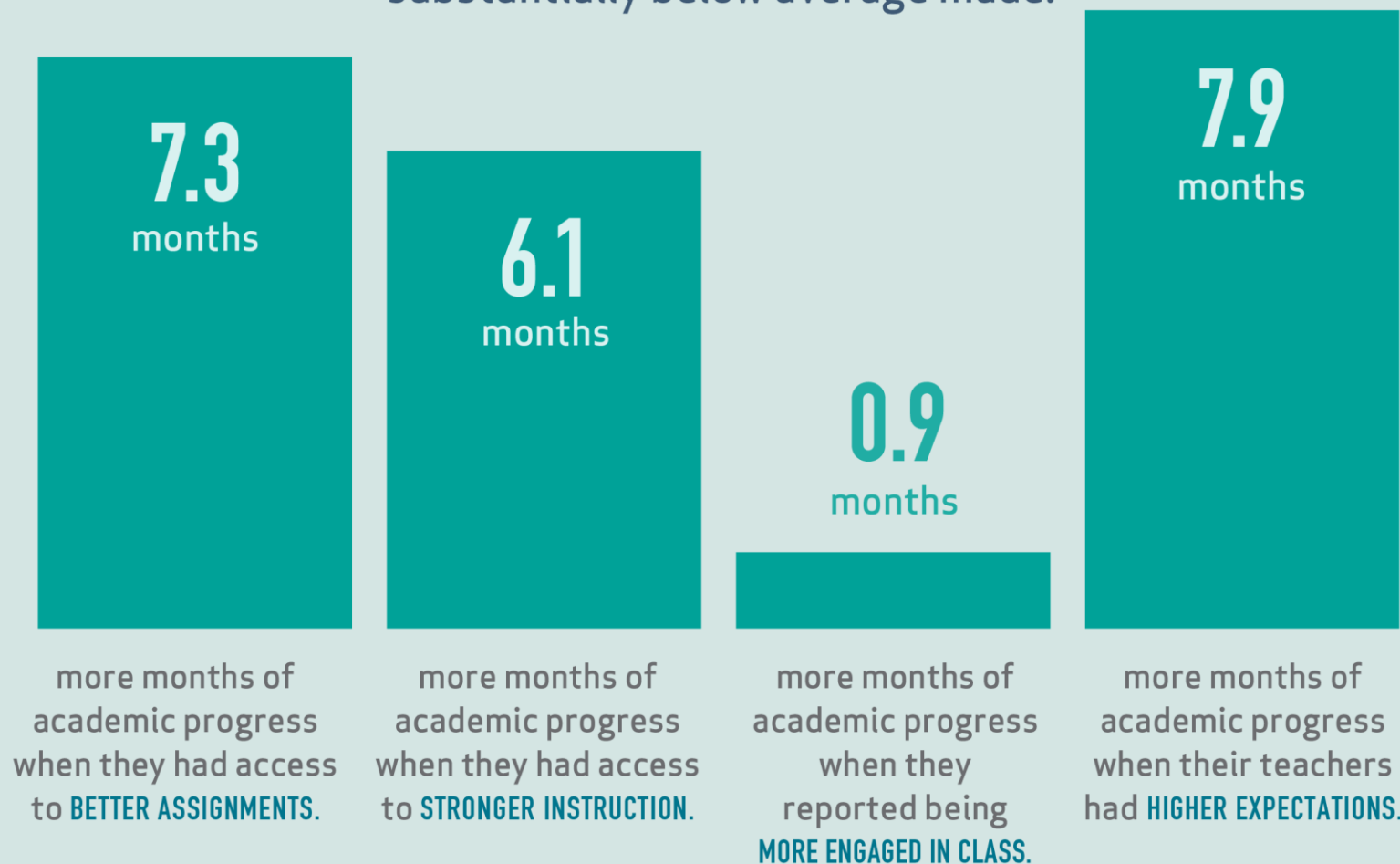
In our sample, all students made:



SOURCE: Value-added models

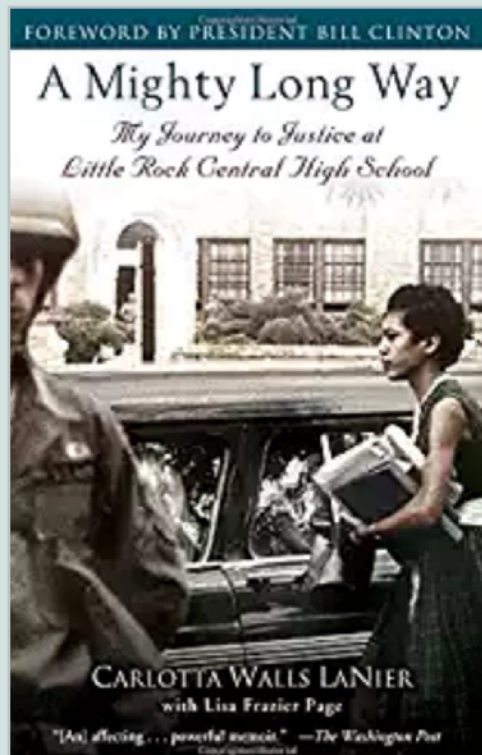
...That's especially true for students who started the year below grade-level.

In our sample, students who started the year performing substantially below average made:



SOURCE: Value-added models

Assignment quality varied widely.
Some students—like the eighth graders in this language arts class—
did have the opportunity to grapple with high-quality assignments.



Education

GRADE 8: MODULE 3B: UNIT 2: LESSON 16

Informational Essay Planner

Name:

Date:

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Students read *A Mighty Long Way* and wrote an informational essay analyzing historical events, getting the chance to fully meet the depth of multiple standards and learn relevant content.

But eighth graders in another language arts class—
in the same district—did not have that same chance.

The “Billion Oyster Project” Brings Life Back to NYC Waters

Gazing at Manhattan’s East River, you will see huge cargo ships, ferries, and barges. You’ll see a stream of cars and trains zooming over the city’s bridges. It’s hard to imagine that this river was once an unspoiled marine habitat. Years of industrial development have taken a toll. Much of the natural ecosystem here was lost or damaged. But today, with the help of the Billion Oyster Project and lots of New York City students, that’s starting to change.



OYSTER BOATS, NEW YORK.

Long ago, oysters thrived in the waters around NYC. Have you ever heard of Pearl Street in downtown Manhattan? That street was named for all the oysters that swarmed the nearby river. But as NYC became a shipping hub, the rivers became polluted. The oyster population nearly disappeared. This impacted the whole ecosystem, because oysters were a key ingredient.

As oysters eat, they filter the water supply by removing nitrogen. We see great biodiversity around oyster reefs, because the oysters’ filtering ability attracts life. Around NYC’s oyster reefs, there were large habitats of fish and marine creatures. Even whales were a common sight here. Oyster reefs also helped to buffer Manhattan from erosion. They limited the damage from storms and waves. As NYC’s oysters died off, so did many other creatures, and so did the protective quality of the reefs. This was a big loss for the city.

The Billion Oyster Project has set out to address this loss. The project works to bring oysters back to NYC’s waters. The project began with students at New York Harbor School. It has since expanded to include many schools in the city. Thousands of NYC students have participated in reef construction and oyster planting. So far, over 26 million oysters have been planted in the waters around NYC. And it’s working! With the oysters, many more fish and marine creatures have returned as well. Even whales have been spotted again.

These NYC waterways and harbors will always be some of the world’s busiest. But with the help of the Billion Oyster Project, the dynamic natural world that once thrived here is beginning to return and to coexist more peacefully with the ferries, barges, cars and trains.

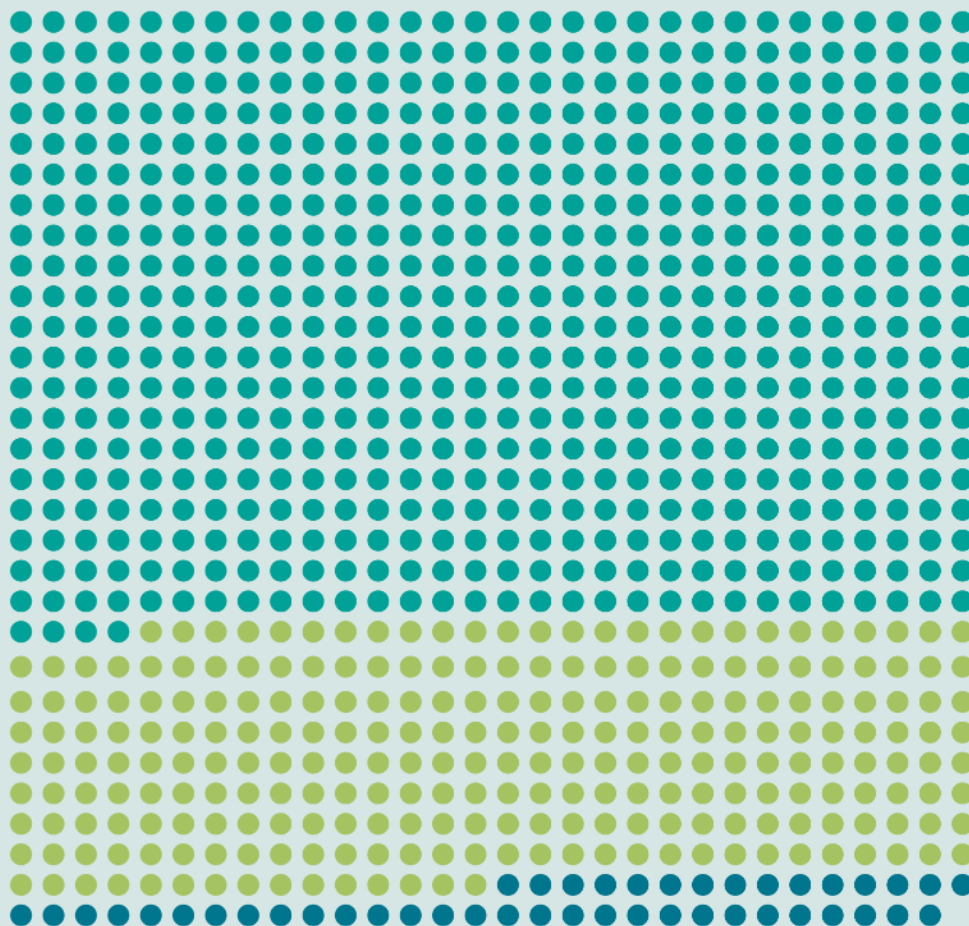
After reading a fifth-grade level text, students completed multiple-choice vocabulary questions and filled in the missing vowels in words, which is not aligned to any eighth-grade literacy standard.

Sample question from this assignment:

Add vowels (a, e, i, o, u) to complete the words from the reading.

It’s hard to imagine that this river was once an unspoiled marine H_B_T_T.

Even in classrooms where students did have grade-appropriate assignments, we often saw students missing out on strong instruction—particularly opportunities to "do the thinking" in their lessons.



Of the nearly 900
core lessons...

only 295 had
grade-level content...

and only 74 had grade-level
content *and* asked students
to do the thinking.

SOURCE: Observations

What this means for our work



What is the impact of access to grade-level assignments on student learning? On learning acceleration?

Share your responses in the chat.

The opportunity myth wasn't created by teachers, who are working hard and doing what they've been trained and told to do.

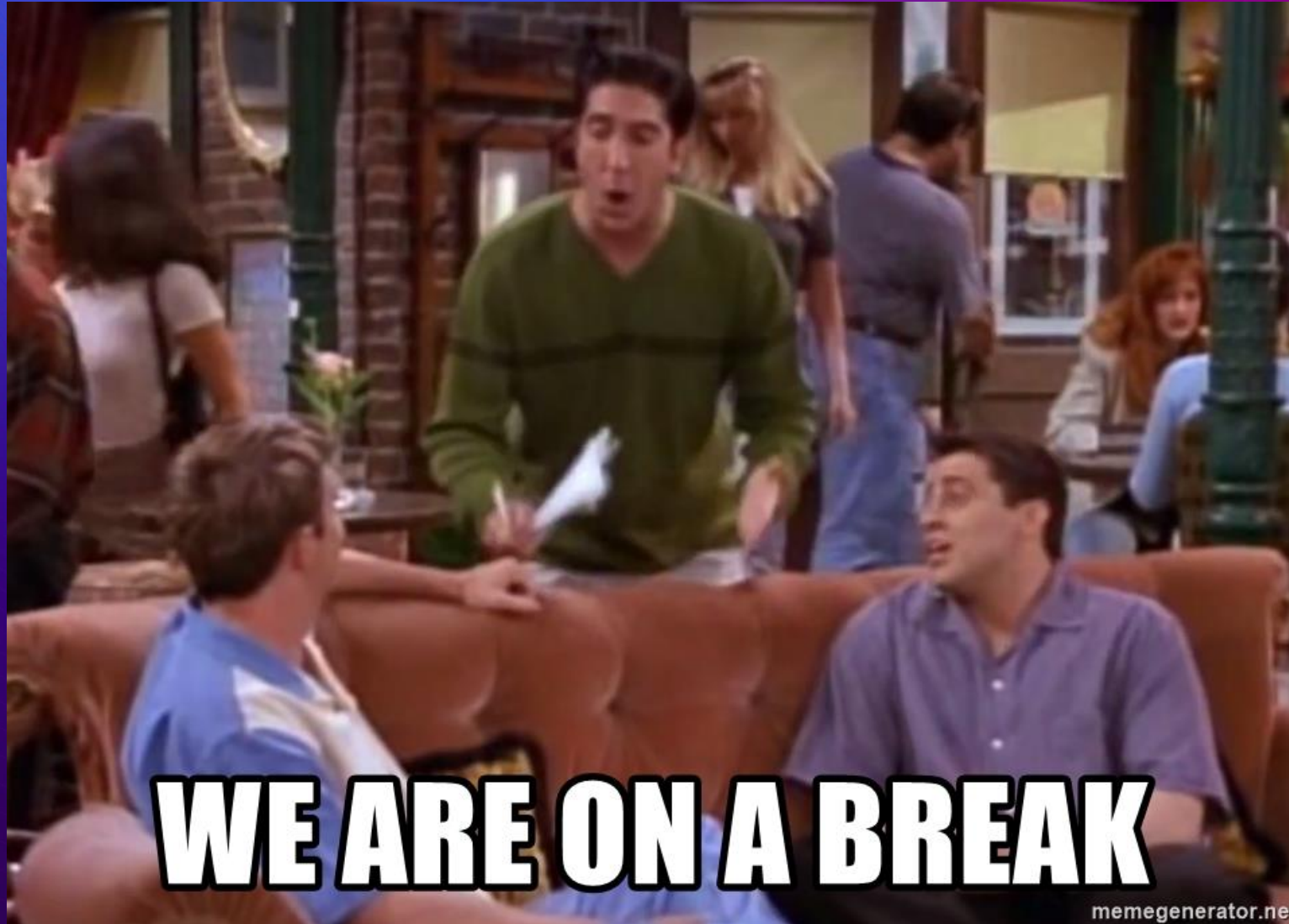
Most students—**93% OF THOSE WE SURVEYED**—told us it's important to their teachers that they learn a lot.

Teachers exist in schools, systems, and environments that can either set them and their students up for success—or not.



Please return by 11:05 am

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REMINDER:
Adjust screen name to include school
ex. Nimisha Thakore (Maywood MS)

Reflection on our work to date

Consider your school improvement plan through the lens of learning acceleration:



To what extent do the goals you set for your school **accelerate learning for students? Do they target grade-level work and strong instruction?**

Where have you seen **successes? What existing systems or structures enable learning acceleration at your school?**

Where do you see **gaps? Where is there an opportunity to focus more intentionally on laying the foundation for acceleration?**

Respond in tab *1. Reflections to Date* of our [CSI Cohort Workbook](#).

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Articulate a vision

Consider:

- What is the **academic** and cultural experience we expect all students to have in our school building?
- What change might we need to enact this year to accelerate learning?
- Why does this change need to occur?

Example vision statement:

All students at our school, no matter their identity or background, experience rigorous, grade-level aligned instruction rooted in evidence-based academic practices. Our school provides students with the academic, social, and emotional supports all children need to excel in college, career, and life.

Revise or draft new goals

Consider:

- Do my current improvement goals address any of the four key resources (specifically grade-level assignments and strong instruction) and accelerate learning, explicitly or implicitly?
- If yes, is there an opportunity to adjust the language to be more explicit about our learning acceleration targets?
- Does my school's data suggest we should focus on a specific grade level and/or content area?
- Are my goals strategic, measurable, ambitious but realistic, time-bound, inclusive, and equitable?



Examples and non-examples

1. By May 2022, at least 75% of ELA assignments our 6th, 7th, and 8th grade students experience are aligned to grade-level standards, and there are no gaps in access by classroom demographics (ex. racial groups, students with IEPs, ELs).
2. By May 2022, at least ___% of students meet standards of mastery on (assessment), and any historical gaps in mastery by student demographics are shrinking by ___%.
3. By May 2022, the percentage of students identified as "on track" or "college and career ready" on the 7th grade math NSCAS will increase from 20% to 30%, with proportionate growth for students with IEPs and English language learners.

1. By May 2022, we will have implemented learning acceleration structures to meet the needs of our teachers and students.
2. By May 2022, 100% of teachers will be rated level 3 (proficient) or 4 (exemplary) on our observation form.
3. By May 2022, 80% of middle and high school students will exceed their projected growth on MAP Reading.



Articulate your vision for the student experience at your school.

Review your school improvement goals; revise them or draft new goals as needed to target learning acceleration.

Draft your vision & goals in tab 2. *Vision & Goals* of our [CSI Cohort Workbook](#).
Confer with colleagues in a breakout room if needed!

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- 1. Reflect:** What's sticking with you as you leave today's community of practice?
- 2. Commit to action:** How will you apply this learning to your work as an instructional leader?

Share your responses in the chat.



Prework for December: Review TNTP's assignment review tools for ELA and math (estimated time: 20 minutes).

Before you leave: Please complete this [session survey](#). We appreciate your feedback to help us continuously improve!

Thank you