



Addressing Unfinished Learning: 6 Best Practices

May 5th, 2021



District Management Group | Helping Schools and Students Thrive

Welcome

Unfinished Learning vs Unfinished Instruction

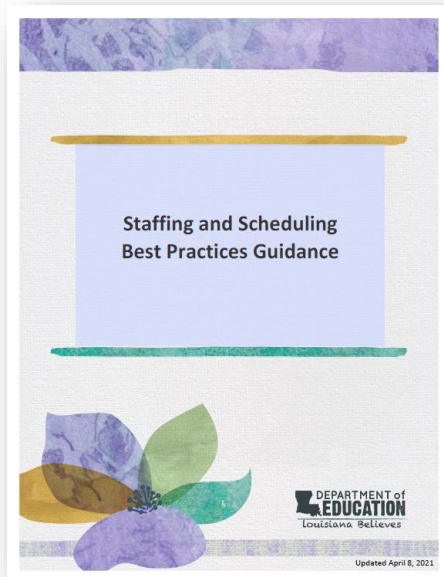
Overview of Best Practices to Address Unfinished Learning

Additional Support Opportunities & Survey



The Louisiana Department of Education has partnered with District Management Group, a Boston-based public education consulting firm.

LDOE Partnership with District Management Group (DMGroup)



Comprehensive Guidance Document

- Details best practices for addressing unfinished learning and meeting the needs of diverse learners
- [Document Link](#)



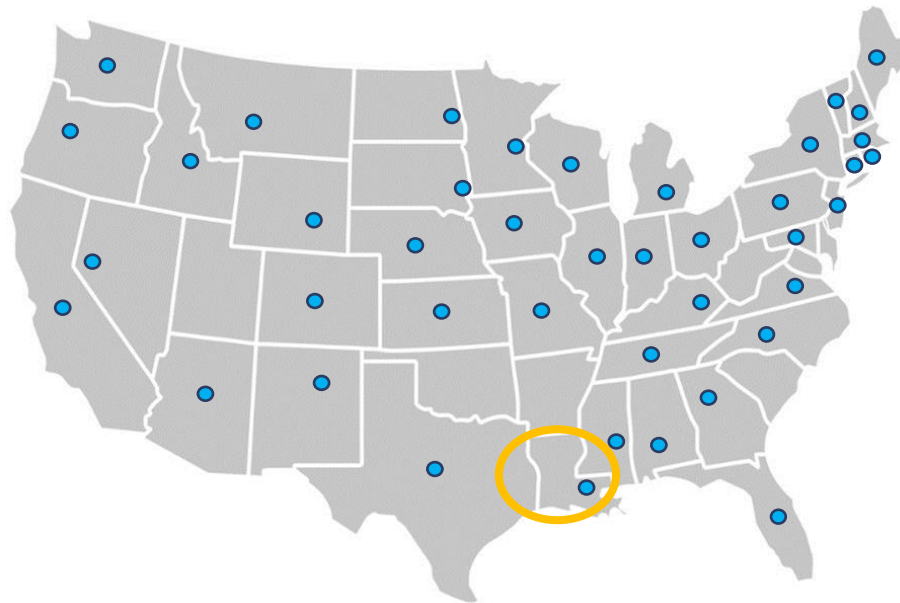
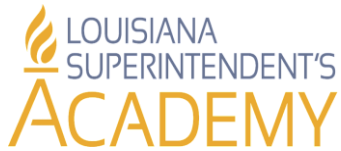
Supports for LEAs in Implementing Best Practices (*Spring – Fall 2021*)

- Live webinars, resource sharing sessions, and question & answer sessions
- Opt-in intensive regional technical support and district specific coaching



DMGroup brings experiences from hundreds of districts and agencies of all sizes and types from across the US, including many from Louisiana.

DMGroup Experience



700+
Districts

40+
States

10+ million
Students Supported



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Addressing unfinished learning and catching students up requires changing practice, schedules and staffing

Systems Thinking Approach to Unfinished Learning

Today's Focus

- A** What are the best practices for helping students with unfinished learning?
- B** How should staffing change in order effectively implement these best practices?
- C** How should schedules change in order effectively implement these best practices?

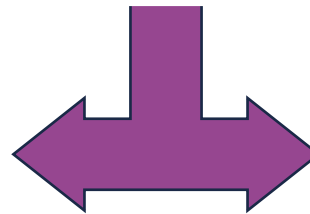


There are two key reasons that students may need acceleration in the aftermath of the pandemic: unfinished instruction and unfinished learning.

All Students



Unfinished
Instruction



Unfinished
Learning



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Overview of Best Practices

High-Quality Core and Literacy Instruction

- 1 High-quality core instruction is the foundation.
- 2 Effective literacy instruction is central to student success.

Extra Instructional Time from Content Strong Staff

- 3 Students with unfinished learning and diverse learners need extra instructional time to catch up.
- 4 Both core instruction and acceleration must be provided by content strong staff.

Social & Emotional Needs and Equity Matter Greatly

- 5 Meeting the social, emotional, and behavioral needs of students supports academic achievement.
- 6 Equity should be at the forefront of all these strategies.



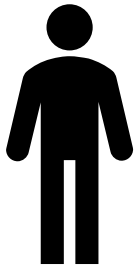
Core instruction must be on grade level, always rigorous, and provided in the least restrictive environment.

Maintain Rigorous Core Instruction and Supplement Acceleration

1

Student's Unfinished Learning Area

Math



Plan to Address Unfinished Learning

Period 1

Math

Period 2

English

Period 3

Elective

Period 4

Social Studies

Period 5

Science

Period 6

Math
Acceleration

Instead of diluting the rigor, grade level core instruction must be augmented with acceleration to address unfinished learning.



The amount of time devoted to subject has big impact on student learning.

Student Achievement Factors

1

Factor	Average Effect Size	Percentile Gain
Opportunity to Learn	.88	31
Time	.39	15
Monitoring	.30	12
Pressure to achieve	.27	11
Parental involvement	.26	10
Leadership	.10	4
Cooperation	.06	2

More time teaching math or reading leads to more learning in math and reading, assuming high-quality teaching and curriculum.

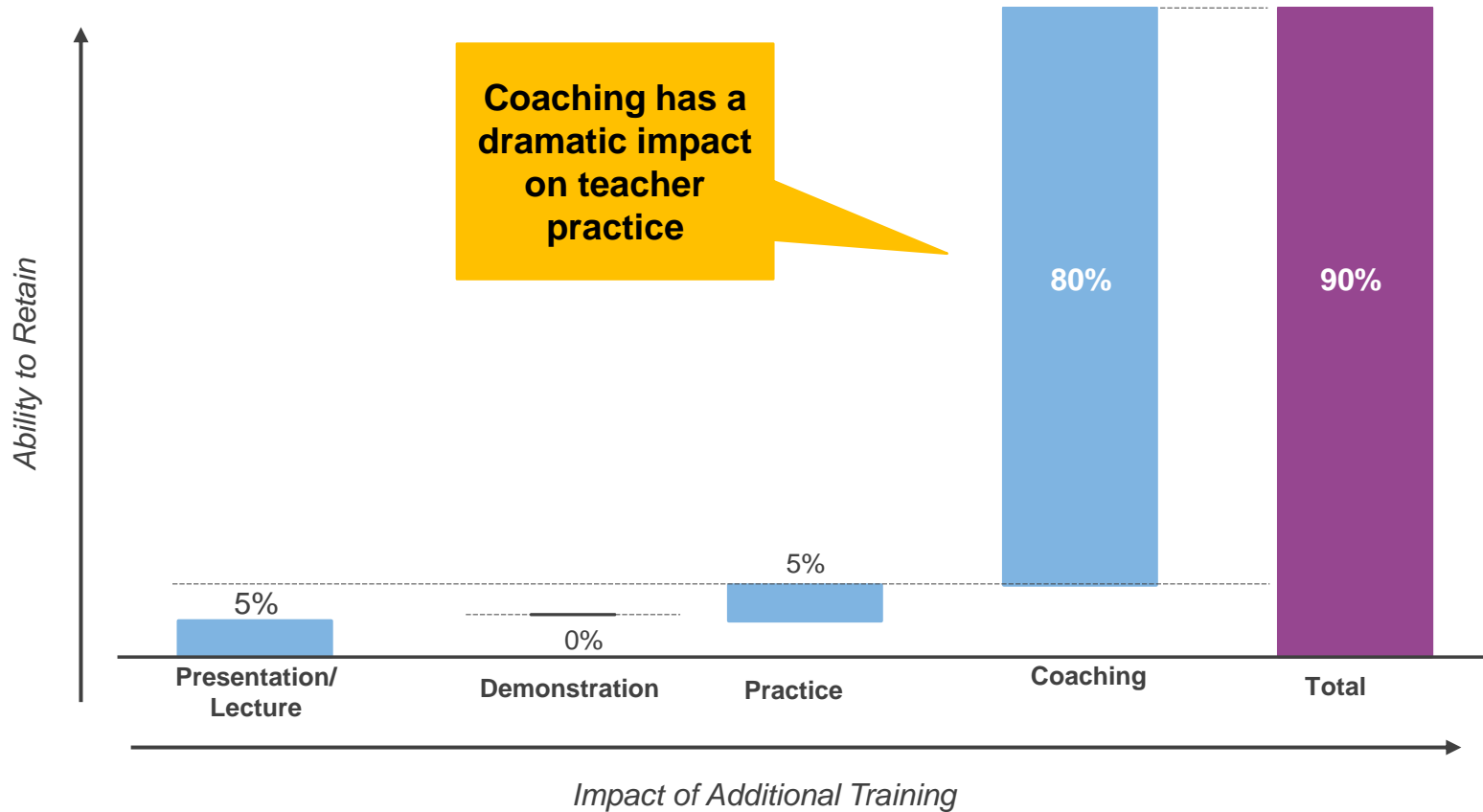
Source: *What Works in Schools: Translating Research into Practice*, Marzano, 2003



Coaching has proven to be a strong tool to improve core instruction.

Impact of Coaching on Teacher Practice

1



Source: Joyce & Showers, 2002

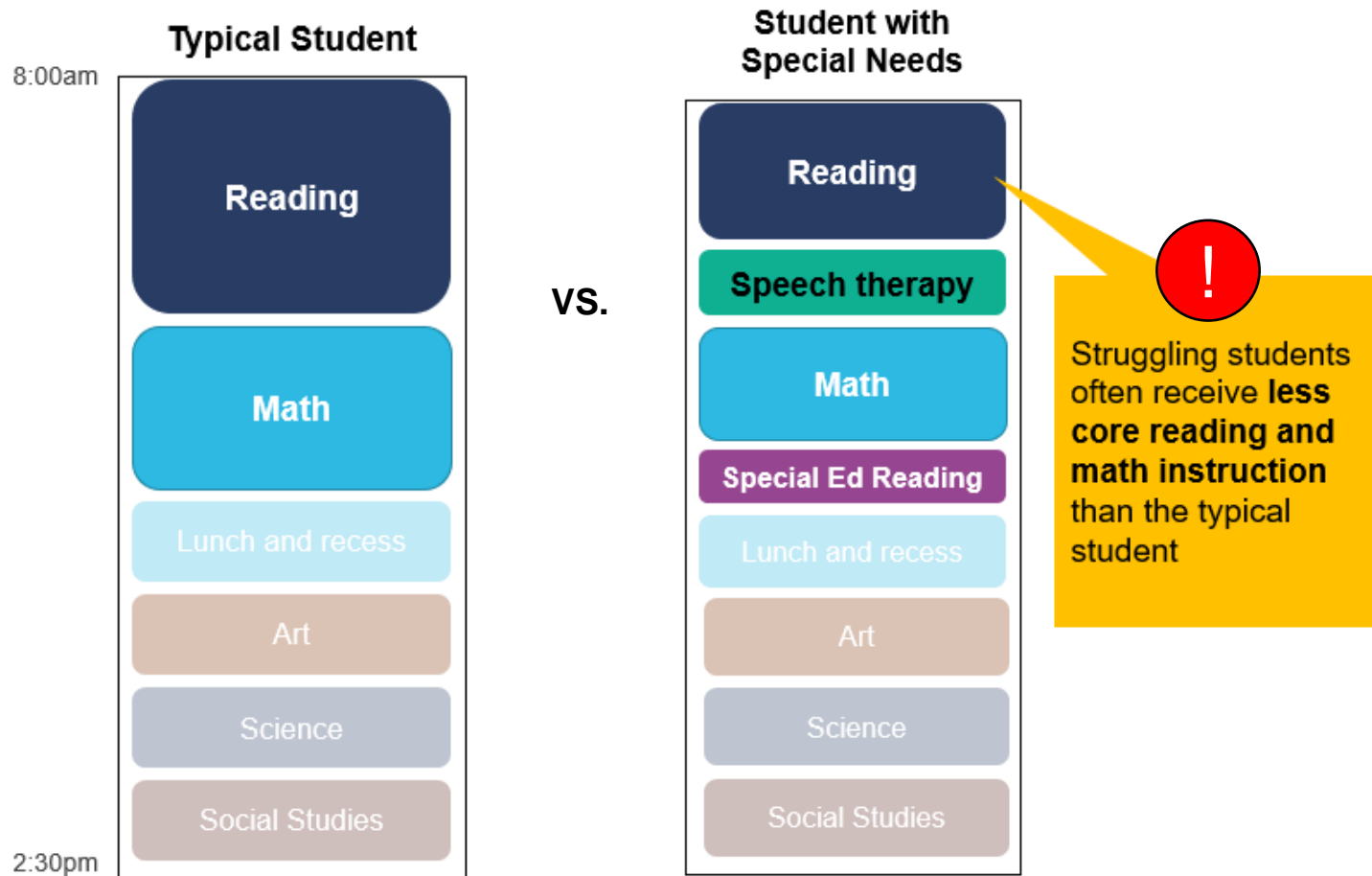


It is crucial that students not be pulled out of core reading, math, or ELA for other services.

Student Schedules

Typical Student vs. Student with Unfinished Learning

1



In small groups, share one strategy you're considering in your school or system to help ensure students receive high-quality core instruction next year.



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Clear best practices for elementary literacy instruction exist.

Best Practices for Elementary Literacy

2

Standards

- A Clear and rigorous grade-level expectations
- B Identification of students with unfinished learning in reading beginning in early grades
- C Frequent measurement of achievement

Core Instruction

- D At least 120 minutes / day of core instruction in grades K-2
At least 60 minutes / day of core instruction in grades 3-5
- E Explicit teaching of language and literacy

Intervention

- F At least 30 min / day additional time for all students who need acceleration
- G Tight connection of acceleration to core instruction

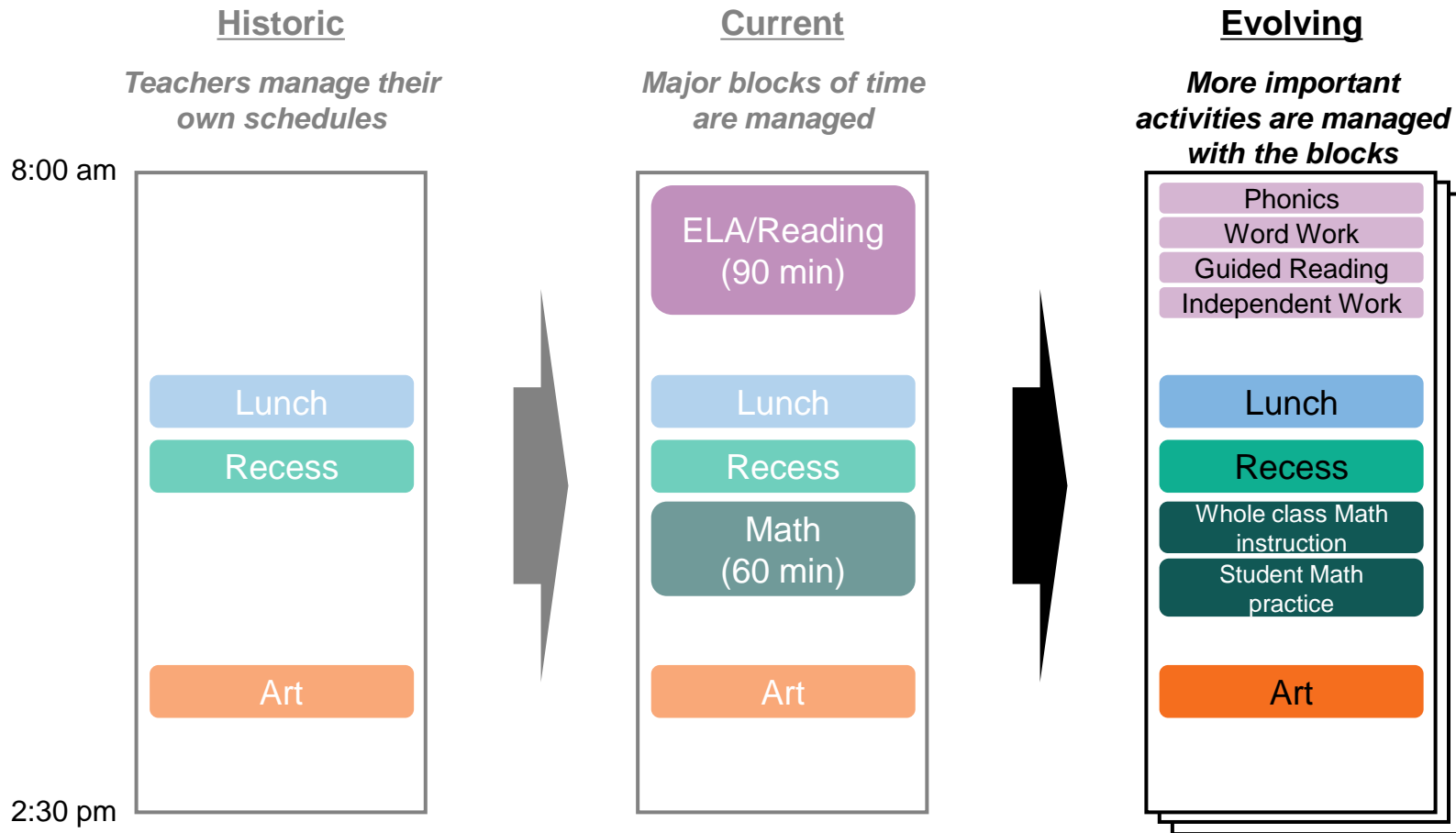
Effective Teaching

- H Highly skilled and effective teachers of reading



Implementing best practice reading instruction requires providing more detailed guidance on the details of the reading block.

2



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Students with unfinished learning should receive extra support in addition to and *not instead of* their regular instruction.

3

Sample Elementary Acceleration*

Best Practice Elementary Schedule

Reading

Math

Acceleration /
Enrichment

Lunch & Recess

Art / Music / PE

Science

Social Studies

Built-in Acceleration Block:

- For all students
- Allows for extra-time instruction
- Helps ensure students are not pulled from core reading or math

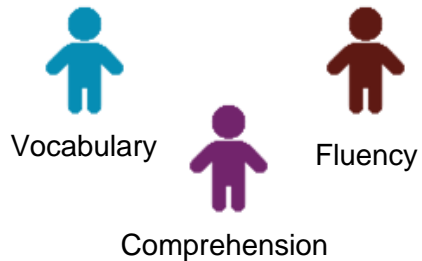
**This example is one of many options to provide effective acceleration.*



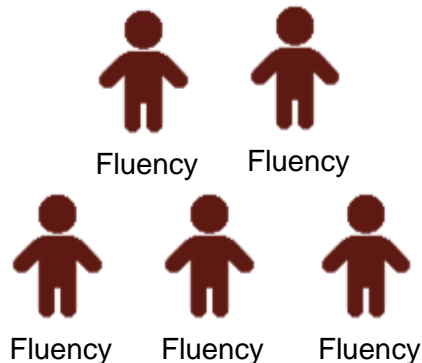
Grouping by specific student needs matter more than group size for acceleration.

3

A small group



A slightly bigger group



- Students should be grouped by similar areas of need to receive acceleration **3-5x per week**.
- Group sizes should be between:
 - 3-5 students at elementary
 - 15 students at secondary



In addition to core instruction, students who struggle need dedicated time for intervention typically in reading, math, or writing.

Sample Secondary Acceleration

3

Best Practice Schedule for Students with Unfinished Learning

Period 1

Math

Period 2

English

Period 3

Elective

Period 4

Social Studies

Period 5

Science

Period 6

Math
Acceleration

Period 7

Elective

- First presentation of content
- 100% grade level standards
- Learn from peer questions

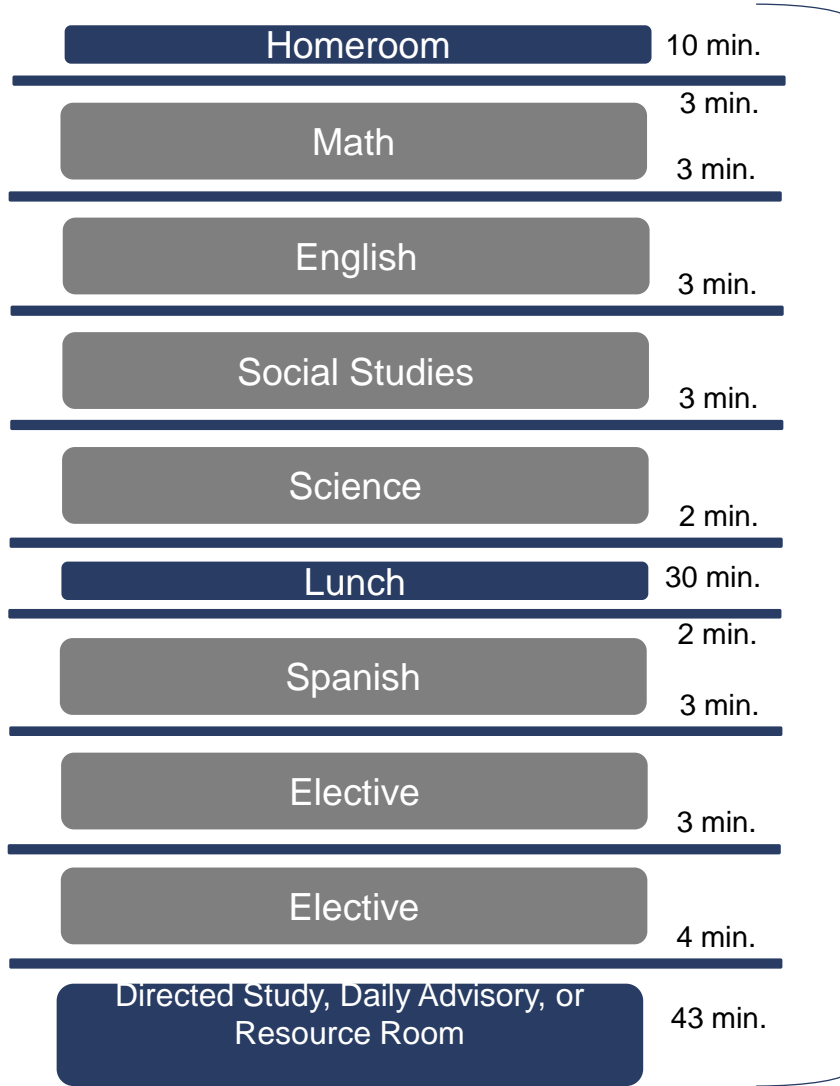
- Support identified needs of striving students
- Accelerate current year and prior year content via just-in time supports
- Clarify misconceptions



Schools can find time to address unfinished learning in the schedule by reallocating non-instructional time.

3

Sample School Schedule



109
Minutes of
Non-Instructional
Time per Day

Some of this time can be repurposed to create time in the schedule for acceleration.



Prioritize acceleration during freshman and sophomore years by delaying subjects that don't require 4 credits for graduation.

TOPS University College Diploma Course Requirements

3

Subject	Required # of Units for Graduation	Suggested Grade-Level			
		9	10	11	12
English	4	✓	✓	✓	✓
Math	4	✓	✓	✓	✓
Science	4	✓	✓	✓	✓
Social Studies	4	✓	✓	✓	✓
Foreign Language	2		✓	✓	
Art	1			✓	
Health/PE	2			✓	✓
Electives	3		✓	✓	✓

Delay courses such as foreign language, art, health/PE, and electives to make room for acceleration.

**This example is one of many options to provide time for acceleration.*



Generalist Support

- Provide homework help
- Review test questions and show correct answer
- Quiz in preparation for future tests

VS.

Content Strong Support

- Teach prior, fundamental skills
- Associate each incorrect answer with underlying concept
- Infer misunderstandings from incorrect answers
- Teach material using 2 or 3 different approaches



Schools can find time to address unfinished learning into the schedule by staffing more precisely.

Core Department Example

PARTIAL FTE

3

Current Schedule

- Algebra 1
22 Students
- Algebra 1
24 Students
- Algebra 1
21 Students
- Honors Algebra 1
12 Students
- Honors Algebra 1
11 Students



Repurposed Schedule

- Algebra 1
22 Students
- Algebra 1
24 Students
- Algebra 1
21 Students
- Honors Algebra 1
23 Students
- ~~Honors Algebra 1~~
- Math Acceleration**
15 Students

+ NEW

Replace a reduced section of an existing course with an acceleration section



Poll Question

Which of these options are you most excited about to explore further in your school or system?

- A** Repurpose minutes from non-instructional time (transitions, study halls, daily advisory, resource room, etc.).
- B** Delay some typical freshman or sophomore courses
- C** Combine sections of courses to free up content-strong staff to teach acceleration.



Chat Question

What challenges or barriers do you anticipate in finding time for acceleration in your school or system?



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School and system leaders that oversee academics, acceleration, diverse learners, and scheduling should attend these upcoming trainings.

Upcoming Support Activities

Participants must register using the links below in order to attend these trainings.

Date and Time	Webinar Title and Registration Link
May 11 at 11 a.m.	<u>Job Alike Session: District Academic Leadership</u>
May 11 at 1 p.m.	<u>Job Alike Session: Diverse Learners Leadership</u>
May 12 at 11 a.m.	<u>Job Alike Session: Counselors and Counselor Leadership</u>
May 12 at 1 p.m.	<u>Job Alike Session: School Leadership</u>



LEAs can opt into additional supports with DMGroup for targeted and more personalized technical assistance for a small fee.



Regional Technical Support Series

- Three regional technical support sessions for LEAs to **receive in-depth training and guidance** on best practices from DMGroup experts.
- Individualized **“just-in-time” coaching sessions** for LEAs with DMGroup experts to discuss LEA-specific questions and challenges.

Pricing: \$2,500 per LEA – Covers Regional Technical Support Series and Coaching Support.

Note: This support is subsidized by LDOE and qualifies for CARES Act Funding. Systems may bring a team of up to 8 leaders.

[Link to Learn More](#)



SURVEY





District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

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