

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

May 28, 2020



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



6

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

Research Has Concerning Projections about Prolonged COVID Slide



4th Grade Reading Loss

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



6th 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

Sources: Harris & Larsen, [The Effects of the New Orleans Post-Katrina Market-Based School Reforms on Medium-Term Student Outcomes](#), 2019; 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.



Mental Health Critical to Learning Recovery

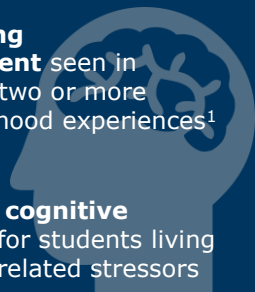
For Both Traumatized Students and Burned-Out Teachers

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 experiences¹
- 9%** reduction in **cognitive processing**² 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

8



EAB

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

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

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?***

☐ ***How Do We Minimize Upper School Class Transitions?***

☐ ***Where Can We Repurpose Space for Instruction?***

☐ ***Where Do We Focus Cleaning Time and Budget?***

☐ ***Which Students Return First?***

☐ ***Should My School Do Point of Care Testing?***

☐ ***What Is the Best Schedule for Balancing Equity and Complexity?***

☐ ***How Do We Keep Bus Service Safe and Consistent?***

☐ ***How Do We Minimize Student Traffic Contacts?***

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

11

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”

12

De-Densify by Creatively Repurposing Adjacent Space

Innovative Space Mining Strategies



PEERSPACE



TRIBALTY SAVANT APP



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

Source: Eco Modern Conference Room, [Peerspace](#), May 2020; France 24, “[Open-air classes for Denmark’s students](#),” April 2020; TripAdvisor, [YMCA One Orchard](#), May 2020; EAB interviews and analysis.

Honestly Prioritize Students Return Criteria

13



Which Return Strategy Balances Childcare, Equity, and Complexity



High share of dual-income households
Digital divide isn't a crisis



Families OK with intermittent childcare
Digital divide is alarming

Some Students F2F Only, Some Remote Learning-Only

Rationale:

- Greatest childcare leverage
- Older students can thrive in distance learning
- Logistically simpler



All Students Alternate F2F and Distance Learning

Rationale:

- Vital that all students get F2F
- Mitigates distance learning quality and equity concerns
- Easier to quickly migrate to distance learning in future shutdowns



How Many Safely Fit?

K-4
Grades

Exam
Years

Special
Education

Essential
Workers



How Frequently Does Schedule Rotate?

A/B
Weeks

A/B
Days

Split-Day
Schedules

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
Early Grades, SPED F2F	Denmark, Israel	B+	A+	B+	B	Requires big leap in secondary distance learning quality
A/B Weeks	Considered by districts in MD, DC	B+	D	B-	B+	Pushback on weeks without childcare , not ideal for learning retention
A/B Days	Australia, Austria	B	B+	A-	A-	Right balance of consistency, equity and cost for many
Split-Day Schedule	Considered by districts in CA, OK	C-	A	A	F	Closest to normal schedule, but daunting costs

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

15

A Quarter of the Community May Not Come Back after Reopening

Conflicting Signals About Family Opt-Outs



67%

Of parents prefer schools remain closed, even if it means students fall behind academically¹

41%

Of parents are more likely to enroll their child in a virtual school or homeschool after lockdowns end²

Not Yet Apparent Overseas



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

16

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

Sources: [New York Times](#), [As Europe Reopens Schools, Relief Combines with Risk](#), 2020; Windsor Adult Education, [Windsor High School Map](#), 2020; EAB interviews and analysis.

Modify Upper School Schedules to Reduce Contacts

17

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*



Multiweek 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,

©2020 by EAB. All Rights Reserved. [eab.com](#)2020; Washington Post, “[Schools are ‘deep cleaning’...](#),” March 2020; Wisely, “[Schools spending millions...](#),” April 27, 2020; EAB, “[5 considerations when](#)

Plan Now for School-Based Point of Care Testing

19

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

21



An Average Pre-Covid Day

480,000

Yellow school buses

26 Million

K12 students transported

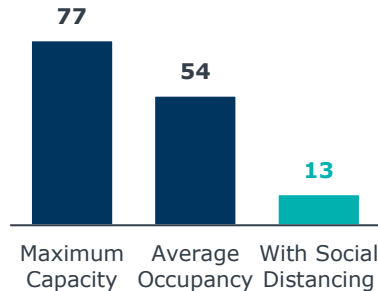
20 Billion

Boardings and exits



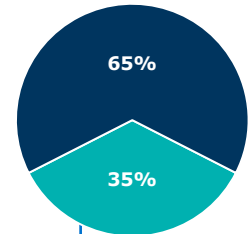
Social Distancing Cuts Capacity 80%+

K12 Per-Bus Passengers



Many Drivers Older – Shortages May Worsen

K12 School Bus Drivers
By Age



Age 65 or older

Reinventing Our Wheels

22

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

What K12 Return to Learn Plans Get Wrong



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

24



Seat Time Expansion

Add time to weekly schedule or academic year

"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

"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

"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?"

Source: EAB interviews and analysis.

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; ExcelinEd, [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

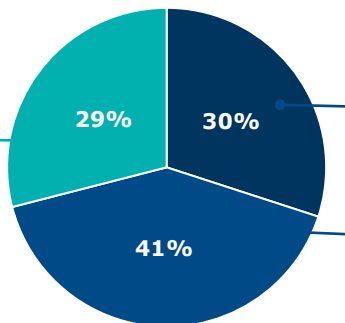
Focusing on High Value Instruction Can Speed Pacing Without More Seat Time

Estimated Classroom Time Breakdown in 6th 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

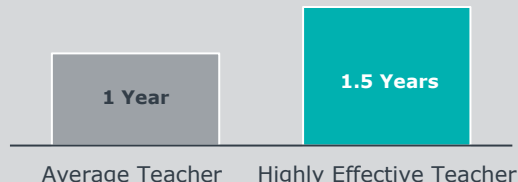
11 Weeks of lost instructional time a year

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

28

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



Streamlining the Curricula Audit
Guidance to help you determine high-impact Curricula Content

Instructions
This audit is designed to help you evaluate your current curricula standards to identify which curricula are high-impact and which are low-impact. Audit your curricula across 10 audit questions using the below table. Tally your results to determine whether the search is worth finding.

	Score	Weight	Total
Criterion 1: Only Covered in the Current Grade			
1. Did the previous grade teacher teach this content at least once?	1	1	
2. Will the next grade level teachers teach this content at least one time during the school year?	2	2	
3. Is this content covered in the current grade level curriculum?	1	1	
4. Is this content a skill or information that will never be reviewed again in other grades?	1	1	
5. In my own experience as a professional, is this a content that I have to re-teach to students who have not learned it?	1	1	
Criterion 2: Required by the State			
6. Will state curriculum documents list on the standard at least once in the grade level?	1	1	
7. Have we had professional development sessions on this standards content at least once in the state?	2	2	
8. Is it mandated on the student performance at a state or local level of content at least once?	1	1	
9. Is there a specific teacher grade at any school planning to teach this content?	1	1	
10. Have we had professional development sessions on this standards content at least once in the state?	1	1	
Criterion 3: Covered for Next Year's Learning Success			
11. Is this skill or content a skill or information that will be used in the next grade level?	1	1	
12. Will this skill be necessary for standardized test for college entrance exams or a state or local level of knowledge for these exams?	2	2	
TOTAL SCORE	/	10	/

* Add up total scores for multiplying weight times score.
 * A score that adds to one or less than the score and standard.
 * If your total score is less than 10, then search.

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



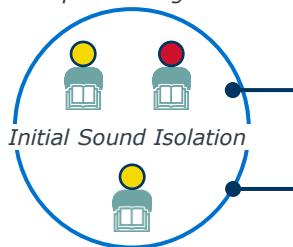
Above vs Below Benchmark



Level A, B, and C Groups

Skills Based Grouping Refocuses Intensive Instruction on Underlying Skill Gaps

Sample Kindergarten Skills-Based Reading Group



Skills-Based Grouping Characteristics

- Teachers use diagnostics to identify specific gaps
- Groups share same skill need
- Groups may contain students with disparate composite scores)

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.

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



Interested in talking to an EAB expert about your COVID-19 challenges?

Complete the exit survey