What K-12 "Return to Learn" Plans are Getting Wrong

May 28, 2020

District Leadership Forum

EAB

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**

ENROLLMENT SUCCESS

STUDENT SUCCESS

INSTITUTIONAL SUCCESS

INSIGHTS

EXPERTISE

> **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

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

eab.com

Source: EAB interviews and analysis

Unfamiliar Schedules, Blended Learning Likely through Summer 2021

Worst Behind Us	**Late Fall Resurgence**	**Ongoing Waves**

Assumptions

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

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

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

K-12 Risks

September capacity > 50%

Reprise of distance learning missteps

Rapid Shutdowns

Source: EAB Interviews and Analysis

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

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.

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[1]

9% **reduction in cognitive processing**[2] for students living with poverty-related stressors
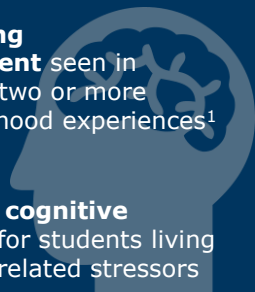
Teacher Stress Likely to Hinder Instructional Quality

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.

Serving the Entire Organization

- Control Tower
- Rapid Response Teams
- Professional Learning Communities
- Transformation Team

🏛 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

Continuous Learning Resources

- Consultative Workshops
- Reopening Plan Validation
- Peer Roundtable Meetings
- Principal & Teacher PD

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

De-Densify by Creatively Repurposing Adjacent Space

Innovative Space Mining Strategies

Reassign Building Space

- ☑ Cafeterias
- ☑ Gymnasiums
- ☑ Labs

Administrative Space

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

Move Classes Outdoors

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

Municipal Parks

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

Contract Community Space

- ☑ Performing arts centers
- ☑ Churches
- ☑ Health clubs

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.

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?

How Frequently Does Schedule Rotate?

K-4 Grades	Exam Years	Special Education	Essential Workers

A/B Weeks	A/B Days	Split-Day Schedules

Source: EAB interviews and analysis

A/B Day Schedules Carry Lowest Risk

Unscientific Findings from EAB Interviews and Research

Return Strategy	Early Adopters	Health Safety	Childcare Impact	Learning Equity	Cost and Complexity	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.

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[1]

41%
Of parents are more likely to enroll their child in a virtual school or homeschool after lockdowns end[2]

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.

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.

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
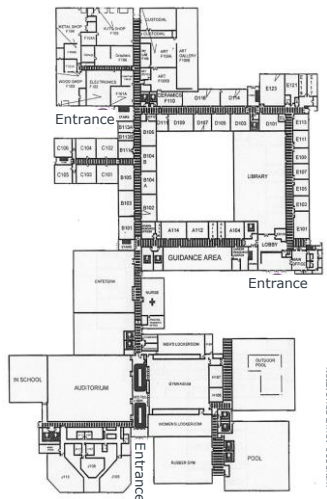
5 No lockers—all essentials carried in backpacks

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

Entrance

Entrance

Entrance

WINDSOR ADULT EDUCATION

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.

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

COLORADO COLLEGE

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

Source: Colorado College; EAB interviews and analysis.

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	Teachers	Students
Clean high-traffic area door handles and handrails **twice during school day**	**Hourly** hand washing breaks	Teach students to effectively wipe down **digital devices**
Mark floors with social distancing reminders	Sanitize hands when **entering and exiting rooms**	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; Washington Post, Schools are 'deep cleaning'..., March 2020; Wisely, "Schools spending millions...," April 27, 2020; EAB, "5 considerations when cleaning..." March 16, 2020; EAB interviews and analysis.

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 | $ **Cost:** Medium | $ **Cost:** Low

Rollout Time: Fast | **Rollout Time:** Medium | **Rollout Time:** Uncertain

Efficacy: Low | **Efficacy:** Medium-High | **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*

Source: EAB interviews and analysis

**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

Maximum Capacity	Average Occupancy	With Social Distancing
77	54	13
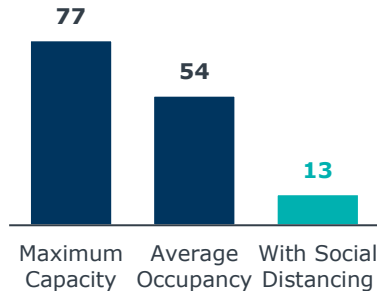
**Many Drivers Older –
Shortages May Worsen**

K12 School Bus Drivers
By Age

65%

35%
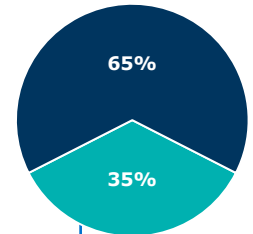
Age 65 or older

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

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?*

Seat Time Expansion

Add time to weekly schedule or academic year

"How do I find more time 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.
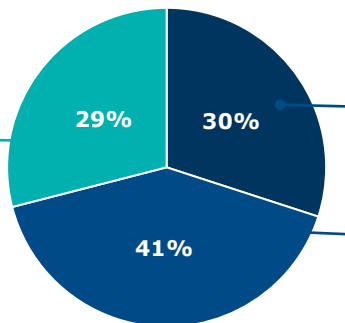
Focusing on High Value Instruction Can Speed Pacing Without More Seat Time

Estimated Classroom Time Breakdown in 6th Grade Math Class

Train & Expand

Streamline & Reduce

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

29%

30%

41%

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)
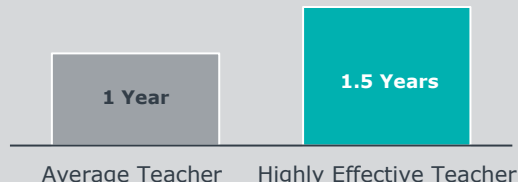- Excessive classwork not informed by skill data

11 Weeks of lost instructional time a year

Best Teachers Achieve Faster Learning Gains by High-Value Instructions

Time Spent on High-Value Instruction

29% — Average Teachers

72% — Highly Effective Teacher

Student Learning Gains in 1 Year

1 Year — Average Teacher

1.5 Years — Highly Effective Teacher

Smith, B., *It's About Time: Opportunities to Learn in Chicago's Elementary Schools*, 1998; TNTP, The Weight of Wasted Time in School, 2019. TNTP, *The Opportunity Myth*, 2018; Hanushek, E. 2010., The Difference is Te Quality; RAND, 2012, Teachers Matter: Understanding Teachers' Impact on Student Achievement; Watson, A. 2020. 10 Simple Ways to Create Class Time Instruction; Achieve the Core, 2020. "Mathematics Focus By Gr Level"; Rubin, R. 2019. "Less is More: Four Strategies for Streamlining Your Curriculum"; EAB interviews and analysis.

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

1) Refers to content and activities that are necessary for grade level progression or required by the state

Source: Hanushek, E. 2010., The Difference is Teacher Quality; RAND, 2012, Teachers Matter: Understanding Teachers' Impact on Student Achievement; https://thecornerstoneforteachers.com/truth-for-teachers-podcast/10-simple-ways-create-class-time-instruction/; https://achievethecore.org/category/774/mathematics-focus-by-grade-level; https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October

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

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

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
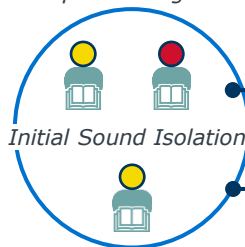
Red, Yellow, Green, Blue

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

Initial Sound Isolation

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.

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

How EAB Can Help K12 Partners Right Away

Step 1 ── **Step 2** ── **Step 3**

| Register for K12 Leader Virtual Meetings | Schedule 1:1 Consultation Workshop | Visit EAB.com's COVID Resource Center |

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.

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**

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