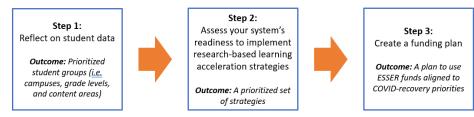
# **Instructions:**

Use this workbook to plan how your LEA will use ESSER funds to support COVID recovery. Start with Tab 1, which contains tools for an optional student data reflection. Then, use the checklist in Tab 2 to identify which research-based strategies for learning acceleration your LEA is ready to implement. Finally, use that information alongside the guiding questions in Tab 3 to map out a plan for your ESSER funds.



Once you've completed the other 3 tabs, the funding overview below will auto populate, allowing you to compare your funding plan with expected federal funds.

# Tab 1: (Optional) Student Data Reflection

This tab, created by Bellwether Education Partners, contains a protocol and supporting resources to help you identify the areas of greatest need in your system. Use the results of this reflection to determine which campuses, grade levels, and/or content areas you'll prioritize for additional support in Tab 3: Funding Plan.

## Tab 2: Learning Acceleration Readiness Checklist

This tab, created by Bellwether Education Partners, describes strategies for learning acceleration and key considerations for implementing each. It is designed to lead your team through a readiness reflection and prioritization process, in order to ultimately help you determine which strategies for learning acceleration are a good fit for your LEA. Use the results of this Readiness Checklist to inform the strategies you select in Tab 3: Funding Plan.

# Tab 3: Funding Plan

This tab is designed to help your team think through how to align funding with your COVID-recovery priorities. For each priority you identify, input dollar amounts in the relevant categories. Then use the reflection questions to discuss the implications of your plan and alignment with LEA priorities.

## Tab 4: References

This tab contains links to more information about the learning acceleration strategies articulated in Tab 2.

Supported Teachers			
Build Teacher Capacity \$2,380,000.00			
Add Instructional Support Staff	\$4,167,000.00		
Rigorous Instruction	nal Materials		
Adopt High-Quality Instructional Materials	\$0.00		
Create More Time	for Learning		
Summer Learning	\$795,000.00		
Extend Instructional Time	\$0.00		
High-Dosage Tutoring	\$0.00		
Acceleration Academies	\$0.00		
Empower P	arents		
Family Engagement	\$0.00		
Provide Wraparound Services	\$0.00		
Other SY21-22 Priorities			
Virtual/Hybrid/Blended Instruction &	\$1,225,000.00		
Facilities & Infrastructure \$0.00			
Continuity of Services			
Staffing Costs:	\$423,281.00		
Virus Mitigation:	\$500,000.00		

# Overview

Expected Federal Funds (\$)	\$9,487,216.00
(See TEA Reference list)	
Total Spending Planned in this Document:	\$9,490,281.00
% set aside to address the impact of lost instructional time	77.39%

## Instructions:

- 1. Select a subset of available student data to help your team understand the current state of student performance in your LEA. See this document for additional guidance on choosing the highest leverage set of data for your particular LEA.
- 2. Format the data set so that it can be easily broken down by campus, special populations, grade levels, subject areas, and '21 learning format (virtual, hybrid, in-person). Insert link(s) to relevant data in Table E: Links to Data Sets.
- 3. Use the data to reflect on trends across your student population. Individually and then as a team, consider the guiding questions in Table F: Data Reflections + Insights. Be sure to pay particular attention to the performance of student groups who have historically been underserved by your district. These prompts are meant as a starting place; be sure to capture relevant insights beyond these reflections questions as well.

# **Supporting Tools**

Table E: Links to Data Sets

Report Title	Description	Link
mCass Amplify SY 2020 - 2021	State required Early Childhood Literacy assessment - Growth for grades K, 1, 2	
NWEA MAP Growth Math/Reading	Diagnostic Growth assessment for grades 3-8; Comparison of Fall 2019 to Fall 2020	
STAAR EOC 2019 to 2021 Comparison	Comparison of district and campus performance on all 5 EOC subjects	

Table F: Data Reflections + Insights		
Reflection Questions	Reflections/Insights	Potential Impact for SY2
Which groups of students have the highest/lowest absolute performance this academic year? Consider by campus, special populations, grade levels, subject areas, and '20-21 learning format.	· ·	Students below grade level will be less prepared for: Continuing grade curriculum Continuing grade prerequisite knowledge STAAR preparation EOC preparation SAT/ACT preparation Completion of CTE courses and industry certification
Which groups of students demonstrated the highest/lowest levels of growth this academic year?	K-2: Kindergarten students showed the most gains across all schools, specifically Title 1 schools. However, even with these gains Title 1 schools showed 30-50% (more in some cases) of students who were Below or Well Below grade level at the final testing period in 2021. 2 grade students more often than not showed either no growth or a decline in some schools.  3-8: Math showed the most significant decline from Fall to Fall for all grades at Title I schools. Reading showed a steady period of no growth from Fall to Fall.  9-12: All EOC subjects showed a drop in the number of students passing end of year STAAR Tests, with the largest impact being seen in the steep decline of students, across all schools and subjects, who Meet Grade Level Standard. English 1 and 2 show the largest learning loss.	
How much does the performance of each group of students differ from the LEAs average performance? The state's?	Not available at time of data analysis.	
How much does the performance of each group of students differ from their performance last year?	K-2: Students in these grade have not been formally assessed in prior years. Performance at the Beginning compared to the End of year show some growth, but not enough.  3-8: A comparison of performance on NWEA MAP from Fall 2019 to Fall 2020 showed a 10% increase in the number of students below grade level for all grades in Math. Students showed steady performance from 2019 to 2020 in reading for most grades. Title I schools had the largest fluctuation in student performance on MAP tests in both Math and Reading.  9-12: Performance on TEA STAAR for End of Course Exams in Algebra 1, English 1, English 2, Biology, and US History, showed lower pass rates on average for all schools and a steep decline in the number of students who Meet Grade Level Standards. English 1 and 2, showed the highest decrease, with around a 10% drop in the number of students who passed, and a further 10% decrease in those students who Meet Grade Level Standard. Algebra 1 also showed a decrease in the number of students who Meet Grade Level Standard. Biology and US History, while showing higher overall pass rates for 2021, showed a 5% decrease in students who Approached and Met Grade Level Standards each.	

Participation rates were lower than previous years for Title I Schools.

An integral portion of your \$721-22 plan will be defining your LEA's strategy to address unfinished learning. The purpose of this reflection tool is to help you sphematically consider which research-based Learning Acceleration Strategies school be highest priority for your LEA. Note that this tool is meant to facilitate a conversation, not to use as a formula to determine the right outcome for you. Your team's knowledge of your local content will be essential in selecting the right neutron and pasted or tratespace.





Concept has been designed upon from the data assumed (Column C.C.), your tarm will need to determine which had not designed you will some the 551-52.2 to see called coproductive table on to many taxonic control or the control or the column of the column

Lea	Learning Acceleration Readiness Reflection Tool										
CURRENT STATE ASSESSMENT I this present at my school/IEA?											
		Learning Acceleration Strategy	System Readiness Reflection	Yes		Somewhat	Reflection Notes	Current Need	Effort Level	Priority Level	
	ı		Do students have explicit, systematic practice with Foundational Skills?  Does our current approach to literacy include opportunities for students to read,			×	Approximately 70% of our campuses implemented an explicit K-3 phonics program or will implement one in the 2021-2022 school				
	ı	Implement Key Components of Effective Instruction in Reading	write, and speak about both literary and informational grade-level texts?			*	year. With the low performance of 2nd grade students in literacy, additional time on phonics instruction in the lower grades is	Medium	Medium	Top Priority	
	ı	Longuage Arts	Do we have embedded literacy assessments that drive instruction? Are teachers trained in delivering research-based literacy instruction? Is that training	x		×	needed along with additional teacher training on literacy instruction.				
	ı		translating to effective practice?				msucconc				
	å		Does our current approach to math include a strategic progression of concepts, not just isolated skills?			×	In review of the current math programs, there is a TEKS alignment				
	A S	Implement Key Components of Effective Instruction in Math	Does our approach emphasize mastery of conceptual understanding prior to moving to procedural fluency and applications?		×		focus. There are areas of opportunities to place more focus on the mastery of conceptual understanding and procedural fluency.	High	High	Top Priority	
	1 5		Do we have embedded math assessments that drive instruction?		×		instruction along with training for instructional staff in 3-8 and				
2	Build Teache		Are teachers trained in delivering research-based math instruction? Is that training translating to effective practice?		х		Algebra 1.				
e de	Ping		Do we have a plan to collect student-level data on prerequisite skill gaps?			×	There is currently a need for a systematic approach to provide				
8 1	ı	Deliver Interventions and	Do we have enough time and flexibility in our schedule and staffing model to allow		×		interventions, how we train personnel and the selection of robust high quality intervention materials for reading and mathematics.				
Sep 8	ı	Individualized Supports (e.g. Just-in-Time Intervention.	for strategic pre-teaching?  Do we have instructional materials aligned to prerequisite skill gaps that teachers can			×	There is a current need to develop a system to track and progress monitor students and the effectiveness of our intervention	High	High	Top Priority	
	ı	Differentiation, Scaffolding, and Small Group/1:1 Intervention)	use for pre-teaching or interventions?  Do we have a clear set of researched-based differentiation/scaffolding strategies (e.			-	programs that lack consistency in material use, implementation strategies support and data collection. We believe this has			ing : manay	
	ı		g_ leveled texts and questioning) that teachers know how to implement?  Do we have a plan in place to monitor student progress and the effectiveness of		×		contributed to the continued overall low performance, particularly in math, by students at all grade levels.				
	L		intervention programs?		_ ^						
			Do we have additional staff who could be reassigned to support student interventions?			×	For certain geographic areas, there is a struggle to hire, support, and retain highly qualified paraprofessionals. The plan moving				
			Have we historically been able to find and hire high-quality paraeducators and interventionists?		×		forward would be to hire a team of district math and literacy coaches that would deploy to high need areas and provide				
		Add Instructional Support Staff	interventionists?  Do we have a system in place for training and coaching instructional support staff?		×		additional support and train teachers on instructional best practices. Emphasis would also be placed on how to effectively	High	High	Top Priority	
			Have teachers been trained on how to utilize instructional support staff in their				utilize instructional support staff within their classrooms. An MTSS intervention team is vital to support intervention and				
			classrooms?		×		individualized student supports.				
			Have we adopted materials across all grade levels and subject areas that are								
igs			considered high quality by the Texas Resource Review (TRR) (i.e. Full coverage of TEXS and ELPS and rated 80% or above in the 3 essential rubric domains)?			×					
Mare			If our instructional materials have not been externally rated, do TRR Rubrics indicate.	×			Each model currently has a robust TEKS aligned curriculum.				
Sonal	En	sure that all students have access	that they are high quality?  Do our instructional materials support all learners, including students with	-			Deficiencies exist in training, tracking of student progress and the fidelity of how materials are implemented. Shoring up these areas	Low			
S ruce	П	to high-quality instructional materials	disabilities, English Learners, and students identified as gifted and talented?			×	will allow us to pinpoint gaps in student performance and/or	Low	Low	Maybe Later	
a se	П		Are teachers adequately trained on those materials?			×	teacher support.				
Rigor	н		Are those materials currently implemented with fidelity?  Do we have formative and summative assessments in place aliened to these		×	×					
			materials that enable frequent progress monitoring toward grade-level mastery?								
	Г		Do we have the physical space, financial resources, and time necessary to provide	×							
	ı	Provide Summer Learning	summer programming?  Do we have qualified staff who are able and willing to support learning during the			×	Many campuses provide adequate summer learning opportunities;				
	ı	Provide Summer Learning Opportunities	summer?  Do we have a clear vision and plan for how summer learning time will increase			Ŷ	however, campuses often execute these plan on their own. We do not have a coordinated district plan for summer learning	Low	Low	Maybe Later	
	ı		students' readiness for the school year? Is there demand from families for summer programs?	×		×	opportunities or to track programs in number or effectiveness.				
	Н		is energial and the statement of summer programs?	X							
	Г		Do we have access to the financial resources and physical space necessary to extend	v							
	ı		instructional time by lengthening the day or year?  Do we have access to qualified staff who could support learning during that				Many of our campuses are implementing extended school days and /or intervention periods. During this time, the structure and				
sing	ı	Extend Instructional Time	extended time?			×	resources are provided. Deficits exists in the consistency of training of paraprofessionals and implementation with fisielity. This structure is new for our campus directors and instructional staff. Training is needed on how to properly plan, implement, and	Low	Low	Maybe Later	
, Tea	ı		Do we have the leadership capacity to develop a clear vision and plan for a high impact use of that time?	×						,	
me fo	ı		Do we have buy in from the family and community on the option of extended instructional time?	×			conduct extended instructional time.				
iT avo	H										
M e M	1		Do we have high-quality materials that could be utilized by tutors?  Do we have adequate time in the schedule (or outside of school hours) to ensure	×			Many campuses have a tutoring program. In previous years.				
Š	1	Provide High-Dosage Tutoring	students engage in at least 3 sessions per week?	ж			emphasis was placed on individualized tutoring and student	Medium	Medium	Maybe Later	
	1	regir conser rouding	Do we have access to sufficient numbers of staff or volunteers to provide consistent supports and resources to compensate them (if necessary)?			×	time on task for students was limited. This is reflected in the lower performance of our EOC scores across the district.			mayor cald	
	1		Do we have the capacity to adequately train and monitor our tutoring corps?			×	per annual de de la constant de				
	F		Do we have space in our schedule (holiday breaks, intersessions, weekends) to			×					
	1		provide additional instruction in a focus content area?  Do we have highly qualified teachers who could work in this setting and resources to								
Г	1	Create Acceleration Academies	compensate them?			×	We currently do not have a G/T program and/or acceleration academies	Low	Low	Maybe Later	
Г	1		Do we have high quality instructional materials to use in the academies?  On we have a sufficient need and interest from families for such a model?			×					
Jou we make a Sufficient need and interest from sammes for Such a model / x											
			Do we have systems in place to ensure that every family has one primary point-of- contact at the school (especially for secondary campuses)?	×							
Ĺ		Engage Families	Is there demand from families and the community for more contact and resources to	×							
L			support learning at home?  Have we ever provided training for parents to support their students at home?	*		×	te	Low	Low	In Place	
25			Do we have translation resources and other supports to ensure that we can reach all			×					
9 40	μ		families?			×					
OWER			Do we have a plan in place to measure students' social, emotional, and mental health nearls?	×							
Emp			Do we have sufficient staff to meet students' needs, such as counselors, social			v					
			workers, and school psychologists?				With the strain of COVID and the burden placed on families,  Additional social and emotional support staff are needed.  Media	Medium	Medium	Maybe Later	
			Do we have access to resources (e.g. curriculum, technology) to support students' social and emotional development?			×					
L			Is there time built into the school day for students to receive individualized wraparound supports?			×					
_											

Included in ESSER III instructions: Use this tab to think through how you will fund your CDVID-recovery priorities. For each priority positions the priority properties of the priority properties of the priority properties of the priority properties of the priority present the reflection questions in columns H-Q to think through the implications of your plan and to what degree it aligns with LEA priorities. Do you plan to fund this strategy with other grants, support from your LEA's september of the grants, support from your LEA's federal funds, or with a blend of in-house and external grant funding? High Level Plan (ves/no/brief description) Campus(es) Grade Level(s) Content Area(s) Strategies for Learning Acceleration

Build teacher capacity to implement key components of effective instruction and deliver interventions & The LEA believes in people. It has some from a variety of the promoted staff development at experiences and trainings. The LEA staff come from a variety of the promoted staff development and trainings and resident observations of desparations that has served to improve the proportion of the proporti \$2,380,000.00 The role of an expert in teaching and learning will need to work collaboratively with the school administrative staff. Campus Leaders will help to identify the staff in need of coaching, and coache will be that in communicating progress and growth. This collaborative approach to staff effectiveness will be achieved through clear and consistent communication and leadership coversight. inediviouslined supports

Vis Personnel (FTF), Will additional seachers or staff be needed to reduce class sizes, implement inserventions, or provide training?

Vis Instructional Materials And additional inservations are inserved in occuracy to high scatters implement the inserved inservations and inservation are inserved in occuracy to high scatters implement the occuracy to high scatters implement the occuracy to high scatters implement the occuracy of the occuracy of the occuracy of the occuracy occ Should coaching prove to benefit teacher effectiveness, and thus improve student learning, a reallocation of existing funding between support personnel and th functions of district staff may be required to maintain the use of school level coaches. The role of coaching requires time for experts to view, model, and communicate excellence in teaching and learning. School schedules will need to build in opportunitie for staff to utilize the coaches including-planning time, per and post lesson dialogue observations, and trainings. Yes (20 SS00 budgets) \$30,000.00 region. All schools will receive some level of support. Operations improvements based on high priority needs campuses. Collaboration? The Collaboration of the Collaborati \$150,000.00 learning that takes place during the scheduled classroom time. Interventions and small group supports will occur alongside whole group instruction, as well in small group and individual pull-out \$4.167.000.00 opportunity to be academically successful. The interventionists will contribute to proving the academic students. Should interventionalists prove successful in improving student learning, a reallocation of existing general and Title funds may be required. Add destructional support staff

Yes Personnel (FTS). What additional staff well you him to provide interventions or support

Yes Support of the staff of the sta use of the interventionalist with their studen campuses have a ed for specialized Grades 9-12 use or the intervenuorana van com according to the coordination will allow for specific skill identification and provide opportunity to collaborate on instructional ideas, re-teaching Yes (23 Interventionalists) \$4,140,000.00 With in-house funding and Title III. Yes (18 \$500 budgets) \$27,000.00 Ensure that all students have \$0.00 \$0.00 Collaboration)
Technology: Will adopt internaling be received to fully attitus new instructional materials?
Fixed insurance learning apparentments

No

Technology: Will adopt an experimental and an experiment of the control of the \$795,000.00 \$750,000.00 The LEA will work to reallocate other federal funds over the next three years Title I in order to budget appropriately for this option. The LEA believes that all students Inte LEA delieves that student in thould be able to engage in learning should have an equal opportunity throughout the school year, learn and excel, no matter the time including summer. of year or the school's location. \$20,000.00 9-12 \$25,000.00 Technology: Is additional technology needed for specific summer programs? No Operations: What transportation, food, and facilities will be needed for summer programs?

Extend instructional time \$0.00 Extend instructional time

No Personnel (FTE): Are additional staff needed to provide instruction or student supports during extended time?

No Instructional Materials: What additional materials are needed to effectively utilize extended time? Is materials: What adoltronal materials are needed for teachery united extended time.

Stipendis: What tiplendis will be needed for teachers and support staff.

Technology: Will you utilize technology to enhance learning during extended time?

Operations:

United the material extended interventional time have on operations, e.g., transportation, food, and facilities? transport.exen\_none.

e high-dosage tutoring
Personnel (FTE). Who will provide tutoring services? Will any additional personnel be needed to
Personnel (FTE). Who will provide tutoring services? Will any additional personnel be needed to
Personnel (FTE). \$0.00 No instructional Materials: Will you need up purchase additional high-quality instructional materials for tutors to use?

No Sipends: Are sipend-needed to support training, coaching, progress monitoring, etc.?

No Technology: Will additional technology be needed to implement the business program?

Opendates: Will trainsportion, food, and facilities will be needed for tuning program? Citate acceleration scalemies

No

Nemonal (FTE) part of profits in the citation groups and facilities will be needed for businen groups.

No

Nemonal (FTE) part on all provide instruction furing acceleration scalemies. Will any additional form the citation of provide instruction for program?

No

Instructional Materials: Will you need to purchase additional high quality instructional materials?

No

September is replaced instructional materials. Will you need to purchase additional high quality instructional materials?

No

Operations:

Engages families Personnel (FTE): Will additional staff be needed to implement new systems for family engageme (e.g. a parent liaison, staff for a family center, home visits coordinator) (e.g. a parent biason, staff for a family center, home visits coordinator)
Stipenet. An experient relevant to support outrand-nutided of school hours, or for training,
caching, progress mointering, etc.?
Technology. Will additional technology to needed to support family engagement?

Technology. Will additional technology to needed to support family engagement?

Operations:
training center, parent nights?

Operations: Provide wraparound services \$0.00 Process improved services

Personal Tip De you plan to hire additional counselors, mental health professionals, or other

Instructional Materials

Will proportione new materials (e.g. social emotional health conrucial) to apport students or social emotional health conrucial to apport students

September apport students or support students or social emotional emotion for trachers and students or social emotional metal health or social emotional emotion for trachers and students or social emotional health or social emotional No Technology Will properties the chooling to support students' overall well design?

No Technology Will properties the chooling to support students' overall well design?

No Technology Will properties the chooling to support students' overall well design?

No Technology Will properties the chooling students' overall well designed to support overall designed to the chooling students' overall well designed to the chooling students' overall designed to the chooling students' overally and students' overall designed to the chooling students' overally and students' overall designed to the chooling students' overall designed to the chooling students' overally students' overally students' overall students' overall students' overall student \$100,000.00 ELA Social Studies team will need to manage, or delegate management, to appropriate people within their organizational structure. \$25,000.00 rade 9-12 t at this time will be managed through enrollment in summer school offerings. \$100,000,00 Facilities & Infrastructure Facilities: What facilities improvements do you plan to make next year? E.g. Building renovations, ventilation system upgrades. etc. No irant support, full-time staff at a may need to be adjusted, however The LEA has already created positions to deal with the ongoing issues, and are committed to keeping those roles for as long as necessary. Staffing Costs: Extra costs incurred specifically due to the COVID-19 Pandemic? campuses, unemployment and benefits Pre-award only: PPE. Shields. COVI \$420,216.00 Instruction and Continuity of Services Plan details efforts and attention to these measures for the foreseeable future FA will fund part of these initiatives All students maintaining a safe environ for all staff and students. based on our experience, we will work to avoid the ESSER III grant Virus Mitigation: What costs were incurred in protecting the health and safety of staff and oversight team support, Custodial, related Air improvement measures.

Strategy	Learn More
	ETS (2015): Key Practices in the English Language Arts (ELA): Linking Learning Theory, Assessment, and Instruction
Implement Key Components of Effective Instruction in Reading Language Arts	Timothy Shanahan (2014): Should We Teach Students at Their Reading Levels?
mstruction in Reading Language Arts	Council of the Great City Schools (2020): Addressing Unfinished Learning After COVID-19 School Closures
Implement Key Components of Effective	Michelle Hodara (2011): Reforming Mathematics Classroom Pedagogy: Evidence-Based Findings and Recommendations for
Instruction in Math	the Developmental Math Classroom
Just-in-Time Intervention	TNTP Presentation Recording & Slides (March 2021)
Differentiation	The Alberta Initiative for School Improvement (2010): A provincial perspective on differentiated instruction
Scaffolding	Martha Larkin (2002): Using Scaffolded Instruction to Optimize Learning
Small Group & 1:1 Intervention	RTI Action Network: How to Develop an Effective Tier 2 System
Ensure that all students have access to	Learning First (2019): High-quality curriculum and system improvement
high-quality instructional materials	TNTP (2018): The Opportunity Myth
Extend Instructional Time	National Center on Time & Learning (2015): The Case for Improving and Expanding Time in School
Provide High-Dosage Tutoring	National Tutoring Programme: Best Tutoring Practices (Briefing for Schools)
Create Acceleration Academies	National Bureau of Economic Research: Can States Take Over and Turn Around School Districts? Evidence from Lawrence
Create Acceleration Academies	<u>Massachusetts</u>

# **Additional Learning Acceleration Research**

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