Get Smart Fast: Accelerated Learning Counteracts Learning Loss

Why is this important?

Data from the National Assessment of Educational Progress (NAEP) continues to highlight the urgency of innovative approaches to instruction that can address both long-term trends and short-term recovery coming out of the COVID-19 Pandemic.

2x more	**14%**	**10%**
Percentage of students missing 5 or more days of school monthly since 2020	Percentage of 13-year-old students who reported reading for fun almost every day (lower in 2023 than in all previous assessment years)	Percentage decrease of students currently taking algebra compared to a decade ago

What does the evidence say about the topic?

Effective accelerated learning strategies are essentially the concurrent implementation of multiple evidence-based strategies utilized system-wide to address both short- and long-term needs. When strategies are layered, they can have a meaningful affect on student outcomes. For example, an effective approach to accelerate learning could include using all the following evidence-based strategies:

- High-dosage tutoring
  - › Implemented during the school day in groups of 2-3 students, well coordinated with the curriculum.
- On-grade-level work with ongoing formative assessments to gauge student' needs and progress
  - › Assigning below-grade-level work has been pervasive and longstanding—the pandemic illuminated differences between acceleration vs. remediation approaches.
  - › A large-scale study by TNTP in 2018, examining 1000 lessons and 5000 assignments, revealed that 74% of students' time was spent on below-grade-level work. Students did not find the work engaging and demonstrated mastery of grade-level standards only 17% of the time.
- Intensive tutor training and coaching

What do conditions of success look like?

Accelerated learning strategies can be implemented in a variety of settings using high-quality instructional materials (HQIM).

Key Questions	Conditions for Success
When?	During the school day, out-of-school time, summer, and vacation academies.
	Student participation outside of school hours can be driven with options for anytime anywhere credit recovery.
How?	By using universal screeners to identify students in need of learning acceleration.
	And adopting HQIM, which should be:
	• Aligned to academic standards, reflect evidence-based practices, and contain culturally relevant and unbiased student and teacher materials.
	• Selected with teachers to promote buy-in, intentionally rolled-out with aligned training, and integrated with teacher evaluation and assessments.
With What Supports?	Intensive professional development, training, and coaching for teachers/tutors.
	Engagement strategies for families and community stakeholders.

What innovative models exist?

The National Center's literacy guides for grades 1-3, 4-8, and 9-12.

Massachusetts uses the Acceleration Roadmap, designed to provide a focused and phased approach to ensuring all students have access to grade-appropriate instruction.

Massachusetts

Connecticut's Framework for Accelerating Educational Opportunity and Access uses many different strategies, including student and family engagement.

Connecticut

Oklahoma's State Plan for the ARP Elementary and Secondary School Emergency Relief Fund includes continuity of instructional services.

Oklahoma

Texas law requires supplemental learning for all students who do not meet the required level on state tests.

Texas

How can we fund it?

Funding varies from title dollars, local funds and special purpose grants offering a wide array of opportunities for blending and braiding of funds to support implementation and sustainability of learning acceleration initiatives.

For more information and helpful resources, visit https://compcenternetwork.org/