Accelerate Learning

in your School

The opportunity to *accelerate* learning to make up for lost instructional time due to COVID-19 is a top priority for families, schools, and community organizations across Indiana. Many schools are beginning to develop accelerated learning plans to ensure students receive the building blocks necessary for success as they cross the finish line of one grade level and transition to the next.

The Indiana Department of Education (IDOE) is committed to providing our educators with the guidance and support they need to construct comprehensive accelerated learning plans for Hoosier students. To support the planning process, IDOE encourages educators to consider the following accelerated learning models and identify ways to adapt them to fit your school's specific needs. While the models outlined are not inclusive of all <u>research</u> in this area, they serve as a springboard for schools to consider as we all accelerate learning for our students this spring and summer, leading into the 2021-2022 school year.

The purchase or license of new resources may supplement accelerated learning plans, but should align with the school's larger vision.

Model 1: Intensive Support for Students

Students defined as significantly behind due to lost instructional time may need intensive and sustained support for longer periods of time. Consider the following:

Operate a program for five to six weeks, including three to four hours of academics each day. The total academic time for the program should include at least 25 hours of mathematics and/ or 34 hours of English/language arts (ELA), depending on student need. IDOE recommends scheduling mathematics and ELA remediation in the morning and enrichment in the afternoon. Enrichment may include service learning, field trips, sports and STEAM-related activities.

Engage in instruction to meet individual student needs. Instruction should occur in a small group setting with ideally no more than six students per group. Groups should be as small as possible to meet and adjust to individual student needs.

Include support staff who are not certified teachers. They can be qualified community members, child and youth care workers, youth development professionals, instructional aides, or pre-service educators that are paid a stipend for their work based on local partnerships and policy.

Adopt student recruitment and attendance policies that encourage higher attendance rates. Celebrate participation with students and parents.

Models using similar methods: <u>Community Schools</u> and <u>Acceleration Academies</u>.

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Model 2: High School Credit Recovery

Secondary students may not have successfully completed coursework required for graduation.

Students are more likely to successfully pass a course utilizing a face-to-face option.

Students participating in online-only courses are successful in completing work, but do not finish courses at as high of a rate as those students participating in face-to face learning. Schools utilizing online options should consider using a primary instructor and an online mentor. The online mentor should be available for additional support and follow-up to assist students as they work towards successful completion.

Schools and corporations should consider a wraparound model for credit recovery that could include the following options:
- shorter school day for onsite delivery;
- self-pacing summer school for online or onsite learning; and
- "study hall for all' with mentors and support, as needed.

Model using similar methods: Chicago High School Credit Recovery.

Model 3: High School Workforce Readiness

Secondary students may not have successfully completed graduation pathway requirements. Students may need assistance to fulfill work-based or service-based learning requirements.

Schools and corporations should reinforce summer work opportunities or internships as a means to fulfill pathway requirements. Programs can also foster participants' commitment to their community and peers by encouraging them to investigate challenges in their communities. Schools should offer guidance for organizations where these interests may be fulfilled.

Schools should collaborate with workforce development agencies and programs. These programs can be shared with students.

Summer learning programs should facilitate growth, work, and reflection. Schools and corporations should connect with students and parents during this time to ensure engagement and success.

Model using similar methods: Pittsburgh summer program.

Learn more about how you can accelerate learning in your school on IDOE's website.