

# EdResearch For Recovery

## State Strategies for School Recovery

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# Agenda



Highlight  
**emerging data**  
on **key**  
**challenges**  
facing schools  
this fall



Consider the  
**evidence** on  
likely **recovery**  
**strategies**



Chart a **path**  
**forward** for **state**  
**plans and**  
**investments**

**EdResearch for Recovery** asks leading researchers to identify the strongest research evidence to address crowdsourced questions in key areas of practice



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**EDRESEARCH FOR RECOVERY**

# Schools face three key challenges around the fall restart.

**1**

High levels of student disengagement

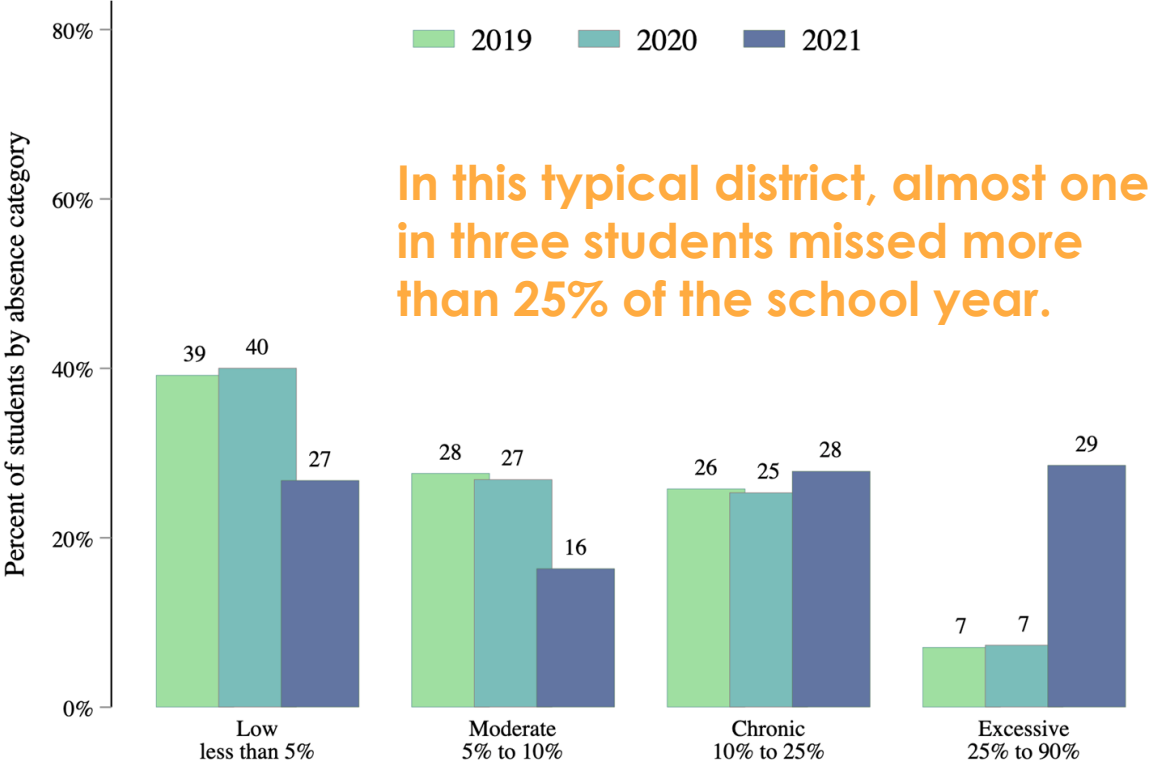
**2**

Extreme variation in academic progress

**3**

A demoralized and burned out workforce

# The effects of this past year on students and schools have been large and unequally distributed.



# Even while working longer hours, teachers have felt singularly unsuccessful this year.

57%

The proportion of K-12 educators seriously worried about burnout in October 2020, up from 22% the previous May.

source: [CRPE](#)

25%

The percent of teachers who said they were likely to leave the profession when they finish the 2020-21 school year. This rate is more than triple the normal rate of attrition.

source: [EdWeek](#)

# The first brief in our series focuses on supporting students who have fallen multiple grade levels behind peers.

## Breaking Down the Issue

The **students most likely to fall out of range** for their grade include those who were **already struggling** and those **in primary grades**; losses are likely to be **larger in math than ELA**, but **math losses** will potentially be **more responsive** to intervention efforts.



## Strategies to Consider

**High-dosage tutoring** that is directly tied to classroom content can substantially accelerate learning in both math and reading for the most struggling students.

**Extended learning time** interventions, including **weeklong acceleration academies** staffed with highly effective teachers and **some double dose math** structures, show strong evidence of effectiveness for older students; **targeted support strategies for families** make a difference for younger students.

## Strategies to Avoid

**Remedial offerings** that crowd out core instruction (including some versions of RTI) **tend to be ineffective**.

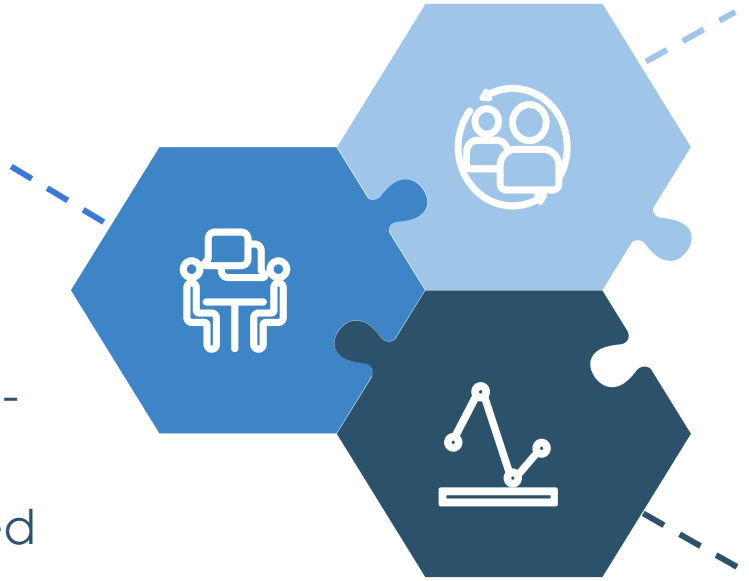
Moving forward, recovery efforts should be built around two framing ideas.

- 1 Variation in **academic and social success** after a major school disruption is highly predicted by the **strength of a student's relationships** with **adults in the school**.
- 2 The most effective academic interventions **supplement strong grade-level material** with **small-group, “just-in-time” support delivered by a consistent, trusted adult**.



# What does this mean for investments and policies?

Ensure that the most vulnerable students receive targeted opportunities to take part in small-group, relationship-based learning.



Invest in additional personnel with an eye toward creating long-term pipelines.

Build a learning infrastructure to determine what works going forward.

# An Example: California's 6-Week "Restorative Restart"

## Reimagine and Rebuild Restarting School with Equity at the Center

This brief was developed by California-based family and student engagement organizations, associations representing educators and system leaders, research institutes, and civil rights and equity groups. The recommendations arise from the evidence that has collectively emerged from focus groups with educators, parents, and students; polls and surveys of stakeholders; a deep review of the literature; and original research conducted on COVID-19's impact on schools and students.



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### 1. Center Relationships

Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.



### 2. Address Whole Child Needs

Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.



### 3. Strengthen Staffing & Partnerships

Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.



### 4. Make Teaching & Learning Relevant & Rigorous

Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the highest priority standards in curriculum and instruction.



### 5. Empower Teams to Reimagine & Rebuild Systems

Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students, families, educators, and community partners.

# 3 key challenges; 2 framing lessons; 3 core investments



## Three key challenges:

- High levels of student disengagement
- Extreme variation in academic progress
- A demoralized and burned out workforce



## Two framing lessons from research:

- Student sense of belonging is key to success
- The most effective interventions combine strong core instruction with relationship-based supplemental supports



## Three core investments:

- Targeted supplemental support programs
- Personnel to create long-term pipelines
- Learning infrastructure to determine what works

Please feel free to reach out with follow-up questions -  
thank you!

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Briefs: <https://annenbergbrown.edu/recovery>