

ACCELERATING LEARNING FOR STUDENTS NOT ON GRADE LEVEL

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SESSION I: ACCELERATING LEARNING FOR STUDENTS NOT ON GRADE LEVEL

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**Before we start...
Place your marble
& find your table**



Please ask us if you do not know what to do

CONTEXT & SIGNIFICANCE

WHY THIS MATTERS

- **Persisting Gaps In Grade Level Proficiency** (Bjorklund-Young & Plasman, 2020)
- **The Grade-Level Expectations Trap** (Rose, 2020)
- **Low Performers Found Unready to Take Algebra** (Cavanah, 2008)
- **Students playing catch up** (Dougherty & Fleming, 2012)

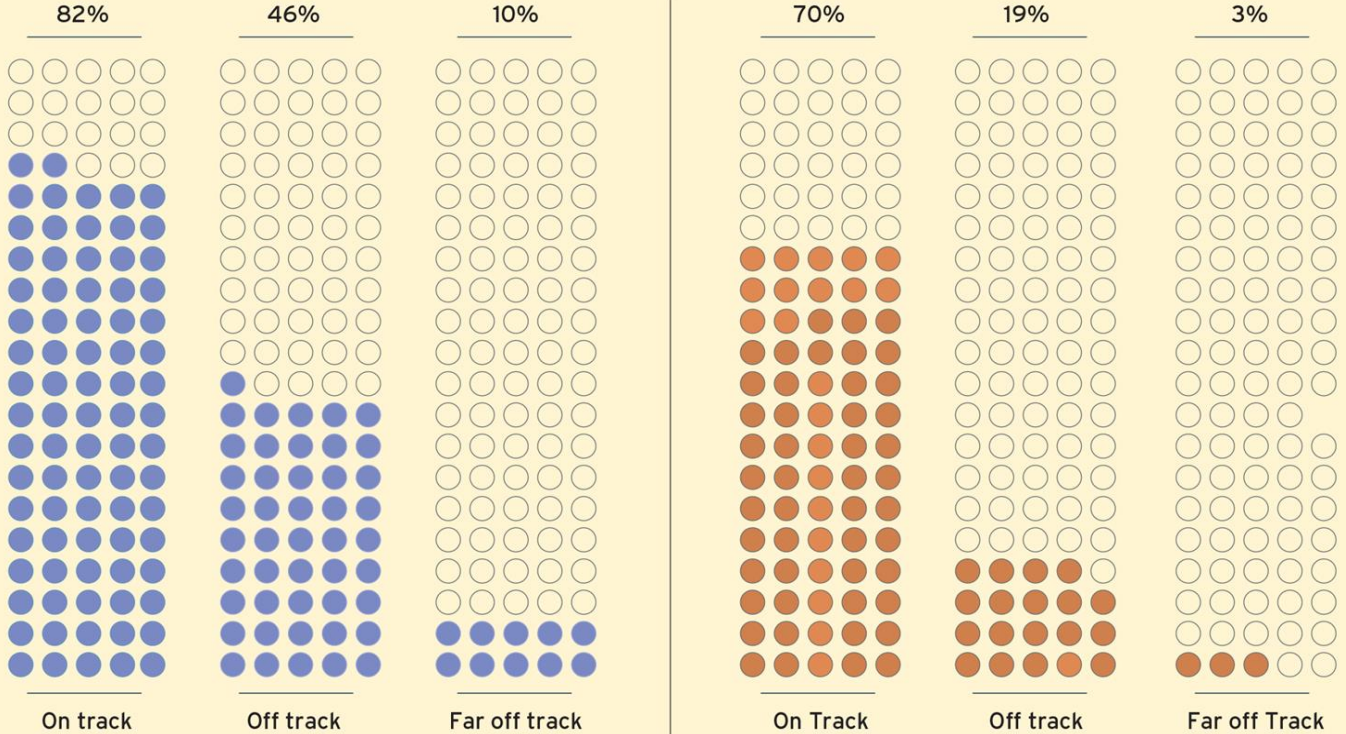
LONG-TERM CONSEQUENCES OF UNFINISHED MATH LEARNING

“Those who are behind in elementary school, stay behind MS and HS, with farthest off-track least likely to catch up.”

Likelihood of catching up

Chance of meeting 8th grade math expectations based on 4th grade math performance

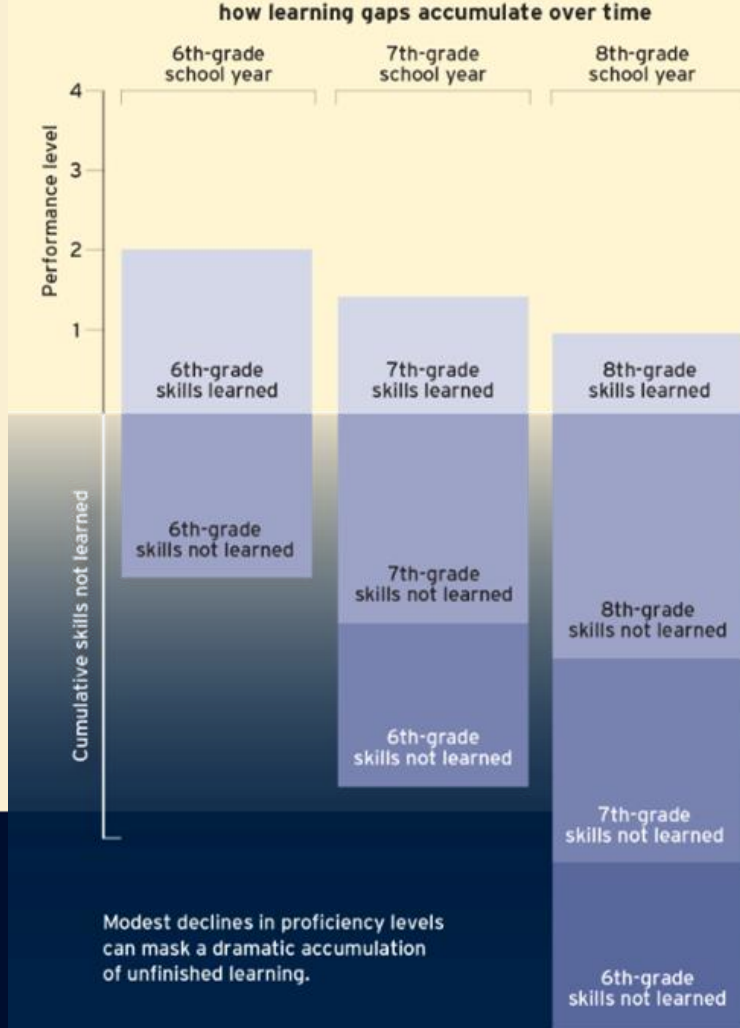
Chance of meeting 12th grade math expectations based on 8th grade math performance



Note: Analysis based on results on exams for two groups of students: in grade 4, for a sample of Arkansas students in 2004-05 and 2005-06; in grades 8, 10, and 12, for a national sample of students taking the EXPLORE, PLAN, and ACT tests in 2002-03 through 2009-10.

SOURCE: “Getting Students on Track to College and Career Readines: How Many Catch Up from Far Behind?” ACT. 2012.

THE ICEBERG PROBLEM



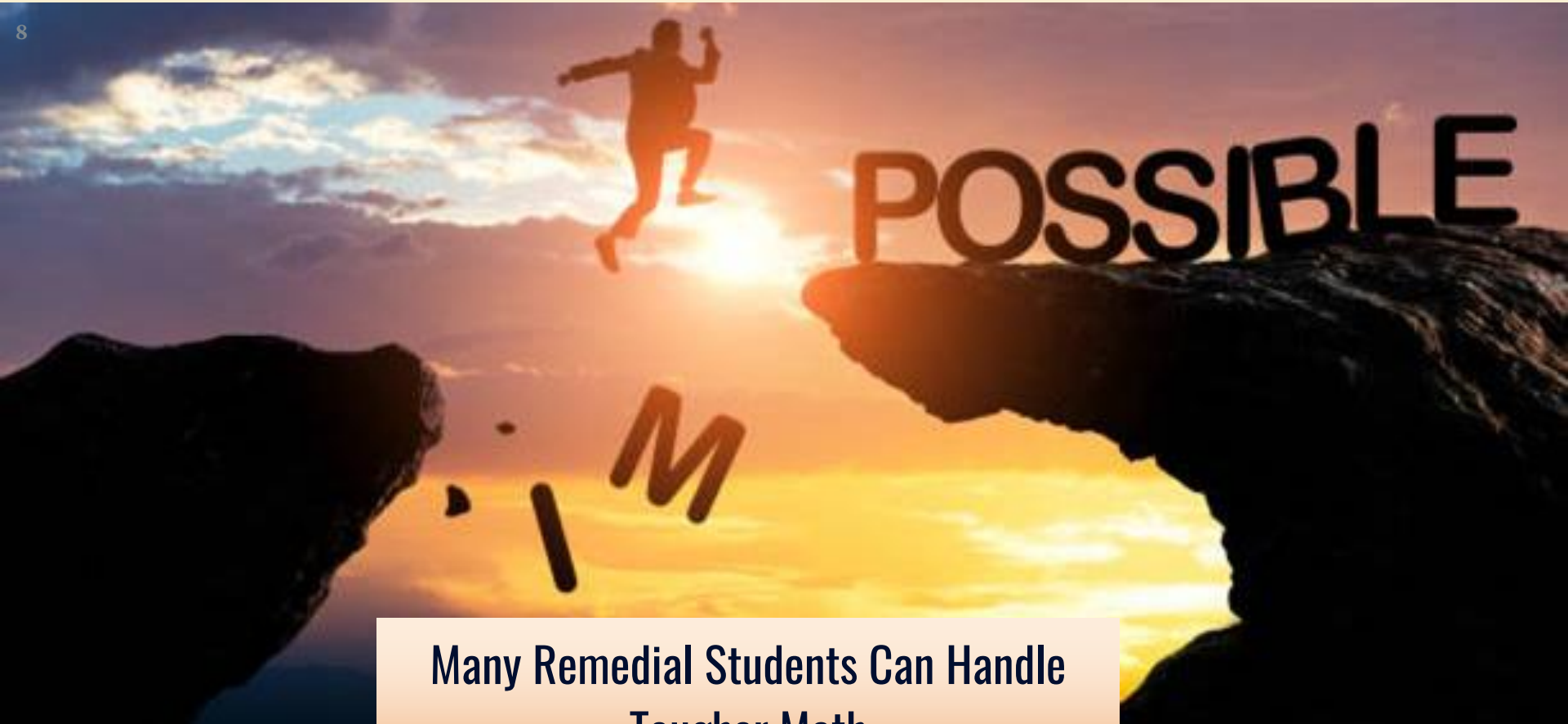
“Ignoring unfinished learning causes skill gaps to grow and hinders college and career readiness.”

SOURCE: Author's analysis

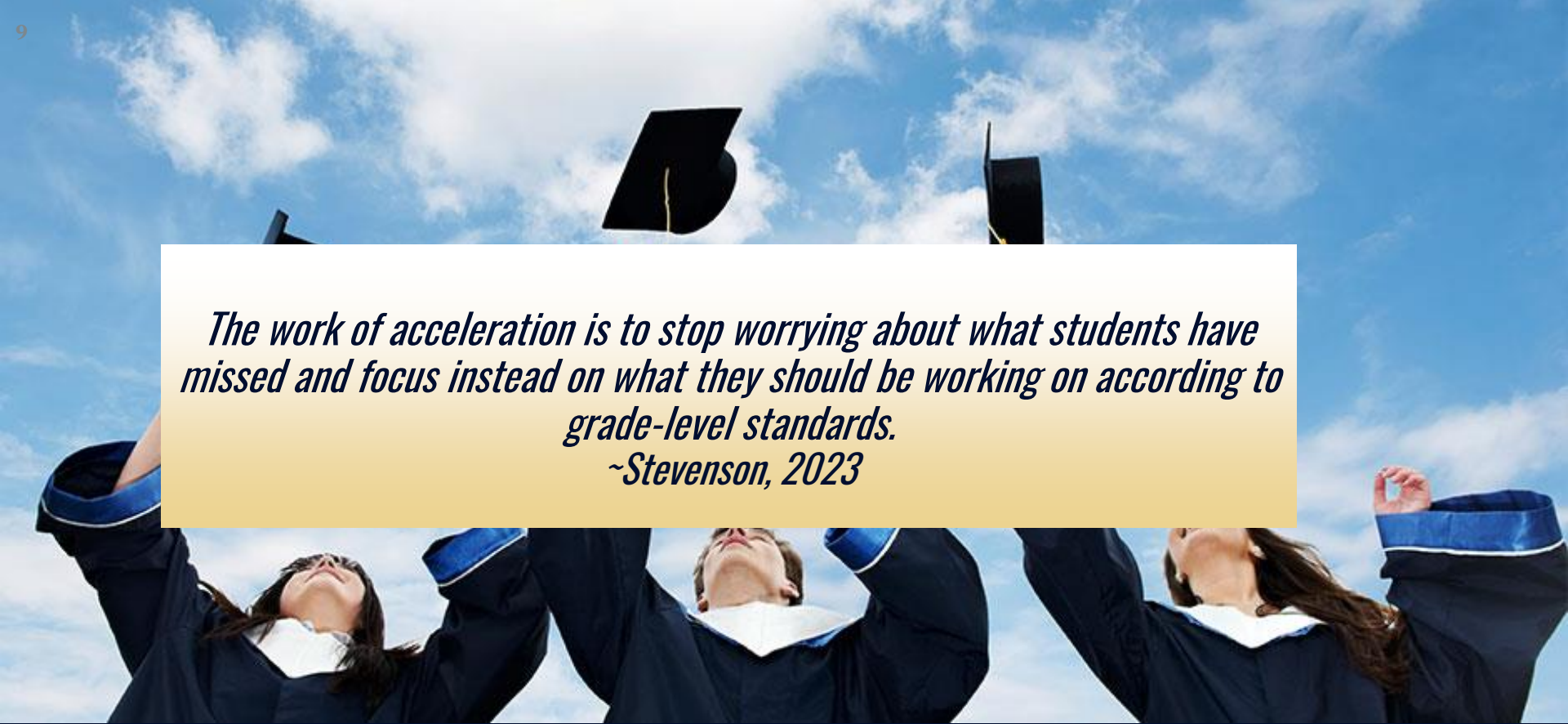


Math is **cumulative**,
with new learning
resting atop earlier
mastery

Student Success requires
systematically
addressing students'
unfinished learning



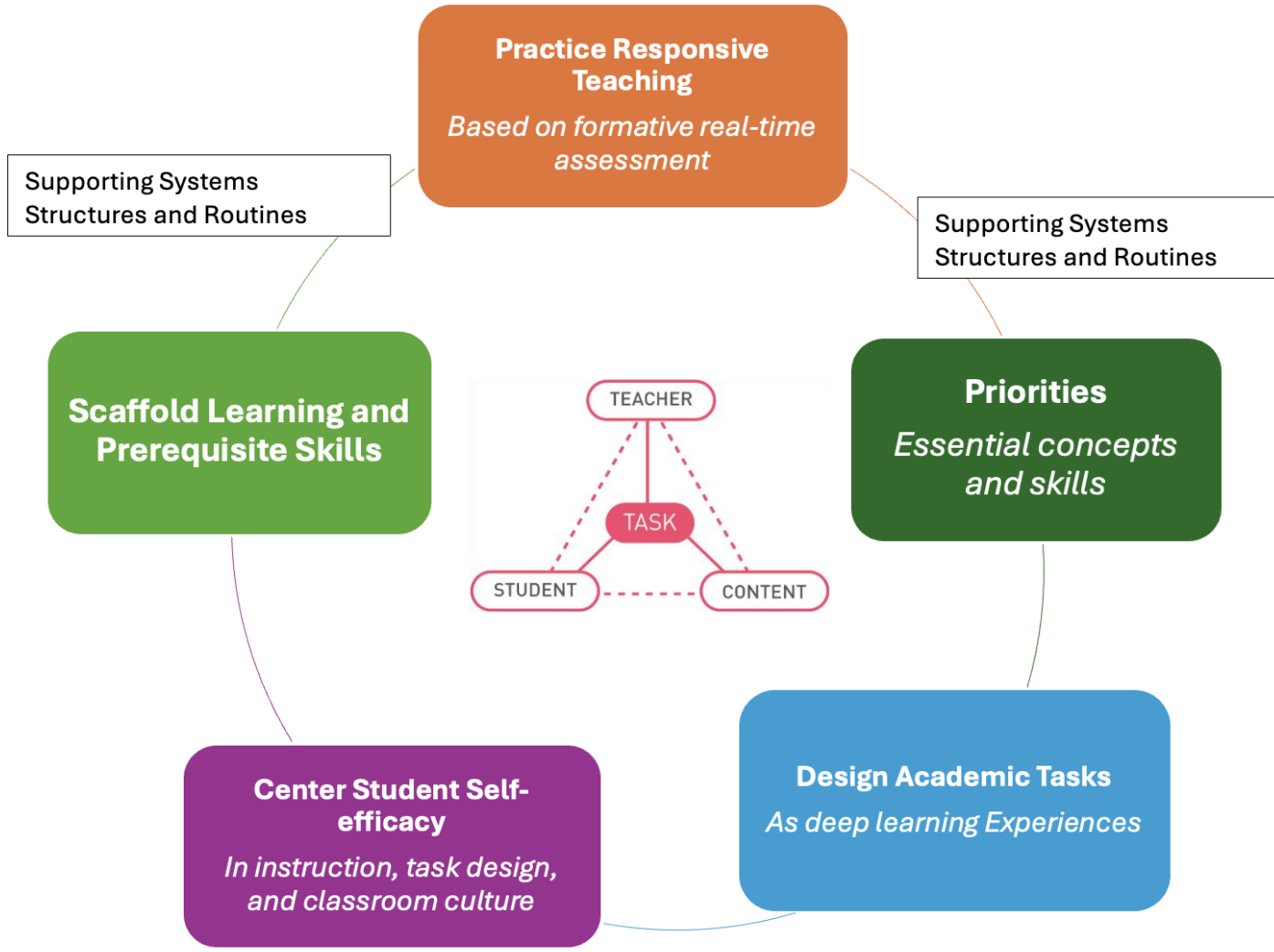
**Many Remedial Students Can Handle
Tougher Math**
(Dee & Huffaker, 2024)

A low-angle photograph of three graduates in dark blue gowns with white collars and blue cuffs, celebrating with their arms raised and black mortarboard caps tossed into the air against a bright blue sky with scattered white clouds. A semi-transparent yellow rectangular box is centered over the image, containing a quote in italics.

The work of acceleration is to stop worrying about what students have missed and focus instead on what they should be working on according to grade-level standards.
~Stevenson, 2023

Accelerating Learning Framework

Stevenson, 2023



EXISTING SYSTEMS IN CT ALLIANCE DISTRICTS

Middle School

IXL

Student-student tutoring during school/after school

WIN blocks

Double blocks

Intervention during elective classes

Boost/intervention classes

i-Ready

Paid student tutors

High School

Student-student tutoring, Gear Up

Math Lab/Intervention classes

Paid student tutors

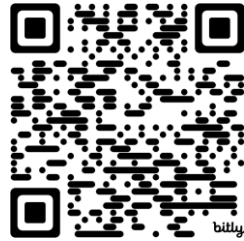
TRIO tutoring programs

Highly differentiated regular classes, highly tracked

Flex intervention/MTSS

Interim State Assessment embedded in curriculum

HOW DO YOU ACCELERATE LEARNING FOR STUDENTS NOT ON GRADE LEVEL?



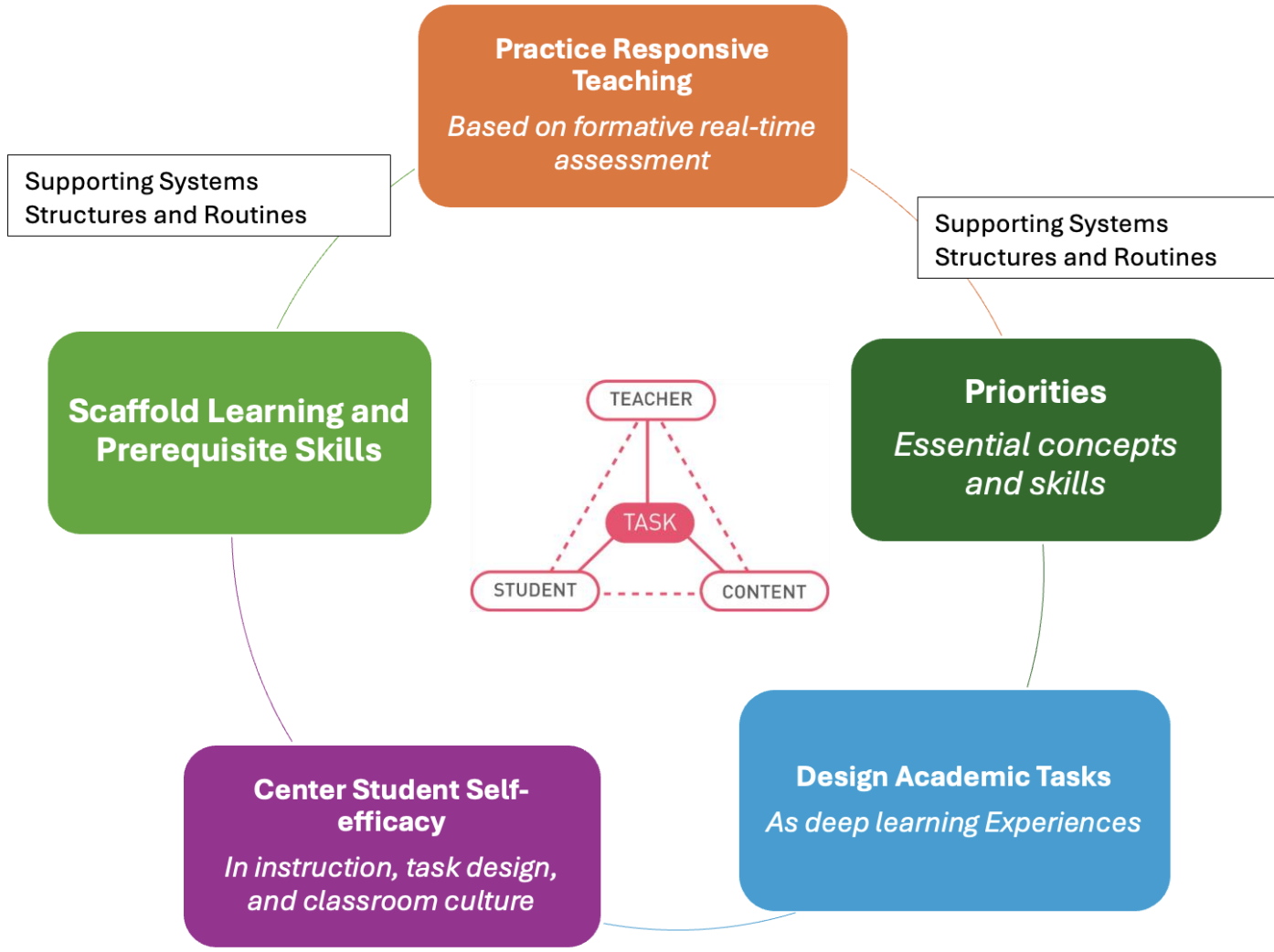
TURN & TALK



- What data do you use in supporting students who are not on grade level?
- What data do you use to monitor student progress?
- What data do you use to evaluate effectiveness of programs you have in place?
- What other data do you collect, and how could it be used?

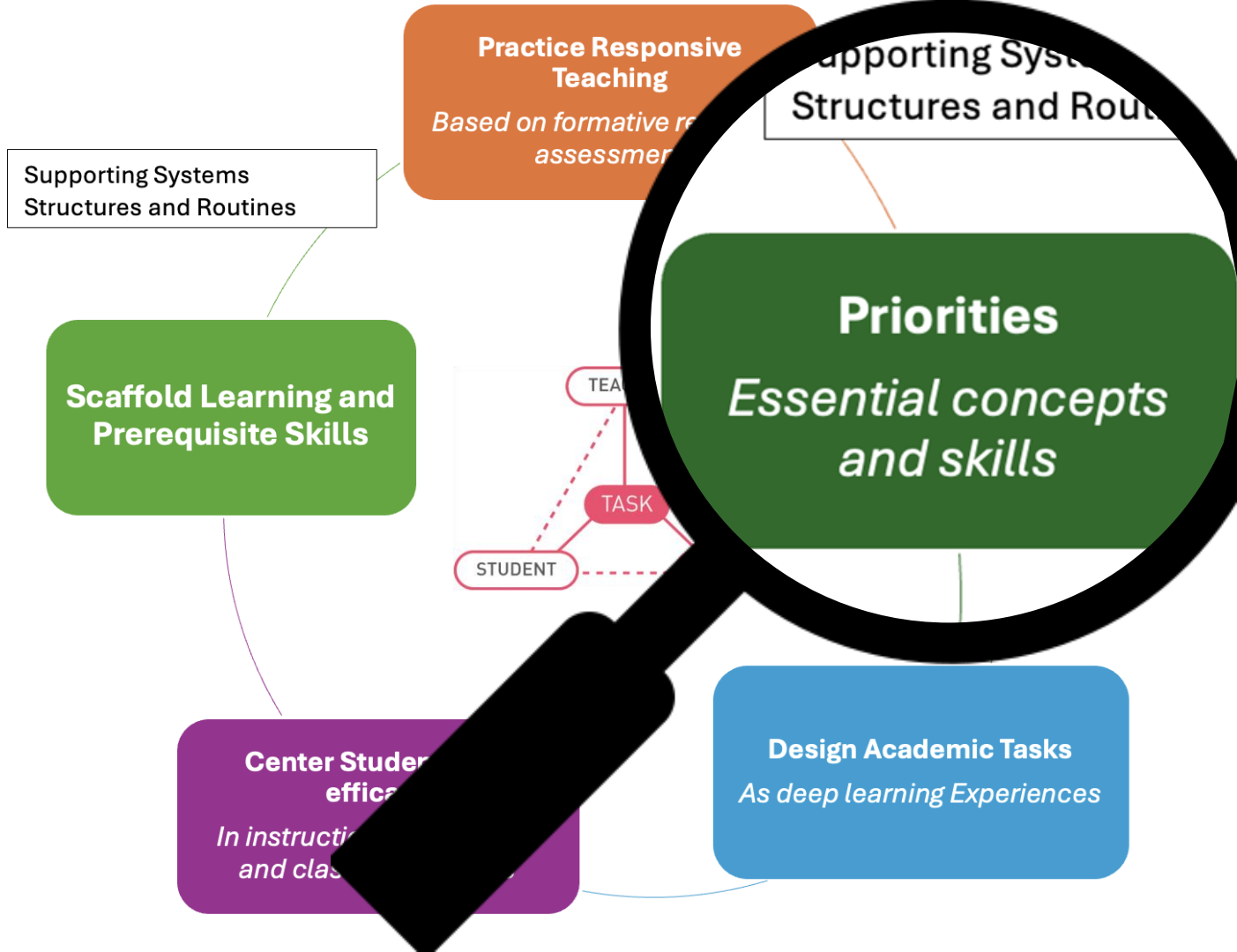
Accelerating Learning Framework

Stevenson, 2023



Accelerating Learning Framework

Stevenson, 2023



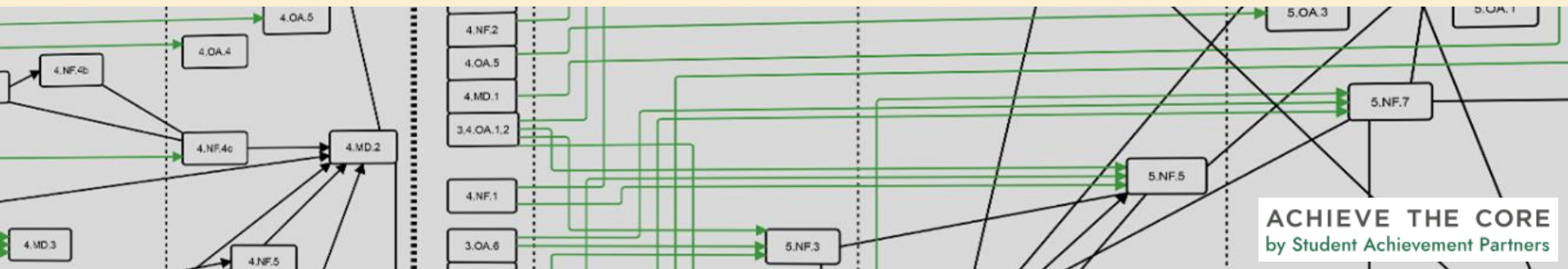
SUPPORTING TIER I INSTRUCTION

- How might teachers in your district use the Achieve the Core **Coherence Map** to plan "just in time" gap-filling activities as part of Tier 1 instruction to support students who are not on grade level in meeting grade-level learning targets for each math lesson?

HS.G-GPE.B.7

Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Map Standard 



ACHIEVE THE CORE
by Student Achievement Partners

TARGETED PROFESSIONAL LEARNING FOR TEACHERS

Gap-Filling **CONSIDERATIONS**

- ★ What are the **most important** gaps to fill?
- ★ Can those gaps be reactivated/retaught in **5 to 10 minutes**?
- ★ What **supports** can I give so students for whom the gap is not filled can access grade-level standards?
- ★ How can I utilize students without the identified learning gaps as **peer resources**?
- ★ How can I adapt available materials to include an **extension** for students who already or quickly master the grade-level standard?

SUSTAINABILITY AND LONGEVITY

- **HOW TO GET BUY IN?**
- **ENSURING LIFE BEYOND GRANTS/SPECIAL INITIATIVE**
- **HOW WILL YOUR PROGRAM ADJUST OVER TIME TO STUDENTS' CHANGING NEEDS?**

**DANCE AROUND THE ROOM TO THE MUSIC.
STOP AND FIND A PARTNER NEAR YOU.**

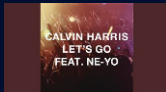
Share with your partner:

- One thing that's working well.
- One thing that's not working.
- Your school, district, role, and contact info.

**DANCE AROUND THE ROOM SOME MORE.
STOP AND FIND A NEW PARTNER NEAR YOU.**


Share with your partner:

- One thing that's working well.
- One thing that's not working.
- Your school, district, role, and contact info.



TEAMWORK

Brainstorm systematic approach
for YOUR students
Plan for your context



See the back
of your
graphic
organizer

CONSIDER

- YOUR: data, programs, teachers, leaders & staff
- what you HAVE, what you NEED, & *HOW* you would like to use it
- Discuss:
 - *indicators* that your plan is succeeding
 - *key information* needed: anything you should ask of others? who?
 - *People* you need to follow up with, or take onboard
- Remember: sustainability/longevity

DISTRICT TEAMWORK

Please Relocate
Join your district's
colleagues at a
common table.

2 district teams per table ✓
each works with own team

SHARE OUT

TAKEAWAYS

TAKEAWAYS

OPPORTUNITIES

MEANINGFUL CHANGE

WHAT'S IMPORTANT to you?

Support

Adapting Accessibility tools

SMALL ARTS ORGS Support large ones by training talent

RISK taking

ARTS is an INCUBATOR for OFFICE

Build Community

engage youth + visible minorities

engage with new stories

cross-collaboration

create your own PATH



CROSS POLLINATION

ARTISTS ARE RISK TAKERS

WITH OTHER SECTORS: COLLABORATION creates new narratives + new audiences

Collective mindset

DATA for ARTS Advocacy





thank you

Feel free to contact us

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