AccelerateED Instruction Subcommittee
Thursday, May 7, 2020 (meeting 2)
3:00 – 5:00 p.m.

Instruction Subcommittee

Patrick Kelly, Chairman
Tonya Addison
Katherine Coleman
Katherine Lee DAndrea
Latoya Dixon
Abbey Duggins
Sherry East
Hollie Harrell
Tommy Hodges
Sandra Mammano
Rich O'Malley

SC Department of Education Staff

Ryan Brown
Rebecca Davis
Stephanie DiStasio
Elizabeth Jones
Angel Malone
David Mathis
Bradley Mitchell
Quincie Moore
John Payne
Brian Pratt
Anne Pressley
Laurie Traywick
Crystal Dennis

Subcommittee Deliverable: Proposal for Recommendations Guide around what Summer Enrichment could look like beyond traditional programs. Proposal for programs moving into Fall 2020.

Minutes

Development of Summer Instructional Priorities and Proposals

- *What proposals should we make for instruction during the summer of 2020?*
- *Timeline - To be shared with full Task Force by May 22nd*
  - Develop criteria for districts to use in identifying students for participation in extended summer learning (i.e. - students beyond traditional 3rd grade Reading)
    - Prioritize students in:
      - Grades K–2
      - Transition grades (6 and 9)
      - Early Learning (EL)
      - Special Education (SPED)
    - How to ID?
      - Fall Measure of Academic Progress (MAP)
      - Teacher recommendation
      - Developmental Reading Assessment (DRA) level
      - Literacy Assessment Portfolios (LAP)
  - How do we identify staff? Will we have enough?
    - Need for districts to survey and identify willing staff
    - What is contingency plan if not enough staff?
  - Identify safety protocols
  - Resource needs
  - Kit-based approach for parents for K–2?

To be included in district "learning recovery initiative"

1. Identify priority area (EL, SPED, 2nd grade, etc.)
2. How they will identify students to invite
3. Identify communications plan
4. Identify how instruction will be delivered
5. Identify WHAT will be delivered
6. Identify necessary upgrades in learning infrastructure
    a. Broadband
    b. Devices
7. Affirmation of "supplement not supplant"
8. How will districts measure:
    a) Student learning
    b) Student engagement

Hard recommendation

- Summer enrichment
    - Should be close to the start of the school year
    - Should not be conducted virtually. If can't be done in person, don't do it
    - Could summer be used to work with identified students in one-on-one setting for diagnosis in:
        - Academics
        - Social Emotional Learning (SEL)
- Need for SCDE to identify essential "learning progressions" for grade levels to meet by the end of 2020–21?
- Responsiveness to Department of Health and Environmental Control (DHEC) requirements
- Length of day?
- No virtual in K–2?
- Have two proposal sets:
    - If face-to-face
    - If not face-to-face, other options
- How many days?
- Use money to extend to include:
    - K–2
    - Math
    - SEL
- Asks districts to develop "learning recovery plan"
    - Have focus on reading, math, SEL
    - Timing (summer, extended day, Saturday, etc.)
    - Diagnosis
    - Professional Development for staff

Committee to give careful thought about what a reasonable return on investment should be for any summer programming:

- Improved academic performance for students served as measured by (formative or summative assessment of LEA choosing)
- Reduction of other at-risk factors (attendance, discipline, family engagement) as measured by those same factors.
- Develop a strong rationale (Read to Succeed Act 284 and MTSS Act 213) for the inclusion of grades K–3 and not other grade levels

- Determine a monitoring system to determine academic progress made during the summer programming to ensure effective use of funds. Report findings to public and General Assembly

    For years, we have conducted summer school and other summer opportunities. Do we have any relevant data to suggest that it improves the academic performance of students? Given the performance of our students in SC Ready ELA and the trend data associated with such, an investment in improving overall instructional delivery, quality of instructional content, and developing teacher capacity might prove to be a better return on investment. This is one time funding and we have a chance to impact the system beyond the onset of COVID-19.
- Keep in mind that we are not going to be able to reach/engage all the students eligible (once we have selection criteria) for summer services. I would agree with looking at the research about the impact of summer services in the past. Despite our best efforts with this, we are still going to be faced with a significant number of kids that are still experiencing the impact of this when we reopen in August in whatever format.
- We need to look at the research on high leverage practices and acceleration of learning to ensure that anything we are doing is designed to achieve maximum outcomes.
- Provide toolkit of resources and materials to districts aligned to SCDE developed learning progressions
    - SCDE relevant offices should provide a bank of lessons and resources available to support district summer programs in areas of reading and math that are grade level appropriate and aligned to standards.
    - Provide learning progressions and a comprehensive set of essential standards by grade level and content area for grades K–8.
    - Provide flexibility for districts to serve grade levels above and beyond the K–3 grade levels.
    - Resources should be able to be used in a paper/pencil environment (learning packets to be sent home to students), blended environment, and virtual environment.
- Require districts to submit plans to SCDE for summer plans beyond traditional summer programs indicating:
    - Learning format used (virtual, paper/pencil, in-person, blended, other)
    - How summer activities will be aligned to start of school fall 2020
    - Measuring student engagement and learning (especially if virtual/distance)
    - Allow districts to elect to modify school year calendar by adding additional days, extending the school day, conduct Saturday school, or transition camp programming for students transitioning to kindergarten, to middle school, or to high school in lieu of summer programming to allow for a thoughtful and planned approach to recover learning for all students, beyond those in K–3, or as many students as funding will allow based on district established criteria approved by the SCDE.

<u>Summer Recommendations</u>

1. Summer recovery should prioritize diagnosis of student learning over instruction (diagnose and prioritize)
2. Provide learning resources for home that are easily accessible; focus on growth (play based learning kits, LMS, EL/SPED appropriate, etc.)
3. 2020–21 use the new learning progressions developed by SCDE
4. Clear plan for broadband access and device access

5. Districts to develop a contingency plan for possible future shut down(s)
6. No virtual enrichment in the summer that is like e-learning; especially for youngest grades
7. Teacher professional development focused on SEL, Trauma Informed, Distance Learning
8. Recommend seeking a waiver from accountability measures for 2021
9. SEL support in the summer
10. Create parent resources to support the work of districts
11. Flexibility for districts to use reading camp slots for 4th and 5th grade students.

Brainstorming for Fall 2020

What questions need to be addressed in order for a successful return to school based on health situation?

Scenario	Questions to Address

"Traditional" Start (health regulations allow for normal operations)
 	
Need to be divided elementary/middle/high
	• How will we diagnose student:
	  o Academic Needs
	  o SEL Needs
	• How can we creatively schedule students at all grade levels based on diagnostics?
	• How can we ensure that extra time is used for the sake of learning and not for the sake of time?
	• Should parents have the option to continue with virtual learning? How would that work? Do districts have to provide both?
	  o What do we need for infrastructure?
	  o What resources do we need to provide to students that won't return to school?
	  ▪ Synchronous? Asynchronous? Both?
	  o What do we ask of staff? How do we ensure we don't overload our staff?
	  ▪ Do we need to identify staff that are willing to do exclusively virtual?
	• Do we need changes to our attendance requirements?
	• Time:
	  o Early start for identified group?
	  o Extended days?
	  o Saturday remediation?
	• How can instruction occur in areas like:
	  o Performing arts
	  o PE
	  o Self-contained SPED, especially with OT needs
	  o Career and Technology Education (CTE) (especially those with industry certifications)
	  o Montessori
	• How can schools schedule to maximize student and staff safety?
	  o Transitions?
	  o Lunch?

	• How can efforts to address SEL needs be incorporated into school day?
	• What changes are needed to grading practices to promote learning and remediation?
	  o Staffing needs?
	• Are waivers from testing requirements possible?
	• What plans should districts have in place to be ready for the possibility of a second wave of COVID-19?
	• Contingency plans for staff or students that are high risk/immune compromised?
	• ***Elementary-*** need to spend first few weeks going through content area from grade level
	  o Does this work in high school? Middle?
	  o What is the plan for the review of content?
	• Where would extra days be placed? Are they needed? How are they used? Who are the students most in need of remediation?
	• Do we need a waiver for seat time?