Dealing with Learning Loss and Planning for Remediation

2021/2022 School Year.

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B.S. Ed. / M. Ed. / Ed. S.

Odyssey Charter School

Derived from:

A Blue Print for Scale Tutoring Across Public School (Brown University)

Best Practices for Learning Loss Recovery (Hanover Research)

Abstract

In March of 2020, the governor of Georgia closed all public schools due to a worldwide

pandemic of SARS 2 Virus Covid-19 (Exhibit B.). Public school was opened again in

September of 2020. While this represents a loss of teacher contact with the students during the

months of March, April and May of 2020, the months of June, July and August of 2020 were

scheduled for summer vacation. During the latter period, no summer school classes or

remediation occurred as schools were still officially closed (Exhibit B.). The loss of time in the

classroom, and teacher lesson delivery will be referred to in this brief as "Lost Learning Time"

(LLT). Lost Learning Time (LLT) is a combination of the regularly scheduled classroom periods

of lesson deliver and remediation scheduled during the normal school calendar. LLT also

included summer activities and remediation which were scheduled during the 2020/2021 school

year, however were cancelled due to the world wide pandemic.

This paper will look specifically at remediation options for Odyssey Charter School. Numerous

articles have been written and will be reviewed regarding LLT, and the use of direct tutoring as a

positive factor in learning recovery program following natural disasters like tornados and floods

where LLT occurred. The plan will also discuss Special Education remediation which will

include Gifted scholars.

Mounting published documents, show us how the COVID-19 pandemic has resulted in

substantial LLT and increased educational inequity (Bacher-Hicks et al., 2020; Chetty et al.,

2020; Dorn et al., 2020a; Engzell et al., 2020; Kraft et al., 2020; Maldonado & De Witte, 2020). Recent analyses of standardized tests administered at the beginning of 2020 school year identify double-digit drops in achievement growth compared to the year prior, particularly for math, with larger declines and higher rates of attrition for students of color relative to their white peers (Dorn et al., 2020b; Kuhfeld et al., 2020; Stein, 2020). We are now facing the enormous task of helping students make up for LLT while teaching classes with increasingly diverse skill levels on a scope and sequence, which will support the standardized year end test (Milestone Test, Ga.).

Keywords: Lost Learning Time (LLT), Remediation, Gifted, Special Education, Diversity, Inequity.

What Do the Experts Say?

There has been a groundswell of interest in tutoring as an approach to address COVID-19 learning loss around the world. Scholars, educators, philanthropists, journalists and policymakers have made compelling cases for major expansions to tutoring and national service programs (Brooks, 2020; Burgess, 2020; Campbell et al., 2020; DiPerna, 2020;Dynarski, 2020; Goldrick-Rab & Yoshikawa, 2020; Kraft & Goldstein, 2020; Oreopoulos, 2020;Slavin, 2020; Wong, 2020).

Tutoring is among the most effective education interventions ever to be subjected to rigorous evaluation (Dietrichson et al., 2017; Fryer, 2017; Nickow et al., 2020). The *average* effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and equivalent to moving a student at the 35th percentile of the achievement distribution to the 50th (Kraft, 2020).

There are also many reasons to be optimistic that tutoring would have benefits beyond supporting students' academic development. Positive, caring relationships with tutors might support students' social-emotional development, enhance their attachment to school, and expose students to older peers who can serve as mentors for successfully navigating the education

system (Balfanz & Byrnes, 2018; Bowman-Perrott et al., 2014; Christensen et al., 2020; DuBois et al., 2011). The use of "student to student" tutoring has also proven to return positive results in a systematic and well organized management system. In fact, the use of student tutoring may also have reciprocal benefits for tutors' academic and social emotional development as well as tap into teenagers' need to contribute and feel respected (Allen et al., 1994; Allen et al., 1997; Eskreis-Winkler et al., 2019; Fuligni, 2018; Yaeger et al., 2018).

Reorganize Bell Schedule to Accommodate Tutoring

Positive results from one-on-one, peer to peer and direct tutoring have rendered incremental growth when a schedule is adjusted to dedicate a specific time in the school day for such tutoring. There is significance to utilizing portions of the school day dedicated to covering the LLT materials and subjects which are far more successful than before school or after school programs. Scholars and teachers have a more productive lesson when delivery occurs during a regularly scheduled classroom environment (Balfanz & Byrnes, 2018; Bowman-Perrott et al., 2014). Odyssey Charter School has two classes of 25 scholars per grade level in the middle school. A sample bell schedule with accommodation for math tutoring could look like a standard 8 period day with a dedicated time for the LLT tutoring groups. Grade level scholar needs are established by the bench marking process previously discussed. Multiple teachers will be utilized to assist in the tutoring process during this period. Standards will be designated, and lessons drafted to focus on the previous year's standards lost during the school shutdown. Lessons will utilize all 7 learning modalities and differentiation through classroom projects and out of class application of learning.

Sample Bell Schedule

Period 1	8:25 – 9:07	42 Minutes
Period 2	9:07 – 9:49	42 Minutes
Period 3	9:49 – 10:32	42 Minutes
Break	10:32 – 10:52	10 Minutes
Period 4	10:52 – 11:34	42 Minutes
Period 5	11:34 – 12:16	42 Minutes
Lunch	12:16 – 12:48	30 Minutes
Period 6	12:48 – 1:30	42 Minutes
Period 7	1:30 – 2:12	42 Minutes
Period 8	2:12 – 2:54	42 Minutes

Example :   Math Teacher Schedule
Period 1   6th grade
Period 2   6th grade
Period 3   7th grade
Period 4   7th grade
Period 5   Prep Period
Lunch
Period 6   6th, 7th, 8th grade   (math tutoring assignments)
Period 7   8th grade
Period 8   8th grade

Facilities Safety Upgrades

Odyssey Charter School will be offering a safe, "Face to Face" school option for its scholars

during the 2021/2022 school year, beginning on August 6, 2021. The facilities have thermo-

cameras at all entrances, and the temperature of all individuals entering the school is monitored.

The floors are clearly marked with indicators for safe spacing while walking in the hall or

waiting to utilize a restroom. All water fountains have been replaced with water bottle refill

machines with auto fill functions. Hand sanitizing dispensers are mounted in front of every

classroom and all who enter or leave the room must utilize the hand sanitizer. Scholars are grouped in cohorts and remain in their room all day, while the teaching staff rotates to each room for new classes. Lunch is served in the classroom for scholars and teachers. No one is in the hall with the exception of bathroom use. Plexi-glass partitions surround each desk shielding the scholars from each other, and creating a safe zone for each scholar.

Summer Programs

On-Campus **– Summer Olympics**

Home based scholastic program **–** Five grade level appropriate books for each scholar.

	9:00	9:05	9:35	9:45	10:15/10:45/11:15	11:45
K-1	Welcome	ELA	Break	Math	Group/Group/Outside	Clean-up
2-3	Welcome	Math	Break	ELA	Outside /Group/Group	Clean-up
4-5	Welcome	ELA	Break	Math	Group/ Outside/Group	Clean-up
6-8	Welcome	Math	Break	ELA	Group/Group/Outside	Clean-up

Thirty Minute Blocks of Rigorous Lesson Delivery - Break

Five Academic Blocks per Day

General Remediation for Lost Learning Time (LLT)

The remediation programs currently scheduled for the scholars of Odyssey Charter School include the following:

Classroom Assignments - for those who have failed in the online school activities.

Independent Study - assignments for those who excel in online school activities.

Weekly Assessments- on lesson delivery by unit.

March Madness- Tutoring in person every Saturday in March.

> *Re-teaching Plan - for scholars and class.*
>
> *Summer Reading Program- by Scholastic for every students in the school.*
>
> *Summer Olympics – Summer school program for all identified as below grade level.*

These remediation lessons are scheduled for scholars who have exhibited a loss of mastery or have scored below grade level on benchmark activities.

Tutoring is a part of the school day. Incorporating tutoring into the school day promotes regular attendance, better coordination with teachers, and a stronger academic culture (Cook et al., 2015; Fryer, 2014). Instead of delivering tutoring by pulling students out of their core classes or displacing extra-curricular classes, we envision tutoring as a supplemental class incorporated into the existing school day.

Bench Mark Tools

The current tools utilized to identify scholars who qualify for remediation:

> *Reading Inventory –* HMH research based assessment, Lexile reporting data
>
> *Math Counts –*Timed math assessment reflects scholar's current grade level ability
>
> *GRASP* (Georgia RESA Assessment of Student Progress) – Grade level progress tracking for identifying intervention needs.
>
> *Classroom Weekly Assessments –* Performance of lesson delivery, student retention.

Gifted Remediation for Lost Learning Time (LLT)

Most annual remediation programs are focused on the students who are below grade level or have a significant loss of learning as determined by bench mark analysis. These remediation

programs manifest themselves in an array of activities over the summer in preparation for the next school year. The Gifted scholars are different not only in the academic regard, but because the entire grade level is off scope and sequence, the Gifted scholars have the ability to move through the material, and achieve mastery at a much more accelerated rate than their peers. This creates an additional challenge for the teacher in creating lesson delivery that will keep the Gifted scholars engaged and learning while adequately delivering a differentiated lesson across the class. At some point the Gifted scholars will need to excel at a different rate than the remaining class members. For this reason we are proposing the *School within a School* concept of self-paced learning.

School within a School

All schools will need a plan to deliver lessons to scholars who are off campus and home quarantined due to the SARs-2 virus. Odyssey Charter School will accomplish this task by utilizing the same dial-in system currently in place. However, the current system is slow in delivery and cumbersome for the Gifted students who have a significant challenge remaining engaged in the lesson delivery. A self-paced, yet monitored *School within a School* would allow the Gifted scholars to excel and utilize their abilities to remain engaged in their learning, and grow academically at an accelerated pace. This would better differentiate lesson delivery in the classroom and improve the overall engagement of all scholars across the enrollment. Class syllabus will be delivered each week with video assignments, vocabulary, weekly assessments, lesson activities and current academic status. Scholars will check in with a teacher on Monday, Wednesday and Friday of each week to turn in materials and assignments. Project work will be

ongoing and monitored for progress. Assessments will be weekly and quarterly. Those who fall

behind will be re-assigned to the in-person classroom and campus remediation.

Social and Emotional Recovery

Many scholars have experienced multiple personal and isolation related issues during the last

sixteen (16) months. Those who have returned to face to face classrooms have found themselves

in a cohort group which does not change from 8:25am to 3:10 pm. Those who have chosen to

remain at home and dial into the classroom have experienced isolationism and a very different

classroom experience. The EF-4 tornado which passed through our school district directly

affected 66 families who either have no home or have a significant amount of damage to their

home, as to disrupt their life at an even greater level. We hope to re-establish some social

connection through the summer school Olympic Program and a redesign of the campus face to

face teaching environment for the 2021/2022 school year. Physical education classes and

frequent classroom breaks where scholars can go outside are critical to the emotional health and

wellbeing of the class (Bowman-Perrott, L., Burke, M. D., Zhang, N., & Zaini, S. 2014).   The

scholars can move around and keep safe distancing without the use of masks for a period of time

every day. Returning to some sort of group activities and lesson presentations will be critical for

moving forward with recovering lost learning time (Burgess, S. 2020).

<u>Conclusion</u>

The recovery of *Lost Learning,* or what we refer to as *Lost Learning Time* (LLT), will require a

multi-level approach by administration and staff for proper remediation. Multiple points of

assessment and monitoring of results will be significant in weekly planning. Support and

planning from the administration will be critical to implementing the process. The teaching staff

will need to be integrated into planning and execution of internal program delivery and summer

lesson delivery for the programs to be successful. Dedicated time in the daily bell schedule will

allow for classroom lesson delivery in an organized and effective manner. A clear and concise list of all standards which were not covered in the LLT for each grade level will determine the curriculum for the lessons and learning activities. Bench mark and pre-assessments will be necessary to confirm the correct standards are being developed.

Research indicates that the best results of LLT programs have come with:

- Direct tutoring in classroom lesson presentation

- One on One tutoring in school based locations

- Peer to peer tutoring in school based locations

- Independent study programs designed for self-paced learning with tutor support

(Allen et al., 1994; Allen et al., 1997; Eskreis-Winkler et al., 2019; Fuligni, 2018; Yaeger et al., 2018; Brooks, 2020; Burgess, 2020; Campbell et al., 2020; DiPerna, 2020;Dynarski, 2020; Goldrick-Rab & Yoshikawa, 2020; Kraft & Goldstein, 2020; Oreopoulos, 2020;Slavin, 2020; Wong, 2020). To this regard, we will be introducing *Summer Learning Camp*, *March Madness Tutoring, Daily Lesson Presentations, School within a School Tutoring*, and *Summer Book Lessons* for every grade and every scholar enrolled.

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Exhibit A

Odyssey Charter School Online Program Class Policy

Parents must attend a virtual meeting with their teacher and sign this document prior to enrolling in the Odyssey Charter School Online Program. Because a safe, in-person option is available for all Odyssey scholars, participation in the school's Online Program is considered a privilege and comes with expectations and requirements for continued participation. Please read the following policy and sign this document at the conclusion of the virtual meeting. A signed copy of this document is required for registration in the Odyssey Charter School Online program.

NOTE: By enrolling your scholar in Odyssey's Online Program, you are agreeing to ensure your scholar is actively engaged in class and that he/she is completing/submitting their own work, on time, and in compliance with the assignment's guidelines. Scholars are expected to respond to all questions and/or prompts from the teacher during the session to the best of their ability.

Online Briefing Meeting

A schedule will be supplied when parents request participation in the Odyssey Charter School Online Program. This meeting is required to explain the policy and procedure for the program and confirm capacity to participate in the online program. This document must be completed and returned to the school registrar as a requirement of for registration into the online program.

Required Attendance

Scholars are required to follow the school calendar, which includes one hundred eighty (180) school days. Scholars are expected to login to the online program each scheduled school calendar day. If attendance is not recorded on a school day, as listed on the school calendar, the scholar is marked as having an unexcused absence. Therefore, if the calendar indicates Monday through Friday in a given week are school days, attendance must be entered each day to not result in absences being recorded. Scholars who are unable to login to the online program must notify their teacher as to the reason for the absence.

1 All documentation for excused absences must be emailed to the scholar's teacher.

Attendance Monitoring and Participation
Documenting that a scholar has logged into the online program is not sufficient, by itself, to demonstrate academic attendance by the scholar. A teacher will confirm that a scholar participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a teacher or class member to ask a course-related question. This level of participation must be consistent throughout the entire class period to receive daily credit for each class and extends to all classroom activities and daily assignments. The classroom teacher will log the activity of each scholar participating in the online program. Scholars who are not participating in the classroom discussion and assigned activities will be marked as "Non-Participating" for that day, and no credit will be assigned for this period. All attendance policies currently published in the Scholar and Family Handbook will apply to the online program attendance. Should a scholar become ill or miss a class, the guidelines published in Odyssey Handbook under *"Attendance"* will also apply to the online program. Non-participating will be considered an unexcused absence from this class period. Four "Non-Participation" marks will be equal to one (1) unexcused absence.

Tardy to Class
There is no reason to be tardy to an online program. Tardies will not be accepted for online programs. Should you experience a technical issue with your equipment or a local power outage: the parent will need to submit a letter to the principal explaining the details of the issue. This contact must be made directly to the principal and not to the teacher of the class affected. If the scholar has not logged in to the class in a timely manner then he/she will lose credit for that class for that day and be marked "Non-Participating" during that period.

Classroom Work and Assignments
Daily participation is required in the online program. Daily assignments will be completed on the day of class. Just as with in-person scholars, homework assignments are due for the online program, on the day assigned by the teacher. Should an online scholar become ill or have an excused absence, he/she will follow the same rules and policy as written in the current Scholar

and Family Handbook. Here you will find a specific number of days allowed to make up work from excused absences, based on the grade level of the scholar.

1 State guidelines for an attendance overview are available at
http://archives.gadoe.org/pea_policy.aspx?PageReq=PEASchoolAttendance

Passing Grades Required

Scholars must be in good academic standing to participate in the online program. A scholar who has a failing grade in an academic class at the end of the semester will no longer be considered for participation in the online program. Should the scholar allow his/her grade to drop below the accepted standard for a passing grade as detailed in the current Scholar and Parent Handbook, the registrar will contact the family and assist in scheduling a campus based school day for the scholar. When the scholar has established passing grades in all academic classes for one continuous semester, the scholar may be reconsidered for the online program, provided that the online program continues to operate and has space available. This approval will need to be approved by the assigned home room teacher and the administrator for the grade level prior to enrolling.

Grade Level Promotion

Scholars failing one or more online program classes will be reviewed by administration and the grade level team prior to any grade level promotion under the same standards applied to in-person scholars. A failing grade will be determined by the standard published in the current Scholar and Parent Handbook.

Dress Code

All online program scholars are expected to follow the Dress Code as published in the current Scholar and Parent Handbook. Teachers will note any dress code related issues and communicate the incident to the parents. Scholars will be given the opportunity to comply with the current dress code and return to class activities. Scholars who are repeatedly out of dress code can lose their privilege of being enrolled in the online program.

Online Program Affidavit

I have read the policy for the online program of Odyssey Charter School and I understand and have no additional questions regarding:

Initials Policy

_____ Online Program Brief Meeting

_____ Required Attendance

_____ Attendance Monitoring and Participation

_____ Tardy to Class

_____ Classroom Work and Assignments

_____ Passing Grades are required

_____ Grade Level Promotion

_____ Dress Code Requirements

By initialing each of the above policies, and signing this document, I confirm my desire to enroll my scholar in the online program of Odyssey Charter School, and I agree to follow the above listed policies as detailed.

_____ _____

Parent Signature   Date

_____

Scholar Name

Exhibit B.

THE STATE OF GEORGIA

EXECUTIVE ORDER

BY THE GOVERNOR:

RENEWAL OF PUBLIC HEALTH STATE OF EMERGENCY

WHEREAS: On March 14, 2020, due to the impact of COVID-19 on the State of Georgia, I issued Executive Order No. 03.14.20.01, declaring a Public Health State of Emergency in Georgia; and

WHEREAS: The Georgia General Assembly concurred with Executive Order 03.14.20.01 by joint resolution on March 16, 2020; and

WHEREAS: On April 8, 2020, I renewed the Public Health State of Emergency until May 13, 2020 by issuing Executive Order 04.08.20.02; and

WHEREAS: Code Section 38-3-51 vests the Governor with the power to renew any State of Emergency for a period not to exceed thirty (30) days; and

WHEREAS: There exists a continued need for protecting vulnerable populations, providing comprehensive testing, permitting economic flexibility with reduced regulations, providing increased hospital capacity, and allowing the state expanded flexibility for procurement; and

WHEREAS: In consultation with the Commissioner of Public Health, the Director of the Georgia Emergency Management and Homeland Security Agency, the Adjutant General of the Georgia National Guard, and other state health and emergency preparedness officials, I have determined the public health emergency created by the spread of COVID-19 persists in the State, and that it is necessary and appropriate to renew the Public Health State of Emergency for thirty (30) days.

NOW, THEREFORE, PURSUANT TO CODE SECTION 38-3-51, AND THE AUTHORITY VESTED IN ME AS GOVERNOR OF THE STATE OF GEORGIA, IT IS HEREBY

ORDERED: That the Public Health State of Emergency declared by Executive Order 03.14.20.01 and renewed by Executive Order 04.08.20.02,

which is set to expire on Wednesday, May 13, 2020 at 11:59 P.M., shall be renewed for thirty (30) days.

IT IS FURTHER

ORDERED: That the Public Health State of Emergency shall terminate on Friday, June 12, 2020, at 11:59 P.M., unless it is renewed by the Governor.

IT IS FURTHER

ORDERED: That the terms of Executive Orders 03.14.20.01 and 04.08.20.02 are hereby adopted by reference.

IT IS FURTHER

ORDERED: That Executive Orders 04.08.20.03, 04.08.20.05, and Section III of Executive Order 04.23.20.02 titled "Sheltering in Place" are hereby extended for a period of forty-three (43) days, and shall expire on Friday, June 12, 2020, at 11:59 P.M.

IT IS FURTHER

ORDERED: That if one or more of the provisions contained in this Order shall conflict with the provisions of any previous Executive Order or Agency Administrative Order, the provisions of this Order shall control. Further, in the event of any conflict, the provisions of any Quarantine or Isolation Order issued to a specific person by the Department of Public Health shall control.

IT IS FURTHER

ORDERED: That nothing in this Order shall be construed to suspend or limit the sale, dispensing, or transportation of firearms or ammunition, or any component thereof.

IT IS FURTHER

ORDERED: That if one or more of the provisions contained in this Order shall be held to be invalid, in violation of the Georgia Constitution, in violation of Georgia law, or unenforceable in any respect, such invalidity, violation, or unenforceability shall not affect any other provisions of this Order, but, in such case, this Order shall be construed as if such invalid, illegal, or unenforceable provision had never been contained within the Order.

IT IS FURTHER

ORDERED: That no provision of this Order shall limit, infringe, suspend, or supplant any rights conferred by or any judicial order, judgment, or decree issued pursuant to the laws or constitution of this State or the

laws or constitution of the United States, nor shall any person use any provision this Order as a defense to an action in violation of a judicial order, judgment, or decree by any court created pursuant to the laws or constitution of this State or the laws or constitution of the United States.

IT IS FURTHER

ORDERED: The Office of the Governor may continue to issue guidance on the scope of this Order as needed through communication media, including social media, without need for further Executive Orders.

IT IS FURTHER

ORDERED: All provisions of this Order shall become effective upon signature.

This 30th day of April 2020.

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GOVERNOR