American Rescue Plan (ARP) Act
ESSER III-LEA Application

Name of LEA	Floyd County Schools				
Date of Submission	November 8, 2022	**Original Budget**	☐	**Amendment #**	3

APPLICATION CONTENTS

- Assurances
- LEA Overall Priorities
- Learning Opportunity Loss Plan
- Use of Funds
- Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
- Learning Opportunity Loss Plan Appendix

ASSURANCES

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

☑	An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures. The LEA assures that ARP ESSER funds will be used for their intended purposes, including: • whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies, • how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions, • and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.
☑	The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.
☑	The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.
☑	The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review.
☑	The LEA assures the plan will be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

LEA OVERALL PRIORITIES

Please provide the top 2-3 priorities the LEA has determined as the most pressing needs for students and schools within the LEA as a result or in response to the COVID-19 pandemic. Please include the data sources that illustrate why these are the most critical and/or most widespread needs experienced by students and schools within the LEA.

PRIORITIES	DATA SOURCE
Student Learning Loss	Grades, Georgia Milestones; NAVVY Standard by Standard Diagnostic Assessment System; NWEA Map Growth
Student Emotional Health	Attendance; Grades; Student self harm data

Learning Opportunity Loss Plan

Purpose

This template should guide district decision making as they plan evidence-based interventions to support accelerated learning opportunities for students impacted by the COVID-19 pandemic. The template follows Georgia's Systems of Continuous Improvement Cycle, with a focus on the Coherent Instruction System.

"Accelerated learning and strong instruction are interdependent. You cannot accelerate learning with poor instructional practices in place, and you cannot have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning and strong instruction."

Embedded within the document are links to guiding questions and research that can support your decisions for interventions and provide guidance for how to implement the interventions.

Section Contents

- Identifying Interventions
- Selecting Interventions
- Plan Implementation
- Implement Plan
- Examine Progress

LEA ARP Plan LEA Website Link	https://www.floydboe.net/site/Default.aspx?PageID=2370

If the contents of this document are explicitly explained and included within a template created by the LEA and posted on the LEA's website, please include the reference to locate the contents of the plan above.

Identifying Needs

Provide data outlining district-wide learning opportunity loss, the current resources to support extended learning opportunities, and additional resources identified through the needs assessment process. Include data identifying learning opportunity loss among students disproportionately affected by the pandemic and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

Guiding Questions	Responses
What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss?	assessment data (Georgia Milestones; NAVVY; NWEA Map Growth; ACCESS for ELLs; GAA) grades attendance data
Analyze data to identify strengths and challenges and determine outcomes.	After examining our data at the system level and school level we find that time on task and face to face instruction were the two most significant factors. The students that were present for a significant amount of face to face instruction fared better than those that did not. Our K-5 students had the best attendance in terms of the percentage of students that missed less than 10 days and they also had the highest percentage of students that attended school face to face. Our Map and milestones data at the elementary level is fairly consistent in terms of past year performances. We did not make any significant gains as has been our trend over the last five years but we were able to maintain the majority of the previous year's MAP growth and only saw slight declines in milestones scores. As we progress to middle schools we see an uptick in absenteeism. Almost all of our middle schools saw a 10% drop in the number of students that missed ten or fewer days. As you would expect this reflected in a drop in students with passing grades and a more significant drop in MAP and Milestones scores. We begin to see a more significant drop in ELA and math somewhere in the range of 3-4% in some cases. This comes on the heels of a consistent trend of growth for our middle schools in those areas. There is a more significant drop in science and social studies achievement in some cases 5-6%. At the high school level we see our largest deficits in attendance. Some schools dropped 30% in the number of students that missed ten or fewer days. This translated to a mass of students that were credit deficient and had to attend summer school. We also saw our most significant drops in milestones scores. Just as we saw in middle school the science and social studies scores had the biggest decreases. Here we see double digit losses in achievement scores.
What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?	online tutoring in person tutoring increased/frequent communication with parents, especially with parents of virtual students targeted academic interventions during the school day
What data have you collected to know if current efforts have been successful?	NWEA Map Growth results; attendance data; grades; Acadience Reading
What data will you collect and analyze to identify ongoing needs?	assessment data (Georgia Milestones; NAVVY; NWEA Map Growth; ACCESS for ELLs; GAA) grades attendance data

Conducting a Comprehensive Needs Assessment

Selecting Interventions 	Research many sources to determine the solutions that have evidence of meeting the identified needs. Select the evidence-based interventions that scale up and enhance existing academic programs and initiatives that accelerate academic progress. Interventions should address literacy, numeracy, credit-recovery, and needs for those students at-risk for not graduating. • Consider all the evidence for needed improvements. • Research possible interventions • Determine if staff has the capacity to implement possible interventions. This section is to inform the selection of intervention(s). No entries are required in this section.

Intervention Options	Considerations for Selection and Implementation
Class-Size Reduction	According to the research, things to consider with this intervention: • Most effective in grades K-8 • Generally, class sizes of between 15 and 18 are recommended to ensure impact • Teacher quality must be considered • Physical space Link to the research in the appendix
Extended School Day (before and after school)	According to the research, it is important to consider the impact of the school start and end time within the school context, on the community, on families, on students, as well as financial implications. Things to consider: • Curriculum and alignment to content taught during the regular school day • Transportation • Meals and snacks • Required accommodations for students • Impact on extracurricular activities Link to the research in the appendix
Extended School Year (adding days to calendar)	Extending the school day or year may bring non-instructional benefits, but little research-based evidence exists to support the possibility that student achievement will increase as well. The research literature indicates that time is a necessary but not sufficient condition for improving achievement. The crucial issue seems to be how the time is used, with quality of instruction being the key. Things to consider: • Contracts of teachers and administrators • Teacher and student burnout • Parent buy-in to ensure engagement • School breaks • Transportation Link to the research in the appendix

High Frequency Tutoring	According to the research, the most effective tutoring programs share the following structure: • Three or more sessions per week • 30-60 minutes per session • At least 10 weeks • Three to four students per group, but one-on-one or 1:2 tutoring is most effective, using teachers or paraprofessionals • Pair students with a consistent tutor throughout the program • Offer during the school day or immediately after • Align to grade-level or course standards • Use ongoing formative assessment practices to measure growth and make adjustments in delivery Link to the research in the appendix
Summer Programming	According to the research, the most effective summer programs share the following structure: • Five to six weeks in duration • Five days of programming per week • 60-90 minutes of math and 90-120 minutes of reading/writing instruction per day and two-three hours for enrichment activities • Small classes of up to 15 students per teacher • Use highly effective teachers • Provide professional learning focused on consistent curriculum and maximizing instructional time Link to the research in the appendix
Virtual Learning (remediation, tutoring, credit recovery, etc.)	According to research, things to consider: • Instruction combining online and face-to-face elements has a larger advantage • Online instruction should be collaborative or instructor-directed • Provide learners control of their interactions with media and prompt learner reflection • Provide a combination of additional learning time and materials as well as additional opportunities for collaboration • Online learning is much more conducive to the expansion of learning time than is face-to-face instruction • Accessibility – access to technology and connectivity • Meals for students • Teacher training on student engagement strategies • Flexible schedules Link to the research in the appendix
Other	
	Guiding Questions to Consider – Link to questions in appendix

Georgia Department of Education

Educating Georgia's Future

Plan for Implementation

Develop a team and plan to implement the solutions that are most promising and can be implemented with fidelity.

- Develop a team that will deeply understand the interventions and best ways to implement them.
- Identify roles and responsibilities of those implementing the interventions.
- Develop the implementation timeline.
- Identify resources and supports needed for the implementation of the interventions.
- Develop a set of benchmarks to be reviewed to track the progress of implementation.

Answer the questions below for interventions being implemented.

Questions	Responses	
What is the selected intervention(s)?	Class-Size Reduction	☐
	Extended School Day (before and after school)	✔
	Extended School Year (adding days to the calendar)	☐
	High Frequency Tutoring	☐
	Summer Programming	✔
	Virtual Learning (remediation, tutoring, credit recovery, etc.)	☐
	Other: Instructional Coaching and Interventionis	✔
	Other: Instructional Coaching and Interventionis	✔
Which regions/clusters/schools will implement each intervention selected?	Extended Day Tutoring - All Schools Summer Programming - All Schools Instructional Coaches - All schools serving PK, K, and Grades 5-12 Interventionists - All schools serving K-4	
Which grades or grade bands will participate in each intervention selected?	Extended Day Tutoring - K-12 Summer Programming - K-12 Instructional Coaches PK, K, and Grades 5-12 Interventionists - K-4	
Which student subgroup(s) will participate in each intervention selected?	All subgroups will participate based on individual student needs	

What is the target student population(s) for each intervention selected?	Extended Day Tutoring - students not meeting academic standards Summer Programming - students not meeting academic standards Instructional Coaching Pre K teachers; K teachers; and Core Content Teachers in grades 5-12; Special Education Teachers in grades K-12 Interventionists - students not meeting academic standards
What are the proposed number of hours added to the school year?	Extended Day Tutoring - 16 hours per week for 30 weeks of the year for three years Summer Programming - 20 hours per week for three weeks each summer for four years
What training is required for staff, students, and parents for each intervention selected?	Extended Day Tutoring - training for parents to successfully access tutoring for their children; training for teachers to understand and use formative assessment results to drive instruction. Summer Programming - training for parents to successfully access summer school for their chidren; training for teachers to serve as summer school teachers; training for teachers to understand and use formative assessment results to drive instruction. Instructioal Coaches - training for coaches to serve effectively as instructional coaches Interventionists - training for interventionists to implement effective interventions and co-teach in the general education classroom
What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?	Extended Day Tutoring - instructional materials; partnership with school nutrition for snacks or meals; partnership with student transportation; assessments Summer Programming - instructional materials; partnership with school nutrition for meals; partnership with student transportation Instructional Coaches - professional learning for coaches Interventionists - professional learning for interventionists
What is the formative assessment plan to evaluate student progress and impact for each intervention selected?	We will utilize common assessments; NAVVY Standard-by-Standard Diagnostic Assessment System; and NWEA Map Growth; and standards checklists to evaluate student progress and the impact for the interventions.

Implement Plan

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if intervention(s) are working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.
- Build capacity of others to facilitate and implement the intervention(s).

Timeline for Implementation	
What is the proposed timeline to implement each intervention selected?	Extended Day Tutoring, Instructional Coaches, and Interventionists will take place throughout the 2022, 2023, and 2024 school years. Summer school will take place during the summer months of the 2021, 2022, and 2023 school years.

Examine Progress

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if the intervention(s) is working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.

Outline for Evaluating Implementation and Impact

How will you evaluate implementation fidelity and effectiveness on an ongoing basis of each intervention selected by specific subgroups?

Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care.

2021-2022

Collect assessment data from NAVVY, NWEA Map Growth, Acadience Reading and Ga Milestones. Collect anecdotal data from school and system administrators who will monitor the degree to which the implementation plan is being followed. Data will be analyzed on an ongoing basis as it becomes available to determine effectiveness and quality. Adjustments to instruction and coaching will be made based on the analysis of both formative and summative data for all subgroups.

2022-2023

See above - Outline for Evaluating Implementation and Impact for 2021-2022.
The data analysis for 2022-2023 will include a comparison of data collected for 2021-2022.

2023-2024

See above - Outline for Evaluating Implementation and Impact for 2021-2022. The data analysis for 2023-2024 will include a comparison of data collected for 2021-2022 and 2022-2023.

Guiding Questions – Link to questions in appendix

USE OF FUNDS

The LEA shall reserve ***not less than 20 percent*** of such funds to address learning loss through the implementation of evidence-based interventions. In addition to the interventions outlined in the template above, this percentage of funds can be used to address assessment needs, assistance to parents as they support their students, and student engagement and attendance. Please estimate the approximate percentage of the LEA's ESSER III formula funds allocated for each of the activities or purposes addressing learning loss listed below.

Activities to Address Learning Loss	Percent
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of at-risk populations.	58 %
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.	2 %
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	0 %
Tracking student attendance and improving student engagement in distance education	0 %

Activities to Address Other Needs	Percent
Any activity authorized by the Elementary and Secondary Education Act of 1965, Individuals with Disabilities Education Act, Adult Education and Family Literacy Act, and Carl D. Perkins Career and Technical Education Act of 2006.	21 %
Activities to address the unique needs of at-risk populations	%
Developing and implementing procedures and systems to improve the preparedness and response efforts	%
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	%
Purchasing supplies to sanitize and clean the facilities	%
Planning for, coordinating, and implementing activities during long-term closures, including **providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue** to be provided consistent with all Federal, State, and local requirements.	%
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	2 %
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	14 %
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	%
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	%
Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff	3 %
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. Please identify "other activities'	%
Total	**100%**

LEA Implementation Plan for Use of Funds. *In the survey below, please check all that apply:*

■ **At-risk Student Populations**

■ low-income students: cover costs of specific activities, services, supports, programs, and/or targeted interventions

■ students with disabilities: cover costs of specific activities, services, supports, programs, and/or targeted interventions

■ racial and ethnic minorities: cover costs of specific activities, services, supports, programs, and/or targeted interventions

■ migrant students: cover costs of specific activities, services, supports, programs, and/or targeted interventions

■ English Learners: cover costs of specific activities, services, supports, programs, and/or targeted interventions

■ students experiencing homelessness: cover costs of specific activities, services, supports, programs, and/or targeted interventions

■ children in foster care: cover costs of specific activities, services, supports, programs, and/or targeted interventions

■ **Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**

If these efforts support *At-risk Student Populations*, please also check the populations at the beginning of this survey.

Continuity of Core Staff and Services

☐ cover costs of offsetting the need to furlough or reduce the salaries of school-based staff

■ cover costs of bonuses for retaining educators and support personnel

☐ cover costs of transportation operations

☐ cover costs of expenses related to utilities

☐ other operational costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Distance/Remote Learning

☐ connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.)

■ devices (laptops, tablets, etc.)

☐ printing costs for learning packets

■ instructional resources/tools

■ hardware

☐ software, subscriptions, licenses

☐ assistive technology or adaptive equipment

☐ online learning platforms/learning management systems

☐ other distance/remote learning costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Facilities/Equipment

☐ costs related to sanitizing/disinfecting buildings and buses

☐ additional personnel costs ('hazard pay', hours, etc. -- unrelated to preparing and delivering school meals; *see 'School Meals' below*)

☐ equipment and supplies (gloves, masks, PPE, cleaning supplies, etc.)

☐ facilities/equipment (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Mental and Physical Health (contracted hours, professional learning, programs, etc.)

- ☐ costs related to telehealth
- ☐ costs related to counseling
- ■ costs related to school nursing
- ☐ costs related to school-based clinics
- ☐ costs related to therapeutic services
- ☐ costs related to wraparound services and supports
- ■ other mental

two additional guidance counselors for high schools

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Professional Development

- ■ Cover costs of additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, consultants, programs, etc.).
- ■ other professional development costs (please explain)

Instructional Coaches to work with teachers in Grades PK, K, and 5-12.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

School Meals

- ☐ offset costs due to serving meals (not covered by the USDA reimbursement)
- ☐ cover additional 'hazard' pay or hours personnel
- ☐ cover additional transportation costs of delivering meals
- ☐ other school meals costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Supplemental Learning

- ■ remediation opportunities
- ■ enrichment opportunities
- ■ summer learning
- ■ before/afterschool programs scheduled within the school year
- ■ additional instructional resources
- ■ additional pay for teachers, staff, mentors for extended hours/schedules
- ☐ other supplemental learning costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

Implement Prevention and Mitigation Strategies

Section A

Return to In-Person Instruction Plan LEA Website Link	https://www.floydboe.net/domain/2098	
The Plan Will Be Updated Within 6 Months	**YES** ✔	**NO** ☐
	Date: November 8, 2022	**Plan is Updated to Current CDC Guidelines**

Section B

LEAs that receive ARP ESSER funds must develop, submit to GaDOE on a reasonable timeline, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

- In the section below, please explain to the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Center for Disease Control and Prevention (CDC) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning. The U. S. Department of Education has provided resources that align with the CDS's guidance, please reference resource in the chart.

Safely Reopening Schools Resources Provided by the U.S. Department of Education

Safer Schools and Campuses Best Practices Clearinghouse	Best Practices Clearinghouse - Home (ed.gov)
Center for Disease Control and Prevention-Operational Strategy for K-12 Schools through Phased Prevention	Operational Strategy for K-12 Schools through Phased Prevention | CDC
Volume 1- 2021 ED COVID-19 Handbook- Strategies for Safely Reopening Elementary and Secondary Schools	ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (PDF)
Volume 2- 2021 ED COVID-19 Handbook- Roadmap to Reopening Safely and Meeting All Students' Needs	ED COVID-19 Handbook: Volume 2 2021 (PDF)

1. Please explain how the LEA engaged the entire school community to establish a safe environment for all educators, school staff, and students to promote trust and confidence.
   If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

Prior to the 2020-2021 school year, Floyd County Schools (FCS) surveyed parents to gauge their comfort level with returning to school and to assist with formulating the district ' s reopening plans. Meetings of the Local School Coordinating Council focused on establishing a safe learning environment for both students and staff. This council is made up of system administrators and representatives from each school that include parents, community members, teachers, and building principals. Based on feedback received, FCS offered both in person and virtual/digital learning options. System administrators collaborated with local health officials to ensure the district ' s plans were supported by medical professionals in the community. Principals worked with teachers and school staff to implement the district ' s plan while also recognizing and meeting the individual needs of their staff and school community. The district used consistent, clear communication to keep all stakeholders informed prior to and throughout the school year, building a strong level of trust and confidence among teachers, parents, students, staff, and the community.

2. Please explain how the LEA used ARP-ESSER funds to implement prevention strategies to reduce the transmission of COVID-19 in schools.
   If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

   Please check strategies implemented by LEA:

   ■ Universal and correct use of masks
   ■ Physical distancing
   ■ Handwashing and respiratory etiquette
   ■ Cleaning and maintain healthy facilities
   ■ Contact tracing in combination with isolation and quarantine

See FCS Covid Guidelines 2022-2023

https://www.floydboe.net/domain/2098

3. Please explain how the LEA monitored cases and made decisions about in-person instruction.
   If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.

See FCS Covid Guidelines 2022-2023

https://www.floydboe.net/domain/2098

Appendix

Guiding Questions

Selecting Interventions:

- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English learners) and does the intervention have positive and statistically significant effects on important student or other relevant outcomes?
- Have appropriate stakeholders (e.g., students, family, staff and community) been involved in discussions on how to address their needs?
- How can the impact of the intervention be measured?
- What tools will the school/district use to determine impact?
- What resources are required to implement this intervention with fidelity?
- What is the local capacity to implement this intervention with fidelity?
- What skills and resources will staff need to implement the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?

Examining Progress:

- How will you progress monitor the fidelity of implementation?
- How can progress monitoring ensure that the actions are effective, impact practices, and improve student achievement for all subgroups?
- What benchmarks will be established and what data will be collected to measure effectiveness of interventions for all subgroups?
- What specific evidence and artifacts will you collect to determine if the interventions are executed in a way that has an impact on student outcomes for all subgroups?
- Do the evidence and artifacts demonstrate the fidelity of implementation and effectiveness of the interventions?
- Are the evidence and artifacts easily obtainable?
- Who is responsible for gathering evidence and artifacts? How and where will the evidence and artifacts be stored and shared?
- Program Evaluation Step-by-Step Guide and Logic Model – This step-by-step guide assists districts with prioritizing programs to evaluate, planning processes for data collection and analysis, and using the findings to develop action plans for program improvements. An accompanying tool provides an overview of the logic model concept, a template for logic model creation, and a checklist to ensure effective logic model implementation.

Additional Research and Resources

Updates and Research on Accelerated Learning and Best Practices

- TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf– This is an updated guide from The New Teacher Project (TNTP) with specific goals and strategies that can help schools begin accelerating students back to grade level in any instructional format—in-person, virtual, or hybrid. TNTP has placed special emphasis on the two most important things schools should prioritize right now: grade-appropriate assignments and strong instruction.
- EdResearch for Recovery_ School Practices to Address Student Learning Loss (brown.edu) – This brief is one in a series aimed at providing K-12 education decision makers with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. This brief looks at potential interventions for students who have fallen out of typical grade range, particularly those who were struggling before the pandemic. Evidence suggests that, although most students will experience some learning loss, the majority will still be able to engage with grade-level content.
- Broad-Based Academic Supports for All Students (brown.edu) – This brief provides research and resources to address academic supports schools should prioritize for all students, including strategies to consider and those to avoid.
- Best Practices for Learning Loss Recovery – This report explores research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related school closures. This report examines approaches to adding learning time within the structure of the regular academic calendar (e.g., school year, school days, and periods) and existing extended learning opportunities (e.g., after-school programs, acceleration academies, summer school).
- EdResearch for Recovery Bringing Evidence-Based Decision-Making to School Safety (brown.edu) – This brief provides research and resources to address how schools and districts can monitor students' social and emotional well-being throughout the year, including strategies to consider and those to avoid.
- Restart & Recovery: Considerations for Teaching and Learning: Academics - This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for (and restart) teaching and learning amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources.
- Review-of-Expanded-Learning-Opportunities.pdf (hanoverresearch.com) – Hanover Research expands its previous brief on extended learning time. An expanded discussion of extended school day/year models, summer school initiatives, pre-kindergarten programs, and out-of-school time programs is provided, to inform discussions about strategies to improve student achievement and educational outcomes.

Class-size Reduction

- NCPEA Policy Brief -Class-Size Policy -The STAR Experiment and Related Class-Size Studies – This brief summarizes findings on class size from over 25 years of work on the Tennessee Student Teacher Achievement Ratio (STAR) randomized, longitudinal experiment, and other Class-Size Reduction (CSR) studies throughout the United States, Australia, Hong Kong, Sweden, Great Britain, and elsewhere.
- The Effectiveness of Class Size Reduction – This brief provides research-based options for education policy makers on the effectiveness of class size reduction.
- Rethinking Class Size -The complex story of impact on teaching and learning – This book examines class size reduction with several new approaches and shares an overriding model which shows how class size works through interconnections with other processes and features in the classroom and identifies key pedagogical implications for teachers and schools.
- Class Size: What Research Says and What it Means for State Policy

Extended School Day

- Extending the School Day-Year: Proposals and Results – This review provides a review of research on the feasibility of extending the school day/year
- Research Brief – Extended School Day – This review summarizes what the research says about extending the school day, either starting early or staying later.
- Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida's Additional Hour of Literacy Instruction

Extended School Year

- Extended School Day-Year Programs: A Research Synthesis – This analysis reviews the data on two types of extended school programs--those that extend the number of hours per day students spend in school, and those that extend the school year.
- Extended School Year – This Information Capsule addresses research conducted on extended school years and their impact on student achievement.

High Frequency Tutoring

- Accelerating Student Learning with High-Dosage Tutoring (brown.edu) - Part of EdResearch's Design Principles series that outlines the evidence, design principles and considerations for high-frequency tutoring. Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically.
- Community Engagement in K-12 Tutoring Programs: A Research-Based Guide for Best Practices – This document provides evidence from researchers across disciplines and synthesizes a set of best practices in tutoring for use by community engagement practitioners.

Summer Programming

- Best Practices for Comprehensive Summer School Programs – This report discusses best practices for summer learning and describes how districts structure summer enrichment, acceleration, and transition programs.
- Effective Program Design for Elementary Summer Learning Programs – This report investigates the impact of summer programs on student learning outcomes, discusses the features of effective summer programs for elementary school students, and outlines strategies for evaluating summer programs.
- Getting to Work on Summer Learning – Recommended Practices for Success – This guidance is intended for school district leaders and their partners across the United States who are interested in launching or improving summer learning programs. In this summary version, the authors distill lessons about implementation gleaned from a six-year study of voluntary summer programs in the five urban districts participating in the National Summer Learning Project.
- Summer Reading Camp Self-Study Guide – This guide is designed to facilitate self-studies of planning and implementation of summer reading camp programs for grade 3 students. It provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.
- Summer School Design and Evaluation Framework – This report reviews best practices in summer school program design and discusses how districts can leverage multiple research methodologies (e.g., data analyses, surveys, in-depth interviews, classroom observations, etc.) to monitor the implementation and evaluate the effects of their summer school programs.

Virtual Learning

- Evaluation of Evidence-Based Practices in Online Learning – The goal of this study by the U.S. Department of Education is to provide policymakers, administrators and educators with research-based guidance about how to implement online learning for K–12 education and teacher preparation.
- Access to Algebra I=The Effects of Online Mathematics for Grade 8 Students – This study tested the impact of offering an online Algebra I course on students' algebra achievement at the end of grade 8 and their subsequent likelihood of participating in an advanced mathematics course sequence in high school.
- Strategies for Virtual Learning Implementation – This report by Hanover Research examines best practices in planning and implementing virtual learning programs. The report reviews literature on strategies for implementing successful virtual learning programs and profiles four school districts with exemplary programs.