

FOCUS Plan Evaluation Report: Synthesis, 2021-22

Prepared for:
Fulton County Schools

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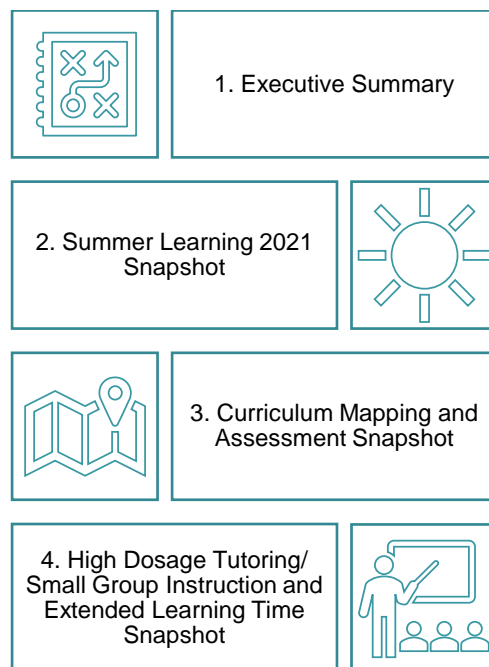
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Chapter 1: Executive Summary

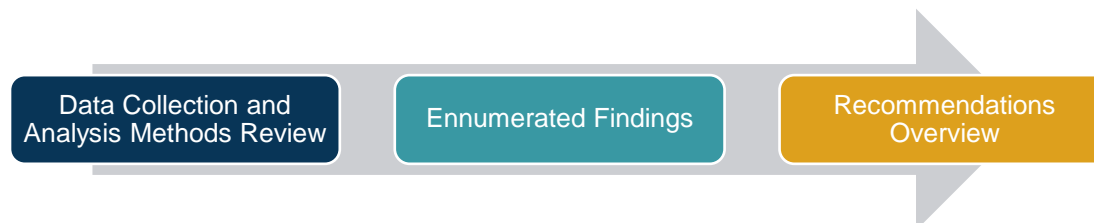
This report summarizes and synthesizes program evaluation efforts of the review team at Gibson Consulting Group, Inc. (Gibson) related to the Fulton County Schools' (FCS') FOCUS Plan from 2021-22. Gibson's program evaluation covered several elements within the FOCUS plan, including the following: Summer Learning 2021, Curriculum Mapping and Assessment related to Learning Acceleration, High-Dosage Tutoring/Small Group Instruction, and Extended Learning Time (ELT). Each represents a standalone and complete reporting of the program evaluation activities related to that element of the FOCUS plan. This report serves to aggregate the essential elements of each report into a synthesis that offers a picture of each program. As such, this report has four main sections (See Figure 1).

Figure 1. Chapter Overview



Each snapshot chapter has three components (see Figure 2).

Figure 2. Report Snapshot Outline



Our synthesis approach to this report document means that this report does not stand alone nor is it supported by appendices. Rather, each section that reviews Gibson's research activities will include pointers to the relevant report.

Chapter 2: FOCUS Plan in Fulton County Schools

District leadership within FCS sought to respond to the academic disruptions during and in the wake of the COVID-19 pandemic. The response that the FCS administration developed was designed specifically to support teachers in the core content areas of Reading and English Language Arts (RELA) and Mathematics. The FOCUS Plan emphasized five key areas:

- Flexible timing for student learning;
- Opportunity for enhanced assessment;
- Curriculum mapping and learning acceleration;
- Universal supports for students, teachers, and parents; and,
- Small group instruction¹.

We briefly describe each of these five elements in the following subsections.

Flexible Timing for Student Learning

Summer Learning

FCS offered Summer Learning for students in Grades K-12 during Summer 2021. Though FCS offered summer school in prior school years, FCS intended for the 2021 Summer Learning program to have a larger number of participating students than previous years. Initially, Grades K-8 students were eligible for Summer Learning if they were below grade level according to the iReady screener administered at the end of 2020-21, and high school students were eligible if they failed or had an incomplete course during 2020-21. FCS administration ultimately decided, however, to open Summer Learning enrollment to all students with academic needs who received an invitation.

Extended Learning Time during the Regular Academic Year

Building on the before and after school academic programs already occurring at FCS school campuses, ELT received FOCUS funding to support students in achieving success with grade-level standards. ELT in elementary and middle school was designed to strategically provide learning for students who could not “achieve their academic goals in Reading and Mathematics during the regular school day.” ELT at the high school level was focused on providing “selected classes for high school students who are seeking to recover failed courses, strengthen academic skills in numeracy and/or literacy outside of the traditional school day,

¹ Fulton County Schools (nd). *What is FOCUS?* Fulton County Schools. <https://www.fultonschools.org/Page/23344>.

or receive additional learning in specific subject areas.” The purpose for ELT across the District was to improve student outcomes through increased instructional time.

Opportunity for Enhanced Assessment

The programmatic and policy changes regarding opportunities for enhanced assessment included the provisioning of additional assessments to all FCS schools so that teachers and school leaders were able to capture critical information regarding students’ knowledge and skills, while minimizing the burden of testing on schools and students. This work also included the requirement that all FCS schools administer regular curriculum-based assessments, analyze these data in Professional Learning Community (PLC) meetings, and respond to the data with changes to instruction in whole-group and small-group settings.

Curriculum Mapping and Learning Acceleration

FCS leaders sought effective, research-based practices to respond to learning loss during the two school years disrupted by the global pandemic. Two methods commonly employed by school districts nationwide are remediation and acceleration,² and FCS adopted a Learning Acceleration approach throughout the District. FCS, in adopting the Learning Acceleration plan, by design sought to provide equitable educational opportunities to students most vulnerable to instructional disruptions.

To effectively accelerate student learning, teachers need additional supports and instructional materials to revise their practices.³ Learning Acceleration requires teachers to move beyond the instructional paradigm of “meeting students where they are” and asks them to support students’ learning by “building a bridge” between what students do know and where they need to be.”⁴ In other words, teachers are simultaneously supporting students by filling gaps in past learning and making direct connections to current or future topics. Inherent in this new model is the awareness that learning spirals, rather than proceeds in a linear trajectory. Further, students require regular access to high quality tutoring before, during, or after the school day. We describe the resources FCS offered to teachers in this report and the tutoring services in a companion report.

FCS developed a suite of resources to support teachers in implementing Learning Acceleration. These included updated curriculum coherence maps for RELA and Mathematics at all grade levels. In addition, teachers were given access to instructional materials housed in the FCS Digital Curriculum Repository, Digital Scaffolding Resources (e.g., Achieve 3000, Edgenuity, Nearpod), and professional learning sessions in August 2021. To help teachers understand how these resources work together and provide guidance on Learning Acceleration, FCS also provided teachers with the Learning Acceleration Playbook

² Camera, L. (2022, Aug 10). *For Students' Academic Recovery, It's Acceleration vs. Remediation*. U.S. News & World Report. <https://www.usnews.com/news/education-news/articles/2022-08-10/for-students-academic-recovery-its-acceleration-vs-remediation>.

³ Texas Education Agency (nd). *Learning Acceleration Resources*. Texas Education Agency. <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources>

⁴ Sawchuck, S. and Loewus, L. (2021, June 22). *Understanding Learning 'Acceleration': Going Slow to Go Fast*. Education Week. <https://www.edweek.org/teaching-learning/understanding-learning-acceleration-going-slow-to-go-fast/2021/06>.

and other scaffolding guidance that clearly defined priority standards, instructional timelines, and assessment practices. Finally, FCS educators were also able to participate in the professional learning plan associated with this initiative.

Universal Supports for Students, Teachers, and Parents

Learning Acceleration Plan Summer 2021 Professional Development

For the first year of the FOCUS Plan program evaluation, the Gibson research team focused on professional learning associated with Learning Acceleration⁵ and the implementation of PLCs. FCS District leaders provided professional learning for all principals and teachers prior to the beginning of the 2021-22 school year. Gibson collected principal experiences with the Learning Acceleration professional learning following the event during the summer of 2021. Gibson also traced teacher efficacy and motivation in parallel with their understanding of the Learning Acceleration through three surveys distributed across the 2021-22 school year.

Professional Learning Communities During 2021-22

Another crucial structure for teacher support in FCS was PLCs that provided teachers with purposeful collaboration periods during the 2021-22 school year. During these meetings, FCS teachers met with teams of colleagues who had the same instructional assignments on their respective campuses to plan, reflect, and analyze data together.

Small Group Instruction: High-Dosage Tutoring

During the 2021-22 school year, FCS piloted High-Dosage Tutoring/Small Group (HDT/SG) instruction during the school day as an approach to support students who experienced learning loss and were not meeting grade-level standards. FCS defines “high-dose tutoring, also referred to as targeted intensive tutoring, [that] consists of having a single tutor work with a student over a school year on academic strategies in math or reading.”⁶ HDT/SG sessions were scheduled during the school day in order to provide equitable access to this valuable learning resource to all FCS students. The expectation was that all schools within FCS would implement the HDT/SG instruction to “target critical academic skill deficits”⁷ with the specific goals for each school level. Tutoring was envisioned to mitigate Reading and Mathematics deficits for elementary and middle school students while also accelerating learning so that they “exceeded their stretch growth on iReady.”⁸ High school students would benefit from this tutoring model because it would

⁵ Supports for students are addressed in the Summer Learning report and the High-Dosage Tutoring/Small Group and Extended Learning Time report. Parent Engagement efforts related to the FOCUS plan are part of the research activities for Gibson’s second year of program review.

⁶ *FCS High Dosage Small Group Handbook*

⁷ *FCS High Dosage Small Group Handbook*

⁸ *FCS High Dosage Small Group Handbook*

enable them to stay on track for graduation. The overarching goal for this program across the District was specific, standards-based, and targeted instruction that will support students individually.

Chapter 3: Summer Learning 2021 Snapshot

FCS implemented Summer Learning for students in Grades K-12 in Summer 2021. Though FCS offered summer school in prior school years, FCS intended for the Summer Learning program to have a larger number of participating students in 2021 compared to prior years.

Summer Learning was offered face-to-face (i.e., in person) at 38 school sites. High school students were eligible to participate in face-to-face Summer Learning or Fulton Virtual School (FVS), whereas elementary and middle school students were eligible to participate in face-to-face Summer Learning.

Summer Learning Data Collection Methods

To provide formative and summative feedback on Summer Learning programming, the Gibson research team performed classroom walkthroughs during a week-long site visit and collected District administrative records and student-level data. This data was used to evaluate summer school teaching practices and to examine the impact of participation in summer learning on student performance.

Gibson also collected extant student data from FCS regarding student invitation and participation in Summer Learning programming, student test scores, student demographic characteristics, and school-level demographic characteristics.

Summer Learning Evaluation Findings Overview

Finding 1: Hispanic and Black students were more likely to be recommended to participate in Summer Learning.

Finding 2: Most of the students who were invited to participate in Summer Learning did not enroll.

Finding 3: Students who were below grade level on the *iReady* Mathematics or Reading universal screener at the end of the 2020-21 school year were more likely to participate in Summer Learning.

Finding 4: Students who attended face-to-face Summer Learning attended approximately 88% of days in which they enrolled.

Finding 5: Observed Summer Learning teachers had high instructional expectations.

Finding 6: Observed Summer Learning teachers did not maximize opportunities for differentiation.

Finding 7: Observed Summer Learning class sizes were small.

Finding 8: Most of the students exiting Kindergarten through Grade 7 who attended Summer Learning avoided a summer slide in Reading and Mathematics.

Finding 9: Almost all high school Summer Learning attendees earned at least one high school credit.

Finding 10: Students who attended face-to-face Summer Learning had higher *iReady* performance at beginning-of-year 2021-22 than the matched comparison, on average.

Finding 11: There was no relationship between student attendance rate and *iReady* growth over the summer in Reading or Mathematics.

Summer Learning Evaluation Recommendations Overview

Recommendation 1: Conduct qualitative research to better understand reasons for non-attendance, particularly among high-needs students. Adjust systems to encourage attendance.

Recommendation 2: Provide Summer Learning teachers professional development related to differentiation and small group instruction to better maximize small class size.

Chapter 4: Curriculum Mapping and Assessment Snapshot

During 2020-21, FCS administration developed a plan to respond to academic disruptions caused by the COVID-19 pandemic. The plan included supports for RELA and Mathematics teachers in five areas:

- Flexible timing for student learning;
- Opportunity for enhanced assessment;
- Curriculum mapping and learning acceleration;
- Universal supports for students, teachers, and parents; and,
- Small group instruction.⁹

This section of the report describes findings collected during 2021-22 related to a subset of the FOCUS plan, namely Opportunities for Enhanced Assessment, Curriculum Mapping and Learning Acceleration, and the professional learning provided at the beginning of initiative implementation.

Curriculum Mapping and Assessment Data Collection Methods

The FOCUS Plan is complex, nuanced, and multifaceted. To provide a comprehensive program evaluation, we leveraged qualitative and quantitative research activities to collect multiple types of data and to conduct a variety of analyses. The research team coordinated eight different data collections in order to look at specific elements of the FOCUS plan (e.g., principals were surveyed to gauge their understandings of the FOCUS Plan, teacher lesson plans and principal observations of FCS teachers were analyzed to see how the FOCUS Plan was being enacted in classrooms) and to track engagement with the new, vital initiative over time (e.g., teachers were surveyed at multiple points across the school year to track their expressions of efficacy and motivation alongside their implementation of the FOCUS Plan).

Data collection efforts used in 2021-22 are listed chronologically in Table 1. Detailed descriptions of the each of the data collection instruments, processes, and results can be found in the FOCUS Plan Evaluation Report: Curriculum Mapping, Learning Acceleration, and Assessment, 2021-22 submitted to the FCS Department of Program Evaluation concurrently with this overview report.

⁹ Fulton County Schools (nd). *What is FOCUS?* Fulton County Schools. <https://www.fultonschools.org/Page/23344>.

Table 1. Data Collection Efforts Related to Curriculum Mapping and Assessment, 2021-22

Activity	Invited participants	Dates	Objective
Principal survey	All principals	July 2021	Principal experiences with professional learning and preparing for FOCUS implementation
Teacher survey	All Mathematics and RELA teachers	August 2021	Teacher experiences during professional learning and intentions to implement
Teacher survey	All Mathematics and RELA teachers	October 2021	Teacher experiences during FOCUS implementation
Teacher lesson plans	All Mathematics and RELA teachers	January 2022	Teacher implementation of Learning Acceleration initiative
Classroom observations	All Mathematics and RELA classrooms <i>Conducted by FCS Principals or designees</i>	January 2022	Implementation of Learning Acceleration initiative
PLC meeting observations	All Mathematics and RELA PLCs	February 2022	Implementation of Learning Acceleration initiative and Assessment initiatives
Virtual focus groups	All Mathematics and RELA teachers	February 2022	Teacher experiences during FOCUS implementation
Teacher survey	All Mathematics and RELA teachers	March 2022	Teacher experiences during FOCUS implementation

Notes. RELA refers to Reading and English Language Arts. PLC refers to Professional Learning Community.

Source. Gibson Consulting Group, Inc.

Curriculum Mapping, Learning Acceleration, and Assessment Evaluation Findings and Recommendations Preview

Findings Related to Initial Professional Learning about Learning Acceleration

Findings related to teachers' and principals' Learning Acceleration professional learning were derived from a variety of data sources.

Finding 1: Principals were aware of and felt prepared to implement Learning Acceleration.

Finding 2: There are four target areas for increasing principal professional learning regarding Learning Acceleration (i.e., Learning Acceleration strategies and guidance, planning instruction, sequencing content).

Finding 3: Some principals need additional support to facilitate teacher observations using the instructional growth rubric.

Finding 4: Teachers are aware of the Learning Acceleration plan and implications for their own practice.

Finding 5: Summer professional learning opportunities supported teachers' understandings of the Learning Acceleration plan.

Finding 6: Teachers could benefit from additional time with core Learning Acceleration guidance materials.

Finding 7: Teachers worried about the practical costs of implementing a new learning initiative.

Finding 8: Both principals and teachers reported high motivation to implement Learning Acceleration.

Recommendations Related to Initial Professional Learning about Learning Acceleration

Based on these findings, the research team crafted the following recommendations for practice in FCS.

Recommendation 1: Continue to support tasks and activities related to Learning Acceleration.

Recommendation 2: Provide a menu of professional learning activities for principals and teachers who need varied levels of support.

Recommendation 3: Provide resources and tools to reduce the burden and emotional cost of implementing Learning Acceleration.

Recommendation 4: Continue to reinforce principal and teacher motivation to implement Learning Acceleration.

Findings Related to Teaching Motivation and Self-Efficacy

Finding 9: The majority of teachers were categorized as either having below average efficacy and below average motivation or high efficacy and low motivation prior to the start of the school year.

Finding 10: Teachers with either less motivation to implement Learning Acceleration or less self-efficacy tended to have higher motivation and self-efficacy once the school year began.

Finding 11: Self-efficacy appears to be more strongly related to teachers' implementation of Learning Acceleration than motivation to implement during the summer

Recommendations Related to Teaching Motivation and Self-Efficacy

Recommendation 5: Support secondary teachers' efficacy and motivation to implement Learning Acceleration.

Recommendation 6: Support long-term growth of self-efficacy.

Findings Related to Professional Learning Community (PLC) Efficacy and Implementation

Finding 12: Over the course of the school year, PLC activities became more aligned with FCS expectations.

Finding 13: Instructional coaches, school administrators, and curriculum specialists facilitated meaningful PLC dialogue.

Finding 14: PLC leads and teachers need additional guidance on best practices for PLC activities during each phase of the PLC cycle.

Finding 15: When planning, PLC members rarely discussed the proficiency levels expected of students or discussed students' prerequisite and future knowledge when planning.

Finding 16: Teachers in PLC meetings struggled to develop targeted and coherent strategies to support students who struggled with prerequisite skills.

Finding 17: Teachers identified students needing additional support in PLC meetings but did not create plans to provide additional support.

Recommendations Related to Professional Learning Community (PLC) Efficacy and Implementation

Recommendation 7: Continue to provide PLC leaders with professional learning regarding expectations for PLC meeting activities.

Recommendation 8: Provide teachers additional supports within assessment documents to assist teachers in understanding expected proficiency levels, prerequisite knowledge, and future knowledge.

Recommendation 9: Provide administrators, PLC leads, and teachers with professional learning to support targeted instruction for students who need additional support.

Findings Related to Curriculum Changes

Finding 18: Teachers see curriculum maps as familiar, helpful resources.

Finding 19: The Learning Acceleration Playbook is not yet a vital resource for planning.

Finding 20: Most teachers followed the overall pacing established by revised District curriculum maps.

Finding 21: Teachers are concerned about the pacing of content in the curriculum maps.

Finding 22: District-prescribed assessment windows led to challenging timing issues.

Finding 23: High school teachers felt unsupported and unconnected with the Learning Acceleration plan.

Finding 24: Teachers found the instructional technology recommended through the Learning Acceleration plan to be somewhat helpful.

Recommendations Related to Curriculum Changes

Recommendation 10: Develop and update resource crosswalks that reflect resource change and FCS initiatives.

Recommendation 11: Regularly invite teachers to help District leaders refine curriculum materials.

Recommendation 12: Widen District-based assessment windows prescribed in curriculum maps when possible.

Recommendation 13: Offer flexible guidelines for digital tool usage that reflects varied instructional contexts.

Recommendation 14: Prioritize secondary implementation of new learning initiatives.

Findings Related to Assessment Changes

Finding 25: Teachers frequently analyzed assessment data during PLC meetings.

Finding 26: Teachers often analyzed assessment data to determine which skills needed additional whole group support.

Finding 27: *iReady* is a well-received resource, with some concerns about student engagement.

Finding 28: District-provided common assessments raised questions about assessment alignment and vocabulary.

Recommendations Related to Assessment Changes

Recommendation 15: Support teachers' abilities to interpret assessment data.

Findings Related to Lesson Plan Analysis

Finding 29: FCS provides teachers with a suite of robust instructional planning resources that demonstrates instruction within the Learning Acceleration plan.

Finding 30: Teachers are successfully incorporating learning targets and using highly efficient instructional practices related to district priorities.

Finding 31: Teachers need additional support to enact some District priorities that are not currently evident in their lesson plans.

Finding 32: Teachers have latitude for lesson plan organization, which yields mixed results.

Recommendations Related to Lesson Plan Analysis

Recommendation 16: Provide lesson plan templates and/or a list of required lesson plan components to include in an effective RELA and mathematics lesson that support the District's model of instruction for each of these content areas.

Findings Related to Principal Observations

Finding 33: Teachers were rated higher on measures of targeted instruction than student agency.

Finding 34: Scores teachers received varied by school level and subject.

Recommendations Related to Principal Observations

Recommendation 17: Provide training for observers on instructional growth rubrics.

Recommendation 18: Provide training and support related to differentiation.

Recommendation 19: Provide training and support related to data-based decision-making.

Recommendation 20: Provide training and support related to students carrying the cognitive load of a lesson.

Recommendation 21: Provide training and support related to student discourse.

Chapter 5: High-Dosage Tutoring and Extended Learning Time Evaluation Snapshot

At the beginning of 2021-22, District program owners developed and distributed information about HDT/SG and ELT. District program owners then asked each school principal to identify a point of contact to serve as a coordinator for these programs and shared a list of identified students with each school. Principals and coordinators were then given the opportunity to prepare their budgets, select who their tutors would be, and place students into the appropriate FOCUS initiative program. Students who were one year behind were to be placed in the HDT/SG program that focused on Literacy or Mathematics small group tutoring during the school day, while students who were further behind or needed enrichment were to be included in the ELT programs outside of the typical instructional day. Schools were then to begin providing services and documenting, through a District-provided tool, student participation in these programs.

High-Dosage Tutoring and Extended Learning Time Data Collection Methods

We invited educators from 20 FCS schools to participate in interviews or focus groups, and representatives from 19 of these schools elected to participate (see report for details). Aside from one high school that declined to participate, all other schools had at least one representative participate in data collection activities.

High-Dosage Tutoring/Small Group and Extended Learning Time Findings Preview

Findings Related to High-Dosage Tutoring/Small Group

High-Dosage Tutoring/Small Group Program Descriptions

Elementary School HDT/SG Programs

Finding 1: Some elementary schools used multiple tutor-types (e.g., paraprofessional, vendor, teacher) to implement HDT/SG.

Finding 2: Even schools who were identified by the FCS District office as “low-implementing” reported making great efforts to implement HDT/SG with fidelity.

Finding 3: Elementary school coordinators worked hard to position program as a positive with parents and students.

Finding 4: In some elementary schools, small groups were stable and consistent. In other elementary schools, tutoring groups were fluid to engage with more learners.

Finding 5: Some elementary schools attempted to use paraprofessionals to push-in and provide HDT/SG during center time in students' home classrooms.

Secondary Schools

Finding 6: Secondary schools were more likely to abstain or deviate from the HDT/SG Expectations.

Finding 7: Some secondary school campus leadership worked hard to positively frame participation in these tutoring sessions.

School-Level Supports and Barriers for High Dosage Tutoring/Small Group

Finding 8: School leaders felt most efficacious with this initiative when they had a collaborative and team-based approach to developing the HDT/SG program.

Finding 9: The HDT/SG programs thrived when there was a clear plan for how to schedule the interventions that worked with existing instructional day structure. School leaders, without existing schedule structures, found it difficult to make time for HDT/SG instruction amid competing. District priorities like RTI.

District-Level Supports and Barriers

Finding 10: Funding provided by the program enabled the schools to hire tutors to support these programs.

Finding 11: Several school leaders recognized value in the flexibility that the district allowed to enable school leaders to fit the program to their campus needs.

Finding 12: School leaders described a lack of clear communication about the initial program expectations.

Finding 13: School leaders reported that the timeline for developing and then implementing the HDT/SG program was too quick.

Finding 14: While communication about the program was overwhelming, the District administrator who owned the program was responsive to questions.

Finding 15: The digital resources provided by the District including the list of students eligible for services and the district tracking tool were too cumbersome to use and did not meet school needs.

Paraprofessional Experiences

Finding 16: There was inconsistency across elementary paraprofessional roles and responsibilities (e.g., some paraprofessionals filled in gaps, pushed in, etc.)

Finding 17: Elementary paraprofessionals were able to do their best work when their role was respected as an important instructional asset.

Finding 18: School leaders and paraprofessionals found this program to be most beneficial when there were clearly identified curriculum materials and instructional leaders to support HDT/SG instructional implementation.

Finding 19: Elementary paraprofessionals did not have access to FCS technology.

Findings Related to Vendor Tutors

Finding 20: School leaders recognized the support of the district-approved vendor list, but selecting vendors was still challenging. Codes: Qualifications/availability.

Finding 21: Vendor tutors often did not meet expectations with instruction. (Lack of curriculum, assessment, record keeping, attendance issues, relationships with students etc. → Some communicated effectively to make it right.)

Finding 22: Schools with strong campus cultures frequently imposed existing systems of best practices and high expectations on outside vendor tutors.

Finding 23: Online, virtual instruction proved challenging for students. Face-to-face tutors were prioritized whenever possible.

Findings Related to Extended Learning Time

Extended Learning Time Group Program Descriptions

Finding 24: Extended learning programs were often two days per week.

Finding 25: Academic focus for ELT varied across schools in our sample group.

Finding 26: Some school leaders allowed teachers to do ELT virtually.

Finding 27: Saturday schools were seen as a viable option to ameliorate student and teacher burnout.

Supports and Barriers for Extended Learning Time

Finding 28: Teacher burnout made it hard to staff ELT. As a result, school leaders either had to use vendor tutors or leverage strong faculty relationships to recruit committed teachers.

Finding 29: Funding to buy snacks, materials, and supplies was crucial to student engagement.

Finding 30: Teacher pay was referenced regularly as a deterrent to teacher participation.

Finding 31: Transportation was regularly cited as a barrier to robust after school or Saturday school options.

Finding 32: School leaders, again, appreciated flexibility to tailor programs to meet school needs.

Future Implementation Support Wishlist

Finding 33: School leaders requested more time and resources to plan their HDT/SG and ELT programs prior to the beginning of the school year. For instance, school leaders requested more time to plan, opportunities to collaborate with schools across the district, and opportunities to learn from models of successful programs.

Finding 34: School leaders suggested that they needed either more autonomy for hiring vendors, a wider range of district-approved vendors to choose from, or more funding for paraprofessionals.

Finding 35: School leaders were adamant that they needed to be able to pay teachers more to provide high-quality instruction for these programs.

Finding 36: School leaders and paraprofessionals wanted more guidance from district instructional leaders on curriculum and assessment.

High-Dosage Tutoring/Small Group and Extended Learning Time Recommendations Preview

Recommendation 1: Provide a planning workshop to kick start HDT/SG and ELT programs each semester.

Recommendation 2: Provide targeted feedback to school leaders on the efficacy of their HDT/SG and ELT models.

Recommendation 3: Develop curriculum and assessment guides to support program designers at each school level.

Recommendation 4: Standardize expectations for paraprofessional role and provide targeted paraprofessional training.

Recommendation 5: Set District-level expectations with all vendors about communication, curriculum, assessment, and attendance.

Recommendation 6: Consider widening the available pool of possible vendors tutors.

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About Gibson

Gibson's mission is to better the lives of students by providing exemplary educational consulting and research services that make educational systems more efficient and effective.

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