



Design a  
**System of Scaffolded  
Supports**

*Additional Accelerated Opportunities*

# Key Components



- Providing additional scaffolded supports through summer and after-school high-dosage tutoring opportunities can accelerate learning.



# Key Components, cont.



- Providing the students who are at greatest risk with additional scaffolded supports tied to key content can accelerate learning in reading and math.
  - Acceleration academies can provide students who are experiencing difficulty with targeted, small group instruction in a single subject, delivered by select teachers over week-long vacation breaks.
  - High-dosage tutoring, tied to classroom content, has been found to improve outcomes in core classes (Ander, Guryan, & Ludwig, 2016)



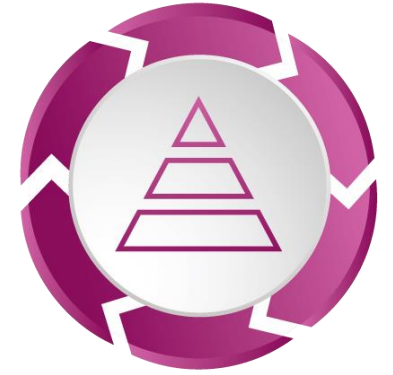
# Key Components, cont.



- One of the most impactful (and easiest to provide) supplemental supports for students is additional guided practice in addition to core instruction, which can serve to extend the explicit instruction cycle (“I do, We do, You do”; Archer & Hughes, 2010)



# What options exist?



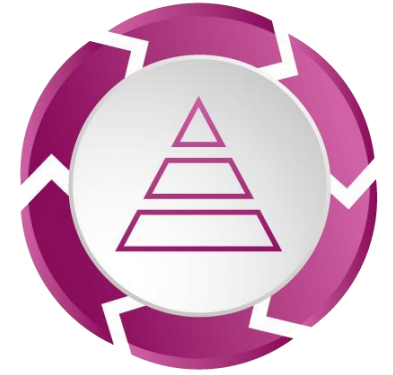
## Acceleration Academy

- About 10 students to a group
- During elongated school breaks (summer, fall, winter)
- Lasting about 5-6 hours a day
- Structured scope/sequence

## Tutoring

- About 1-5 students to a group
- Before, during, or after school
- Frequent short sessions
- More individualized supports

# Why provide these options?



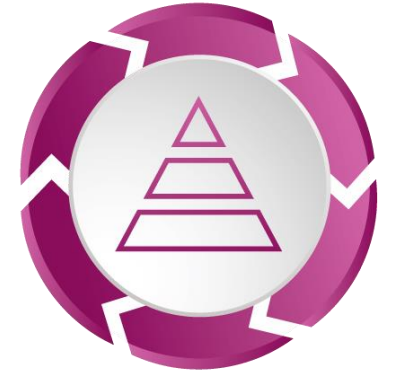
## Acceleration Academy

- Especially beneficial for English learners
- Large groups with similar needs
- Support before core instruction
- More cost effective than tutoring

## Tutoring

- Fewer students needing consistent support
- Support after, in conjunction with, core instruction
- More individualized than Acceleration Academy

# When to provide these options?



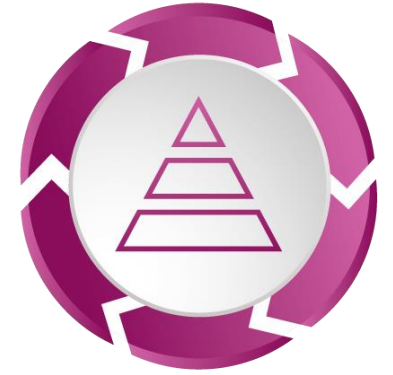
## Acceleration Academy

- Summer Academy (4-5 weeks)
- Saturday Academy (duration of marking period)
- During elongated breaks

## Tutoring

- Before School
- Study Hall
- After School

# How to provide these options?



- Teacher training on evidence-based instructional practices
  - Prioritize explicit instruction and feedback
  - Provide opportunities for student engagement
- Build strong relationships with students/families
- Fit within existing schedule or provide outside of typical school day
- Use assessment data to target opportunities



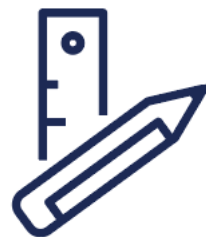
# Questions to Consider

- How might our school use data to determine what additional scaffolded supports could be provided to students most placed at-risk in key content areas through high dosage tutoring, or acceleration academies?
- How will your school engage in the *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* process to determine which students need additional support outside of the typical class day and when they have made sufficient progress?

# Questions to Consider

- How might our school identify current staff, substitutes, or recent retirees to provide the necessary additional scaffolded supports after school or during break?
- How might our school partner with local colleges, universities (e.g., educators in training), or community partners to identify educational staff who can provide additional scaffolded support after school or during breaks?

# Resources



## [EdResearch for Recovery School Practices to Address Student Learning Loss](#)

The Ed Research for Recovery brief is a partnership between Annenberg Brown University, Results for America, and University of Chicago Consortium on School Research and highlights several high-impact recovery strategies including accelerating learning through summer and after-school programs.

## [High Leverage Practice](#)

The Council for Exceptional Children and the CEEDAR Center provide a summary of important instructional practices. This correlates with the meta-analysis of mathematics interventions indicating that explicit instruction led to large improvements in students' learning of mathematics (Gersten, et al., 2009).

Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2009). Mathematics instruction for students with learning disabilities: A meta-analysis of instructional components. *Review of Educational Research*, 79(3), 1202-1242.

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## **Scaffolded Supports: Additional Accelerated Opportunities**

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**The exit code for this session is: 1 6 3 8 2**

