SUSTAINING LEARNING LOSS RECOVERY

July 2021
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INTRODUCTION

Over the next two years, the federal government will grant states and districts millions of dollars for the expressed purpose of recovering any learning loss that may have occurred during COVID-19 school closures, particularly through the Elementary and Secondary Emergency School Relief Fund II (ESSER II Fund). Experience from prior school closures suggests districts need to develop a long-term strategy to address lost learning beyond the current school year. For instance, research on learning loss after Hurricane Katrina found it took two years for students to recover academic achievement.\(^1\) Hanover Research (Hanover) has prepared the following report to provide instructional leaders with research-based tools and resources to build their capacity to support learning loss recovery over the long term. The report includes the following sections:

- **Section I: Best Practices for long-term recovery programs** provides an overview of planning guidance and strategies for sustaining learning loss recovery.
- **Section II: Case Studies** reviews profiles of long-term learning recovery plans in six school districts across the county.

KEY FINDINGS

- **Literature suggests long-term learning recovery planning should include key personnel participation and resource allocation for professional development programs.** The National Institute for Excellence in Teaching (NIET) recommends using ESSER II Fund resources to build the capacity of teachers and instructional leaders with professional learning. Additionally, collaboration between principals and teacher leaders should address learning loss and accelerate learning through focus groups.

- **Effective long-term learning recovery instructional strategies include high intensity tutoring and student-centered education.** Research supports high dosage tutoring as one of the most effective strategies to address learning loss, particularly improving students’ math and reading performance. Cost-effective practices include using paraprofessionals, such as recent college graduates, to provide tutoring. Research also suggests districts should tailor interventions to students’ needs, delivering more intense interventions to students with the highest demands.

- **Districts should invest in professional learning programs that build teachers’ capacity to deliver personalized, differentiated learning.** Effective professional development programs should:
  - Allow teachers to engage in the design of their learning opportunities. District leaders should survey staff to understand their needs and create customizable professional development opportunities;
  - Help teachers assess and address students’ social-emotional learning needs. Teachers must receive training in the use of trauma-based instruction;
  - Develop teacher leadership skills (e.g., mentoring, instructional coaching);
  - Include techniques in virtual instruction and support for teaching new curriculum; and
  - Be continuous throughout the school year.

- **Districts should build principals’ instructional leadership skills to plan, implement, and monitor recovery strategies.** School principals should receive training and individualized coaching to help them build shared leadership and develop a culture of equity and continuous improvement. Districts should also build a pipeline to support new and aspiring principals.

School districts' long-term learning recovery plans include interventions to address students' academic and social-emotional needs and professional development programs to help teachers implement these interventions. For instance,

- **Austintown Local School District (OH)** plans to hire counselors to help administrators identify and support students' social and emotional needs and implement after-school and summer programs to close academic gaps in reading and math.

- **Chesterfield County Public Schools (VA)** aims to offer both onsite and remote learning options, preparing teachers to deliver face-to-face and distance learning instruction.

- **Community Consolidated School District 21 (IL)** has developed a comprehensive professional development programming for administrators and teachers to help them identify students' academic and social-emotional needs and implement interventions accordingly.

- **New Philadelphia City Schools (OH)** plans to rely on health professionals, such as social workers and psychologists, to identify students' social and emotional needs and share this data with teachers to develop related professional development programs.

- **Northwest Local School District (OH)** plans to hire tutors and instructional technology coaches to support teachers, in addition to professional development offerings.

- **Orchard Park Academy (OH)** plans to train teachers and administrators in social-emotional learning systems and offer professional development programs if a new curriculum is implemented.
SECTION I: BEST PRACTICES FOR LONG-TERM LEARNING RECOVERY PROGRAMS

In this section, Hanover reviews secondary information on long-term learning loss recovery. This section begins with a general overview of best practices for ESSER II Fund use planning and continues with an outline of long-term learning loss recovery strategies, including instructional-related and staff capacity-building strategies.

LEARNING RECOVERY PLANNING

The National Institute for Excellence in Teaching (NIET) recommends following a four-step planning process to use ESSER II funds, including key personnel participation and investment in professional development. Figure 1.1 summarizes NIET’s suggested planning process that districts can follow to invest ESSER II funds. The four-step process starts with data collection to assess students’ learning loss and includes professional development planning, personnel buy-in, and budgeting. NIET’s professional development programs focus on helping teachers and school leaders recognize and address learning loss, family engagement, virtual instruction, and new curriculum implementation.²

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>STRATEGIES</th>
</tr>
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<tbody>
<tr>
<td><strong>Step 1 - Conduct a landscape analysis</strong></td>
<td>▪ Identify missed standards and analyze assessment data to detect learning gaps.</td>
</tr>
<tr>
<td></td>
<td>▪ Gather information to contextualize assessment data trends through interviews with principals and teacher leaders and additional data (attendance, discipline, etc.).</td>
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<tr>
<td>Determine what learning loss has occurred and the greatest challenges faced by teachers and principals.</td>
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</table>
| **Step 2 - Determine which strategies will best support learning recovery and accelerate learning in the district** | ▪ Support strong Tier 1 instructional practices through building the capacity of teachers and leaders with professional learning (PD), including:  
  • PD on how to recognize unfinished learning;  
  • PD on how to address unfinished learning;  
  • PD on engaging families in learning acceleration process and equipping them with tools they can use at home to address learning gaps;  
  • PD on how to provide effective virtual instruction and/or how to effectively use technology in the classroom; and  
  • PD or training that prepares teachers to implement new curriculum effectively.  
  ▪ Ensure a robust plan for supporting literacy is in place and understood by all.  
  ▪ Ensure all schools have a high-quality curriculum and instructional materials that will effectively support students’ accelerated learning.  
  ▪ Provide ongoing intervention and individualized support for students in need. |
| Once the district leaders understand the nature and extent of the learning loss that has occurred, district leaders should consider which strategies could best accelerate learning in the district. |                                                                                                                                                                                                           |
| **Step 3 - Identify key personnel and build buy-in**                       | ▪ Gather school leadership teams.                                                                                                                                                                           |
| Share ideas with the principals and teacher leaders at schools to          |                                                                                                                                                                                                           |

DESCRIPTION

involve them in refining the plan and build buy-in.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
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<tbody>
<tr>
<td>▪ Share ideas for addressing learning loss and accelerating learning through teacher-leader and principal focus groups.</td>
</tr>
</tbody>
</table>

Step 4 – Create a budget

For each strategy, district leaders should spend some time thinking through the specific actions required to take, the resources needed to carry out those actions, and the estimated cost of those resources.

Resource allocation in the following areas:

▪ Professional development;
▪ Literacy;
▪ High-quality curriculum;
▪ Intervention and Individualized support.

Source: National Institute for Excellence in Teaching

Districts should follow strategies that maximize staff capacity when considering budget allocation. As ESSER II funds expire in 2023, districts need to be ready to respond to future fluctuations in financial resources. Therefore, districts should follow strategies to “reduce the likelihood of future layoffs, such as leveraging one-time bonuses or payments for additional work from educators and ensuring all staff capacity is maximized.” For example, investing in instructional strategies that can identify and respond to learning loss can impact students in both short and long terms. District commitment to these strategies may cost upfront investment in professional learning, logistical support, and materials. However, as knowledge and experience are gained from that initial outlay, costs for maintaining these strategies in the long-term are reduced.

INSTRUCTIONAL STRATEGIES FOR LEARNING RECOVERY

HIGH-DOSAGE TUTORING

Available research stresses high-dosage tutoring as one of the most effective strategies to address learning loss. The EdResearch For Recovery Project observes high dosage tutoring directly tied to classroom content can substantially accelerate learning in math and reading, considerably helping to close achievement gaps. McKinsey notes one-on-one support for students through intense tutoring can improve students’ reading abilities in the early years and their math performance in later grades. For instance, intense tutoring helps students learn one to two additional school years of mathematics in a single year.

Existing pilot programs, such as Boston’s Match Education “Match Corps” program, employ recent college graduates to conduct daily one-on-one tutoring, with an estimated $2,500 per student cost. Thus, revealing that using paraprofessionals to provide tutoring can keep costs relatively low. Figure 1.2 shows some factors districts should consider for effective high-dosage implementation.

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3 Table content quoted nearly verbatim from: Ibid.
Figure 1.2: High-Dosage Tutoring Implementation Considerations

<table>
<thead>
<tr>
<th>CONSIDERATION</th>
<th>DESCRIPTION</th>
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</thead>
</table>
| Time          | ▪ Three or more sessions per week of 30-60 minutes each.  
▪ Once-a-week tutoring is generally not effective.  
▪ Sessions embedded into a school day are more effective. |
| Group Size    | ▪ Ideally, two students per tutor, but up to three or four students can still be effective.  
▪ The more students per tutor, the higher degree of skill and training required of the tutor. |
| Tutors        | ▪ If using nonteacher tutors, such as college students or volunteers, ensure they are intensively trained and supported throughout their program.  
▪ Students should have consistent tutors that facilitate positive tutor-student relationships. |
| Student Targeting | ▪ Avoid negative stigma where tutoring is seen as a punishment for students by striving for a program targeting all students in a lower-performing grade level or school. |
| Student Learning | ▪ Use high-quality instructional materials and collect information on student learning throughout the experience. |

Source: State Collaborative on Reforming Education\(^9\)

**STUDENT-CENTERED EDUCATION**

**Districts should provide personalized instruction to close achievement gaps identified by data.** District leaders should pursue policies and practices that use data to identify and differentiate instruction to meet students where they are. Such policies and practices demonstrate a commitment to equity and serve to close opportunity gaps.\(^10\) For example, districts should implement more intensive interventions for students who have data suggesting they may be at risk for dropping out of school. These strategies might include additional personalized contact with the student or family, deeper examination of the student’s skills assets or deficits, or more targeted social-emotional supports.\(^11\)

No matter where students are in their learning, all learning recovery strategies must prioritize addressing students’ social-emotional learning needs to help them rebuild their academic engagement. Literature suggests students’ ability to recover learning losses increases in supportive and stable environments, especially those with strong teacher-student relationships. Therefore, districts should include social-emotional learning interventions to help students rebuild their academic engagement.\(^12\) Schools should utilize their Multi-Tiered Systems of Support (MTSS) to identify students with emotional and social needs.\(^13\)


\(^10\) Ibid., p. 4.


STAFF CAPACITY BUILDING FOR LEARNING RECOVERY

Research suggests districts should prioritize staff capacity-building programs to enhance student performance and close achievement gaps. Districts should leverage ESSER II funds to stabilize and diversify the educator workforce and rebuild the educator pipeline.\(^\text{14}\) For instance, research revealed “teacher cuts during the 2008 recession disproportionately impacted districts and schools serving students of color and students from low-income families.”\(^\text{15}\) Therefore, capacity-building budget allocations should focus on enriching the skills and expertise of internal personnel. For example, professional learning programs that may be cost-prohibitive in normal budget years can be allocated to develop large cadres of instructional leaders from existing teacher positions who become highly skilled at differentiation of instruction and formative learning strategies. These investments in learning will continue to have positive impacts on learning recovery long after grant funding expires.

Districts should also provide professional learning opportunities to equip teachers to deliver personalized learning. Providing personalized interventions for students requires targeted investment in professional development. Teachers must receive training in interpreting diagnostic assessments to enhance remote and trauma-based instruction.\(^\text{16}\) The Ohio Educational Service Center Association (OESC) developed considerations for planning professional learning programs listed in Figure 1.3. These guidelines are part of OESC’s planning support document to help Ohio’s school districts develop learning recovery and extended learning plans.

**Figure 1.3: Professional Learning Needs Planning Considerations**

<table>
<thead>
<tr>
<th>GUIDING QUESTION</th>
<th>ITEMS TO CONSIDER</th>
</tr>
</thead>
</table>
| What professional development activities will be needed/offered to the school district’s teachers and partners to support learning recovery? | Create and communicate a professional learning plan that includes professional development to help teachers determine academic needs, social emotional needs, and coach partners. The plan should address the following questions:  
  ▪ How will teachers, stakeholders, and others be brought into the planning and professional learning process?  
  ▪ If schools are looking to partners to support learning recovery, how will efforts be coordinated? How will tutors or others be trained?  
  ▪ What school staff/ESC/SST staff can support training community partners?  
  ▪ How does the plan align to state learning recovery mandates?  
  ▪ What social and emotional PD will help teachers address the wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans). |

Source: Ohio Educational Service Center Association\(^\text{17}\)

District leaders should include teachers in the professional learning program design and development process. Literature suggests successful professional learning programs developed to help teachers during the COVID-19 crisis give teachers the choice of learning based on what they think they may need to support their

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\(^\text{17}\) Table content adapted from: “Learning Recovery and Extended Learning Plan.” Orchard Park Academy. [https://static1.squarespace.com/static/5ee9060547fb297218862865/t/606c4803a905fb1b98682cc4/1617709061364/OPA+Learning+Recovery+%26+Extended+Learning+Plan.pdf](https://static1.squarespace.com/static/5ee9060547fb297218862865/t/606c4803a905fb1b98682cc4/1617709061364/OPA+Learning+Recovery+%26+Extended+Learning+Plan.pdf)
students, including their social-emotional learning needs. Figure 1.4 illustrates the four components of effective professional learning programs that incorporate teachers’ and students’ needs.

![Figure 1.4: Effective Professional Learning Components](image)

Source: EducationWeek

School districts should leverage ESSER II funds to support teachers and school leaders to plan, implement, and monitor learning recovery and accelerated learning growth plans. Figure 1.5 summarizes the NIET’s suggested strategies to support stronger teaching and leadership. These strategies include training for teachers and school leaders to identify, plan for, and address student learning needs; training for teacher leaders to provide targeted classroom coaching and support; training and mentorship for new teachers; and coaching to increase principal instructional leadership.

![Figure 1.5: Strategies for Teaching Support for Academic Recovery](image)


Figure content quoted verbatim from: Ibid.

### STRATEGY | DESCRIPTION
--- | ---
Strengthen mentoring for new teachers | ▪ Support new teachers for virtual, hybrid teaching and to transition to fully in-person learning.  
▪ Through partnerships with expert organizations, districts can strengthen their selection, training, and support for mentor teachers working with new teachers.

Build principals' instructional leadership skills | ▪ Training and individualized coaching to support principals as they plan, implement and monitor recovery strategies.  
▪ Training should support principals to grow their capacity in three critical areas: creating and communicating a culture of equity, building shared leadership, and developing a culture of continuous improvement.

Source: National Institute for Excellence in Teaching

Due to principals' critical role in school stability and teacher retention, the U.S. Department of Education notes that principals need extensive support to make decisions and logistical operations for learning recovery. Principal supervisors can enable principals to stay focused on their roles as instructional leaders, and principal candidates can help support principal workloads.  

Los Angeles County Office of Education further notes district and school leaders require support in negotiating bulk prices on curricula, equipment, and services; planning additional staff support for tutoring, mental health, and mitigation specialists; and getting assistance for vaccination rollout planning.

Learning recovery planning should include practices to support current, new, and aspiring principals. The Wallace Foundation recommends implementing professional learning and other supports for current principals to increase their effectiveness in the short term while building a comprehensive pipeline for new and aspiring principals to improve student achievement in the long term.

Figure 1.6 summarizes these strategies.

| STRATEGY | DESCRIPTION | OPERATION CONSIDERATIONS |
--- | --- | --- |
**Strategies for Current Principals**
Mentoring for principals | Provide support to current principals from experienced principals or former principals. | ▪ Setting a high bar for selecting mentors.  
▪ Guiding and training for mentors in matching their support with the specific needs of a principal in relation to the district’s principal standards.  
▪ Developing systems for monitoring mentors’ work.  
▪ Extending the work of mentors to serve more principals over time. |
Shifting the principal supervisor role | Principal supervisors can focus more on supporting principal | ▪ Revising job descriptions and criteria for hiring and retaining principal supervisors to focus on supporting principal growth and instructional leadership. |

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<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>DESCRIPTION</th>
<th>OPERATION CONSIDERATIONS</th>
</tr>
</thead>
</table>
| to coaching from compliance    | growth and instructional leadership than on troubleshooting administrative issues or enforcing compliance with rules. | ▪ Developing systems of selection, induction, and professional learning for principal supervisors.  
▪ Providing opportunities for principal supervisors to learn together about how to evaluate principals and align their support with the learning needs revealed through evaluation. |
| In-service professional development programs | Providing effective interactive professional development. | ▪ Using a cohort model, where the same group continues to learn together and support each other.  
▪ Building professional learning communities in which principals meet regularly to discuss problems of practice and receive support from district staff.  
▪ Encouraging principals within a cohort or professional learning community to visit each other’s schools. |

### Strategies for New and Aspiring Principals

| Building a comprehensive, aligned principal pipeline | Schools and districts need high-quality, effective principals to create and sustain a path toward equitable recovery. | ▪ Rigorous job standards that specify what a principal needs to know and do and that determine how principals are trained, placed, and managed.  
▪ High-quality pre-service training developed in partnership between LEAs and IHEs, as well as states.  
▪ Selective procedures for hiring principals and matching them to schools.  
▪ On-the-job evaluation and support through coaching and mentoring.  
▪ Principal supervision that shifts from an emphasis on compliance to an emphasis on professional development.  
▪ Leader tracking systems – integrated data systems that collect career path information about teachers and others who aspire to be principals to aid in making hiring decisions and in providing feedback to preparation programs to improve them.  
▪ Integration of the pipeline within other district systems to ensure sustainability. |

Source: The Wallace Foundation

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24 Figure content quoted nearly verbatim from: Ibid.
SECTION II: CASE STUDIES

In this section, Hanover reviews learning recovery long-term plans at six districts across the nation, outlining their timeframes and main plan components. Hanover selected the six districts based on a high-level search of the publicly available information regarding long-term learning loss recovery planning and references in the available literature. Four of the six districts are located in Ohio, as most districts in this state have developed extended learning plans in response to the Ohio governor’s directive in February 2021. School districts appear in alphabetical order.

AUSTINTOWN LOCAL SCHOOL DISTRICT (OH)

Austintown Local School District’s (ALSD) learning recovery plan relies on after-school and summer programs and new hires to support students’ social-emotional needs. ALSD has a comprehensive data collection plan to assess students’ needs before and after interventions. Instructional-related strategies comprise mostly after-school programs to close academic gaps in reading and math and summer programs. ALSD also plans to hire counselors to help administrators identify and support students’ social and emotional needs. Figure 2.1 summarizes ALSD learning recovery plan for the next two years.

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>IDENTIFYING ACADEMIC NEEDS</th>
<th>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</th>
<th>APPROACHES TO IDENTIFY SOCIAL &amp; EMOTIONAL NEEDS</th>
<th>APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2021</td>
<td>▪ Identify learning gaps through 2020-21 fall and winter data.</td>
<td>▪ After-school reading program in grades K-2</td>
<td>▪ Identify the emotional impact on students through referrals, truancy reports, and surveys. Programs will be specific and tailored to the students identified.</td>
<td>▪ Hire attendance counselors to assist building administrators and guidance counselors in identifying students who were most impacted by the pandemic in terms of their social and emotional needs.</td>
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<tr>
<td></td>
<td>▪ Identified students will be invited to participate in spring intervention programs.</td>
<td>▪ After-school reading and math program in grades 3-5,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ After-school reading, math, science, and social studies program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2021</td>
<td>▪ Identify learning gaps through 2020-21 fall, winter, and spring data.</td>
<td>▪ Summer programs</td>
<td>▪ Partner with local EDCs to offer social and emotional support to students.</td>
<td>▪ Hire medical assistant(s), school counselor(s) and physical education, health, and fitness staff to work with students as part of the summer programs.</td>
</tr>
<tr>
<td></td>
<td>▪ Identified students will be invited to participate in one of the 2021 summer programs.</td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>IDENTIFYING ACADEMIC NEEDS</th>
<th>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</th>
<th>APPROACHES TO IDENTIFY SOCIAL &amp; EMOTIONAL NEEDS</th>
<th>APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year 2021-2022</td>
<td>▪ Identify learning gaps through 2020-21 data, spring and summer school intervention data, and fall 2021 data. ▪ Identified students will be invited to participate in 2021-2022 co- and extracurricular gap closing and intervention programs.</td>
<td>▪ Comprehensive Tier I reading curriculum in grades K-5 and a gap closing curriculum in grades K-12 ▪ Afterschool programs in reading and math</td>
<td></td>
<td>▪ Implement the Botvin LifeSkills curriculum in grade 9.</td>
</tr>
<tr>
<td>School Year 2022-2023</td>
<td>▪ Identify learning gaps through 2020-21 and 2021-22 data, including intervention data. ▪ Identified students will be invited to participate in 2022-23 co- and extracurricular intervention and enrichment programs.</td>
<td></td>
<td></td>
<td>▪ Implement the PAX curriculum in grades K-2.</td>
</tr>
</tbody>
</table>

Source: Austintown Local School District

### CHESTERFIELD COUNTY PUBLIC SCHOOLS (VA)

Chesterfield County Public Schools (CCPS) two-year learning recovery plan focuses on offering education delivery options to students and prepare teachers to provide instruction through diverse delivery formats. Figure 2.2 details CCP’s plan, which includes multiple phases and timelines, beginning with summer 2020. CCPS’ strategies include providing multiple opportunities for learning support, offering both onsite and remote learning options, and preparing teachers to deliver face-to-face and distance learning instruction.

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## Figure 2.2: CCPS Recovery of Learning Plan, Fall 2020-Spring 2022 and Future Preparations

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>PLAN COMPONENTS</th>
</tr>
</thead>
</table>
| **School Year 2020-2021** | Use multiple diagnostics to assess each student’s learning gaps:  
  - Diagnostic, formative assessments, student work, conferences, parent feedback, etc.  
  - Utilize intentional instructional planning by teachers to create individualized learning plans as needed that maximize our district interventions and services available.  
  - Provide multiple opportunities for learning support without adding stress or pressure (before / after school for example). |
| **Summer 2021**    | **Option A:**  
  - Implement our traditional CCPS summer school plan on select school sites.  
  - Average enrollment capacity - 8,000 - 10,000.  
  - Increase enrollment capacity by adding school sites as learners have needs and interest in participating.  
  **Option B:**  
  - Use CCPS Online for acceleration and remediation course offerings.  
  - Continue student access to Chromebooks and online backpack to continue self-paced learning.  
  **Option C:**  
  - Based on student/parent demand, offer a newly-designed combination of onsite and online learning for learning recovery, acceleration, or remediation. |
| **School Year 2021-2022** | Continuing the CCPS 2020-21 Recovery of Learning Instructional Plan components:  
  - Teachers will be able to access multiple years of previous content via Canvas to review essential knowledge and skills still needed by individual students.  
  - District interventions and services will continue to be adjusted or increased to meet continued surfacing needs.  
  - Before / After-School-Optional recovery learning opportunities will continue. |
| **Pivot Factors to Further Future-Proof Learning** |  
  - Assure all groups, and especially our most vulnerable groups, have basic needs met.  
  - Plan for 100% Technology Access that supports distance learning.  
  - Prepare teachers to navigate confidently from face-to-face instruction to distance learning instruction -- ensuring engagement, progression through a high-quality curriculum, and progress monitoring. |

Source: Chesterfield County Public Schools

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27 Table content quoted verbatim from: Daugherty, D.M. “2020-2022 CCPS Recovery of Learning Plan.” Chesterfield County Public Schools.  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 21(IL)

Community Consolidated School District 21 (CCSD 21) learning recovery plan includes comprehensive professional development programming. CCSD 21 offers a series of professional development programs for administrators and teachers to help them identify students' needs and implement interventions accordingly during the Summer of 2021 and the 2021-2022 school year. For instance, CCSD 21 offers professional development opportunities MTSS for administrators and teachers. Professional learning programs also focus on preparing teachers to support English language learners and students with a high level of social-emotional learning needs. Figure 2.3 summarizes CCSD 21 learning recovery plan for the next two years.

Figure 2.3: CCSD 21 Learning Recovery Plan June 2021-August 2024

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>PLAN COMPONENTS</th>
<th>PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2021</strong></td>
<td>Opportunities available through grant and local funds:</td>
<td>▪ Administrator training in use of staff Learning Management</td>
</tr>
<tr>
<td></td>
<td>▪ Summer English Language Academy (SELA)</td>
<td>System (LMS) to develop effective professional development.</td>
</tr>
<tr>
<td></td>
<td>▪ Extended School Year (ESY)</td>
<td>▪ NWEA MAP 101: How to access and interpret test data and</td>
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<tr>
<td></td>
<td>▪ Academic Boot Camp - Literacy</td>
<td>how to use it to improve student learning.</td>
</tr>
<tr>
<td></td>
<td>▪ Academic Boot Camp - Math</td>
<td>▪ Performance Matters 101: Use of student performance data,</td>
</tr>
<tr>
<td></td>
<td>▪ Camp Invention</td>
<td>how to access it, and orientation in the use of the assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>generator.</td>
</tr>
<tr>
<td><strong>School Year</strong></td>
<td>Trimester One</td>
<td>▪ Balanced Literacy Framework/Overview- Part 1.</td>
</tr>
<tr>
<td>2021-2022</td>
<td>▪ Fall assessment of students- Diagnosis of</td>
<td>▪ Balanced Literacy Component training(s)- Part 2.</td>
</tr>
<tr>
<td></td>
<td>learning loss/skill gaps.</td>
<td>▪ English Learners Series- Best practices and strategies for</td>
</tr>
<tr>
<td></td>
<td>▪ Realignment and adjustment of curriculum and</td>
<td>supporting English language learners.</td>
</tr>
<tr>
<td></td>
<td>instructional pacing to support closing learning</td>
<td>▪ MTSS for administrators.</td>
</tr>
<tr>
<td></td>
<td>gaps.</td>
<td>▪ MTSS for teachers.</td>
</tr>
<tr>
<td></td>
<td>▪ Implementation of core curriculum learning</td>
<td>▪ Social Thinking- Supporting students in social-emotional</td>
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<tr>
<td></td>
<td>support for students and professional development</td>
<td>learning, self-regulation, and executive functioning.</td>
</tr>
<tr>
<td></td>
<td>for teachers using instructional coaches and Reading</td>
<td>▪ Crisis Prevention Institute (CPI) training renewal(s) in</td>
</tr>
<tr>
<td></td>
<td>▪ Continued identification and implementation of</td>
<td>▪ Technology Mini-Conference.</td>
</tr>
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<td></td>
<td>MTSS supports and interventions, including ongoing</td>
<td>▪ Effective use of Classroom Interactive Displays to support</td>
</tr>
<tr>
<td></td>
<td>professional development to support their use in the</td>
<td>good instruction.</td>
</tr>
<tr>
<td></td>
<td>classroom.</td>
<td>▪ Schoology 101- Use of the student Learning Management</td>
</tr>
<tr>
<td></td>
<td>▪ Student Social Emotional Learning needs assessment</td>
<td>System (LMS) to support instruction and student learning.</td>
</tr>
<tr>
<td></td>
<td>and implementation of Trimesters Two and Three</td>
<td>▪ Post Pandemic Trauma-Informed Teaching strategies.</td>
</tr>
<tr>
<td></td>
<td>▪ Reassessment of students and analysis of learning</td>
<td>▪ MTSS for students.</td>
</tr>
<tr>
<td></td>
<td>support needs</td>
<td>▪ Social Thinking- Supporting students in social-emotional</td>
</tr>
<tr>
<td></td>
<td>▪ Continued classroom-based intervention support</td>
<td>learning, self-regulation, and executive functioning.</td>
</tr>
<tr>
<td></td>
<td>▪ Introduction of additional intensive interventions</td>
<td>▪ Crisis Prevention Institute (CPI) training renewal(s) in</td>
</tr>
<tr>
<td></td>
<td>for students as appropriate.</td>
<td>Nonviolent Crisis Intervention.</td>
</tr>
<tr>
<td></td>
<td>▪ Establish Summer ‘22 learning support/enrichment</td>
<td>▪ Technology Mini-Conference.</td>
</tr>
<tr>
<td></td>
<td>program needs.</td>
<td>▪ Effective use of Classroom Interactive Displays to support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>good instruction.</td>
</tr>
</tbody>
</table>
TIMEFRAME | PLAN COMPONENTS | PROFESSIONAL DEVELOPMENT
--- | --- | ---
| | classroom-based supports and interventions. | |
Summer 2022 | ▪ Learning intervention and enrichment programs for Summer 2022 will be developed as specific student needs are identified in the 2021-2022 school year. | |
School Years 2022-2023 | ▪ As the District implements its year one plan, an ongoing effort to evaluate and plan for additional activities during the 2022-2023 and 2023-2024 school years will be undertaken. A year two learning recovery plan will be presented for Board review and consideration no later than its April 2022 Regular Meeting. The final year plan (2023-2024) will be presented no later than the April 2023 Regular Meeting of the Board. | |

Source: Community Consolidated School District 21

NEW PHILADELPHIA CITY SCHOOLS (OH)

Administrators at New Philadelphia City Schools (NPCS) plan to develop professional learning interventions based on assessment data, notably to support students’ social-emotional learning needs. Figure 2.4 summarizes NPCS’ learning recovery plan for the next two years. The plan includes strategies to identify and address students’ academic and social-emotional needs. Regarding academic interventions, NPCS prioritizes extended school days and summer programs. NPCS plans to rely on health professionals, such as social workers and psychologists, to identify students’ social and emotional needs and share this data with teachers to developed related professional development programs.

Figure 2.4: NPCS Learning Recovery and Extended Learning Plan (Summary)

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>IDENTIFYING ACADEMIC NEEDS</th>
<th>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</th>
<th>APPROACHES TO IDENTIFY SOCIAL &amp; EMOTIONAL NEEDS</th>
<th>APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS</th>
<th>ADDRESSING PROFESSIONAL LEARNING NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2021</td>
<td>▪ Impacted students will be identified through the fall ELA test, NWEA MAP data, IXL data, Edmentum reports, IRLA data and/or classroom assessments and grades.</td>
<td>▪ ELA online diagnostic and prescriptive skills intervention program.</td>
<td>▪ Impacted students will be identified through Panorama assessments, student surveys, staff referrals, and social work and/or counselor referrals.</td>
<td>▪ Implement CARE. Utilize Social Worker, School Counselors, and School Psychologists to deliver target interventions one-on-one and in small groups as needs dictate.</td>
<td>▪ Professional development will be required to use the IXL online skill intervention program. Administrators will participate in professional development regarding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>IDENTIFYING ACADEMIC NEEDS</th>
<th>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</th>
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<th>APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS</th>
<th>ADDRESSING PROFESSIONAL LEARNING NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2021</td>
<td></td>
<td>spent learning science and social studies topics will instead be spent for additional ELA and mathematics instruction.</td>
<td></td>
<td></td>
<td>better meeting the instructional needs of our EL students.</td>
</tr>
<tr>
<td></td>
<td>▪ Summer school will be offered to all identified students.</td>
<td></td>
<td></td>
<td></td>
<td>▪ Partner with Guidestone to continue therapy, supports, and counseling over the summer with our Tier III students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Have a Social Worker or Counselor work with students during our academic summer school.</td>
</tr>
<tr>
<td>School Year 2021-2022</td>
<td>▪ Impacted students will be identified through OST results, Restart Readiness Assessments, fall MAP data, IRLA data, and classroom assessments.</td>
<td>▪ After-school intervention will be offered to address skill deficiencies.</td>
<td>▪ Partner with Guidestone to continue therapy, supports, and counseling over the summer with our Tier III students.</td>
<td>▪ Professional development will be required to use the IXL online skill intervention program.</td>
<td>▪ Personalized learning will continue to be a focus.</td>
</tr>
<tr>
<td></td>
<td>▪ Students will extend their school day by one hour to receive ELA intervention.</td>
<td>▪ Credit recovery via online learning.</td>
<td>▪ Add an additional Social Worker through the Akron U Licensed Social Worker Internship Program at 20 hours per week.</td>
<td>▪ Additional professional development will be required regarding the high-impact reading standards.</td>
<td>▪ Professional development will be required to use the IXL online skill intervention program.</td>
</tr>
<tr>
<td></td>
<td>▪ Credit recovery via online learning.</td>
<td></td>
<td>▪ Implement district-wide and age-appropriate SEL curriculum.</td>
<td>▪ Administrators will participate in professional development regarding better meeting the instructional needs of our EL students.</td>
<td>▪ Implement district-wide and age-appropriate SEL curriculum.</td>
</tr>
</tbody>
</table>

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NORTHWEST LOCAL SCHOOL DISTRICT (OH)

Northwest Local School District’s (NWLSD) learning recovery plan includes having tutors and instructional technology coaches to support teachers and offering training opportunities to support students’ social-emotional learning. As Figure 2.5 shows, NWLSD plans to hire current education students from local universities as substitutes for on-campus return during spring 2021 and instructional technology coaches and additional staff for instructional support in math at the high school and middle school levels during the 2021-2022 school year. NWLSD also plans to offer equity training and professional development for staff to support students with social and emotional needs.

Figure 2.5: NWLSD Learning Recovery and Extended Learning Plan (Summary)

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>IDENTIFYING ACADEMIC NEEDS</th>
<th>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</th>
<th>APPROACHES TO IDENTIFY SOCIAL &amp; EMOTIONAL NEEDS</th>
<th>APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS</th>
<th>ADDRESSING PROFESSIONAL LEARNING NEEDS</th>
</tr>
</thead>
</table>
| Spring 2021 | ▪ Spring NWEA MAP benchmark testing for all students in grades K-10 in Reading and Math.  
▪ Identification of all remote students who are not participating or have not consistently participated in remote learning. | ▪ Offer after hours student support tutoring  
▪ Hire current junior/senior education students from local universities as substitutes to support remote students to the buildings | ▪ Multi-tiered system  
▪ SEL screeners  
▪ Continue Trauma Informed Care training | ▪ Expand District MTSS Process, including equity training.  
▪ SEL screeners | ▪ Continue increasing community partnerships with community mental health providers.  
▪ Explore professional development options to increase staff capabilities to monitor and intervene with students in crisis. |
| Summer 2021  | ▪ Summer MAP Administration for Elementary Students. | ▪ Summer programs | | | |

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>IDENTIFYING ACADEMIC NEEDS</th>
<th>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</th>
<th>APPROACHES TO IDENTIFY SOCIAL &amp; EMOTIONAL NEEDS</th>
<th>APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Prioritization of PreK-4 students who need additional support in Math and Reading.</td>
<td>▪ Extended transition program for incoming Grade 6 students</td>
<td>▪ Establish an annual analysis of the implementation of services and partnerships supporting SEL needs and identify gaps in implementation, services, and supports. Develop a plan with community partners to address areas of need.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Prioritization of students in grades 6-10 who have failed one or more core academic courses.</td>
<td>▪ Additional staff for double-blocking HS math, middle school, and transition classrooms ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td>▪ Fall, Winter, and Spring NWEA MAP benchmark testing for all students in grades K-10 in Reading and Math.</td>
<td>▪ After-school programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021-2022</td>
<td>▪ New MAP Fluency for Reading (K-3).</td>
<td>▪ Instructional technology coaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ MAP Fluency for Reading (K-3).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td>▪ Fall, Winter, and Spring NWEA MAP benchmark testing for all students in grades K-10 in Reading and Math.</td>
<td>▪ Additional staff for double-blocking HS math, middle school, and transition classrooms ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2022-2023</td>
<td>▪ MAP Fluency for Reading (K-3).</td>
<td>▪ Tutoring programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Tutoring programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Northwest Local School District

**ORCHARD PARK ACADEMY (OH)**

Orchard Park Academy’s (OPA) learning recovery plan includes training for teachers and administrators in social-emotional learning systems and foresees professional development programs if a new curriculum is implemented. OPA, located in the Cleveland Municipal School District, plans to implement personalized learning in English Language Arts and math and prepare teachers if any curricular adjustments are needed in these areas. OPA’s plan also includes training administrators and teachers on MTSS system and the Responsive Classroom and Executive Functioning to identify and address students’ social and emotional needs.

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### Figure 2.6: OPA Learning Recovery and Extended Learning Plan (Summary)

<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>IDENTIFYING ACADEMIC NEEDS</th>
<th>APPROACHES TO ADDRESS ACADEMIC GAP FILLING</th>
<th>APPROACHES TO IDENTIFY SOCIAL &amp; EMOTIONAL NEEDS</th>
<th>APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2021</td>
<td>▪ Completed the Student Readiness Gap Analysis.</td>
<td>▪ Students were strategically placed in the two cohorts based on instructional need.</td>
<td>▪ PBIS and three tiers of interventions.</td>
<td>▪ Expanded counseling opportunities for all students.</td>
</tr>
<tr>
<td></td>
<td>▪ Students were strategically placed in the two cohorts based on instructional need.</td>
<td>▪ Created more LLI (Levelled Literacy Intervention) groups to support more learners.</td>
<td>▪ Converse with the students during separate calls.</td>
<td></td>
</tr>
<tr>
<td>Summer 2021</td>
<td>▪ Created prioritized levels, from the students who have mastered attempted standards, to the students who are the most at risk and vulnerable.</td>
<td>▪ Some staff members are considering offering summer learning activities.</td>
<td>▪ Administrators will receive training to enhance our MTSS system.</td>
<td>▪ Implement Healthy Eagles Program.</td>
</tr>
<tr>
<td></td>
<td>▪ Created prioritized levels, from the students who have mastered attempted standards, to the students who are the most at risk and vulnerable.</td>
<td>▪ Some staff members are considering offering summer learning activities.</td>
<td>▪ Administrators will receive training to enhance our MTSS system.</td>
<td>▪ Training and implementation of Responsive Classroom and Executive Functioning.</td>
</tr>
<tr>
<td>School Year 2021-2022</td>
<td>▪ All students will be assessed with NWEA.</td>
<td>▪ Return earlier than our traditional time.</td>
<td>▪ Train our staff on the revised MTSS system.</td>
<td>▪ Train our staff on the revised MTSS system.</td>
</tr>
<tr>
<td></td>
<td>▪ All students will be assessed with NWEA.</td>
<td>▪ Implement our new learning groupings.</td>
<td>▪ Train our staff on the revised MTSS system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ All students will be assessed with NWEA.</td>
<td>▪ New programs in ELA and math for personalized teaching.</td>
<td>▪ Train our staff on the revised MTSS system.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ All students will be assessed with NWEA.</td>
<td>▪ Provide professional development and learning for staff if new programs are implemented.</td>
<td>▪ Train our staff on the revised MTSS system.</td>
<td></td>
</tr>
<tr>
<td>School Year 2022-2023</td>
<td>▪ Evaluate the plan throughout the 21-22 school year and make necessary adjustments.</td>
<td>▪ Evaluate the plan throughout the 21-22 school year and make necessary adjustments.</td>
<td>▪ Train our staff on the revised MTSS system.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Orchard Park Academy\(^{31}\)

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Brookfield Public Schools (BPS) developed a series of initiatives to build instructional capacity with ESSER II Fund. Initiatives already in place include personalized training and instructional leadership development. Likewise, BPS plans to use ESSER II Fund to enhance instructional coaching by creating two new instructional coach positions and reallocating existing roles.

### Initiatives Already in Place

- Differential instruction
- Tiered interventions
- Assessment literacy
- Leveraging technology for instruction
- STEM/Humanities
- SEL/Trauma-Informed Practices
- Initial work in personalized training
- Instructional leadership development

### Planned Initiatives

- Strengthen Tier I Core Instruction through **Instructional Coaching**.
  - Create two instructional coaches’ positions for 2020-2023:
    - 1.0 FTE Science & 1.0 FTE Social Studies 5-8 Instructional Coaches
  - Reallocation of existing roles
    - Transition 2.0 FTE Grade K-4 Curriculum Specialists Math/ELA to Coach Role.
    - Maintain 1.0 FTE Grade 5-8 Math Coach (currently shared .5 & .5 by two teachers).
    - Reallocate Reading 1.0 FTE - Transition to 5-8 ELA Coach Role.

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32 Figure content quoted verbatim from: “ESSER II GRANT PLAN.” Brookfield Public Schools. https://www.brookfield.k12.ct.us/sites/g/files/vyhlif4196/f/pages/esser-2_grant_plan_as_presented_to_boe_3-17-2021.pdf
ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

• College & Career Readiness:
  Support on-time student graduation and prepare all students for post-secondary education and careers.

• Program Evaluation:
  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.

• Safe & Supportive Environments:
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

• Family and Community Engagement:
  Expand and strengthen family and community relationships and identify community partnerships that support student success.

• Talent Recruitment, Retention & Development:
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.

• Operations Improvement:
  Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

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200+ analysts with multiple methodology research expertise

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Ongoing custom research agenda adapts with organizations’ needs

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Exclusive account and research teams ensure strategic partnership

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Annual, fixed-fee model shares costs and benefits