

Solving for Learning Loss

FOUNDATION

These are the pieces a district must put in place to ensure high-quality teaching before intervention.



- Student engagement and relationship-building
- A high-quality, common curriculum
- A commitment to grade-level instruction
- Preserve core teaching time and minimize interruptions
- If used, hybrid schedules should prioritize students with the most needs

EARLY-WARNING SYSTEMS

These systems alert educators if students trigger an indicator, such as falling attendance or failing a course. Educators are tapped to respond.



BENEFITS

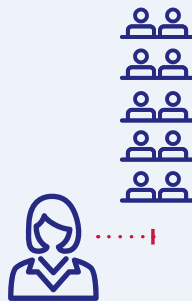
- Evidence-based
- Use data most districts should collect already
- Low cost

CHALLENGES

- Will require some restructuring of staff time
- Dependent on training staff on how to intervene
- Less evidence to support use in elementary grades

ACCELERATION ACADEMIES

Learning takes place during school vacation weeks, weekends, and/or summers. They add a significant number of additional hours in math, literacy, and English-as-a-second-language instruction, generally with a student-teacher ratio of about 10 to one.



BENEFITS

- Evidence-based
- Less costly than high-dosage tutoring

CHALLENGES

- Some additional costs (stipends, curriculum development)
- Requires centralized planning and administration, rather than a school-by-school approach

HIGH-DOSAGE TUTORING

Students learn from a skilled tutor—generally, a teacher, paraprofessional, or paid volunteer, for at least 50 hours over a semester. They are taught in very small groups (ideally 1-2 students).



BENEFITS

- Strong research base
- Personalized to students' needs

CHALLENGES

- Expensive, even when cost-lowering measures are considered
- Less evidence to support/guide online tutoring
- Difficult to scale