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

SOURCE: Education Week reporting