How to Make Effective Use of CARES Act Dollars

EAB

We help schools support students from enrollment to graduation and beyond

> **Find and enroll your right-fit students**

> **Support and graduate more students**

ENROLLMENT SUCCESS

STUDENT SUCCESS

INSTITUTIONAL SUCCESS

INSIGHTS

EXPERTISE

> **Prepare your institution for the future**

⊚ **ROOTED IN RESEARCH**

7,500+ Peer-tested best practices

500+ Enrollment innovations tested annually

⊚ **ADVANTAGE OF SCALE**

1,700+ Institutions served

4 M+ Students supported by our SSMS

⊚ **WE DELIVER RESULTS**

95% Of our partners continue with us year after year, reflecting the goals we **achieve together**

Key Elements of the District Leadership Forum

Comprehensive Support for District Superintendents and Their Cabinets and Leadership Teams

National Best Practice Research	*Proven solutions for addressing school districts' biggest challenges* • Offers a blend of strategic insights and practical information • In-depth practice "playbooks" for district leaders
Tailored On-Demand Research	*Customized short-answer research projects for individual districts* • Quick-turnaround answers to district leader questions • Case studies and profiles of other districts facing similar issues
Diagnostics and Benchmarking	*National member surveys and benchmarking to help members identify best opportunities for improvement in their own districts* • Surveys and benchmarking on topics identified by membership • Data analysis and review of implications for individual members
Dedicated Implementation Support	*Tools and expert advice to educate stakeholders on the best course of action and accelerate adoption across district* • Audits, guides, templates with detailed implementation advice • In-person and virtual support from research experts

Our Mission: Advancing Your Critical Priorities

Promoting Student Mental Health and Well-Being

Recruiting, Retaining, and Developing Key Talent

Improving Student Outcomes

Closing Equity Gaps

COVID Puts Premium on Scenario Planning and Response

There are so many unknowns to COVID recovery – will the virus mutate? When will a vaccine be available? Will it be a V-shaped or U-shaped economic recovery? Will government relief efforts work? Districts need to master unfamiliar skills in scenario planning and rapid-response management on the fly. Leaders aren't waiting for the usual summer planning season to start the hard work of preparing for a wide range of different reopening scenarios.

Every District Asking the Same Key Questions

How do we make distance learning sustainable and equitable?

When will it be safe to reopen?

How do we protect student, teacher, and staff health?

How do we assess and make up for lost learning?

How do we support student and teacher mental health?

What will economic pressures mean for community well-being and budgets?

Answers Will Unfold Unpredictably

Public Health
- Virus recurrence
- Testing and vaccine availability

Economic Recovery
- Unemployment claims
- V-shaped vs. U-shaped recovery

Government Action
- CARES Act funds availability
- State education budget cuts

K12 Has to Master New Skills on the Fly

Scenario planning across multiple time horizons
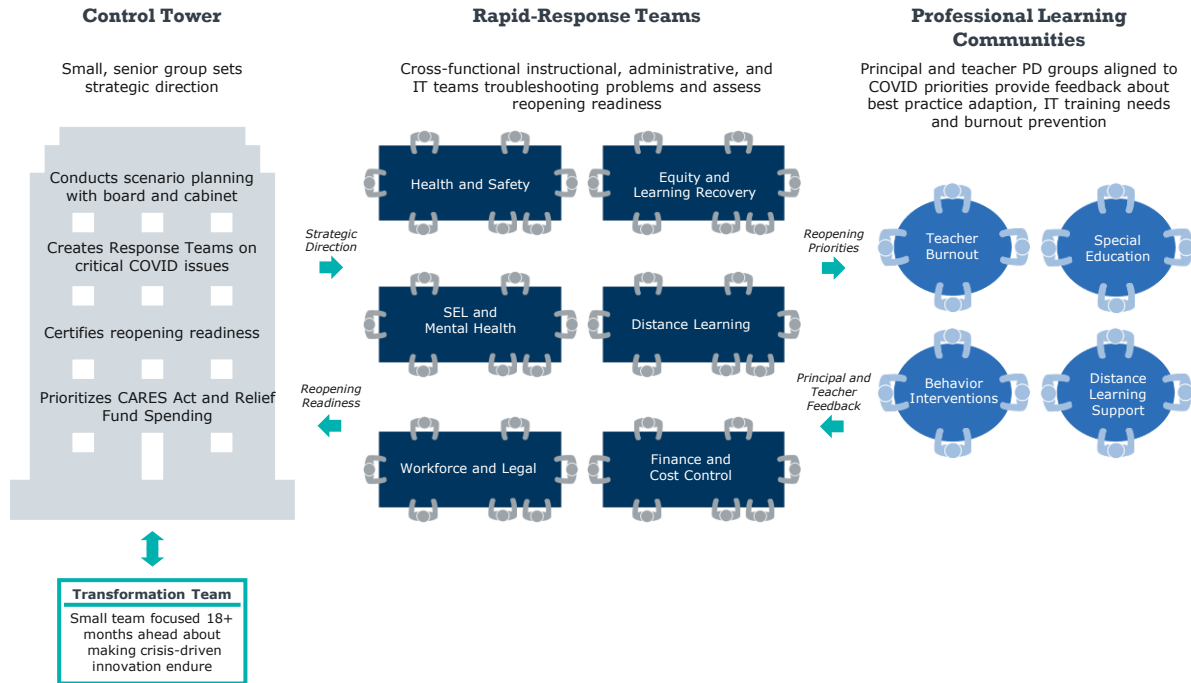
Rapid, coordinated response

Cross-functional execution

Strategically aligned professional development

A Rapid-Response Organization Model for K12

Based on interviews with K12 leaders, EAB is creating an idealized framework for rapid-response planning and execution, spelling out complementary decision-making roles, key planning activities, and progress metrics for partners to accelerate their transition to "COVID-speed". While every district will individualize the framework, EAB believes that the collaboration between senior Control Towers, cross-functional Response Teams, and aligned Professional Learning Communities will emerge as the standard expected by boards and families.

Control Tower

Small, senior group sets strategic direction

Conducts scenario planning with board and cabinet

Creates Response Teams on critical COVID issues

Certifies reopening readiness

Prioritizes CARES Act and Relief Fund Spending

Transformation Team

Small team focused 18+ months ahead about making crisis-driven innovation endure

Rapid-Response Teams

Cross-functional instructional, administrative, and IT teams troubleshooting problems and assess reopening readiness

- Health and Safety
- Equity and Learning Recovery
- SEL and Mental Health
- Distance Learning
- Workforce and Legal
- Finance and Cost Control

Strategic Direction

Reopening Readiness

Professional Learning Communities

Principal and teacher PD groups aligned to COVID priorities provide feedback about best practice adaption, IT training needs and burnout prevention

- Teacher Burnout
- Special Education
- Behavior Interventions
- Distance Learning Support

Reopening Priorities

Principal and Teacher Feedback

Resources for Accelerating Your District's Rapid-Response Capabilities

Partners enjoy free and unlimited access to expert consultation, leadership education, readiness diagnostics, and professional development support services designed around the Rapid-Response frameworks critical decisions and activities. Cabinets, boards, task forces, and teacher PLCs can save time, gain confidence about working on the right priorities, and use EAB's framework to demonstrate best-in-class stewardship.

Control Tower

Small, senior group sets strategic direction, certifies reopening readiness, determines budget priorities

Scenario Planning Workshop
Guided exercise for boards or cabinets to define recovery scenarios and surface threats and opportunities

Board Presentation on Post-COVID K12 Education
Forecasting changes to K12 teaching models, equity challenges, and impact on district finances

CARES Act Resource Center
One-stop tracker for guidance on funding rules, blueprints for combining funding sources

Leadership Circles
Virtual peer communities for Supes, ASIs, and CFOs to network and workshop challenges

Rapid-Response Teams

Cross-functional instructional, administrative, and IT teams troubleshooting problems and assess reopening readiness

COVID-19 Resource Center
Insight briefs on major instructional, equity and operations terrains

Reopening Readiness Diagnostics
Rubrics for assessing district preparedness, setting operational targets, and reporting progress

EAB Plan Reviews
EAB experts review Response Team plans, provide feedback on missing elements, and "certify" approach

Innovation Webinars
Lessons and insights from early adopters, legal and compliance experts, and expert practitioners

Professional Learning Communities

Principal and teacher PD groups aligned to COVID priorities provide feedback about best practice adaption, IT training needs and burnout prevention

Best Practice Workshops
- *Positive Behavioral Interventions and Supports*
- *Making Up Lost Learning in Reading Skills*

Teacher Engagement Resource Center
Resources and events for PLCs to develop recommendations for preventing teacher burnout

Teacher Professional Development Survey Needs
Turnkey surveys surfacing teachers' preferred ed tech tools and urgent training needs

1 Intended Uses of CARES Act Funds

2 How to Spend CARES Act Funds to Support Long-Term Innovation

But Not All Will Support Public Schools

Education Stabilization Appropriation
Of the $2T relief package, **$30.75B** is dedicated to the education sector with $14B going directly to Higher Education

Governor's Education Relief Fund
$2.95B available for governors to direct to higher education or K-12

Elementary and Secondary School Emergency Relief Fund
$13.2B distributed to State Education Authorities via Title 1 formula

$300 million in Federal discretionary grants:

Rethinking K-12 Education Models Grant

Reimaging Workforce Preparation Grant

LEAs required to provide equitable services to students and teachers in a non-public school

90% to Local Education Authorities via Title 1 formula

9.5% reserved for State Education Agency Discretionary Fund

0.5% reserved for State Education Agency administrative costs

Projected Impact of Possible State Funding Cuts on Per Student Spending, After CARES Aid Funds

Change in Per Student Spending ($)

New York   Texas   Wisconsin

■ -5%   ■ -10%   ■ -15%

Hypothetical State Budget Cuts
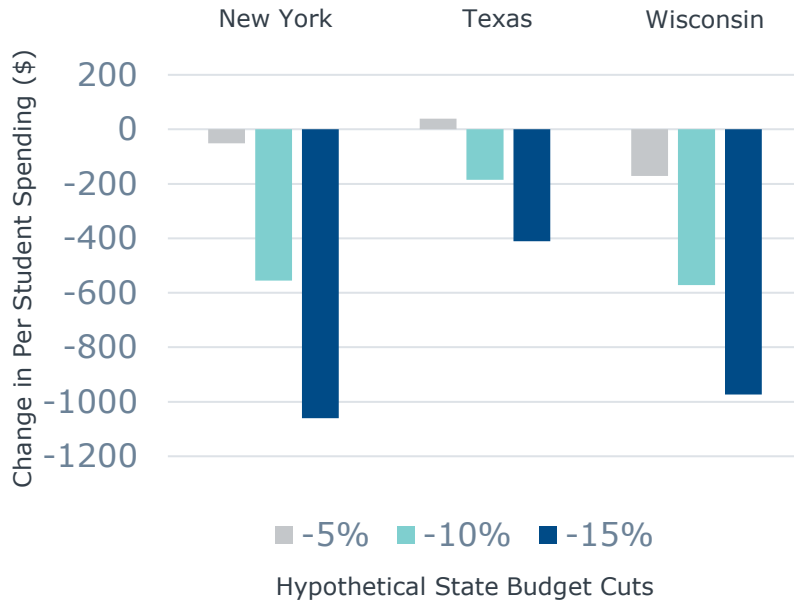
An Analyst's Take

"The CARES Act for most states can only stave off budget cuts up to 8 percent […] But most states now are projecting cuts next year anywhere from 8 percent in Kansas to 20 percent in Alaska. And those cuts will be felt most acutely in the K-12 sector, which is heavily reliant on state aid.

Michael Griffith,
Learning Policy Institute

12 Permissible Uses of Funds

1. Any activity authorized by the ESEA (1965)

2. Improving coronavirus preparedness and response efforts in conjunction with health depts, relevant agencies

3. Providing principals and school leaders with the resources necessary to address the needs of their individual schools

4. Activities to address the unique needs of disadvantaged students

5. Developing and implementing systems to improve preparedness and response efforts of LEAs

6. Training and PD for LEA staff on sanitation and minimizing spread of infectious diseases

7. Purchasing supplies to sanitize LEA facilities

8. Planning for and coordinating during long-term closures (inc. meals, tech access, IDEA compliance)

9. Purchasing educational technology (includes language supporting equity)

10. Providing mental health services and supports

11. Planning and implementing activities related to summer leaning and supplemental programs (addresses issues of equity)

12. Other activities necessary to maintain operations and continuity of LEA services and continuing employment of existing LEA staff

Fewer Federal Requirements

- No supplement, not supplant requirement

- No requirement to spend funds in accordance with Title 1(a)

- LEAs must continue to pay their employees and contractors "to the greatest extent practicable"
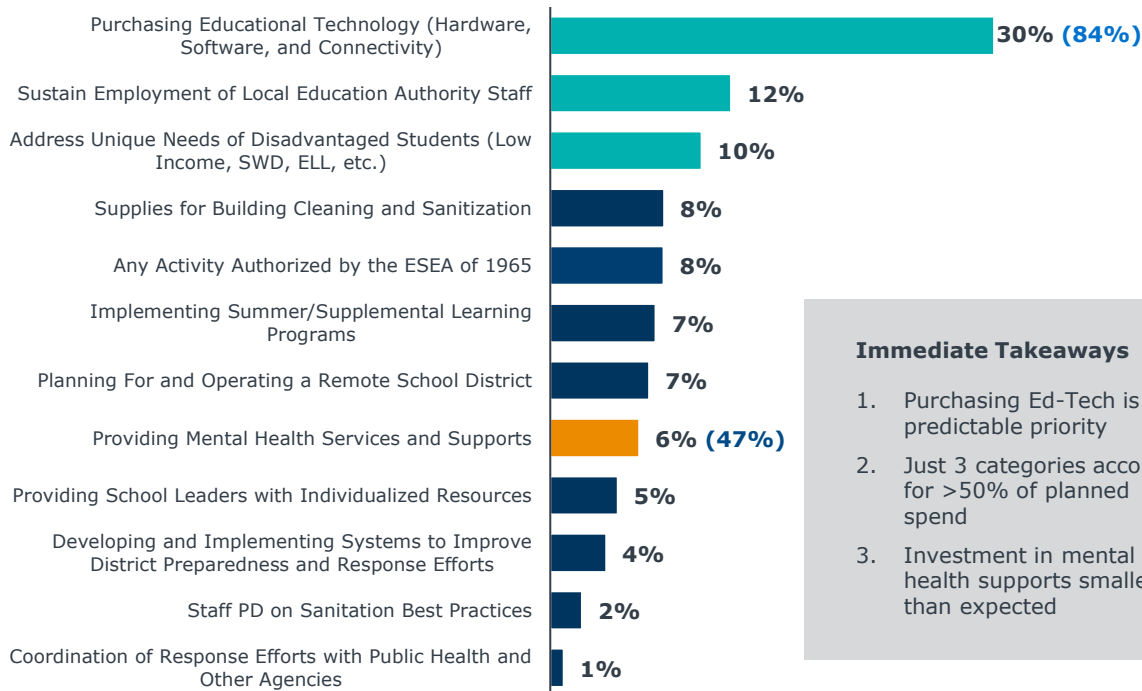
Waivers to Free-Up Existing Funds

- LEAs can carry over higher levels of federal funds

- Cap lifted on Title IV-a technology purchasing restrictions

"Under the schoolwide approach, Title I dollars can be consolidated with state and local dollars to upgrade a school's entire education program."
~Austin Reid, NCSL

Aggregated Projections for Investment of CARES Act Funds for 55 Districts Across 25 States

Category	Percentage
Purchasing Educational Technology (Hardware, Software, and Connectivity)	30% (84%)
Sustain Employment of Local Education Authority Staff	12%
Address Unique Needs of Disadvantaged Students (Low Income, SWD, ELL, etc.)	10%
Supplies for Building Cleaning and Sanitization	8%
Any Activity Authorized by the ESEA of 1965	8%
Implementing Summer/Supplemental Learning Programs	7%
Planning For and Operating a Remote School District	7%
Providing Mental Health Services and Supports	6% (47%)
Providing School Leaders with Individualized Resources	5%
Developing and Implementing Systems to Improve District Preparedness and Response Efforts	4%
Staff PD on Sanitation Best Practices	2%
Coordination of Response Efforts with Public Health and Other Agencies	1%

Immediate Takeaways

1. Purchasing Ed-Tech is predictable priority
2. Just 3 categories account for >50% of planned spend
3. Investment in mental health supports smaller than expected

Source: EAB Interviews and Analysis

1 Intended Uses of CARES Act Funds

2 How to Spend CARES Act Funds to Support Long-Term Innovation

Distance Learning Almost Certainly an Ongoing Factor in School Operations

Progressive Improvement	**Late Fall Resurgence**	**Ongoing Waves**

Assumptions

- Virus contained before loosening social distancing
- Universal testing, tracing, and isolation
- Effective treatment discovered and distributed

- Slow loosening of social distancing
- Seasonality depresses transmission over summer
- Fall flu season brings major resurgence

- Loosening of social distancing increases infection rate
- Rising infection rates lead to increased social distancing
- Waves continue until effective vaccine or treatment universally available

Implications

- Prepare for on-time or slightly delayed start to full, face-to-face activity
- Assume that once started, term can be completed "in person"

- Opportunity to start term early
- Moderate social distancing still required
- Expect to send students home around Thanksgiving

- Minimal numbers of students in school
- High risk teachers only able to work remotely
- Situation continues until vaccine/treatment widely available or herd-immunity attained

Source: EAB Interviews and Analysis

Immediate Needs

- Ensure students are fed
- Ensure that all students are connected to WiFi through a device
- Ensure that students are safe
- Keep students engaged through distance learning
- Prepare to reopen schools

Ongoing Needs

- Design and deliver instruction that is flexible across in-person and remote formats
- Reverse COVID-caused learning loss
- Provide scalable support for growing mental health needs
- Prevent teacher burnout during broad change and uncertainty

Source: EAB Interviews and Analysis

Immediate Needs

Ongoing Needs

Most Impactful Investments

- Improve the district's capability to proactively identify individual student needs

- Improve accessibility of differentiated instruction and support services during both in-person and virtual situations

- Simplify the complex array new processes, procedures, and platforms necessary to operate a flexible school district

Source: EAB Interviews and Analysis

Three Unique Opportunities to Innovate Using CARES Funds This Year

Distance Learning Infrastructure

- How can we ensure all students are Wi-Fi enabled
- How can we increase accessibility of online learning for disadvantaged students
- How can we establish a simple, sustainable, and effective infrastructure for remote learning?

17% Of US teens are unable to complete homework due to lack of access to a connected device

Mental Health Services and Supports

- How can we ensure that students are safe and well?
- How will we identify students needing additional support?
- How can we build a robust, scalable system of mental health supports to meet rising demand among students and staff

1000% Increase in federal emergency hotline use in April

Accelerated Learning Recovery

- How can we keep students learning this year?
- How can we provide targeted interventions to reduce learning loss for disadvantaged students
- How can we measure and accelerate student growth in new learning over the next 12-18 month?

65% Of teachers are in favor of beginning the next year with next grade instruction

Source: EAB Interviews and Analysis

Digital Divide Exacerbates Inequity, But Also Affects Surprising Groups

Black teens and those from lower-income households are especially likely to be affected by the digital 'homework gap'

% of U.S. teens, by race and ethnicity or annual family income, who say they often or sometimes …

	Have to do their homework on a cellphone			Are unable to complete homework because lack of a reliable computer or internet connection	Use public Wi-Fi to do homework because no home internet connection
	Often	**Sometimes**	**NET**		
U.S teens			35%	17%	12%
White			35	13	11
Black			30	25	21
Hispanic			39	17	9
Less than $30K			45	24	21
$30K-$74,999			35	20	11
$75K or more			29	9	7
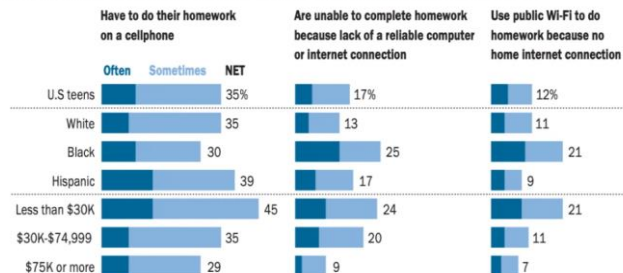
Note: Whites and blacks include only non-Hispanics; Hispanics are of any race. Those who gave other responses or who did not give an answer not shown.
Source: Survey conducted March 7-April 10, 2018.

PEW RESEARCH CENTER

2.5x

Low income students more than twice as likely to lack reliable access to the internet

3x

Low income students three times as likely to rely on public Wi-Fi to do homework

"Educators are now assumed to have devices and internet access and unlimited data to do their job, and [in some cases], they don't"

Cheryl Bost, President, Maryland State Education Association

Source: EAB Interviews and Analysis

Two FCC Concessions May Increase Access to Wi-Fi for Students

FCC Waives Gift Rules During Pandemic
3/18/2020

On March 18, 2020, the Federal Communications Commission released an Order waiving the E-rate and Rural Health Care's gift rules to allow "participants to solicit and accept, improved connections or additional equipment for telemedicine or remote learning during the coronavirus outbreak." In its Order, the Commission notes:

> We note that this waiver is limited to offerings made by service providers and solicited or accepted by E-Rate eligible entities on behalf of students, teachers, or patrons while schools and libraries prepare for closures or remain closed as a direct result of COVID-19, regardless of funding year. In taking this action, we find relevant that the underlying purpose of our gift rules, to ensure the integrity of the competitive bidding process, is not likely to be frustrated, particularly where competitive bidding for funding year 2019 is complete and nearly complete for funding year 2020. We also balance the need for connectivity for students and library patrons during the coronavirus outbreak with our overarching need to protect the program against waste, fraud, and abuse.

The FCC also notes that program participants will be required "to retain records documenting the services, equipment, or other things of value that they receive pursuant to the waivers described above and consistent with the document retention periods applicable to each program" and that the Commission "will continue to aggressively pursue instances of waste, fraud, or abuse under our own procedures and in cooperation with law enforcement agencies."

The FCC Order may be found here, and their press release here.

Two E-Rate Changes, One Still Viable

Delayed application deadline for E-Rate Form 471 to April 29, 2020

Waived gift rules for vendors participating in E-Rate until September 30, 2020

Source: FCC.Gov, *FCC Waives Gift Rules During Pandemic,* March 2020

Scrutiny Over CARES Act Spending Unavoidable

English-Learners May Be Left Behind as Remote Learning Becomes 'New Normal'

By **Corey Mitchell** on March 17, 2020 4:30 PM

UPDATED

As the nation shifts to online learning during the novel coronavirus outbreak, language and access barriers may shut many of the nation's nearly English-learner students out of the learning process.

Stimulus Plan Falls Short For People With Disabilities, Advocates Say

by Michelle Diament | April 1, 2020

A $2 trillion coronavirus stimulus plan signed by President Donald Trump offers some benefits to people with disabilities, advocates say, but may also prompt unprecedented changes to the Individuals with Disabilities Education Act.

The bill signed late last week represents Congress' latest effort to address the economic fallout from the COVID-19 pandemic. It includes extra funding for housing for people with disabilities, money for independent living centers, assistance to schools as they transition to online learning and it allows Medicaid-funded disability service providers to apply for federal small business loans.

- Fewer digital resources for ELL students
- ELL teachers report fewer hours of PD on use of digital tools
- Most distance instruction only being provided in English and Spanish

- No good virtual solutions for many students with disabilities
- Existing IEPs don't reflect a virtual environment
- Ed Dept issued no waivers to core tenets of IDEA

Source: EdWeek, *English-Learners May Be Left Behind as Remote Learning Becomes New Normal*, March 2020; Disability Scoop, *Stimulus Plan Falls Short For People With Disabilities*, April 2020

Essential Considerations for Innovations in Digital Infrastructure
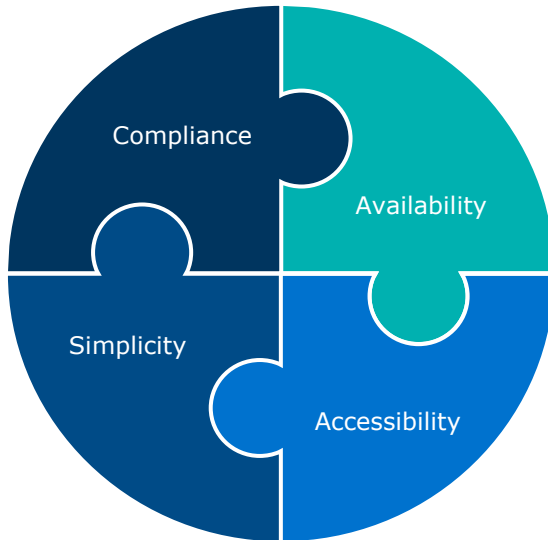
Availability

Will this investment increase the availability of instruction and essential services that address student needs?

Accessibility

Does this investment make it easier for disadvantaged students to successfully engage in learning or utilize services?

Simplicity

Does this investment make it easier for district staff to serve students while minimizing confusion?
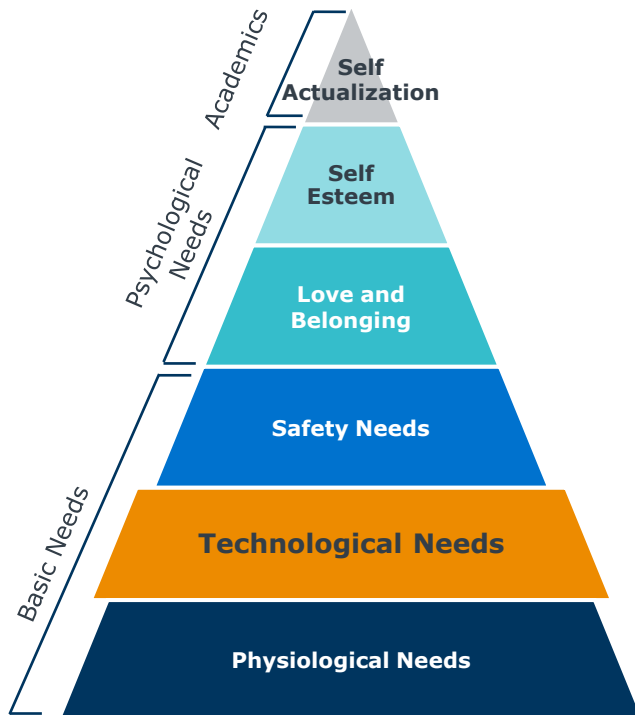
Compliance

Does this investment align with federal, state, and school board issued requirements for functionality

"The message I would give is about keeping it as simple as possible, not layering on too many additional complexities for schools, because they are going to have a lot to deal with already"

~ Amanda Spielman, Ofsted Chief Inspector

Source: EAB Interviews and Analysis

Both Districts and Vendors Need to Know Where to Focus

Academics

Psychological Needs

Basic Needs

- Self Actualization
- Self Esteem
- Love and Belonging
- Safety Needs
- Technological Needs
- Physiological Needs

Digital Promise Procurement Recommendations

1. Conduct formal instructional needs assessments to more clearly define challenges and increase the chance that acquired products will address high-priority needs

2. Publicize instructional needs and goals so providers can better match them.

Source: Digital Promise, *Improving Ed Tech* Purchasing; EAB Interviews and Analysis

Depression and Anxiety on the Rise Among Teens

Percentage of US Adolescents Reporting a Major Depressive Episode[1] in the Past Year

Adolescents aged 12-17, 2010-2018
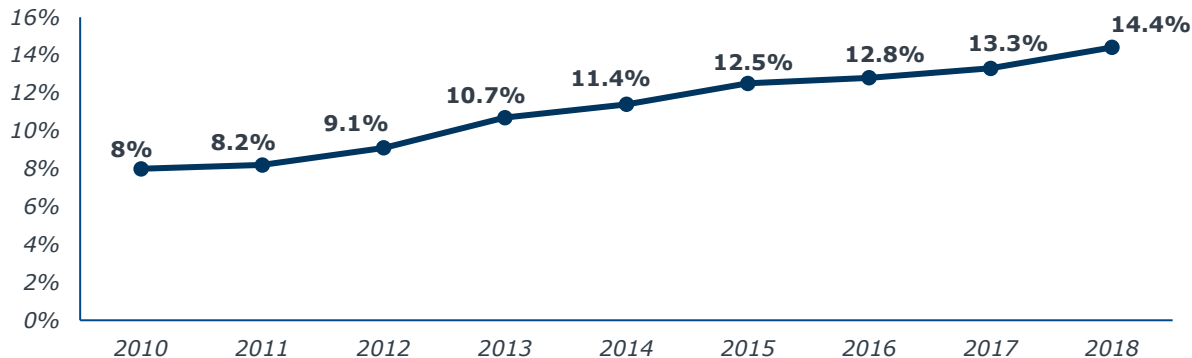
17%

Increase in **diagnosis of anxiety disorders** in young people[2] in the last 10 years

32%

Of adolescents will meet criteria for an **anxiety disorder by the age of 18**

1) Characterized as suffering from depressed mood for two weeks or more, a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, worthlessness.

2) Aged 6 to 17.

Sources: Bahrampour, Tara, "Mental health problems rise significantly among young Americans," *The Washington Post*, March 2019; "2017 Children's Mental Health Report: Anxiety and Depression in Adolescence," *Child Mind Institute*, Accessed 25 Oct. 2019; "2018 Children's Mental Health Report: Understanding Anxiety in Children and Teens," *Child Mind Institute*, Accessed 25 Oct. 2019; EAB interviews and analysis.

The Risk of Mental Health Issues Increases for Children and Parents

Children Are Showing Signs of Stress and Anxiety

36% of children are anxious about missing schoolwork

33% of children are worried about contracting COVID-19 themselves

19% of children are worried about not having enough food following news coverage of panic buying

17% of children are afraid to go outside their house

The Mental Health Tax of Family Quarantine

28% of quarantined parents warranted a diagnosis of "trauma-related mental health disorder" in a recent study of quarantined families in China.

In a 2013 study[1], **post-traumatic stress symptoms were 4x stronger** in adults and children who had been quarantined than in those who were not quarantined.

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1) Sprang, Ginny & Silman, Miriam. (2013). Posttraumatic Stress Disorder in Parents and Youth After Health-Related Disasters. Disaster Medicine and Public Health Preparedness, 2013.

Sources: "Fifth of primary children afraid to leave house over Covid-19, survey finds," The Guardian, 2020; "Lockdown is the world's biggest psychological experiment - and we will pay the price," World Economic Forum, 2020; Brooks, et. al., "The psychological impact of quarantine and how to reduce it: rapid review of the evidence," 2020.

Concerns Over Teacher Well-Being

Due to Personal Stress and Compassion Fatigue

Teachers Report High Levels of Stress and Emotional Strain

B.C. (Before COVID)   **A.C. (After COVID)**

58%
Of teachers described their mental health[1] as "not good" for at least 7 of the last 30 days

78%
Of teachers say they feel mentally and physically exhausted at the end of the workday

80%
Of teachers report feeling **anxious, worried, exhausted, or depressed** since the beginning of the COVID-19 crisis[2].

Working with Students Under Stress Increases Risk of Compassion Fatigue

Risk Factors of Compassion Fatigue

Female gender | Inexperience in the field | Degree of exposure | Prior trauma exposure | Young age

Building An Integrated Continuum of K-12 Mental Health Care

Prevention

Identification & Referral

K-12 Population Mental Health Management

Reintegration & Monitoring

Intervention & Case Management
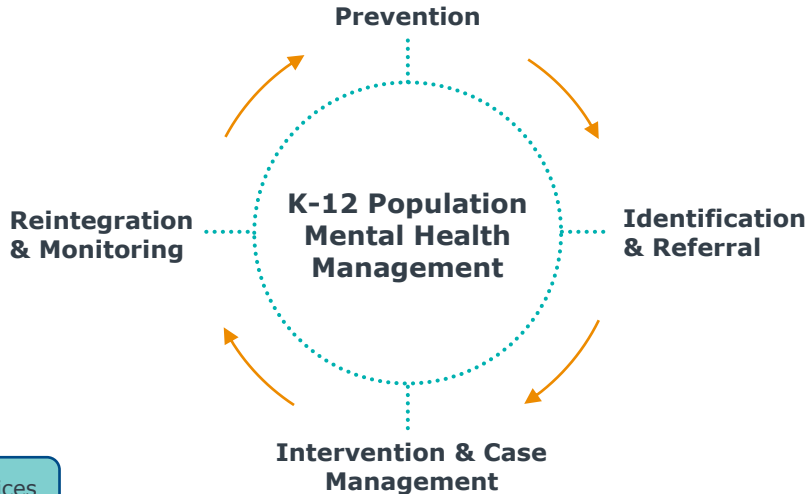
Essential Practices

Prevention	Identification & Referral	Intervention & Case Management	Reintegration & Monitoring
Year-Round MH Awareness Campaigns	Universal Screeners	Group CBT	Post-Discharge Case Management
Family Education Programs	Behavioral Health Intervention Teams	Expanded Access to Teletherapy	Coordinated Re-entry Process

Source: EAB Interviews & Analysis

Finding the Right Support

Districts Can Recommend Variety of Tools Depending on Student Needs

	Ongoing Wellbeing and Stress Management	AI-Led Clinical Support	Direct Connection to Humans If Needed	Notes
Woebot	✓	✓		Connects users to a CBT-trained chatbot
Youper	✓	✓		Connects users to a CBT-trained chatbot
wysa	✓	✓	✓	Chatbot and life coach that can only be used by minors (13-18) with parental consent Can connect to life coaches, does not offer clinical advice
joyable	✓	✓	✓	Chatbot and life coach used by businesses that can connect users to human life coaches
talkspace			✓	No chatbot option, virtual platform to connect users directly to licensed health professionals
7Cups	✓		✓	Offers self-service tools, but focus is on conversations with volunteers and therapy with licensed practitioners (18+ only); used by some higher ed and K12 institutions
Tess (X2AI)	✓	✓	✓	Chatbot and platform that can be modified to include mental health professionals chosen by the district; can have a live person take over a conversation in crisis

For an additional list of app reviews by the Anxiety and Depression Association of America (ADAA) please visit https://adaa.org/finding-help/mobile-apps

Source: "ADAA Reviewed Mental Health Apps," *Anxiety and Depression Association of America;* EAB interviews and analysis.

Accelerated Learning Recovery

From Finding Time to Optimizing Individualized Learning

Short-Term Questions

- Can we start the next school year earlier than planned?

- Can we extend the school day when returning to in-person learning?

- What additional academic interventions will students likely need?

Ongoing Concerns

- How can we optimize instructional minutes to accelerate student progress?

- How can we make distance learning sustainable and equitable?

- Which elements of the curriculum should be discarded, and which are essential?

"Lots of conversation about student learning "returning to normal" after #COVID19 - what a missed opportunity! What we were doing wasn't working for all kids. Let's do #Better"

~ Deputy Superintendent, Large District, Virginia

Innovative Reading Strategies Provide A Template

Gathering Granular Data Enables Skills-Based, Targeted Interventions

Universal screeners do not provide sufficient insight into the precise reading needs of each student...

Diagnostics enable a targeted, skills-based approach to grouping for interventions

Sample Kindergarten Skills-Based Intervention Groups

...leading to unintended consequences

50% Of tier 2 interventions teach concepts that students already mastered
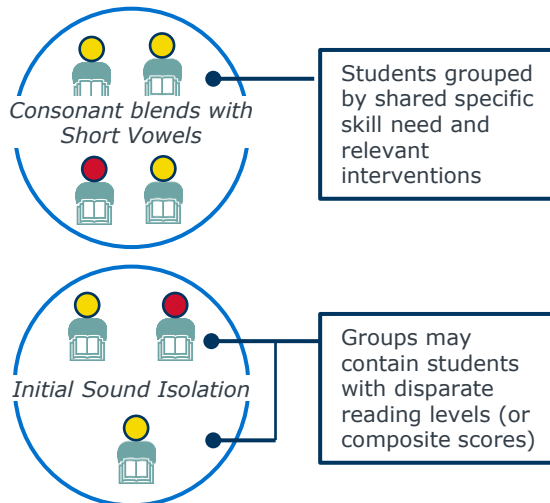
22% Of students who develop serious reading difficulties go unidentified

14% Of tier 2 students progressed to the next-level benchmark category from the beginning to end of year

Consonant blends with Short Vowels

Students grouped by shared specific skill need and relevant interventions

Initial Sound Isolation

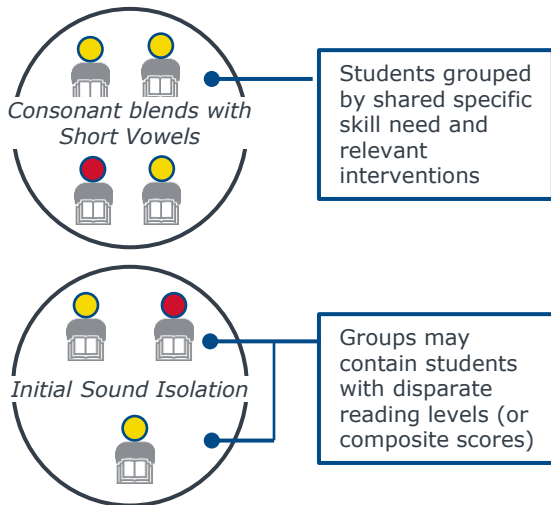Groups may contain students with disparate reading levels (or composite scores)

Source: National Center for Education Evaluation and Regional Assistance. (2015) "Evaluation of Response to Intervention Practices for Elementary School Reading."; Torgesen, J. et al. (2009) "Prevention and Remediation of Severe Reading Disabilities: Keeping the End in Mind," Scientific Studies of Reading, 1:3, 217-234; Hall, S (2018) "10 Success Factors For Literacy Intervention, Getting Results with MTSS in Elementary Schools," ASCD; Sparks, S. (2015) "RTI Falls Short of Promise," Edweek; Fieste, L. (2013) "Don't DYS Our Kids: Dyslexia and the Quest for Grade level Reading Proficiency," Campaign For Grade Level Reading; EAB interviews and analysis.

Skills-Based Grouping Refocuses Intensive Instruction

Use Diagnostics to Group Students By Similar Skill Needs, Not Reading Levels

Sample Kindergarten Skills-Based Intervention Groups

Consonant blends with Short Vowels

Students grouped by shared specific skill need and relevant interventions

Initial Sound Isolation

Groups may contain students with disparate reading levels (or composite scores)

Profiled Institutions:

Grant County Schools, WV

Farmington Municipal Schools, NM

Diagnostics Provide Deep Data Needed to Group and Monitor Student Skills
Sample Skills-Based Grouping Process

1 **Employ Universal Screener (or CBM)**
Which students are struggling readers? And what are their high-level skill needs (i.e., phonics)?

2 **Assess Using Diagnostic**
Why are they struggling? What are their sub-skill needs?

3 **Organize Student Groups By Skills**
Which groups of students have need similar skill-based interventions?

4 **Match Intervention To Skill Need**
Which targeted instruction will best address their skill deficiencies?

5 **Monitor Progress of Particular Skill Using Diagnostic**
Does the student demonstrate at least 80% mastery of the specific skill after three weeks?
- If yes, assess student on next skill
- If no, consider adjusting intervention

Source: Hall, S. (2018) "10 Success Factors For Literacy Intervention: Getting Results with MTSS in Elementary Schools;" EAB interview and analysis.

Skills-Based Grouping Boosts Reading Outcomes

Skills-Based Interventions Improve Reading Outcomes

Grant County Schools, WV

82% Increase in share of cohort students who began the school year with "green" composite scores between kindergarten and start of third grade.

80% Of teachers used skills-based grouping with fidelity by the third year of the initiative.

Farmington Municipal Schools, NM

30% Increase in fourth grade students scoring proficiently on PARCC between 2014-15 and 2016-17[1]

Refined Data Improves Overall Reading Proficiency

"Once you fill that skill gap, the students improve substantially, because that one skill gap was actually holding them back from multiple levels of proficiency. When they find that success, kids tend to love to read more."

Nicole Lambson
Farmington Municipal Schools, NM

Vendor Overview: *95% Group* Offers Promising Skill-Based Interventions
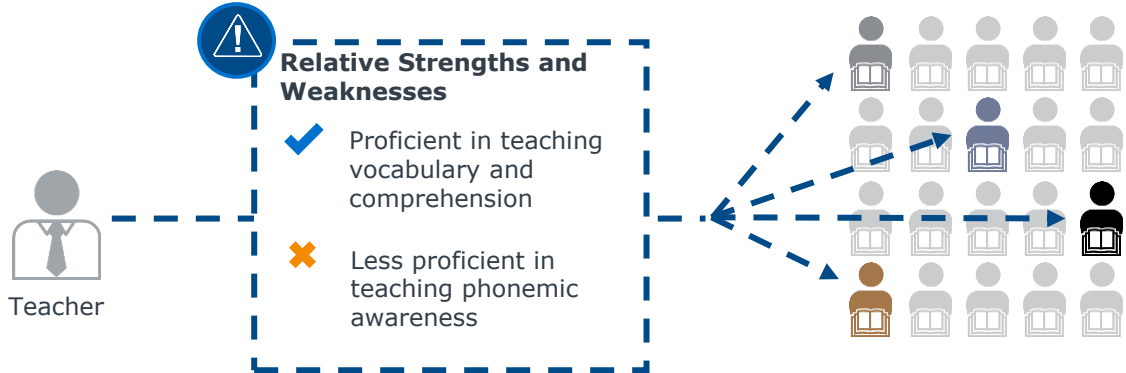
- Includes diagnostic assessments for 32 skills and corresponding targeted interventions
- Offers a scripted program and training that supports teachers in identifying and implementing skills-based interventions effectively, using brain-based research
- Provides ongoing support for teachers through on-site coaching visits from consultants
- Members using 95% group report an increase in students' overall reading levels

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1) New Mexico State Education Secretary publicly praised Farmington Municipal Schools as "one of the highest-performing districts in the state not just in terms of the improvement in scores, but also in overall proficiency

Source: Esterling, M. (2017) "NM Education Secretary Touts Farmington's Improvement on PARCC," Farmington Daily Times; Hall, S (2018) "95% Group;" EAB interviews and analysis.

Teachers Have Limited Knowledge and Capacity to Address Every Skill Need

Teacher

Relative Strengths and Weaknesses

✔ Proficient in teaching vocabulary and comprehension

✖ Less proficient in teaching phonemic awareness

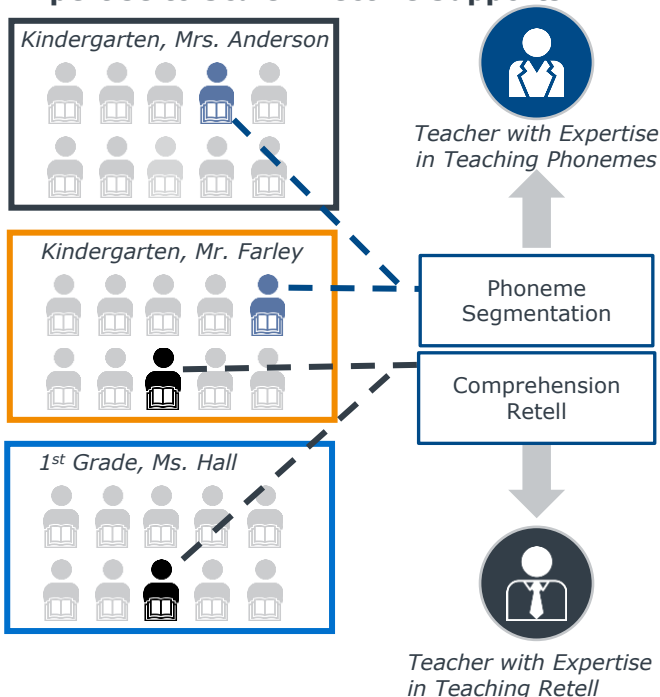**Providing the Right Intervention Becomes the Luck of the Draw**

"When I arrived in the district, every teacher was an island unto themselves. Whether or not a kid got the support they needed was based on whether or not they were lucky to be paired with the right teacher who knew how to teach their skill deficit well."

DeEdra Bolton, Former Superintendent
Grant County Schools, WV

Source: EAB interviews and analysis.

Play to Existing Teacher Strengths

Move from Classroom Grouping to Grade-Wide Grouping For Tier 1

Group Students by Skill Need and Teacher Expertise to Scale Effective Supports

Kindergarten, Mrs. Anderson

Kindergarten, Mr. Farley

1st Grade, Ms. Hall

Teacher with Expertise in Teaching Phonemes

Phoneme Segmentation

Comprehension Retell

Teacher with Expertise in Teaching Retell

Key Benefits of Cross-Classroom Grouping

✓ All students receive more frequent skill support that addresses their need

✓ Students at advanced skill levels can learn from next grade teachers

✓ Students gain access to more instructional resources most relevant to their reading needs

✓ Teachers have greater capacity to hone their knowledge and expertise in a particular skill area

Profiled Institution:
Grant County Schools, WV

Source: EAB interviews and analysis.

Schoolwide, Customized Support Improves Reading

Optimizing Schoolwide Expertise Improves Student Outcomes

Students Received More Specialized Support for Their Skill Needs

60%
Increase in time struggling readers spent on their skill need

> "Students who are struggling with certain letter sounds in one 1st grade class are paired with a teacher who is effective at teaching that skill… A hospital wouldn't send someone with a broken leg to a cardiologist…They would send them to a doctor who handles broken bones. **As a school system, we made the conscious decision to treat student skill deficits the same way hospitals treat patient needs."**
>
> DeEdra Bolton
> Former Superintendent
> Grant County Schools, WV

Significant Decrease in Number of Students Qualifying for Tier 2 Support
Percentage of Grade-Level Cohort Who Qualified for Tier 2 at the Start of 1st Grade vs. the Start of 4th Grade

88%

16%

2013   2016
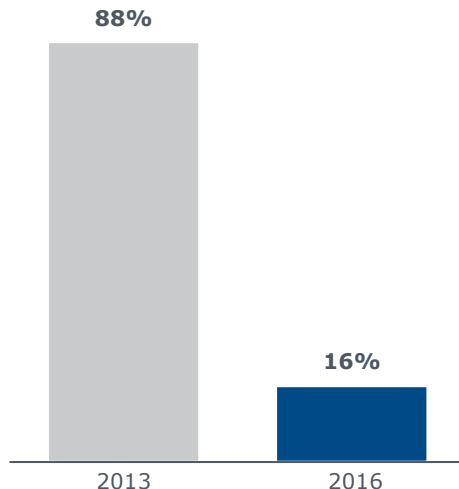
Source: EAB interviews and analysis

Priorities for the Next Chapter

Three Unique Opportunities to Innovate Using CARES Funds This Year

Distance Learning Infrastructure

- How can we ensure all students are Wi-Fi enabled

- How can we increase accessibility of online learning for disadvantaged students

- How can we establish a simple, sustainable, and effective infrastructure for remote learning?

17% Of US teens are unable to complete homework due to lack of access to a connected device

Mental Health Services and Supports

- How can we ensure that students are safe and well?
- How will we identify students needing additional support?
- How can we build a robust, scalable system of mental health supports to meet rising demand among students and staff

1000% Increase in federal emergency hotline use in April

Accelerated Learning Recovery

- How can we keep students learning this year?
- How can we provide targeted interventions to reduce learning loss for disadvantaged students
- How can we measure and accelerate student growth in new learning over the next 12-18 month?

65% Of teachers are in favor of beginning the next year with next grade instruction

Source: EAB interviews and analysis

How EAB Can Help Right Away

Step 1   **Step 2**   **Step 3**

Visit EAB's COVID-19 Resource Center

Schedule Expert Diagnostic Consultation

Request Plan Reviews

A central location for essential information and expert insights across topics including:

Review your COVID response priorities, decision-making organization structure and summer planning goals with EAB expert

Submit plans for:
- Mental Health
- Sustainable Distance Learning
- Return to Learn Audit

☑ **Resources to set strategy, such as virtual peer-to-peer workshops and pulse surveys**

☑ **Discuss goals and priorities for the coming months**

☑ **Validate plans against regional and national trends**

☑ **Resources to speed execution, such as online learning readiness assessments and remote workforce policy models**

☑ **Assess research and resource needs for supporting response teams**

☑ **Decide which innovations are "enduring"**

eab.com/k12covid19response

Interested in talking to an EAB expert about your COVID-19 challenges?

Complete the exit survey

Question

What do you want to know about what other districts are doing to prepare for the next school year?