

**WEBINAR**

**NWEA research  
snapshot:** Insights on  
recovery strategies

**nwea**

# Before we begin

- 45-minute presentation, 15 minutes for Q&A
- Listen mode only
- Submit questions via the Q&A box
- Recorded and sharable
- Short survey at the end

# Presenters



**Karyn Lewis, PhD**

Director of Research and  
Policy Partnerships



**Ayesha Hashim, PhD**

Research Scientist



**Miles Davison, PhD**

Research Scientist

# Impacts of the pandemic

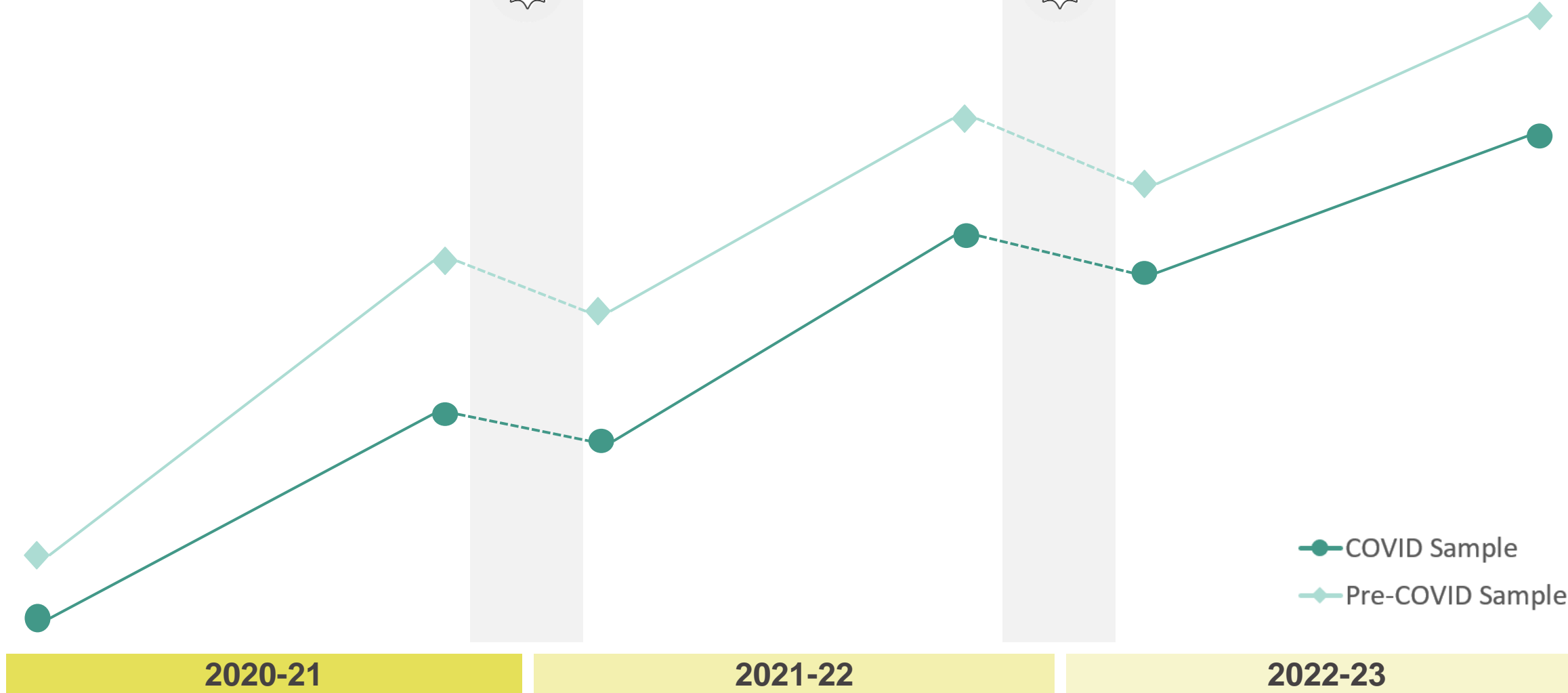
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Year 1

Year 2

Year 3



● COVID Sample  
◆ Pre-COVID Sample

2020-21

2021-22

2022-23

Year 1

Year 2

Year 3

Differences in achievement

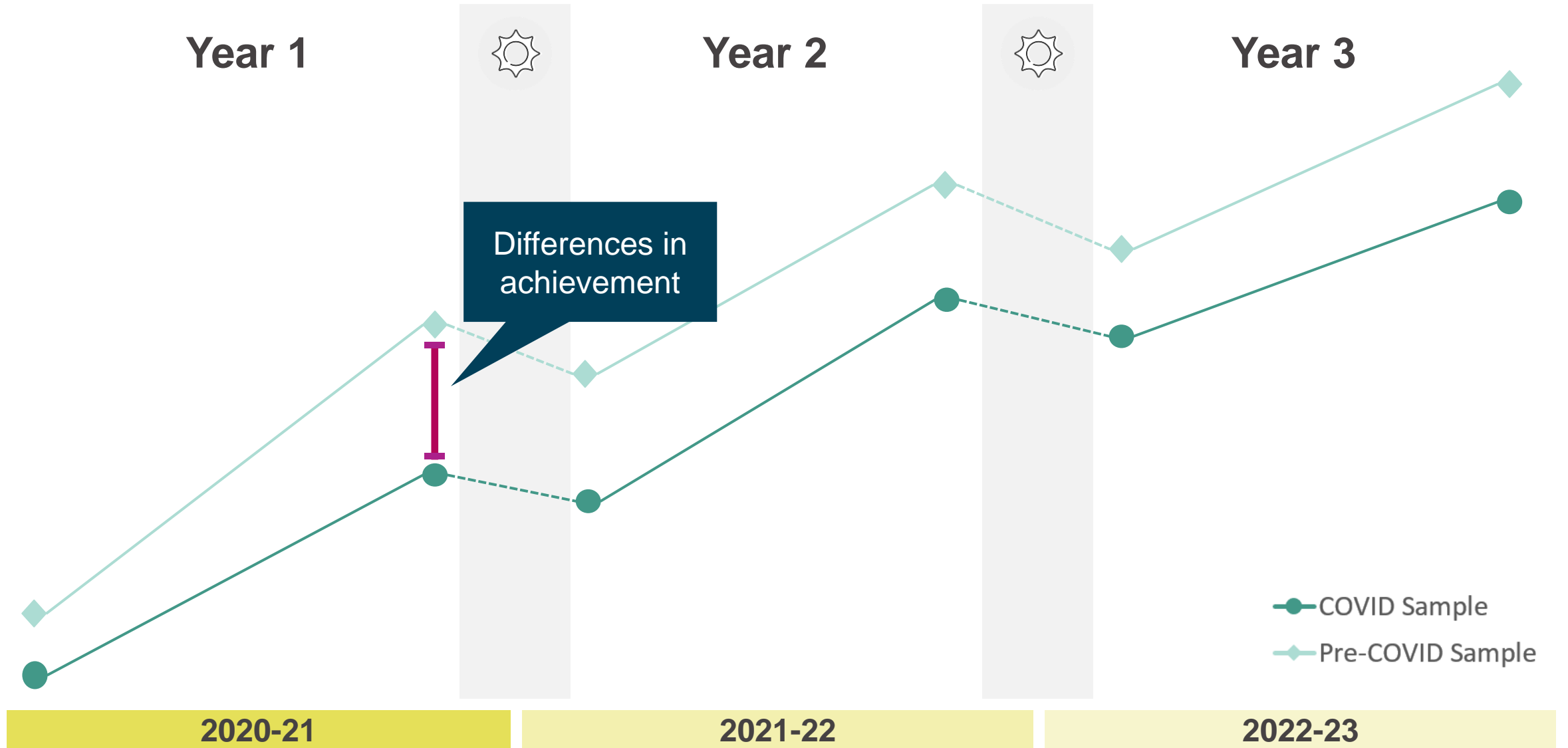
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2022-23

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Year 1

Year 2

Year 3

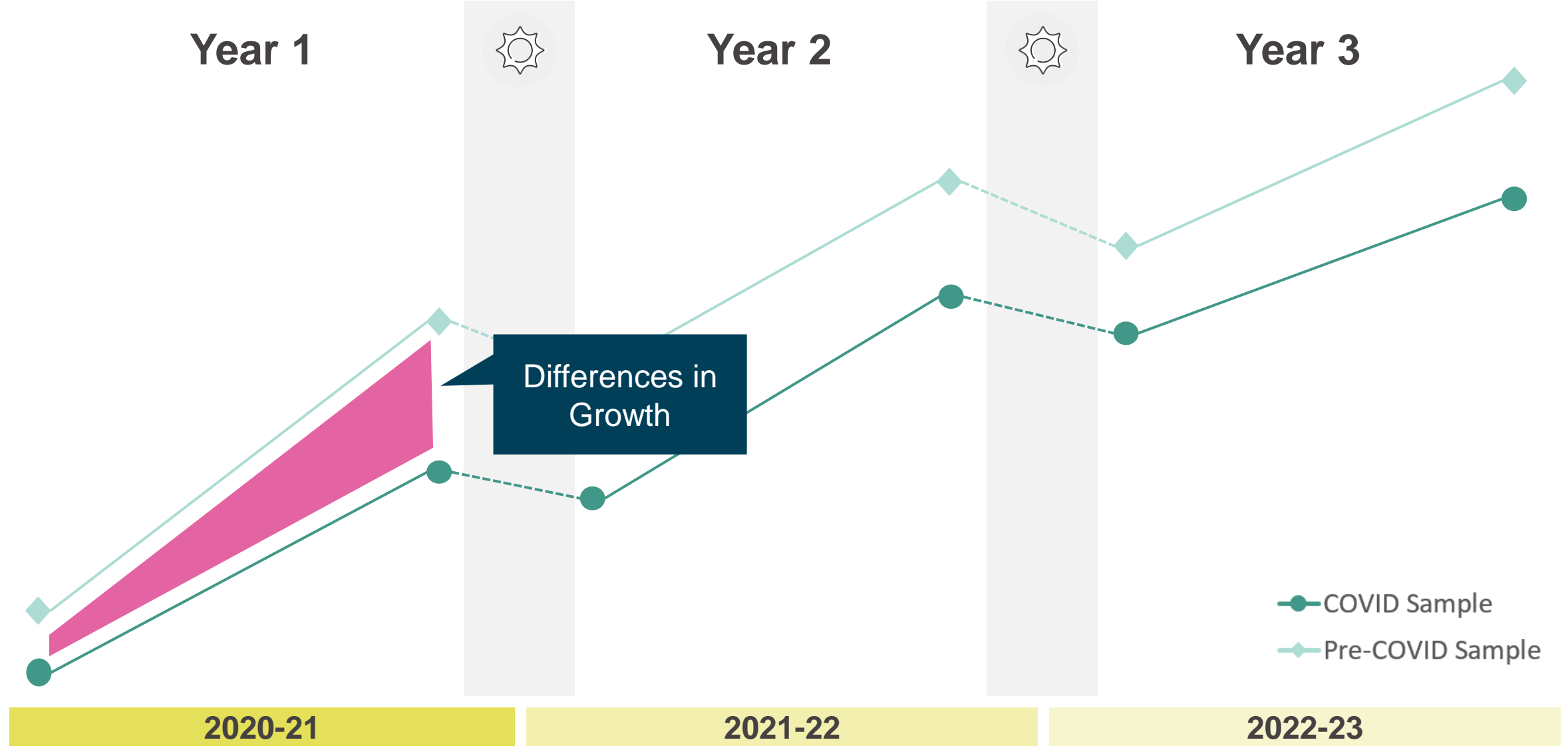


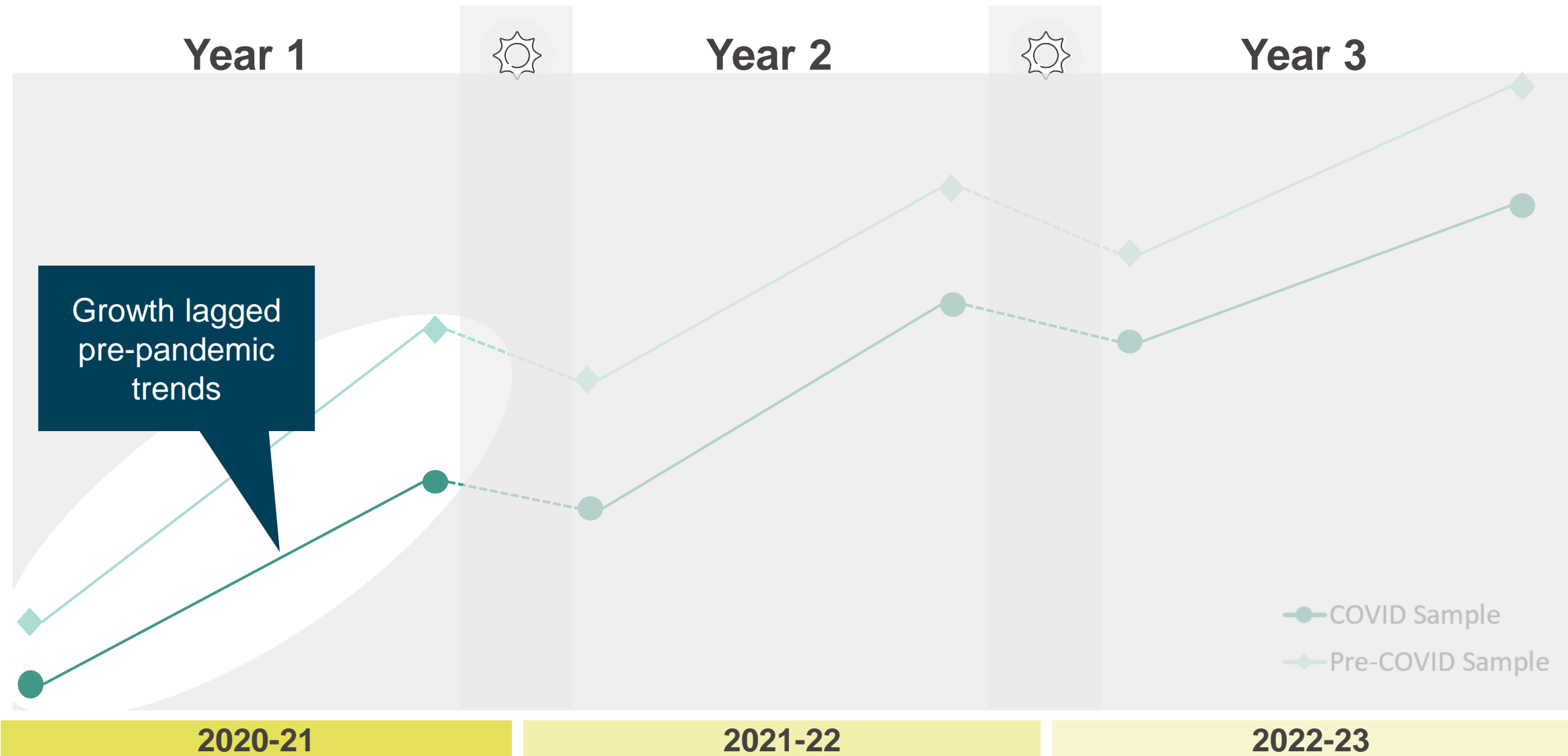
Differences in Growth

● COVID Sample  
◆ Pre-COVID Sample

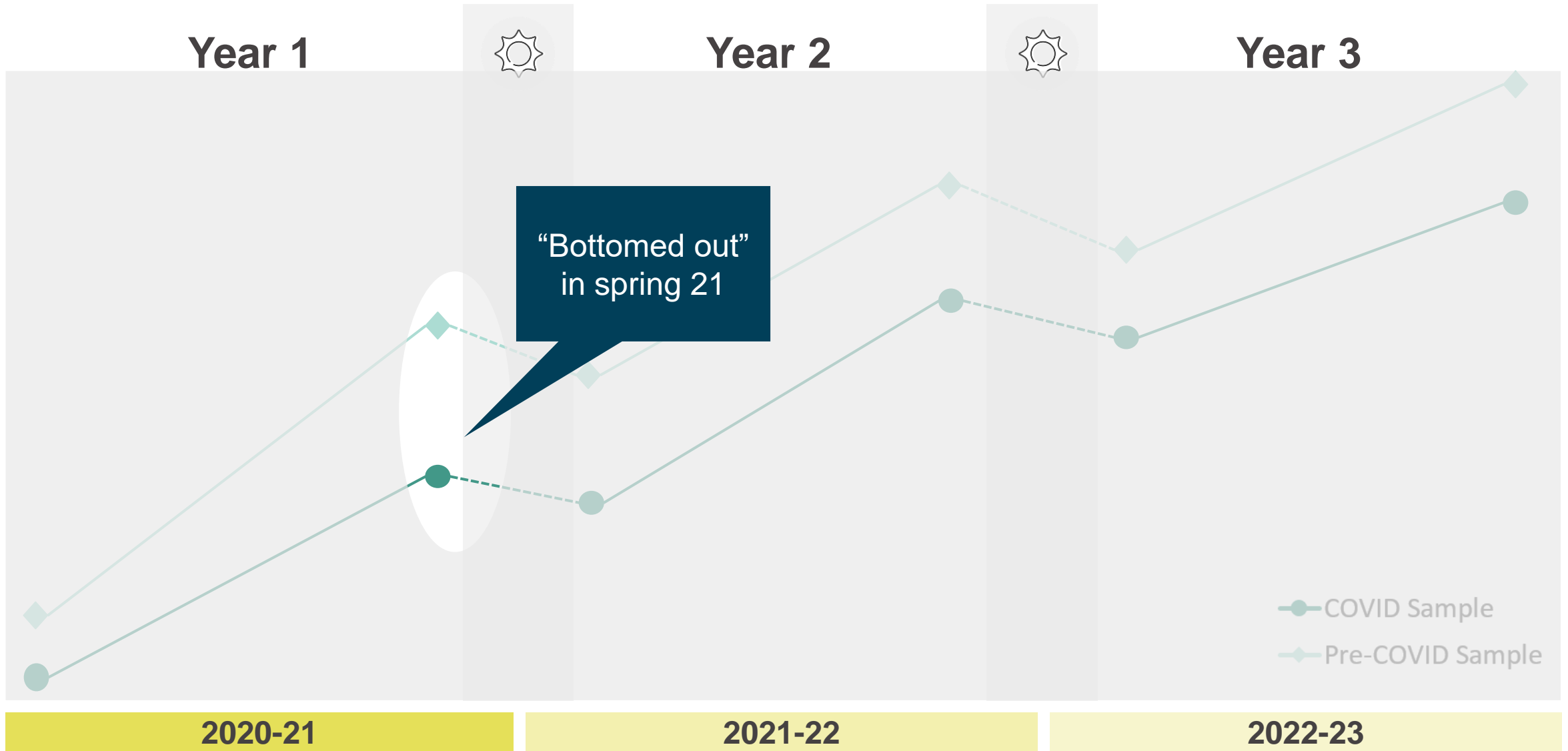
2020-21      2021-22      2022-23

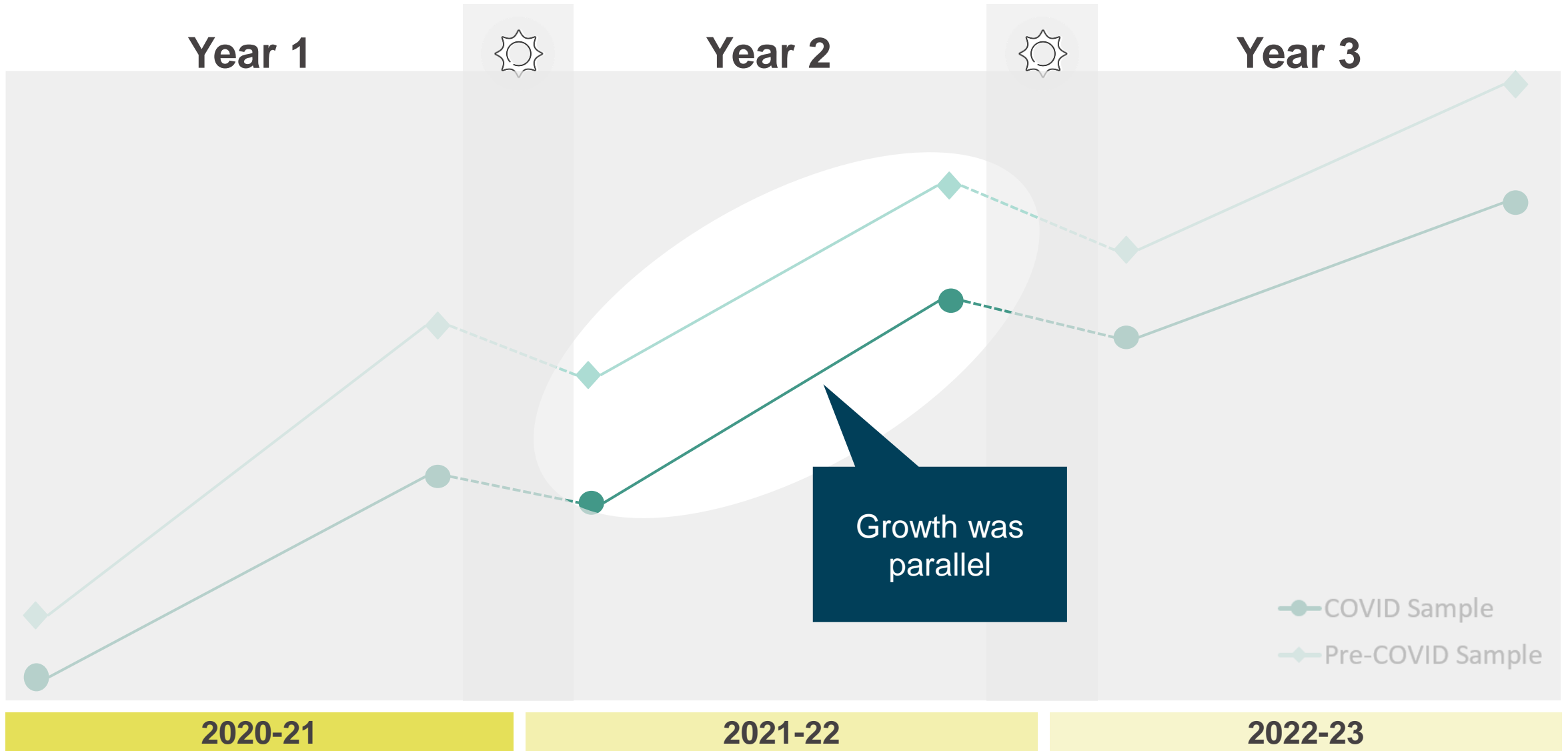
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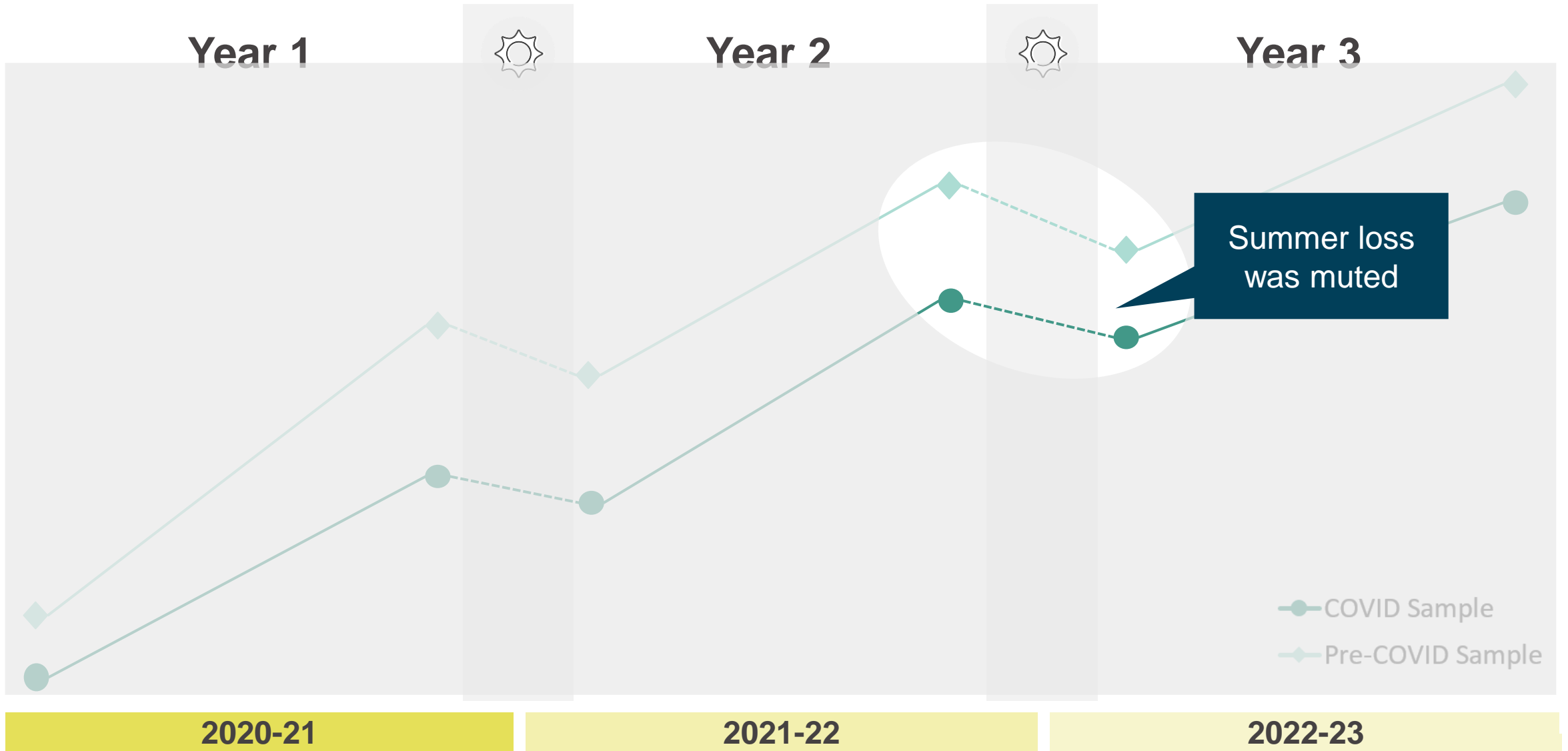


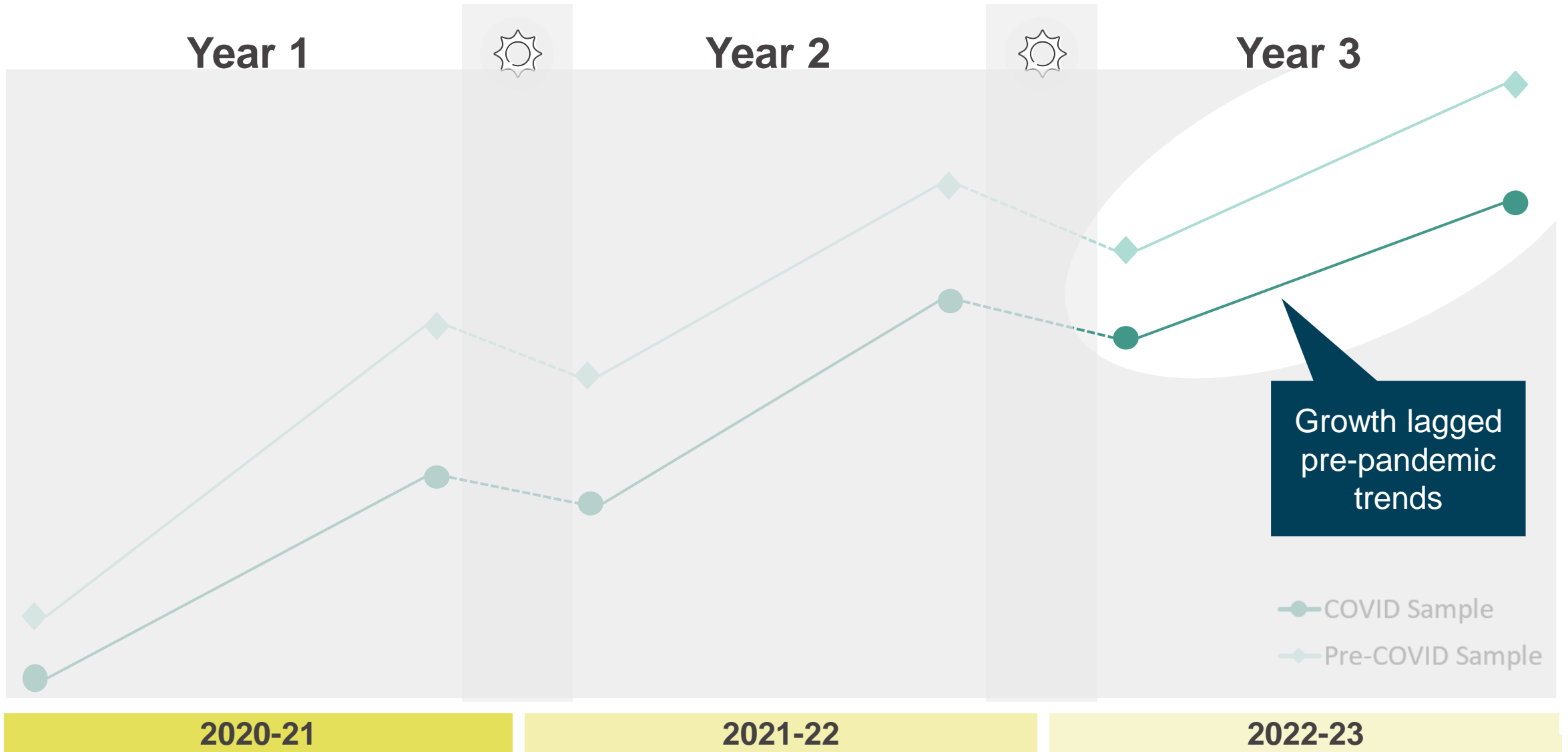


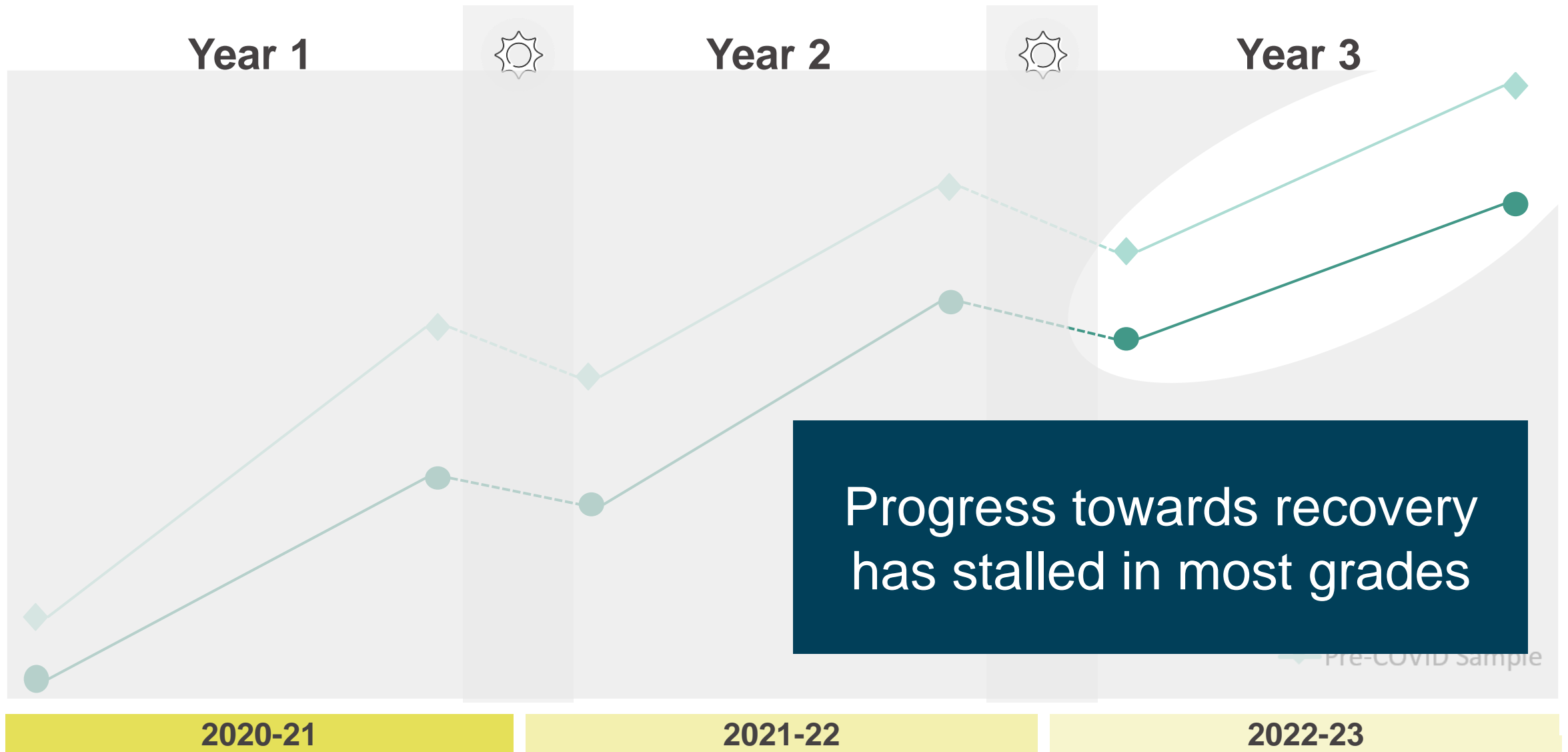




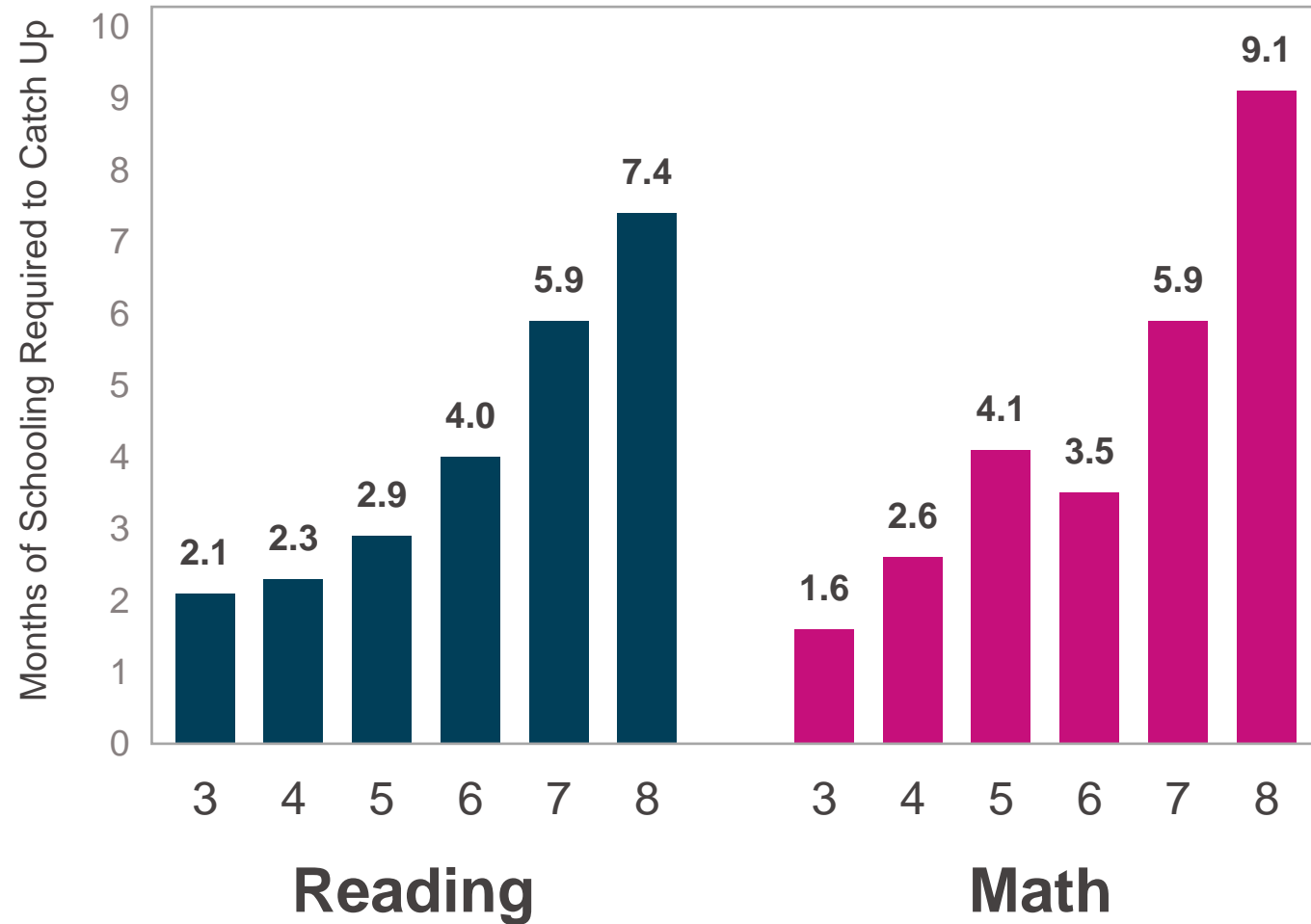








To catch up, the average student needs 4.1 additional months of schooling in reading and 4.5 months in math.



# Summary

## 01

Students are showing signs of some academic recovery, but progress has been modest and largely stalled during 2022-23.

## 02

The amount of additional learning needed to catch up cannot be recouped in a single year or in a single intervention, especially for older students.

## 03

Achievement disparities have widened significantly over the last three years, and marginalized students remain the furthest from recovery.



# Summer programming insights

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# The Road to COVID Recovery Project



## Who?

Collaboration with researchers at NWEA, AIR, CALDER, Harvard, and 12 district partners



## What?

Studying the impacts and implementation of academic recovery efforts



## Why?

Disseminate timely findings to inform and improve academic recovery programs

# R2R Districts are Implementing a Range of Initiatives



Summer learning



Tutoring



Double-dose instruction



Extended years



Small group interventions

**Other programs**



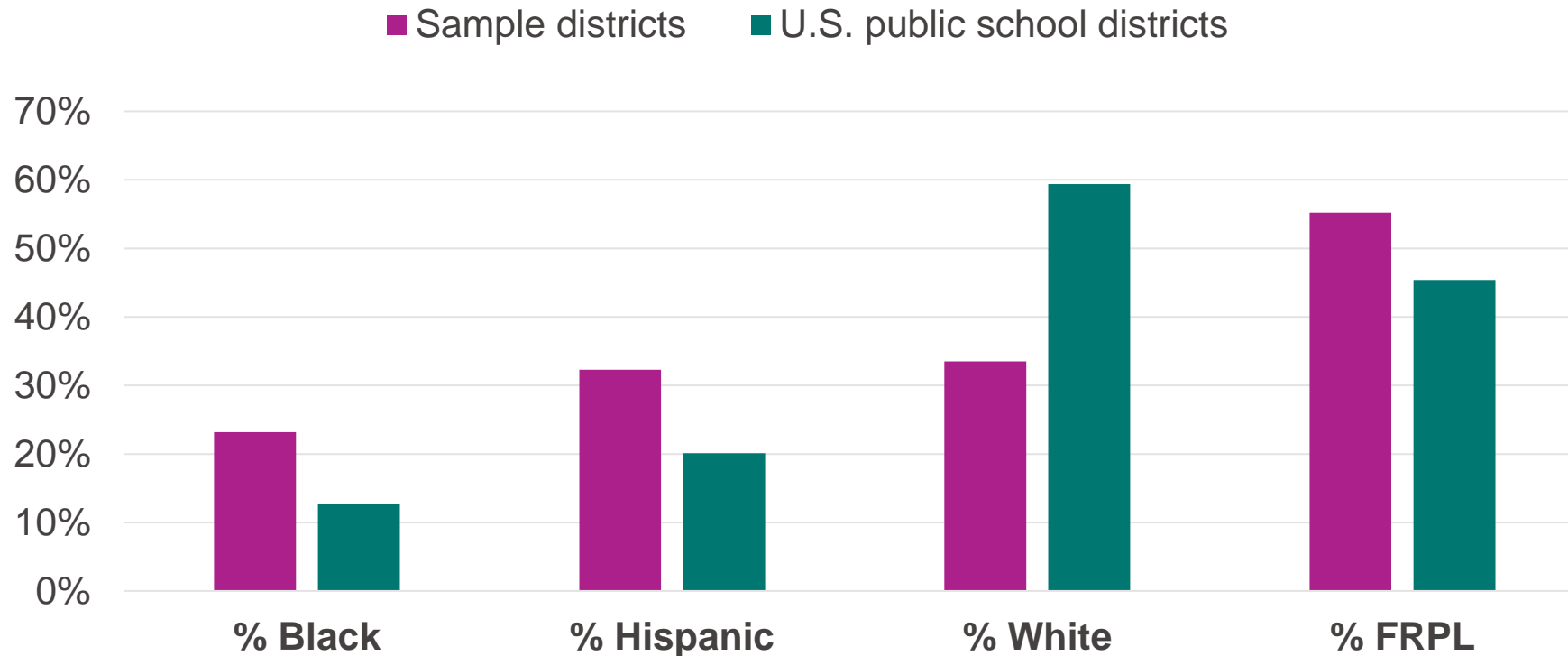
Out-of-school programs



Virtual learning

# R2R districts enroll more minority and low-income students than the national average

8 large districts participating in the Road to Recovery (R2R) project



# Summer school targeted at students in...



**Rising  
grades 1-8**



**With low-performing  
MAP Growth or state  
test scores**



**And students  
who opted-in**

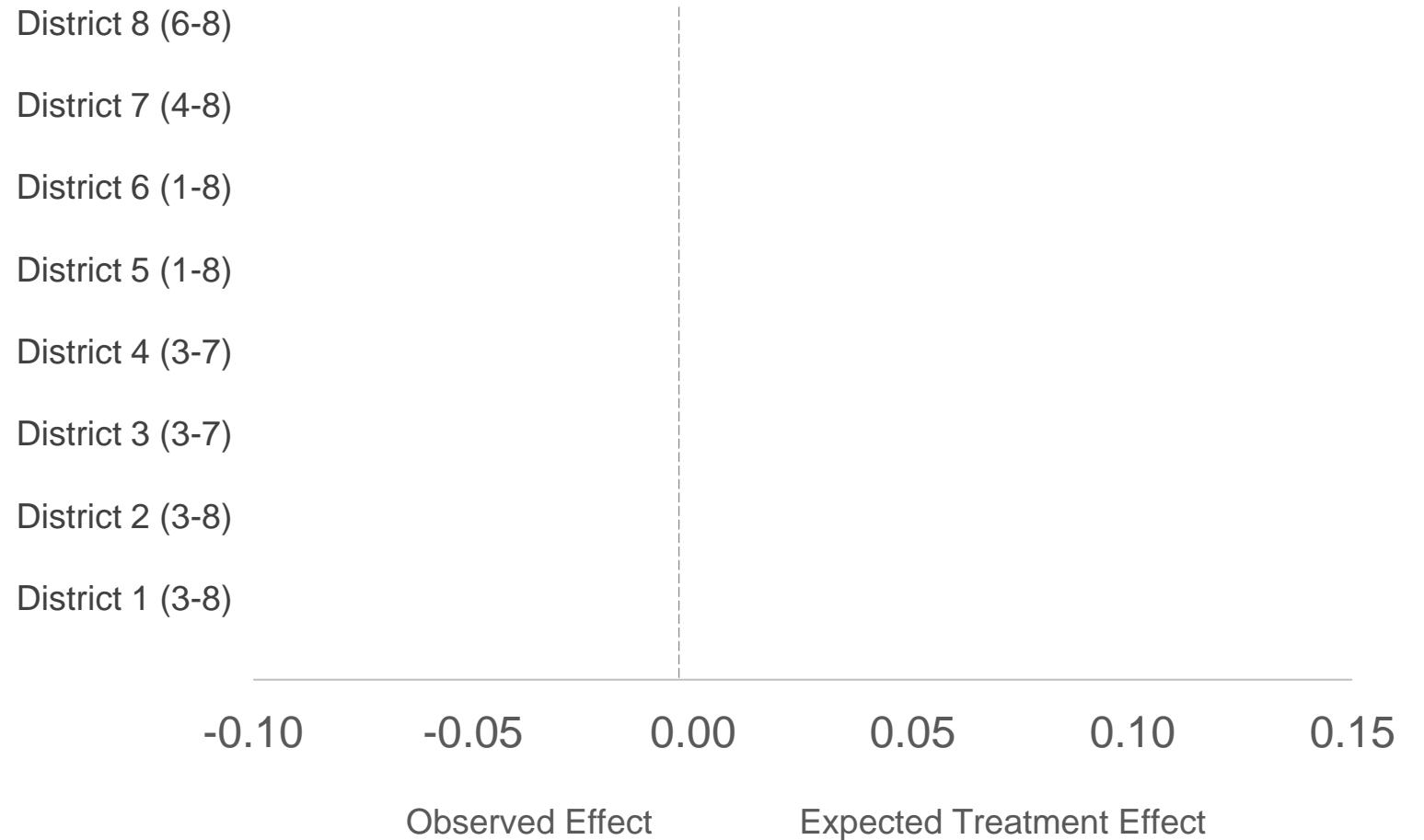
# Summer school participation and hours less than recommended

		R2R Districts	Recommended Target
% Students attended in eligible grades		13%	n/a
Days of programming		17	25 – 30
Avg. days attended		12	19 – 23
% Days attended		69%	75%
Hours of instruction offered	Math	12 – 34	38 – 45
	Reading	12 – 34	50 – 60

(Schwartz et al., 2018)

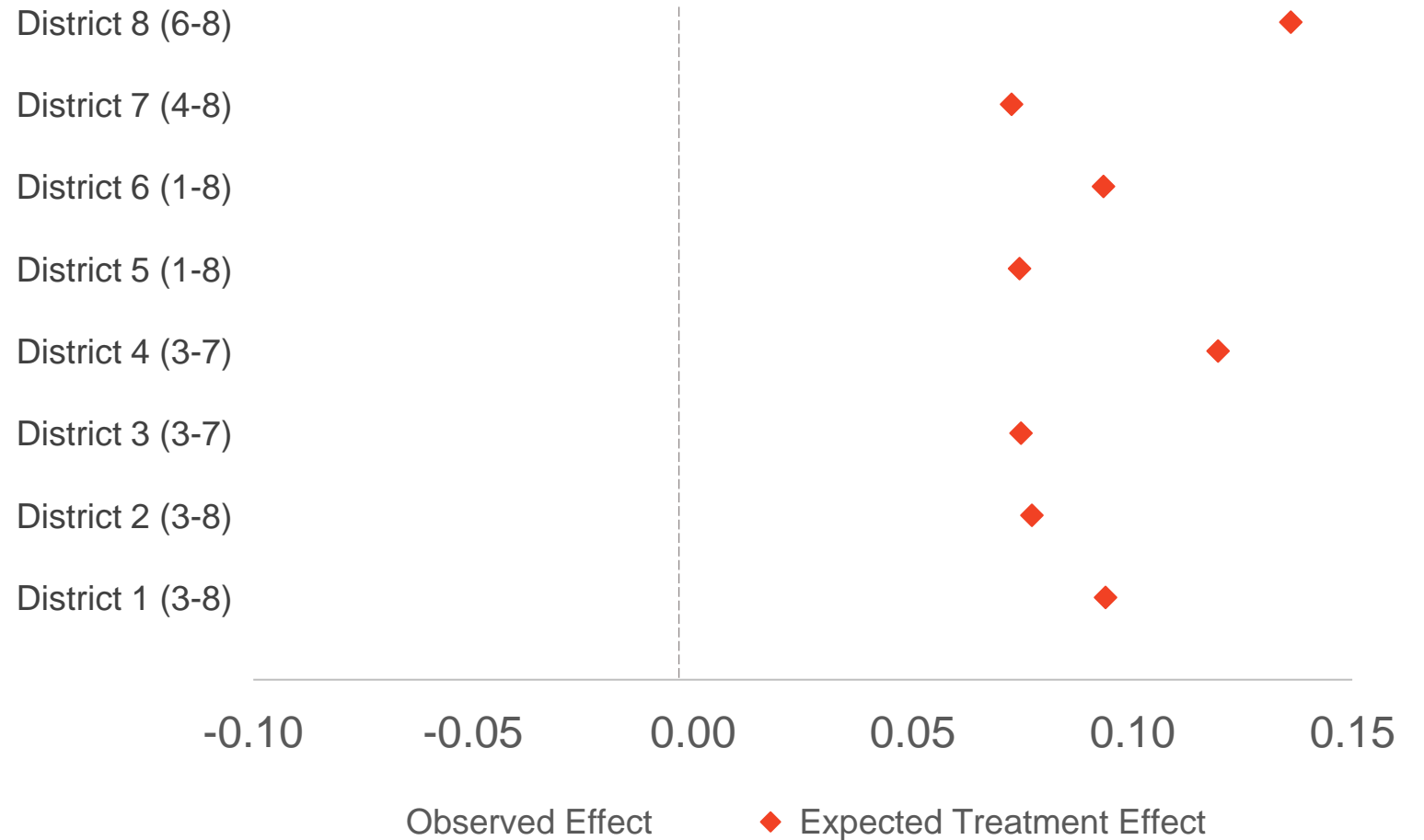
# Small but positive impacts on math test scores

## Effect of Summer School on Math



# Small but positive impacts on math test scores

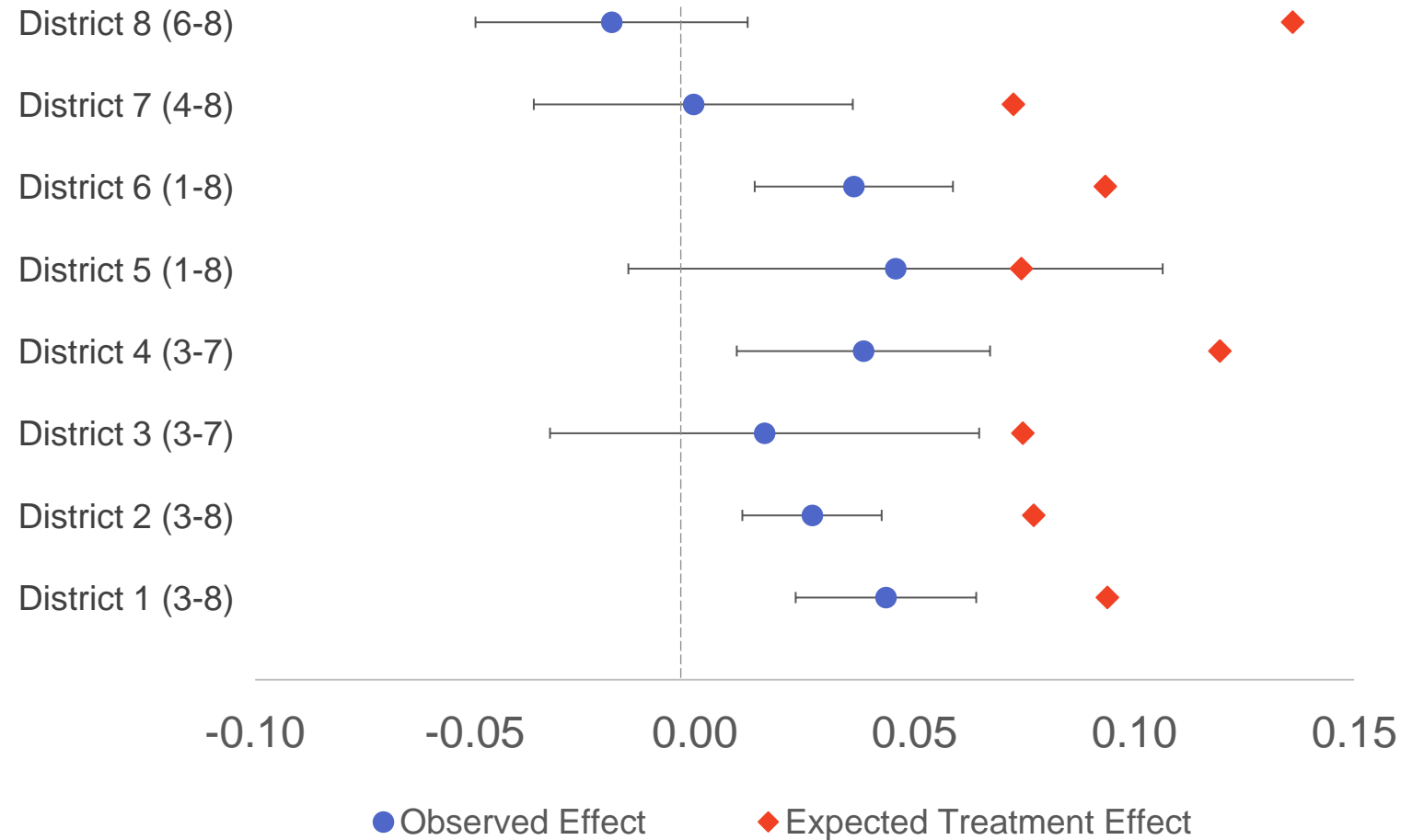
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# Small but positive impacts on math test scores

## Effect of Summer School on Math

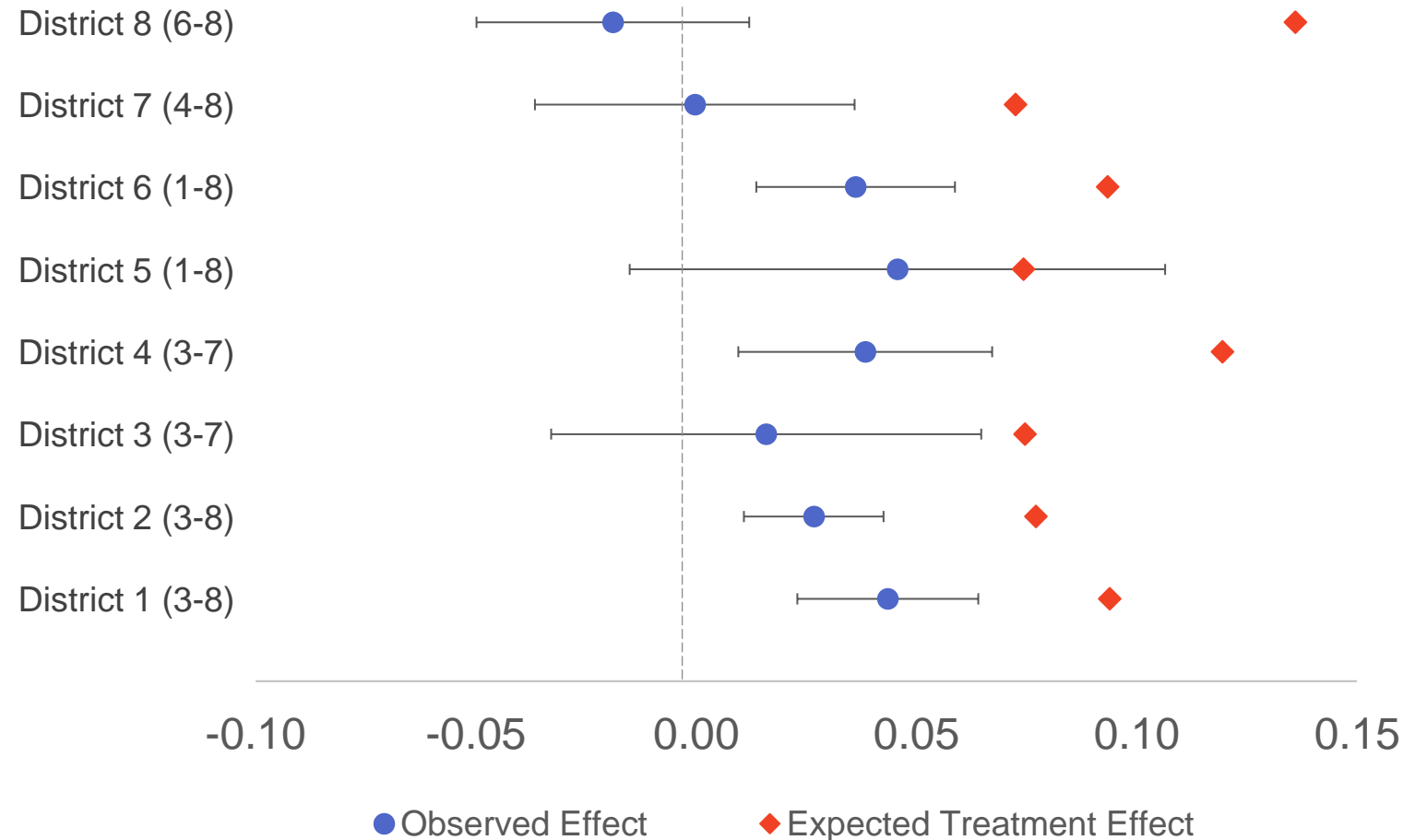


# Small but positive impacts on math test scores

+ On average, students who attended summer programming gained **0.03 SD** more in math than similar students who did not attend.

+ This gain is approximately equivalent to **about 1.5 weeks of typical learning.**

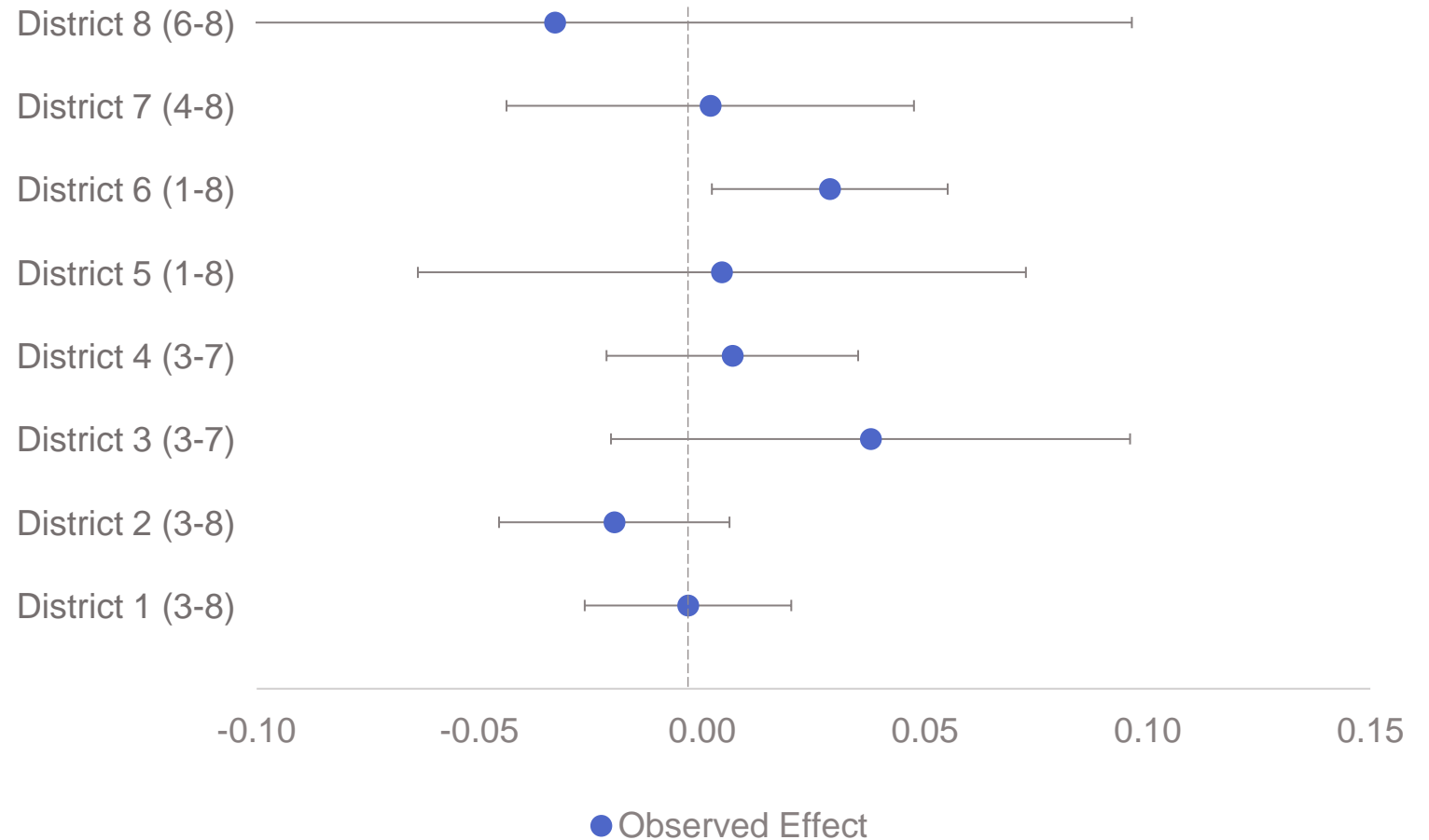
## Effect of Summer School on Math



# No impact on reading test scores

+ On average, programs did not have a significant impact on reading MAP scores.

## Effect of Summer School on Reading



# Districts faced major implementation challenges



Reaching targeted students



Engaging families as partners



Program staffing and capacity



Accommodating existing policies



Scheduling interventions



Building central office capacity



Engaging families  
as partners

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Despite funding and  
targeted outreach,  
student participation  
remained low

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Last year...we were looking at serving students who [qualified based] DIEBELs and NWEA [scores]. ***We invited close to 300 kids but between the two sites, [but] the students who actually showed up [was] about 40%...we wound up having 120 plus kids.***



Scheduling  
interventions

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More time needed to  
build relationships  
with students and  
teach content

There was an ***amalgamation of different students*** who are coming from different schools. So, it is almost like you have to start from Ground Zero [and] ***re-learn, re-develop some relationships*** and then by the time you have gotten to a point of that, ***only then can you begin like that teaching process.***



Reaching  
targeted  
students



Program  
staffing and  
capacity

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Instruction needs to  
be more tailored for  
students far behind  
grade-level learning

*Some of the kids who came...were at such a deficit, that...still teaching third grade stuff...it is not like we were breaking it down or dropping down to the previous level...it was...more like review...I almost wish that there had been **a different approach...a different way to reteach it [to] expose them to something else.***

# Implications and next steps



**Increase  
Participation**



**Increase  
Duration**



**Target Programs  
to Students**



**ESSER  
Funding Cliff**



**Layer  
Supports**



**Evaluate Program  
Impacts**



# High-dosage tutoring for at-risk students

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# How We Define At-Risk

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At-risk students require intensive support outside of classroom instruction to learn grade-level skills or pass coursework.

# Why High Dosage Tutoring (HDT) for At-Risk Students?



The share of at-risk students has increased post pandemic.



ESSER allowed districts to implement a range of programs, but impacts have been mixed at best.



Districts have faced implementation challenges that have slowed progress

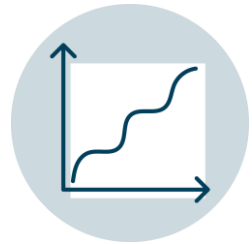


ESSER funding ends in 2025, forcing districts to be strategic with continuing recovery strategies.

# Benefits of HDT



HDT typically involves tutoring in 1-1 or small groups for at least 30-minute sessions, 2-3 times per week minimum



HDT programs produce large gains in reading and math test scores (.37 standard deviations in a recent study)



HDT is effective for building foundational skills in elementary grades and can aid struggling middle & high school students.

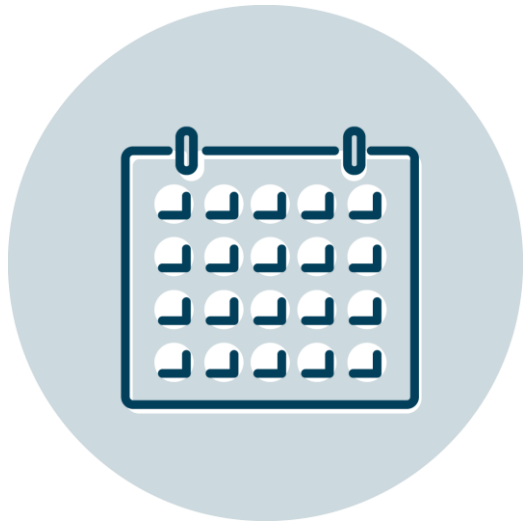
# HDT Works if Districts Adhere to these Non-Negotiables

Robinson et al. (2021)



# HDT Works if Districts Adhere to these Non-Negotiables

Robinson et al. (2021)



## Frequency & Scheduling

30-minute sessions, 2-3 or more times per week, during school day

# HDT Works if Districts Adhere to these Non-Negotiables

Robinson et al. (2021)



## Group Size

1-to-1 or groups of 3-4 students



# HDT Works if Districts Adhere to these Non-Negotiables

Robinson et al. (2021)

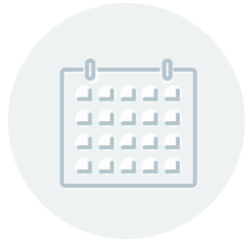


## Personnel

Hiring experienced or trained tutors



# Additional Considerations for At-Risk Students



## HDT programs should:

- Balance tutor qualifications with program costs
- Include robust systems and procedures to ensure tutors implement intended curriculum with fidelity

## Personnel

Hiring experienced or trained tutors

# HDT Works if Districts Adhere to these Non-Negotiables

Robinson et al. (2021)



## Measurement

Use data and assessments to monitor learning and tailor instruction

# Additional Considerations for At-Risk Students

## HDT Programs Should:

- Use assessments and data to evaluate student skills targeted for intervention
- Document other at-risk factors that can affect student learning



## Measurement

Use data and assessments to monitor learning and tailor instruction

# HDT Works if Districts Adhere to these Non-Negotiables

Robinson et al. (2021)



## Curriculum

Implement high-quality materials  
aligned to classroom content

# Additional Considerations for At-Risk Students



## HDT Programs Should:

- Deliver more systematic and tailored instruction than students receive in a typical classroom setting



## Curriculum

Implement high-quality materials aligned to classroom content



# HDT Works if Districts Adhere to these Non-Negotiables

Robinson et al. (2021)



## Relationships

Tutor-student relationships support understanding of student needs

# Additional Considerations for At-Risk Students



## HDT Programs Should:

- Provide mentoring relationships, as they are an active component of instructional effectiveness.
- Relationships provide social reinforcement and build student confidence and engagement in learning.



## Relationships

Tutor-student relationships support understanding of student needs

# New Components of HDT Design



## Equity

HDT programs need to address barriers that hinder student access to HDT by ensuring equitable selection criteria and offering holistic supports for student



# New Components of HDT Design



## Evaluation

- Evaluations of HDT programs should focus on targeted skills, grade-level knowledge and subgroup impacts.
- Districts can expect varied results based on outcomes and program scale.

# HDT: Takeaways

- At-risk students continue to need our support
- HDT is an effective strategy to boost achievement for at-risk students
- School districts implementing HDT must adhere to non-negotiables
  - Frequency & Scheduling, Group Size, Personnel, Measurement, Curriculum, Relationships
- Districts should ensure equity in access to HDT
- Districts should evaluate HDT programs against a range of outcomes

# Don't Let Up

Now is the time to refocus and refine. Schools are doing the right things, but the scale of the challenge requires an even more comprehensive, intensive, and sustained approach.

