

Learning Acceleration

Office of Special Education

Overview



An executive report released by the United States Department of Education (USED) Office for Civil Rights, Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students, indicated that "many elementary and secondary school students with disabilities, [were] significantly disrupted [by COVID-19]". The disruptions included their "education and related aids and services needed to support their academic progress and prevent regression. And there are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement" (2021). Learning acceleration is an ongoing instructional process by which educators engage in formative practices to improve students' access to and mastery of grade-level standards. The goal of learning acceleration extends beyond recovering the ground lost to COVID-19; it must be viewed as a long-term, comprehensive framework that anchors districts' academic, social, and behavioral interventions to the common purpose of promoting global competitiveness for all students.

Data and Statistics





of respondents for an American Institutes for Research (AIR) survey said it was "more difficult" or "substantially more difficult" to deliver special education instructional and accommodation supports during the pandemic.



8-10%

increase of learning loss for students of color in both reading and math, as reported by <u>National Center for</u> <u>Learning Disabilities (NCLD).</u>



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states saw <u>declining graduation rates</u> among students with disabilities in 2020-21, compared with 10 states the previous year.

Resources



New Jersey Department of Education:

<u>Learning</u>
<u>Acceleration</u>
Principles

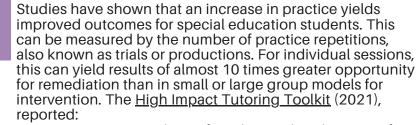


The National Student Support Accelerator and the Texas Education Agency:

High Impact
Tutoring Toolkit



Increase Practice Intensity



- A recent meta-analysis of randomized evaluations of tutoring programs found that, on average, tutoring increased achievement by an additional 3 to 15 months of learning across grade levels.
- Another review of almost 200 rigorous studies found that high-dosage tutoring is one of the few schoolbased interventions with demonstrated large positive effects on both math and reading achievement.
- A 2017 study examined interventions that aimed to improve educational achievement for elementary and middle school students from low socioeconomic backgrounds. Of all the interventions examined, including feedback and progress monitoring, cooperative learning, computer-assisted instruction, and mentoring of students, tutoring was most effective.

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<u>Use Universal Design for Learning</u> (<u>UDL</u>), <u>multiple modalities</u>, <u>and</u> <u>small group instruction</u>.

UDL and multiple modalities for instruction can support accelerated approaches. Teachers should use UDL to design flexible learning environments that anticipate learner variability and provide alternative pathways into the curriculum. Teachers should also adapt approaches to accelerated learning to reflect the strengths and areas of growth for each student.



Office of Special Education:
Universal Design

for Learning