

## American Rescue Plan (ARP) Act ESSER III-LEA Application

<b>Name of LEA</b>	Rockdale County Public Schools		
<b>Date of Submission</b>	U6/14/2021	<b>Original Budget</b>	<input checked="" type="checkbox"/> <b>Amendment #</b>

### APPLICATION CONTENTS

- Assurances
- LEA Overall Priorities
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- Learning Opportunity Loss Plan Appendix

### ASSURANCES

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

<input checked="" type="checkbox"/>	<p>An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.</p> <p>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:</p> <ul style="list-style-type: none"> <li>• whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies,</li> <li>• how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,</li> <li>• and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.</li> </ul>
<input checked="" type="checkbox"/>	<p>The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.</p>
<input checked="" type="checkbox"/>	<p>The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review.</p>
<input type="checkbox"/>	<p>The LEA assures the plan will be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.</p>

## LEA OVERALL PRIORITIES

Please provide the top 2-3 priorities the LEA has determined as the most pressing needs for students and schools within the LEA as a result or in response to the COVID-19 pandemic. Please include the data sources that illustrate why these are the most critical and/or most widespread needs experienced by students and schools within the LEA.

PRIORITIES	DATA SOURCE
Improve reading growth and achievement levels for all students and sub-groups.	STAR, Acadience, Reading Inventory, Georgia Milestones, RCPS CFAs and Unit Assessments
Improve math growth and achievement levels for all students and sub-groups.	STAR, Georgia Milestones, RCPS CFAs and Unit Assessments

## Learning Opportunity Loss Plan

### Purpose

This template should guide district decision making as they plan evidence-based interventions to support accelerated learning opportunities for students impacted by the COVID-19 pandemic. The template follows Georgia's Systems of Continuous Improvement Cycle, with a focus on the Coherent Instruction System.

"Accelerated learning and strong instruction are interdependent. You cannot accelerate learning with poor instructional practices in place, and you cannot have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning and strong instruction."

Embedded within the document are links to guiding questions and research that can support your decisions for interventions and provide guidance for how to implement the interventions.

### Section Contents

- **Identifying Interventions**
- **Selecting Interventions**
- **Plan Implementation**
- **Implement Plan**
- **Examine Progress**

<b>LEA ARP Plan</b> <b>LEA Website Link</b>	
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*If the contents of this document are explicitly explained and included within a template created by the LEA and posted on the LEA's website, please include the reference to locate the contents of the plan above.*

### Identifying Needs



Provide data outlining district-wide learning opportunity loss, the current resources to support extended learning opportunities, and additional resources identified through the needs assessment process. Include data identifying learning opportunity loss among students disproportionately affected by the pandemic and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

### Guiding Questions

### Responses

<p>What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss?</p>	<p>RCPS collected and synthesized multiple data sources to determine student needs caused by learning opportunity loss. Data sources included STAR Early Literacy, Star Reading and Star Math, Acadience, Reading Inventory, RCPS CFAs and unit assessments, attendance reports, school climate, various Get Georgia Reading reports, CCRPI, and Georgia Milestones. Additionally, the very basic trauma and emotional deficits resulting from the pandemic are being assumed at the root cause level along with their profound impact on learning.</p>
<p>Analyze data to identify strengths and challenges and determine outcomes.</p>	<p>RCPS collected and synthesized multiple data sources to determine student needs caused by learning opportunity loss. Data sources included STAR Early Literacy, Star Reading and Star Math, Acadience, Reading Inventory, RCPS CFAs and unit assessments, attendance reports, school climate, various Get Georgia Reading reports, CCRPI, and Georgia Milestones. Additionally, the very basic trauma and emotional deficits resulting from the pandemic are being assumed at the root cause level along with their profound impact on learning.</p>
<p>What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss?</p>	<p>Each school developed an intervention/enrichment plan to address learning opportunity loss and began its implementation during the FY21 school year. Strategies include both extended day offerings like after-school tutoring and during-the-day interventions. In addition, summer programs will be provided at all schools in June 2021. These opportunities will be provided free of charge to any student who wishes to attend. Meals and transportation are provided.</p>
<p>What data have you collected to know if current efforts have been successful?</p>	<p>To determine if current efforts have been successful, school teams use the Continuous Improvement Framework and analyze data sources that include: STAR, pre/post-tests, unit assessments, CFAs, Acadience, and Reading Inventory.</p>
<p>What data will you collect and analyze to identify ongoing needs?</p>	<p>Similarly, to identify ongoing needs, the same data sources will be collected and analyzed. Along with the data sources mentioned above, RCPS will use Georgia Milestones data, discipline data, RTI data, Access data and professional learning feedback, STAR, pre/post-tests, unit assessments, CFAs, Acadience, and Reading Inventory. Additionally, school teams will consider student and parent feedback, teacher surveys and reports from support staff.</p>






### Selecting Interventions







Research many sources to determine the solutions that have evidence of meeting the identified needs. Select the evidence-based interventions that scale up and enhance existing academic programs and initiatives that accelerate academic progress. Interventions should address literacy, numeracy, credit-recovery, and needs for those students at-risk for not graduating.

- Consider all the evidence for needed improvements.
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions.

This section is to inform the selection of intervention(s). No entries are required in this section.

Intervention Options	Considerations for Selection and Implementation
<p><b>Class-Size Reduction</b></p>	<p>According to the research, things to consider with this intervention: </p> <ul style="list-style-type: none"> <li>• Most effective in grades K-8</li> <li>• Generally, class sizes of between 15 and 18 are recommended to ensure impact</li> <li>• Teacher quality must be considered</li> <li>• Physical space</li> </ul> <p><a href="#">Link to the research in the appendix</a></p>
<p><b>Extended School Day</b> (before and after school)</p>	<p>According to the research, it is important to consider the impact of the school start and end time within the school context, on the community, on families, on students, as well as financial implications. Things to consider: </p> <ul style="list-style-type: none"> <li>• Curriculum and alignment to content taught during the regular school day</li> <li>• Transportation</li> <li>• Meals and snacks</li> <li>• Required accommodations for students</li> <li>• Impact on extracurricular activities</li> </ul> <p><a href="#">Link to the research in the appendix</a></p>
<p><b>Extended School Year</b> (adding days to calendar)</p>	<p>Extending the school day or year may bring non-instructional benefits, but little research-based evidence exists to support the possibility that student achievement will increase as well. The research literature indicates that time is a necessary but not sufficient condition for improving achievement. The crucial issue seems to be how the time is used, with quality of instruction being the key. Things to consider: </p> <ul style="list-style-type: none"> <li>• Contracts of teachers and administrators</li> <li>• Teacher and student burnout</li> <li>• Parent buy-in to ensure engagement</li> <li>• School breaks</li> <li>• Transportation</li> </ul> <p><a href="#">Link to the research in the appendix</a></p>

<p><b>High Frequency Tutoring</b></p>	<p>According to the research, the most effective tutoring programs share the following structure:</p> <ul style="list-style-type: none"> <li>• Three or more sessions per week</li> <li>• 30-60 minutes per session</li> <li>• At least 10 weeks</li> <li>• Three to four students per group, but one-on-one or 1:2 tutoring is most effective, using teachers or paraprofessionals</li> <li>• Pair students with a consistent tutor throughout the program</li> <li>• Offer during the school day or immediately after</li> <li>• Align to grade-level or course standards</li> <li>• Use ongoing formative assessment practices to measure growth and make adjustments in delivery</li> </ul> <p><a href="#">Link to the research in the appendix</a></p> 
<p><b>Summer Programming</b></p>	<p>According to the research, the most effective summer programs share the following structure:</p> <ul style="list-style-type: none"> <li>• Five to six weeks in duration</li> <li>• Five days of programming per week</li> <li>• 60-90 minutes of math and 90-120 minutes of reading/writing instruction per day and two-three hours for enrichment activities</li> <li>• Small classes of up to 15 students per teacher</li> <li>• Use highly effective teachers</li> <li>• Provide professional learning focused on consistent curriculum and maximizing instructional time</li> </ul> <p><a href="#">Link to the research in the appendix</a></p> 
<p><b>Virtual Learning</b> (remediation, tutoring, credit recovery, etc.)</p>	<p>According to research, things to consider:</p> <ul style="list-style-type: none"> <li>• Instruction combining online and face-to-face elements has a larger advantage</li> <li>• Online instruction should be collaborative or instructor-directed</li> <li>• Provide learners control of their interactions with media and prompt learner reflection</li> <li>• Provide a combination of additional learning time and materials as well as additional opportunities for collaboration</li> <li>• Online learning is much more conducive to the expansion of learning time than is face-to-face instruction</li> <li>• Accessibility – access to technology and connectivity</li> <li>• Meals for students</li> <li>• Teacher training on student engagement strategies</li> <li>• Flexible schedules</li> </ul> <p><a href="#">Link to the research in the appendix</a></p> 
<p><b>Other</b></p>	
	<p><a href="#">Guiding Questions to Consider – Link to questions in appendix</a></p>

### Plan for Implementation



Develop a team and plan to implement the solutions that are most promising and can be implemented with fidelity.

- Develop a team that will deeply understand the interventions and best ways to implement them.
- Identify roles and responsibilities of those implementing the interventions.
- Develop the implementation timeline.
- Identify resources and supports needed for the implementation of the interventions.
- Develop a set of benchmarks to be reviewed to track the progress of implementation.

Answer the questions below for interventions being implemented.

Questions	Responses	
<p>What is the selected intervention(s)?</p>	Class-Size Reduction	<input type="checkbox"/>
	Extended School Day (before and after school)	<input checked="" type="checkbox"/>
	Extended School Year (adding days to the calendar)	<input type="checkbox"/>
	High Frequency Tutoring	<input checked="" type="checkbox"/>
	Summer Programming	<input checked="" type="checkbox"/>
	Virtual Learning (remediation, tutoring, credit recovery, etc.)	<input checked="" type="checkbox"/>
	<p>Other: Targeted instructional support for</p> <p>Other: SEL strategies</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p>Which regions/clusters/schools will implement each intervention selected?</p>	<p>All schools will develop a safety net plan for the FY22 school year based on identified data sources and need. Further, all RCPS schools and programs will implement each of the interventions selected above.</p>	
<p>Which grades or grade bands will participate in each intervention selected?</p>	<p><small>Elementary School Summer Program: Elementary criteria are rising 1st through 5th grade students performing below grade level targets in Reading and Math will participate for remediation.                      Elementary School Extended School Day: Established criteria will be used to target eligible elementary students who fall in the "Beginning Learner" or "below grade level" achievement level on the GMAS and/or STAR assessments in ELA or math; documented achievement on classroom and/or district assessment indicates performance below grade level in ELA or math; and teacher recommendation for participation in ELA or math, Grades 1-5 will participate during the academic school year.                      Elementary School High Frequency Tutoring: Targeted 1st grade students will participate in the Reading Recovery program; select 2nd grade will receive reading tutoring.                      Middle School Summer School: All grades were targeted and invited to receive summer interventions. Students performing at the beginning level and developing level would be targeted to attend the high frequency tutoring. Data would also be based upon Georgia Milestone data and/or most recent formative assessment, course grade and teacher recommendation. All middle schools will host summer programs for rising 6th through 8th graders. The programs will focus on the areas of math and ELA. Specifically, emphasizing priority curriculum standards in both areas. Students will also preview the first unit of study for the upcoming school year.                      Middle School High Frequency Tutoring: Established criteria will be used to target students for each of the high frequency programs. Eligible students fall in the "Beginning Learner" or "Below Grade Level" levels on the GMAS and/or STAR; score a level 1 on classroom assessments; and are recommended for participation by either their ELA or mathematics teacher. Students in grades 6 through 8 will have the opportunity to receive additional instruction in math and ELA standards. Identified 6th-8th grade students will participate in Read 180, MS Math Coach, Special Education Coach (ELA and math) - Instructors will provide high frequency tutoring in grades 6-8. The Academic Coaches will additionally provide instructional support to teachers.                      MS Science Coach - Will provide support by modeling, providing instructional feedback and professional learning support to science teachers who teach grades 6 through 8.                      High School Extended Day: Any student who is in jeopardy of failing a core class or who has failed a core class as defined by progress reports, and students who score at level 1 (Beginning) or 2 (Developing) on the STAR.                      High School High Frequency Tutoring: Any student in jeopardy of failing a core class as defined by progress reports, and any student who scores at Level 1 (Beginning), or Level 2 (Developing) on the STAR.                      High School Summer Programming: Any student who failed one or more courses, or student scored Level 1 (Beginning) or Level 2 (Developing) on the STAR, receiving 6th grade</small></p>	
<p>Which student subgroup(s) will participate in each intervention selected?</p>	<p>In elementary schools, all subgroups will be targeted for participation in our Summer School and Extended Day Programs.                      Middle School- All sub-groups will be targeted and invited to receive summer interventions. Students performing at the beginning level and developing level would be targeted to attend the high frequency tutoring. Data would be based upon Georgia Milestone data and/or most recent formative assessment.                      High frequency tutoring: All student sub-groups are eligible to participate in the high frequency tutoring offered at each school. School teams will use established data criteria to determine student caseloads.                      SEL: All subgroups will be targeted for intervention.                       ELs: The English Learner subgroup in the elementary and secondary grade bands will participate in this intervention. High school students (9-12) will participate in Extended School Day, High Frequency tutoring, and Summer Programming.</p>	

What is the target student population(s) for each intervention selected?

Summer school: Elementary criteria included students performing below grade level targets in Reading and Math. Extended school day: Established criteria will be used to target eligible elementary students who fall in the "Beginning Learner" or "below grade level" achievement level on the GMAS and/or STAR assessments in ELA or math; documented achievement on classroom and/or district assessment indicates performance below grade level in ELA or math; and teacher recommendation for participation in ELA or math.  
 Middle School- All sub-groups were targeted and invited to receive summer interventions. Students performing at the beginning level and developing level would be targeted to attend the high frequency tutoring. Data would also be based upon Georgia Milestone data and/or most recent formative assessment, course grade and teacher recommendation.  
 High frequency tutoring: Established criteria will be used to target students for each of the high frequency programs. Eligible students fall in the "Beginning Learner" or "Below Grade Level" levels on the GMAS and/or STAR; score a level 1 on classroom assessments; and are recommended for participation by either their ELA or mathematics teacher.  
 High School Extended Day: Any student who is in jeopardy of failing a core class as defined by progress reports, and students who score at level 1 (Beginning) or 2 (Developing) on the STAR.  
 High School High Frequency Tutoring: Any student in jeopardy of failing a core class as defined by progress reports, and any student who scores at Level 1(Beginning), or Level 2 (Developing) on the STAR.  
 High School Summer Programming: Any student who failed one or more courses, any student scoring Level 1 (Beginning) or Level 2 (Developing) on the STAR, any rising 9th graders "placed in high school".  
 SEL: All populations are targeted.

What are the proposed number of hours added to the school year?

Elementary School Summer School: During the month of June 2021, elementary students participating in Summer School will receive an additional 36 hours of instruction.  
 Elementary School Extended School Day: During the 21-22 school year, 2nd through 5th grade students will receive up to 2 additional hours of instruction twice a week on the days that they participate in Extended Day and up to two additional hours of enrichment and SEL activities.  
 Elementary School High Frequency Tutoring will provide a minimum of 3 hours weekly for a minimum of 10 weeks duration per student. This will be offered during the regular school year. Elementary School SEL strategies and interventions will be infused throughout the school day, extended days and summer programs  
 Middle School Summer Program: Summer program would provide 44 hours of additional instruction and SEL.  
 Middle School High Frequency Tutoring will provide a minimum of 3 hours weekly for a minimum of 10 weeks duration per student. This will be offered during the regular school year.  
 Middle School Extended Day(before/after school tutoring) minimum of 3 hours weekly x a minimum of 10 weeks duration per student. This will be offered during the regular school year, excluding last/first 2 weeks of school.  
 Middle School SEL strategies and interventions will be infused throughout the school day, extended days and summer programs.  
 High School: Summer Programs June 14th- June 30th with the Open Campus program available through July 8th. All programs for 8th to 12th grade will equal 84 to 96 hours of academic support and SEL.  
 High School High Frequency Tutoring will provide a minimum of 3 hours weekly for a minimum of 10 weeks duration per student. This will be offered during the regular school year.  
 High School Extended School Day will receive up to 3 additional hours of instruction a minimum of twice per week for at least: 10 weeks per student.  
 High School SEL strategies and interventions will be infused throughout the school day, extended days and summer programs  
 ELs: EL caseloads will be fluid, allowing for adjustments as targets are met or as additional needs are determined. Paraprofessionals will meet with identified students 20 minutes a day x 4 days a week x 36 weeks.

What training is required for staff, students, and parents for each intervention selected?

Summer school: None for the June 2021 summer programs. Subsequent years will be determined using the Continuous Improvement Framework to identify gaps and deficits.  
 Extended school day: Elementary staff will be trained on the use of additional resources acquired for Extended Day.  
 Middle School: Professional learning provided by local school on summer resources utilized. High frequency tutoring would receive training on resources utilized for tutoring and on high-yielding instructional strategies.  
 High School: High School Staff will be trained on the use of additional resources available. Additional staff hired specifically for small group and 1:2 tutoring will be trained on all resources including STAR.  
 High frequency tutoring: Reading Recovery teachers and teacher leaders will complete Reading Recovery training requirements through Georgia State University. They, along with the site coordinator, will also attend Reading Recovery conferences and institutes as required and offered. In addition, they will be trained on how to use leveled intervention kits that will support the 2nd grade tutoring program. MS reading specialists will receive training on how to implement and utilize Read 180 licenses and resources. HS math specialists will receive training on Illustrative Mathematics resources and other supporting resources. For all interventions, RCPS will extend opportunities for students and parents to attend orientation, workshops, and conferences throughout the year. <https://readingrecoveryworks.org/>; <https://www.hmhco.com/products/read-180/family/>  
 Staff will continue training on the CASEL framework for SEL and its five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Strategies will be implemented through daily classroom activities, extended day offerings, school safety initiatives and summer time interventions.  
 RCPS has created a partnership with MRESA to complete a district-wide reading/dyslexia endorsement plan. This multi-year plan offers pathway options allowing teachers to complete the reading endorsement, Language Essentials for Teachers of Reading and Spelling (LETRS) training, and/or dyslexia endorsement based on experience, needs, and certification status. <https://www.voyagersopris.com/professional-development/letsr-k-5/>  
 ELs: Teachers and support staff who work with EL students will attend professional learning specific to working with ELs: Elementary Vocabulary Program Development, Instructional Conversation Institute (UGA Center for Latino Achievement and Success in Education), and Sheltered Instruction Observation Protocol. RCPS will provide stipends for attendance during non-contractual days and will also provide substitutes, as needed, for attendance during duty hours. ESOL students and parents will be invited to attend orientation, workshops and conferences each school year. <https://coe.uga.edu/research/projects/dase-research/>.

What resources (interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?

Summer school: Schools will utilize resources that align to the GSE. Technology, consumable resources, direct instruction, manipulatives, hands-on activities, and small group instruction will be used to support learners.  
 Extended school day: iReady will be used for K-5 students.  
 Middle School: Teachers will use district-wide instructional resources that aligned to standards of focus, ThinkCerca, Illustrative Math, Savvas, teacher/student use of technology, cooperative learning opportunities, small group instruction, project-based learning and frequent analysis of student progress.  
 High frequency tutoring: Reading Recovery resources will be used for 1st grade students; 2nd grade students will use leveled intervention kits, 6th-8th grade students will utilize Read 180 licenses and resources; and 9th-10th grade students will use Illustrative Mathematics resources. Reading and math specialists will be hired to serve and support students in each program. Other resources, such as computers, book libraries, interactive boards and manipulatives, will be purchased to support instruction.  
 High School Anticipated Community Partnerships for Tutors: Retired Teachers Associations and Colleges and Universities, High School will focus on increasing instructional time with small group instruction, schoolwide reinforcing study skills, ensuring students understand the data generated by their assessments, the results, and strategies for improvement, and focus on the essential standards. High School Software includes Delta Math, Edgenuity, USA TestPrep, Study Island, iXL, STAR NewsELA, GoFormative, NearPod and SchooNet. We will also use eWalk for monitoring the implementation of strategies and student engagement.  
 RCPS has created a partnership with MRESA to complete a district-wide reading/dyslexia endorsement plan. In addition to training fees, RCPS will purchase books for teachers and will provide substitute coverage so teachers can attend training sessions and complete case study assignments, RCPS will provide stipends to teachers for work that will be completed after work hours and annually to ELA teachers, RTI coordinators and LTCs.  
 SEL: A variety of trauma-informed SEL resources will be deployed based on student need at each school to ensure all students feel safe, nurtured and supported.  
 ELs: ESOL staff will utilize Finish Line books and Building Vocabulary guided kits/consumables wit

What is the formative assessment plan to evaluate student progress and impact for each intervention selected?

Elementary School:  
 Summer school: Pre and post assessments will be implemented.  
 Extended school day: Pre, post and formative assessments will be implemented.  
 Middle School: Teachers will review classroom formative/summative data. STAR results, pre/post assessments and students' grade in course.  
 High School Summer School and Extended School day: Passing rates for students on progress reports, STAR results, and classroom assessments  
 High frequency tutoring: In addition to Reading Recovery and Read 180 assessments, all students will take the STAR reading and math assessments 4 times during the school year. RCPS also receives L4GA funds and is required to administer Acadience and Reading Inventory assessments to students multiple times each year. These data points will be used to evaluate student progress and program impact.  
 SEL competencies will be measured using assessments guided by CASEL and school climate surveys. This will allow for more equitable learning environments by revealing disparities, identifying systemic root causes, and helping staff ensure all students receive the social, emotional and academic supports they need to succeed.

### Implement Plan



Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if intervention(s) are working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.
- Build capacity of others to facilitate and implement the intervention(s).

### Timeline for Implementation

Summer school: For elementary students, summer school will be offered June 14-30, 2021. Extended day: Extended day is scheduled to begin the week of September 6, 2021.  
 Middle School: Summer Programs: June 14th- June 30, 2021  
 High Frequency Tutoring: August 2021 through May 2022  
 Science Enrichment and Writing Teacher: August 2021 through May 2022  
 Math, Special Education and Science Coach: August 2021 through May 2022  
 Extended Day: September 2021 through May 2022  
 High School Summer Programs: June 14th - July 8th (Open Campus ends July 8th). All other programs will be August/September 2021 through May 2022.

What is the proposed timeline to implement each intervention selected?



### Examine Progress



Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if the intervention(s) is working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.

### Outline for Evaluating Implementation and Impact

How will you evaluate implementation fidelity and effectiveness on an ongoing basis of each intervention selected by specific subgroups?

Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care.

#### 2021-2022

2021-2022 Summer school: The school principals and summer school coordinators will monitor instruction and review pre- and post assessment data with the Assistant Superintendents. Extended day: The school principals will monitor instruction and review data with Assistant Superintendents. Data will be analyzed by subgroups. Observations and data analysis will provide insight on

#### 2022-2023

2022-2023 Summer school: The school principals and summer school coordinators will monitor instruction and review pre- and post assessment data with the Assistant Superintendents.

2022-2023 Extended day: The school principals will monitor instruction and review data with Assistant Superintendents. Data will be analyzed by subgroups. Observations and data analysis will provide insight on implementation of fidelity and effectiveness of the program.

2022-2023 Middle School Summer Program: Building principals, program coordinators and Assistant Superintendents will conduct classroom visits and analyze pre/post data. Instructors will utilize formative assessments to measure student progress throughout the program.

2022-2023 Middle School: High Frequency Tutoring, Extended Day/Science Enrichment Teacher/Writing Teaching/Coach: Student course grade, performance on summative assessment, STAR data and performance on writing samples via ThinkCerca platform. Monthly progress monitoring will include analysis of all learning loss interventions to identify next steps. Student sub-group progress will also be reviewed at this time.

2022-2023 High frequency tutoring: The district team, led by the Chief Academic Officer, will monitor the implementation and fidelity of each program. As part of the monitoring process, observations and data reviews will be completed. Disaggregated data will be analyzed to gauge and respond to sub-group performance and intervention effectiveness. The formative assessment pieces previously mentioned, along with anecdotal information and summative data, will be used to evaluate program implementation and determine next steps.

ELs: The Learning Support Coordinator will work closely with principals, ESOL teachers and support staff to monitor the implementation and fidelity of this program. Observations and data analysis will be used to determine program effectiveness and to chart next steps.

#### 2023-2024

2023-2024 Summer school: The school principals and summer school coordinators will monitor instruction and review pre- and post assessment data with the Assistant Superintendents.

2023-2024 Extended day: The school principals will monitor instruction and review data with Assistant Superintendents. Data will be analyzed by subgroups. Observations and data analysis will provide insight on implementation of fidelity and effectiveness of the program.

2023-2024 Middle School Summer Program: Building principals, program coordinators and Assistant Superintendents will conduct classroom visits and analyze pre/post data. Instructors will utilize formative assessments to measure student progress throughout the program.

2023-2024 Middle School: High Frequency Tutoring, Extended Day/Science Enrichment Teacher/Writing Teaching/Coach: Student course grade, performance on summative assessment, STAR data and performance on writing samples via ThinkCerca platform. Monthly progress monitoring will include analysis of all learning loss interventions to identify next steps. Student sub-group progress will also be reviewed at this time.

2023-2024 High frequency tutoring: The district team, led by the Chief Academic Officer, will monitor the implementation and fidelity of each program. As part of the monitoring process, observations and data reviews will be completed. Disaggregated data will be analyzed to gauge and respond to sub-group performance and intervention effectiveness. The formative assessment pieces previously mentioned, along with anecdotal information and summative data, will be used to evaluate program implementation and determine next steps.

ELs: The Learning Support Coordinator will work closely with principals, ESOL teachers and support staff to monitor the implementation and fidelity of this program. Observations and data analysis will be used to determine program effectiveness and to chart next steps.



## USE OF FUNDS

The LEA shall reserve **not less than 20 percent** of such funds to address learning loss through the implementation of evidence-based interventions. In addition to the interventions outlined in the template above, this percentage of funds can be used to address assessment needs, assistance to parents as they support their students, and student engagement and attendance. Please estimate the approximate percentage of the LEA's ESSER III formula funds allocated for each of the activities or purposes addressing learning loss listed below.

Activities to Address Learning Loss	Percent
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of at-risk populations.	22 %
Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.	%
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	%
Tracking student attendance and improving student engagement in distance education	%

Activities to Address Other Needs	Percent
Any activity authorized by the Elementary and Secondary Education Act of 1965, Individuals with Disabilities Education Act, Adult Education and Family Literacy Act, and Carl D. Perkins Career and Technical Education Act of 2006.	%
Activities to address the unique needs of at-risk populations	%
Developing and implementing procedures and systems to improve the preparedness and response efforts	%
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases	%
Purchasing supplies to sanitize and clean the facilities	%
Planning for, coordinating, and implementing activities during long-term closures, including <b>providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue</b> to be provided consistent with all Federal, State, and local requirements.	32 %
Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	%
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	%
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	%
Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement	%
Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff	%
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.	46 %
Please identify "other activities" Teachers, paraprofessionals, and support staff are being	
<b>Total</b>	<b>100%</b>

**LEA Implementation Plan for Use of Funds.** *In the survey below, please check all that apply:*

**At-risk Student Populations**

- low-income students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- students with disabilities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- racial and ethnic minorities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- migrant students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- English Learners: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- students experiencing homelessness: cover costs of specific activities, services, supports, programs, and/or targeted interventions
- children in foster care: cover costs of specific activities, services, supports, programs, and/or targeted interventions

**Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**

If these efforts support *At-risk Student Populations*, please also check the populations at the beginning of this survey.

**Continuity of Core Staff and Services**

- cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- cover costs of bonuses for retaining educators and support personnel
- cover costs of transportation operations
- cover costs of expenses related to utilities
- other operational costs (please explain)

Support staff in Human Resources and leadership are being added to to facilitate with ongoing increased workload during pandemic.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

### Distance/Remote Learning

- connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.)
- devices (laptops, tablets, etc.)
- printing costs for learning packets
- instructional resources/tools
- hardware
- software, subscriptions, licenses
- assistive technology or adaptive equipment
- online learning platforms/learning management systems
- other distance/remote learning costs (please explain)

Classroom cameras, flat panels and audio enhancements which assisted teachers with teaching virtually.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

### Facilities/Equipment

- costs related to sanitizing/disinfecting buildings and buses
- additional personnel costs ('hazard pay', hours, etc. -- unrelated to preparing and delivering school meals; see 'School Meals' below)
- equipment and supplies (gloves, masks, PPE, cleaning supplies, etc.)
- facilities/equipment (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

**Mental and Physical Health** (contracted hours, professional learning, programs, etc.)

- costs related to telehealth
- costs related to counseling
- costs related to school nursing
- costs related to school-based clinics
- costs related to therapeutic services
- costs related to wraparound services and supports
- other mental

The Chief Officer for Student Support Services will be responsible for managing the activities and processes that shape the learning environment and culture, such as learning support (special education services), community and student support, PBIS, Title IX, school counseling and other activities that have an impact on how students interact with the school environment.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

**Professional Development**

- Cover costs of additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, consultants, programs, etc.).
- other professional development costs (please explain)

Assist with costs associated with supporting teachers obtaining Reading and Dyslexia Endorsements. This could be cost of materials, registrations, and substitute teachers.

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

**School Meals**

- offset costs due to serving meals (not covered by the USDA reimbursement)
- cover additional 'hazard' pay or hours personnel
- cover additional transportation costs of delivering meals
- other school meals costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

**Supplemental Learning**

- remediation opportunities
- enrichment opportunities
- summer learning
- before/after school programs scheduled within the school year
- additional instructional resources
- additional pay for teachers, staff, mentors for extended hours/schedules
- other supplemental learning costs (please explain)

If these efforts support *At-risk Student Populations*, please also check which populations at the beginning of this survey.

## Implement Prevention and Mitigation Strategies


### Section A

<b>Return to In-Person Instruction Plan</b> <b>LEA Website Link</b>	Rockdale County Public Schools Reopening Overview <a href="https://www.rockdaleschools.org/reopening/overview">https://www.rockdaleschools.org/reopening/overview</a>  Rockdale County Public Schools Return to Campus Guidebook <a href="https://www.rockdaleschools.org/UserFiles/Servers/Server_136304/File/News/COVID19/Reopening/RPCS%20Reopening%20Return%20to%20Campus%20Guidebook%202020-21%20ENGLISH.pdf">https://www.rockdaleschools.org/UserFiles/Servers/Server_136304/File/News/COVID19/Reopening/RPCS%20Reopening%20Return%20to%20Campus%20Guidebook%202020-21%20ENGLISH.pdf</a>	
<b>The Plan Will Be Updated Within 6 Months</b>	<b>YES</b> <input checked="" type="checkbox"/>	<b>NO</b> <input type="checkbox"/>  <b>Plan is Updated to Current CDC Guidelines</b>
	<b>Date:</b> 06/14/2021	

### Section B

LEAs that receive ARP ESSER funds must develop, submit to GaDOE on a reasonable timeline, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds.

- In the section below, please explain to the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Center for Disease Control and Prevention (CDC) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning. The U. S. Department of Education has provided resources that align with the CDS's guidance, please reference resource in the chart.

 <b>Safely Reopening Schools Resources Provided by the U.S. Department of Education</b>	
<b>Safer Schools and Campuses Best Practices Clearinghouse</b>	<a href="#">Best Practices Clearinghouse - Home (ed.gov)</a>
<b>Center for Disease Control and Prevention-Operational Strategy for K-12 Schools through Phased Prevention</b>	<a href="#">Operational Strategy for K-12 Schools through Phased Prevention   CDC</a>
<b>Volume 1- 2021 ED COVID-19 Handbook- Strategies for Safely Reopening Elementary and Secondary Schools</b>	<a href="#">ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (PDF)</a>
<b>Volume 2- 2021 ED COVID-19 Handbook- Roadmap to Reopening Safely and Meeting All Students' Needs</b>	<a href="#">ED COVID-19 Handbook: Volume 2 2021 (PDF)</a>

1. Please explain how the LEA engaged the entire school community to establish a safe environment for all educators, school staff, and students to promote trust and confidence.

*If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.*

RCPS meaningfully and consistently engaged our school communities throughout this pandemic as we worked to prioritize the safety and well-being of our staff, students, and school communities. Specifically, our Superintendent and his Executive Cabinet, as well as the Assistant Superintendents for Schools, engaged the public in several forums leveraging both our videoconferencing technology and social media as we informed them of our ongoing reopening schools planning. During these community engagement forums, we actively solicited the public's feedback and ideas, and we answered questions about our reopening schools planning. Also, the Superintendent fully leveraged his advisory structure to further engage the public on establishing a safe learning and work environment for students and staff. The Superintendent's Advisory Council, Superintendent's Parent Advisory Council, Superintendent's Teacher Advisory Council, and the three distinct Superintendent's Student Advisory Councils (Elementary/Middle/High) not only informed our stakeholders and but also offered their feedback on reopening schools planning. Additional stakeholder engagement forums included our biannual Parent Academy where we afford our parents concurrent professional learning opportunities on a wide range of topics. At this forum, RCPS engaged its parents and community on reopening planning and directed them to the district's website containing a separate Reopening Schools page where updates and all pertinent information pertaining to our reopening schools planning is located. Our Superintendent also leveraged civic and intergovernmental partnerships to spread the word on our reopening planning which includes keynoting at Rotary Clubs, Chamber of Commerce Board of Governors, and intergovernmental collaborations with the Mayor, County Commission Chair, and City Manager.

2. Please explain how the LEA used ARP-ESSER funds to implement prevention strategies to reduce the transmission of COVID-19 in schools.

*If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.*

Please check strategies implemented by LEA:

- Universal and correct use of masks
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintain healthy facilities
- Contact tracing in combination with isolation and quarantine

Rockdale County Public Schools Return to Campus Guidebook for Families

[https://www.rockdaleschools.org/UserFiles/Servers/Server\\_136304/File/News/COVID19/Reopening/RCPS%20Reopening%20Return%20to%20Campus%20Guidebook%202020-21%20ENGLISH.pdf](https://www.rockdaleschools.org/UserFiles/Servers/Server_136304/File/News/COVID19/Reopening/RCPS%20Reopening%20Return%20to%20Campus%20Guidebook%202020-21%20ENGLISH.pdf)

<https://www.rockdaleschools.org/reopening/overview>

3. Please explain how the LEA monitored cases and made decisions about in-person instruction.

*If explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA's website, please include the reference to locate the description from the plan below.*

RCPS has a strong partnership with our Regional Health Department, GNR (Gwinnett, Newton, Rockdale), as well as our Local Emergency Management Agency (EMA) Director. Also, our Superintendent, prior to the pandemic, established an Epidemiology Committee consisting of local school leaders, school district officials, and regional health department officials to proactively mitigate potential epidemiological challenges such as the seasonal flu, norovirus, and other potential viruses. This proved to be prescient when the COVID-19 pandemic emerged. Our Superintendent also impeded critical committees who were empowered to address key aspects of reopening schools planning. One such committee was the Reopening Schools Committee co-chaired by our Chief Human Resources Officer and our General Counsel for our Board of Education. Others included the School Calendars Committee chaired by our Chief Academic Officer, and the Scheduling Committee jointly chaired by our Assistant Superintendents for Schools. Our Superintendent designated our Chief Communications Officer as the Liaison to our Regional Health Department's Lead Epidemiologist. Our Superintendent receives the weekly COVID-19 Report from our local EMA Director then shares it with our Board of Education and with our public at our bimonthly board work and regular sessions. Our Superintendent monitored the local public health data weekly to inform his ongoing decisions regarding the prospect of reopening schools for in-person instruction. Eventually, our Superintendent designated February 1, 2021 as the return date for staff so that they might plan for the return of those students whose parents indicated a preference for hybrid in-person instruction. Our district established strong contact tracing protocols and trained contact tracers for each of our schools. Our Superintendent proactively secured comprehensive, district-wide telehealth services and separately negotiated the inclusion of COVID-19 testing as part of those services. Our district also proactively coordinated with our regional health department to afford our staff seamless, prompt, worry-free access to the COVID-19 vaccines. Additionally, our district worked with our telehealth provider to afford further access to the vaccines to those of our eligible school-aged student population. It is important to clarify that our Superintendent made the decision for our students to return for hybrid in-person instruction only after he determined that the infection rates had significantly decreased and our district had acquired telehealth services to include COVID-19 testing and seamless vaccine access planning. Our mitigation measures of required mask-wearing, social distancing, and hand sanitization along with free, COVID-19 testing for students, staff, and their families and seamless COVID-19 Vaccine Access have proven most effective in thwarting infection outbreaks.



## Appendix

### Guiding Questions

#### Selecting Interventions:

- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English learners) and does the intervention have positive and statistically significant effects on important student or other relevant outcomes?
- Have appropriate stakeholders (e.g., students, family, staff and community) been involved in discussions on how to address their needs?
- How can the impact of the intervention be measured?
- What tools will the school/district use to determine impact?
- What resources are required to implement this intervention with fidelity?
- What is the local capacity to implement this intervention with fidelity?
- What skills and resources will staff need to implement the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?

#### Examining Progress:

- How will you progress monitor the fidelity of implementation?
- How can progress monitoring ensure that the actions are effective, impact practices, and improve student achievement for all subgroups?
- What benchmarks will be established and what data will be collected to measure effectiveness of interventions for all subgroups?
- What specific evidence and artifacts will you collect to determine if the interventions are executed in a way that has an impact on student outcomes for all subgroups?
- Do the evidence and artifacts demonstrate the fidelity of implementation and effectiveness of the interventions?
- Are the evidence and artifacts easily obtainable?
- Who is responsible for gathering evidence and artifacts? How and where will the evidence and artifacts be stored and shared?
- [Program Evaluation Step-by-Step Guide](#) and [Logic Model](#) – This step-by-step guide assists districts with prioritizing programs to evaluate, planning processes for data collection and analysis, and using the findings to develop action plans for program improvements. An accompanying tool provides an overview of the logic model concept, a template for logic model creation, and a checklist to ensure effective logic model implementation.

## Additional Research and Resources

### Updates and Research on Accelerated Learning and Best Practices

- [TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf](#)– This is an updated guide from The New Teacher Project (TNTP) with specific goals and strategies that can help schools begin accelerating students back to grade level in any instructional format—in-person, virtual, or hybrid. TNTP has placed special emphasis on the two most important things schools should prioritize right now: grade-appropriate assignments and strong instruction.
- [EdResearch for Recovery School Practices to Address Student Learning Loss \(brown.edu\)](#) – This brief is one in a series aimed at providing K-12 education decision makers with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. This brief looks at potential interventions for students who have fallen out of typical grade range, particularly those who were struggling before the pandemic. Evidence suggests that, although most students will experience some learning loss, the majority will still be able to engage with grade-level content.
- [Broad-Based Academic Supports for All Students \(brown.edu\)](#) – This brief provides research and resources to address academic supports schools should prioritize for all students, including strategies to consider and those to avoid.
- [Best Practices for Learning Loss Recovery](#) – This report explores research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related school closures. This report examines approaches to adding learning time within the structure of the regular academic calendar (e.g., school year, school days, and periods) and existing extended learning opportunities (e.g., after-school programs, acceleration academies, summer school).
- [EdResearch for Recovery Bringing Evidence-Based Decision-Making to School Safety \(brown.edu\)](#) – This brief provides research and resources to address how schools and districts can monitor students' social and emotional well-being throughout the year, including strategies to consider and those to avoid.
- [Restart & Recovery: Considerations for Teaching and Learning: Academics](#) - This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for (and restart) teaching and learning amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources.
- [Review-of-Expanded-Learning-Opportunities.pdf \(hanoverresearch.com\)](#) – Hanover Research expands its previous brief on extended learning time. An expanded discussion of extended school day/year models, summer school initiatives, pre-kindergarten programs, and out-of-school time programs is provided, to inform discussions about strategies to improve student achievement and educational outcomes.

### **Class-size Reduction**

- [NCPEA Policy Brief -Class-Size Policy -The STAR Experiment and Related Class-Size Studies](#) – This brief summarizes findings on class size from over 25 years of work on the Tennessee Student Teacher Achievement Ratio (STAR) randomized, longitudinal experiment, and other Class-Size Reduction (CSR) studies throughout the United States, Australia, Hong Kong, Sweden, Great Britain, and elsewhere.
- [The Effectiveness of Class Size Reduction](#) – This brief provides research-based options for education policy makers on the effectiveness of class size reduction.
- [Rethinking Class Size -The complex story of impact on teaching and learning](#) – This book examines class size reduction with several new approaches and shares an overriding model which shows how class size works through interconnections with other processes and features in the classroom and identifies key pedagogical implications for teachers and schools.
- [Class Size: What Research Says and What it Means for State Policy](#)

### **Extended School Day**

- [Extending the School Day-Year: Proposals and Results](#) – This review provides a review of research on the feasibility of extending the school day/year
- [Research Brief – Extended School Day](#) – This review summarizes what the research says about extending the school day, either starting early or staying later.
- [Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida's Additional Hour of Literacy Instruction](#)

### **Extended School Year**

- [Extended School Day-Year Programs: A Research Synthesis](#) – This analysis reviews the data on two types of extended school programs--those that extend the number of hours per day students spend in school, and those that extend the school year.
- [Extended School Year](#) – This Information Capsule addresses research conducted on extended school years and their impact on student achievement.

### **High Frequency Tutoring**

- [Accelerating Student Learning with High-Dosage Tutoring \(brown.edu\)](#) - Part of EdResearch's Design Principles series that outlines the evidence, design principles and considerations for high-frequency tutoring. Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically.
- [Community Engagement in K-12 Tutoring Programs: A Research-Based Guide for Best Practices](#) – This document provides evidence from researchers across disciplines and synthesizes a set of best practices in tutoring for use by community engagement practitioners.

## Summer Programming

- [Best Practices for Comprehensive Summer School Programs](#) – This report discusses best practices for summer learning and describes how districts structure summer enrichment, acceleration, and transition programs.
- [Effective Program Design for Elementary Summer Learning Programs](#) – This report investigates the impact of summer programs on student learning outcomes, discusses the features of effective summer programs for elementary school students, and outlines strategies for evaluating summer programs.
- [Getting to Work on Summer Learning – Recommended Practices for Success](#) – This guidance is intended for school district leaders and their partners across the United States who are interested in launching or improving summer learning programs. In this summary version, the authors distill lessons about implementation gleaned from a six-year study of voluntary summer programs in the five urban districts participating in the National Summer Learning Project.
- [Summer Reading Camp Self-Study Guide](#) – This guide is designed to facilitate self-studies of planning and implementation of summer reading camp programs for grade 3 students. It provides a template for data collection and guiding questions for discussion that may improve instruction and increase the number of students meeting the grade-level standard by the end of the summer reading camp.
- [Summer School Design and Evaluation Framework](#) – This report reviews best practices in summer school program design and discusses how districts can leverage multiple research methodologies (e.g., data analyses, surveys, in-depth interviews, classroom observations, etc.) to monitor the implementation and evaluate the effects of their summer school programs.

## Virtual Learning

- [Evaluation of Evidence-Based Practices in Online Learning](#) – The goal of this study by the U.S. Department of Education is to provide policymakers, administrators and educators with research-based guidance about how to implement online learning for K–12 education and teacher preparation.
- [Access to Algebra I=The Effects of Online Mathematics for Grade 8 Students](#) – This study tested the impact of offering an online Algebra I course on students' algebra achievement at the end of grade 8 and their subsequent likelihood of participating in an advanced mathematics course sequence in high school.
- [Strategies for Virtual Learning Implementation](#) – This report by Hanover Research examines best practices in planning and implementing virtual learning programs. The report reviews literature on strategies for implementing successful virtual learning programs and profiles four school districts with exemplary programs.