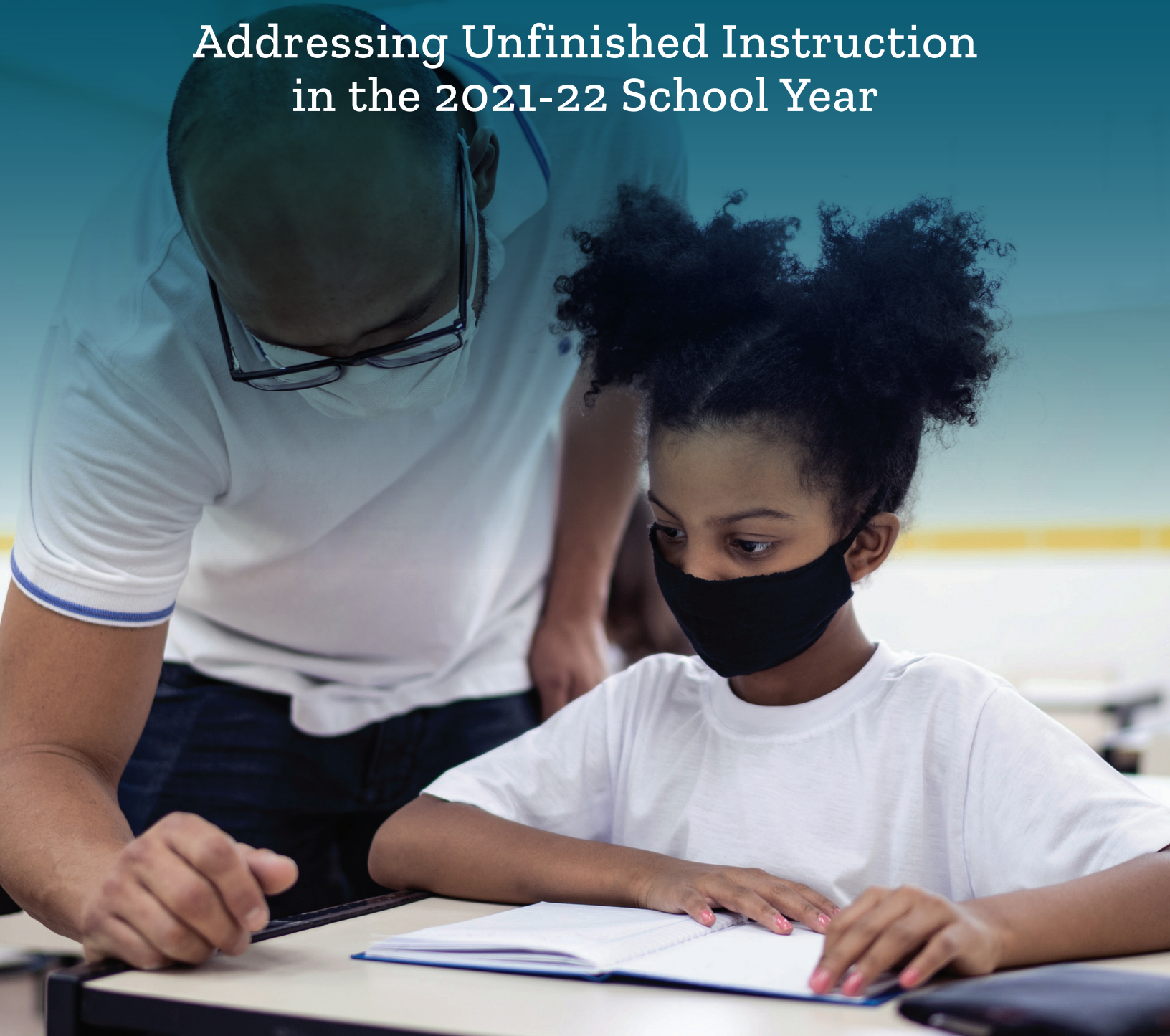# Equity Reset Toolkit:

Addressing Unfinished Instruction in the 2021-22 School Year

pivot LEARNING   UnboundEd

pivotlearning.org | unbounded.org

Table of Contents

pivot LEARNING

About Pivot:

Pivot Learning is a nonprofit organization whose mission is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. Together with our subsidiary, the Consortium on Reaching Excellence in Education (CORE), we partner with districts and their schools to improve teaching and learning through the adoption of high-quality instructional materials and the comprehensive implementation of these materials. We also collaborate with districts and their schools to build systems that prevent achievement gaps and support the needs of students struggling academically or behaviorally through data-driven and evidence-based practices.

UnboundEd

About UnboundEd

UnboundEd is dedicated to empowering teachers and leaders to meet the challenges set by higher standards, unfinished instruction, and institutional racism by providing immersive instructional equity professional development through our Virtual Summits and in-person Standards Institutes, free high-quality standards-aligned resources for the classroom, and other professional learning opportunities.

Section 1:
Purpose of This Toolkit

What supports should you offer students most impacted by the disruptions caused by the COVID-19 pandemic?

COVID-19 has deepened inequities in access to high-quality learning and instruction over the past year and a half. The pandemic and resulting school closures and remote learning disrupted education. As a result, many students lost access to equitable instruction and learning.

As schools plan for the 2021-22 school year, The Equity Reset Toolkit can help inform the work of understanding unfinished instruction.

This toolkit guides districts through a process to better understand the impact of disruptions in learning, including remote learning, in ELA and math for your most vulnerable students. It leverages ideas from targeted universalism — i.e., gathering data to set universal goals. Use the tools to collect data and create an equitable learning and instruction recovery plan in your district.

Want Support?

Pivot Learning has helped districts like yours understand COVID's impact on learning and can provide support to implement this toolkit. The Pivot team can help you set up and administer your data collection as well as analyze the data and provide you with a report summarizing the findings. Contact curriculum@pivotlearning.org to discuss how we can aid in your work to ensure equitable learning recovery.

Centering equity in this work

As we strive to address the learning gaps caused by disruptions in learning, it's important to acknowledge that COVID-19 has exacerbated the existing disparities in our education systems. To ensure that our most vulnerable students are not disproportionately affected, we must create learning recovery plans that are:

- Centered on meeting the needs of students and families traditionally underserved by public education

- Informed by data and diverse stakeholder perspectives

- Focused on describing and solving for unfinished teaching and learning

- Structured to support teachers' capacity to deliver instruction, including remote instruction, in a more equitable way

- Built on an asset-based mindset and curiosity of how your system can "know more and do better"

At the core of this toolkit and the work ahead for your district is centering equitable instruction in your response to unfinished instruction. To help your team get started, we offer you a few foundational definitions.

Equitable Instruction:

UnboundEd defines equitable instruction as:
Learning that is grounded in the intersection of the standards, content, aligned curriculum, and the equity that is essential for closing the opportunity gap caused by systemic bias and racism so that all students experience engaging, affirming, and meaningful grade level instruction.
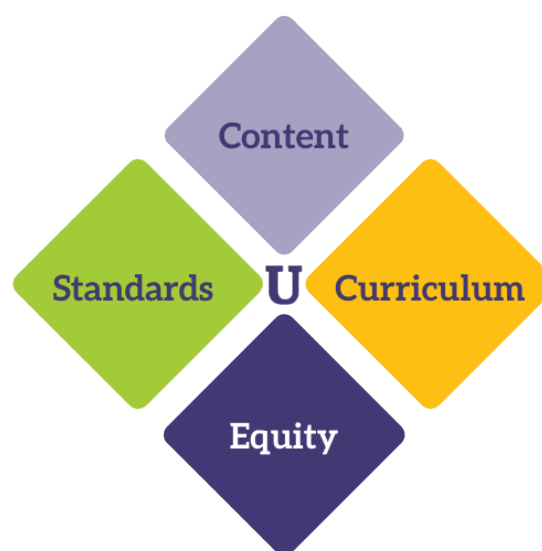
Unfinished Instruction:

We define unfinished instruction as any combination of teaching and learning occurring within an academic year that fails to provide students with the opportunity to demonstrate proficiency with grade-level skills through texts, tasks, and/or problems.
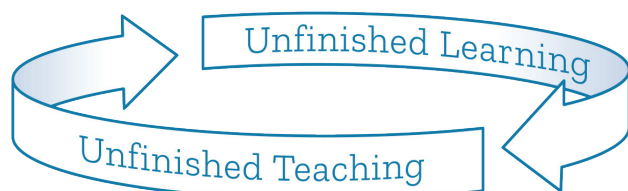
The responsibility for learning is a shared responsibility. And, unfinished instruction is not just occurring as a result of COVID-19 — it has been happening, especially with our Black and Brown students, for years. **The pandemic has not exposed it; it has emphasized it.**
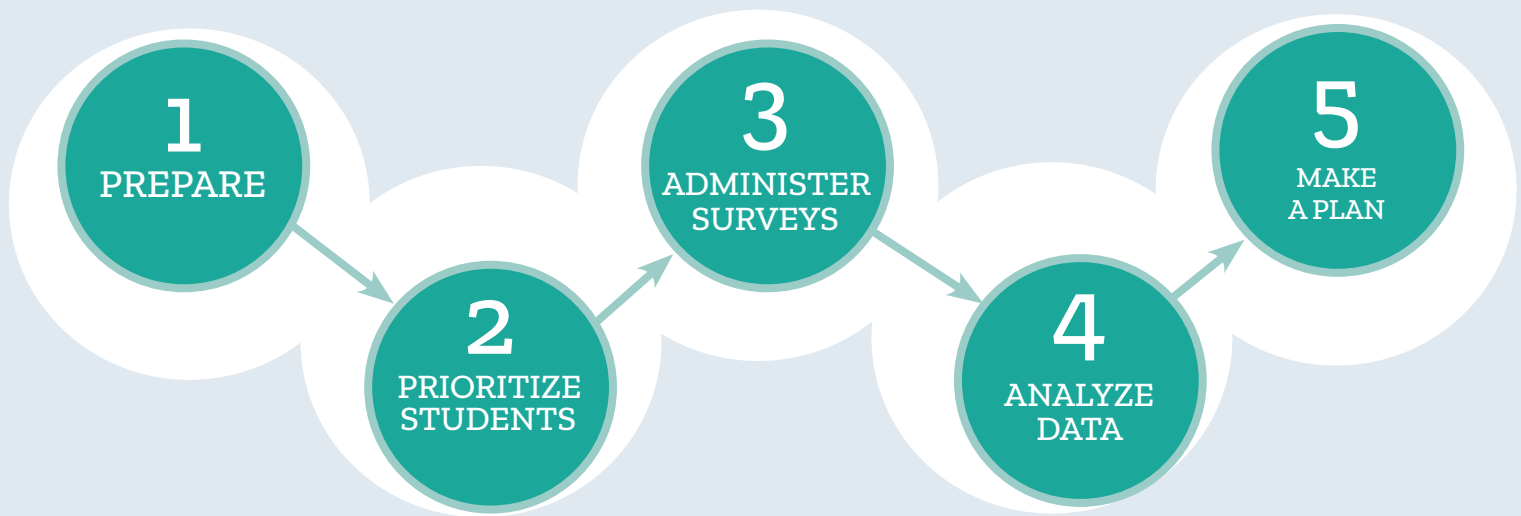
This toolkit will help you to uncover unfinished instruction and to prioritize traditionally underserved populations' experiences and needs to keep equitable student outcomes at the center as you plan for systemic changes to professional learning, instruction, and student learning.

Section 2:
Process

Process Overview

Step 1: Prepare data collection tools and communicate about process

Step 2: Collect access and assessment data from online district systems

Step 3: Collect survey data for selected students and their caregivers and teachers

Step 4: Analyze data

Step 5: Make a Plan

Focus

This toolkit focuses on identifying and understanding the unfinished ELA and math instruction for those students most impacted by COVID-related learning adjustments. As districts return to in-person instruction in the 20-21 school year and plan for the 21-22 school year, it will be important to gather data on these students' learning in order to develop robust plans for their learning moving forward.

The work of implementing the toolkit is collecting and analyzing data from several data sources to understand ELA and math learning for your students who were most impacted by shifts to learning during COVID. You'll collect and analyze the following data — all of which we provide tools with which to collect in the appendix.

DATASET 1 Determine which students had little to no access to instruction and materials

DATASET 2 Determine which students did not complete or had a low average score on unit assessments

DATASET 3 Survey selected students, their parents/caregivers, and their teachers

Team

Your team should include a Project Sponsor, a Project Driver, and additional team members with specific expertise or perspective. Keep the team between 5–10 people to ensure there is time in your meetings for decision-making and work (as opposed to updates or information sharing). Every member of the team should be able to dedicate time each week to meeting and completely work independently outside of meetings.

| Team Member	Role
Project Sponsor	This team member sets the goals, champions the work, and allocates resources.
Project Driver	This team member project manages the work and leads the team.
Curriculum and Instruction Leadership	This team member contributes knowledge of district instructional materials, pacing guides, and assessment guides.
Site-based Staff	These team members represent principals, teachers, coaches, and other site-based staff.
Family Liaison	This team member represents families.
English Learner Lead	This team member represents English Learner/emergent bilingual students and their families.
Special Education Lead	This team member represents students with disabilities and their families.
Equity Lead	This team member represents the district's approach to equity.
Evaluation/Data Lead	This team member contributes knowledge of the district's data systems.
Technology Lead	This team member represents the district's approach to technology as it relates to instruction.

TIP

As you begin this work, it is important that it is aligned to your district's ESSER priorities and strategic vision. If it's not, it can be important to ask why this work isn't included.

Step 1: Prepare

During this step, your team will prepare the data collection tools to be used in whatever format(s) you decide and communicate out to stakeholders about the work you'll be completing through this process. Before you begin, determine what content area(s) and grade band(s) you'll focus on during this process (e.g., K–2 ELA, 6–8 math, etc).

1 PREPARE

2 PRIORITIZE STUDENTS

3 ADMINISTER SURVEYS

4 ANALYZE DATA

5 MAKE A PLAN
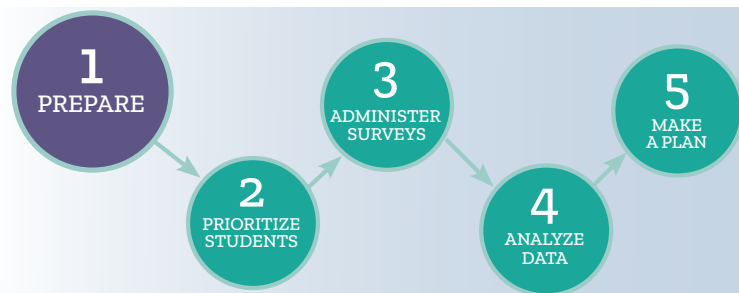
PREP TOOLS:

You'll want to prepare your tools to collect data. Key actions in this step include:

- Deciding on format — hardcopy or digital — and inputting the tools into that format
- Translation for bilingual students and families
- Requesting access to data systems through your technology administrator
- Testing surveys to make sure they work

COMMUNICATIONS:

You'll want to make sure stakeholders understand what this process is and why you're doing it. Key actions in this step include:

- Determining stakeholder groups that will receive the communication
- Writing the communication with appropriate messaging for each stakeholder group
- Providing a way for stakeholders to provide feedback and ask questions
- Letting stakeholders know when they might receive a survey and how long they'll have to complete it

Data Collection Tools

In the appendix, you'll find tools to help you collect the data necessary to complete this process:

- Access to Instruction Collection Tool
- Assessment Collection Tool
- Student Survey
- Parent/Caregiver Survey
- Teacher Survey

Step 2: Prioritize Students

During this step, your team will collect data on students' access to materials and instruction and their assessment scores during the 2020–21 school year. The data collected from these tools will help you select your priority students who you will then survey.

1 PREPARE

2 PRIORITIZE STUDENTS

3 ADMINISTER SURVEYS

4 ANALYZE DATA

5 MAKE A PLAN
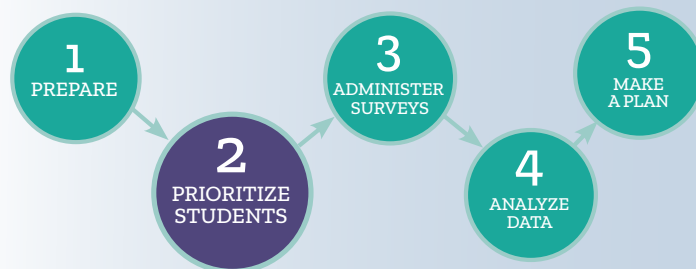
1. Access Data

Using the Access to Instruction Collection Tool, you can collect data from your online systems to determine which students had little to no access to materials and/or instruction for whichever content area and grade band you decide to focus on during this process. You'll then create a list of those students — this will be your first group of students selected to survey.

2. Assessment Data

Using the Assessment Collection Tool, you can collect data from your online systems to identify which students did not regularly complete unit assessments or had low grade level proficiency throughout the year for whichever content area and grade band you decide to focus on during this process. You'll then create a list of those students — this will be your second group of students selected to survey.

3. List of Priority Students

Once you have your two lists of students selected to survey, you'll need to create a combined list of those students, their parents/caregivers, and their teachers with contact information, primary language, and what format of survey they'll receive. You can use our Student Selection Template as a guide for how to organize this combined list.

Step 3: Survey Stakeholders

During this step, your team will collect survey data from your selected students and their parents/caregivers and teachers. The data collected from these surveys will help you understand how to structure your learning recovery plan around your students' needs.

Perspectives from those closest to the learning are essential to incorporate in your planning. You might find one week is too short a time for stakeholders to give feedback. If need be, increase the response time to two weeks.

Depending on what you find from these surveys, you may want to gather information from other stakeholder groups, like principals and coaches. Gathering information could mean interviews, focus groups, or surveys — here's a link to surveys you can use to survey additional stakeholder groups.
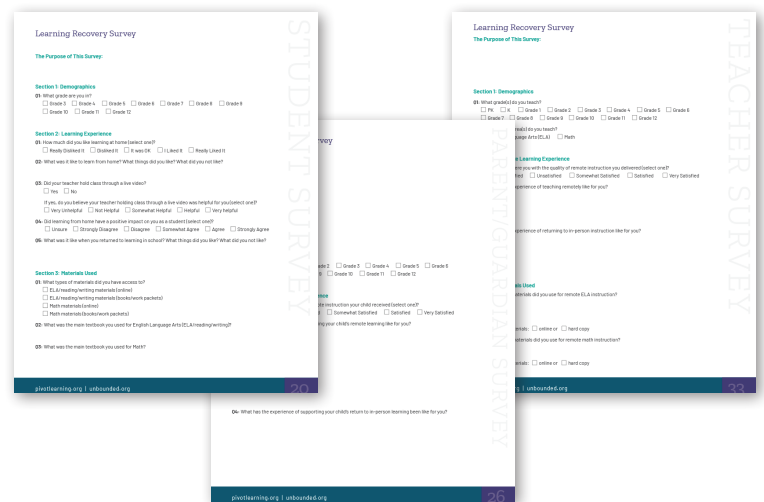
Student Survey

Parent/Caregiver Survey

Teacher Survey

TIP

Here are few ideas that can help get a high rate of response to your surveys:

- Offer multiple formats
- Ensure you have translation for those who need it
- Communicate about why it's so important they complete this survey
- Offer incentives to complete the survey
- Follow up with non-responders — phone calls, emails, texts, etc.
- If needed, extend the deadline to complete the surveys

Step 4: Analyze Data

During this step, your team will analyze and summarize the data that's been collected from your various sources. We recommend that you analyze the data from a perspective of curiosity so that new insights can emerge.

1 PREPARE → **2 PRIORITIZE STUDENTS** → **3 ADMINISTER SURVEYS** → **4 ANALYZE DATA** → **5 MAKE A PLAN**
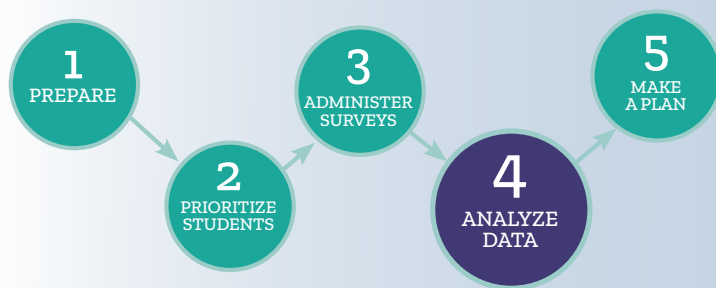
Data Analysis Tool

Data Analysis

Step 1: Analyze participation in data collection

Step 2: Make connections across the data collected

Step 3: Summarize key findings from your data analysis
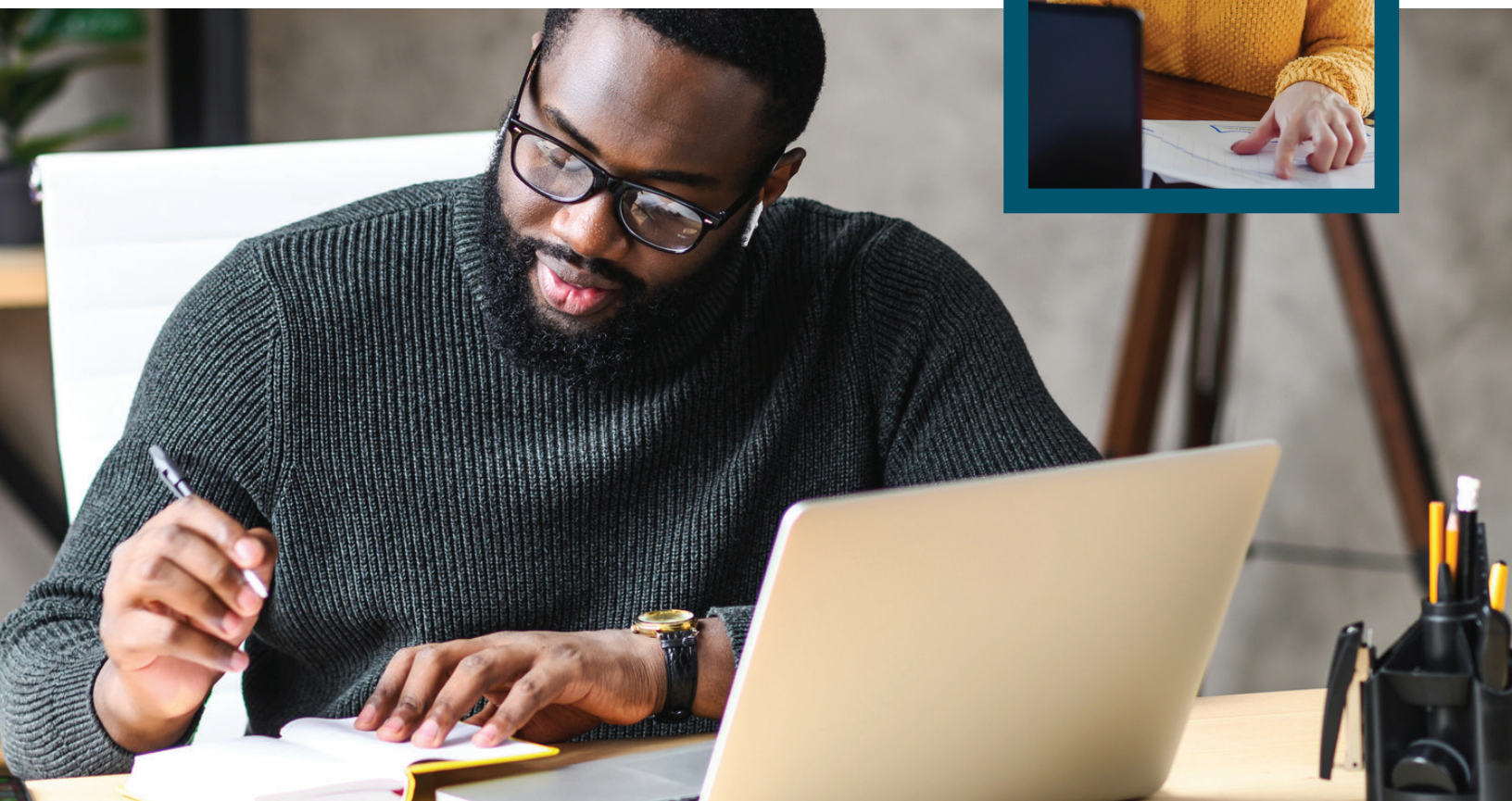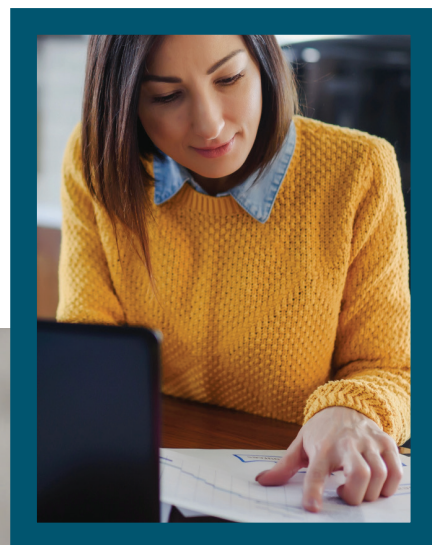
Step 5: Make a Plan

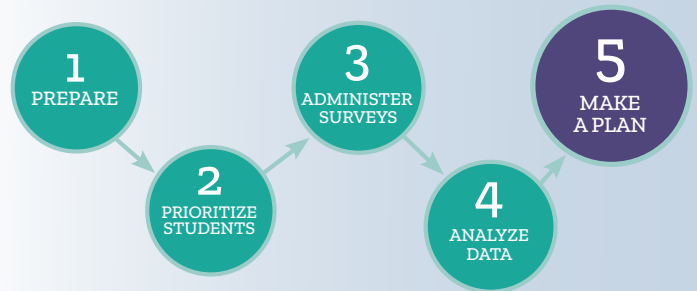From your analysis, you'll develop a set of recommendations about what supports students would benefit from over the course of the 2021–22 school year.

Recommendations

You'll want to make sure whatever recommendations you make are aligned to your district's vision for learning recovery and that it's adequately resourced. Consider using ESSER funds to support the work detailed in your recommendations as it aligns to your district's vision.

Types of recommendations:
- Additional assessments (diagnostic, etc.) for priority students
- Pacing calendar adjustments to include anchor standards for prior years
- Temporary adjustments to MTSS tiers
- Budget allocations for Tier 2–3 supports
- Professional learning for priority students' teachers

Recommendations Tool

* We do NOT recommend tracking or remediation for these students. It's important they continue to get access to grade level materials and instruction as well as support for the unfinished instruction they experienced during COVID.

RESOURCES

CCSSO's Restart & Recovery Guide

This project is 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.

LAUSD's Principal Instructional Handbook

The LA Unified School District's Distance Learning and Hybrid Model Instructional Handbook is a set of operational expectations guiding the reopening of schools. This document provides guidance and support to administrators and classroom teachers as we transition back to classroom instruction

Want Support?

Pivot Learning has helped districts like yours understand COVID's impact on learning and can provide support for your district to implement this toolkit. The Pivot team can help you set up and administer your data collection as well as analyze the data and provide you with a report summarizing the findings. Contact curriculum@pivotlearning.org to discuss how we can aid in your work to ensure equitable learning recovery.

Supports for Implementing the Equity Reset Toolkit

PROVIDED BY

pivot LEARNING

UnboundEd

Pivot Learning is a nonprofit organization whose mission is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. Together with our subsidiary, the Consortium on Reaching Excellence in Education (CORE), we partner with districts and their schools to improve teaching and learning through the adoption of high-quality instructional materials and the comprehensive implementation of these materials. We also collaborate with districts and their schools to build systems that prevent achievement gaps and support the needs of students struggling academically or behaviorally through data-driven and evidence-based practices.

UnboundEd is dedicated to empowering teachers and leaders to meet the challenges set by higher standards, unfinished instruction, and institutional racism by providing immersive instructional equity professional development through our Virtual Summits and in-person Standards Institutes, free high-quality standards-aligned resources for the classroom, and other professional learning opportunities.

Work with Pivot Learning to Re-envision Instruction Through Equitable Systems

We share your commitment to educational justice, and can partner with your district to implement the actions outlined in the toolkit. This will enable you to establish new systems for equitable ELA and math instruction.

Partner with Us to Create Your Plan

We can assist you in completing the steps in our Equity Reset Toolkit. We will work alongside district leadership to facilitate data collection, guide data analysis, and make customized recommendations to help district teams develop an equitable learning recovery plan based on your stakeholders' unique insights.

We will:

■ Guide the 1 month of equitable learning recovery research and analysis outlined in the Equity Reset Toolkit

■ Lead weekly meetings to keep your team on track

■ Deliver actionable, customized recommendations for building an equitable learning recovery plan for ELA and math to support student and teacher needs, including:

- Instruction and intervention materials

- Professional learning

- Supports for priority students

- District systems

■ Recurring learning sessions on equitable instruction and high-quality assessments for learning

> This Work Is Eligible for ESSER Funding

Timing & Stakeholders

■ 4-week contract, including 1 week of planning & preparation, 3 weeks of direct support

■ The district will commit a cross-functional team of 5-10 people for the duration of the contract, with the full team joining meetings and engaging in work between the meetings

For more information about working with us to implement our Equity Reset Toolkit, contact curriculum@pivotlearning.org to talk with a consultant.

Appendix

Access to Instruction Collection Tool

You'll start your data collection by determining which students had little to no access to instruction and/or materials over the 2020-21 school year. Below is a table to guide that data collection. Where possible, we recommend disaggregating all the data below by:

- Grade
- Race/ethnicity
- English learners
- Students with disabilities
- Students who qualify for free and reduced lunch

Note: Some of this data might not be available pending decisions made by your district about materials, attendance, assessments, etc.

What is your focus?	
Grade band	☐ 3–5 ☐ 6–8 ☐ 9–12
Content area	☐ ELA ☐ Math
Core adopted materials in content area	
Quality of core adopted materials	☐ Red ☐ Yellow ☐ Green ☐ Not Rated

What access data will you collect?	
Attendance	
Participation in **synchronous** instruction (Zoom, Google Meet, in-person)	
Participation in **asynchronous** instruction (completed assignments)	
Access to online instructional materials (LMS, Google Classroom, curriculum platform, etc.)	

Access to Instruction Collection Tool

What is your threshold for accessing student online portals for learning?	
What is your threshold for attendance?	☐ <75% of days attended in 2020-21 school year ☐ <80% of days attended in 2020-21 school year ☐ <85% of days attended in 2020-21 school year ☐ <___% of days attended in 2020-21 school year ☐ N/A
What is your threshold for participation in **synchronous** instruction (including in-person)?	☐ <75% of days of synchronous instruction in 2020-21 school year ☐ <80% of days of synchronous instruction in 2020-21 school year ☐ <85% of days of synchronous instruction in 2020-21 school year ☐ <___% of days of synchronous instruction in 2020-21 school year ☐ N/A
What is your threshold for participation in **asynchronous** instruction?	☐ <75% of assignments completed in 2020-21 school year ☐ <80% of assignments completed in 2020-21 school year ☐ <85% of assignments completed in 2020-21 school year ☐ <___% of assignments completed in 2020-21 school year ☐ N/A
What is your threshold for accessing student online portals for learning?	☐ weekly access of online portals ☐ biweekly access of online portals ☐ monthly access of online portals ☐ little to no access of online portals ☐ N/A

Where will you get the access data you collect?	
Where will you get attendance data?	
Participation in **synchronous** instruction (Zoom, Google Meet, in-person)	
Participation in **asynchronous** instruction (completed assignments)	
Access to online instructional materials (LMS, Google Classroom, curriculum platform, etc.)	

Access to Instruction Collection Tool

Possible Data Sources	Possible Data Points
Student Information Systems (SIS)	• Average daily attendance by grade, broken out by demographics
Student ability to access the internet and technology devices	• Percent of students with access to devices (computers, tablets, etc.) by grade and demographics • Percent of students with access to internet by grade and demographics • Percent of students who received hard copy materials by grade and content area • Percent of students who participated in synchronous learning by grade and content area

Student ability to access core ELA/math materials	• Names and quality of instructional materials listed by grade and content area
	    Resource for assessing quality of materials:
	    www.edreports.org
	• Description of whether primary ELA/math instructional materials offered their full student and teacher materials online
	• Percent of teachers with access to online materials by grade and content area
	• Percent of students with access to online materials by grade and content area

Student engagement with ELA/math materials	• Percent of students who accessed materials by content area, grade, demographics, and platform • Frequency of student access to materials by content area, grade, demographics, and platform
Instruction offered on core ELA/math materials	• Percent and frequency of teacher logins by grade and content area to online ELA and math materials • Percent and frequency of teacher logins by grade and content area to **synchronous** instruction platforms (Google Meet, Microsoft Teams, Zoom, etc.) • Percent and frequency of teacher logins to **asynchronous** platforms by grade (LMS, curriculum platforms, etc.)
Student participation in core ELA/math instruction	• Percent and frequency of student logins to **synchronous** platforms by grade and demographics (Google Meet, Microsoft Teams, Zoom, In-person) • Percent and frequency of student logins to **asynchronous** platforms by grade and demographics (LMS, curriculum platforms, etc.)

Assessment Collection Tool

Use this tool to help organize your data collection about students' scoring on unit assessments over the course of the 2020-21 school year. The results from this tool will determine your second list of students to survey about their learning over the 2020-21 school year. There will likely be overlap between this list and the list you generate from your Access to Instruction Collection Tool. Where possible, we recommend disaggregating all the data below by:

- Grade
- Race/ethnicity
- English Learners
- Students with disabilities
- Students who qualify for free and reduced lunch program

Note: Some of this data might not be available pending decisions made by your district about materials, attendance, assessments, etc.

What is your focus?	
Grade band	☐ K–2 ☐ 3–5 ☐ 6–8 ☐ 9–12
Content area	☐ ELA ☐ Math
Core adopted materials in content area	

What assessment data will you collect?	
What recurring assessments are available for the materials listed above?	☐ Diagnostic ☐ Unit ☐ Summative ☐ Other:
Are you able to access the assessment data across your selected grade band digitally?	☐ Yes ☐ No

What are your parameters for selecting students through assessment data?	
What is your thresh hold for participation in assessments?	☐ No assessments completed ☐ <5% of assessments completed ☐ <10% of assessments completed ☐ <15% of assessments completed ☐ <___% of assessments completed
What is your threshold for average scoring across assessments over the 2020-21 school year?	☐ <25% average proficiency across all completed assessments for 2020-21 ☐ <50% average proficiency across all completed assessments for 2020-21 ☐ <70% average proficiency across all completed assessments for 2020-21 ☐ <___% average proficiency across all completed assessments for 2020-21

Student Selection Template

Use this template to organize the data you collect about your selected students' access to instruction and scores on assessments. When you compile your two lists, there will likely be overlap — make sure to remove any duplicates. This list will become the list of students, parents/caregivers, and teachers who you request complete surveys about their experiences in the 2020-21 school year.

Note: For ease of use, we recommend that you recreate this template in Excel or Google Sheets so that you can include as many columns as necessary.

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Student ID Number						
Student Grade						
Identification Source (Access to Instruction, Assessment Scores)						
Student Content Area of Concern (ELA, Math)						
Student Primary Language						
Student Race/Ethnicity						
Student EL Status						
Student Special Education Status						
Student FRL Status						
Student Contact Info						
Parent/Caregiver Name						
Parent/Caregiver Primary Language						
Parent/Caregiver Contact Info						
Teacher Name						
Teacher Grade						
Teacher Content Area (ELA, Math, ELA/Math)						
Teacher Contact Info						

Student Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand students' needs related to ELA and math instruction.

- That the survey is appropriate for students grades 3–5 to complete with assistance and for students grades 6–12 to complete independently.

- Date by which they need to complete the survey.

- Whether or not their responses will be anonymous and the rationale for that decision.

Learning Recovery Survey

The Purpose of This Survey:

Section 1: Demographics

Q1: What grade are you in?

☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9
☐ Grade 10 ☐ Grade 11 ☐ Grade 12

Section 2: Learning Experience

Q1: How much did you like learning at home (select one)?

☐ Really Disliked It ☐ Disliked It ☐ It was OK ☐ I Liked It ☐ Really Liked It

Q2: What was it like to learn from home? What things did you like? What did you not like?

Q3: Did your teacher hold class through a live video?

☐ Yes ☐ No

If yes, do you believe your teacher holding class through a live video was helpful for you (select one)?
☐ Very Unhelpful ☐ Not Helpful ☐ Somewhat Helpful ☐ Helpful ☐ Very helpful

Q4: Did learning from home have a positive impact on you as a student (select one)?

☐ Unsure ☐ Strongly Disagree ☐ Disagree ☐ Somewhat Agree ☐ Agree ☐ Strongly Agree

Q5: What was it like when you returned to learning in school? What things did you like? What did you not like?

Section 3: Materials Used

Q1: What types of materials did you have access to?

☐ ELA/reading/writing materials (online)

☐ ELA/reading/writing materials (books/work packets)

☐ Math materials (online)

☐ Math materials (books/work packets)

Q2: What was the main textbook/platform you used for English Language Arts (ELA/reading/writing)?

Q3: What was the main textbook/platform you used for math?

Section 4: ELA and Math Instruction

ELA Instruction

Q1: How often did you do ELA (reading/writing) assignments (select one)?
☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

Q2: How well do you think you did with your ELA (reading/writing) assignments (select one)?
☐ Very Poorly ☐ Poorly ☐ OK ☐ Well ☐ Really Well

Q3: How hard were your ELA (reading/writing) assignments (select one)?
☐ Harder than Usual ☐ Hard ☐ Somewhat Easy ☐ Easy ☐ Easier than Usual

Q4: When your ELA assignments were too hard, how did teachers help you?
☐ I could finish the assignments without help.
☐ My teacher helped me finish the work.
☐ My teacher gave me easier work.

Q5: By your best guess, how much time did you spend working on ELA (reading/writing) each week (select one)?
☐ Less than 1 Hour ☐ 1–2 Hours ☐ 3–4 Hours ☐ 5–6 Hours ☐ 7–8 Hours

To what extent do you agree with each of the following statements?

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Q6: I understood the goal of my ELA (reading/writing) assignments.	☐	☐	☐	☐	☐
Q7: I knew where to access my ELA (reading/writing) assignments.	☐	☐	☐	☐	☐
Q8: I knew how to get in touch with my ELA (reading/writing) teacher.	☐	☐	☐	☐	☐
Q9: If I needed help, my ELA (reading/writing) teacher helped me.	☐	☐	☐	☐	☐

Math Instruction

Q10: How often did you do math assignments (select one)?
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

Q11: How well do you think you did with your math assignments (select one)?
☐ Very Poorly   ☐ Poorly   ☐ OK   ☐ Well   ☐ Really Well

Q12: How hard were your math assignments (select one)?
☐ Harder than Usual   ☐ Hard   ☐ Somewhat Easy   ☐ Easy   ☐ Easier than Usual

Q13: When your math assignments were too hard, how did teachers help you?
☐ I could finish the assignments without help.
☐ My teacher helped me finish the work.
☐ My teacher gave me easier work.

Q14: By your best guess, how much time did you spend working on math each week?
☐ Less than 1 Hour   ☐ 1–2 Hours   ☐ 3–4 Hours   ☐ 5–6 Hours   ☐ 7–8 Hours

To what extent do you agree with each of the following statements?

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Q15: I understood the goal of my math assignments.	☐	☐	☐	☐	☐
Q16: I knew where to access my math assignments.	☐	☐	☐	☐	☐
Q17: I knew how to get in touch with my math teacher.	☐	☐	☐	☐	☐
Q18: If I needed help, my math teacher helped me.	☐	☐	☐	☐	☐

Instructional Support

Q19: How often did you have one-on-one check-ins with your teacher(s) (select one)?
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

How did you check in with your teacher? ☐ Email   ☐ Video Call   ☐ Phone Call   ☐ Text Message

Q20: If you used special technology or supports to help you do your work at school, did you have access to those at home?
☐ Yes   ☐ No

Q21: If you got extra support from teachers in school, did you have access to those teachers at home?
☐ Yes   ☐ No

Q22: Did you understand the work that was sent home for you?
☐ Yes   ☐ No   ☐ Sometimes

Q23: Did you meet with a teacher for extra help with reading or math?
☐ Yes   ☐ No

How often did you meet with this teacher (select one)?
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

Q24: Anything else you'd like to share?

Section 5: Accessibility of Instruction

Q1: Were you happy with the teaching you got while learning from home (select one)?

☐ Very Unhappy   ☐ Unhappy   ☐ Somewhat Happy   ☐ Happy   ☐ Very Happy

	Never	Rarely	Sometimes	Often	Always
Q2: Did your teachers use many different ways to see if you understood what you were working on?	☐	☐	☐	☐	☐
Q3: Did you feel like your teacher or other adults from your school cared about you while you were learning from home?	☐	☐	☐	☐	☐
Q4: Did your teacher or other adults in your school talk, message, or email with your family while you were learning from home?	☐	☐	☐	☐	☐
Q5: Did you feel your teacher's lessons helped all students, both those who understood things quickly and those who needed extra time and help?	☐	☐	☐	☐	☐
Q6: Did your feel your teacher's lessons helped students of all cultural backgrounds learn?	☐	☐	☐	☐	☐
Q7: Did you feel your teacher's lessons helped students who speak languages other than English learn?	☐	☐	☐	☐	☐
Q8: Did you feel that your teacher gave you enough feedback on your assignments?	☐	☐	☐	☐	☐
Q9: Did your teacher ask you how to make learning from home easier?	☐	☐	☐	☐	☐

Section 6: Access to Online Learning Systems

Q1: Did your school provide you with any of the following?

☐ Computer

☐ Tablet

☐ Internet hotspot (or other internet access)

☐ Access to online learning systems

☐ Books

☐ Printed work packets

☐ My school did not provide me with materials

Q2: Did any of these things make it difficult to do your schoolwork from home?

☐ I didn't have a place to do my work without interruptions.

☐ I didn't have time to do my work and/or had other responsibilities.

☐ I didn't have access to the internet.

☐ I didn't have a device for completing work (computer, tablet, etc.).

☐ I didn't have access to learning materials (hard copy and/or online).

☐ I didn't know what to do for assignments or lessons.

☐ I was unable to get help when I needed it to complete some assignments.

☐ N/A — I didn't have any problems doing my work from home.

Parent/Guardian Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms. You may also want to consider making the surveys available in families' home languages.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand students' needs related to ELA and math instruction.

- Date by which they need to complete the survey.

- Whether or not their responses will be anonymous and the rationale for that decision.

Learning Recovery Survey

The Purpose of This Survey:

Fill out one survey per child

Section 1: Demographics

Q1: What grade is your child in?

☐ PK   ☐ K   ☐ Grade 1   ☐ Grade 2   ☐ Grade 3   ☐ Grade 4   ☐ Grade 5   ☐ Grade 6

☐ Grade 7   ☐ Grade 8   ☐ Grade 9   ☐ Grade 10   ☐ Grade 11   ☐ Grade 12

Section 2: Remote Learning Experience

Q1: How satisfied were you with the remote instruction your child received (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

Q2: What was the experience of supporting your child's remote learning like for you?

Q4: What has the experience of supporting your child's return to in-person learning been like for you?

Section 3: Materials Used

Q1: What types of materials did your child have access to?

☐ English Language Arts (ELA/reading/writing) materials (online)

☐ ELA (reading/writing) materials (hard copy)

☐ Math materials (online)

☐ Math materials (hard copy)

Q2: What primary materials did your child use for ELA (reading/writing)?

Were these materials: ☐ online or ☐ hard copy

Q3: What primary materials did your child use for math?

Were these materials: ☐ online or ☐ hard copy

Section 4: ELA and Math Instruction

ELA Instruction

Q1: By your best guess, how much time did your child spend working on ELA (reading/writing) each week (select one)?

☐ Less than 1 Hour   ☐ 1–2 Hours   ☐ 3–4 Hours   ☐ 5–6 Hours   ☐ 7–8 Hours

Q2: How successful were you with supporting your child with ELA assignments (select one)?

☐ Very Unsuccessful   ☐ Unsuccessful   ☐ Somewhat Successful   ☐ Successful   ☐ Very Successful

Q3: How challenging were your child's ELA assignments (select one)?

☐ Harder than Usual   ☐ Hard   ☐ Somewhat Easy   ☐ Easy   ☐ Easier than Usual

Q4: When your child's ELA assignments were too hard, how did teachers help?

☐ My child could complete the assignments without help.

☐ The teacher helped to complete the work.

☐ The teacher assigned easier work.

Q5: To what extent did your child struggle with the difficulty of assigned ELA work (select one)?

☐ A Tremendous Amount   ☐ A Lot   ☐ Some   ☐ A Little   ☐ Not at All

Q6: How satisfied were you with the support your child's ELA teacher provided when they had difficulty (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

Math Instruction

Q7: By your best guess, how much time did your child spend working on math each week (select one)?

☐ Less than 1 Hour ☐ 1-2 Hours ☐ 3-4 Hours ☐ 5-6 Hours ☐ 7-8 Hours

Q8: How successful were you with supporting your child with math assignments (select one)?

☐ Very Unsuccessful ☐ Unsuccessful ☐ Somewhat Successful ☐ Successful ☐ Very Successful

Q9: How challenging were your child's math assignments (select one)?

☐ Harder than Usual ☐ Hard ☐ Somewhat Easy ☐ Easy ☐ Easier than Usual

Q10: When your child's math assignments were too hard, how did teachers help?

☐ My child could complete the assignments without help.

☐ The teacher helped my child complete the work.

☐ The teacher assigned easier work.

Q11: To what extent did your child struggle with the difficulty of assigned math work (select one)?

☐ A Tremendous Amount ☐ A Lot ☐ Some ☐ A Little ☐ Not at All

Q12: How satisfied were you with the support your child's math teacher provided when they had difficulty (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

Instructional Supports

Q13: How often did your child have one-on-one check-ins with their teacher(s)(select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

In what format? (select one) ☐ Email ☐ Video Call ☐ Phone Call ☐ Text Message

Q14: To what extent did your child's teacher help you make their experience more successful (select one)?

☐ Not at All ☐ A Little ☐ Some ☐ A Lot ☐ A Tremendous Amount

Q15: Any additional information you'd like to share?

Section 5: Accessibility of Instruction

Q1: Were you satisfied with the remote instruction your child received (select one)?

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

	Never	Rarely	Sometimes	Often	Always
Q2: Did your child's teachers use a variety of different ways to check your child's understanding of assignments?	☐	☐	☐	☐	☐
Q3: Was your child emotionally supported by the teacher or other adults from school during remote learning?	☐	☐	☐	☐	☐
Q4: Did your child's teacher or other adults in the school make efforts to communicate with you during remote learning?	☐	☐	☐	☐	☐
Q5: Did you feel the teacher's instruction effectively reached students of different ability levels?	☐	☐	☐	☐	☐
Q6: Did your feel the teacher's instruction was inclusive to students of all cultural backgrounds?	☐	☐	☐	☐	☐
Q7: Did you feel the teacher's instruction worked well for speakers of languages other than English?	☐	☐	☐	☐	☐
Q8: Did you feel that your child's teacher gave your child sufficient feedback on their assignments?	☐	☐	☐	☐	☐
Q9: Did your child's teacher solicit suggestions or feedback from you to improve remote instruction?	☐	☐	☐	☐	☐

Section 6: Additional Supports

Q1: How often did you have contact and communication with your child's special education teacher(s)?

☐ Not Applicable

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

Q2: How satisfied were you with how your school and teachers provided the services and supports as identified on your child's Individualized Education Program (IEP)?

☐ Not Applicable

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

Q3: Did your child make progress toward their IEP goals?

☐ Not Applicable

☐ Not at All ☐ A Little ☐ Some ☐ A Lot ☐ A Tremendous Amount

Q4: Did you participate in an IEP meeting while learning was remote?

☐ Not Applicable ☐ Yes ☐ No

If yes, what was effective or challenging about participating in IEP meetings online?

Q5: Was your child receiving additional instruction or an intervention in a small group or individually for a specific learning need (i.e. reading or math group)?

☐ Yes ☐ No

If yes, did your child participate in their intervention over the past few months?

☐ Yes ☐ No

If yes, how often?

☐ Not at All ☐ A Few Times a Month ☐ Once a Week ☐ More than Once a Week

Q6: How satisfied were you with the intervention supports provided through remote learning?

☐ Not Applicable

☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

Section 7: Access to Materials

Q1: Did your child's school provide them with any of the following?

☐ Computer

☐ Tablet

☐ Internet hotspot (or other internet access)

☐ Access to online learning systems

☐ Books

☐ Printed work packets

☐ The school did not provide them with materials

Q2: What were the biggest barriers to your child completing their work (select up to three)?

☐ My child didn't have a place to do their work without interruptions.

☐ My child didn't have time to do their work and/or had other responsibilities.

☐ My child didn't have access to the internet.

☐ My child didn't have a device for completing work (computer, tablet, etc.).

☐ My child didn't have access to learning materials (hard copy and/or online).

☐ My child didn't know what to do for assignments or lessons.

☐ My child was unable to get help when they needed it to complete some assignments.

☐ N/A — My child didn't have any problems engaging in remote learning.

Teacher Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand students' needs related to ELA and math instruction.

- Date by which they need to complete the survey.

- Whether or not their responses will be anonymous and the rationale for that decision.

Learning Recovery Survey

The Purpose of This Survey:

Section 1: Demographics

Q1: What grade(s) do you teach?

☐ PK   ☐ K   ☐ Grade 1   ☐ Grade 2   ☐ Grade 3   ☐ Grade 4   ☐ Grade 5   ☐ Grade 6
☐ Grade 7   ☐ Grade 8   ☐ Grade 9   ☐ Grade 10   ☐ Grade 11   ☐ Grade 12

Q2: What content area(s) do you teach?

☐ English Language Arts (ELA)   ☐ Math

Section 2: Remote Learning Experience

Q1: How satisfied were you with the quality of remote instruction you delivered (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

Q2: What was the experience of teaching remotely like for you?

Q3: What was the experience of returning to in-person instruction like for you?

Section 3: Materials Used

Q1: What primary materials did you use for remote ELA instruction?

Were these materials: ☐ online or   ☐ hard copy

Q2: What primary materials did you use for remote math instruction?

Were these materials: ☐ online or   ☐ hard copy

Section 4: ELA/Math Instruction

*This section can be duplicated for teachers who teach both ELA and math or "ELA" can be substituted for math for teachers who only teach math.

ELA Instruction

Q1: How often did you deliver synchronous (live) ELA instruction (select one)?
☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

Q2: By your best estimate, how many of your students regularly attended synchronous ELA lessons (select one)?
☐ None ☐ Some ☐ Many ☐ All

Q3: How did you deliver asynchronous ELA instruction? (video of instruction, assignment feedback, email check in, etc.)

Q4: By your best estimate, how many of your students regularly accessed your asynchronous ELA lessons (select one)?
☐ None ☐ Some ☐ Many ☐ All

Q5: By your best estimate, how often did students complete assigned ELA work (select one)?
☐ Never ☐ Sometimes ☐ Frequently ☐ Always

Q6: How successful were your students with assigned ELA work (select one)?
☐ Very Unsuccessful ☐ Unsuccessful ☐ Somewhat Successful ☐ Successful ☐ Very Successful

Q7: When students struggled to successfully complete ELA assignments (select one):
☐ Students didn't struggle to complete work.
☐ I supported individual students so they could complete the original assignments.
☐ I assigned easier work.

Q8: When your students struggled with ELA assignments, how did you most often assist them so they could complete their work (select one)?
☐ My students didn't struggle.
☐ I reached out to provide assistance.
☐ I found alternative assignments that were more appropriate for their ability level.

Q9: Did you administer ELA unit assessments? ☐ Yes ☐ No

Q10: By your best guess, how much time did your students spend working on ELA each week (select one)?
☐ Less than 1 Hour ☐ 1–2 Hours ☐ 3–4 Hours ☐ 5–6 Hours ☐ 7–8 Hours

Q11: What ELA units/lessons did you cover?

Q12: What do you believe are the major areas of unfinished ELA instruction for your students?

To what extent do you agree with each of the following statements:

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Q13: I had a clear sense of what assignments my students needed to be focused on.	☐	☐	☐	☐	☐
Q14: I knew how to provide students access to instruction and assignments.	☐	☐	☐	☐	☐
Q15: I knew how to get in touch with my students.	☐	☐	☐	☐	☐
Q16: I knew when my students needed support.	☐	☐	☐	☐	☐
Q17: When my students needed support, I knew how to provide it.	☐	☐	☐	☐	☐
Q18: I knew when my students' parents needed support.	☐	☐	☐	☐	☐
Q19: When my students' parents needed support to help their children complete assignments, I knew how to provide it.	☐	☐	☐	☐	☐

Q20: How often did you hold one-on-one check-ins with your student(s) (select one)?
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

In what format (select one)?   ☐ Email   ☐ Video call   ☐ Phone call   ☐ Text message

Q21: How often did you have check-ins with your students' parents (select one)?
☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

Section 5: Accessibility of Instruction

Q1: How rigorous was the instruction you provided (select one)?

☐ Very Unrigorous   ☐ Unrigorous   ☐ Somewhat Rigorous   ☐ Rigorous   ☐ Very Rigorous

	No	Rarely	Sometimes	Often	Always
Q2: Were you able to employ a variety of approaches to continuously monitor students' understanding of directions, instruction, content, and assignments?	☐	☐	☐	☐	☐
Q3: Were you able to provide social-emotional supports to your students during remote instruction?	☐	☐	☐	☐	☐
Q4: Were you able to maintain regular communication with students' families?	☐	☐	☐	☐	☐
Q5: Were you able to differentiate remote instruction to reach students at all levels?	☐	☐	☐	☐	☐
Q6: Were you able to provide consistent support to your linguistically diverse students?	☐	☐	☐	☐	☐
Q7: Were you able to consistently provide all students with culturally responsive instruction?	☐	☐	☐	☐	☐
Q8: Were you able to regularly provide oral or written feedback to students on assignments?	☐	☐	☐	☐	☐
Q9: Were you able to regularly solicit feedback from students on the effectiveness of the remote instruction?	☐	☐	☐	☐	☐

Section 7: Access to Materials

By your best estimate:

	None	Some	Many	All
Q1: How many of your students had access to hard copy materials?	☐	☐	☐	☐
Q2: How many of your students had access to devices for remote learning?	☐	☐	☐	☐
Q3: How many of your students had access to the internet for remote learning?	☐	☐	☐	☐
Q4: How many of your students had access to primary ELA materials (listed above) for remote learning?	☐	☐	☐	☐
Q5: How many of your students had access to primary math materials (listed above) for remote learning?	☐	☐	☐	☐

Q6: The biggest barriers to my students engaging in remote learning were (select up to three):

☐ They didn't have a place to do their work without interruptions.

☐ They didn't have time to do their work and/or had other responsibilities.

☐ They didn't have access to the internet.

☐ They didn't have a device for completing work (computer, tablet, etc.).

☐ They didn't have access to learning materials (hard copy and/or online).

☐ They didn't know what to do for assignments or lessons.

☐ N/A — They didn't have any problems engaging in remote learning.

Section 8: Educator Support

Q1: How supported by your school do you feel/have you felt to deliver remote learning (select one)?

☐ Very Unsupported   ☐ Unsupported   ☐ Supported   ☐ Somewhat Supported   ☐ Very Supported

Please indicate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Q2: There was a shared vision across my school/district for effective remote learning.	☐	☐	☐	☐	☐
Q3: I received support in implementing effective remote learning.	☐	☐	☐	☐	☐
Q4: I had the necessary resources to advance student learning.	☐	☐	☐	☐	☐
Q5: I understood the expectations for providing feedback to students and grading work at this time.	☐	☐	☐	☐	☐
Q6: I understood how to support my students in a remote learning environment.	☐	☐	☐	☐	☐
Q7: I believe my students were positively impacted by the experience of remote learning.	☐	☐	☐	☐	☐

Q8: If you delivered sychronous instruction, do you feel it was beneficial for you (select one)?

☐ Very Unbeneficial   ☐ Unbeneficial   ☐ Somewhat Beneficial   ☐ Beneficial   ☐ Very Beneficial

Q9: If you delivered sychronous instruction, do you feel it was beneficial for your students (select one)?

☐ Very Unbeneficial   ☐ Unbeneficial   ☐ Somewhat Beneficial   ☐ Beneficial   ☐ Very Beneficial

Q10: What professional learning do you believe the district needs to offer school site staff to be effective in equitable remote instruction and responding to unfinished ELA and math instruction?

Q11: Any additional information you'd like to share?

Data Analysis and Summary Tool

We recommend engaging with the data from a perspective of curiosity:

- What supports are needed for students and teachers to be successful when you return for the 2021–22 school year?

- Should the district revisit how it defines equitable instruction?

- What skills and competencies need to be built for school site staff to ensure equitable instruction?

- How can the district, as a system, look at this data through an equity lens?

- How can the district, as a system, provide stakeholders with the supports they need to ensure equitable student outcomes as you return to in-person instruction?

Step 1: Analyze Participation in Data Collection

Step 2: Make Connections Across the Data Collected

Step 3: Summarize Your Key Findings from Your Data Analysis

Step 1: Analyze Participation in Data Collection

Data Sources

- Access to Instruction Collection Tool
- Assessment Collection Tool
- Student Survey
- Parent/Caregiver Survey
- Teacher Survey

Key Participation Questions:

- What percentage of your students, teachers, and parents/guardians completed the surveys?

- Were there differences across grade levels? And, secondarily, were there differences across content areas?

- What was the rate of return of hard copy surveys, if offered?

- If translated, what was the return rate for non-English language surveys compared to English language surveys?

- Were students with disabilities and their parents/guardians able to participate?

- Is there more data you need to gather given what you know about participation? New strategies to try to reach participants who haven't responded?
  - What strategies have you considered adding for participants who haven't yet responded?
    - Phone calls
    - Email
    - Home visits (using appropriate social distancing techniques)

Step 2: Make Connections Across the Data Collected

As you consider these questions and analyze your data, we encourage you to continue considering the data through the lens of these student groups:

- Race/ethnicity
- English learners
- Students with disabilities
- Students who qualify for free and reduced lunch

Access Data Collection: Key Analysis Questions
Access to Materials • What access to quality instructional materials in a remote environment and in person did students have? • Was there disproportionate access to devices or the internet for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)? • Was there disproportionate access to high-quality, standards-aligned ELA and math materials for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)? • Did students use core ELA and math instructional materials? If so, how frequently? • Were there differences in perceptions of access to instructional materials across stakeholder groups? • What were major barriers to accessing materials for students? **Access to Instruction** • Did teachers provide regular instruction for students on core ELA and math materials? • What access to instruction in a remote environment did students have? • How often was synchronous instruction provided by grade/content area? • What were the primary methods of providing asynchronous instruction? • Was there disproportionate access to either synchronous or asynchronous instruction for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)? • What were major barriers to accessing instruction for students?

Assessment Data Collection: Key Analysis Questions

- What did ELA and math assessments tell you about the efficacy of instruction?

- Was there disproportionate completion of assessments for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)?

- Were there disproportionate achievement results on assessments for historically underserved student populations (students of color, students who qualify for free/reduced price lunch, etc.)?

- What were major areas of support needed for these students by grade and content area?

- Based on results from surveys and ELA and math assessments, what professional learning site-based staff might need to be successful in delivering equitable instruction in the 2020-21 school year?

- What did ELA and math assessments tell you about the needs of students for equitable learning recovery?

- What supports might be needed to develop teacher and site staff skills in instances where access was available but learning was not occurring as expected?

Survey Data Collection: Key Analysis Questions

- Did students have access to rigorous grade-level work? Did they feel successful at that work? If students were struggling, did they feel supported in doing that work?

- Did students feel like they knew how to access the instruction and assignments?

- Was there a discrepancy between how students, parents/guardians, and teachers described teacher support for when students were struggling?

- What were the most common barriers listed by students, parents/guardians, and teachers to student learning? In what ways might systemic inequity be creating or promoting those barriers?

- What was the student experience of remote instruction?

- What did surveys and ELA/math assessments tell you about the efficacy of instruction?

- What did surveys and ELA and math assessments tell you about the type of professional learning site-based staff might need to be successful in equitable learning recovery?

- What did surveys tell you about how well your district communications went? What were areas for improvement?

- What did surveys tell you about the ability of site staff to progress monitor remotely?

- What were major barriers to accessing materials and instruction for students?

- What were major barriers to completing assessments for students?

- How has the return to in-person instruction been for each group of stakeholders?

Step 3: Summarize Your Key Findings from Your Data Analysis

Review all your findings from the data analysis and summarize major needs that have surfaced. As you summarize your findings, try to come from a perspective of curiosity and support. If you're struggling to get at the root cause of a finding, leverage the Five Whys Protocol or consider gathering more data. You can also consider using this framework to support your conversation.

Example Findings:
Example finding: Access
50% of selected students attended virtual classes, but only 30% signed into the online curriculum system.
Example finding: Assessment
35% of English learners completed all unit assessments, compared with 70% of all students over the 2020-21 school year.
Example finding: Surveys
When students struggled with ELA assignments, 30% of teachers modified the assignment so it was simpler.

Access Findings:	
Finding 1:	
Finding 2:	
Finding 3:	

Assessment Findings:	
Finding 1:	
Finding 2:	
Finding 3:	

Survey Findings:	
Finding 1:	
Finding 2:	
Finding 3:	

Your findings will position you to make recommendations about in-person teaching and learning for your priority students for the year ahead. Recommendations should be focused on your priority students, have explicit strategies to address their unfinished instruction and be feasible to implement in the course of the next school year. You can find a template for compiling these recommendations on the next page.

Recommendations for an Equitable Learning Recovery Plan Tool

Use this tool to document the recommendations that have come from the findings of your data analysis on page 45.

Instruction & Instructional Materials	Recommendation 1:
	Recommendation 2:
	Recommendation 3:
	Recommendation 4:
	Recommendation 5:
Professional Learning	Recommendation 1:
	Recommendation 2:
	Recommendation 3:
	Recommendation 4:
	Recommendation 5:
Priority Populations Supports	Recommendation 1:
	Recommendation 2:
	Recommendation 3:
	Recommendation 4:
	Recommendation 5:
District Systems	Recommendation 1:
	Recommendation 2:
	Recommendation 3:
	Recommendation 4:
	Recommendation 5: