

# Exploring Strategies for Accelerating Student Learning in GVSU Schools

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This report uses interview data from staff working in Grand Valley State University-authorized charter schools to examine strategies teachers have used to accelerate student learning.

Key findings include:

- Teachers recognized the need to further prioritize student well-being post-pandemic.
- Teachers adapted best practices to address post-pandemic challenges.
- Participants needed more time to prepare for implementing strategies used to accelerate student learning.
- The social and emotional effects of the pandemic have impeded students' access to learning acceleration strategies.

Key recommendations include:

- Provide teachers with time to prepare and reflect on specific strategies for learning acceleration.
- Provide protected time for teachers to engage with parents.
- Connect with local community partners to support student mental health and other student and family needs.

## Introduction

While the COVID-19 pandemic is no longer a declared public health emergency, the social effects of the pandemic continue to be realized, especially by students and those working in education. One national study revealed that math scores in the fall of 2021 fell by 0.20-0.27 standard deviations when compared to math scores in the fall of 2019 (Kuhfeld et al., 2022). More locally, a recent study by Basis Policy Research found that student achievement in Grand Valley State University-authorized charter schools (henceforth titled “GVSU schools”) was between 8 to 18 percentile points lower in the spring of 2021 than in the pre-pandemic period, with larger differences in math when compared to reading (McQueen, 2022). Apart from academic outcomes, the pandemic has had demonstrated negative effects on student mental and physical health (Jones et al., 2022).

Amid this widespread learning loss, educators have identified the need to close learning gaps in order to catch students up to grade level expectations (*Unlocking Acceleration: How below Grade-Level Work Is Holding Students Back in Literacy*, 2022). These efforts, known as learning acceleration, seek to provide students with grade level content while closing learning gaps from previous years. By doing this, educators hope to avoid a compounding effect of learning loss, whereby students are unable to access age-appropriate material by virtue of having missed instruction on foundational knowledge and skills.

Given the promise of these efforts, the GVSU Charter Schools Office (CSO) is interested in learning more about how educators have attempted to accelerate students' learning in the classroom. In doing so, the GVSU CSO hopes to synthesize findings about current practices within its authorized schools and disseminate this information to support learning acceleration more broadly.

## **Research Questions**

This report examines the following research questions:

1. What strategies did teachers use to accelerate student learning in GVSU schools in 2022-23?
2. What training and support did teachers receive for implementing these strategies?
3. What barriers did students encounter as they accessed these strategies?

## Results

The GVSU CSO partnered with Basis Policy Research (Basis), an independent education policy research firm, to evaluate strategies used to accelerate student learning in local schools. Basis researchers used NWEA MAP math and reading data from 2021-22 to identify select schools and grade levels with achievement results that were above (a) the network average from the pre-pandemic period and (b) NWEA nationally normed fall to spring RIT growth goals. We invited school leaders from identified schools to nominate teachers or instructional coaches for interviews. Basis researchers conducted nine one-hour interviews with charter school staff between May 5 and June 1 of 2023. The sample consisted of six teachers, two administrators, and one subject area coach from three GVSU schools. Interviews focused on the strategies teachers used to accelerate student learning, the training and support teachers received, and the barriers students encountered accessing these strategies. This report focuses on salient themes consistent across interviews.

### 1 | What strategies did teachers use to accelerate student learning in GVSU schools in 2022-23?

The first block of interview questions focused on the strategies teachers used to accelerate student learning. Basis researchers asked participants to describe the types of strategies used, the impact strategies had on student learning, and whether perceptions of individual strategies have changed. We discuss pertinent themes below.

#### *Teachers recognized the need to further prioritize student well-being post-pandemic.*

Participants emphasized that supporting students' social, emotional, and mental health was a prerequisite for accelerating student learning. Teachers came to recognize that a stronger focus on student mental health was necessary to mitigate the detrimental effects of the pandemic on student well-being. One teacher described the changes they saw in their students upon return to in-person instruction:

“I almost feel like some of them are traumatized from it. Their demeanor had changed, some of them, when they came back almost in a depressed state. And I don't think some of them [are] over that yet. I think the social emotional impact was pretty big.” (Participant 5, 05/25/23)

Upon seeing these changes in their students, participants felt that emphasizing social and emotional learning was a necessary starting point before moving toward academically oriented strategies.

“So it's quite the conundrum because we're trying to rush to get them where we need them to be academically, but mentally and emotionally, they may not be quite ready to do that.” (Participant 1, 05/31/23)

“We tend to [focus on social-emotional well-being] first and foremost before academics, we're all about the whole child here and meeting those basic needs, because if those basic needs aren't met, then they can't really learn.” (Participant 5, 05/25/23)

Additionally, participants commented on the increasing importance of establishing rapport with students to support their social, emotional, and mental health and ease the transition to in-person learning. Some teachers noted that establishing rapport led to increased trust and fewer behavioral issues, while others

mentioned that students needed to feel safe in the classroom before they could properly engage in learning. For instance, one teacher commented,

“And so it's always been the relationship with the students... I try to get to know them because then I can tell, when are the moments when this student usually gets frustrated? Is it when I'm asking them to answer something in a big group? Is it when I'm doing it one-on-one? Is it when they're next to these people? What are the things that make kids maybe feel unsafe to say and answer and participate, or give instructions?” (Participant 7, 05/24/23)

### ***Teachers adapted best practices to address post-pandemic challenges.***

Teachers also recognized the need for greater differentiation in order to support the individual needs of students. Participants emphasized the increasing importance of differentiation as the pandemic did not affect all students' learning outcomes equally. As one teacher noted,

“Pre-COVID, their abilities weren't as wide ranged. So I could run the same four centers and just slightly differentiate where, now, it needs to be a more drastic approach because of the differences.” (Participant 8, 05/31/23)

Participants used the term ‘differentiation’ to describe multiple strategies that focused on adjusting instruction to meet the individual needs of students most effectively. Many participants mentioned centers as a common way of differentiating student learning:

“So one of the things we've kind of really focused on this year is the use of center times where teachers are able to function in small group activities with kids. Kids are able to work independently on skills that they need remediation in, and then the teacher is able to dig deeper and circle through several small groups throughout the course of a week to give that extra remediation opportunities.” (Participant 1, 05/31/23)

Others cited small group instruction and learning resources placed within the classroom:

“I would also say there's been more small group instruction, whether it's because we have more staff to pull those small groups, like support staff, or in classrooms, they've also pushed for more centers, so it's really been nice to kind of group students based on their needs and it really helps with differentiation as well.” (Participant 4, 05/31/23)

“I have laminated place value charts, laminated multiplication charts, just for some of them as I need them to become fluent in their multiplication. I also have important wall visuals all around that have formulas. And I have some stuff in English, I have some stuff in Spanish, so that it's inviting for everyone. And we also do a lot of hands-on stuff.” (Participant 7, 05/24/23)

Finally, some teachers noted that while differentiation has long been a best practice in education, it took on elevated importance following the pandemic:

“During COVID, you got away from some best practices that you knew worked... just because of different things happening. But reading centers and that small group instruction is really

important because that's where you can pull in all of your different technology pieces and different things to use with them.” (Participant 8, 05/31/23)

“And when [best practices] all went away and we saw what happened, and now that we're reinstating them and seeing the effects, we're starting to get bounce back numbers. To me, it just firmly implants, it's time on task, it's differentiation. You do those two things and good things are going to happen with kids.” (Participant 6, 05/19/23)

Collectively, the increasing importance of differentiation, establishing rapport with students, and focusing on social and emotional learning reveals that teachers have returned to established best practices to accelerate student learning. However, teachers have had to adapt these best practices in response to the reality that the pandemic did not affect students' equally and the challenges students face post-pandemic are different from what encountered pre-pandemic.

***Participants believed learning acceleration strategies were effective.***

In addition to inquiring about strategies used for learning acceleration, Basis researchers asked participants to share their opinions regarding the efficacy of these strategies. Six out of nine participants reported that the strategies used were effective. One participant remarked,

“I don't do centers like [other] teachers do, but I can say having sometimes pushed into the classroom and worked with kids in classrooms, I can tell that they're getting better at it, so it's definitely working.” (Participant 4, 05/31/23)

Another participant had mixed feelings about the efficacy of strategies using online programs, as such programs were reliant on a student's ability to work independently. A different participant had a positive perception of differentiated instruction in reading, but a mixed perception of how differentiated instruction in math was implemented.

When asked to describe how students benefited from these strategies, several participants remarked that students showed leadership and initiative in the classroom, especially when using centers. One participant remarked,

“It has also become a point of pride for some students where they might take kind of a leadership role in their little group as they rotate, and helping other kids in the group understand what they're doing for that center, or helping with a tricky word because teacher is occupied with her group, so that's been nice to see, kind of leadership opportunities as well.” (Participant 4, 05/31/23)

Similarly, another participant noted that students embraced returning to in-person instruction.

“One of the stars that I've noticed is that kids have really embraced a lot of the components of being back in the classroom and being able to engage with their peers in a way that they weren't. And this has kind of really driven them to close some of their instructional gaps. And you have the ideals of friendly competition where now kids are getting hands-on with their data and are able to challenge one another to kind of improve and grow.” (Participant 1, 05/31/23)

## 2 | What training and support did teachers receive for implementing these strategies?

The second block of interview questions focused on the training and support teachers received for implementing these strategies. Basis researchers asked participants to describe the types of professional development received, the support school administrators provided, and recommendations for improving their training and support. We report further on these themes below.

### *Participants needed more time to prepare for implementing strategies used to accelerate student learning.*

Participants accessed different forms of training and support in preparation for implementing strategies to accelerate student learning. Most training took the form of professional development workshops focused on differentiation, social-emotional learning and mental health support for students and teachers. Other forms of support included one-on-one meetings between teachers and administrators and direct administrator engagement via observation and school-wide meetings.

While participants were largely satisfied with the training and support received, several participants cited needing more time to prepare for implementing strategies used to accelerate student learning. For instance, one participant stated:

“So there wasn't a whole lot of prep time, or training, or anything. It was more of a ‘we'll send some tips and tricks via email sometimes’, and then that's it...But I did ask around, and even classroom teachers that I talked to didn't really feel like they got much training.” (Participant 4, 05/31/23)

Another teacher commented on the importance of preparation time when tasked with implementing new skills in the classroom:

"I feel like one thing that is time to really learn these things well and plan them out ahead of time, they're hard things to do on the fly. I mean, not the math stuff like that we know how to do. But new skills, new skills for teachers that I don't know how to efficiently do that where we learn professional development-wise. And it tends to be like "These are the problems." And then the solution part doesn't necessarily get covered. How are you going to actually do this in the classroom?" (Participant 9, 05/16/23)

These responses suggest embedding sufficient planning time in the training and support provided to teachers could have benefitted the implementation of strategies used to accelerate student learning.

### 3 | What barriers did students encounter as they accessed these strategies?

The third block of interview questions focused on the barriers students encountered accessing these strategies. Basis researchers asked participants to discuss the barriers students encountered, how they helped students address these barriers, and what supports would help students overcome these barriers more effectively. We report on select barriers below.

#### *The social and emotional effects of the pandemic have impeded students' access to learning acceleration strategies.*

The COVID-19 pandemic has negatively impacted students' well-being (Jones et al., 2022). Within GVSU schools, teachers and administrators have seen these effects most prominently in the areas of social, emotional, and mental health. As one administrator explained,

“Our kids are really trying to adjust to what they've had to endure over the last several years, and socialization is a major piece of that, the social-emotional piece. And then obviously as you spoke, mental health, which is now, as we know, is a major component to what kids have to deal with and work through.” (Participant 1, 05/31/23)

First and foremost, participants noted that the pandemic impeded students' access to social-emotional learning. As one administrator described,

“I think students really struggled with how to have positive peer interactions... a lot of those skills, particularly with our younger kids who weren't able to develop those skills, our older kids who forgot how to develop those skills, and our middle school kids who don't want to develop those skills, really played a big part.” (Participant 6, 05/19/23)

As a consequence of missing out on social-emotional learning during the pandemic, students have struggled building proficiency in the five-core social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Teachers have noted that students have particularly struggled with self-management, or their ability to manage emotions, thoughts, and behaviors effectively to achieve their goals (*What Is the CASEL Framework?*, 2020). As one teacher noted,

“But behavior was a big issue, I know for lots of people, bringing these kids back in, just getting them to be in school and to communicate with each other and to communicate properly and politely so that as it gets better, we can start using all of the things that we used to do before COVID” (Participant 8, 05/31/23)

Thus, students' limited access to social and emotional learning during the pandemic has impeded growth across core social and emotional competencies, which has presented a barrier for teachers implementing learning acceleration strategies.

Second, many participants commented on the detrimental effect the pandemic has had on student mental health. For instance, one teacher commented on the marked change in their students as they returned to in-person instruction:

“So some kids have stayed virtual until this year, just emotional, crying, missing their parents, not feeling well, wanting to stay home, things like that, yeah, very worried. There's a lot of anxiousness, especially before these big assessments. I've seen that a lot.” (Participant 8, 05/31/23)

***Students lacked the stamina necessary to engage adequately in their learning.***

Participants also noted that students lacked the physical and mental stamina necessary to regularly focus and engage while at school, or even to attend school at all. Several participants stated that students were simply not used to being in school for long periods of time and struggled with working independently and following basic expectations for classroom behavior. For instance, participants commented,

“[It's] almost like a 180, going from being in school at home where you have all the comforts you can basically do as you please to come back to a structure that requires you to really be locked in to what the expectations are.” (Participant 1, 05/31/23)

“But another thing too that I've noticed that I've had to do this year a lot is smaller portions where you can only keep their attention or their interests long enough.” (Participant 8, 05/31/23)

“The wishes that I see for the students is knowing that they want to, and we want them to increase their stamina or their ability to go through with certain processes and with certain things academically that they didn't have to do during virtual learning.” (Participant 1, 05/31/23)

***Limited parent engagement impeded some students' learning progress.***

Participants also noted that a lack of parent engagement served as a barrier to student learning, and that parent support at home was crucial for improving educational outcomes.

“I wish that there was more support from parents, more emphasis on the importance of school, whether or not mom and dad can write for themselves, but they should still support the kid and remind them that it is important because who am I to tell the kid what's important? He listens to his parents.” (Participant 4, 05/31/23)

“I think, like I said, parents helping at home, that's a big barrier. The lack of support from parents to try to close that gap, not only with math facts, but just daily reading and comprehension questions or something like that. Many parents just don't want to do it with their kids.” (Participant 5, 05/25/23)

Other barriers participants identified included large differences in student competency, language barriers, and chronic absenteeism.

## Discussion and Recommendations

Findings from this report provide insight into how teachers and administrators in GVSU schools have implemented strategies for learning acceleration. The increasing importance of differentiation, establishing rapport with students, and focusing on social and emotional learning reveals that teachers have returned to best practices to accelerate student learning. However, teachers have refined these practices to meet the changing needs of students in the post-pandemic classroom. Further, teachers recognized that the social and emotional effects of the pandemic have impeded students' access to learning acceleration strategies. In particular, students' limited exposure to social-emotional learning during the pandemic has impeded development across social and emotional competencies, which has presented a barrier for teachers implementing learning acceleration strategies. Considering these findings, we recommend GVSU schools and the CSO consider the following five recommendations to support the acceleration of student learning.

### Recommendations for GVSU schools

#### **1 | Provide teachers with time to prepare and reflect on specific strategies for learning acceleration.**

A report from The New Teacher Project (TNTP) on effective strategies for learning acceleration recommends providing educators with opportunities to reflect on what students were able to accomplish during the school year, as well as onboarding teachers to any new instructional methods and curricula introduced by the school (*Unlocking Acceleration: How below Grade-Level Work Is Holding Students Back in Literacy*, 2022). The former refers to scheduled time for teachers to meet and share what progress they have seen students make, rather than focusing solely on learning deficits. For GVSU schools, this could include regular meetings among subject area and grade level teachers to discuss what students have been able to accomplish in terms of closing learning gaps.

Additionally, onboarding teachers to new instructional methods refers to ensuring teachers receive adequate training regarding any new material, curricula, or teaching methods introduced by the school. Throughout the above interviews, teachers who were introduced to new curricula stated that they appreciated professional development regarding proper use of these materials. Schools can continue supporting teachers' adoption of high-quality instructional materials by creating clear feedback channels for teachers to voice any impediments they encounter in implementation of new instructional methods.

When asked what they would change about the strategies used over the past year, interview participants most often stated that they would have appreciated more time to prepare to use strategies, especially those involving differentiation. To provide this, schools can involve teachers early on in decisions about the adoption of new instructional practices so that teachers are fully prepared to implement these practices during the school year. Additionally, GVSU schools can solicit teacher input as to how these practices should be implemented, specifically in regard to training, timing, and evaluation of efficacy.

#### **2 | Provide protected time for teachers to engage with parents.**

Teachers and administrators in the above interviews viewed parent engagement as a critical contributor to student success in closing learning gaps. Multiple organizations recognize this connection and suggest ways for schools to increase parent engagement in their child's education. Both the Learning Policy Institute and the Carnegie Corporation of New York suggest that schools provide teachers with protected

time for connecting with parents (Bergman & Mapp, 2021; Darling-Hammond et al., 2020). Additionally, results from the recent Teacher-Powered Schools (TPS) survey conducted by Basis indicate that teachers strongly desire input in school decision-making (McQueen, 2023). GVSU schools have the ready opportunity to include teachers in discussions about how to increase parent engagement and what structures are necessary in order to do so. GVSU schools can explore schedule changes for teachers that include protected time for parent and caretaker engagement. If time is not protected, teachers may view parent engagement as an add-on task rather than a regular part of their teaching schedule (Darling-Hammond et al., 2020). The Learning Policy Institute recommends the [Parent Teacher Home Visits Project](#) as an inexpensive and replicable model for parent engagement.

### **3 | Connect with local community partners to support student mental health and other student and family needs.**

As noted above, student mental health has been drastically impacted by the COVID-19 pandemic. Data from the National Center for Education Statistics (NCES) show that more than three-quarters of schools nationwide reported an increase in students exhibiting symptoms of depression, anxiety, and trauma (*Mental Health and Well-Being of Students and Staff During the Pandemic*, 2022). Additionally, participants in the above interviews regularly cited student mental health concerns as a barrier to learning acceleration. However, as noted by the Mental Health Technology Transfer Center Network (MHTTC), schools are uniquely equipped to identify early warning signs of mental health concerns in students, much more so than mental health professionals (Asby, 2020).

In this context, MHTTC provides multiple recommendations for schools seeking to support student mental health post-pandemic. These include providing training for teachers to identify community and school resources and professional development on trauma-informed teaching. In GVSU schools, this could include connecting with local community organizations centered around mental health activism for youth. Such organizations are likely to serve as a knowledge repository for local mental health services, as well as recommend resources for trauma-informed teaching. By partnering with these organizations, schools could better prepare teachers to refer students to mental health services when needed. Additionally, GVSU schools can consult with their local Intermediate School District (ISD) or Educational Service Agency (ESA) to identify the resources and training they provide on supporting student mental health.

Furthermore, GVSU schools can strengthen their engagement with students, families, and the local community by addressing additional student and family needs beyond student mental health. By connecting with local social services, community development organizations, nonprofits, and neighborhood associations, GVSU schools can create a robust network centered on connecting students and families to a wide array of services, including adult education, social services, extracurricular activities, and case management. In doing so, GVSU schools can enhance their role as change agents in their local communities and develop sustainable trust between students, families, and community stakeholders.

## **Recommendations for the GVSU CSO**

### **4 | Provide professional development opportunities to address barriers to learning acceleration.**

Participants in the above interviews cited several barriers to learning acceleration, including student misbehavior, a lack of student stamina, student mental health struggles, and limited parent engagement. The CSO can assist schools in overcoming these barriers by providing professional development on these topics, as well as on methods for differentiation. Further, results from the TPS survey have shown that teachers are interested in more professional development on classroom management and supporting student mental health (McQueen, 2023). By exploring these professional development options, the CSO would not only help schools overcome barriers to learning acceleration but would also be proactively responding to teachers' requests for more training.

### **5 | Support schools in pursuing school-based mental health grants and community engagement.**

As GVSU schools explore community resources for connecting students to mental health services, the CSO has the opportunity to pursue school-based mental health grants to fund such endeavors. The Michigan state school aid budget recently appropriated \$328.0M in funding over two fiscal years for school districts to pursue activities for improving student mental health and safety (Senate Bill 0173, 2023). Under this bill, allowable expenditures include but are not limited to hiring additional support staff for student mental health needs, purchasing mental health screening tools, and providing school-based mental health personnel access to consultation with behavioral health clinicians. By reviewing and applying for this funding, the CSO can further fund high-quality access to mental health services for its charter schools. Additionally, by using grant funds to hire additional support staff, the CSO would be directly responding to teachers' input from the above interviews as several participants noted that the hiring of additional support staff was a positive intervention for accelerating student learning.

In addition to state-funded grants, the U.S. Department of Education offers two grants for local education agencies (LEAs) to improve school-based mental health resources. First, the [School-Based Mental Health Services Grant Program](#) provides funding to increase the number of school-based mental health professionals for LEAs. Second, the [Mental Health Service Professional Demonstration Grant Program](#) provides funding to support the training of school-based mental health professionals for LEAs. The CSO can review these grant timelines and support schools in pursuing these opportunities. In doing so, the CSO will support schools as they seek to increase school-based mental health supports.

Finally, just as GVSU schools can strengthen their community engagement by addressing a wide array of student and family needs, the CSO can grow in its role as a charter school authorizer by supporting and organizing its schools as they access local resources. The CSO can provide professional development and training for school leaders on effective collaboration with extra-educational organizations, thereby ensuring high-quality engagement with community stakeholders. Additionally, the CSO can investigate networking best practices within its charter schools and distribute its findings within its network. By implementing these supports, the CSO would ensure that school leaders and staff are well-prepared to collaborate with mental health professionals, neighborhood associations, nonprofits, and other community stakeholders.

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## Appendix A: Methods

**Sample.** Basis researchers interviewed nine participants across three GVSU schools. The participant sample consisted of six teachers, two administrators, and one subject area coach. Basis researchers identified select schools and grade levels with NWEA MAP math and reading results from 2021-22 that were above (a) the network average from the pre-pandemic period and (b) NWEA nationally normed fall to spring RIT goals. The network average is limited to eight GVSU schools who (a) administered the NWEA MAP in fall 2021 and spring 2022 and (b) had more than 10 students tested per grade level. Specifically, we looked at the change in math and reading RIT score from fall 2021 to spring 2022. We then determined a cut-point falling outside the 95 percent confidence interval of average RIT change network wide in the pre-pandemic (fall 2018 to spring 2019) period.

**Analytic Strategy.** Basis researchers used a semi-structured interview instrument to collect qualitative data, using open-ended questions which explored the perceptions and experiences of participants. Basis researchers used a standard content analysis to systematically analyze interview transcripts. Two transcripts were chosen at random and analyzed to draw out common themes and develop a coding rubric. After the first round of analysis, two additional transcripts were chosen at random and coded using the first rubric; this rubric was then revised to include salient themes and omit insignificant themes. This process was repeated until all transcripts had been coded and a final coding rubric was developed. The final coding rubric is included in Appendix B.

## Appendix B: Results of Open Coding

Organizational Category	Theme	Count	Percent of Organizational Category
Interventions for Accelerating Student Learning	Total	55	100%
	Differentiation (e.g. centers, scaffolding, etc.)	12	22%
	Back to best practices	10	18%
	Additional staffing	5	9%
	Focus on student SEL and mental health	5	9%
	Engagement with parents	4	7%
	Prioritization of important topics	4	7%
	Establishing rapport	4	7%
	Mixing students of different competency levels	3	5%
	Afterschool programming	2	4%
	Increased use of technology (e.g. Amira)	2	4%
	Assessing student data	2	4%
	Keeping expectations high	1	2%
	Teaching learning strategies	1	2%
Perceptions of Intervention Efficacy	Total	11	100%
	Strategies are effective	7	64%
	Mixed	4	36%
Opinions of Interventions	Total	2	100%
	Opinion has improved	1	50%
	Opinion has stayed the same	1	50%
Training and Support	Total	26	100%
	Professional Development - Social-Emotional Learning	8	31%
	Lack of training/support for staff	5	19%
	One-on-one meetings between administration and teachers	3	12%
	Professional Development - Differentiation	3	12%
	Administrator engagement	3	12%
	Professional Development - New Curriculum	2	8%
	Support for classroom management	1	4%
Staff mental health support	1	4%	
Opinions of Training and Support	Total	5	100%
	Positive opinion of training and support	5	100%

Barriers to Accelerating Student Learning	Total	45	100%
	Student behavior (lack of SEL and social skills)	19	42%
	Lack of student stamina	8	18%
	Lack of parent engagement	5	11%
	Large differences in student competency	4	9%
	Language barrier	3	7%
	Chronic absenteeism	2	4%
	Lack of prior knowledge	2	4%
Strategies for Addressing Barriers to Accelerating Student Learning	Total	10	100%
	Balancing tech with non-tech learning	4	40%
	Addressing student social-emotional and mental health needs	2	20%
	Parent engagement	2	20%
	Explaining school norms	2	20%
Outcomes	Total	10	100%
	Students showing leadership and initiative	4	40%
	Students have gained confidence	2	20%
	Students respond well to differentiation	2	20%
	Students respond well to technology	1	10%
Changes	Total	25	100%
	More time to prepare to implement interventions	5	20%
	More communication between subject areas and grades	3	12%
	More support staff	3	12%
	Admins need more realistic expectations of teachers	2	8%
	More parent involvement	2	8%
	More PD around student behavior and SEL	2	8%
	More training on differentiation	2	8%
	More data on school climate and culture	1	4%
	More classroom resources	1	4%
	Increased time on task	1	4%
	Higher expectations	1	4%
	More hands-on training	1	4%
More support for staff mental health and SEL	1	4%	