

Accelerated Learning in Practice

Promising Practices from the SUNY Charter Schools' 2021-22 School Visit Season

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DEFINITION

A note on terminology

Interrupted learning, unfinished learning, and learning loss all generally refer to the negative impact of COVID-19 school closures on student academic proficiency. Educators refer to the actions intended to address the negative impact as remediation, spiraled learning, accelerated learning, and “just-in-time” instruction. As shared in The New Teacher Project’s April 2020 Learning Acceleration Guide, some terms connote a remediation mindset that slows academic progress, while other terms emphasize all students can access grade-level content, if delivered thoughtfully.¹

Many schools are strategically framing exacerbated learning gaps with specific language that matches their plans to address them. In this paper we use the terms “interrupted instruction” and “unfinished instruction.” Rather than slowing down, remediating, or lowering academic rigor, “interrupted instruction” and “unfinished instruction” emphasize accelerating grade level content to account for missed instruction and support student learning.

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INTRODUCTION

The State University of New York Board of Trustees (“SUNY Trustees”) is one of two statewide chartering entities, or “authorizers,” in New York State along with the Board of Regents. The SUNY Trustees are the largest charter school authorizer in New York State and the largest university based authorizer in the country. With over 200 charter schools in New York, the SUNY Charter Schools Institute (the “Institute”), which is charged with assisting the SUNY Trustees with carrying out its responsibilities under New York State charter law, is uniquely positioned to observe teaching and learning practices at scale. Before the onset of the COVID-19 pandemic, the SUNY Trustees’ portfolio demonstrated high performance on state tests with 91% of SUNY authorized charters outperforming their local district in mathematics, and 88% outperforming their districts in reading and writing.

The Institute conducts renewal visits as part of the charter contract renewal process. In 2021-22, after conducting a year of virtual visits, the Institute returned to in-person renewal visits for 32 charter schools across Buffalo, Ithaca, and New York City. As part of each charter’s renewal process, the Institute team reviews a detailed Application for Charter Renewal, and, during the site visit, interviews various stakeholders, observes teaching and learning, and reviews various documents. The Institute visit team focused questions and reviews on exploring how charters changed their practices to close learning gaps caused by COVID-19. The practices highlighted in this report include strategies and actions many SUNY authorized charter schools implemented to close learning gaps that existed prior to, and were exacerbated by, COVID-19. These are common, effective practices, including the use of real time data and targeted interventions, that charters used during the 2021-22 school year to accelerate learning and mitigate the effects of unfinished instruction.

Assessment results from the 2021-22 school year confirm what earlier data indicated: on average students are three months behind in reading and four months behind in mathematics, and the gap is exacerbated among at-risk populations. Students of color from low-income backgrounds are more likely to be six months further behind compared to results prior to March 2020. ⁱ Armed with results from assessments administered in spring 2022, teachers and instructional leaders will spend weeks analyzing data and creating accelerated learning plans for the 2022-23 school year. Many charter school leaders have already implemented innovative strategies to accelerate learning such as those outlined in the CREDO survey data report released on February 15, 2022. ⁱⁱⁱ However, the question of which specific strategies executed during the pandemic successfully accelerated learning remains unanswered.

After nearly two years of remote and hybrid learning in charter schools, educators now have answers to questions that shook our foundation of education early in the pandemic: yes, interrupted learning has exacerbated the achievement gap; yes, we can deploy thousands of meals and laptops to students; and, yes, we can use communication software to remain in constant contact with students’ parents and families. Yet one critical question remains: **what specific strategies executed during the pandemic successfully accelerated learning?** Here, we share four exciting and promising strategies observed from more than fifty on-site school visits from Fall 2021 to Spring 2022. We do not suggest that these strategies are guaranteed solutions, nor that these trends are representative of all charter schools. We also recognize that district schools are implementing many new and promising strategies. We share these strategies as resources for instructional leaders, charter authorizers, program evaluators, and others interested in exploring pedagogical and planning strategies to support accelerated learning in upcoming school years. We hope these strategies affirm and inspire the work to address unfinished learning and encourage reflection on the drawbacks and strengths of different strategies.

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**Strategy 1 -
Leveraging Adaptive
Learning Technology**

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**Strategy 4 -
Family Communication
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STRATEGY 1 LEVERAGING ADAPTIVE LEARNING TECHNOLOGY

Charter schools with comprehensive accelerated learning plans have seamlessly incorporated the use of responsive software into in-person learning models.

Responsive learning programs determine students' strengths and areas of need to provide tailored learning activities embedded in engaging content. Responsive learning platforms provide detailed data on student performance and understanding to support instruction. They do not replace the teacher; rather, they expand teacher capacity to complete the most important part of teaching: to strategically plan, differentiate, and deliver grade-level content.

With the support of learning software, teachers don't need to focus on developing, grading, and organizing assessment results. Alternatively, the technology allows educators to diagnose students' strengths and areas of need through standards-aligned and nationally normed diagnostic assessments. Data is immediately available to teachers and students alike. Teachers can begin their lesson planning by analyzing student assessment results and implementing pedagogical strategies such as student grouping, questioning techniques, and checking for understanding that support students in accessing rigorous content. Instead of removing struggling students from the classroom or decreasing the rigor of the lesson, teachers can leverage technology to give targeted support to each student just in time, and right before grade level content is introduced.

OBSERVATIONS OF TECHNOLOGY INTEGRATION AT LION CHARTER SCHOOL

Leaders in Our Neighborhood Charter School ("LION") was infusing technology into instruction pre-COVID-19. LION adapted throughout the 2020-21 and 2021-22 school years to accelerate learning and collect additional data points on student growth.

LION teachers use smartboards and Chromebooks to supplement content delivery and integrated co-teaching ("ICT") instruction. Students answer a question strategically designed to provide teachers with data on student understanding prior to introducing new material. As a result, teachers plan differentiated supports for students to better ensure their success in accessing grade level content. Teachers use responsive software programs like IXL, Lexia Core5, or PowerUp during small group instruction for independent practice, so advanced students can work through questions at their own pace while the intervention teacher works closely with specific students to differentiate the material and address misconceptions. Even during small group instruction, there is a teacher tasked with supporting students on the digital platforms to ensure the quality of practice remains high. LION also uses eDoctrina to map progress and track standards-aligned assessments to uncover trends in student performance. Across the school, the ICT model is robust, and the Institute team observed technology integrated into parallel teaching, alternative "What I Need" or "WIN" intervention blocks implemented for all students, and small group or 1-1 intervention. Teachers selected student cohorts for each of these interventions based on assessment data.

At LION, and other charters, we observed instances where the instructor collected data on student performance in the moment, provided feedback before the learning task was complete, shifted the intellectual work back onto students, and provided targeted small group support. By using responsive technology to close gaps just ahead of grade level instruction, teachers engaged students in rigorous lessons that required students to evaluate, analyze, apply and transfer their thinking. With responsive learning software, teachers started lessons closer to the finish line.

POTENTIAL PITFALLS

Despite its promises, responsive learning technology is not a panacea to the challenge of returning all students to grade-level. Schools must carefully research and choose the appropriate programs for their students' needs. Since the industry is so new there are many programs available that are not vetted or accredited, despite colorful marketing and attractive prices. Some schools reactively implement various strategies to collect and respond to real-time data from a diverse patchwork of tools. Others focus on implementing just 1-2 programs well, school-wide.

AT A GLANCE: ADAPTIVE LEARNING TECHNOLOGY



Adaptive learning technology can...

- » Diagnose student academic proficiency against nationally normed standards with precision
- » Provide teachers and students with results and trends immediately
- » Suggest intervention activities and student groupings to differentiate instruction
- » Increase teacher capacity to strategically plan lessons that focus on grade level content



Adaptive learning technology can't...

- » Replace professional development that supports pedagogical skill development and high quality instruction
- » Substitute a strong education program with strategic goals and vision
- » Succeed without careful curricular planning
- » Close all achievement gaps
- » Resolve teacher burnout, turnover, and shortages



STRATEGY 2

ENGAGING AND FLEXIBLE CURRICULA

Many charter schools reflected on the effectiveness of curricula and adopted new curricular programs and materials to better meet student and teacher needs.

The best curricula are engaging, culturally relevant, standards-aligned, and responsive to the needs of teachers and students. As charters shifted to online learning in March 2020, teachers and leaders realized traditional curricula didn't translate to an online or hybrid environment. Among other challenges, stale content contributed to low student engagement, low attendance, and provided few opportunities to differentiate instruction. The pandemic provided an opportunity for many schools to ensure their curricula were culturally relevant, responsive, and adaptive to new hybrid models of teaching.

Many charters urgently review their curricular materials, and revise or purchase engaging materials that integrate with online resources and assessments. New materials and assessment results from responsive learning software allow teachers to deliver individualized support and re-teach skills with precision. School leaders also modified guidance documents, such as scope and sequence or unit plan documents, to guide teachers on what to teach, and how to use time to effectively diagnose student misunderstanding.

OBSERVATIONS ON SUPPORTING CURRICULAR CHANGES AT CONEY ISLAND PREP AND KIPP NYC

Coney Island Prep built days into the pacing calendar for reteaching specific standards following each assessment. Teachers will also use “flex time” to preview relevant content in advance of a new unit. During the flex days, teachers provide a targeted intervention based on the assessment data then offer a reassessment opportunity within each module so students have another chance to master the high leverage standard.

The math program at KIPP NYC provides pacing guides and professional development on how to use the pacing guides to all math teachers at the beginning of each school year. Beginning in Fall 2021, the pacing calendar network leaders incorporated more frequent (but not longer) math assessments to allow for systematic checks of student performance on key standards, assisted by responsive learning software. Bi-monthly flex days provided teachers the opportunity to teach prerequisite skills “just-in-time” for grade-level lessons.

POTENTIAL PITFALLS

Adopting new curricula alone does not accelerate learning without careful consideration and planning. The Institute's most successful schools support teachers with documents that provide guidance on what to teach and when to teach it, often referred to as unit plans, scope and sequence documents, or pacing calendars.

In the 2021-22 school year, the Institute observed a trend begin to emerge in charters' internal planning and support documents: the purposeful inclusion of "flex days" at regular intervals. Flex days, or days without a specific lesson objective or standard planned, allow teachers to plan tailored lessons based on student performance. In some educational programs, this time is intended to look forward at the prerequisite skills students would need for upcoming, grade level lessons, and to prepare them with the background skills and knowledge required to succeed. Instead of looking backward at what content students didn't master and reteaching and remediating, ultimately decreasing the total grade level content to which students were exposed to, this strategy urgently emphasizes moving student performance closer to grade level expectations.

If implemented with support and guidance, curricular programs are a source of stability in educational programs. In the last two years, the Institute observed schools adopt new curricular programs with varying degrees of success. When schools implemented new curricula without the input of teaching staff, careful research, and purposeful rollout, teachers delivered new curricula with low levels of fidelity. During years of interrupted schooling, and frequent shifts between remote and in-person instruction, schools with consistent curricula created reliable learning environments for students, and focused teacher capacity on instruction and differentiation.

AT A GLANCE: CURRICULAR SHIFTS



Curricular shifts can...

- » Support a school in responding to changing academic needs
- » Provide plans for scaffolded content based assessment data
- » Decrease time teachers spend building lessons
- » Integrate standards based instruction with engaging, culturally relevant content



Curricular shifts can't...

- » Succeed without strategic vision from school leadership, and professional development in curricular implementation
- » Replace professional development that supports pedagogical skill development
- » Replace differentiated direct instruction
- » Guarantee student engagement and participation

STRATEGY 3

SOCIAL EMOTIONAL LEARNING PROGRAMS

School culture and student well-being go hand in hand with academic success and achievement.

Research findings on the impact of trauma on students' social, emotional, and cognitive development have led to more Social Emotional Learning ("SEL") programs in schools. ^{iv} ^v In response to isolation and interrupted learning time exacerbated by the pandemic, many schools have expanded their SEL programs to develop them as correlates of student academic learning and success. For educators in those schools, SEL goes hand in hand with academic success in that it is an additional pathway for supporting students' academic progress through positive, community building practices that build students' confidence.

Reviews of Applications for Charter Renewal and information collected from staff interviews during Institute visits to charters in the Fall 2021 and Spring 2022 indicated that schools implement a variety of SEL curricular programming to support youth development and facilitate strong academic outcomes for students. Strategies range from developing and formulating culturally responsive pedagogies to helping students build self-management skills such as problem-solving, decision making, and conflict resolution. Strategies also included opportunities for students to take more active roles in their own learning during classroom discussions and activities. SEL programs center around stronger and more positive relationships among students, teachers, and families, while also emphasizing equitable and trusting learning environments that decrease emphasis on removing students from the classroom. SEL allows leaders and teachers to gather data about student needs and challenges in several contexts including the school or classroom environments in which students learn, the communities in which students live, and the materials which students encounter.

FROM OUR COLLEAGUE ON ENGRAINED SOCIAL AND EMOTIONAL WELL-BEING AT BROOKLYN EMERGING LEADERS ACADEMY CHARTER SCHOOL

"At Brooklyn Emerging Leaders Academy Charter School, Institute staff observed a serious focus on encouraging students to achieve academic goals through positivity and strong sense of community among staff and students. For example, as students were preparing to take their interim exams, staff members and students gathered to ramp each other up to give their absolute best on those tests. The entire school community focused on the well-being of students in the context of feeling good and being well prepared academically and emotionally for the assessments. The feeling of togetherness and community was evident in how the whole school focused on this upcoming academic milestone. It was clear that at Brooklyn Emerging Leaders, the commitment to community and academic achievement go hand in hand."

POTENTIAL PITFALLS

While SEL programming for students is becoming more of a focus in schools, the same is not always the case for adult SEL programming. Adults' own social and emotional awareness is crucial to building the expertise and skills of teachers to lead social and emotional learning programs for students. Effective adult SEL practices for dealing with stress, overwhelming emotions, and difficult workplace situations support more positive outcomes for students.

AT A GLANCE: SOCIAL EMOTIONAL CURRICULA



SEL Curriculum can...

- » Lead to more responsive classrooms and engaged learning
- » Facilitate more opportunities for students to take on academic risks and challenges
- » Encourage students to take ownership of their own learning
- » Build a sense of community and trust among students, families and teachers
- » Contribute to strong, safe school culture
- » Prevent challenging behaviors before they happen



SEL Curriculum can't...

- » Succeed without strategic vision from school leadership, and professional development in curricular implementation
- » Excuse lower academic expectations
- » Replace instructional minutes



STRATEGY 4

FAMILY COMMUNICATION AND ENGAGEMENT

School wide systems for communicating with parents and families are strong models of family engagement.

New systems for communicating with parents during and in response to the pandemic help support student academic success. The physical barriers caused by the pandemic decreased the quality of parent communication and family engagement. While schools have always communicated with parents, new systems for communicating with families have also expanded to include feedback from parents about programming and programmatic changes, a practice which underscored the value of collaborative partnerships with parents.

The Institute's review of the charter renewal applications indicated not only increased frequency in communication between schools and families but also more diverse modes of communication. School wide systems for communicating with caregivers included communication between teachers and families as well as leaders and families using multiple technological platforms. While the types of communications range from real-time touchpoints between teachers and individual parents to monthly newsletters from leaders to families, documents and interviews showed an increased variety in what was being communicated to families: parents received notices about behavior, attendance, academics, SEL competencies, schoolwide activities, and changes to curricular programming or schedules.

The increased school-family communications because of technology also led to increases in parent engagement. By communicating with parents as collaborators and partners, schools had more opportunities for understanding and responding to student needs. Some of the strategies and software platforms used include Class Dojo, weekly virtual "Parent Town Halls", and ParentSquare.

OBSERVATIONS ON FAMILY ENGAGEMENT AND PARTNERSHIP AT DREAM CHARTER SCHOOLS

DREAM Charter Schools, a small network of three charters located in East Harlem, Mott Haven, and Hunters Point, has always dedicated resources to a robust family engagement experience since its early years of existence. COVID-19 presented challenges in the form of family communication and interactions, but the Family Engagement Team found multiple ways to engage and interact with families and caregivers. Each site has a Family Engagement Manager, and the network-wide family engagement leader supports work at each site. One priority for the upcoming school year is an expansion of family workshops. Pre-COVID-19, DREAM Charter Schools held many workshops to support families with financial literacy, legal support, and academics. As the charters expect to return to more in person events for the 2022-23 school year, the Family Engagement Team is working with leadership to develop more topics of discussion that address unfinished learning as a result of COVID-19. Each DREAM site also has a Family Action Council, and each council is working to design programming that facilitates discussions across family members and caregivers to support students at home.

POTENTIAL PITFALLS

Now that we are back to in-person learning, schools will need to maintain and continue the quality of parent engagement that we saw during the pandemic, and devote resources to this effort.

AT A GLANCE: PARENT COMMUNICATION AND FAMILY ENGAGEMENT



Family Engagement can...

- » Promote meaningful communication between families and educators
- » Build trust between families and educators
- » Support parents' advocacy efforts, including food and housing security
- » Support learning at home



Family Engagement can't...

- » Replace learning in schools
- » Be measured by events and attendance only



MOVING FORWARD

It seems certain that educational programming has been permanently altered by the COVID-19 pandemic. While the Institute does not have immediate solutions, we are eager to see how schools address professional development, strategic planning, and teacher support, as well as maintain the changes to educational programming already underway. Moving forward, the following three areas will be critical for success as schools begin to transition to an education world permanently changed by COVID-19.

Professional Development for teacher competencies and pedagogical skills in a technology-rich learning environment.

Early in the pandemic, most professional development was focused on supporting teachers in navigating technology platforms such as Zoom and Google classroom, planning and revising lessons for remote learning, and implementing new curricular materials. Technology-assisted assessments and curricula have proven their value to such an extent that many schools are poised to permanently integrate them into their educational programs. As a result, instructional staff need support in developing and modifying their pedagogical practice to include rigorous and varied learning tasks in the classroom. The speed and convenience of technology-assisted curricula and assessment cannot replace engaging, rigorous learning tasks. Succumbing to the convenience of responsive learning software risks perpetuating remediation and isolated learning despite being in-person. We urge instructional leadership to modify professional development plans to support teachers, with the assistance, not reliance of technology, in checking for understanding and delivering higher-order thinking tasks that support students in engaging in student-to-student interaction and debate.

Strategic planning and vision setting for the adoption and integration of technology, new curricula, social-emotional programs, and other initiatives to address unfinished learning.

To quickly address student and teacher needs and adapt to remote and hybrid learning, as well as address learning loss, many charters adopted numerous changes, tools, and strategies. In many cases, such changes were reactive rather than proactive strategies supported by a strong

vision, needs assessment, and systems to ensure success. Often Institute staff members would ask teachers, board members and school leaders “Why did you decide to make that change?”, “What goal are you working toward?”, or “How are you measuring progress towards that goal?” and we received honest and vulnerable replies that these elements hadn’t been considered. Moving forward, we encourage school leadership and staff to complete a needs assessment that determines the educational program’s greatest area(s) of need, set a vision of success and goals aligned with that vision, and build tools that support implementation, evaluate progress, and collect feedback.

A concrete vision supports the redistribution of financial resources as needed. We would be remiss if we didn’t mention relief funding the federal government injected into the nation’s K-12 education programs through the Coronavirus Aid, Relief and Economic Security (“CARES”) Act, Elementary and Secondary Education Relief (“ESSER” Act), and the American Rescue Plan (“ARP”) Act. These federal programs provided much-needed stimulus funding to purchase technology, expand school lunch programs, renovate school buildings to support environmental health, and hire additional support for academic and social-emotional learning. Schools have until 2024 to spend down funds. It is unclear if unfinished learning can be entirely replaced within two school years, and the additional services schools subsidized with federal funds will likely be needed beyond September 2024. Beyond that time, technology purchases will still need maintenance, software subscriptions will need to be paid, and additional school hires will also need to be paid. To avoid the fiscal “cliff,” schools should plan budgets that will allow for the continuation of services beyond September 2024, and also align with the overall strategic plan to support accelerated learning.

Supporting teachers throughout the pandemic, and after

Strategic planning and professional development are inadequate without the backbone of any school: teachers. In a recent National Education Association poll, more than 90 percent of teachers report burnout, and more than half report that they plan to leave the profession earlier than planned. On nearly every school visit in the 2021-22 school year, Institute staff heard of staff vacancies and challenges

hiring and retaining staff. Students experienced interrupted learning through shifting learning environments, school closures, and frequent changes in teachers.

Nevertheless, some schools were able to retain most of their teaching staff throughout the pandemic and remain fully staffed throughout the school year. Why did certain teachers stay? Answers varied, but the most common theme that arose in our interviews was leaders didn't shy away from the insight, expertise, and feedback that teachers had to offer, even if it was delivered from tired and frustrated teachers. These schools set up systems, such as regular surveys and committees, to collect teacher feedback and incorporate it into the educational program. Teachers

felt that they had a voice, and contributed to the work and instructional environment they worked in. At these schools, despite hardships and other interruptions, leaders remained committed to the observation and feedback of staff to support their pedagogical development. Observation and feedback weren't punitive but rather signaled the school's relentless commitment to supporting staff so that they could feel successful, and, of course, deliver effective, rigorous instruction to all students.



QUESTIONS FOR REFLECTION AND PLANNING

After two years of instruction during the COVID-19 pandemic, schools have adapted instruction and wrap-around services to match the needs, academic and otherwise, of students. As fall 2022 marks the first release of assessment results since the beginning of the pandemic, there is not sufficient information to make any conclusions about which strategies to accelerate learning are most successful. That said, the Institute has shared here a set of promising strategies for schools hoping to accelerate learning. For those interested in developing strategies to accelerate learning for the 2022-23 school year and beyond, we share questions for reflection and planning.



QUESTIONS FOR SCHOOL AUTHORIZERS:

It is unclear how long it will take for schools to make up unfinished instruction due to school interruptions because of COVID-19. Rather than looking for how proficient students are, consider:

- » *How much growth has the school demonstrated over the last two years despite interrupted instruction?*
- » *What is the school's long-term accelerated learning plan? How are they redistributing resources to address student needs?*
- » *How is the school incorporating technology-assisted programming and assessment into the accelerated learning plan?*
- » *What modifications were made to the school's curricula over the last 2 years? Why were these changes made, and what is the impact?*
- » *How is the school modifying its parent communication and engagement to accommodate remote and hybrid learning?*
- » *How is the school modifying its parent communication and engagement to build partnerships with parents and families?*
- » *Is the school implementing a social-emotional curriculum for students and adults alike?*
- » *How is the school supporting teachers through professional development? How does the school provide professional development beyond learning to navigate technology?*



QUESTIONS FOR SCHOOL LEADERS:

- » *What are the trends in student performance over the last two years? What schoolwide initiatives are in place to accelerate learning? How will you measure the impact?*
- » *In your school, what does it look like to have successful, fully integrated technology-assisted education? How is technology lifting the rigor of your classrooms? How have you supported teachers in integrating technology with fidelity?*

- » *Are the curricula engaging and relevant? Can they provide consistency in the educational program whether the instruction is in-person, hybrid or remote? How are leaders supporting teachers in knowing what grade-level content to teach, how to differentiate content, and when to teach it?*
- » *How are leaders modifying family communication and engagement to ensure student participation and engagement in the accelerated learning program? What systems are in place to consistently communicate with families and include them as partners in planning?*
- » *Are we addressing the social and emotional needs of our students in a manner that supports their academic success? How are we measuring the impact?*

ABOUT THE SUNY TRUSTEES AS AN AUTHORIZER

Since 1999, when the SUNY Trustees were named a charter school authorizer with the passage of New York's Charter Schools Act, SUNY's authorizing policies and practices have followed the guiding principles of the Act: to establish schools that operate in an academically, fiscally, and legally sound manner and provide outstanding educational opportunities for all students, especially those at risk of academic failure. Overseeing schools in a way that respects the autonomy for accountability bargain has also always been a priority for SUNY including a commitment to close schools that fail to live up to their promises.

The SUNY Trustees' authorizing practices and the SUNY Charter Schools Institute's work to implement them on a daily basis have been recognized on numerous occasions. The Institute received the "Award for Excellence in Improving Authorizer Practice" from the National Association of Charter School Authorizers ("NACSA"), in recognition of the "best application process" for creating new charter schools. NACSA also awarded SUNY planning and implementation grants to support its work relating to the replication of high quality charter schools. The CfBT Education Trust and the World Bank featured SUNY's authorizing practices, including the school approval process, the strategies for continual oversight and the criteria which a school must meet to earn charter renewal, in an online toolkit promoting public and private partnerships to support quality education.

SUNY policies and practices consistently yield positive results for students in New York State. A January 2010 study done by the Center for Research on Educational Outcomes (CREDO) at Stanford University showed that SUNY authorized charter schools in New York City yield greater gains in student achievement than both their charter school and traditional, non-charter school peers. In addition, 91% of SUNY-authorized charter schools outperformed their district of location in mathematics on the 2018-19 New York State assessments and 88% outperformed in ELA. These results are a testament to SUNY's diligence in the new school application process, its high standards during renewal, and a commitment to upholding the accountability end of the charter school bargain and closing schools that have not met the standards they agreed to.

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