

## How can accelerated learning models support students with unfinished learning?

During the school year, many students miss learning opportunities or struggle to master concepts and skills. Accelerated learning is an intervention strategy that provides students with extra time and support to address unfinished learning. This can be done in a variety of ways – through one-on-one or small-group tutoring, summer learning experiences or acceleration academies offered during the school year.

The information in this document was developed to provide flexible, evidence-based guidance for districts to consider as they develop and implement strategies to address unfinished learning.

### THINGS TO CONSIDER

Accelerated learning does *not* mean speeding up or compressing content. Instead, accelerated learning [focuses on embedding instruction and support for concepts and skills that have not yet been mastered](#) during grade-level learning. Through use of expanded learning time, teachers integrate new concepts and skills and weave in the prior knowledge needed to master them.

Expanded learning can take place before or after school, while on school breaks or during the summer. Instruction during any of these periods can be effective if it is carried out by certified teachers with curriculum that is both individualized and aligned with content in the regular school day.

The most effective accelerated learning opportunities are targeted and individualized for small groups of students. The most effective curricula for expanded learning will be aligned

with content from the regular school day and include lesson plans with options to individualize instruction. These approaches enable teachers to tailor instruction to students who struggle to master content, those who are high achieving and everyone in between.

Implementing a school-wide strategy and schedule for tutoring that ensures all students have extra time built into their school day and that does not interfere with grade-level core instruction has proven to be an [effective strategy](#) for addressing unfinished learning.

Accelerated learning tutoring programs have been found to be [effective at all grade levels, kindergarten-12th grade](#), if delivered in high doses several times a week and for an extended period of time (e.g., 30-minute sessions three times a week over 10 consecutive weeks).

## KEY INSIGHTS

- Use ongoing formative assessment to drive instruction for individual students or small groups with common needs.
- Ensure students remain with their peers in core subjects to build academic knowledge and vocabulary and boost comprehension.
- For learning on grade level, start with high-quality curriculum aligned to the Oklahoma Academic Standards and pull content from prior grades to support unfinished learning.
- Prioritize the most essential prerequisite concepts and skills needed for current and upcoming grade-level content.

## SEE ALSO

- [How can schools plan for effective summer learning experiences?](#)
- [How can summer enrichment experiences support student learning, well-being and success?](#)
- [How can social and emotional learning and mental health supports be incorporated into summer learning?](#)

Formative classroom assessments and diagnostic tools provide essential information to guide instruction for accelerated learning. Combining them with frequent monitoring of student needs and progress sets a strong foundation for success.

### ATTENDING TO EQUITY

Prioritize vulnerable students – those with poor attendance during the school year, those socially or emotionally at risk and in need of connections with peers, and those with gaps in meeting promotion benchmarks or attaining high school credit.

Provide regular, targeted support for specific students, especially students receiving English learner supports, [students with disabilities](#) and students experiencing homelessness.

Rather than focusing solely on remediating learning gaps from the prior year, consider providing summer learning activities aligned to upcoming grade-level standards to position students for success the following year.

### RECOMMENDED ACTION STEPS

- To plan for accelerating learning, review the “Standards and Pacing” sections of the Oklahoma State Department of Education’s [Return to Learn Instructional Guidance](#) for resources, suggestions and strategies for identifying essential skills and content in various grade levels and disciplines.
- Read about the [Louisiana Accelerate Tutoring Program](#) and consult their guidance and free instructional resources.
- If using non-certified instructors for tutoring or other extended learning opportunities, consider providing training on the curriculum they will use, instructional approaches for the content they will teach, and how to manage the classroom, differentiate instruction and teach in culturally responsive ways. With non-certified or inexperienced instructors, it is always recommended that certified or experienced teachers serve as mentors. Review the Education Trust brief on [Targeted Intensive Tutoring](#) for further guidance.
- Consider partnering with community-based organizations offering summer learning opportunities. In summer learning partnerships, ensure content learning experiences are seamlessly connected with on-grade-level curriculum. Certified teachers at the district level working in these programs could serve as instructors or mentors and provide training for the community-based organization’s staff.