

K-12 Leadership Guide:

8 Educational Priorities for 2022

- *ESSER-Aligned*
- *Evidence-Based*
- *Equity-Focused*



“

We've been talking about education reform for the past fifty years, and all of a sudden coronavirus comes along and says, 'hey, you don't have a choice now.'

Michael R. McCormick

Superintendent, Val Verde Unified School District, CA

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Introduction

We cannot lose this momentum.

As we know all too well, the seismic disruptions caused by this pandemic are accompanied by a chance to restructure our K-12 system to be even more worthy of the students and communities it serves.

Our system has long been imperfect and resistant to change. But the crisis context has allowed us the flexibility to explore new options and innovations in education—many of which are promising enough to take a permanent place in the system.

There is no going back to normal. State, district, and community leaders have to look back at the last couple of years and ask: **What's working, and what needs work?**

Since 2020, Paper has talked to over 100 educators and leaders nationwide about their challenges, strategies, and dreams for a better future for K-12. Examples from the field are compiled in this ebook alongside research and official guidance that speak to ideas of equity, community, and fiscal responsibility.

Together, these form **eight educational priorities for 2022**—each being ESSER-aligned, evidence-based, and equity-focused.

In support and admiration of your efforts,

Philip A. Cutler
Chief Executive Officer Paper
phil@paper.co | [@pacutler](https://twitter.com/pacutler)

Note: This ebook wouldn't have been possible without the educational leaders and partners that participated in Paper's interview series, panel discussions, and webinars over the past year—leaders whose work we are committed to supporting.

At a glance

Educational priorities for recovery and success in 2022:

1 Evidence-based learning acceleration

2 Digital infrastructure

3 Data and diagnostic systems

4 Whole-child and family supports

5 Reconfigured learning

6 Educator support




7 Inclusive practices

8 Real-world preparation

Aligned with:

- ✓ ESSER I, II, III allowable uses
- ✓ Evidence-based interventions
- ✓ Equity-first approaches

And informed by:

-  Data and research insights
-  State and federal guidance
-  Examples from the field

1

Evidence-based learning acceleration

Distance and hybrid learning hasn't worked well for many students, and some have completely disengaged from school. Experts have struggled to gauge exactly how much learning time will need to be made up this year, but it could be up to nine months on average, and even a full year in the case of historically underserved students of color.^[1]

Researchers have identified key strategies that are most promising to this end: extended learning time, high-dosage tutoring (HDT), and strong relationships.

→ Provide extended learning time



Extended learning time, including high-quality summer and after-school programming, internships, and project-based learning, will continue to promote positive student outcomes this school year, specifically for high-needs students. Such opportunities need to be aligned to specific learning goals and meaningfully connect to students' lives outside of school.^[2]

→ Implement high-dosage tutoring



Research consensus is that [HDT](#) programs have transformative potential for personalizing and accelerating learning, especially when designed to meet [evidence-based criteria](#) for hiring, scheduling, group size, and more.^{[3][4]}



What if we used this moment to make tutoring a permanent part of the public school landscape?


— Dr. Matthew A. Kraft
Associate Professor of
Education and Economics at
Brown University


^[1] Emma Dorn et al. *COVID-19 and Learning Loss — Disparities Grow and Students Need Help*: December 2020

^[2] Learning Policy Institute. *Restarting and Reinventing School Report: Executive Summary*: 2020


^[3] Annenberg Institute at Brown University. *Accelerating Student Learning With High-Dosage Tutoring: Brief*: 2021


^[4] SCORE. *Using ESSER II Funds To Accelerate Student Learning: COVID-19 Impact Memo*: 2021

 To help deliver tutoring as cost-effectively, frequently, and widely as needed, districts across the country are partnering with HDT providers.

 The [National Student Support Accelerator](#), part of the Annenberg Institute at Brown University, and Illinois P-20 Council have provided information and resources for districts looking to implement HDT. Both have recognized Paper's award-winning, evidence-based program as a learning acceleration intervention.^[1]

→ Build strong relationships

 Unfinished learning will not be remedied through academic interventions alone. Strong, culturally responsive connections help catalyze healthy development, motivation, and academic outcomes while mitigating heightened stress, anxiety, and trauma. A [brief](#) from The Education Trust and MDRC outlines research on effective elements of relationship-building strategies in schools, including training, group size, and activities.^[2]

 Ben Markley, CTO at Hemet USD, CA, explained that fixation on “learning loss” in education needs to be [replaced](#) with an equitable, empathy-first approach. This involves incorporating the perspectives and experiences of families and students into decisions around instructional and grading practices.

^[1] Illinois P-20 Council. *Learning Renewal Guide*; March 2021

^[2] The Education Trust. *Strategies to Solve Unfinished Learning: The Importance of Strong Relationships*; March 2021

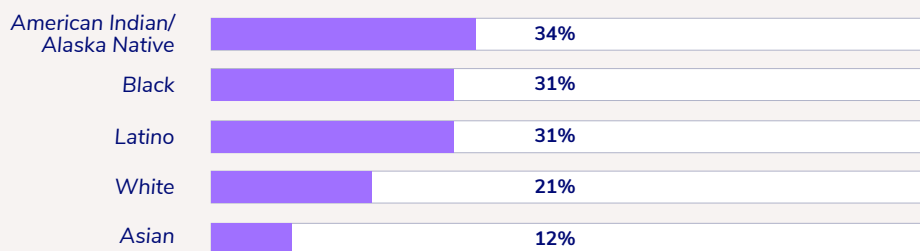
2

Digital infrastructure investments

Though efforts to bridge device and connectivity divides have ramped up due to the pandemic, efforts to close the digital divide must continue to ensure all students have access to functional devices, adequate bandwidth, and ed tech for learning and enrichment.

16.9 million students are driven into the homework gap nationally via the digital divide.^[1]

This impacts:



67% of K-12 schools were reported to lack the recommended speed of 1 mb per second per student.^[2]

The “bandwidth gap” affects approximately **31.5 million students.**^[2]

^[1] Alliance for Excellent Education, *Future Ready Schools Project. Students of Color Caught in the Homework Gap Report*, 2020

^[2] Connected Nation, *Executive Summary*, 2020

→ Close persisting digital divides

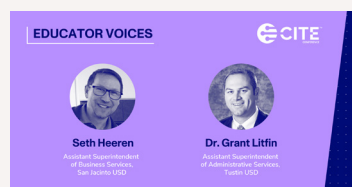
- 💰 The [Emergency Connectivity Fund \(ECF\)](#), passed as part of the ARP Act, is a \$7.17 billion program to allow schools and libraries to purchase devices, Wi-Fi hotspots, modems, and routers for their school communities.
- 💡 Recognizing that they're serving many households with five to seven children, Glenn Alegre, Executive Director of Technology at Moreno Valley USD, CA, and his team deployed [multiple hotspots per family](#), along with simple processes for replacement and repairs.
- 💡 Seeing hotspots as a less comprehensive, short-term solution, Tustin USD, CA, lit a [dark fiber network](#) between their school buildings to provide fast, secure, and dependable connectivity to their community while also cutting down on costs long-term.

→ Look beyond devices and hotspots

- 💡 Leaders need to set up the right infrastructure, knowing that [anytime, anywhere](#) learning is here to stay. A variety of ed tech tools that schools relied on in distance learning can deliver value and personalization to school communities post-pandemic.
- 💡 When considering adopting new technologies or renewing existing ones, Jamie Lewsadder, CTO at La Cañada USD, CA, recommends going through this [checklist](#): "Does it integrate with what we already use? Does it have a robust privacy policy? Does their innovation roadmap and vision align with ours? What do onboarding and ongoing support look like? What problem does this solve, and is that still the problem we're trying to solve?"
- 💡 "We're consolidating tools across the board, training stakeholders to navigate the infrastructure effectively, and using data and metrics from tools like Classlink and [Paper](#) to inform decision-making around technology," [explained](#) Matt Penner, CTO at Val Verde USD, CA.

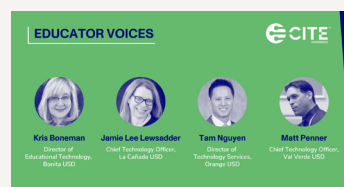
Read about how leaders from six innovative California districts are investing in and optimizing their digital infrastructure:

Start With The Why:



[5 Steps for Managing Your District's Total Cost of Ownership](#)

Anytime, Anywhere:



[5 Steps for Innovating Your District's Tech Infrastructure](#)

3

Data and diagnostic systems

When most people think of the word ‘diagnostic’ or ‘assessment’, they think of exam papers and pencils. But measuring holistic needs is critical in 2022 school year, especially given declining engagement and striking disparities in students’ home circumstances.

→ Collect and analyze information



Fine-tuning their comprehensive diagnostic systems will enable leaders to understand students’ strengths and needs at a given point and over time. This can be done through instructionally relevant assessments that support growth, universal social, emotional, and behavioral health screening, student and family surveys, and digital tools that can help track student engagement and progress.^{[1][2]}



Districts are investing in tools like Rally and Paper to gather and make meaning of student data. [Richland School District](#), PA, has adopted Paper’s 24/7 tutoring platform to get [analytics and reporting](#) on student learning. “Teachers can see which concepts students are having trouble with so they can refocus their energies,” said Brandon Bailey, Director of Ed Services.



It’s critical to ensure all students, particularly high-needs students, return to a positive environment by regularly administering a school climate survey. The [Aspen Institute’s school climate playbook](#) provides helpful examples.^[3]



The purpose of assessments isn’t to punish students or burden them with more stress but to reward them for their efforts or recognize where they need more resources or attention from their instructor.

— Ben Markley
CTO, Hemet USD, CA

^[1] [Learning Policy Institute. Restarting and Reinventing School Report: Executive Summary. 2020](#)

^[2] [Laura Jimenez. Student Assessment During COVID-19: September 2020](#)

^[3] [Aspen Institute. Creating Conditions for Student Success: A Policymakers’ School Climate Playbook. 2021](#)



Based on responses to their [family surveys](#), Superintendent Dr. David Negron of District 89, IL, [shared](#) how his team turned 13 of their facilities into wifi zones. Establishing fast, reliable connectivity led to a dramatic increase in attendance and student activity.

→ Beware of overgeneralization



Discussions around rethinking what our systems measure should also include the [equity trade-offs](#) made when relying solely on aggregates of data. “With 35,000 kids, I think one of the dangers is to make policies based on efficiency that aren’t founded in the reality of all the kids at home,” said Brianne Ford, CTO of Irvine USD, CA. “There’s danger in making decisions based on averages. Those are the starting points of a conversation, rather than the ending.”

“We’re looking at assessment, engagement, and socioemotional well-being data to make our decisions. We want it to be systemic; we don’t want it to be a one-and-done because we know that that doesn’t do anything for the long haul.”



Kaweeda G. Adams


Superintendent,
City School District of Albany, NY


4


Whole-child and family supports


Learning is multidimensional—districts can position students for success by prioritizing holistic well-being. Moreover, most districts are now serving several thousands of homes instead of just a few hundred classrooms—catering to the diverse needs of different stakeholders has never occurred at such a scale.

→ Provide targeted, whole-child supports

 [Research](#) shows that students of color, low-income students, English learners, and students with disabilities are more likely to experience chronic toxic stress or trauma compared to their peers. The experience of [trauma](#) at a young age places students at higher risk for being retained at grade level, dropping out, and not pursuing post-secondary education.^{[1][2]}

 NWEA and the AASA have described how districts can provide more targeted support for [students with disabilities](#), [students experiencing homelessness](#), and [ELL support](#).^{[3][4][5]}

 [5 to 50 percent](#) of ELLs around the country do not have either the appropriate devices or connectivity. ELLs and their families also have fewer digital resources, school information, or support personnel available in their home language.^[6]

 [Carmel USD](#), CA, partnered with Paper to grant all ELLs and recently reclassified ELLs from grades 5-12 access to 24/7 support from Paper's multilingual tutors.

“

With Paper, you can get tutoring in both English and Spanish, which is really valuable if you have a Spanish-speaking parent.

— Blaise DiGorlmo
CAO, Carmel USD, CA

^[1] Mark A. Bellis et al. *Adverse childhood experiences and sources of childhood resilience*; June 2018

^[2] SCORE. *COVID-19 Impact Memo 8: Nonacademic Supports*; COVID-19 Impact Memo; 2020





^[3] NWEA. *Learn how to use ESSER funding to help students with disabilities*; June 2021

^[4] AASA. *Additional \$600 Million In ARP Funds For Students Experiencing Homelessness*; September 2021

^[5] NWEA. *Dr. Angela Johnson answers our questions on English language learners*; June 2021

^[6] NEA. *Learning Beyond COVID-19: A Vision for Thriving in Public Education*; 2021

→ Close the home-school divide

-  Schools can succeed in engaging families through authentic listening, trust-building, and sharing of power and responsibility. Engagement increases when a district's norms and values reflect families' realities and when families are made to feel welcome and involved in decision-making.^{[1][2]}
-  Charlotte-Mecklenburg Schools, NC, is [elevating voices](#) at the student, parents, faith-based community organization, and governance level to redefine how districts are held accountable to their most historically marginalized community members who have long faced a lack of connection, opportunity, and access.
-  At Moreno Valley USD, CA, [school-family partnerships](#) are being strengthened as attendance in committees like the African American Parents Advisory Committee (AAPAC) and District English Learner Advisory Committee (DLAC) are soaring due to more people being able to jump on Zoom links instead of driving over to the district.
-  Districts such as Lynwood and Paramount USD are providing resources such as tutoring at no cost to families to support learning at home. "The feedback we receive from [parents](#) often indicates that their students need more personalized support. Paper meets this need perfectly," stated Paramount USD, CA, Superintendent Dr. Ruth Perez.



We've got to make sure we're not penalizing kids for not having support at home.

— Dr. Gudiel Croswaithe
Superintendent,
Lynwood USD, CA

^[1] [Learning Policy Institute. Restarting and Reinventing School Report; 2020](#)

^[2] [Greater Good in Education. Making Families Feel Welcome; 2019](#)

5

Reconfigured learning

The pandemic has had a silver lining of allowing schools to reconsider the when, where, and how of learning—leaders have significant opportunities to evaluate and improve upon recent innovations to facilitate learning and enrichment. And unfortunately, the pandemic is disrupting in-person learning for the third school year in a row. School districts must continue to ensure learning continuity in 2022.

→ Mitigate ongoing learning disruptions



Thousands of students nationwide having to [quarantine](#) two weeks into reopening has illustrated the need for quarantine learning plans. In August 2021, the number of districts offering students a virtual alternative to in-person learning [nearly doubled](#), from 41 to 79 percent.^{[1][2]}



Large school systems such as [Columbus City Schools](#), OH, [Hillsborough County Public Schools](#), FL, and [Atlanta Public Schools](#), GA, have online academic supports in place to drive learning gains across learning scenarios.

→ Embrace newfound flexibility



Districts can use [relief funding](#) to continue fuelling personalized learning opportunities and supports beyond the bell schedule and the four walls of the classroom.





Paper has been a tremendous resource for our students in one of the most unique, disruptive school years as a result of the public health crisis.

— Joshua I. Bacigalupi
Superintendent
Dryden SD, NY


^[1] Jeanine Santucci. *Thousands of kids are in COVID-19 quarantine across the US, and school has just begun*; August 2021


^[2] CRPE. *District update: Stronger health precautions, far more virtual options*; August 2021


 Learning models that tap new uses of technology across home and school spaces can increase equity and learning. The [New Learning Models Library](#) is a resource for school and district leaders to find a diverse framework of dimensions to innovate on.^[1]

 [Massachusetts](#), [Texas](#), [New York](#), and [California](#) are just a few states where districts have embraced the evidence based-approach to reimagining when and how long students attend school.

→ Better engage students

 Student [surveys](#) have been showing dropping rates of engagement: While 75 percent of fifth-graders self-report feeling engaged in school, only 32 percent of eleventh graders feel the same.^[2]

 Dallas ISD, TX, is building on its personalized learning school model with a [distance learning option](#) for families, which can help ensure fewer students drop out simply because they can't be in a school building for six or seven hours a day.

 Even before the pandemic, there was a growing call for a shift away from the industrial model of public education to more flexible, engaging, and democratic instructional delivery models. Districts like Hemet USD, CA, are embracing the recent development that expectations between students and teachers are increasingly [bidirectional](#).

“Distance learning should not be seen as something that we’re only needing to do in a crisis. We do have children for whom this is working—they are deserving of having that option as part of their public education menu.”



Dr. Susan Enfield

Superintendent,
Highline Public Schools, WA

^[1] [Learning Policy Institute. Restarting and Reinventing School Report: 2020](#)

^[2] [EdWeek. Gallup Student Poll Finds Engagement Dropping by Grade Level. March 2016](#)

6

Educator support

Teachers have had to learn new technologies at lightning speed, be available to support struggling students around the clock, and manage their own families and responsibilities at home—they need holistic support in 2022.

Teachers' stress *exceeded other workers' in 2021,*
according to a national survey from RAND.^[1]

27% *of educators are considering leaving*
or taking a break from the profession due to COVID-19 safety concerns,
according to national research.^[2]

→ **Reimagine professional development and collaboration**



In the digital environment, teachers have been [collaborating](#) and knowledge-sharing to redefine how curriculum and policies show up in their classrooms—something that was only happening in pockets before.



At Detroit Public Schools, MI, professional learning and support are [consistent](#) whether teaching is in-person or face to face. “On an ongoing basis, we have live office hours, ongoing PL support, and on-demand videos they can go to,” stated Beth Gonzalez, Assistant Superintendent of Curriculum & Instruction.

^[1] RAND. *Job-Related Stress Threatens the Teacher Supply: 2021*

^[2] CNBC. *27% of teachers are considering quitting because of Covid, survey finds: 2020*

💡 To [build the capacity](#) of their staff, leaders at Boston Public Schools, MA, are promoting PLCs, common planning time, and other spaces where teachers can build community and learn from one another—whether that learning is social, emotional, or cognitive.

→ Alleviate workload and burnout

💡 In NY, the City School District of Albany is hosting staff wellness and self-care sessions before and after work through [partnerships](#) with Starr Commonwealth, American Heart Association, and the American Cancer Society.

💡 The burden of providing additional academic support as schools emphasize learning acceleration may seem overwhelming to teachers. Districts can equip educators with socioemotional support and tech tools to alleviate stress and increase their bandwidth.

💡 Districts are providing 24/7 tutoring for students through Paper to [help teachers rest easy](#) knowing that they don't need to be accessible to students at all hours of the day. Tutors support students based on their instructions, while Paper's Teacher Dashboard shows them full session transcripts and reports on exactly where each student is struggling.

“I don’t get thank yous from teachers very often. With Paper, I got emails from teachers saying, ‘This is great. Why didn’t you do this before?’ We can’t ask our teachers to be awake and respond to students 24/7, and we all know how long it takes to grade 170 essays. Taking some of that workload off is huge.”



Keith Irish

Assistant Superintendent,
Education Services,
South San Francisco, CA

7 *Inclusive practices*

Decisions for this school year need to be made with an equity lens that addresses the practices and messaging that reinforce disparate outcomes by race and socioeconomic status.

→ Tackle systemic inequities



Dr. Susan Enfield, Superintendent of Highline Public Schools, WA, [explained](#) how educators “can actually, once and for all, deliver on equity through our actions, policies, practices, and belief systems in a way that we haven’t done before.”



At Dayton Public Schools, OH, Superintendent Dr. Elizabeth Lolli stated how they’re looking at [disparities](#) between discipline, attendance, graduation rates, and college credit application. For example, is there an equal percentage of white students and students of color taking college credit? If not, what’s causing that?

→ Build culturally-relevant curriculum



To make what they teach relevant to those they teach it to, educators must allow for inclusive, identity-safe, culturally responsive practice and ensure that learning is culturally connected.^{[1][2]}



[Connecticut](#) and [Illinois](#) have become the first states to mandate teaching Black and Latinx studies and Asian American history, respectively, starting as early as Fall 2022.^{[3][4]}



Access to grade-level material is a massive equity issue. A student may not be performing at grade level now, but that doesn’t mean that the student should be denied grade-level material. We’re also looking at how we’re actualizing student voice so that all students learn how to advocate for themselves.


— Kaweeda G. Adams
Superintendent, City School
District of Albany, NY

^[1] [Learning Policy Institute. Restarting and Reinventing School Report: Executive Summary: 2020](#)


^[2] [Dr. David E. Kirkland. Guidance on Culturally Responsive-Sustaining School Reopenings: 2020](#)


^[3] [CNN. Connecticut will become the first state to require high schools to offer Black and Latino studies: 2020](#)

^[4] [Smithsonian Magazine. Illinois Becomes First State to Mandate Teaching Asian American History: 2021](#)

 Dr. Gudiel Croswaithe, Superintendent of Lynwood USD, CA, explained that his team is taking time to reflect on their curriculum and ensure diverse perspectives and narratives [are included](#). They're engaged in these conversations with students, families, and staff. In November 2020, Lynwood USD's Board unanimously adopted a resolution that recognizes Indigenous people and land.

→ Diversify the workforce

 Alliance for Resource Equity [suggests](#) district leaders ask three questions: Does each student have access to strong teachers? Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned? Does the teacher workforce reflect student diversity?^[1]

 Students need to see themselves in the adults around them. Diversifying school staff to reflect the student population's background and language characteristics is a key equity concern this year. Leyden HSD 212 and District 89, IL, have introduced 'golden ticket' systems, in which students that grow up to complete teaching degrees are welcomed back and supported in [entering the educational profession](#). "If we eventually want our staff to look more like our kids, we need to hire more of our kids to be our staff," said Superintendent Dr. Nick Polyak.

"I'm hoping that when we go back, we quit talking about the achievement gap, and we start addressing the systemic inequities for those we are underserving, specifically our brown and Black students"



Marlon Styles

Superintendent,
Middletown City School District, OH

^[1] [Alliance for Resource Equity. Teaching Quality & Diversity: Guidebook:2020](#)

8

Real-world preparation

In 2022, districts will be doing a tough balancing act: Meeting students' current needs, all while preparing them for the uncertain realities of tomorrow.

→ Rethink measures of success



The K-12 landscape is ripe for restructuring standard assessment and accountability systems to name, teach, and grow skills beyond traditionally tested outcomes as students return this year. Educational collaboratives across NY, MA, and CA are already working to shift away from deficit-oriented and decontextualized modes of assessment to ones based on applied learning and problem-solving.^{[1][2][3]}



Experts have also argued that resilience is the most powerful skill to develop this year. As schools seek to prepare students for success in the 21st-century economy, they should emphasize higher-order skills like self-direction, curiosity, relationships, and a growth mindset.^{[4][5]}

→ Foster future-readiness



Districts have the chance to address how just [52 percent](#) of students feel high school prepared them for the workforce. Relief funds can be used to provide more engaging learning opportunities that help prepare students for future pathways.^[6]



This is probably the first generation of students that have actually become proficient in the tools, skills, and dispositions needed to be successful in post-secondary education and various career spaces.

— Mike McCormick
Superintendent,
Val Verde USD, CA

^[1] [New York Performance Standards Consortium](#)

^[2] [The Massachusetts Consortium for Innovative Education Assessment](#)

^[3] [California Performance Assessment Collaborative](#)

^[4] [California Collaborative on District Reform. Ensuring Whole-Child Well-Being as a Foundation for Learning: Brief; 2020](#)

^[5] [Caroline Bologna. The Most Important Skill Kids Can Develop Right Now; May 2020](#)

^[6] [Alyson Klein. Teens Feel Ready for College, But Not So Much for Work; September 2019](#)



Superintendent Dr. Nick Polyak explained that Leyden HSD 212, IL, is the “last stop” before students are launched into whatever comes next. To help students explore their passions and receive relevant credentials and guidance, they’ll have an [‘advisory period’](#) this fall. High school students will get support throughout their four years, from onboarding into high school to filling out their FAFSAs in senior year.

→ Emphasize early childhood education



Research finds long-term benefits of early childhood education throughout school and beyond—including greater educational attainment and life success—especially for English learners and children from low-income households. Districts must ensure access to integrated, inclusive programs from birth through school entry, a well-qualified, diverse workforce, and a coherent system that is easily navigable by parents and guardians.^[1]



For elementary school districts like Bloomingdale SD 13, IL, a key component of future-readiness is encouraging civic engagement and community service in [young students](#). “It builds socioemotional skills and the mindset that they can and should make a difference,” explained Superintendent Dr. Jon Bartelt.

“We have been reconfiguring our schools to be 7 through 12 to give us a head start on preparing students for college pathways and career exploration with pre-AP, IB, CTE, dual enrollment, and our corporate partnerships.”



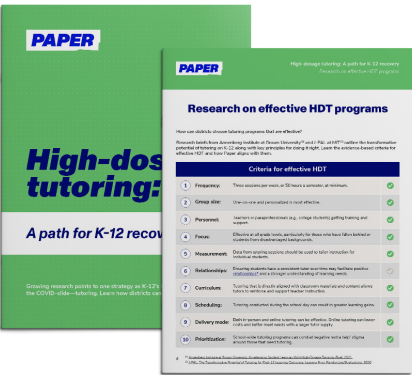
Dr. Lindsa McIntyre

Secondary Superintendent,
Boston Public Schools, MA

^[1] Learning Policy Institute. Topic: Early Childhood Education.

Additional resources

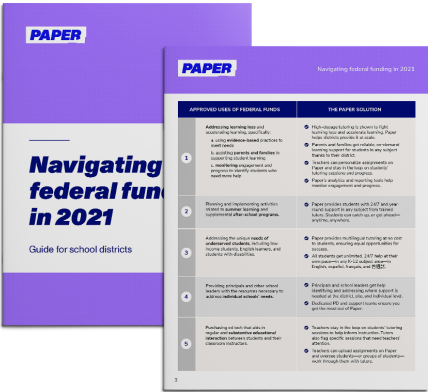
Take a look at our other ebooks crafted for district leaders navigating the new normal.



HDT: A path for K-12 recovery

Research on high-dosage tutoring (HDT) is substantial and compelling. Learn how districts are overcoming cost, equity, and scale challenges to providing effective, evidence-based HDT.

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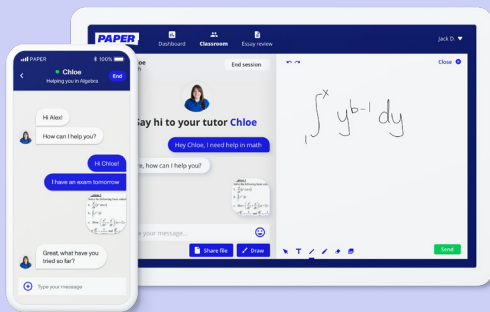
Navigating federal funding in 2021

Your guide to meeting six urgent goals under the CARES, CRRSA, and ARP Act funding and maximizing it to uplift your learning community in 2021-22.

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Paper partners with school districts to deliver 1:1 tutoring that is equitable, scalable, and cost-effective. Students get unlimited 24/7 live help and writing feedback, teachers get insights to tackle individual learning gaps, and administrators get actionable data to inform strategic decisions. Paper's multilingual tutors add an extra layer of support across all content areas and grade levels, in and out of the classroom—so students always have access to expert help exactly when, where, and how they need it. [Learn more](#)



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