

# Addressing Learning Loss

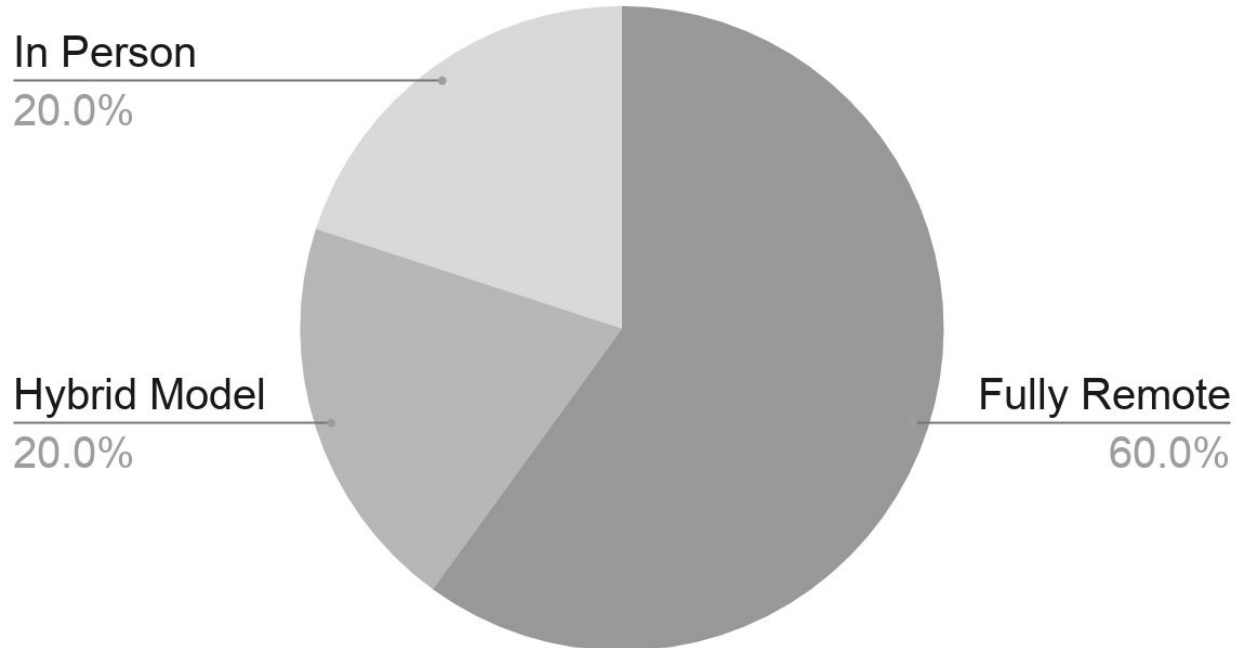
Part 1



**A Silver Lining: COVID-19 Sparks Innovative Uses of Technology**

# K-12 Students Nationwide: Starting the 2020-2021 School Year

K-12 Students Nationwide





A review of fall assessment data nationwide revealed that students, on average, were about one and a half months behind where they would typically be in reading and about three months behind in where they would typically be in math as a result of the “shutdown” last spring (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020).

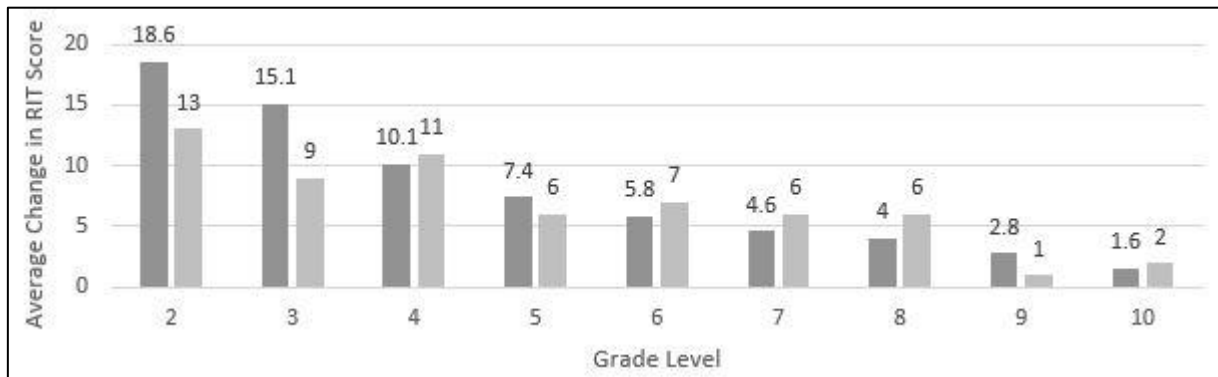


Similarly, a review of local data reveals that the transition to remote learning last spring impacted students' progress and level of achievement in math more so than reading.

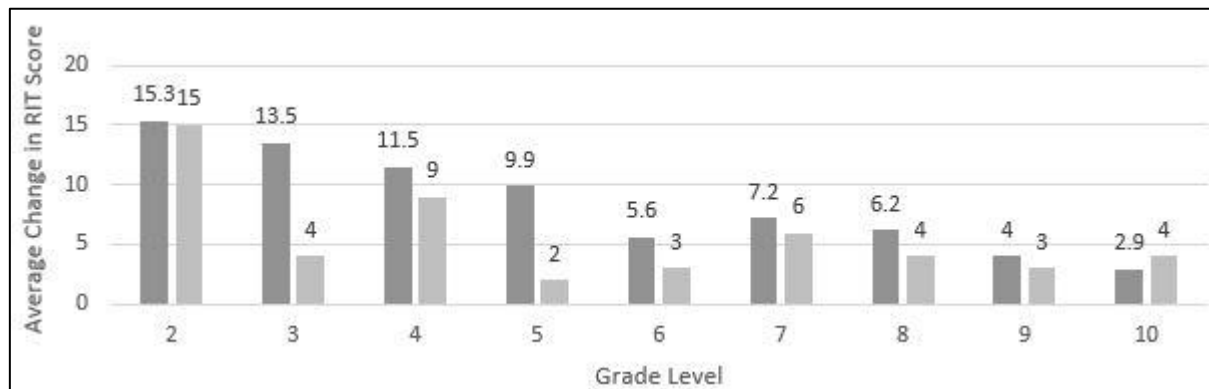
# NWEA Measures of Academic Progress - Projected Growth vs. Actual Growth

## Fall 2019 to Fall 2020

Reading



Math

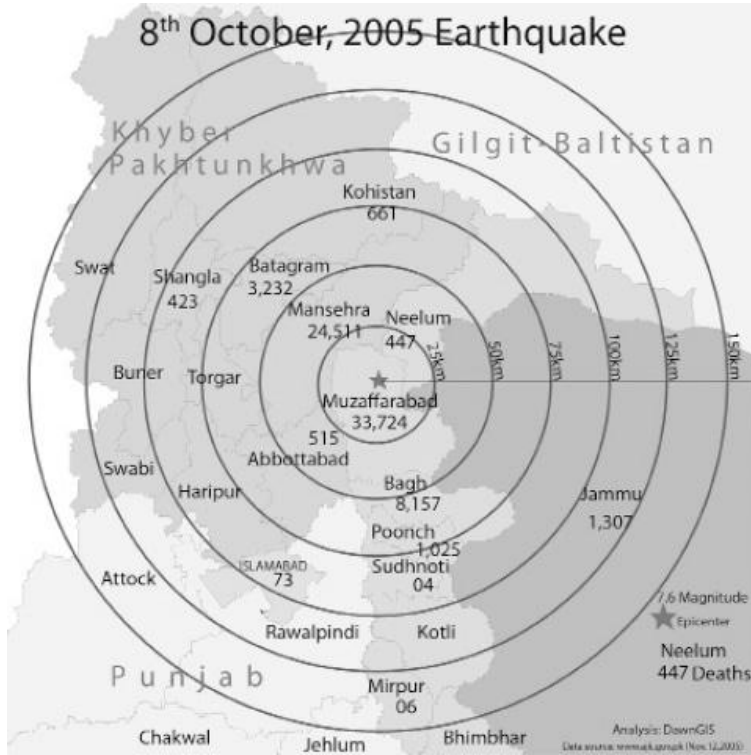


= Projected Growth



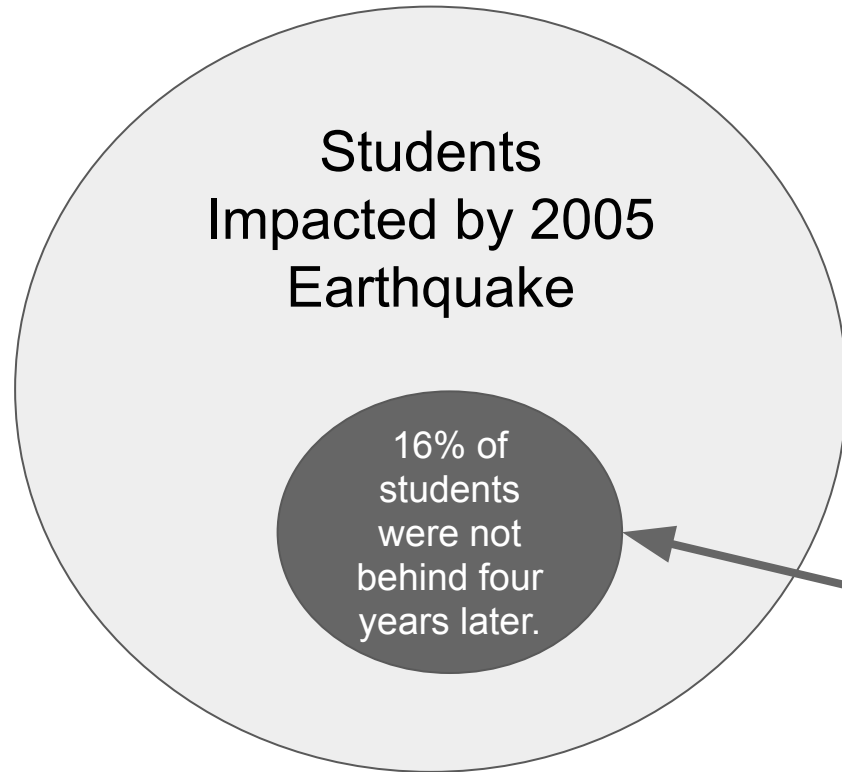
= Actual Growth

# Cautionary Example from History



On October 8, 2005 Pakistan experienced a devastating earthquake. Schools located in the hardest hit areas were closed for 14 weeks. As a result, many of the students who were directly impacted entered the following school year approximately a half of a year behind their peers from unaffected regions. Even more alarming, four years after the earthquake, researchers found the gap separating the students who were directly impacted had grown wider, leaving them 1.5 years behind their peers from unaffected areas.

Researchers estimate that if these deficits continue into adult life, the affected children could stand to lose 15% of their lifetime earnings.



Researchers found a correlation between the subset of students who had not lost ground four years later and students with mothers who had completed primary school.



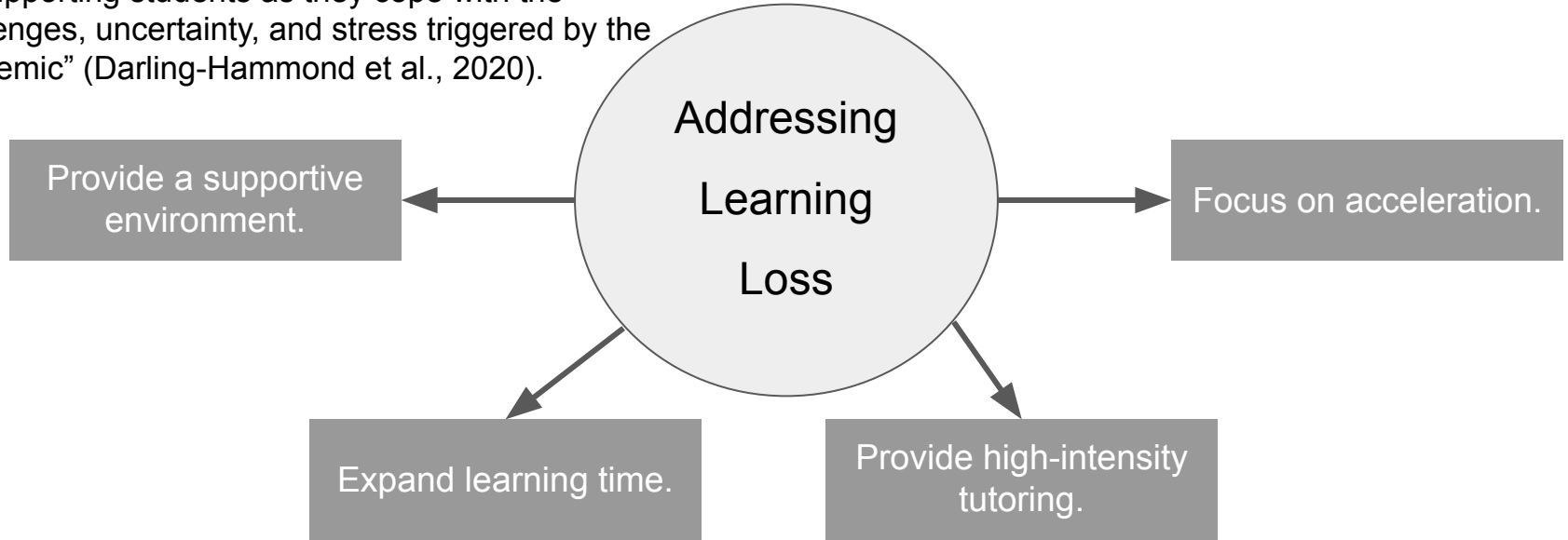


## Overarching Concerns

- Cumulative Learning Loss
- Widening Gaps in Performance
- Widening Gaps in Opportunity
- Long-term Impact

# In Process - A Review of Literature

“Social and emotional skills, coupled with mental health supports and restorative practices, are critical for supporting students as they cope with the challenges, uncertainty, and stress triggered by the pandemic” (Darling-Hammond et al., 2020).



# In Process - A Review of Literature

Comprehensive System of Support

Explicit teaching of social and emotional skills

Integration of social and emotional learning into instruction in all classes

Provide a supportive environment.

Support for students to develop/strengthen executive functions and productive mindsets

Adoption and implementation of restorative practices

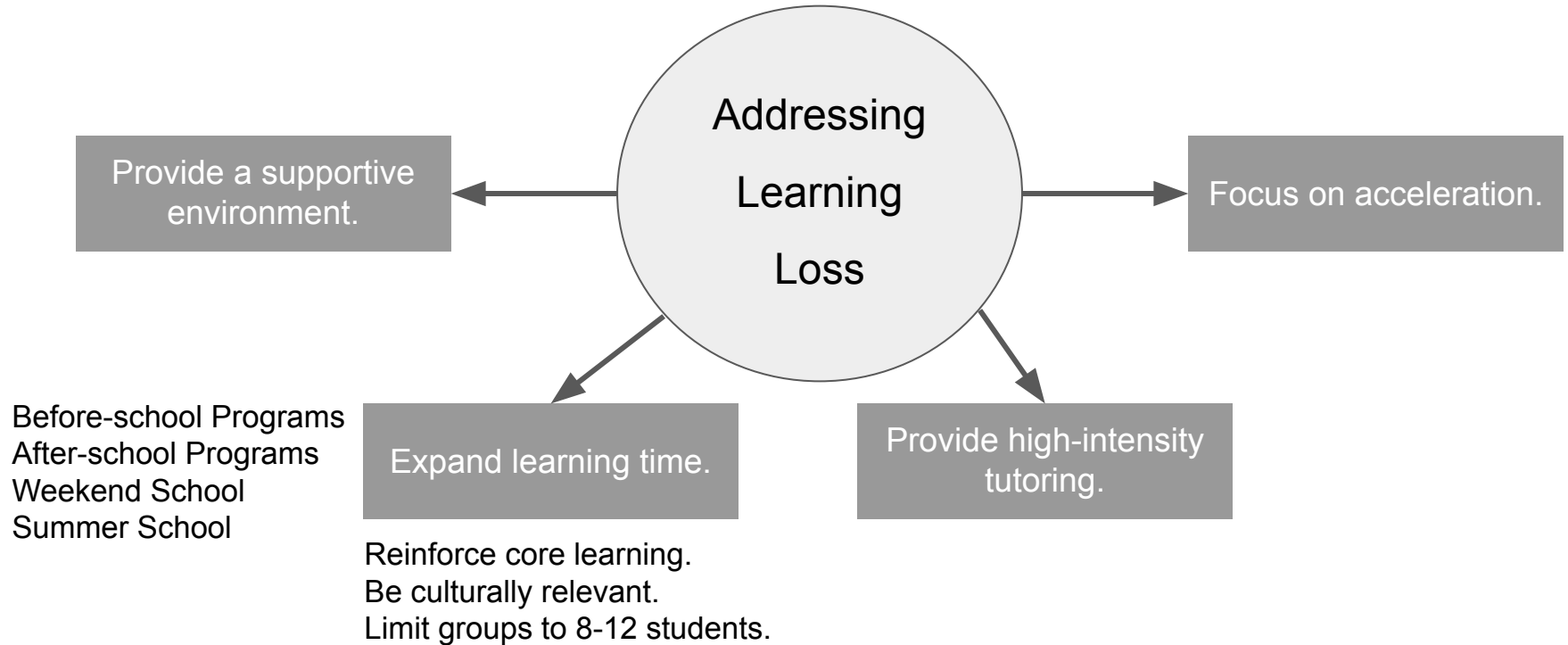
Expand learning time.

Addressing  
Learning  
Loss

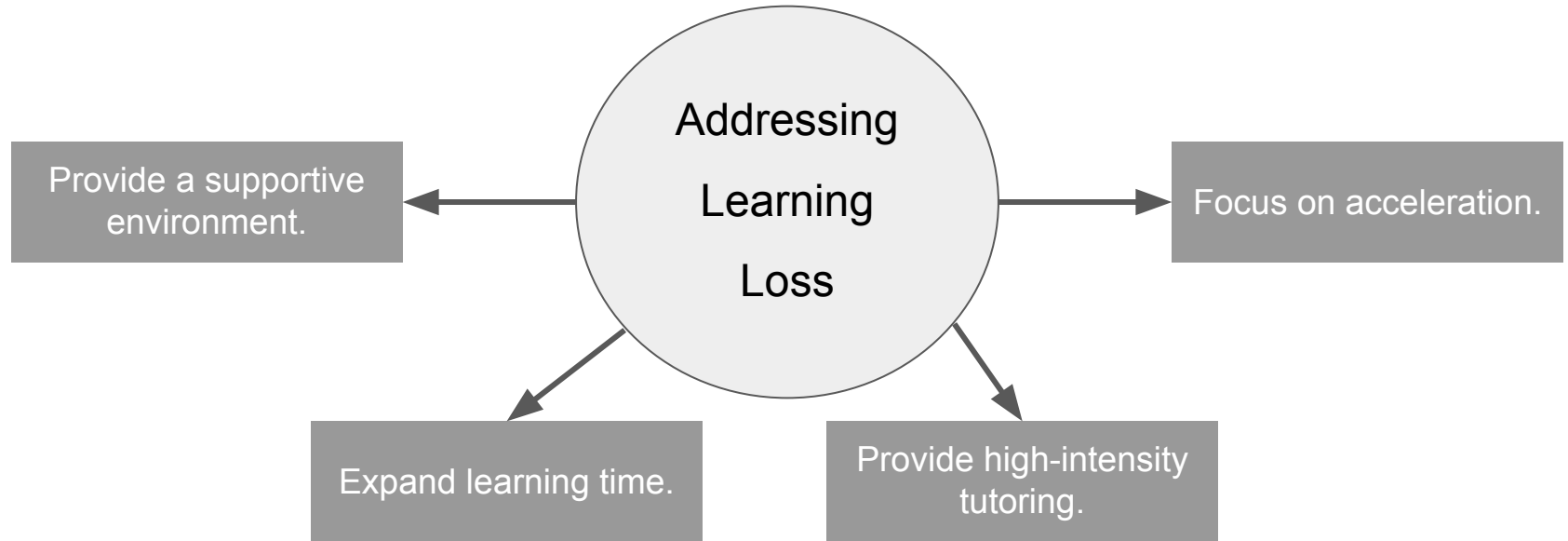
Provide high-intensity tutoring.

Focus on acceleration.

# In Process - A Review of Literature



# In Process - A Review of Literature

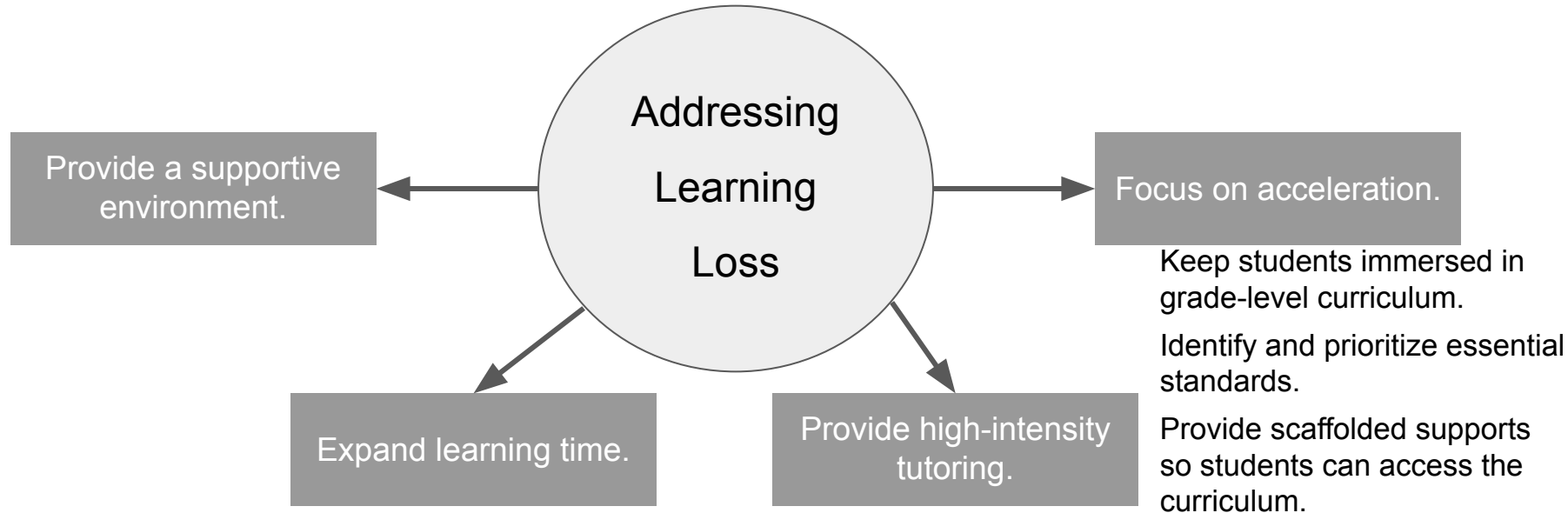


1:1 or 1:2 Teacher-Student Ratio

50 minutes a day in school

Meets students where they are as well as links back to what is being taught in the classroom

# In Process - A Review of Literature



# As administrators review research...

What is it (as defined within the research)?

Why is it important for addressing learning loss?

What can schools and educators do to provide it?

Are we already doing elements of it? If yes, how can we refine or build upon what we are already doing?

What are we not doing that we need to do? What do we need to make it happen?

What will it cost?



## Addressing Learning Loss (Part II)

Specific Recommendations for  
Addressing Learning Loss in the  
ConVal School District