



# ADDRESSING THE LEARNING LOSS



## MEET THE PRESENTERS



Inaya Jaafar, Ed. D.



James Pedersen, Ed. D.

How are you feeling about the start of the 2021-2022 school year?

Excited

0

Nervous

0

Worried

0

Hopeful

0

[Vote](#)



# WHAT IS LEARNING LOSS?

**The term learning loss refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education. While learning loss can manifest in a wide variety of ways for a variety of reasons, the following are a few representative examples of widely recognized forms of learning loss:**

- X Summer break
- X Interrupted formal education
- X Returning dropouts
- X Senior year
- X School absence
- X Ineffective teaching
- X Course scheduling

<https://www.edglossary.org/learning-loss/>



# SUMMER LEARNING LOSS

- A study published in American Education Research Journal, following **students in grades 1 through 6 over five summers, shows 52% of students lost an average of 39%** of their total school year gains during the summer months. <https://www.k12dive.com/news/study-more-than-half-of-students-lost-39-of-years-learning-over-summer/581365/>
- Research shows that more than **half of the gap in reading scores between low-income 9th graders** and their middle-income peers could be attributed to differences in summer learning accumulated between first and fifth grade. <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/summer-slide.html>
- In 1996, a study found that the test scores of **students from low-income backgrounds tend to drop between the spring and the fall**, while the scores of middle-class and wealthy students tend to remain the same (in math) or show some improvement (in reading). <https://kappanonline.org/rethinking-summer-slide-the-more-you-gain-the-more-you-lose/>



# HOW IS COVID SLIDE DIFFERENT?

Nearly all — **more than 97%** — of educators reported seeing some learning loss in their students over the past year when compared with children in previous years, and a majority, or **57%**, estimated their students are behind by more than three months in their social-emotional progress.

<https://www.cnn.com/2021/03/30/learning-loss-from-virtual-school-due-to-covid-is-significant.html>

- By the end of the 2020-21 school year, [Texas] students were on average **five months behind** in math and four months behind in reading.
- **Black students experienced test score declines that were nearly 50%** larger than white students—for a total decline of approximately one-half of a year’s worth of learning.
- Achievement **declines were more pronounced among districts that began this academic year using fully remote instruction** compared to districts using either hybrid instruction or in-person instruction.
- **Only 12% of Texas 5th graders achieved “meets grade level”** in science.

<https://texas2036.org/posts/tracking-covid-learning-loss/>



I

# AFFECTS

On Students...



I can't  
do this!



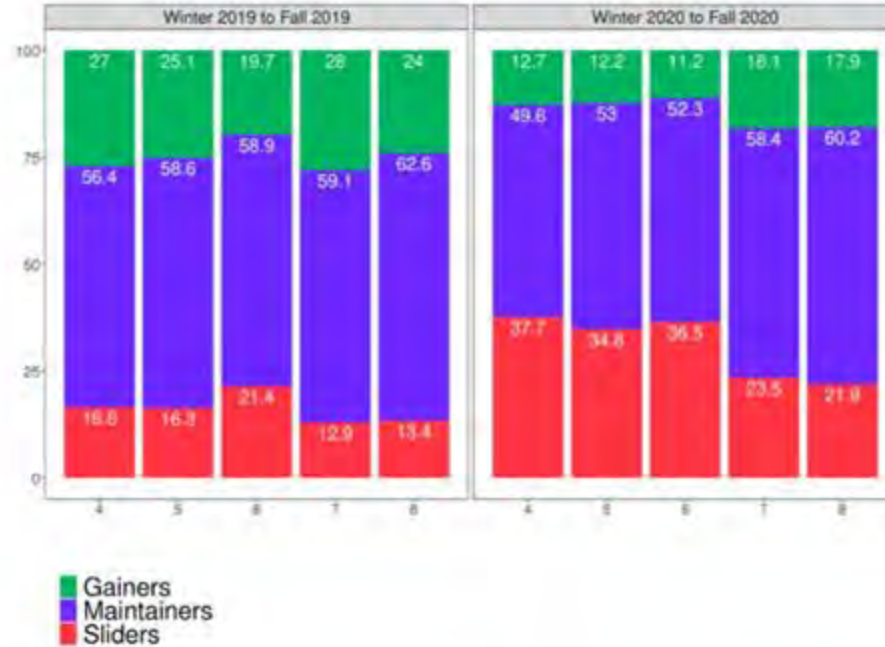


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# AFFECTS

On Teachers...





*Figure 5: Percentage of students who shifted their relative position in the math test percentile distribution comparing winter 2019-fall 2019 vs. winter 2020-fall 2020*



# Collaborate Board



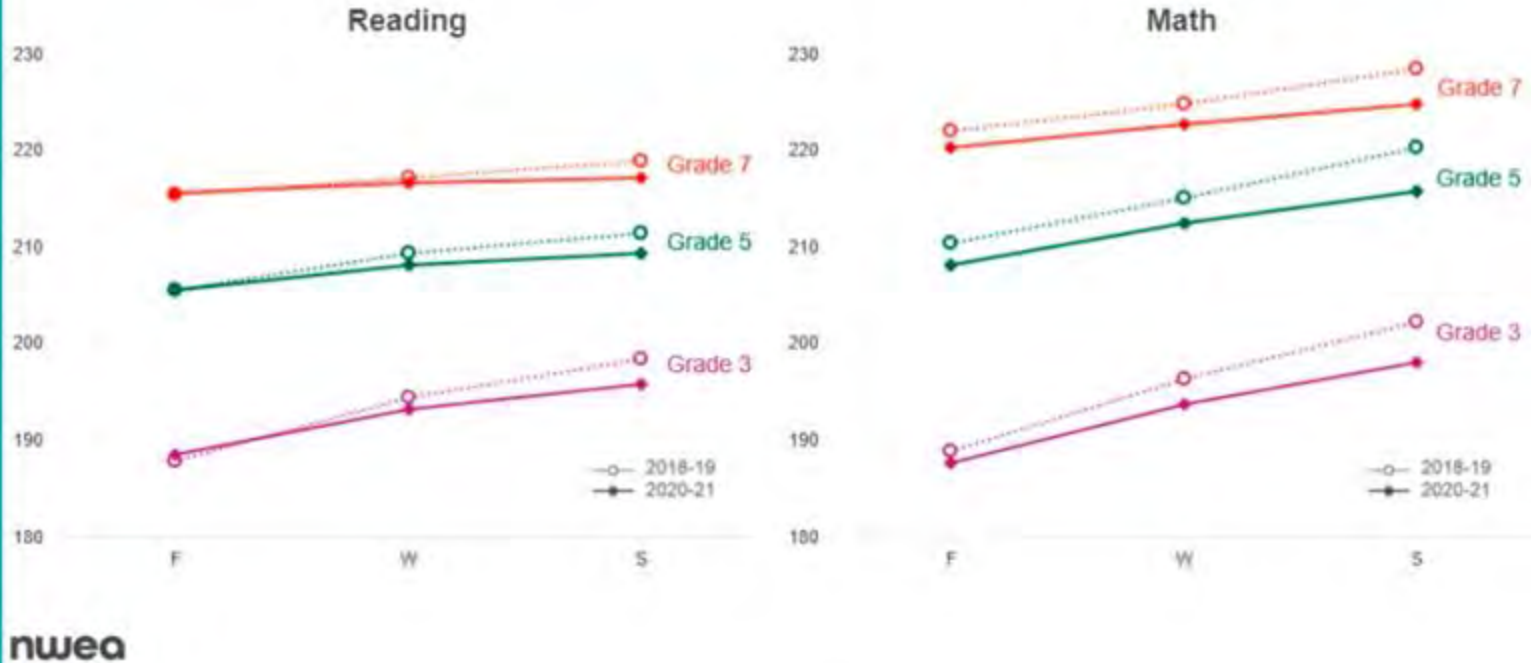
## How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.



# How do 2020-21 gains compare to pre-pandemic trends?



Source: <https://www.nwea.org/resource-center/resource/research-meets-practice-how-educators-are-responding-to-the-latest-covid-19-impact-results/>

# RECOMMENDATIONS FROM THE USDOE

- X **OBSERVATION 1 (K-12):** Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities in core subjects like math and reading,
- X **OBSERVATION 2 (K-12):** COVID-19 appears to have deepened the impact of disparities in access and opportunity facing many students of color in public schools, including technological and other barriers that make it harder to stay engaged in virtual classrooms.
- X **OBSERVATION 3 (K-12):** For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.
- X **OBSERVATION 4 (K-12):** For many elementary and secondary school students with disabilities, COVID-19 has significantly disrupted the education and related aids and services needed to support their academic progress and prevent regression. And there are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic Achievement.



# RECOMMENDATIONS FROM THE USDOE

- X **OBSERVATION 5 (K-12):** During the pandemic, lesbian, gay, bisexual, transgender and queer (LGBTQ+) students in elementary and secondary schools have faced particularly heightened risks for anxiety and stress and have lost regular access to affirming student organizations and supportive peers, teachers, and school staff.
- X **OBSERVATION 6 (K-12 and postsecondary):** Nearly all students have experienced some challenges to their mental health and well-being during the pandemic.
- X **OBSERVATION 7 (K-12 and postsecondary):** Heightened risks of sexual harassment, abuse, and violence during the pandemic, including online harassment from peers and others, affect many students.
- X **OBSERVATION 8 (K-12 and postsecondary):** Identity-based harassment and violence have long had harmful effects on targeted students and their communities. Since the pandemic's start, Asian American and Pacific Islander students in particular have faced increased risk of harassment, discrimination, and other harms that may be affecting their access to educational opportunities. <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>



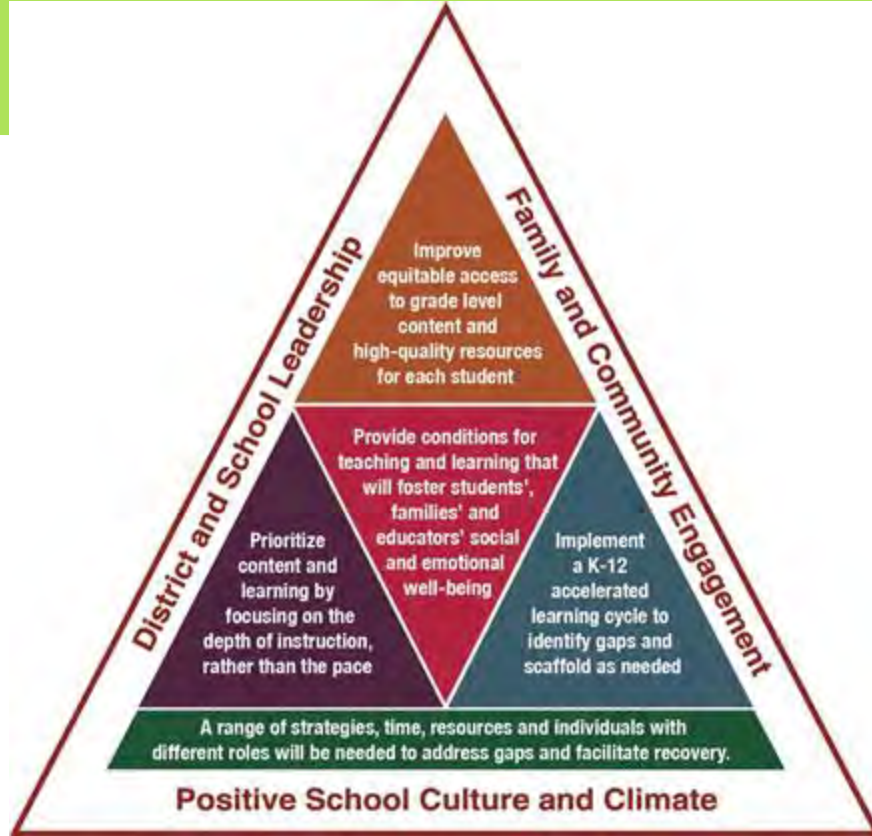
# RECOMMENDATIONS FROM THE NJDOE

**What is Learning Acceleration?** The goal of learning acceleration extends beyond recovering the ground lost to COVID-19; it must be viewed as a long-term, comprehensive framework that anchors districts' academic, social, and behavioral interventions to the common purpose of promoting global competitiveness for all students.

The NJDOE recommends that the following four principles guide learning acceleration planning and implementation:

- ✗ Provide conditions of learning that will **foster social and emotional well-being of students**, families and educators.
- ✗ Improve **equitable access** to grade level content and high-quality resources for each student.
- ✗ Prioritize content and learning by focusing on the **depth of instruction**, rather than the pace.
- ✗ Implement a K-12 **accelerated learning cycle** to identify gaps and scaffold as needed.







# RECOMMENDATION FROM OTHER STATES AND DISTRICTS

- Tutoring
- Identify missed learning standards and content that are prerequisites to future learning
- Create a different schedule for the first few months of the school year with longer blocks for addressing missed learning standards and content that are prerequisites for future learning
- Create 6-week catch-up courses to address specific critical missed standards and content
- Build daily extra help and direct instruction intervention time into schedules for kids who need it across elementary, middle & high schools <https://hechingerreport.org/5-ways-schools-hope-to-fight-covid-19-learning-loss/>
- Take advantage of any staff attrition to add reading, math, and English teachers to provide "extra-time" interventions
- Math Losses vs. Reading Losses <https://blog.esc13.net/how-to-address-learning-loss-due-to-covid-19/>

# THE ROAD TO A "NEW" NORMAL

Provide Structure to the Day's Schedule

1

Identify Students' Individual Needs

3

Accelerate the Learning

5

Use data to guide instruction

2

Implement a Multi-Tiered System of Support

4

Increase Social Support: Parents as our Allies

6

1

PROVIDE STRUCTURE TO THE  
DAY'S SCHEDULE



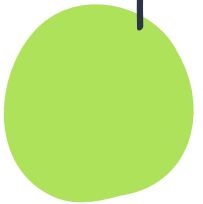
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## USE DATA TO GUIDE INSTRUCTION



# HOMEWORK...

MY BELIEFS ON DAILY HOMEWORK PRACTICE ARE...?



Students, write your response!

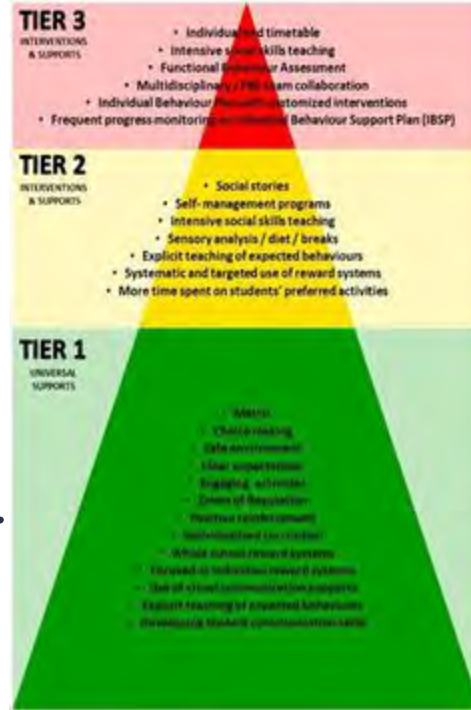
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## IDENTIFY STUDENTS' INDIVIDUAL NEEDS



4

# IMPLEMENT A MULTI-TIERED SYSTEM OF SUPPORT

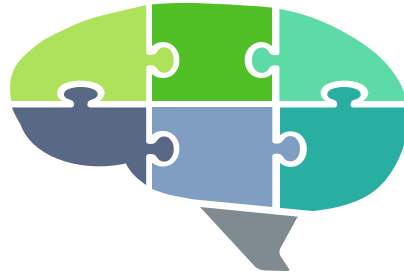






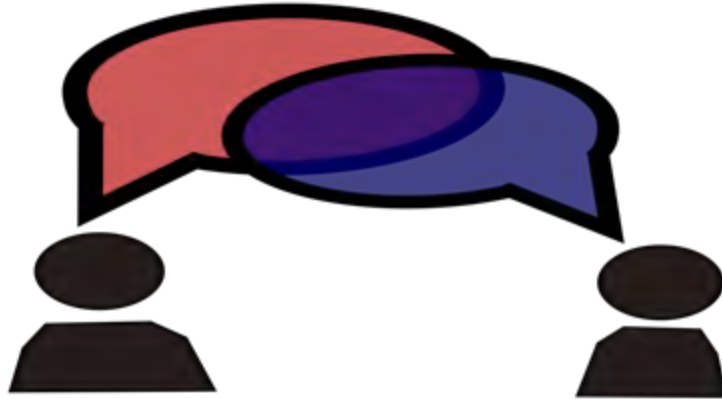
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ACCELERATE THE LEARNING



6

INCREASE SOCIAL SUPPORT:  
PARENTS AS OUR ALLIES



# STRATEGIES

Don't use state tests or off-the-shelf exams as a “diagnostic” tool. <https://www.edweek.org/technology/5-tips-for-measuring-and-responding-to-covid-19-learning-loss/2020/06>

Equip teachers with better real-time gauges of learning. <https://www.edweek.org/technology/5-tips-for-measuring-and-responding-to-covid-19-learning-loss/2020/06>

Connect your teachers to one another now. <https://www.edweek.org/technology/5-tips-for-measuring-and-responding-to-covid-19-learning-loss/2020/06>

Focus on the gaps in your content and the curriculum—not just on students' performance gaps. <https://www.edweek.org/technology/5-tips-for-measuring-and-responding-to-covid-19-learning-loss/2020/06>

Resist the temptation to reteach. Focus on grade-level curriculum instead. <https://www.edweek.org/technology/5-tips-for-measuring-and-responding-to-covid-19-learning-loss/2020/06>

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Be prepared for students not coming prepared

Acceleration Academies <https://wvde.us/wp-content/uploads/2021/02/Learning-Loss-Recovery-Best-Practices.pdf>

Professional Learning to Support Teachers <https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/G-Brief-Learning-Disruptions-May2021.ashx?la=en&rev=1cfbcc998a234fda87f93e2d2ea772d2>

Prioritize Students' Social-Emotional Needs <https://rossier.usc.edu/how-should-schools-address-learning-loss/>

Explore Innovative Options <https://rossier.usc.edu/how-should-schools-address-learning-loss/>



# THANK YOU!

Any questions?

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