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#GLReading

#LearningTuesdays

The Science of Learning Loss and Opportunities for Recovery

Housekeeping Tips

- ✓ Introduce yourself in the Chat box
- ✓ All attendees are participating in Listen Only mode
- ✓ Post your questions in the Q&A box
- ✓ Webinar is being recorded & will be made available
- ✓ Please take the brief evaluation survey posted during Q&A

Upcoming GLR Learning Tuesdays Webinars

LEARNING LOSS RECOVERY CHALLENGE WEBINAR

Supporting Parents at Home — An Essential Step to Mitigating Learning Loss

Tuesday, June 9, 3 p.m. ET/12 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE WEBINAR

Returning to School — State Strategies for Mitigating Learning Loss

Tuesday, June 16, 3 p.m. ET/12 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE WEBINAR

The Role of Broadcast Media in Mitigating the Digital Divide

Tuesday, June 23, 3 p.m. ET/12 p.m. PT



The Science of Learning Loss and Opportunities for Recovery

Learning Loss Recovery Challenge

June 2, 2020





Jennifer S. McCombs, Ph.D.

Co-Presenter

Director, Behavioral and Policy Sciences Department
RAND Corporation



Chris Minnich

Co-Presenter

Chief Executive Officer
NWEA



Chris Smith
Co-Presenter
Executive Director
Boston After School & Beyond



David K. Moore, Ed.D.
Community Commentator
Superintendent
School District of Indian River County



The COVID-19 Slide?

What summer learning loss can tell us about the potential impact of school closures on student academic achievement

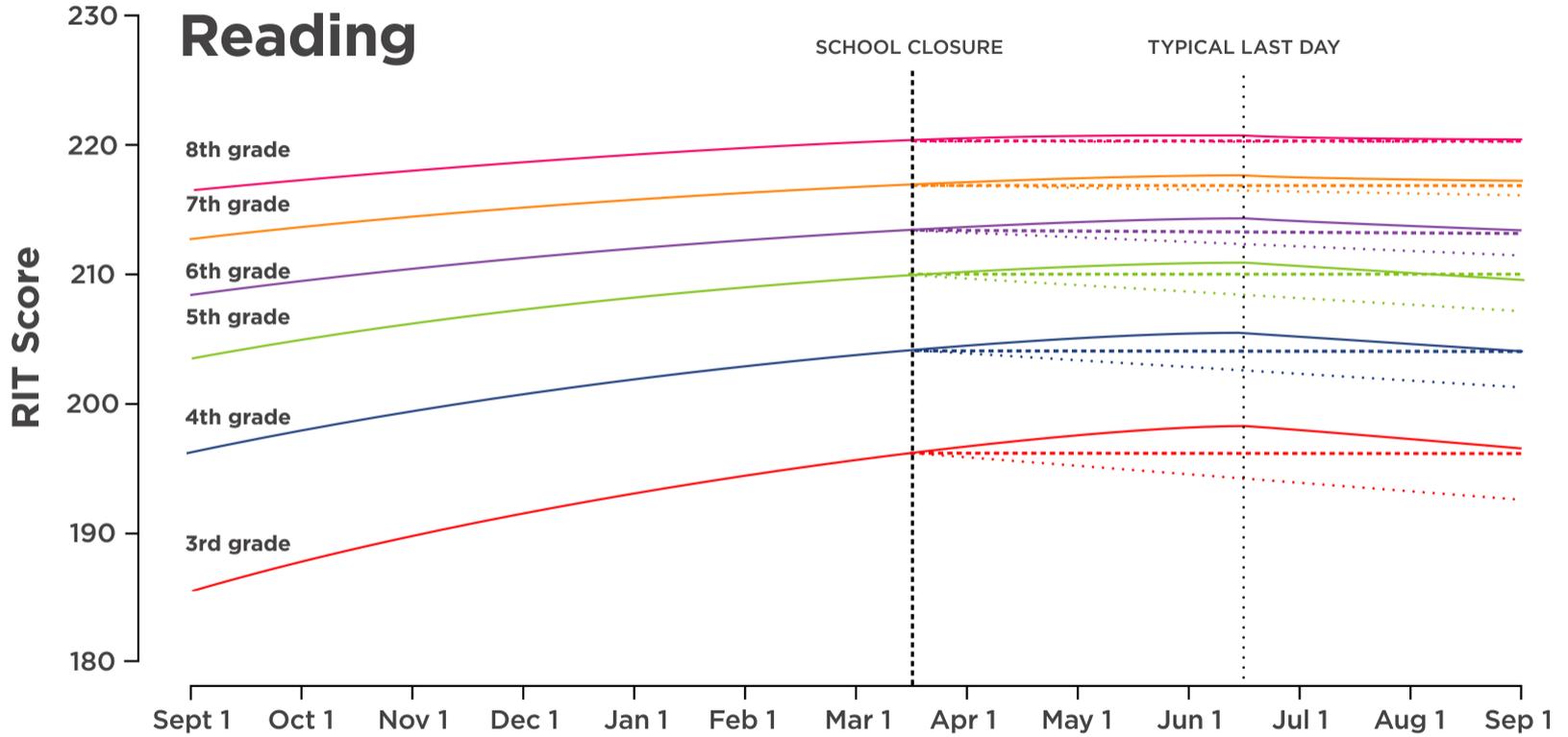
Chris Minnich, CEO



5,000,000
GRADE 3-8 STUDENTS

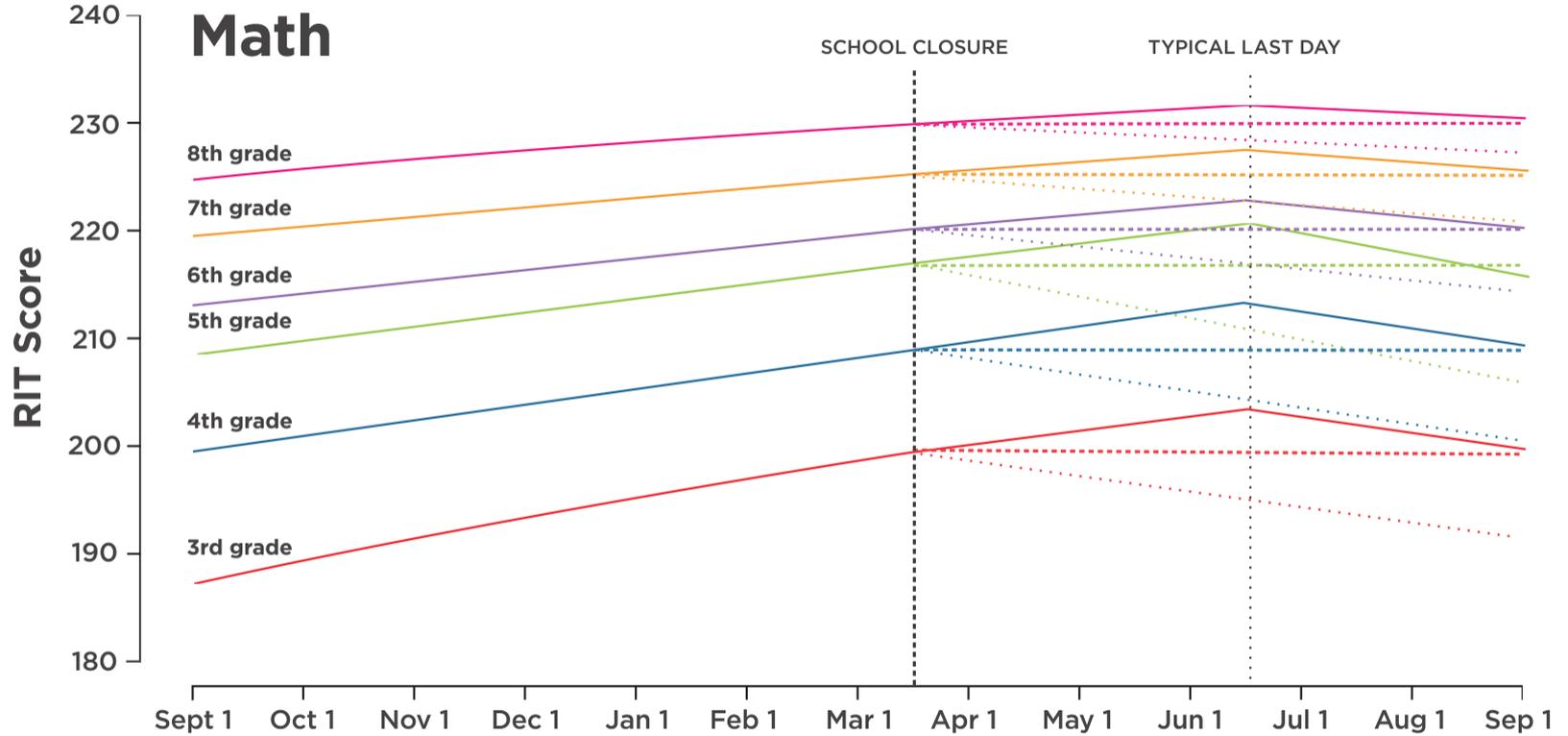
Kuhfeld, M. & Tarasawa, B. (2020). *The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement*. NWEA.

Reading



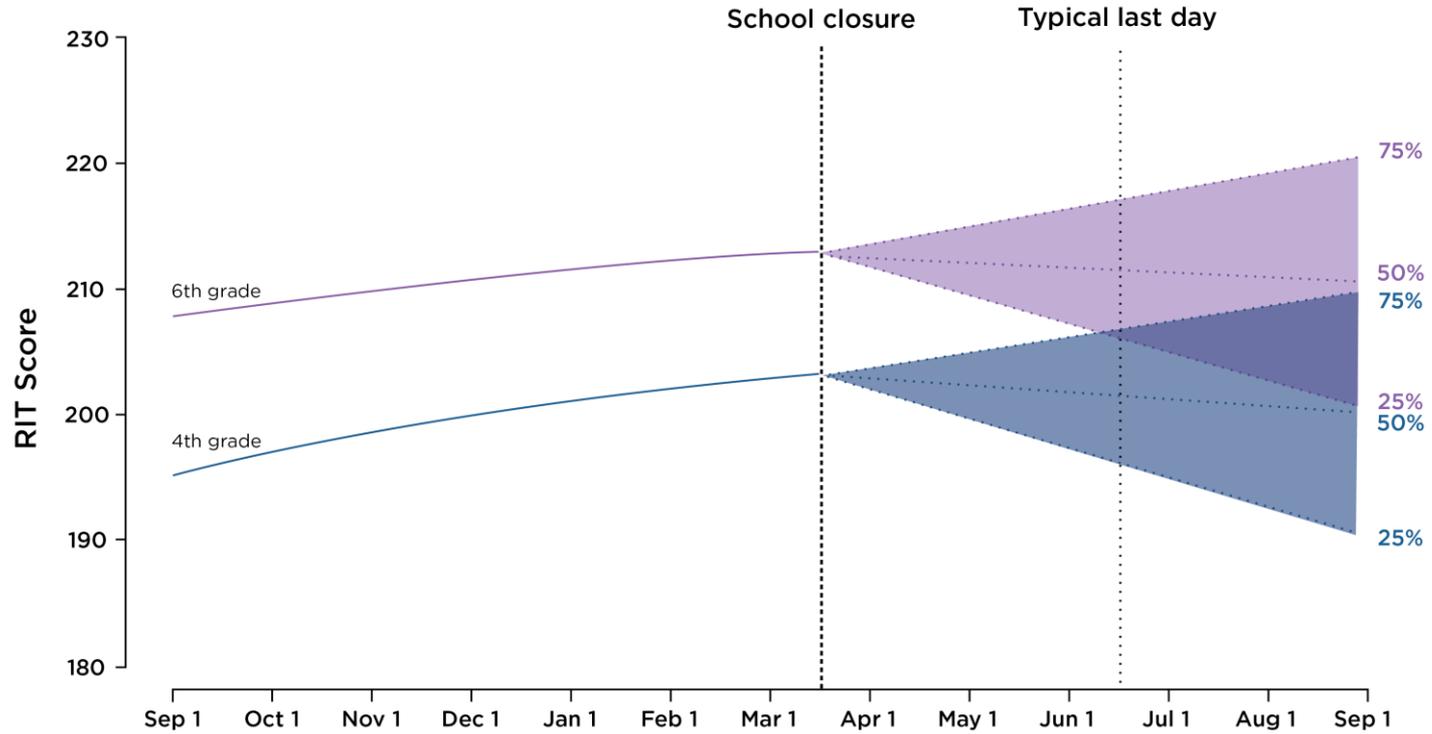
- Typical growth/Summer loss
- COVID Slowdown
- . . . COVID Slide

Math



- Typical growth/Summer loss
- COVID Slowdown
- COVID Slide

Reading



— Typical Growth

..... COVID Slide: Academic projections (based on summer patterns) throughout an extended closure

NWEA Considerations

- + Use federal and state investments, and flexibilities, to close the gaps
- + Make up lost instructional time
- + Create plans to close learning gaps
- + Surround kids with learning outside the classroom
- + Create clear strategic plans for restarting schools now

WHAT WE CAN LEARN FROM SUMMER



Jennifer McCombs, PhD
Director, Behavioral and Policy Science Department
RAND Corporation

RESPONDING TO CHALLENGES OF COVID 19 REQUIRE USE OF IN-SCHOOL AND OUT-OF-SCHOOL STRATEGIES

- Students are missing academic and enrichment activities during this time
- Intentionally-designed summer programs can boost achievement and provide critical opportunities
 - Targeted to student needs
 - Sufficient duration (5 weeks, 3 hours of academic instruction per day)
 - Small class size
 - Strong curriculum and instruction
 - Strategies to boost attendance



RISK FROM TIME OUT OF SCHOOL IS NOT EQUITABLE



- Children at elevated risks during this time include
 - Children who were already behind grade level
 - Children from low-income families
 - Children who are homeless
 - Children with special education needs

WE ALL HAVE A ROLE TO PLAY IN KEEPING CHILDREN ON-TRACK

- At-home learning can help children and youth retain and build skills
 - Consistent and paced (60 minutes a day for 5 days is better than 5 hours in one day)
 - Developmentally-appropriate
 - Scaffold learning & check in
 - Use district and school resources
- Structured programs that support the learning and developmental needs of the child can produce academic and non-academic benefits





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Questions & Discussion

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