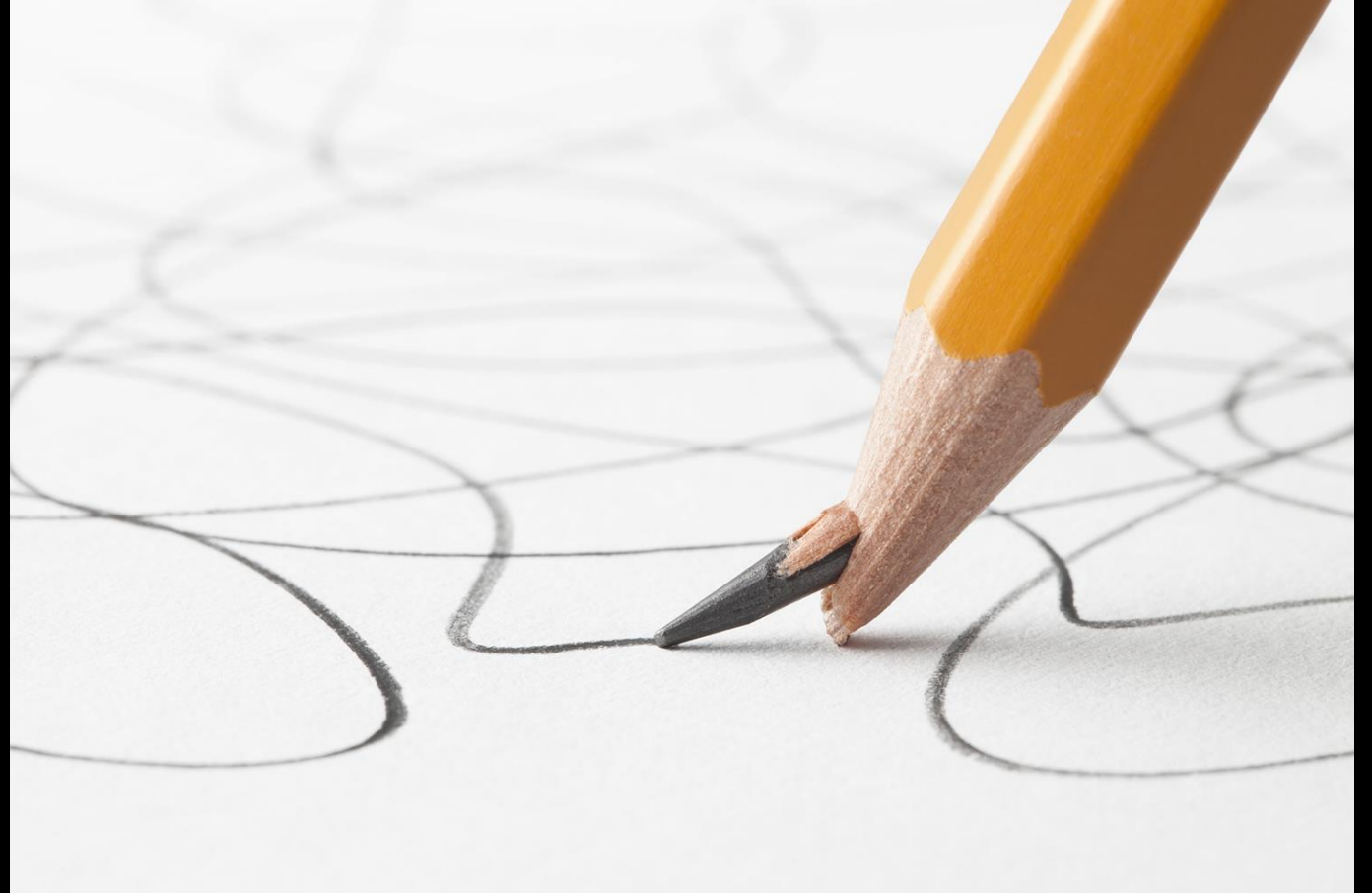

STRATEGIES AND POLICIES TO ADDRESS PANDEMIC LEARNING LOSS

Aaron Cirzan, PhD

Director, Academic Success Centers

Interim Director, Peer Jacks



MARCH 12, 2020

- NAU Announces a shift on online learning
- AZ Department of Corrections closes prisons for visits
- Montana declares State of Emergency
- Smithsonian and National Zoo closes
- Disneyland, LA Zoo and Universal Studios all announce closures
- Apollo cancels/postpones all shows
- Billie Eilish postpones tour dates
- First Drive through COVID testing Center opens in NY

“Our kids have lost so much—family members, connections to friends and teachers, emotional well-being, and for many, financial stability at home...and of course, they’ve lost some of their academic progress.”¹



1. Berger, R. (2021). Our Kids are Not Broken. The Atlantic.

REALITIES OF COVID IN SCHOOLS

- Netherlands² – “Best Case Scenario” – Learning Loss of 3 percentile points (1/5 school year)
 - Short Lockdown (8wk) – Equitable School Funding – National Broadband Access
 - 60% higher learning loss among students from lower-educated homes
 - Findings indicate:
 - Little to no progress was made learning from home
 - There was an uneven toll on the education of children



REALITIES OF COVID IN SCHOOLS

- United States
 - Primary and Secondary schools
 - 77% of K-12 moved to online distance learning (S20)
 - 98% of schools planned full-time in person schooling (F21)
 - Public school enrollment dropped 2.7% - AZ S2T ratio dropped almost 1 % (Largest in nation)
 - Post Secondary schools
 - 15% received emergency financial support (S20)
 - 71% reported stress and anxiety, 89% difficulty concentrating, and 82% increased academic concerns³
 - Post secondary Education enrollment decreased 9% (F20)



LEARNING LOSS/MISSED

- Learning loss/misplaced means the loss or reversal of knowledge or skills as well as forgone learning, which is the learning that would have occurred under typical circumstances.⁴

Facts About Learning Loss/Misplaced:

- Students learned less when they were remote
- Students at high-poverty schools were hit hardest
- Older students struggle to recover more than younger students
- High school graduation rates increased



4. GAO (2022). Less Academic Progress Overall, Student and Teacher Strain and Implications for the Future.

INEQUITY IN EDUCATION

- High-poverty schools experienced 50 percent more achievement loss than low-poverty schools
- High-poverty schools spent 5.5 weeks more, on average, with remote instruction
- Achievement gaps between Black and Hispanic students and their white and Asian peers widened.*
- One month of missed school was equivalent to seven to ten weeks of math learning for high poverty students.⁵

*The widening racial gap happened because of negative shocks to schools attended by disadvantaged students, not because of differential impacts within schools.

Figure 1. Differences in Remote Instruction by School Poverty Status and State

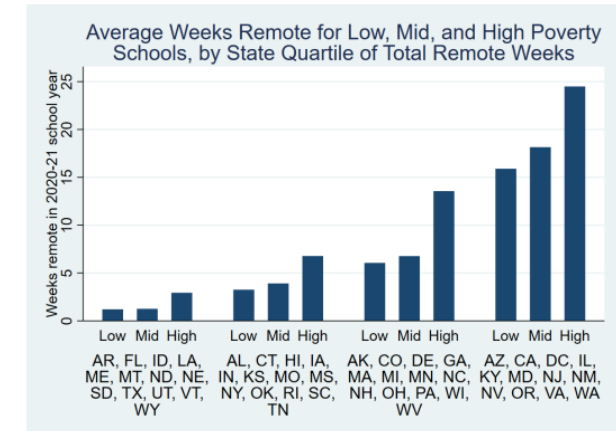
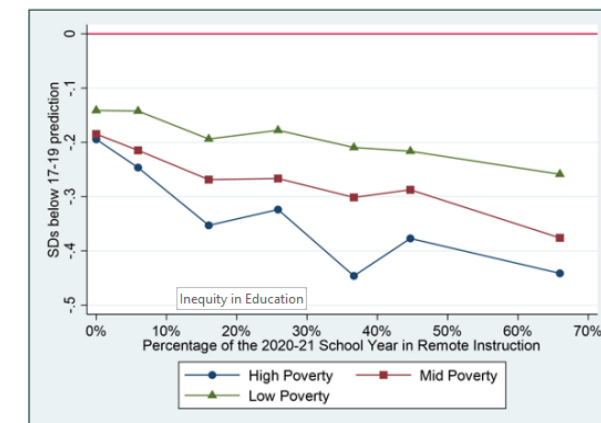


Figure 2. Pandemic Achievement Effects by Remote Schooling and School Poverty, Math



RESPONSE TO LEARNING LOSS



- Federal government invested \$190 billion in aid to education agencies (20% on academic recovery) to:
 - Use high-quality diagnostic and formative assessments to inform and personalize instruction
 - Implement high-quality and effective tutoring
 - Integrate and prioritize the social, emotional, and academic needs of all students
 - Provide students with tailored learning acceleration opportunities
 - Support the successful transitions of students from pre-school to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education and the workforce
 - Use high-quality out-of-school time (OST) learning experiences to support students' social, emotional, and academic needs
 - GAO advocated mental health services, smaller class sizes, and better links between schools and families should be prioritized.
-

OUR RESPONSE

- What do students need, to learn?
- How can we provide that (without causing burnout)?
- How do we promote empathy and equity within our programs to support students who need support most?
- How do we empower our students to have a voice in development within our programs?
- What are we going to shift in our program today, to support students moving forward and close the learning and equity gap?



ADDITIONAL RESOURCES

- The Key Podcast: [Dealing With Students' Learning Loss](#) -Episode 54 (Inside Higher Ed)
 - Webinar: [Personalizing Instruction to Address COVID-19 Learning Gaps](#) (U.S. Dept. of Ed)
 - [Learning Loss Recover Strategy Guide](#) (Colorado Dept. of Ed)
 - [School Practices to Address Student Learning Loss](#) (University of Chicago)
 - [Combatting pandemic learning loss: Providing data-driven insights to reduce COVID's impact on STEM learning](#) (NORC)
 - [Every Kids Needs a Champion](#) (Ted Talks)
 - [What COVID-19 Revealed about U.S. Schools](#) (Ted Talks)
-

Share
Your
feedback
With
Us



Student Affairs



Presentation Survey!
