District Perspectives on Pandemic Impacts and Recovery

Center: André A. Rupp & Erika Landl, Senior Associates
Districts: Debbie Durrence & Miranda McLaren (GCPS), Adam Hicks (SCPS)

RILS Conference, Portsmouth NH
September 22-23, 2022
Session Overview

11:00 – 11:15  Dimensions of pandemic impact and recovery
- Academic impacts and technology access
- Acute trauma and mental health
- Combined inequities
- General learning frameworks
- Strategic recovery guidance

11:15 – 12:00  District perspectives on pandemic impact and recovery
- Characteristics of effective districts
- Two district examples:
  • Gwinnett County (GA)
  • Shelby County (KY)

11:55 – 12:10  Extended discussion with audience Q&A
12:10 – 12:15  Wrap-up with resource examples
Dimensions of Pandemic Impact
Pandemic impact is a complex, multidimensional phenomenon with many interdependencies that cut across school, family, and community contexts.

Discussions of impact should be informed by appropriate qualitative and quantitative data and multidisciplinary perspectives, with stories about possible root causes crafted carefully.

Addressing pandemic impact requires differentiated, multifaceted recovery efforts that need to be fine-tuned in local contexts to be most effective.
Outcome Analyses

Academic Impacts
Unfinished Learning as a Global Issue
Unfinished Learning as a National Issue

1. First ever drop in mathematics and first drop in reading since 1980s—scores comparable to 20 years ago
2. Declines across percentiles—Greater for lower performers
3. While many student groups declined, only two score gaps changed
   1. White-Black gap widened in mathematics
   2. City-Suburban gap narrowed in reading
4. Widespread challenges during remote learning—Greater for lower performers
State Assessments
Interim Assessments

Amplify

Curriculum Associates

NWEA

Renaissance
Broad Picture

Student achievement gaps and the pandemic: A new review of evidence from 2021–2022

Panel of Experts
Sarah Cohodes, Columbia University
Dan Goldhaber, American Institutes of Research/University of Washington
Paul Hill, CRPE, Arizona State University, Chair
Andrew Ho, Harvard University
Vladimir Kogan, Ohio State University
Morgan Polikoff, University of Southern California
Carla Sampson, Arizona State University
Martin West, Harvard University

August 2022

How Has the Pandemic Affected Students’ Social-Emotional Well-Being? A Review of the Evidence to Date

Panel of Experts
Co-Chair Laura Hamilton, Educational Testing Service
Co-Chair Bethany Gross, WGU Labs
David Adams, The Urban Assembly
Catherine Pilcher Bradshaw, Curry School of Education at the University of Virginia
Pamela Cantor, Turnaround for Children
Robin Gurwitch, Duke University
Robert Jagers, CASEL
Velma McRide Murray, Vanderbilt University
Marleen Wong, University of Southern California

August 2021
Contextual Factors:

Teacher Shortages
‘Never seen it this bad’: America faces catastrophic teacher shortage

Washington Post
August 3, 2022

Job-Related Stress Threatens the Teacher Supply
Key Findings from the 2021 State of the U.S. Teacher Survey

RAND (2021)

Learning Policy Institute
2018 Data – no recent updates available yet
Contextual Factors:

Technology Access
Among parents with children whose K-12 schools were closed at some point due to the coronavirus outbreak, % who say that, since the beginning of the outbreak in February 2020, their children ever ...

<table>
<thead>
<tr>
<th>障碍类型</th>
<th>上层收入</th>
<th>中层收入</th>
<th>下层收入</th>
<th>美国父母子女学校关闭情况</th>
<th>男</th>
<th>女</th>
</tr>
</thead>
<tbody>
<tr>
<td>必须在手机上做作业</td>
<td>16</td>
<td>24</td>
<td>37</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>无法完成作业因为他们没有电脑</td>
<td>2</td>
<td>15</td>
<td>25</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>必须使用公共Wi-Fi来完成作业因为他们没有可靠的互联网连接</td>
<td>4</td>
<td>11</td>
<td>23</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>遇到至少一个这些障碍</td>
<td>18</td>
<td>31</td>
<td>46</td>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Among parents whose K-12 children have had some online instruction since the beginning of the coronavirus outbreak, % who say it has been very or somewhat difficult to help their children use technology and the internet for online instruction

- **Urban**
  - 上层收入: 33
  - 中层收入: 23
  - 下层收入: 39

- **Suburban**
  - 上层收入: 29
  - 中层收入: 29
  - 下层收入: 36

- **Rural**
  - 上层收入: 18
  - 中层收入: 18
  - 下层收入: 36

**Among home broadband users**
- 常常/有时有互联网问题: 34
- 罕见/从未有互联网问题: 22

---

2021 PEW RESEARCH CENTER’S AMERICAN TRENDS PANEL
WAVE 88 APRIL 2021
FINAL TOPLINE
APRIL 12-18, 2021
N=4,623
www.nciea.org
70% of students recalled experiencing remote learning last school year. What supports did those students have?

<table>
<thead>
<tr>
<th>Support</th>
<th>Lower-Performing Students</th>
<th>Higher-Performing Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a desktop computer, laptop, or tablet all the time</td>
<td>58%*</td>
<td>83%</td>
</tr>
<tr>
<td>Had access to high-speed internet some of the time</td>
<td>26%*</td>
<td>43%</td>
</tr>
<tr>
<td>Had a quiet place to work some of the time</td>
<td>30%*</td>
<td>45%</td>
</tr>
<tr>
<td>Had their teacher available to help with schoolwork every day or almost every day</td>
<td>26%*</td>
<td>45%</td>
</tr>
<tr>
<td>Had someone help them with their schoolwork about once or twice a week</td>
<td>15%*</td>
<td>23%</td>
</tr>
</tbody>
</table>

* Significantly different (p < .05) from students performing at or above the 75th percentile.
Contextual Factors:

Acute Trauma
New reported deaths by day

7-day average

Covid-19 death rates by age and race

- Asian
- White
- Black
- Hispanic

Note: Rates for White, Black and Asian people exclude Hispanics. Rates for Native Americans and Pacific Islanders were less reliable because of low total counts and are not shown. | Source: C.D.C.
Contextual Factors:

Socio-emotional Impacts
Empirical Findings

**Theme 1:** Broad disruptions of the pandemic in school, home, and social life

**Theme 2:** Impacts on caregivers and their relationships with students

**Theme 3:** Negative impacts of the pandemic on general mental health

**Theme 4:** Differential effects for student groups by age, gender, race, and SES

**Theme 5:** Resilience and differential effects of various coping strategies

Naff, Williams, Furman-Darby, & Yeung (2022)
During the pandemic, students experienced a range of mental and physical health problems. Here is what we are seeing:

**Mental Health Effects**
- Depression
- Social withdrawal
- Increased anxiety
- Loss of confidence
- Sleep disturbances
- Suicidal tendencies

**Physical Health Effects**
- Increased risk of drug abuse
- Headaches and stomach aches
- Worse physical health
- Obesity
- Higher blood pressure and cholesterol as young adults
- Higher risk of heart disease

During the pandemic, Black and Latino families are experiencing additional trauma that will make them more likely to face mental health problems.

**Food insecurity**
Black and Latino families are twice as likely as White families to face food insecurity.

**Housing insecurity**
24% of Black and 18% of Latino families face housing insecurity as compared to 12% of White families.

**Unemployment**
Black and Latina women are more than twice as likely to be unemployed as White women.
Combined Inequities
**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, there are worrisome signs that in some grades students might be falling even further behind pre-pandemic expectations.

**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.

**Observation 3 (K-12):** Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.

**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.

**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. These students also are at an increased risk of isolation and abuse from unsupportive or actively hostile family members.

**Observation 6 (K-12 and postsecondary):** Nearly all students have experienced some challenges to their mental health and well-being during the pandemic and many have lost access to school-based services and supports, with early research showing disparities based on race, ethnicity, LGBTQ+ identity, and other factors.
Observation 7 (K-12 and postsecondary): Heightened risks of sexual harassment, abuse, and violence during the pandemic, including from household members as well as intimate-partners, and online harassment from peers and others, affect many students and may be having a continued disparate impact on K-12 and postsecondary girls and women and students who are transgender, non-binary, or gender non-conforming.

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.

Observation 9 (postsecondary): COVID-19 has raised new barriers for many postsecondary students, with heightened impacts emerging for students of color, students with disabilities, and students who are caregivers, both for entry into higher education and for continuing and completing their studies.

Observation 10 (postsecondary): Many institutions of higher education that disproportionately serve students of color and students from low-income backgrounds have seen declines in enrollment since the pandemic began. During the 2020-21 academic year historically Black colleges and universities (HBCUs), Minority Serving Institutions (MSIs), and Tribal Colleges and Universities (TCUs) also had declines in enrollment that in some cases far outpaced enrollment declines in their predominantly white peer institutions. Higher-education institutions also reported a sharp drop-off in enrollment in 2020 of students graduating from high-poverty high schools compared to pre-pandemic numbers.

Observation 11 (postsecondary): Students with disabilities in higher education are facing significant hardships and other barriers due to COVID-19, threatening their access to education, including through remote learning, and basic necessities.
Working towards Equity, Justice, and Inclusion in an Endemic Context
Looking Ahead

General Frameworks
District Experiences & Strategies
Bigger Picture
Each level in a school or district’s organization defines its job as empowering and enabling those at the next level to do the best work they can possibly do. Credit: NGLC
Redefining Student Success

87% of respondents indicated

A whole-child definition of success, with competencies tuned to 21st century needs, is “mature and going strong” or is “taking root”

Student-Centered

91% of respondents indicated

Empowering learners to holistically understand their needs, strengths, and interests is “mature and going strong” or is “taking root”

Student-Driven

80% of respondents indicated

Entrusting learners to take ownership of their own learning is “mature and going strong” or is “taking root”

Competency-Based

69% of respondents indicated

Learning that can progress at the learners' own pace, based on demonstrated mastery, is “mature and going strong” or is “taking root”

Anywhere Learning

81% of respondents indicated

Learning that transcends location in relevant and valued ways and is connected to families, educators, communities, and networks is “mature and going strong” or is “taking root”
74% STRONGLY AGREE
STUDENT-CENTERED LEARNING MODEL
was a critical factor in their response

84% STRONGLY AGREE
STRONG RELATIONSHIPS
as a component of healthy culture was a critical factor in their response

77% STRONGLY AGREE
CREATIVE ADAPTABILITY
as a component of healthy culture was a critical factor in their response

79% STRONGLY AGREE
LEADERSHIP CAPACITY
was a critical factor in their response

69% STRONGLY AGREE
AGILE, EFFECTIVE COMMUNICATION
was a critical factor in their response

64% STRONGLY AGREE
DEEP TECH CAPACITY AND BUILD-OUT
was a critical factor in their response
Promising Leadership Practices of Schools That Exceeded Expectations during the Pandemic

Key 1
Cultivate educator mindsets that support student success.

Key 2
Create a culture of data.

Key 3
Prioritize meeting the needs of the whole child.

Key 4
Create a school environment that engages and inspires students.

Key 5
Enhance teacher practice with more resources and support.

Key 6
Strengthen connections with families.
District Examples
District Profiles

Debbie Durrence
Miranda McLaren

Adam Hicks
In Your District:

Impacts
a) What have been the dominant longer-term impacts of the pandemic on your schools and community?
b) What outcomes are most important in your district as a signal for pandemic recovery?

Actions
a) What actions are you taking as a district to support pandemic recovery?
b) How do your plans for supporting pandemic recovery address equity concerns?

Assessments
a) How has the use of interim, state, and other assessments changed during the pandemic?
b) How do you communicate about pandemic impact and recovery to key stakeholders?

Conditions
a) Which external messaging has served to support or hinder your recovery efforts?
b) What unexpected innovation opportunities did the pandemic introduce?
Audience Q&A
In one sentence, please briefly say who you are, where you work, and what your main responsibilities are.
Strategic Guidance
REACH every child and retain them in school.

ASSESS learning levels.

PRIORITIZE teaching the fundamentals.

INCREASE catch-up learning and progress beyond what was lost.

DEVELOP psychosocial health and well-being so every child is ready to learn.
COVID-19 Resources for Schools, Students, and Families

There are several Department of Education COVID-19 resources available for states, communities, educators, and families. These resources include guidance and policies related to elementary and secondary education, special education, postsecondary education, and other aspects of learning. The Centers for Disease Control and Prevention (CDC) also continues to provide updated guidance for school settings.

If you are a contractor looking for information regarding doing business with ED during the pandemic, please visit the Contracts page.

What’s New!

All Education Levels

- Prioritizing Care Investigation and Contact Tracing for COVID-19 (March 1, 2022)
- Secretary’s Letter to School and Early Childhood Communities (February 25, 2022)
- Disability Rights (February 24, 2022)
- Four Ways Schools Can Find Covid-19 Tests (February 14, 2022)
- STEAMStars Communications Toolkit (February 9, 2022)

Elementary and Secondary Education

- Improving Access to High-Quality Resources That Equitably Support Social-Emotional Development and Mental Health of Young Children (June 14, 2022)
- Letter to Educators and Parents Regarding New CDC Recommendations and their Impact on Children with Disabilities English | Español (March 24, 2022)
- Fact Sheet: Providing Students with Disabilities Free Appropriate Public Education During the COVID-19 Pandemic and Addressing the Need for Compensatory Services Under Section 504 (February 16, 2022)
- Using American Rescue Plan Funds and Other Federal Supports to Address Staff Shortages (January 28, 2022)
- Using American Rescue Plan Funds and Other Federal Resources to Address Teacher Shortages (January 30, 2022)

Postsecondary Education

- Higher Education Emergency Relief (HEER) Fund
Know who has been left behind
- Monitor the Back-to-School process for all children from preschool and upwards, particularly those who do not return in order to understand why and proactively reach out to them.

Understand and address the barriers
- Implement measures that will be necessary to support and sustain girls’ and other vulnerable groups’ return to quality learning.

School-level barriers    Household-level barriers

Focus on learning recovery
- Every education system must adopt a learning recovery programme, comprised of a mix of evidence-based, contextually appropriate strategies.

Diagnose individual learning
- Catching children where they are will effectively enable children to return to school and address their learning recovery journey.

Offer catch-up learning at scale
- Tailor catch-up learning programmes (structured pedagogy, small group tutoring and targeted instruction etc.) to bring children back on track.

Use alternative learning pathways
- Enable alternative learning pathways so that all children can follow a learning pathway that is appropriate for their context/goals

Strengthen tailored and comprehensive support
- Provide tailored services needed to meet their learning, health, nutrition, psychosocial wellbeing, and other needs through cross-sectoral collaboration across Ministries.

Ensure protection, safety and referral systems
- Marginalised children are returning to school systems that need to be able to provide for their increased protection needs.

Enablers to return to learning

Leadership ensures a focus on reaching marginalised children at all levels. Examples include wide and frequent consultation and encouraging the participation and voices of children and youth in the decision-making process.

Funding (sufficient, effective, and equitable) with learning losses/remediation given priority. Additional education funding can effectively be targeted to schools and communities hit hardest.

Accountability system(s) for ensuring all children return and learn would include supporting/incentivizing all “duty-bearers”. This includes empowering children to demand opportunities for effective learning.

Engage parents, young people and communities to address concerns, surface innovations, and ensure a safe, widely accepted reopening. Critical communications and outreach can be diversified by making them available in relevant languages and accessible formats.

Support teachers to address learning losses among their students and to incorporate digital technology into their teaching. This includes targeted skills training in structured pedagogy and how to cope with lower levels of learning.

Innovation can be beneficial as schools reopen by providing new resources and pedagogies for teachers, different modalities to reach the most marginalised and reimaging education for children and adolescents.
Assisting teachers to support learning recovery: understanding learning loss and learning gains during school closure
Coping With COVID-19
Student-to-Student Study

When Kentucky schools shut down due to coronavirus in the spring of 2020, we pivoted our school-level school climate work to design a relevant state-wide research study. The goal was to gauge the impact of the crisis on students learning from home. We wanted to ensure education leaders navigating through the pandemic would better understand what Kentucky students were experiencing to inform their decision-making.

The “Coping with COVID-19 Student-to-Student Study” is a student-driven initiative launched in the wake of statewide school closures to understand Kentucky students’ social-emotional and learning experiences during the first months of the COVID-19 crisis. The statewide survey was co-designed by students and adult research advisors and disseminated May 11-22, 2020, via a combination of peer-to-peer communication, administrative school-wide dissemination, and partnerships with youth and community organizations. Overall, more than 9,475 students from all but one county in Kentucky took part.
Center Resources

Juan D'Brot  |  May 18, 2022

Large Scale Assessment

Monitoring COVID Recovery Efforts
Educational Assessments are Simply Tools in Your Toolbox. "If the only tool you have is a hammer, it is tempting to treat everything as if it were a nail.

Read More

Nathan Daday  |  Feb 23, 2022

Large Scale Assessment

Comparisons Matter: Considering What Recovery Is
Now is the Time to Begin Preparing for the Reporting of Spring 2022 Assessment Results. The question about the pandemic impact has largely been answered - it's bad (e.g., Betebenner et al.

Read More

Nathan Daday, Chris Brondt, Will Lorcé  |  Mar 25, 2021

Education Policy

Making Sense of Recent COVID-19 Impact Studies by Interim Assessment Vendors
Part 1 of a 3-part Series on The Practical Implications of COVID-19 "Learning Loss" Studies. It has been a year since COVID-19 made it impossible for states to administer state assessment programs ...

Read More

2022 Annual Award for Exceptional Achievement in Educational Measurement by NCME
References I: Pandemic Impact

- Amplify (2022). *Amid academic recovery in classrooms nationwide, risks remain for youngest students with least instructional time during critical early years.* Research brief.
References II: Strategic Guidance

District Perspectives on Pandemic Impacts and Recovery

Center: André A. Rupp & Erika Landl, Senior Associates
Districts: Debbie Durrence & Miranda McLaren (GCPS), Adam Hicks (SCPS)

RILS Conference, Portsmouth NH
September 22-23, 2022