

# COVID-19 Student Learning Recovery



We know school leaders are struggling to balance work, child-care and self-care while keeping their eye on student learning. Days are long and the future is uncertain. Now, you are tasked to lead the efforts for the "COVID LEARNING SLIDE".

A report from NWEA estimates that students will return to school with "roughly 70 percent of the learning gains in reading and less than 50 percent in math relative to a typical school year." Losses are likely to be more pronounced in the early grades when students normally acquire many basic skills, and among those already facing steep inequities

School leaders will need to take bold actions in preventing a projected learning loss. The time to prepare and adapt is now.

We hope you find this guide helpful as you explore solutions to help students when schools open this fall.



- ENSURE CONTINUITY OF CORE SERVICES
  - PLAN AND ADAPT NOW
  - TEACHER LEADERS ARE KEY IN DESIGN & IMPLEMENTATION
  - PROVIDE EQUITABLE SUPPORT TO ALL LEARNERS
  - BUILD POWERFUL PARTNERSHIPS WITH FAMILIES
  - AVOID COMPLEXITY
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**REOPENING SCHOOLS WILL LOOK DIFFERENT,  
PLAN FOR A FEW POTENTIAL INSTRUCTIONAL  
DELIVERY SCENARIOS IN THE 2020-2021  
SCHOOL YEAR**

**REMOTE LEARNING  
CONTINUES**

**STAGGERED SCHEDULES**

**CLASS SIZES OF 12  
OR FEWER**

**NEW CALENDARS**

**YOUNGER STUDENTS  
FIRST?**

**NO ASSEMBLIES**

**NO PARENT TEACHER  
CONFERENCES**

**DESKS 6.5 FEET APART**

**STUDENTS PLAY IN  
SMALL GROUPS**

**ROLLING CLOSURES**

## ACTIONS TO MITIGATE A COVID LEARNING SLIDE

School leaders recognize that the interruptions in the school schedule did not provide enough time to help students meet their rigorous academic demands. A COVID learning slide may impact the prerequisite knowledge and skills that students need to access grade level work when school reopens. Pausing grade-level instruction to teach content from prior grades won't work. School leaders need to be ready on the first day of school with a new strategy for diagnosing learning loss where students can both engage in the grade level content and fill learning loss gaps simultaneously.

1. **USE DIAGNOSTIC AND VALID AND RELIABLE FORMATIVE ASSESSMENT RESULTS TO IDENTIFY ESSENTIAL LEARNING GAPS.**
2. **HIGHLIGHT THE PRIORITY STANDARDS IN YOUR PACING GUIDE FOR EACH SUBJECT AREA AND/OR GRADE LEVEL UNIT.**
3. **IDENTIFY ESSENTIAL PREREQUISITE SKILLS NEEDED TO MASTER THE PRIORITY STANDARD(S) FOR EACH UNIT.**
4. **ALIGN AND MAP THE ESSENTIAL PREREQUISITE SKILLS FOR EACH UNIT.**
5. **CREATE SIMPLIFIED LESSON PLANS FOCUSING ON THE MOST CRITICAL ELEMENTS OF THE UNIT.**

6. DEVELOP COMMON FORMATIVE ASSESSMENTS OR EXIT TICKETS ALIGNED TO THE ESSENTIAL PREREQUISITE SKILLS AND PRIORITY STANDARDS FOR EACH UNIT.
7. TRAIN CLASSROOM TEACHERS ON FORMATIVE ASSESSMENT PRACTICES TO IDENTIFY IF GAPS EXIST FOR THE WHOLE CLASS OR SMALL GROUPS OF STUDENTS.
8. PROVIDE PROFESSIONAL LEARNING OPPORTUNITIES FOR TEACHERS ON HOW TO BUILD NEEDED SCAFFOLDS INTO LESSONS AND HOW TO ADJUST THE PACING CALENDAR TO ADD IN ADDITIONAL LESSONS FOR PREREQUISITE SKILLS.
9. SCHEDULE AND DEPLOY AN INTERVENTION PERIOD WITH FLEXIBLE GROUPING STRATEGIES TO ADDRESS LEARNING GAPS.
10. EVERYONE IS A TEACHER! USE INTERVENTION SPECIALISTS, INSTRUCTIONAL COACHES AND OTHER CREDENTIALLED TEACHERS TO PROVIDE ADDITIONAL INSTRUCTIONAL SUPPORT TO STUDENTS.
11. ENGAGE TEACHERS IN SHORT CYCLES OF INQUIRY TO ENSURE THOUGHTFUL PROGRESS. ADJUST STRATEGY IF NEEDED.