2022 Comprehensive Literacy State Development (CLSD) Program National Convening

March 1–3, 2022

Mapping Our Progress: Advancing Literacy in the Face of COVID-19

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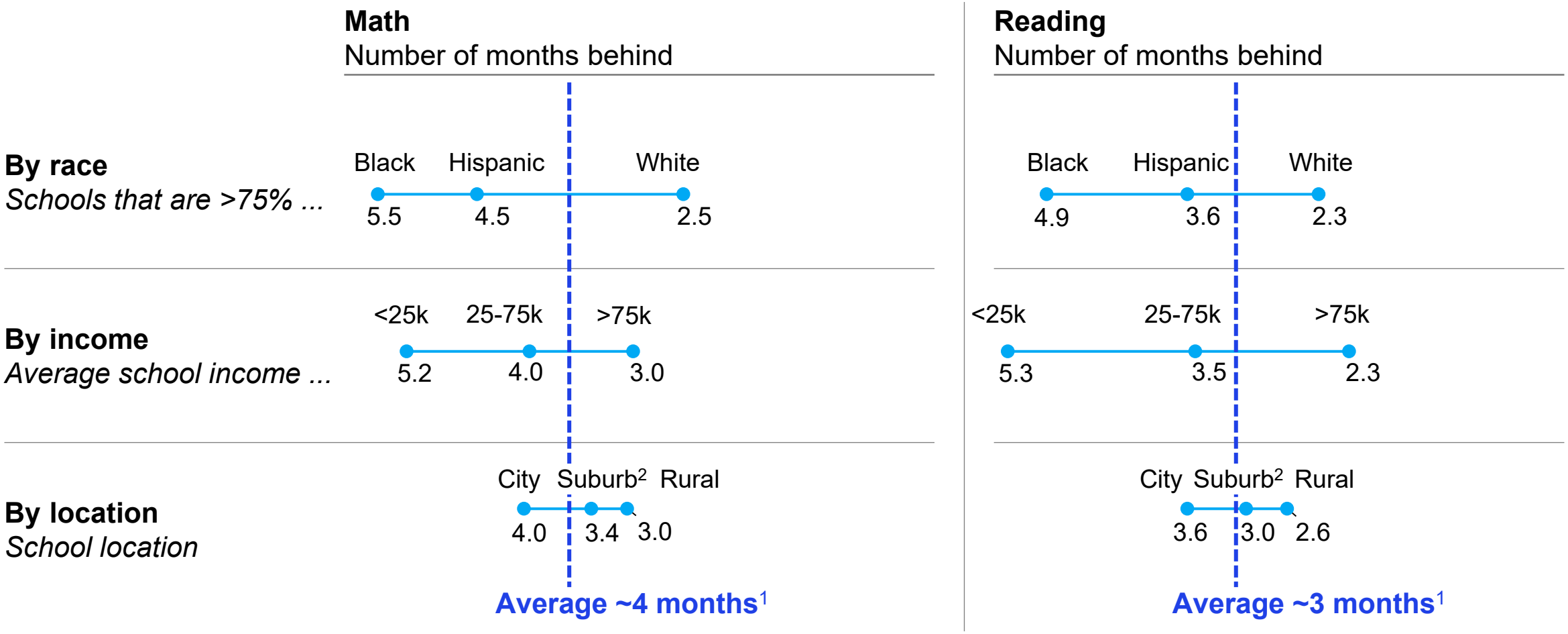
What is the impact of the pandemic on student learning to date?

By the start of the 2021-2022 school year, students were on average 4 months behind in math and 3 months behind in reading

Cumulative months of unfinished learning due to the pandemic, grades 1 though 6



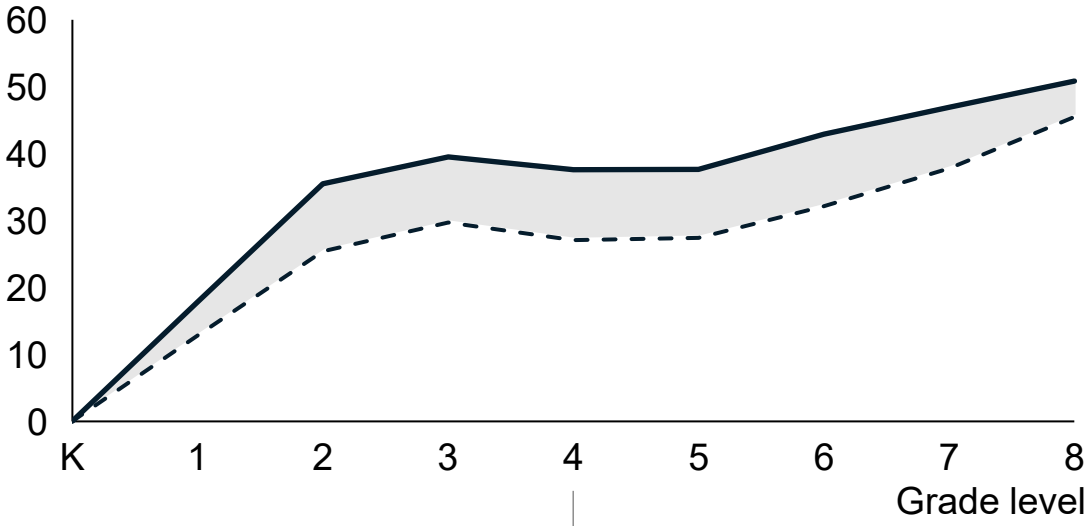
1. Values have been rounded to the nearest whole number. Averages are 3.5 months for math and 3.1 months for reading; 2. Town or suburb

Source: Curriculum Associates i -Ready assessment data

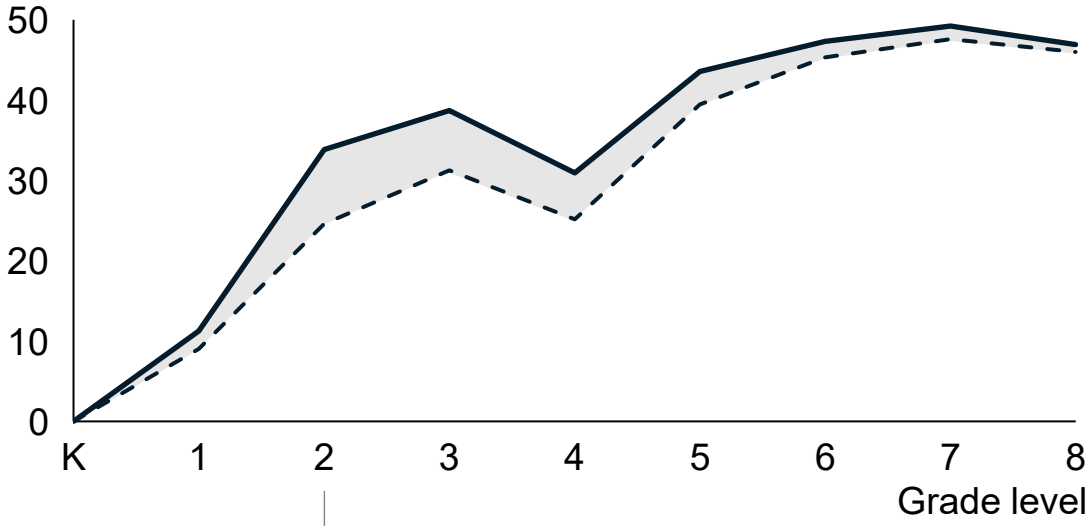
In a typical classroom of 30 students, three additional students could be two or more grade levels behind this year

Fall 2021 — Historical average

Two or more grades behind in mathematics,
% of students by grade level

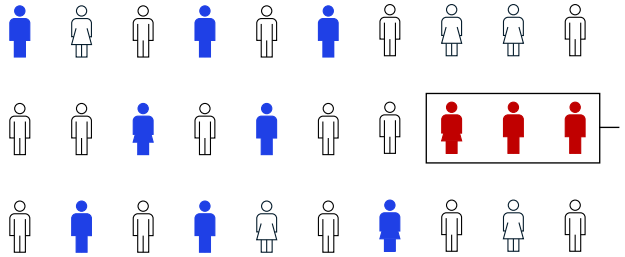


Two or more grades behind in reading,
% of students by grade level



Historically 2+ grades behind

Newly 2+ grades behind

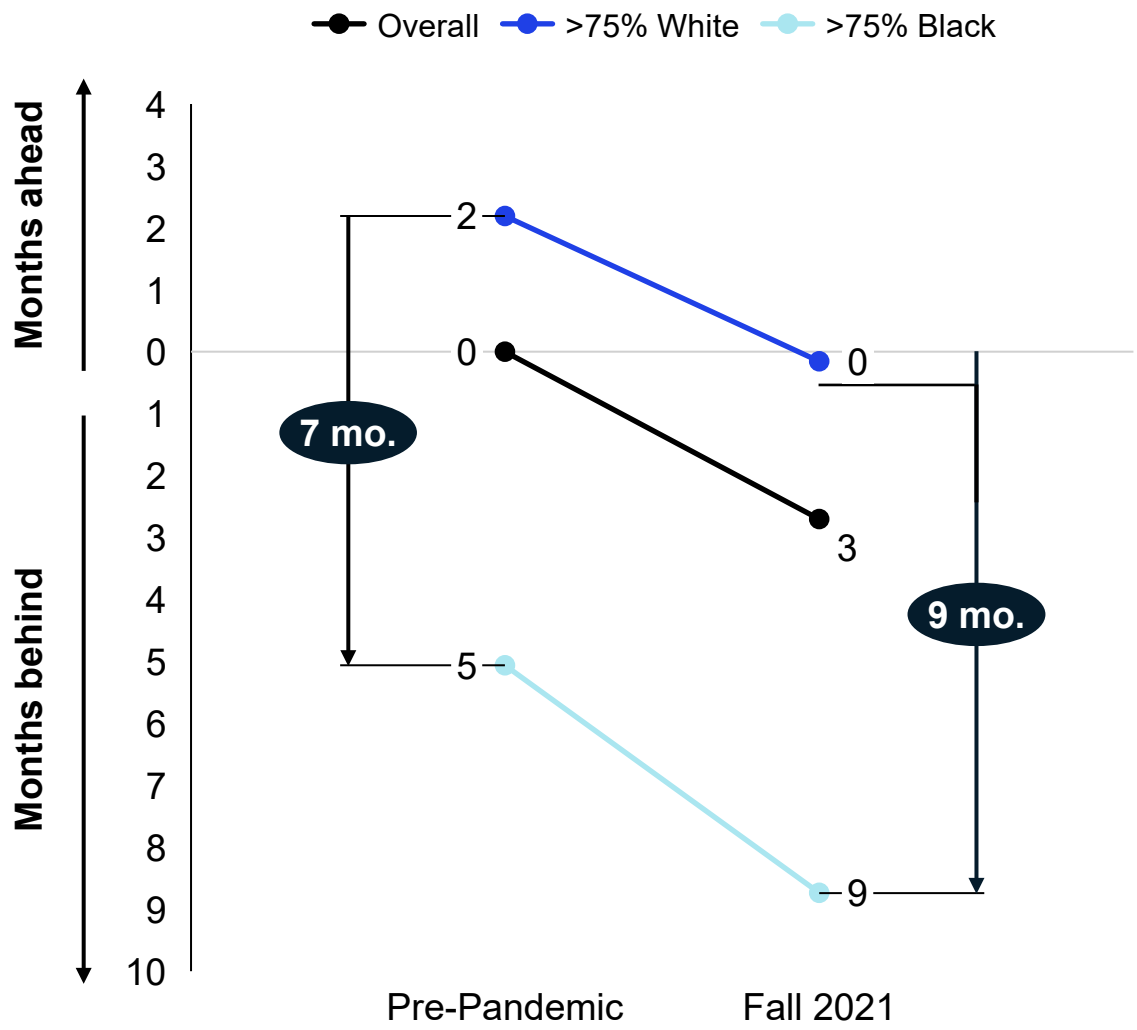


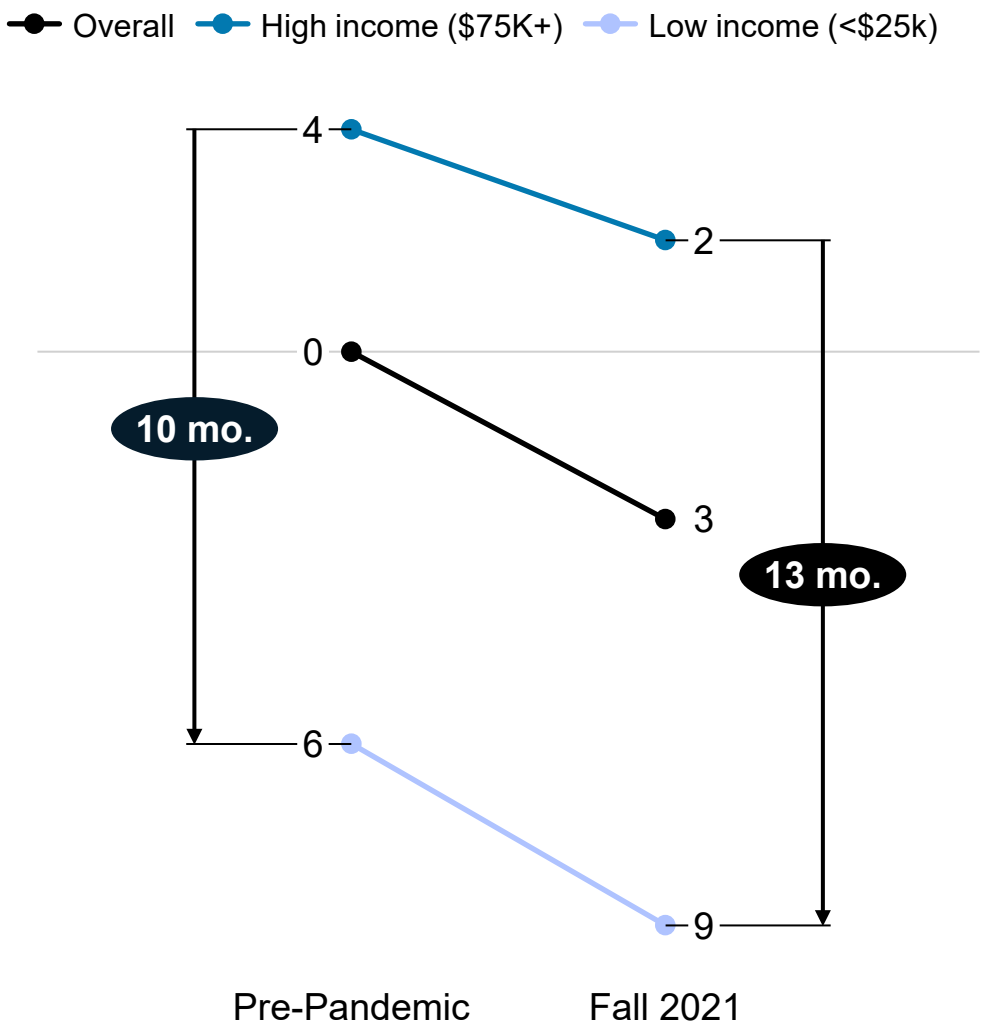
In a typical language arts classroom of 30 2nd graders, there are an **additional 3 students who are now 2+ grades below grade level performance**

Source: Curriculum Associates i -Ready assessment data

The gap between students in high-income schools and low-income schools is now 3 months wider than it was prior to the pandemic

Cumulative months of reading unfinished learning, pre-pandemic and due to the pandemic, grade 2 example



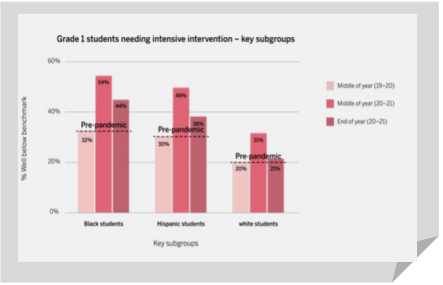


1. Values, including deltas between lines, have been rounded to the nearest whole number (ethnicity gap widened by 3.0 months, income gap by 2.2 months)

Source: Curriculum Associates i -Ready assessment data

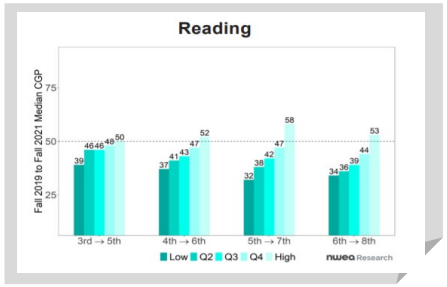
Other assessments show similar results, with younger elementary and historically vulnerable students particularly affected in reading

Biggest learning losses evident in Grades K and 1, with **65-68% more K-1 students well below benchmark** (Feb 2021)



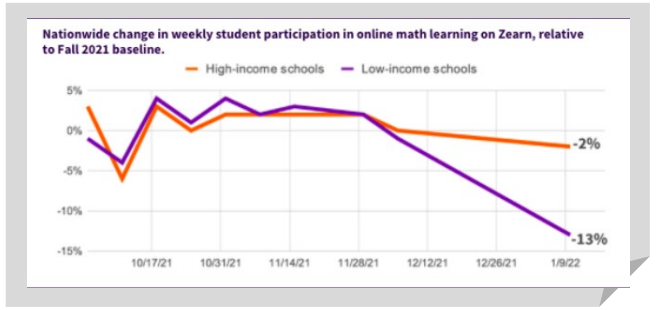
Widened national gaps between Black and Hispanic students and their white counterparts – **12 pp more Black students** in highest risk category post-pandemic compared to 1 pp more White students (June 2021)

Student achievement at the start of the 2021-22 school year was 9-11 pp lower in math and **3-7 pp lower in reading** (Dec 2021)



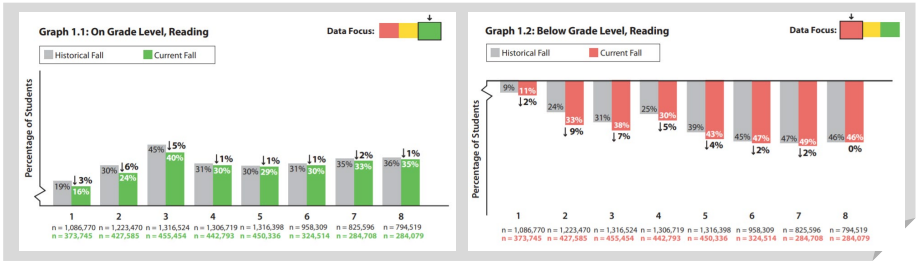
Lower achieving students were further below their projected growth; higher achieving students made gains at or above historical averages in reading (Dec 2021)

With Omicron, re-emergence of the gap in participation in learning between students in high-income and low-income schools



Participation in low-income schools dropped 13% in Jan 2022, versus just 2% in high-income schools (Jan 2022)

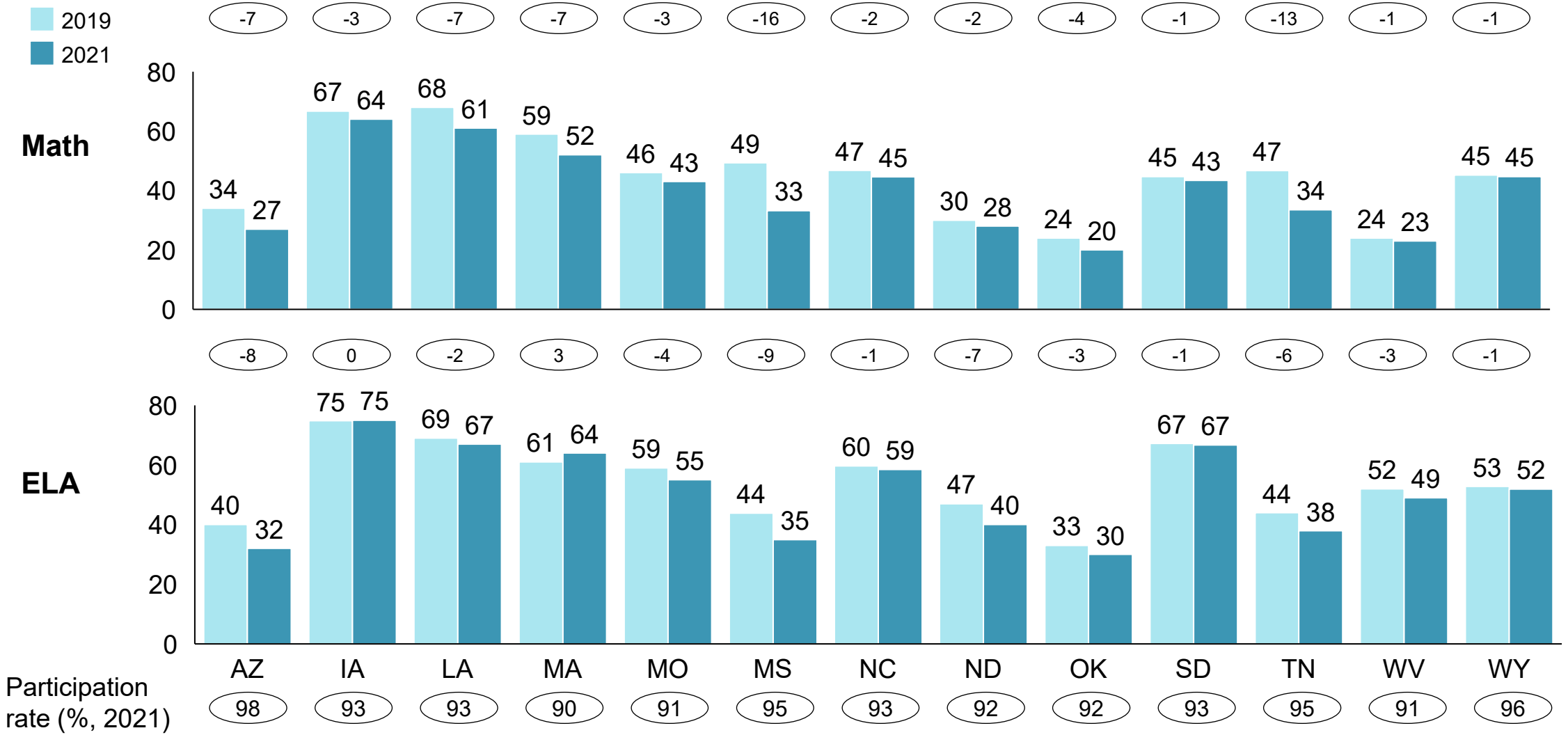
In reading, fewer early elementary students are on grade-level than typical, and more students are two-or-more grades below. Grades 2-3 are most impacted by unfinished learning in reading (Nov 2021)



Source: Amplify, NWEA, Renaissance, Curriculum Associates, Zearn

Unfinished learning is also present among high schoolers, as evidenced by lower proficiency rates in 2021 v. 2019 across most States

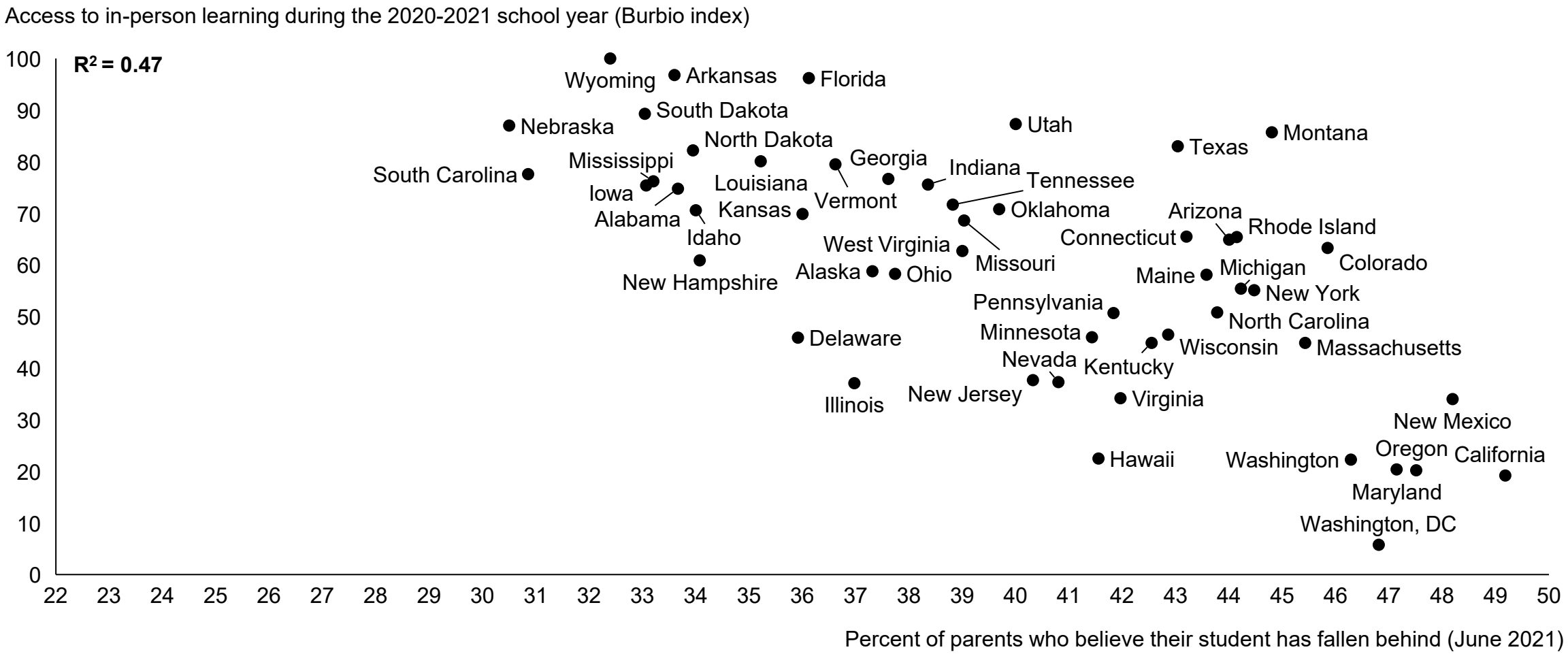
2019 and 2021 average Math & ELA proficiency rates by State, for those with >90% participation in 2021



Source: State websites

Parents recognize the pandemic's effects on their children's academic performance

Access to in-person instruction during the 2020-2021 school year vs parental perceptions of student learning by state



Source: McKinsey Parent Survey June 2021, Burbio

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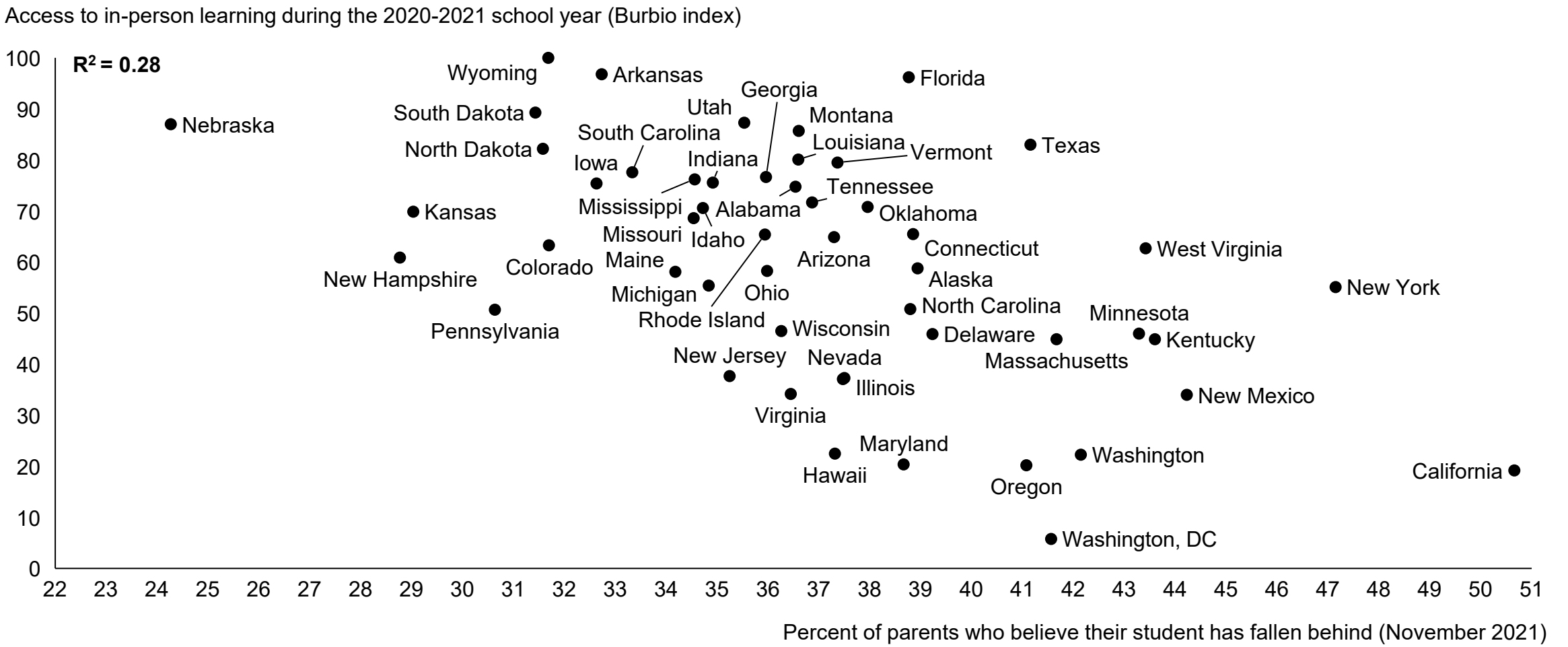
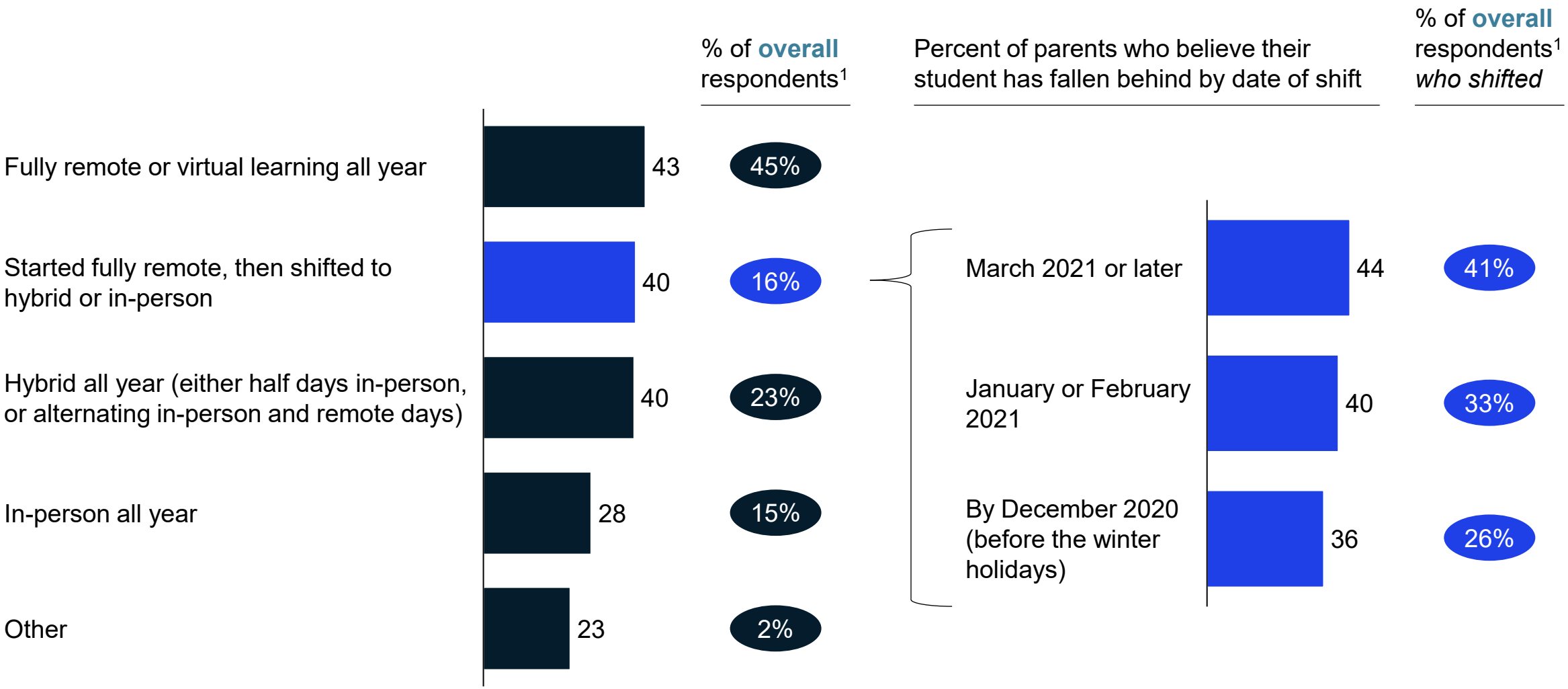


Source: McKinsey Parent Survey November 2021 (n = 14,498), Burbio

How students attended school in the 2020-2021 school year impacts parents' perception of unfinished learning

Percent of parents who believe their student has fallen behind

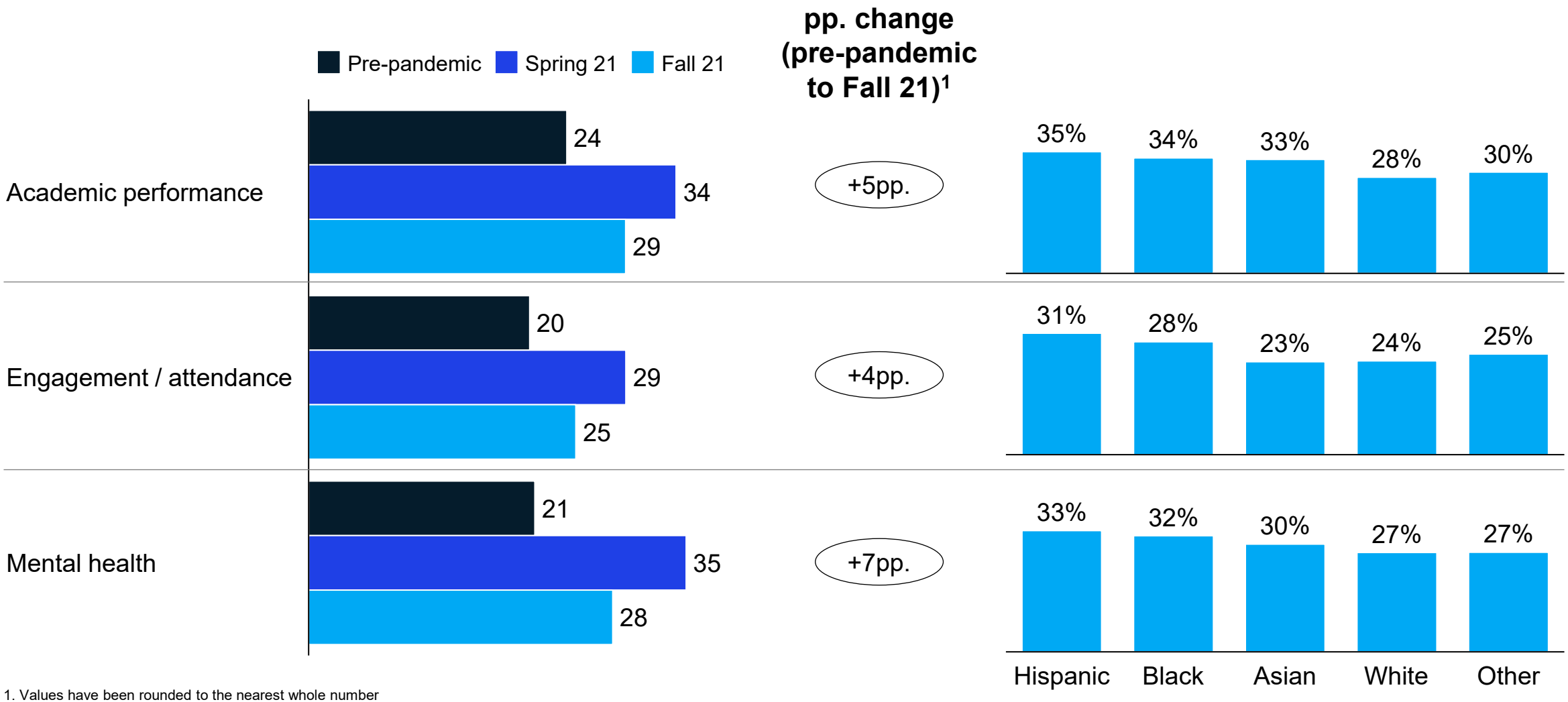


1. Denominator includes all parents who believe their child is significantly or modestly behind

Source: McKinsey Parent Survey November 2021 (n = 14,498)

Parental concerns are still above pre-pandemic levels; parents of Black and Hispanic students are most concerned

% of parents with children in grades K-12 indicating they are very or extremely concerned about their child's…

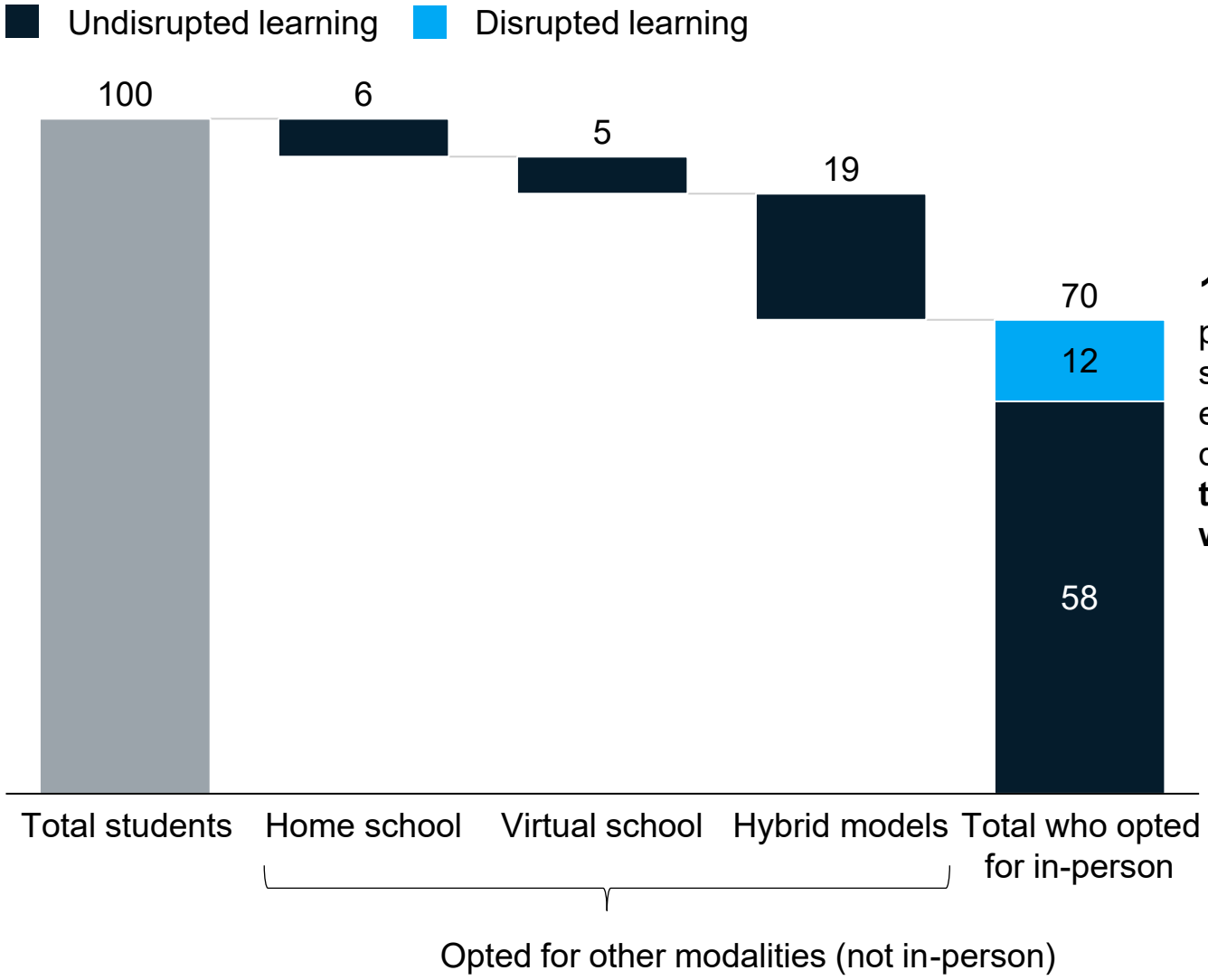


1. Values have been rounded to the nearest whole number

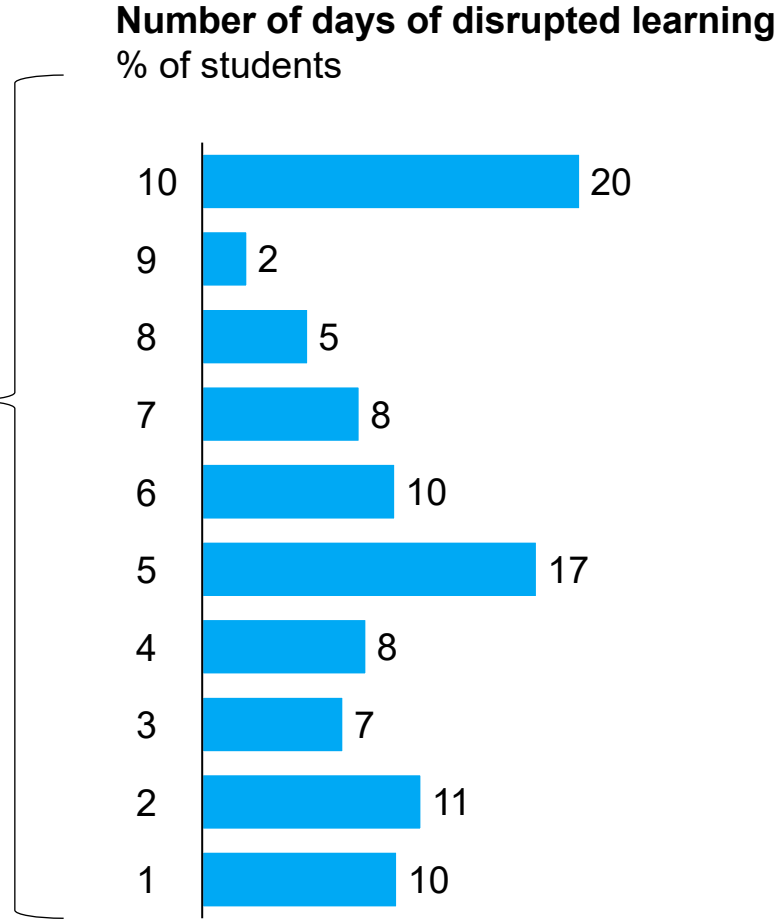
Source: McKinsey Parent Survey November 2021 (n = 14,498)

How are ongoing disruptions impacting students?

17% of students who opted for fully in-person learning were subjected to a disruption, with over half disrupted for 5 days or more



17% of in-person students experienced disruption **in the last 2 weeks**

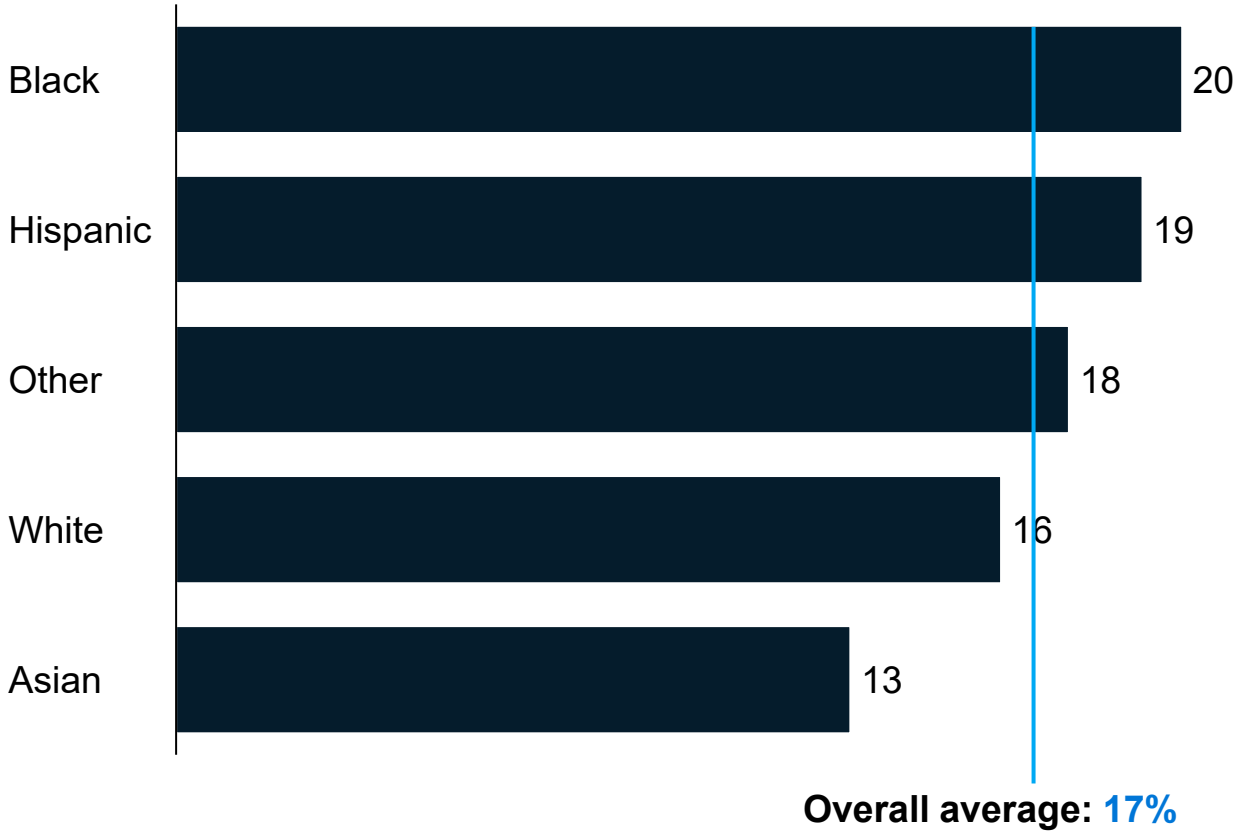


Source: McKinsey Parent Survey November 2021 (n = 14,498)

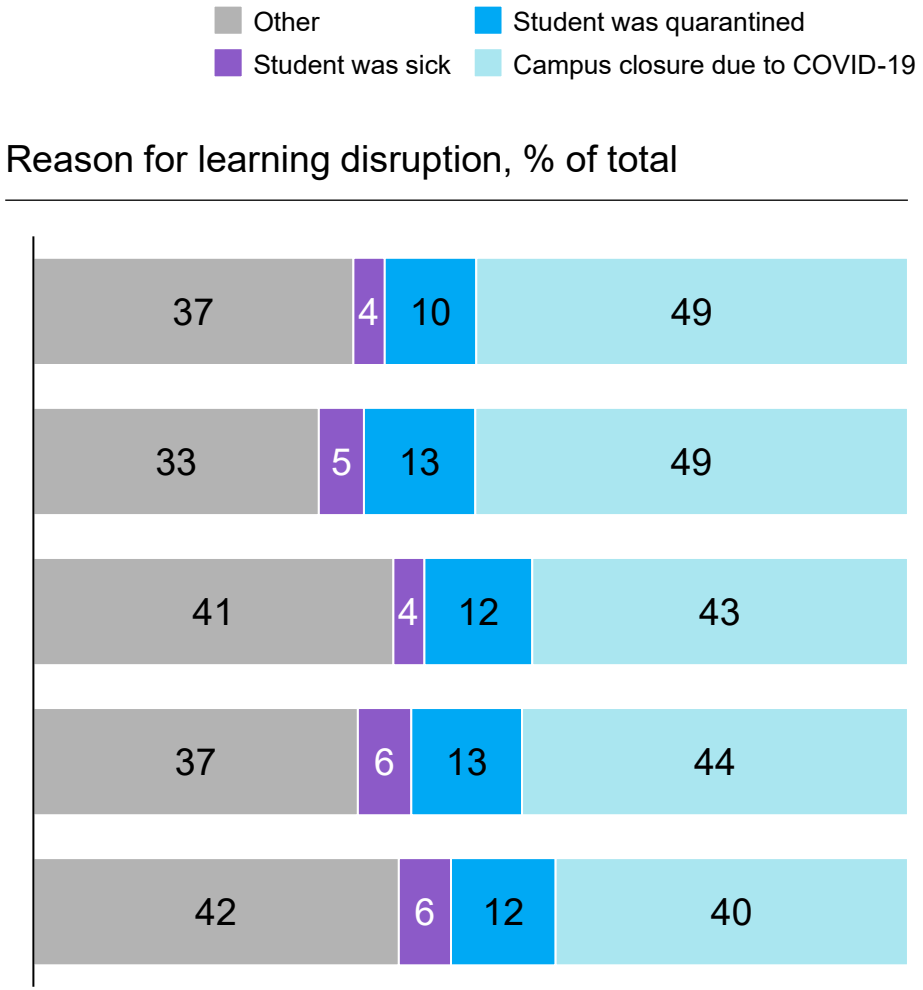
Parents of Black and Hispanic students were most likely to report disruptions to learning

Disruptions to learning (non in-person days for those who opted for fully in-person learning) and reasons why

Of those who indicated preference for in-person instruction, % of parents who reported their child had at least 1 day of disrupted learning (i.e., not in-person) in the last 2 weeks



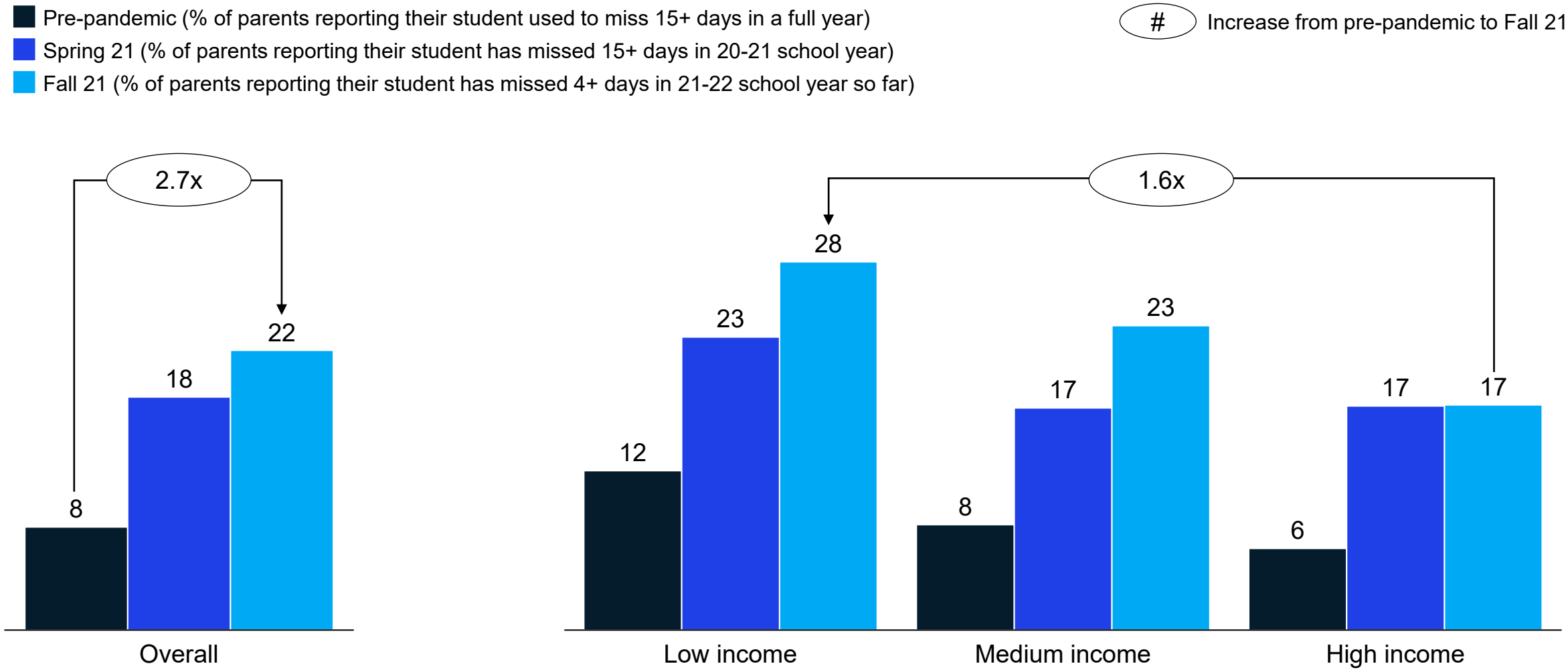
Reason for learning disruption, % of total



Source: McKinsey Parent Survey November 2021 (n = 14,498)

Parent reports of chronic absenteeism have increased by 2.7x since before the pandemic

% of parents with children in grades K-12 indicating their child could be chronically absent



Source: McKinsey Parent Survey June 2021 (n = 16,370) and November 2021 (n = 14,498)

What efforts are underway to support student recovery?

States and districts are juggling planning across several horizons

Reopen

Safely reopen schools for in-person learning whilst ensuring viable equitable virtual options

Reenroll

Encourage students and families to reengage with learning in effective learning environments

Recover

Support students to recover from the academic and socio-emotional impacts of the pandemic

Reimagine

Recommit to quality education for every child, reimagining elements of the school delivery chain to improve student outcomes

Recover: How are school systems helping students accelerate learning?

I More time

Description

Extend the number of hours spent on the material to ensure appropriate learning

Examples

- Weekend school
- Extended school day
- Summer school

22% of systems plan to increase class time in the second half of the year[1]

II More attention

Increase the quality of learning by promoting better attention to the material

- Peer-to-peer learning
- Small-group instruction
- High-intensity tutoring

62% of systems will introduce a dedicated remedial programme[1]

III Focused content

Reduce, synthesize, or revise the content of curricula to emphasize fundamentals within the same time period or provide scaffolds

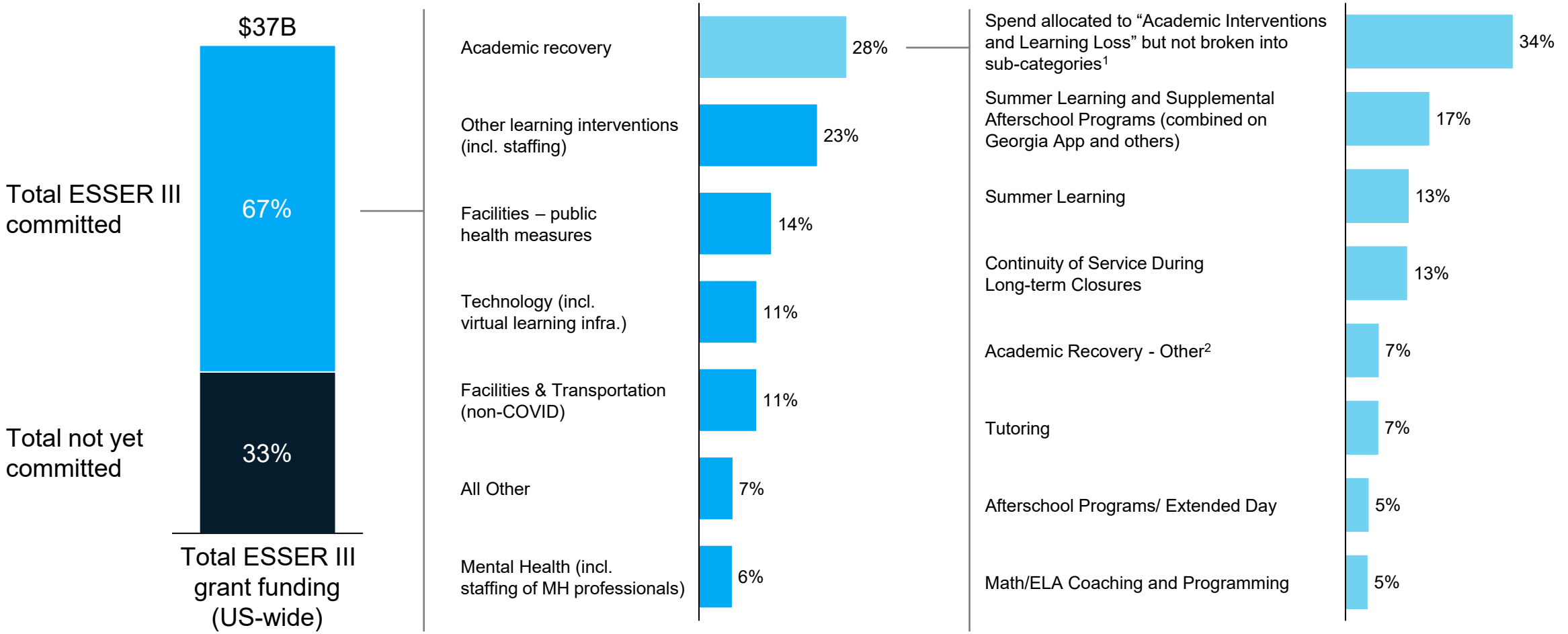
- Intersubject or intrasubject prioritization
- Condensed curriculum
- Scaffolds for grade-level learning

60% of systems have a plan to adjust the scope of contents to be covered[1]

Systems can choose a **combination of the strategies included in these levers** to cater to different needs of students

1. UNESCO, UNICEF, World Bank, 'Survey on National Education Responses to COVID-19 School Closures' June-July 2020. Answers provided by 117 education systems

Recover: About 30% of already committed ESSER III funding is going towards Academic Recovery programs



1. Jurisdictions have committed funds to the overall category "Academic Interventions and Learning Loss: Minimum 20%" but not detailed how that spend will be broken down further
2. Includes Academic Advising, Credit Recovery, Evidence-based Curriculum and Practices that Maximize Students' Social, Emoional and Academic Benefits, Extended School Year/ Weekend Learning, Interventionists, Reading, pre-k to 3rd grade, and Student Attendance/ Enrollment/Re-engaging Disconnected Youth

Source: Burbio (data as of 11/12/2021)

Recover: Evidence-based approaches have shown significant impact in trials

What might it cost? Examples of scaling existing evidence-based approaches

Acceleration academies

3 months of additional learning over 1 week of vacation academy

- Weeklong academies in reading
- 25 hours of targeted instruction
- Small groups of 8-12 students
- $1,600 per student per year

$42 billion

to reach 50% of the United States' 53 million schoolchildren

High-intensity tutoring

1-2 years of additional learning over 1 year

- 50 minutes of tutoring daily in math
- Provided by paraprofessionals
- Two students per teacher
- $2,500 per student per year

$66 billion

to reach 50% of the United States' 53 million schoolchildren

Source: McKinsey projections, based upon studies the Hamilton Project, Educational Evaluation and policy Analysis, and EdResearch for Recovery Project

Recover: But while tutoring can deliver powerful results the impact depends on the quality of implementation

Programs that deliver tutoring…

- As a regular **part of the school day** (vs. after school)
- With **high-dosage** (at least 30-60 mins, 3-5 times a week)
- In small groups and **stable pairings** with tutors (1:1 to 1:4 ratio)
- By tutors who receive effective **coaching and PD**
- With equal emphasis on **relationship and rigor**

…create up to

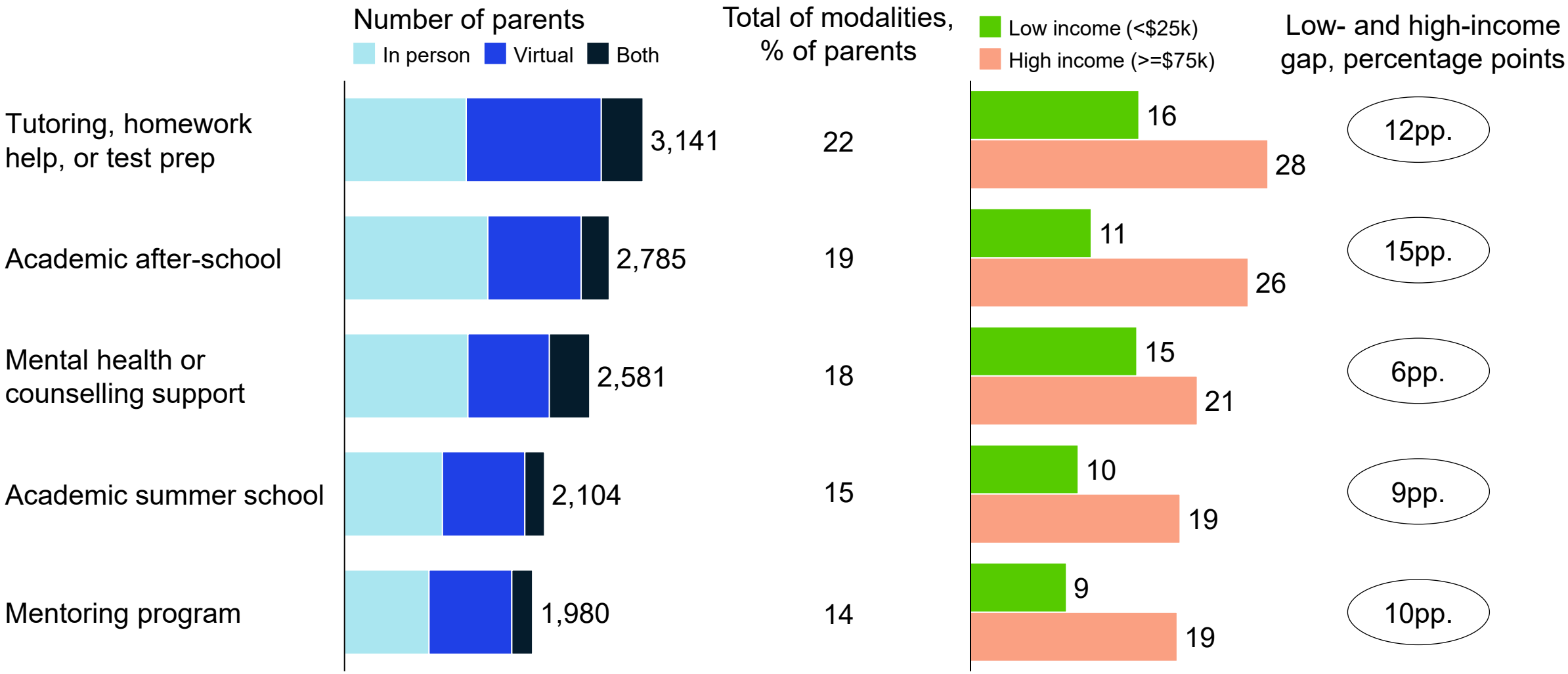
20x

the impact of programs without these characteristics

Source: Intentional Futures; NBER; The Bill and Melinda Gates Foundation; J-PAL at MIT ; NWEA Measures of Academic Progress; JAMA Pediatrics

Recover: High income students are more likely to have received support to recover from the impact of the pandemic

Parents indicating participation[1] since the end of the 2020-21 school year

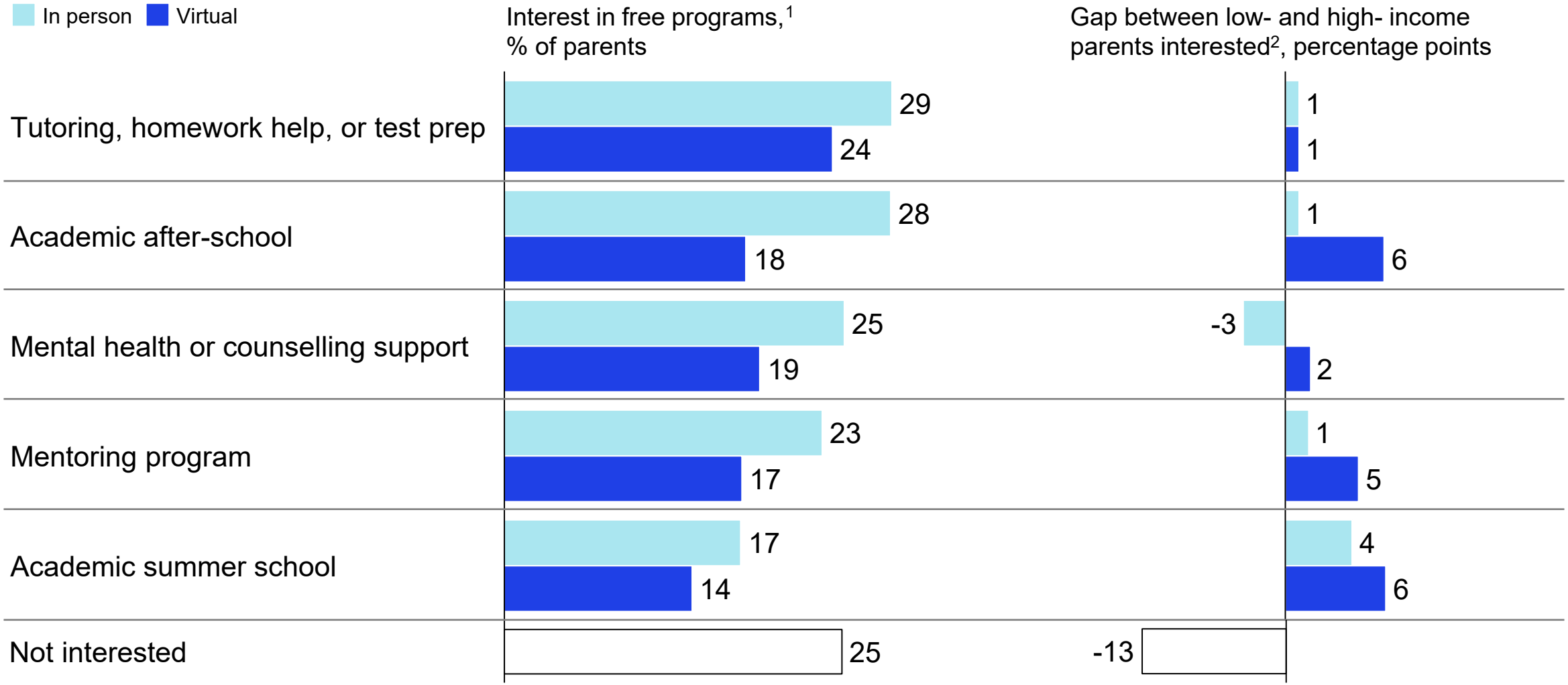


1. Multi-select: parents may choose more than one option (thus totals will not equal 100%)

Source: McKinsey Parent Survey November 2021 (n = 14,498)

Recover: And high-income parents are more likely to be interested in free programs for their children than low-income parents are

Parents with children in grades K-12



1. Multi-select: parents may choose more than one option (thus totals will not equal 100%);
2. Low income defined as <$25k and high income defined as >=$75k

Source: McKinsey Parent Survey November 2021 (n = 14,498)

Recover: Given human-capital constraints, systems are considering a range of options for sourcing tutoring talent

Source of talent	Strengths	Risks
Current full-time teachers	Commitment to and skill in teaching Existing part of school communities Credibility with families and other stakeholders	Existing teaching duties may limit availability
Retired teachers	As above + Compared to full-time teachers, likely to be able to dedicate more time to tutoring	Possible limits to availability based on the number of days retired teachers can work while still receiving retirement benefits
Current full-time teaching assistants, paraprofessionals, or other support staff	Commitment to and experience in education Existing part of school communities	Existing staff duties may limit availability
Recent college graduates	Demonstrated levels of effectiveness is strong in recent research studies (see, e.g., this NBER meta-analysis) "Corps" model for this cohort may make it possible to recruit full-time highly motivated and talented tutors at scale	Limited experience tutoring may require a "learning curve" period (additional pre-service training and coaching) to be as effective as more experienced tutors
Current undergraduate or graduate students in education fields	Potential to combine tutoring with practicum requirements may make tutors more committed ("win-win") Interest and commitment to education	Lack of full-time model means slower skill ramp-up and increased recruiting needs Tutors may be less able to form a consist tutor-student relationships given changing schedules (e.g., courses term-to-term)
Volunteers	No pay or benefits required; may allow investment in other program aspects	Higher variability in tutor quality and experience Increased rates of tutor turnover Typical average time commitment per volunteer per week may reduce effectiveness

Source: Chiefs for Change

Recover: States and Districts are experimenting with new partnerships and new approaches to overcome obstacles

Baltimore City Public Schools

Amplify

Virtual reading tutoring to K-12 students at 25 schools 3x per week

Johns Hopkins University

Yo! Baltimore Tutoring project for ages 16-22

Morgan State University

College tutors reflecting the lived experience of the community

TN ALLCorps
Tennessee Accelerating Literacy & Learning Corps

2020 program

- Focus on low-income students, students with disabilities, and ELL students in grades 1-6
- ~400 College students engaged as tutors with small-groups serving ~2000 students in 2020

Expansion plan

- Focus on vulnerable students grades 1-4
- Target of tutoring at least 15% of all elementary students over 2021-2023
- Requiring alignment to best practices (high-dosage, low-ratio, single subject per semester)
- Funding and technical support to districts

Thank you