Learning Loss Due to COVID-19 Pandemic

LFC POLICY SPOTLIGHT

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Overview: Lessons Learned

1. Potential Learning Loss

2. Factors that Can Impact Potential Learning Loss

3. Reopening Schools and Making Up Lost Learning Time

4. Best Practices and Opportunities for Distance Learning

Acknowledgements

- Legislative Education Study Committee

- Public Education Department

- New Mexico Coalition of Education Leaders

- Teach Plus New Mexico

- 4,170 teachers who responded to the LFC teacher survey

- Teachers, Staff, and Parents who participated in group forums and interviews

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Students likely three months to a year behind

Figure 1. Mathematics forecast
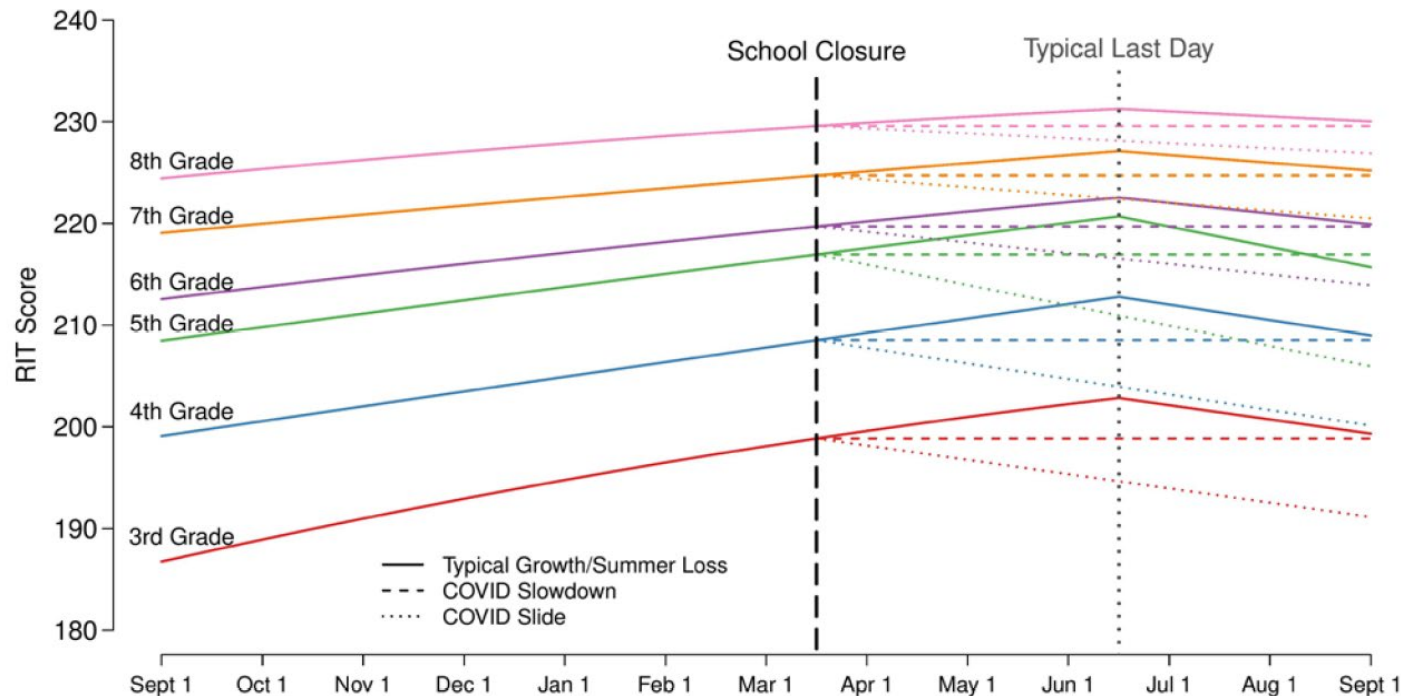
- This year's losses are likely greater than normal summer learning loss.

- Learning loss likely greater for younger children.

If schools remain closed until January 2021, students will suffer an additional three to 14 months of learning losses

Figure 2. Average Months of Learning Lost if Schools Resume In-Class Schooling in January 2021

	Months
Overall	6.8
White	6.0
Black	10.3
Hispanic	9.2
Low income	12.4

Source: McKinsey & Company. Available: https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime
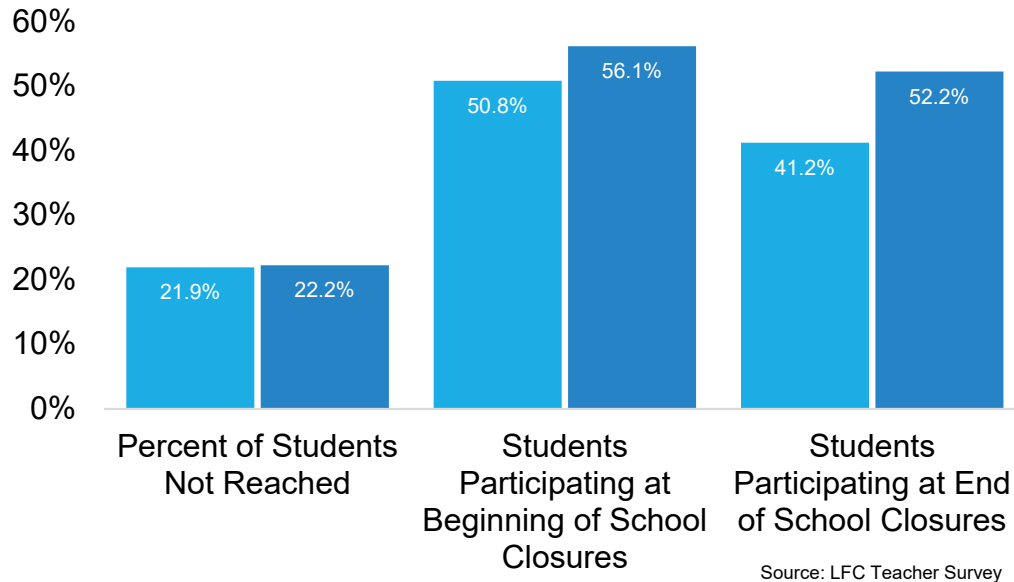
- Low-income, black, and Hispanic students would likely suffer the greatest learning losses

- Learning loss would result from student disengagement and/or lack of access

- Likely to lead to increased high school drop-out rates and decreased lifetime earnings for students

Ongoing Distance Education Efforts Should Require Attendance Policies and Accountability

## Student Engagement During School Closures Based on Attendance Policy

■ Attendance is Not Required ■ Attendance is Required

- **Percent of Students Not Reached:** 21.9% (Attendance is Not Required), 22.2% (Attendance is Required)
- **Students Participating at Beginning of School Closures:** 50.8% (Attendance is Not Required), 56.1% (Attendance is Required)
- **Students Participating at End of School Closures:** 41.2% (Attendance is Not Required), 52.2% (Attendance is Required)

Source: LFC Teacher Survey

- Almost half of teachers surveyed reported that attendance was not required.

- Less than half of students were regularly participating in distance learning.

- One in five students could not be contacted during the pandemic.

- New Mexico emphasized review rather than teaching new content during school closures.

Remote learning presents more challenges for at-risk students.

Student Access to Technology Based on Title I Status

◼ Not a Title I School ◼ Title I School

Source: LFC Teacher Survey
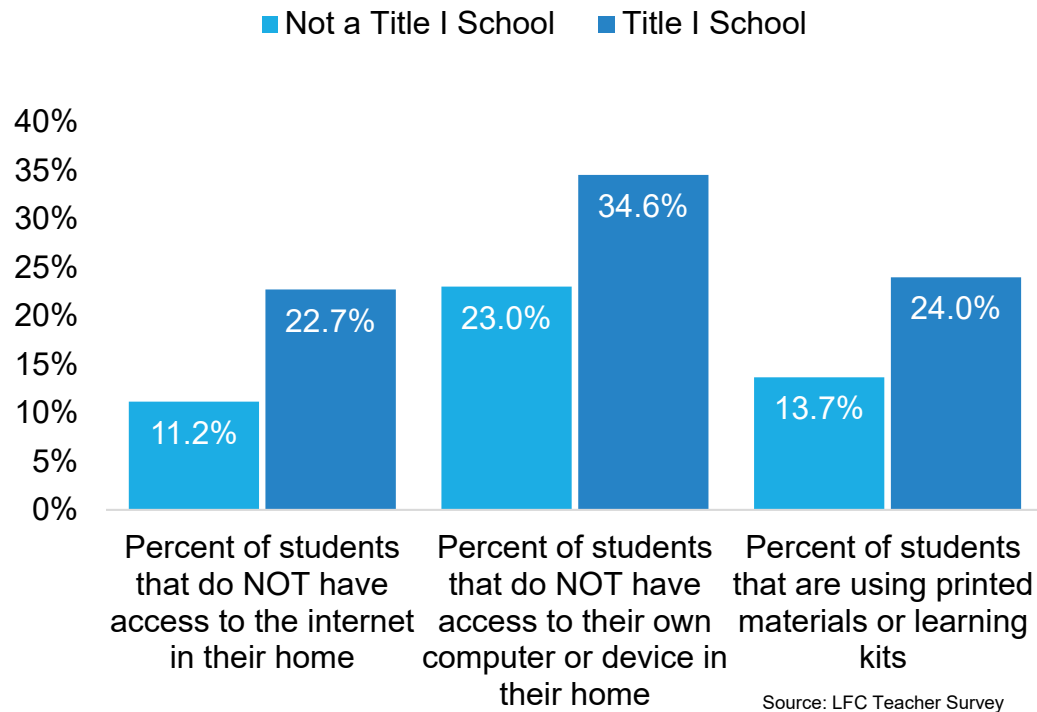
- At-risk student groups like students, such as low-income students, English language learners, and students with disabilities are likely to fall further behind.

- Low-income students are less likely to have access to internet and technology.

- 1 in 5 students does not have access to the internet at home.

- Among tribal schools, 55 percent of students did not have access to the internet, and 50 percent did not have access to their own device at home.

The State Must Prioritize Safely Reopening Schools and Making Up Lost Learning Time

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- PED guidelines for a hybrid model to re-open schools in the fall.

- As the economy opens back up and more parents need to return to work, they may be unable to help stay home with students.

- School districts could leverage new laptops to provide evidence-based computer-based tools to augment classroom learning.

CDC guidelines for reopening schools

- Face masks

- Training and education on healthy hygiene behaviors

- Social distancing

- Increased cleaning

- Tracking symptoms

- Contingency planning

New Mexico will need to leverage resources to safely reopen schools and make up for lost learning

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- Leverage in-state COVID-19 related resources:
  - DOH and HSD for data-driven decision making regarding reopening schools.
  - Los Alamos National Lab's (LANL) COVID-19 modeling efforts.
  - New Mexico's Early Childhood Education and Care Department (ECECD) released health and safety guidance for childcare centers and early childhood professionals.
  - Leverage Coronavirus Aid, Relief, and Economic Security (CARES) Act funding for PPE, social distancing measures, and virtual learning platforms.

- New Mexico will face some unique challenges in reopening: Districts will need to identify at-risk staff and students and make plans to address each in the fall.

- Summer and extended learning programs could be an effective response to addressing potential learning loss, particularly for disadvantaged students.

Best Practices in Distance Education

- Students in online-only classes typically perform worse academically than students in in-person classes.

- School districts should adopt computer-assisted learning programs.

- PED should provide guidance regarding effective uses of technology and distance learning in its educational delivery.

- PED should develop recommendations for supportive resources for distance learning that are considered best practices for continued education.

Research on Distance Education

1. Access to computers and internet alone generally does not improve outcomes;

2. Computer assisted learning programs have shown promise in learning outcome;

3. Technology-based nudges such as text reminders can help increase engagement; and

4. Blended models of learning is more effective than online learning alone.

Next Steps

PED	SCHOOLS DISTRICTS
•Ongoing guidance and support to school districts; •Utilize resources at DOH, HSD, and LANL COVID-19 modeling group; •Offer guidance to school districts on having contingency plans; •Support parents that have a distance learning preference through home schooling or other options; •Offer guidance regarding effective uses of technology and distance learning with an emphasis on improving student engagement.	•Begin training staff regarding CDC guidelines and purchase needed materials such as personal protective equipment (PPE) should in-person classes be an option; •Provide as much in person instruction as possible, but be prepared to provide virtual or distance options for families that request it; •Develop contingency plans in case of new disease spread

Thank you for your time and attention

QUESTIONS?

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