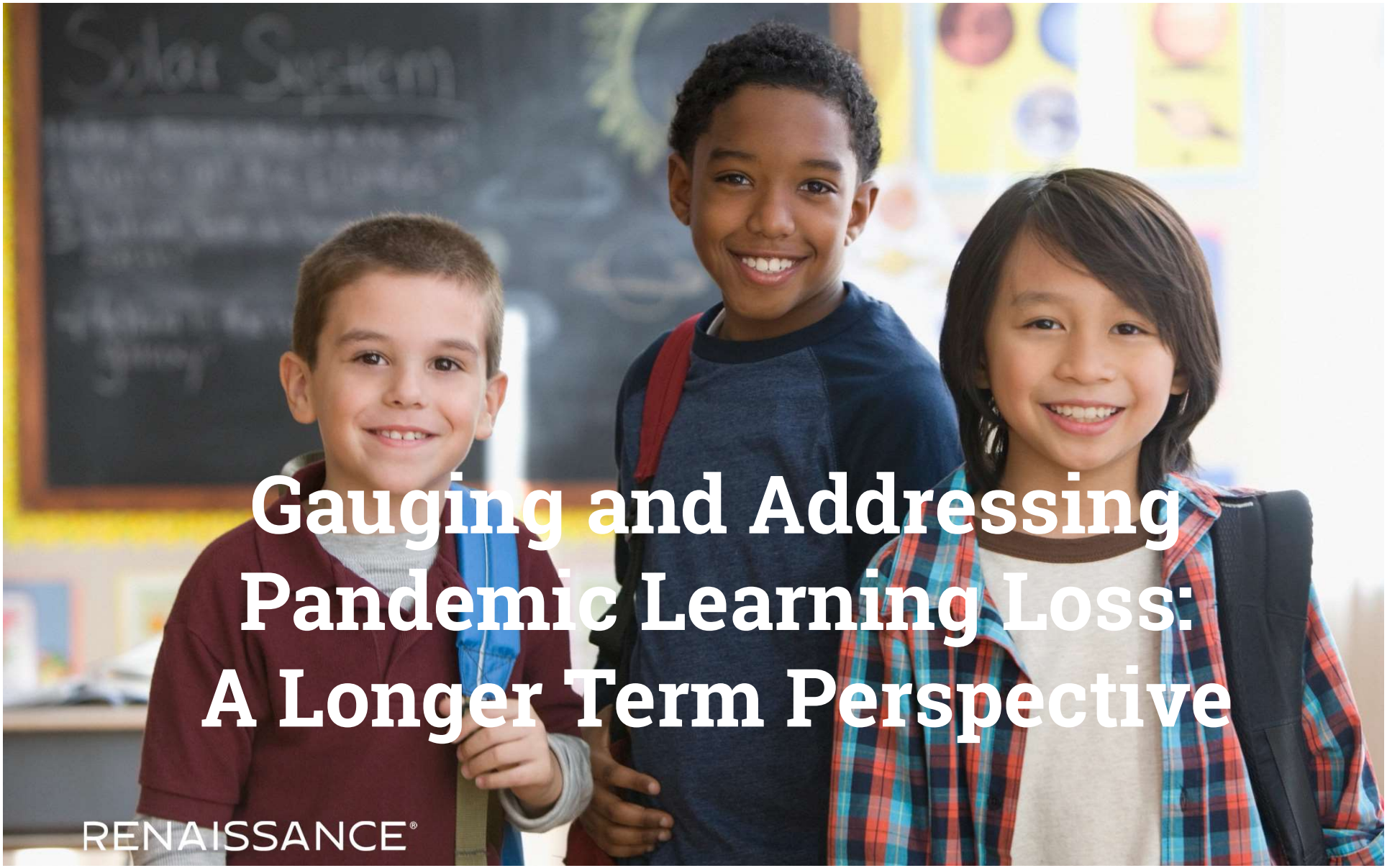


Gauging and Addressing Pandemic Learning Loss: A Longer Term Perspective

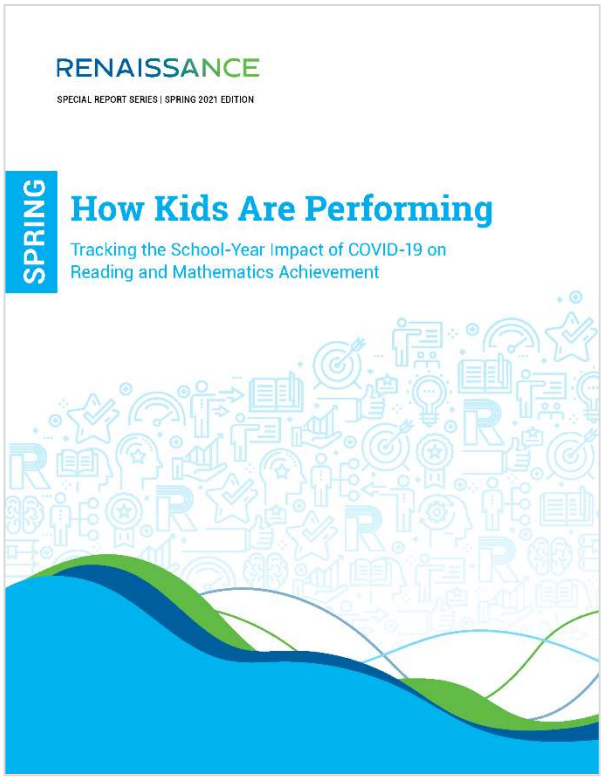
RENAISSANCE®

Our mission:

"To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide."

RENAISSANCE®

New! Full-year edition



- Shows the **full-year impact** of the COVID-19 disruptions (Fall 2020–Spring 2021)
- **Largest longitudinal data sample**—3.3 million students
- National in scope—all **50 states and DC**
- Covers **grades 1–8** in reading and **grades 2–8** in math
- **Download your free copy: renaissance.com/performing**

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Reading performance

Some historical perspective

Fall: **–1 PR**

Winter: **–2 PR**

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POLL QUESTION

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Spring 2021 reading performance

Reading/Early Literacy				
	Spring Expected Mean Unified Scaled Score	Spring Observed Mean Unified Scaled Score	Scaled Score Difference (Observed minus Expected)	Percentile Rank Difference (Observed minus Expected)
Grade 1	860	853	-7	-7
Grade 2	960	950	-10	-5
Grade 3	987	982	-5	-2
Grade 4	1022	1013	-9	-5
Grade 5	1046	1038	-8	-4
Grade 6	1067	1059	-8	-4
Grade 7	1085	1076	-9	-4
Grade 8	1100	1092	-8	-3
Overall (1–8)			**-8**	**-4**

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Spring 2021 reading performance

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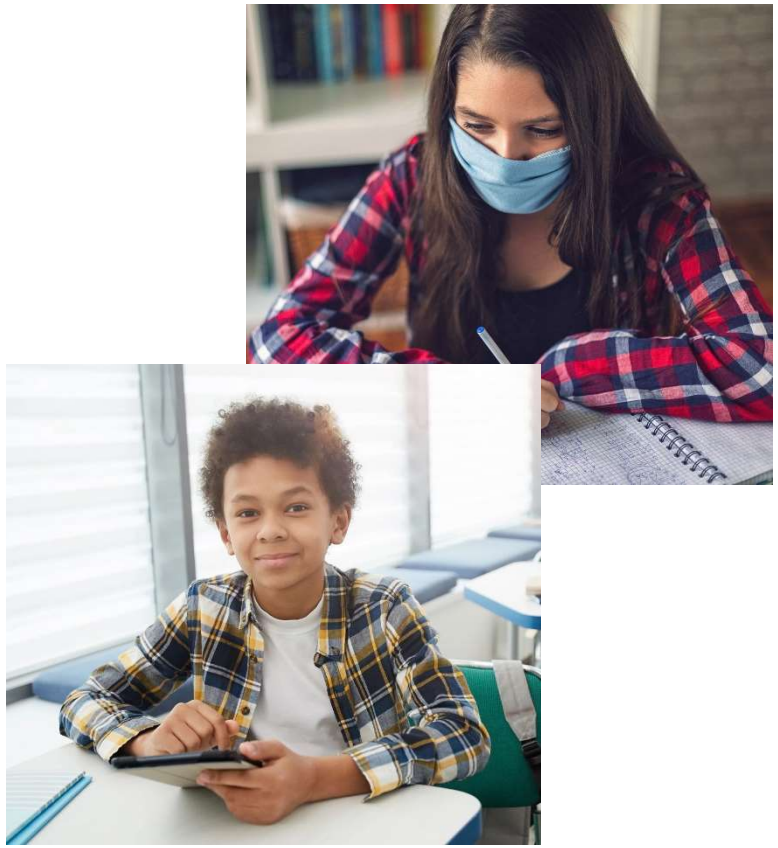
Math performance

Some historical perspective

Fall: **–7 PR**

Winter: **–6 PR**



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Spring 2021 math performance

Mathematics				
	Spring Expected Mean Unified Scaled Score	Spring Observed Mean Unified Scaled Score	Scaled Score Difference (Observed minus Expected)	Percentile Rank Difference (Observed minus Expected)
Grade 2	937	925	-12	-10
Grade 3	989	971	-18	-12
Grade 4	1032	1011	-21	-14
Grade 5	1063	1045	-18	-12
Grade 6	1083	1068	-15	-9
Grade 7	1097	1086	-11	-7
Grade 8	1109	1100	-9	-4
Overall (2–8)			**-16**	**-11**

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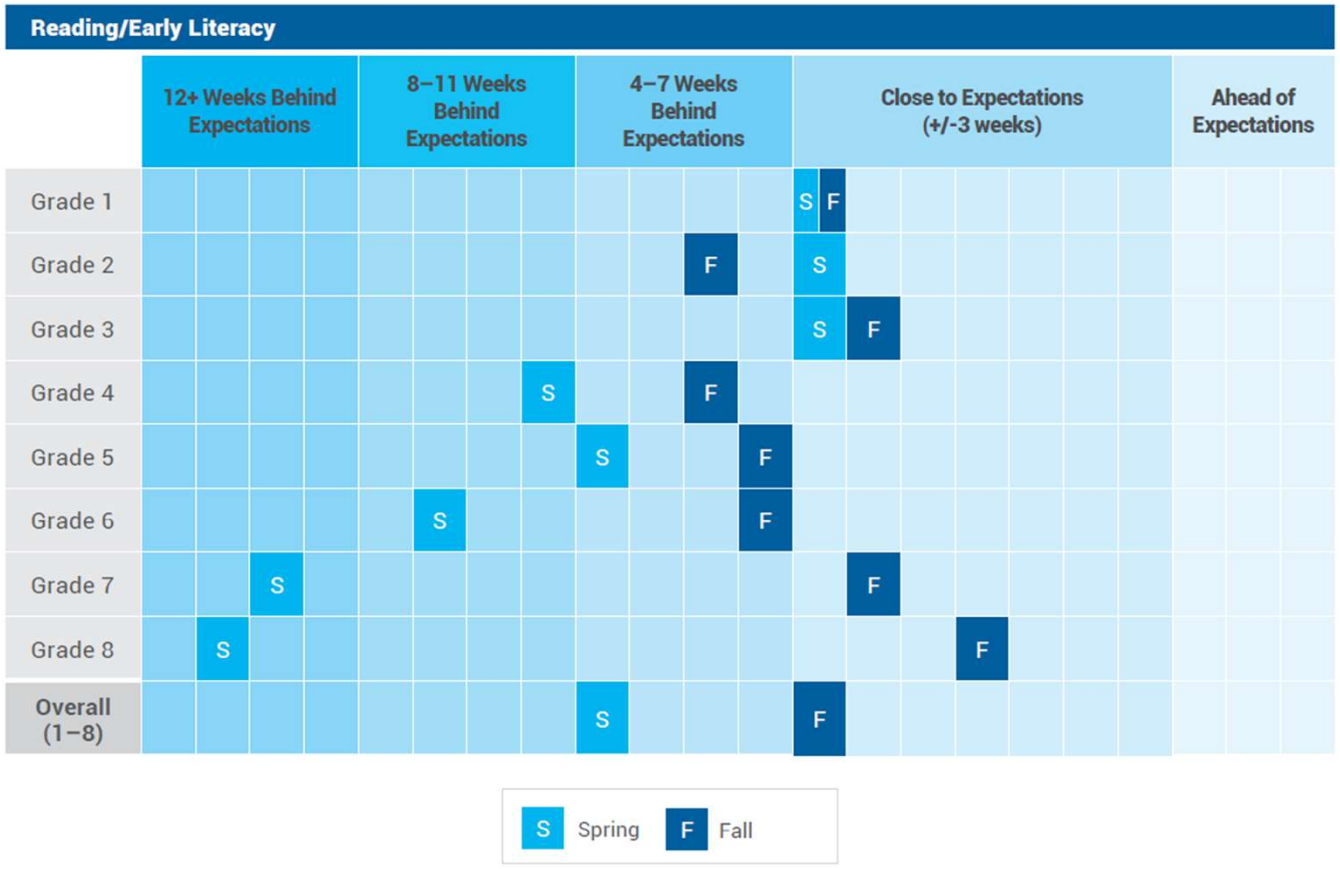
Impacts translated to weeks of instruction



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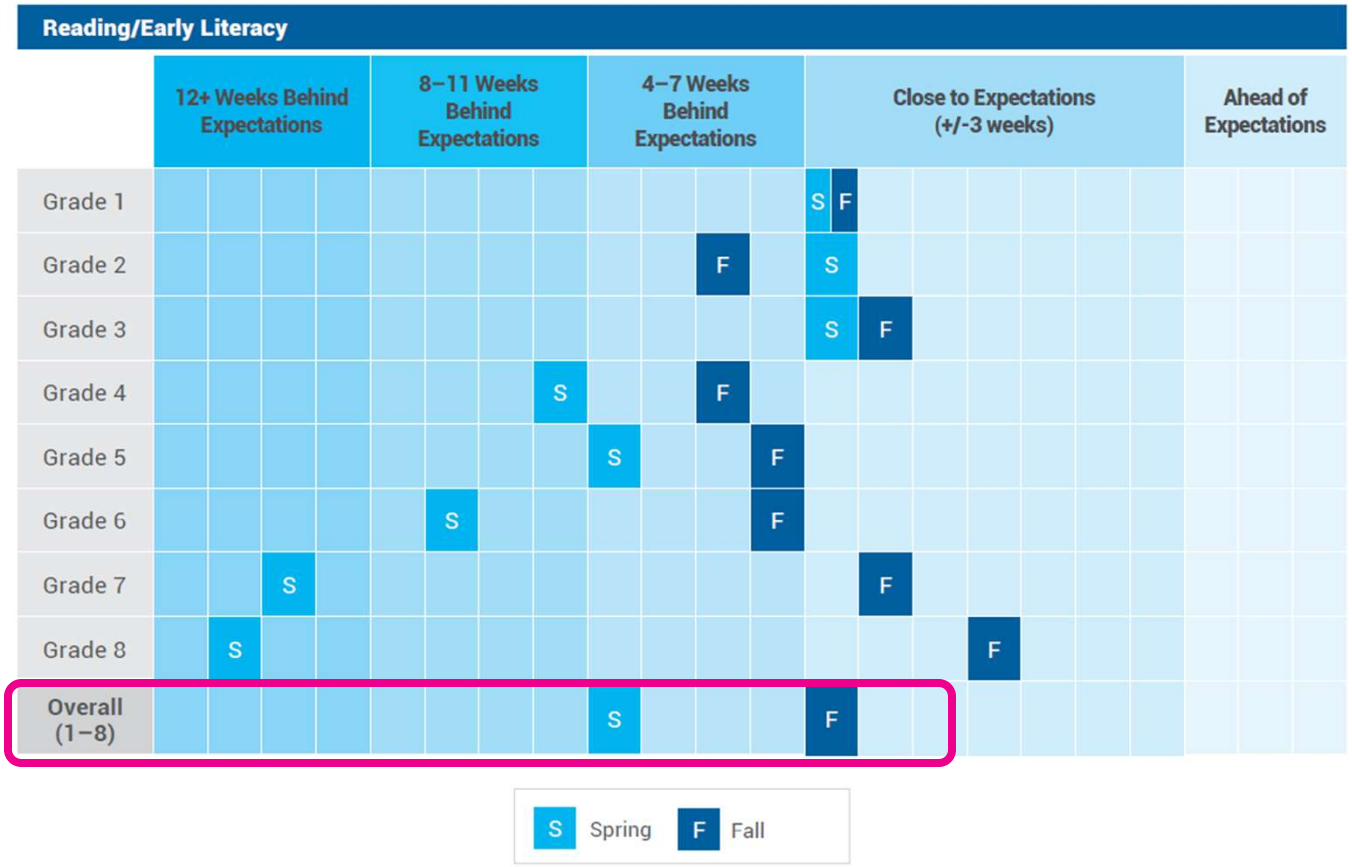
Impacts translated to weeks of instruction



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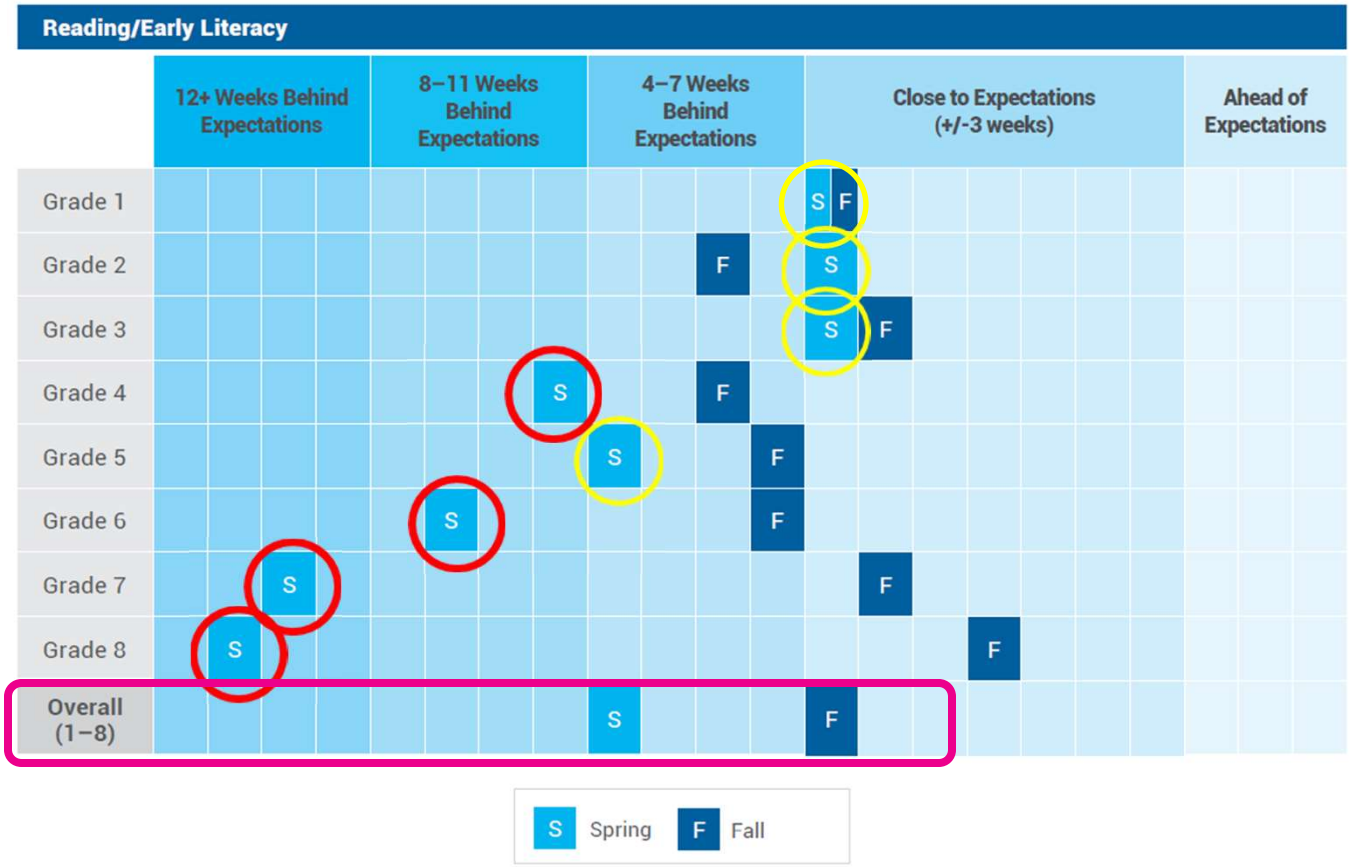
Impacts translated to weeks of instruction



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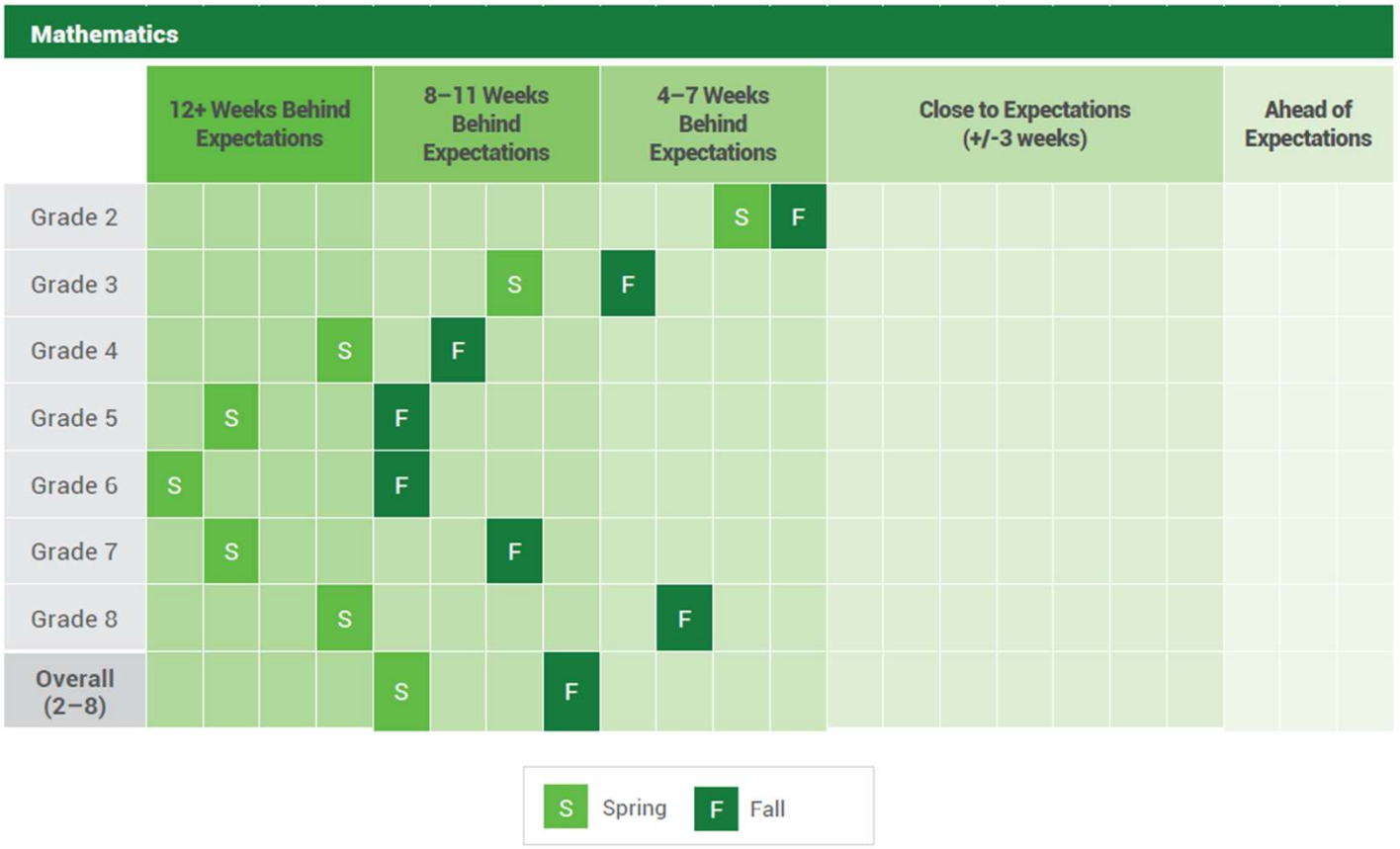
Impacts translated to weeks of instruction



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Impacts translated to weeks of instruction

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Impacts translated to weeks of instruction

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Minimum weeks of instruction

The cumulative impact

Grade	Reading	Math	TOTAL
2	4	-	**4**
3	8	-	**8**
4	12	8	**20**
5	12	4	**16**
6	12	8	**20**
7	12	12	**24**
8	12	12	**24**

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Approximate hours of instruction

To catch up to pre-pandemic levels of performance

Grade	Weeks of Instruction	Hours of Instruction
2	4	**20**
3	8	**40**
4	20	**100**
5	16	**80**
6	20	**100**
7	24	**120**
8	24	**120**

Options: **1.** Find the hours | **2.** Use the currently available hours better/more efficiently | **3.** Do both

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What do we need to consider when addressing these realities?

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Overall averages may not reflect the complete story—particularly for some student groups.

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An example

Mean of 50

- 51
- 49
- 51
- 49
- 49
- 51
- 52
- 48

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An example

Mean of 50

- 51
- 49
- 51
- 49
- 49
- 51
- 52
- 48

Mean of 50

- 1
- 2
- 3
- 4
- 96
- 97
- 98
- 99

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An example

Mean of 50

- 51
- 49
- 51
- 49
- 49
- 51
- 52
- 48

Mean of 50

- 51
- 49
- 35
- 65
- 25
- 75
- 5
- 95

Mean of 50

- 1
- 2
- 3
- 4
- 96
- 97
- 98
- 99

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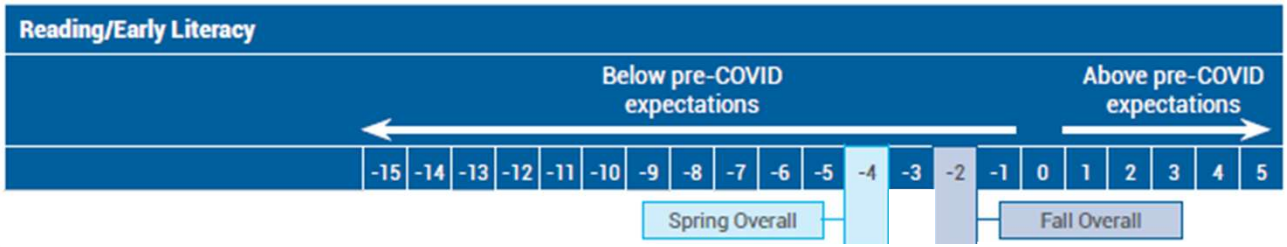
Reading: Student groups analyses



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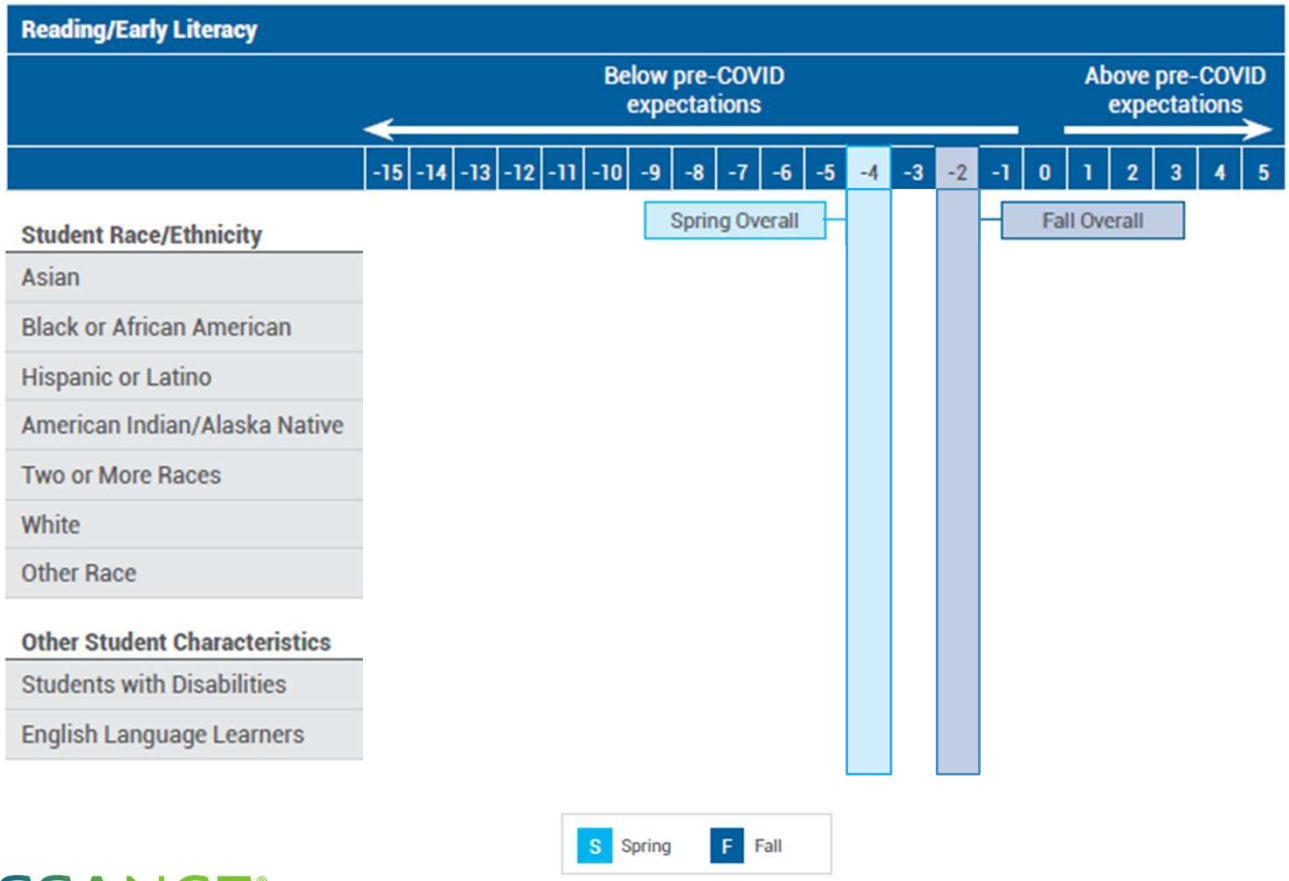
Reading: Student groups analyses



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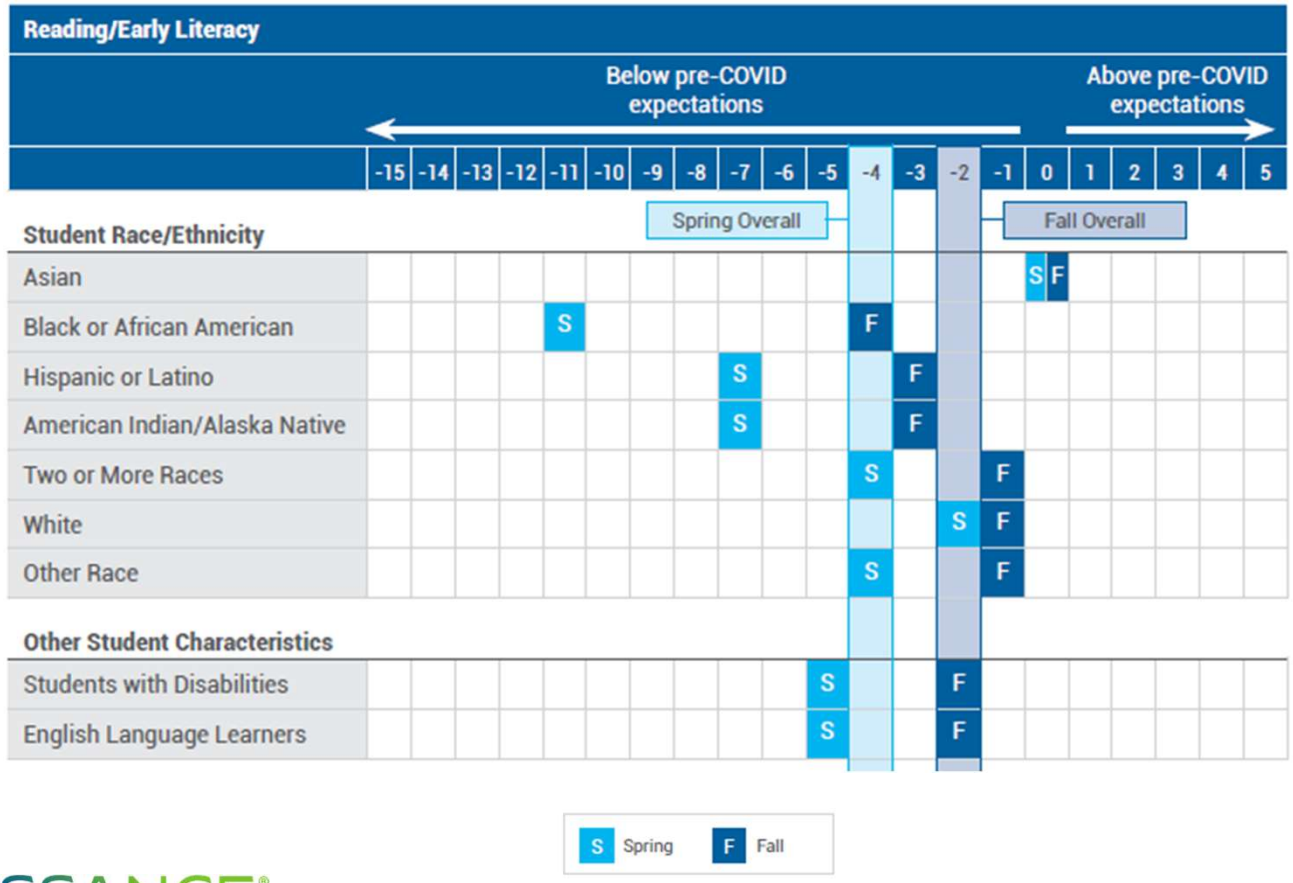
Reading: Student groups analyses



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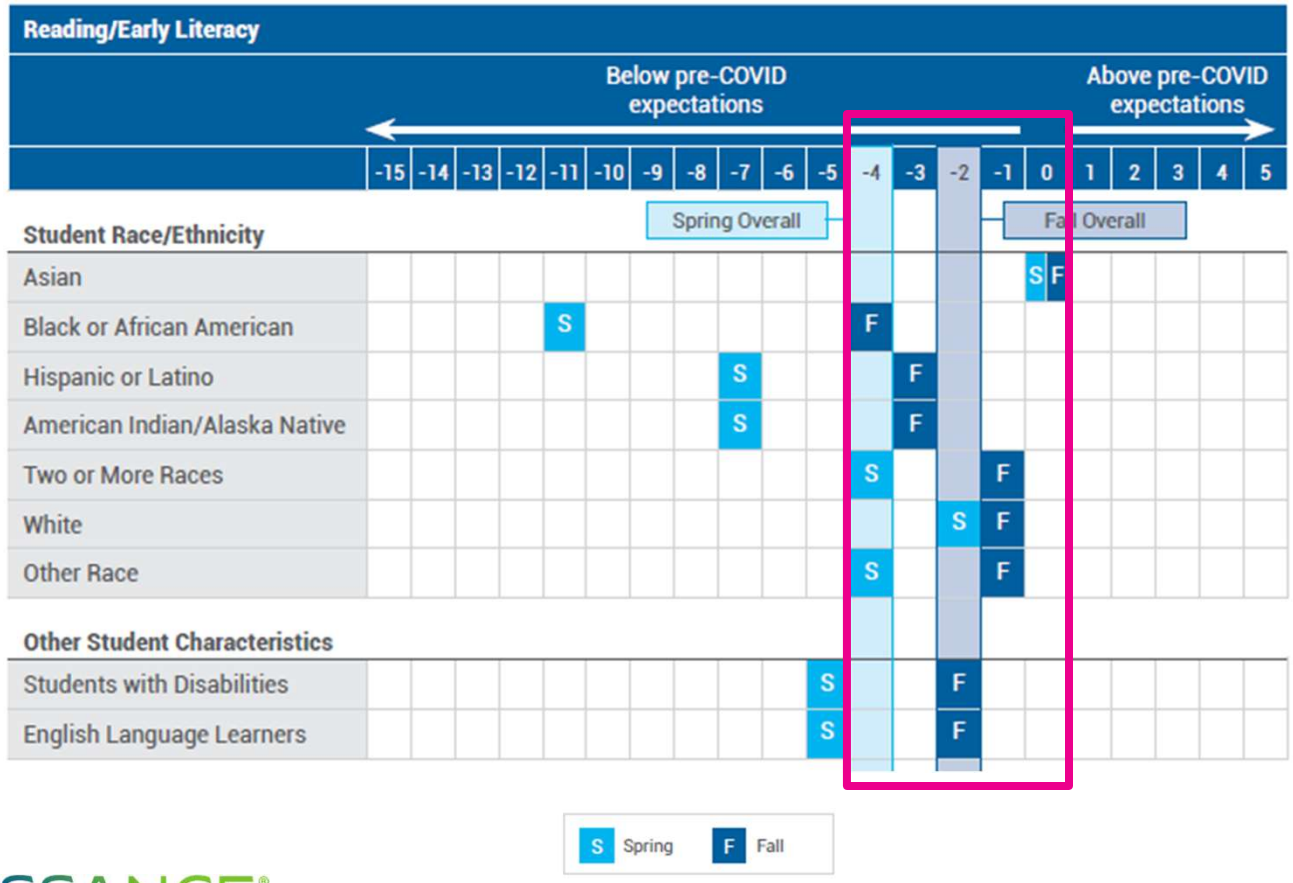
Reading: Student groups analyses



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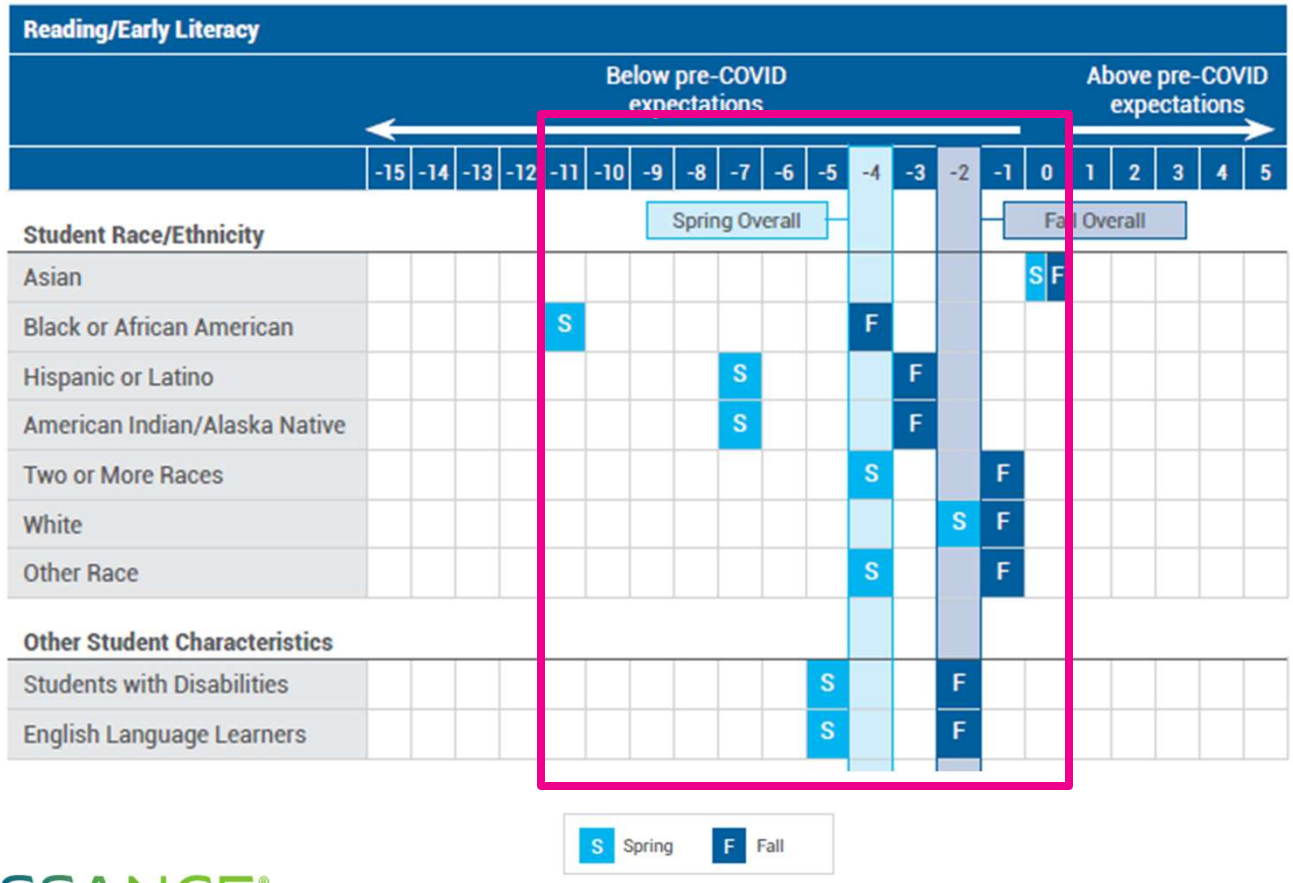
Reading: Student groups analyses



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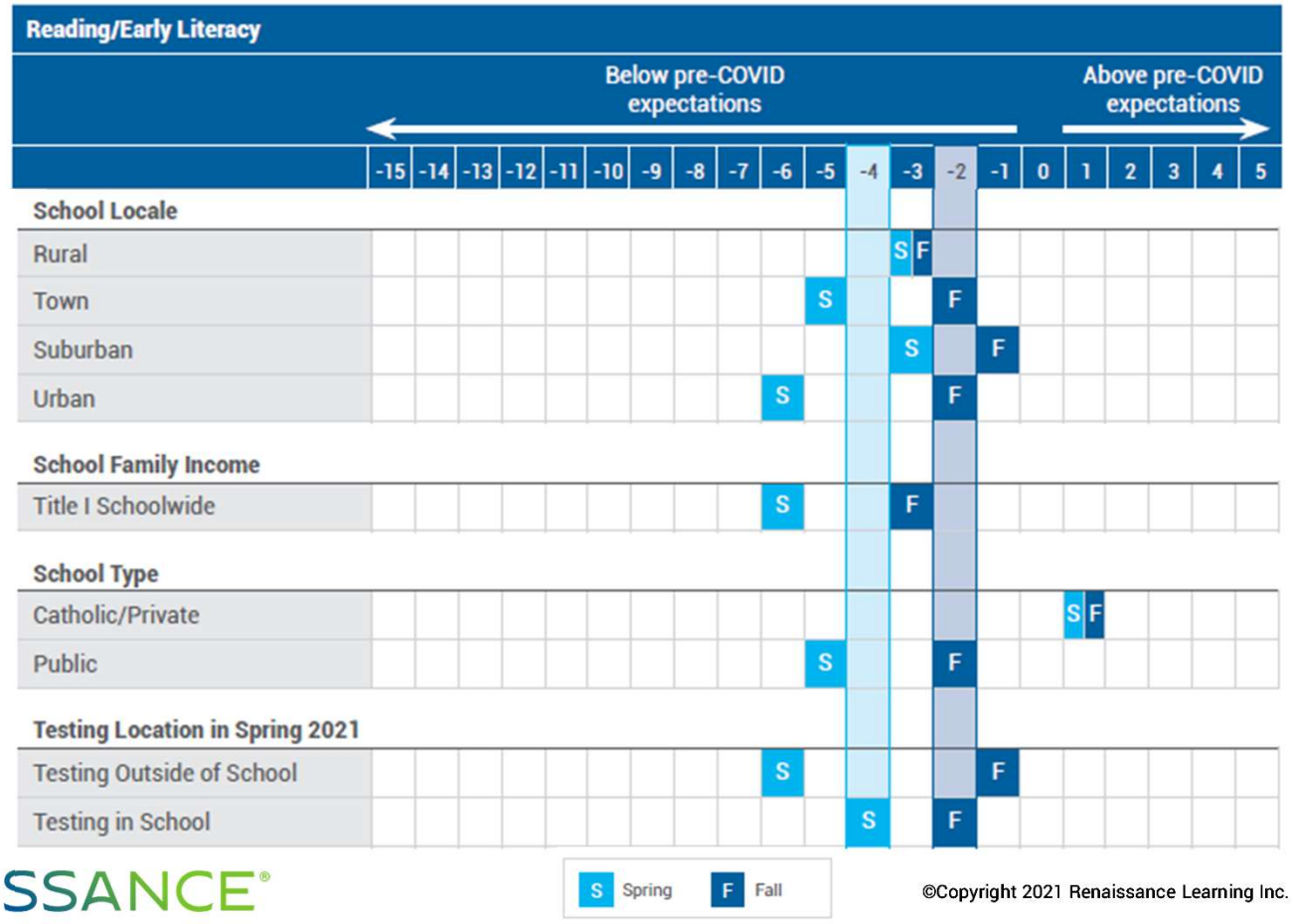
Reading: School groups analyses



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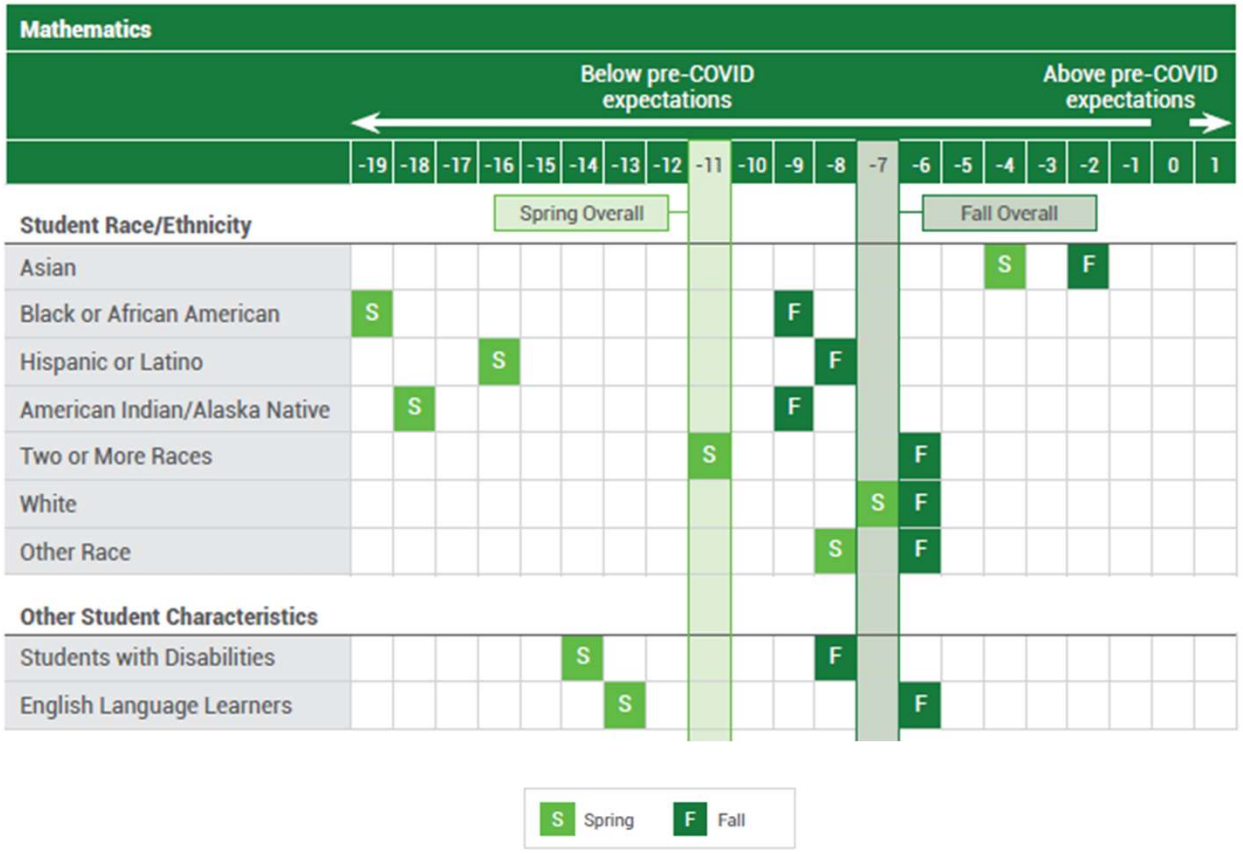
Math: Student groups analyses



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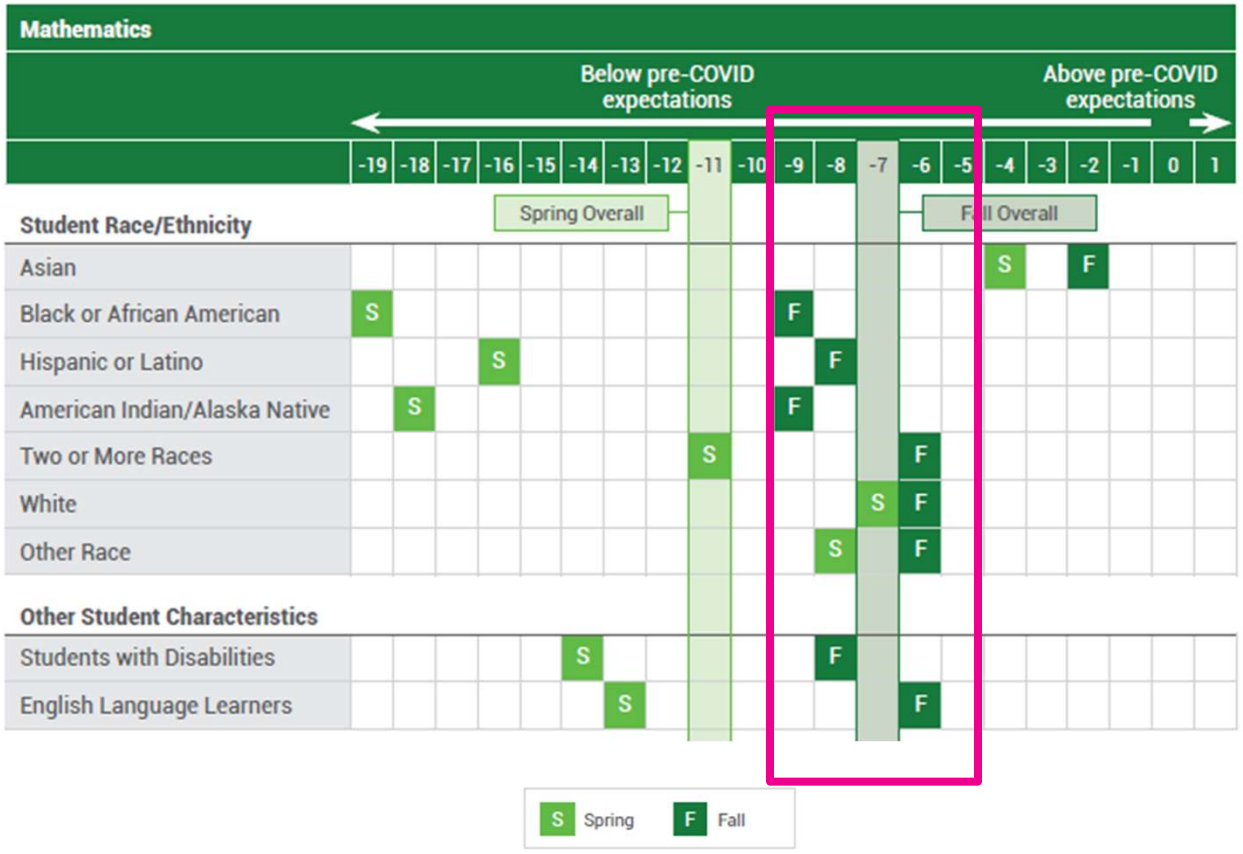
Math: Student groups analyses



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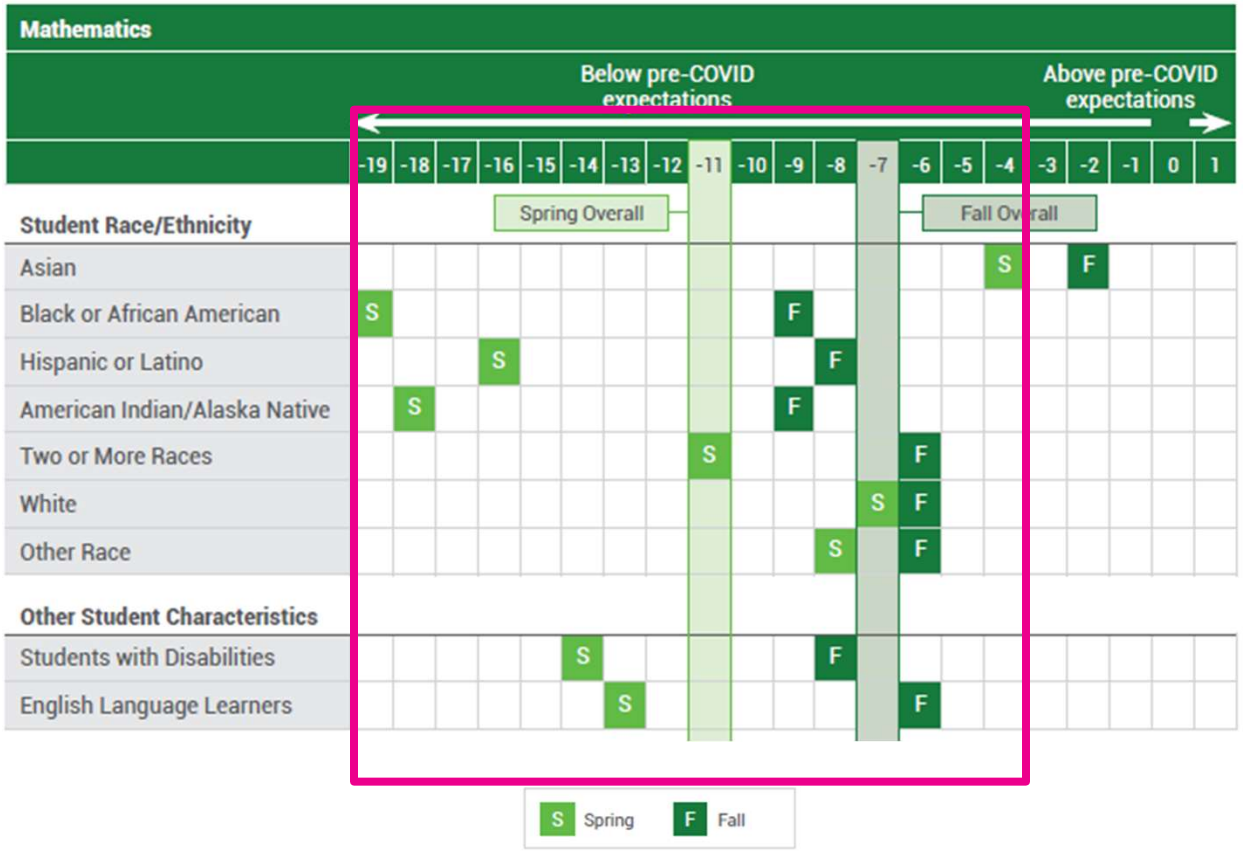
Math: Student groups analyses



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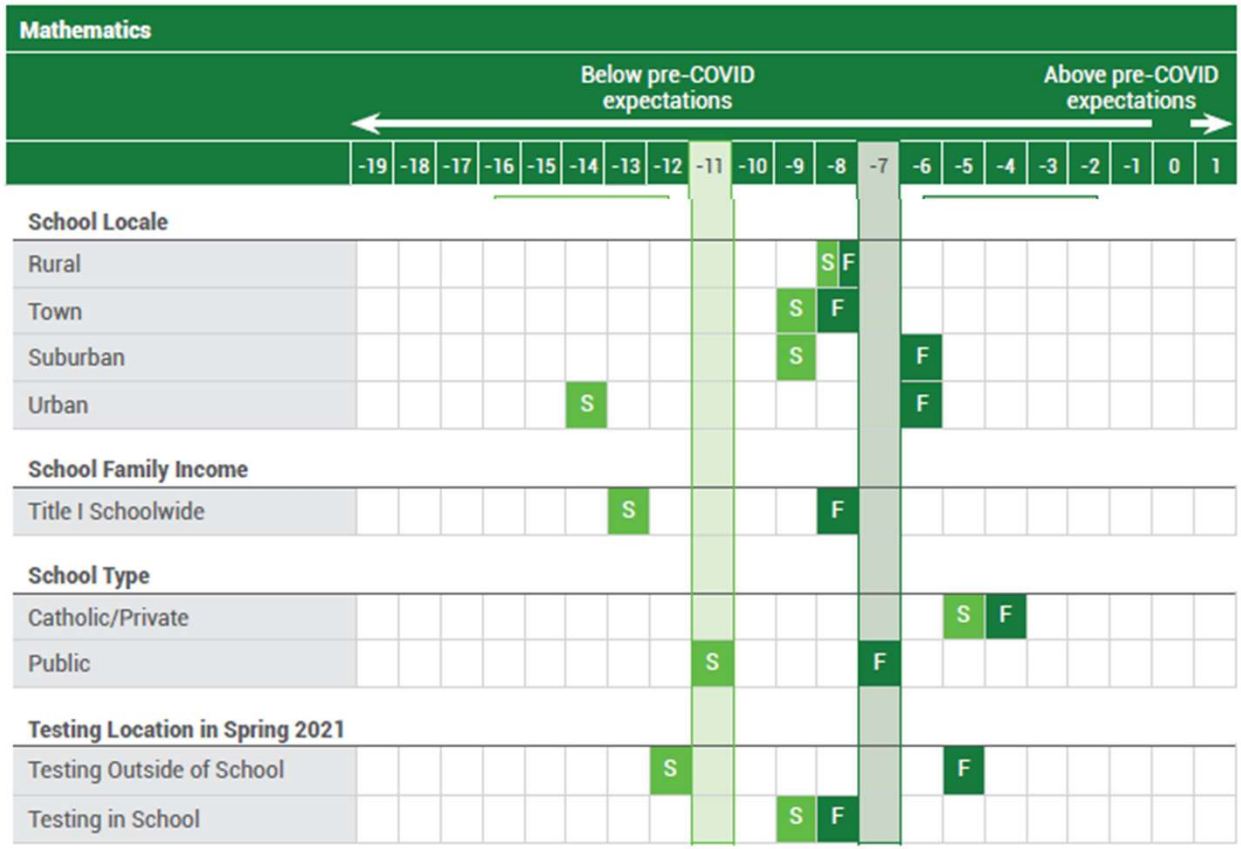
Math: School groups analyses



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What happens when multiple factors are combined?

Example: Higher poverty in urban areas

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Figure 2a. Impact on Percentile Rank performance by subgroup and season **Title I schools in urban areas**

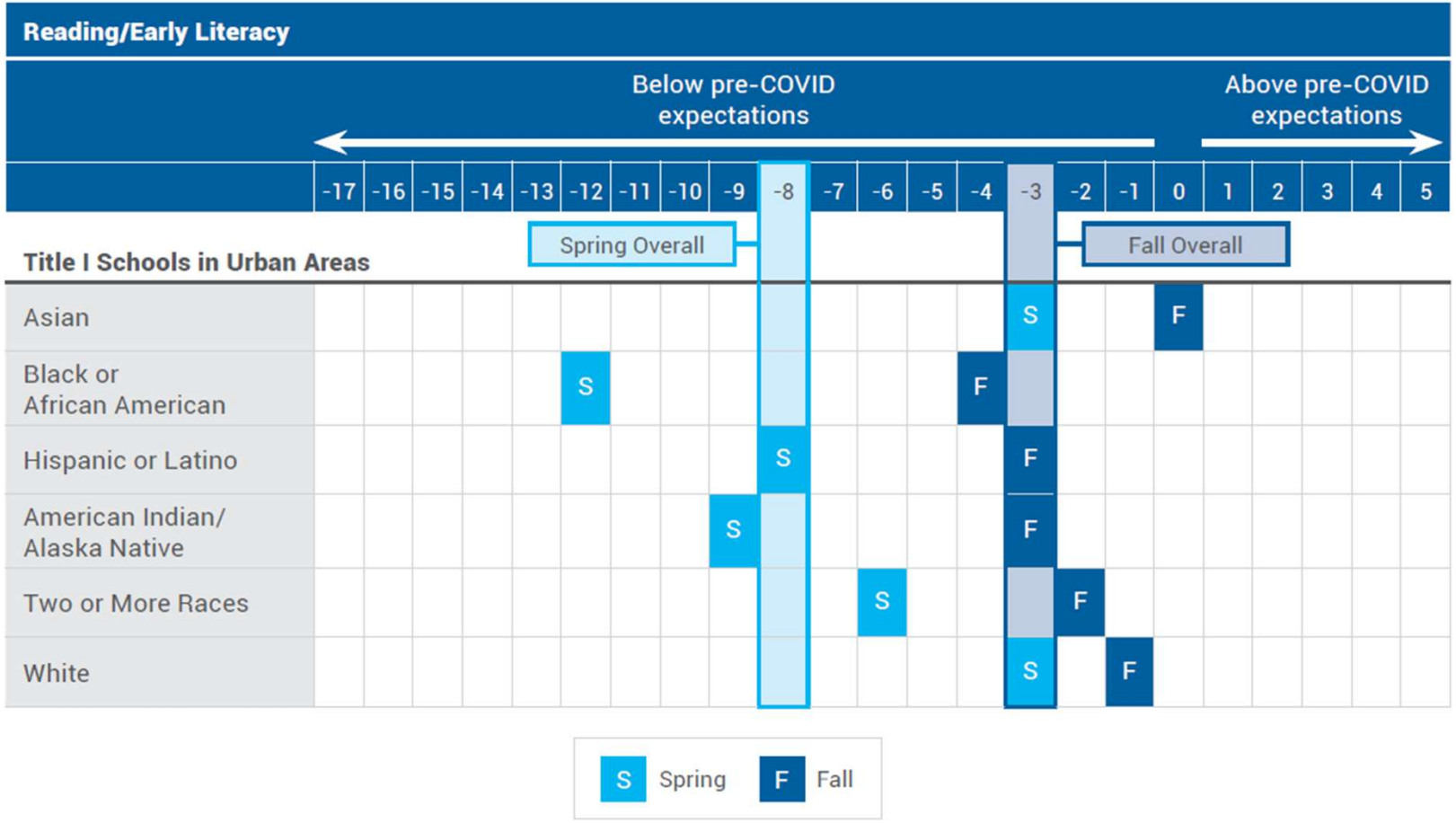
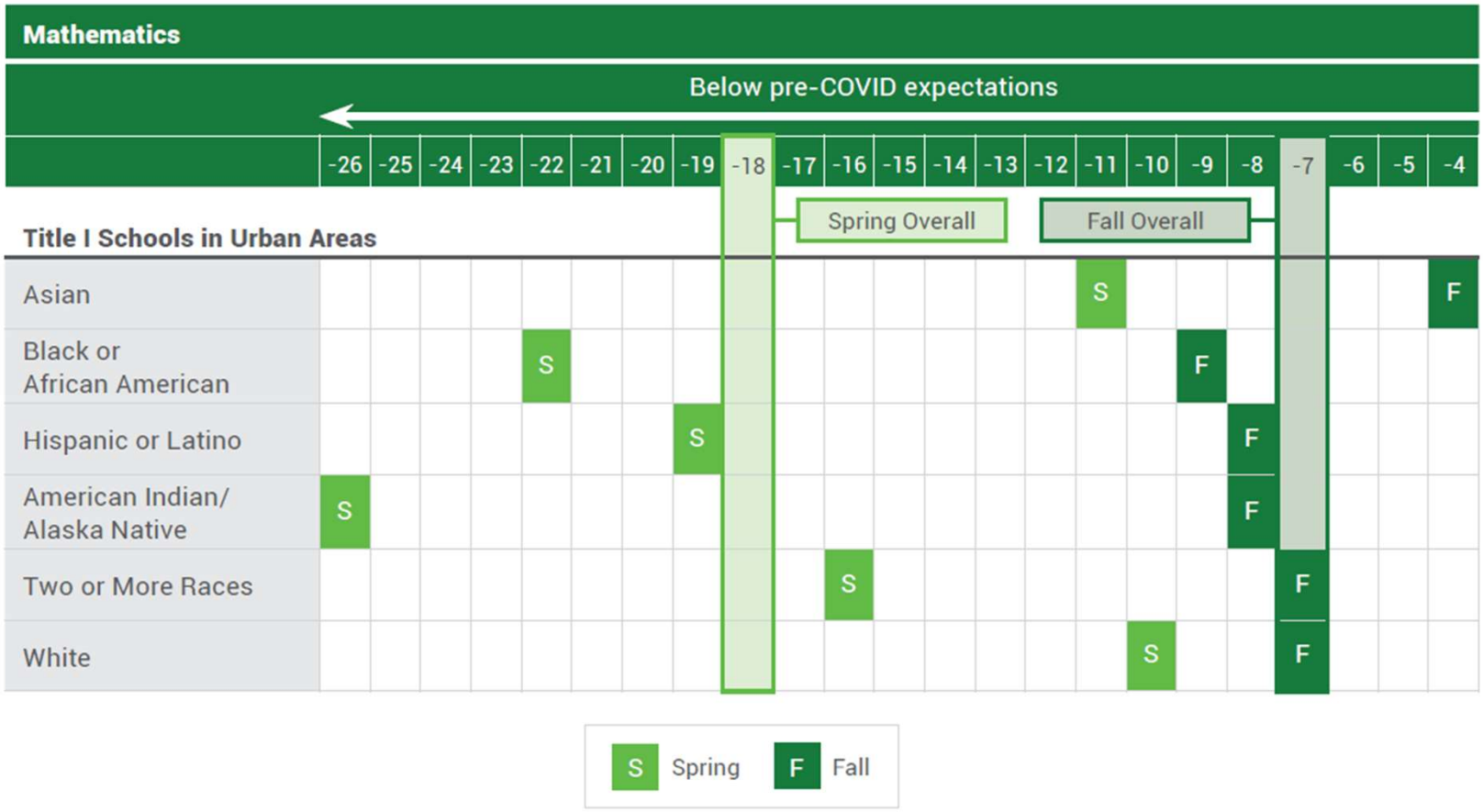


Figure 2a. Impact on Percentile Rank performance by subgroup and season **Title I schools in urban areas**



It’s time to hear from you.

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“Accelerated Learning”

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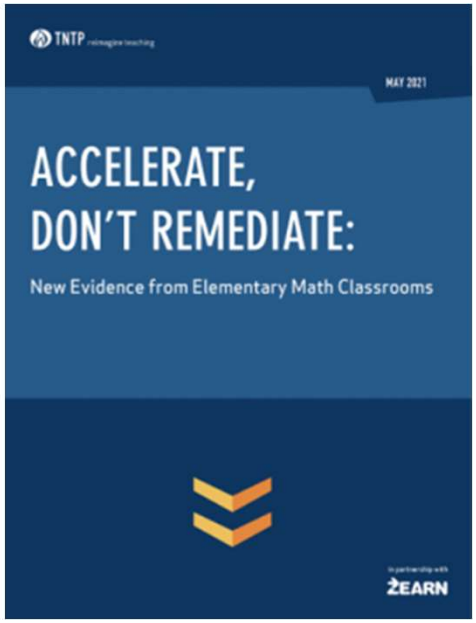
CURRICULUM

What's the Best Way to Address Unfinished Learning? It's Not Remediation, Study Says

By Sarah Schwartz — May 24, 2021 5 min read



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Accelerated Learning

An umbrella term

- Encompasses a variety of different strategies
  - e.g., “Acceleration Academies”
  - Specific designs for instructional planning
- Referenced in both US DOE guidance and that of many states
- The common element across the strategies is an emphasis on **maximizing exposure to grade-level content**

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POLL QUESTION

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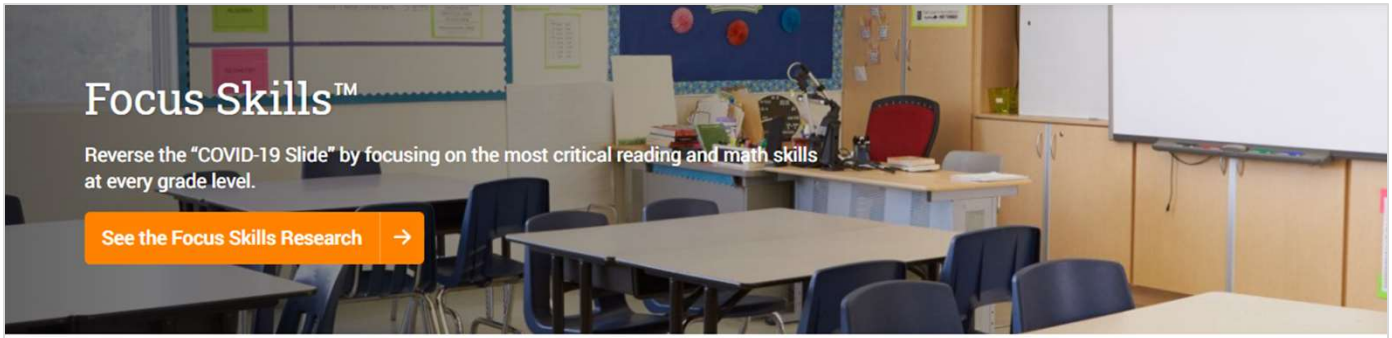
renaissance.com/focus-skills



About Renaissance Focus Skills

Focus Skills are—simply put—the **building blocks of student learning**. Based on extensive research into how learning progresses in reading and mathematics, Focus Skills provide a roadmap for closing learning gaps as you move every student toward greater mastery.

Critical

Focus Skills are fundamental to student understanding, involving concepts that students must master in order to advance to the next step.

Impactful

Because Focus Skills are prerequisites for future learning, focusing instruction on these skills provides the greatest return in terms of student growth.

Standards-based

Focus Skills are identified through a detailed study of your state's standards of learning—and reflect your state's grade-level expectations.

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HOW WE GO BACK TO SCHOOL

Deciding What to Teach? Here's How

To make up for lost time, instructional leaders will need to streamline curricula and offer "just-in-time" support. These steps can help.

EducationWeek.

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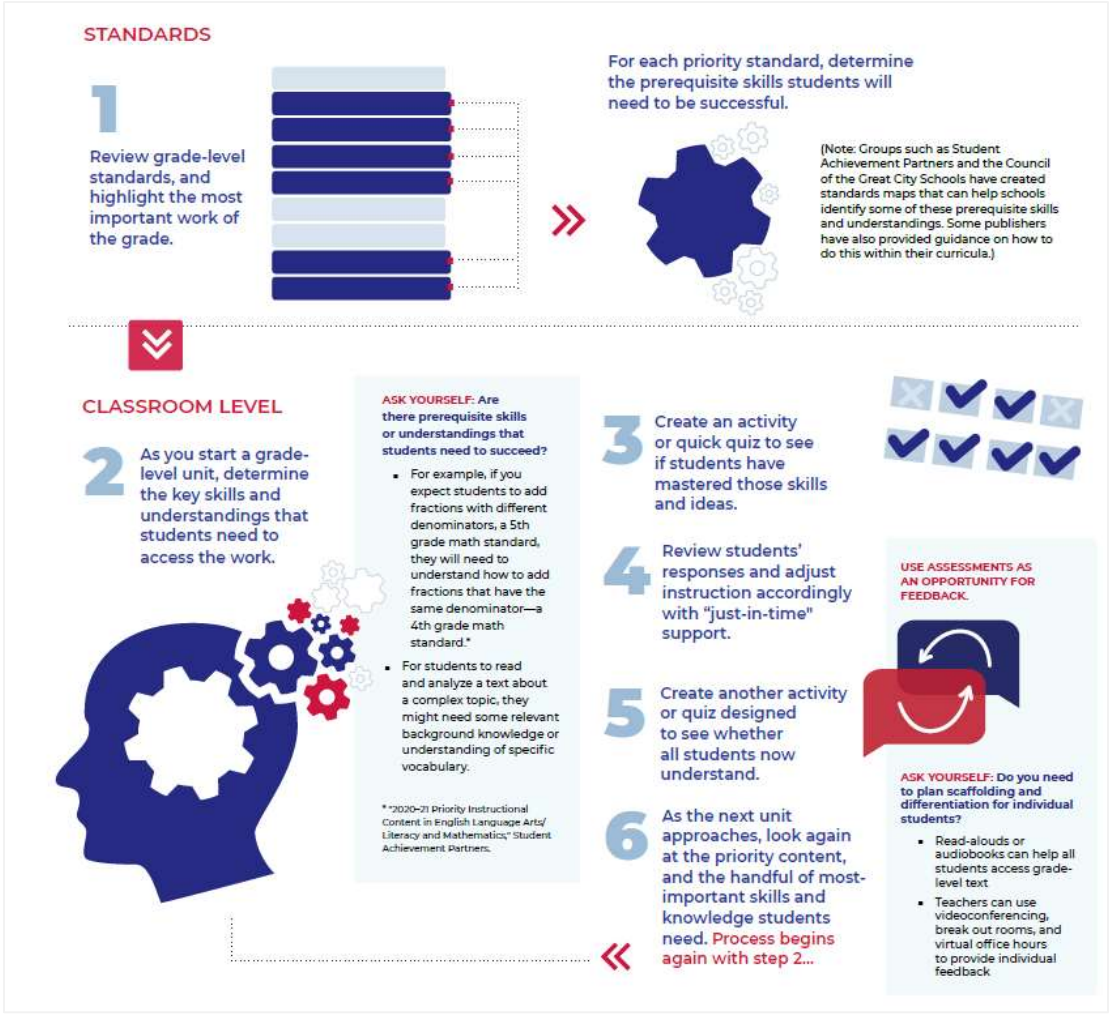
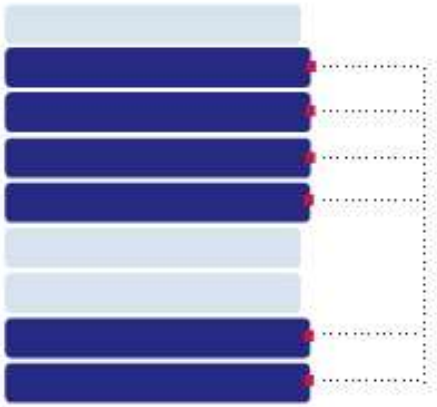


STANDARDS

1

Review grade-level standards, and highlight the most important work of the grade.



For each priority standard, determine the prerequisite skills students will need to be successful.

(Note: Groups such as Student Achievement Partners and the Council of the Great City Schools have created standards maps that can help schools identify some of these prerequisite skills and understandings. Some publishers have also provided guidance on how to do this within their curricula.)

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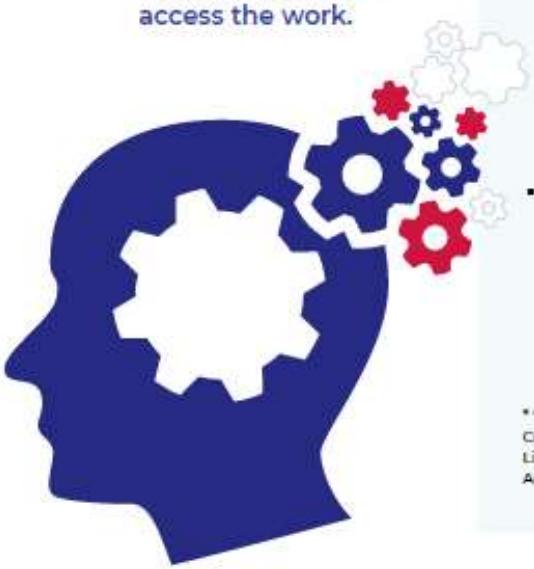
CLASSROOM LEVEL

2 As you start a grade-level unit, determine the key skills and understandings that students need to access the work.



ASK YOURSELF: Are there prerequisite skills or understandings that students need to succeed?

- For example, if you expect students to add fractions with different denominators, a 5th grade math standard, they will need to understand how to add fractions that have the same denominator—a 4th grade math standard.*
- For students to read and analyze a text about a complex topic, they might need some relevant background knowledge or understanding of specific vocabulary.

* "2020–21 Priority Instructional Content in English Language Arts/ Literacy and Mathematics," Student Achievement Partners.

3 Create an activity or quick quiz to see if students have mastered those skills and ideas.

4 Review students' responses and adjust instruction accordingly with "just-in-time" support.

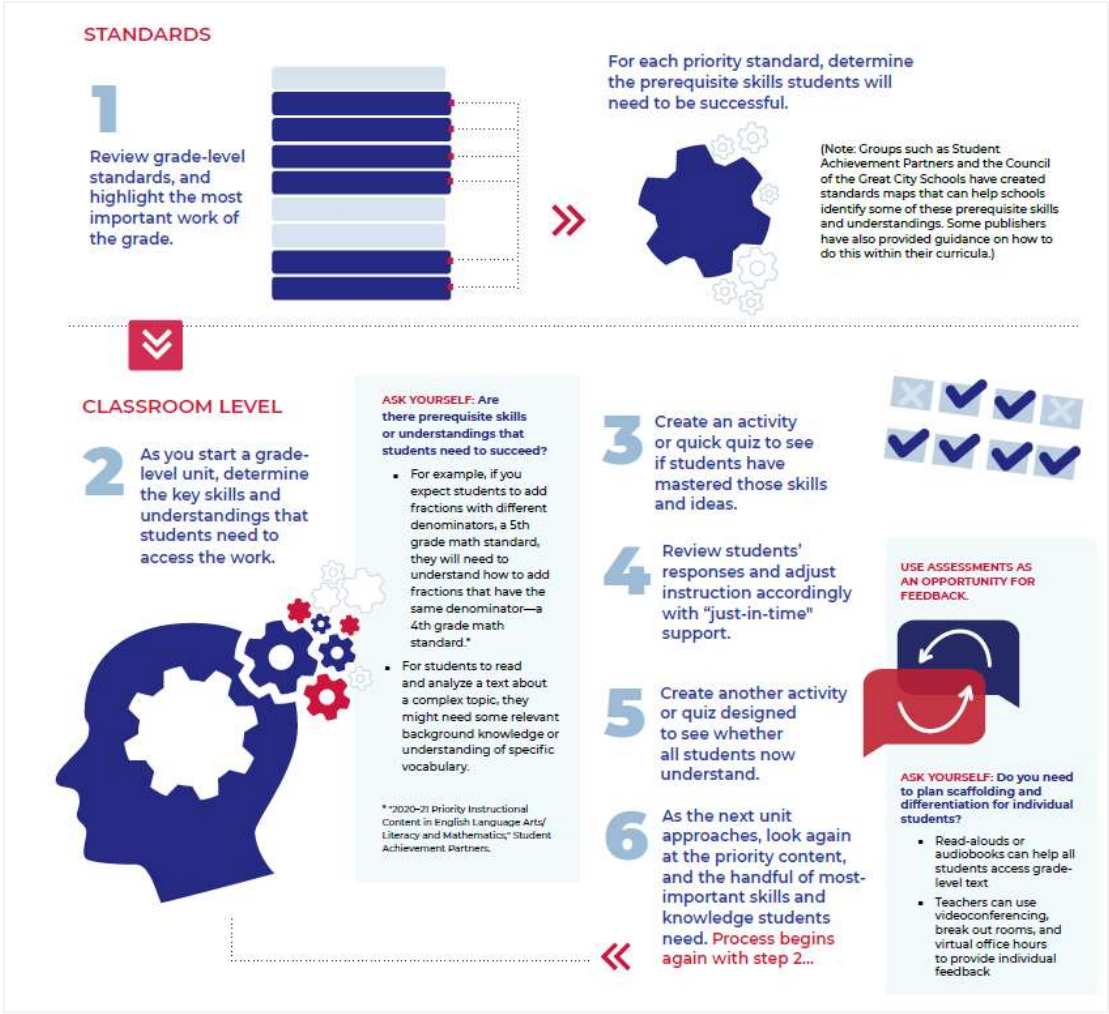
5 Create another activity or quiz designed to see whether all students now understand.

6 As the next unit approaches, look again at the priority content, and the handful of most-important skills and knowledge students need. Process begins again with step 2...

USE ASSESSMENTS AS AN OPPORTUNITY FOR FEEDBACK.

ASK YOURSELF: Do you need to plan scaffolding and differentiation for individual students?

- Read-alouds or audiobooks can help all students access grade-level text
- Teachers can use videoconferencing, break out rooms, and virtual office hours to provide individual feedback



Disproportionate COVID-19 impacts are not unique…

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…to the United States

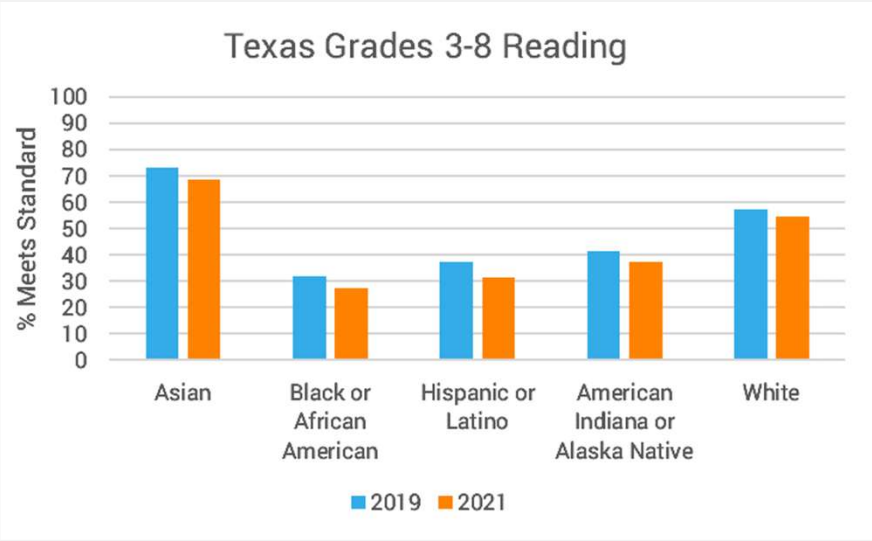
Months behind by mid-year (Autumn 1) in England

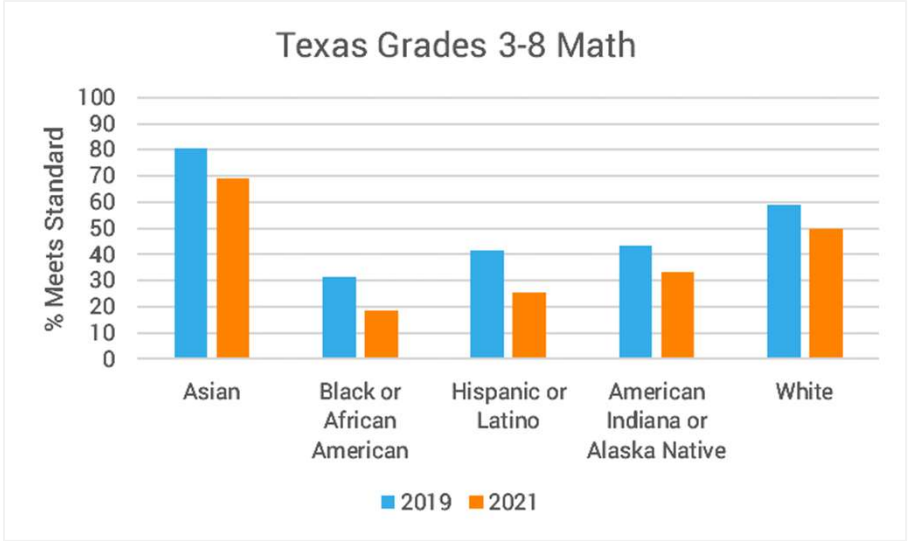
Student group	Reading	Math
Overall average	1.7 months	3.7 months
Disadvantaged	2.2 months	4.5 months
English as Additional Language	2.3 months	3.3 months

Source: Education Policy Institute and Renaissance

…to Star Assessments results

State summative testing—Texas





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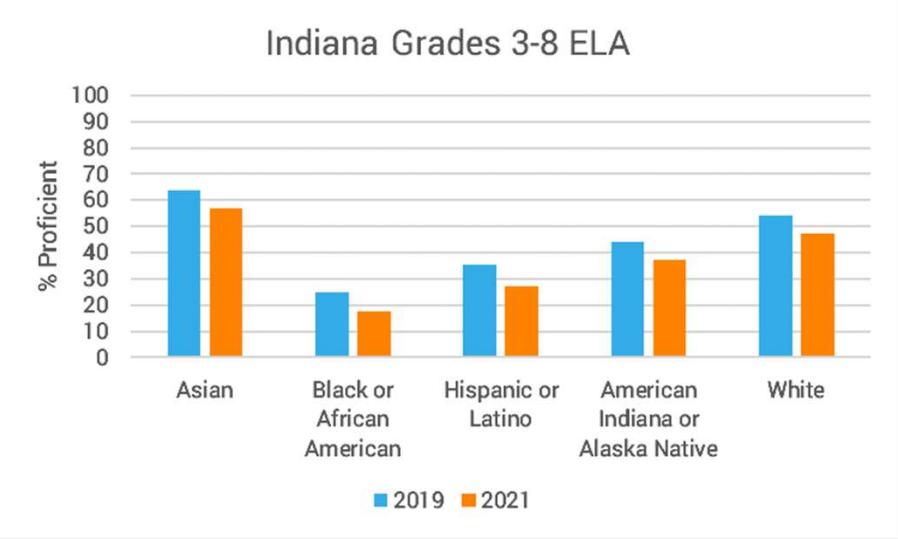
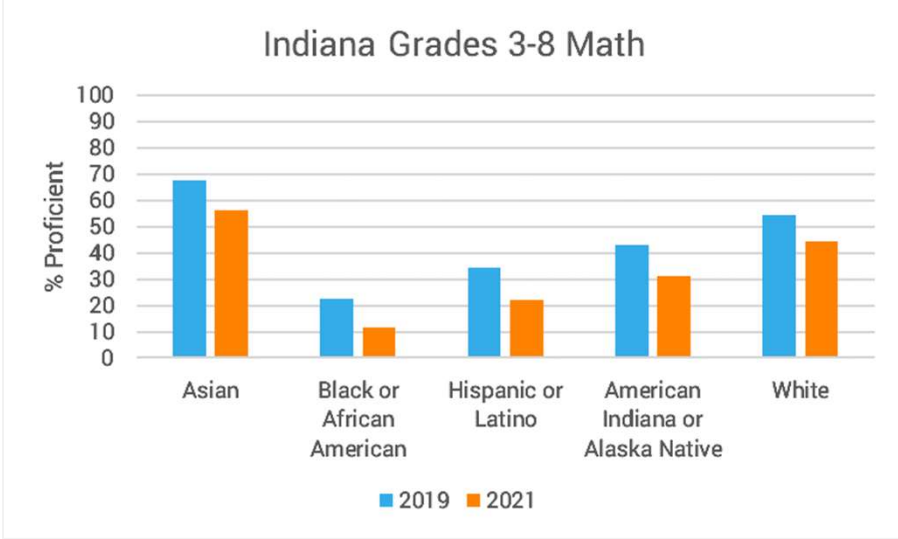
…to Star Assessments results

State summative testing—Indiana





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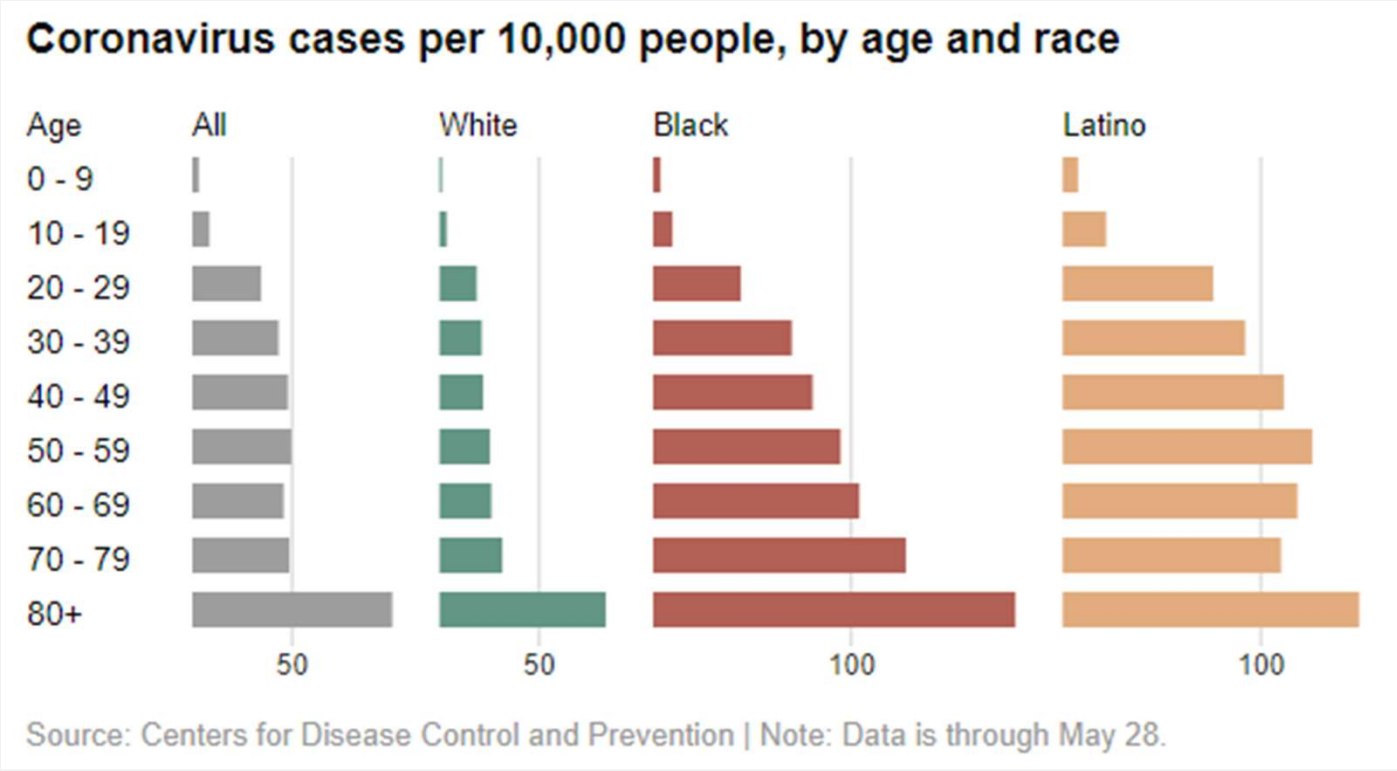
…to K–12 educational outcomes



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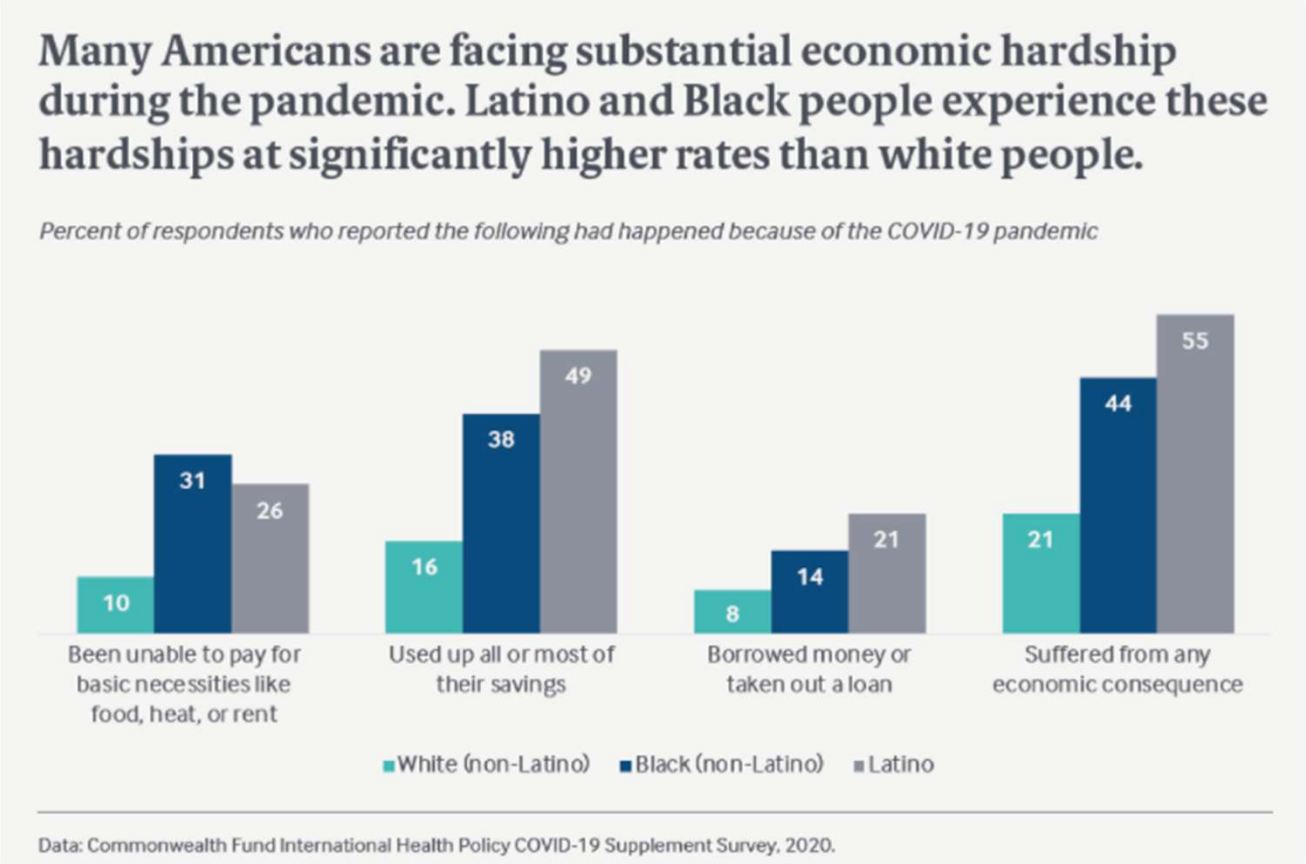
…to K–12 educational outcomes



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And we need a targeted response.

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How do schools use the *How Kids Are Performing* report?

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POLL QUESTION

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How do schools use the *How Kids Are Performing* report?

First, as a reference point…

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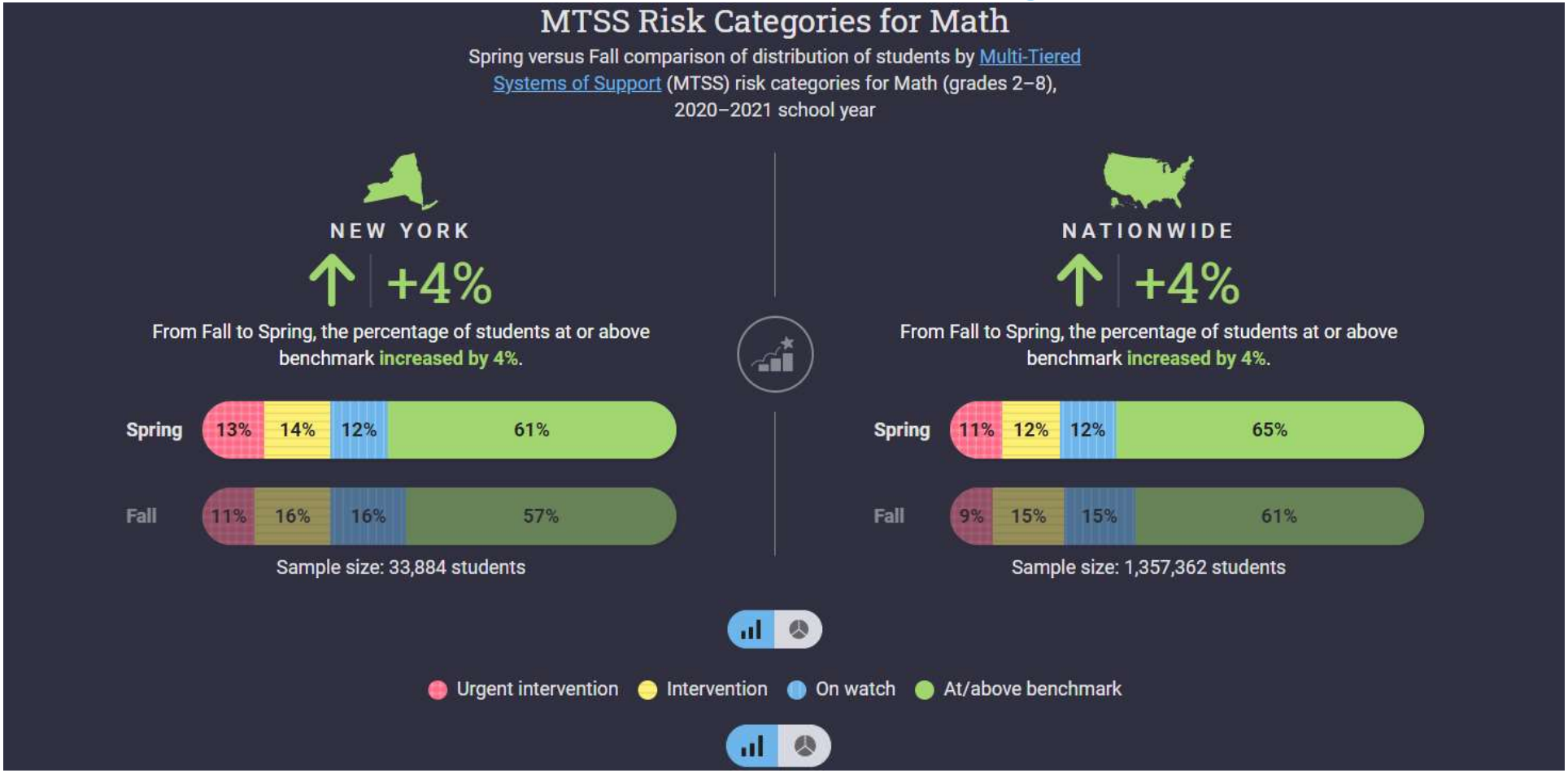
renaissance.com/performing



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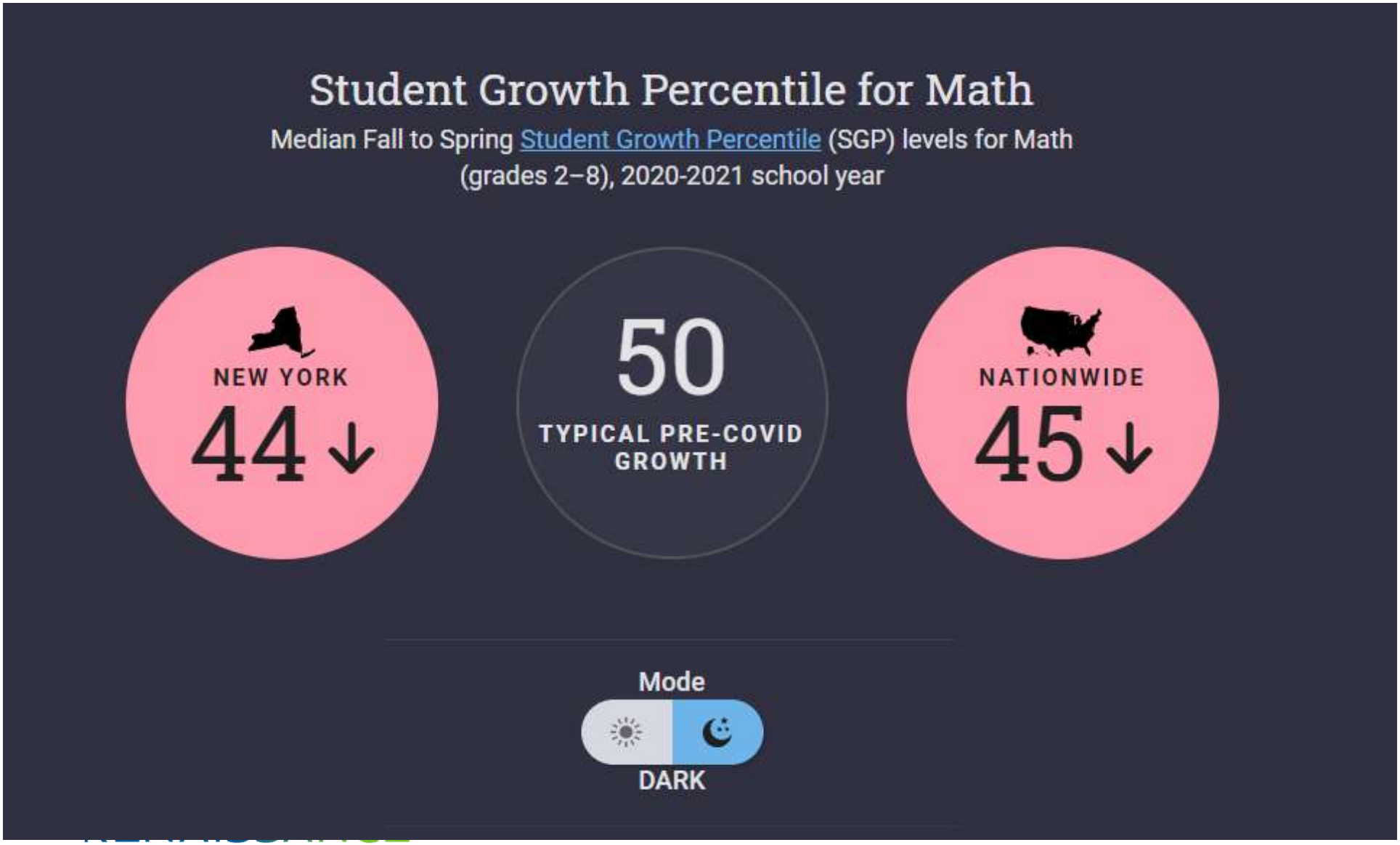
Student Growth Percentile for Math
Median Fall to Spring Student Growth Percentile (SGP) levels for Math (grades 2–8), 2020-2021 school year
NEW YORK
44 ↓
50
TYPICAL PRE-COVID GROWTH
NATIONWIDE
45 ↓
Mode
DARK

How do schools use the *How Kids Are Performing* report?

Second, likely, as a way to create urgency…

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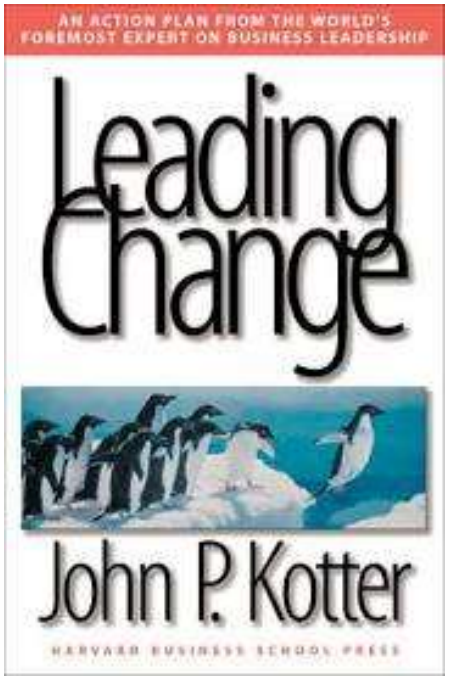
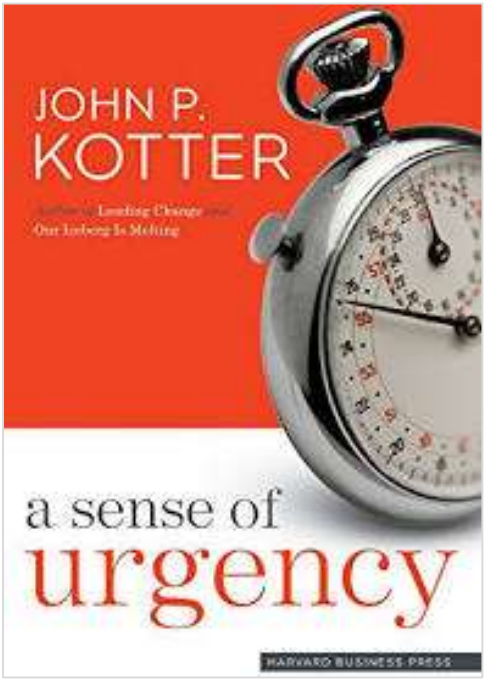
Books by John Kotter



1996



2008

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Sources of complacency (Kotter, 1996)

- The absence of a major visible crisis
- Lack of sufficient performance feedback from external forces
- Internal measurement systems that focus on the wrong performance indexes
- A kill-the-messenger, low-candor, low-confrontation culture
- Human nature, with its capacity for denial, especially if people are already busy or stressed
- Too much happy talk from senior leaders

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- Human nature, with its capacity for denial, especially if people are already busy or stressed
- **Too much happy talk from senior leaders**

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There is a fire that has to be lit someway, somehow. —F.H.

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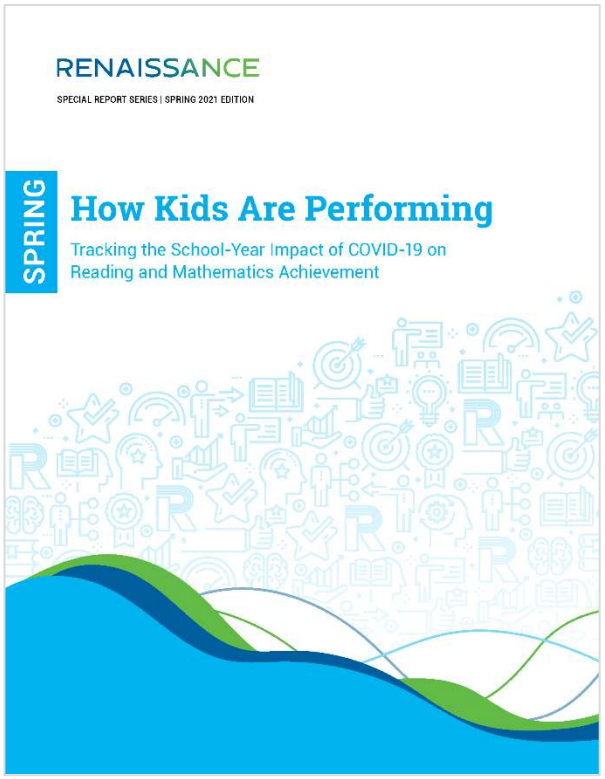
Find even more in the full report



- More information about **Focus Skills**
- **Trip Steps**, the most difficult math skills for students to learn
- **Ongoing dialogue** in future Renaissance blogs and webinars
- **Download your free copy:** renaissance.com/performing

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What does all of this mean? Is there *any* good news?

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In some ways, education has been here before.

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Instruction in a school's cellar or basement was common during WWII.

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Instruction in a school's cellar or basement was common during WWII.

In some European countries, 75% of schools were damaged, destroyed, or occupied.

RENAISSANCE®

Instruction in a school's cellar or basement was common during WWII.

Radio instruction during a polio outbreak.

In some European countries, 75% of schools were damaged, destroyed, or occupied.

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The Long-Run Educational Cost of World War II

Andrea Ichino, *European University Institute, CEPR, IZA, and CESifo*

Rudolf Winter-Ebmer, *University of Linz, CEPR, IZA, and WIFO*

An important component of the long-run cost of a war is the loss of human capital suffered by school-age children who receive less education. Austrian and German individuals who were 10 years old during the conflict, or were more directly involved through their parents, received less education than comparable individuals from nonwar countries, such as Switzerland and Sweden. We also show that these individuals experienced a sizable earnings loss some 40 years after the war, which can be attributed to the educational loss caused by the conflict. The implied consequences in terms of gross domestic product loss are calculated.

"The persistence of a sizable earnings effect **some 40 years after the end of the conflict** appears hardly debatable."

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The Lost Children of Katrina

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By Katy Reckdahl

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We are the educators of this unique moment. What will history say of us?

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