

# Learning Loss: Statewide Impact of COVID

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# AGENDA

- **Study of Academic Impact in Indiana**
  - **Purpose**
  - **Analysis & Initial Outcomes**
- **Out-of-School Time Supports**
  - **Intentional Program Design**
  - **Ongoing Staff Training**
  - **Integrated Daily Activities**

# Study of Academic Impact in Indiana

# BACKGROUND

## Public Law 211-2021

- Charged IDOE to conduct a study of COVID-19'S impact on student learning outcomes for 2020/2021 and 2021/2022

## American Rescue Plan Act

- Requires states to reserve at least 5% of awarded grant funds to carry out activities to address the academic impacts of COVID-19

## Academic Impact Study

- IDOE contracted with the Center for Assessment to conduct research and analysis of COVID-19's academic impact in Indiana

# PURPOSE OF STUDY



Data are used ***prospectively***, not ***retrospectively***  
Purpose is ***not*** to identify the cause of academic impact; Purpose is to identify what supports are necessary to best serve Indiana Students

## **DATA SOURCES**

### **ILEARN Assessment**

- Available for grades 3-8 in ELA & math

### **WIDA ACCESS 2.0 Assessment**

- English Language Proficiency Exam for grades 1-12

### **NWEA MAP Assessment**

- Available for grades 1-10 in ELA & math

# ACADEMIC IMPACT & RECOVERY TIME

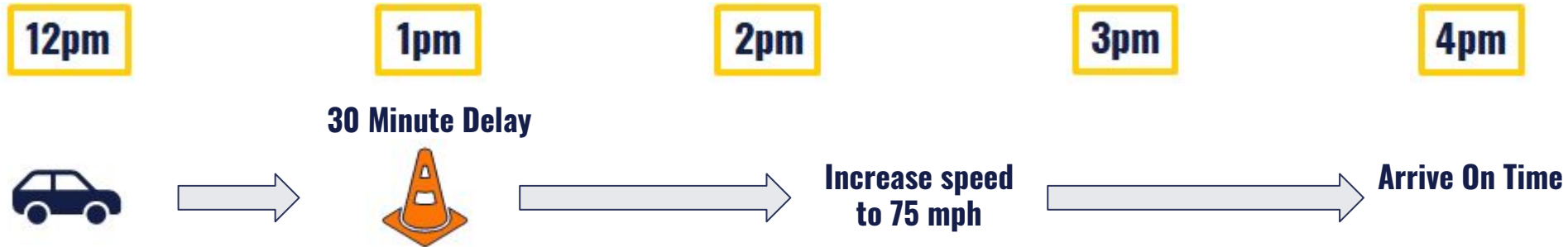
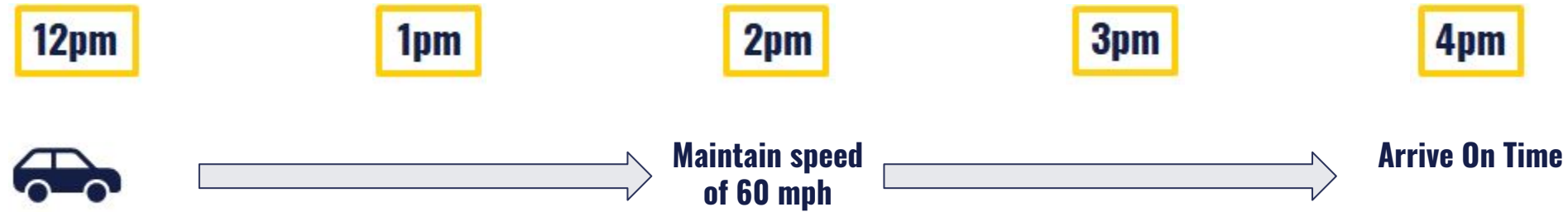
## Academic Impact

- Measurement of whether student growth was faster or slower than pre-pandemic student growth
- Comparison of how student achievement and student growth differ pre- and post-pandemic

## Recovery Time

- Returning to where students or groups of students would be under “normal” learning conditions
- NOT defined as attaining proficiency
- Dependent upon the degree of academic impact

# ACADEMIC IMPACT & RECOVERY TIME - EXAMPLE





# ACADEMIC IMPACT & RECOVERY TIME

Academic Impact Category	Recovery Time	Academic Supports
<b>SIGNIFICANT</b>	<b>&gt; one school year</b>	<b>Requires targeted supplemental academic supports</b>
<b>MODERATE</b>	<b>≤ one school year</b>	<b>Requires supplemental academic supports</b>
<b>MINOR/NO</b>	<b>minimal</b>	<b>Minor deviations from general supports</b>

# 2020/2021 ACADEMIC IMPACT ANALYSIS

## Key Findings

- Academic impact in math is consistently SIGNIFICANT across all grades & students
- Academic impact in E/La is MODERATE to SIGNIFICANT across all grades & students
- Likelihood that academic impacts extend across all grades & content areas
- Questions about the efficacy of education pre-pandemic are a concern in isolated contexts where MINOR/NO impact observed
- In-person instruction was generally the best mode of instruction for students, consistently leading to the highest learning rates
- Rates of learning required for recovery are unprecedented at the scale required to return to where students would be under “normal” learning conditions

# ACADEMIC IMPACT ANALYSIS - SPECIFIC CONCERNS

## Type 1: Issues resulting from the pandemic

- Academic impact in math is consistently SIGNIFICANT
- Academic impact in E/La is consistently MODERATE to SIGNIFICANT
- Likelihood that similar academic impacts extend across all K-12 grades & content areas

## Type 2: Issues existing before the pandemic

- English language learners in high school experienced MINOR/NO impact
- Special education students statewide experienced MODERATE impact
- Lowest achievers statewide experienced MINOR/NO impact

# Out-of-School Time Supports

# WHAT WE KNOW...

- **Academic recovery will take time**
- **Youth with increased needs are not receiving the support they need**
- **Out-of-School Time (OST) presence has remained consistent**
- **OST programs offer all youth opportunities to engage in nontraditional learning that directly targets academic needs**
- **Addressing academic needs of youth requires intentionality at all levels of OST programming**

# CREATING IMPACT



# INTENTIONAL PROGRAM DESIGN

- Ensure daily programming is connected to the [Indiana Afterschool Standards](#)
- Regularly engage with a diverse group of stakeholders - this can include program personnel, school-day staff, families, community partners, etc.
  - Don't forget to include youth in this step! The more connection you have to youth, the more you know about their specific needs
    - Surveys
      - [Elementary Interest Survey](#)
      - [Secondary Interest Survey](#)
      - YMCA specific surveys
    - [Sample Leadership Roles](#)

# INTENTIONAL PROGRAM DESIGN

- **Create time and support for youth with additional needs**
  - **English Learners**
    - [Course: Supporting English Learners](#)
    - [Instructional Strategies for English Learners](#)
    - **Coming in 2022: tools & self-paced modules for OST programs**
    - [Burmese American Community Institute](#)
    - [Amigos the Richmond Latino Center](#)
  - **Students with disabilities**
    - [Article: Empowering Students Through Disability-Neutral Practices](#)
    - [Article: Inclusive Programs for Youth with Special needs](#)
    - [Skool Aid](#)



# INTENTIONAL PROGRAM DESIGN

- **Establish a strong relationship with the schools your youth attend**
  - [Tips on creating an effective Memorandum of Understanding](#)
  - [Sample MOU](#)
- **School Improvement Plans (SIPs)**
  - **SIPs are public documents - they are organized into specific categories, including how they are addressing academics, staff, and community needs. OST programs can use these as a tool to address ways they can assist in improving outcomes**
  - [IDOE School Improvement Plans](#)
- **Individual Education Plans (IEPs)**
  - **Address any IEP questions with parents during program registration**
  - [Common IEP Sections](#)

# Table Discussion

## Grab a partner or two and discuss:

- **How is your current program model supporting the academic needs of the youth you serve?**
- **What is one barrier your program is experiencing that is preventing intentional program design?**

# ONGOING STAFF TRAINING

- Encourage staff to be deliberate about the content they are delivering, their delivery method, and the skills they are helping youth develop
- Provide training on varying delivery methods
  - [Project Based Learning - Magnify Learning](#)
  - [Article: What Programs Can Learn From Forest Schools](#)
- Utilize school-day data to drive training topics
  - [IDOE: INview](#)
  - [Template: Survey Youth's Academic Needs](#)
- [Academic Training Toolkit](#)
- [Accommodation Plans Training](#)

# INTEGRATED DAILY PROGRAMMING

- [Makerspace Activities](#)
- [Poetry Activities & Resources](#)
- [EVERFI Financial Education](#)
- [Language and Writing Workbook](#)
- [STEAM & Arts Integration Lesson Plans](#)
- [In Defense of Food curriculum](#)

***THANK YOU!***

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