

As you enter, please take our poll!

Poll 1:Who is in the audience?

- District administrator or district staff
- Teacher or school staff
- Researcher
- Parent
- Education advocate
- State agency staff
- Other



Learning from Learning Loss in Illinois: What We Know & Where We Go From Here

Speakers From:

- *IWERC (Illinois Workforce & Education Research Collaborative)*
- *ISBE (Illinois State Board of Education)*
- *UChicago Consortium on School Research*
- *Chicago Public Schools*

December 7, 2022

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Setting the Table:

Educators and schools did remarkable work in an unprecedented situation.

Setting the Table:

Being precise about what happened can help inform a better response.



**Illinois
State Board of
Education**



**UCHICAGO
Consortium
on School Research**



Looking Backwards...



Illinois
State Board of
Education



UCHICAGO
Consortium
on School Research



Looking Backwards...



Illinois
State Board of
Education



Looking Forwards...



Dr. Melissa DiGangi

Director of Research at ISBE



State Trends: Learning Conditions



2019–20

Sudden shift to remote learning in March of 2020.



2021–22

Full return to in-person learning.



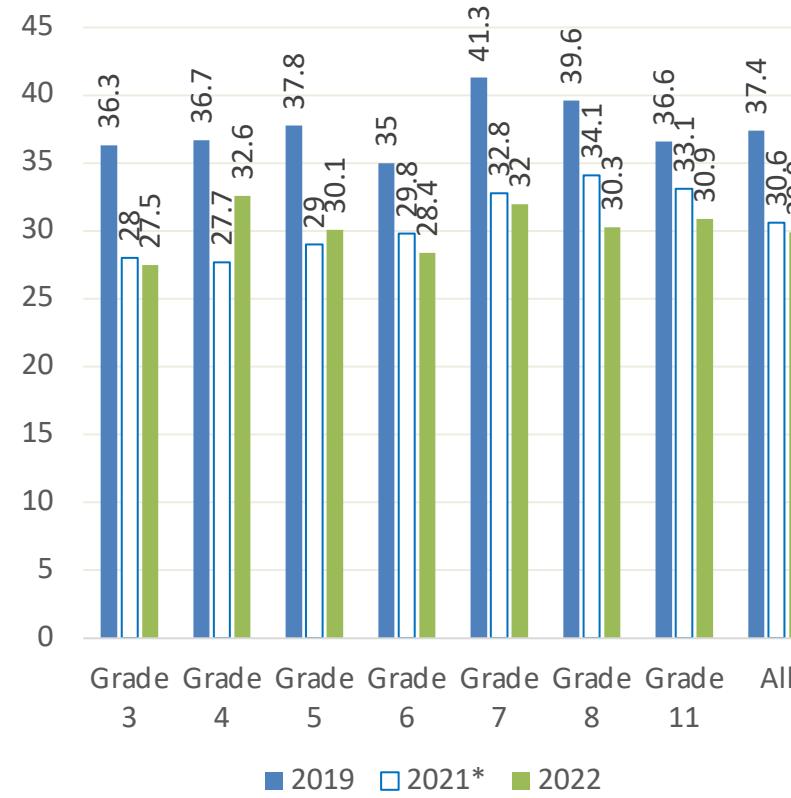
2020–21

Various learning models across the state.

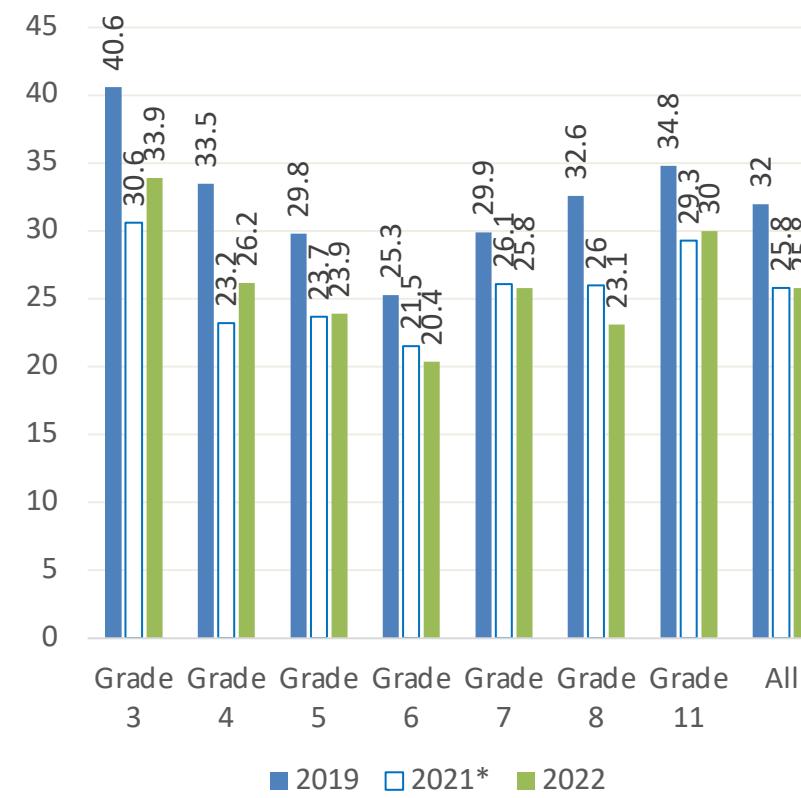


State Trends: Proficiency by Grade Level

ELA Proficiency



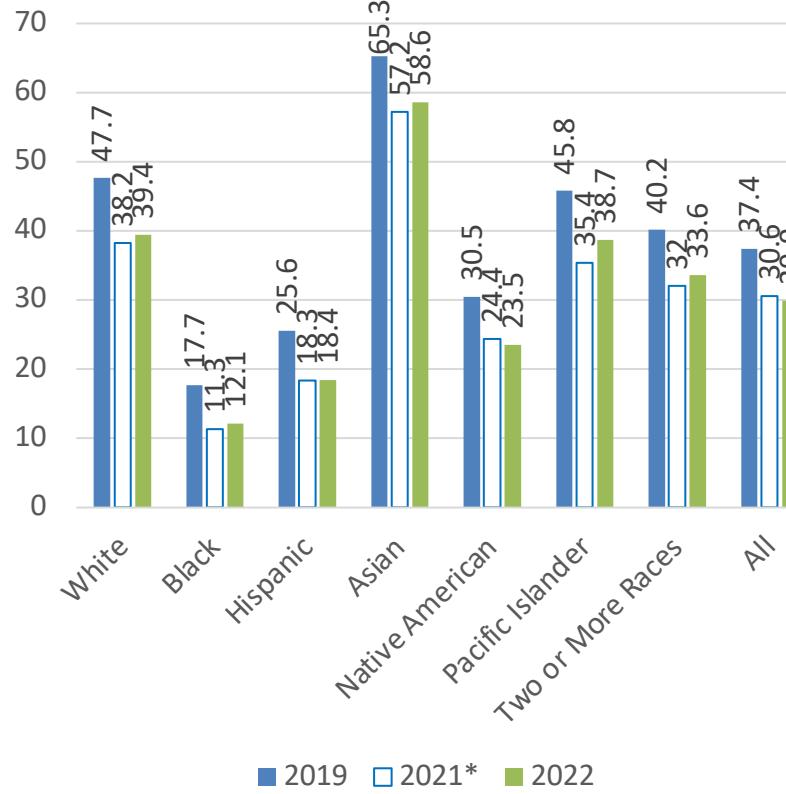
Math Proficiency



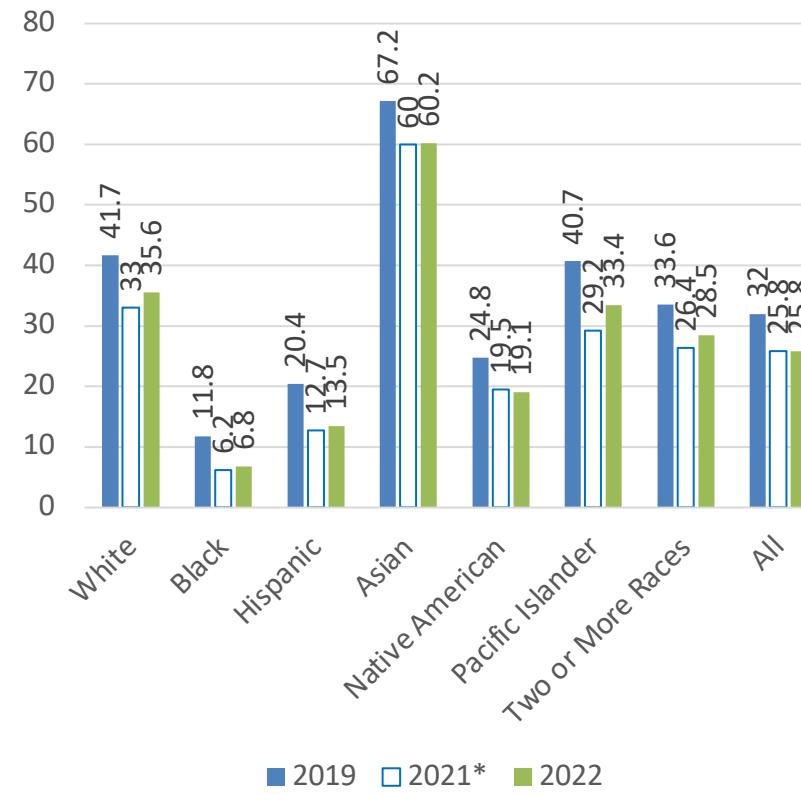


State Trends: Proficiency by Demographics

ELA Proficiency



Math Proficiency





State Trends: NAEP

Illinois students scored **above the national average** in both reading and math for both Grade 4 and Grade 8.

Grade & Subject	Illinois Average Scores		National Average Scores	
	2019	2022	2019	2022
Grade 4 Reading	218	218	219	216
Grade 4 Math	237	237	240	235
Grade 8 Reading	265	262	262	259
Grade 8 Math	283	275	281	273



State Trends: Student Growth and Learning Recovery

Student growth slowed.

2021

Student growth rebounded and surpassed pre-pandemic growth of 2019.

- Educators implement practices to recoup and accelerate learning.

2022



ILLINOIS WORKFORCE AND EDUCATION
RESEARCH COLLABORATIVE

**Dr. Mariana
Barragan
Torres**

IWERC

Research
Specialist

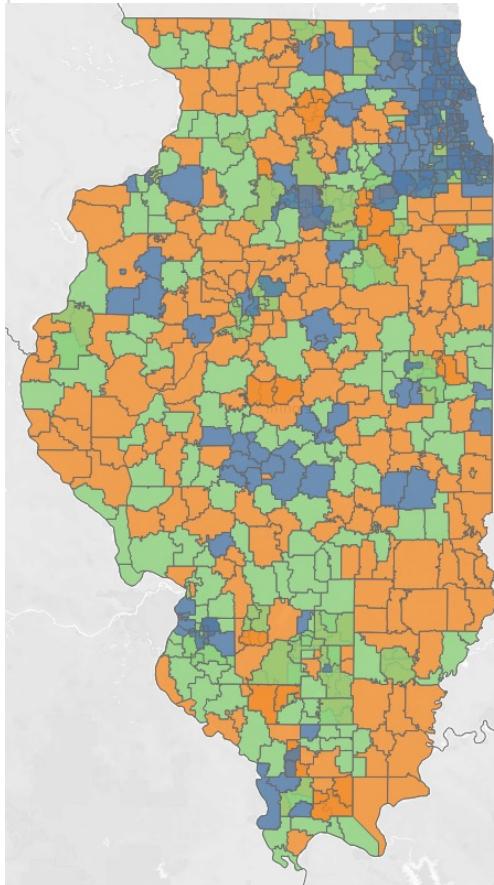
**Dr. Sarah
Cashdollar**

IWERC

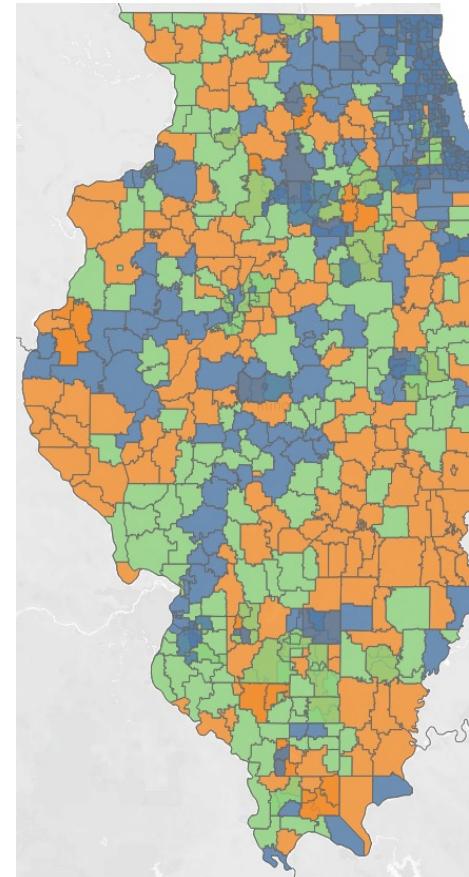
Associate Director
of Research

How did modality of instruction change during the 2020-21 school year?*

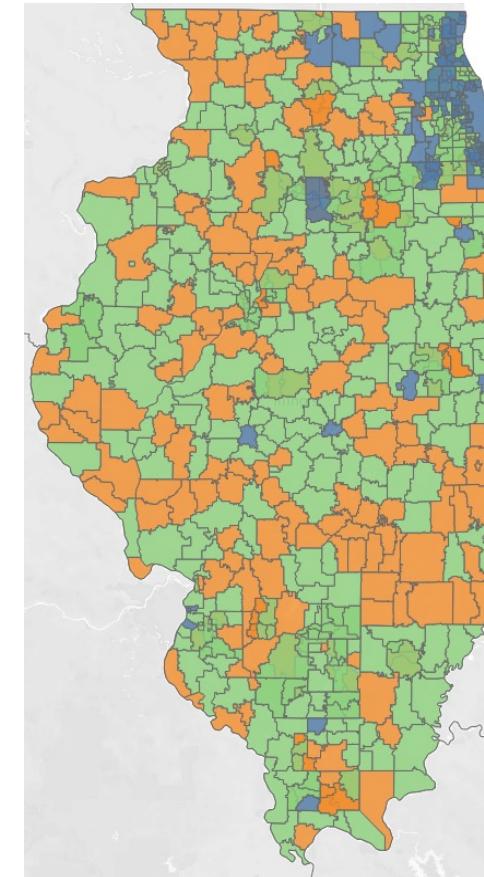
September 2020



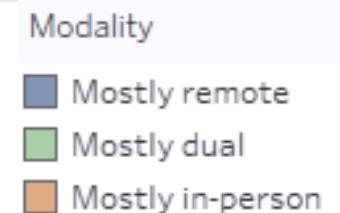
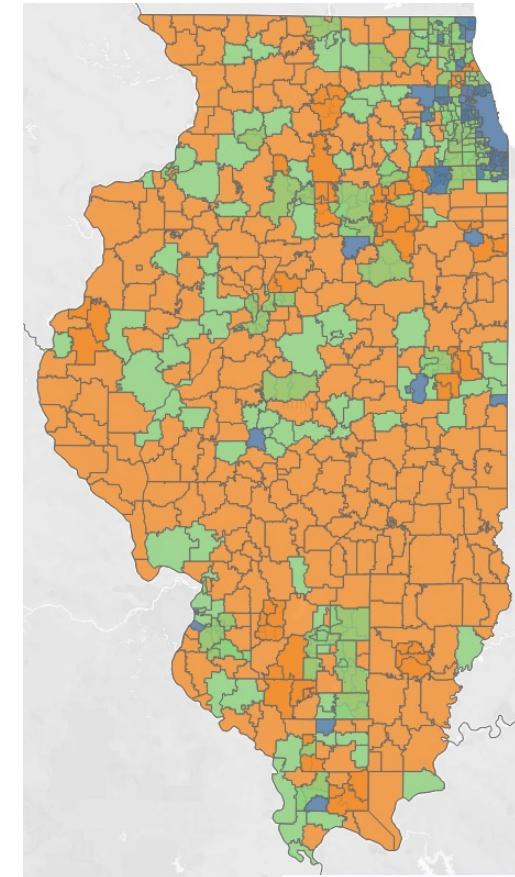
December 2020



February 2021



April 2021



Four Modality Pathways

1

Remote all year
(15% of schools)

Students were instructed remotely throughout the year

Example of districts:
Aurora East &
Berwyn North

2

Substantially remote
(38% of schools)

Students began the year in remote, then transitioned to in-person or dual for the remainder

Example of districts:
Naperville, Bloomington,
Carbondale ESD,
Decatur

3

Mixed
(12% of schools)

Students instructed in dual modalities (in-person and remote) for most of the year

Example of districts:
Beardstown, Cairo,
Collinsville

4

Substantially in-person
(33% of schools)

Students instructed in-person for most of the year

Example of districts:
Arlington Heights,
Effingham,
Jacksonville

Note: The percentages above add to 98%, due to rounding (which removes 1%) and to the exclusion from this analysis of 1% of schools with idiosyncratic modality patterns.

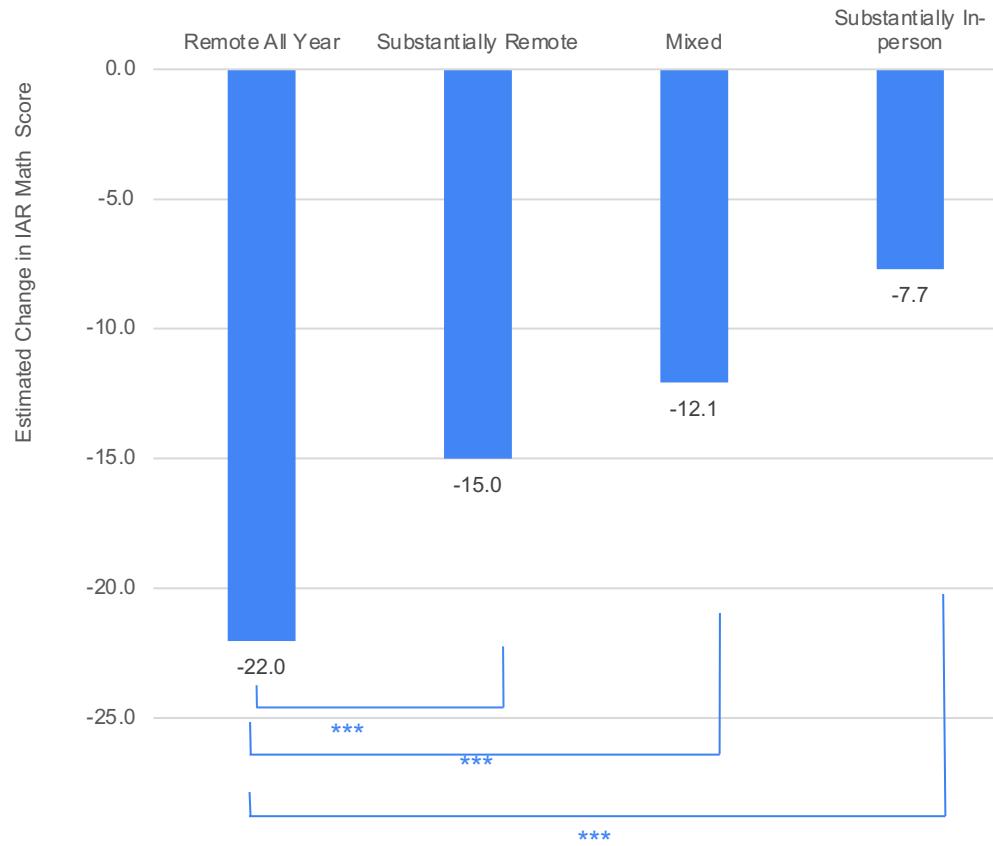
Many factors informed district decision-making

For most of the 2020-21 SY....

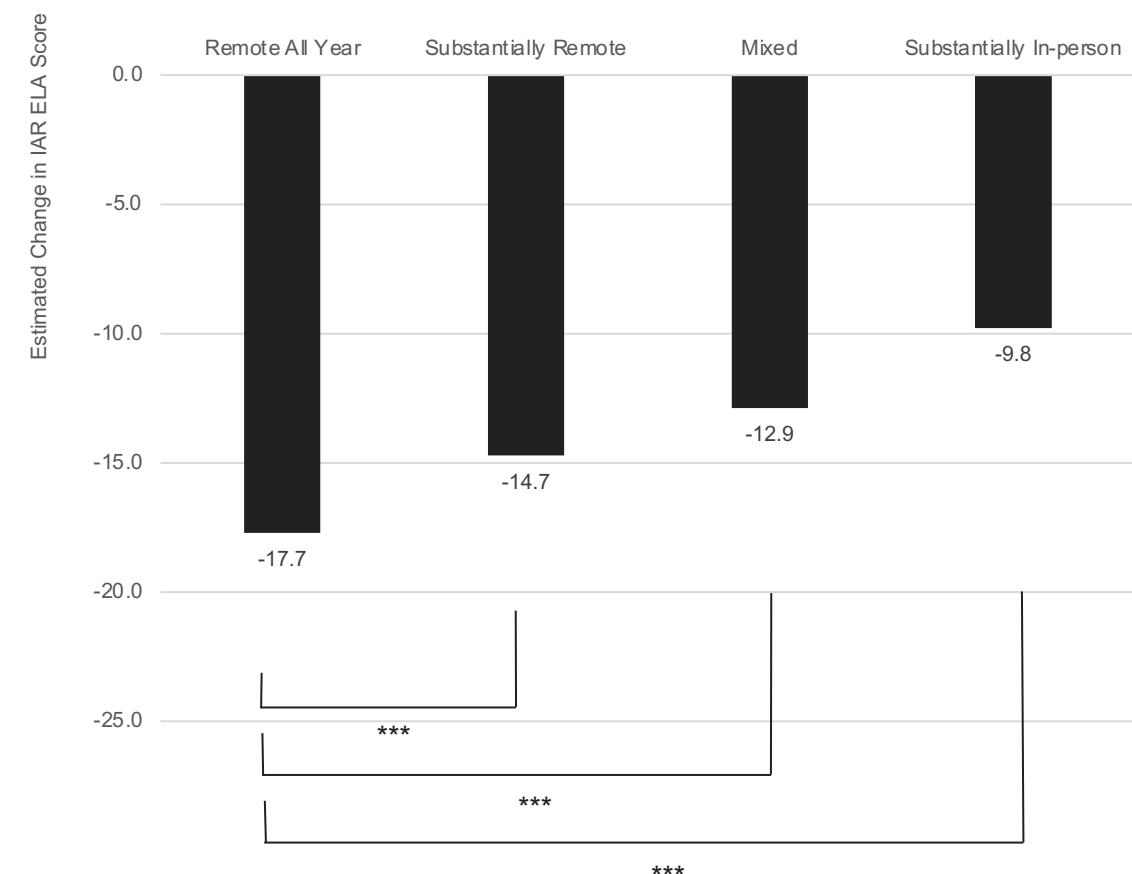
- ❖ No vaccine for young children
- ❖ Little understanding of how schools impacted community spread
- ❖ Varying school & community conditions
 - COVID case rates and death rates, disproportionately high in Black and Brown communities
 - Funding available for COVID mitigation (e.g. HVAC upgrades)
 - Alternative childcare options

Estimated Change in IAR Scores by Modality Pathway, 2019-2021 (Grades 3-5)

IAR Math Grades 3-5

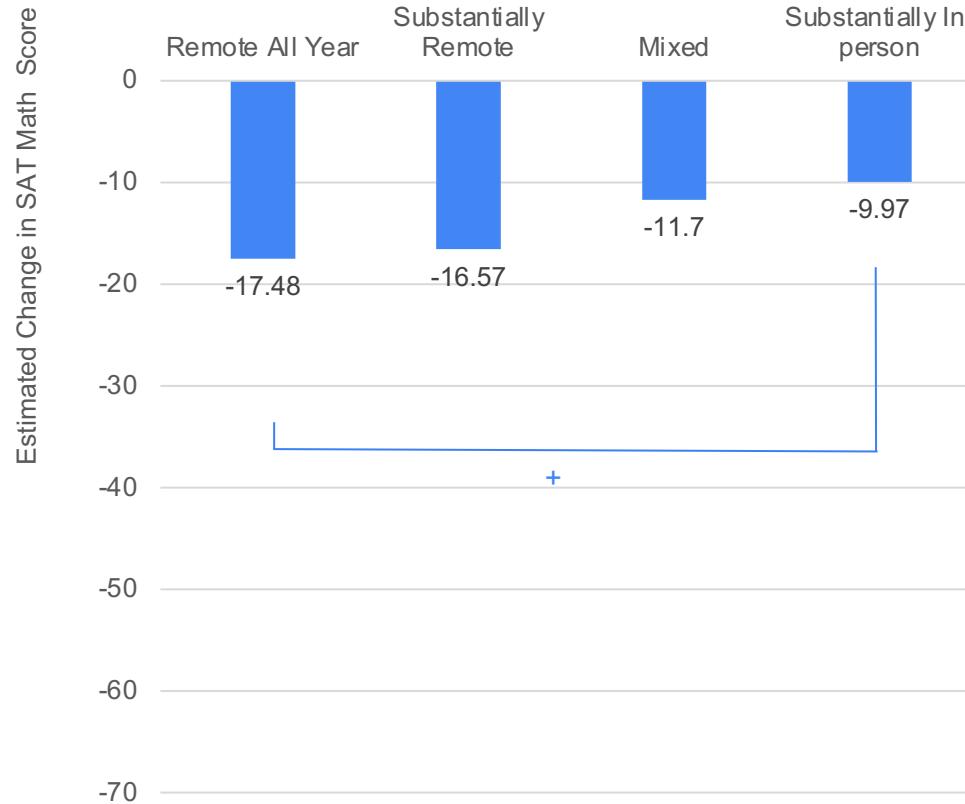


IAR ELA Grades 3-5



Estimated Change in SAT Scores by Modality Pathway, 2019-2021 (Grade 11)

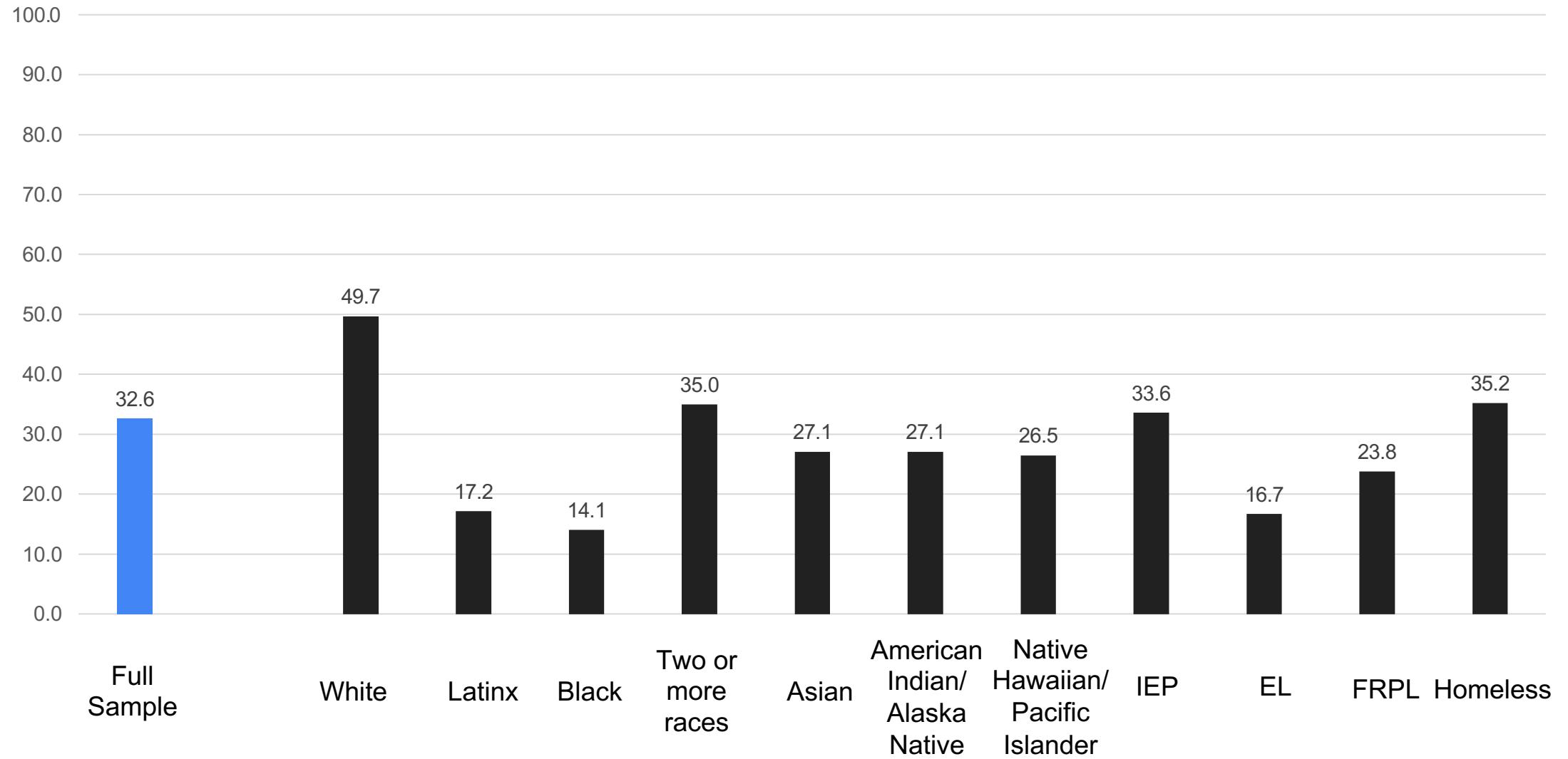
SAT Math Grade 11



SAT Reading Grade 11



Mean % In-Person, 2020-21 SY (Grades 5-8)



Key findings and Implications

- Scores **declined across the board** in all modality groups
- There were smaller declines for in-person instruction especially among:
 - **Younger students**
 - **Math** compared to ELA
- No significant differences were observed by modality in **grade 11 achievement**.
- Students who experienced more in-person instruction were disproportionately White. Those who experienced more remote instruction were **disproportionately Black, Latinx, English learner, and low-income** students.
- In grades 3-8, racial/ethnic and socioeconomic **achievement disparities likely widened**. Schools serving younger students and historically marginalized populations may need additional support to address learning losses, especially in math.



Tracking Student Engagement through the COVID-19 Pandemic in Chicago

UCHICAGO **Consortium**

How did students' engagement in learning change during remote and hybrid learning?

How did we measure engagement in the context of remote learning?

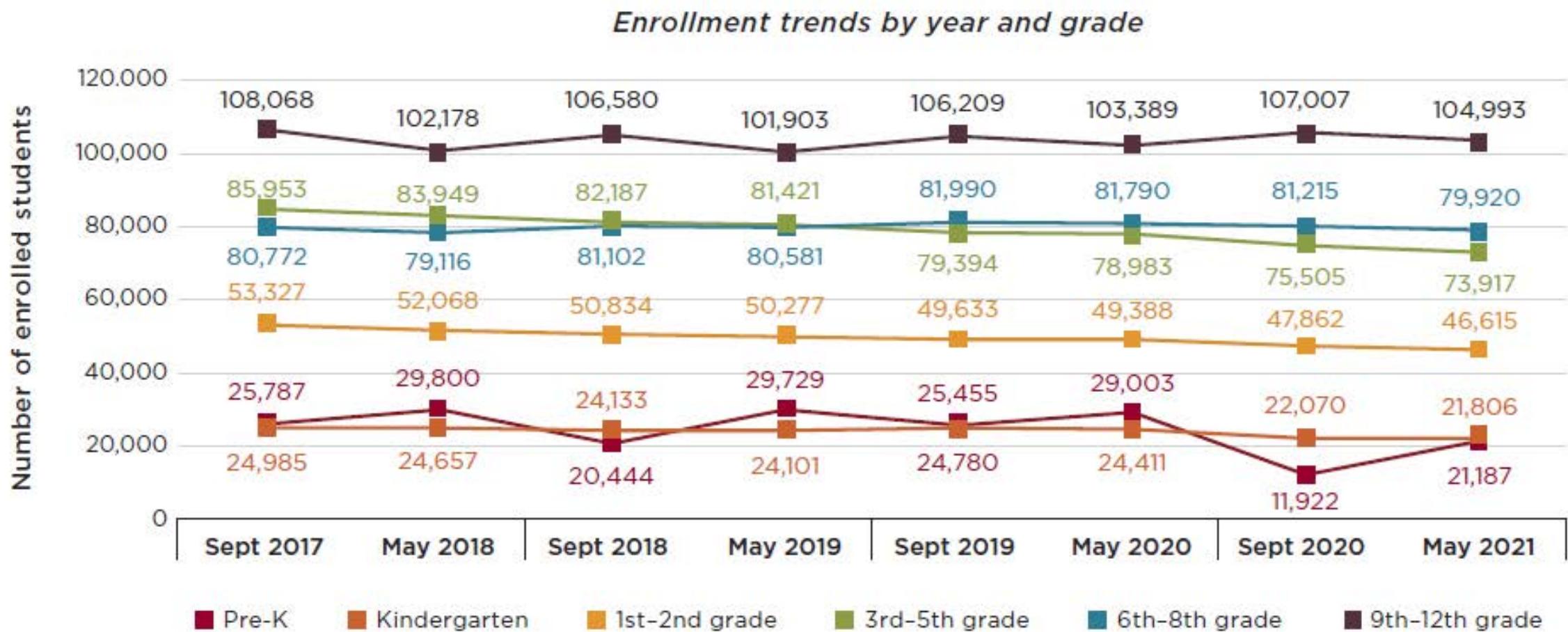
- Enrollment
- Course grades (Grades 4-12)
- Survey reports (Grades 4-12)
- Attendance during the remote/hybrid school year
- Participation through Google Meets

Big Picture: What happened during remote/hybrid learning?

- Grades PK-2 showed more disruption than older grades
- Grades 3-8 academic engagement declined
 - Schools varied considerably in supporting student engagement
 - This led to inequitable academic engagement by race and ethnicity
- High school engagement was not lower than pre-pandemic

Student Enrollment

Decline in Pre-K, K enrollment; Continuation of Pre-Pandemic trends in other grades

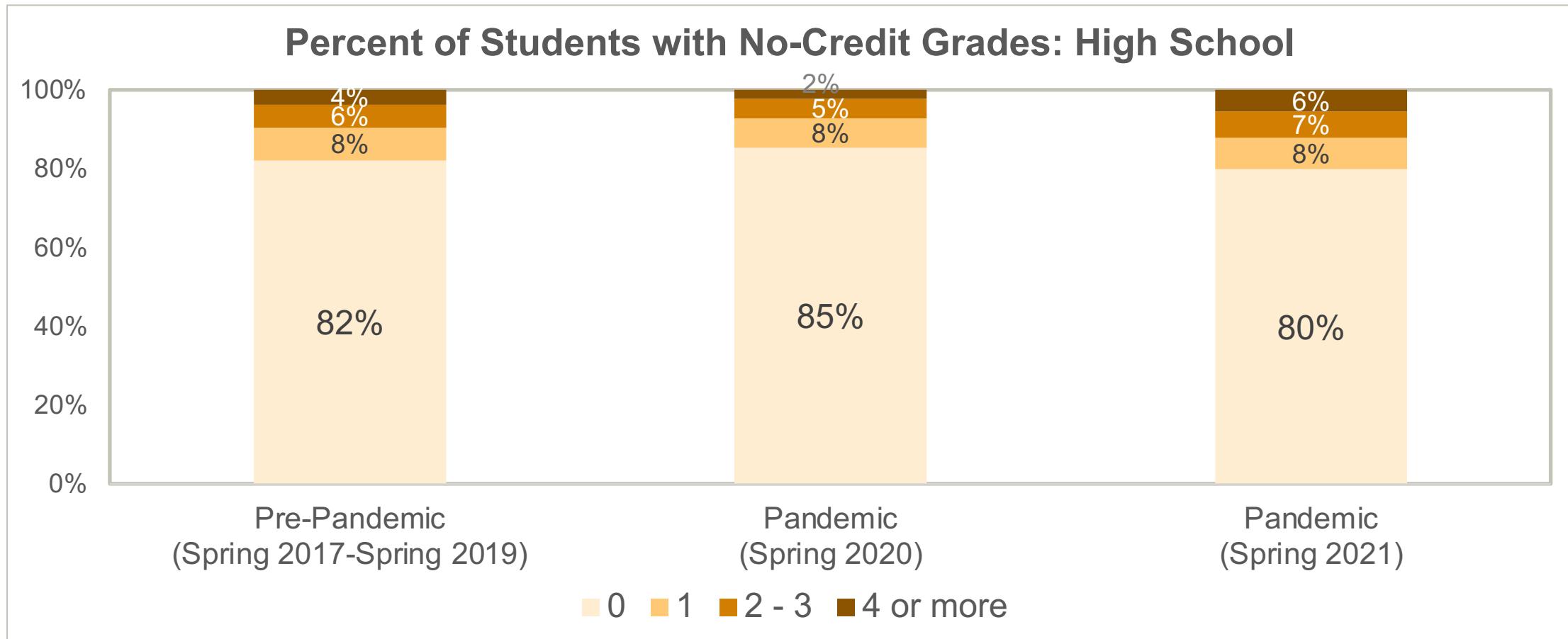


Course Grades under remote/hybrid learning

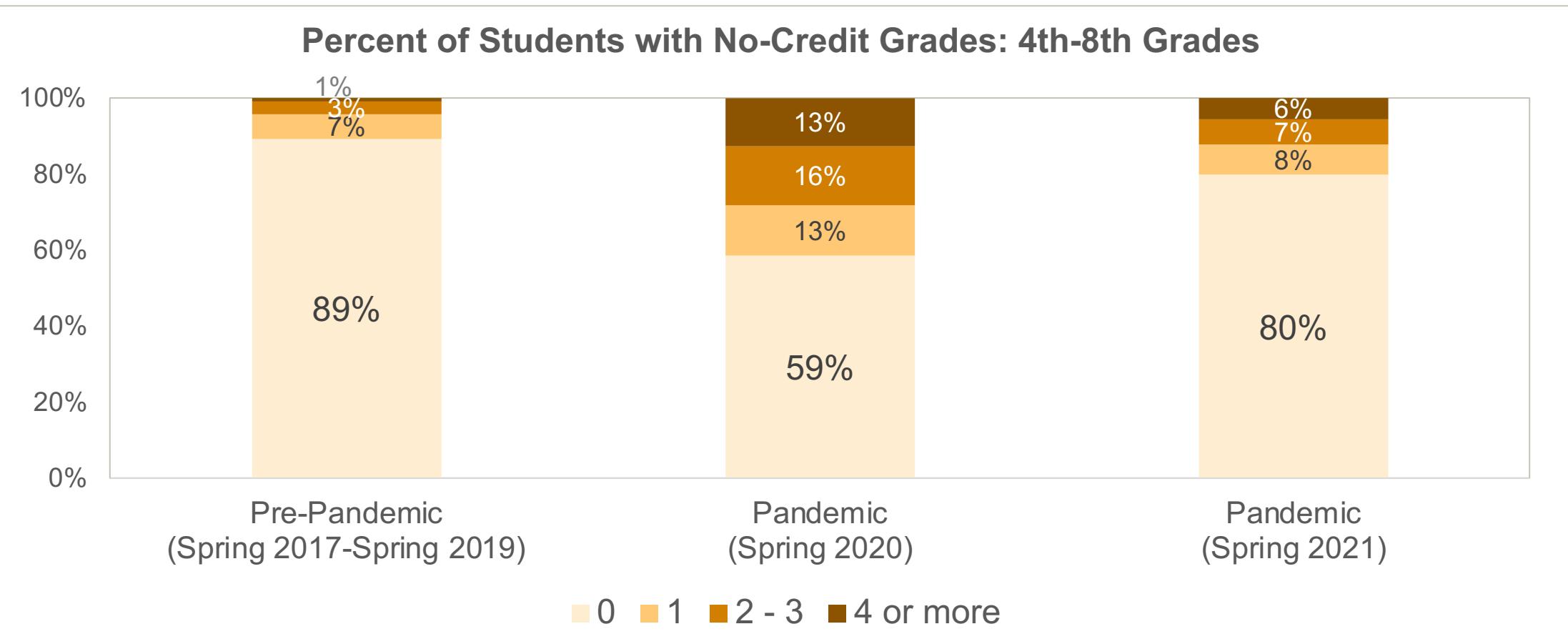
Among high school students, grades improved, compared to pre-pandemic years.

Elementary/middle school grades declined considerably in spring 2020. By 2021, 90% of grades had returned to pre-pandemic levels, while 10% were lower.

In High Schools there were few changes in pass rates



About 10 percent more students in grades 4-8 received failing grades in 2021; many with multiple failures



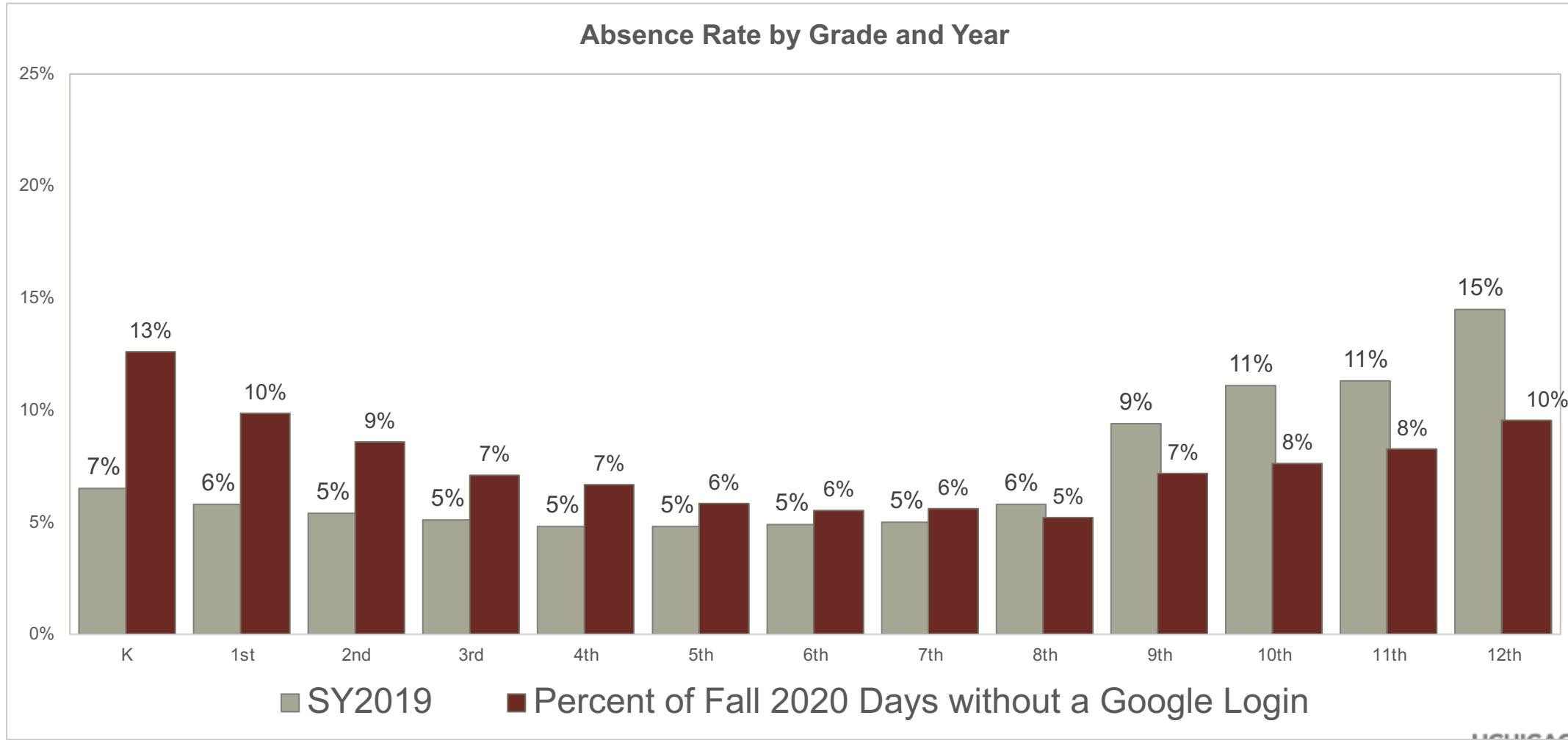
Participation in Synchronous Online Learning

Students in Grades K-2 **absent** from instruction **much more often**

Students in Grades 3-8 **absent** from instruction **somewhat more often**

High school students absent from remote instruction fewer days than in pre-pandemic years

Google Meets participation suggests worse attendance for K-2, better for HS



Students' experiences in school during remote/hybrid learning

Instructional quality declined for all students, on average.

Teacher support and peer support increased for all students, but increases were larger for high school students.

High school students reported spending more time studying.

Students in 4th-8th grade reported lower levels of engagement, grit and emotional health, and parent support for academics.

Remote Learning: What we learned should this happen again

- Instructional quality hard to maintain, even with big increase in personal support
- Attendance via remote platform acted similarly to attendance in pre-pandemic times in relationship to grades
- Students participated in synchronous learning 4 hours/day regardless of grade-level expectations
- High school students could maintain remote engagement with sufficient support
 - Not more than 4 hours/day of synchronous instruction
 - Need attention to instructional quality
- Elementary/middle grade students struggle even with more support
- School-level monitoring and strategies are needed to support equity

Poll 2: How did findings resonate with your expectations/experience?

- Mostly aligned with expectations/experience
- Mostly NOT aligned with expectations/experience
- Aligned in some ways, not aligned in others

Poll 3: What are the top 3 learning recovery strategies/resources you have used or seen to be successful in schools?

- Hiring teachers/counselors/psychologists/mental health staff
- Professional development and/or curriculum coaching
- Upgraded instructional materials, software, and/or technology
- Social-emotional or behavioral/mental health learning materials, training, or programs
- Extended learning time (e.g. after school/extended day learning, summer learning)
- High-impact tutoring
- Formative assessment and feedback
- Efforts to improve attendance/enrollment
- Family communication
- Other



Annie Rojas

Principal Consultant in Research, ISBE

Nehemiah Ankoor

Learning Renewal Lead, ISBE

Lindsay Record

Communications Lead - Learning Renewal, ISBE



Evidence-Based Practices for Accelerated Learning



Use data to understand students and inform instruction.



Provide out-of-classroom learning experiences.



Improve access and integration of academic, behavioral, and social-emotional supports.



Improve quality of learning.



Evidence-Based Practices in Action



Use data to understand students and inform instruction.

Learning Renewal Interim Assessments



Provide out-of-classroom learning experiences.

Community Partnership Grants, High-Impact Tutoring Programs, and Jump Start K-1 Grants



Improve access and integration of academic, behavioral, and social-emotional supports.

SEL Hubs, REACH Program, Affinity Groups, Educator Pipeline Grants, and Principal and Teacher Mentoring Programs



Improve quality of learning.

Capacity Builder Series and Digital Equity Grants



Chicago Heights School District 170

Demographics/ Sub-group	Percentage
White	3.5
Black or African American	30.2
Hispanic or Latino	64.4
Two or More Races	1.7
IEP	13.8
EL	32.9
Low Income	99.7

- Increases in proficiency districtwide (21% percent change in ELA and 23% increase in math) and across multiple student groups, including English learners and students with IEPs.
- Introduced a new curriculum in fall 2020 that provided data about students' strengths and needs.
- Held district and school-based data retreats with a focus on standard and assessment alignment to IAR and other local assessments.
- Invested ESSER funds to implement a comprehensive after school program with targeted instruction in math and reading aligned to the curriculum used during the school day.



Belle Valley School District 119

Demographics/ Sub-groups	Percentage
White	24.1
Black or African American	57
Hispanic or Latino	4.7
Asian	1.1
Two or More Races	12.7
IEP	24.5
EL	3.2
Low Income	75.1

- Increased proficiency in ELA and math across student population; 71% change on ELA IAR for students with IEPs.
- Assembled a team and created a plan for unfinished learning.
- Instituted a strong emphasis on aligning curriculum to standards.
- Invested ESSER funding to reinstate summer school (able to pay classroom teachers) and used high-quality research-based curriculum.
- Expanded intervention services and held quarterly data meetings to evaluate efficacy.



North Palos School District 117

Demographics/ Sub-Groups	Percentage
White	72.3
Black or African American	4.2
Hispanic or Latino	14.2
Asian	3.4
American Indian or Alaska Native	1.2
Two or More Races	4.6
IEP	11.5
EL	38.4
Low Income	58.5

- Increased proficiency in ELA for all students, including 22% increase for students with IEPs and 11% for English learners.
- Created a districtwide focus on professional learning communities.
- Held weekly data team meetings.
- Offered an extensive array of intervention programs during the day and after school, using ESSER funds to expand these services.
- Increased EL teacher and paraprofessional staffing.



Community Consolidated Schools District 168

Demographics/Sub-Group	Percentage
White	2.5
Black or African American	76.1
Hispanic or Latino	15.9
Two or More Races	5.4
IEP	18.5
EL	5.5
Low Income	60.7

- Increased proficiency in ELA and math for all students, with a 214% increase in ELA for English learners.
- Worked with a learning partner through IL-EMPOWER to focus on pedagogy in the classroom with an approach of providing support to teachers.
- Focused efforts on rebooting curriculum committee to use data and align with standards.
- Offered mentoring for teachers based on evaluations.
- Created a robust system of data collection.
- Hired a bilingual coordinator for the district.

Dr. Mary Beck

Acting Chief of
Teaching and Learning



Chicago
Public
Schools

Questions and Discussion