

Griffith Public Schools
2020-2021 School Year Instructional Considerations

Griffith Public Schools understand that some of our families may be uncomfortable returning to in-person Instruction. During school closures, the Indiana Department of Education gave districts much flexibility on how and what was instructionally delivered. We want to give families information about the fall so that they can make an informed decision as to what mode of instruction their student(s) receive this fall.

Research which is related to learning loss as a result of COVID-19 is included in this notification; however, here is the information condensed:

4th Grade Reading Loss

- Expect a **34% decline** in Reading scores; equivalent to 6 months of learning loss

6th Grade Math Loss

- Expect an **81% decline** Math score; equivalent to 14 months of learning loss.

Achievement Gap Expansion

- COVID-19 consequences are expected to add **20% to the gap** between highest and lowest-performing students.

Learning Recovery Time












Research suggests that 2 months learning loss requires 1 year of normal seat time to fully recover academic pacing.



On the next two pages of this Instructional Consideration Notification, a checklist for parents to utilize when making the decision upon the start of school this fall for his/her child/ren has been included.

If you should have any questions, please feel free to contact the building administrator or superintendent.

Thank you!

Instructional Delivery Comparisons

| | In-person Instruction | Virtual Instruction via Edgenuity |
|---|---|---|
| Assignments are aligned to the Indiana Academic Standards for each grade level. |  <small>shutterstock.com • 24920935</small> |  <small>shutterstock.com • 24920935</small> |
| Student daily workload will include all state-required content, such as science, social studies, math, ELA, etc. |  <small>shutterstock.com • 24920935</small> |  <small>shutterstock.com • 24920935</small> |
| Student grades will be calculated based on performance in all academic areas. Letter grades will be assigned. |  <small>shutterstock.com • 24920935</small> |  <small>shutterstock.com • 24920935</small> |
| Students will participate in local and state assessments to determine educational needs. |  <small>shutterstock.com • 24920935</small> |  <small>shutterstock.com • 24920935</small> |
| Teachers will be licensed Griffith Public Schools teachers. Students are placed in classes at their designated school with consistent access to support during the school day. |  <small>shutterstock.com • 24920935</small> | <input type="checkbox"/> |
| Teachers will be licensed Griffith Public Schools teachers. Students may be placed with teachers and students that may or may not be from their home school and/or grade level. | <input type="checkbox"/> |  <small>shutterstock.com • 24920935</small> |
| Students will collaborate with one another during classroom activities in order to develop positive social skills. |  <small>shutterstock.com • 24920935</small> | <input type="checkbox"/> |

| | | |
|--|---|--------------------------|
| <p>Students will have access to school resources and support services, such as use of the media center, makerspace, labs, library books.</p> |  <small>shutterstock.com • 24920935</small> | <input type="checkbox"/> |
| <p>Students will be able to participate in extracurricular activities including clubs and athletics once resumed.</p> |  <small>shutterstock.com • 24920935</small> | <input type="checkbox"/> |
| <p>Students will participate in building and district activities such as field trips, classroom events, celebrations, etc.</p> | <input type="checkbox"/> | <input type="checkbox"/> |

COVID Learning Loss Goes Far Beyond Seat Time

Two-Month Shutdown Means a Year or More in Lost Skills

Research Has Concerning Projections about Prolonged COVID Slide



4th Grade Reading Loss

Expect a **-34%** decline in Reading RIT scores; equivalent to **6 months** of learning loss



6th Grade Math Loss

Expect a **-81%** decline in Math RIT scores; equivalent to **14 months** of learning loss



Achievement Gap Expansion

COVID expected to add **+20%** to gap between highest and lowest-performing students



Learning Recovery Time

Analysis of Hurricane Katrina aftermath suggest **4 months' learning loss** requires **2 years** of normal seat time to fully recover academic pacing

Sources: Harris & Larsen, [The Effects of the New Orleans Post-Katrina Market-Based School Reforms on Medium-Term Student Outcomes](#), 2019; Kuhfeld, Megan, James Soland, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu, [Projecting the potential impacts of COVID-19 school closures on academic achievement](#), 2020; EAB interviews and analysis.

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Mental Health Critical to Learning Recovery

For Both Traumatized Students and Burned-Out Teachers

Student Mental Health Concerns Rising Due to COVID-19

- 33%** of children are worried about contracting COVID-19 themselves
- 19%** of children are worried about not having enough food following news coverage of panic buying
- 17%** of children are afraid to go outside their house

Mental Health Concerns Significantly Slows Student Learning

- 2x** more learning disengagement seen in children with two or more adverse childhood experiences¹
- 9%** reduction in cognitive processing² for students living with poverty-related stressors



Teacher Stress Likely to Hinder Instructional Quality

- 60%** increase in teachers reporting mental health concerns since the beginning of the COVID crisis
- 33%** more student disruptions in classrooms led by teachers under intense stress

1) A traumatic event including home instability, violence, poverty, or other underlying mental health problems
2) Processes including personality expression, decision making, moderating social behavior, emotional association, among other functions.

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Sources: Blair, C. Raver, C., "Poverty, Stress, and Brain Development: New Directions for Prevention and Intervention," *Academic Pediatrics*, April 2016; Milkie, Melissa A. and Catharine H. Warner, "Classroom Learning Environments and the Mental Health of First Grade Children," 2011; Robert Wood Johnson Foundation, "Traumatic Experiences Widespread Among U.S. Youth, New Data Show," 2017; EAB interviews and analysis.