

Board Office Use: Legislative File Info.	
File ID Number	20-1131
Introduction Date	6/24/2020
Enactment Number	
Enactment Date	



**Memo**

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Board Meeting Date** June 24, 2020

**Subject** Discussion to understand strategies to combat learning loss during the COVID-19 school closures and align our resources to COVID-19 instructional needs

**Action** Discuss the importance of addressing learning loss during school closures due to COVID-19 and contemplate how we align our financial and human resources to our academic needs.

**Background** We are at a pivotal moment to align our financial resources to our intense need to improve academic achievement in our District. COVID-19 has only heightened our academic gaps and has had a huge impact on the momentum we have been building to improve our academic programs.

**Discussion** As our COVID-19 Action Team works through potential learning models, we have the opportunity to plan for what our students need to combat learning loss due to school closures.

The immense learning loss that we should anticipate can be compared with what is often referred to as the “summer slide”, or the learning students lose during the months of summer vacation. A recent brief completed by the NWEA in April 2020 called the [COVID-19 Slide](#) stated that “school closures caused by COVID-19 have additional aspects of trauma to students, loss of resources, and loss of opportunity to learn that go well beyond a traditional summer break for many families” (NWEA, April 2020).

As we work through the models for how schools could look in the Fall 2020 and collaborate with our labor partners to ensure our plans are informed by science, safety, supportive of staff, and our students learn, we must understand and plan for the learning loss our students are experiencing during school closures.

Our District must devise a plan that is clear to our educators, students, and families, implementable, and adequately resourced. There are many organizations producing suggestions about how to mitigate learning loss. One that offers five concrete strategies is from The New Teacher Project (TNTP) called the [Learning Acceleration Guide](#), April 2020. The five strategies include:

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
2. Plan an approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
3. Adapt scope and sequence/pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. Train teachers and leaders to diagnose students' unfinished learning and provide acceleration support.
5. Monitor students' progress on grade-appropriate assignments and adjust supports for teachers and leaders based on student results.

We will discuss what it means to implement these strategies and the investments needed to support our staff to implement these strategies. Although we are still in a shelter-in-place context, we can devise our plan to mitigate learning loss that considers what we can do while in a distance learning model and what specific strategies we can implement when we are able to return to in-person learning.

Finally, we will discuss recent feedback from families and our educators to better inform our planning. In summary, our data indicate that families want more in-person learning while our teachers believe distance learning is the best option and administrators believe we need to return to in-person learning for some students.

**Fiscal Impact**

No financial impact, rather, this requires the work to align resources to learning loss strategies, potentially divesting from other areas in an effort to prioritize our resources on our academic program to combat learning loss.

**Attachment**

[COVID-19 Fall Instructional Framework](#)  
[NWEA, April 2020](#)  
[TNTP, April 2020](#)