

STRATEGIES TO OVERCOME LEARNING LOSS

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VOCABULARY

- ▶ Learning Loss - refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education.
- ▶ Strategies – the goals you choose and the actions you take to achieve those goals



EFFECT OF COVID TO LEARNING



The COVID-19 pandemic has caused nearly 15 million excess deaths across the globe. Although mortality rates are lowest among children and youth, the young face another emergency: the learning crisis. Around the world, the disruption of education has meant that millions of children have lost the academic learning they would have gained if they had been in the classroom, with the youngest and most marginalized children suffering the greatest losses.

(Naslund-Hadley, Emma. September 8. How to Avoid a Lost Generation: Three Strategies to Combat Pandemic Learning Loss. Education in Focus. <https://blogs.iadb.org/educacion/en/combat-pandemic-learning-loss/>)



LEARNING LOSS

- ▶ In the article *"A systematic review and meta-analysis of the evidence on learning during the COVID-19 pandemic"* in the *Nature Human Behavior* (January 30, 2023), students lost out on about 35% of a normal school year's worth of learning.
- ▶ San Diego County's Statewide Tests showed a decrease of 7 percentage points in Math and 4 percentage points in English Language Arts from 2019.
- ▶ New York Times also reported in September 1, 2022 that National test results showed that the performance of 9-year-olds in math and reading dropped to the levels from two decades ago.



STRATEGIES TO OVERCOME LEARNING LOSS

- ▶ Identify where students are at
 - Pre-test/Post test
 - Tracking
 - Looping
- ▶ Leveraging Technology
 - IReady Reading/Achieve 3000
 - IReady Math

Tutoring or Extended School Support

- one to one tutoring, after school programs and extended school year programs, funding for instructional aides for classes to do small group instruction

- Title 1 Funding - federal program that provides financial assistance to schools with high numbers or high percentages of low income students

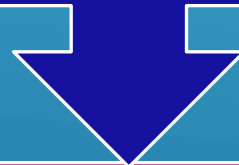


Individualized Plans

- student centered – build on student's strengths, interests and needs

- equity & access – are tools for delivery of content accessible to students

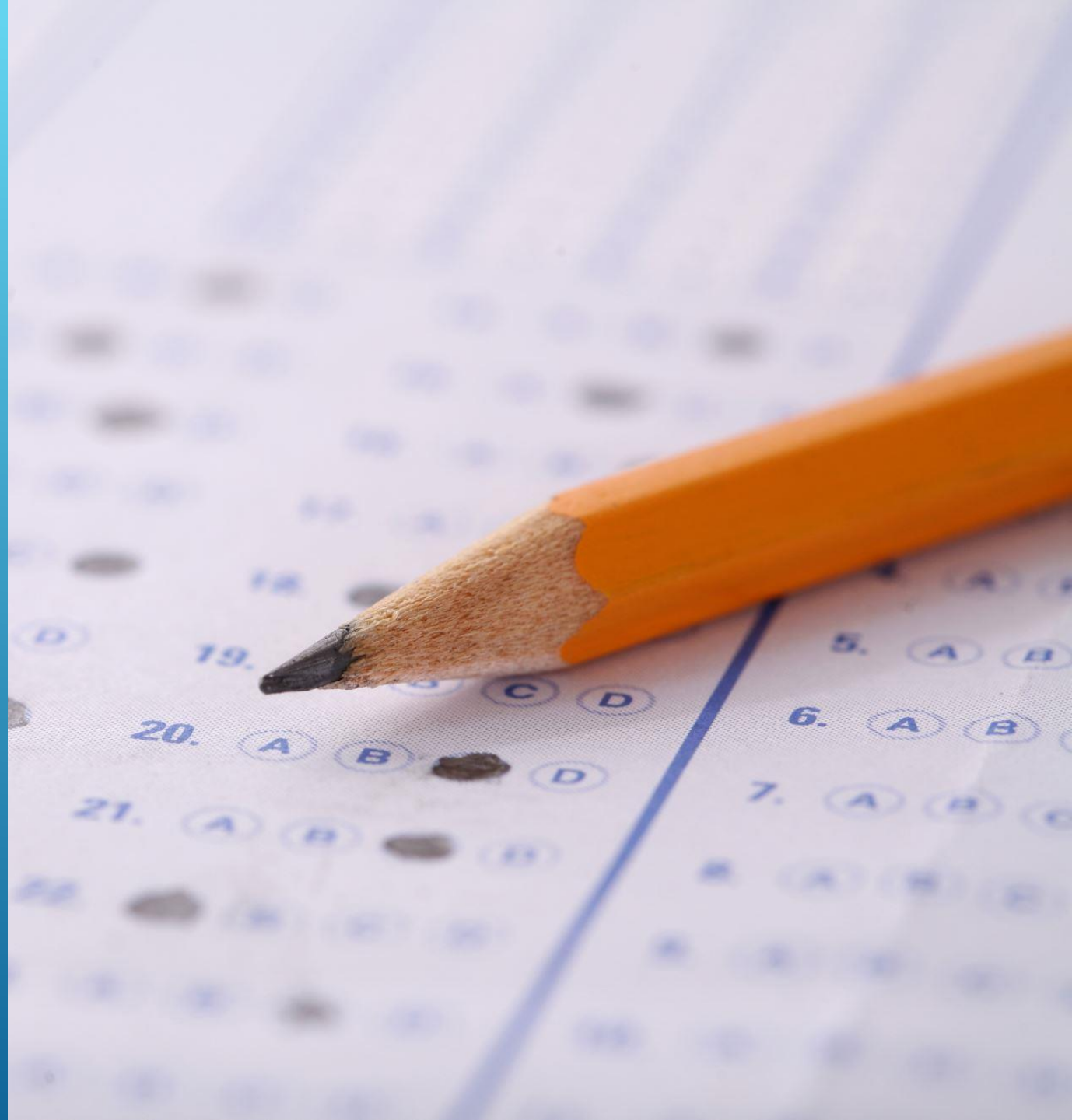
- assess student learning



Building Relationships through - Partnership with home & Leader in Me Program

PRE-TEST/POST TEST/TRACKING

- ▶ Pre-test/Post-test data improve curriculum efficacy
- ▶ Drives instruction
- ▶ Allows teachers to know where students are at
- ▶ Using the data of the Pretest and Post test, gains can be tracked.



Oca - RSP Student Levels in Reading and Math SY 2022-2023

GRADE 5

STUDENT	ENTRY READING (22-23)	MID READING	EXIT READING	ENTRY MATH (22-23)	MID MATH	EXIT MATH
[REDACTED]	385L/RN 2.5/SDQ 2 – 405L/Gr. 2.5/IR Gr. 1 - 452	RN 3/460L/ IR Grade 3 (496)	520L/RN 3/IR Gr. 4 - 551	IR 390/Gr. 1/MMP 2	IR 430/Gr.2/MMP2	MMP 2/IR Gr. 2 -433
[REDACTED]	240L/RN 2.3/SDQ 2 – 295L/IR Gr. 2 -477	425L/RN 2.5/IR Grade 2 (492)	485L/RN 3/IR Gr. 4 - 562	IR 421/Gr. 2/MMP 2	IR 433/Gr. 2/MMP 2	MMP 3/IR Gr. 2 - 433
[REDACTED]	95L/RN 1.3/SDQ 1 – 175L/IR Gr. 1 - 462	340L/Gr. 2/IR Grade 3 (500)	485L/RN 3/IR Gr. 3-520	IR 437/Gr. 3/MMP 2	IR 474/Gr.3/MMP3	MMP 3/IR Gr. 4 - 457
[REDACTED]	400L/RN 2.5/SDQ 2/420L/ IR Gr. 2 -477	RN 3/Gr. 2/525L/IR Gr. 3 (530)	675L/RN 3.5/IR Gr. 4 -547	IR 397/Gr. 1/MMP 1	IR 435/Gr. 3/MMP 3	MMP 2/IR Gr. 4 - 457
[REDACTED]	495L/RN 3/SDQ 3/505L/IR Gr. 2- 491	RN 3.5/570L - Gr. 3/ Grade 3 (531)	705/RN 4.5/IR Gr. 4-549	IR 437/Gr. 3/MMP 2	IR 465/Gr. 4/MMP 3	MMP 3/IR Gr. 4 - 457
[REDACTED]	555L/RN 3.5/ IR Gr. 3 - 525	650L/RN 4/ IR Grade 3 (536)	750L/RN 4.5/IR Gr. 4 -570	IR 405/Gr. 1/MMP1	IR 496/Early Gr. 5/MMP 3	MMP 4/IR Mid Gr. 5 - 505
[REDACTED]	830L/RN 5.6/SDQ 8/IR Gr. 4 - 545	900L/RN Gr. 6/ Grade 4 (573)	935/RN 5.6/IR Early Gr. 5 - 591	IR 501/Mid Gr. 5/MMP 3	IR 520/Mid Gr. 5/ MMP4	MMP 5/IR Mid Gr. 5 - 511

*Highlighted scores show those who made gains as compared to their entry levels.

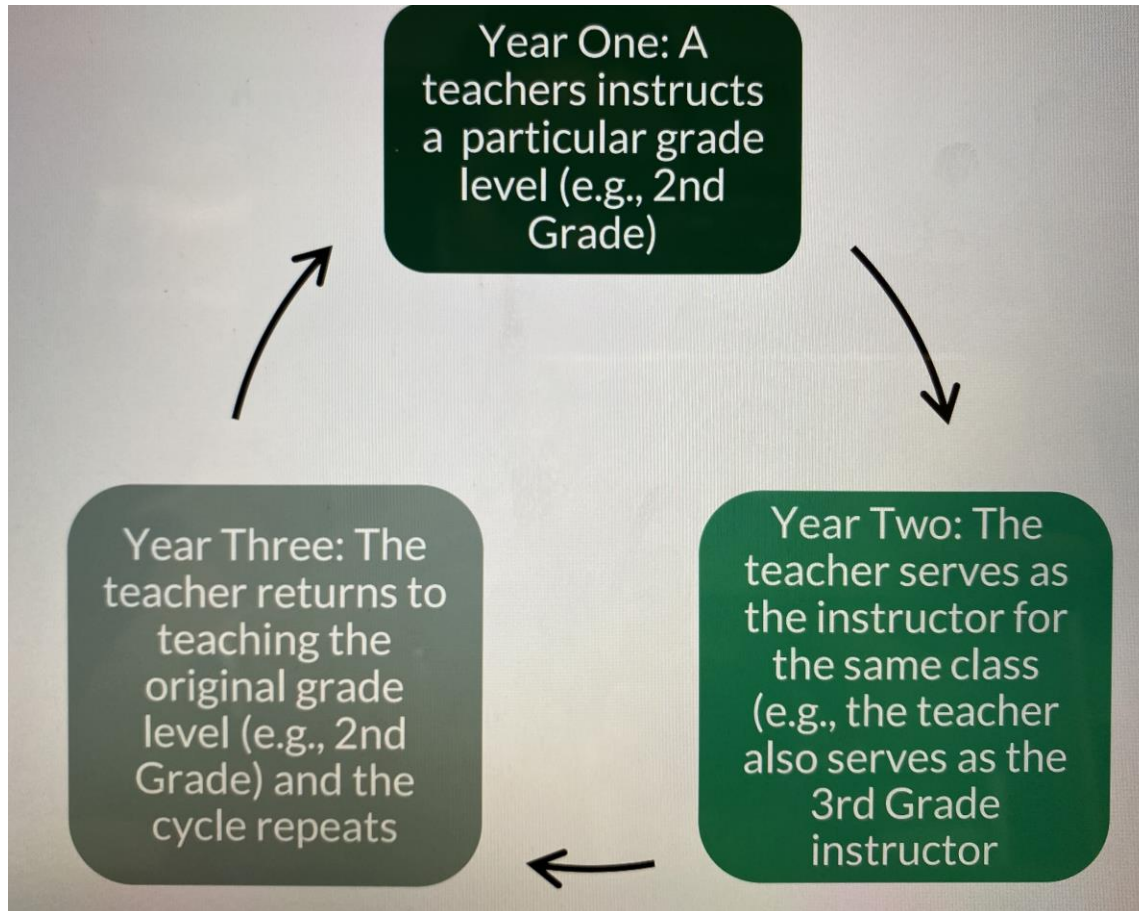


Achieve³⁰⁰⁰
Literacy[™]



LOCAL MEASURES/ ASSESSMENTS

- ▶ **READING**
 - Read Naturally
 - Achieve 3000
 - Iready Reading
- ▶ **Math**
 - Mammoth Math Placement
 - Iready Math



LOOPING

- ▶ defined as the practice in which a teacher instructs the same group of students for at least two school years
- ▶ promotes a stable and consistent learning environment to assist with long-term learning recovery
- ▶ allows teachers to have a greater knowledge of students' strengths and weaknesses, allowing for increased opportunities to tailor curriculum to individual needs
- ▶ increase learning time by weeks or months

LEVERAGING TECHNOLOGY

- Lord Jim Knight of Weymouth, a former minister for schools digital and employment and a member of the Bett Global Education Council stated in his article “The role of Edtech in Pandemic Recovery” that the role of the technology is then to deliver instruction, impart knowledge, give feedback to learners and teachers, to match individual learners with the most relevant learning content, and continuously assess the success of the learning. It must also take away much of the burdens of feedback to parents, of marking, of manual data inputting and trawling through endless sources of teaching resources to find the perfect fit for your learner in your class in your context.
- In Olympic View Elementary, each student has an account to each of these programs. They all have a weekly goal as to how many minutes or lessons they will have in each of these programs.





Online teaching platform that focuses on improving students' non fiction reading skills through personalized instruction



Designed to build phonemic awareness, phonics, fluency, reading comprehension, vocabulary and writing skills



Slowly increases complexity of text as student shows growth in lexile level



Level Set assessments are given to determine student lexile (entry, mid, exit)

ACHIEVE 3000

Several white diagonal lines of varying lengths and thicknesses are positioned in the bottom right corner of the slide, creating a modern, dynamic design element.

How has Lexile reading measure performance changed over time?

July 1, 2022 - August 26, 2022

Track changes in Lexile reading measure/reading activity performance

#	User Name	Grade	July 2022	August 2022	GROWTH	Initial Expected Post-Test Score	Current Expected Post-Test Score	MC Activities
		5	Pre-Test: 7/25 (Time: 17m/30 Items) LevelSet Lexile Reading Measure: 355L (1, 1)	Lexile reading measure: 385L	+30L	480L	505L	15

¹ One or more of this student's multiple choice activities may be invalid. Refer to the Student Work > My Lessons > Activities report to learn more.

College & Career Readiness Student is 'On Track' for College and Career Readiness. Students without a Lexile level for the current school year will not have a forecast for College and Career readiness.

Warning Based on the Lexile reading measure of 50L or below this student is considered an Emerging Reader and may need additional support. Due to processing time, there may be up to a one day delay in the availability of Lexile reading measure scores.

This report was run with the following exceptions:

- Work completed in the student's Achieve3000 language setting, either Spanish or English.
- No report data will appear for students who have not completed a LevelSet pretest.

Items	% Correct
61	52%

Additional Activities:
[Earthships: The Future of H...](#)
[Going, Going, Gone Bananas!](#)
[Born to Dirt Like](#)

Items	% Correct
31	68%

Additional Activities:
[Going, Going, Gone Bananas!](#)
[Encanto Celebrates the Magi...](#)
[Sweet, Creamy Science](#)

Items	% Correct
80	64%

Additional Activities:
[Earthships: The Future of H...](#)
[Going, Going, Gone Bananas!](#)
[Born to Dirt Like](#)

Items	% Correct
31	32%

Additional Activities:
[Earthships: The Future of H...](#)
[Born to Dirt Like](#)
[Sweet, Creamy Science](#)

Items	% Correct
30	40%

Additional Activities:
[A Dino Art](#)
[Bringing Science To Life](#)
[Classes Give Students Food ...](#)

Items	% Correct
26	69%

Additional Activities:
[Earthships: The Future of H...](#)

ACHIEVE 3000

IREADY MATH AND READING



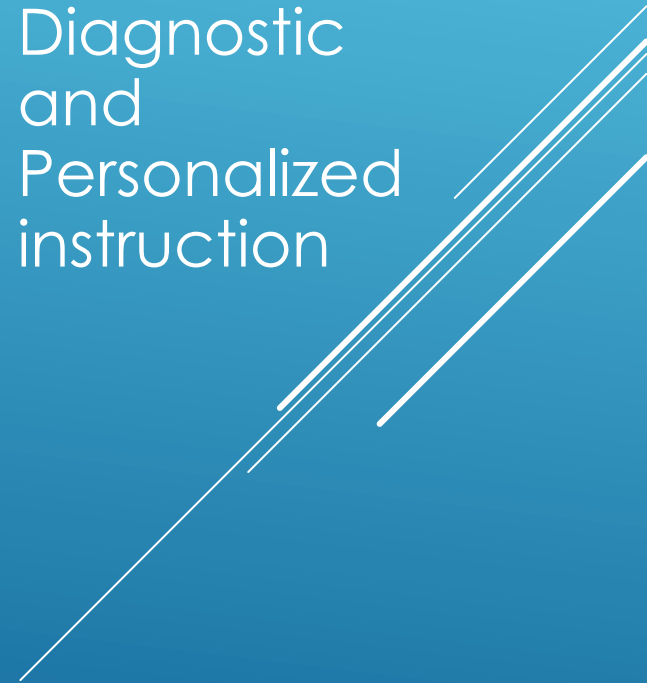
Online
customized
curriculum that
provides
differentiated
instruction and
supports
individual
student
pathways



Personalized
lessons based
on diagnostic
scores



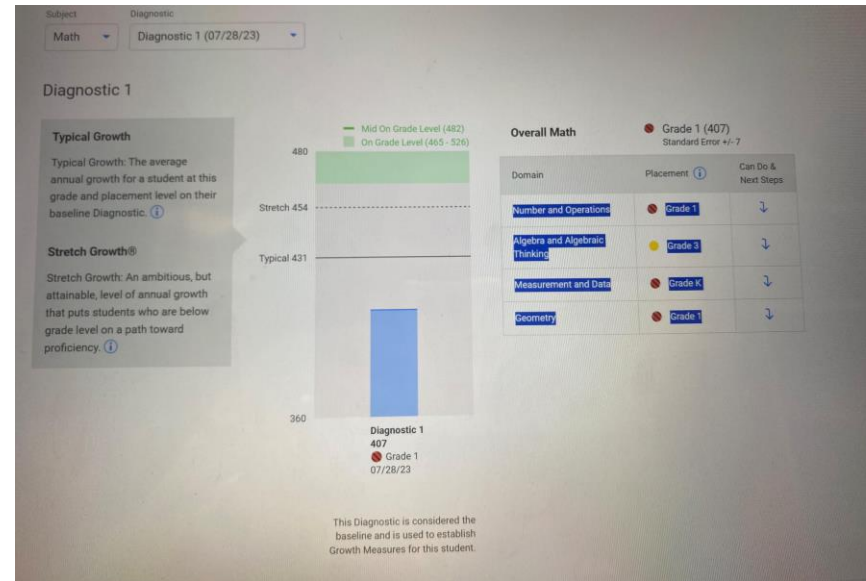
Two Parts:
Diagnostic
and
Personalized
instruction



Current & Past Lessons Upcoming Lessons Ready Assigned

Showing 20 of 20

Order	Domain	Level	Lesson	Estimated Time
1	ALG	Early 1	Add in Any Order	20m
2	ALG	Early 1	Count On to Add	20m
3	ALG	Early 1	Practice: Count On to Add	20m
4	ALG	Early 1	"Add To Change Unknown" Word Problems	20m
5	ALG	Early 1	Practice: "Add To" Word Problems	20m
6	ALG	Early 1	Use Addition to Subtract	20m
7	ALG	Early 1	Count On to Subtract	20m
8	ALG	Early 1	"Take From" Word Problems	20m
9	ALG	Early 1	"Take From Change Unknown" Word Problems	20m
10	ALG	Early 1	Practice: "Change Unknown" Word Problems	20m
11	ALG	Early 1	Doubles	20m
12	ALG	Early 1	Doubles and Near Doubles	20m
13	ALG	Early 1	"Put Together/Take Apart Addend Unknown" Problems	20m
14	ALG	Early 1	Practice: "Put Together/Take Apart" Word Problems	20m



IREADY MATH DIAGNOSTIC RESULT & DOMAIN LEVELS/PERSONALIZED INSTRUCTION SUMMARY

Current & Past Lessons Upcoming Lessons i-Ready Assigned

Showing 20 of 20

Order	Domain	Level	Lesson	Estimated Time
1	VOC	Mid K	Working with Words: 9	15m
2	VOC	Mid K	Working with Words: 10	16m
3	VOC	Mid K	Working with Words: 11	16m
4	VOC	Mid K	Working with Words: 12	16m
5	VOC	Mid K	Working with Words: 13	16m
6	VOC	Mid K	Working with Words: 14	16m
7	VOC	Mid K	Working with Words: 15	16m
8	VOC	Mid K	Working with Words: 16	16m
9	VOC	Late K	Working with Words: 17	15m
10	VOC	Late K	Working with Words: 18	16m
11	VOC	Late K	Working with Words: 19	16m
12	VOC	Late K	Working with Words: 20	16m
13	VOC	Late K	Working with Words: 21	16m
14	VOC	Late K	Working with Words: 22	16m

Subject: Reading Diagnostic: Diagnostic 1 (07/25/23)

Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.

Mid On Grade Level (579)
On Grade Level (557 - 629)

Stretch 490
Typical 456

Diagnostic 1: 428
Grade 1
07/25/23

This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

Overall Read

Domain

- Phonological Awareness*
- Phonics*
- High-Frequency
- Vocabulary
- Comprehension
- Comprehension Informational T

Show Comprehe...

IREADY READING DIAGNOSTIC RESULT & DOMAIN LEVEL/PERSONALIZED INSTRUCTION SUMMARY



online reading program that accelerates reading achievement by combining the research-proven strategies of teacher modeling, repeated reading, and progress monitoring



student works at his or her own pace in an appropriate level of material



Targets decoding, fluency and comprehension

READ NATURALLY LIVE

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Students At-a-Glance

Report period: 2023/07/24 to 2023/08/03

Current Lead Teacher: G Oca

School: OLYMPIC VIEW ELEMENT...

Current Grade	Student	Current Homeroom	Series/Level			Fluency					Comprehension		Phonics	
			Series/Level	Date level started	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Practices (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in Retell (first 3 / last 3)	Word List Goal (first / last)	Hot Timing (first 3 / last 3)
4	Novelo, Isaac	Ms. Oca's RSP Students	Pho/1.3b	2023/07/26	4	53/55	40/40	69/70	3/3	3/1	80/87	—/—	30/30	50/50

* Teacher was not present for one or more of the cold timings used to calculate the first 3 or last 3 cold timing score.

READ NATURALLY LIVE

BUILDING RELATIONSHIPS

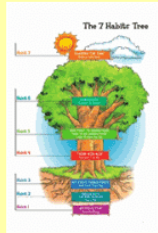
According to Peter Cookson in his article *“EXPLORING EQUITY ISSUES: Building Relationships for Student Success”*, relationships with students matter. Time, effort, and caring can result in increased student engagement and higher academic achievement.

How did we build relationships?

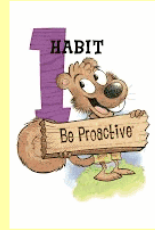
- 1. Partnered with home – open communication (Class Dojo), accountability, transparency, create expectations*
- 2. Buddy up – peer check in, teacher-student check in*

3. Leader in Me Program - an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement

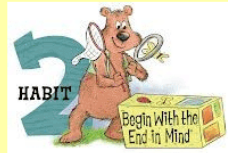
Foundations of the Seven Habits!



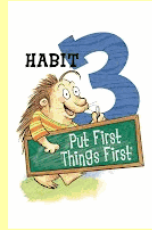
Habit 1: Be Proactive



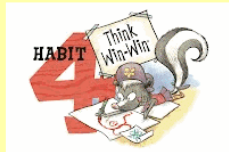
Habit 2: Begin with the End in Mind



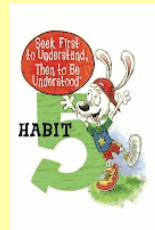
Habit 3: Put First Things First



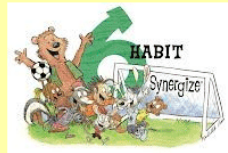
Habit 4: Think Win-Win



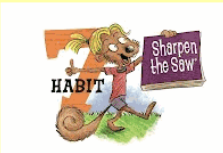
Habit 5: Seek First to Understand, then to be Understood



Habit 6: Synergize



Habit 7: Sharpen the Saw



LEADER IN ME



“A GOOD TEACHER ISN'T
SOMEONE WHO GIVES
ANSWERS OUT TO THEIR
KIDS BUT IS
UNDERSTANDING OF THE
NEEDS AND CHALLENGES
AND GIVES TOOLS TO HELP
OTHER PEOPLE SUCCEED.”
-JUSTIN TRUDEAU