



# SOUTH

## Catching-up to Get Ahead: Southern State Solutions to the "COVID Slide"

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*Oklahoma Joint Education Committee*

*October 12, 2021*

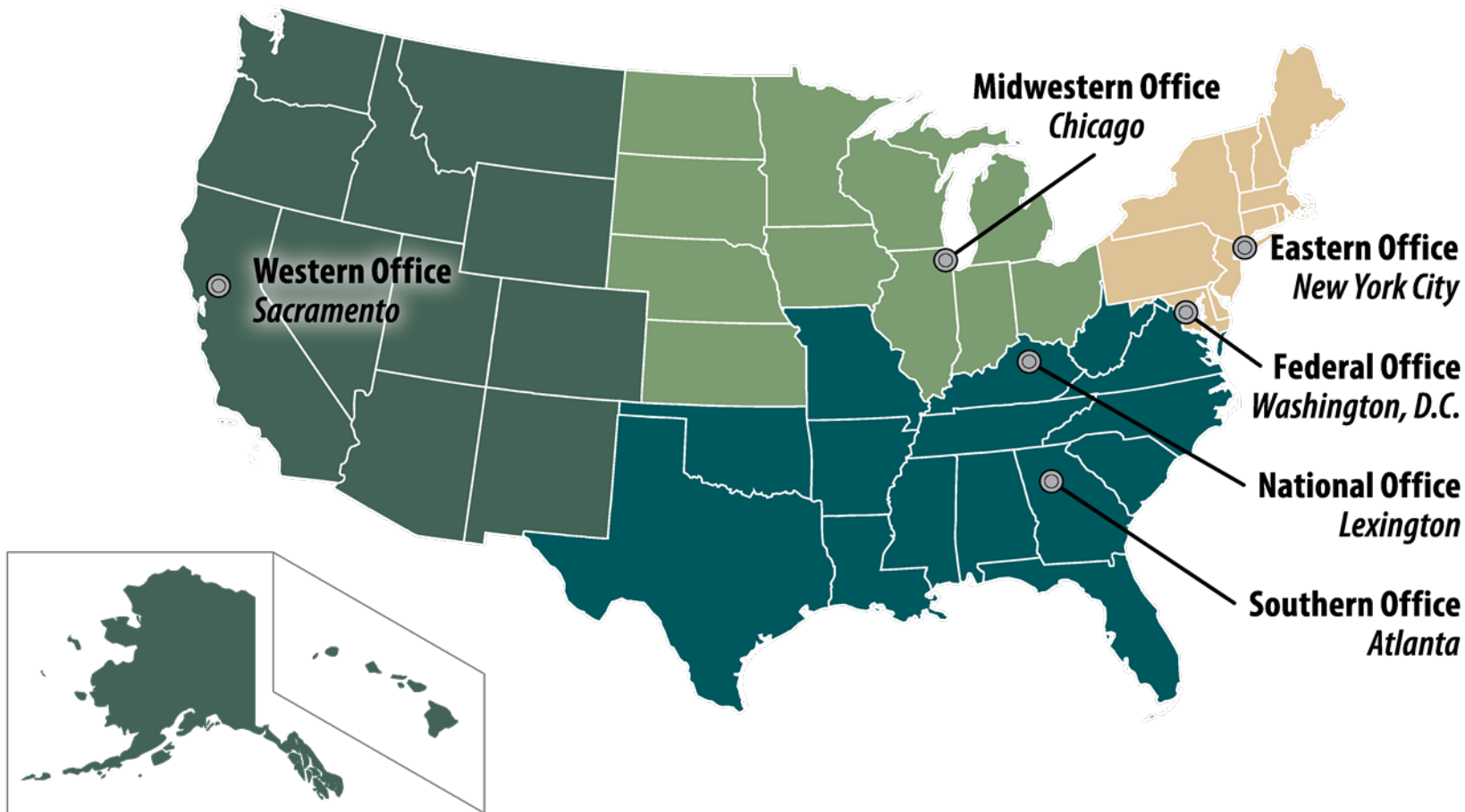
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Cody Allen, Policy Analyst

Southern Legislative Conference, the Southern Office of The Council of State  
Governments

[slcatlanta.org](http://slcatlanta.org) | 404.464.5204 | [callen@csg.org](mailto:callen@csg.org)

# The Council of State Governments (CSG)

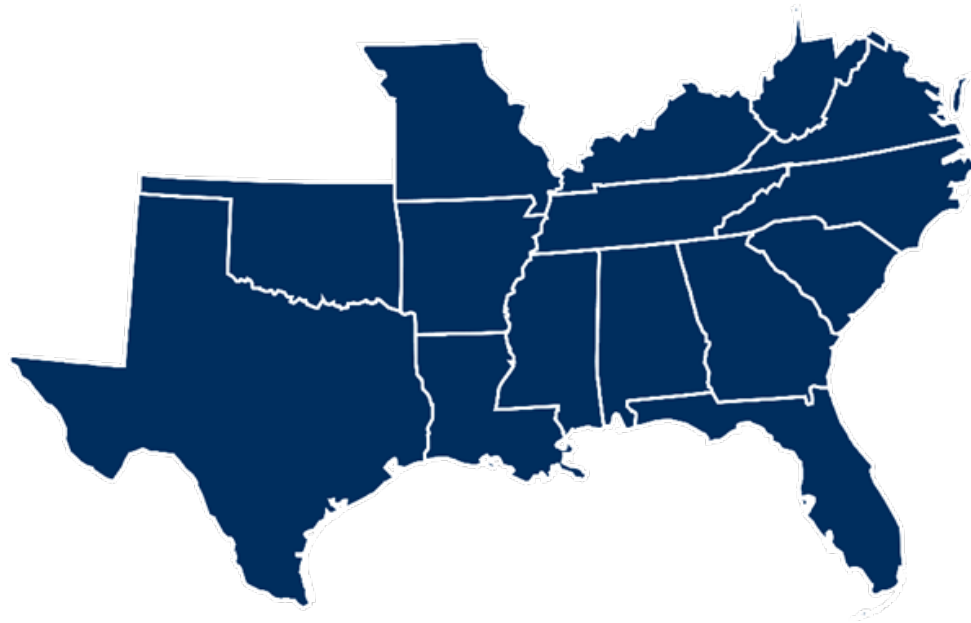


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# Who are we?

- ❑ **CSG South**, or the **Southern Legislative Conference** or **SLC**, based out of Atlanta, **Georgia**
- ❑ As a *nonpartisan, non-profit organization*, our mission is to promote and strengthen intergovernmental cooperation among our **15 member states**



# SLC / CSG South Organization

## Six standing committees:

- Agriculture & Rural Development
- Economic Development, Transportation & Cultural Affairs
- Education
- Energy & Environment
- Fiscal Affairs & Government Operations
- Human Services & Public Safety

## As well as a staff directors' section:

- Legislative Service Agency Directors Group



# Oklahomans Leading the SLC



## 2021-2022 SLC Chair

*Senate President Pro Tempore*

*Greg Treat*

## 2021-2022 SLC Agriculture & Rural Development Committee Chair

*Senator Casey Murdock*



## 2021-2022 SLC Education

## Committee Vice Chair

*Representative Rhonda Baker*



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# SLC Annual Meeting



The 76<sup>th</sup> SLC Annual Meeting will take place in Oklahoma City from July 9-13, 2022.



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# The "Great Disruption"

State	Closure Start Date	Date Closed for Year	Public School Enrollment
Alabama	March 19	April 6	744,930
Arkansas	March 17	April 6	493,447
Florida	March 16	April 18	2,816,791
Georgia	March 18	April 1	1,764,346
Kentucky	March 16	April 20	684,017
Louisiana	March 16	April 15	716,293
Mississippi	March 20	April 14	483,150
Missouri	March 23	April 9	915,040
North Carolina	March 16	April 24	1,550,062
Oklahoma	March 17	March 25	693,903
South Carolina	March 16	April 22	771,250
Tennessee	March 20	April 15	1,001,562
Texas	March 23	April 17	5,360,849
Virginia	March 16	March 23	1,287,026
West Virginia	March 16	April 21	273,855



# Assessing Learning Loss Risk

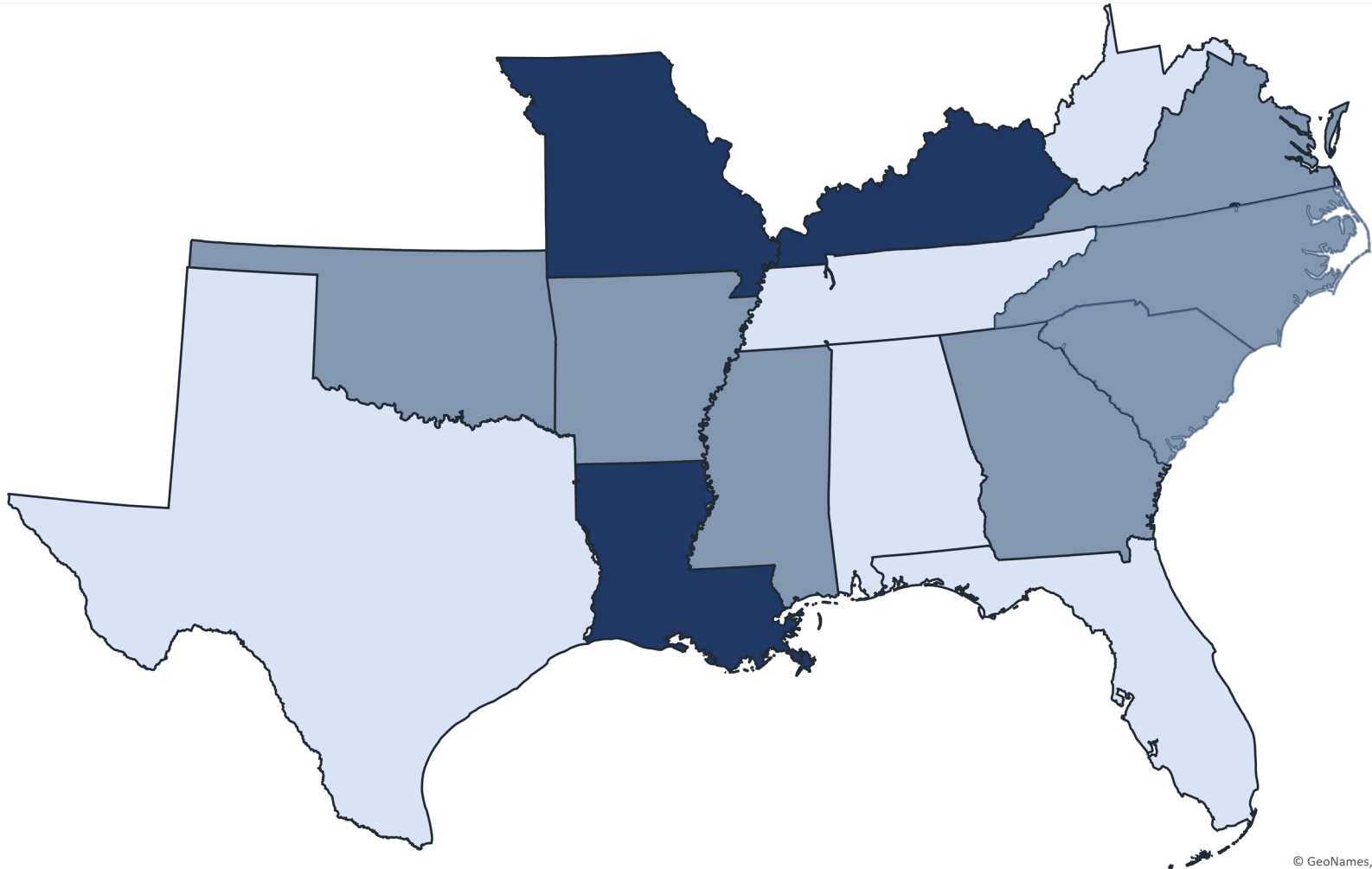
Specifically, **CSG South** assessed levels of *regional and state learning loss risk* via four factors:

- 1) **Family instructional support**: weekly hours household members spent on all teaching activities with children
- 2) **Phone or video teacher contact**: weekly hours students spent in contact with teachers
- 3) **Internet availability**: uninterrupted home internet available for educational purposes
- 4) **Device availability**: consistent availability of devices at home for educational purposes



# Learning Loss Risk in the South

■ Medium ■ Higher ■ Much Higher



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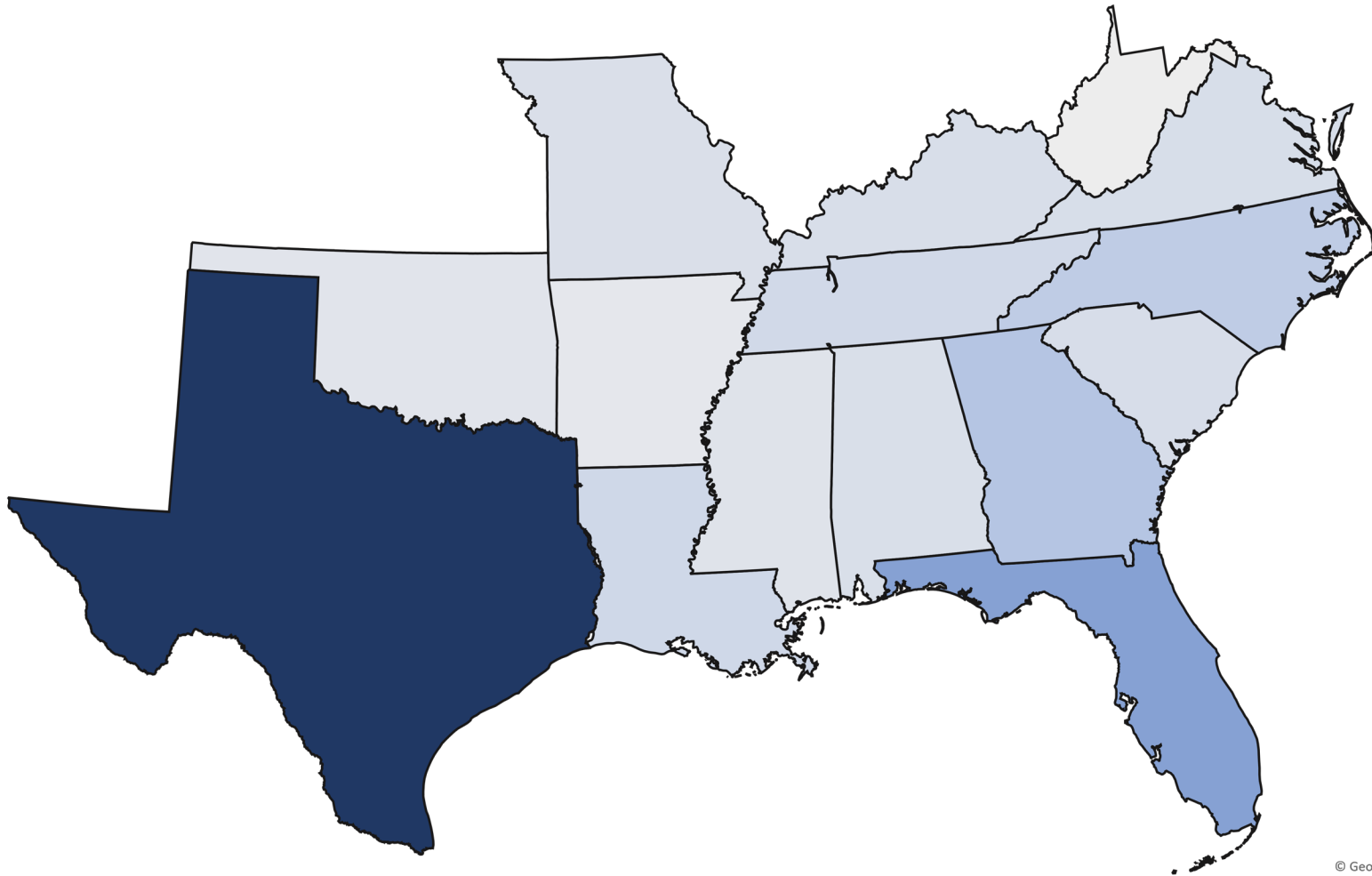
# Learning Loss Risk in the South (cont.)

- ❑ Overall, the **Midwest** and **South** have the *highest risks of learning loss* due to the pandemic's impact, while the **East** and **West** fare *slightly better*.
- ❑ The **East** features **5** of the **6 lowest risk states** (Idaho in the **West** is the other)
- ❑ The **South** included the **3 highest risk states** - **Kentucky, Louisiana, and Missouri** – due to technological concerns and lower levels of family support.
- ❑ No **Southern** state categorized as *lower risk*



# American Rescue Plan ESSER Fund

Amount Allocated for Learning Loss Remediation  
(in millions \$)



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# ARP ESSER Funds for Learning Loss

- Nationally, **more than \$6.1 billion** allocated for addressing *learning loss*
- \$2.4 billion** to State Education Agencies in the **South** alone
- Set aside for SEA use on *evidence-based* learning loss remediation programs, such as:
  - Summer Learning/Enrichment*
  - Extended Day*
  - Comprehensive Afterschool Programs*
  - Extended School-Year Programs*



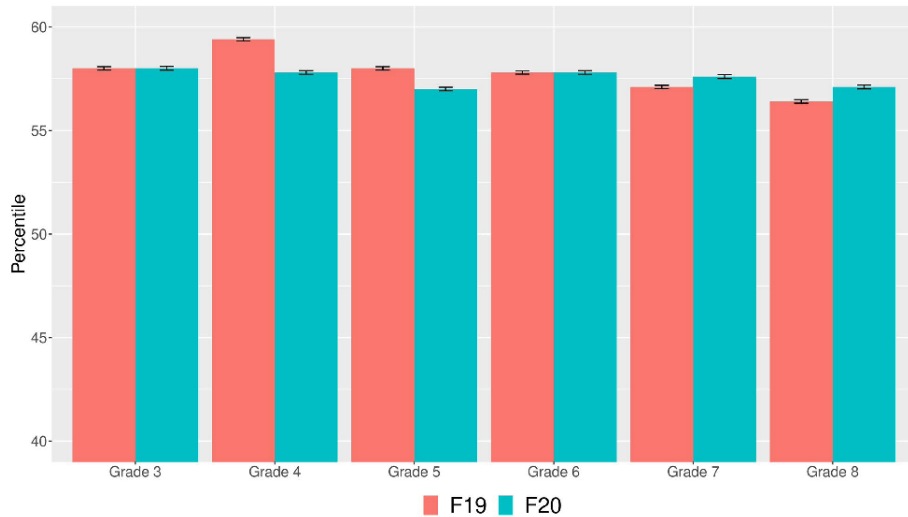
# NWEA Learning During COVID Study

- ❑ Students in grades 3-8, on average, realized minor reading and math growth during the 2020-2021 school year
- ❑ *However...*
  - ❑ Gains were *much lower* than typical pre-pandemic winter-to-spring growth
  - ❑ At year end, students ended with *lower achievement* compared to typical pre-pandemic year
  - ❑ Specifically, noting an **8-12 percentile point decline** in *math* and a **3-6 percentile point decline** in *reading*
  - ❑ This decline affected *all students* but was especially prevalent amongst elementary-level POC students and students enrolled in high-poverty schools

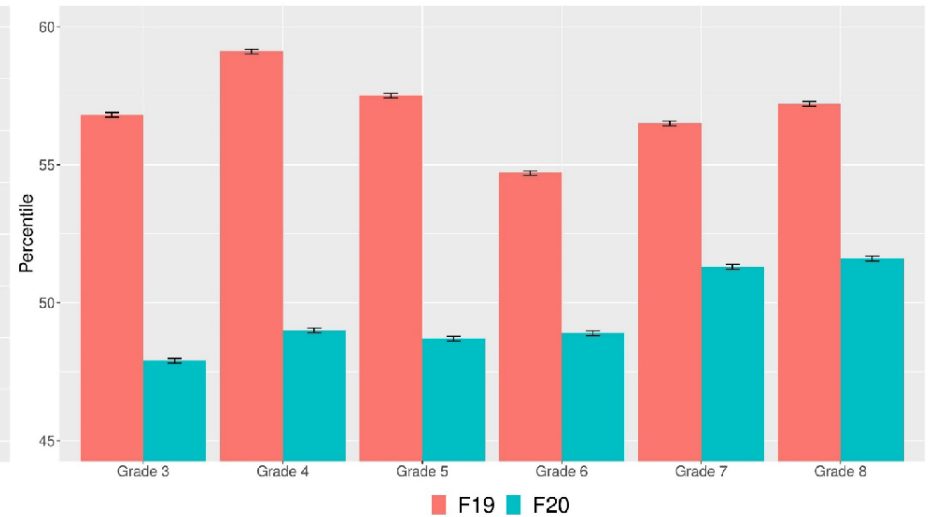


# NWEA Learning During COVID Study

## Reading



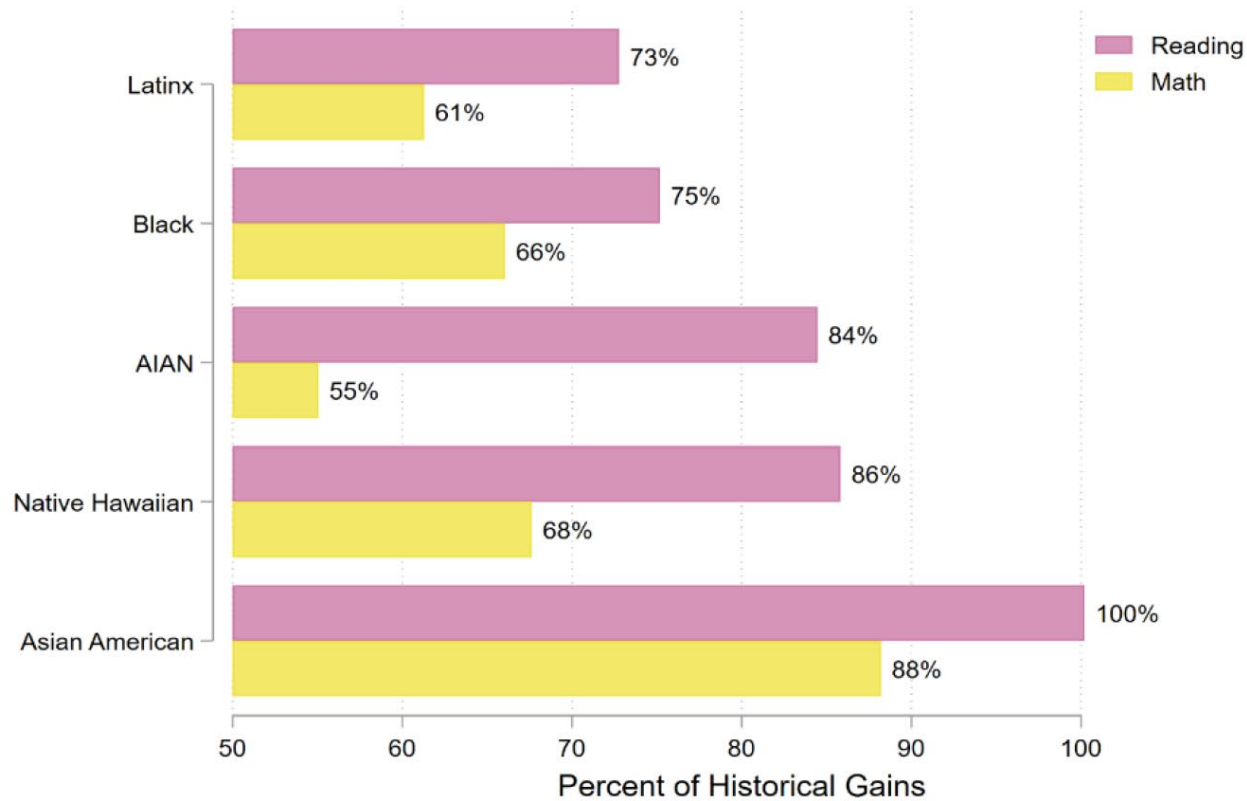
## Math



MAP Growth achievement percentiles by grade level in Fall 2019 and Fall 2020

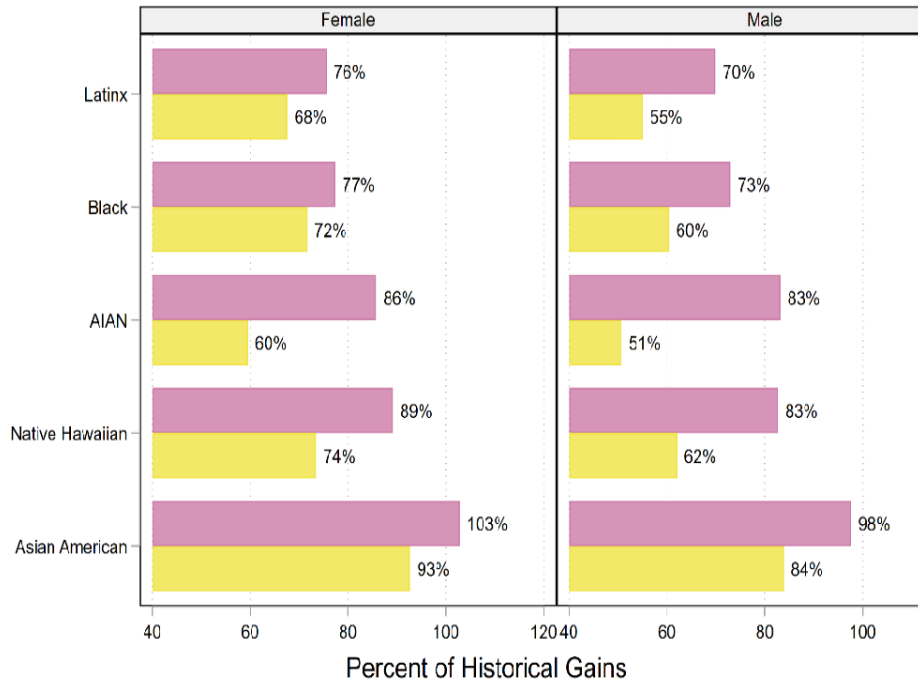


# NWEA Learning During COVID Study



# NWEA Learning During COVID Study

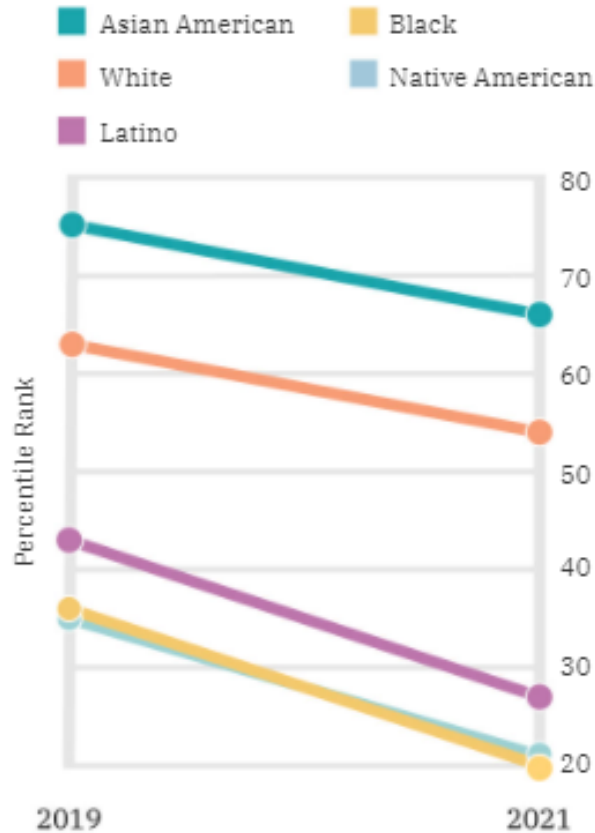
Learning gains relative to typical pre-pandemic learning gains by gender (left) by school poverty level (right)



# NWEA Learning During COVID Study

Compared to 2019, third graders scored worse on math exams in 2021

Black, Latino, and Native American students saw larger decreases than Asian American and White students.



Source: NWEA

Credit: Annie Fu, Chalkbeat



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# McKinsey Learning Loss Report

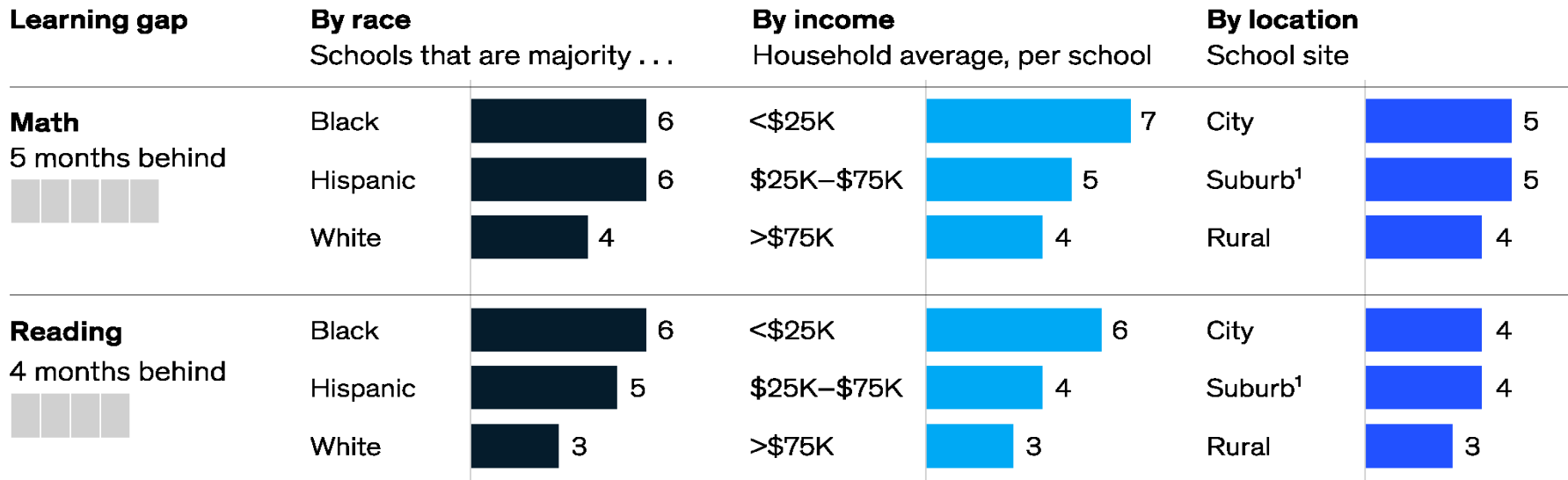
- ❑ By end of the 2020-2021 school year, the average student was five months behind in *mathematics* and four months behind in *reading*
- ❑ Disadvantaged students hit the hardest...
  - ❑ Ending school year with six months of unfinished learning – and up to seven months in *low-income schools*
- ❑ Increased drop-out rates and lower than typical post-secondary enrollment set worrying trends for future...
  - ❑ Unfinished learning projected to cost *current students* \$49,000-\$61,000 less in lifetime earnings due to COVID disruption
  - ❑ Leading to an impact of \$128 billion-\$188 billion annually on the U.S. economy, as current cohort enters the workforce



# McKinsey Learning Loss Report

**By the end of the 2020–21 school year, students were on average five months behind in math and four months behind in reading.**

Cumulative months of unfinished learning due to the pandemic by type of school, grades 1 through 6



<sup>1</sup>Town or suburb.

Source: Curriculum Associates i-Ready assessment data

McKinsey  
& Company

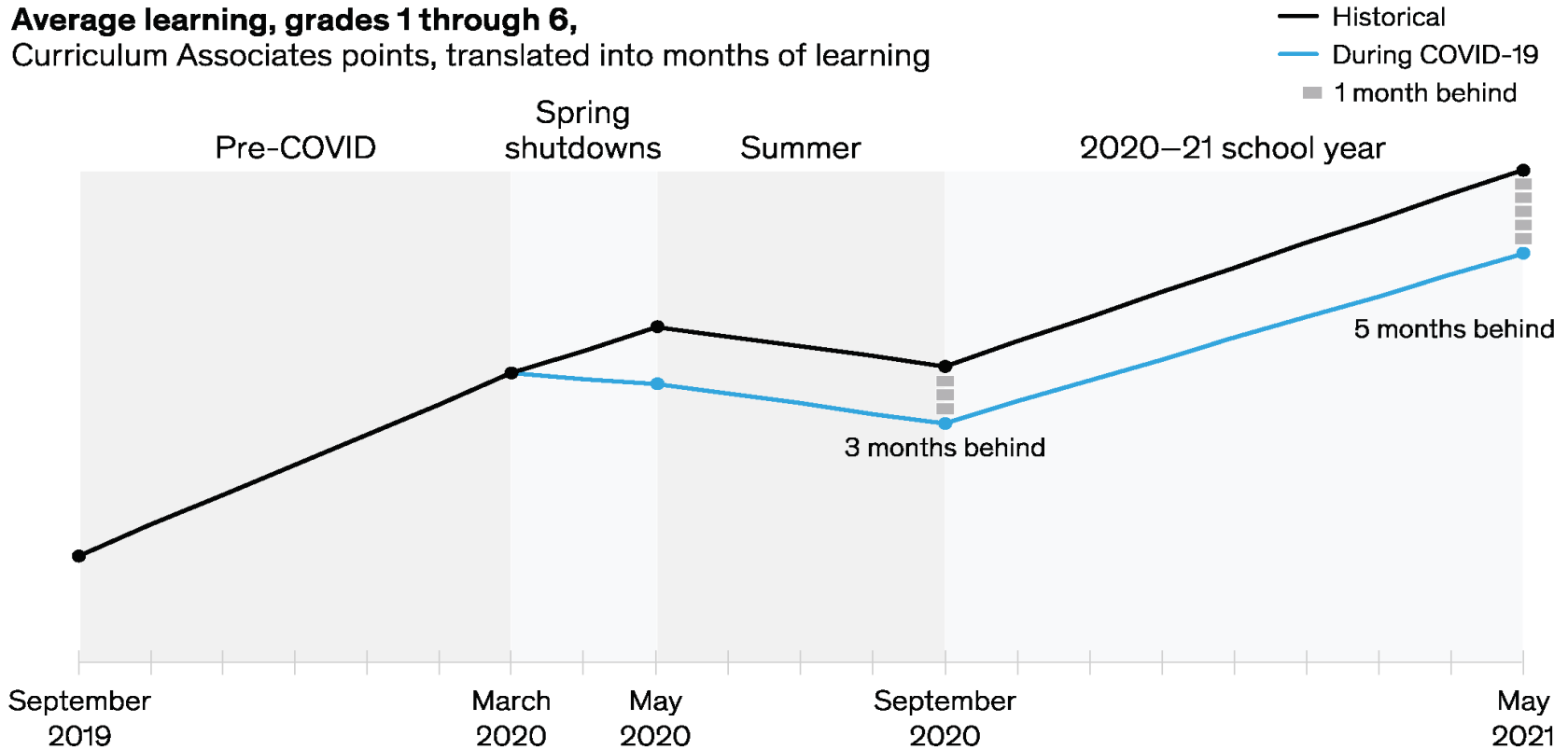


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# McKinsey Learning Loss Report

The initial shock was especially severe in math, with students learning little, if anything, during the initial spring shutdowns.

**Average learning, grades 1 through 6,**  
Curriculum Associates points, translated into months of learning



Source: Curriculum Associates i-Ready assessment data

McKinsey  
& Company



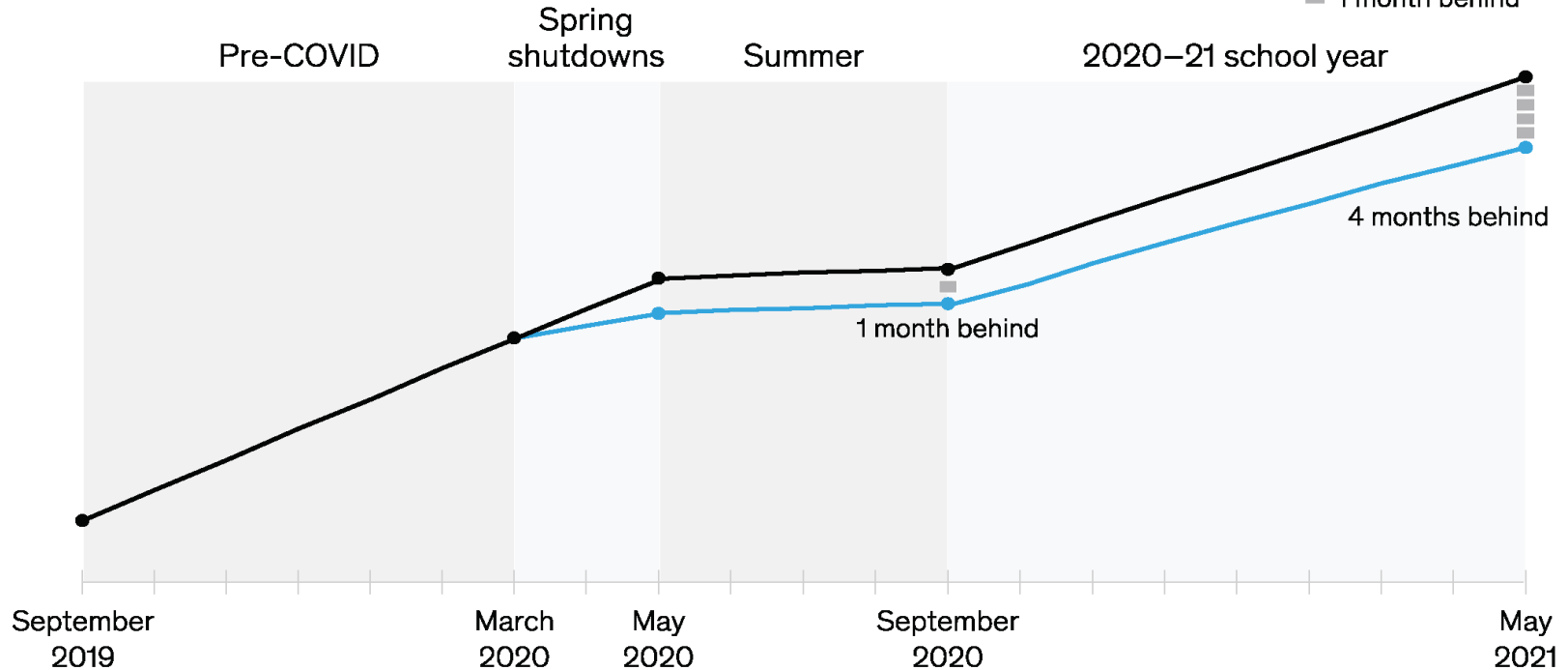
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# McKinsey Learning Loss Report

The initial shock was less severe in reading, but losses continued to build up over the 2020–21 school year.

Average learning, grades 1 through 6,  
Curriculum Associates points, translated into months of learning

— Historical  
— During COVID-19  
■ 1 month behind



Source: Curriculum Associates i-Ready assessment data

McKinsey  
& Company



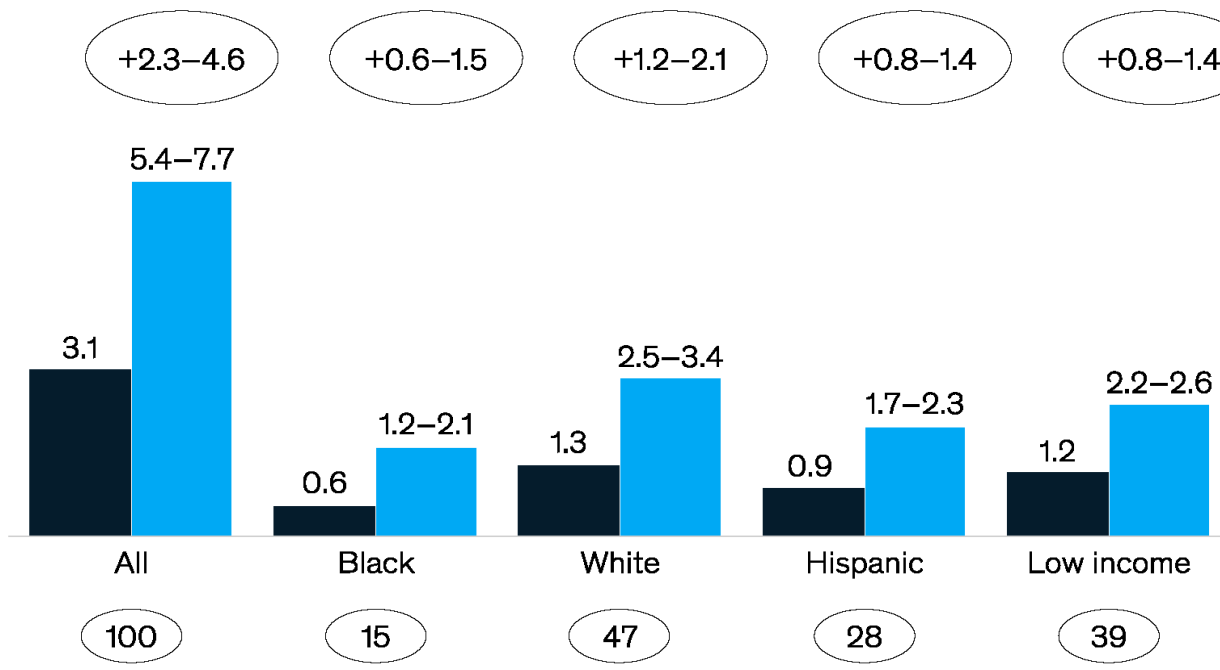
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# McKinsey Learning Loss Report

**Absenteeism among students in eighth through 12th grade increased significantly during the pandemic.**

**Number of students chronically absent, millions**

■ Before pandemic ■ 2020–21 school year



Source: McKinsey survey of 16,370 parents across all 50 states

McKinsey  
& Company



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# Southern State Solutions

## Alabama House Bill 486 (2021)

- ❑ Provides K-12 students with a method for requesting and receiving academic credit(s) for participation in extended learning opportunities – such as, apprenticeships, internships, and other approved educational-enrichment opportunities



# Southern State Solutions

## Arkansas Senate Bill 564 (2021)

- ❑ Creates the “Arkansas Tutoring Corps” Program
  - ❑ Strives to create a *statewide, rural and underserved area focused network of qualified tutors* to assist teachers with K-8 students in addressing the literacy and math skills gap
  - ❑ Tutors are eligible for stipends **up to \$3,000** – funded via state ARP allocations – plus additional separate compensation if partnered with an educational institution or other organization
  - ❑ Qualified tutors include *students in educator prep programs in institutions of higher education, retired educators, educators currently serving in the classroom, and adult community members*



# Southern State Solutions

## Louisiana Senate Bill 222 (2021)

- ❑ Comprehensive early literacy policy focused on *closing literacy gaps* in K-3 students
- ❑ Students demonstrating learning loss then are:
  - ❑ *Assessed via literacy testing tool to categorize their literacy level(s)*
  - ❑ *Provided evidence-based literacy interventions and supports – such as, pre-/after-school literacy teaching interventions or specialized literacy training with a qualified tutor*



# Southern State Solutions

## Louisiana House Bill 85 (2021)

- ❑ Allows the SDE to pay for *extra tutoring, reading materials, after-school and summer programs, mentorship programs, etc.* for K-3 students who read below grade level or are “at risk for reading difficulties.”
- ❑ Also, includes 4-5 grade students *“who scored below mastery in English language arts on the state assessment in the prior school year”* or were *“recommended by an English teacher”*

## Louisiana Senate Bill 234 (2021)

- ❑ Requires schools provide students in grades 3-8, who fail subject assessment(s), with accelerated instruction options, consisting of either: *supplemental instruction and support*; or *being offered reassignment to a teacher rated “highly effective”* for the subject-at-issue



# Southern State Solutions

## North Carolina House Bill 82 (2021)

- ❑ Created a *school extension learning recovery and enrichment program* for designated at-risk students
- ❑ Required schools provide *in-person instruction* on specified topics and enrichment subjects for students in K-12
- ❑ Required schools *recognize and prioritize at-risk students*
  - ❑ Open to all students, however, pending program space

## North Carolina House Bill 79 (2021)

- ❑ Creates a Digital Learning Dashboard to provide detailed information on device and internet access to students and families
- ❑ Requires SBE report to the General Assembly annually on trends in lack of device and/or internet access for students – and propose policy recommendations



# Southern State Solutions

## Tennessee House Bill 7004 (2021)

- ❑ “*Tennessee Learning Loss Remediation and Student Acceleration Act*”
  - ❑ Requires LEAs/Public Charters establish *afterschool learning mini-camps, learning loss bridge-camps, and summer learning camps* to remediate student learning loss
  - ❑ Necessitates the SEA develops and implements a *new benchmarking and assessment pilot system*, to serve as pre-/post-exam assessment at the remediation camps



# Southern State Solutions

## Virginia House Bill 1865 (2021)

- ❑ Requires K-3 students take a *reading diagnostic test* to identify performance gaps
  - ❑ Post-assessment, administrators may require underperforming students to participate in *remedial public summer school or other “catch-up” programs*



## Final Thoughts

- ❑ The Pandemic exacerbated existing gaps, requiring more than just remediation...
- ❑ Targeted supplemental support programs – aimed at **remediation** (catching-up) *and* **acceleration** (getting ahead)
- ❑ One-on-One *and* Small Group **Tutoring**

# Questions? Contact the SLC

Cody Allen, Policy Analyst  
**Southern Legislative Conference, the Southern Office  
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**Direct Line:** 404.464.5204

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**Web:** [slcatlanta.org](http://slcatlanta.org)

**Thank you!**



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