



Success

Timely tips to improve student achievement

May 2020

Seven steps for how to help kids relax as the pandemic crisis upends daily life

With social distancing measures and the evolving disruption of a normal routine, students may experience anxiety which is among the most common mental health problems in children prior to the COVID-19 pandemic. As parents grapple with questions about how to help their kids cope with an extraordinary situation, childhood experts offer some suggestions. For more, go to <http://links.ohioschoolboards.org/SU626>.

Offline tech options for remote learning

Some school districts have provided students with laptops and mobile hotspots to broaden access to online options for remote learning and many have distributed paper packets for students with no internet access. However, there are more options for students without internet, says **Jeff Kurtz** with Google for Education. For more, go to <http://links.ohioschoolboards.org/SU627>.

Report says states should extend upcoming school year to address learning losses

States should start thinking about how to approach learning loss amid prolonged school closures and remote learning, according to a report by researchers at Michigan State University. In the report, the researchers recommend that states extend the 2020-2021 school year, lengthen the school day or both. For more, visit <http://links.ohioschoolboards.org/SU628>.

How teachers can ease the transition to kindergarten

Early childhood educators provide three strategies to help prepare their students for the transition to kindergarten. For more, visit <http://links.ohioschoolboards.org/SU629>.

How can school leaders support teachers?

School leaders can support teachers by following five basic principles, writes **Greg Bagby**, coordinator of instructional technology for the Hamilton County Department of Education in Tennessee. Giving teachers the freedom to use digital platforms with which they are comfortable and celebrating small wins are among his recommendations. For more, visit <http://links.ohioschoolboards.org/SU630>.

Successful instruction in a digital environment

As schools across the nation plunge into transforming their brick-and-mortar classrooms into virtual spaces, many teachers might be trying to “invent” digital learning. But the fact is, we know a lot about how to leverage technology and make it meaningful to the teaching and learning process. For more, <http://links.ohioschoolboards.org/SU631>.

Student achievement in-depth

Each month, **Success** brings you a research brief or in-depth article to discuss with board members and administrators.

How will long-term school closures affect students?

Approximately 9 of 10 students worldwide are out of school due to the coronavirus pandemic, according to UNESCO. The world has never seen a school shutdown on this scale, and not since Great Britain during World War II has a widespread emptying of classrooms come to a rich country.

Anya Kamenetz of NPR spoke with several experts in the research field known as education in emergencies. They have studied the breakdown and recovery process of national, long-term school interruptions caused by war, refugee crises, natural disasters and epidemics such as Ebola. While there is no situation equivalent to what schools are currently experiencing, there are lessons learned from other education emergencies.

From New Orleans and Rwanda, researchers learned that it can take years for students to recover the learning lost. Hurricane Katrina closed most public schools in New Orleans for the entire fall term of 2005. Most of those students enrolled in schools elsewhere, from Baton Rouge to Houston and beyond. In many cases, the schools they enrolled in were of higher quality than the schools they left because the schools in New Orleans were extremely low-performing before the storm. Given the poor achievement of the school system vacated, one may think that the learning interruption wouldn't be that significant. This notion was proved false.

Doug Harris at Tulane University tracked students as they returned to New Orleans and re-enrolled in newly reorganized schools. He says it took two full school years for those returning students to fully recover their lost learning, and there is suggestive evidence that the negative impact was worse for low-income and African American students.

Harris says that the economic impact and emotional trauma hurt student learning as much as the interruption in class time. "Social dislocation and economic uncertainty apply in spades to the coronavirus situation," he said. Harris expects something similar now in terms of recovery time. "The social and economic situation always bleeds into the school."

When students return to their classrooms, it will be in a new world. They will need lessons and school structures that help them cope with the new realities, give them hope and provide the skills they need to be part of solutions. This might mean assessing students for new starting points, summer school, remediation or acceleration. It certainly will mean social and emotional supports that help children, teachers and families recover from this unprecedented break.

For additional findings from more of the countrys' education in emergency experts, visit <http://links.ohioschoolboards.org/SU632>.

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