



Success

Timely tips to improve student achievement

January 2023

Nurse creates sensory hallway

A sensory hallway created by school nurse **Jessica Puga** features tactile stimuli such as sequins, pressure-reactive tiles and movable elements. The wall provides a tool to help students recover when they are overstimulated, Puga says. For more, go to <http://links.ohioschoolboards.org/SU832>.

How to develop Native American studies programs

Native American scholars and experts must be at the table during the development of Native American studies courses and programs, says **Kim Vigue**, executive director of the Mitchell Museum of the American Indian in Illinois. Vigue touts the benefits of professional development for teachers and says instruction should cover modern Native and Indigenous people, rather than concluding in the late 1800s. For more, visit <http://links.ohioschoolboards.org/SU833>.

High school students build tiny home from ground up

Industrial technology students at an Indiana high school are gaining hands-on career experience by building a tiny home. Students are involved in all aspects of construction, including flooring, drywall and electrical work. For more, visit <http://links.ohioschoolboards.org/SU834>.

Survey offers snapshot of teaching profession

Full-time public school teachers are contractually obligated to work 38 hours a week but work an average of 52 hours, according to the 2020-21 National Teacher and Principal Survey released recently by the National Center for Education Statistics. For more, visit <http://links.ohioschoolboards.org/SU835>.

Strategies to improve student learning outcomes

Middle Web blogger **Curtis Chandler** shares tips for connecting students to their learning. Chandler states that effective learning begins when we help students make connections between what they already know and what will be learned, so the opening minutes of a lesson are crucial. The way teachers begin class is the key to enlivening or extinguishing student interest and learning. For more, visit <http://links.ohioschoolboards.org/SU836>.

N.J. to require media literacy in K-12

A bill adopted by the New Jersey Legislature integrates lessons on identifying misinformation across all K-12 grades and subjects. The legislation calls for school library media specialists and teachers to teach media literacy. For more, visit <http://links.ohioschoolboards.org/SU837>.

Student achievement in-depth

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

Third-graders struggling the most to recover in reading after the pandemic

As the coronavirus pandemic shuttered schools, educators and parents worried about kindergarteners who were learning online. That concern now appears well-founded as recent evidence demonstrates that instructional delivery systems used during the pandemic were profoundly detrimental to their reading development.

Students who were kindergarteners in the spring of 2020 are now roughly eight years old and in the third grade. In December, the nonprofit educational assessment maker NWEA released the report *Progress towards pandemic recovery: Continued signs of rebounding achievement at the start of the 2022-23 school year*. The report documents that third-graders are currently suffering the largest pandemic-related learning losses in reading, compared to older students in grades four to eight, and are not readily recovering.

Learning to read well in elementary school matters. After children learn to read, they read to learn. Poor reading ability in third grade can confound their future academic achievement. That's why NWEA's findings for third graders are alarming. The results emerged from an analysis of fall 2022 test scores of 7 million elementary and middle school children across the nation in which the reading abilities of third-graders remained far behind what children used to be able to do in third grade before the pandemic. The differences between pre-and post-pandemic reading levels are smaller in older grades.

It's worth noting that pre-pandemic reading levels weren't spectacular and had been deteriorating; most children were not proficient in reading for their grade level, as measured by a national yardstick. So, it's an estimated "long road" to return to a rather low level of achievement that was already a subject of consternation and hand-wringing.

Students' reading gaps are random, indicating various levels of reinforcement or instruction during quarantine. Even children who can read words are demonstrating difficulty paying attention to what they are reading. Third-graders are having greater trouble absorbing the meaning, identifying the main character or explaining what the story is about, suggesting they might not have had some of those early literacy experiences that build their ability to focus on the text.

For more on this report and a link to the research brief, please visit <http://links.ohioschoolboards.org/SU838>.

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