

DATA POINTS

100,000+ SCHOOLS CLOSED

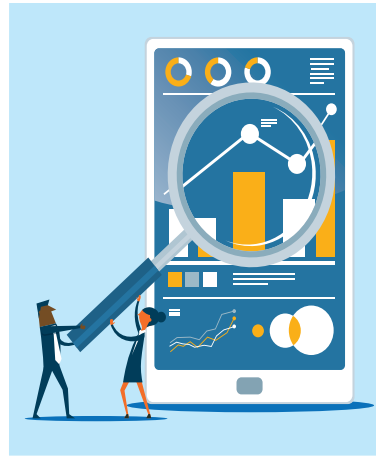
More than 100,000 public schools in the U.S. have closed due to the COVID-19 pandemic. The Center for Reinventing Public Education created an online database to track how districts are shifting their supports and instruction as they navigate closures. The database, derived from publicly posted plans found through the Council of the Great City Schools, Chiefs for Change, and crowdsourced recommendations, has information for over 80 districts, with a range in size and geography. It is updated regularly, along with new posts about what CRPE staff are learning. www.crpe.org/content/covid-19-school-closures

50% LESS LEARNING

As educators consider how recent school closures may affect learning loss, research on the “summer slide” may offer some clues. Previous research shows that students tend to lose academic ground over the summer, and the loss tends to be most pronounced in math, for upper grades students, and among students from less advantaged backgrounds.

Researchers at NWEA examined a national data set of students in grades 3-8, along with previous findings about how much learning is lost during the summer, to calculate projections of how much grade-level progress students are likely to make this year given school closures due to COVID-19. They estimated that students will return in fall 2020 with roughly 70% of the reading gains they would make in a typical year and only about 50% of the math gains they would make in a typical year.

The researchers point out that educators will need to find ways to assess students’ knowledge and skills



when schools reopen. Professional learning leaders will need to work with educators on what to expect next year and how to modify teaching as needed given potential learning deficits and gaps. bit.ly/2RNx0Hf

2 TYPES OF MEASURES

How should researchers measure the impact of professional learning? The answer isn’t straightforward because it is affected by many logistical and methodological considerations. Studies tend to use one of two data sources: teachers’ self-reports of what and how much they learned or observations of teacher learning and practice by school leaders, researchers, or outside observers.

A study from researchers at the University of Southern California Los Angeles examined whether data from those two data sources yield similar conclusions. After teachers participated in math content-focused professional learning, the researchers compared teachers’ self-reported gains in mathematical knowledge with direct assessments of that knowledge. The two measures were not significantly correlated.

The study does not determine which is more accurate, but it

does suggest a lack of consistency between the measures that should prompt careful consideration of which data sources are used in professional learning studies. journals.sagepub.com/doi/full/10.1177/0022487119899101

99% OF PUBLIC SCHOOL TEACHERS

The vast majority of teachers in a national survey reported that they had participated in professional development in the previous year (99% of public school teachers and 94% of private school teachers). However, about one-quarter of teachers reported that they did not have sufficient professional development resources.

According to the results from the 2017-18 National Teacher and Principal Survey from the U.S. Department of Education’s National Center for Education Statistics, teachers’ perceptions of their professional development were fairly positive, but there was room for improvement. About 84% saw their professional development opportunities as aligned with their school’s performance goals.

A similar percentage believed that what they were learning in professional development would help improve student achievement, with more primary school teachers endorsing this belief than middle and high school teachers.

It’s worth noting, however, that only about 75% believed the professional development was consistent with their own professional goals. A quarter of teachers reported that they did not have opportunities to give feedback about the value and impact of their professional development to school leaders.

nces.ed.gov/pubs2020/2020142.pdf