



Remote Learning Report | BRIEF

Recognizing the “unprecedented upheaval to the education of students in every corner of the state” and the need for a data driven approach to the state’s response to COVID-19, the EOC staff has undertaken a thorough review of the opportunities for innovation, lessons learned for future planning, and barriers to the success during emergency remote learning.

Recommendations

- Strategically design and implement curriculum focused on student learning gaps and priority standards.
- Better coordinate efforts to accurately track student attendance, completion of assignments, and mastery of grade level standards.
- Require coordinated efforts and deploy strategies to establish communication with students who are not attending school or disengaging from instruction.
- Continue regular assessment of all students, allowing for individual and system academic performance to be monitored, guiding instruction and policy decisions.
- Continue to address disparities in learning opportunities by ensuring that supports, such as access to the internet and a device, are in place for students.
- Provide access to a robust virtual curriculum for students in remote learning.
- Provide tutoring services and extra interventions for students identified at-risk.
- Create a process to allow districts to develop and create innovative programs and/or community partnerships to provide after-school, summer, or Saturday ARCs in mathematics and reading.
- Provide meaningful and responsive professional development to staff to address needs in remote learning.
- Prioritize the return to face-to-face classrooms as soon as safely possible.

Impact on Student Learning

- SC students declined in projected proficiency and in median percentile rank in both mathematics and reading. The decline was most dramatic in elementary and math.
- Significant achievement gaps among historically underachieving students and their higher achieving peers continue to exist but do not appear to have widened during emergency remote learning.
- For SC students in a sample of 14 districts, there was no statistically significant difference observed in the COVID slide of student with respect to instructional method.

Obstacles Identified

- Unequal distribution of internet access and 1:1 devices.
- Lack of a digital ecosystem to support long-term virtual instruction.
- Lack of clearly defined instructional strategies for forward progress in remote learning.
- COVID expenses will be recurring.

Opportunities for Students

- Accelerated student access to technology across the state
- Investment in instructional technology resources by districts and the State
- Increased learning opportunities for students, flattening the classroom and providing a global perspective
- District virtual school offerings will remain, but state level guidance needed

Emerging Issues

- Many vulnerable students are opting for virtual options while more resourced students are opting for brick-and-mortar schooling.
- Concerns with reliability of assessments delivered remotely
- Recognition of the need for quality assessments to make data-informed decisions

7 OF 10

in grades 3 through 8 are projected NOT to meet grade level standards in ELA and math in spring 2021

STUDENTS



based on analysis of SC students who took NWEA ELA and Math MAP tests in fall 2020.

Academic Recovery Camps

Of the students identified as needing intervention, far fewer students attended *Summer 2020 Academic Recovery Camps (ARCs)*. The students who did attend ARCs came in with significant learning deficits. They did make gains in both reading and math although they remained significantly behind in grade level expectations once they completed the ARCs in Summer 2020.



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