

COVID Learning Loss Goes Far Beyond Seat Time

Two-Month Shutdown Means a Year or More in Lost Skills

Research Has Concerning Projections about Prolonged COVID Slide



4th Grade Reading Loss

Expect a **-34%** decline in Reading RIT scores; equivalent to **6 months** of learning loss



6th Grade Math Loss

Expect a **-81%** decline in Math RIT scores; equivalent to **14 months** of learning loss



Achievement Gap Expansion

COVID expected to add **+20%** to gap between highest and lowest-performing students



Learning Recovery Time

Analysis of Hurricane Katrina aftermath suggest **4 months' learning loss** requires **2 years** of normal seat time to fully recover academic pacing

Sources: Harris & Larsen, [The Effects of the New Orleans Post-Katrina Market-Based School Reforms on Medium-Term Student Outcomes](#), 2019; Kuhfeld, Megan, James Soland, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu, [Projecting the potential impacts of COVID-19 school closures on academic achievement](#), 2020; EAB interviews and analysis.

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Mental Health Critical to Learning Recovery

For Both Traumatized Students and Burned-Out Teachers

Student Mental Health Concerns Rising Due to COVID-19

33% of children are worried about contracting COVID-19 themselves

19% of children are worried about not having enough food following news coverage of panic buying

17% of children are afraid to go outside their house

Mental Health Concerns Significantly Slows Student Learning

2x more learning disengagement seen in children with two or more adverse childhood experiences¹

9% reduction in cognitive processing² for students living with poverty-related stressors



Teacher Stress Likely to Hinder Instructional Quality

60% increase in teachers reporting mental health concerns since the beginning of the COVID crisis

33% more student disruptions in classrooms led by teachers under intense stress

1) A traumatic event including home instability, violence, poverty, or other underlying mental health problems
2) Processes including personality expression, decision making, moderating social behavior, emotional association, among other functions.

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Sources: Blair, C. Raver, C., "Poverty, Stress, and Brain Development: New Directions for Prevention and Intervention," *Academic Pediatrics*, April 2016; Milkie, Melissa A. and Catharine H. Warner, "Classroom Learning Environments and the Mental Health of First Grade Children," 2011; Robert Wood Johnson Foundation, "Traumatic Experiences Widespread Among U.S. Youth, New Data Show," 2017; EAB interviews and analysis.