

# Topical Brief

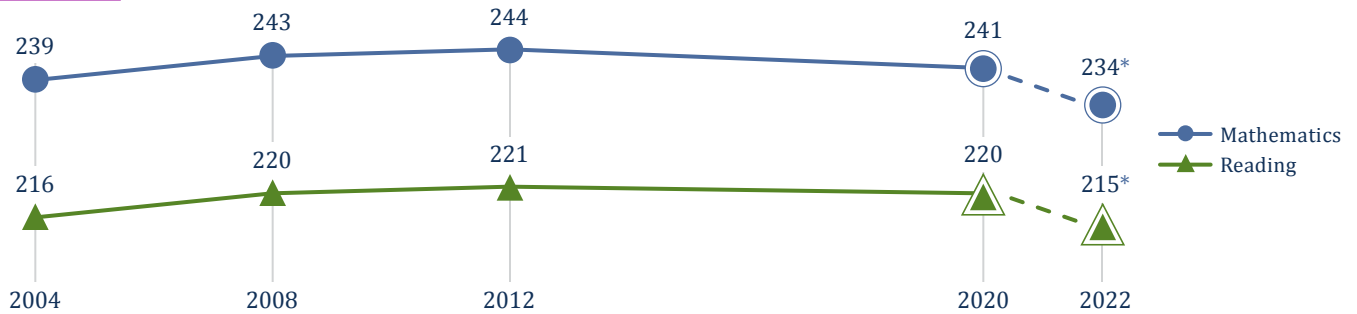
## LEARNING LOSS

The COVID-19 pandemic prompted schools to transition to remote instruction during the latter half of the 2019-20 school year and continuing into the 2020-21 school year. National Assessment of Educational Progress (NAEP) data trends indicate that there were statistically significant declines in students' mathematics and reading scores between 2020 and 2022. This topical brief summarizes strategies implemented in Kentucky, Tennessee, Virginia, and West Virginia to reverse learning loss due to pandemic-related challenges or after summer breaks.

### Percentage of students reporting learning remotely in 2020-21 school year



### NAEP Data Trends



\*The difference from 2020 is statistically significant at the p<0.05 level.

### State Strategies

Kentucky	Tennessee	Virginia	West Virginia
The Kentucky Department of Education developed resources to guide district and school leaders in their efforts to accelerate student learning during the summer months and through the following school year.	The Tennessee Learning Loss Remediation and Student Acceleration Act requires all school districts in the state to offer summer programs (e.g., summer learning camps) in person for students in grades K-8.	The Virginia Leading, Engaging, Assessing, Recovering, Nurturing, and Succeeding (LEARNS) workgroup developed resources for use across school divisions to address pandemic-related learning loss. The workgroup developed guidance on topics such as equity, remediation, and recovery.	West Virginia's Summer Student Opportunities for Learning and Engagement (SOLE) grant program enables students in grades K-12 to receive transportation, meals, recreation activities, and academic support in reading, math, and Science Technology Engineering and Mathematics (STEM) as part of summer learning and engagement programs.