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**MINISTRY OF EDUCATION
DISCUSSION PAPER**

DATE: September 8, 2020
CLIFF: 241299

PREPARED FOR: Ministry of Education Executive – **FOR DISCUSSION**

SUBJECT: Education Analytics Office Analytical Support for COVID-19

ISSUE: The Impact of COVID-19 on Student Learning Report (Phase 1)

BACKGROUND:

- The Impact on Learning report provides important insights on how B.C.'s students, parents, and teachers have coped with COVID-19 during the period of remote learning from mid-March through May and into the stage 3 re-opening of classes in June.
- The Phase 1 report is the culmination of research into the immediate impact on learning. A Phase 2 report will be completed early in 2021, detailing longer-term impacts to student learning.

CONSIDERATIONS:

Key Data Sources:

- **Parent COVID Impact on Learning Survey:** Open in July 2020, received over 26,400 responses from parents across all 60 districts and independent schools; included both closed and open-ended responses.
- **Student COVID Impact on Learning Survey:** Open in July 2020 to students in Grades 10 through 12, received over 10,500 responses from across all 60 districts and independent schools; included both closed and open-ended responses.
- **BC COVID-19 Population Health Survey:** Conducted by the BC Center for Disease Control in Spring 2020, the Ministry obtained education related survey results.
- **Student Learning Survey (SLS):** Extended administration window from January through June; responses were compared between students who responded "pre-COVID" (January to mid-March) and "during-COVID" (mid-March through June).
- **Attendance Analysis:** Attendance patterns of students across all 60 districts in June 2020 were analyzed as schools re-opened in Stage 3.
 - Workforce attendance to be monitored starting in September.
- **Educator Voices:** Half a dozen B.C. public school educators volunteered to share their experiences of teaching and working through the suspension of in-class instruction from mid-March through May, and then the partial re-opening of schools in June.
- GAD will utilize the thoughtexchange platform to sector engage partners in the new school year starts.

Summary of Key Insights:

- There are known risks to further marginalizing at-risk students through ongoing school closures, and the benefit of school closures to minimizing COVID-19 remains unclear.

- Research suggests the pandemic may widen the gap in educational outcomes (such as literacy and numeracy skills, social-emotional learning, and student mental health).
- Based on open-ended responses from B.C. students and parents, students with supports and good coping skills (e.g., resilience) may fare better with their mental health and well-being during the pandemic than those without adequate supports who may disproportionately experience loneliness, depression, and disengagement. Hattie supports this; “self-regulation is highly correlated with fostering resiliency.”
- In May, 76% of BCCDC survey respondents (B.C. parents) reported impaired learning for their children; on the Parent COVID Impact on Learning Survey in July, 68% of B.C. parents reported being “concerned” or “very concerned” about the impact of remote learning on their child’s education.
- B.C. parents reported a sharp increase (from 13% to 70%) in the support they provided their children while in-class instruction was suspended for most students.
- Parents of Kindergarten to Grade 6 students struggled to balance work and childcare; parents of older students felt unprepared to support for their child’s learning at home.
- There are some unexpected positives for Grade 10 to 12 students; more self-directed learning, learning integrated into everyday living, and creative work such as writing books and preparing for the job market.
- Report findings indicate the hybrid model of in-class/remote learning in June was challenging to implement and resulted in mixed experiences for parents and students.

RECOMMENDATION:

In order to make restarts successful, the data and evidence suggest:

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Attachment(s):

1. s.13

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