

### Asian Neuropsychological Association

## RETURNING TO SCHOOL: EDUCATIONAL DISPARITIES AND ASSESSMENT CONSIDERATIONS

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## LEARNING OBJECTIVES

- Understand the disparate impact of the COVID-19 pandemic on education
- Identify considerations for educational assessment during the COVID-19 pandemic and beyond

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#### DISPROPORTIONATE IMPACT OF COVID-19 ON INDIVIDUALS OF RACIALLY AND ETHNICALLY MINORITIZED BACKGROUNDS

- Increased risk of contracting the virus (CDC, 2020b;Yip 2020)
- Higher rates of hospitalizations and deaths (CDC 2020b)
- Higher rates of unemployment (Galea & Abdalla, 2020)
- Less income, insurance, access to healthcare & mental health treatment (Song et al., 2020)
- Food insecurity (Leddy et al., 2020)
- Access to high speed internet & digital devices (Herold, 2020; Kinnard & Dale, 2020)
- Racist & xenophobic language, misplaced blame, Asian-Americans scapegoated (Gruber et al., 2020)
- Harm to LGBTQ communities who have intersected minoritized racial/ethnic identities due to exacerbation of social disadvantages and mental health disparities (Salerno et al, 2020)
- Lack of effective health and sanitary conditions for undocumented immigrants in detention centers (Obinna, 2021)



#### CAREGIVER PERSPECTIVES ON SCHOOLING FROM HOME DURING THE SPRING 2020 COVID-19 CLOSURES

- · Limited synchronous instruction
- Inconsistent home–school communication
- Lack of adequate supports for students requiring specialized services
- Caregiver limited time
- Caregiver content knowledge



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Amy M. Briesch, Robin S. Codding, Jessica A. Hoffman, Christie J. Rizzo & Robert J. Volpe (2021) Caregiver Perspectives on Schooling From Home During the Spring 2020 COVID-19 Closures, School Psychology Review, DOI: <u>10.1080/2372966X.2021.1908091</u>



# **i-Ready** What We've Learned about Unfinished Learning

# **Key Findings**

Insights from Midyear Diagnostic Assessments Curriculum Associates Research Brief | March 2021

- Unfinished learning is greater this winter compared to prior school years.
- Unfinished learning in reading is greater for students in Grades 1–7, particularly in early elementary grades.
- Unfinished learning in mathematics is greater for students in all grades, particularly elementary grades.
- Unfinished learning is greater for students in schools serving majority Black and Latino students.
- Unfinished learning is greater for students in schools located in lower-income zip codes.
- It is too early to tell if students are catching up from starting behind in the fall. https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-understanding-student-needs-paper-winter-results-2021.pdf

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# COVID-19 Impacts on Learning and Well-Being



Up to 2.5 months of learning lag in both English Language Arts and Math

education analytics



Students exhibited slightly more learning lag in ELA than in Math. Students who are economically disadvantaged and English learners exhibited more learning lag. Black and Latinx students exhibited more learning lag in both subjects. **New data from Education Analytics (EA) highlights the changes in learning patterns experienced by students in grades 3–8 in California.** Using results from winter 2020–21 interim assessments, EA provides an up-to-date picture of the learning lag students have experienced during the pandemic. As of winter 2020-21, California students were approximately 2.5 months behind in both ELA and Math, with students learning English and economically disadvantaged students most affected. EA also highlights findings from a well-being student survey collected during the 2020–21 school year.

https://edpolicyinca.org/sites/default/files/2021-06/i\_ch\_jun2021\_2.pdf

































TYPE OF TRANSFER ERROR IN ENGLISH	LANGUAGE BACKGROUND	CAUSE OF TRANSFER DIFFICULTY
omission of article He has job. His dream is to become lawyer, not teacher.	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Russian, Tagalog, Vietnamese	Articles are either lacking or the distinction between <i>a</i> and <i>the</i> is not paralleled in the primary language.
omission of articles in certain contexts such as to identify a profession <i>He is teacher</i> .	Spanish	The article is not used in Spanish in this context, but it is needed in English.
overuse of articles <u>The</u> honesty is the best policy. This food is popular in the Japan. I like the cats.	Arabic, Haitian Creole, Hmong, Spanish, Tagalog	The article is used in the primary language in places where it isn't used in English.
use of <i>one</i> for <i>alan</i> He is <u>one</u> engineer.	Haitian Creole, Hmong, Vietnamese	Learners sometimes confuse the articles <i>alan</i> with <i>one</i> since articles either do not exist in the primary language or serve a different function.













#### IDEA PART B PROVISION OF SERVICES IN THE COVID-19 ENVIRONMENT IEP in effect "LEAs should investigate all appropriate assessment instruments and tools to determine if some can be administered or IEP team members completed remotely during the pandemic, provided that evaluation of the child is based on personal observation Extended school year (ESY) (whether in person or through videoconferencing). Initial evaluation: 60 days or State-adopted timeframe LEAs should also work with the <u>developers</u> of their current assessment instruments to determine if the instruments can be Initial (within 30-days\* of disability determination) and annual IEP meetings with parents administered or completed remotely, without significantly impacting the validity and reliability of the results. Reevaluation (every 3 years) can be administered remotely (through valid and reliable tools), based on personal observation (videoconferencing ok).

Office of Special Education Programs (OSEP): IDEA Part B Service Provision https://sites.ed.gov/idea/files/qa-provision-of-services-idea-part-b-09-28-2020.pdf

However, under 34 C.F.R. § 300.304(c)(1)(iii)-(v), tests and other evaluation materials must be used for the purposes for which the assessments or measures are valid and reliable, and must be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments."

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ASSESSMENT ANSWERS QUESTIONS				
Typical Qu	estions	Assessments	Purpose	
<ul><li>Who is at risk?</li><li>Who needs close m</li></ul>	onitoring?	Screening	First Alert	
<ul> <li>Who needs extra su</li> <li>How should groups</li> <li>Which skills need to</li> </ul>	pport? be formed? be emphasized?	Progress Monitoring	Growth Charts	
<ul> <li>What are the streng</li> </ul>	ths/needs?	Diagnostics	In-Depth Analysis	
<ul> <li>Have we met the go A class? A district?</li> <li>What needs to chan What should be con</li> </ul>	als for a student? ge next year? tinued?	Outcome	Reaching our Goals	





