

# Education Recovery

Agency of Education  
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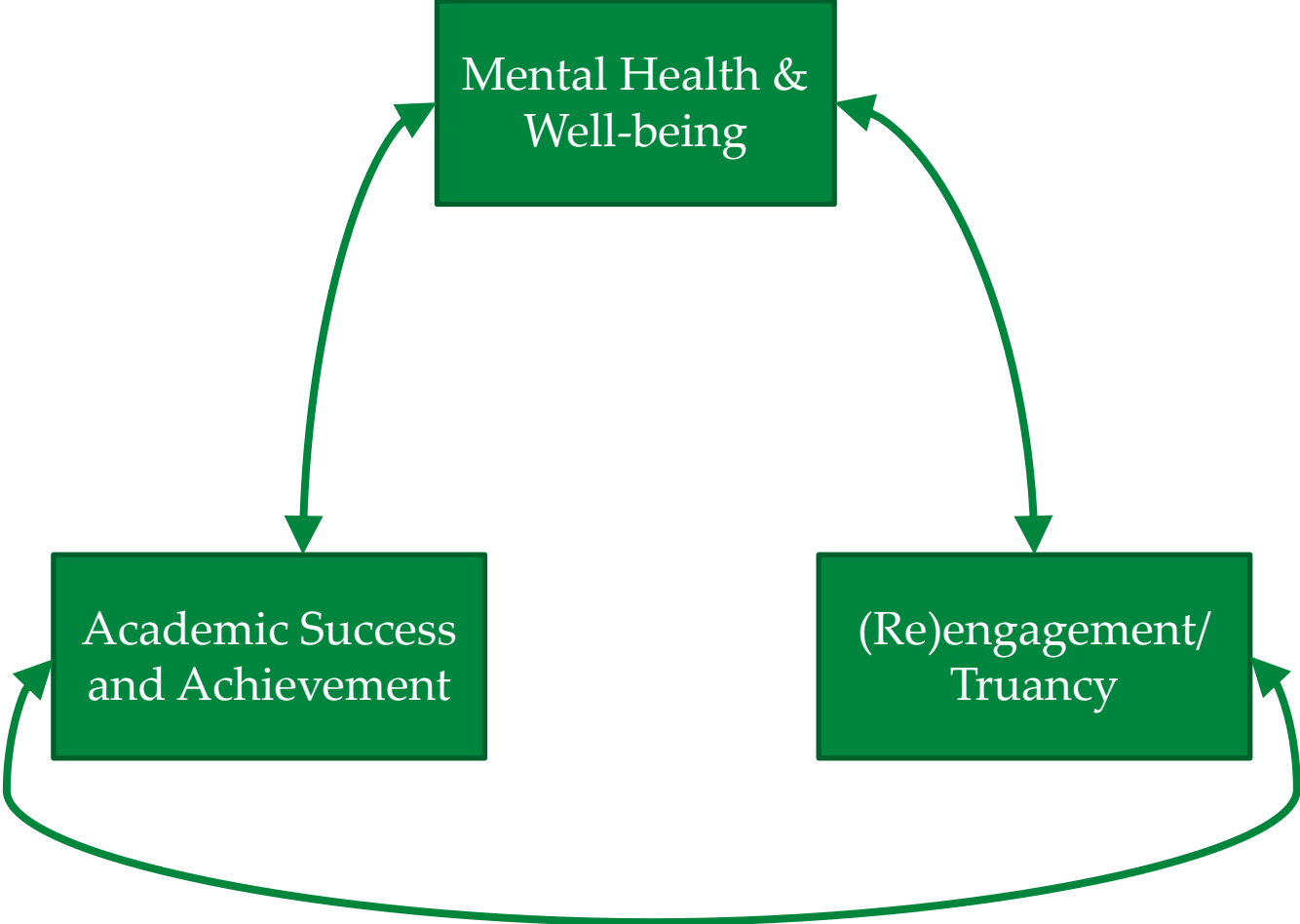
# Education Recovery

- State bears responsibility for ensuring equitable access to education for all Vermont children.
- As a result of COVID-19 pandemic response:
  - Existing equity gaps may have widened
  - Impact of pandemic on education and well-being likely related to:
    - Region of state
    - Community resources and characteristics
    - Quality of learning remote, hybrid, in-person implementation
    - Student and family characteristics
  - Some students have excelled in novel educational context

# What is education recovery?

- Mitigate the impact of the COVID-19 emergency on the education and healthy development of our students.
- Ensure that all students are doing well in three key domains
  - All three are critical
  - Prioritize at local level

# Conceptual Model for Recovery



# Mental Health and Well-being

## Early indications

- Increase in anxiety and depression (already on the rise prior to COVID-19)
- Increase in # 504 plans
- Increase in emergency room visits by young people for mental health
- Increase in DA caseload for school-aged clients
- Impact of pandemic and required response on adults in the LEA system.
- Some students are doing well in current learning setup

# Student Engagement

## Early indications

- Less engagement, apathy, why bother?
- Reduced motivation to learn
- Decline in attendance
- Increase in truancy
- “Lost” students
- Some students are doing well in current learning setup



# Academic Achievement

## Early indications

- Increase in frustration, confusion, “teaching themselves”
- Reduced motivation to learn
- Increase in % failing
- Widened equity gaps, historically marginalized students
- Impact on students who need learning accommodations (IEPs, 504 plans)
- Worse impact for Math versus ELA?
- Some students are doing better in current setup.



# District-Level Approach

Systems that strengthen each of the following levers will result in successful implementation of Act 173 and recovery

- Coordinated curriculum
- Education Support Teams
- Local Comprehensive Assessment System
- Needs-based Professional Development



# Recovery Planning Process



- Assessing need at the local level, using data readily available
- Creating an action plan to meet that local need
- Executing initial implementation of the action plan
- Tuning and refining the plan over time

# LEA Plans

- District-level focus, including district-level EST
- Leverage four elements of EQS (per AOE guidance re Act 173)
  - Coordinated curriculum
  - Local comprehensive assessment system
  - Needs-based professional development
  - Education Supports Team

# LEA Plans (cont.)

- Written plan, approved by AOE
- Each LEA assigned state team of agency professionals to assist in recovery planning and implementation
- Suggested best practices, ongoing support, technical assistance
- Assistance from state in regional system collaboration (e.g., mental health, DCF)
- Timeline and details, template and toolkit materials TBA