

Learning Loss & COVID-19:

An Equity Analysis

SFBOS Rules Committee
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OFFICE OF RACIAL EQUITY
SAN FRANCISCO HUMAN RIGHTS COMMISSION



- Public schools in SF closed for in-person learning since March 2020
- SFUSD serves ~ 52,000 students
- “Fall 2020 Attendance and Academic Performance during COVID-19 Pandemic”
— SFUSD Jan 2021 report indicates inequities



- **Learning loss increased under COVID-19. In SF, the biggest disparities are among Black, Latino and Pacific Islander students.**
- **Gap has widened for low-income students; English language learners, special education students, and unhoused students.**
- **Overall, disparities exist in performance in reading and math. Students are falling further behind in math than reading.**
- **Black, Pacific Islander, and unhoused students showed sharpest declines in attendance despite SFUSD reporting flat attendance rates over a 3-year period.**
- **910 students attended class less than 40% of the time**



This is not the whole story.

Need More Information

“Learning loss” in reading and math is only **one indicator** determine student achievement.

Student Ability is Unclear

Projected student growth *versus* actual outcomes doesn't always match to ability.

It's all Relative

Shouldn't be used to infer absolute growth, just a relative metric. Compares students, not actual success.

Disparities in the Data

Predictions can downplay systemic and persistent disparities. Vulnerable kids are likely missing.

What's missing?

SFUSD Fall 2020 Reading Inventory District Assessment: Pupil Learning Loss

San Francisco Unified School District	Grades 4-5			Grades 6-8			Grades 9-10		
	N (Matched Students)	Average Lexile Distance From Proficient	Pupil Learning Loss (Difference from Predicted Growth)	N (Matched Students)	Average Lexile Distance From Proficient	Pupil Learning Loss (Difference from Predicted Growth)	N (Matched Students)	Average Lexile Distance From Proficient	Pupil Learning Loss (Difference from Predicted Growth)
Race/Ethnicity									
300 - Pacific Islander									
301 - Hawaiian Native				13	-64.3	-99.5*			
302 - Guamanian									
303 - Samoan	25	-256.2	-111.3*	25	-281.2	-47.1*			
304 - Tahitian									
399 - Other Pacific Islander									
Total Pacific Islander (300-399)	42	-215.7	-70.7*	53	-164.8	-43.7*	19	-236.5	-71.3
400 - Filipino	203	-49.5	-11.2	326	-3.5	-0.5	150	12.5	+27.5*
500 - Hispanic/Latino	1774	-210.2	-27.8*	1864	-121.8	+10.9*	839	-123.9	+35.1
600 - Black/African American	344	-250.2	-19.0*	307	-191.6	+8.6	142	-148.6	+23.0*
700 - White	866	201.1	+26.3*	1065	222.7	+7.3*	424	261.2	+33.4*
720 - Middle Eastern/Arab	90	-136.7	-44.6*	116	-44.5	+2.1	47	17.3	+26.5
800 - Multi-Racial	548	83.2	+16.3*	530	157.0	+27.2*	215	155.0	+30.5

Issues to Consider:

- Measuring negative and positive changes in a direction, than actual reading and math ability
- Statistical significance vs. social significance
- Given 2020/2021 SY will this create a new baseline?

What should we measure?

- Remote learning's impact on depression and student mental health
- Overcrowding in households
- Care-taking & financial responsibilities
- Food insecurity
- Internet connectivity & access to digital tools (computers, radio, TV)
- Access to outdoor space and recreation
- Access to healthcare
- Access to COVID-19 testing and vaccination
- Supportive networks, people and environments



**Justice delayed
is Justice denied.**



**Education delayed
is Education denied.**