

EDUCATION NEWS UPDATE

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September 16, 2022 Education News Update

TEACHING & LEARNING

Study analyzes school innovation practices

A study of school innovation practices, named The Canopy Project, finds the most common program innovations during the 2021-22 school year were project-based learning and social and emotional learning. The analysis of 161 schools or learning environments includes several examples, such as one HS that matches students with internships that support their real-world learning. School leaders in the study said accountability systems can be a hindrance to innovative practices. They wanted to learn about developing an expanded set of measures for student success, including assessments for nontraditional outcomes such as deeper learning and social-emotional skills. The findings are part of an effort to gather, analyze and share self-reported educational solutions so those stories spark a broader movement for ingenuity in supporting equitable and durable K-12 improvements.

Kara Arundel. "Report: School innovation is addressing equity but challenges remain." *K-12 Dive*. September 8, 2022
<https://www.k12dive.com/news/school-innovation-addressing-equity-but-faces-challenges/631416/>

Issues uncovered by from the new NAEP results

on a sample of more than 7,000 9-year-olds around the country, two decades of academic progress in reading and math were erased from 2020 to 2022. The academic achievement of individual 9-year-olds continued to improve in reading and math during the pandemic, but they learned a lot less than usual. What did plummet was how 9-year-olds scored in 2022 compared to 9-year-olds in 2020. Students in 2022 tested as well as they did 20 years ago. In math, everyone in all ability and cultural and geographic groups deteriorated. Many children born 30 years ago, who would have been about 9 years old then, are educated adults leading good lives. But the lowest achieving students in our schools lost the most ground between 2020 and 2022. Students in the bottom 10% in achievement lost four to five times more than students in the top 10%. The NAEP test implies and the MAP test directly documents that children continued to get better in reading and math during the pandemic. But students missed hours of instruction for many reasons: family tragedies, closed schools, sick teachers, inefficient remote instruction, so they learned less than usual. We cannot tell from this NAEP report whether school closures and remote instruction are to blame.

Jill Barshay. "Six puzzling questions from the disastrous NAEP results." *Hechinger Report*. September 12, 2022
https://hechingerreport.org/prof-points-six-puzzling-questions-from-the-disastrous-naep-results/?utm_source=The+Hechinger+Report&utm_campaign=1f7061e665-EMAIL_CAMPAIGN_2022_09_07_55&utm_medium=email&utm_term=0_d3ee4c3e04-1f7061e665-322606321

Closing the Gap Between Research and Practice in the Science of Reading

Some research claims of the "science of reading" movement are overly simplistic, so policymakers should seek different approaches to legislating reading. A new policy brief, *The Science of Reading Movement: The Never-Ending Debate and the Need for a Different Approach to Reading Instruction*, explores the controversial history of the reading reform movement. Scholars and literacy educators have conducted extensive research, but the research has only limited impact on policy and practice. Researchers have found reading instruction and learning to be complex, complicating the design of effective policy and classroom practice. Research supports policies and approaches that acknowledge a range of individual student needs and that argue against "one-size-fits-all" prescriptions. However, the phrase "science of reading" has been used to simplify the issue, but it fails to acknowledge the full complement of research findings and is often used to debate such issues as pro-phonics versus no phonics. Vendors have also found "science of reading" highly useful in sales. Scholars caution that exaggeration and oversimplification about reading instruction is harmful, but advocates have been effective in lobbying for revised and new phonics-heavy reading legislation, producing rigid and ultimately harmful policy and practices. The policy brief provides recommendations for policymakers to provide teachers the flexibility and support necessary to adapt their teaching strategies to specific students' needs.

Find *The Science of Reading Movement: The Never-Ending Debate and the Need for a Different Approach to Reading Instruction*, by Paul Thomas, at: <https://nepc.colorado.edu/publication/science-of-reading>

"Closing the Gap Between Research and Practice in the Science of Reading."
National Education Policy Center/U of Colorado, Boulder. September 13, 2022

<http://www.icontact-archive.com/archive?c=1748247&f=3100&s=3172&m=261418&t=683ff6e55fceb8d669aa5ea6b8253ac84d14528c98c4873195440427f0ff88d5>

Dual-enrollment programs expand but not where most needed

Every US state offers a dual-enrollment program, with 87 programs in place, up from 48 in 2019, according to the Education Commission of the States. Yet, students of color, those from low-income families and first-generation college-going students are not equally represented.

Sarah D. Sparks. "Dual-Enrollment Programs Are Expanding. But Do They Reach the Students Who Need Them Most?" *Education Week*. September 12, 2022 <https://www.edweek.org/teaching-learning/dual-enrollment-programs-are-expanding-but-do-they-reach-the-students-who-need-them-most/2022/09>

Cardona: 3 keys to raising respect for teachers

During a recent event, US Education Secretary Miguel Cardona shared ways to build respect for teachers using these strategies: agency, better working conditions and competitive salaries. Cardona, a former teacher, says agency refers to the need for teachers to have greater autonomy in the classroom.

Linda Feldmann. "Secretary Cardona's ABCs of building respect for teachers." *Christian Science Monitor*. September 12, 2022

https://www.csmonitor.com/USA/Politics/monitor_breakfast/2022/0912/Secretary-Cardona-s-ABCs-of-building-respect-for-teachers

FEDERAL/NATIONAL/INTERNATIONAL

Charter schools received \$1 billion in loans that were forgiven

Since the controversy developed over forgiving \$10,000-20,000 in student loan debt, attention has returned to the previous administration's Paycheck Protection Program. PPP doled out billions of dollars to businesses of all kinds, many of which didn't need the money. Among those collecting significant sums were religious schools, private schools (some of which are endowed), and charter schools. Regular public schools had a separate stream of money to help them survive COVID-19, but they were not allowed to apply for PPP money, which was only for private businesses and nonprofits. Charter schools qualified for public school funding and for PPP. More than 1,100 charter schools (about 1 in 7) received PPP loans and had those loans forgiven. Charter schools, in total, received more than \$1 billion in PPP funding. For-profit charter chains collected PPP funds and public school funds. Pro-Publica has [published a database of every organization](#) that received a PPP loan.

"Charter schools collected \$1 billion in PPP loans that were forgiven." *Diane Ravitch's blog*. September 9, 2022

<https://dianeravitch.net/2022/09/09/some-charter-schools-collected-1-billion-in-ppp-loans-that-were-forgiven/>

Analysis: Districts most in need are slow to spend pandemic relief funds

An analysis has found that the school districts that experienced the longest pandemic school closures have spent only an average of 15% of the relief funds allocated to them from the American Rescue Plan, which designates a minimum of 20% budgeted for academic recovery. The delay is significant, experts say, because [recent research](#) points to a direct correlation between the closures and lost learning. Districts, however, say they are hampered by changes in leadership, staff vacancies and supply chain disruptions in allocating the spending.

Linda Jacobson. "Facing pandemic learning crisis, districts spend relief funds at a snail's pace." *The 74*. September 7, 2022

<https://www.the74million.org/article/facing-pandemic-learning-crisis-districts-spend-relief-funds-at-a-snails-pace/>

Some states offer universal school meals

This school year, every student in California, Maine, Massachusetts, Nevada and Vermont will receive free meals, and several other states are considering similar programs as federal pandemic waivers providing free school meals have expired. Many child nutrition advocates are promoting federal universal school meal legislation because meals are just as important as textbooks and bus service.

Bridget Huber. "Hunger advocates want free school meals for all kids. It's tough sell in Congress." *National Public Radio*. September 7, 2022

<https://www.npr.org/sections/health-shots/2022/09/07/1101550783/free-school-meals-kids-hunger>

Report: Food insecurity for children reached record low during pandemic

Food insecurity among families with children fell to 12.5% last year, its lowest rate in over 20 years, according to a report by the USDA. The progress was made in a year when several social safety net programs were still in place, including universal access to free school meals.

Linda Qui. "Food Insecurity for Families With Children Reached Two-Decade Low in 2021." *NY Times*. September 7, 2022

<https://www.nytimes.com/2022/09/07/us/politics/food-insecurity-families.html>

School surveillance could put students in legal trouble

Schools have long used digital surveillance tools that gather sometimes sensitive student information. Now, with some states adopting less-friendly LGBTQ policies and abortion bans, some privacy and civil rights advocates are warning students about the potential implications of their digital footprint on school surveillance.

Mark Keierleber. "With 'Don't Say Gay' laws & abortion bans, student surveillance raises new risks." *The 74*. September 8, 2022

<https://www.the74million.org/article/with-dont-say-gay-laws-abortion-bans-student-surveillance-raises-new-risks/>

Some schools turn to solar energy to save money

Public schools are increasingly using savings from solar energy to upgrade facilities, help their communities, and give teachers raises — often with no cost to taxpayers.

Clara Buckley. "Facing budget shortfalls, these schools are turning to the sun." *NY Times*. September 16, 2022

NEW YORK STATE

Regents: Private schools must meet state standards by December 1

The Board of Regents on September 13 approved new regulations that require private schools to prove they are teaching the same core subjects, in English, that public schools cover. Every school must provide a “[substantially equivalent](#)” education in math, reading, writing, science and history. Schools can cover the topics in different ways – including integrating the curriculum into religious classes – but they must ensure students develop basic skills. Private schools, including Jewish yeshivas, that fail to meet the state’s minimum academic standards will be expected to start upgrading their instruction before December 1. This latest overhaul of the state’s 127-year-old compulsory-education law gives nonpublic schools options: Either they take steps on their own to meet traditional standards, such as obtaining formal academic accreditation; or they can call on public boards of education to approve their coursework. Almost all of the 1,800 nonpublic schools already meet state requirements. However, a group of 30+ Hasidic Jewish schools downstate have vowed to continue operating as they always have. Many experts expect the dispute to wind up in court. In 2015 a group of former students and their parents filed a lawsuit against four yeshivas. The plaintiffs contended that the schooling had focused so much on religion, taught mostly in Yiddish, that recipients never gained skills in English and calculation needed to function in modern society.

John Hildebrand. “NY Board of Regents: Private schools must meet state standards by Dec. 1.” *Newsday*. September 13, 2022
https://www.newsday.com/long-island/education/schools-academic-standards-erzhv78#utm_source=newsletter&utm_medium=email&utm_campaign=Breaking-News&ctc=7180daea0ff17e08169c7036e559bb449e7b92a72e79e86b9188cc63f596b14&utm_term=non

Why the NYSED is proposing revised regulations for private schools

A *NY Times* investigation has found generations of children have been systematically denied a basic education, trapping many of them in a cycle of joblessness and dependency in certain Hasidic communities. The schools operate in violation of state laws that guarantee an adequate education. Yet, they have found ways of tapping into government money, collecting more than \$1 billion in the past four years alone. Where other schools might be struggling because of underfunding or mismanagement, these schools are failing by design. They educate children in Jewish law, prayer and tradition but offer little English and math instruction, and virtually no science or history. Eliza Shapiro & Brian M. Rosenthal. “In Hasidic Enclaves, Failing Private Schools Flush With Public Money.” *NY Times*. September 11, 2022

https://www.nytimes.com/2022/09/11/nyregion/hasidic-veshivas-schools-new-york.html?utm_source=newsletter&utm_medium=email&utm_term=headlines&utm_campaign=altu%20%7C%20capitol%20confidential&sid=5931844424c17c09a3f115af

“Music training in kindergarten can contribute substantially to the development of inhibition control and phonological processing.”

Bolduc, J., et al. (2020). The impact of music training on inhibition control, phonological processing, and motor skills in kindergartners: a randomized control trial. *Early Child Development and Care*.

