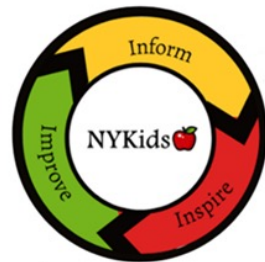


# Remote Schooling during the COVID-19 Pandemic: A Case Study of Impacts on Children in a High Poverty, High Diversity School

February 19, 2022  
Maria I. Khan & Kristen C. Wilcox



# Remote Instruction and Global Inequities

high-income Europe and Central Asia were fully or partially closed for less time (30 weeks on average)



middle-income Latin America and South Asia were fully or partially closed the longest—for 75 weeks or more

low-income countries in sub-Saharan Africa were fully or partially closed for 34 weeks on average

# School Closure Impacts on Students

Academic Gaps

Mental Health  
Concerns

Violence against  
Children

Obesity

Teenage  
Pregnancies

Absenteeism/  
Dropout

# Remote Instruction and Inequities in the United States



Widening Academic Gaps in Achievement by  
Race and School Poverty





## Exacerbated Inequities after March 2020

*“We were living in a pandemic situation prior to our pandemic, immense poverty, immense amount of doors closed, obstacles in their [children’s] way to give them a chance in the future to compete with kids and families who have overwhelmingly more options.”*

(Support Staff, 4.5.22)

# (Overall) Research Study Objectives



1. To quantitatively examine the effects of remote schooling on incidence of adverse childhood events including trauma and injuries among school-age children in NYS.
2. To qualitatively understand how caretakers coped with remote schooling, the challenges that families faced and the residual effects that teachers/counselors are seeing in students.
3. To elicit community-informed recommendations to develop potential trauma-informed interventions in schools.



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# The Big Research Question

**How has remote schooling during the COVID-19 pandemic impacted children in a low income and high diversity school?**



**What challenges did remote instruction create for school leaders and educators in one low income, high diversity urban elementary school?**

**What strategies did school leaders and educators employ to mitigate these challenges?**

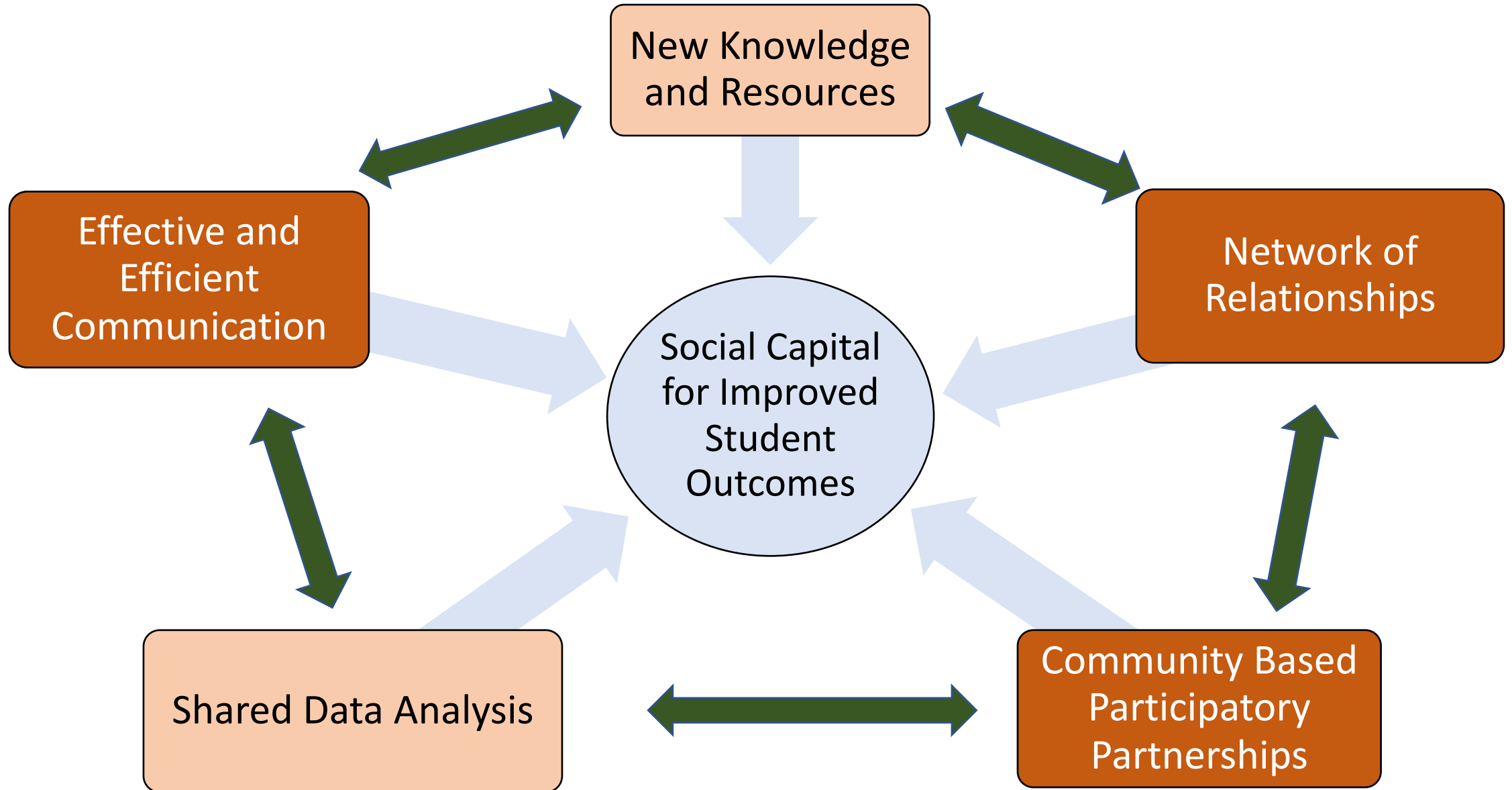


**What challenges did remote instruction create for parents/caregivers and their children in one low income, high diversity urban elementary school?**

**What strategies did parents/caregivers and their children employ to mitigate these challenges?**



# Social Capital Framework

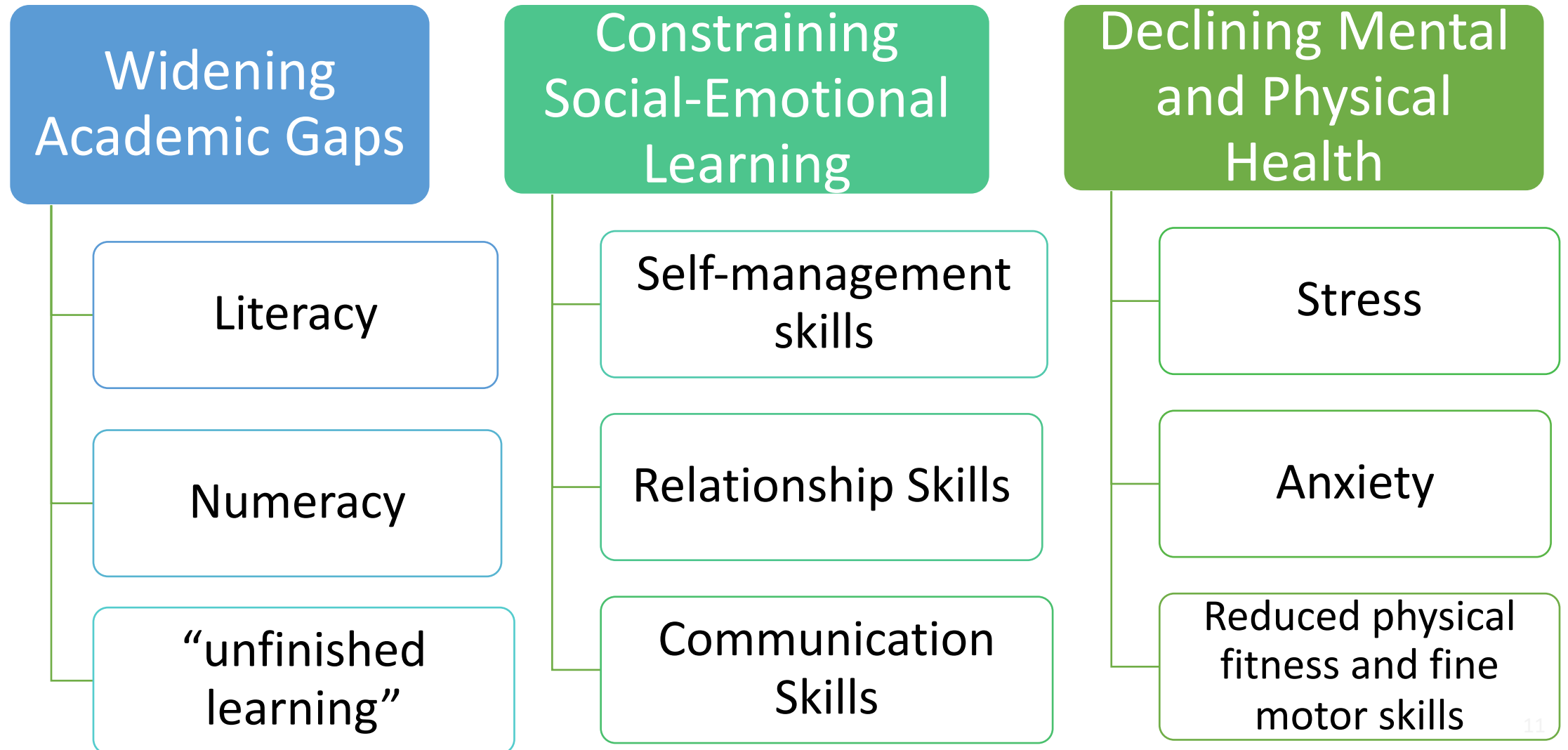


**Sample  
and Other  
Data**

<b>Parents/Caregivers</b>	<b>11</b>
<b>Principal(s)</b>	<b>1</b>
<b>Support Staff</b>	<b>3</b>
<b>Elementary School Teachers</b>	<b>4</b>

	<b>Sample School</b>	<b>District</b>	<b>New York State</b>
<b>Grade Span</b>	<b>K-5</b>	K-12	K-12
<b>Total Enrollment</b>	<b>450</b>	8,231	2,512,973
<b>Economically Disadvantaged</b>	<b>60%</b>	69%	57%
<b>English Language Learners</b>	<b>5%</b>	11%	10%
<b>Students With Disabilities</b>	<b>15%</b>	15%	18%
<b>Student Ethnic/Racial Distribution</b>			
<b>Black or African American</b>	<b>50%</b>	45%	16%
<b>Hispanic or Latino</b>	<b>20%</b>	20%	28%
<b>White</b>	<b>15%</b>	19%	41%
<b>American Indian/Alaska Native</b>	<b>0%</b>	0%	1%
<b>Asian or Native Hawaiian/Other Pacific Islander</b>	<b>5%</b>	9%	10%
<b>Multiracial</b>	<b>15%</b>	7%	3%

# Findings: Impacts on Elementary Aged- Students



# Challenges: Widening Academic Gaps



*"it's a huge shift and our kids are... no longer learning to read. They're reading to learn....We're teaching them to learn, but we're also getting them to learn to read separately... I also think with math, we have some unfinished learning..."*



*"They missed certain things entirely that they would have practiced in real time. So, you know, he was still kind of behind. Pretty much **behind on physical writing**. They didn't really focus on that at all in his second-grade virtual year. They didn't do spelling lists, like they did"*

# Strategies Employed: Widening Academic Gaps



*“the district has supplied **additional staff** to come into our classrooms for like half a day so that we can more effectively address that unfinished learning.”*



*“When he was virtual, he hated it. He hated sitting in front of the computer from 8 until 230 and then, just sitting there - like the **bribery**. I don't like. I didn't want to bribe but like the last hour and a half was always like [tough]”*



# Challenges: Constraining Social Emotional Learning



*"It's like they literally **don't know how to have a conversation with each other**. And it's sad. That group looks **very sad all the time** and it's heartbreaking because I've seen them when they were in third grade also and then it was not like that. And they look so sad. And I think about like who's so and so's friend and I talk to their classroom teacher. They **don't really have a lot of friends**. It's really sad")*



*"She was kind of **depressed** because she missed her friends. She was very, very not you know, **not talking as much**. She was kind of like, you know, in a room because she had to be, you know, in our room for virtual because I had to be downstairs or virtual, the other had to be her room or virtual. So she started **to stay like in her room** a lot. She was you know, kind of down."*



# Challenges: Declining Mental and Physical Health



*“a lot of the **kids became obese**, whereas their peers that they had a class with the year before they were unrecognizable. I noticed that basic motor skills they used to have like I see the kids struggle”*

*“not pinpointing at any one acute incident but just this ongoing impact. It's very stressful-- **numerous adverse childhood experiences**”*



*“I guess it's just difficult. **Trying to explain** this to young children is difficult when they don't really understand what's going.”*

# Strategies Employed: Declining Mental and Physical Health



*“students would be crying and being upset and not able to control it in front of their peers. So we will **take them out** and teach them how to not start all over again during the break”*



*“I would get them out and there was like an **empty parking lot that we go scooter around** and I tried to find - like we you know, we went **hiking** and things like that. So the things that we did changed because we couldn't go to playgrounds and we couldn't see friends. So we had to - we did a lot more hiking and a lot more parking lot scootering and skate.”*



## Findings: Grown-up Experiences with Difficulty in Communication and Engagement

Limited communication channels

Limited access to resources

Virtual events only



# Challenges: Difficulty in Communication and Engagement



*“It was **harder to get in touch with families** during that time because they had so much responsibility, you know, trying to figure out how to get their kids over to taking care of family members taking care of nieces and nephews who are still at work, but now they're working from home, or just managing the stressors of losing their job. I felt like access to them was a little bit more limited. “*



*“ don't know if there was a communication problem. Or if they didn't have enough. We just **wouldn't know why** the kids were suddenly virtual”*

# Strategies Employed: Difficulty in Communication and Engagement



*“If I feel something is off or a teacher might feel something is off, she (homeschool coordinator) would do a **home visit** that day. For example, I sent her a name of a fifth grader today and said to her that I haven’t seen him in three days and mom has not called us so I told her we need to do a home visit today. So I think those home visits really help and it keeps us keep an eye out, sometime it just can be asking if there is anything they need and they would open up. “*



*“ I liked how the school definitely sent out email, then they'd call you, then they would like text you via I forgot. I know it was a school text but then they used a different thing. The school district used a different program for it.”*



# Implications

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- Enhanced understanding from local, national and global policymakers about needs to adapt timelines and expectations to meet academic targets in the near and long term
- Enhanced focus on social-emotional learning and mental health as well as preparation and hiring of staff who have the expertise to do this work
- Enhanced efforts to engage the hardest to reach parents and those most vulnerable to ongoing negative impacts of the pandemic

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Thank you

