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## What are evidence-based practices that support learning recovery?



## Selected Evidence-Based Resources

[Learning recovery](#) addresses the potential content and skills students may have missed due to disruption in schooling. The following strategies have been identified from research on summer learning loss, accelerated learning, and recent literature on learning loss and recovery generated in response to the COVID-19 pandemic.

- What Works Clearinghouse (WWC)-reviewed studies show mixed results regarding the effectiveness of online, hybrid, or in-person settings for courses intended to support learning recovery. In high school, [online courses for credit recovery are less successful](#) in improving high school students' course performance and math confidence than face-to-face courses, at least in the short-term. However, other research suggests online delivery and [hybrid models](#) can [accelerate learning](#) for college students.
- [A Brookings report](#) summarizing research from summer learning loss shows that effective programming centers on evidence-based curriculum, includes hands-on activities to engage learners, enables sufficient time on task, and employ high-quality teachers.
- One possible strategy to support learning recovery suggested by the [Center for Global Development](#) is to simplify planned curriculum to core components to cover additional material in a shorter timeframe.
- [Tutoring one-on-one or in small-group settings](#) appears to be an effective strategy for supporting learning recovery. [WWC-reviewed research demonstrates](#) improved reading outcomes for elementary students who receive intensive tutoring.
- The [Accelerated Education Working Group](#) identifies incorporating social and emotional learning across content areas and learner-centered pedagogy to facilitate learning in catch-up programs. This guidance document also provides a useful chart on pp. 6–7 to help readers determine which type of program may be most appropriate to support students with disrupted learning.



## Additional Resources



A 2021 [REL Central blog](#) post shares some research and resources on COVID-19-specific learning loss and recovery.



The Center for Assessment shares [strategies to respond to COVID-19 achievement gaps](#) and [many other assessment resources](#) for COVID-19 recovery response.



The [Aurora Institute](#) suggests that learning recovery may be mitigated with modernized practices and processes to address students' learning needs within real-world contexts students experience and might experience in the future. This includes adopting [competency-based education](#), [personalized learning](#), and [redesigning systems of assessment](#), all of which have demonstrated increased academic outcomes for students. For example, a RAND Corporation report, funded by the [Bill and Melinda Gates Foundation](#), found significantly large effect sizes when examining the relationship between personalized learning and competency-based education (rather than extended “seat time”) with students' math and reading scores. This study met WWC evidence standards with reservations.