

Mary Jones is a partner with TNTP

What new challenges are educators facing right now in implementing high quality curriculum?

A [recent study](#) predicted that students will experience a learning loss of 30 percent in reading and 50 percent in math as a result of the crisis. It will be tempting to respond by giving students lower-level work to help them catch up, but we know that won't come close to catching students up and will likely compound the problem. In [The Opportunity Myth](#), we found that this approach of “meeting students where they are” practically guarantees they'll lose more academic ground and get even less access to grade-level work in the future. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English. Schools need to be ready on the first day back with a fundamentally different strategy for diagnosing lost learning and putting every student on a fast track back to grade level—a strategy designed to accelerate their exposure to grade-appropriate work, not delay it.

What virtual supports does your organization offer for educators right now as they strive to adjust to this new moment?

We've compiled [a set of free resources](#) to help leaders navigate the wide range of challenges they're facing right now—from implementing strong at-home instruction while schools are closed, to working with their teams remotely, to finding virtual solutions to teacher recruitment, staffing, and professional learning.

Are there additional resources you would recommend?

We created a [Learning Acceleration Guide](#) to help leaders prepare for next year and catch students up without delaying the introduction of grade-level material by providing “just-in-time” interventions to fill in learning gaps from the previous school year.