

# COVID-19 Impact Analysis of Lost Instructional Time

## Superintendents/Charter Leaders Briefing February 2022

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# STUDY OVERVIEW



# Purpose

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## Understanding the Impact of the COVID-19 Pandemic on Student Learning

- Compares students' pre-pandemic expected performance with their post-pandemic actual performance in the 2020-21 school year using EOGs and EOCs
- Historical comparison to trends
- "Impact of Lost Instructional Time"

# Findings

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## Will be released on March 2, 2022, at the State Board of Education meeting

- On average, students made less progress during the pandemic than they did in previous years.
- Preliminary results show that there were negative effects for students across all subjects and grades, which was anticipated.
- Students who returned to the classroom for face-to-face learning and where specific and targeted resources and supports were immediately put in place, did better than the students who were purely remote and disengaged from their school community.

# Use of Findings

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- Understand learning recovery and acceleration programs and interventions across the state.
- Identify promising practices.
- Establish a baseline.
- Set benchmarks to monitor progress over time.
- Target resources and prioritize funding for students who were most affected and for areas of the state that are most in need.

# Research Questions

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Q1: To what extent did the pandemic impact learning for all students in the 2020-21 school year, and were there variations by student group and contextual factors?



Q2: How those differences compare to a typical school year, which, for the purposes of this analysis, NCDPI defined as the 2017-18 school year?

**Estimates of impact: effect sizes converted into "months of learning loss."**

# Research Methods

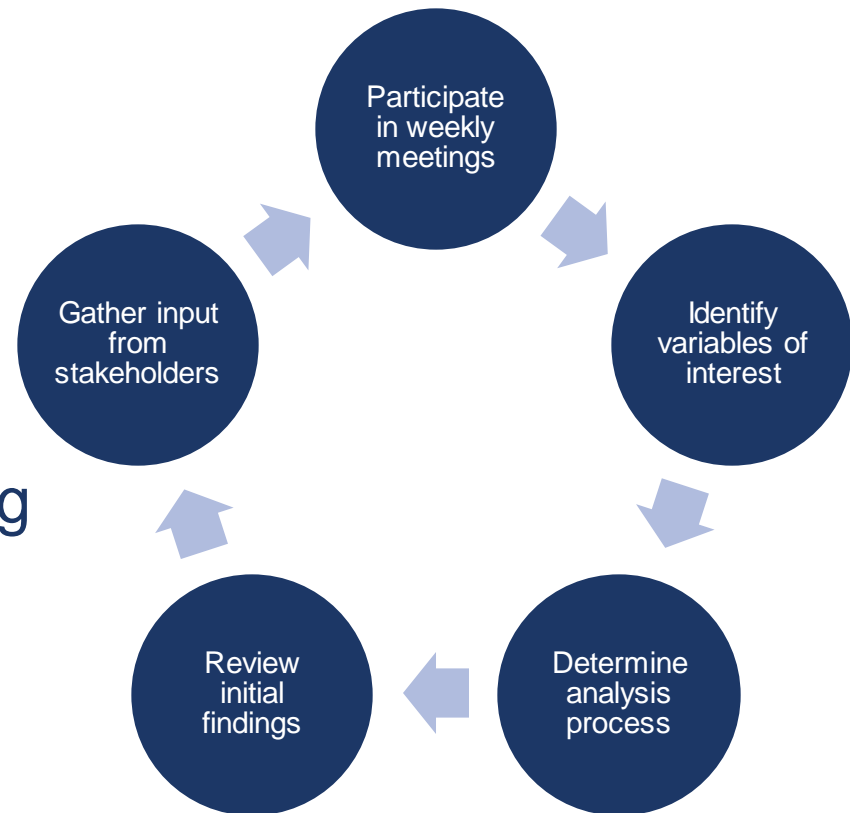
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- Recent legislation (S.L. 2021-3 HB 196) directed NCDPI to contract with a third-party entity to collect, analyze and report data related to the overall impacts of COVID-19 on public school units, students and families.
- The pre-pandemic expected performance is an expected score based on individual students' prior scores using every standardized assessment (EOG's and EOC's) available for that student.

# Research Partner

## Collaborative Partnership:

- EVAAS Team at SAS
- Office of Learning Recovery
- District Human Capital
- Enterprise Data Reporting
- Accountability Services





# State-Level Report Timeline

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- **March 15:** Preliminary JLEOC report due  
-- state-wide summary by student group and school characteristics
  - Opportunity for input from state and local leaders for next level of analysis and interactions
- **December 15:** Technical JLEOC report due

# Preliminary Report: Analysis of Main Effects

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## Student Characteristics

- Race/Ethnicity
- Sex
- Grade
- Instructional Mode
- Academically or Intellectually Gifted
- Chronically Absent
- English Learners
- Students with Disabilities
- Economically Disadvantaged
- Justice-Involved
- Military-Connected
- Students Experiencing Homelessness
- Students in Foster Care

## District/School Contextual Factors

- Average Daily Membership
- SBE Region
- Locale
- ARP Funding Level
- Low Performing
- Majority Race/Ethnicity, EDS, etc.
- Home internet connectivity

# Upcoming School and District-Level Supports

- Aggregated data files based on individual LEA and schools
- EVAAS web reports for authorized users (<https://ncdpi.sas.com>)
- Documentation and supports on how to interpret results

# Other Recovery Studies

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- Virtual Academy Study (SB654)
- Elevating the Student, Teacher, Administrative, Parent Voice through Qualitative Research (ESSER II)
- Studying the long run effects of the COVID-19 pandemic on student, educator, and school outcomes (Spencer Foundation Award)
- Assessing the Long-Term Impacts of School Extension Programs on Student Re-engagement and Learning Recovery (IES Award)
- Assessing the implementation and impact of local interventions to address student mental health and well-being (IES Proposal)

# QUESTIONS?

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