

Key Findings Snapshot:

Understanding the COVID-19 Learning Loss Impact Analysis

Disclaimer: This briefing document is meant to serve as a quick snapshot, only highlighting the key findings from the report presented by the Office of Learning Recovery and Acceleration during the State Board of Education (SBE) Meeting on Wednesday, March 2. The full presentation and report can be found on the website. Please email communications@dpi.nc.gov if you need assistance locating the link.

Statewide Summary:

- Results show that there was a negative impact for all students, for all grades, for almost every subject (except English II). These negative impacts were especially true for Math (5th-9th grades) and Science (Biology, 8th grade).
- Most students continued to progress during the pandemic but at a slower pace than they would have done otherwise.

Next Step as a Result of the Findings:

- NCDPI will work with state and local leaders to make sure the data presented is useful and actionable. These findings provide guidance for NCDPI to strategically target resources and prioritize funding for students who were most affected and for areas of the state that are most in need.

Key Takeaways:

Staff from the Office of Learning Recovery and Acceleration offered these key takeaways to the SBE with a focus on eliminating opportunity gaps:

- **Connectivity** – Students need access to reliable broadband internet at home, which directly impacts their ability to access robust, dynamic instructional materials and resources. Cross-sector partnerships should focus on solving the rural and economic broadband divide.
- **In-Person Instruction** – The majority of students need regular interaction and direct personal engagement with their principals, teachers, and peers.
- **Students Disproportionately Impacted by the Pandemic** – Education leaders and teachers should focus resources and targeted interventions on students who have been most negatively impacted by disrupted learning caused by the pandemic.
- **Focus on Content Areas of Highest Need** – Education leaders and teachers should focus resources and targeted interventions for early grades reading, middle grades math, and science in the transition years.

Use of Findings:

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

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Breakdown of Findings by Subgroups

Male/Female:

- Despite early predictions that male students were more negatively impacted than female students, this was not true on average.
- However, because females outperform males in a “typical year,” females are further from what we might have expected in the absence of the pandemic.

Race/Ethnicity:

- Students of all races/ethnicities were negatively impacted by the pandemic.
- Pre-existing disparities have increased, however, the extent to which these disparities have changed varies by test.

Military-Connected:

- Military-connected students were slightly closer to their pre-pandemic learning trajectories compared to the general population of students.

Economically-Disadvantaged:

- Gaps widened between economically-disadvantaged students and the general population of students, especially in reading grade 4, math grade 5, and the sciences.

Academically or Intellectually Gifted:

- Despite early predictions, AIG students were significantly negatively impacted too, especially for reading in grades 6-8 and math in grade 8.

Students with Disabilities:

- Students with disabilities were closer to their pre-pandemic learning trajectories compared to the general population of students, especially for reading in grades 3, 6, and 8.

English Language Learners:

- English Learners were closer to their pre-pandemic learning trajectories compared to the general population of students.

*****Please see the Background Briefing Document for an explanation detailing the research methodology used in this report and cautions to consider before writing or reporting*****