

# The Office of Learning Recovery And Acceleration

Regional Charter Leader Meeting  
March 2022

Dr. Michael Maher, Executive Director  
Office of Learning Recovery and Acceleration

# OLR Team

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# Mission

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The mission of the Office of Learning Recovery and Acceleration is to serve PSUs by providing the research and support needed to make evidence-based decisions to aid in recovery and accelerate learning for all students.

The Office of Learning Recovery partners with PSUs and other stakeholders to bring needed solutions to long-standing challenges facing NC public education.

# Evidenced-Based Decision Making

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- COVID-19 Lost Instructional Time Impact Analysis (ESSER II)
- 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)
- New Home, Same Education: Does enrolling in a charter school reduce the educational costs of residential mobility? (Fordham)

# **Results: COVID-19 Impact Analysis of Lost Instr uctional Time**

# 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.
- Results show that there was a negative impact for all students, for all grades, for almost every subject (except English II), which was anticipated. These negative impacts were especially true for Math (5th-9<sup>th</sup> grades) and Science (8<sup>th</sup> grade).
- 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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- Establish and 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.](#)



# 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.

# 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

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

## 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

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- 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

# RESULTS

# Framing the Results

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- We present selected key findings followed by graph of the data.
  - Graphs from 2018 provide a snapshot of "business as usual."
  - Graphs from 2021 provide an estimate of "impact of the pandemic."
  - Vertical 0 line means students in those groups are performing as we would expect – they are on track based on past performance.
- This data is unique to North Carolina as it is individual, student level data (~1.4M students) and not based on sample sizes which means all differences are *statistically* significant.
- This data goes beyond how many students met grade level proficiency and presents the difference between where we expected students to perform and how they actually performed.

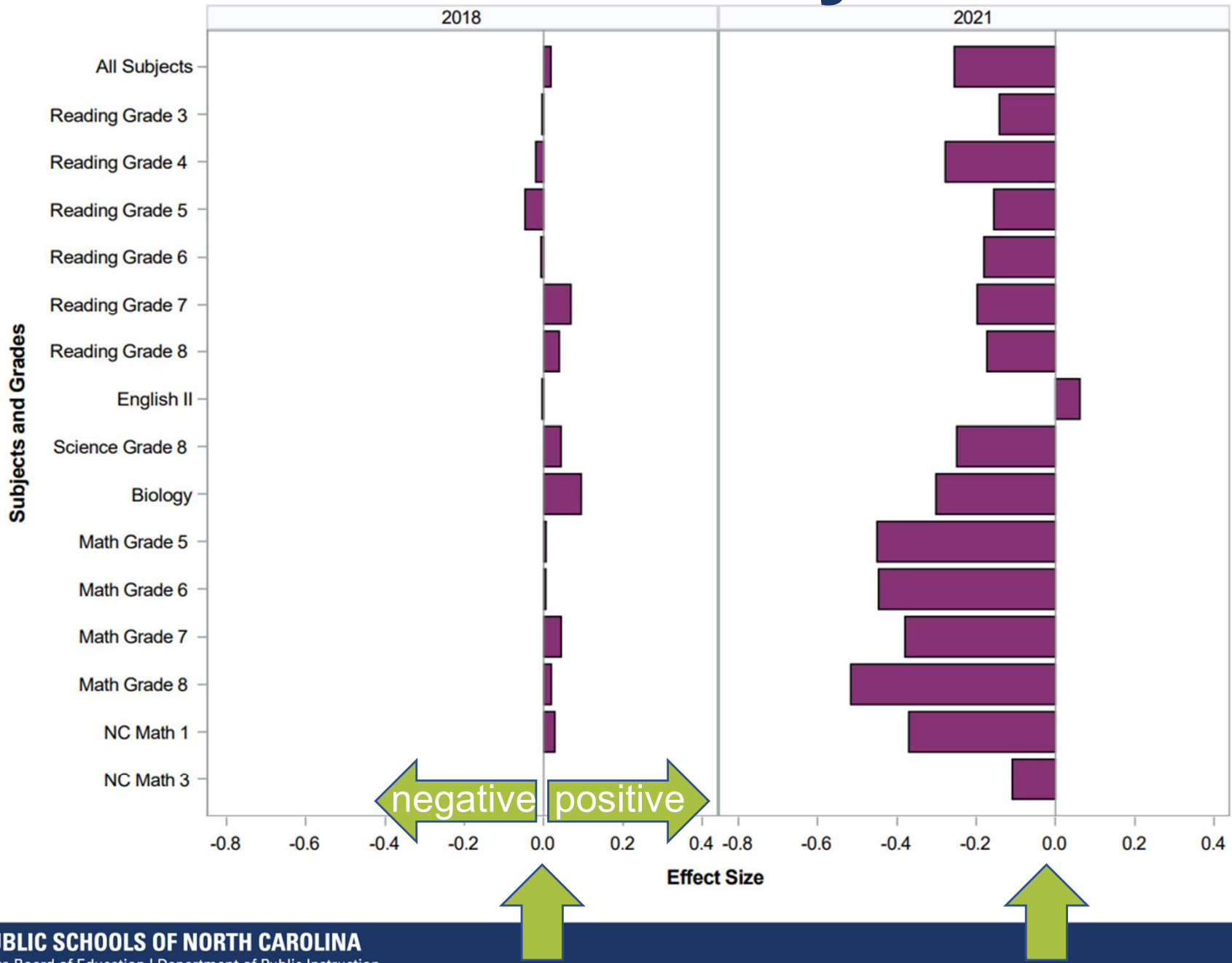
# Statewide Summary

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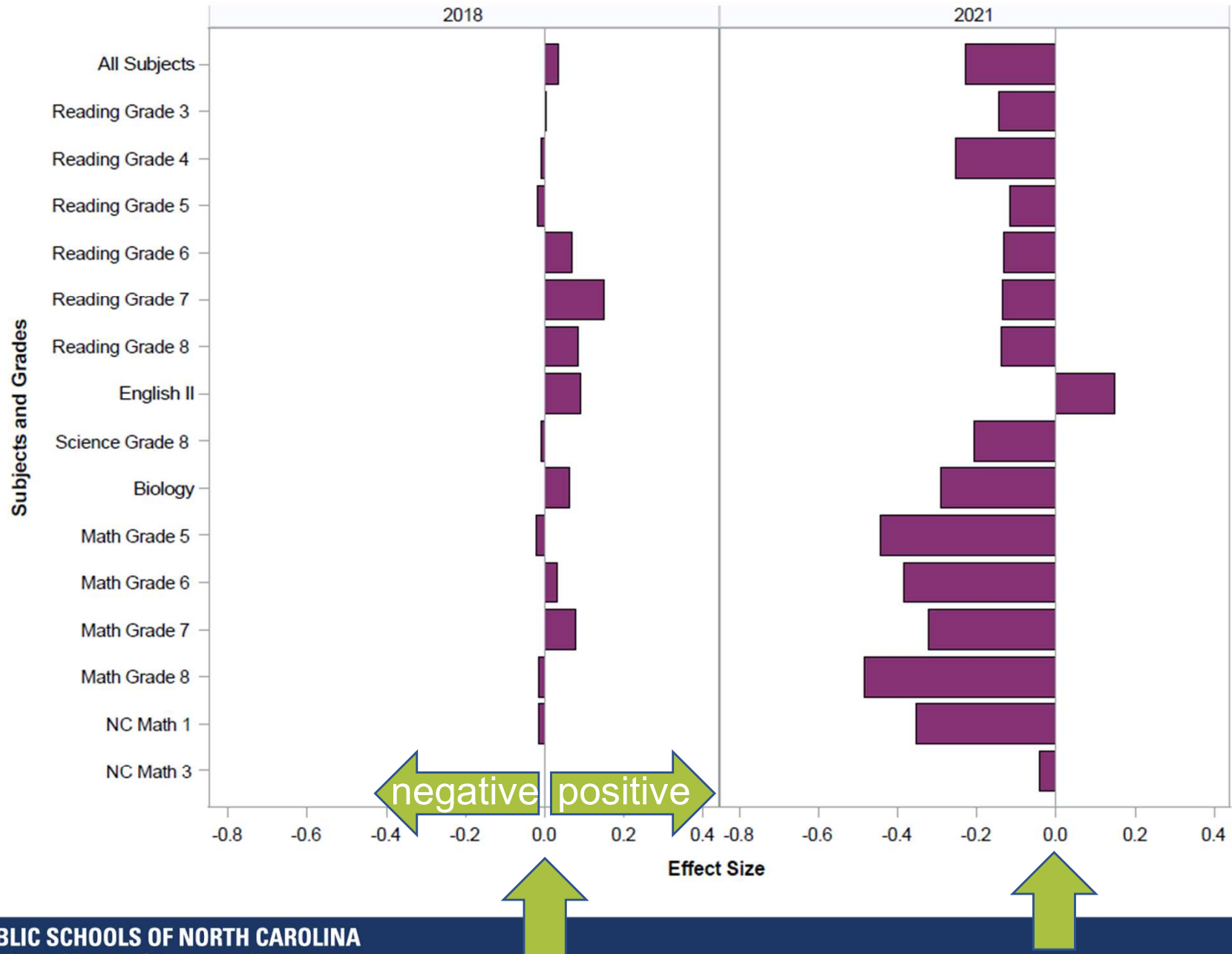
- Negative impact for all students, for all grades, for almost every subject (except English II), and especially for Math (5th-9th); Science (Biology).
- Most students continued to progress during the pandemic but at a slower pace than they would have done otherwise.



# Statewide Summary



# Charters Only Summary

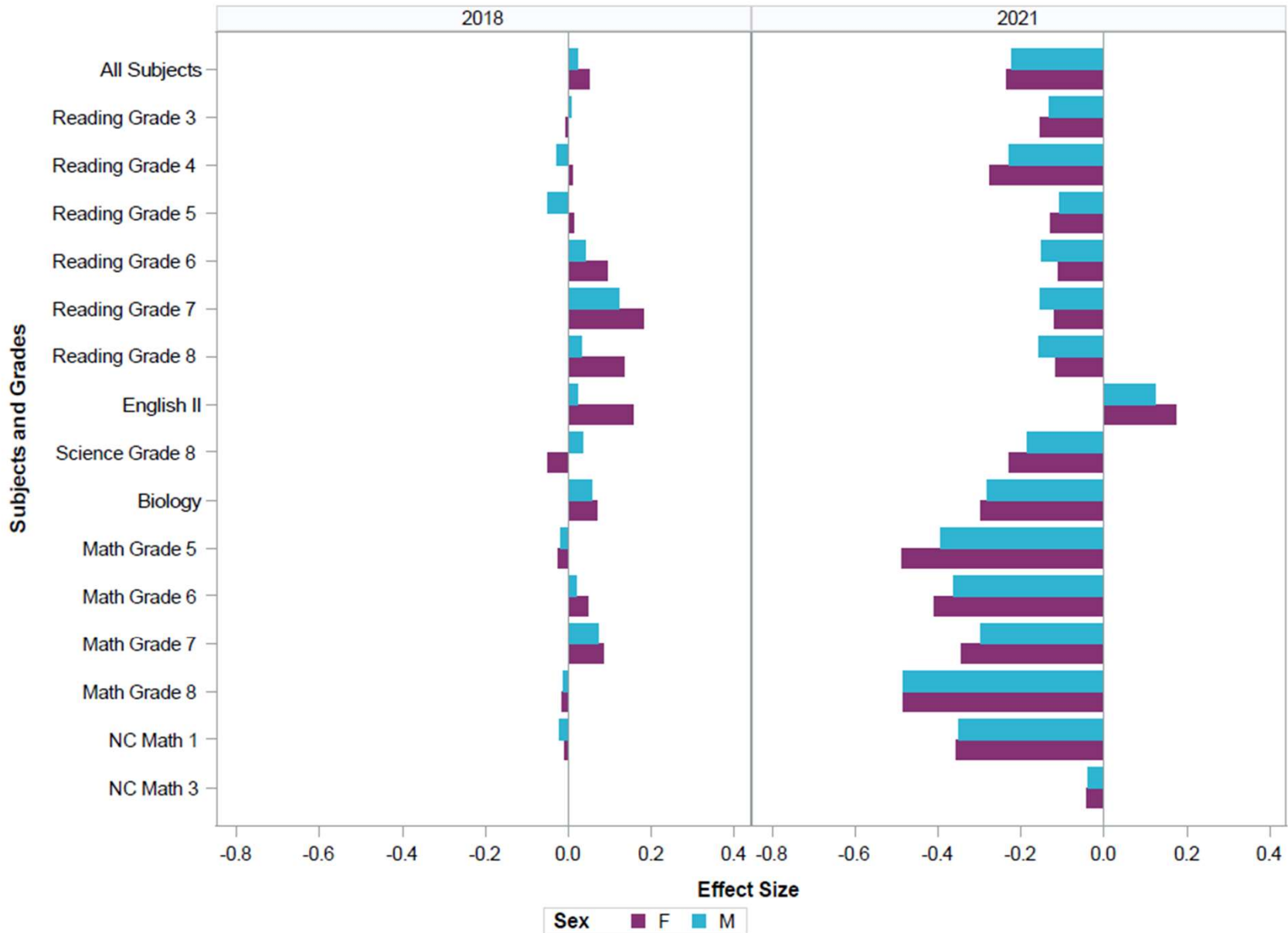


# Female/Male

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

# Female/Male

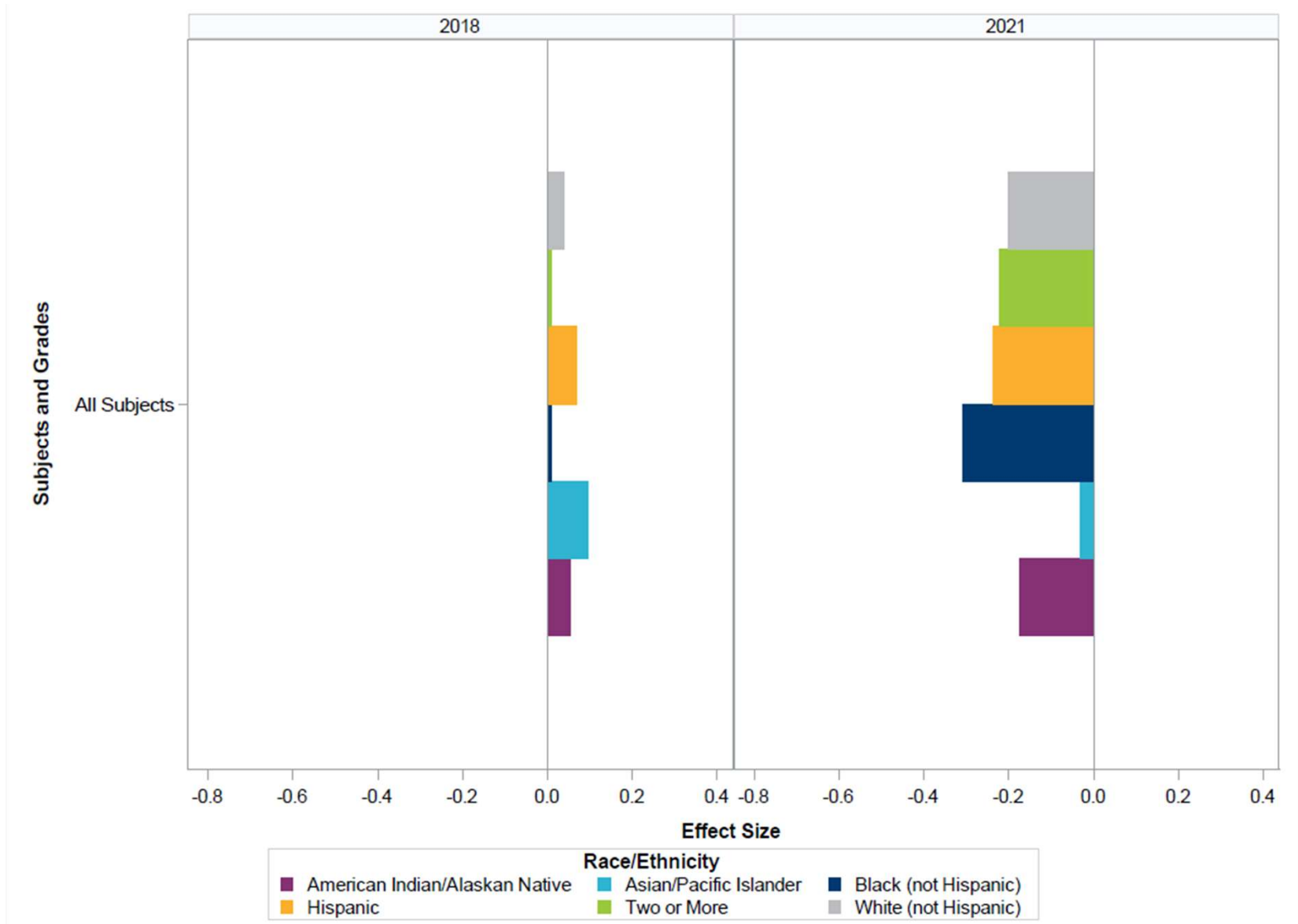


# Race/Ethnicity

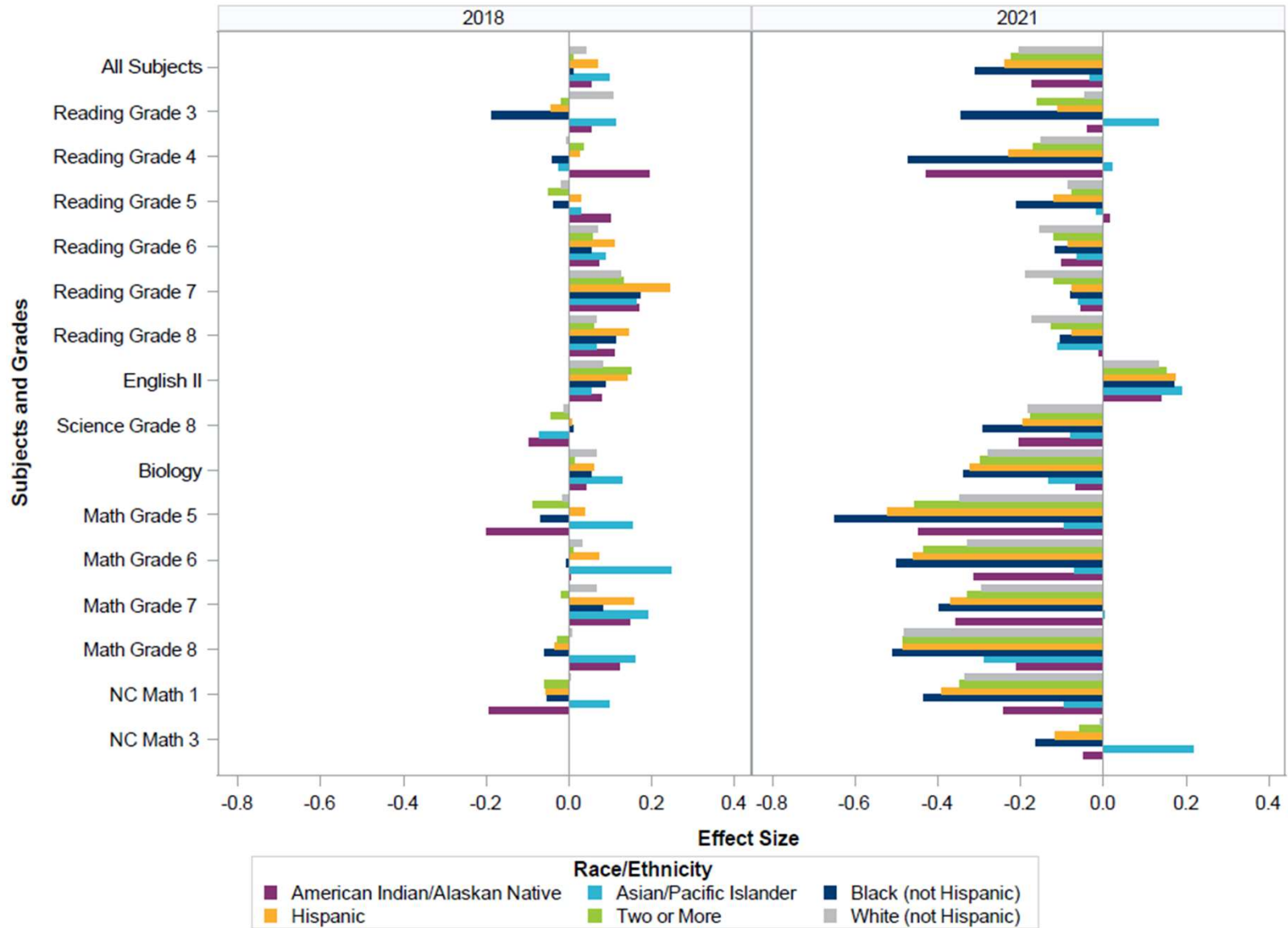
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- Students of all races/ethnicities negatively impacted by the pandemic.
- Pre-existing disparities have increased.

# Race/Ethnicity



# Race/Ethnicity



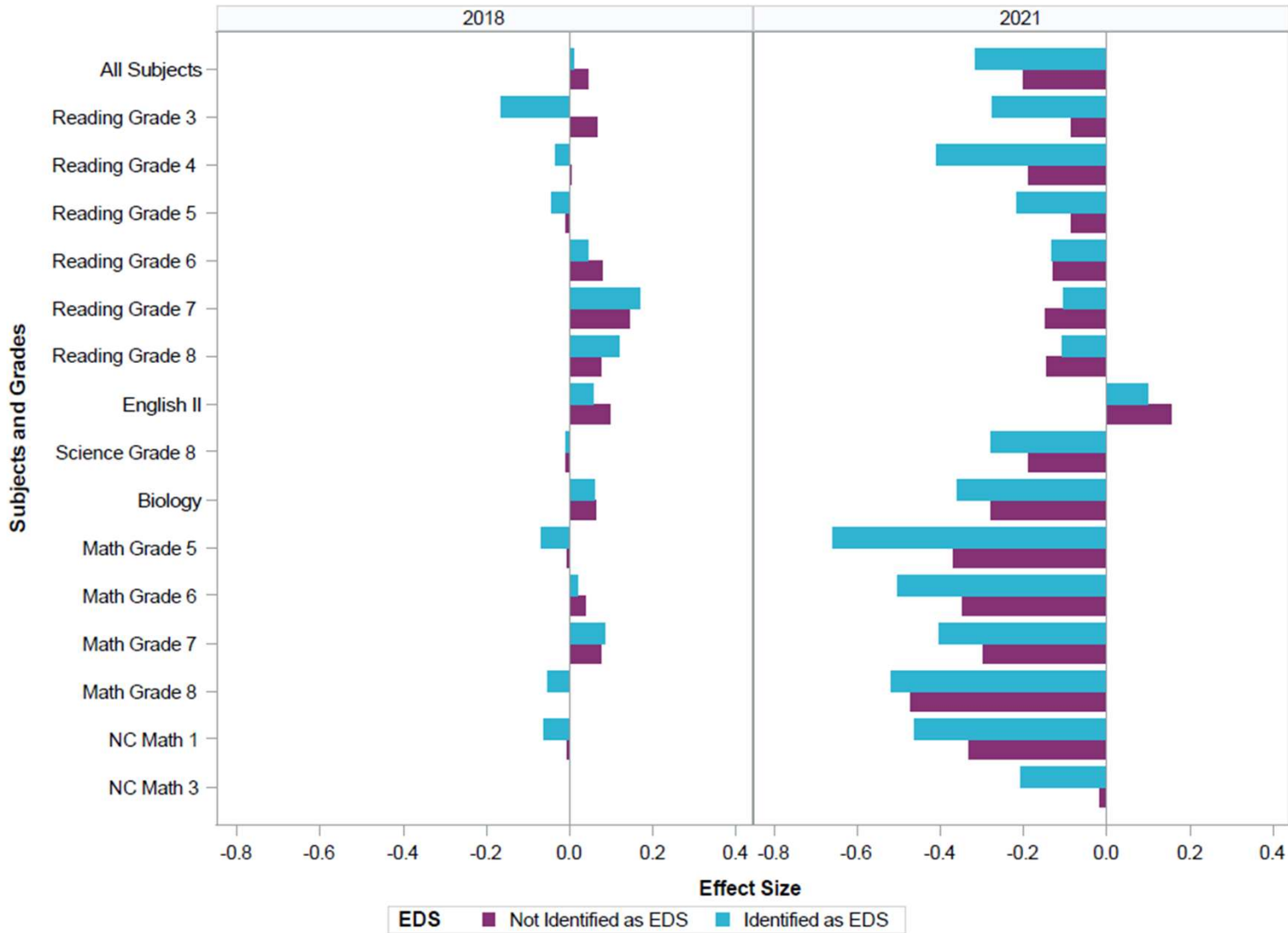
# Economically Disadvantaged Students

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- Gaps widened between economically disadvantaged students and all other students, especially in early grades.



# Economically Disadvantaged Students

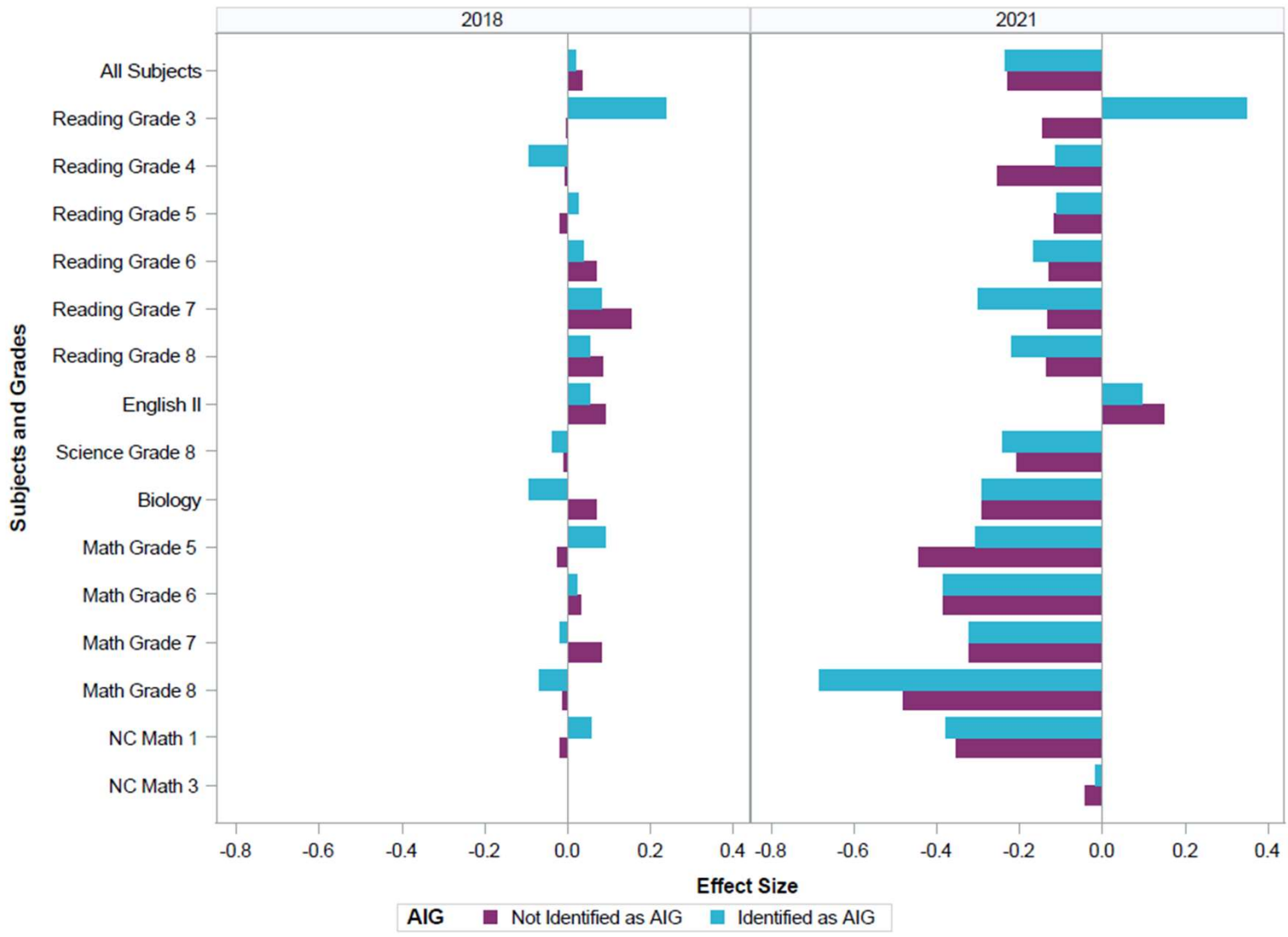


# Academically and Intellectually Gifted (AIG) Students

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- Despite early predictions, AIG students were significantly negatively impacted too, especially in math.

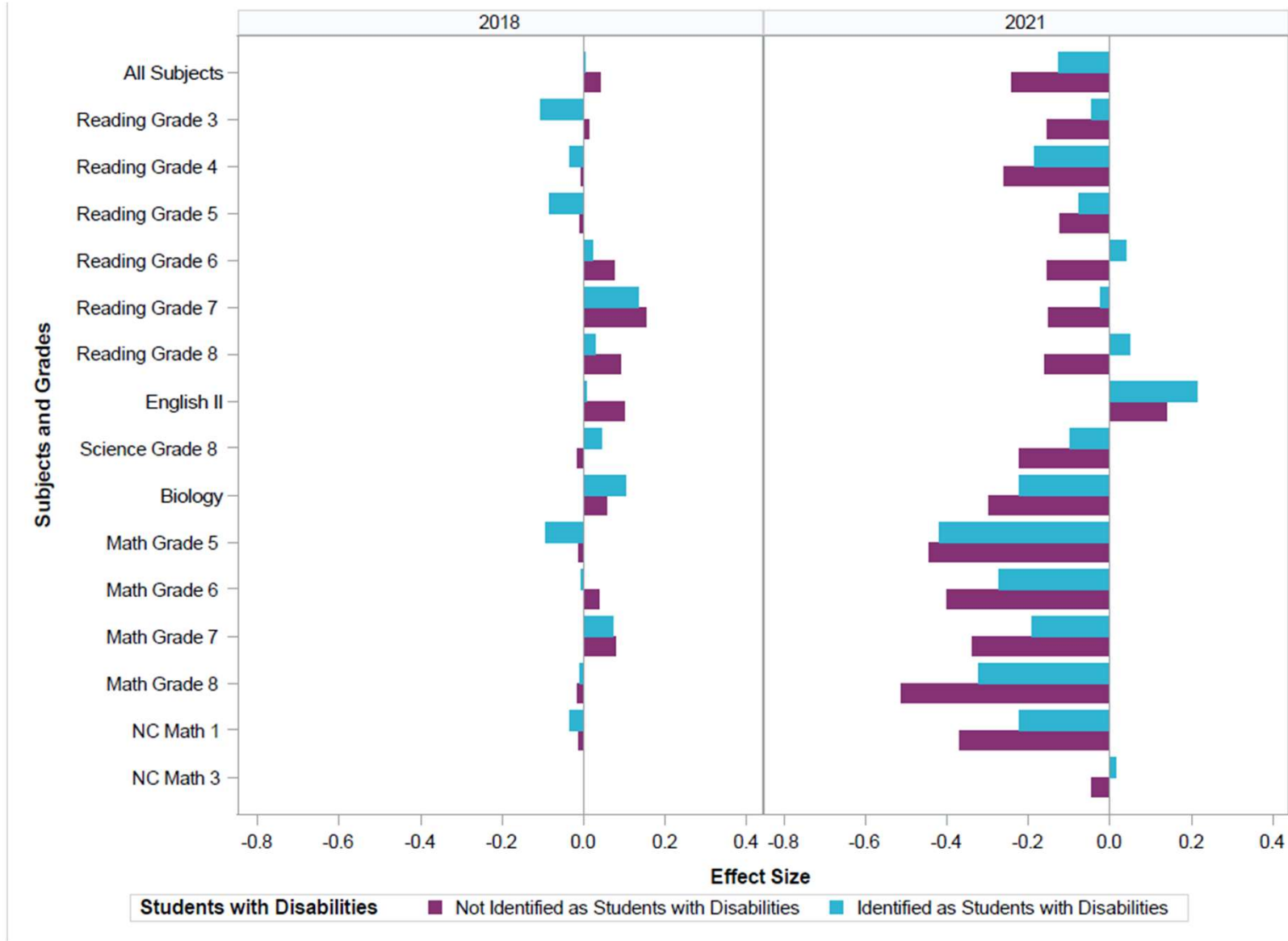
# Academically/Intellectually Gifted



# Students with Disabilities

- Students with Disabilities were closer to their pre-pandemic learning trajectories compared to the general population of students.

# Students with Disabilities

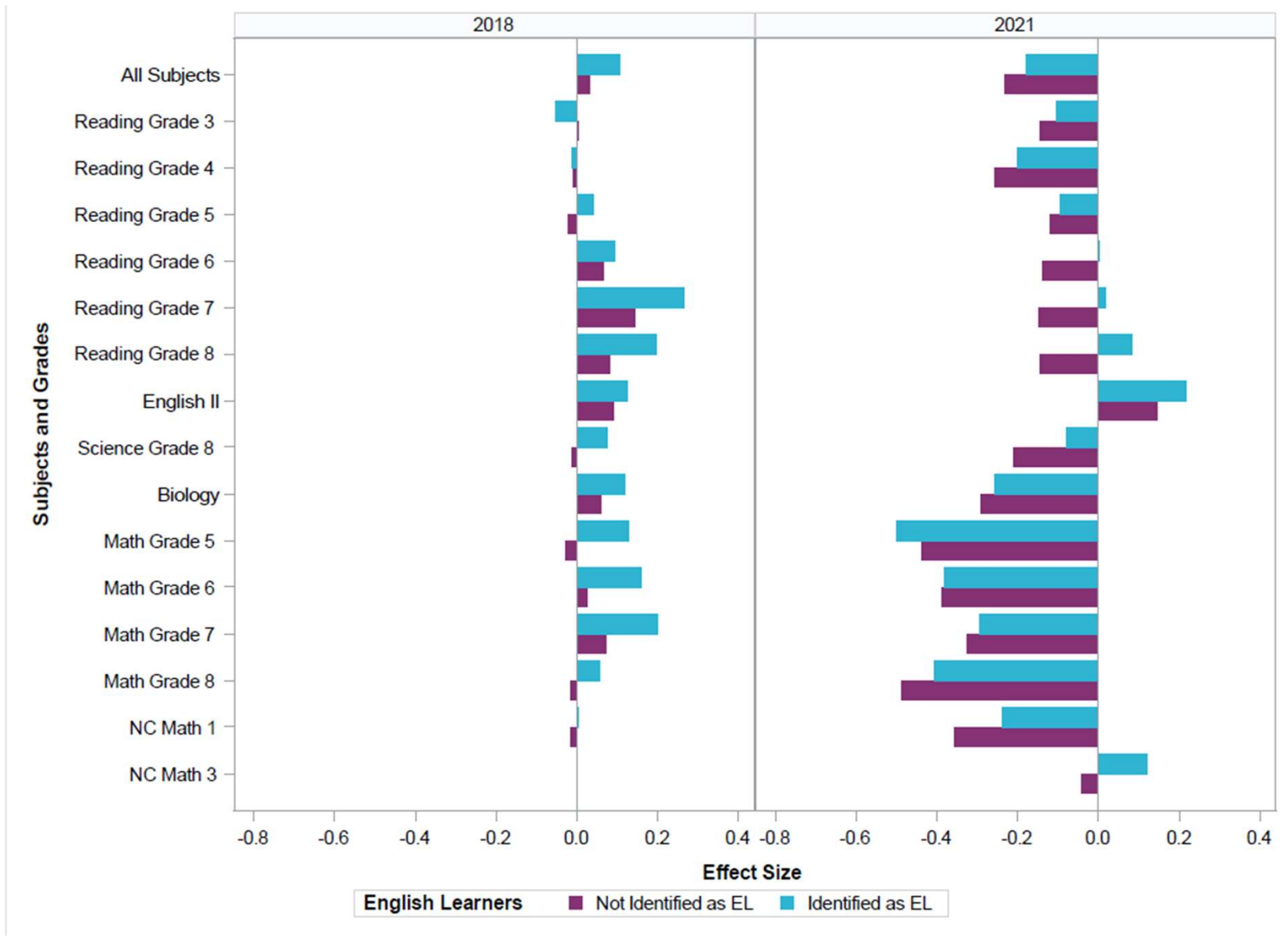


# English Learners

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

# English Learners



# REPORT NEXT STEPS



# Next Steps for 2022

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- Develop a series of white papers based on Preliminary Report (March 15)
- Gather input from state and local leaders for next level of analysis and interactions to inform final Technical Report (December 15)
- Continue to work with SAS to support enhanced PSU EVAAS web portals and development of resources
- Leverage partners in rigorous research studies to continue to engage in evidenced-based decision making
- Develop months of learning loss estimate

# **New 2022 TWC Items & 2020 Remote Learning Survey Results**

# \*New\* items on 2022 Teacher Working Conditions Survey

Features four items similar to previous items on a remote learning survey from fall 2020

1

What percent of your instruction this year has been spent on reteaching prior grade academic standards?

2

At this point in the 2021-22 school year, how do your students' needs for social/emotional/mental health support compared to the same time in a typical school year?

3

Please estimate how your students' current academic progress as compared to past academic progress the same time in a typical school year?

4

At this point in the 2021-22 school year, please select the top five issues of MOST concern...

# Remote Learning Survey

- Project between the NC State Board of Education and the Education Policy Initiative at Carolina (EPIC).
- EPIC delivered the survey to all staff in certain roles with valid emails, *excluding charters*. Staff received different questions depending on their role.
- Recipients responded between October and November 2020.

# Remote Learning Survey

~16% completed the survey

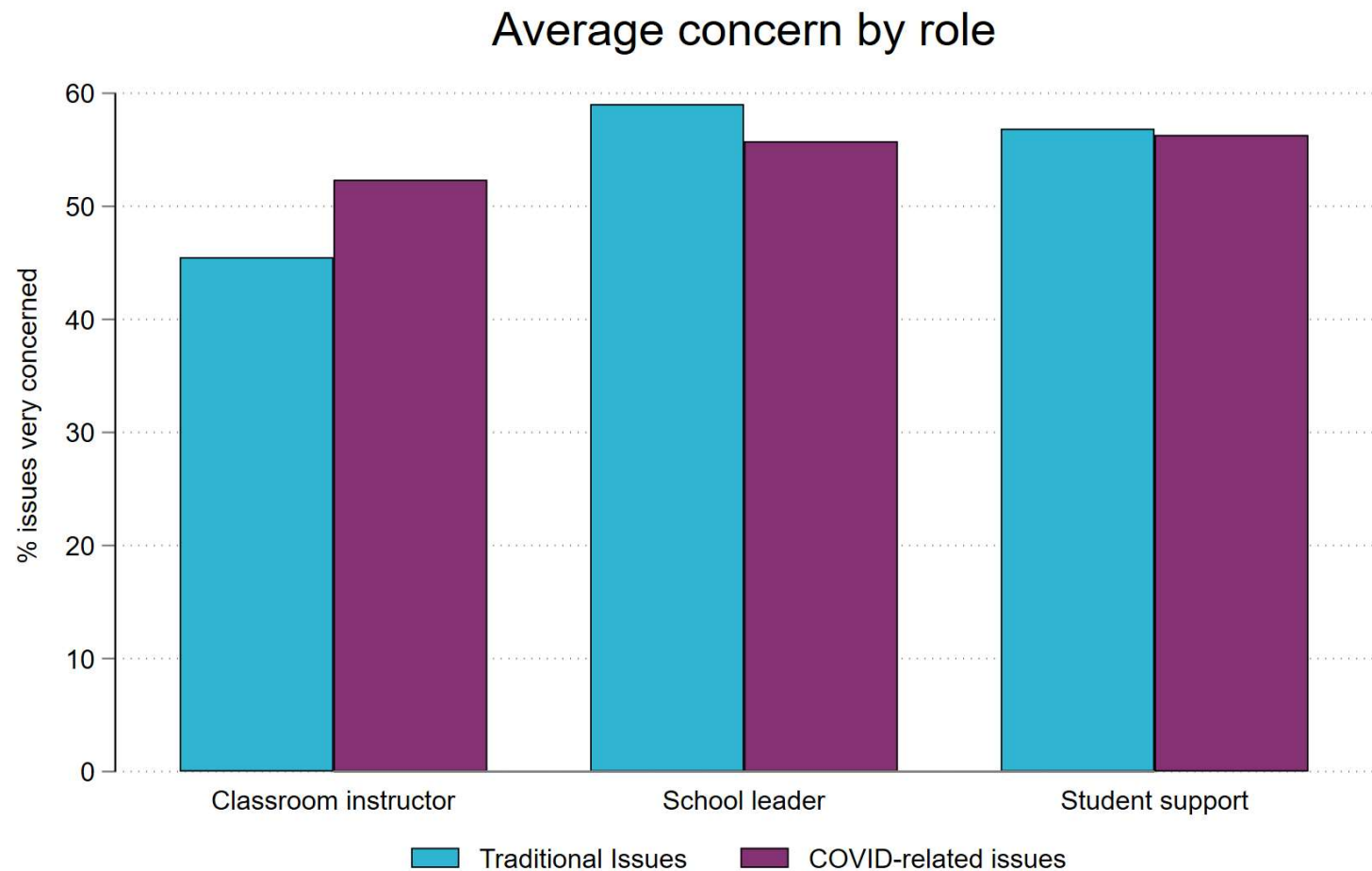
- 12,746 teachers/teacher assistants
- 709 principals or assistant principals
- 2,081 counselors, social workers, school psychologists

# Summary Findings from Fall 2020

1. Staff concerns differed by role.
2. Most teachers were unable to consistently deliver new content between March-June 2020.
3. Most staff, especially teachers, spent much more time on social-emotional support than pre-pandemic.
4. Teachers reported a negative impact on academic progress for most students.

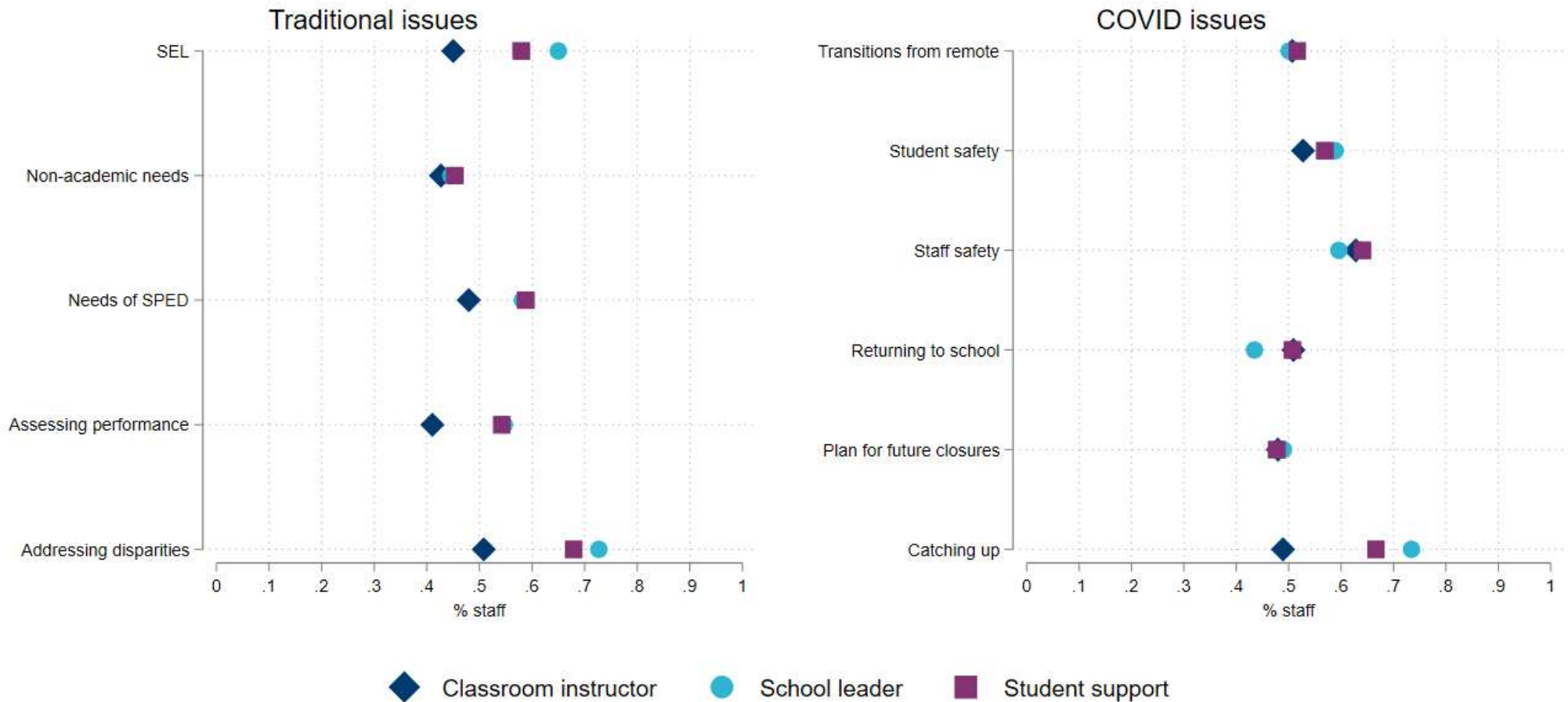
# Concerns Differed by Role

- On average, school leaders and student support were about as concerned by COVID issues. Classroom instructors were slightly less concerned by COVID issues.
- Classroom instructors were less likely to be concerned about traditional issues.



# Differing concerns between

Percent staff very concerned

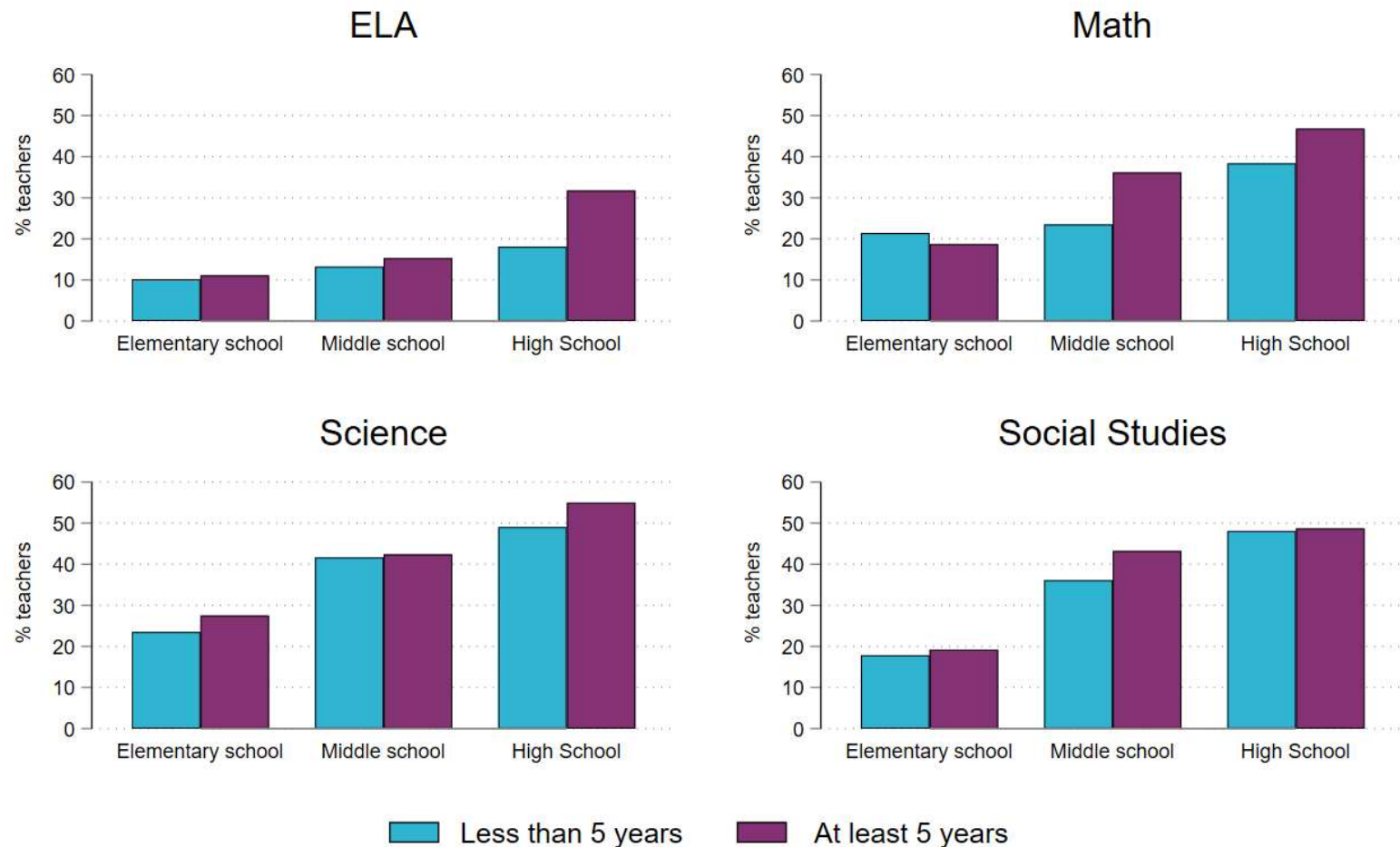




# Decreased New Content Delivery

- Only 27% of teachers reported teaching at least some new content during school closure in spring 2020.
- This likelihood varied by grade level, subject, and teacher experience.

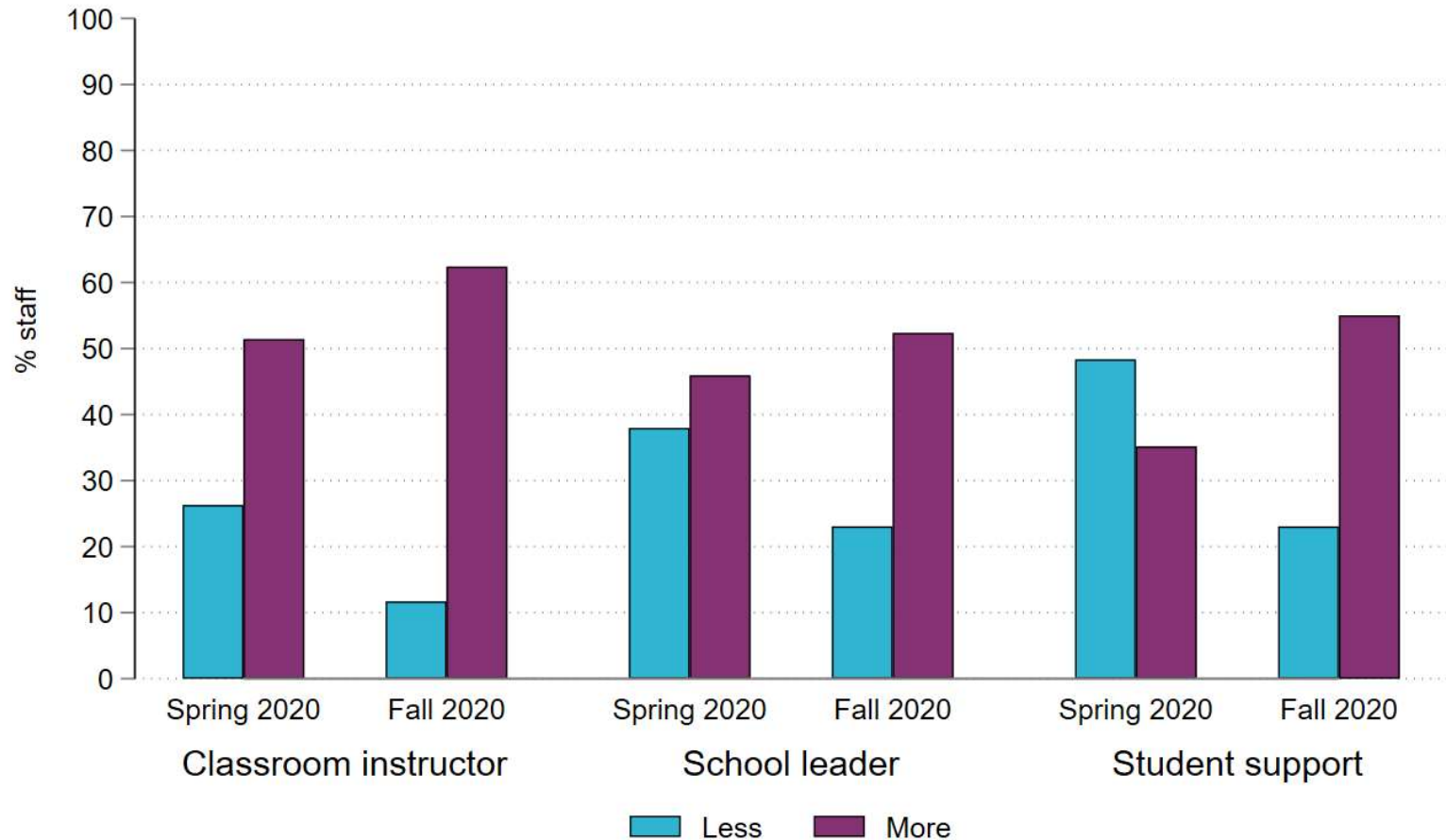
Percent teachers teaching at least some new content



# Increased Time Spent on Social-Emotional Support

- Time spent on social-emotional support increased between school closure in 2020 and fall 2020.
- About 80% of staff are currently spending more time on social-emotional support than pre-pandemic.

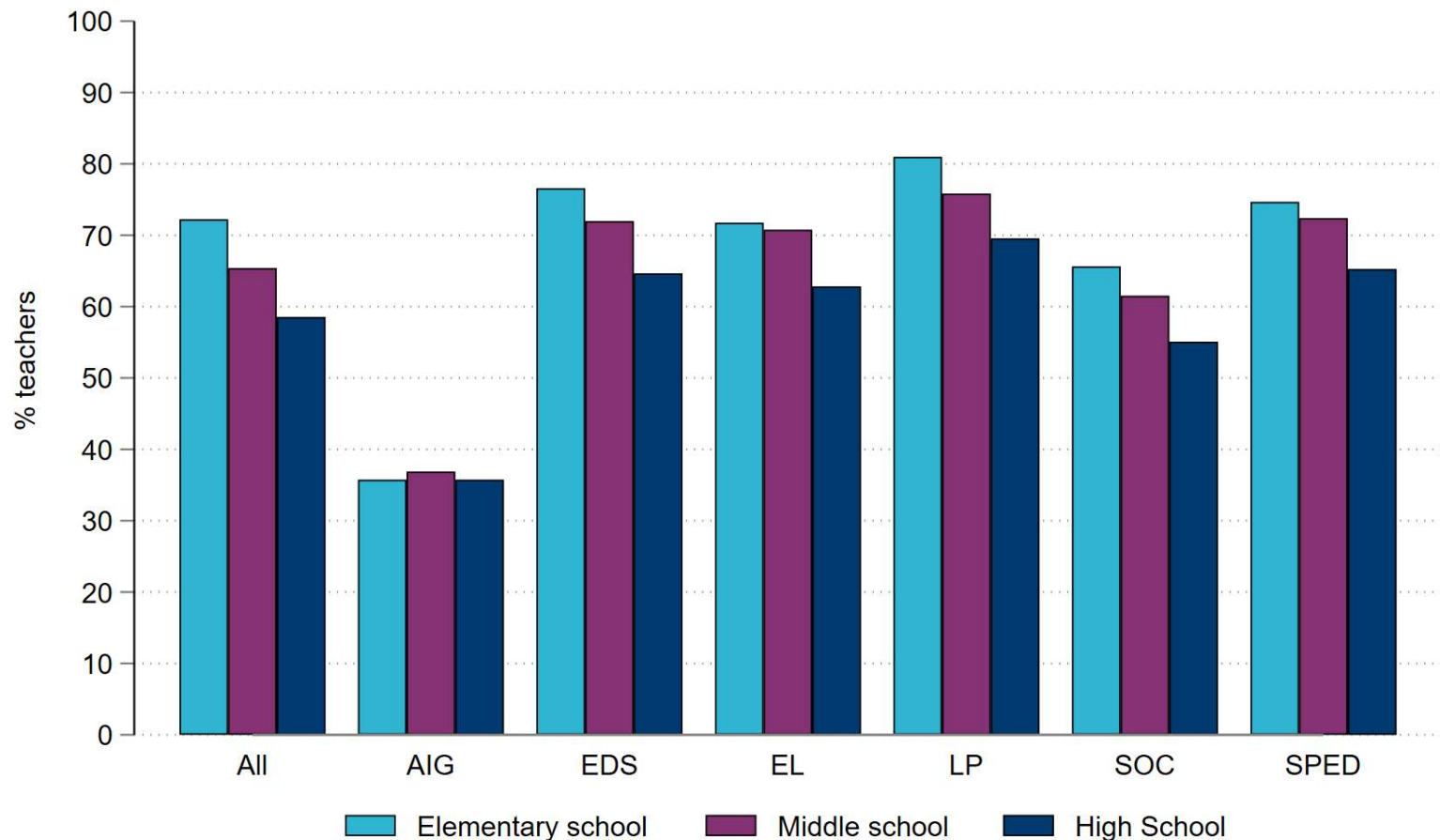
Time spent on social-emotional support



# Perceived Negative Impact on Academic Progress

- 66% of teachers perceived that all students experienced at least some loss by fall 2020.
- However, teachers perceived different degrees of loss for different subgroups and at different school levels.

Percent teachers reporting at least some loss



# Next Steps

- Contact [jeni.corn@dpi.nc.gov](mailto:jeni.corn@dpi.nc.gov) or [calen.clifton@dpi.nc.gov](mailto:calen.clifton@dpi.nc.gov) for:
  - Full copy of the survey
- Promote use of NC TWC in your school

# OLR PROGRAMMING OVERVIEW

# Summer 2021: School Extension

## [SL2021-7 \(HB82\)](#): School Extension

- SL2021-7 required each LEA to develop a school extension learning recovery and enrichment program.
- LEAs were required to develop programs so that eligible students would have access to either 150 hours or 30 days of instructional programming for grades K-12.
- **247,912 students** enrolled and 213,467 were identified as “at risk” (86%) by their PSU.
- Students recovered **12,369** credits during the summer extension program. Mathematics, English/Language Arts, Science, and Social Studies courses were the course most often taken by students seeking credit recovery.
- Approximately 58% of participants improved their pre-post lexile and quantile score.

[\\*Full Report](#)

Student Group	School Extension	State 2020-21
Male	53.99%	51.26%
Female	46.01%	48.74%
Black	37.13%	24.82%
Hispanic	25.35%	19.78%
White	28.23%	45.49%
Economically disadvantaged	55.81%	39.19%
Students with disabilities	18.46%	12.44%
English learners	14.59%	8.46%

# Summer 2022

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- **PRC 176: Summer Bridge Academies**
  - 186 PSUs with approved applications
  - 115 LEAs
  - 71 Charters Schools
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- **PRC 177: Summer Career Accelerators**
  - 168 PSUs with approved applications
  - 115 LEAs
  - 53 Charters Schools



# ESSER III

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- **Summer Career Accelerator Programs (PRC 188)** to distribute funds to support public school units in addressing COVID-19 related needs during the summer, including through in-person instruction to address learning loss and provide enrichment activities for students in grades 6-12. **(\$36,017,804)**
- **Math Enrichment Programs (PRC 189)** to distribute funds to support public school units in addressing COVID-19 related needs during the instructional year, including through after-school and before-school programs that incorporate supplemental in-person instruction to address learning loss in math in grades 4-8. **(\$36,017,804)**



# Promising Practices

# Promising Practices Strands

**Navigating Students Toward a Brighter Future**

*This Promising Practice reflects a focus on Prioritizing Student Support Services and Transforming the Human Capital Pipeline.*

[www.dpi.nc.gov/about-dpi/operation-polaris](http://www.dpi.nc.gov/about-dpi/operation-polaris)



- Learning Recovery and Acceleration
- Strengthening Literacy
- District & School Transformation
- Student Support Services
- Reforming Accountability & Testing
- Human Capital

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# Promising Practices Strands

**Promising Practices Clearinghouse**

Select one or more strands

 LEARNING RECOVERY    DIST & SCH. TRANS.    ACCOUNTABILITY    LITERACY    STUDENT SUPPORT    HUMAN CAPITAL

Discover promising practices across NC Filter your search 



# Promising Practices Strands

**IT Helpdesk Internships  
Solar Apprenticeships**  
HALIFAX COUNTY SCHOOLS  
JANUARY 2022

Promising Practices Dashboard - Engaging Students through Work-based Learning

**Practice Description**

Student internships are not a novice, as the modern internship has roots as far back as the 17th century guild system. Within the educational context, internships are opportunities to provide students with avenues for experiential learning that prepares students for the workforce through work-based skills attainment, as well as soft skills development. Essentially, internships offer students a way to gain relevant knowledge and skills while also putting their learning into practice in an applicable way.

This report details a cross-curricular approach to developing and sustaining a student internship program that also serves as a student support services outreach initiative and service-learning project.

**IT Helpdesk, Tech Team Internships**

When the COVID-19 Pandemic began to impact North Carolina Public Schools (PSUs) in March 2020, an immediate transition into remote instruction transpired. Students were working from home through various means, from paper packets and curated content aired on television to online instructional platforms. Some PSUs already offered a one-to-one ratio, meaning one device per student, but many districts did not offer that immediately.

As devices became more available—it's important to note that the whole country was basically trying to purchase more devices for student use—districts shifted to greater technology distribution and usage. The increase that didn't happen during this shift was that of technology repair staff to fix the devices as repairs were needed. Halifax County Schools found a solution to that problem through IT interns who would serve as technicians for the IT Helpdesk. Dr. Cunningham explained that the concept of this was to develop a district-based model similar to that of the well-known Geek Squad (NCBCE, 2021). With only two people in the district's IT department, the interns were a much-needed inclusion. Students were selected through a teacher recommendation process to suggest students who they believed would be a good fit for the class and who would benefit most from it.

Within the IT intern program, Tiffany Taylor, the CompTIA IT Fundamentals and Computer Engineering Technology I Teacher at Halifax County Schools' Northwest Collegiate & Technical Academy, provided: "Our students will not only learn to repair computers, but will also have the opportunity to gain credentials." She furthered that an incoming freshman will have the chance to obtain two IT certifications, CompTIA IT Fundamentals v, and CompTIA A+. Taylor noted of the program's purpose: "We wanted to give our students hands-on experience and make them employable right out of high school." It was truly a focus on workforce development, while also solving a problem that surfaced as a result of the COVID-19 pandemic.

Student interns gain the 21st century skills they need to perform successfully within any career. With students being able to actually repair the Chromebooks, it helps to alleviate some of the duties on the IT department. "This puts the district in a place where it can repair and return Chromebooks in a timely manner," stated Taylor.

**Navigating Strands Toward a Brighter Future**

This Promising Practice reflects a focus on Prioritizing Student Support Services and Transforming the Home-Capital Pipeline.

[www.dpi.nc.gov/about-dpi/operation-practice](http://www.dpi.nc.gov/about-dpi/operation-practice)

North Carolina Department of  
**PUBLIC INSTRUCTION**

## INCLUDES:

- ✓ overview of all the strands and examples.
- ✓ monthly roll-outs based on themes (work-based learning, teacher housing, grow your own, etc.).
- ✓ various assets: research briefs, infographics, write-ups, videos, websites, VR experiences.

[\\*Website](#)

# Questions/Comments

