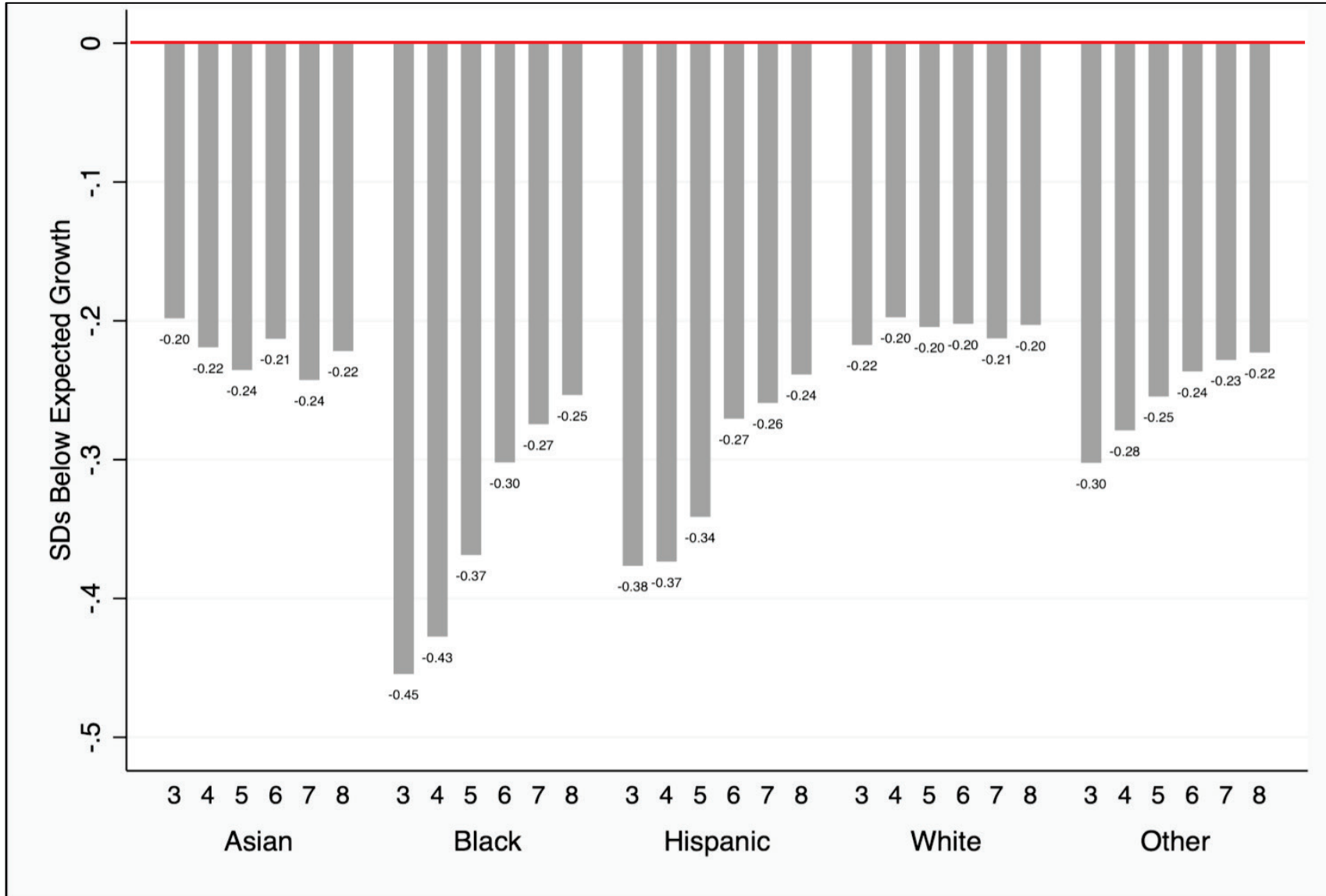


The Road to COVID Recovery

Actionable Research on School District Strategies for Student Achievement

Dan Goldhaber, CALDER

Actual vs. Expected Math Growth from F19 to F21 by Race



- Impacts of COVID on academic growth were substantial on average
- Disproportionate impacts for disadvantaged students
- Effects varied by district

Road to Recovery (R2R) Project Overview

- Partnership between CALDER, NWEA, Harvard and 12 school districts
- Districts providing data on student eligibility and participation in academic COVID recovery initiatives
- Building rigorous evidence about the implementation and effects of COVID recovery efforts
- Disseminating timely findings to partner districts and the broader field



Acknowledgements

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A Comprehensive Picture of Achievement Across the COVID-19 Pandemic Years: Examining Variation in Test Levels and Growth Across Districts, Schools, Grades, and Students

Dan Goldhaber
Thomas J. Kane
Andrew McEachin
Emily Morton



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The Consequences of Remote and Hybrid Instruction During the Pandemic

Dan Goldhaber
Thomas J. Kane
Andrew McEachin
Emily Morton
Tyler Patterson
Douglas O. Staiger



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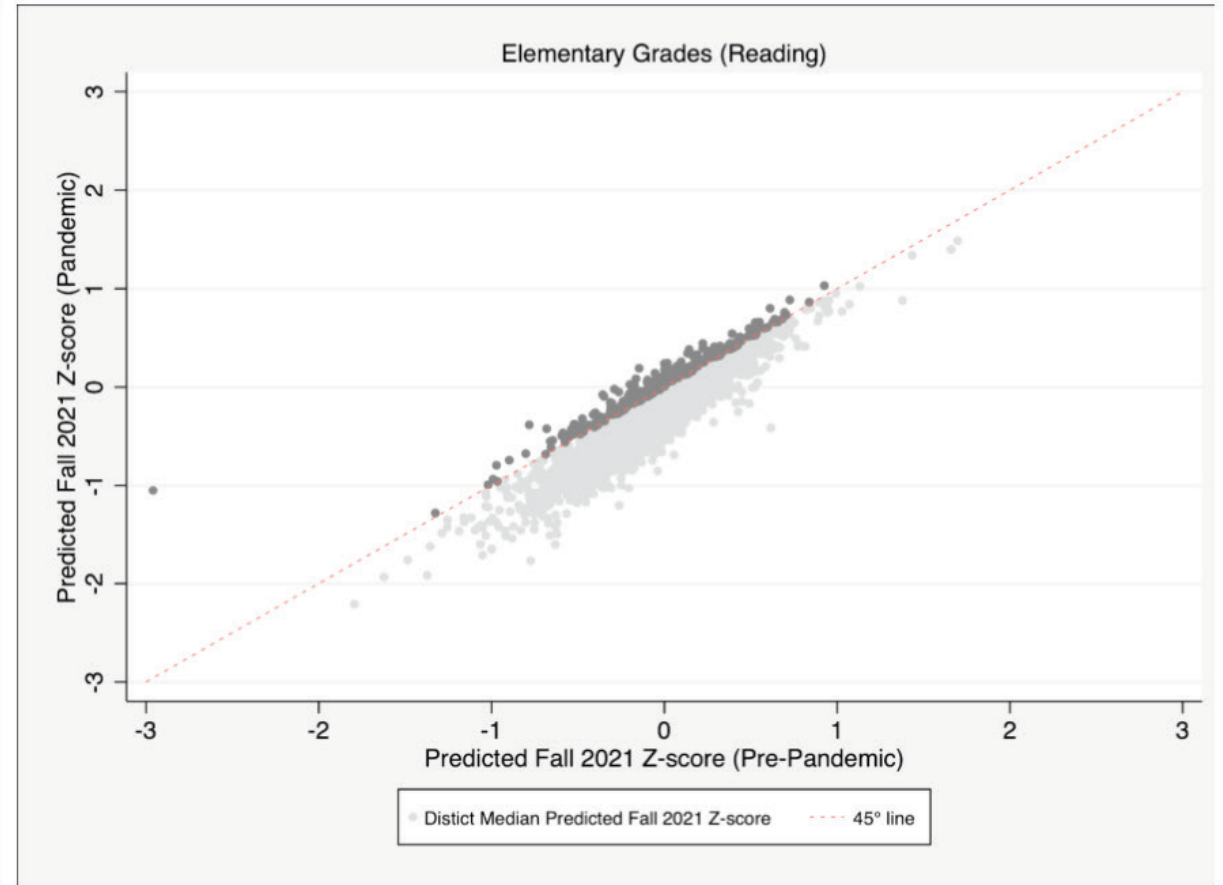
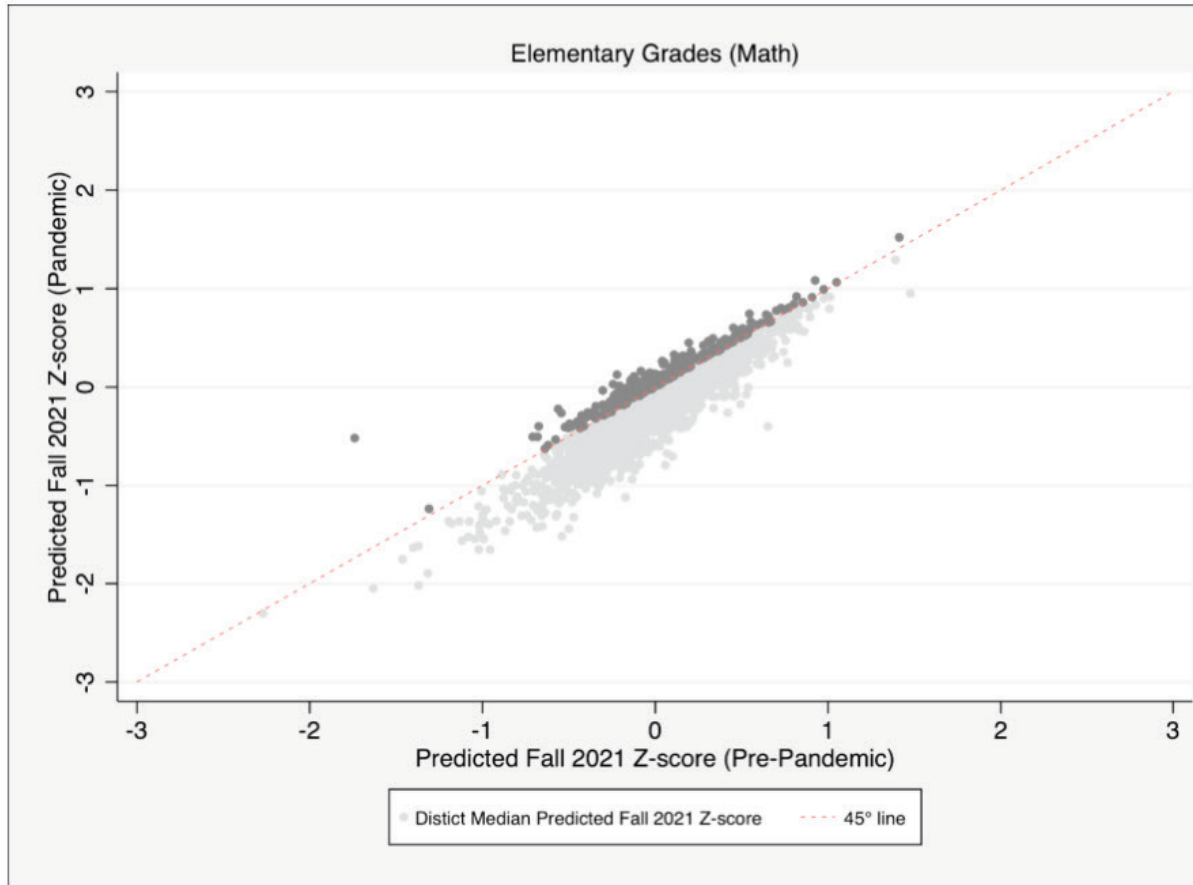
The Challenges of Implementing Academic COVID Recovery Interventions: Evidence from the Road to Recovery Project

Maria V. Carbonari, Miles Davison, Michael DeArmond, Daniel Dewey, Elise Dizon-Ross, Dan Goldhaber, Ayesha K. Hashim, Thomas J. Kane, Andrew McEachin, Emily Morton, Tyler Patterson, & Douglas O. Staiger

<https://caldercenter.org/covid-recovery>

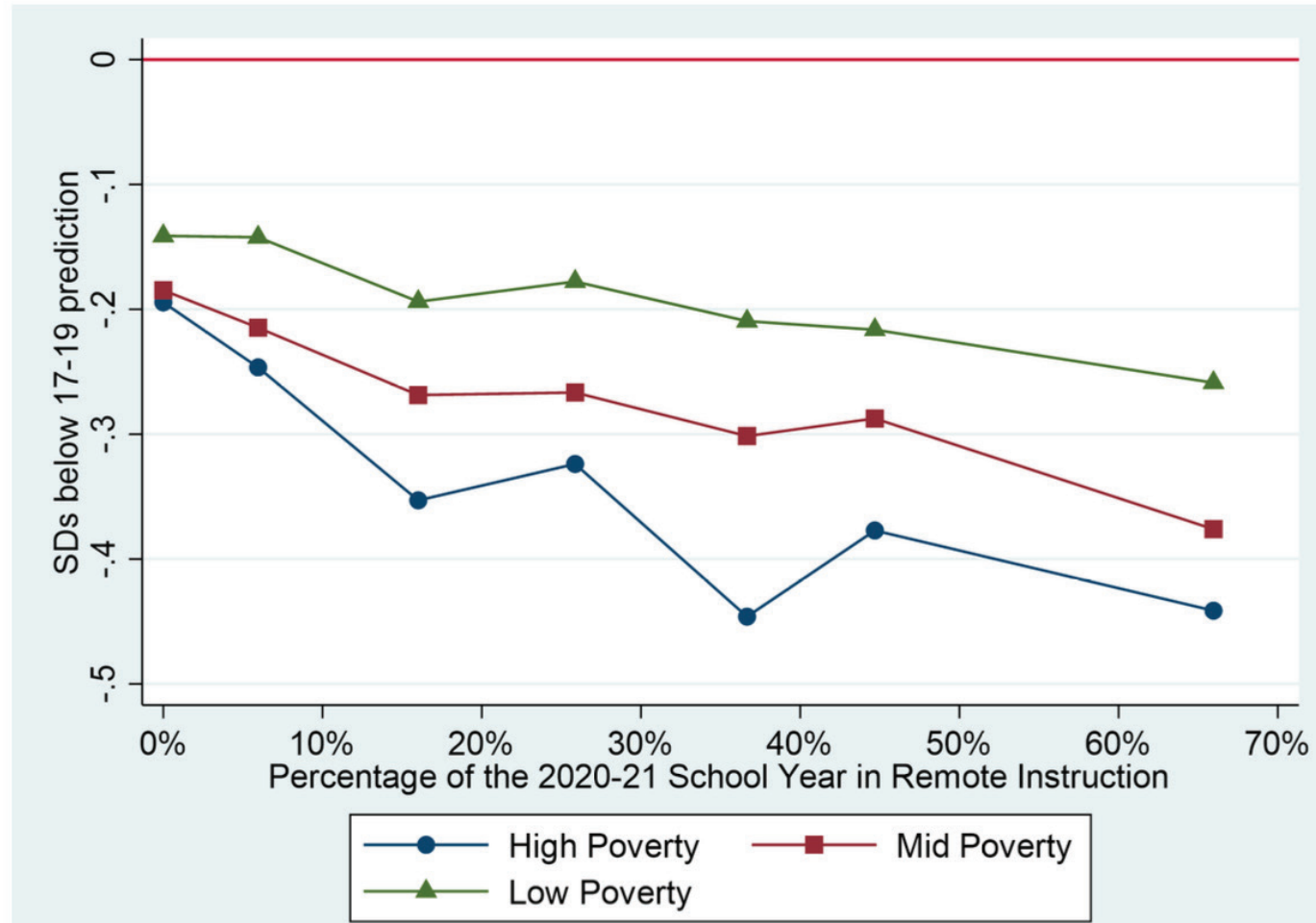


Predicted Fall 2021 Test Scores Based on Pre-pandemic Estimates and Pandemic Estimates



Pandemic Achievement Effects by Remote Schooling and School Poverty

Standard deviations below pre-pandemic predicted scores, math



Agenda

- Newest R2R Report: *The Challenges of Implementing Academic COVID Recovery Interventions*
 1. To what extent did math and reading test achievement in the R2R districts rebound as of spring 2022?
 2. What types of academic interventions did the R2R districts use, and what types of students did they target?
 3. What were the initial results of these interventions?
 4. How might the implementation of the interventions help explain their initial results?
- Next stages of project
 - AIR Equity Initiative funded deep dive into Guilford County Schools

Data

- MAP Growth interim assessment data
- District interviews on academic intervention plans
- Student-level data on eligibility and participation in interventions
- Follow-up interviews about intervention implementation



Research Question #1

1. To what extent did math and reading test achievement in the R2R districts rebound as of spring 2022?
2. What types of academic interventions did the R2R districts use, and what types of students did they target?
3. What were the initial results of these interventions?
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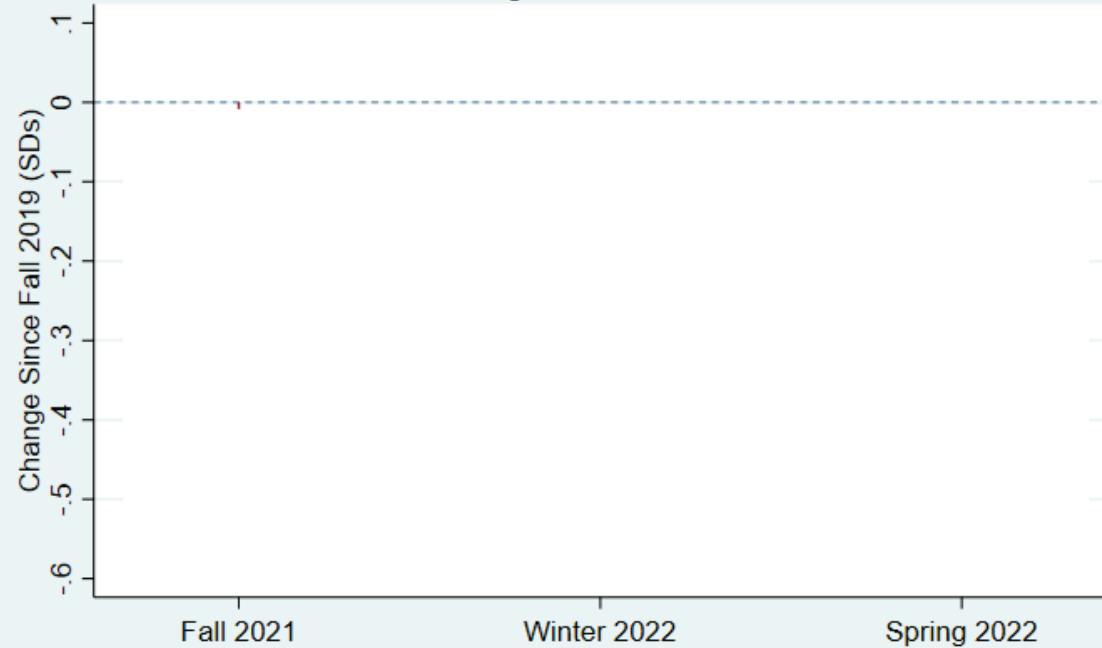
Recovery in Math and Reading for Grades 3-8

Average Standardized RIT Score by Term, Math:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Math

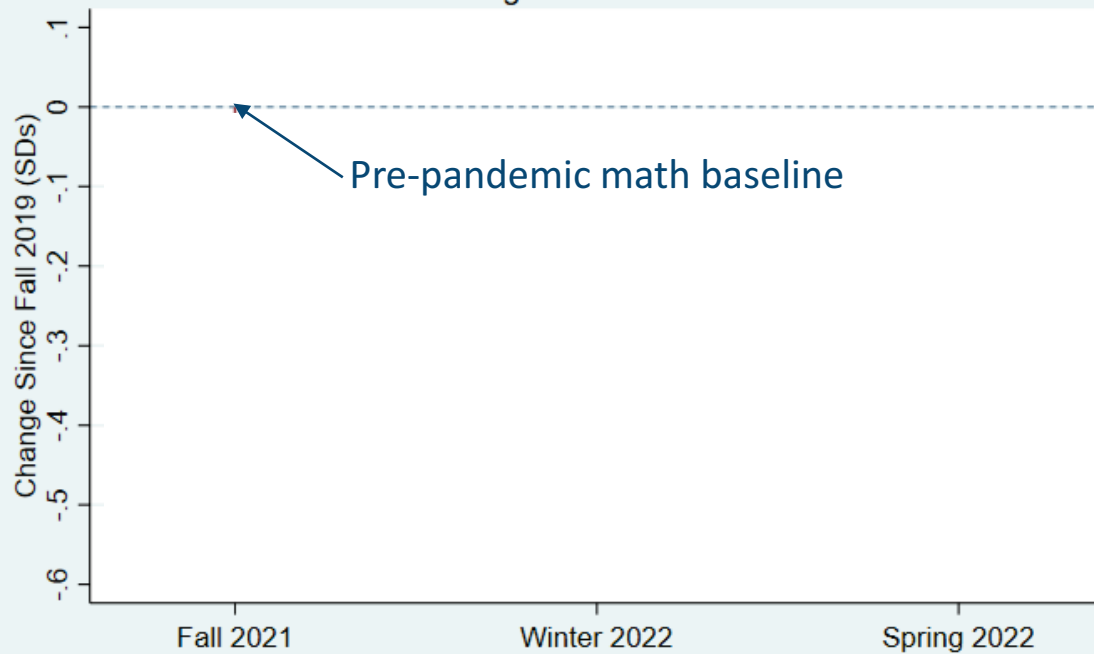
Average Standardized RIT Score by Term, Reading:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Reading

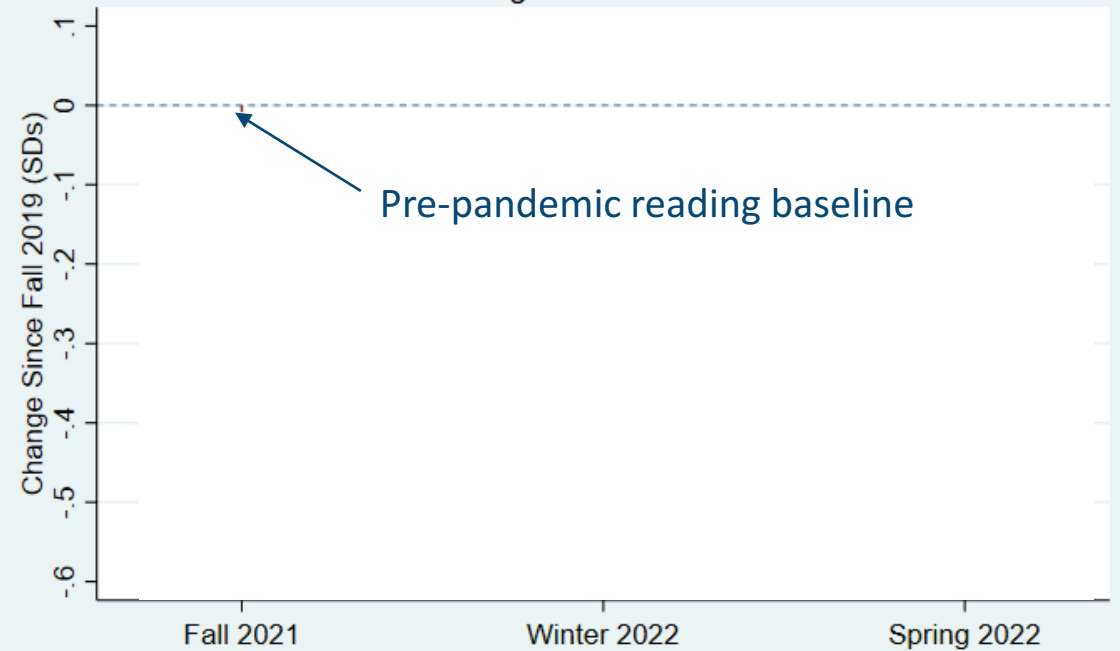
We Look at Performance Relative to Pre-pandemic

Average Standardized RIT Score by Term, Math:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Math

Average Standardized RIT Score by Term, Reading:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Reading

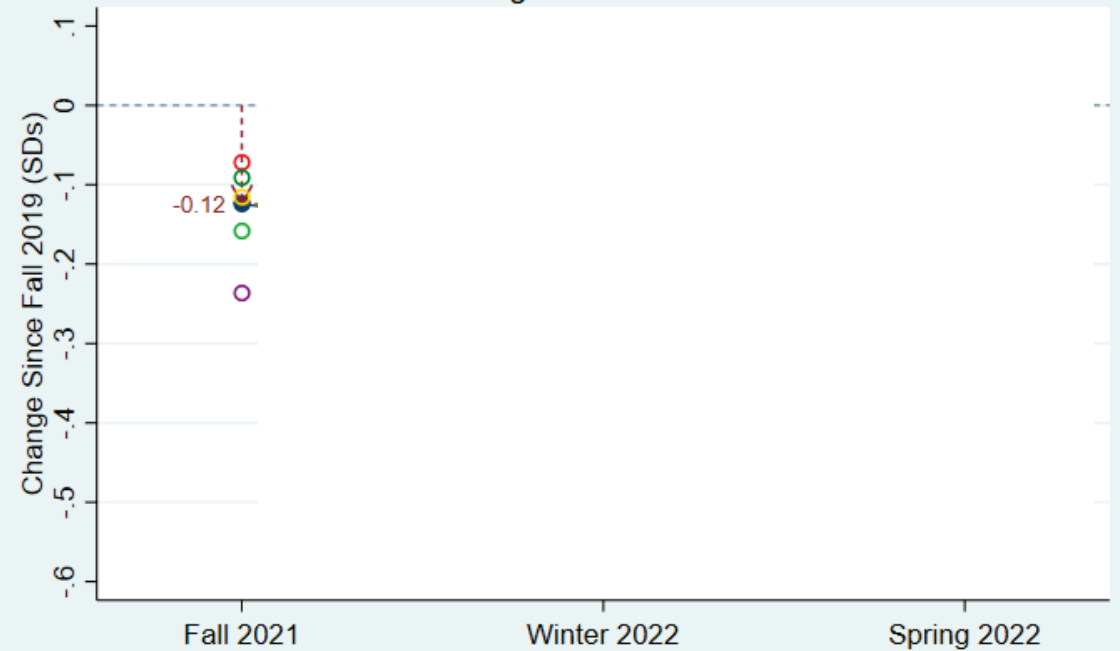
Scores Dropped Across the Board in Fall 2021

Average Standardized RIT Score by Term, Math:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Math

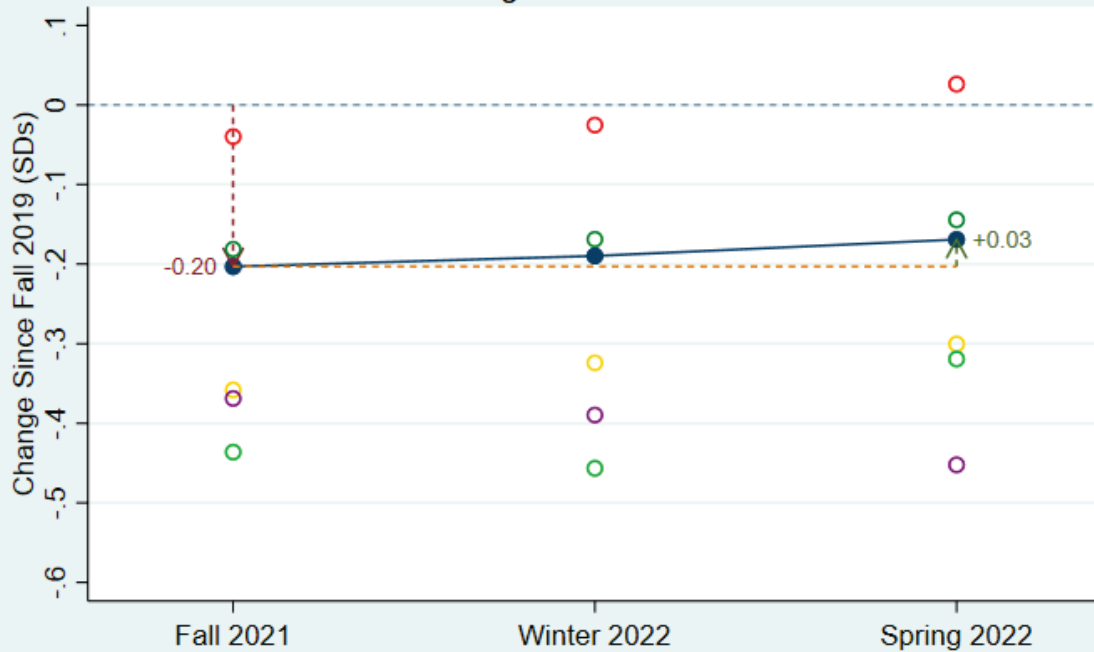
Average Standardized RIT Score by Term, Reading:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Reading

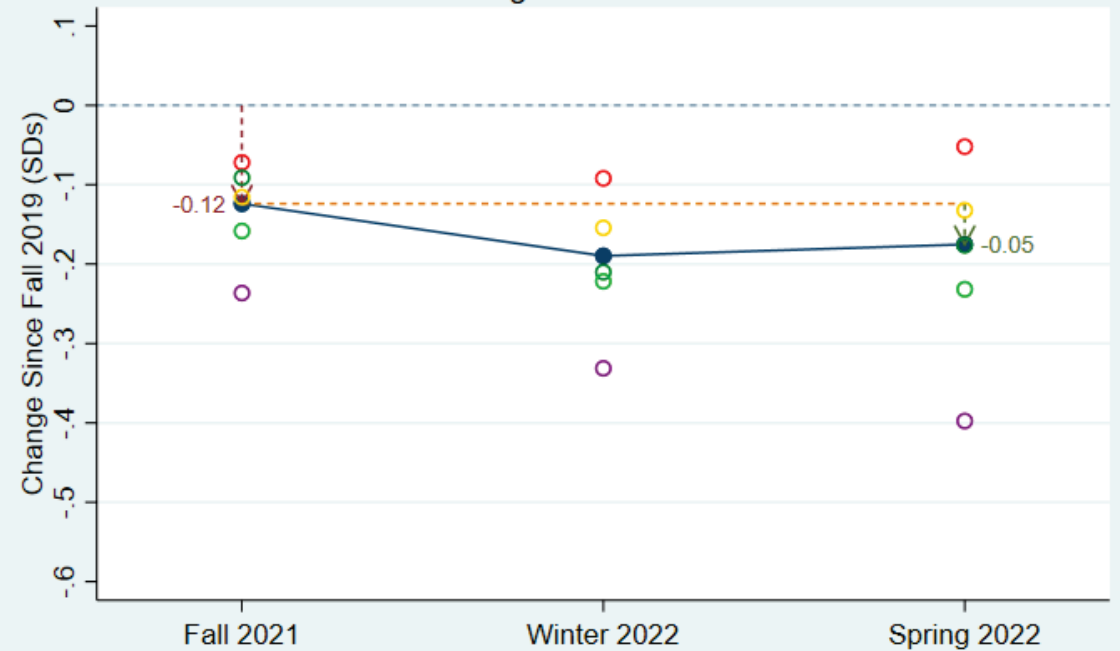
Recovery Varies, But Most Districts Are Still Far Behind

Average Standardized RIT Score by Term, Math:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Math

Average Standardized RIT Score by Term, Reading:
R2R Districts Combined, Grades 3-8
Change Since Fall 2019



Reading

Research Question #2

1. To what extent did math and reading test achievement in the R2R districts rebound as of spring 2022?
2. What types of academic interventions did the R2R districts use, and what types of students did they target?
3. What were the initial results of these interventions?
4. How might the implementation of the interventions help explain their initial results?

Districts are Implementing a Range of Recovery Initiatives



Tutoring



Small group
push-in &
pull-out
interventions



Out-of-
school
time
programs



Virtual
learning



Extended
years

Districts Identify Targeted Students in Multiple Ways

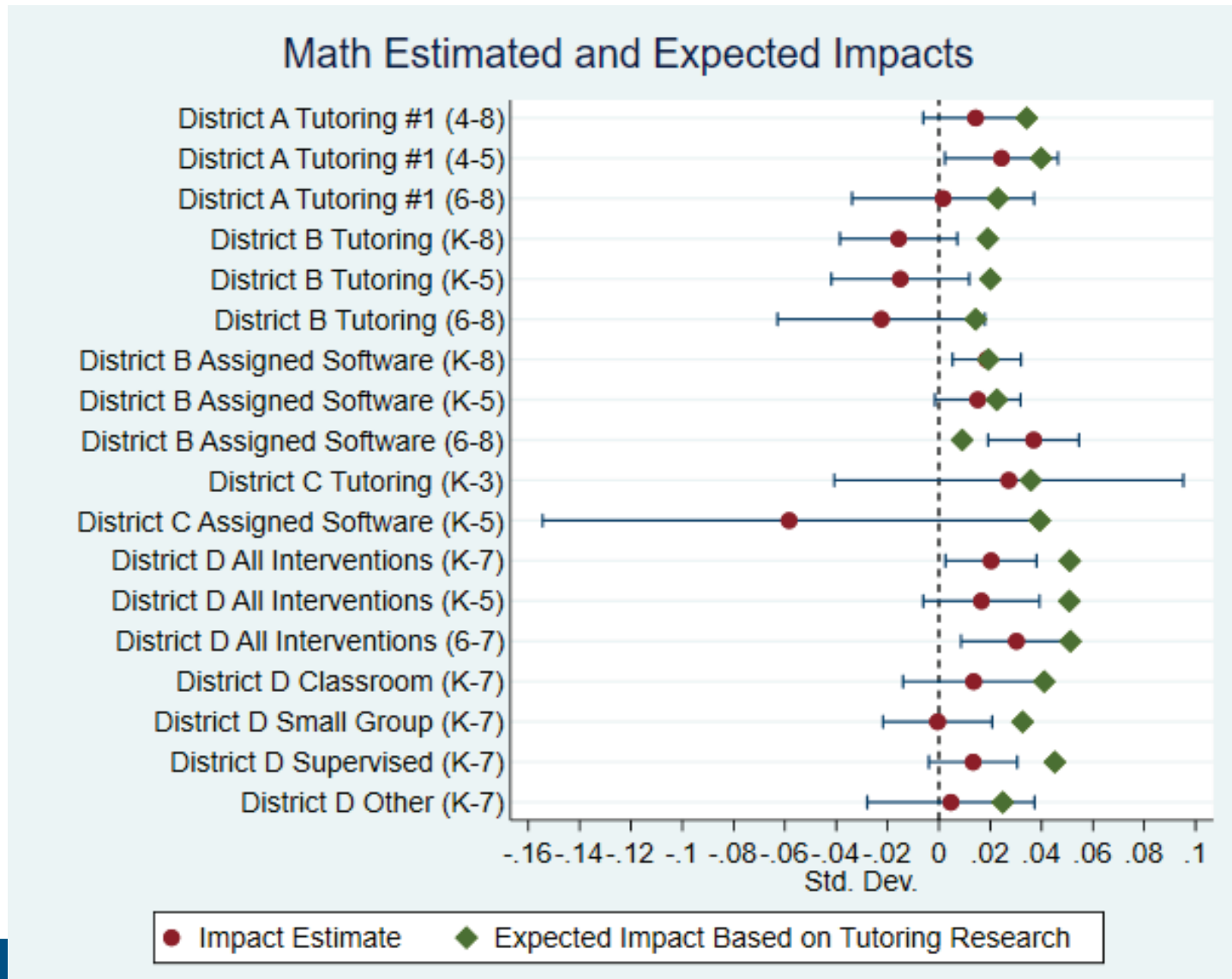
- Test score thresholds
- Course performance
- Attendance
- Teacher recommendations
- Grade levels (e.g., 3rd grade)
- Opt-in



Research Question #3

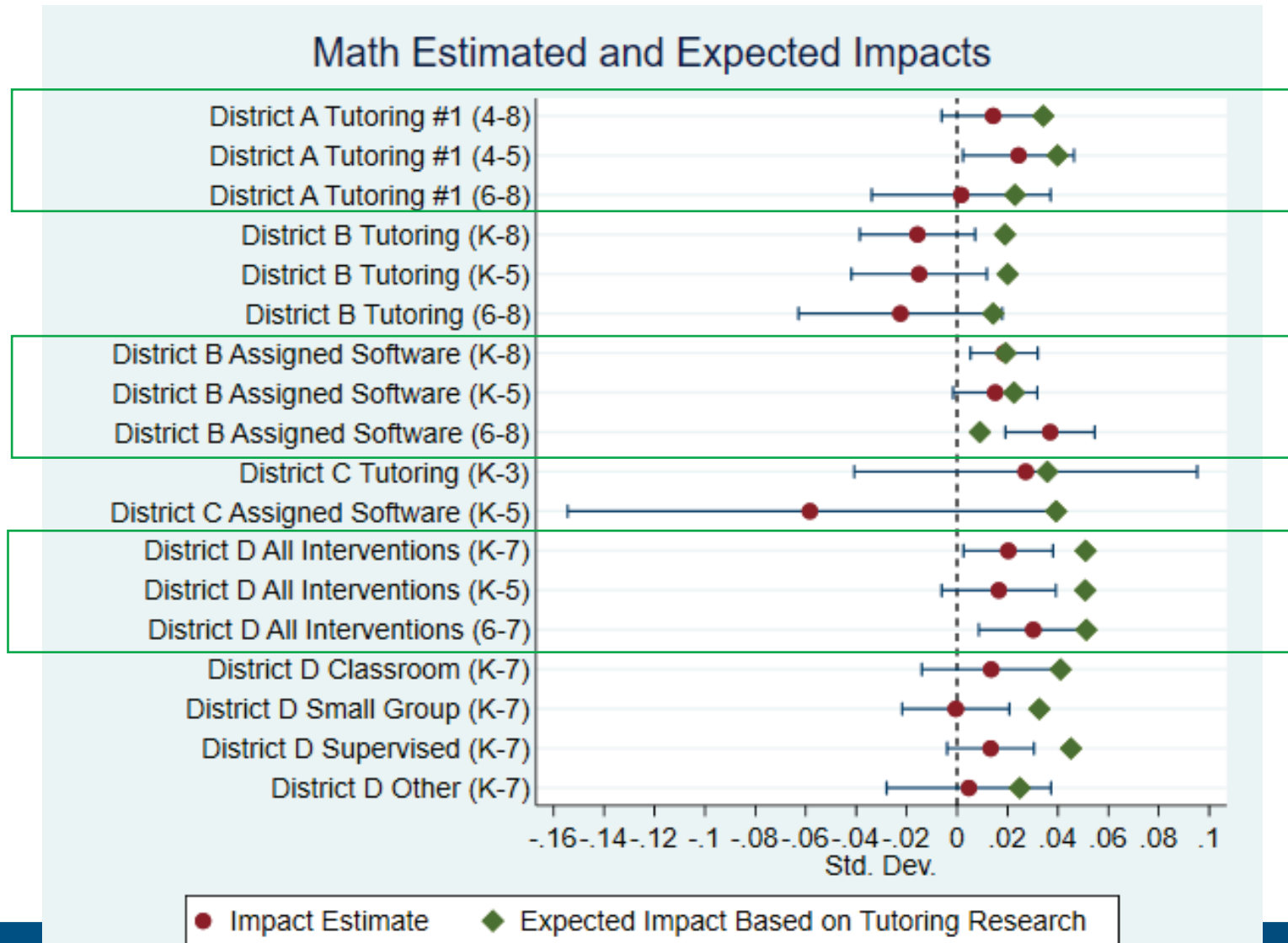
1. To what extent did math and reading test achievement in the R2R districts rebound as of spring 2022?
2. What types of academic interventions did the R2R districts use, and what types of students did they target?
3. **What were the initial results of these interventions?**
4. How might the implementation of the interventions help explain their initial results?

So Far, We Have Found Little Impact of Last Year's Interventions...



- Value-added point estimates range from -.02 to +.02 SD in math
- In most cases, impact estimates include zero (no impact)

But There Are *Hints* of Positive Findings



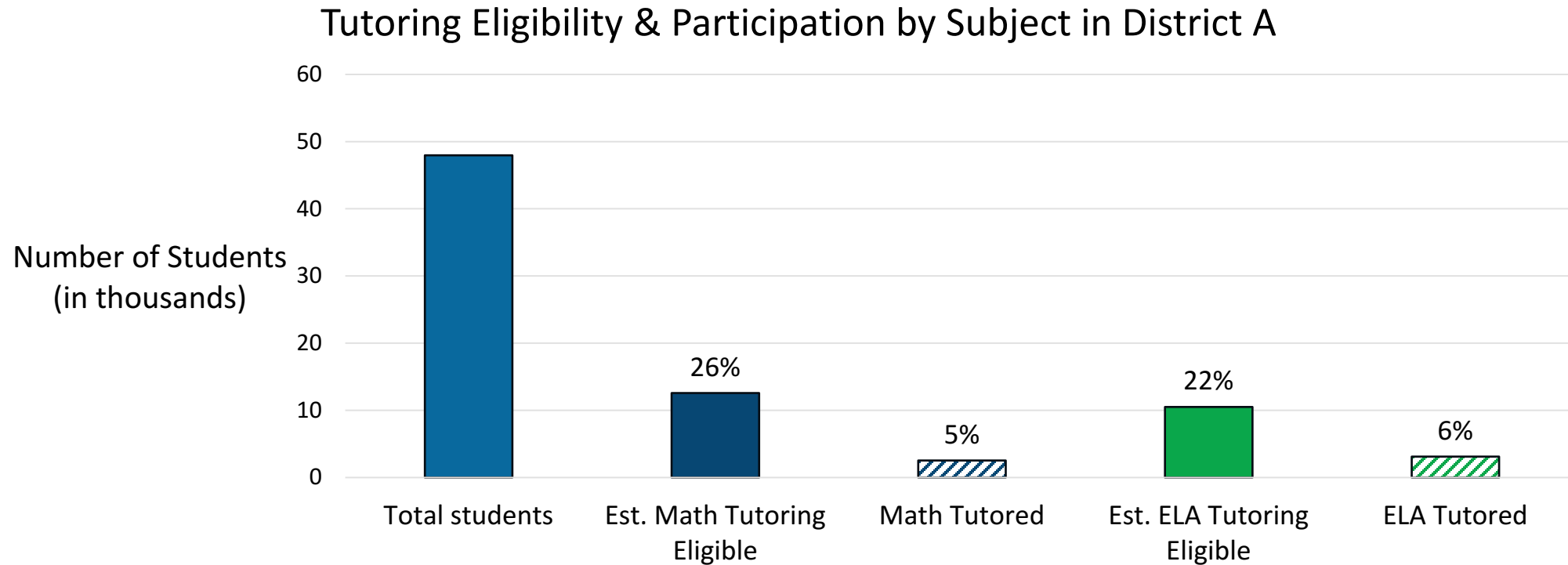
- 3 of the 10 district-intervention combinations show evidence of positive impact

Scale and Intensity Was Often Lower Than Planned

- Interventions reached **fewer students** than planned
- The **dose of support also fell short** of what was planned

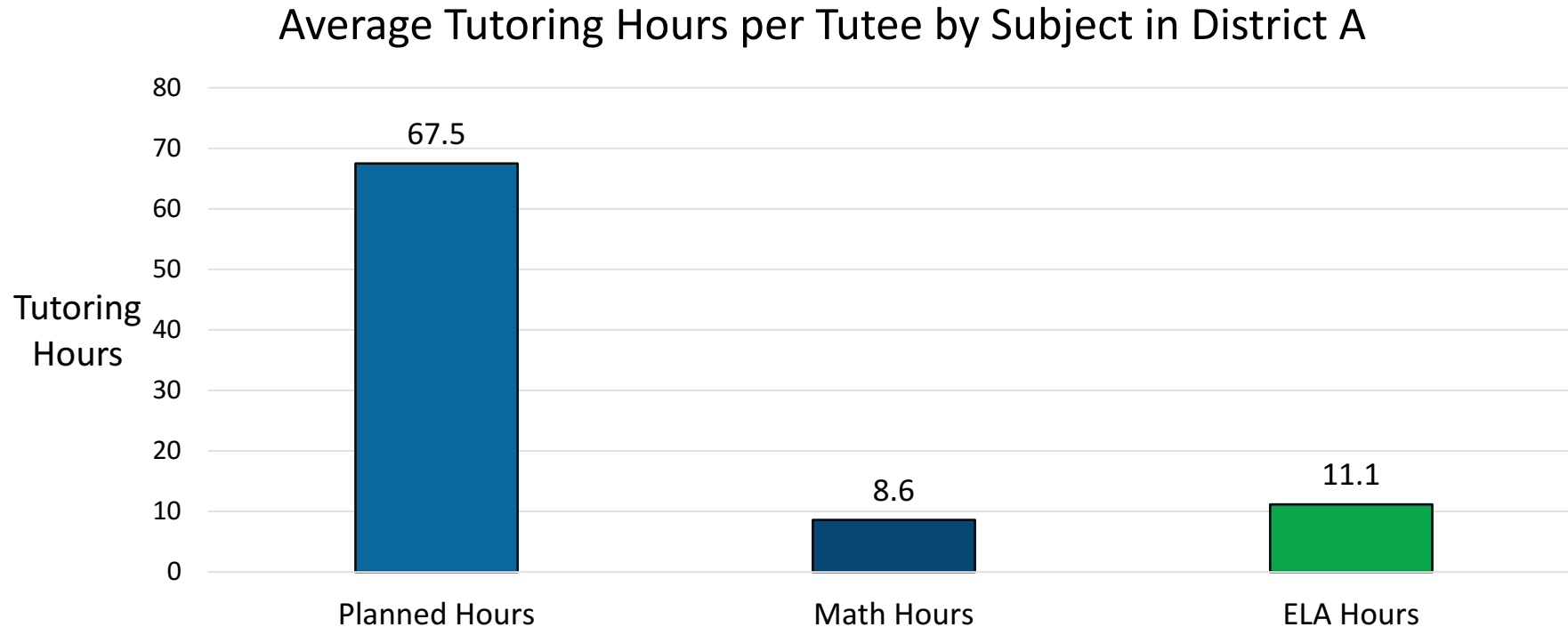
Scale and Intensity Was Often Lower Than Planned

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Scale and Intensity Was Often Lower Than Planned

- Interventions reached **fewer students** than planned
- The **dose of support also fell short** of what was planned



Research Question #4

1. To what extent did math and reading test achievement in the R2R districts rebound as of spring 2022?
2. What types of academic interventions did the R2R districts use, and what types of students did they target?
3. What were the initial results of these interventions?
4. How might the implementation of the interventions help explain their initial results?

Districts Faced Major Implementation Challenges



Reaching targeted students

*“I think it [tutoring] is happening with
the wrong set of kids.”*

- District tutoring director

Districts Faced Major Implementation Challenges



Reaching targeted students



Program staffing and staff capacity

“At the start of the [2021-22] year at one of our schools they had something like 24 teachers out, they all had COVID, that was two weeks, where interventionists were pulled from what they would regularly do...”

– District leader

Districts Faced Major Implementation Challenges



Reaching targeted students



Engaging families as partners



Program staffing and staff capacity



Accommodating existing policies



Scheduling interventions



Building central office capacity

Next Steps For Districts: It's Not Too Late, But Time is Running Out

Improve Implementation

- Clear targeting policies
- Creating staffing approaches
- Family and community engagement
- Alignment of state and federal policy

Expand Interventions

- Scale existing interventions and launch new ones (layer)
- Community buy-in
 - Translate test scores into actionable measures
 - Transparent communication with families

Next Stages of the R2R Project

1. Continued analysis of upcoming terms
2. Deep dive into Guilford County Schools

Quantitative work

Focus on impact of pandemic and of academic recovery efforts on **non-test score outcomes**

- Behavior
- Attendance
- Student attitudes

Qualitative work

- Deep dive exploration of **experiences of students, parents, teachers, tutors, administrators**
- Understand details of program implementation, what leads to success
- Sample schools based on performance, demographics, tutor engagement

Thank you!

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