

Learning during COVID-19: Who has been most impacted and what will it take to recover?

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What is the magnitude of unfinished learning at start of third school year impacted by COVID-19?

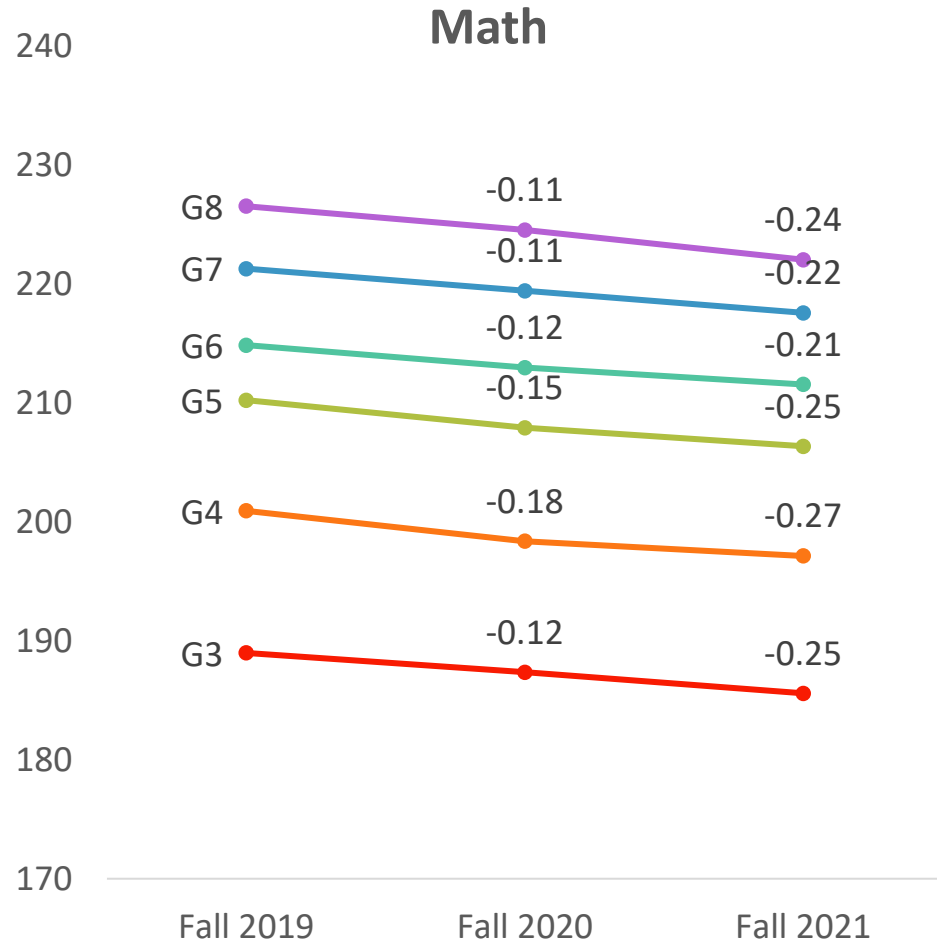
NWEA MAP Growth Assessment

- Used in roughly 25% of public schools across U.S.
- K-12 interim assessment
- Computer-adaptive and grade-level independent

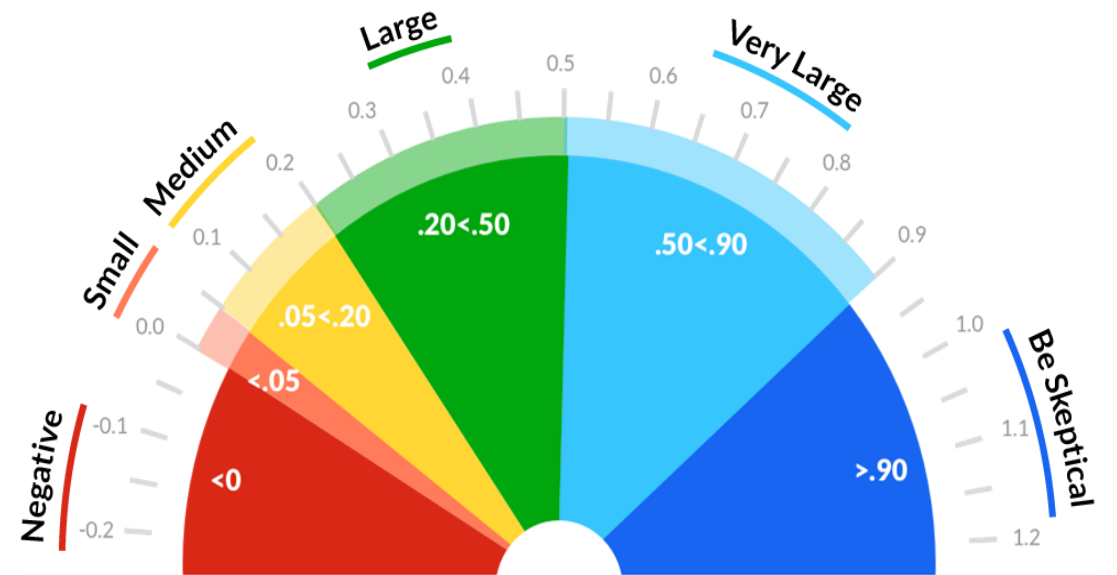
Sample

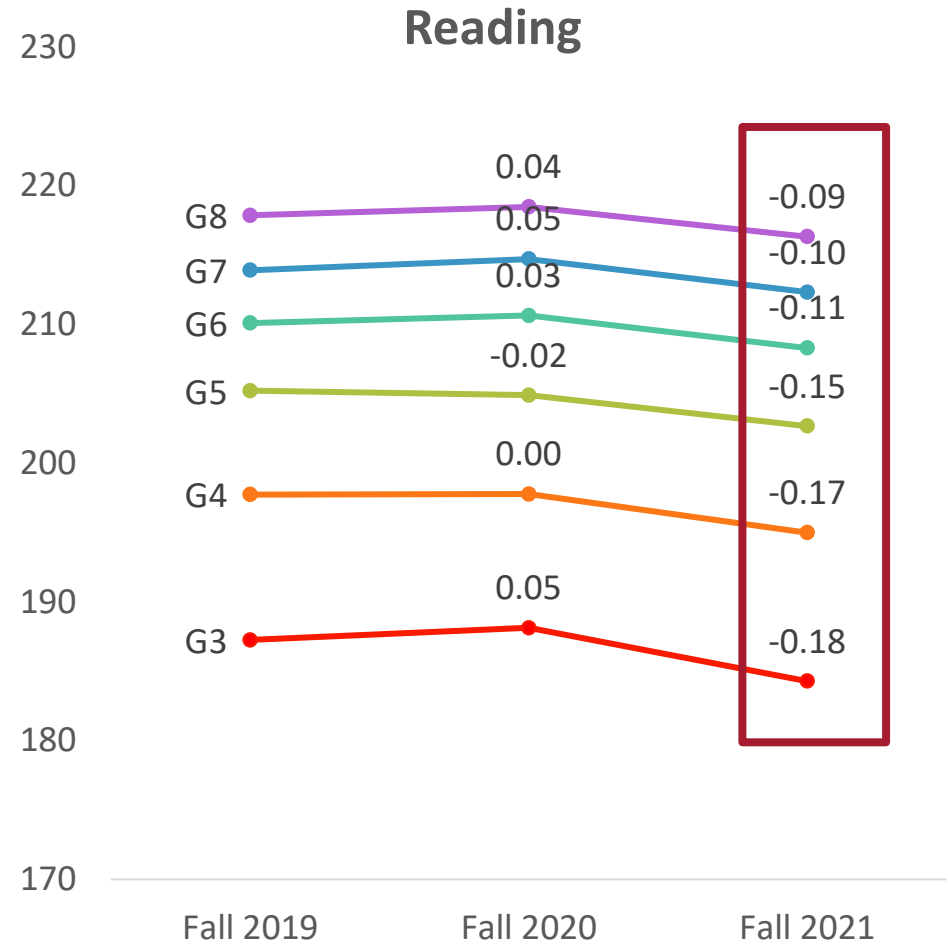
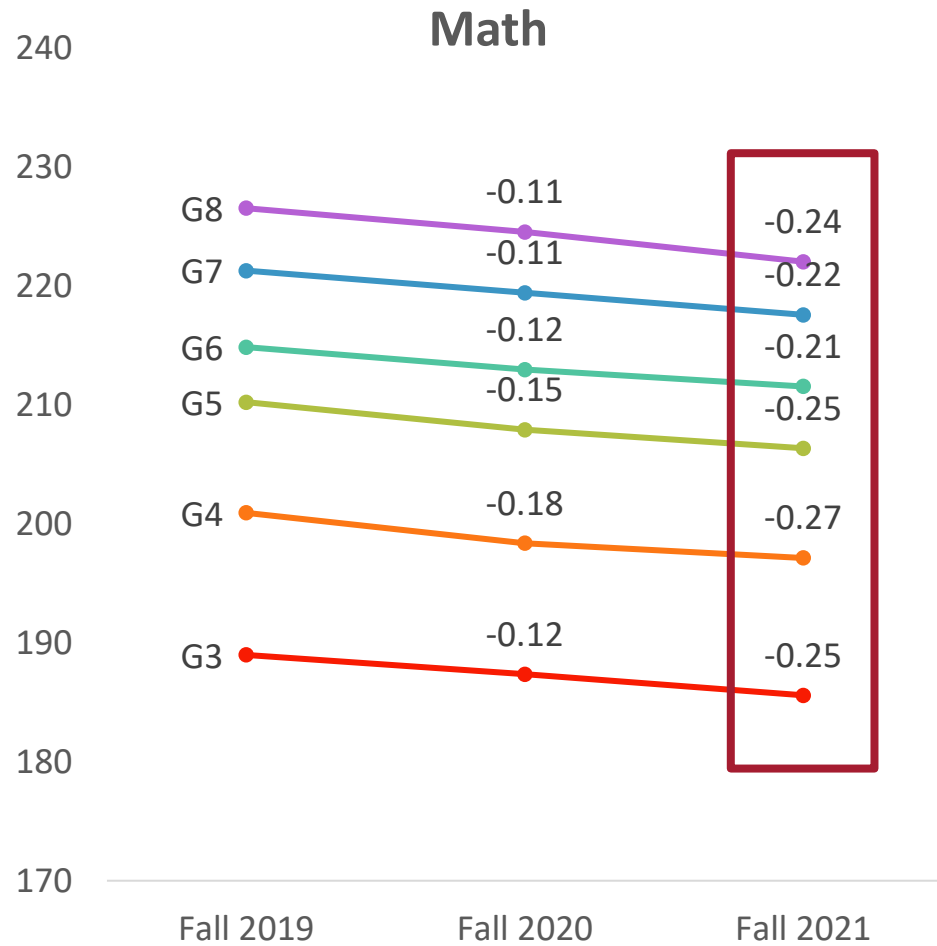
- 5 million 3rd to 8th grade students
- 12K public schools from 48 states

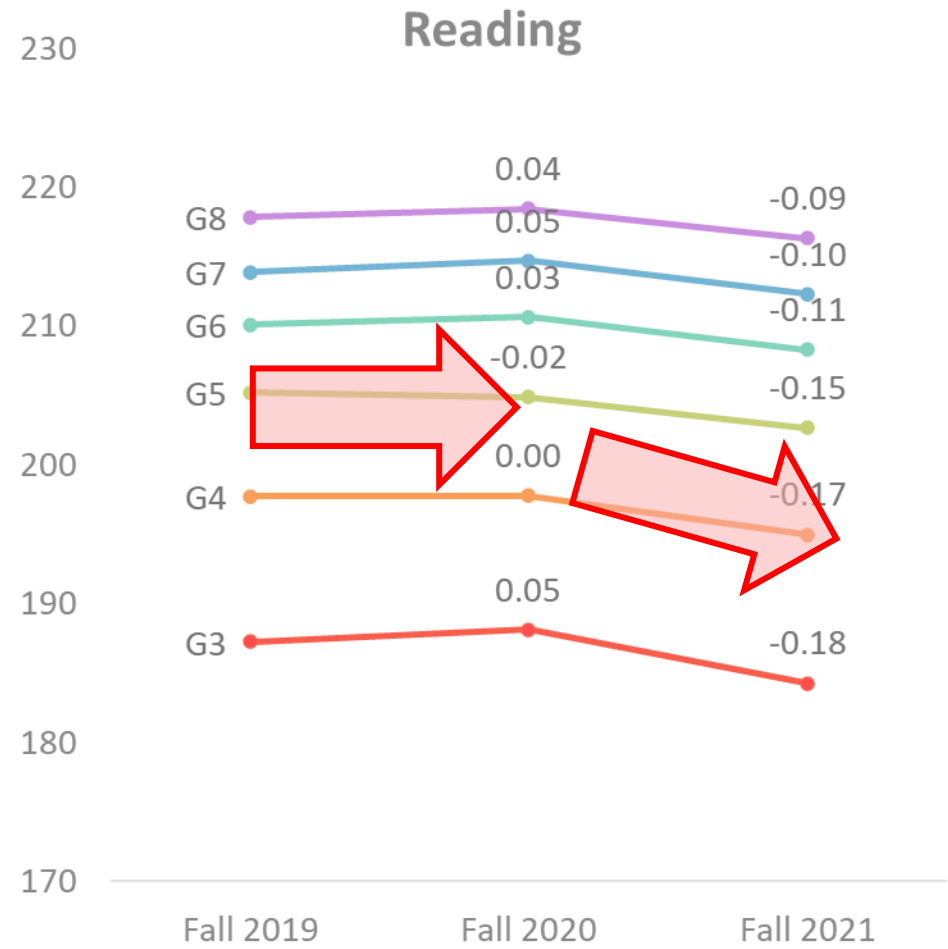
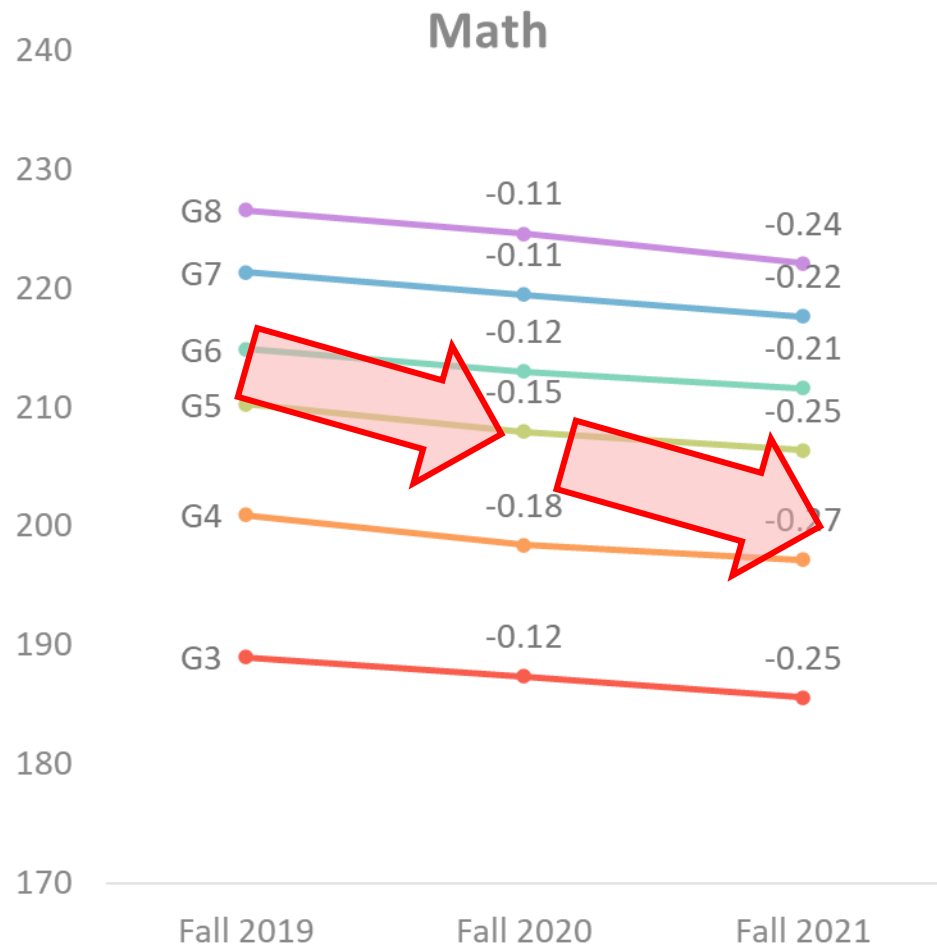




Average math declines ranged from .21 to .27



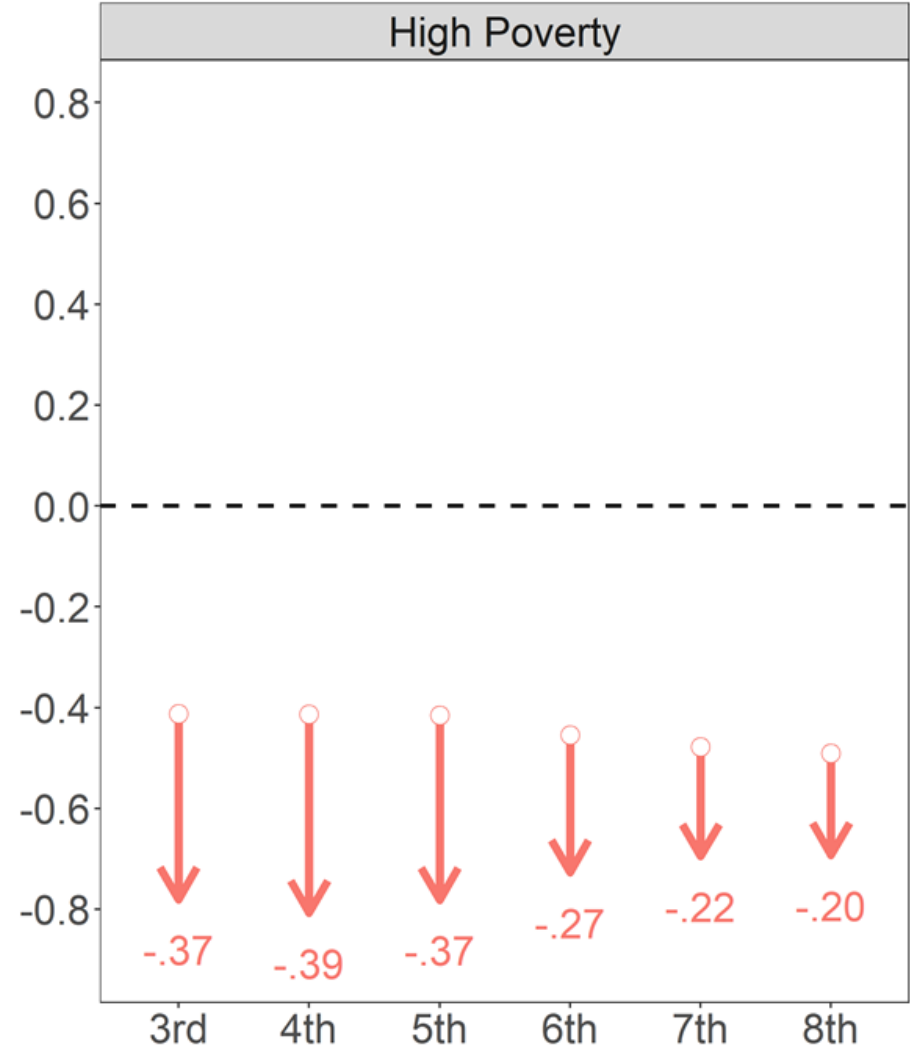
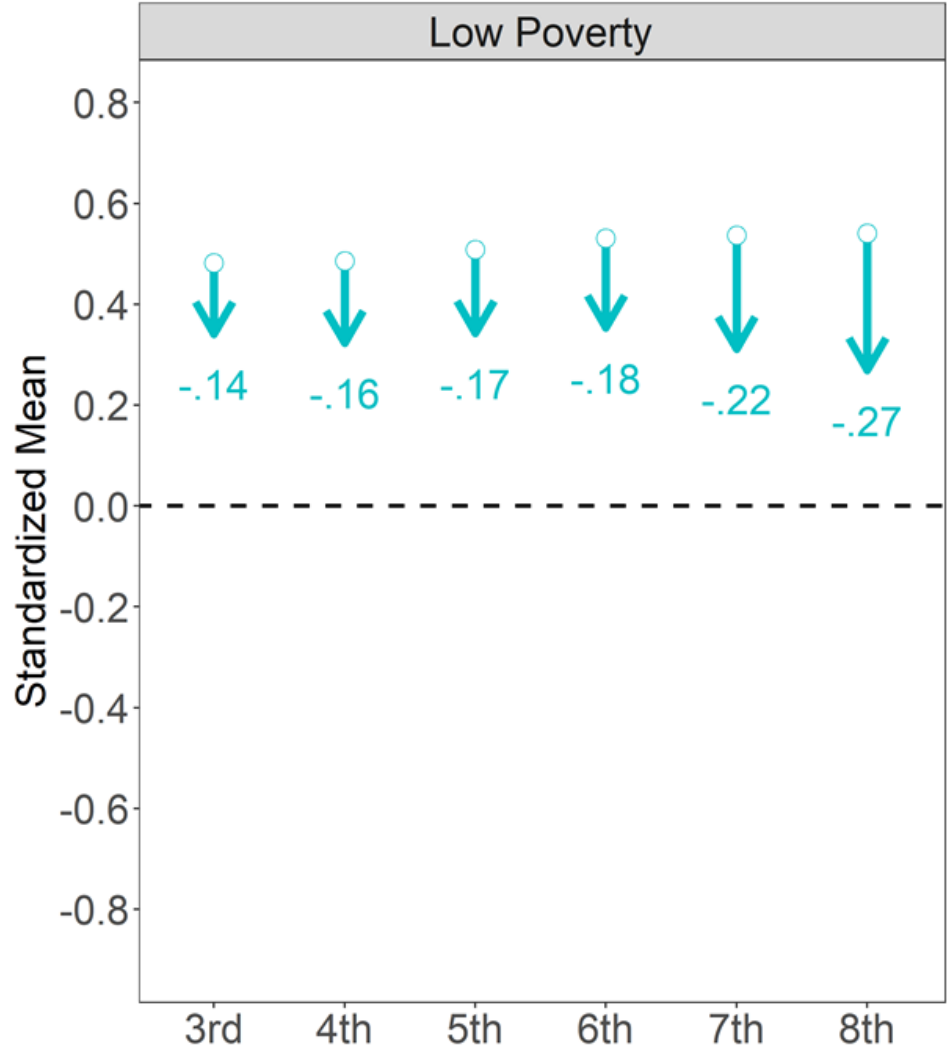




Which students have been most impacted?

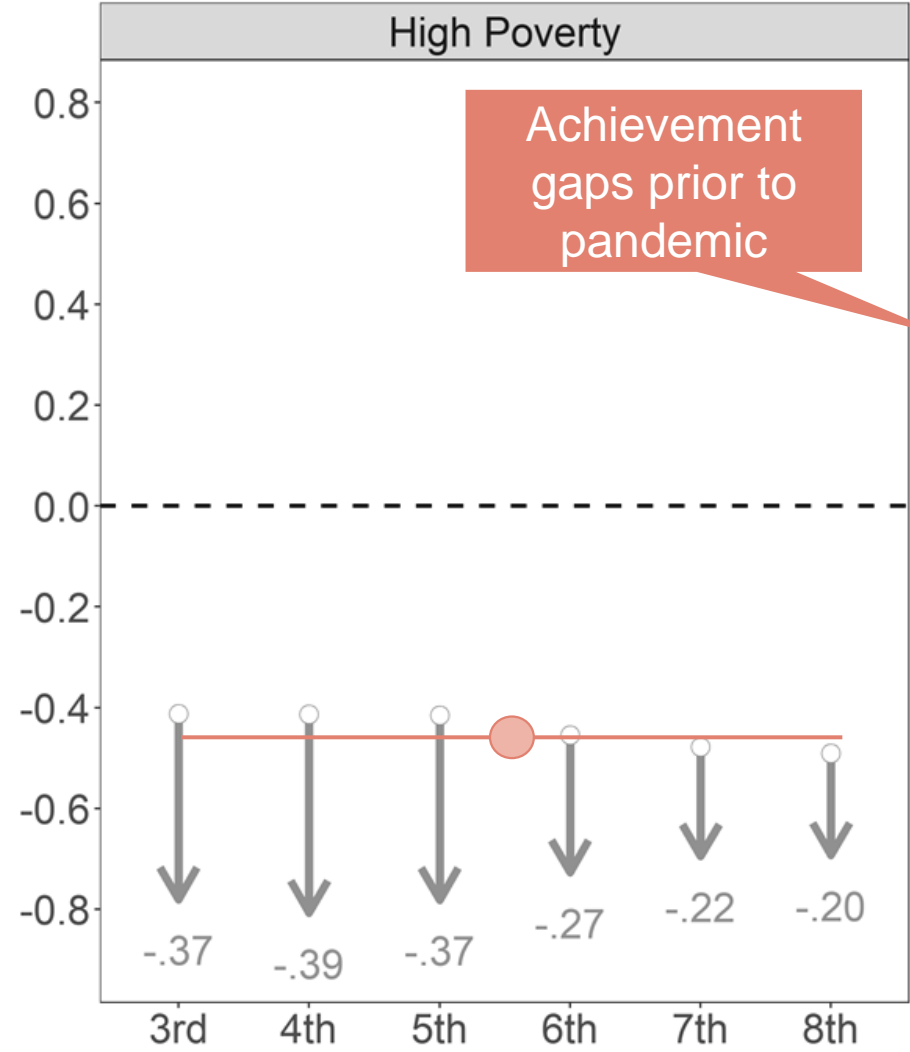
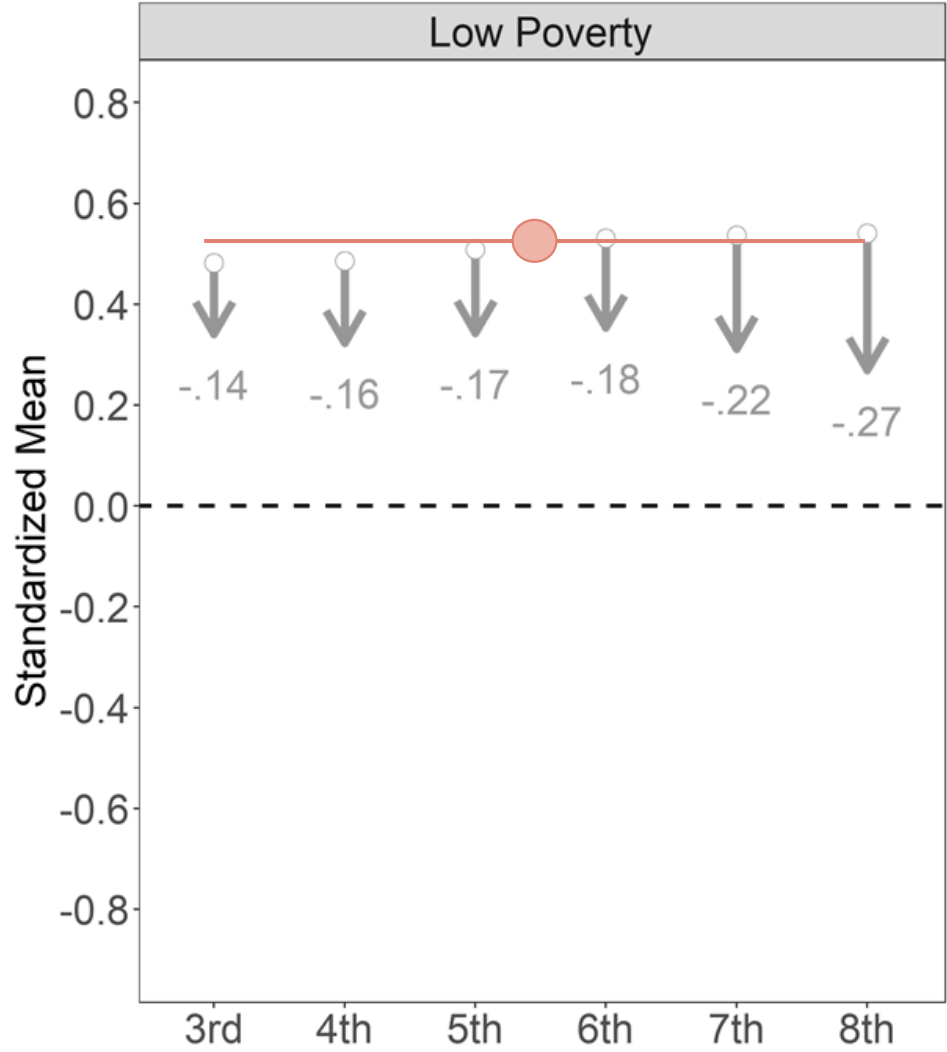


How do math achievement declines compare by school-poverty level?



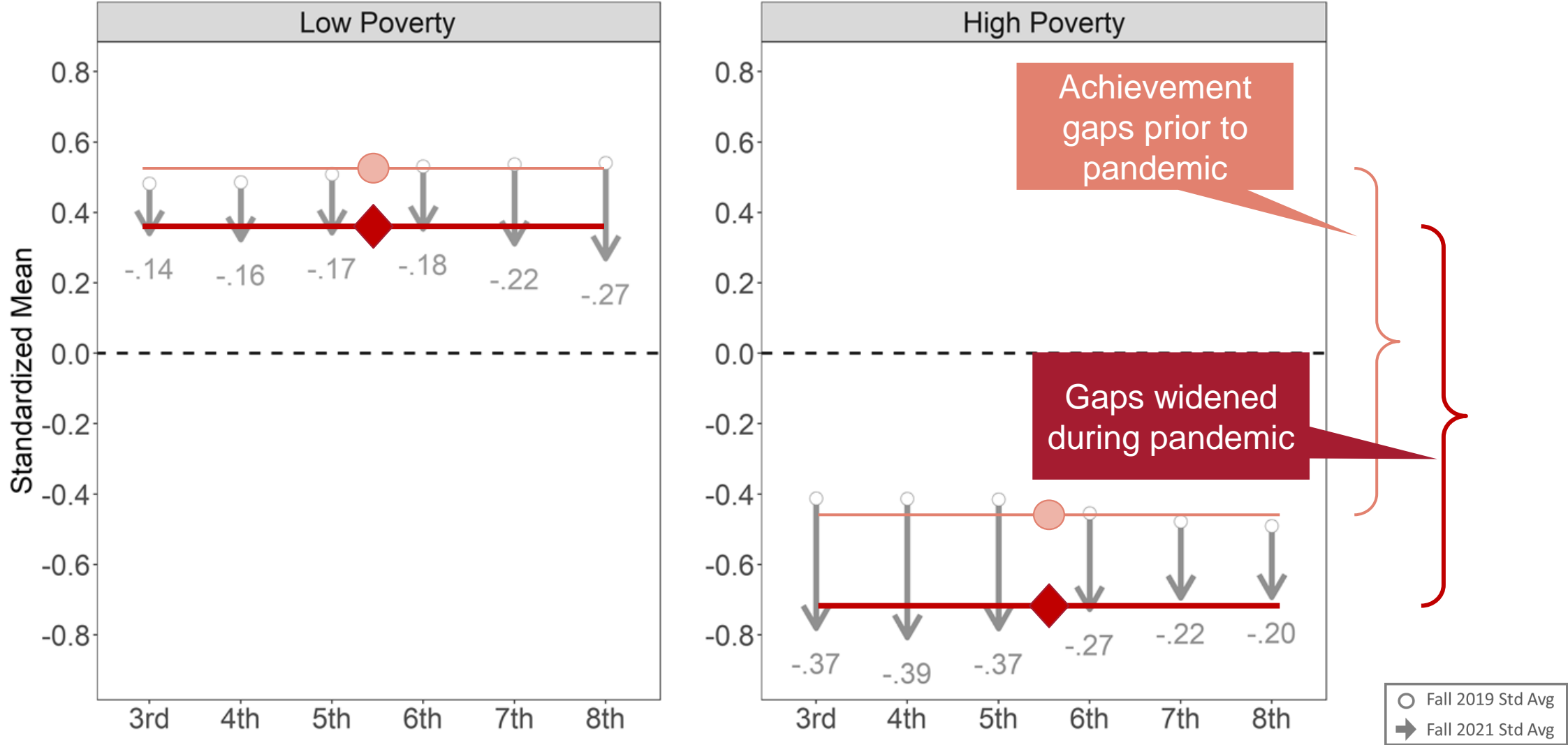
○ Fall 2019 Std Avg
➔ Fall 2021 Std Avg

How do math achievement declines compare by school-poverty level?



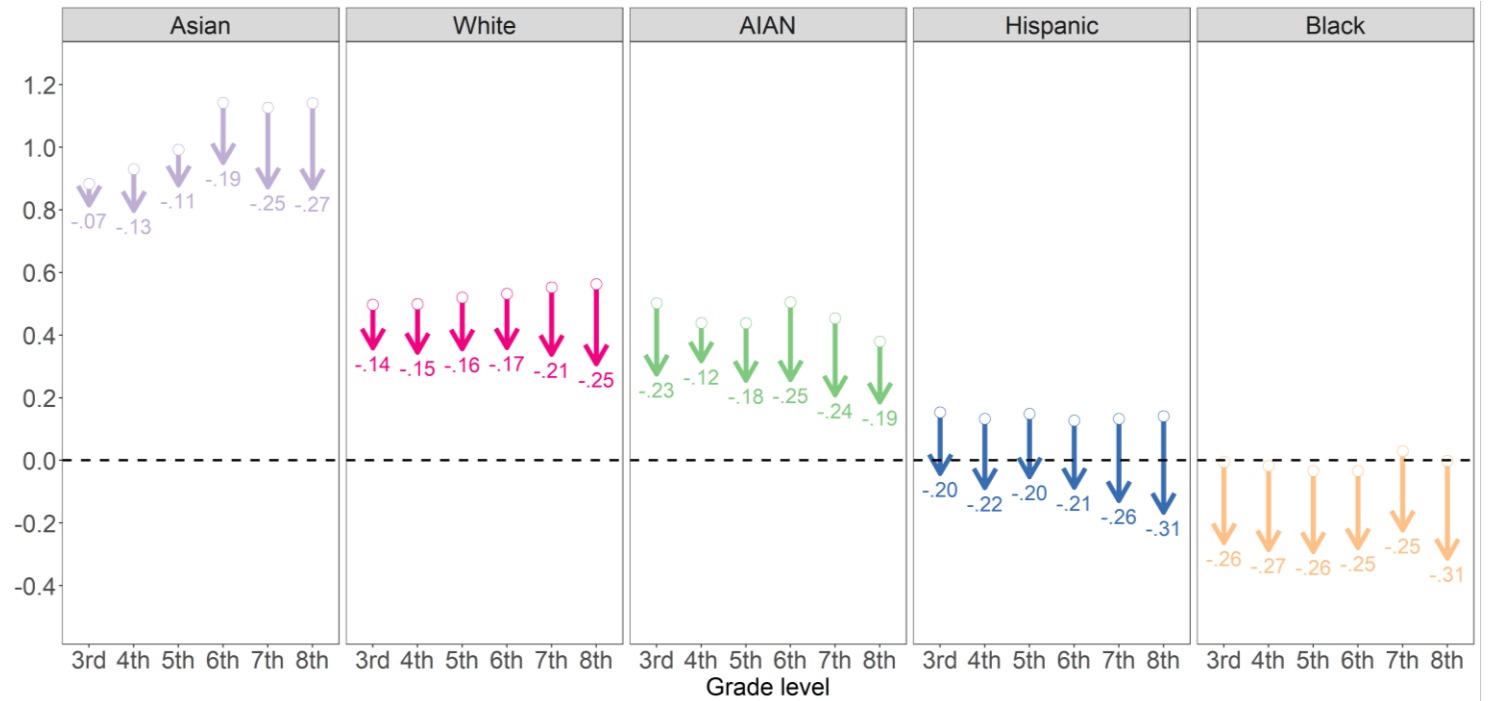
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How do math achievement declines compare by school-poverty level?

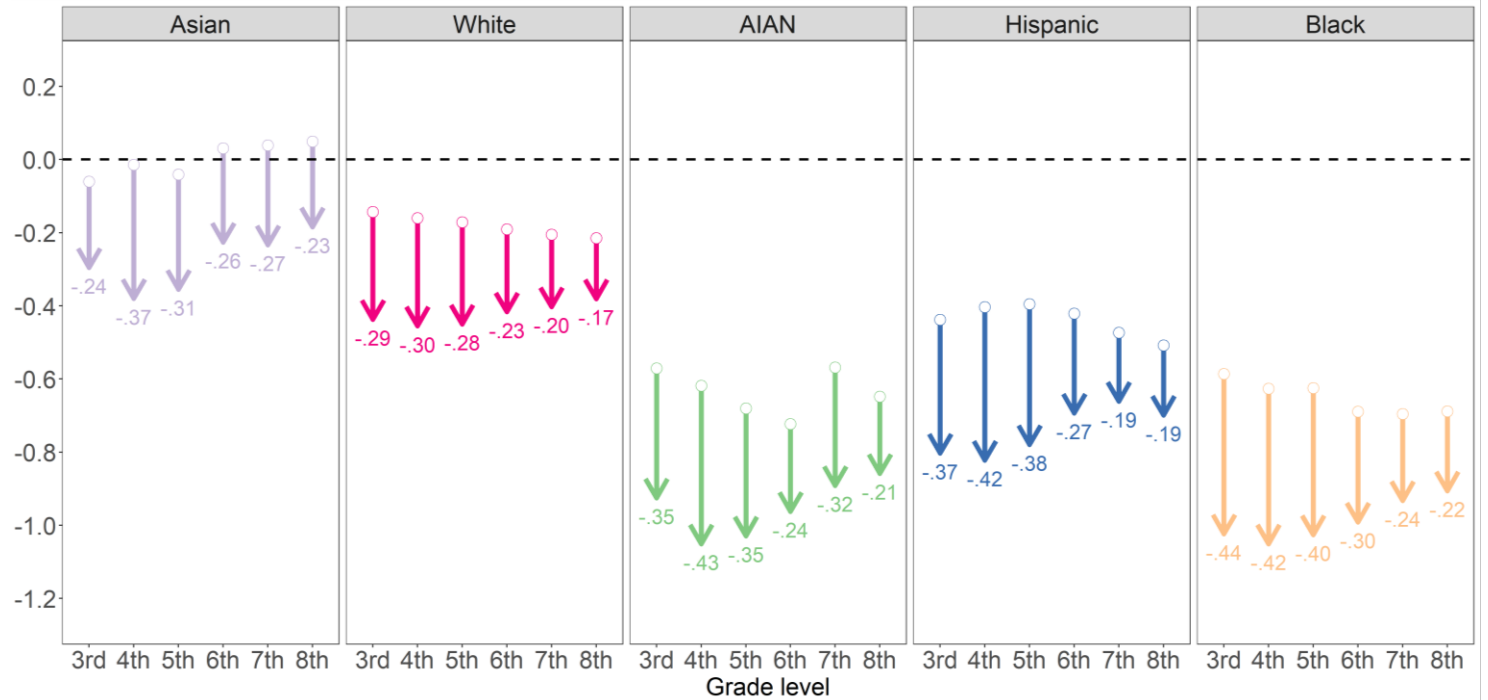


Math declines by school-poverty and race/ethnicity

Low-poverty schools



High-poverty schools

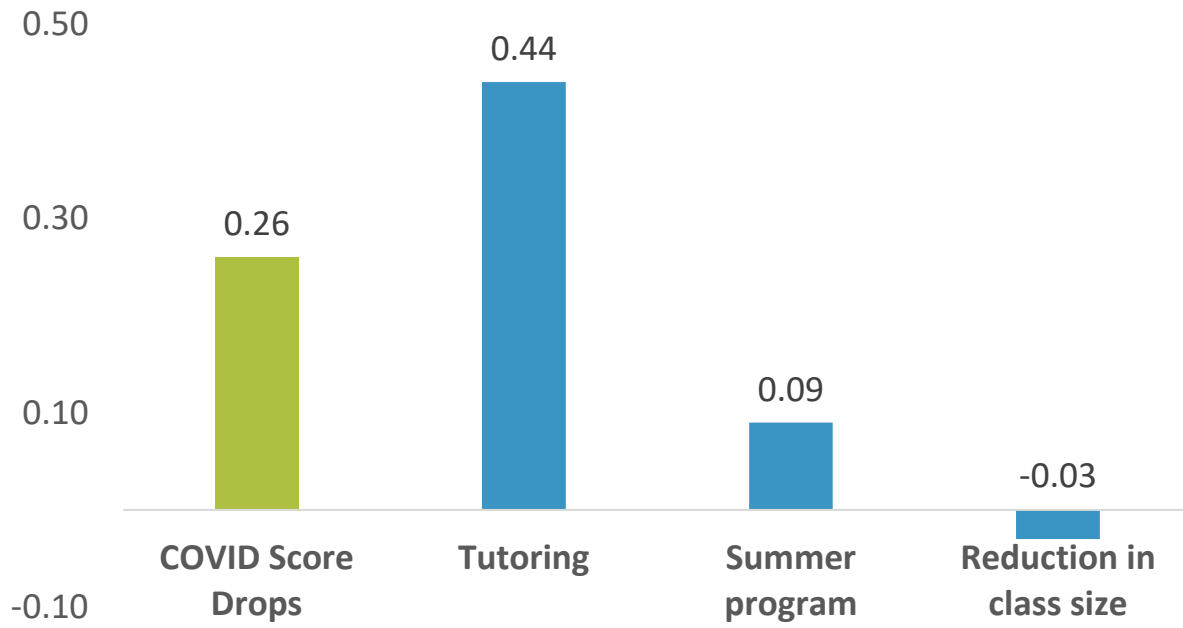


What will it take to recover?

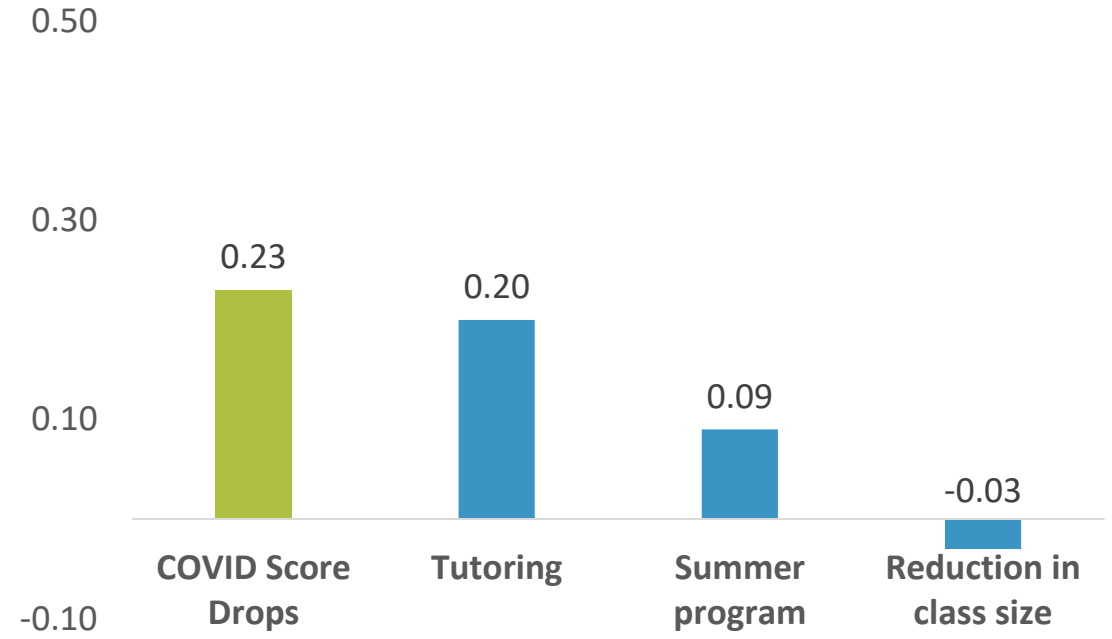


Math

Elementary School (3-5)



Middle School (6-8)



Key Findings

- + Achievement declines across the last two years are larger in math compared to reading
- + Math and reading show different patterns in the accrual of achievement declines
 - Math achievement decline steadily between fall 2019 and fall 2021
 - Reading achievement held steady in the early phase of the pandemic, declines were incurred during 2020-21 school year
- + High-poverty schools were hit harder and as a result income-based achievement gaps widened by 20% in math and 15% in reading
- + High-dosage tutoring programs may offer best hope for producing the gains required to offset test score declines over the last two years

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what's possible

