

Office of Learning Recovery and Acceleration (OLR) DRAFT Research & Evaluation Plan

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Input from Internal Partners



State Superintendent's Office

- State Superintendent
- Chief of Staff
- Deputy Superintendents
- Special Advisors to the Superintendent
- Chief Information Officer
- Legislative Liaison
- Communications



NCDPI Directors and Staff

- Accountability
- Academic Standards
- Career & Technical Education
- Digital Teaching & Learning
- District & Regional Support for Transformation
- Exceptional Children;
- Educator Recruitment & Support
- Federal Program Monitoring & Support
- NCVPS
- Office of Charter Schools
- Office of Early Learning
- School Nutrition Services



State Board of Education

- Board Members and Advisors
- Director of Board Policy and Operations
- Legislative Liaison
- Attorneys
- Comprehensive Remedial Plan Working Group

Purpose of OLR Research & Evaluation

Combat the impact of lost instructional time and accelerate learning for all students by

- **Evaluating the implementation and impact of the interventions sponsored by the OLR** and support decision-making about continuation, expansion, and targeting of the programs
- **Using research to identify, extend, scale, and sustain programs** that demonstrate impact, and build a clearinghouse of NC Promising Practices

OLR Research & Evaluation Drivers

- **Meet requirements** of [NC approved US Dept of Education American Rescue Plan \(ARP\)](#) and COVID-focused state statues ([HB82](#), [SB654](#), [HB196](#)); and aligned with [Operation Polaris](#), [State Board of Education Strategic Plan](#), and [Comprehensive Remedial Plan](#)
- Identify **critical outcomes** for students and educators
- Use **existing data** sources where possible
- Leverage **on-going** research studies OR design and implement **new** targeted COVID intervention research studies with external partners
- COVID-19 "Lost Instructional Time" **impact analysis** ([SAS EVAAS Contract Amendment Discussion June 17, 2021](#))

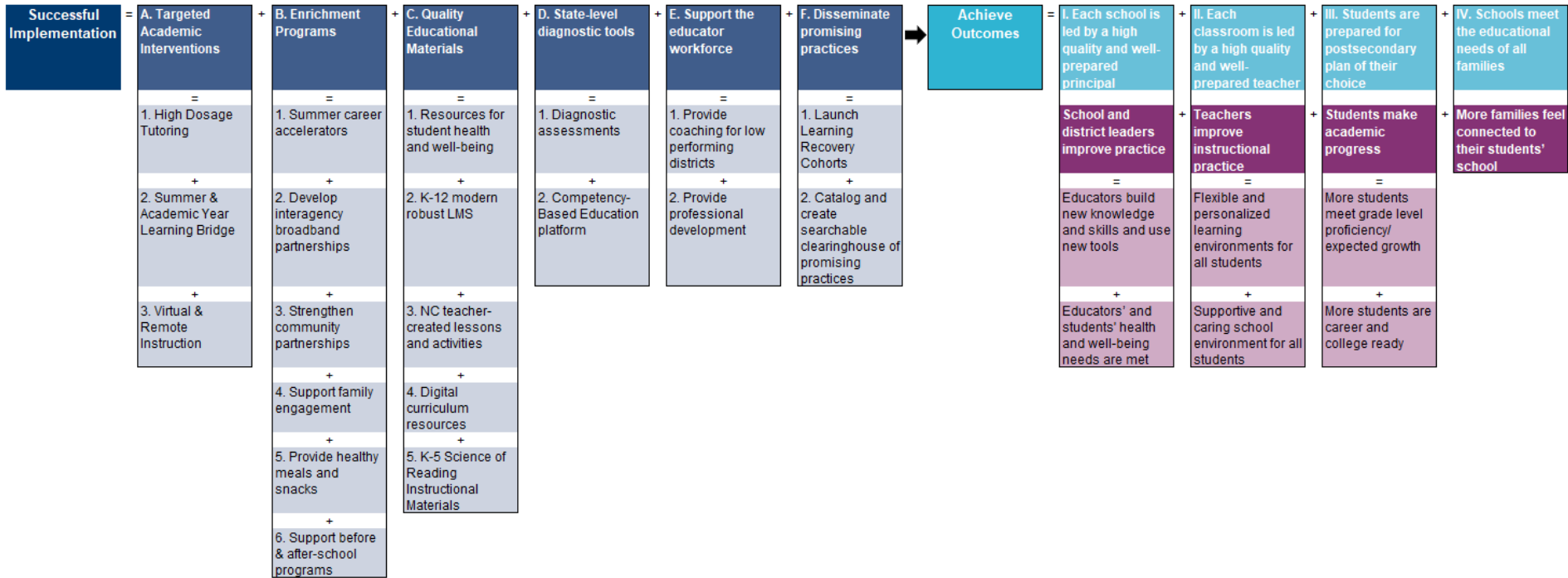
Major Research/Evaluation Questions

1. Implementation: How were state-funded learning recovery and acceleration strategies implemented? What were the most promising local learning recovery and acceleration practices?

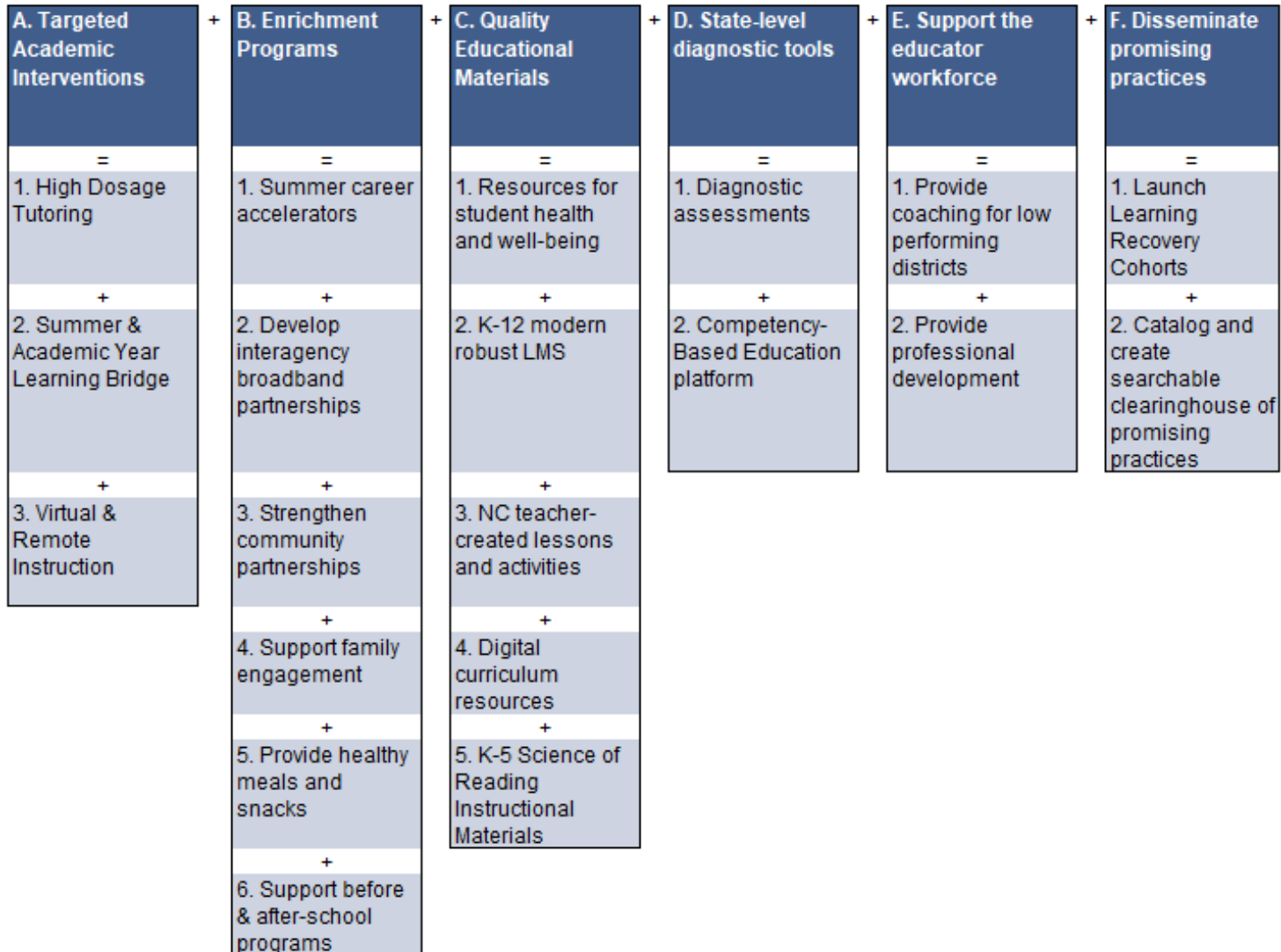
2. Impact: What were the near- and longer-term outcomes of the state and local learning recovery and acceleration strategies on students, educators, and families by subgroup and contextual variables?

3. Improvement: What strategies should be considered for continuation, expansion, and targeting of the programs?

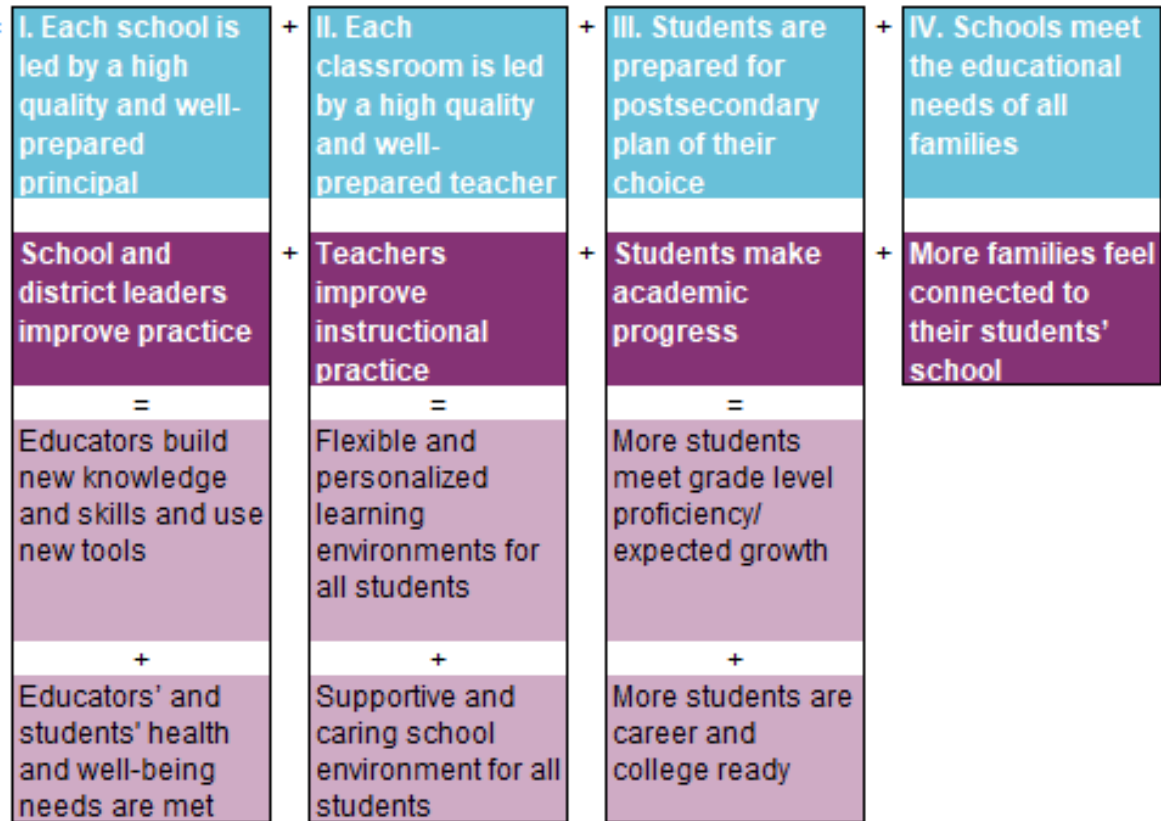
OLR Logic Model



OLR Logic Model: Major Strategies



OLR Logic Model: Outcomes



Identifying Common Categories for Disaggregation

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
- Low Wealth Designation
- Locale
- ARP Funding Level
- Low Performing
- Tier Designation
- Majority Race/Ethnicity, EDS, etc.
- Home internet connectivity

Next Steps

Present DRAFT research/evaluation plan for input to

NCDPI/SBE

Superintendents/District Leaders, Local School Boards, School Leaders, Teachers

NCGA Education Chairs

ARP Committee of Practitioners

Leverage research and evaluation studies

Compile existing data or collect new data

Analyze data

Share findings with state and local leaders

Submit reports in 2022

JLEOC: January 15, March 15 (x2), December 15

USED: “regular and on-going”

Questions for Consideration

1. How do we prioritize analysis for these student characteristics and contextual variables of interest?
2. Are there any on-going research or evaluation studies that could help us understand teaching and learning in NC schools from 2019-2024?
3. What are the most promising practices for learning recovery and acceleration in the field?
4. Beyond the mandated state and federal reports, what deliverables would be most helpful to the Board, NCDPI, the field?