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# Year 1 Findings from NCDPI's IES-funded study: Assessing the Long-Term Impacts of School Extension Programs on Student Re-Engagement and Learning Recovery

*Grant Program: Using Longitudinal Data to Support State Education Recovery Policymaking (84.305S)*

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# Overview of the IES Research Grant

- Funding: State Longitudinal Data Systems Grant from the Institute for Education Sciences (IES)
- Research Partner: Education Policy Initiative at Carolina (EPIC) at UNC-Chapel Hill
- Approach: Uses descriptive and regression analysis to look at the impacts of the COVID-19 pandemic and recovery efforts statewide
- Aim: To provide evidence to support student re-engagement and academic recovery.

# Primary Research Questions of the IES Grant

**How has the COVID-19 pandemic affected student learning, student engagement, and progress through school?**



**How are the school extension programs implemented?**



**What are the impacts of school extension programs on student learning, school engagement, and progress through school?**

# Overview of Data and Methods



## Student Outcome Data

- Student absences
- Course grades and passing
- Grade Retention



## Summer Program Data

- LEA program plans
- LEA post-program surveys
- Summer program enrollment and attendance
- iReady scores



## Methods

### Descriptive comparisons:

- Over time - pre- and post-pandemic
- Between student subgroups
- Between summer program enrollees and non-enrollees

# Summary of Key Findings

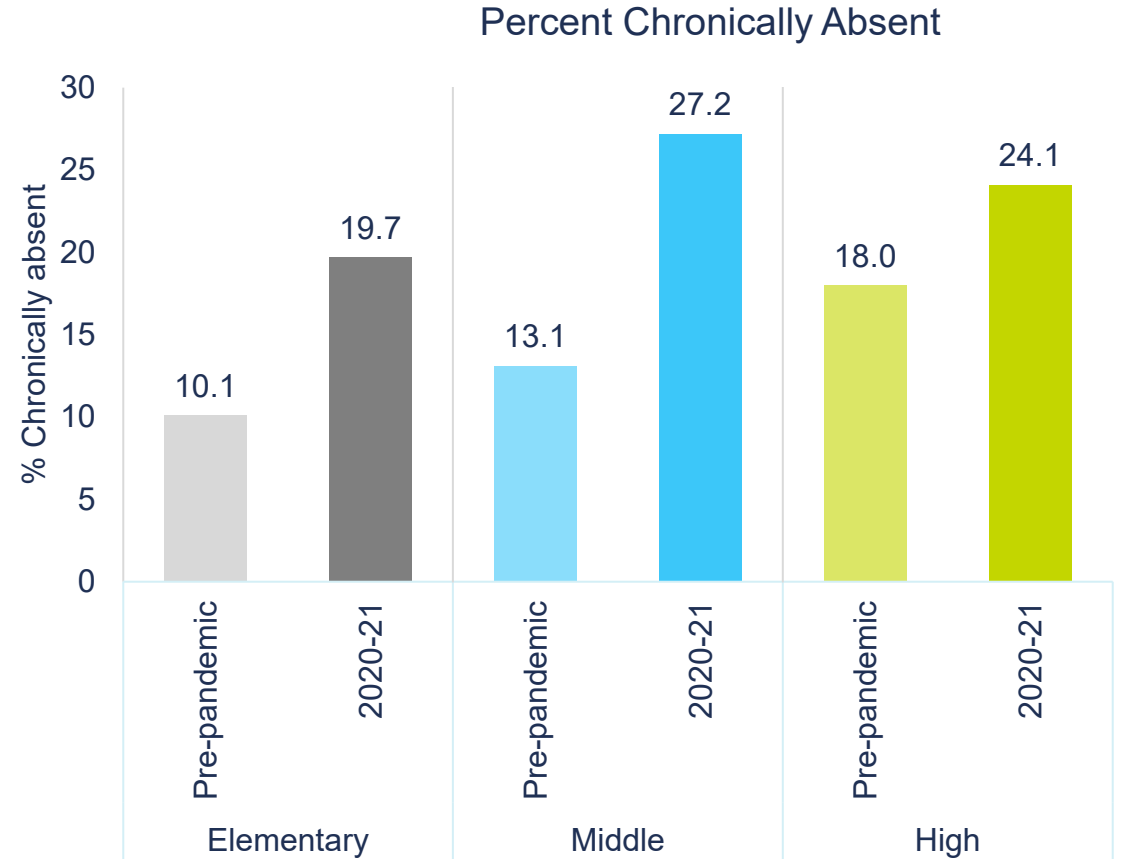
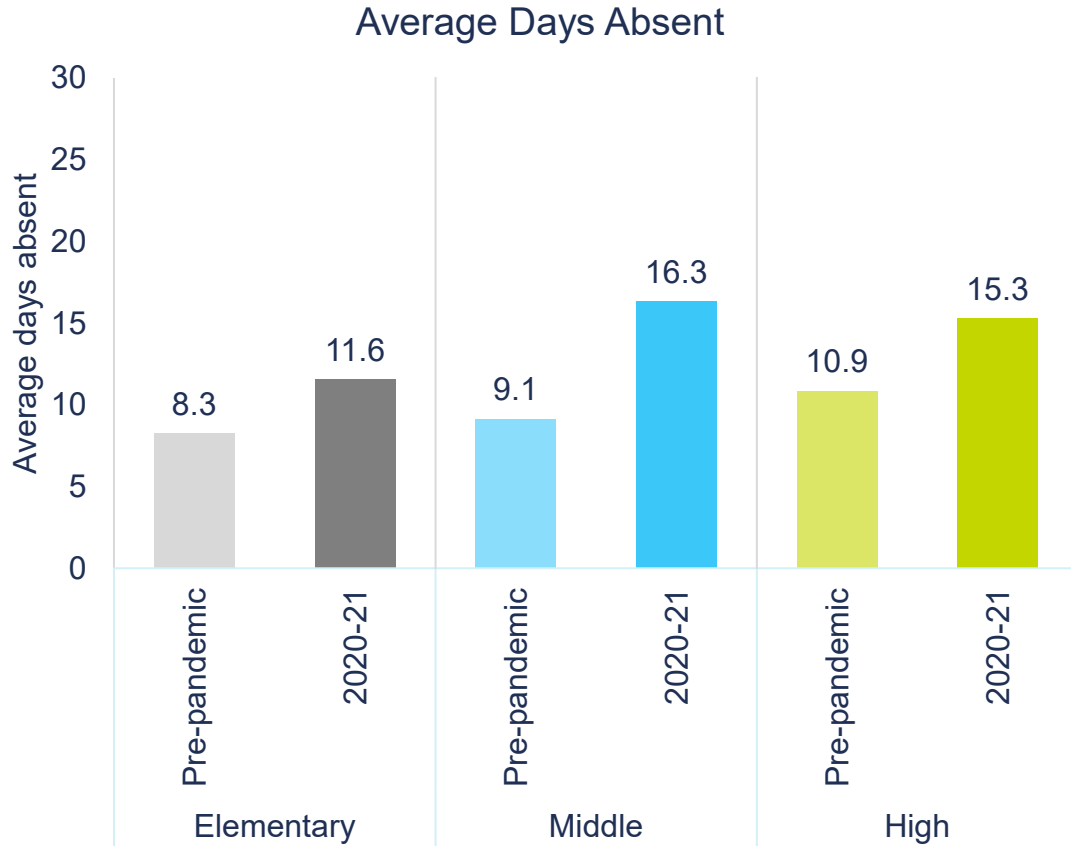
- In 2020-21, students had more absences and lower course grades, were more likely to be chronically absent, to fail at least one course, and to be retained in grade.
- Student enrolled in summer 2021 programs had lower test score proficiency, more failed courses, and more chronic absences.
- Across districts, slightly more than half of elementary and middle school enrollees attended at least 75% of summer program days, about a quarter of elementary schoolers and about 40% of middle schoolers increased at least a grade level of iReady.
- Summer program enrollees were less likely to repeat previously failed courses.

Assessing the Long-Term Impacts of School Extension Programs on Student Re-Engagement and Learning Recovery

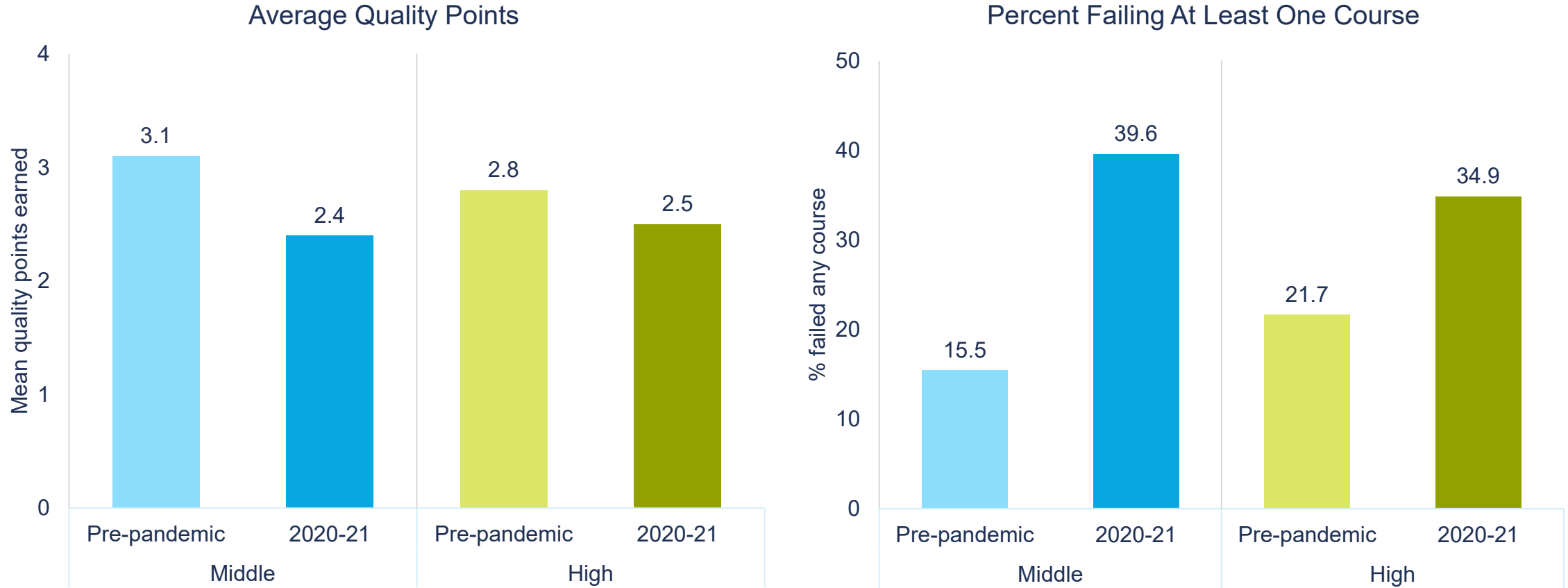
# Statewide Impacts of the COVID-19 Pandemic on Absences, Course Grades, and Grade Retention in 2020-21



# Impact of COVID-19 on Student Absences, 2020-21

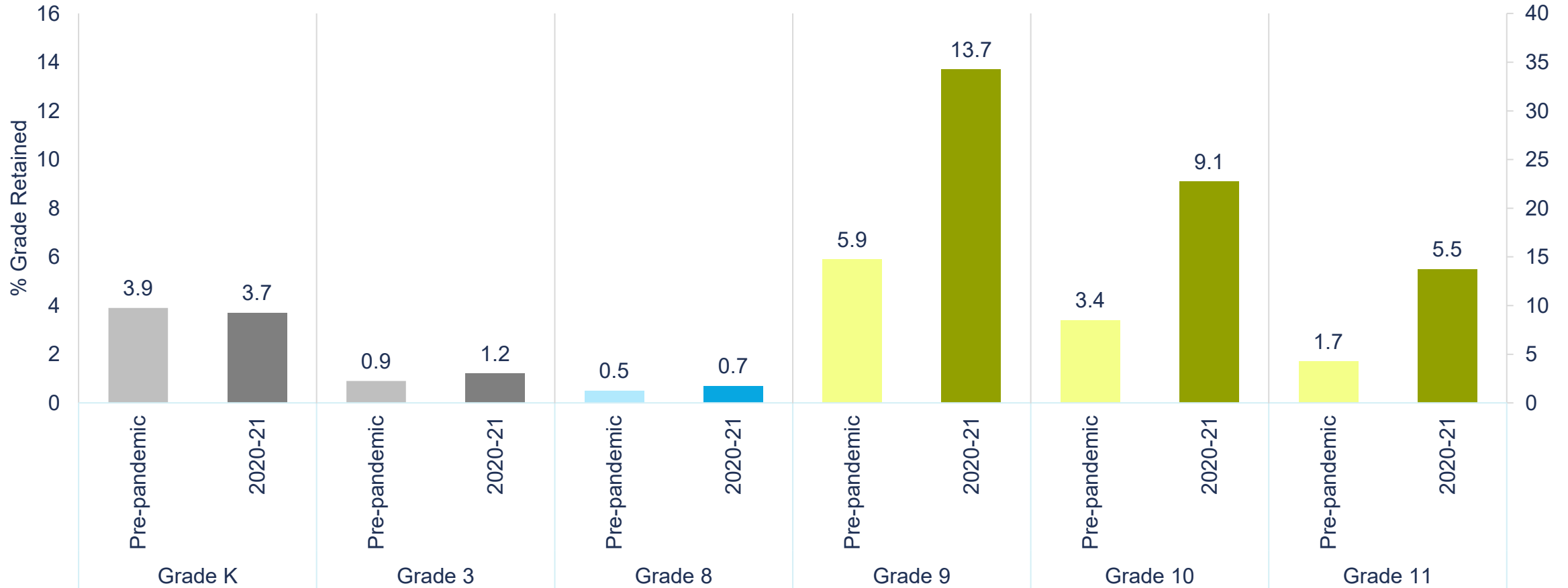


# Impact of COVID-19 on Student Grades, 2020-21





# Impact of COVID-19 on Grade Retention, 2020-21

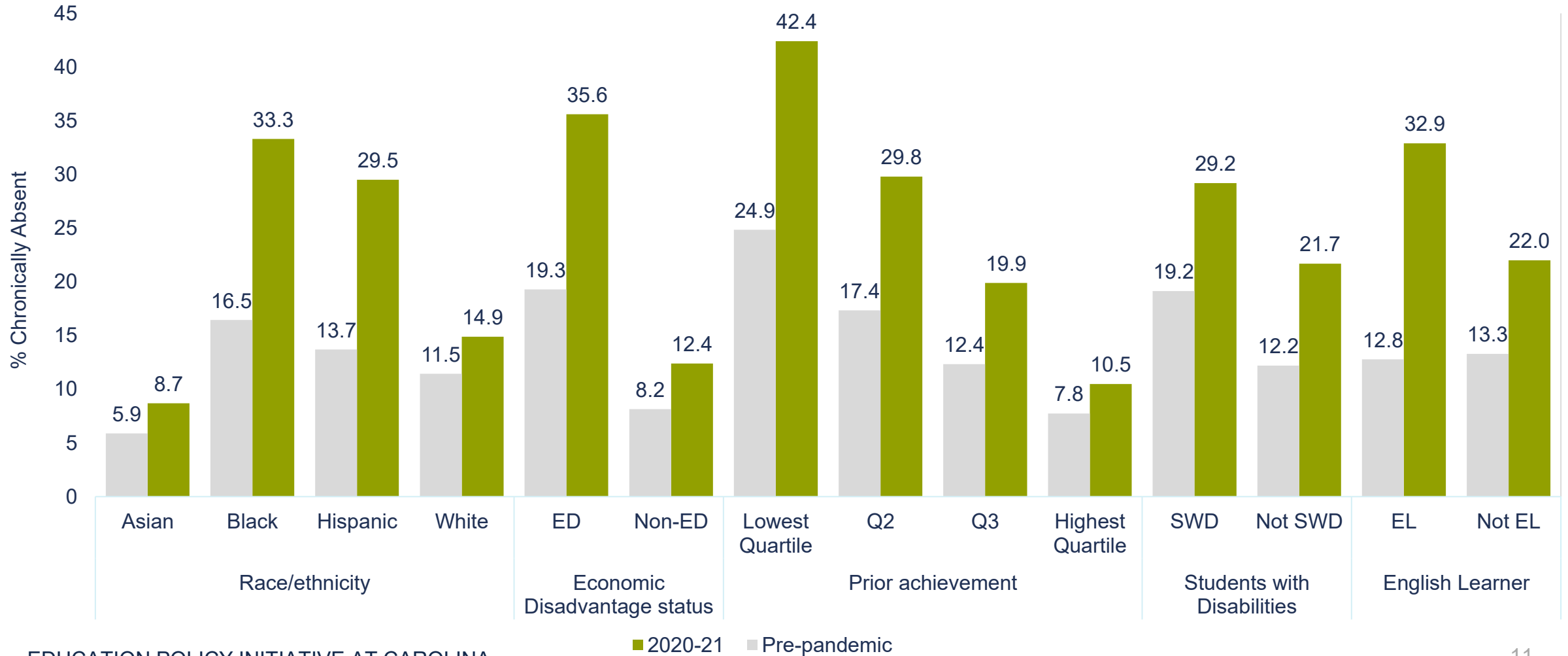


Assessing the Long-Term Impacts of School Extension Programs on Student Re-Engagement and Learning Recovery

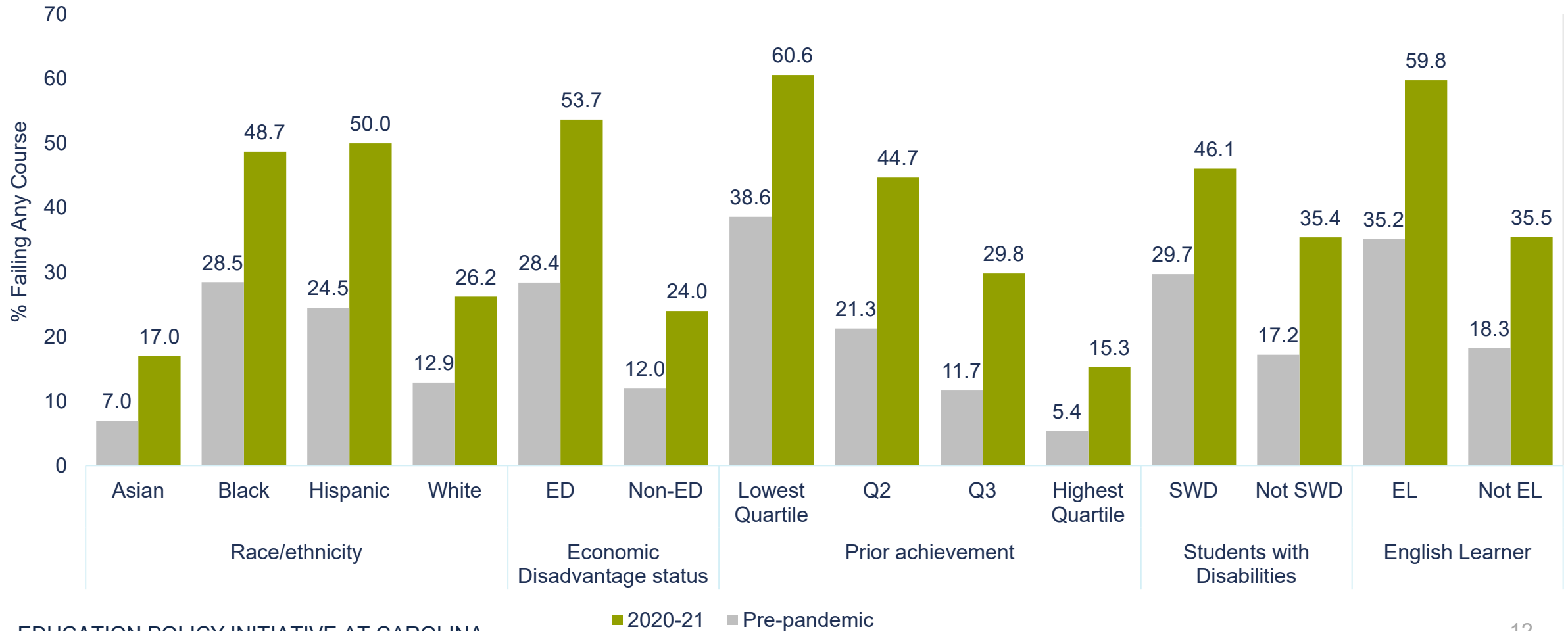
# Impacts on Outcomes by Student Subgroups



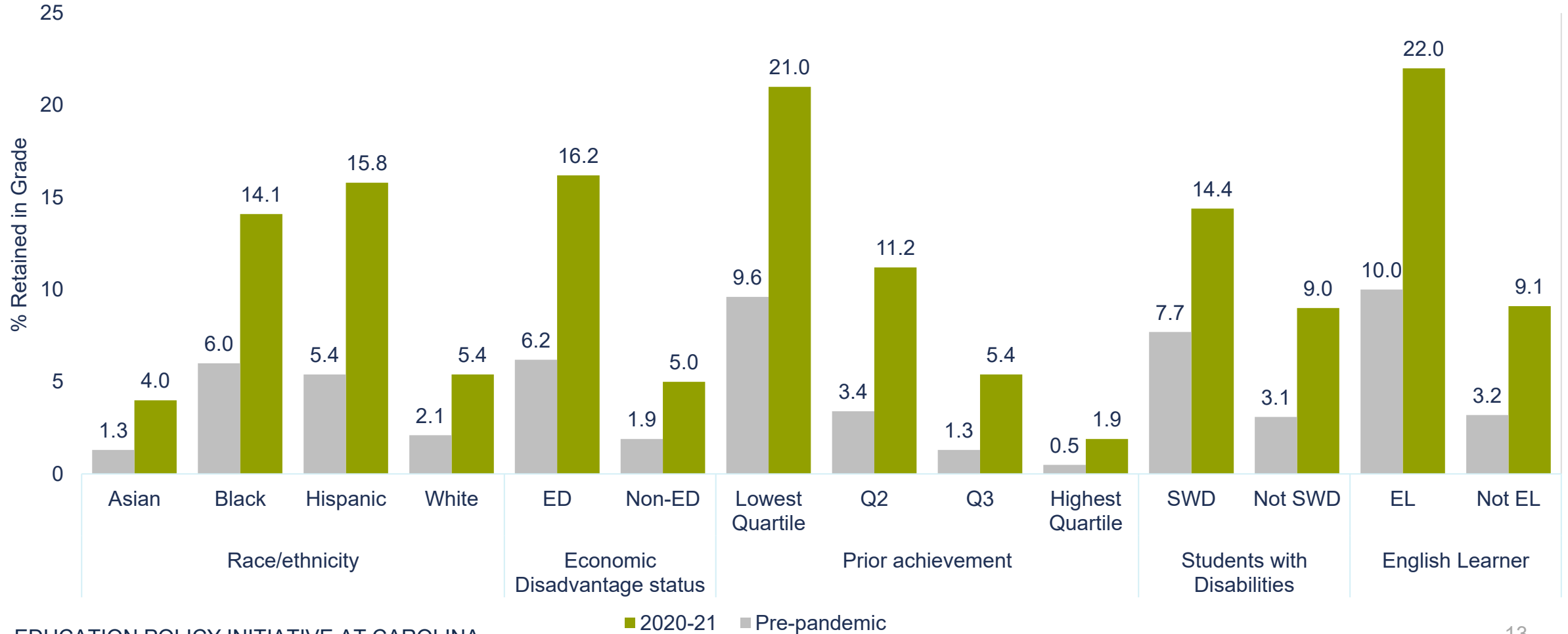
# Impact of COVID-19 on Chronic Absences by Subgroup



# Impact of COVID-19 on Course Failures by Subgroup



# Impact of COVID-19 on Grade Retention by Subgroup

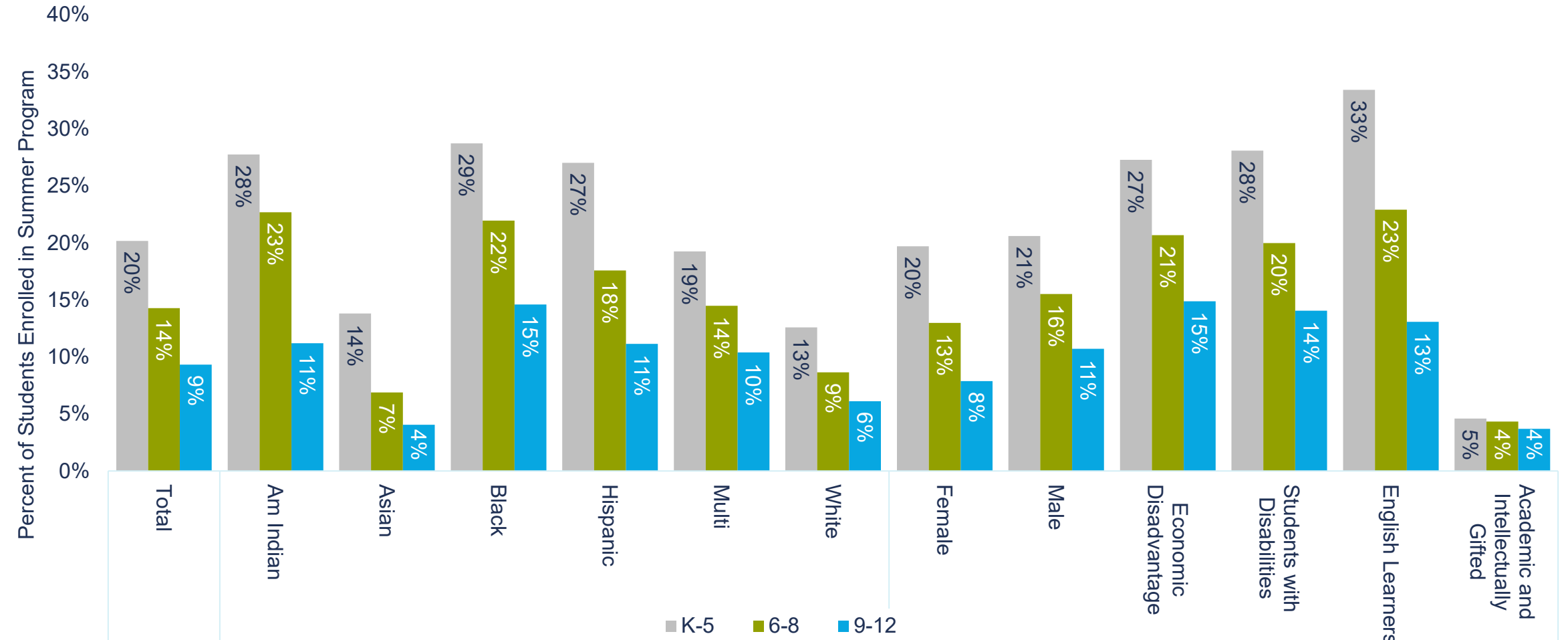


Assessing the Long-Term Impacts of School Extension Programs on Student Re-Engagement and Learning Recovery

# Student Enrollment in Summer 2021 School Extension Programs

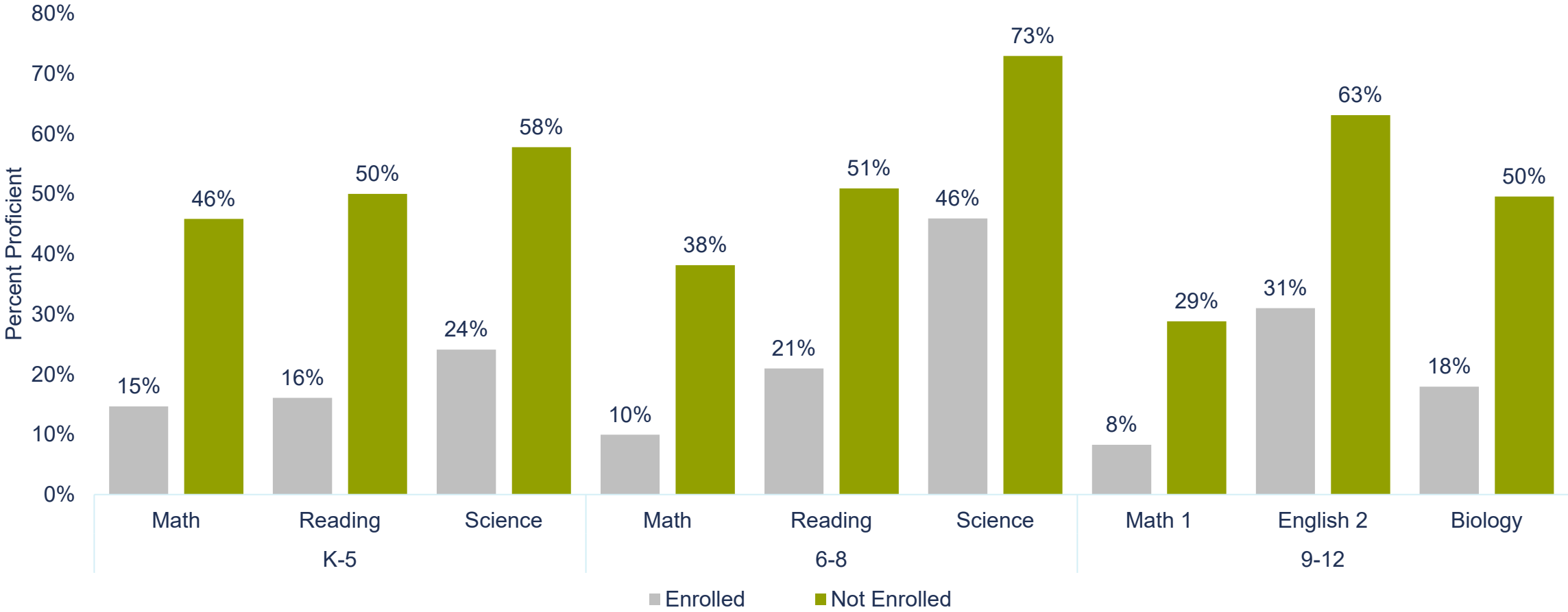


# Summer 2021 Program Enrollment by District Characteristics



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# 2020-21 Proficiency Rates by Summer 2021 Program Enrollment



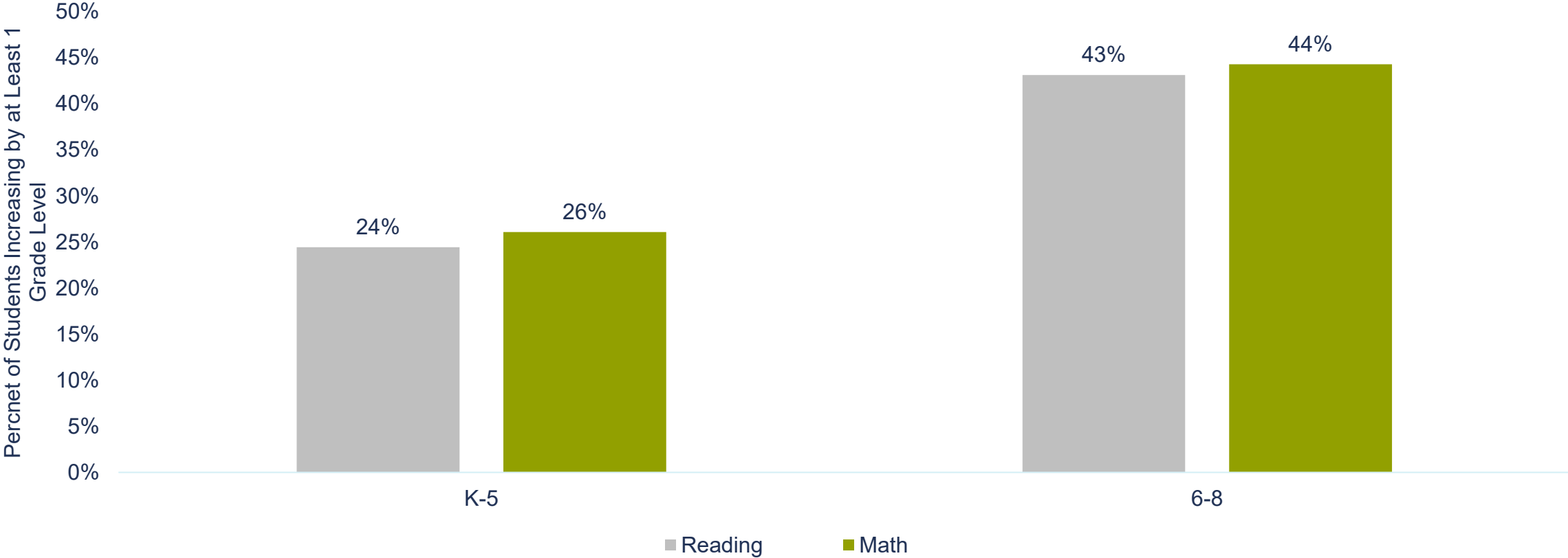


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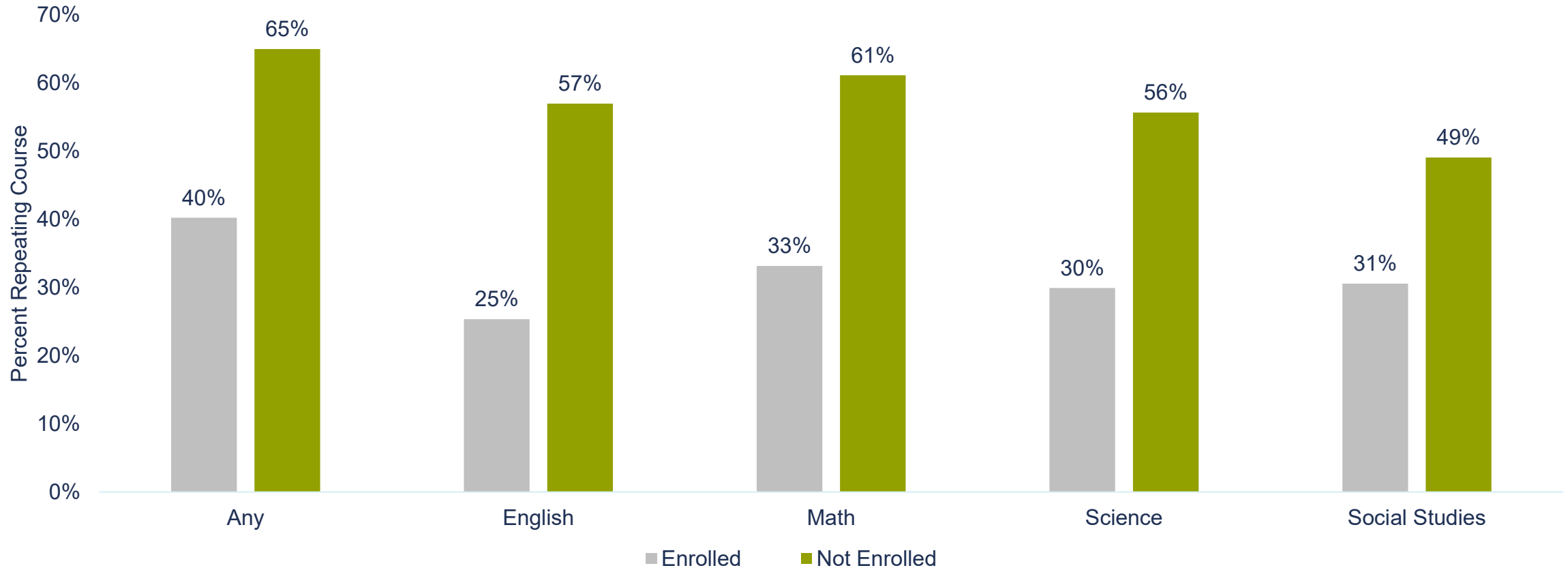
# Short Term Outcomes of Summer 2021 School Extension Programs



# Percent of Summer 2021 Enrollees Gaining at Least 1 Grade Level on iReady Scores



# Percent of Summer 2021 Enrollees Repeating Courses Failed in 2020-21



**Assessing the Long-Term Impacts of School Extension Programs on Student Re-Engagement and Learning Recovery**

# Summary of Key Findings and Next Steps



## Next Steps

- Examine changes in student outcomes in the 2021-22 school year.
- Measure longer term impacts of summer 2021 school extension programs on student outcomes in the 2021-22 school year.
- Describe characteristics of summer 2022 programs and summer 2022 program participants.



For questions, contact:

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