

The Education Recovery Scorecard: Results and Implications

April 9, 2024

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays



Panelists



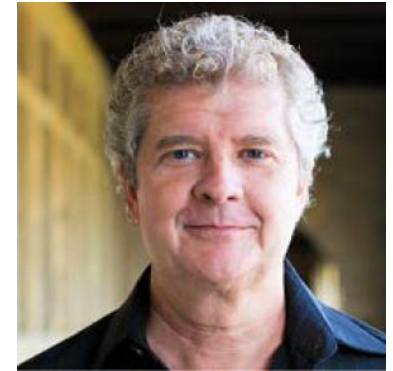
Adrienne Battle, Ed.D.
Superintendent
Metro Nashville Public
Schools



Susana Córdova, Ed.D.
Commissioner Colorado
State Department of
Education



Thomas Kane, Ph.D.
Walter H. Gale Professor of
Education and Economics
Harvard Graduate School of
Education



Sean Reardon, Ed.D.
Professor of Poverty and
Inequality in Education
Stanford Graduate
School of Education

Panelists (Continued)



Adam Schott
Principal Deputy Assistant
Secretary for the Office of
Elementary and Secondary
Education
U.S. Department of Education



Mark A. Sullivan, Ed.D.
Superintendent
Birmingham City Schools



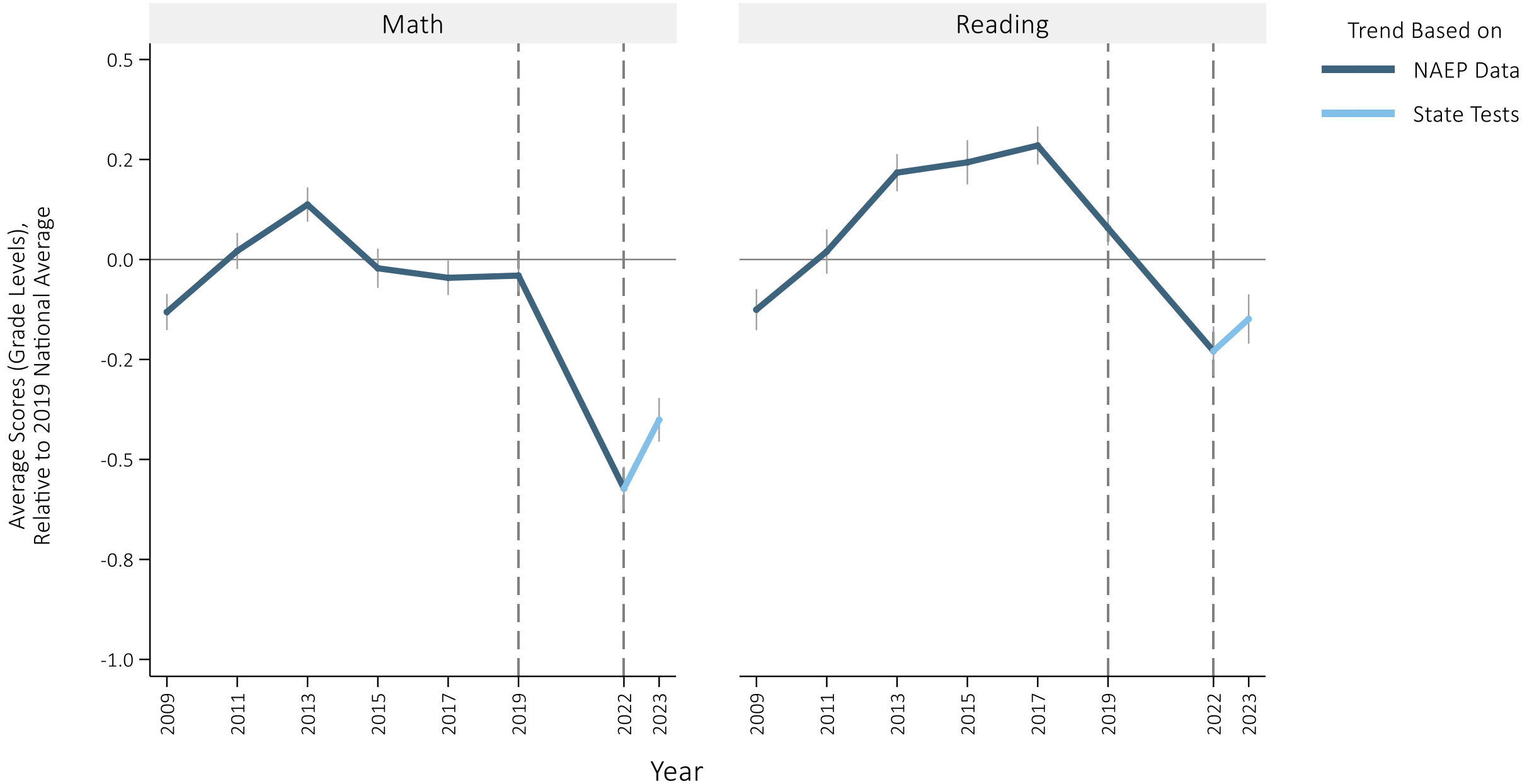
Tony B. Watlington Sr.,
Ed.D.
Superintendent
School District of Philadelphia

Moderator

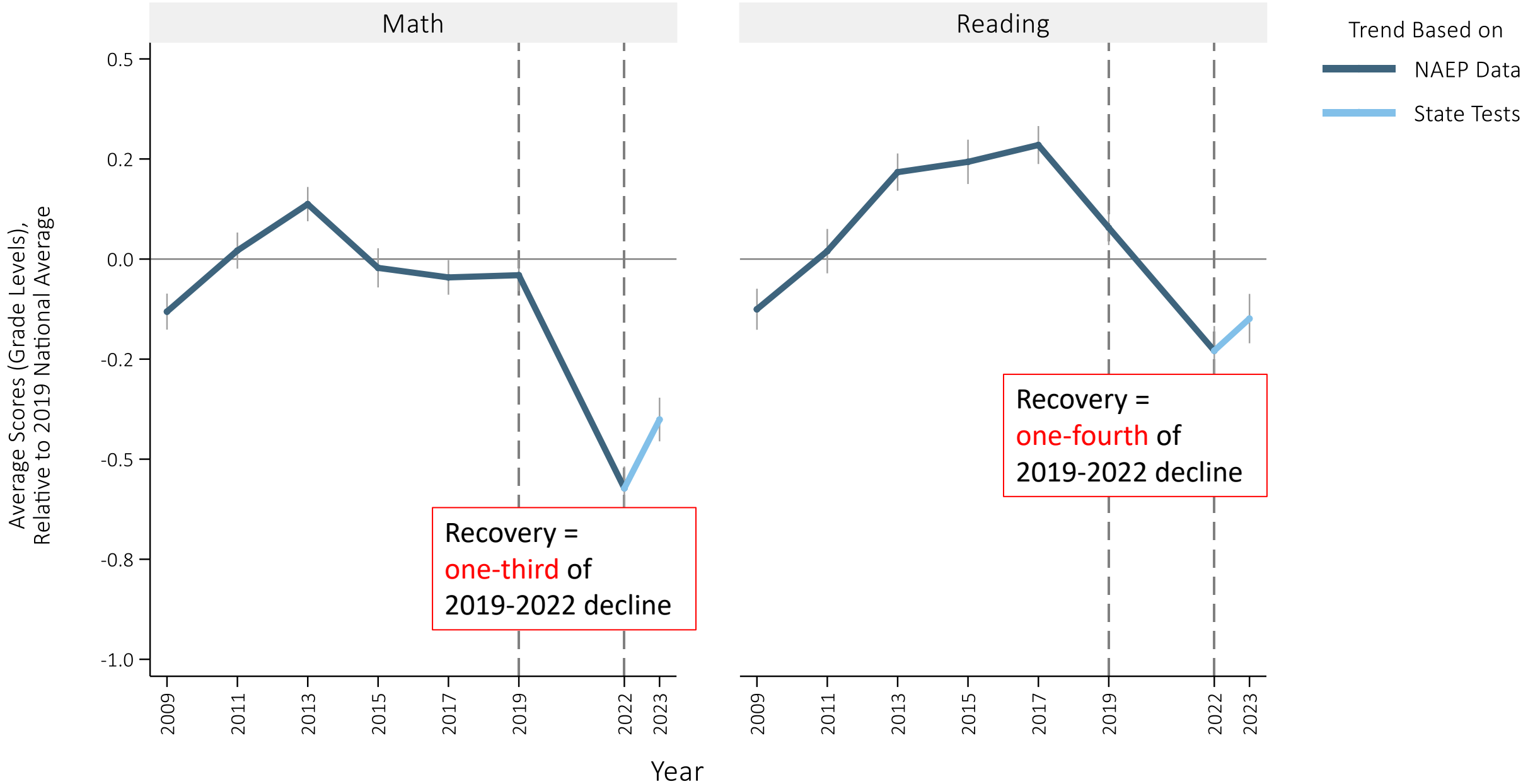


John Gomperts
Executive Fellow
Campaign for Grade-Level Reading

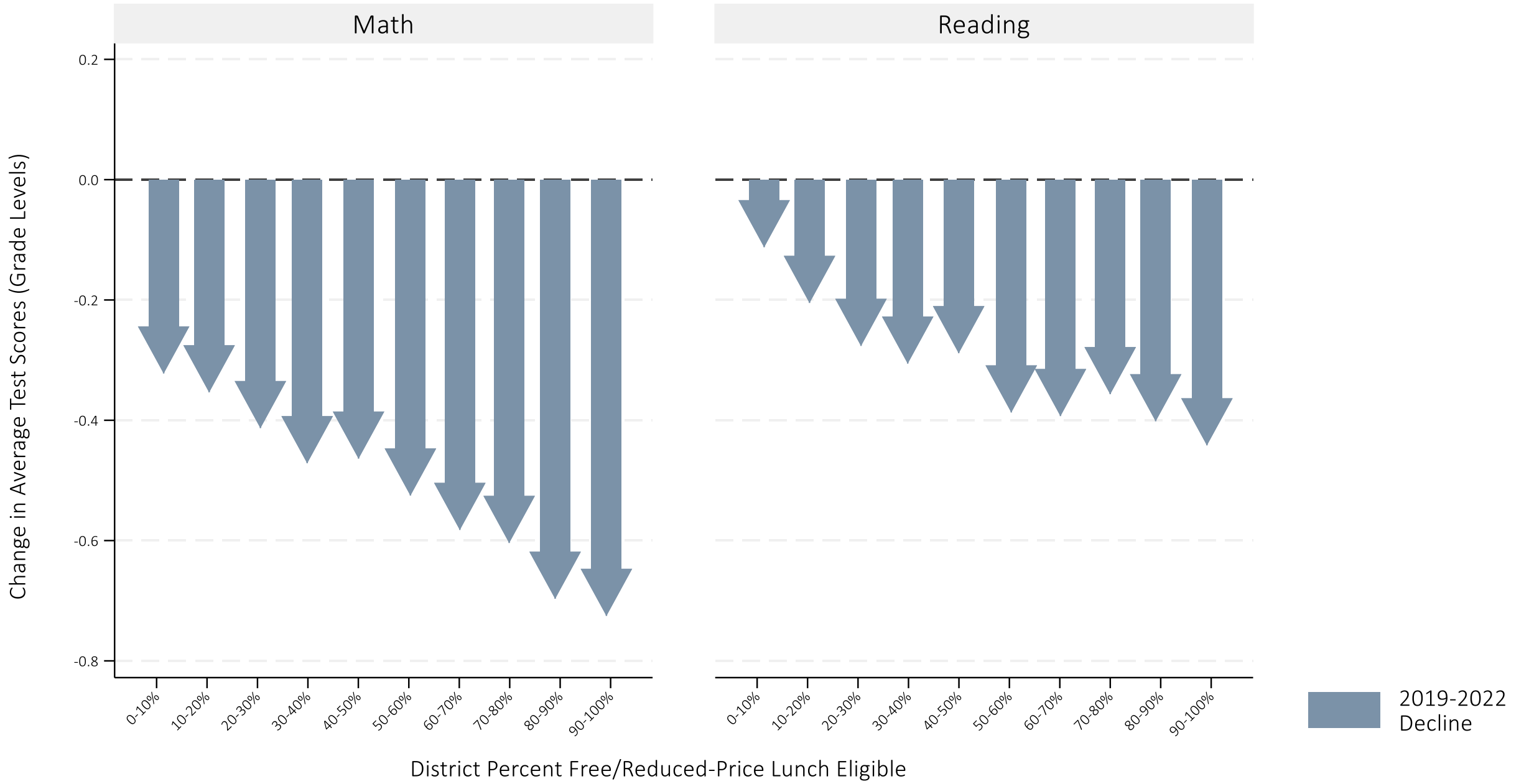
Trend in Average Test Scores, 2009-2023, 30 States



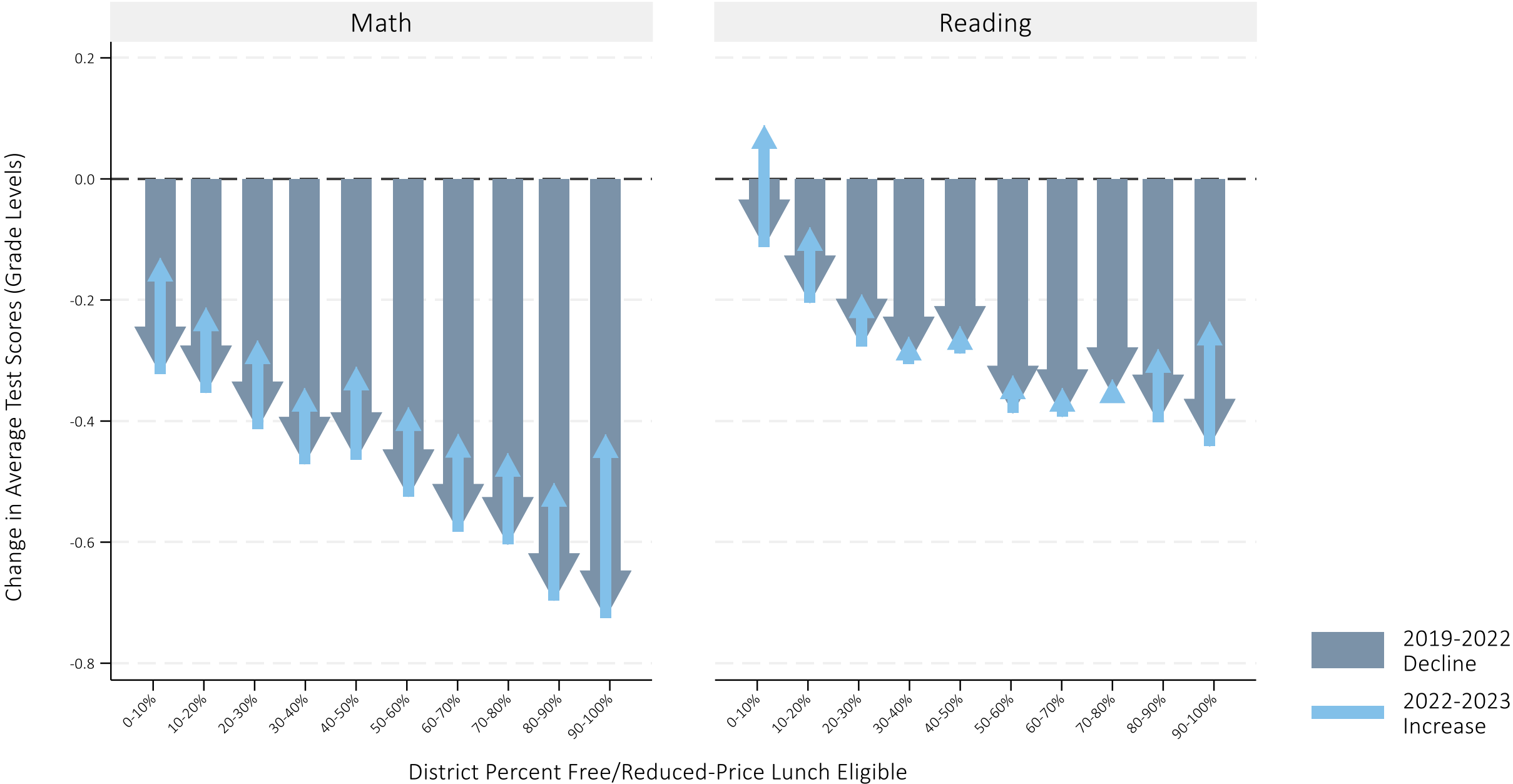
Trend in Average Test Scores, 2009-2023, 30 States



Test Score Decline and Recovery, 2019-2023, by Subject and District Poverty Rate

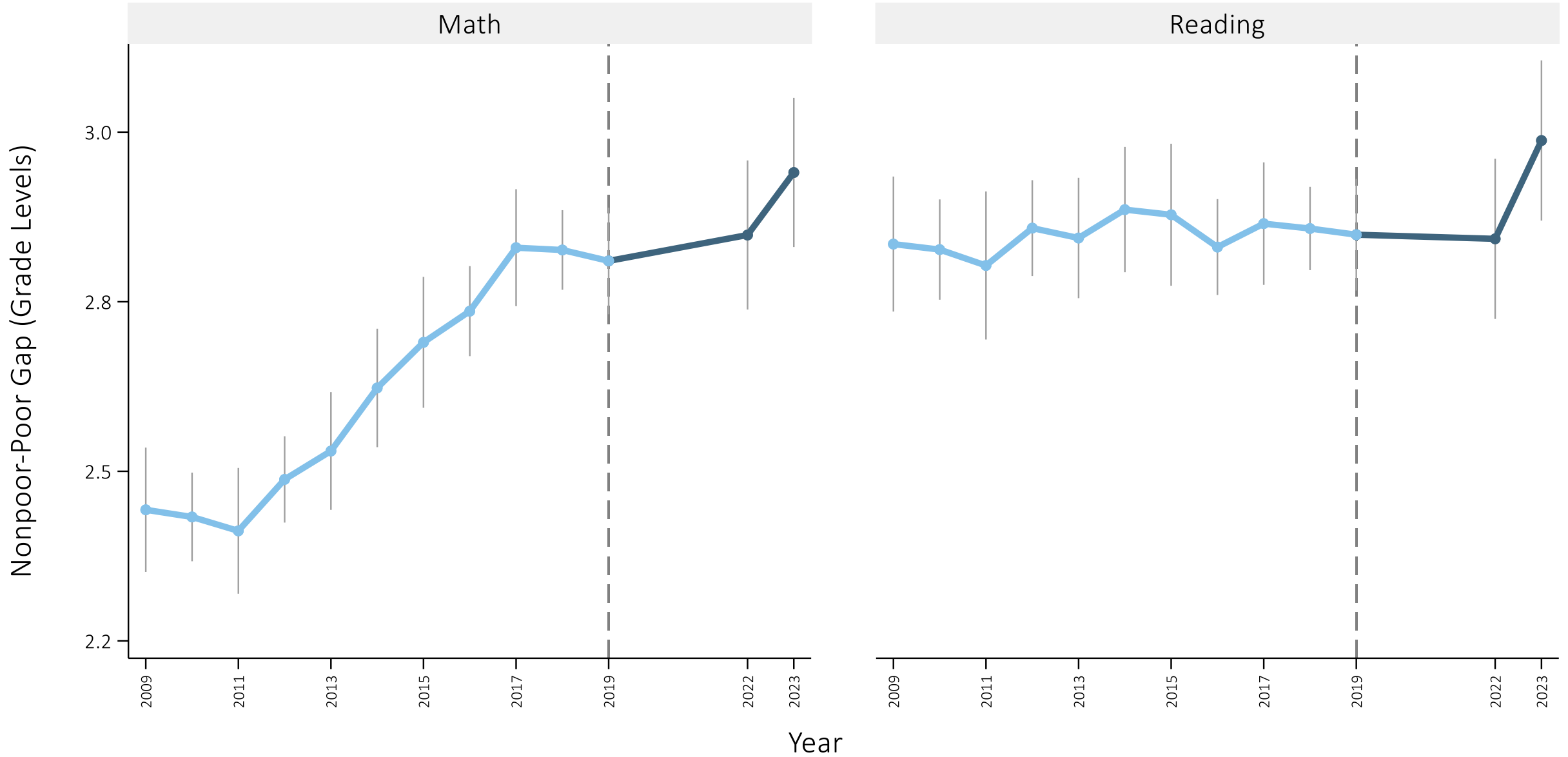


Test Score Decline and Recovery, 2019-2023, by Subject and District Poverty Rate



National Trend in Test Score Gaps, 2009-2023

Among States with Available Economic Status Data (15 States)



Post-pandemic Recovery in U.S. Schools

Tom Kane

Walter H. Gale Professor of Education and Economics
Harvard Graduate School of Education

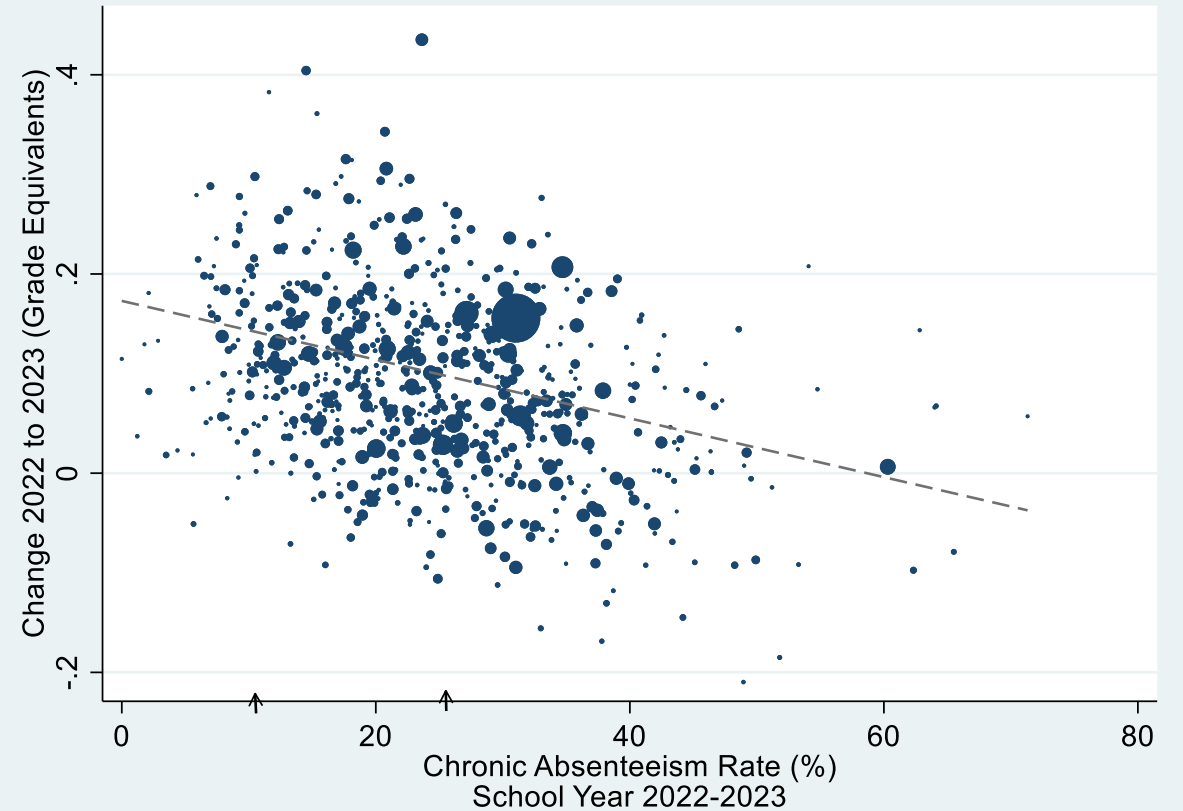
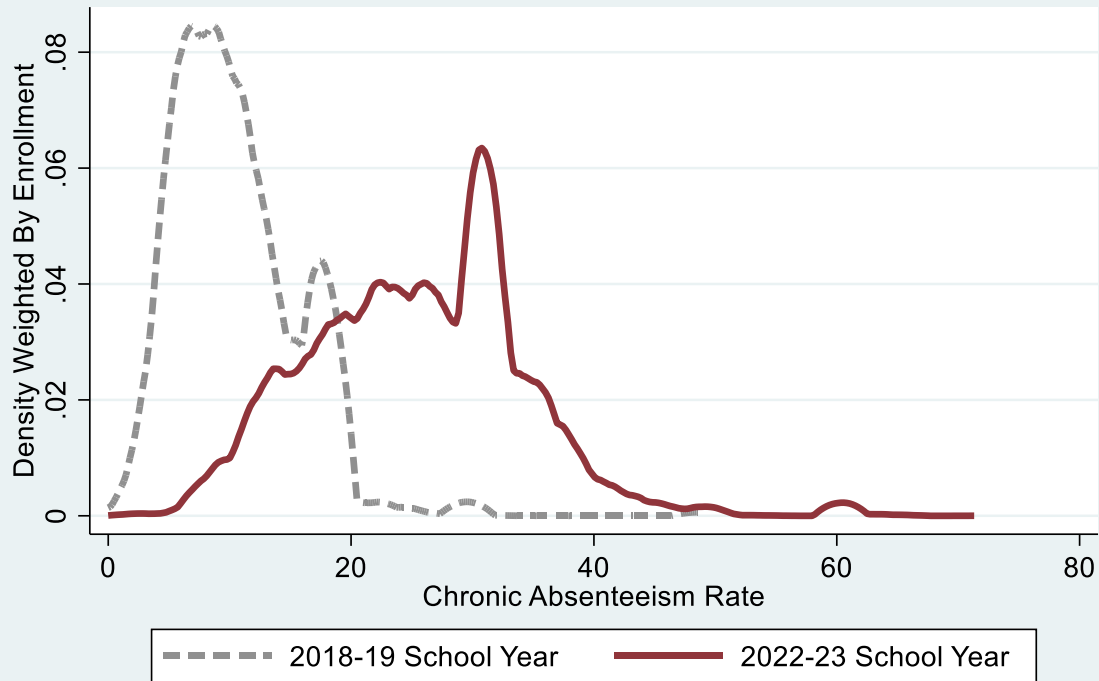


Center for Education Policy Research
HARVARD UNIVERSITY

EDUCATION RECOVERY
SCORECARD

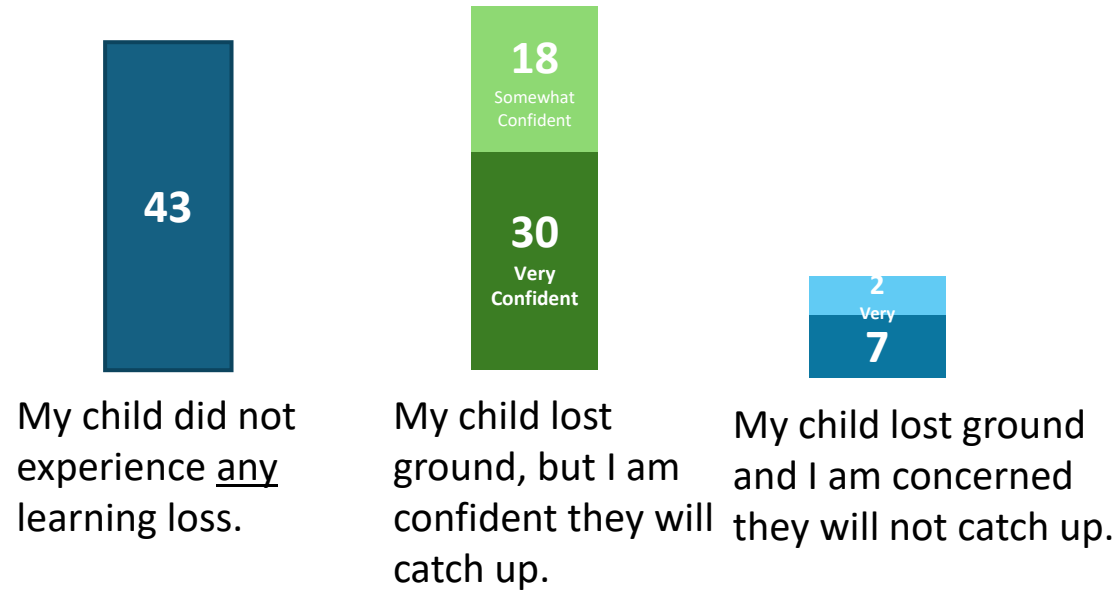
Challenge 1: The rise in absenteeism has become a barrier to faster recovery.

Change In Chronic Absenteeism Rate
California, 2018-29 to 2022-23

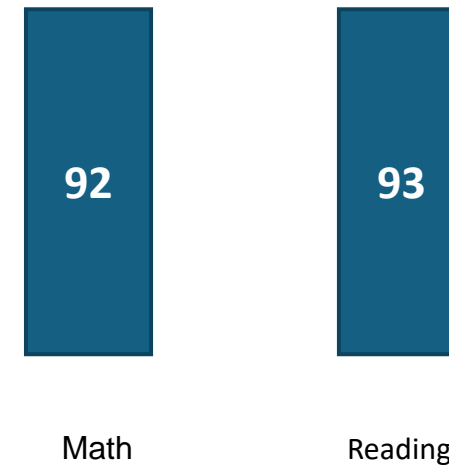


Challenge 2: Parents underestimate impacts on their children.

Education Next (August 2022):



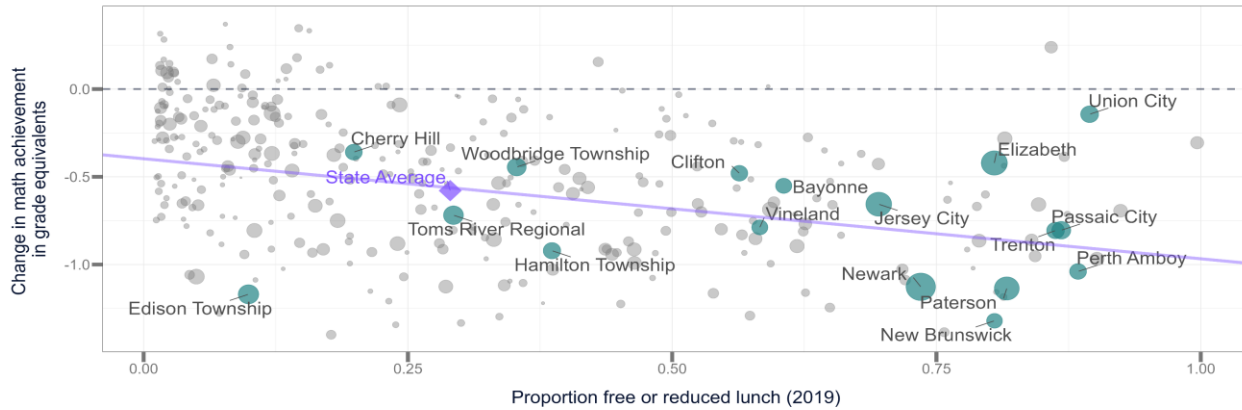
Learning Heroes (March 2023)



“My child is at or above grade level.”

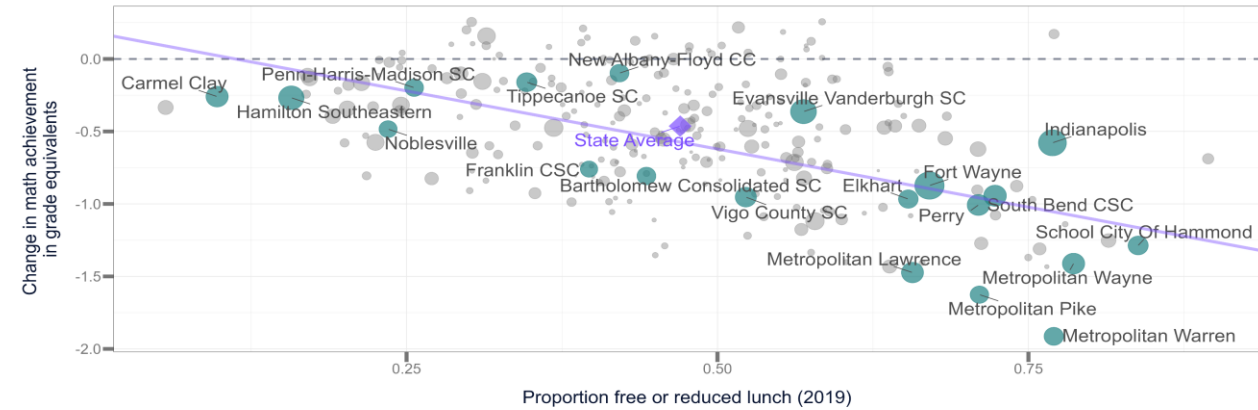
Challenge 3: 90% of ESSER went to local districts, which yielded different strategies, divergent results.

**Change in Math Achievement 2019-2023
by proportion FRPL in New Jersey districts**



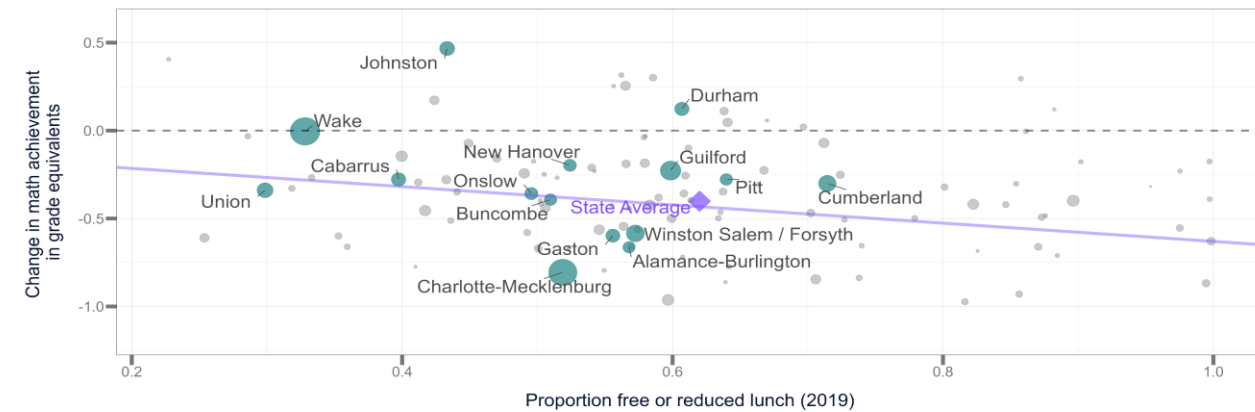
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.
Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 700 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

**Change in Math Achievement 2019-2023
by proportion FRPL in Indiana districts**



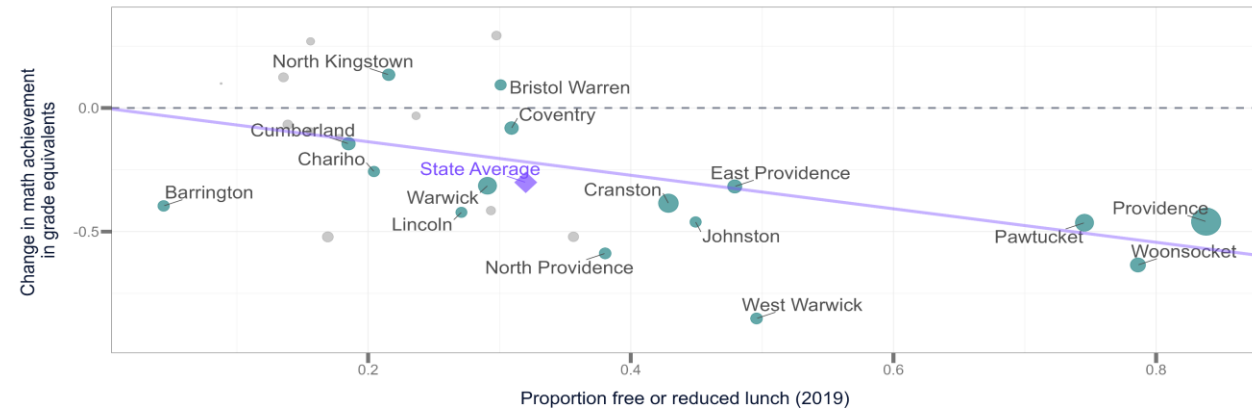
Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.
Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 800 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

**Change in Math Achievement 2019-2023
by proportion FRPL in North Carolina districts**



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.
Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 1,600 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

**Change in Math Achievement 2019-2023
by proportion FRPL in Rhode Island districts**



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA.
Notes: All estimates are based on published state assessment results, which have been rescaled to grade equivalents using state scores on the National Assessment of Educational Progress. For historical comparability, the proportion of students receiving free or reduced price lunch reflects the estimated number of students in households with incomes below 185% of the federal poverty level in Census data. Some districts may have higher rates of federally subsidized lunch recipients due to the community eligibility provision. The sample of districts shown have been limited to districts with reliable estimates. Labeled points represent districts with at least 200 tested students per grade. The regression line displays the overall trend within the state. For details on the methodology see <https://edopportunity.org/methods>.

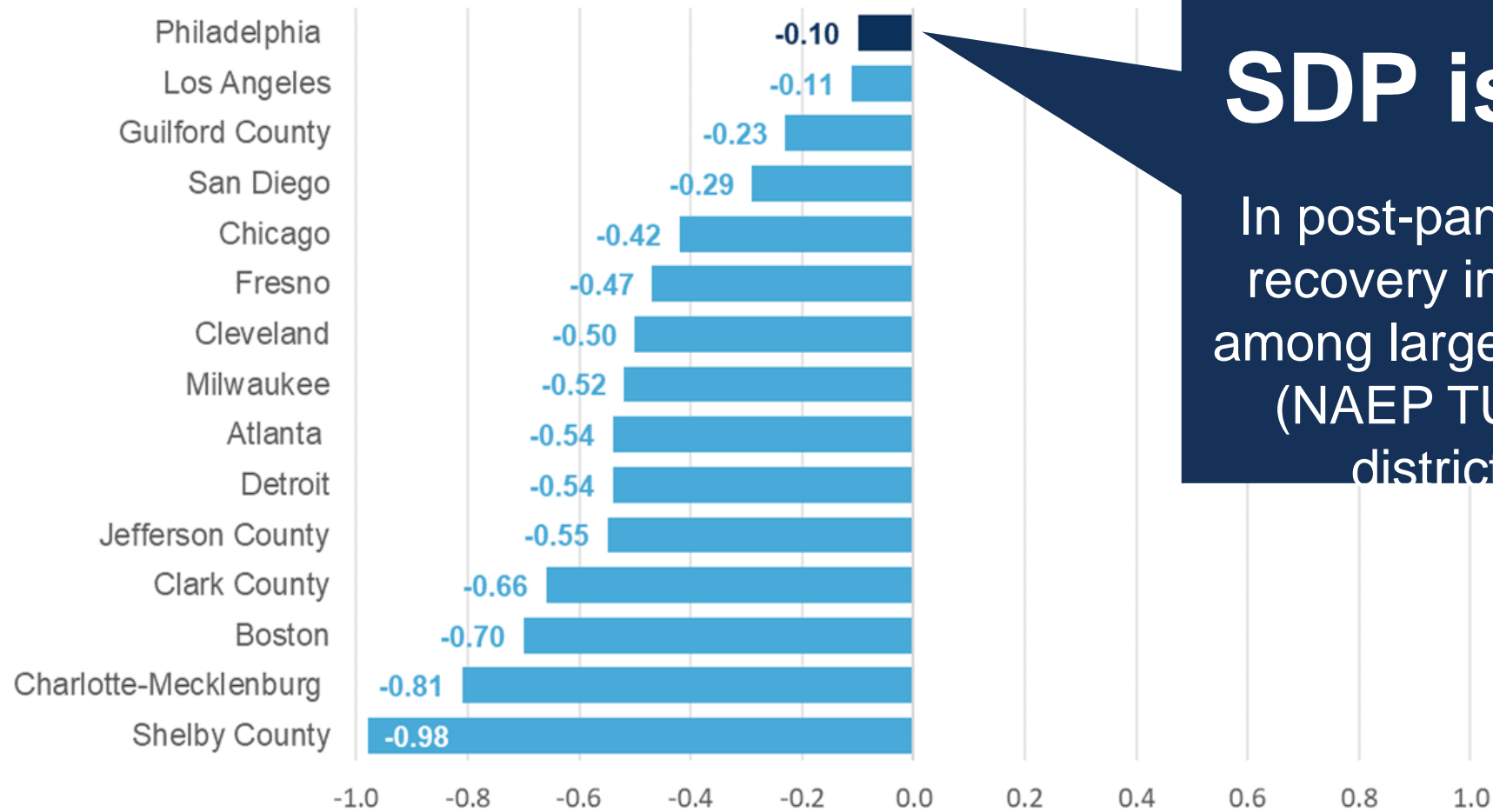
Challenge 4: Understanding what recovery will require.

| Intervention Options | % of students | Effect Size from Research | Multiply % by Effect Size |
|---------------------------------|---------------|---------------------------|---------------------------|
| Tutors | 10% | 1 year | <i>.10 yr</i> |
| Double Math | 30% | .5 year | <i>.15 yr</i> |
| Summer Sch | 75% | .25 year | <i>.19 yr</i> |
| Extend school year by 2.5 weeks | 100% | $2.5 / 36 \text{ wk}$ | <i>.06 yr</i> |
| Sum of expected effects: | | | <i>.50 yrs</i> |

Federal aid expires in September.

Will states step up?

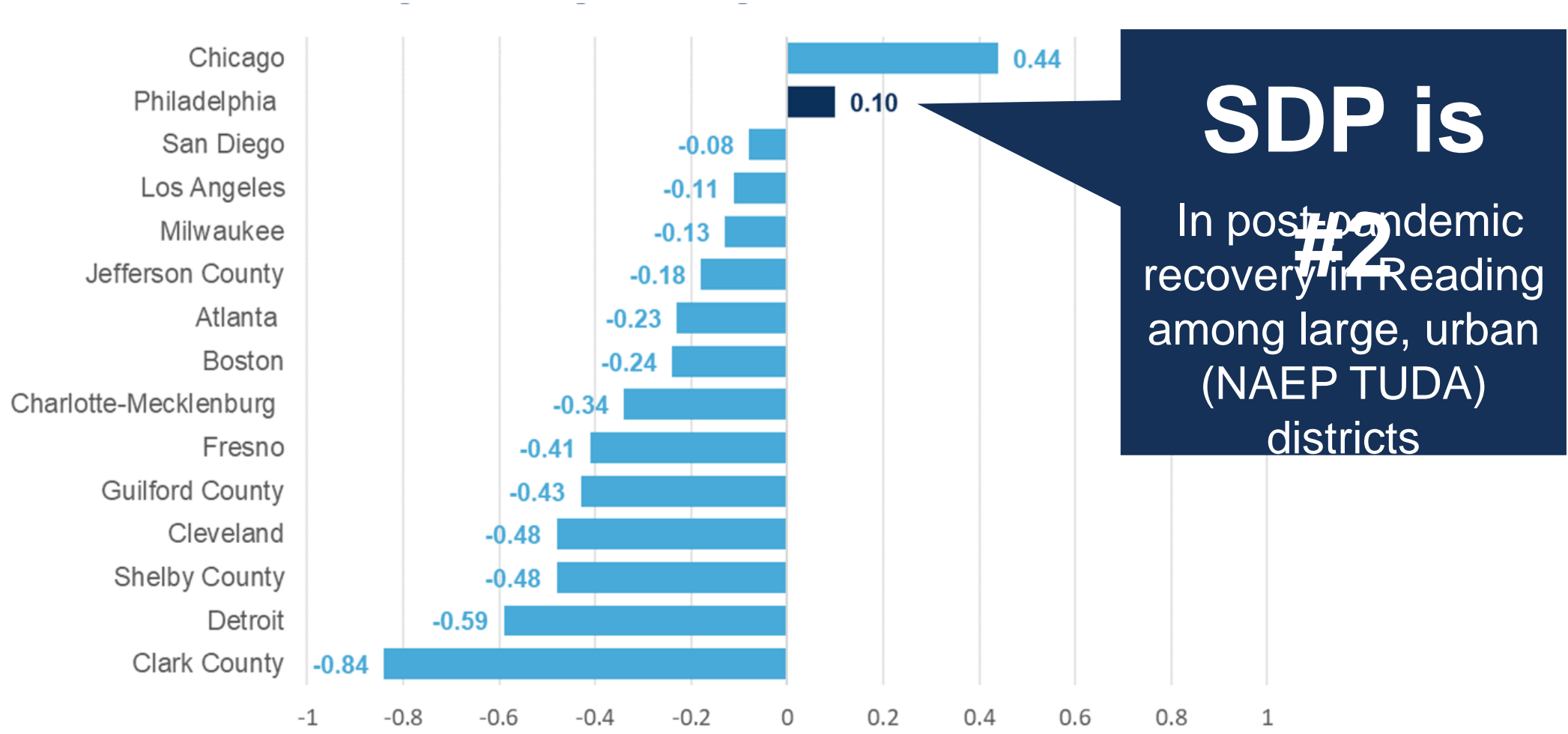
Change in Average Math Scores from 2019-2023 (National Comparisons)



SDP is #1

In post-pandemic recovery in Math among large, urban (NAEP TUDA) districts

Change in Average Reading Scores from 2019-2023 (National Comparisons)



Note: Of the 28 total districts participating in NAEP Trial Urban Districts in [2019](#) and [2022](#), 15 had available data for the 2019 through 2023 analysis. *Fresno participated in TUDA from 2009 until 2019.

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars

FUNDER-TO-FUNDER CONVERSATION

Foundations for Attendance: Examining How Funders Can Help Reduce Chronic Absence

Tuesday, April 16, 12:30–2 p.m. ET/9:30-11:00 PT

BIG BETS WORKING

Implementation, Replication, Fidelity: How to REALLY Scale High-Impact Tutoring

Tuesday, April 16, 3–4:30 p.m. ET/12–1:30 p.m. PT

BIG BETS WORKING

EdTech Working: Enhancing Teaching & Learning AND Scaling Needed Interventions

Tuesday, April 23, 12:30–2 p.m. ET/9–11:30 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Lessons from California's \$2 Billion Settlement: Implementation of State Spending to Advance Equity

Tuesday, April 30, 3–4:30 p.m. ET/12–1:30 p.m. PT

Please stand by...Webinar will begin momentarily!

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays #GLRKeepers

