

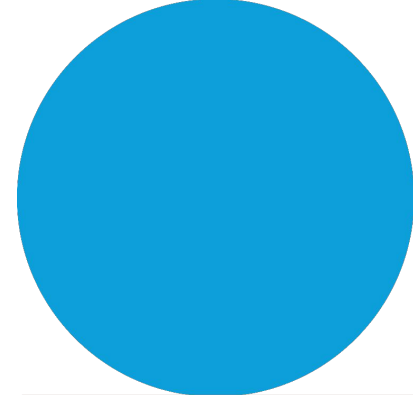
# Post-Pandemic Learning Renewal:

## Lessons Learned and Lingering Equity Issues

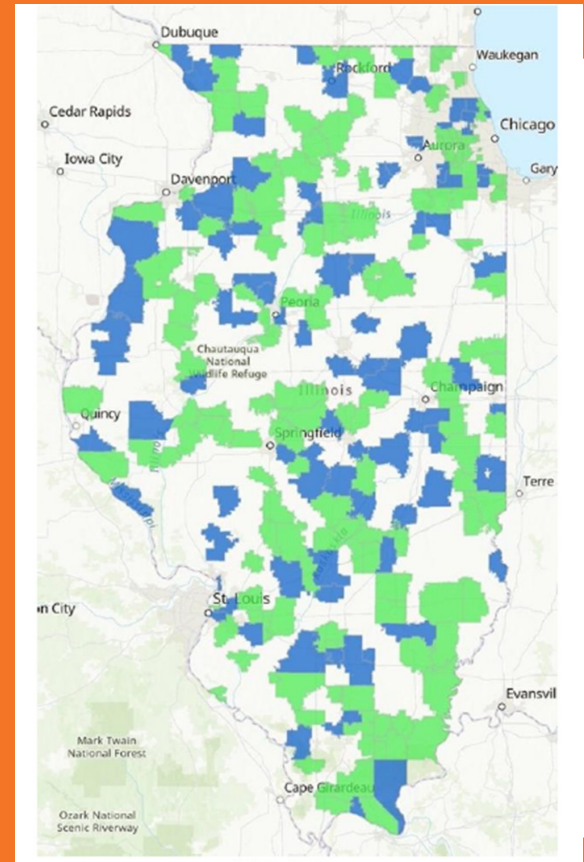
### Presented by:

Meg Bates, Director of the Illinois Workforce and  
Education Research Collaborative (IWERC) at University  
of Illinois

Mariana Barragan Torres, Researcher, Illinois Workforce  
and Education Research Collaborative (IWERC) at the  
University of Illinois



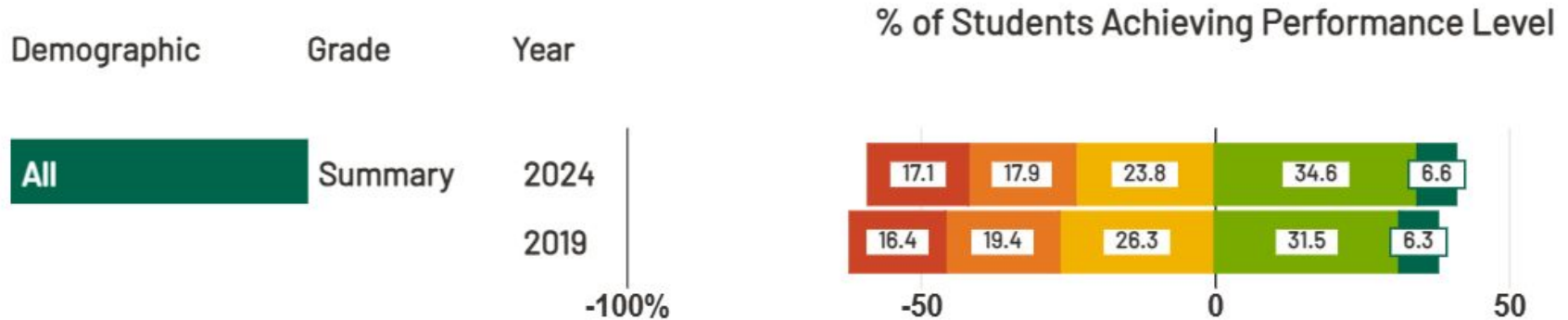
# Learning Renewal: Where We Are



# Recovery has been stronger in ELA and Grades 6-8.

## ELA

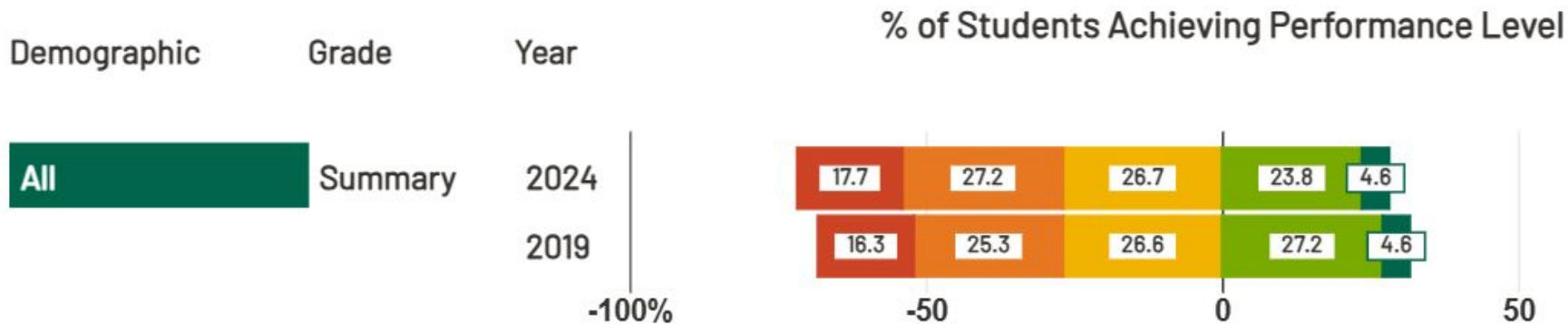
■ Did Not Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded



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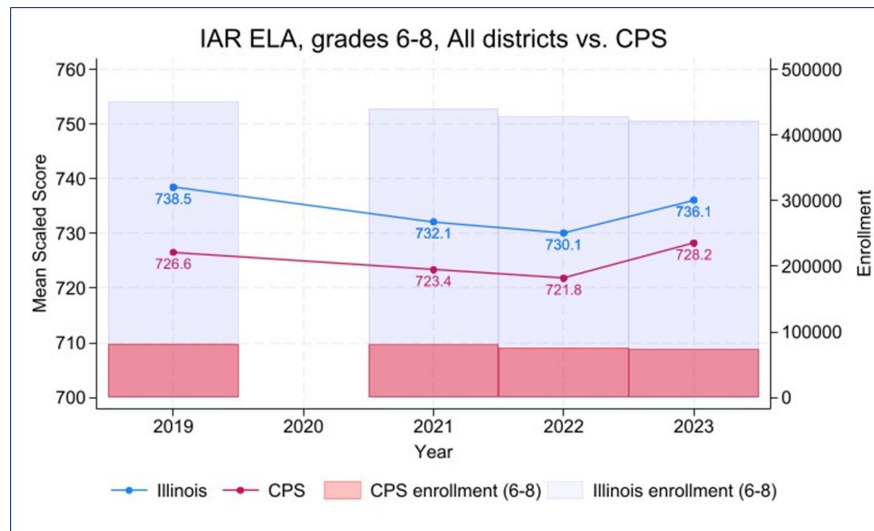
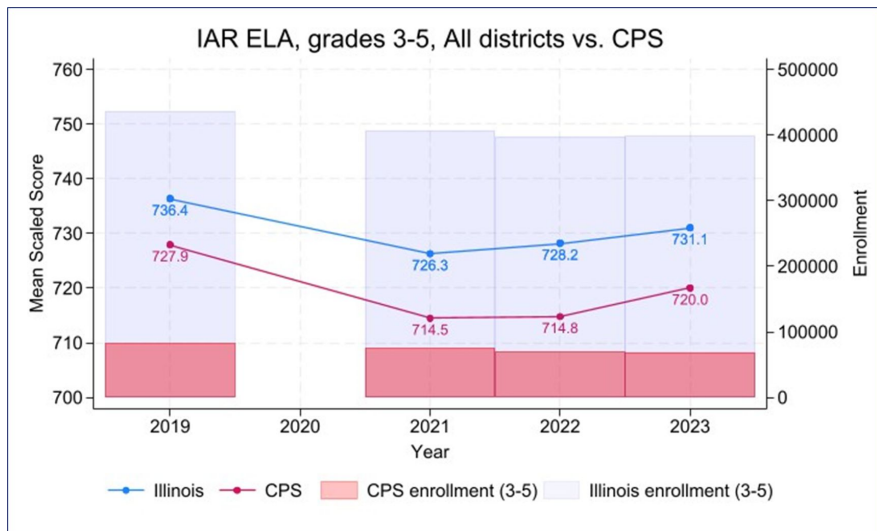
## Math

■ Did Not Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded



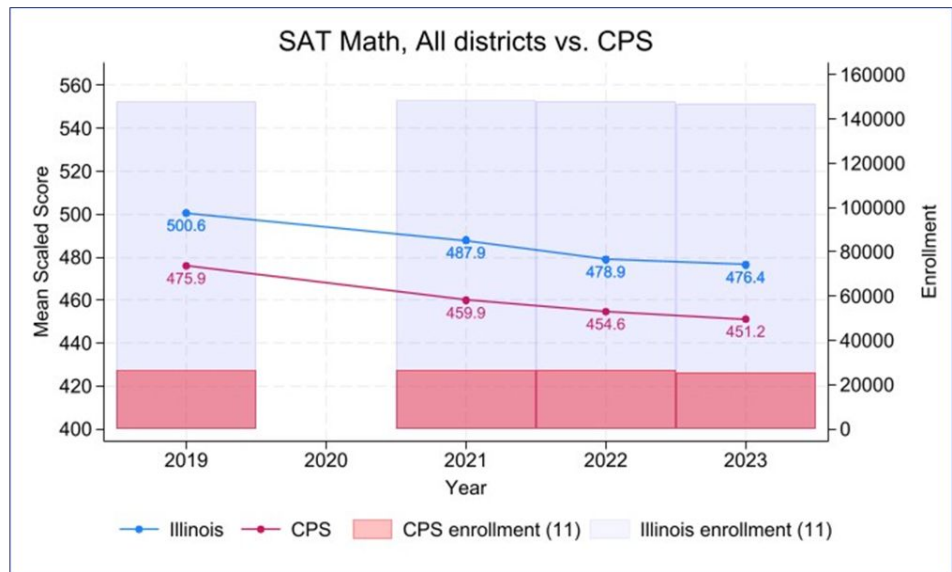
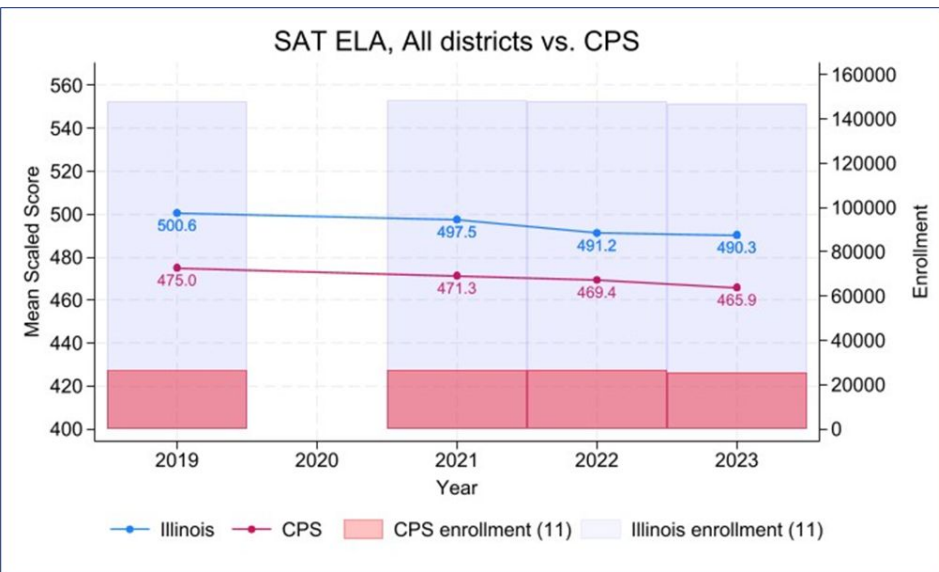
# Recovery has been stronger in ELA and Grades 6-8.

## Elementary vs. Middle School ELA

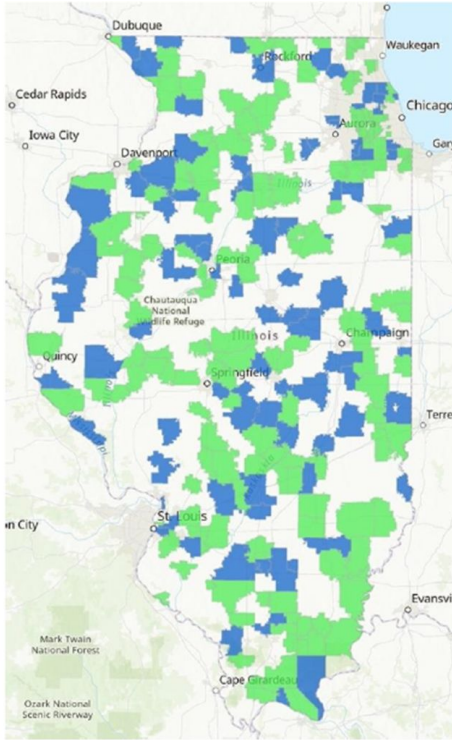


# Recovery has been stronger in ELA and Grades 6-8.

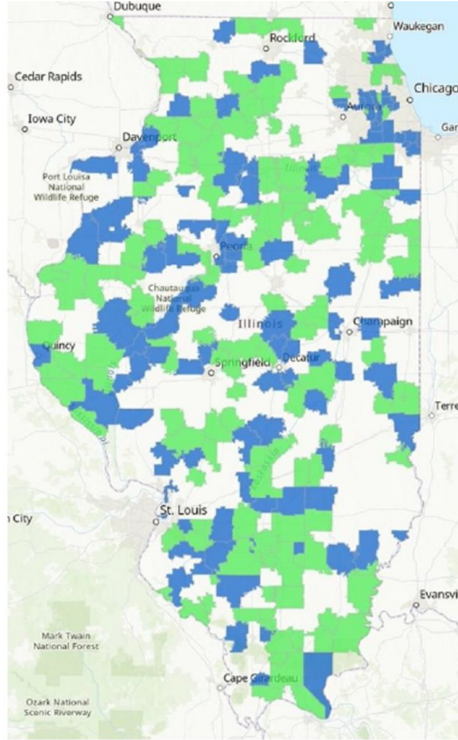
## High School: Continued Declines



# Recovery has differed by geography and demographics.



a. ELA IAR



b. Math IAR

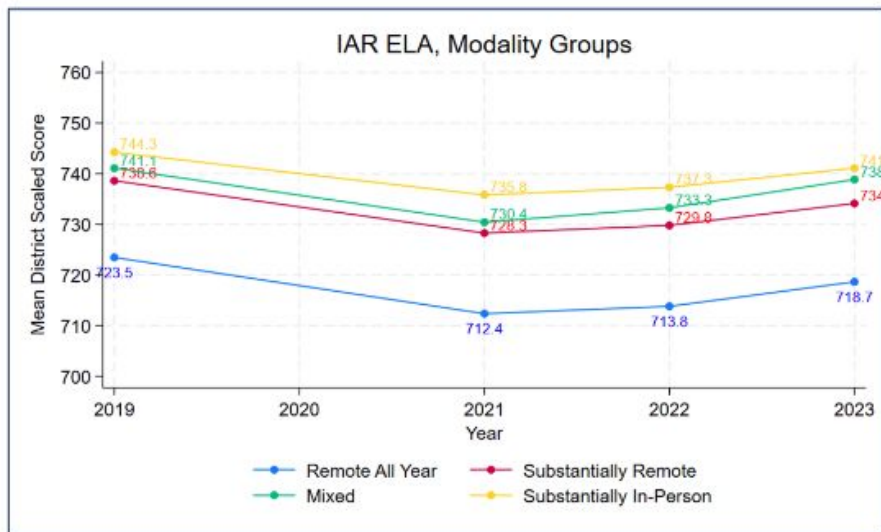
Green = Back to pre-pandemic levels  
Blue = Within .20 SD of pre-pandemic levels

# Recovery has differed by geography and demographics.

District category of recovery	Difference in SY23 district average scores relative to SY19 (SD)	Proportion of districts in category, IAR ELA	Proportion of districts in category, IAR Math	Proportion of districts in category, SAT Reading	Proportion of districts in category, SAT Math
1	$\geq 0.00$	24%	22%	25%	15%
2	$(-0.01, -0.20)$	15%	19%	14%	8%
3	$(-0.21, -0.40)$	20%	21%	17%	12%
4	$(-0.41, -0.60)$	20%	18%	14%	20%
5	$(-0.61, -0.80)$	10%	12%	10%	20%
6	$\geq -0.81$	11%	9%	19%	24%



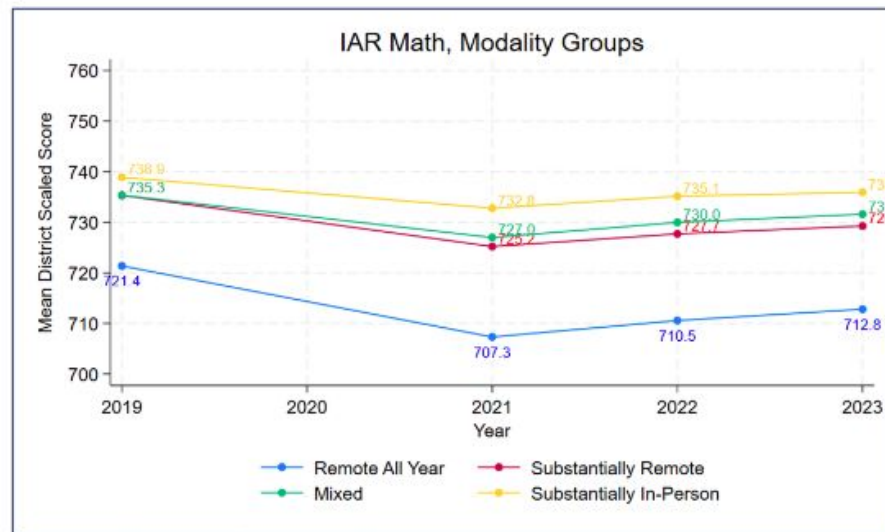
# Recovery has differed by geography and demographics.



## Percentage drops, 2019-2023 (ELA)

Substantially In-Person: 3%

Remote All Year: 7%

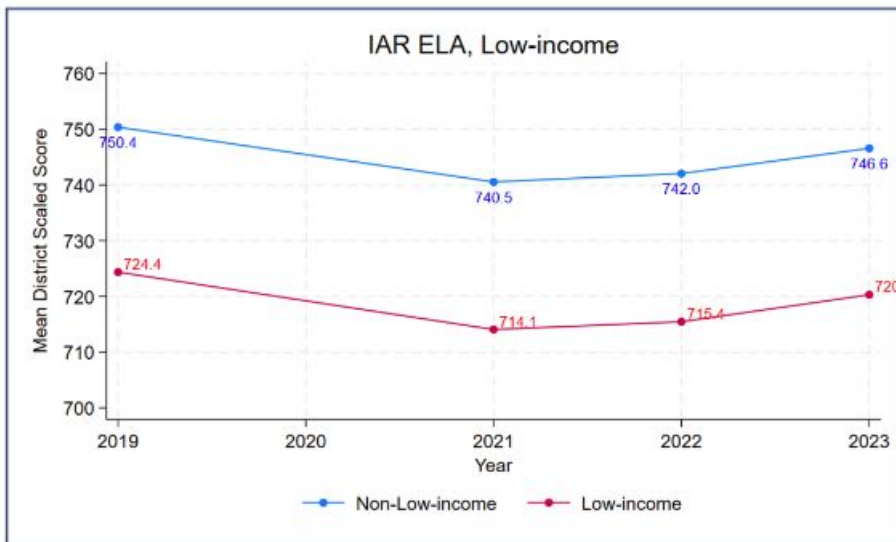


## Percentage drops, 2019-2023 (Math)

Substantially In-Person: 4%

Remote All Year: 12%

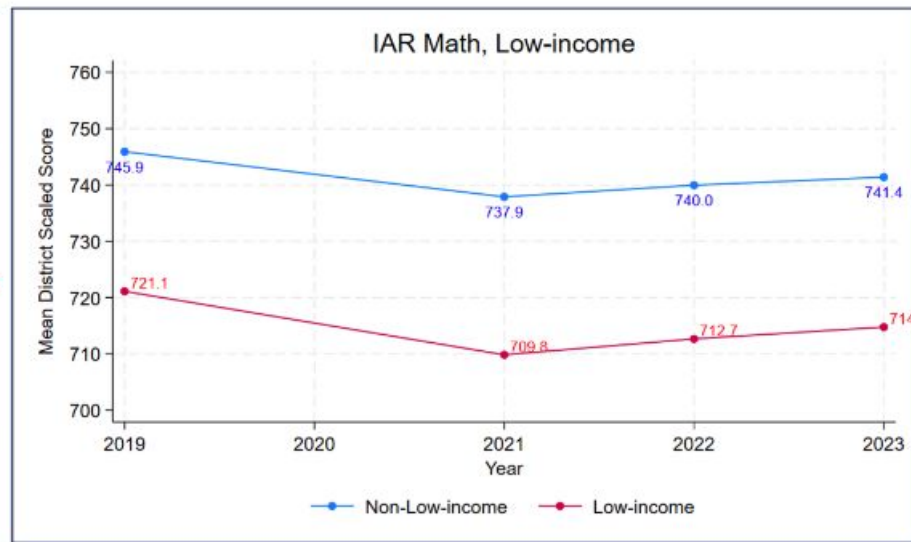
# Recovery has differed by geography and demographics.



## Percentage drops, 2019-2023 (ELA)

Non-low-income: 4%

Low-income: 6%

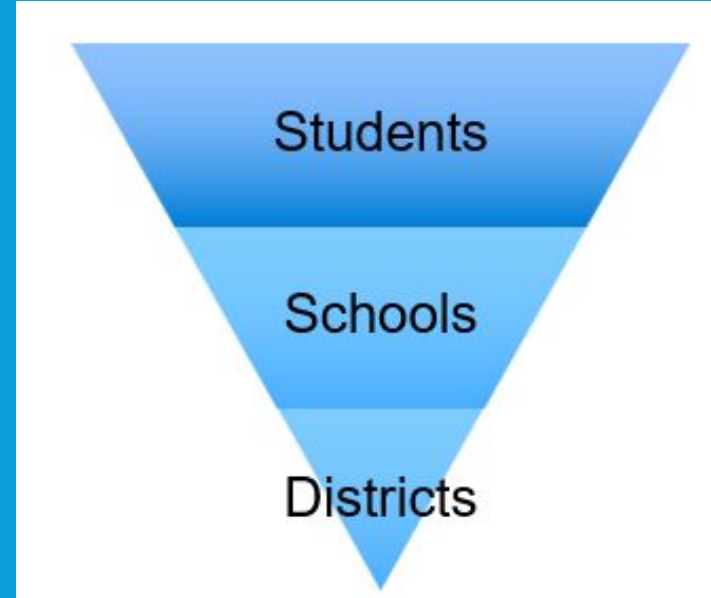


## Percentage drops, 2019-2023 (Math)

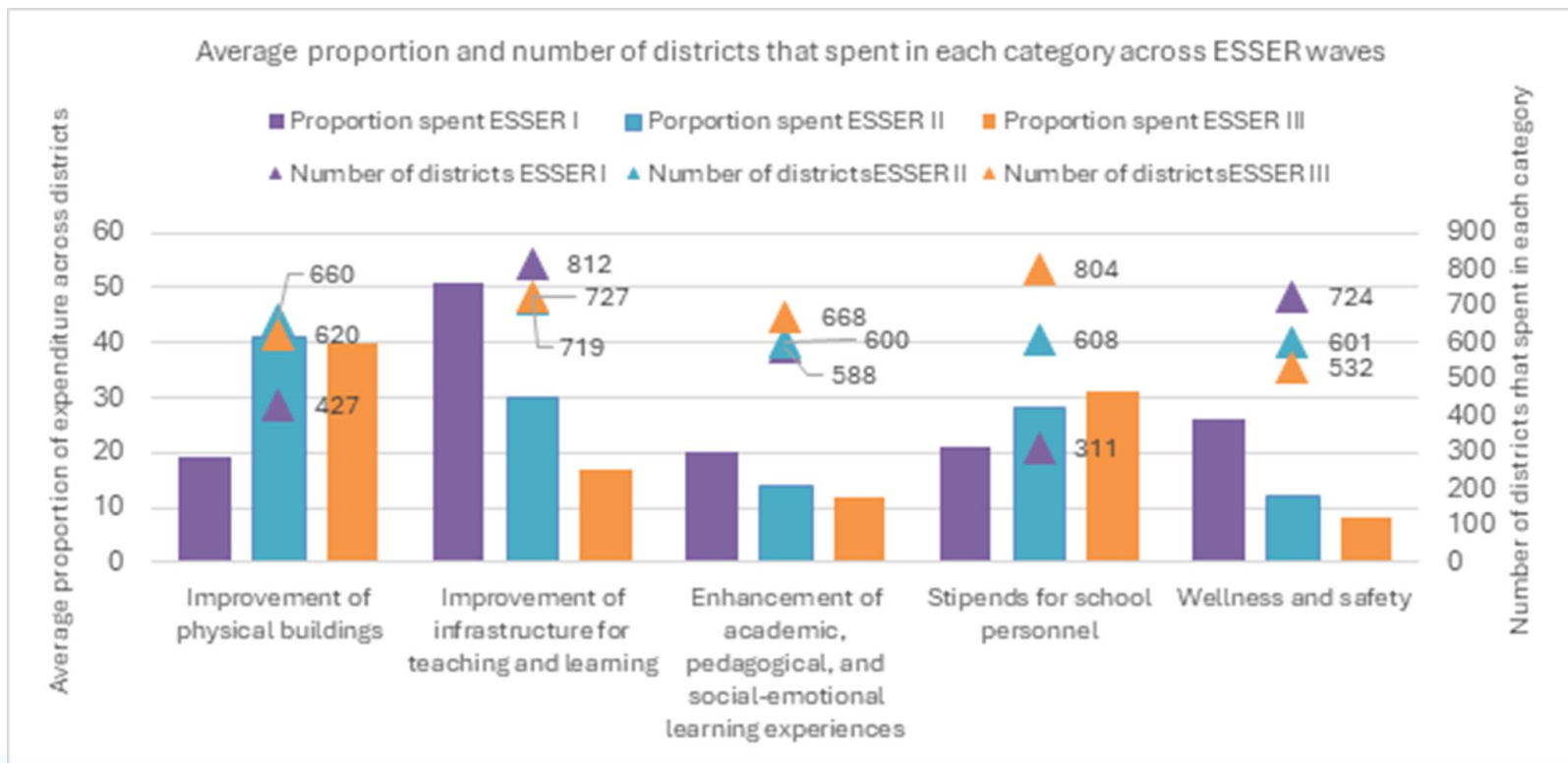
Non-low-income: 5%

Low-income: 10%

# Learning Renewal: What “Worked”?

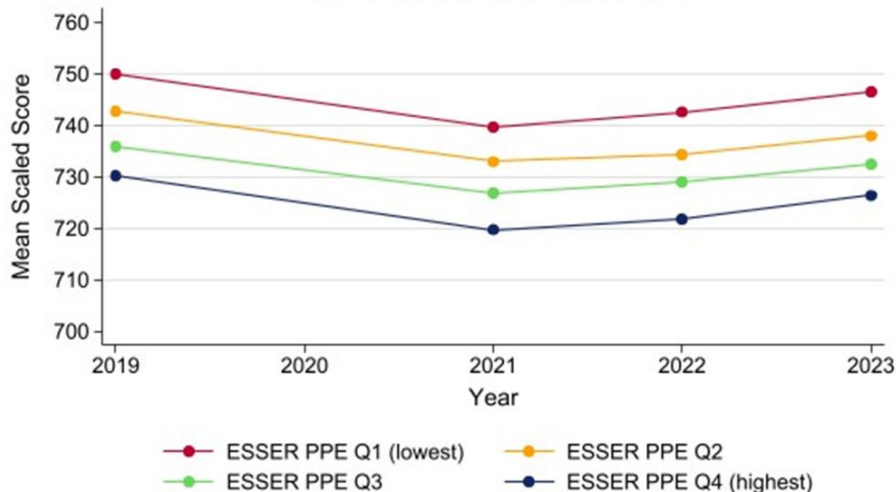


# Districts spent on 5 “recovery” strategies

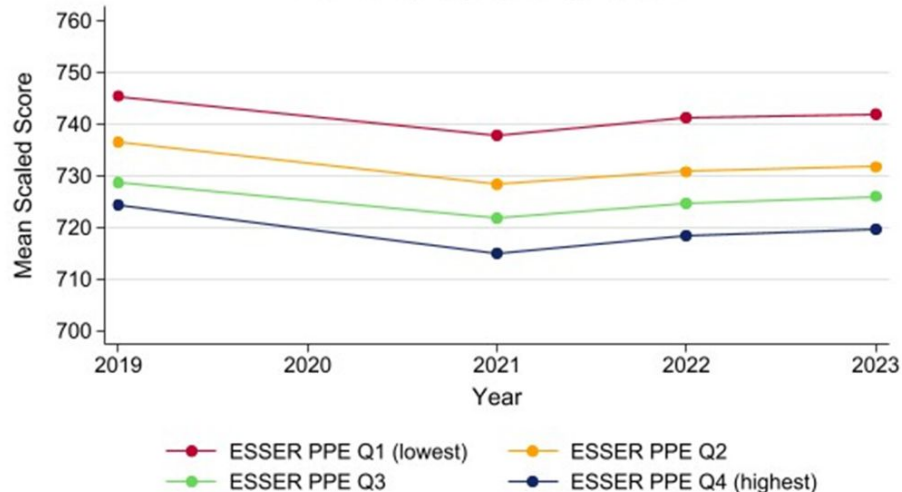


# Districts receiving different ESSER amounts recovered similarly. Funding may have limited further disparity.

IAR ELA scores by quartile of district ESSER per pupil expenditure



IAR Math scores by quartile of district ESSER per pupil expenditure



# The *type* of strategy funded seemed to matter less.

No significant relationships between proportion of spending by category and district average achievement

	IAR ELA (scale score)	IAR Math (scale score)	SAT Reading (scale score)	SAT Math (scale score)
Physical buildings	.22	.27	.30	.27
Infrastructure for teaching & learning	.13	.38	.58	.60
Enhancement of academic, pedagogical, & SEL	.58	.18	1.12	-.11
Stipends for school personnel	.35	.24	.54	.51
Wellness & safety	-.29	-.30	-.21	-.70
<i>N students</i>	2,812,464	2,812,464	492,308	492,308
<i>N districts</i>	652	652	443	443

Notes:

\* $p < .002$

Estimates represent expected change in district average scale scores from SY19 to SY23 for a 10 percentage point increase in proportion of ESSER spending per category.

# Learning Renewal: Who Excelled?



# IWERC identified two kinds of “success stories”

**High-Flyer Districts:** Consistently held/improved over the pandemic and post-pandemic period.

**Comeback Districts:** Dropped more during the core pandemic years, then improved more than average afterwards.

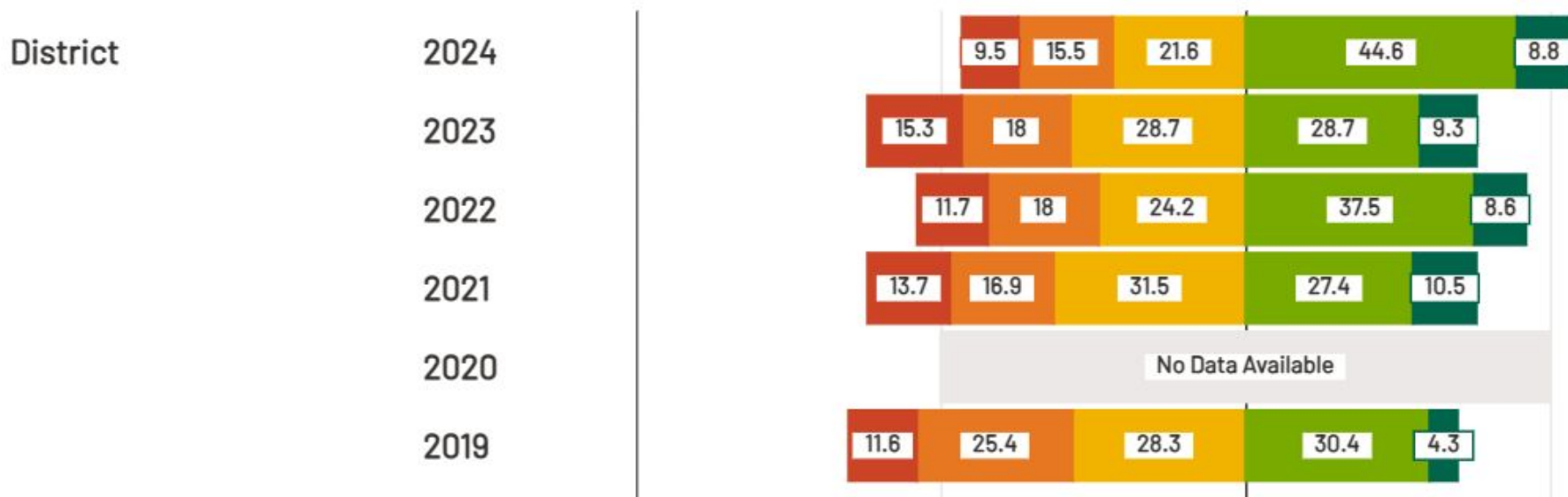
**Success is relative: To oneself and to the distribution of schools**

**Success is not correlated with particular characteristics**



# Example High-Flyer: Virginia CUSD 64

This district consistently gained on its performance from 2019. See ELA IAR below.



# Example High-Flyer: Virginia CUSD 64

This district is:

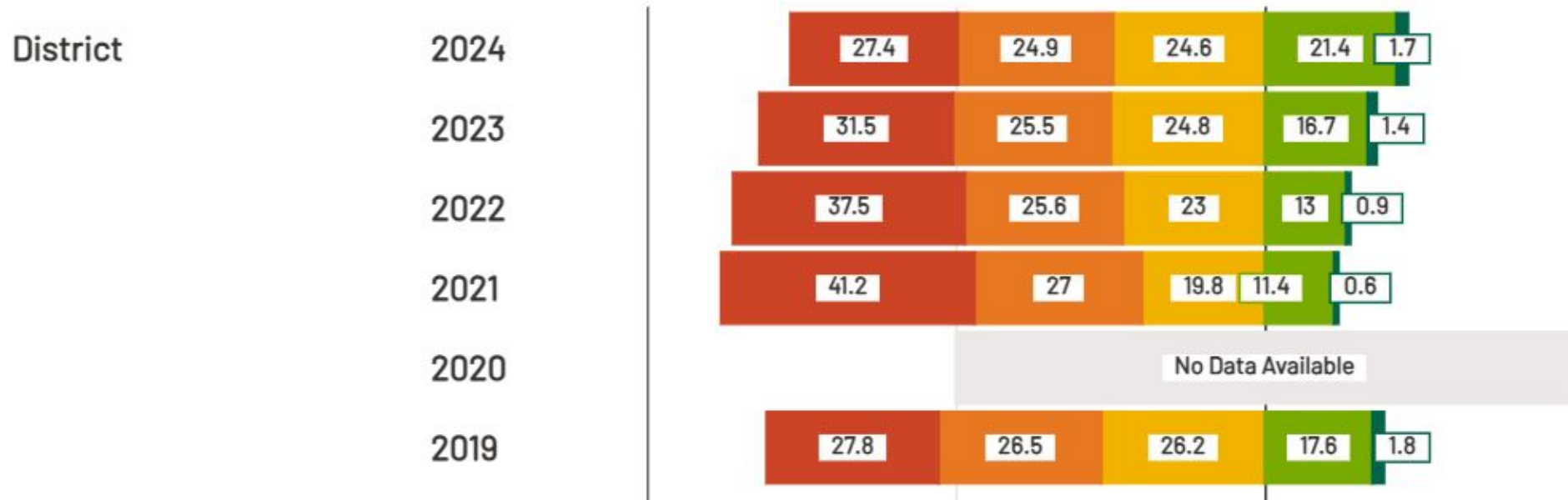
62% low-income

Tier 2 on EBF (80% of adequacy)



# Example Comeback Kid: Joliet PSD 86

This district lost at first, then gained on its performance from 2019, in ELA IAR.



# Example Comeback Kid: Joliet PSD 86

This district is:

95% low-income

69% Hispanic

20% Black

7% White

Tier 1 on EBF (73% of adequacy)



# Learning Renewal: What Did They Do?



# Virginia CUSD 64's Strategy

## Components:

- Updated curriculum and held related PD for teachers
- Updated intervention tools
- Integrated goal setting at school, classroom, and student level
- Reduced class sizes for students in need of intensive support
- Technology upgrades
- Summer school for students identified via assessments
- Outreach around attendance

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# Virginia CUSD 64's Strategy

We updated our ELA curriculum K-12. This has shown demonstrated results switching to a consistent **continuum of curriculum throughout the student learning experience.** This also assisted with updated practices for deeper cognitive connections for our students as writing has been integrated within the curriculum as well as further exposure to nonfiction text.

-Superintendent Mekelle Neathery



# Virginia CUSD 64's Strategy

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- Technology upgrades
- Summer school for students identified via assessments
- **Outreach around attendance**

# Virginia CUSD 64's Strategy

We have also partnered with our local ROE to add additional support to our families and support others in our county via a **truancy board**. We have also stressed the importance of attendance with our students and families, and make multiple notifications to families when student attendance is becoming an issue. We are still not happy with our results and are currently reviewing our internal processes and how we can further intervene, especially at the high school level.

-Superintendent Mekelle Neathery

# Virginia CUSD 64's Strategy

My advice is to have an identified list of items or a vision of what is needed so that you can take advantage of funding options via grants or reallocation of local funding to support these needs. Our focus was upon building a stronger foundation for all students to help lead to better results and **to minimize as much as possible, random acts of excellence** that would not lead to a lasting impact.

-Superintendent Mekelle Neathery

# Joliet PSD 86's Strategy

## Components:

- Hired social support staff, part-time staff, and paraprofessionals
- Adopted new curriculum
- Upgraded technology
- Professional development
- Summer and after-school programs
- Outreach around attendance

# Key Points

- Recovery is happening. There are disparities, but there is clear progress.
- Successful recovery came in different forms and was found across districts of different types and characteristics.
- Districts coalesced around a few strategies, but generally used multiple strategies at once.
- Additional funding seemed to matter for recovery, but specific funding uses did not. This may be related to the use of multiple strategies. It is possible that there was success in the combination of strategies that would not be there with isolated strategies.
- Districts that shared their success stories were focused on sustainable strategies that aligned to their pre-existing and overarching goals.



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