

# Resuming Progress in Virginia 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

**For details on your own district/state:**  
**[www.educationrecoverycorecard.org](http://www.educationrecoverycorecard.org)**



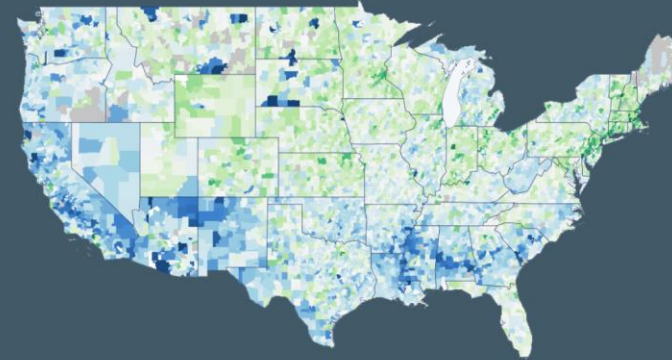
[About](#) [Media Resources](#) [States](#) [Expert Voices](#) [In The News](#) [Contact Us](#)

## New Research As Featured in the New York Times

[READ THE FULL REPORT](#)

[READ THE PRESS RELEASE](#)

The Education Recovery Scorecard provides the first opportunity to compare learning loss and ensuing recovery at the district level across the country, providing opportunities to further understand how time remote, federal dollars expenditure, and other factors impacted students during and after the COVID-19 pandemic, as well as how some districts have made substantial progress toward academic recovery.



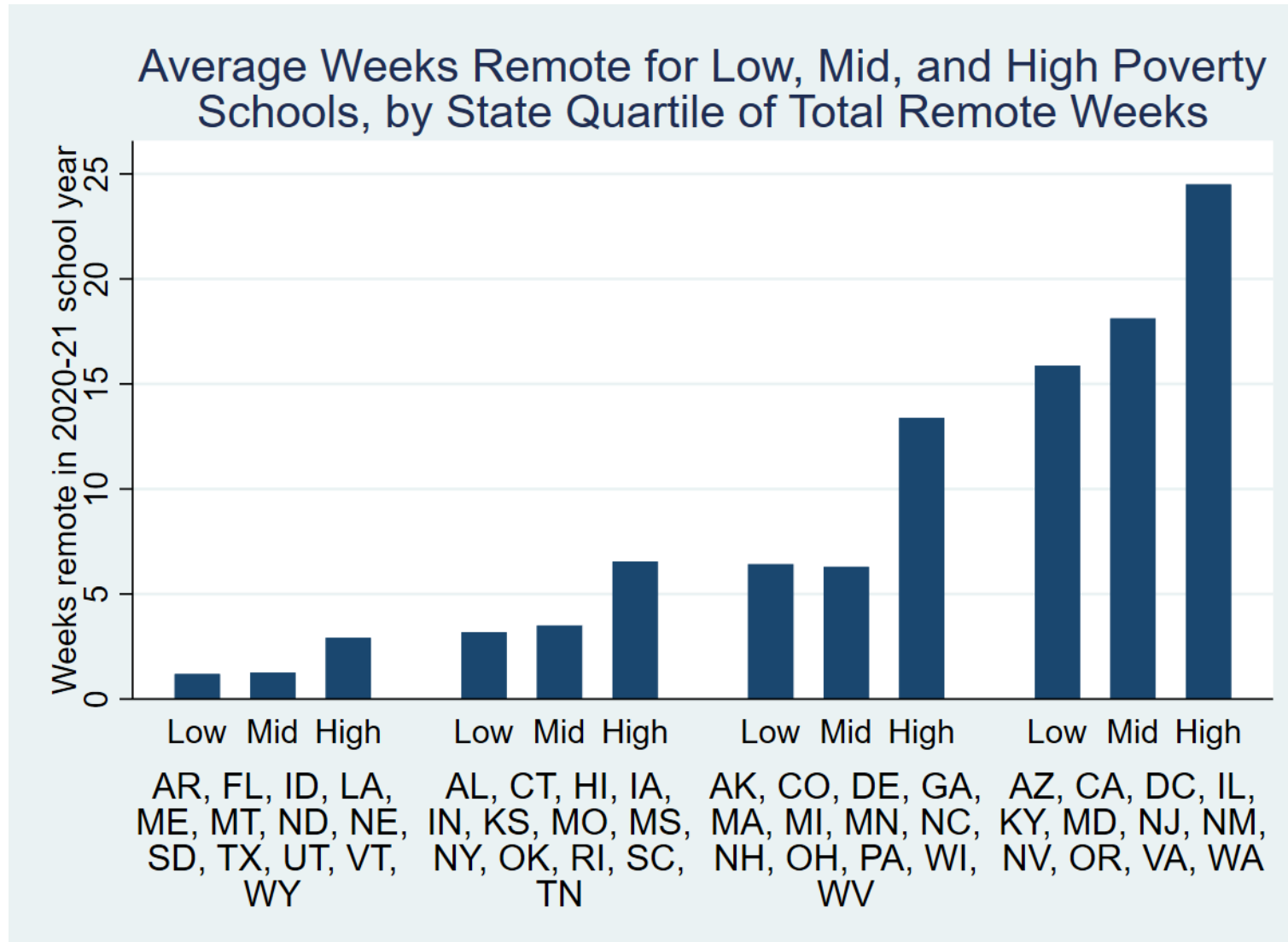
A collaboration of:



Part 1

# **School Closures Widened Gaps**

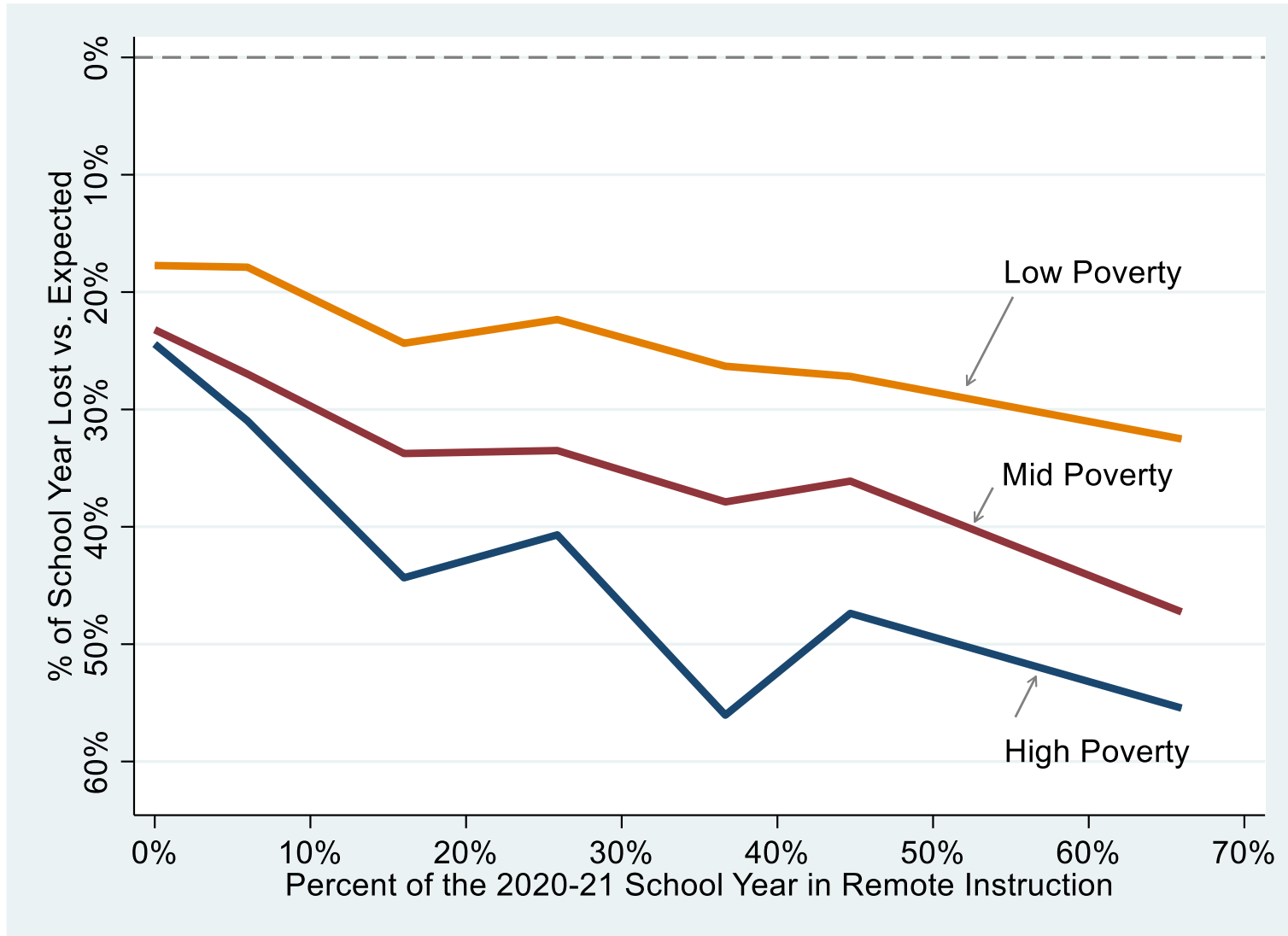
# Low-income schools remained closed longer.



**High poverty schools spent more weeks in remote instruction.**

# And low-income schools lost more per week of closure.

Losses similar where schools remained opened.



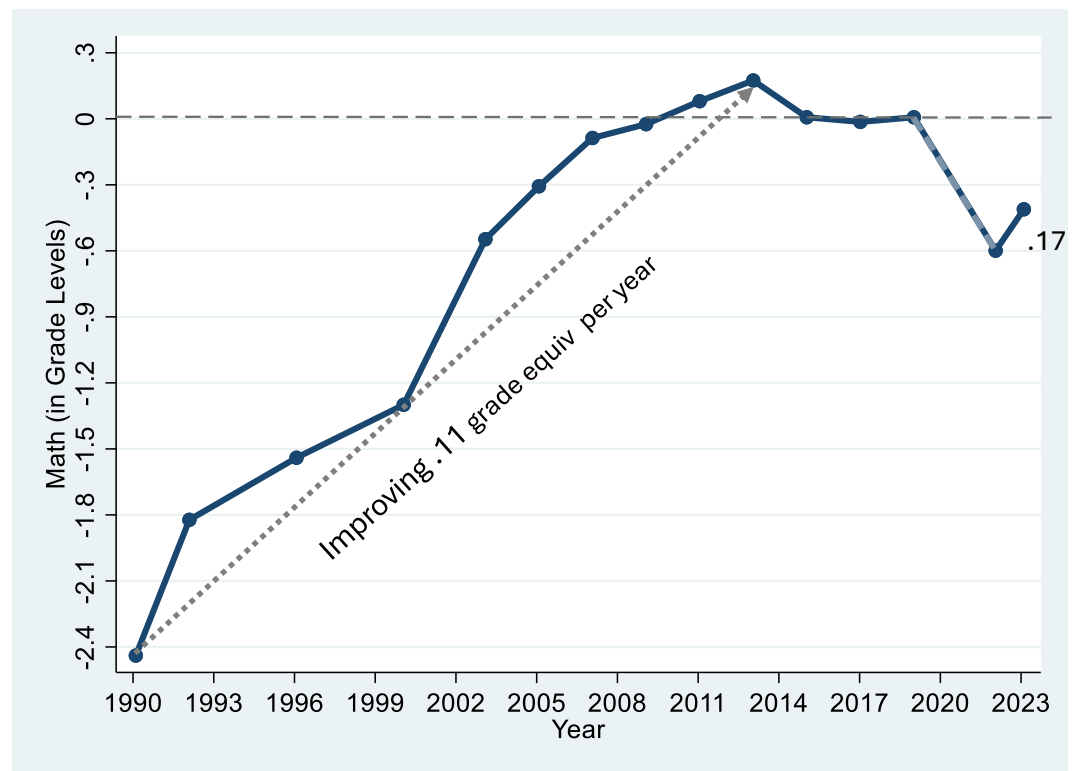
But high poverty schools lost more when remote.

From American Economic Review: Insights, Vol. 5, No. 3, pp. 377-392:

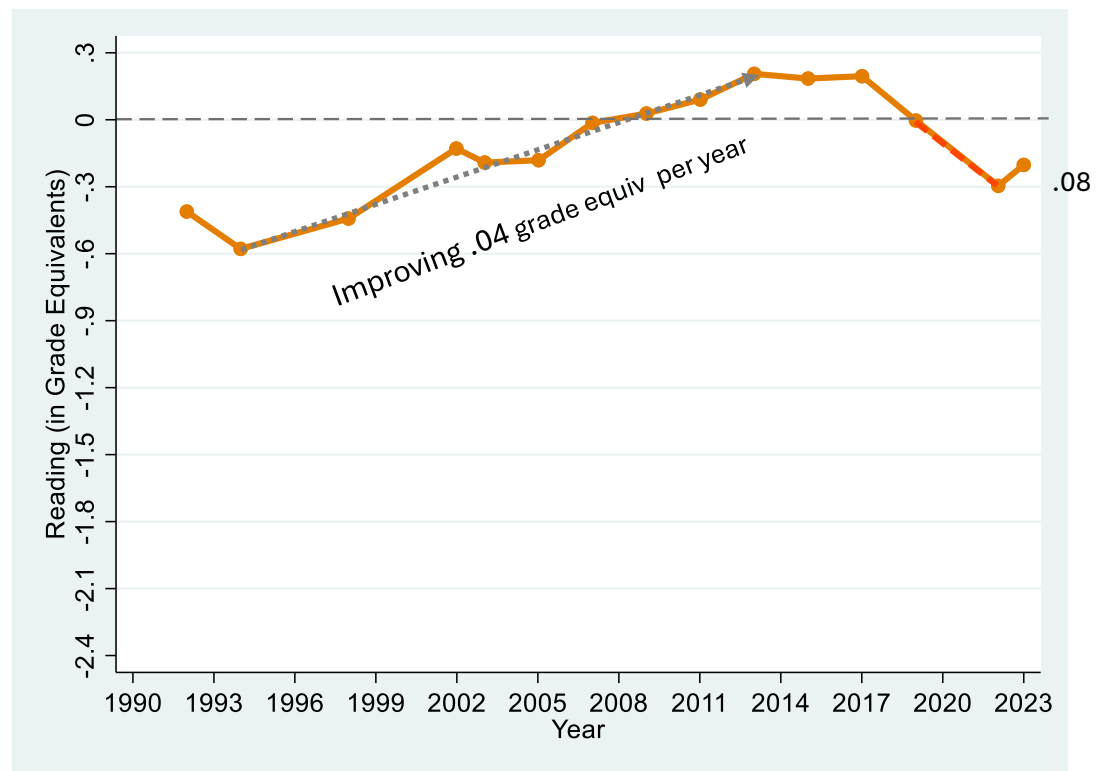
The Educational Consequences of Remote and Hybrid Instruction during the Pandemic<sup>2</sup>  
By DAN GOLDHABER, THOMAS J. KANE, ANDREW McEACHIN, EMILY MORTON, TYLER PATTERSON, AND DOUGLAS O. STAIGER\*

# Although large by historical standards, 2022-23 recovery fell far short.

## Math



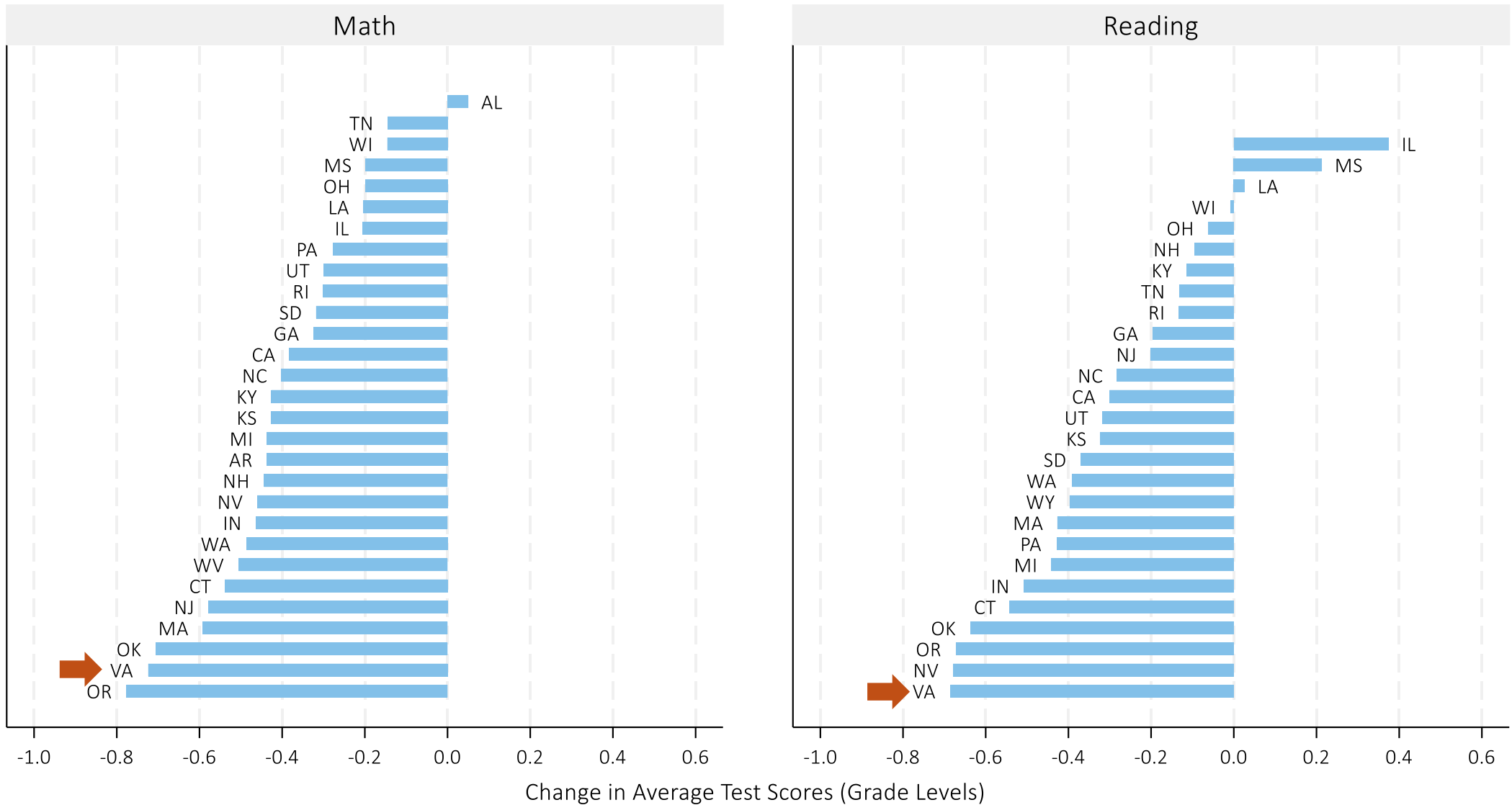
## Reading



Note: Combines 4-8 achievement, NAEP and state test scores.

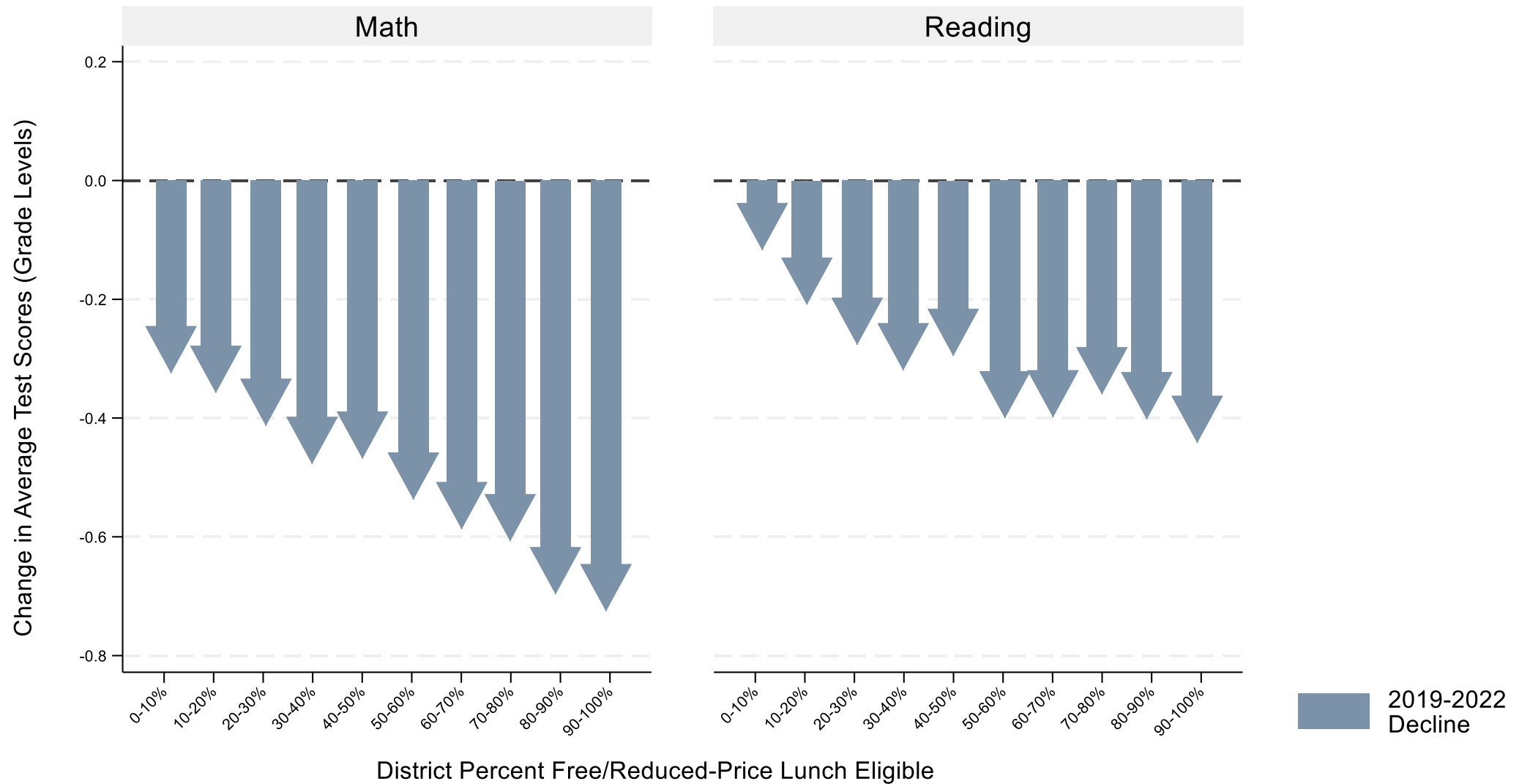
# Even so, most states remained behind in 2023.

Average Test Score Change, 2019-2023, by State and Subject



# Gaps widened and have not closed.

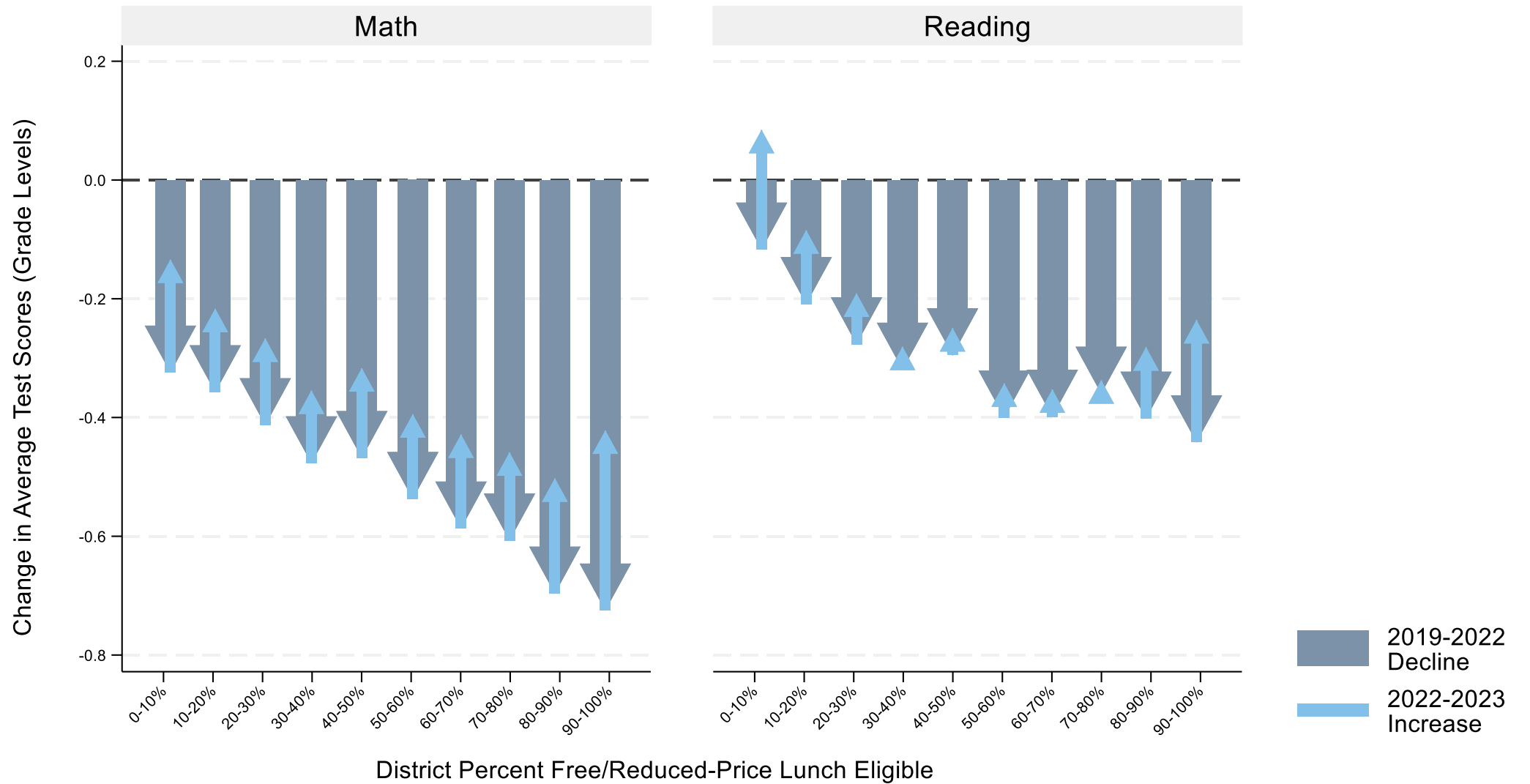
Test Score Decline and Recovery, 2019-2023, by Subject and District Poverty Rate





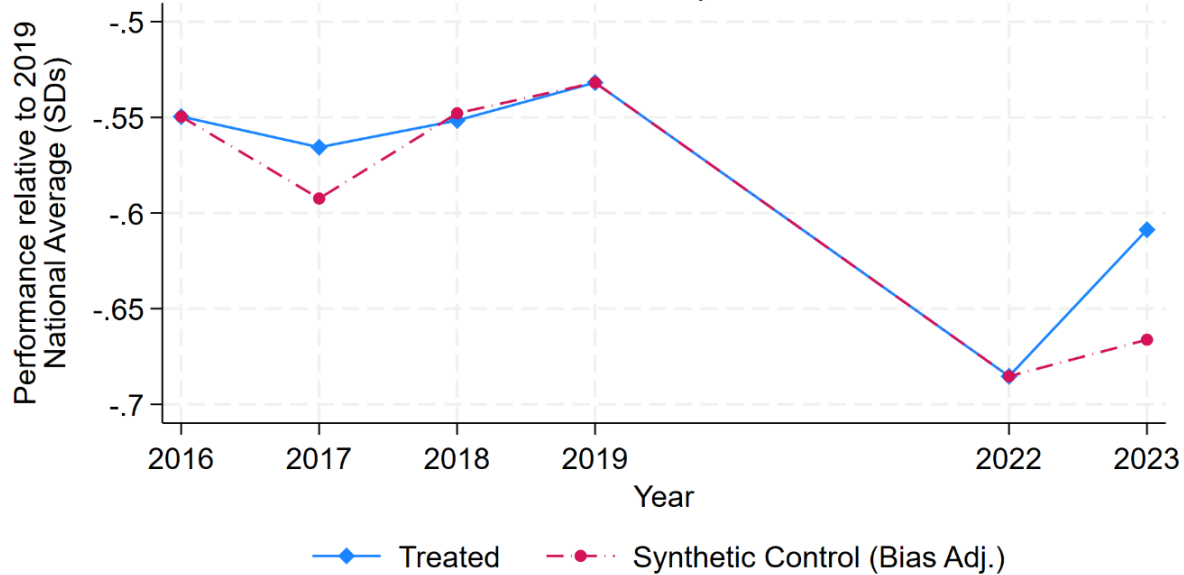
# Gaps widened and have not closed.

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



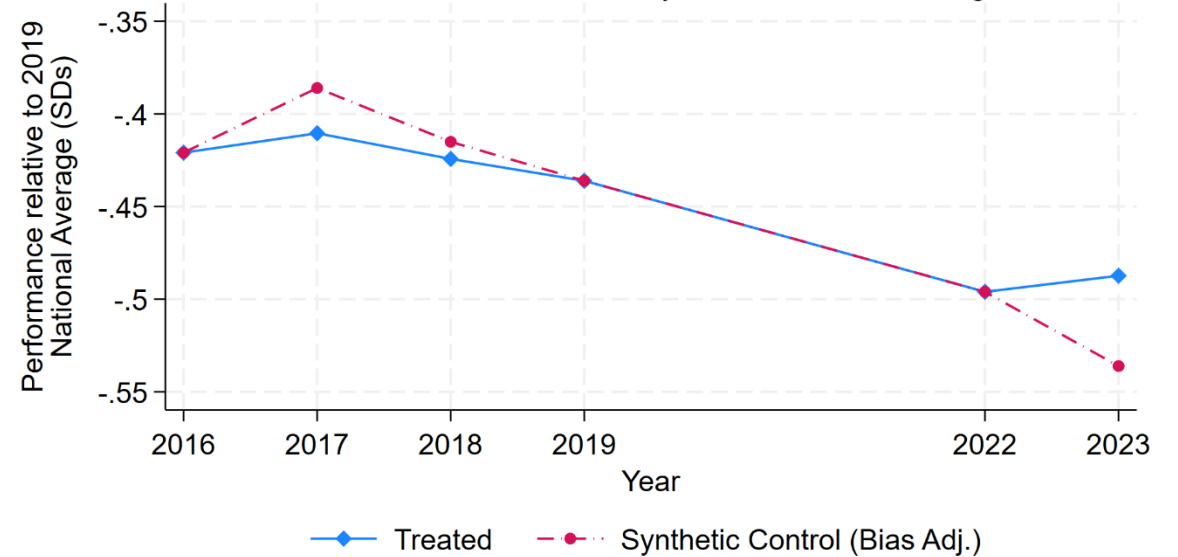
# Federal dollars did help in 2022-23. (but they expired September 2024)

Low-ESSER vs High-ESSER Allocation Districts  
Greater than 70% FRPL, Synthetic Control, Math



Treatment group is the top quartile of ESSER allocation among districts with >70% FRPL.  
Donor group for synthetic control is the bottom quartile of ESSER allocation among districts with >70% FRPL.  
Donor group is weighted using average OL in 2016-2019, OL change from 2019-2022, % remote, and log enrollment in grades 3-8.  
All districts are weighted by grade 3-8 enrollment in 2022.

Low-ESSER vs High-ESSER Allocation Districts  
Greater than 70% FRPL, Synthetic Control, Reading



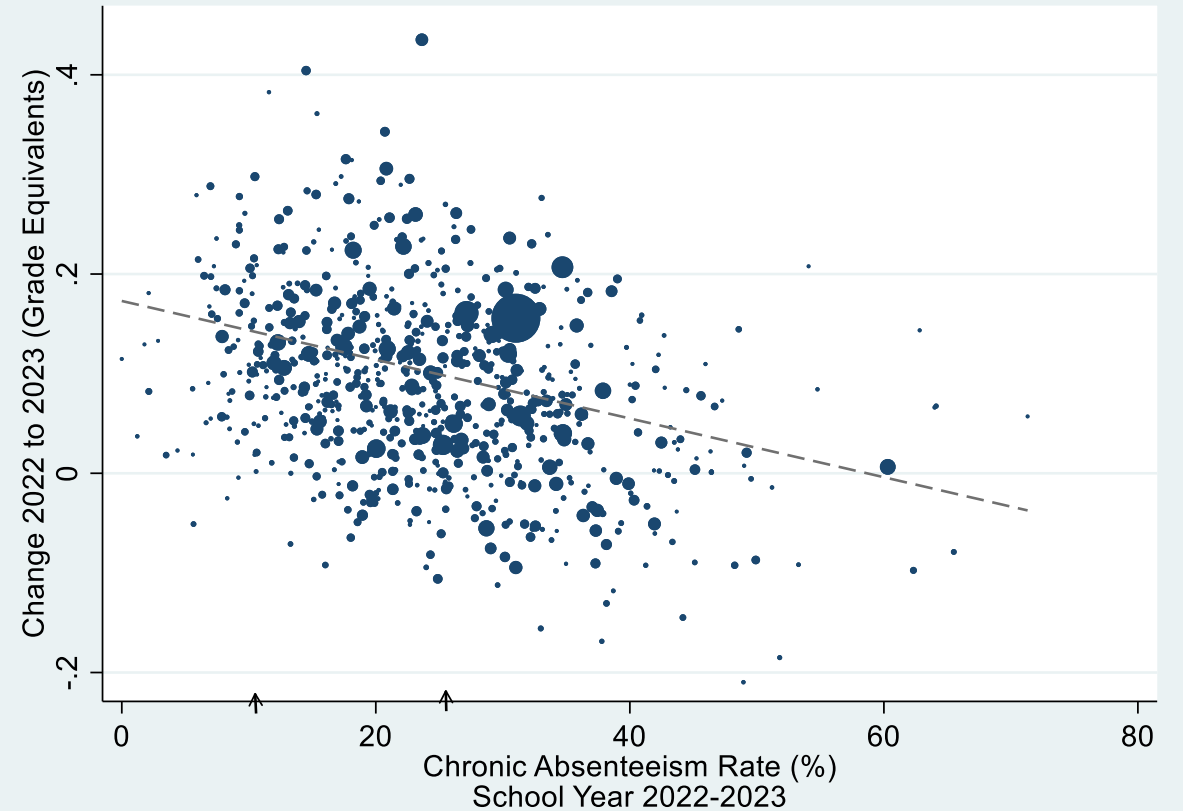
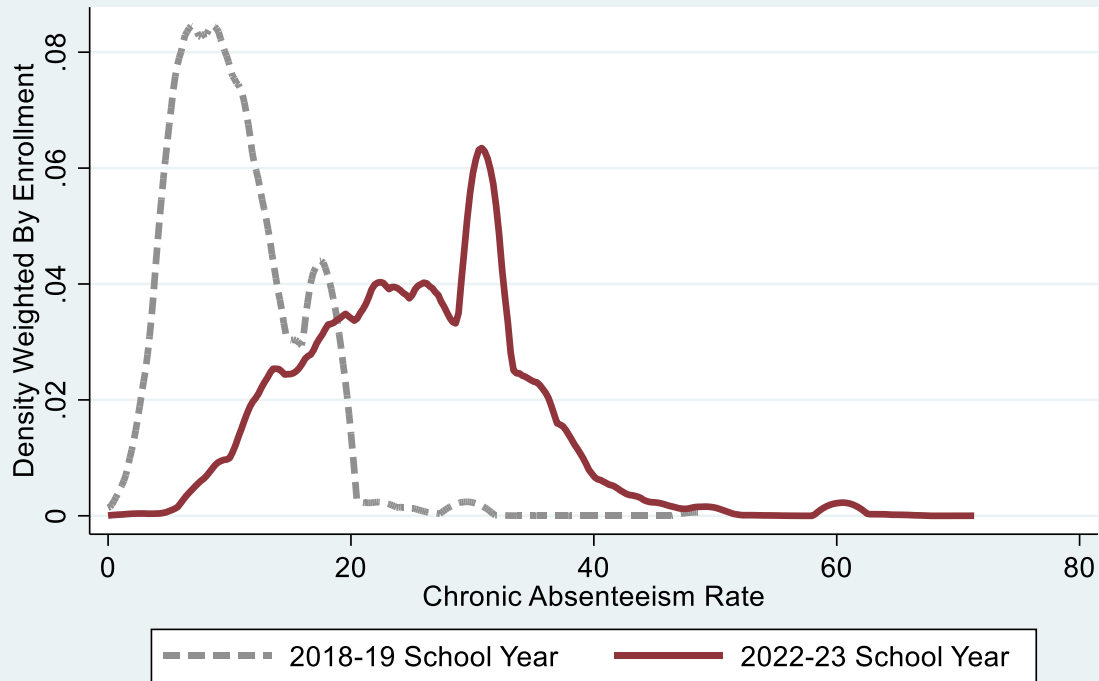
Treatment group is the top quartile of ESSER allocation among districts with >70% FRPL.  
Donor group for synthetic control is the bottom quartile of ESSER allocation among districts with >70% FRPL.  
Donor group is weighted using average OL in 2016-2019, OL change from 2019-2022, % remote, and log enrollment in grades 3-8.  
All districts are weighted by grade 3-8 enrollment in 2022.

Part 2

# Barriers to Recovery

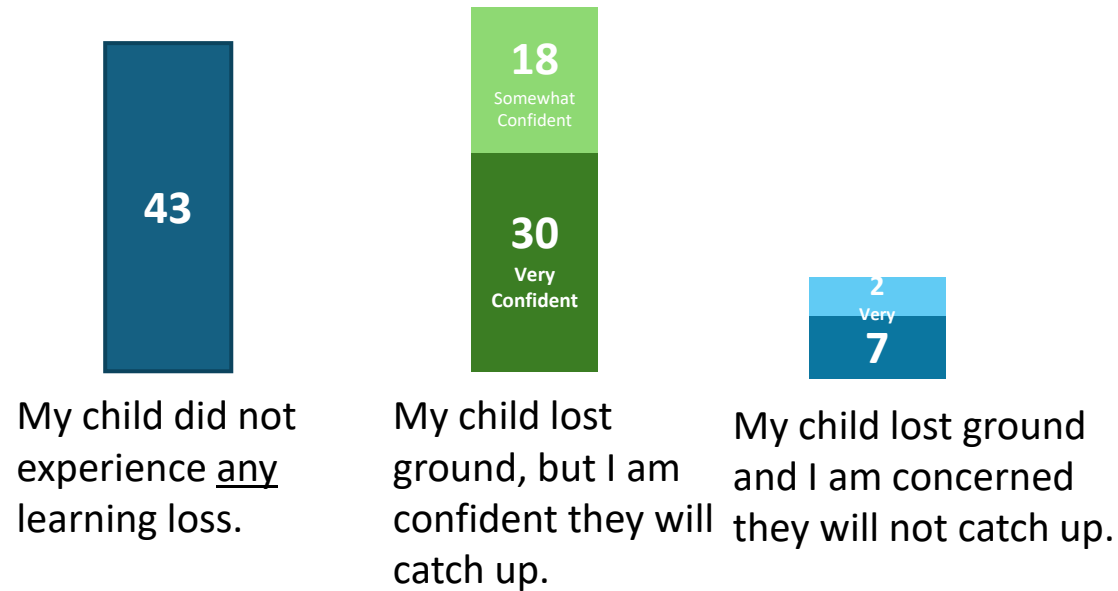
# Barrier 1: The rise in student absenteeism.

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

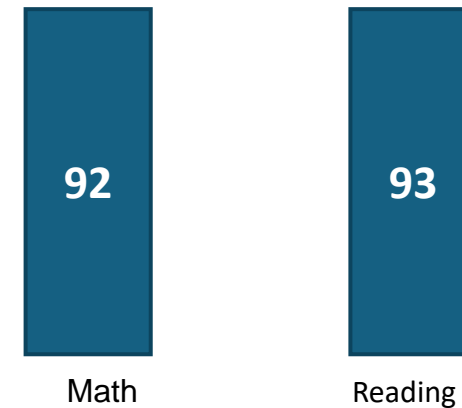


# Barrier 2: Parents underestimate impacts on their children.

Education Next (August 2022):



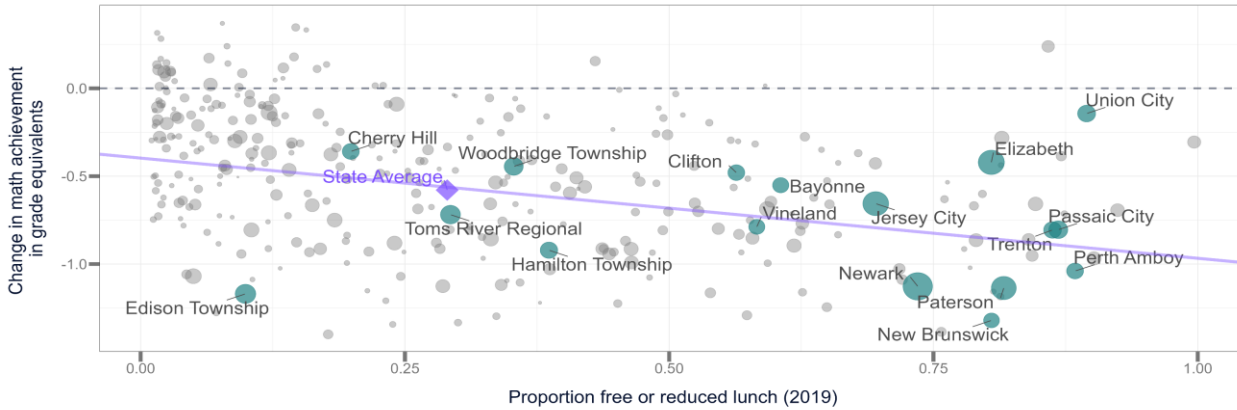
Learning Heroes (March, 2023)



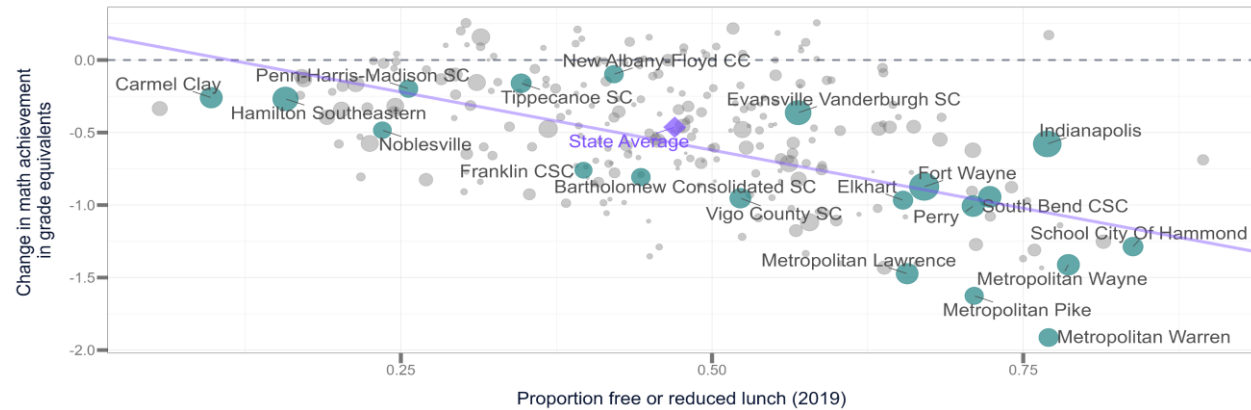
“My child is at or above grade level.”

# Barrier 3: No coordination: district-level decision-making yielded different strategies, divergent results.

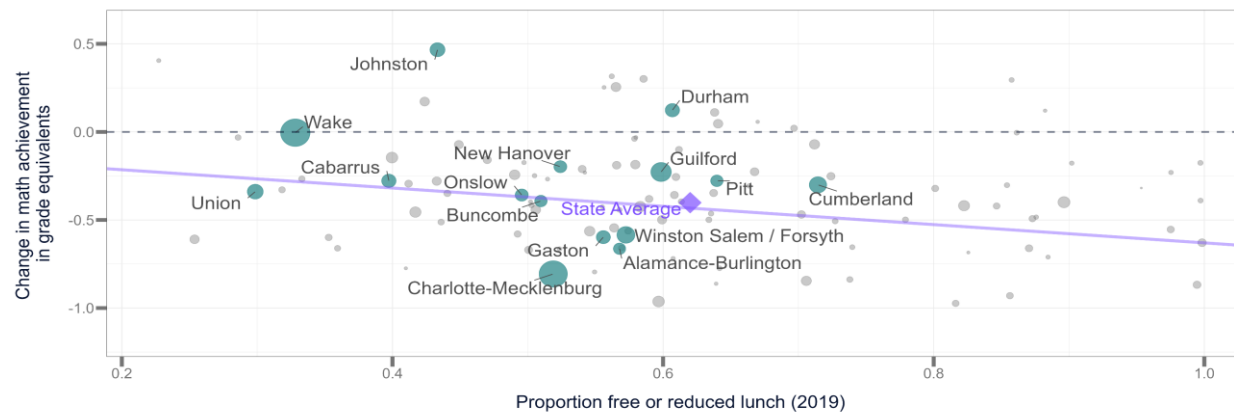
**Change in Math Achievement 2019-2023  
by proportion FRPL in New Jersey districts**



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



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



# Barrier 4: Lack of 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>

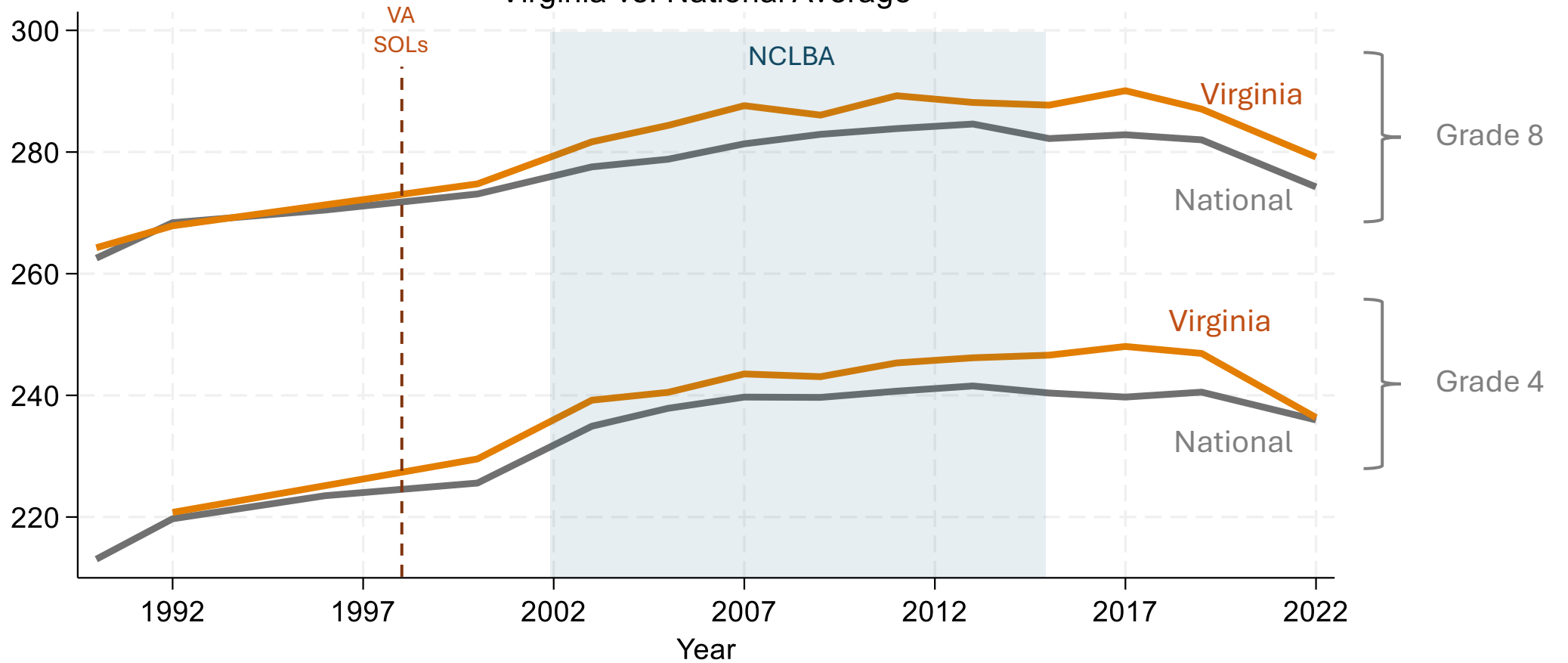
Part 3

**Completing the  
Recovery in Virginia**



# Trend in Math Achievement

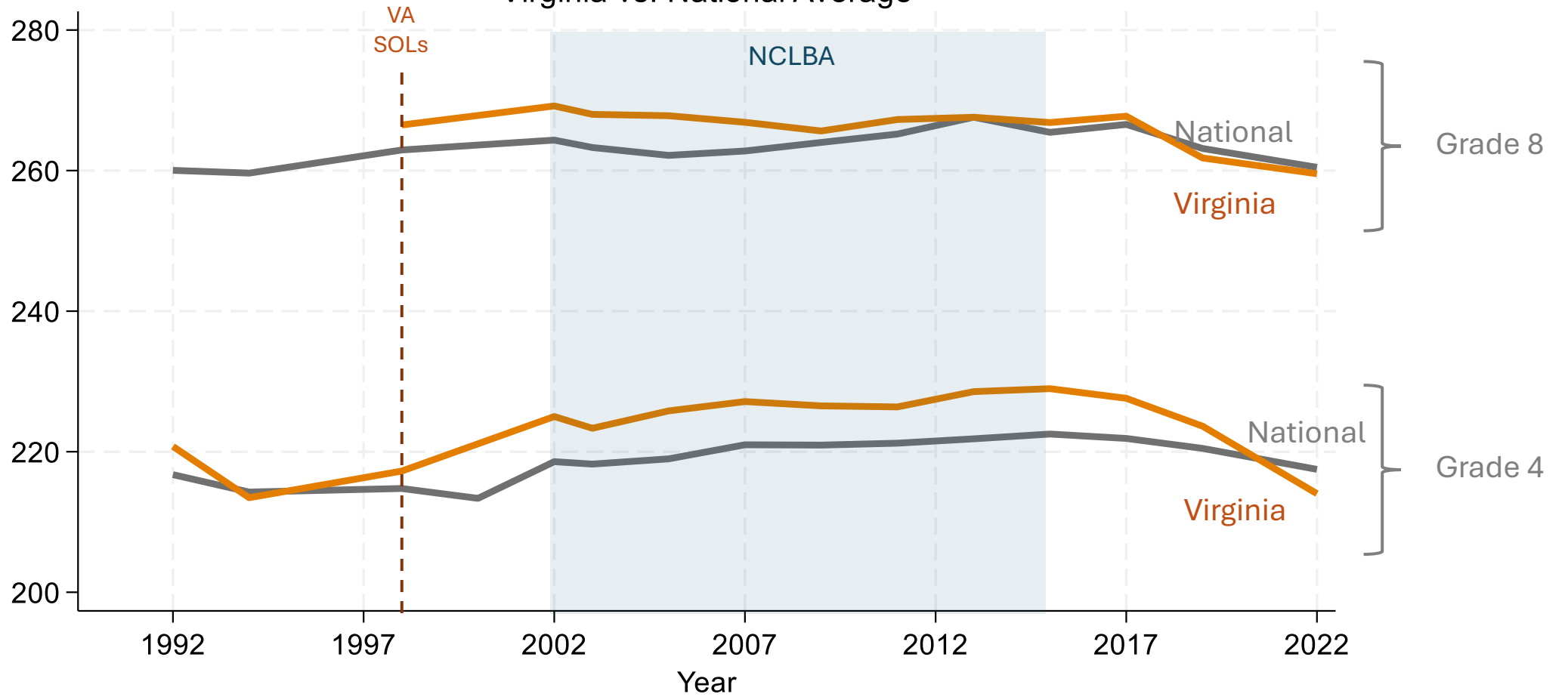
## Virginia vs. National Average



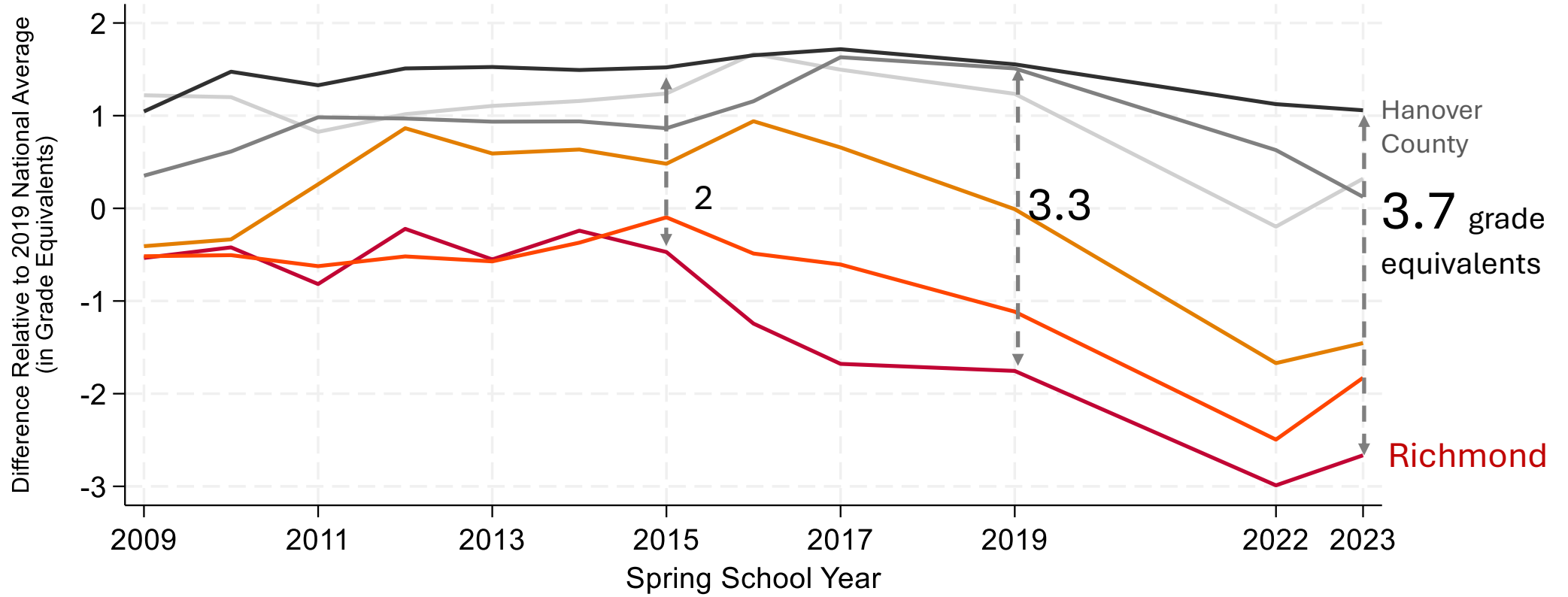
Source: National Assessment of Educational Progress

# Trend in Reading Achievement

## Virginia vs. National Average



# Math Achievement of Selected Virginia Districts

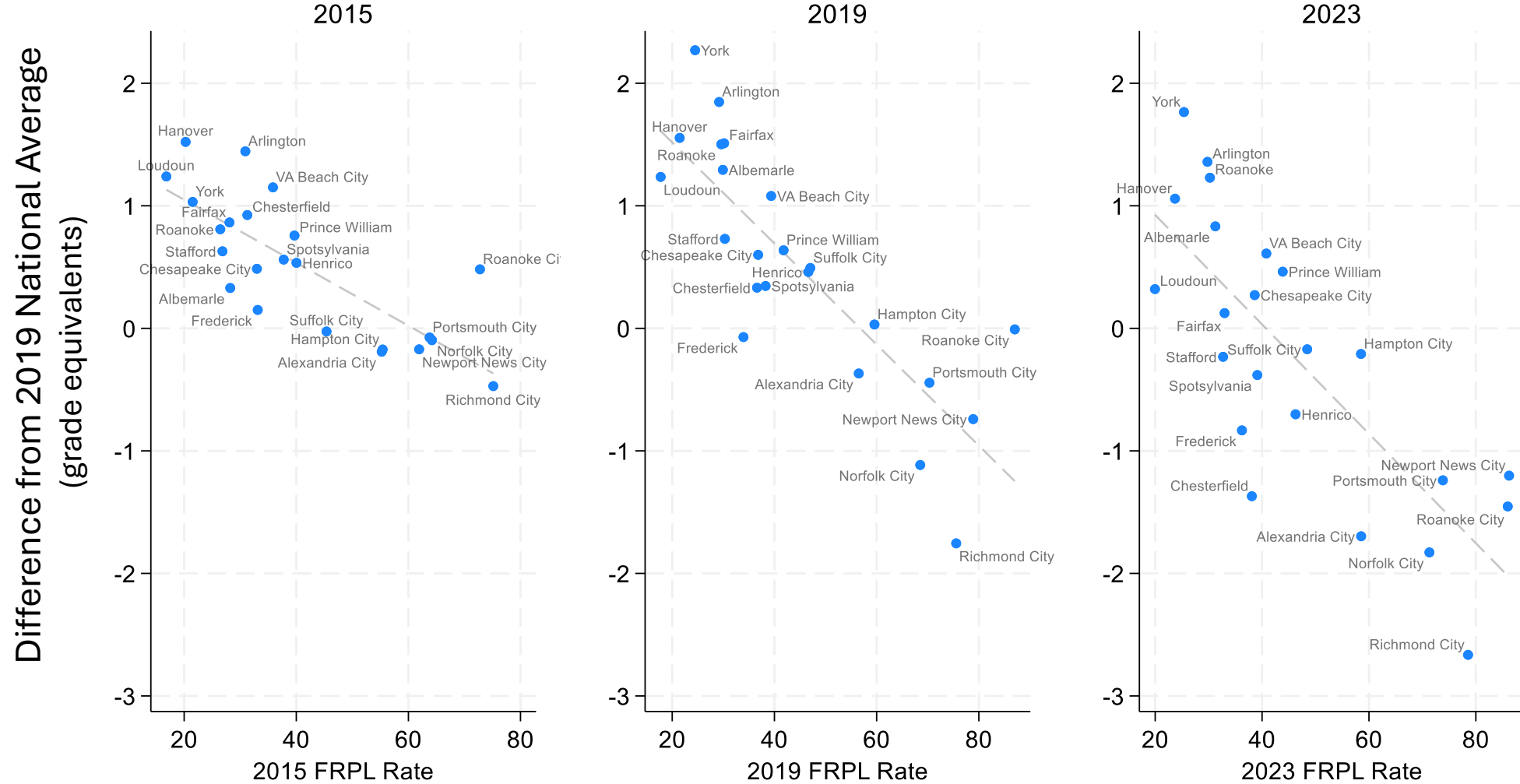


- Loudoun County
- Hanover County
- Fairfax County
- Richmond City
- Roanoke City
- Norfolk City

Data was obtained from the Stanford Education Data Archive as-of 10/21/2024.

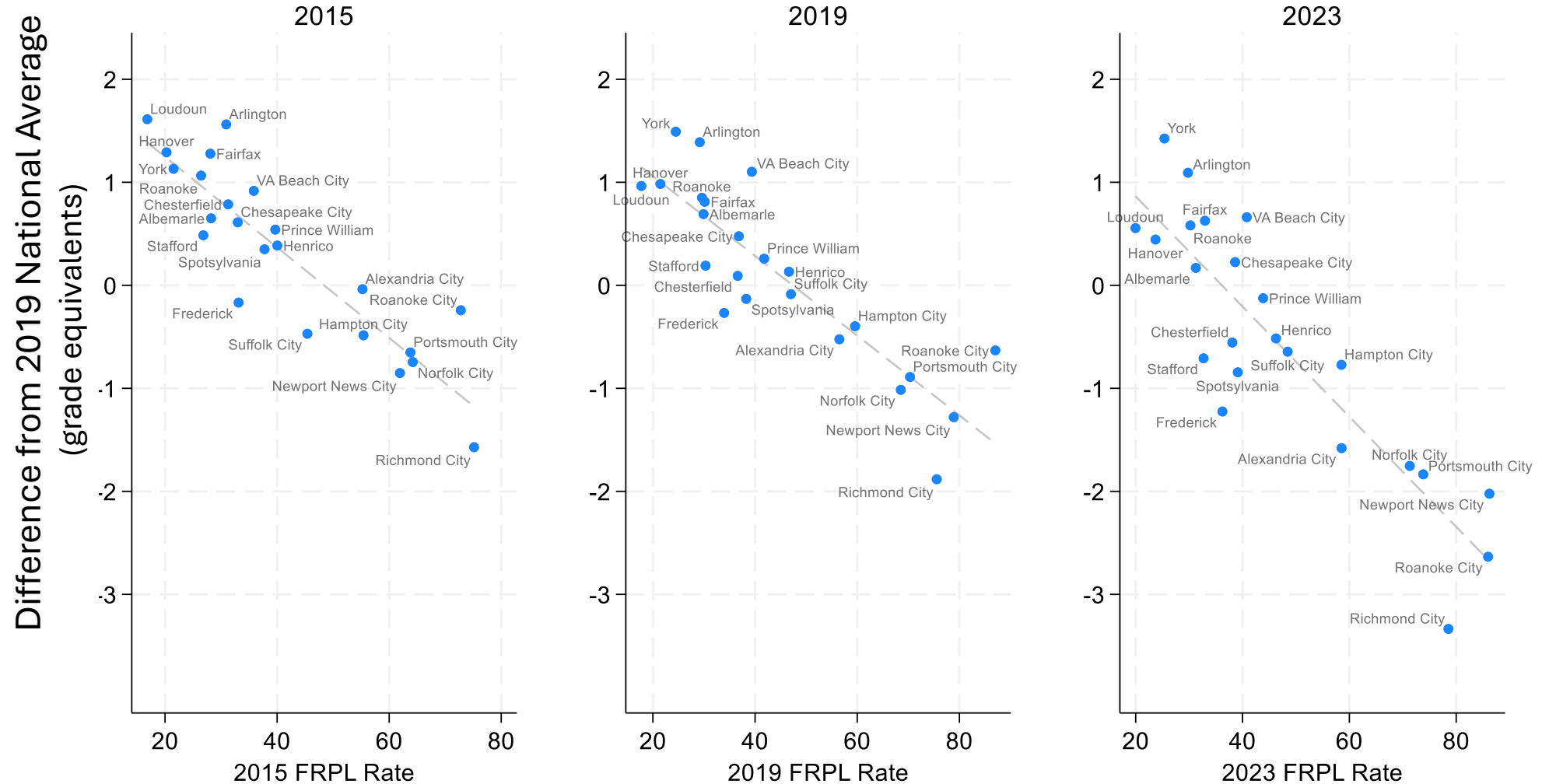
# Achievement gaps have grown.

## Average Math Score and FRPL Rate



# Achievement gaps have grown.

## Average Reading Score and FRPL Rate



# What now?

## Short term:

- Resume accountability
- Redirect 3 percent of Title I for “direct student services” like high dosage tutoring.
- Mobilize local government/employers/community orgs to lower absenteeism
- Targeted state incentives, such as to expand summer learning

## Medium/Long-term:

- State innovation challenge for piloting and testing solutions.

# State Innovation Challenge: The Process

