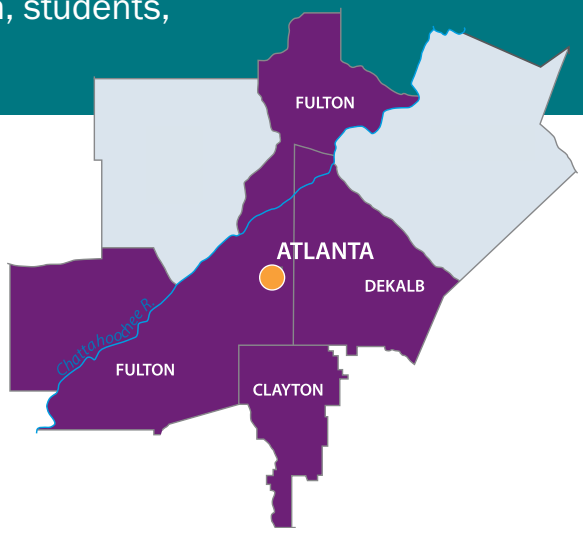
LESSONS FROM THE PANDEMIC

Metro Atlanta Policy Lab for Education

RESTART Network

The Metro Atlanta Policy Lab for Education (MAPLE) is part of the Georgia Policy Labs at Georgia State University. The Georgia Policy Labs is an interdisciplinary research center that drives policy and programmatic decisions to help children, students, and families—especially those experiencing vulnerabilities.



MAPLE partnered with **Clayton County Public Schools**, **DeKalb County School District**, and **Fulton County Schools** to understand the impacts of the pandemic. The researchers examined academic and non-academic outcomes.

MAPLE also studied whether recovery programs had positive impacts for students and teachers.

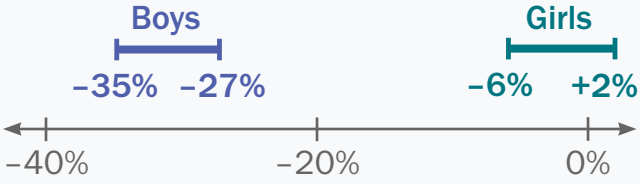
Focus areas

- Student Achievement Growth
- Differential Impacts
- Virtual Learning
- Recovery Strategies

Project spotlights

Gender Differences in Remote Learning Amid COVID-19

Change in achievement growth during remote learning:



Remote learning during the pandemic **substantially reduced achievement growth for boys** but had only a **relatively small effect for girls.**

Girls did better in remote-learning math classes that included a substantial share of historically disruptive peers. This pattern did not hold for reading classes. Additionally, girls who had a history of rushing through exams did not do as well in remote learning.

Learn more about this project: Report | Policy Brief

Efficacy of Online Learning Assessment Tools for Recovery Intervention

Optimal number of i-Ready lessons:

Math **50–60** Reading **70+**

Using the i-Ready Personalized Instruction platform yielded roughly **3 additional weeks of instructional growth in reading** and **2 weeks in math**.

Male students, and those with lower prior achievement, prior disciplinary incidents, and those in lower elementary grades, benefited more from **teacher-assigned** (as opposed to computer-assigned) i-Ready lessons.

Learn more about this project: Report | Policy Brief

Recommendations for future educational disruptions

Policymakers

Tie **accountability measures** to relief funding.

Focus on **in-school interventions**, as voluntary programs outside the normal school day are generally less effective.

Practitioners

Focus on **evidence-based interventions**.

Consider who receives each program. Giving everyone access may lead to no one benefiting.

Determine which teachers are **best suited to virtual teaching**.

Researchers

Form partnerships and build databases ahead of time.

Advise district partners before programs begin.

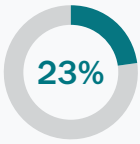
Deepen connections with district staff who implement programs.

Project spotlight

Teacher Effectiveness in Remote Instruction

Fraction of teachers who were less effective at helping student test scores:

Before pandemic



During pandemic

Teacher effectiveness in remote learning, as measured by how much they helped students improve their test scores, varied depending on their experience. **Veteran teachers tended to perform better** than their colleagues.

Differences in teacher effectiveness increased in remote teaching. **Many teachers became much more or much less effective online** compared to in person. Many of the "best" in-person teachers were less effective online.

Learn more about this project: Report | Policy Brief

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