



Pandemic Schooling Mode and Assessment Outcomes: Data Series Overview

ABOUT THE DATA SERIES

The **Pandemic Schooling Mode and Assessment Outcomes Data Series** explores how differences in schooling mode (in-person, hybrid, or virtual) during the first full pandemic school year of 2020–21 relate to changes in student academic outcomes. Specifically, the Data Series presents changes in math and ELA proficiency on state assessments in Spring 2021 and Spring 2022, relative to Spring 2019, by level of access to full in-person instruction in the 2020–21 school year.

The Data Series will expand to include additional state briefs as more states finalize and release district-level data from 2022 state assessments and beyond.

PANDEMIC SCHOOLING MODE DATA



The COVID-19 School Data Hub (CSDH) sourced school- and district-level schooling mode data from state agencies as states' best record of how students were learning during the 2020–21 school year.

- States varied in their approach to collecting schooling mode data, including variations in the frequency with which states collected data, the definitions used for each schooling mode (in-person, hybrid, virtual), and how schools or districts were required to report the information. The CSDH provides details on each state's schooling mode data approach.
- To determine the level of access to in-person instruction in 2020–21, CSDH first determined the percentage of the school year that students within each district were offered full in-person instruction, hybrid instruction, or virtual instruction.** Next, for the purposes of this Data Series, districts were classified into **five levels of access to in-person instruction: Very low, low, moderate, high, and very high.** Each Data Brief provides additional detail.
- States that do not have any available schooling mode data or have fewer than 8 months of data available are not included in the Data Series.
- All school- and district-level data files are publicly accessible at <https://www.covidschooldatahub.com/>.**

STATE ASSESSMENT DATA



The U.S. Department of Education (ED) requires states to administer annual statewide tests in mathematics and reading/English language arts (ELA) to all students in Grades 3–8. The assessments must align with state grade-level academic standards.

- To assess changes in student academic outcomes, this Data Series uses publicly-available district-level data from each state's annual standardized assessment and aligns this data with each district's level of access to in-person learning in 2020–21.** States that changed assessments after 2019 are not included in the Data Series, given the lack of comparability of student outcomes over time.
- In Spring 2021, ED waived the requirement that 95% of all students complete the state's annual academic assessment, leading to varied participation rates by state. Each Data Brief provides information on the state's 2021 participation rate to inform interpretation. In Spring 2022, districts were again required to measure the achievement of not less than 95% of all students and students in each subgroup on its annual statewide assessments in ELA and math.
- The Data Series reflects data from school years (SY) 2018–19 through 2021–22. Data for SY 2020–21 are not available, as the assessment was not administered due to the COVID-19 pandemic.

ABOUT THE COVID-19 SCHOOL DATA HUB

The COVID-19 School Data Hub (CSDH) integrates data provided from state agencies about the learning models of instruction (in-person, hybrid, or virtual) used in their public K–12 schools and districts over the course of the 2020–21 school year. This public database provides a valuable resource for researchers who are seeking to explore a variety of outcomes based on students' modes of learning during the first full school year of the COVID-19 pandemic.

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