



# COVID-19 School Closures and Impact on Student Learning

February 9, 2022

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# Background

- Study done by the National Bureau of Economic Research
- Minnesota and 11 other states were analyzed using spring 2019 and spring 2021 statewide standardized tests
- Study compared school districts that switched to remote instruction and those that stayed in-person during the COVID-19 pandemic
- [https://www.nber.org/system/files/working\\_papers/w29497/w29497.pdf](https://www.nber.org/system/files/working_papers/w29497/w29497.pdf)

# Results

Total on average declines:

- Math: 14.2 percentage points
- Reading: 6.3 percentage points

Districts that stayed in-person for the entire school year declines:

- Math: 4.1 percentage points
  - Reading: 3.1 percentage points
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- Study also found that pandemic was especially damaging to the education of students of color



# Minnesota Specific Results

Total on average declines:

- Math: 11 percentage points
- Reading: 7 percentage points

➤ Minnesota did not follow the 12-state trend:

- More in-person learning led to better math test scores compared to previous years, but less-in person instruction led to a little better reading scores.



# Study Caveats

- ▶ Low-scoring students were less likely to take the exams
  - ▶ Understate test score losses
- ▶ Other pandemic-related factors could have an impact on testing and scores
  - ▶ Lost access to tutoring
  - ▶ Changes in childcare
  - ▶ Changes in parents' working conditions



Questions?