



PROPOSED FINAL REPORT

Racial Equity Effects of Restricting In-Person Education During the COVID-19 Pandemic

Legislative Auditor's Conclusion:

Racial disparities in student assessment scores increased during the COVID-19 pandemic, especially in higher poverty schools. OSPI does not yet have a process to monitor the effectiveness of federally funded interventions to promote learning recovery.

Legislative Auditor's Recommendations

OSPI should:

1. Finish collecting more detailed race and ethnicity data for all students, in accordance with 2016 state legislation.

OSPI concurs

2. Establish a process to monitor school districts' implementation of their Academic and Student Well-being Recovery Plans, in accordance with 2021 state legislation.

OSPI partially concurs

JLARC staff to evaluate how COVID-19 restrictions affected racial equity in education

(Committee sponsored, 2021)

- **March 2020** – no in-person education.
- **2020-21 school year** – in-person allowed in accordance with public health rules.
- **April 2021** – some in-person required.



Analysis based on federal race and ethnicity categories

Race and ethnicity categories:

American Indian/Alaska Native

Asian → *Chinese, Filipino, Japanese, and other identities*

Black/African American

Hispanic/Latino

Native Hawaiian/Other Pacific Islander

White

Two or More Races

2016 Legislation

RCW 28A.300.042 requires OSPI to collect more detailed race and ethnicity data.



Legislative Auditor's Recommendation

1

OSPI should finish collecting more detailed race and ethnicity data for all students, in accordance with 2016 state legislation.

OSPI concurs
OFM had no comment

Instructional modes in 2020-21

OSPI collected data from school districts about types of instruction offered during the 2020-21 school year.

Most students were offered hybrid instruction.

Remote

Schools offered all instruction outside school facilities.

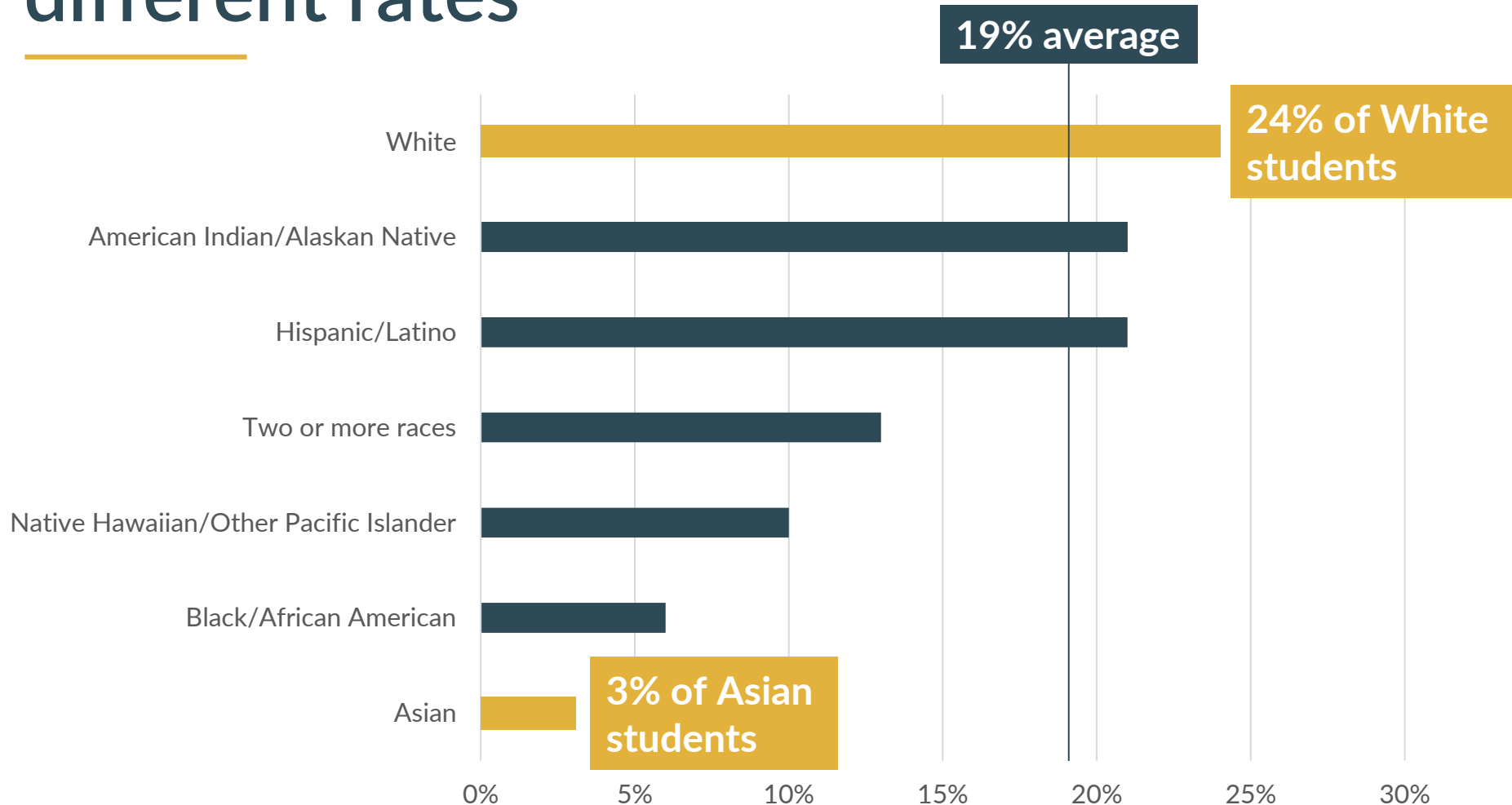
In-Person

Schools offered all instruction in a classroom or other school facility.

Hybrid

Schools offered a combination of remote and in-person instruction.

Students of different races & ethnicities returned to in-person instruction at different rates



JLARC staff analyzed annual standardized assessments

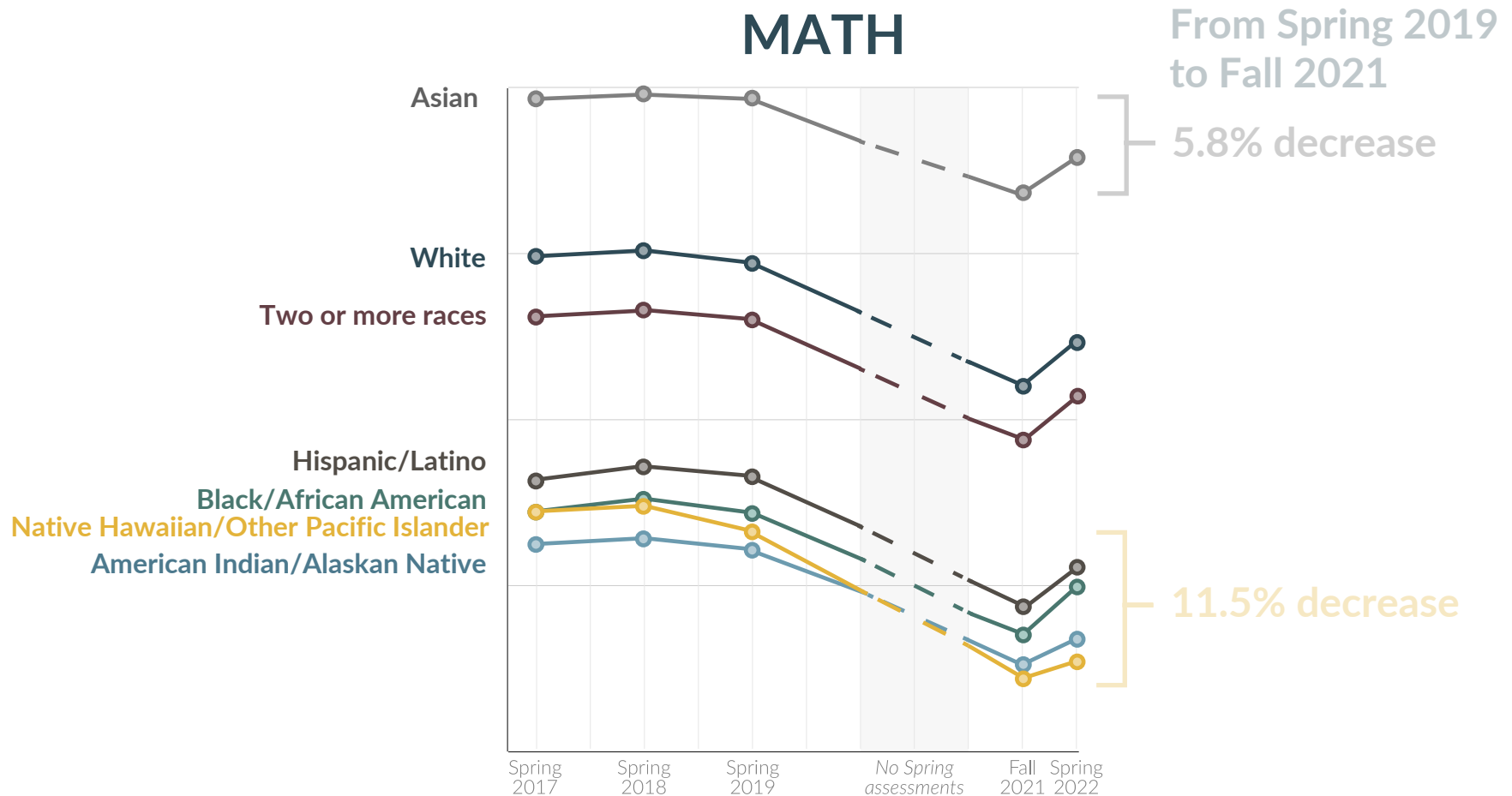
Smarter Balanced Assessment evaluates math and English language arts (ELA) skills for students in 3rd through 8th and 10th grade.

- Spring 2020 assessment was canceled.
- Spring 2021 assessment was postponed until Fall 2021.



Scores declined for students of all races and ethnicities

None have recovered to pre-pandemic scores.

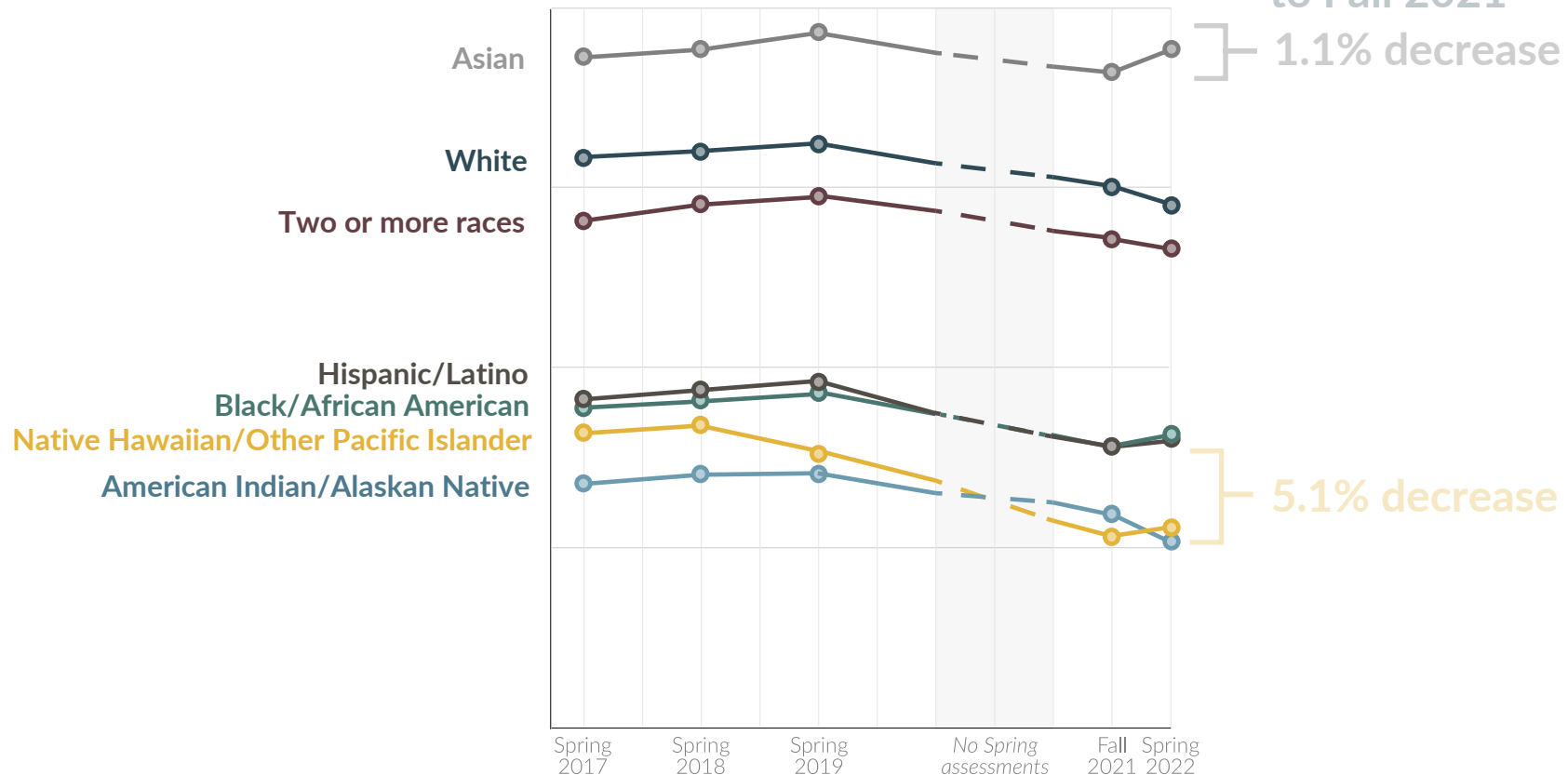


Scores declined for students of all races and ethnicities

None have recovered to pre-pandemic scores.

ENGLISH LANGUAGE ARTS (ELA)

From Spring 2019
to Fall 2021



Teachers reported challenges during the 2020-21 school year

Response to JLARC survey:

6,692 teachers from 1,475 schools in 228 school districts.

Teachers reported covering less of their normal curriculum.

Most teachers described the following as serious problems:

- Students missing class.
- Students not completing homework.
- Class participation.
- Student apathy.



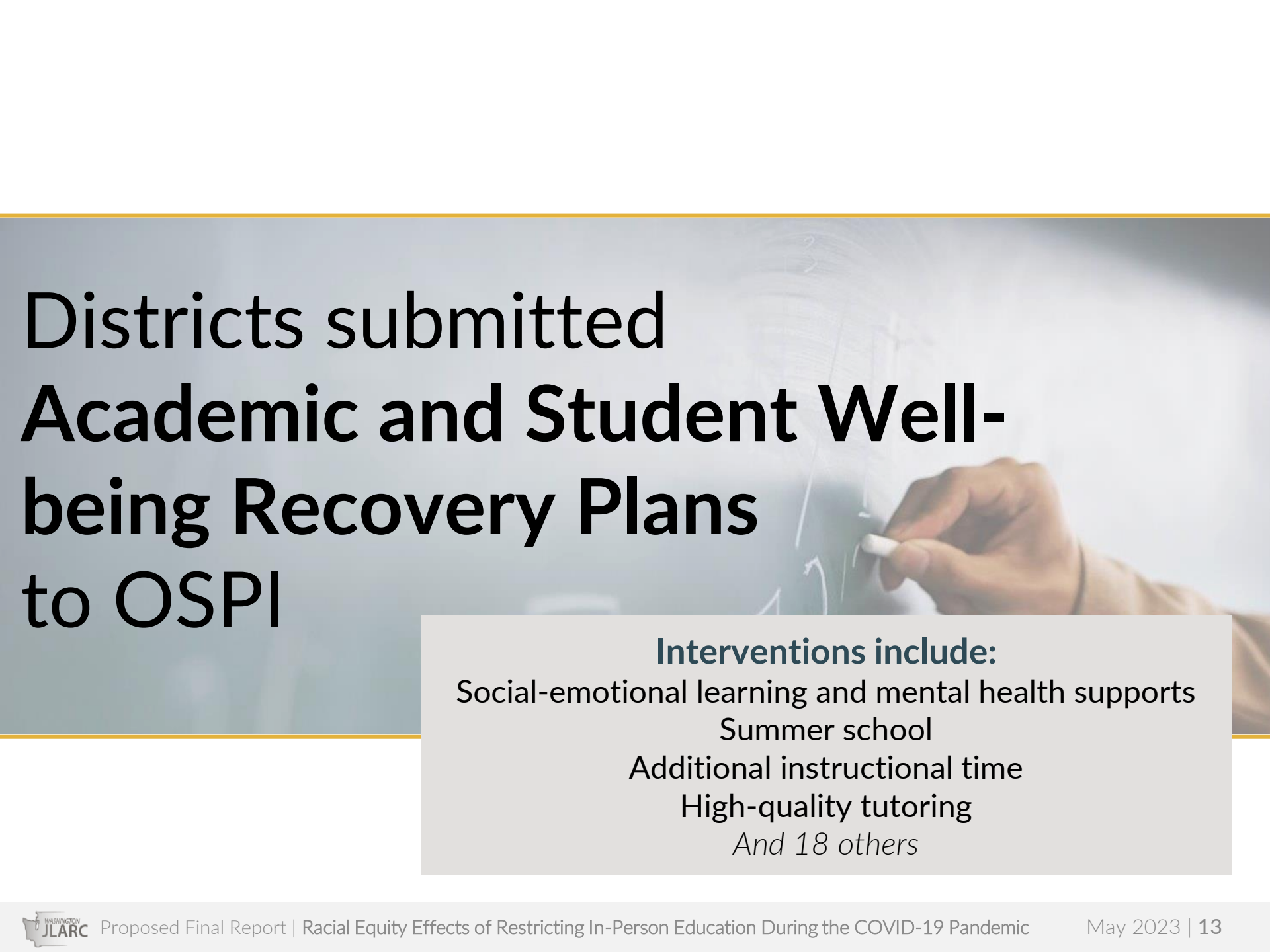
\$2.9 billion

in federal Elementary and Secondary School Emergency Relief (ESSER) funds

90% passed on to school districts.

At least \$334 million to address “learning loss.”





Districts submitted Academic and Student Well- being Recovery Plans to OSPI

Interventions include:

Social-emotional learning and mental health supports

Summer school

Additional instructional time

High-quality tutoring

And 18 others

2021 Legislature required reporting on implementation of Academic and Student Well-being Recovery Plans

(ESHB 1368)

X OSPI does not have a process to monitor plan implementation.

➔ It is unclear if districts are meeting learning recovery goals.

Information could be used to target remaining funds

OSPI planned to help districts with performance measurement and outcome monitoring.



A photograph of the Washington State Capitol building, featuring a large dome and classical architecture, set against a clear sky with some trees in the foreground.

Legislative Auditor's Recommendation

2

OSPI should establish a process to monitor school districts' implementation of their Academic and Student Well-being Recovery Plans, in accordance with 2021 state legislation.

OSPI partially concurs, stating:

- Multiple systems already exist for reporting.
- OSPI will add additional monitoring if required by the U.S. Department of Education.

OFM had no comment.

Legislative Auditor comment

OSPI has not established a process for districts to report progress implementing Academic and Student Well-being Recovery Plans.

This limits OSPI's ability to help districts adapt learning recovery strategies and interventions.

Implementing the recommendation will position OSPI to respond to expected federal requirements.





Summary

Access to in-person instruction varied by race and ethnicity.

Assessment scores decreased for all racial and ethnic groups, with larger decreases for some groups.

OSPI and districts received \$2.9 billion in federal funds to address pandemic effects.

OSPI has not yet established a process to monitor recovery plan implementation.

View the full report:
www.leg.wa.gov/jlarc



Video Summary



One Page Overview



Interactive Data



PDF Version

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