





Background

- World Health Organization declares COVID-19 a pandemic in March of 2020 and schools close Subsequent issues likely to impact academic achievement Hebebot et al., 2020 .

 Restriction threaction with teachers and peers Inside-quale infrastructure (e.g., power, witerrest access) inside-quale infrastructure (e.g., power, witerrest access) .

 Dorn et al., 2020 .

 President of the company and the silvering activities .

 Less extrins reinforcement .

 Increased stress .

 Greater requires for disadvantaged students



Need for Study Limitations of previous research Studies that used benchmark data None were peer reviewed None examined writing Only two publications have used norm-referenced tests Raiford et al. (2021) compared cross-sectional data, study was not peer Lupas et al. (2021 ownsimed elaming loss specifically for students with ADHD tittle is known about the impact of COVID-19 on the academic achievement of students with disabilities Renaissance Learning reported findings for students with disabilities Renaissance Learning reported findings for students with disabilities There is disaggregate by disability category With disabilities When the disaggregate of Baylor University Purpose of Study Examine the impact of COVID-19 on special education students' scores on the Woodcock-Johnson IV Tests of Achievement (WJ IV ACH; Schrank et al., 2014).



Research Questions

- Are significant declines in W Difference scores evident when comparing pre-pandemic WJ IV ACH scores to scores obtained during the pandemic?
- Are Matthew Effects observed for special education students relative to a comparison sample from the WJ IV ACH normative data?
 a. Both the present sample and a comparison sample created from the WJ IV Clinical Valetly Studies were compared to normative data.
- Did standardized effect sizes representing between-sample differences become larger during the pandemic?

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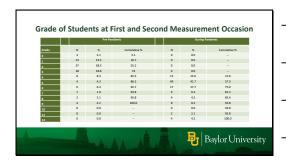
Procedure

- Used de-identified performance data to examine academic
- Inclusion criteria:
- Receiving special education and related service
 WJ IV ACH scores from initial evaluation
- WJ IV ACH scores from initial evaluation
 WJ IV ACH scores from reevaluation during pander



Sample

- N = 96
- Sampled from a large Southwestern school district
 38 schools (27 elementary, 11 secondary)
 - Referral issue (National Percentage
 - 10% OHI • 5% FD
 - 6% ASD 4% SLI
- 2% ID • 1% TBI
- Race
 57% Hispanic
- 32% White
 5% Plants
- 5% Black
 2% Native American
- 2% Native American
 2% Multiracial
- 60% of participants were male



Total Tota	Month and Year of Testing			
Mark 1	2017 Zansany Robinsony March April March	1 2 3 4 4	1 21 1 61	1 11 42 81
Mark 1	October November Desember 2018	21 11 6	218 218 115	25.4 57.5 68.8 75
Section Sect	March April 2019 March	1	8.6 41 1	90.8 99 100.0
Sansary 30 104 77.3 Melinary 36 144 91.7	2233 August September Ossider November Occumber	6 12 17 20	63 123 177 208	6.3 28.8 36.3 57.3
	Sanuary Retruiny	36	14.6	95.7



Instrument

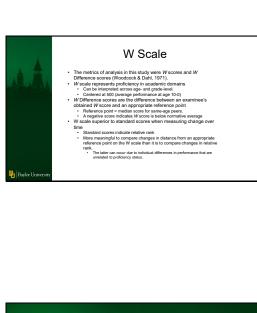
- Woodcock-Johnson IV Tests of Achievement (WJ IV ACH; Schrank et al., 2014)

 One of the most frequently administered tests of academic achievement (Benson et al., 2019; Lockwood et al., 2021)

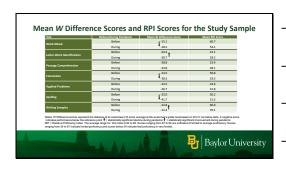
 Extensive validity evidence is available to support

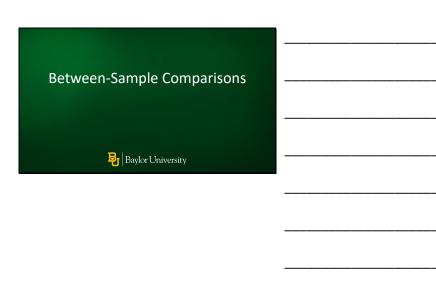
 et al. 2014; Mickeslae et al., 2017, Mickel (McGrew et al. 2014; Mickeslae et al. 2016)

 Difference curves across age levels indicate rapid acceleration of growth in the academic skills included in this study from age six to about age 15.











Comparison Samples

- Normative data

 Lised subtests means and standard deviations from Appendix Table B-3 of the WJ IV Technical Manual (McClew et al., 2014). Means and standard deviations were multiplied by the number of participarts at each age level, then products for each test were summed and devide by sample sez of comparison sample. Data from WJ IV Clinical Validify Studies requested from Riverside Insights, for provinging hese data!

 Two subsamples created:

 Two subsamples created:

 Subsamples selected to match by age at testing for each of the two Subsamples of 142.

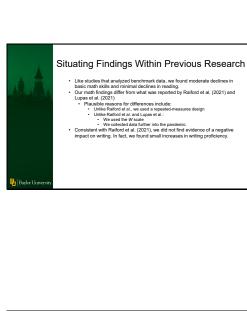
 Total sample of 142.

 7 resigned to the refs subsporp.

 71 assigned to the second subgroup.

Descriptive Statistics for Samples Baylor University





Limitations

- Average time between test administrations was three years, factors other than COVID-19 cannot be ruled out.
 Relatively small sample
 Generalizability of findings limited by sampling from a single school district.

Implications

- First study to examine learning loss experienced by a special education student population across disability categories
 Only study than accessmed hanges in across from triennial evaluations conducted prior to, and during, COVID-19.
 Future research is needed to examine the long-term effects of the pandemic.
 Longitudinal data is needed to establish growth norms

 Students with disabilities
 Students with disabilities
 Oblication without disabilities
 of the pandemic students of the pandemic stude

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