

The Impact of COVID-19 on Special Education Students' Academic Achievement

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Background & Purpose

- COVID-19 is hypothesized to have led to learning loss
- We examined 96 4th-12th grade sped students' score on the WJ IV Tests of Academic Achievement pre and during the COVID-19 pandemic to determine the extent of learning loss

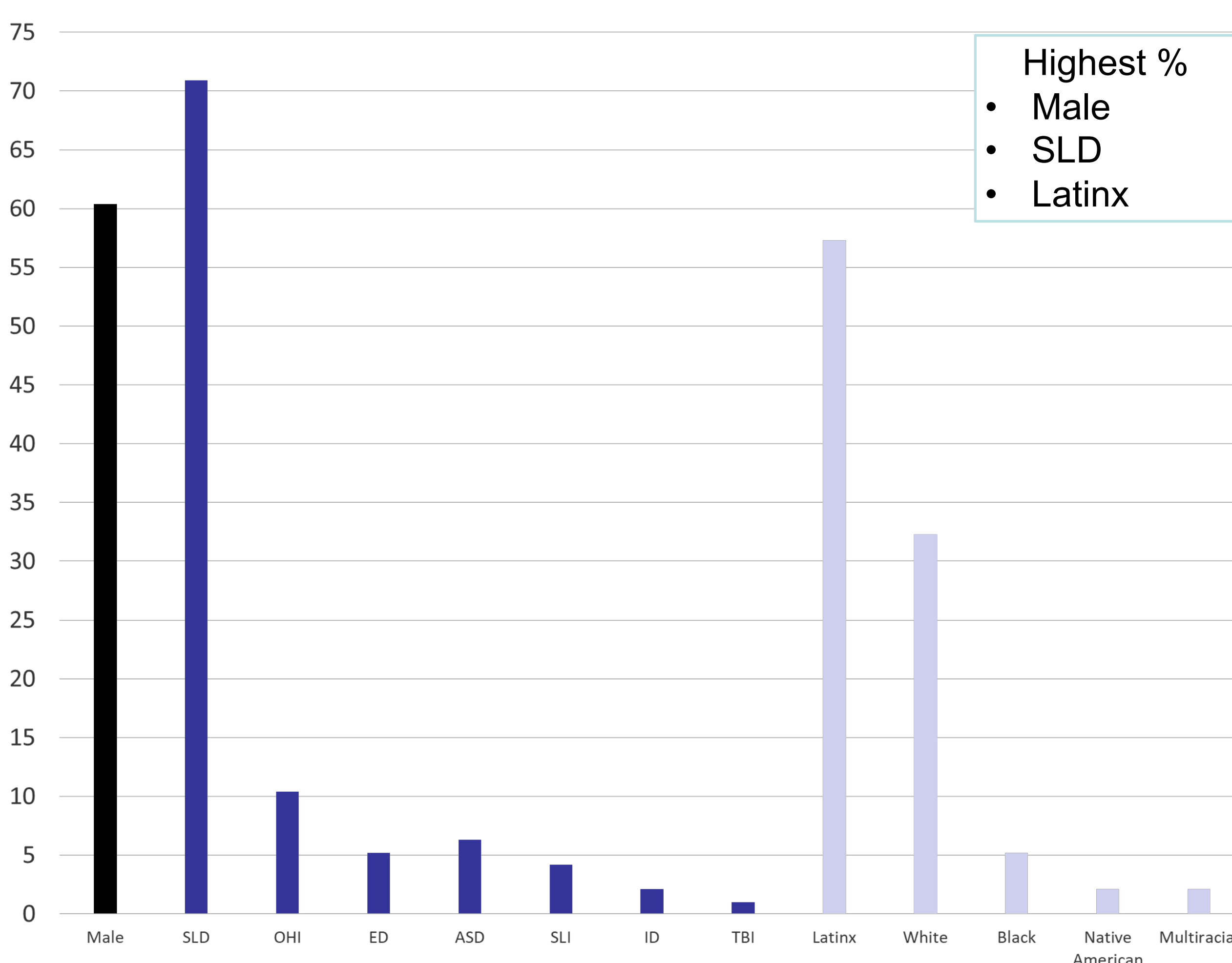
Project Design

- Repeated Measures Design examining differences in *W* scores pre and during COVID 19

Grade of Students at the Time of Testing

Grade	Pre-Pandemic			During Pandemic		
	N	%	Cumulative %	N	%	Cumulative %
K	1	1.0	1.0	0	0.0	--
1	15	15.6	16.7	0	0.0	--
2	38	39.6	56.3	0	0.0	--
3	18	18.8	75.0	0	0.0	--
4	7	7.3	82.3	15	15.6	15.6
5	3	3.1	85.4	40	41.7	57.3
6	7	7.3	92.7	17	17.7	75.0
7	1	1.0	93.8	6	6.3	81.3
8	2	2.0	95.8	4	4.2	85.4
9	4	4.2	100	8	8.3	93.8
10	0	0.0	--	0	0.0	93.8
11	0	0.0	--	2	2.0	95.8
12	0	0.0	--	4	4.1	100.0

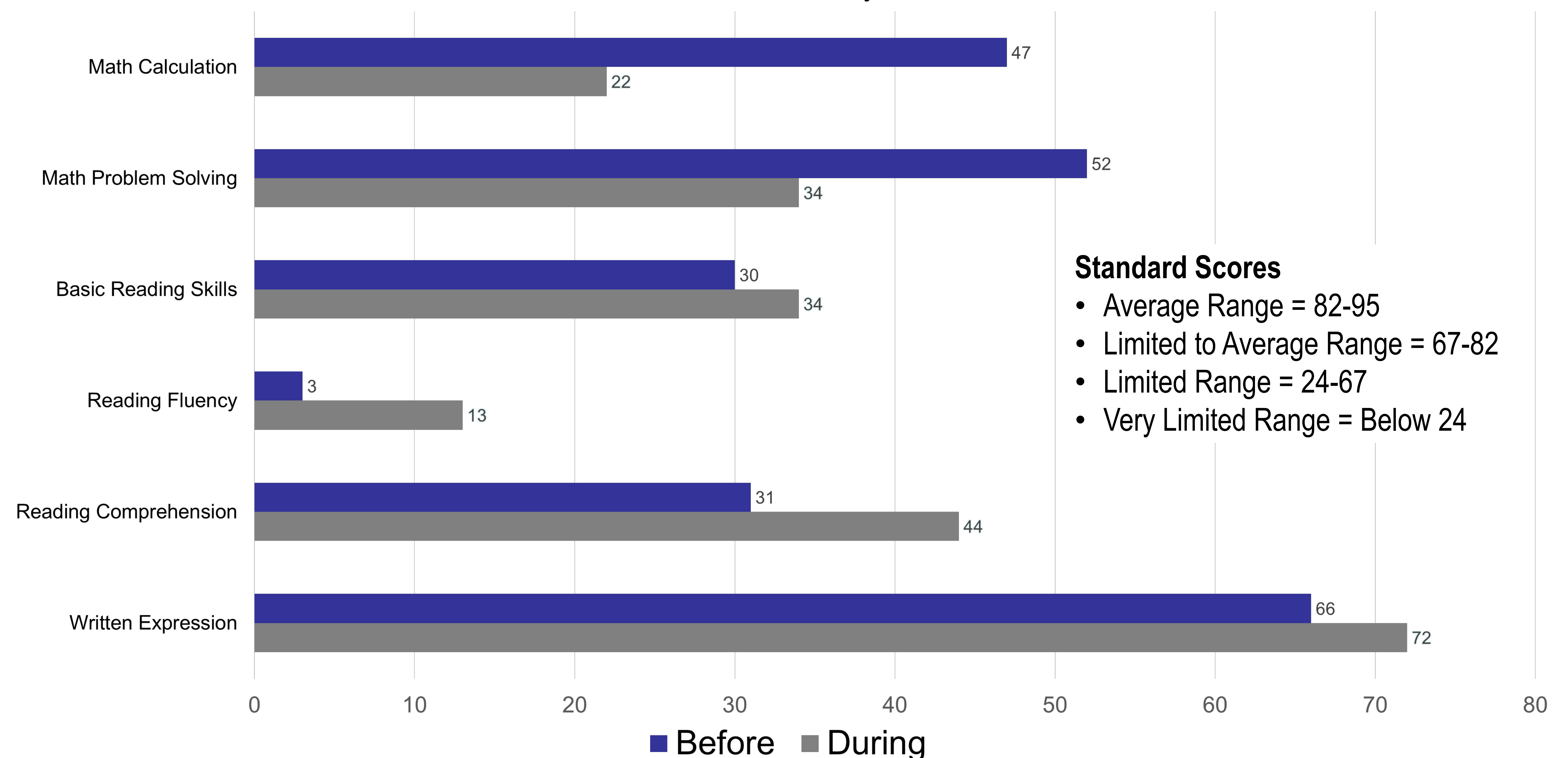
% Participant Demographics



Findings

- Significant learning loss in math, especially in math calculation & problem solving
- No significant learning loss in reading or written expression

Median Relative Proficiency Index Scores



Standard Scores

- Average Range = 82-95
- Limited to Average Range = 67-82
- Limited Range = 24-67
- Very Limited Range = Below 24

Implications for Research & Practice

- Findings similar to other studies indicating learning loss in math (i.e., Curriculum Associates, 2021; Kuhfeld et al., 2020; Patarapichayatham et al., 2021; Renaissance Learning, 2021)
- Need for intensive interventions in math for special education students
- Research needed in other states and with different populations due to discrepancies with COVID response in districts across the United States

References

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