

## Macro Roundup Article

**Headline:** [What the Data Says About Pandemic School Closures, Four Years Later](#)

**Article Link:** <https://www.nytimes.com/2024/03/18/upshot/pandemic-school-closures-data.html>

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**Tweet:** The more time students spent in pandemic-related remote learning, the more they underperformed. The mean drop in math scores for 3rd through 8th grades in 2022 for mostly in-person was .35 years behind and for mostly remote .57 years behind. @NYTimes

**Summary:** Looking at districts with similar poverty levels, remote learning was associated with greater declines [in achievement]. A community's poverty rate and the length of school closures had a "roughly equal" effect on student outcomes, said Sean Reardon, a professor of poverty and inequality in education at Stanford, who led a district-level analysis with Thomas Kane, an economist at Harvard. But the combination — poverty and remote learning — was particularly harmful. For each week spent remote, students in poor districts experienced steeper losses in math than peers in richer districts. That is notable, because poor districts were also more likely to stay remote for longer. Some of the country's largest poor districts are in Democratic-leaning cities that took a more cautious approach to the virus. Related: Students Are Making a 'Surprising' Rebound From Pandemic Closures. But Some May Never Catch Up and NAEP Long-Term Trend Assessment Results: Reading and Mathematics and Parents Don't Understand How Far Behind in School Their Kids Are

**Primary Topic:** Education

**Topics:** Database, Education, News article, Politics, Test Scores, Workforce

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