Macro Roundup Article

Headline: **The Consequences of Remote and Hybrid Instruction During the Pandemic**

Article Link: https://www.aeaweb.org/articles?id=10.1257/aeri.20220180

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Tweet: In a study of nearly 10,000 US schools, @CEDR_US, @emily_r_morton, and @ajmceachin find that remote instruction during the pandemic was a primary driver of widening math achievement gaps in high-poverty districts. @HarvardCEPR

Summary: Using testing data from over two million students in nearly 10,000 schools in 49 states (plus the District of Columbia), we investigate the role of remote and hybrid instruction in widening gaps in achievement by race and school poverty. We find that remote instruction was a primary driver of the widening gaps. Math gaps did not widen in areas that remained in person (although reading gaps did). We estimate that high-poverty districts that went remote in 2020–2021 will need to spend nearly all of their federal aid on helping students recover from pandemic-related academic achievement losses.

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Primary Topic: Education

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