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The Immediate and Future Impacts of COVID-19 on K-12 Public Education in the United States

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The Immediate and Future Impacts of the COVID-19 Pandemic on K-12 Public Education in the U.S

Background:

When the COVID-19 pandemic arrived in the United States in March 2020, stay at home orders were issued. All non-essential businesses had to rapidly change to virtual models. Life as we knew it was essentially put on pause for the time being. The traditional school model of onsite learning each day was rapidly shut down, and students all over the world had to quickly adapt to virtual methods of learning, some with very little resources available to them. Many school districts were unprepared for this change, and the adjustment period was difficult. Distance learning took place via video conferencing, and students lost the interpersonal connections that school brought them. Due to this, as well as the lack of resources, many students struggled in school and fell behind their grade level.

Research Questions:

- How did the COVID-19 pandemic impact student learning during the pandemic and how will it continue to impact education in a post-pandemic society?
- How does the introduction of online learning impact the field of education in the future; does this mean a decrease in traditional schooling and an increase in distance learning?
- How did the COVID-19 pandemic impact education for low-income communities versus high income communities? What about minorities?

Methods:

Extensive analysis and compilation of several sources including:

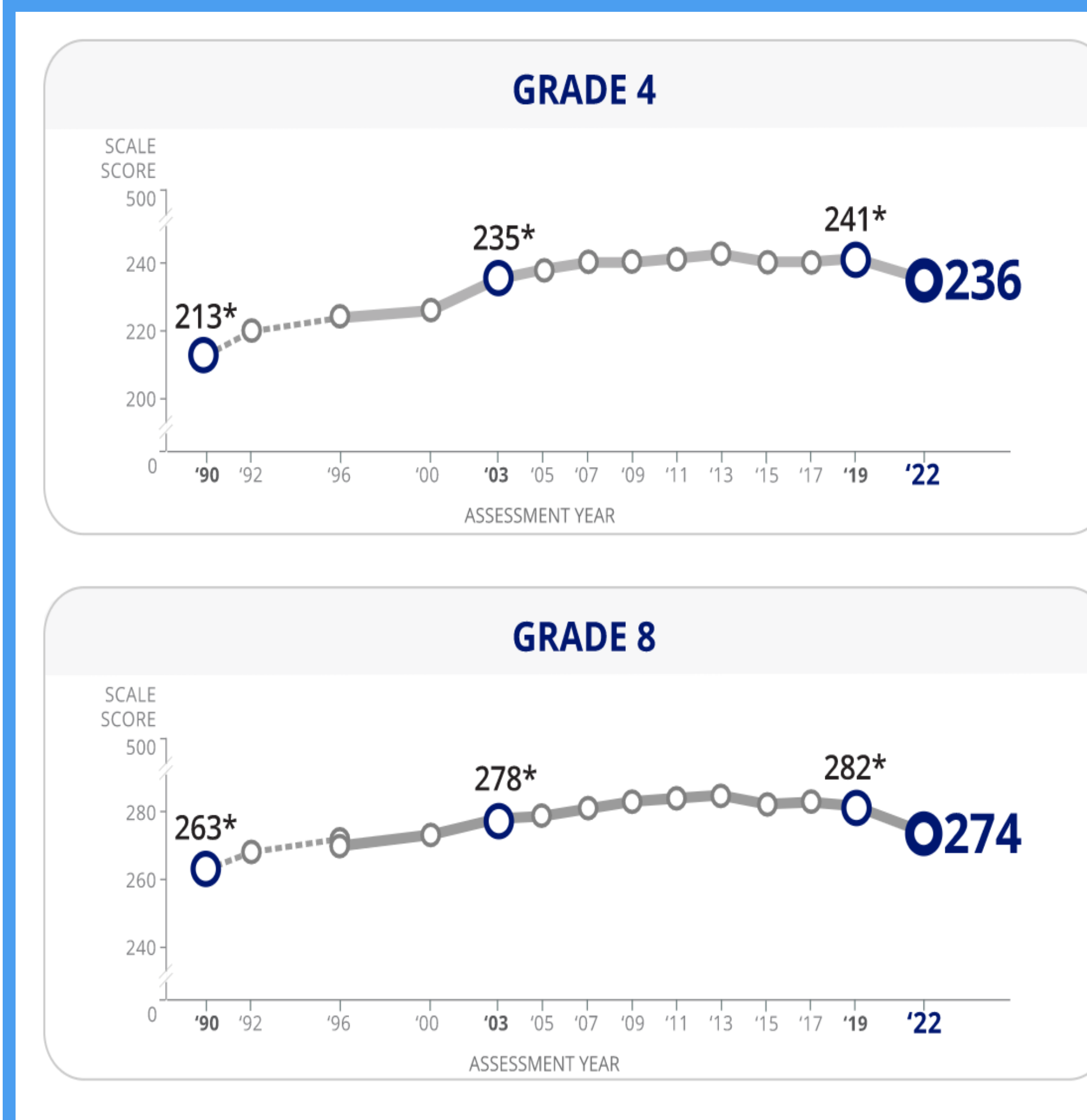
- Analysis of scholarly articles
- Analysis of data from the Nation's Report Card
- Analysis of data from surveys by Rand Corp.
- Interviews conducted on a small sample of elementary school teachers in New York City

Results:

The COVID-19 pandemic caused extreme detriments to student learning, and it will take years to recover from the learning gaps. All students faced these detriments, but some students are worse-off than others. Students living in low-income communities were placed at even more of a disadvantage, and their test scores suffered more than those who were more well-off in terms of income. In terms of future impacts, results from interviews conclude that if needed under special circumstances, virtual learning can be used in the future if proper resources and training are provided, but not as a main method of learning.

Figure 1: Short Term Impact

NAEP Mathematics Score Analysis



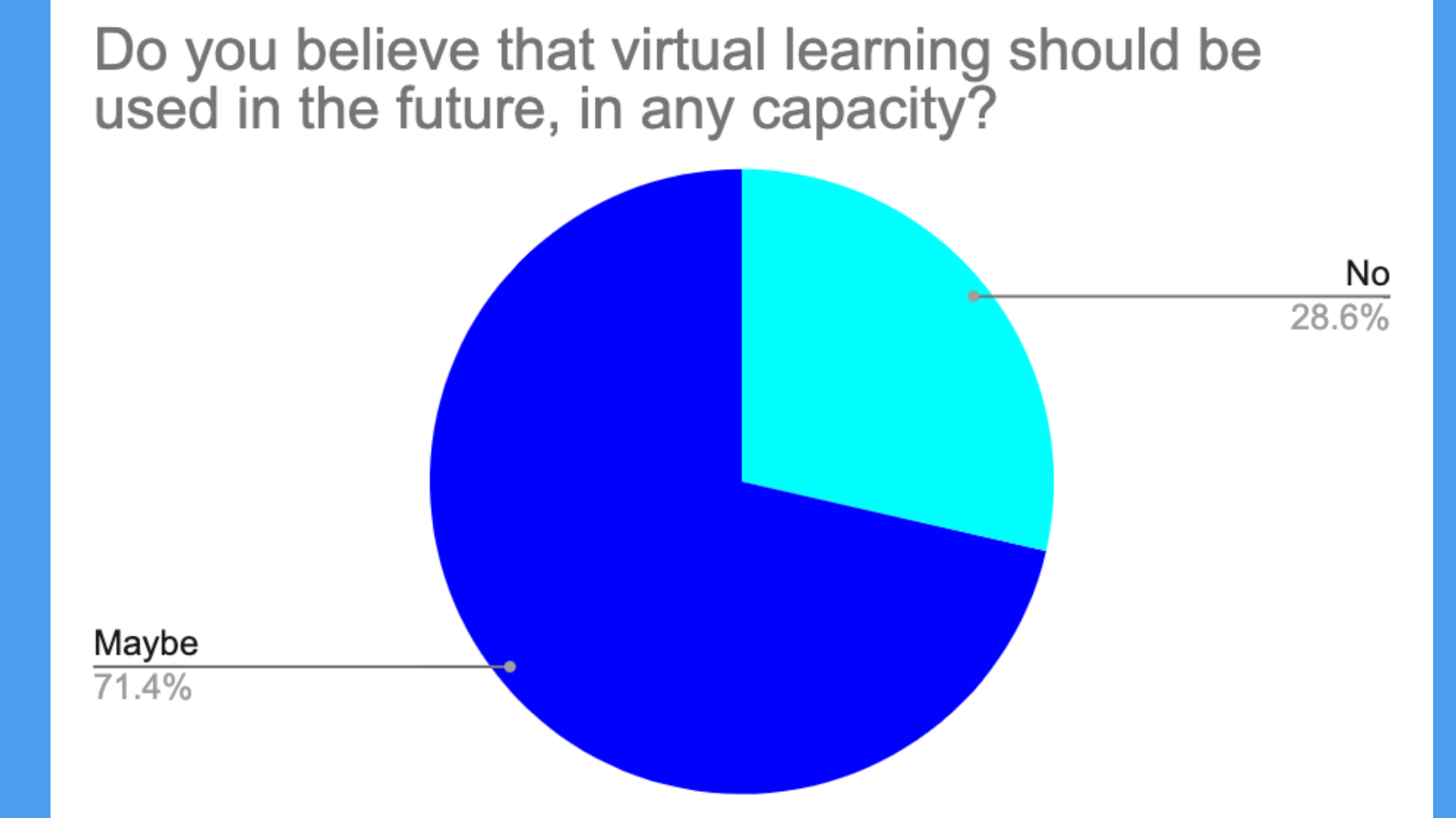
NAEP Reading Score Analysis



* Significantly different ($p < .05$) from 2022.

*Figures taken from www.nationsreportcard.gov

Figure 2: Long Term Impact



Reasons for maybe responses include but are not limited to:

- Extreme weather conditions where school would normally be delayed or canceled
- Only if it is absolutely necessary
- Should not be used unless specified by a family for their child's specific needs

Reasons for no responses include but are not limited to:

- Kids need in person learning to be successful
- Students need to learn how to socialize and behave in the school setting

*Data taken from 8 interviews conducted with NYC public elementary school teachers

References:

Scan QR code for full bibliography:

