



COVID-19's Impacts on Nebraska Educators and Students

Follow-up Study — 2020-21 School Year

A prolonged pandemic led schools to use more diverse instructional modes and heightened concerns about student learning loss and emotional well-being. The stress experienced by Nebraska educators may threaten the state's ability ensure a strong education workforce if not addressed.



A comprehensive statewide survey administered during the 2020-21 school year assessed the experiences, perspectives and impacts of the COVID-19 pandemic on educators in K-12 public schools across Nebraska. The survey, conducted as a follow-up to a 2020 survey, shed light on the pandemic's impacts on student achievement, as well as its effects based on educator groups and school/district characteristics.

DATA INSIGHTS

- 1 Educators' pandemic experiences varied by their role (e.g., teacher, principal and superintendent), geographic location (e.g., rural and urban) and the racial/ethnic demographics of the students in their school or district.
- 2 Significant learning loss in math and science was observed among students since the pandemic first disrupted schools in the spring of 2020.

RECOMMENDATIONS FOR NEBRASKA

- Teachers need support and resources to deliver multiple modes of instruction, including online and hybrid learning formats.
- Targeted support and resources are needed to reduce stress among educators.
- Targeted support and resources are needed to reduce the negative impacts of the pandemic's disruptions on students' academic performance and social-emotional learning.
- A systematic approach is needed to address students' lack of motivation and engagement with lessons, as well emotional well-being.
- Education agencies need to develop and implement comprehensive strategies to accelerate learning loss recovery among Nebraska students.

SURVEY PARTICIPANTS

247 school districts participated in the survey.

3,540 K-12 TEACHERS
(14.5% response rate)

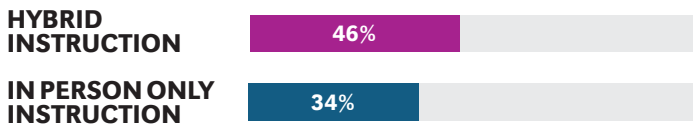
177 PRINCIPALS
(21% response rate)

103 SUPERINTENDENTS
(42% response rate)

FINDINGS

Instructional Modes

Most teachers delivered either hybrid instruction or in person only instruction.



Top Concerns about Students

- 1 LACK OF MOTIVATION
- 2 LOW ENGAGEMENT WITH LESSONS
- 3 EMOTIONAL WELL-BEING
- 4 STRESS

Perceived Impacts on Student Performance



Teachers in urban schools and **schools with a higher number of students of color**, perceived school closures and other COVID-19 disruptions as having a more negative effect on student academic performance.

40% URBAN TEACHERS
17% RURAL TEACHERS

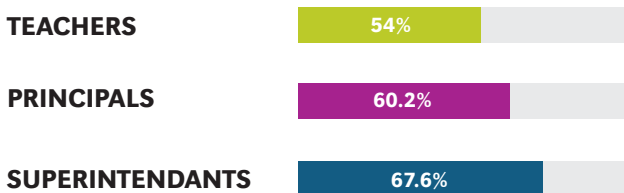
24% TEACHERS AT RACIALLY DIVERSE SCHOOLS
16% TEACHERS AT LESS RACIALLY DIVERSE SCHOOLS

Stress

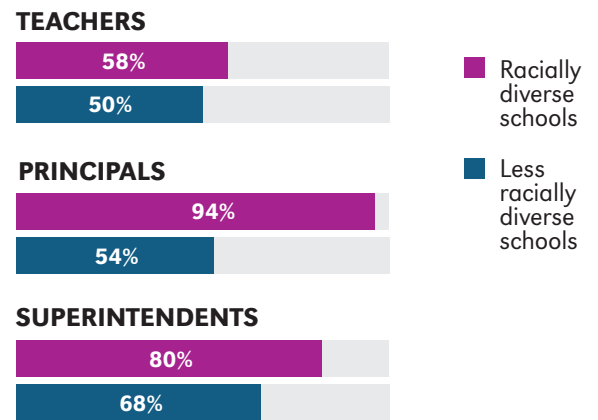
- 1 **Urban teachers** were more stressed than rural teachers.



- 2 **Teachers** tend to deal with stress less well than principals and superintendents.



- 3 **Teachers, principals and superintendents** who work at schools/school districts with a higher level of students of color were more stressed.



Learning Loss

- **Significant learning loss in math and science** was observed among Nebraska students since the pandemic began.
- **Learning loss in math** was more pronounced for **secondary students** compared to elementary students.

AVERAGE MAP SCORES:



Math



Science

This study was conducted by the Nebraska Center for Research on Children, Youth, Families & Schools in partnership with Nebraska Department of Education and funded by the University of Nebraska–Lincoln Office of Research and Economic Development.



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