

# Data and Interrupted Instruction

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Education Commission of the States



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# WHO WE ARE.

The essential, indispensable member of any team addressing education policy.



# WHAT WE DO.

We believe in the power of learning from experience, and we know informed policymakers create better education policy.



# HOW WE DO IT.



**Research**



**Report**



**Convene**



**Counsel**



# State Data Systems

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Trends and uses related to interrupted instruction and assessments.



# State Efforts to Address Interrupted Instruction

- Tutoring
- Extended Learning Time
- Student Supports
- Literacy Funding and Programs
- Efforts Geared Toward Special Populations



# 30 States

completed our 2021 survey on  
the pandemic's impact on state  
data systems and strategies





# State Example: Ohio



Released reports to help address challenges at the district and school levels.



# State Example: New Hampshire



Competency-based approach in locally-administered performance assessments.



# Value Added Assessment Systems



- North Carolina DPI Education Value-Added Assessment System (EVAAS)



- Tennessee Value-Added Assessment System (TVAAS)



# Building Out Data Capacity

- Required reports on interrupted instruction
- Supporting data infrastructure
- State policy approaches based on data
- Holistic approaches to students (mental health)



# State Example: Virginia



Enacted legislation regarding the impact of long-term distance learning



# State Example: Washington



Cross-agency survey on student physical and mental health

Strengthened support for students in need



# Next in Data Use

- Which data can/should states capture?
- How can data influence state policy?
- State-level vs. local-level









**EDUCATION  
COMMISSION**  
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Your education policy team.

# THANK YOU

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