Office of
LEARNING RECOVERY & ACCELERATION
NC Department of Public Instruction

Restart, learning loss, and recovery

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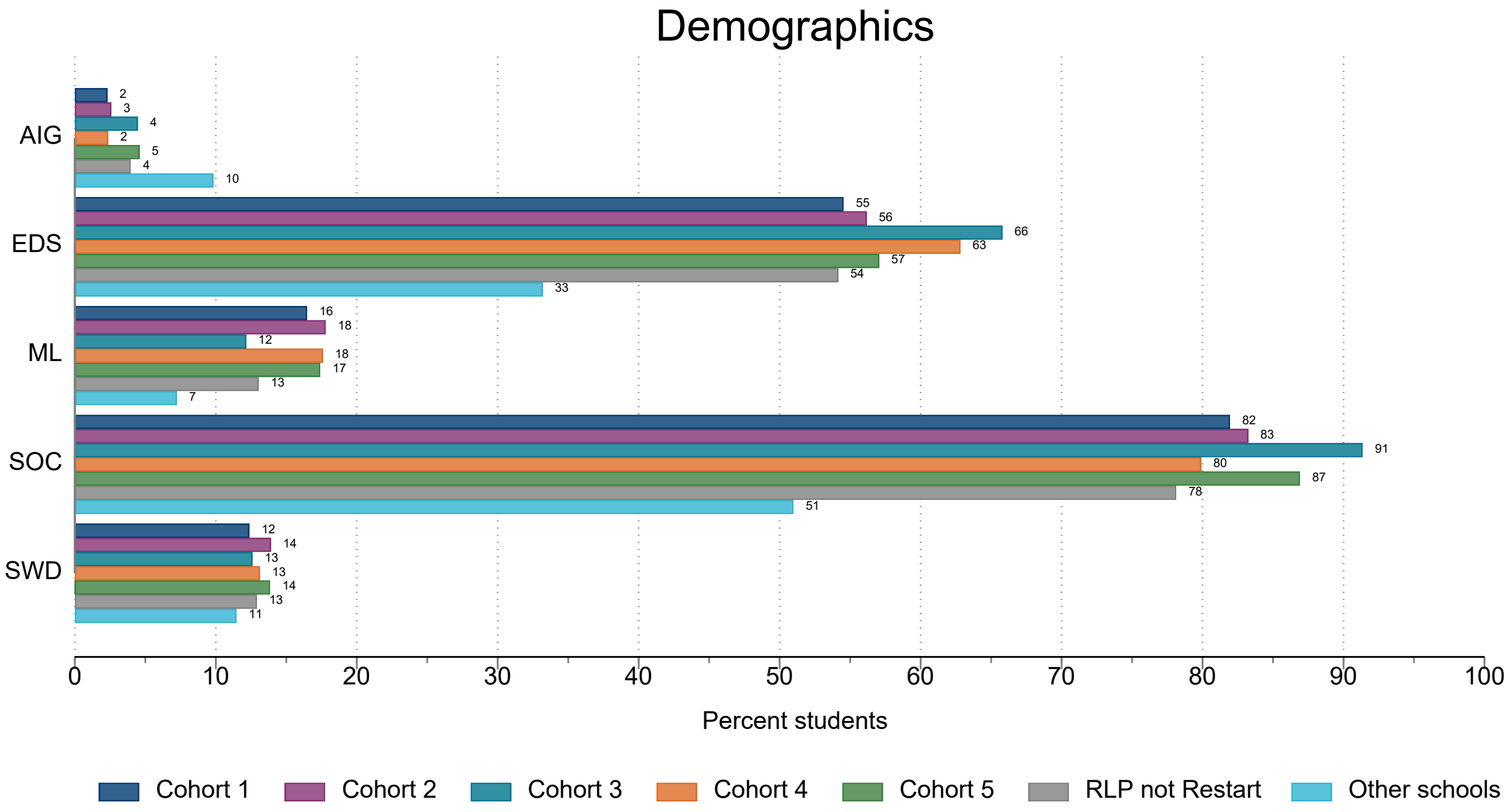
Restart model

- Restart is one of four Reform Models available to LEAs to support the reform of any school designated as Recurring Low Performing under § 115C-105.37B.
- *Recurring low-performing schools are eligible to apply for Restart, as approved by the State Board of Education.*
  - *A Recurring Low-Performing school is identified as low-performing in any two of the last three years.*
  - *A Low-Performing school has a school performance grade of 'D' or 'F', and a growth status of 'Met' or 'Not Met'.*
- There were 148 Restart schools in SY 2022.

Cohort	First year of Restart	Schools	Students	Percent of state students	Students per school
Cohort 1	2017/2018	55	26,155	1.7	476
Cohort 2	2019	47	23,711	1.6	504
Cohort 3	2020	13	5,507	0.4	424
Cohort 4	2021	16	6,681	0.4	418
Cohort 5	2022	17	10,483	0.7	617
Other schools	-	2588	1,298,178	85.5	502
RLP not Restart	-	297	148,296	9.8	499

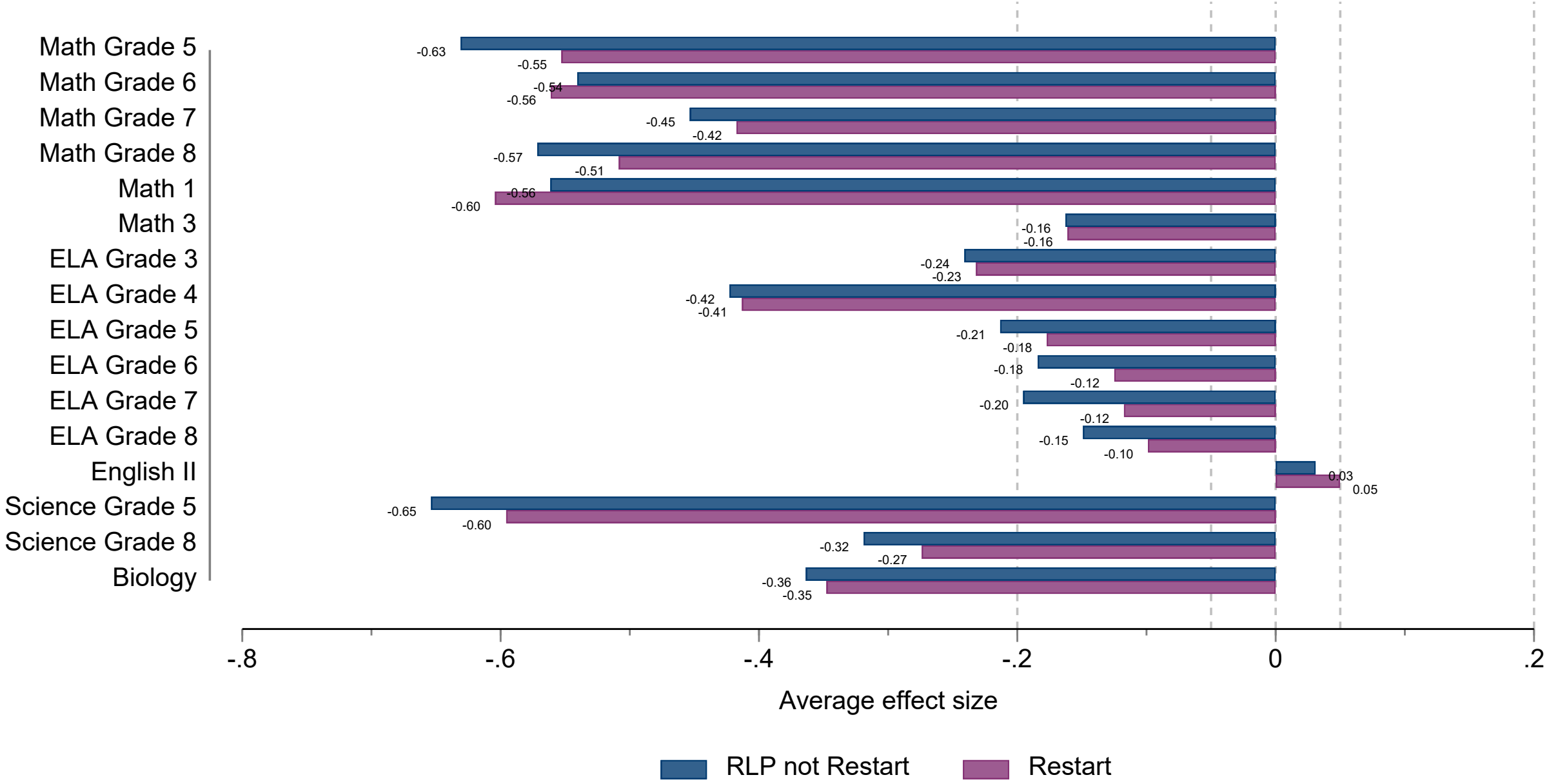

Demographics
AIG
EDS
ML
SOC
SWD
2
3
4
2
5
4
10
55
56
66
63
57
54
33
16
18
12
18
17
13
7
82
83
91
80
87
78
51
12
14
13
13
14
13
11
0
10
20
30
40
50
60
70
80
90
100
Percent students
Cohort 1
Cohort 2
Cohort 3
Cohort 4
Cohort 5
RLP not Restart
Other schools

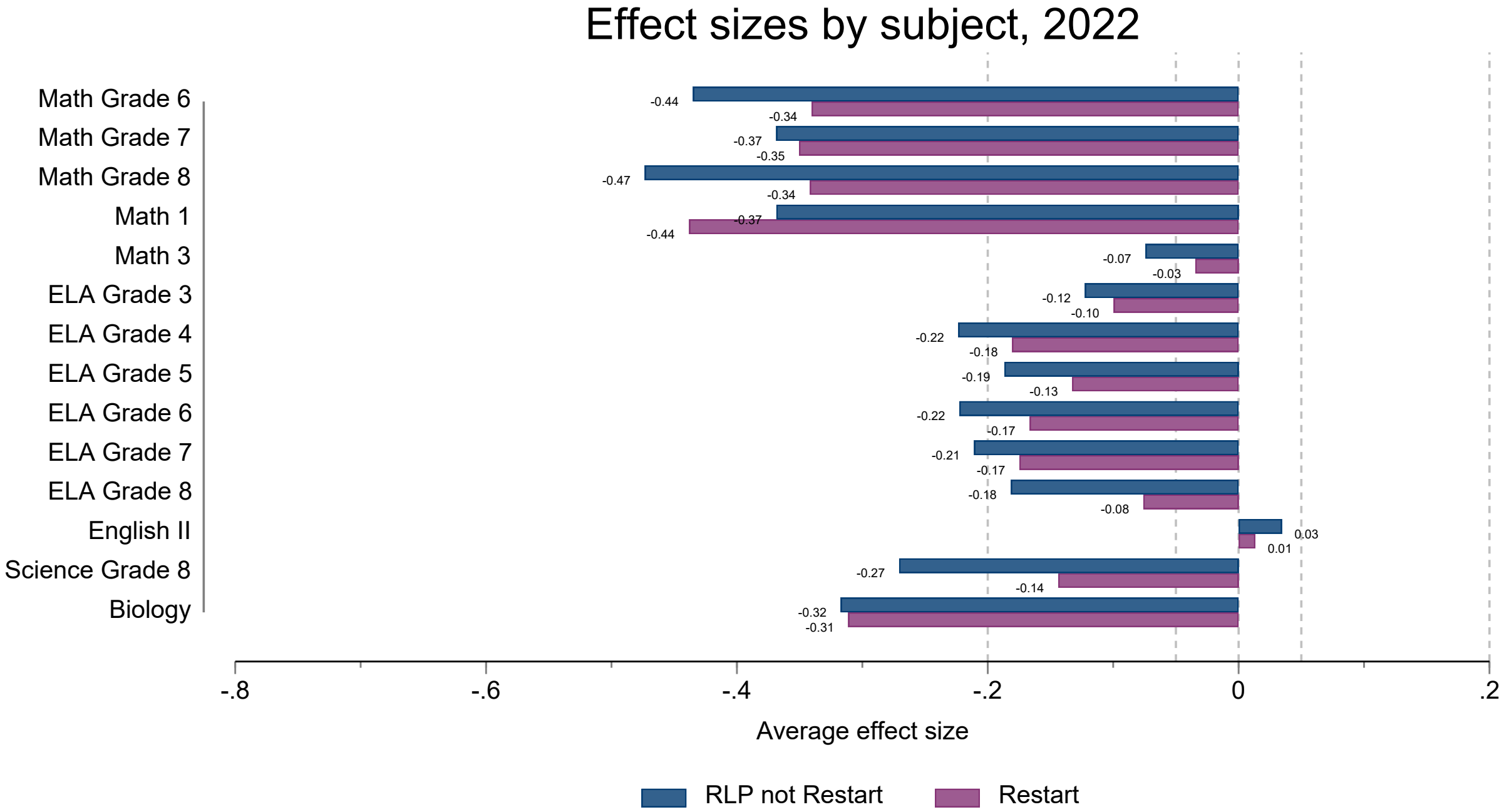
Summary results

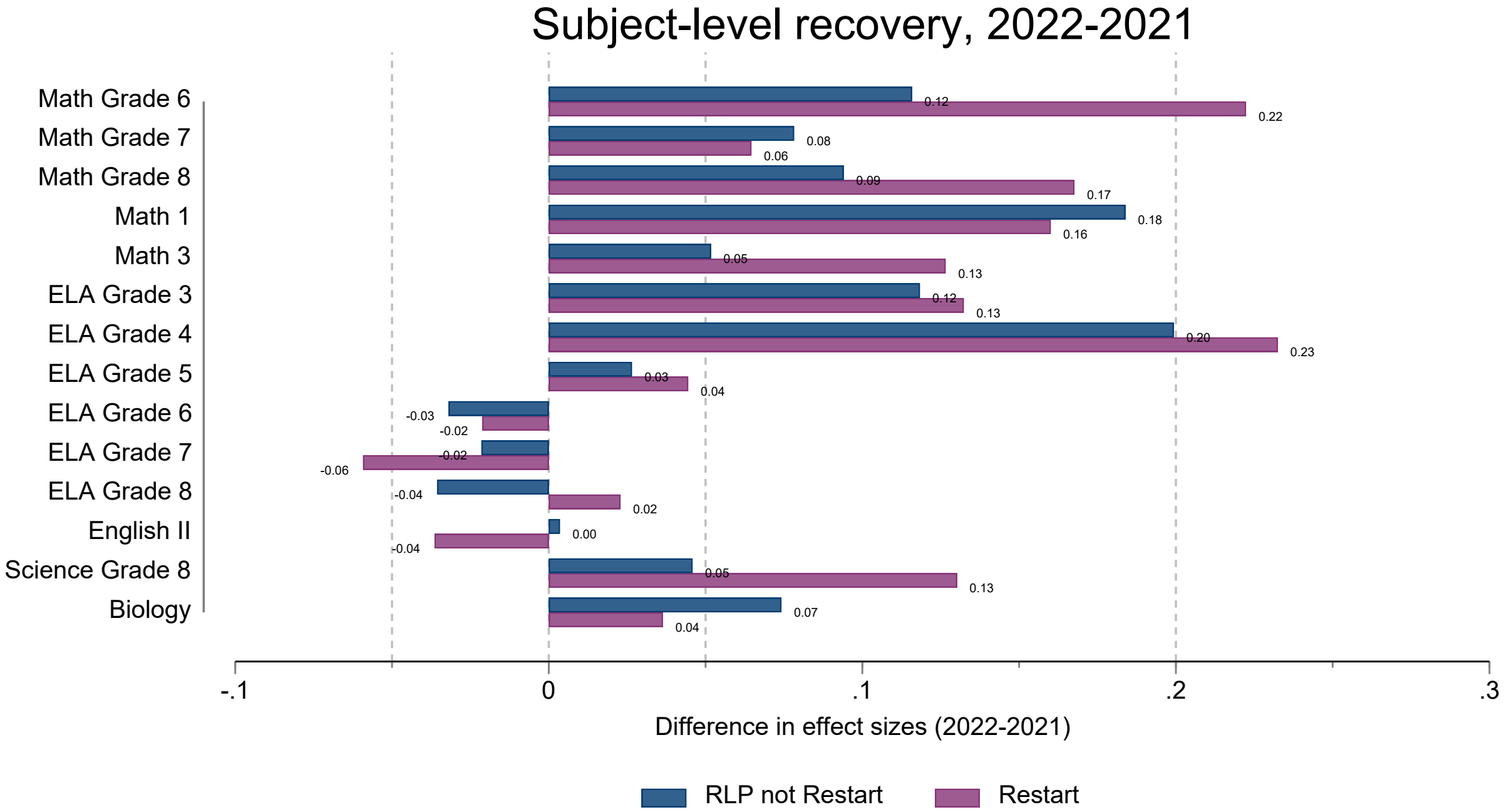
- Students in Restart schools experienced slightly less learning loss during the 2021 school year than students in recurring low-performing schools (.05).
- Restart students were also closer to their pre-pandemic expected scores in 2022 than students in recurring low-performing schools (.07).
- Comparing performance within the same subject between 2022 and 2021, Restart schools experienced slightly more recovery than those in recurring low-performing schools, with greater recovery in Science (.06) and Math (.04) than ELA (.02).
- Comparing students to their own performance in the previous year, Restart students experienced slightly more recovery than those in recurring low-performing schools, with greater recovery in Math (.05) than ELA (.04).
- Outcomes vary by subject and cohort.

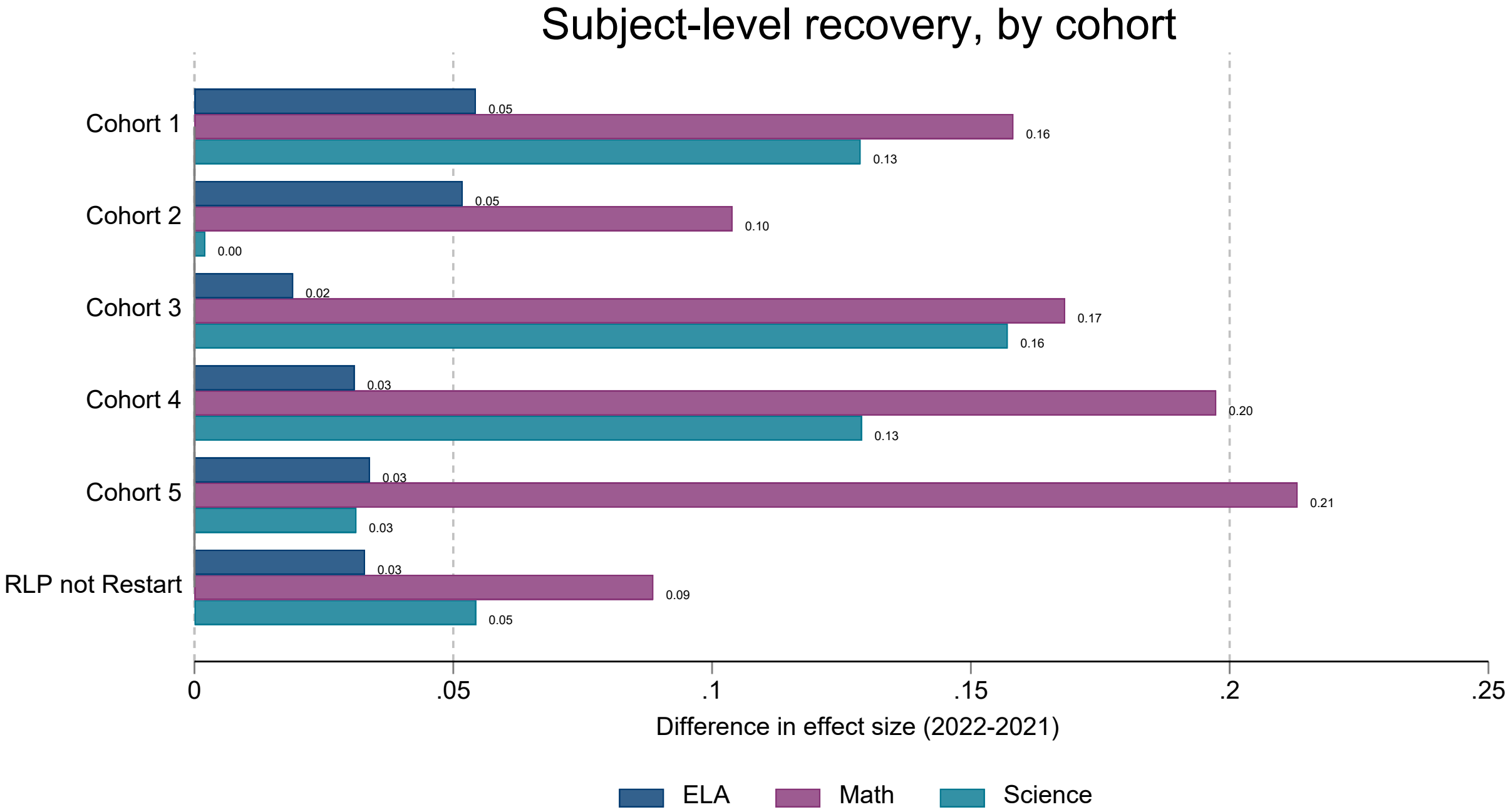
Effect sizes (2022-2021) and subject-level recovery

Effect sizes by subject, 2021



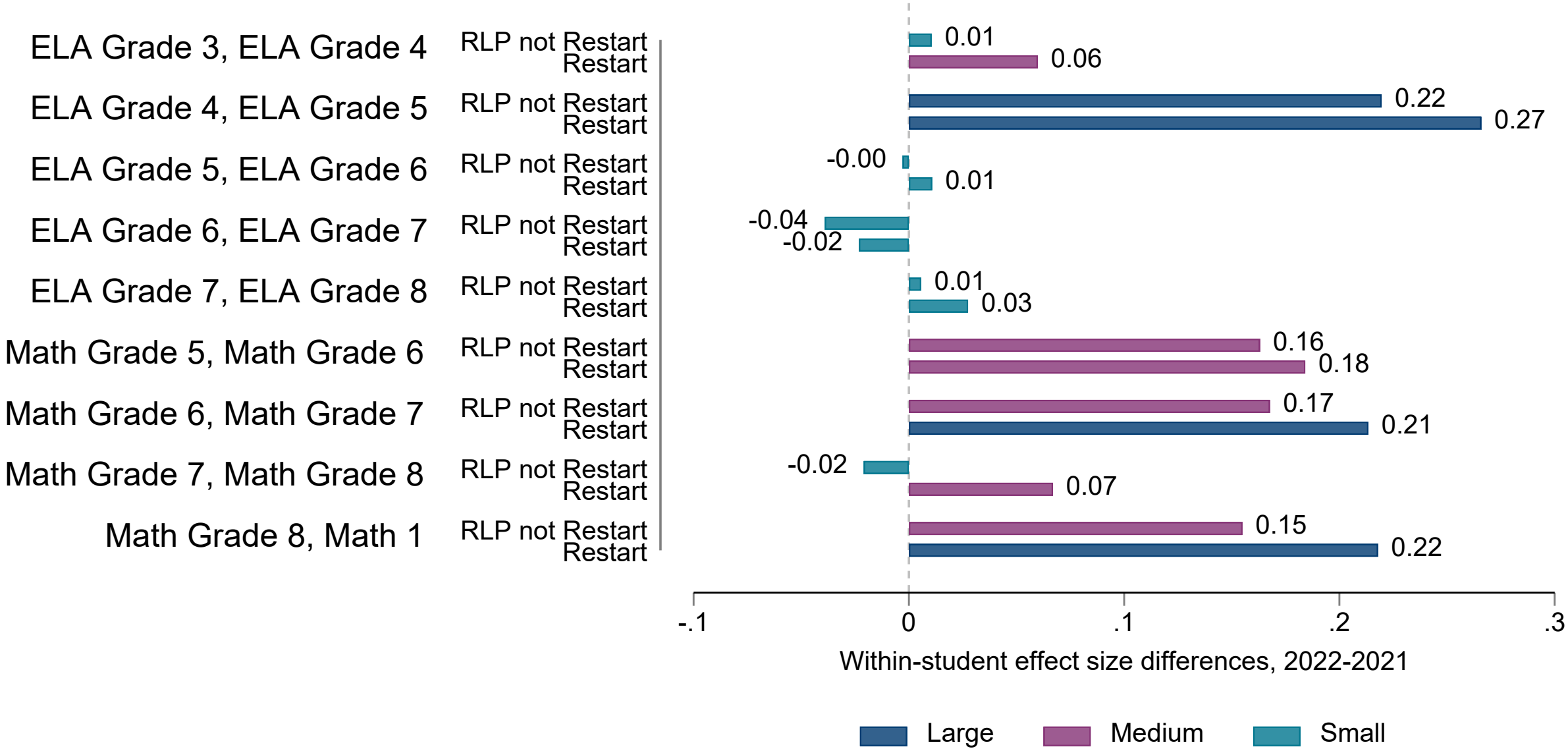

Effect sizes by subject, 2022
Math Grade 6
Math Grade 7
Math Grade 8
Math 1
Math 3
ELA Grade 3
ELA Grade 4
ELA Grade 5
ELA Grade 6
ELA Grade 7
ELA Grade 8
English II
Science Grade 8
Biology
-0.44
-0.34
-0.37
-0.35
-0.47
-0.34
-0.37
-0.44
-0.07
-0.03
-0.12
-0.10
-0.22
-0.18
-0.19
-0.13
-0.22
-0.17
-0.21
-0.17
-0.18
-0.08
0.03
0.01
-0.27
-0.14
-0.32
-0.31
-.8
-.6
-.4
-.2
0
.2
Average effect size
RLP not Restart
Restart


Subject-level recovery, 2022-2021
Math Grade 6
Math Grade 7
Math Grade 8
Math 1
Math 3
ELA Grade 3
ELA Grade 4
ELA Grade 5
ELA Grade 6
ELA Grade 7
ELA Grade 8
English II
Science Grade 8
Biology
0.12
0.22
0.08
0.06
0.09
0.17
0.18
0.16
0.05
0.13
0.12
0.13
0.20
0.23
0.03
0.04
-0.03
-0.02
-0.02
-0.06
-0.04
0.02
0.00
-0.04
0.05
0.13
0.07
0.04
-.1
0
.1
.2
.3
Difference in effect sizes (2022-2021)
RLP not Restart
Restart

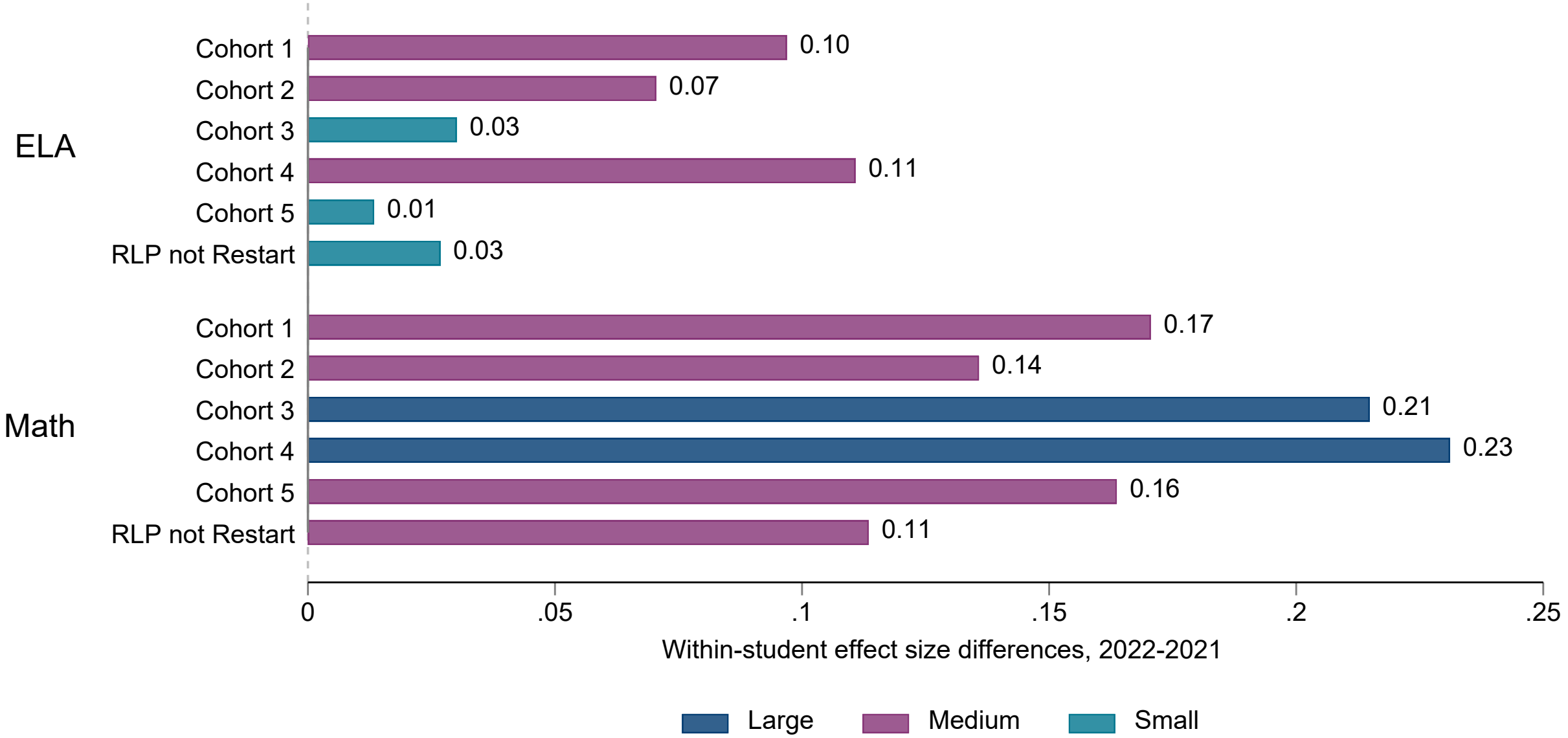

Subject-level recovery, by cohort
Cohort 1
0.05
0.16
0.13
Cohort 2
0.05
0.10
0.00
Cohort 3
0.02
0.17
0.16
Cohort 4
0.03
0.20
0.13
Cohort 5
0.03
0.21
0.03
RLP not Restart
0.03
0.09
0.05
0
.05
.1
.15
.2
.25
Difference in effect size (2022-2021)
ELA
Math
Science

Student-level recovery (2022-2021)

Student-level recovery, by Restart status, 2022-2021



Student-level recovery, by cohort, 2022-2021



How do we use this recovery analysis?

- Restart schools and districts might consider using this data to direct resources towards the following areas of deficit:
  - Middle Grades ELA, Grade 5-7
  - ELA Overall

- Partner with Office of Academic Standards to investigate support options in these subject areas