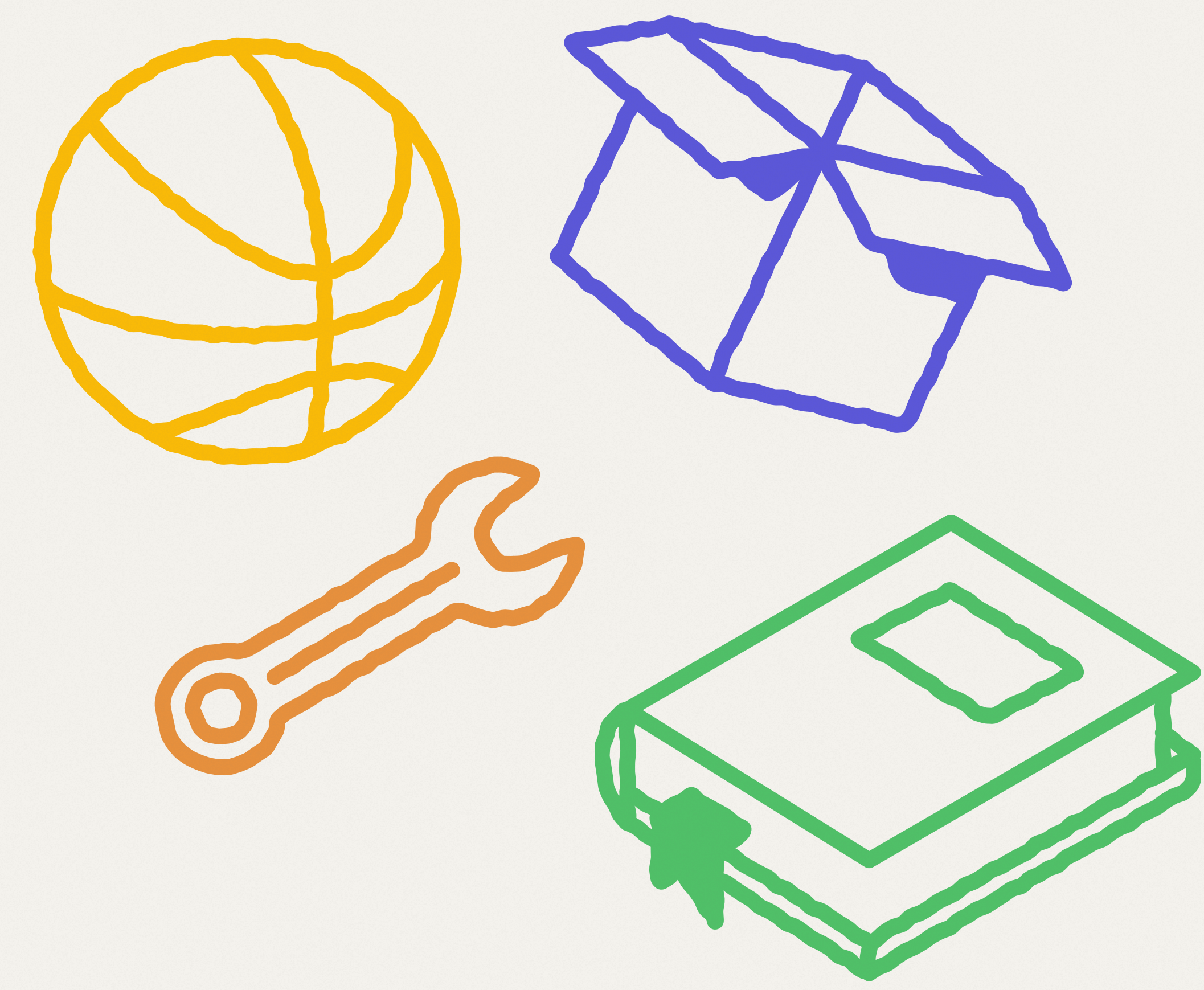


Promise Early Education: Tracking COVID-19 Impact Across Age and IEP Status



GOLD® Assessment Data | 2018-2025

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Promise Early Education Center is an early learning program in Central Maine dedicated to educating children (aged 0-5) from low-income backgrounds and preparing them for success in school and opportunities beyond. Their activity is divided in 6 categories, measuring how many children meet/exceed expectations each trimester. We analyzed the data over the course of 6 school years.

Categories

Social-Emotional
Mathematics
Linguistics

Literacy
Physical
Cognitive

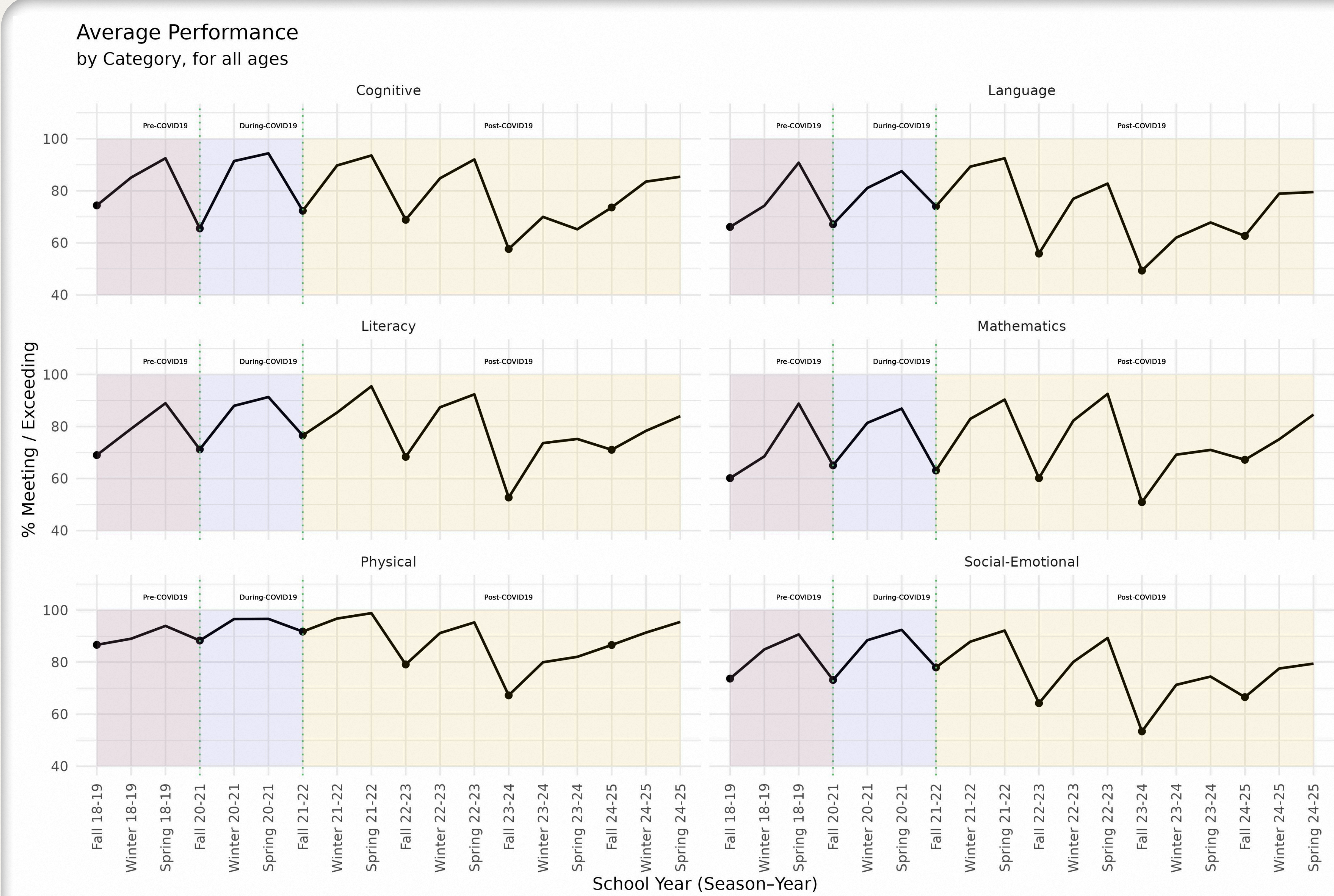
Trimesters

Fall Term
Winter Term
Spring Term

School Years

(pre-COVID) 2018-2019
(during COVID) 2020-2021
(post-COVID) 2021-2022

(post-COVID) 2022-2023
(post-COVID) 2023-2024
(post-COVID) 2024-2025



Average percentage of children meeting/exceeding expectations for all the age groups the NGO works with.

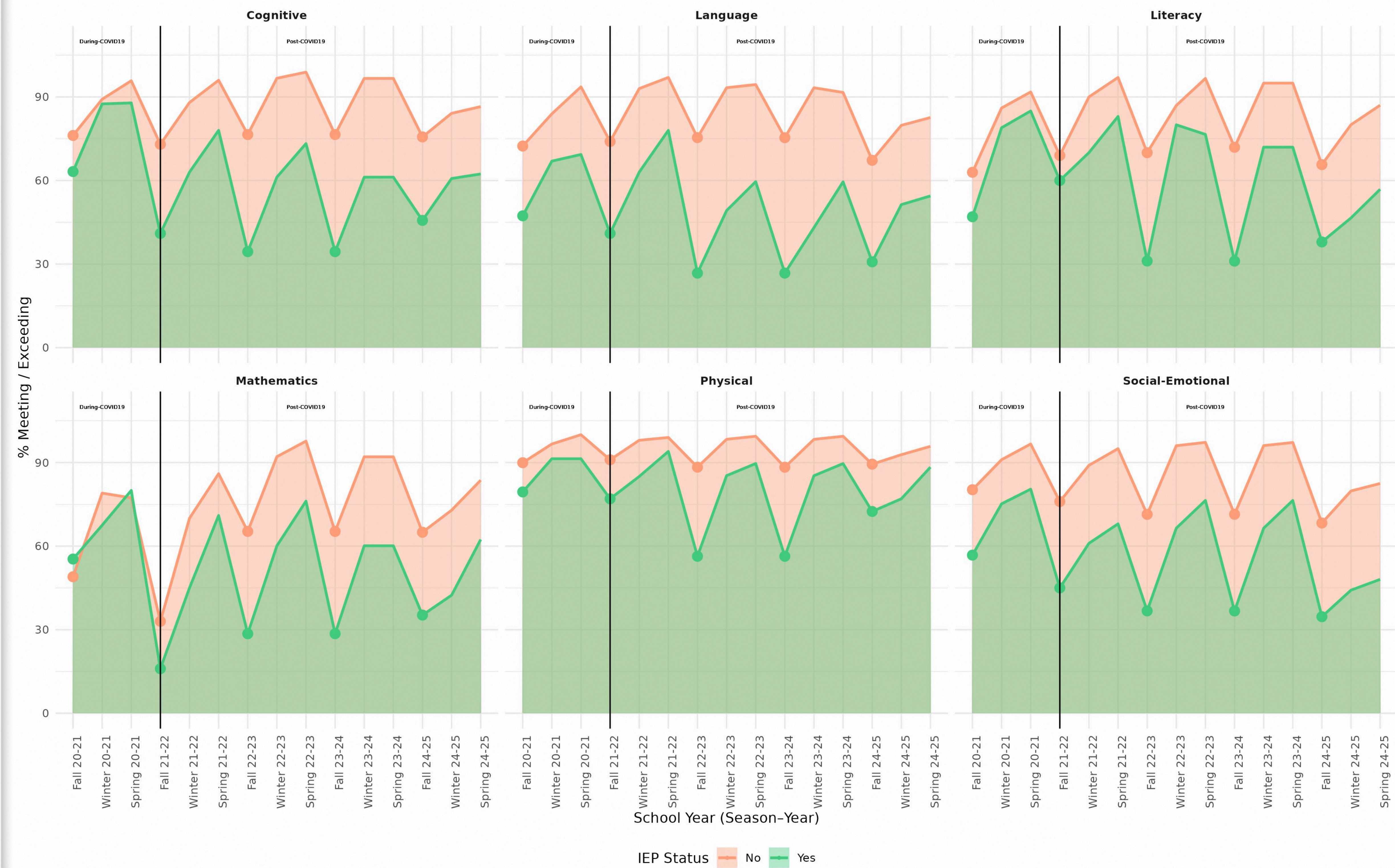
After the COVID-19 pandemic, less and less children tend to perform well when compared with the previous years. Less children perform well from the first trimester, and the growth over the school year seems to be more and more linear instead of steep.

To get more insights, we focused on two main variables: age groups and IEP status.

During the pandemic, the students' performance became notably unstable, with the youngest group (2-3) often maintaining higher scores while the older groups (3-5) struggled to maintain consistency. Even later, 2-3 year olds have largely rebounded to become the highest performing group, while the 3-4 year olds continue to lag. This shows that while COVID-19 disrupted learning for everyone, the recovery has been irregular.



Academic Performances by Different IEP status During and Post COVID-19
Grouped by Category



During COVID-19, the percentage for students with IEP status is slightly lower than for students without IEP status in most categories, especially Cognitive, Literacy, Mathematics, and Physical.

Post-COVID-19, the gap between the groups increases in every category except Physical, and the gap between the groups did not recover even after four post-pandemic academic years. This shows that COVID-19 impacted children with IEP status more.