Reading and mathematics scores for 9-year-olds decline during pandemic

Results from 2022 NAEP long-term trend assessment

The National Center for Education Statistics (NCES) conducted a special administration of the NAEP long-term trend (LTT) reading and mathematics assessments for age 9 students in 2022 to examine the impact of the COVID-19 pandemic on student learning.

Score changes between 2020 and 2022 for 9-year-old students

Scores decline for 9-year-olds in reading and mathematics; greater declines for lower performers at the 10th and 25th percentiles

NOTE: Arrow indicates significant score change (p < .05) between 2020 and 2022.
SCORE DECLINES REFLECTED ACROSS STUDENT GROUPS

Changes in average scores for 9-year-old students in NAEP long-term trend reading and mathematics by race/ethnicity: 2020 and 2022

White, Black, and Hispanic 9-year-old students show score declines in reading and mathematics; White–Black score gap widens by 8 points in mathematics

NOTE: Arrow indicates significant score change (p < .05) between 2020 and 2022.
SCORE DECLINES REFLECTED ACROSS STUDENT GROUPS

Changes in average scores for 9-year-old students in NAEP long-term trend reading and mathematics by region of the country: 2020 and 2022

Score decreases seen across regions—except the reading score for students attending schools in the West region

NOTE: Arrow indicates significant score change ($p < .05$) between 2020 and 2022.

WIDESPREAD DISRUPTION OF STUDENT LEARNING IN 2020–21 SCHOOL YEAR

70% of 9-year-old students recalled learning remotely during 2020–21 school year

Among remote learners, lower performers faced greater challenges than their higher-performing peers

<table>
<thead>
<tr>
<th></th>
<th>Lower performers</th>
<th>Higher performers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a desktop computer, laptop, or tablet all the time</td>
<td>61%*</td>
<td>83%</td>
</tr>
<tr>
<td>Had their teacher available to help with schoolwork at least 1-2 times per week</td>
<td>39%*</td>
<td>60%</td>
</tr>
<tr>
<td>Reported it was a lot more difficult to learn remotely than at school</td>
<td>42%*</td>
<td>28%</td>
</tr>
</tbody>
</table>

* Significantly different ($p < .05$) from students performing at or above the 75th percentile.

NOTE: Data presented are from the 2022 long-term trend mathematics assessment. Lower performers are those students performing below the 25th percentile, and higher performers are those students performing at or above the 75th percentile.