

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



READING

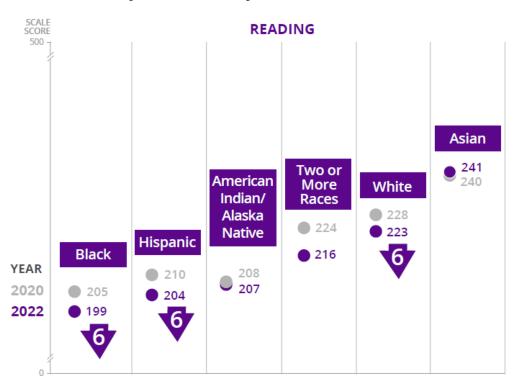


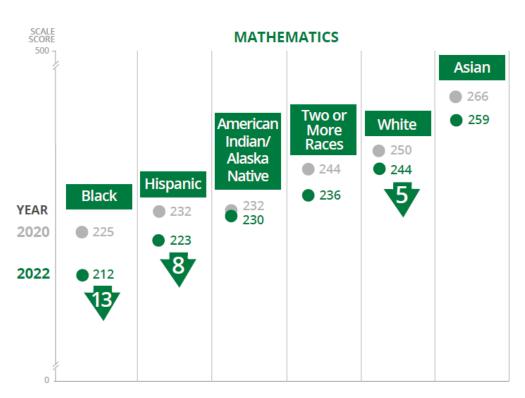
MATHEMATICS

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 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

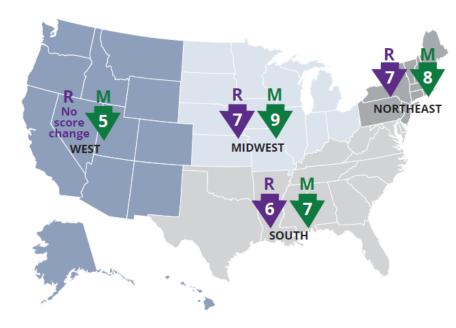
in mathematics

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

		Lower performers	Higher performers
o-	Had a desktop computer, laptop, or tablet all the time	0/- **	83%
	Had their teacher available to help with schoolwork at least 1-2 times per week	39%*	60%
	Reported it was a lot more difficult to learn remotely than at school	42%*	28%

^{*} 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.