

Curriculum Associates



The State of Student Learning in 2022

Executive Summary, September 2022

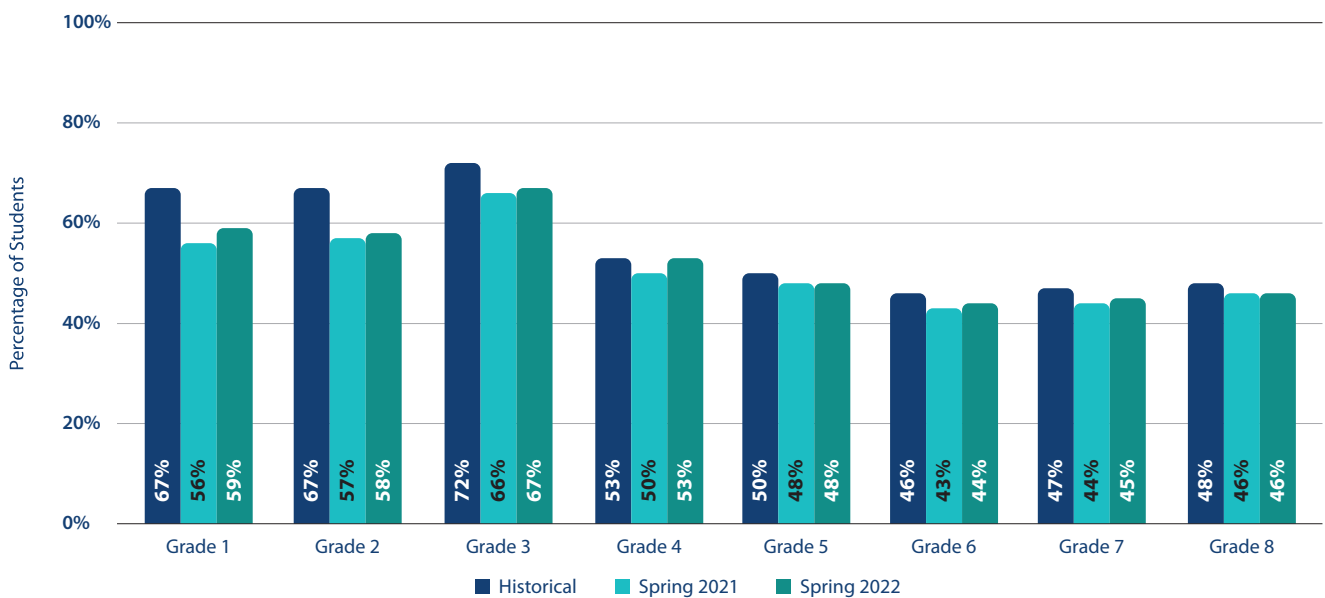
Findings Summary

Addressing students’ unfinished learning in the wake of the pandemic is a top priority for nearly every stakeholder in the education space. The purpose of The State of Student Learning in 2022 report is to provide a clear view into elementary and middle school students’ reading and mathematics achievement over the past several years with the goal of improving outcomes for students and educators moving forward. Using a sample of nearly two million students across the US, we conducted an analysis of reading and mathematics comparing grade-level assessment results from the most recently completed school year (i.e., 2021–2022) to the prior school year (i.e., 2020–2021) as well as to a pre-pandemic historical baseline.

Overall, the study found that post-pandemic student learning in reading and mathematics is either slowly recovering or holding steady since spring 2021. There are some bright spots where results are improving and some areas of concern where results are stalled or declining. The results vary by grade level, subject, demographic group, and cohort of comparison.

Results Show That

- Upper-elementary and middle school students are close to pre-pandemic levels of reading achievement. However, even prior to the pandemic, less than half of all Grades 6–8 students were on grade level as shown below.



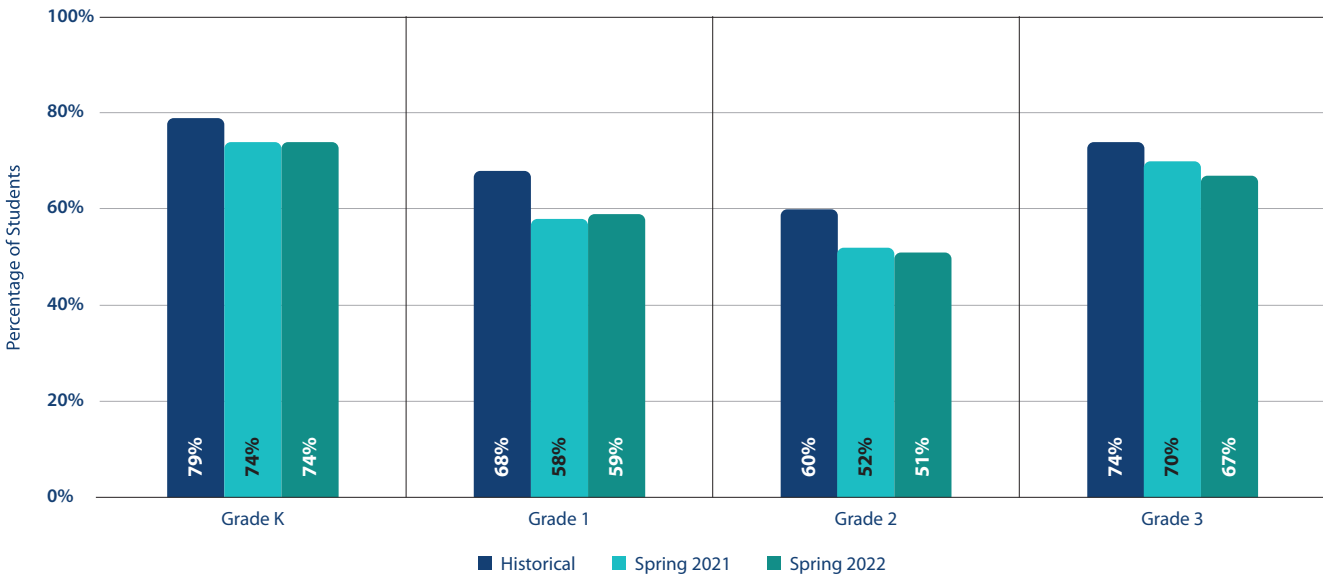


To read the full report, go to CurriculumAssociates.com/StateofStudentLearning.



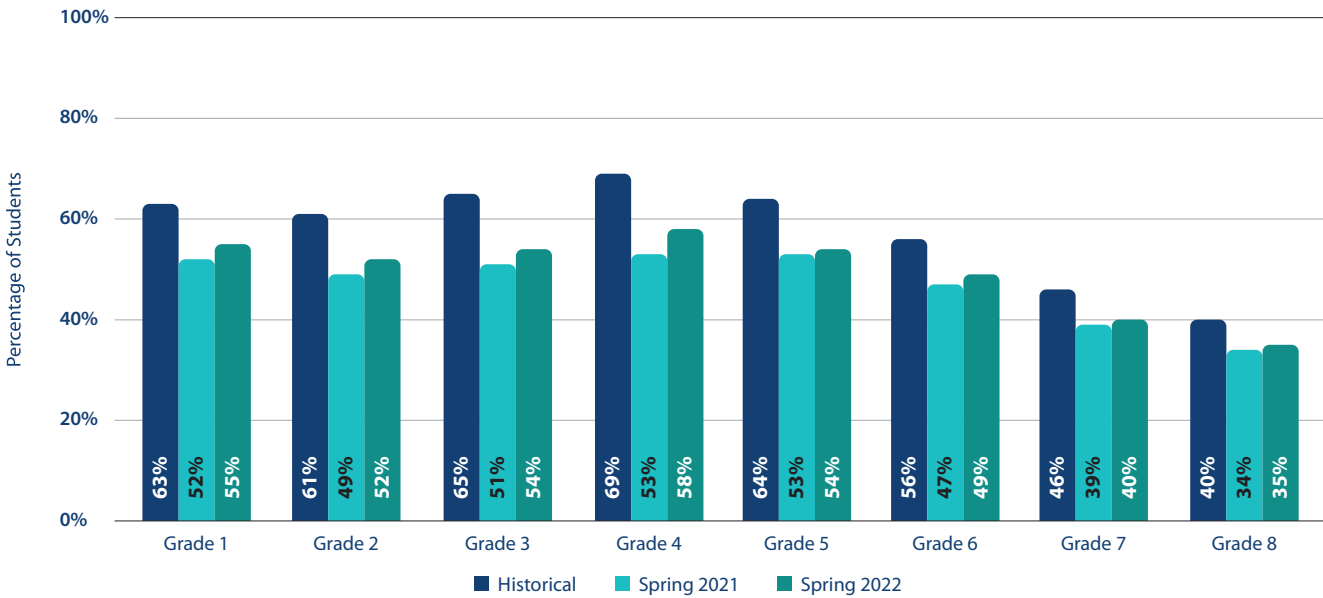
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- Among elementary school students, those in early grades (i.e., Grades K–3) continue to experience the largest setbacks in reading—especially in foundational reading. Data from the Phonics domain are pictured below.



Note: Students in Grades 3–8 are assessed in *i-Ready* Phonics only if their scale score in the Vocabulary and Comprehension domains is below a specific benchmark. Grade 3 values represent the subset of students who scored below that benchmark, were then assessed in Phonics, and received a placement level of Early to Late Grade 3.

- In mathematics, there are larger gaps relative to a pre-pandemic average across all grades, with upper-elementary (i.e., Grades 3–5) and early middle school (i.e., Grade 6) students furthest behind the pre-pandemic averages of on-grade level performance.



- Foundational mathematics skills are an emerging concern across all grades. Fewer students are on grade level in Number and Operations and in Algebra and Algebraic Thinking than prior to the pandemic.
- Results disaggregated for students in majority Black or Latino schools and in lower-income neighborhoods reveal that historical inequities in achievement relative to students in majority White and higher-income neighborhoods persisted and, in some cases, were exacerbated.
- In both reading and mathematics, the percentage of students who were below grade level generally remained the same or increased from 2021 to 2022, indicating that the distance from the historical average is growing. This observation is true for nearly all grade levels and both subjects.

There have been some improvements from spring 2021 to spring 2022.

- In reading, most grades saw small improvements (i.e., 1 to 3 percentage points) in reading achievement from spring 2021 to spring 2022, and in mathematics, most grades saw small to modest improvements (i.e., 1 to 5 percentage points).
- In both reading and mathematics, historically marginalized student performance is slightly stronger in spring 2022 than in spring 2021.
- In schools serving majority Black or majority Latino students, the greatest recovery occurred in Grade 4, for both reading and mathematics.

Methodology

The assessment measure in this study is Curriculum Associates' *i-Ready Diagnostic* for Reading and for Mathematics for Grades K–8 students—an online, adaptive, and criterion-referenced assessment of student learning. For this report, we examined grade-level placement results from students in spring 2021 and spring 2022 compared to a pre-pandemic historical baseline. We selected students who were enrolled in Grades 1–8, did not rush on their spring assessment, and self-reported that their spring 2021 and spring 2022 *i-Ready Diagnostics* were taken in school.

To create school-level demographic groups, students had to belong to a school that was included in the National Center for Education Statistics Common Core of Data in 2019–2020. With these criteria in place, the final spring 2022 sample consisted of 1,619,810 students in Grades 1–8 who completed the *i-Ready Diagnostic* for Reading and 1,829,247 students in Grades 1–8 who completed the *i-Ready Diagnostic* for Mathematics. The number of students per state varied by subject and is not statistically representative of each state.

Curriculum Associates

Curriculum Associates, the creator of *i-Ready*, has been united around one common purpose: to make classrooms better places for teachers and students. For more than 50 years, we've remained driven by this mission, introducing and then constantly improving innovative and exciting products that give every student the chance to succeed.



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