

Student Achievement and the Pandemic:

Analysis of Test Scores, Earnings, and Recovery Interventions.

WSIPP examined math and English Language Arts (ELA) test scores during the COVID-19 pandemic, potential long-term effects on student earnings, and interventions that may help academic recovery.

Background

The coronavirus outbreak resulted in widespread economic, health, and social impacts, as well as disruptions to the education system. Washington's public schools were closed, and most students received remote or hybrid instruction from March 2020 to the beginning of the 2022 academic year.

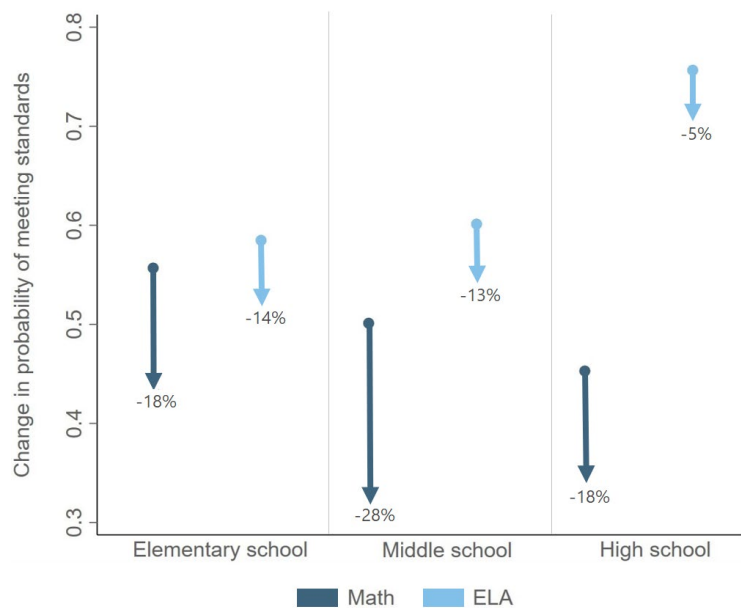
Findings

- Math and ELA test scores and the probability of meeting grade standards were lower in 2022 than in pre-pandemic years.
- We found **larger declines in math scores than ELA scores** and **larger declines in middle school grades than in elementary or high school grades**.
- We estimate that test score declines were **larger for female students, students of color, and low-income students** compared to their peers.
- On average, the decrease in scores is **associated with a \$32,000 decrease in future earnings** per student. Estimated earnings loss may be larger for middle school students.
- Tutoring, summer school, and double-dose classes may help reverse test score declines.

Limitations

Our estimates represent widespread pandemic effects, not a single factor like school closures. We only examine academic outcomes, and test scores are a limited measure. With only a few years of data, earnings estimates are preliminary. Further, the impact of recovery interventions may be different for students post-pandemic.

Change in Probability of Meeting Math and ELA Grade Standards in 2022 (Compared to Pre-Pandemic Years)



Assignment Details

WSIPP used legislative funds for K-12 research to support this work

[Full report available on WSIPP's website](#)

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