

# Math Assessment Data among Students with Specific Learning Disabilities

A Snapshot of the 2022 National Assessment of Educational Progress<sup>1</sup>

A specific learning disability (SLD) is a brain-based disorder that affects an individual's ability to read, write, and do math (e.g., dyslexia, dysgraphia, and dyscalculia). Of the 13% of the U.S. school-age population who received disability services under IDEA in the 2020–2021 academic year, 34% received services for SLD as the primary disability. Research<sup>2</sup> shows students with SLD can achieve commensurate with their peers, if given the appropriate instruction and support.

**Yet,**

**more than 93%** of 4th- and 8th- grade students with SLD are not proficient in math



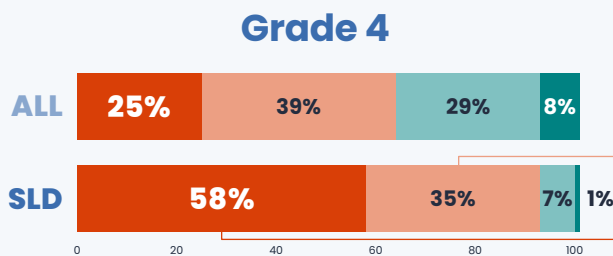
## Math Scores

indicate Black and Hispanic students with SLD experience even greater opportunity gaps than their White and Asian peers

**Act now**

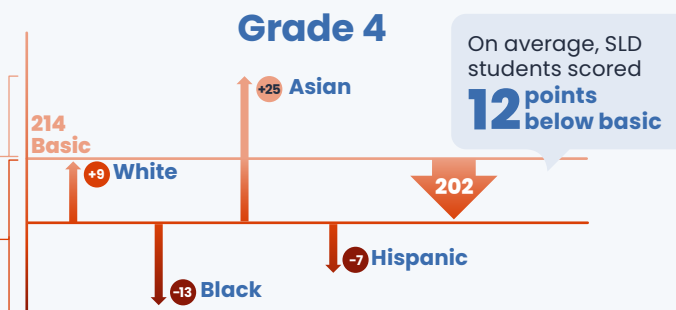
### SLD Compared to All Students

Below Basic Basic Proficient Advanced



### SLD Achievement Gaps by Race\*

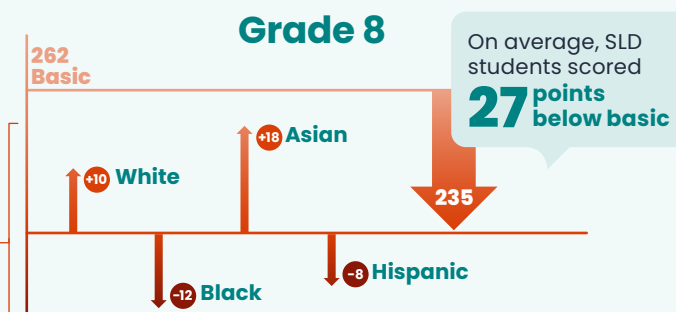
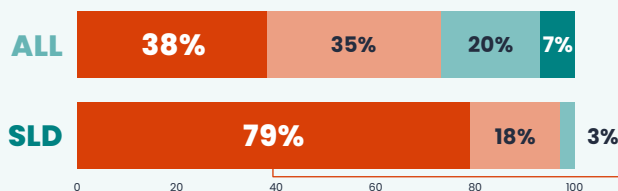
\*Data quality was insufficient to include all racial/ethnic categories.



On average, SLD students scored **12 points below basic**

Note: Among 4th-grade SLD students, math scores did not significantly change from 2019 (pre-pandemic).

### Grade 8



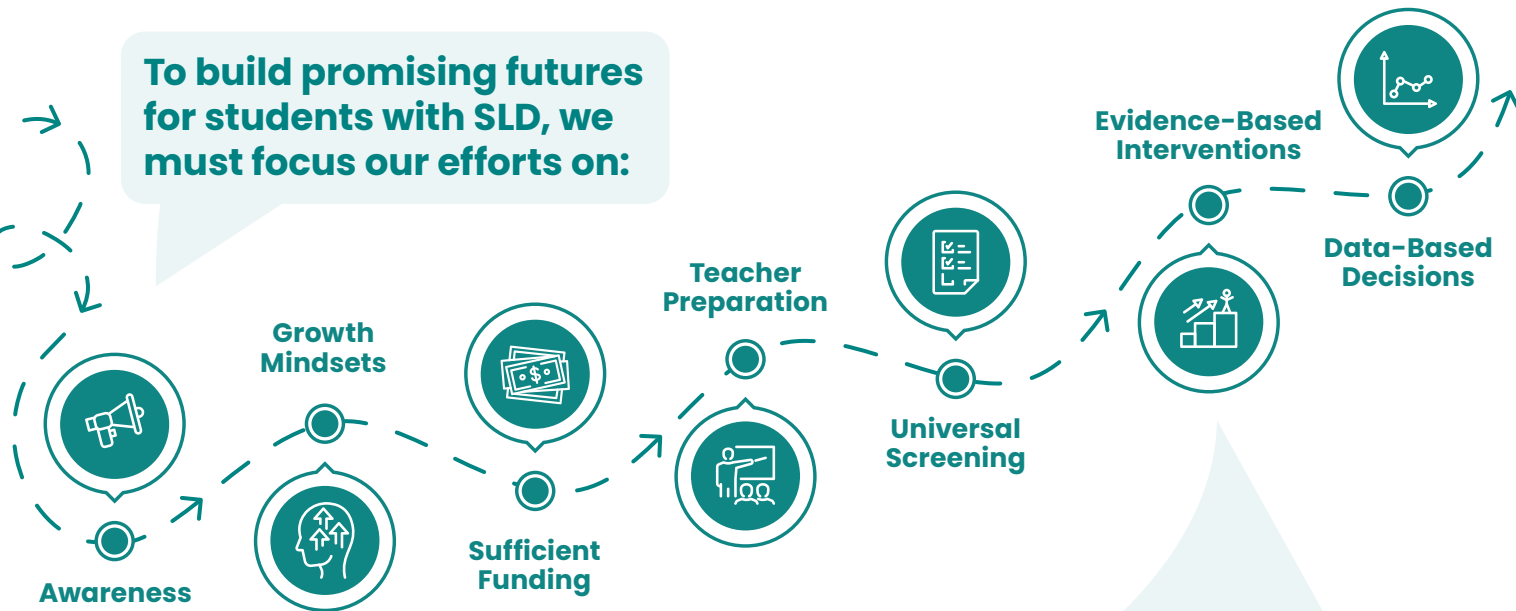
On average, SLD students scored **27 points below basic**

Note: Among 8th-grade SLD students, math scores significantly declined from 2019 (pre-pandemic).

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To build promising futures for students with SLD, we must focus our efforts on:



Extensive intervention research<sup>2</sup> rooted in the science of mathematics establishes an evidence base of effective instructional methods for developing foundational math skills among students with and at risk for SLD, building a bridge to close achievement gaps. When students with SLD receive evidence-based intervention aligned to their needs, the National Assessment of Educational Progress and other standardized assessments will accurately portray their full academic potential. To boost math outcomes, funding should prioritize continued research and implementation of effective instructional practices.



You can help fuel the learning rights movement by reading about the **current issues** and reaching out to your government officials to encourage them to take action on behalf of students with disabilities.

Learn more by visiting [nclid.org](https://nclid.org).

## References

<sup>1</sup>U.S. Department of Education. (2022). National Assessment of Educational Progress (NAEP), 2022 Reading\* Assessment. Institute of Education Sciences, National Center for Education Statistics.

\*Math data obtained directly from the U.S. Department of Education and is not available on the Nation's Report Card website.

<sup>2</sup>Dennis, M. S., Sharp, E., Chovanes, J., Thomas, A., Burns, R. M., Custer, B. and Park, J. (2016), A meta-analysis of empirical research on teaching students with mathematics learning difficulties. *Learning Disabilities Research & Practice*, 31, 156-168.

<sup>2</sup>Fuchs, L. S., Malone, A. S., Schumacher, R. F., Namkung, J., Wang, A. (2017) Fraction intervention for students with mathematics difficulties: Lessons learned from five randomized controlled trials. *Journal of Learning Disabilities*, 50(6), 631-639.

<sup>2</sup>Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2008). *Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A synthesis of the intervention research*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.