



NATIONAL ASSESSMENT GOVERNING BOARD 20TH ANNIVERSARY CONFERENCE

NAEP and the Progress of Education in America

Achievement Gaps

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NAEP 40 NAGB 20

1988-2008

- NAEP has become the most useful and credible assessment for ***Informing***, but less useful for ***Reforming***

2008-2018

- NAGB may be compelled to reconsider its potential role in closing achievement gaps.

Benefits of Using NAEP for Informing about Achievement Gaps

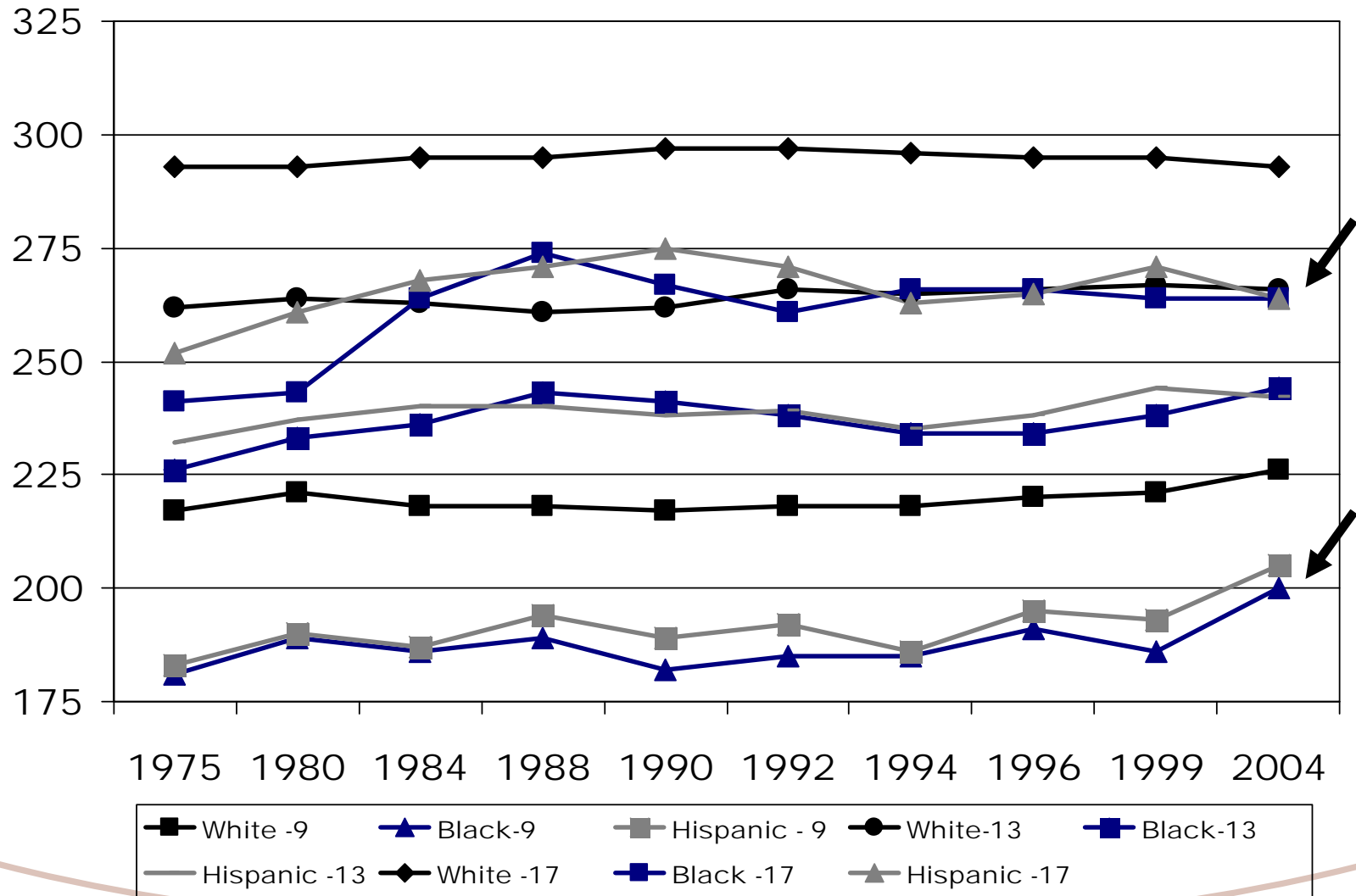
- For measuring achievement gaps, no other assessment has had more frequency and consistency than NAEP
 - NAEP has collected data continuously for over three decades.
 - NAEP tests a wide range of subjects (the arts, civics, economics, geography, history, math, reading, science, writing).
 - NAEP is the only national representative assessment that measures student achievement across racial/ethnic and class groups throughout the nation.
 - NAEP measures achievement at more grades (4th, 8th, 12th), and ages (9, 13 and 17), which are critical points in the educational progress of students.
 - NAEP provides larger samples.

Introduction of NAEP Subject Areas from 1969 to 2007

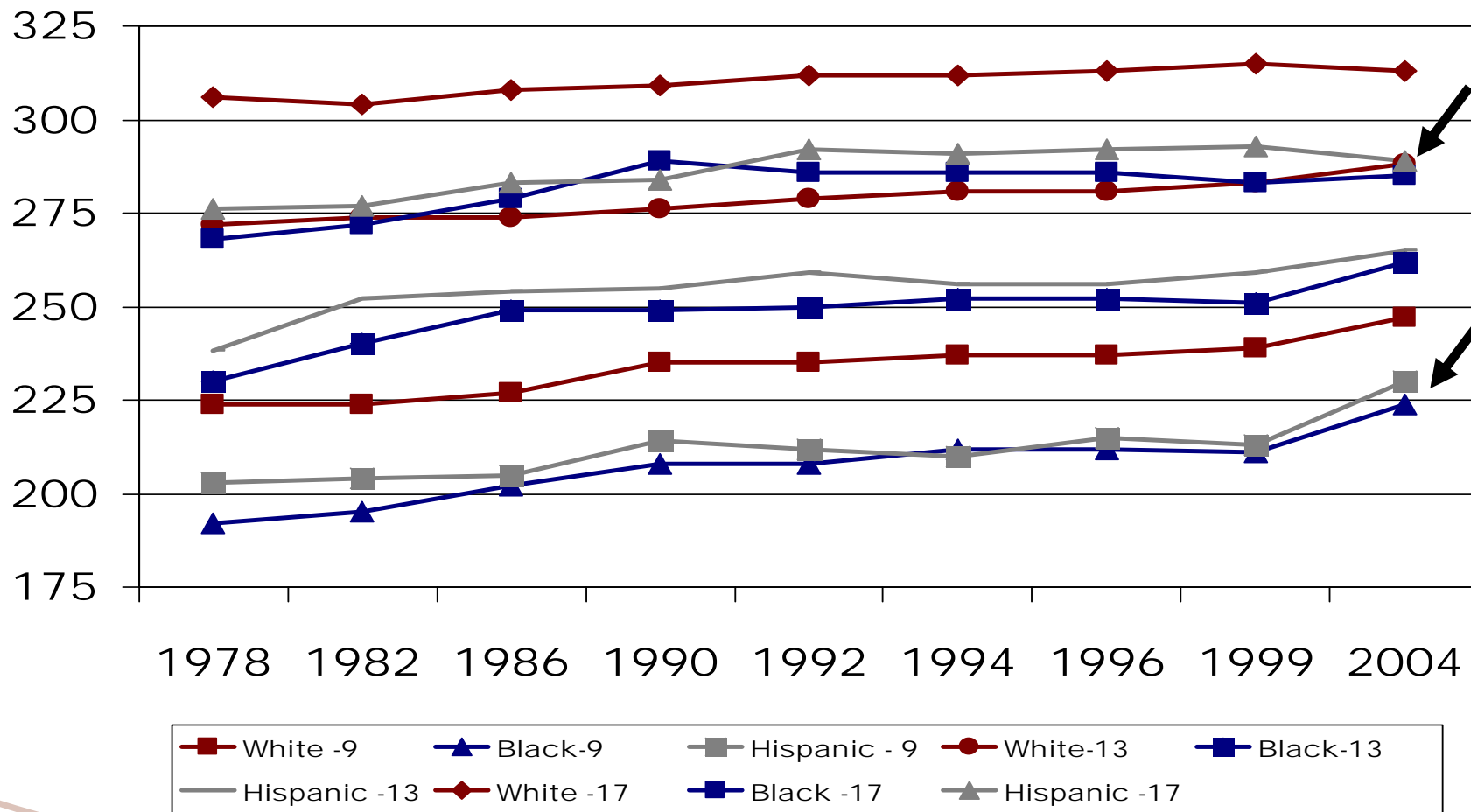
YEAR	NATIONAL
1969–70	science writing
1970–71	reading
1971-72	music
1972–73	mathematics
1974–75	art
1986	U.S. history
1988	civics geography
1997	arts
2006	economics

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics

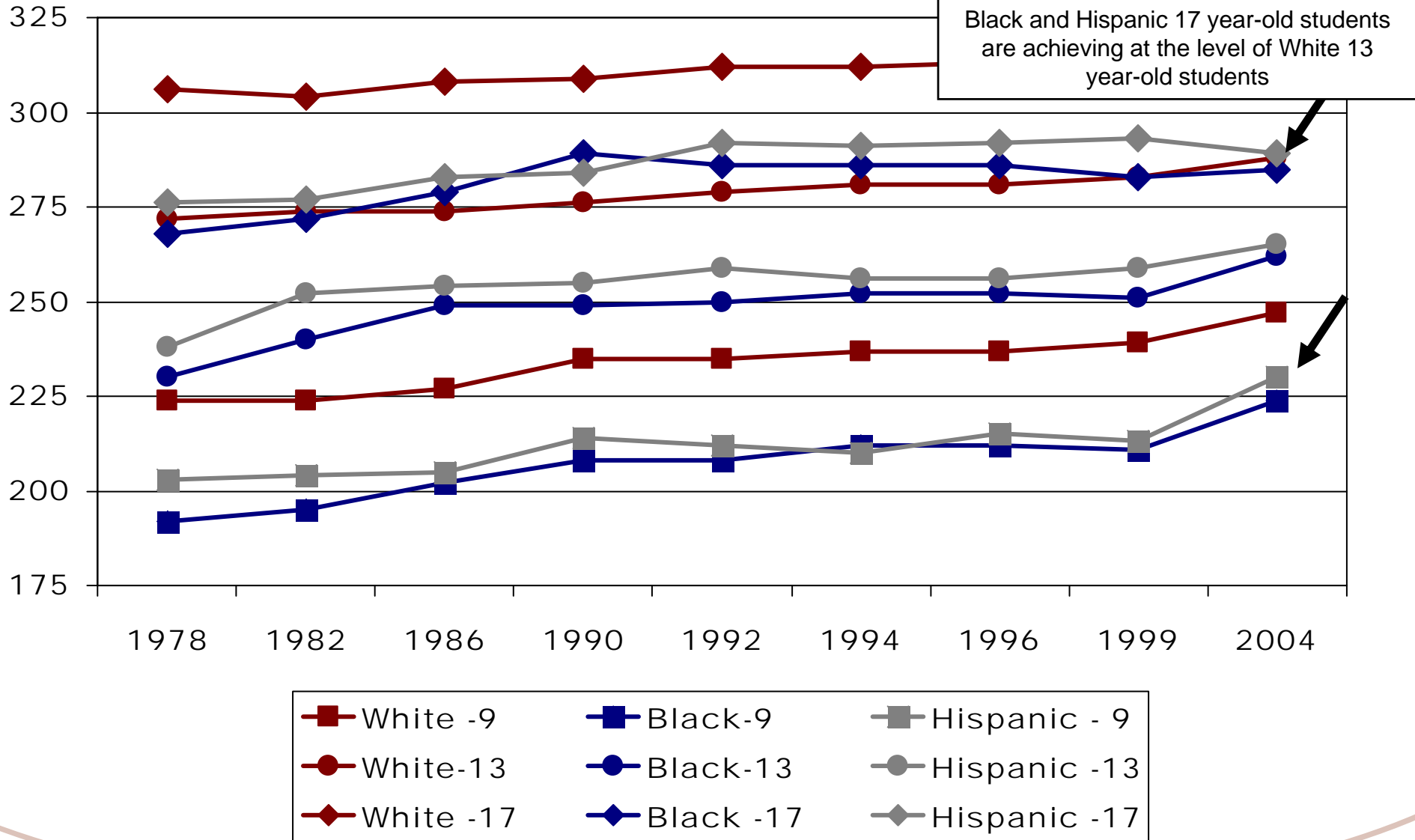
African Americans and Hispanics Trail Whites in Reading



African Americans and Hispanics Trail Whites in Mathematics



African American and Hispanic Students Trail White Students in Mathematics on NAEP



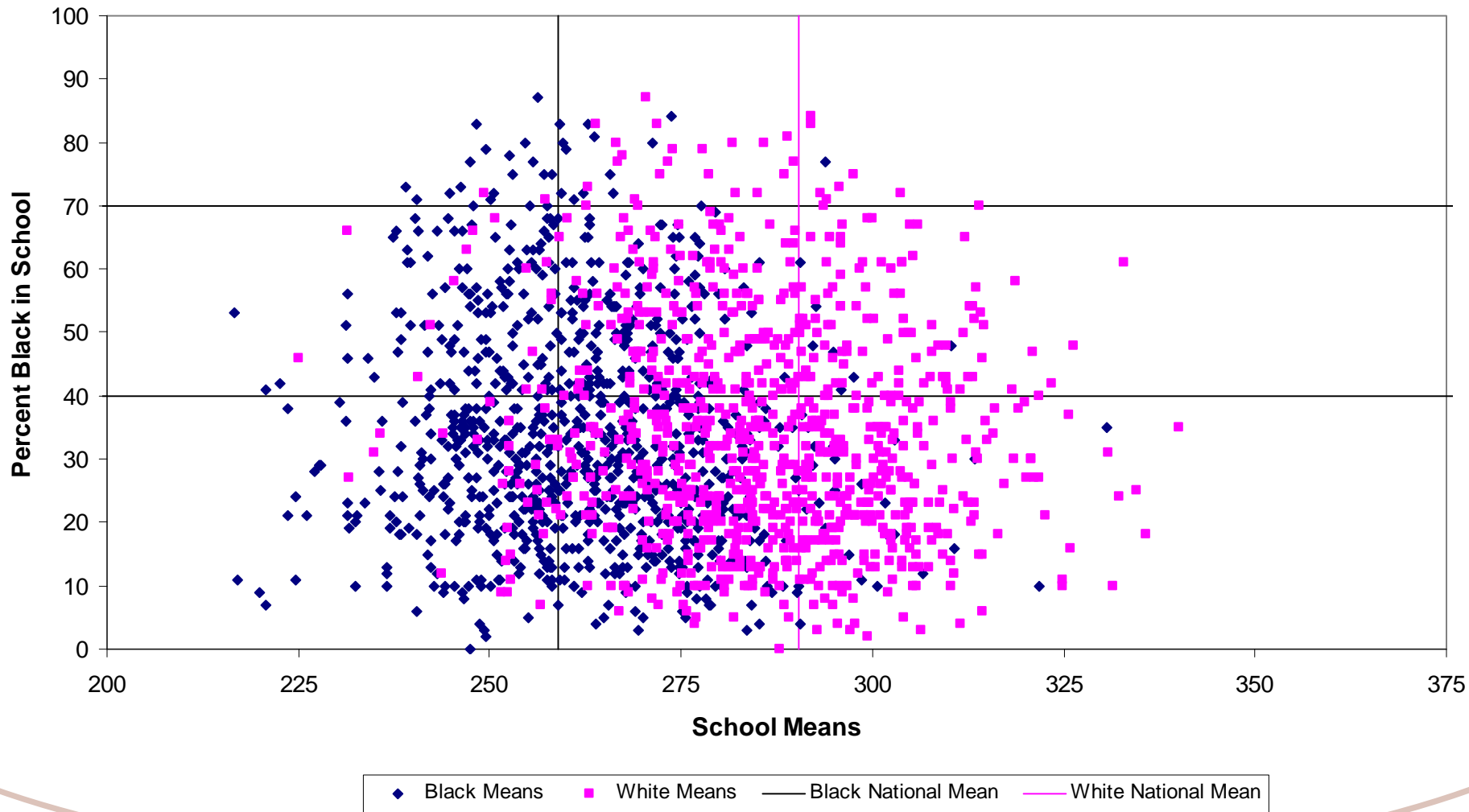
Source: National Center for Education Statistics. <http://nces.ed.gov/nationsreportcard/>



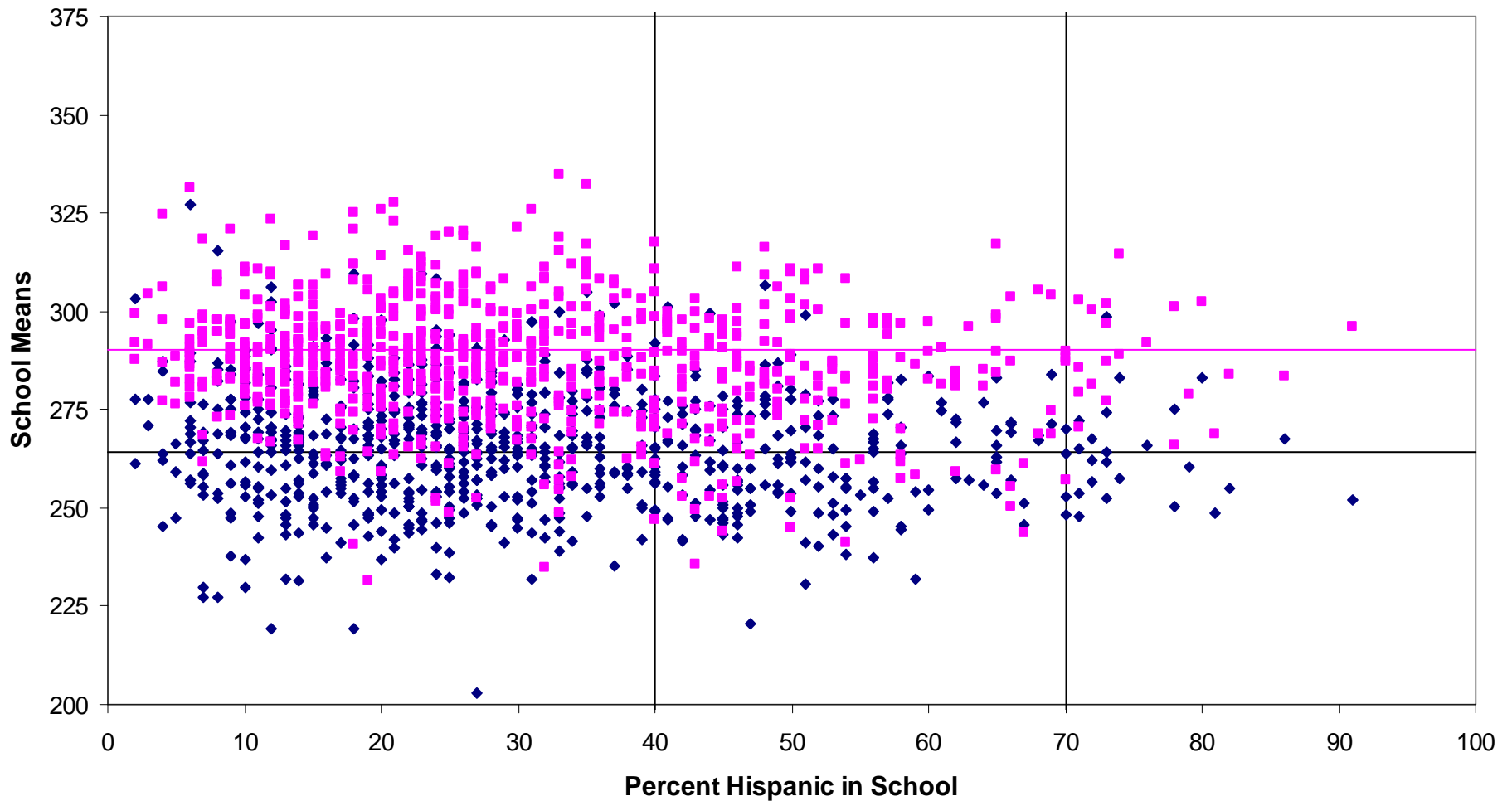
Limitations of NAEP for Measuring Achievement Gaps

- More knowledge about schools and individuals would allow us to identify factors that are associated with low performance
 - Anonymity of schools
 - No single student taking the whole test is problematic

NAEP 2007 Grade 8 Math Assessment: Average within-school Scale Scores for Black and White Students in Public Schools, by Percent Black in School

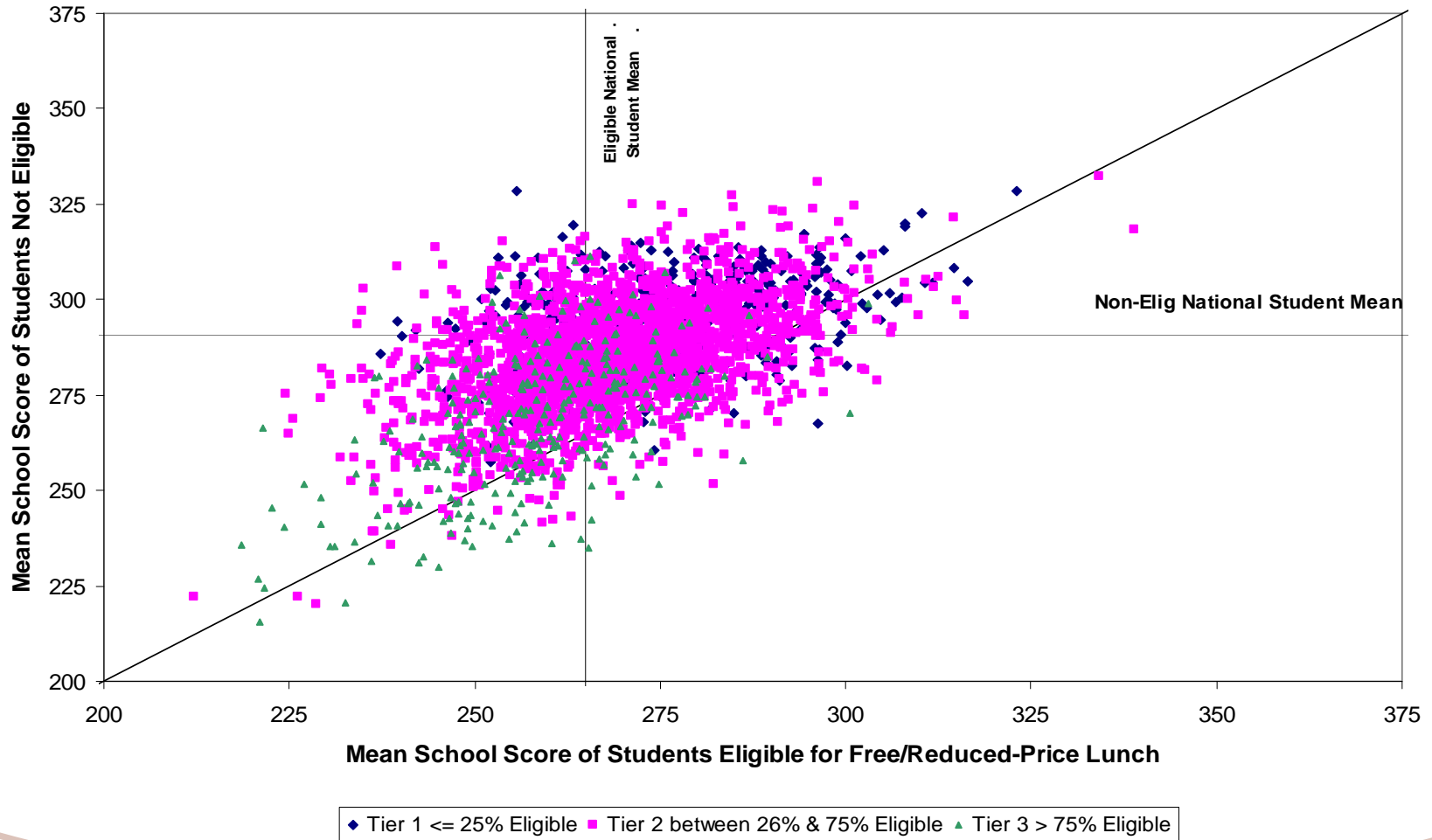


NAEP 2007 Grade 8 Math Assessment: Average within-school Scale Scores for Hispanic and White Students in Public Schools, by Percent Hispanic in School

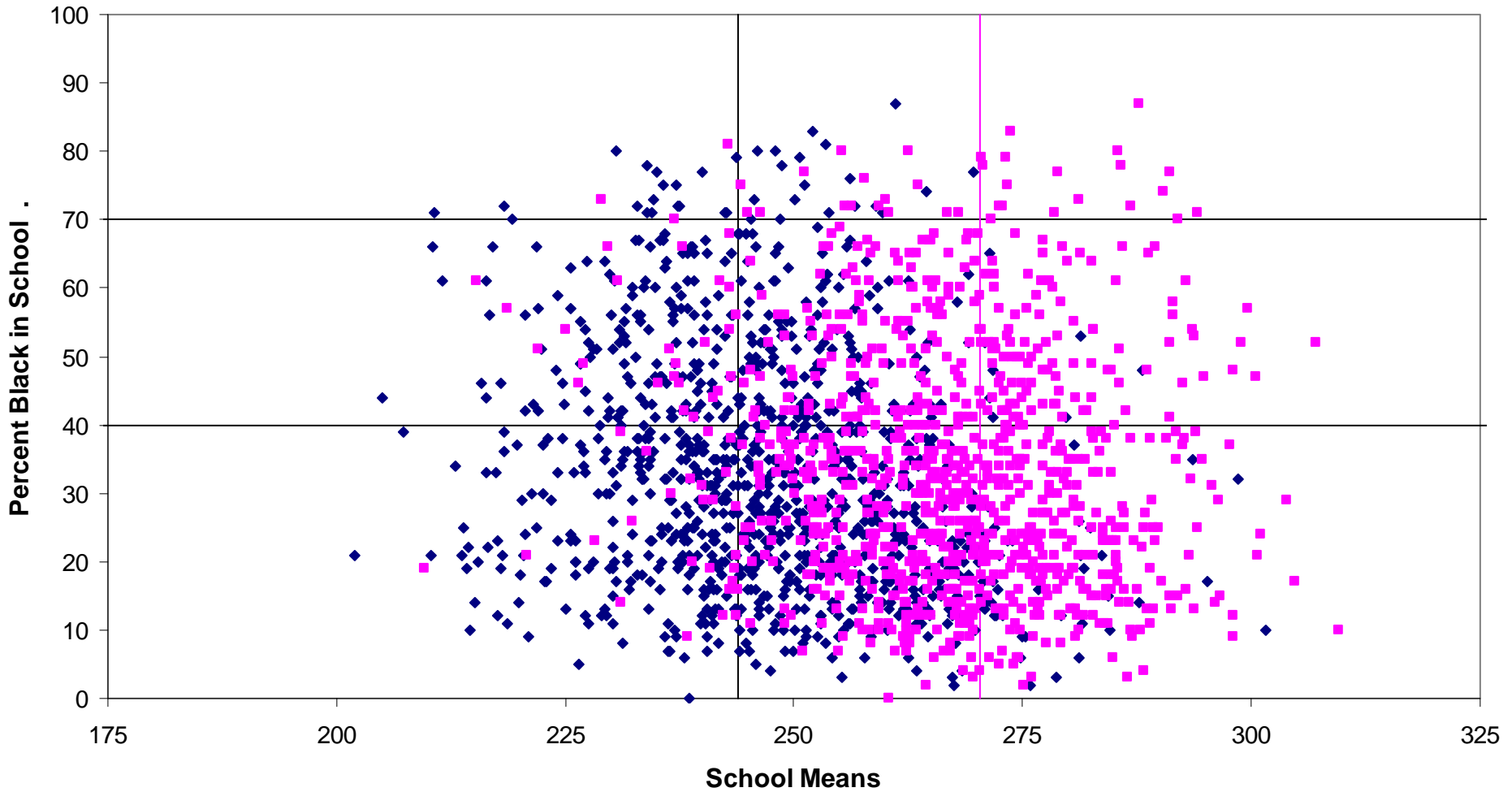


◆ Hispanic Means ■ White Means — Hispanic National Mean — White National Mean

NAEP 2007 Grade 8 Math Assessment: Average within-school Scale Scores for Students Eligible for Free/Reduced-Price Lunch vs Students Not Eligible in Public Schools with $\leq 25\%$, 26-75%, and $>75\%$ of Students Eligible

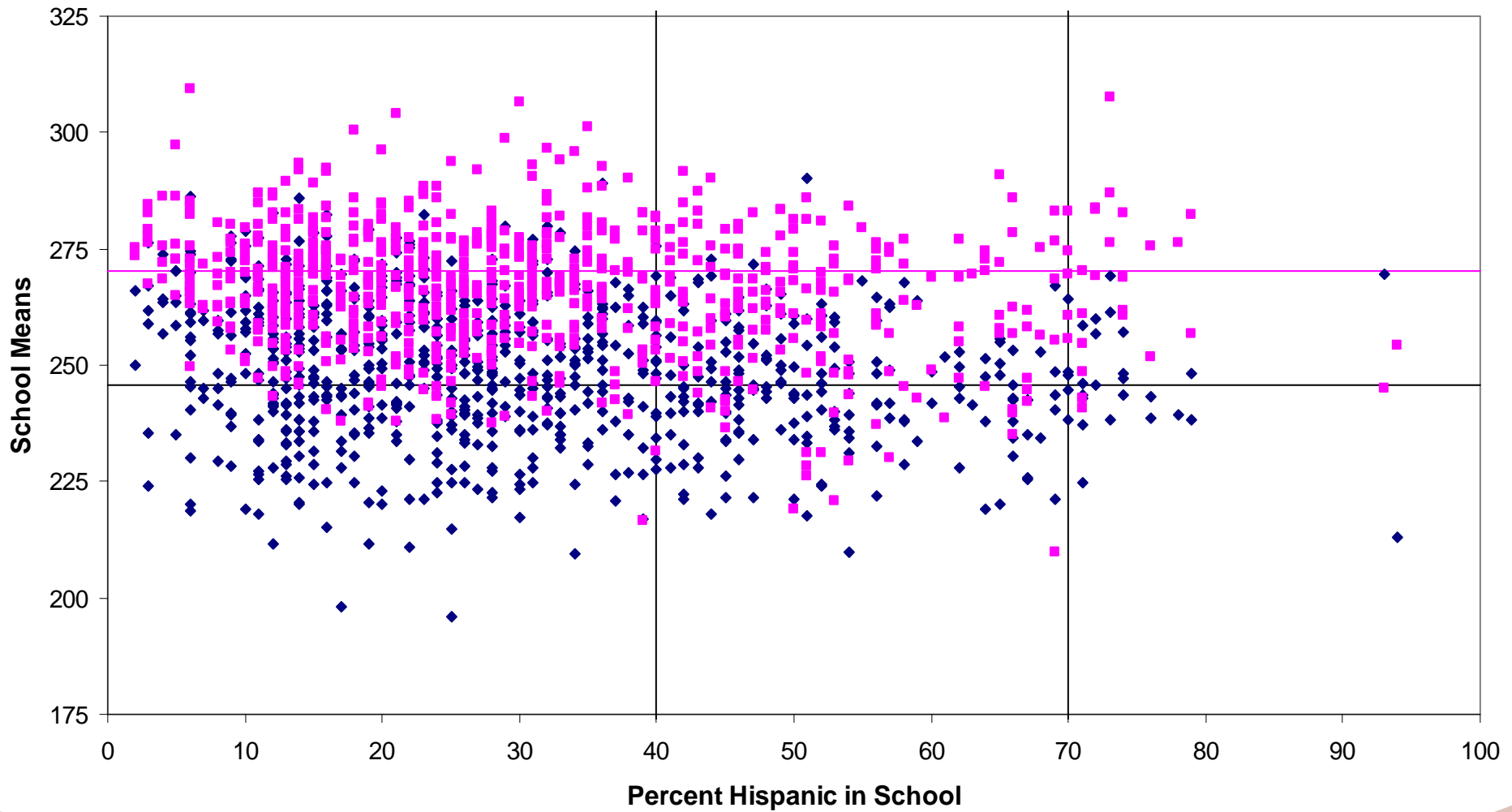


NAEP 2007 Grade 8 Reading Assessment: Average within-school Scale Scores for Black and White Students in Public Schools, by Percent Black in School



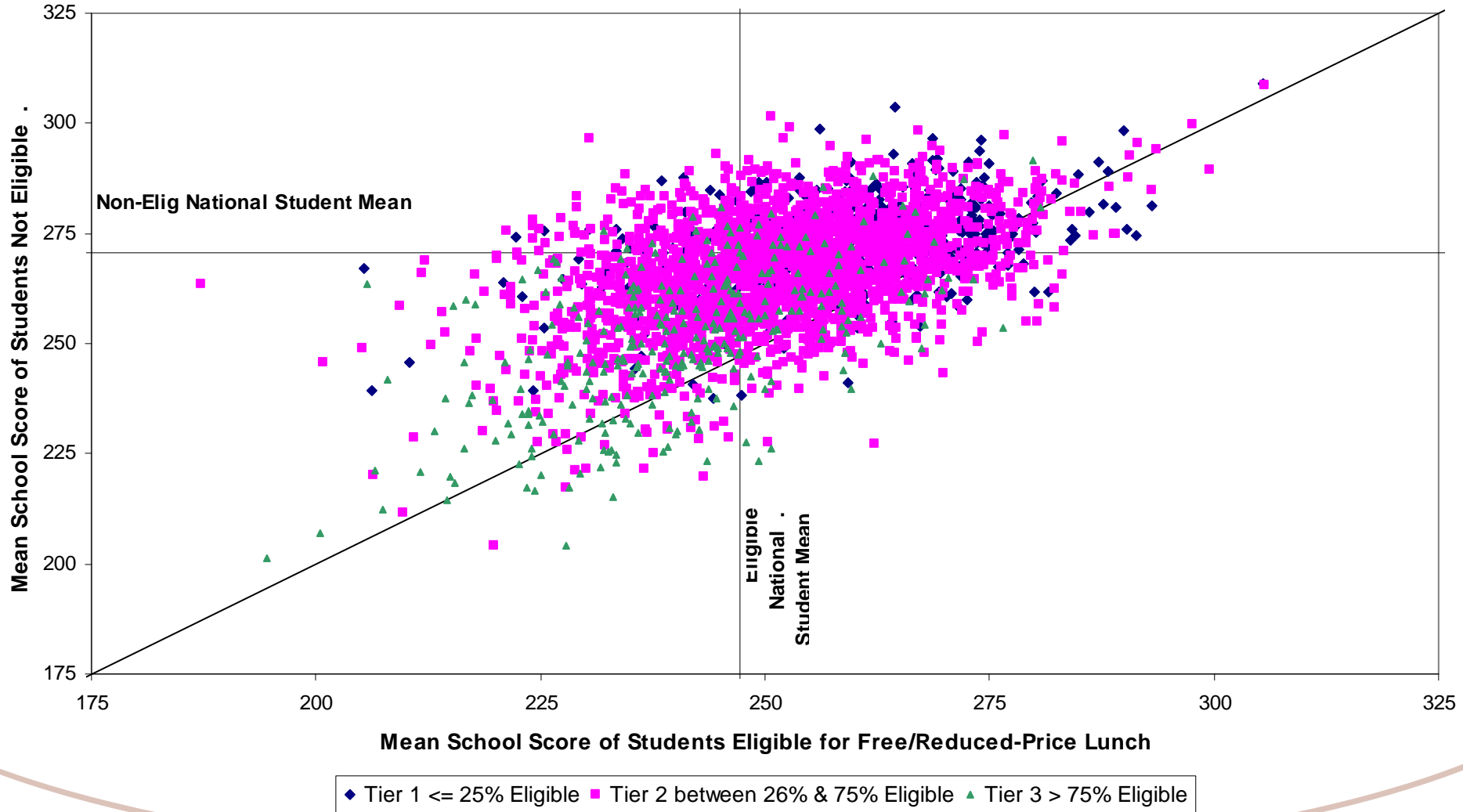
◆ Black Means ■ White Means — Black National Mean — White National Mean

NAEP 2007 Grade 8 Reading Assessment: Average within-school Scale Scores for Hispanic and White Students in Public Schools, by Percent Hispanic in School



◆ Hispanic Means ■ White Means — Hispanic National Mean — White National Mean

NAEP 2007 Grade 8 Reading Assessment: Average within-school Scale Scores for Students Eligible for Free/Reduced-Price Lunch vs Students Not Eligible in Public Schools with $\leq 25\%$, 26-75%, and $>75\%$ of Students Eligible



Recommendations Moving Forward

- Either move to or invent a parallel system that permits more people to conduct analyses of:
 - Scores at school and individual levels
 - Relationships between scores and other behavioral and environmental variables to inform actions to improve student performance
- Supplement NAEP data with data from other sources.
- Continue expanding/enriching background data collected on NAEP students.

Background Data Collected by NAEP

- Questionnaires on:
 - Student demographics, classroom experiences, and educational support (completed by students)
 - Teacher background, training, and instructional practices (completed by teachers at grades 4 and 8; usually not at grade 12)
 - School policies and characteristics (completed by school principal or assistant principal)
 - Students with disabilities or English-Language Learners (completed by special education teacher, bilingual/ESL teacher, or staff member most familiar with student)

Policy Evaluation & Research Center

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