National Assessment of Education Progress (NAEP) 2020 Overview and Update

Kim Ackermann
Texas NAEP State Coordinator
Agenda

- What is NAEP?
- Overview of 2019-2020 Program
- Latest Results – 2019
- NAEP Calendar and Design Changes
- International Assessments
- Resources
What is NAEP?

- The only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some cases, urban districts.
- NAEP results are released as “The Nation’s Report Card”
- www.nationsreportcard.gov
NAEP Subjects

Civics  Economics  Geography  U.S. History

Mathematics  State level results available  Reading

Science  Technology & Engineering Literacy  Visual Arts  Writing
What does NAEP measure?

- Overall student performance for key demographic groups
- Change over time
- Differences between the nation, states, and urban districts
NAEP Jurisdictions

- NAEP produces jurisdiction-level results for...
  - All 50 states,
  - Department of Defense Education Activity
  - District of Columbia,
  - Puerto Rico, and
  - 27 urban districts
    - TUDAs include Austin ISD, Dallas ISD, Houston ISD and Fort Worth ISD
NAEP School and Student Selection

1. Identify all eligible schools
2. Sample schools
3. Sample students

Past participation has no bearing on future selection
All digitally based assessments

Most NAEP assessments are delivered digitally!
### NAEP 2019-2020 Program

**Long-Term Trend National Assessments**

<table>
<thead>
<tr>
<th>Age ranges</th>
<th>Age 13</th>
<th>Age 9</th>
<th>Age 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 years old as of 1/1/2020</td>
<td>9 years old as of 1/1/2020</td>
<td>17 years old as of 10/1/2020</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Details**
- Three 15 minute subject matter blocks and 5 minute student questionnaire
- Approximately 90 minutes, each student takes one subject only, paper-based
- Target sample size ~ 50 students per school

*E-Filing windows are subject to change*
Long-Term Trend (LTT)

- Paper-based assessment of mathematics and reading
- Nationally representative sample of 9-, 13- and 17-year olds (age-based)
- Three distinct testing windows:
  - Age 13: October 14 - December 20, 2019
  - Age 9: January 6 – March 13, 2020
  - Age 17: March 16 – May 22, 2020
What is Long-Term Trend?

- Measures students’ educational progress over a (really) long period of time
  - Trends back to 1971 for reading
  - Trends back to 1973 for mathematics

- Typically every 4 years, but not since 2011-2012
Long-Term Trend 2019-2020

Approximate # of Public Schools & Students

- Age 9: 430 schools, 14,400 students (50 TX)
- Age 13: 440 schools, 14,400 students (55 TX)
- Age 17: 490 schools, 14,400 students (55 TX)

- Approximately 50-55 students per school
- Grand total: 1,360 schools, 43,200 students
Sample Sizes (National Public)

<table>
<thead>
<tr>
<th>Grade 4 NP &amp; TX</th>
<th>Mathematics</th>
<th></th>
<th></th>
<th>Reading</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>Students</td>
<td>Schools</td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7,810</td>
<td>143,600</td>
<td>7,830</td>
<td>144,700</td>
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<td></td>
</tr>
<tr>
<td>360</td>
<td>7,200</td>
<td>360</td>
<td>7,100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 NP &amp; TX</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>Students</td>
<td>Schools</td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6,560</td>
<td>142,200</td>
<td>6,560</td>
<td>138,100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>7,100</td>
<td>240</td>
<td>6,900</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Student sample sizes rounded to the nearest hundred. School sample sizes rounded to the nearest ten. Number of schools above includes math and reading only. Total schools selected for 2019 NAEP in Texas is 1,037.
NAEP Administration

- Six week period
- Each student assessed in one subject
- Students take a small portion of the item pool
- Accommodations provided as necessary for
  - students with disabilities
  - English language learners
NAEP Results

- **Scale Scores**
  - Numeric scale
  - 0 – 500 on mathematics and reading assessments
  - Cannot be compared across grade levels or content areas

- **Achievement Levels**
  - Categorical scale
    - Below NAEP Basic
    - NAEP Basic
    - NAEP Proficient
    - NAEP Advanced
Grade 4 Mathematics Results

- Content Areas:
- Number sense, properties and operations
- Measurement
- Geometry and spatial sense
- Data analysis, statistics and probability
- Algebra and functions
Scores higher than National Public

The 3-point increase in Texas scores from 2017 to 2019 was not statistically significant.

Unlike 2017, the average Texas score in 2019 (244) is statistically higher than the average score of the national public (240).

*Significantly different (p < .05) from NP.
Achievement Levels are higher

From 2017 to 2019, Texas saw improvements across all achievement levels.

<table>
<thead>
<tr>
<th></th>
<th>Percent below NAEP Basic or at NAEP Basic level</th>
<th>Percent at NAEP Proficient or NAEP Advanced level</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>24*</td>
<td>50*</td>
<td>24*</td>
</tr>
<tr>
<td>2017</td>
<td>18</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>2019</td>
<td>16</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td><strong>Nation (public)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>20*</td>
<td>40</td>
<td>32</td>
</tr>
</tbody>
</table>

* Significantly different (p < .05) from state's results in 2019. Significance tests were performed using unrounded numbers.

1 NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.

NOTE: Detail may not sum to totals because of rounding.
Texas’ African American students are at the top!

Grade 4 – Scale score differences since 2017

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>Eligible for NSLP</th>
<th>Students with Disabilities¹</th>
<th>English language learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>↑3</td>
<td>↑4*</td>
<td>↑1</td>
<td>↑3</td>
<td>↓3</td>
<td>↑3</td>
</tr>
<tr>
<td>National Public</td>
<td>↑1*</td>
<td>↑2*</td>
<td>◆</td>
<td>↑1*</td>
<td>◆</td>
<td>↑2*</td>
</tr>
</tbody>
</table>

↑ Higher  ↓ Lower  ◆ No change  — Not available

Texas’ Black students rank 2nd in the nation!

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pacific Islander</th>
<th>American Indian/Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>↑1 (4th/8th)</td>
<td>↑4 (2nd/6th)</td>
<td>↑2 (6th/5th)</td>
<td>↑10</td>
<td>—</td>
</tr>
<tr>
<td>National Public</td>
<td>↑1</td>
<td>↑1</td>
<td>↑2*</td>
<td>↑3</td>
<td>◆</td>
</tr>
</tbody>
</table>

¹Students with disabilities excluding those with a 504 plan.  
*Significantly different (p < .05) from 2017.
State Comparisons

Grade 4

2019 Texas average scale score (0–500)

TX 244

Only three states performed significantly higher than TX

Among commonly referenced peers, CA, IL, and NY performed significantly lower than TX, while FL was not significantly different.
Grade 8 Mathematics Results

- Content Areas:
  - Number sense, properties and operations
  - Measurement
  - Geometry and spatial sense
  - Data analysis, statistics and probability
  - Algebra and functions
Scores remain unchanged

Historically, Texas has been significantly above the national average. This year, like 2017, Texas was not significantly different from the national public.

The 2-point decrease in Texas scores from 2017 to 2019 was not statistically significant.

*Significantly different (p < .05) from NP.
Achievement Levels are lower

From 2017 to 2019, Texas saw a decrease in Advanced and Proficient students

* Significantly different ($p < .05$) from state’s results in 2019. Significance tests were performed using unrounded numbers.

NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.

NOTE: Detail may not sum to totals because of rounding.
Most reporting groups see score declines

Grade 8 – Scale score differences since 2017

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>Eligible for NSLP</th>
<th>Students with Disabilities</th>
<th>English language learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas</strong></td>
<td>▼2</td>
<td>▼4</td>
<td>▼2</td>
<td>▼1</td>
<td>▲4</td>
<td>◆</td>
</tr>
<tr>
<td><strong>National Public</strong></td>
<td>▼1*</td>
<td>▼2*</td>
<td>◆</td>
<td>▼1</td>
<td>▼1</td>
<td>▼2</td>
</tr>
</tbody>
</table>

Higher  ▼ Lower  ◆ No change  — Not available

Texas’ Black students rank 7th in the nation despite small score decrease.

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pacific Islander</th>
<th>American Indian/Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas</strong></td>
<td>▼4</td>
<td>▼1 (18th/7th)</td>
<td>▼2 (16th/8th)</td>
<td>▼6</td>
<td>—</td>
</tr>
<tr>
<td><strong>National Public</strong></td>
<td>▼1</td>
<td>▼1</td>
<td>◆</td>
<td>▼1</td>
<td>▼5</td>
</tr>
</tbody>
</table>

1Students with disabilities excluding those with a 504 plan.  *Significantly different (p < .05) from 2017.
State Comparisons

Grade 8

2019 Texas average scale score (0–500)

TX 280

22 jurisdictions performed significantly higher
14 jurisdictions not significantly different
15 jurisdictions performed significantly lower
1 jurisdiction no assessment / data not available

Mathematics, Grade 8
Difference in average scale scores between all jurisdictions and Texas, for All students [TOTAL], 2019

TX remains in line with comparison states NY, FL, IL and above CA
Grade 4 Reading Results

- Content Areas:
- Understanding written text
- Developing and interpreting meaning
- Using meanings as appropriate to the type of text, purpose and situation
Score flatten, but remain lower than NP

Grade 4

Since 2013, Texas has continued to be statistically lower than the national public.

The 1-point increase in Texas scores from 2017 to 2019 was not statistically significant.

*Significantly different (p < .05) from NP.
Achievement levels show improvement

NAEP Achievement-Level\(^1\) Percentages and Average Score Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Below NAEP Basic</th>
<th>NAEP Basic</th>
<th>NAEP Proficient</th>
<th>NAEP Advanced</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>41</td>
<td>31</td>
<td>23</td>
<td>6</td>
<td>214</td>
</tr>
<tr>
<td>2017</td>
<td>40</td>
<td>32</td>
<td>23</td>
<td>5</td>
<td>215</td>
</tr>
<tr>
<td>2019</td>
<td>39</td>
<td>31</td>
<td>24</td>
<td>7</td>
<td>216</td>
</tr>
<tr>
<td>Nation (public)</td>
<td>35*</td>
<td>31</td>
<td>26*</td>
<td>9*</td>
<td>219</td>
</tr>
</tbody>
</table>

From 2017 to 2019, Texas saw an increase in Advanced and Proficient students.

* Significantly different (\(p < .05\)) from state's results in 2019. Significance tests were performed using unrounded numbers.

\(^1\) NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.

NOTE: Detail may not sum to totals because of rounding.
Some reporting groups see score increase

Grade 4 – Scale score differences since 2017

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>Eligible for NSLP</th>
<th>Students with Disabilities</th>
<th>English language learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>↑1</td>
<td>↓1</td>
<td>↑4</td>
<td>↓1</td>
<td>↓4</td>
<td>↑2</td>
</tr>
<tr>
<td>National Public</td>
<td>↓2*</td>
<td>↓2*</td>
<td>↓1</td>
<td>↑1*</td>
<td>↓3*</td>
<td>↑2*</td>
</tr>
</tbody>
</table>

↑ Higher  ↓ Lower  ◆ No change  — Not available

Texas’ White & Hispanic students move up in the ranks

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pacific Islander</th>
<th>American Indian/Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>↑1</td>
<td>↓5</td>
<td>↑2</td>
<td>↑7</td>
<td>—</td>
</tr>
<tr>
<td>(14th/23rd)</td>
<td></td>
<td>(14th/9th)</td>
<td>(27th/32nd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Public</td>
<td>↓2*</td>
<td>↓2*</td>
<td>◆</td>
<td>↓1</td>
<td>↑1</td>
</tr>
</tbody>
</table>

1Students with disabilities excluding those with a 504 plan. *Significantly different (p < .05) from 2017.

Students with Disabilities decrease across TX and nation
State Comparisons

Grade 4

2019 Texas average scale score (0–500)

TX 216

27 jurisdictions performed significantly higher
20 jurisdictions not significantly different
4 jurisdictions performed significantly lower
1 jurisdiction no assessment / data not available

Reading, Grade 4
Difference in average scale scores between all jurisdictions and Texas, for All students [TOTAL], 2019

TX joins IL, NY and CA with weakness in Reading results
Grade 8 Reading Results

- Content Areas:
  - Understanding written text
  - Developing and interpreting meaning
  - Using meanings as appropriate to the type of text, purpose and situation
There was a statistically significant decline in Texas scores from 2017 to 2019. Texas has been statistically lower than the national average since 2011, with a widening gap.

*Significantly different (p < .05) from 2019.
Declines seen across achievement levels

NAEP Achievement-Level\(^1\) Percentages and Average Score Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Below NAEP Basic or at NAEP Basic level</th>
<th>Percent at NAEP Proficient or NAEP Advanced level</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>26(^*)</td>
<td>47(^*)</td>
<td>26 (1)</td>
</tr>
<tr>
<td>1998</td>
<td>261(^*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>29(^*)</td>
<td>44</td>
<td>26 (2)</td>
</tr>
<tr>
<td>2019</td>
<td>260(^*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nation (public)</td>
<td>33</td>
<td>42</td>
<td>23 (2)</td>
</tr>
<tr>
<td>2019</td>
<td>256</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significantly different \((p < 0.05)\) from state's results in 2019. Significance tests were performed using unrounded numbers.

\(^1\) NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.

NOTE: Detail may not sum to totals because of rounding.

From 2017 to 2019, the number of Texas students below NAEP Basic increased from 29% to 33%
### Grade 8 – Scale score differences since 2017

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>Eligible for NSLP</th>
<th>Students with Disabilities(^1)</th>
<th>English language learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas</strong></td>
<td>↓4(^*)</td>
<td>↓6(^*)</td>
<td>↓3</td>
<td>↓5(^*)</td>
<td>↓10(^*)</td>
<td>↓6</td>
</tr>
<tr>
<td><strong>National Public</strong></td>
<td>↓3(^*)</td>
<td>↓4</td>
<td>↓2</td>
<td>↓4(^*)</td>
<td>↓4(^*)</td>
<td>↓5(^*)</td>
</tr>
</tbody>
</table>

\(^*\)Significantly different (p < .05) from 2017.

**Significant decline in Students with Disabilities**

### Significant decline in Texas Black students

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pacific Islander</th>
<th>American Indian/Alaska Native</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texas</strong></td>
<td>↓4</td>
<td>↓9(^*) (35th/21st)</td>
<td>↓4 (31st/31st)</td>
<td>↓1</td>
<td></td>
</tr>
<tr>
<td><strong>National Public</strong></td>
<td>↓3(^*)</td>
<td>↓4(^*)</td>
<td>↓4(^*)</td>
<td></td>
<td>↓4</td>
</tr>
</tbody>
</table>

\(^1\)Students with disabilities excluding those with a 504 plan.
State Comparisons

Grade 8

2019 Texas average scale score (0-500)
TX 256

37 jurisdictions performed significantly higher
12 jurisdictions not significantly different
2 jurisdictions performed significantly lower
1 jurisdiction no assessment / data not available

Reading, Grade 8
Difference in average scale scores between all jurisdictions and Texas, for All students [TOTAL], 2019

TX is in line with CA, but below IL, NY, and FL
Trial Urban District Assessment (TUDA) Results
27 participating TUDA districts in 2019

NOTE: DCPS = District of Columbia Public Schools.
Scores increase in 5 and decrease in 1 district compared to 2017

TX TUDA’s scores were unchanged
Scores increase in 4 and decrease in 3 districts compared to 2017.

Austin and Houston’s scores remained unchanged.
Scores decrease in 3 districts compared to 2017

TX TUDA’s scores were unchanged

Score decrease
Scores increase in 1 and decrease in 11 districts compared to 2017

Fort Worth, Dallas and Austin experienced declines

△ Score increase  ▼ Score decrease
Reflections on the NAEP 2019 Administration
NAEP 2019 Scale

- Conducted assessments in 19,617 schools
- Assessed approximately 1.0 million students
- Hired 5,125 field staff to conduct the assessments
Success Stories from the Field

- Overall, assessments went very well
- No systematic technical issues that impacted data collection
- Positive reactions from school staff and students
Success Stories from the Field

- Traveling to Hooper Bay, AK
Success Stories from the Field

- Snow in Japan
Success Stories from the Field

- Wyoming
Success Stories from the Field

- Stars in Puerto Rico
NAEP Schedule and Design Change
NAEP Priorities and Goals

- Legislation and Governing Board policies require:
  - Administering biennial Reading and Mathematics assessments in grades 4 and 8
  - Supporting the expansion of district participation
  - Reporting comparable and independent measures of student achievement across time
  - Ensuring assessments reflect the modern expectations of what students know and can do
Key Themes in 2019-2029 Schedule

- Maintaining high quality assessments for core subjects; assessing fewer subjects overall to focus on nation’s needs
- Focusing on updated frameworks, notably Reading and Math in 2025
- Adding more voluntary state and TUDA data in later years, based on Board priorities and stakeholder input
### Current Schedule: 2020-2024

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>National</th>
<th>State</th>
<th>TUDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>Long-term Trend</td>
<td>~</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>Reading</td>
<td>4, 8</td>
<td>4, 8</td>
<td>4, 8</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>4, 8</td>
<td>4, 8</td>
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<tr>
<td></td>
<td>Writing</td>
<td>4, 8, 12</td>
<td></td>
<td>8</td>
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<td>2022</td>
<td>U.S. History</td>
<td>8, 12</td>
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<td>Civics</td>
<td>8, 12</td>
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<td>Geography</td>
<td>8, 12</td>
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<tr>
<td></td>
<td>Economics</td>
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<td>TEL</td>
<td>8, 12</td>
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<td>2023</td>
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<td>4, 8, 12</td>
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<td>4, 8</td>
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<td></td>
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<tr>
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<td>Transcript Studies</td>
<td>~</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2024</td>
<td>Long-term Trend</td>
<td>~</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>12</td>
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<td></td>
</tr>
</tbody>
</table>

### New Schedule: 2020-2024

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>National</th>
<th>State</th>
<th>TUDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>Long-term Trend</td>
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<tr>
<td>2021</td>
<td>Reading</td>
<td>4, 8</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>4, 8</td>
<td>4, 8</td>
<td>4, 8</td>
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<tr>
<td></td>
<td>U.S. History</td>
<td>8</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Civics</td>
<td>8</td>
<td></td>
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<tr>
<td>2022</td>
<td>Reading</td>
<td>4, 8, 12</td>
<td>4, 8</td>
<td>4, 8</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>4, 8, 12</td>
<td>4, 8</td>
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<td></td>
<td>Science</td>
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<td>TEL</td>
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<td>Transcript Studies</td>
<td>~</td>
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<td>2024</td>
<td>Long-term Trend</td>
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</tbody>
</table>
Summary of Updated Schedule

Similarities

- Reading and Mathematics assessment conducted every other year
- Representation at National, State, and TUDA for Reading and Mathematics grades 4 and 8
- U.S. History, Civics, Science, and Technology and Engineering (TEL) (with shifts in timing, grades, and levels)

Notable Differences

- No assessments in Economics, Geography, Arts, or Foreign Language
- Postponement of Writing
- Grade 12 assessed only for Reading and Mathematics (2023) and U.S. History and Civics (2029)
Assessment Design Changes

- NAEP traditionally assessed students in one subject with two cognitive blocks.
- Starting in 2021, NAEP will assess students in two subjects with three cognitive blocks: two blocks of one subject and one block of another subject.
- This means around 30 minutes more of testing time for each individual student, but also fewer students and schools needed in our overall samples.
- By assessing two subjects at once, we open the possibility to report performance relationships across subjects.
New Assessment Block Design

2-Block
Student takes:

Subject A
Subject A
Survey

OR

Subject B
Subject B
Survey

By 2021

3-Block
Student takes:

Subject A
Subject A
Break
Subject B
Survey

OR

Subject B
Subject B
Break
Subject A
Survey
# NAEP’s Block Design Implications

<table>
<thead>
<tr>
<th>Considerations</th>
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<tr>
<td><strong>Blocks</strong></td>
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<tr>
<td>Current 2-block design</td>
<td></td>
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<tr>
<td>1 subject, 2 blocks</td>
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<tr>
<td>60 minutes for blocks; 15 minute survey</td>
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<tr>
<td>Up to 150,000 students and 8,000 schools</td>
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<tr>
<td><strong>Time</strong></td>
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<tr>
<td>New 3-block design</td>
<td></td>
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<tr>
<td>2 subjects, 3 blocks</td>
<td></td>
</tr>
<tr>
<td>90 minutes for blocks, 5 minute break; 15 minute survey</td>
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</tr>
<tr>
<td>1 per school; ~40 students</td>
<td></td>
</tr>
<tr>
<td>~A third fewer students and ~2,000 fewer schools</td>
<td></td>
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<tr>
<td>More individual assessment time but fewer students, fewer schools, fewer sessions, lower cost</td>
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</tbody>
</table>

| **Sessions**     |   |
| **Sample size**  |   |
## Subject Pairings

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject Pair</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Mathematics and Reading</td>
<td>4 &amp; 8</td>
</tr>
<tr>
<td>2021</td>
<td>Civics and U.S. History</td>
<td>8</td>
</tr>
<tr>
<td>2023</td>
<td>Mathematics and Reading</td>
<td>4, 8 &amp; 12</td>
</tr>
<tr>
<td>2023</td>
<td>Science and Technology and Engineering Literacy</td>
<td>8</td>
</tr>
</tbody>
</table>
International Studies Update
Why does the U.S. participate in international studies?

- For international benchmarking
  - How does U.S. performance compare with other countries?
  - How do U.S. states compare with other countries and education systems?
- Broaden our understanding of education
  - What does schooling look like in other countries? What is possible?
- Improve schooling
  - What makes some systems successful?
  - What is done (or not done) in high-performing systems?
  - What can be adopted or adapted in the U.S.?
NCES international studies across the lifespan

Early Childhood
- Emergent Literacy
- Emergent Numeracy
- Pro-social Skills
- Self-regulation

Elementary
- Reading
- Mathematics
- Science
- Online Reading

Middle School
- Mathematics
- Science
- Teachers and teaching
- Computer and information literacy

High School
- Reading
- Mathematics
- Science
- Financial literacy
- Collaborative problem solving
- Advanced mathematics and physics

Adults
- Literacy
- Numeracy
- Problem Solving
- Outcomes in employment, income, education, health

IELS
PIRLS, TIMSS
TIMSS, ICILS, TALIS
PISA, TIMSS
PIAAC

What have we learned?
Five lessons we’ve learned from international studies

1. American students do better in reading and science than mathematics, compared to their international peers, at all grade levels.

2. Other countries are improving faster than the United States.

3. Our top performing states are among the best education systems in the world, but our lowest performing states struggle to be competitive globally.
Five lessons we’ve learned from international studies

4. In terms of numbers, the U.S. has more high-performing students than other countries, but, in terms of percentages, other countries have larger percentages of high-performing students.

5. Millennials, the most highly educated generation in U.S. history, have generally low skills compared with international peers.
More Information...

Access all results from the NCES International Activities Program website:

nces.ed.gov/surveys/international/
### Data Tools

<table>
<thead>
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<th>State/District Tools</th>
<th>Data Explorer</th>
<th>Item Maps</th>
<th>Questions Tool</th>
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<tr>
<td>Results and Comparisons</td>
<td>Custom Reports</td>
<td>Student Achievement</td>
<td>Assessment Questions</td>
</tr>
</tbody>
</table>

- **State Profiles**: Use the State Profiles tool to find key data about your state and see tables and maps that compare the results of states/jurisdictions.

- **Data Explorer** (NDE): Use the NAEP Data Explorer (NDE) to explore assessment results for various subjects, grades, and jurisdictions. The NDE allows you to create custom statistical tables, graphics, and maps using NAEP data.

- **Item Maps**: Find out what it means for students to perform at Basic, Proficient, or Advanced achievement levels by exploring the NAEP Item Maps. Question descriptions are placed on the NAEP scale for each subject and help indicate which questions students performing at a particular score point are likely to be able to answer.

- **Questions Tool**: Explore thousands of released questions from the NAEP assessments, and see actual scoring guides, student responses, and scoring commentary. Try answering some of the questions or creating sample assessments for your classroom.

[https://www.nationsreportcard.gov/data_tools.aspx](https://www.nationsreportcard.gov/data_tools.aspx)
Contact Information

– Texas Education Agency – Student Assessment
  – Kim Ackermann, NAEP Coordinator
  – Kim.Ackermann@tea.texas.gov
  – 512-463-9536

– [www.mynaep.com](http://www.mynaep.com) (MySchool Web Site)

– NAEP Help Desk 1-800-283-6237 or naephelp@westat.com Monday through Friday between 8 a.m. and 5 p.m. ET.