

2019 Highlights

NAEP is an integral part of education in the United States.

- Elected officials, policymakers, and educators all use NAEP results to develop ways to **improve** education.
- NAEP provides a **common measure** of student achievement across the country.
- NAEP data can be used to compare and understand the performance of **demographic** groups within your state, the nation, other states, and select urban districts.
- NAEP is assessed with a **random** sample of students from selected schools.
- Teachers can use **sample** NAEP **questions** and scoring guides as a resource for understanding student performance.
- Participating in NAEP allows students with disabilities and English language learners to experience a large-scale assessment administration **without** high-stakes consequences. Since NAEP **does not** produce scores for individual students or results for schools, participation in NAEP is not tied to grades or evaluations of students, teachers, or schools.

In spring 2019, NAEP was given in Arkansas for the areas of mathematics and reading for 4th and 8th grade students. NAEP tests receive a score between 0-500 points.

Mathematics 2019 Grade 4

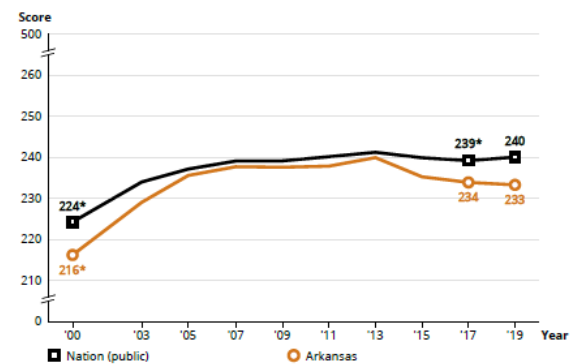
The percentage of students in AR who performed at or above the *NAEP Basic* level was 75% in 2019. This percentage was **not** significantly different from that in 2017 (75%) and was **greater** than that in 2000 (55%).

In 2019, Black students had an average score that was 25 points **lower** than that White students. This performance gap was **lower** from that in 2000 (31 points). Hispanic students had an average score that was 12 points **lower** than that White students.

In 2019, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points **lower** than that for students who were not eligible. This performance gap was **not** significantly different from that in 2000 (23 points).

The average score in AR was **higher** than 1 state (AL) and **not** significantly different from 8 states/jurisdictions.

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2019. Significance tests were performed using unrounded numbers.

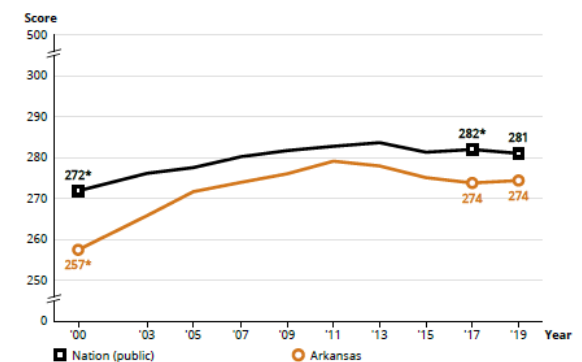
Mathematics 2019 Grade 8

The percentage of students in AR who performed at or above the *NAEP Basic* level was 63% in 2019. The percentage was **not** significantly different from 2017 (62%) and was **greater** than 2000 (49%).

In 2019, Black students had an average score that was 35 points **lower** than for White students. This performance gap was **not** significantly different from 2000 (41 points). Hispanic students had an average score that was 15 points **lower** than White students.

The average score in AR was **higher** than 3 states/jurisdictions (AL, DC, NM) and not significantly different from 11.

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2019. Significance tests were performed using unrounded numbers.

Reading 2019 Grade 4

The percentage of students in AR who performed at or above the *NAEP Basic* level was 62% in 2019. This percentage was **not** statistically significant from that in 2017 (63%) and was **greater** than 1998 (54%).

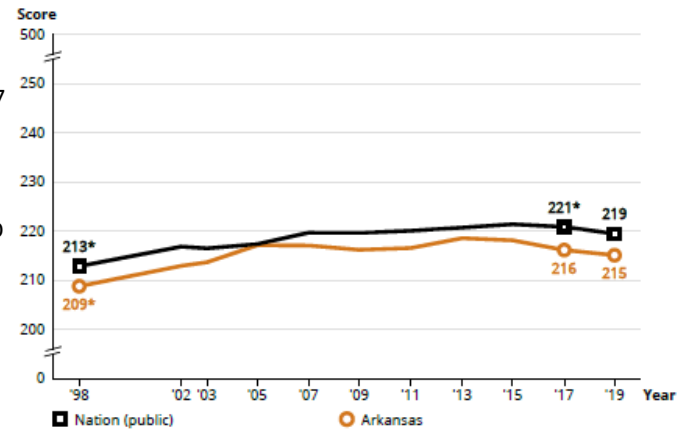
In 2019, Black students had an average score that was 26 points **lower** than for White students. This performance gap was **not** significantly different than in 1998 (32 points). Hispanic students had an average score that was 12 points **lower** than that for White students.

In 2019, female students in AR had an average score that was **higher** than that for male students by 5 points.

In 2019, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 25 points **lower** than that for students who were not eligible. This performance gap was **not** significantly different than that in 1998 (25 points).

The average score in AR was **higher** than 3 states (AK, LA, NM) and **not** statistically significant from 16.

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2019. Significance tests were performed using unrounded numbers.

Reading 2019 Grade 8

The percentage of students in AR who performed at or above the *NAEP Basic* level was 68% in 2019. This percentage was **smaller** than 2017 (71%) and was **not** statistically significant from that in 1998 (68%).

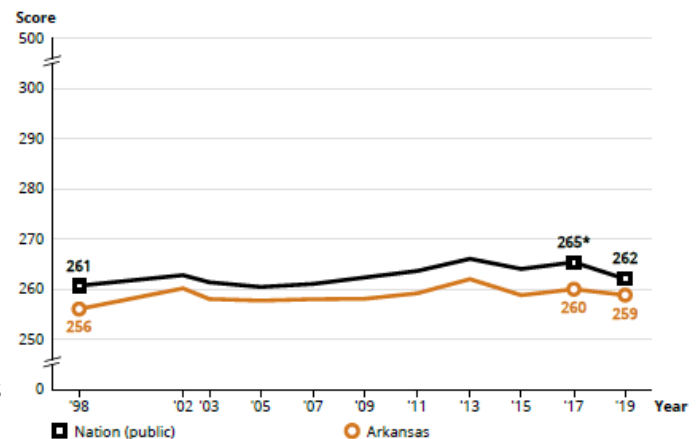
In 2019, Black students had an average score that was 29 points **lower** than White students. This performance gap was **not** statistically significant from 1998 (29 points). Hispanic students had an average score that was 10 points **lower** than White students.

Female students in Arkansas had an average score that was **higher** than that for male students by 13 points.

In 2019, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 24 points **lower** than that for students who were not eligible. This performance gap was **not** significantly different than that in 1998 (21 points).

The average score in AR was **higher** than 4 states/jurisdictions (AK, AL, DC, NM) and **not** statistically significant from 13.

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2019. Significance tests were performed using unrounded numbers.



For more information about NAEP, visit:
<https://nces.ed.gov/nationsreportcard/>
<http://www.arkansased.gov/divisions/learning-services/assessment/>

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