



# The Case for Urgency: Lessons from NAEP 2022

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**House Education and Public Works Committee**

January 25, 2023



# Overview of NAEP

# What is the purpose?

The Nation's Report Card (also known as the National Assessment of Educational Progress or NAEP) provides national and state data on how well students are doing on a common measure across the country.

# What content is assessed?

The 2022 Nation's Report Card assessed students in grades 4 and 8 on reading and math.

*(In some years, the assessment is also administered to 12<sup>th</sup> graders and in additional subjects, including U.S. history, science, civics, and more.)*

# When was the assessment given?



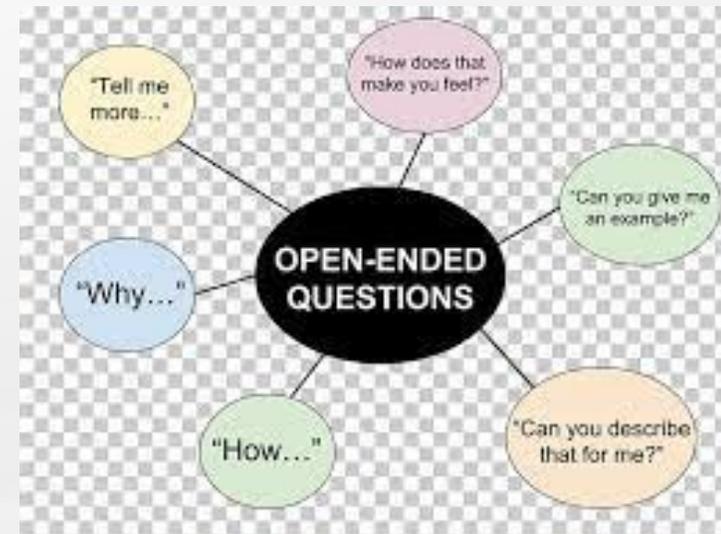
## NAEP 2022 Assessments

	SUBJECT or STUDY	GRADE	ANTICIPATED RESULTS <sup>1</sup>	ASSESSMENT WINDOW	REPORT RELEASE (estimated)
	Reading	4, 8	National, States and TUDA districts	Winter 2022	Fall 2022
	Mathematics	4, 8	National, States and TUDA districts	Winter 2022	Fall 2022
	Civics	8	National	Winter 2022	Spring 2023
	U.S. History	8	National	Winter 2022	Spring 2023
	Long-Term Trend <sup>2</sup>	Age 9 <sup>2</sup>	National	Winter 2022	Spring 2023

*\*- Last administration was in 2019.*

# What's on the test?

Questions include multiple choice questions and open-ended questions.



# Which students are assessed?

- A nationally representative sample of students are tested.
- The 2022 reading and math assessments were administered to nearly **500,000** fourth and eighth graders in nearly **11,000** schools nationwide. Approximately **3,700** fourth-graders and **3,600** eighth-graders participated from South Carolina.
- *Total test administration time- 90 minutes.*

# How are results reported?

- Results are reported at the national and state levels, and at the district level for 26 districts participating in the Trial Urban District Assessment (TUDA) program.
- There are no district, school, or individual results.

# Why does this assessment matter?

NAEP is considered the “gold standard” in national and international assessment of student achievement with a unique capacity to:

- Evaluate changes in what students know and can do over time
- Evaluate differences between states in what students know and can do

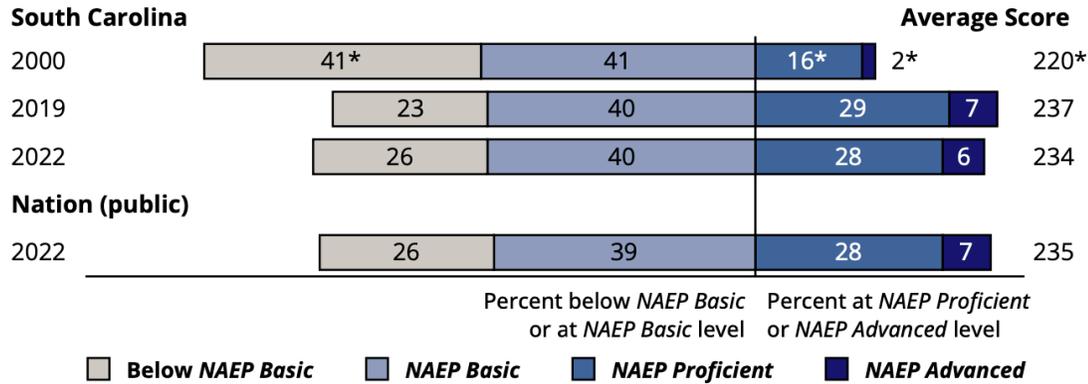


# 2022 Nation's Report Card

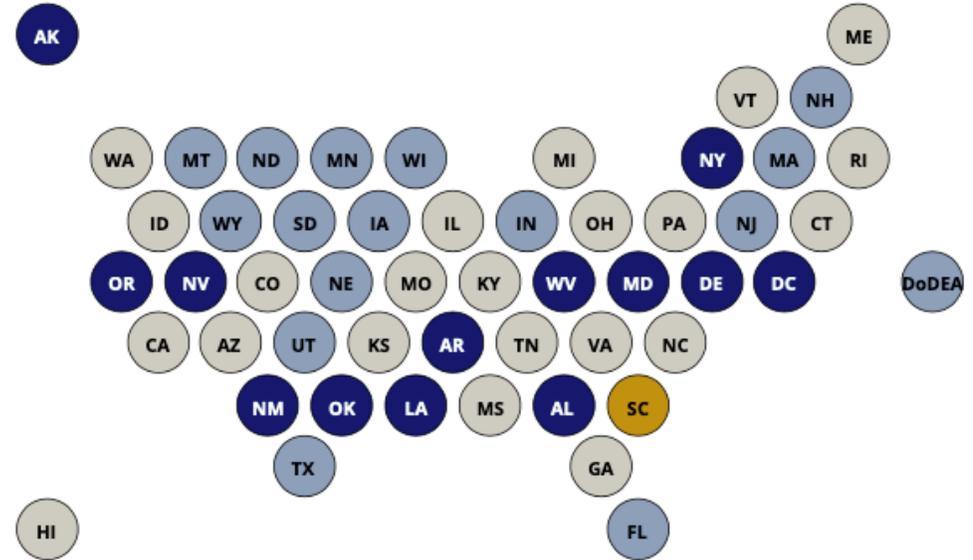
South Carolina Results in Grades 4 and 8 Reading and Math

# Grade 4- Reading

## NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



## COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/ JURISDICTIONS

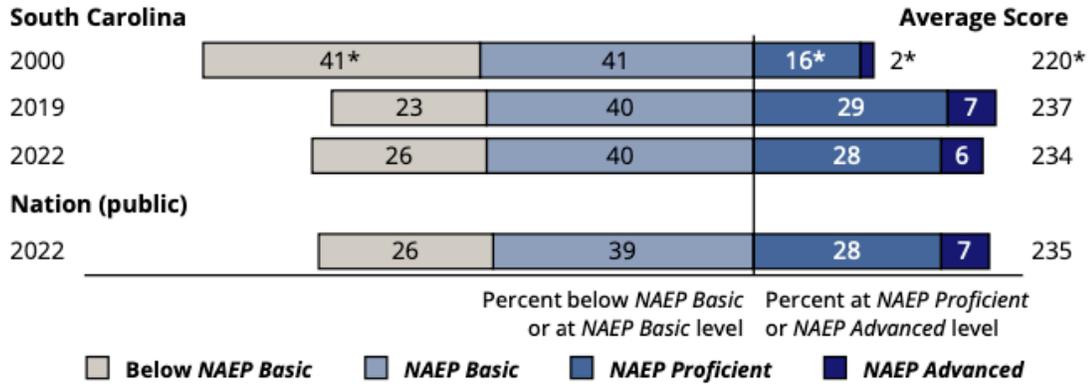


In 2022, the average score in South Carolina (234) was

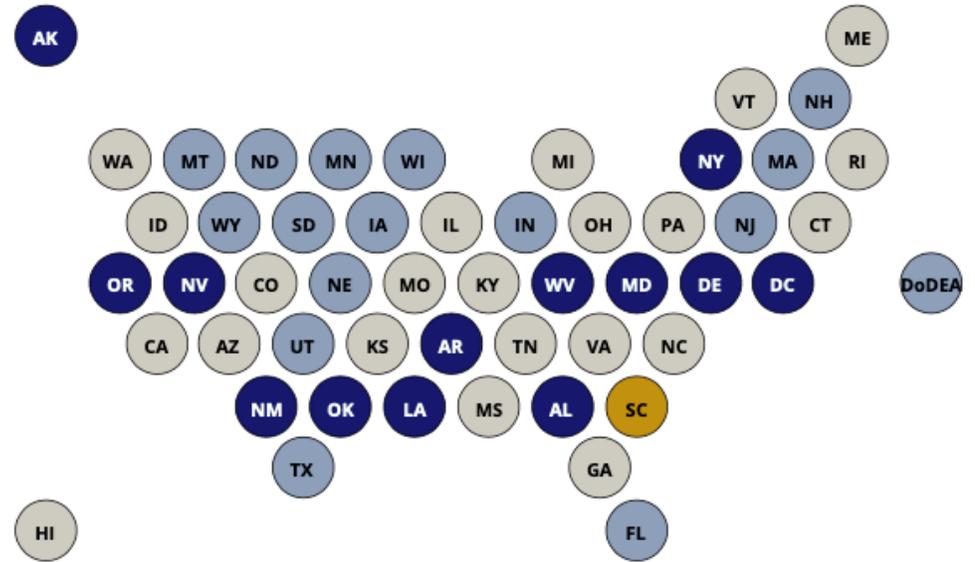
- lower than those in 16 states/jurisdictions
- higher than those in 13 states/jurisdictions
- not significantly different from those in 22 states/jurisdictions

# Grade 4- Math

## NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



## COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/JURISDICTIONS

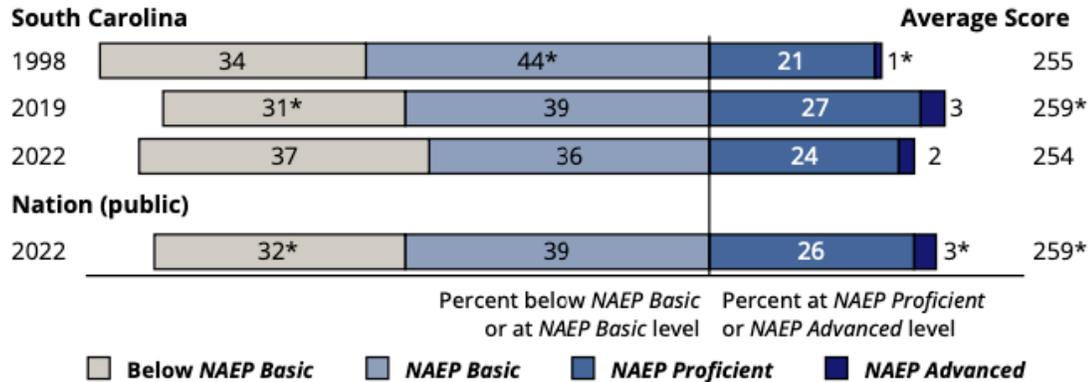


In 2022, the average score in South Carolina (234) was

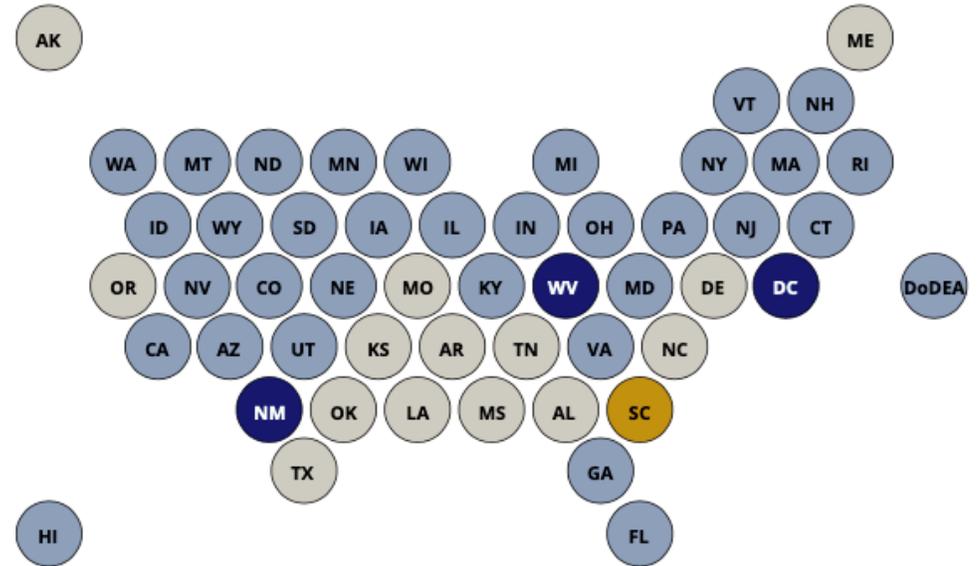
- lower than those in 16 states/jurisdictions
- higher than those in 13 states/jurisdictions
- not significantly different from those in 22 states/jurisdictions

# Grade 8- Reading

## NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS

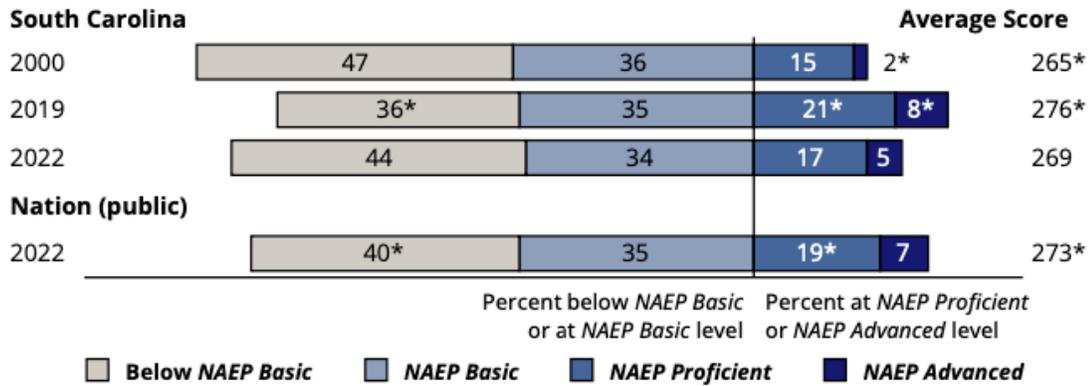


## COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/ JURISDICTIONS

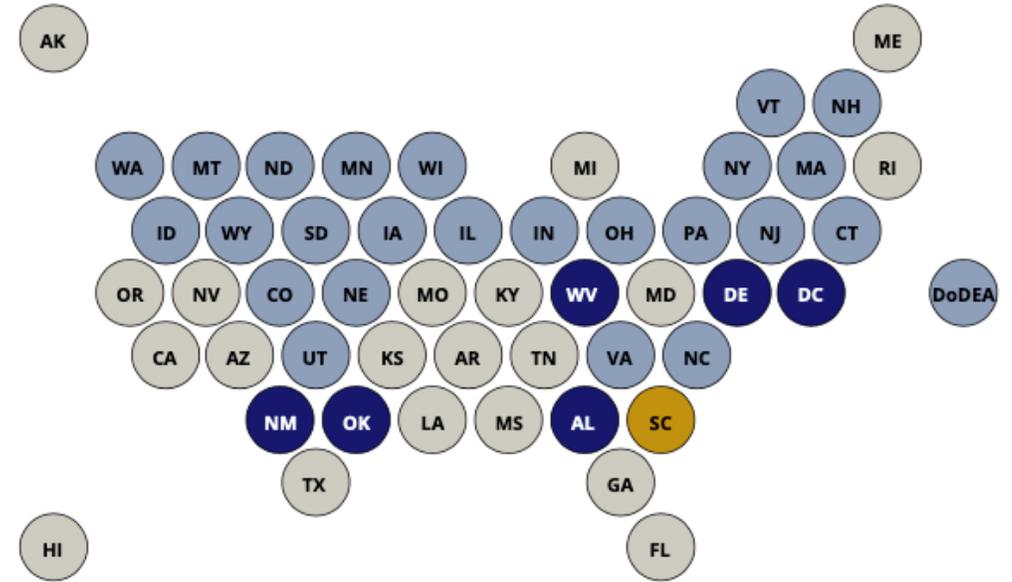


# Grade 8- Math

## NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



## COMPARE THE AVERAGE SCORE IN 2022 TO OTHER STATES/JURISDICTIONS

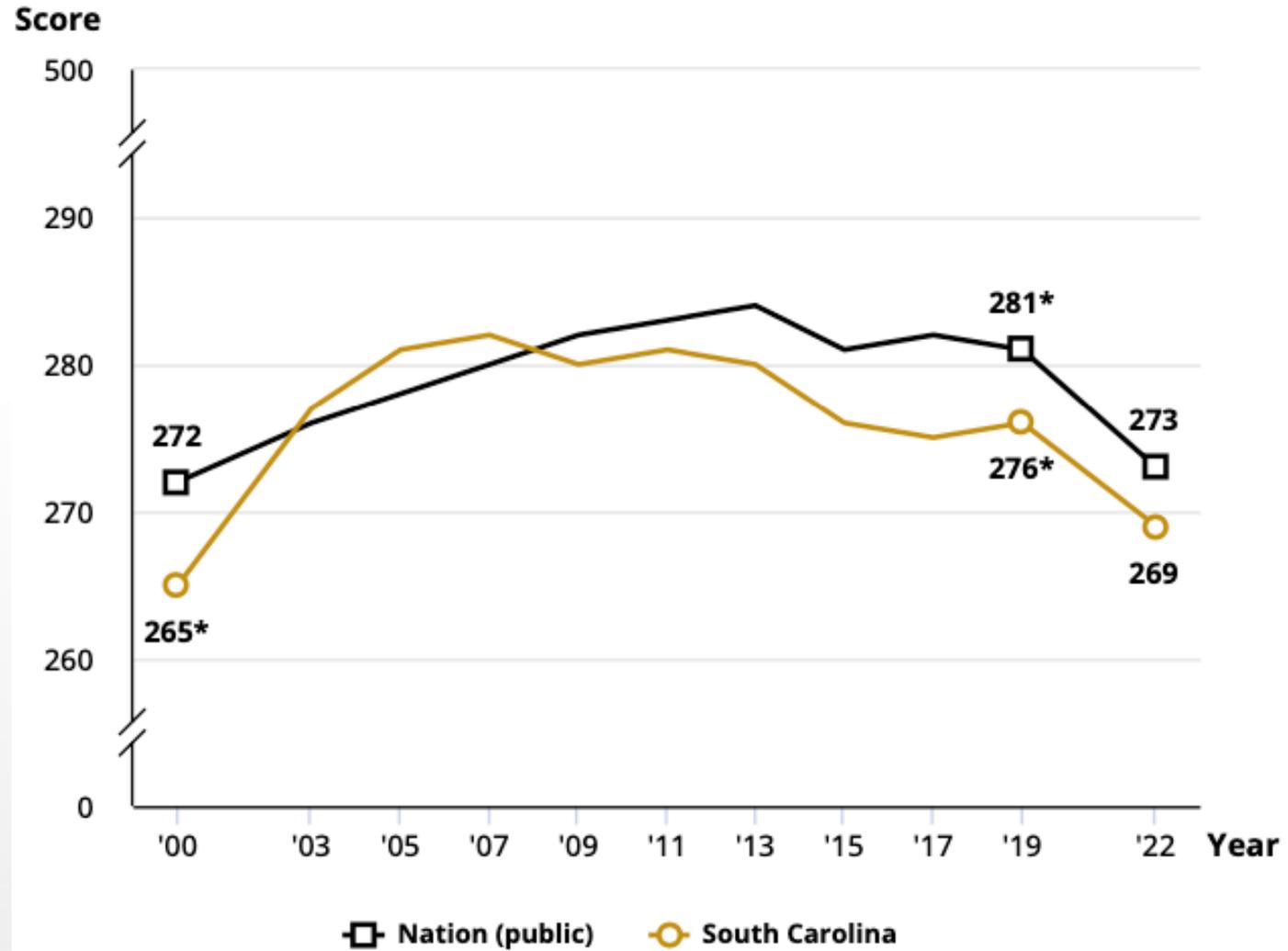


In 2022, the average score in South Carolina (269) was

- lower than those in 25 states/jurisdictions
- higher than those in 6 states/jurisdictions
- not significantly different from those in 20 states/jurisdictions

# Grade 8 Math- National Perspective

**AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)**



# What are achievement levels?

- NAEP achievement levels describe what students should know and be able to do. Results are reported as percentages of students performing at or above ***NAEP Basic***, ***NAEP Proficient***, or ***NAEP Advanced***.
- Scoring at the ***NAEP Proficient*** level is the goal for all students. But it cannot be compared to grade-level proficiency on state or district assessments.

## GRADE 4

### READING



#### **NAEP Basic**

Sequence or categorize events from a literary text



#### **NAEP Proficient**

Describe the impact of a character's actions or explain how characters influence one another



#### **NAEP Advanced**

Determine the meaning of nonliteral phrases

### MATH



#### **NAEP Basic**

Locate whole numbers on a number line



#### **NAEP Proficient**

Add and subtract multi-digit whole numbers, fractions, and decimals in single and multi-step problems



#### **NAEP Advanced**

Understand and be able to use inverse operations\* and simple ratios\*\*

# SC Results- ABOVE Basic and Proficient



Subject	Grade	Year	Score	SE	Difference from National public (NP)	At or above <i>Basic</i>	SE	At or above <i>Proficient</i>
Mathematics	4	2022	234.22	1.138	-0.64	74.39	1.638	33.96
Reading	4	2022	216.39	1.541	+0.28	60.87	1.824	32.45

Subject	Grade	Year	Score	SE	Difference from National public (NP)	At or above <i>Basic</i>	SE	At or above <i>Proficient</i>
Mathematics	8	2022	269.02	1.246	-4.11	56.39	1.606	22.02
Reading	8	2022	253.87	1.408	-5.24	62.72	1.420	26.56



# The Economic Cost of the Pandemic

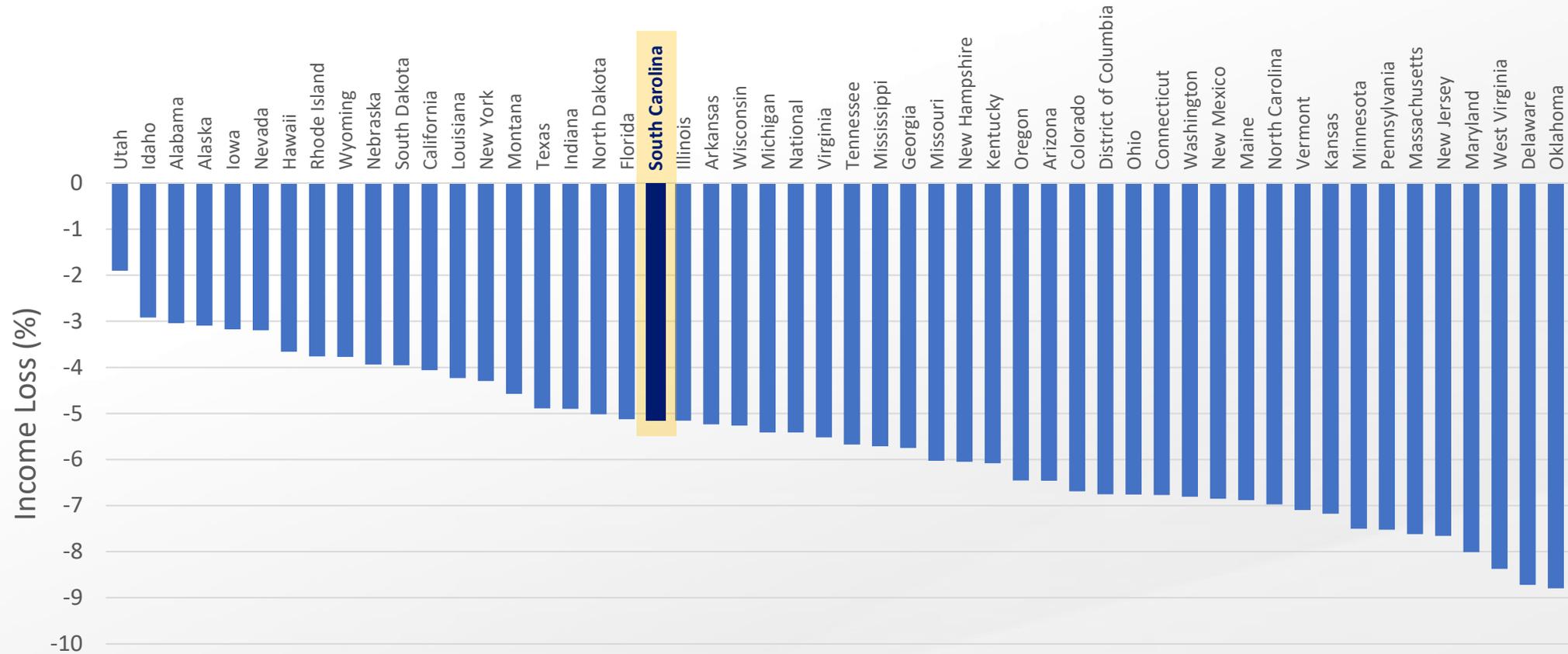
# The aggregate impacts of learning losses are stunning.

Research recently published by economist and Governing Board member Eric A. Hanushek reveals:

- Individuals in COVID-cohort lose on average 5.6 percent.
  - Larger for disadvantaged.
- National loss is \$28 trillion.
- Losses are permanent unless schools get *better*.

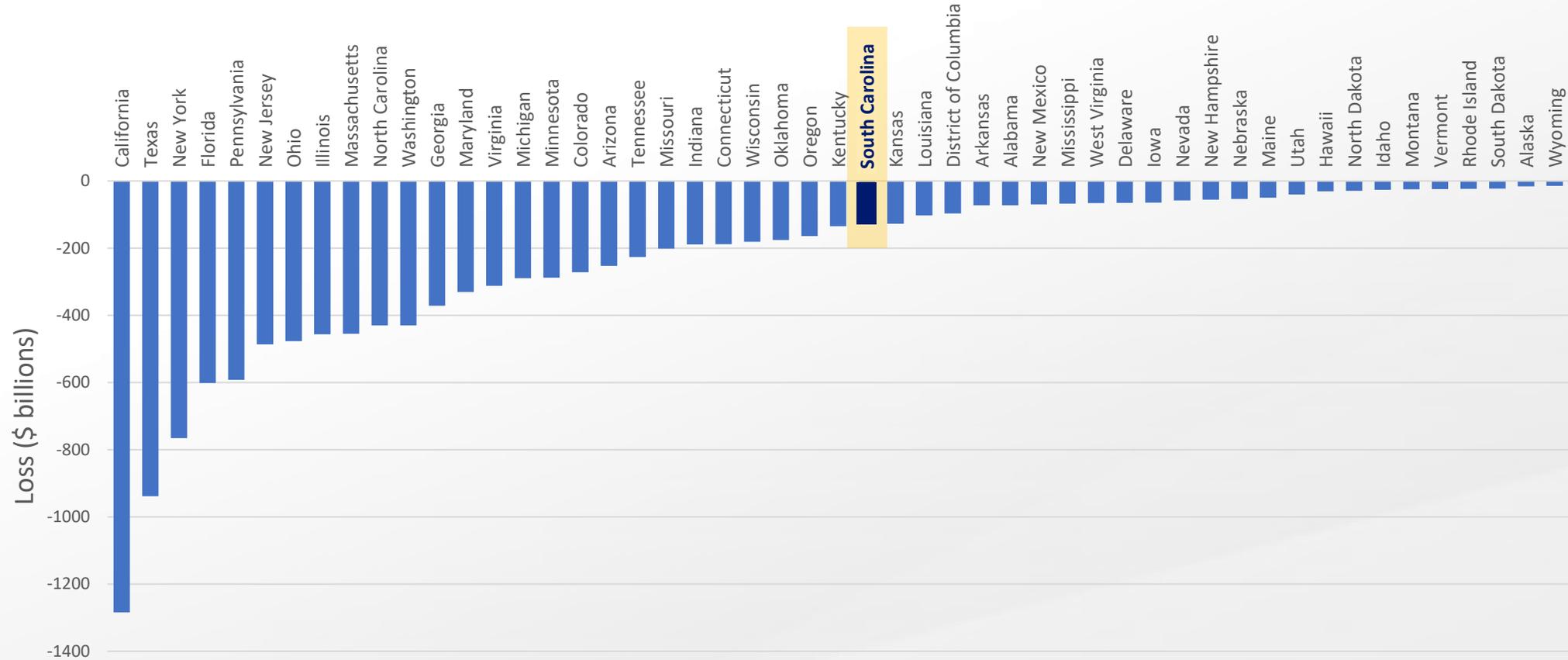
Source: Hanushek, E.A. (January 2023). *The Economic Cost of the Pandemic*, Stanford University.

# The projected income loss for the COVID-cohort is significant— more in some states than others.



Source: Hanushek, E.A. (January 2023). *The Economic Cost of the Pandemic*, Stanford University.

# Present value of total expected economic loss over the twenty-first century



Source: Hanushek, E.A. (January 2023). *The Economic Cost of the Pandemic*, Stanford University.



# What Can Be Done?

**58%** of students recalled experiencing remote learning last school year. What supports did those students have?

Had a desktop computer, laptop, or tablet all the time [\(full question\)](#) <sup>?</sup>

Had a quiet place to work at least some of the time [\(full question\)](#) <sup>?</sup>

Had their teacher available to help with schoolwork at least once or twice a week [\(full question\)](#) <sup>?</sup>

Proportion of **lower-performing students** (below 25th percentile)

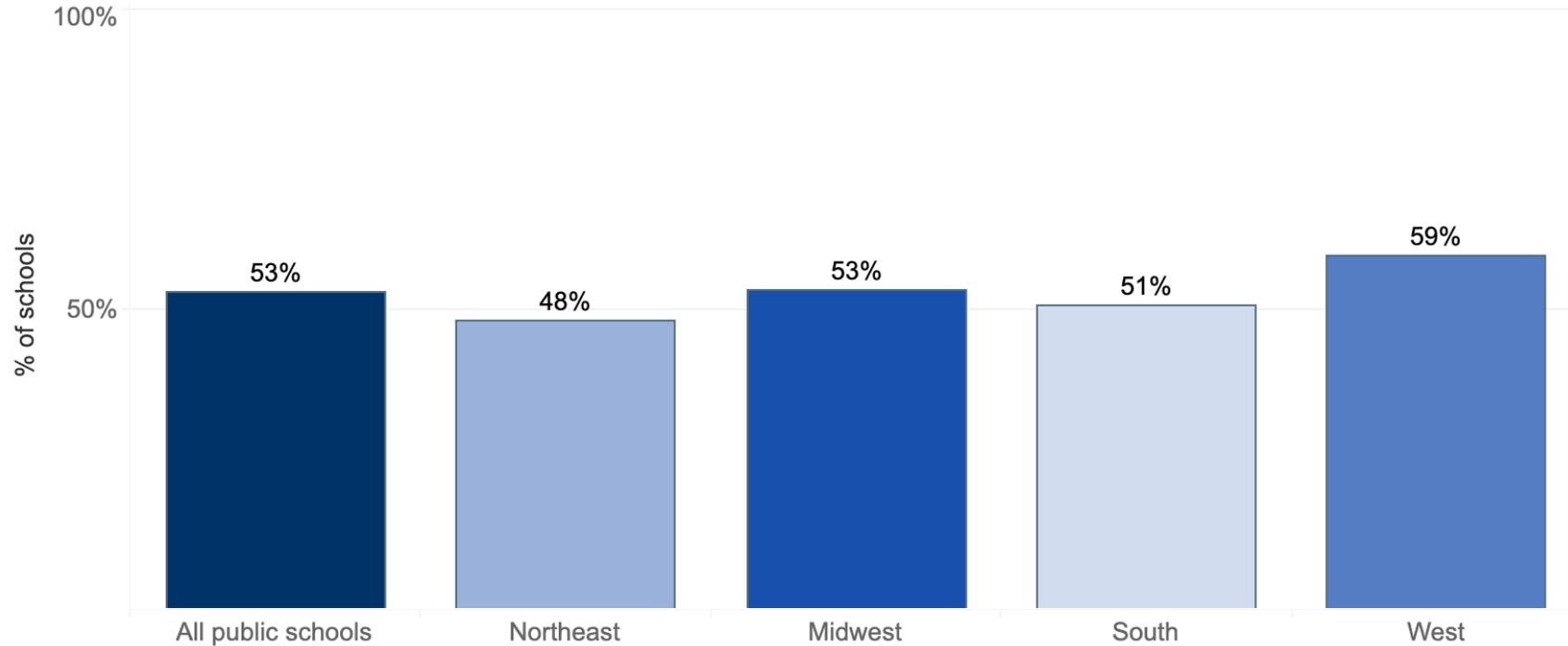


Proportion of **higher-performing students** (at or above 75th percentile)



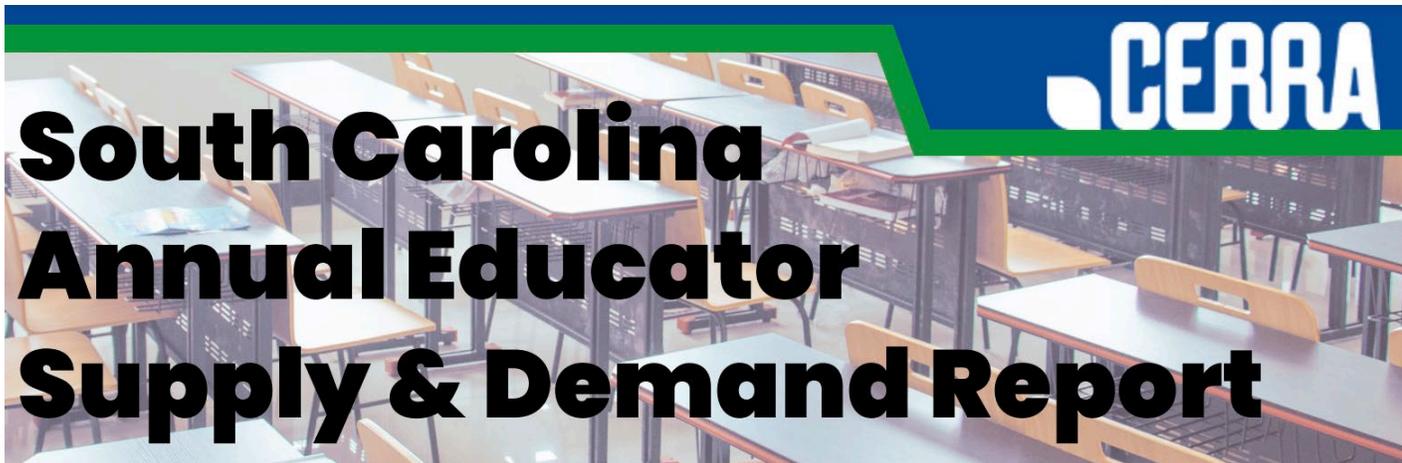
*\*- 2022 Contextual Survey Questionnaire*

Percentage of public schools by whether they feel their school is understaffed entering the 2022-23 school year and by region: August 2022



Vacancies by region, January 2022

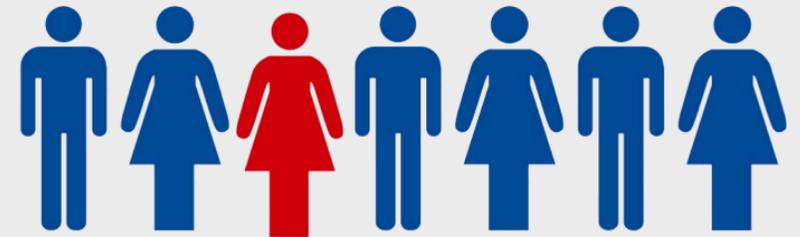
	Northeast	West	South	All public schools	Midwest
Increased need to use non-teaching staff out..	57%	58%	66%	62%	66%
Increased need to use teachers outsi..	48%	55%	57%	57%	66%



# South Carolina Annual Educator Supply & Demand Report



The 2022-23 school year began with 1,474 vacant positions compared to 1,063 the previous year.



**1 in 7** educators did not return to a teaching or service position in the **same** SC public school district.



# QUESTIONS AND DISCUSSION

