

News Release

Education Information Services ■ 125 South Webster Street ■ P.O. Box 7841 ■ Madison, WI 53707-7841 ■ (608) 266-3559

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Contact: Patrick Gasper, DPI Communications Officer, (608) 266-3559

NAEP math on upward trend, state reading results stable

MADISON — Wisconsin’s biennial mathematics and reading results held steady on the 2011 National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card. The state’s overall trend in mathematics is improving.

For fourth-grade mathematics, the state’s 2011 scale score was 245, up one point but statistically the same as in 2009, compared to the national scale score of 240,

a one-point increase from 2009. Wisconsin results for fourth-grade math are significantly higher than in 2003 when the average scale score was 237. At eighth grade, the Wisconsin scale score for mathematics was 289,

the same as in 2009 and up five points from 2003, which is statistically significant. For the nation, the 2011 mathematics scale score was 283, up one-point from 2009. State average scale scores in mathematics at both grade levels were statistically higher than the national score.

Public School NAEP	Mathematics		Reading	
	State	Nation	State	Nation
Grade 4	245	240	221	220
Grade 8	289	283	267	264

In reading, Wisconsin fourth-graders had a scale score of 221, one point higher than in 2009 though statistically the same as state results from 2003 through 2009 as well as this year’s national reading scale score of 220. At eighth grade, Wisconsin’s reading scale score was 267, also one-point higher than in 2009 but statistically unchanged. For the nation’s public school students, the eighth-grade reading scale score was 264. Wisconsin’s eighth-grade reading scale score is statistically higher than the national score.

“Our students are showing some positive trends in mathematics, but clearly, there is more work to be done to improve math and reading achievement for all children in our state,” said State Superintendent Tony Evers.

Evers noted that since the 2009 NAEP assessments Wisconsin adopted and is implementing the Common Core State Standards in English language arts and mathematics and is taking the lead in developing next generation assessments tied to those standards. The online, adaptive assessments will provide students, parents, and teachers timely feedback needed to improve learning. The state is working to strengthen its early learning standards,

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exploring statewide early literacy screening, and retooling educator preparation and ongoing professional development to promote early reading success. Several districts also are piloting next generation learning projects that use technology to customize the student experience.

“We can and must improve learning for all students and close achievement gaps. One way to do this is to provide early interventions for students that may be showing signs of struggling with reading or mathematics,” said Evers. “The Response to Intervention (RtI) framework provides a guide for schools to help identify and assist students who may need additional help.”

Evers announced specific plans to address early literacy and mathematics achievement. He will open an office of early learning at the Department of Public Instruction; institute a new center for standards, instruction, and assessment; and develop websites to share best practices in educational technology as well as an online portal for reading professional development. Additionally, educator preparation requirements for prekindergarten, grade school, and special education teachers will be strengthened to include more robust training for teaching reading. Initial educators in the primary grades will have a professional development plan requirement that focuses on improving student literacy achievement.

“Reading is a foundational skill,” Evers said. “We must invest in activities that will have a direct impact on students’ classroom learning.”

In the NAEP state assessments, Wisconsin’s overall mathematics scale score at grade four was higher than 30 states, not statistically different than 17 states, and lower than four states. At grade eight, the average scale score in mathematics was higher than 29 states, not statistically different than 14 states, and lower than eight states.

Wisconsin’s fourth-graders had scale scores in reading that were higher than 15 states, not statistically different than 21 states, and lower than 15 states. The state’s eighth-grade reading scale scores were higher than 20 states, not statistically different than 21 states, and lower than 10 states. In both reading and mathematics, the achievement gap between the state’s black and white students remains unacceptably high.

A sample of approximately 4,600 students in fourth grade and 3,500 in eighth grade took the NAEP reading assessments. For mathematics, approximately 4,500 students in fourth grade and 3,600 in eighth grade took the NAEP assessments. Each student took two portions of an assessment. The mathematics assessments included

Agenda to Improve Literacy and Mathematics Achievement

- More robust educator training requirements for teaching reading
- Professional Development Plan requirement to focus on improving reading achievement
- Support through
 - Office of Early Learning
 - Center for Standards, Instruction and Assessment
 - Best practices websites for educational technology and professional development

(more)

multiple choice; short, constructed response questions; and extended, constructed response questions. Students who were assessed in reading took two, 25-minute blocks that typically contained one reading passage and 10 questions, depending on the balance between multiple-choice and constructed-response questions. Each student in the sample spent about one hour on the assessment. Results for Wisconsin are for public school students and are compared to the national public student results.

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NOTE: Additional tables that show results for the National Assessment of Educational Progress mathematics and reading state assessments follow. This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpinr2011_124.pdf.

2011 National Assessment of Educational Progress (NAEP)

Average Scale Scores for Public School Participants

	Mathematics				Reading			
	Grade 4		Grade 8		Grade 4		Grade 8	
	State	Nation	State	Nation	State	Nation	State	Nation
Overall	245*	240	289*	283	221	220	267*	264
American Indian/Alaska Native	231	227	‡	266	‡	204	‡	253
Asian (new)	242	257*	289	305*	224	236*	271	277
Asian/Pacific Islander	242	256*	290	302*	225	234*	271	275
Black	217	224*	256	262	196	205*	240	248*
Hispanic	228	229	270	269	202	205	248	251
Native Hawaiian/Other Pacific Islander	‡	235	‡	265	‡	214	‡	251
White	251*	249	295*	293	227	230*	272	272
Two or more races	‡	244	‡	286	‡	225	‡	267
Females	244*	239	287*	282	224	223	272*	268
Males	245*	241	290*	283	219	217	262*	259
Eligible for Free or Reduced Lunch (FRL)	231*	229	269	269	206	207	251	251
Not Eligible for FRL	254*	252	299*	295	232	234*	275	275
Students with Disabilities	222*	218	252	249	182	186	235*	230
Non-disabled	248*	243	294*	287	227*	224	272*	267
English-Language Learners (ELL)	223*	219	257*	244	195*	188	240*	223
Non-ELL	247*	243	290*	285	223	224	269*	266

‡ Sample size insufficient to permit a reliable estimate.

* Statistically higher ($p < .05$) within the same reporting group when comparing Wisconsin and national public students for same grade and year. No (*) between groups means the scores are not statistically different.

NOTE: New reporting groups for 2011: Asian, Native Hawaiian/Other Pacific Islander. In 2009 and years prior, these were combined into the category Asian/Pacific Islander.

NAEP Mathematics — Average Scale Scores for Public School Participants		Grade 4		Grade 8	
		State	Nation	State	Nation
Overall	2003	237*	234*	284*	276*
	2005	241*	237*	285*	278*
	2007	244	239*	286*	280*
	2009	244	239*	288	282*
	2011	245	240	289	283
American Indian/ Alaska Native	2003	224	224	‡	265
	2005	‡	227	‡	266
	2007	‡	229*	‡	265
	2009	228	227	‡	267
	2011	231	227	‡	266
Asian (new)	2011	242	257	289	305
Asian/ Pacific Islander	2003	230	246*	273*	289*
	2005	236	251*	286	294*
	2007	245	254	290	296*
	2009	240	255	289	300
	2011	242	256	290	302
Black	2003	209*	216*	241*	252*
	2005	210	220*	246	254*
	2007	212	222*	247	259*
	2009	217	222*	254	260
	2011	217	224	256	262
Hispanic	2003	221	221*	262	258*
	2005	224	225*	265	261*
	2007	229	227*	268	264*
	2009	228	227*	268	266*
	2011	228	229	270	269
Native Hawaiian/Other Pacific Islander (new)	2011	‡	235	‡	265
White	2003	243*	243*	290*	287*
	2005	247*	246*	291	288*
	2007	250	248*	292	290*
	2009	250	248*	294	292
	2011	251	249	295	293
Two or more races	2011	‡	244	‡	286

NAEP Mathematics — Average Scale Scores for Public School Participants		Grade 4		Grade 8	
		State	Nation	State	Nation
Eligible for Free or Reduced Lunch (FRL)	2003	221*	222*	259*	258*
	2005	225*	225*	263*	261*
	2007	228	227*	266	265*
	2009	229	228*	269	266*
	2011	231	229	269	269
Not Eligible for FRL	2003	244*	244*	292*	287*
	2005	249*	248*	292*	288*
	2007	252	249*	293*	291*
	2009	252	250*	297	293*
	2011	254	252	299	295
Students with Disabilities	2003	211*	214*	247	242*
	2005	221	218	250	244*
	2007	223	220*	249	246*
	2009	222	220*	255	249
	2011	222	218	252	249
Non-Disabled	2003	240*	236*	289*	280*
	2005	243*	240*	289*	281*
	2007	247	241*	290*	284*
	2009	247	242*	293	285*
	2011	248	243	294	287
English-Language Learners (ELL)	2003	215*	214*	‡	241
	2005	225	216*	269*	244
	2007	227	217*	260	245
	2009	223	218	259	243
	2011	223	219	257	244
Non-ELL	2003	238*	236*	285*	278*
	2005	242*	239*	285*	280*
	2007	245	242*	287*	282*
	2009	245	242*	289	284*
	2011	247	243	290	285

‡ Sample size insufficient to permit a reliable estimate.

* Value is significantly different ($p < .05$) from value for same jurisdiction (either state or national public) in 2011

NOTE: New reporting groups for 2011: Asian, Native Hawaiian/Other Pacific Islander. In 2009 and years prior, these were combined into the category Asian/Pacific Islander.

NAEP Reading — Average Scale Scores for Public School Participants		Grade 4		Grade 8	
		State	Nation	State	Nation
Overall	2003	221	216*	266	261*
	2005	221	217*	266	260*
	2007	223	220	264*	261*
	2009	220	220	266	262*
	2011	221	220	267	264
American Indian/ Alaska Native	2003	211	202	‡	248*
	2005	‡	205	‡	251
	2007	‡	206	‡	248*
	2009	197	206	‡	252
	2011	‡	204	‡	253
Asian/ Pacific Islander	2003	213	225*	253	268*
	2005	226	227*	262	270*
	2007	222	231	264	269*
	2009	220	234	265	273
	2011	225	234	271	275
Asian (new)	2011	224	236	271	277
Black	2003	200	197*	234	244*
	2005	194	199*	236	242*
	2007	191	203*	231	244*
	2009	192	204	238	245*
	2011	196	205	240	248
Hispanic	2003	209	199*	244	244*
	2005	208	201*	247	245*
	2007	208	204	247	246*
	2009	202	204	250	248*
	2011	202	205	248	251
Native Hawaiian/Other Pacific Islander (new)	2011	‡	214	‡	251
White	2003	225	227*	271	270*
	2005	227	228*	271	269*
	2007	229	230	270	270*
	2009	227	229	271	271*
	2011	227	230	272	272
Two or more races	2011	‡	225	‡	267

NAEP Reading — Average Scale Scores for Public School Participants		Grade 4		Grade 8	
		State	Nation	State	Nation
Eligible for Free or Reduced Lunch (FRL)	2003	205	201*	244*	246*
	2005	204	203*	249	247*
	2007	205	205*	246*	247*
	2009	202*	206	249	249*
	2011	206	207	251	251
Not Eligible for FRL	2003	228*	229*	272*	271*
	2005	230	230*	272*	270*
	2007	232	232*	272*	271*
	2009	231	232*	273	273*
	2011	232	234	275	275
Students with Disabilities	2003	181	184*	226*	224*
	2005	189	190*	230	226*
	2007	191	190*	221*	226*
	2009	183	189*	228	229
	2011	182	186	235	230
Non-Disabled	2003	225	220*	271	266*
	2005	225	220*	270	264*
	2007	227	223*	269*	265*
	2009	225	223*	270	266*
	2011	227	224	272	267
English-Language Learners (ELL)	2003	199	186*	‡	222
	2005	202	187	‡	224
	2007	201	188	243	222
	2009	191	188	240	219*
	2011	195	188	240	223
Non-ELL	2003	222	219*	268	263*
	2005	222	220*	267	262*
	2007	225	223*	265*	263*
	2009	222	223*	267	265*
	2011	223	224	269	266

‡ Sample size insufficient to permit a reliable estimate.

* Value is significantly different ($p < .05$) from value for same jurisdiction (either state or national public) in 2011

NOTE: New reporting groups for 2011: Asian, Native Hawaiian/Other Pacific Islander. In 2009 and years prior, these were combined into the category Asian/Pacific Islander.