

# NAEP 2009 Reading Vermont Results



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## NAEP Overview

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. It has been conducted periodically since 1969. NAEP is a survey assessment that does not provide scores for individual students or schools because results are based on a sample of students. There are no accountability measures tied to NAEP performance as there are for Vermont's state assessments, the New England Common Assessment Program (NECAP).

The No Child Left Behind Act requires states receiving Title I funds to participate in NAEP biennially in reading and math assessments in grades 4 and 8, beginning in 2003. NAEP periodically assesses a national sample of students in additional content areas, like U.S. History, Civics and the Arts. [A schedule of NAEP assessments through 2017 is available on page 14 of this document.]

In 2009, all schools in Vermont serving grades 4 and 8 were selected to participate in NAEP. In selected schools, all students were asked to participate. Overall, 225 schools and 2,669 students in Vermont took part. Assessments were administered across the state from late January through early March 2009.

The next few pages detail Vermont students' performance on the 2009 assessments as well as comparisons with past administrations and the achievement of various subgroups.

## Additional NAEP Resources

- Nation's Report Card (assessment results, frameworks, release items, etc.)  
<http://nces.ed.gov/nationsreportcard/>
- National Center for Education Statistics—NCES (arm of the U.S. Department of Education responsible by law for carrying out the NAEP project)  
<http://nces.ed.gov/>
- National Assessment Governing Board—NAGB (sets policy for NAEP and is responsible for developing the framework and test specifications that serve as the blueprint for the assessments)  
<http://www.nagb.org/>




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## Highlights of Vermont 2009 NAEP Reading Results

- Vermont students, in fourth and eighth grade, outperform their peers nationally on the NAEP Reading assessment.
- In 2009, the percentage of Vermont fourth grade students who performed at or above *Proficient* was 41 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (33 percent). In Vermont, 75 percent of fourth graders scored at or above *Basic* compared to 67 percent of students nationally.
- In 2009, the percentage of Vermont eighth grade students who performed at or above *Proficient* was 41 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent). In Vermont, 84 percent of eighth graders scored at or above *Basic* compared to 75 percent nationally.
- On the fourth grade assessment, only Massachusetts scored higher than Vermont. On the eighth grade assessment, no state outperformed Vermont.
- Nationally, there was no growth in fourth grade Reading NAEP scores from 2007 to 2009 but there was growth at the eighth grade level.
- Vermont did not post any statistically significant gains on NAEP Reading from 2007 to 2009 in either fourth or eighth grade.
- The gap between students eligible for the free/reduced priced lunch program and their peers is considerable. At grade 4, the difference in average scale scores between the two groups is 20 points. At grade 8, it measures 18 points. These gaps have not improved from the last NAEP administration in 2007.

## Vermont NAEP 2009 Results Summary: Reading

Grade 4 Reading				Grade 8 Reading			
Average Scale Score	2009	2007	Change	Average Scale Score	2009	2007	Change
Overall	229	228	↔	Overall	272	273	↔
Males	226	225	↔	Males	267	268	↔
Females	231	232	↔	Females	278	278	↔
Eligible for Free-Reduced Lunch	215	212	↔	Eligible for Free-Reduced Lunch	260	260	↔
Not Eligible for Free-Reduced Lunch	236	235	↔	Not Eligible for Free-Reduced Lunch	277	278	↔
Students with Disabilities	194	194	↔	Students with Disabilities	245	248	↔
Students without Disabilities	235	234	↔	Students without Disabilities	278	278	↔
<b>Percentiles</b>	<b>2009</b>	<b>2007</b>		<b>Percentiles</b>	<b>2009</b>	<b>2007</b>	
Bottom 10%	183	184	↔	Bottom 10%	233	234	↔
Bottom 25%	208	207	↔	Bottom 25%	253	254	↔
Middle 50%	231	231	↔	Middle 50%	274	275	↔
Top 25%	252	251	↔	Top 25%	294	294	↔
Top 10%	271	270	↔	Top 10%	310	310	↔
<b>Achievement Levels</b>	<b>2009</b>	<b>2007</b>		<b>Achievement Levels</b>	<b>2009</b>	<b>2007</b>	
% at or above Basic	75	74	↔	% at or above Basic	84	84	↔
% at or above Proficient	41	41	↔	% at or above Proficient	41	42	↔

-  2009 results are statistically significantly higher than 2007.  
 2009 results are statistically significantly lower than 2007.  
 2009 results are not statistically significantly different than 2007.

## Explanation of Similar States Analysis

To most appropriately determine how Vermont compares with other states, it is essential to compare our performance to that of states that share similar student characteristics. Vermont is unique in terms of the characteristics of its student population; it is primarily rural, demographically homogeneous and has a relatively low percentage of students who qualify for the national free/reduced price school lunch program, an indicator of poverty. However, a handful of other states across the country share some of these characteristics with Vermont and therefore constitute a good comparison group.

*States similar to Vermont are those that meet each of the following three criteria:*

1. Similar percentage rural ( $\geq 30\%$ ) [measure of population density]
2. Similar percentage of white students ( $\geq 75\%$ ) [homogeneity of demographics]
3. Similar percentage of FRL eligible students (Grade 4:  $\leq 41\%$ , Grade 8:  $\leq 35\%$ ) [overall measure of poverty]

*Similar states in grades 4 and 8 in 2009:*

<b>Iowa</b>
<b>Maine</b>
<b>Montana</b>
<b>New Hampshire</b>
<b>North Dakota</b>
<b>South Dakota</b>
<b>Wyoming</b>

## NAEP 2009 Similar States Analysis: Reading

Grade 4 Reading			Grade 8 Reading		
All Students	Scale Score	to VT	All Students	Scale Score	to VT
Iowa	221	✓	Iowa	265	✓
Maine	224	✓	Maine	268	✓
Montana	225	✓	Montana	270	↔
New Hampshire	229	↔	New Hampshire	271	↔
North Dakota	226	✓	North Dakota	269	✓
South Dakota	222	✓	South Dakota	270	✓
Vermont	229		Vermont	272	
Wyoming	223	✓	Wyoming	268	✓
Males	Scale Score	to VT	Males	Scale Score	to VT
Iowa	217	✓	Iowa	261	✓
Maine	220	✓	Maine	262	✓
Montana	222	✓	Montana	265	↔
New Hampshire	226	↔	New Hampshire	264	↔
North Dakota	223	↔	North Dakota	265	↔
South Dakota	220	✓	South Dakota	266	↔
Vermont	226		Vermont	267	
Wyoming	219	✓	Wyoming	265	↔
Females	Scale Score	to VT	Females	Scale Score	to VT
Iowa	226	✓	Iowa	269	✓
Maine	228	↔	Maine	273	✓
Montana	228	✓	Montana	276	↔
New Hampshire	233	↔	New Hampshire	277	↔
North Dakota	229	↔	North Dakota	274	✓
South Dakota	225	✓	South Dakota	275	✓
Vermont	231		Vermont	278	
Wyoming	226	✓	Wyoming	271	✓
Students with Disabilities	Average Scale Score	Compared to VT	Students with Disabilities	Average Scale Score	Compared to VT
Iowa	172	✓	Iowa	225	✓
Maine	195	↔	Maine	240	↔
Montana	192	↔	Montana	238	✓
New Hampshire	201	✗	New Hampshire	244	↔
North Dakota	208	✗	North Dakota	240	↔
South Dakota	200	↔	South Dakota	232	✓
Vermont	194		Vermont	245	
Wyoming	193	↔	Wyoming	238	✓

- ✓ Vermont's average scale score is statistically significantly higher.
- ✗ Vermont's average scale score is statistically significantly lower.
- ↔ Vermont's average scale score is not statistically significantly different.

## NAEP 2009 Similar States: Focus on Poverty

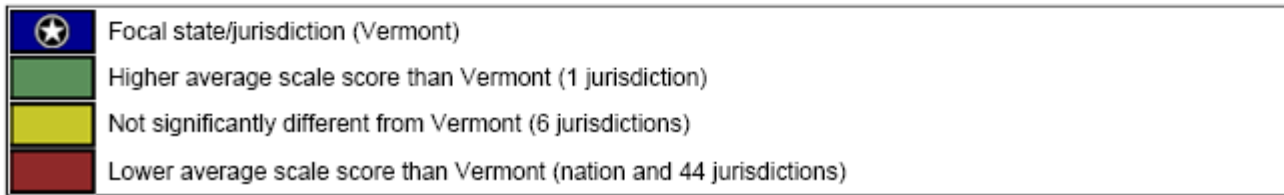
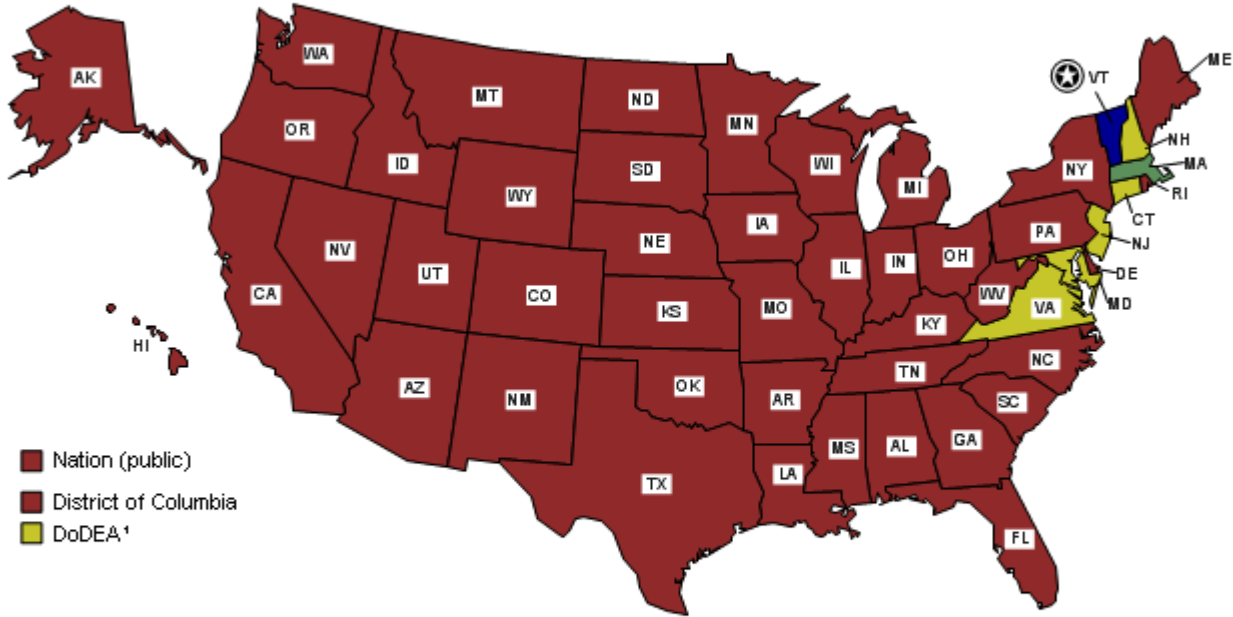
Grade 4 Reading			Grade 8 Reading		
All Students	Scale Score	to VT	All Students	Scale Score	to VT
Iowa	221	✓	Iowa	265	✓
Maine	224	✓	Maine	268	✓
Montana	225	✓	Montana	270	↔
New Hampshire	229	↔	New Hampshire	271	↔
North Dakota	226	✓	North Dakota	269	✓
South Dakota	222	✓	South Dakota	270	✓
Vermont	229		Vermont	272	
Wyoming	223	✓	Wyoming	268	✓
Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT	Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT
Iowa	208	✓	Iowa	253	✓
Maine	212	↔	Maine	259	↔
Montana	214	↔	Montana	261	↔
New Hampshire	213	↔	New Hampshire	257	↔
North Dakota	216	↔	North Dakota	260	↔
South Dakota	209	✓	South Dakota	258	↔
Vermont	215		Vermont	260	
Wyoming	212	↔	Wyoming	257	↔
Not Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT	Not Eligible for Free-Reduced Lunch	Average Scale Score	Compared to VT
Iowa	229	✓	Iowa	270	✓
Maine	232	✓	Maine	272	✓
Montana	232	✓	Montana	275	↔
New Hampshire	234	↔	New Hampshire	274	✓
North Dakota	231	✓	North Dakota	273	✓
South Dakota	230	✓	South Dakota	276	↔
Vermont	236		Vermont	277	
Wyoming	228	✓	Wyoming	273	✓

- ✓ Vermont's average scale score is statistically significantly higher.
- ✗ Vermont's average scale score is statistically significantly lower.
- ↔ Vermont's average scale score is not statistically significantly different.

The Nation's Report Card 2009 State Assessment

Figure 2-A

Vermont's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009

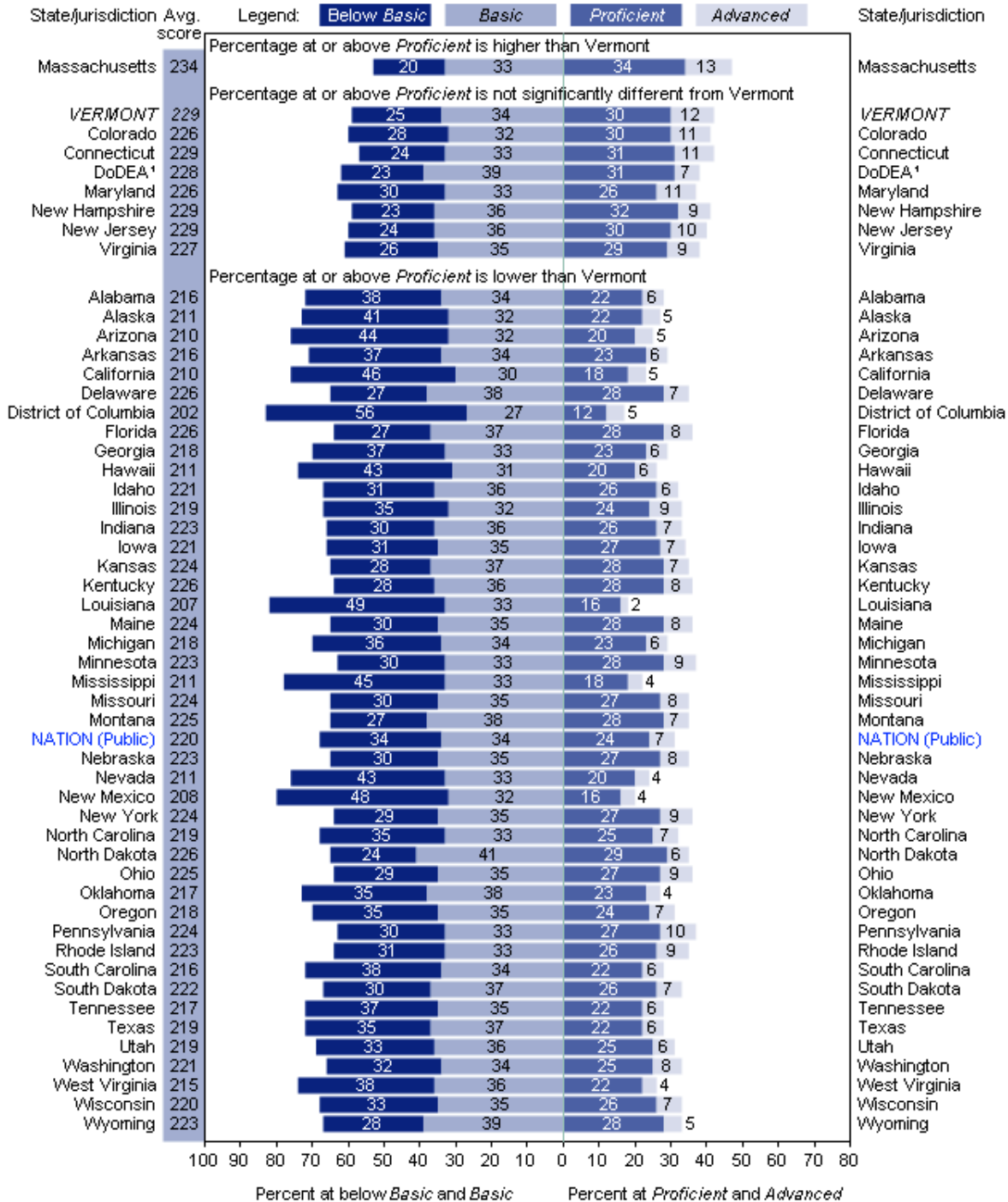


<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

The Nation's Report Card 2009 State Assessment

Figure 3-A

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and Vermont's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009

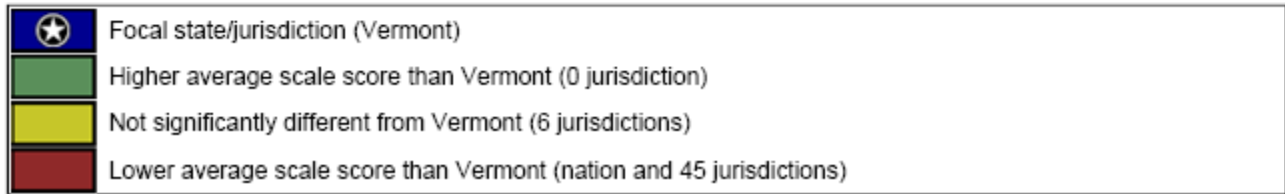
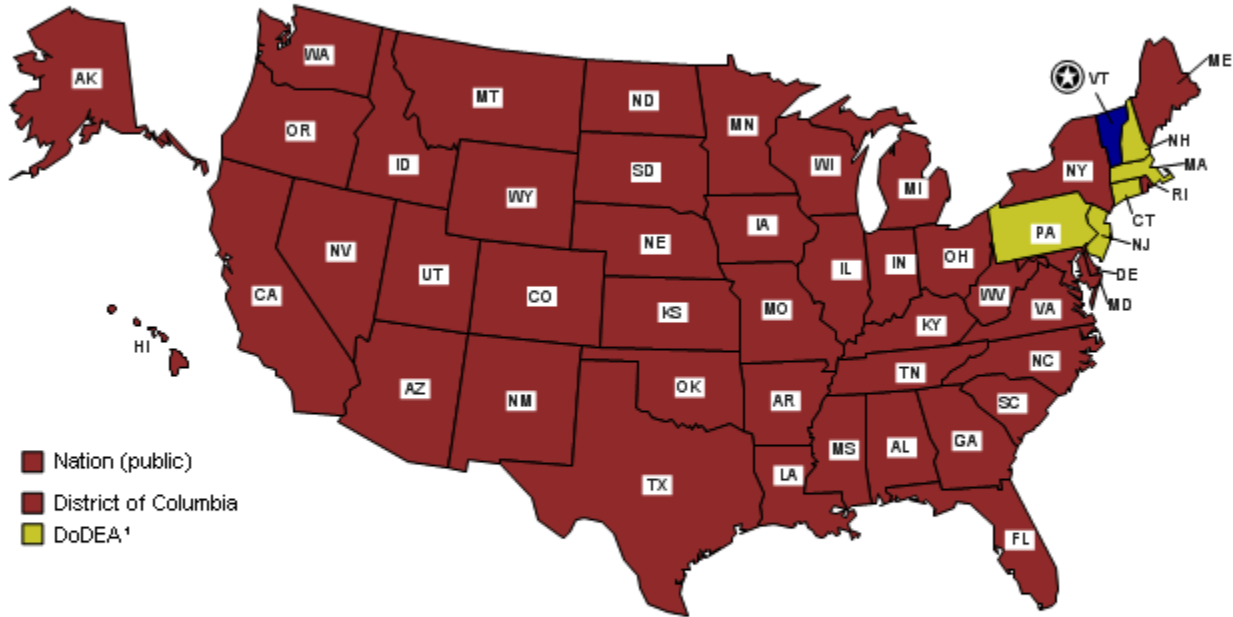


<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).  
 NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

The Nation's Report Card 2009 State Assessment

Figure 2-B

Vermont's average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2009

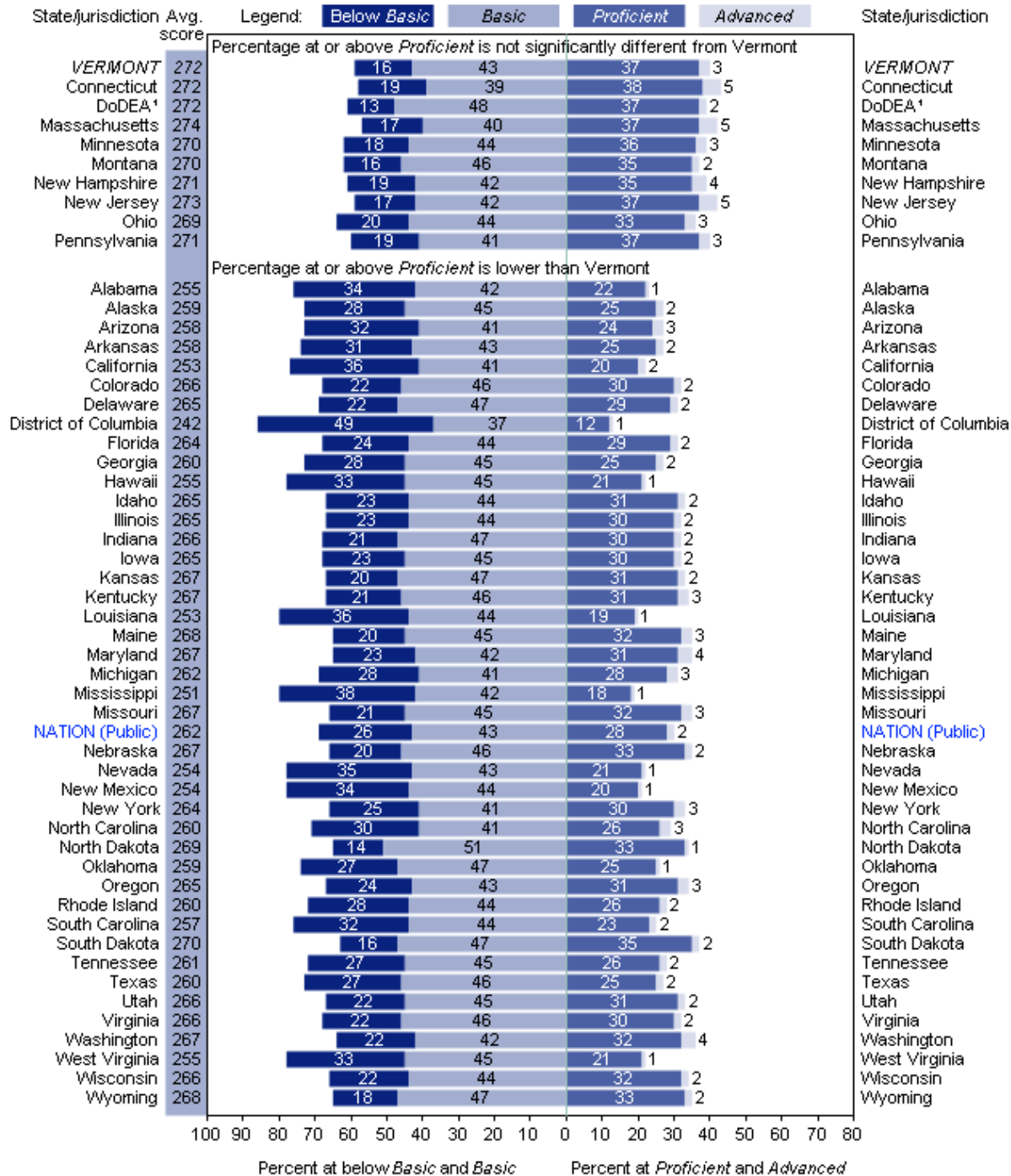


<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

The Nation's Report Card 2009 State Assessment

Figure 3-B

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and Vermont's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

## NAEP FAQ

### ***What is NAEP?***

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. NAEP does not provide scores for individual students or schools because results are based on a sample of students and because students take only a portion of the full NAEP assessment. No accountability measures are tied to NAEP performance.

### ***Who takes NAEP?***

NCLB requires states to participate biennially in reading and math assessments in grades 4 and 8. Students who are selected to participate in NAEP take a 50-minute test in a single subject-area. In 2009, all schools in Vermont serving grades 4 and 8 were selected to participate in NAEP. In selected schools, all students were asked to participate. Overall, 225 schools and 2,669 students in Vermont took part. Assessments in Reading and Mathematics were administered across the state from late January through early March 2009.

### ***What is the NAEP experience like for schools?***

The Vermont Department of Education is committed to making schools' NAEP experience as positive as possible and has taken several steps to help achieve that goal. NAEP hires short-term contractors to administer the assessments in schools. The DOE has worked with the Vermont Retired Teachers Association to recruit retired educators for these positions so that those conducting the assessments are comfortable with children in school settings and are familiar with aspects such as test accommodations. In addition, the Vermont NAEP state coordinator provides Vermont-specific training for the contractors to help them better understand our NECAP assessment and accommodation policies and how they compare to NAEP. Furthermore, the state coordinator conducts frequent observations during the testing window to monitor administration procedures and elicit feedback from schools about what is working and what is not about the process. It is hoped that these efforts will make the NAEP testing process a smooth one for school staff and students. Any and all feedback from schools about their experience (as well as additional steps the state coordinator can take to improve that experience) is welcome.

### ***Why don't students and schools receive NAEP results?***

Individual students do not receive assessment results because no single child takes a complete NAEP assessment. Rather, students take a portion of the full NAEP test. As a result, results are not valid for students or even schools. The NAEP sampling frame ensures valid results *for the state level only*. The Vermont Department of Education uses these state-level results to compare to trends on the NECAP and to learn more about such issues as the gender and poverty gap.

### ***Who is our state coordinator?***

Susan Hayes is the Vermont NAEP state coordinator. If you have any questions about NAEP or if you have any feedback about your school's testing experience this year, please contact Susan at [susan.hayes@state.vt.us](mailto:susan.hayes@state.vt.us) or (802) 828-5892.

Schedule of NAEP assessments 2007-2017

<b>YEAR</b>	<b>NATIONAL</b> <i>(VT schools <u>may</u> be sampled)</i>	<b>STATE</b> <i>(VT schools <u>will</u> be sampled)</i>	<b>LONG-TERM TREND</b> <i>(VT schools <u>may</u> be sampled)</i>
<b>2007</b>	reading (4, 8) mathematics (4, 8) writing (8, 12)	reading (4, 8) mathematics (4, 8) writing (8)	
<b>2008</b>	arts (8)		reading mathematics
<b>2009</b>	reading <sup>1</sup> mathematics science <sup>1</sup> high school transcript study	reading (4, 8) <sup>1</sup> mathematics (4, 8) science (4, 8) <sup>1</sup>	
<b>2010</b>	U.S. history civics geography <sup>1</sup>		
<b>2011</b>	reading (4, 8) mathematics (4, 8) writing <sup>1</sup>	reading (4, 8) mathematics (4, 8) writing (4, 8) <sup>1</sup>	
<b>2012</b>	world history (12) <sup>1</sup> foreign language (12) <sup>1</sup> probe: technological literacy (special study) <sup>1</sup>		reading mathematics
<b>2013</b>	reading mathematics science high school transcript study	reading (4, 8) mathematics (4, 8) science (4, 8)	
<b>2014</b>	U.S. history <sup>1</sup> civics <sup>1</sup> geography		
<b>2015</b>	reading (4, 8) mathematics (4, 8) writing	reading (4, 8) mathematics (4, 8) writing (4, 8)	
<b>2016</b>	arts (8)		reading mathematics
<b>2017</b>	reading mathematics science high school transcript study	reading (4, 8) mathematics (4, 8) science (4, 8)	

<sup>1</sup> New framework introduced.