Oregon State Board of Education
February 13, 2025

AGENDA ITEM: Oregon's NAEP 2024 Results

SUBJECT: Oregon's National Assessment of Educational Progress (NAEP) 2024 results **STAFF NAME & OFFICE**: Dan Farley and Beth LaDuca, Office of Research, Assessment, Data, Accountability and Reporting On January 29, 2025, the National Center for Education Statistics released the 2024 NAEP results for Oregon and the nation in mathematics and reading for grades 4 and 8. This report summarizes Oregon's results.	☐ **Informational Presentation** ☒ **Written Report**

BACKGROUND

1. History:
    a. The National Assessment of Educational Progress (NAEP) has conducted national assessments since 1969 in many content areas. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics and reading.

2. Purpose
    a. NAEP is the only source of comparable achievement data from all 50 states.
    b. NAEP has tracked trends in academic achievement for over 30 years.
    c. NAEP administers surveys to students, teachers, and principals as well as administering assessments in mathematics and reading.

3. Does the board have any areas of discretion on this policy and/or update? No

4. Stakeholder voice/input (individual and collective i.e., groups)

Approximately 7,200 Oregon students, their teachers, and principals in about 200 schools participated in NAEP 2024.

SUMMARY OF PREVIOUS BOARD ACTION

1. This report follows the December 2022 report to the Board on the NAEP 2022 results.

POLICY ISSUE OR CONCERNS

Oregon 4th graders had an average score below the national average on the NAEP mathematics assessment. Oregon's average score was also below the average for Washington. Scores at the 10th, 25th, and 50th percentiles for Oregon 4th graders declined from 2015 to 2024, while scores for students at the 75th and 90th percentile were statistically not different in 2015 and 2024. In other words, scores for lower-performing students are declining, while scores for higher-

performing students are at the same level as in 2015. The percentage of students below the NAEP Basic achievement level increased from 21% in 2015 to 33% in 2024.

Oregon 8th graders had an average score below the national average on the NAEP mathematics assessment. Oregon's average score was also below the average for Washington. Scores at the 10th, 25th, 50th, and 75th percentiles for Oregon 8th graders declined from 2015 to 2024, while the score for students at the 90th percentile was statistically not different in 2015 and 2024. This means that scores for lower-performing and some higher-performing students are declining; only the score for the highest-performing 8th graders is at the same level as in 2015. The percentage of students below the NAEP Basic achievement level increased from 27% in 2015 to 45% in 2024.

Oregon 4th graders had an average score below the national average on the NAEP reading assessment. Oregon's average score was also below the average for Washington. Scores at the 10th, 25th, 50th, and 75th percentiles for Oregon 4th graders declined from 2015 to 2024, while the score for students at the 90th percentile was statistically not different in 2015 and 2024. This means that scores for lower-performing and some higher-performing students are declining, while only scores for the highest-performing 4th graders remain steady. The percentage of students below the NAEP Basic achievement level increased from 34% in 2015 to 48% in 2024.

Oregon 8th graders had an average score at the national average on the NAEP reading assessment. Oregon's average score was below the average for Washington. Scores at the 10th, 25th, 50th, 75th and 90th percentiles for Oregon 8th graders all declined from 2015 to 2024. While the score decline for higher-performing students occurred between 2019 and 2024, the score decline for lower-performing students pre-dates the pandemic. The percentage of students below the NAEP Basic achievement level increased from 21% in 2015 to 35% in 2024.

EQUITY IMPACT ANALYSIS

The NAEP 2024 results show continued high percentages of Oregon students performing below the NAEP Basic level at grades 4 and 8 in both reading and math. This is a serious equity concern, as students scoring below NAEP Basic are disproportionately students experiencing poverty, students from underserved races/ethnicities, students with disabilities, students eligible for English language development services, and students from households headed by adults without a college degree. Compared to high-performing students (those scoring at or above the NAEP Proficient level), a smaller percentage of students performing below NAEP Basic report having access to resources such as a computer and internet at home, while a larger percentage report a low level of confidence in their math and reading skills. Students performing below NAEP Basic may require extensive supports to achieve grade level expectations. Many teachers will not have seen such a large percentage of students in the Below NAEP Basic level in decades and some may never have seen this in their careers.

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FISCAL ANALYSIS

Are there any fiscal impacts that the Board should consider as part of this update or report? Does the proposed rule change impact other stakeholders? No

ATTACHMENTS

Attachment 1: None.