

## 1967: NAEP, The Nation's Record Card Established

When the U.S. Office of Education was chartered in 1867, one charge to its commissioners was to determine the nation's progress in education. The National Assessment of Educational Progress (NAEP) was initiated a century later to address, in a systematic way, that charge.

2019

MSN, 10-30-2019



### DeVos Bemoans **'Devastating' NAEP Scores**, Pushes for **'Education Freedom'** Lauren Camera 40 mins ago

Secretary of Education Betsy DeVos on Wednesday slammed the K-12 education establishment for allowing [students to fall behind in math and reading](#) without fully taking advantage of the types of "education freedom" at the heart of the Trump administration's agenda.



© (SAUL LOEB/AFP/Getty Images) US Secretary of Education Betsy DeVos speaks during the Summit on Combating Anti-Semitism at the Department of Justice in Washington, DC, July 15, 2019. (Photo by SAUL LOEB / AFP) (Photo credit should read SAUL LOEB/AFP/Getty Images)

"The numbers are reason for deep concern," she said at the National Press Club in Washington, D.C. **"This country has a student achievement crisis."**

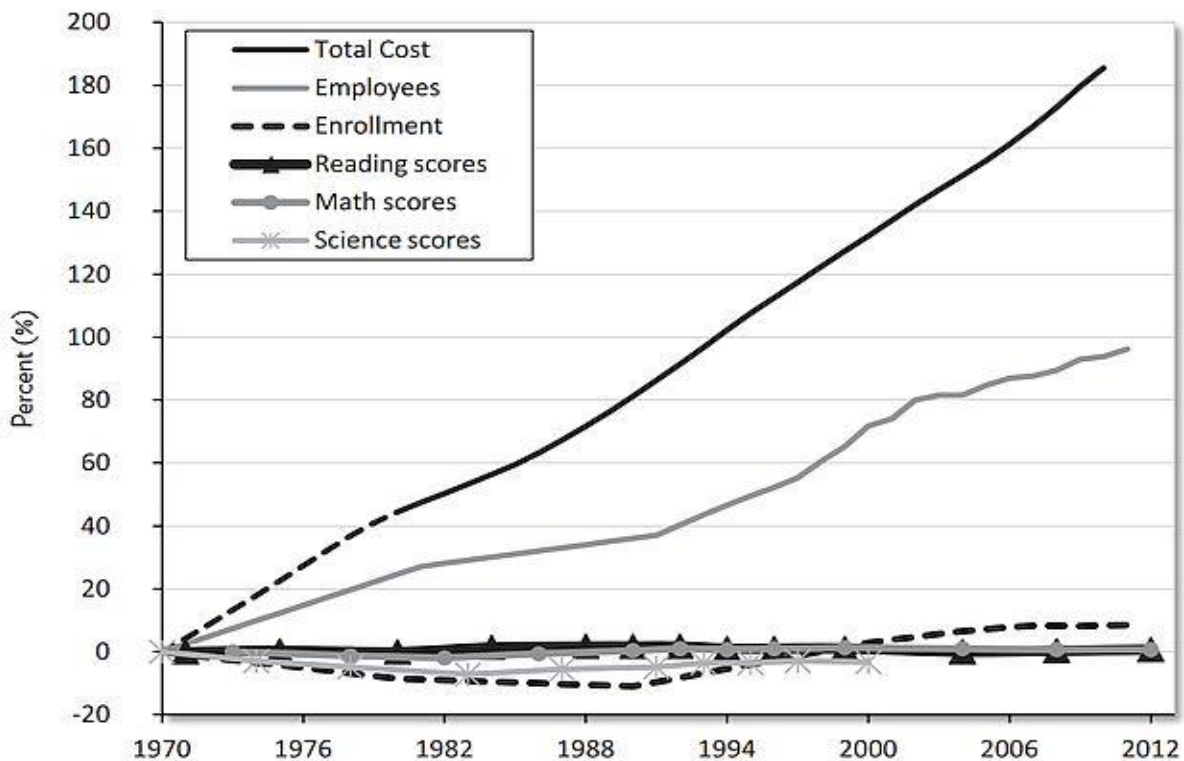
Earlier in the day, results from the [2019 National Assessment of Education Progress](#), also called NAEP or **the Nation's Report Card**, showed that math and reading scores for fourth- and eighth-graders in the United States dropped since 2017, with a particularly acute decrease in reading achievement has government researchers concerned.....

## Interesting NAEP Statistics Since 1970

The National Assessment of Educational Progress (NAEP) provides one of the few indicators of how well American students achieve. These tests are not intended to give specific information about the nation's more capable students. However, the results show that very few students perform at NAEP's highest level—a level that is not very demanding. NAEP considers the advanced level to be what is needed for college-level performance.

The National Assessment of Educational Progress (NAEP), begun in 1968, was originally conceived as a comprehensive measure of the results of American education. Goals, objectives and subsequent banks of specific test items were developed to cover the range of subjects taught in elementary and secondary schools. These activities were initially supported by the Department of Health, Education and Welfare and then, after its creation, by the Department of Education.

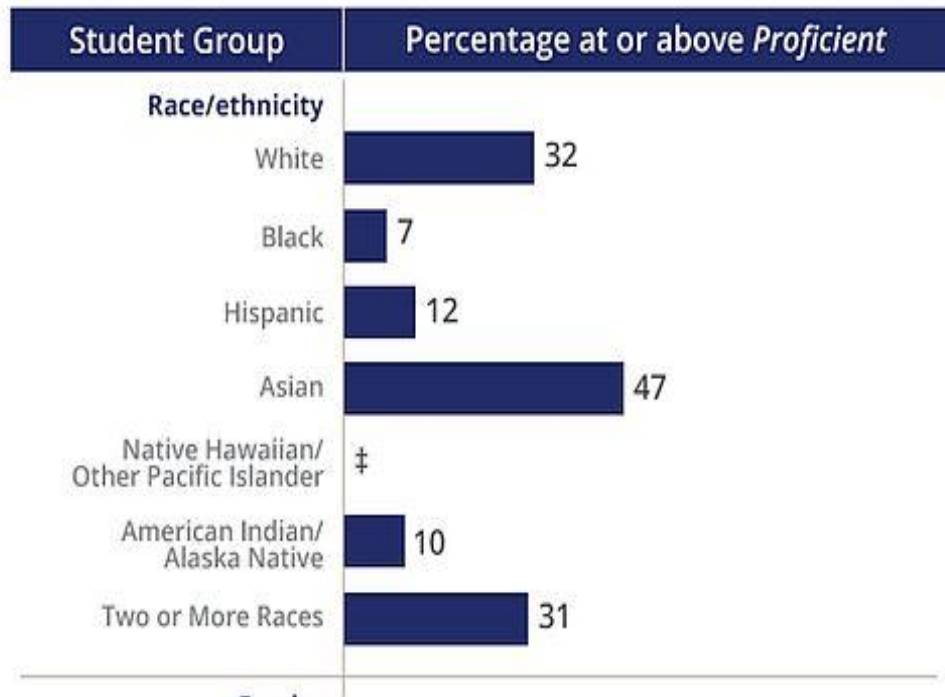
**Figure 1**  
Trends in American Public Schooling Since 1970



Sources: U.S. Department of Education, "Digest of Education Statistics"; and NAEP tests, "Long Term Trends, 17-Year-Olds."

Note: "Total cost" is the full amount spent on the K-12 education of a student graduating in the given year, adjusted for inflation. In 1970, the amount was \$56,903; in 2010, the amount was \$164,426.

Percentage at or above *Proficient* in NAEP mathematics at grade 12, by select student groups: 2015



Percentage at or above *Proficient* in NAEP reading at grade 12, by select student groups: 2015

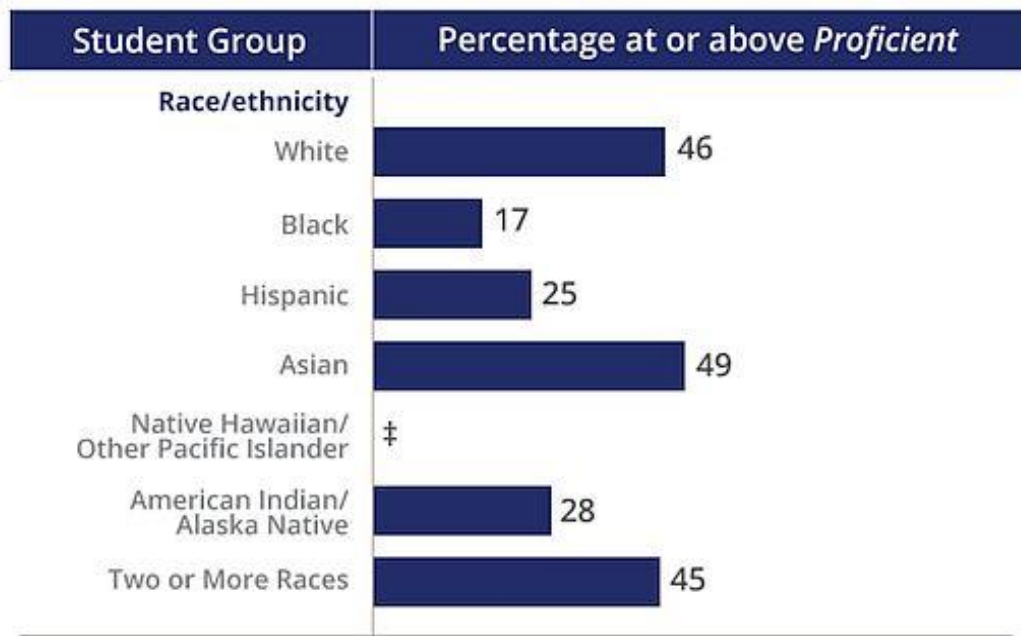
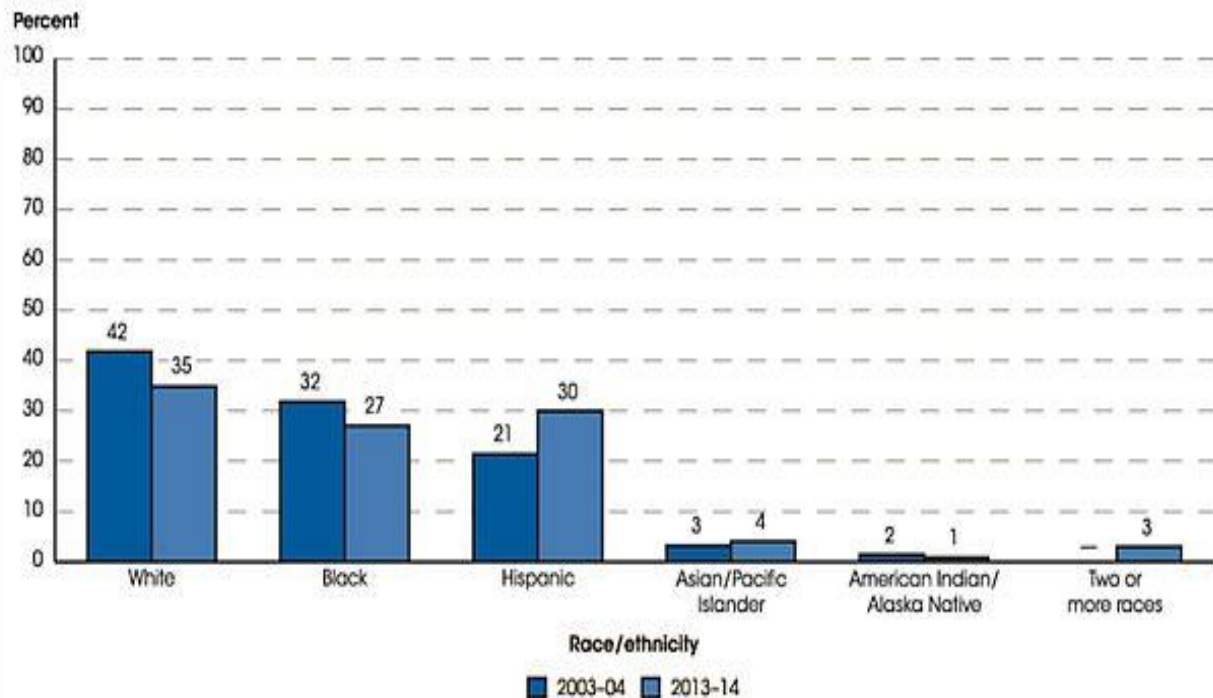


Figure 4. Percentage distribution of public charter school students, by race/ethnicity: School years 2003–04 and 2013–14



— Not available.

NOTE: Data for the "Two or more races" category were not available prior to 2009–10. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003–04 and 2013–14. See *Digest of Education Statistics 2015*, [table 216.30](#).

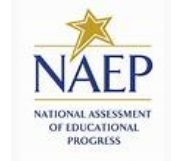
In school year 2013–14, the percentage of students attending high-poverty schools—schools in which more than 75 percent of students qualify for free or reduced-price lunch (FRPL) under the National School Lunch Program—was higher for charter school students (37 percent) than for traditional public school students (24 percent). In the same year, 20 percent each of charter school students and of traditional public school students attended low-poverty schools, those in which 25 percent or less of students qualify for FRPL.

Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2014–15

State	Percent of students								
	Total	American Indian / Alaska Native	Asian / Pacific Islander	Hispanic	Black	White	Economically disadvantaged	Limited English proficiency	Students with disabilities
<b>United States</b>	<b>83.2</b>	<b>71.6<sup>1</sup></b>	<b>90.2</b>	<b>77.8</b>	<b>74.6</b>	<b>87.6</b>	<b>76.1</b>	<b>65.1</b>	<b>64.6</b>

## National Assessment of Educational Progress

### Organization



The National Assessment of Educational Progress is the largest continuing and nationally representative assessment of what U.S. students know and can do in various subjects. NAEP is a congressionally mandated project administered by the National Center for Education Statistics, within the Institute of Education Sciences of the U.S. Department of Education. The first national administration of NAEP occurred in **1969**. The National Assessment Governing Board is an independent, bipartisan board that sets policy for NAEP and is responsible for developing the framework and test specifications. The National Assessment Governing Board, whose members are appointed by the U.S. Secretary of Education, includes governors, state legislators, local and state school officials, educators, business representatives, and members of the general public. Congress created the 26-member Governing Board in **1988**.