



State Test Score Trends Through 2008-09, Part 1: Rising Scores on State Tests and NAEP

Louisiana

- Between 2005 and 2009, trends on state tests and NAEP sometimes differed.¹
- On the state test, the percentages of students reaching the proficient level increased at grades 4 and 8 in both reading and math. On NAEP, the percentage of students reaching the basic level increased in grade 8 math, showed no change in grade 8 reading, and decreased in grade 4 reading and math.
- Average annual changes in percentages proficient/basic were larger in a positive direction on the state test than on NAEP in both subjects and both grades.
- Average (mean) scores increased on both the state and NAEP tests in grade 8 reading and math. At grade 4, however, average scores in both subjects went up on the state test but down on NAEP.

| Louisiana — Gains and declines on the state test and NAEP, 2005 through 2009 | | | | | | |
|------------------------------------------------------------------------------|------------------|------|---------------------|------------|------|---------------------|
| | State proficient | | | NAEP basic | | |
| | 2005 | 2009 | Average annual gain | 2005 | 2009 | Average annual gain |
| Grade 4 reading | 64% | 72% | 2.0 | 53% | 51% | -0.5 |
| Grade 8 reading | 50% | 62% | 3.0 | 64% | 64% | 0.0 |
| Grade 4 math | 61% | 65% | 1.0 | 74% | 72% | -0.5 |
| Grade 8 math | 51% | 59% | 2.0 | 59% | 62% | 0.8 |

Note: The numbers in the average annual gain column represent the percentage point difference between 2005 and 2009 divided by four (the number of year-to-year changes between 2005 and 2009). A positive number represents a gain and a negative number represents a decline. In states that reported percentages proficient to one or more decimal points, the percentages in the 2005 and 2009 columns have been rounded to whole numbers. However, the average annual gains have been calculated to one decimal point based on the unrounded 2005 and 2009 numbers, which explains any slight discrepancies.

¹State tests and NAEP differ in many key respects, such as the universe of students tested (all students vs. a sample of students); the knowledge and skills assessed and their alignment with what students are actually taught; the definitions of proficient or basic performance; the test format and testing environment; and the seriousness of the stakes attached to the results. See pps. 2-7 of the full report for a more detailed explanation of how state tests and NAEP differ and why the CEP study compared trends in the percentages of students reaching the proficient level on state tests with trends in the percentages reaching the basic level on NAEP.