



Minnesota Student Performance: A National Perspective

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October 2022

2022 NAEP: National Trend



National NAEP scores declined from 2019 to 2022

There were no improvements in math in any state and eighth-grade math scores declined in 51 participating states and jurisdictions.

Average math score from 2019 to 2022

- decreased five points, half a grade level, from 241 to 236 at fourth grade
- dropped eight points, nearly a full grade level, from 282 to 274 at eighth grade

There were no improvements in fourth grade reading, 30 states declined and 22 were steady. At eighth grade, reading scores declined in 33 states and did not change in 18.

In reading, average scores for both grades fell three points from 2019 to 2022

- 220 to 217 at fourth grade
- 263 to 260 at eighth grade

NAEP: National Public Average 2022 vs 2019



National Public Average scores declined across the board.

NAEP	National Public 2022		National Public 2019	
	Scale Score	Gap	Scale Score	Gap
Grade 4 Read				
All Students	216		219	
White	226		229	
Black	198	28	203	26
Hispanic	204	22	208	21
FRL	203	28	207	28

40 Black and 48 Hispanic jurisdictions

NAEP	National Public 2022		National Public 2019	
	Scale Score	Gap	Scale Score	Gap
Grade 8 Read				
All Students	259		262	
White	267		271	
Black	243	24	244	27
Hispanic	250	17	251	20
FRL	248	23	249	25

42 Black and 48 Hispanic jurisdictions

NAEP	National Public 2022		National Public 2019	
	Scale Score	Gap	Scale Score	Gap
Grade 4 Math				
All Students	235		240	
White	245		249	
Black	216	28	224	25
Hispanic	224	21	231	18
FRL	223	26	229	24

40 Black and 48 Hispanic jurisdictions

NAEP	National Public 2022		National Public 2019	
	Scale Score	Gap	Scale Score	Gap
Grade 8 Math				
All Students	273		281	
White	284		291	
Black	252	32	259	32
Hispanic	261	23	268	23
FRL	260	27	266	30

40/39 Black and 48 Hispanic jurisdictions



Minnesota student performance decreased across the board.

Minnesota Grade 4 NAEP Math scores decreased from 248 in 2019 to 239 in 2022, nearly a full grade level decrease, and narrowed the gap on the national public average from 8.41 to 4.15 (bad) but remained above the national public average.

Minnesota Grade 4 NAEP Reading scores decreased from 222 in 2019 to 215 in 2022 and narrowed the gap on the national public average from 2.95 to -0.65 (bad) and fell below the national average for the first time ever.

Minnesota Grade 8 NAEP Math scores decreased from 291 in 2019 to 280 in 2022, more than a full grade level decrease, and narrowed the gap on the national public average from 9.80 to 6.93 (bad) but remained above the national public average.

Minnesota Grade 8 NAEP Reading scores decreased from 264 in 2019 to 260 in 2022 and narrowed the gap on the national public average from 1.82 to 1.36 (bad) but remained above the national public average.

NAEP 2022: Minnesota Scores, Ranks, and Gaps



Minnesota scores decreased across the board.

NAEP	Minnesota 2022			Minnesota 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 4 Read						
All Students	215	29		222	12	
White	226	22		231	15	
Black	193	28	33	201	22	30
Hispanic	197	41	29	202	43	29
FRL	194	46	33	205	40	29

NAEP	Minnesota 2022			Minnesota 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 4 Math						
All Students	239	12		248	1	
White	250	4		258	2	
Black	214	20	36	226	14	31
Hispanic	217	44	32	224	43	34
FRL	219	38	29	231	12	28

NAEP	Minnesota 2022			Minnesota 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 8 Read						
All Students	260	18		264	20	
White	269	19		271	20	
Black	237	34	32	236	38	36
Hispanic	242	47	27	247	44	24
FRL	242	46	26	247	41	26

NAEP	Minnesota 2022			Minnesota 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 8 Math						
All Students	280	8		291	3	
White	290	7		300	4	
Black	254	11	36	255	30	45
Hispanic	253	44	37	268	29	32
FRL	258	32	31	270	10	33

40/42 Black and 48 Hispanic jurisdictions

39/40 Black and 48 Hispanic jurisdictions

Minnesota NAEP Scale Score Trend: Reading



Minnesota scale scores have returned to early 2000s levels and gaps have persisted.

NAEP Grade 4 Reading														
Minnesota	1992	1994	1998	2002	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
Black	189	176	184	202	194	192	198	195	199	208	195	197	201	193
Hispanic				202	195	204	200	194	201	207	199	206	202	197
White	223	221	224	229	229	231	231	230	229	233	232	232	231	226
W-B Gap	34	45	40	27	35	39	33	35	30	25	37	34	30	33
W-H Gap				26	34	26	31	36	29	25	33	26	29	29

NAEP Grade 8 Reading												
Minnesota	1998	2002	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
Black	231		243	239	245	244	246	248	247	245	236	237
Hispanic			240	244	245	247	257	251	260	252	247	242
White	269		273	273	273	275	274	277	276	275	271	269
W-B Gap	38		29	34	28	31	28	29	29	30	36	32
W-H Gap			32	29	28	28	17	26	16	22	24	27

Minnesota NAEP Scale Score Trend: Math



Minnesota scale scores have returned to early 2000s levels and gaps have persisted.

NAEP Grade 4 Math													
Minnesota	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
Black	193	196	208	219	219	222	227	225	232	227	222	226	214
Hispanic				220	223	229	232	230	234	232	229	224	217
White	231	235	238	246	251	252	255	255	259	257	256	258	250
W-B Gap	38	40	30	28	32	31	28	31	27	30	34	31	36
W-H Gap				26	28	23	23	25	25	25	27	34	32

NAEP Grade 8 Math														
Minnesota	1990	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
Black	236		248		251	251	260	264	266	260	262	259	255	254
Hispanic					262	263	269	269	270	273	272	269	268	253
White	277	284	287	290	295	296	297	300	302	301	302	302	300	290
W-B Gap	41	284	39	290	44	46	37	37	35	41	40	43	45	36
W-H Gap				290	33	34	28	31	32	28	30	33	32	37

NAEP : Changes in Reading Scale Score, Basic, and Proficient



Minnesota's reading performance trend has consistently decreased since 2013.

NAEP Grade 4 Reading	2013	2015	2017	2019	2022	Change 2013 to 2019	Change 2019 to 2022	Change 2013 to 2022
National Average: Scale score	221	221	221	219	216	-1	-3	-5
Minnesota: Scale score	227	223	225	222	215	-5	-7	-12
Percent at Basic or Above	74	71	71	69	61	-5	-8	-13
Percent at Proficient or Above	41	39	39	38	32	-3	-6	-9

NAEP Grade 8 Reading	2013	2015	2017	2019	2022	Change 2013 to 2019	Change 2019 to 2022	Change 2013 to 2022
National Average: Scale score	266	264	265	262	259	-4	-3	-7
Minnesota: Scale score	271	270	269	264	260	-7	-3	-11
Percent at Basic or Above	82	81	79	74	72	-8	-2	-10
Percent at Proficient or Above	41	40	39	34	30	-6	-4	-11

10 scale score points equals a grade level

NAEP : Changes in Math Scale Score, Basic, and Proficient



Minnesota's math performance trend has consistently decreased since 2013.

NAEP Grade 4 Math	2013	2015	2017	2019	2022	Change 2013 to 2019	Change 2019 to 2022	Change 2013 to 2022
National Average: Scale score	241	240	239	240	235	-1	-5	-6
Minnesota: Scale score	253	250	249	248	239	-5	-9	-14
Percent at Basic or Above	90	87	86	85	78	-5	-8	-12
Percent at Proficient or Above	59	53	53	53	41	-7	-12	-19

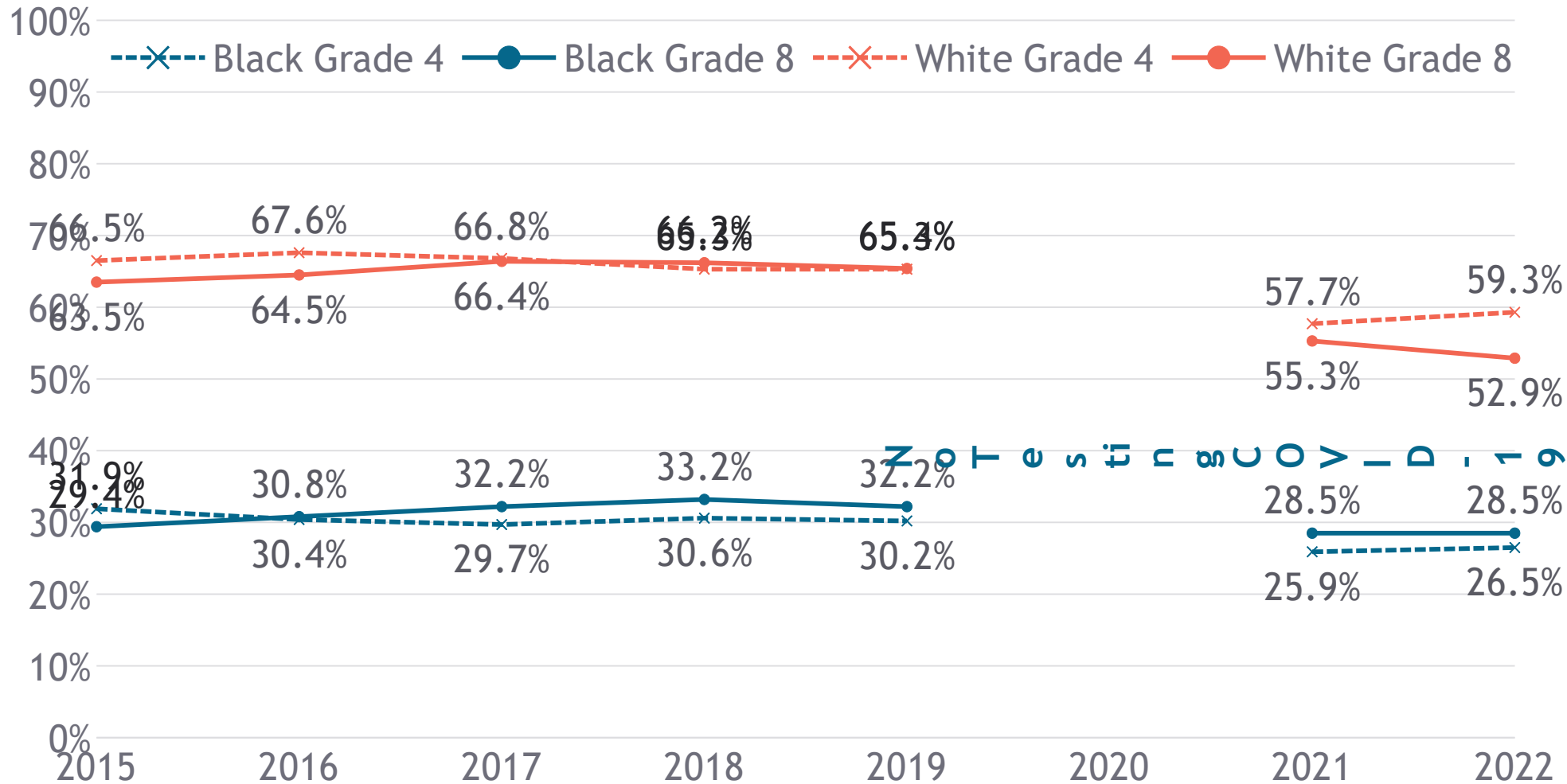
NAEP Grade 8 Math	2013	2015	2017	2019	2022	Change 2013 to 2019	Change 2019 to 2022	Change 2013 to 2022
National Average: Scale score	284	281	282	281	273	-3	-8	-10
Minnesota: Scale score	295	294	294	291	280	-4	-11	-15
Percent at Basic or Above	83	82	80	77	69	-5	-9	-14
Percent at Proficient or Above	47	48	46	44	32	-3	-13	-16

10 scale score points equals a grade level



Student proficiency on MCA-III Reading is declining

From 2015 to 2019, the reading achievement gap widened by 0.5 percentage point in grade 4 and narrowed by 0.9 percentage point in grade 8.

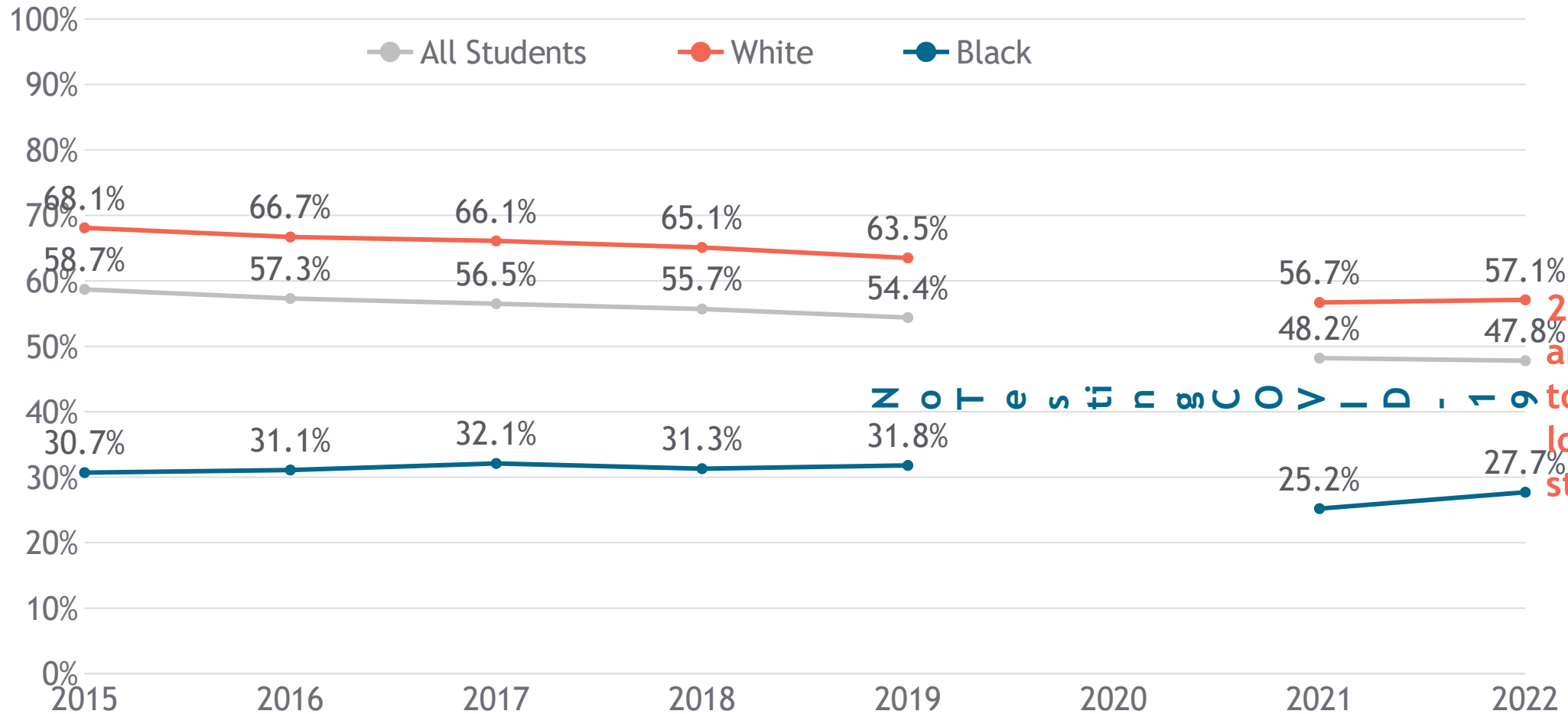


2021 test scores are not comparable to 2019 because of low participation student rates.

Student proficiency in grade 3 MCA-III Reading is declining



Minnesota narrowed the White-Black achievement gap by 5.7 percentage points from 2015 to 2019, but this is bad gap narrowing mainly due declining proficiency of white students.



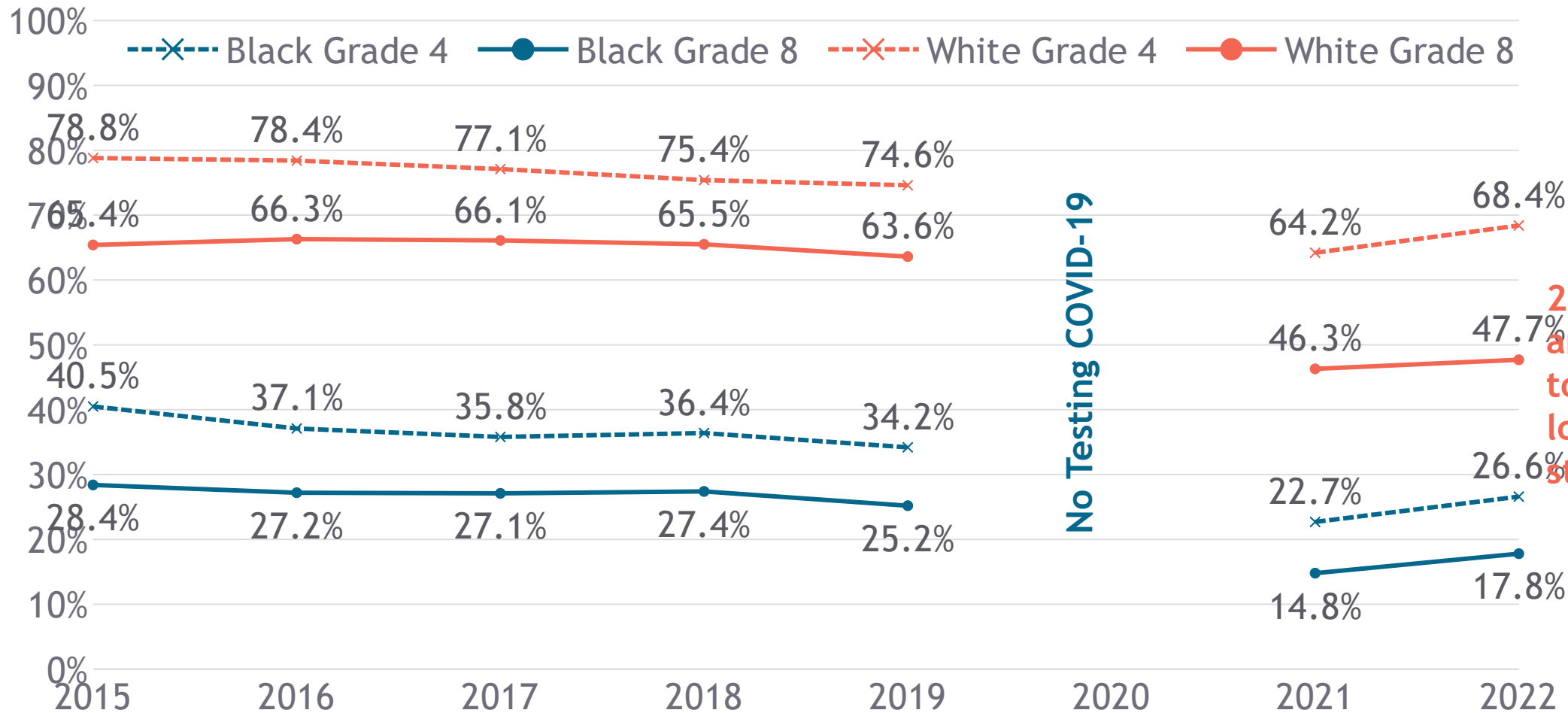
2021 test scores are not comparable to 2019 because of low participation student rates.

[Minnesota Report Card \(mn.gov\)](https://mn.gov/minnesota-report-card/)

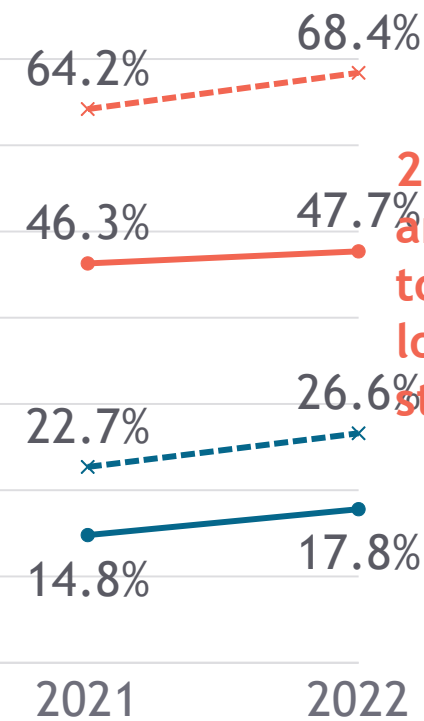


Student proficiency on MCA-III Math is declining

From 2015 to 2019, the math achievement gap widened by 2.1 percentage points in grade 4 and 1.4 percentage points in grade 8.



No Testing COVID-19



2021 test scores are not comparable to 2019 because of low participation student rates.

Minnesota Report Card (mn.gov)

NAEP Reading: Catholic Schools

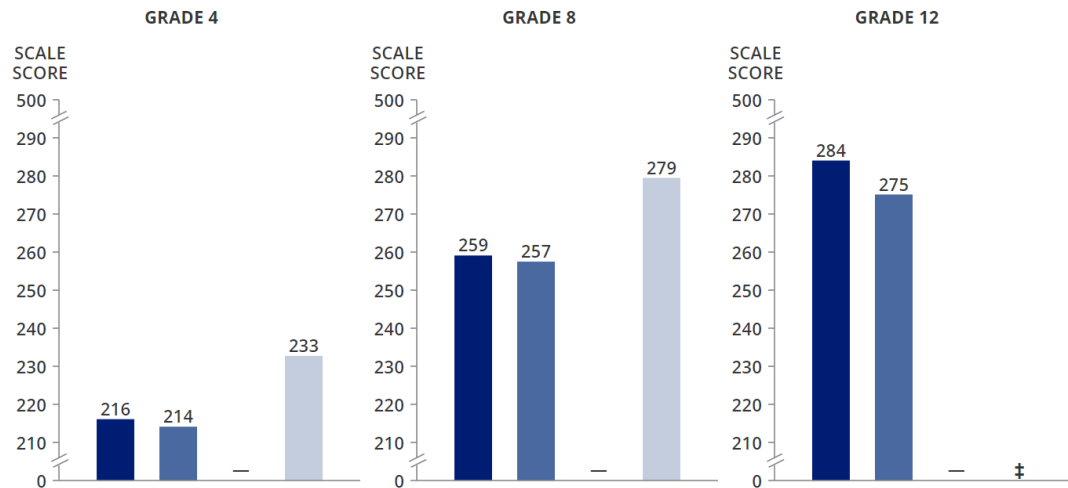


Historically, the Catholic schools perform better and continued that trend.

- 2022 NAEP Grade 4 reading scores for Private: Catholic schools decreased two points from 235 in 2019 to 233 in 2022.
- 2022 NAEP Grade 8 reading scores for Private: Catholic schools improve 1 point from 278 in 2019 to 279 in 2022.

READING (0-500)

Average scores in NAEP reading for all students, by grade and type of school: 2022 (grade 4), 2022 (grade 8), and 2019 (grade 12)

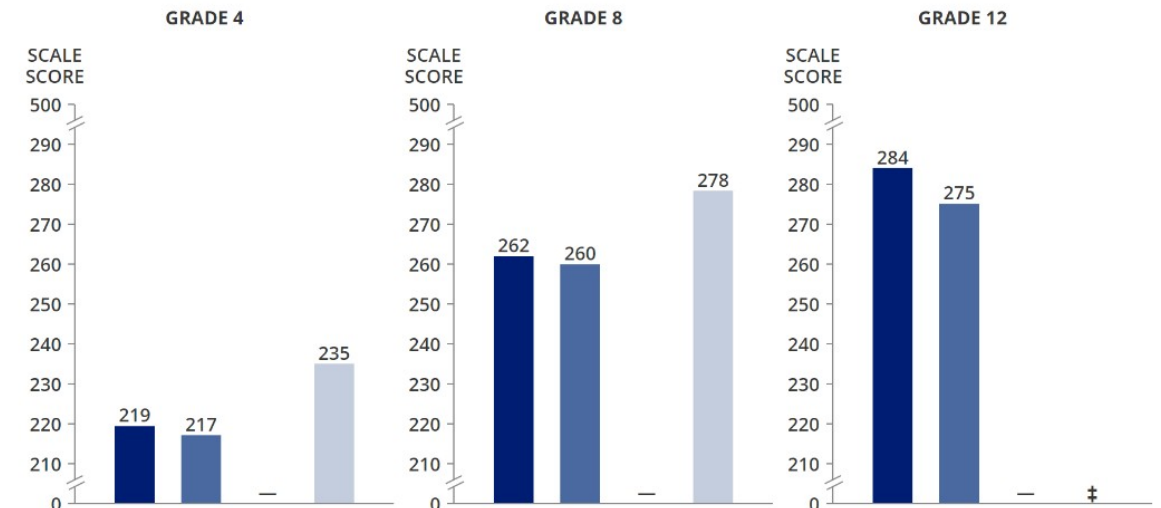


Show/Hide School Type: ■ Public ■ Public: Charter ■ Private ■ Private: Catholic

— Not available.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

READING (0-500)

Average scores in NAEP reading for all students, by grade and type of school: 2019



Show/Hide School Type: ■ Public ■ Public: Charter ■ Private ■ Private: Catholic

— Not available.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

NAEP Math: Catholic Schools

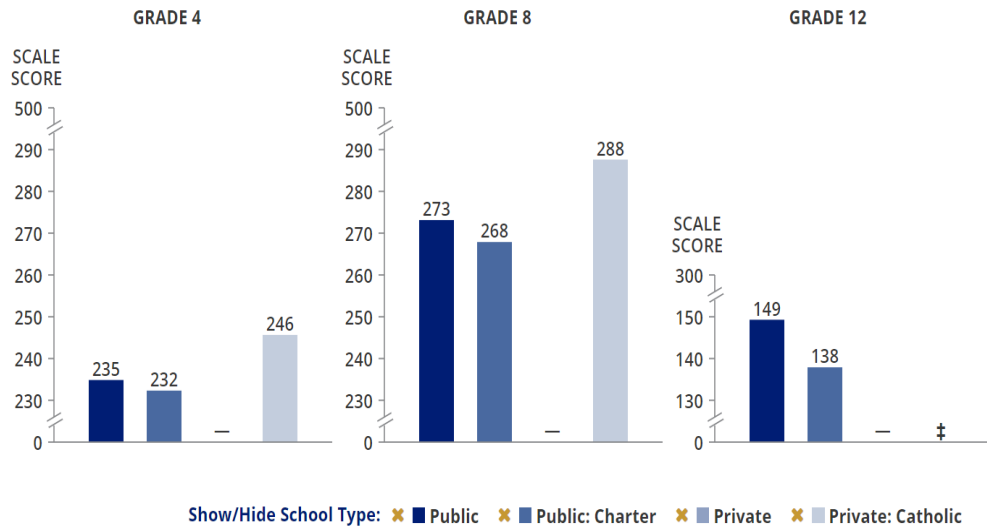


Historically, the Catholic schools perform better and continued that trend.

- 2022 NAEP Grade 4 math scores for Private: Catholic schools remained steady from 2019 at 246.
- 2022 NAEP Grade 8 math scores for Private: Catholic schools declined a half grade level from 293 in 2019 to 288 in 2022.

— MATHEMATICS (0-500 AT GRADES 4 AND 8, 0-300 AT GRADE 12)

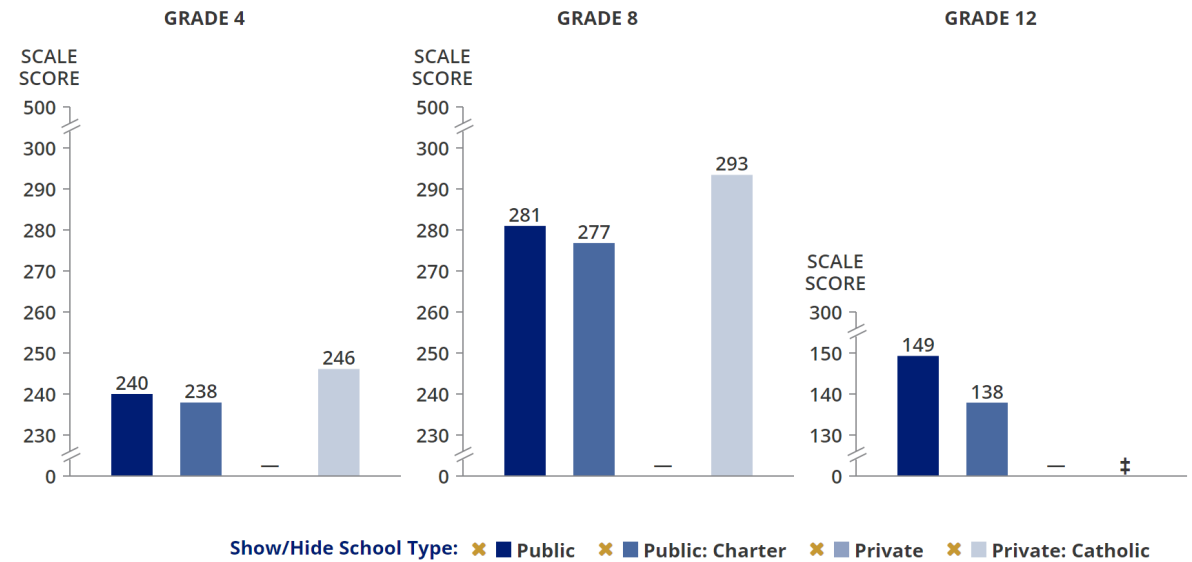
Average scores in NAEP mathematics for all students, by grade and type of school: 2022 (grade 4), 2022 (grade 8), and 2019 (grade 12)



— Not available.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

— MATHEMATICS (0-500 AT GRADES 4 AND 8, 0-300 AT GRADE 12)

Average scores in NAEP mathematics for all students, by grade and type of school: 2019



— Not available.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

2022 NAEP Reading: Score, Rank, and Gap



Florida reading scores generally declined in grade 8.

NAEP	Florida 2022			Florida 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 4 Read						
All Students	225	3		225	6	
White	234	4		233	9	
Black	207	3	28	211	4	23
Hispanic	222	1	12	221	1	12
FRL	215	1	23	216	1	22

40 Black and 48 Hispanic jurisdictions

NAEP	Florida 2022			Florida 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 8 Read						
All Students	260	21		263	22	
White	265	35		273	13	
Black	247	4	18	248	6	26
Hispanic	260	1	5	259	2	15
FRL	253	6	16	255	5	21

42 Black and 48 Hispanic jurisdictions

2022 NAEP Math: Score, Rank, and Gap



Florida Math scores declined across the board.

NAEP	Florida 2022			Florida 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 4 Math						
All Students	241	4		246	4	
White	253	2		254	5	
Black	225	2	27	233	2	21
Hispanic	236	2	17	242	2	12
FRL	233	1	18	239	1	17

40 Black and 48 Hispanic jurisdictions

NAEP	Florida 2022			Florida 2019		
	Scale Score	Rank	Gap	Scale Score	Rank	Gap
Grade 8 Math						
All Students	271	32		279	35	
White	282	31		289	28	
Black	255	8	27	259	17	30
Hispanic	267	4	15	276	5	14
FRL	261	17	22	267	25	27

39 Black and 48 Hispanic jurisdictions



501(c)(3) organization that supports state leaders in transforming education to unlock opportunity and lifelong success for each and every child

From policy development to implementation, ExcelinEd brings deep expertise and experience to customize education solutions for each state's unique needs.

Focused on educational opportunity, innovation and quality, ExcelinEd's agenda is increasing student learning, advancing equity and readying graduates for college and career.

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BRIDGE THE DIGITAL DIVIDE.

- Provide widespread device and internet access for underserved students.
- Offer high-quality instruction through online learning platforms and high-quality curriculum.
- Support schools and teachers with professional development in online learning.
- Develop online services for special education, English language learners and social and emotional well-being.
- Establish technology and instructional education accounts for families.



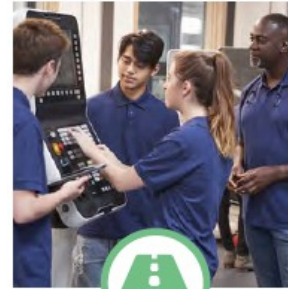
CLOSE LEARNING GAPS.

- Ensure every child can read by the end of 3rd grade.
- Assess learning each year to make sure every student counts.
- Hold schools accountable for student outcomes and content mastery.
- Inform educators and parents about student progress to empower intervention.
- Equitably distribute high-performing teachers to meet the needs of all students.
- Distribute funding equitably across all public schools.



EMPOWER FAMILIES WITH OPPORTUNITY.

- Eliminate school district boundaries for families to enroll their children in any public school in the state.
- Grow high-quality public charter schools that are equitably funded.
- Allow all education dollars to follow the student.
- Level the playing field for special-needs and low-income families through education scholarship accounts.
- Unbundle education at the course level.



STRENGTHEN PATHWAYS TO COLLEGE AND CAREER.

- Develop a continuum of policies and programs that support student pathways aligned with high-skill and high-wage jobs.
- Blur the lines between high school and postsecondary through college acceleration and innovative school models.
- Support students in navigating pathway options and through key transition points to college and career.
- Connect data systems across secondary, postsecondary and workforce to know if students and programs are successful.



REIMAGINE LEARNING.

- Redesign 12th grade to include relevant postsecondary and career experiences.
- Provide credit for learning and experiences earned outside of schools.
- Personalize learning with a flexible path and pace to achieve mastery.
- Reconsider the structure of school to include new models such as micro schools and learning pods.
- Fund education based on the value of learning instead of time spent in seats.
- Rethink traditional hiring practices and allow teachers to bring school to students.

We convene, customize and collaborate



ExcelinEd's work in each state varies in breadth, depth and policy focus base upon leadership and partnerships in the state.



Convening Thought Leaders

ExcelinEd facilitates networks of states and collaboratives of partner organizations to inform policy, grow opportunities and improve practice.



State-specific Research

ExcelinEd conducts and leverages research to understand how policies translate into rising student achievement, closing the equity gap, improved college and career readiness and real-world success for students.



Policy Development & Implementation

ExcelinEd develops and supports implementation of student-centered policies, from the fundamentals of school accountability and early literacy to educational opportunity, college and career pathways and next generation learning.



Advocating for Change

ExcelinEd advocates for change in states that are ripe to take the steps needed for creating, expanding and improving student-centered education systems.



State and/or federal law requires:

Standards: What students should know and be able to do in each grade and subject.

Assessment: Tool to measure student mastery of state standards.

- A coherent assessment system includes an annual standards-based state assessment of learning and locally selected assessments for learning.
 - The annual state assessment serves as an objective, comparable high level, external check to on local practices using information on student performance.
 - Locally administered assessments such as screenings, diagnostics, progress monitoring, and benchmark assessments as tools for teachers to make day-to-day decisions on lessons and instructional practices.

Reporting: Transparently sharing results from the state assessment.

Accountability: Rating system using results from the state assessment to determine supports and interventions.



We measure because we care about student learning, and what gets measured gets done.

State tests serve a purpose: to ensure students are meeting education standards that prepare them for success in life. We test students to:

- Provide parents with honest, objective information on how their child is doing.
- Identify students and schools needing additional support to make sure they receive the help and resources they need to be successful.
- Keep the promise of equity. All students can learn. We must ensure that all children are taught to the same high standards and expected to meet rigorous expectations.
- Know if state policies and interventions are working.
- Be accountable to taxpayers whose funds pay for education.



A coherent assessment system includes an annual standards-based state assessment of learning and locally selected assessments for learning.

The **annual state assessment** serves as the high level, external check on local practices for improving student outcomes.

- Rigorous expectations and objective administration are imperative to keep the promise of equity.
- Provide objective, comparable information on student performance for state leaders to make decisions on resource allocation, supports, and state level policy.

Local districts and schools also administer assessments such as **screenings, diagnostics, progress monitoring, and benchmark assessments** as tools for teachers to make day-to-day decisions on lessons and instructional practices.

- The state could provide guidance on selecting these locally administer assessments to ensure they are aligned to state standards and provide valid and reliable data that supports student learning.
- However, the administration and use of these local assessments should remain local decisions.
- Assessments administered locally are not comparable across the state.

Minnesota Comprehensive Assessments (MCA-III)



Annual reading and math tests and reporting student performance by student group is required by federal law.

- Minnesota Comprehensive Assessments (MCA-III) are the annual statewide tests that measure student progress toward Minnesota's academic standards.
- All public school students take a reading and math test in grades 3-8 and high school.
- MCA-III reports results as percent of students by the four achievement levels (Does Not Meet, Partially Meets, Meets, and Exceeds) and scale scores.
- Results are reported by student, student groups, school, district and state.
- **Performance on the MCA-III is not comparable to other state tests because the standards, items, and expectations differ.**
- ***Due to COVID-19, the MCA-III was last administered to all students in 2019. All students should have been tested in 2022, but data has not been released.***



Due to COVID -19, students did not take state assessments in 2020. In 2021, states were required to test. Unfortunately, not all students tested, as a result, 2021 test scores are not comparable to 2019 scores.

- In 2021, 84% of Minnesota 4 graders took the Math MCA-III. Participation rates varied by student group.
 - 90% White, 79% Hispanic, 75% Black, 78% low-income
- In 2021, 85% of Minnesota 4 graders took the Reading MCA-III. Participation rates varied by student group.
 - 90% White, 80% Hispanic, 76% Black, 79% low-income
- In 2021, 73% of Minnesota 8 graders took the Math MCA-III. Participation rates varied by student group.
 - 78% White, 66% Hispanic, 60% Black, 65% low-income
- In 2021, 74% of Minnesota 8 graders took the Reading MCA-III. Participation rates varied by student group.
 - 80% White, 67% Hispanic, 61% Black, 66% low-income

- In 2022, 97% of Minnesota 4 graders took the Math MCA-III.
 - 98% White, 97% Hispanic, 97% Black, 97% low-income
- In 2022, 94% of Minnesota 8 graders took the Math MCA-III.
 - 94% White, 93% Hispanic, 92% Black, 92% low-income
- In 2022, 98% of Minnesota 4 graders took the Reading MCA-III.
 - 98% White, 97% Hispanic, 97% Black, 97% low-income
- In 2022, 95% of Minnesota 8 graders took the Reading MCA-III.
 - 95% White, 95% Hispanic, 93% Black, 93% low-income

National Assessment of Educational Progress (NAEP)



State participation in NAEP is required by federal law.

- With the passage of No Child Left Behind of 2001, states receiving Title I funding are required to participate in NAEP reading and mathematics at grades 4 and 8 every two years.
- NAEP is administered to a sample of students who represent the student population of the nation, states, and some districts. NAEP is not designed to report results for individual students or schools.
- NAEP reports results as percent of students by achievement level (Below Basic, Basic, Proficient and Advanced) and Scale Scores.
- Results are reported by student groups, not all states have reportable results for all student groups.
- NAEP is the only objective student learning outcome measure available for apples-to-apples state comparisons.
- *Due to COVID-19 the 2021 administration of NAEP was postponed to 2022.*