ATLANTA PUBLIC SCHOOLS

National Assessment of Educational Progress

2024 Results & Trends

January 29, 2025

Introduction to The National Assessment of Academic Progress

The National Assessment of Academic Progress (NAEP), administered by the National Center for Education Statistics (NCES) is the only assessment that measures what students in the United States know and can do in various subjects across the nation, states, and in some cases, urban districts. NAEP Results are released publicly as The Nation's Report Card.

NAEP Measures the following:

- Overall student performance for key demographic groups
- Change over time
- Differences between the nation, states, and urban districts

NAEP produces jurisdiction-level results for:

- All 50 states
- Department of Defense Education Activity
- District of Columbia
- Puerto Rico
- 26 urban districts

Participating Urban Districts	
Albuquerque	Duval County (FL)
Atlanta	Fort Worth (TX)
Austin	Guilford County (NC)
Baltimore City	Hillsborough County (FL)
Boston	Houston
Charlotte	Jefferson County (KY)
Chicago	Los Angeles
Clark County (NV)	Miami-Dade
Cleveland	Milwaukee
Dallas	New York City
Denver	Orange County (FL)
Detroit	Philadelphia
District of Columbia (DCPS)	San Diego

The NAEP results for 2024 include **Reading** and **Math** for **Grade 4** and **Grade 8.** A representative sample of Over 5,000 schools and 100,000 students were sampled for each assessment. Each student took only one assessment between January and March 2024. Results are not comparable across grades or subjects.

National Sample Sizes and Statistical Significance

	Mathematics		Reading	
	# Schools	# Students	#Schools	#Students
Grade 4	5,770	112,700	5,770	112,200
Grade 8	5,170	111,300	5,170	110,600

Since only a sample of students are included in the assessment, when differences are reported, these results reflect statistical significance. Even if there are differences between scores, only statistically significant changes are reported as an increase or decrease in performance or higher or lower than a comparison group. More information on how to understand and interpret statistical significance in NCES reporting can be found here.

Atlanta Public Schools participated for the 12th time in 2024

APS has participated in NAEP since 2002. The 2024 sample included 1,000 students and 40 schools each for Grade 4 Reading and Math and 900 students and 20 schools each for Grade 8 Reading and Math.

Each grade and content area must be considered separately, but each provides results in the form of a scale score from 0 to 500 and four achievement levels (below NAEP Basic, NAEP Basic, NAEP Proficient, NAEP Advanced). These achievement levels are not comparable to those on standardized state assessments such as Milestones. According to Mapping State Proficiency Standards from the National Center for Education Statistics, scoring Proficient on Georgia Milestones would correspond with the NAEP Basic achievement level. For clarity, this brief focuses primarily on average scale score rather than achievement levels.

Atlanta Public Schools performance change from 2022 to 2024

	Average Score	Percentiles		Achievement Levels			
		25th	75th	Below Basic	At or above Basic	At or above Proficient	At Advanced
Grade 4 Reading	↑	◆	↑	↓	↑	↑	↑
Grade 4 Math	↑	↑	↑	↓	↑	↑	◆
Grade 8 Reading	◆	◆	◆	◆	◆	◆	◆
Grade 8 Math	↓	↓	◆	↑	↓	◆	◆

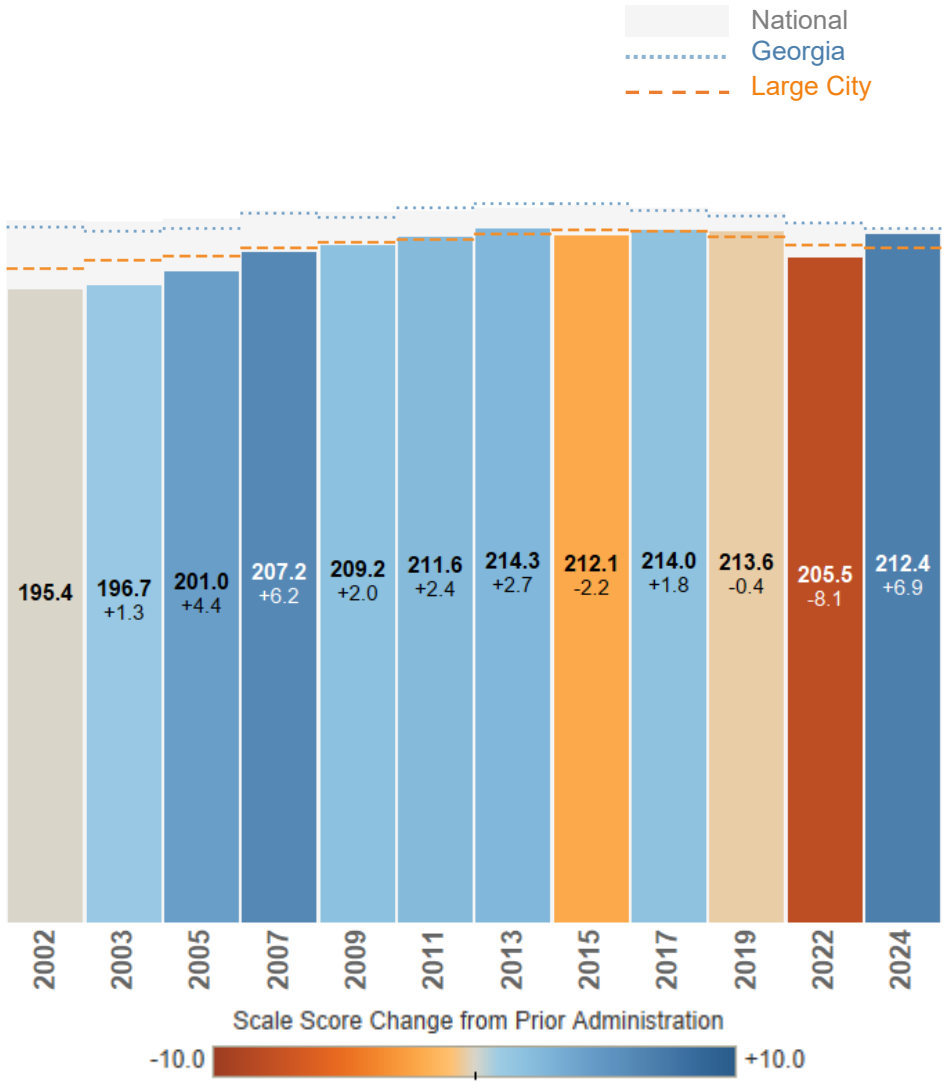
↑ Higher ↓ Lower ◆ No significant change

Takeaways from the 2024 NAEP Assessment

- Atlanta Public Schools students are making progress and in some instances outpacing their peers in other large urban districts.
- Atlanta Public Schools is the only large city school district to make significant progress in fourth grade reading, with a 6.9-point increase from 2022 to 2024.
- APS is the only large urban district to see an increase in fourth grade reading for students performing in the 75th percentile or above (high-performing students) from 2022 to 2024.
- The district's gain in reading was significantly greater than the state of Georgia, other large urban school districts, and public schools nationally which significantly declined.
- APS also experienced a significant increase in fourth grade mathematics performance, with nominally greater gains compared to Georgia, large urban school districts, and public schools nationally.
- In eighth grade reading, APS students' performance held steady with a score change comparable to Georgia.
- Performance gaps between White and Black, Economically Disadvantaged and not Economically Disadvantaged, and Students with Disabilities and Students without Disabilities are greater than other large city districts

Grade 4 Reading Performance Improved from 2022 to 2024

Grade 4 Reading average scale score over time



The bars are colored by average point change from one administration to the next: blue represents an increase in score from the prior administration and orange represents a decrease.

The average scale score for the Grade 4 reading assessment (212) shows a statistically significant increase of 6.9 points compared to 2022. A similar increase occurred between 2005 and 2007. Significant increases were also seen in the average scale score of the 75th percentiles and in students performing at or above basic, at or above proficient, and at advanced achievement levels, but there was no difference in average scale score for the 25th percentile. In addition, Atlanta was the only NAEP urban district to show a statistically significant increase from 2022 to 2024.

This 2024 score is not significantly different from that of students across the nation (214) or students attending public schools in large cities (208).

Grade 4 Reading large city average score changes 2022–2024

↑ Higher ↓ Lower ◆ No significant change

Grade 4 Reading Gaps Persist

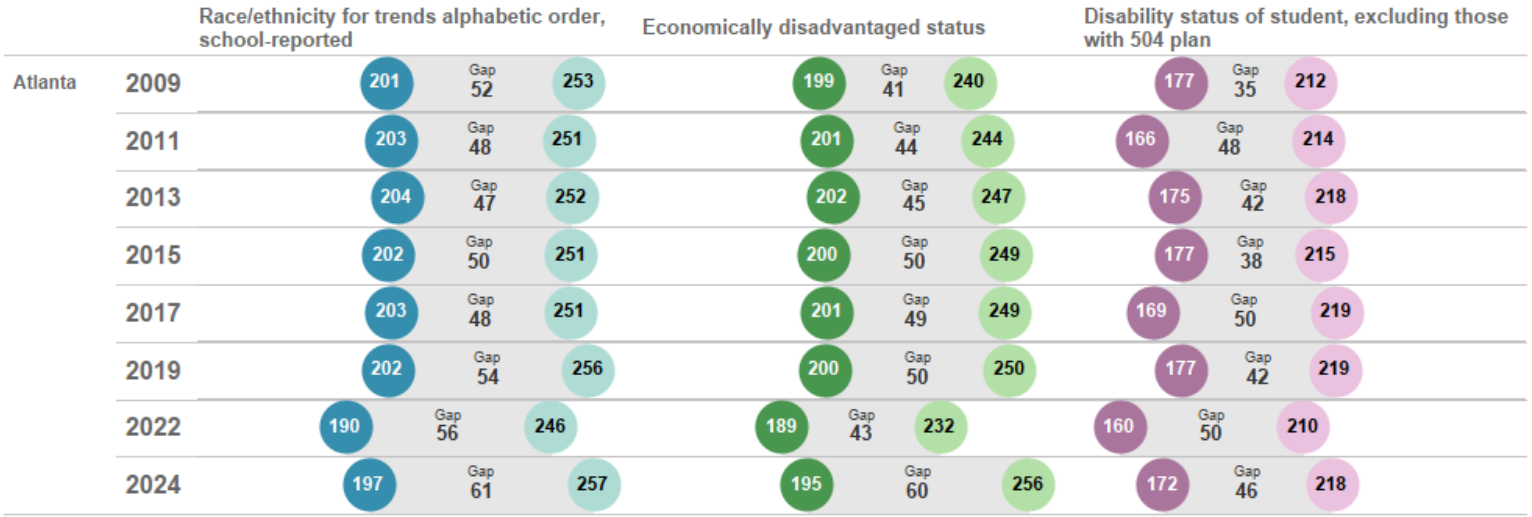
In 2024, the average scale score of Black students was not significantly different from most prior administration years, except in 2013, which was significantly higher. White students' performance saw a significant increase from 2022. Data for other racial subgroups, such as Hispanic and Asian students, are not consistently available due to small sample sizes.

Black students also had an average score of 61 points lower than White students. While this gap was not significantly different from 2022, it is larger than gaps between the same groups in large cities, Georgia, and national public school students.

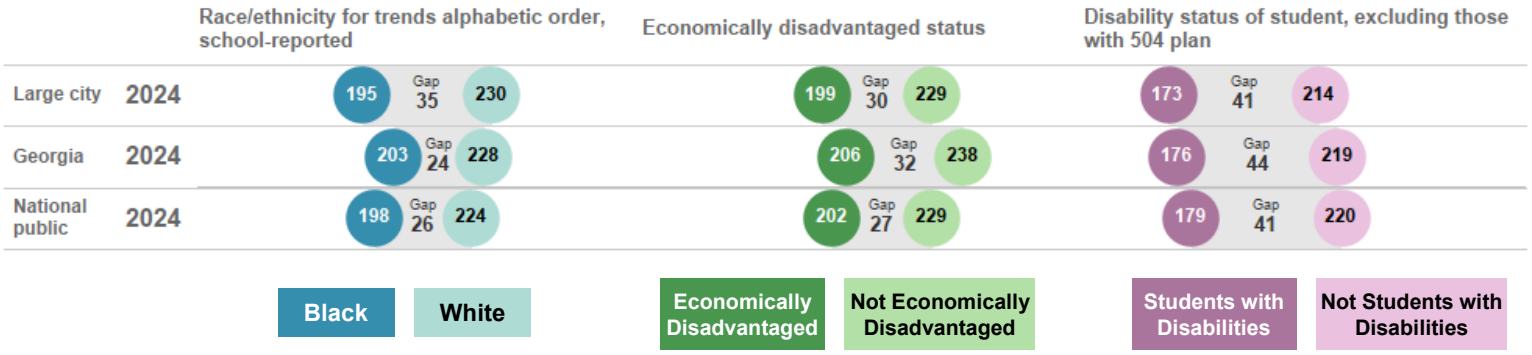
Economically disadvantaged students follow a similar trend, with an average scale score of 195, which is 60 points lower than that of students who are not economically disadvantaged. This disparity is consistent over time, and the gap is more expansive than in other jurisdictions.

The performance of students with disabilities, defined as those with an IEP but not those with only a 504 plan, increased to 172 in 2024.

Grade 4 Reading subgroup gaps for APS over time

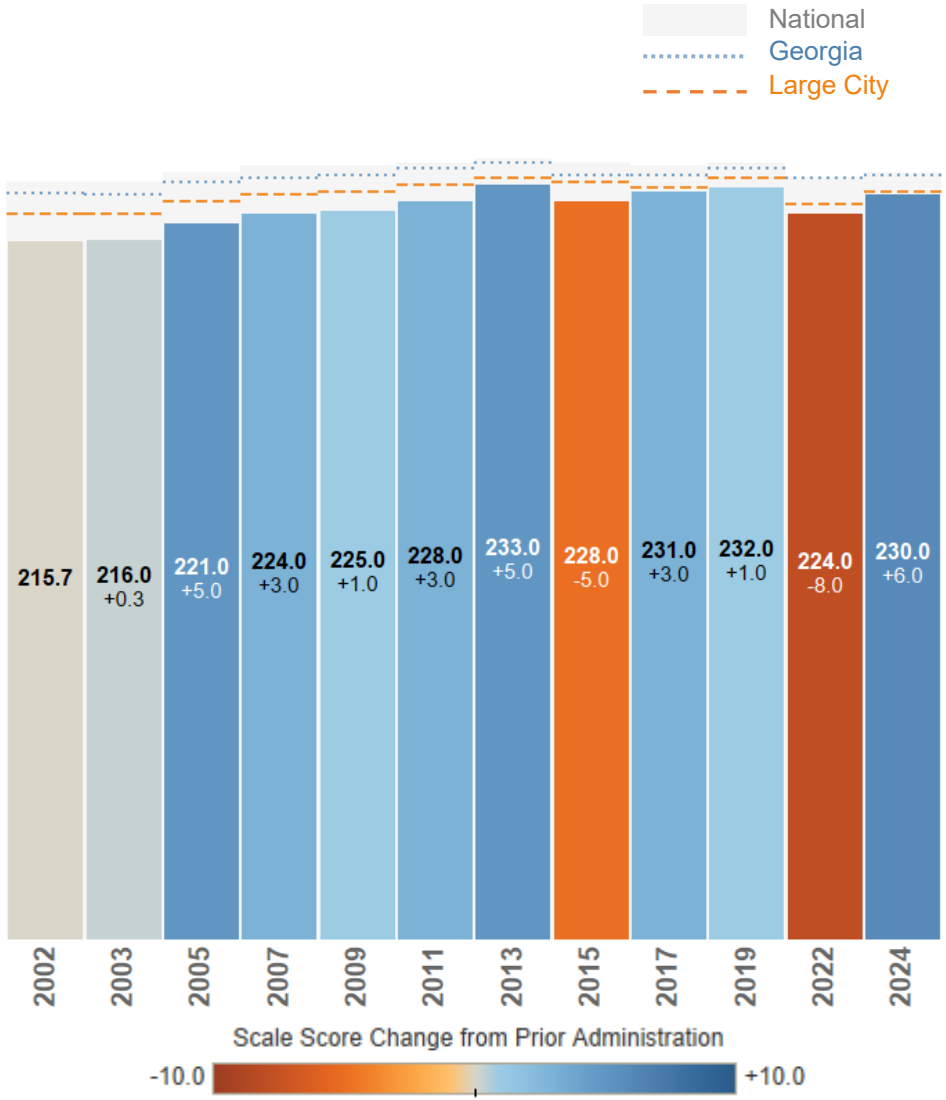


Grade 4 Reading subgroup in gaps large cities, Georgia, and national public school students in 2024



Grade 4 Mathematics Performance Improved from 2022 to 2024

Grade 4 Math average scale score over time

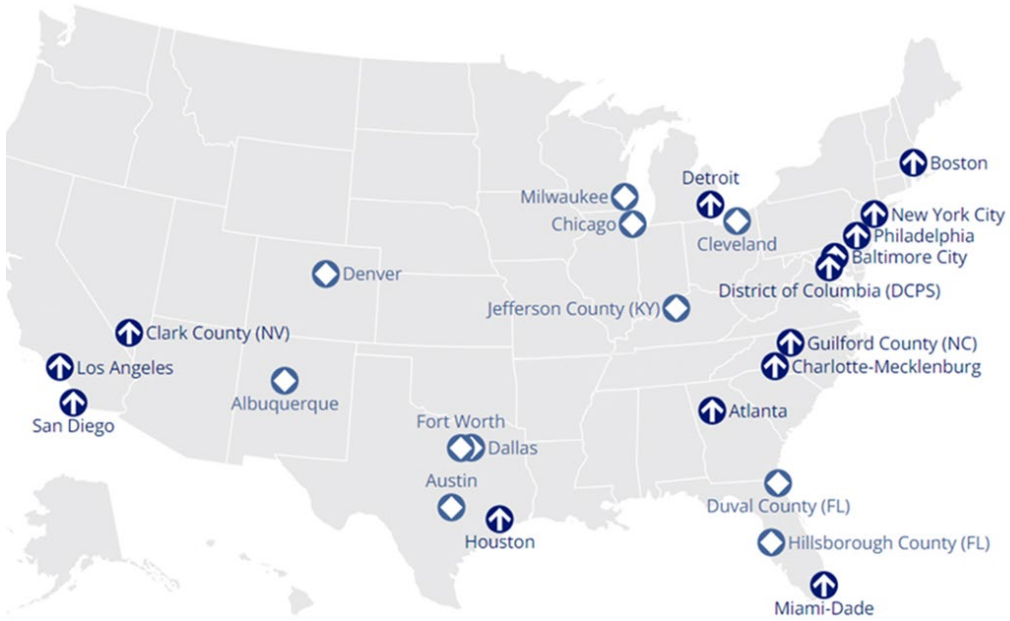


The bars are colored by average point change from one administration to the next: blue represents an increase in score from the prior administration and orange represents a decrease.

The average scale score for the Grade 4 mathematics assessment was 230. This represents a statistically significant increase of 6.0 points compared to 2022. Substantial increases were also seen in the average scale score of the 25th and 75th percentiles and students performing at or above basic and at or above proficient. Still, there was no significant difference in students performing at advanced. The 2024 score was also significantly higher than Atlanta students' performance in 2003, 2005, 2007, and 2009.

This 2024 score is lower than that of students across the nation (237), which also increased from 2022, but it is not significantly different from that of students attending public schools in large cities (231).

Grade 4 Math large city average score changes 2022–2024



↑ Higher ↓ Lower ◆ No significant change

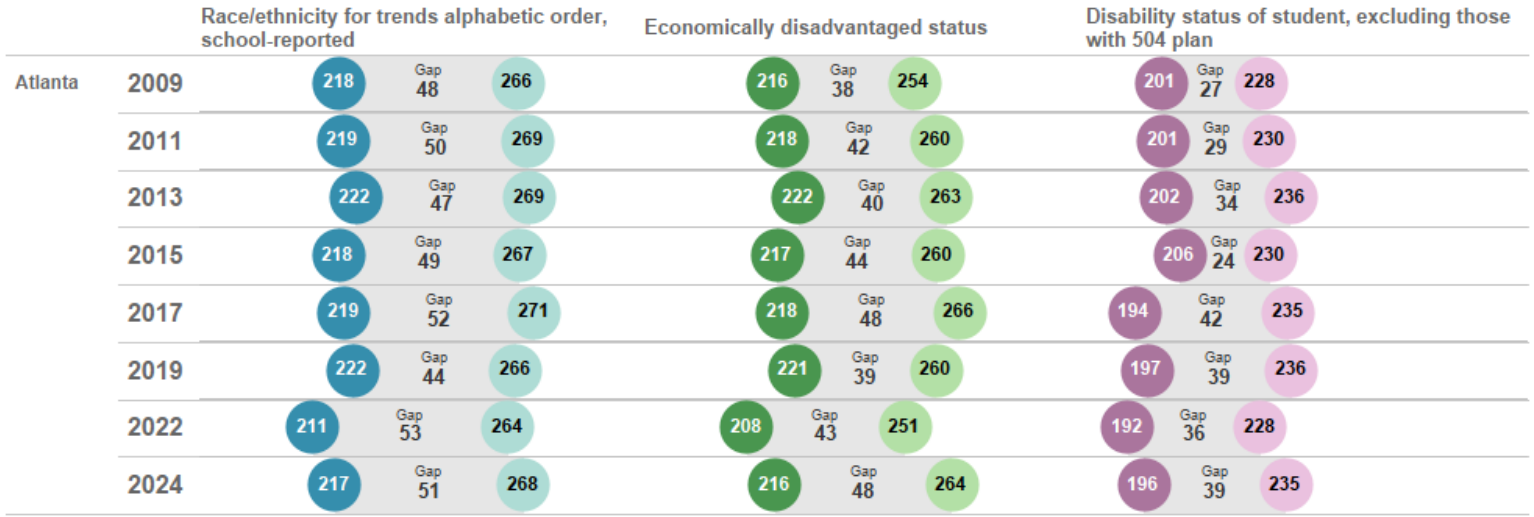
Grade 4 Mathematics Gaps Persist

In 2024, the average scale score of Black students was significantly higher than in 2022 and 2003 (not shown) but lower than their scores in 2013 and 2019. White students' performance is not significantly different from previous years. Data for other racial subgroups, such as Hispanic and Asian students, are not consistently available due to small sample sizes.

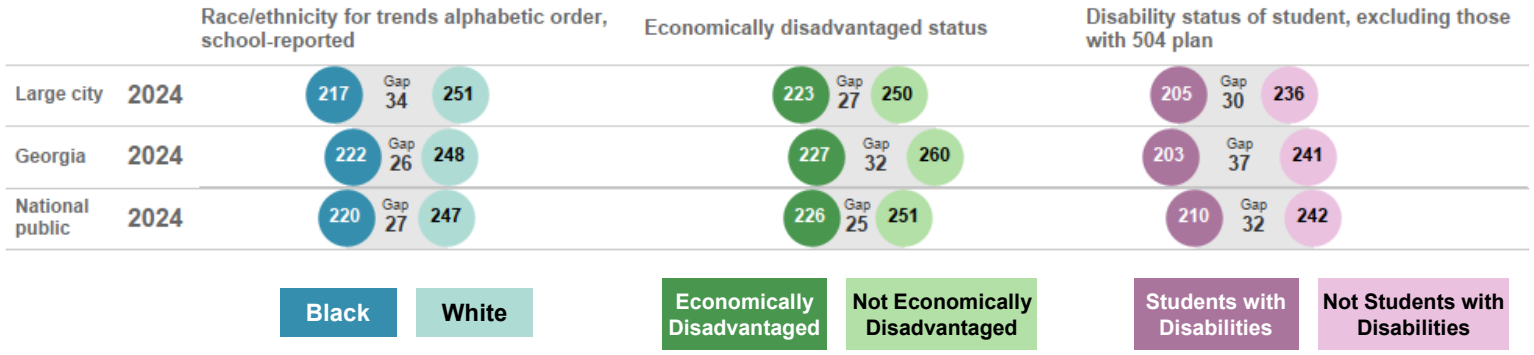
Black students also had an average score of 51 points lower than White students. While this was not a significantly different gap from 2022, it is larger than gaps between the same groups in large cities, Georgia, and national public school students.

Economically disadvantaged students follow a similar trend, with an average scale score of 195, which was 60 points lower than students who are not economically disadvantaged. This disparity is consistent over time, and the gap is wider than in other jurisdictions.

Grade 4 Math subgroup gaps for APS over time

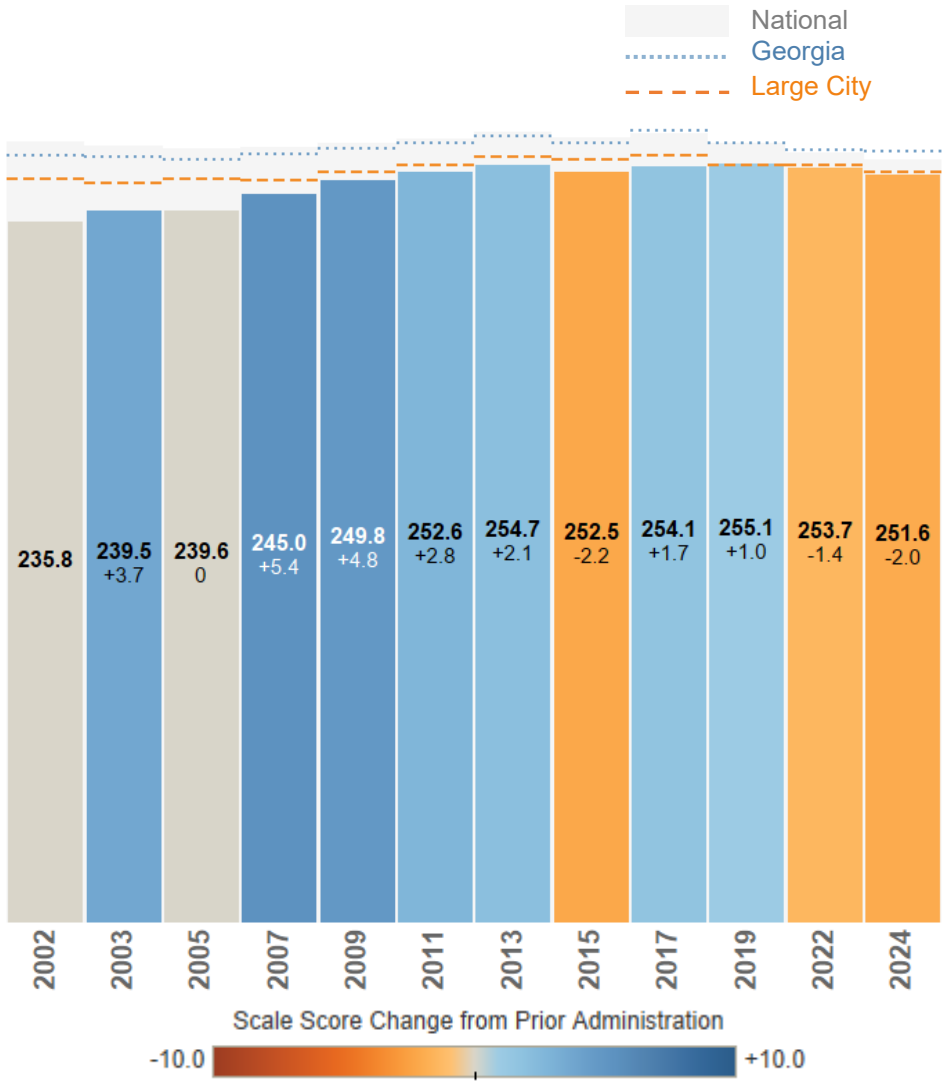


Grade 4 Math subgroup gaps in large cities, Georgia, and national public school students in 2024



Grade 8 Reading Performance Shows No Significant Change from 2022 to 2024

Grade 8 Reading average scale score over time



The bars are colored by average point change from one administration to the next: blue represents an increase in score from the prior administration and orange represents a decrease.

The average scale score for the Grade 8 reading assessment was 252. The difference in performance in 2024 was not significantly different from 2022, although it did decline by two points. No significant differences were found at the 25th or 75th percentiles nor in achievement band performance.

This 2024 score is not significantly different from students attending public schools across the nation (257) or students attending public schools in large cities (252).

Grade 8 Reading large city average score changes 2022–2024

↑ Higher ↓ Lower ◆ No significant change

Grade 8 Reading Gaps Persist

In 2024, the average scale score of Black students was not significantly different from 2022 but was significantly lower than in 2011 and 2013. White students' average scale score was not significantly different from prior years. Data for Hispanic and Asian students are not consistently available due to small sample sizes.

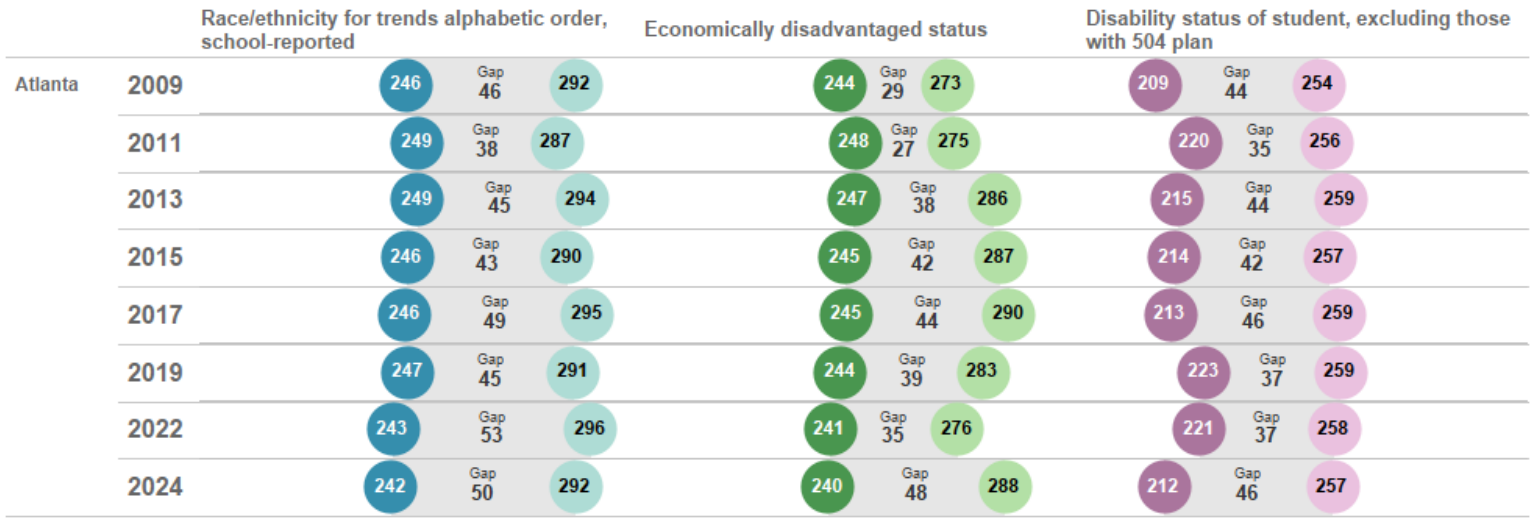
Black students' average score was 50 points lower than that of White students. While this gap was not significantly different from 2022, it is larger than gaps between the same groups in large cities, Georgia, and national public school students.

Economically disadvantaged students follow a similar trend, with an average scale score of 240, which is 48 points lower than that of students who are not economically disadvantaged. This disparity is consistent over time, and the gap is wider than in other jurisdictions

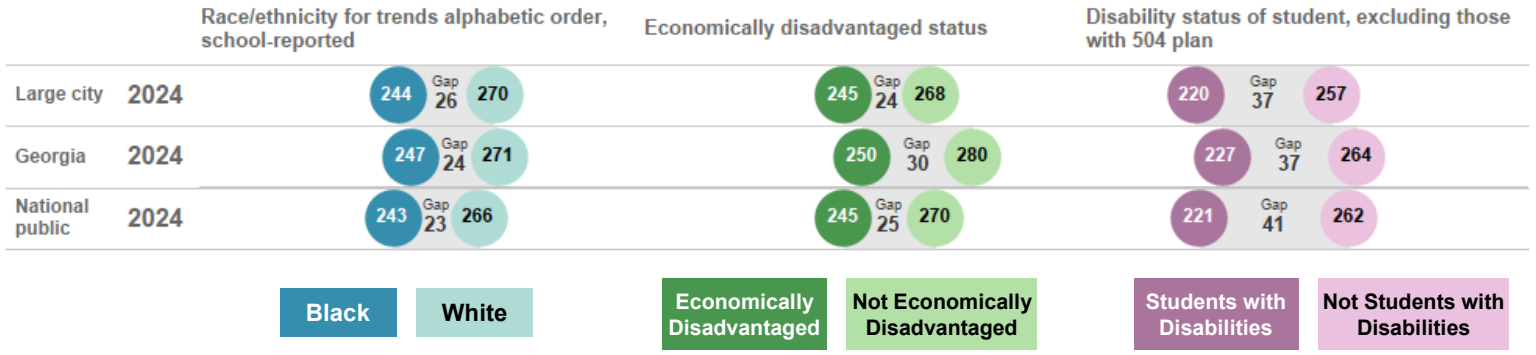
The average scale score of students with disabilities, defined as students with an IEP but not students who have only a 504 plan, and saw a 9-point decline from 2022 to 2024, increasing the gap.

Male students scored significantly lower than female students in 2024 (not shown).

Grade 8 Reading subgroup gaps for APS over time

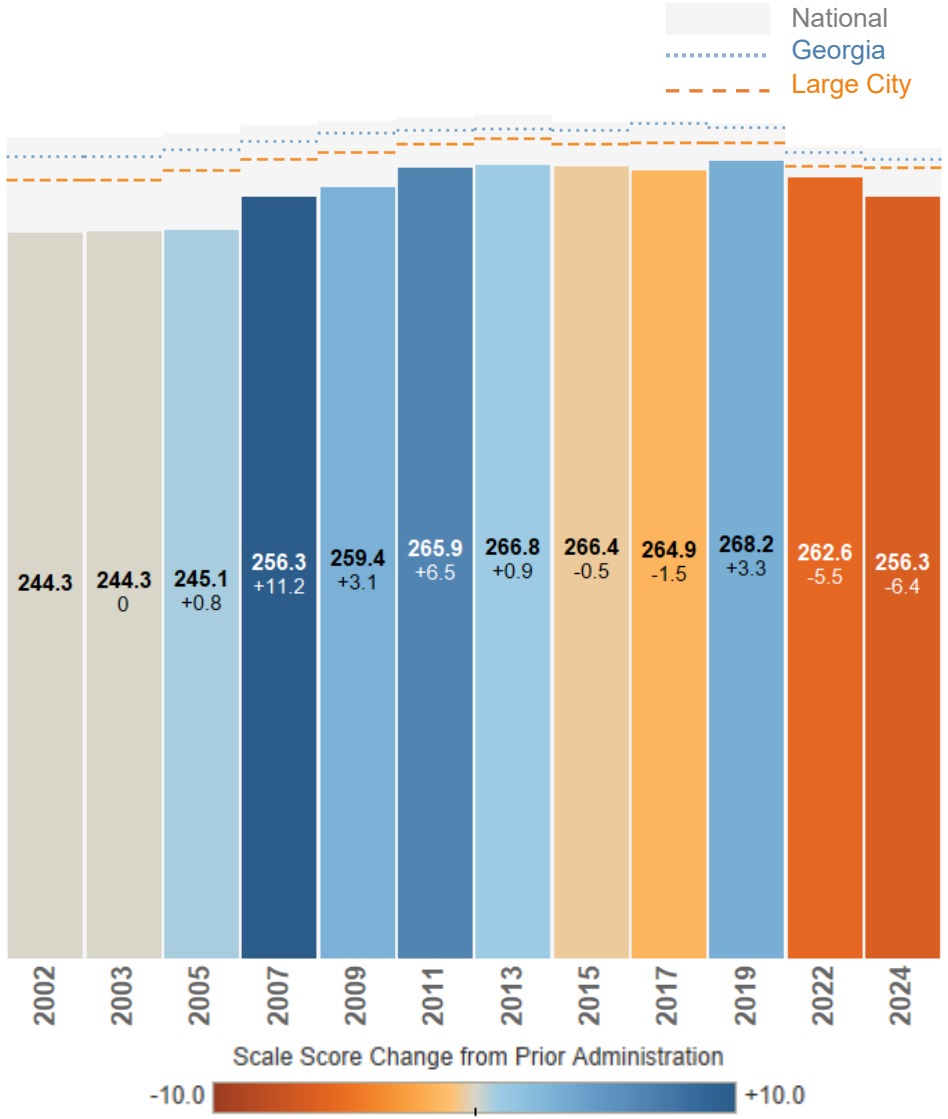


Grade 8 Reading subgroup gaps in large cities, Georgia, and national public school students in 2024



Grade 8 Mathematics Performance Declined from 2022 to 2024

Grade 8 math average scale score over time



The bars are colored by average point change from one administration to the next: blue represents an increase in score from the prior administration and orange represents a decrease.

The average scale score for the Grade 8 math assessment was 256. This is significantly lower than 2022, with a decline of 6.4 points, and 2019, with a difference of 11.9 points. Performance at the 25th percentile and students performing at or above basic was also significantly lower, and the number of students performing at the basic level was significantly higher.

This 2024 score is significantly lower than students attending public schools across the nation (231) and students attending public schools in large cities (237).

Grade 8 math large city average score changes 2022–2024

↑ Higher ↓ Lower ◆ No significant change

Grade 8 Mathematics Gaps Persist

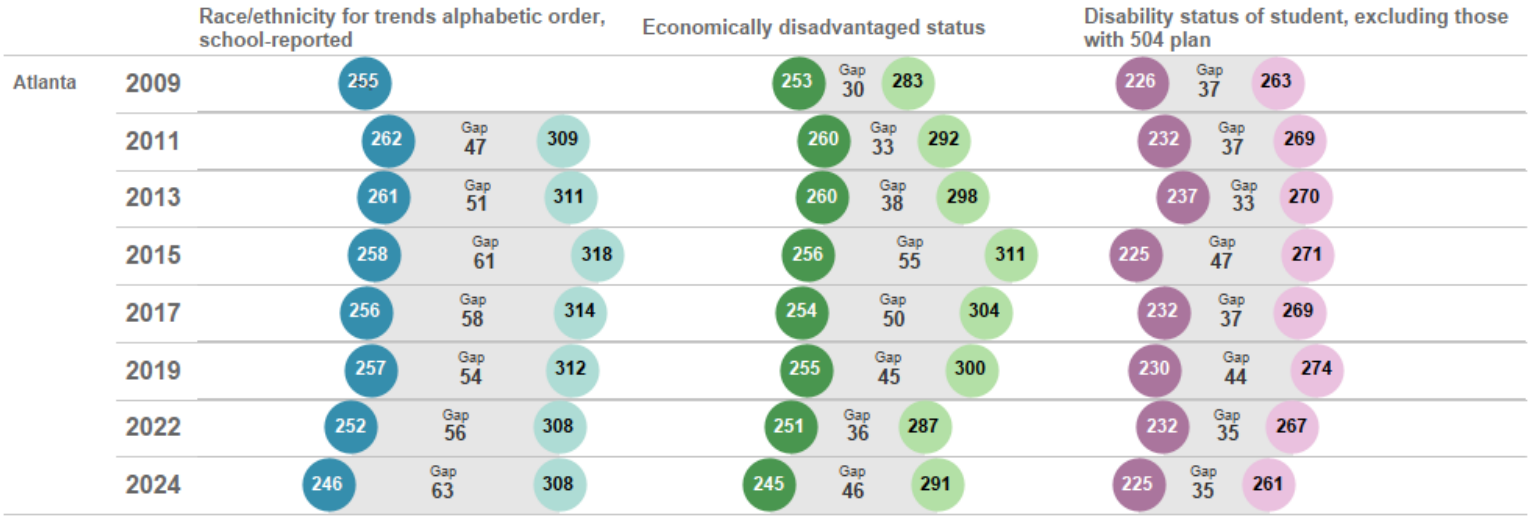
In 2024, the average scale score of Black students was significantly lower than every administration from 2007 (not shown) to 2022. White students' average scale score was not significantly different from most prior years, although lower than in 2015. Data for Hispanic and Asian students are not consistently available due to small sample sizes, and data for white students was unavailable in 2009.

Black students' average score was 63 points lower than that of White students. This gap is larger than that between the same groups in large cities, Georgia, and national public school students.

Economically disadvantaged students follow a similar trend, with an average scale score of 245, which is 46 points lower than that of students who are not economically disadvantaged. This disparity is consistent over time, and the gap is wider than that of other jurisdictions.

The average scale score of students with disabilities, defined as those with an IEP but not those with only a 504 plan, declined 7 points from 2022.

Grade 8 Math subgroup gaps for APS over time



Grade 8 Math subgroup gaps in large cities, Georgia, and national public school students in 2024