Analysis of Student Achievement in Mathematics Using Data from Illinois and National Standardized Exams from 2000-2014

MS Defense by
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Abstract: In an effort to improve student learning and achievement in the United States, the federal act known as No Child Left Behind (NCLB) of 2002 made a clear stipulation for all states to test students in mathematics, reporting scores annually. To meet these requirements, Illinois mandated, beginning in the year 2000, students in grades 3 to 8 and 11 be tested. These assessments continued through the spring of 2014 and will soon be replaced by new assessments aligned to the Common Core State Standards in Mathematics (CCSSM). As the state transitions to the new CCSSM measurements, questions concerning achievement levels of Illinois students in mathematics still persist. This study will use assessment data to analyze student achievement in mathematics prior to the implementation of NCLB from 2000 to the transition to CCSSM in 2014. Data examined includes results from state, national, and international exams. A summary of average achievement results over 14 years as well as analysis of trends and indicators is provided. Though achievement gains did not match the goals of NCLB, results indicate positive growth at most grade levels and, when compared to their national peers, that Illinois students are now better prepared for college and careers.

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