



**Report on 2015
Trial Urban District Assessment (TUDA)
National Assessment of Educational
Progress (NAEP)**

Grades 4 and 8 Reading and Mathematics

**Office of Data and Accountability
October 2015**

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EXECUTIVE SUMMARY

The Trial Urban District Assessment (TUDA) was started in 2002 as part of the National Assessment of Educational Progress (NAEP). In 2015, Boston Public Schools was one of twenty-one urban districts that voluntarily participated in the NAEP assessment. Boston participated in the grades 4 and 8 reading and mathematics assessments in 2003, 2005, 2007, 2009, 2011, 2013 and 2015; in the Science assessments in 2005, 2009 and 2011 (Grade 8 only); and in Writing in 2007. 2015 marked the 12th year that Boston voluntarily participated in the TUDA program.

This report examines the 2015 Reading and Mathematics results of the TUDA districts and compares their performance to each other, to public schools across the nation, and to public schools across Large Cities (LC).

Reading

Boston's Scale Score Change Between 2003 and 2015:

- Over this twelve-year period, Boston's 4th graders made a significant 13-point scale score gain, exceeding the Large City average (9-points), as well as the Nation average (5-points). Boston also made a significant 5 point gain in average scale scores since 2013, at a time when most other TUDA districts did not see significant gains.
- Boston's 8th graders also experienced a 5-point gain during this 12 year period.

Boston's Performance over Time:

- Boston's average scores in both grades 4 and 8 have continued to increase or hold steady (no statistical difference between performances from one year to the next) each year since the district first participated in NAEP/TUDA in 2003.
- Boston's 4th grade reading average score in 2015 was comparable to that of the National average and exceeded Large Cities by a margin that was statistically significant. Boston's 2015 average was also significantly higher than every administration of the assessment since 2003, except for the 2011 administration.
- In grade 8, Boston's average score in 2015 was about the same as Large Cities, but it was significantly lower than the Nation's average. Although Boston's 2015 score was significantly better than the first three previous administrations (2003, 2005, and 2007), students across the nation and in Large Cities significantly increased their scores at each of the previous administrations through the 2009 administration (after which time these average scores have not sustained significant gains).

Boston's Performance Compared to other TUDA Districts, Large Cities, and the Nation:

- In grade 4, Boston's average score was on par with the National average for the first time. The district's performance also exceeded the performance of Large Cities across the country (with a population over 250,000) by 5 scaled score points. The average

score for Boston's 8th graders was the same as that of Large Cities and was significantly lower than the national average by 6 points.

- Compared to other TUDA districts, Boston's average scores in both grades 4 and 8 were higher than or equal to those of 16 other districts. Only Charlotte district scored higher than Boston in both test grades.

Performance by Racial/Ethnic Group:

- In 4th grade, White students saw a 16-point gain; Hispanic students experienced a 13-point gain; and African American students demonstrated a 12-point gain since 2003. The gains made by Boston's 8th grade students between 2003 and 2015 are not statistically significant for any ethnic group.
- In Boston, the gaps in performance between Asian/White students and Black/Hispanic students persist in both 4th and 8th grade.
- However, Boston's African-American students performed significantly better than their peers across the nation and in Large Cities in 4th grade.
- Boston's Hispanic students in 4th grade had a significantly higher average than that of Large Cities, as well as the National average. Compared to other TUDA districts, Boston's Hispanic 4th graders performed as well as or significantly better than all other districts, with three exceptions (Hillsborough, Duval County, and Miami-Dade).

Students with Disabilities:

- In grade 4, students with disabilities (SD) in Boston outperformed their peers across the nation and in Large Cities; in grade 8, they performed on par with their peers in Large Cities as well as the national average. Compared to other TUDA districts, only three had higher average scores than Boston in both grades (Hillsborough County, Duval County, and Miami-Dade).

English Language Learners:

- Boston's English Language Learners (ELLs) in 4th grade scored higher than the national average and higher than their peers in Large Cities; none of the TUDA districts scored significantly higher than Boston.
- ELL students in 8th grade performed on par with their peers across the Nation and in Large Cities. Only Detroit's English Learners performed significantly higher than Boston in grade 8 reading.

Performance by Achievement Level:

- In 2015, 65% of Boston's 4th grade students scored at the basic level or above on the reading assessment. Only four TUDA districts had a higher percentage. Boston's performance was comparable to the National average (68%) and significantly higher than the Large Cities average (59%).
- In grade 8, the percentage of students in Boston who performed at or above Basic was 67%, statistically surpassing or equaling the rates of 17 TUDA districts and Large

Cities (67%). However, Boston's rate was lower than that of three districts and the Nation (75%).

- In both grades, Boston made significant improvements in the percentage of students performing at or above Proficient since 2003, with a 13-point increase in grade 4 and 6-point gain in grade 8, compared to a 8-point gain for Large Cities in grade 4 and a 6-point gain in grade 8.

Performance by Percentile Rank:

- Boston's 4th graders saw a significant and steady improvement since 2003 and 2005 across all quintiles. For 8th graders, there have also been significant gains for students at the 25th and 75th quintiles since 2003 and 2005, and at the 50th quintile since 2003.

Performance of General Education Students (Neither SD Nor ELL):

- The proportion of Boston's students who were neither SD nor ELL (i.e. general education students) in the grade 8 reading test was 65%. The only district with a lower proportion of general education students is Dallas. Nevertheless, Boston has a significantly smaller population of general education students than the national sample at 83% and, the Large City rate at 78%.
- Analyzing the NAEP reading scores of these general education students revealed that at the 8th grade, Boston had one of the highest scores, demonstrating a statistical tie with Austin and San Diego. This average is significantly higher than that of Large Cities, and statistically equal to the national average.

Mathematics

Boston's Scale Score Change Between 2003 and 2015:

- Between 2003 and 2015, Boston's 4th graders experienced the third largest gain of any jurisdiction with a 16-point increase in average score; the Large City gain was 10-points, and the national average was up 6 points.
- **The gain made by Boston's 8th graders since 2003 is even more impressive, totaling 19 points, surpassing the 12-point gain experienced by Large Cities, and the 5-point gain nationally. This has resulted in fully closing the gap with the Nation (281 points).**

Boston's Performance over Time:

- Boston's average scores in both grades 4 and 8 have continued to increase or remain statistically constant each year since the district first participated in NAEP/TUDA in 2003.
- In 2003, Boston's 4th grade performance compared to Large Cities was significantly lower: that trend was reversed in 2005 and Boston continues to outperform Large Cities. Over the past 10 years, the performance gap with Nation is also substantially smaller (4 points), though it was statically significant.
- Boston's 8th grade students also experienced significant gains since 2003. **In 2015, Boston's 8th graders had an average score significantly higher than the Large City average by 9 points, and achieved the same average scale score as the national average (281 points).**

Boston's Performance Compared to other TUDA Districts, Large Cities, and the Nation:

- Of the 21 participating TUDA districts, Boston was one of only four to score significantly higher than Large Cities in grade 8.
- Compared to other TUDA districts, Boston's average score in grade 4 was higher than or equal to those of 15 other districts. In grade 8, only one district (Charlotte) scored significantly higher than Boston.

Performance by Racial/Ethnic Group:

- From 2003 to 2015, students in all racial groups made statistically significant gains in their average scores on the 4th grade test. Black students saw a 12-point gain while Asian, Hispanic, and White students experienced 16, 15, and 19-point gains respectively.
- The gains made by Boston's 8th grade students between 2003 and 2013 were also statistically significant across all ethnic groups: Asian students showed an 18 point gain, there was a 22 point gain for White students, a 19 point gain for Hispanic students, and a 18 point gain for Black students.

- Despite consistent performance gains for students of all ethnic backgrounds, the gaps in performance between Boston’s Asian/White students and Black/Hispanic students persist in both 4th and 8th grade.
- However, in both grades 4 and 8, Boston’s Black students significantly outperformed their peers across the Nation and in Large Cities. Importantly, **Boston’s Black students had the highest scale scores of all TUDA districts in 8th grade.**
- **Boston’s Hispanic students in 4th and 8th grade also performed on par with Hispanic students across the Nation and in Large Cities. Compared to other TUDA districts, Boston’s Hispanic 8th graders performed as well as or significantly better than all other districts.**

Students with Disabilities:

- In 4th grade, Boston’s students with disabilities had an average score statistically comparable to the national average and that of Large Cities. While Boston’s average score in grade 8 was not significantly different from the national average, it was significantly higher than that of Large Cities. In 8th grade, students with disabilities in Boston also performed better than a majority of TUDA districts; none of the districts with higher averages were statistically significant.

English Language Learners:

- Boston’s English Language Learners (ELLs) in 4th grade scored significantly higher than their peers across the Nation and in Large Cities. None of the 18 TUDA districts with a sufficiently large ELL student sample had significantly higher averages than Boston’s in grade 8, and only one district (Dallas) scored significantly better than Boston in grade 4.

Performance by Achievement Level:

- In 2015, 78% of Boston’s 4th grade students scored at the basic level or above on the math assessment. Five TUDA districts had a higher percentage; Charlotte, Duval County, Hillsborough County, Miami-Dade, and Austin. Boston’s performance was not statistically significantly different than Large Cities (75%) or the Nation (81%).
- In grade 8, the percentage of students in Boston who performed at or above Basic was 67%, significantly higher than Large Cities (61%) but 3 points lower than the Nation (70%).
- The percentage of Boston students scoring at or above Proficient in 2015 in grade 8 was significantly higher than that of Large Cities.
- In both grades Boston made significant improvements in the percentage of students performing at or above Proficient compared to the first two administrations (2003 and 2005). Boston also saw a significant improvement in grade 8 from 2007 to 2015, with a 7-point increase. Since 2003, the percentage of 4th graders who are proficient/advanced increased by 21 points, compared to 12 points for large cities; and the percentage proficient/advanced in 8th grade increased 17 points, compared to 10 points for Large Cities.

Performance by Percentile Rank:

- Boston's 4th and 8th graders have experienced significant gains since 2003 across all quintiles and experienced significant gains with students in all quintiles, but the lowest (10th), between 2005 and 2015.

Performance of General Education Students (Neither SD nor ELL):

- The percentage of Boston students who took the 8th grade math test who were neither SD nor ELL was just 65%. This proportion of general education students is the 2nd smallest of any TUDA district, higher than Dallas (61%), and smaller than the Nation (82%) and Large Cities (78%).
- In addition to the high performance of Boston's students with disabilities and English Language Learners relative to other jurisdictions, the performance of Boston's general education students in grade 8 math was also impressive: their average score not only ranked the highest, but was significantly better than that of Large City, the Nation, and all other districts (Austin had statistically equivalent scores to Boston's).

OVERVIEW AND BACKGROUND

Developed in 1969, the National Assessment of Educational Progress (NAEP), also referred to as the Nation's Report Card, is the largest nationally representative assessment of what America's students know and can do. It provides a common yardstick for measuring the progress of students' education across the country. While each state has its own unique assessment, NAEP asks the same questions in every state, making state comparisons possible.

In 2001, following discussions between the National Center for Education Statistics (NCES), the National Assessment Governing Board (NAGB), and the Council of the Great City Schools (CGCS), Congress appropriated funds for district-level assessments on a trial basis, similar to the trial for state assessments that began in 1990. As a result, the NAGB passed a resolution approving the selection of urban districts for participation in the Trial Urban District Assessment (TUDA), a special project within NAEP that would make assessment results available at the district level. Representatives of the Council of Great City Schools worked with the staff of NAGB to identify districts to be invited for the trial assessment. Districts were selected based on a number of characteristics, including size, minority concentrations, federal program participation, socioeconomic conditions, and percentages of students with disabilities (SD) and English Language Learners (ELL).

In 2002, five urban school districts participated in NAEP's first Trial Urban District Assessment (TUDA) in reading and writing. In 2003, ten urban districts (including the original five) participated in the TUDA program in reading and mathematics in grades 4 and 8: Atlanta, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Houston, Los Angeles, New York City, San Diego, and Washington, D.C. (District of Columbia Public Schools-DCPS). In 2005, Austin was added to the group of school systems that participated in the reading, math and science testing. These eleven large urban school districts continued participating in TUDA in 2007. In 2009, seven more districts (Baltimore City, Detroit, Fresno Unified, Jefferson County (KY), Miami-Dade County, Milwaukee, and Philadelphia) joined the TUDA project. In 2011, twenty-one districts, with three new additions (Albuquerque, Dallas and Hillsborough County-FL), were invited by the NAGB to participate in mathematics and reading TUDA assessments at grades 4 and 8 and Science at grade 8. For 2013, these twenty-one TUDA districts continued participating in the mathematics and reading testing at grades 4 and 8. In 2015, Milwaukee was replaced by Duval County (Jacksonville, FL), hence, the NAEP 2015 TUDA was conducted in reading and mathematics at grades 4 and 8 for these twenty-one participating districts. 2015 marks the 12th year that Boston voluntarily participated in the TUDA program.

It should be noted that since 2009, in addition to public-school students, the sampled charter schools were included in the NAEP TUDA results if they were also included in a district's Adequate Yearly Progress (AYP) reports. Additionally, the "Large Cities (LC)" designation refers to public schools located in urban areas with populations of 250,000 or more (as defined by NCES). Comparisons between national, district, and large city results are limited to public school students. In NAEP reports, the category "Nation (public)" does not include Department of Defense or Bureau of Indian Education schools. It should also be noted that among the TUDA districts, eight of the twenty-one consist entirely of schools in cities with a population of 250,000 or more; thirteen of them however –

Albuquerque, Atlanta, Austin, Charlotte, Cleveland, Dallas, Duval County (FL), Fresno, Hillsborough (FL), Houston, Jefferson County, Los Angeles and Miami-Dade — also include a number of fourth and eighth grade students enrolled in surrounding suburban or rural areas. Results for these districts include data from all students, both urban and suburban/rural, a fact that must be kept in mind when comparing their performance to other districts, large cities, or the nation.

This report provides results for Boston's public school students in grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in Reading and in Mathematics. Results are reported by average scale score (reported on a 0-500 scale), and by achievement levels (Basic, Proficient, and Advanced).

An overview of the Reading and Math assessment frameworks is included in Appendix A.

2015 NAEP READING

READING: DEMOGRAPHIC CONTEXT

The charts below display the percentage of students who participated in the 2015 TUDA NAEP Reading test by their racial/ethnic identification, disability (SD), English Language Learner (ELL) status, and Low-Income status. The charts display not only Boston's participation rates, but also the Nation's and Large Cities', as well as the TUDA minimums and maximums.

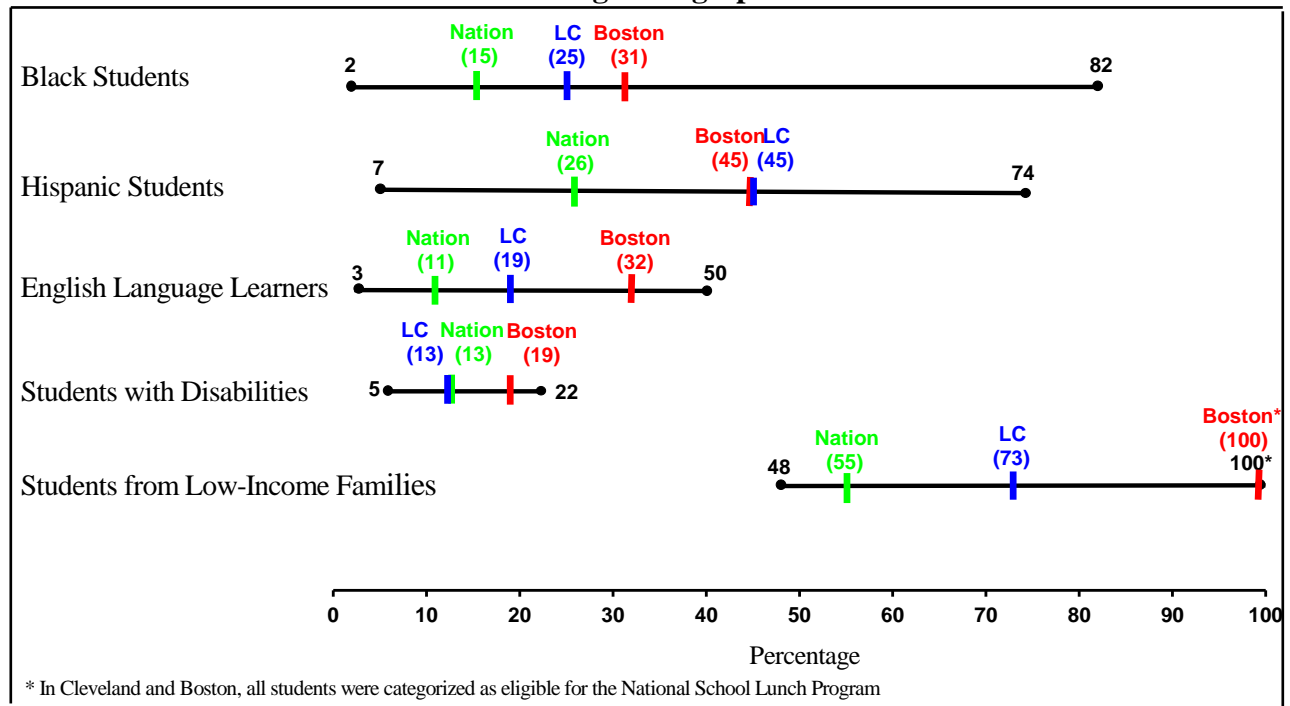
Boston's percentages of Black and Hispanic students in both grades 4 and 8 fall in the middle range of the other TUDA districts. However, in 2015 Boston joined Cleveland as one of two TUDA districts to report that 100% of students received free/reduced-price lunch based on the district's 100% Community Eligibility Provision (CEP) for all schools. **Compared to other TUDA districts, Boston also has very high participation rates for students with disabilities and English Language Learners; in particular, Boston has the 2nd highest participation rate for students with disabilities in grade 4 and English Language Learners in grade 8.** These differences are important to consider in comparing results across jurisdictions.

In addition, because results are based on samples rather than entire populations, examining statistical significance is essential in determining differences across groups.

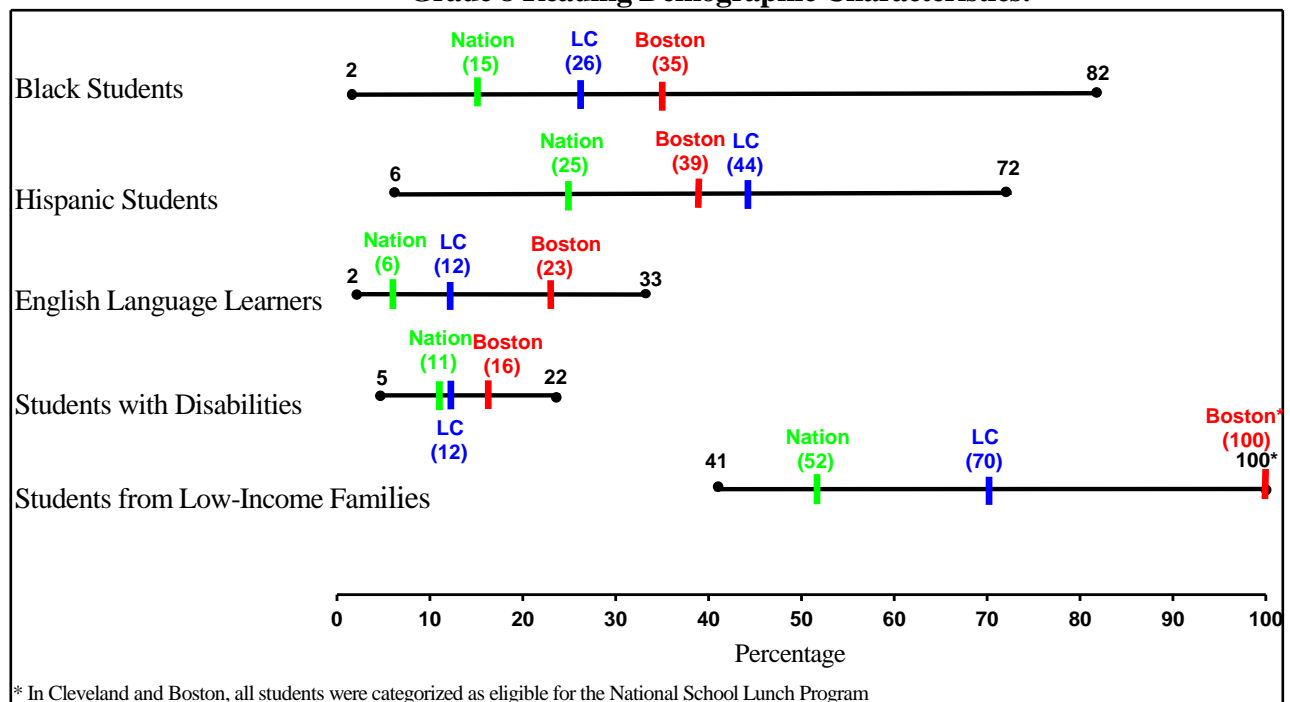
* Large Cities include students from all cities in the nation with populations of 250,000 or more including the participating districts.

Distribution of Selected Student Groups for TUDA Districts

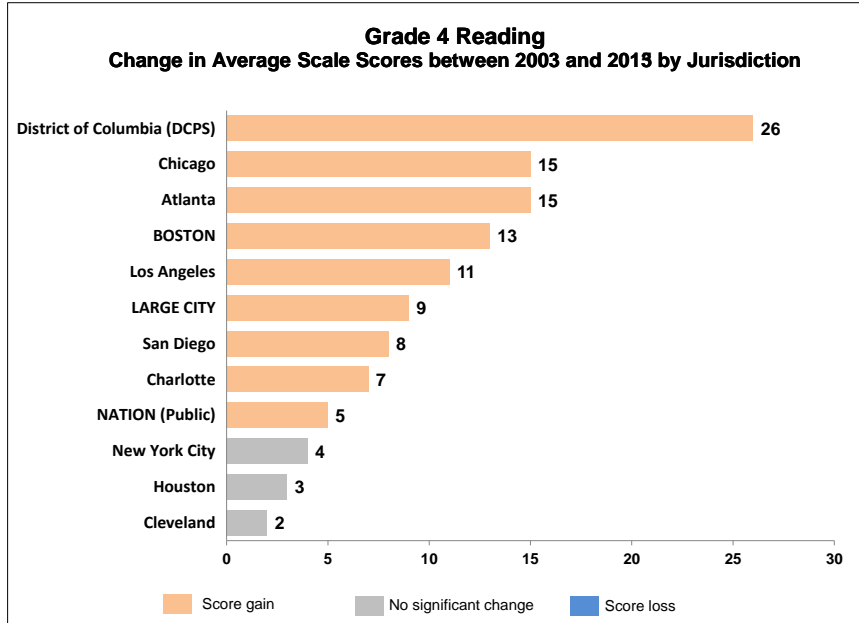
Grade 4 Reading Demographic Characteristics:



Grade 8 Reading Demographic Characteristics:

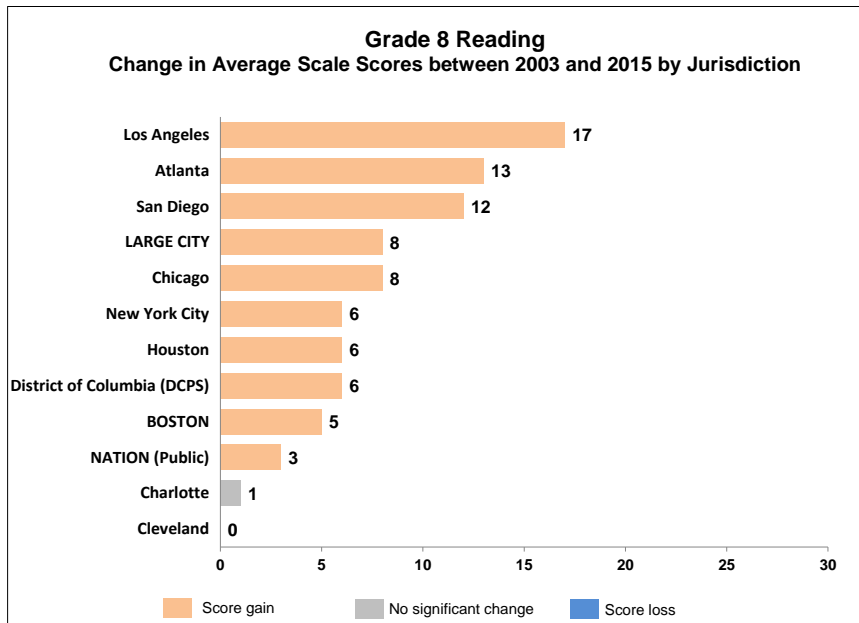


(1) Change in Reading Average Scores Between 2003 and 2015



- Of the 10 participating TUDA districts in 2003, Boston’s 4th graders saw a significant 13-point scale score gain between 2003 and 2015. Boston’s gain exceeded that of Large Cities (9-points) and surpassed the 5-point gain made by students nationwide.

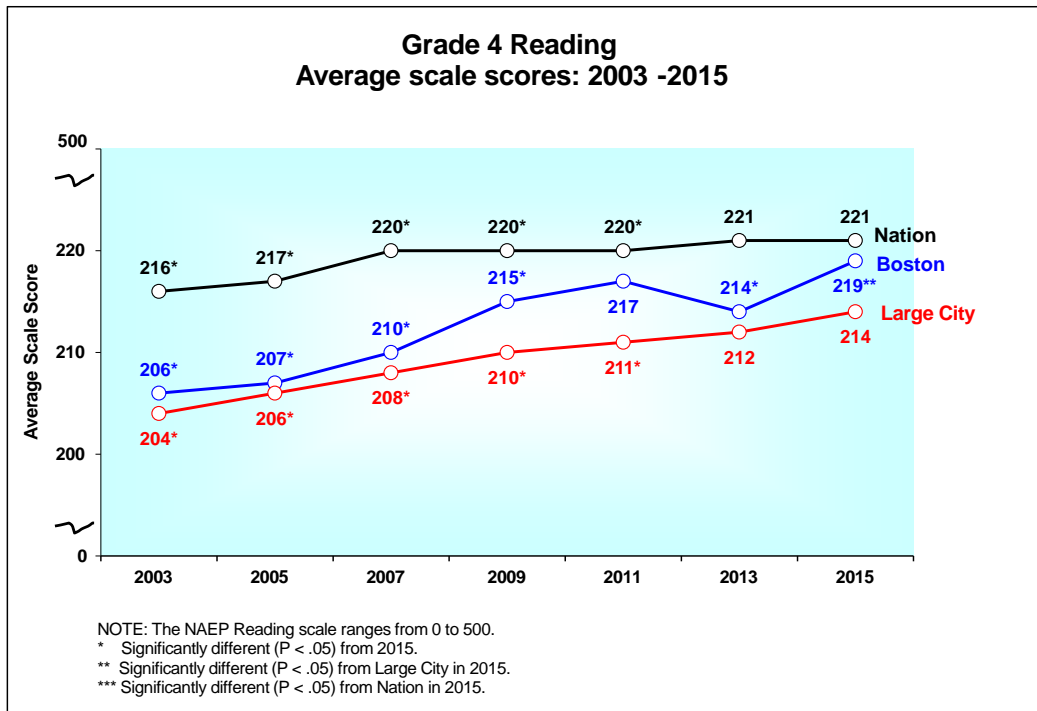
Grade 8 Reading



- Between 2003 and 2015, Boston’s 8th graders experienced a significant 5-point gain in reading. Therefore, the gains made by Boston were not as great as those made by Large City (8-points), but larger than those made across the Nation (3-points).

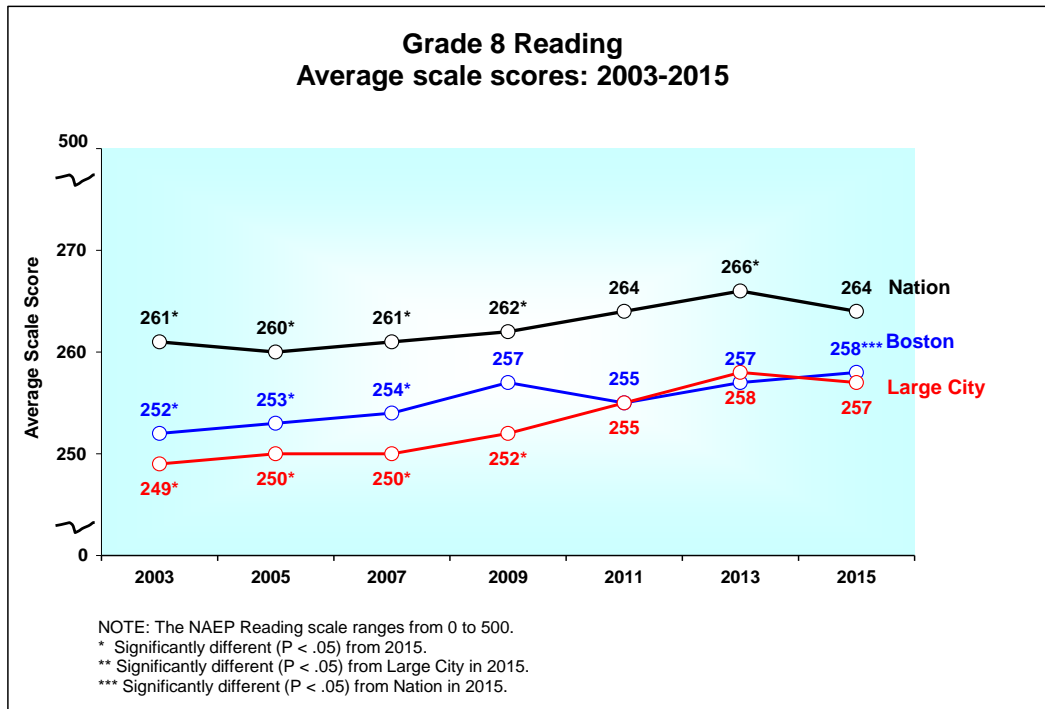
(2) Average Reading Scale Scores Over Time: 2003 - 2015

Grade 4 Reading



- Boston's 4th grade reading average score in 2015 was 5-points higher than they were in 2013, a difference that is statistically significant. Boston's 2015 score (219) was significantly higher than that of Large Cities and was for the first time on par (no statistically significant difference) with the national average (221).
- The reading performance of Boston's 4th graders in 2015 was significantly higher than every administration of the NAEP, except for 2011.

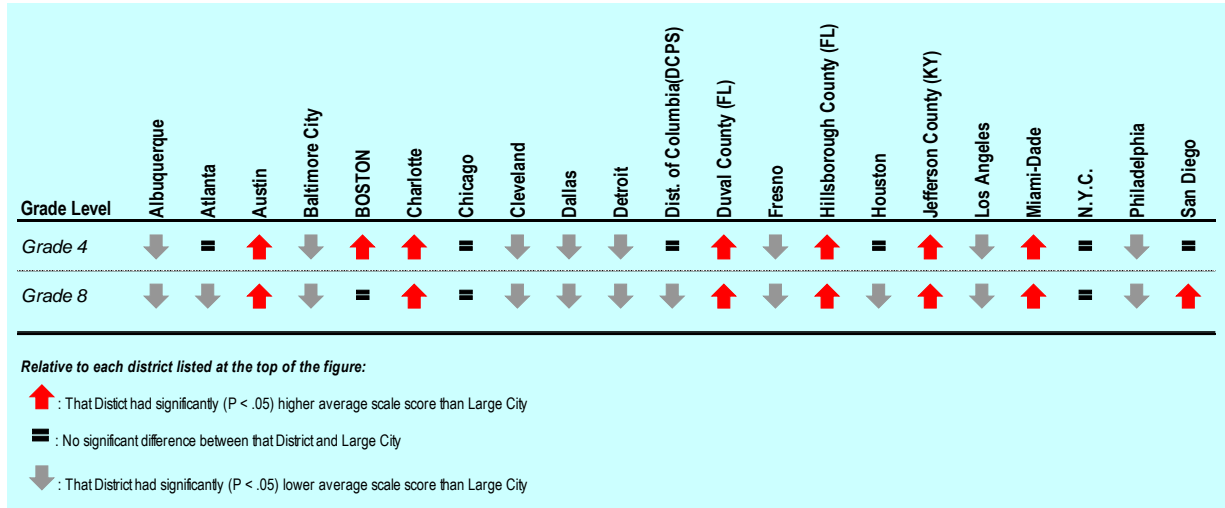
Grade 8 Reading



- In 2015, Boston's 8th grade students had an average score of 258, comparable to that of Large Cities; but significantly lower than the national average (by 6 points).
- Boston's 8th grade average score in 2015 was significantly higher than the first three previous administrations (2003, 2005, and 2007); by contrast, the national and Large City averages have increased significantly at each of first four administrations since 2003.

(3) 2015 Reading Scale Score Comparisons Across Jurisdictions Large City vs. TUDA Districts

2015 Average Scale Score Comparisons - Large City (LC) vs TUDA Districts

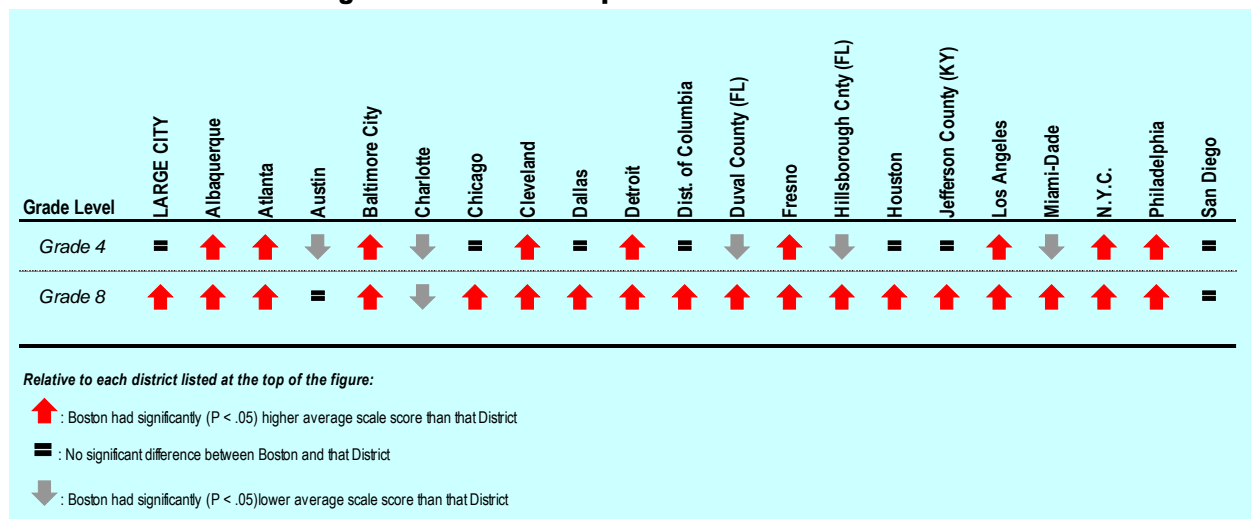


- Of the 21 participating TUDA districts, Boston was one of ten to have a score significantly higher than, or equal to, that of Large Cities in both the grade 4 and grade 8 reading assessments.

Boston’s scale scores for all students as well as for student subgroups are provided in Appendix B. Scale scores for all TUDA districts are provided in Appendix C.

Boston vs. TUDA Districts

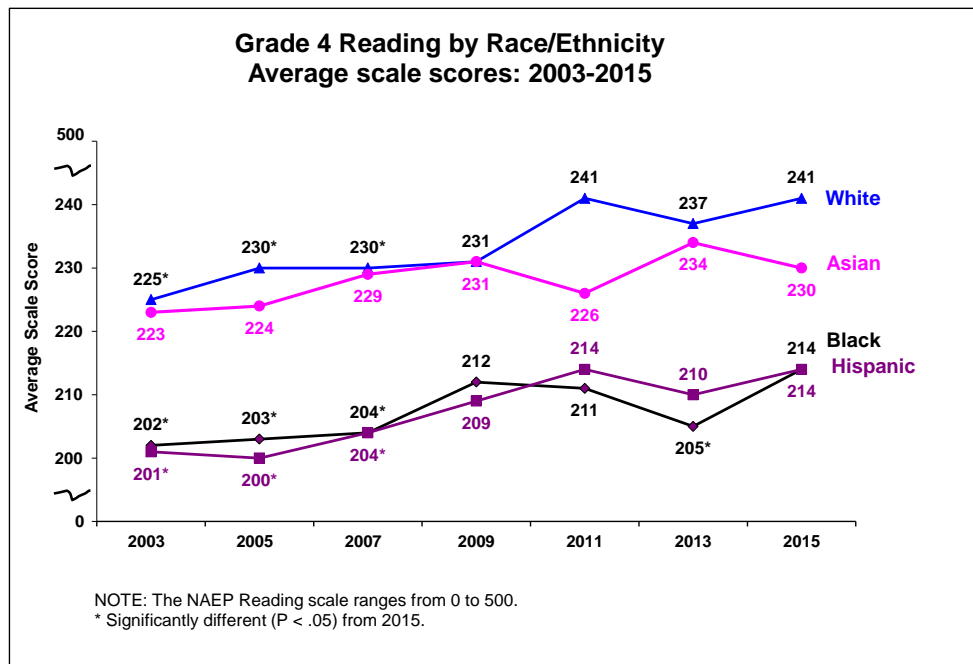
2015 Average Scale Score Comparisons - Boston vs TUDA Districts



- Boston scored higher than or equal to all but Charlotte in **both** grades 4 and 8, and lower than four districts (Austin, Duval County, Hillsborough County, and Miami-Dade) in grade 4.

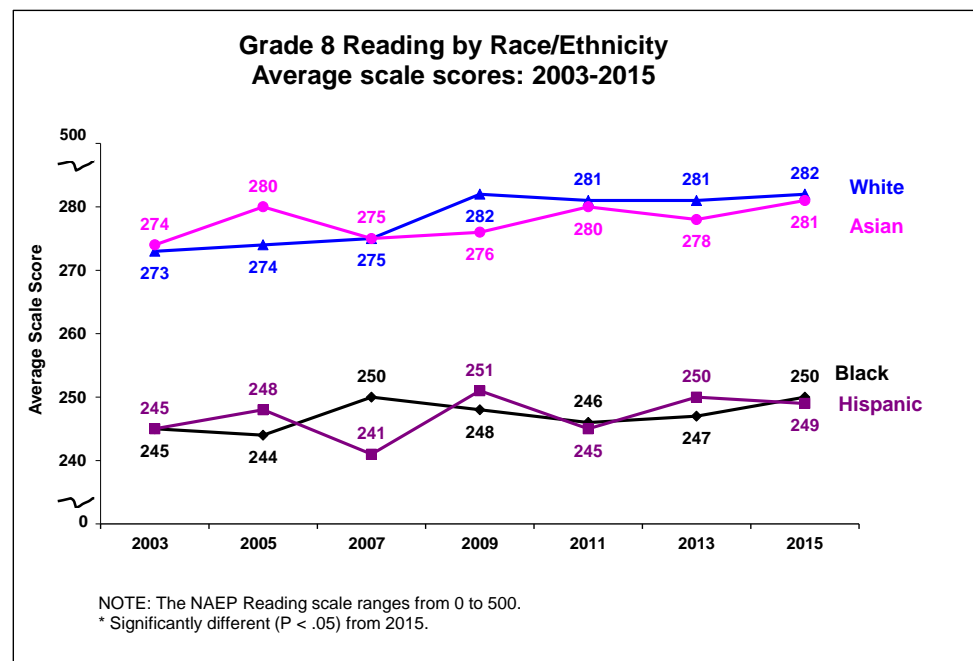
(4) Average Reading Scale Scores by Race/Ethnicity

Grade 4 Reading: 2003-2015



- In 2015, Hispanic students saw a 9 point gain that was statistically significant. African-American and White students also saw increases, but these were not statistically significant. Finally, Asian students saw a 4-point drop, but this was not statistically significant in terms of its difference from 2013.
- From 2003 to 2015, White, African-American, and Hispanic students have experienced statistically significant gains, with 16, 12, and 13-point gains respectively.

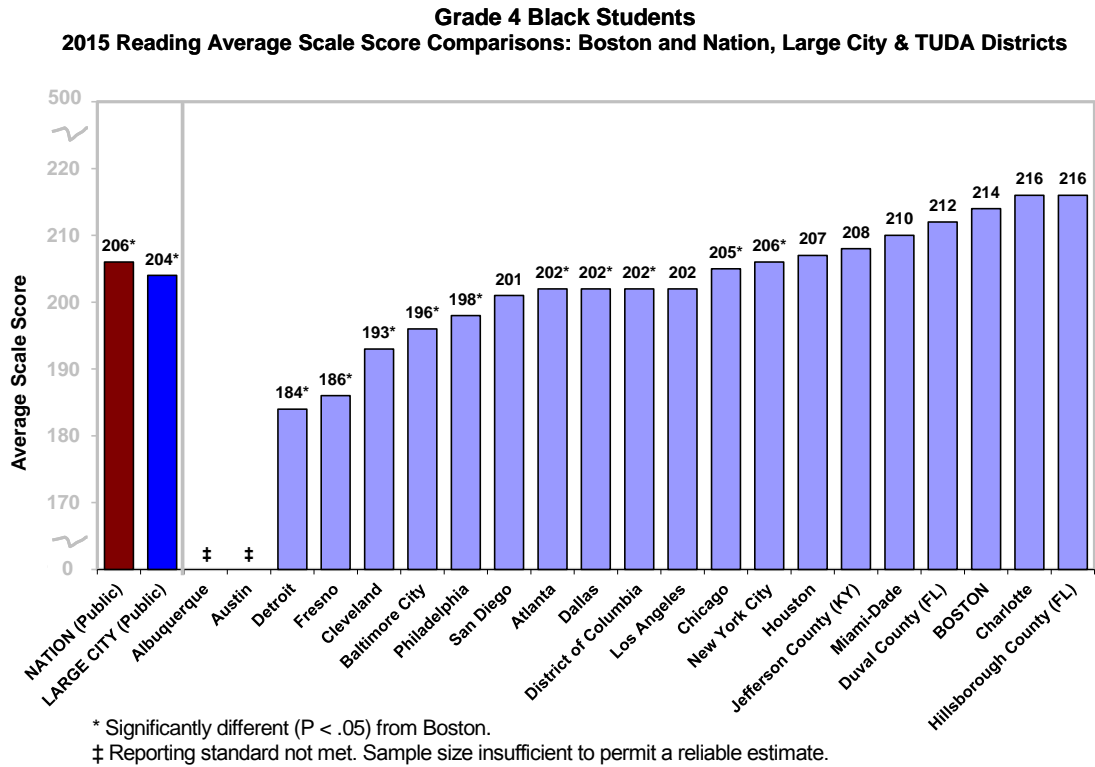
Grade 8 Reading: 2003-2015



- Reading scores for Boston’s 8th grade students between 2013 and 2015 remained relatively constant for all ethnic groups, as we are not observing any statistically significant differences. Since 2003, no racial group has experienced a statistically significant gain on the 8th grade Reading test.
- The gaps in performance between Boston’s White/Asian students and Black/Hispanic students persist in both 4th and 8th grade.

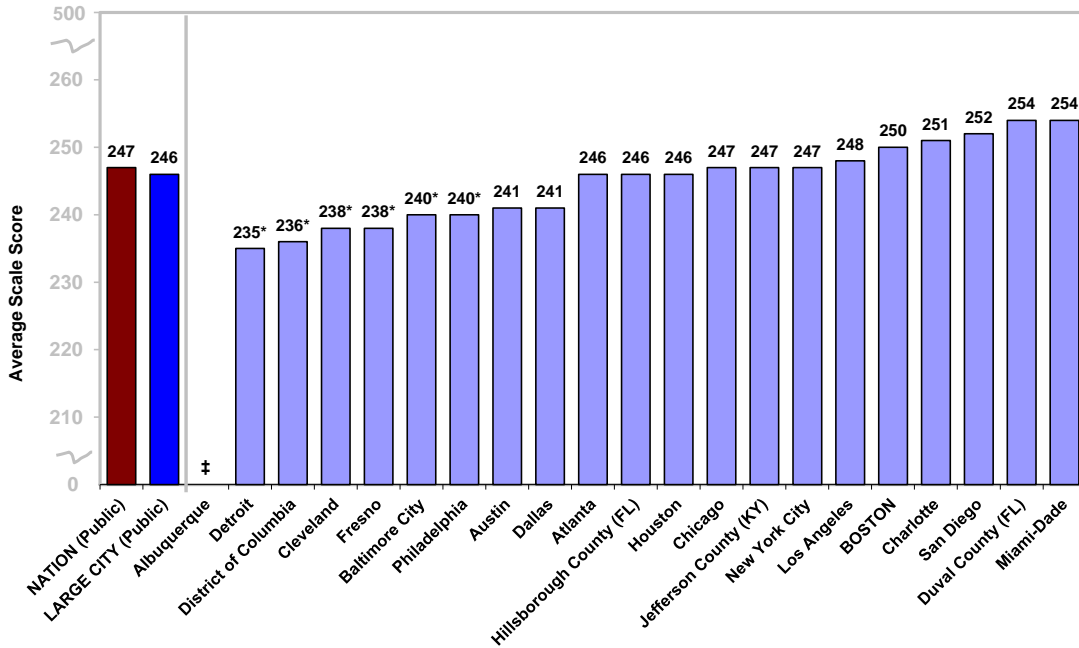
Appendix D provides detailed information on the performance of students by racial group.

Boston’s Black Students Compared to the Nation, Large Cities, and other TUDA Districts



- Despite continued disparity in the performance of Black students compared to their White and Asian peers, the district’s Black students had an average score of 214, which is significantly greater than the national average (206) and that of Large Cities (204). Boston’s 4th grade Black students performed as well as or significantly better than all TUDA districts.

Grade 8 Black Students
2015 Reading Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts

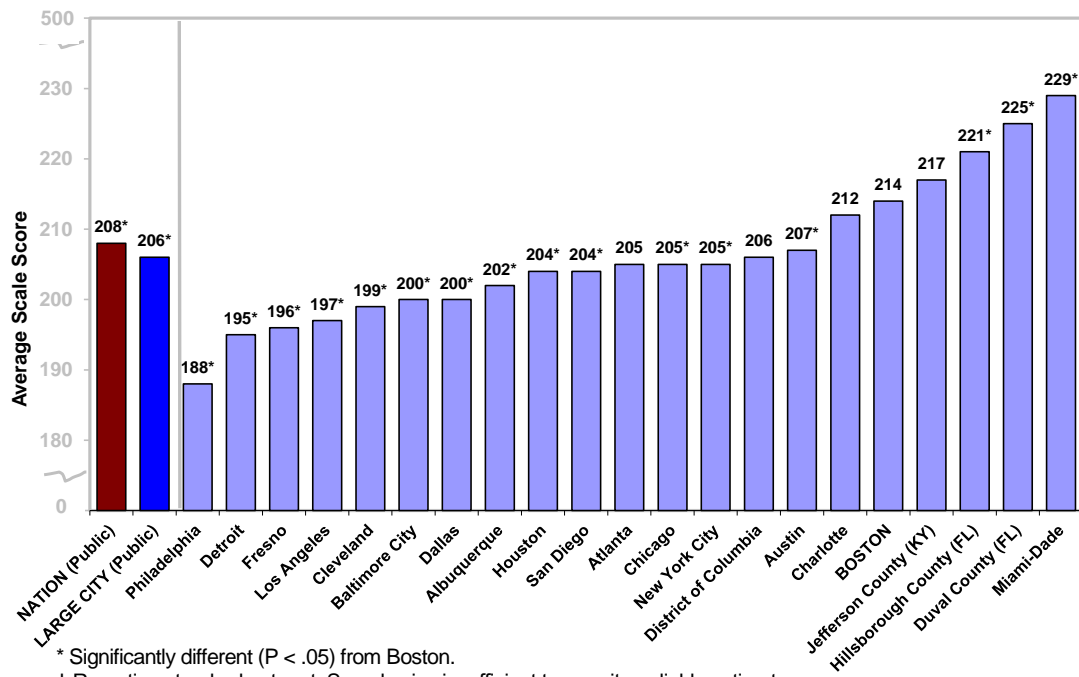


* Significantly different (P < .05) from Boston.
 ‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- In grade 8, the performance of Boston’s African-American students (250) was about the same as their peers across the Nation (247) and in Large Cities (246). Among the TUDA districts, however, Boston’s African-American students performed as well as or significantly better than all other districts.

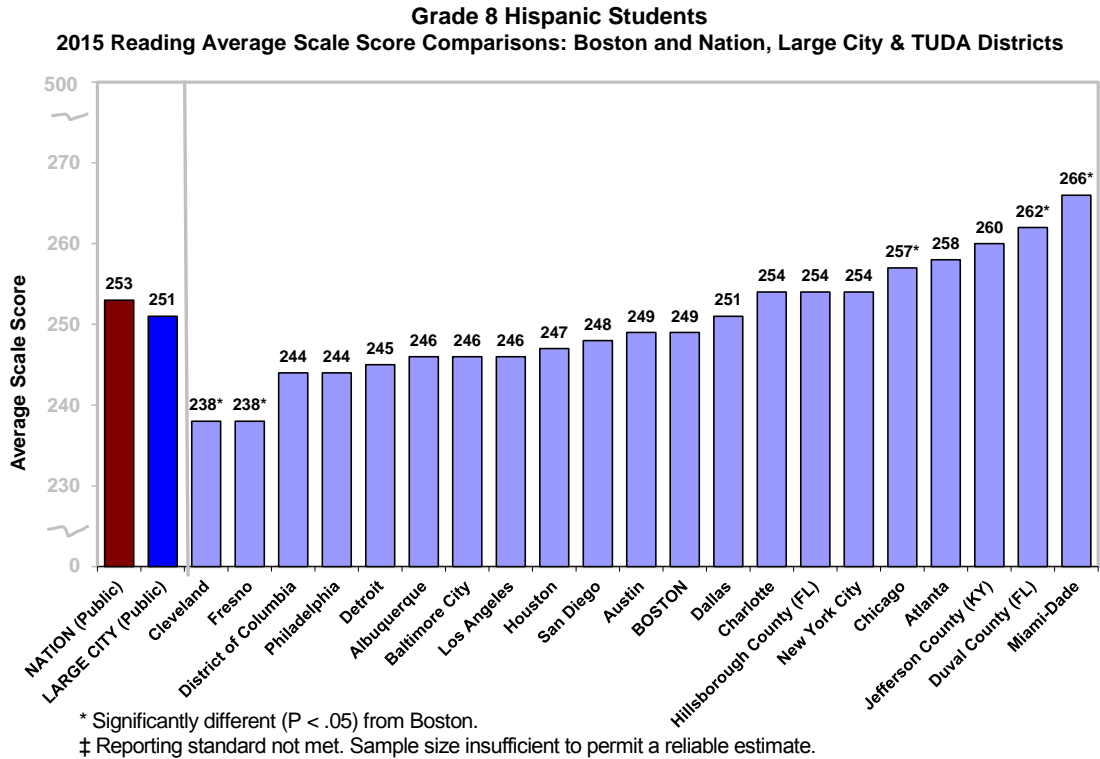
Boston’s Hispanic Students Compared to the Nation, Large Cities, and other TUDA Districts

Grade 4 Hispanic Students
2015 Reading Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts



* Significantly different (P < .05) from Boston.
 ‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

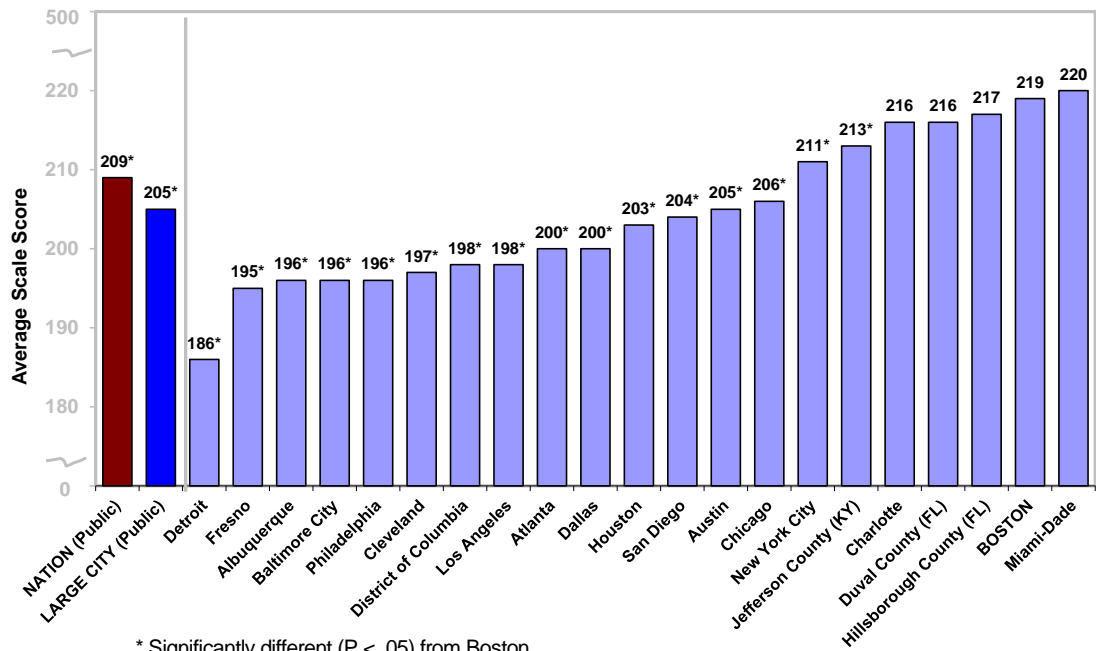
- Boston’s Hispanic students in 4th grade also had significantly higher average scores (214) than Hispanic students in Large Cities (206), as well as the national average (208). Among the participating TUDA districts, only Miami-Dade, Hillsborough County, and Duval County’s Hispanic 4th graders scored significantly higher than Boston’s.



- In grade 8, Boston’s Hispanic students (249) performed as well as their peers in Large Cities (251) and across the Nation (253). Among TUDA districts with a sufficiently large sample of Hispanic students, three districts significantly outperformed Boston (Duval County, Miami-Dade, and Chicago).

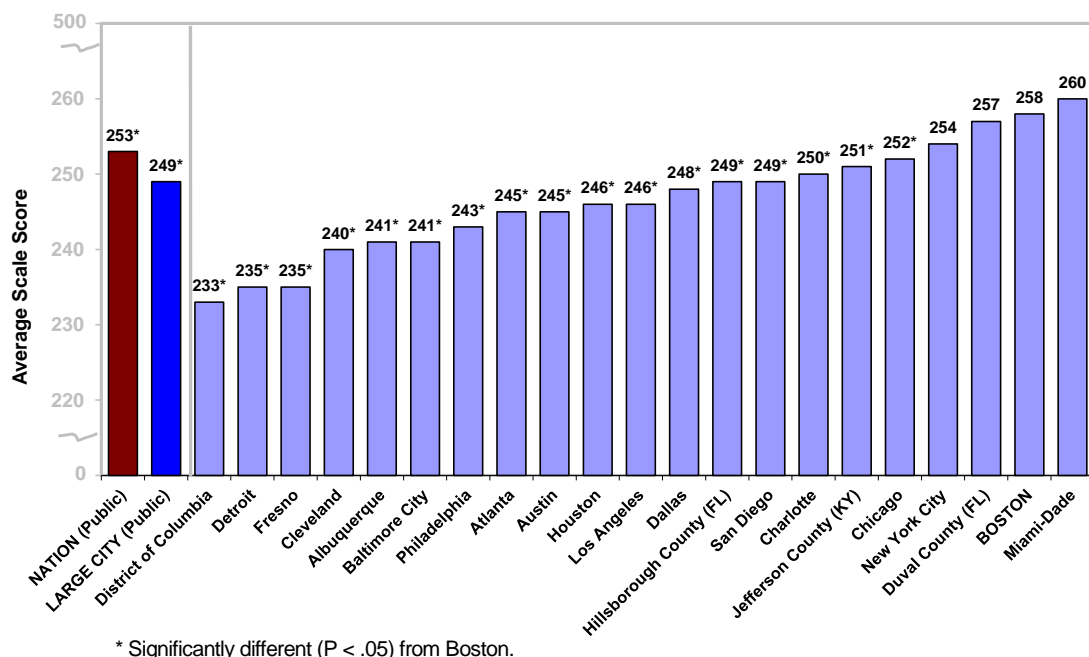
(5) Average Reading Scale Scores for Other Student Groups Students Eligible for Free/Reduced Lunch

Grade 4 Low-Income Students
2015 Reading Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts



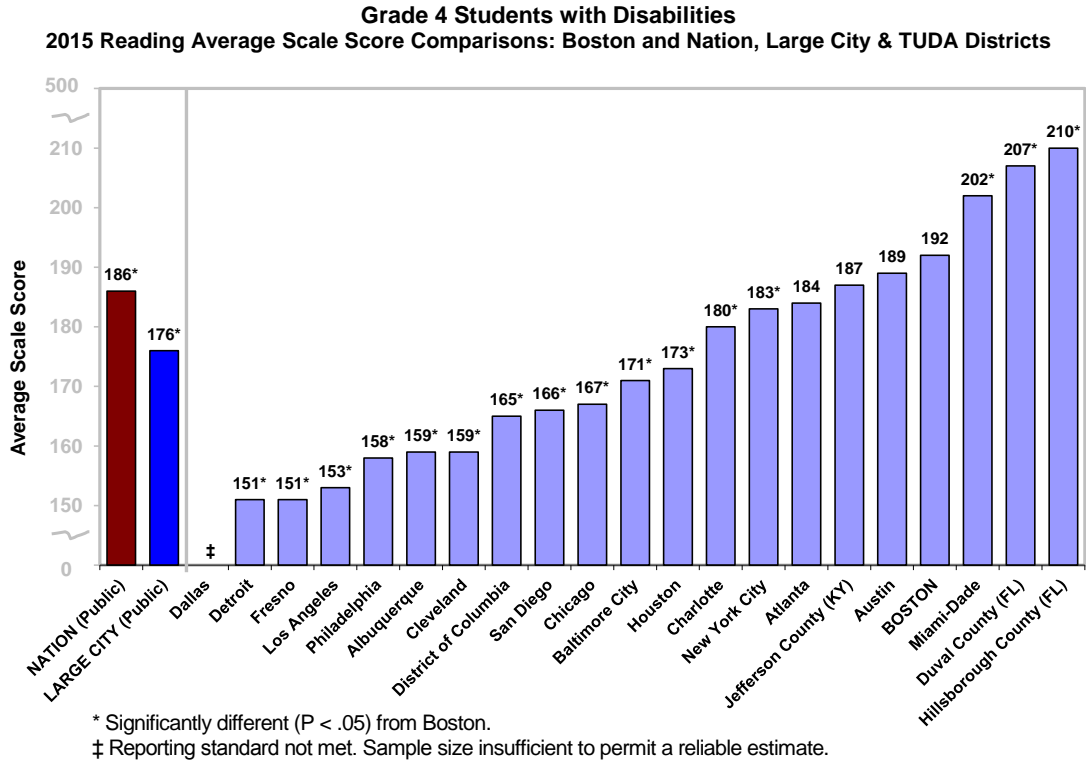
- In grade 4, low-income students in Boston scored significantly higher than the Nation (by 10 points) and Large Cities (by 14 points). Boston's average was also the second highest among the TUDA districts and was not significantly bested by any other TUDA district.

Grade 8 Low-Income Students
2015 Reading Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts



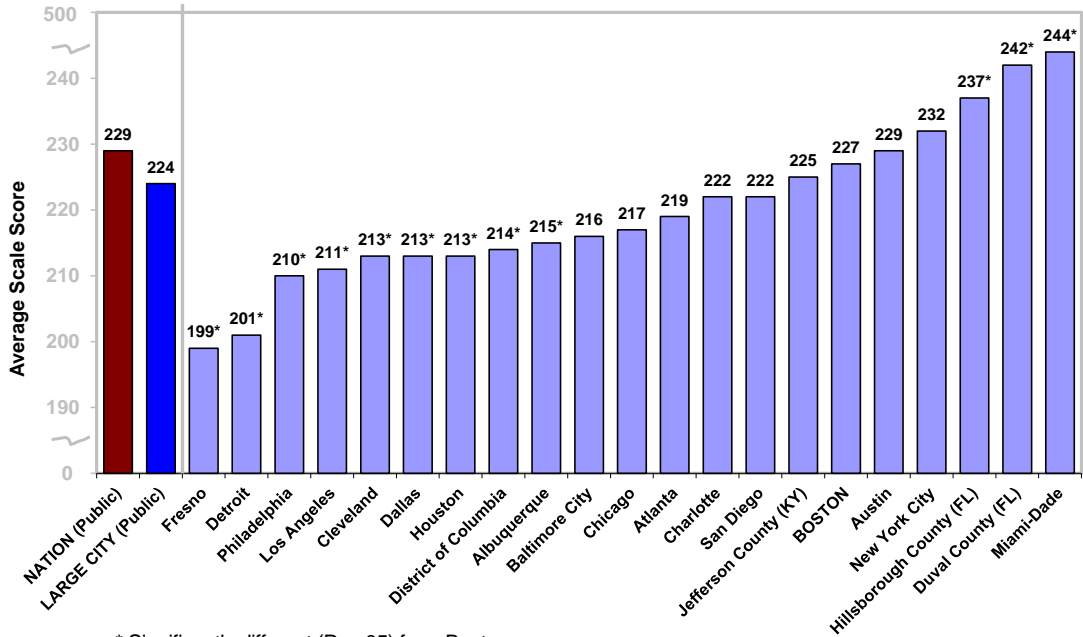
- Among 8th graders, Boston’s low-income students (258) performed better than their peers in Large Cities (249) and across the Nation (253). Compared to other TUDA districts, no other districts had significantly higher average performance.

Students with Disabilities



- In 4th grade, students with disabilities in Boston (192) outperformed their peers in Large Cities (176). Their average score was significantly different from the national average (186). Boston’s special education students performed equally well or better than all but three other districts (Miami-Dade, Duval County, and Hillsborough County).

Grade 8 Students with Disabilities
2015 Reading Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts

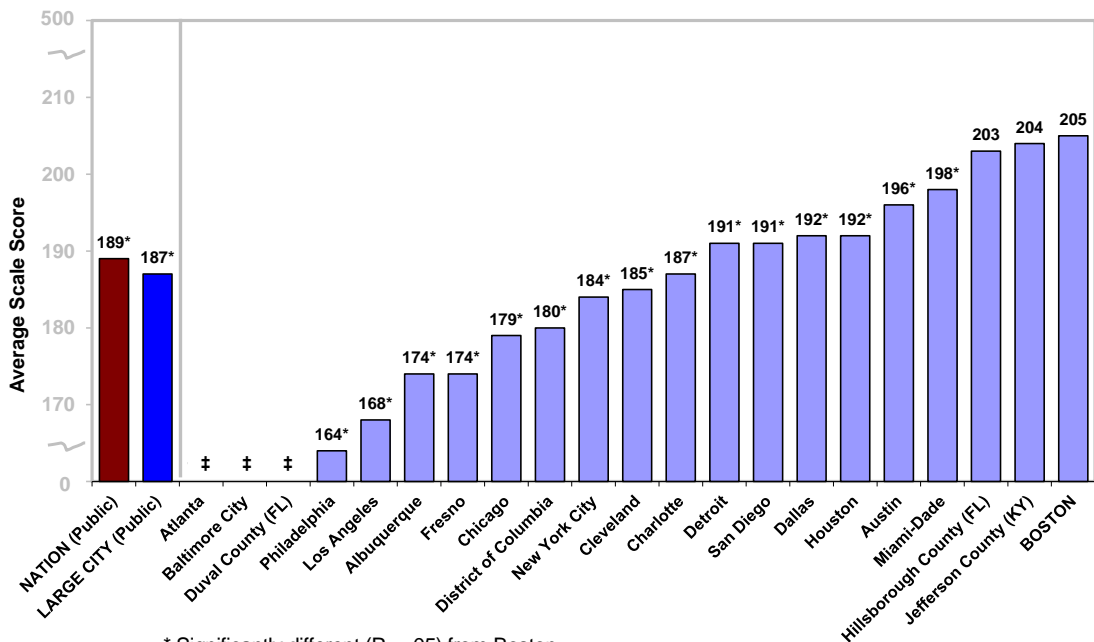


* Significantly different ($P < .05$) from Boston.
 ‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- In grade 8, the average score for students with disabilities in Boston (227) was comparable to the average for Large Cities (224) and the national average (229). Compared to other TUDA districts, Boston’s performance was statistically lower than Hillsborough County, Duval County, and Miami-Dade.

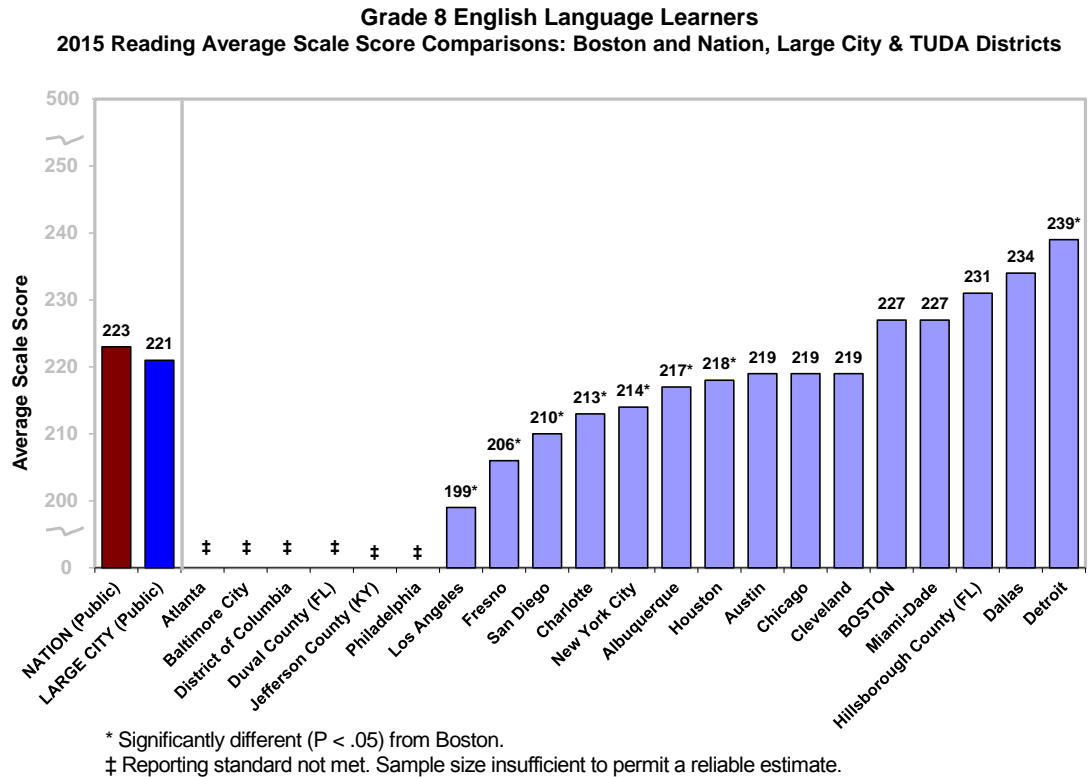
English Language Learners

Grade 4 English Language Learners
2015 Reading Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts



* Significantly different ($P < .05$) from Boston.
 ‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- Boston's 4th grade English Language Learners (ELLs) outperformed their peers across the Nation and in Large Cities. Compared to other TUDA districts, Boston's average score was the highest score, as it was in 2013 as well.

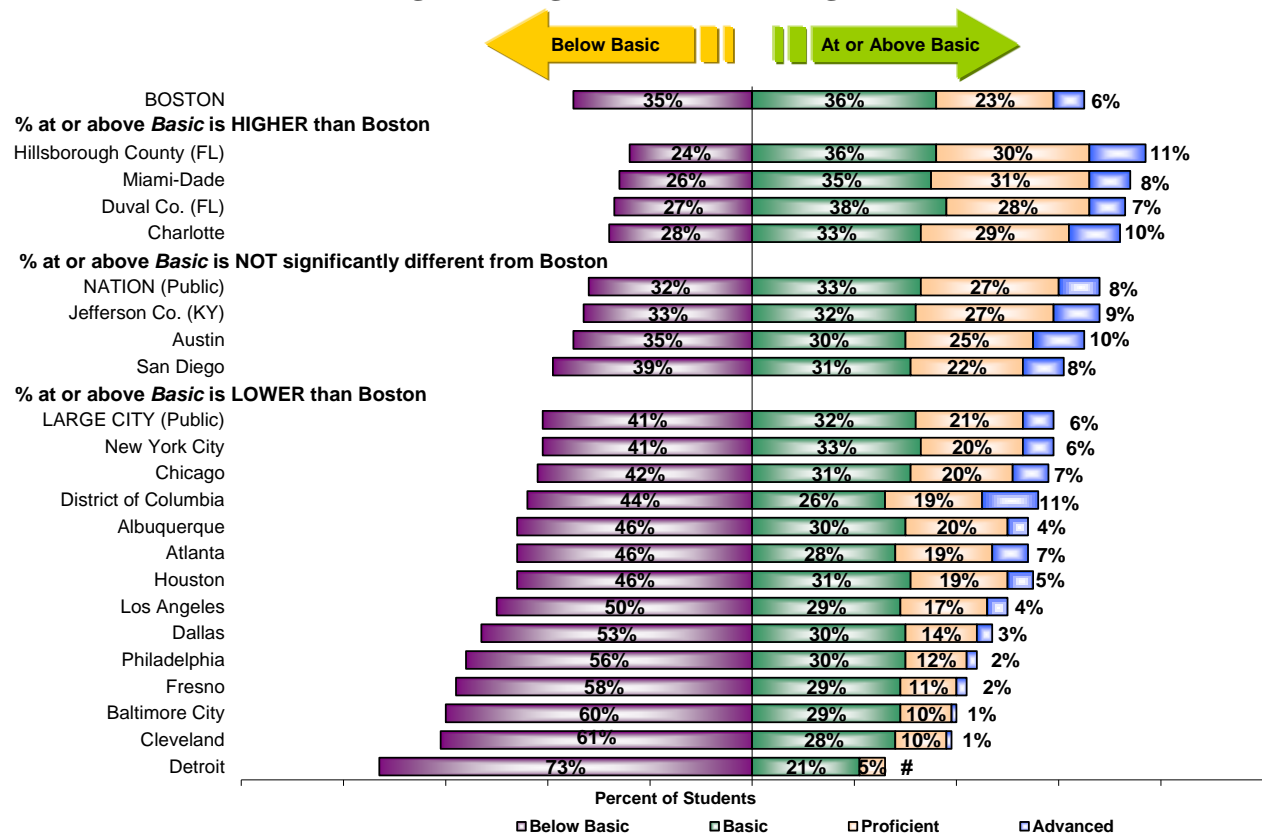


- The average score for ELL students in 8th grade was comparable to that of their peers in Large Cities and across the Nation. Boston's ELL average was statistically lower than Detroit.

(6) Reading Performance by Achievement Level: Boston vs. Nation, Large Cities, and TUDA Districts

2015 Reading Percentage of Students Scoring at or Above Basic

Grade 4 Reading Percentage of Students Scoring at or Above Basic:

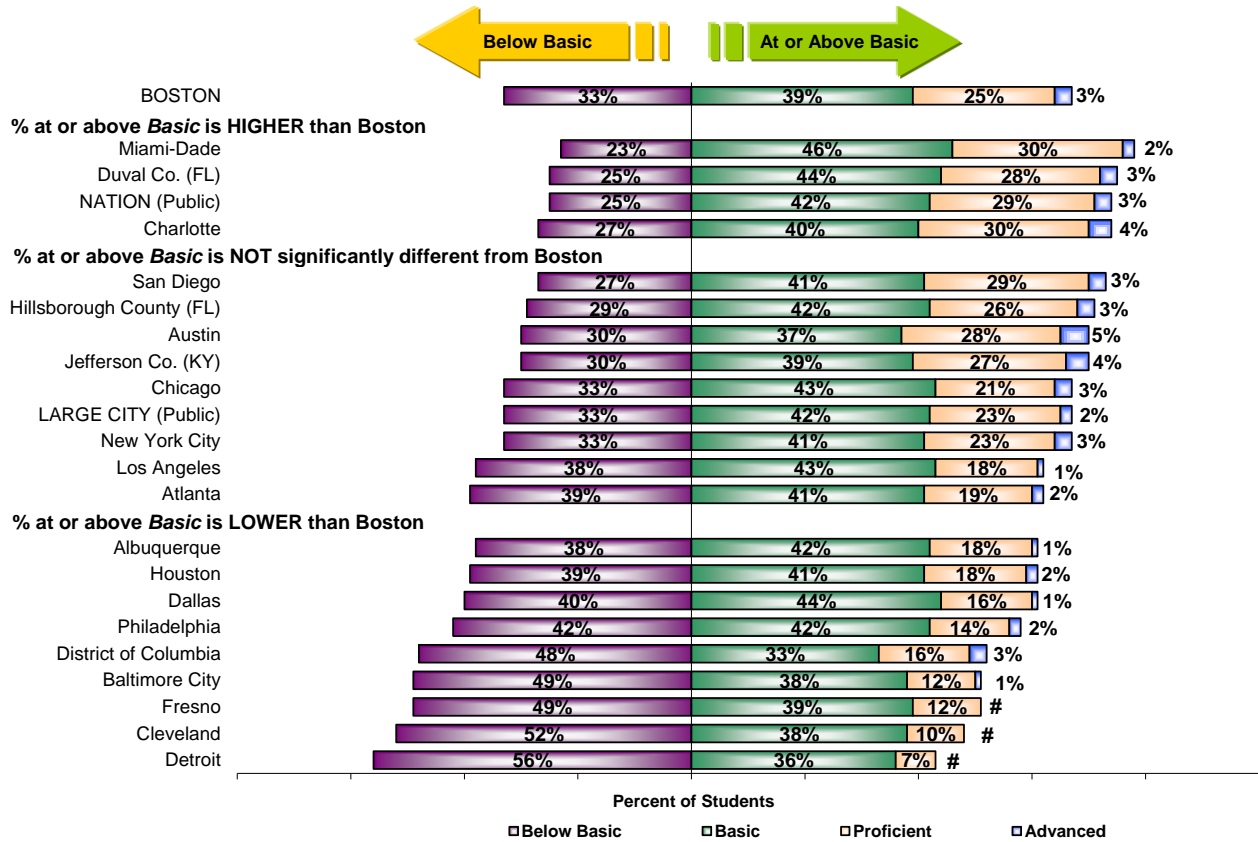


Estimate rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

- In 2015, 65% of Boston's 4th grade students scored at or above the basic level on the Reading assessment. This percentage was significantly higher than or equal to that in all but four other TUDA districts. Boston's performance was on par with the national average (68%), as there was no statistical difference between the performances of the two samples. A higher percentage of Boston students performed at the Basic level or above compared to students in Large Cities (59%) and this was statistically significant.

Grade 8 Reading Percentage of Students Scoring at or Above Basic:



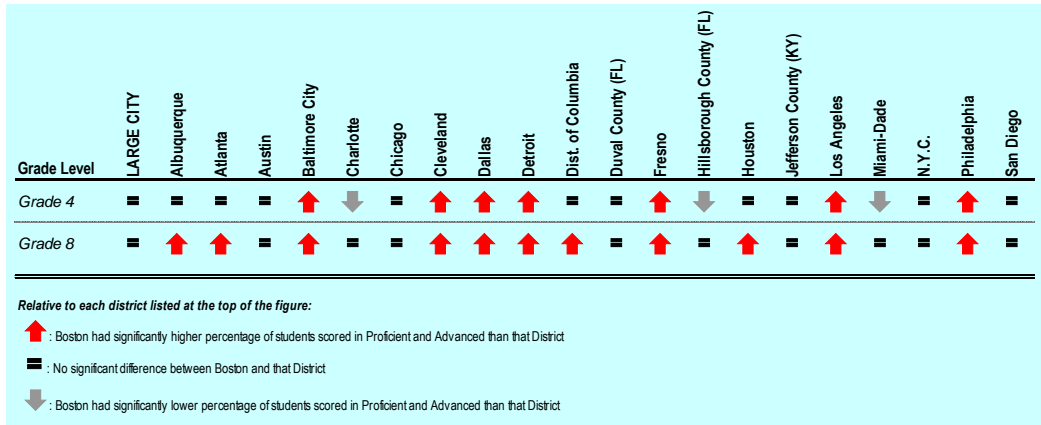
Estimate rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

- In grade 8, the percentage of students in Boston who performed at or above Basic (67%) was significantly higher than or equal to 17 other TUDA districts and Large Cities (67%). Boston's percentage was significantly lower compared to the Nation (75%) and three other TUDA districts.

2015 Reading Percentage of Students Scoring at or Above Proficient

Percentage of Students Scoring at or Above Proficient in 2015 Reading: Boston vs. TUDA Districts



- In 2015, Boston's 4th grade proficient/advanced rate (29%) was significantly higher than that of seven TUDA districts. Boston's rate was about the same as that of Large Cities, and lower than that of three districts (Charlotte, Hillsborough and Miami-Dade).
- Boston's 8th graders performed about the same as their peers in Large Cities with a proficient/advanced rate of 28%. Compared to all the other TUDA districts, Boston's performance was higher than 11 districts and about the same as the other 9 districts.

Performance Over Time: 2003 - 2015

Percentage of Students Scoring at or Above Proficient in Reading, 2003-2015

	Grade 4							Grade 8						
	2003	2005	2007	2009	2011	2013	2015	2003	2005	2007	2009	2011	2013	2015
LARGE CITY	19**	20**	22**	23**	24**	26	27	19**	20**	20**	21**	23**	26	25
Albuquerque	--	--	--	--	24	24	24	--	--	--	--	22	23	19*
Atlanta	14**	17**	18**	22	24	27	26	11**	12**	13**	17	17	22	20*
Austin	--	28**	30	32	36	36	35*	--	27	28	30	30	31	33*
Baltimore	--	--	--	12	11	14	11*	--	--	--	10	12	16	13*
Boston	16**	16**	20**	24	26	26	29	22**	23**	22**	23**	24**	28	28
Charlotte	31**	33	35	36	36	40	39*	30	29	29	28	34	36	33*
Chicago	14**	14**	16**	16**	18**	20**	27	15**	17**	17**	17**	21	21	24
Cleveland	9	10	9	8	8	9	11*	10	10	11	10	11	11	11*
Dallas	--	--	--	--	14	16	17*	--	--	--	--	13	15	17*
Detroit	--	--	--	5	7	7	6*	--	--	--	7	7	9	7*
District of Columbia	10**	11**	14**	18**	20**	25**	30	10**	12**	12**	14**	15	18	19*
Duval County (FL)	--	--	--	--	--	--	35*	--	--	--	--	--	--	31*
Fresno	--	--	--	12	11	13	13*	--	--	--	12	12	13	13*
Hillsborough County (FL)	--	--	--	--	44	40	41*	--	--	--	--	32	35**	29
Houston	18**	21	17**	19	24	19	23	14**	17	18	18	18	19	20
Jefferson County	--	--	--	30	35	33	36*	--	--	--	26	27	29	31*
Los Angeles	11**	14**	13**	13**	15**	19	21*	11**	13**	12**	15**	16	19	20*
Miami-Dade	--	--	--	31**	32**	35	39*	--	--	--	28	28	27	32*
N.Y.C.	22**	22	25	29	29	28	26	22	20**	20**	21**	24	25	27
Philadelphia	--	--	--	11	13	14	14*	--	--	--	15	16	16	16*
San Diego	22**	22**	25	29	31	33	30	20**	23**	23**	25	27	29	32*

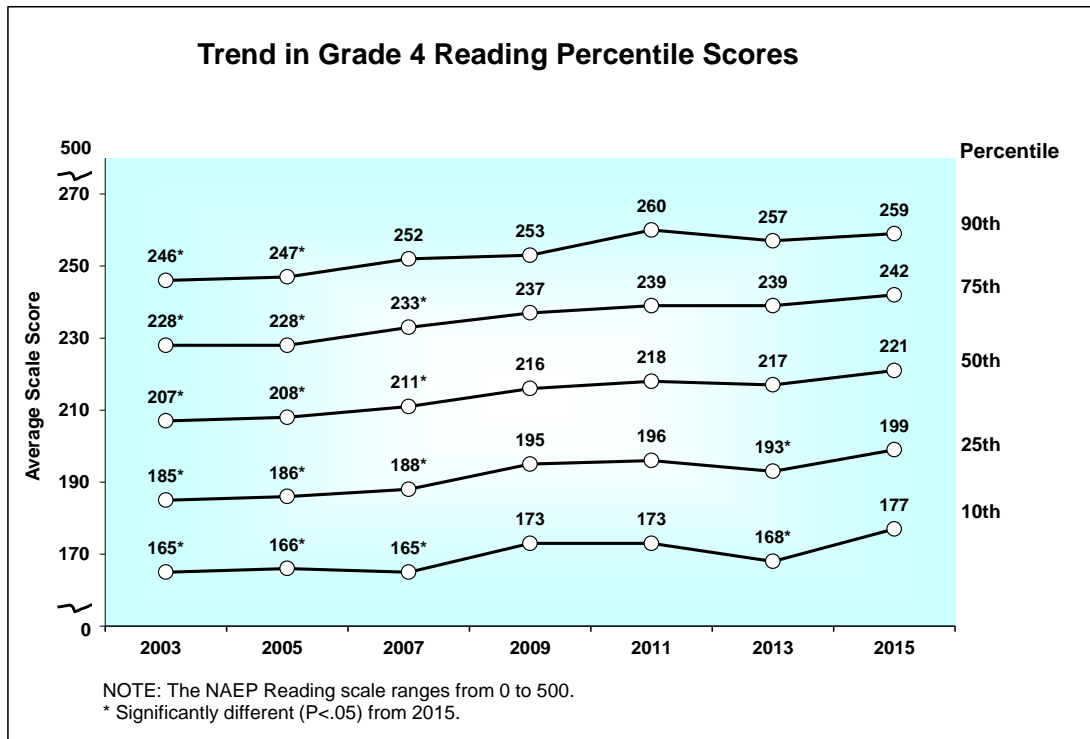
* Significantly different (P < .05) from Large City in 2015.

** Significantly different (P < .05) from 2015.

- In grade 4, Boston made significant improvements in the percentage of students performing at or above Proficient since 2003 (13-point gain for Boston, compared to a 8-point gain for Large Cities). The percentage of Boston's 8th graders scoring at or above Proficient in 2015 also rose a significant 6-points compared to 2003, the same as that of Large Cities.

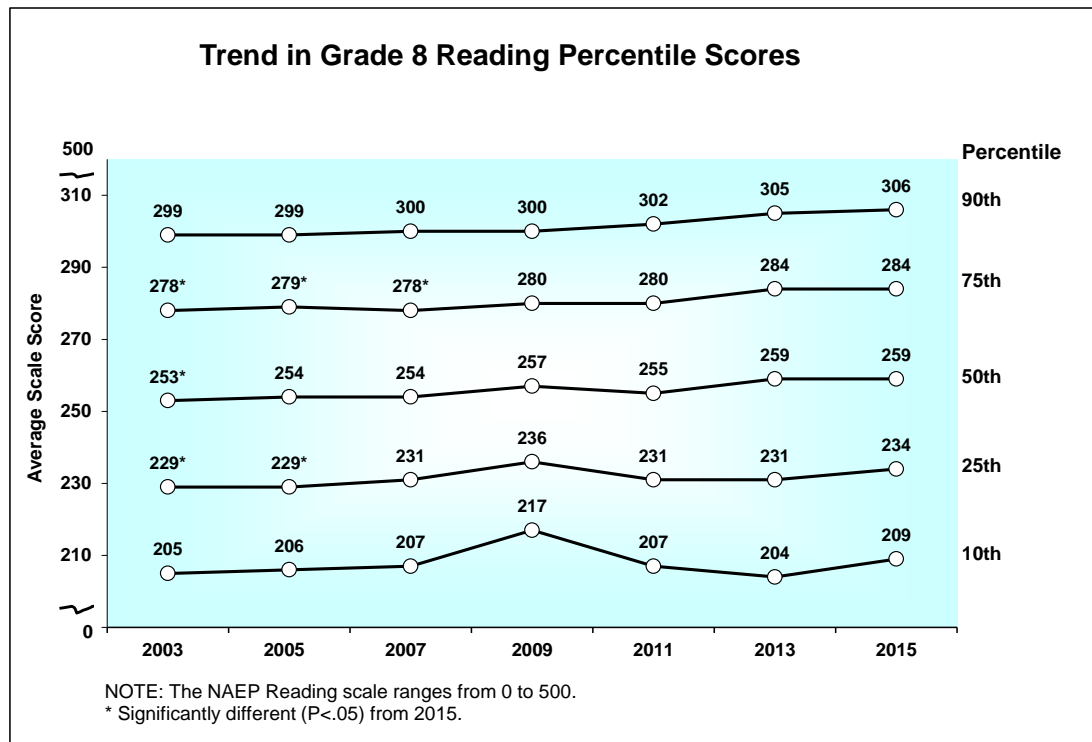
(7) Reading Performance by Percentile Rank

Grade 4 Reading



- Among Boston's 4th graders, significant improvements were observed since 2003 and 2005 for students at all quintiles. Specifically, we are seeing increases for students in the 10th and 25th quintiles since 2013.

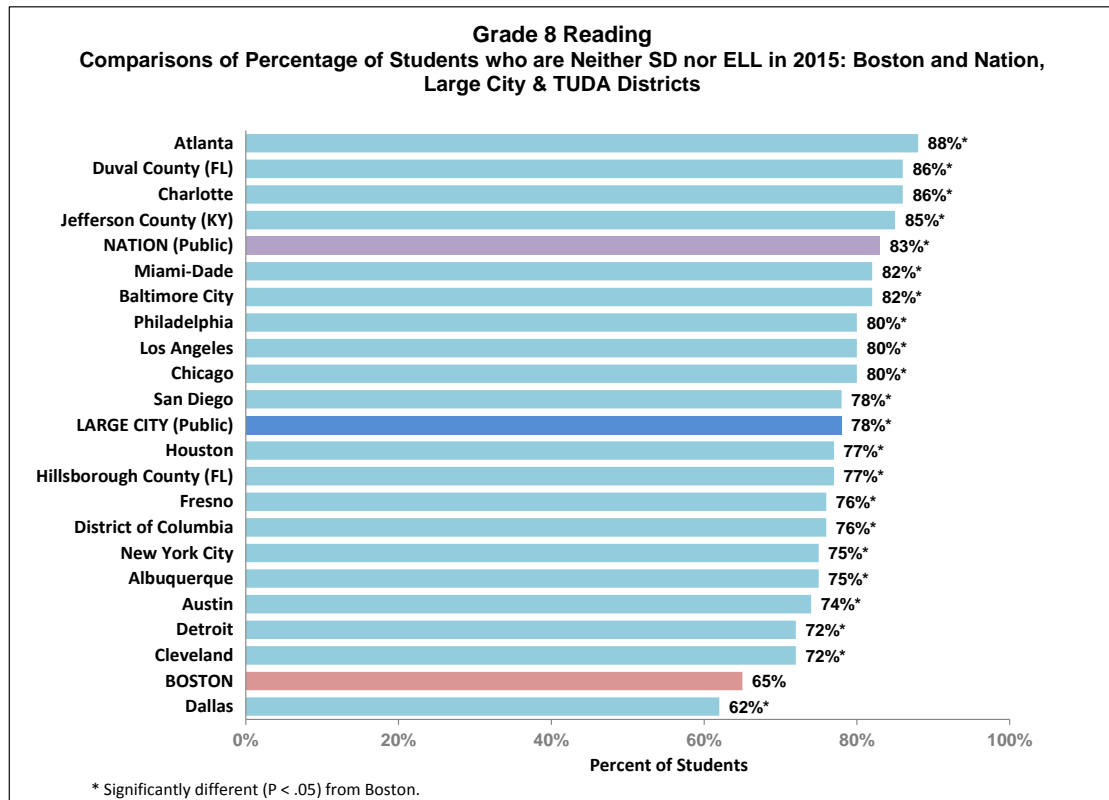
Grade 8 Reading



- For 8th graders, there have been significant gains for students at the 75th quintiles since 2003, 2005, and 2007, at the 25th quintile since 2003 and 2005, and at the 50th quintile since 2003.

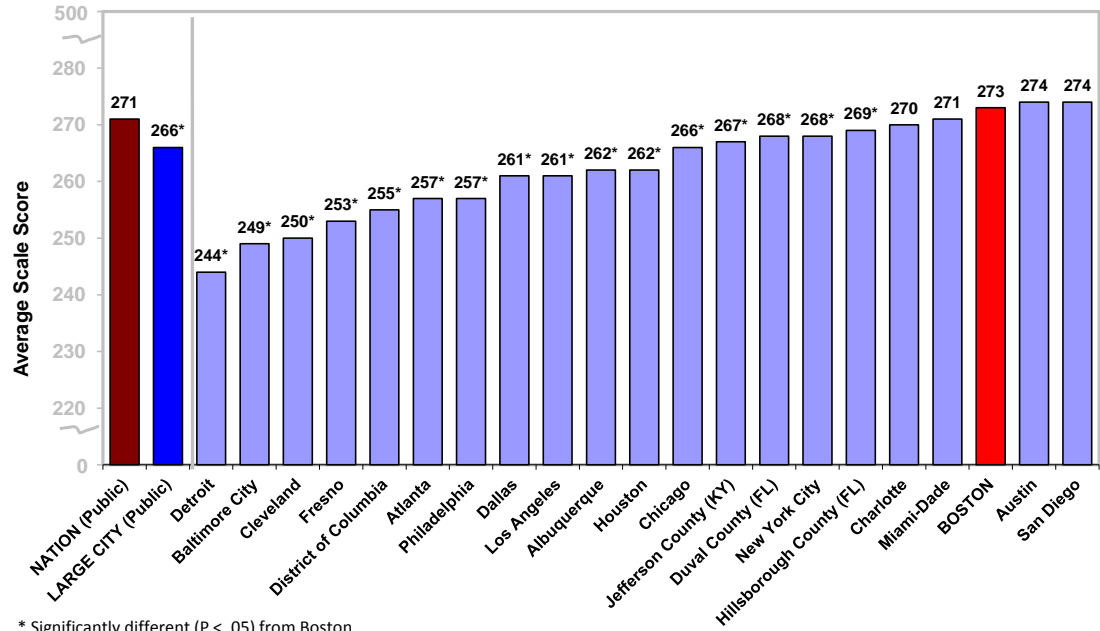
(8) Reading Performance of Students Who are Neither Students with Disabilities Nor English Language Learners

The chart below shows the comparisons of percentage of students who are neither SD nor ELL in grade 8 across all jurisdictions. Also shown is the performance of these students across all jurisdictions. The corresponding statistics for students in grade 4 are presented in Appendix E.



- The percentage of students who were neither SD nor ELL (i.e. general education students) in Boston who took the 8th grade reading test was 65%; this rate is significantly lower than all other jurisdictions except for Dallas, ranging from 88% to 62%, with 83% for the Nation and 78% for Large City.

**Grade 8 Regular Education Students
2015 Reading Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts**



- Boston's general education students had the highest score (almost equal with Austin and San Diego), significantly higher than that of Large Cities and a majority of the TUDA districts; it also was comparable to the national average.

2015 NAEP MATHEMATICS

MATHEMATICS: DEMOGRAPHIC CONTEXT

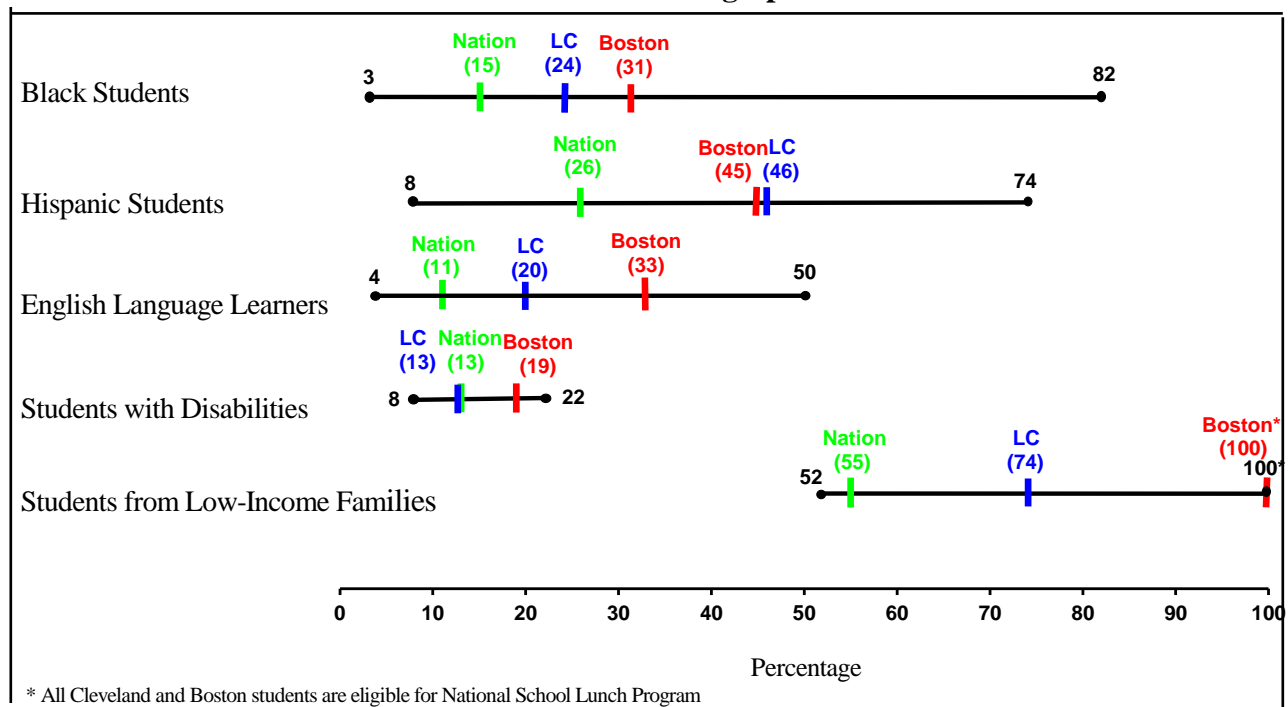
The charts below display the percentage of students who participated in the 2015 TUDA NAEP Math test by their racial/ethnic identification, disability, English Language Learner status, and Low-Income status. The charts display not only Boston's participation rates, but also the Nation's and Large Cities', as well as the TUDA minimums and maximums.

In both grades 4 and 8, Boston's percentages for Black and Hispanic students fall in the middle range of the other TUDA districts. However, in 2015 Boston joined Cleveland as one of two TUDA districts to report that 100% of students received free/reduced-price lunch based on the district's 100% Community Eligibility Provision (CEP) for all schools. **Compared to other TUDA districts, Boston has the 2nd highest participation rate for students with disabilities in grade 4 and English Language Learners in grade 8.** These differences are important to consider in comparing results across jurisdictions.

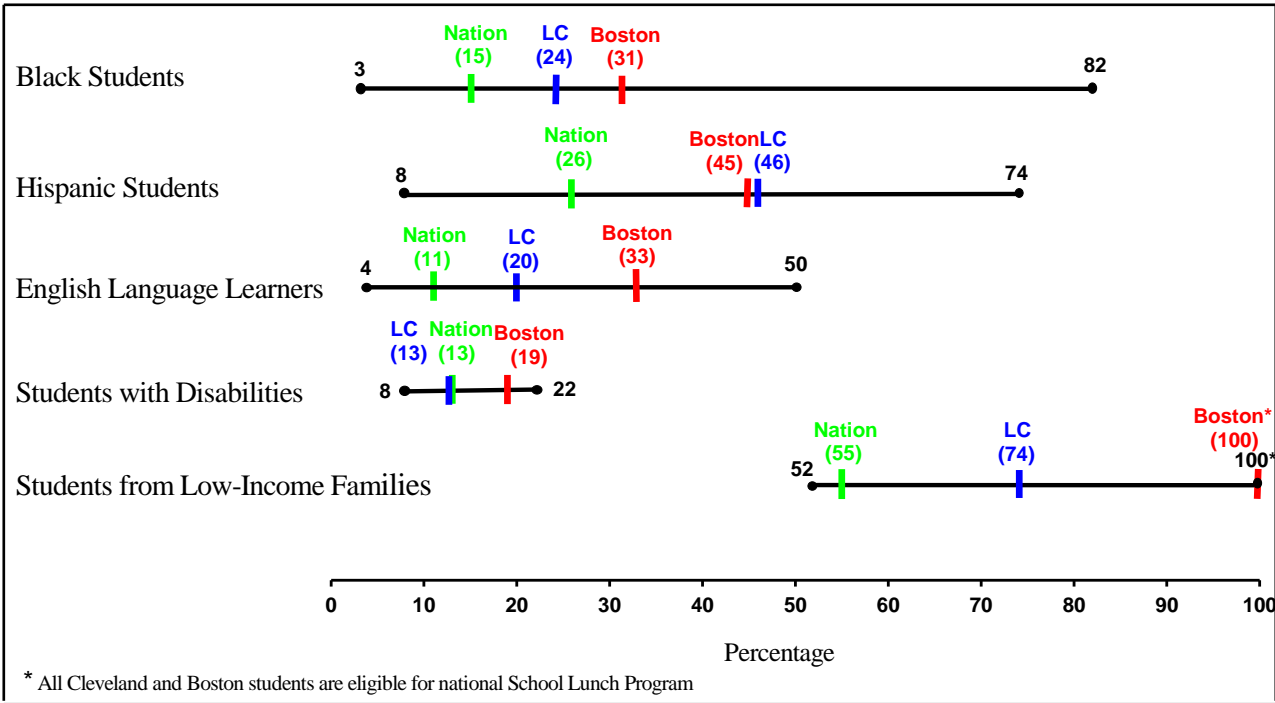
In addition, because results are based on samples rather than entire populations, examining statistical significance is essential in determining differences across groups.

Distribution of Selected Student Groups for TUDA Districts

Grade 4 Mathematics Demographic Characteristics:



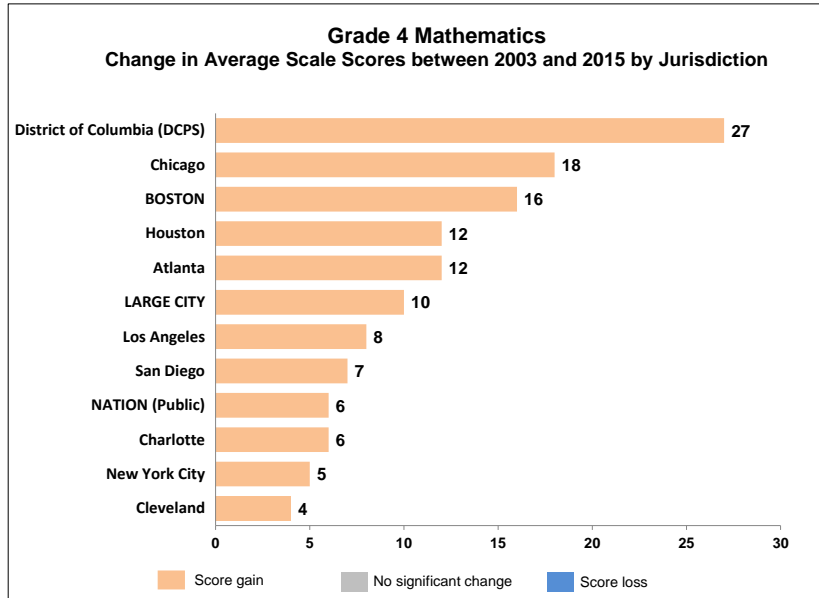
Grade 8 Mathematics Demographic Characteristics:



MATHEMATICS: ANALYSES

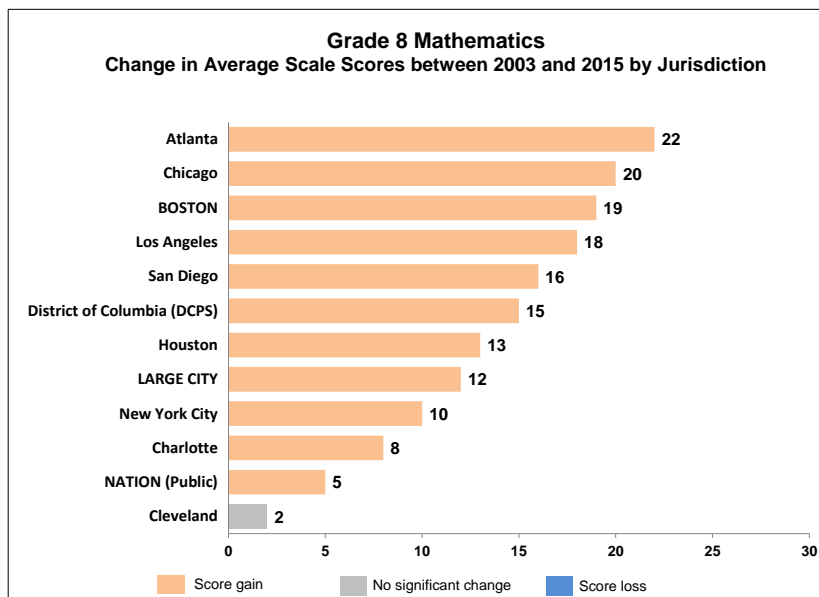
(1) Change in Mathematics Average Scores Between 2003 and 2015

Grade 4 Mathematics



- Of the 10 participating TUDA districts in 2003, Boston's 4th graders made the third largest gain - 16 points - since 2003. By contrast, 4th graders across the Nation and in the Large Cities only gained 6 and 10 points, respectively, during this 12 year period.

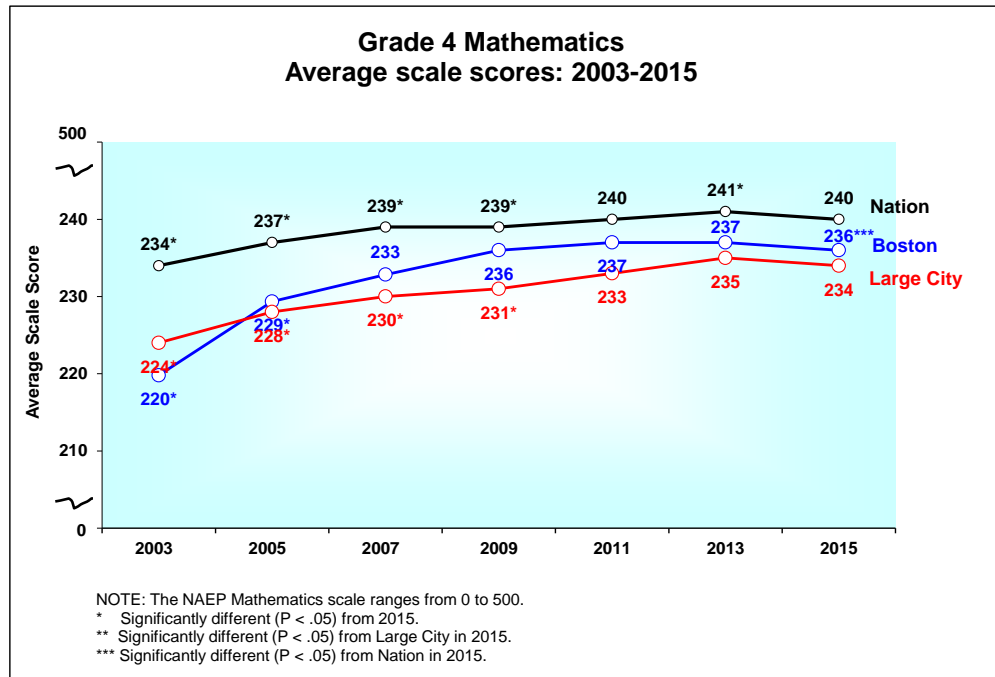
Grade 8 Mathematics



- Between 2003 and 2015, Boston's 8th graders saw a significant gain of 19 points in mathematics. Boston's gain was 7 points higher than that of Large Cities and was almost four times greater than the gain made by students across the Nation (5 points).

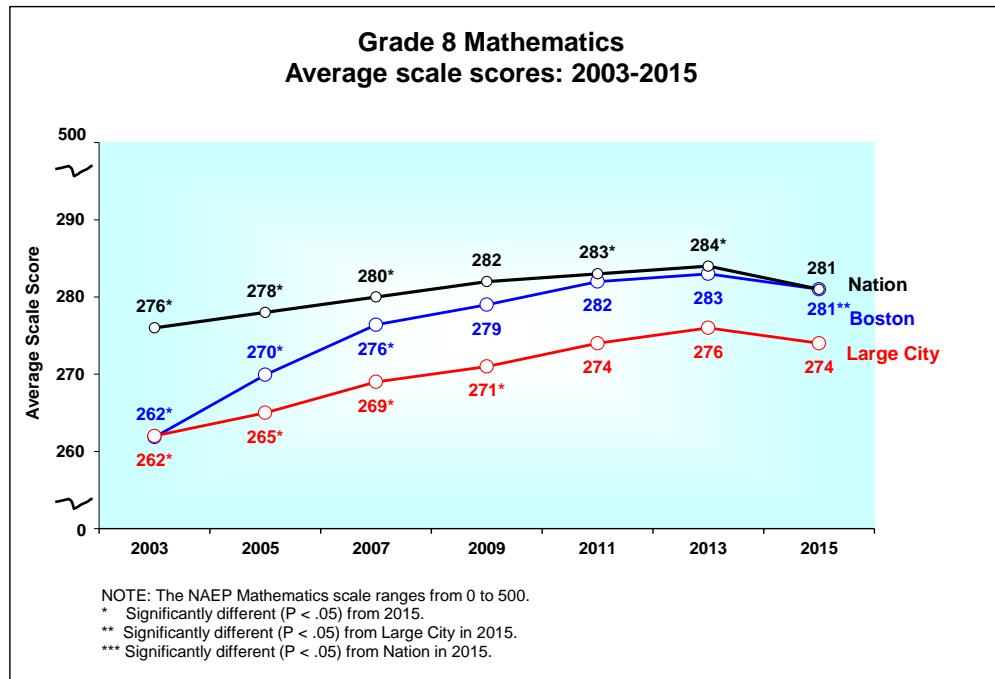
(2) Average Mathematics Scale Scores Over Time: 2003 - 2015

Grade 4 Mathematics



- Boston's average score in 2015 was **significantly higher than the 2003 and 2005 administrations** of the NAEP.
- Boston's performance in 2015 statistically equal to that of Large Cities and 4 points below the national average.
- **Boston's performance has steadily improved since 2003, catching up with the Large City average and narrowing the gap compared to the national average.**

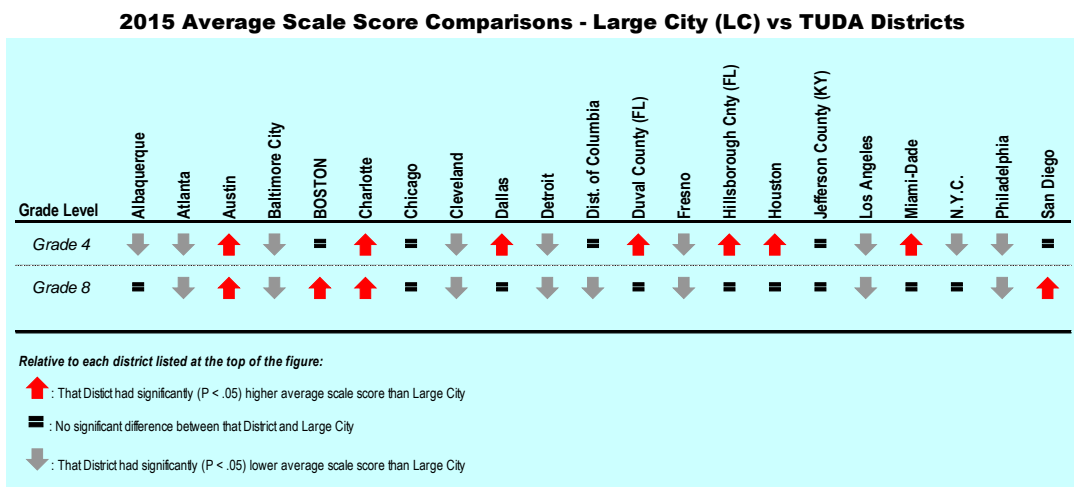
Grade 8 Mathematics



- In 2015, Boston's 8th grade students had an average score **significantly higher (by 7 points)** than the average for Large Cities and equal to that of the Nation (281 points).
- Boston's 8th grade average score in 2015 was significantly higher than in the first three administrations, from 2003 to 2007.
- Since 2003, the math performance of Boston's 8th graders increased at a rate that surpassing the Large City gains and completely eliminated the gap with the Nation.

(3) 2013 Mathematics Scale Score Comparisons Across Jurisdictions

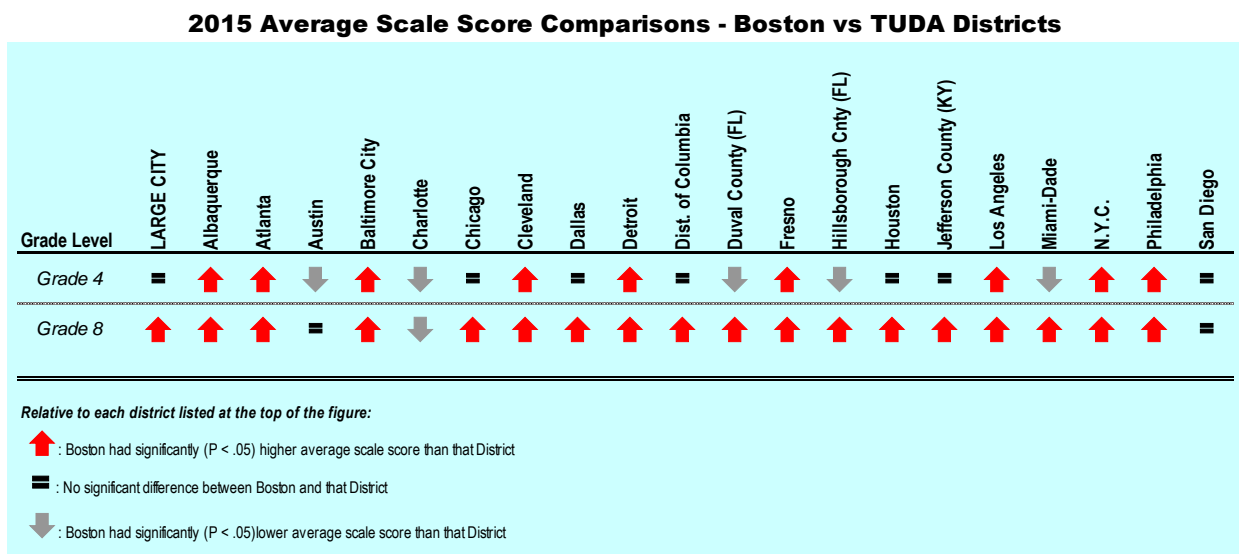
Large City vs TUDA Districts



- Of the 21 participating TUDA districts, Boston was one of 11 to score equal to or higher than the Large City average at both grade levels.

Boston's scale scores for all students as well as for student subgroups are provided in Appendix B. Scale scores for all TUDA districts are provided in appendix C.

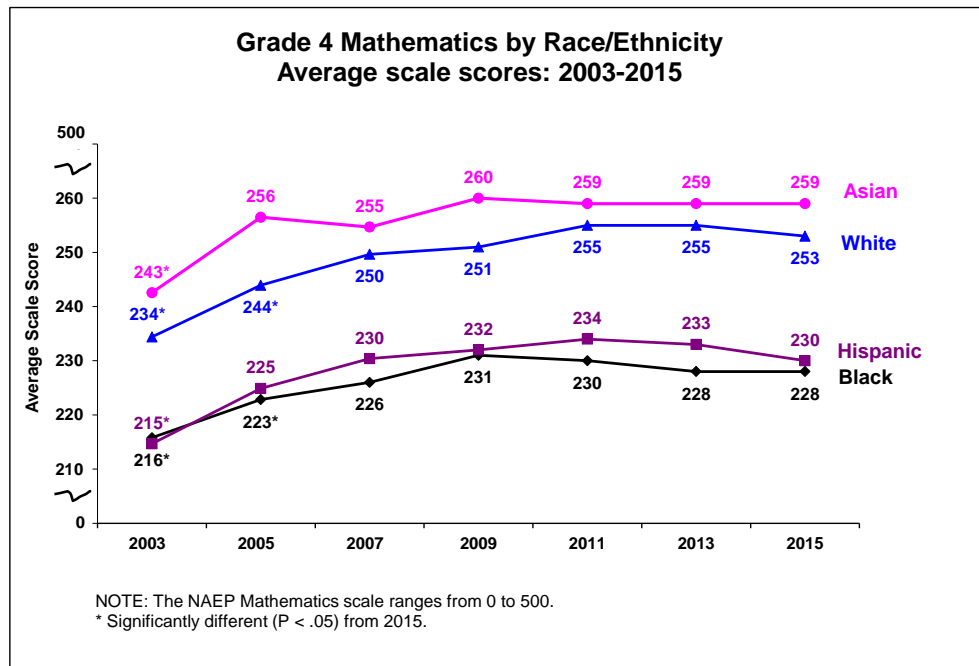
Boston vs. TUDA Districts



- In addition to its higher or comparable scores compared to Large Cities, Boston's performance stands out in comparison to other TUDA districts in both grades 4 and 8. In grade 4, Boston's average scale scores were higher than or equal to all but five districts (Austin, Charlotte, Duval County, Hillsborough County, and Miami-Dade). Boston's performance in grade 8 was even more impressive, with only Charlotte scoring higher.

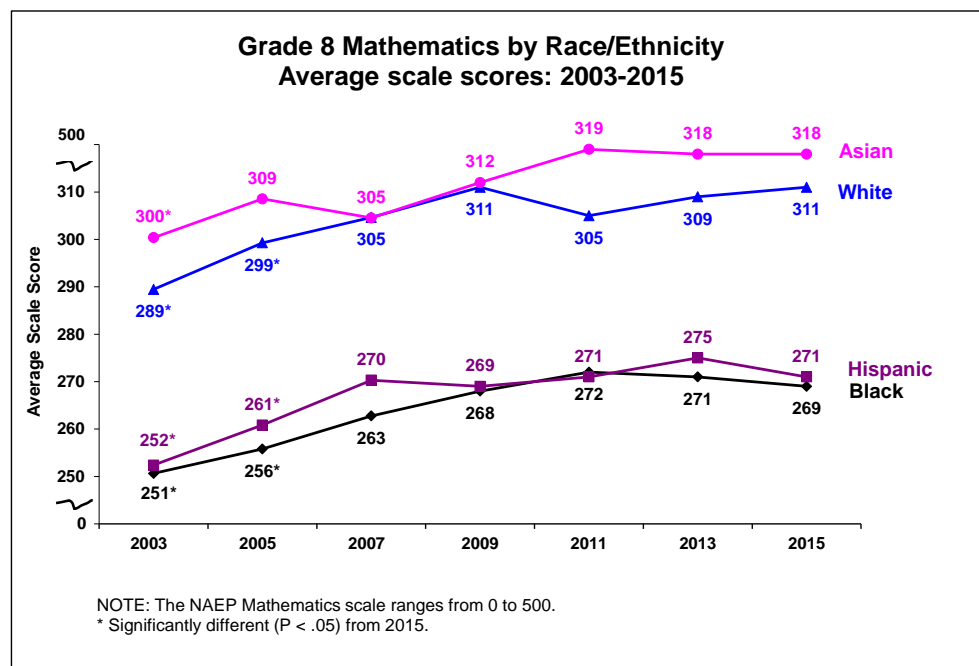
(4) Average Mathematics Scale Scores by Race/Ethnicity

Grade 4 Mathematics: 2003-2015



- From 2003 to 2015, students in all racial groups made statistically significant gains in their average scores on the 4th grade test. Black students saw a 12-point gain, while Asian, Hispanic, and White students experienced 16, 15, and 19-point gains respectively. The performance gaps between Asian/White and Hispanic/Black students remain unchanged.

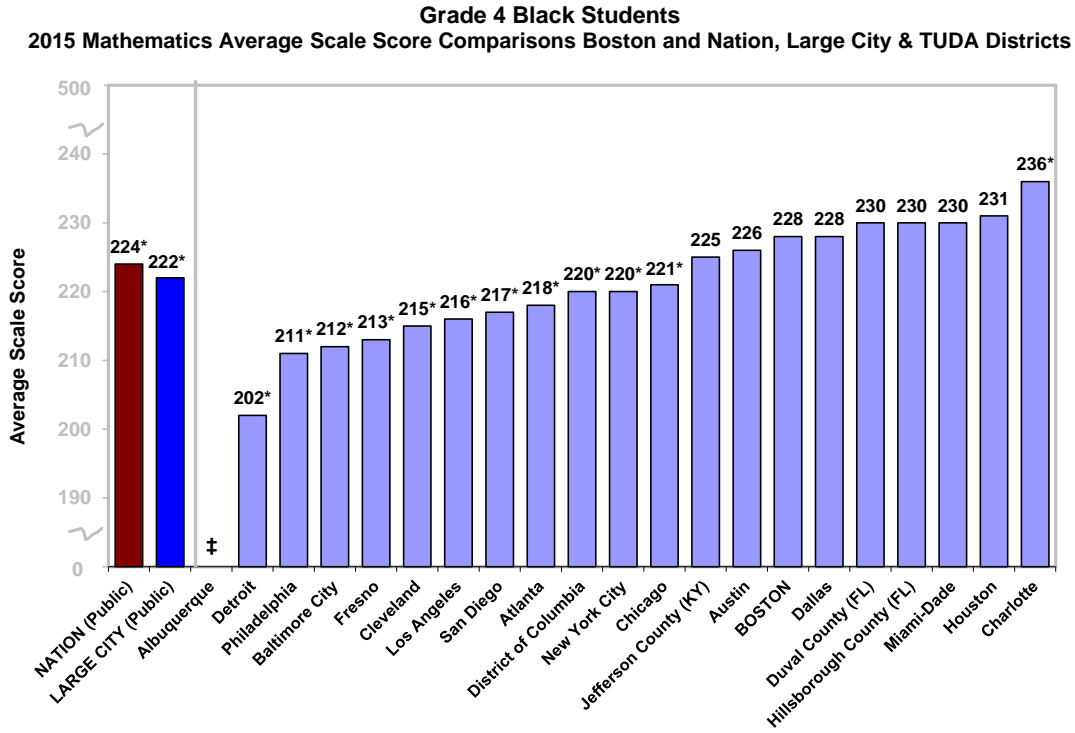
Grade 8 Mathematics: 2003-2015



- Gains made by Boston's 8th grade students between 2003 and 2015 were also statistically significant across all ethnic groups: improvements ranged from 18 points for Asian and African-American students, to 22 points for White students.

Appendix D provides detailed information on the performance of students by racial group.

Boston's Black Students Compared to the Nation, Large Cities, and other TUDA Districts

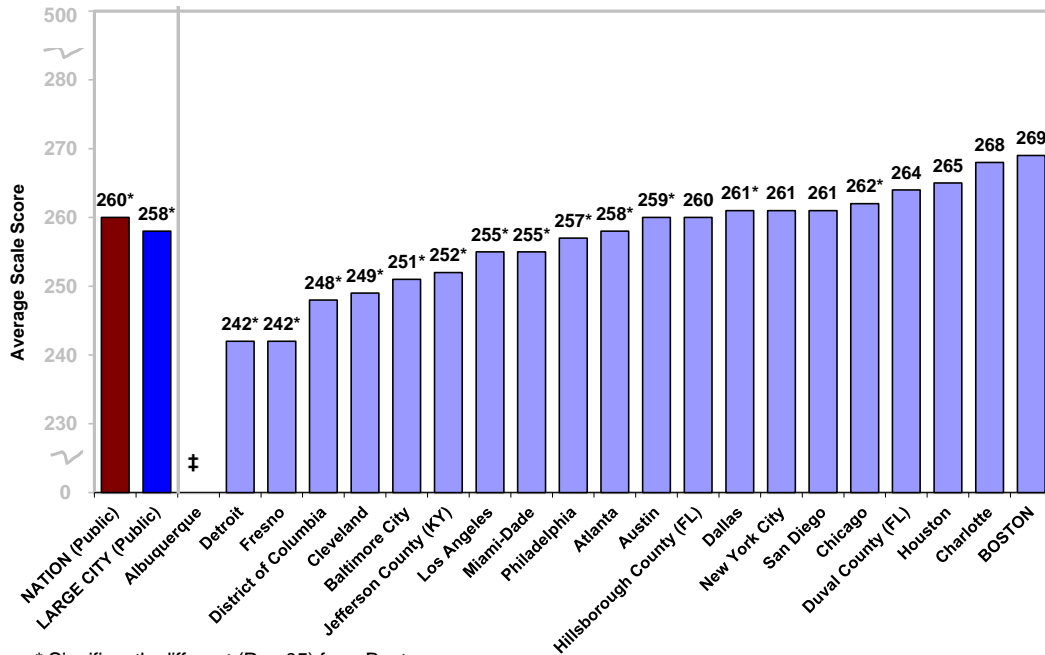


* Significantly different ($P < .05$) from Boston.

‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- Despite continued disparity in the performance of Black students compared to their White and Asian peers, the district's Black students outperformed their peers across the nation: 4th graders in Boston had an average score of 228, compared to the national average of 224. Similarly, Black students in Boston had an average score 6 points higher than the average for Large Cities. Compared to the TUDA districts, Boston's Black students performed equally well or better than all other districts, with only one exception (Charlotte).

Grade 8 Black Students
2015 Mathematics Average Scale Score Comparisons Boston and Nation, Large City & TUDA Districts



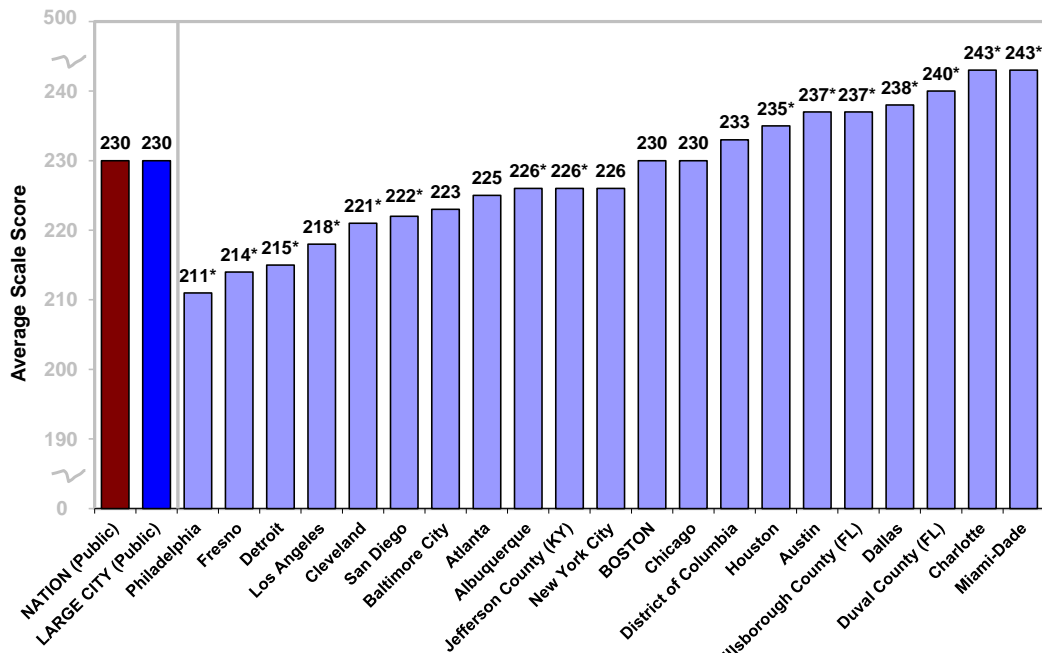
* Significantly different ($P < .05$) from Boston.

‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- In Grade 8, Boston’s Black students again outperformed their peers across the Nation and in Large Cities. Importantly, **Boston’s Black students had the highest scale score of any TUDA district.**

Boston’s Hispanic Students Compared to the Nation, Large Cities, and other TUDA Districts

Grade 4 Hispanic Students
2015 Mathematics Average Scale Score Comparisons Boston and Nation, Large City & TUDA Districts

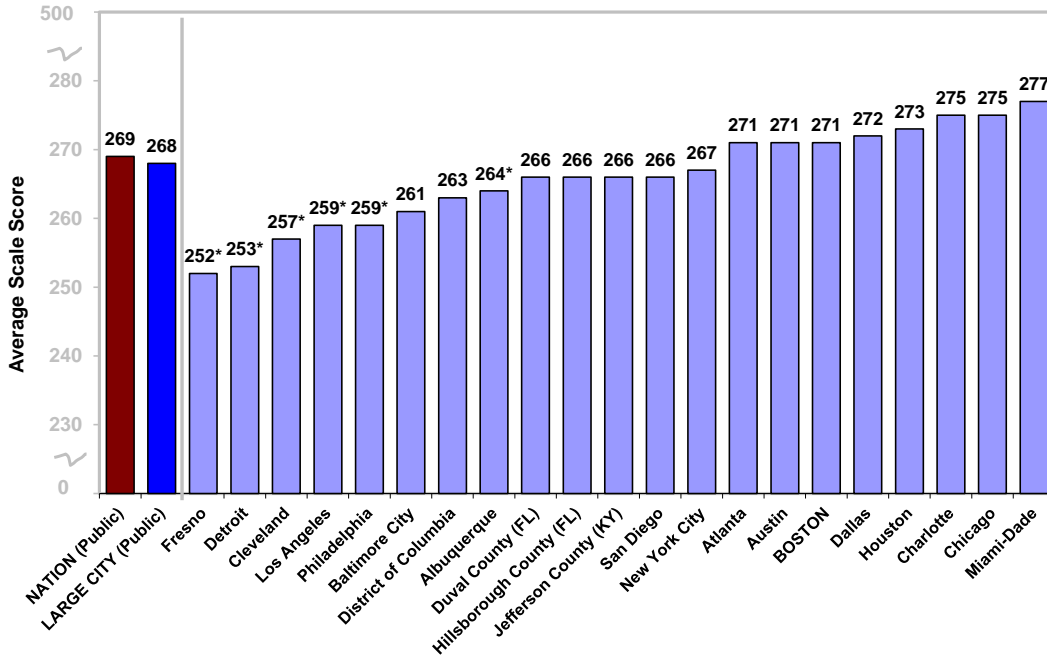


* Significantly different ($P < .05$) from Boston.

‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- Boston’s Hispanic students in 4th grade performed on par (233 points) with Hispanic students across the Nation (230) and in Large Cities (230). Compared to other TUDA districts, Boston’s Hispanic 4th graders performed as well as or significantly better than most other districts, with only 7 TUDA districts showing significantly higher scores.

Grade 8 Hispanic Students
2015 Mathematics Average Scale Score Comparisons Boston and Nation, Large City & TUDA Districts



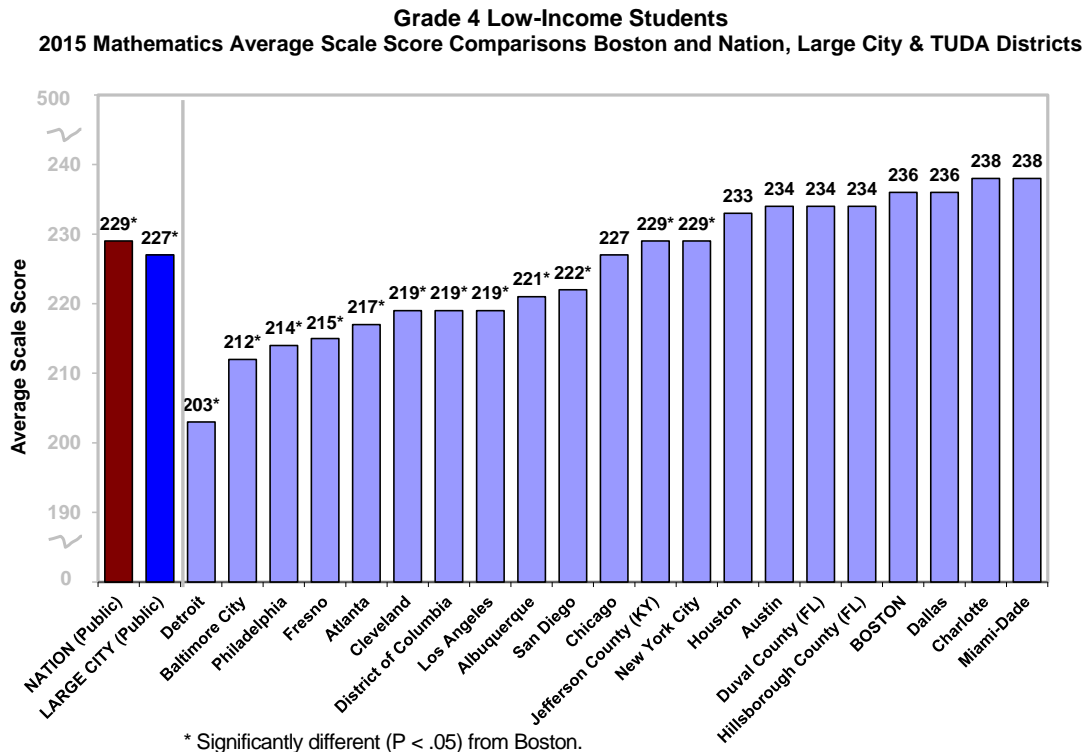
* Significantly different (P < .05) from Boston.

‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- In Grade 8, Boston’s Hispanic students performed on par with their national peers and Hispanic students in Large Cities. Hispanic students in most TUDA districts, performed comparably to Boston with only 6 districts demonstrated performance significantly below that of Boston.

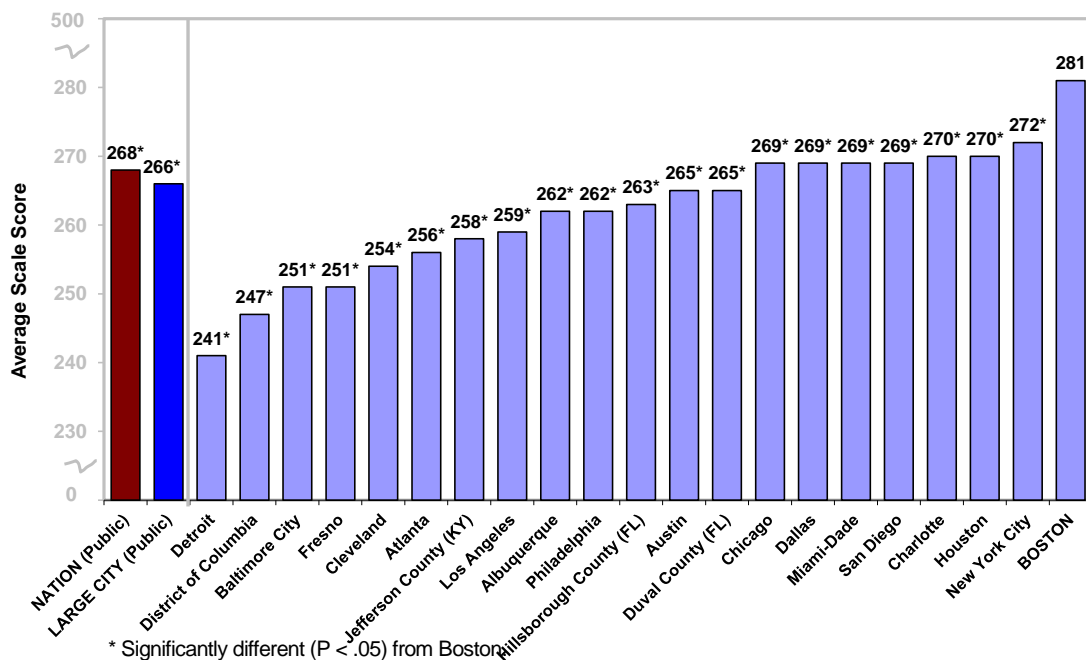
(5) Average Mathematics Scale Scores for Other Student Groups

Students eligible for Free/Reduced Lunch



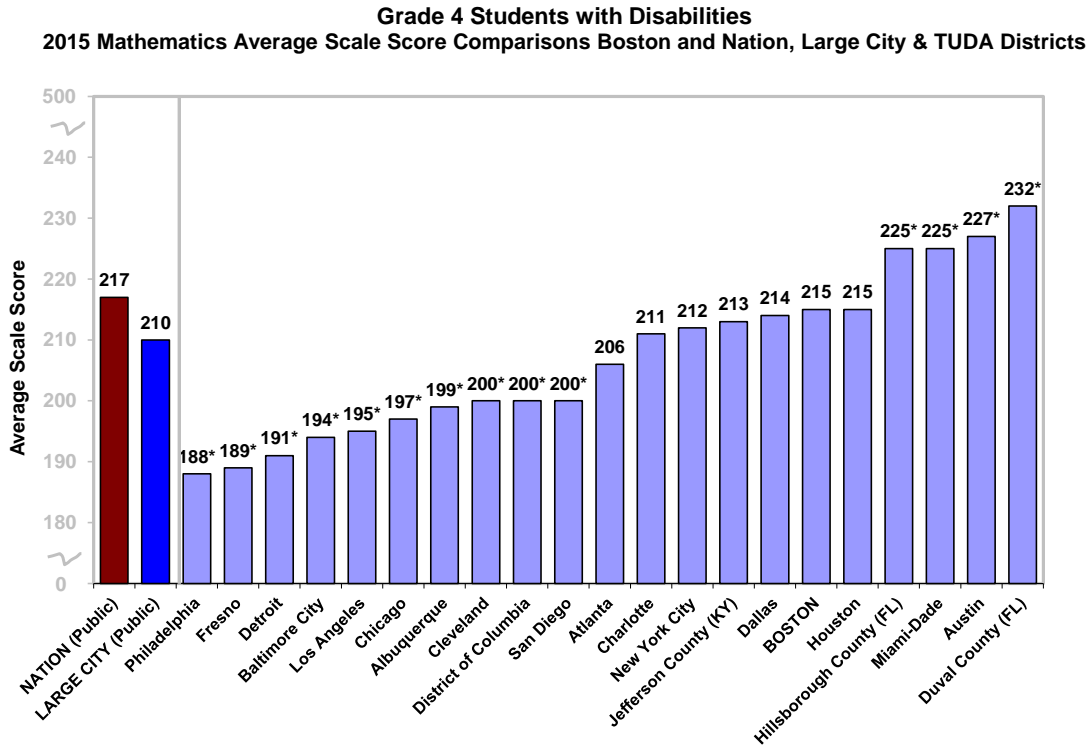
- In grade 4, low-income students in Boston scored significantly higher than the Nation (by 7 points) and Large Cities (by 9 points). Boston's average was also statistically one of the highest among all TUDA districts.

Grade 8 Low-Income Students
2015 Mathematics Average Scale Score Comparisons Boston and Nation, Large City & TUDA Districts



- Among 8th graders, the performance of Boston’s low-income students was not only significantly higher than the national and Large City averages, but was also higher than all TUDA districts.

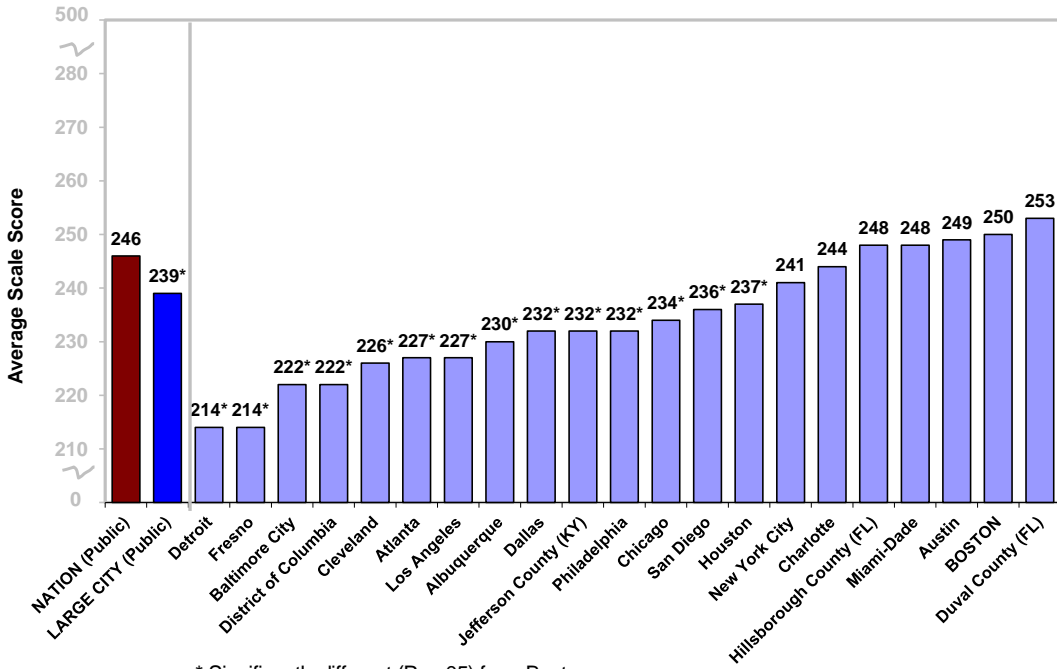
Students with Disabilities



* Significantly different ($P < .05$) from Boston.

- In 4th grade math, the average score for students with disabilities in Boston was comparable to that of their peers in Large Cities and the Nation. Boston’s special education students also performed better than a fair number of TUDA districts, with only four demonstrating a statistically higher score.

Grade 8 Students with Disabilities
2015 Mathematics Average Scale Score Comparisons Boston and Nation, Large City & TUDA Districts

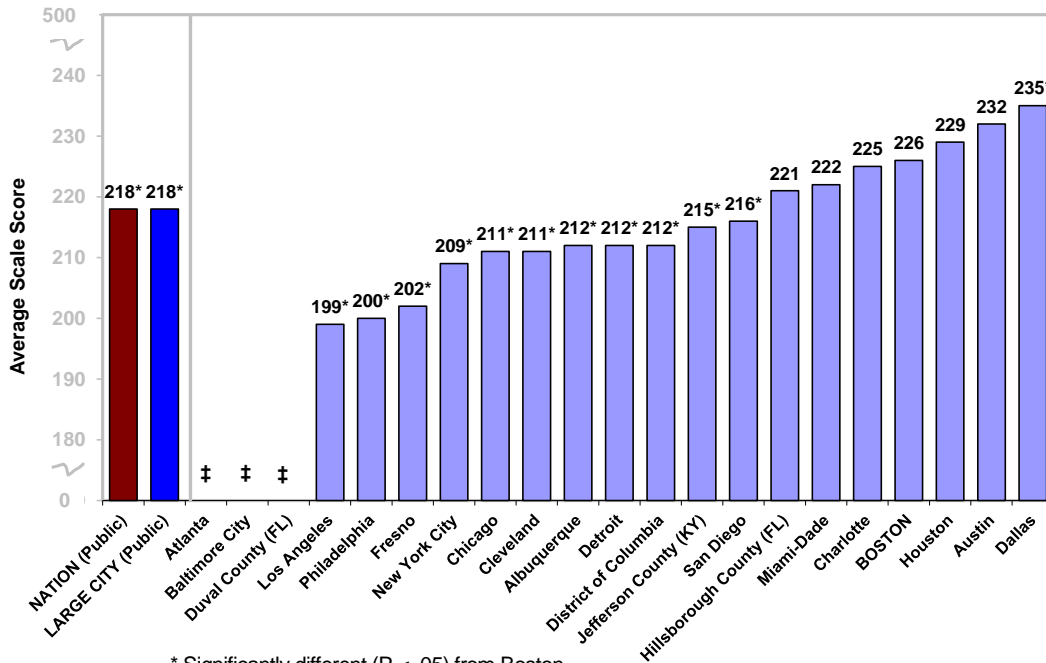


* Significantly different (P < .05) from Boston.

- In 8th grade, students with disabilities in Boston outperformed their peers in Large Cities. Boston’s average score was not significantly different from the national average. Boston’s average for special education students was also the second highest among the TUDA districts and not significantly different from Duval County.

English Language Learners

Grade 4 English Language Learners
2015 Mathematics Average Scale Score Comparisons Boston and Nation, Large City & TUDA Districts

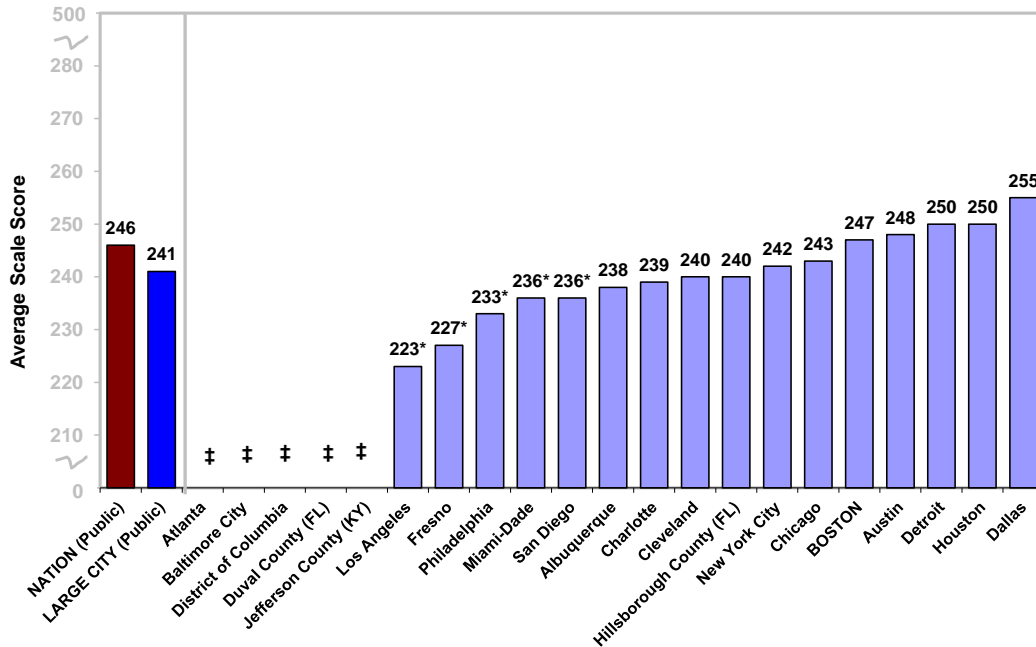


* Significantly different (P < .05) from Boston.

‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- Boston's 4th grade English Language Learners (ELLs) had an average scale score higher than the national average and that of their peers in Large Cities. Compared to other TUDA districts, only one (Dallas) of the 18 districts with a sufficiently large ELL sample had a significantly higher average score than Boston.

Grade 8 English Language Learners
2015 Mathematics Average Scale Score Comparisons Boston and Nation, Large City & TUDA Districts

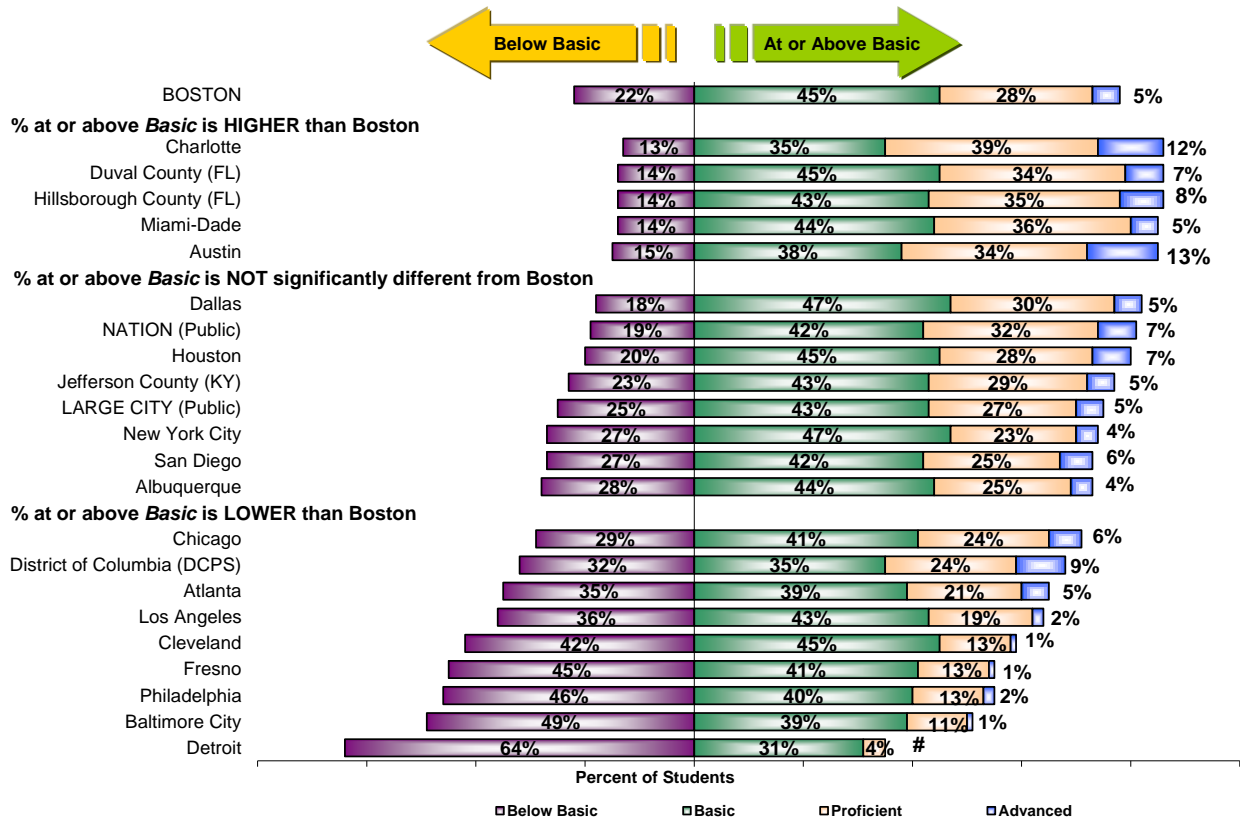


* Significantly different ($P < .05$) from Boston.
 ‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- ELL students in 8th grade had an average score that was statistically on par with that of their ELL peers across the nation and in Large Cities. Boston's ELL average was statistically equivalent to most TUDA districts, except 5 districts whose average scores fell below that of Boston.

(6) Mathematics Performance by Achievement Level: Boston vs. Nation, Large Cities, and TUDA Districts

Grade 4 Mathematics Percentage of Students Scoring at or Above Basic:

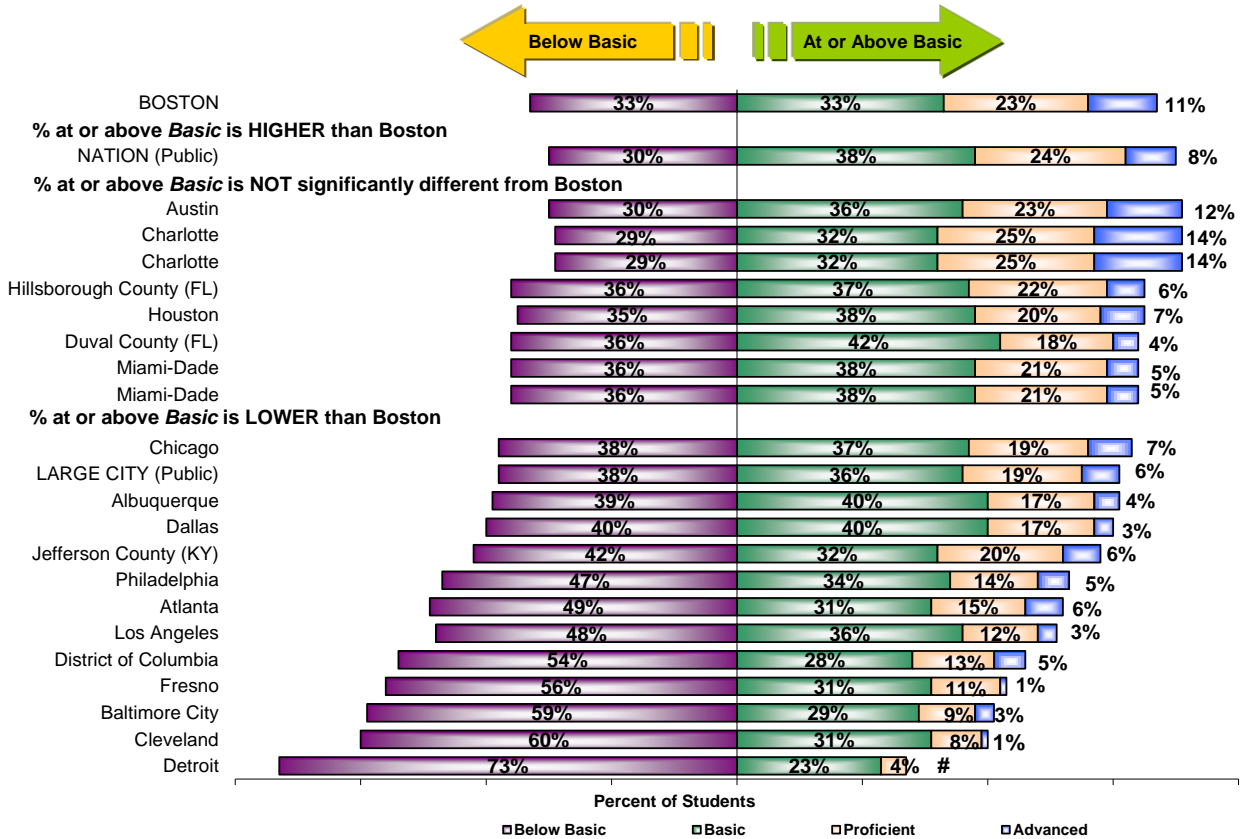


Estimate rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

- In 2015, 78% of Boston's 4th grade students scored at the basic level or above on the math assessment. This percentage was significantly higher than or equal to that of all but five other TUDA districts. Boston's performance was not significantly different from the Nation overall (81%) or the percent of students that performed at the Basic level or above in Large Cities (75%).

Grade 8 Mathematics Percentage of Students Scoring at or Above Basic:



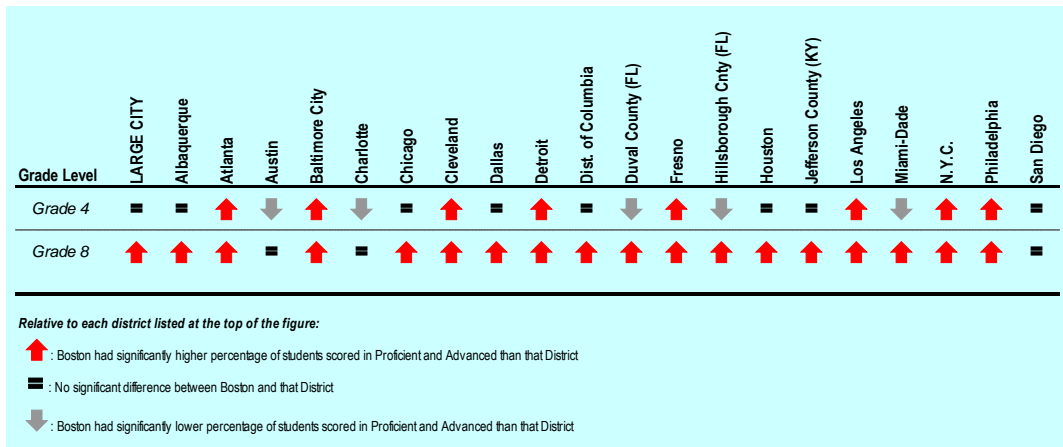
Estimate rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

- In grade 8, the percentage of students in Boston who performed at or above Basic (67%) was significantly higher compared to 12 other TUDA districts, as well as Large Cities (61%). Boston's percentage was significantly lower than the Nation's average (70%). No other TUDA district, however, had a significantly higher proportion of students at Basic or Above in grade 8 math.

2015 Mathematics Percentage of Students Scoring at or Above Proficient

Percentage of Students Scoring at or Above Proficient in 2015 Mathematics: Boston vs. TUDA Districts



- In 2015, Boston's 4th grade proficient/advanced rate (33%) was significantly higher than that of 8 TUDA districts. Boston's rate was about the same as that of Large Cities.
- Boston's 8th graders performed significantly better than students in Large Cities, with a proficient/advanced rate of 34%. Compared to all the other TUDA districts, Boston's performance was significantly better than all districts except for three. In these three cases, Austin, Charlotte, and San Diego, the difference between the other district and Boston was not statistically significant.

Performance Over Time: 2003 - 2015

Percentage of Students Scoring at or Above Proficient in Mathematics, 2003-2015

	Grade 4							Grade 8						
	2003	2005	2007	2009	2011	2013	2015	2003	2005	2007	2009	2011	2013	2015
LARGE CITY	20**	24**	28**	29**	30	33	32	16**	19**	22**	24	26	27	26
Albuquerque	--	--	--	--	34**	34**	28	--	--	--	--	26	26**	21*
Atlanta	13**	17**	20**	21**	25	31**	26*	6**	7**	11**	11**	16	17	20*
Austin	--	40**	40**	38**	46	46	47*	--	33	34	39**	38	35	35*
Baltimore	--	--	--	13	17**	19**	12*	--	--	--	10	13	13	12*
Boston	12**	22**	27	31	33	34	33	17**	23**	27**	31	34	36	34*
Charlotte	41**	44**	44**	45**	48	50	51*	32**	33**	34**	33**	37	40	39*
Chicago	10**	13**	16**	18**	20**	28	30	9**	11**	13**	15**	20	20	25
Cleveland	10	13	10	8**	11	13	13*	6**	6**	7	8	10	9	9*
Dallas	--	--	--	--	25**	30	34	--	--	--	--	22	23	20*
Detroit	--	--	--	3	3	4	5	--	--	--	4	4	3	4*
District of Columbia	7**	10**	14**	19**	23**	30**	33	6**	7**	8**	12**	15	17	17*
Duval County (FL)	--	--	--	--	--	--	41*	--	--	--	--	--	--	22*
Fresno	--	--	--	14	15	15	14*	--	--	--	15	13	12	12*
Hillsborough Cnty (FL)	--	--	--	--	43	43	43*	--	--	--	--	32	34**	27
Houston	18**	26**	28**	30	32	32	36	12**	16**	21**	24	27	28	27
Jefferson County	--	--	--	31	32	33	34	--	--	--	22	25	25	26
Los Angeles	13**	18	19	19	20	25	22*	7**	11**	14	13	16	18	15*
Miami-Dade	--	--	--	33**	33**	34**	41*	--	--	--	22	22	24	26
N.Y.C.	21**	26	34**	35**	32**	34**	26*	20**	20**	22	26	24	25	27
Philadelphia	--	--	--	16	20	19	15*	--	--	--	17	18	19	20*
San Diego	20**	29	35	36	39**	42**	31	18**	22**	24**	32	31	31	32*

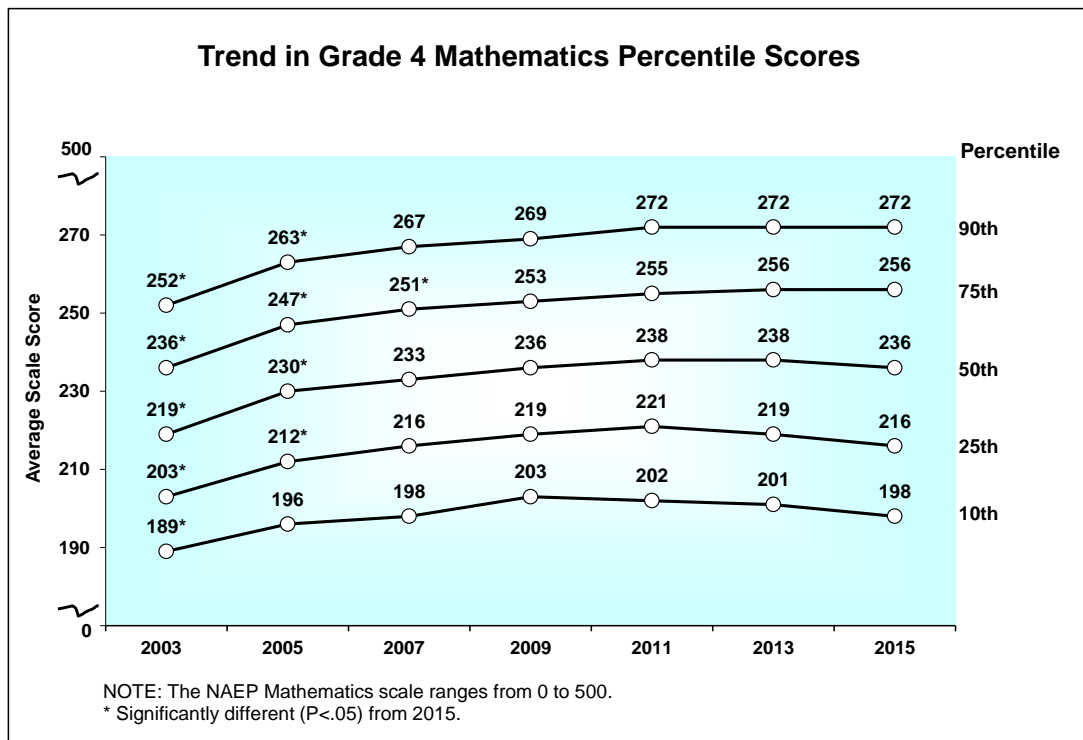
* Significantly different (P < .05) from Large City in 2015.

** Significantly different (P < .05) from 2015.

- The percentage of students scoring at or above Proficient in mathematics in 2015 for Boston was significantly higher than Large Cities in grade 8.
- In grade 4, Boston made significant improvements in the percentage of students performing at or above Proficient since 2003 and 2005. In grade 8, Boston made significant improvements in the percentage of students performing at or above Proficient since 2003, 2005, and 2007. Since 2003, the percentage of 4th graders who are proficient/advanced increased by 21 points, compared to 12 points for large cities; and the percentage of proficient/advanced in 8th grade increased 17 points for Boston, compared to 10 points for Large Cities.

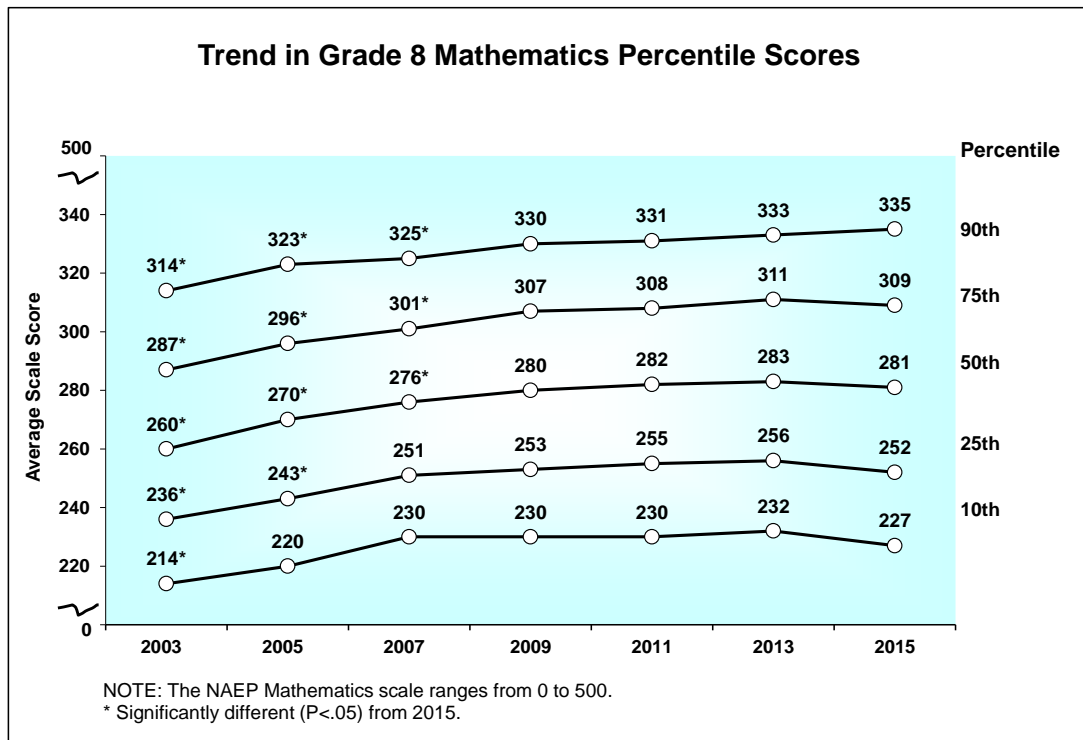
(7) Mathematics Performance by Percentile Rank

Grade 4 Mathematics



- Among Boston's 4th graders, significant improvements continued since 2003 and 2005 at almost all performance levels. Fourth graders at the 75th percentile also saw significant gains since 2007, with a 5-point increase. Although there were improvements since 2009 for students at the high-performing levels (at the 75th and 90th percentiles), the increases were not statistically significant.

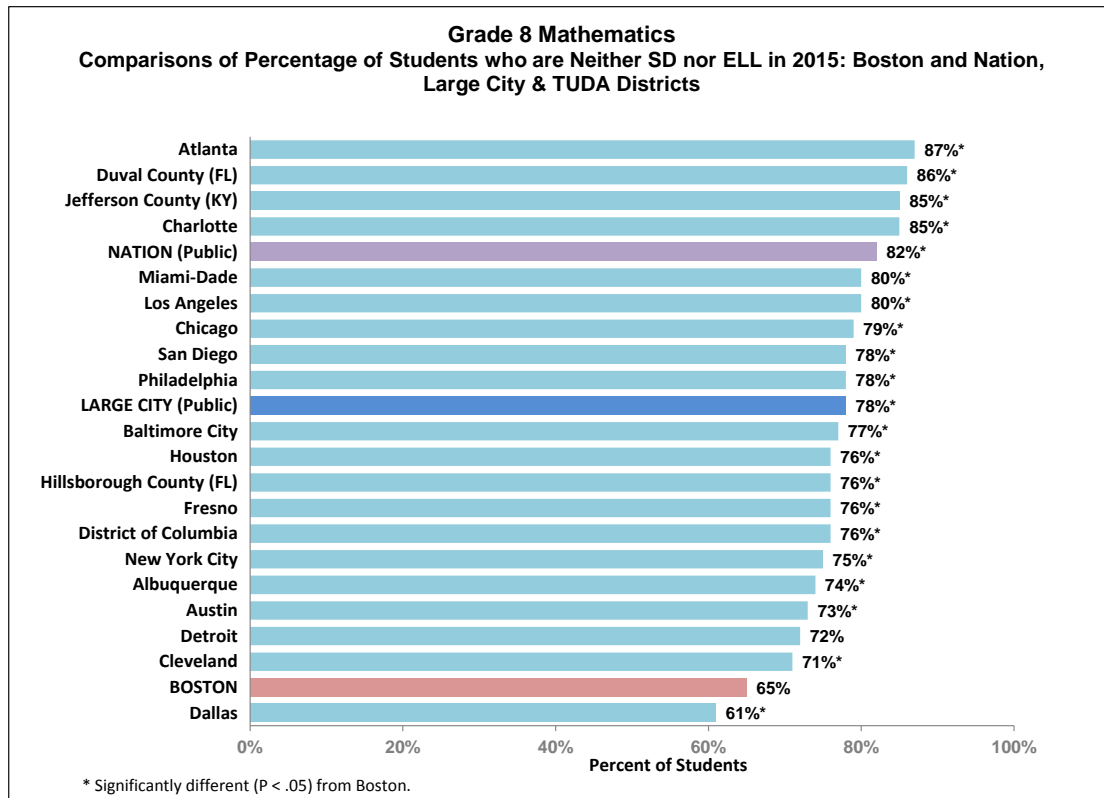
Grade 8 Mathematics



- Among Boston's 8th graders, significant improvements have been demonstrated since 2003 at all performance levels. Eighth graders at the higher-performing levels (90th, 75th, and 50th percentile) also saw significant gains since 2007.

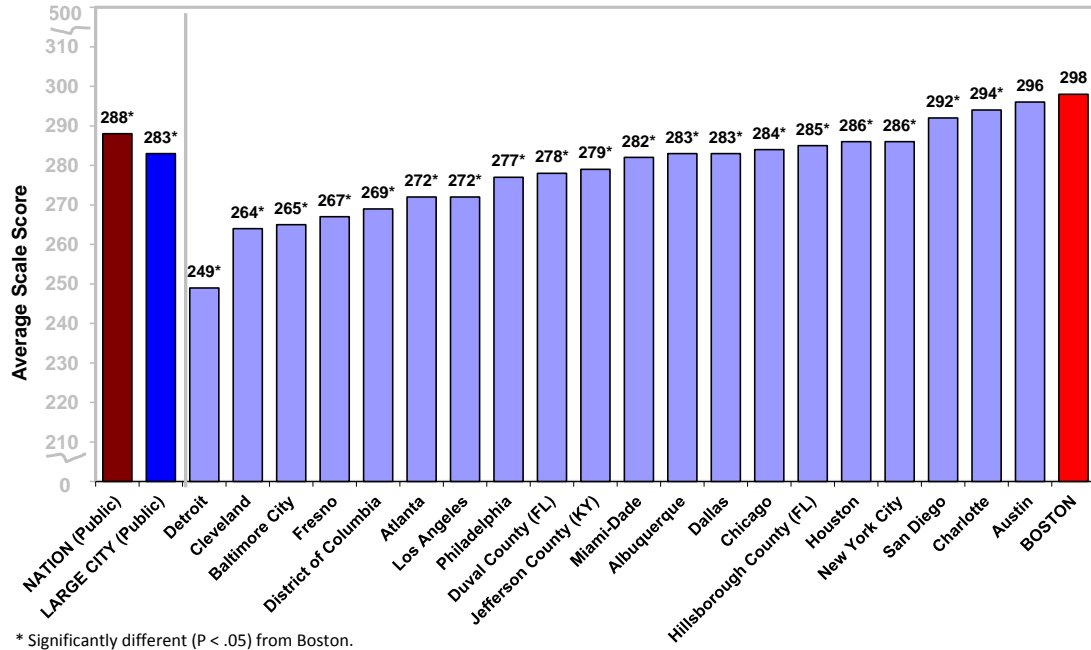
(8) Mathematics Performance of Students Who are Neither Students with Disabilities Nor English Language Learners

The chart below shows the comparisons of percentage of students who are neither SD nor ELL in grade 8 across all jurisdictions. Also shown is the performance of these students across all jurisdictions. The corresponding statistics for students in grade 4 are presented in Appendix E.



- The percentage of students who were neither SD nor ELL (i.e. general education students) in Boston who took the 8th grade math test was 65%; this rate is significantly lower than all other jurisdictions, which ranged from 61% to 87%, with 82% for the Nation and 78% for Large City.

Grade 8 Regular Education Students
2015 Mathematics Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts



- Boston’s general education students had the highest score in 8th grade math, significantly better than the Large City and national averages.

APPENDIX A: Assessment Framework

The content for each NAEP assessment is determined by the National Assessment Governing Board (NAGB). The framework, which incorporates ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others, documents the specific knowledge and skill areas to be measured, and sets guidelines for the types of texts and questions to be used, as well as how the questions should be designed and scored.

Reading

The 2015 NAEP reading assessment uses the same framework used in 2009. The reading framework includes two types of texts on the assessment: literary texts and informational texts. The framework also specifies that vocabulary knowledge will be assessed in the context of a passage. Vocabulary items function both as a measure of passage comprehension and as a test of readers' specific knowledge of the word's meaning as intended by the passage author. The framework includes three cognitive targets, or behaviors and skills, for items from both literary and informational texts: Locate/Recall, Integrate/Interpret, and Critique/Evaluate.

The 2009 NAEP Reading Framework replaced the previous reading framework that was used from 1992 through 2007. Compared to the previous framework, the 2009 reading framework includes more emphasis on literary and informational texts, a redefinition of reading cognitive processes, a new systematic assessment of vocabulary knowledge, and the addition of poetry to grade 4.

Results from special analyses determined the 2009 reading assessment results could be compared with those from earlier assessment years. A summary of these special analyses and an overview of the differences between the previous framework and the 2009 framework are available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp.

Mathematics

The 2015 NAEP mathematics framework, which defines the content and format for the 2015 assessment, reflects changes from 2005 in grade 12 only; mathematics content objectives for grades 4 and 8 have not changed. Therefore, main NAEP trend lines from the early 1990s can continue at fourth and eighth grades for the 2015 assessment.

The mathematics framework calls for the assessment to include questions based on five mathematics content areas: 1) Number Properties and Operations; 2) Measurement; 3) Geometry; 4) Data Analysis, Statistics, and Probability; and 5) Algebra. In addition, the framework specifies that each question should measure one of three levels of mathematical complexity (refers to the cognitive demands of the item) – low, moderate, and high. By considering these two criteria (mathematical content and mathematical complexity) for each question, the framework ensures that NAEP assesses an appropriate balance of content along with a variety of ways of knowing and doing mathematics.

NAEP Permitted Accommodations and Inclusion Policy

It is NAEP's intent to assess all selected students from the target population, including students with disabilities (SD) and English language learners (ELL). Beginning in 2002, students with disabilities and English language learners who require accommodations have been permitted to use them in NAEP, unless a particular accommodation would alter the skills and knowledge being tested. For example, calculators are not permitted on non-calculator sections of the NAEP mathematics test for students who would otherwise require non-standard accommodations provided on state assessment. The table below shows the accommodations used for the most recent NAEP assessments.

NAEP Accommodations for SD/ELL Students		
Accommodations	Math	Reading
Standard Accommodations for SD/ELL Students:		
Extended time	Yes	Yes
Small group, or one-on-one	Yes	Yes
One-on-one	Yes	Yes
Directions only read aloud in English	Yes	Yes
Test items read aloud in English – occasional or most/all	Yes	No
Breaks during test	Yes	Yes
Writes directly in the booklet	No	No
Other Accommodations for SD students:		
Calculator version of the test FN3	Yes FN3	No
Must have an aide present in the testing room	Yes	Yes
Responds orally to a scribe	Yes	Yes
Large print version of the test	Yes	Yes
Magnification	Yes	Yes
Uses template/special equipment/preferential seating	Yes	Yes
Cueing to stay on task	Yes	Yes
Presentation in Braille	Yes	Yes
Response in Braille	Yes	Yes
Presentation in Sign Language	Yes	No
Response in Sign Language	Yes	Yes
Other Accommodations for ELL students:		
Bilingual dictionary without definitions in any language	Yes	No
Directions only read aloud in Spanish	Yes	Yes
Spanish/English version of the test (not g12)	Yes	No
Test items read aloud in Spanish (not g12 Math)	Yes	No

To help to ensure that NAEP results accurately reflect the educational performance of all students in the target population, and can continue to serve as a meaningful measure of U.S. students' academic achievement over time, in March 2010, the Governing Board adopted a new policy, [NAEP Testing and Reporting on Students with Disabilities and English Language Learners](#). The policy defines specific inclusion goals for NAEP samples. At the national, state, and district levels, the goal is to include 95 percent of all students selected for the NAEP samples, and 85 percent of those in the NAEP sample who are identified as SD or ELL.

Population Tested

Results from the biennial Trial Urban District Assessment from 2003 to 2015 are reported for the participating districts for public-school students at grades 4 and 8. The TUDA assessment employed larger-than-usual samples within the districts, making reliable district-level data possible. The samples were also large enough to provide reliable estimates on subgroups within the districts, such as female students or Hispanic students. Because students were sampled, all analyses are examined for statistical significance.

In Boston, students from about 50 schools at grade 4 and 40 schools at grade 8 participated in the 2015 NAEP assessments. A total of 2,100 students were assessed in mathematics (1,100 at grade 4 and 1,000 at grade 8), and a total of 2,000 students were assessed in Reading (1,000 at grade 4 and 1,000 at grade 8).

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Appendix B

2015 NAEP Results by Student Group: Grade 4										
Scale Scores and Percents of Students at Each Achievement Level										
	Boston					Large Cities				
	Scale Score	Percent of Students			% Students Assessed	Scale Score	Percent of Students			% Students Assessed
		Proficient & above	Basic & above	Below Basic			Proficient & above	Basic & above	Below Basic	
READING										
All Students	219	29	65	35	100	214	27	59	41	100
Student Status										
Students with Disabilities	192	8	31	69	19	176	8	23	77	13
English Language Learners	205	13	48	52	32	187	7	30	70	19
Gender										
Female	224	33	72	28	48	217	30	63	37	49
Male	215	25	60	40	52	210	25	56	44	51
Race/Ethnicity										
African American / Black	214	21	59	41	31	204	16	48	52	25
Asian / Pacific Islander	230	42	77	23	9	231	46	76	24	8
Hispanic	214	22	60	40	45	206	19	53	47	45
White	241	57	86	14	15	235	51	81	19	19
Free/Reduced-Price Lunch Eligible	219	29	65	35	100	205	18	51	49	73
MATHEMATICS										
All Students	236	33	78	22	100	234	32	75	25	100
Student Status										
Students with Disabilities	215	11	50	50	19	210	11	44	56	13
English Language Learners	226	21	68	32	33	218	14	56	44	20
Gender										
Female	236	31	79	21	49	234	31	75	25	49
Male	235	34	76	24	51	234	33	74	26	51
Race/Ethnicity										
African American / Black	228	22	70	30	31	222	16	61	39	24
Asian / Pacific Islander	259	70	95	5	8	251	56	88	12	8
Hispanic	230	24	74	26	45	230	26	72	28	46
White	253	58	93	7	15	251	56	91	9	19
Free/Reduced-Price Lunch Eligible	236	33	78	22	100	227	23	69	31	74
#	Estimate rounds to zero.									

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading and Mathematics Assessments.

2015 NAEP Results by Student Group: Grade 8
Scale Scores and Percent of Students at Each Achievement Level

	Boston					Large Cities				
	Scale Score	Percent of Students			% Students Assessed	Scale Score	Percent of Students			% Students Assessed
		<i>Proficient & above</i>	<i>Basic & above</i>	<i>Below Basic</i>			<i>Proficient & above</i>	<i>Basic & above</i>	<i>Below Basic</i>	
READING										
All Students	258	28	67	33	100	257	25	67	33	100
Student Status										
Students with Disabilities	227	4	29	71	18	224	6	30	70	13
English Language Learners	227	4	35	65	23	221	3	27	73	12
Gender										
Female	262	32	72	28	49	261	29	72	28	49
Male	254	24	62	38	51	252	21	63	37	51
Race/Ethnicity										
African American / Black	250	17	62	38	35	246	14	56	44	26
Asian / Pacific Islander	281	56	86	14	11	271	42	79	21	8
Hispanic	249	18	59	41	39	251	19	62	38	44
White	282	58	87	13	14	277	48	86	14	20
Free/Reduced-Price Lunch Eligible	258	28	67	33	100	249	17	60	40	70
MATHEMATICS										
All Students	281	34	67	33	100	274	26	62	38	100
Student Status										
Students with Disabilities	250	9	34	66	17	239	5	24	76	13
English Language Learners	247	7	32	68	24	241	4	27	73	12
Gender										
Female	285	36	70	30	49	275	26	63	37	50
Male	278	31	64	36	51	273	26	61	39	50
Race/Ethnicity										
African American / Black	269	18	58	42	35	258	11	45	55	26
Asian / Pacific Islander	318	70	92	8	11	300	54	84	16	8
Hispanic	271	24	60	40	40	268	18	57	43	44
White	311	69	90	10	14	296	49	83	17	19
Free/Reduced-Price Lunch Eligible	281	34	67	33	100	266	17	54	46	71
#	<i>Estimate rounds to zero.</i>									

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading and Mathematics Assessments.

APPENDIX C: Summary of Average Scale Score of TUDA Districts

2015 NAEP Average Scale Scores by Subject and Grade level for Large City and TUDA Districts

Subject / Grade Level	LARGE CITY*	Albuquerque	Atlanta	Austin	Baltimore City	BOSTON	Charlotte	Chicago	Cleveland	Dallas	Detroit	District of Columbia (DCPS)	Duval County (FL)**	Fresno	Hillsborough County (FL)	Houston	Jefferson County (KY)	Los Angeles	Miami-Dade	New York City	Philadelphia	San Diego
Reading Grade 4	214	207	212	220	199	219	226	213	197	204	186	214	225	199	230	210	222	204	226	214	201	216
Reading Grade 8	257	251	252	261	243	258	263	257	240	250	237	245	264	242	261	252	261	251	265	258	248	262
Math Grade 4	234	231	228	246	215	236	248	232	219	238	205	232	243	218	244	239	236	224	242	231	217	233
Math Grade 8	274	271	266	284	255	281	286	275	254	271	244	258	275	257	276	276	272	263	274	275	267	280

* Large City (LC): Nation-wide schools in cities with a population of 250,000 or more as defined by National Center for Education Statistics (NCES)

** District participate in TUDA for the first time in 2015

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Appendix D

Grade 4 Reading: 2002 - 2015

National Center for Education Statistics

2015 Reading TUDA Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores, Achievement Levels, and Percentiles for Districts and Jurisdictions

Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2002-15

Race/ethnicity and jurisdiction	Average scale score						Percentage of students									
	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015
White																
Nation (public)	227	227	228	230	229	230	231	232	232	233	233	233	233	233	233	233
Large city ¹	224	226	228	231	231	232	235	236	236	237	237	237	237	237	237	237
Albuquerque	250	250	253	253	253	251	252	251	251	251	251	251	251	251	251	251
Atlanta	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Austin	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Baltimore City	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Boston	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Charlotte	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Chicago	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Cleveland	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Dallas	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
Detroit	245	245	246	244	244	245	245	245	245	245	245	245	245	245	245	245
District of Columbia (DCPS)	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Dual County (FL)	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Fresno	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Hillsborough County (FL)	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Houston	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Jefferson County (KY)	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Los Angeles	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Miami-Dade	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Milwaukee	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
New York City	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Philadelphia	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
San Diego	248	254	252	258	257	255	260	262	262	262	262	262	262	262	262	262
Black																
Nation (public)	198	197	199	203	204	205	205	206	206	206	206	206	206	206	206	206
Large city ¹	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Albuquerque	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Atlanta	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Austin	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Baltimore City	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Boston	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Charlotte	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Chicago	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Cleveland	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Dallas	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
Detroit	192	193	196	200	201	202	202	204	204	204	204	204	204	204	204	204
District of Columbia (DCPS)	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Dual County (FL)	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Fresno	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Hillsborough County (FL)	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Houston	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Jefferson County (KY)	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Los Angeles	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Miami-Dade	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Milwaukee	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
New York City	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
Philadelphia	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192
San Diego	188	184	187	192	192	191	192	192	192	192	192	192	192	192	192	192

See notes at end of table.

Grade 4 Reading: 2002 - 2015 (Continued)

National Center for Education Statistics

2015 Reading TUDA Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores, Achievement Levels, and Percentiles for Districts and Jurisdictions

Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by selected race/ethnicity categories and jurisdiction. Various years, 2002-15—Continued

Race/ethnicity and jurisdiction	Average scale score					At or above Basic					At or above Proficient					
	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015
Hispanic	199 ***	199 ***	201 ***	204 ***	204 ***	205	207	208	43 ***	43 ***	44 ***	49 ***	48 ***	50 ***	52	54
Nation (public)	197 ***	197 ***	198 ***	199 ***	202 ***	203	204	206	38 ***	40 ***	40 ***	44 ***	45 ***	47 ***	49	53
Large city	—	—	—	—	—	201	199	202 ***	—	—	—	—	—	44	46	48 **
Albuquerque	—	—	—	—	—	215	208	205	—	—	—	—	—	60	50	48 **
Atlanta	—	—	—	—	—	208	208	207	—	—	—	—	—	54	53	53
Austin	—	—	—	—	—	210	208	207	—	—	—	—	—	51	53	53
Baltimore City	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	38 ***
Boston	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	60 ***
Charlotte	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	80 ***
Chicago	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14 ***
Chicago	193 ***	196 ***	201	201	203	203	203	205	33 ***	39 ***	43	45	47	47	50	51
Chicago	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15 ***
Cleveland	—	—	—	—	—	196	191	199	—	—	—	—	—	36	34	43 **
Cleveland	—	—	—	—	—	200	204	200 ***	—	—	—	—	—	43	49	43 ***
Dallas	—	—	—	—	—	200	204	200 ***	—	—	—	—	—	39	40	36 ***
Dallas	—	—	—	—	—	199	199	195 *	—	—	—	—	—	31	39	36 ***
Detroit	—	—	—	—	—	190	199	195 *	—	—	—	—	—	50	55	51
Detroit	193 ***	187 ***	193 ***	206	207	204	211	206	34 ***	29 ***	37	55	50	50	55	51
District of Columbia (DCPS)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	73 ***
District of Columbia (DCPS)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8 ***
Duval County (FL)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15 ***
Fresno	—	—	—	—	—	194	192	196 ***	—	—	—	—	—	36	36	39 ***
Fresno	—	—	—	—	—	223	223	221 ***	—	—	—	—	—	69	71	68 ***
Hillsborough County (FL)	—	—	—	—	—	209	204	204 *	45	44	44	43	49	53	48	49 **
Houston	203	203	203	200	206	209	204	204 *	—	—	—	—	—	49	53	48
Houston	—	—	—	—	—	221	221	217 ***	—	—	—	—	—	69	68	63
Jefferson City (KY)	185 ***	189 ***	190 ***	190 ***	193	196	199	197 ***	26 ***	30 ***	31 ***	33 ***	35 ***	40	44	43 ***
Los Angeles	—	—	—	—	—	224	222	229 ***	—	—	—	—	—	72 ***	73	76 **
Los Angeles	—	—	—	—	—	200	200	200	—	—	—	—	—	40	41	44
Miami-Dade	—	—	—	—	—	198	186	200	—	—	—	—	—	40	41	44
Milwaukee	—	—	—	—	—	207	208	205	42	47	51	46	53	52	53	50
New York City	201	205	207	203	208	207	208	208	—	—	—	—	—	16	15	16
New York City	—	—	—	—	—	187	193	188 **	—	—	—	—	—	33	39	33 ***
Philadelphia	—	—	—	—	—	195 ***	195 ***	193 ***	—	—	—	—	—	37	37	33 ***
San Diego	—	—	—	—	—	196 ***	193 ***	204	—	—	—	—	—	40	46	49
San Diego	—	—	—	—	—	195 ***	193 ***	204	—	—	—	—	—	13	11	11

See notes at end of table.

Grade 4 Reading: 2002 - 2015 (Continued)

National Center for Education Statistics

2015 Reading TUDA Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores, Achievement Levels, and Percentiles for Districts and Jurisdictions

Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by selected race/ethnicity categories and jurisdiction, various years, 2002–15—Continued

Race/ethnicity and jurisdiction	Average scale score										Percentage of students													
	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015
Asian/Pacific Islander																								
Nation (public)	223 ***	225 ***	227 ***	231 ***	234	234	235	238	69 ***	69 ***	69 ***	72 ***	76 ***	79	79	81	36 ***	37 ***	40 ***	45 ***	48	49	51	53
Large city ¹	220 ***	223	223	228	228	224	228	231	64 ***	66	67	72	73	70	74	76	32	35	35	40	42	38	43	46
Albuquerque	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Atlanta	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Austin	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Baltimore City	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Boston	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Charlotte	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Chicago	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Cleveland	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Dallas	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Detroit	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
District of Columbia (DCPS)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Dual County (FL)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Fresno	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Hillsborough County (FL)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Houston	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Jefferson City (KY)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Los Angeles	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Miami-Dade	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Milwaukee	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
New York City	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Philadelphia	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
San Diego	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
San Jose	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Seattle	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
St. Louis	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (large city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (rural)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Texas (very small city)	±	±	±	±																				

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2015 Reading TUDA Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores, Achievement Levels, and Percentiles for Districts and Jurisdictions

Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction; Various years, 2002-15

Race/ethnicity and jurisdiction	Average scale score										Percentage of students									
	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015				
White																				
Nation (public)	271	270	269	270	271	272	275	273	83	82	81	83	83	84	85	84				
Large city	270	268	270	271	272	273	276	273	80	79	81	82	83	83	85	85				
Albuquerque	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Arlington	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Baltimore City	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Boston	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Charlotte	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Chicago	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Cleveland	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Dallas	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Detroit	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
District of Columbia (DCPS)	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Dura County (FL)	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Fresno	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Hillsborough County (FL)	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Hudson	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Jefferson County (KY)	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Los Angeles	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Miami-Dade	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Minneapolis	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
New York City	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Philadelphia	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
San Diego	275	275	279	284	282	282	285	288	84	84	86	87	86	86	84	79				
Black																				
Nation (public)	244	244	242	244	245	248	250	247	54	53	51	54	56	58	60	58				
Large city	240	241	240	240	243	245	248	246	49	49	48	49	53	55	56	56				
Albuquerque	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Atlanta	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Baltimore City	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Boston	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Charlotte	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Chicago	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Cleveland	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Dallas	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Detroit	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
District of Columbia (DCPS)	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Dura County (FL)	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Fresno	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Hillsborough County (FL)	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Hudson	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Jefferson County (KY)	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Los Angeles	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Miami-Dade	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Minneapolis	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
New York City	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
Philadelphia	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				
San Diego	233	237	237	242	246	249	249	246	39	44	43	46	50	54	55	55				

See notes at end of table.

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2015 Reading TUDA Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores, Achievement Levels, and Percentiles for Districts and Jurisdictions

Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction, various years, 2002–15—Continued

Race/ethnicity and jurisdiction	Average scale score										Percentage of students													
	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015
Hispanic	245	244	245	245	248	251	255	253	56	54	55	57	59	63	67	65	14	12	14	14	16	18	21	20
Nation (public)	242	241	243	243	245	249	253	251	52	51	53	53	56	60	65	62	12	10	13	12	14	16	19	19
Large city ¹	†	†	†	†	†	†	250	246	†	†	†	†	†	57	61	57	†	†	†	†	†	†	14	14
Albuquerque	†	†	243	244	251	251	254	255	†	†	52	55	62	63	62	60	†	†	13	15	18	18	20	23
Atlanta	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Austin	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Baltimore city	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Charlotte	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chicago	248	249	251	255	249	255	257	255	61	61	62	62	64	68	70	65	12	15	16	16	18	24	27	28
Chicago	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Dallas	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Dallas	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	†	†	†	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCFS)	240	240	247	249	249	232	247	244	53	51	59	56	62	43	56	56	11	11	18	19	22	14	20	17
District of Columbia (DCFS)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Duval County (FL)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Houston	243	242	245	245	250	249	250	247	52	51	56	57	63	62	62	65	13	10	12	13	15	13	15	15
Houston	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Jefferson County (KY)	230	228	235	235	235	239	241	245	36	37	43	45	50	†	69	70	5	6	9	6	11	†	25	29
Los Angeles	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Los Angeles	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Memphis	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Memphis	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Minneapolis	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Minneapolis	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
New York City	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
New York City	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Philadelphia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Philadelphia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

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Average scores and achievement level results in NAEP reading for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction, various years, 2002–15—Continued

Race/ethnicity and jurisdiction	Average scale score										Percentage of students													
	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015	2002	2003	2005	2007	2009	2011	2013	2015
Asian/Pacific Islander	265 ***	268 ***	270 ***	269 ***	273 ***	275	279	279 *	75 ***	78 ***	79 ***	79 ***	79 ***	82	82	85	34 ***	38 ***	39 ***	40 ***	44 ***	46	50	50 *
Nation (public)	256 ***	260 ***	266	263	268	270	273	271 **	65 ***	69 ***	76	74	77	77	79	82	26 ***	30 ***	35	34	38	41	43	42 **
Large city ¹	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Albuquerque	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Atlanta	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Austin	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Baltimore City	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Boston	†	†	274	275	276	280	278	281 *	†	†	85	81	89	87	84	86	†	44	55	46	45	50	53	56
Charlotte	†	†	†	†	†	264	†	†	†	†	†	†	†	72	†	†	†	†	†	†	†	37	†	†
Chicago	†	268	277	†	†	264	278	†	†	76	88	†	†	74	85	†	†	35	44	†	†	38	†	†
Cleveland	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Cleveland	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Dallas	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Detroit	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
District of Columbia (DCPS)	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Duval County (FL)	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Fresno	†	†	†	†	241	241	247	251 **	†	†	†	†	48	48	58	60 ***	†	†	†	†	10	12	13	20 ***
Hillsborough County (FL)	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Houston	†	†	†	289	†	277	283	†	†	†	†	91	†	84	89	†	†	†	†	61	†	55	55	†
Los Angeles	269 ***	255 ***	262 ***	254	265	267	271	274	73	64 ***	73	76	76	77	84	81	26 ***	27	30	32	35	38	39	46
Los Angeles	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Miami-Dade	†	†	†	†	†	248	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Minneapolis	†	†	†	†	†	273	271	270 **	†	†	†	79	79	81	80	78	†	†	†	†	†	16	†	†
New York City	†	264	271	268	270	273	271	270 **	†	72	80	79	79	79	81	80	†	35	42	37	40	46	43	41
Philadelphia	†	†	†	†	270	266	265	276	†	†	†	†	76	67	75	84	†	†	†	†	†	38	39	44
San Diego	†	260	265	265	264	267	266	266 **	†	71	76	78	77	78	79	75	†	27	31	35	32	36	36	40

† Not available. District did not participate.
 ‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
 * Significantly different ($p < .05$) from large city in 2015.
 ** Significantly different ($p < .05$) from nation (public) in 2015.
 *** Significantly different ($p < .05$) from 40 U.S.
 † Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.
 NOTE: Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school districts Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. DCPS = District of Columbia Public Schools.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–15 Reading Assessments.

National Center for Education Statistics

2015 Mathematics TUDA Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores, Achievement Levels, and Percentiles for Districts and Jurisdictions

Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by selected race/ethnicity categories and jurisdiction: Various years, 2003-15—Continued

Race/ethnicity and jurisdiction	Average scale score										Percentage of students																								
	2007					2011					2015					2003					2007					2011					2015				
	2003	2005	2007	2009	2011	2013	2015	2003	2005	2007	2009	2011	2013	2015	2003	2005	2007	2009	2011	2013	2015	2003	2005	2007	2009	2011	2013	2015							
Hispanic	258	261	264	265	269	271	269	47	50	54	56	60	62	60	11	13	15	17	20	21	19	11	13	15	17	20	21	19							
Nation (public)	258	261	264	265	269	271	269	47	50	54	56	60	62	60	11	13	15	17	20	21	19	11	13	15	17	20	21	19							
Large city ¹	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Albuquerque	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Austin	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Baltimore City	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Boston	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Charlotte	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Chicago	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Cleveland	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Dallas	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
Detroit	256	258	261	264	267	269	266	43	46	50	54	58	60	57	10	11	13	16	19	20	18	10	11	13	16	19	20	18							
District of Columbia (DCPS)	246	252	251	253	253	252	252	33	39	38	44	41	40	39	3	9	9	8	12	20	19	3	9	9	10	10	9	9							
Dual County (FL)	246	252	251	253	253	252	252	33	39	38	44	41	40	39	3	9	9	8	12	20	19	3	9	9	10	10	9	9							
Fresno	246	252	251	253	253	252	252	33	39	38	44	41	40	39	3	9	9	8	12	20	19	3	9	9	10	10	9	9							
Hillsborough County (FL)	246	252	251	253	253	252	252	33	39	38	44	41	40	39	3	9	9	8	12	20	19	3	9	9	10	10	9	9							
Houston	246	252	251	253	253	252	252	33	39	38	44	41	40	39	3	9	9	8	12	20	19	3	9	9	10	10	9	9							
Jefferson County (KY)	246	252	251	253	253	252	252	33	39	38	44	41	40	39	3	9	9	8	12	20	19	3	9	9	10	10	9	9							
Los Angeles	240	245	253	254	255	255	255	26	32	40	41	43	48	47	3	6	6	9	9	8	10	12	10	12	10	12	10	12							
Miami-Dade	240	245	253	254	255	255	255	26	32	40	41	43	48	47	3	6	6	9	9	8	10	12	10	12	10	12	10	12							
Milwaukee	240	245	253	254	255	255	255	26	32	40	41	43	48	47	3	6	6	9	9	8	10	12	10	12	10	12	10	12							
New York City	260	259	262	261	261	263	267	48	47	52	50	50	54	57	15	12	14	14	14	12	13	18	14	14	14	14	13	18							
Philadelphia	248	256	259	265	266	266	266	34	49	48	54	52	49	47	6	11	12	12	10	14	13	6	11	12	10	14	13	18							
San Diego	248	256	259	265	266	266	266	34	49	48	54	52	49	47	6	11	12	12	10	14	13	6	11	12	10	14	13	18							
Asian/Pacific Islander	289	294	296	300	302	306	305	77	81	82	84	85	87	86	42	46	49	53	55	60	58	42	46	49	53	55	60	58							
Nation (public)	289	294	296	300	302	306	305	77	81	82	84	85	87	86	42	46	49	53	55	60	58	42	46	49	53	55	60	58							
Large city ¹	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Albuquerque	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Austin	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Baltimore City	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Boston	300	309	305	312	319	318	318	87	92	91	92	93	92	92	57	61	57	68	71	73	70	57	61	57	68	71	73	70							
Charlotte	293	305	305	304	304	312	314	81	88	88	88	83	85	88	43	36	38	54	50	61	67	43	36	38	54	50	61	67							
Chicago	296	292	301	296	305	305	305	78	83	83	88	82	86	86	36	36	38	54	50	61	67	36	36	38	54	50	61	67							
Cleveland	296	292	301	296	305	305	305	78	83	83	88	82	86	86	36	36	38	54	50	61	67	36	36	38	54	50	61	67							
Dallas	296	292	301	296	305	305	305	78	83	83	88	82	86	86	36	36	38	54	50	61	67	36	36	38	54	50	61	67							
Detroit	296	292	301	296	305	305	305	78	83	83	88	82	86	86	36	36	38	54	50	61	67	36	36	38	54	50	61	67							
District of Columbia (DCPS)	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Dual County (FL)	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Fresno	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Hillsborough County (FL)	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Houston	281	289	291	299	296	299	299	71	76	78	83	82	83	84	33	40	44	52	49	53	54	33	40	44	52	49	53	54							
Jefferson County (KY)	275	291	292	291	295	295	296	64	82	82	78	80	86	82	25	33	43	45	44	48	47	25	33	43	45	44	48	47							
Miami-Dade	275	291	292	291	295	295	296	64	82	82	78	80	86	82	25	33	43	45	44	48	47	25	33	43	45	44	48	47							
Milwaukee	275	291	292	291	295	295	296	64	82	82	78	80	86	82	25	33	43	45	44	48	47	25	33	43	45	44	48	47							
New York City	286	295	299	295	304	304	303	74	79	83	89	86	84	84	38	33	50	53	64	57	59	38	33	50	53	64	57	59							
Philadelphia	278	282	289	285	285	287	287	69	74	77	81	78	85	88	28	31	40	46	47	50	56	28	31	40	46	47	50	56							
San Diego	278	282	289	285	285	287	287	69	74	77	81	78	85	88	28	31	40	46	47	50	56	28	31	40	46	47	50	56							

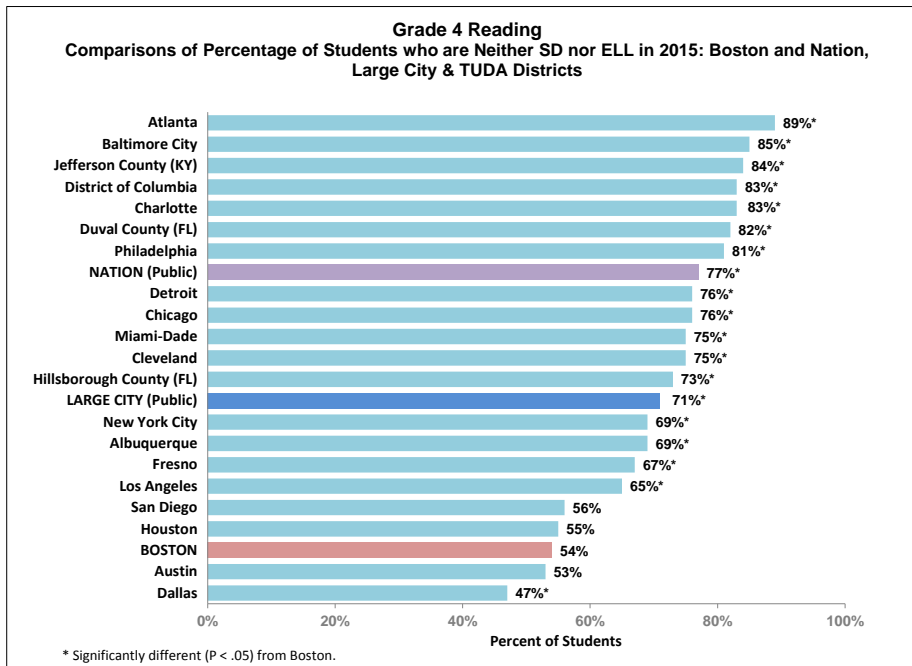
— Not available. District did not participate.
 † Reporting standards not met. Sample size insufficient to permit a reliable estimate.

* Significantly different ($p < .05$) from large city in 2015.

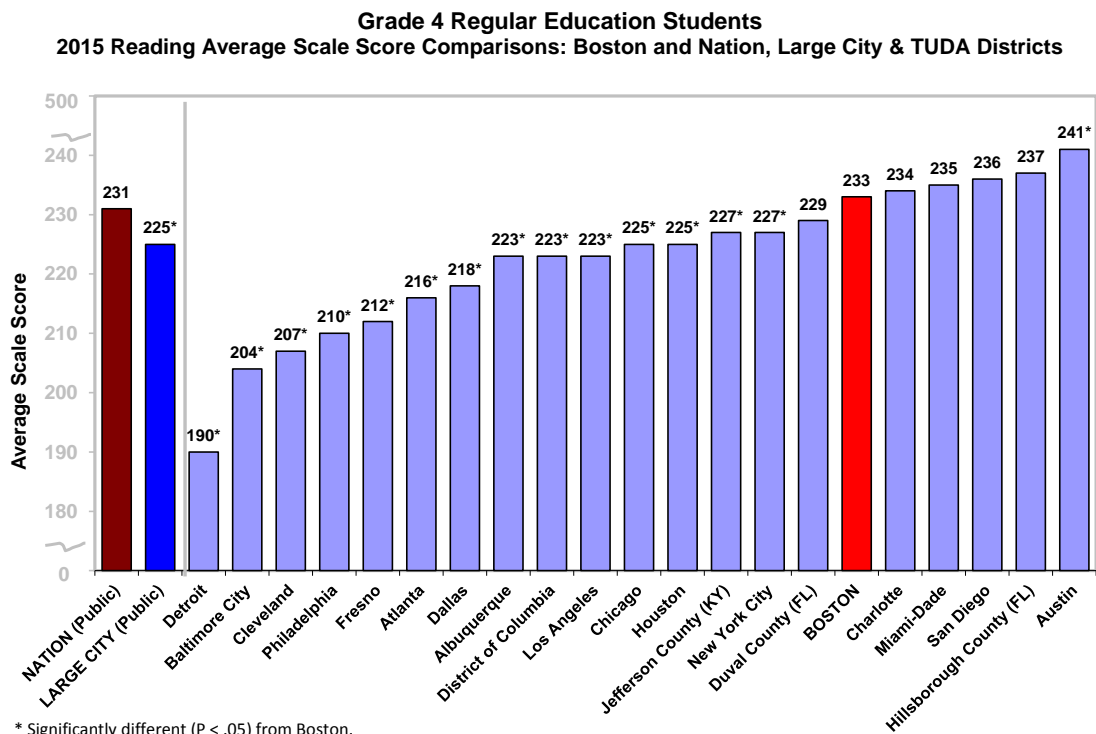
APPENDIX E: Performance of Grade 4 Students who are Neither SD Nor ELL

Grade 4 Reading

Comparisons of Percentage of Students who are Neither SD nor ELL in 2015: Boston and Nation, Large City & TUDA Districts, 2015

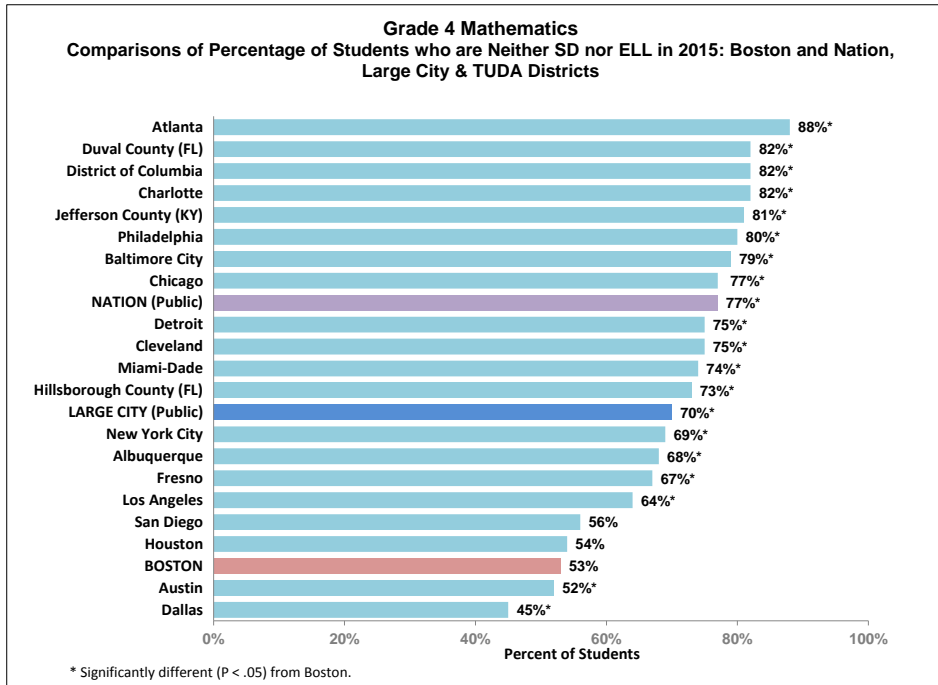


Comparisons of 2015 Average Scale Score of Students Who are Neither Students with Disabilities Nor English Language Learners



Grade 4 Mathematics

Comparisons of Percentage of Students who are Neither SD nor ELL in 2015: Boston and Nation, Large City & TUDA Districts, 2015



Comparisons of 2015 Average Scale Score of Students Who are Neither Students with Disabilities Nor English Language Learners

Grade 4 Regular Education Students
2015 Mathematics Average Scale Score Comparisons: Boston and Nation, Large City & TUDA Districts

