

Report on 2009
Trial Urban District Assessment (TUDA)
National Assessment of Educational
Progress (NAEP)
Grades 4 and 8 Reading

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

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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 2009, Boston Public Schools was one of eighteen 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 and 2009, as well as in the Science assessments in 2005 and 2009, and Writing in 2007.

Importantly for 2009, the NAEP Reading Assessment is based on a newly created Reading Framework which was approved by the National Assessment Governing Board and which replaces the framework used for prior reading assessments. Results from a trend study concluded that the 2009 assessment results are comparable to those of previous years. This report examines the 2009 Reading 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).

Boston's Performance over Time:

- Boston's average scores in both grades 4 and 8 have continued to increase each year since the district first participated in NAEP/TUDA in 2003.
- In grade 4, while the Nation's average score remained unchanged since 2007, Boston's average scaled score in 2009 was up 5 points, making it one of four TUDA districts to experience a statistically significant gain since the last assessment. Boston's gain since 2003 is even more impressive, totaling 9 points and surpassing the 4-point gain nationally and 6-point gain experienced by Large Cities.
- Boston's 8th grade students also experienced a significant gain in average scores since 2003: the 2009 score was up 5 points, compared to a 1-point increase nationally and a 3-point increase for Large Cities.

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

- While Boston's average scores were 5 points lower than the Nation in both grades 4 and 8, the district performed significantly better than Large Cities across the country (with a population over 250,000): the average score was 5 points higher in both grades 4 and 8.
- Of the 18 participating TUDA districts, Boston was one of only five to score significantly higher than Large Cities nationwide in both the grade 4 and grade 8 reading assessments.
- Compared to other TUDA districts, Boston's average scores in both grades 4 and 8 were higher than or equal to those of 14 other districts. Only three districts (Austin, Charlotte and Miami-Dade) scored higher than Boston in grade 4 and their scores were comparable to Boston's in grade 8.

Performance by Racial/Ethnic Group:

- From 2003 to 2009, Black and Hispanic students made statistically significant gains in their average scores on the 4th grade test. Black students saw a 10-point gain and Hispanic students experienced an 8-point gain.
- The gains made by Boston's 8th grade students between 2003 and 2009 are not statistically significant for any ethnic group. However, Hispanic students improved significantly since 2007, with a 10-point increase.
- In Boston, the gaps in performance between Asian/White students and Black/Hispanic students persist in both 4th and 8th grade.
- However, Boston's Black students outperformed their peers across the nation: 4th graders in Boston had an average score of 212, compared to the national average of 204. Similarly, Black students in Boston outscored their peers in Large Cities by 11 points. Importantly, **Boston's Black students had the highest scaled score of all TUDA districts in 4th grade**, and the third highest score in 4th grade.
- **Boston's Hispanic students in 4th grade also had higher average scores than Hispanic students across the Nation and in Large Cities.** Compared to other TUDA districts, Boston's Hispanic 4th and 8th graders performed as well as or significantly better than all other districts, with only one exception (Miami-Dade).

Low-Income Students:

- In grade 4, low-income students in Boston scored significantly higher than the Nation (by 5 points) and Large Cities (by 9 points). Boston's average was also the third highest among the TUDA districts.
- Among 8th graders, the performance of Boston's low-income students was the second highest of all TUDA districts and significantly higher than the Large City average.

Students with Disabilities:

- In both 4th and 8th grade, students with disabilities in Boston outperformed their peers in Large Cities. Their average score was not significantly different from the national average. Boston's special education students also performed better than most TUDA districts. In particular, Boston's 8th grade students with disabilities had the highest score among all TUDA districts, the Nation, and Large Cities.

English Language Learners:

- Boston's English Language Learners (ELLs) had an average scaled score in 4th grade higher than the national average and higher than their peers in Large Cities.
- The number of ELL students assessed in 8th grade did not meet the NAEP reporting minimum; thus, no scores were reported for Boston.

Performance by Achievement Level:

- In 2009, 61% of Boston's 4th grade students scored at the basic level or above on the reading assessment. Only two TUDA districts had a higher percentage. Boston's

- In grade 8, the percentage of students in Boston who performed at or above Basic was 68%, higher than or equal to Large Cities (63%) and all other TUDA districts, but lower than the Nation (74%).
- In grade 4, Boston made significant improvements in the percentage of students performing at or above Proficient since 2003, with an 8-points increase, compared to 4 points for Large Cities. However, the percentage proficient/advanced in 8th grade remained unchanged across the four assessment years, compared to 2 point increase for Large Cities since 2003.

Performance by Percentile Rank:

- Boston's 4th graders saw a significant and steady improvement since 2003 in all but the lowest performing levels. In particular, students performing at the 50th percentile have made significant gains in every NAEP administration in reading since 2003. By contrast, only the lower performing 8th grade students (at the 10th and 25th percentiles) experienced significant improvement since 2003.

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. A total of 18 urban school districts nationwide are now part of the TUDA program. Prior to 2009, only public-school students, excluding charters, were sampled in the TUDA. However, beginning in 2009, charter schools were included in the NAEP TUDA results if they were also included in a district's Adequate Yearly Progress (AYP) reports.

Average scores on the NAEP are reported on a 0-500 scale. "Large Cities (LC)" refers to public schools located in cities 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, nine of the eighteen consist entirely of schools in cities with a population of 250,000 or more; nine of them however – Atlanta, Austin, Charlotte, Cleveland, Fresno, 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. Results are reported by average scaled scores and by achievement levels (Basic, Proficient, and Advanced).

The development of the 2009 NAEP Reading Assessment was guided by a newly created Reading Framework that was approved by the Governing Board to replace the framework first used for the 1992 reading assessment and subsequent reading assessments through 2007. The new framework places more emphasis on literary and informational texts, a new definition of reading processes, a new systematic assessment of vocabulary knowledge, and the addition of poetry to grade 4. Results from a trend study found that even with a new framework, the 2009 reading assessment results are comparable to previous years. An overview of the Reading assessment framework and a summary of the differences between the previous framework and the 2009 framework are included in Appendix A.

Appendix B shows in-depth comparisons of the NAEP and the MCAS assessments relative to design, reporting, and formats. Appendix C presents sample questions from the 2009 fourth and eighth grade NAEP assessment.

DEMOGRAPHIC CONTEXT

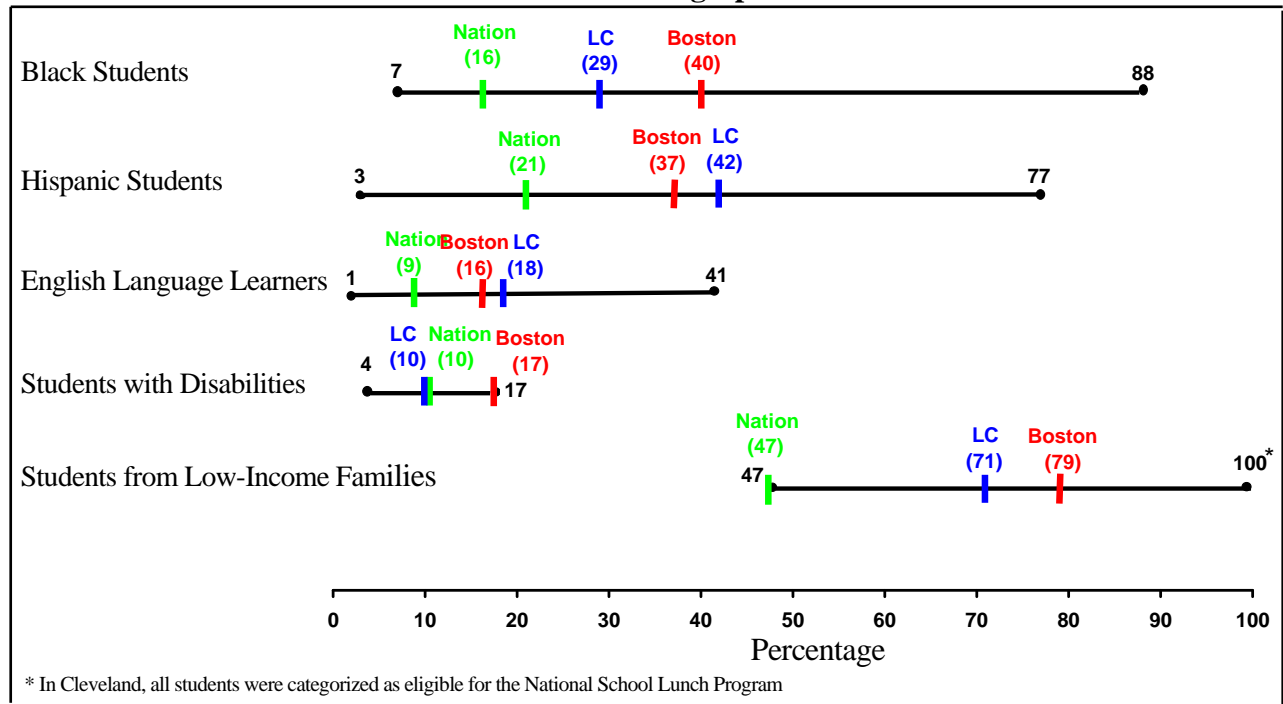
The charts below display the percentage of students who participated in the 2009 TUDA NAEP Reading test by their racial/ethnic identification, disability (SD), English Language Learner (ELL) status, and Low-Income status. The charts display not only Boston's participation rates, but also the Nation's 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, and English Language Learner students in grade 4 fall in the middle range of the other TUDA districts. However, almost 80% of students in Boston receive a free/reduced-price lunch, far larger than the national and Large City averages. **Boston also has the highest participation rates for students with disabilities compared to other TUDA districts.** These differences are important to consider in comparing results across jurisdictions.

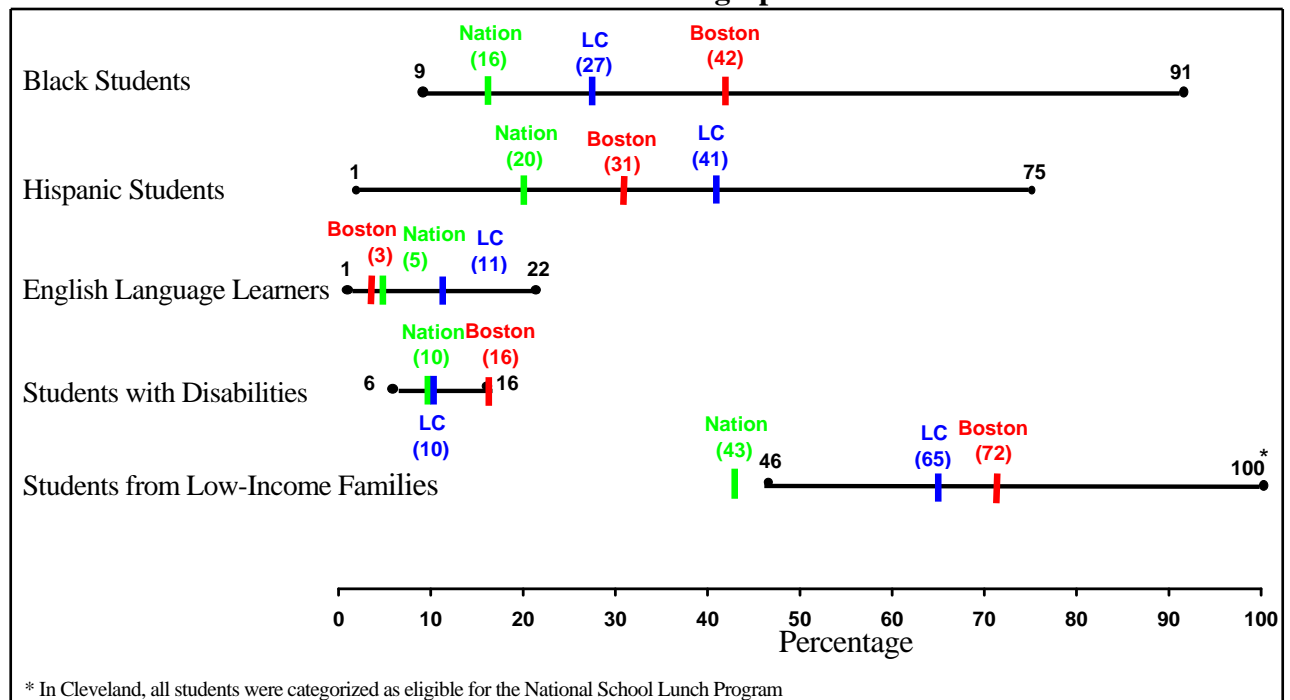
In addition, because results are based on samples rather than entire populations, examining statistical significance is essential in determining differences across groups.

Distribution of Selected Student Groups for TUDA Districts

Selected Grade 4 Demographic Characteristics:

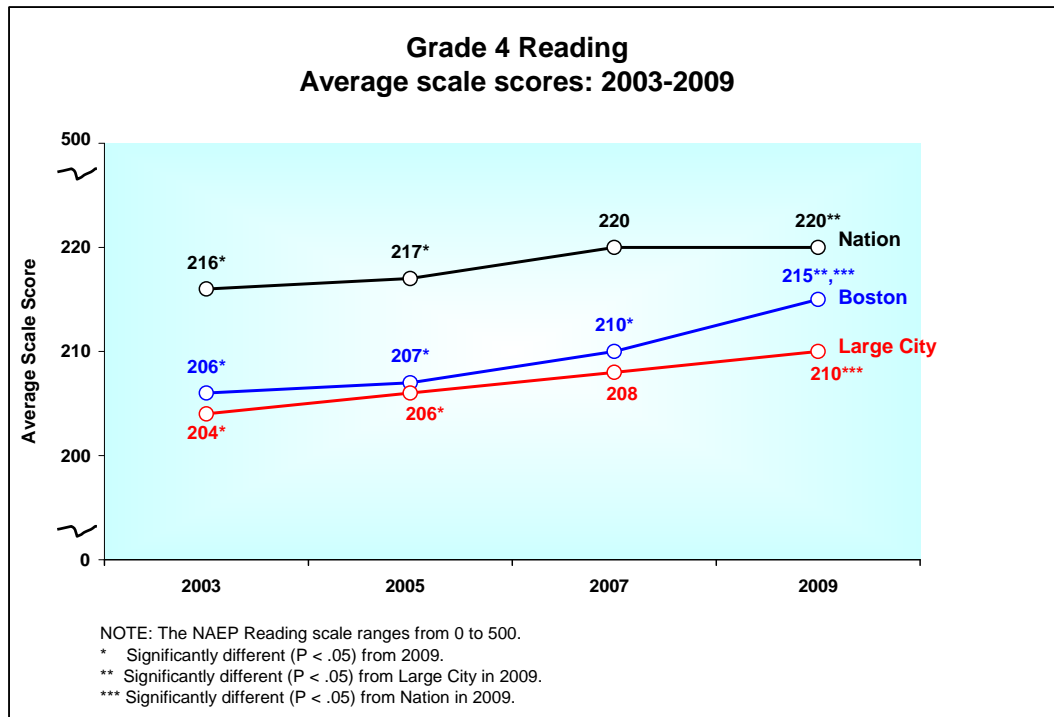


Selected Grade 8 Demographic Characteristics:



(1) Average Reading Scaled Scores Over Time: 2003 - 2009

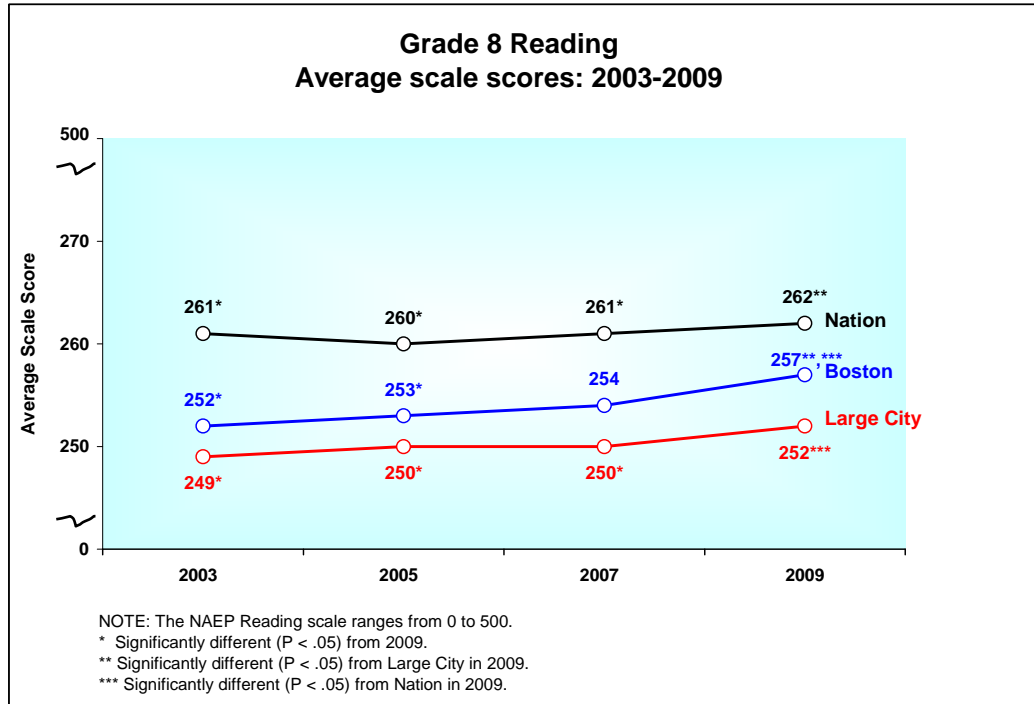
Grade 4



- Boston’s 4th grade reading average score in 2009 was **significantly higher than in the three previous administrations** of the NAEP, beginning in 2003.
- While the Nation’s average score remained unchanged since 2007, Boston’s average scaled score in 2009 was 215, up 5 points, making it one of the four TUDA districts that experienced a significant gain since 2007. (District of Columbia Public schools gained 6 points, Houston gained 5 points and New York City gained 4 points). Boston’s gain since 2003 is even more impressive, totaling 9 points and surpassing the 4-point gain nationally and 6-point gain experienced by large cities.
- Although Boston’s performance in 2009 was 5 points lower than the national average, it was **significantly better compared to Large Cities**^{*}.

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

Grade 8



- Boston's 8th grade students had an average score significantly higher (5 points) than the average for Large Cities, but it was 5 points lower than the national average.
- Boston's 8th grade average score in 2009 was significantly higher than in 2003 and 2005, and continued to increase since 2007, though the gain was not statistically significant. Since 2003, Boston's average score has increased 5 points, compared to a 1-point increase nationally and a 3-point increase for Large Cities.

(2) 2009 Reading Scaled Score Comparisons Across Jurisdictions

2009 Reading Average Scale Score Comparisons - Large City (LC) vs TUDA Districts

Grade Level	Atlanta	Austin	Baltimore City	BOSTON	Charlotte	Chicago	Cleveland	Detroit	Dist. of Columbia (DCPS)	Fresno	Houston	Jefferson County (KY)	Los Angeles	Miami-Dade	Milwaukee	N.Y.C.	Philadelphia	San Diego
Grade 4	=	↑	↓	↑	↑	↓	↓	↓	↓	↓	=	↑	↓	↑	↓	↑	↓	=
Grade 8	=	↑	↓	↑	↑	=	↓	↓	↓	↓	=	↑	↓	↑	↓	=	=	=

Relative to each district listed at the top of the figure:

- ↑ : That District had significantly (P < .05) higher average scale score than Large City
- = : No significant difference between that District and Large City
- ↓ : That District had significantly (P < .05) lower average scale score than Large City

- Of the 18 participating TUDA districts, Boston was one of only five to score significantly higher than other Large Cities nationwide in **both** the grade 4 and grade 8 reading assessments. (The other districts were Austin, Charlotte, Jefferson County (KY), and Miami-Dade).

Boston's scaled scores for all students as well as for student subgroups are provided in Appendix D. Scaled scores for all TUDA districts are provided in appendix E.

2009 Reading Average Scale Score Comparisons - Boston vs TUDA Districts

Grade Level	LARGE CITY	Atlanta	Austin	Baltimore City	Charlotte	Chicago	Cleveland	Detroit	Dist. of Columbia (DCPS)	Fresno	Houston	Jefferson County (KY)	Los Angeles	Miami-Dade	Milwaukee	N.Y.C.	Philadelphia	San Diego
Grade 4	↑	↑	↓	↑	↓	↑	↑	↑	↑	↑	=	=	↑	↓	↑	=	↑	=
Grade 8	↑	↑	=	↑	=	↑	↑	↑	↑	↑	↑	=	↑	=	↑	↑	↑	=

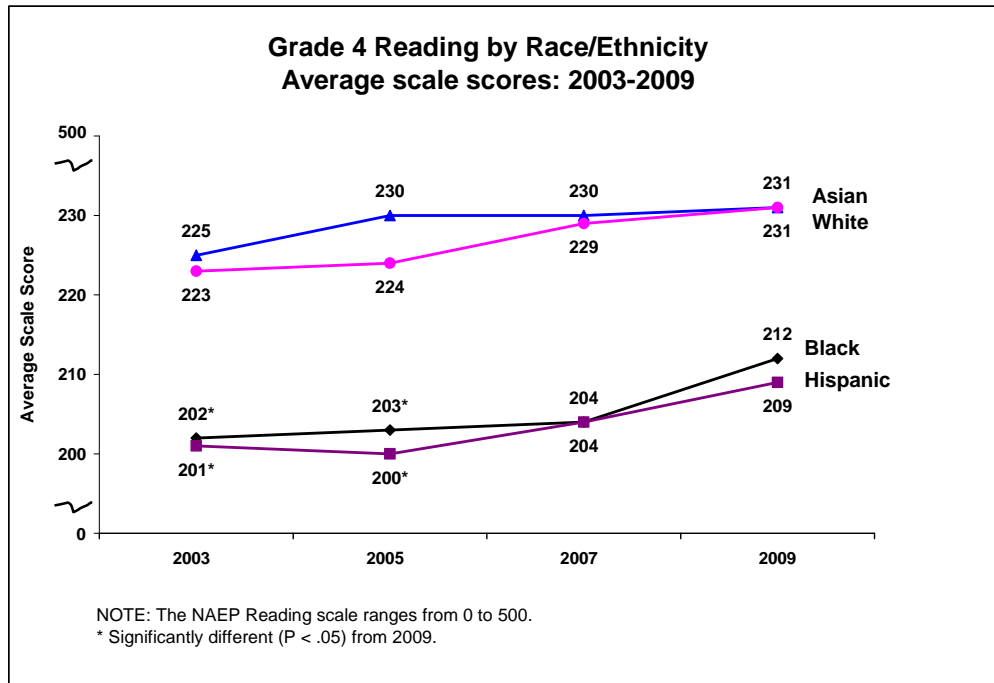
Relative to each district listed at the top of the figure:

- ↑ : Boston had significantly (P < .05) higher average scale score than that District
- = : No significant difference between Boston and that District
- ↓ : Boston had significantly (P < .05) lower average scale score than that District

- In addition to its higher scores compared to Large Cities, Boston's performance also stands out in comparison to other TUDA districts: in grade 4, Boston scored higher or equal to all but Austin, Charlotte and Miami-Dade; **in grade 8, Boston's average score was higher than or equal to all other participating districts.**

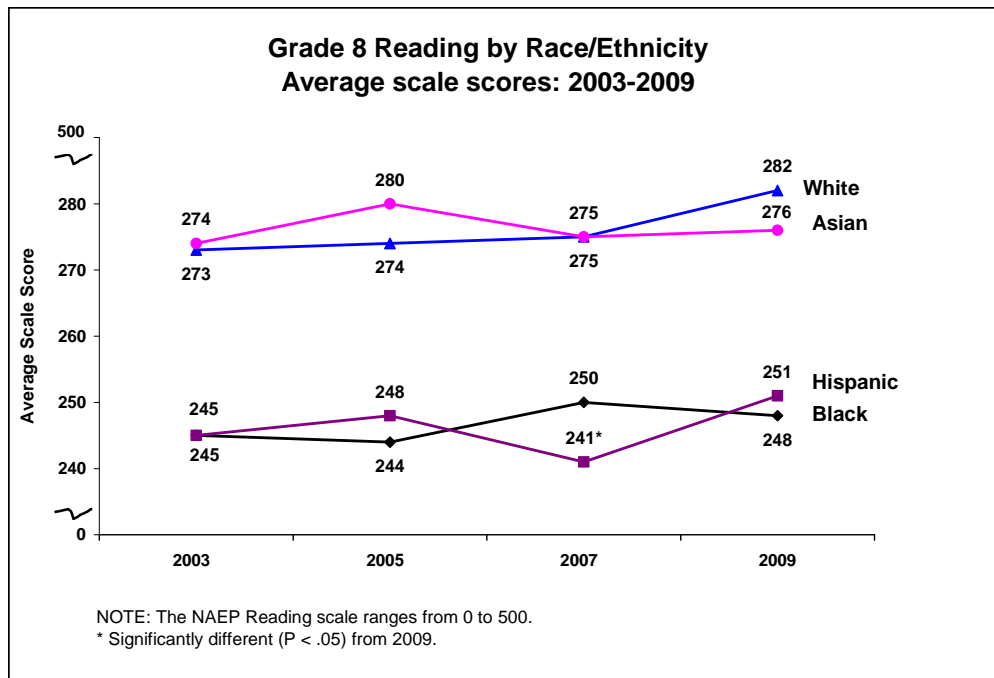
(3) Average Reading Scaled Scores by Race/Ethnicity

Boston's Grade 4 Students: 2003-2009



- From 2003 to 2009, Black and Hispanic students have experienced statistically significant gains, with a 10 and 5-point gain respectively. White and Asian students have also seen increases in that period, though the change is not statistically significant.

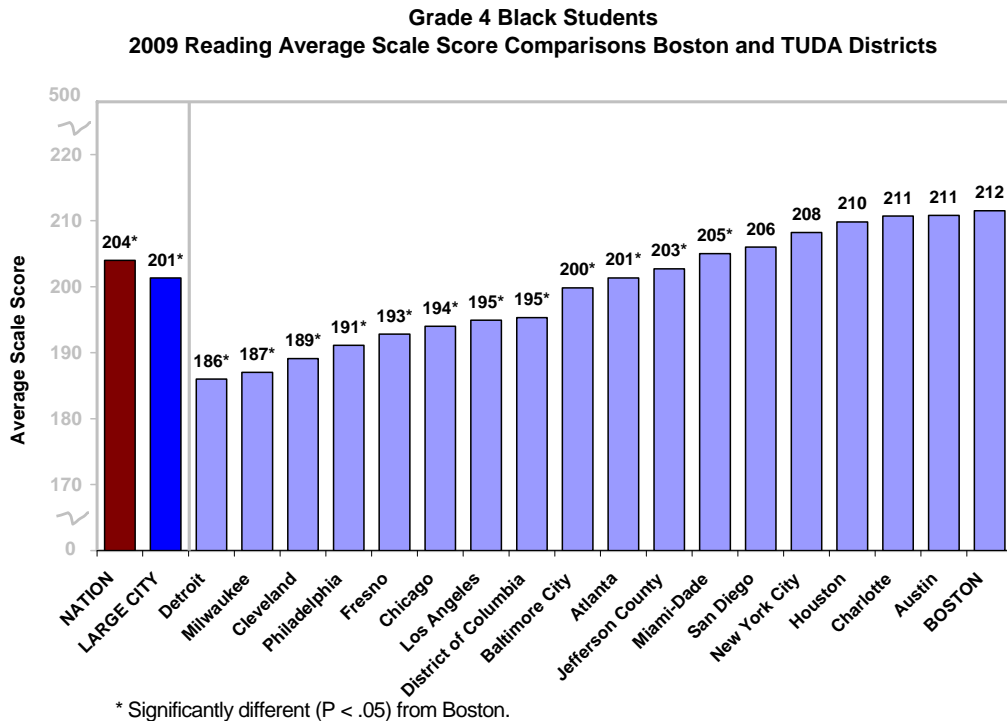
Boston's Grade 8 Students: 2003-2009



- Reading scores for Boston’s 8th grade students between 2003 and 2009 have improved for all ethnic groups. Although not statistically significant, the gains ranged from 3 points for Asian students, to 8 points for White students. While Hispanic students made a statistically significant 10-point gain since 2007, the average score for Black students dropped 2 points, although this was not statistically significant.
- 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.

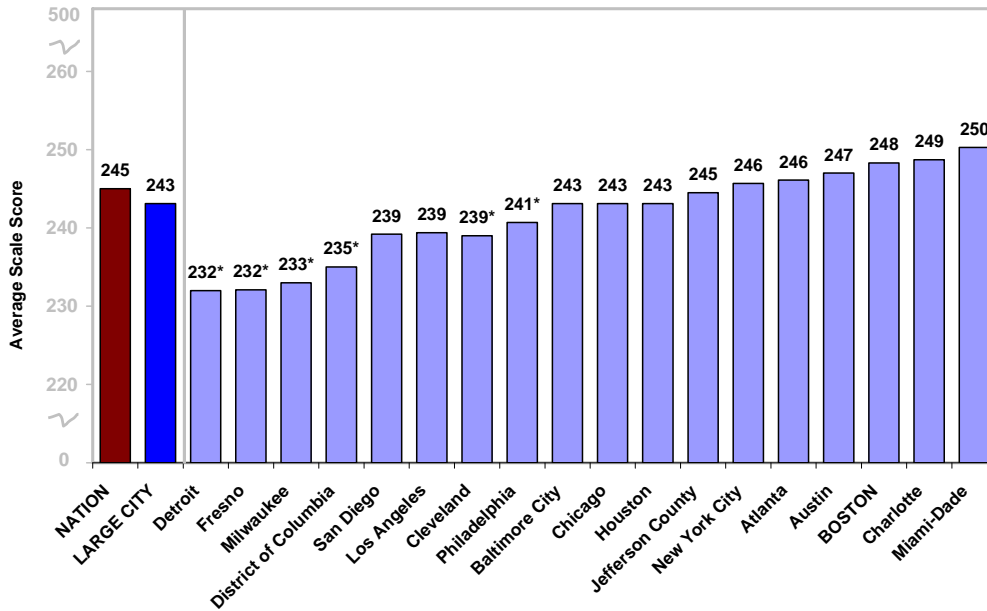
Appendix F provides detailed information on the performance of students by racial group.

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 outperformed their peers across the nation: 4th graders in Boston had an average score of 212, compared to the national average of 204. Similarly, Black students in Boston had an average score 11 points higher than the average for Large Cities. Importantly, **Boston’s Black students had the highest average scaled score of all TUDA districts.**

Grade 8 Black Students
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts

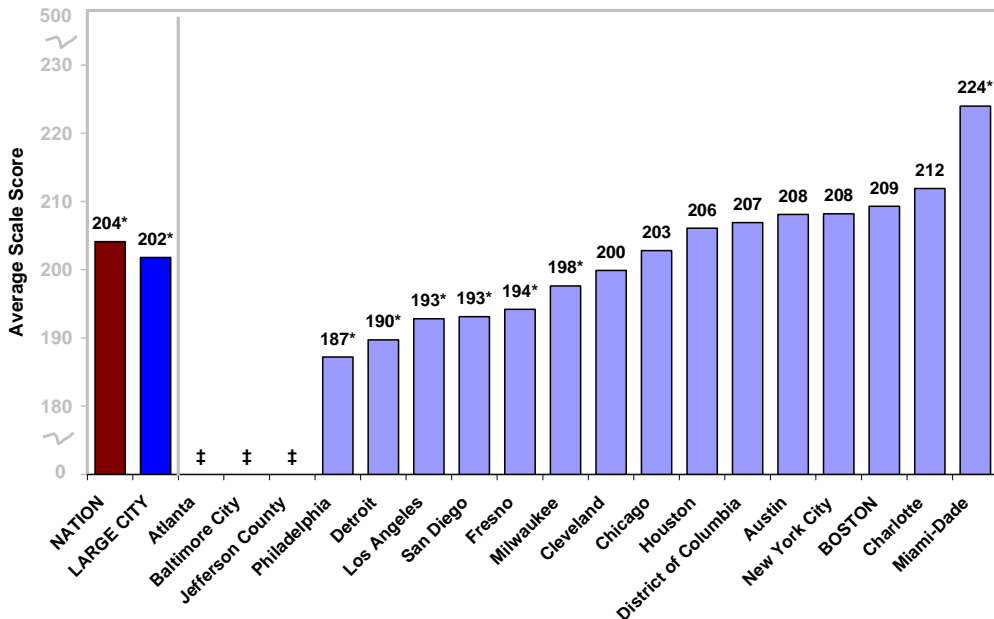


* Significantly different ($P < .05$) from Boston.

- In Grade 8, the performance of Boston’s black students was about the same as their peers across the Nation and in Large Cities. Compared to the TUDA districts, Boston’s black students performed better than 6 jurisdictions and were not significantly surpassed by any.

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

Grade 4 Hispanic Students
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts

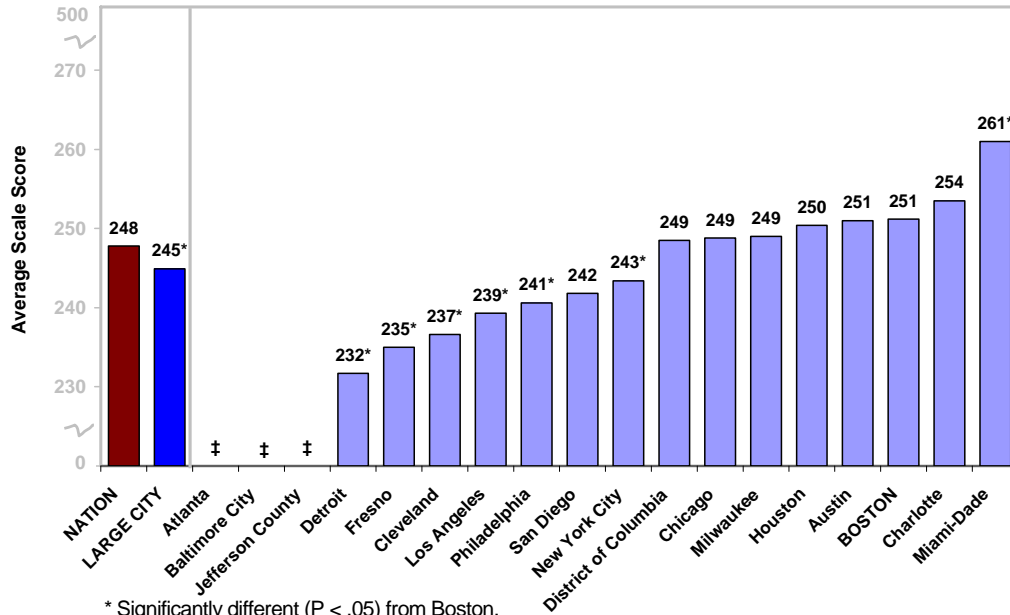


* Significantly different ($P < .05$) from Boston.

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

- Boston's Hispanic students in 4th grade also had higher average scores (209) than Hispanic students across the Nation (204) and in Large Cities (202). Compared to other TUDA districts, Boston's Hispanic 4th graders performed as well as or significantly better than all other districts, with only one exception. (Miami-Dade's average score was significantly higher than Boston's).

Grade 8 Hispanic Students
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts



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

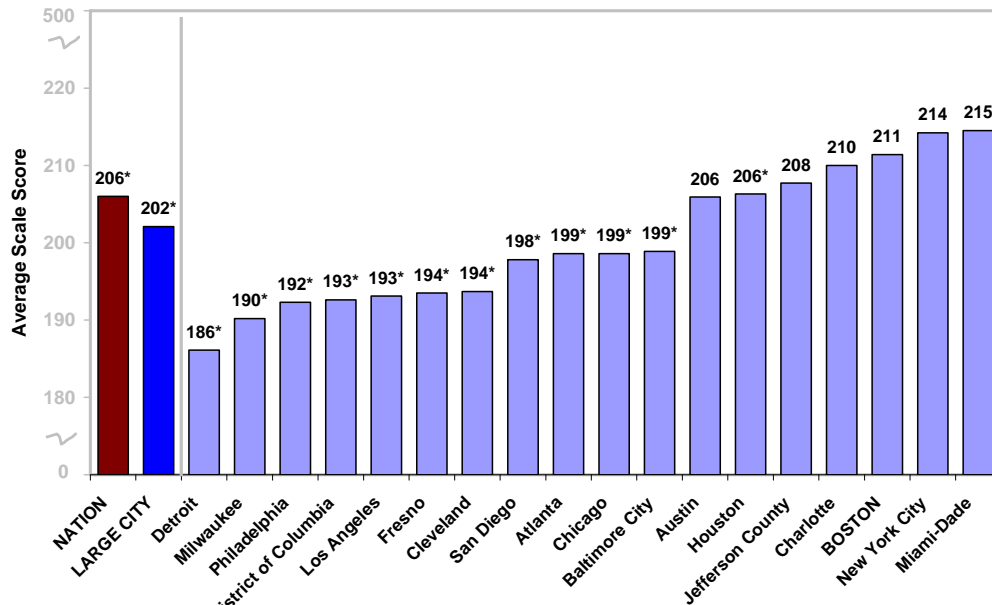
‡ Reporting standard not met. Sample size insufficient to permit a reliable estimate.

- In Grade 8, Boston's Hispanic students performed as well as their national peers, and better than Hispanic students in Large Cities. Among TUDA districts, only Miami-Dade's Hispanic student group had a significantly higher average than Boston's.

(4) Average Reading Scaled Scores for Other Student Groups

Students eligible for Free/Reduced Lunch

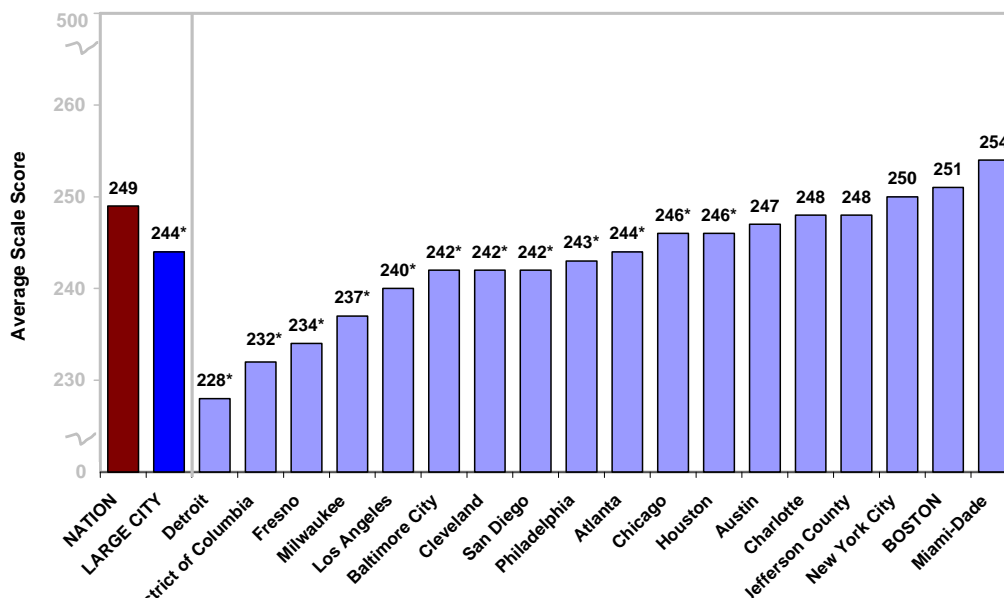
Grade 4 Low-Income Students
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts



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

- In grade 4, low-income students in Boston scored significantly higher than the Nation (by 5 points) and Large Cities (by 9 points). Boston's average was also the third highest among the TUDA districts and not significantly different from that of Miami-Dade and New York City.

Grade 8 Low-Income Students
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts

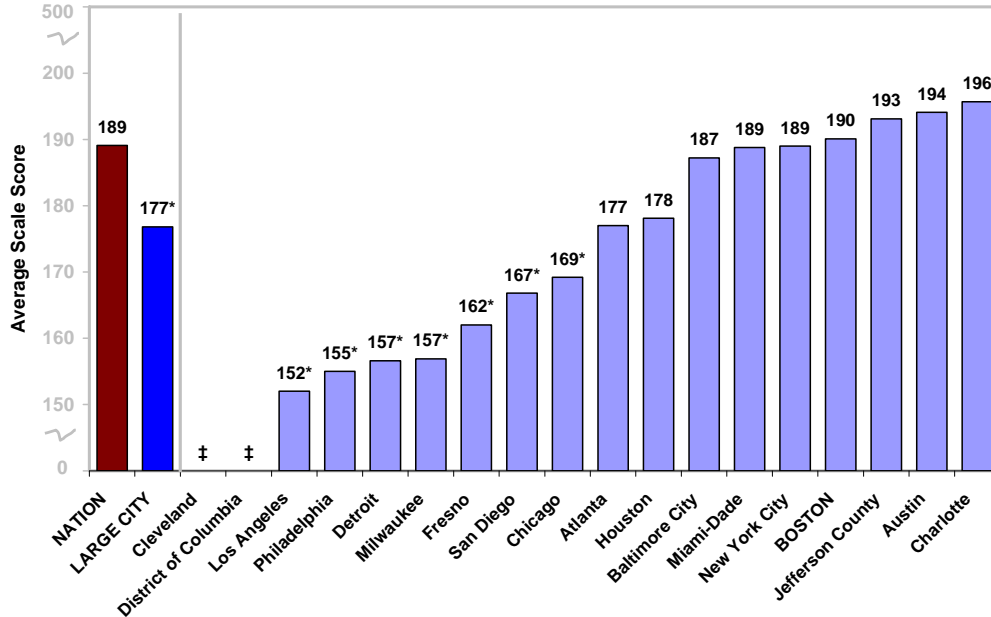


* Significantly different ($P < .05$) from Boston.

- Among 8th graders, Boston's low-income students significantly outperformed their peers in the Large Cities. Boston's average was also the second highest of all TUDA districts and the Nation, and not significantly different from Miami-Dade.

Students with Disabilities

Grade 4 Students with Disabilities
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts

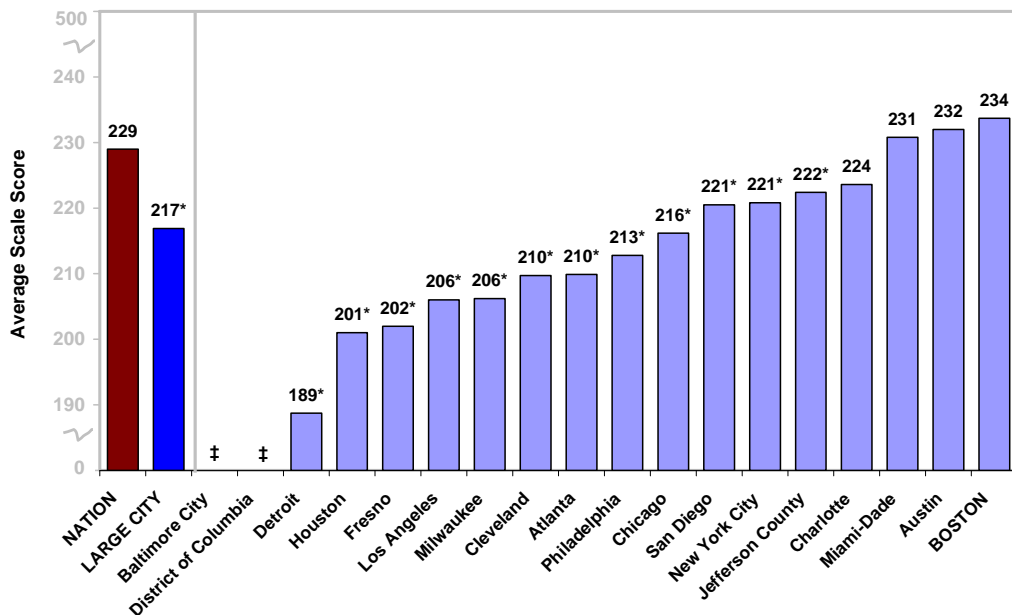


* Significantly different ($P < .05$) from Boston.

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

- In 4th grade, students with disabilities in Boston outperformed their peers in Large Cities. Their average score was not significantly different from the national average. Boston's special education students also performed better than most TUDA districts, scoring lower than only three, with statistically insignificant differences.

Grade 8 Students with Disabilities
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts



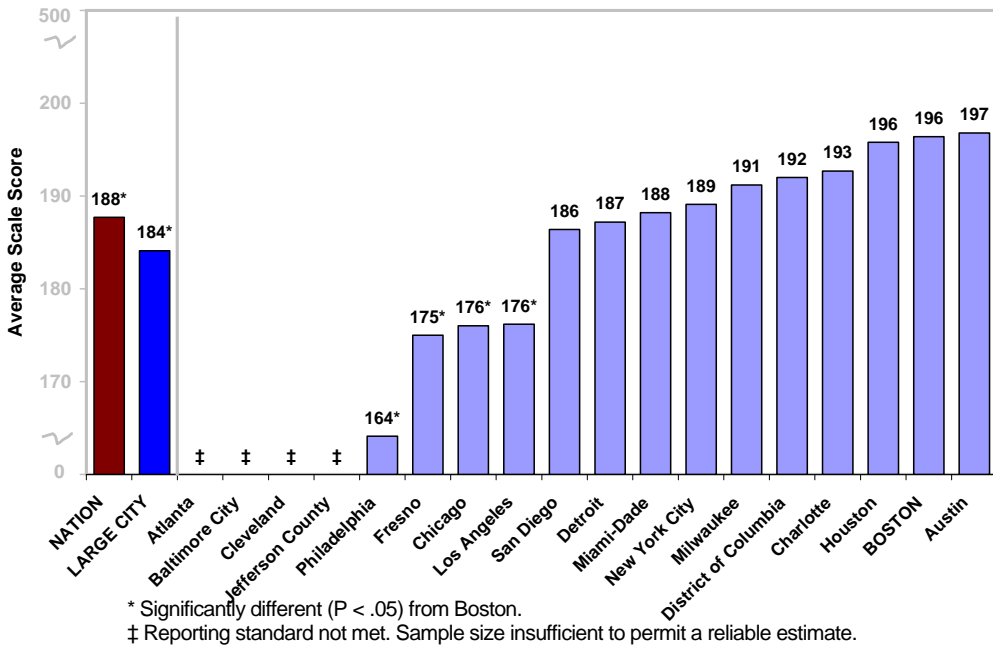
* Significantly different ($P < .05$) from Boston.

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

- In Grade 8, students with disabilities in Boston had the highest average score among all TUDA districts, the Nation, and Large Cities, and their average score was significantly higher than the Large Cities and 12 jurisdictions.

English Language Learners

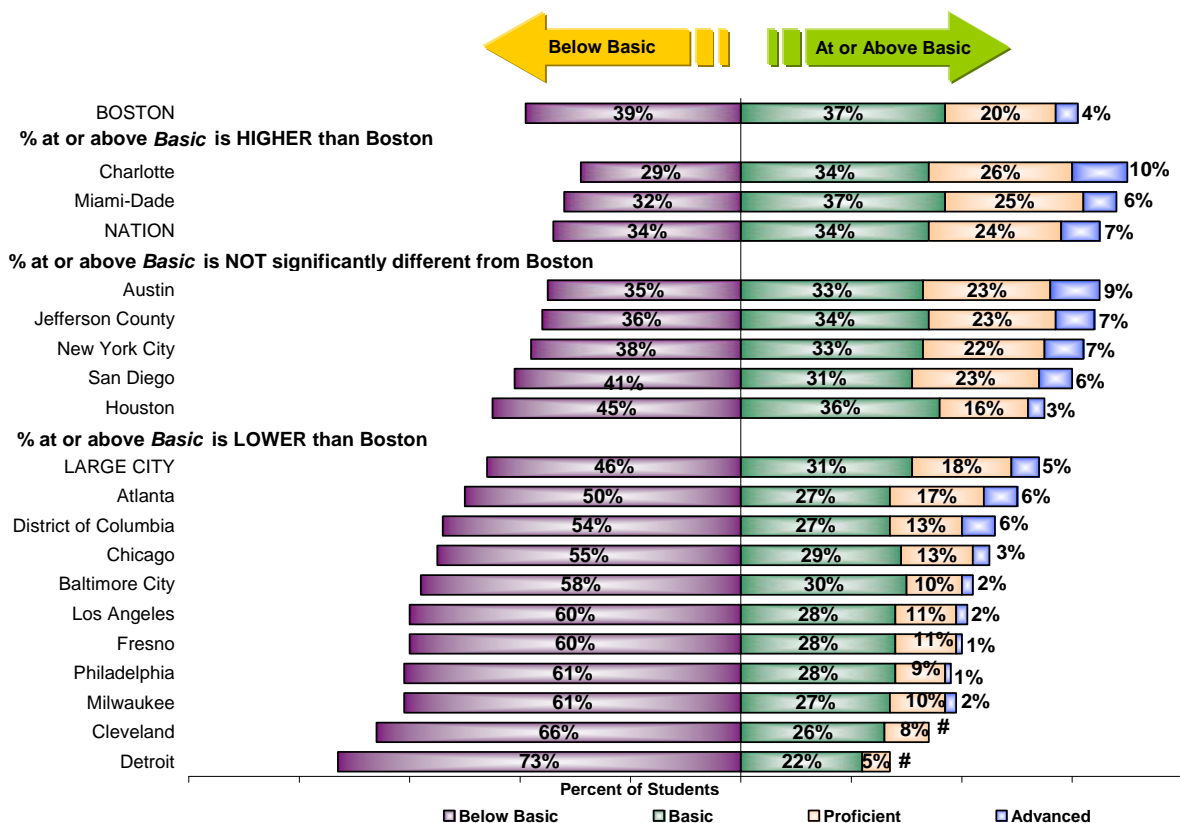
Grade 4 English Language Learners
2009 Reading Average Scale Score Comparisons Between Boston and TUDA Districts



- Boston's 4th grade English Language Learners (ELLs) had an average scaled score higher than that of the nation and that of Large Cities. Compared to other TUDA districts with a sufficient ELL sample, Boston's average score was the second highest and was not significantly different from Austin's.

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

Grade 4 Percentage of Students Scoring at or Above Basic:

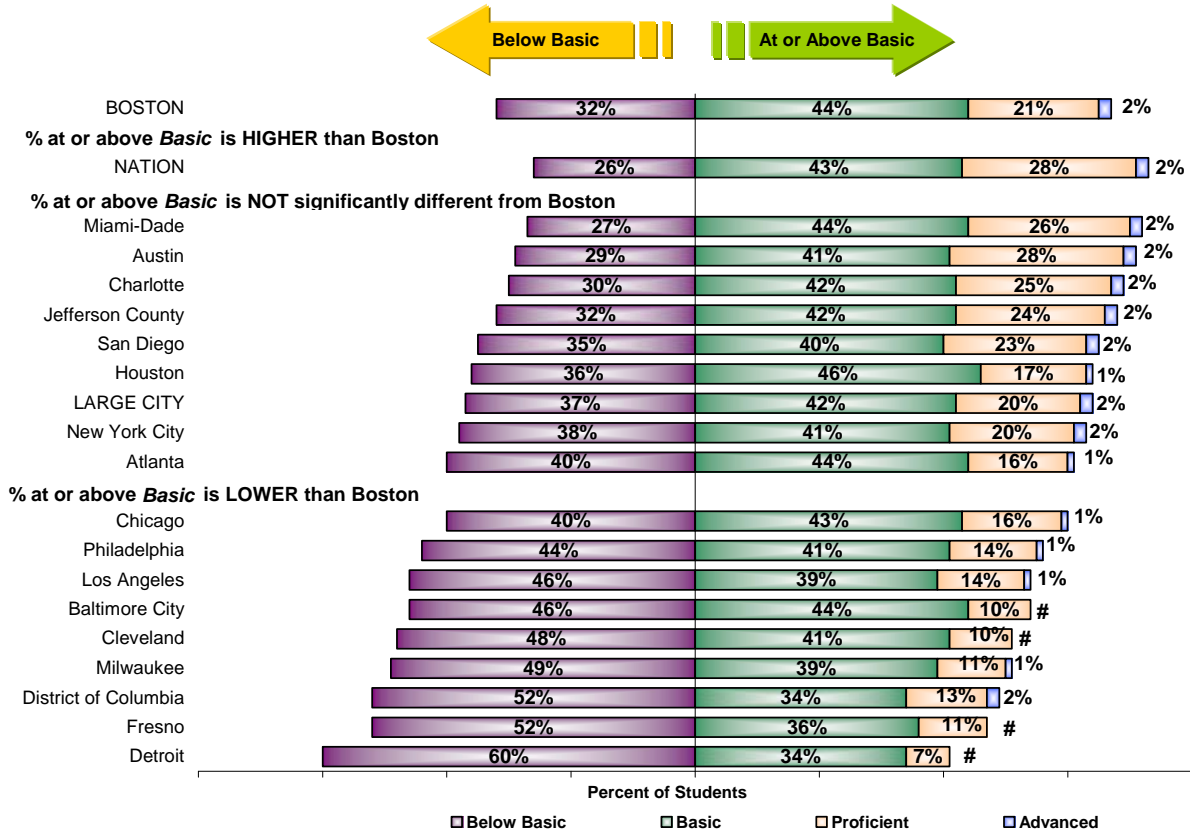


Estimate rounds to zero.

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

- In 2009, 61% of Boston's 4th grade students scored at or above the basic level on the reading assessment. This percentage was significantly higher or equal to that in all but two other TUDA districts. Boston's performance was significantly lower than the national average (66%). However, a higher percentage of Boston students performed at the Basic level or above compared to students in Large Cities (54%).

Grade 8 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 (68%) was higher compared to all other TUDA districts, as well as Large Cities (63%). Boston's percentage was significantly lower only as compared to the Nation (74%).

Percentage of Students Scoring at or Above Proficient in 2009 Reading: Boston vs. TUDA Districts

Grade Level	LARGE CITY	Atlanta	Austin	Baltimore City	Charlotte	Chicago	Cleveland	Detroit	Dist. of Columbia	Fresno	Houston	Jefferson County (KY)	Los Angeles	Miami-Dade	Milwaukee	N.Y.C.	Philadelphia	San Diego
Grade 4	=	=	↓	↑	↓	↑	↑	↑	↑	↑	=	=	↑	↓	↑	=	↑	=
Grade 8	=	↑	=	↑	=	↑	↑	↑	↑	↑	↑	=	↑	↓	↑	=	=	=

Relative to each district listed at the top of the figure:

↑ : Boston had significantly higher percentage of students scored in Proficient and Advanced than that District

= : No significant difference between Boston and that District

↓ : Boston had significantly lower percentage of students scored in Proficient and Advanced than that District

- In 2009, Boston's 4th grade proficient/advanced rate (24%) was significantly higher than that of nine TUDA districts. Boston's rate was about the same as that of Large Cities; and lower than just three districts, Austin, Charlotte and Miami-Dade.
- Boston's 8th graders performed about the same as their peers in Large Cities with a proficient/advanced rate of 23%. Compared to all the other TUDA districts, Boston's performance was lower only compared to Miami-Dade's.

Percentage of Students Scoring at or Above Proficient in Reading, 2003-2009

	Grade 4				Grade 8			
	2003	2005	2007	2009	2003	2005	2007	2009
LARGE CITY	19**	20**	22	23	19**	20	20	21
Atlanta	14**	17**	18**	22	11**	12**	13	17*
Austin	--	28	30	32*	--	27	28	30*
Baltimore	--	--	--	12*	--	--	--	10*
Boston	16**	16**	20	24	22	23	22	23
Charlotte	31	33	35	36*	30	29	29	28*
Chicago	14	14	16	16*	15	17	17	17*
Cleveland	9	10	9	8*	10	10	11	10*
Detroit	--	--	--	5*	--	--	--	7*
District of Columbia	10**	11**	14**	18*	10**	12	12	14*
Fresno	--	--	--	12*	--	--	--	12*
Houston	18	21	17	19	14**	17	18	18
Jefferson County	--	--	--	30*	--	--	--	26*
Los Angeles	11	14	13	13*	11**	13	12	15*
Miami-Dade	--	--	--	31*	--	--	--	28*
Milwaukee	--	--	--	12*	--	--	--	12*
N.Y.C.	22**	22**	25	29*	22	20	20	21
Philadelphia	--	--	--	11*	--	--	--	15
San Diego	22**	22**	25	29*	20	23	23	25

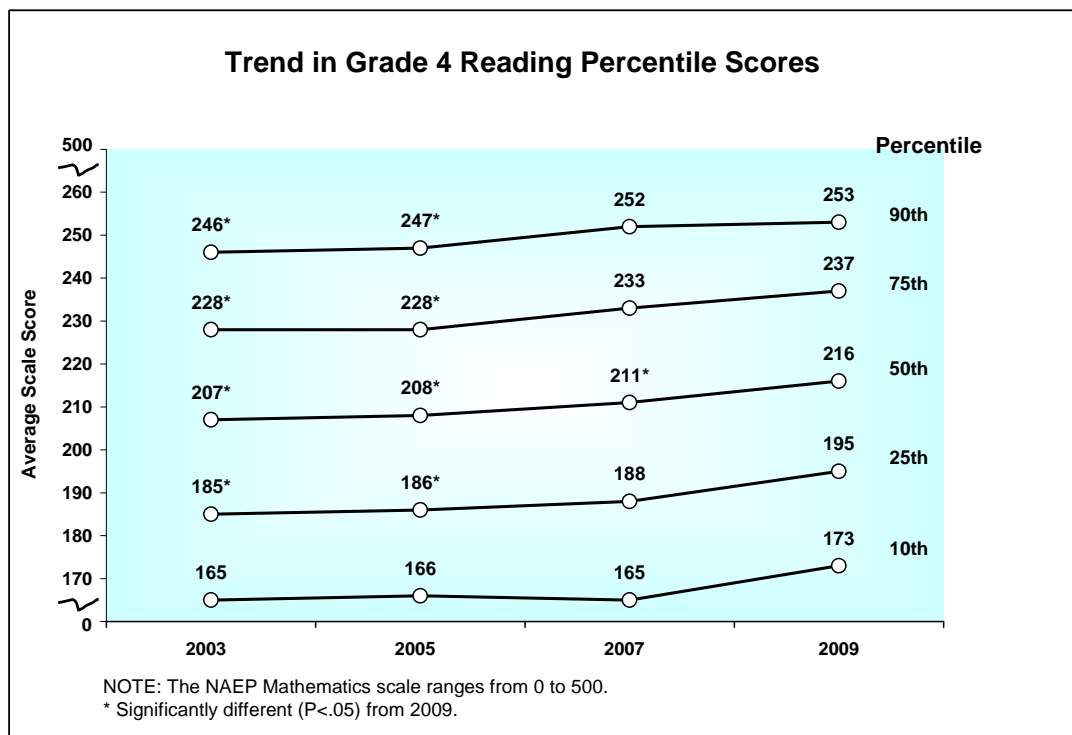
* Significantly different (P < .05) from Large City in 2009.

** Significantly different (P < .05) from 2009.

- The percentage of students scoring at or above Proficient in reading in 2009 for Boston was comparable to that of Large Cities in both grades 4 and 8.
- In grade 4, Boston made significant improvements in the percentage of students performing at or above Proficient since 2003 and 2005. Since 2003, the percentage of 4th graders who are proficient/advanced increased 8 points, compared to 4 points for large cities. However, the percentage of Boston's 8th graders scoring at or above Proficient in 2009 was about the same as that of the previous three assessment years, while the percentage proficient/advanced for Large Cities improved significantly, with a 2- point gain since 2003.

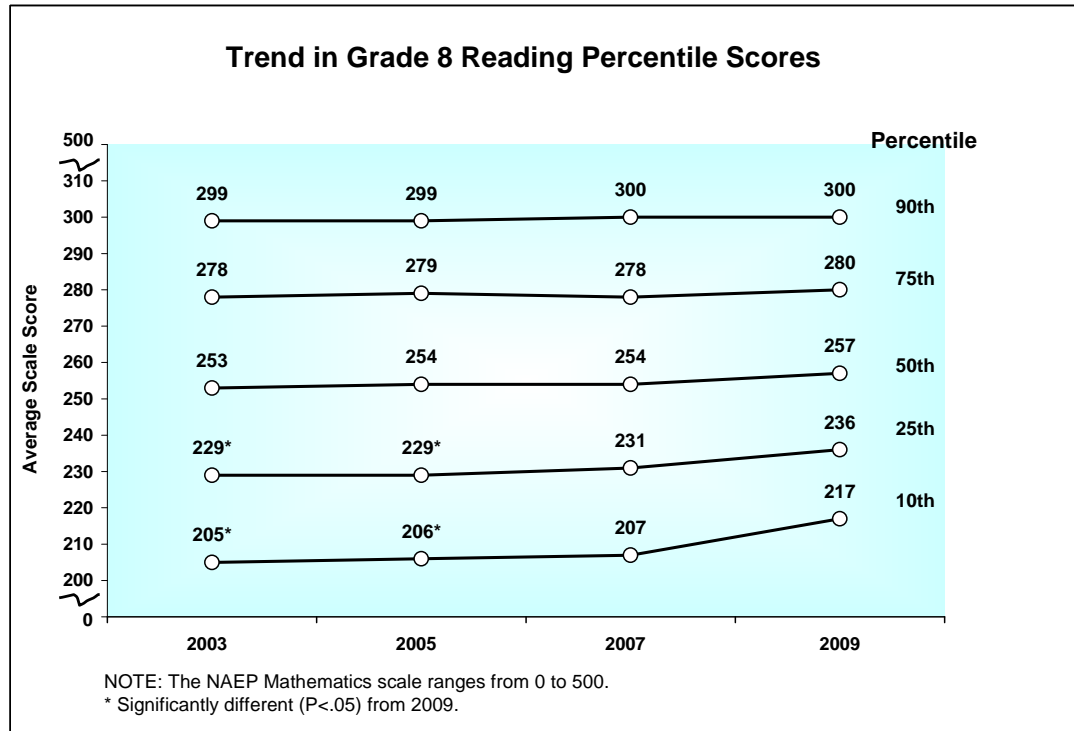
(6) Performance by Percentile Rank

Grade 4



- Among Boston's 4th graders, significant improvement continued since 2003 and 2005 at all performance levels except for those in the lowest 10th percentile. Fourth graders at the 50th percentile also saw a significant gain since 2007, with a 5-point increase. Although students in the bottom 10th percentile experienced an 8-point gain since 2007, that improvement was not statistically significant.

Grade 8



- Struggling students in 8th grade (those at the 10th and 25th percentiles) scored significantly higher in reading in 2009 than in the first two assessment years (2003 and 2005). There have been no significant gains for students at the middle (50th percentile) and high-performing levels (at the 75th and 90th percentile).

APPENDIX A: Reading 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. The current NAEP reading framework replaces the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. The development of the 2009 NAEP reading framework was guided by scientifically based reading research that defines reading as a dynamic cognitive process that allows students to

- understand written text;
- develop and interpret meaning; and
- use meaning as appropriate according to the type of text, purpose, and situation.

The NAEP 2009 reading framework was designed to measure students' knowledge of reading comprehension across two types of texts: literary and informational. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include three broad categories: exposition; argumentation and persuasive text; and procedural text and documents.

The framework specifies three reading behaviors or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension. Reading questions are developed to measure these cognitive targets for both literary and informational texts. In addition, the framework calls for a systematic assessment of meaning vocabulary. Meaning vocabulary questions measure readers' knowledge of specific word meaning as used in the passage by the author as well as passage comprehension.

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. Both the *Reading Framework for the 2009 NAEP* and *Assessment and Item Specifications for the NAEP 2009 Reading Assessment* are available on the Governing Board's website at <http://www.nagb.org/publications/frameworks.htm>. The table that follows outlines the similarities and differences between the 1992–2007 and 2009 NAEP reading frameworks.

Results from a trend study suggested that the old and new assessments were similar in terms of their item and scale characteristics and the results they produced for important demographic groups of students. The 2009 reading assessment results are therefore comparable to those of previous years. This decision was informed based on special analyses started in 2007 and included

in-depth comparisons of the frameworks and the test questions, as well as a close examination of how the same students performed on the 2009 assessment versus earlier assessments. 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.

Similarities and differences: 1992–2007 and 2009 NAEP reading frameworks

	Previous Reading Framework		2009 NAEP Reading Framework					
Content	Content of assessment: <ul style="list-style-type: none"> Literary. Informational. Document. 	Contexts for reading: <ul style="list-style-type: none"> For literary experience. For information To perform task. 	<ul style="list-style-type: none"> Literary text. Fiction. Literary nonfiction. Poetry. 	<ul style="list-style-type: none"> Informational text. Exposition. Argumentation and persuasive text. Procedural text and documents. 				
Cognitive Processes	Stances/aspects of reading: <ul style="list-style-type: none"> Forming general understanding. Developing interpretation. Making reader/text connections. Examining content and structure. 		Cognitive targets distinguished by text type <table border="1"> <tr> <td>Locate/recall</td> <td>Integrate/interpret</td> <td>Critique/evaluate</td> </tr> </table>			Locate/recall	Integrate/interpret	Critique/evaluate
Locate/recall	Integrate/interpret	Critique/evaluate						
Vocabulary	Vocabulary as a “target” of item development, with no information reported on students’ use of vocabulary knowledge in comprehending what they read.		Systematic approach to vocabulary assessment with potential for a vocabulary subscore					
Poetry	Poetry included as stimulus material at grades 8 and 12.		Poetry included as stimulus material at all grades.					
Passage Source	Use of intact, authentic stimulus material.		Use of authentic stimulus material plus some flexibility in excerpting stimulus material.					
Passage Length	Grade 4: 250–800 Grade 8: 400–1,000 Grade 12: 500–1,500		Grade 4: 200–800 Grade 8: 400–1,000 Grade 12: 500–1,500					
Passage Selection	Expert judgment as criterion for passage selection.		Expert judgment and use of at least two research-based readability formulas for passage selection.					
Item Type	Multiple-choice and constructed-response items included at all grades.		Multiple-choice and constructed-response items included at all grades.					

Each student took two 25-minute sets of questions or blocks. All students took one set of general background questions, and one set of background questions related to reading. Each block contained on passage and 10-12 multiple-choice and constructed-response questions.

Accommodations

It is NAEP's intent to assess all selected students from the target population. 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.

Population Tested

Results from the 2003, 2005, 2007, and 2009 Trial Urban District Assessments 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 77 schools at grade 4 and 33 schools at grade 8 participated in the 2009 NAEP assessments. A total of 2,204 students were assessed in reading (1,174 at grade 4 and 1,030 at grade 8).

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Appendix B



NAEP vs. MCAS

Introduction

Under the federal *No Child Left Behind Law* (NCLB) and state *Education Reform Law of 1993*, Boston Public School students are required to participate in two testing programs: the National Assessment for Educational Progress (NAEP) and the Massachusetts Comprehensive Assessment System (MCAS). The biennial NAEP Trial Urban School District Assessment (TUDA) provides important information for understanding the effectiveness of the BPS school system relative to other large urban school districts. By contrast, the annual MCAS test provides critical information about the academic performance of BPS compared to other Mass. Public schools, as well as a measure of how well BPS students have mastered the Mass. Curriculum standards.

This appendix provides a brief comparison of MCAS with NAEP, and serves as a guide for understanding and interpreting the test results.

Overview

NAEP

- The National Assessment of Educational Progress (NAEP), known as the Nation's Report Card, is a Congressionally-mandated assessment introduced in 1969. It includes state wide assessments since 1990, and the first Trial Urban School District Assessment (TUDA) since 2002. Based on policy set by the National Assessment Governing Board (NAGB), NAEP measures what students know and can do in key subject areas.

MCAS

- The Massachusetts Comprehensive Assessment System (MCAS), fulfilling requirements of the Education Reform Act of 1993, is the Commonwealth's statewide assessment program for public schools since 1998.

Requirements for Student Participation

Student Selection

NAEP

- Based on sampling, a representative sample from randomly selected schools must participate in NAEP testing. For Trial District Assessment, the target sample sizes per subject per grade is 1200-1400 students. About 60 students, 30 per subject, at each participating school are tested.

MCAS

- All Massachusetts public school students in the grades tested must take the MCAS tests.



Student Participation

NAEP

- Beginning in 2003, schools receiving Title I funding are required to participate in the biennial NAEP assessments in reading and mathematics at grades 4 & 8 if selected for the NAEP sample. Under NCLB, parental notification prior to testing is mandatory to inform parents of students who are sampled that their child's participation is voluntary.

MCAS

- Every public school student is mandated to take the test. For Class of 2003 through Class of 2009, passing grade 10 ELA and Math tests is a part of the graduation requirement. Beginning with the Class of 2010, students must either achieve *Proficient or Advanced* on both ELA and Math tests, or pass both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Also, students must pass one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering.

Inclusions & Accommodations

NAEP

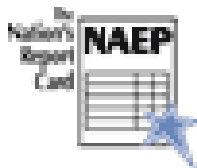
Includes students with disabilities and English Language Learners (ELL) students in the assessment.

- **ELL:** NAEP includes all ELL students who have received instruction in English for at least three years. ELL students who have received instruction in English for less than three years are included as well unless school staff judged them to be incapable of participating in the assessment in English. In the NAEP mathematics assessment, bilingual test booklets (English and Spanish) are provided where needed.
- **Students with Disabilities:** Based on their IEP, students with disabilities are tested with appropriate accommodations unless the student's IEP team judges that he or she cannot participate or if NAEP does not allow an accommodation that the student requires.

MCAS

Includes students with disabilities and limited English Proficient (LEP) students in the assessment.

- **LEP:** Beginning in 2003, the new laws, *No Child Left Behind Law* as well as *Question 2*, the Massachusetts ballot initiative approved by voters in November 2002, require that all LEP students participate in state administered academic assessments, with the sole exception of LEP students in their first year of enrollment in U.S. schools. Schools have the option of testing first-year LEP students in ELA only.
- **Students with Disabilities:** The vast majority of students with disabilities take standard MCAS tests, either with or without accommodations as specified in their IEP plan. Only a very small number of students with the most significant disabilities take the MCAS Alternate Assessment.



Test Content/Instrument Design

Framework

NAEP

The content and design of NAEP assessments were constructed based on the Assessment Frameworks that were developed by the National Assessment Governing Board (NAGB).

- **Reading:** The 2009 NAEP Reading Framework, a newly developed framework that replaces the 1992-2007 Framework. (The complete reading framework for 2009 is available at <http://www.nagb.org/publications/frameworks/reading09.pdf>.)

MCAS

The content knowledge and skills tested by MCAS were based on the learning standards in the Massachusetts Curriculum Framework for the content area.

- **English Language Arts:** Massachusetts English Language Arts Curriculum Framework, June 2001 and May 2004 Supplement

Content Standards Tested and Distribution of Test Items

NAEP

MCAS

Content Area	(Gr. 4, Gr. 8, Gr. 12)	Content Area/Reporting Category	(Gr. 4, Gr. 8)
Types of Text			
■ Literary	(50%, 45%, 30%)	■ Language	(8%, 12%)
▪ Fiction	(30%, 20%, 20%)	■ Literature	(64%, 88%)
▪ Literary Nonfiction	(10%, 15%, 5%)	■ Composition	(28%, 0%)
▪ Poetry	(10%, 10%, 5%)		
■ Informational	(50%, 55%, 70%)		
▪ Exposition	(40%, 30%, 30%)		
▪ Argumentation/Persuasive	(10%, 25%, 30%)		
▪ Procedural Text and Document-embedded at grades 4 and 8, may appear as stand-alone texts at grade 12	(10%)		
Cognitive Targets			
■ Locate/Recall	(30%, 20%, 20%)		
■ Integrate/Interpret	(50%, 50%, 45%)		
■ Critique/Evaluate	(20%, 30%, 35%)		

Test Construction

NAEP

MCAS

- Matrix sampling, Long test short booklet, each student gets a small part of the test. Thus, no individual student scores.
- Every student gets the same test booklet that contains both common items and matrix sampling items. All students receive scores based on common items only.

Type of Questions**NAEP**

- **Math:** Multiple-choice, Short-answer constructed-response, Extended constructed-response.

MCAS

- **Math:** Multiple-Choice, short-answer, open-response items.

Test Questions release**NAEP**

- For each subject, only selected test questions are released to the public. For current year and historical released test questions, please visit:
<http://nces.ed.gov/nationsreportcard/itmrls/>

MCAS

- Prior to 2009, for each subject and test grade, all common items are released to the public. Beginning in 2009 and onward only approximately 50% of common test items in grades 3-8 are released each year. For current year and historical released test items, please visit:
<http://www.doe.mass.edu/mcas/testitems.html>

Testing Administration**2009 NAEP**

Same for National NAEP, State NAEP, and Trial Urban District Assessment (TUDA) NAEP

Testing Date: 1/26/2009 – 3/6/2009

Testing Time (per subject): 50 minutes

Test Grade:

- Reading - Grades 4, 8, & 12 (state pilot)
- Mathematics – Grades 4, 8, & 12 (state pilot)
- Science – Grades 4, 8, & 12 (state pilot)

Test Administration: The NAEP

Representative from NAEP data collection contractor is responsible for all assessment activities including coordinating, conducting, and sending test materials to the scoring facility.

Test Sequence: All tests are conducted simultaneously in the same classroom; some students take Reading, other students take either mathematics or Science test.

2009 MCAS**Testing Date:**

- ELA Composition test: 3/31/2009 (make-up 4/7/2009)
- ELA Reading Comprehension (G3-8, & 10): 3/30/2009 – 4/14/2009
- Math: 5/11/2009 – 5/28/2009
- Science: 5/12/2009 – 5/28/2009

Testing Time (per subject): Un-timed

Subjects & Test Grade:

- ELA Reading Comprehension – Grades 3, 5, 6, & 8
- English Language Arts – Grades 4, 7, & 10
- Mathematics – Grades 3-8 & 10
- Science & Technology/Engineering – Grades 5, 8, & 9/10

Test Administration: School

teachers/personnel are responsible for all assessment activities.

Test Sequence: All students take the same test in the same classroom.

Scoring

NAEP

- Short constructed-response questions are scored according to a three-level rubric:
Math: Correct, Partial, & incorrect.
Reading: Evidence of full comprehension, Evidence of partial or surface comprehension, & Evidence of little or no comprehension
- The extended constructed-response questions are rated based on a four-level rubric :
Math: Extended, Satisfactory, Partial, Minimal, & Incorrect.
Reading: Extensive, Essential, Partial, & Unsatisfactory

MCAS

- Multiple-choice and short-answer questions are scored blank/0 or 1.
- Open-response questions are scored on a 0 to 4 scale based on the scoring rubrics. Grade 3 Math that is scored using a 0 to 2 rubric.
- Student compositions are independently scored by two scorers on the following criteria: (1) a score of 1–6 in topic development, and (2) a score of 1-4 for the use of standard English writing conventions. Students receive the sum of the scores from each of the two readers.

Data Availability

NAEP

- No student-level results
- No school-level results
- No district-level results (except TUDA)
- Not designed to assess a specific curriculum

MCAS

- Student-level results
- School-level results
- District-level results
- Designed to measure the state's curriculum

Reporting

Performance Standard

NAEP

Three Achievement Levels:

- **Advanced:** Represents superior performance
- **Proficient:** Represents solid academic performance for each grade assessed
- **Basic:** Denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

MCAS

Four Performance Levels:

- **Advanced/Above Proficient:** Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.
- **Proficient:** Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
- **Needs Improvement:** Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
- **Warning/Failing:** Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Scaled Score**NAEP**

- Range: 0 – 500
- Scale Score Corresponding to Performance Level: vary by subject and test grade

Reading:

	<u>Grade 4</u>	<u>Grade 8</u>
Advanced	268 – 500	323 – 500
Proficient	238 – 267	281 – 322
Basic	208 – 237	243 – 280
Below Basic*	0 – 207	0 – 242

Mathematics:

	<u>Grade 4</u>	<u>Grade 8</u>
Advanced	282 – 500	333 – 500
Proficient	249 – 281	299 – 332
Basic	214 – 248	262 – 298
Below Basic*	0 – 213	0 – 261

* Below Basic is not an Achievement level

- Average scale scores cannot be compared across grades.

MCAS

- Range: 200 – 280
- Scaled Score Corresponding to Performance Level: same for all subjects and test grade

Performance Level

<u>Performance Level</u>	<u>Scaled Score</u>
Advanced/Above Proficient	260 – 280
Proficient	240 – 258
Needs Improvement	220 – 238
Warning/Failing	0 – 218

- No scaled score is reported for Grade 3 Reading Comprehension test; only raw scores are reported.
- Averages must be calculated from raw scores, then converted to the corresponding scaled score.

Interpreting Results**NAEP**

- The NAEP results as reported as average scores, and percentages are **estimates** because they are based on samples rather than the entire population(s).
- Differences in scores must be statistically significant in order to report a change.

MCAS

- Comparisons of performance on subject area subscores across years must be made with caution because the number of items contributing to each subscore is relatively small and the difficulty of the items may vary somewhat from year to year.

Additional Information**NAEP**

The Nation's Report Card (NAEP) (NCES)
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006
Phone: (202) 502-7300
Web site:
<http://nces.ed.gov/nationsreportcard/>

MCAS

The Massachusetts Department of
Elementary and Secondary Education
Student Assessment Services Unit
75 Pleasant Street
Malden, MA 02148-4906
Phone: (781) 338-3625
Web site: <http://www.doe.mass.edu/MCAS>

Appendix C

Selected Sample of 2009 NAEP Reading Questions

Because of differences in curricular emphasis, the proportion of the assessment devoted to each content area varies by grade. The following are selected sample released questions from the 2009 NAEP Reading assessment in grades 4 and 8.

Grade 4: Sample Reading Passage

What's the Buzz?

by Margery Facklam

“What do bees do?” Ask most people and they will say, “Bees make honey and they sting.” They may even tell you that bees are fuzzy, black-and-yellow insects that live in hives. But there are lots of kinds of bees, and they're not all the same. Some fly at night. Some can't sting. Some live only a few months, and others live several years. Every species of bee has its own story. A species is one of the groups used by scientists to classify, or group, living things. Animals of the same species can mate with each other. And they give birth to young that can mate and give birth, or reproduce.


Scientists have named about 20,000 species of bees. But they think there may be as many as 40,000 species. Why so many?

Over millions of years, environments change. Animals slowly evolve, or change, too. These changes help the animals survive, or live, so that they can reproduce. And it's reproducing that matters, not how long an animal lives.


To survive, some bee species developed new ways to live together. Some found new ways to “talk” to each other, or communicate. Others developed other new skills and new behaviors. Scientists call these kinds of changes adaptations. Over a long time, a group of bees can change so much it becomes a new species.

Bees come in different sizes. There are fat bumblebees and bees not much bigger than the tip of a pencil. There are bees of many colors, from dull black to glittering green. Some species of tropical bees are such bright reds and blues that they sparkle in the sun like little jewels.


Most bees play an important role in plant reproduction. Bees collect pollen, a powderlike material that flowers make. By carrying pollen from one flower to another,



Day-active
sweat bee



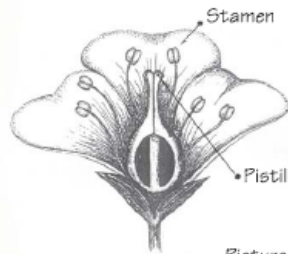
Stingless
bee



European
honeybee

bees help plants reproduce. Bees are among the world's most important insects. Without them, many plants might not survive. And for most animals, life would be impossible without plants.

Pollination



Picture 1

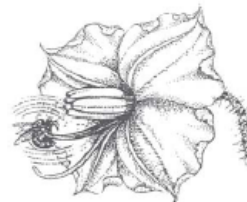
Pollination is the first step in making seeds. The male part of the plant is called the stamen. The female part is called the pistil. A plant can't make seeds until the pollen from the stamen reaches the pistil. Some flowers pollinate themselves when pollen from the stamen falls on the pistil. Other flowers are pollinated when pollen blows from one flower to another.

Many animals spread pollen. But bees are the best pollinators of all. They go to the flowers to gather pollen for food. Bees collect pollen in different ways. Some bees gather pollen from flower stamens by brushing against them. Some of the pollen then rubs off on the next flower the bees visit. In this way, bees spread pollen from flower to flower as they gather food.



Picture 2

Bees also drink nectar, a sweet liquid in flowers. As a bee goes inside this orchid for nectar, its weight makes the orchid's stamen bend over. Pollen from the stamen brushes on the bee.



Picture 3

Stingless bees like this one sometimes shake themselves to gather pollen from flowers. Shaking loosens the pollen and makes it fall on the bee.

Reprinted by permission of author Margery FACILAM.
Illustrations by Patricia J. WYME.

Sample Question #1:

9. What is one way stingless bees gather pollen?
- A. By brushing against the flower's seeds
 - B. By drinking nectar from orchids
 - C. By shaking themselves inside the flower
 - D. By rubbing against bees that sting

- **Question Description:** Buzz: One way bees gather pollen
- **Block & Number:** Block R9 Question #9
- **Type of Question:** Multiple Choice
- **Item Difficulty:** Easy (61.92% Correct – National data)

- **Content Area (2009 and on):** Informational
- **Cognitive Target (2009 and on):** Locate and Recall
- **Correct Response:** The correct answer is C.
- **Jurisdiction Data:**

**Percentage of Students in Each Response Category by TUDA Districts
(Sorted by % Correct - C)**

Jurisdiction	A Row Pct.	B Row Pct.	C * Row Pct.	D Row Pct.	Omitted Row Pct.
Austin	17	9	67	7	#
Charlotte	14	15	67	4	#
BOSTON	15	18	65	2	#
Miami-Dade	17	15	65	4	#
San Diego	19	16	64	1	#
NATIONAL PUBLIC	19	16	61	4	#
Jefferson County (KY)	23	14	59	3	#
Houston	25	13	58	3	#
New York City	20	20	55	4	1
Los Angeles	21	15	54	10	#
District of Columbia (DCPS)	28	13	53	6	#
Fresno	22	19	53	6	#
Baltimore City	22	26	48	4	#
Atlanta	23	24	47	6	#
Chicago	26	19	47	8	#
Milwaukee	28	17	45	9	#
Cleveland	29	24	41	6	#
Philadelphia	20	32	37	11	#
Detroit	34	25	32	10	#

Rounds to zero.

‡ Reporting standards not met.

† Not applicable.

* Indicates correct response.

NOTE: DCPS = District of Columbia Public Schools. The NAEP Reading scale ranges from 0 to 500.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Sample Question #2:

8. Why does the author include the pictures on page 4?

- **Question Description:** Buzz: Why include pictures
- **Block & Number:** Block R9 Question #8
- **Type of Question:** Short Constructed Response
- **Difficulty:** Medium (40.26% Correct – National Data)
- **Content Area (2009 and on):** Informational
- **Cognitive Target (2009 and on):** Critique and Evaluate
- **Score & Description:**

Acceptable

Responses at this level explain why the author includes the pictures on page 4. Responses may simply describe what one or more of the pictures show.

- *They show us how flowers make pollen.*
- *They are pictures of how bees pollinate flowers.*
- *It is showing the different parts of the flower and where the pollen comes from.*

Unacceptable

Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

- *Bees spread nectar to the plants.*
- *Bees come in many different shapes and sizes.*
- *I think bees are scary because they can sting!*
- *They help you understand the story better.*

The word "pollination" can be taken to mean "pollen."

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

■ **Sample Responses**

Acceptable - Student Response

8. Why does the author include the pictures on page 4?

The author includes pictures on page 4 because he/she wanted everyone to understand the parts of a flower.

8. Why does the author include the pictures on page 4?

They show the stamen and the pistil and a bee gathering pollen.

Scorer Comments:

The first response explains why the author includes the pictures on page 4. The second response describes the pictures on page 4. Both responses are acceptable.

Unacceptable - Student Response

8. Why does the author include the pictures on page 4?

To help you understand what kind of bees there are.

8. Why does the author include the pictures on page 4?

To see how it grows the step
of the seeds.

Scorer Comments:

Neither response answers the question correctly. The first response refers to the pictures on page 3, not to those on page 4 which illustrate how pollination happens. The second response provides incorrect information about the pictures on page 4.

▪ **Jurisdiction Data**

**Percentage of Students in Each Response Category by TUDA Districts
(Sorted by % Acceptable Response)**

Jurisdiction	Unacceptable Row Pct.	Acceptable Row Pct.	Omitted Row Pct.	Off task Row Pct.
Miami-Dade	44	51	4	#
BOSTON	47	49	4	#
New York City	47	47	6	#
Charlotte	52	45	2	#
Cleveland	52	45	3	#
Atlanta	55	41	4	#
Houston	54	41	4	1
NATIONAL PUBLIC	57	40	2	1
Detroit	56	39	3	2
Austin	57	38	5	#
San Diego	54	37	6	2
Fresno	59	35	4	2
Chicago	57	34	9	1
Los Angeles	61	34	5	1
Baltimore City	68	32	#	#
Jefferson County (KY)	67	32	1	#
Milwaukee	66	31	3	1
District of Columbia (DCPS)	67	30	3	#
Philadelphia	67	23	9	1

Rounds to zero.

‡ Reporting standards not met.

† Not applicable.

* Indicates correct response.

NOTE: DCPS = District of Columbia Public Schools. The NAEP Reading scale ranges from 0 to 500.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Sample Question #3:

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

- **Question Description:** Buzz: Why bees important to plants and animals
- **Block & Number:** Block R9 Question #5
- **Type of Question:** Extended Constructed Response

- **Difficulty:** Medium (53.26% Correct - National Data)
- **Content Area (2009 and on):** Informational
- **Cognitive Target (2009 and on):** Integrate and Interpret
- **Score & Description:**

Extensive

Responses at this level explain why bees are important to both plants and animals and use information from the article as support: bees spread pollen, which helps plants to reproduce, and animals need to eat plants to survive.

- *Bees are important to plants because when bees carry pollen from one flower to another, it helps plants reproduce. They are also helpful to animals because many animals survive on plants.*
- *Bees help plants survive by spreading pollen from one plant to another. Bees make honey which animals and people eat.*
- *Bees are important because,*
 1. *they pollinate the flowers,*
 2. *the flowers keep reproducing,*
 3. *the herbivores keep eating the flowers,*
 4. *it starts all over again.*

Essential

Responses at this level correctly explain either why bees are important to plants or why bees are important to animals, but not both. The responses use information from the article as support.

- *They spread pollen and make plants grow.*
- *Bees are important to plants because bees help reproduce the plants by taking the pollen to the other plants. Bees are important to animals because bees bring the pollen to another plant so the other animals can drink. That's how much bees are important to animals too.*

Partial

Responses at this level provide relevant information from the article, but they do not connect the information to why bees are important to plants and animals.

- *They collect pollen.*
- *Bees are important because they go get pollen from flowers and bring it back. Some bees get pollen by shaking the flower and some reproduce and get pollen for the hive.*
- *Bees make honey.*

Unsatisfactory

Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

- Because they live in hives.
- More of the time they do save plants because the bees are taking all the protein out of the flower. The bees are important to the animals because when the animal dies it reproduces the animal.
- Because bees make plants grow and get bigger.

NOTE: "Seeds" is not given credit for meaning "pollen"

▪ **Sample Responses:**

Extensive - Student Response

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Bees are important to both plant and animals because bees pollinate plants which mean help them grow and they will pollinate every plant that they can. That is how bees are important to plants.

This is how bees are important to animals.

Bees are important to animals because most animals eat plants like flowers and bees help keep plants alive by pollinate flowers. That is how bees help animals.

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Bees are important to plants because they help take pollen so the plant can make seeds.

Bees are important to animals because sometimes animals eat honey and bees make it.

Scorer Comments:

Both responses explain why bees are important to both plants and animals and provide relevant information from the article to support each part of the answer.

Essential - Student Response

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Bees are important because they pollinate flowers by catching the pollen on them and spreading it on other plants.

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

They take pollen from flowers and bring it to other flowers. And pollination is the first step to making seeds. And bees do that. Without bees some plants would probably die, and some animals need plants.

Scorer Comments:

The first response explains why bees are important to plants and supports the answer with information from the article but does not explain why bees are important to animals. The second response explains why bees are important to plants and gives details from the article. The reference to animals ("some animals need plants") is too vague to get credit.

Partial - Student Response

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Bees are important because bees among the world's most important insects and for most animals life would be impossible without plants.

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

So animals can reproduce and a bee carries away pollen and a flower can reproduce also.

Scorer Comments:

Both responses provide relevant information from the article, but they do not use the information to explain why bees are important to plants and animals. The first response provides a generalization about why plants are important to animals. The reference to bees in the second response ("a bee carries away pollen") is too vague to get credit.

Unsatisfactory - Student Response

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Over millions of years, environments change. Animals slowly evolve, or change, too. These help animals survive, or live.

5. Explain why bees are important to both plants and animals. Use information from the article to support your answer.

*It is important to the animals because
the animals that it that be get strength.
It helps that plant because it takes
that plants nector and gives it to
another plant.*

Scorer Comments:

The first response provides information from the article, but it is irrelevant to the question. The second response gives incorrect information about bees.

■ **Jurisdiction Data**

**Percentage of Students in Each Response Category by TUDA Districts
(Sorted by % Extensive Response)**

Jurisdiction	Unsatisfact Row Pct.	Partial Row Pct.	Essential Row Pct.	Extensive Row Pct.	Omitted Row Pct.	Off task Row Pct.
Charlotte	12	21	38	28	1	#
Jefferson County (KY)	21	16	35	25	2	1
Miami-Dade	15	15	45	25	#	1
Austin	17	20	41	19	2	#
NATIONAL PUBLIC	17	24	39	19	2	#
New York City	14	27	42	17	#	#
BOSTON	21	24	36	16	2	1
San Diego	23	18	39	16	4	1
Cleveland	30	19	31	15	6	#
Chicago	35	23	26	13	3	1
Fresno	29	29	27	12	1	1
Houston	20	27	38	12	2	1
Los Angeles	29	26	31	11	2	#
Baltimore City	34	25	29	10	1	#
District of Columbia (DCPS)	29	23	36	10	1	1
Milwaukee	36	29	20	10	4	#
Atlanta	28	29	34	7	2	#
Philadelphia	38	26	25	5	7	1
Detroit	29	36	30	4	#	1

Rounds to zero.

‡ Reporting standards not met.

† Not applicable.

* Indicates correct response.

NOTE: DCPS = District of Columbia Public Schools. The NAEP Reading scale ranges from 0 to 500.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics,
National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Alligator Poem

by Mary Oliver

I knelt down
at the edge of the water,
and if the white birds standing
in the tops of the trees whistled any warning
I didn't understand,
I drank up to the very moment it came
crashing toward me,
its tail flailing
like a bundle of swords,
slashing the grass,
and the inside of its cradle-shaped mouth
gaping,
and rimmed with teeth—
and that's how I almost died
of foolishness
in beautiful Florida.
But I didn't.
I leaped aside, and fell,
and it streamed past me, crushing everything in its path
as it swept down to the water
and threw itself in,
and, in the end,
this isn't a poem about foolishness
but about how I rose from the ground
and saw the world as if for the second time,
the way it really is.

The water, that circle of shattered glass,
healed itself with a slow whisper
and lay back
with the back-lit light of polished steel,
and the birds, in the endless waterfalls of the trees,
shook open the snowy pleats of their wings, and drifted away
while, for a keepsake, and to steady myself,
I reached out,
I picked the wild flowers from the grass around me—
blue stars
and blood-red trumpets
on long green stems—
for hours in my trembling hands they glittered
like fire.

From *New and Selected Poems* by Mary Oliver
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Sample Question #1:

5. On page 3, the speaker says, "and, in the end, this isn't a poem about foolishness."

What is the purpose of these lines in relation to the rest of the poem?

- A. To signal a turning point in the poem
- B. To emphasize the speaker's confusion
- C. To focus the reader on the first part of the poem
- D. To show the speaker was embarrassed

- **Question Description:** Alligator Poem: Purpose of line in relation to poem
- **Type of Question:** Multiple Choice
- **Block & Number:** Block R10 Question #5
- **Difficulty:** Easy (65.32% Correct – National data)
- **Content Area (2009 and on):** Literary
- **Cognitive Target (2009 and on):** Critique and Evaluate
- **Correct Responses:** The correct answer is A.
- **Jurisdiction Data**

**Percentage of Students in Each Response Category by TUDA Districts
(Sorted by % Correct - A)**

Jurisdiction	A * Row Pct.	B Row Pct.	C Row Pct.	D Row Pct.	Omitted Row Pct.
Charlotte	77	5	15	4	#
BOSTON	72	6	18	2	2
Jefferson County (KY)	69	12	15	3	1
New York City	68	12	15	4	#
Houston	67	10	18	5	#
NATIONAL PUBLIC	65	13	17	5	1
Austin	64	16	16	3	#
District of Columbia (DCPS)	63	14	15	3	5
Chicago	59	15	18	6	2
Milwaukee	58	18	13	11	#
San Diego	58	13	21	3	5
Atlanta	57	17	18	8	#
Baltimore City	57	23	17	1	2
Philadelphia	57	16	21	4	3
Miami-Dade	56	19	19	6	#
Fresno	54	20	21	3	2
Cleveland	53	21	17	9	#
Detroit	51	18	21	7	3
Los Angeles	48	16	31	5	#

Rounds to zero.

‡ Reporting standards not met.

† Not applicable.

* Indicates correct response.

NOTE: DCPS = District of Columbia Public Schools. The NAEP Reading scale ranges from 0 to 500.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Sample Question #2:

8. Explain how "Alligator Poem" could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

- **Question Description:** Alligator Poem: Explain title good and bad
- **Block & Number:** Block R10 Question #8
- **Type of Question:** Short Constructed Response
- **Difficulty:** Medium (46.05% Correct – National data)
- **Content Area (2009 and on):** Literary
- **Cognitive Target (2009 and on):** Critique/Evaluate
- **Score & Description:**

Full Comprehension

Responses at this level explain how the title could be seen as both a good title and a bad title and support both parts of the answer with reference to what happens in the poem.

- *The title could be seen as good because the alligator is key to the author realizing life is precious, but the author also stated, "This is not a poem about foolishness" halfway through, meaning that the other half is about a lesson the author learned.*
- *It's a good title because, yes, that is the whole reason for the experience—the alligator almost attacked. However, it is also a bad title because the speaker learned more from what happened afterwards.*

Partial Comprehension

a) Responses at this level explain how the title could be seen as either a good title or a bad title but not both. Such responses may or may not include a reference to what happens in the poem.

- *This is a good title because the poem is about an alligator who tries to attack a speaker. [A reference to what happens in the poem, but explains only how title can be seen as good.]*
- *Yes, because the poem is about an alligator. ["About an alligator" does not count as a reference to what happens in the poem.]*

- *I think "Alligator Poem" is a bad name for the poem because I do not think it emphasizes what is really going on in the poem.*
- *It's not a very creative title.*

OR

b) Responses explain how the title could be seen as both good and bad, but only half of the answer (or neither half) is supported with reference to what happens in the poem.

- *Good: It's about an alligator. Bad: It's more about the girl. ["About an alligator" is not a reference to what happens in the poem; "It's more about a girl" does count as a reference.]*
- *"Alligator Poem" can be a good title because the poem does talk about an alligator. But "Alligator Poem" can also not be such a good title because it doesn't draw the reader into the poem.*

OR

c) Responses provide an appropriate alternate title for the poem that relates to the major events in the poem or to the theme of the poem. Such responses may or may not explain the alternate title and/or comment on the original title. Responses that comment on the original title may attempt to explain why it is bad, but those that do so do not contain reference to what happens in the poem.

- *The poem should be called, "The Unforgettable Drink."*
- *The poem could be called, "Alligator Attack."*
- *The poem should be called, "Seeing the World Anew." The original title is not creative enough.*

Little or No Comprehension

Responses at this level provide irrelevant details or unsupported personal opinions or may simply repeat the question.

- *It could be seen as a good title because something good could have happened and not all alligators do bad things. It also could have been seen as a bad title because most alligators eat people or try to and that's what this alligator did in this poem.*
- *This poem was not about an alligator at all*

▪ **Sample Responses:**

Full Comprehension - Student Response

8. Explain how "Alligator Poem" could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

It could be seen as a good title because the speaker is almost attacked by an alligator. A bad reason is that it was about him seeing life in a new way in the end not an alligator.

8. Explain how "Alligator Poem" could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

It is good in the way that it refers to the incident/experience of the speaker. Nevertheless, it does say in the poem that it isn't about the incident, but the speaker's new perspective of nature after the experience, and is a bad title because of this.

Scorer Comments:

Both responses explain how "Alligator Poem" can be seen as both a good and bad title and refer to what happens in the poem to support each part of the answer.

Partial Comprehension - Student Response

8. Explain how "Alligator Poem" could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

good title because its about an alligator

8. Explain how "Alligator Poem" could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

"Alligator Poem" could be used as a good or bad title. The way it's good is that it is straight to the point. On the other hand it can be a bad title because it doesn't give enough information.

The first response explains how "Alligator Poem" is a good title but does not discuss how it could be seen as a bad title. The second response provides general statements as to how the title could be seen as both good and bad, but neither statement is supported with references to what happens in the poem.

Little or No Comprehension - Student Response

8. Explain how "Alligator Poem" could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

After the alligator stopped trying to eat him and went away.

8. Explain how "Alligator Poem" could be seen as both a good title and a bad title for the poem. Support your answer with reference to what happens in the poem.

It's a good title but I think they could of done something different about the title.

Scorer Comments:

The first response provides an irrelevant detail. The second response provides a personal opinion that does not answer the question.

■ **Jurisdiction Data**

Percentage of Students in Each Response Category by TUDA Districts
(Sorted by % Full Comprehension Response)

Jurisdiction	Little/No	Partial	Full	Omitted	Off task
	Comprehension	Comprehension	Comprehension		
	Row Pct.	Row Pct.	Row Pct.	Row Pct.	Row Pct.
Charlotte	16	65	15	4	#
Houston	16	65	14	5	#
NATIONAL PUBLIC	20	63	14	3	1
Austin	25	59	13	2	1
BOSTON	22	54	13	10	#
New York City	20	56	13	11	1
San Diego	27	58	13	2	#
Cleveland	27	58	12	2	2
Jefferson County (KY)	26	56	12	5	#
Baltimore City	23	53	10	15	#
Chicago	29	58	10	4	#
Houston	22	61	10	6	#
Los Angeles	27	59	7	5	2
Philadelphia	26	54	7	12	#
Atlanta	26	61	6	8	#
Detroit	37	50	5	7	2
Fresno	34	61	1	3	1
District of Columbia (DCPS)	‡	‡	‡	‡	‡
Milwaukee	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

† Not applicable.

* Indicates correct response.

NOTE: DCPS = District of Columbia Public Schools. The NAEP Reading scale ranges from 0 to 500.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Sample Question #3:

- 6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

- **Question Description:** Alligator Poem: What happens to speaker
- **Type of Question:** Extended Constructed Response
- **Block & Number:** Block R10 Question # 6
- **Difficulty:** Medium (47.34% Correct – National data)
- **Content Area (2009 and on):** Literary
- **Cognitive Target (2009 and on):** Integrate/Interpret
- **Score & Description:**

Extensive

Responses at this level describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

- *The speaker is rushed at by a large alligator and after this experience she realized the intensity of the world.*
- *An alligator almost attacks the speaker and it makes the speaker take time to focus on the beauty in nature.*
- *The speaker has an experience where she is charged at by an alligator in Florida and this makes her realize that nature is beautiful.*

Essential

a) Responses at this level describe what happens to the speaker of the poem, but the explanation of what this experience makes the speaker realize is general. Or, the explanation may simply repeat lines from the poem without interpreting them.

- *The speaker narrowly escapes the attack of an alligator, and because of that she starts to see everything in a different way.*
- *The speaker is drinking water when suddenly an alligator comes straight for her. This experience makes her see the world as if for the second time.*

OR

b) Responses explain what the speaker realizes in the poem but do not describe what happens to the speaker.

- *The speaker realizes that nature is beautiful.*

Partial

a) Responses at this level describe what happens to the speaker of the poem but do not explain what the experience makes the speaker realize.

- *The speaker is rushed at by a horrible monster with gaping jaws and rows of teeth.*
- *The speaker sees an alligator.*
- *The speaker picks flowers.*

OR

b) Responses attempt to explain what the experience makes the speaker realize, but the explanation is not text based [such responses typically explain what the *reader* might have realized]. Such responses may or may not include a description of what happens to the speaker in the poem.

- *The alligator was trying to kill her but she escaped death. The experience makes the speaker realize that anything can happen to anyone at any point in time.*
- *The speaker realizes she needs to be more careful around alligators and the dangerous Floridian water.*
- *The speaker realizes you should be thankful for each new day.*
- *The speaker realizes she takes life for granted.*

OR

c) Responses explain what the speaker realizes, but the explanation is general. Responses do not describe what happens to the speaker in the poem.

- *The speaker sees the world in a new way, the way things really are.*
- *The speaker looks at the world in a new light.*

Unsatisfactory

Responses at this level provide irrelevant details or personal opinions or may simply repeat the question.

- *The speaker realizes that alligators can hurt you very badly.*
- *She was just dreaming.*
- *Nothing really happens to the speaker.*

▪ **Sample Responses:**

Extensive - Student Response

6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

The speaker was drinking some water from a lake, when an alligator comes up with its mouth open ready to eat the speaker. The speaker falls to the ground and avoids the alligator. After that event, the speaker realizes how lucky he is to be alive. He looks around and sees the nature's true beauty. How beautiful the birds and flowers are. How the water just ripples back to normal where the alligator just was.

6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

The speaker is attacked by an Alligator while getting a drink and narrowly escapes. It makes him realize that although nature is beautiful it is also dangerous so caution is important.

Scorer Comments:

The first response provides narrative details to describe the speaker's experience and how it leads to her realization about luck and appreciation of nature. The second response summarizes events in the poem to explain the speaker's realization about the duality of nature.

Essential - Student Response

6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

In the poem the speaker is nearly attacked by an alligator. This makes the speaker think of the world differently.

6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

It makes the speaker realise how lucky the speaker is that nothing happened that harmed him or her in any way. The speaker also realises the beauty around him or her and all the speaker has in his or her life.

Scorer Comments:

The first response describes what happens to the speaker of the poem, but the explanation of what the speaker realizes afterward is general. The second response explains what the speaker realizes but makes only an indirect reference to what happens to the speaker.

Partial - Student Response

6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

the speaker was bird watching and an alligator crashed out of the water and on to land and the speaker was scared and after the alligator went back into the water all the birds flew out of the trees like a waterfall!!

6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

This experience made her realize that the world was full of surprises. Anything can happen at any moment in time

Scorer Comments:

The first response describes what happens to the speaker of the poem but does not explain what the experience makes her realize. The second response describes what the speaker might have realized, but the explanation is not text-based.

Unsatisfactory - Student Response

6. Describe what happens to the speaker of the poem and explain what this

The speaker didn't have anything happen to him he was all just having a dream thinking it was real But it wasn't real.

6. Describe what happens to the speaker of the poem and explain what this experience makes the speaker realize.

I think He's going to get eaten by the alligator

Scorer Comments:

The first response provides a misinterpretation of the poem. The second response provides a personal opinion that is not text based.

▪ **Jurisdiction Data**

**Percentage of Students in Each Response Category by TUDA Districts
(Sorted by % Extensive Response)**

Jurisdiction	Unsatisfactor Row Pct.	Partial Row Pct.	Essential Row Pct.	Extensive Row Pct.	Omitted Row Pct.	Off task Row Pct.
Austin	9	55	16	17	3	#
NATIONAL PUBLIC	8	56	19	15	2	#
San Diego	8	58	18	15	1	#
New York City	10	57	14	14	4	1
Charlotte	8	51	26	12	3	#
Jefferson County (KY)	8	61	17	12	1	#
Chicago	11	59	19	9	2	#
District of Columbia (DCPS)	10	66	11	9	5	#
Miami-Dade	9	53	20	9	9	#
Philadelphia	11	56	16	9	6	2
Atlanta	14	57	14	8	7	#
Detroit	12	60	12	8	6	2
Houston	10	61	16	8	5	#
BOSTON	7	55	28	7	3	#
Fresno	23	57	11	7	2	#
Cleveland	16	64	15	6	#	#
Los Angeles	17	51	18	6	7	1
Baltimore City	9	59	18	5	8	#
Milwaukee	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

† Not applicable.

* Indicates correct response.

NOTE: DCPS = District of Columbia Public Schools. The NAEP Reading scale ranges from 0 to 500.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Appendix D

2009 NAEP Reading Results by Student Group										
<i>Scaled Scores and Percents of Students at Each Achievement Level</i>										
	Boston					Large Cities (National Avg.)				
	Average Scale Score	Percent of Students			% Students	Average Scale Score	Percent of Students			% Students
		At or Above Proficient	At or Above Basic	Below Basic			At or Above Proficient	At or Above Basic	Below Basic	
GRADE 4										
All Students	215	24	61	39	100	210	23	54	46	100
Student Status										
Students with Disabilities	190	7	29	71	17	177	7	24	76	10
English Language Learners	196	10	38	62	16	184	4	25	75	18
Gender										
Female	217	26	65	35	49	213	25	57	43	49
Male	213	22	56	44	51	207	20	51	49	51
Race/Ethnicity										
African American / Black	212	18	57	43	40	201	13	44	56	29
Asian / Pacific Islander	231	43	80	20	7	228	42	73	27	7
Hispanic	209	17	55	45	37	202	14	45	55	42
White	231	46	77	23	14	233	47	79	21	20
Free/Reduced-Price Lunch Eligible										
Eligible	211	19	57	43	79	202	15	45	55	71
GRADE 8										
All Students	257	23	68	32	100	252	21	63	37	100
Student Status										
Students with Disabilities	234	5	38	62	16	217	4	25	75	10
English Language Learners	‡	‡	‡	‡	3	215	2	22	78	11
Gender										
Female	262	30	72	28	51	257	25	68	32	50
Male	252	17	63	37	49	248	18	58	42	50
Race/Ethnicity										
African American / Black	248	14	57	43	42	243	11	53	47	27
Asian / Pacific Islander	276	45	89	11	11	268	38	77	23	8
Hispanic	251	13	64	36	31	245	14	56	44	41
White	282	55	89	11	15	272	42	83	17	22
Free/Reduced-Price Lunch Eligible										
Eligible	251	16	63	37	72	244	13	54	46	65
#	<i>Estimate rounds to zero.</i>									
‡	<i>Reporting standards not met.</i>									

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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APPENDIX E: Summary of Scale Score Comparisons

2009 NAEP Reading Average Scale Scores by Grade level for Large City and TUDA Districts

Grade Level	LARGE CITY*	Atlanta	Austin	Baltimore City	BOSTON	Charlotte	Chicago	Cleveland	Detroit	District of Columbia (DCPS)	Fresno	Houston	Jefferson County (KY)	Los Angeles	Miami-Dade	Milwaukee	New York City	Philadelphia	San Diego
Grade 4	210	209	220	202	215	225	202	194	187	203	197	211	219	197	221	196	217	195	213
Grade 8	252	250	261	245	257	259	249	242	232	240	240	252	259	244	261	241	252	247	254

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

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Appendix F

Grade 4 Reading 2009

Table A-9. Average scores and achievement-level results for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002-09

Race/ethnicity and jurisdiction	Average scale score				Percentage of students										
					At or above Basic				At or above Proficient						
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
White															
Nation	227***	227***	228***	230	229*	74***	74***	75***	77	77	39***	39***	39***	42	41
Large city ¹	224***	226***	228***	231	233**	70***	72***	74***	78	79	37***	39***	40	44	47
Atlanta	250	250	253	253	253*,**	86	91	95	95	93*,**	67	68	74	71	76*,**
Austin	—	—	239	244	245*,**	—	—	86	90	91*,**	—	—	54	63	64*,**
Baltimore City	—	—	—	—	220*	—	—	—	64*,**	64*,**	—	—	—	—	32
Boston	—	225	230	230	231	—	69	79	76	77	—	37	40	42	46
Charlotte	—	237	240	244	243*,**	—	83	86	89	89*,**	—	52	55	61	59*,**
Chicago	221	224	225	227	228	64	70	70	74	74	35	37	39	40	41
Cleveland	—	208	209	215	209*,**	—	51	54	61	53*,**	—	17	17	22	17*,**
Detroit	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
District of Columbia (DCPS)	248	254	252	258	257*,**	91	90	92	96	95*,**	66	70	70	74	75*,**
Fresno	—	—	—	—	217*,**	—	—	—	—	66*,**	—	—	—	—	29*
Houston	233	235	245	241	243**	79	82	88	86	91*,**	45	48	61	58	59**
Jefferson County (KY)	—	—	—	—	230	—	—	—	—	75	—	—	—	—	42
Los Angeles	223	217	229	228	222*	70	60	71	79	70	38	28	43	37	35
Miami-Dade	—	—	—	—	238**	—	—	—	—	86*,**	—	—	—	—	51
Milwaukee	—	—	—	—	223	—	—	—	—	71	—	—	—	—	34
New York City	226	231	226	232	235	71	77	75	77	81	35	45	36	45	49
Philadelphia	—	—	—	—	215*,**	—	—	—	—	60*,**	—	—	—	—	28*
San Diego	—	231	226	234	236	—	79	69***	80	85**	—	43	39	49	51
Black															
Nation	198***	197***	199***	203	204*	39***	39***	41***	46	47*	12***	12***	12***	14	15
Large city ¹	192***	193***	196***	199	201**	33***	35***	38***	41	44**	9***	10***	11	12	13
Atlanta	192***	191***	194***	200	201	32***	31***	33***	40	42**	8***	8***	10	10	13
Austin	—	—	200***	201	211*,**	—	—	43	41	53*	—	—	12	11	18
Baltimore City	—	—	—	—	200**	—	—	—	—	39**	—	—	—	—	10**
Boston	—	202***	203***	204	212*,**	—	43***	45***	48	57*,**	—	11***	11***	13	18
Charlotte	—	205	206	206	211*,**	—	48	49	49	57*,**	—	14	16	15	19
Chicago	185***	193	190	193	194*,**	23***	33	31	34	36*,**	5***	10	7	10	10**
Cleveland	—	191	193	192	189*,**	—	30	32	30	28*,**	—	7	7	5	5*,**
Detroit	—	—	—	—	186*,**	—	—	—	—	25*,**	—	—	—	—	5*,**
District of Columbia (DCPS)	188***	184***	187***	192	195***	28***	27***	29***	33	38*,**	7***	7***	8	9	11**
Fresno	—	—	—	—	193*,**	—	—	—	—	35	—	—	—	—	8
Houston	200	201***	207	205	210*,**	40	43	49	48	53	12	12	16	14	16
Jefferson County (KY)	—	—	—	—	203	—	—	—	—	46	—	—	—	—	12
Los Angeles	186	187	187	196	195**	25	30	28	37	35*,**	6	8	9	13	12
Miami-Dade	—	—	—	—	205	—	—	—	—	48	—	—	—	—	13
Milwaukee	—	—	—	—	187*,**	—	—	—	—	29*,**	—	—	—	—	6*,**
New York City	197***	201***	206	206	208*,**	37***	43	49	51	52*	—	—	—	—	17
Philadelphia	—	—	—	—	191*,**	—	—	—	—	34*,**	—	—	—	—	8*,**
San Diego	—	196	198	199	206	—	38	43	44	51	—	9	13	12	18

See notes at end of table.

Grade 4 Reading 2009 (Continued)

Table A-9. Average scores and achievement-level results for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002-09—Continued

Race/ethnicity and jurisdiction	Average scale score				Percentage of students										
					At or above <i>Basic</i>				At or above <i>Proficient</i>						
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Hispanic															
Nation	199***	199***	201***	204	204*	43***	43***	44***	49	48*	14***	14***	15	17	16*
Large city ¹	197***	197***	198***	199	202**	38***	40***	40***	44	45**	12	13	13	14	14**
Atlanta	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Austin	—	—	207	206	208*	—	—	51	51	53	—	—	17	16	17
Baltimore City	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
Boston	—	201***	200***	204	209*,**	—	42	42***	47	55	—	12	10***	14	17
Charlotte	—	202	209	207	212*,**	—	46	54	51	60*,**	—	15	19	18	23
Chicago	193***	196	201	201	203	33***	39	43	45	47	9***	12	15	14	15
Cleveland	—	201	201	200	200	—	44	44	39	41	—	14	14	8	11
Detroit	—	—	—	—	190*,**	—	—	—	—	31*,**	—	—	—	—	6*,**
District of Columbia (DCPS)	193***	187***	193***	206	207	34***	29***	37***	55	50	8	8	12	15	17
Fresno	—	—	—	—	194*,**	—	—	—	—	36*,**	—	—	—	—	9**
Houston	203	203	203	200	206	45	44	44	43	49	14	15	13	12	14
Jefferson County (KY)	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
Los Angeles	185***	189	190	190	193*,**	26***	30	31	33	35*,**	7	7	9	8	8*,**
Miami-Dade	—	—	—	—	224*,**	—	—	—	—	72*,**	—	—	—	—	34*,**
Milwaukee	—	—	—	—	198**	—	—	—	—	40	—	—	—	—	11
New York City	201	205	207	203	208*	42	47	51	46	53*	15	16	15	16	20*
Philadelphia	—	—	—	—	187*,**	—	—	—	—	33*,**	—	—	—	—	5*,**
San Diego	—	195	196	196	193*,**	—	37	38	40	38*,**	12	11	11	13	11**

See notes at end of table.

Grade 4 Reading 2009 (Continued)

Table A-9. Average scores and achievement-level results for fourth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002-09—Continued

Race/ethnicity and jurisdiction	Average scale score						Percentage of students														
	2002		2003		2005		2007		2009		2002		2003		2005		2007		2009		
Asian/Pacific Islander																					
Nation	223***	225***	227***	231	234*	69***	69***	72***	76	79	36***	37***	40***	45	48*						
Large city ¹	220***	223	223	228	228**	64***	66	67	72	73	32	35	35	40	42**						
Atlanta	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†						
Austin	—	—	—	236	†	—	—	†	78	†	—	—	†	56	†						
Baltimore City	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†						
Boston	—	223	224	229	231	—	71	68	74	80	—	29	33	45	43						
Charlotte	—	218	†	235	233	—	61	†	77	77	—	31	†	48	40						
Chicago	†	†	†	237	232	†	†	†	82	78	†	†	†	51	46						
Cleveland	—	†	†	†	†	—	†	†	†	†	—	†	†	†	†						
Detroit	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†						
District of Columbia (DCPS)	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†						
Fresno	—	—	—	—	194*,**	—	—	—	—	37*,**	—	—	—	—	11*,**						
Houston	†	†	†	231	240*	†	†	†	77	86*	†	†	†	47	52						
Jefferson County (KY)	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†						
Los Angeles	218	218	223	219	220**	70	61	66	66	68	26	28	37	31	33**						
Miami-Dade	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†						
Milwaukee	—	—	—	—	214*,**	—	—	—	—	62	—	—	—	—	20*,**						
New York City	235	227***	235	230	235*	78	72	79	75	82*	50	39	47	43	50						
Philadelphia	—	—	—	—	214*,**	—	—	—	—	61**	—	—	—	—	25*,**						
San Diego	—	222	222	223	227	—	66	69	70	75	—	33	32	35	41						

— Not available. District did not participate.
 ‡ Reporting standards not met.
 * Significantly different ($p < .05$) from large city in 2009.
 ** Significantly different ($p < .05$) from nation in 2009.
 *** Significantly different ($p < .05$) from 2009.

¹ 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, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's IUDA results. 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, 2002-09 Reading Assessments.

Grade 8 Reading 2009

Table A-10. Average scores and achievement-level results for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002-09

Race/ethnicity and jurisdiction	Average scale score					Percentage of students									
						At or above Basic				At or above Proficient					
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
White															
Nation	271	270***	269***	270***	271	83	82***	81***	83	83	39	39	37***	38	39
Large city ¹	270	268***	270	271	272	80	79***	81	82	83	40	37	38	39	42
Atlanta	275***	†	†	†	292*,**	84	†	†	†	98	47***	†	†	†	70*,**
Austin	—	—	279	284	282*,**	—	—	86	91	90*,**	—	—	50	58	55*,**
Baltimore City	—	—	—	†	†	—	—	—	—	†	—	—	—	—	†
Boston	—	273	274	275	282*,**	—	79	81	80	89	—	44	46	48	55*,**
Charlotte	—	278	278	279	276	—	88	87	88	87	—	49	49	52	48**
Chicago	266	265	270	266	272	75	79	81	77	84	31	30	41	38	40
Cleveland	—	250	255	262	258*,**	—	62	66	80	72	—	14	20	26	23*,**
Detroit	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
District of Columbia (DCPS)	†	†	301	†	†	†	†	94	†	†	†	†	74	†	†
Fresno	—	—	—	—	263*	—	—	—	—	74	—	—	—	—	32
Houston	279	270***	280	281	280	87	80	89	89	90	47	40	53	52	52
Jefferson County (KY)	—	—	—	—	267*,**	—	—	—	—	77*,**	—	—	—	—	34*
Los Angeles	264	266	261	272	271	73	76	69***	81	83	33	36	31	41	38
Miami-Dade	—	—	—	—	273	—	—	—	—	81	—	—	—	—	43
Milwaukee	—	—	—	—	265	—	—	—	—	78	—	—	—	—	33
New York City	†	270	269	270	271	†	79	80	80	81	†	42	38	41	41
Philadelphia	—	—	—	—	266	—	—	—	—	76	—	—	—	—	33
San Diego	—	269	273	271	273	—	79	82	82	82	—	37	44	42	43
Black															
Nation	244	244***	242***	244***	245*	54	53***	51***	54	56*	13	12	11***	12	13*
Large city ¹	240	241***	240***	240***	243**	49	49	48	49	53**	10	10	10	10	11**
Atlanta	233***	237***	237***	242***	246	39***	44***	43***	50	57	5***	8***	9	9	12
Austin	—	—	242	238***	247	—	—	52	46	57	—	—	10	10	14
Baltimore City	—	—	—	—	243	—	—	—	—	52	—	—	—	—	9**
Boston	—	245	244	250	248	—	53	52	60	57	—	14	13	16	14
Charlotte	—	247	244	246	249*,**	—	55	55	56	60*	—	14	13	14	15
Chicago	245	243	240	240	243	57	52	50	50	53	10	10	10	9	11
Cleveland	—	238	236	243	239**	—	45	44	51	48	—	8	8	7	7**
Detroit	—	—	—	—	232*,**	—	—	—	—	40*,**	—	—	—	—	7**
District of Columbia (DCPS)	238	236	235	238	235*,**	46	45	42	45	43*,**	8	8	9	9	9**
Fresno	—	—	—	—	232*,**	—	—	—	—	37*,**	—	—	—	—	8
Houston	247	244	242	249	243	60	53	53	62	56	15	12	11	12	11
Jefferson County (KY)	—	—	—	—	245	—	—	—	—	54	—	—	—	—	13
Los Angeles	236	233	234	229	239	43	41	40	38	48	8	7	8	6	11
Miami-Dade	—	—	—	—	250*	—	—	—	—	61	—	—	—	—	17
Milwaukee	—	—	—	—	233*,**	—	—	—	—	41*,**	—	—	—	—	6**
New York City	†	245	241	240	246	†	56	49	50	56	†	13	10	11	12
Philadelphia	—	—	—	—	241	—	—	—	—	48**	—	—	—	—	9
San Diego	—	236	242	240	239	—	46	53	48	49	—	7	12	10	8

See notes at end of table.

Grade 8 Reading 2009 (Continued)

Table A-10. Average scores and achievement-level results for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002-09—Continued

Race/ethnicity and jurisdiction	Average scale score					Percentage of students									
						At or above Basic					At or above Proficient				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Hispanic															
Nation	245	244***	245***	246***	248*	56	54***	55***	57	59*	14	14	14***	14	16
Large city ¹	242	241***	243	243	245**	52	51***	53	53	56**	12	12	13	12	14
Atlanta	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Austin	—	—	243	244***	251*	—	—	52	55	62	—	—	13	15	18
Baltimore City	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
Boston	—	245	248	241***	251*	—	54	57	52	64	—	14	16	10	13
Charlotte	—	244	248	251	254	—	52	58	65	64	—	14	19	20	18
Chicago	248	249	251	255	249	61	61	62	69	59	12	15	16	20	17
Cleveland	—	†	248	249***	237**	—	†	57	58	45**	—	†	10	16	11
Detroit	—	—	—	—	232	—	—	—	—	38	—	—	—	—	6
District of Columbia (DCPS)	240	240	247	249	249	53	51	59	56	62	11	11	18	19	22
Fresno	—	—	—	—	235**,*	—	—	—	—	44**,*	—	—	—	—	8**,*
Houston	243***	242***	245***	246	250*	52***	51***	56***	57	63*	13	10***	12	13	15
Jefferson County (KY)	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
Los Angeles	230***	228***	235	236	239**,*	36***	37***	43***	45	50**,**	5***	6***	9	8	11**,**
Miami-Dade	—	—	—	—	261**,**	—	—	—	—	75**,**	—	—	—	—	29**,**
Milwaukee	—	—	—	—	249	—	—	—	—	62	—	—	—	—	15
New York City	†	247	247	241	243	†	57	57	51	53	†	17	14	13	13
Philadelphia	—	—	—	—	241	—	—	—	—	51	—	—	—	—	9
San Diego	—	238	241	235	242	—	46	50	45	53	—	9	12	11	14

See notes at end of table.

Grade 8 Reading 2009 (Continued)

Table A-10. Average scores and achievement-level results for eighth-grade public school students in NAEP reading, by selected race/ethnicity categories and jurisdiction: Various years, 2002-09—Continued

Race/ethnicity and jurisdiction	Average scale score					Percentage of students									
						At or above <i>Basic</i>					At or above <i>Proficient</i>				
	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009	2002	2003	2005	2007	2009
Asian/Pacific Islander															
Nation	265***	268***	270***	269***	273*	75***	78***	79***	79	82*	34***	38	39	40	44
Large city ¹	256***	260***	266	263	268**	65	69***	76	74	77**	26	30	35	34	38
Atlanta	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Austin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Baltimore City	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Boston	—	274	280	275	276	—	83	85	81	89*	—	44	55	46	45
Charlotte	—	†	†	†	†	—	†	†	†	†	—	†	†	†	†
Chicago	†	268	277	†	†	†	78	88	†	†	†	35	44	†	†
Cleveland	—	†	†	†	†	—	†	†	†	†	—	†	†	†	†
Detroit	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Fresno	—	—	—	—	241*,**	—	—	—	—	48*,**	—	—	—	—	10*,**
Houston	†	†	†	289	†	†	†	†	91	†	†	†	†	61	†
Jefferson County (KY)	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
Los Angeles	259	255	262	264	265**	73	64	73	76	76	26	27	30	32	35
Miami-Dade	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
Milwaukee	—	—	—	—	†	—	—	—	—	†	—	—	—	—	†
New York City	—	264	271	268	270	†	72	80	79	79	†	35	42	37	40
Philadelphia	—	—	—	—	270	—	—	—	—	78	—	—	—	—	39
San Diego	—	260	265	265	264**	—	71	76	78	77	—	27	31	—	32

— Not available. District did not participate.

† Reporting standards not met.

* Significantly different ($p < .05$) from large city in 2009.

** Significantly different ($p < .05$) from nation in 2009.

*** Significantly different ($p < .05$) from 2009.

¹ 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, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results. 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, 2002-09 Reading Assessments.