

## MEMORANDUM

October 24, 2022

TO: Board Members

FROM: Millard L. House II  
Superintendent of Schools

SUBJECT: **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP):  
READING & MATHEMATICS 2022 RESULTS**

CONTACT: Allison Matney, Ed.D., 713-556-6700

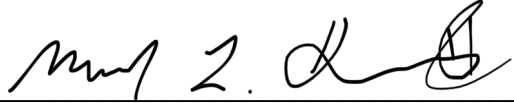
The NAEP, also known as the Nation's Report Card, is the largest nationally representative and continuing assessment of what America's students know and can do in core subject areas. NAEP tests are given across multiple subjects and grades nationwide. The "main NAEP" is administered every other year and assesses math and reading for grades 4 and 8. State assessments began in 1990, and the Trial Urban District Assessment (TUDA) began in 2002. The Houston Independent School District (HISD) has voluntarily participated in the TUDA since it began. The results presented here reflect the Spring 2022 administration of the NAEP exam, as well as longitudinal data for the prior 10 years (2011–2022). Math and reading results for students in grades 4 and 8 are discussed for Houston ISD, Large City, other TUDA districts, Texas, and National Public for all students. STAAR results are also compared with NAEP results for Houston ISD. Disaggregated student subgroup results are presented in the appendices of this report.

### Key findings include:

- There has been a significant decline in the average scale scores for grades 4 and 8 math over the past ten years (2011 to 2022) and since the prior NAEP administration in 2019.
- Since the prior NAEP administration in 2019, the average scale scores for grades 4 and 8 reading have remained about the same, but over the past ten years (2011 to 2022) there has been a significant decline.
- Gaps in performance were compared to other Texas TUDAs (Austin, Dallas, Ft. Worth) and the state of Texas. The ELL/non-ELL achievement gap for HISD is significantly smaller than the gap for Austin for grades 4 and 8 math and reading, but larger than the gap for Dallas, Fort Worth, and the state of Texas for grade 8 reading. The NSLP-eligible/non-NSLP achievement gap for HISD is significantly larger than the gap for the state of Texas for grades 4 and 8 math and reading, for Fort Worth for grade 4 math, and for Dallas for grade 8 math.
- A higher percentage of students overall were at or above the STAAR Approaches performance level than were at or above the NAEP Basic achievement level in 2022. Since 2013, the percentage of students at or above the STAAR Approaches performance level has increased for grade 4 reading and grade 4 math, remained flat for grade 8 reading, and has decreased for grade 8 math, and the percentage of students at or above the NAEP Basic achievement level has decreased for grades 4 and 8 math and reading.
- For all students, there were more TUDA districts with average scale scores significantly higher than HISD in 2022 than in the prior NAEP administration in 2019 for grade 4 and 8 math and grade 8 reading, and less for grade 4 reading. The largest changes can be seen in

grade 4 reading, with fewer TUDA districts with average scale scores significantly higher than HISD in 2022 than in the prior NAEP administration.

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.

 MLH

Attachment

cc: Superintendent's Direct Reports  
Assistant Superintendents  
School Support Officers

Max Moll  
Rahshene Davis

HOUSTON INDEPENDENT SCHOOL DISTRICT



# RESEARCH

Educational Program Report

**NATIONAL ASSESSMENT OF EDUCATIONAL  
PROGRESS (NAEP) 2022 RESULTS**

**HISD** | **Research and Accountability**  
ANALYZING DATA, MEASURING PERFORMANCE.



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# National Assessment of Educational Progress (NAEP) 2022 Results

## Executive Summary

### Program Description

The NAEP, also known as the Nation's Report Card, is the largest nationally representative and continuing assessment of what America's students know and can do in core subject areas. NAEP tests are given across multiple subjects and grades nationwide. The "main NAEP" is administered every other year and assesses math and reading for grades 4 and 8. State assessments began in 1990, and the Trial Urban District Assessment (TUDA) began in 2002. The Houston Independent School District (HISD) has voluntarily participated in the TUDA since it began. The results presented here reflect the Spring 2022 administration of the NAEP exam, as well as longitudinal data for the prior 10 years (2011–2022). Math and reading results for students in grades 4 and 8 are discussed for Houston ISD, Large City, other TUDA districts, Texas, and National Public for all students. STAAR results are also compared with NAEP results for Houston ISD. Disaggregated student subgroup results are presented in the appendices of this report.

### Highlights

- There has been a significant decline in the average scale scores for grades 4 and 8 math over the past ten years (2011 to 2022) and since the prior NAEP administration in 2019.
- Since the prior NAEP administration in 2019, the average scale scores for grades 4 and 8 reading have remained about the same, but over the past ten years (2011 to 2022) there has been a significant decline.
- Gaps in performance were compared to other Texas TUDAs (Austin, Dallas, Ft. Worth) and the state of Texas. The ELL/non-ELL achievement gap for HISD is significantly smaller than the gap for Austin for grades 4 and 8 math and reading, but larger than the gap for Dallas, Fort Worth, and the state of Texas for grade 8 reading. The NSLP-eligible/non-NSLP achievement gap for HISD is significantly larger than the gap for the state of Texas for grades 4 and 8 math and reading, for Fort Worth for grade 4 math, and for Dallas for grade 8 math.
- A higher percentage of students overall were at or above the STAAR Approaches performance level than were at or above the NAEP Basic achievement level in 2022. Since 2013, the percentage of students at or above the STAAR Approaches performance level has increased for grade 4 reading and grade 4 math, remained flat for grade 8 reading, and has decreased for grade 8 math, and the percentage of students at or above the NAEP Basic achievement level has decreased for grades 4 and 8 math and reading.
- For all students, there were more TUDA districts with average scale scores significantly higher than HISD in 2022 than in the prior NAEP administration in 2019 for grade 4 and 8 math and grade 8 reading, and less for grade 4 reading. The largest changes can be seen in grade 4 reading, with fewer TUDA districts with average scale scores significantly higher than HISD in 2022 than in the prior NAEP administration.

## What is the National Assessment of Educational Progress (NAEP)?

The NAEP, also known as the Nation's Report Card, is the largest nationally representative and continuing assessment of what America's students know and can do in core subject areas. Results are for populations of students, not for individual students or schools, which allows for comparisons between districts, states, and the nation. NAEP results provide national, state, and district-level results, as well as results for different demographic groups and inclusion information (<http://www.nationsreportcard.gov/>).

NAEP tests are given across multiple subjects and grades nationwide. Schools are selected to be representative of all schools, and students within each school are randomly selected to participate, with each participating student representing hundreds of other similar students. Each student is only assessed in one subject area, and confidential responses ensure that no individual student or small group of students can be identified. Results are reported by National (all schools, including private, Bureau of Indian Education (BIE), and Department of Defense (DoD) schools), by National Public (which excludes private, BIE, and DoD schools), Large City, Suburban, Town, and Rural schools, and by state. The "main NAEP" is administered every other year and assesses math and reading for grades 4 and 8. State assessments began in 1990, and the Trial Urban District Assessment (TUDA) began in 2002. The Houston Independent School District (HISD) has voluntarily participated in the TUDA since it began. Districts participating in the TUDA (known as TUDA districts, or TUDAs) participate in all administrations of NAEP as part of state assessment and results, but only participate in district-specific testing and receive district-specific results for the "main NAEP."

Since 2009, sampled charter schools were included in TUDA results if they were also included in a district's Adequate Yearly Progress (AYP) reports. The "Large Cities (LC)" designation refers to public schools located in urban areas with populations of 250,000 or more (as defined by the National Center for Education Statistics). Comparisons between National Public, TUDA district, and Large City results are limited to public school students. The sample of students in districts participating in the TUDA represents an expansion of the sample of students selected as part of the state samples. All students at more local geographic sampling levels also make up part of the broader samples. For example, the TUDA samples are included as part of the corresponding state samples, and the state samples are included as part of the national sample.

The main NAEP was administered to students in grades 4 and 8 in January through March of 2022. The prior administration of the main NAEP was in January through March of 2019 – 12 months before schools across the nation were shuttered due to the COVID-19 pandemic. The results presented here afford the unique and exciting opportunity to examine the effects of the pandemic and school closures on student learning in Houston, in Texas, and nationwide. These results also provide the opportunity to see how students in Houston have fared compared to other TUDA districts in Texas, other TUDA districts in the nation, and other large cities across the country. When examining the results found in this report, it is important to remember that not all numerical differences are statistically significant.

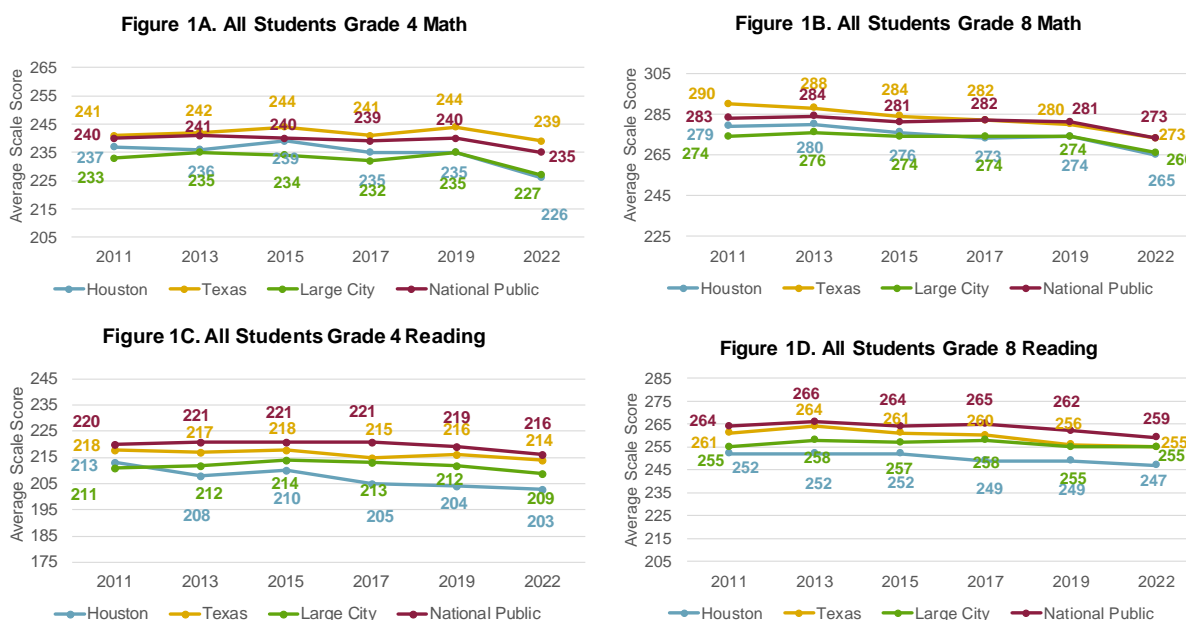
These results reflect the Spring 2022 administration of the NAEP exam, as well as longitudinal data for the prior 10 years (2011–2022). Math and reading results for students in grades 4 and 8 are discussed for Houston ISD, Large City, other TUDA districts, Texas, and National Public for all students. STAAR results are also compared with NAEP results for Houston ISD. Disaggregated student subgroup results are presented in the appendices of this report. Differences are reported only when they are statistically significant.

## Results

### How did Houston's students compare with students in Texas, Large City, and National Public schools?

**Figure 1** displays the average scale scores for grades 4 and 8 math and reading from 2011 to 2022 for Houston ISD (HISD), the state of Texas, Large City, and National Public for all students. **Appendix A** (p. A-1–A-9) describes NAEP average scale scores for 2011–2022 for HISD, Texas, Large City, and National Public for grade 4 and 8 math and reading disaggregated by race/ethnicity, National School Lunch Program (NSLP)-eligible students, English language learners (ELL), and students with disabilities (SWD). Students identified as “NSLP-eligible” are considered as economically disadvantaged students. Students identified as “ELL” are considered as English learners, or emerging bilingual students. Students identified as “SWD” are considered as special education students.

**Figure 1: Math and Reading, Grades 4 & 8, 2011–2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment

Note: Observed differences may not be statistically significant.

- For grade 4 math (**Figure 1A**) in 2022, HISD had an average scale score of 226, which is about the same as that of Large City sample (227) and is significantly lower than average scale scores for the state of Texas (239) and the National Public (235) samples. Over the past ten years, there has been a significant decline in the average scale score for students in HISD, from 237 to 226. Since the prior NAEP administration, the average scale score for students in HISD has declined significantly (11 scale score points).
- For grade 8 math (**Figure 1B**) in 2022, students in HISD had an average scale score of 265, which is about the same as that of the Large City sample (266) and is significantly lower than average scale scores for the state of Texas (273) and the National Public (273) samples. Over the past ten years, there has been a significant decline in the average scale score for students in HISD, from 279 to 265.



Since the prior NAEP administration, the average scale score for students in HISD has declined significantly (nine scale score points).

- For grade 4 reading (**Figure 1C**) in 2022, students in HISD had an average scale score of 203, which is significantly lower than those of the Large City (209), state of Texas (214), and National Public (216) samples. Over the past ten years, there has been a significant decline in the average scale score for students in HISD, from 213 to 203. Since the prior NAEP administration, the average scale score for students in HISD has remained about the same (204 to 203).
- For grade 8 reading (**Figure 1D**) in 2022, students in HISD had an average scale score of 247, which is significantly lower than those of the Large City (255), state of Texas (255), and National Public (259) samples. Over the past ten years, there has been a significant decline in the average scale score for students in HISD, from 252 to 247. Since the prior NAEP administration, the average scale score for students in HISD has remained about the same (249 to 247).

### What gaps exist in performance between different groups of HISD students?

When students are grouped together by category (e.g., race/ethnicity), differences in average scores may appear between student groups. If these differences are larger than the margin of error, they are considered statistically significant and are called achievement gaps. NAEP data can be used to observe patterns and changes in these achievement gaps over time to better understand student performance (NCES, NAEP Achievement Gaps, 2022). Achievement gaps should only be interpreted as meaningful when they are statistically significant.

NAEP data can illuminate trends and identify gaps but should not be used to explain the causes of differences in student performance. Many factors can contribute to these gaps and changes over time, including overall demographic or population changes and policy changes. NAEP data should be considered alongside these additional factors when attempting to interpret information about achievement gaps (NCES, NAEP Understanding Gaps, 2022).

**Table 1 (p. 5)** compares achievement gaps for the Texas TUDA districts (Houston, Austin, Dallas, and Fort Worth), and the state of Texas. The performance gap for each group at each jurisdiction is displayed, and statistically significant differences are indicated in red where applicable.

- The White/Black achievement gap for HISD is significantly larger than the gap for the state of Texas for grades 4 and 8 math and reading, and larger than the gap for Fort Worth for grade 4 math.
- The White/Hispanic achievement gap for HISD is significantly larger than the gap for the state of Texas for grades 4 and 8 math and reading, and larger than the gap for Fort Worth for grade 4 math.
- The NSLP-eligible/non-NSLP achievement gap for HISD is significantly larger than the gap for the state of Texas for grades 4 and 8 math and reading, for Fort Worth for grade 4 math, and for Dallas for grade 8 math.
- The ELL/non-ELL achievement gap for HISD is significantly *smaller* than the gap for Austin for grades 4 and 8 math and reading, but larger than the gap for Dallas, Fort Worth, and the state of Texas for grade 8 reading.



- The SWD/non-SWD achievement gap for HISD is significantly larger than the gap for Fort Worth for grade 8 math and the gap for Austin for grades 4 and 8 reading.

**Table 1. Performance Gaps in Average Score by Texas TUDA and State of Texas, Math and Reading, Grades 4 and 8, 2022**

	White/Black				White/Hispanic			
	Math		Reading		Math		Reading	
	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8
Houston	48	43	50	38	37	35	45	31
Austin	45	--	--	--	32	39	48	31
Dallas	--	--	--	--	--	--	--	--
Fort Worth	33*	35	35	38	24*	23*	34	31
Texas	26*	24*	24*	17*	21*	19*	24*	16*
	*NSLP-Eligible/Non-NSLP				ELL/Non-ELL			
	Math		Reading		Math		Reading	
	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8
Houston	37	33	46	31	8	28	17	30
Austin	35	40	48	36	25*	39*	36*	40*
Dallas	28	18*	35	20	7	5	10	12*
Fort Worth	28*	25	37	28	4	14	13	18*
Texas	25*	23*	30*	19*	13	22	21	21*
	^SWD/Non-SWD							
	Math		Reading					
	Grade 4	Grade 8	Grade 4	Grade 8				
Houston	24	33	40	40				
Austin	18	26	26*	23*				
Dallas	26	25	34	29				
Fort Worth	26	22*	35	30				
Texas	25	34	37	31				

Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment

Notes: Observed differences may not be statistically significant.

-- indicates the jurisdiction did not have enough students in one of the groups to be included in the analyses.

\*NSLP: National School Lunch Program

^SWD: Students with Disabilities

\* Numbers in red indicate statistically significant differences.

**Appendix B** (p. B-1–B-7) provides further detail on the White/Black, White/Hispanic, NSLP-eligible/non-NSLP, ELL/non-ELL, and SWD/non-SWD achievement gaps for Houston, Austin, Dallas, Fort Worth, and the state of Texas. The figures found in Appendix B display the average scale score and the performance gap for each group at each jurisdiction. Statistically significant differences in achievement gaps between Houston and the other jurisdictions are indicated on the figures when applicable.

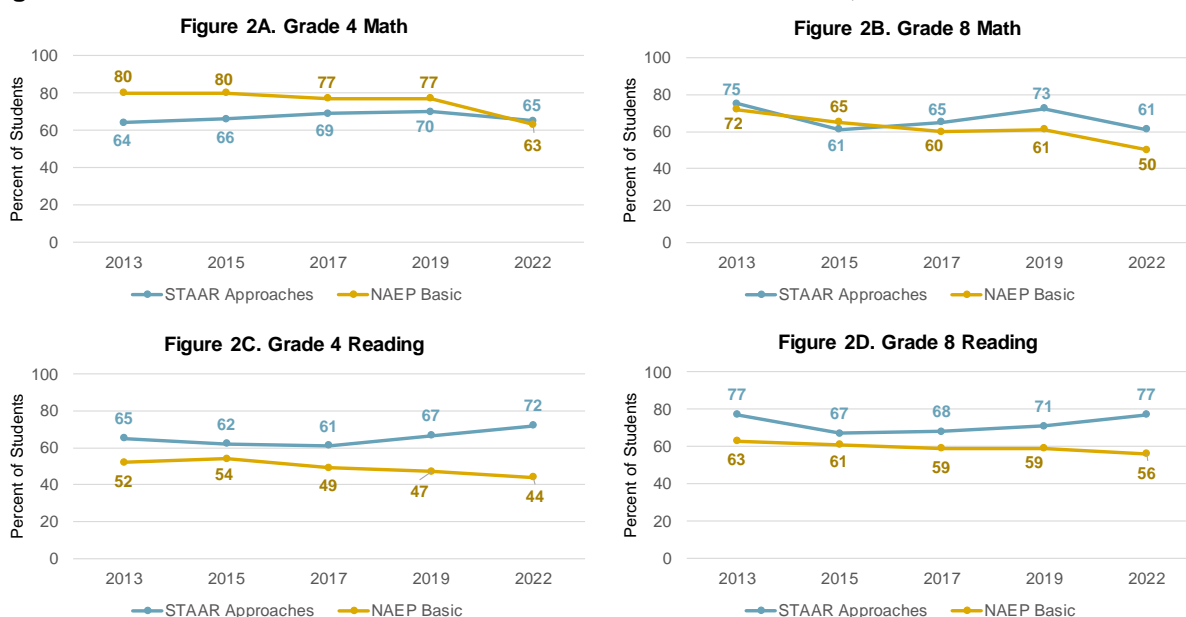
#### How Did Houston's STAAR Performance Levels compare with NAEP Achievement Levels?

The STAAR exam has four performance levels: Did Not Meet Standards (DNMS), Approaches Grade Level (Approaches), Meets Grade Level (Meets), and Masters Grade Level (Masters). The NAEP has four

achievement levels: Below Basic, Basic, Proficient, and Advanced. STAAR performance levels and NAEP achievement levels are further defined in **Appendix C** (p. C-1–C-3). For the purposes of this report, STAAR Approaches and NAEP Basic are considered equivalent. However, when comparing STAAR performance levels and NAEP achievement levels, it is important to consider the content of each test. A short summary of some of the content differences are also provided in Appendix C. With these limitations in mind, comparisons between STAAR performance levels and NAEP achievement levels must be interpreted with caution.

**Figure 2** displays the percentage of HISD students at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for 2013–2022 for grades 4 and 8 math and reading. **Appendix D (p. D-1–D-8)** describes the percentage of HISD students at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for 2013–2022 for grades 4 and 8 math and reading disaggregated by race/ethnicity, NSLP-eligible students (economically disadvantaged), ELL students (EL/EB), and SWD (special education).

**Figure 2: STAAR Performance Levels vs. NAEP Achievement Levels, 2013–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment. TEA-ETS-Cambium STAAR Student Data Files; various years.

Notes: Observed differences may not be statistically significant. Due to the removal of STAAR L and A in 2017, prior years' results have been updated to include STAAR L and A test versions. By commissioner's rule, the Level II Phase-in 1 Satisfactory Standard was increased to the Level II 2016 Satisfactory Progression Standard for the 2015–2016 school year. The planned standard phase-in process was halted during the 2016–2017 school year, and the Level II 2016 Satisfactory Progression Standard, Final Level II Postsecondary Ready Standard, and Level III Advanced Standard were renamed to the Approaches, Meets, and Masters Grade Level Standards, respectively. Therefore, the standards for 2017 on are slightly higher than those applied prior to 2016.

- A higher percentage of students overall were at or above the STAAR Approaches performance level than were at or above the NAEP Basic achievement level in 2022.
- Since 2013, the percentage of students at or above the STAAR Approaches performance level has increased by seven percentage points for grade 4 reading and one percentage point for grade 4 math, remained flat for grade 8 reading, and has decreased by 14 percentage points for grade 8 math.
- Since 2013, the percentage of students at or above the NAEP Basic achievement level has decreased by seven percentage points for grade 8 reading, by eight percentage points for grade 4 reading, by 17 percentage points for grade 4 math, and by 18 percentage points for grade 8 math.
- The percentage of students at or above the NAEP Basic achievement level is:
  - Two percentage points lower than the percentage at or above STAAR Approaches for grade 4 math (**Figure 2A**), 11 percentage points lower for grade 8 math (**Figure 2B**), 21 percentage points lower for grade 8 reading (**Figure 2D**), and 28 percentage points lower for grade 4 reading (**Figure 2C**).

### Does Houston Look Like Other TUDAs?

NAEP is not designed to report results for individual students or schools; as such, it is not necessary for every student in every school to take the assessment. Instead, an accurate picture of student performance is obtained by administering NAEP to a sample of students who represent the student population of the nation, individual states, and TUDA districts. Jurisdictions are defined as “any government-defined geographic area sampled in the NAEP assessment.” All TUDA districts are urban, large city school districts, but the Large City jurisdiction is not solely comprised of TUDA districts. Similarly, all Texas TUDAs are included in the Texas sample, but the Texas sample is not solely comprised of the four Texas TUDAs. **Table 2** (p. 8) displays the demographic characteristics of all students selected to participate in the NAEP by TUDA jurisdiction. **Appendix E** (p. E-1–E-2) shows the percentage of identified and excluded students with disabilities and ELLs for HISD from 2003 to present for 4<sup>th</sup> and 8<sup>th</sup> grade math and reading.

- A total of 5,400 HISD students were assessed.
- Of all jurisdictions, HISD was in the top quintile for the highest percentage of Hispanic students (65%) and had the third highest percentage of ELL students (41%).
- HISD was in the top quintile for the highest percentage of NSLP-eligible students, with 82 percent of students reported as NSLP-eligible.

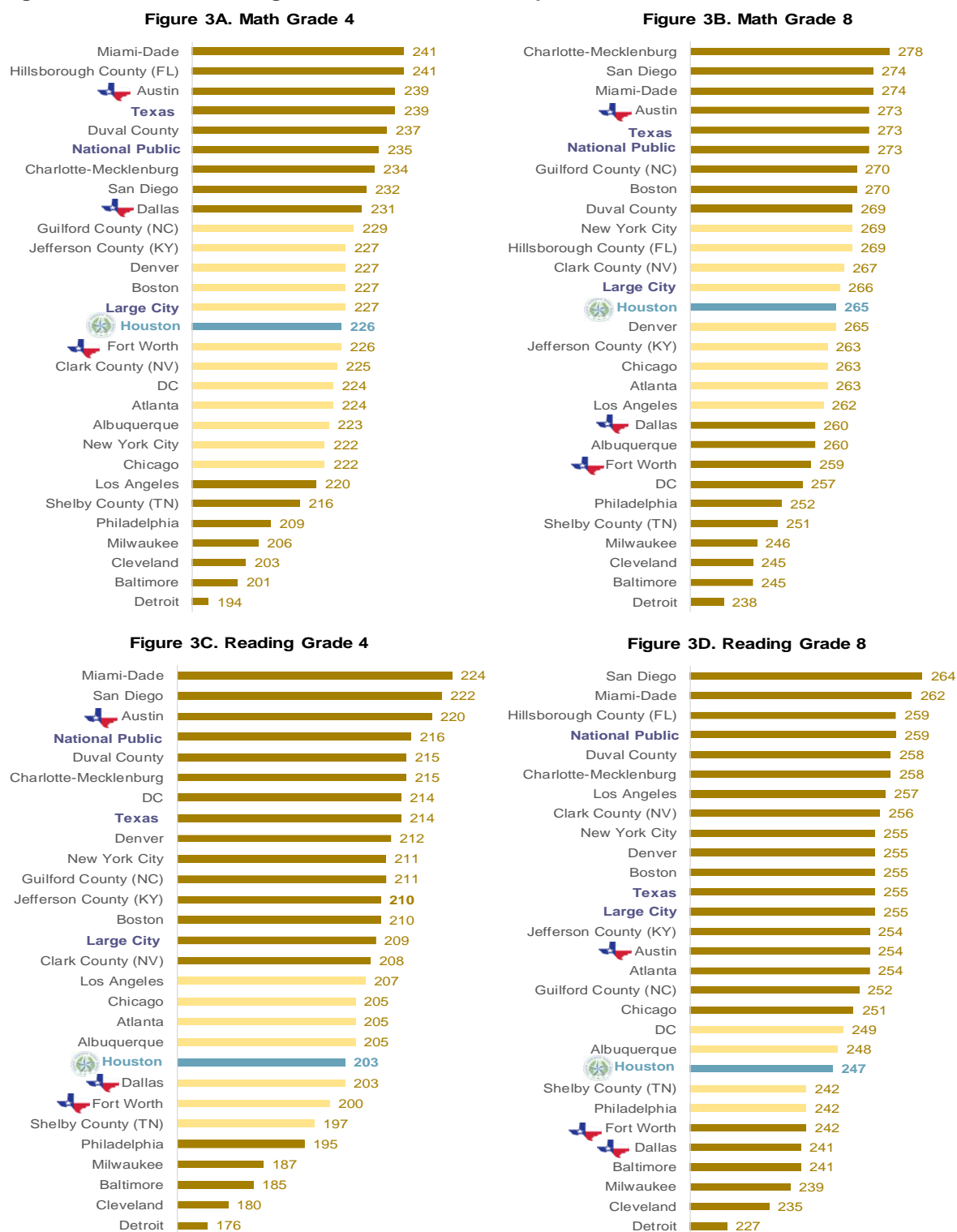
Jurisdiction	Target Population	# Students Assessed	% White	% Black	% Hispanic	% NSLP	% ELL	% SWD
National Public	14,022,000	446,300	45	15	29	51	11	15
Albuquerque	24,000	3,600	21	3	66	69	23	22
Atlanta	16,000	3,700	17	71	8	63	4	15
Austin	20,000	3,700	31	7	55	52	29	21
Baltimore City	20,000	3,500	7	74	16	63	12	16
Boston	12,000	3,600	15	28	45	74	28	19
Charlotte	42,000	3,900	24	35	32	33	19	11
Chicago	96,000	5,300	12	36	48	75	25	14
Clark County (NV)	90,000	5,300	22	14	48	100	18	11
Cleveland	12,000	3,100	14	65	17	100	11	20
Dallas	38,000	3,600	6	17	75	85	53	14
Denver	26,000	3,600	25	15	52	52	32	13
Detroit	14,000	3,400	2	80	17	86	16	11
District of Columbia (DCPS)	14,000	3,700	15	59	22	74	16	17
Duval County	36,000	3,700	32	42	16	50	7	20
Fort Worth	20,000	3,700	10	20	67	86	44	15
Guilford County (NC)	20,000	3,600	27	43	19	47	14	12
Hillsborough County (FL)	64,000	3,700	31	22	37	63	8	19
<b>Houston</b>	<b>52,000</b>	<b>5,400</b>	<b>8</b>	<b>21</b>	<b>65</b>	<b>82</b>	<b>41</b>	<b>9</b>
Jefferson County (KY)	26,000	3,700	39	36	14	69	13	12
Los Angeles	128,000	5,500	12	7	72	62	19	12
Miami-Dade	96,000	5,700	7	18	74	75	15	13
Milwaukee	20,000	3,300	11	47	29	82	17	18
New York City	190,000	5,200	15	21	43	74	14	21
Philadelphia	30,000	3,300	25	7	44	57	18	15
San Diego	30,000	3,500	14	48	26	76	13	17
Shelby County (TN)	30,000	3,600	5	73	18	63	8	8

Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment and 2022 Mathematics Assessment

Notes: The Target Population is rounded to the nearest thousand. The Number of Students Assessed is rounded to the nearest hundred.

### How Does Houston Compare To Other TUDA Districts in Performance?

**Figure 3** (p. 9) shows the average scale scores for math and for reading for grades 4 and 8 for all students in all TUDA districts, as well as National Public, Large City, and Texas. The sample sizes of the jurisdictions influence statistical significance. Therefore, we may find average scale scores that appear to be the same but are, statistically speaking, significantly different, or average scale scores that appear to be different, but are not, statistically speaking, significantly different. HISD's average scale scores were significantly different from darkly shaded jurisdictions, and not significantly different from lightly shaded jurisdictions.

**Figure 3. Math and Reading All Students TUDA Comparisons 2022**

Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment, 2022 Reading Assessment

Note: Observed differences may not be statistically significant.

- For grade 4 math, the average scale score in Houston ISD (226) is lower than nine other jurisdictions, not significantly different from 12 other jurisdictions, and higher than seven other jurisdictions (**Figure 3A**). The average scale score for the Houston ISD sample is not significantly different from those of the Fort Worth or the Large City samples and is significantly lower than the average scale scores of the Austin, Dallas, National Public, and state of Texas samples.
- For grade 8 math, the average scale score in Houston ISD (265) is lower than nine other jurisdictions, not significantly different from ten other jurisdictions, and higher than ten other jurisdictions (**Figure 3B**). The average scale score for the Houston ISD sample is significantly higher than those of the Dallas and the Fort Worth samples, is not significantly different from the average scale score of the Large City sample, and was significantly lower than those of the Austin, National Public, and state of Texas samples.
- For grade 4 reading, the average scale score in Houston ISD (203) is lower than 15 other jurisdictions, not significantly different from seven other jurisdictions, and higher than five other jurisdictions (**Figure 3C**). The average scale score for the Houston ISD sample is not significantly different from the average scale scores of the Dallas or Fort Worth samples and is significantly lower than those of the Austin, National Public, Large City, and state of Texas samples.
- For grade 8 reading, the average scale score in Houston ISD (247) is lower than 18 other jurisdictions, not significantly different from four other jurisdictions, and higher than six other jurisdictions (**Figure 3D**). The average scale score for the Houston ISD sample is significantly higher than the average scale scores of the Dallas and Fort Worth samples and is significantly lower than those of the Austin, National Public, Large City, and state of Texas samples.

**Appendix F** (p. F-1–F-12) shows the average scale scores for math and for reading for grades 4 and 8 in all TUDA districts, as well as National Public, Large City, and Texas disaggregated by race/ethnicity, NSLP-eligible students (economically disadvantaged), ELL students (EL/EB), and SWD (special education).

**Table 3** (p. 11) summarizes HISD's performance among TUDA districts by student group for grades 4 and 8 math and reading by showing the number of TUDA districts with significantly higher average scale scores than HISD for the 2019 and the 2022 reporting years. The change in the number of TUDA districts is also displayed, where negative numbers indicate a **greater** number of TUDA districts with significantly higher scale scores (compared to HISD) in 2022 than there were in 2019. Fewer TUDA districts with significantly higher scale scores represent improved comparative performance for HISD.

- For grade 4 math, there were fewer TUDAs with significantly higher average scale scores than HISD for White and ELL students, and more TUDAs with significantly higher average scale scores than HISD for Black, Hispanic, NSLP-eligible, and all students in 2022 compared to 2019.
- For grade 8 math, there were fewer TUDAs with significantly higher average scale scores than HISD for SWD, and more TUDAs with significantly higher average scale scores than HISD for Black, White, NSLP-eligible, ELL, and all students in 2022 compared to 2019.
- For grade 4 reading, there were fewer TUDAs with significantly higher average scale scores than HISD for all groups except SWD in 2022 compared to 2019.

Table 3. Houston ISD Performance Among TUDA Districts by Student Group												
	Math Grade 4			Math Grade 8			Reading Grade 4			Reading Grade 8		
	Number of TUDAs significantly higher than HISD:											
	2019	2022	Change	2019	2022	Change	2019	2022	Change	2019	2022	Change
All	6	7	-1	5	7	-2	14	13	1	13	15	-2
Black	3	4	-1	1	2	-1	10	5	5	3	4	-1
Hispanic	2	4	-2	1	1	0	8	3	5	5	5	0
White	1	0	1	0	1	-1	4	1	3	2	2	0
*NSLP	3	5	-2	0	2	-2	11	7	4	8	8	0
ELL	2	1	1	1	2	-1	2	0	2	2	1	1
^SWD	4	4	0	5	3	2	9	9	0	8	10	-2

Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 and 2022 Reading Assessment and 2019 and 2022 Mathematics Assessment

Note: Observed differences may not be statistically significant.

\*NSLP: National School Lunch Program

^SWD: Students With Disabilities

- For grade 8 reading, there were fewer TUDAs with significantly higher average scale scores than HISD for ELL students, and more TUDAs with significantly higher average scale scores than HISD for Black, SWD, and all students in 2022 compared to 2019.



### Where in HISD Was the NAEP Administered?

HISD had a total of 176 campuses with students in grade 4; of those, 65 (37%) were assessed on the 4<sup>th</sup> grade NAEP. As can be seen in **Table 4**, ESO1 had the highest percentage of campuses with students in grade 4 (30%), and HSO had the lowest percentage of campuses with students in grade 4 (3%). A similar distribution can be seen for campuses assessed on the 4<sup>th</sup> grade NAEP (42% of campuses in ESO1 and 2% of campuses in HSO).

HISD had a total of 60 campuses with students in grade 8; of those, 42 (70%) were assessed on the 8<sup>th</sup> grade NAEP. The MSO had the highest percentage of campuses with students in grade 8 (60%), and ESO3 had the lowest non-zero percentage of campuses with students in grade 8 (2%). A similar distribution can be seen for campuses assessed on the 8<sup>th</sup> grade NAEP (69% of campuses in MSO and 10% of campuses in HSO).

School Office	District-wide Grade 4		NAEP Grade 4		District-wide Grade 8		NAEP Grade 8	
	N	%	N	%	N	%	N	%
A180	12	7%	3	5%	11	18%	9	21%
ESO 1	53	30%	27	42%	0	0%	0	0%
ESO 2	49	28%	12	18%	0	0%	0	0%
ESO 3	46	26%	20	31%	1	2%	0	0%
MSO	10	6%	2	3%	36	60%	29	69%
HSO	6	3%	1	2%	12	20%	4	10%
<b>Total</b>	<b>176</b>		<b>65</b>		<b>60</b>		<b>42</b>	

Sources: Campus Information List (CIL), 2021–2022 school year; District Schools Selected for NAEP and/or TIMSS 2022

Note: Campuses were assessed in the 2021–2022 school year, prior to the formation of the RISE school office. School office information displayed is from the 2021–2022 school year, at the time of assessment.

**Table 5** displays the 65 campuses where NAEP assessments for grade 4 were administered.

School Name	School Office	Board Member District	School Name	School Office	Board Member District
Almeda ES	ESO1	District IX	Law ES	ESO1	District IX
Anderson ES	ESO1	District IX	Looscan ES	ESO2	District I
Ashford ES	Achieve 180	District VI	Lovett ES	ESO1	District V
Askew ES	ESO1	District VI	Lyons ES	ESO2	District I
Atherton ES	ESO2	District II	Mading ES	ESO3	District IV
Bastian ES	ESO3	District IV	White M ES	ESO1	District VII
Benavidez ES	ESO1	District VII	Marshall ES	Achieve 180	District VIII
Bonham ES	ESO1	District VI	Martinez R ES	ESO3	District VIII
Bonner ES	ESO3	District III	McNamara ES	ESO1	District V
Braeburn ES	ESO1	District V	Montgomery ES	ESO1	District IX
Briar Meadow	MSO	District VII	Oak Forest ES	ESO2	District II
Briscoe ES	ESO3	District III	Poe ES	ESO2	District V
Brookline ES	ESO3	District III	Port Houston ES	ESO3	District VIII
Browning ES	ESO2	District I	Daily ES	ESO1	District VI
Cook ES	ESO2	District II	Red ES	ESO3	District IV
Cornelius ES	ESO3	District III	Reynolds ES	ESO1	District IX
DeAnda ES	ESO3	District III	River Oaks ES	ESO2	District VII
Elrod ES	ESO1	District V	Robinson ES	ESO3	District VIII
Emerson ES	ESO1	District VI	Rucker ES	ESO3	District III
Energized ES	HSO	District V	Paige ES	ESO2	District II
Franklin ES	ESO3	District III	Sanchez ES	ESO3	District III
Frost ES	ESO1	District IX	Scarborough ES	ESO2	District II
Golfcrest ES	ESO3	District III	Shadydale ES	ESO2	District II
Grissom ES	ESO1	District IX	Southmayd ES	ESO3	District III
Gross ES	ESO3	District IX	Sutton ES	ESO1	District V
Harris RP ES	ESO3	District VIII	Tijerina ES	ESO3	District VIII
Harvard ES	ESO1	District I	Tinsley ES	ESO1	District IX
Highland Heights ES	Achieve 180	District II	Valley West ES	ESO1	District VI
Hines-Caldwell ES	ESO1	District IX	Walnut Bend ES	ESO1	District VI
Hobby ES	ESO1	District IX	West University ES	ESO2	District V
Horn ES	ESO1	District V	Wharton K-8	MSO	District VIII
Kelso ES	ESO1	District IV	White E ES	ESO1	District VI
			Whittier ES	ESO3	District VIII

Sources: CIL, 2021–2022 school year; District Schools Selected for NAEP and/or TIMSS 2022

Note: Campuses were assessed in the 2021–2022 school year, prior to the formation of the RISE school office. School office information displayed is from the 2021–2022 school year, at the time of assessment.

**Table 6** displays the 42 campuses where NAEP assessments for grade 8 were administered.

School Name	School Office	Board Member District	School Name	School Office	Board Member District
Baylor College MS	MSO	District IV	Key MS	Achieve 180	District II
BCM Biotech Acad at Rusk	MSO	District VIII	Lanier MS	MSO	District IV
Black MS	MSO	District II	Lawson MS	MSO	District IX
Briar Meadow	MSO	District VII	Long Acad	HSO	District V
Burbank MS	MSO	District I	Marshall MS	MSO	District I
Clifton MS	MSO	District I	McReynolds MS	MSO	District VIII
Cullen MS	Achieve 180	District IV	Meyerland MS	MSO	District V
Deady MS	Achieve 180	District III	Navarro MS	MSO	District VIII
Edison MS	MSO	District VIII	Ortiz MS	MSO	District III
Energized MS	HSO	District V	Pershing MS	MSO	District V
Energized for STEM MS	HSO	District V	Pin Oak MS	MSO	District V
Fleming MS	Achieve 180	District II	Reagan Ed Ctr	MSO	District IX
Fondren MS	MSO	District V	Revere MS	MSO	District VI
Forville MS	MSO	District I	Sharpstown Intl	HSO	District VI
Forest Brook MS	MSO	District II	Stevenson MS	MSO	District III
High School Ahead Acad MS	Achieve 180	District II	Sugar Grove MS	Achieve 180	District VI
Hamilton MS	MSO	District I	Tanglewood MS	MSO	District VII
Hartman MS	MSO	District III	Thomas MS	Achieve 180	District IV
Henry MS	Achieve 180	District II	Welch MS	MSO	District IX
Hogg MS	MSO	District I	West Briar MS	MSO	District VI
Holland MS	MSO	District II	Williams MS	Achieve 180	District II

Sources: CIL, 2021–2022 school year; District Schools Selected for NAEP and/or TIMSS 2022

Note: Campuses were assessed in the 2021–2022 school year, prior to the formation of the RISE school office. School office information displayed is from the 2021–2022 school year, at the time of assessment.

**Appendix G** (p. G-1–G-4) provides a historical representation of NAEP average scale scores for 4<sup>th</sup> and 8<sup>th</sup> grade math and reading by student group and as compared to other TUDA districts from 2003 to present.

## References

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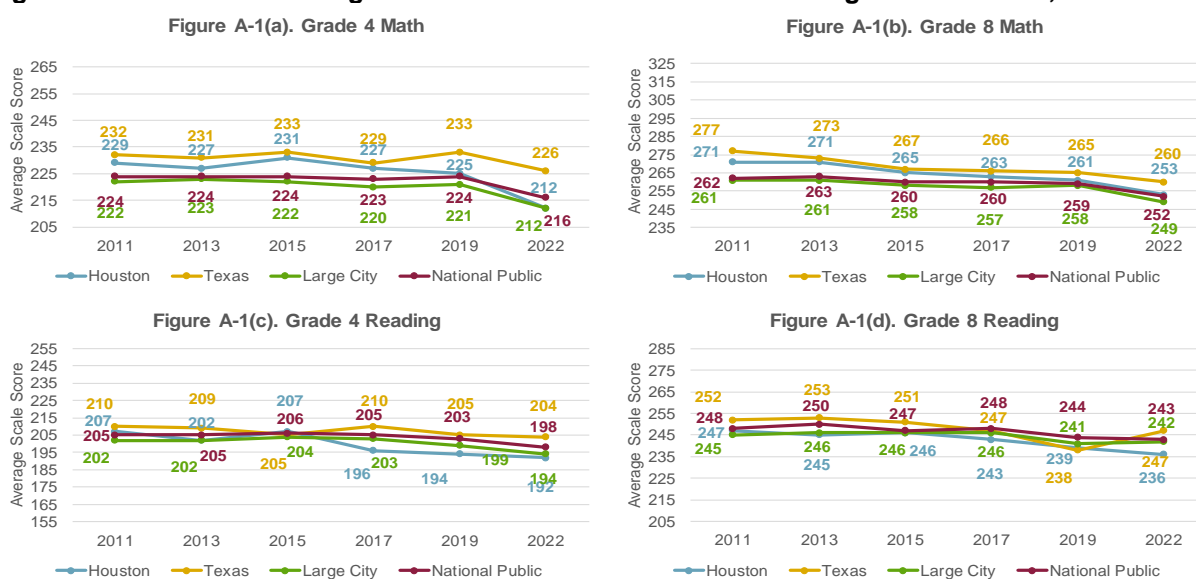
## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022

### Black Students

**Figure A-1** displays the average scale scores for grades 4 and 8 math and reading from 2011 to 2022 for Houston ISD (HISD), the state of Texas, Large City, and National Public for Black students.

- For grade 4 math (**Figure A-1(a)**) in 2022, Black students in HISD had an average scale score of 212, which is about the same as that of the Large City (212) and National Public (216) samples and is significantly lower than the average scale score for the state of Texas (226). Over the past ten years, there has been a significant decline in the average scale score for Black students in HISD, from 229 to 212. Since the prior NAEP administration, the average scale score for Black grade 4 math students in HISD has declined significantly (13 scale score points).

**Figure A-1. Math and Reading Grades 4 and 8 Black Students Average Scale Scores, 2011–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011–2022 Mathematics Assessment and 2011–2022 Reading Assessment

Note: Observed differences may not be statistically significant.

- For grade 8 math (**Figure A-1(b)**) in 2022, Black students in HISD had an average scale score of 253, which is about the same as that of the Large City (249) and National Public (252) samples and is significantly lower than the average scale score for the state of Texas (260). Over the past ten years, there has been a significant decline in the average scale score for Black students in HISD, from 271 to 253. Since the prior NAEP administration, the average scale score for Black grade 8 math students in HISD has declined significantly (eight scale score points).

## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

- For grade 4 reading (**Figure A-1(c)**) in 2022, Black students in HISD had an average scale score of 192, which is about the same as that of the Large City (194) sample and was significantly lower than the average scale scores for the state of Texas (204) and the National Public (198) samples. Over the past ten years, there has been a significant decline in the average scale score for Black students in HISD, from 207 to 192. Since the prior NAEP administration, the average scale score for Black grade 4 reading students in HISD has remained about the same (194 to 192).
- For grade 8 reading (**Figure A-1(d)**) in 2022, Black students in HISD had an average scale score of 236, which is about the same as that of the Large City (242) sample and is significantly lower than the average scale scores for the state of Texas (247) and the National Public (243) samples. Over the past ten years, there has been a significant decline in the average scale score for Black students in HISD, from 247 to 236. Since the prior NAEP administration, the average scale score for Black grade 8 reading students in HISD has remained about the same (239 to 236).

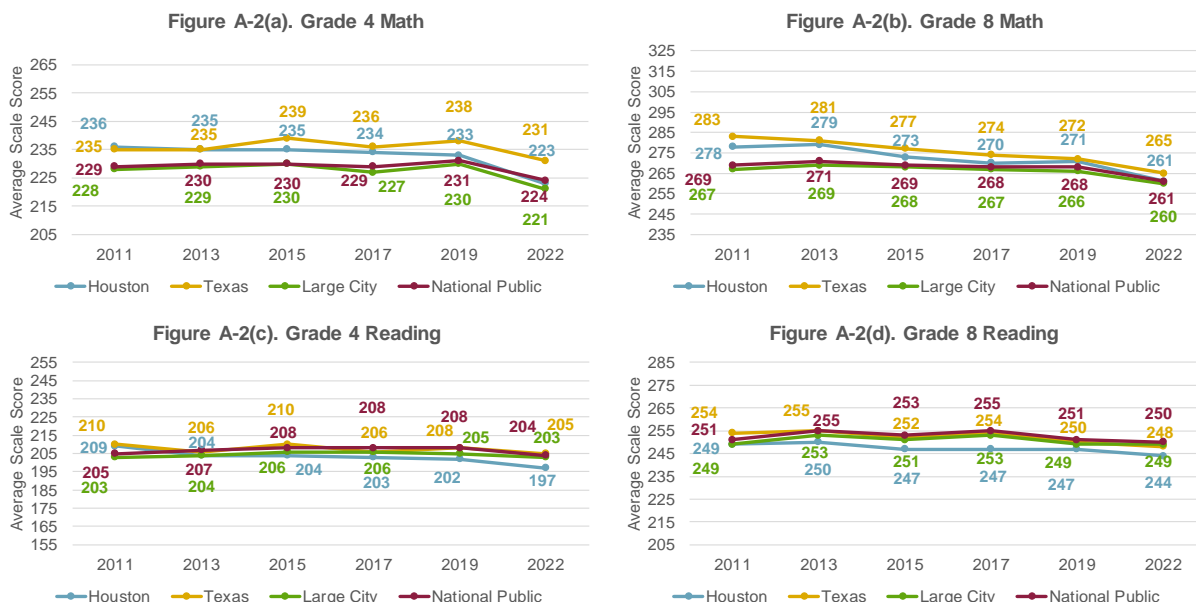
### Hispanic Students

**Figure A-2** (p. A-3) displays the average scale scores for grades 4 and 8 math and reading from 2011 to 2022 for Houston ISD (HISD), the state of Texas, Large City, and National Public for Hispanic students.

- For grade 4 math (**Figure A-2(a)**) in 2022, Hispanic students in HISD had an average scale score of 223, which is about the same as that of the Large City (221) and National Public (224) samples and is significantly lower than the average scale score for the state of Texas (231) sample. Over the past ten years there has been a significant decline in the average scale score for Hispanic students in HISD, from 236 to 223. Since the prior NAEP administration, the average scale score for Hispanic grade 4 math students in HISD has declined significantly (ten scale score points).
- For grade 8 math (**Figure A-2(b)**) in 2022, Hispanic students in HISD had an average scale score of 261, which is about the same as that of the state of Texas (265), the Large City (260) and the National Public (261) samples. Over the past ten years there has been a significant decline in the average scale score for Hispanic students in HISD, from 278 to 261. Since the prior NAEP administration, the average scale score for Hispanic grade 8 math students in HISD has declined significantly (ten scale score points).
- For grade 4 reading (**Figure A-2(c)**) in 2022, Hispanic students in HISD had an average scale score of 197, which is about the same as that of the Large City (203) sample and is significantly lower than the average scale scores for the state of Texas (205) and the National Public (204) samples. Over the past ten years there has been a significant decline in the average scale score for Hispanic students in HISD, from 209 to 197. Since the prior NAEP administration, the average scale score for Hispanic grade 4 reading students in HISD has remained about the same (202 to 197).

## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

**Figure A-2. Math and Reading Grades 4 and 8 Hispanic Students Average Scale Scores, 2011–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011–2022 Mathematics Assessment and 2011–2022 Reading Assessment

Note: Observed differences may not be statistically significant.

- For grade 8 reading (**Figure A-2(d)**) in 2022, Hispanic students in HISD had an average scale score of 244, which is about the same as that of the state of Texas (248) sample and is significantly lower than the average scale scores for the Large City (249) and the National Public (250) samples. Over the past ten years there has been a significant decline in the average scale score for Hispanic students in HISD, from 249 to 244. Since the prior NAEP administration, the average scale score for Hispanic grade 8 reading students in HISD has remained about the same (247 to 244).

### White Students

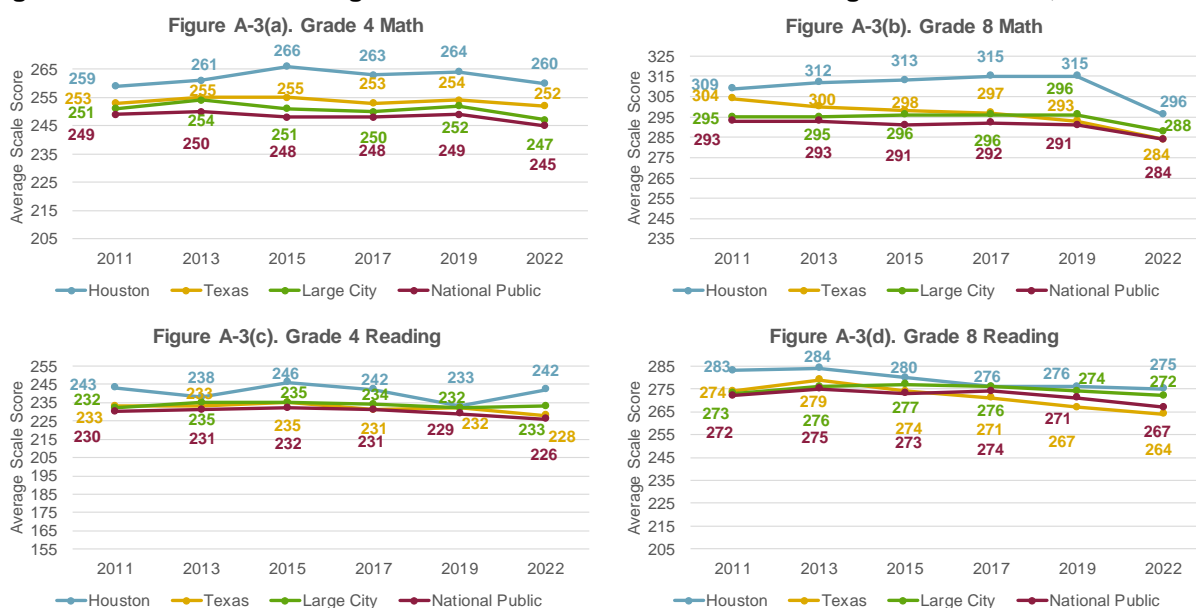
**Figure A-3** (p. A-4) displays the average scale scores for grades 4 and 8 math and reading from 2011 to 2022 for Houston ISD (HISD), the state of Texas, Large City, and National Public for White students.

- For grade 4 math (**Figure A-3(a)**) in 2022, White students in HISD had an average scale score of 260, which is significantly higher than the average scale scores for the state of Texas (252), the Large City (247), and the National Public (245) samples. Over the past ten years the average scale score for White students in HISD has remained about the same (259 to 260). Since the prior NAEP administration, the average scale score for White grade 4 math students in HISD has remained about the same (264 to 260).

## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

- For grade 8 math (**Figure A-3(b)**) in 2022, White students in HISD had an average scale score of 296, which is about the same as that of the Large City sample (288) and is significantly higher than the average scale scores for the state of Texas (284) and the National Public (284) samples. Over the past ten years there has been a significant decline in the average scale score for White students in HISD, from 309 to 296. Since the prior NAEP administration, the average scale score for White grade 8 math students in HISD has declined significantly (19 scale score points).
- For grade 4 reading (**Figure A-3(c)**) in 2022, White students in HISD had an average scale score of 242, which is about the same as that of the Large City (233) sample and is significantly higher than the average scale scores for the state of Texas (228) and the National Public (226) samples. Over the past ten years the average scale score for White students in HISD has remained about the same (243 to 242). Since the prior NAEP administration, the average scale score for White grade 4 reading students in HISD has remained about the same (233 to 242).
- For grade 8 reading (**Figure A-3(d)**) in 2022, White students in HISD had an average scale score of 275, which is about the same as that of the Large City (272) and the National Public (267) samples and is significantly higher than the average scale score for the state of Texas (264) sample. Over the past ten years the average scale score for White students in HISD has remained about the same (283 to 275). Since the prior NAEP administration, the average scale score for White grade 8 reading students in HISD has remained about the same (276 to 275).

**Figure A-3. Math and Reading Grades 4 and 8 White Students Average Scale Scores, 2011–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011–2022 Mathematics Assessment and 2011–2022 Reading Assessment

Note: Observed differences may not be statistically significant.



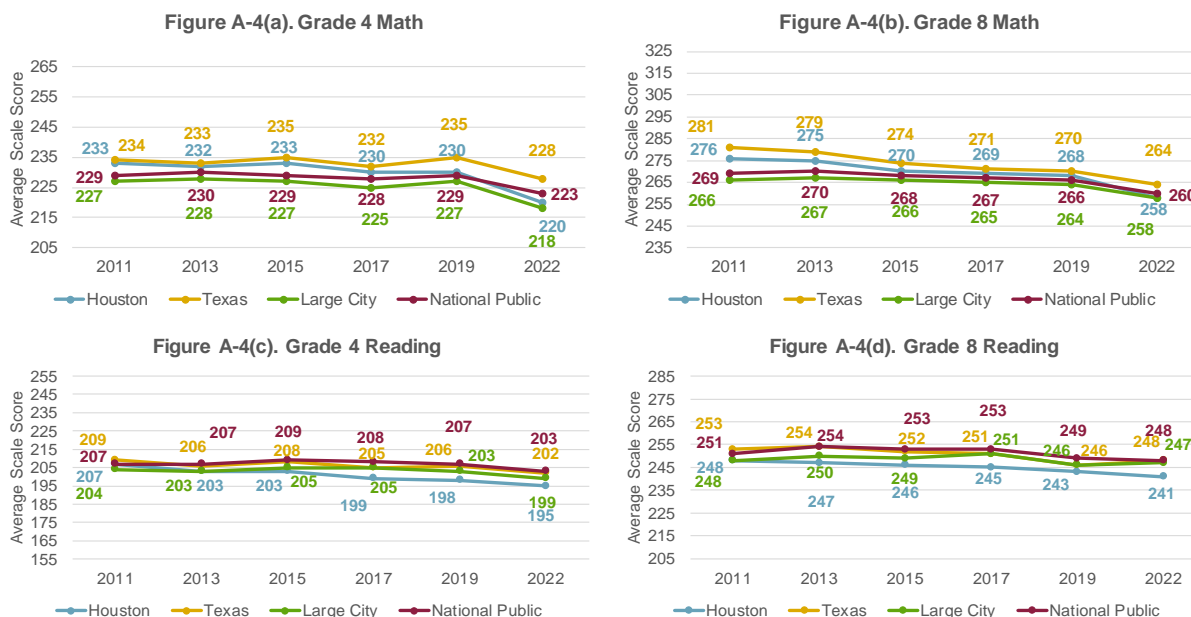
## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

### NSLP-Eligible Students

**Figure A-4** displays the average scale scores for grades 4 and 8 math and reading from 2011 to 2022 for Houston ISD (HISD), the state of Texas, Large City, and National Public for National School Lunch Program (NSLP)-eligible students. Students identified as “NSLP-eligible” are considered as economically disadvantaged students.

- For grade 4 math (**Figure A-4(a)**) in 2022, NSLP-eligible students in HISD had an average scale score of 220, which is about the same as that of the Large City (218) sample and is significantly lower than the average scale scores for the state of Texas (228) and the National Public (223) samples. Over the past ten years there has been a significant decline in the average scale score for NSLP-eligible students in HISD, from 233 to 220. Since the prior NAEP administration, the average scale score for NSLP-eligible grade 4 math students in HISD has declined significantly (ten scale score points).

**Figure A-4. Math and Reading Grades 4 and 8 \*NSLP-eligible Students Average Scale Scores, 2011–2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011–2022 Mathematics Assessment and 2011–2022 Reading Assessment

Note: Observed differences may not be statistically significant.

\*NSLP: National School Lunch Program

## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

- For grade 8 math (**Figure A-2(b)**) in 2022, NSLP-eligible students in HISD had an average scale score of 258, which is about the same as that of the Large City (258) and the National Public (260) samples and is significantly lower than the average scale score of the state of Texas (264) sample. Over the past ten years there has been a significant decline in the average scale score for NSLP-eligible students in HISD, from 276 to 258. Since the prior NAEP administration, the average scale score for NSLP-eligible grade 8 math students in HISD has declined significantly (ten scale score points).
- For grade 4 reading (**Figure A-4(c)**) in 2022, NSLP-eligible students in HISD had an average scale score of 195, which is significantly lower than the average scale scores for the state of Texas (202), the Large City (199), and the National Public (203) samples. Over the past ten years there has been a significant decline in the average scale score for NSLP-eligible students in HISD, from 207 to 195. Since the prior NAEP administration, the average scale score for NSLP-eligible grade 4 reading students in HISD has remained about the same (198 to 195).
- For grade 8 reading (**Figure A-4(d)**) in 2022, NSLP-eligible students in HISD had an average scale score of 241, which is significantly lower than the average scale scores for the state of Texas (248), the Large City (247), and the National Public (248) samples. Over the past ten years there has been a significant decline in the average scale score for NSLP-eligible students in HISD, from 248 to 241. Since the prior NAEP administration, the average scale score for NSLP-eligible grade 8 reading students in HISD has remained about the same (243 to 241).

### English Language Learners (ELL)

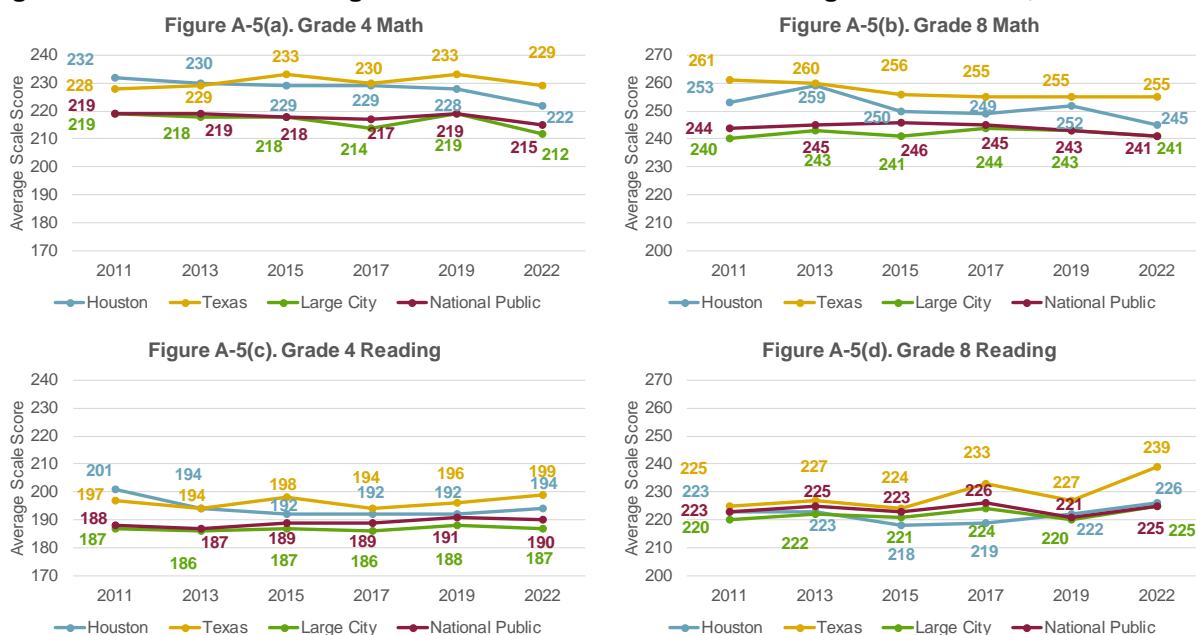
**Figure A-5** (p. A-7) displays the average scale scores for grades 4 and 8 math and reading from 2011 to 2022 for Houston ISD (HISD), the state of Texas, Large City, and National Public for English Language Learners (ELL). Students identified as “ELL” are considered as English learners, or emerging bilingual students.

- For grade 4 math (**Figure A-5(a)**) in 2022, ELL students in HISD had an average scale score of 222, which is significantly higher than those of the Large City (212) and the National Public (215) samples and is significantly lower than the average scale score for the state of Texas (229) sample. Over the past ten years there has been a significant decline in the average scale score for ELL students in HISD, from 232 to 222. Since the prior NAEP administration, the average scale score for ELL grade 4 math students in HISD has declined significantly (six scale score points).
- For grade 8 math (**Figure A-5(b)**) in 2022, ELL students in HISD had an average scale score of 245, which is significantly higher than those of the Large City (241) and the National Public (241) samples and is significantly lower than the average scale score for the state of Texas (255) sample. Over the past ten years there has been a significant decline in the average scale score for ELL students in HISD, from 253 to 245. Since the prior NAEP administration, the average scale score for ELL grade 8 math students in HISD has declined significantly (seven scale score points).

## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

- For grade 4 reading (**Figure A-5(c)**) in 2022, ELL students in HISD had an average scale score of 194, which is significantly higher than that of the Large City (187) sample and is about the same as the average scale score for the state of Texas (199) and the National Public (190) samples. Over the past ten years there has been a significant decline in the average scale score for ELL students in HISD, from 201 to 194. Since the prior NAEP administration, the average scale score for ELL grade 4 reading students in HISD has remained about the same (192 to 194).
- For grade 8 reading (**Figure A-5(d)**) in 2022, ELL students in HISD had an average scale score of 226, which is about the same as those of the Large City (225) and the National Public (225) samples and is significantly lower than the average scale score for the state of Texas (239) sample. Over the past ten years the average scale score for ELL students in HISD has remained about the same (223 to 226). Since the prior NAEP administration, the average scale score for ELL grade 8 reading students in HISD has remained about the same (222 to 226).

**Figure A-5. Math and Reading Grades 4 and 8 ELL Students Average Scale Scores, 2011–2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011–2022 Mathematics Assessment and 2011–2022 Reading Assessment

Note: Observed differences may not be statistically significant.

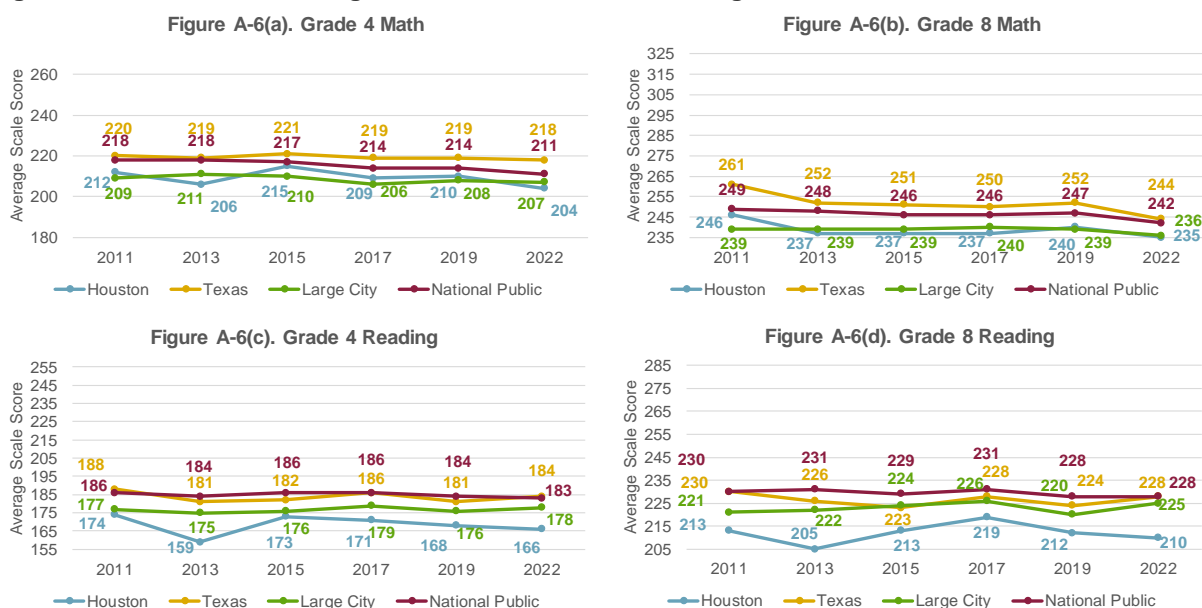
## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

### Students With Disabilities (SWD)

**Figure A-6** displays the average scale scores for grades 4 and 8 math and reading from 2011 to 2022 for Houston ISD (HISD), the state of Texas, Large City, and National Public for students with disabilities (SWD). Students identified as “SWD” are considered as special education students.

- For grade 4 math (**Figure A-6(a)**) in 2022, SWD in HISD had an average scale score of 204, which is about the same as those of the Large City (207) and the National Public (211) samples and is significantly lower than the average scale score for the state of Texas (218) sample. Over the past ten years the average scale score for SWD in HISD has remained about the same (212 to 204). Since the prior NAEP administration, the average scale score for SWD grade 4 math in HISD has remained about the same (210 to 204).
- For grade 8 math (**Figure A-6(b)**) in 2022, SWD in HISD had an average scale score of 235, which is about the same as those of the Large City (236) and the National Public (242) samples and is significantly lower than the average scale score for the state of Texas (244) sample. Over the past ten years there has been a significant decline in the average scale score for SWD students in HISD, from 246 to 235. Since the prior NAEP administration, the average scale score for SWD grade 8 math in HISD has remained about the same (240 to 235).

**Figure A-6. Math and Reading Grades 4 and 8 ^SWD Average Scale Scores, 2011–2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011–2022 Mathematics Assessment and 2011–2022 Reading Assessment

Note: Observed differences may not be statistically significant.

^SWD: Students With Disabilities

## Appendix A: NAEP Average Scale Scores by Student Groups, 2011–2022, Continued

- For grade 4 reading (**Figure A-6(c)**) in 2022, SWD in HISD had an average scale score of 166, which is significantly lower than those of the state of Texas (184), the Large City (178), and the National Public (183) samples. Over the past ten years the average scale score for SWD in HISD has remained about the same (174 to 166). Since the prior NAEP administration, the average scale score for SWD grade 4 reading in HISD has remained about the same (168 to 166).
- For grade 8 reading (**Figure A-6(d)**) in 2022, SWD in HISD had an average scale score of 210, which is significantly lower than those of the state of Texas (228), the Large City (225), and the National Public (228) samples. Over the past ten years the average scale score for SWD in HISD has remained about the same (213 to 210). Since the prior NAEP administration, the average scale score for SWD grade 8 reading in HISD has remained about the same (212 to 210).

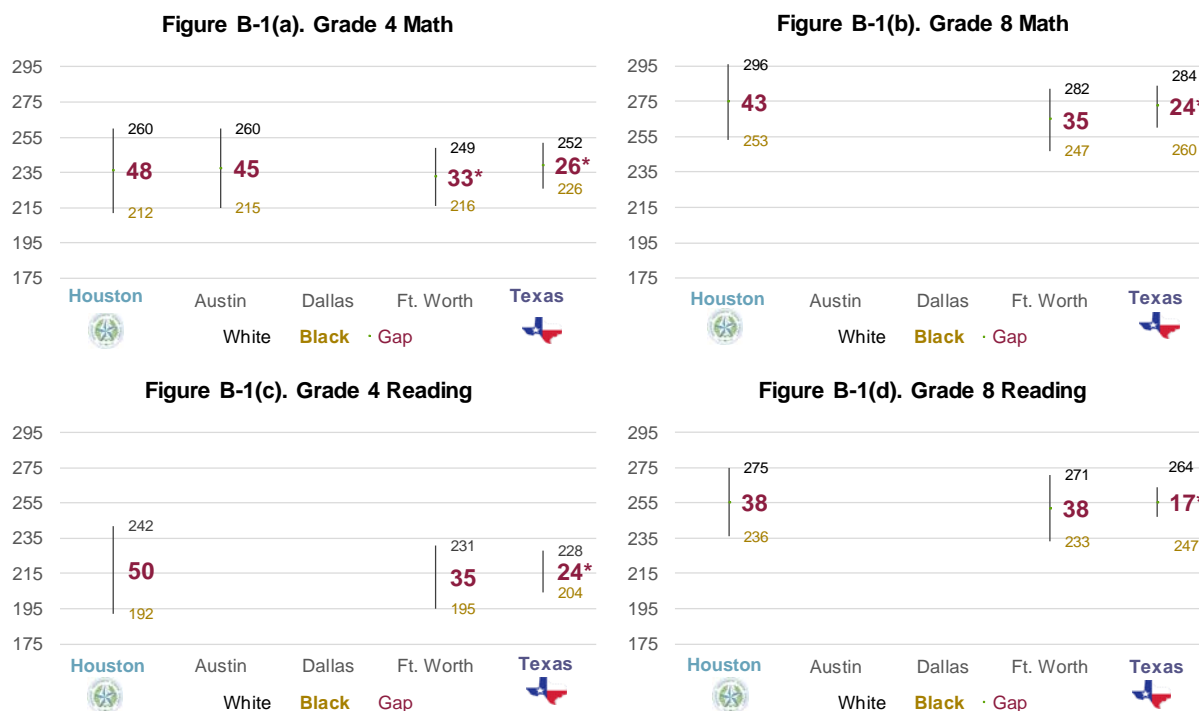
## Appendix B: Performance Gaps in Average Score

### White–Black Performance Gaps

**Figure B-1** shows the 2022 White–Black performance gaps in average score by Texas TUDAs and the state of Texas for grades 4 and 8 math and reading. For these analyses, Dallas did not have enough White students for any of the grades or subjects and Austin did not have enough Black students for grade 8 math and grades 4 and 8 reading to be included in these gap analyses.

- The grade 4 math (**Figure B-1(a)**) average scale score for White students in Houston ISD was 48 points higher than for Black students. When compared with other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Fort Worth (33) and for the state of Texas (26) but is about the same as the performance gap for Austin (45).

**Figure B-1. White–Black Performance Gaps in Average Score by Texas TUDAs and State of Texas, Math and Reading, Grades 4 and 8, 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment

Notes: Observed differences may not be statistically significant.

Dallas did not have enough White students to be included in any analyses.

Austin did not have enough Black students to be included in grade 8 math or grades 4 and reading analyses.

\*indicates statistically significant difference.

- The grade 8 math (**Figure B-1(b)**) average scale score for White students in Houston ISD was 43 points higher than for Black students. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap in Texas (24) but is about the same as the performance gap for Fort Worth (35).

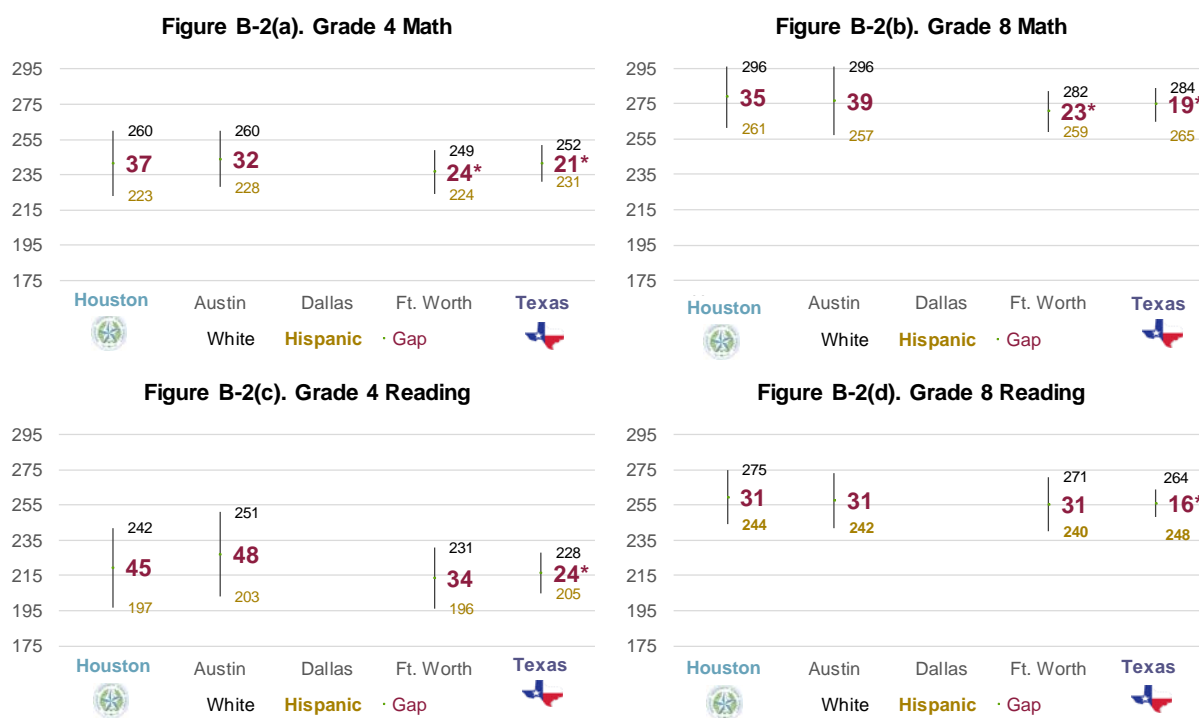
## Appendix B: Performance Gaps in Average Score, Continued

- The grade 4 reading (**Figure B-1(c)**) average scale score for White students in Houston ISD was 50 points higher than for Black students. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap in Texas (24) but is about the same as the performance gap for Fort Worth (35).
- The grade 8 reading (**Figure B-1(d)**) average scale score for White students in Houston ISD was 38 points higher than for Black students. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap in Texas (17) but is about the same as the performance gap for Fort Worth (38).

### White-Hispanic Performance Gaps

**Figure B-2** shows the 2022 White–Hispanic performance gaps in average score by Texas TUDAs and the state of Texas for grades 4 and 8 math and reading. For these analyses, Dallas did not have enough White students for any of the grades or subjects to be included in these gap analyses.

**Figure B-2. White–Hispanic Performance Gaps in Average Score by Texas TUDAs and State of Texas, Math and Reading, Grades 4 and 8, 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment

Notes: Observed differences may not be statistically significant.  
 Dallas did not have enough White students to be included in any analyses.  
 Austin did not have enough Black students to be included in grade 8 math or grades 4 and reading analyses.  
 \*indicates statistically significant difference.



## Appendix B: Performance Gaps in Average Score, Continued

- The grade 4 math (**Figure B-2(a)**) average scale score for White students in Houston ISD was 31 points higher than for Hispanic students. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Fort Worth (24) and for Texas (21) but is about the same as the performance gap for Austin (32).
- The grade 8 math (**Figure B-2(b)**) average scale score for White students in Houston ISD was 35 points higher than for Hispanic students. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Fort Worth (23) and for Texas (19) but is about the same as the performance gap for Austin (39).
- The grade 4 reading (**Figure B-2(c)**) average scale score for White students in Houston ISD was 45 points higher than for Hispanic students. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Texas (24) but is about the same as the performance gap for Austin (48) and for Fort Worth (34).
- The grade 8 reading (**Figure B-2(d)**) average scale score for White students in Houston ISD was 31 points higher than for Hispanic students. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Texas (16) but is about the same as the performance gap for Austin (31) and for Fort Worth (31).

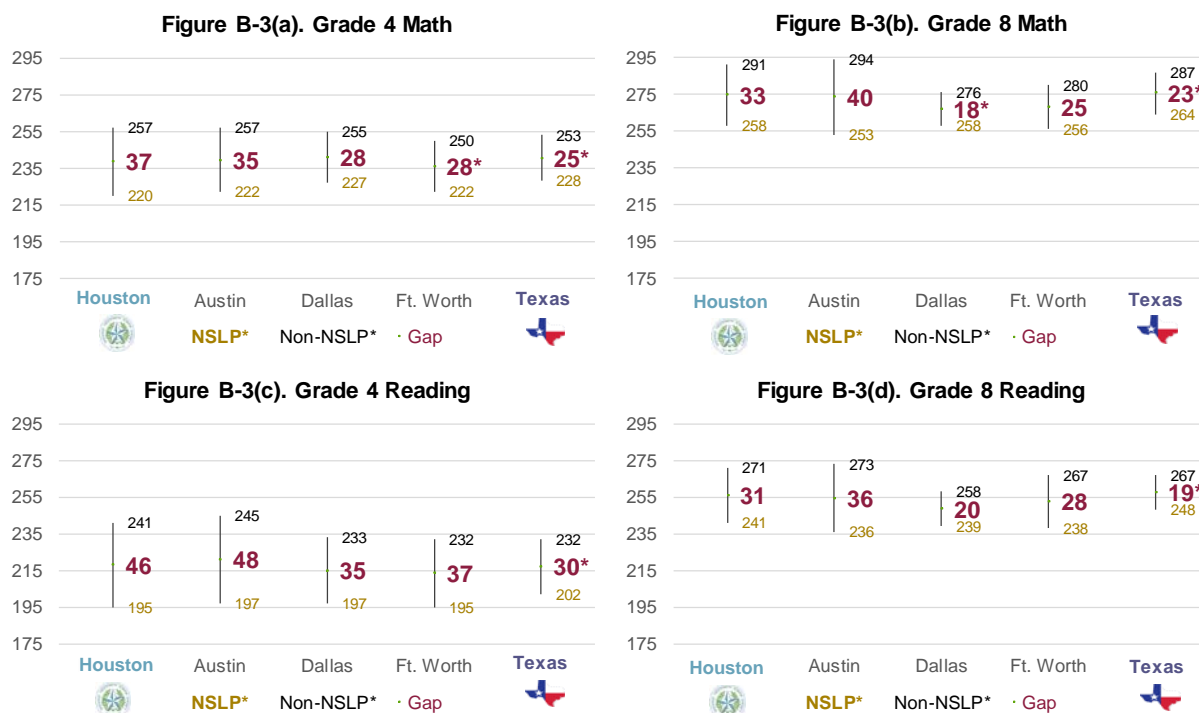
### NSLP-Eligible Performance Gaps

**Figure B-3** (p. B-4) shows the 2022 NSLP-eligible – non-NSLP-eligible performance gaps in average score by Texas TUDAs and the state of Texas for grades 4 and 8 math and reading. Students identified as “NSLP-eligible” are considered as economically disadvantaged students.

- The grade 4 math (**Figure B-3(a)**) average scale score for NSLP-eligible students in Houston ISD was 37 points lower than for students not eligible for NSLP. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Fort Worth (28) and for Texas (25) but is about the same as the performance gaps for Austin (35) and Dallas (28).
- The grade 8 math (**Figure B-3(b)**) average scale score for NSLP-eligible students in Houston ISD was 33 points lower than for students not eligible for NSLP. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Dallas (18) and for Texas (23) but is about the same as the performance gaps for Austin (40) and for Fort Worth (25).
- The grade 4 reading (**Figure B-3(c)**) average scale score for NSLP-eligible students in Houston ISD was 46 points lower than for students not eligible for NSLP. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Texas (30) but is about the same as the performance gaps for Austin (48), Dallas (35), and Fort Worth (37).
- The grade 8 reading (**Figure B-3(d)**) average scale score for NSLP-eligible students in Houston ISD was 31 points lower than for students not eligible for NSLP. When compared to other jurisdictions in Texas, the performance gap for HISD is significantly larger than the gap for Texas (19) but is about the same as the performance gaps for Austin (36), Dallas (20), and Fort Worth (28).

## Appendix B: Performance Gaps in Average Score, Continued

**Figure B-3. \*NSLP-eligible–Non-\*NSLP-eligible Performance Gaps in Average Score by Texas TUDAs and State of Texas, Math and Reading, Grades 4 and 8, 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment

Notes: Observed differences may not be statistically significant.

Dallas did not have enough White students to be included in any analyses.

Austin did not have enough Black students to be included in grade 8 math or grades 4 and reading analyses.

\*NSLP: National School Lunch Program

\*indicates statistically significant difference.

### English Language Learners (ELL) Performance Gaps

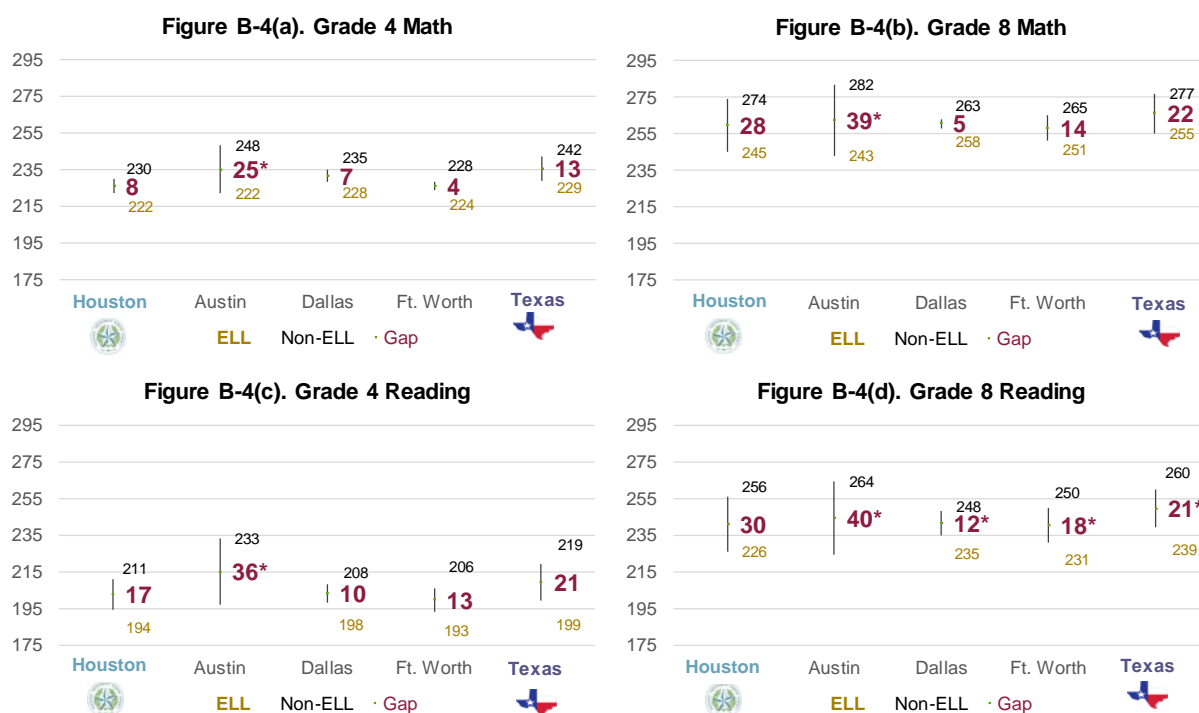
**Figure B-4** (p. B-5) shows the 2022 ELL–non-EL performance gaps in average score by Texas TUDAs and the state of Texas for grades 4 and 8 math and reading. Students identified as “ELL” are considered as English learners, or emerging bilingual students.

- The grade 4 math (**Figure B-4(a)**) average scale score for ELL students was 8 points lower than for non-ELL students. When compared to other jurisdictions in Texas, the performance gap in HISD is significantly smaller than the gap for Austin (25) but is about the same as the performance gap for Dallas (7), Fort Worth (4), and Texas (13).
- The grade 8 math (**Figure B-4(b)**) average scale score for ELL students was 28 points lower than for non-ELL students. When compared to other jurisdictions in Texas, the performance gap in HISD is significantly smaller than the gap for Austin (39) but is about the same as the performance gap for Dallas (5), Fort Worth (14), and Texas (22).

## Appendix B: Performance Gaps in Average Score, Continued

- The grade 4 reading (**Figure B-4(c)**) average scale score for ELL students was 17 points lower than for non-ELL students. When compared to other jurisdictions in Texas, the performance gap in HISD is significantly smaller than the gap for Austin (36) but is about the same as the performance gap for Dallas (10), Fort Worth (13), and Texas (21).
- The grade 8 reading (**Figure B-4(d)**) average scale score for ELL students was 30 points lower than for non-ELL students. When compared to other jurisdictions in Texas, the performance gap in HISD is significantly smaller than the gap for Austin (40) and significantly larger than the gaps for Dallas (12), Fort Worth (18), and Texas (21).

**Figure B-4. ELL–Non-ELL Performance Gaps in Average Score by Texas TUDAs and State of Texas, Math and Reading, Grades 4 and 8, 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment

Notes: Observed differences may not be statistically significant.  
 Dallas did not have enough White students to be included in any analyses.  
 Austin did not have enough Black students to be included in grade 8 math or grades 4 and reading analyses.  
 \*indicates statistically significant difference.

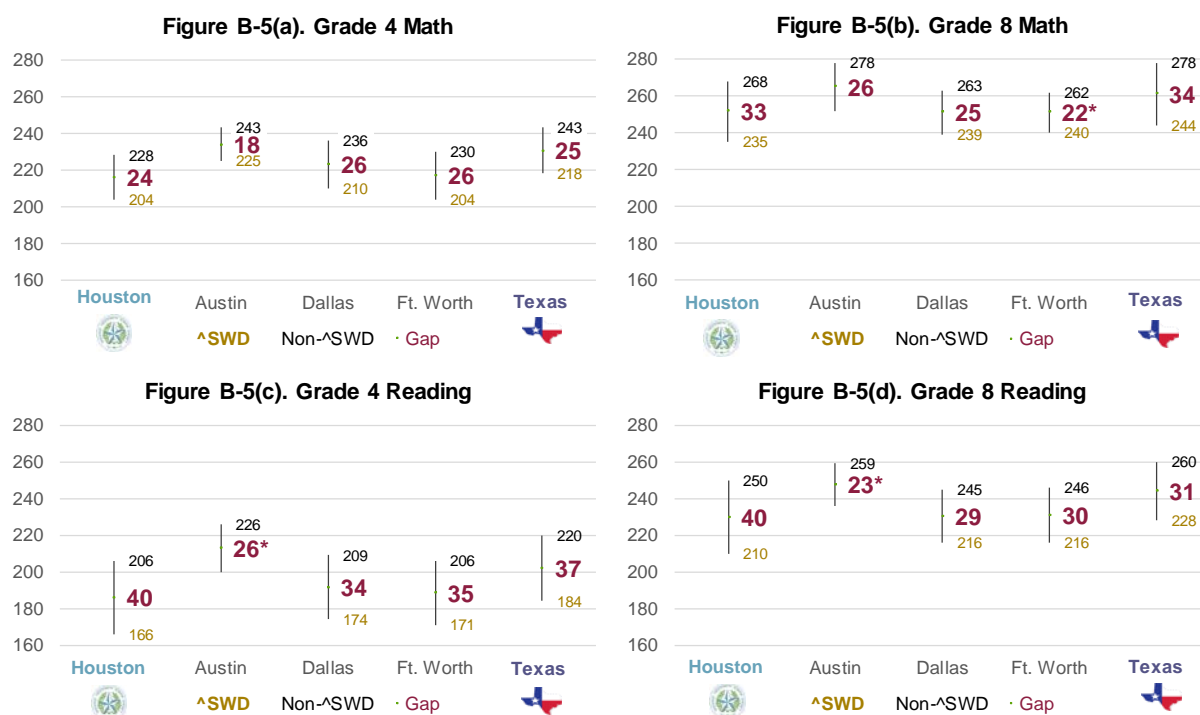
## Appendix B: Performance Gaps in Average Score, Continued

### Students With Disabilities (SWD) Performance Gaps

**Figure B-5** shows the 2022 SWD–non-SWD performance gaps in average score by Texas TUDAs and the state of Texas for grades 4 and 8 math and reading. Students identified as “SWD” are considered as special education students.

- The grade 4 math (**Figure B-5(a)**) average scale score for SWD in Houston ISD was 24 points lower than for non-SWD. When compared to other jurisdictions in Texas, the performance gap in HISD is about the same as the performance gaps for Austin (18), Dallas (26), Fort Worth (25), and Texas (25).

**Figure B-5. ^SWD–Non-SWD Performance Gaps in Average Score by Texas TUDAs and State of Texas, Math and Reading, Grades 4 and 8, 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment

Notes: Observed differences may not be statistically significant.  
 Dallas did not have enough White students to be included in any analyses.  
 Austin did not have enough Black students to be included in grade 8 math or grades 4 and reading analyses.

^SWD: Students With Disabilities

\*indicates statistically significant difference.

## Appendix B: Performance Gaps in Average Score, Continued

- The grade 8 math (**Figure B-5(b)**) average scale score for SWD in Houston ISD was 33 points lower than for non-SWD. When compared to other jurisdictions in Texas, the performance gap in HISD is significantly larger than the gap for Fort Worth (22) but is about the same as the performance gaps for Austin (26), Dallas (25), and Texas (34).
- The grade 4 reading (**Figure B-5(c)**) average scale score for SWD in Houston ISD was 40 points lower than for non-SWD. When compared to other jurisdictions in Texas, the performance gap in HISD is significantly larger than the gap for Austin (26) but is about the same as the performance gaps for Dallas (34), Fort Worth (35), and Texas (37).
- The grade 8 reading (**Figure B-5(d)**) average scale score for SWD in Houston ISD was 40 points lower than for non-SWD. When compared to other jurisdictions in Texas, the performance gap in HISD is significantly larger than the gap for Austin (23) but is about the same as the performance gap for Dallas (29), Fort Worth (30), and Texas (31).

## Appendix C: STAAR Performance Level and NAEP Achievement Level Definitions

STAAR performance standards relate levels of test performance to the expectations defined in the state-mandated curriculum standards known as the Texas Essential Knowledge and Skills (TEKS). For STAAR, the labels for the performance categories are:

- **Did Not Meet Grade Level (DNMS):** Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills and are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.
- **Approaches Grade Level (Approaches):** Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts and are likely to succeed in the next grade or course with targeted academic intervention.
- **Meets Grade Level (Meets):** Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts and have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
- **Masters Grade Level (Masters):** Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar and are expected to succeed in the next grade or course with little or no academic intervention.

NAEP achievement levels are performance standards that describe what students should know and be able to do based on national frameworks. The achievement levels are specific to the tested subject and grade level:

- **Below Basic:** Did not meet performance standards.
- **Basic:**
  - Grade 4 Reading students should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.
  - Grade 8 Reading students should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. Students should be able to interpret the meaning of a word as it is used in the text; state judgements; and give some support about content and presentation of content.

## Appendix C: STAAR Performance Level and NAEP Achievement Level Definitions, Continued

- Grade 4 Math students should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas<sup>1</sup>.
- Grade 8 Math students should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas, which signifies an understanding of arithmetic operations – including estimation – on whole numbers, decimals, fractions, and percents.
- **Proficient:**
  - Grade 4 Reading students should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
  - Grade 8 Reading students should be able to provide relevant information and summarize main ideas and themes; make and support inferences about a text, connect part of a text, and analyze text features; and fully substantiate judgements about content and presentation of content.
  - Grade 4 Math students should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP concept areas.
  - Grade 8 Math students should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.
- **Advanced:**
  - Grade 4 Reading students should be able to make complex inferences and construct and support their inferential understanding of the text; and apply their understanding of a text to make and support a judgement.
  - Grade 8 Reading students should be able to make connections within and across texts and to explain causal relations; evaluate and justify the strength of supporting evidence and the quality of an author's presentation; and manage the processing demands of analysis and evaluation by stating, explaining, and justifying.
  - Grade 4 Math students should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.
  - Grade 8 Math students should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principals in the five NAEP content areas.

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<sup>1</sup> The five NAEP content areas for Mathematics are number properties and operations, measurement, geometry, data analysis and probability, and algebra.



## Appendix C: STAAR Performance Level and NAEP Achievement Level Definitions, Continued

### Content Differences

In NAEP reading, students are asked to locate and recall information read in the text, as well as to integrate, interpret, critique, and evaluate the materials that were read. Students are also asked to complete a solutions-based digital, constructive response, which consists of a blend of reading response skills and composition tasks centered around a specific reading purpose, such as solving a problem. Cross-grade blocks are utilized, which include texts and question items that are shared across both 4th and 8th grade tests. This results in a test block that is significantly more challenging than the average reading level of a 4th grader, and ultimately increases the rigor along the low end of the spectrum of test items for 4th graders. STAAR reading does not utilize cross-grade items or texts.

In comparing the NAEP mathematics assessment to STAAR, it is important to consider the mode of testing. All NAEP testing is conducted on a digital platform, which allows students access to text-to-speech and a variety of tools, including a calculator for some blocks. STAAR Math in Houston ISD was not administered universally on a digital platform in 2022, and students do not have universal access to text-to-speech nor a calculator.

Lastly, the months of test administration must be considered. NAEP assessments were administered to selected students in January through March of 2022 at the height of the COVID-19 Omicron variant, which caused a second wave of absences and disruptions to learning. STAAR assessments were administered to students in grades 4 and 8 in May of 2022, after several months of additional learning and a decline in COVID-19 related absences.

With these limitations in mind, comparisons between STAAR performance levels and NAEP achievement levels must be interpreted with caution.

## Appendix D: STAAR Performance Level and NAEP Achievement Level by Student Groups, 2013–2022

The following note regarding the STAAR exam should be applied for all figures in this appendix:

Due to the removal of STAAR L and A in 2017, prior years' results have been updated to include STAAR L and A test versions. By commissioner's rule, the Level II Phase-in 1 Satisfactory Standard was increased to the Level II 2016 Satisfactory Progression Standard for the 2015–2016 school year. The planned standard phase-in process was halted during the 2016–2017 school year, and the Level II 2016 Satisfactory Progression Standard, Final Level II Postsecondary Ready Standard, and Level III Advanced Standard were renamed to the Approaches, Meets, and Masters Grade Level Standards, respectively. Therefore, the standards for 2017 on are slightly higher than those applied prior to 2016.

Furthermore, the limitations presented in Appendix C must be considered. Comparisons between STAAR performance levels and NAEP achievement levels must be interpreted with caution.

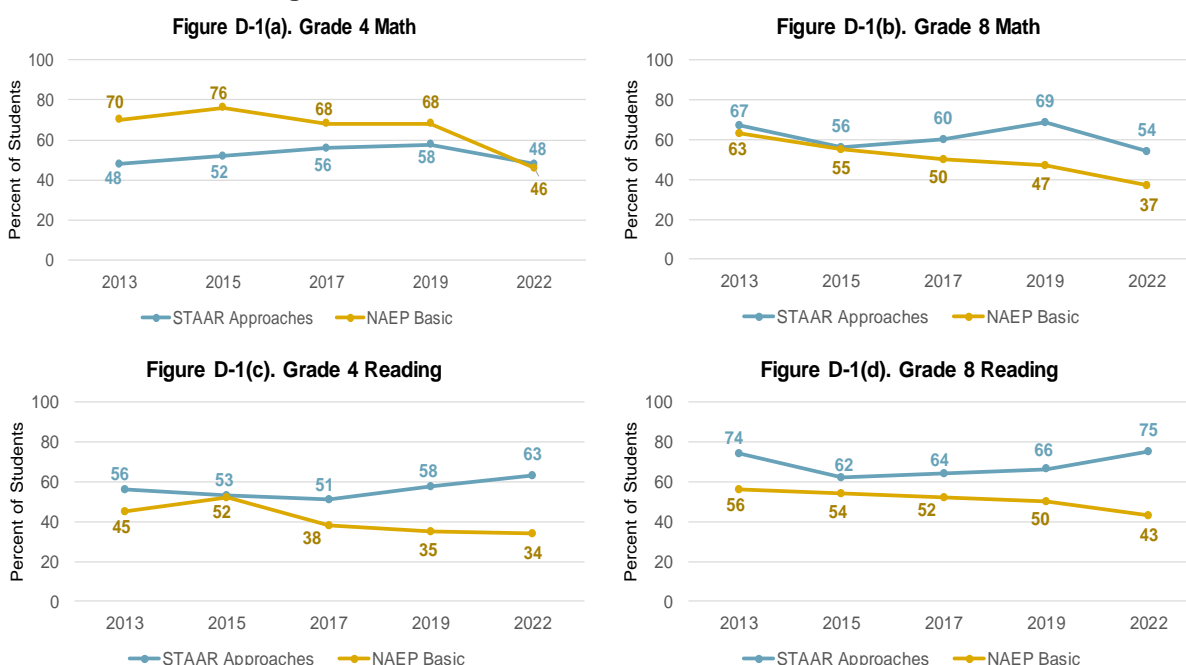
### Black Students

**Figure D-1** (p. D-2) displays the percentage of Black students at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for HISD for 2013–2022 for grades 4 and 8 math and reading.

- Since 2013, the percentage of Black students at or above the STAAR Approaches performance level has increased by seven percentage points for grade 4 reading and one percentage point for grade 8 reading, remained flat for grade 4 math, and has decreased by 13 percentage points for grade 8 math.
- Since 2013, the percentage of Black students at or above the NAEP Basic achievement level has decreased for grade 4 reading (11 percentage points), grade 8 reading (13 percentage points), grade 4 math (24 percentage points), and grade 8 math (26 percentage points).
- In 2022, the percentage of Black students at or above the NAEP Basic achievement level is:
  - Two percentage points lower for grade 4 math (**Figure D-1(a)**), 17 percentage points lower for grade 8 math (**Figure D-1(b)**), 29 percentage points lower for grade 4 reading (**Figure D-1(c)**), and 32 percentage points lower for grade 8 reading (**Figure D-1(d)**) than the percentage of Black students at or above STAAR Approaches.

## Appendix D: STAAR Performance Level and NAEP Achievement Level by Student Group, Continued

**Figure D-1. Percentage of Black Students At or Above STAAR Approaches and NAEP Basic, Math and Reading Grades 4 and 8, 2013–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment. TEA-ETS STAAR Student Data Files; various years.

Notes: Observed differences may not be statistically significant.

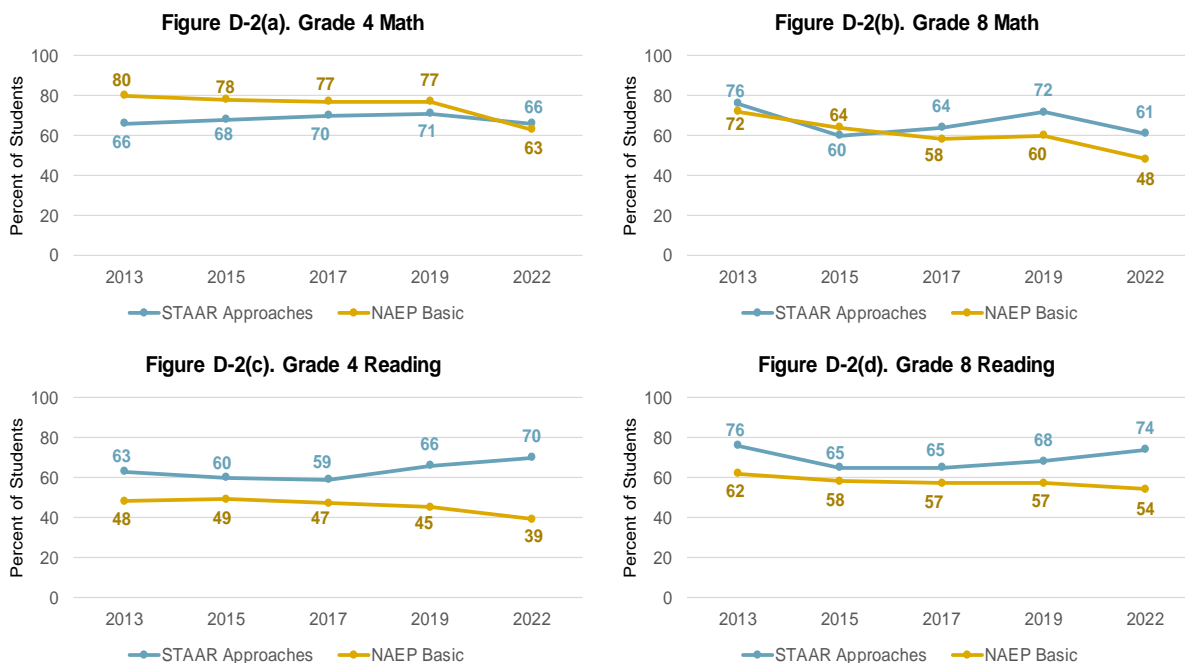
### Hispanic Students

**Figure D-2** (p. D-3) displays the percentage of Hispanic students at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for HISD for 2013–2022 for grades 4 and 8 math and reading.

- Since 2013, the percentage of Hispanic students at or above the STAAR Approaches performance level has increased by seven percentage points for grade 4 reading, remained flat for grade 4 math, and decreased by two percentage points for grade 8 reading and 15 percentage points for grade 8 math.
- Since 2013, the percentage of Hispanic students at or above the NAEP Basic achievement level has decreased by eight percentage points for grade 8 reading, by nine percentage points for grade 4 reading, by 17 percentage points for grade 4 math, and by 24 percentage points for grade 8 math.
- In 2022, the percentage of Hispanic students at or above the NAEP Basic achievement level is:
  - Three percentage points lower for grade 4 math (**Figure D-2(a)**), 13 percentage points lower for grade 8 math (**Figure D-2(b)**), 20 percentage points lower for grade 8 reading (**Figure D-2(d)**), and 31 percentage points lower for grade 4 reading (**Figure D-2(c)**) than the percentage of Hispanic students at or above STAAR Approaches.

## Appendix D: STAAR Performance Level and NAEP Achievement Level by Student Group, Continued

**Figure D-2. Percentage of Hispanic Students At or Above STAAR Approaches and NAEP Basic, Math and Reading Grades 4 and 8 2013–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment. TEA-ETS STAAR Student Data Files; various years.

Notes: Observed differences may not be statistically significant.

### White Students

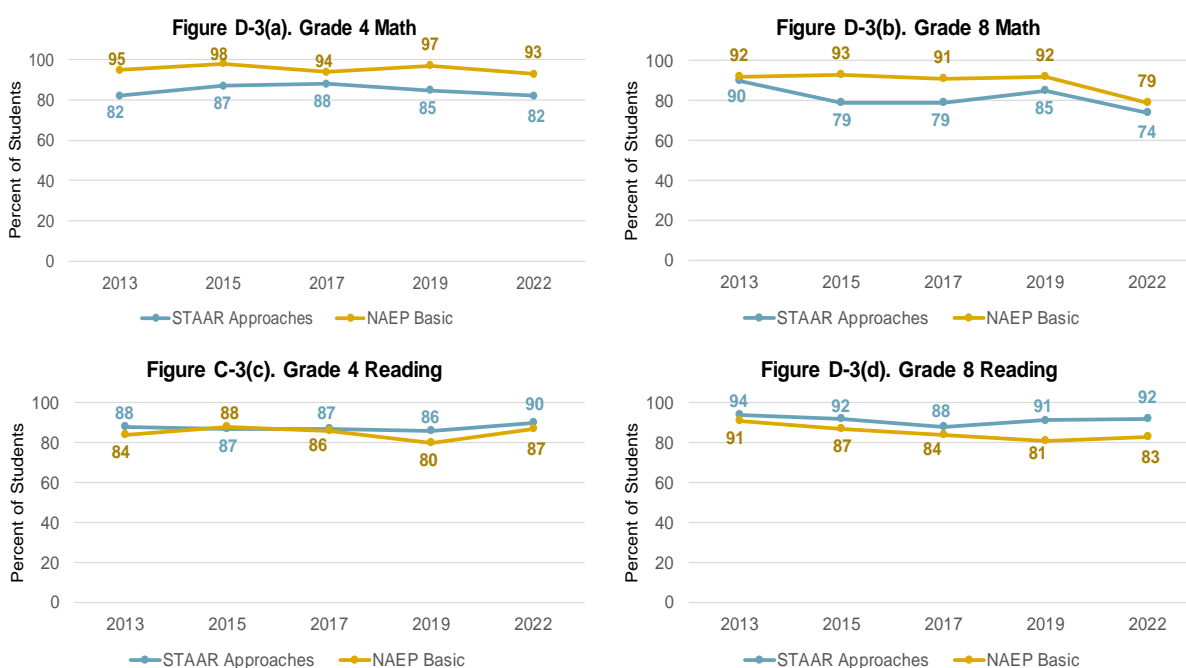
**Figure D-3 (p. D-4)** displays the percentage of White students at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for HISD for 2013–2022 for grades 4 and 8 math and reading.

- Since 2013, the percentage of White students at or above the STAAR Approaches performance level has increased by two percentage points for grade 4 reading, remained flat for grade 4 math, and decreased by two percentage points for grade 8 reading and by 16 percentage points for grade 8 math.
- Since 2013, the percentage of White students at or above the NAEP Basic achievement level has increased by three percentage points for grade 4 reading and decreased by two percentage points for grade 4 math, by eight percentage points for grade 8 reading, and by 13 percentage points for grade 8 math.

## Appendix D: STAAR Performance Level and NAEP Achievement Level by Student Group, Continued

- In 2022, the percentage of White students at or above the NAEP Basic achievement level is:
  - Eleven percentage points higher for grade 4 math (**Figure D-3(a)**) and five percentage points higher for grade 8 math (**Figure D-3(b)**) than the percentage of White students at or above STAAR Approaches.
  - Three percentage points lower for grade 4 reading (**Figure D-3(c)**) and nine percentage points lower for grade 8 reading (**Figure D-3(d)**) than the percentage of White students at or above STAAR Approaches.

**Figure D-3. Percentage of White Students At or Above STAAR Approaches and NAEP Basic, Math and Reading Grades 4 and 8 2013–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment. TEA-ETS STAAR Student Data Files; various years.

Notes: Observed differences may not be statistically significant.

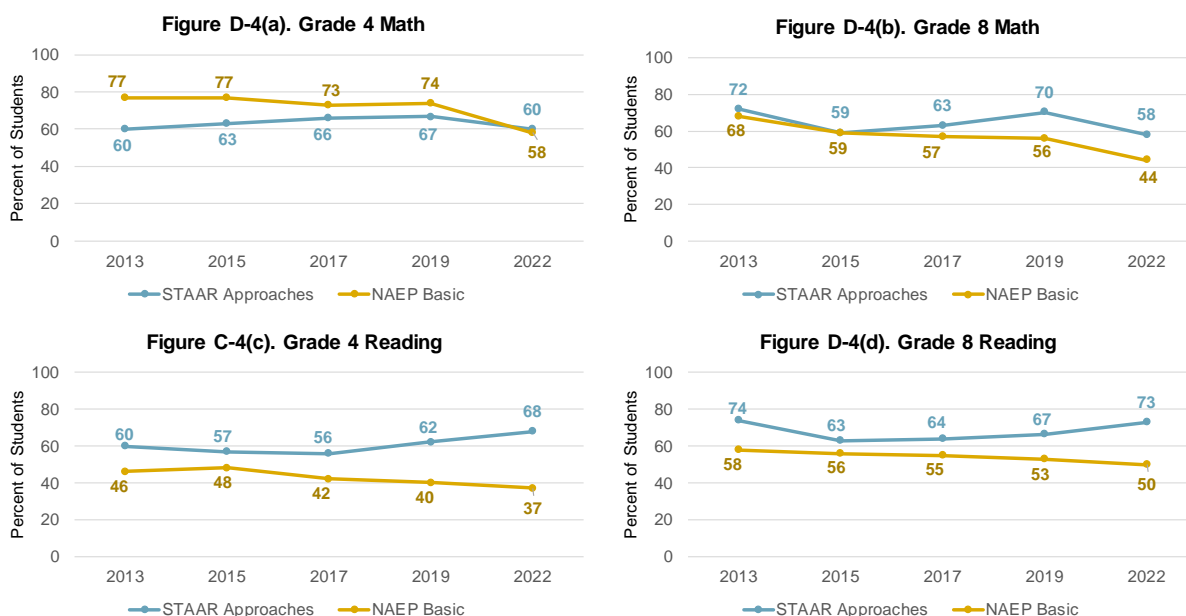
### NSLP-Eligible Students

**Figure D-4** (p. D-5) displays the percentage of National School Lunch Program (NSLP)-eligible students at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for HISD for 2013–2022 for grades 4 and 8 math and reading. Students identified as “NSLP-eligible” are considered as economically disadvantaged students.

## Appendix D: STAAR Performance Level and NAEP Achievement Level by Student Group, Continued

- Since 2013, the percentage of NSLP-eligible students at or above the STAAR Approaches performance level has increased by eight percentage points for grade 4 reading, remained flat for grade 4 math, and decreased by one percentage point for grade 8 reading and 14 percentage points for grade 8 math.
- Since 2013, the percentage of NSLP-eligible students at or above the NAEP Basic achievement level has decreased by eight percentage points for grade 8 reading, by nine percentage points for grade 4 reading, by 19 percentage points for grade 4 math, and by 24 percentage points for grade 8 math.
- In 2022, the percentage of NSLP-eligible students at or above the NAEP Basic achievement level is:
  - Two percentage points lower for grade 4 math (**Figure D-4(a)**), 14 percentage points lower for grade 8 math (**Figure D-4(b)**), 23 percentage points lower for grade 8 reading (**Figure D-4(d)**), and 31 percentage points lower for grade 4 reading (**Figure D-4(c)**) than the percentage of NSLP-eligible students at or above STAAR Approaches.

**Figure D-4. Percent of \*NSLP-eligible Students At or Above STAAR Approaches and NAEP Basic, Math and Reading Grades 4 and 8 2013–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment. TEA-ETS STAAR Student Data Files; various years.

Note: Observed differences may not be statistically significant.

\*NSLP: National School Lunch Program

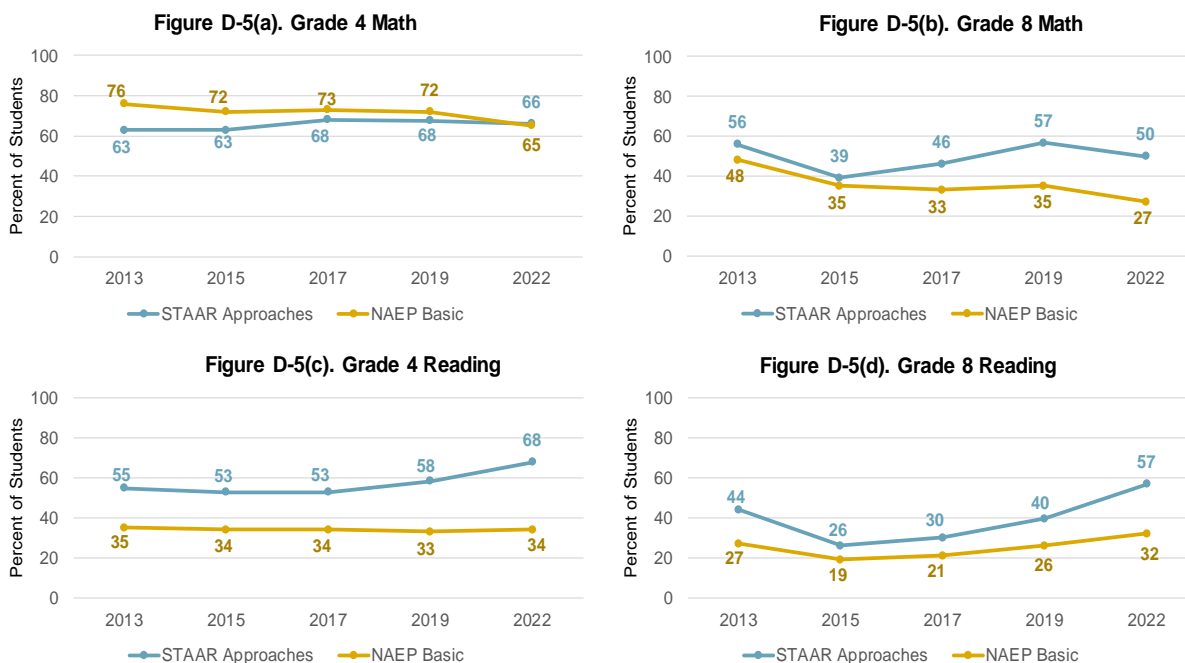
## Appendix D: STAAR Performance Level and NAEP Achievement Level by Student Group, Continued

### English Language Learners (ELL)

**Figure D-5** displays the percentage of English Language Learner (ELL) students at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for HISD for 2015–2022 for grades 4 and 8 math and reading. Students identified as “ELL” are considered as English learners, or emerging bilingual students.

- Since 2013, the percentage of ELL students at or above the STAAR Approaches performance level has increased by 13 percentage points each for grades 4 and 8 reading and by three percentage points for grade 4 math and has decreased by six percentage point for grade 8 math.
- Since 2013, the percentage of ELL students at or above the NAEP Basic achievement level has increased by five percentage points for grade 8 reading and decreased by one percentage point for grade 4 reading, by 11 percentage points for grade 4 reading, and by 21 percentage points for grade 8 math.

**Figure D-5. Percent of ELL Students At or Above STAAR Approaches and NAEP Basic, Math and Reading Grades 4 and 8 2013–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment. TEA-ETS STAAR Student Data Files; various years.

Note: Observed differences may not be statistically significant.



## Appendix D: STAAR Performance Level and NAEP Achievement Level By Student Group, Continued

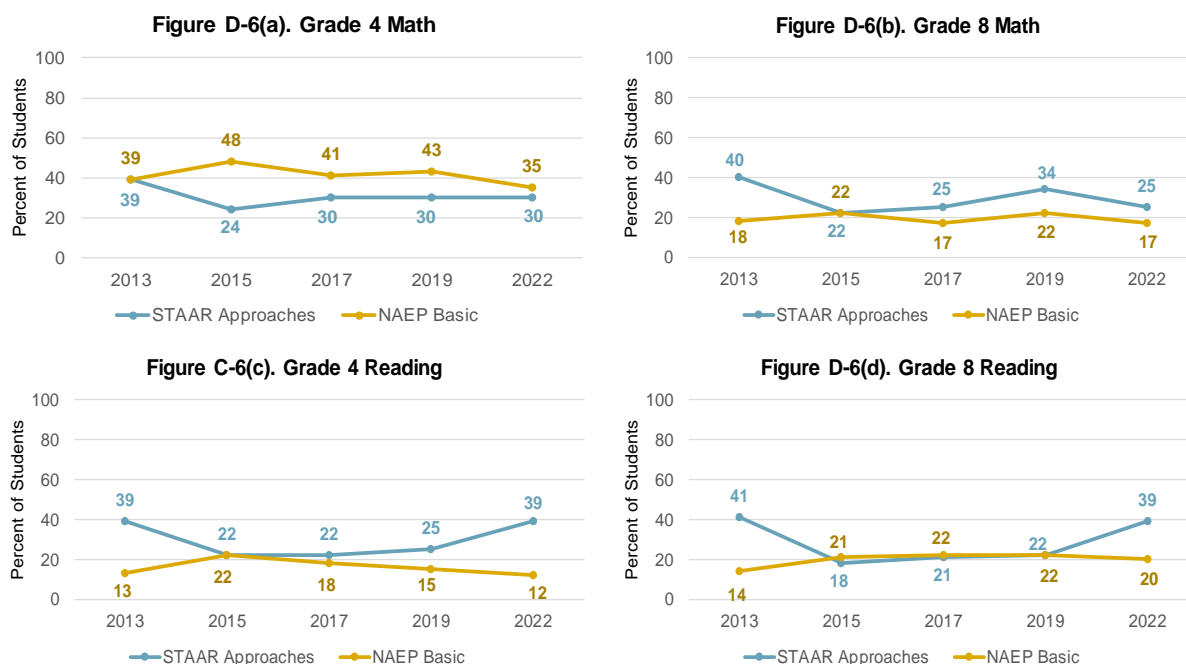
- In 2022, the percentage of ELL students at or above the NAEP Basic achievement level is:
  - One percent lower for grade 4 math (**Figure D-5(a)**), 23 percent lower for grade 8 math (**Figure D-5(b)**), 25 percent lower for grade 8 reading (**Figure D-5(d)**), and 34 percent lower for grade 4 reading (**Figure D-5(c)**) than the percentage of ELL students at or above STAAR Approaches.

### Students With Disabilities (SWD)

**Figure D-6** displays the percentage of students with disabilities (SWD) at or above the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for HISD for 2013–2022 for grades 4 and 8 math and reading. Students identified as “SWD” are considered as special education students.

- Since 2013, the percentage of SWD at or above the STAAR Approaches performance level has remained flat for grade 4 reading and decreased by two percentage point for grade 8 reading, by nine percentage points for grade 4 math, and by 15 percentage points for grade 8 math.
- Since 2013, the percentage of SWD at or above the NAEP Basic achievement level has increased by six percentage points for grade 8 reading and decreased by one percentage point each for grade 4 reading and grade 8 math and by four percentage points for grade 4 math.

**Figure D-6. Percent of ^SWD At or Above STAAR Approaches and NAEP Basic, Math and Reading Grades 4 and 8 2013–2022**



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment and 2022 Reading Assessment. TEA-ETS STAAR Student Data Files; various years.

Note: Observed differences may not be statistically significant.

^SWD: Students With Disabilities

## Appendix D: STAAR Performance Level and NAEP Achievement Level by Student Group, Continued

- In 2022, the percentage of SWD at or above the NAEP Basic achievement level is:
  - Five percentage points higher for grade 4 math (**Figure D-6(a)**) than the percentage of SWD at or above STAAR Approaches.
  - Eight percentage points lower for grade 8 math (**Figure D-6(b)**), 19 percentage points lower for grade 8 reading (**Figure D-6(d)**), and 27 percentage points lower for grade 4 reading (**Figure D-6(c)**) than the percentage of SWD at or above STAAR Approaches.

## Appendix E: NAEP Sample and Exclusions, 2003–2022

**Table E-1. NAEP Grade 4 Math Sample and Exclusions: 2003–2022**

Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELLs) for HISD										
Group	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
TUDA Sample	1,889	1,700	2,400	2,000	2,700	2,300	1,600	1,700	1,600	1,400
SD/ELL Identified	45%	46%	45%	43%	44%	46%	48%	47%	48%	55%
SD/ELL Excluded	8%	7%	4%	3%	4%	2%	3%	2%	2%	3%
SD Identified	18%	12%	10%	7%	8%	8%	10%	8%	9%	11%
SD Excluded	7%	5%	3%	2%	3%	1%	2%	2%	2%	3%
ELL Identified	35%	37%	38%	38%	38%	40%	41%	41%	41%	48%
ELL Excluded	4%	4%	2%	2%	2%	1%	1%	1%	1%	1%

**Table E-2. NAEP Grade 8 Math Sample and Exclusions: 2003–2022**

Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELLs) for HISD										
Group	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
TUDA Sample	1,660	1,700	2,000	1,900	2,000	2,000	1,600	1,700	1,600	1,300
SD/ELL Identified	26%	24%	22%	22%	23%	25%	27%	28%	30%	40%
SD/ELL Excluded	8%	6%	6%	5%	6%	2%	4%	4%	2%	3%
SD Identified	16%	11%	13%	12%	12%	10%	11%	10%	9%	10%
SD Excluded	7%	4%	5%	5%	5%	2%	2%	2%	1%	1%
ELL Identified	16%	15%	12%	12%	14%	17%	18%	19%	23%	33%
ELL Excluded	5%	3%	2%	2%	2%	1%	2%	1%	1%	2%

Sources: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 Mathematics Assessments

## Appendix E: NAEP Sample and Exclusions, 2003–2022, Continued

**Table E-3. NAEP Grade 4 Reading Sample and Exclusions: 2003–2022**

Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELLs) for HISD										
Group	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
TUDA Sample	1,889	1,700	2,400	2,000	2,400	2,300	1,600	1,700	1,600	1,400
SD/ELL Identified	42%	44%	45%	43%	44%	46%	48%	47%	48%	55%
SD/ELL Excluded	24%	23%	17%	18%	14%	6%	5%	4%	2%	2%
SD Identified	18%	12%	11%	7%	8%	8%	10%	8%	9%	11%
SD Excluded	9%	7%	6%	4%	4%	3%	2%	2%	2%	2%
ELL Identified	33%	36%	37%	38%	0%	40%	41%	41%	41%	48%
ELL Excluded	20%	19%	13%	16%	12%	5%	4%	2%	1%	1%

**Table E-4. NAEP Grade 8 Reading Sample and Exclusions: 2003–2022**

Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELLs) for HISD										
Group	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
TUDA Sample	1,660	1,700	2,000	1,900	2,000	2,100	1,500	1,700	1,500	1,300
SD/ELL Identified	27%	24%	23%	22%	23%	25%	27%	28%	30%	40%
SD/ELL Excluded	10%	7%	9%	8%	6%	4%	4%	3%	2%	4%
SD Identified	18%	13%	13%	12%	12%	10%	11%	10%	10%	10%
SD Excluded	7%	5%	6%	6%	5%	3%	3%	2%	1%	2%
ELL Identified	16%	14%	13%	12%	14%	17%	18%	20%	23%	33%
ELL Excluded	6%	4%	4%	4%	2%	2%	2%	1%	1%	2%

Sources: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 Reading Assessments

## Appendix F: Average NAEP Scale Score TUDA Comparisons

The sample sizes of the jurisdictions influence statistical significance. Therefore, we may find average scale scores that appear to be the same but are, statistically speaking, significantly different, or average scale scores that appear to be different, but are not, statistically speaking, significantly different. HISD's average scale scores were significantly different from darkly shaded jurisdictions, and not significantly different from lightly shaded jurisdictions.

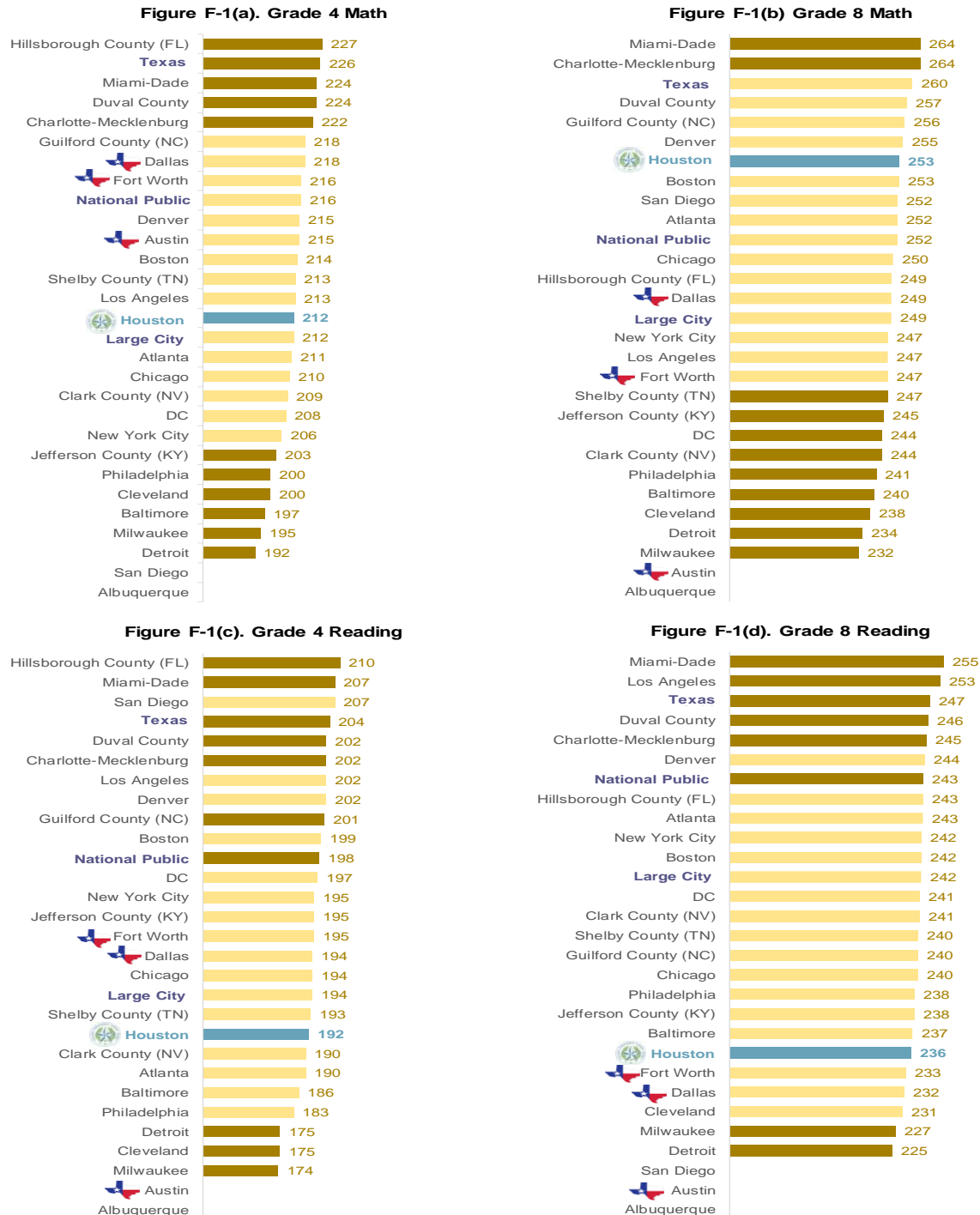
### Black Students

**Figure F-1** (p. F-2) shows the average scale scores for math and for reading for grades 4 and 8 for Black students in all TUDA districts, as well as National Public, Large City, and Texas.

- For grade 4 math, the average scale score in HISD (212) is lower than five other jurisdictions, not significantly different from 15 other jurisdictions, and higher than six other jurisdictions (**Figure F-1(a)**). The average scale score for the HISD sample is not significantly different from those of the Austin, Dallas, Fort Worth, National Public, or Large City samples and is significantly lower than the average scale score of the state of Texas sample.
- For grade 8 math, the average scale score in HISD (253) is lower than two other jurisdictions, not significantly different from 15 other jurisdictions, and higher than nine other jurisdictions (**Figure F-1(b)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Austin, Dallas, Fort Worth, National Public, Large City, or state of Texas samples.
- For grade 4 reading, the average scale score in HISD (192) is lower than seven other jurisdictions, not significantly different from 16 other jurisdictions, and higher than three other jurisdictions (**Figure F-1(c)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Dallas, Fort Worth, or Large City samples and is significantly lower than those of the National Public and state of Texas samples.
- For grade 8 reading, the average scale score in HISD (236) is lower than six other jurisdictions, not significantly different from 17 other jurisdictions, and higher than two other jurisdictions (**Figure F-1(d)**). The average scale score for the HISD sample is significantly higher than the average scale scores of the National Public and state of Texas samples and is not significantly different from those of the Dallas, Fort Worth, and Large City samples.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

**Figure F-1. Math and Reading Grades 4 and 8 Black Students TUDA Comparisons 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment, Reading Assessment

Note: Observed differences may not be statistically significant.

Jurisdictions at the bottom of each figure with no scale scores appearing did not have a sufficient sample size to calculate an average scale score.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

### Hispanic Students

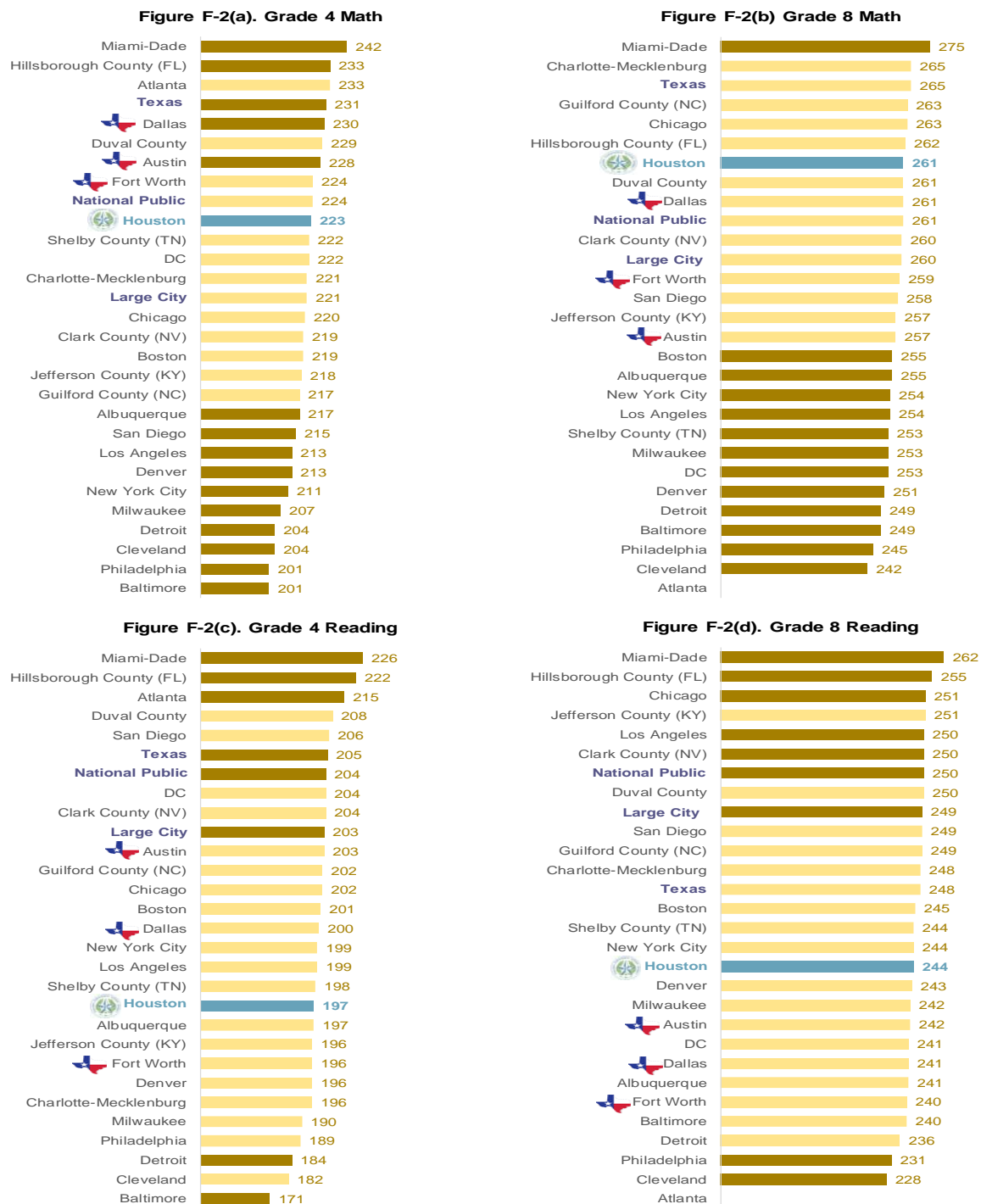
**Figure F-2 (p. F-4)** shows the average scale scores for math and for reading for grades 4 and 8 for Hispanic students in all TUDA districts, as well as National Public, Large City, and Texas.

- For grade 4 math, the average scale score in Houston ISD (223) is lower than five other jurisdictions, not significantly different from 13 other jurisdictions, and higher than ten other jurisdictions (**Figure F-2(a)**). The average scale score for the Houston ISD sample is not significantly different from those of the Fort Worth, Large City, or National Public samples and is significantly lower than the average scale scores of the Austin, Dallas, and state of Texas samples.
- For grade 8 math, the average scale score in HISD (261) is lower than one other jurisdiction, not significantly different from 14 other jurisdictions, and higher than 12 other jurisdictions (**Figure F-2(b)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Austin, Dallas, Fort Worth, National Public, Large City, or state of Texas samples.
- For grade 4 reading, the average scale score in HISD (197) is lower than six other jurisdictions, not significantly different from 20 other jurisdictions, and higher than two other jurisdictions (**Figure F-2(c)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Austin, Dallas, or Fort Worth samples and is significantly lower than those of the National Public, Large City, and state of Texas samples.
- For grade 8 reading, the average scale score in HISD (244) is lower than seven other jurisdictions, not significantly different from 18 other jurisdictions, and higher than two other jurisdictions (**Figure F-2(d)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Austin, Dallas, Fort Worth, and state of Texas samples, and is significantly lower than those of the National Public and Large City samples.



## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

**Figure F-2. Math and Reading Grades 4 and 8 Hispanic Students TUDA Comparisons 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment, 2022 Reading Assessment

Note: Observed differences may not be statistically significant.

Jurisdictions at the bottom of each figure with no scale scores appearing did not have a sufficient sample size to calculate an average scale score.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

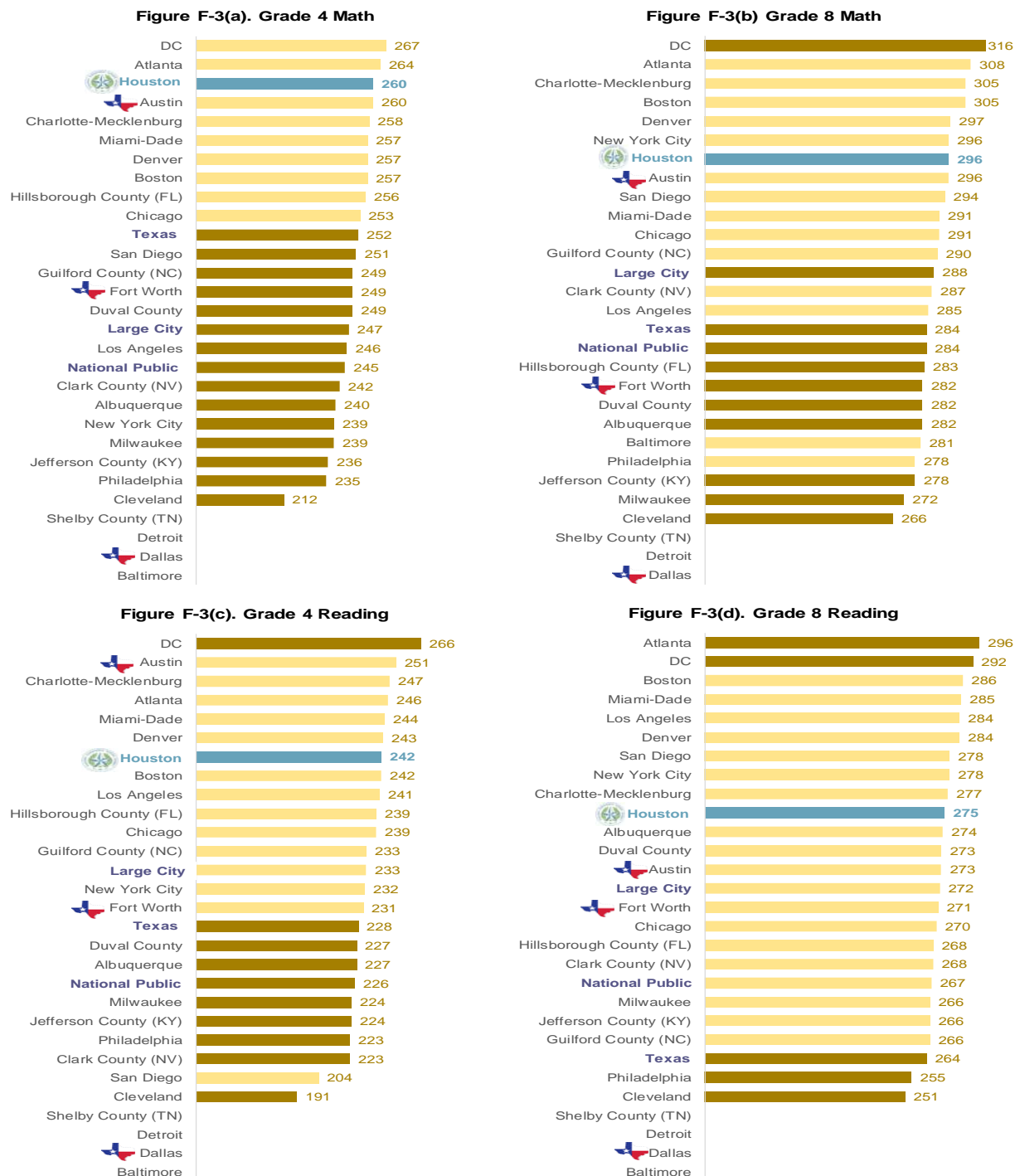
### White Students

**Figure F-3 (p. F-6)** shows the average scale scores for math and for reading for grades 4 and 8 for White students in all TUDA districts, as well as National Public, Large City, and Texas.

- For grade 4 math, the average scale score in Houston ISD (260) is not significantly different from nine other jurisdictions and higher than 15 other jurisdictions (**Figure F-3(a)**). The average scale score for the Houston ISD sample is not significantly different from those of the Austin sample and is significantly higher than the average scale scores of the Fort Worth, National Public, Large City, and state of Texas samples.
- For grade 8 math, the average scale score in HISD (296) is lower than one other jurisdiction, not significantly different from 14 other jurisdictions, and higher than ten other jurisdictions (**Figure F-3(b)**). The average scale score for the HISD sample is not significantly different from the average scale score of the Austin sample and is significantly higher than those of the Fort Worth, National Public, Large City, and state of Texas samples.
- For grade 4 reading, the average scale score in HISD (242) is lower than one other jurisdiction, not significantly different from 14 other jurisdictions, and higher than nine other jurisdictions (**Figure F-3(c)**). The average scale score for the HISD sample is significantly higher than the average scale scores of the National Public and state of Texas samples and is not significantly different from those of the Austin, Fort Worth, or Large City samples.
- For grade 8 reading, the average scale score in HISD (275) is lower than two other jurisdictions, not significantly different from 19 other jurisdictions, and higher than three other jurisdictions (**Figure F-3(d)**). The average scale score for the HISD sample is significantly higher than the average scale score of the state of Texas sample and is not significantly different from those of the Austin, Fort Worth, Large City, and National Public samples.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

**Figure F-3. Math and Reading Grades 4 and 8 White Students TUDA Comparisons 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment, 2022 Reading Assessment

Note: Observed differences may not be statistically significant.

Jurisdictions at the bottom of each figure with no scale scores appearing did not have a sufficient sample size to calculate an average scale score.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

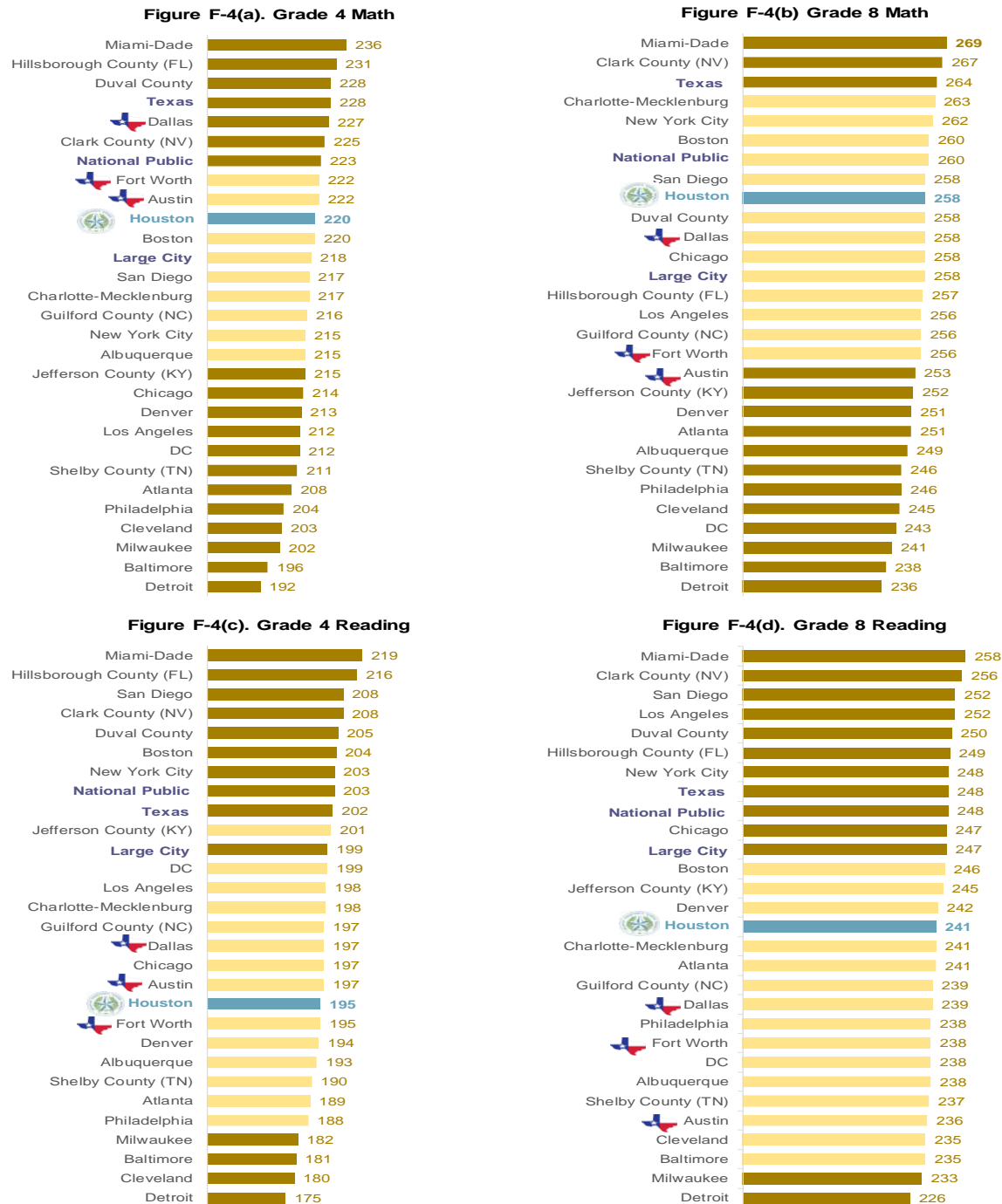
### NSLP-Eligible Students

**Figure F-4** (p. F-8) shows the average scale scores for math and for reading for grades 4 and 8 for National School Lunch Program (NSLP)-eligible students in all TUDA districts, as well as National Public, Large City, and Texas. Students identified as “NSLP-eligible” are considered as economically disadvantaged students.

- For grade 4 math, the average scale score in HISD (220) is lower than seven other jurisdictions, not significantly different from nine other jurisdictions, and higher than 12 other jurisdictions (**Figure F-4(a)**). The average scale score for the HISD sample is not significantly different from those of the Austin, Fort Worth, and Large City samples and is significantly lower than the average scale scores of the Dallas, National Public, and state of Texas samples.
- For grade 8 math, the average scale score in HISD (258) is lower than three other jurisdictions, not significantly different from 13 other jurisdictions, and higher than 12 other jurisdictions (**Figure F-4(b)**). The average scale score for the HISD sample is significantly higher than the average scale score of the Austin sample, not significantly different from those of the Dallas, Fort Worth, National Public, and Large City samples, and is significantly lower than the average scale score of the state of Texas sample.
- For grade 4 reading, the average scale score in HISD (195) is lower than ten other jurisdictions, not significantly different from 14 other jurisdictions, and higher than four other jurisdictions (**Figure F-4(c)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Austin, Dallas, or Fort Worth samples and is significantly lower than those of the National Public, Large City, and state of Texas samples.
- For grade 8 reading, the average scale score in HISD (241) is lower than 11 other jurisdictions, not significantly different from 15 other jurisdictions, and higher than two other jurisdictions (**Figure F-4(d)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Austin, Dallas, and Fort Worth samples and is significantly lower than those of the National Public, Large City, and state of Texas samples.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

**Figure F-4. Math and Reading Grades 4 and 8 \*NSLP-Eligible Students TUDA Comparisons 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment, 2022 Reading Assessment

Note: Observed differences may not be statistically significant.

Jurisdictions at the bottom of each figure with no scale scores appearing did not have a sufficient sample size to calculate an average scale score.

\*NSLP: National School Lunch Program

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

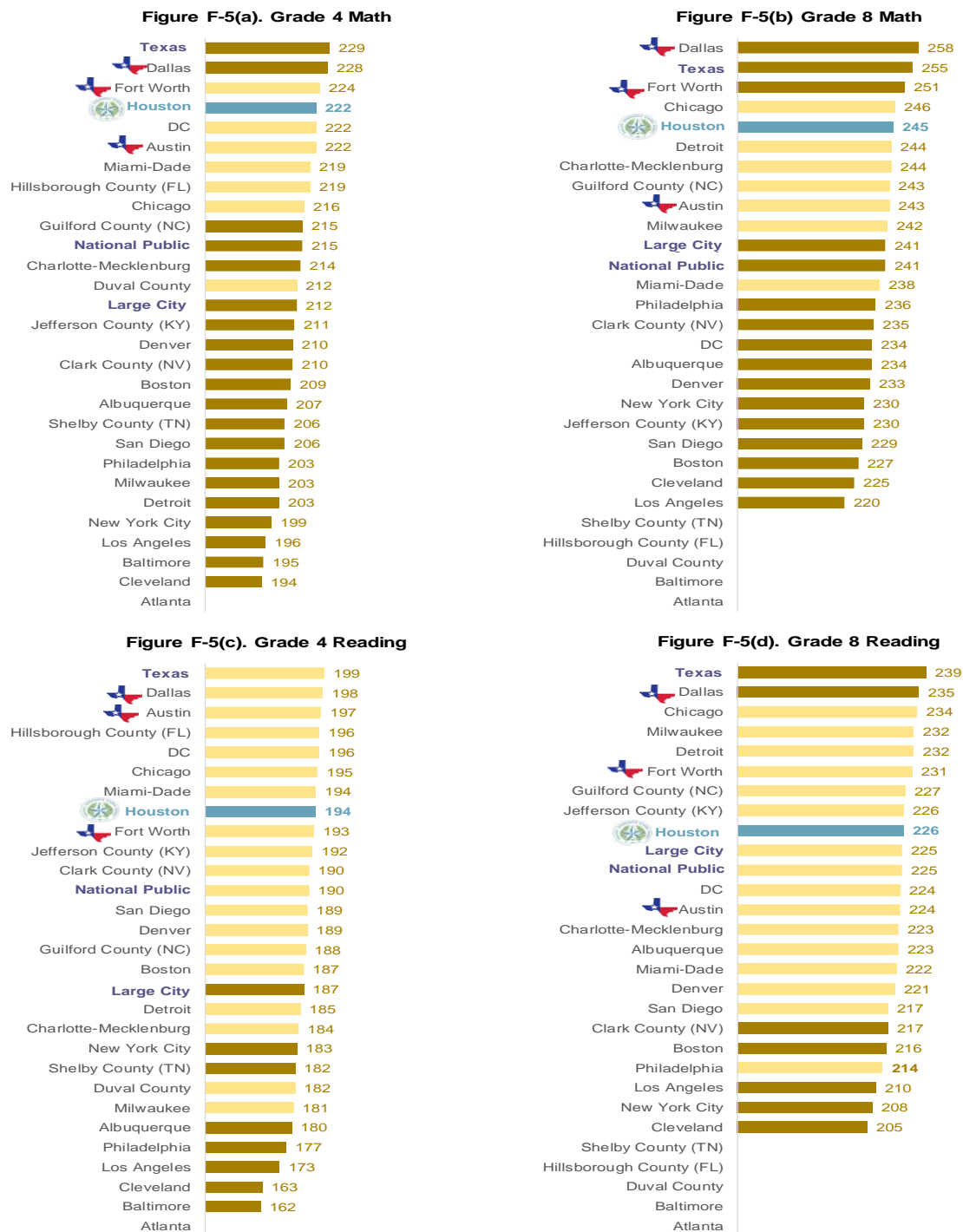
### English Language Learners (ELL)

**Figure F-5** (p. F-10) shows the average scale scores for math and for reading for grades 4 and 8 for English Language Learner (ELL) students in all TUDA districts, as well as National Public, Large City, and Texas. Students identified as “ELL” are considered as English learners, or emerging bilingual students.

- For grade 4 math, the average scale score in Houston ISD (222) is lower than two other jurisdictions, not significantly different from seven other jurisdictions, and higher than 18 other jurisdictions (**Figure F-5(a)**). The average scale score for the Houston ISD sample is significantly higher than the average scale scores of the Large City and National Public samples, not significantly different from those of the Austin and Fort Worth samples, and significantly lower than the average scale scores of the Dallas and state of Texas samples.
- For grade 8 math, the average scale score in HISD (245) is lower than three other jurisdictions, not significantly different from seven other jurisdictions, and higher than 13 other jurisdictions (**Figure F-5(b)**). The average scale score for the HISD sample is significantly higher than the average scale scores of the National Public and Large City samples, not significantly different from that of the Austin sample, and significantly lower than the average scale scores of the Dallas, Fort Worth, and state of Texas samples.
- For grade 4 reading, the average scale score in HISD (194) is not significantly different from 19 other jurisdictions and higher than eight other jurisdictions (**Figure F-5(c)**). The average scale score for the HISD sample is significantly higher than the average scale score of the Large City sample and was not significantly different from the average scale scores of the Austin, Dallas, Fort Worth, National Public, and state of Texas samples.
- For grade 8 reading, the average scale score in HISD (226) is lower than two other jurisdictions, not significantly different from 16 other jurisdictions, and higher than five other jurisdictions (**Figure F-5(d)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Austin, Fort Worth, National Public, and Large City samples and was significantly lower than those of the Dallas and state of Texas samples.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

**Figure F-5. Math and Reading Grades 4 and 8 ELL Students TUDA Comparisons 2022**



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment, 2022 Reading Assessment

Note: Observed differences may not be statistically significant.

Jurisdictions at the bottom of each figure with no scale scores appearing did not have a sufficient sample size to calculate an average scale score.



## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

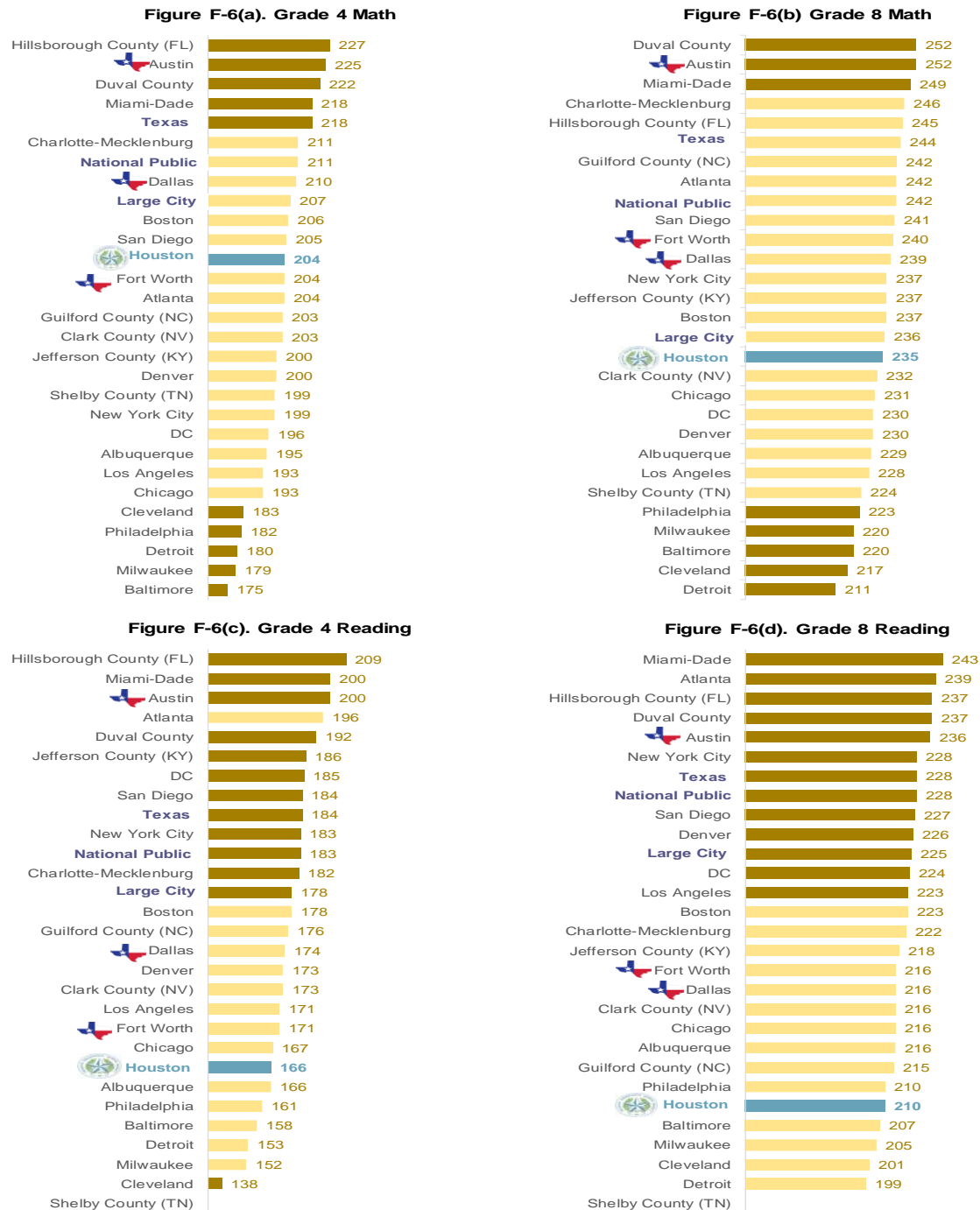
### Students With Disabilities (SWD)

**Figure F-6** (p. F-12) shows the average scale scores for math and for reading for grades 4 and 8 for students with disabilities (SWD) in all TUDA districts, as well as National Public, Large City, and Texas. Students identified as “SWD” are considered as special education students.

- For grade 4 math, the average scale score in Houston ISD (204) is lower than five other jurisdictions, not significantly different from 18 other jurisdictions, and higher than five other jurisdictions (**Figure F-6(a)**). The average scale score for the Houston ISD sample is not significantly different from those of the Dallas, Fort Worth, Large City, and National Public samples and is significantly lower than the average scale scores of the Austin and state of Texas samples.
- For grade 8 math, the average scale score in HISD (235) is lower than three other jurisdictions, not significantly different from 20 other jurisdictions, and higher than five other jurisdictions (**Figure F-6(b)**). The average scale score for the HISD sample is not significantly different from that of the Austin sample and is significantly lower than the average scale scores of the Dallas, Fort Worth, National Public, Large City, and state of Texas samples.
- For grade 4 reading, the average scale score in HISD (166) is lower than 12 other jurisdictions, not significantly different from 14 other jurisdictions, and higher than one other jurisdiction (**Figure F-6(c)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Dallas and Fort Worth samples and is significantly lower than those of the Austin, National Public, Large City, and state of Texas samples.
- For grade 8 reading, the average scale score in HISD (210) is lower than 13 other jurisdictions and not significantly different from 14 other jurisdictions (**Figure F-6(d)**). The average scale score for the HISD sample is not significantly different from the average scale scores of the Dallas and Fort Worth samples and is significantly lower than those of the Austin, National Public, Large City, and state of Texas samples.

## Appendix F: Average NAEP Scale Score TUDA Comparisons, Continued

**Figure F-6. Math and Reading Grades 4 and 8 ^SWD TUDA Comparisons 2022**



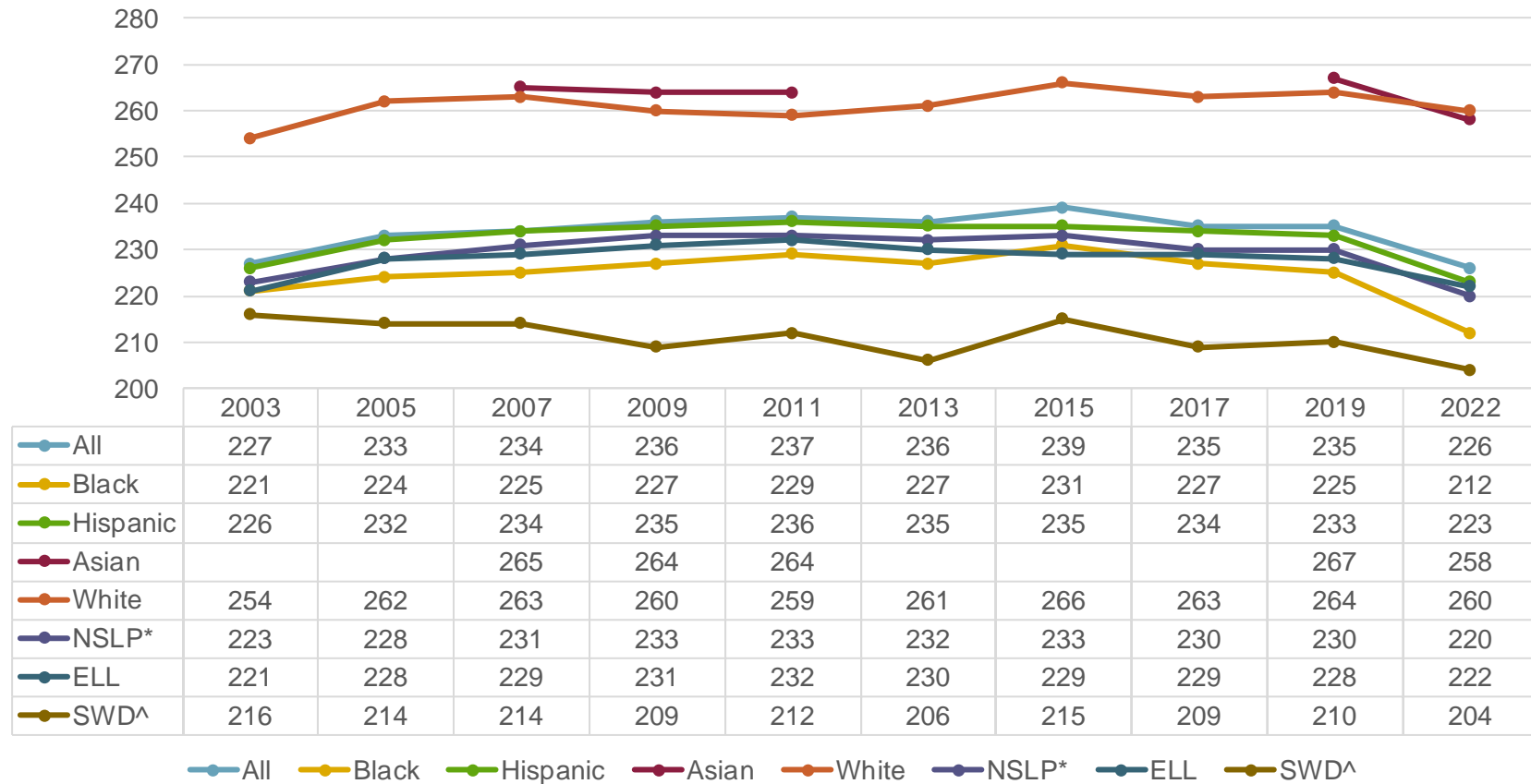
Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment, 2022 Reading Assessment

Note: Observed differences may not be statistically significant. Jurisdictions at the bottom of each figure with no scale scores appearing did not have a sufficient sample size to calculate an average scale score.

^SWD: Students With Disabilities

## Appendix G: Historical NAEP Average Scale Scores, 2003–2022

Figure G-1: HISD NAEP Math Grade 4 Average Scale Score, 2003–2022



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment

Notes: \*NSLP: National School Lunch Program

^SWD: Students With Disabilities

## Appendix G: Historical NAEP Average Scale Scores, 2003–2022, Continued

Table G-1. NAEP Grade 4 Math Scale Scores, 2003—2022

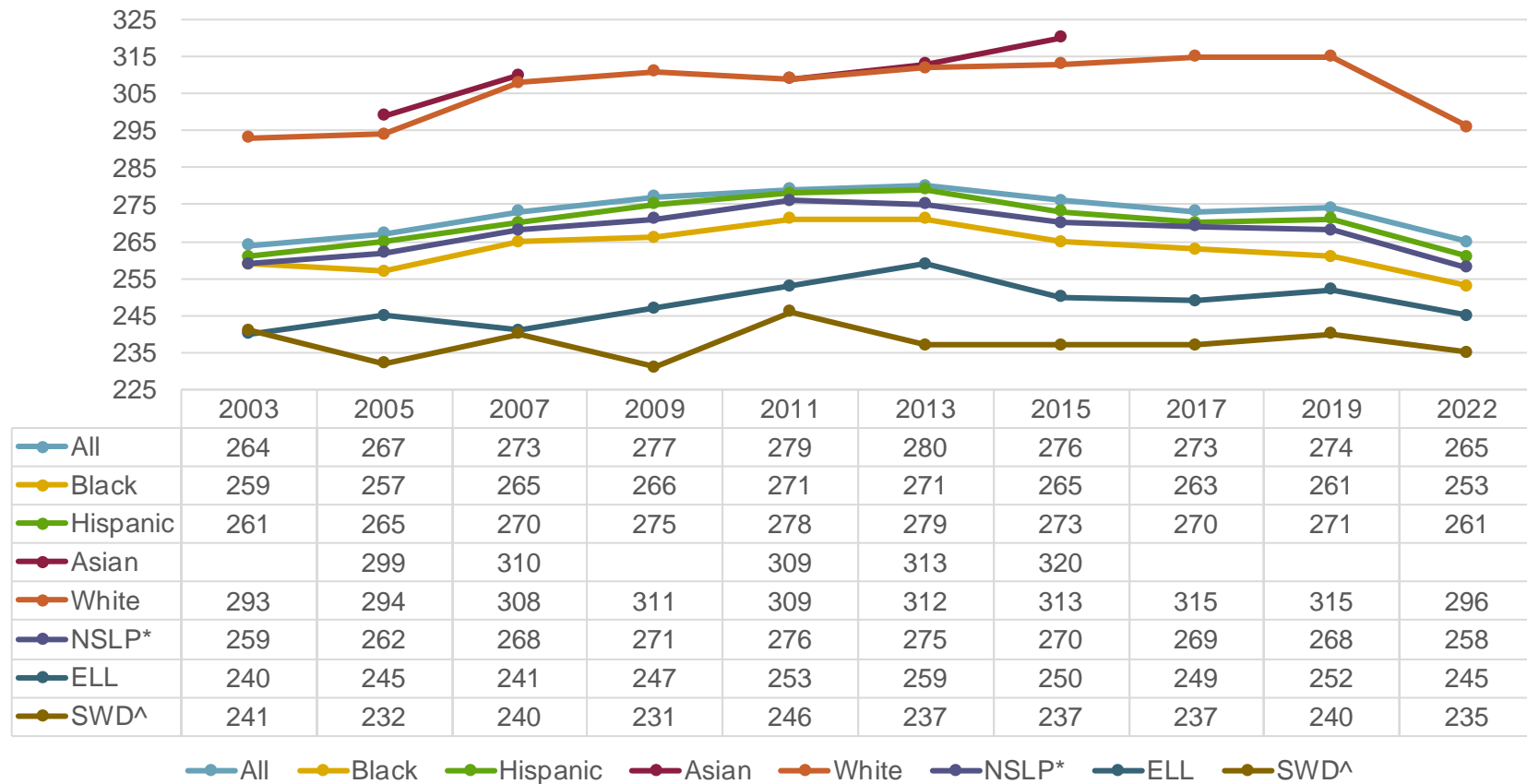
Jurisdiction	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022	Change 2019 to 2022
Albuquerque	‡	‡	‡	‡	235	235	231	230	230	223	-7
Atlanta	216	221	224	225	228	233	228	231	232	224	-8
Austin	‡	242	241	240	245	245	246	243	243	239	-4
Baltimore City	‡	‡	‡	222	226	223	215	215	216	201	-15
Boston	220	229	233	236	237	237	236	233	234	227	-7
Charlotte	242	244	244	245	247	247	248	244	246	234	-12
Chicago	214	216	220	222	224	231	232	232	232	222	-10
Clark County (NV)	‡	‡	‡	‡	‡	‡	‡	230	235	225	-10
Cleveland	215	220	215	213	216	216	219	214	218	203	-15
Dallas	‡	‡	‡	‡	233	234	238	234	235	231	-4
Denver	‡	‡	‡	‡	‡	‡	‡	229	235	227	-8
Detroit	‡	‡	‡	200	203	204	205	200	205	194	-11
District of Columbia (DCPS)	205	211	214	220	222	229	232	231	235	224	-11
Duval County (FL)	‡	‡	‡	‡	‡	‡	243	248	244	237	-7
Fort Worth	‡	‡	‡	‡	‡	‡	‡	230	233	226	-7
Fresno	‡	‡	‡	219	218	220	218	221	224	‡	--
Guilford County (NC)	‡	‡	‡	‡	‡	‡	‡	240	236	229	-7
Hillsborough County (FL)	‡	‡	‡	‡	243	243	244	245	242	241	-1
<b>Houston</b>	<b>227</b>	<b>233</b>	<b>234</b>	<b>236</b>	<b>237</b>	<b>236</b>	<b>239</b>	<b>235</b>	<b>235</b>	<b>226</b>	<b>-9</b>
Jefferson County (KY)	‡	‡	‡	233	235	234	236	233	232	227	-5
Los Angeles	216	220	221	222	223	228	224	223	224	220	-4
Miami-Dade	‡	‡	‡	236	236	237	242	245	246	241	-5
Milwaukee	‡	‡	‡	220	220	221	‡	216	215	206	-9
New York City	226	231	236	237	234	236	231	229	231	222	-9
Philadelphia	‡	‡	‡	222	225	223	217	214	217	209	-8
San Diego	226	232	234	236	239	241	233	237	240	232	-8
Shelby County (TN)	‡	‡	‡	‡	‡	‡	‡	225	228	216	-12

Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment

Note: ‡ Did not participate

## Appendix G: Historical NAEP Average Scale Scores, 2003–2022, Continued

Figure G-2: HISD NAEP Math Grade 8 Average Scale Score, 2003–2022



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment

Notes: \*NSLP: National School Lunch Program

^SWD: Students With Disabilities

## Appendix G: Historical NAEP Average Scale Scores, 2003–2022, Continued

**Table G-2. NAEP Grade 8 Math Scale Scores, 2003—2022**

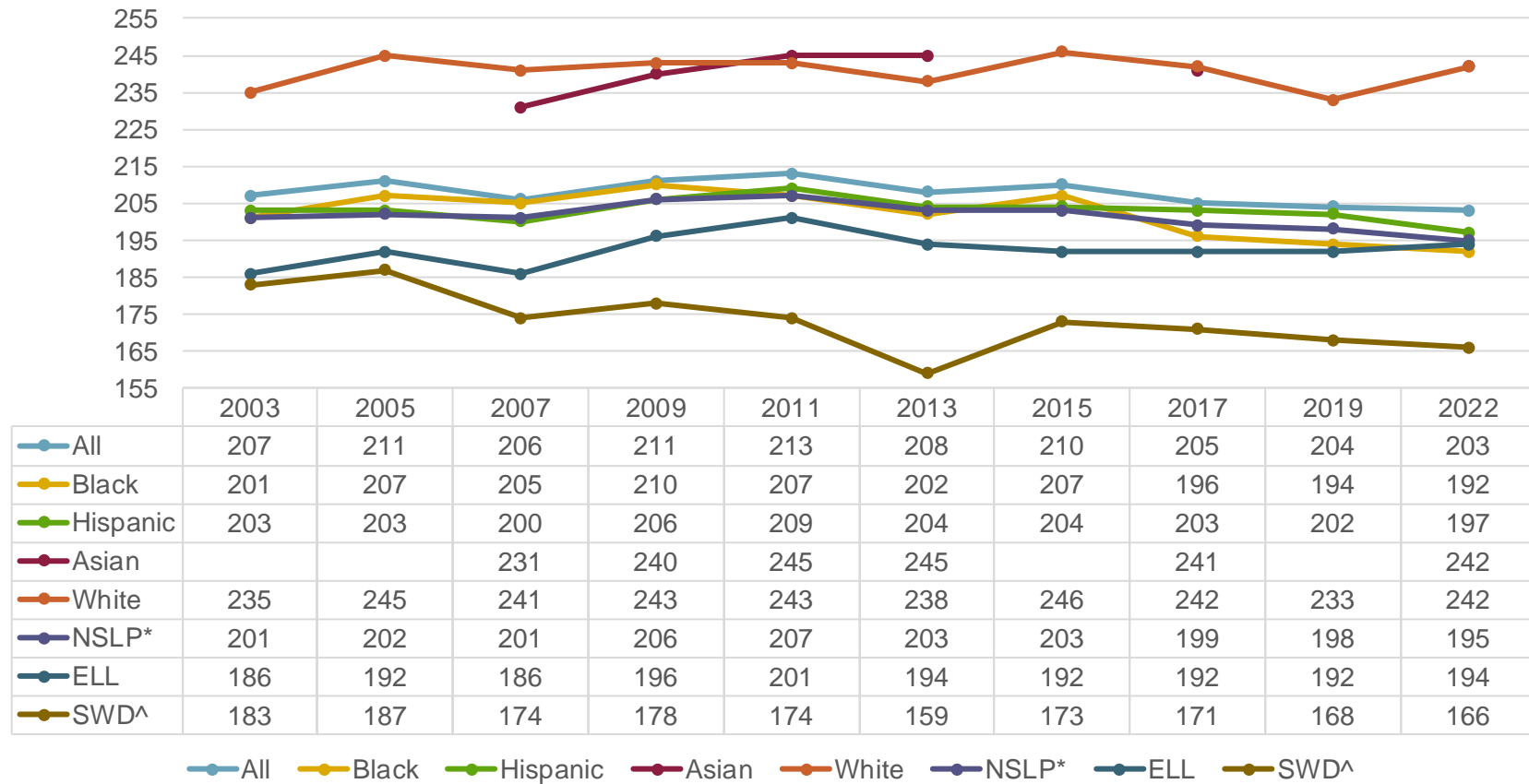
Jurisdiction	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022	Change 2019 to 2022
Albuquerque	‡	‡	‡	‡	275	274	271	270	267	260	-7
Atlanta	244	245	256	259	266	267	266	265	268	263	-5
Austin	‡	281	283	287	287	285	284	283	282	273	-9
Baltimore City	‡	‡	‡	257	261	260	255	255	254	245	-9
Boston	262	270	276	279	282	283	281	280	279	270	-9
Charlotte	279	281	283	283	285	289	286	287	288	278	-10
Chicago	254	258	260	264	270	269	275	276	275	263	-12
Clark County (NV)	‡	‡	‡	‡	‡	‡	‡	272	272	267	-5
Cleveland	253	249	257	256	256	253	254	257	253	245	-8
Dallas	‡	‡	‡	‡	274	275	271	268	264	260	-4
Denver	‡	‡	‡	‡	‡	‡	‡	272	275	265	-10
Detroit	‡	‡	‡	238	246	240	244	246	244	238	-6
District of Columbia (DCPS)	243	245	248	251	255	260	258	262	269	257	-12
Duval County (FL)	‡	‡	‡	‡	‡	‡	275	275	274	269	-5
Fort Worth	‡	‡	‡	‡	‡	‡	‡	269	265	259	-6
Fresno	‡	‡	‡	258	256	260	257	255	254	‡	--
Guilford County (NC)	‡	‡	‡	‡	‡	‡	‡	276	280	270	-10
Hillsborough County (FL)	‡	‡	‡	‡	282	284	276	277	276	269	-7
<b>Houston</b>	<b>264</b>	<b>267</b>	<b>273</b>	<b>277</b>	<b>279</b>	<b>280</b>	<b>276</b>	<b>273</b>	<b>274</b>	<b>265</b>	<b>-9</b>
Jefferson County (KY)	‡	‡	‡	271	274	273	272	271	273	263	-10
Los Angeles	245	250	257	258	261	264	263	267	261	262	1
Miami-Dade	‡	‡	‡	273	272	274	274	274	276	274	-2
Milwaukee	‡	‡	‡	251	254	257	‡	254	252	246	-6
New York City	266	267	270	273	272	274	275	275	273	269	-4
Philadelphia	‡	‡	‡	265	265	266	267	260	256	252	-4
San Diego	264	270	272	280	278	277	280	283	283	274	-9
Shelby County (TN)	‡	‡	‡	‡	‡	‡	‡	257	265	251	-14

Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Mathematics Assessment

Note: ‡ Did not participate

## Appendix G: Historical NAEP Average Scale Scores, 2003–2022, Continued

Figure G-3: HISD NAEP Reading Grade 4 Average Scale Score, 2003–2022



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment

Notes: \*NSLP: National School Lunch Program

^SWD: Students With Disabilities

## Appendix G: Historical NAEP Average Scale Scores, 2003–2022, Continued

Table G-3. NAEP Grade 4 Reading Scale Scores, 2003–2022

Jurisdiction	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022	Change 2019 to 2022
Albuquerque	‡	‡	‡	‡	209	207	207	207	208	205	-3
Atlanta	197	201	207	209	212	214	212	214	214	205	-9
Austin	‡	217	218	220	224	221	220	217	217	220	3
Baltimore City	‡	‡	‡	202	200	204	199	197	193	185	-8
Boston	206	207	210	215	217	214	219	217	214	210	-4
Charlotte	219	221	222	225	224	226	226	225	225	215	-10
Chicago	198	198	201	202	203	206	213	211	208	205	-3
Clark County (NV)	‡	‡	‡	‡	‡	‡	‡	213	216	208	-8
Cleveland	195	197	198	194	193	190	197	196	196	180	-16
Dallas	‡	‡	‡	‡	204	205	204	201	203	203	0
Denver	‡	‡	‡	‡	‡	‡	‡	214	217	212	-5
Detroit	‡	‡	‡	187	191	190	186	182	183	176	-7
District of Columbia (DCPS)	188	191	197	203	201	206	214	213	214	214	0
Duval County (FL)	‡	‡	‡	‡	‡	‡	225	226	222	215	-7
Fort Worth	‡	‡	‡	‡	‡	‡	‡	206	204	200	-4
Fresno	‡	‡	‡	197	194	196	199	203	204	‡	--
Guilford County (NC)	‡	‡	‡	‡	‡	‡	‡	222	218	211	-7
Hillsborough County (FL)	‡	‡	‡	‡	231	228	230	227	224	226	2
<b>Houston</b>	<b>207</b>	<b>211</b>	<b>206</b>	<b>211</b>	<b>213</b>	<b>208</b>	<b>210</b>	<b>205</b>	<b>204</b>	<b>203</b>	<b>-1</b>
Jefferson County (KY)	‡	‡	‡	219	223	221	222	221	214	210	-4
Los Angeles	194	196	196	197	201	205	204	207	205	207	2
Miami-Dade	‡	‡	‡	221	221	223	226	229	225	224	-1
Milwaukee	‡	‡	‡	196	195	199	‡	195	190	187	-3
New York City	210	213	213	217	216	216	214	214	212	211	-1
Philadelphia	‡	‡	‡	195	199	200	201	197	197	195	-2
San Diego	208	208	210	213	215	218	216	222	223	222	-1
Shelby County (TN)	‡	‡	‡	‡	‡	‡	‡	203	205	197	-8

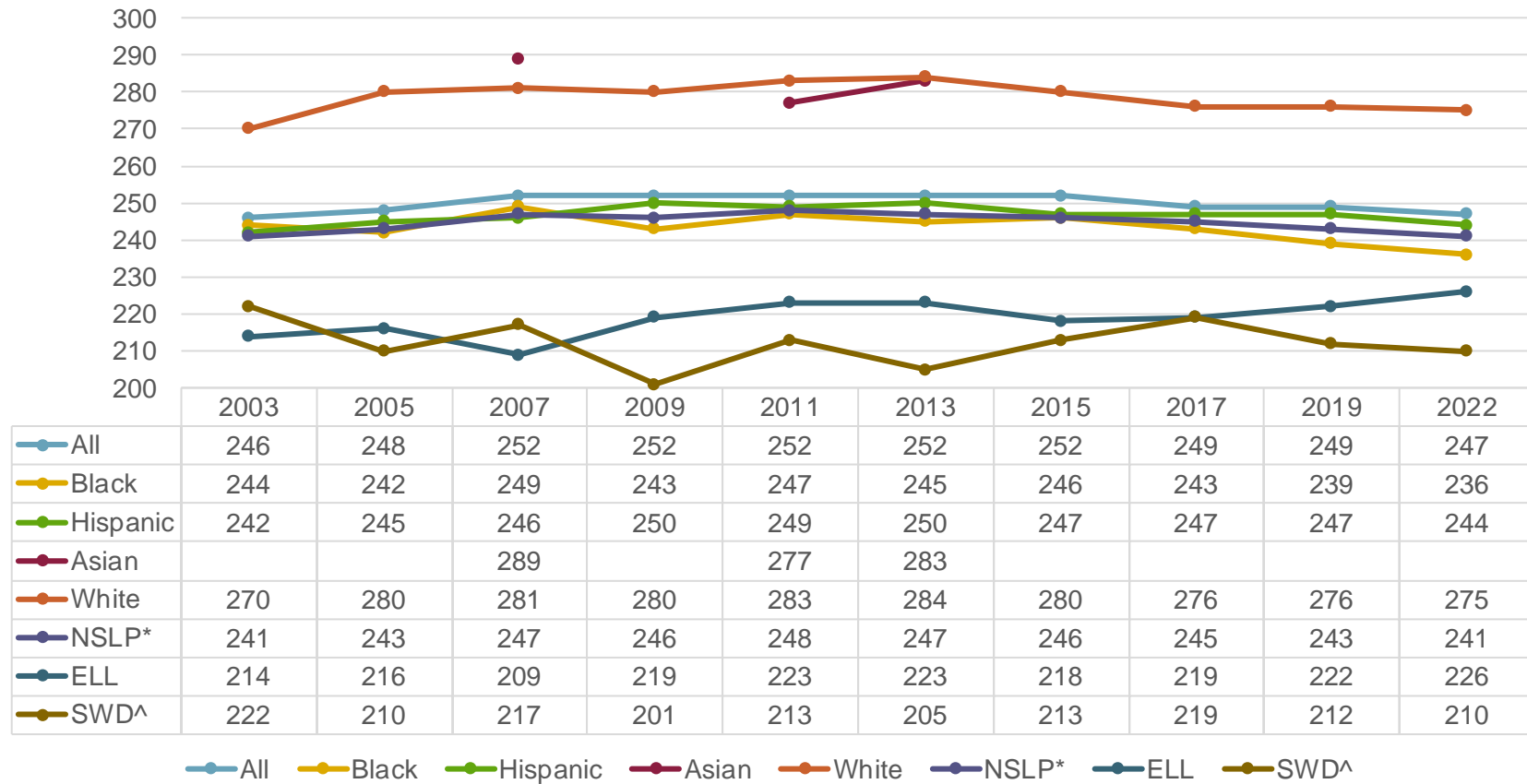
Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment

Note: ‡ Did not participate



## Appendix G: Historical NAEP Average Scale Scores, 2003–2022, Continued

Figure G-4: HISD NAEP Reading Grade 8 Average Scale Score, 2003–2022



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment

Notes: \*NSLP: National School Lunch Program

^SWD: Students With Disabilities

## Appendix G: Historical NAEP Average Scale Scores, 2003–2022, Continued

Table G-4. NAEP Grade 8 Reading Scale Scores, 2003–2022

Jurisdiction	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022	Change 2019 to 2022
Albuquerque	‡	‡	‡	‡	254	256	251	255	249	248	-1
Atlanta	240	240	245	250	253	255	252	254	255	254	-1
Austin	‡	257	257	261	261	261	261	263	257	254	-3
Baltimore City	‡	‡	‡	245	246	252	243	243	241	241	0
Boston	252	253	254	257	255	257	258	261	257	255	-2
Charlotte	262	259	260	259	265	266	263	260	261	258	-3
Chicago	248	249	250	249	253	253	257	259	253	251	-2
Clark County (NV)	‡	‡	‡	‡	‡	‡	‡	258	256	256	0
Cleveland	240	240	246	242	240	239	240	237	242	235	-7
Dallas	‡	‡	‡	‡	248	251	250	246	242	241	-1
Denver	‡	‡	‡	‡	‡	‡	‡	258	257	255	-2
Detroit	‡	‡	‡	232	237	239	237	235	232	227	-5
District of Columbia (DCPS)	239	238	241	240	237	245	245	246	251	249	-2
Duval County (FL)	‡	‡	‡	‡	‡	‡	264	263	258	258	0
Fort Worth	‡	‡	‡	‡	‡	‡	‡	248	243	242	-1
Fresno	‡	‡	‡	240	238	245	242	244	242	‡	--
Guilford County (NC)	‡	‡	‡	‡	‡	‡	‡	260	258	252	-6
Hillsborough County (FL)	‡	‡	‡	‡	264	267	261	265	261	259	-2
<b>Houston</b>	<b>246</b>	<b>248</b>	<b>252</b>	<b>252</b>	<b>252</b>	<b>252</b>	<b>252</b>	<b>249</b>	<b>249</b>	<b>247</b>	<b>-2</b>
Jefferson County (KY)	‡	‡	‡	259	260	261	261	261	258	254	-4
Los Angeles	234	239	240	244	246	250	251	254	248	257	9
Miami-Dade	‡	‡	‡	261	260	259	265	261	262	262	0
Milwaukee	‡	‡	‡	241	238	242	‡	245	240	239	-1
New York City	252	251	249	252	254	256	258	258	254	255	1
Philadelphia	‡	‡	‡	247	247	249	248	248	243	242	-1
San Diego	250	253	250	254	256	260	262	264	266	264	-2
Shelby County (TN)	‡	‡	‡	‡	‡	‡	‡	248	249	242	-7

Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment

Notes: ‡ Did not participate