MEMORANDUM October 30, 2019

TO: Board Members

FROM: Grenita Lathan, Ph.D.
Interim Superintendent of Schools

SUBJECT: **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP): READING & MATHEMATICS 2019 RESULTS**

CONTACT: Carla Stevens, 713-556-6700

The 2019 NAEP reading and mathematics results have been released. 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 allow for comparisons between districts, states, and the nation.

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. NAEP tests are given across multiple subjects and grades, but the most closely watched are the math and reading tests given to national samples of 4th and 8th graders every two years. Schools are selected to be representative of all schools, and students within each chosen 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.

This report includes comparisons between twenty-seven participating districts, as well as Texas, National Public schools, and Large City schools. In interpreting NAEP performance in the various jurisdictions, it is important to note that while the TUDA districts represent some of the largest urban school districts in the country, there are substantial differences among them.

Key findings include:

Mathematics Grade 4:

- All subgroups of students in HISD had higher average scale scores than National Public and Large City subgroups.
- Hispanic and ELL results have remained stable and are significantly higher than both National Public and Large City results. Hispanic students in HISD had the sixth highest average scale score, while ELL students had the fifth highest score among TUDA districts.
- The average scale score for students eligible for the National School Lunch Program (NSLP) has remained the same over the past two reporting years and remains higher than both National Public and Large City.
- Overall, a higher percentage of students are at or above NAEP Basic than are at or above STAAR Approaches Grade Level, regardless of student group, for grade 4 math. However, the gap is narrower for all groups in 2019 than in 2013.
- Among the 27 TUDA districts, one district showed a statistically significant decline, and five districts showed statistically significant improvements. **HISD maintained performance for the 2017 and 2019 assessments, with a 235 scale score.**

Mathematics Grade 8:

- All subgroups of students in HISD had higher average scale scores than National Public and Large City subgroups.
- Hispanic and ELL results were higher in 2019 than in 2017.
- White students in HISD scored significantly higher than White students in Texas, Large City, or National Public samples. In addition, an upward trend can be seen in the results for White students across the prior eight years. White students ranked second among all TUDA districts.
- Overall, a higher percentage of students are at or above STAAR Approaches Grade Level than are at or above NAEP Basic, regardless of student group, for grade 8 math with the exception of White students.
- Among the 27 TUDA districts, three districts showed statistically significant declines, and four districts showed statistically significant improvements. **HISD increased by one scale score point from 2017.**

Reading Grade 4:

- The average scale score for Black students in HISD was significantly lower than National Public, Large City, and the state of Texas populations. Black students in Houston did better than eight other TUDA districts, including Fort Worth.
- White students in HISD scored higher than White students in the state of Texas, Large City, or National Public samples, although a decrease for 2019 can be seen. While average scale scores for Houston remain higher than the comparison groups, they were not significantly higher in 2019.
- Hispanic students' results showed a sharp decline from 2011 to 2013, and a gradual slight decline over the past four reporting years. Hispanic students in HISD did better than eight other TUDA districts, including Dallas, and had the same average scale score (202) as five other districts, including Forth Worth and Austin.
- Results for ELL students showed a decline from 2011 but have remained stable over the last three administrations. HISD's score was not significantly different from that of either National Public or Large City populations. ELL students in Houston had the eighth highest average scale score, which was the same as three other TUDA districts.
- A higher percentage of students are at or above STAAR Approaches Grade Level than are at or above NAEP Basic, regardless of student group, for Grade 4 Reading.
- Among the 27 TUDA districts, three showed statistically significant declines, and none showed improvement. **HISD decreased from a scale score of 205 in the 2017 administration to 204 in the 2019 administration – a decline that was not statistically significant.**

Reading Grade 8:

- Of the five student groups examined, two showed no change in average scale score from 2017 to 2019 and two showed slight declines. ELL students showed a slight rise in scores.
- Black students in HISD performed better than nine other TUDA districts including Austin, Dallas, and Fort Worth, and the same as three other districts.
- Most student groups had lower average scale scores than National Public and Large City. The exceptions were White and ELL students. White students' average scale score showed no change, and ELL students' average scale score showed a slight increase from 2017. For both student groups, the average scale score was higher than that of National Public and Large City populations.
- A higher percentage of students are at or above STAAR Approaches Grade Level than are at or above NAEP Basic, regardless of student group, for grade 8 reading.

- Among the 27 TUDA districts, eleven showed statistically significant declines, and only one showed statistically significant improvement. **HISD maintained performance for the 2017 and 2019 assessments, with a 249 scale score.**

For all four grades and subjects, results are presented for each of five student groups and for all students. NAEP average scale score results are compared between jurisdictions. The percentage of students meeting the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level are also compared for students in HISD.

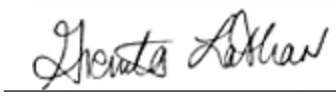
Academics Division Administrative Response

Achieve 180 remains in place in order to address the needs of underperforming schools in underserved areas of the city. The Achieve 180 program, launched in the 2017-2018 school year, is an action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities. In order to increase student achievement, best practices from successful school turnaround initiatives – including effective teachers, strong principal leadership, and an environment of high expectations for both students and staff – are incorporated into the plan. Schools within the program also receive additional support to target the academic needs of subgroups. Wraparound services are also provided to provide help address the various need of students.

Overall district improvement efforts include the following:

- Use of a district-wide universal screener for reading and math
- Intervention Assistance Teams (IAT) and Intervention Teacher Development Specialists (TDS) to support Response to Intervention (RTI) efforts in reading and math
- Data-driven instructional specialists (DDIS) support leaders and teachers as they develop targeted plans for students
- Resources for both reading and math to support differentiated classroom instruction (e.g., Imagine Language and Literacy and Imagine Math)
- Renewed focus on elementary and secondary reading and math curriculum to ensure teachers are planning with the end in mind and considering the needs of various learners
- Principal, Tier II leader, and teacher professional development opportunities for reading and math (e.g., R3 Conference, Academic Days, PK-12 Writing Summit, Department Chair meetings, and Leading the Learning series)
- Continuation of Literacy by 3, Literacy in the Middle, and Literacy Empowered, which are district-wide initiatives that incorporate best practices in grades K-12 and provide resources and training for classroom teachers

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.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Attachment

cc: Superintendent's Direct Reports
Area Superintendents
School Support Officers
Yolanda Rodriguez
Maggie Gardea
Montra Rogers
Courtney Busby
Anna White

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

RESEARCH BRIEF

BUREAU OF STUDENT PERFORMANCE AND ACCOUNTABILITY

October 2019

NAEP 2019 Results

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/).

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. NAEP tests are given across multiple subjects and grades, but the most closely watched are the math and reading tests given to national samples of 4th and 8th graders every two years. Schools are selected to be representative of all schools, and students within each chosen 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.

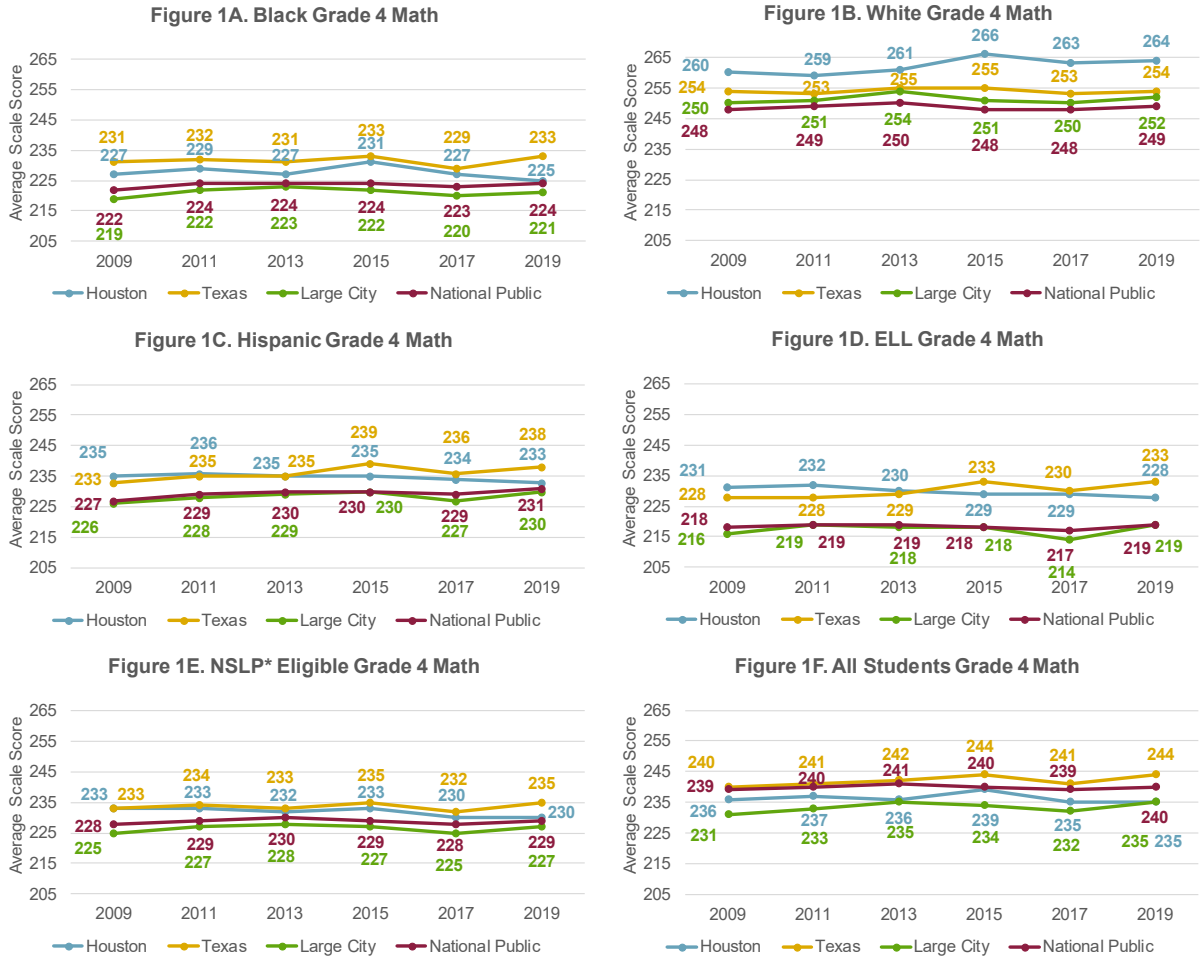
Since 2009, sampled charter schools were included in TUDA results if they were also included in a district's Adequate Yearly Progress (AYP) reports. Additionally, the "Large Cities (LC)" designation refers to public schools located in urban areas with populations of 250,000 or more (as defined by the National Center for Education Statistics). Comparisons between national, 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. However, it should be noted that the category "Nation (public)" does not include Department of Defense or Bureau of Indian Education schools.

The results presented here reflect the Spring 2019 administration of the NAEP exam.

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

Figure 1 (p. 2) shows NAEP average scale scores for 2009–2019 for HISD, Texas, Large City, and National Public for 4th grade math by student group.

Figure 1: Math Grade 4, 2009–2019



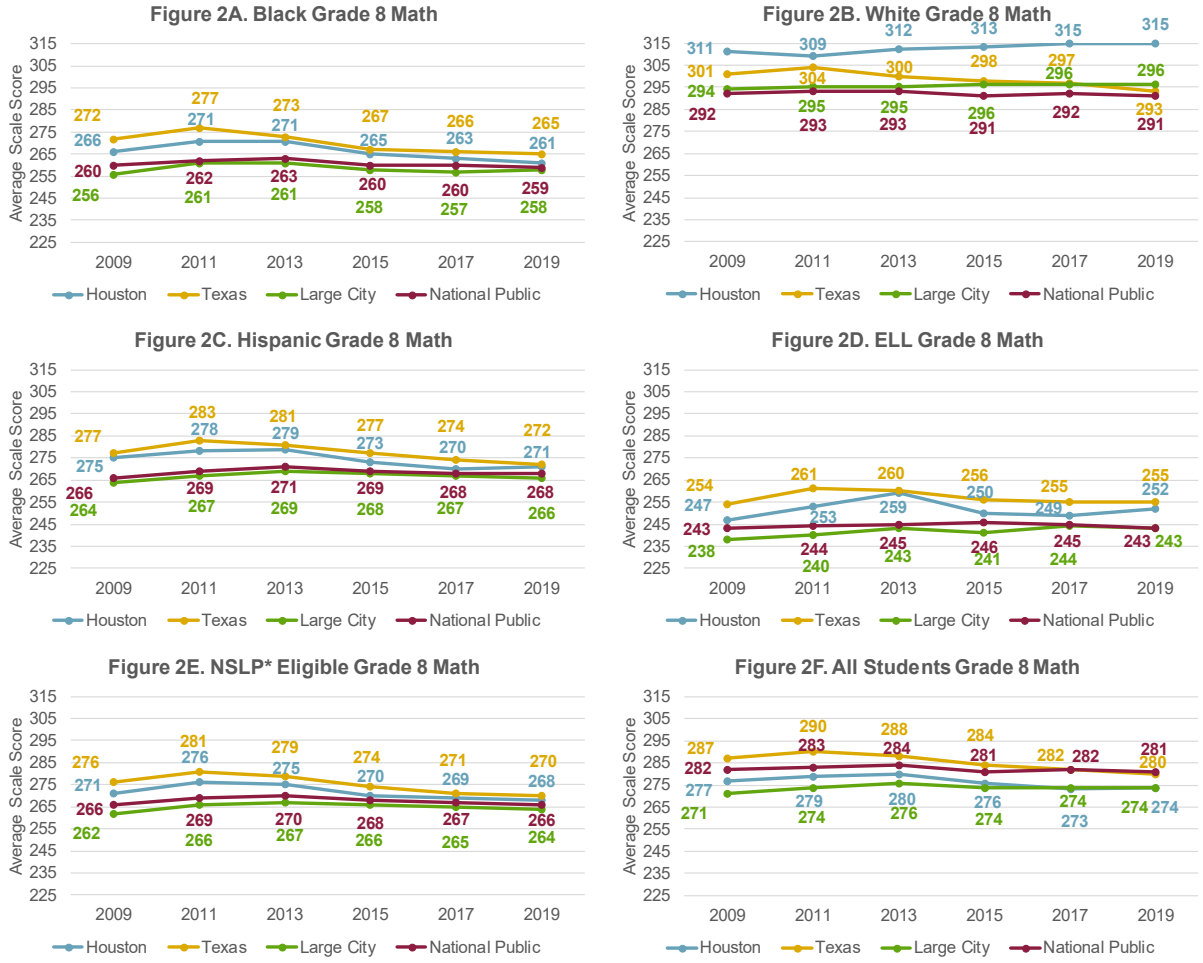
Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment
Note: Observed differences may not be statistically significant.
*NSLP: National School Lunch Program

- Black (**Figure 1A**) students' results in HISD have remained relatively stable over the course of the past ten years, with the trend closely mirroring that of the state for most years. The average scale score for the state of Texas was significantly higher than that of the HISD in 2019.
- White students (**Figure 1B**) in HISD have significantly higher average scale scores and continue to outperform White students across the state, Large City, and National Public.
- Hispanic (**Figure 1C**) students' results in HISD have shown a slight dip over the past ten years, dropping from 235 in 2009 to 233 in 2019. HISD's average scale scores for Hispanic students is significantly higher than that of the Large City population, but significantly lower than the score for the state of Texas.

- HISD's scores for English Language Learners (ELL) is significantly higher than that of the National Public and Large City samples (**Figure 1D**). However, ELL students' results in HISD have also shown a slight dip over the past ten years, dropping from 231 in 2009 to 228 in 2019.
- Students eligible for the National School Lunch Program (NSLP) are considered as economically disadvantaged. HISD NSLP-eligible students (**Figure 1E**) scored significantly higher than Large City NSLP-eligible students, but significantly lower than NSLP-eligible students for the state of Texas.
- For All Students (**Figure 1F**, p. 2), HISD had an average scale score of 235 in 2019. The average scale score for all students for HISD was the same as that of the Large City sample and was significantly lower than scores for the state of Texas and the National Public sample.
- Nationwide for grade 4 math, three states showed statistically significant declines from 2017, and nine states showed statistically significant improvement (NAEP, 2019). Among the 27 TUDA districts, one district showed a statistically significant decline, and five districts showed statistically significant improvements. HISD remained stable at an average scale score of 235.

Figure 2 shows NAEP average scale scores for 2009–2019 for HISD, Texas, Large City, and National Public for 8th grade math by student group.

Figure 2: Math Grade 8, 2009–2019



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment
Notes: Observed differences may not be statistically significant.
*NSLP: National School Lunch Program

- Although the average scale score (261) for Black (**Figure 2A**) students decreased over the past ten years, it remained higher than both Large City (258) and National Public (259). This result is not, however, statistically significantly different from the comparison groups.
- White students (**Figure 2B**) in HISD scored significantly higher than White students in Texas, Large City, and National Public.
- Hispanic students (**Figure 2C**, p. 3) and English Language Learner (ELL) students (**Figure 2D**, p. 3) in HISD had a significantly higher average scale score than the Large City and the National Public populations and showed an increase compared to 2017.
- For All Students (**Figure 2F**, p. 3), HISD had an average scale score of 274 in 2019. The average scale score for all students for HISD was the same as that of the Large City sample and was significantly lower than scores for the state of Texas and the National Public sample.
- Nationwide for grade 8 math, six states showed statistically significant declines from 2017, and three states showed statistically significant improvement. Furthermore, the national score for grade 8 math decreased by one point, a statistically significant decline (NAEP, 2019). Among the 27 TUDA districts, three districts showed statistically significant declines, and four districts showed statistically significant improvements. HISD increased by one scale score point from 2017.

Figure 3: Reading Grade 4, 2009–2019

Figure 3A. Black Grade 4 Reading

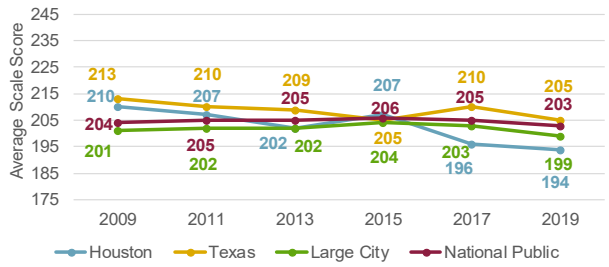


Figure 3B. White Grade 4 Reading

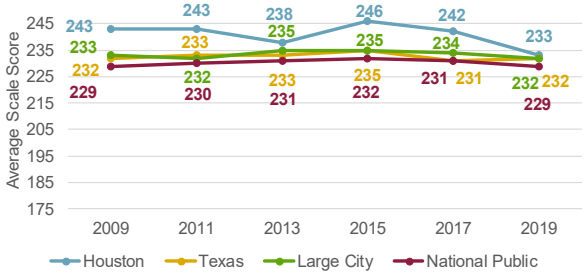


Figure 3C. Hispanic Grade 4 Reading

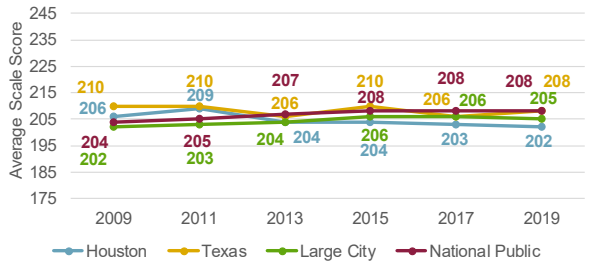


Figure 3D. ELL Grade 4 Reading

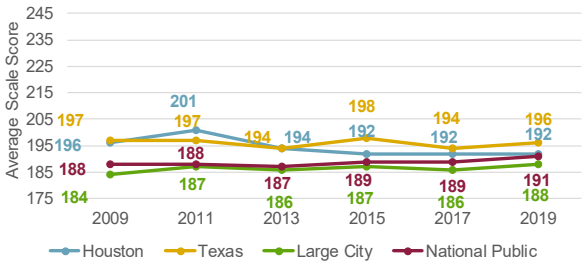


Figure 3E. NSLP* Eligible Grade 4 Reading

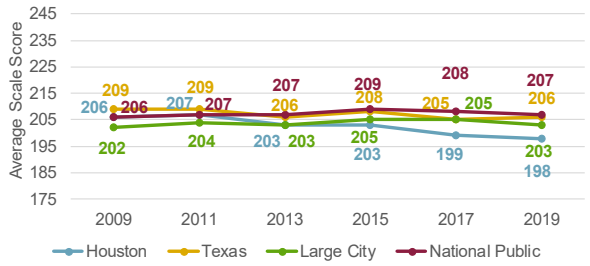
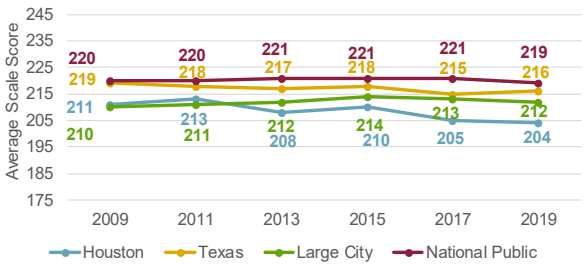


Figure 3F: All Students Grade 4 Reading



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment
Notes: Observed differences may not be statistically significant.
*NSLP: National School Lunch Program

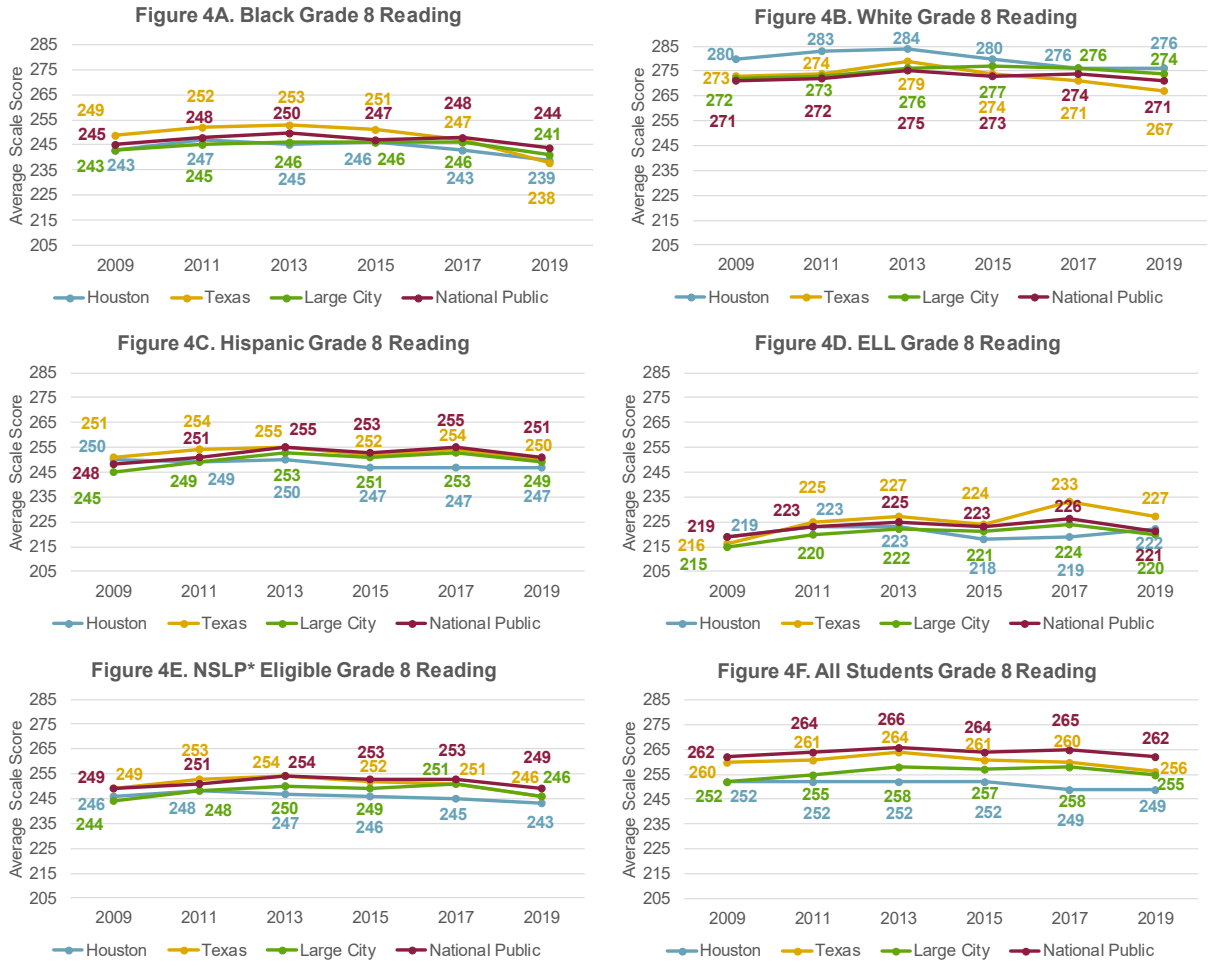
Figure 3 (p. 4) shows NAEP average scale scores for 2009–2019 for HISD, Texas, Large City, and National Public for 4th grade reading by student group.

- **Figure 3A** shows a downward trend in the average scale scores for Black students for HISD from 2009 through 2013. In 2015, scores increased sharply, and in fact were higher than National Public, Large City, and the state of Texas. The 2017 results indicate a sharp decrease, and the 2019 results continued this downward trend. The results for 2019 Black students in HISD were again significantly lower than the National Public, Large City, and the state of Texas populations.
- White students (**Figure 3B**) in HISD scored higher than White students in the state of Texas, Large City, or National Public samples, and in fact have been scoring higher since 2009. The results for White students increased sharply from 2013 to 2015, similar to the increase seen with Black students, and show a decrease in both 2017 and 2019. While average scale scores for Houston remained higher than the comparison groups, they were not significantly higher in 2019.
- Hispanic students' results (**Figure 3C**) show a sharp decline from 2011 to 2013, and a gradual slight decline over the past four reporting years. Hispanic students in HISD scored significantly lower in 2019 than Hispanic students in the comparison groups.
- Results for ELL students (**Figure 3D**) show a decline from 2011. HISD's score of 192 was not significantly higher than National Public (191) or Large City (188). Fourth grade reading for ELL students in the state of Texas showed a slight upward trend, while results for students in HISD were stable.
- For All Students (**Figure 3F**), HISD had an average scale score of 204 in 2019, a slight decline from the prior testing year (2017). Scores for the National Public and Large City populations were also slightly down from prior years, but scores for the state of Texas showed a slight increase from 2017.
- Nationwide for 4th grade reading, 17 states showed statistically significant declines from 2017, and only one state showed statistically significant improvement (NAEP, 2019). Among the 27 TUDA districts, three showed statistically significant declines, and none showed improvement.

Figure 4 (p. 6) shows NAEP average scale scores for 2009–2019 for HISD, Texas, Large City, and National Public for 8th grade reading by student group.

- Black students (**Figure 4A**) in HISD had an average scale score of 239, a decline from the prior reporting year. The state of Texas also showed a decline for the 2019 reporting year and had a lower average scale score than did HISD.
- White students (**Figure 4B**) in HISD scored higher than White students in Texas, National Public, and Large City samples and have been scoring the same or higher since 2009.
- Hispanic students' results (**Figure 4C**) had been declining since 2009, and for 2015 were at the lowest point overall and across time. Results from the past three reporting years show a stabilization of scores for Hispanic students in HISD.
- Results for ELL students (**Figure 4D**) showed an improvement for 2019 over the past two reporting years. HISD's average scale score of 222 was not significantly higher than that of National Public (221) or Large City (220).
- For All Students (**Figure 4F**), the average scale score for HISD remained flat at 249 for two years of reporting. The state of Texas, National Public, and Large City all showed declines of three to four scale score points from the 2017 reporting year.
- Nationwide for 8th grade reading, 31 states showed statistically significant declines from 2017, and only one state showed statistically significant improvement (NAEP, 2019). Among the 27 TUDA districts, eleven showed statistically significant declines, and only one showed statistically significant improvement.

Figure 4: Reading Grade 8, 2009–2019



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment
Note: Observed differences may not be statistically significant.
*NSLP: National School Lunch Program

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

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.
    - Grade 4 Math students should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas[1].
    - 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.

[1] The five NAEP content areas for Mathematics are number properties and operations, measurement, geometry, data analysis and probability, and algebra.

- 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.

Figure 5 displays the percentage of students meeting the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for 2013–2019 for HISD for 4th grade math by student group.

Figure 5: Math Grade 4, 2013–2019

Figure 5A. Black Grade 4 Math

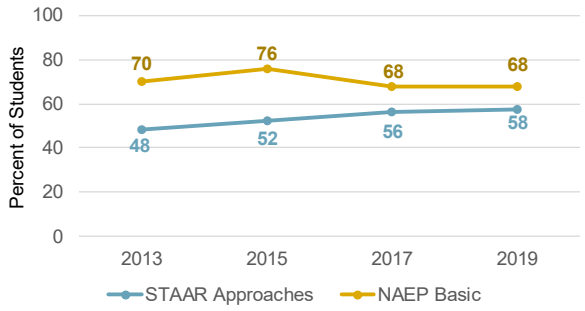


Figure 5B. White Grade 4 Math

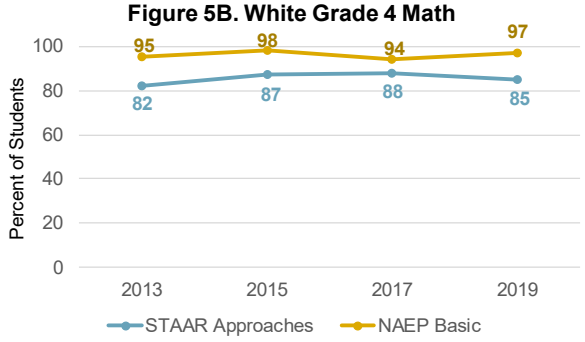


Figure 5C. Hispanic Grade 4 Math

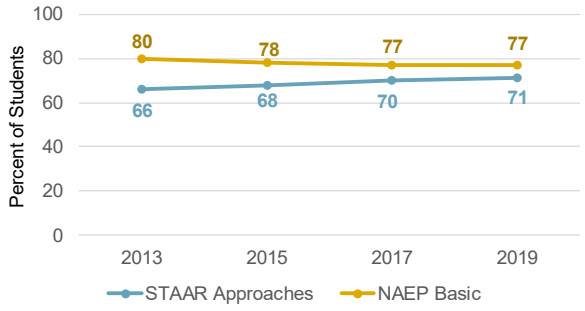


Figure 5D. ELL Grade 4 Math

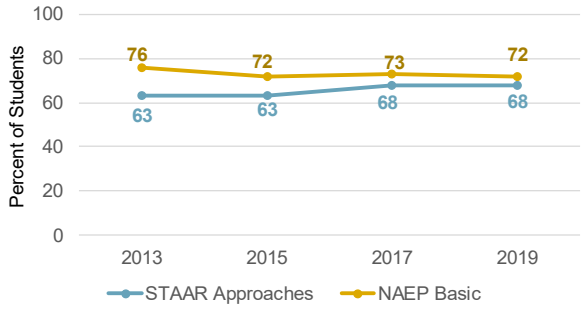


Figure 5E. NSLP* Eligible Grade 4 Math

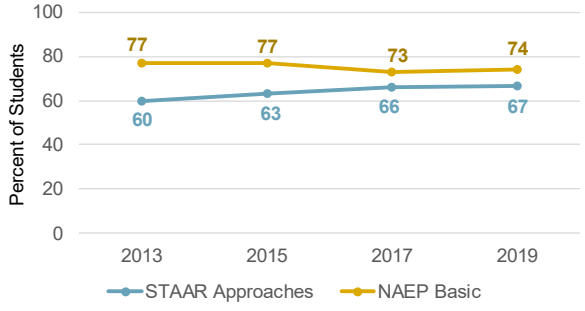
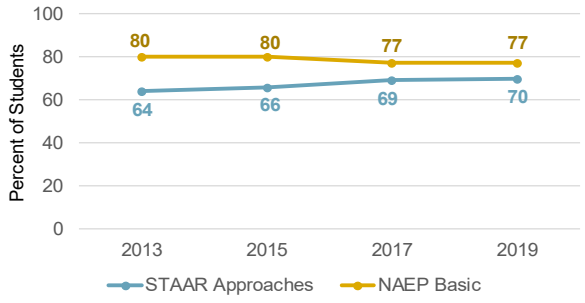


Figure 5F. All Students Grade 4 Math



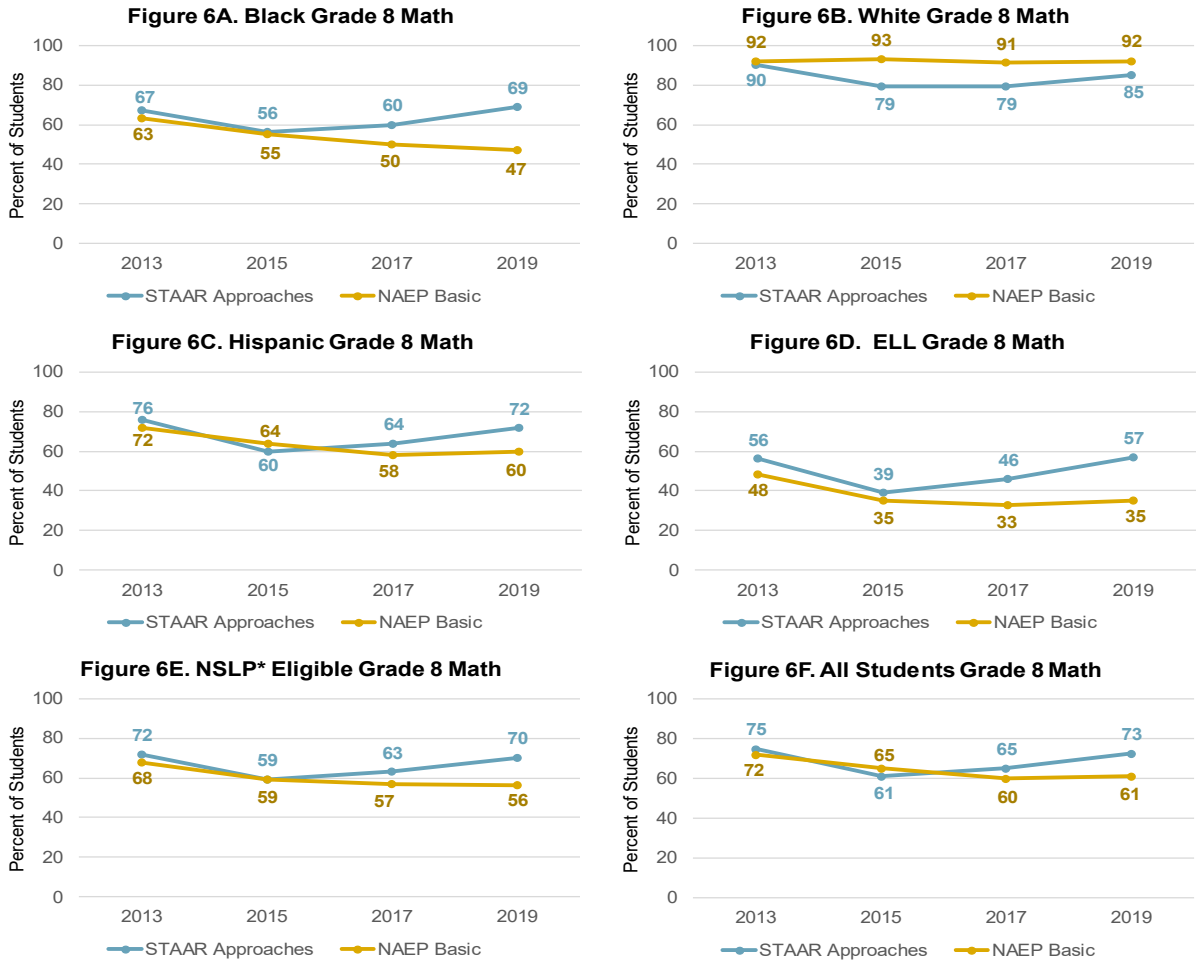
Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment. TEA-ETS STAAR Student Data Files; various years.

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. *NSLP: National School Lunch Program

- Overall, a higher percentage of students are at or above NAEP Basic than are at or above STAAR Approaches, regardless of student group, for 4th grade math.
- The percentage of students at or above NAEP Basic has shown an overall decrease from 2015 to 2017 for all student groups, and little or no change from 2017 to 2019 for all groups except White students (**Figure 5B**, p. 8). Over this same time period, the percentage of students at or above STAAR Approaches showed an increase for all student groups from 2015 to 2017 and stayed the same or increased from 2017 to 2019 for all groups except White students (three percentage-point decrease).

Figure 6 displays the percentage of students meeting the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for 2013–2019 for HISD for 8th grade math by student group.

Figure 6: Math Grade 8, 2013–2019



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment. TEA-ETS 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. *NSLP: National School Lunch Program

- Overall, a higher percentage of students are at or above STAAR Approaches than are at or above NAEP Basic for 8th grade math, with the exception of White students.
- The percentage of students at or above STAAR Approaches has shown an overall increase from 2015 to 2019 among all student groups (**Figure 6A–6F**, p. 9).
- The percentage of students at or above NAEP Basic has shown an overall decrease from 2015 to 2019 for all student groups except ELL students (**Figure 6D**, p. 9). Results for this student group has remained the same.

Figure 7 (p. 11) displays the percentage of students meeting the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for 2013–2019 for HISD for 4th grade reading by student group.

- A higher percentage of students are at or above STAAR Approaches than are at or above NAEP Basic, regardless of student group for 4th grade reading.
- The percentage of students at or above NAEP Basic has shown an overall decrease from 2015 to 2019 for all student groups, while the percentage of students at or above STAAR Approaches has shown an overall increase over this same time period (**Figure 7A-F**, p. 11) for all groups except White students. STAAR scores for White students have remained relatively flat from 2015 to 2019.

Figure 8 (p. 12) displays the percentage of students meeting the STAAR Approaches Grade Level performance level and the NAEP Basic achievement level for 2013–2019 for HISD for 8th grade reading by student group.

- A higher percentage of students are at or above STAAR Approaches than are at or above NAEP Basic, regardless of student group for 8th grade reading (**Figure 8A–8F**, p. 12).
- The percentage of students at or above NAEP Basic has remained flat or shown a decrease from 2015 to 2019 for all student groups except ELL students. Among ELL students, the percentage at or above NAEP Basic has increased from 19 percent in 2015 to 26 percent in 2019 (**Figure 8D**, p. 12).
- The percentage of students at or above STAAR Approaches has increased from 2015 to 2019 for all student groups except White students. Among White students, the percentage at or above STAAR Approaches has decreased from 92 percent in 2015 to 88 percent in 2017 and 91 percent in 2019 (**Figure 8B**, p. 12).

Figure 7: Reading Grade 4, 2013–2019

Figure 7A. Black Grade 4 Reading

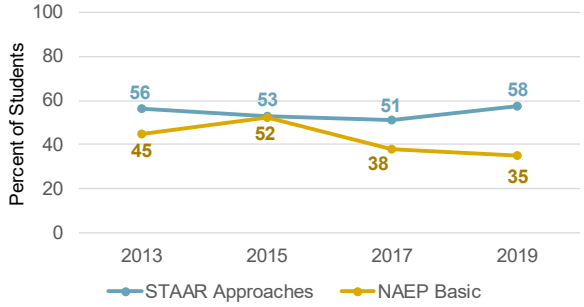


Figure 7B. White Grade 4 Reading

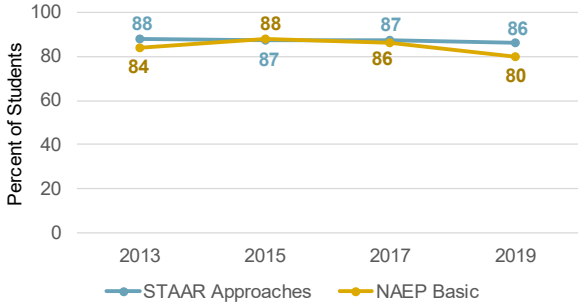


Figure 7C. Hispanic Grade 4 Reading

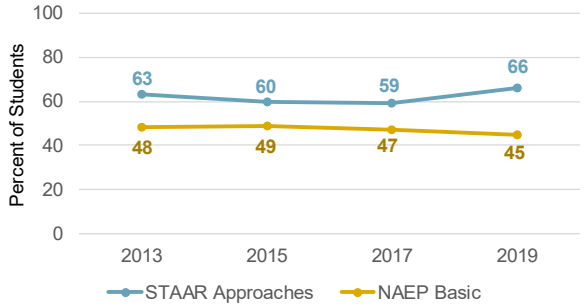


Figure 7D. ELL Grade 4 Reading

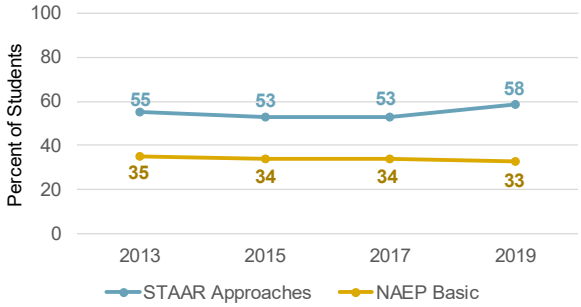


Figure 7E. NSLP* Eligible Grade 4 Reading

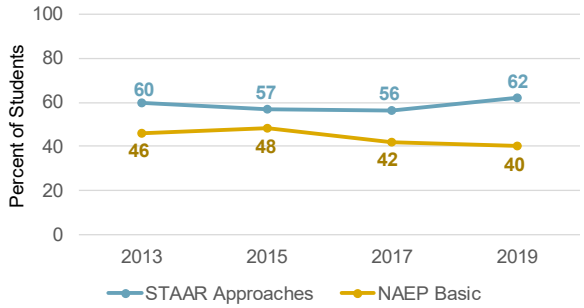
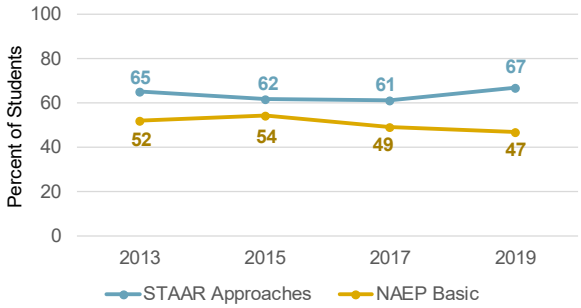


Figure 7F. All Students Grade 4 Reading



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment. TEA-ETS 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. *NSLP: National School Lunch Program

Figure 8: Reading Grade 8, 2013–2019

Figure 8A. Black Grade 8 Reading

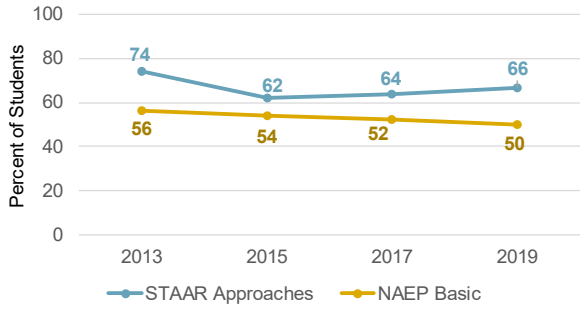


Figure 8B. White Grade 8 Reading

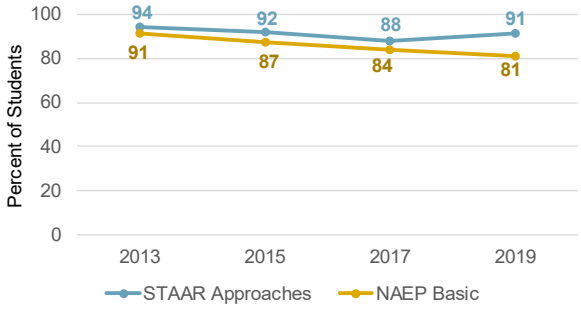


Figure 8C. Hispanic Grade 8 Reading

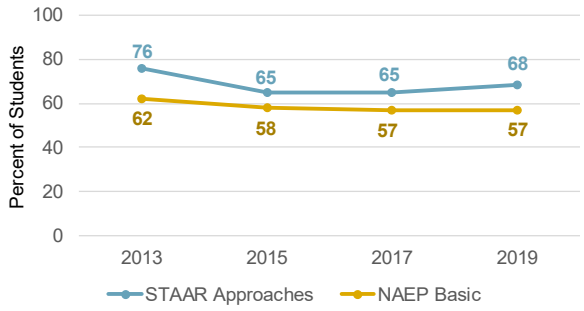


Figure 8D. ELL Grade 8 Reading

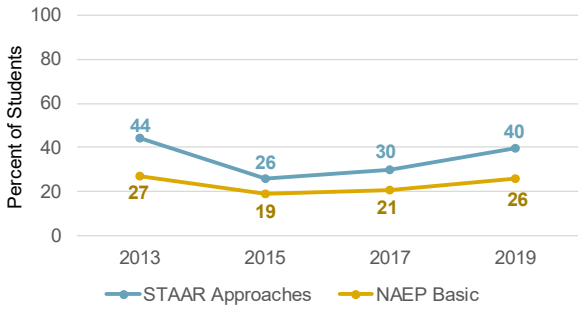


Figure 8E. NSLP* Eligible Grade 8 Reading

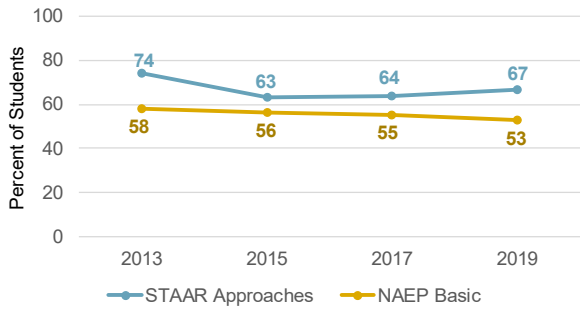
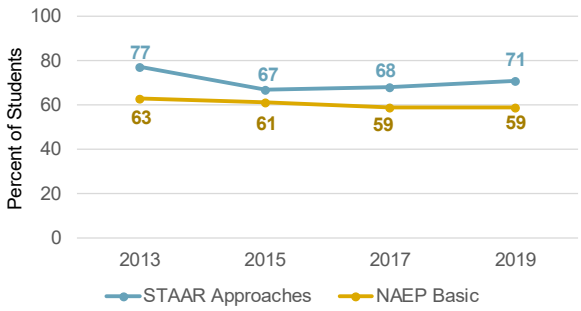


Figure 8F. All Students Grade 8 Reading



Sources: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment. TEA-ETS 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. *NSLP: National School Lunch Program

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. All TUDA districts are urban, large city school districts. **Table 1** displays the demographic characteristics of all students selected to participate in the NAEP by jurisdiction.

Table 1. Characteristics of Public School Students in NAEP by Jurisdiction: 2019

Jurisdiction	Target Population	# Students Assessed	% White	% Black	% Hispanic	% NSLP	% SPED	% ELL
National Public	15,190,000	591,400	47	20	28	60	14	10
Albuquerque	26,000	4,400	22	2	66	71	20	19
Atlanta	14,000	5,200	17	72	8	72	15	4
Austin	22,000	4,500	30	6	57	53	19	27
Baltimore City	22,000	4,200	8	79	11	55	17	6
Boston	14,000	5,300	15	32	43	72	19	27
Charlotte	46,000	4,300	27	38	26	41	9	12
Chicago	106,000	6,900	9	37	49	80	14	18
Clark County (NV)	94,000	6,900	19	15	59	71	14	18
Cleveland	12,000	4,900	14	59	16	98	19	11
Dallas	44,000	4,800	5	20	74	88	10	47
Denver	26,000	4,400	22	14	58	63	20	29
Detroit	14,000	5,000	2	81	15	86	12	14
District of Columbia (DCPS)	12,000	5,200	16	60	21	71	16	10
Duval County	36,000	4,700	34	44	12	54	0	0
Fort Worth	24,000	4,800	10	22	77	88	22	32
Fresno	20,000	4,600	9	8	69	86	10	20
Guilford County (NC)	20,000	4,400	32	42	36	56	12	11
Hillsborough County (FL)	64,000	4,500	32	21	39	64	19	10
Houston	**58,000**	**6,600**	**8**	**24**	**65**	**81**	**8**	**31**
Jefferson County (KY)	28,000	4,600	42	38	10	62	11	7
Los Angeles	132,000	7,100	9	6	78	68	12	18
Miami-Dade	100,000	7,000	8	18	73	72	12	17
Milwaukee	22,000	4,400	11	52	27	83	16	12
New York City	280,000	7,200	15	24	41	73	20	14
Philadelphia	31,000	4,400	13	49	22	71	14	11
San Diego	37,000	4,300	25	7	46	59	13	19
Shelby County (TN)	30,000	4,500	8	72	17	55	8	8

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

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

- A total of 6,600 HISD students were assessed.
- Of all jurisdictions, HISD was in the top 25 percent for the highest percentage of Hispanic students (65%) and had the third highest percentage of ELL students (31%).
- HISD was in the top 25 percent for the highest percentage of students eligible for the National School Lunch Program (NSLP), with 81 percent of students reported as eligible for the NSLP.

How Does Houston Compare To Other TUDA Districts in Performance?

Table 2 displays HISD's performance rank among TUDA districts by student group for grades 4 and 8 reading and grades 4 and 8 math for the 2017 and 2019 reporting years. The change in ranking is also displayed.

Table 2. Houston ISD Performance Rank Among TUDA Districts by Student Group

	All			Black			White			Hispanic			ELL			NSLP		
	2017	2019	Change	2017	2019	Change	2017	2019	Change	2017	2019	Change	2017	2019	Change	2017	2019	Change
Math Grade 4	8	8*	0	5*	7*	-2	4*	4*	0	6*	7*	-1	2*	5*	-3	6*	6*	0
Math Grade 8	11	10*	1	2*	7*	-5	3	2*	1	5	6*	-1	3	2	1	2*	5	-3
Reading Grade 4	19	19*	0	17*	18	-1	7	12*	-5	16	14*	2	9*	10*	-1	18*	18*	0
Reading Grade 8	17	16*	1	15	14*	1	11*	9*	2	20*	14*	6	12	7*	5	15*	14*	1

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

Note: * indicates HISD is "tied" with one or more TUDA districts.

- For 4th grade math, HISD's rank among TUDA districts declined for Black, Hispanic, and ELL students.
- For 8th grade math, HISD's rank among TUDA districts declined for Black, Hispanic, and NSLP students, and improved for all, White, and ELL students.
- For 4th grade reading, HISD's rank among TUDA districts declined for Black, White, and ELL students, and increased for Hispanic students.
- For 8th grade reading, HISD's rank among TUDA districts improved for all student groups.

Figure 9 shows the average scale scores for math for grades 4 and 8 for all students in all TUDA districts, as well as National Public, Large City, and Texas.

Figure 9. Math All Students TUDA Comparisons 2019

Figure 9A. Math Grade 4 All Students

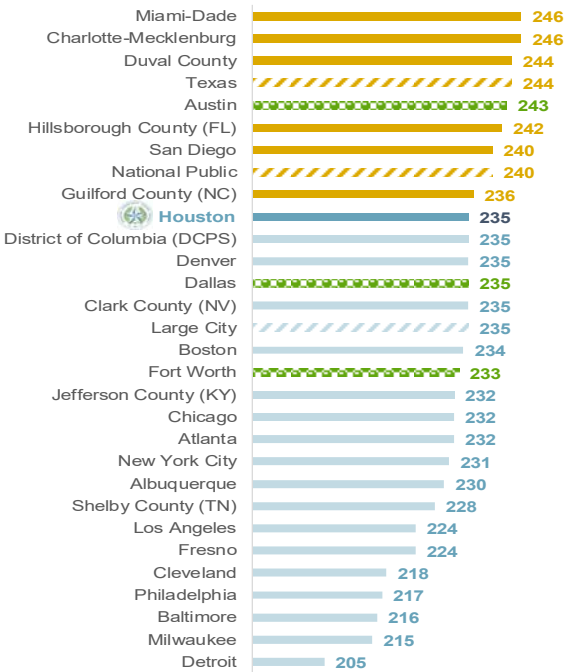
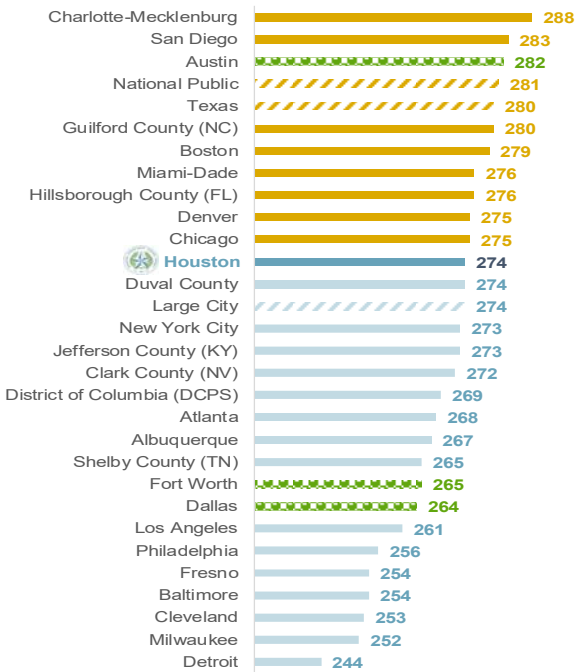


Figure 9B. Math Grade 8 All Students

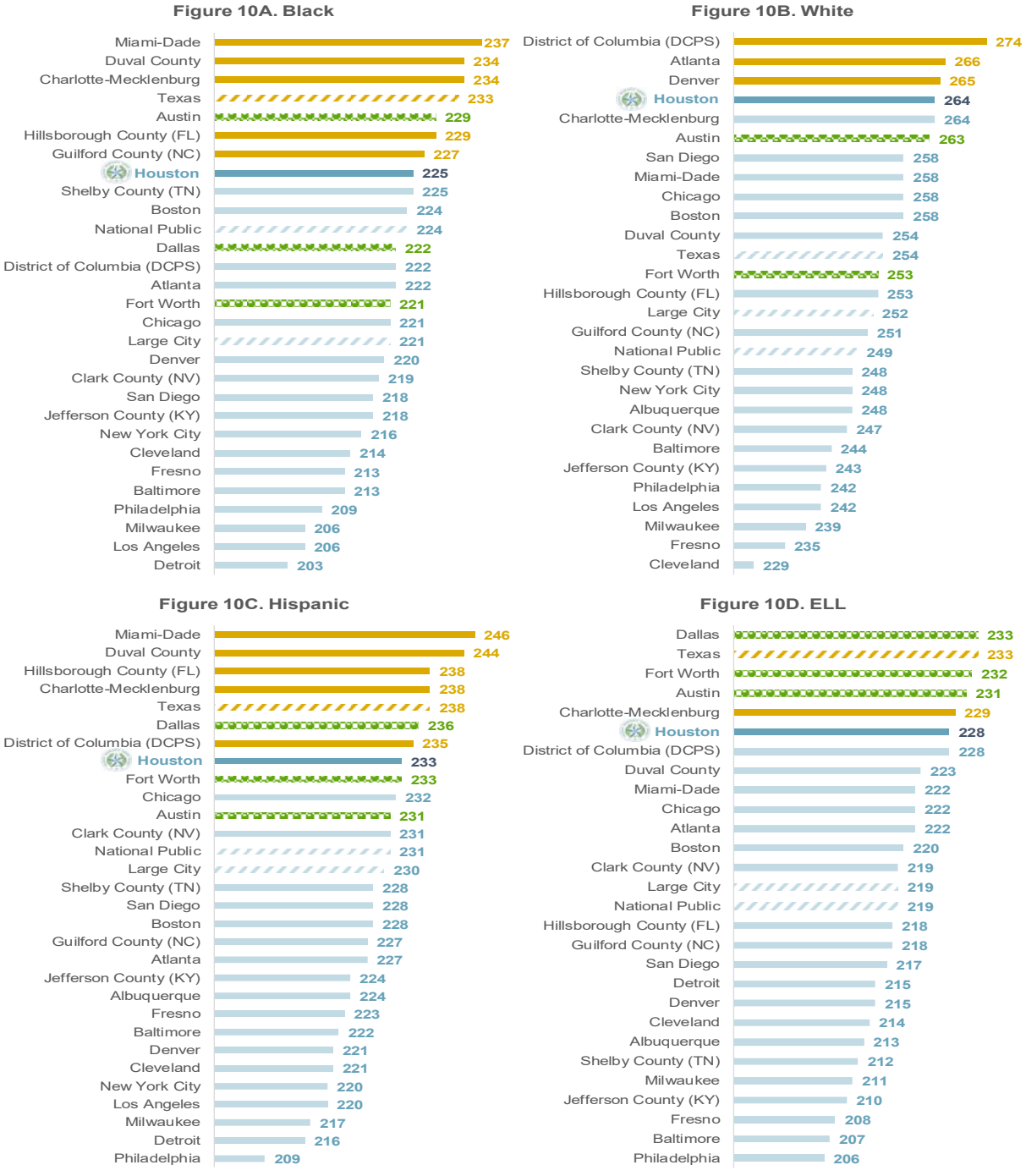


Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment

Note: Observed differences may not be statistically significant.

- For 4th grade math (**Figure 9A**), Houston had the seventh highest scale score (235) and was ranked eighth among TUDA districts. For 8th grade math (**Figure 9B**), Houston had the eighth highest scale score (274) and was ranked tenth among all TUDA districts. For both grades 4 and 8, HISD's scores were the same or higher than Dallas, Fort Worth, and Large City, but below those of Austin, National Public, and the state of Texas.

Figure 10. Math Grade 4 TUDA Comparisons by Student Group



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment
Note: Observed differences may not be statistically significant.

Figure 10 (p. 15) shows the average scale score for 4th grade math for Black, White, Hispanic, and ELL students in all TUDA districts, as well as National Public, Large City, and Texas.

- Black students (**Figure 10A**) in HISD had the fifth highest average scale score (ranked seventh among TUDA districts), and White students (**Figure 10B**) ranked fourth among all TUDA districts.
- Hispanic students (**Figure 10C**) in HISD had the sixth highest average scale score (ranked seventh among TUDA districts), while ELL students (**Figure 10D**) in Houston had the fifth highest score among TUDA districts.

Figure 11 (p. 17) shows the average scale score for 8th grade math for Black, White, Hispanic, and ELL students in all TUDA districts, as well as National Public, Large City, and Texas.

- Black students (**Figure 11A**) in HISD had the sixth highest average scale score and were ranked seventh among TUDA districts.
- White students (**Figure 11B**) ranked second among TUDA districts.
- Hispanic students (**Figure 11C**) in HISD ranked sixth among TUDA districts, and ELL students (**Figure 11D**) in Houston ranked second, just under Dallas ISD.

Figure 11. Math Grade 8 TUDA Comparisons by Student Group

Figure 11A. Black

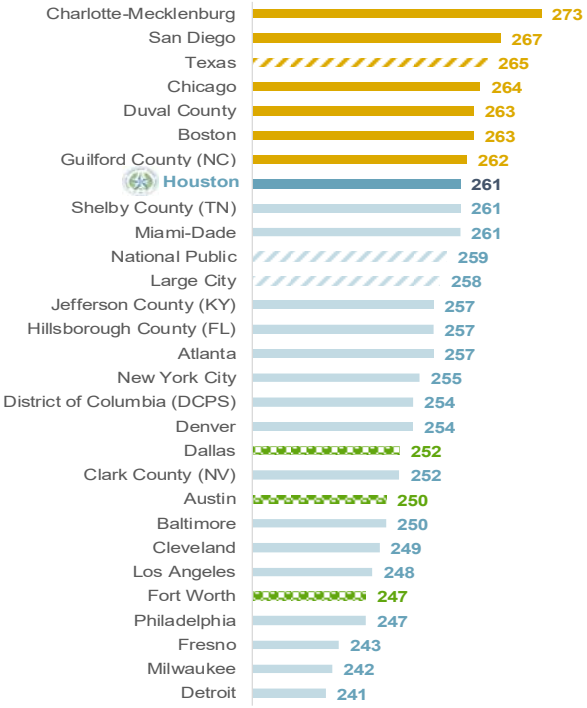


Figure 11B. White

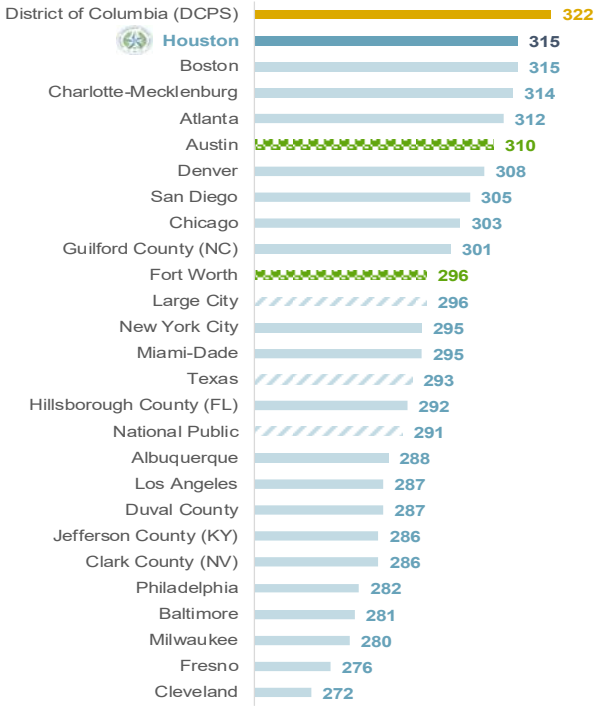


Figure 11C. Hispanic

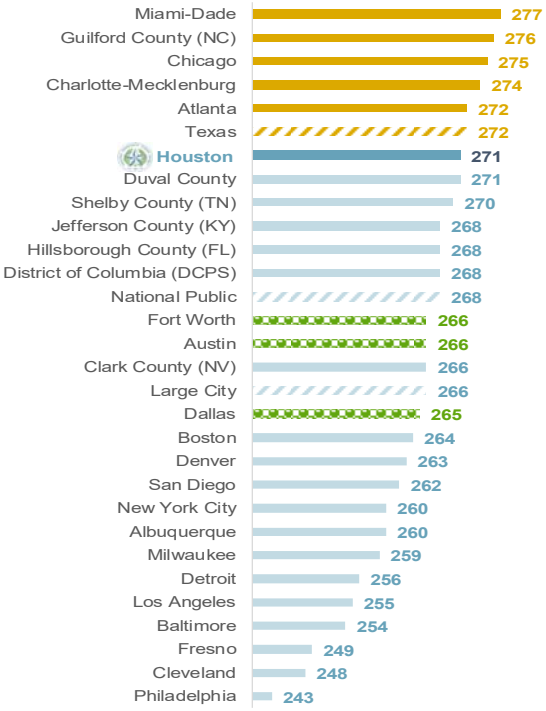
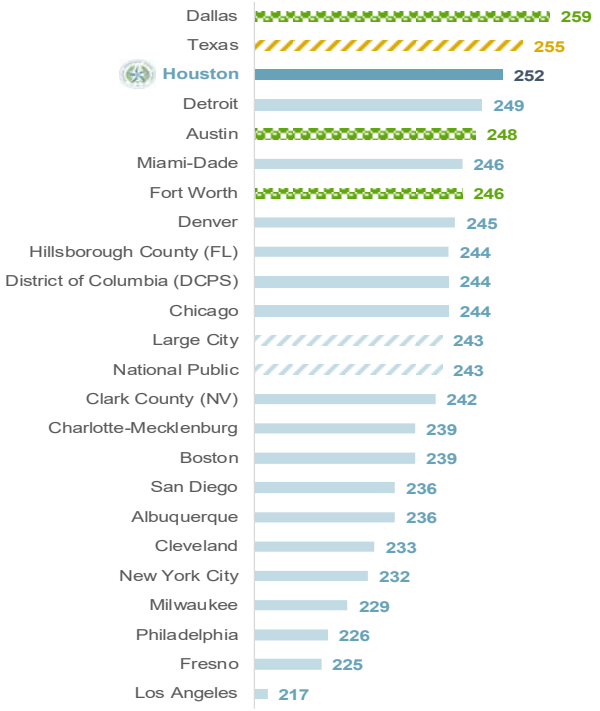


Figure 11D. ELL

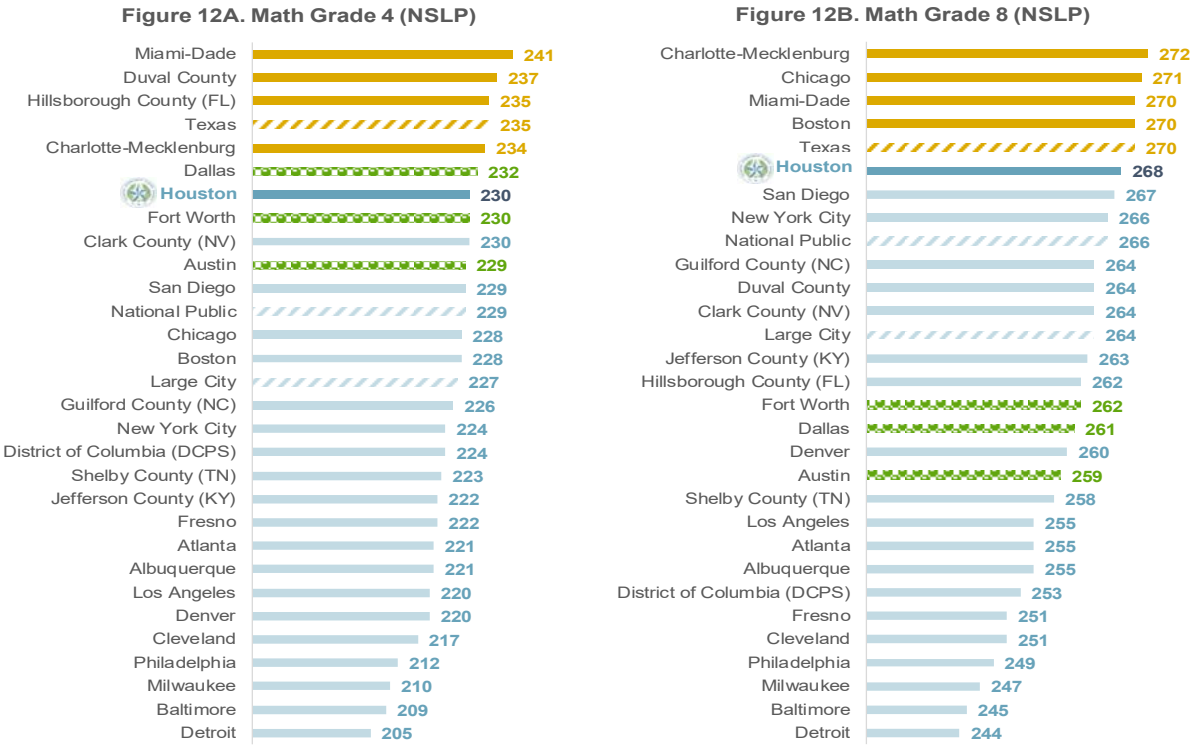


Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment
Note: Observed differences may not be statistically significant.

Figure 12 shows the average scale scores for math for grades 4 and 8 for students eligible for the National School Lunch Program (NSLP) in all TUDA districts, as well as National Public, Large City, and Texas.

- Fourth grade math students in HISD (**Figure 12A**) ranked sixth among all TUDA districts. HISD students had an average scale score of 230, which was the same as Fort Worth and higher than Austin, National Public, and Large City.
- Eighth grade math students in HISD (**Figure 12B**) had the fourth highest average scale score of 268 and were ranked fifth among TUDA districts, which was higher than Fort Worth, Dallas, Austin, National Public, and Large City.

Figure 12. Math TUDA Comparisons by Eligibility for National School Lunch Program (NSLP)



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessments
Note: Observed differences may not be statistically significant.

Figure 13 (p. 19) shows the average scale scores for reading for grades 4 and 8 for all students in all TUDA districts, as well as National Public, Large City, and Texas.

- For 4th grade reading (**Figure 13A**), HISD was ranked 19th among the 27 TUDA districts. HISD's average scale score of 204 was better than six other districts including Dallas, and the same as two other districts, including Fort Worth.
- For 8th grade reading (**Figure 13B**), HISD was ranked 16th among the 27 TUDA districts. HISD's average scale score of 249 was better than nine other districts including Dallas and Fort Worth, and the same as two other districts.

Figure 13. Reading All Students TUDA Comparisons 2019

Figure 13A. Reading Grade 4 All Students

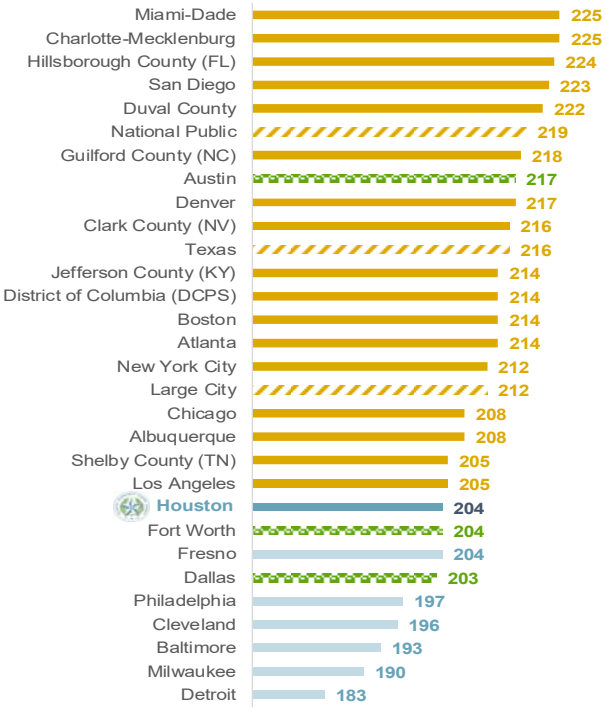
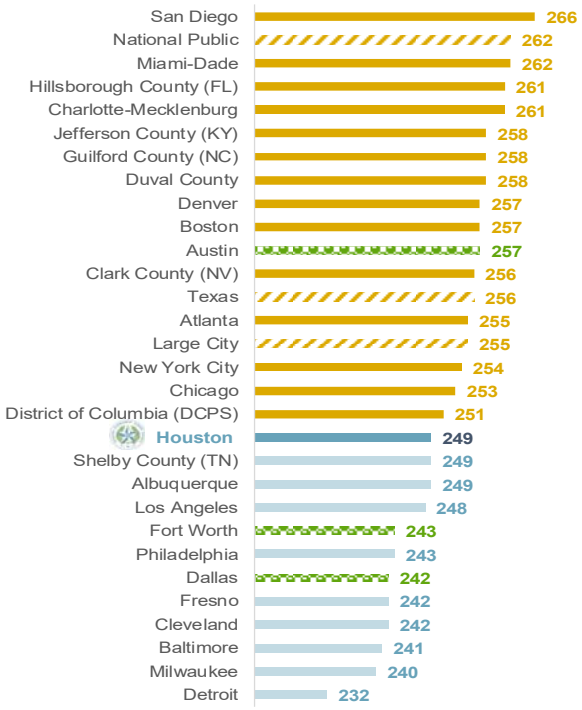


Figure 13B. Reading Grade 8 All Students

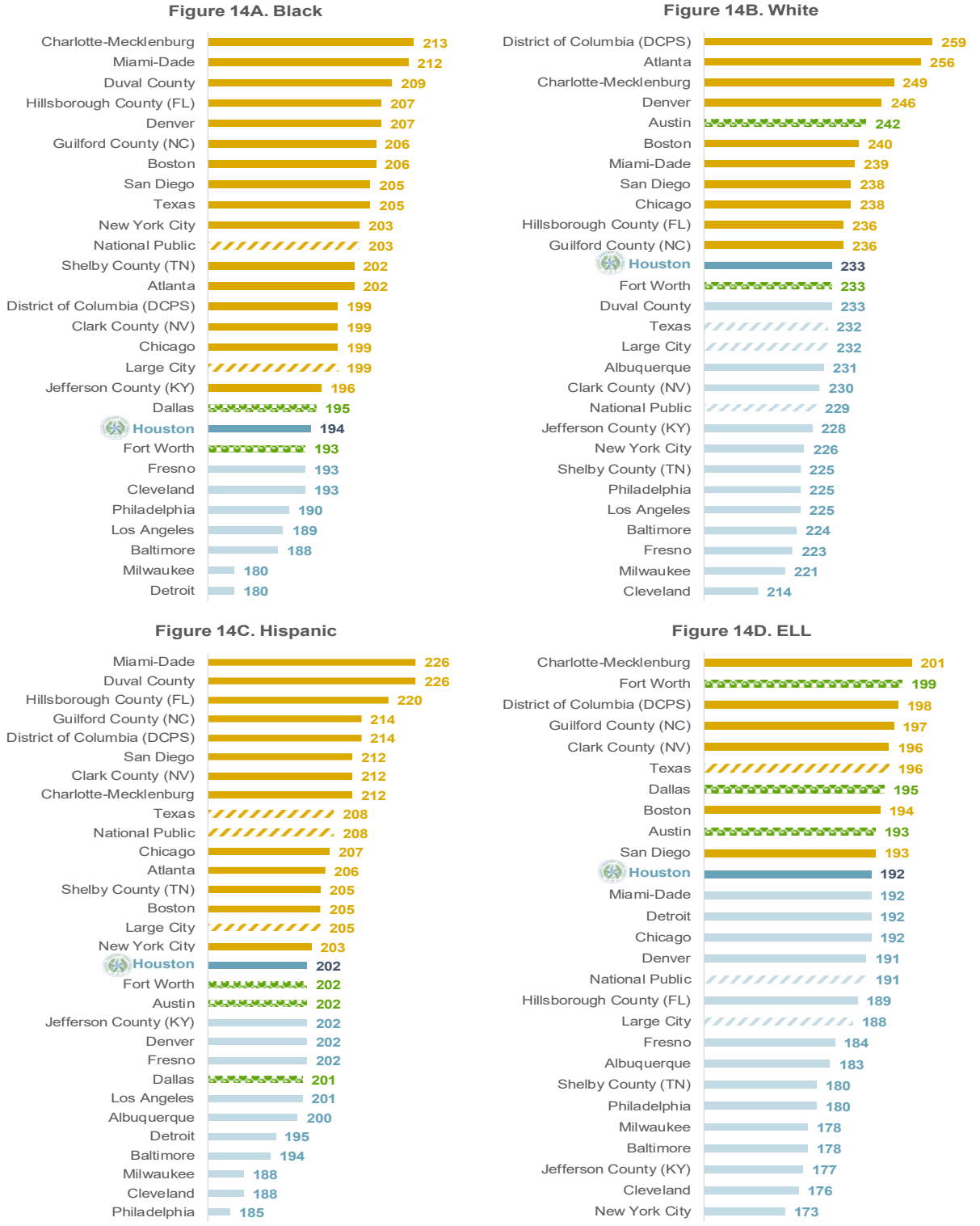


Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment
Note: Observed differences may not be statistically significant.

The fourth grade reading average scale score for HISD for all students was lower than most TUDA districts. However, when examined by student group, the scores show some positive trends. **Figure 14** (p. 20) shows the average scale scores for 4th grade reading for Black, White, Hispanic, and ELL students in all TUDA districts, as well as National Public, Large City, and Texas.

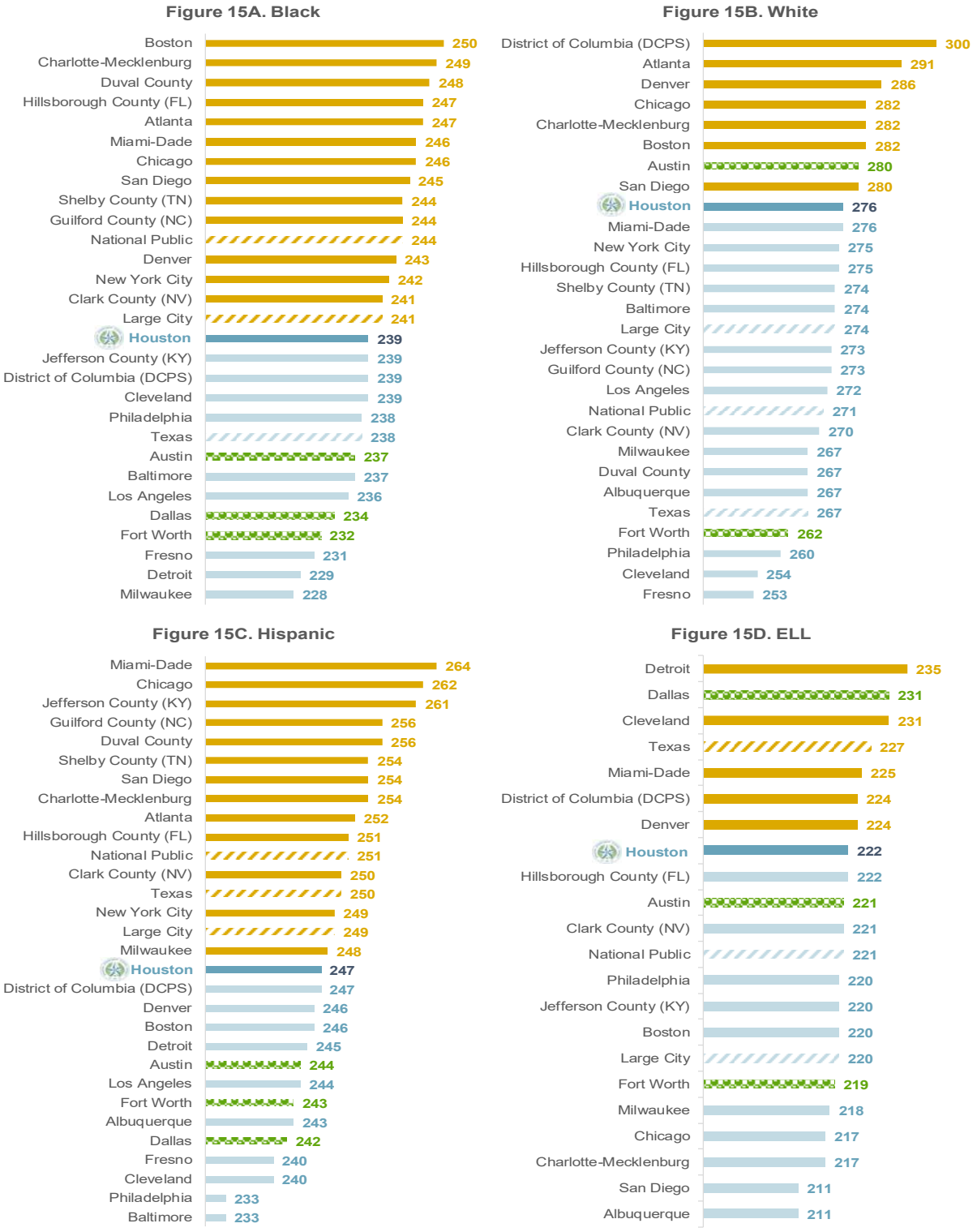
- Black students (**Figure 14A**) in Houston did better than eight other TUDA districts, including Fort Worth.
- White students (**Figure 14B**) in Houston had the tenth highest average scale score of 233, which was the same as Fort Worth and higher than the state of Texas, Large City, and National Public.
- Hispanic students (**Figure 14C**) in Houston did better than eight other TUDA districts, including Dallas, and had the same average scale score of 202 as five other districts, including Fort Worth and Austin.
- ELL students (**Figure 14D**) in Houston had the eighth highest average scale score of 192, which was the same as three other districts and was higher than National Public and Large City populations.

Figure 14. Reading Grade 4 TUDA Comparisons by Student Group



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment
Note: Observed differences may not be statistically significant.

Figure 15. Reading Grade 8 TUDA Comparisons by Student Group



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment
Note: Observed differences may not be statistically significant.

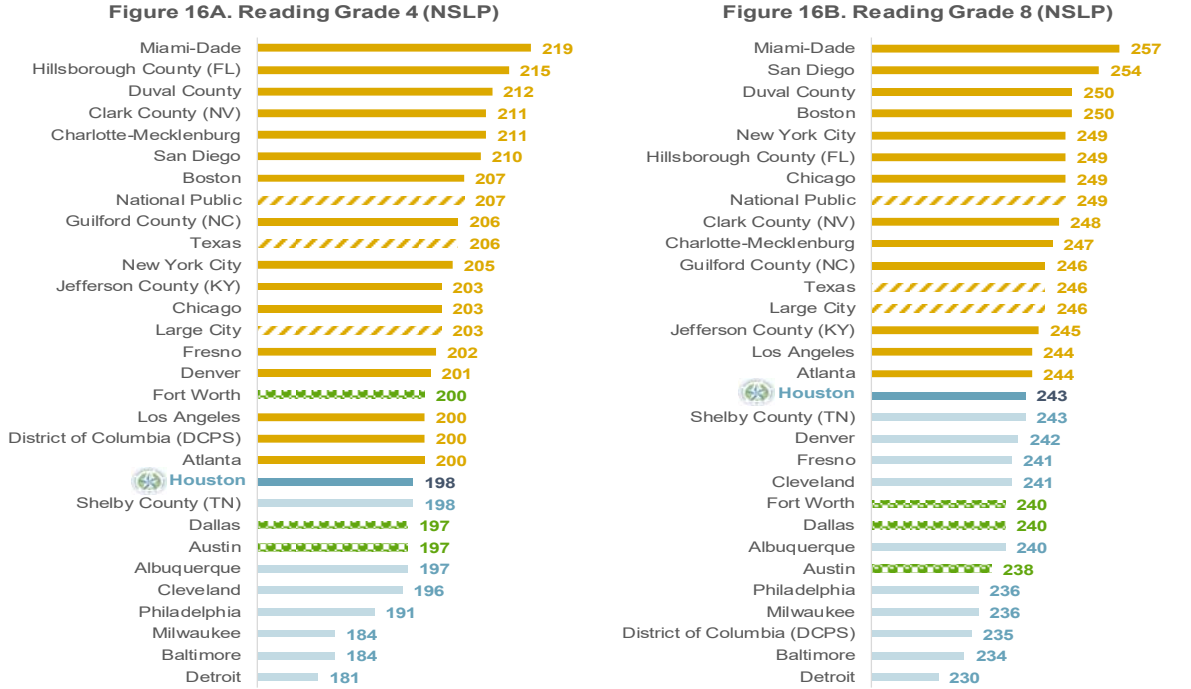
The 8th grade reading average scale score for HISD for all students was lower than most TUDA districts (Figure 13B, p. 19). **Figure 15** (p. 21) shows the average scale scores for 8th grade reading for Black, White, Hispanic, and ELL students in all TUDA districts, as well as National Public, Large City, and Texas.

- Black students (**Figure 15A**, p. 21) in HISD performed better than nine other TUDA districts including Austin, Dallas, and Fort Worth, and the same as three other districts.
- White students (**Figure 15B**, p. 21) in HISD had an average scale score of 276, which was ranked ninth, along with Miami-Dade.
- Hispanic students (**Figure 15C**, p. 21) in HISD ranked higher than twelve other districts, including Austin, Fort Worth, and Dallas, and was tied with one other district. This shows an improvement in ranking from the 2017 reporting year, when HISD was ranked six places lower.
- ELL students (**Figure 15D**, p. 21) in HISD ranked higher than eleven districts, the same as one other district, and lower than six other districts. This shows an improvement in ranking from the 2017 reporting year, when HISD was ranked five places lower.

Figure 16 shows the average scale scores for reading for grades 4 and 8 for students eligible for the National School Lunch Program (NSLP) in all TUDA districts, as well as National Public, Large City, and Texas.

- Fourth grade reading NSLP students (**Figure 16A**) in HISD had an average scale score of 198, which was the same as one other TUDA district and higher than eight other districts. This score was higher than Dallas and Austin, but lower than Fort Worth, National Public, the state of Texas, and Large City.
- Eighth grade reading NSLP students (**Figure 16B**) in HISD performed better than twelve other TUDA districts including Austin, Dallas, and Fort Worth, and the same as one other district.

Figure 16. Reading TUDA Comparisons by Eligibility for National School Lunch Program (NSLP)



Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessments
Note: Observed differences may not be statistically significant.

Where in HISD Was the NAEP Administered?

HISD had a total of 176 campuses with students in grade 4; of those, 52% (n=91) were assessed on the 4th grade NAEP. As can be seen in **Table 3**, most campuses district-wide with students in grade 4 were assigned to the West School Office (29%), and the least campuses with students in grade 4 were assigned to the Achieve 180 School Office (8%). A similar distribution can be seen for campuses assessed on the 4th grade NAEP, with 31% of campuses in the West School Office and 7% of campuses in the Achieve 180 School Office.

HISD had a total of 69 campuses with students in grade 8; of those, 72% (n=50) were assessed on the 8th grade NAEP. Most campuses district-wide with students in grade 8 were assigned to the West School Office (33%), and the least campuses with students in grade 8 were assigned to the South School Office (4%). A similar distribution can be seen for campuses assessed on the 8th grade NAEP, with 32% of campuses in the West School Office and 6% of campuses in the South School Office.

Table 3. Distribution of Campuses by School Office District-Wide and by NAEP Administration

School Office	District-wide Grade 4		NAEP Grade 4		District-wide Grade 8		NAEP Grade 8	
	N	%	N	%	N	%	N	%
A180	14	8%	6	7%	19	28%	12	24%
North	32	18%	17	19%	5	7%	5	10%
Northwest	22	13%	9	10%	12	17%	8	16%
South	30	17%	14	15%	3	4%	3	6%
East	27	15%	17	19%	7	10%	6	12%
West	51	29%	28	31%	23	33%	16	32%
Total	**176**		**91**		**69**		**50**	

Sources: Campus Information List (CIL), 2018–2019 school year; District Schools Selected for NAEP and/or TIMSS 2019

Table 4 displays the 91 campuses where NAEP assessments for grade 4 were administered.

Table 4. NAEP Grade 4 Participating Campuses 2019

School Name	School Office	Board Member District	School Name	School Office	Board Member District
Foerster	Achieve 180	District IX	Smith	Northwest	District II
Gregory-Lincoln PK-8	Achieve 180	District VIII	Wainwright	Northwest	District I
			Almeda	South	District IX
Hilliard	Achieve 180	District II	Bastian	South	District IV
Mading	Achieve 180	District IV	Brookline	South	District III
Wesley	Achieve 180	District II	DeAnda	South	District III
Woodson	Achieve 180	District IX	Golfcrest	South	District III
Bonner	East	District III	Gregg	South	District III
Cage	East	District VIII	Grissom	South	District IX
Carrillo	East	District VIII	Hobby	South	District IX
Crespo	East	District III	Lockhart	South	District IV
DeZavala	East	District III	Mitchell	South	District III
Gallegos	East	District III	Montgomery	South	District IX
Harris, JR	East	District III	Reagan Ed Center PK-8	South	District IX
Harris, RP	East	District VIII			
Lantrip	East	District VIII	Whidby	South	District IV
Lewis	East	District III	Windsor Village	South	District IX
Park Place	East	District III			
Patterson	East	District III	Ashford	West	District VI
Port Houston	East	District VIII	Askew	West	District VI
Robinson	East	District VIII	Benavidez	West	District VII
Southmayd	East	District III	Braeburn	West	District V
Tijerina	East	District VIII	Condit	West	District V
Whittier	East	District VIII	Daily	West	District VI
Burbank	North	District I	Elrod	West	District V
Codwell	North	District IV	Energized	West	District V
Cook	North	District II	Fondren	West	District IX
Coop	North	District II	Gross	West	District IX
De Chaumes	North	District I	Longfellow	West	District V
Elmore	North	District II	Lovett	West	District V
Henderson, NQ	North	District II	MacGregor	West	District IV
Herrera	North	District I	Mandarin Immersion Magnet	West	District VII
Kennedy	North	District II			
Lyons	North	District I	McNamara	West	District V
Marshall	North	District VIII	Memorial	West	District VII
Martinez, R	North	District VIII	Neff	West	District VI
Moreno	North	District I	Parker	West	District IX
Paige	North	District II	Piney Point	West	District VI
Scarborough	North	District II	Poe	West	District V
Scroggins	North	District VIII	River Oaks	West	District VII
Shadydale	North	District II	School at St. George Place	West	District VII
Benbrook	Northwest	District I			
Browning	Northwest	District I	Sutton	West	District V
Crockett	Northwest	District VIII	Tinsley	West	District IX
Durham	Northwest	District I	Twain	West	District V
Harvard	Northwest	District I	Walnut Bend	West	District VI
Oak Forest	Northwest	District II	West University	West	District V
Rice School	Northwest	District V	White, E	West	District VI

Sources:CIL, 2018–2019 school year; District Schools Selected for NAEP and/or TIMSS 2019

Table 5 displays the 50 campuses where NAEP assessments for grade 8 were administered.

Table 5. NAEP Grade 8 Participating Campuses 2019

School Name	School Office	Board Member District
Attucks	Achieve 180	District IV
Cullen	Achieve 180	District IV
Deady	Achieve 180	District III
Forest Brook	Achieve 180	District II
Henry	Achieve 180	District II
High School Ahead Acad	Achieve 180	District II
Holland	Achieve 180	District II
Lawson	Achieve 180	District IX
Sugar Grove	Achieve 180	District VI
Thomas	Achieve 180	District IV
Williams	Achieve 180	District II
Woodson	Achieve 180	District IX
BCM Biotech Acad at Rusk	East	District VIII
Chrysalis	East	District VIII
Edison	East	District VIII
Navarro	East	District VIII
Ortiz	East	District III
Stevenson	East	District III
Burbank	North	District I
Fleming	North	District II
Fonville	North	District I
Key	North	District II
McReynolds	North	District VIII
Black	Northwest	District II
Clifton	Northwest	District I
Hamilton	Northwest	District I
Hogg	Northwest	District I
Leland YMCPA	Northwest	District II
Marshall	Northwest	District I
Rice School PK-8	Northwest	District V
YWCPA	Northwest	District IV
Baylor College	South	District IV
Hartman	South	District III
Reagan Ed Center PK-8	South	District IX
Briarmeadow	West	District VII
Energized	West	District V
E-STEM West	West	District V
Fondren	West	District V
Lanier	West	District IV
Las Americas	West	District V
Long Acad	West	District V
Meyerland	West	District V
Pershing	West	District V
Pilgrim Acad	West	District VII
Pin Oak	West	District V
Revere	West	District VI
Sharpstown Intl	West	District VI
Tanglewood	West	District VII
Welch	West	District IX
West Briar	West	District VI

Sources: CIL, 2018–2019 school year; District Schools Selected for NAEP and/or TIMSS 2019

References

National Assessment of Educational Progress (2019). NAEP Report Card: 2019 NAEP Assessment. Retrieved from: www.nationsreportcard.gov.