

MEMORANDUM

December 7, 2011

TO: Board Members

FROM: Terry B. Grier, Ed.D
Superintendent of Schools

SUBJECT: **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) TRIAL
URBAN DISTRICT ASSESSMENT (TUDA): READING & MATHEMATICS 2011
RESULTS**

CONTACT: Carla Stevens, 713-556-6700

The 2011 NAEP reading and mathematics assessment results have been released for the districts that participated in the Trial Urban District Assessment program. NAEP, also known as the Nation's Report Card, is the nation's only federally authorized survey of student achievement in various subject areas. NAEP is administered by the National Center for Education Statistics (NCES), an agency within the U.S. Department of Education's Institute of Education Sciences. The Houston Independent School District (HISD) is one of 21 large urban districts that voluntarily participated in the TUDA in 2011.

Student performance on the 2011 NAEP reading and mathematics assessments at grades 4 and 8 is reported by using scale scores, which represent equal units on a continuous scale, using numbers that range from 0 to 500. Also, student performance is reported by using the percentage of students who attained the achievement levels, Basic, Proficient, and Advanced. The National Assessment Governing Board (NAGB) defines the achievement levels as follows:

- *Basic*: denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient*: represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *Advanced*: signifies superior performance.

The reading and mathematics frameworks used for the 2011 NAEP remained unchanged from the 2009 assessment.

The reading framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. Additionally, the framework calls for a systematic assessment of meaning vocabulary.

The NAEP assesses mathematics in five content strands: number properties and operations, measurement, geometry, data analysis and probability, and algebra.

Results of the 2011 NAEP grade 4 and 8 reading and mathematics assessments are presented in the following tables and graphs. Due to sampling methods used by NCES, results are only available at the district level and not at the school level. Comparisons were made between 21 participating districts— Albuquerque, Atlanta, Austin, Baltimore, Boston, Charlotte, Chicago, Cleveland, Dallas, Detroit, District of Columbia, Fresno, Hillsborough County (Tampa, FL),

Houston, Jefferson County (Louisville, KY), Los Angeles, Miami-Dade County, Milwaukee, New York City, Philadelphia, and San Diego—as well as Texas, the nation, and large city. These results present the sixth administration of the reading assessment and the fifth administration of the mathematics assessment for the TUDA. Not all districts have had participants over that time but Houston is one of the original TUDA districts since its inception in 2002.

Reading

NAEP Reading Results Overall Summary

- In 2011, HISD showed overall performance in the subject of reading at both grades 4 and 8 (**Tables 1–4**) that was comparable to the other large urban districts.
- It is important to note that while the 21 TUDAs represent some of the largest urban school districts in the country, there remains some substantial differences among them. Not only are the demographic characteristics different but there is a stark difference in percentage of students who are eligible for free/reduced price lunch (ranging from 52 to 100 percent) and the percentage of English Language Learners (ranging from 2 to 50 percent).
- The most notable performance of HISD students in reading is that HISD students had equal to or higher average scale scores than their peers in the large cities (LC) and the majority of the other TUDA districts in grade four.

NAEP Results for Reading

- The overall scale score for Houston has increased from 206 in 2002 to 213 in 2011.
- Houston's fourth-grade students scored higher than the national average for large city school districts. HISD fourth-grade students also scored higher than 12 districts: Albuquerque, Atlanta, Baltimore, Chicago, Cleveland, Dallas, Detroit, Washington D.C., Fresno, Los Angeles, Milwaukee, and Philadelphia (**Table 1**).
- The percent of Houston fourth-grade students who scored at or above the basic level has increased from 48 percent in 2002 to 57 percent in 2011, while the percent at or above proficient increased from 18 percent in 2002 to 24 percent in 2011 exceeding both the state and national rates of growth (**Table 2**).
- Houston's eighth-grade students' average reading scale score remained constant at 252 from 2009 to 2011. Since 2002, the scale score gap between Texas and HISD has decreased from 14 points to 9 points in 2011 (**Table 3**).
- Houston's eighth-grade students had higher scores than 9 TUDA districts.
- The percent of Houston eighth-grade students who scored at or above the basic level has increased from 59 percent in 2002 to 64 percent in 2011, again exceeding both the state and national rates of growth (**Table 4**).
- Houston's fourth-grade and eighth-grade African American and Hispanic student groups scored higher than or equal to students in large cities (**Appendix Graphs 4–5 and 14–15**).

NAEP GAP Results for Reading: (See Appendices)

- The scale score gap between Hispanic and white fourth-grade students in Houston decreased from 2009 to 2011 by three points. This gap has decreased by two points since 2003 (**Graph 8**).
- The scale score gap between African American and white fourth-grade students in HISD increased by four points between 2009 and 2011. This gap has increased by three points since 2003 (**Graph 9**).
- The scale score gap between fourth-grade students in HISD eligible for free/reduced lunch and those who are not eligible has decreased by four points from 2009 to 2011. This gap has increased by 12 points since 2003 (**Graph 10**).
- The scale score gap between Hispanic and white eighth-grade students increased by four points from 2009 to 2011. This gap has increased by six points since 2003 (**Graph 18**).
- The scale score gap between African American and white eighth-grade students in HISD decreased by one point between 2009 and 2011. This gap has increased by 10 points since 2003 (**Graph 19**).
- The scale score gap between eighth-grade students in HISD eligible for free/reduced lunch and those who are not eligible has decreased by eight points from 2009 to 2011. This gap has increased by two points since 2003 (**Graph 20**).

NAEP Reading Sample/Exclusions: (Table 5)

- For 2011, 2,400 fourth-grade students were tested in reading and 2,000 eighth-grade students were tested in reading.
- The district's exclusion rates for students with disabilities (SD) or English language learners (ELL) on the reading test were 14 percent for fourth-grade students and 6 percent for eighth-grade students in 2011. Both rates are the lowest for Houston since 2002.

Mathematics

NAEP Mathematics Results Overall Summary

- A notable achievement for Houston is that each student group (Hispanic, African American, and free/reduced price lunch students) in grades 4 and 8 demonstrated higher average scores than similar student groups from the nation and large cities.
- **Additionally, Hispanic eighth-grade students in Houston outperformed their counterparts nationwide, in Large Cities, and all 21 TUDA districts in math. African American eighth-grade students were only one point behind Boston and ahead of all other TUDA districts, and outperformed all their other counterparts nationwide and in Large Cities (Appendix Graphs 34–35).**

NAEP Results for Mathematics

- Houston's fourth-grade students outperformed the Large Cities and had higher scores than 15 of the 21 districts (**Table 8**).
- The districts that outperformed HISD fourth-graders had lower percentages of students receiving free/reduced price lunch (**Table 13**).
- The percent of Houston fourth-grade students who scored at or above the basic level increased from 70 percent in 2003 to 82 percent in 2011, while the percent at or above

proficient increased from 18 percent in 2003 to 32 percent in 2011. Houston's growth in these measures exceeded that of the nation, Texas, and Large Cities (**Table 9**).

- Houston's eighth-grade students outperformed the Large Cities, had higher scale scores than 16 districts, and were only behind three districts. Two of those districts had lower percentages of students receiving free/reduced price lunch (**Tables 10 & 14**).
- The percent of Houston eighth-grade students who scored at or above the basic level increased from 52 percent in 2003 to 72 percent in 2011, while the percent at or above proficient increased from 12 percent in 2003 to 27 percent in 2011. Houston's growth in these measures exceeded that of the nation and Large Cities and matched Texas (**Table 11**).

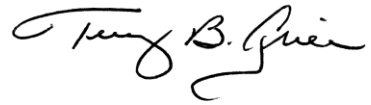
NAEP GAP Results for Mathematics: (See Appendices)

- The scale score gap between Hispanic and white fourth-grade students in HISD decreased by 2 points from 2009 to 2011 and by five points since 2003. (**Graph 28**).
- The scale score gap between African American and white fourth-grade students in HISD decreased by 2 points from 2009 to 2011 and by three points since 2003. (**Graph 29**).
- The scale score gap between fourth-grade students in HISD eligible for free/reduced lunch and those who are not eligible has increased by two points from 2009 to 2011. This gap has increased by five points since 2003 (**Graph 30**).
- The scale score gap between eighth-grade Hispanic students and white students decreased by five points from 2009 to 2011. This gap has decreased by one point since 2003 (**Graph 38**).
- The scale score gap between eighth-grade African American students and white students decreased by seven points from 2009 to 2011. This gap has increased by four points since 2003 (**Graph 39**).
- The scale score gap between eighth-grade students in HISD eligible for free/reduced lunch and those who are not eligible has decreased by 10 points from 2009 to 2011. This gap has decreased by three points since 2003 (**Graph 40**).

NAEP Mathematics Sample/Exclusions: (Table 12)

- For 2011, 2,700 fourth-grade students were tested in math and 2,000 eighth-grade students were tested in math.
- The district's exclusion rate for fourth graders with disabilities (SD) or English language learners (ELL) on the mathematics test was 4 percent, lower than in 2003 by 4 percentage points.
- The math exclusion rate for eighth-grade students with disabilities or English language learners was 6 percent, lower than in 2003 by 2 percentage points.

Using principles of Understanding by Design, the HISD Curriculum supports concept-based learning through the use of backwards-designed units of instruction and aligned assessments. Second, the HISD Curriculum is aligned to state and national standards and assessments, including NAEP. In addition, the curriculum includes strategies and activities that align to the ELPS, CCRS, and to research-based instructional and literacy strategies. Finally, the curriculum places an emphasis on academic and content vocabulary instruction.



TBG

Attachments

cc: Superintendent's Direct Reports

Aaron Spence
Dallas Dance
Samuel Sarabia
Jason Spencer
Nancy Gregory

NAEP Reading Results: 2002, 2003, 2005, 2007, 2009, and 2011

Table 1: NAEP Fourth-Grade Reading Assessment Results by Scale Scores: 2002, 2003, 2005, 2007, 2009, and 2011.

| | Scale Scores (0-500) | | | | | |
|--------------------------|-------------------------|-------------|-------------|-------------|-------------|--------------|
| | <u>2002</u> | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
| National Public | 217 | 216 | 217 | 220 | 220 | 220* |
| Large City | 202 | 204 | 206 | 208 | 210 | 211** |
| Texas | 217 | 215 | 219 | 220 | 219 | 218 |
| Houston | 206 | 207 | 211 | 206 | 211 | 213** |
| Albuquerque | + | + | + | + | + | 209** |
| Atlanta | 195 | 197 | 201 | 207 | 209 | 212** |
| Austin | + | + | 217 | 218 | 220 | 224* |
| Baltimore City | + | + | + | + | 202 | 200*,** |
| Boston | + | 206 | 207 | 210 | 215 | 217*,** |
| Charlotte | + | 219 | 221 | 222 | 225 | 224*,** |
| Chicago | 193 | 198 | 198 | 201 | 202 | 203*,** |
| Cleveland | + | 195 | 197 | 198 | 194 | 193*,** |
| Dallas | + | + | + | + | + | 204*,** |
| Detroit | + | + | + | + | 187 | 191*,** |
| District of Columbia | 191 | 188 | 191 | 197 | 203 | 201*,** |
| Fresno | + | + | + | + | 197 | 194*,** |
| Hillsborough County (FL) | + | + | + | + | + | 231*,** |
| Jefferson County (KY) | + | + | + | + | 219 | 223** |
| Los Angeles | 191 | 194 | 196 | 196 | 197 | 201*,** |
| Miami-Dade | + | + | + | + | 221 | 221* |
| Milwaukee | + | + | + | + | 196 | 195*,** |
| New York City | 206 | 210 | 213 | 213 | 217 | 216*,** |
| Philadelphia | + | + | + | + | 195 | 199*,** |
| San Diego | + | 208 | 208 | 210 | 213 | 215*,** |

+Did not participate

"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

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

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

NAEP Reading Results: 2002, 2003, 2005, 2007, 2009, and 2011

Table 2: NAEP Fourth-Grade Reading Assessment Results by Percentage of Students at or Above Basic and Proficient Levels: 2002, 2003, 2005, 2007, 2009, and 2011

| | At or Above Basic (Percentage of Students) | | | | | | At or Above Proficient (Percentage of Students) | | | | | |
|----------------------|---|-------------|-------------|-------------|-------------|-------------|--|-------------|-------------|-------------|-------------|-------------|
| | <u>2002</u> | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> | <u>2002</u> | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
| National Public | 62 | 62 | 62 | 62 | 62 | 66 | 30 | 30 | 30 | 32 | 32 | 32 |
| Large City | 44 | 59 | 62 | 59 | 62 | 55 | 17 | 19 | 20 | 22 | 23 | 24 |
| Texas | 62 | 59 | 64 | 66 | 65 | 64 | 28 | 27 | 29 | 30 | 28 | 28 |
| Houston | 48 | 48 | 52 | 49 | 55 | 57 | 18 | 18 | 21 | 17 | 19 | 24 |
| Albuquerque | + | + | + | + | + | 53 | + | + | + | + | + | 24 |
| Atlanta | 35 | 37 | 41 | 48 | 50 | 54 | 12 | 14 | 17 | 18 | 22 | 24 |
| Austin | + | + | 61 | 62 | 65 | 68 | + | + | 28 | 30 | 32 | 36 |
| Baltimore City | + | + | + | + | 42 | 40 | + | + | + | + | 12 | 11 |
| Boston | + | 48 | 51 | 54 | 61 | 62 | + | 16 | 16 | 20 | 24 | 26 |
| Charlotte | + | 64 | 66 | 66 | 71 | 70 | + | 31 | 33 | 35 | 36 | 36 |
| Chicago | 34 | 40 | 40 | 44 | 45 | 48 | 11 | 14 | 14 | 16 | 16 | 18 |
| Cleveland | + | 35 | 37 | 39 | 34 | 32 | + | 9 | 10 | 9 | 8 | 8 |
| Dallas | + | + | + | + | + | 46 | + | + | + | + | + | 14 |
| Detroit | + | + | + | + | 27 | 31 | + | + | + | + | 5 | 7 |
| District of Columbia | 31 | 31 | 33 | 39 | 46 | 44 | 10 | 10 | 11 | 14 | 18 | 20 |
| Fresno | + | + | + | + | 40 | 37 | + | + | + | + | 12 | 11 |
| Hillsborough Co (FL) | + | + | + | + | + | 77 | + | + | + | + | + | 44 |
| Jefferson Co (KY) | + | + | + | + | 64 | 68 | + | + | + | + | 30 | 35 |
| Los Angeles | 33 | 35 | 37 | 39 | 40 | 45 | 11 | 11 | 14 | 13 | 13 | 15 |
| Miami-Dade | + | + | + | + | 68 | 67 | + | + | + | + | 31 | 32 |
| Milwaukee | + | + | + | + | 39 | 38 | + | + | + | + | 12 | 13 |
| New York City | 47 | 53 | 57 | 57 | 62 | 61 | 19 | 22 | 22 | 25 | 29 | 29 |
| Philadelphia | + | + | + | + | 39 | 43 | + | + | + | + | 11 | 13 |
| San Diego | + | 51 | 51 | 55 | 59 | 61 | + | 22 | 22 | 25 | 29 | 31 |

+Did not participate

"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

NAEP Reading Results: 2002, 2003, 2005, 2007, 2009, and 2011

Table 3: NAEP Eighth-Grade Reading Assessment Results by Scale Scores: 2002, 2003, 2005, 2007, 2009, and 2011

| | Scale Scores (0-500) | | | | | |
|--------------------------|-------------------------|-------------|-------------|-------------|-------------|-----------------|
| | <u>2002</u> | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
| National Public | 263 | 261 | 260 | 261 | 262 | 264* |
| Large City | 250 | 249 | 250 | 250 | 252 | 255** |
| Texas | 262 | 259 | 258 | 261 | 260 | 261 |
| Houston | 248 | 246 | 248 | 252 | 252 | 252*, ** |
| Albuquerque | + | + | + | + | + | 254** |
| Atlanta | 236 | 240 | 240 | 245 | 250 | 253** |
| Austin | + | + | 257 | 257 | 261 | 261* |
| Baltimore City | + | + | + | + | 245 | 246*, ** |
| Boston | + | 252 | 253 | 254 | 257 | 255** |
| Charlotte | + | 262 | 259 | 260 | 259 | 265* |
| Chicago | 249 | 248 | 249 | 250 | 249 | 253** |
| Cleveland | + | 240 | 240 | 246 | 242 | 240*, ** |
| Dallas | + | + | + | + | + | 248*, ** |
| Detroit | + | + | + | + | 232 | 237*, ** |
| District of Columbia | 240 | 239 | 238 | 241 | 240 | 237*, ** |
| Fresno | + | + | + | + | 240 | 238*, ** |
| Hillsborough County (FL) | + | + | + | + | + | 264* |
| Jefferson County (KY) | + | + | + | + | 259 | 260*, ** |
| Los Angeles | 237 | 234 | 239 | 240 | 244 | 246*, ** |
| Miami-Dade | + | + | + | + | 261 | 260*, ** |
| Milwaukee | + | + | + | + | 241*, ** | 238*, ** |
| New York City | + | 252 | 251 | 249 | 252** | 254** |
| Philadelphia | + | + | + | + | 247** | 247*, ** |
| San Diego | + | 250 | 253 | 250 | 254** | 256** |

+Did not participate

"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

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

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

NAEP Reading Results: 2002, 2003, 2005, 2007, 2009, and 2011

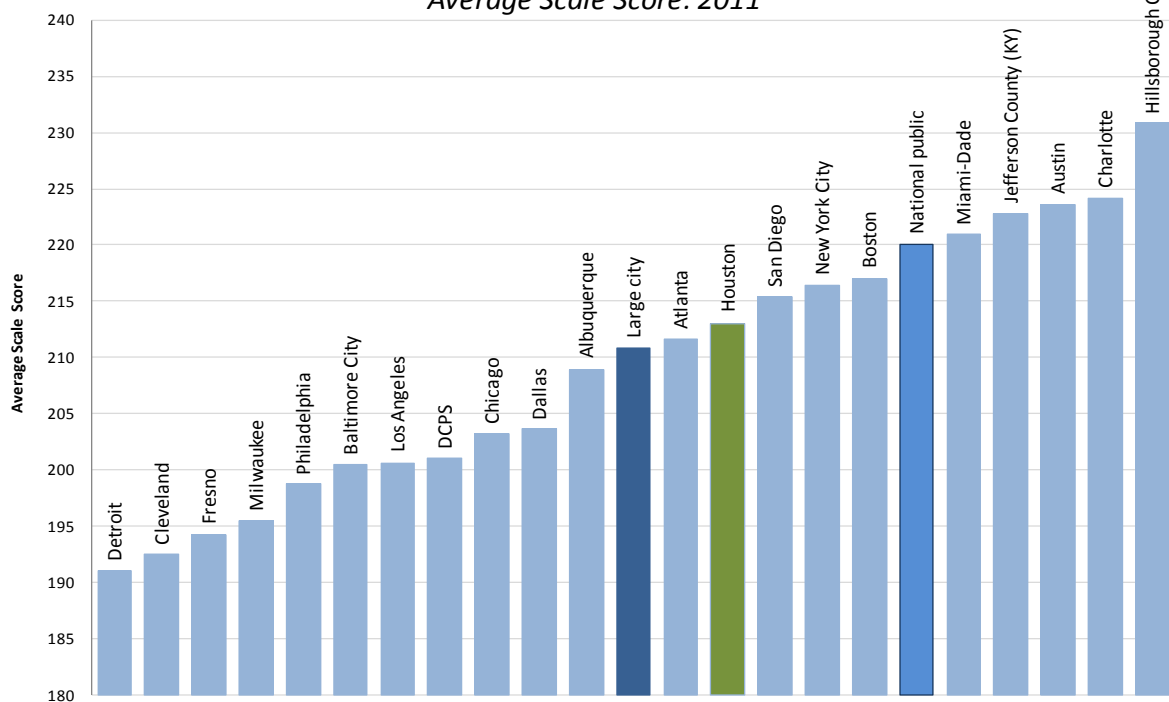
Table 4: NAEP Eighth-Grade Reading Assessment Results by Percentage of Students At or Above Basic and Proficient Levels: 2002, 2003, 2005, 2007, 2009, and 2011

| | At or Above Basic (Percentage of Students) | | | | | | At or Above Proficient (Percentage of Students) | | | | | |
|----------------------|---|-----------|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|-----------|-----------|
| | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 |
| National Public | 74 | 72 | 71 | 73 | 74 | 75 | 31 | 30 | 29 | 29 | 30 | 32 |
| Large City | 60 | 58 | 60 | 60 | 63 | 65 | 20 | 19 | 20 | 20 | 21 | 23 |
| Texas | 73 | 71 | 69 | 73 | 73 | 74 | 31 | 26 | 26 | 28 | 27 | 27 |
| Houston | 59 | 55 | 59 | 63 | 64 | 64 | 17 | 14 | 17 | 18 | 18 | 18 |
| Albuquerque | + | + | + | + | + | 64 | + | + | + | + | + | 22 |
| Atlanta | 42 | 47 | 46 | 53 | 60 | 63 | 8 | 11 | 12 | 13 | 17 | 17 |
| Austin | + | + | 65 | 66 | 71 | 71 | + | + | 27 | 28 | 30 | 30 |
| Baltimore City | + | + | + | + | 54 | 54 | + | + | + | + | 10 | 12 |
| Boston | + | 61 | 61 | 63 | 68 | 63 | + | 22 | 23 | 22 | 23 | 24 |
| Charlotte | + | 71 | 69 | 69 | 70 | 75 | + | 30 | 29 | 29 | 28 | 34 |
| Chicago | 62 | 59 | 60 | 61 | 60 | 64 | 15 | 15 | 17 | 17 | 17 | 21 |
| Cleveland | + | 48 | 49 | 56 | 52 | 48 | + | 10 | 10 | 11 | 10 | 11 |
| Dallas | + | + | + | + | + | 58 | + | + | + | + | + | 13 |
| Detroit | + | + | + | + | 40 | 43 | + | + | + | + | 7 | 7 |
| District of Columbia | 48 | 47 | 45 | 48 | 48 | 46 | 10 | 10 | 12 | 12 | 14 | 15 |
| Fresno | + | + | + | + | 48 | 45 | + | + | + | + | 12 | 12 |
| Hillsborough Co (FL) | + | + | + | + | + | 75 | + | + | + | + | + | 32 |
| Jefferson Co (KY) | + | + | + | + | 68 | 70 | + | + | + | + | 26 | 27 |
| Los Angeles | 44 | 43 | 47 | 50 | 54 | 56 | 10 | 11 | 13 | 12 | 15 | 16 |
| Miami-Dade | + | + | + | + | 73 | 71 | + | + | + | + | 29 | 28 |
| Milwaukee | + | + | + | + | 51 | 46 | + | + | + | + | 12 | 10 |
| New York City | + | 62 | 61 | 59 | 62 | 65 | + | 22 | 20 | 20 | 21 | 24 |
| Philadelphia | + | + | + | + | 56 | 56 | + | + | + | + | 15 | 16 |
| San Diego | + | 60 | 63 | 60 | 65 | 68 | + | 20 | 23 | 23 | 25 | 27 |

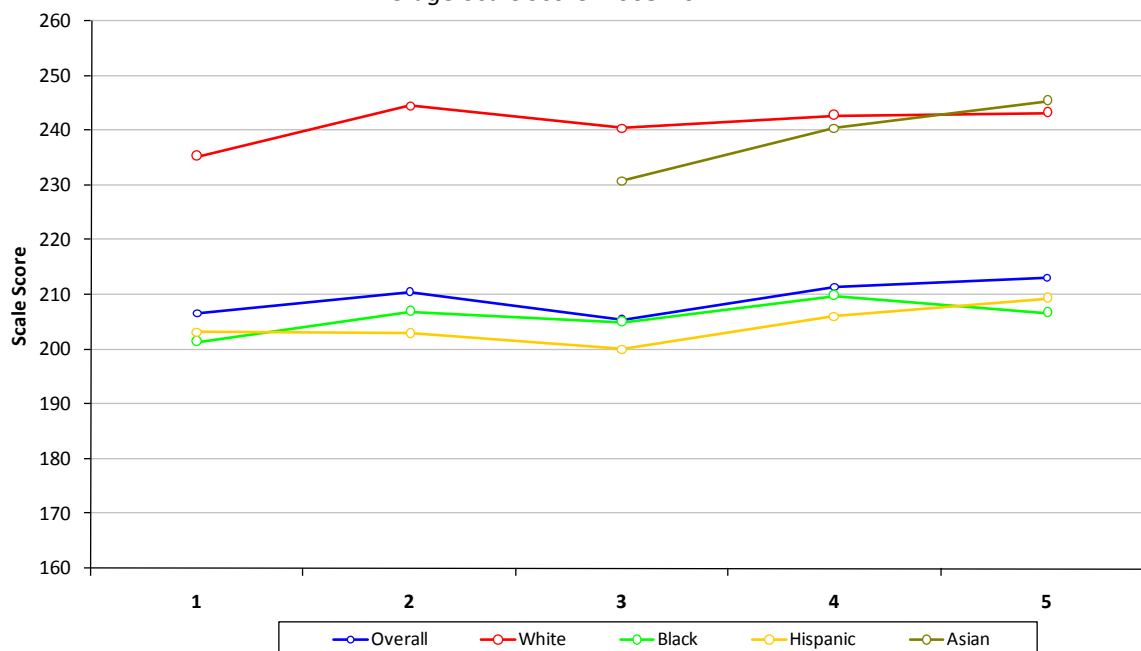
+Did not participate

"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

NAEP Reading Grade 4 — Overall Average Scale Score: 2011



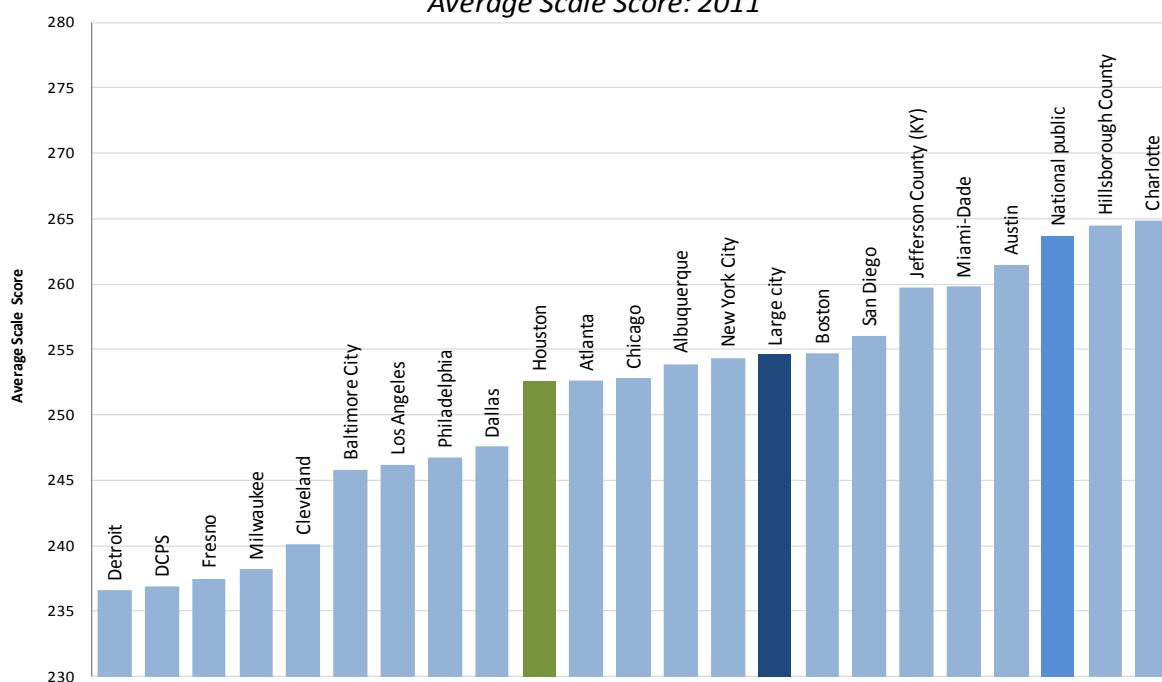
NAEP Reading Grade 4 — Race/Ethnicity Average Scale Score: 2003-2011



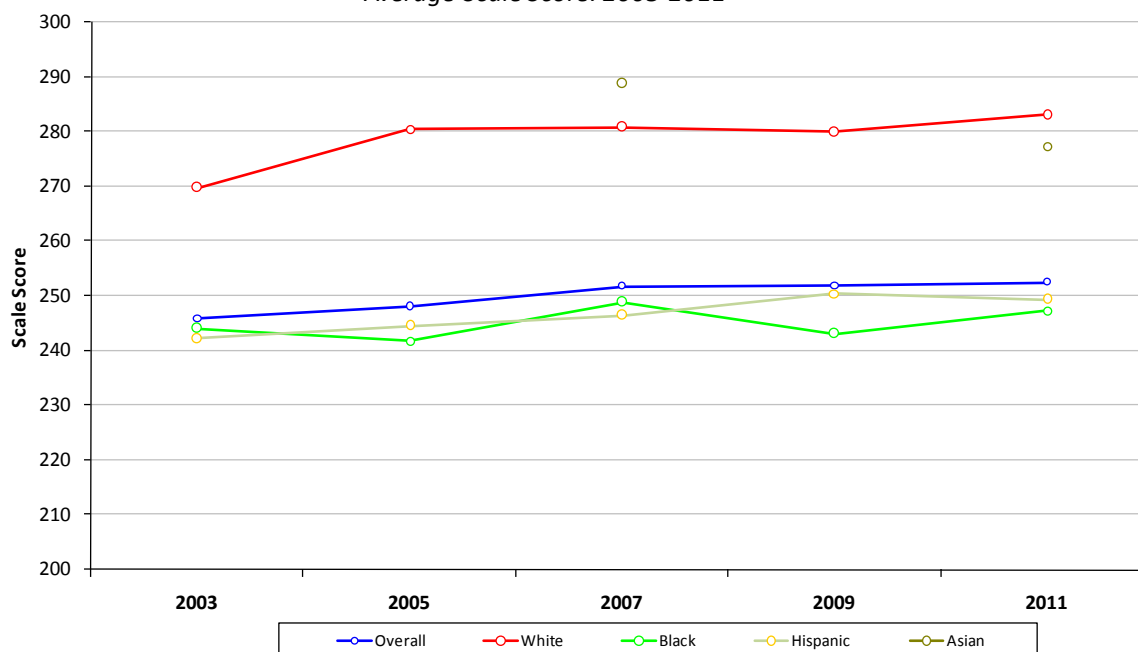
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

NAEP Reading Grade 8 — Overall Average Scale Score: 2011



NAEP Reading Grade 8 — Race/Ethnicity Average Scale Score: 2003-2011



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

NAEP Reading Sample/Exclusions: 2002, 2003, 2005, 2007, 2009 and 2011

Table 5: Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELLs) for HISD: 2002, 2003, 2005, 2007, 2009, and 2011 Reading

| | Grade 4 | | | | | | Grade 8 | | | | | |
|-------------------|----------------|-------------|-------------|-------------|-------------|-------------|----------------|-------------|-------------|-------------|-------------|-------------|
| | <u>2002</u> | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> | <u>2002</u> | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
| TUDA Sample | 1,326 | 1,889 | 1,700 | 2,400 | 2,000 | 2,400 | 1,110 | 1,660 | 1,700 | 2,000 | 1,900 | 2,000 |
| SD/ELL Identified | 43% | 42% | 44% | 45% | 43% | 44% | 27% | 27% | 24% | 23% | 22% | 23% |
| SD/ELL Excluded | 17% | 24% | 23% | 17% | 18% | 14% | 10% | 10% | 7% | 9% | 8% | 6% |
| SD Identified | 12% | 18% | 12% | 11% | 7% | 8% | 18% | 18% | 13% | 13% | 12% | 12% |
| SD Excluded | 4% | 9% | 7% | 6% | 4% | 4% | 7% | 7% | 5% | 6% | 6% | 5% |
| ELL Identified | 36% | 33% | 36% | 37% | 38% | 38% | 16% | 16% | 14% | 13% | 12% | 14% |
| ELL Excluded | 16% | 20% | 19% | 13% | 16% | 12% | 6% | 6% | 4% | 4% | 4% | 2% |

Table 6: Selected Characteristics of Fourth-Grade Public School Students in NAEP Reading, by Jurisdiction: 2011

| Student Characteristics | # of Students | | | | % Asian / | % Eligible | | % English |
|--------------------------------|----------------------|----------------|----------------|-------------------|------------------|-------------------|---------------------|------------------|
| | <u>Assessed</u> | <u>% White</u> | <u>% Black</u> | <u>% Hispanic</u> | <u>Pacific</u> | <u>for Lunch</u> | <u>% with</u> | <u>Language</u> |
| | | | | | <u>Islander</u> | <u>Program</u> | <u>Disabilities</u> | <u>Learners</u> |
| Nation | 202,900 | 52 | 16 | 23 | 5 | 52 | 11 | 11 |
| Large City | 50,800 | 20 | 27 | 42 | 8 | 73 | 11 | 21 |
| Houston | 2,400 | 9 | 27 | 60 | 3 | 80 | 5 | 31 |
| Albuquerque | 1,700 | 24 | 2 | 64 | 3 | 65 | 12 | 17 |
| Atlanta | 1,900 | 15 | 77 | 5 | 1 | 75 | 6 | 1 |
| Austin | 1,600 | 29 | 8 | 58 | 3 | 60 | 7 | 28 |
| Baltimore | 1,300 | 8 | 89 | 2 | 1 | 88 | 4 | 1 |
| Boston | 1,700 | 12 | 35 | 43 | 8 | 80 | 17 | 35 |
| Charlotte | 1,800 | 35 | 38 | 18 | 5 | 52 | 9 | 11 |
| Chicago | 2,500 | 9 | 42 | 44 | 5 | 88 | 14 | 16 |
| Cleveland | 1,300 | 15 | 67 | 14 | 1 | 100 | 18 | 6 |
| Dallas | 1,500 | 6 | 27 | 67 | # | 91 | 5 | 42 |
| Detroit | 1,200 | 3 | 85 | 11 | # | 87 | 9 | 12 |
| District of Columbia | 1,500 | 10 | 72 | 15 | 2 | 72 | 13 | 7 |
| Fresno | 1,900 | 12 | 9 | 65 | 12 | 93 | 8 | 30 |
| Hillsborough County | 1,700 | 37 | 20 | 35 | 3 | 57 | 15 | 16 |
| Jefferson County | 1,800 | 54 | 36 | 5 | 3 | 61 | 9 | 1 |
| Los Angeles | 2,400 | 9 | 10 | 75 | 6 | 83 | 10 | 33 |
| Miami-Dade | 2,700 | 7 | 25 | 66 | 1 | 74 | 10 | 15 |
| Milwaukee | 1,400 | 16 | 51 | 26 | 7 | 83 | 18 | 15 |
| New York | 2,500 | 15 | 29 | 37 | 19 | 90 | 16 | 16 |
| Philadelphia | 1,600 | 13 | 58 | 21 | 6 | 90 | 13 | 7 |
| San Diego | 1,700 | 23 | 12 | 44 | 16 | 65 | 8 | 36 |
| # Rounds to Zero | | | | | | | | |

Table 7: Selected Characteristics of Eighth-Grade Public School Students in NAEP Reading, by Jurisdiction: 2011

| Student Characteristics | # of Students | | | | % Asian / | % Eligible | | % English |
|-------------------------|-----------------|----------------|----------------|-------------------|-----------------------------------|------------------------------------|--------------------------------------|------------------------------------|
| | <u>Assessed</u> | <u>% White</u> | <u>% Black</u> | <u>% Hispanic</u> | <u>Pacific</u> <u>Islander</u> | <u>for Lunch</u> <u>Program</u> | <u>% with</u> <u>Disabilities</u> | <u>Language</u> <u>Learners</u> |
| Nation | 157,800 | 54 | 16 | 22 | 5 | 48 | 10 | 5 |
| Large City | 40,000 | 20 | 27 | 43 | 8 | 70 | 10 | 11 |
| Houston | 2,000 | 7 | 26 | 62 | 3 | 76 | 7 | 13 |
| Albuquerque | 1,100 | 25 | 2 | 65 | 3 | 59 | 12 | 9 |
| Atlanta | 1,300 | 8 | 86 | 4 | 1 | 82 | 8 | 1 |
| Austin | 1,400 | 26 | 9 | 59 | 4 | 59 | 7 | 13 |
| Baltimore | 900 | 12 | 83 | 4 | 1 | 84 | 4 | 1 |
| Boston | 1,100 | 15 | 38 | 35 | 10 | 75 | 16 | 16 |
| Charlotte | 1,400 | 33 | 44 | 15 | 5 | 51 | 9 | 7 |
| Chicago | 1,900 | 9 | 44 | 41 | 6 | 84 | 17 | 7 |
| Cleveland | 1,000 | 18 | 65 | 14 | 1 | 100 | 21 | 7 |
| Dallas | 1,300 | 5 | 25 | 68 | 1 | 85 | 5 | 22 |
| Detroit | 1,300 | 2 | 88 | 9 | 1 | 79 | 11 | 9 |
| District of Columbia | 1,300 | 7 | 79 | 12 | 1 | 71 | 18 | 5 |
| Fresno | 1,300 | 13 | 11 | 62 | 14 | 88 | 7 | 19 |
| Hillsborough County | 1,400 | 43 | 19 | 31 | 3 | 54 | 15 | 9 |
| Jefferson County | 1,300 | 55 | 37 | 5 | 2 | 58 | 7 | 2 |
| Los Angeles | 2,000 | 9 | 9 | 74 | 8 | 82 | 10 | 19 |
| Miami-Dade | 2,400 | 9 | 22 | 67 | 1 | 72 | 10 | 7 |
| Milwaukee | 1,100 | 13 | 57 | 22 | 7 | 80 | 19 | 14 |
| New York | 2,200 | 14 | 30 | 40 | 15 | 87 | 16 | 11 |
| Philadelphia | 1,200 | 13 | 57 | 21 | 8 | 88 | 15 | 8 |
| San Diego | 1,200 | 25 | 11 | 43 | 19 | 61 | 13 | 16 |
| # Rounds to Zero | | | | | | | | |

NAEP Mathematics Results: 2003, 2005, 2007, 2009, and 2011

Table 8: NAEP Fourth-Grade Mathematics Assessment Results by Scale Scores: 2003, 2005, 2007, 2009, and 2011.

| | Scale Scores (0-500) | | | | |
|--------------------------|-------------------------|------------|------------|------------|---------------|
| | 2003 | 2005 | 2007 | 2009 | 2011 |
| National Public | 234 | 237 | 239 | 239 | 240* |
| Large City | 224 | 228 | 230 | 231 | 233** |
| Texas | 237 | 242 | 242 | 240 | 241 |
| Houston | 227 | 233 | 234 | 236 | 237*** |
| Albuquerque | + | + | + | + | 235** |
| Atlanta | 216 | 221 | 224 | 225 | 228*** |
| Austin | + | 242 | 217 | 240 | 245*** |
| Baltimore City | + | + | + | 222 | 226*** |
| Boston | 220 | 229 | 233 | 236 | 237*** |
| Charlotte | 242 | 244 | 244 | 245 | 247*** |
| Chicago | 214 | 216 | 220 | 222 | 224*** |
| Cleveland | 215 | 220 | 215 | 213 | 216*** |
| Dallas | + | + | + | + | 233** |
| Detroit | + | + | + | 200 | 203*** |
| District of Columbia | 205 | 211 | 214 | 220 | 222*** |
| Fresno | + | + | + | 219 | 218*** |
| Hillsborough County (FL) | + | + | + | + | 243*** |
| Jefferson County (KY) | + | + | + | 233 | 235*** |
| Los Angeles | 216 | 220 | 221 | 222 | 223*** |
| Miami-Dade | + | + | + | 236 | 236*** |
| Milwaukee | + | + | + | 220 | 220*** |
| New York City | 226 | 231 | 236 | 237 | 234** |
| Philadelphia | + | + | + | 222 | 225*** |
| San Diego | 226 | 232 | 234 | 236 | 239* |

+Did not participate

"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

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

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

NAEP Mathematics Results: 2003, 2005, 2007, 2009, and 2011

Table 9: NAEP Fourth-Grade Mathematics Assessment Results by Percentage of Students at or Above Basic and Proficient Levels: 2003, 2005, 2007, 2009, and 2011

| | At or Above Basic (Percentage of Students) | | | | | At or Above Proficient (Percentage of Students) | | | | |
|----------------------|---|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|-----------|
| | 2003 | 2005 | 2007 | 2009 | 2011 | 2003 | 2005 | 2007 | 2009 | 2011 |
| National Public | 76 | 79 | 81 | 81 | 82 | 31 | 35 | 39 | 38 | 40 |
| Large City | 63 | 68 | 70 | 72 | 74 | 20 | 24 | 28 | 29 | 30 |
| Texas | 82 | 87 | 87 | 85 | 85 | 33 | 40 | 40 | 38 | 39 |
| Houston | 70 | 77 | 80 | 82 | 82 | 18 | 26 | 28 | 30 | 32 |
| Albuquerque | + | + | + | + | 76 | + | + | + | + | 34 |
| Atlanta | 50 | 57 | 61 | 63 | 66 | 13 | 17 | 20 | 21 | 25 |
| Austin | + | 85 | 83 | 83 | 87 | + | 40 | 40 | 38 | 46 |
| Baltimore City | + | + | + | 64 | 68 | + | + | + | 13 | 17 |
| Boston | 59 | 72 | 77 | 81 | 81 | 12 | 22 | 27 | 31 | 33 |
| Charlotte | 84 | 86 | 85 | 86 | 88 | 41 | 44 | 44 | 45 | 48 |
| Chicago | 50 | 52 | 58 | 62 | 64 | 10 | 13 | 16 | 18 | 20 |
| Cleveland | 51 | 60 | 53 | 51 | 53 | 10 | 13 | 10 | 8 | 11 |
| Dallas | + | + | + | + | 79 | + | + | + | + | 25 |
| Detroit | + | + | + | 31 | 34 | + | + | + | 3 | 3 |
| District of Columbia | 36 | 45 | 49 | 57 | 59 | 7 | 10 | 14 | 19 | 23 |
| Fresno | + | + | + | 58 | 56 | + | + | + | 14 | 15 |
| Hillsborough Co (FL) | + | + | + | + | 86 | + | + | + | + | 43 |
| Jefferson Co (KY) | + | + | + | 72 | 78 | + | + | + | 31 | 32 |
| Los Angeles | 52 | 58 | 60 | 61 | 63 | 13 | 18 | 19 | 19 | 20 |
| Miami-Dade | + | + | + | 81 | 79 | + | + | + | 33 | 33 |
| Milwaukee | + | + | + | 59 | 58 | + | + | + | 15 | 14 |
| New York City | 67 | 73 | 79 | 79 | 76 | 21 | 26 | 34 | 35 | 32 |
| Philadelphia | + | + | + | 61 | 66 | + | + | + | 16 | 20 |
| San Diego | 66 | 74 | 74 | 77 | 80 | 20 | 29 | 35 | 36 | 39 |

+Did not participate

"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

NAEP Mathematics Results: 2003, 2005, 2007, 2009, and 2011

Table 10: NAEP Eighth-Grade Mathematics Assessment Results by Scale Scores: 2003, 2005, 2007, 2009, and 2011

| | Scale Scores (0-500) | | | | |
|----------------------|---------------------------------|--------------------|--------------------|--------------------|--------------------|
| | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
| Nation | 276 | 278 | 280 | 282 | 283* |
| Large City | 262 | 265 | 269 | 271 | 274** |
| Texas | 277 | 281 | 286 | 287 | 290 |
| Houston | 264 | 267 | 273 | 277 | 279*** |
| Albuquerque | + | + | + | + | 275** |
| Atlanta | 244 | 245 | 256 | 259 | 266*** |
| Austin | + | 281 | 283 | 287 | 287*** |
| Baltimore | + | + | + | 257 | 261*** |
| Boston | 262 | 270 | 276 | 279 | 282* |
| Charlotte | 279 | 281 | 283 | 283 | 285*** |
| Chicago | 254 | 258 | 260 | 264 | 270*** |
| Cleveland | 253 | 249 | 257 | 256 | 256*** |
| Dallas | + | + | + | + | 274** |
| Detroit | + | + | + | 238 | 246*** |
| District of Columbia | 243 | 245 | 248 | 251 | 255*** |
| Fresno | + | + | + | 258 | 256*** |
| Hillsborough Co (FL) | + | + | + | + | 282* |
| Jefferson Co (KY) | + | + | + | 271 | 274** |
| Los Angeles | 245 | 250 | 257 | 258 | 261*** |
| Miami-Dade | + | + | + | 273 | 272** |
| Milwaukee | + | + | + | 251 | 254*** |
| New York | 266 | 267 | 270 | 273 | 272** |
| Philadelphia | + | + | + | 265 | 265*** |
| San Diego | 264 | 270 | 272 | 280 | 278*** |

+Did not participate

"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.

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

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

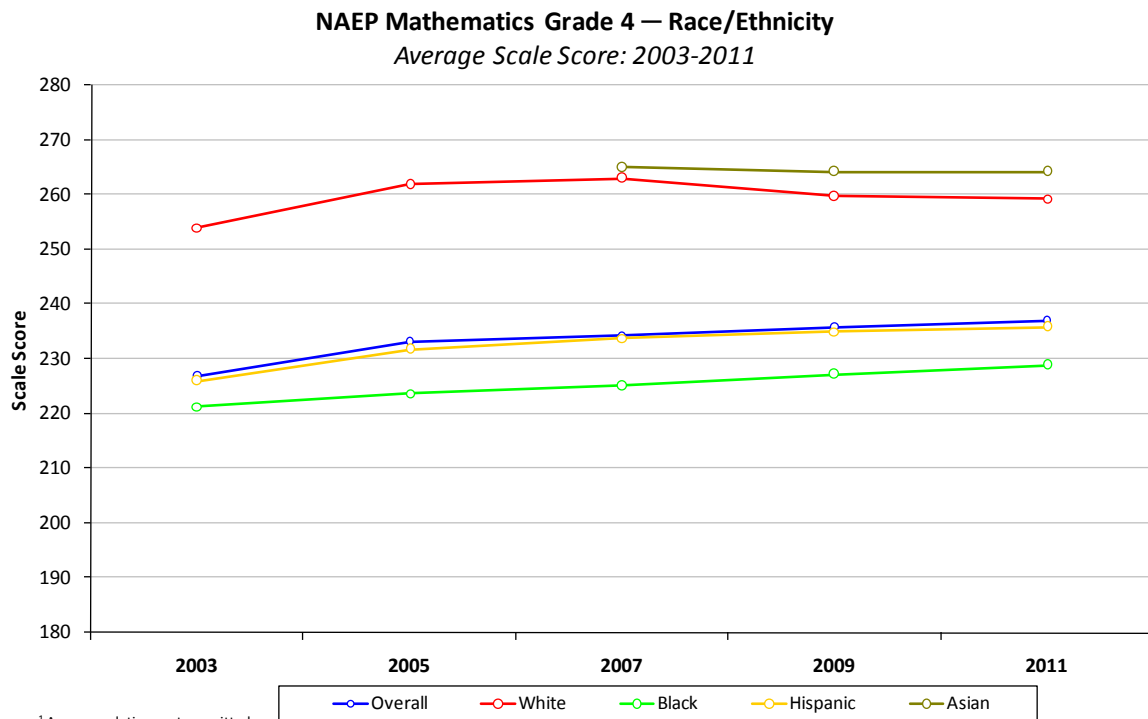
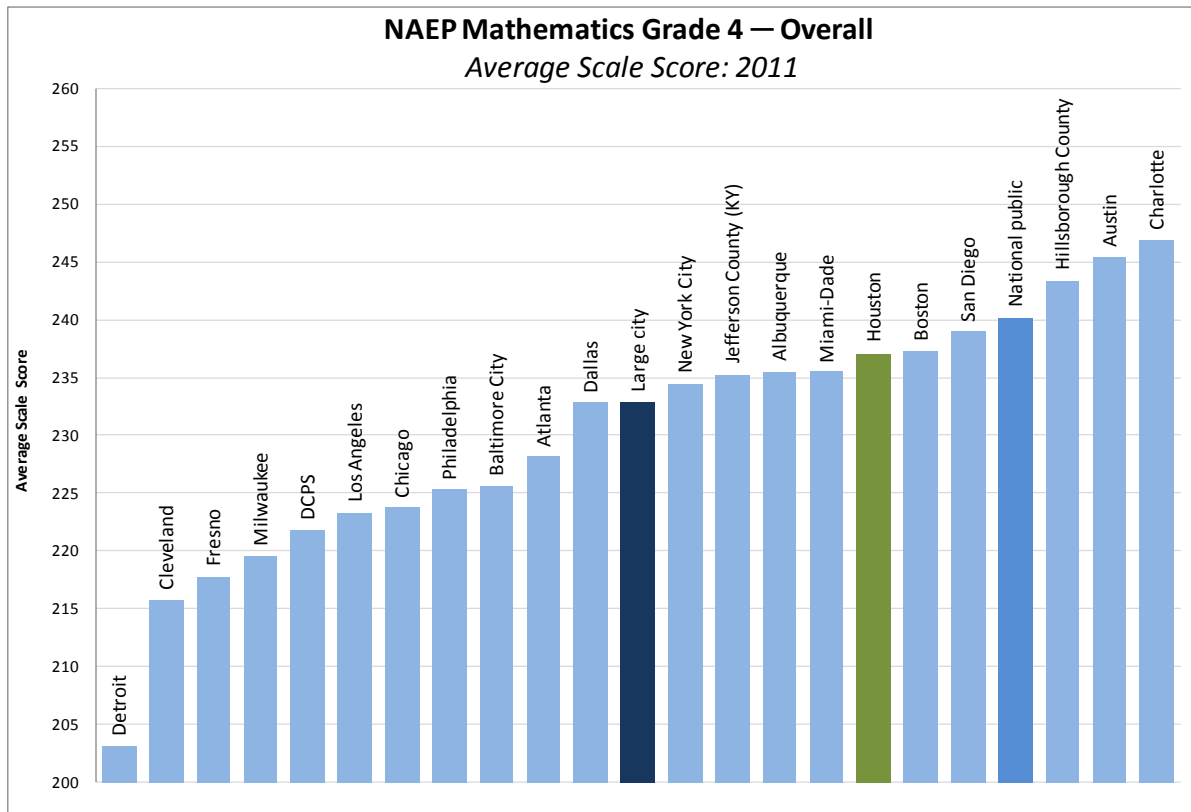
NAEP Mathematics Results: 2003, 2005, 2007, 2009, and 2011

Table 11: NAEP Eighth-Grade Mathematics Assessment Results by Percentage of Students at or Above Basic and Proficient Levels: 2003, 2005, 2007, 2009, and 2011

| | At or Above Basic (Percentage of Students) | | | | | At or Above Proficient (Percentage of Students) | | | | |
|----------------------|---|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|-----------|
| | 2003 | 2005 | 2007 | 2009 | 2011 | 2003 | 2005 | 2007 | 2009 | 2011 |
| Nation | 67 | 68 | 70 | 71 | 72 | 27 | 28 | 31 | 33 | 34 |
| Large City | 50 | 53 | 57 | 60 | 63 | 16 | 19 | 22 | 24 | 26 |
| Texas | 69 | 72 | 78 | 78 | 81 | 25 | 31 | 35 | 36 | 40 |
| Houston | 52 | 58 | 65 | 69 | 72 | 12 | 16 | 21 | 24 | 27 |
| Albuquerque | + | + | + | + | 63 | + | + | + | + | 26 |
| Atlanta | 30 | 31 | 41 | 46 | 54 | 6 | 7 | 11 | 11 | 16 |
| Austin | + | 68 | 72 | 75 | 74 | + | 33 | 34 | 39 | 38 |
| Baltimore City | + | + | + | 43 | 48 | + | + | + | 10 | 13 |
| Boston | 48 | 58 | 65 | 67 | 69 | 17 | 23 | 27 | 31 | 34 |
| Charlotte | 67 | 69 | 70 | 72 | 72 | 32 | 33 | 34 | 33 | 37 |
| Chicago | 42 | 45 | 49 | 51 | 60 | 9 | 11 | 13 | 15 | 20 |
| Cleveland | 38 | 34 | 45 | 42 | 41 | 6 | 6 | 7 | 8 | 10 |
| Dallas | + | + | + | + | 64 | + | + | + | + | 22 |
| Detroit | + | + | + | 23 | 29 | + | + | + | 4 | 4 |
| District of Columbia | 29 | 31 | 34 | 38 | 42 | 6 | 7 | 8 | 12 | 15 |
| Fresno | + | + | + | 46 | 43 | + | + | + | 15 | 13 |
| Hillsborough Co (FL) | + | + | + | + | 72 | + | + | + | + | 32 |
| Jefferson Co (KY) | + | + | + | 60 | 62 | + | + | + | 22 | 25 |
| Los Angeles | 32 | 38 | 45 | 46 | 49 | 7 | 11 | 14 | 13 | 16 |
| Miami-Dade | + | + | + | 64 | 61 | + | + | + | 22 | 22 |
| Milwaukee | + | + | + | 37 | 41 | + | + | + | 7 | 10 |
| New York City | 54 | 54 | 57 | 60 | 59 | 20 | 20 | 22 | 26 | 24 |
| Philadelphia | + | + | + | 52 | 52 | + | + | + | 17 | 18 |
| San Diego | 53 | 61 | 62 | 68 | 66 | 18 | 22 | 24 | 32 | 31 |

+Did not participate

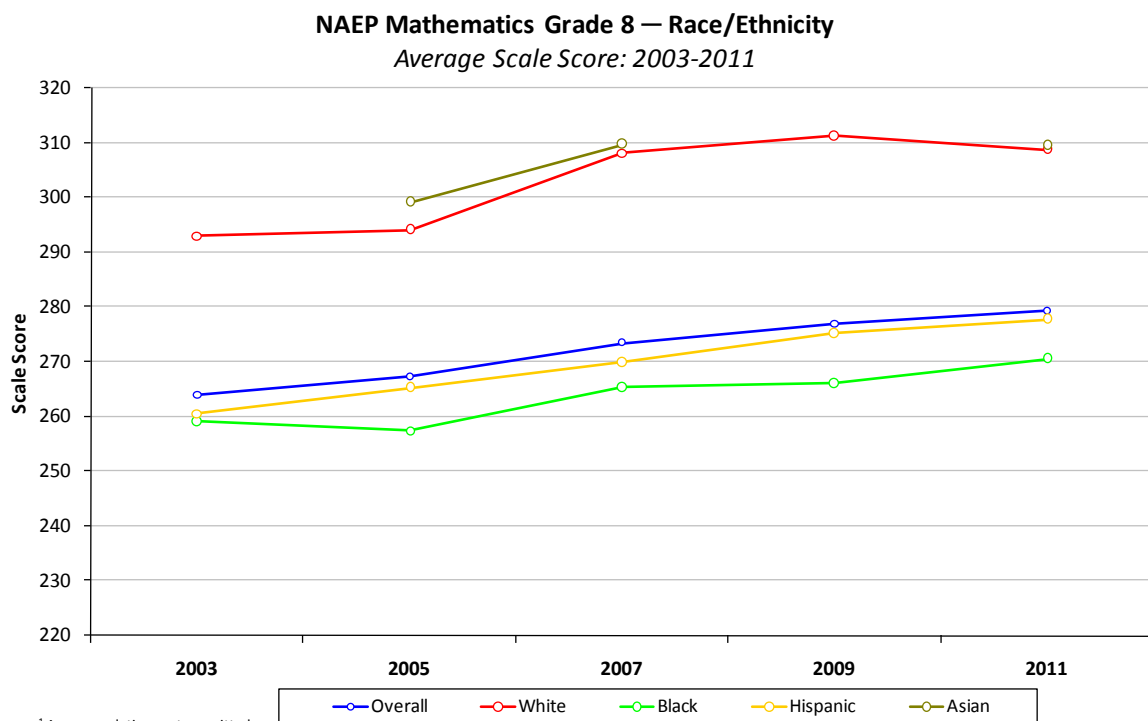
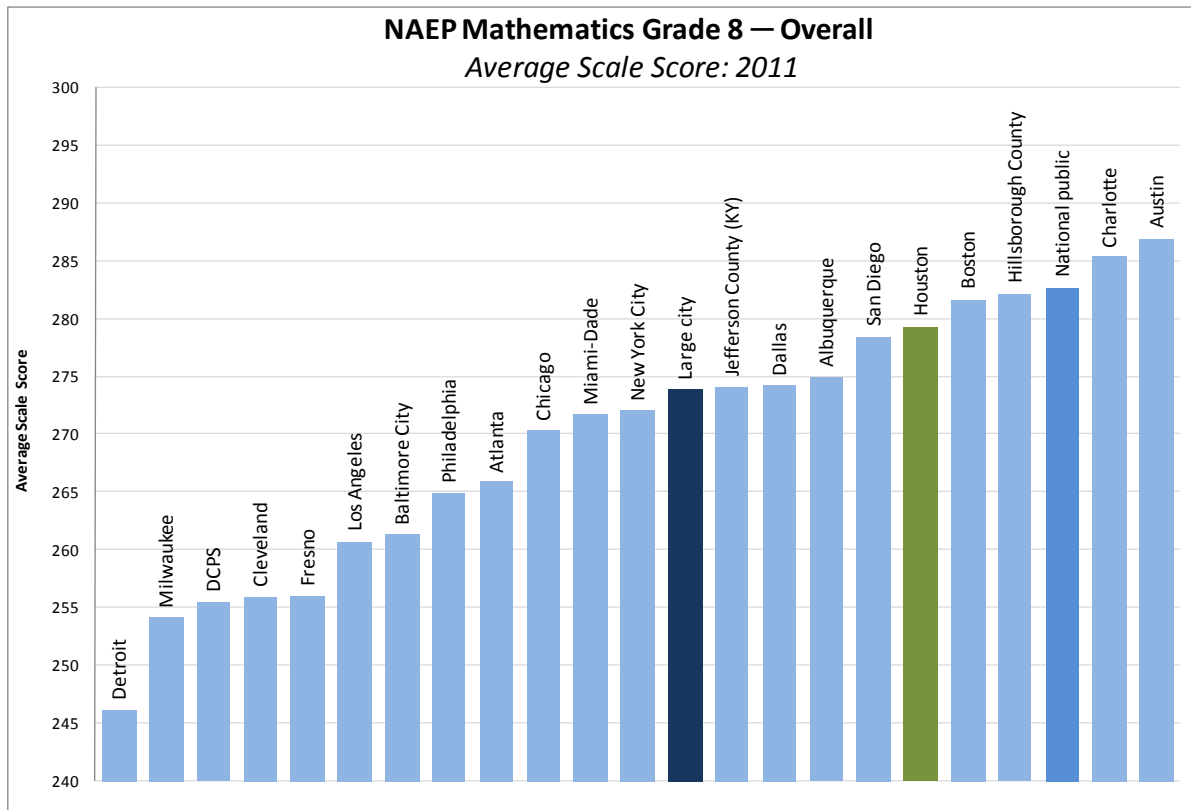
"Large City" includes nationally representative public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas.



¹ Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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



¹ Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

NAEP Mathematics Sample/Exclusions: 2003, 2005, 2007, 2009, 2011

Table 12: Percentage of Identified and Excluded Students with Disabilities (SD) and English Language Learners (ELLs) for HISD: 2003, 2005, 2007, 2009 and 2011 Mathematics

| | Grade 4 | | | | | Grade 8 | | | | |
|-------------------|----------------|-------------|-------------|-------------|-------------|----------------|-------------|-------------|-------------|-------------|
| | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> | <u>2003</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
| TUDA Sample | 1,889 | 1,700 | 2,400 | 2,000 | 2,700 | 1,660 | 1,700 | 2,000 | 1,900 | 2,000 |
| SD/ELL Identified | 45% | 46% | 45% | 43% | 44% | 26% | 24% | 22% | 22% | 23% |
| SD/ELL Excluded | 8% | 7% | 4% | 3% | 4% | 8% | 6% | 6% | 5% | 6% |
| SD Identified | 18% | 12% | 10% | 7% | 8% | 16% | 11% | 13% | 12% | 12% |
| SD Excluded | 7% | 5% | 3% | 2% | 3% | 7% | 4% | 5% | 5% | 5% |
| ELL Identified | 35% | 37% | 38% | 38% | 38% | 16% | 15% | 12% | 12% | 14% |
| ELL Excluded | 4% | 4% | 2% | 2% | 2% | 5% | 3% | 2% | 2% | 2% |

Table 13: Selected Characteristics of Fourth-Grade Public School Students in NAEP Mathematics, by Jurisdiction: 2011

| Student Characteristics | # of Students Assessed | % White | % Black | % Hispanic | % Asian / Pacific Islander | % Eligible for Lunch Program | % with Disabilities | % English Language Learners |
|--------------------------------|-----------------------------------|----------------|----------------|-------------------|---|---|--------------------------------|--|
| Nation | 198,900 | 52 | 16 | 24 | 5 | 52 | 12 | 11 |
| Large City | 50,600 | 20 | 27 | 43 | 7 | 74 | 11 | 22 |
| Houston | 2,700 | 8 | 24 | 64 | 3 | 81 | 6 | 38 |
| Albuquerque | 1,700 | 23 | 2 | 65 | 3 | 66 | 13 | 17 |
| Atlanta | 1,900 | 15 | 76 | 6 | 1 | 75 | 8 | 2 |
| Austin | 1,800 | 26 | 8 | 61 | 3 | 64 | 12 | 33 |
| Baltimore | 1,300 | 9 | 87 | 3 | 1 | 88 | 9 | 3 |
| Boston | 1,700 | 12 | 34 | 44 | 8 | 81 | 19 | 35 |
| Charlotte | 1,700 | 35 | 38 | 18 | 5 | 52 | 10 | 10 |
| Chicago | 2,400 | 8 | 41 | 44 | 5 | 88 | 13 | 17 |
| Cleveland | 1,300 | 15 | 67 | 14 | 1 | 100 | 18 | 6 |
| Dallas | 1,700 | 5 | 23 | 71 | # | 92 | 6 | 50 |
| Detroit | 1,100 | 3 | 84 | 12 | # | 87 | 10 | 12 |
| District of Columbia | 1,400 | 11 | 72 | 14 | 2 | 72 | 11 | 8 |
| Fresno | 1,900 | 12 | 9 | 66 | 12 | 93 | 9 | 30 |
| Hillsborough County | 1,600 | 37 | 20 | 35 | 3 | 58 | 16 | 16 |
| Jefferson County | 1,900 | 53 | 35 | 6 | 3 | 62 | 13 | 3 |
| Los Angeles | 2,300 | 9 | 10 | 75 | 5 | 83 | 10 | 34 |
| Miami-Dade | 2,600 | 7 | 25 | 66 | 1 | 74 | 10 | 16 |
| Milwaukee | 1,300 | 15 | 51 | 26 | 7 | 83 | 18 | 15 |
| New York | 2,500 | 15 | 29 | 37 | 19 | 90 | 16 | 16 |
| Philadelphia | 1,500 | 12 | 58 | 22 | 6 | 90 | 13 | 7 |
| San Diego | 1,700 | 23 | 12 | 44 | 15 | 65 | 9 | 36 |

Rounds to Zero

Table 14: Selected Characteristics of Eighth-Grade Public School Students in NAEP Mathematics, by Jurisdiction: 2011

| Student Characteristics | # of Students Assessed | % White | % Black | % Hispanic | % Asian / Pacific Islander | % Eligible for Lunch Program | % with Disabilities | % English Language Learners |
|--------------------------------|-----------------------------------|----------------|----------------|-------------------|---|---|--------------------------------|--|
| Nation | 164,400 | 54 | 16 | 23 | 5 | 48 | 11 | 6 |
| Large City | 41,500 | 20 | 26 | 43 | 8 | 70 | 11 | 11 |
| Houston | 2,000 | 7 | 27 | 62 | 3 | 76 | 7 | 13 |
| Albuquerque | 1,200 | 25 | 1 | 66 | 2 | 60 | 13 | 11 |
| Atlanta | 1,300 | 8 | 86 | 5 | # | 82 | 9 | 2 |
| Austin | 1,500 | 27 | 9 | 59 | 3 | 59 | 10 | 14 |
| Baltimore | 1,000 | 11 | 84 | 3 | 1 | 85 | 8 | 2 |
| Boston | 1,200 | 15 | 37 | 36 | 11 | 76 | 16 | 20 |
| Charlotte | 1,500 | 33 | 44 | 15 | 5 | 52 | 10 | 7 |
| Chicago | 2,000 | 9 | 43 | 41 | 5 | 84 | 16 | 6 |
| Cleveland | 1,000 | 17 | 66 | 13 | 1 | 100 | 21 | 7 |
| Dallas | 1,400 | 5 | 26 | 68 | 1 | 85 | 5 | 23 |
| Detroit | 1,400 | 2 | 87 | 10 | 1 | 79 | 10 | 10 |
| District of Columbia | 1,300 | 6 | 78 | 12 | 2 | 70 | 16 | 6 |
| Fresno | 1,300 | 12 | 11 | 61 | 14 | 88 | 8 | 19 |
| Hillsborough County | 1,400 | 43 | 19 | 31 | 3 | 54 | 15 | 9 |
| Jefferson County | 1,400 | 54 | 37 | 5 | 3 | 60 | 9 | 3 |
| Los Angeles | 2,100 | 9 | 9 | 74 | 7 | 82 | 11 | 19 |
| Miami-Dade | 2,500 | 9 | 22 | 67 | 1 | 72 | 10 | 9 |
| Milwaukee | 1,200 | 12 | 57 | 23 | 7 | 81 | 17 | 14 |
| New York | 2,200 | 14 | 30 | 41 | 15 | 87 | 16 | 12 |
| Philadelphia | 1,200 | 13 | 56 | 21 | 9 | 88 | 12 | 9 |
| San Diego | 1,200 | 24 | 11 | 42 | 19 | 60 | 11 | 16 |

Rounds to Zero

Appendix A
Grade 4 Reading



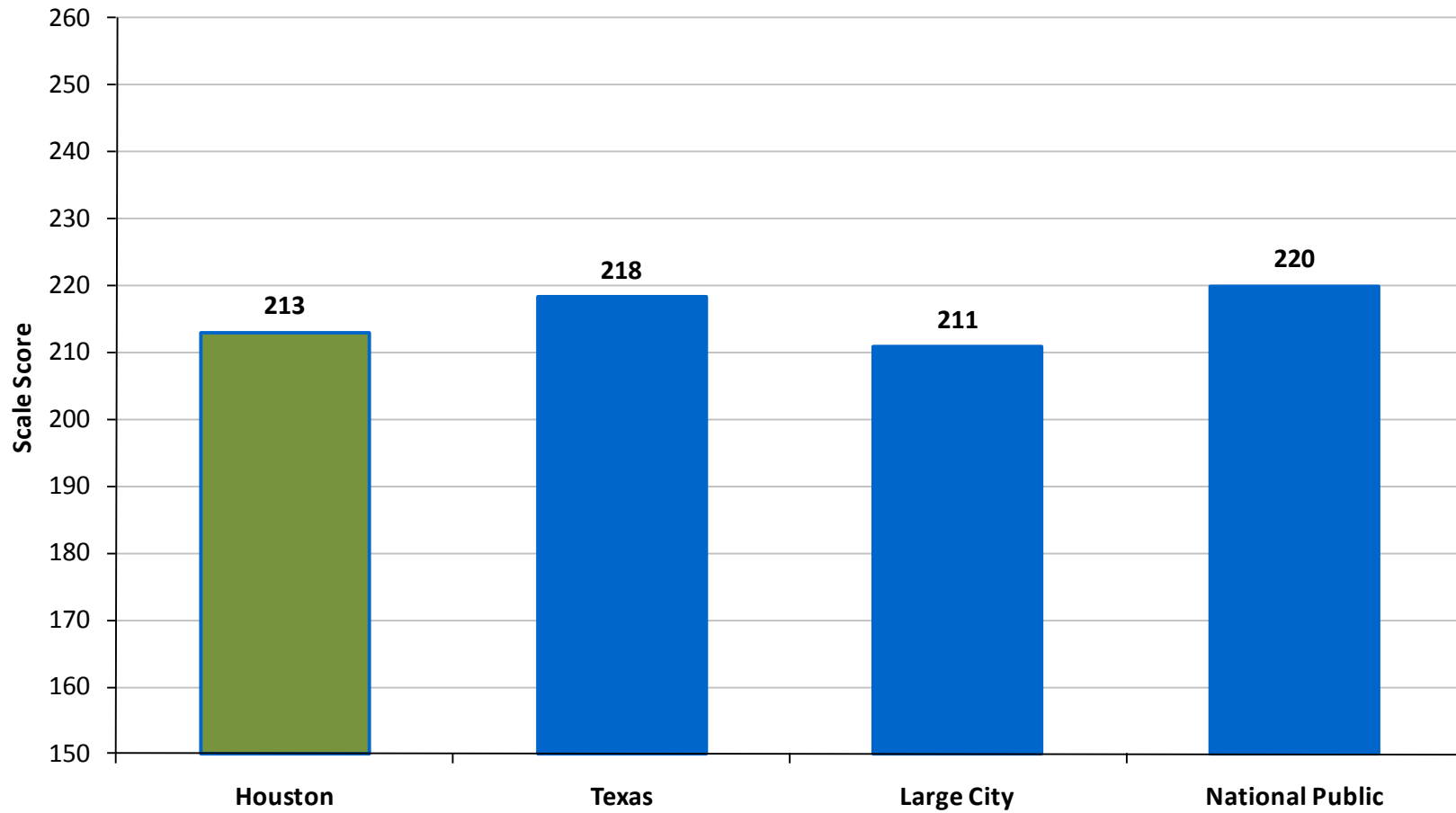
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Graph 1

NAEP Reading Grade 4 — Overall
Average Scale Score: 2011

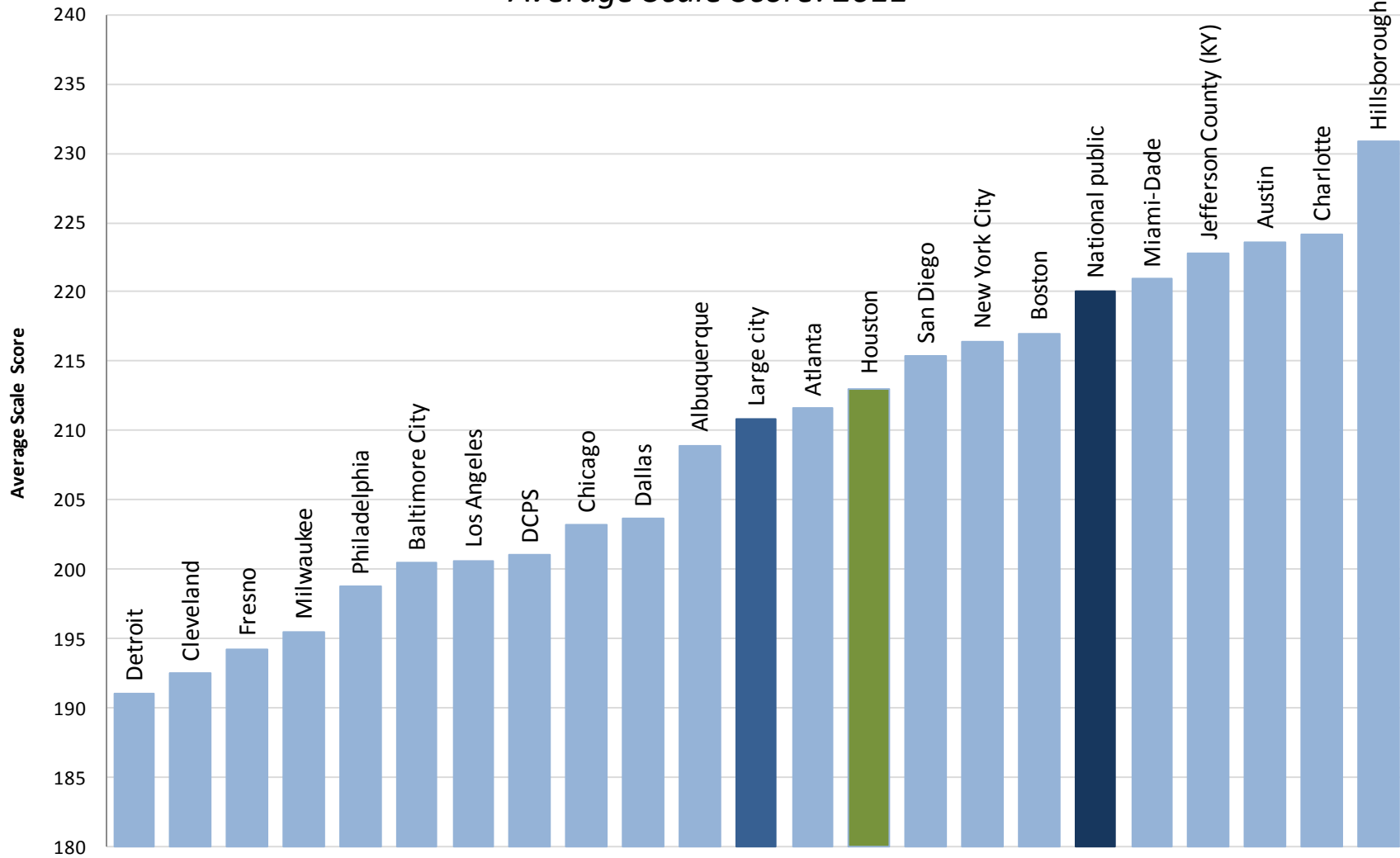


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

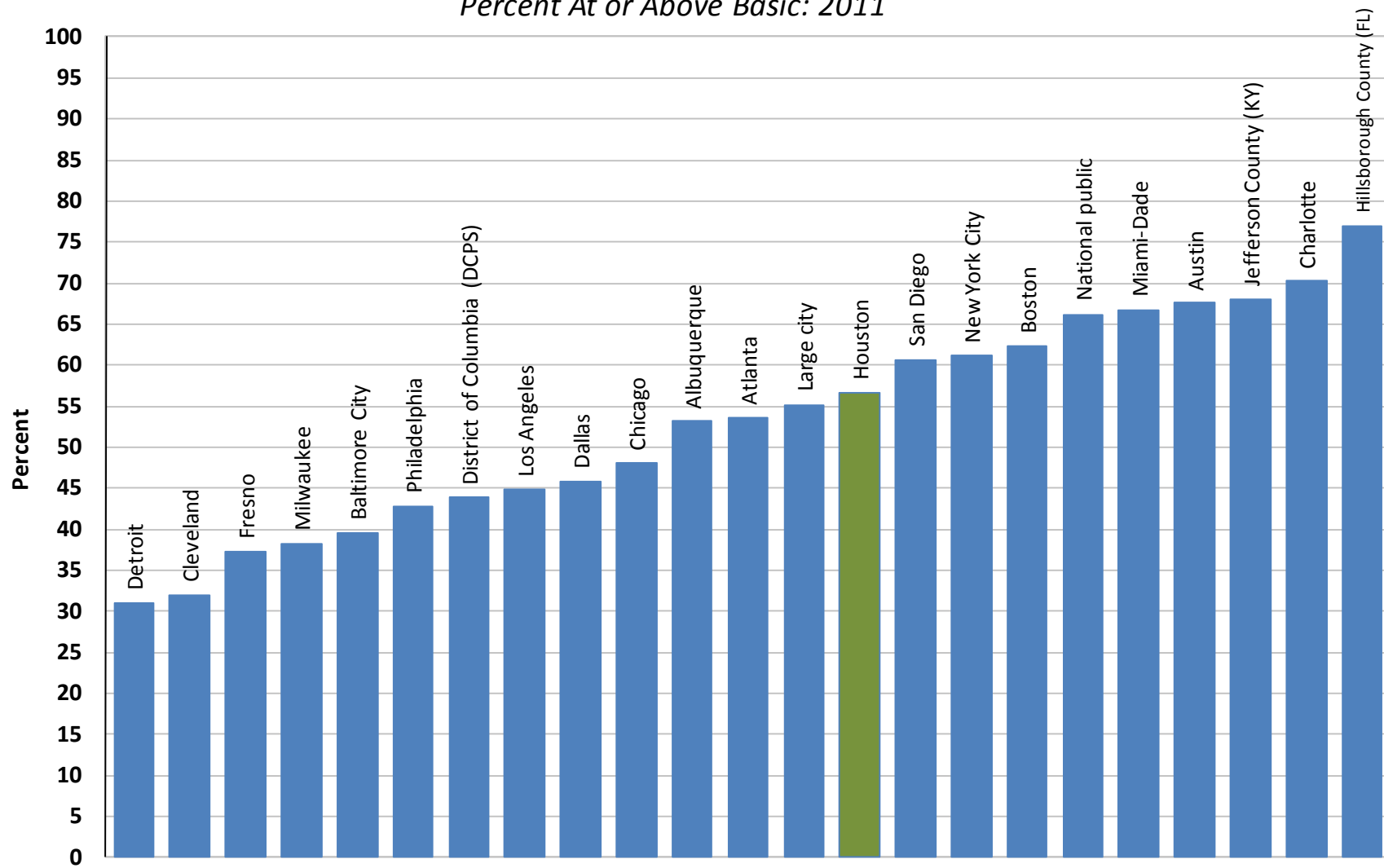
Graph 2

NAEP Reading Grade 4 — Overall
Average Scale Score: 2011



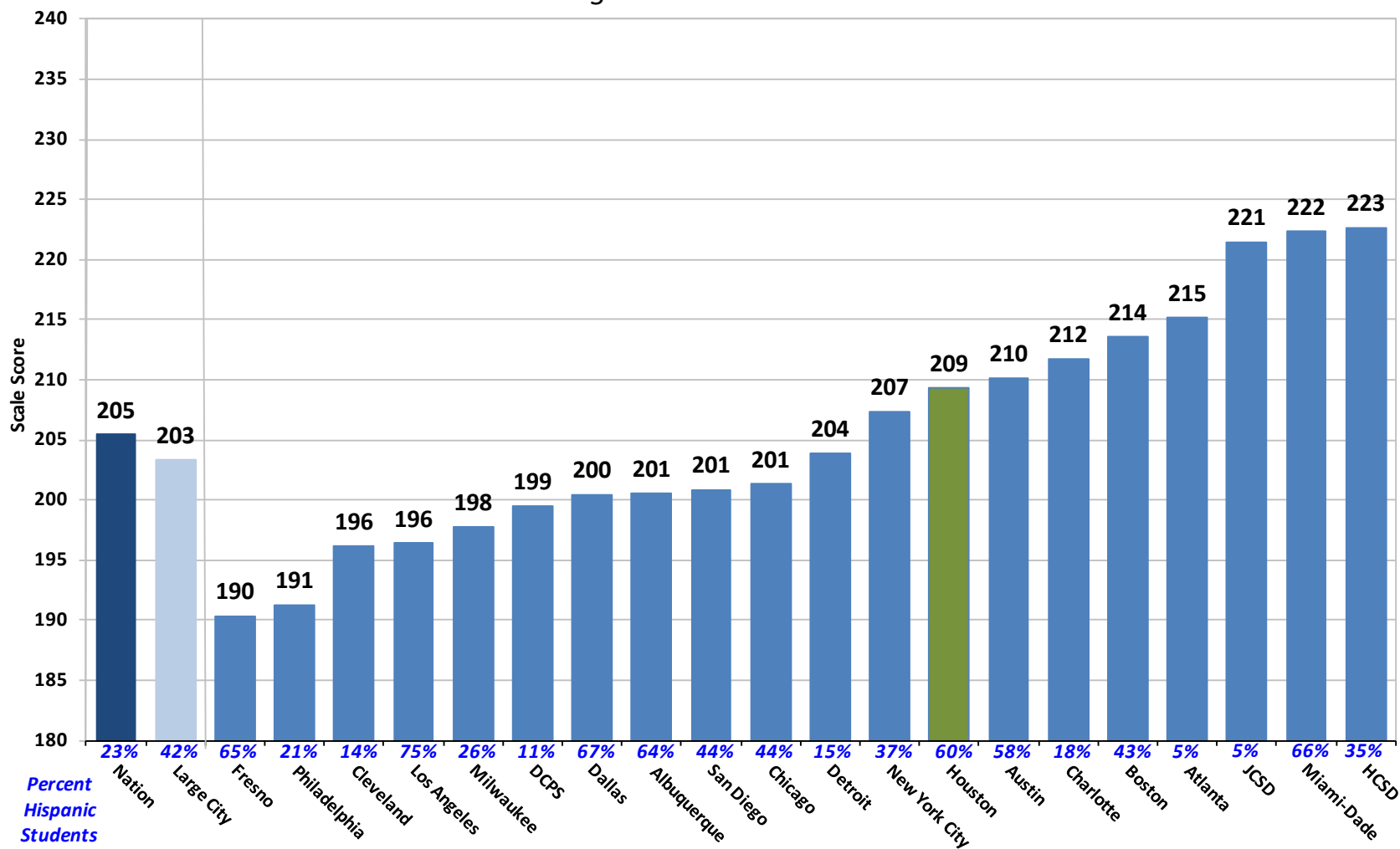
Graph 3

NAEP Reading Grade 4 — Overall
Percent At or Above Basic: 2011



Graph 4

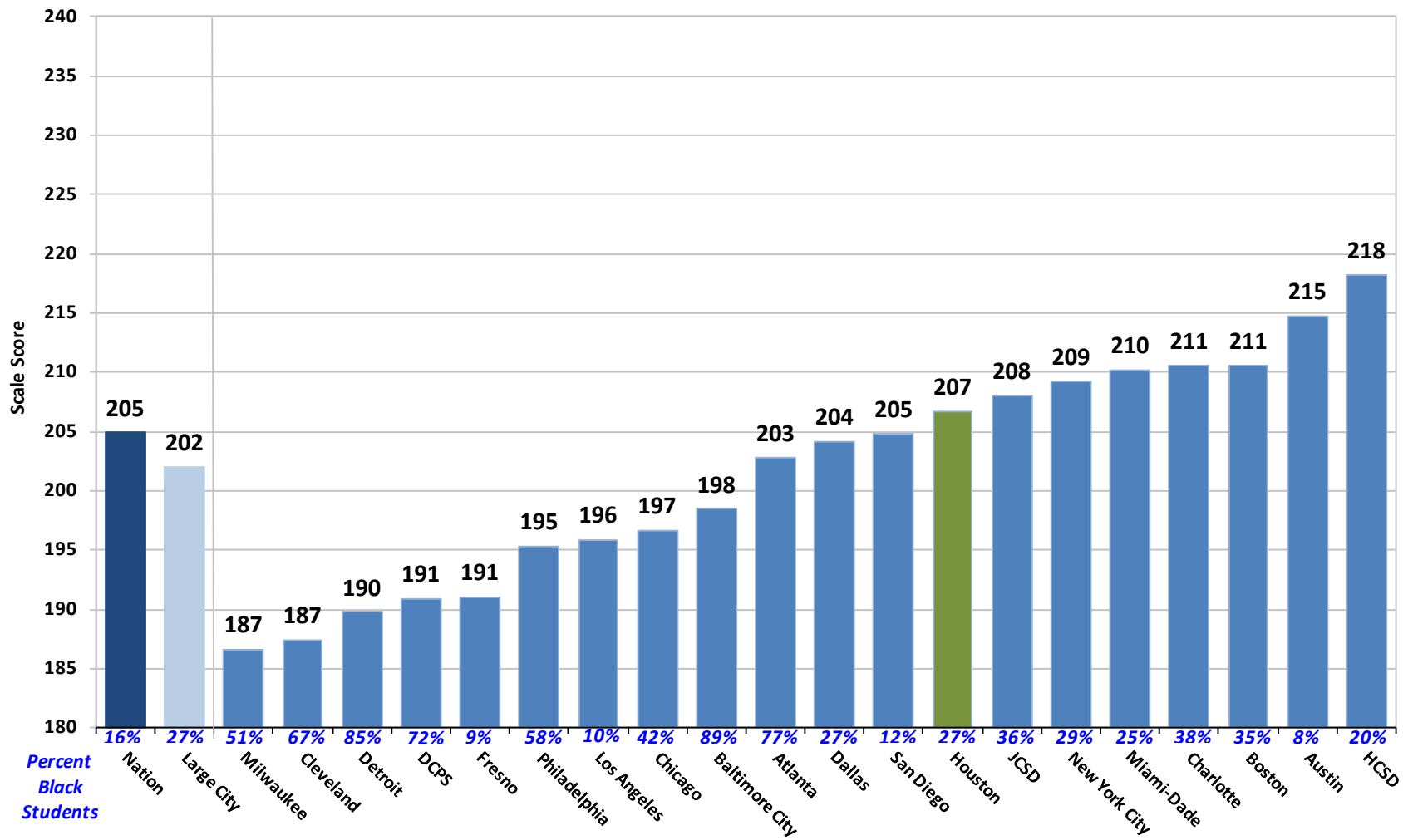
NAEP Reading Grade 4 — Hispanic
Average Scale Score: 2011



NOTE: Sample size insufficient to permit a reliable estimate for Hispanic students in Baltimore City.

Graph 5

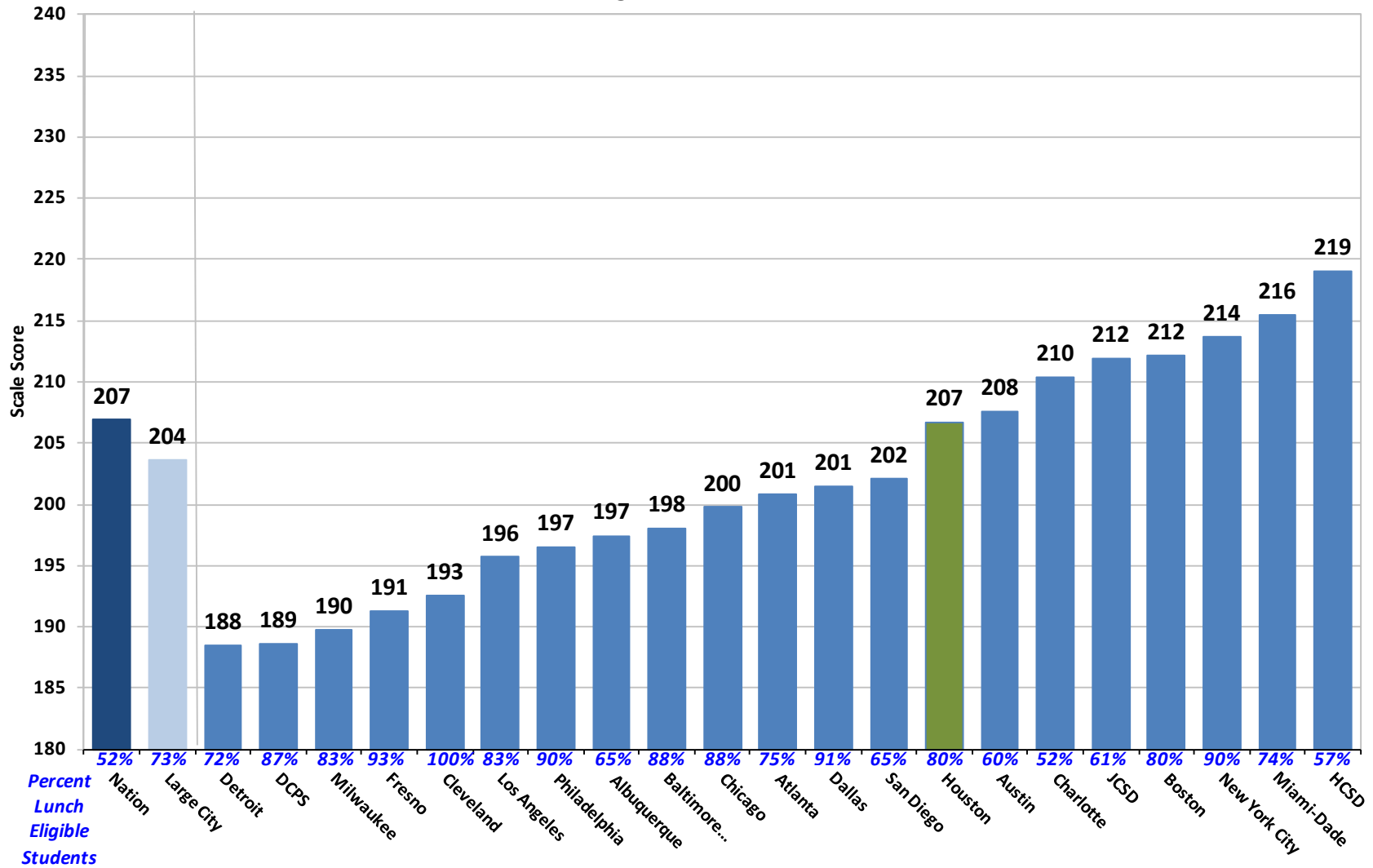
NAEP Reading Grade 4 — Black
Average Scale Score: 2011



NOTE: Sample size insufficient to permit a reliable estimate for Black students in Albuquerque.

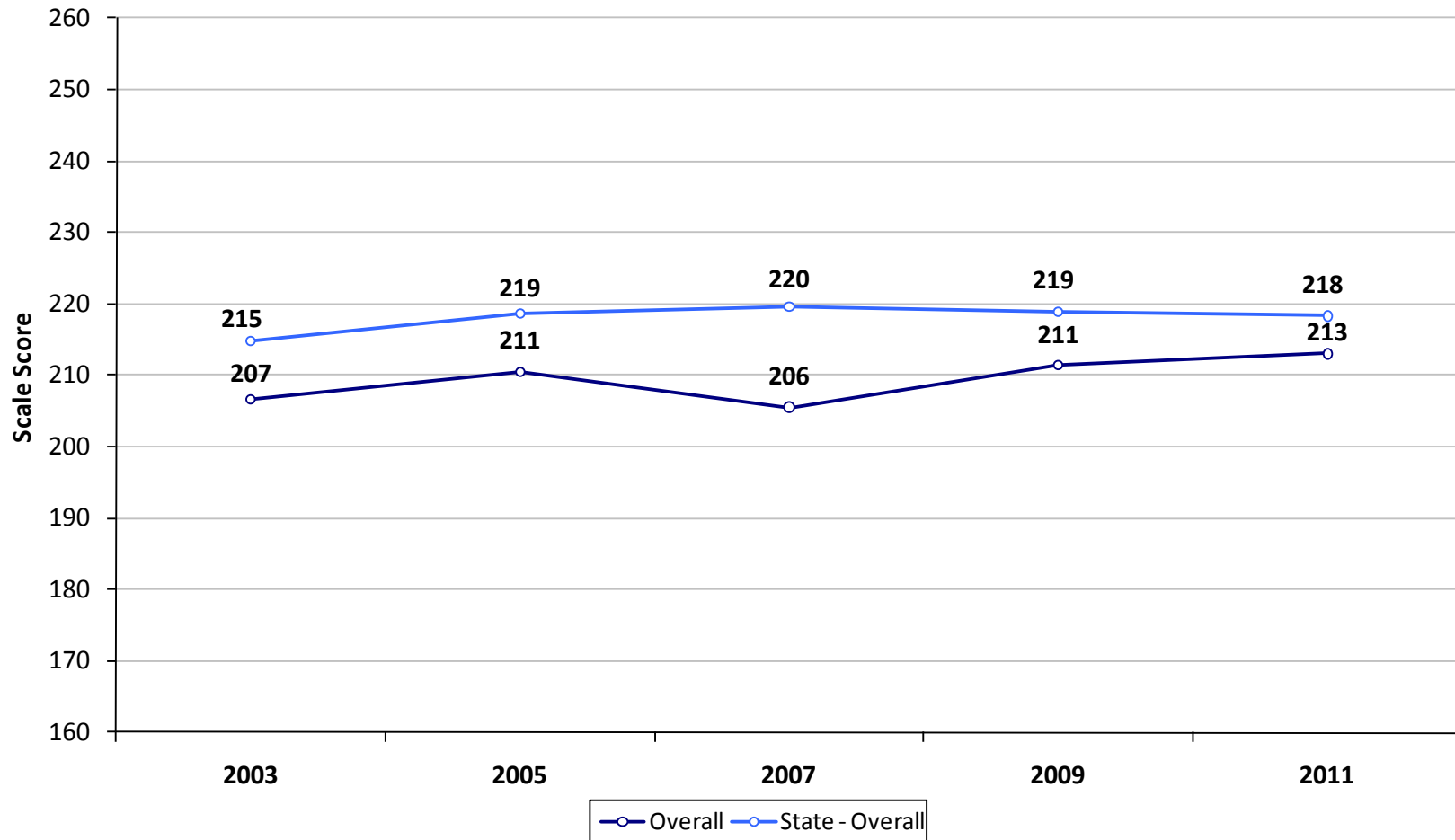
Graph 6

NAEP Reading Grade 4 — National School Lunch Program Eligible
Average Scale Score: 2011



Graph 7

NAEP Reading Grade 4 — Overall
Average Scale Score: 2003-2011

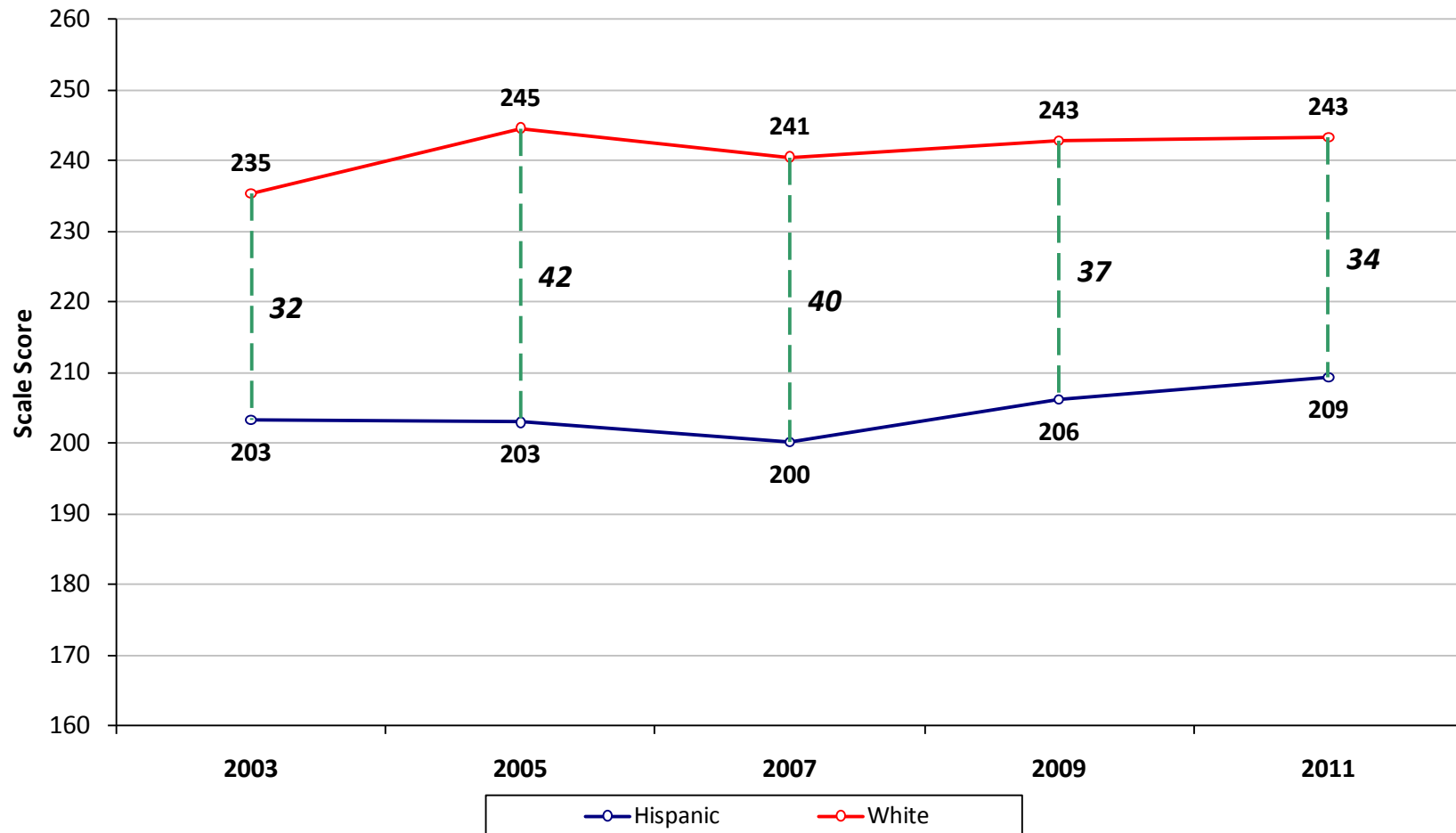


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 8

NAEP Reading Grade 4 — White - Hispanic
Gap - Average Scale Score: 2003-2011

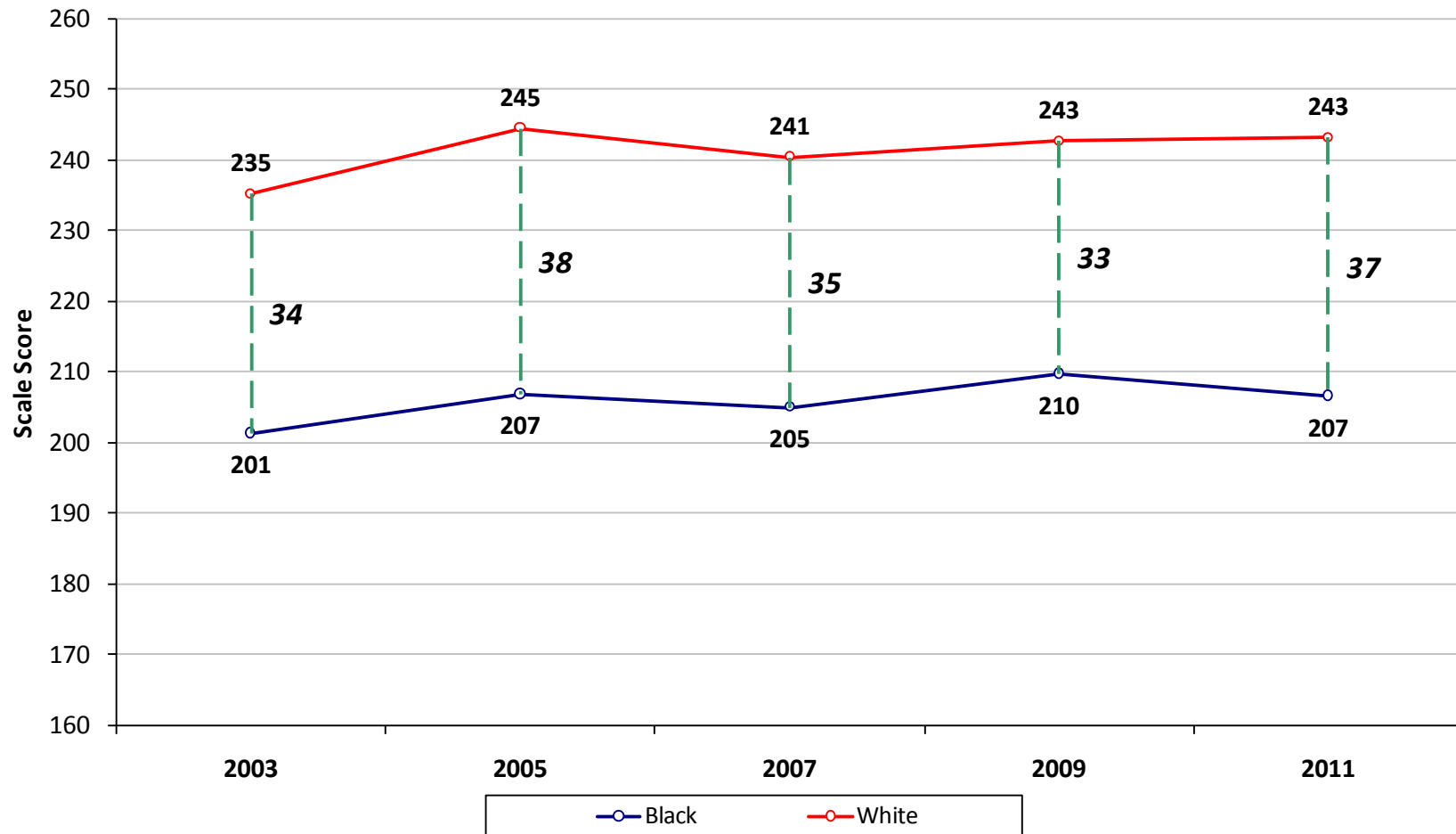


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 9

NAEP Reading Grade 4 — White - Black
Gap - Average Scale Score: 2003-2011



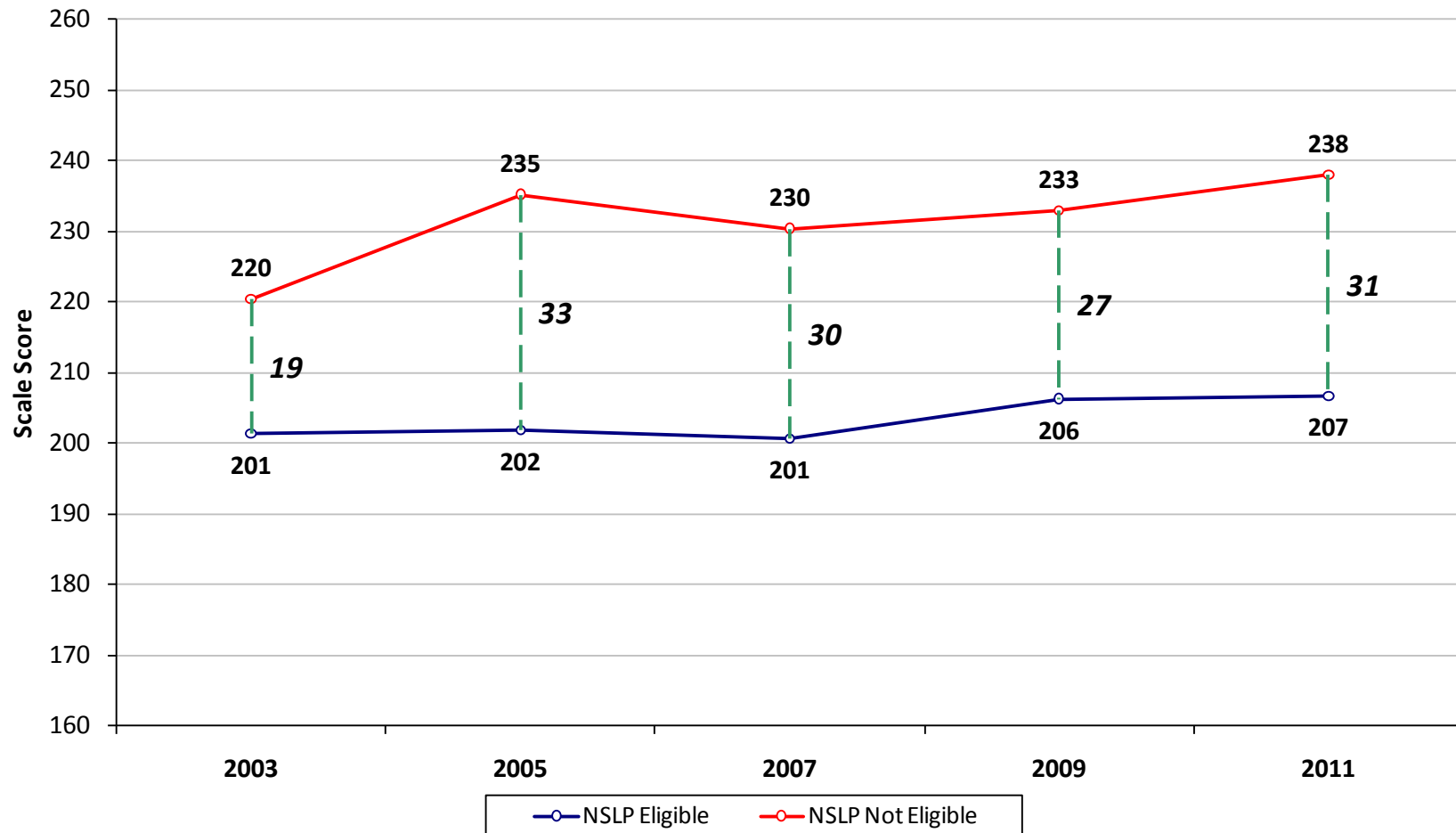
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 10

NAEP Reading Grade 4 — National School Lunch Program Eligibility

Gap - Average Scale Score: 2003-2011



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Appendix B
Grade 8 Reading

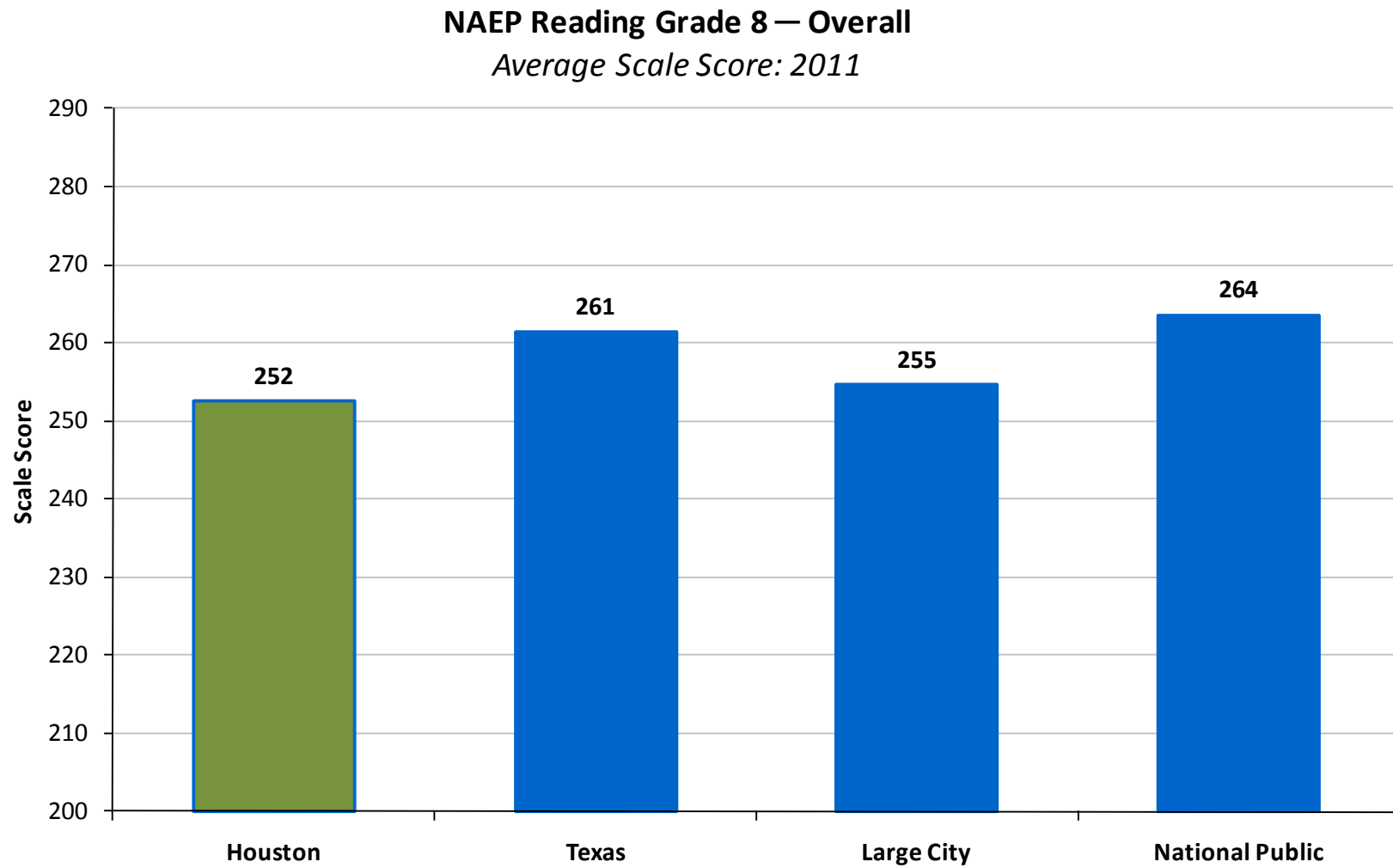


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Graph 11



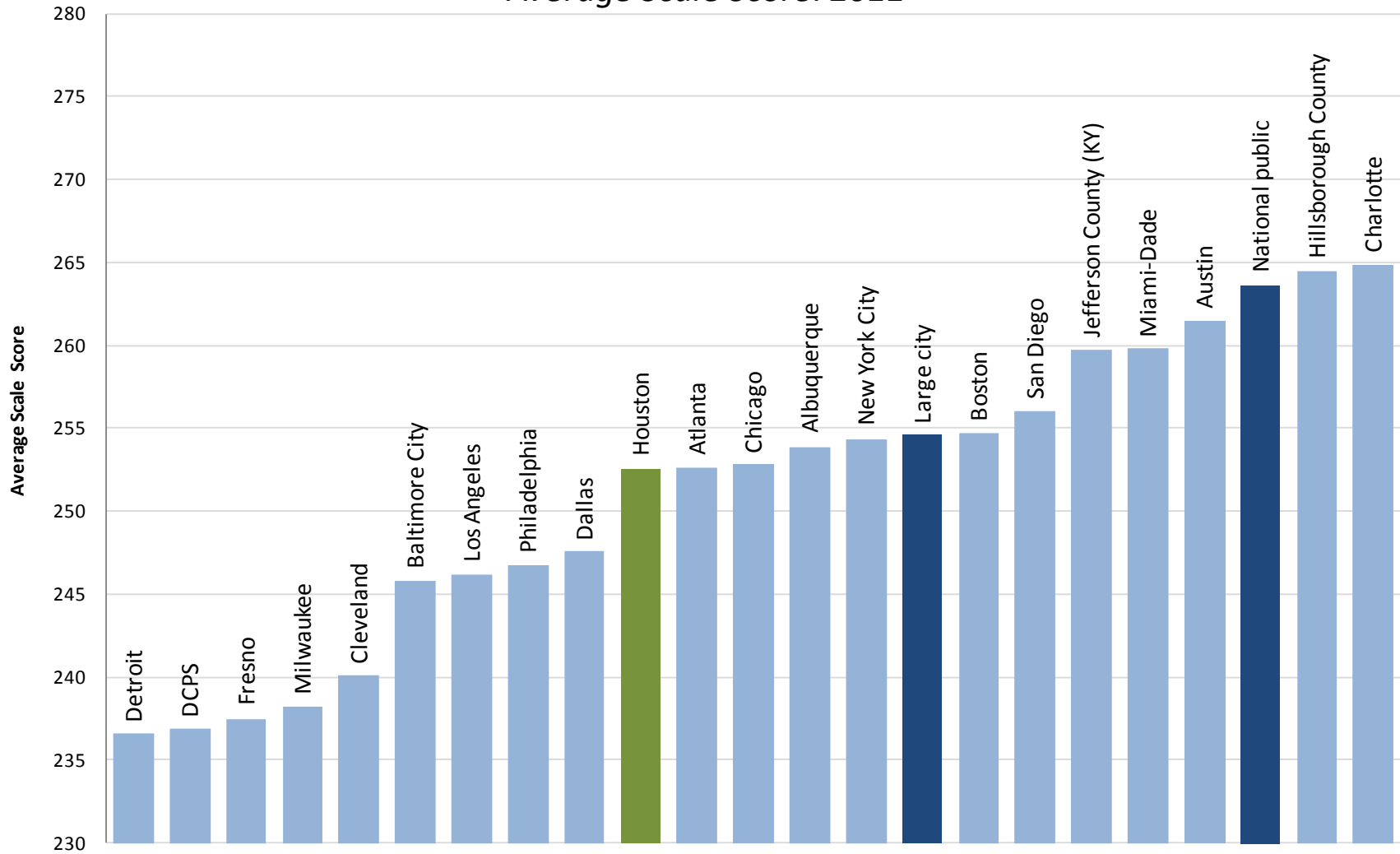
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 12

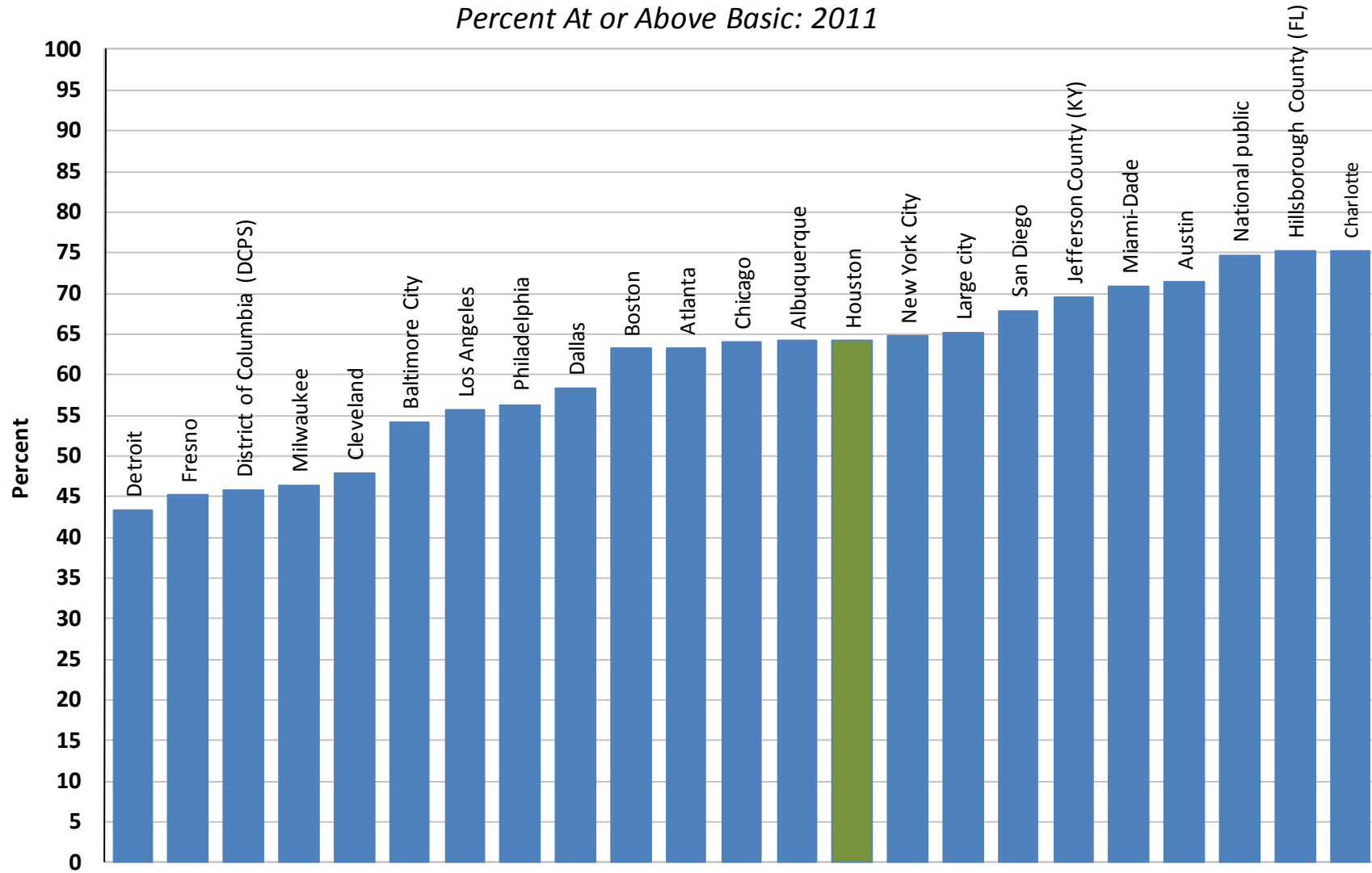
NAEP Reading Grade 8 — Overall

Average Scale Score: 2011



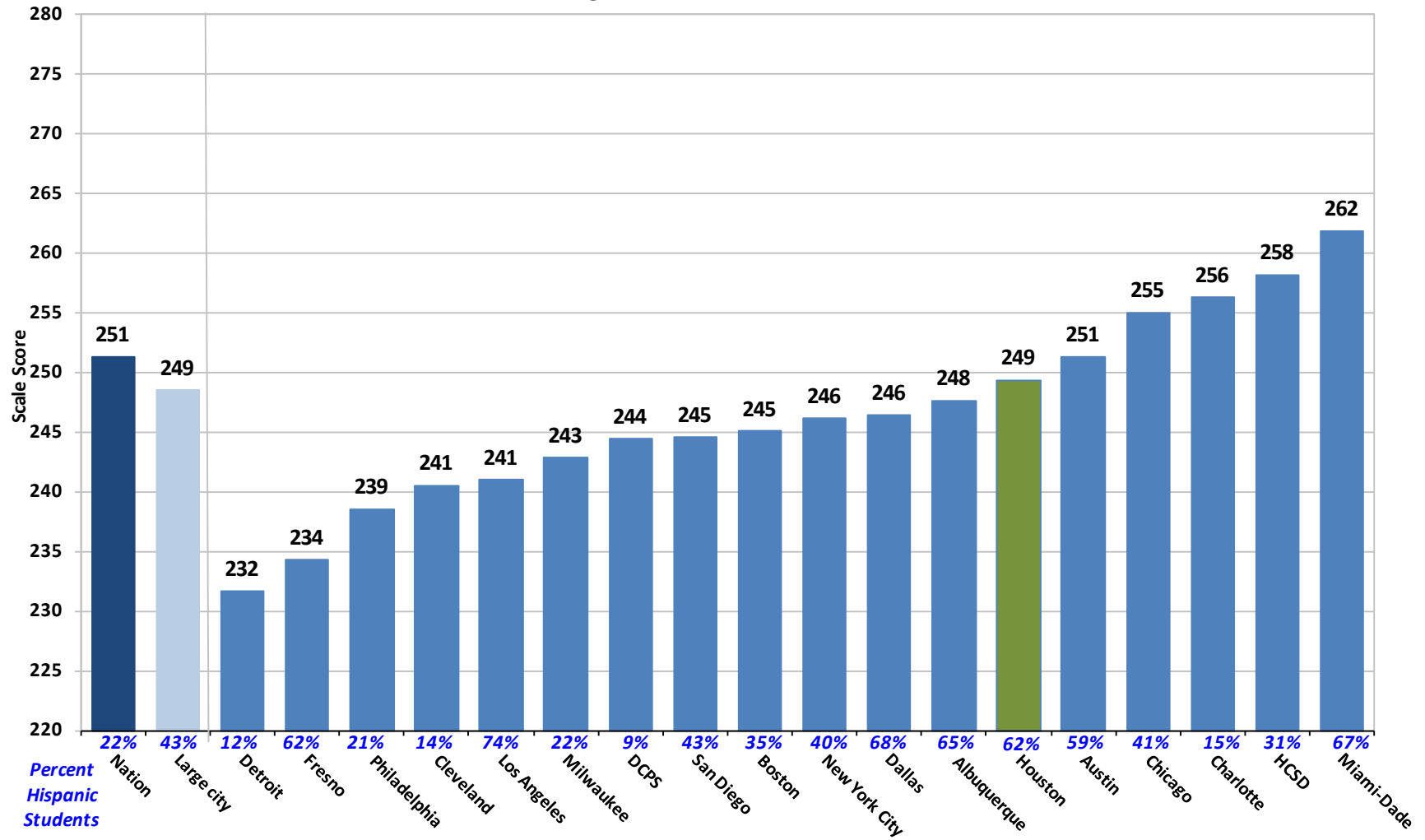
Graph 13

NAEP Reading Grade 8 — Overall
Percent At or Above Basic: 2011



Graph 14

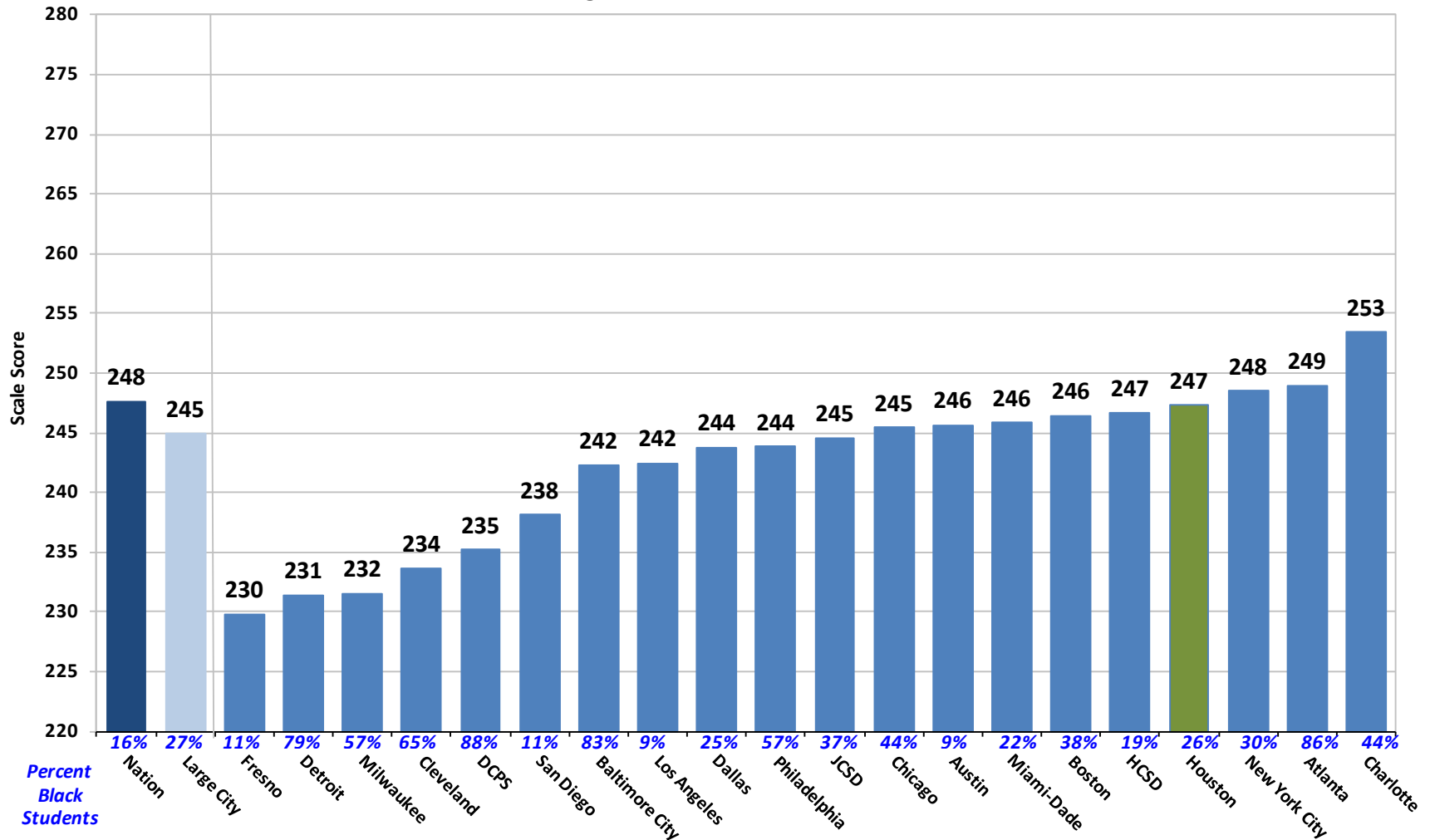
NAEP Reading Grade 8 — Hispanic
Average Scale Score: 2011



NOTE: Sample size insufficient to permit a reliable estimate for Hispanic students in Atlanta, Baltimore City, and Jefferson County.

Graph 15

NAEP Reading Grade 8 — Black
Average Scale Score: 2011

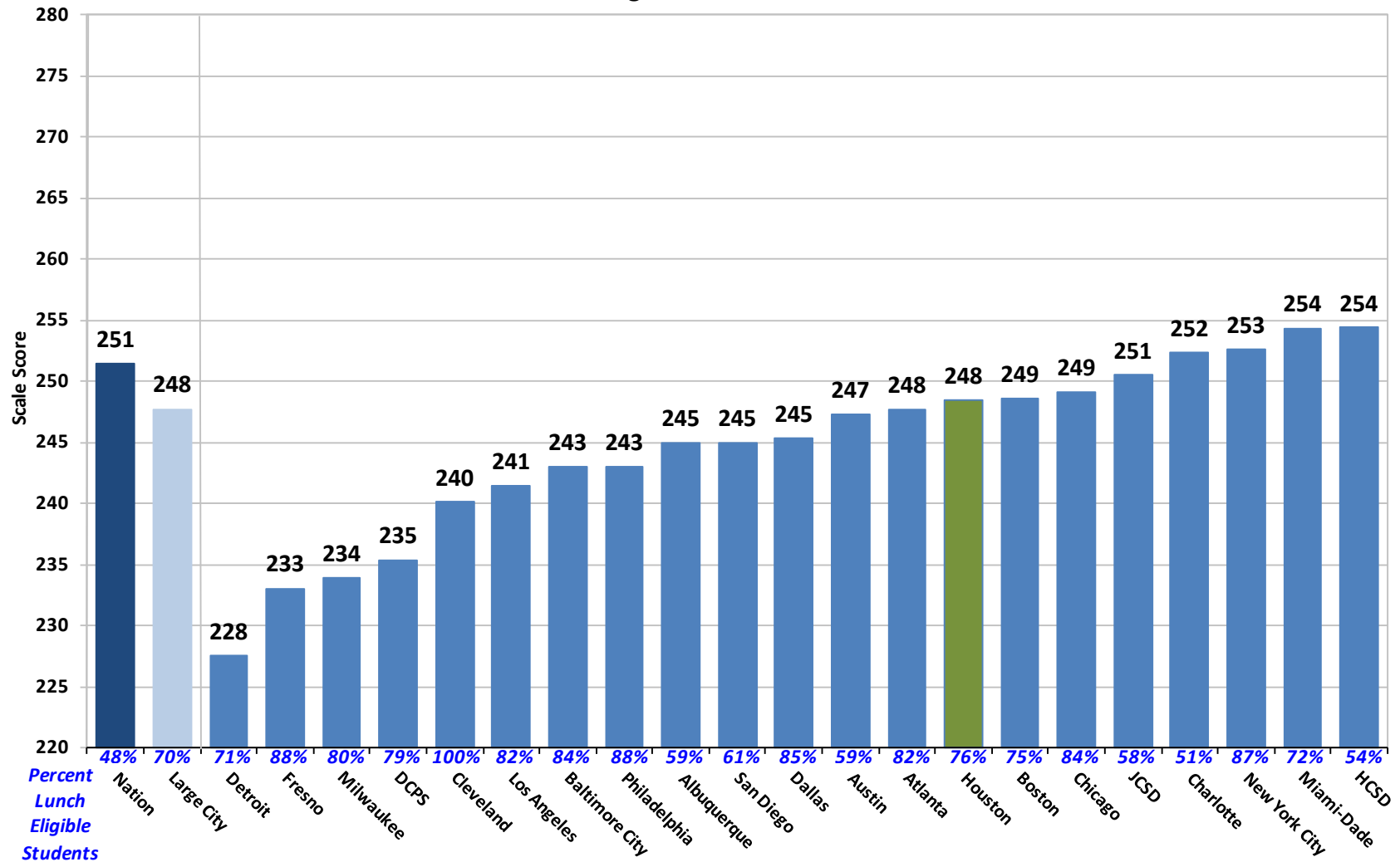


NOTE: Sample size insufficient to permit a reliable estimate for Black students in Albuquerque.

Graph 16

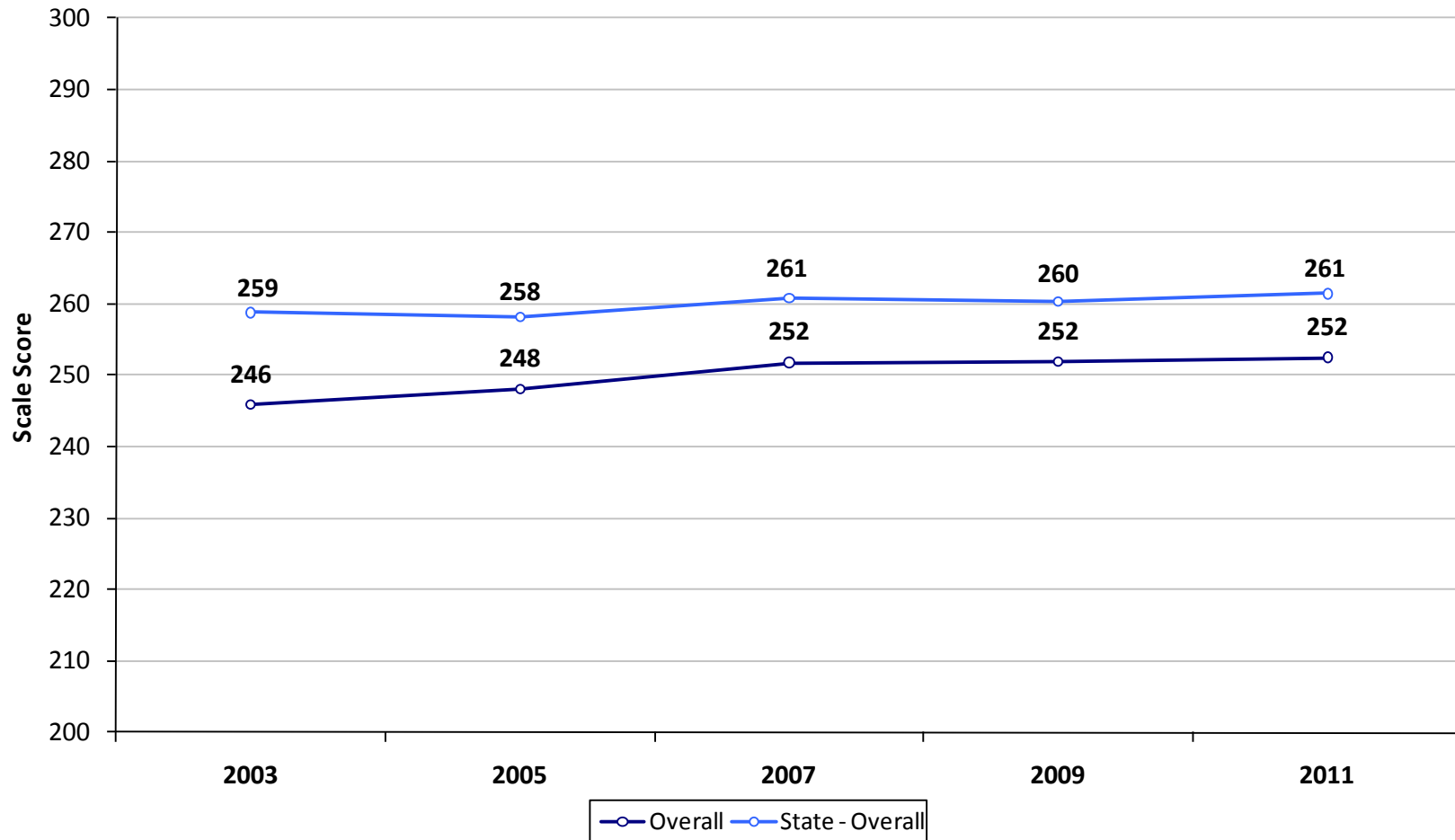
NAEP Reading Grade 8 — National School Lunch Program Eligible

Average Scale Score: 2011



Graph 17

NAEP Reading Grade 8 — Overall
Average Scale Score: 2003-2011

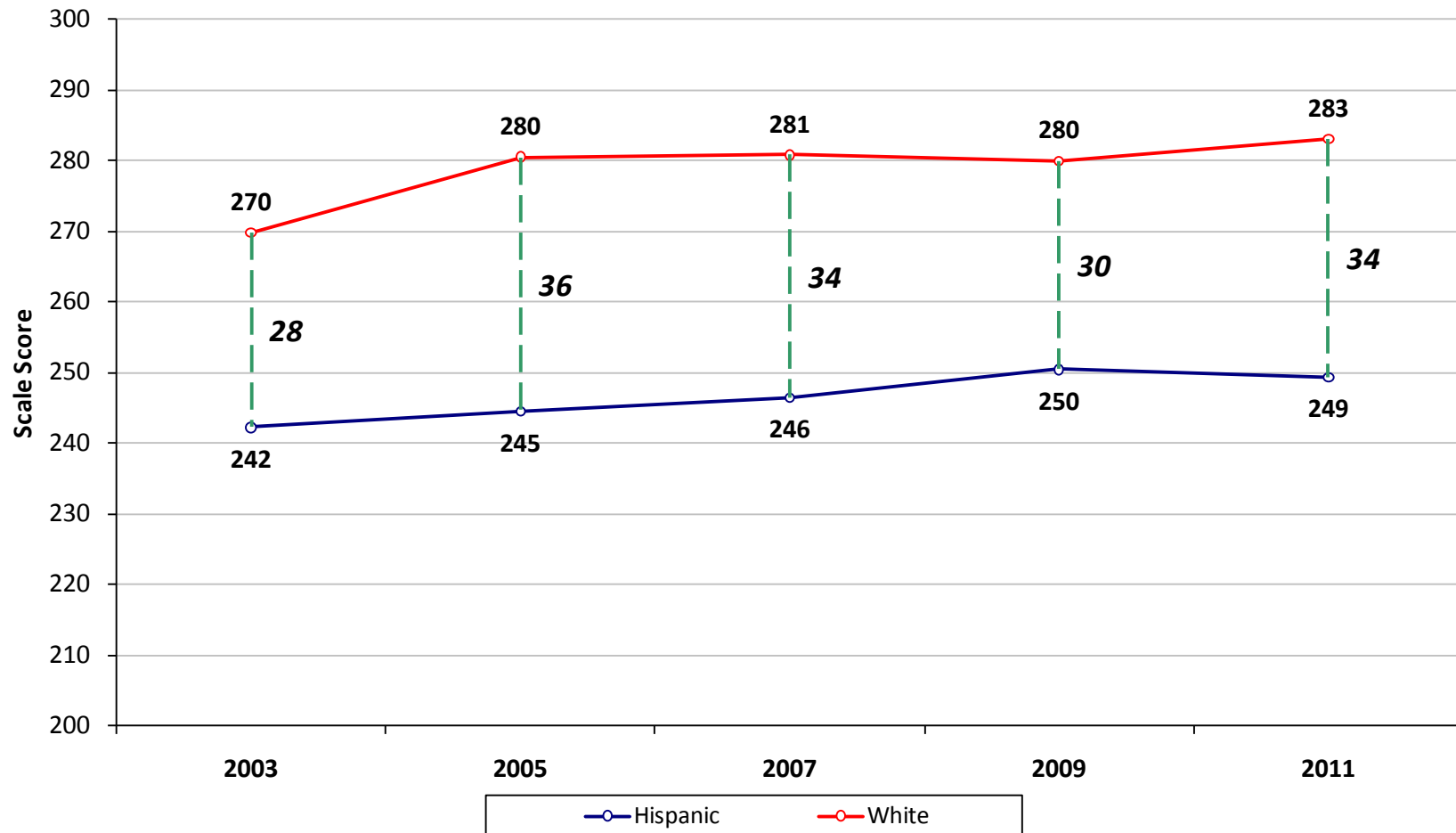


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 18

NAEP Reading Grade 8 — White - Hispanic
Gap - Average Scale Score: 2003-2011

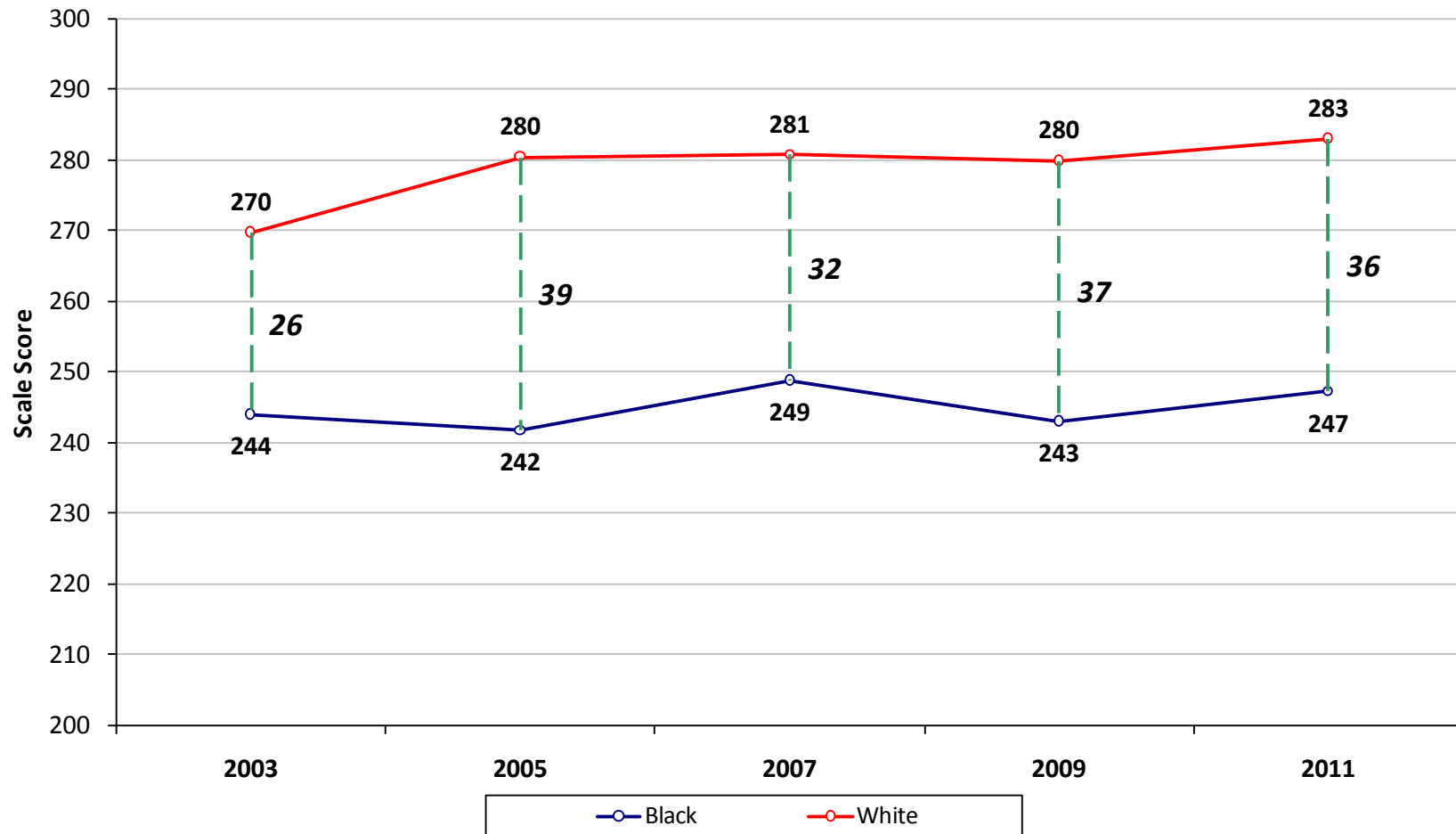


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 19

NAEP Reading Grade 8 — White - Black
Gap - Average Scale Score: 2003-2011



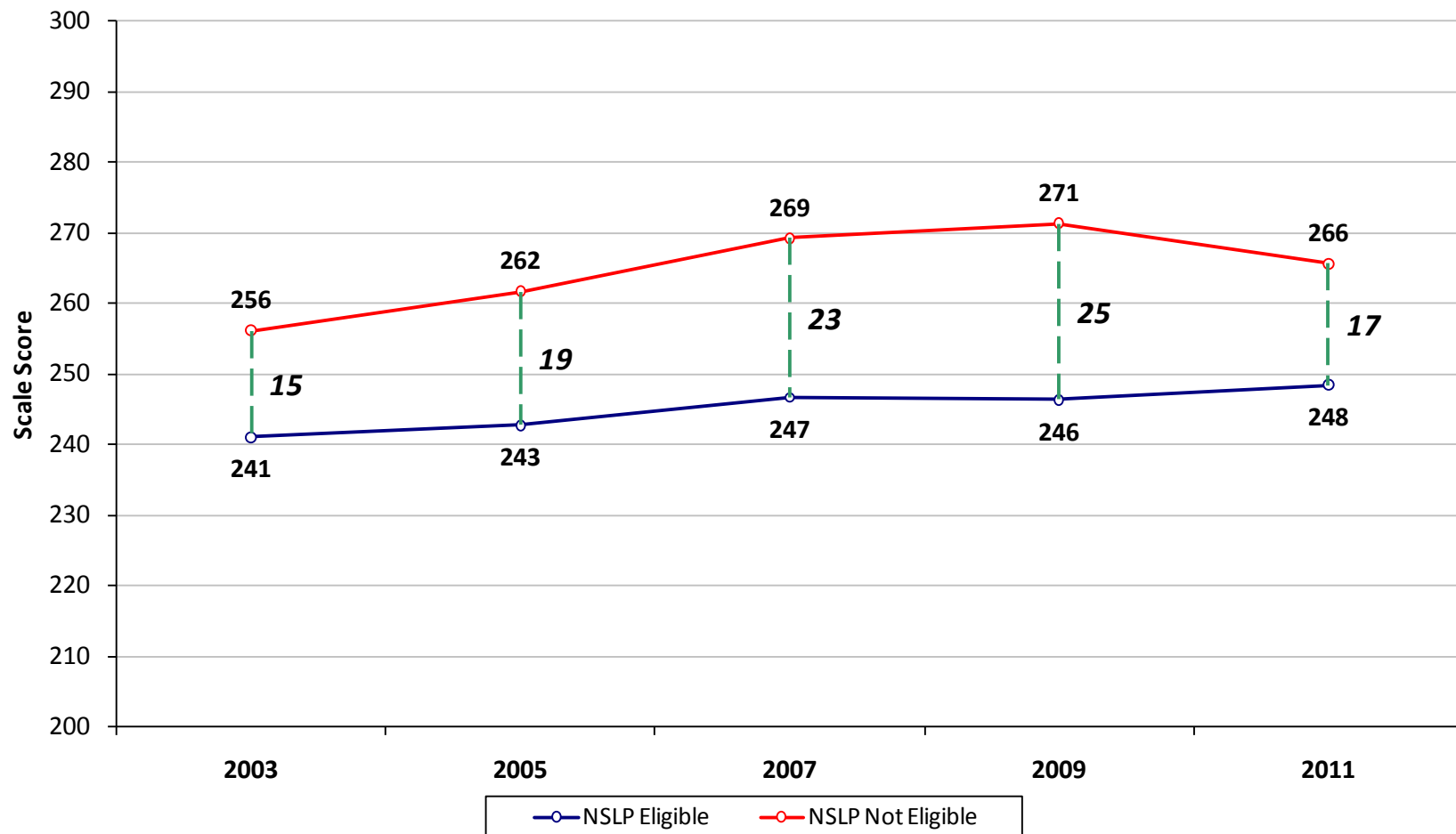
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 20

NAEP Reading Grade 8 — National School Lunch Program Eligibility

Gap - Average Scale Score: 2003-2011



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Appendix C
Grade 4 Mathematics



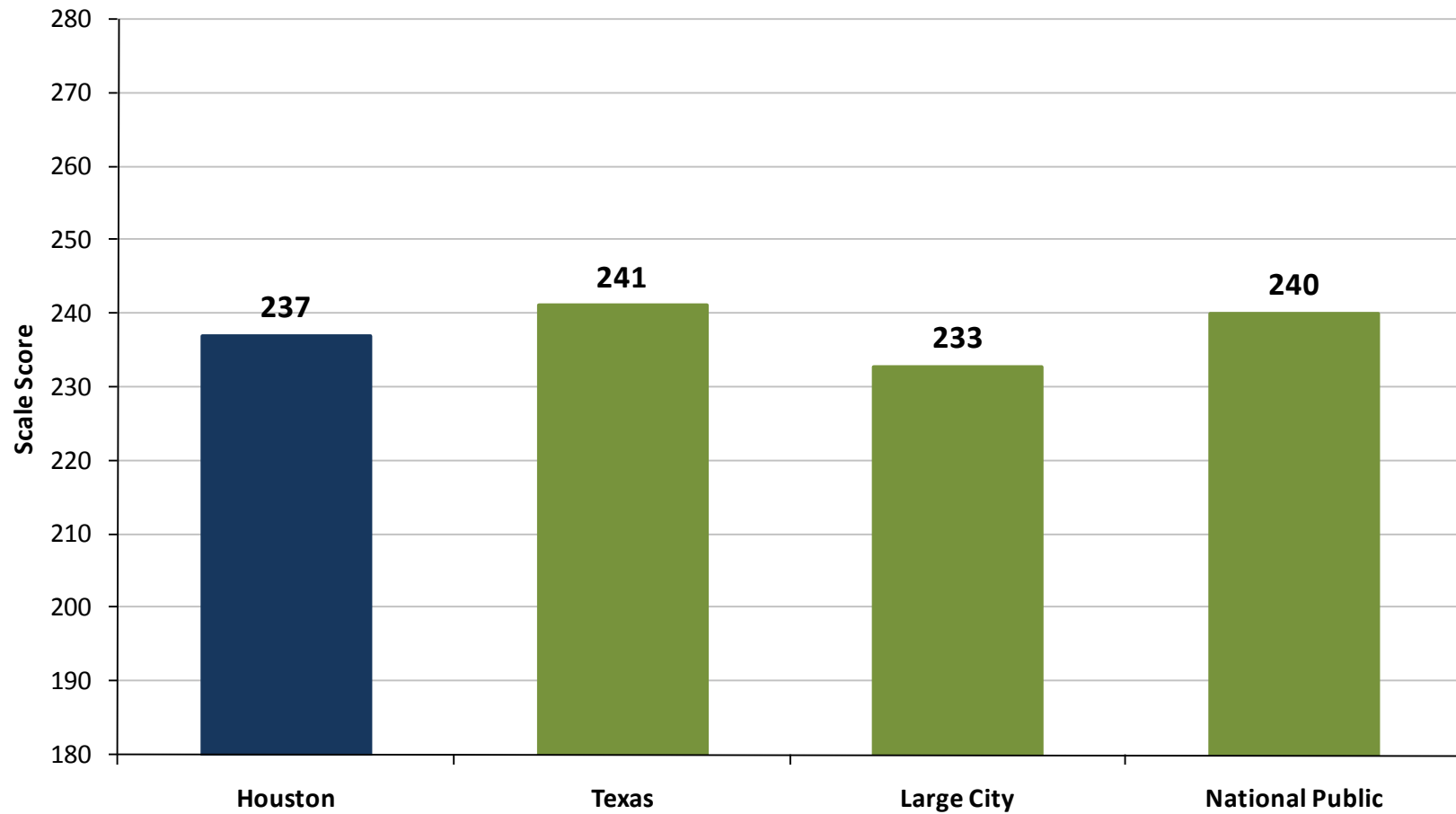
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Trial Urban District Assessment

Graph 21

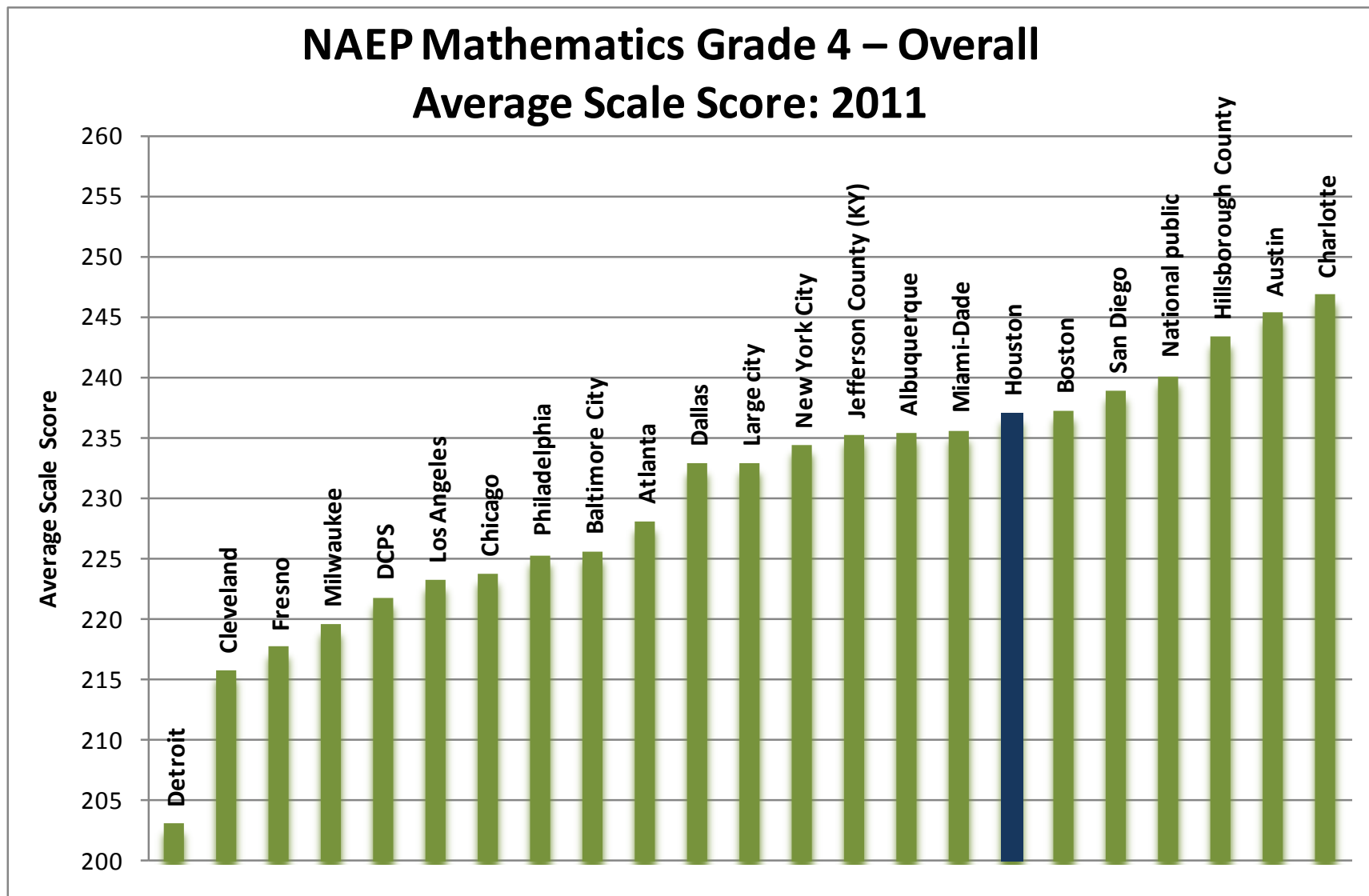
NAEP Mathematics Grade 4 — Overall
Average Scale Score: 2011



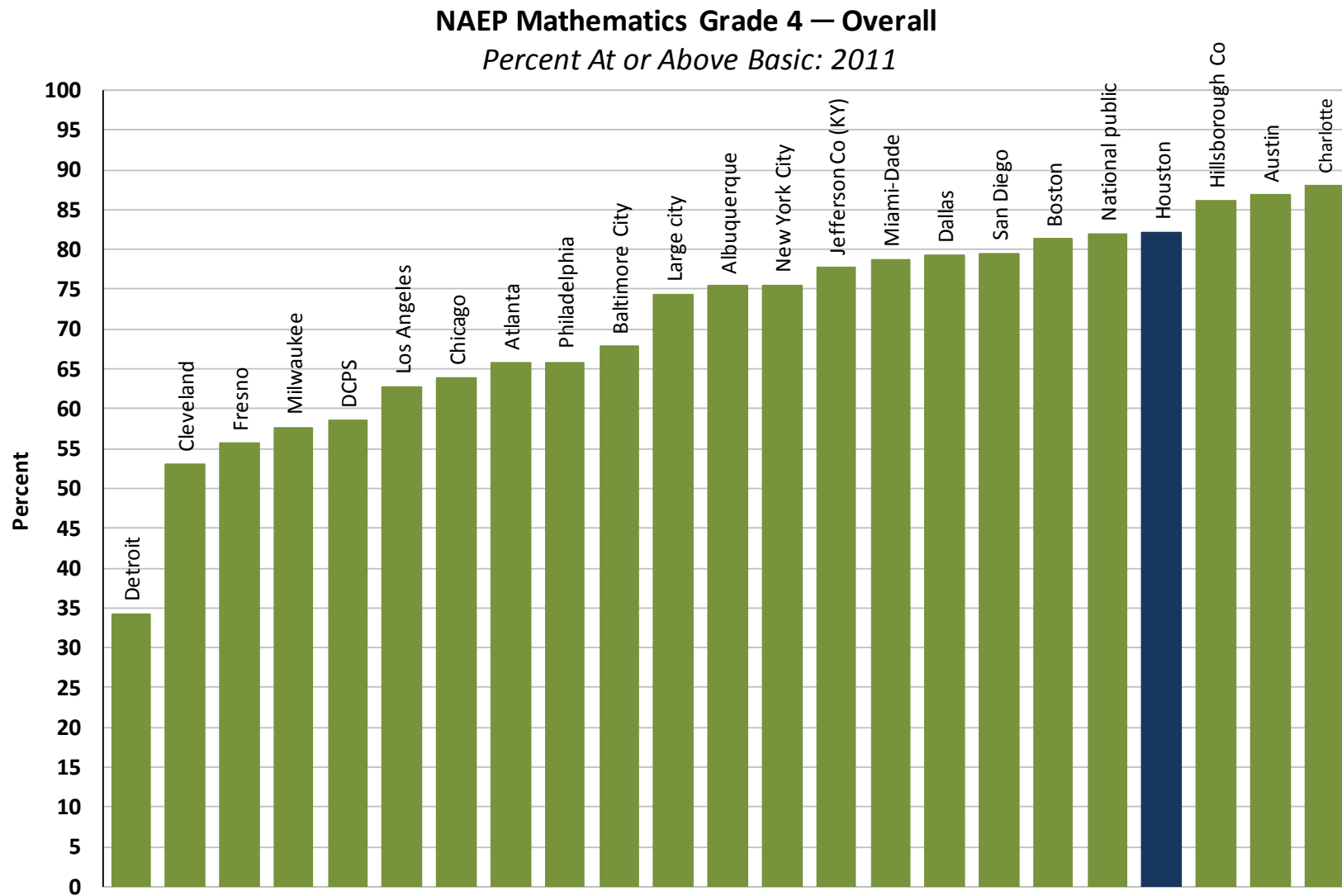
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 22

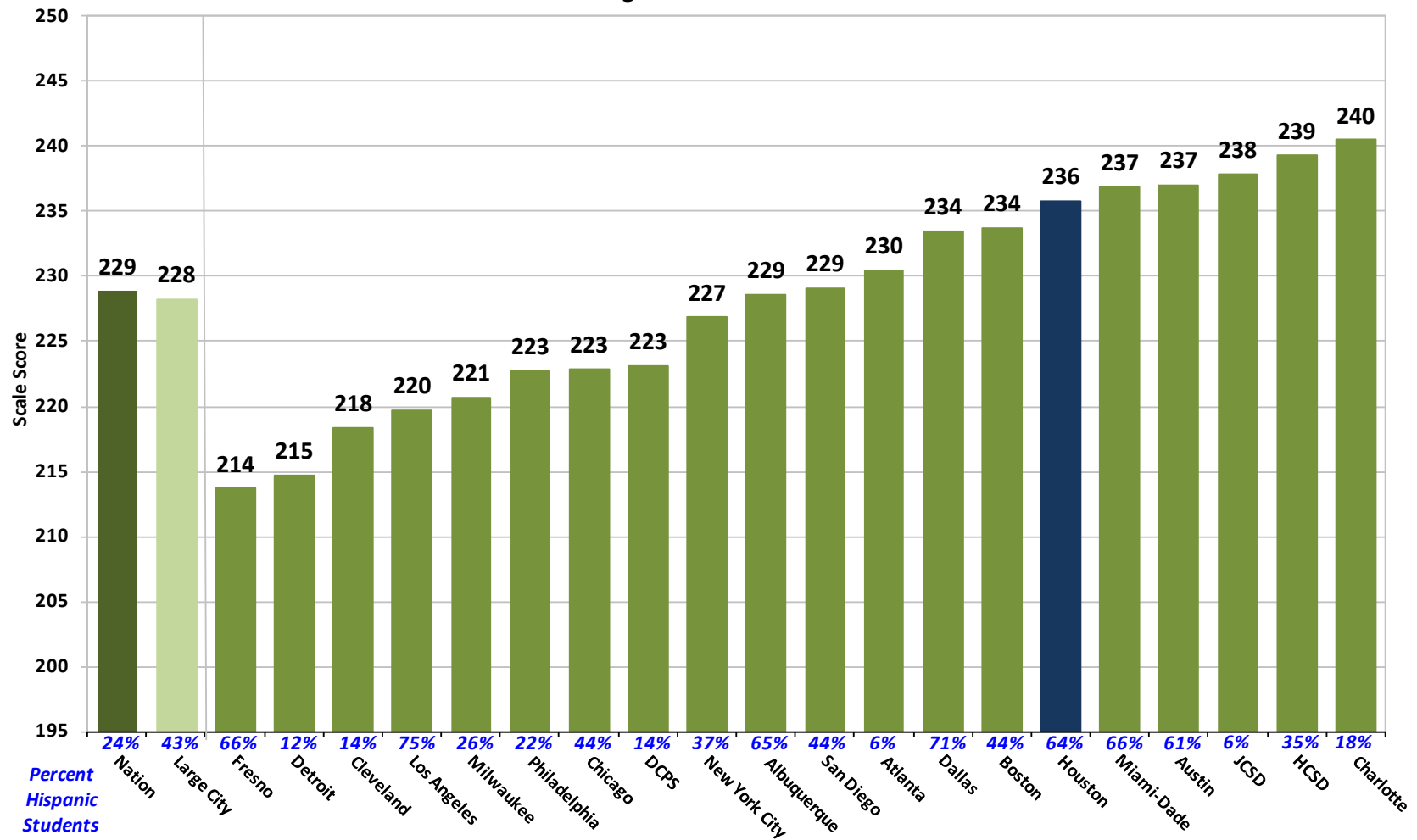


Graph 23



Graph 24

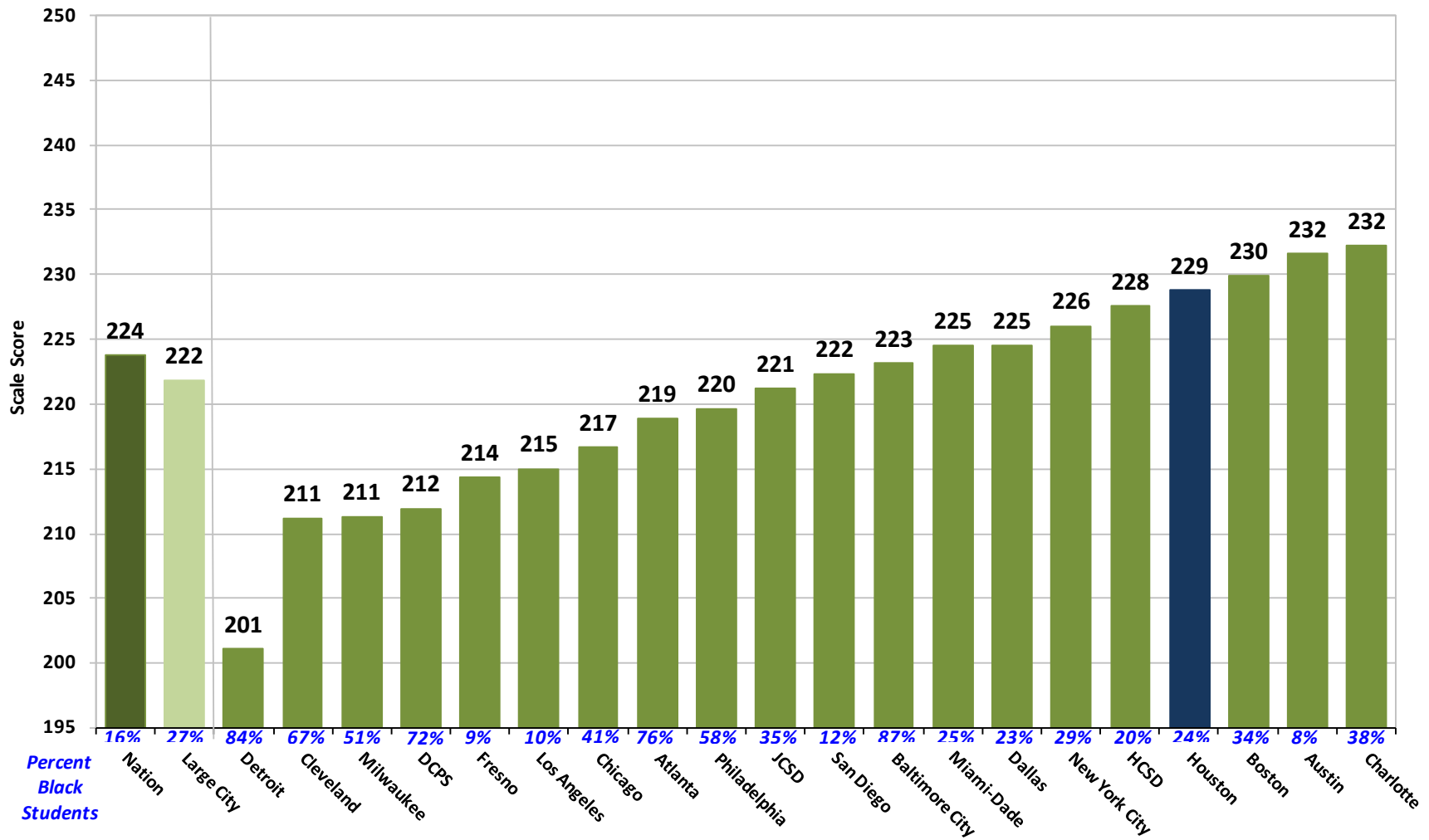
NAEP Mathematics Grade 4 — Hispanic
Average Scale Score: 2011



NOTE: Sample size insufficient to permit a reliable estimate for Hispanic students in Baltimore City.

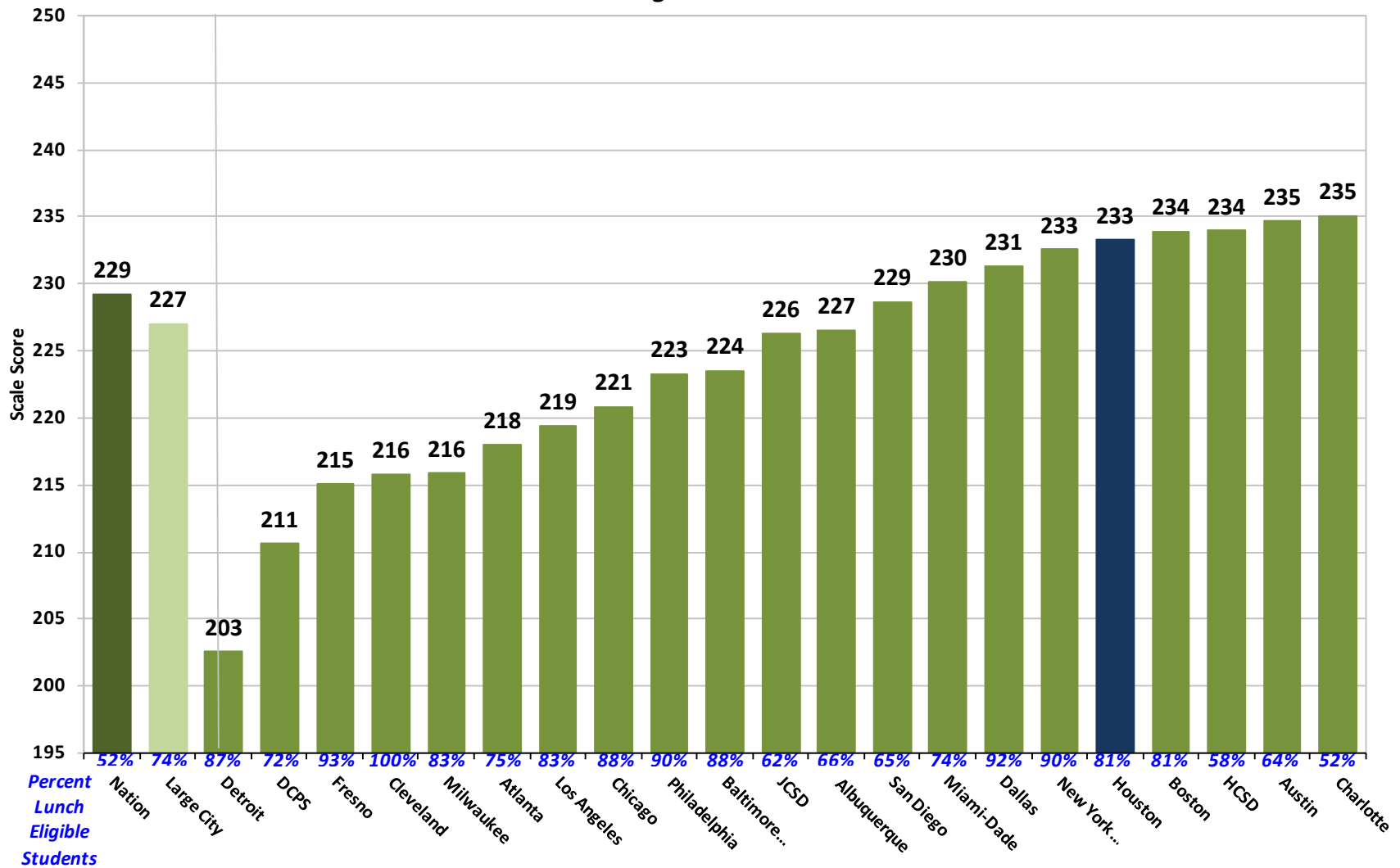
Graph 25

NAEP Mathematics Grade 4 — Black
Average Scale Score: 2011



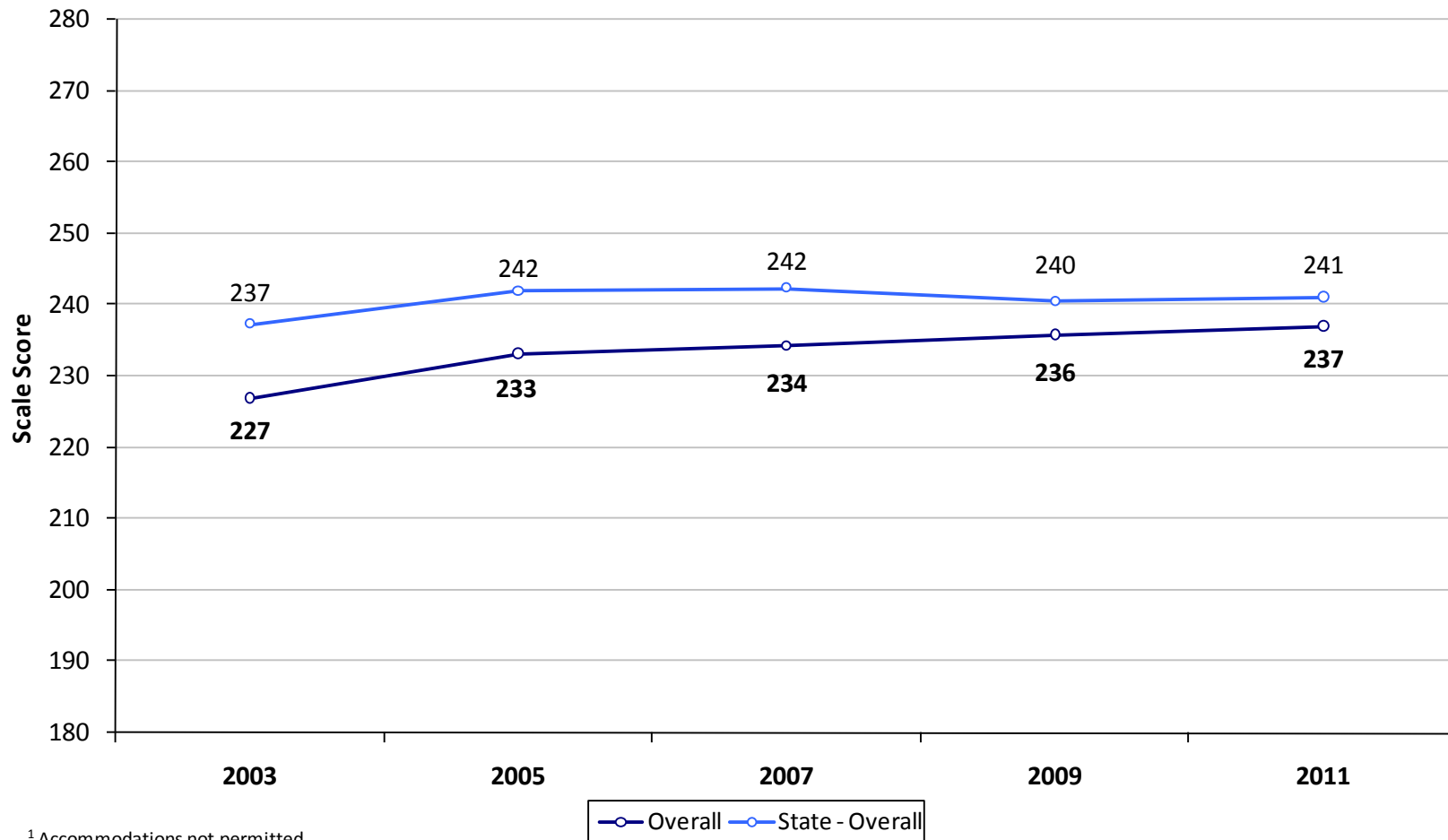
Graph 26

NAEP Mathematics Grade 4 — National School Lunch Program Eligible
Average Scale Score: 2011



Graph 27

NAEP Mathematics Grade 4 — Overall
Average Scale Score: 2003-2011



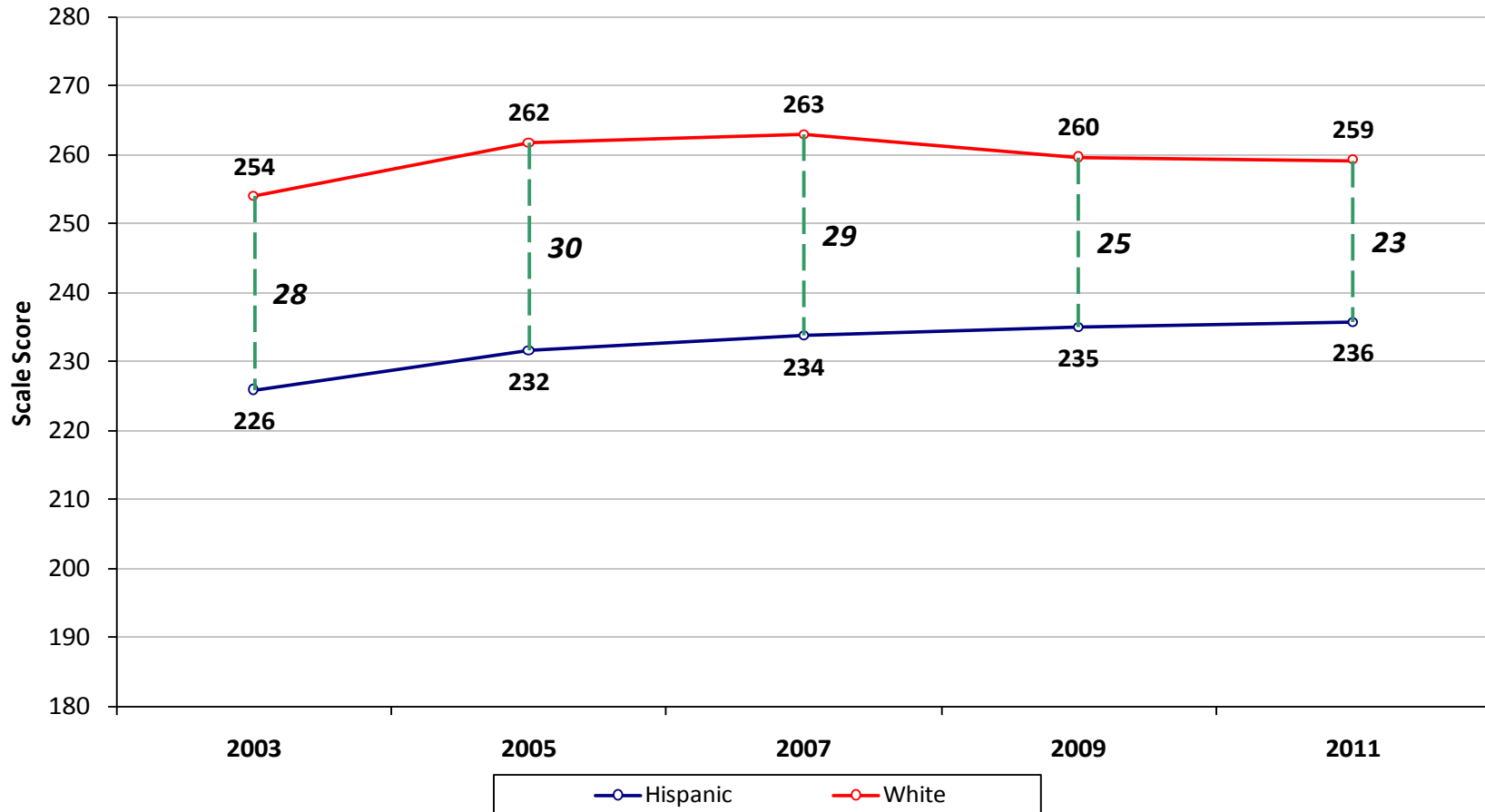
¹ Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 28

NAEP Mathematics Grade 4 — White - Hispanic
Gap - Average Scale Score: 2003-2011

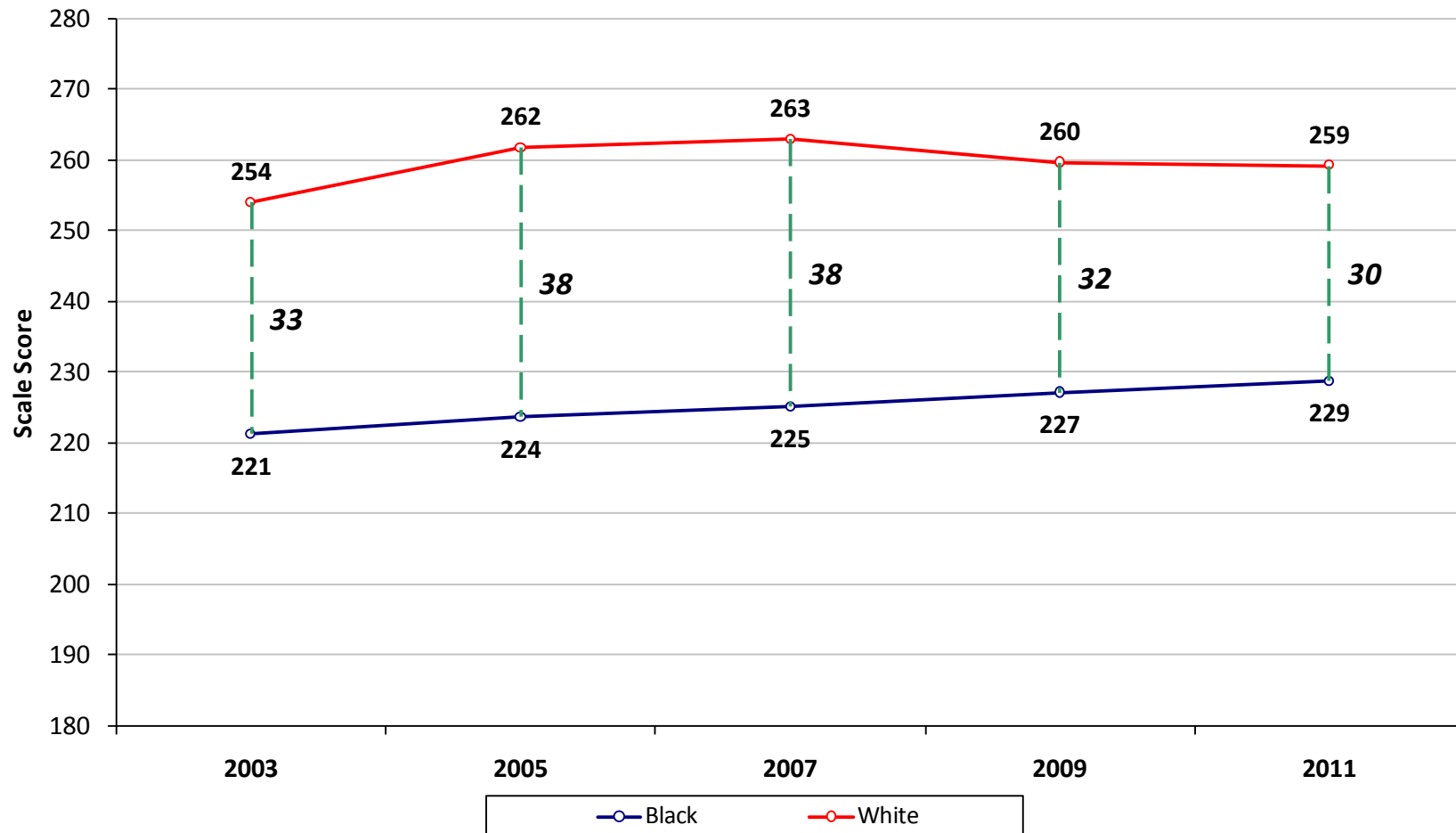


NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 29

NAEP Mathematics Grade 4 — White - Black
Gap - Average Scale Score: 2003-2011

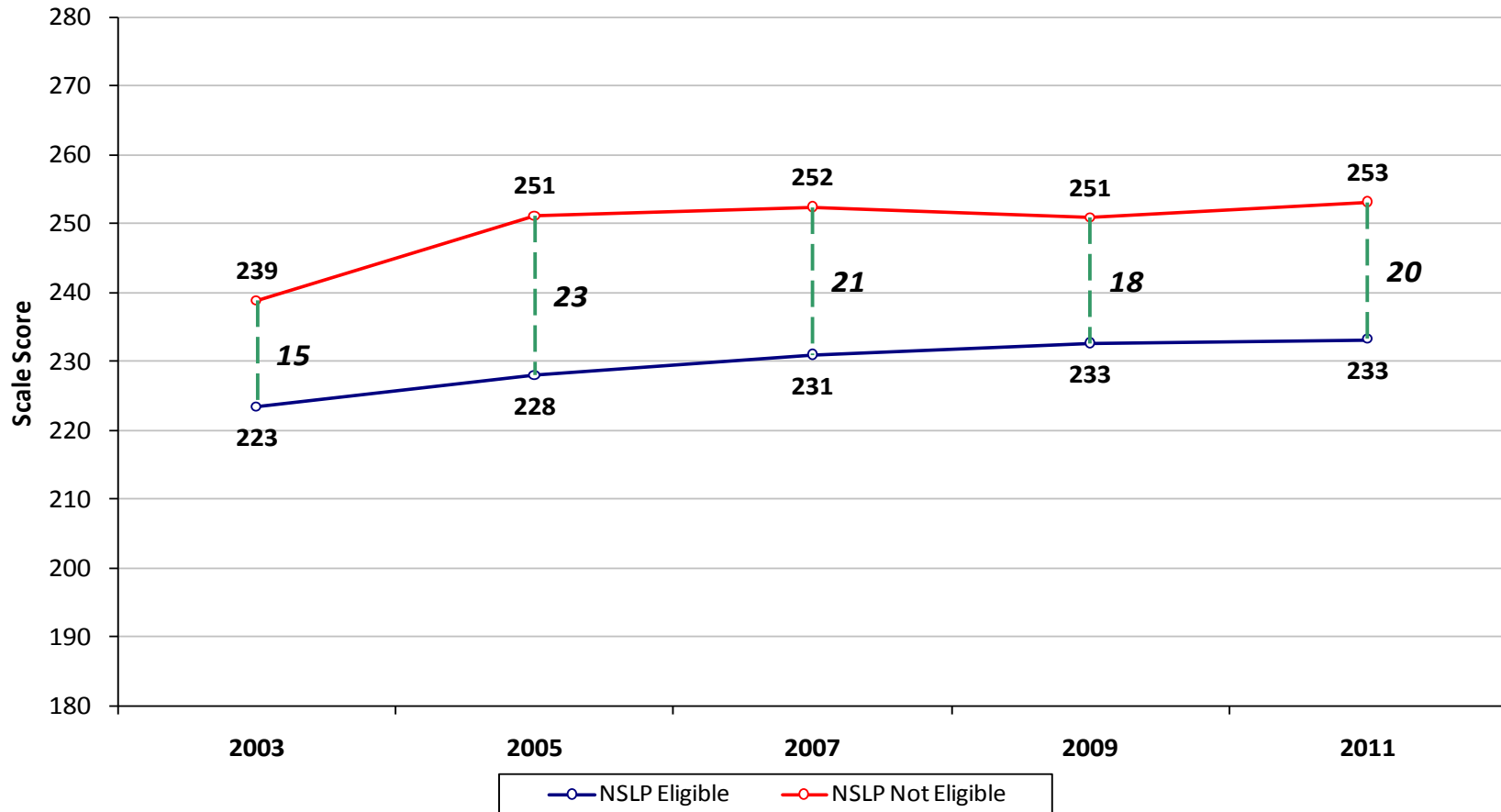


NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 30

NAEP Mathematics Grade 4 — National School Lunch Program Eligibility
Gap - Average Scale Score: 2003-2011



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Appendix D
Grade 8 Mathematics

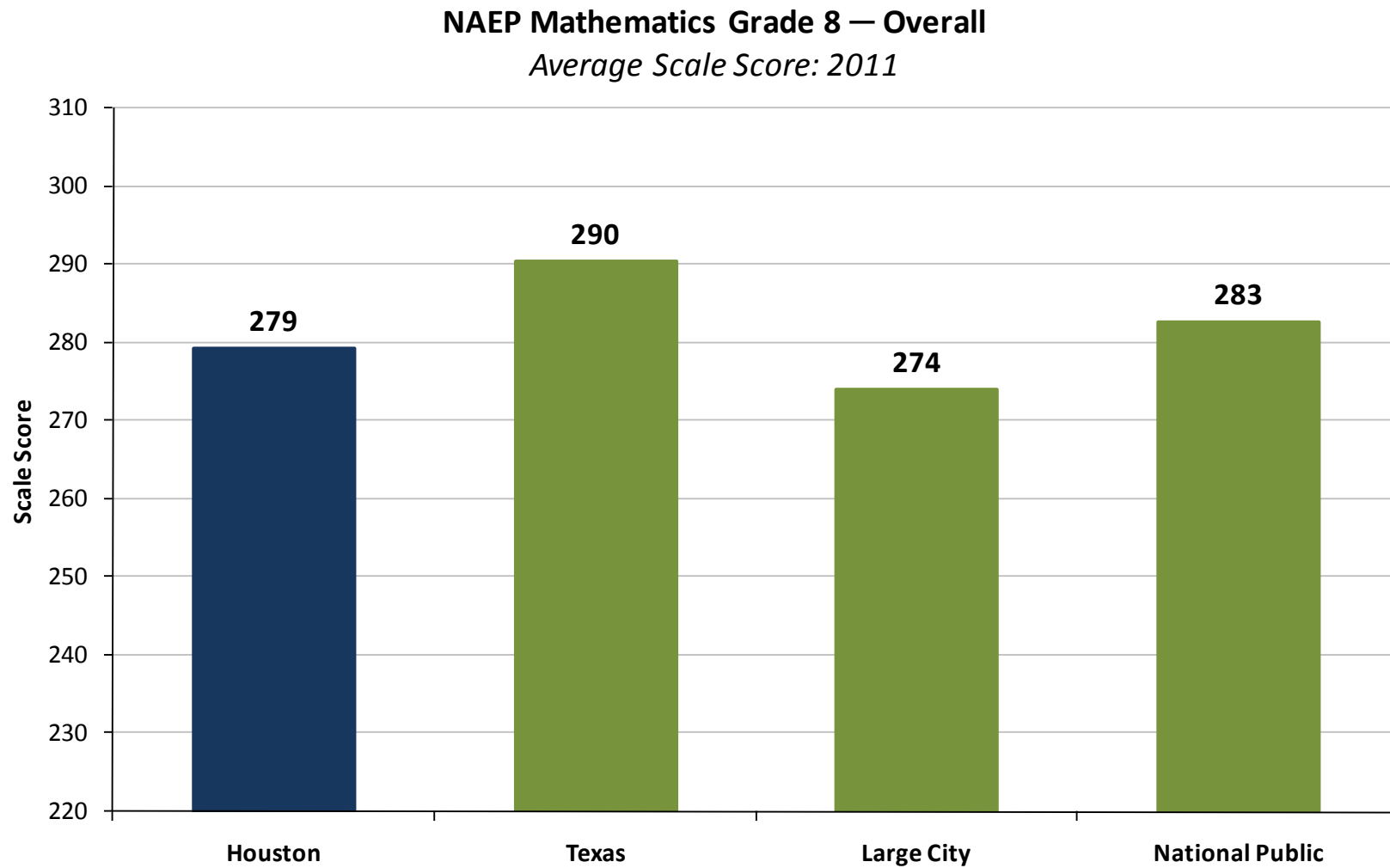


**HOUSTON INDEPENDENT
SCHOOL DISTRICT**

**NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS**

Trial Urban District Assessment

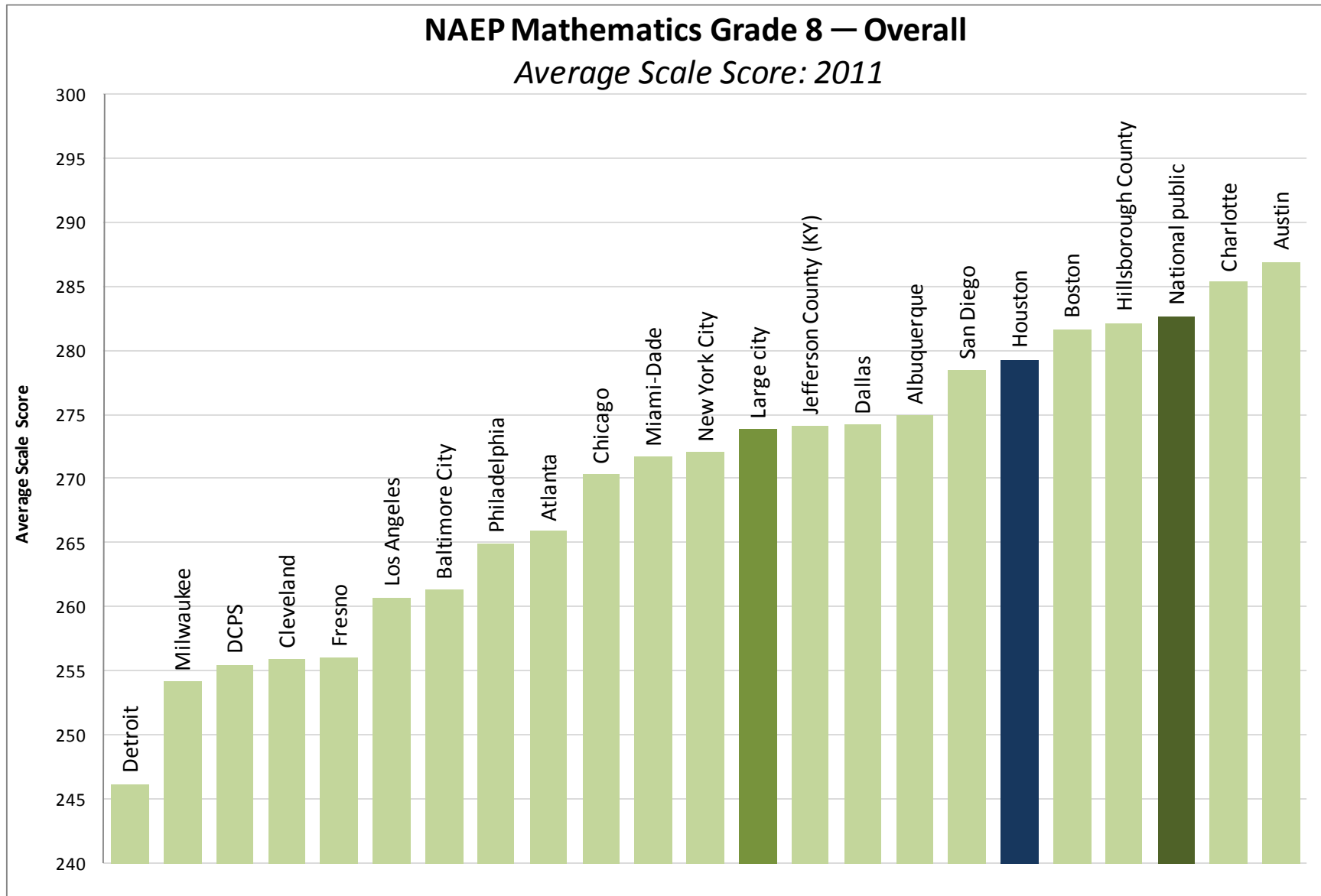
Graph 31



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

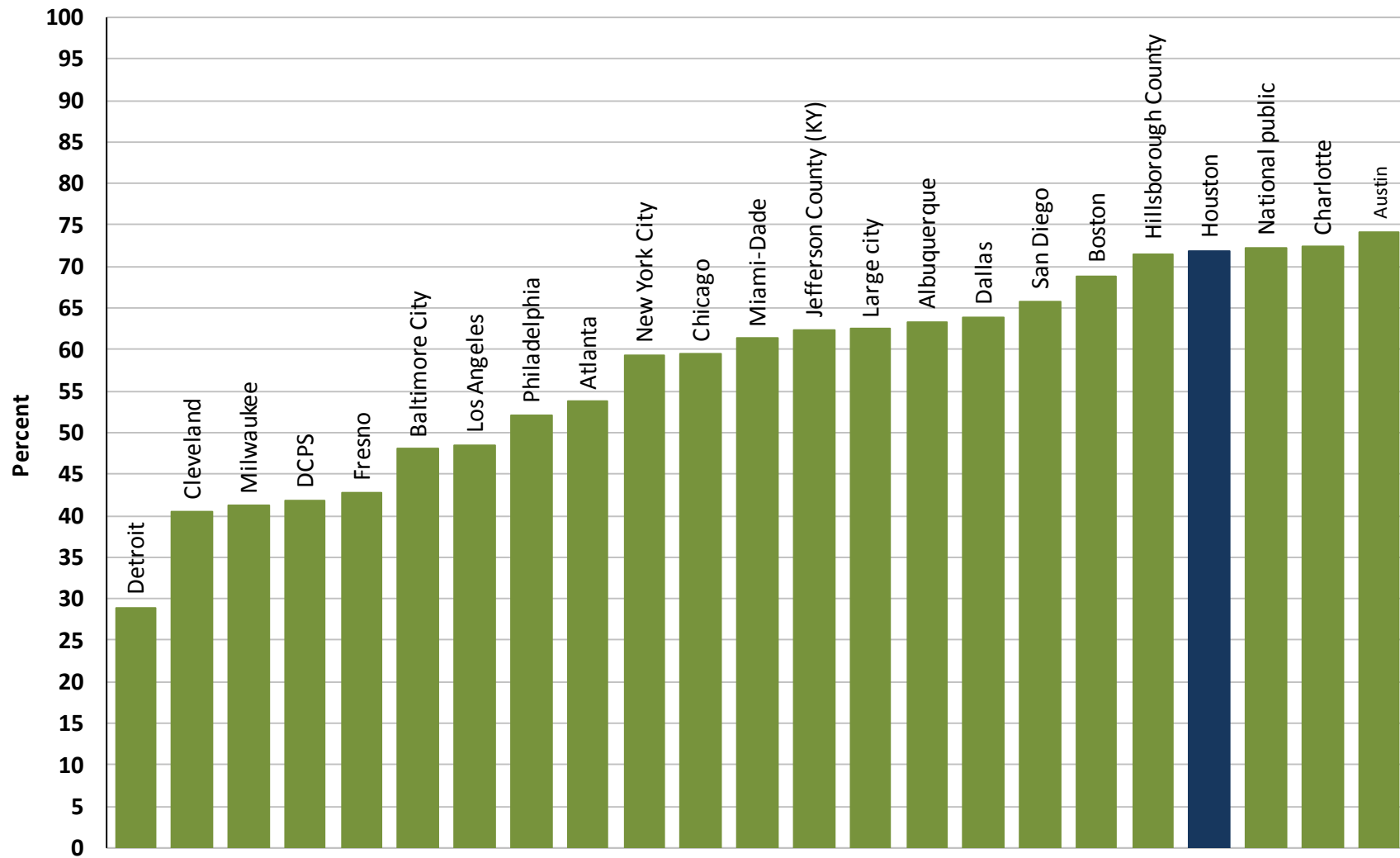
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Graph 32



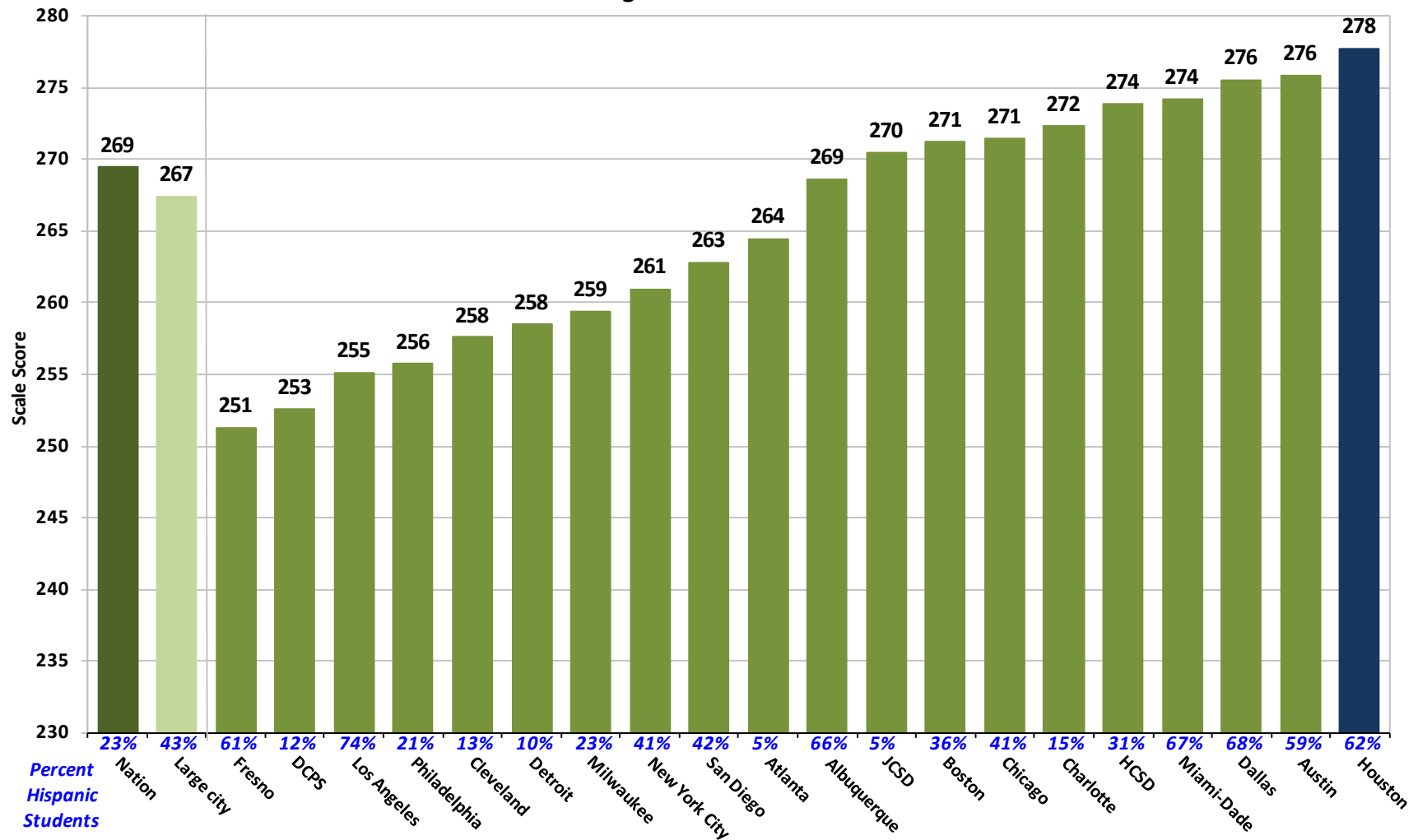
Graph 33

NAEP Mathematics Grade 8 — Overall
Percent At or Above Basic: 2011



Graph 34

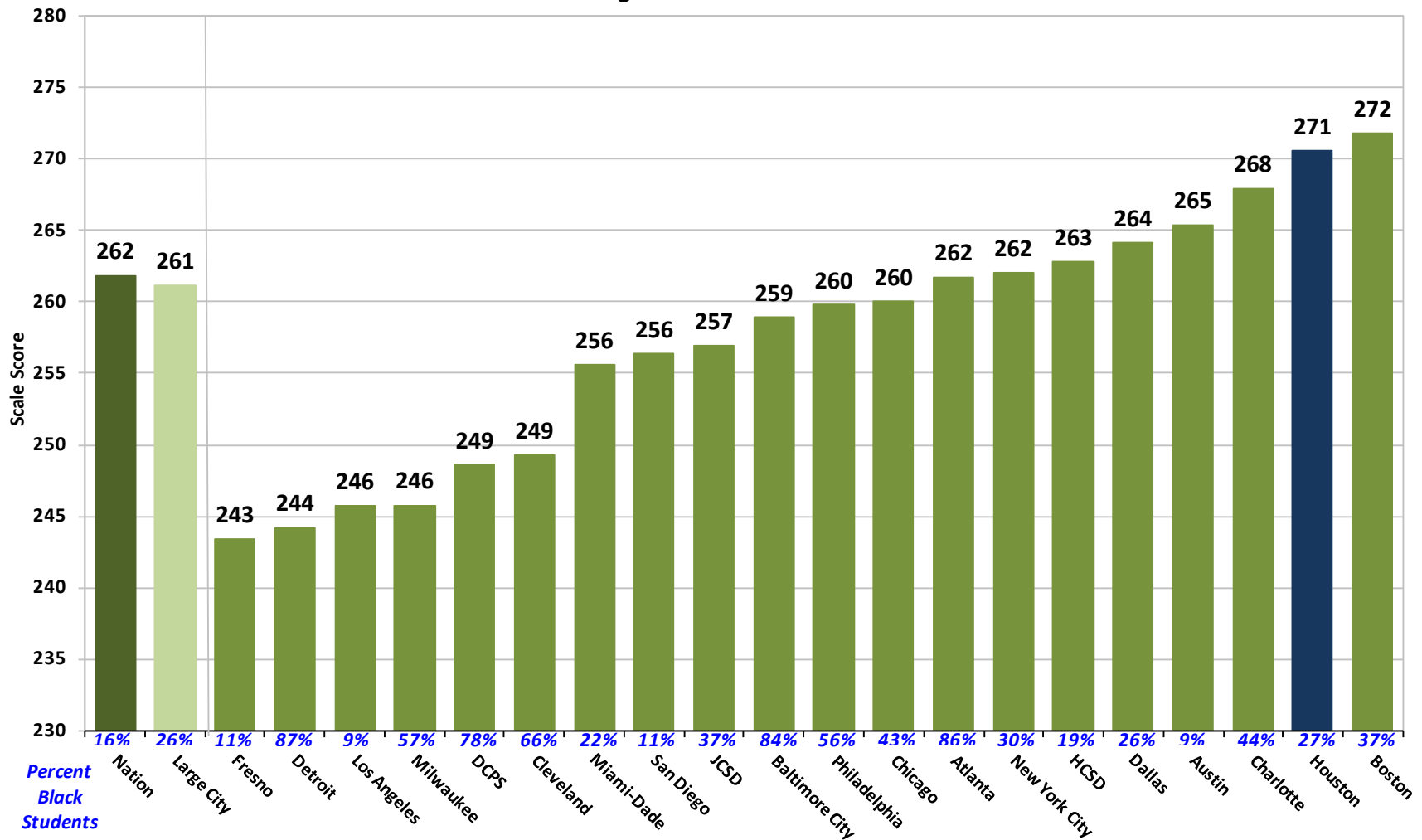
NAEP Mathematics Grade 8 — Hispanic
Average Scale Score: 2011



NOTE: Sample size insufficient to permit a reliable estimate for Hispanic students in Baltimore City.

Graph 35

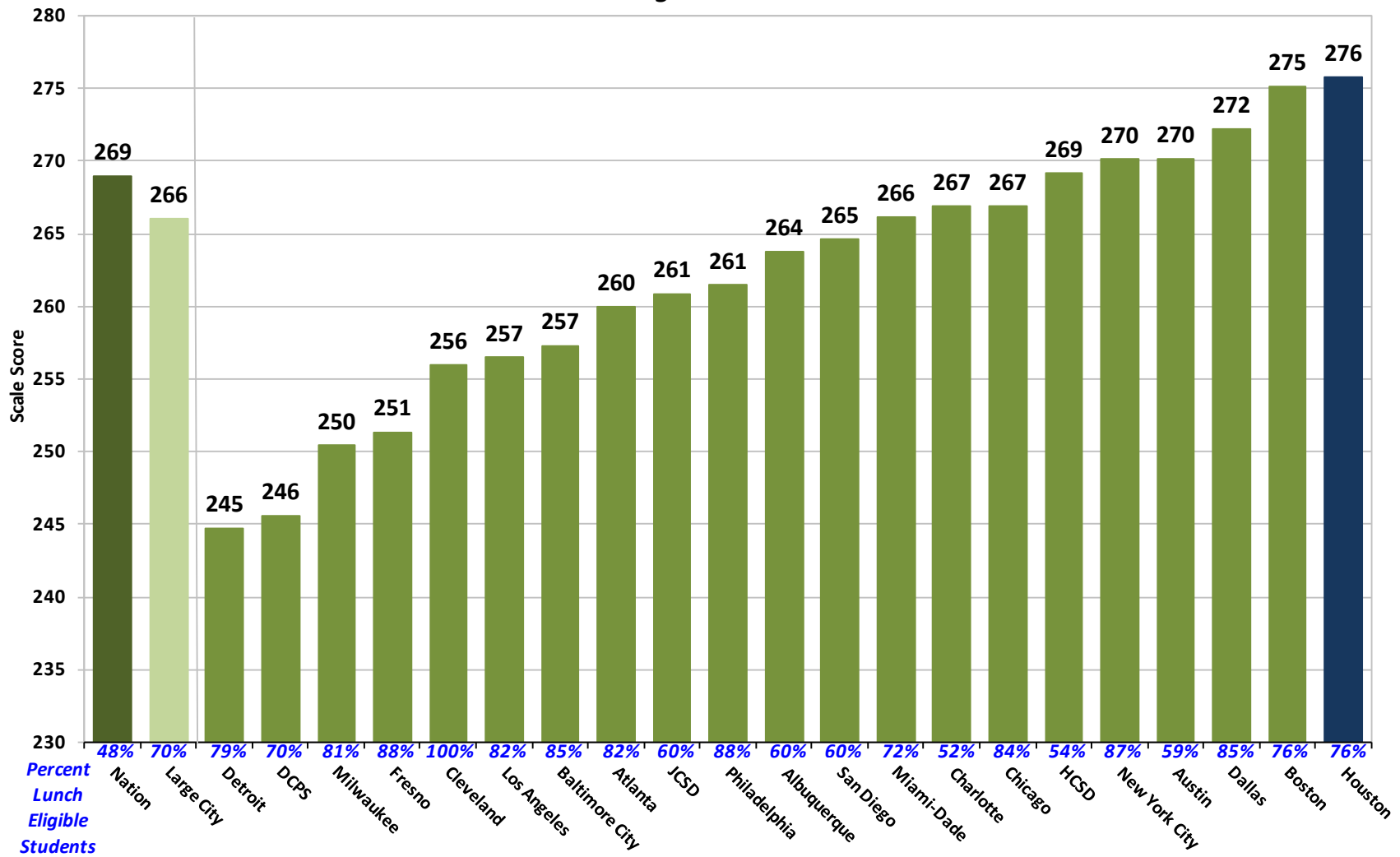
NAEP Mathematics Grade 8 — Black
Average Scale Score: 2011



NOTE: Sample size insufficient to permit a reliable estimate for Black students in Albuquerque.

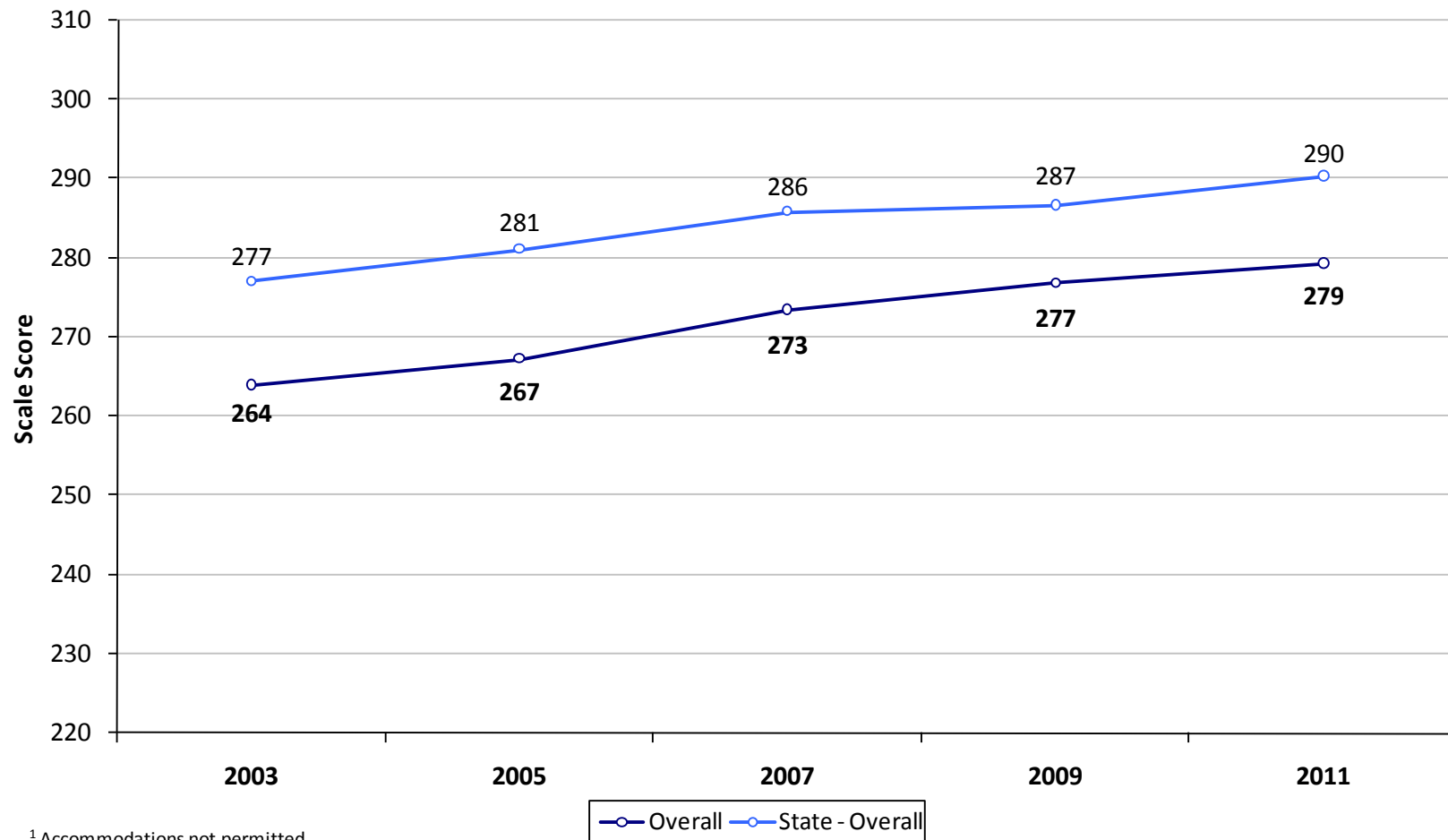
Graph 36

NAEP Mathematics Grade 8 — National School Lunch Program Eligible
Average Scale Score: 2011



Graph 37

NAEP Mathematics Grade 8 — Overall
Average Scale Score: 2003-2011



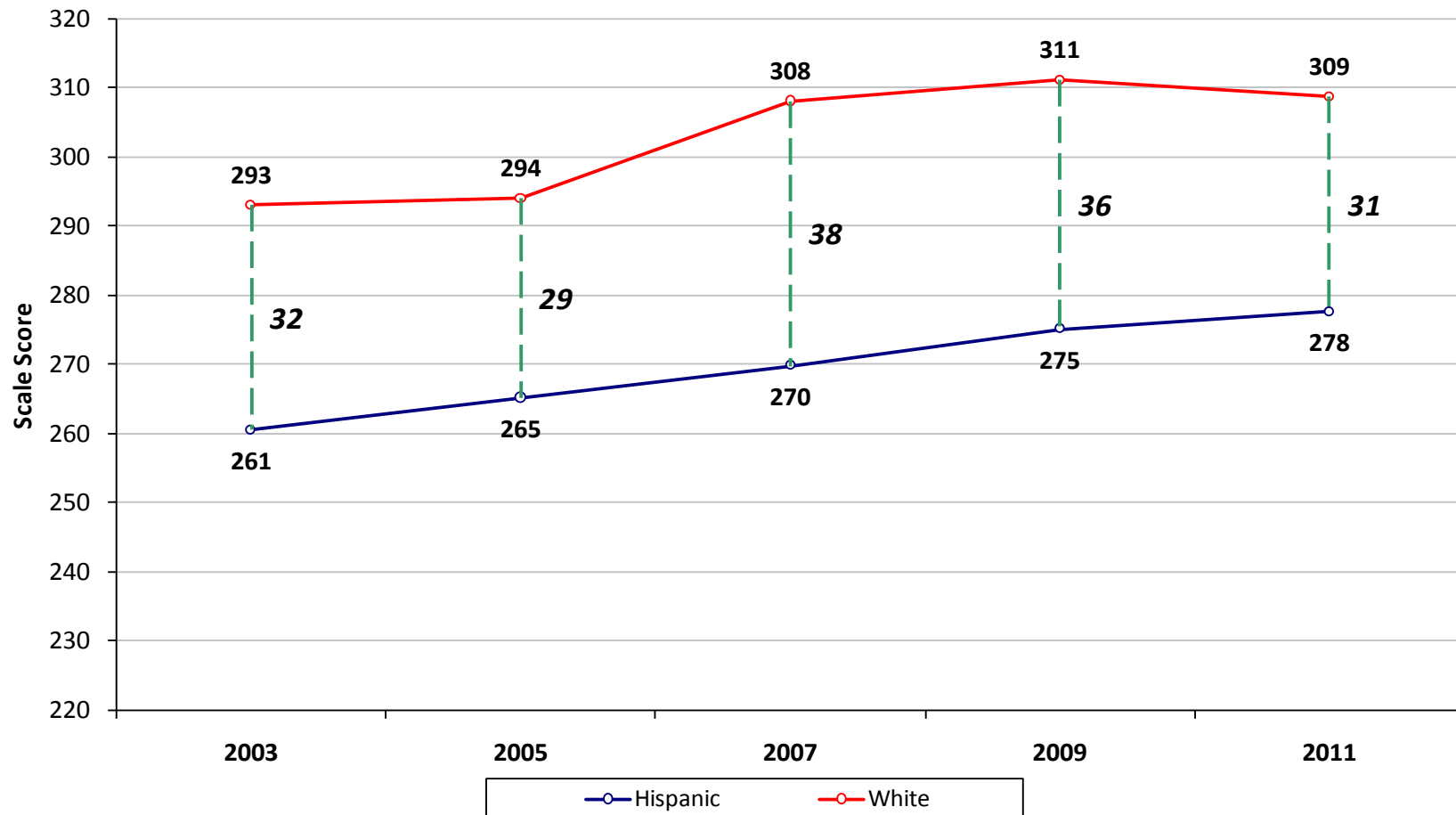
¹ Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 38

NAEP Mathematics Grade 8 — White - Hispanic
Gap - Average Scale Score: 2003-2011

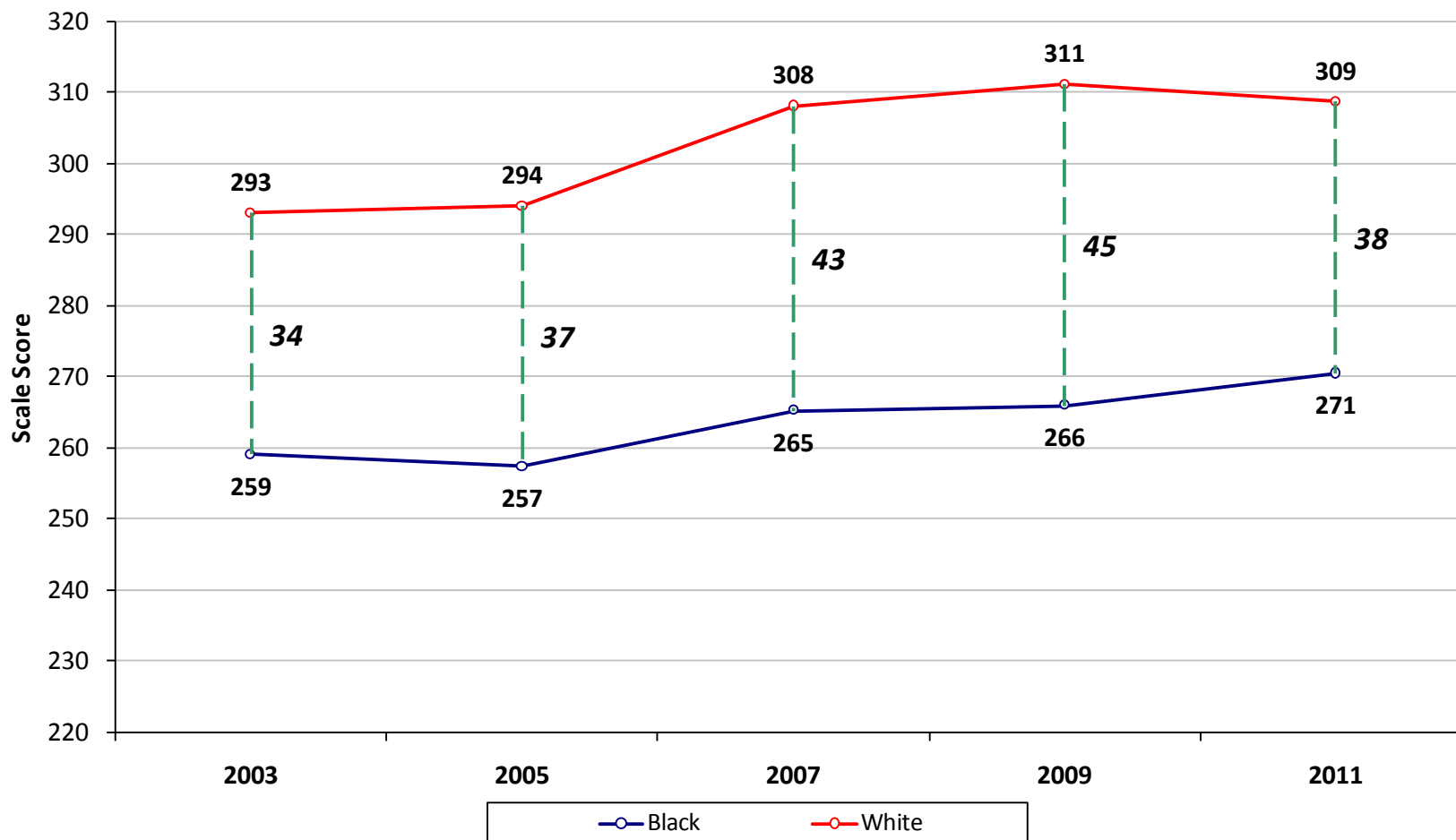


NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 39

NAEP Mathematics Grade 8 — White - Black
Gap - Average Scale Score: 2003-2011

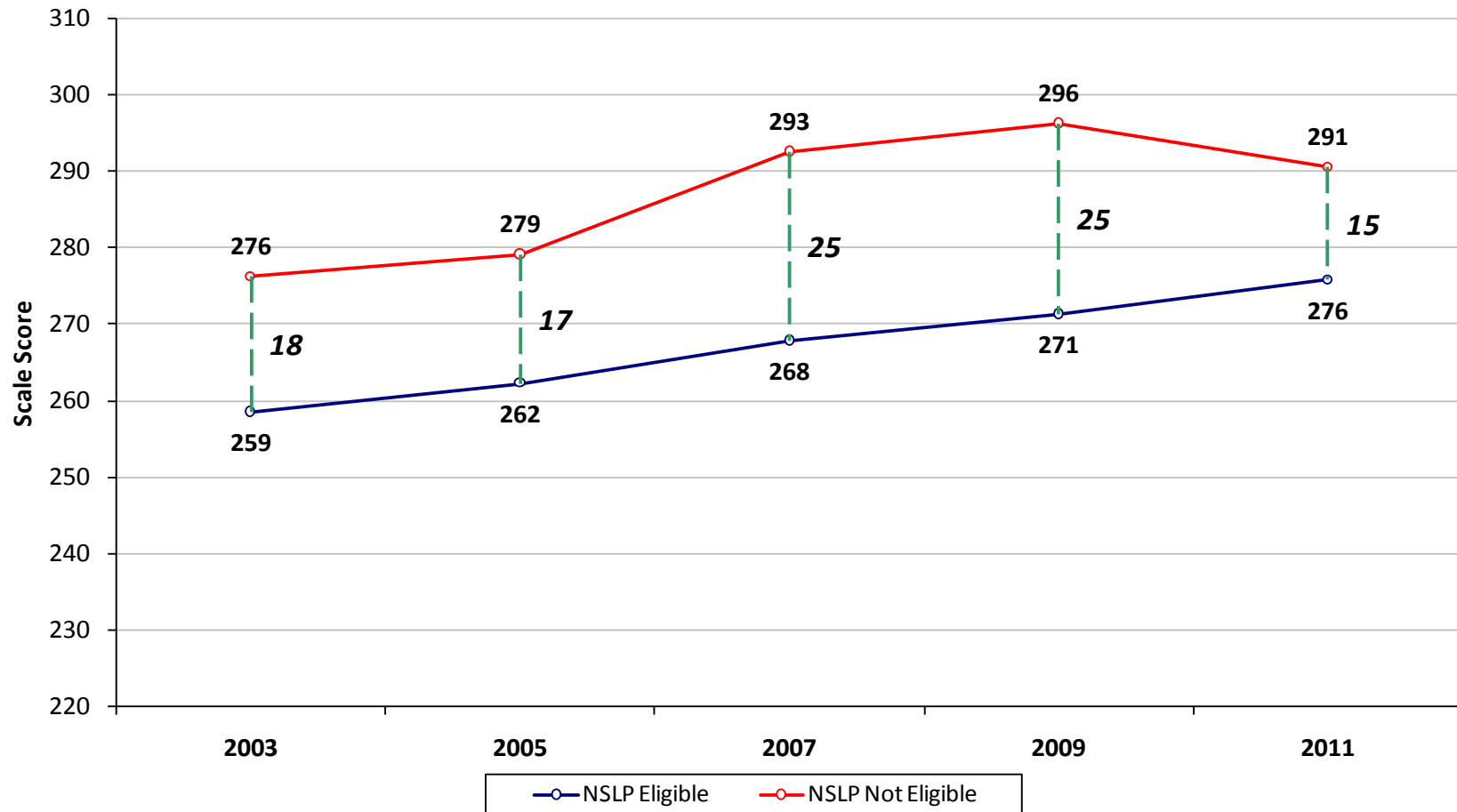


NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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

Graph 40

NAEP Mathematics Grade 8 — National School Lunch Program Eligibility
Gap - Average Scale Score: 2003-2011



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

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