



INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of Data and Accountability

INFORMATIVE

October 27, 2015

TO: Members, Board of Education
Ramon Cortines, Superintendent

FROM: Cynthia Lim, Executive Director

SUBJECT: **RELEASE OF NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
(NAEP) 2015 RESULTS**

The LAUSD data in this report are embargoed until October 28th at 7:00 a.m. PST.

This informative presents the results from the 2015 National Assessment of Educational Progress (NAEP) assessments in Reading and Mathematics for Grades 4 and 8. NAEP provides a common measurement of student progress across states and selected urban districts throughout the country. Since 1969, the U.S. Department of Education has conducted assessments periodically in reading, mathematics, science, writing, history, geography, and other fields for students in Grade 4, 8 and 12.

Highlights

Reading

4th Grade

- From 2013 to 2015, 4th grade reading scores remained flat, consistent with the national trend. LAUSD ranked 15th among the 21 urban districts participating in NAEP.
- Asian/Pacific Islander students increased by 14 points and students with disabilities increased by 4 points since 2013.
- Compared to 2003, LAUSD increased by 8 scaled score points, outpacing the national and state of California average.

8th Grade

- Reading scores for 8th grade increased by 1 point since 2013, ranking LAUSD 11th among the 21 urban districts in terms of average scaled score. Nationally, 8th grade scores decreased.
- African American students increased by 8 points since 2013, higher than other urban districts. Hispanic, Asian/Pacific Islander and students with disabilities also showed positive gains.
- Since 2003, 8th grade growth scores for Hispanic/Latino, Asian and Economically disadvantaged students exceeded growth points for other urban districts.

Math

4th Grade

- Math scores declined 4 points between 2013 and 2015, similar to the national trend. LAUSD ranked 16th among the 21 urban districts in terms of average scaled scores.
- Average scaled scores declined for all subgroups except for Asian/Pacific Islander (+3) and students with disabilities (+2) since 2013.

- When compared to 2003, gains for African American students (+16) were higher than other urban districts. All subgroups increased except for students with disabilities (-3) and English Learners (-8).

8th Grade

- From 2013 to 2015, 8th grade math scores declined by 1 point. Nationally, scores decreased by two points. LAUSD ranked 16th among other urban districts.
- Students with disabilities and English Learners were the only subgroups showing growth since 2013, with an increase of five points.
- Compared to scores in 2003, growth points for African American (+21), Hispanic/Latino (+19) and Asian/Pacific Islander (+22) students tied for or were among the highest growth groups compared to other urban districts.

What is NAEP?

NAEP is a nationwide assessment system developed and administered by the U.S. Department of Education since 1969. Congress established NAEP to provide a longitudinal measure for evaluating what American students know and are able to do in various subject areas at grades 4, 8 and 12. Not all subjects are tested each year, and grade 12 was not tested in this administration. Reading and mathematics are tested every other year, and results are reported at the national and state levels.

In 2002, the Trial Urban District Assessment (TUDA) began with six large urban school districts, with results available at the district level. Since 2011, twenty-one urban districts have participated in the TUDA assessments. Results are available at the district level only; no school, classroom or individual student reports are produced.

How does NAEP differ from the Smarter Balanced Assessments aligned to the California State Standards?

While both NAEP and SBA assessments provide valid data about student achievement, it is inappropriate to make direct comparisons of the results. NAEP and SBA differ in purpose, content, format, scoring and reporting.

Purpose: The main NAEP assessments measure progress in nine subjects at grades 4, 8 and 12. NAEP assessments are based on NAEP frameworks adopted by the National Assessment Governing Board, which sets NAEP policy. NAEP allows comparisons across states and tracks changes in achievement for 4th, 8th and 12th graders over time.

Smarter Balanced is a state-led consortium of 20 states that has developed an assessment system to measure student progress toward college and career readiness. Smarter Balanced Assessments aligned to the California State Standards were administered for the first time in 2014-15 for grades 3-8 and 11.

Content: The NAEP Reading Framework is based on two types of text: Literary (fiction, nonfiction, poetry) and Informational (exposition, argumentation and persuasive texts, procedural text and documents). All items are classified according to one of three cognitive targets: Locate/Recall, Integrate/Interpret, and Critique/Evaluate.

In contrast, the English Language Arts assessment on SBA is broken down into four “Claims”: Reading – demonstrating understanding of literary and non-fiction texts, Writing – producing clear and purposeful writing, Listening – demonstrating effective communication skills, and Research/Inquiry – investigating, analyzing and presenting information.

The NAEP Mathematics Framework is based on five content areas: Number Properties and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra.

The Smarter Balanced Assessment for mathematics is divided into three “Claim” areas: Problem solving and modeling/data analysis – using appropriate tools and strategies to solve real world and mathematical problems, concepts and procedures – applying mathematical concepts and procedures, and communicating reasoning – demonstrating ability to support mathematical conclusions.

Format: The NAEP assessments present students with three types of questions in a paper/pencil format: multiple choice, short constructed written response and extended constructed written response. The SBA assessments were taken online only, the questions were computer adaptive, and the students are asked to demonstrate their understanding in different ways, such as explaining their solutions or providing rationales in their writing.

Sampling: The number of students tested also differs between NAEP and SBA. While state assessments cover all students in grades 3-8 and 11 in English Language Arts and mathematics, NAEP selected a sample of schools to represent LAUSD, and grade 4 and 8 students in the schools were randomly selected. The sample size was 1,500 at each grade level. The NAEP test was matrix sampled so each student took only a portion of the much longer test. As a result, only group data are reported. Individual student and school results are not available.

Scoring and Reporting: NAEP scores are reported in scale score increments and in the following performance levels:

- Below basic
- Basic – partial mastery
- Proficient – solid academic performance/competency over challenging subject matter
- Advanced – superior performance

These terms do not correspond with the definitions of scale scores or performance bands used in the Smarter Balanced assessments. The NAEP reading and mathematics scale scores are reported on a scale of 0 - 500 points. Grade 4 scores may be compared with other grade 4 scores and grade 8 with other grade 8 scores.

LAUSD Achievement on NAEP Compared to Other Districts

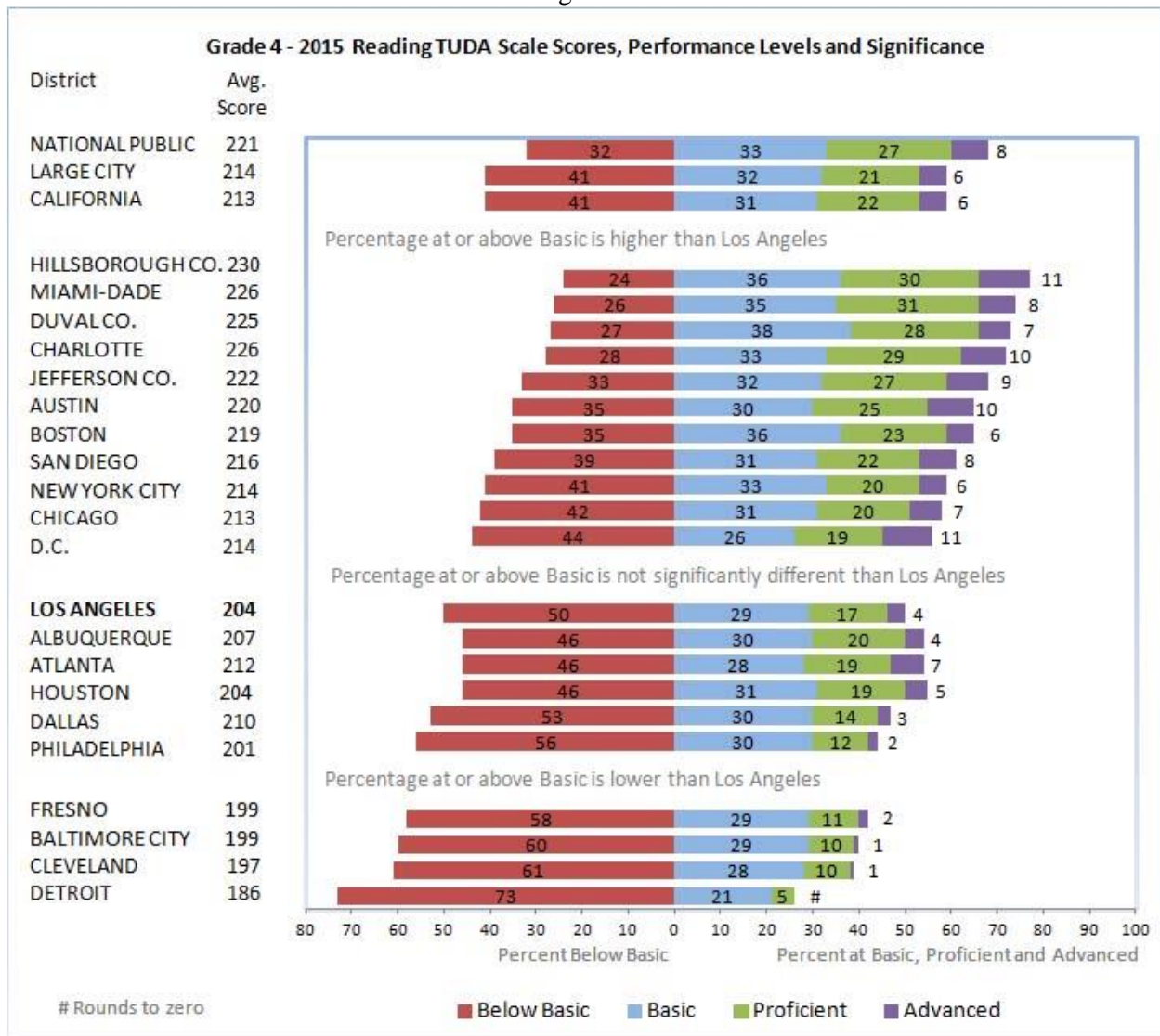
Reading

In Grade 4, LAUSD placed 15th among the 21 urban districts in terms of average scaled score. LAUSD's average scale score was 204, compared to 213 in California and 221 in the Nation.

- Nationwide, 68% of Grade 4 students scored basic or above in Reading, demonstrating partial mastery. In California, 59% of the students scored basic or above and in LAUSD, 50% scored basic or above.
- 35% of 4th graders nationwide demonstrated proficiency (solid academic performance or competency over challenging subject matter) in Reading. In California, 28% demonstrated proficiency and in LAUSD, 21% of 4th graders were proficient.

Compared to the 21 TUDA districts, LAUSD had a higher percentage of students scoring basic and above than Baltimore City, Cleveland, Detroit, and Fresno. Eleven TUDA districts had higher percentages compared to LAUSD.

Figure 1.

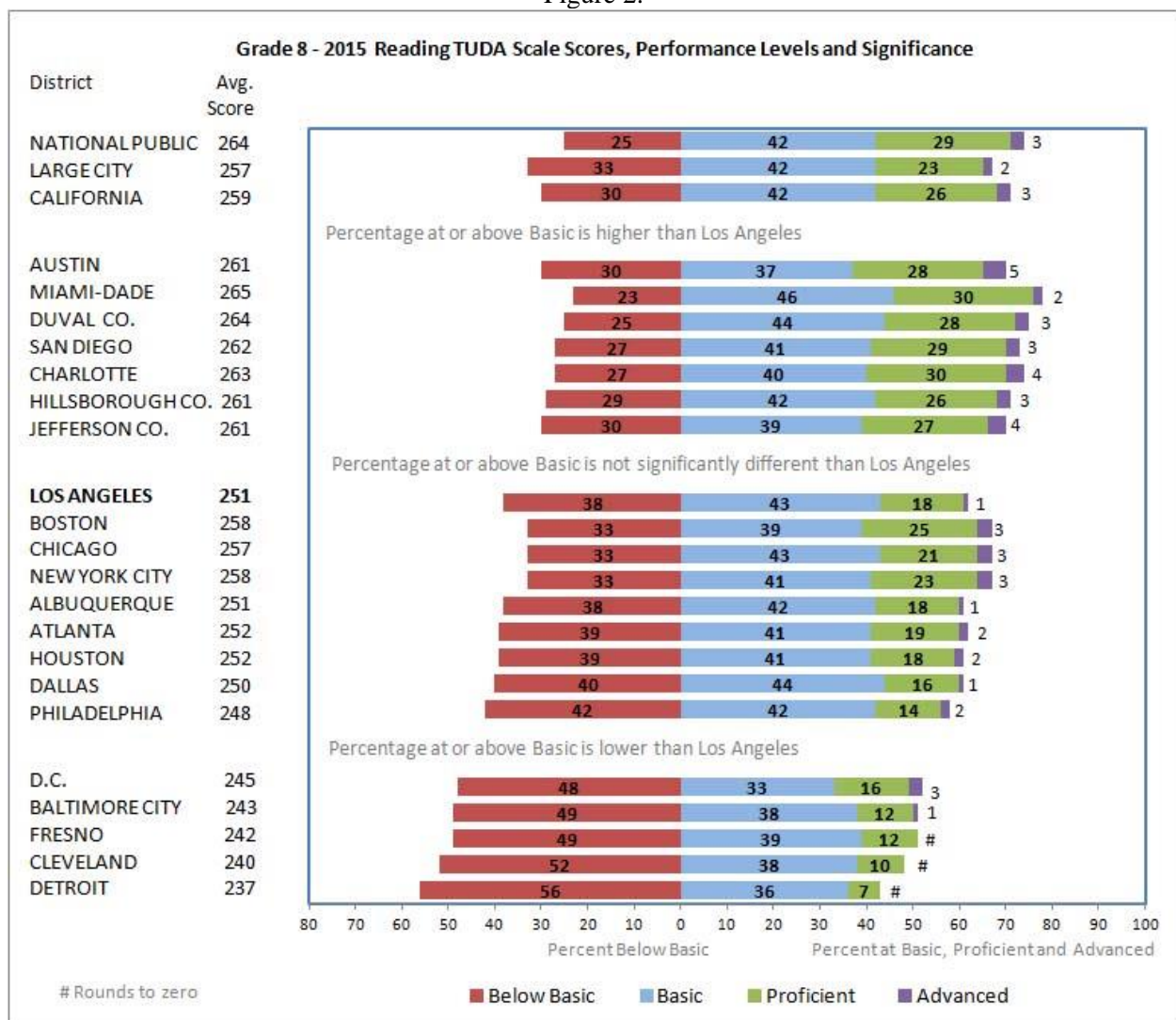


In Grade 8, LAUSD placed 11th among the 21 urban districts in terms of average scaled score. LAUSD's average scale score was 251, compared to 259 in California and 264 in the Nation.

- Nationwide, 74% of Grade 8 students scored basic or above in Reading, demonstrating partial mastery. In California, 71% of the students scored basic or above and in LAUSD, 62% scored basic or above.
- 32% of 8th graders nationwide demonstrated proficiency (solid academic performance or competency over challenging subject matter) in Reading. In California, 29% demonstrated proficiency and in LAUSD, 19% of 8th graders were proficient.

Compared to the 21 TUDA districts, LAUSD had a higher percentage of students scoring basic and above than Baltimore City, Cleveland, District of Columbia, Detroit and Fresno. Seven TUDA districts had higher percentages compared to LAUSD.

Figure 2.



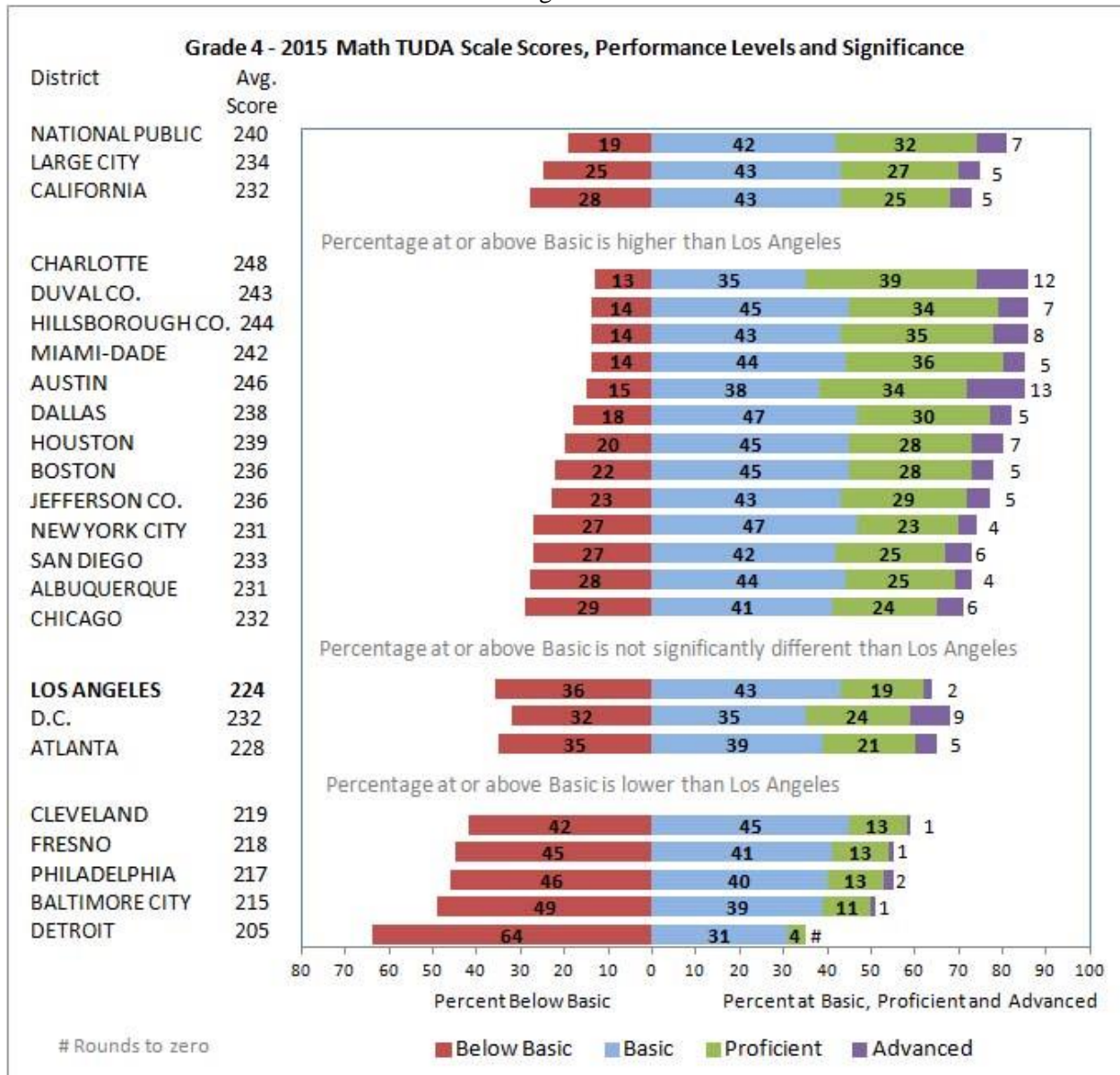
Mathematics

In Grade 4, LAUSD ranked 16th among the 21 urban districts in terms of average scaled score. LAUSD’s average scaled score was 224, compared to 232 in California and 240 in the nation.

- 64% of LAUSD’s Grade 4 students tested on NAEP Mathematics scored at Basic or above, compared to 73% in California and 81% in the nation.
- The percentage of 4th graders demonstrating proficiency nationwide was 39% and in California, 30%, compared to 21% in LAUSD.

Compared to other TUDA districts, LAUSD had a higher percentage of students at Basic or above compared to Baltimore City, Cleveland, Detroit, Fresno, and Philadelphia.

Figure 3.

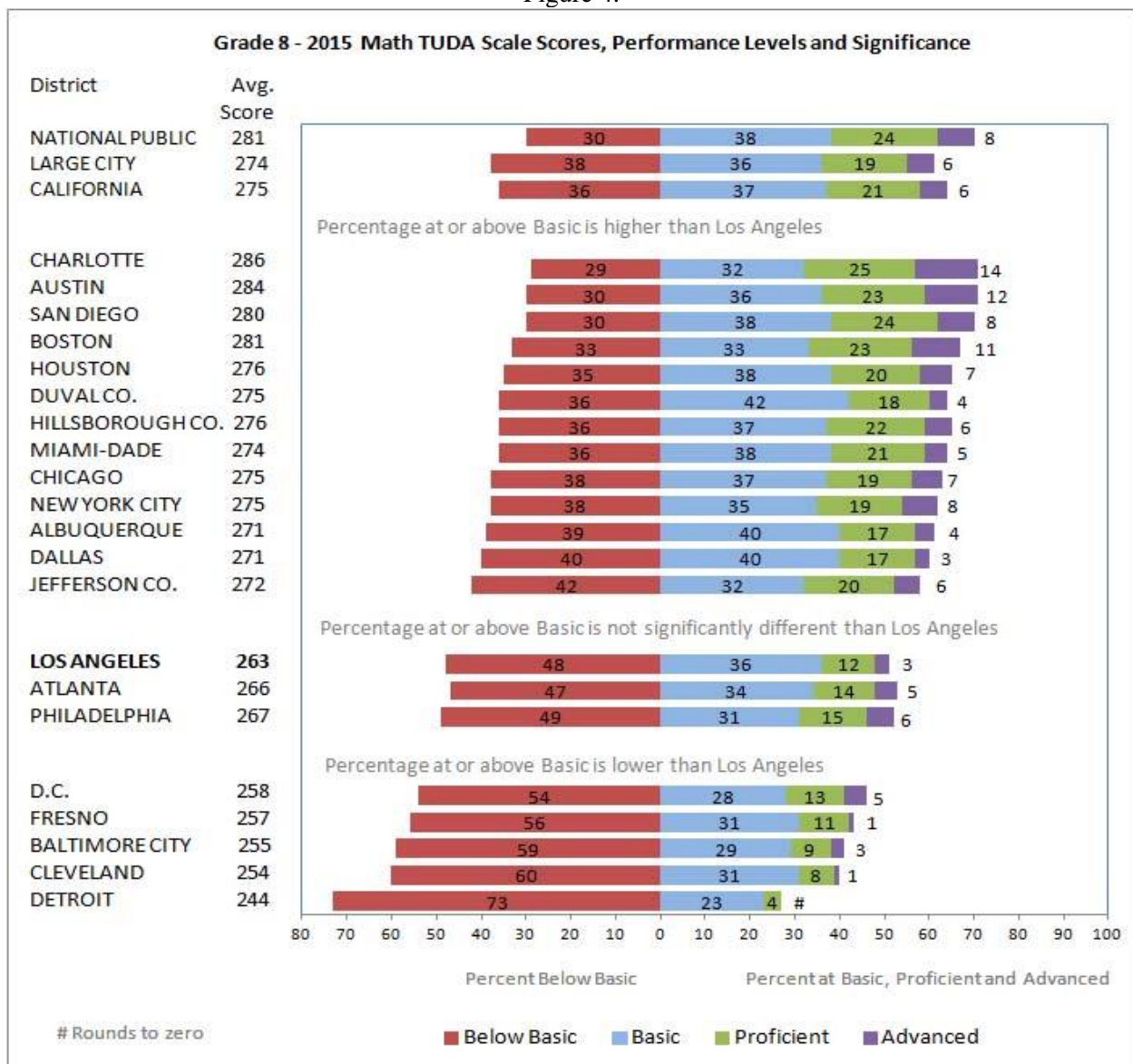


In Grade 8 Reading, LAUSD placed 16th among the 21 urban districts in terms of average scaled score. LAUSD's average scale score was 263, compared to 275 in California and 281 in the Nation.

- Nationwide, 70% of Grade 8 students scored basic or above in mathematics, demonstrating partial mastery. In California, 64% of the students scored basic or above and in LAUSD, 51% scored basic or above.
- 32% of 8th graders nationwide demonstrated proficiency (solid academic performance or competency over challenging subject matter) in mathematics. In California, 27% demonstrated proficiency and in LAUSD, 15% of 8th graders were proficient.

Compared to other TUDA districts, LAUSD had a higher percentage of students at Basic or above compared to: Baltimore City, Cleveland, District of Columbia, Detroit, and Fresno.

Figure 4.



LAUSD Progress over Time

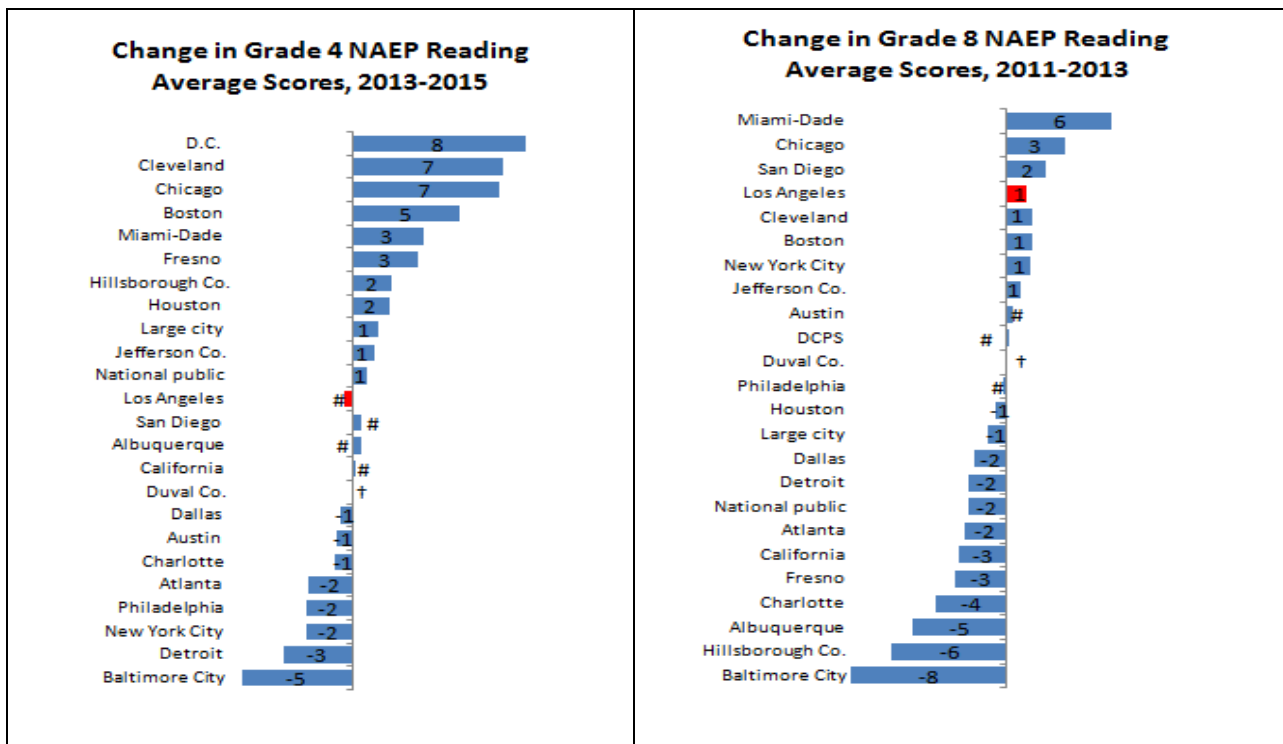
Although LAUSD ranked in the middle of other TUDA districts in terms of achievement levels, LAUSD outpaced the nation and many of the TUDA districts in terms of gains in scores over time, particularly when comparing to scores in 2003.

Reading

Change since 2013

The 4th grade average score remained unchanged from 2013 to 2015. LAUSD ranked 10th compared to the 21 urban districts. The average score for 8th grade increased by 1 point since 2013, ranking LAUSD 11th among the 21 urban districts in terms of average scaled score.

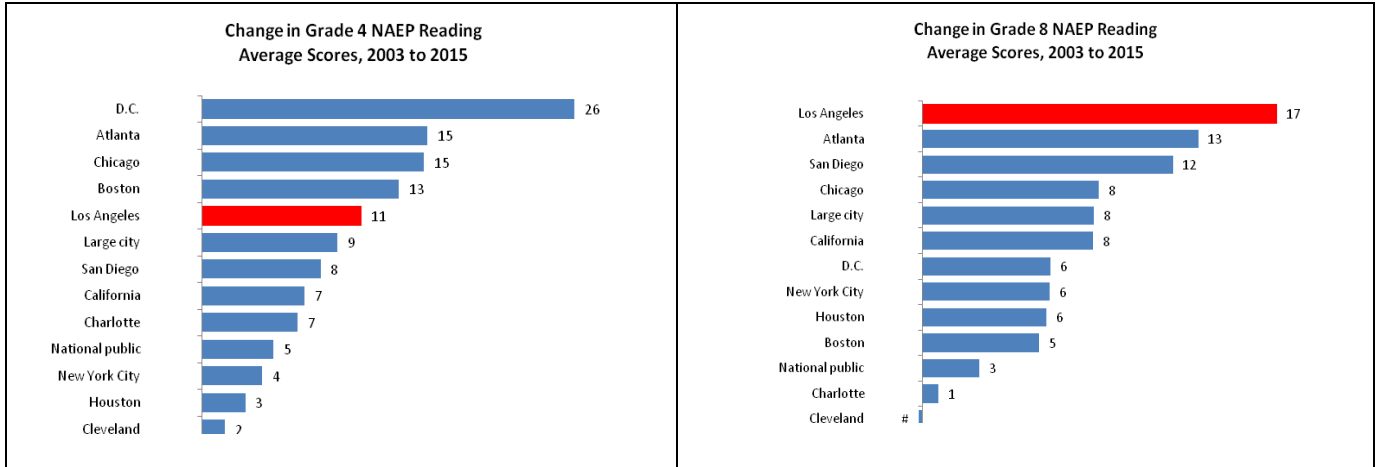
Figure 5.



Change since 2003

The scaled score gains for 4th grade students increased by 11 points since 2003, placing LAUSD in the top third in terms of growth compared to other urban districts. In 8th grade, LAUSD remains number one in terms of growth with 17 points since 2003, compared to other urban districts.

Figure 6.

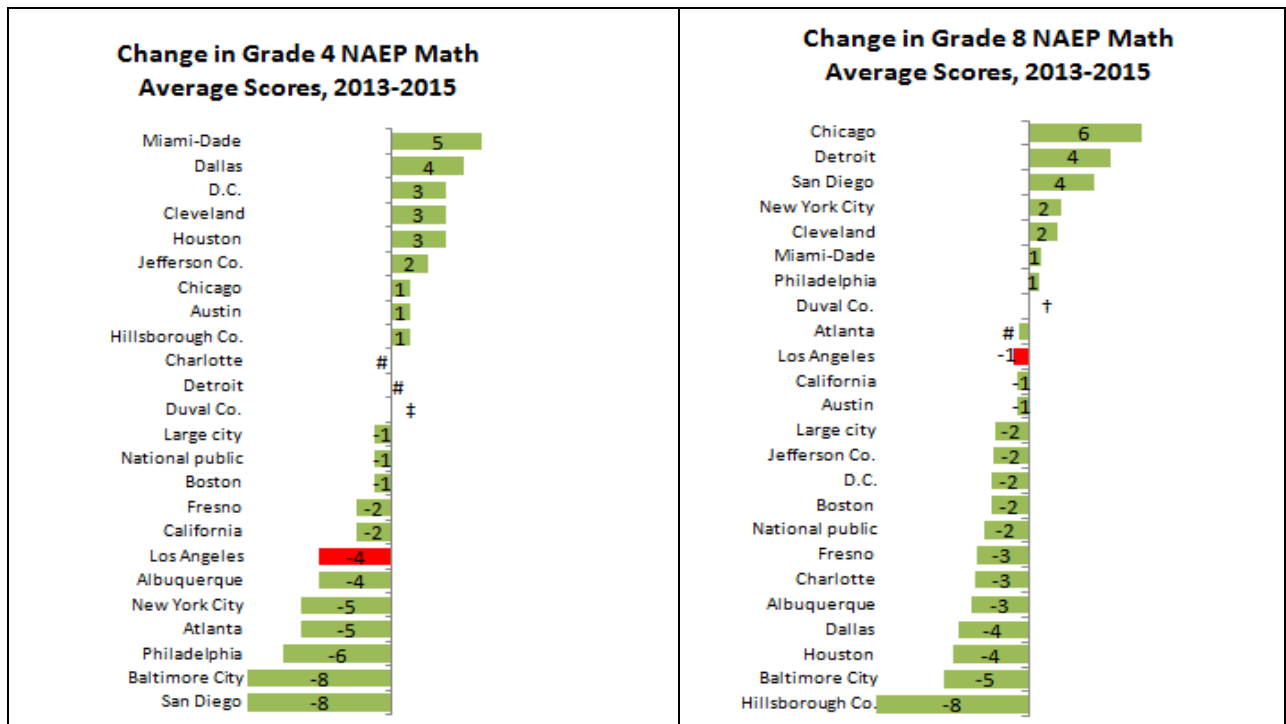


Mathematics

Change since 2013

The average scaled score for 4th graders declined overall by 4 points since 2013, a statistically significant change. Nine urban districts showed growth in 4th grade Math since 2013. The average score for 8th grade declined overall by 1 point since 2013. Seven districts showed growth in 8th grade Math since 2013.

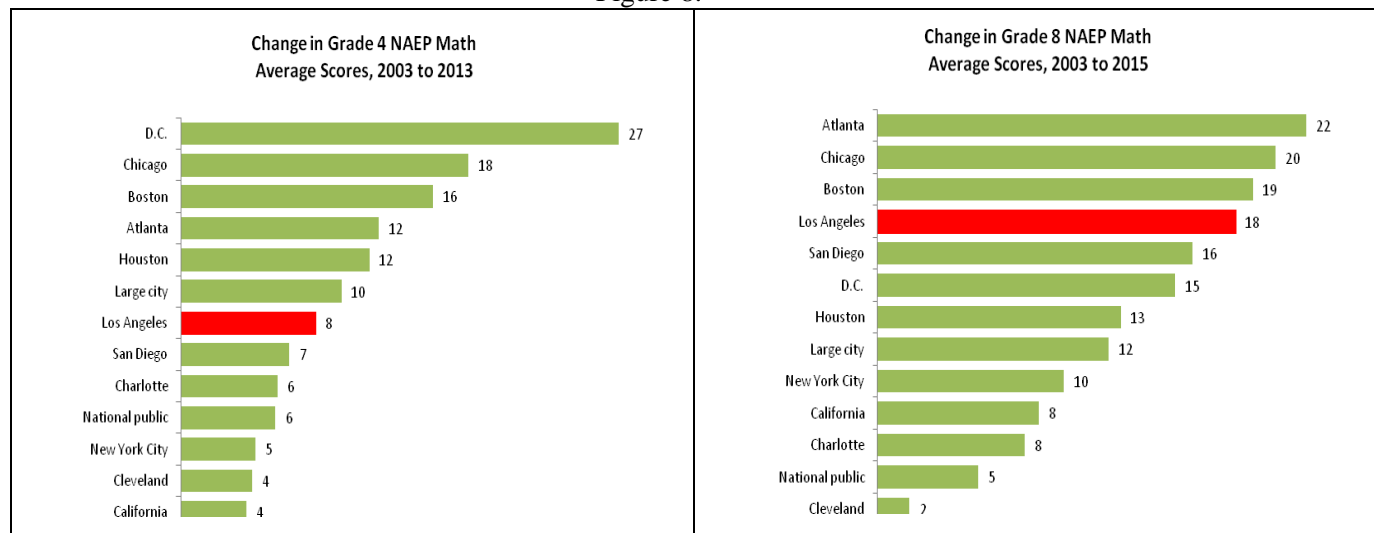
Figure 7.



Change since 2003

When Math scores were compared to 2003, twelve years ago, LAUSD gained eight points in Grade 4, outpacing the nation and the state of California. In Grade 8, LAUSD posted gains of 18 points and was ranked 4th among other TUDA districts.

Figure 8.



LAUSD Progress by Subgroup

Many of LAUSD's subgroups outpaced 4th and 8th grade students overall in terms of growth. Appendices A and B present charts of gains for Grade 4 and 8 Reading and Mathematics over the period of 2013 to 2015 and from 2003 to 2015. The highlights are presented below.

Reading

Grade 4

- From 2013 to 2015, the average scale scores of Asian/Pacific Islander students increased by 13 points, and students with disabilities increased by 4 points. All other subgroups declined.
- From 2003 to 2015, all subgroups showed substantial increases with the exception of English learners (-15) and students with disabilities (-14).

Grade 8

- African-American students had the highest increase in average scale score (+8) from 2013 to 2015, compared to other subgroups in LAUSD. Asian/Pacific Islander increased by 3 points and students with disabilities increased by 2 points.
- All subgroups showed significant gains from 2003 to 2015 with the exception of English learners which declined by 5 points. LAUSD ranked first in gains among Hispanic/Latino, Asian and Economically disadvantaged students compared to other TUDA districts.

Mathematics

Grade 4

- From 2013 to 2015, average scaled scores increased for Asian/Pacific Islander (+3) and students with disabilities (+2) but declined for all other subgroups.
- Since 2003, gains for African American students (+16) were the highest among TUDA districts. All subgroups had significant increases in average scale scores since 2003, with the exception of English learners and students with disabilities.

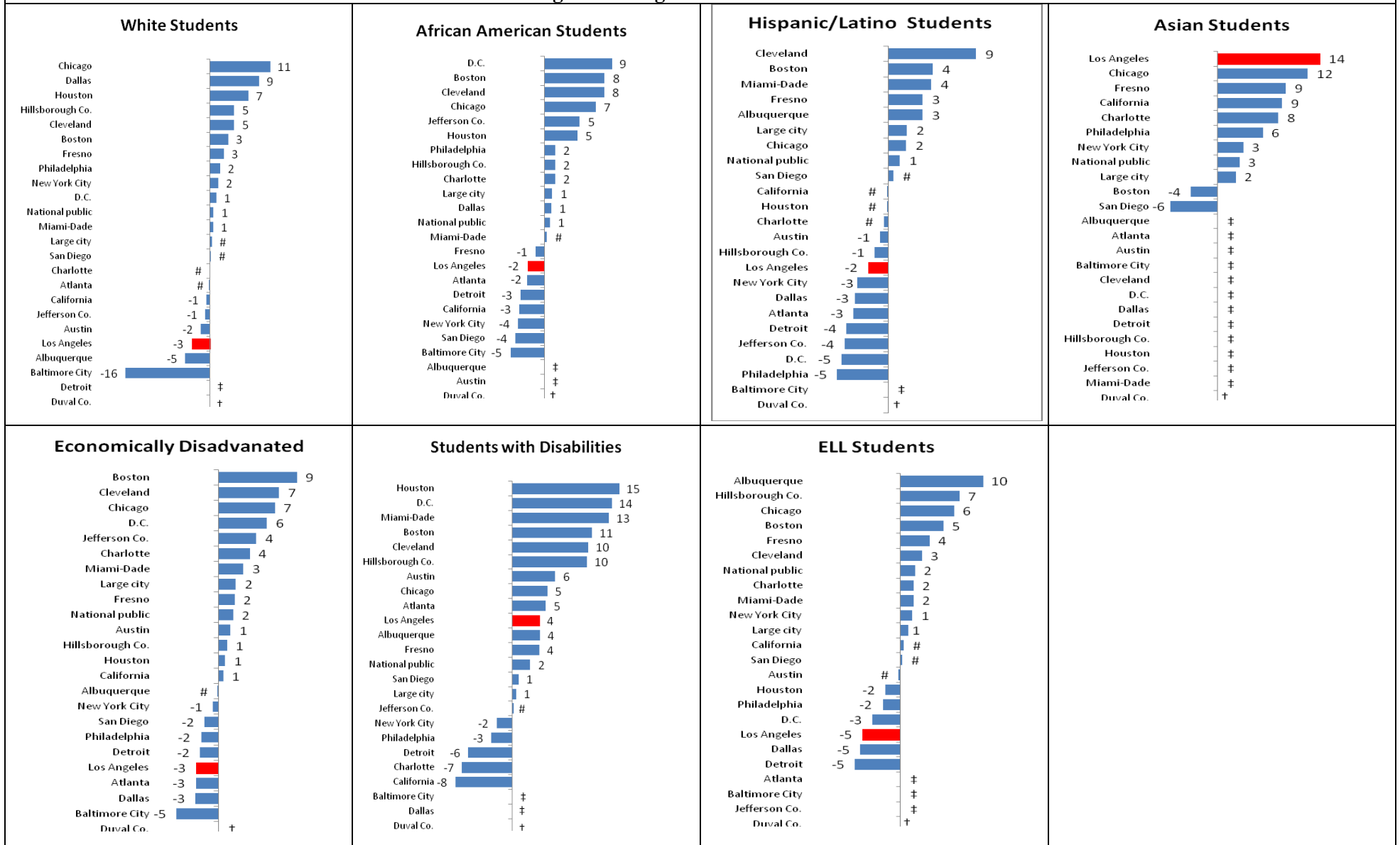
Grade 8

- From 2013 to 2015, average scale scores declined for White (-7) and African American students (-1). English learners and students with disabilities gained by 5 points.
- Since 2003, all subgroups, with the exception of English learners, increased average scaled scores. African American (+21), Hispanic/Latino (+19) and Asian/Pacific Islander students (+22) had the highest growth compared to other urban districts.

Complete results for *The Nation's Report Card: Trial Urban District Assessment, 2015* are available on the web at <http://Nationsreportcard.gov>. If you have questions regarding this informative, please call me at (213) 241-2460 or Jim Overturf at (213) 241-4104.

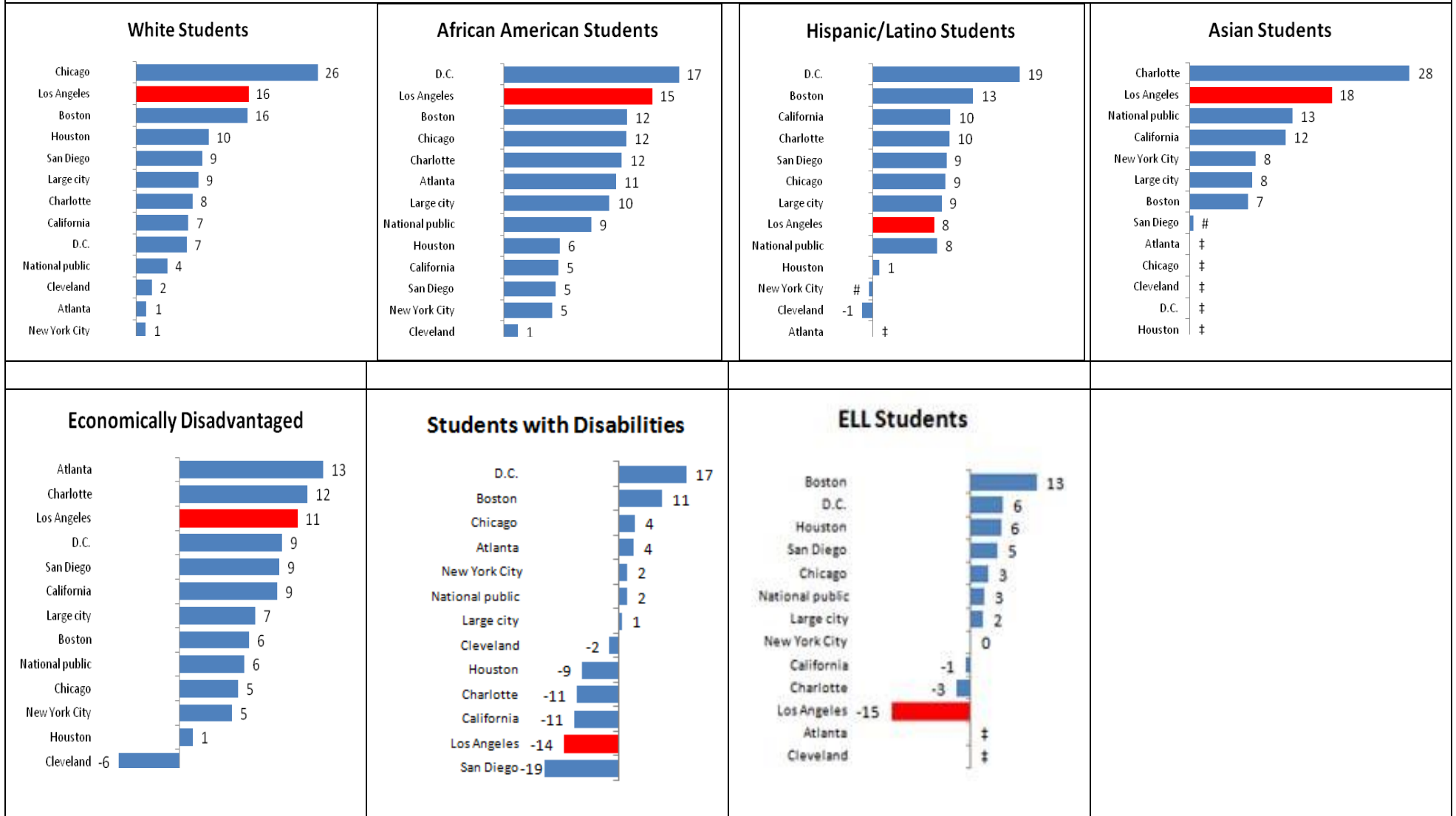
c: Michelle King
Ruth Perez
Local District Superintendents
Executive Cabinet

Appendix A-1 Grade 4 NAEP Reading Change in Average Scale Scores: 2013 -2015



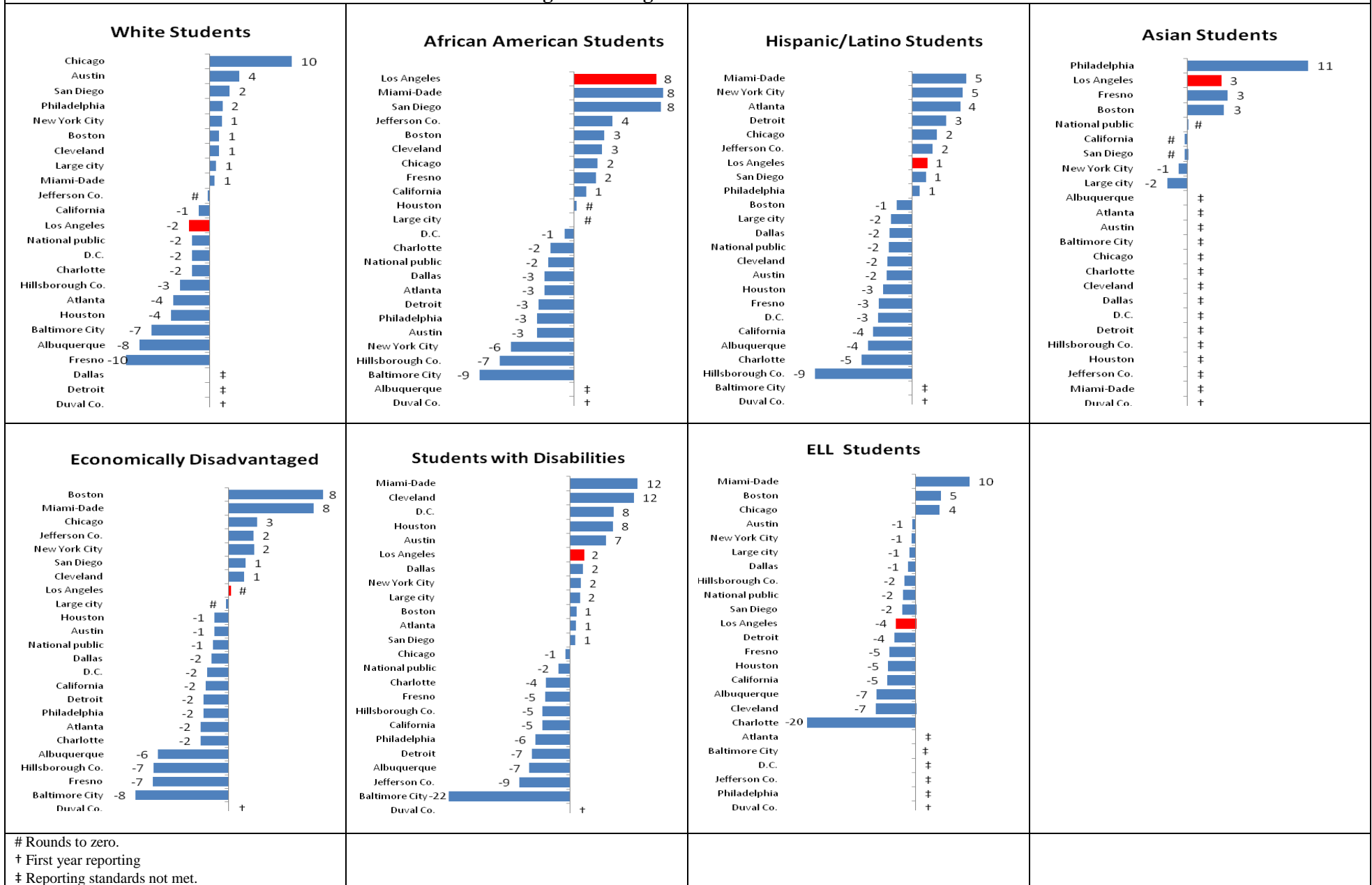
Rounds to zero.
† First year reporting
‡ Reporting standards not met.

Appendix A-2
Grade 4 NAEP Reading
Change in Average Scale Scores: 2003 -2015

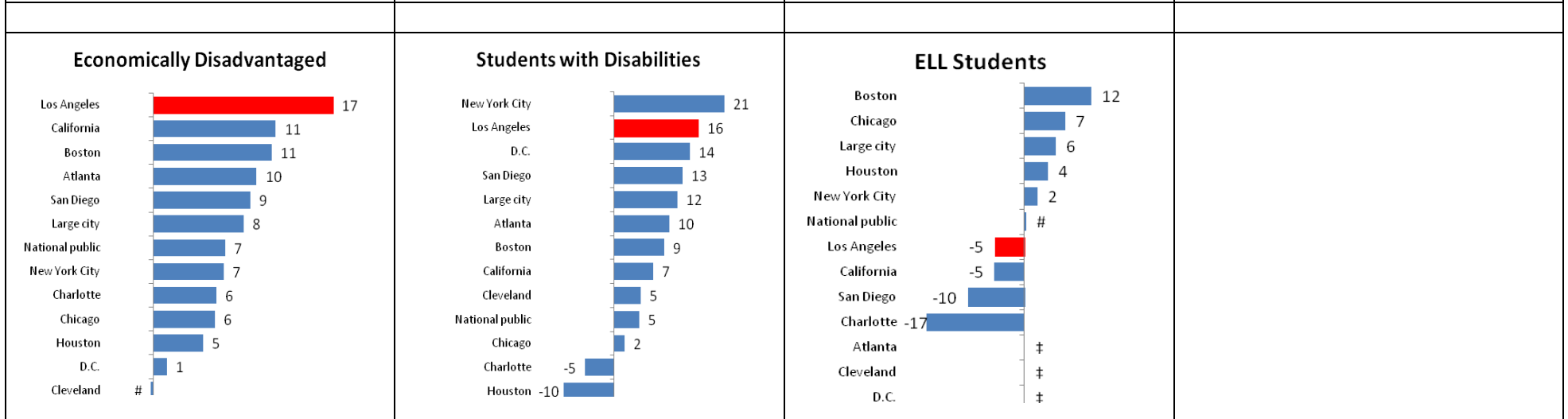
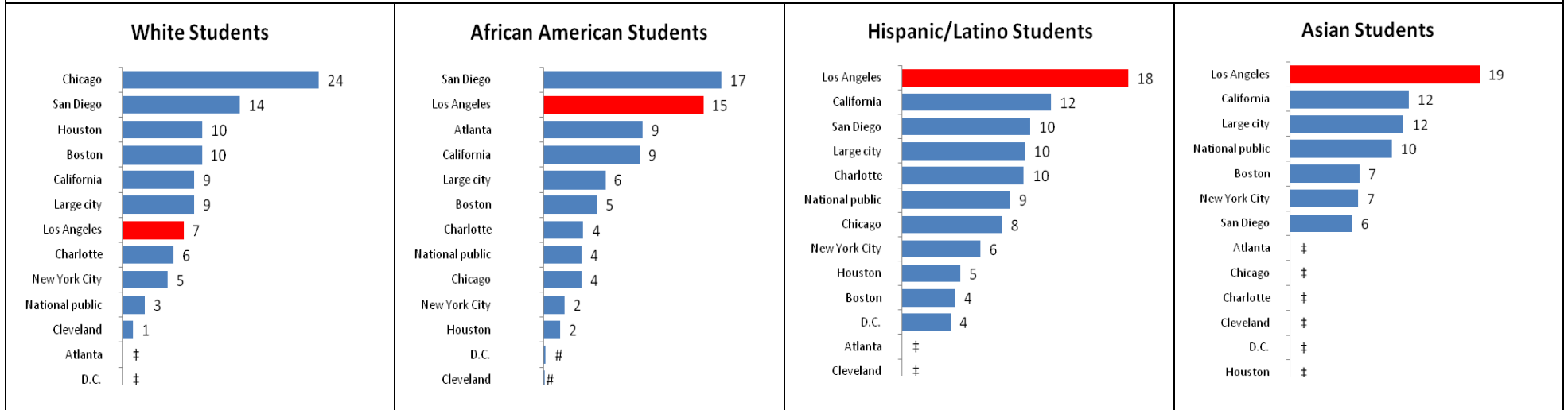


Rounds to zero.
‡ Reporting standards not met.

Appendix A-3
Grade 8 NAEP Reading
Change in Average Scale Scores: 2013 -2015

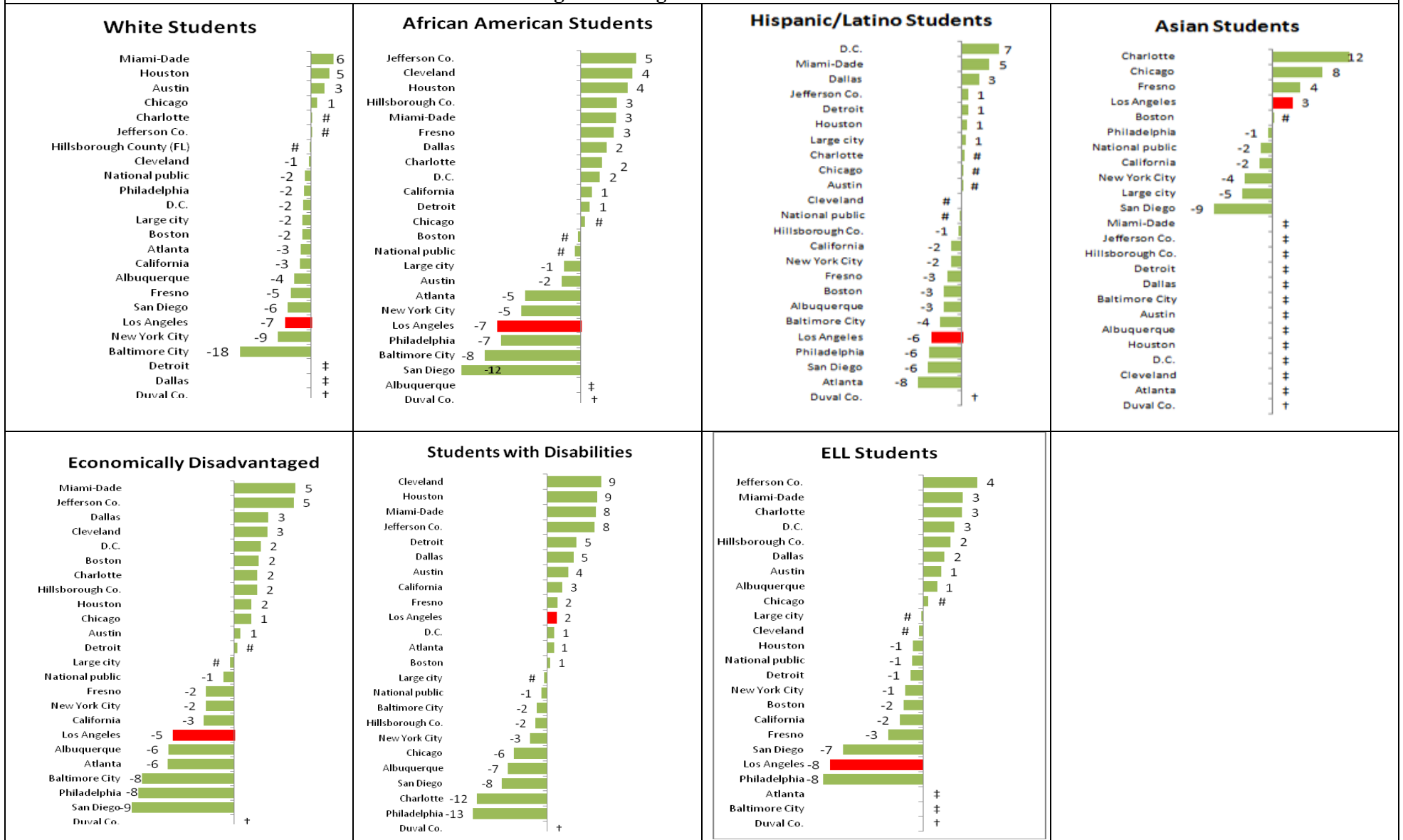


Appendix A-4
Grade 8 NAEP Reading
Change in Average Scale Scores: 2003 -2015



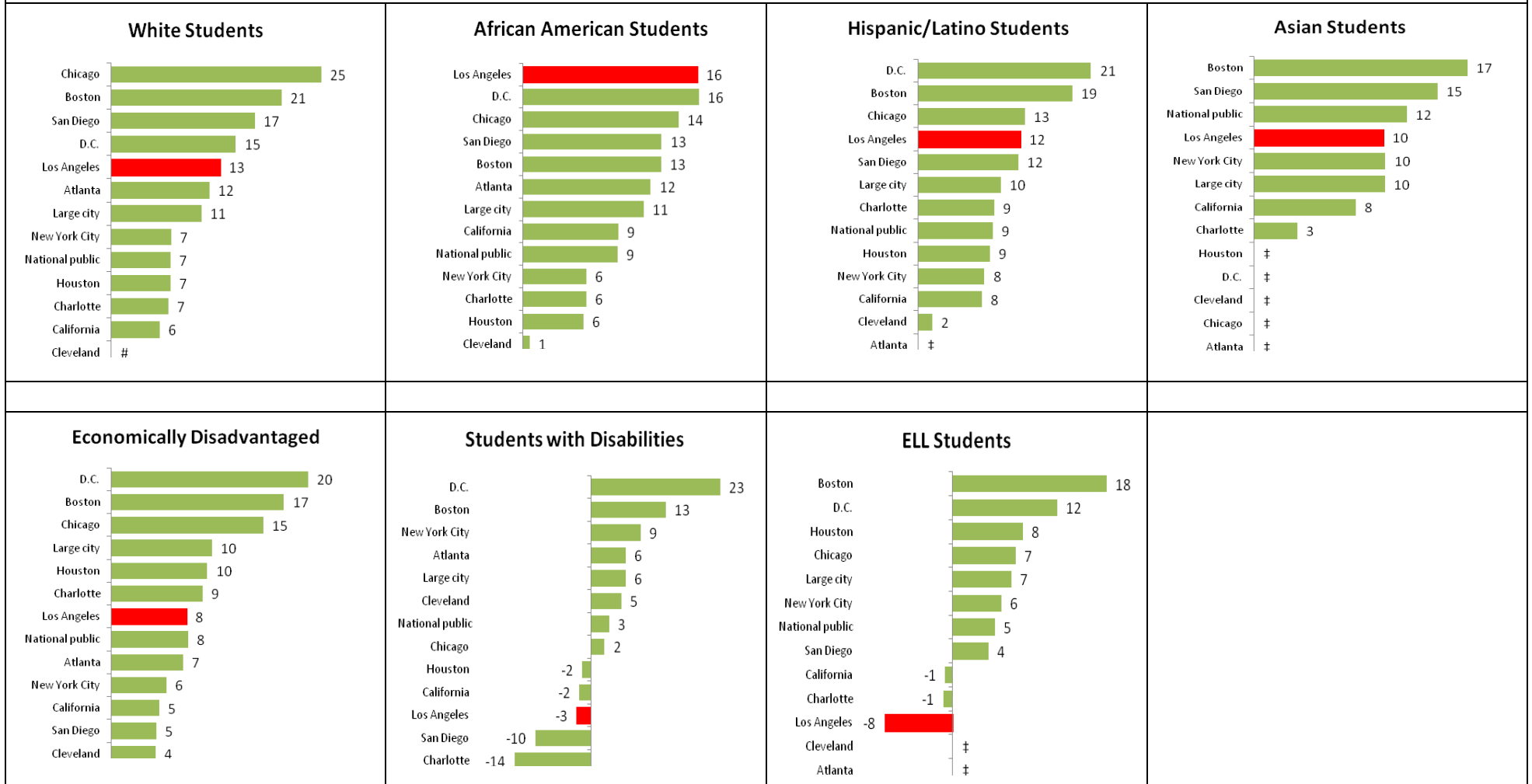
Rounds to zero.
‡ Reporting standards not met.

Appendix B-1 Grade 4 NAEP Math Change in Average Scale Scores: 2013 -2015



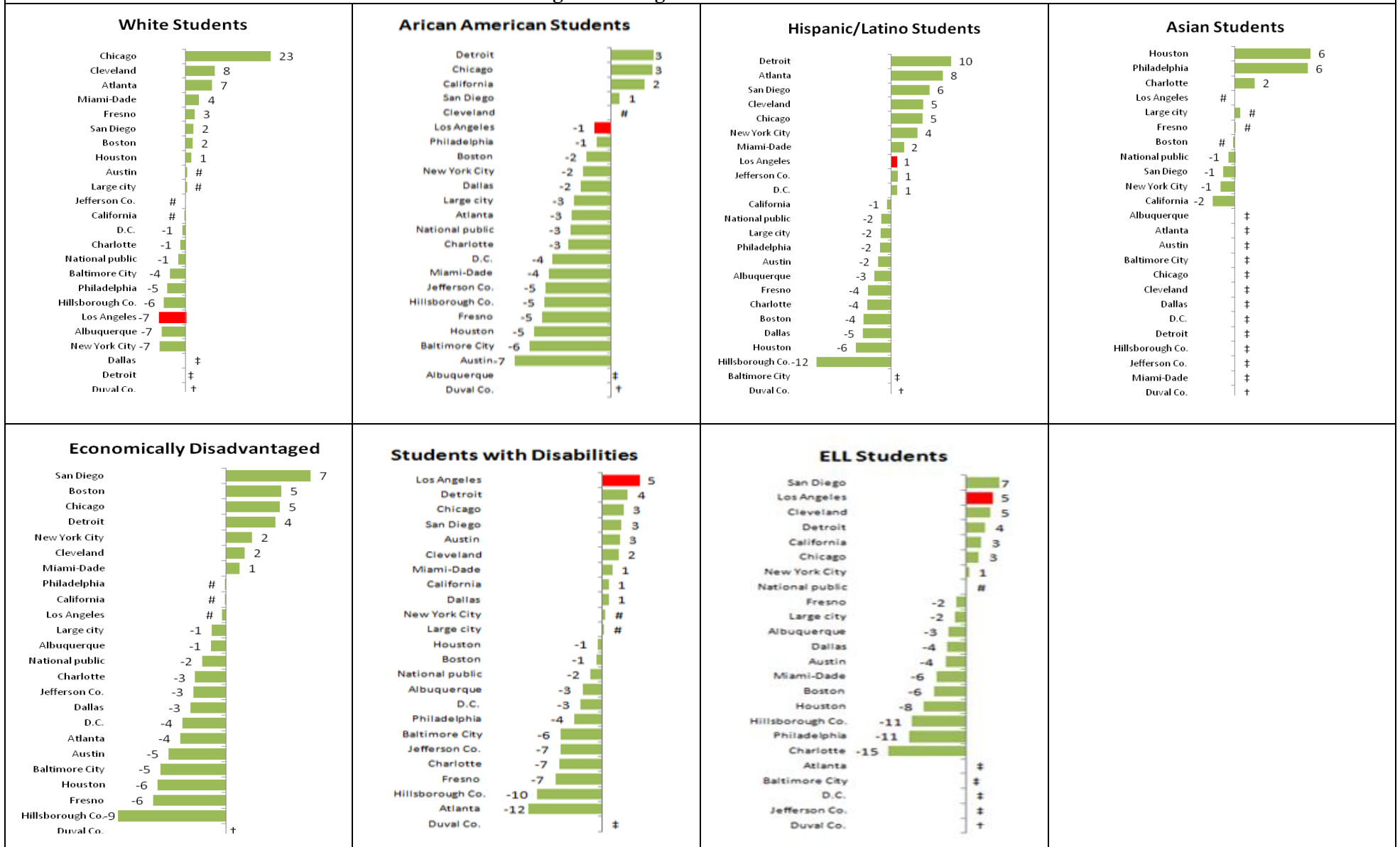
Rounds to zero.
 ‡ First year reporting
 ‡ Reporting standards not met.

Appendix B-2
Grade 4 NAEP Math
Change in Average Scale Scores: 2003 -2015



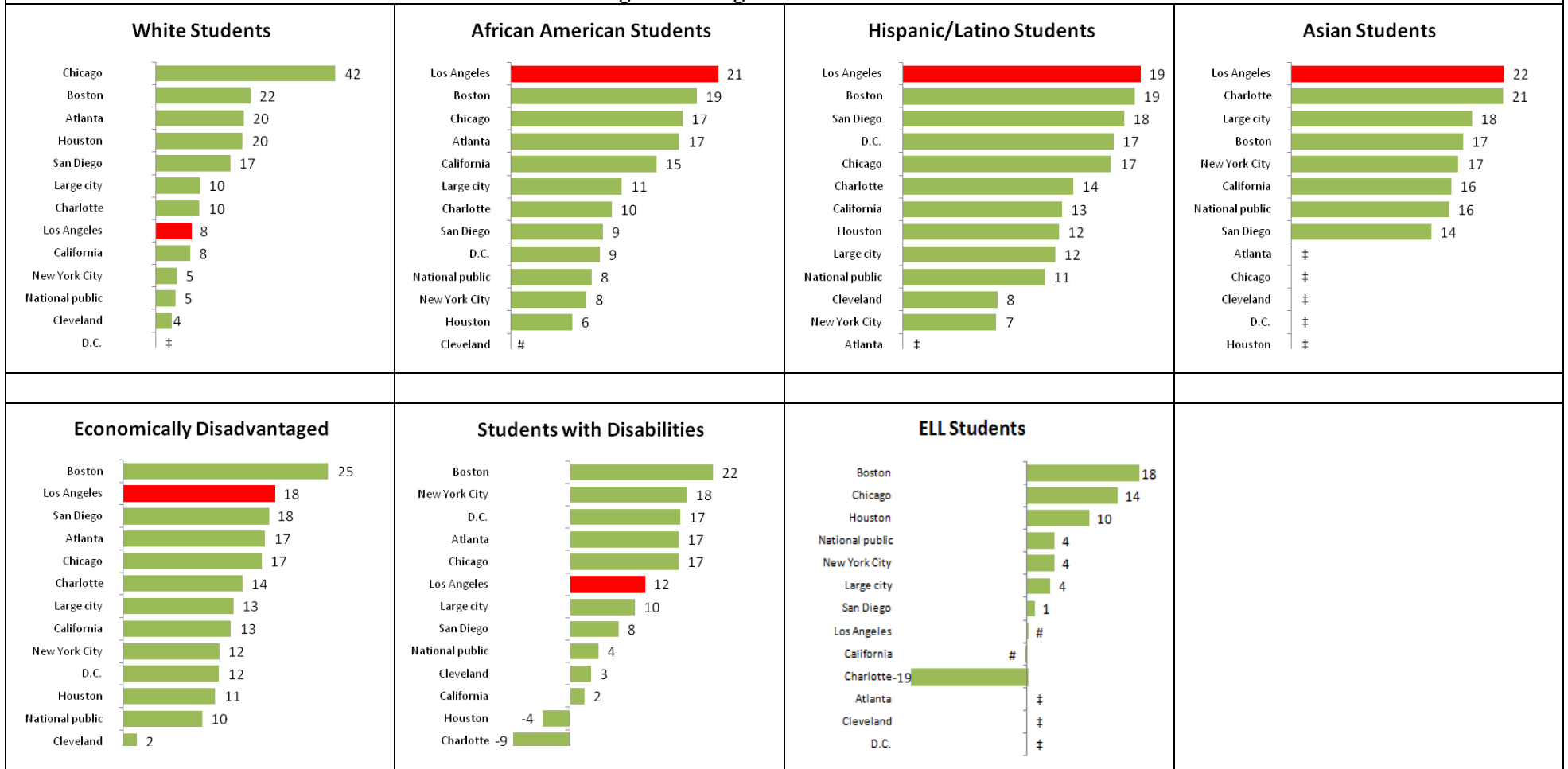
Rounds to zero.
‡ Reporting standards not met.

Appendix B-3 Grade 8 NAEP Math Change in Average Scale Scores: 2013 -2015



Rounds to zero.
 † First year reporting
 ‡ Reporting standards not met.

Appendix B-4
Grade 8 NAEP Math
Change in Average Scale Scores: 2003 -2015



Rounds to zero.
‡ Reporting standards not met.