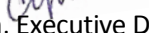


Los Angeles Unified School District  
INTER-OFFICE CORRESPONDENCE

INFORMATIVE

DATE: December 17, 2013

**TO:** Members, Board of Education  
Dr. John E. Deasy, Superintendent

**FROM:**   
Cynthia Lim, Executive Director  
Office of Data and Accountability

**SUBJECT: RELEASE OF NAEP 2013 READING AND MATHEMATICS DATA**

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**The LAUSD data in this report are embargoed until December 18, 2013 at 11:00 a.m. PST.**

This informative presents the results from the 2013 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*

- While LAUSD tied for 14<sup>th</sup> place among the 21 urban districts in terms of average scaled score in Grade 4, scores significantly improved in 2013.
  - LAUSD outpaced the gains for the Nation and had the second highest gain among urban districts with four points since 2011. African American, White and economically disadvantaged students in LAUSD had the highest gains compared to other urban districts.
  - Compared to 2003, LAUSD gained by 11 points in Grade 4, the third highest among urban districts. African American and White students in LAUSD posted the highest gains among the 21 urban districts.
- In Grade 8, LAUSD ranked 15<sup>th</sup> among the 21 urban districts according to average scaled score but outpaced California and the Nation in gains since the last testing cycle.
  - LAUSD ranked 3<sup>rd</sup> among urban districts in gains since 2011 with an increase of four points.
  - Compared to 2003 scores, LAUSD and Atlanta had the highest gains compared to other urban districts with an increase of 15 points. Hispanic/Latino, Asian and economically disadvantaged students in LAUSD had the highest gains of all urban districts.

*Mathematics*

- In Grade 4, LAUSD ranked 15<sup>th</sup> among the 21 urban districts but increased scores by five points from the previous cycle.
  - LAUSD ranked 2<sup>nd</sup> among the 21 urban districts in gains since 2011. African-American students in LAUSD had the highest gains among urban districts since 2011.
  - Compared to 2003 scores, LAUSD gained by 13 points, higher than the average for the nation.

- In Grade 8, LAUSD ranked 15<sup>th</sup> among the 21 urban districts in terms of average scaled score, however the gain of four points since 2011 was the second highest among urban districts.
  - African-American students in LAUSD had the highest gain among the 21 urban districts.
  - Compared to 2003, LAUSD gained 19 points, the third highest among other urban districts. African-American and Asian students in LAUSD had the highest gains since 2003, compared to the 21 urban districts.

### **What is NAEP?**

NAEP is a nationwide assessment system developed and administered by the U.S. Department of Education since 1969. NAEP allows comparisons across states and tracks changes in achievement for 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> graders over time. Congress established NAEP in 1969 to provide a longitudinal measure for evaluating what American students know and were able to do in various subject areas at grades 4, 8 and 12. Not all subjects are tested each year. Reading and mathematics are tested every other year. 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. In 2011, 21 urban districts participated in the TUDA assessments. Results are available at the district level only, no school level reports are produced.

#### ***Reading Framework***

The NAEP reading assessment was based on a framework developed in 1992 for the National Assessment Governing Board (NAGB). Students who take the assessment read complete texts appropriate to their grade. The texts focused on three contexts: reading for literary experience, reading for information, and reading to perform a task (grade 8). The aspects of reading that provided guidance for the type of comprehension questions were: forming a general understanding, developing interpretation, making readers/text connections and examining content and structure.

#### ***Mathematics Framework***

The NAEP mathematics assessment was based on a framework adopted in 1990 by NAGB and updated in 1996 and 2000 to reflect recent curricular emphases and objectives. Assessments from 2003 until 2013 can be compared. The framework classified items into two dimensions— content and mathematical complexity. The framework focused on several key areas: number properties and operations, measurement, geometry, data analysis and probability, and algebra.

### **Differences between NAEP and California State Assessments**

The NAEP assessments share some similarities with the California Standards Tests (CST) and California Modified Assessments (CMA) in English language arts and mathematics. While both NAEP and CST assessments provide valid data about student achievement, it is inappropriate to make direct comparisons of the results. NAEP and the CST's differ in purpose, content, format, scoring and reporting. For example, the NAEP Reading Framework is based on two types of text: Literary (fiction, nonfiction, poetry) and Informational (exposition, argumentation and persuasive text, 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 the CST is based on standards grouped by strands at each grade level including: Word analysis, Vocabulary development; Reading comprehension (informational), and Literary response and analysis.

The NAEP assessments present students with three types of questions: multiple choice, short constructed written response and extended constructed written response. The California CST and CMA questions were multiple-choice responses at grades 4 and 8, with an extended writing assignment for Grade 4.

The numbers of students tested also differ between NAEP and the California assessments. While state assessments cover all students in grades 4 and 8 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 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.

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

Although the terms are similar, these performance levels do not correspond with the definitions of scale scores or performance levels used in the California assessments. The NAEP reading and mathematics scale scores are reported on a scale of 0-500 points. Grade 4 scale scores may be compared with other grade 4 scores and grade 8 with other grade 8 scores.

### **How does NAEP differ from the Smarter Balanced assessments aligned to Common Core State Standards?**

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 assesses only a sample of schools and students each year to produce group-level performance estimates, primarily at the national and state levels.

Smarter Balanced is a state-led consortium of 26 states working to develop an assessment system to measure student progress toward college and career-readiness. Smarter Balanced is developing assessments in English language arts and mathematics for grades three through eight and eleven. The assessments, which will be implemented starting in the 2014–15 school year, will be aligned to the Common Core State Standards. All students in participating states will take the Smarter Balanced assessments, and results will be used for federal accountability purposes.

### **LAUSD Achievement on NAEP Compared to Other Districts**

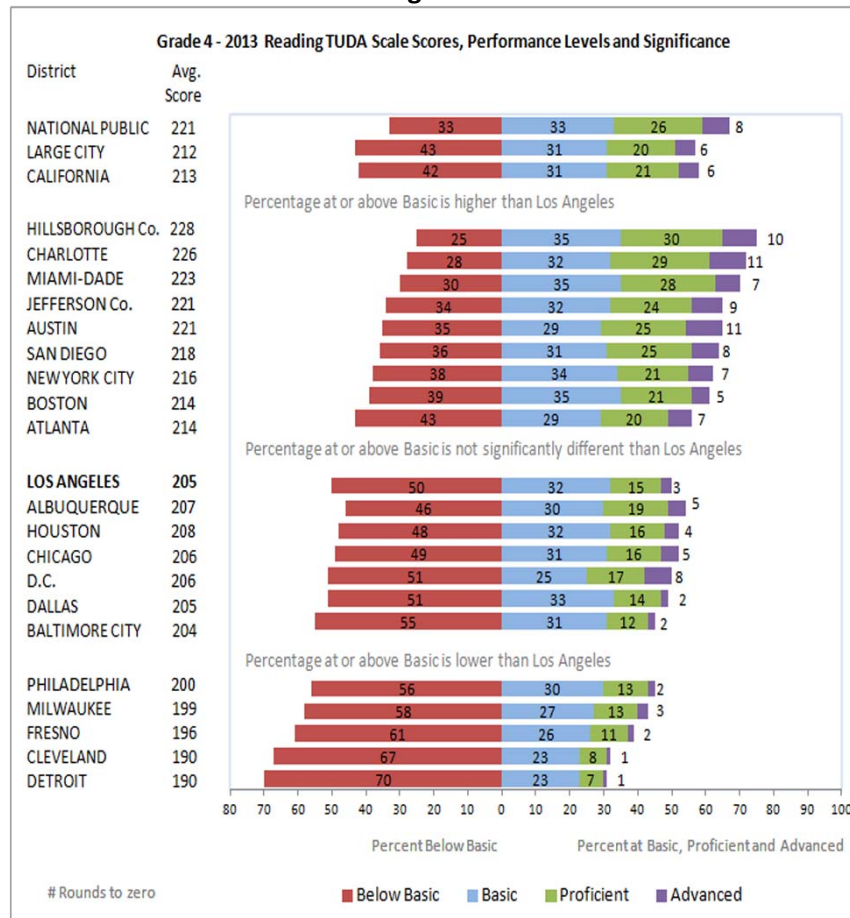
#### ***Reading***

In Grade 4, LAUSD tied for 14<sup>th</sup> place among the 21 urban districts in terms of average scaled score. LAUSD's average scale score was 205, compared to 213 in California and 221 in the Nation.

- Nationwide, 67% of Grade 4 students scored basic or above in Reading, demonstrating partial mastery. In California, more than half of the students scored basic or above (58%) and in LAUSD, 50% scored basic or above.
- A third of 4<sup>th</sup> graders nationwide (34%) demonstrated proficiency (solid academic performance or competency over challenging subject matter) in Reading. In California, 27% demonstrated proficiency and in LAUSD, 18% of 4<sup>th</sup> graders were proficient.

Compared to the 21 TUDA districts, LAUSD tied for 14<sup>th</sup> place in 4<sup>th</sup> grade Reading, with 50% scoring Basic and above. This number was higher than DC, Dallas, Philadelphia, Baltimore City, Milwaukee, Fresno, Cleveland, and Detroit.

**Figure 1**

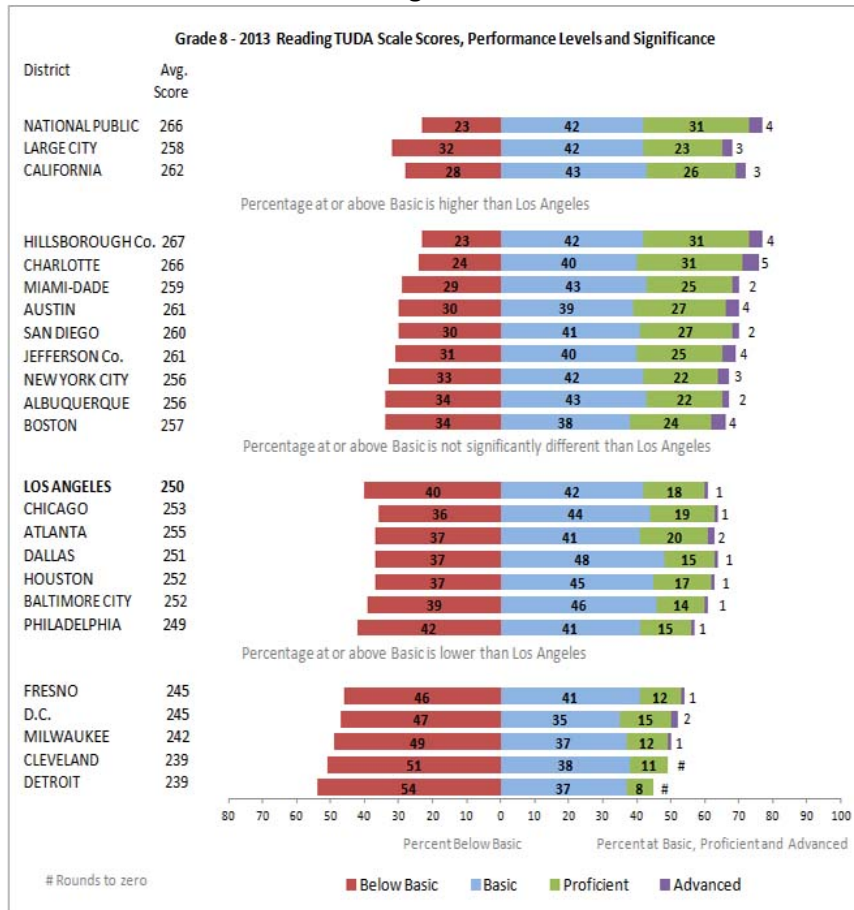


In Grade 8, LAUSD ranked 15<sup>th</sup> among the 21 urban districts in terms of average scaled score. LAUSD’s average scale score was 250, compared to 262 in California and 266 in the Nation.

- 60% of LAUSD’s Grade 8 students tested on NAEP Reading scored at Basic or above, compared to 72% in California and 77% in the Nation.
- The percentage of 8<sup>th</sup> graders demonstrating proficiency nationwide was over a third (35%) and in California, 29%, compared to 19% in LAUSD.

Compared to the 21 TUDA districts, LAUSD had a higher percentage of students at Basic or above compared to Philadelphia, Cleveland, DC, Milwaukee, Fresno, and Detroit. Fifteen TUDA districts had higher percentages compared to LAUSD.

**Figure 2**



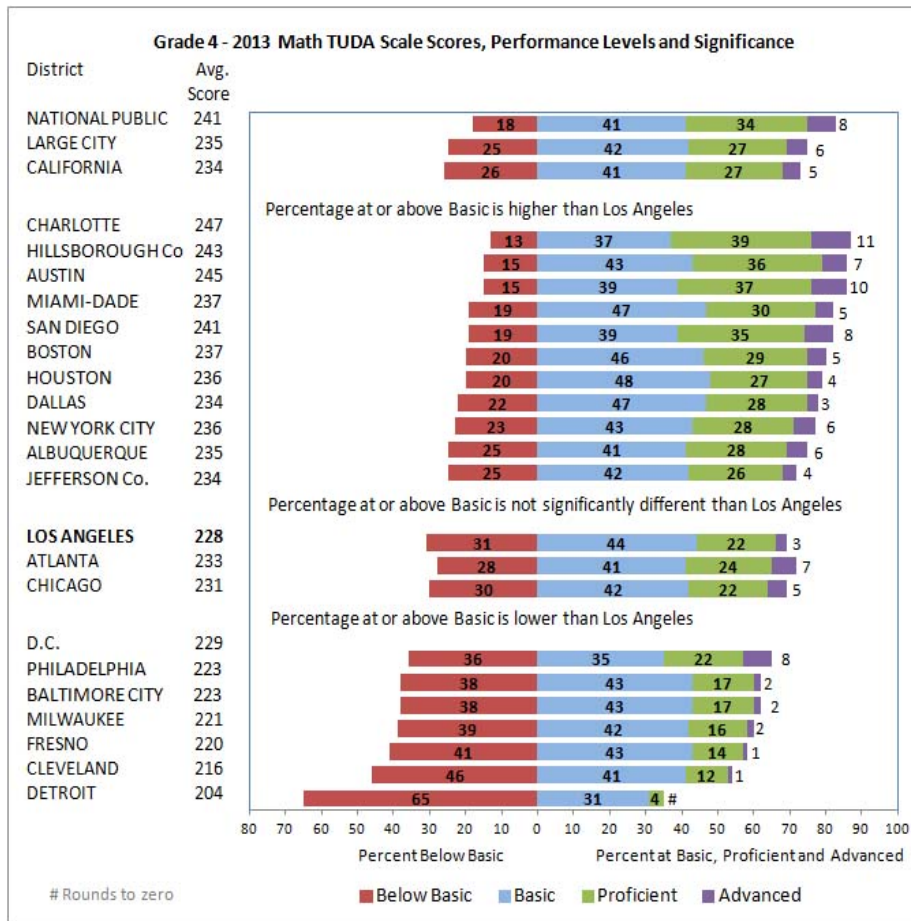
**Mathematics**

In Grade 4, LAUSD ranked 15<sup>th</sup> among the 21 urban districts in terms of average scaled score. LAUSD’s average scale score was 228, compared to 234 in California and 241 in the Nation.

- 69% of LAUSD’s Grade 4 students tested on NAEP Mathematics scored at Basic or above, compared to 74% in California and 82% in the Nation.
- The percentage of 4<sup>th</sup> graders demonstrating proficiency nationwide was 42% and in California, 32%, compared to 25% in LAUSD.

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

Figure 3

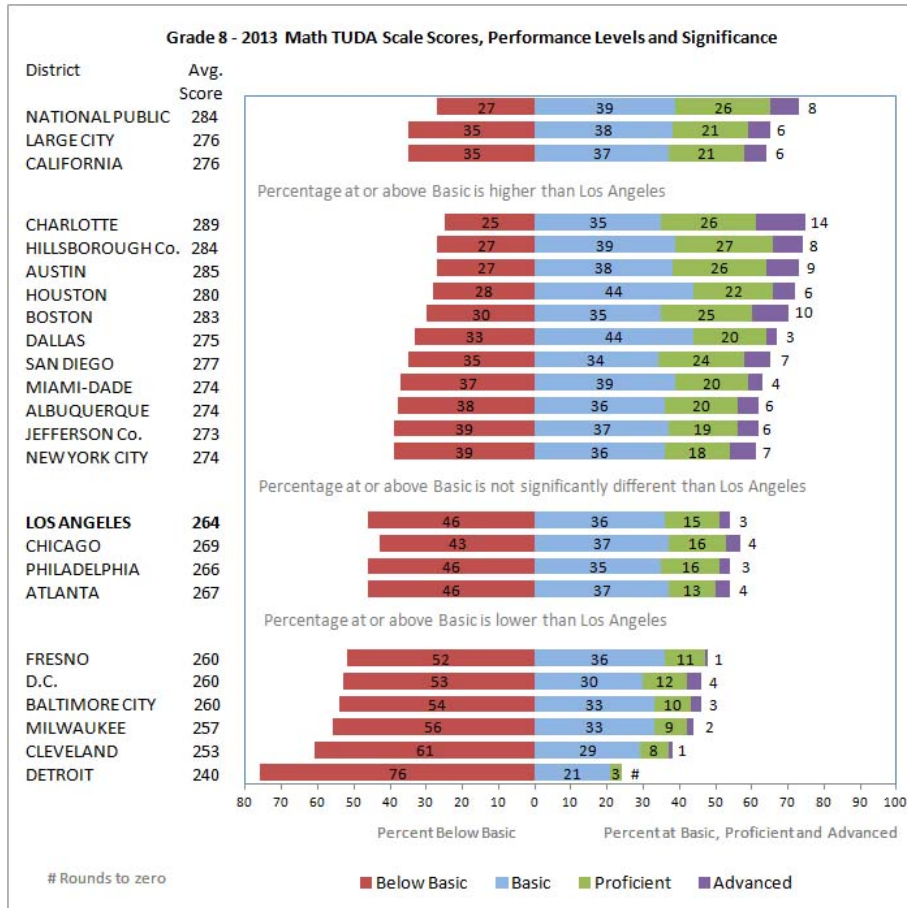


In Grade 8 Mathematics, LAUSD ranked 15<sup>th</sup> among the 21 urban districts in terms of average scaled score. LAUSD's average scale score was 264, compared to 276 in California and 284 in the Nation.

- 54% of LAUSD's Grade 8 students tested on NAEP Mathematics scored at Basic or above, compared to 65% in California and 63% in the Nation.
- The percentage of 8<sup>th</sup> graders demonstrating proficiency nationwide was 34% and in California, 27%, compared to 18% in LAUSD.

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

**Figure 4**



**LAUSD Progress over Time**

Although LAUSD ranked in the middle of the other TUDA districts in terms of achievement levels, LAUSD outpaced the nation and many of the TUDA districts in terms of gains in scores since the last testing cycle, from 2011 to 2013, and over the past ten years, from 2003 to 2013.

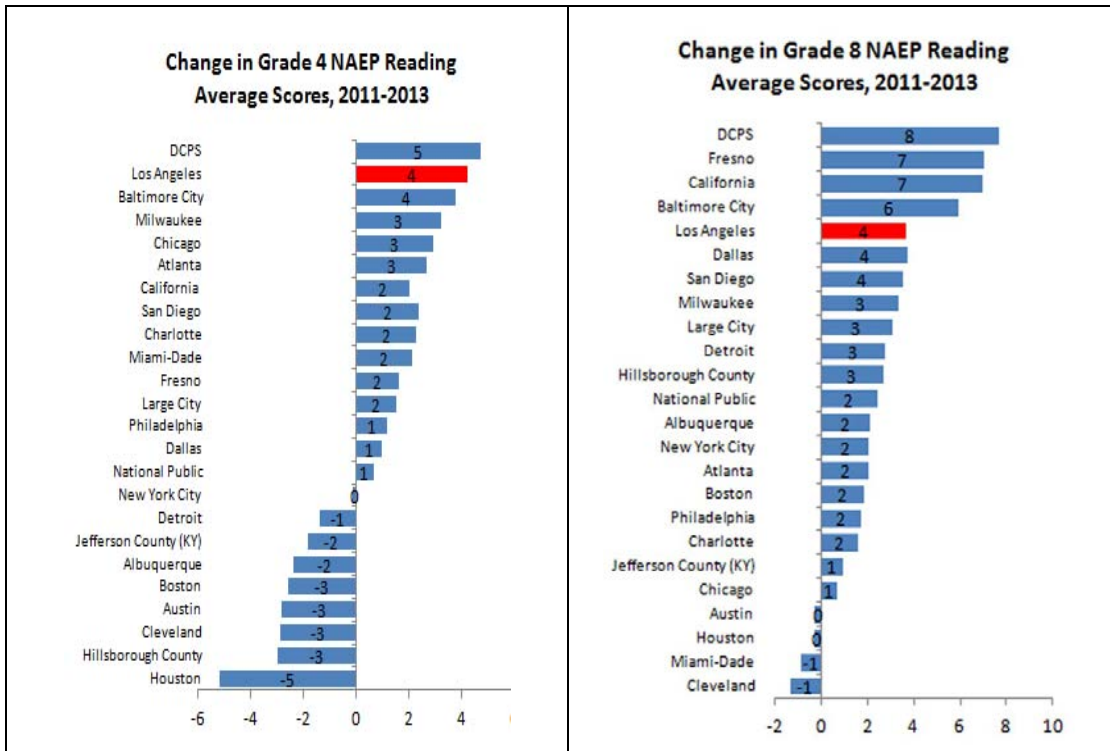
***Reading***

**Change since 2011**

Since the last testing cycle in 2011, Grade 4 Reading scores increased by four points, a statistically significant change. LAUSD ranked #2 among TUDA districts after Washington DC Public Schools.

In Grade 8, Reading scores improved by four points also, a statistically significant change. LAUSD ranked #4 compared to other TUDA districts.

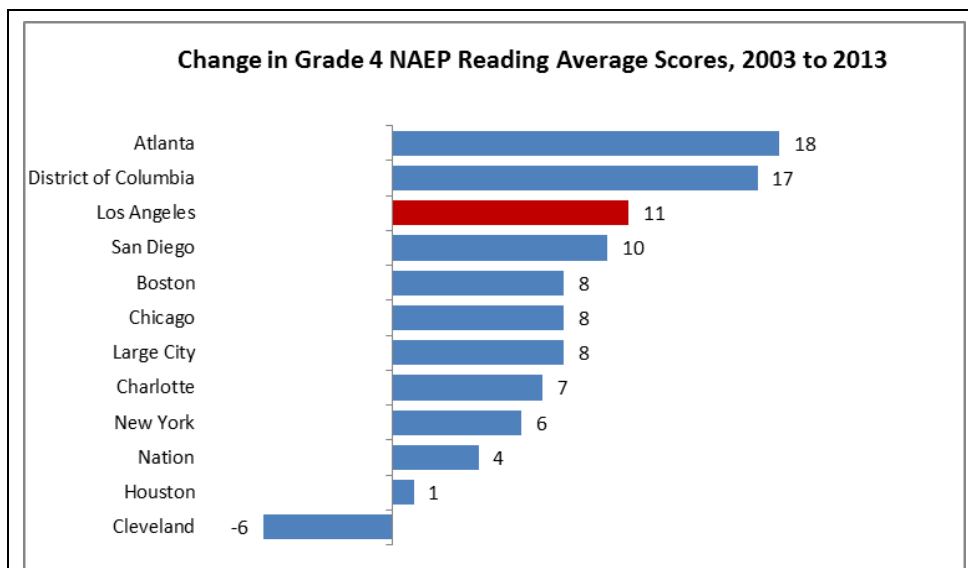
Figure 5



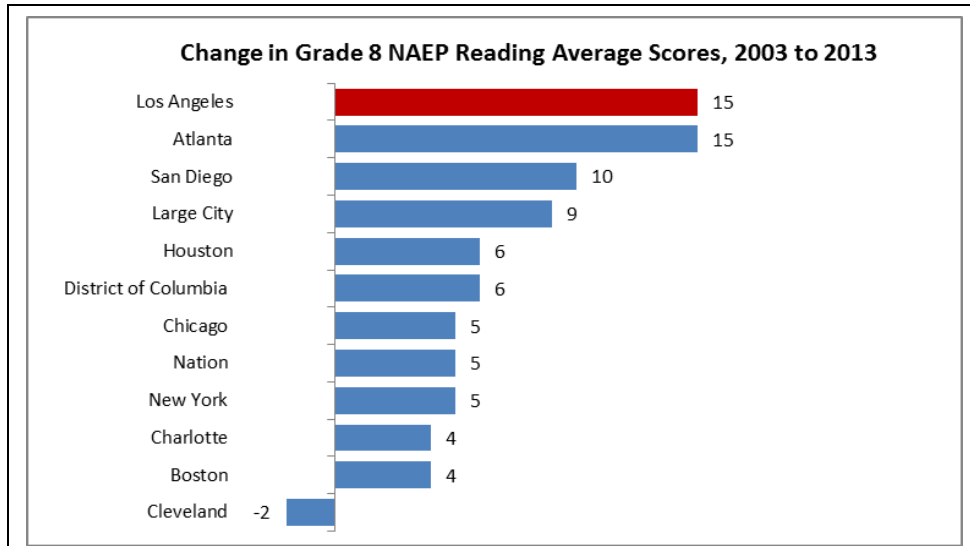
**Change since 2003**

When Reading scores were compared across ten years to 2003, LAUSD gained 11 points in Grade 4, outpacing the nation and other large cities. LAUSD ranked #3 among TUDA districts. In Grade 8, LAUSD posted the highest gains among TUDA districts with 15 points, alongside Atlanta Public Schools.

Figure 6





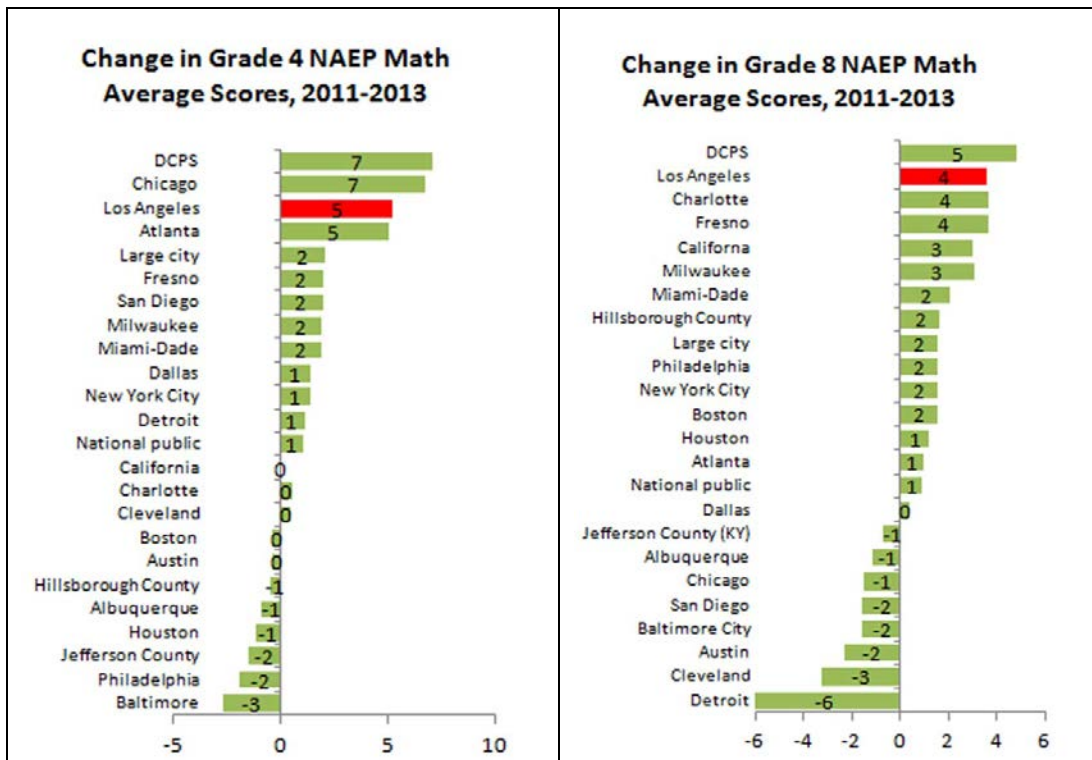


**Mathematics**

**Change since 2011**

LAUSD posted the second highest gains in Grade 4 Mathematics since the last testing cycle with five points, the same as Atlanta. Washington DC and Chicago both gained seven points. In Grade 8, LAUSD had the second highest gain among TUDA districts with four points.

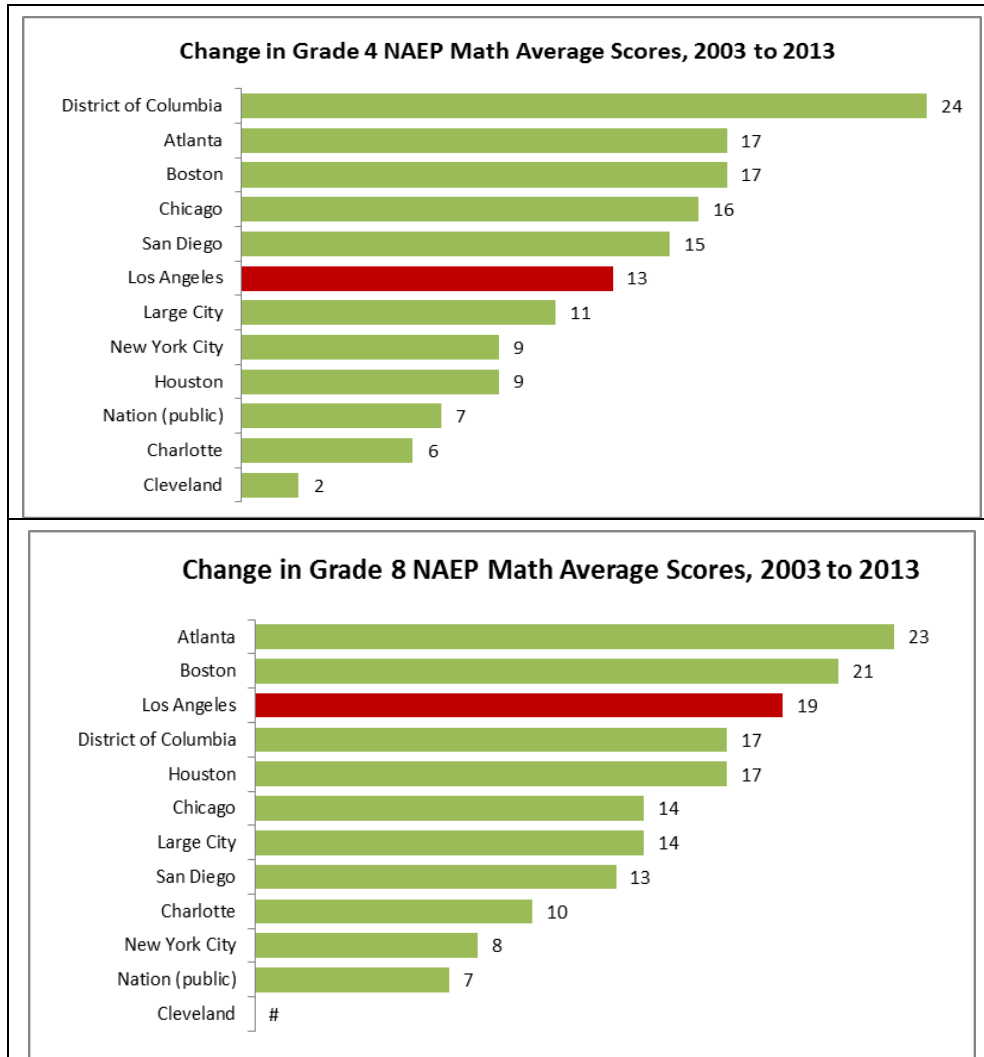
**Figure 7**



### Change since 2003

Over the past 10 years, LAUSD has gained 13 points in Grade 4 Mathematics. LAUSD ranked 5<sup>th</sup> compared to other TUDA districts. In Grade 8, LAUSD's gain of 19 points was the third highest among TUDA districts.

Figure 8



### LAUSD Progress by Subgroup

Many of LAUSD's subgroups outpaced other TUDA districts and the nation in terms of growth. Appendices A and B present charts of gains for Grade 4 and 8 Reading and Mathematics over the period of 2011 to 2013, and over the 10 year period from 2003 and 2013. The highlights are presented below.

#### **Reading**

- In Grade 4, White, African-American and economically disadvantaged students in LAUSD ranked highest in terms of growth compared to other TUDA districts. Students with disabilities, English Learners and Asian students had a decrease in reading scores. (See Appendix A-1.)

- Over the past 10 years, LAUSD White and African-American students had the highest gains compared to other TUDA districts with 19 and 17 points, respectively. Economically disadvantaged students also had double digit gains at 11 points. Scores for students with disabilities and English Learners declined. (See Appendix A-2.)
- In Grade 8 Reading, there were modest gains since 2011 for White, Hispanic/Latino, Asian, economically disadvantaged and students with disabilities in LAUSD. Scores for African-American students and English Learners decreased. (See Appendix A-3.)
- Over the last 10 years, Grade 8 Hispanic/Latino, Asian and economically disadvantaged students in LAUSD had the highest gains among TUDA districts. Scores increased for White, African-American and students with disabilities while English Learners experienced a decline. (See Appendix A-4.)

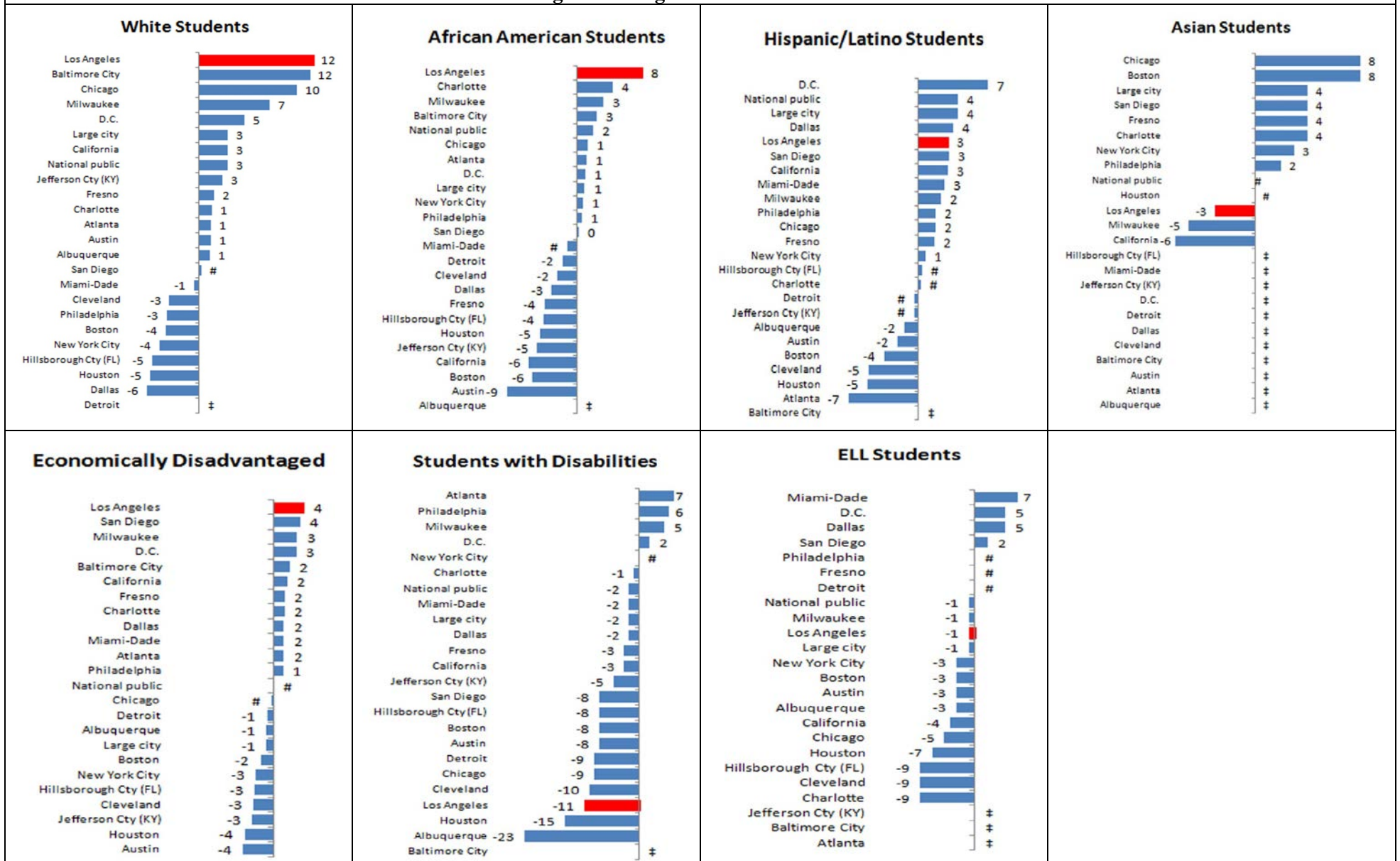
### **Mathematics**

- In Grade 4, LAUSD African-American students gained by eight points since 2011, the highest gain among TUDA districts. All other subgroups in LAUSD posted gains with the exception of Asian students since the last testing cycle. (See Appendix B-1.)
- Since 2003, LAUSD African-American students gained by 16 points, the highest among TUDA districts. Most other subgroups in Grade 4 posted double digits gains in LAUSD: White, Hispanic/Latino, Asian and economically disadvantaged students. Students with disabilities declined and English Learners remained constant. (See Appendix B-2.)
- In Grade 8, African-American students in LAUSD had the highest gain of 10 points among TUDA districts. White, Hispanic/Latino, Asian and economically disadvantaged students also posted gains. There was no change among LAUSD students with disabilities and a decrease in the scores for LAUSD English Learners. (See Appendix B-3.)
- Over the past 10 years, African-American and Asian students in LAUSD had the highest gains among TUDA districts. White, Hispanic/Latino, and economically disadvantaged students also had gains that outpaced the nation and most other TUDA districts. Students with disabilities in LAUSD had modest gains and English Learners in LAUSD declined. (See Appendix B-4.)

Complete results for *The Nation's Report Card: Trial Urban District Assessment, 2013* 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.

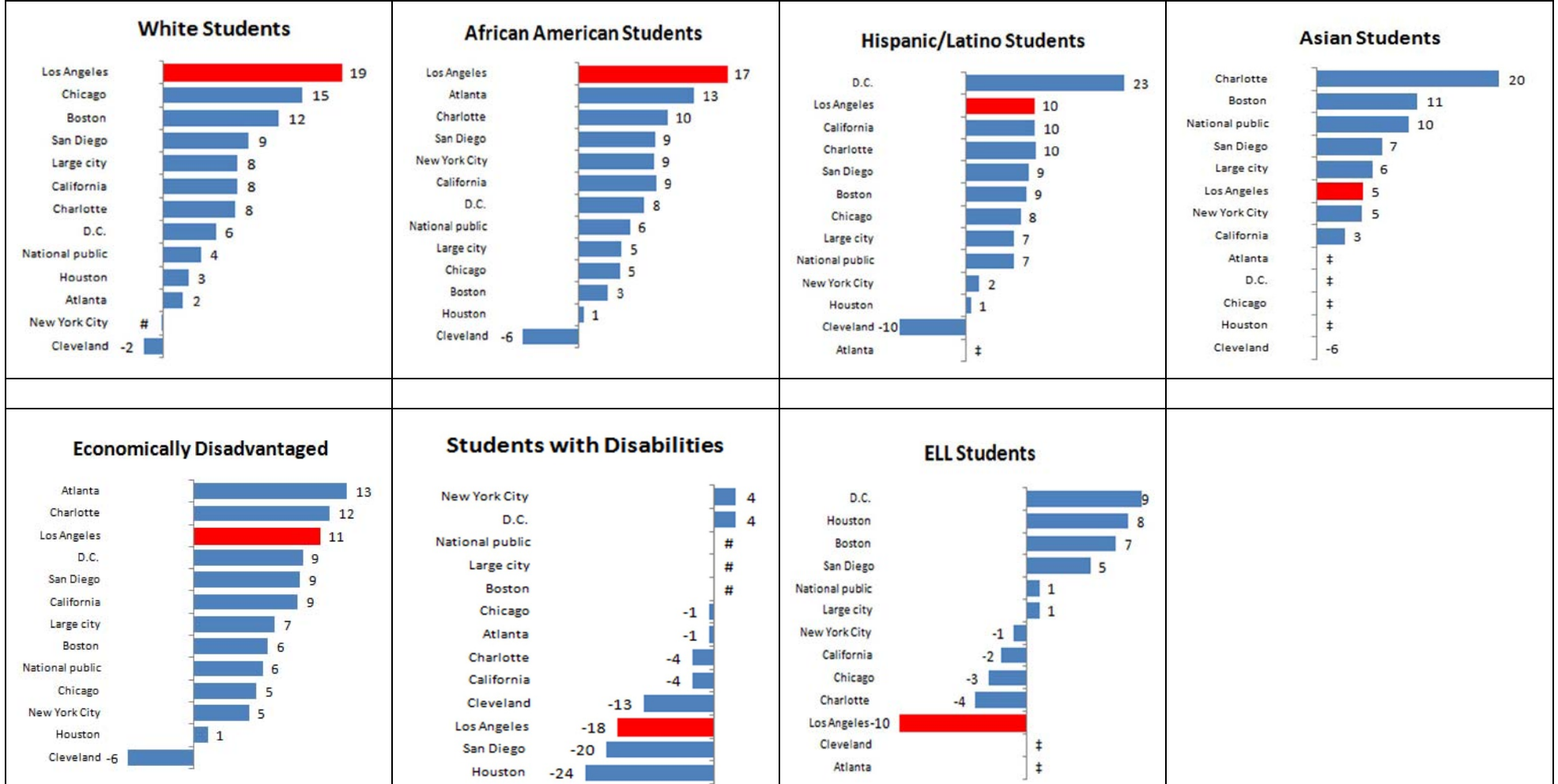
c: Michelle King  
 Matt Hill  
 Donna Muncey  
 Lydia Ramos  
 Tom Waldman  
 Mark Hovatter  
 David Holmquist  
 Gerardo Loera  
 Edgar Zazueta

**Appendix A-1**  
**Grade 4 NAEP Reading**  
**Change in Average Scale Scores: 2011 -2013**



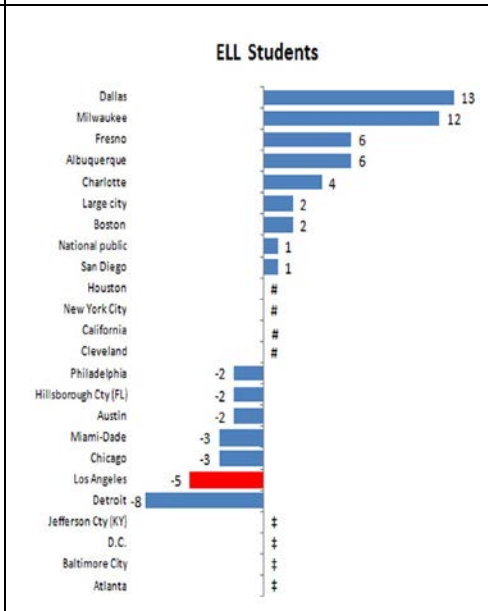
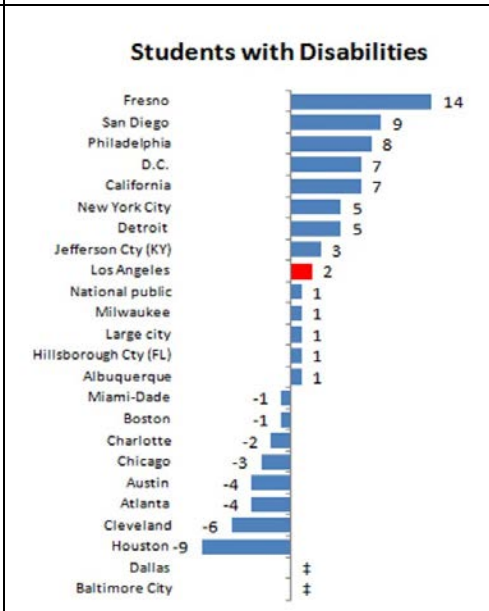
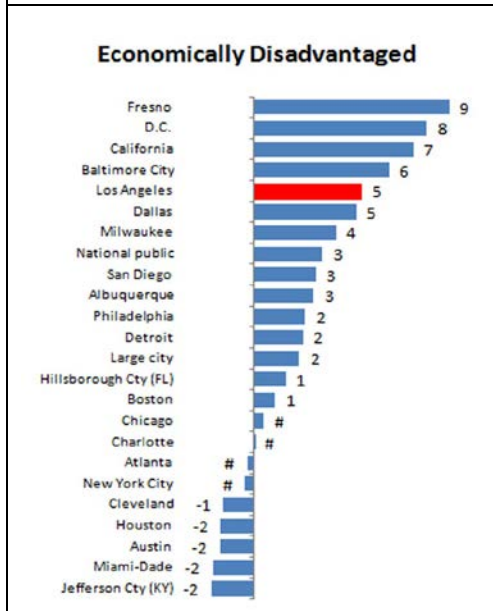
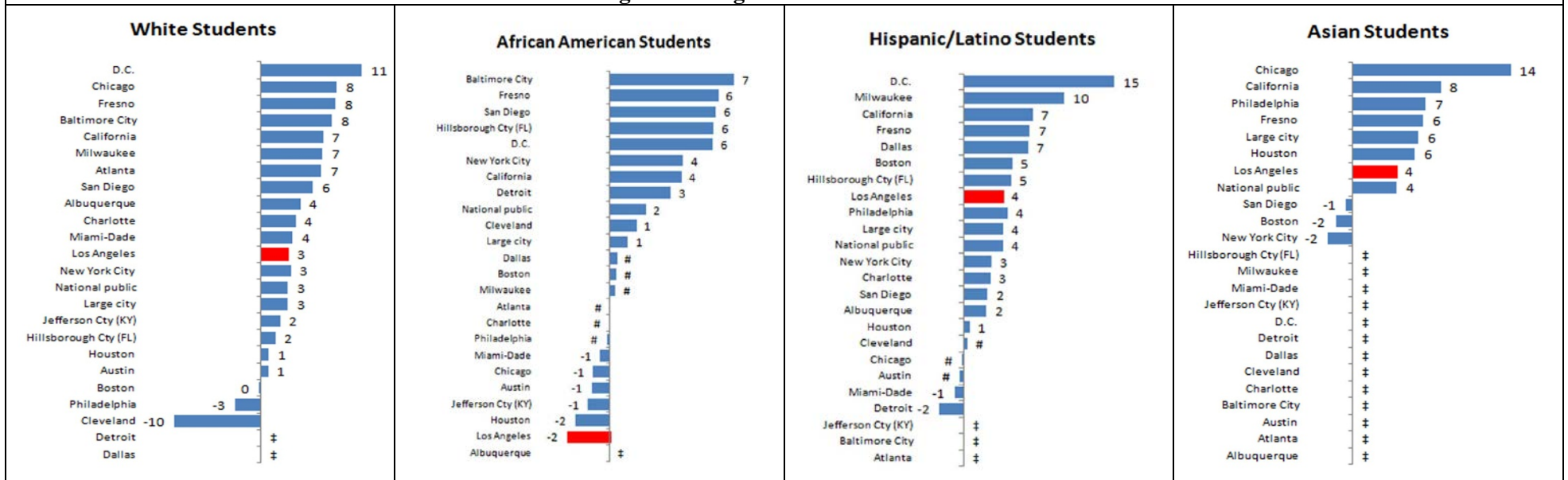
# Rounds to zero.  
‡ Reporting standards not met.

**Appendix A-2**  
**Grade 4 NAEP Reading**  
**Change in Average Scale Scores: 2003 -2013**



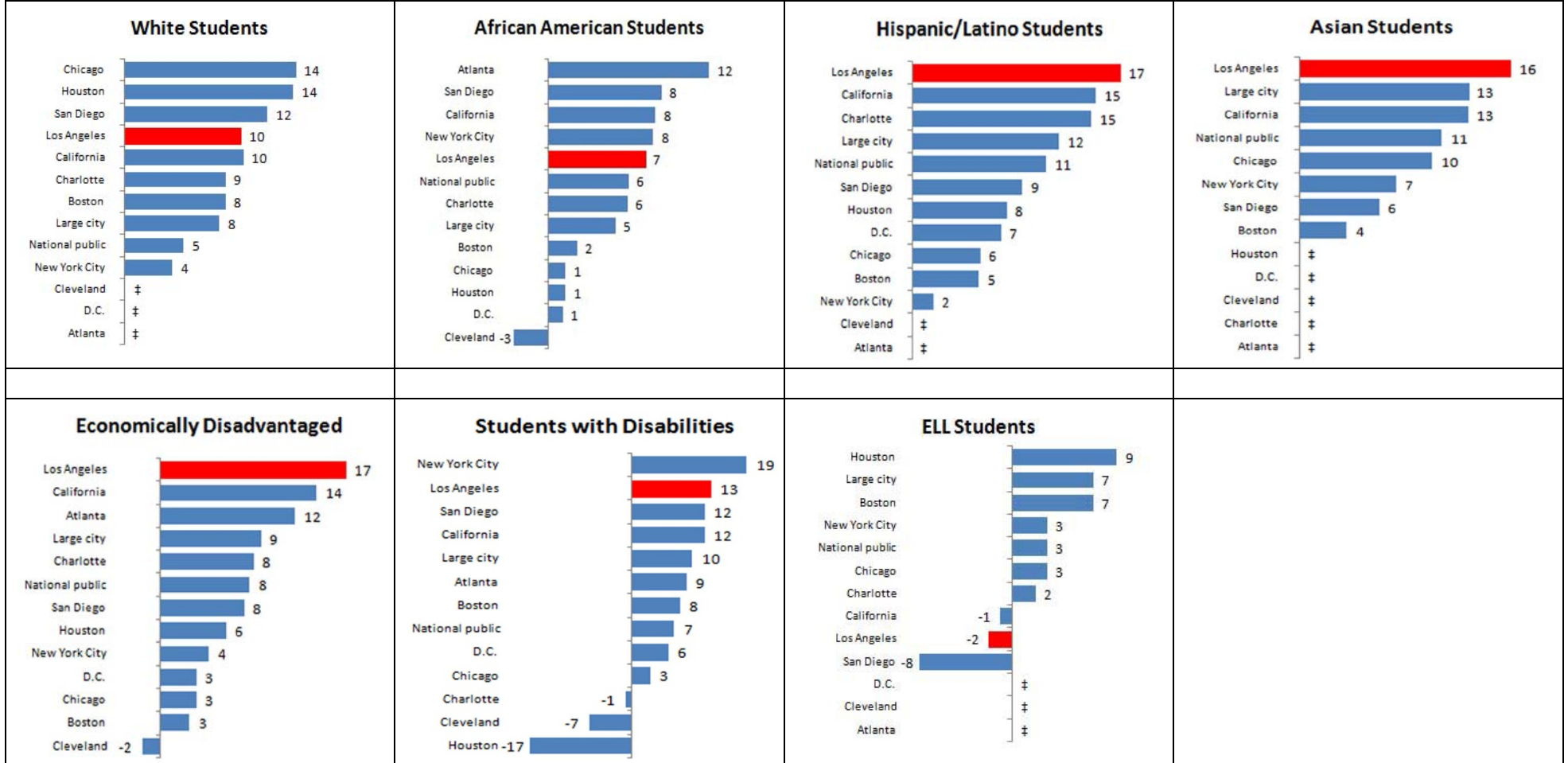
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**Appendix A-3**  
**Grade 8 NAEP Reading**  
**Change in Average Scale Scores: 2011 -2013**



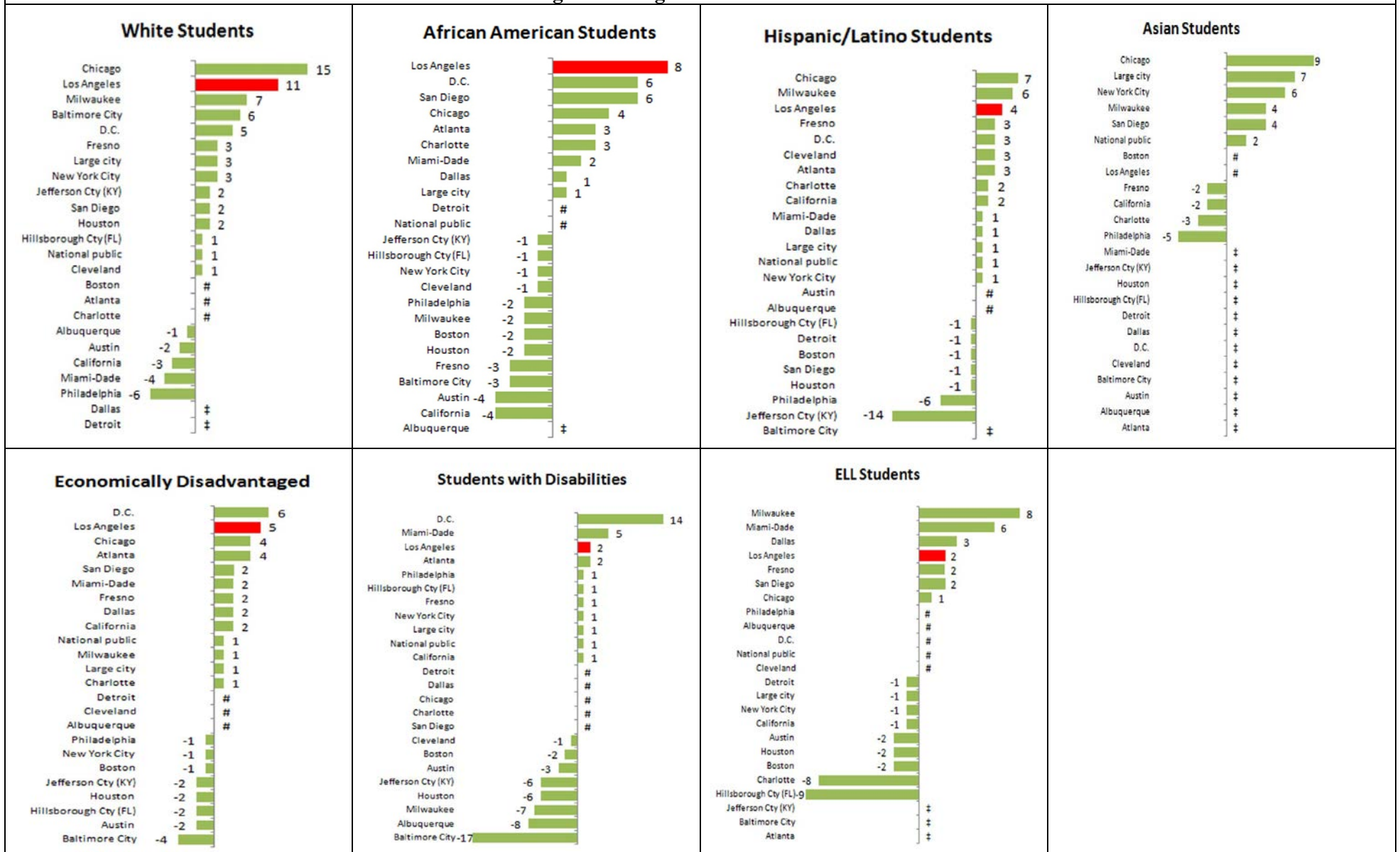
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‡ Reporting standards not met.

**Appendix A-4**  
**Grade 8 NAEP Reading**  
**Change in Average Scale Scores: 2003 -2013**



# Rounds to zero.  
‡ Reporting standards not met.

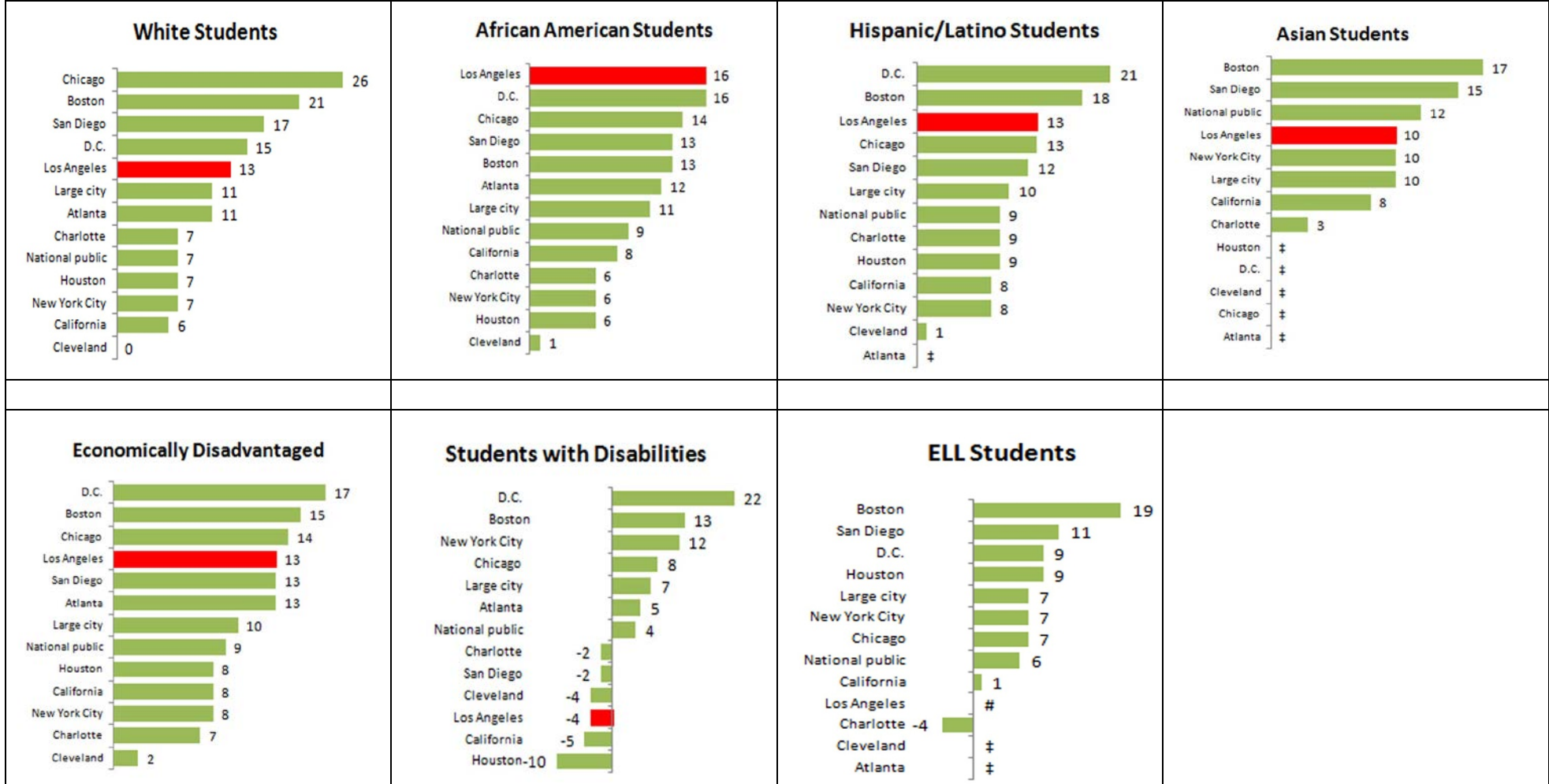
**Appendix B-1**  
**Grade 4 NAEP Math**  
**Change in Average Scale Scores: 2011 -2013**



# Rounds to zero.  
‡ Reporting standards not met.

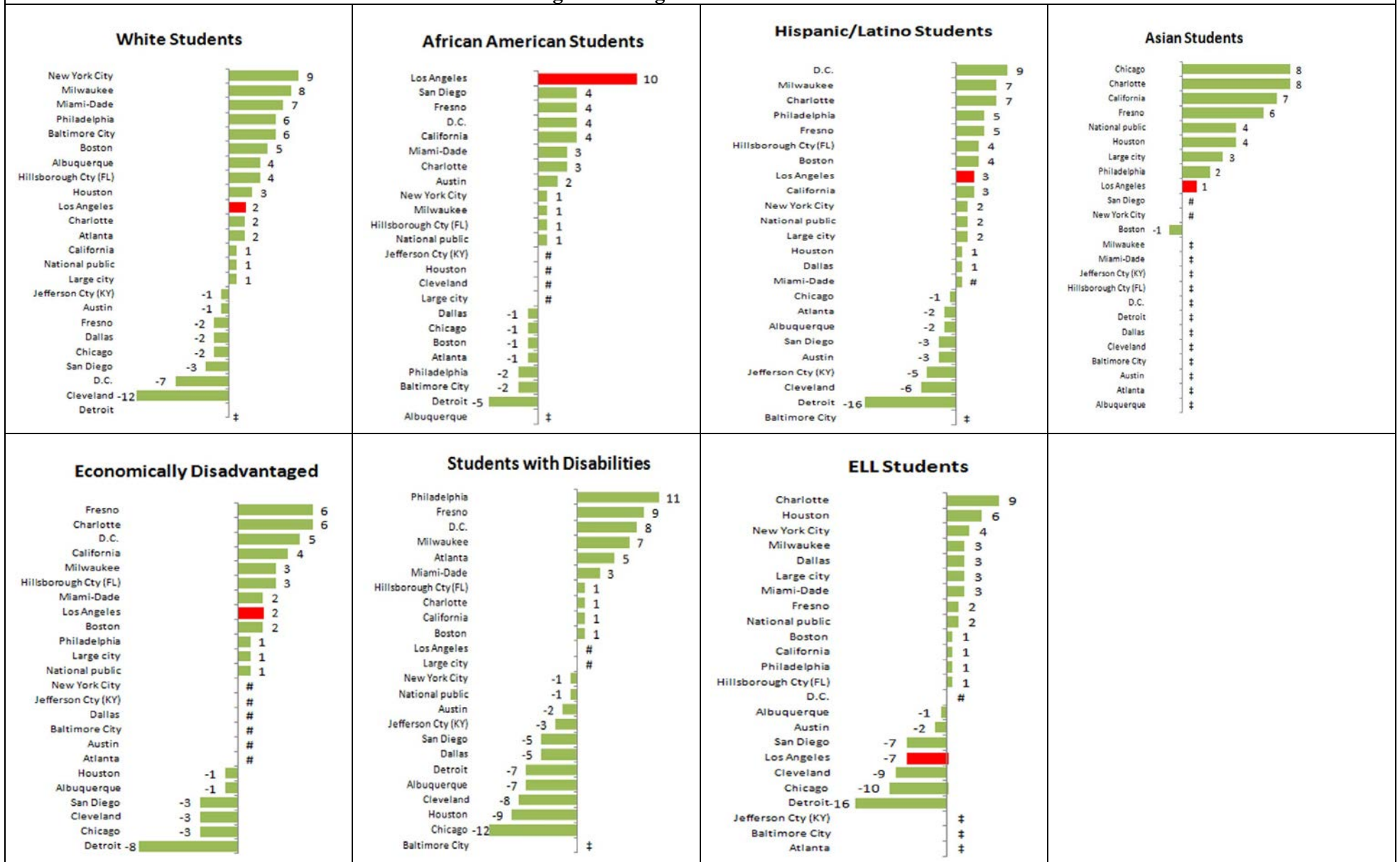


**Appendix B-2**  
**Grade 4 NAEP Math**  
**Change in Average Scale Scores: 2003 -2013**



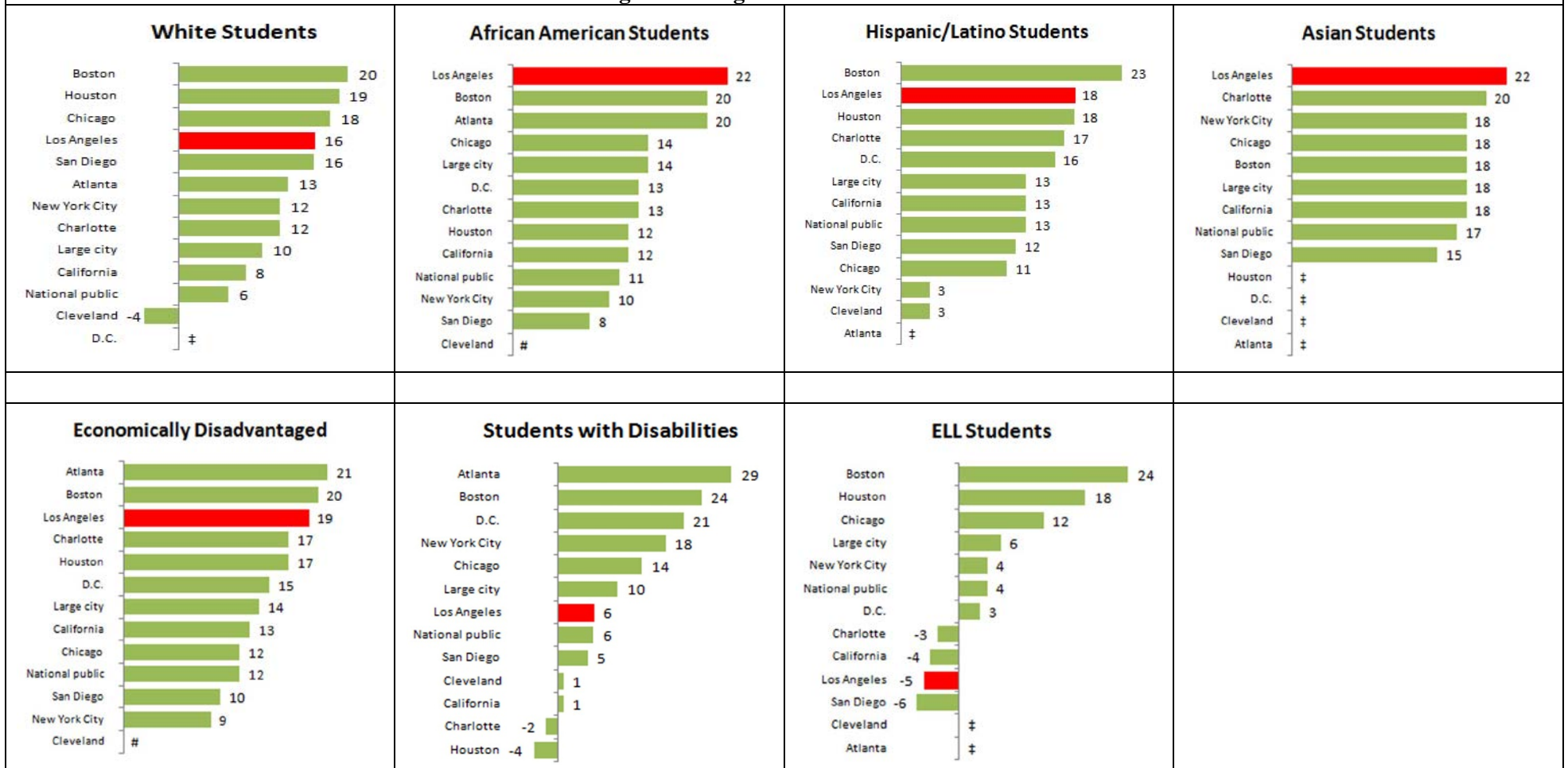
# Rounds to zero.  
‡ Reporting standards not met.

**Appendix B-3**  
**Grade 8 NAEP Math**  
**Change in Average Scale Scores: 2011 -2013**



# Rounds to zero.  
‡ Reporting standards not met.

**Appendix B-4**  
**Grade 8 NAEP Math**  
**Change in Average Scale Scores: 2003 -2013**



# Rounds to zero.  
‡ Reporting standards not met.