

Understanding NAEP Reading Results

**National Assessment of
Educational Progress
The Nation's Report Card**

Background

- The National Assessment of Educational Progress or **NAEP**, provides a common yardstick for measuring the progress of students' education across the country. NAEP asks the same test questions in every state.
 - This makes it possible for comparisons to be made from state to state
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Background

- ❑ NAEP is administered by the **National Center for Education Statistics**
 - ❑ NCES is a division within the U.S. Department of Education's Institute of Education Sciences
 - ❑ The content of NAEP is determined by the National Assessment Governing Board which is appointed by the U.S. Secretary of Education
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The “Gold Standard”

- “NAEP has often been called the **“gold standard”** of assessments because of its high technical quality and because it represents the best thinking of assessment specialists, education experts, teachers and content specialists from around the nation.”
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NAEP Test Administration

- NAEP is administered in states every other year. Assessments are administered at **Grades 4 and 8** in the content areas of mathematics, reading, science and writing
 - States are **required to participate** in the reading and mathematics assessments
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NAEP Trial Urban District Assessment

- While NAEP provides results for the performance of students across the nation and for the states, the Trial Urban District Assessment or **TUDA** provides NAEP results at the district level
 - There are currently eighteen **(18)** participating TUDA districts
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Eighteen TUDA Districts

[Atlanta Public Schools](#)

[Austin Independent School District](#)

[Baltimore City Public Schools](#)

[Boston Public Schools](#)

[Charlotte-Mecklenburg Schools](#)

[Chicago Public Schools](#)

[Cleveland Metropolitan School District](#)

[Detroit Public Schools](#)

[District of Columbia Public Schools \(DCPS\)](#)

[Fresno Unified School District](#)

[Houston Independent School District](#)

[Jefferson County Public Schools \(KY\)](#)

[Los Angeles Unified School District](#)

[Miami-Dade County Public Schools](#)

[Milwaukee Public Schools](#)

[New York City Department of Education](#)

[School District of Philadelphia](#)

[San Diego Unified School District](#)

NAEP Trial Urban District Assessment

- The National Assessment Governing Board **invited** the Detroit Public Schools to participate in TUDA for the first time in 2009
 - Detroit Public Schools students were administered assessments in mathematics, reading and science during January - March 2009
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Becoming a TUDA

- ❑ The Detroit Public Schools was one of seven (7) districts participating as a TUDA for the first time in 2009
 - ❑ The Detroit Public Schools had to meet the following criteria:
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Becoming a TUDA

- ❑ Only large cities having a total population of **250,000** or more shall be represented in TUDA
 - ❑ Districts participating in TUDA shall be large enough to **support a three-subject** assessment cycle for NAEP in grade-levels included in the NAEP state assessment program
 - ❑ Districts participating in TUDA shall have a majority of students meeting at least one of the following criteria:
(1) Either African-American or Hispanic; **(2)** Eligible for participation in the National School Lunch Program
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Test Administration

- ❑ The federal government contracted with over **6,000 adults** to administer the assessments.
 - ❑ The tests are not administered by classroom teachers.
 - ❑ Test booklets are brought to the school with the test administrator on the day of testing and are returned with the protector on the same day.
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NAEP Reading Passage Types

- There are two (2) types of passages used on the NEAP reading assessment for Grade 4 and Grade 8 NAEP assessments for reading. They are as follows:
 - Literary – fiction, nonfiction and poetry
 - Informational – exposition, argumentation, persuasive and procedural
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Cognitive Targets

(What Students are Asked to Do)

- Recall information from passages
 - Integrate/interpret information
 - Critique/evaluate what is read

 - Students are administered the test in 2-25 minutes blocks, one section per block. Each section contains approximately 10 questions.
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Sample Population

- ❑ NAEP **does not test all** the students at a grade
 - ❑ For example, in the Winter 2009 NAEP reading test administration, only 928 of our approximately 5,700 grade 4 students were tested
 - ❑ Nine hundred-fifty four (954) of our approximately 4,800 grade 8 students were tested with NAEP reading
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NAEP Reading Achievement Levels

- The following is a description of the **achievement levels** produced as a result of the scoring of the NAEP reading assessment

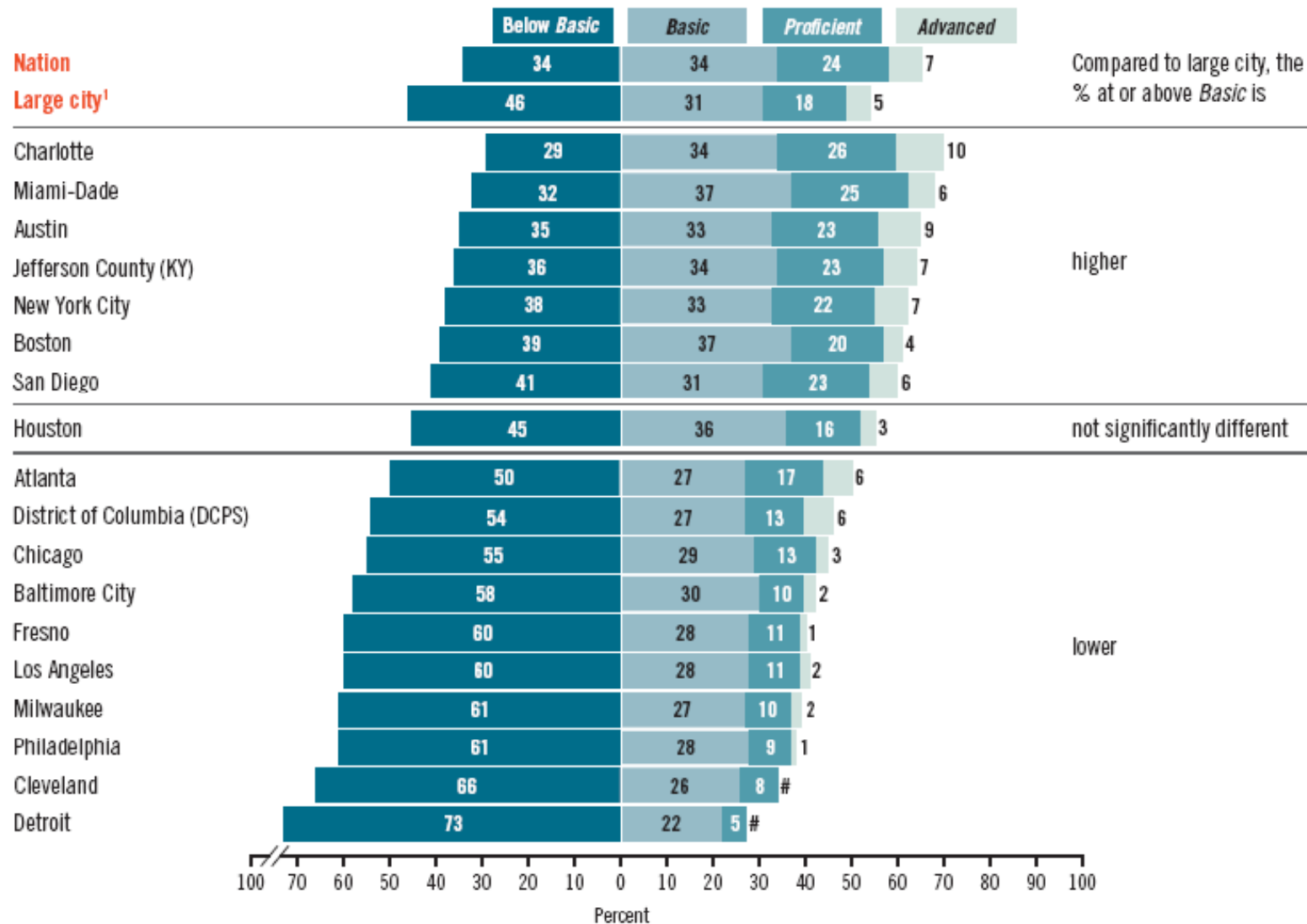
 - Results for districts **are not specific** to any one school, but represent the achievement levels attained by the selected population for each grade district-wide
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Achievement Levels	Description of fourth-grade achievement levels for 2009 NAEP reading assessment	Description of eighth-grade achievement levels for 2009 NAEP reading assessment
Basic Level Denotes <i>partial mastery</i>	Fourth-grade students performing at the <i>Basic</i> level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.	Eighth-grade students performing at the <i>Basic</i> level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from text.
Proficient Level Represents <i>solid academic performance</i>	Fourth-grade students performing at the <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.	Eighth-grade students performing at the <i>Proficient</i> level should be able to provide relevant information and summarize main ideas and themes.
Advanced Level Represents <i>Superior performance</i>	Fourth-grade students performing at the <i>Advanced</i> level should be able to make complex inference and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.	Eighth-grade students performing at the <i>Advanced</i> level should be able to make connections within and across texts and explain causal relations.

Winter 2009 NAEP Reading Results for Detroit-Grade 4

Year and Jurisdiction		Below Basic	At or Above Basic	At or Above Proficient	At Advanced
2009	Detroit	73%	27%	5%	#
2009	Large City	46%	54%	23%	5%
2009	National Public	34%	66%	32%	7%

Figure 3. Achievement-level results for fourth-grade public school students in NAEP reading, by jurisdiction: 2009



Rounds to zero.

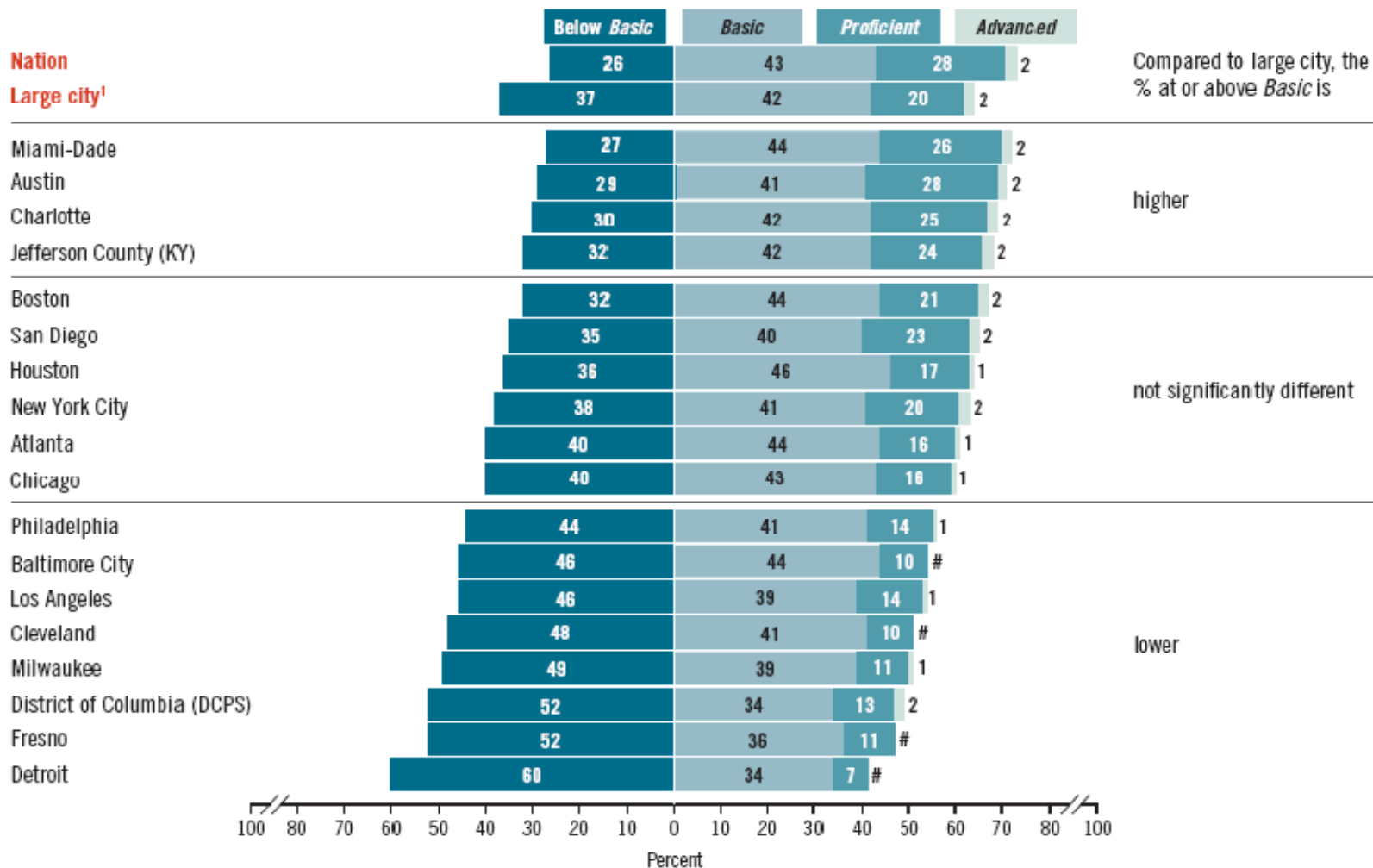
¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

Winter 2009 NAEP Reading Results for Detroit-Grade 8

Year and Jurisdiction		Below Basic	At or Above Basic	At or Above Proficient	At Advanced
2009	Detroit	60%	40%	7%	#
2009	Large City	27%	63%	21%	2%
2009	National Public	26%	74%	30%	2%

Figure 8. Achievement-level results for eighth-grade public school students in NAEP reading, by jurisdiction: 2009



Rounds to zero.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: Detail may not sum to totals because of rounding. DCPS = District of Columbia Public Schools.

Rankings

- Grade 4 students ranked 18th overall when compared to all TUDA districts
 - Grade 8 students ranked 18th overall when compared to all TUDA districts
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Efforts to Combat Low Academic Performance

- ❑ Expanded Summer Academy for 2010
- ❑ 120 Minute Reading Blocks for Students in PK-8
- ❑ Volunteer Reading Corps
- ❑ Algebra Taught in Grade 7
- ❑ Increased Academic Rigor
- ❑ Standards Aligned to NAEP (National Standards)
- ❑ Mandatory Professional Development for Teachers and Administrators regarding NAEP Standards
- ❑ Increased Advanced Placement Courses
- ❑ Parent and Community Engagement 2.0