THE NATION'S REPORT CARD

Reading and Math 2013
Trial Urban District Assessment (TUDA)
Grades 4 and 8

Jefferson County Public Schools

January 13, 2014

Robert Rodosky

What is NAEP?

- National Assessment of Educational Progress

- Also known as the Nation's Report Card

- Designed to measure progress on a national, regional, state and district levels.

More information about NAEP and TUDA available at:
http://nationsreportcard.gov/

What is TUDA?

- Trial Urban District Assessment

- Began in 2002 as a means to gauge assessment progress on a large, urban district level, similar to state level assessment.

- As of 2013, 21 districts are participating in TUDA and were assessed in Reading and Math

TUDA Districts
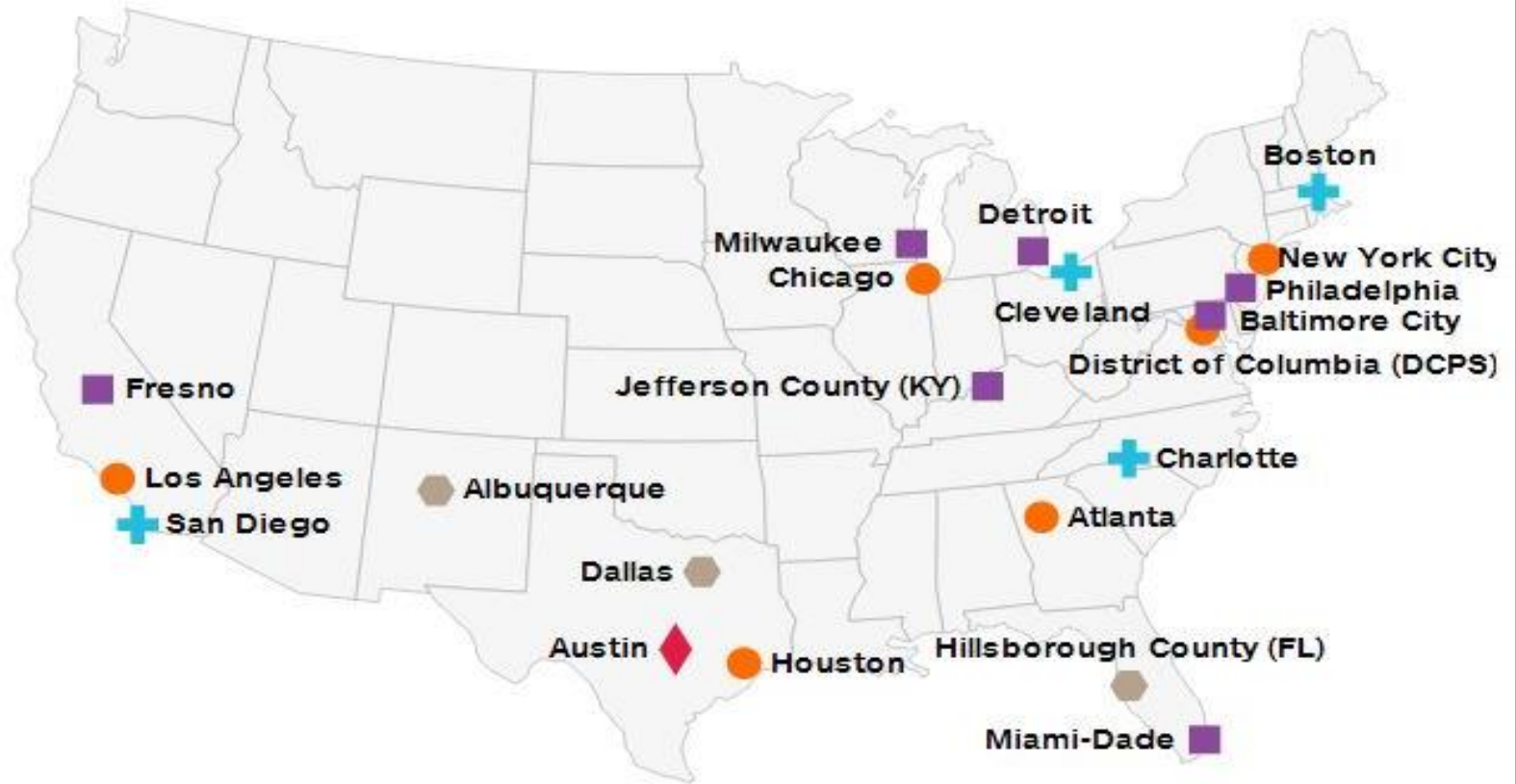
How are districts selected for TUDA?

- Feasibility of conducting NAEP over a range of characteristics:
  - District located in a large city (population of 250,000 or more)
  - Sufficient student population to support a three-subject assessment at grades 4 and 8
  - Have a majority of students meeting at least one of the following:
    - African American or Hispanic
    - Eligible for participation in National School Lunch Program
  - Eligible districts are invited to volunteer

How are students assessed for TUDA?

- A sample of students were randomly selected by NAEP to accurately reflect the demographics of JCPS.

- Number of Students tested from Jefferson County:

Subject	Grade 4 Students	Subject	Grade 8 Students
Reading	1,600	Reading	1,400
Math	1,600	Math	1,400
Grand Total of Students: 6,000			

- Students, in the same class, were given a Reading **or** a Math assessment.

Have students in urban districts made progress since 2011?

JCPS along with 10 other districts saw no significant change from 2011

Change between 2011 and 2013 NAEP mathematics and reading average scores for fourth- and eighth-grade public school students, by jurisdiction

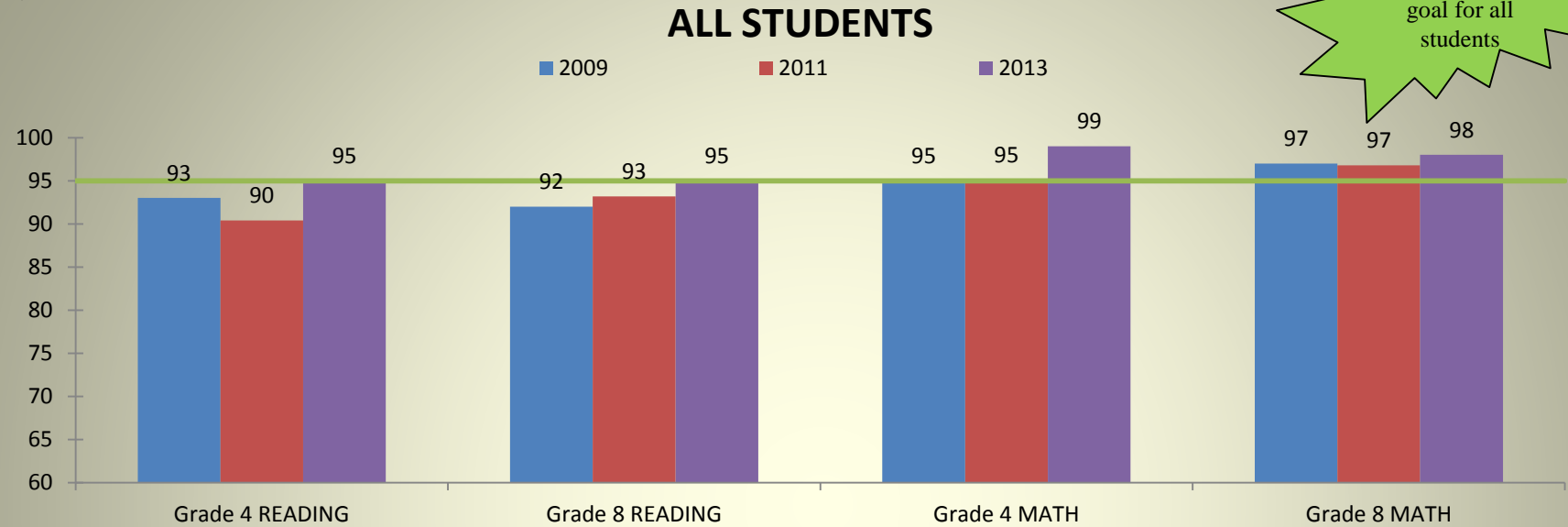| Jurisdiction	Mathematics				Reading			
	Grade 4		Grade 8		Grade 4		Grade 8	
Nation (public)	⬆	1	⬆	1	◆	1	⬆	2
Large city	⬆	2	◆	2	◆	2	⬆	3
Albuquerque	◆	-1	◆	-1	◆	-2	◆	2
Atlanta	⬆	5	◆	1	◆	3	◆	2
Austin	◆	#	◆	-2	◆	-3	◆	#
Baltimore City	◆	-3	◆	-2	◆	4	⬆	6
Boston	◆	#	◆	2	◆	-3	◆	2
Charlotte	◆	#	⬆	4	◆	2	◆	2
Chicago	⬆	7	◆	-1	◆	3	◆	1
Cleveland	◆	#	◆	-3	◆	-3	◆	-1
Dallas	◆	1	◆	#	◆	1	⬆	4
Detroit	◆	1	⬇	-6	◆	-1	◆	3
District of Columbia (DCPS)	⬆	7	⬆	5	⬆	5	⬆	8
Fresno	◆	2	⬆	4	◆	2	⬆	7
Hillsborough County (FL)	◆	-1	◆	2	◆	-3	◆	3
Houston	◆	-1	◆	1	⬇	-5	◆	#
Jefferson County (KY)	◆	-2	◆	-1	◆	-2	◆	1
Los Angeles	⬆	5	◆	4	⬆	4	⬆	4
Miami-Dade	◆	2	◆	2	◆	2	◆	-1
Milwaukee	◆	2	◆	3	◆	3	◆	3
New York City	◆	1	◆	2	◆	#	◆	2
Philadelphia	◆	-2	◆	2	◆	1	◆	2
San Diego	◆	2	◆	-2	◆	2	◆	4

⬆ Higher average score in 2013.　⬇ Lower average score in 2013.　◆ No significant difference between 2011 and 2013.

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JCPS Student Participation
Inclusion for JCPS has increased

Goal:
95% for All Students
85% for SD and ELL

JCPS met the inclusion goal for all students

ALL STUDENTS

■ 2009 ■ 2011 ■ 2013

	Grade 4 READING	Grade 8 READING	Grade 4 MATH	Grade 8 MATH
2009	93	92	95	97
2011	90	93	95	97
2013	95	95	99	98

STUDENTS with DISABILITIES (SD)

■ 2009 ■ 2011 ■ 2013

	Grade 4 READING	Grade 8 READING	Grade 4 MATH	Grade 8 MATH
2009	65	49	83	73
2011	58	55	81	78
2013	73	67	95	87
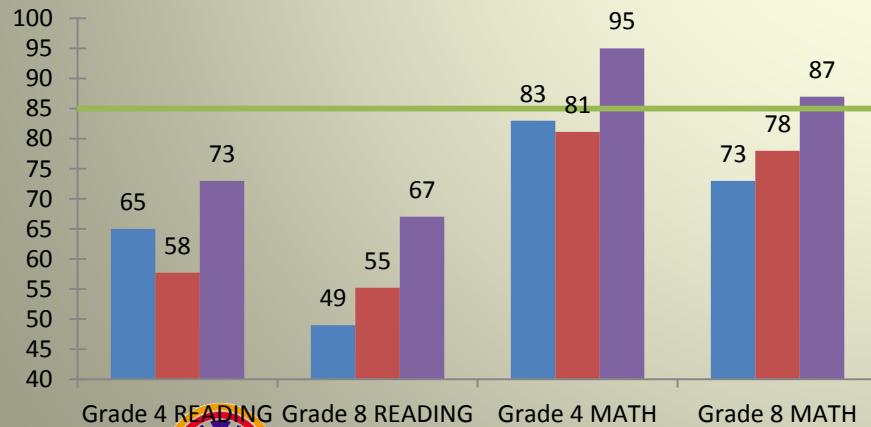
English Language Learners (ELL)

■ 2009 ■ 2011 ■ 2013

	Grade 4 READING	Grade 8 READING	Grade 4 MATH	Grade 8 MATH
2009	32	*	*	*
2011	28	*	50	*
2013	65	79	89	94

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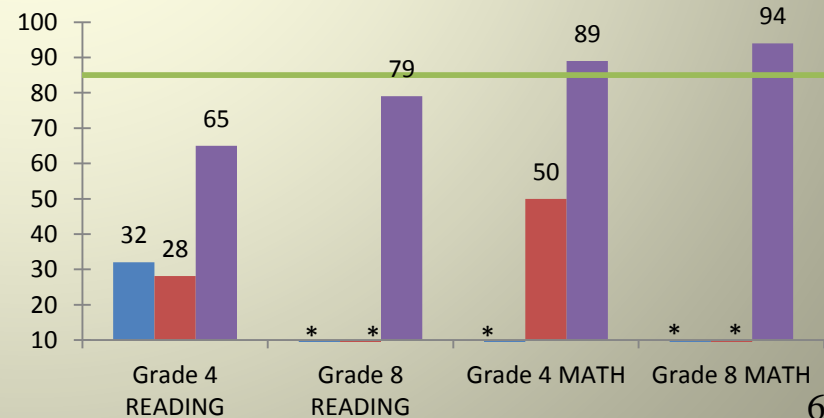
READING
HOW DID WE DO?

- Average Scale Scores

- At or Above Basic

- At or Above Proficient

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2013 TUDA Reading

> **Scored Higher than JCPS**	**x** **Scored the Same as JCPS**	**<** **Scored Lower than JCPS**

JCPS scored higher than 15 districts and Large City in both grades 4 and 8.

Grade 4 2013 Average Scale Scores		
Hillsborough County (FL)	>	228
Charlotte	>	226
Kentucky	>	224
Miami-Dade	x	223
Jefferson County (KY)		**221**
Austin	x	221
National public	x	221
San Diego	x	218
New York City	<	216
Boston	<	214
Atlanta	<	214
Large city	<	212
Houston	<	208
Albuquerque	<	207
Chicago	<	206
District of Columbia (DCPS)	<	206
Los Angeles	<	205
Dallas	<	205
Baltimore City	<	204
Philadelphia	<	200
Milwaukee	<	199
Fresno	<	196
Detroit	<	190
Cleveland	<	190

Grade 8 2013 Average Scale Scores		
Kentucky	>	270
Hillsborough County (FL)	>	267
Charlotte	>	266
National public	>	266
Austin	x	261
Jefferson County (KY)		**261**
San Diego	x	260
Miami-Dade	x	259
Large city	<	258
Boston	<	257
New York City	<	256
Albuquerque	<	256
Atlanta	<	255
Chicago	<	253
Houston	<	252
Baltimore City	<	252
Dallas	<	251
Los Angeles	<	250
Philadelphia	<	249
District of Columbia (DCPS)	<	245
Fresno	<	245
Milwaukee	<	242
Detroit	<	239
Cleveland	<	239

JCPS is one of the five districts to score above large cities at both Grades 4 and 8 in Reading

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2013 TUDA Student Groups Performance in Reading (Average Scale Scores)

In both Grades 4 and 8 White students had average scale scores that was higher than the average scale scores of Black and Hispanic students

GRADE 4

Jurisdictions	White Average scale scores	Black Average scale scores	GAP Difference btwn. White and Black	Hispanic Average scale scores	GAP Difference btwn. White and Hispanic
National public	221	205	-16	207	-14
Large city	212	202	-10	204	-8
Jefferson County (KY)	233	203	-30	221	-12

GRADE 8

Jurisdictions	White Average scale scores	Black Average scale scores	GAP Difference btwn. White and Black	Hispanic Average scale scores	GAP Difference btwn. White and Hispanic
National public	275	250	-25	255	-20
Large city	276	246	-30	253	-23
Jefferson County (KY)	271	243	-28	258	-13

Jefferson County
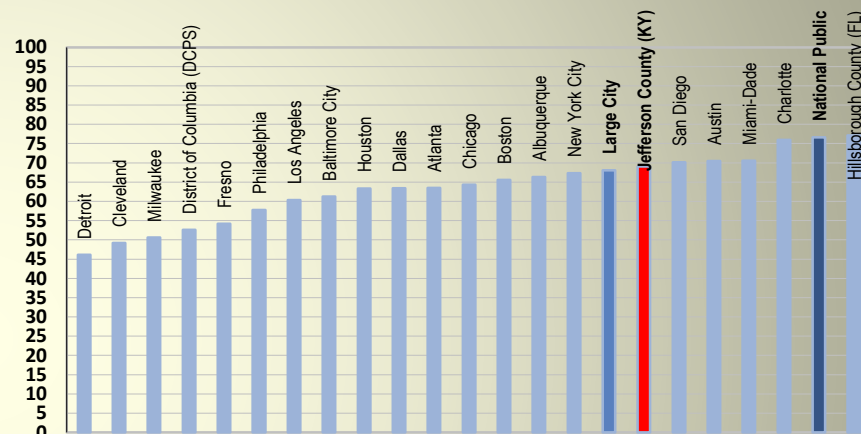Public Schools
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2013 TUDA Reading (At or Above Basic)

In 2013 JCPS students in grade 4 scored higher than 14 districts and in grade 8 students scored higher than 12 districts.

Grade 4 Percent At or Above Basic
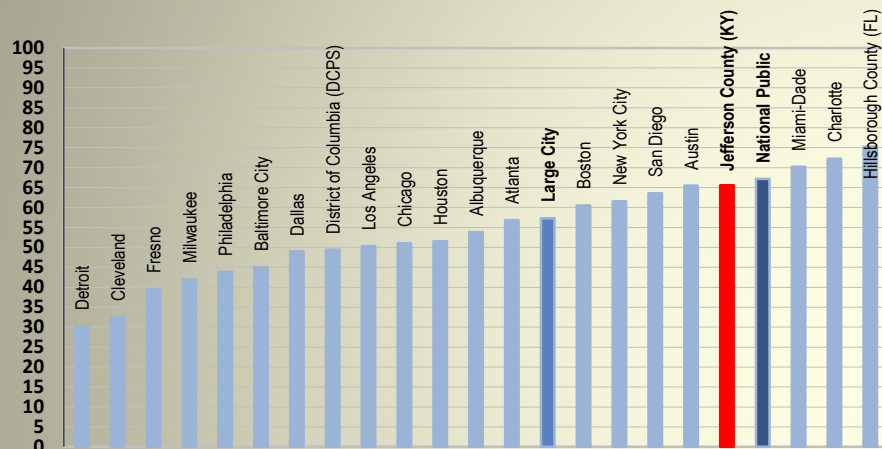
Grade 8 Percent At or Above Basic

In the reading cohort students made gains in JCPS, Large City and Kentucky

Cohort	JCPS	Large City	KY
Reading Grade 4 in 2009	64	54	72
Reading Grade 8 in 2013	69	68	80
Gains	**5**	**14**	**8**

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2013 TUDA vs 2013 KPREP
Percent (At or Above Proficient) in Reading

Is JCPS moving in the right direction?

Grade 4 Reading

Year		Value
2013	KPREP %PD	44
2013	Ranked 5th	33
2011		35
2009		30

Grade 8 Reading

Year		Value
2013	KPREP %PD	42
2013	Ranked 4th	29
2011		27
2009		26

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WHAT DOES THIS MEAN FOR READING?

- Item Analysis

- Performance Level

- Next Steps

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Sample Item - Grade 4

Little Great White
by Pamela S. Turner

white sharks alive, but the sharks would not eat in captivity.

The baby shark had been caught accidentally by a halibut fisherman off the coast of Southern California. Mr. O'Sullivan and his team knew that white sharks were sometimes caught this way. The aquarium had a special floating pen waiting in coastal waters nearby. While the shark lived in the pen, she was fed the same things she would have eaten in the wild—smaller sharks and other fish. The floating pen helped her get used to living in a small space.

A veterinarian gives the shark a checkup before her trip to the aquarium.

76% of Jefferson County Public School 4th graders correctly answered this question.

The national average of all students was 81%. JCPS students outperformed 16 TUDA districts.

4. On page 2, when the article says that the baby shark had been caught **accidentally,** this means that

   A. the fisherman was not trying to catch a shark
   B. the shark was hurt while it was being caught
   C. the fisherman had used a special floating pen
   D. the shark had bumped into the fishing boat

The correct answer is A.

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NAEP Reading Scale – Grade 4

500
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340

268 Advanced

260

250

240

238 Proficient

230

226 Recognize description dialogue explicitly stated in a story—Locate/Recall (MC)

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220 Recognize best description of character based on action described in expository passage—Integrate/Interpret (MC)

220

214 Recognize author's main purpose for writing an expository passage—Integrate/Interpret (MC)

211 Recognize meaning of descriptive word used in an expository passage—Integrate/Interpret (MC)

210

208 Basic

200

190

180

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Sample Item – Grade 8

La Ñapa

(Description of passage)*

"La Ñapa" is a story that explores the theme of cultural identity and the need to move beyond cultural stereotypes by first-hand experience. The story, an intact section taken from a longer book, recounts the feelings of a young boy as he travels to and arrives in the Dominican Republic. The story portrays his mixed feelings about Dominican culture, his family members, and the trip.

A young boy, Miguel and his sisters Juanita are taking their first trip to the Dominican Republic, from which their parents immigrated to the United States. They are being taken to the Dominican Republic for the Christmas holiday by their mother. Travelling with them is Tia Lola, their aunt who has spent most of her life in the Dominican Republic.

As the story open, Miguel is looking down from the window at the landscape coming into view as the plane moves closer and closer to their destination. Lost in anxious thought about what the island will be like, he doesn't listen to Tia Lola's lessons about Dominican culture. When the plane touches down he wishes that he had.

Waiting in the passport line, Miguel asserts his identity as an American, but as he looks around he realizes that he looks more like the Dominicans than his friends back in Vermont. Soon Miguel is surrounded by a crowd of cousins, aunts, and uncles. When one of his cousins asks him if he plays baseball, all Miguel's anxiety dissipates and he smiles.

65 % of Jefferson County Public School 8th graders correctly answered this question.

The national average of all students was 67%. JCPS students outperformed 13 TUDA districts.

5. When the plane lands, what does Miguel notice outside the window?

   A. People standing in long lines
   B. A mixture of old-fashioned and modern life
   C. Many boys his own age among the crowds
   D. Many cultures living together

The correct answer is B.

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NAEP Reading Scale – Grade 8

500

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330

323 Advanced

320

310

300

290

281 Proficient

280

275 Recognize relevant detail embedded in a story—Locate/Recall (MC)

270

262 Use information from expository passage to support evaluation of a description—Critique/Evaluate (CR)

261 JEFFERSON COUNTY PUBLIC SCHOOLS

258 Recognize explicitly stated fact from an expository passage—Locate/Recall (MC)

250 Recognize meaning of word as used in a story—Integrate/Interpret (MC)

250

243 Basic

240

210

200

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Next Steps - Reading

- Collect and review data about JCPS student responses from the NAEP website

- Look for trends in student misconceptions and compare the NAEP student responses with student misconceptions identified on CASCADE assessments

- Work with ELA Specialists to identify components in our curriculum units and supporting materials that can be emphasized to eliminate gaps and misconceptions

- Use the NAEP released items to support our district assessments

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MATH
HOW DID WE DO?

- Average Scale Scores

- At or Above Basic

- At or Above Proficient

2013 TUDA MATH

>	x	<
Scored Higher than JCPS	Scored the Same as JCPS	Scored Lower than JCPS

JCPS scored higher than 8 districts in Grade 4 and higher than 10 districts in Grade 8.

Grade 4 Average Scale Scores		
Charlotte	>	247
Austin	>	245
Hillsborough County (FL)	>	243
Kentucky	>	241
National public	>	241
San Diego	>	241
Miami-Dade	>	237
Boston	>	237
Houston	x	236
New York City	x	236
Large city	x	235
Albuquerque	x	235
Dallas	x	234
Jefferson County (KY)		234
Atlanta	x	233
Chicago	x	231
District of Columbia (DCPS)	<	229
Los Angeles	<	228
Philadelphia	<	223
Baltimore City	<	223
Milwaukee	<	221
Fresno	<	220
Cleveland	<	216
Detroit	<	204

Grade 8 Average Scale Scores		
Charlotte	>	289
Austin	>	285
Hillsborough County (FL)	>	284
National public	>	284
Boston	>	283
Kentucky	>	281
Houston	>	280
San Diego	x	277
Large city	x	276
Dallas	x	275
Miami-Dade	x	274
Albuquerque	x	274
New York City	x	274
Jefferson County (KY)		273
Chicago	<	269
Atlanta	<	267
Philadelphia	<	266
Los Angeles	<	264
District of Columbia (DCPS)	<	260
Baltimore City	<	260
Fresno	<	260
Milwaukee	<	257
Cleveland	<	253
Detroit	<	240

JCPS math scores in both Grade 4 and 8 where lower than the nation and large city

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2013 TUDA Student Groups Performance in Math (Average Scale Scores)

In both Grades 4 and 8 White students had average scale scores that was higher than the average scale scores of Black and Hispanic students

GRADE 4

Jurisdictions	White	Black	GAP	Hispanic	GAP
	Average scale scores	Average scale scores	Difference btwn. White and Black	Average scale scores	Difference btwn. White and Hispanic
National public	250	224	-26	230	-20
Large city	254	223	-31	229	-25
Jefferson County (KY)	245	220	-25	224	-21

GRADE 8

| Jurisdictions	White	Black	GAP	Hispanic	GAP
	Average scale scores	Average scale scores	Difference btwn. White and Black	Average scale scores	Difference btwn. White and Hispanic
National public	293	263	-30	271	-22
Large city	295	261	-34	269	-26
Jefferson County (KY)	285	257	-28	265	-20

2013 TUDA MATH (At or Above Basic)

In 2013 grade 4 and grade 8 JCPS students scored lower than the Nation's Public Schools and not significantly different from Large City.

Grade 4 Percent At or Above Basic
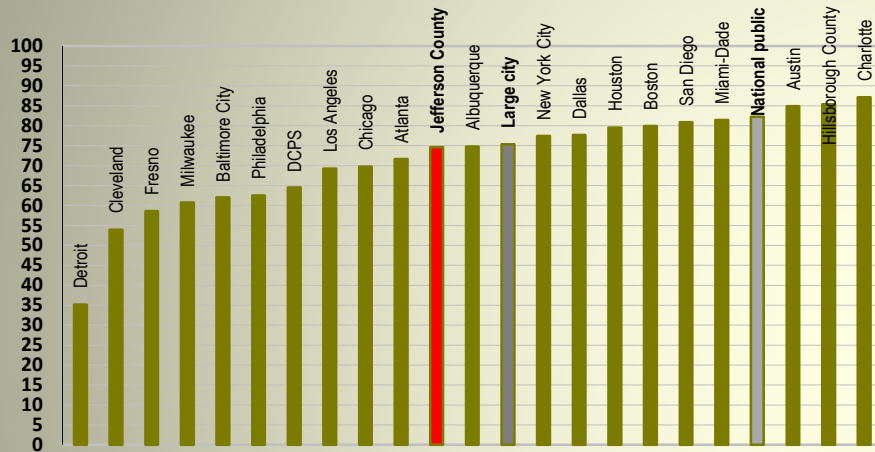
Grade 8 Percent At or Above Basic
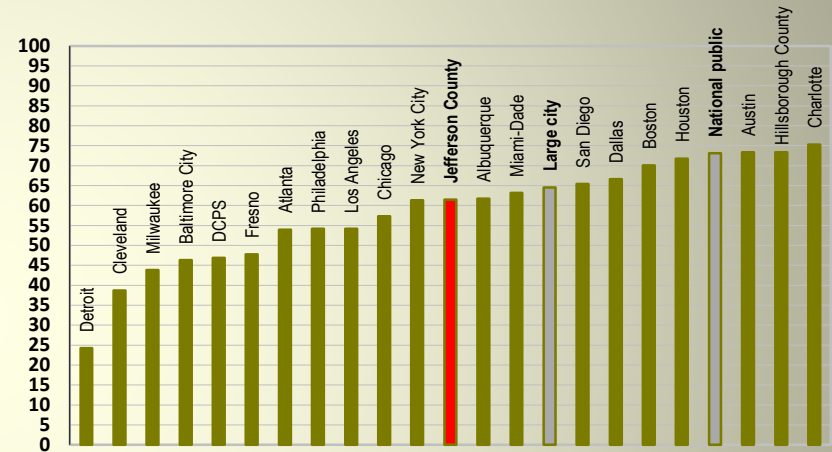
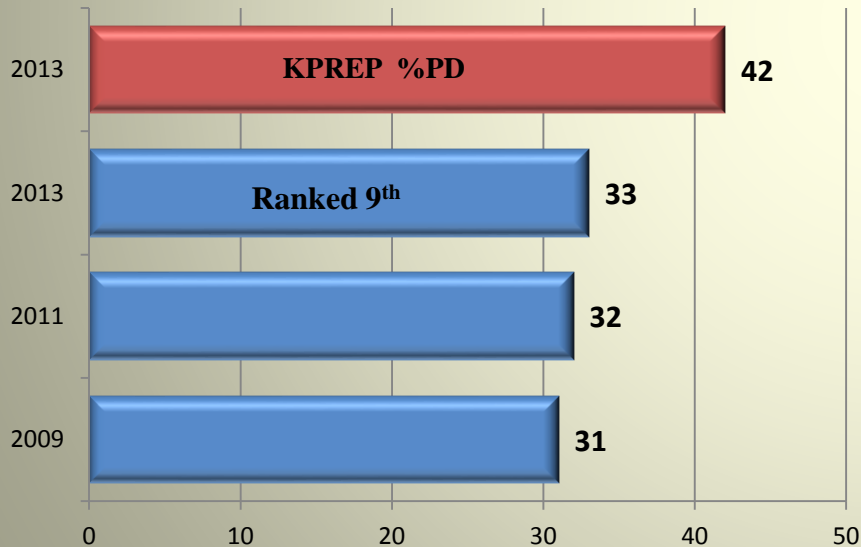**In the Math cohort students did not make gains in JCPS, Large City or Kentucky**

Cohort	JCPS	Large City	KY
Math Grade 4 in 2009	72	72	81
Math Grade 8 in 2013	61	65	71
Gains	**-11**	**-7**	**-10**

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2013 TUDA vs 2013 KPREP
Percent (At or Above Proficient) in Math

Is JCPS moving in the right direction?

Grade 4 Math

Year		Value
2013	KPREP %PD	42
2013	Ranked 9th	33
2011		32
2009		31

(axis: 0, 10, 20, 30, 40, 50)

Grade 8 Math

Year		Value
2013	KPREP %PD	37
2013	Ranked 9th	25
2011		25
2009		22

(axis: 0, 10, 20, 30, 40, 50)

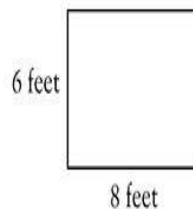Jefferson County Public Schools
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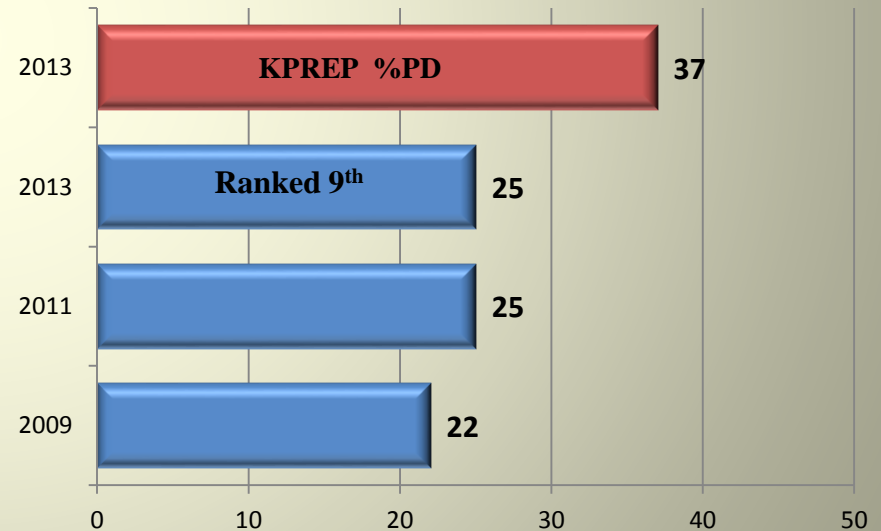
WHAT DOES THIS MEAN FOR MATH?

- Item Analysis

- Performance Level

- Next Steps

Sample Item - Grade 4

6 feet

8 feet

8. A teacher drew this rectangle on a playground. Sam walked around the rectangle on the lines shown. How far did Sam walk?

A. 14 feet
B. 20 feet
C. 28 feet
D. 48 feet

1. $4 \times 50 \times 9 =$

A. 180
B. 360
C. 1,800
D. 3,600

38% of Jefferson County Public School 4th graders correctly answered "C". While **43%** chose "A" which was incorrect.

The national average of all students was 64%. JCPS did not score higher than the other districts.

66% of Jefferson County Public School 4th graders correctly answered "C".

The national average of all students was 75%. JCPS scored higher than six districts.

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NAEP Mathematics Scale – Grade 4

500

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340

300

290

282 Advanced

280

260

259 Use place value to find a sum (MC)

250

249 Proficient

240 Determine the sum of numbers represented on a number line (calculator available) (MC)

234 JEFFERSON COUNTY PUBLIC SCHOOLS

234 Explain a property of divisibility—Partial (CR)

232 Compute the difference of two 4-digit numbers (MC)

230

220

214 Basic

210

180

170

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Sample Item – Grade 8

Stacie rides her bike 3 miles in 12 minutes. At this rate, how long will it take her to ride her bike 7 miles?

22 minutes
28 minutes
36 minutes
43 minutes
84 minutes

70 % of Jefferson County Public School 8th graders correctly answered this question.

The national average of all students was 75 %. JCPS students outperformed 11 TUDA districts.

NAEP Mathematics Scale – Grade 8

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500

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350

340

333 Advanced

330

320

300

299 Proficient

295 Use ratio to describe situation in context (calculator available) (MC)

290

273 Compute with data from graph to solve problem (calculator available) (MC)

273 JEFFERSON COUNTY PUBLIC SCHOOLS

272 Create a sequence given a rule—Correct (CR)

270

269 Use letters to represent unknown quantity in expression (MC)

265 Solve a problem using unit conversions (calculator available) (MC)

262 Basic

257 Solve a problem involving rates (calculator available) (MC)

250

220

210

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Next Steps - Math

- Collect and review data about JCPS student responses from the NAEP website

- Look for trends in student misconceptions and compare the NAEP student responses with student misconceptions identified on CASCADE assessments

- Use this data to inform our curriculum work and professional development with teachers

QUESTIONS?