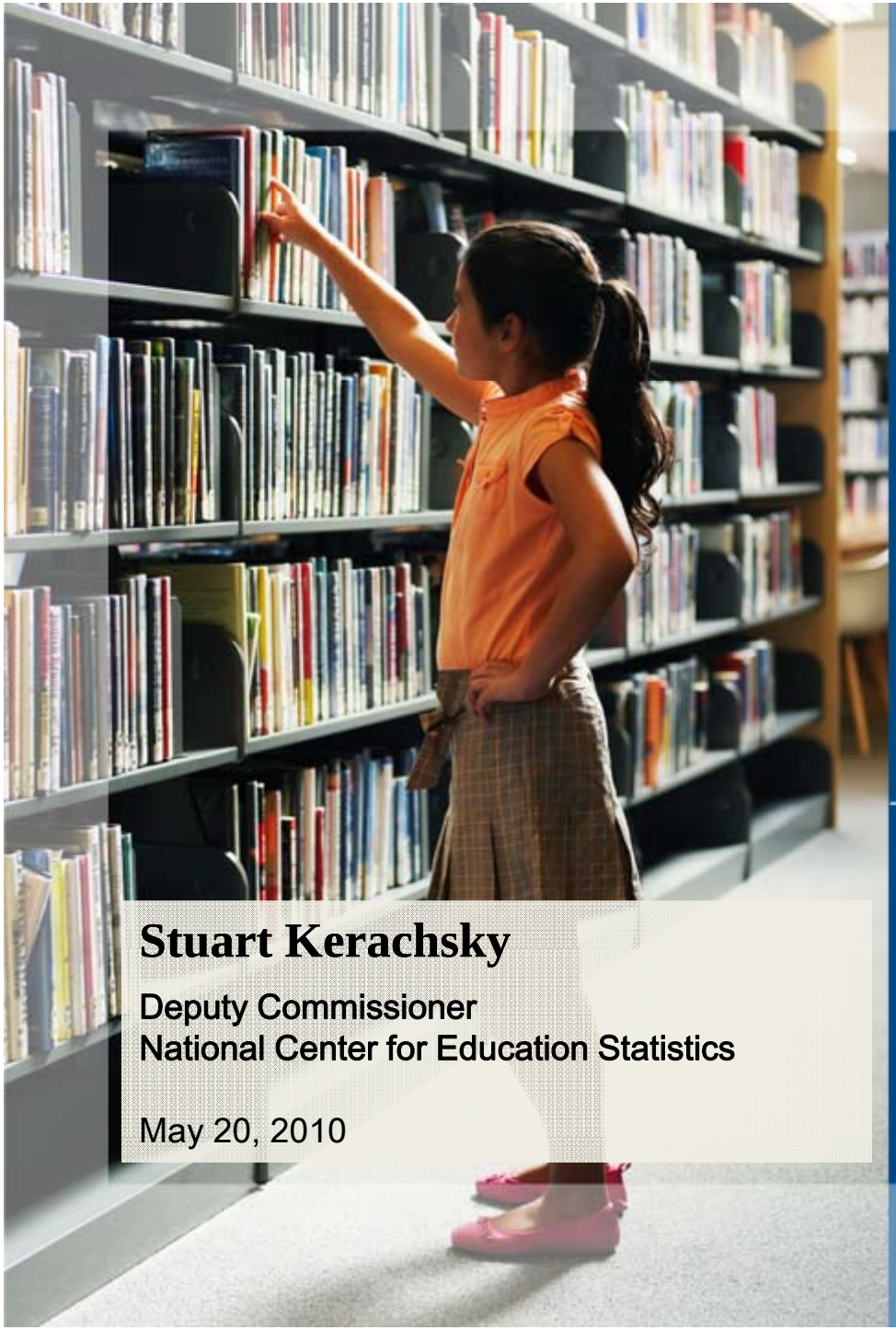


EMBARGOED

The Nation's Report Card

Reading 2009

TRIAL URBAN DISTRICT ASSESSMENT

RESULTS AT GRADES 4 AND 8

Stuart Kerachsky

Deputy Commissioner
National Center for Education Statistics

May 20, 2010

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Trial Urban District Assessment (TUDA) Background

- Collaboration among National Center for Education Statistics, National Assessment Governing Board, and Council of the Great City Schools

- Voluntary participation by selected districts varying in location and demographic makeup

- Common yardstick to compare district performance

Trial Urban District Assessment Map

Overview

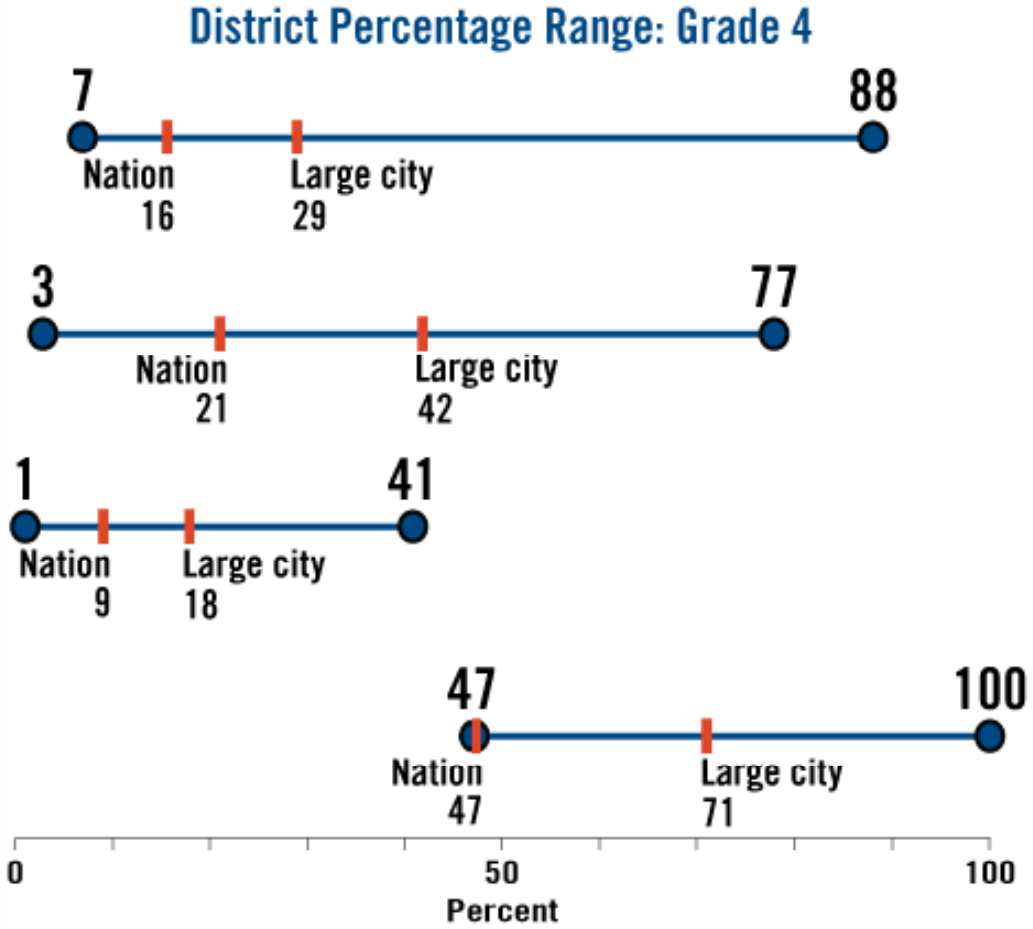
- District samples ranged from approximately 800 to 2,400 students at each grade

- Results reported as
  - Average scale scores (on a 0–500 scale)
  - Percentage at or above achievement levels

- Compared to public school students in
  - The nation
  - Large cities, a peer group for comparison (cities of 250,000 or more)

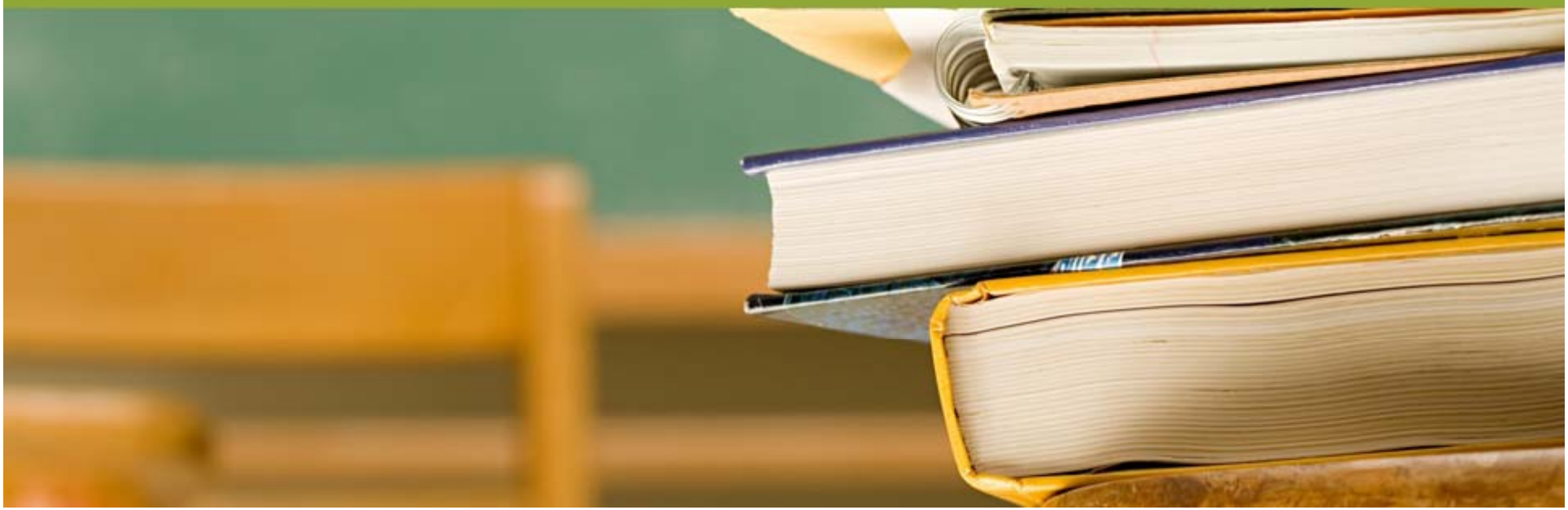
Demographic Context

- Urban districts have a wide range of student demographics
  - Black students
  - Hispanic students
  - English language learners
  - Students from lower-income families



Reading 2009

TRIAL URBAN DISTRICT ASSESSMENT RESULTS AT GRADE 4

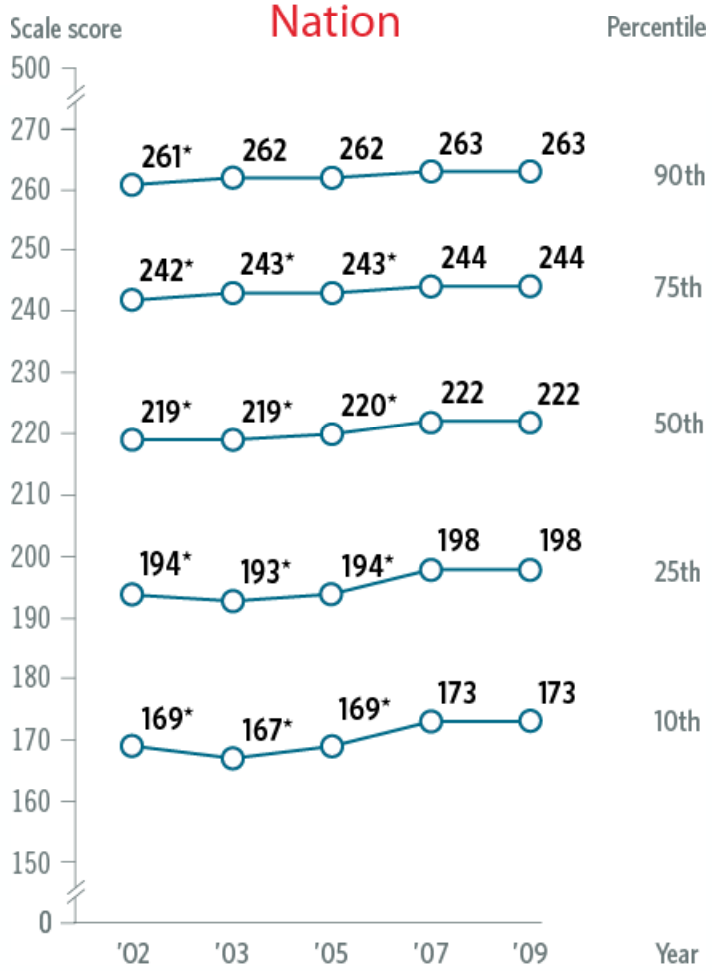


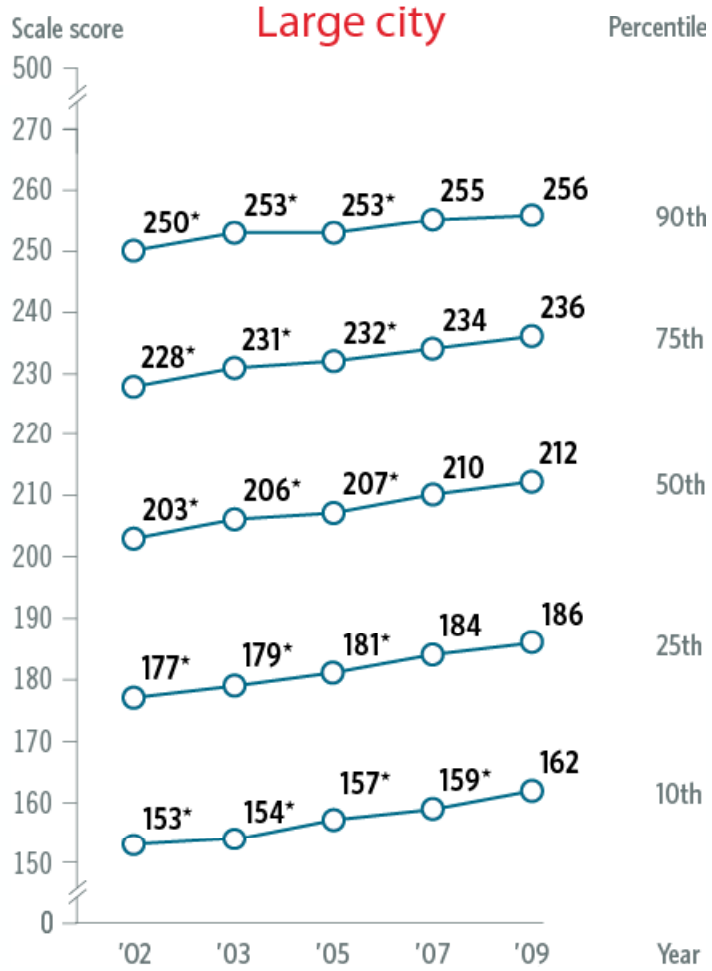
Scores increase since 2007 for four districts

	Since 2002	Since 2007
Nation	3*	#
Large city	8*	2
Atlanta	14*	2
Austin	—	3
Boston	—	5*
Charlotte	—	2
Chicago	9*	2
Cleveland	—	–4
District of Columbia (DCPS)	13*	6*
Houston	5	6*
Los Angeles	6*	2
New York City	11*	4*
San Diego	—	3

— District did not participate in 2002.
Rounds to zero.
* Significant ($p < .05$) score change.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results.
DCPS = District of Columbia Public Schools.

Gains since 2007 for lowest-performing students in large cities

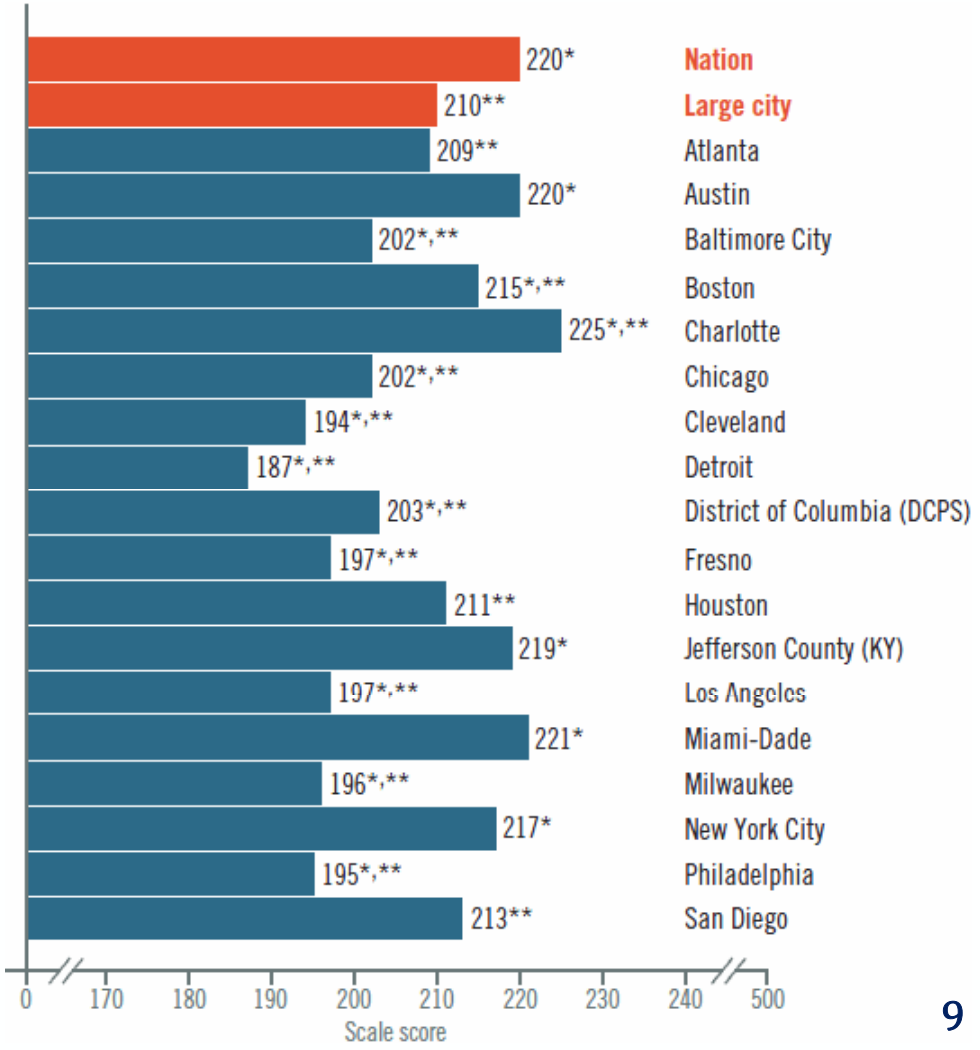




* Significantly different ($p < .05$) from 2009.

How districts compare to the nation and large cities

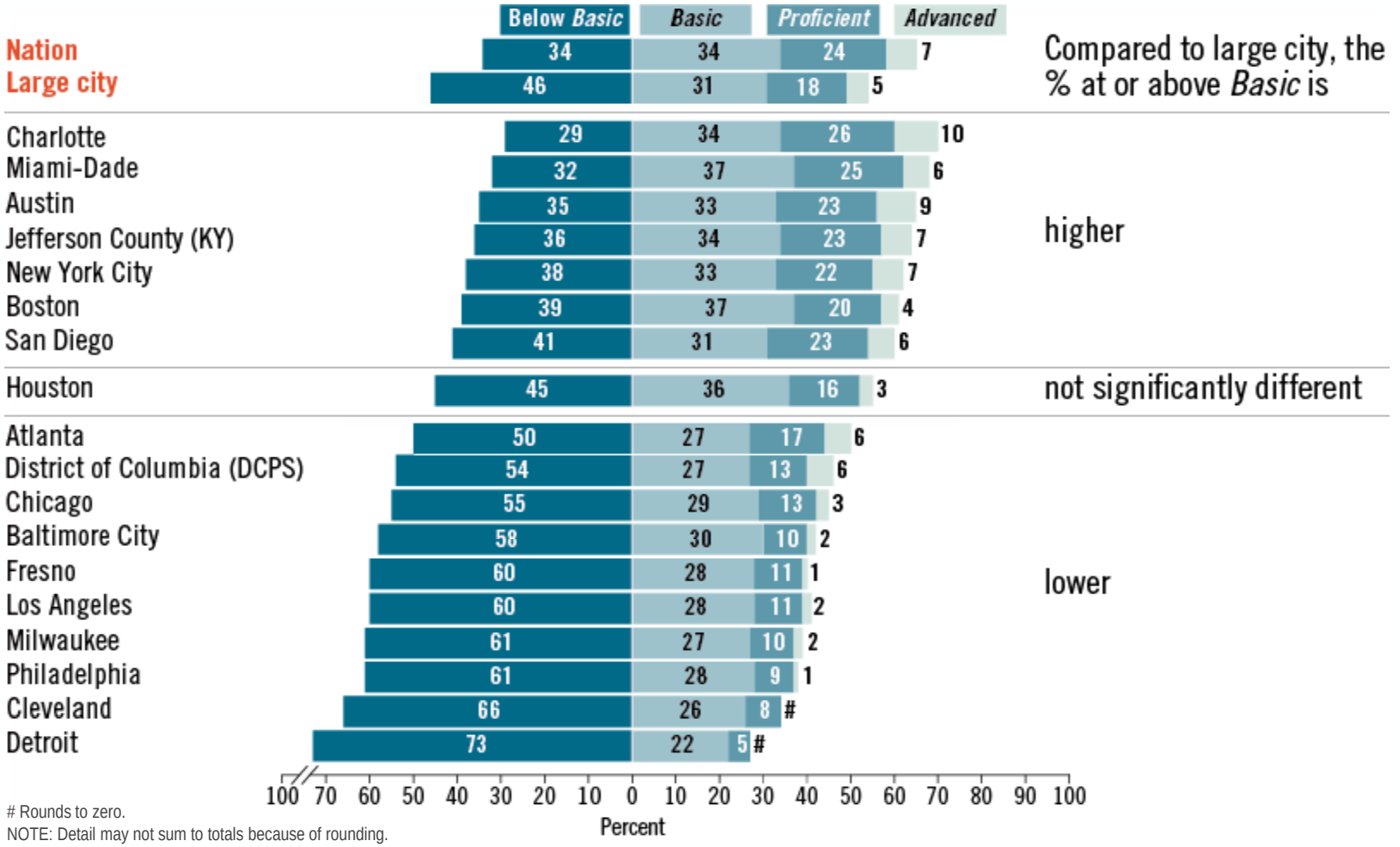
- One district scores higher than the nation
- Six districts score higher than large cities
- Nine districts score lower than the nation and large cities



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

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

Percentages at or above *Basic* range from 27 to 71 percent



Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.

GRADE 4

	WHITE	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER
National average score	229	204	204	234
	Atlanta	Austin	Boston	Boston
	Austin	Boston	Charlotte	Charlotte
	Charlotte	Charlotte	Miami-Dade	Chicago
	District of Columbia (DCPS)	Houston	Austin	Houston
	Houston	New York City	Chicago	New York City
	Miami-Dade	Atlanta	Cleveland	San Diego
	Baltimore City	Jefferson County (KY)	District of Columbia (DCPS)	Fresno
	Boston	Miami-Dade	Houston	Los Angeles
	Chicago	San Diego	New York City	Milwaukee
	Jefferson County (KY)	Baltimore City	Detroit	Philadelphia
	Los Angeles	Chicago	Fresno	
	Milwaukee	Cleveland	Los Angeles	
	New York City	Detroit	Milwaukee	
	San Diego	District of Columbia (DCPS)	Philadelphia	
	Cleveland	Fresno	San Diego	
	Fresno	Los Angeles		
	Philadelphia	Milwaukee		
		Philadelphia		

NOTE: Only those districts with student groups large enough to report results are listed.
DCPS = District of Columbia Public Schools.

Indicates the district scored higher than the nation.
Indicates no significant difference between the district and the nation.
Indicates the district scored lower than the nation.

GRADE 4

Jurisdiction	Overall	White	Black	Hispanic	Asian/Pacific Islander
Nation	**220**	**229**	**204**	**204**	**234**
Large city	▼	▲	▼	▼	▼
Atlanta	▼	▲	◆	‡	‡
Austin	◆	▲	▲	◆	‡
Baltimore City	▼	◆	▼	‡	‡
Boston	▼	◆	▲	▲	◆
Charlotte	▲	▲	▲	▲	◆
Chicago	▼	◆	▼	◆	◆
Cleveland	▼	▼	▼	◆	‡
Detroit	▼	‡	▼	▼	‡
District of Columbia (DCPS)	▼	▲	▼	◆	‡
Fresno	▼	▼	▼	▼	▼
Houston	▼	▲	▲	◆	◆
Jefferson County (KY)	◆	◆	◆	‡	‡
Los Angeles	▼	◆	▼	▼	▼
Miami-Dade	◆	▲	◆	▲	‡
Milwaukee	▼	◆	▼	▼	▼
New York City	◆	◆	▲	◆	◆
Philadelphia	▼	▼	▼	▼	▼
San Diego	▼	◆	◆	▼	◆

▲ Higher average score than the nation.
▼ Lower average score than the nation.
◆ No significant difference between the district and the nation.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

NOTE: DCPS = District of Columbia Public Schools. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

GRADE 4

Jurisdiction	Overall	Eligible for free/reduced-price school lunch
Nation	**220**	**206**
Large city	▼	▼
Atlanta	▼	▼
Austin	◆	◆
Baltimore City	▼	▼
Boston	▼	▲
Charlotte	▲	▲
Chicago	▼	▼
Cleveland	▼	▼
Detroit	▼	▼
District of Columbia (DCPS)	▼	▼
Fresno	▼	▼
Houston	▼	◆
Jefferson County (KY)	◆	◆
Los Angeles	▼	▼
Miami-Dade	◆	▲
Milwaukee	▼	▼
New York City	◆	▲
Philadelphia	▼	▼
San Diego	▼	▼

▲ Higher average score than the nation.
▼ Lower average score than the nation.
◆ No significant difference between the district and the nation.

NOTE: DCPS = District of Columbia Public Schools.

Grade 4 Sample Reading Passage

What's the Buzz?

by Margery Facklam

"What do bees do?" Ask most people and they will say, "Bees make honey and they sting." They may even tell you that bees are fuzzy, black-and-yellow insects that live in hives. But there are lots of kinds of bees, and they're not all the same. Some fly at night. Some can't sting. Some live only a few months, and others live several years. Every species of bee has its own story. A species is one of the groups used by scientists to classify, or group, living things. Animals of the same species can mate with each other. And they give birth to young that can mate and give birth, or reproduce.

Scientists have named about 20,000 species of bees. But they think there may be as many as 40,000 species. Why so many?

Over millions of years, environments change. Animals slowly evolve, or change, too. These changes help the animals survive, or live, so that they can reproduce. And it's reproducing that matters, not how long an animal lives.

To survive, some bee species developed new ways to live together. Some found new ways to "talk" to each other, or communicate. Others developed other new skills and new behaviors. Scientists call these kinds of changes adaptations. Over a long time, a group of bees can change so much it becomes a new species.

Bees come in different sizes. There are fat bumblebees and bees not much bigger than the tip of a pencil. There are bees of many colors, from dull black to glittering green. Some species of tropical bees are such bright reds and blues that they sparkle in the sun like little jewels.

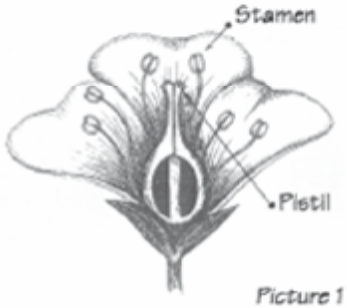
Most bees play an important role in plant reproduction. Bees collect pollen, a powderlike material that flowers make. By carrying pollen from one flower to another, bees help plants reproduce. Bees are among the world's most important insects. Without them, many plants might not survive. And for most animals, life would be impossible without plants.

Day-active sweat bee

Stingless bee

European honeybee

Pollination



Picture 1

Pollination is the first step in making seeds. The male part of the plant is called the stamen. The female part is called the pistil. A plant can't make seeds until the pollen from the stamen reaches the pistil. Some flowers pollinate themselves when pollen from the stamen falls on the pistil. Other flowers are pollinated when pollen blows from one flower to another.

Many animals spread pollen. But bees are the best pollinators of all. They go to the flowers to gather pollen for food. Bees collect pollen in different ways. Some bees gather pollen from flower stamens by brushing against them. Some of the pollen then rubs off on the next flower the bees visit. In this way, bees spread pollen from flower to flower as they gather food.

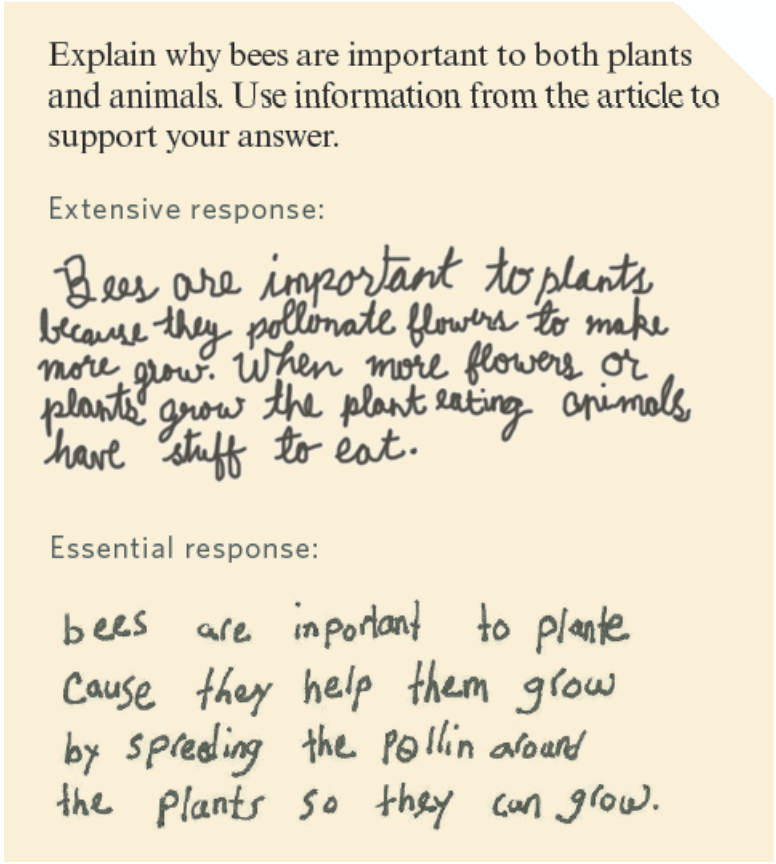
Picture 2

Bees also drink nectar, a sweet liquid in flowers. As a bee goes inside this orchid for nectar, its weight makes the orchid's stamen bend over. Pollen from the stamen brushes on the bee.

Picture 3

Stingless bees like this one sometimes shake themselves to gather pollen from flowers. Shaking loosens the pollen and makes it fall on the bee.

Sample 4th-Grade Question: Integrate and Interpret



Explain why bees are important to both plants and animals. Use information from the article to support your answer.

Extensive response:

Bees are important to plants because they pollinate flowers to make more grow. When more flowers or plants grow the plant eating animals have stuff to eat.

Essential response:

bees are important to plants cause they help them grow by spreding the pollin around the plants so they can grow.

- More than 58% of answers received an "Essential" or better rating in:

  Austin, Charlotte, Jefferson County (KY), Miami-Dade, New York City

- Fewer than 58% of answers received an "Essential" or better rating in:

  Atlanta, Baltimore City, Boston, Chicago, Cleveland, Detroit, District of Columbia (DCPS), Fresno, Houston, Los Angeles, Milwaukee, Philadelphia, San Diego

Reading 2009

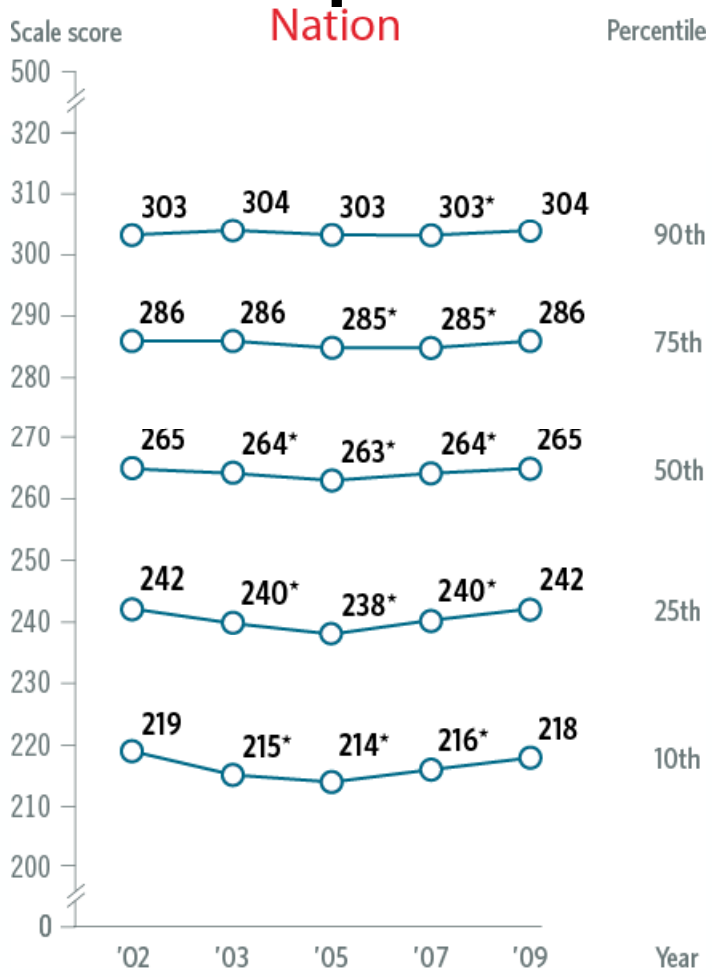
TRIAL URBAN DISTRICT ASSESSMENT RESULTS AT GRADE 8

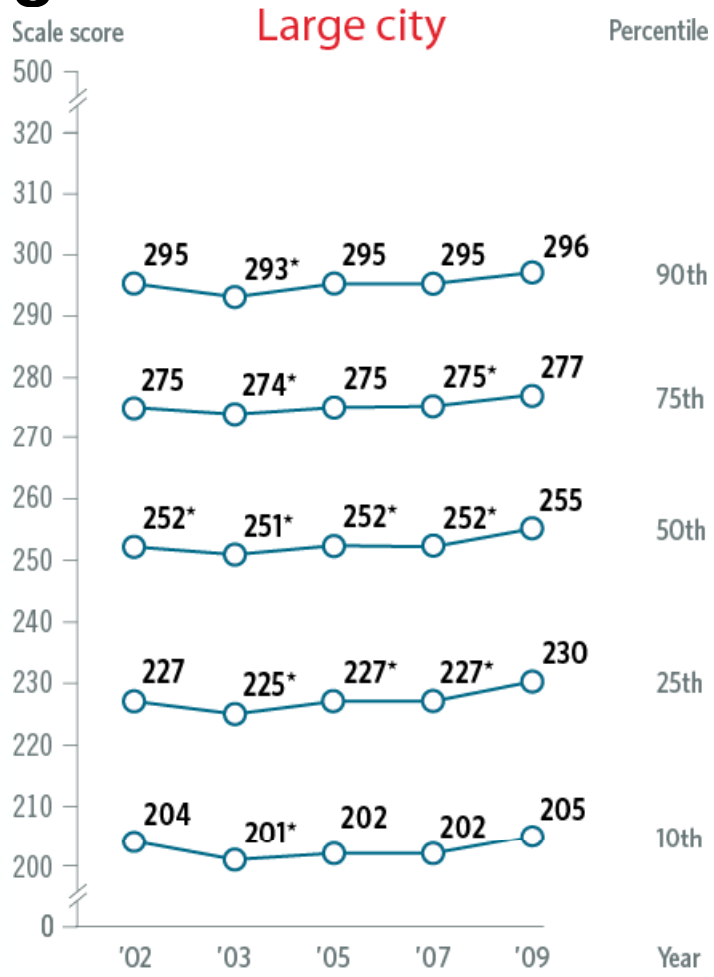
Scores increase since 2007 for large cities and two districts

	Since 2002	Since 2007
Nation	#	1*
Large city	2	2*
Atlanta	14*	5*
Austin	—	4
Boston	—	3
Charlotte	—	#
Chicago	#	#
Cleveland	—	–4
District of Columbia (DCPS)	#	#
Houston	4	#
Los Angeles	7*	3*
New York City	—	3
San Diego	—	4

— District did not participate in 2002.
Rounds to zero.
* Significant ($p < .05$) score change.
NOTE: Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's TUDA results.
DCPS = District of Columbia Public Schools.

Gains since 2007 for students at the 25th, 50th, and 75th percentiles in large cities

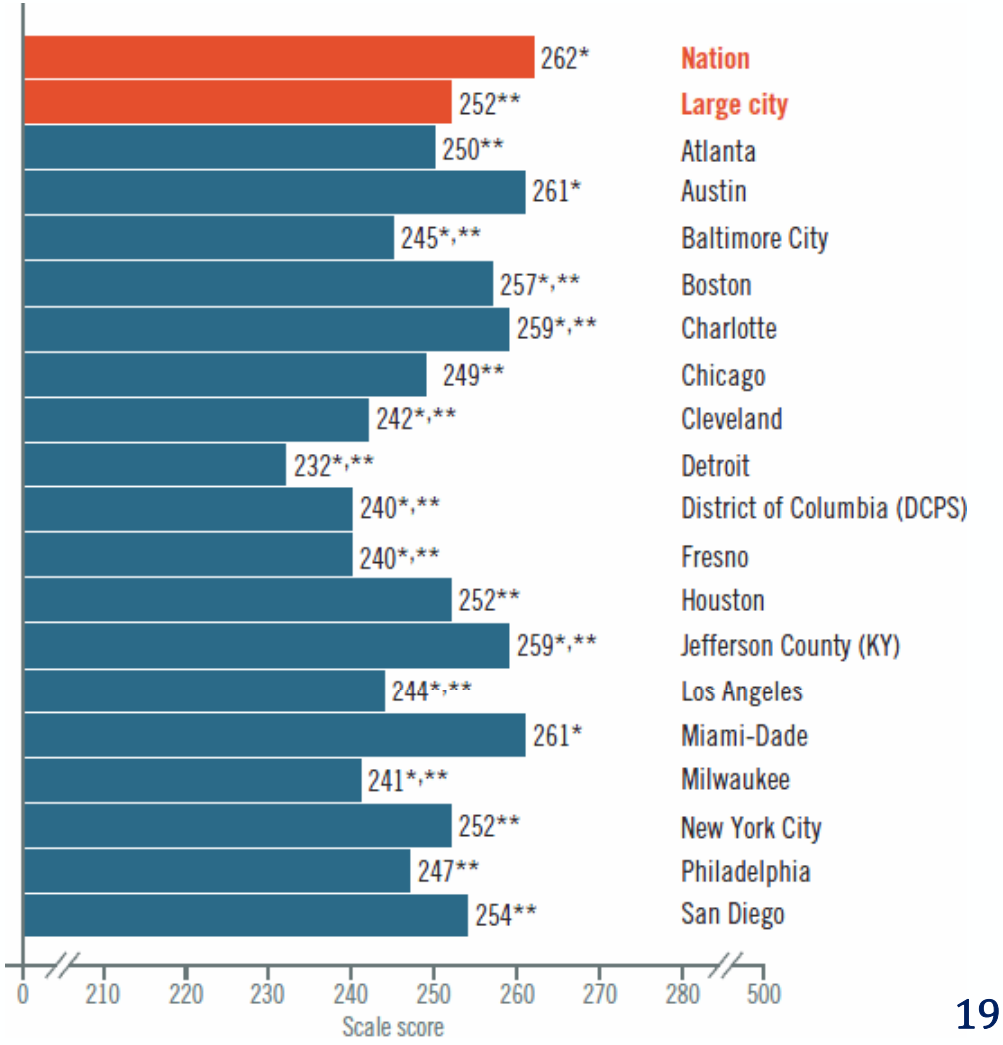




* Significantly different ($p < .05$) from 2009.

How districts compare to the nation and large cities

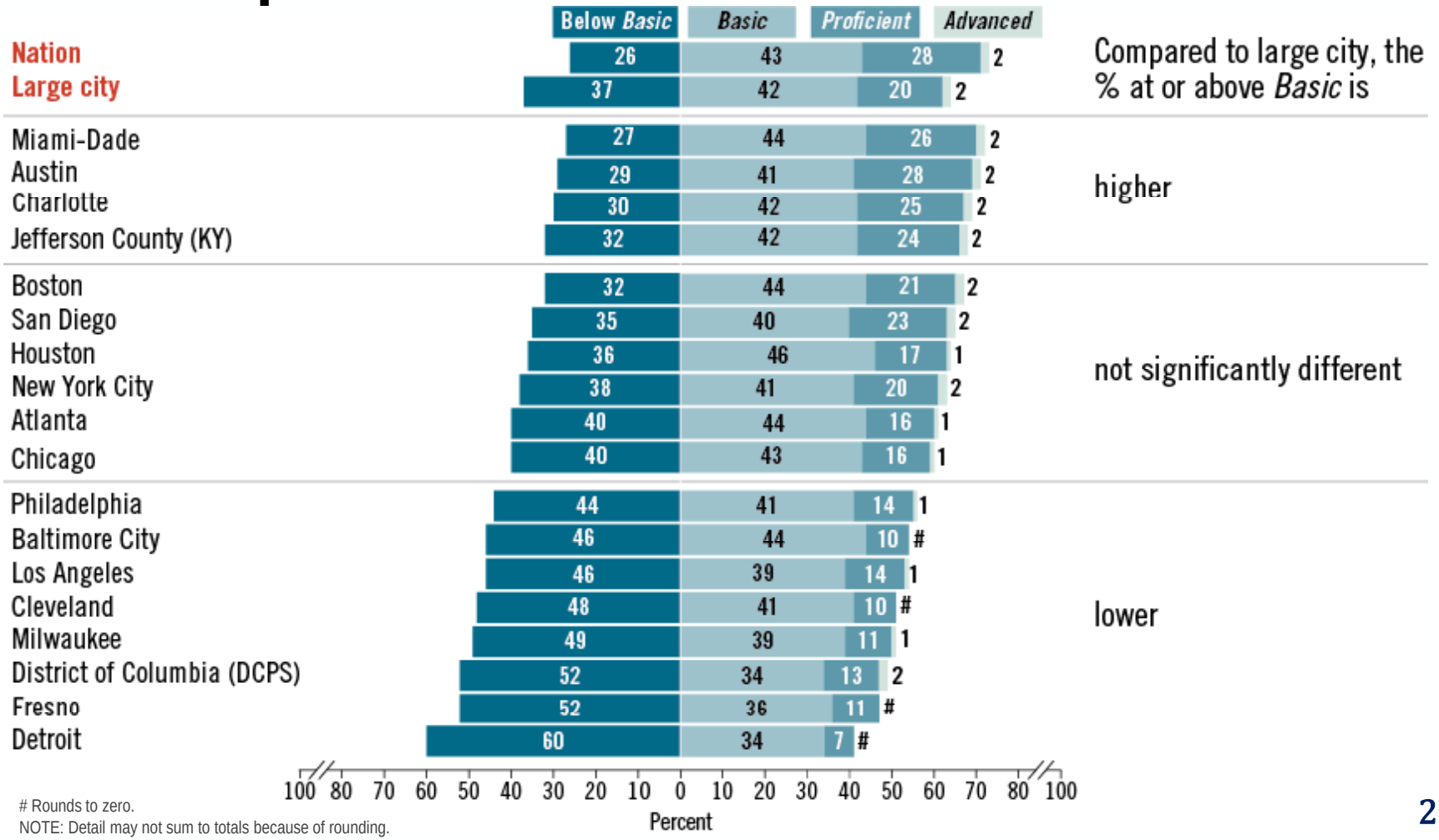
- Two districts not significantly different from the nation
- Five districts score higher than large cities
- Seven districts score lower than the nation and large cities



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

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

Percentages at or above *Basic* range from 40 to 73 percent



Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.

Alligator Poem

by Mary Oliver

I knelt down
at the edge of the water,
and if the white birds standing
in the tops of the trees whistled any warning
I didn't understand,
I drank up to the very moment it came
crashing toward me,
its tail flailing
like a bundle of swords,
slashing the grass,
and the inside of its cradle-shaped mouth
gaping,
and rimmed with teeth—
and that's how I almost died
of foolishness
in beautiful Florida.
But I didn't.
I leaped aside, and fell,
and it streamed past me, crushing everything in its path
as it swept down to the water
and threw itself in,
and, in the end,
this isn't a poem about foolishness
but about how I rose from the ground
and saw the world as if for the second time,
the way it really is.

The water, that circle of shattered glass,
healed itself with a slow whisper
and lay back
with the back-lit light of polished steel,
and the birds, in the endless waterfalls of the trees,
shook open the snowy pleats of their wings, and drifted away
while, for a keepsake, and to steady myself,
I reached out,
I picked the wild flowers from the grass around me—
blue stars
and blood-red trumpets
on long green stems—
for hours in my trembling hands they glittered
like fire.

Sample 8th-Grade Question: Critique and Evaluate

On page 3, the speaker says:

"and, in the end,
this isn't a poem about foolishness"

What is the purpose of these lines in relation to the rest of the poem?

(A) To signal a turning point in the poem
(B) To emphasize the speaker's confusion
(C) To focus the reader on the first part of the poem
(D) To show the speaker was embarrassed

- More than 65% answered correctly in:

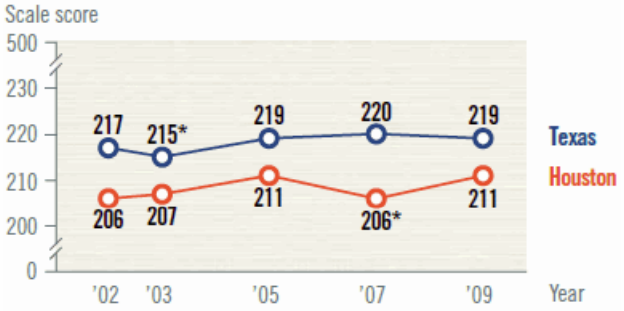
  Boston, Charlotte, Houston, Jefferson County (KY), New York City

- Fewer than 65% answered correctly in:

  Atlanta, Austin, Baltimore City, Chicago, Cleveland, Detroit, District of Columbia (DCPS), Fresno, Los Angeles, Miami-Dade, Milwaukee, Philadelphia, San Diego

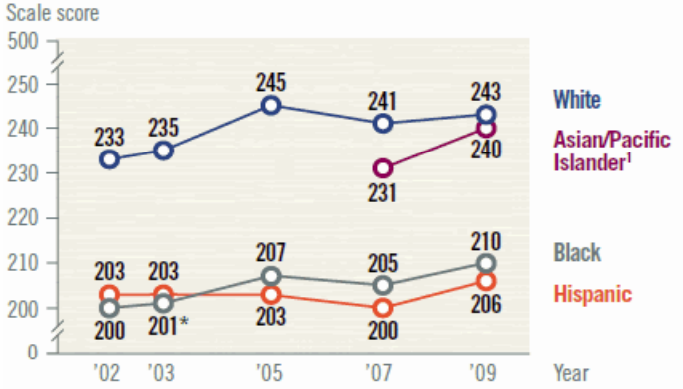
Highlights of District Profiles

Trend in NAEP reading average scores for fourth-graders in Houston and Texas



* Significantly different ($p < .05$) from 2009.

Trend in NAEP reading average scores for fourth-graders in Houston, by race/ethnicity

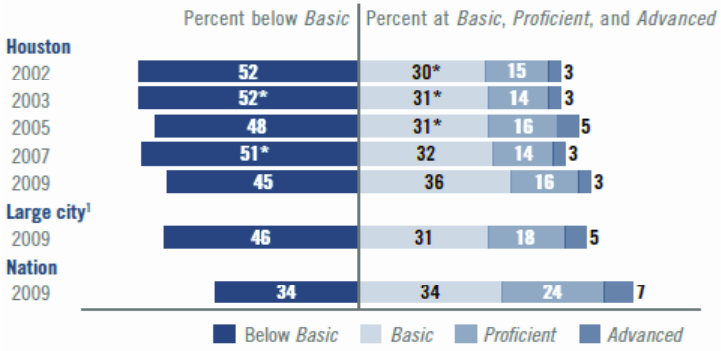


* Significantly different ($p < .05$) from 2009.
[1] Sample sizes insufficient to permit reliable estimates in 2002, 2003, and 2005.
NOTE: Results are not shown for all race/ethnicity categories because of insufficient sample sizes. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin.

Trend in NAEP reading average scores for lower-income fourth-graders in Houston and the nation

* Significantly different ($p < .05$) from 2009.
NOTE: In NAEP, lower-income students are students identified as eligible for the National School Lunch Program.

Trend in NAEP reading achievement-level results for fourth-graders in Houston



* Significantly different ($p < .05$) from 2009.
[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.

For More Information

http://nationsreportcard.gov