

How did AISD 4th- and 8th- grade SDs perform on the 2011 NAEP mathematics assessment compared with their peers across the nation?

In spring 2011, Austin Independent School District (AISD) students identified with disabilities (SDs) who participated in the National Assessment of Educational Progress (NAEP) mathematics assessment outperformed their peers in many other similar jurisdictions. For example, a higher percentage of AISD 4th-grade SDs than of their peers in 17 other districts participating in the Trial Urban District Assessment (TUDA) scored at or above *basic* on NAEP mathematics (Table 1). Additionally, the percentage of 8th-grade SDs in AISD scoring at or above *basic* in mathematics was significantly higher than that of 8th-grade SDs in nine other TUDA districts.

Table 1. Average Scores and Achievement-level Results for 4th- and 8th-grade Students with Disabilities Who Were Assessed on National Assessment of Educational Progress (NAEP) Mathematics, by Jurisdiction, 2011

Jurisdiction	Average scale score		% of students at or above <i>basic</i>		% of students at or above <i>proficient</i>	
	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade
Albuquerque	213*	240	46*	23	13	4
Atlanta	203*	234*	37*	18*	9*	4
Austin	226	248	68	37	21	7
Baltimore	212*	‡	46*	‡	7*	‡
Boston	216*	250	55	32	8*	7
Charlotte	223	249	61	41	21	10
Chicago	203*	243	36*	26	11	7
Cleveland	192*	231*	21*	13*	2	1
Dallas	209*	236	41*	18*	9	1
Detroit	186*	217*	15*	6*	#	#
DCPS**	185*	217*	20*	8*	6*	2
Fresno	186*	212*	19*	8*	4*	#
Hillsborough County (FL)	226	257	69	45	21	12
Houston	212*	246	45*	31	14	6
Jefferson County (KY)	211*	241	46*	26	9*	6
Los Angeles	192*	221*	22*	11*	5*	1
Miami-Dade	212*	243	46*	29	11	6
Milwaukee	199*	222*	29*	7*	5*	1
New York	213*	242	52*	26	11	4
Philadelphia	200*	225*	31*	13*	3*	1
San Diego	208*	238	44*	24	12	3

Source. U.S. Department of Education, Institute of Education Sciences, NAEP, 2011 mathematics assessment.

* indicates the percentage or scale score is significantly lower than Austin in 2011

**DCPS = District of Columbia Public Schools

‡ indicates reporting standards not met

indicates that the number rounds to zero

About this report

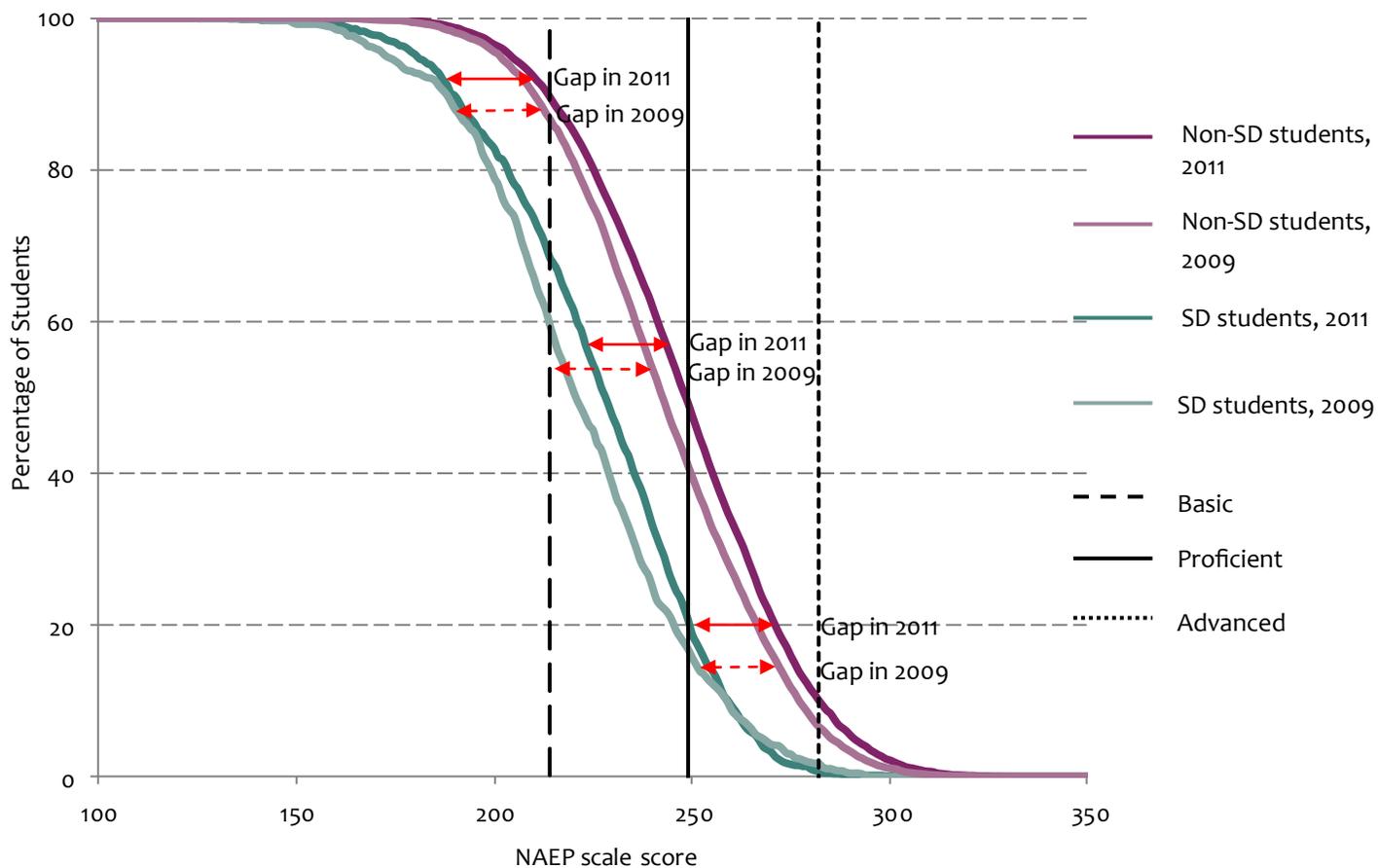
AISD has participated in the TUDA for NAEP since 2005. NAEP is administered to samples of 4th- and 8th-grade students attending school in TUDA districts, including students with disabilities (SDs). For more information on TUDA or NAEP, visit www.nationsreportcard.gov. This report analyzes how SDs performed on NAEP reading and mathematics compared (a) with their peers in similar TUDA districts, (b) over time, and (c) with AISD students who have not been identified with learning disabilities (non-SDs).

Understanding the data

Although some testing accommodations (e.g., extra testing time, individual administration, reading aloud) are sanctioned, NAEP does not allow all accommodations used at the state level in Texas. Students are selected to participate in NAEP on an individual basis and include students with either an Individualized Education Program (IEP), a 504 plan, or both. For more information on NAEP inclusion rates, see Appendix A.

Have the achievement gaps between AISD 4th-grade SDs and their non-SD peers been closing in NAEP mathematics?

Figure 1. Average Score Gaps in National Assessment of Educational Progress (NAEP) Mathematics for AISD 4th-grade Students With Disabilities (SDs) Compared with Non-SDs, From 2009 to 2011.



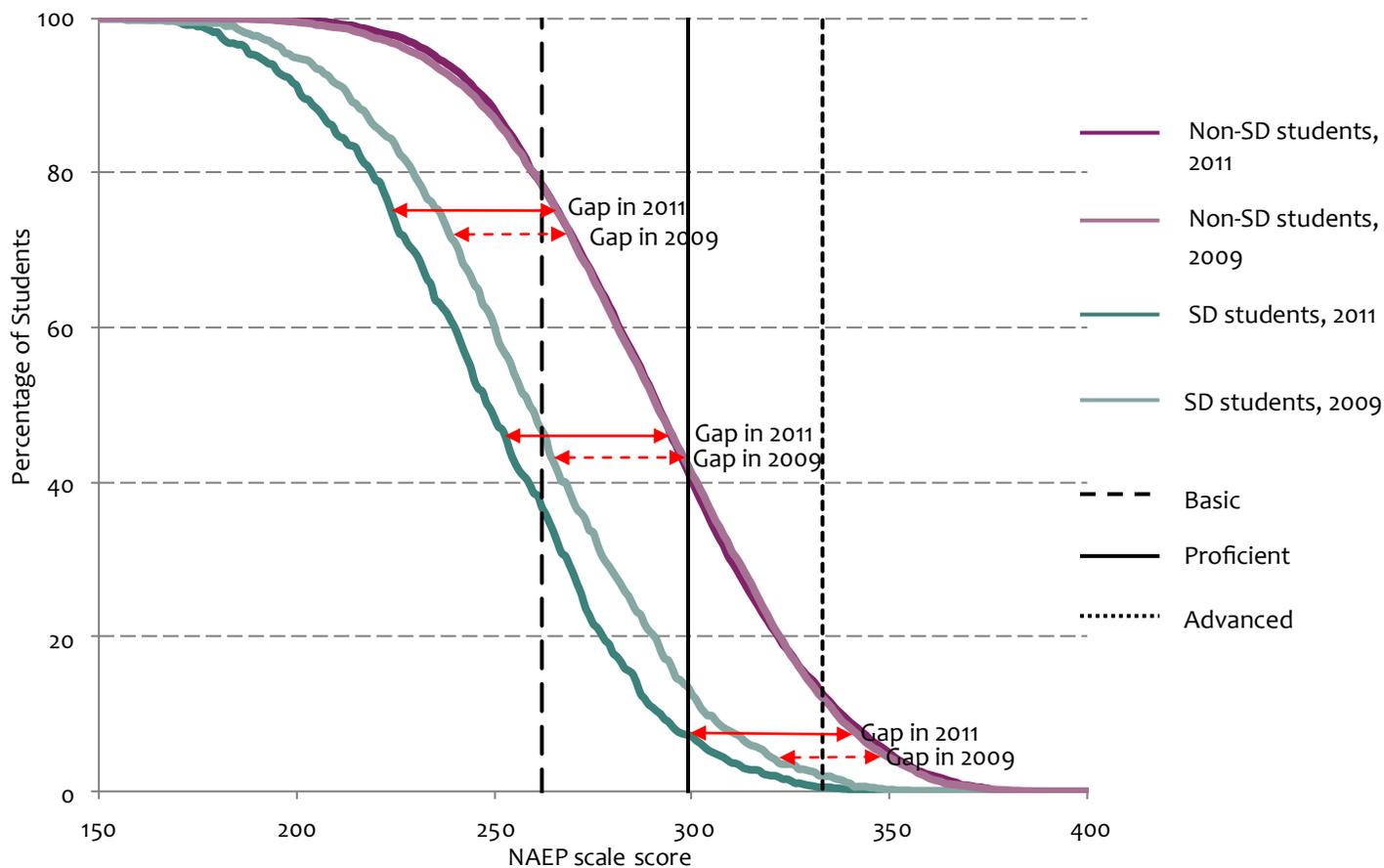
Source. U.S. Department of Education, Institute of Education Sciences, NAEP, 2011 mathematics assessment
 Note. The scale score associated with the 4th-grade basic level in mathematics was 214, 249 for the proficient level, and 282 for the advanced level.

Although achievement gaps remained between AISD 4th-grade SDs and their non-SD peers in 2011, both student groups’ performances on NAEP mathematics improved—though not significantly—since 2009. Growth in the performance for AISD 4th-grade SDs appeared to be greatest at the *basic* to the *proficient* score range; however, these gains were not statistically significant (Figure 1). No significant improvements in performance on NAEP mathematics since 2005¹ were found for either 4th- or 8th-grade SDs.

¹ AISD has participated in the TUDA for NAEP since 2005. For more information regarding the number of years each district has participated in the NAEP TUDA, visit <http://nationsreportcard.gov/tuda.asp>

Have the achievement gaps between AISD 8th-grade SDs and their non-SD peers been closing in NAEP mathematics?

Figure 2. Average Score Gaps in National Assessment of Educational Progress (NAEP) Mathematics for AISD 8th-grade Students With Disabilities (SDs) Compared with Non-SDs, From 2009 to 2011.



Source. U.S. Department of Education, Institute of Education Sciences, NAEP, 2011 mathematics assessment
 Note. The scale score associated with the 8th-grade *basic* level in mathematics is 262, 299 for the *proficient* level, and 333 for the *advanced* level.

In 2011, achievement gaps between AISD 8th-grade SDs and their non-SD peers continued to widen (Figure 2). Although scores for non-SDs remained relatively flat in 2011 compared with 2009, the achievement gap between the percentage of SDs and the percentage of non-SDs scoring at or above *proficient* widened significantly since 2007 because a lower percentage of AISD 8th-grade SDs scored at or above *proficient* in 2011 than did so in 2007. That is, while the percentage of non-SDs scoring at or above *proficient* has remained consistent over time, the percentage of SDs scoring at or above *proficient* declined over time. Interestingly, although gaps appeared wider at other achievement levels (e.g., at or above *basic*) in 2011, these gaps were not significantly wider than in previous years.

How did AISD 4th- and 8th-grade SDs perform on the 2011 NAEP reading assessment compared with their peers across the nation?

Table 2. Average Scores and Achievement-level Results for 4th- and 8th-grade Students with Disabilities Who Were Assessed on National Assessment of Educational Progress (NAEP) Reading, by Jurisdiction, 2011

Jurisdiction	Average scale score		% of students at or above <i>basic</i>		% of students at or above <i>proficient</i>	
	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade
Albuquerque	177	221	21	24	7	4
Atlanta	172*	221	19	22	8	3
Austin	191	226	34	38	17	6
Baltimore	‡	‡	‡	‡	‡	‡
Boston	189	227	26	29	7	5
Charlotte	187	229	33	38	10	5
Chicago	171*	222	24	27	8	7
Cleveland	159*	207*	4*	13*	1*	1
Dallas	169*	‡	14	‡	1	‡
Detroit	159*	203*	10*	10*	1	1
DCPS**	150*	199*	9*	14*	2	2
Fresno	151*	189*	11*	7*	1	1
Hillsborough County (FL)	208	240	52	45	20	13
Houston	174	213*	20	17*	5	2
Jefferson County (KY)	192	232	35	36	11	5
Los Angeles	160*	206*	12*	13*	3*	1
Miami-Dade	19	232	32	40	8	7
Milwaukee	156*	205*	9*	13*	2*	1
New York	185	225	26	30	7	3
Philadelphia	155*	209*	10*	17*	2*	2
San Diego	172*	212*	20	23*	5	4

Source. U.S. Department of Education, Institute of Education Sciences, NAEP, 2011 reading assessment

* indicates the percentage or scale score is significantly different from Austin in 2011

** DCPS = District of Columbia Public Schools

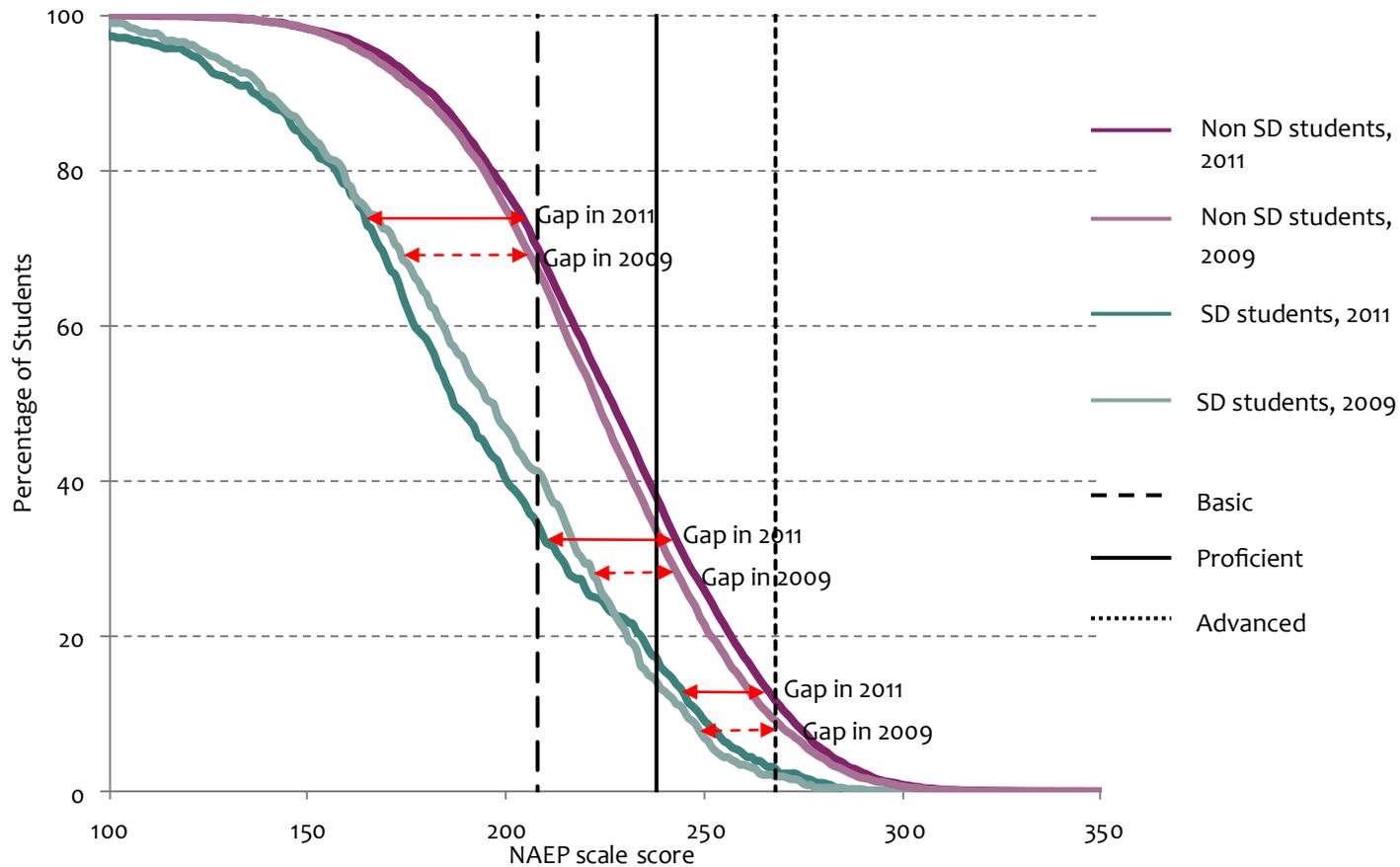
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Across the nation and TUDA districts, students' performance on the NAEP reading assessment was stable from 2009 to 2011. Despite these relatively flat scores, AISD SDs in 4th and 8th grade outperformed their peers in several other TUDAs in 2011. For example, in 2011, the percentage of fourth-grade AISD SDs scoring at or above *basic* was higher than the percentage of their peers in seven other TUDA districts scoring at or above *basic* (Table 2). Similarly, the percentage of 8th-grade SDs scoring at or above *basic* was higher than that of their peers in nine other TUDA districts (Table 2). Additionally, the percentage of AISD 4th-grade SDs scoring at or above *proficient* improved significantly from 2005 (i.e., from 6% in 2005 to 17% in 2011).

Have the achievement gaps between AISD 4th-grade SDs and 4th-grade non-SDs been closing in NAEP reading?

Figure 3. Average Score Gaps in National Assessment of Educational Progress (NAEP) Reading for AISD 4th-grade Students With Disabilities (SDs) Compared with Non-SDs, From 2009 to 2011.

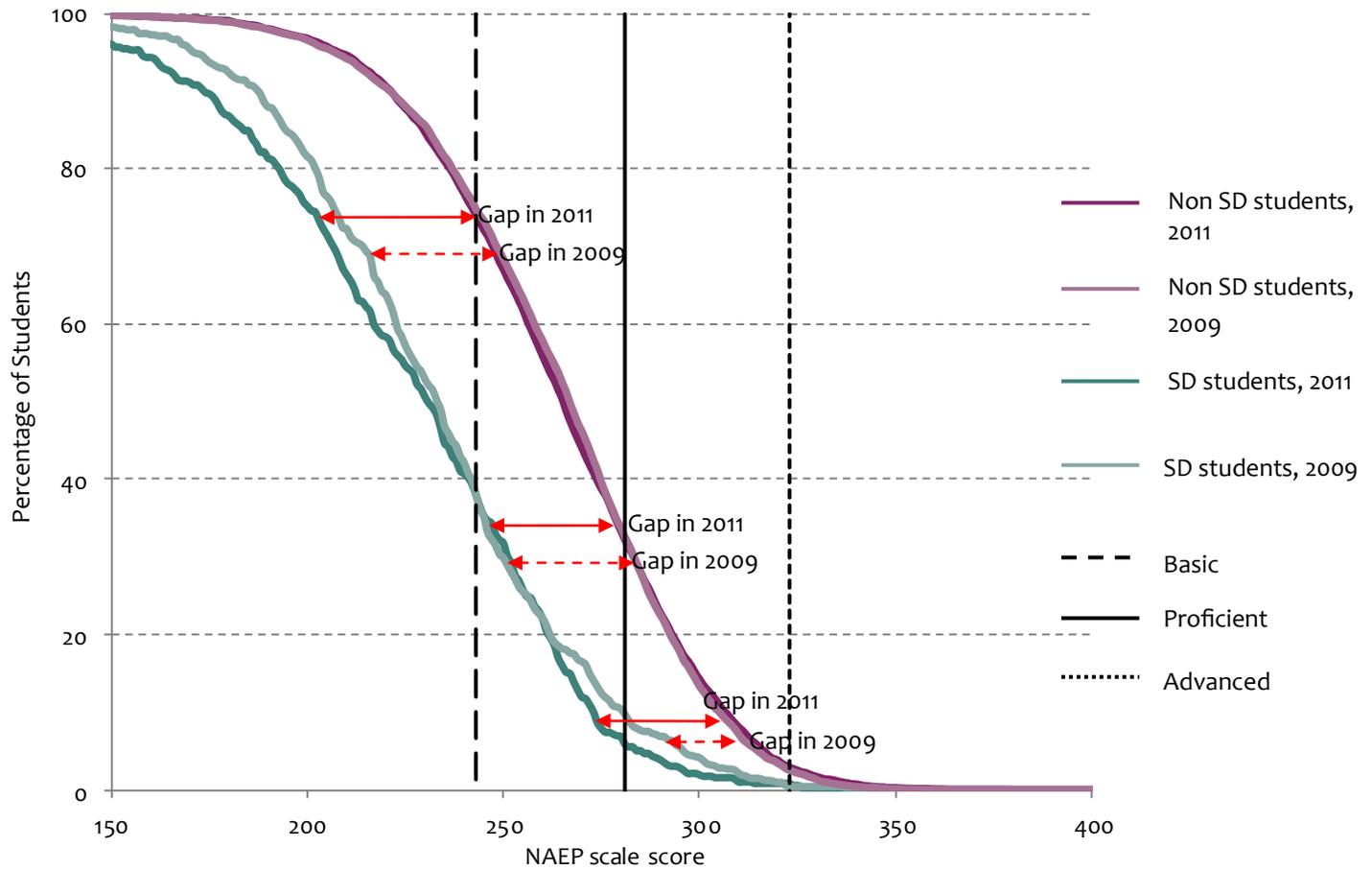


Source. U.S. Department of Education, Institute of Education Sciences, NAEP, 2011 mathematics assessment.
 Note. The scale score associated with the 4th-grade *basic* level in reading is 208, 238 for the *proficient* level, and 268 for the *advanced* level.

The achievement gap between 4th-grade SDs and non-SDs widened (although not significantly) from 2009 to 2011 in the below *proficient* range.

Have the achievement gaps between AISD 8th-grade SDs and their non-SD peers been closing in NAEP reading?

Figure 3. Average Score Gaps in National Assessment of Educational Progress (NAEP) Reading for AISD 4th-grade Students With Disabilities (SDs) Compared with Non-SDs, From 2009 to 2011.



Source. U.S. Department of Education, Institute of Education Sciences, NAEP, 2011 mathematics assessment.
 Note. The scale score associated with the 8th-grade *basic* level in reading is 243, 281 for the *proficient* level, and 323 for the *advanced* level.

Although the achievement gap between SDs and non-SDs remained constant (and in some cases widened) the gap was not significantly wider at any of the achievement levels.

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Appendix A. Inclusion Rates for AISD SDs Who Participated in the NAEP Mathematics and Reading Assessments, 2011

Of the sample of 1,800 AISD 4th-grade students assessed on NAEP mathematics, the overall inclusion rate for SDs was 96%. Similarly, of the sample of 1,500 AISD 8th-grade students assessed on NAEP mathematics, the overall inclusion rate for SDs was 95%. Both inclusion rates fell within the desired inclusion rate range set by the NAEP Governing Board, which stated that inclusion rates for SDs must be 95% or higher for both reading and mathematics.

Of the sample of 1,600 AISD 4th-grade students assessed on NAEP *reading*, the overall inclusion rate for SDs was 84%. For AISD 8th-graders, of the 1,400 students assessed on NAEP reading, the overall inclusion rate for SDs was 91%. These inclusion rates were both (statistically) significantly lower than the rates set by the NAEP Governing Board for reading. However, AISD's low inclusion rates were similar to those reported for Dallas and Houston (4th-grade rates of 82% and 86%, respectively; 8th-grade rates both were 94%).

Table A1 provides more detailed inclusion information regarding the percentage of SDs who were identified, excluded from NAEP, and assessed with or without accommodations. Notably, AISD's SD inclusion rates in both grades and subjects were similar to other SD inclusion rates for Texas TUDA districts.

Table A1. AISD's 4th and 8th grade Students With Disabilities (SDs) inclusion in National Assessment of Educational Progress (NAEP), by Subject, Testing Status, and Jurisdiction, as a Percentage of all Students Tested in Each Jurisdiction, 2011

		Austin	Nation	Large Cities	Dallas	Houston	
4th-grade	Mathematics	Identified in the sample as SD	15%	13%	13%	8%	8%
		Excluded from the sample	3%	2%	2%	2%	3
		Assessed without accommodations	2%	3%	2%	1%	1%
		Assessed with accommodations	10%	9%	9%	5%	4%
	Reading	Identified in the sample as SD	15%	13%	13%	8%	8%
		Excluded from the sample	9%	3%	3%	5%	2%
		Assessed without accommodations	2%	3%	2%	1%	2%
		Assessed with accommodations	4%	7%	8%	3%	3%
8th-grade	Mathematics	Identified in the sample as SD	13%	13%	13%	9%	12%
		Excluded from the sample	4%	2%	3%	4%	5%
		Assessed without accommodations	2%	2%	2%	1%	3%
		Assessed with accommodations	8%	9%	9%	4%	4%
	Reading	Identified in the sample as SD	13%	13%	12%	9%	12%
		Excluded from the sample	7%	3%	3%	4%	5%
		Assessed without accommodations	2%	2%	2%	1%	3%
		Assessed with accommodations	4%	8%	8%	3%	3%

Source. U.S. Department of Education, Institute of Education Sciences, NAEP, 2011 mathematics assessment.

Note. NAEP does not allow modified assessments; therefore, students who take Texas Assessment of Knowledge and Skills-Modified (TAKS-M) are excluded on NAEP. For more information regarding the National Assessment Governing Board's policy on NAEP testing and reporting of data, visit

http://nagb.org/policies/PoliciesPDFs/Reporting%20and%20Dissemination/naep_testandreport_studentswithdisabilities.pdf