

What's Happening

Dear Grade Level Reading Coalition Members:

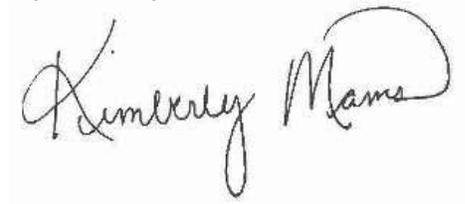
Happy New Year! This year the Campaign is moving from strategy to implementation. Last year we spent critical time laying the foundation for our work. Now it's time to mobilize our coalition to achieve real outcomes for our children.

I look forward to seeing each of you at our coalition meeting on February 11th from 9-11am, where we will share the progress of our collective work and our priority projects for 2014.

PLEASE NOTE THE COALITION MEETING WILL BE AT THE ANNIE CASEY FOUNDATION, 503 N. Charles, 2nd floor.

As promised, the Campaign has collaborated with our research partner BERC to produce an analysis of the 2013 National Assessment of Educational Progress ("NAEP") results. Below is a recap of that analysis.

In partnership,

A handwritten signature in black ink that reads "Kimberly Manns". The signature is written in a cursive style with a large, looped initial 'K'.

*Kimberly Manns
Program Director*

NAEP Analysis

What is NAEP?

The NAEP, also called the Nation's Report Card, was originally developed to measure state achievement levels and is often referred to as the "gold standard" of educational progress monitoring. There are several ways to examine NAEP scores, including average scale scores for absolute comparisons and percentile ranks for relative comparisons, and either type of estimate can be used as an overall indicator or to compare gaps between groups. There are also proficiency cut-points to determine the number and percent of students who meet specific standards for below basic, basic, proficient, and advanced measures similar to those used by MSDE for the MSA. Notably, the standards established for NAEP are considered more rigorous than those used in most states, including Maryland (NCES, 2009).

Why is it important to the Campaign?

The introduction of the Trial Urban District Assessment (TUDA) in 2002 allows for the comparison of educational progress across individual cities including 4th grade reading scores. Baltimore City began participating in 2009, so three years of data are currently available. For a complete listing of all of the TUDA districts [click here](#). Since monitoring began for Baltimore, there has been no significant improvement in scores in 4th grade reading.

Other highlights for 4th grade reading

Average scores: The 2013 average score for all 21 TUDA cities was 212 with Baltimore at 204. In terms of growth, 2013 scores were not significantly different from 2011 when the average was 200, nor from 2009 when the average score was 202.

Comparisons between student groups indicate that the gap between Black and White students in Baltimore has not changed since 2009. In 2013, Black students had an average score 32 points lower than White students. This performance gap was not significantly different from 2009 when it was 20 points.

For Baltimore students receiving FARMS, average scale scores were 199 in 2009, 198 in 2011 and 201 in 2013. In 2013, scores for students receiving FARMS were below the district average (202, 200, and 204 respectively) and were 27 points lower than students who were not eligible for FARMS. This performance gap was not significantly different from 2009 when it was 19 points. It should be noted

that the gap between Baltimore and the nation is only 6 scale score points among 4th Grade FARMS students. Our 2013 result was 201, the nation was at 207, and large cities were at 203.

Proficiency: Baltimore had 14% of tested fourth graders scoring proficient or higher in 2013. This percentage was not significantly different from 2011 (11 percent) or 2009 (12 percent). The percent was tied with Philadelphia, and among other TUDA cities only Cleveland, Detroit and Fresno were lower (9, 7 and 13% respectively).

Participation: Baltimore city has the highest participation rate of 4th grade African American students qualifying for FARMS of all TUDA districts in 2013 (90% participation). They earned a mean scale score that ranked 2nd among other TUDA districts with more than 50% African American students qualifying for FARMS participation rates.

Other: An interesting finding noted in the NAEP summary materials was that Baltimore City's fourth-grade teachers reported significantly fewer pages read each day in school. In the student surveys on homework, 39% of the Baltimore students said 5 or fewer pages are read daily compared to 23% in other large cities, 20% in Maryland, and 22% nationally.

In addition, significantly more Baltimore City students are excluded from the sample than the other TUDA cities, Maryland, or the nation. Only Cleveland had more students excluded from the sample than Baltimore. As a result, our city-wide picture is skewed because we have no information on 14% of our students with IEPs, who are likely our most struggling students. These students are likely excluded due to the "read aloud" accommodation, which invalidates a NAEP reading assessment. As a result the performance of these students are not reflected in the results for Baltimore.

[Click here](#) to learn more about the 2013 NAEP results.

References:

NAEP 2013 TUDA Website (2014). Downloaded from http://nationsreportcard.gov/reading_math_tuda_2013/#/

NCES. 2009. "Mapping State Proficiency Standards onto NAEP Scales: 2005-2007." Downloaded from <http://nces.ed.gov/nationsreportcard/pdf/studies/2011458.pdf>, DC

To learn more, email: kimberlym@fee.org or call: 410-864-1409