



Question: How do AISD students with disabilities rank among all 2009 NAEP TUDA districts in math, and are the gaps on NAEP math between students with disabilities and students without disabilities closing?

Response:

AISD students with disabilities outperformed their fourth and eighth grade peers in Large Cities (see Tables 1 and 2). Fourth grade students with disabilities also performed significantly higher than did their peers in eleven jurisdictions (Atlanta, Chicago, Cleveland, Detroit, The District of Columbia, Fresno, Houston, Los Angeles, Milwaukee, Philadelphia and San Diego) and eighth grade students with disabilities scored significantly higher than did their peers in all other jurisdictions except Boston.

Table 1. Average scores and achievement-level results for fourth-grade public school students with disabilities (SD) who could be assessed in NAEP math, by jurisdiction: 2009

Jurisdiction	Average scale score	Percentage of students	
		At or above Basic	At or above Proficient
Nation	220	59%	19%
Large City	210	45%	12%
Charlotte	226*	67%*	21%
Austin	222 *	60% *	17%
Boston	219*	57%	10%
New York City	218*	57%	13%
Miami-Dade	217*	55%*	13%
Jefferson County (KY)	213	46%	15%
Baltimore City	212	46%	9%
Houston	209	44%	9%
San Diego	205	43%	8%
Atlanta	202	34%	9%
Chicago	200	33%	7%
Philadelphia	200	29%	4%
Milwaukee	199	31%	4%
District of Columbia	194	25%	5%
Cleveland	193	24%	4%
Los Angeles	191	24%	5%
Fresno	190	26%	4%
Detroit	176	5%	1%

Note. The results for students with disabilities are based on students who were assessed including students classified as 504. Data are sorted from largest to smallest average scale score, which ranges from 0 to 500. * Indicates that the score is significantly higher than Large Cities in 2009.

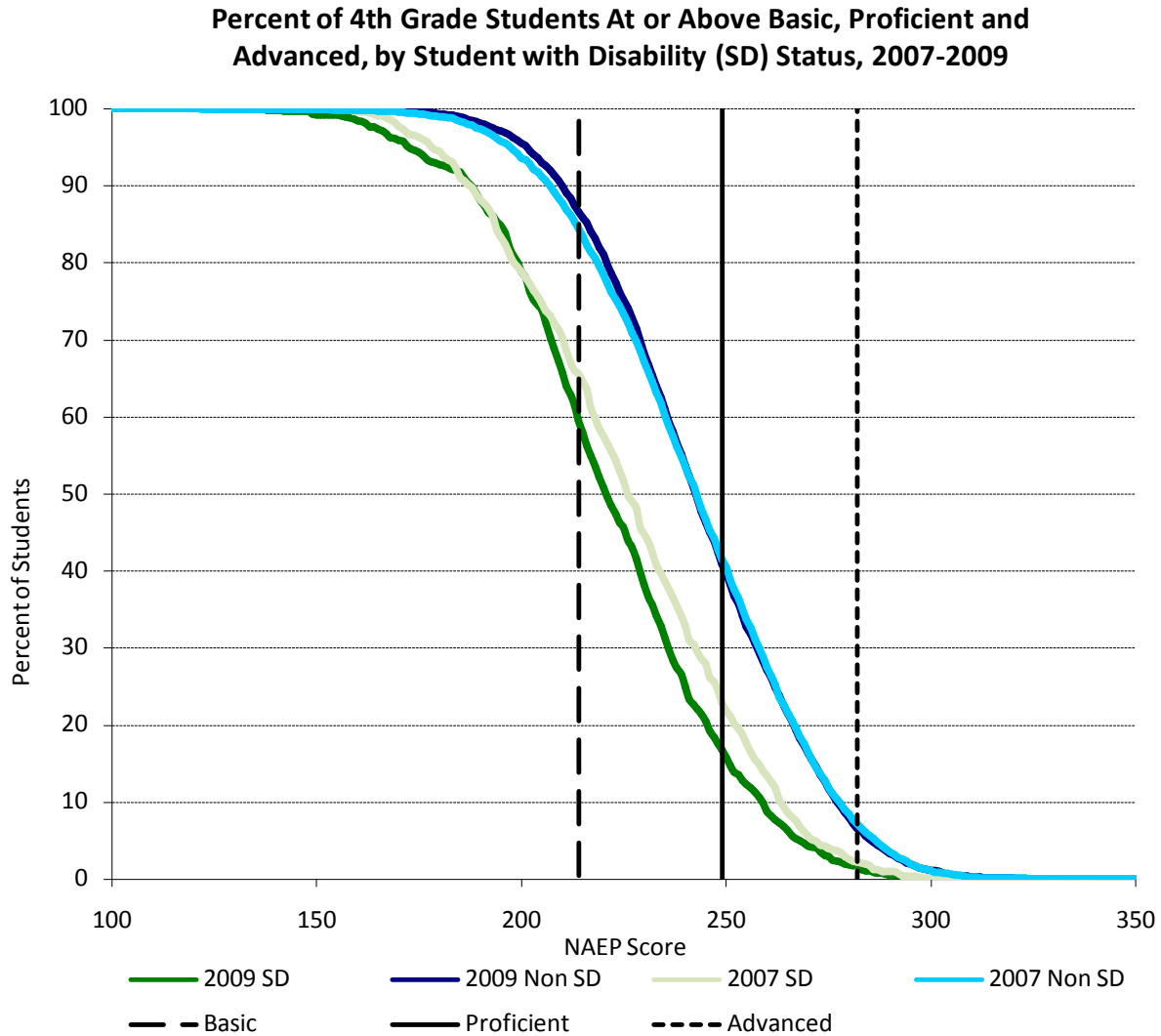
Table 2. Average scores and achievement-level results for eighth-grade public school students with disabilities (SD) who could be assessed in NAEP math, by jurisdiction: 2009

Jurisdiction	Average scale score	Percentage of students	
		At or above Basic	At or above Proficient
Nation	249	36%	9%
Large City	238	24%	6%
Austin	259 ***	47% ***	13%
Boston	247*	32%	5%
Charlotte	247*	29%	5%
San Diego	246	32%	10%
Miami-Dade	244	30%	3%
New York City	242	28%	7%
Jefferson County (KY)	241	26%	3%
Chicago	235	20%	4%
Baltimore City	232	18%	2%
Philadelphia	232	13%	3%
Houston	231	19%	2%
Atlanta	228	16%	1%
Cleveland	227	14%	#
Los Angeles	225	13%	2%
Fresno	222	13%	3%
Milwaukee	220	6%	1%
Detroit	207	3%	1%
District of Columbia	204	2%	1%

Note. The results for students with disabilities are based on students who were assessed including students classified as 504. Data are sorted from largest to smallest average scale score which ranges from 0 to 500. # denotes the percentage rounds to zero. * Indicates that the score is significantly higher than Large Cities in 2009, ** Indicates that the score is significantly higher than the Nation in 2009.

Although students with disabilities and students without disabilities made performance gains at some achievement levels in 2009, the gaps continued to persist and in some cases widened at most achievement levels in 2009. The figures below compare students' average scale scores over time by disability status. As figure 1 suggests, among fourth grade students identified with and without disabilities, the achievement gap widened for those students scoring at or above the *Basic* level and for those students scoring at or above the *Proficient* level.

Figure 1. Average score gaps for fourth-grade students with disabilities (SD) compared to students without disabilities (Non SD), from 2007-2009.

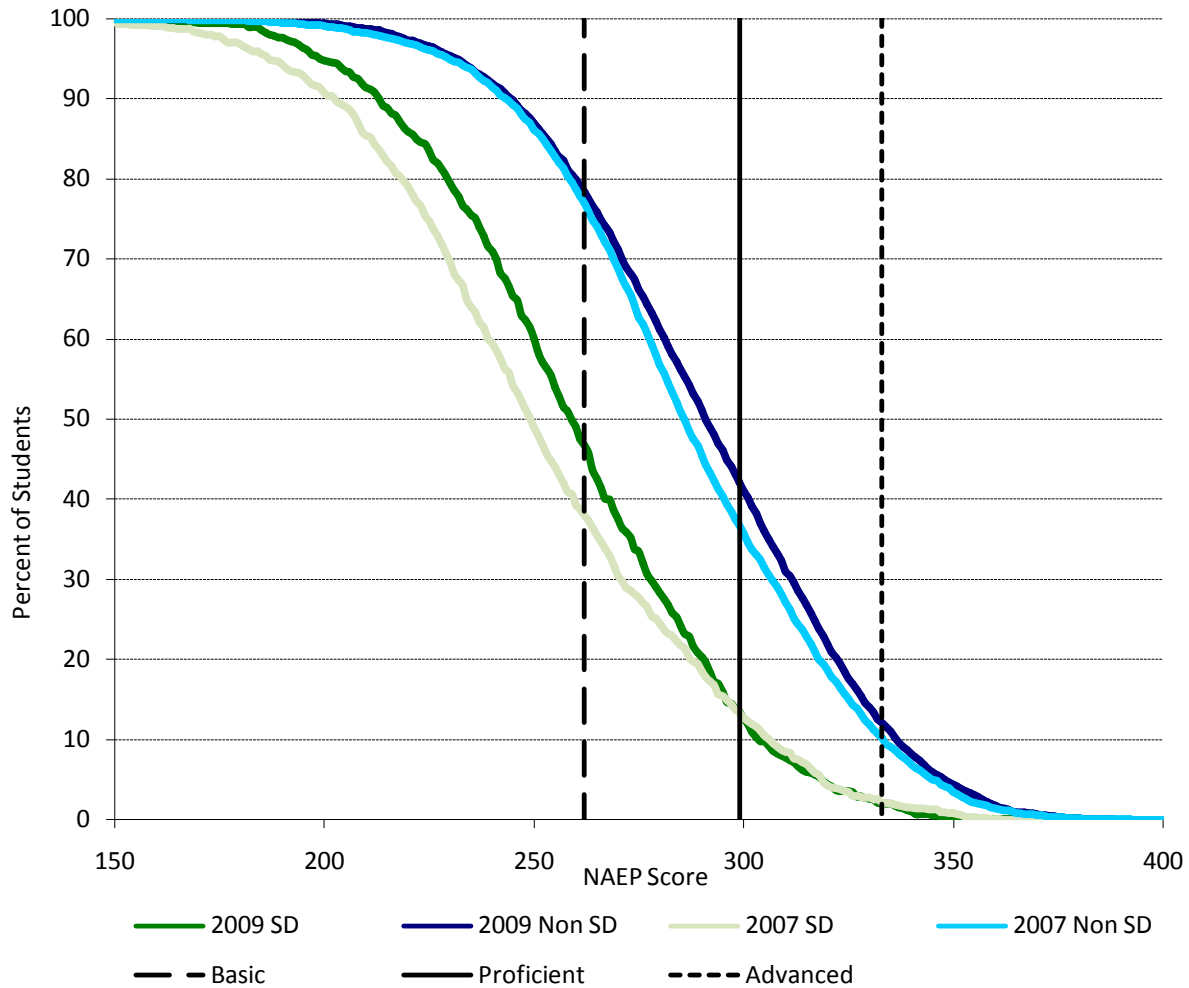


Note. NAEP grade 4 mathematics scale ranges from 0 to 500 with achievement levels corresponding with the following points: 213 or lower is considered below *Basic*, 214-248 is considered *Basic*, 249-281 is considered *Proficient* and 282 and higher is considered *Advanced*.

Figure 2 suggests that although the achievement gap between eighth grade students identified with and without disabilities began to close for students scoring at or above the *Basic* level, the achievement gap widened for those students scoring at or above the *Proficient* and *Advanced* levels.

Figure 2. Average score gaps for eighth-grade students with disabilities (SD) compared to students without disabilities (Non SD), from 2007-2009.

Percent of 8th Grade Students At or Above Basic, Proficient and Advanced, by Students with Disability (SD) status, 2007-2009



Note. Note. NAEP grade 8 mathematics scale ranges from 0 to 500 with achievement levels corresponding with the following points: 261 or lower is considered below *Basic*, 262-298 is considered *Basic*, 299-332 is considered *Proficient* and 333 and higher is considered *Advanced*.

Table 3 provides information regarding the number of students with disabilities who were assessed from 2005-2009 with exclusion rates declining slightly over time. Each year, NAEP assesses a representative sample of Austin ISD students allowing for reliable reporting for each student group within AISD. For example, 1,500 4th grade students and 1,300 8th grade students were assessed in 2009. It is important to note that NAEP does not utilize modified assessments; therefore, students who take a modified TAKS test are excluded in NAEP. NAEP does allow for some accommodations; however, types of accommodations that NAEP does not allow are: read aloud testing, calculators on mathematics tests and testing over multiple days. Additionally, students identified as 504 are included in the sample.

Table 3. Fourth and eighth grade students identified as students with disabilities (SD) in NAEP mathematics by assessment year and testing status compared to the nation and large cities as a percentage of students.

Grade	Testing Status	Austin			Nation			Large City		
		05	07	09	05	07	09	05	07	09
4th Grade	Identified in the sample as SD	15%	13%	16%	14%	14%	13%	13%	13%	13%
	Excluded from the sample	7%	4%	4%	3%	3%	2%	3%	3%	2%
	Assessed without accommodations	2%	2%	2%	4%	3%	3%	3%	3%	2%
	Assessed with accommodations	6%	7%	10%	8%	8%	8%	7%	7%	9%
8th Grade	Identified in the sample as SD	14%	16%	17%	13%	13%	13%	13%	13%	13%
	Excluded from the sample	8%	4%	6%	3%	4%	3%	3%	4%	3%
	Assessed without accommodations	5%	7%	3%	3%	2%	2%	3%	3%	2%
	Assessed with accommodations	2%	5%	7%	7%	6%	8%	6%	6%	9%