



2018-19 Reading Inventory Data Brief

For Secondary Grades 6 to 9

July 2019

This brief summarizes data from the Scholastic Reading Inventory which was administered in grades 6 through 9 districtwide for the first time during the 2018-19 school year. While the assessment schedule specifies 3 assessment periods at the beginning, middle, and end of the year, because the reading inventory is primary an assessment tool to guide classroom instruction, students were assessed as needed and many students were assessed more than 3 times. For instance, English learner students were assessed more frequently. Due to technical limitations related to the format of the data extract from the testing vendor’s online platform, this summary includes the first and final assessment data for each student. About 500 students were assessed only once during the school year and for those students, the same performance data are reported for first and last assessments. Only students who were present for norm/information day (October 3, 2018); students who left the district prior to that date or enrolled in PUSD following that date are excluded from this summary.

Tables 1 and 2 present the total numbers by grade level as of norm day and also the final year end performance of students who had reading inventory assessment data available; table 1 does so for the district as a whole and table 2 for school sites. The estimated testing rate approximates the proportion of students who participated in testing by being assessed at least once during the school year by dividing the number assessed by the number enrolled for fall norm day. While the majority of students were tested in all schools, with the exception of CIS Academy which did not participate, there is room for improvement. Table 2 examines the same data for the district as a whole by grade level. Districtwide 89.7% of students were assessed at least once during the year. The estimated testing rate was lowest for grade 8 (86.7%) compared to 89-91% in other grades.

Tables 1 and 2 also report the number and proportions of students who were classified as proficient or not proficient by their final reading inventory score for the 2018-19 year. Districtwide (see table 1), about 39% were reading at a proficient level by the end of the school year in grades 6 through 8. This proportion was about 11% higher in grade 9 with 50.8% of grade 9 students scoring proficient by the end of the year.

Table 1. Districtwide Summary of Tested Students and Final Reading Proficiency Level by Grade Level

Grade Level	Norm Day Enrollment #	Tested Student #	Estimated Testing Rate	Not Proficient Student #	Proficient Student #	Proficient Rate
6	1227	1140	92.91%	699	441	38.68%
7	1252	1115	89.06%	672	443	39.73%
8	1240	1075	86.69%	653	422	39.26%
9	1131	1020	90.19%	502	518	50.78%
Total	4850	4350	89.69%	2526	1824	41.93%



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Table 2. Summary of Tested Students and Final Reading Proficiency Level by School Site and Grade Level

	Grade Level	Norm Day Enrollment #	Tested Student #	Estimated Testing Rate	Not Proficient Student #	Proficient Student #	Proficient Rate
Blair School	6	138	129	93.48%	76	53	41.09%
	7	154	118	76.62%	62	56	47.46%
	8	158	142	89.87%	77	65	45.77%
	9	132	113	85.61%	59	54	47.79%
	Total	582	502	86.25%	274	228	45.42%
CIS Academy	6	1	0	0%	-	-	-
	7	3	0	0%	-	-	-
	8	10	0	0%	-	-	-
	9	6	1	14.29%	-	-	-
	Total	20	1	4.76%	-	-	-
Eliot Middle	6	177	157	88.70%	115	42	26.75%
	7	191	160	83.77%	120	40	25.00%
	8	145	127	87.59%	100	27	21.26%
	Total	513	444	86.55%	335	109	24.55%
Marshall Fundamental	6	267	258	96.63%	152	106	43.41%
	7	291	274	94.16%	167	107	44.16%
	8	289	236	81.66%	126	110	47.46%
	9	311	295	94.86%	145	150	52.54%
	Total	1158	1063	91.80%	590	473	47.04%
McKinley School	6	139	128	92.09%	79	49	42.19%
	7	127	119	93.70%	88	31	27.73%
	8	130	117	90.00%	57	60	50.43%
	Total	396	364	91.92%	224	140	40.11%
Muir HS	9	218	186	85.32%	110	76	40.86%
	Total	218	186	85.32%	110	76	40.86%
Pasadena HS	9	446	425	95.29%	207	218	54.82%
	Total	446	425	95.29%	207	218	54.82%
Sierra Madre Middle	6	190	186	97.89%	76	110	59.14%
	7	188	181	96.28%	61	120	66.30%
	8	177	169	95.48%	76	93	55.03%
	Total	555	536	96.58%	213	323	60.26%
Washington Middle	6	141	131	92.91%	105	26	19.85%
	7	155	139	89.68%	115	24	17.27%
	8	158	142	89.87%	126	16	11.27%
	Total	454	412	90.75%	346	66	16.02%
Wilson Middle	6	159	151	94.97%	107	44	29.14%
	7	135	124	91.85%	75	49	39.52%
	8	160	142	88.75%	92	50	35.21%
	Total	454	417	91.85%	274	143	34.29%



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For the district as a whole, table 3 summarizes final reading proficiency by student ethnicity. About 7 in 10 Asian and White students were assessed as proficient readers. The next highest rates of proficiency were among Filipino students and students who identify with one or more race/ethnicity; about 65% of students were assessed as proficient English readers. About three in ten Black and Hispanic students were assessed as proficient. This represents nearly a 40% gap between Asian and White students and Black and Hispanic students.

Table 3. Final Reading Proficiency Level by Student Ethnicity

Race/Ethnicity	Not Proficient Student #	Proficient Student #	Total Tested #	Proficient Rate
Asian	57	133	190	70.00%
Black/African American	321	162	483	33.54%
Filipino	29	54	83	65.06%
Hispanic	1813	850	2663	31.92%
Native American/Alaskan Native	*	*	*	*
Pacific Islander/Hawaiian Native	*	*	*	*
Two or more/Multiracial	39	73	112	65.18%
White	260	533	793	67.21%
Unknown/Declined to State	*	*	*	*
Total	2526	1824	4350	41.93%

*Ten or fewer students not reported.

Table 4 contains the counts and proportions by student group membership; the groups included are the traditionally underserved student groups which are target groups for improvement for the District. Socio-economically disadvantaged students group includes students who were homeless, foster youth, eligible for free/reduced lunch, or both parents did not receive at least a high school diploma. The same student may be counted in more than one student group. For example, an English learner student who qualified for free/reduced lunch and received special education services (i.e. had an individual education program) would be included in the English Learner, socioeconomically disadvantaged, and disabled student groups. The *non-target* group includes those students who were not eligible for any of the target groups, or students who were not English learners, socio-economically disadvantaged, foster youth, or homeless, and did not qualify for an IEP.



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Among homeless students, nearly 4 in 10 students were proficient readers by their final performance test. Among socio-economically disadvantaged students and foster youth, about 3 in 10 students assessed as proficient readers by their final assessment in the 2018-19 school year. Nearly 7 in 10 (67.6%) of non-target students were proficient by their final assessment of the year. Not considering English learners who would by definition not be expected to be proficient readers, the gap between the non-target students and target students ranged from about 50% compared to students with disabilities and 30% compared to homeless students.

Table 4. Final Reading Proficiency Level by Student Group Membership

Student Group	Not Proficient Student #	Proficient Student #	Total Tested #	Proficient Rate
English Learners	458	2	460	0.43%
Disabled Students (Special Ed.)	475	94	569	16.52%
Socio-Economically Disadvantaged	1876	816	2692	30.31%
Foster Youth	30	13	43	30.23%
Homeless Students	75	46	121	38.02%
Non-target	472	984	1456	67.58%
Districtwide	2526	1824	4350	41.93%

Tables 5 through 7 summarize the end of year proficiency levels of only those students who did not assess at least proficient on the first administered reading inventory assessment of the year. It's important to note that not ultimately reaching English proficiency does not mean that the student did not make important gains in reading ability during the year. For some students, there is a such a large need for remediation that it is not reasonable or realistic to expect that the student will be able to reach grade level within the school year.

On average districtwide, about 10% of students who did not initially assess as proficient did improve sufficiently to reach the threshold for English proficiency by their final assessment. Grade 9 had the highest rate of improvement to proficiency with nearly 14% of students achieving a proficient assessment score by the end of the year while grade 8 had the lowest rate with 7.5% of students improving to proficiency.

Table 5. Final Reading Proficiency Level of Students Not Proficient at First Assessment by Grade Level

Grade Level	Not Proficient Student #	Proficient Student #	Total Tested #	Proficient Rate
6	642	75	717	10.46%
7	636	75	711	10.55%
8	604	49	653	7.50%
9	465	74	539	13.73%
Districtwide	2347	273	2620	10.42%



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Among Filipino (25%), White (21%), multiracial (19%), and Asian (18%) students, approximately 2 in 10 students who were not initially reading proficiently reached proficiency by the end of the school year. However, half as many (8%) of Black and Hispanic students who were not reading proficiently at the start of the year reached proficiency by the end of the year.

Table 6. Final Reading Proficiency Level of Students Not Proficient at First Assessment by Ethnicity

Race/Ethnicity	Not Proficient Student #	Proficient Student #	Total Tested #	Proficient Rate
Asian	50	11	61	18.03%
Black/African American	295	26	321	8.10%
Filipino	27	9	36	25.00%
Hispanic	1702	153	1855	8.25%
Native American/Alaskan	*	*	*	*
Pacific Islander/Hawaiian Native	*	*	*	*
Two or more/Multi-ethnic	34	8	42	19.05%
White	232	62	294	21.09%
Unknown/Declined to State	*	*	*	*
Districtwide	2347	273	2620	10.42%

*Ten or fewer students not reported.

Examining student groups (see table 7), English learners who did not test proficient in the first assessment were least likely to advance to proficiency during the same school year (0.4%), followed by homeless students (2.0%), students with disabilities (2.5%), and foster youth (3.3%). Socio-economically disadvantaged students as a group achieved proficiency at a rate of 5.4%.

Table 7. Final Reading Proficiency Level by Student Group Membership

Student Group	Not Proficient Student #	Proficient Student #	Total Tested #	Proficient Rate
English Learners	455	2	457	0.44%
Disabled Students (Special Ed.)	463	12	475	2.53%
Socio-Economically Disadvantaged	1803	103	1906	5.40%
Foster Youth	29	4	33	3.33%
Homeless Students	96	2	98	2.04%
Non-target	400	106	506	20.95%
Districtwide	2347	273	2620	10.42%