

National Assessment of Educational Progress (NAEP)/Trial Urban District Assessment (TUDA): 2016

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At-a-Glance

The National Assessment of Educational Progress (NAEP), also referred to as the Nation's Report Card, informs the public about the academic achievement of elementary and secondary students in the United States. The Nation's Report Card communicates the findings of NAEP to the public about the academic achievement of elementary and secondary students in the United States.

NAEP assessments are administered uniformly across the nation. The results serve as a common metric for all states and selected urban districts. This permits NAEP to provide a clear picture of students' academic progress over time.

Paper and pencil assessments are conducted annually in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and Technology and Engineering Literacy (TEL). In 2017, NAEP will begin administering technology based assessments (TBA) for mathematics, reading, and writing.

The Trial Urban District Assessment (TUDA) is a special project within the main NAEP of the National Center for Education Statistics, the National Assessment Governing Board (NAGB), and the Council of the Great City Schools to determine the usefulness of reporting district-level results. TUDA assesses the performance of public school students at the district level in grades 4 and 8. NAEP has served as a framework for reporting district level results. TUDA has been administered every other year since 2001. Dallas ISD has been a participant since 2011.

Eligibility

NAGB required urban school districts to meet the following criteria:

1. Must be located in large cities having a population of 250,000 or more.
2. Must be large enough to support a three-subject assessment cycle for NAEP in grade levels included in the state assessment program.
3. Must have a majority (50 percent or more) of students meeting at least one of the following criteria:
 - (a) Either African American or Hispanic

- (b) Eligible for participation in the free and reduced-lunch program (or other appropriate indicators of poverty status).

In 2010, the U.S. Census Bureau estimated that more than one million residents lived in Dallas, Texas and Dallas ISD accepted an invitation to participate in the TUDA project for the first time. At that time, approximately 147,588 students were enrolled in the Dallas ISD. Of those, 69% were Hispanic and 89% of the enrollment were eligible to participate in the free or reduced lunch program.

Urban Districts Participating in TUDA

Dallas ISD participated in the TUDA project for the third time in 2015-2016. It was one of 21 districts invited to participate in the TUDA project by the National Assessment Governing Board.

School/Student Selection and Participation

A random sample of schools was selected from each participating urban district. These schools were thought to be representative of all schools in the district. Of the sampled schools, a random sample of students from grades 4 and 8 was selected for the TUDA assessment. These students represent an extension of the sample of students who would have been selected by NAEP as part of their state and national sample. Extended samples allow reliable reporting of student group results within districts.

Students at participating TUDA schools took the same NAEP assessments as those participating in the main NAEP assessment program. Results for students in the TUDA samples will be included in state and national samples with appropriate weighting. As with the main NAEP assessments, TUDA does not provide individual scores for students or schools.

NAGB set guidelines to obtain comparable inclusion rates across states and districts. The goal was to ensure inclusion of 95% of all students, 85% of Students with Disabilities (SD), and 85% of English Language Learners (ELLs). NAGB also offered a decision tree for the exclusion of SD and ELL because any modification to an assessment changes the standard administration and alters the construct being measured.

TUDA and the Dallas ISD

During the 2014-2015 school year, a sample of 91 Dallas ISD schools was selected to participate in the TUDA project. Of those, 48 were elementary, 38 were middle, and 5 were high schools. Student characteristics at these schools were considered to be representative of all students in the district. Grade 12 data will only be used in reporting national NAEP results.

The NAEP State Coordinator served as a liaison between the Texas Education Agency (TEA) and the Dallas ISD, while the District TUDA Coordinator (DTC) served as the liaison between the district and the NAEP State Service Center.

The DTC along with the Department of State and National Assessments provided Campus Testing Coordinators (CTCs) training designed to increase their knowledge of TUDA and the policies outlined by NAEP.

A pre-assessment review call allowed NAEP field staff and CTCs to collaborate and determine the inclusion/exclusion criteria for SD and ELL students. During the assessment visit, NAEP field staff was responsible for all assessment activities, including paper, pencils, dictionaries, calculators, etc. Campus Testing Coordinators provided a work area for NAEP field staff, secured rooms for testing, and ensured students were in their designated location at the appropriate time. The NAEP assessment window extended from January 26, – March 6, 2015.

Results

Dallas ISD had a 100% participation rate (all schools). About 2,200 4th and 2,100 8th graders from 91 Dallas ISD schools (48 elementary, 38 middle, and 5 high schools) participated in the project. Inclusion rates for all students in the sample identified as ELL and SD are displayed in Table 1.

At grade 4, Dallas ISD had satisfactory inclusion rates for ELL in math (95%) and reading (92%). SD inclusion rates failed to meet guidelines in both math (72%) and reading (49%). Exclusion rates for ELL met guidelines in math (5%) and reading (8%). SD exclusion rates did not meet guidelines in math (28%) and reading (51%).

At grade 8, Dallas ELL inclusion rates met guidelines in math (96%) and reading (93%), while SD inclusion rates did not meet guidelines in either math (81%) or reading (65%). ELL exclusion rates did meet guidelines for math (7%) and reading (4%). SD exclusion rates for math (19%) and reading (35%) did not meet the guidelines.

Table 1

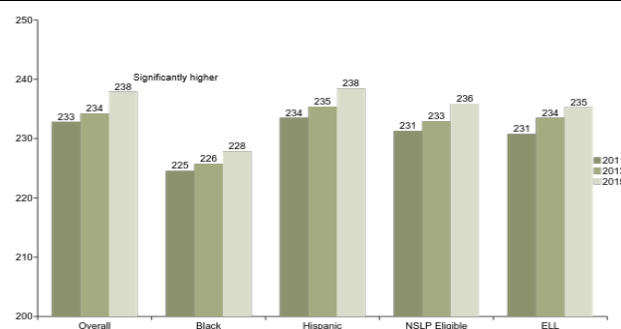
Math and Reading Inclusion Rates (%) by Demographic Category and Grade (4 and 8)

Category	Grade 4		Grade 8	
	Math	Reading	Math	Reading
ELL	95	92	96	93
SD	72	49	81	65

Note. **Bold** indicates met guidelines.

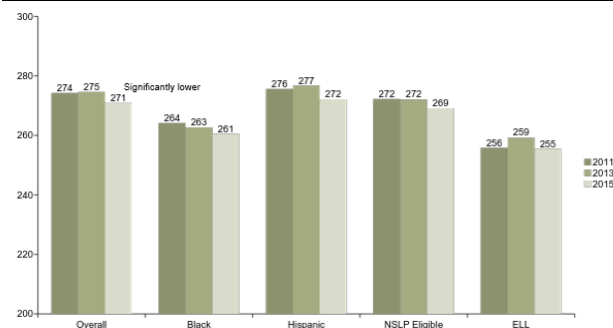
Figures 1-4 show a longitudinal comparison of grades 4 and 8 results by demographic category (2011-2015).

Figure 1: Grade 4 Math Comparisons by Demographic Category, 2011, 2013, and 2015



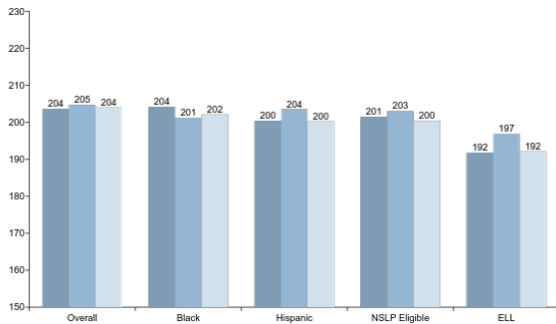
- Significant gains were made in fourth-grade math from 2013 to 2015.
- All student groups demonstrated an increase in performance from 2013 to 2015.

Figure 2: Grade 8 Math Comparisons by Demographic Category, 2011, 2013, and 2015



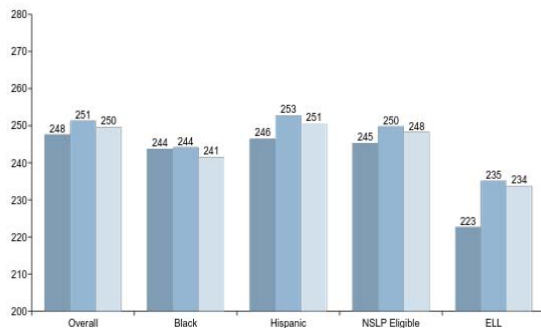
- Grade 8 students demonstrated a decline in math performance from 2013 to 2015.
- Black students held steady compared to 2013.
- Hispanic and ELLs showed a decline from 2013 to 2015.
- Economically disadvantaged students performed similarly to those in National Public Schools.

Figure 3: Grade 4 Reading Comparisons by Demographic Category, 2011, 2013, and 2015



- Grade 4 students demonstrated a decline in reading performance from 2013 to 2015.
- Black students registered no significant difference in performance from the previous test administration.
- Hispanic, ELLs and economically disadvantaged students saw a decline in performance compared to the previous test administration.

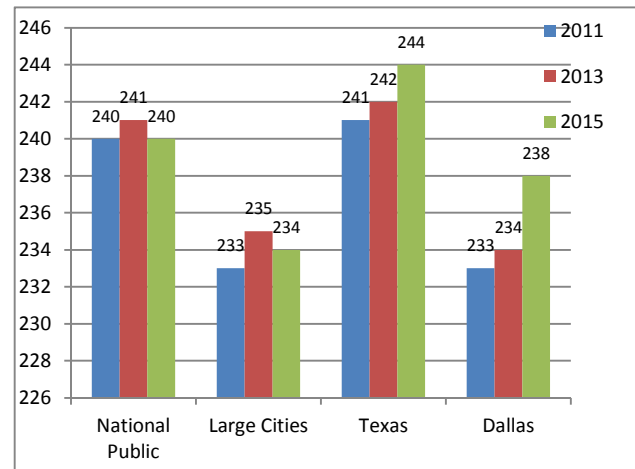
Figure 4: Grade 8 Reading Comparisons by Demographic Category, 2011, 2013, and 2015



- Grade 8 students demonstrated a slight decline in performance from 2013 to 2015.
- Black and for economically disadvantaged students showed a slight decline.
- Hispanic and ELL students held steady compared to 2013.

Figures 5-8 display longitudinal comparisons for grades 4 and 8 by jurisdiction (2011-2015).

Figure 5: Grade 4 Math Performance for All Students by Jurisdiction, 2011, 2013, and 2015

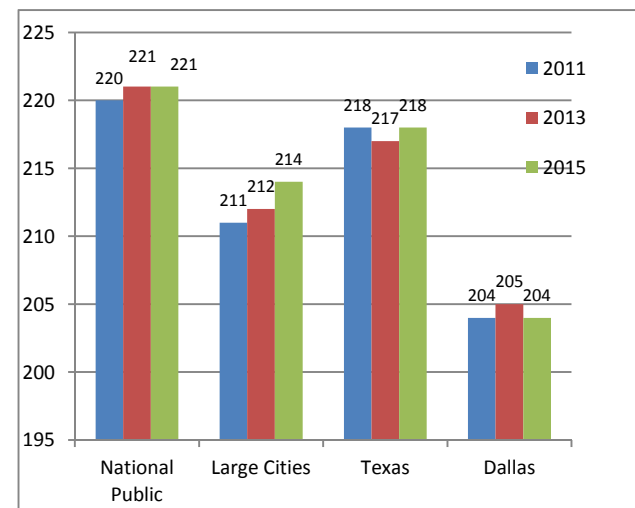


- Dallas and Texas students demonstrated an upward trend in student performance.
- Dallas and Texas students significantly outpaced National Public schools and Large Cities.

Other Related Results

- Hispanic students performed significantly higher than those in National Public schools and Large Cities.
- White students outpaced those for National Public schools, Large Cities and Texas.
- Black, ELL and economically disadvantaged students demonstrated an upward trend in performance.

Figure 6: Grade 4 Reading Performance for All Students by Jurisdiction, 2011, 2013, and 2015

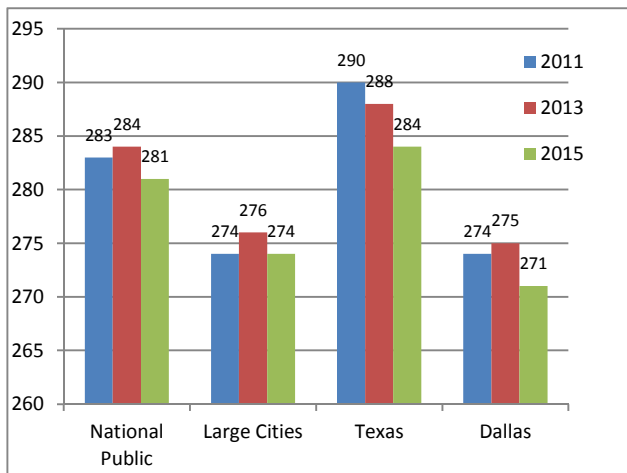


- Dallas' performance was similar to the upward trend experienced by Texas and National Public schools.

Other Related Results

- White students registered significantly higher performance compared to 2013.
- English language learners outperformed National Public schools and Large Cities.

Figure 7: Grade 8 Math Performance for All Students by Jurisdiction, 2011, 2013, and 2015

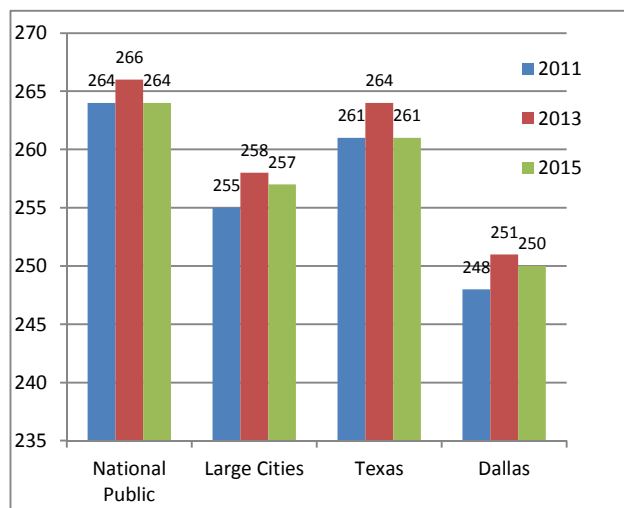


- Dallas decline mirrored that of National Public schools, Large Cities and Texas.

Other Related Results

- Black students had similar performance to National Public schools and Large Cities.

Figure 8: Grade 8 Reading Performance for All Students by Jurisdiction, 2011, 2013, 2015



- Dallas' performance was significantly different from National Public Schools, Large Cities, and Texas.

Other Related Results

- Hispanic student performance was similar to that of their peers in National Public schools, Large Cities and Texas.
- English language learners' performance was significantly higher than that of Texas, National Public schools and Large Cities.
- Economically disadvantaged students performed similarly to those in Large Cities.

For additional information see EA15-226-2 (NAEP/TUDA) report at <http://dallasisd.org/Page/888> or contact State and National Assessments at 972-925-6410.