

2016-17 National Assessment of Educational Progress (NAEP)/Trial Urban District Assessment (TUDA)

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At-a-Glance

NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, the arts, civics, economics, geography, US History, and in Technology and Engineering Literacy. NAEP began administering digitally based assessments (DBA) for mathematics, reading, and writing in 2017, with additional subjects to be added in 2018 and 2019.

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. NAEP serves as the framework for reporting district level results.

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 for grades 4 and 8. TUDA has been administered every odd year since 2001.

Requirements for TUDA Participation

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% 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).

The 2010 U.S. Census Bureau reported an estimated population of more than one million residents lived in Dallas, Texas. At that time, Dallas ISD accepted an invitation to participate in the TUDA project for the first time and had an enrollment of approximately 157,010 students. Of those, 69 percent were Hispanic and 89

percent were eligible to participate in the National School Lunch Program. Of the 27 districts invited by the NAGB in 2016-2017, Dallas is one of 4 districts selected from Texas.

School/Student Selection Process

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 are 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.

TUDA and the Dallas ISD

During the 2016-17 school year, a sample of 99 Dallas ISD schools was selected to participate. Of those, 59 were elementary and 40 were middle. Student characteristics at these schools were considered to be representative of all students in the district.

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.

The pre-assessment review call allowed NAEP field staff and CTCs to collaborate and determine the inclusion/exclusion criteria for student with disabilities (SD) and English language learners (ELL). During the assessment visit, NAEP field staff members were responsible for all assessment activities. CTCs provided a work area for NAEP field staff, secured

rooms for testing, and ensured that students were in their designated location at the appropriate time. The NAEP assessment window extended from January 30 - March 10, 2017.

Results

Dallas ISD had a 100 percent participation rate (all schools). Approximately 2,900 4th and 3,300 8th graders from 99 Dallas ISD schools (59 elementary and 40 middle schools) participated in the project. Inclusion rates for all students in the sample identified as ELL and SD are displayed in Table 1.

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	96	48	97	96
SD	80	62	75	77

Note: **Bold** indicates met guidelines.

At grade 4, Dallas ISD had satisfactory inclusion rates for ELLs in math (96%) but did not meet the guidelines for reading (48%). SD inclusion rates failed to meet guidelines in both math (80%) and reading (62%). Exclusion rates for ELL met guidelines in math (4%) but did not meet the guidelines for reading (52%). SD exclusion rates did not meet guidelines in math (20%) and reading (48%).

At grade 8, Dallas ELL inclusion rates met guidelines in math (97%) and reading (96%), while SD inclusion rates did not meet guidelines in either math (75%) or reading (77%). ELL exclusion rates did meet guidelines for math (3%) and reading (4%). SD exclusion rates for math (25%) and reading (23%) did not meet the guidelines.

Student test results will be available spring 2018. These results will be included in the NAEP/TUDA final report (EA18-226-2).

For more information, please contact State and National Assessments at stateassessments@dallasisd.org.

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