National Assessment of Educational Progress (NAEP)/Trial Urban District Assessment (TUDA): 2014

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At- a-Glance

NAEP is a congressionally mandated project of the National Center for Education Statistics. Located within the United States Department of Education and the Institute of Education Sciences, NAEP provides a comprehensive measure of students’ learning at critical junctures in their school experiences. It 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, writing, the arts, civics, economics, geography, and U.S. history. In 2014, Technology and Engineering Literacy (TEL) were added to the subject areas assessed by NAEP.

TUDA is designed to explore the feasibility of using NAEP to report on the performance of public school students at the district level. In accordance with federal law, NAEP administered the mathematics, reading, science, and writing assessments to samples of fourth and eighth grade public school students in urban districts across the country (http://nces.ed.gov/nationsreportcard/about/).

Eligibility

Urban school districts had to meet the following criteria to participate in the TUDA project:

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).

According to the U.S. Census Bureau, Dallas, Texas had more than one million residents in 2010. During the 2010-11 school year, approximately 147,588 students were enrolled in the Dallas ISD. Of these, 69% were Hispanic and 89% were eligible to participate in the free or reduced lunch program. Based on the city’s population and the district’s student characteristics, Dallas ISD was invited to participate in the TUDA project for the first time.

Urban Districts Participating in TUDA

In 2011, the National Assessment Governing Board invited 21 urban school districts to participate in TUDA project. The same 21 schools participated in the project for the 2013-14 school-year (See Table 1).

Table 1: Urban Districts Participating in the 2013 TUDA Project

<table>
<thead>
<tr>
<th>Urban Districts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque Public Schools</td>
<td>Fresno Unified School District</td>
</tr>
<tr>
<td>Atlanta Public Schools</td>
<td>Hillsborough County Public Schools</td>
</tr>
<tr>
<td>Austin ISD</td>
<td>Houston ISD</td>
</tr>
<tr>
<td>Baltimore City Public Schools</td>
<td>Jefferson County Public Schools</td>
</tr>
<tr>
<td>Boston Public Schools</td>
<td>Los Angeles Unified School District</td>
</tr>
<tr>
<td>Charlotte-Mecklenburg Schools</td>
<td>Miami-Dade County Public Schools</td>
</tr>
<tr>
<td>Chicago Public Schools</td>
<td>Milwaukee Public Schools</td>
</tr>
<tr>
<td>Cleveland Metropolitan School District</td>
<td>New York City Department of Education</td>
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<tr>
<td>Dallas ISD</td>
<td>School District of Philadelphia</td>
</tr>
<tr>
<td>Detroit Public Schools</td>
<td>San Diego Unified School District</td>
</tr>
<tr>
<td>District of Columbia Public Schools</td>
<td></td>
</tr>
</tbody>
</table>

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. From each sampled school, a random sample of students 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 were 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.

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

**TUDA and the Dallas ISD**

During the 2012-13 school year, the Dallas ISD participated in the TUDA project for the second time. A sample of 92 Dallas ISD schools was selected to participate. Of these, 53 were elementary, 36 were middle, and 3 were high schools. 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 Dallas ISD TUDA Coordinator served as the liaison between the district and the NAEP State Service Center (NSSC).

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

During the pre-assessment visit, NAEP field staff collaborated with CTCs to determine the inclusion/exclusion of SD and ELL students. During the assessment visit, NAEP field staff was responsible for all assessment activities, including paper, pencils, dictionaries, calculators, etc. Campus Test Coordinators 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.

**Results**

As a district, Dallas ISD had a 100% participation rate (all schools). About 2,800 4th and 2,800 8th graders from 92 Dallas ISD schools (3 high schools, 36 middle, and 53 elementary) participated in the project. Inclusion and exclusion rates by demographic category are presented in Table 2 & 3, respectively.

At grade 4, Dallas ISD had a satisfactory inclusion rate in math for ELLs (98%) but did not meet the guideline in reading (70%). SD inclusion rates failed to meet guidelines in both math (77%) and reading (60%). Exclusion rates in reading failed to meet guidelines for both ELLs (30%) and SDs (40%). Math exclusion rates failed to meet guidelines for SDs (23%) but met guidelines for ELLs (2%).

At grade 8, Dallas ELL inclusion rates met guidelines in both math (95%) and reading (92%), while SD inclusion rates failed to meet guidelines in either math (77%) or reading (74%). Reading exclusion rates failed to meet guidelines for SDs (26%), but met guidelines for ELLs (8%). Math exclusion rates failed to meet guidelines for SDs (23%), but met guidelines for ELLs (5%).

**Table 2: Inclusion Rates (%) by Demographic Category and Grade**

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>ELL</td>
<td>70**</td>
<td>98*</td>
</tr>
<tr>
<td>SD</td>
<td>60**</td>
<td>77**</td>
</tr>
</tbody>
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Note. * indicates met guidelines and ** indicates failed to meet guidelines.

**Table 3: Exclusion Rates (%) by Demographic Category and Grade**

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<td>2*</td>
</tr>
<tr>
<td>SD</td>
<td>40**</td>
<td>23**</td>
</tr>
</tbody>
</table>

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In Figures 1-4, Dallas ISD’s math and reading scores for grades 4 and 8 are compared to the nation, large cities, and the state of Texas by student groups.

**Figure 1: Comparison of NAEP Grade 4 Math Performance by Jurisdiction and Student Group, 2011 and 2013**

- Dallas ISD grade 4 students’ 2013 math average scale score increased by one point from 2011 to 2013 for Black or African American and Hispanic students. This increase
was similar to gains observed in Texas and the nation for all students, but lower than that observed for large cities.

- Dallas ISD NSLP and ELL grade 4 students’ showed an increase of two to three points, respectively, from 2011 to 2013 which were better than or equal to all students in the nation, large cities and Texas.
- Dallas ISD students overall, and in all student subgroups, showed gains in their math average scale score from 2011 to 2013.
- Dallas ISD did not have enough White students in the 2013 sample to be included in the analyses.

**Figure 2: Comparison of NAEP Grade 4 Reading Performance by Jurisdiction and Student Group, 2011 and 2013**

- Dallas ISD grade 4 students’ 2013 reading average scale score increased by one point from 2011 to 2013, which was similar to all students in large cities and the nation but higher than Texas.
- Dallas ISD Hispanic, ELL, and NSLP grade 4 students’ 2013 reading average scale score increased from 2011 to 2013, which was better the all students in the nation, large cities, and Texas.
- Dallas ISD White and Black or African American grade 4 students’ 2013 reading average scale score decreased from 2011 to 2013.
- Dallas ISD grade 4 students showed a one point gain in their reading average scale score from 2011 to 2013 for all students.
- Dallas ISD ELL, Hispanic, and NSLP grade 4 students showed gains in their average scale score from 2011 to 2013.
- Dallas ISD White, Black or African American grade 4 students 2013 performance was slightly below that posted in 2011.

**Figure 3: Comparison of NAEP Grade 8 Math Performance by Jurisdiction and Student Group, 2011 and 2013**

- Dallas ISD grade 8 Hispanic and ELL students’ 2013 math average scale scores increased from 2011 to 2013, which was similar to large cities and the nation.
- Dallas ISD White, Black or African American grade 8 students’ 2013 average scale score decreased from 2011 to 2013. However, in Texas, all students average scale score decreased from 2011 to 2013.
- Dallas ISD grade 8 students overall, and in all student subgroups, performed relatively the same from 2011 to 2013.

**Figure 4: Comparison of NAEP Grade 8 Reading Performance by Jurisdiction and Student Group, 2011 and 2013**

- Dallas ISD grade 8 students’ 2013 reading average scale score increased by three points from 2011 to 2013, which was similar to or better than large cities, Texas and the nation.
Dallas Black or African American grade 8 students’ reading average scale score held steady from 2011 to 2013.

Overall, Dallas ISD grade 8 students showed an increase in their 2013 reading average scale score.

Dallas ISD ELL, Hispanic, and NSLP grade 8 students showed an increase in their reading average scale score from 2011 to 2013, while Black or African American students held steady.

Dallas ISD did not have enough White students in the sample to be included in the analyses.

For more information, contact State and National Assessments at 972-925-6410 or see www.dallasisd.org/inside_disd/depts/eval/acct