The National Assessment of Educational Progress (NAEP), also referred to as the Nation’s Report Card, informs the public the academic achievement of elementary and secondary students in the United States. Report Cards communicate the findings of NAEP, a continuing and nationally representative measure of achievement in various subjects 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.

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 has served as a 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 other year since 2001. Dallas 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 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% were eligible to participate in the free or reduced lunch program.

**Urban Districts Participating in TUDA**

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

**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 (ELL). 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 2014-15 school year, a sample of 91 Dallas ISD schools was selected to participate. 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. The grade 12 data are only for national NAEP reporting.

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 (CTC) 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 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. 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 ELLs 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>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Math</td>
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<tr>
<td>ELL</td>
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</tr>
<tr>
<td>SD</td>
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</tr>
</tbody>
</table>

Note. Bold indicates met guidelines.

Performance data will be added to this report when available (late fall 2015). The data will be presented in comparison to other TUDA districts in the state of Texas and large cities across the nation with similar demographic characteristics.

For more information, contact State and National Assessments at 972-925-6410 or see http://www.dallasisd.org/Page/31861