M E M O R A N D U M **October 28, 2015**

TO: The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

FROM: Alberto M. Carvalho, Superintendent of Schools

SUBJECT: **HIGHLIGHTS OF RESULTS FROM THE 2015 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) TRIAL URBAN DISTRICT ASSESSMENT (TUDA) READING AND MATHEMATICS, GRADES 4 AND 8**

The National Center for Education Statistics (NCES) has released The Nation's Report Card today, October 28, 2015, which summarizes the results of the National Assessment for Educational Progress (NAEP) in Reading and Mathematics for fourth and eighth grade students nationwide, identifying the performance of selected urban districts. The results demonstrate the most compelling performance to date of Miami-Dade County Public Schools' (M-DCPS) diverse population.

- With a disproportionate high population of English Language Learners, M-DCPS demonstrated remarkable performance in Reading in comparison to the nation and other large urban districts.
- In Reading, Miami-Dade students ranked #1 in the nation in grade 8 and #2 in grade 4.
- Miami-Dade's grade 4 Mathematics achievement significantly improved from 2013 to 2015, surpassing public schools nationwide.
- Despite a significant nationwide decline in grade 8 Mathematics, Miami-Dade's students maintained their levels of performance.

The Trial Urban District Assessment (TUDA) program compares the NAEP achievement of students in large urban districts that face similar challenges with regard to poverty and high risk populations. This 2015 administration is Miami-Dade County Public Schools' (M-DCPS) fourth year of participation, with more than 6,300 students in 143 schools in Miami-Dade County participating. Selection for the TUDA program is based on district size, over 50 percent minority student enrollment, and over 50 percent of students eligible for the National School Lunch Program. The participating districts for 2015 were Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Dallas, Detroit, District of Columbia, Duval (Jacksonville, FL, first year of participation), Fresno, Hillsborough County (Tampa, FL), Houston, Jefferson County (KY), Los Angeles, Miami-Dade, New York City, Philadelphia, and San Diego. Comparisons are also provided with public schools in Florida, public schools nationwide, and schools in all large cities (populations over 250,000) that may or may not participate in the large urban district program.

Complete District results are available online at http://www.fldoe.org/asp/naep/naep-results.asp and State and National Summary Reports are available at http://www.nces.ed.gov/nationsreportcard/.

If you have any questions, please contact Ms. Marie Izquierdo, Chief Academic Officer, Office of Academics and Transformation, at 305 995-1451, or Ms. Gisela Feild, Administrative Director, Assessment, Research, and Data Analysis, at 305 995-2943.

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Attachments

cc: School Board Attorney
Superintendent's Cabinet
Superintendent's Senior Staff

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Summary of National, State, and District Results for the
2015 National Assessment of Educational Progress
Trial Urban District Assessment
Reading and Mathematics, Grades 4 and 8

On October 28, 2015, the National Center for Education Statistics (NCES) released results from the 2015 National Assessment of Educational Progress (NAEP) Reading and Mathematics assessments for districts participating in the Trial Urban District Assessment (TUDA) program. NAEP is an assessment overseen by the National Center for Education Statistics for the United States Department of Education. It is often referred to as the "Nation's Report Card," and is administered biennially to a representative sample of students nationwide to facilitate comparisons using a common measure. As such, NAEP provides a view of student achievement that is not available through states' individual assessment programs. It provides information about student performance over time, and allows a comparison of progress with other districts, states, and the nation as a whole. In spring 2015, the content areas assessed on NAEP were reading, mathematics, and science; however, only the reading and mathematics assessments were part of the TUDA program.

Since 1969, NAEP assessments have provided national summary data, and in 1990 state-by-state comparisons became available. In 2002, through the collaboration among NCES, the National Assessment Governing Board, and the Council of Great City Schools, the TUDA program was established, making it possible for selected large urban districts to receive district-level data. The TUDA project facilitates comparisons among large urban districts that face similar challenges with regard to poverty and high risk populations. In 2015, 21 districts participated: Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Dallas, Detroit, District of Columbia, Duval (FL), Fresno, Hillsborough County (FL), Houston, Jefferson County (KY), Los Angeles, Miami-Dade, New York City, Philadelphia, and San Diego. Miami-Dade County Public Schools (M-DCPS) participated in the TUDA program for the first time during the spring 2009 administration, was joined by a second Florida district, Hillsborough (Tampa, FL) in 2011, and a third, Duval (Jacksonville, FL) in 2015.

Although TUDA districts participate in the regular NAEP testing program, more students are tested in TUDA districts so that reliable district-level data can be provided. Participating students only test in one subject area, and neither individual students' scores nor school-level results are reported. In M-DCPS, approximately 6,300 students from 143 schools participated in the Spring 2015 assessment.

Program Description

NAEP assessments are administered to demographically representative samples of students in the nation, different regions of the country, states, and large urban districts. TUDA is a special program which provides district-level results for selected urban districts. Districts are invited to participate based on a range of characteristics, such as

district size, minority concentrations, federal program participation, socioeconomic conditions, percentages of students with disabilities (SD), and English language learners (ELL). It is supported by federal appropriations authorized under the No Child Left Behind Act. The first TUDA took place in conjunction with the 2002 state NAEP Reading and Writing assessments. TUDA again took place in 2003, and in alternate years thereafter.

NAEP Scores

NAEP Reading and Mathematics results are reported as scale scores, which can range from 0-500. For each grade and subject area, the scale score continuum is divided into the three achievement levels: Basic, Proficient, and Advanced. When a scale score falls below the lower boundary for Basic, it is described simply as "below Basic." Although the achievement levels appear to be similar to those reported for Florida's State Assessment program, caution should be used in making direct comparisons because of the different type of assessment frameworks measured, the type of test items used, and the psychometric properties of the tests. Basic is described as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work," Proficient as "solid academic performance," and Advanced as "superior performance".

Students who participate in NAEP/TUDA are assessed in only one subject-area. NAEP results are not reported for individual students or for schools; summary results are only reported for the nation, states, and the participating TUDA districts.

Summary results typically examine trends in scale scores or in the percentages of students scoring at or above the Basic achievement level. Comparisons are provided among groups of students, disaggregated by gender and race/ethnicity, and for students eligible for the National School Lunch Program, students with disabilities, and English language learners.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Highlights of the
2015 National Assessment of Educational Progress (NAEP)
Trial Urban District Assessment (TUDA) Results
Reading and Mathematics, Grades 4 and 8

M-DCPS continued to exhibit high levels of achievement on this national assessment in its fourth year of participation. Among the 21 participating TUDA districts, Miami-Dade continued to shine:

- M-DCPS 4th grade students scored significantly higher than public school students nationwide in both Reading and Mathematics.
- No district scored significantly higher than M-DCPS in Reading across grade levels:
    - Miami-Dade had the highest ranking mean scale score in Grade 8 Reading.
    - Miami-Dade was the only TUDA district to show growth from 2013 to 2015 in Grade 8 Reading.
    - Miami-Dade had the second highest ranking mean scale score in Grade 4 Reading.
- M-DCPS improved or held constant in Mathematics, despite trends nationwide.
    - Miami-Dade was one of only 3 districts to improve from 2013 to 2015 in Grade 4 Mathematics.
    - Miami-Dade held constant in Grade 8 Mathematics, despite the general trend nationwide.
- Miami-Dade excelled, with the highest mean scale score of all participating TUDA districts in Grade 8 Reading, scoring significantly higher than their counterparts in large city schools, both with regard to the mean scale score and percent scoring at or above "Proficient."
- Miami-Dade Hispanic students continued to outpace their counterparts nationwide in both Reading and Mathematics and at both tested grade levels, with significantly higher mean scale scores than the national public school sample, large city schools, and Florida.
- Fourth grade M-DCPS Black students also scored significantly higher than their counterparts nationally in Mathematics.
- M-DCPS students eligible for the Free/Reduced Price Lunch Program also performed well, outscoring their counterparts in the national public school sample in Reading (Grades 4 and 8), and Mathematics, Grade 4.
- The three participating TUDA districts from Florida were all among the highest performing districts nationwide during the 2015 NAEP administration, underscoring the successful implementation of our rigorous state standards.
    - Grade 8 Mathematics scores declined across the nation and in most TUDA districts from 2013 to 2015, possibly due to trends for the delivery of subject-specific course content (i.e., Algebra) rather than the traditional comprehensive middle-school curricula measured by NAEP frameworks.

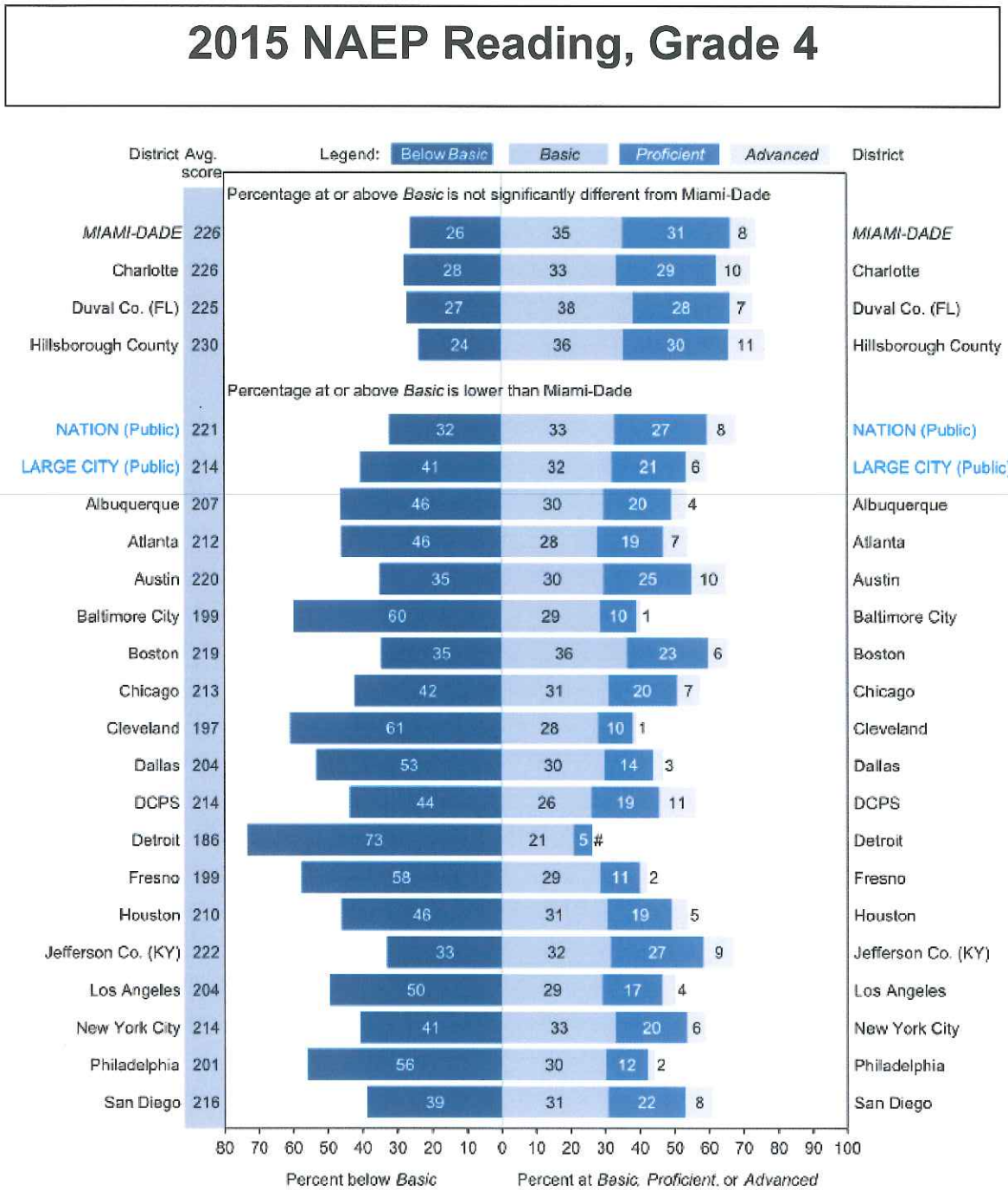


Figure 1. Average scale scores in NAEP reading for fourth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2015. From *The Nation's Report Card Trial Urban District Report, Reading 2015*, National Center for Education Statistics.

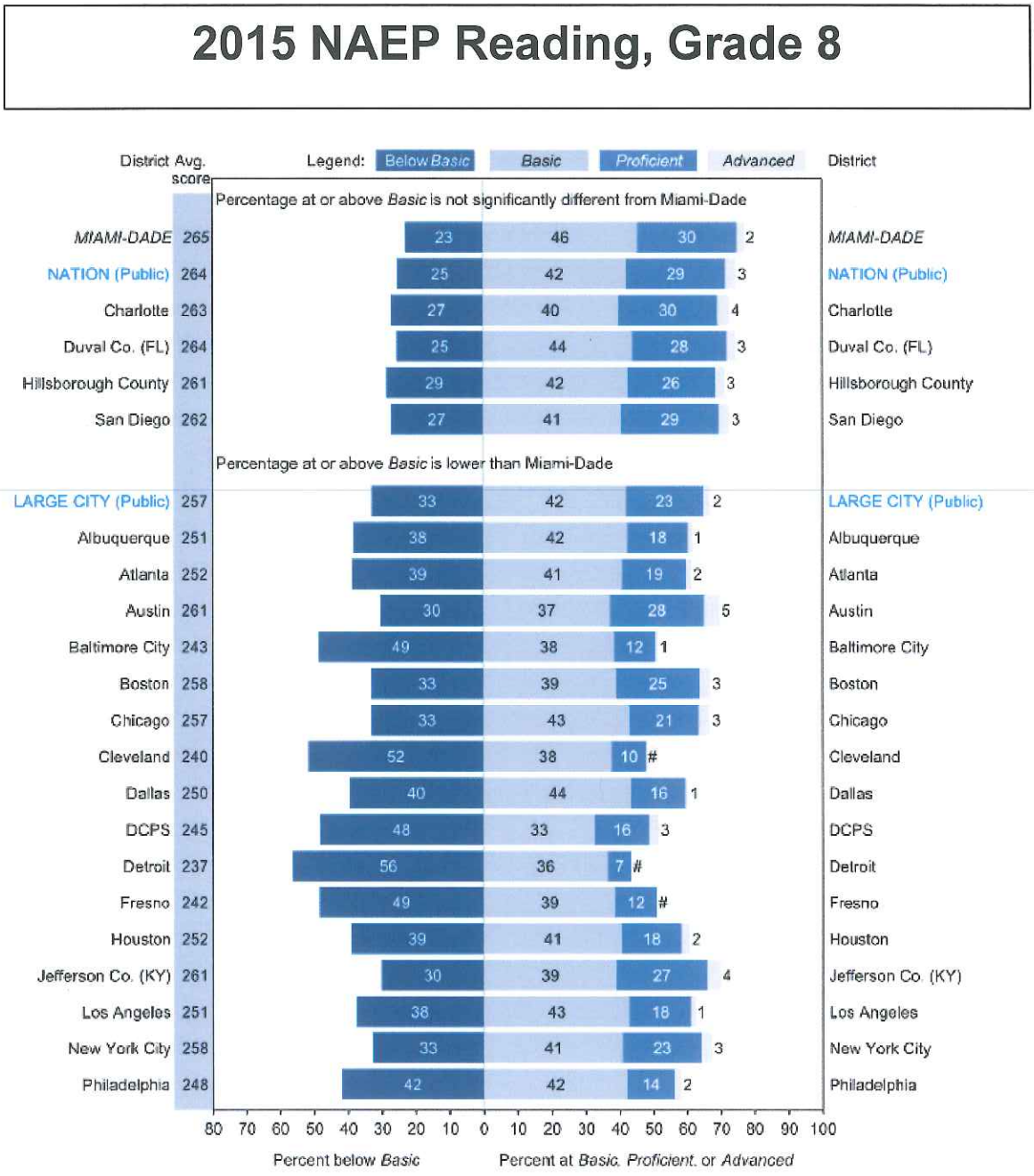


Figure 2. Average scale scores in NAEP reading for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2015. From *The Nation's Report Card Trial Urban District Report, Reading 2015*, National Center for Education Statistics.

2015 NAEP Mathematics, Grade 4

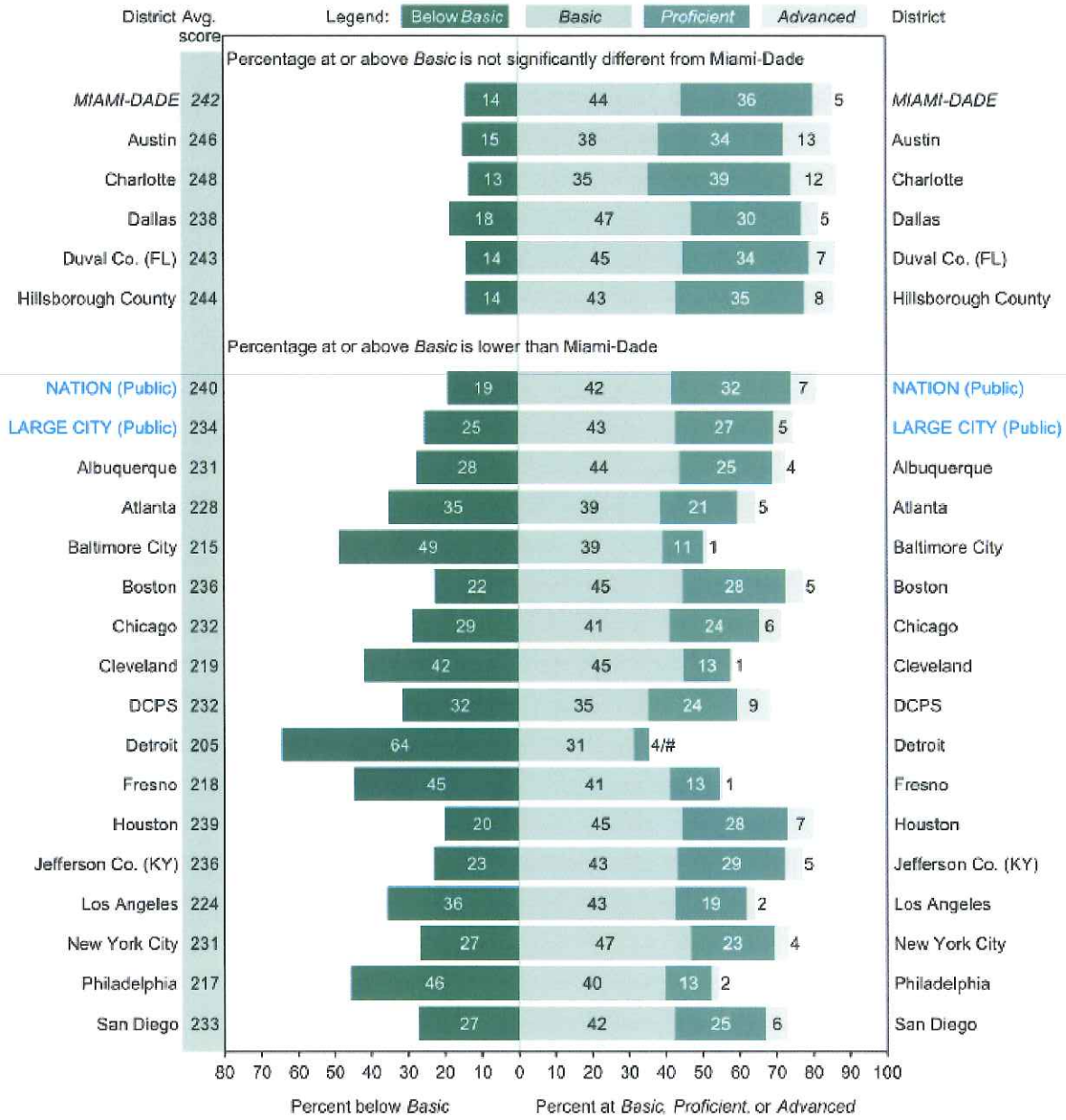


Figure 3. Average scale scores in NAEP mathematics for fourth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2015. From *The Nation's Report Card Trial Urban District Report, Reading 2015*, National Center for Education Statistics.

2015 NAEP Mathematics, Grade 8

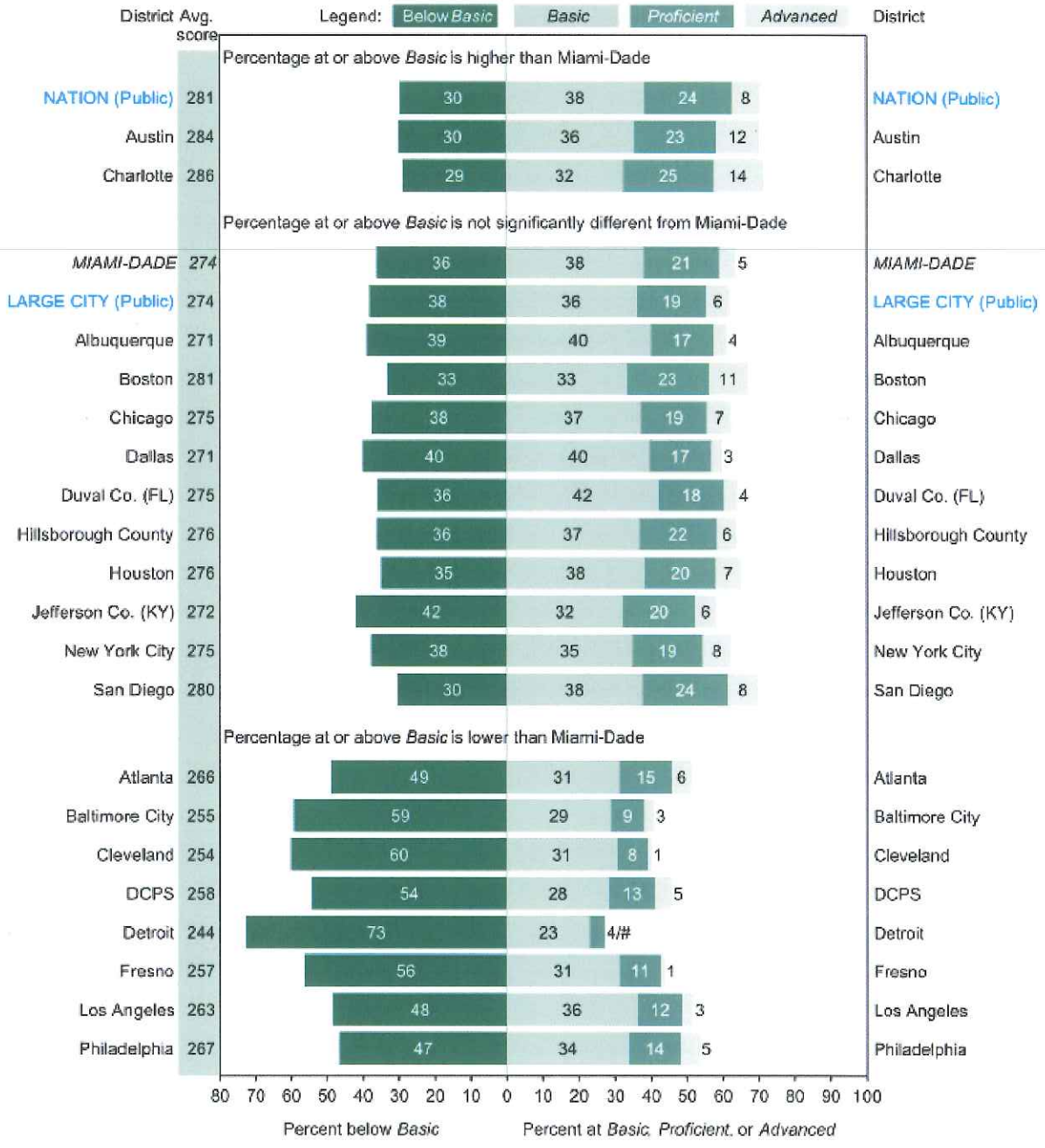
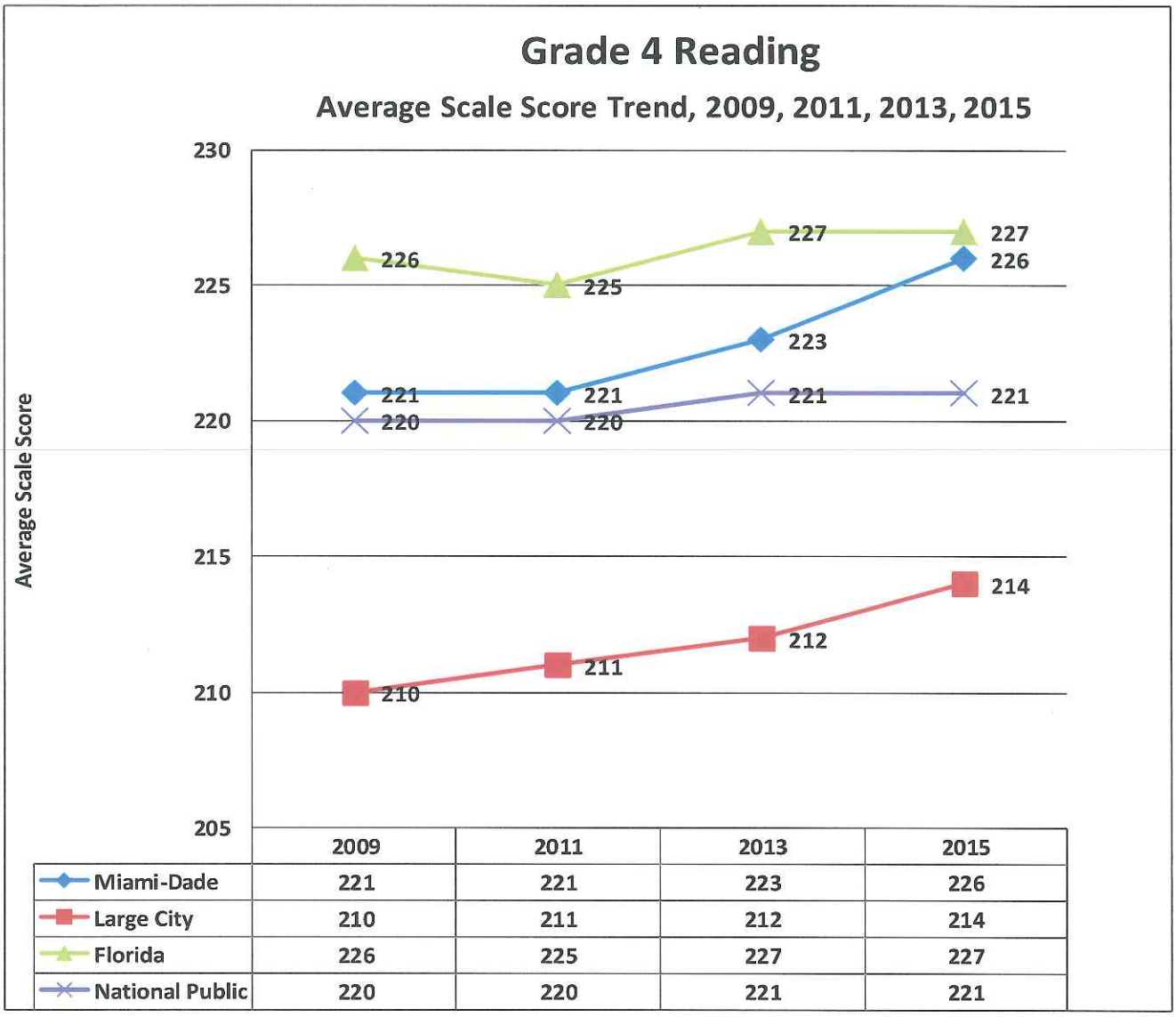
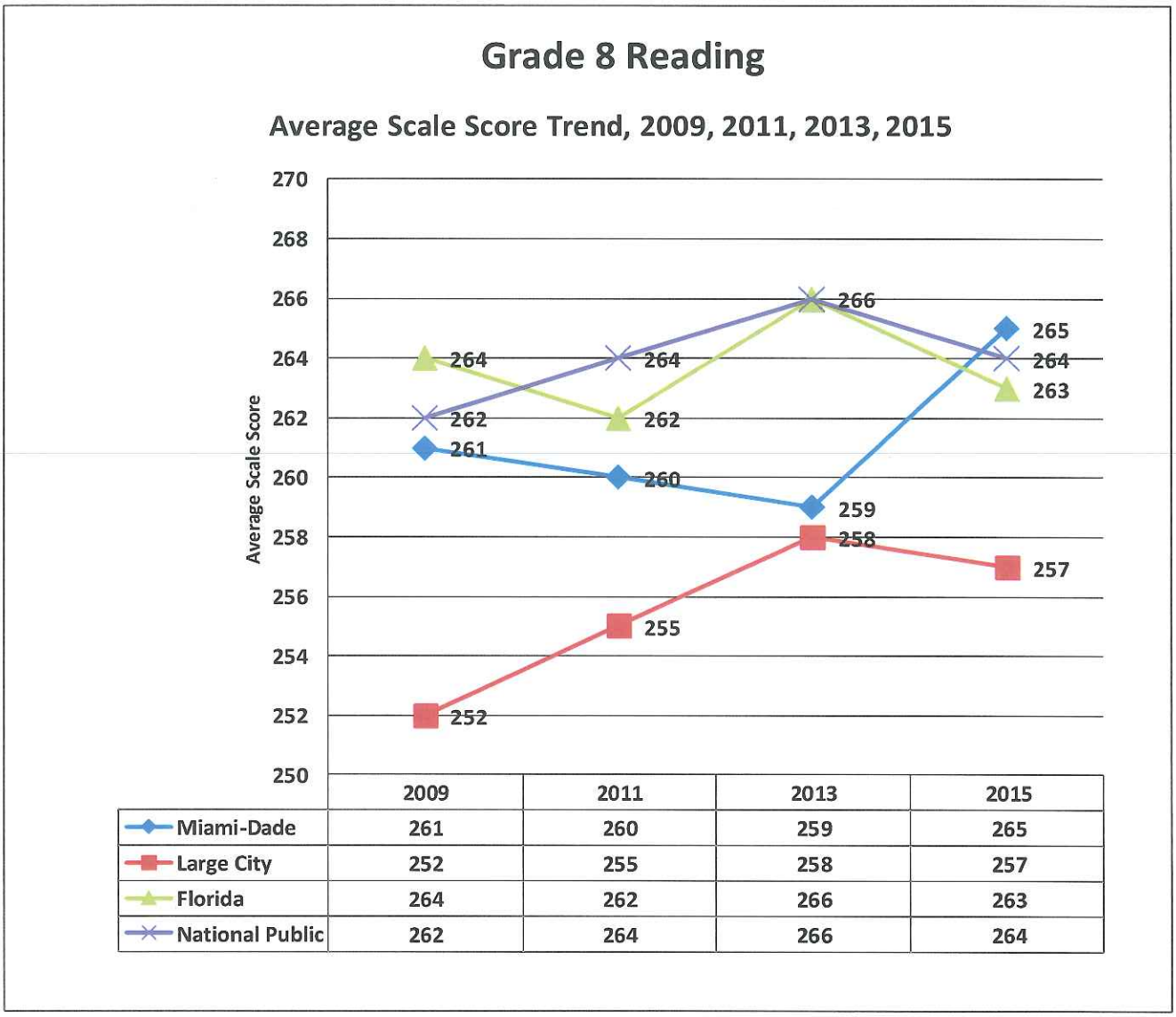


Figure 4. Average scale scores in NAEP mathematics for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2015. From *The Nation's Report Card Trial Urban District Report, Reading 2015*, National Center for Education Statistics.



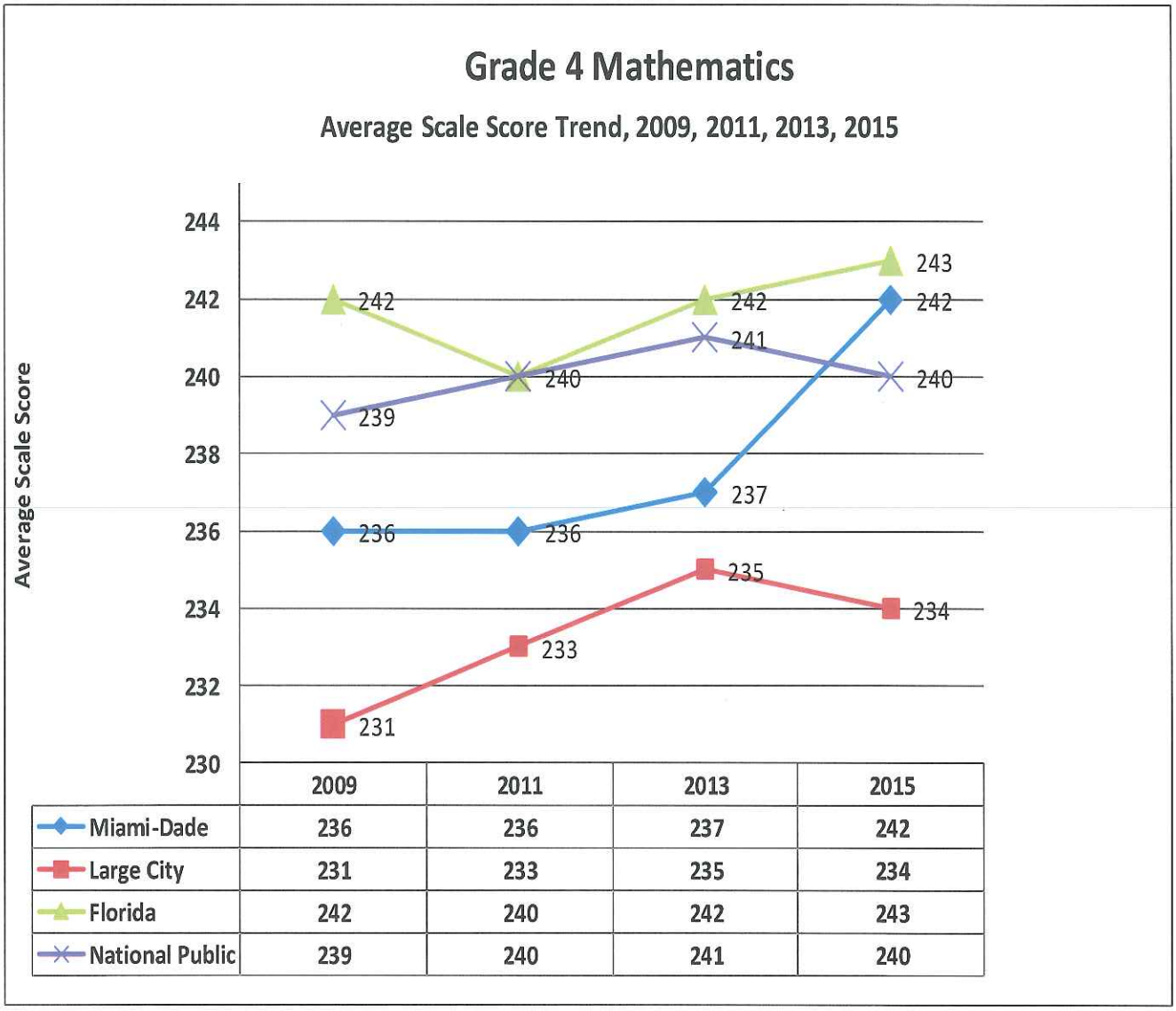
	2009	2011	2013	2015
Miami-Dade	221	221	223	226
Large City	210	211	212	214
Florida	226	225	227	227
National Public	220	220	221	221

Figure 5. Trend analysis of Average Scale Score of grade 4 students on the NAEP reading assessment in 2009, 2011, 2013, and 2015 in the M-DCPS, Large Cities, Florida, and National Public Schools.



	2009	2011	2013	2015
Miami-Dade	261	260	259	265
Large City	252	255	258	257
Florida	264	262	266	263
National Public	262	264	266	264

Figure 6. Trend analysis of Average Scale Score of grade 8 students on the NAEP reading assessment in 2009, 2011, 2013, and 2015 in the M-DCPS, Large Cities, Florida, and National Public Schools.



	2009	2011	2013	2015
Miami-Dade	236	236	237	242
Large City	231	233	235	234
Florida	242	240	242	243
National Public	239	240	241	240

Figure 7. Trend analysis of Average Scale Score of grade 4 students on the NAEP mathematics assessment in 2009, 2011, 2013, and 2015 in the M-DCPS, Large Cities, Florida, and National Public Schools.

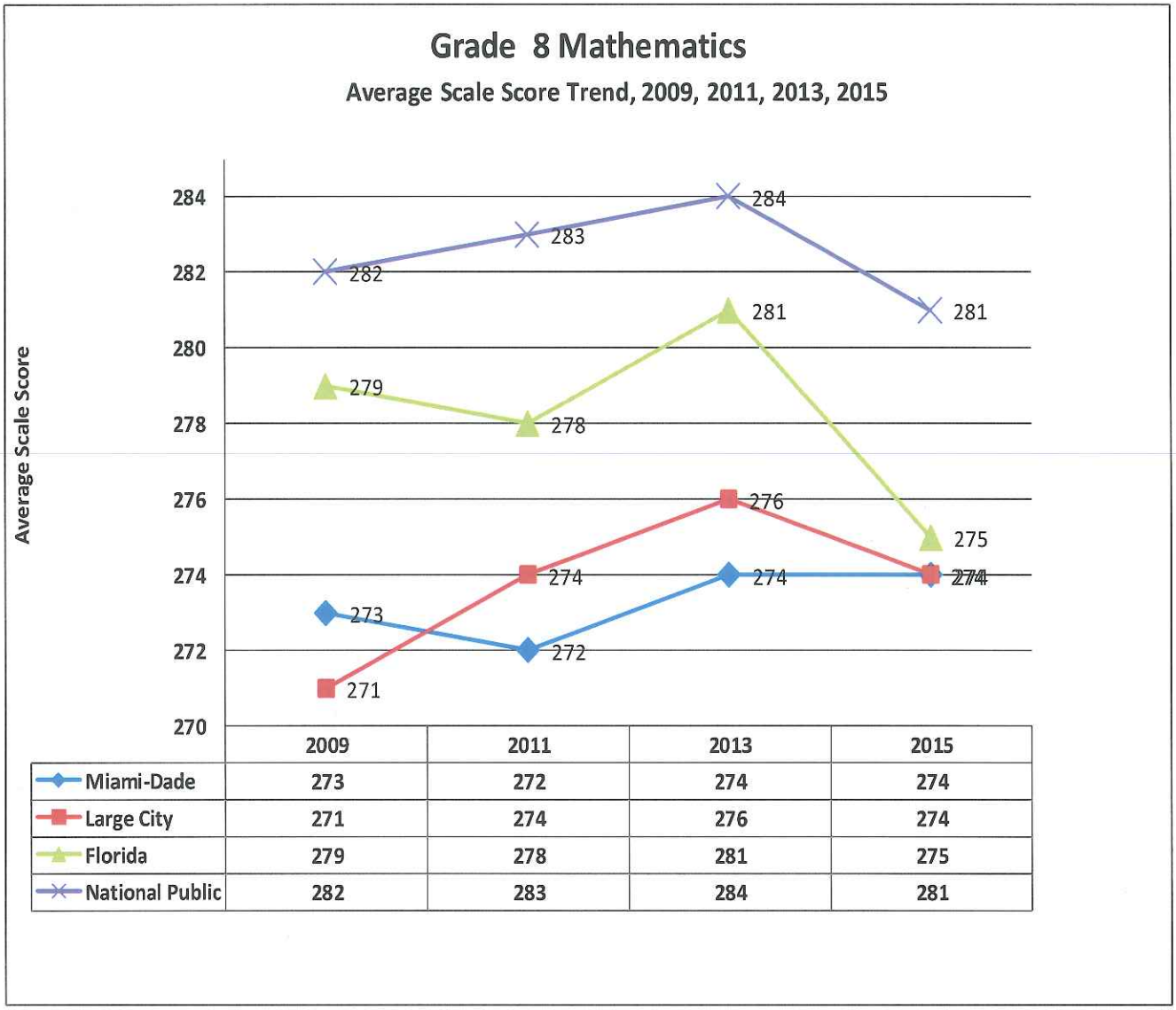


Figure 8. Trend analysis of Average Scale Score of grade 8 students on the NAEP mathematics assessment in 2009, 2011, 2013, and 2015 in the M-DCPS, Large Cities, Florida, and National Public Schools.

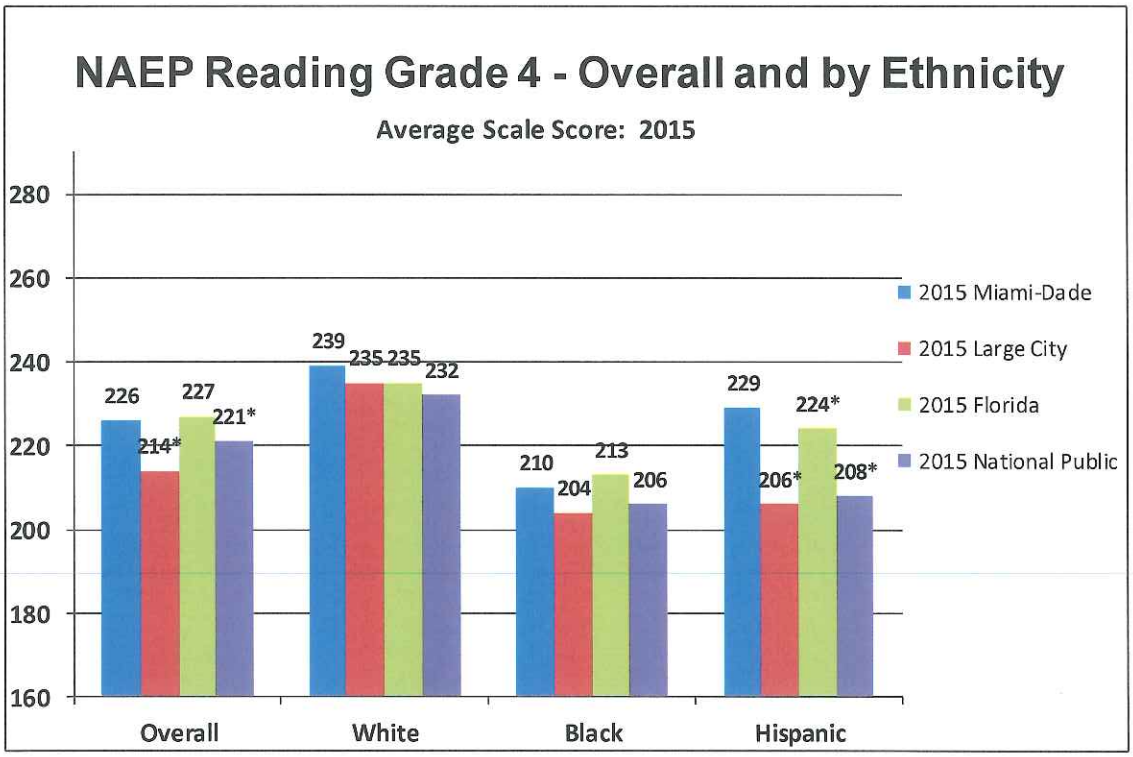


Figure 9. Results from the 2015 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

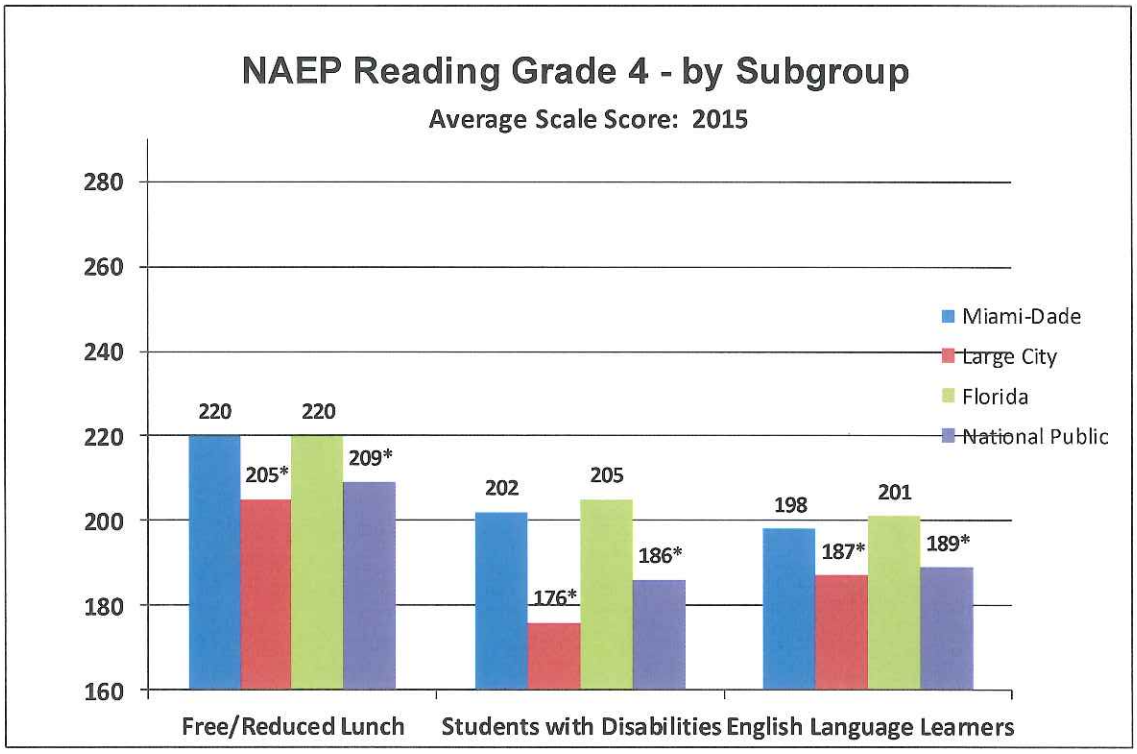


Figure 10. Results from the 2015 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

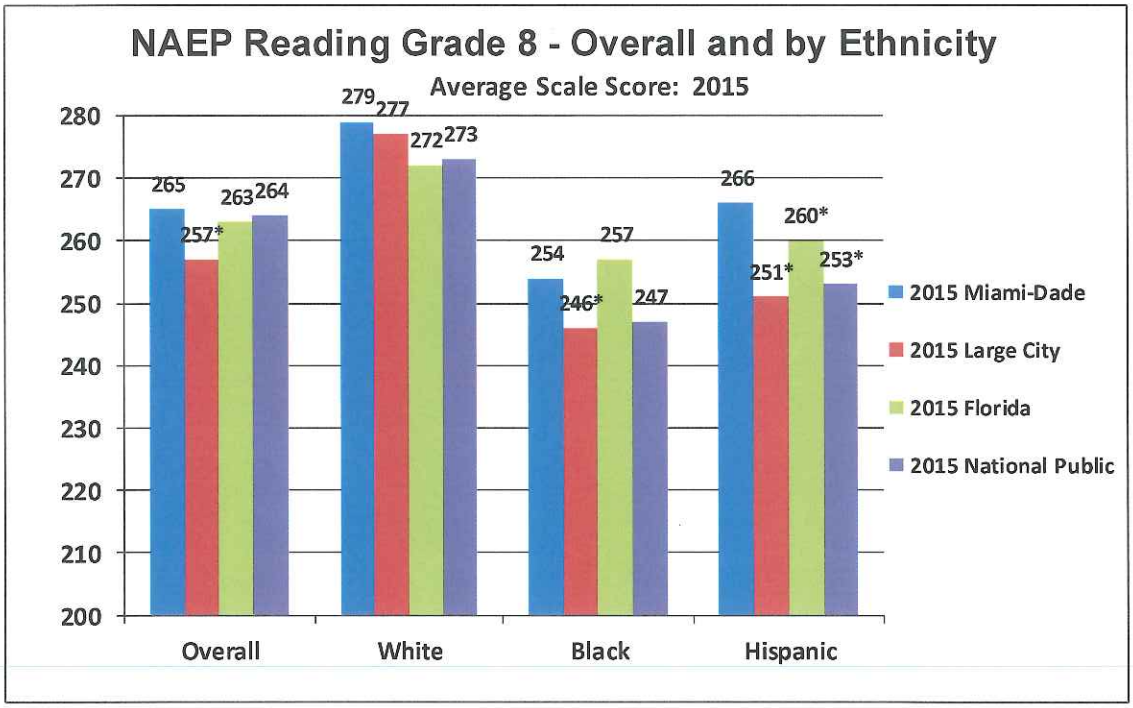


Figure 11. Results from the 2015 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

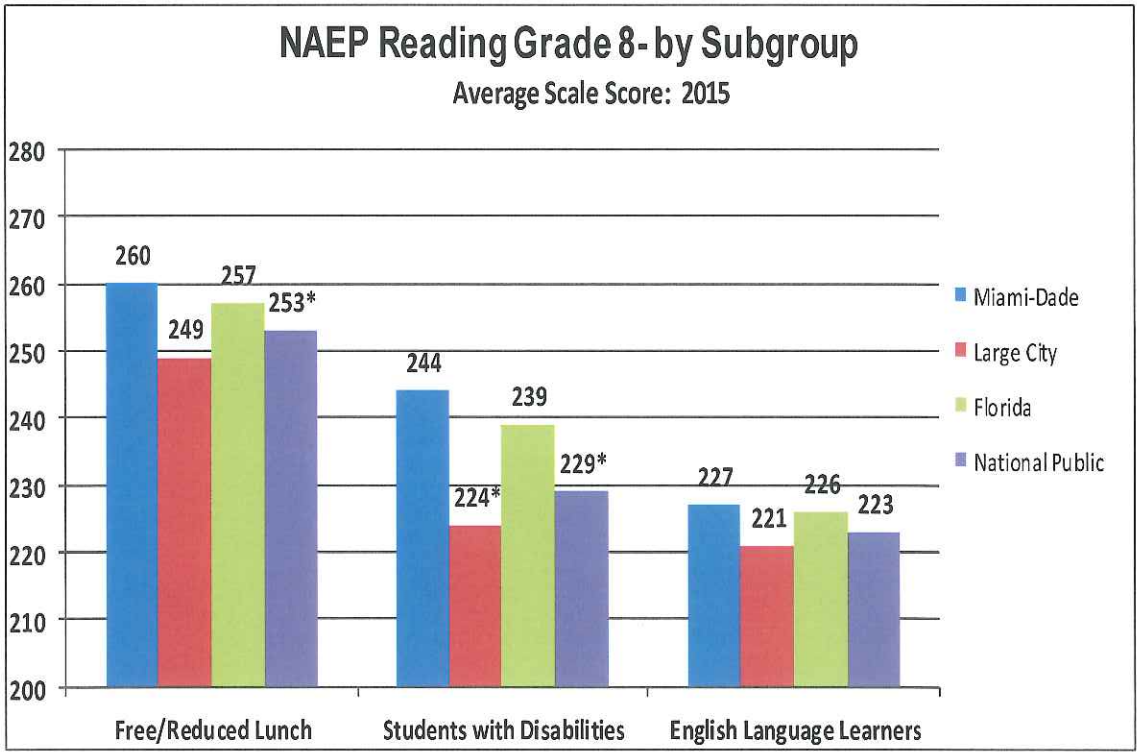


Figure 12. Results from the 2015 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

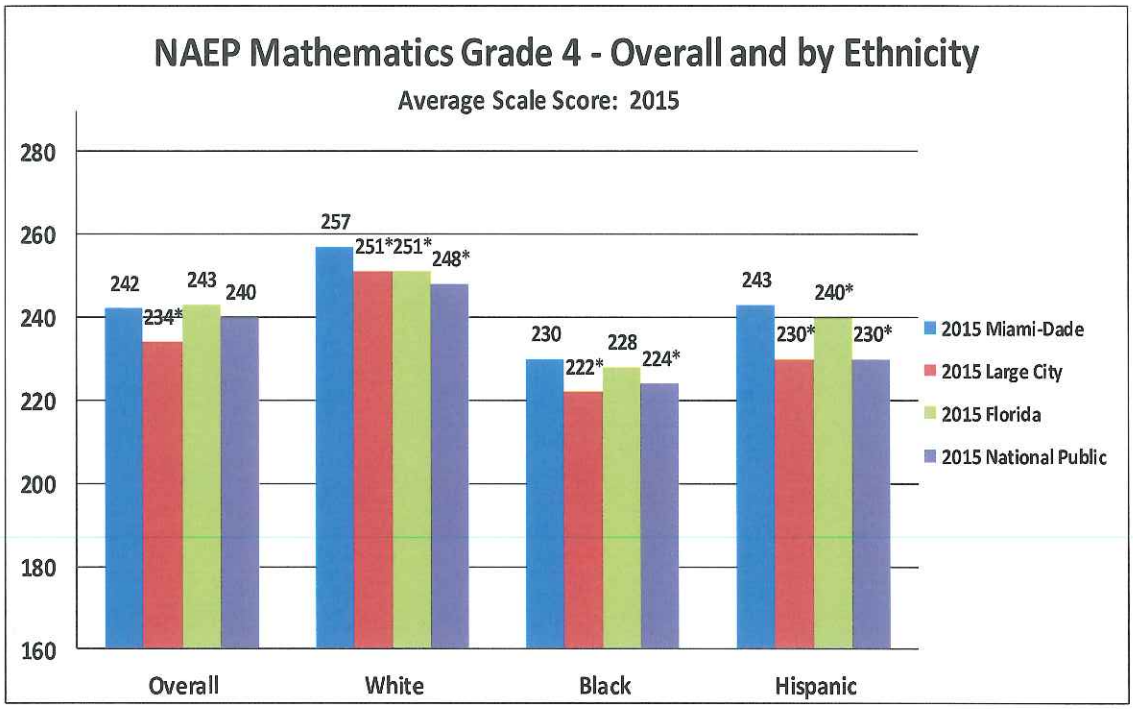


Figure 13. Results from the 2015 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

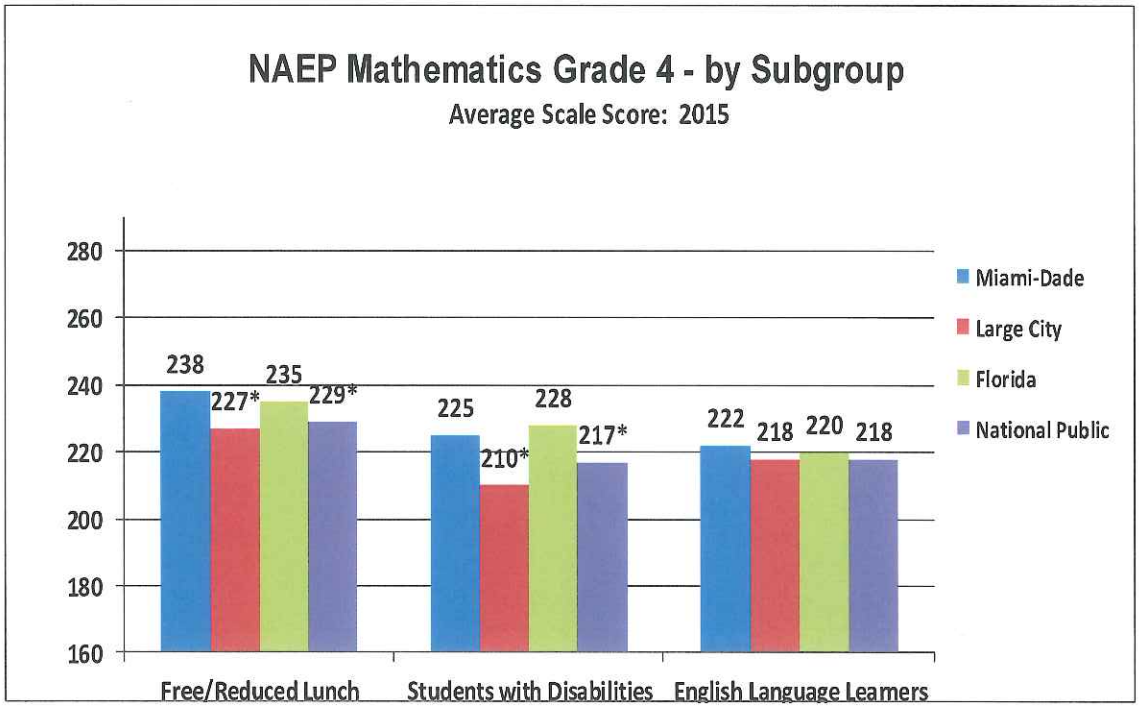


Figure 14. Results from the 2015 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

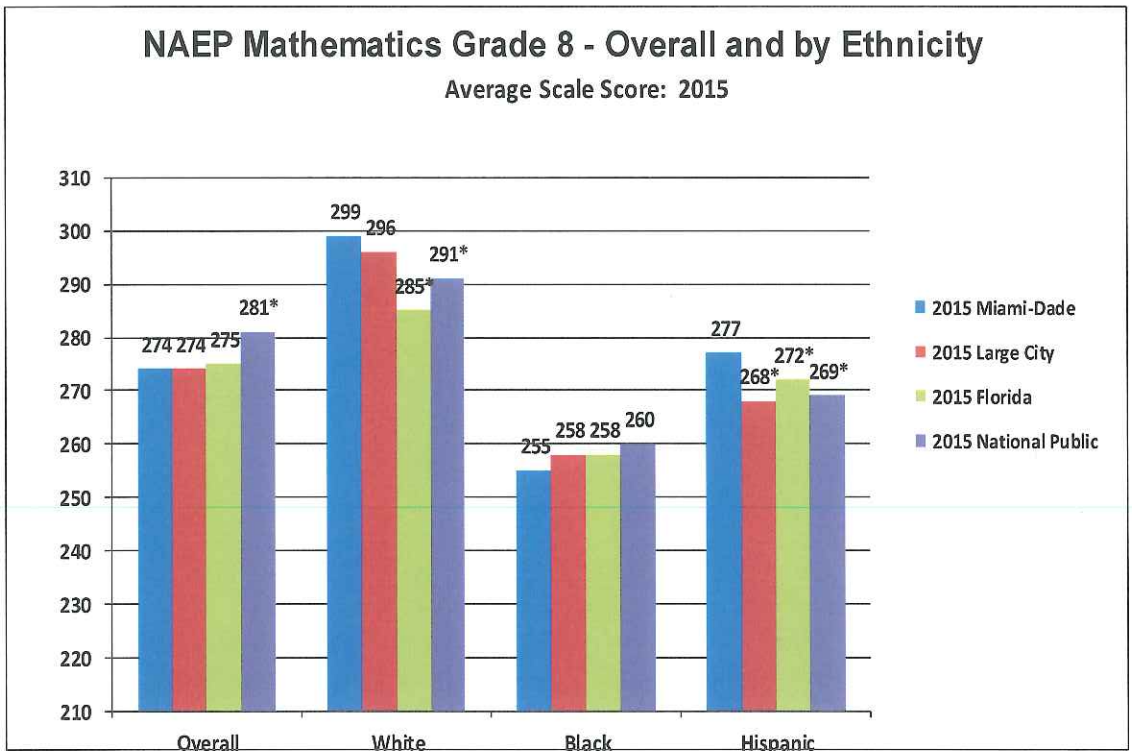


Figure 15. Results from the 2015 NAEP mathematics assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

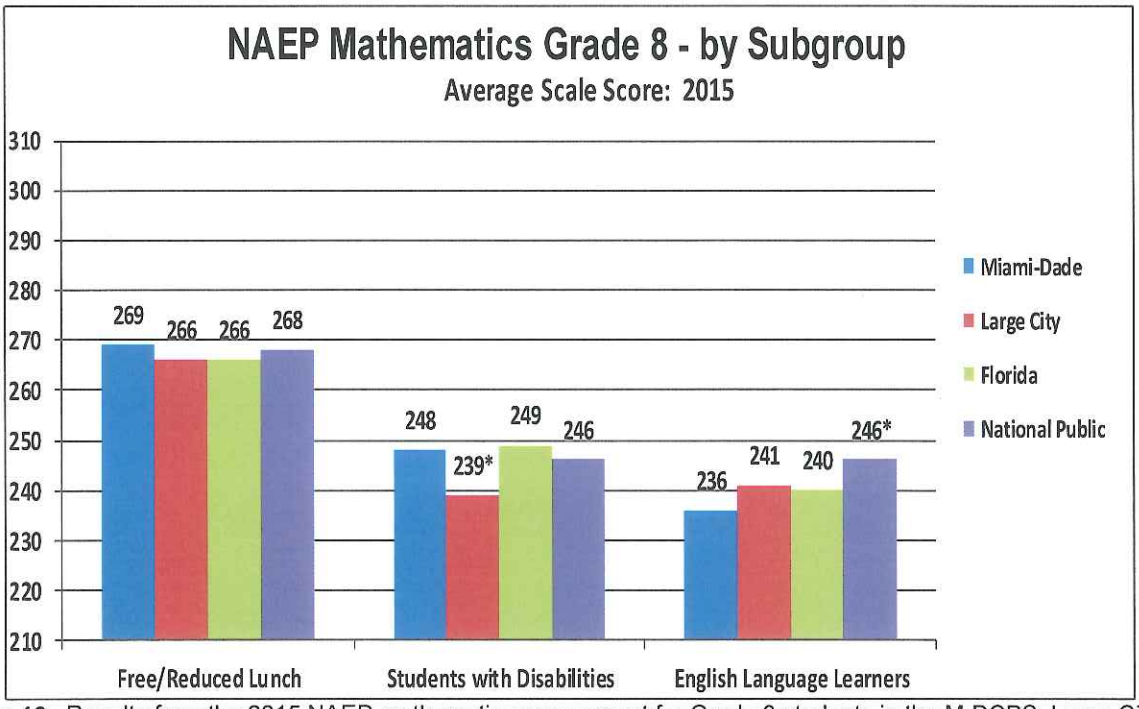


Figure 16. Results from the 2015 NAEP mathematics assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: The Nation's Report Card Trial Urban District, Report 2015, National Center for Education Statistics.

Table 1
Miami-Dade County Public Schools
NAEP 2015 Reading Results, by Jurisdiction and M-DCPS Subgroup

Jurisdiction/ Subgroup	Number/Percent of Students Tested	Average Scale Score	Percent at or Above Basic	Percent at or Above Proficient	Percent at Advanced
GRADE 4					
National Public (total)	134,000	221*	68*	35	8
Large City (total)	35,500	214*	59*	27*	6
Florida (total)	5,500	227	75	39	8
Miami-Dade (total)	1,700	226	74	39	8
Gender					
Male	50%	224	71	35	6
Female	50%	229	76	42	9
Ethnicity					
White	8%	239	86	57	14
Black	19%	210	53	17	2
Hispanic	70%	229	78	42	8
English Language Learners	19%	198	40	8	1
Students with Disabilities	9%	202	46	14	2
Eligible for Free/Reduced Lunch	71%	220	67	29	5
GRADE 8					
National Public (total)	131,900	264	75	33	3
Large City (total)	33,000	257	67	25	2
Florida (total)	5,300	263	75	30	2
Miami-Dade (total)	1,400	265	77	32	2
Gender					
Male	51%	260	73	26	1
Female	49%	270	82	38	3
Ethnicity					
White	10%	279	89	51	4
Black	21%	254	67	16	1
Hispanic	68%	266	78	33	2
English Language Learners	11%	227	32	4	-
Students with Disabilities	9%	244	53	10	-
Eligible for Free/Reduced Lunch	74%	260	73	26	1

Note: The NAEP reading scale ranges from 0 to 500. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Table 2
Miami-Dade County Public Schools
NAEP 2015 Mathematics Results, by Jurisdiction and M-DCPS Subgroup

Jurisdiction/Subgroup	Number/Percent of Students Tested	Average Scale Score	Percent at or Above Basic	Percent at or Above Proficient	Percent at Advanced
GRADE 4					
National Public (total)	134,700	240	81*	39	7
Large City (total)	35,900	234*	75*	32*	5
Florida (total)	5,500	243	85	42	
Miami-Dade (total)	1,700	242	86	41	5
Gender					
Male	50%	242	85	42	6
Female	50%	242	86	40	4
Ethnicity					
White	8%	257	96	65	15
Black	19%	230	75	22	1
Hispanic	71%	243	87	44	5
English Language Learners	20%	222	64	12	#
Students with Disabilities	9%	225	62	20	5
Eligible for Free/Reduced Lunch	72%	238	83	33	3
Grade 8					
National Public (total)	132,500	281*	70*	32*	8*
Large City (total)	34,700	274	62	26	6
Florida (total)	5,400	275	64	26	
Miami-Dade (total)	1,500	274	64	26	5
Gender					
Male	51%	273	62	25	5
Female	49%	276	66	26	4
Ethnicity					
White	9%	299	87	51	14
Black	21%	255	40	8	1
Hispanic	68%	277	68	27	4
English Language Learners	12%	236	19	3	#
Students with Disabilities	9%	248	33	7	#
Eligible for Free/Reduced Lunch	73%	269	58	19	3

Note: # - Rounds to zero. The NAEP mathematics scale ranges from 0 to 500. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as p>.05 =*. Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).