


## MEMORANDUM

October 30, 2019

**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 2019 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, Trial Urban District Reports in Reading and Mathematics today, October 30, 2019. The report summarizes the results of the 2019 National Assessment for Educational Progress (NAEP) for students in grades 4 and 8 who attend schools in 27 large urban districts. This is Miami-Dade County Public Schools' (M-DCPS) sixth year of participation in the Trial Urban District Assessment (TUDA) program, which compares the achievement of students in large urban districts that face similar challenges with regard to poverty and high-risk populations. 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 2019 were Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Clark (NV), Cleveland, Dallas, Denver, Detroit, District of Columbia, Duval (FL), Fort Worth (TX), Fresno, Guilford (NC), Hillsborough (FL), Houston, Jefferson County (KY), Los Angeles, Miami-Dade, Milwaukee (WI), New York City, Philadelphia, San Diego, and Shelby (TN). 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.

M-DCPS continued to exhibit high levels of achievement on this national assessment in its sixth year of participation. More than 6,800 students in 183 schools in Miami-Dade County participated in the 2019 NAEP administration in grades 4 and 8. Following are highlights from the results:

- M-DCPS fourth graders' NAEP scale scores ranked #1 in both Reading and Mathematics among all TUDA districts.
- M-DCPS' NAEP scores were significantly higher than public schools nationwide in Grade 4 Reading and Mathematics.
- M-DCPS eighth graders' NAEP scale scores ranked #2 in Reading and #6 in Mathematics on the 2019 NAEP assessments, up from rankings of 5<sup>th</sup> and 10<sup>th</sup>, respectively, on the 2017 administration.

- Subgroup analyses also revealed that M-DCPS students fared well in comparison to their counterparts nationwide.
  - Hispanic students in M-DCPS continued their outstanding performance on NAEP, again achieving higher Reading and Mathematics scores in all tested grade levels than both the National Public school and Large City samples.
  - Black students in M-DCPS achieved higher mean scores than National Public and Large City school samples in Grade 4 Reading and Mathematics and higher than Large City samples in Grade 8 Reading.
  - M-DCPS Students with Disabilities also achieved higher mean scale scores than their counterparts in the National Public school sample in Grade 4 Reading and Mathematics and Grade 8 Reading. These students also scored higher than the Large City sample in all grades and content areas tested.
  - In addition, where nearly 70% of our students are eligible for the free/reduced price lunch program, those eligible students outscored their counterparts in both the National Public and Large City school samples in both grade levels and content areas tested.
- While the three Florida districts that participate in the TUDA program scored among the top districts nationwide, M-DCPS met or exceeded the mean scale scores received in both Hillsborough and Duval Counties across all four grade level/content areas.

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.

AMC:ig  
M477

Attachment

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**  
**2019 National Assessment of Educational Progress**  
**Trial Urban District Assessment**  
**Reading and Mathematics, Grades 4 and 8**

On October 30, 2019, the National Center for Education Statistics (NCES) released results from the 2019 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 winter 2019, the content areas assessed on NAEP were reading, mathematics, and writing; 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 2019, 27 districts participated: Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Clark (NV), Cleveland, Dallas, Denver, Detroit, District of Columbia, Duval (FL), Fort Worth (TX), Fresno, Guilford (NC), Hillsborough (FL), Houston, Jefferson County (KY), Los Angeles, Miami-Dade, Milwaukee (WI), New York City, Philadelphia, San Diego, and Shelby (TN).

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.

**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 the Florida Standards Assessment Test, 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".

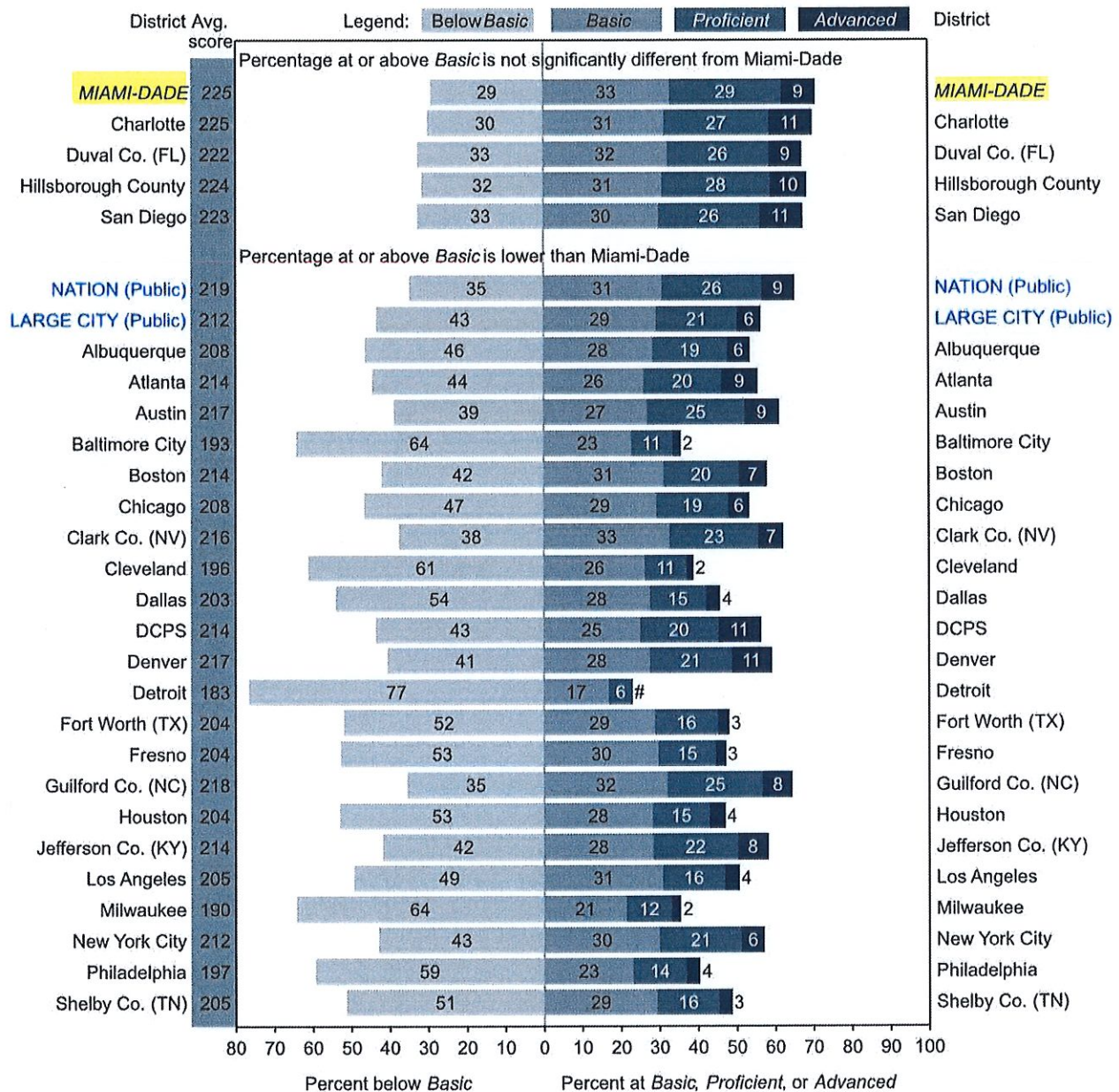
Students who participate in NAEP/TUDA are assessed in only one subject-area. NAEP results are not reported for individual students or for schools; summary results are only reported for the nation, states, and the participating TUDA districts.

The NAEP Program has transitioned from being assessed via paper and pencil, to digital (computer-based) administration. During the 2019 administration, all students were administered the reading and mathematics digitally, on NAEP-provided tablets.

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.

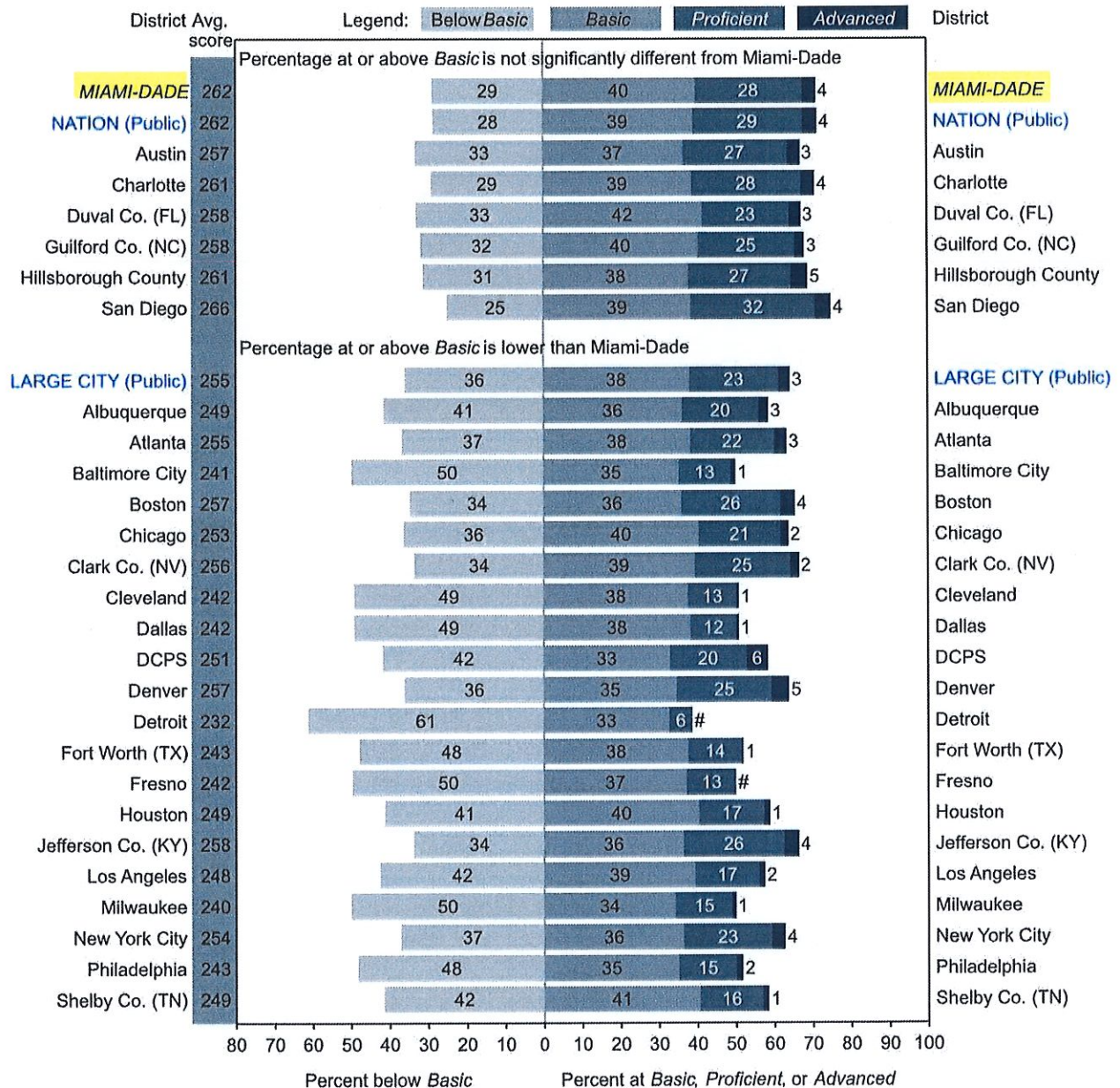


# 2019 NAEP Reading, Grade 4



**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: 2019. From *The Nation's Report Card Trial Urban District Report, Reading 2019*, National Center for Education Statistics.

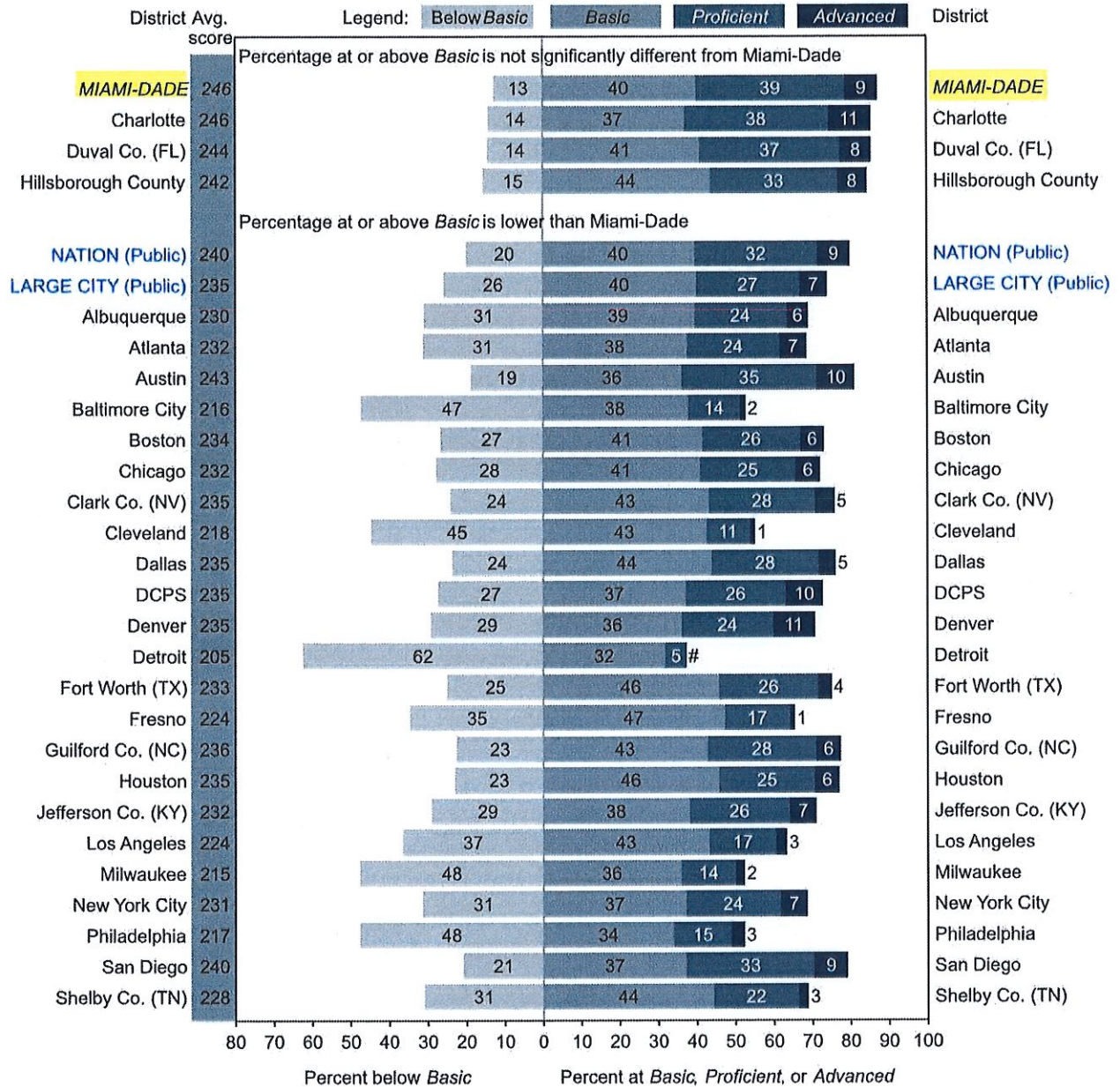
# 2019 NAEP Reading, Grade 8



**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: 2019. From *The Nation's Report Card Trial Urban District Report, Reading 2019*, National Center for Education Statistics.

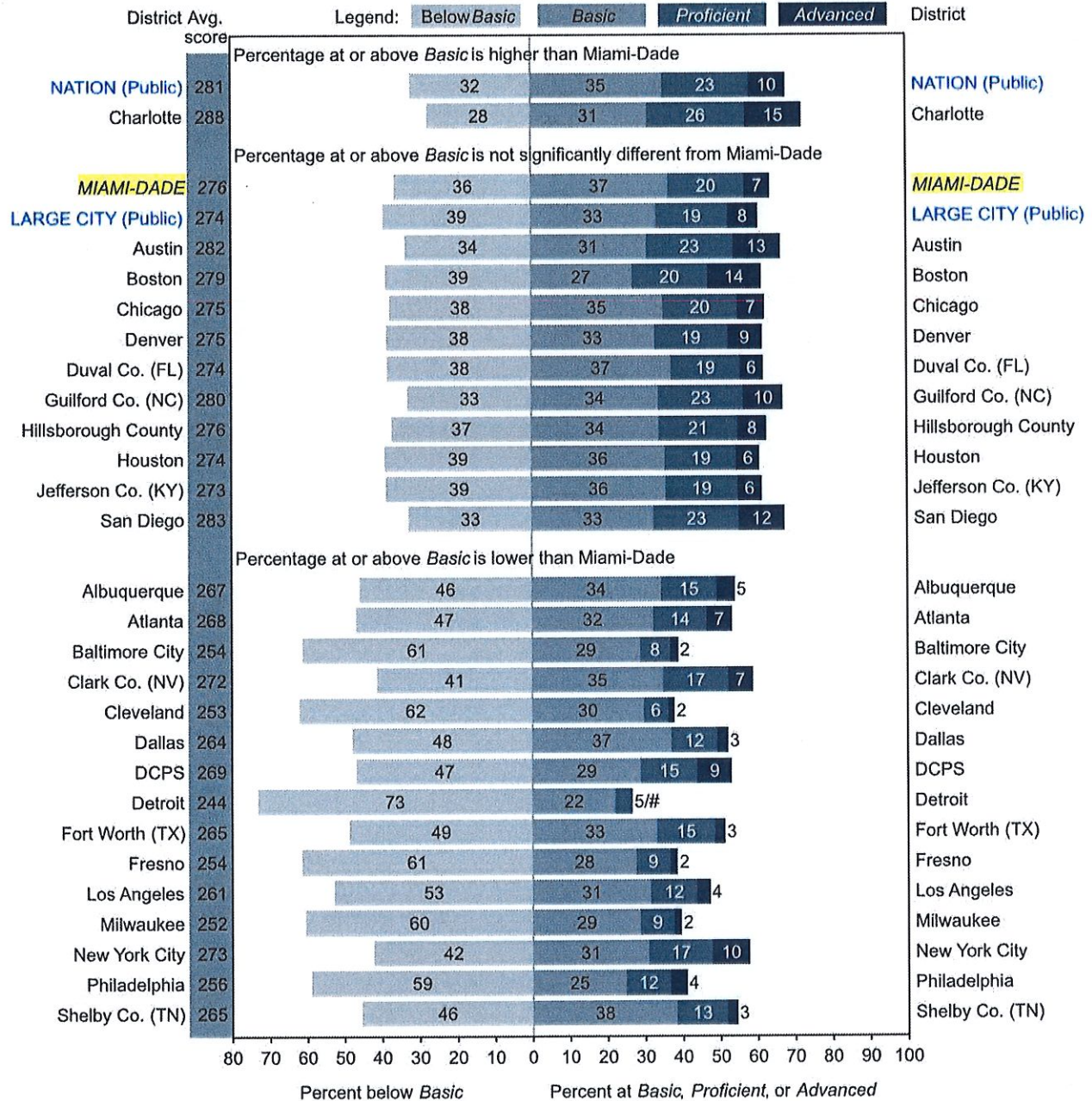


# 2019 NAEP Mathematics, Grade 4



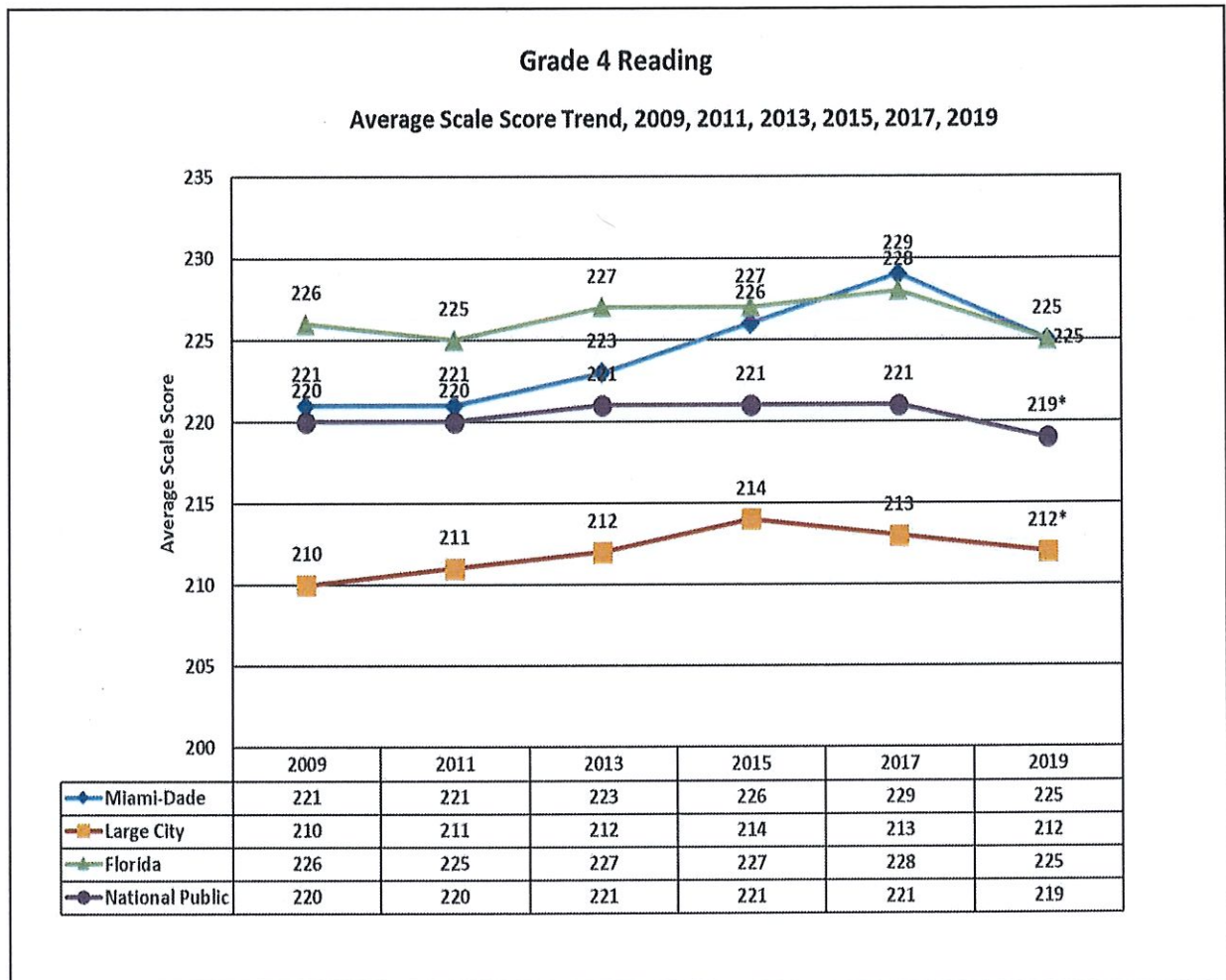
**Figure 3.** Average scale scores in NAEP mathematics for fourth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above Basic compared with the nation, large cities and other participating districts: 2017. From *The Nation's Report Card Trial Urban District Report, Reading 2017*, National Center for Education Statistics.

# 2019 NAEP Mathematics, Grade 8

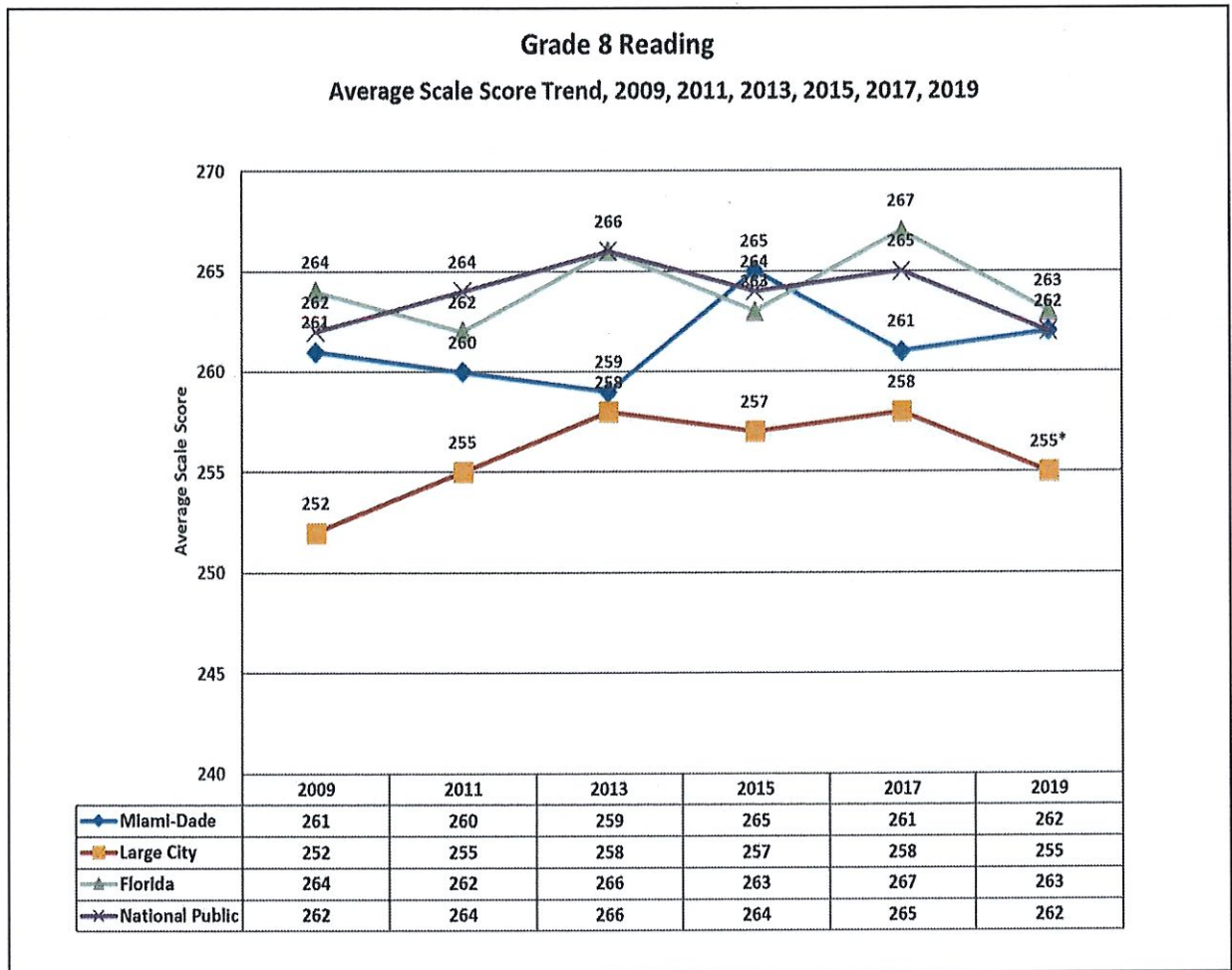


**Figure 4.** Average scale scores in NAEP mathematics for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above Basic compared with the nation, large cities and other participating districts: 2019. From *The Nation's Report Card Trial Urban District Report, Reading 2019*, National Center for Education Statistics.



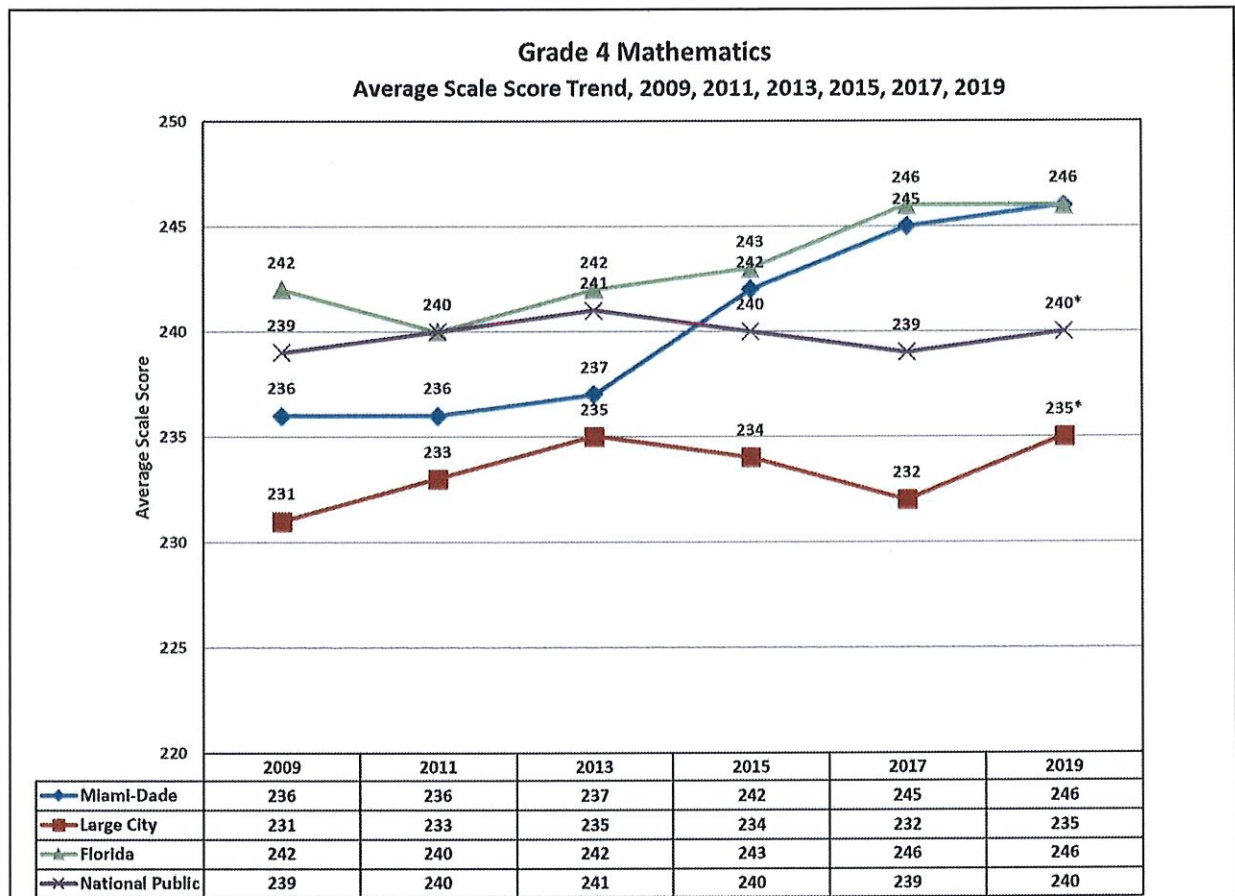


**Figure 5.** Trend analysis of Average Scale Score of grade 4 students on the NAEP reading assessment in 2009, 2011, 2013, 2015, 2017, and 2019 in the M-DCPS, Large Cities, Florida, and National Public Schools.

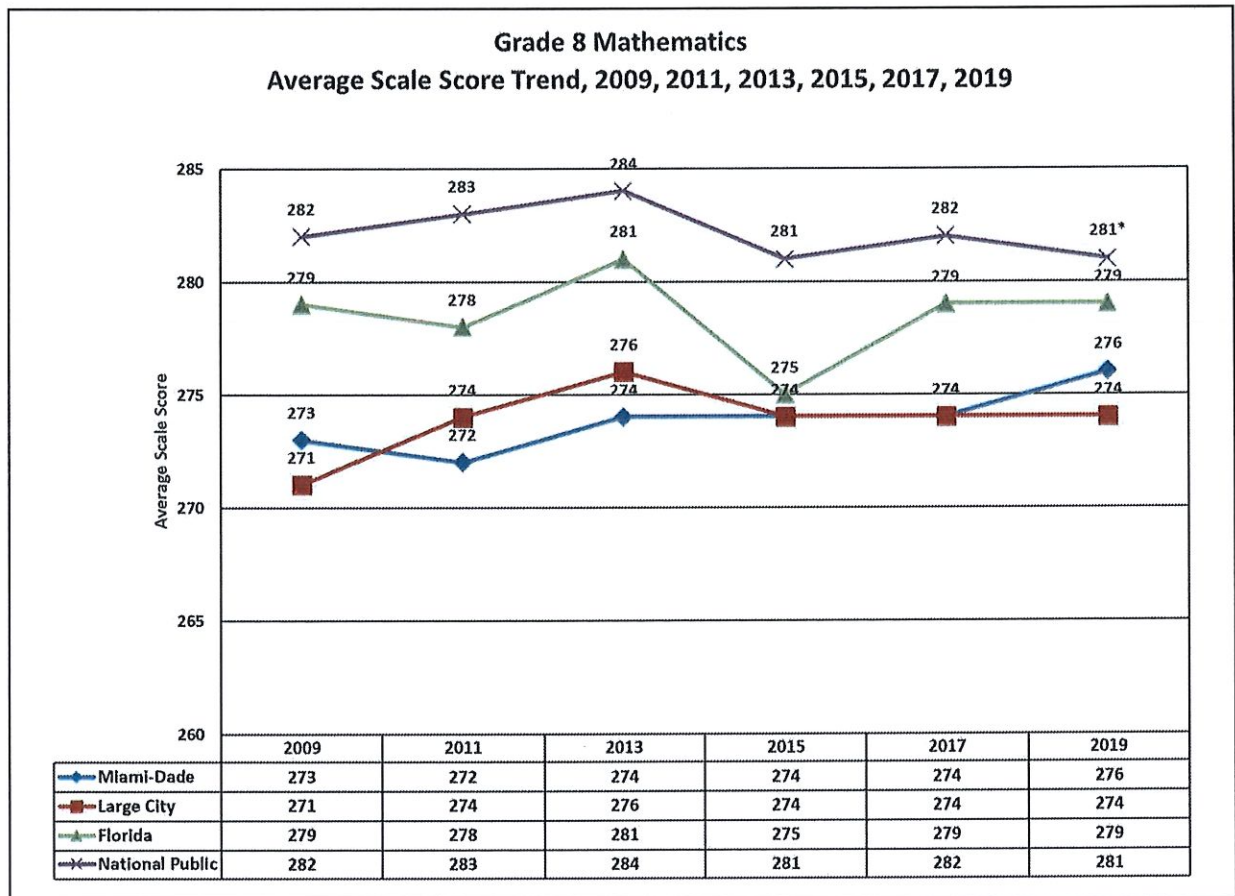


**Figure 6.** Trend analysis of Average Scale Score of grade 8 students on the NAEP reading assessment in 2009, 2011, 2013, 2015, 2017, and 2019 in the M-DCPS, Large Cities, Florida, and National Public Schools.



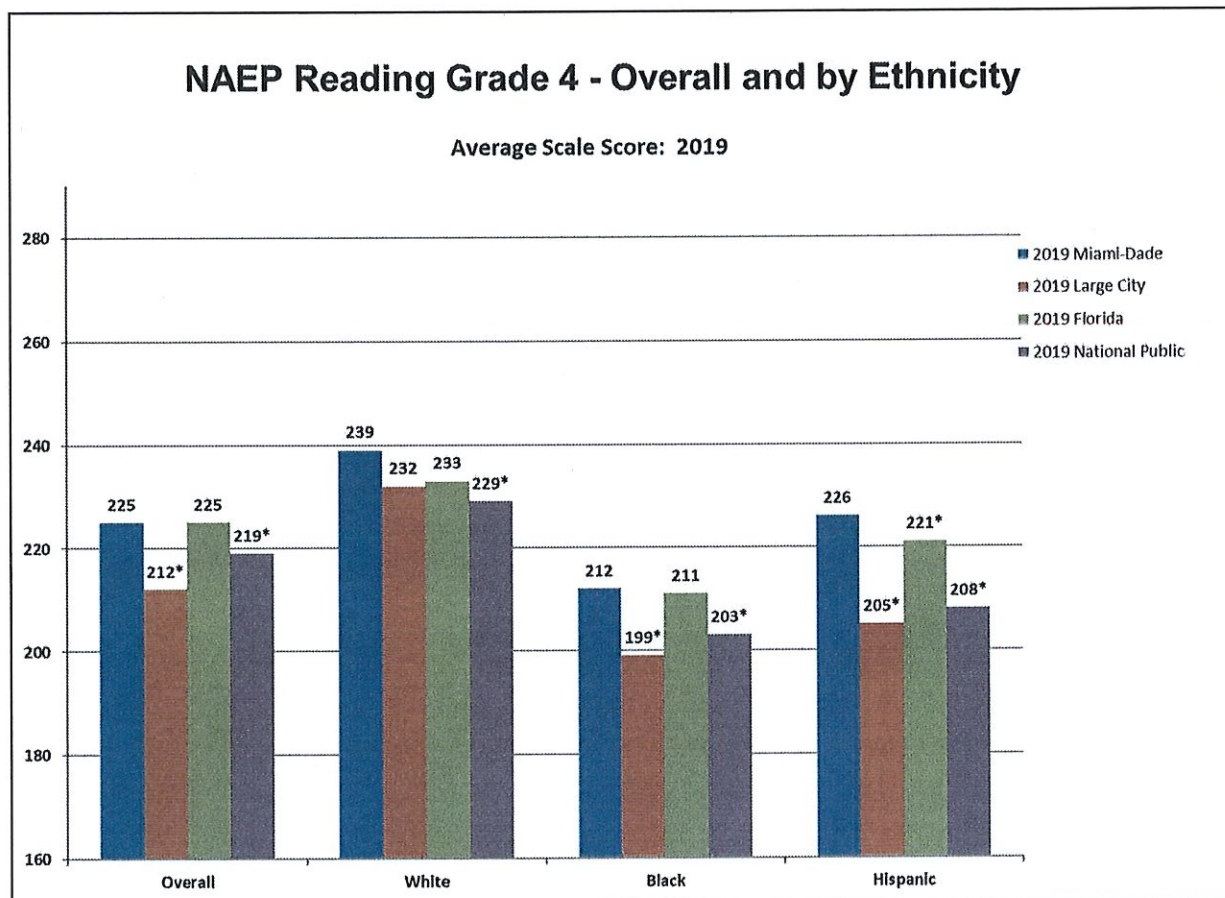


**Figure 7.** Trend analysis of Average Scale Score of Grade 4 students on the NAEP mathematics assessment in 2009, 2011, 2013, 2015, and 2017 in the M-DCPS, Large Cities, Florida, and National Public Schools.

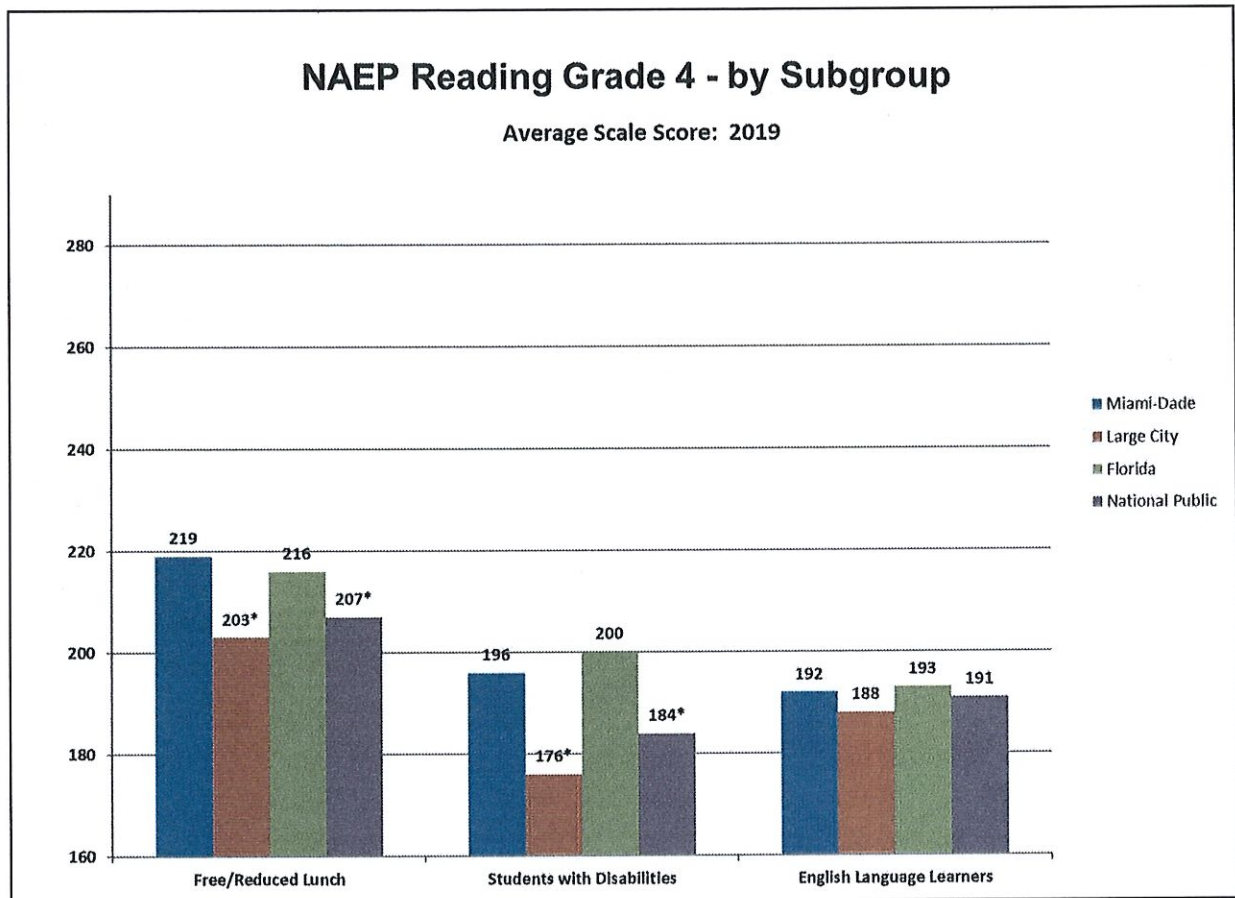


**Figure 8.** Trend analysis of Average Scale Score of Grade 8 students on the NAEP mathematics assessment in 2009, 2011, 2013, 2015, 2017, and 2019 in the M-DCPS, Large Cities, Florida, and National Public Schools.



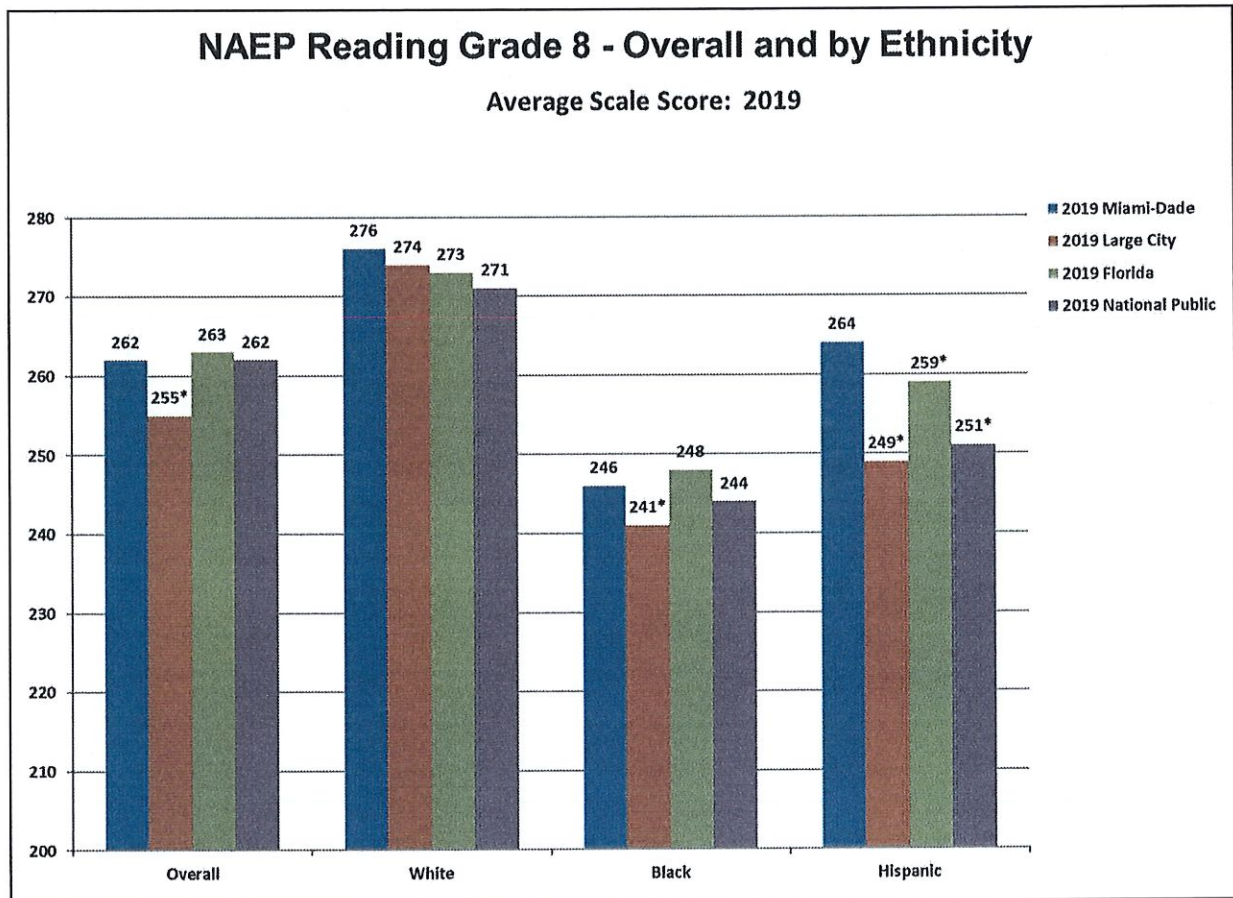


**Figure 9.** Results from the 2019 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2019, National Center for Education Statistics

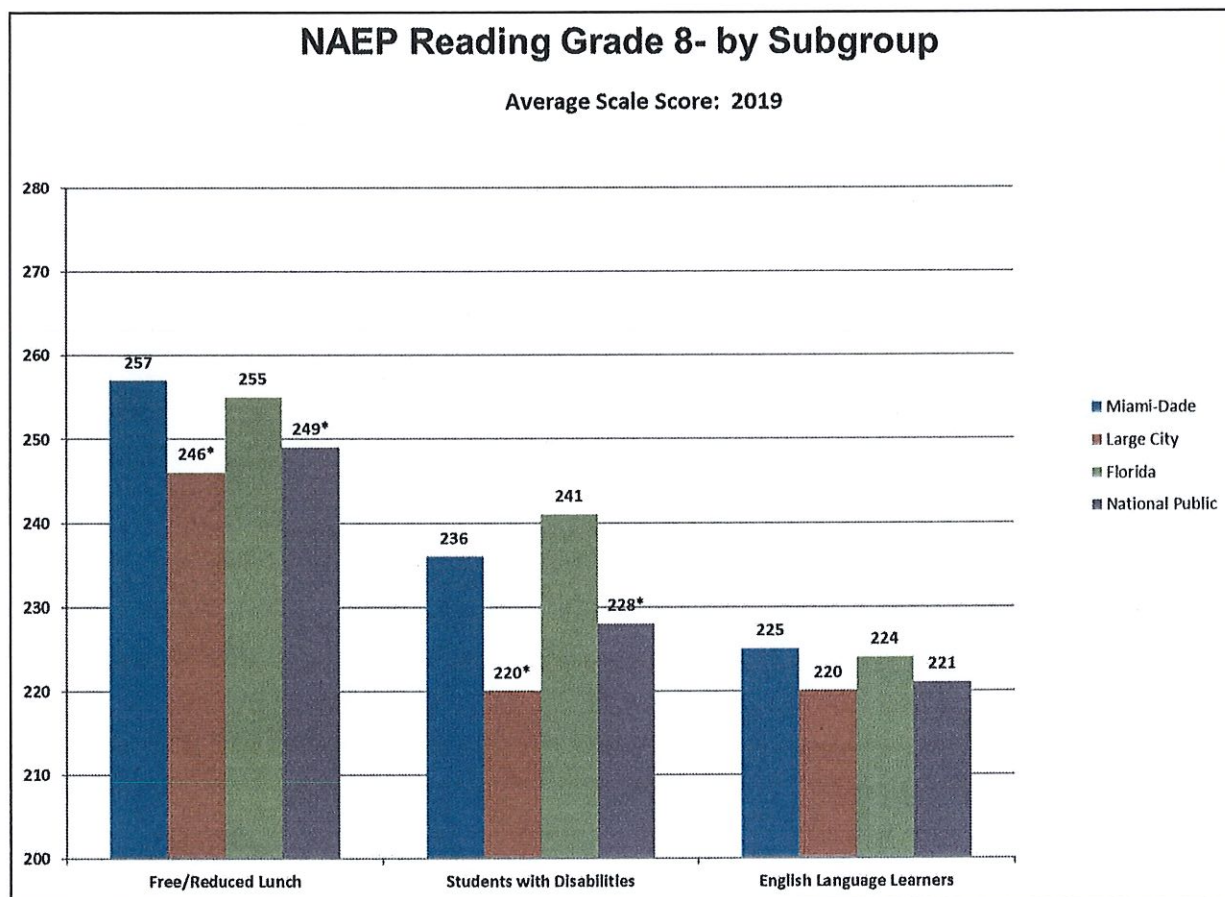


**Figure 10.** Results from the 2019 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2019, National Center for Education Statistics.

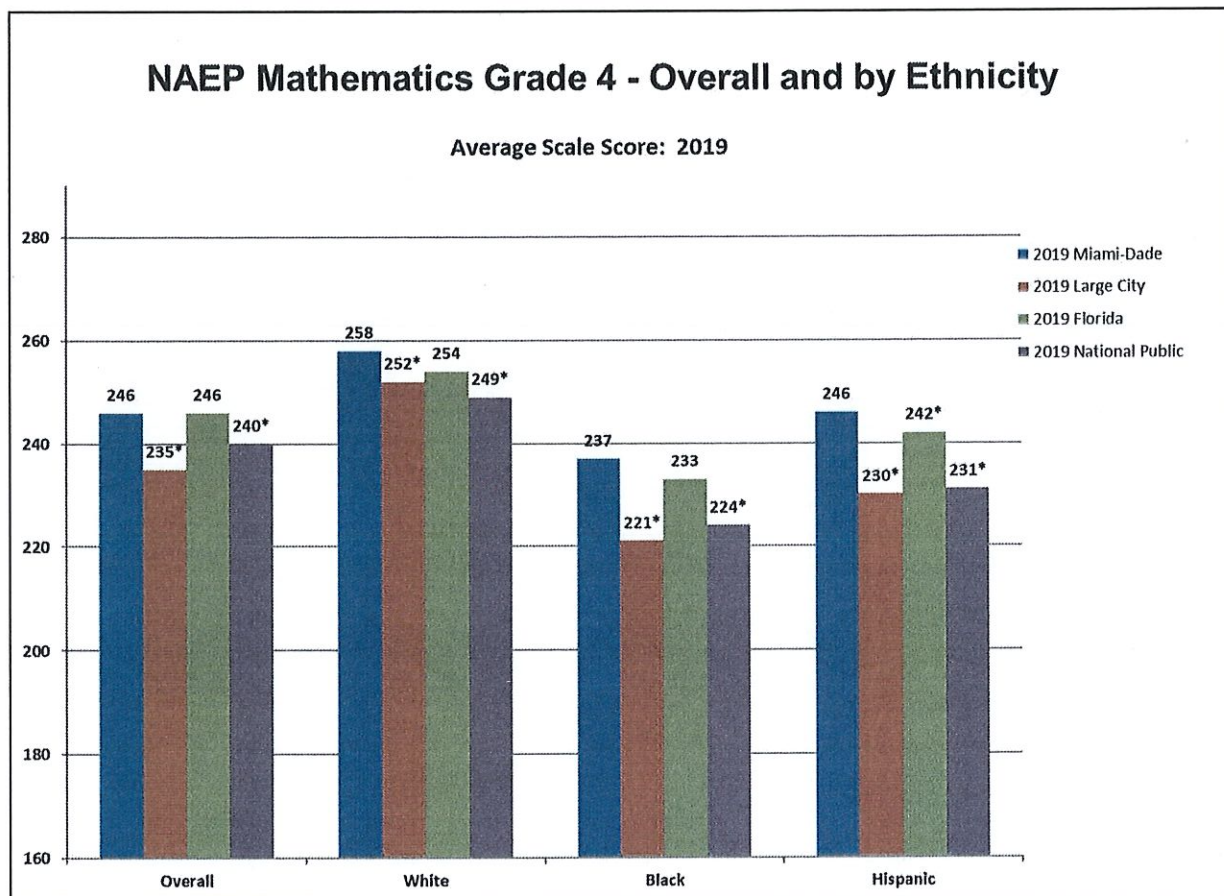




**Figure 11.** Results from the 2019 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2019, National Center for Education Statistics.

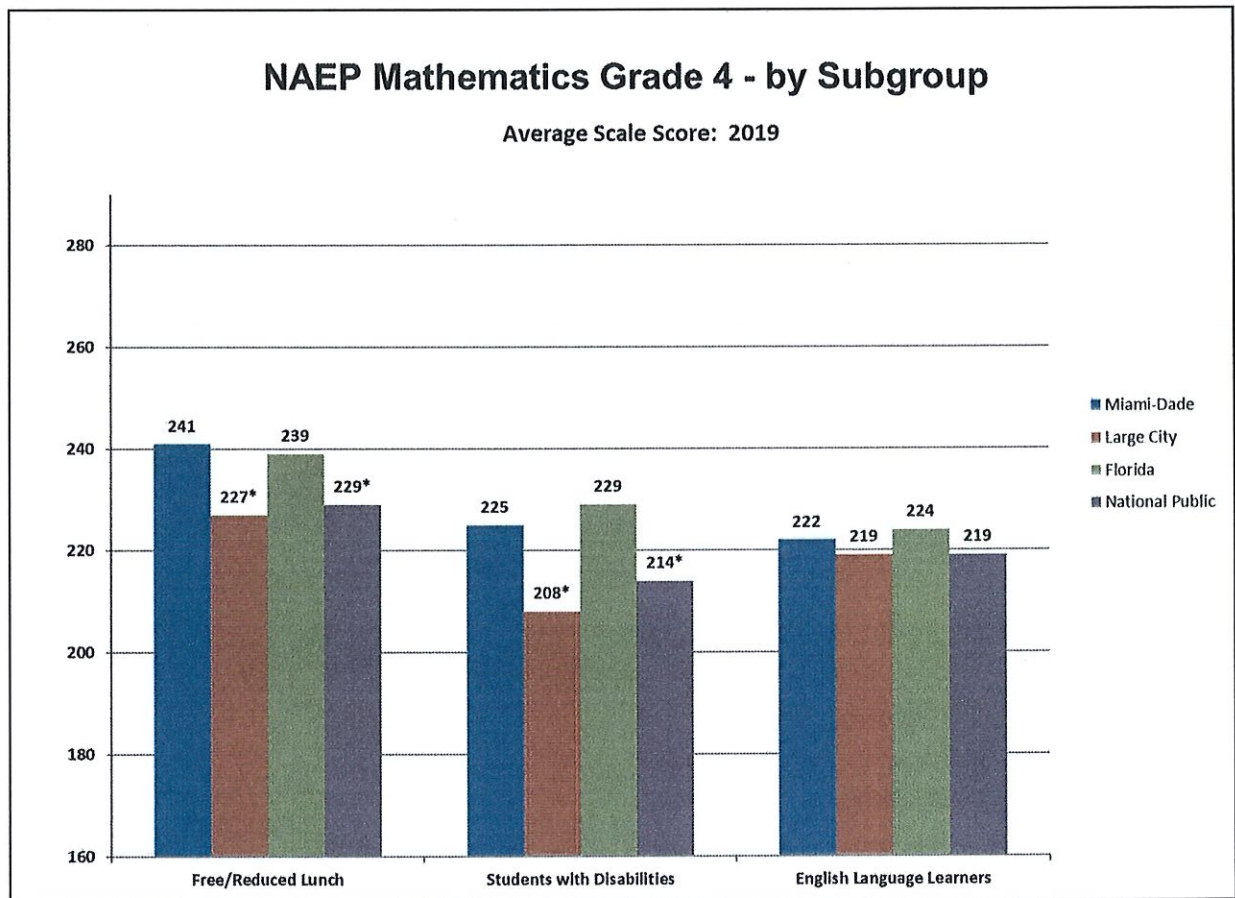


**Figure 12.** Results from the 2019 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2019, National Center for Education Statistics.

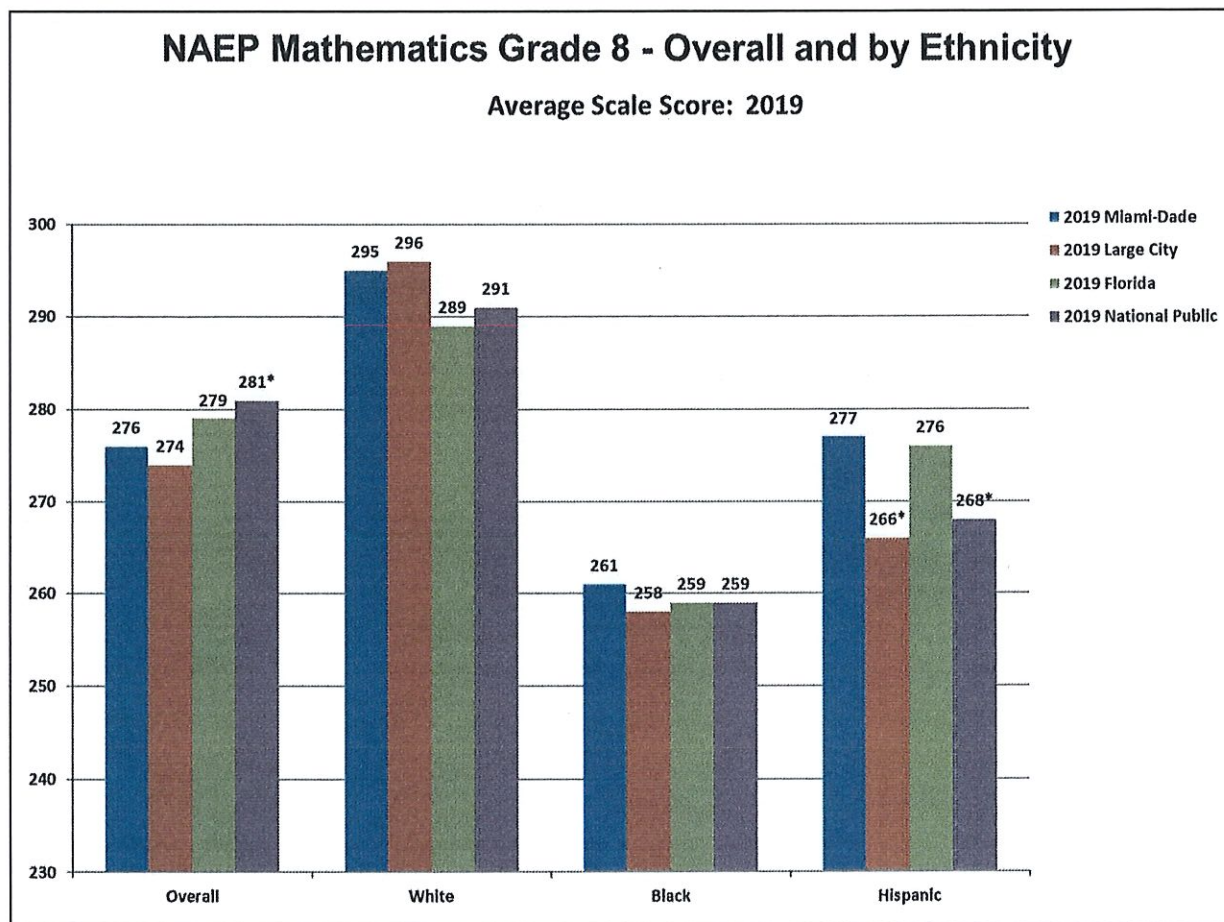


**Figure 13.** Results from the 2019 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2019, National Center for Education Statistics.

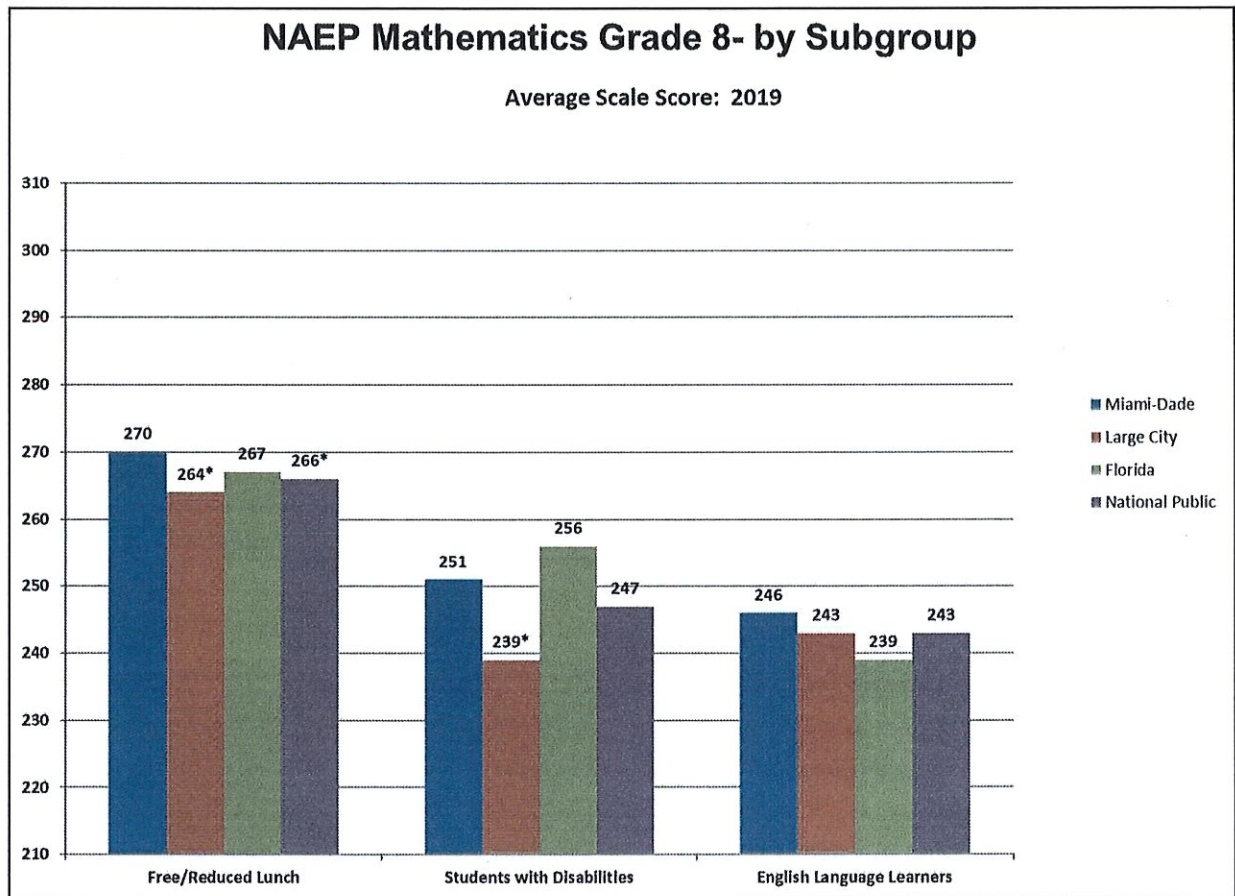




**Figure 14.** Results from the 2019 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2019, National Center for Education Statistics.



**Figure 15.** Results from the 2019 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 2019, National Center for Education Statistics.



**Figure 16.** Results from the 2019 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 2019, National Center for Education Statistics.



**Table 1**  
**Miami-Dade County Public Schools**  
**NAEP 2019 Reading Results, by Jurisdiction and M-DCPS Subgroup**

<b>Jurisdiction/ Subgroup</b>	<b>Number/Percent of Students Tested</b>	<b>Average Scale Score</b>	<b>Percent at or Above Basic</b>	<b>Percent at or Above Proficient</b>	<b>Percent at Advanced</b>
<b>GRADE 4</b>					
<b>National Public (total)</b>	144,700	219*	65*	34*	9
<b>Large City (total)</b>	43,400	212*	57*	27*	6*
<b>Florida (total)</b>	5,600	225	70	38	9
<b>Miami-Dade (total)</b>	1,700	225	71	38	9
<b>Gender</b>					
Male	50%	223	69	36	9
Female	50%	227	73	40	10
<b>Ethnicity</b>					
White	7%	239	85	55	16
Black	19%	212	58	21	2
Hispanic	71%	226	72	40	10
<b>English Language Learners</b>	21%	192	32	5	#
<b>Students with Disabilities</b>	13%	196	38	13	2
<b>Eligible for Free/Reduced Lunch</b>	72%	219	65	30	6
<b>GRADE 8</b>					
<b>National Public (total)</b>	138,100	262	72	32	4
<b>Large City (total)</b>	40,500	255*	64*	26*	3
<b>Florida (total)</b>	5,500	263	72	34	4
<b>Miami-Dade (total)</b>	1,700	262	71	32	4
<b>Gender</b>					
Male	50%	255	64	26	3
Female	50%	268	78	38	5
<b>Ethnicity</b>					
White	8%	276	84	46	7
Black	16%	246	56	13	#
Hispanic	74%	264	74	34	4
<b>English Language Learners</b>	13%	225	32	6	#
<b>Students with Disabilities</b>	11%	236	41	13	1
<b>Eligible for Free/Reduced Lunch</b>	70%	257	67	26	2

Note: The NAEP Reading scale ranges from 0 to 500. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05$  =\*. # = Rounds to zero. 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 2019 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
<b>GRADE 4</b>					
National Public (total)	143,600	240*	80*	40*	9
Large City (total)	43,300	235*	74*	34*	7
Florida (total)	5,600	246	87	48	9
Miami-Dade (total)	1,700	246	87	47	9
<b>Gender</b>					
Male	50%	249	89	53	11
Female	50%	242	86	42	6
<b>Ethnicity</b>					
White	8%	258	94	66	18
Black	19%	237	84	31	2
Hispanic	72%	246	87	49	9
English Language Learners	21%	222	65	14	#
Students with Disabilities	13%	225	64	20	3
Eligible for Free/Reduced Lunch	72%	241	85	40	6
<b>GRADE 8</b>					
National Public (total)	142,200	281	68	33	10
Large City (total)	41,700	274	61	27	8
Florida (total)	5,700	279	66	31	9
Miami-Dade (total)	1,700	276	64	27	7
<b>Gender</b>					
Male	50%	275	63	26	6
Female	50%	277	65	29	7
<b>Ethnicity</b>					
White	7%	295	80	45	18
Black	16%	261	47	12	2
Hispanic	74%	277	65	28	6
English Language Learners	13%	246	33	6	1
Students with Disabilities	11%	251	33	9	1
Eligible for Free/Reduced Lunch	72%	270	58	20	4

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