


## MEMORANDUM

April 10, 2018

**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 2017 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, April 10, 2018. The report summarizes the results of the National Assessment of 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) fifth 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 2017 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 fifth year of participation. More than 6,700 students in 161 schools in Miami-Dade County participated in the 2017 NAEP administration in grades 4 and 8. Following are highlights from the results:

- With a disproportionately high population of English Language Learners, M-DCPS fourth grade students demonstrated remarkable performance in comparison to the nation and other large urban districts.
  - Nationally, M-DCPS fourth graders ranked #1 in Reading and #2 in Mathematics.
  - Miami-Dade, along with the other two Florida TUDA districts, significantly outscored the nation, large city sample, and all other TUDA districts in both Reading and Mathematics in Grade 4.

- Grade 4 M-DCPS students, overall and for all subgroups, scored higher than the national public school and large city samples in both Reading and Mathematics.
  - Subgroups outperforming national/large city samples included: Black, Hispanic, Free/Reduced Lunch, Students with Disabilities and English Language Learners.
- M-DCPS Hispanic students continue to shine, achieving higher Reading and Mathematics scale scores in all tested grade levels than both the national public school and large city samples.
- Significant growth was seen in Reading and Mathematics scale scores for fourth grade students in the District from 2009 to 2017.
  - M-DCPS was the only TUDA district to exhibit significant scale score growth from 2015 to 2017 in Grade 4 Mathematics.
- In Grade 8, M-DCPS students outscored the large city sample in Reading and matched them in Mathematics.

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.

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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**  
**2017 National Assessment of Educational Progress**  
**Trial Urban District Assessment**  
**Reading and Mathematics, Grades 4 and 8**

On April 10, 2018, the National Center for Education Statistics (NCES) released results from the 2017 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 2017, 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 2015, 21 districts participated: Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte, Chicago, Cleveland, Dallas, Detroit, District of Columbia, Duval (FL), Fresno, Hillsborough County (FL), Houston, Jefferson County (KY), Los Angeles, Miami-Dade, Milwaukee (WI), New York City, Philadelphia, and San Diego. In 2017, five additional districts joined the TUDA program: Clark (NV), Denver (CO), Fort Worth (TX), Guilford (NC), 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**

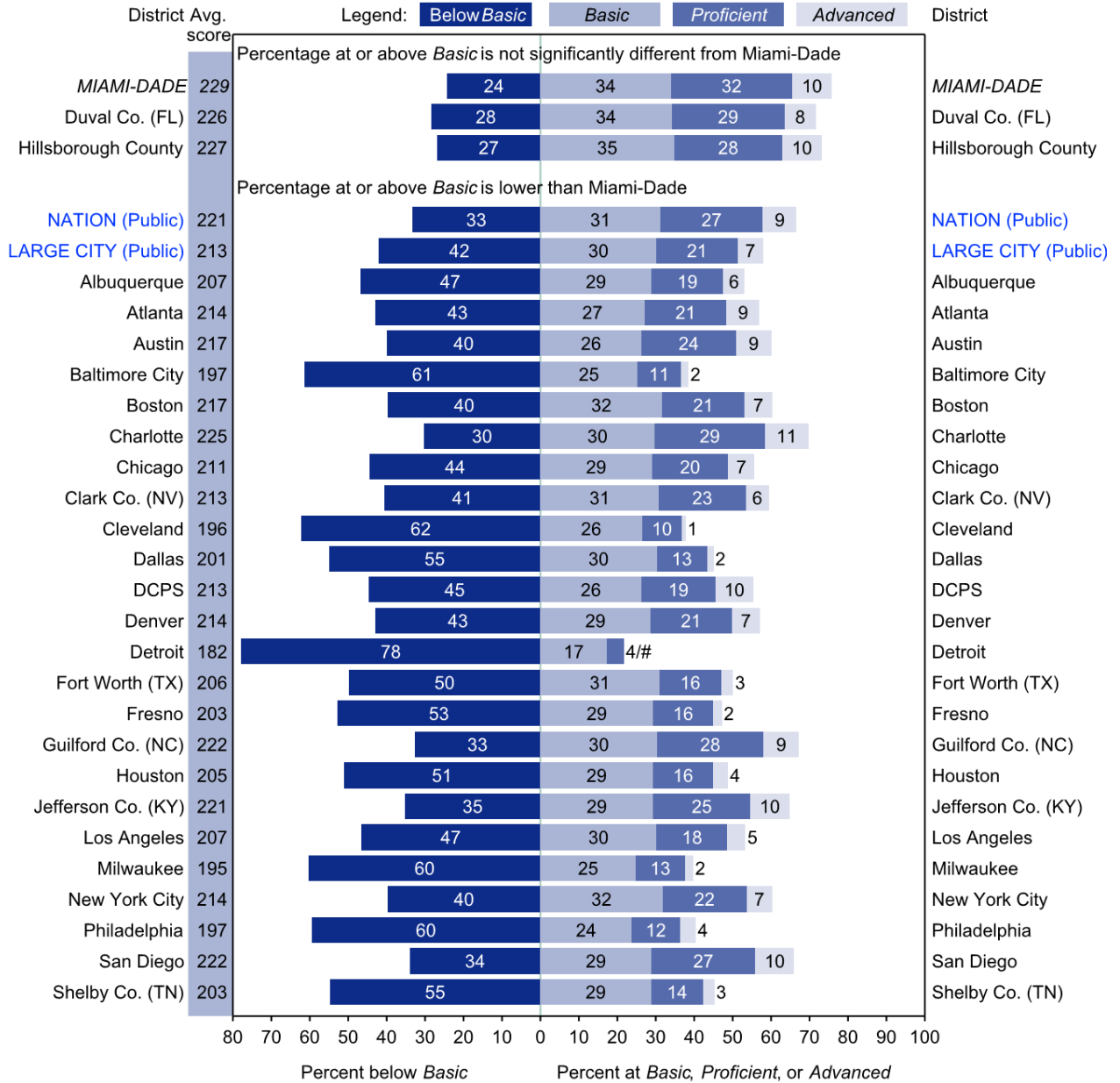
NAEP Reading and Mathematics results are reported as scale scores, which can range from 0-500. For each grade and subject area, the scale score continuum is divided into the three achievement levels: Basic, Proficient, and Advanced. When a scale score falls below the lower boundary for Basic, it is described 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 2017 administration, most students were administered the reading and mathematics digitally on NAEP-provided tablets. A limited number of students were assessed via paper-pencil to provide for alignment studies needed to maintain the long-term trend analyses.

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.

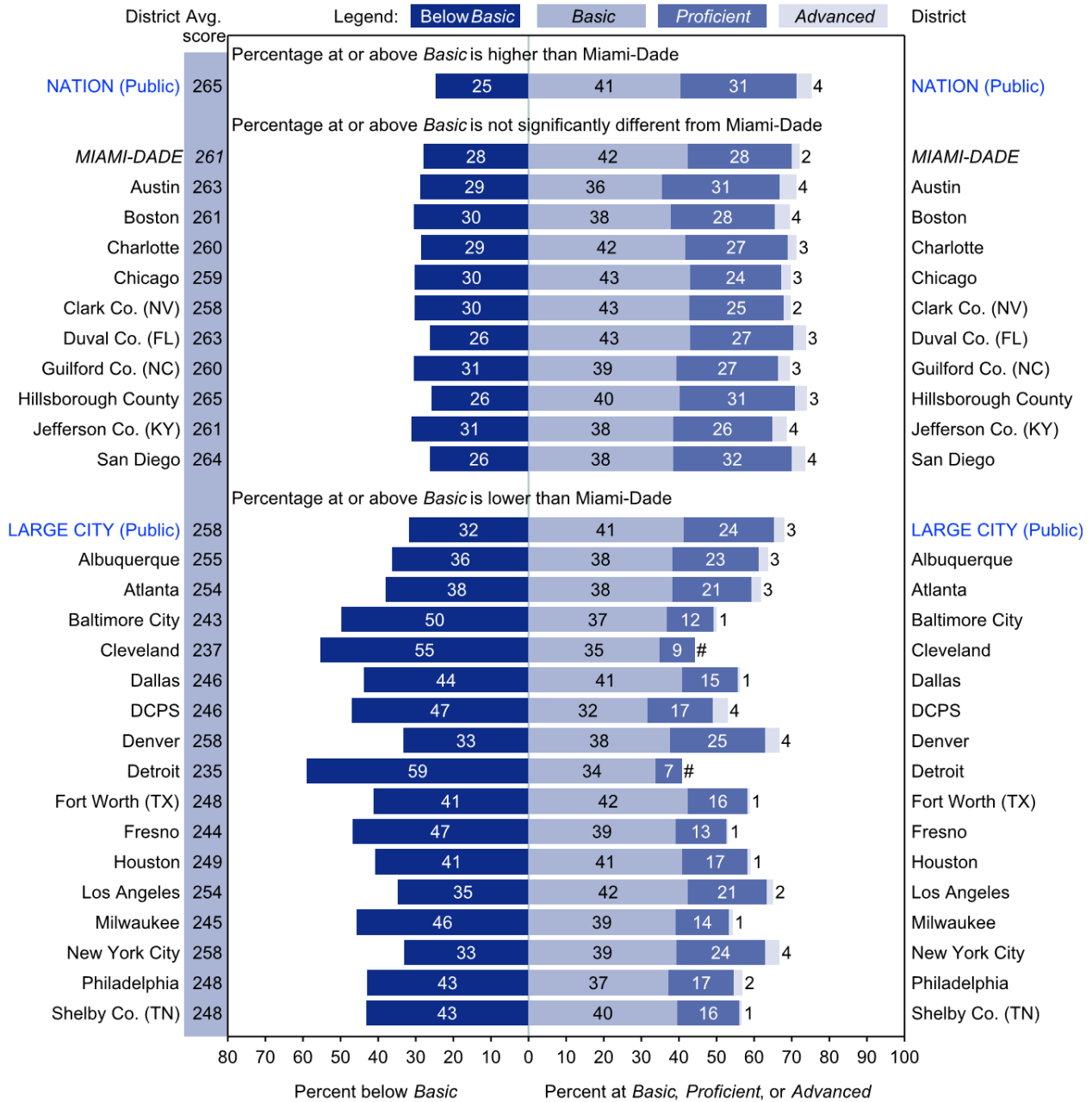
# 2017 NAEP Reading, Grade 4



**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: 2017. From *The Nation’s Report Card Trial Urban District Report, Reading 2017*, National Center for Education Statistics.

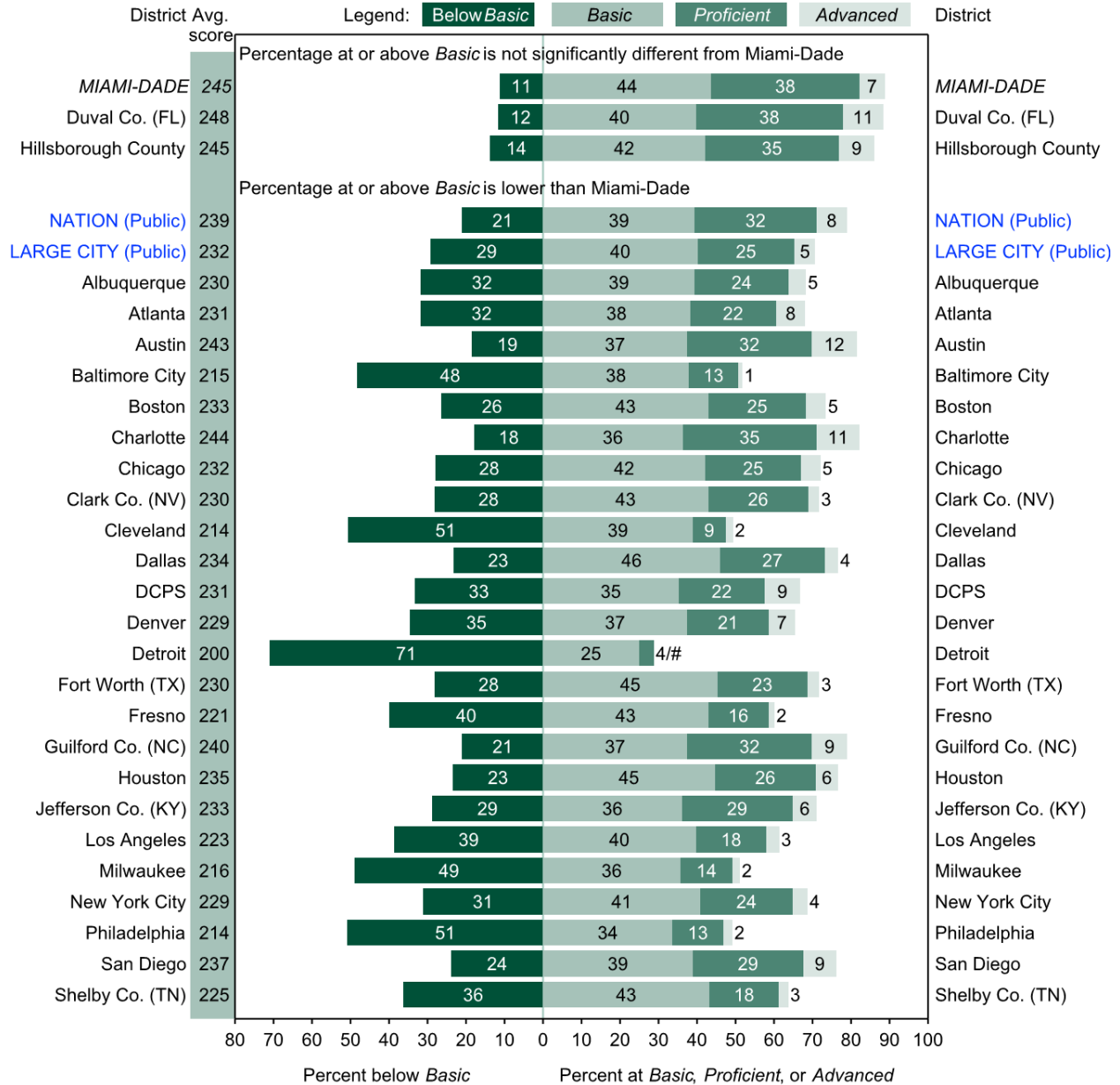


# 2017 NAEP Reading, Grade 8



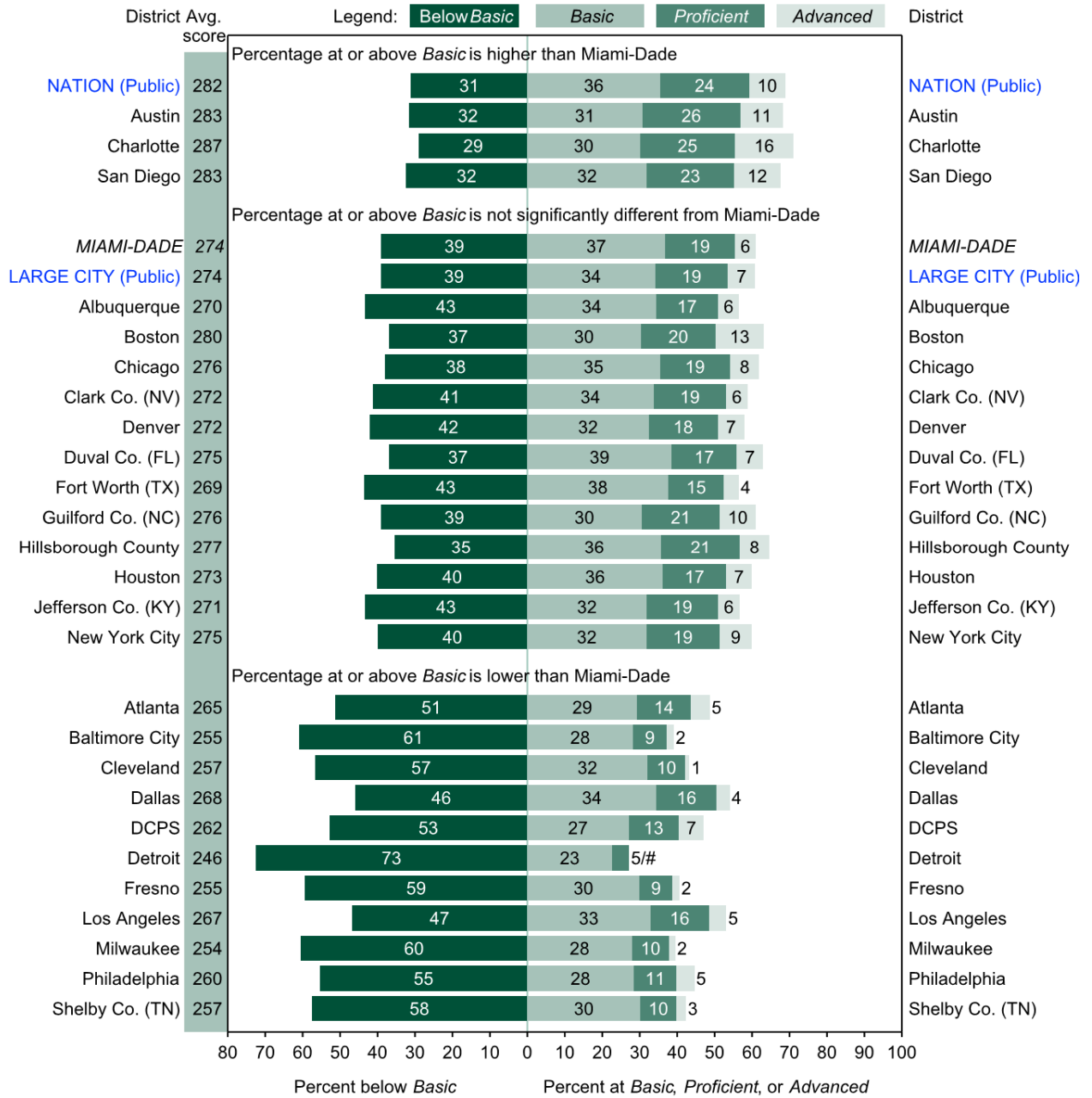
**Figure 2.** Average scale scores in NAEP reading for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2017. From *The Nation's Report Card Trial Urban District Report, Reading 2017*, National Center for Education Statistics.

# 2017 NAEP Mathematics, Grade 4



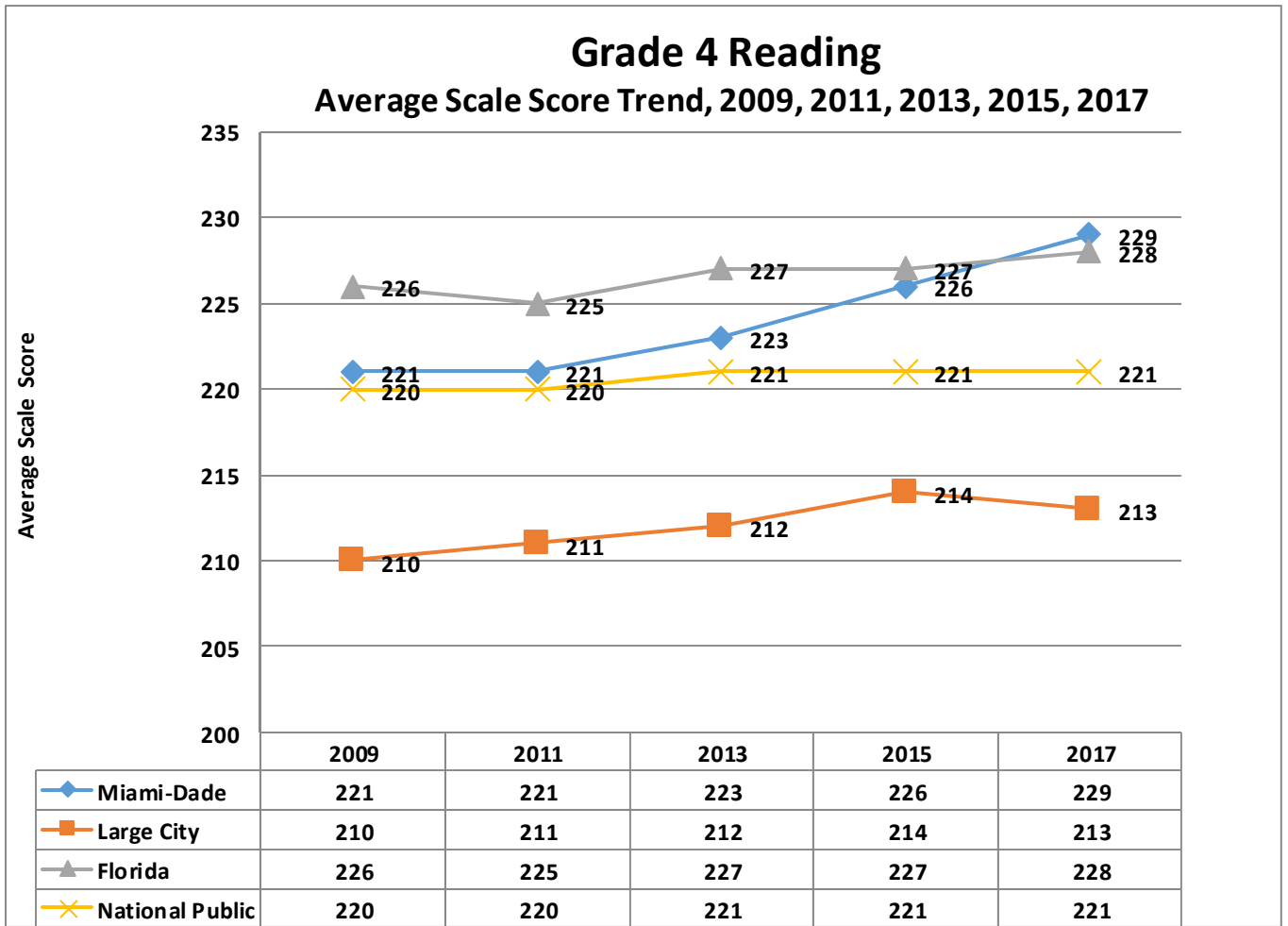
**Figure 3.** Average scale scores in NAEP mathematics for fourth grade public school students, percentage within each achievement level, and Miami-Dade’s percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2017. From *The Nation’s Report Card Trial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

# 2017 NAEP Mathematics, Grade 8

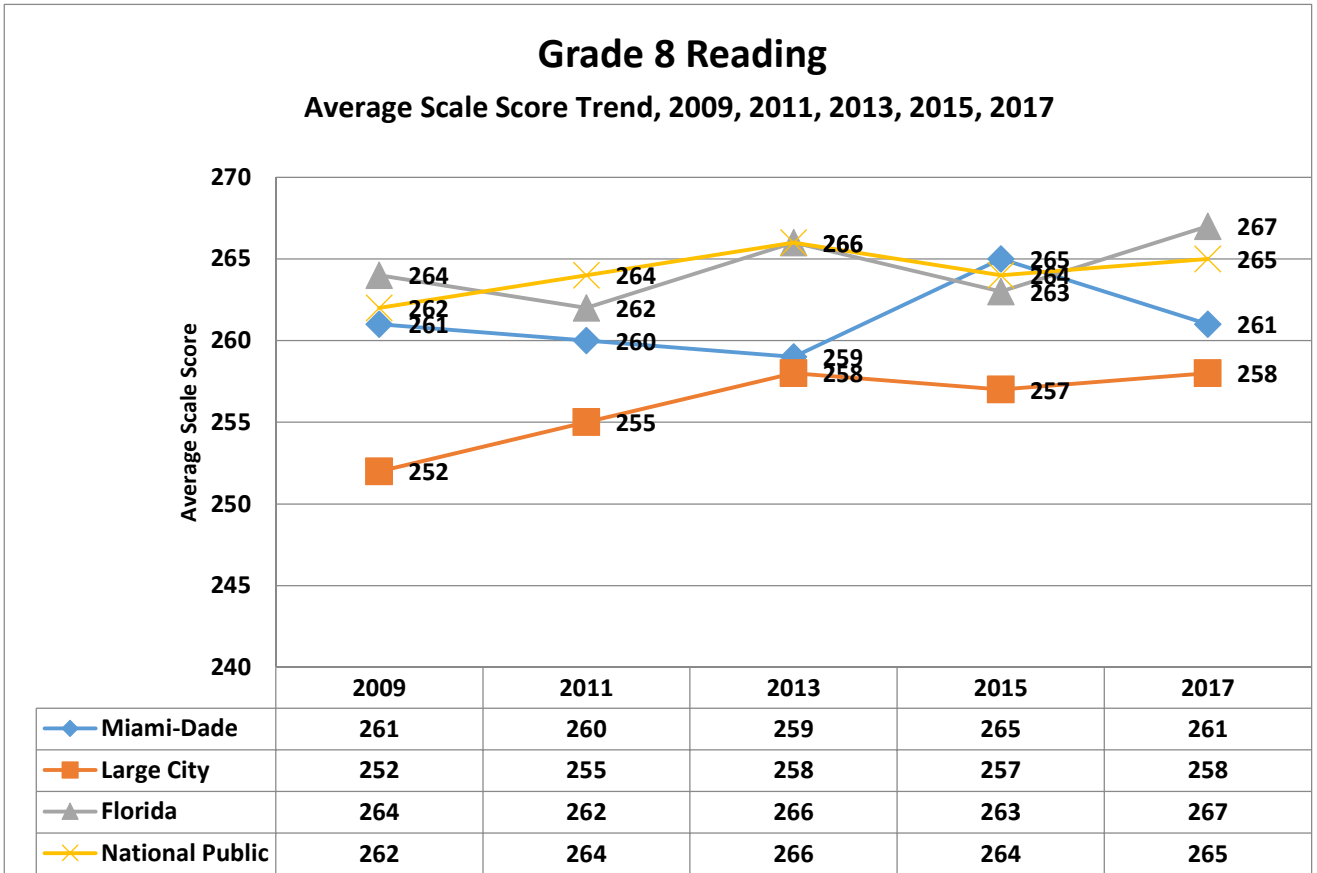


**Figure 4.** Average scale scores in NAEP mathematics for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2017. From *The Nation's Report Card Trial Urban District Report, Reading 2017*, National Center for Education Statistics.

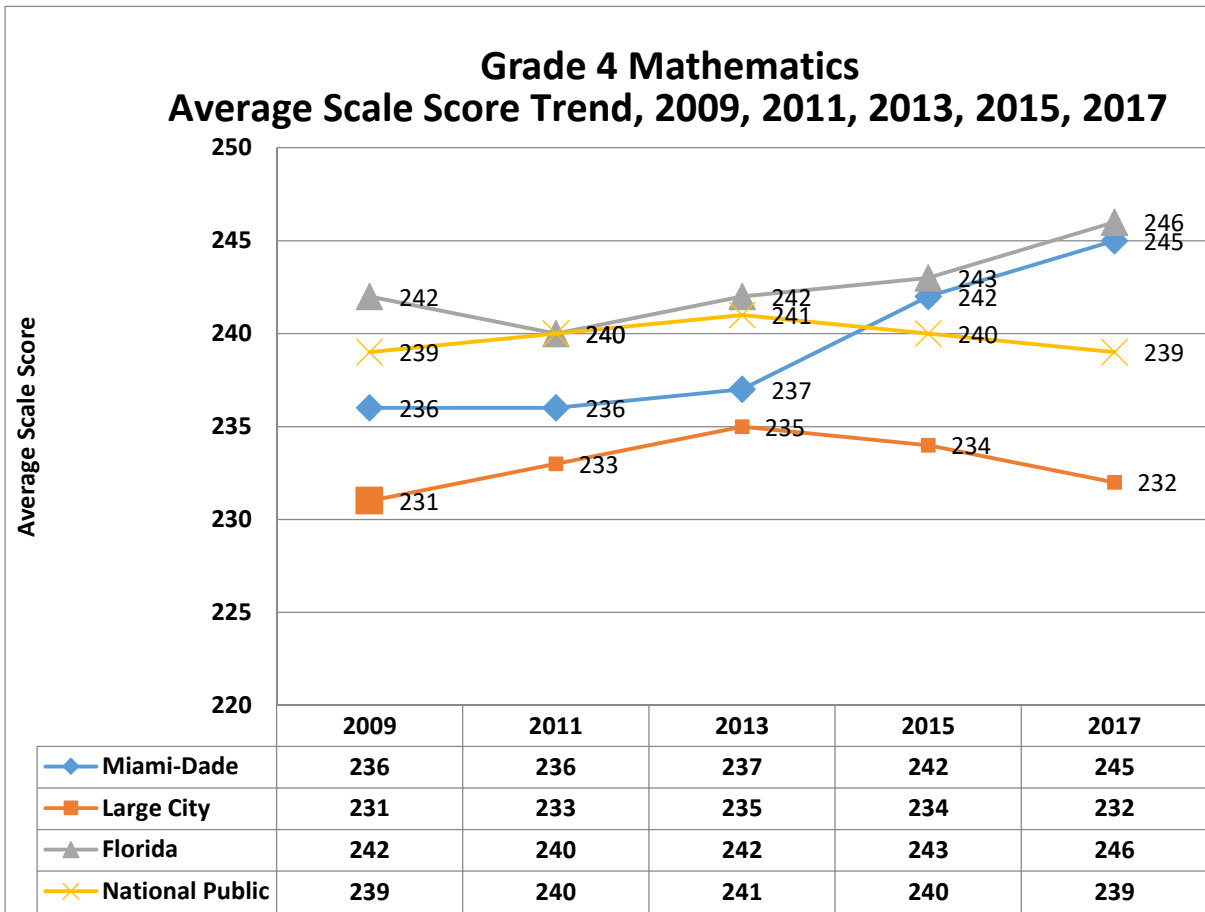




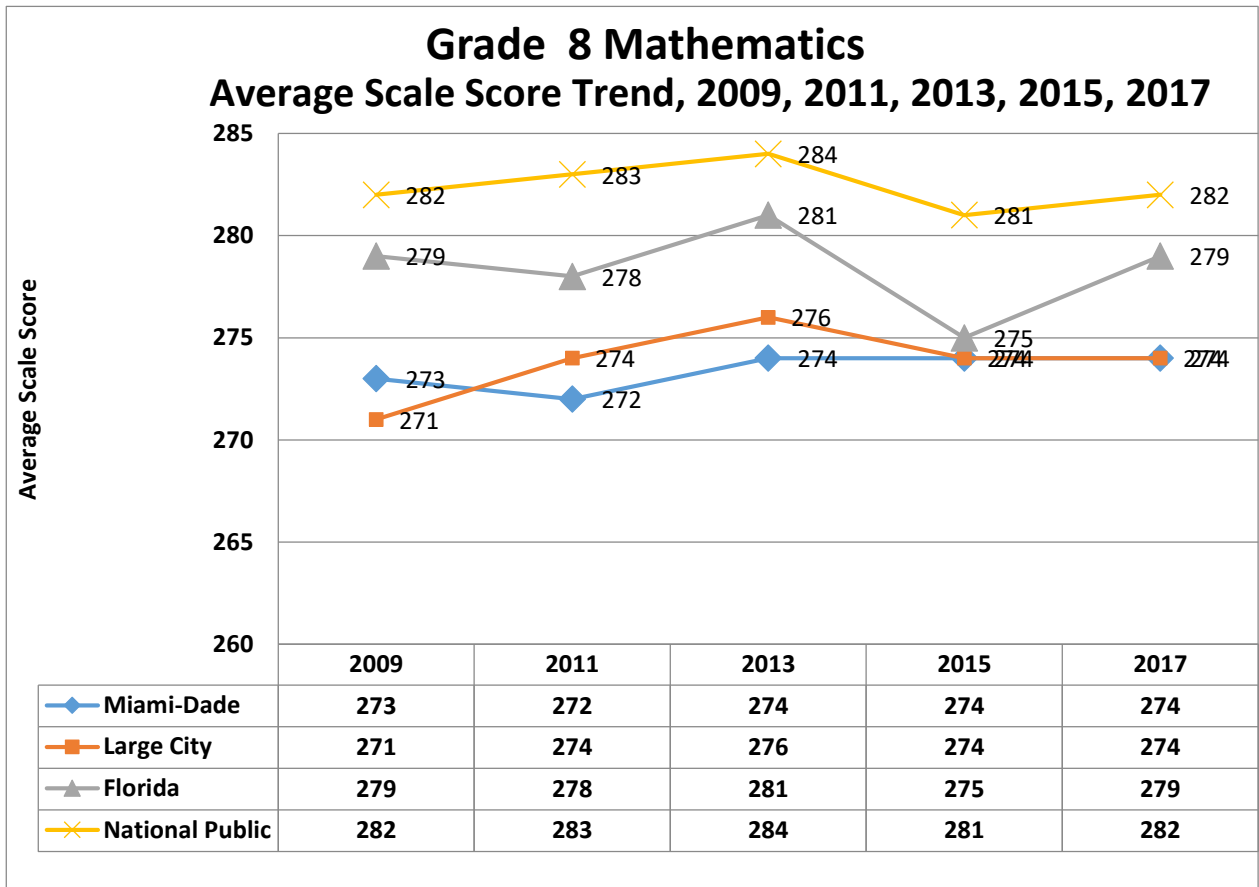
**Figure 5.** Trend analysis of Average Scale Score of grade 4 students on the NAEP reading assessment in 2009, 2011, 2013, 2015, and 2017 in the M-DCPS, Large Cities, Florida, and National Public Schools.



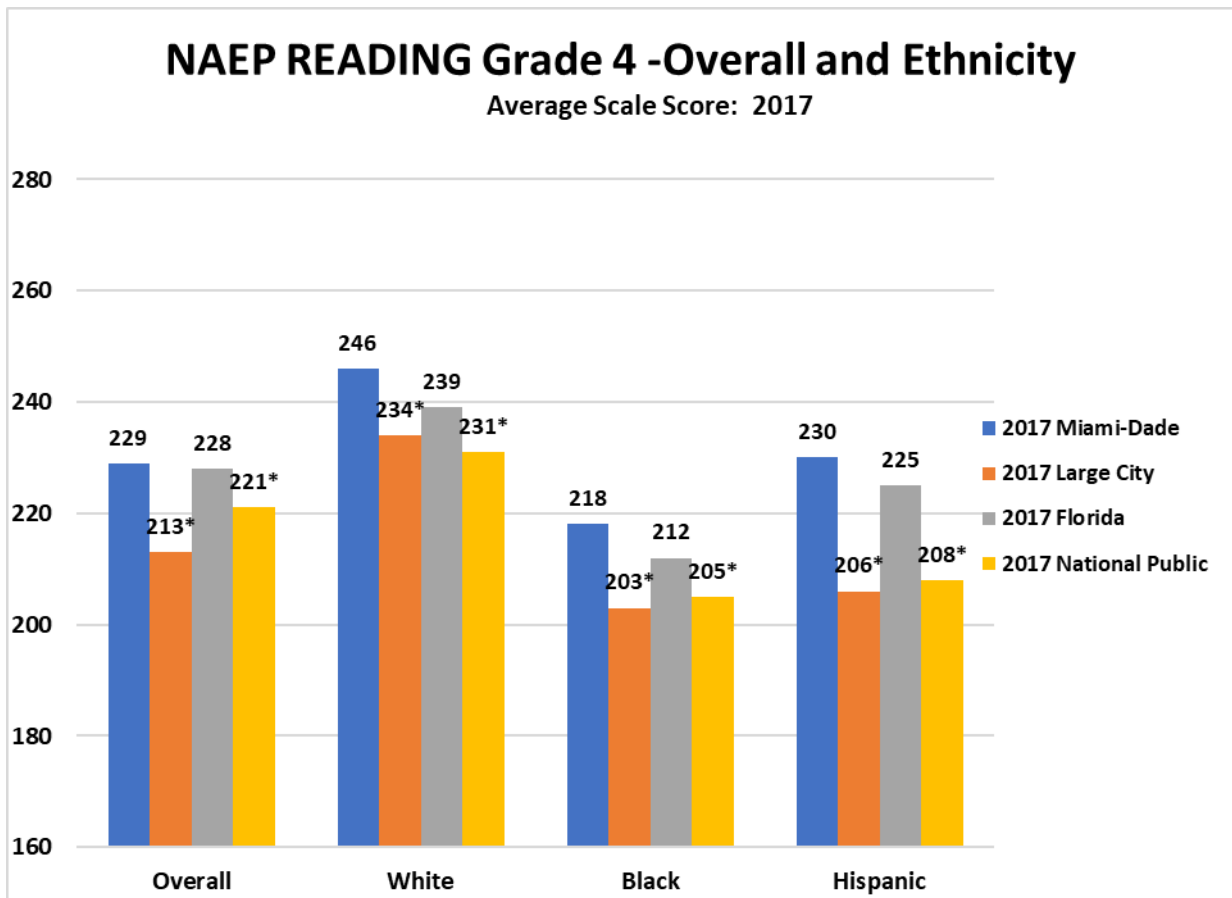
**Figure 6.** Trend analysis of Average Scale Score of grade 8 students on the NAEP reading assessment in 2009, 2011, 2013, 2015, and 2017 in the M-DCPS, Large Cities, Florida, and National Public Schools.



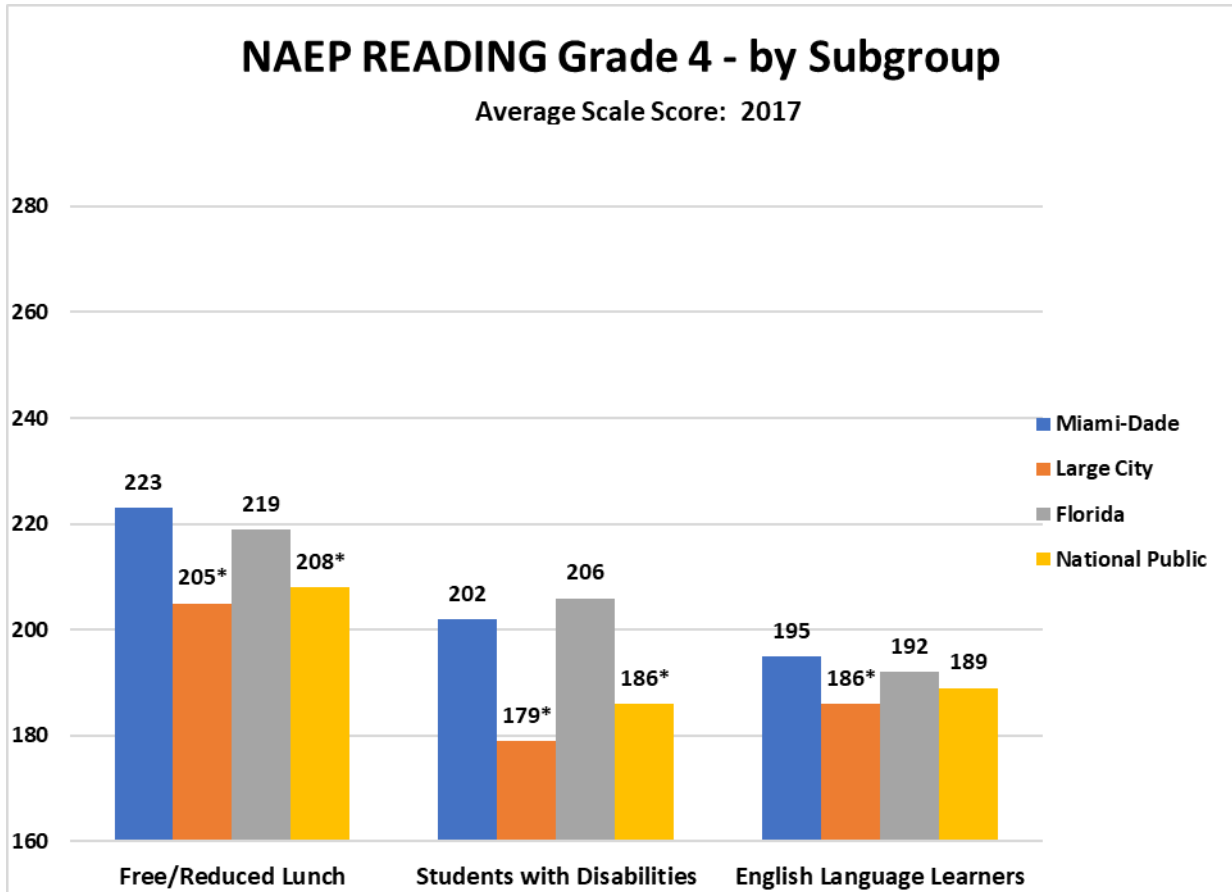
**Figure 7.** Trend analysis of Average Scale Score of grade 4 students on the NAEP mathematics assessment in 2009, 2011, 2013, 2015, and 2017 in the M-DCPS, Large Cities, Florida, and National Public Schools.



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

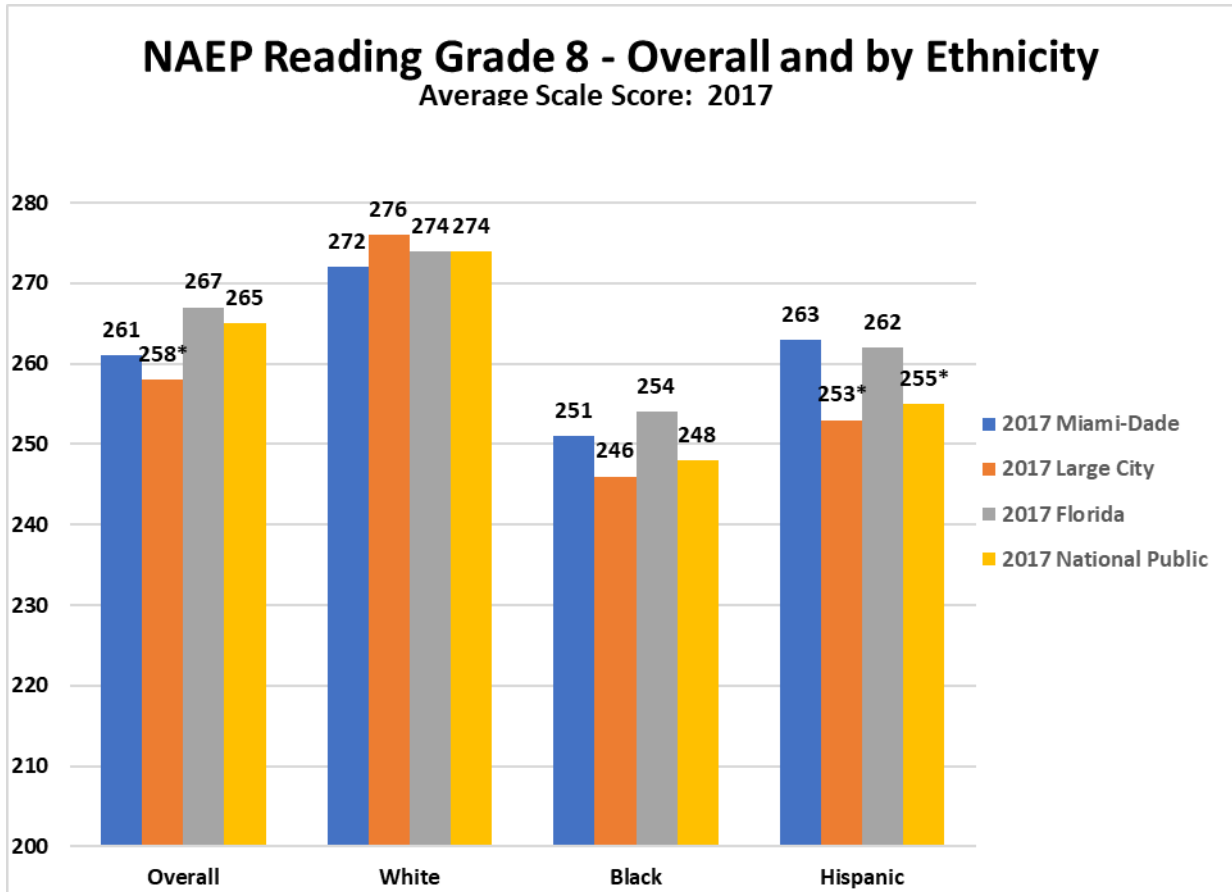


**Figure 9.** Results from the 2017 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2017, National Center for Education Statistics.

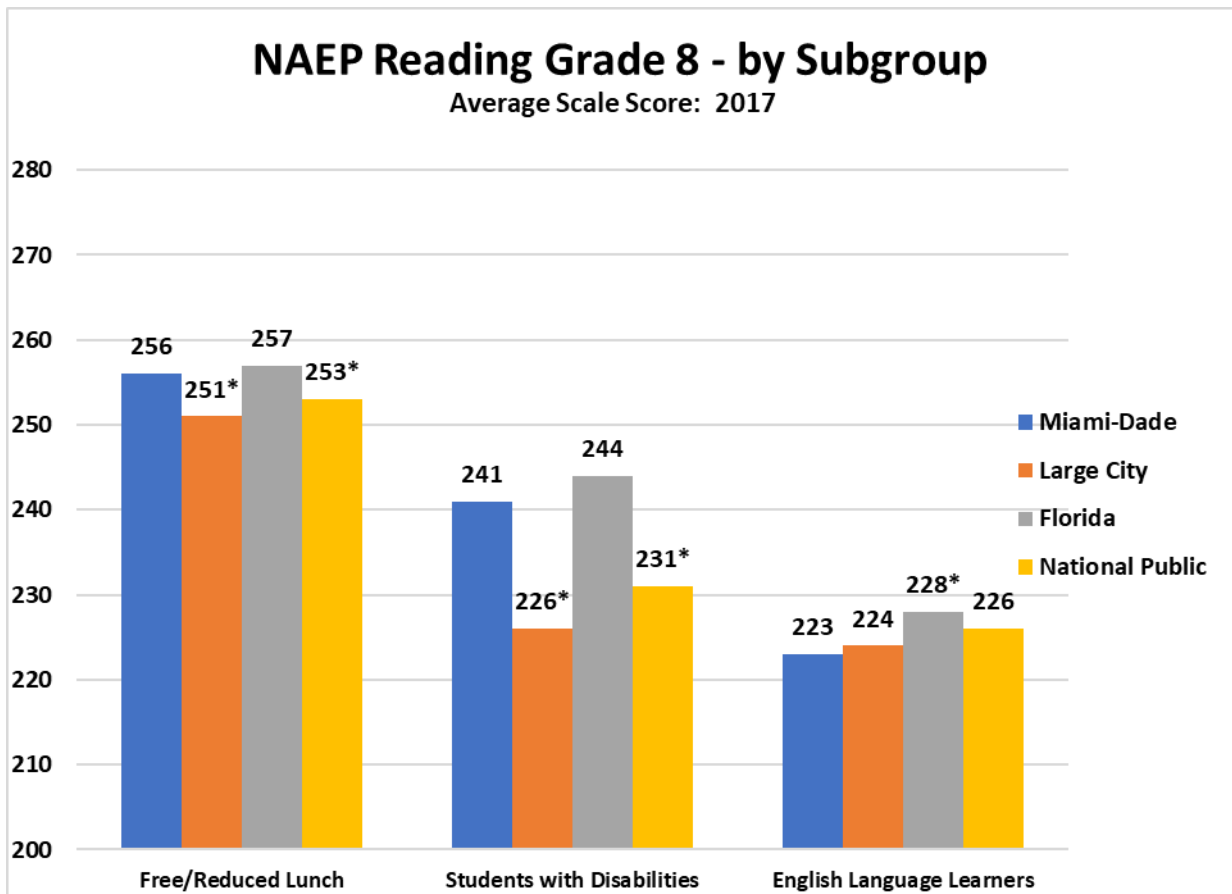


**Figure 10.** Results from the 2017 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2017, National Center for Education Statistics.

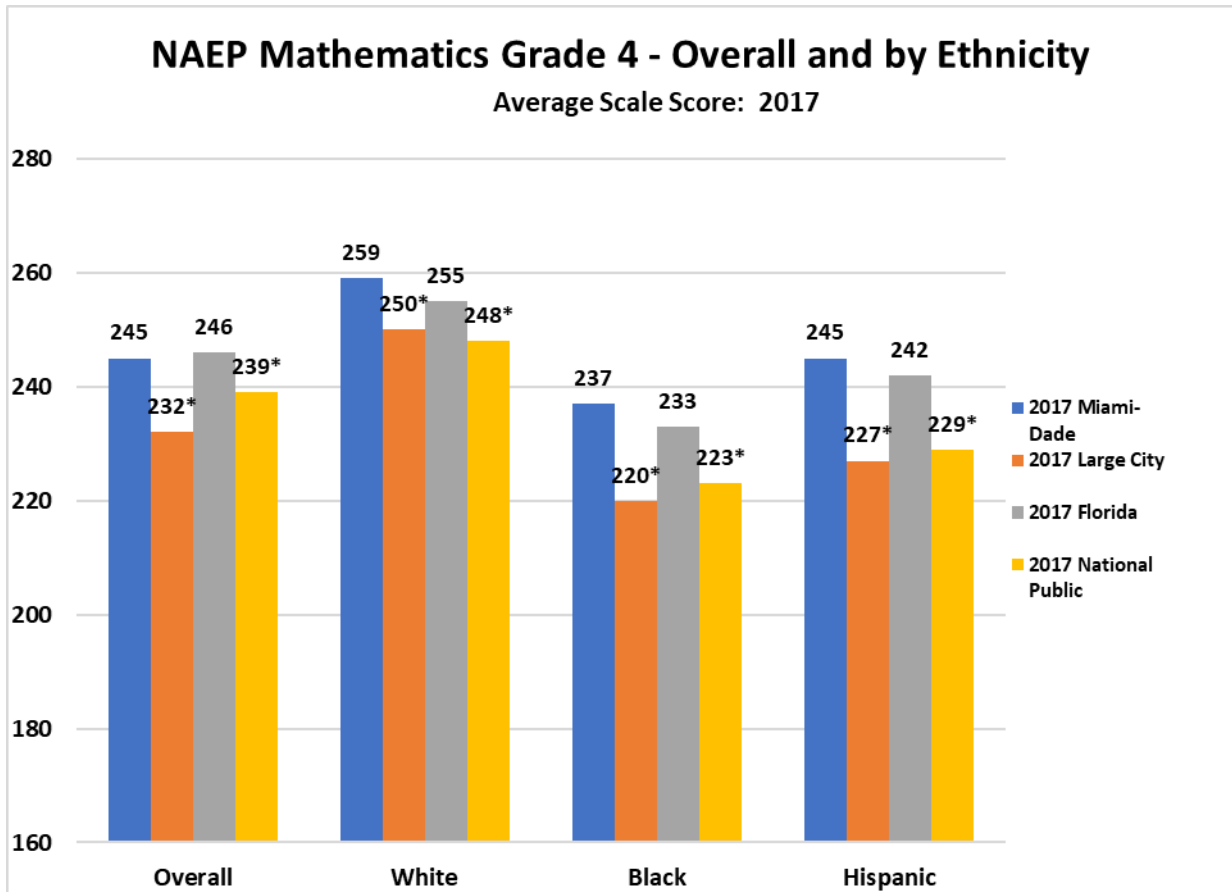




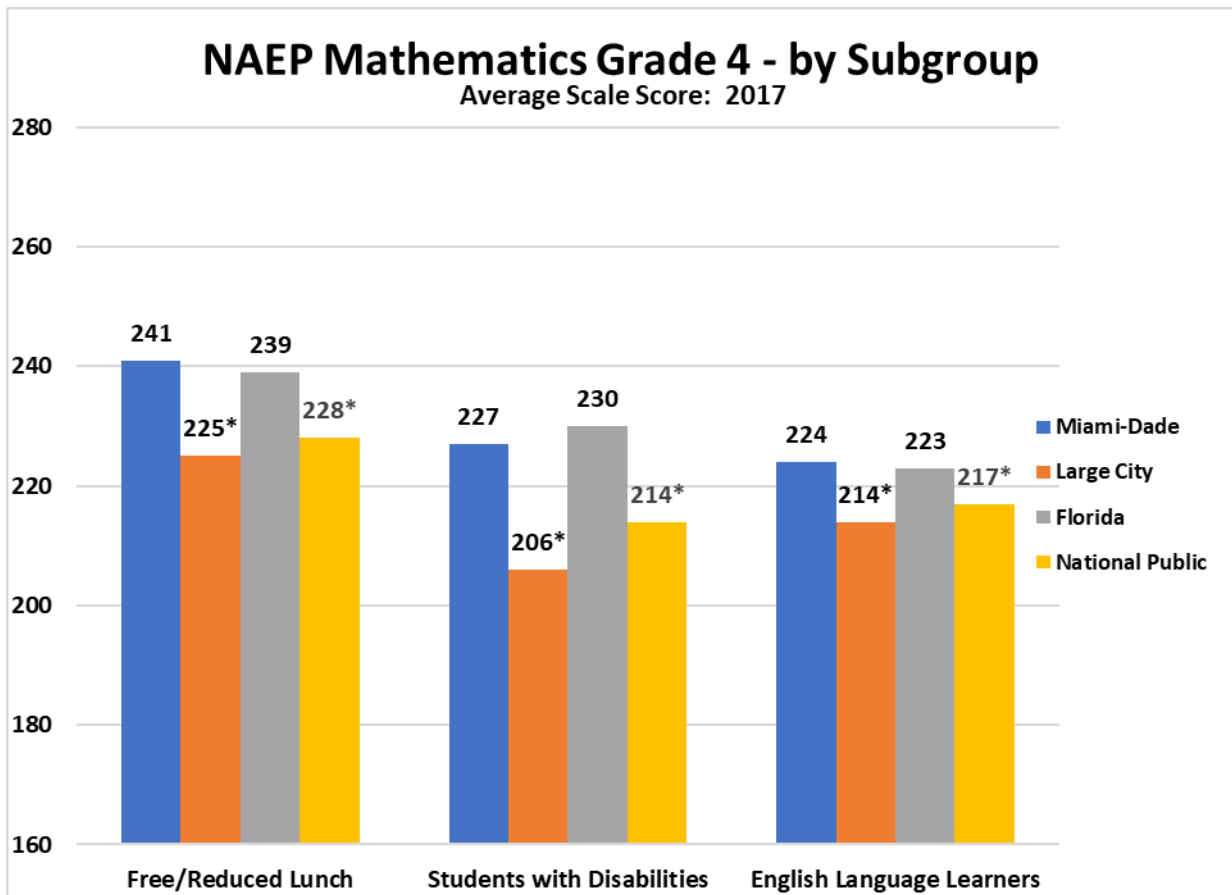
**Figure 11.** Results from the 2017 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2017, National Center for Education Statistics.



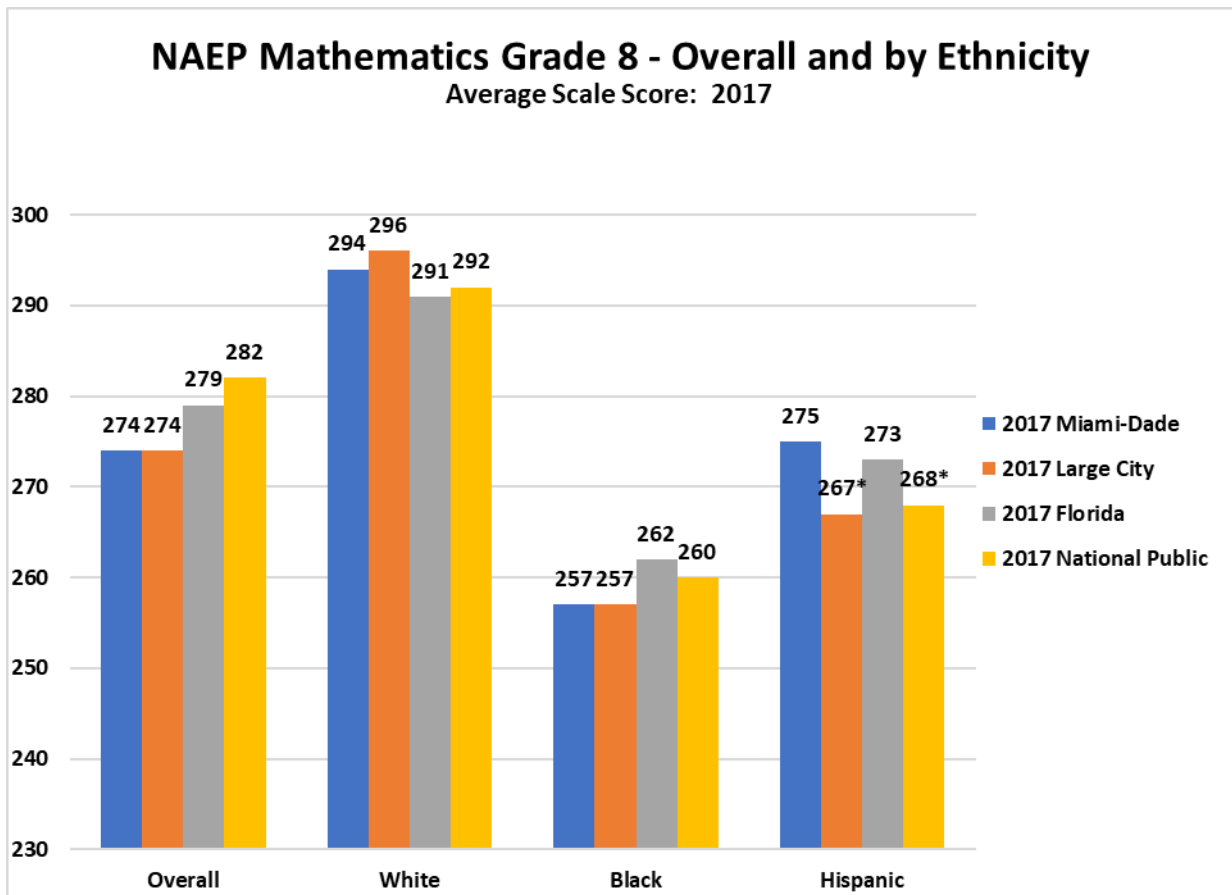
**Figure 12.** Results from the 2017 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2017, National Center for Education Statistics.



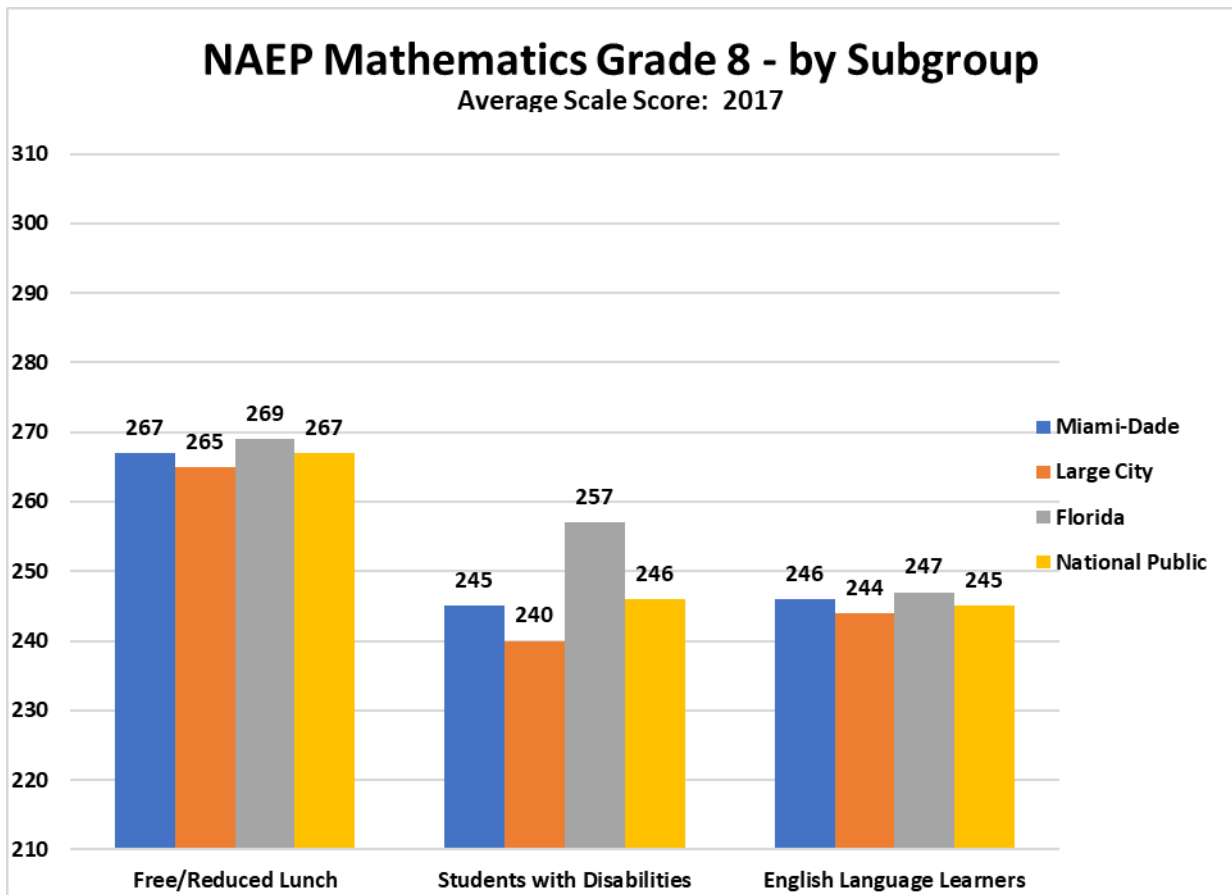
**Figure 13.** Results from the 2017 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2017, National Center for Education Statistics.



**Figure 14.** Results from the 2017 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 2017, National Center for Education Statistics.



**Figure 15.** Results from the 2017 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 2017, National Center for Education Statistics.



**Figure 16.** Results from the 2017 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 2017, National Center for Education Statistics.



**Table 1**  
**Miami-Dade County Public Schools**  
**NAEP 2017 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
<b>GRADE 4</b>					
National Public (total)	143,400	221*	67*	35*	9
Large City (total)	42,300	213*	58*	28*	7*
Florida (total)	5,600	228	75	41	11
Miami-Dade (total)	1,600	229	76	42	10
<b>Gender</b>					
Male	49%	225	71	39	9
Female	51%	232	80	44	11
<b>Ethnicity</b>					
White	7%	246	89	64	23
Black	18%	218	65	29	4
Hispanic	73%	230	77	43	10
English Language Learners	15%	195	34	7	#
Students with Disabilities	10%	202	43	18	2
Eligible for Free/Reduced Lunch	72%	223	70	34	6
<b>GRADE 8</b>					
National Public (total)	137,200	265	75	35	4
Large City (total)	39,100	258*	68*	27	3
Florida (total)	5,600	267	77	35	3
Miami-Dade (total)	1,700	261	72	30	2
<b>Gender</b>					
Male	52%	259	70	27	1
Female	48%	264	74	33	3
<b>Ethnicity</b>					
White	8%	272	81	45	4
Black	22%	251	61	17	1
Hispanic	70%	263	74	32	2
English Language Learners	11%	223	29	4	#
Students with Disabilities	10%	241	47	12	#
Eligible for Free/Reduced Lunch	73%	256	68	24	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 =\*. # = 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 2017 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>					
<b>National Public (total)</b>	144,000	239*	79*	40*	8
<b>Large City (total)</b>	42,800	232*	71*	31*	5
<b>Florida (total)</b>	5,600	246	88	48	9*
<b>Miami-Dade (total)</b>	1,700	245	89	45	7
<b>Gender</b>					
Male	49%	246	89	47	8
Female	51%	244	88	43	6
<b>Ethnicity</b>					
White	8%	259	97	69	14
Black	17%	237	83	31	4
Hispanic	73%	245	89	45	6
<b>English Language Learners</b>	16%	224	66	16	1
<b>Students with Disabilities</b>	11%	227	69	20	2
<b>Eligible for Free/Reduced Lunch</b>	71%	241	85	39	4
<b>GRADE 8</b>					
<b>National Public (total)</b>	140,200	282*	69*	33*	10*
<b>Large City (total)</b>	39,900	274	61	27	7*
<b>Florida (total)</b>	5,700	279*	66*	29*	7
<b>Miami-Dade (total)</b>	1,700	274	61	24	6
<b>Gender</b>					
Male	51%	275	62	26	7
Female	49%	272	60	22	4
<b>Ethnicity</b>					
White	7%	294	81	45	15
Black	21%	257	43	9	1
Hispanic	69%	275	64	26	5
<b>English Language Learners</b>	12%	246	28	5	#
<b>Students with Disabilities</b>	10%	245	26	6	1
<b>Eligible for Free/Reduced Lunch</b>	74%	267	54	18	3

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).