

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Summary of National, State, and District Results for the
2009 National Assessment of Educational Progress
Trial Urban District Assessment
Reading, Grades 4 and 8

On May 20, 2010, the National Center for Education Statistics (NCES) released results from the 2009 National Assessment of Educational Progress (NAEP) reading assessment 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 2009, the content areas assessed were mathematics, reading, and science. The results for mathematics were released in December 2009, and the results for science are expected to be released in Fall 2010.

When NAEP was first implemented, only national summary data were reported; however, 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 2009, 18 districts participated: Atlanta, Austin, Baltimore City*, Boston, Charlotte, Chicago, Cleveland, Detroit*, District of Columbia, Fresno*, Houston, Jefferson County* (KY), Los Angeles, Miami-Dade*, Milwaukee*, New York City, Philadelphia*, and San Diego. Miami-Dade County Public Schools (M-DCPS) and six other districts (denoted by an asterisk) participated in the TUDA program for the first time during the spring 2009 administration. It was recently announced that three additional districts will join TUDA beginning with the NAEP 2011 assessments: Albuquerque, Hillsborough (Tampa, FL), and Dallas.

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 4,200 students from 145 schools participated in the Spring 2009 assessment.

Program Description

NAEP has two types of assessments: main NAEP and long-term trend NAEP. Main NAEP assessments are conducted in a range of subjects with 4th, 8th, and 12th graders across the country. Assessments are given most frequently in mathematics, reading, science, and writing. Other subjects, such as the arts, civics, economics, geography, and U.S. history are assessed periodically. Long-term trend NAEP measures student performance in mathematics and reading. The long-term trend assessment allows the performance of today's students to be compared with those from more than 30 years ago. The assessment is administered to 9-, 13-, and 17-year-olds every four years. For nearly four decades, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.

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, 2005, 2007, and 2009. M-DCPS participated for the first time in 2009.

NAEP Scores

NAEP/TUDA results are reported as scale scores, which can range from 0-500 in mathematics and reading. 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 Comprehensive 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, and are also asked background questions, such as how often they use a computer and in what type of classes they are enrolled. 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 between 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.

NAEP Reading Assessment

The NAEP reading assessment gathers data on students' understanding of national content frameworks and focuses on measurable indicators of student achievement in comprehension and vocabulary. A new framework was introduced in 2009, with "bridging" to allow comparisons between results from this administration and those in previous years. The frameworks for the 2009 Reading Assessment are anchored into two major types of text literary and informational. Literary text includes three categories fiction, nonfiction, and poetry. Informational text encompasses exposition, argumentation and persuasive text, procedural text and documents. Each text type is characterized by cognitive targets or behaviors which address students' understanding in being able to locate/recall, integrate/interpret, critique /evaluate information from the genre of text presented. These targets refer to the kinds of thinking that underlie reading comprehension and the acquisition of grade level appropriate vocabulary.

NAEP reading items come in two possible formats: multiple choice and constructed response. NAEP reading assessment booklets are designed so that the student is expected to spend about one-half of the assessment time responding to multiple-choice and half responding to constructed-response items.

Summary of Results

M-DCPS performed remarkably well in its inaugural year when compared to all public school students nationwide, students in large cities (populations over 250,000), and students in the participating TUDA districts. Complete District results are available online at <http://www.fldoe.org/asp/naep/naep2009reading.asp>, and State and National Summary Reports are available at <http://www.nces.ed.gov/nationsreportcard/>. Following are some highlights of the results from the Spring 2009 administration of the NAEP reading assessment. Figures and tables which illustrate the results and compare the District to the state, all public schools in the nation, other large city schools (populations over 250,000), and other participating TUDA districts are also provided.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Highlights of the
2009 National Assessment of Educational Progress (NAEP)
Trial Urban District Assessment (TUDA) Results
Reading, Grades 4 and 8

General

Students in M-DPCS outperformed students in public schools in comparable large cities on the 2009 administration of NAEP Reading, even surpassing the results reported for Mathematics in December.

- No group scored significantly higher than M-DCPS students in Reading including the national sample, large city schools, or any of the 17 other TUDA districts.
- Overall, District students in both 4th and 8th grades scored significantly higher than their counterparts in large cities (population over 250,000) and scored on par with the national total sample of students.
 - Specifically, Grade 4 M-DCPS students received a mean scale score of 221, while their counterparts in large cities scored 210, and students nationwide scored 220.
 - M-DCPS students in Grade 8 received a mean scale score of 261, while their counterparts in large cities scored 252, and students nationwide scored 262.
- M-DCPS students eligible for the National School Lunch Program in both 4th and 8th grades scored significantly higher than their counterparts in both large cities and the national sample on every metric:
 - Grade 4:
 - Mean scale scores: M-DCPS 215, Large Cities 202, Nation 206
 - Percent scoring at or above basic: M-DCPS 61%, Large Cities 45%, Nation 51%
 - Percent scoring at or above proficient: M-DCPS 23%, Large Cities 15%, Nation 17%
 - Grade 8:
 - Mean scale scores: M-DCPS 254, Large Cities 244, Nation 249
 - Percent scoring at or above basic: M-DCPS 67%, Large Cities 54%, Nation 60%
 - Percent scoring at or above proficient: M-DCPS 21%, Large Cities 13%, Nation 16%
- Our 4th and 8th grade Hispanic students also scored significantly higher than their counterparts in both large cities and the national sample on every metric: mean scale score, percent scoring at or above basic, and percent scoring at or above proficient.

- Grade 4:
 - Mean scale scores: M-DCPS 224, Large Cities 202 , Nation 204,
 - Percent scoring at or above basic: M-DCPS 72%, Large Cities 45%, Nation 48%
 - Percent scoring at or above proficient: M-DCPS 34%, Large Cities 14%, Nation 16%
 - Grade 8:
 - Mean scale scores: M-DCPS 261, Large Cities 245 , Nation 248
 - Percent scoring at or above basic: M-DCPS 75%, Large Cities 56%, Nation 59%
 - Percent scoring at or above proficient: M-DCPS 29%, Large Cities 14%, Nation 16%
- In addition, our 8th grade Black students scored significantly higher than their counterparts in large cities on every metric: mean scale score, percent scoring at or above basic, and percent scoring at or above proficient.
 - Grade 8:
 - Mean scale scores: M-DCPS 250, Large Cities 243, Nation 245
 - Percent scoring at or above basic: MDCPS 61%, Large Cities 53%, Nation 56%
 - Percent scoring at or above proficient: M-DCPS 17%, Large Cities 11%, Nation 13%
 - A comparison of our 8th grade Black students to the nation showed an advantage to District students, but the difference was not statistically significant.
 - Our 4th grade Black students also scored higher than their national and large city counterparts, but these differences were not statistically significant.
- No subgroup scored significantly below the national sample or large city schools at either grade 4 or 8.

Reading, Grade 4

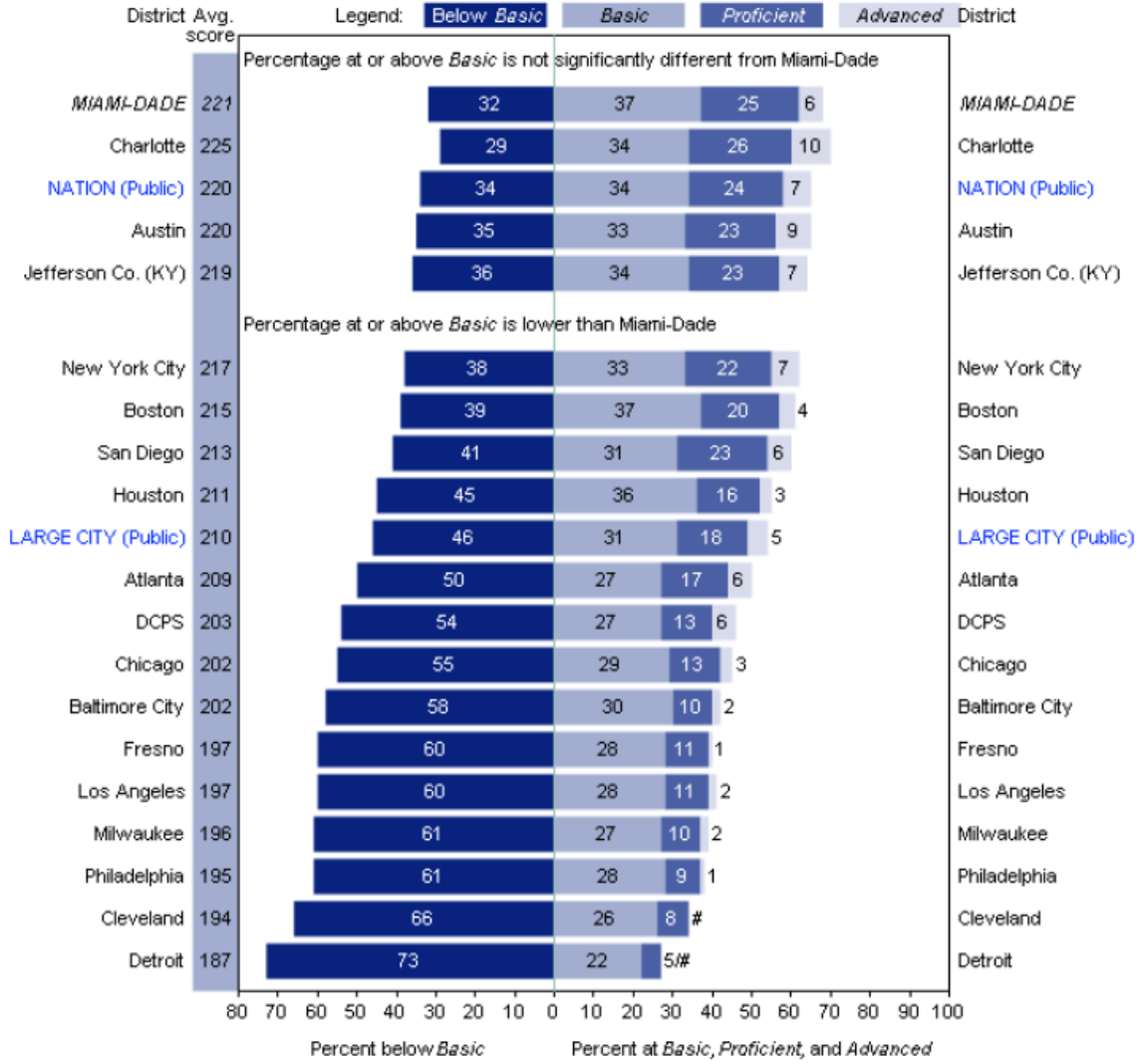


Figure 1. Average scale scores in NAEP reading for fourth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large city and other participating districts: 2009. From *The Nation's Report Card Trial Urban District Report, Reading 2009*, National Center for Education Statistics.

Reading, Grade 8

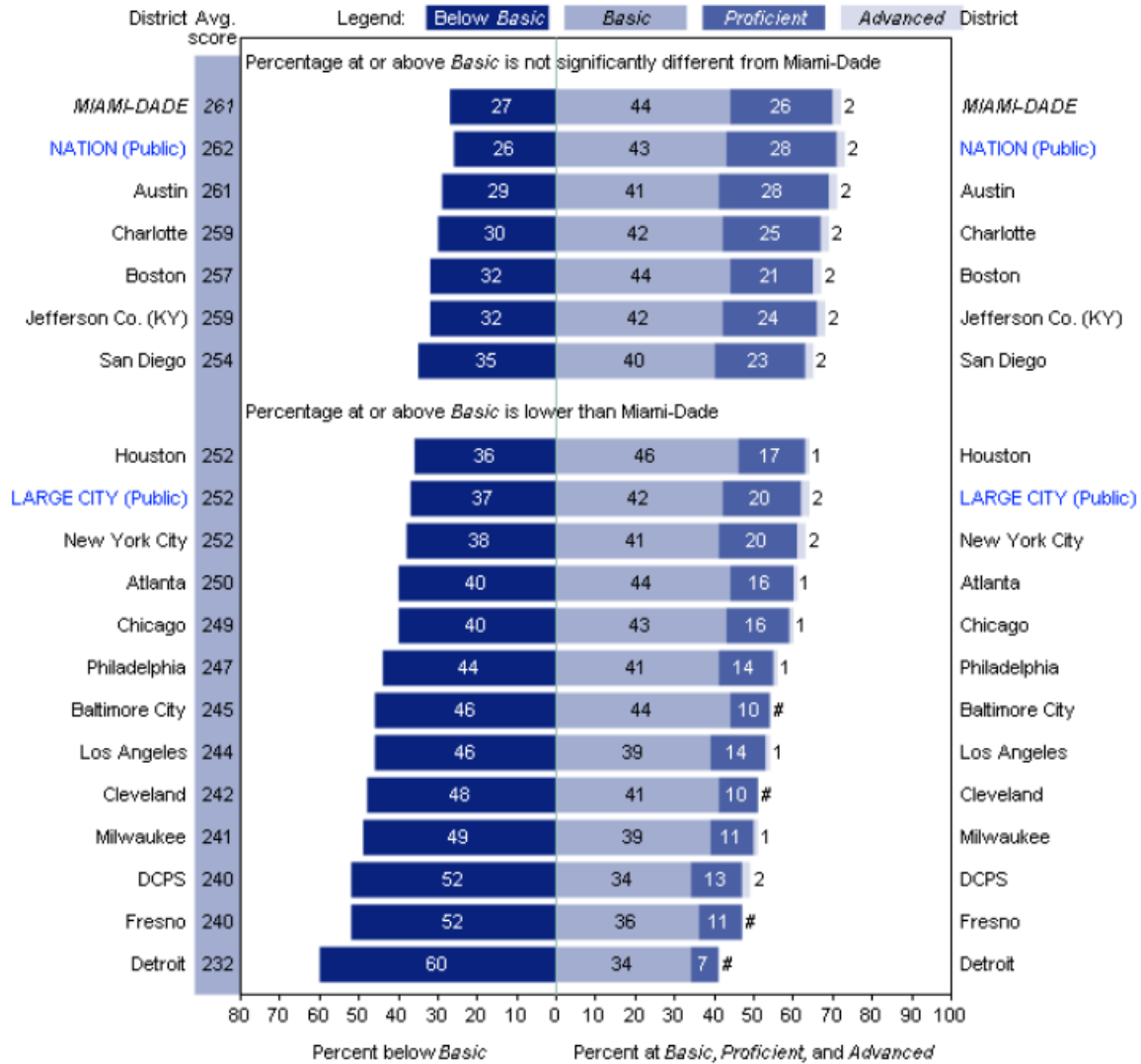


Figure 2. Average scale scores in NAEP reading for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large city and other participating districts: 2009. From *The Nation's Report Card Trial Urban District Report, Reading 2009*, National Center for Education Statistics.

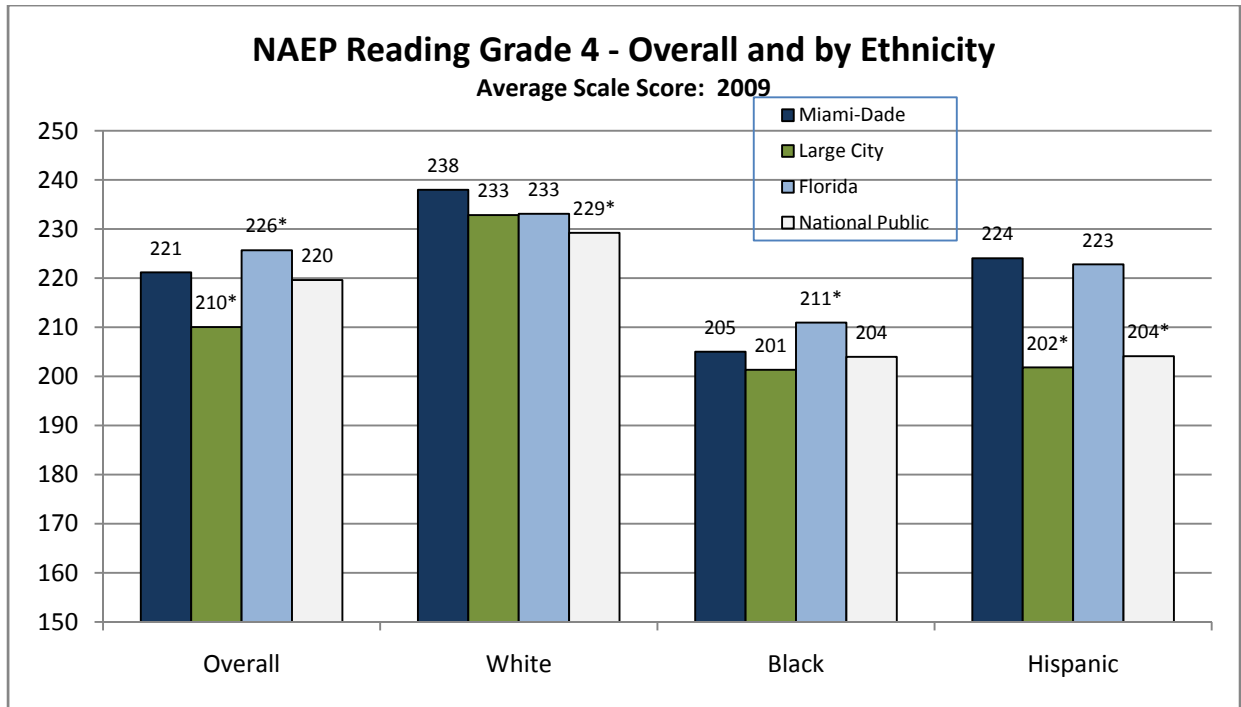


Figure 3. Results from the 2009 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity.

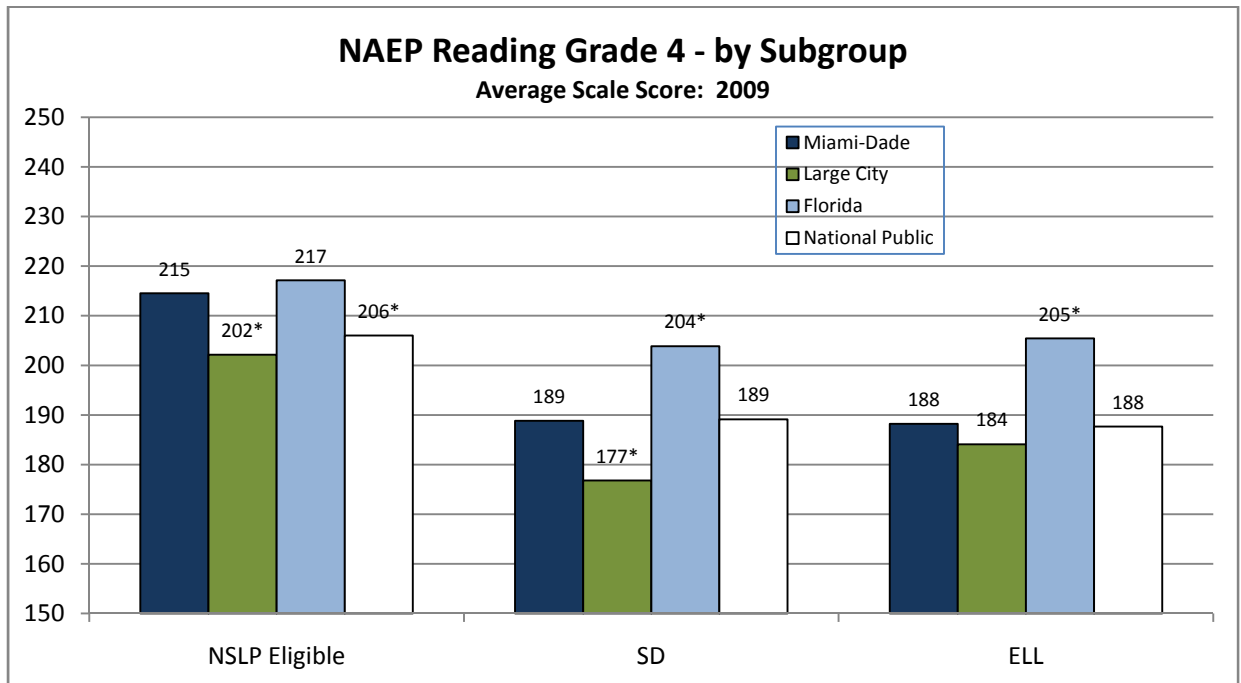


Figure 4. Results from the 2009 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity.

Note: NAEP Reading scale scores can range from 0 to 500. Statistically significant differences ($p > .05$) between jurisdictions, as compared to the M-DCPS, are indicated with an asterisk (*). Source: The Nation's Report Card Trial Urban District Report, Reading 2009, National Center for Education Statistics.

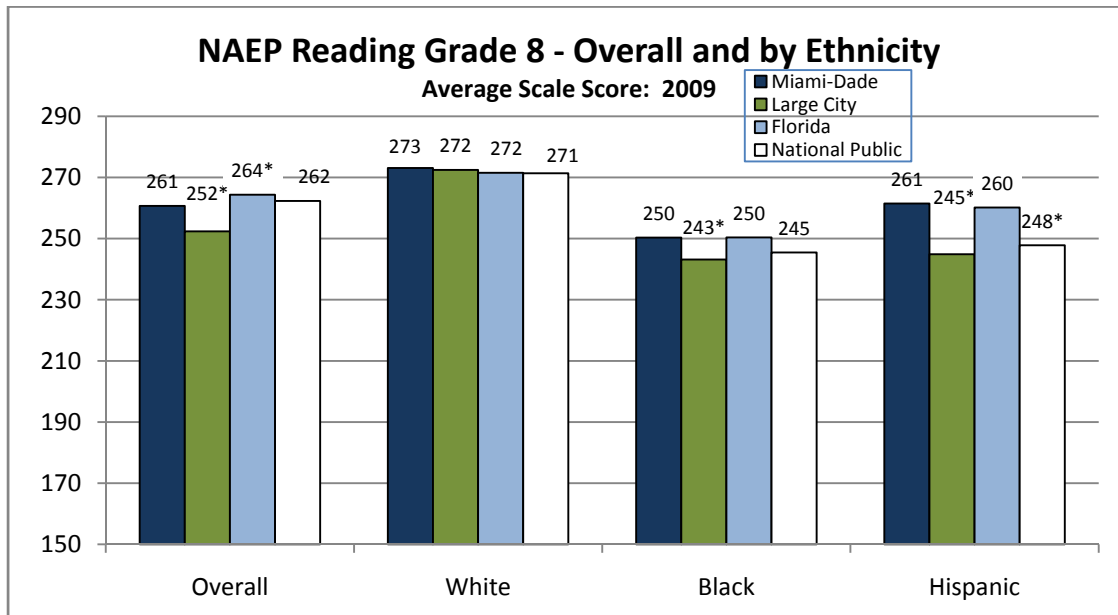


Figure 5. Results from the 2009 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity

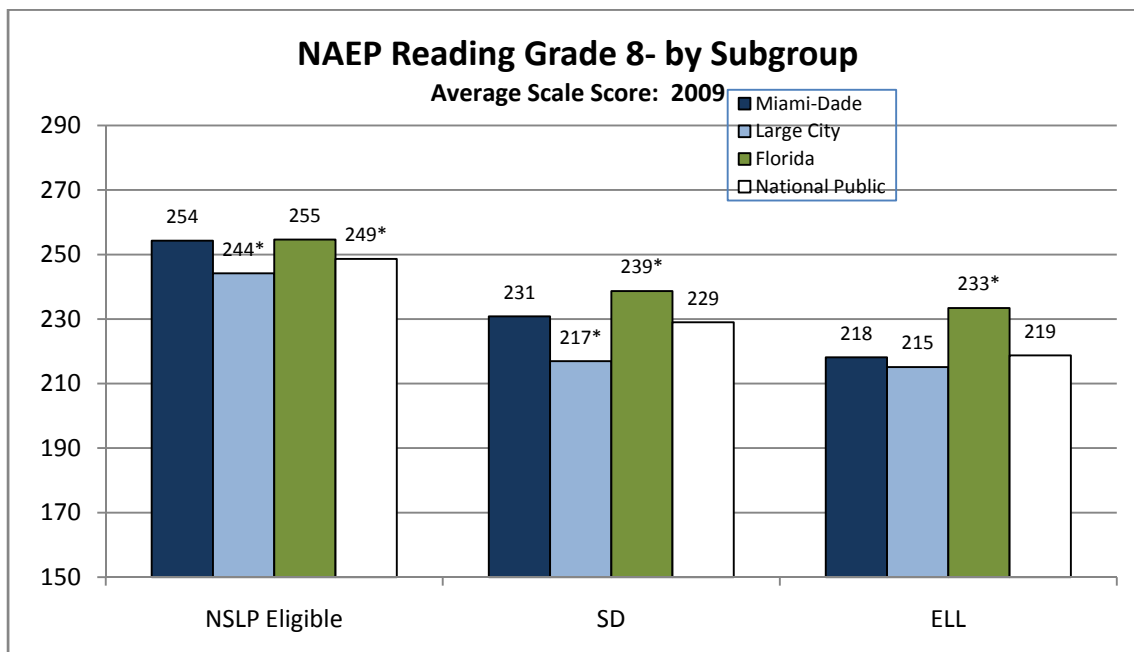


Figure 6. Results from the 2009 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity.

Note: NAEP Reading scale scores can range from 0 to 500. Statistically significant differences ($p > .05$) between jurisdictions, as compared to the M-DCPS, are indicated with an asterisk (*). Source: The Nation's Report Card Trial Urban District Report, Reading 2009, National Center for Education Statistics.

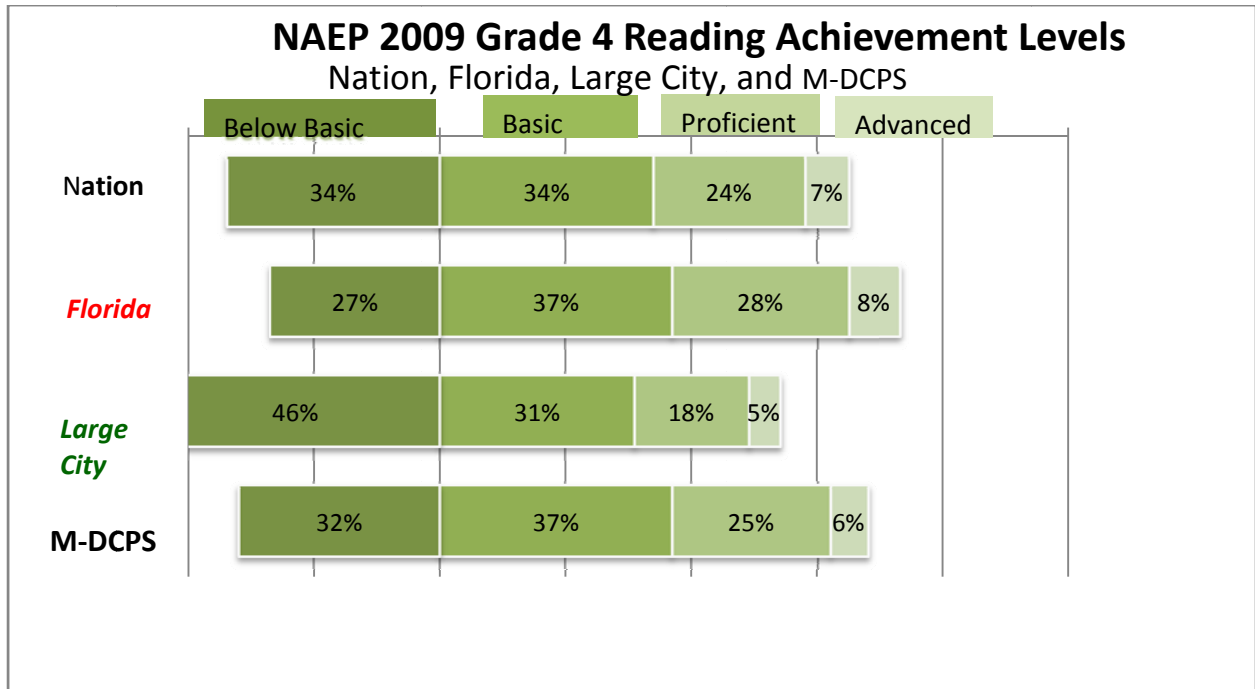


Figure 7. Percentage of students scoring in each achievement level from the 2009 NAEP reading assessment for Grade 4 in the M-DCPS, Large Cities, Florida, and National Public Schools.

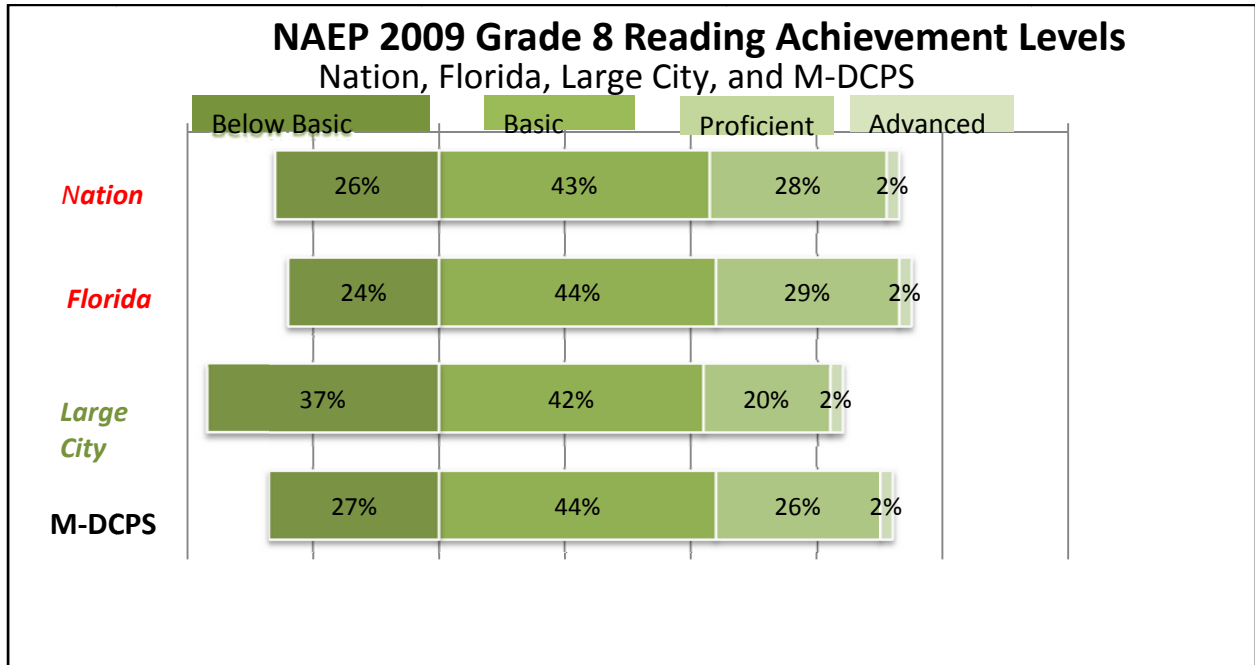


Figure 8. Percentage of students scoring in each achievement level from the 2009 NAEP reading assessment for Grade 8 in the M-DCPS, Large Cities, Florida, and National Public Schools.

Table 1
Miami-Dade County Public Schools
NAEP 2009 Reading Results Total, 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 (total)	172,500	220	66	32	7
Large City (total)	39,300	210*	54*	23*	5
Florida (total)	5,000	226*	73*	36*	8
Miami-Dade (total)	2,300	221	68	31	6
Gender					
Male	50%	217	63	27	5
Female	50%	226	73	35	8
Race/Ethnicity					
White	10%	238	86	51	15
Black	25%	205	48	13	1
Hispanic	61%	224	72	34	6
English Language Learners	5%	188	34	7	-
Students with Disabilities	11%	189	30	8	1
National School Lunch Program	67%	215	61	23	3
GRADE 8					
National (total)	155,400	262	74	30	2
Large City (total)	34,100	252*	63*	21*	2
Florida (total)	4,200	264*	76	32	2
Miami-Dade (total)	1,900	261	73	28	2
Gender					
Male	50%	255	67	23	1
Female	50%	266	78	34	3
Race/Ethnicity					
White	10%	273	81	43	7
Black	23%	250	61	17	1
Hispanic	64%	261	75	29	1
English Language Learners	4%	218	30	4	-
Students with Disabilities	11%	231	39	8	-
National School Lunch Program	62%	254	67	21	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).

Reading

District	GRADE 4					GRADE 8				
	Race/ethnicity				Eligible for school lunch	Race/ethnicity				Eligible for school lunch
	Overall	White	Black	Hispanic		Overall	White	Black	Hispanic	
Atlanta	◆	▲	◆	‡	◆	◆	▲	◆	‡	◆
Austin	▲	▲	▲	▲	◆	▲	▲	◆	▲	◆
Baltimore City	▼	▼	◆	‡	◆	▼	‡	◆	‡	◆
Boston	▲	◆	▲	▲	▲	▲	▲	◆	▲	▲
Charlotte	▲	◆	▲	▲	▲	▲	◆	▲	◆	▲
Chicago	▼	▲	▼	◆	▼	◆	◆	◆	◆	◆
Cleveland	▼	▼	▼	◆	▼	▼	◆	◆	◆	◆
Detroit	▼	‡	▼	▼	▼	▼	‡	◆	◆	▼
District of Columbia (DCPS)	▼	▲	▼	◆	▼	▼	‡	◆	◆	▼
Fresno	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼
Houston	◆	◆	▲	◆	▲	◆	◆	◆	▲	◆
Jefferson County (KY)	▲	◆	◆	‡	▲	▲	▼	◆	‡	▲
Los Angeles	▼	▼	◆	▼	▼	▼	◆	◆	▼	▼
Miami-Dade	▲	◆	◆	▲	▲	▲	◆	▲	▲	▲
Milwaukee	▼	◆	▼	◆	▼	▼	◆	◆	◆	▼
New York City	▲	◆	▲	▲	▲	◆	◆	◆	◆	▲
Philadelphia	▼	▼	▼	▼	▼	◆	◆	◆	◆	◆
San Diego	◆	◆	◆	▼	◆	◆	◆	◆	◆	◆

▲ Higher average score than large city. ◆ No significant difference between the district and large city.
▼ Lower average score than large city. ‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

NOTE: DCPS = District of Columbia Public Schools.

Figure 9. Snapshot comparison of district and large city average reading scores in 2009, overall and by selected subgroups. Source: The Nation’s Report Card, Reading 2009, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Mathematics

District	GRADE 4					GRADE 8				
	Race/ethnicity				Eligible for school lunch	Race/ethnicity				Eligible for school lunch
	Overall	White	Black	Hispanic		Overall	White	Black	Hispanic	
Atlanta	▼	▲	◆	◆	▼	▼	‡	◆	‡	▼
Austin	▲	▲	◆	▲	▲	▲	▲	▲	▲	▲
Baltimore City	▲	▼	◆	‡	▼	▼	‡	◆	‡	▼
Boston	▲	◆	▲	▲	▲	▲	▲	◆	▲	▲
Charlotte	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Chicago	▼	▼	▼	◆	▼	▼	◆	◆	◆	◆
Cleveland	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼
Detroit	▼	‡	▼	▼	▼	▼	‡	◆	◆	▼
District of Columbia (DCPS)	▼	▲	▼	◆	▼	▼	‡	◆	◆	▼
Fresno	▼	▼	◆	▼	▼	▼	▼	▼	▼	▼
Houston	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Jefferson County (KY)	◆	▼	◆	◆	▼	◆	▼	◆	‡	▼
Los Angeles	▼	◆	◆	▼	▼	▼	◆	◆	▼	▼
Miami-Dade	▲	◆	◆	▲	▲	◆	◆	◆	▲	▲
Milwaukee	▼	▼	▼	◆	▼	▼	▼	◆	◆	▼
New York City	▲	◆	▲	▲	▲	◆	◆	▲	◆	▲
Philadelphia	▼	▼	▼	▼	▼	▼	◆	◆	◆	◆
San Diego	▲	◆	◆	◆	◆	▲	▲	◆	◆	▲

▲ Higher average score than large city. ◆ No significant difference between the district and large city.
▼ Lower average score than large city. ‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

NOTE: DCPS = District of Columbia Public Schools.

Figure 10. Snapshot comparison of district and large city average mathematics scores in 2009, overall and by selected subgroups. Source: The Nation’s Report Card, Mathematics 2009, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).