M E M O R A N D U M **December 7, 2011**

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 2011 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS TRIAL URBAN DISTRICT ASSESSMENT 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 December 7, 2011**, which summarizes the results of the National Assessment for Educational Progress (NAEP) for students in grades 4 and 8 who attend 21 large urban districts. This is Miami-Dade County Public Schools' (M-DCPS) second year of participation in the Trial Urban District Assessment (TUDA) program, which compares the achievement of students in large urban districts (populations over 250,000) that face similar challenges with regard to poverty and high risk populations. The participating districts for 2011 were *Albuquerque*, Atlanta, Austin, Baltimore, Boston, Charlotte, Chicago, Cleveland, *Dallas*, Detroit, District of Columbia, Fresno, *Hillsborough (FL)*, Houston, Jefferson County (KY), Los Angeles, Miami-Dade, Milwaukee, New York City, Philadelphia, and San Diego. Three of the districts participated for the first time this year (*italicized*), including a second Florida district, Hillsborough County Public Schools.

Despite the decreased economic resources available to the District and to our students and their families, M-DCPS continued to exhibit high levels of achievement on this national assessment. More than 5,300 students in 160 schools in Miami-Dade County participated in the 2011 NAEP administration in grades 4 and 8. Following are highlights from the results:

- The District's high levels of achievement in reading and mathematics held steady from 2009 to 2011 for students in both grades 4 and 8, parallel to students in Florida statewide.

- District students outscored their counterparts in large cities (populations over 250,000) both in terms of average scale scores and percentage scoring above Basic in reading for students in both grades 4 and 8, and in mathematics for students in grade 4.

- M-DCPS Hispanic students' high level of achievement held constant from 2009 to 2011 in both content areas and in both tested grade levels.

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/.

Should you have any questions about the attached results, please contact Dr. Richard H. Hinds, Associate Superintendent and Chief Financial Officer, Financial Services, at 305-995-1225, or Ms. Gisela Feild, Administrative Director, Assessment, Research, and Data Analysis, at 305-995-7512.

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Attachments

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Highlights of the 2011 National Assessment of Educational Progress (NAEP)
Trial Urban District Assessment (TUDA) Results
Reading and Mathematics, Grades 4 and 8

General

- The District's high levels of achievement in reading and mathematics held steady from 2009 to 2011 for students in both grades 4 and 8, parallel to students in Florida statewide.
- District students outscored their counterparts in large cities (populations over 250,000) both in terms of average scale scores and percentage scoring above Basic: in reading for students in both grades 4 and 8, and in mathematics for students in grade 4.
    - In reading, the percentage of M-DCPS students scoring above Basic was comparable to students in public schools nationwide in both grades 4 and 8.
- M-DCPS Hispanic students sustained their high levels of achievement from 2009 to 2010.
    - In both reading and mathematics, District Hispanic students' scores were higher than their counterparts in the national public schools and large city schools in both grades tested.
- In reading, 8th grade Hispanic students' average scale scores in the M-DCPS were the highest of all TUDA Districts, and 4th grade Hispanic students' were the second highest.

Reading

- In reading, M-DCPS outperformed the majority of the other TUDA districts including Chicago, Houston, Dallas, and Los Angeles in both grades tested.
- M-DCPS 4th grade students scored significantly higher in reading than students in other large cities nationwide (populations over 250,000), fifth among the 21 TUDA districts, and on par with the national sample of public school students.
    - 67% of M-DCPS 4th grade students scored at or above Basic on the NAEP reading assessment in 2011.
    - M-DCPS students in grade 4 showed higher reading scores in each measured subgroup in comparison to their counterparts in large city schools.
    - The District's 4th grade White, Black, Hispanic, and economically disadvantaged students scored significantly higher in reading than their counterparts in both the national public school sample and large city schools.
- M-DCPS 8th grade students scored significantly higher in reading than students in other large cities nationwide (populations over 250,000), fourth among all 21 TUDA districts, and on par with students in Florida.
    - 71% of M-DCPS 8th grade students scored at or above Basic on the NAEP reading assessment in 2011.
- The District's 8th grade Hispanic and economically disadvantaged students scored significantly higher in reading than their counterparts in both the national public school sample and large city schools.

Mathematics

- In mathematics, M-DCPS scored as well or better than three-quarters of the other TUDA districts.
- M-DCPS 4th grade students scored significantly higher in mathematics than students in other large cities nationwide (populations over 250,000).
    - 79% of M-DCPS 4th grade students scored at or above Basic on the NAEP mathematics assessment in 2011.
- In mathematics, the District's 4th grade Hispanic students scored significantly higher than their counterparts in the national public school sample and large city schools; and our economically disadvantaged students scored significantly higher in than the national public school sample.
- M-DCPS 8th grade students scored on par with students other large cities nationwide in mathematics.
    - 61% of M-DCPS 8th grade students scored at or above Basic on the NAEP mathematics assessment in 2011.
- The District's 8th grade Hispanic students also scored significantly higher in mathematics than their counterparts in both the national public school sample and large city schools.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Summary of National, State, and District Results for the 2011 National Assessment of Educational Progress Trial Urban District Assessment Reading and Mathematics, Grades 4 and 8

On December 7, 2011, the National Center for Education Statistics (NCES) released results from the 2011 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 2011, 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 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 2011, 21 districts participated: Albuquerque*, Atlanta, Austin, Baltimore City, Boston, Charlotte, Chicago, Cleveland, Dallas, Detroit, District of Columbia, Fresno, Hillsborough County (FL)*, Houston, Jefferson County (KY), Los Angeles, Miami-Dade, Milwaukee, 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, and was joined by a second Florida District, Hillsborough (Tampa, FL) in 2011. Districts that joined in 2011 are noted with an asterisk.

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 5,300 students from 160 schools participated in the Spring 2011 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, and in alternate years thereafter through 2011. M-DCPS participated for the first time in 2009 and was joined by a second Florida District, Hillsborough, in 2011.

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 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.

NAEP Mathematics Assessment

The NAEP mathematics assessment gathers data on students' understanding of national content frameworks. The frameworks for the mathematics assessment are anchored in the five broad areas of mathematical content: Number Properties and Operations (including computation and understanding of number concepts); Measurement (including use of instruments, application of processes, and concepts of area and volume); Geometry (including spatial reasoning and applying

geometric properties); Data Analysis, Statistics, and Probability (including graphical displays and statistics); and Algebra (including representations and relationships).

NAEP mathematics items come in three possible formats: multiple choice, short constructed response, or extended constructed response. Each item makes certain demands on students' thinking, ranging from low to high in mathematical complexity. Mathematical complexity deals with *what* the students are asked to do in a task. It does not take into account *how* they might undertake it. NAEP mathematics assessment booklets are designed so that the student is expected to spend about one-half of the assessment time answering items of moderate complexity with the remaining time approximately devoted equally to items of low and high complexity.

Summary of Results

M-DCPS students again exhibited a high level of performance in comparison to students in large cities across the nation (population 250,000 and above) during the 2011 NAEP TUDA administration, despite decreasing resources available to the District and its students and their families. Complete District results are available online at http://www.fldoe.org/asp/naep/, 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 mathematics 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.

2011 NAEP Reading, Grade 4

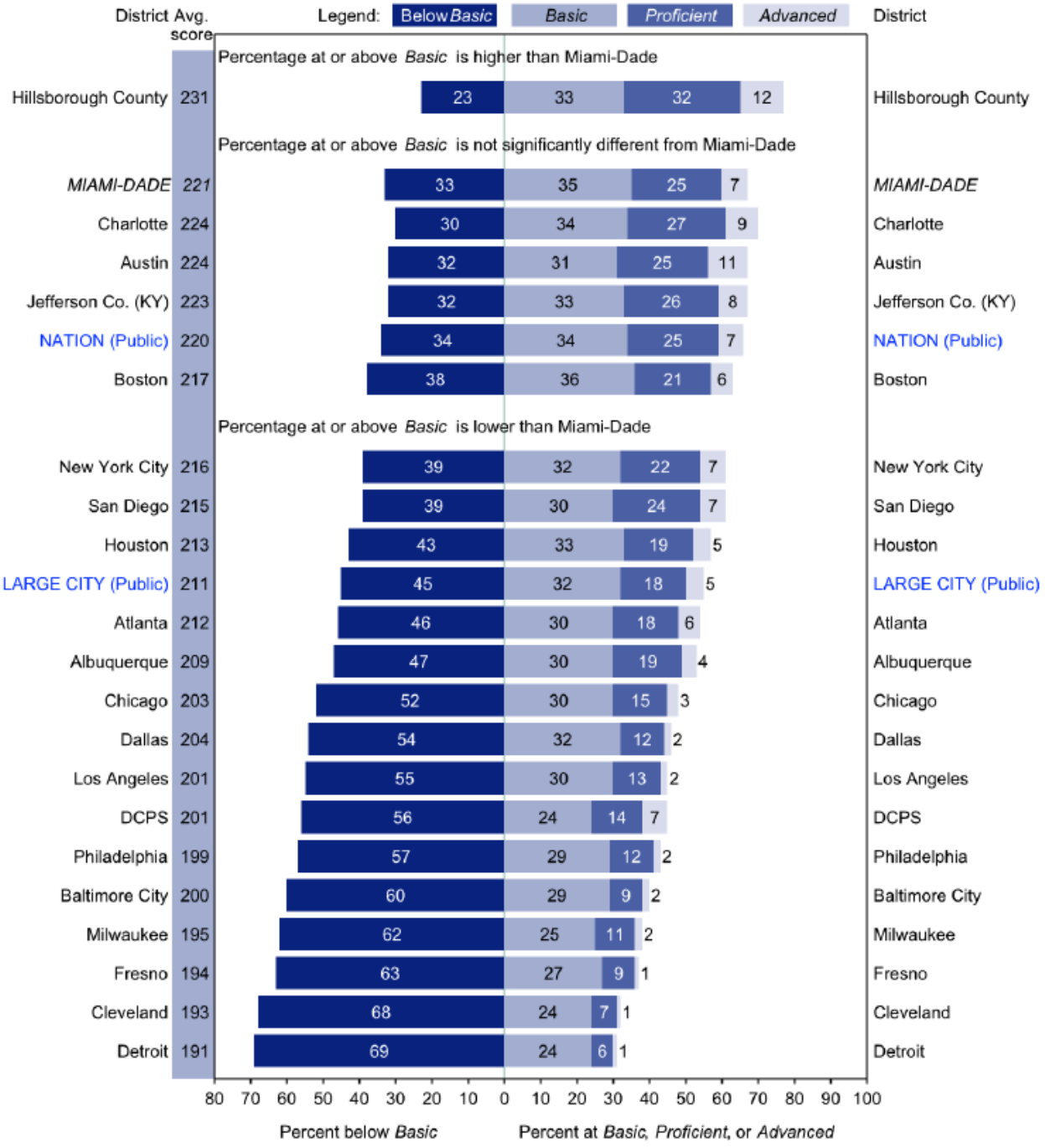

Figure 1. Average scale scores in NAEP reading for fourth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2011. From *The Nation's Report Card Trial Urban District Report, Reading 2011*, National Center for Education Statistics.

2011 NAEP Reading, Grade 8

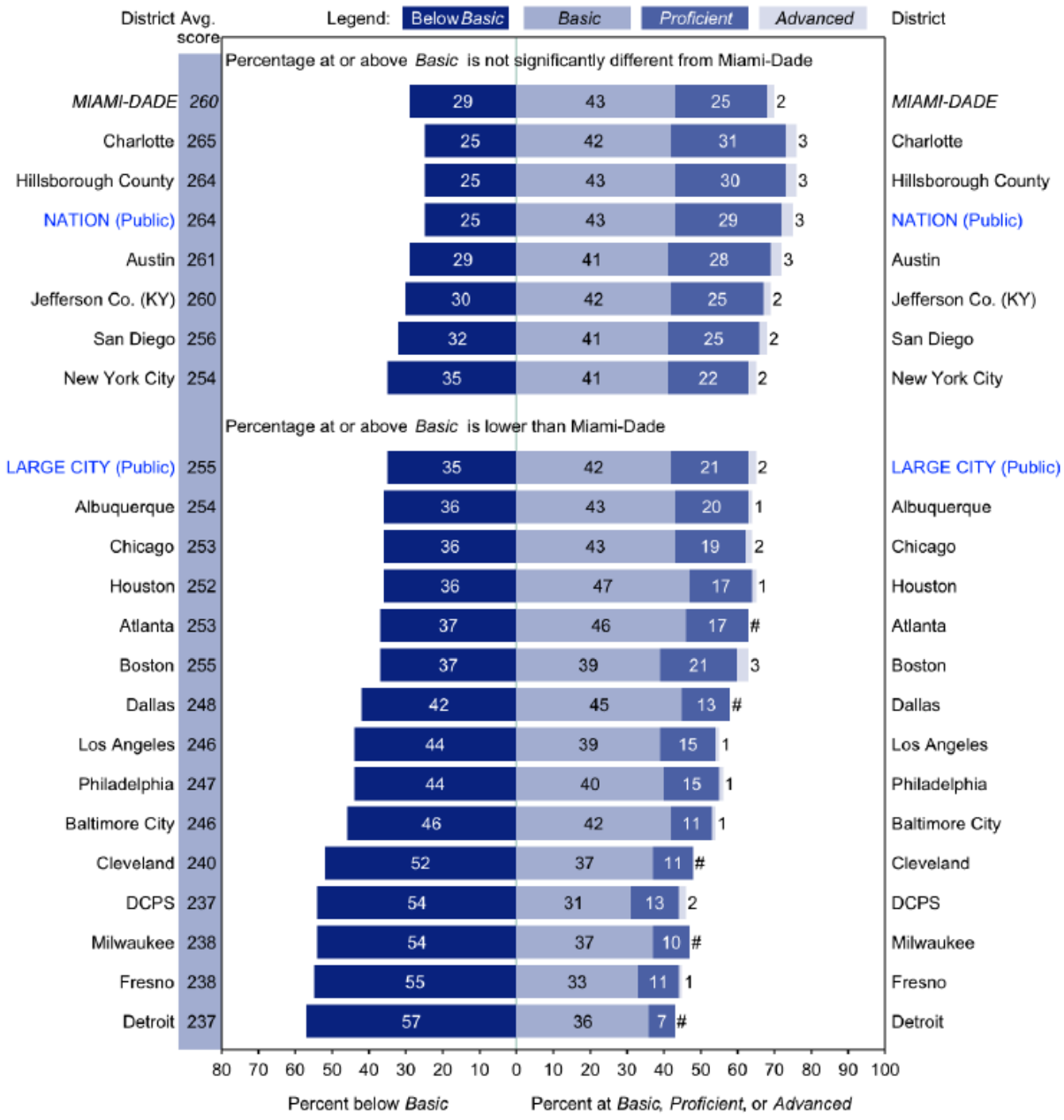

Figure 2. Average scale scores in NAEP reading for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2011. From *The Nation's Report Card Trial Urban District Report, Reading 2011*, National Center for Education Statistics.

2011 NAEP Mathematics, Grade 4

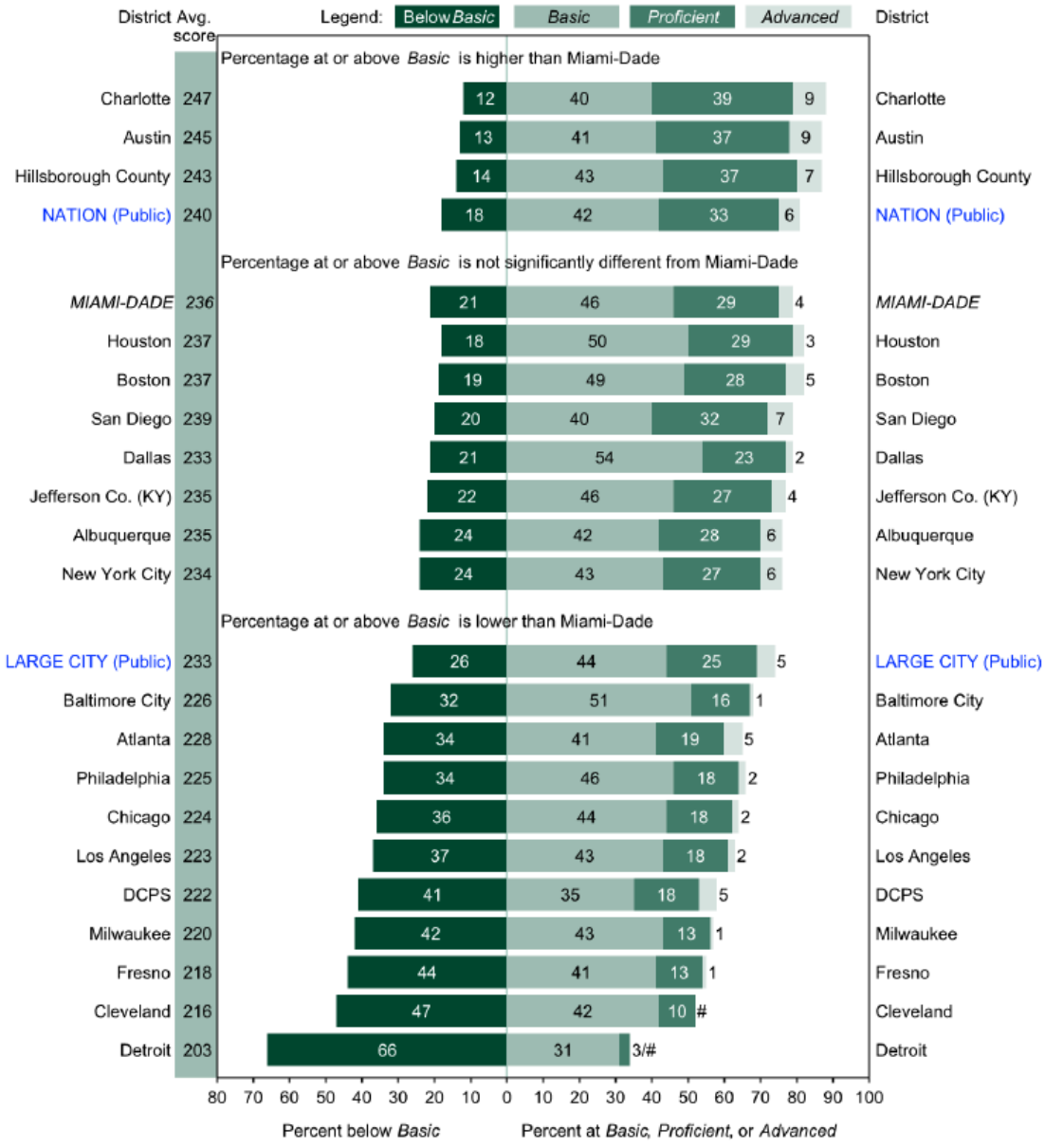

Figure 3. Average scale scores in NAEP mathematics for fourth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2011. From *The Nation's Report Card Trial Urban District Report, Reading 2011*, National Center for Education Statistics.

2011 NAEP Mathematics, Grade 8

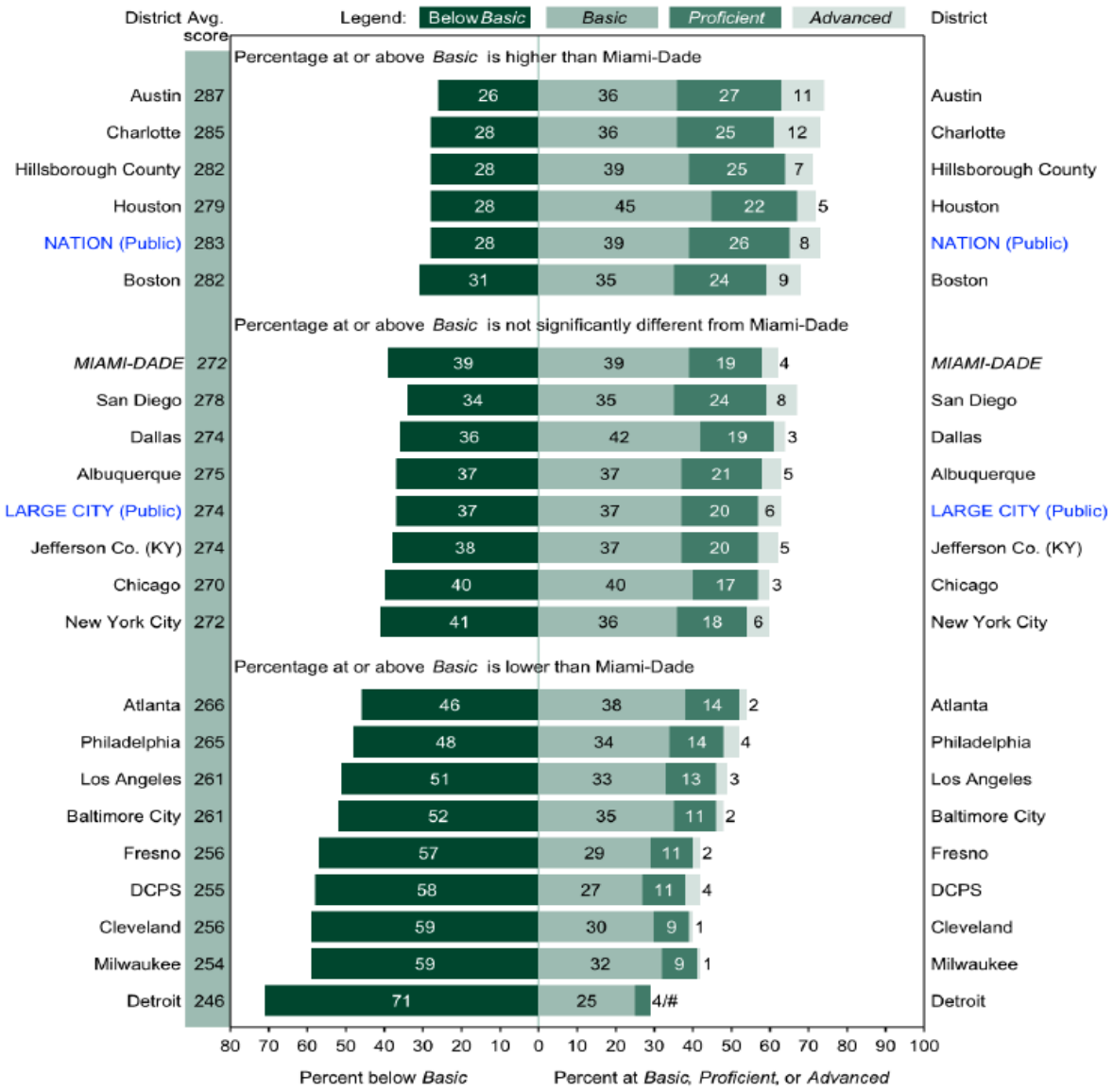

Figure 4. Average scale scores in NAEP mathematics for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2011. From *The Nation's Report Card Trial Urban District Report, Reading 2011*, National Center for Education Statistics.

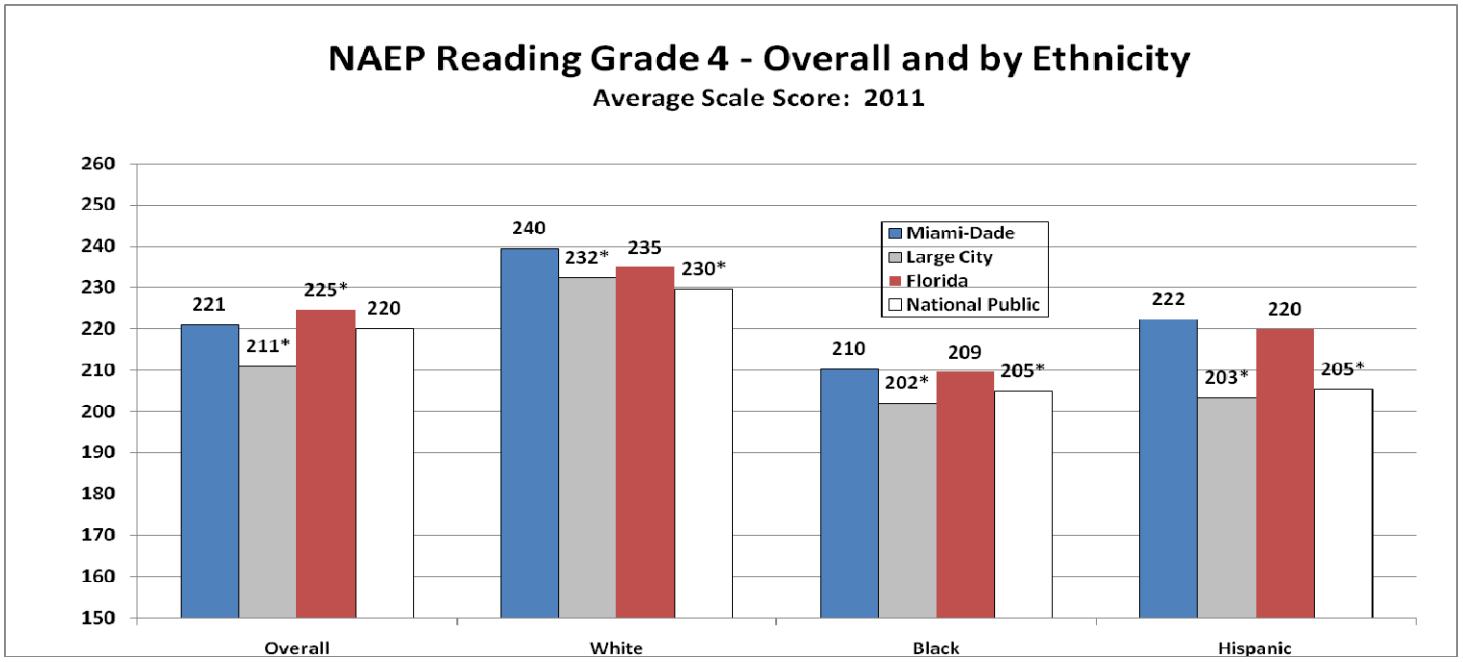

Figure 5. Results from the 2011 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

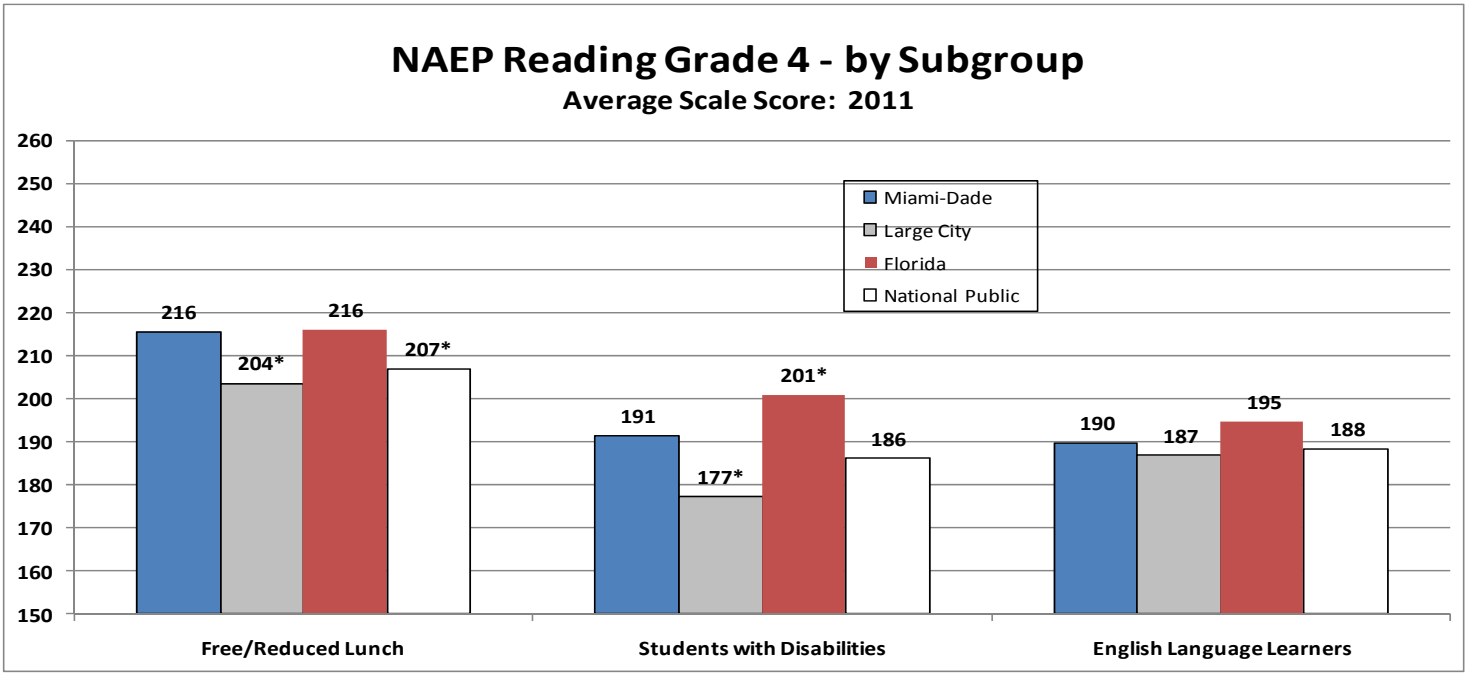

Figure 6. Results from the 2011 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by subgroup. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

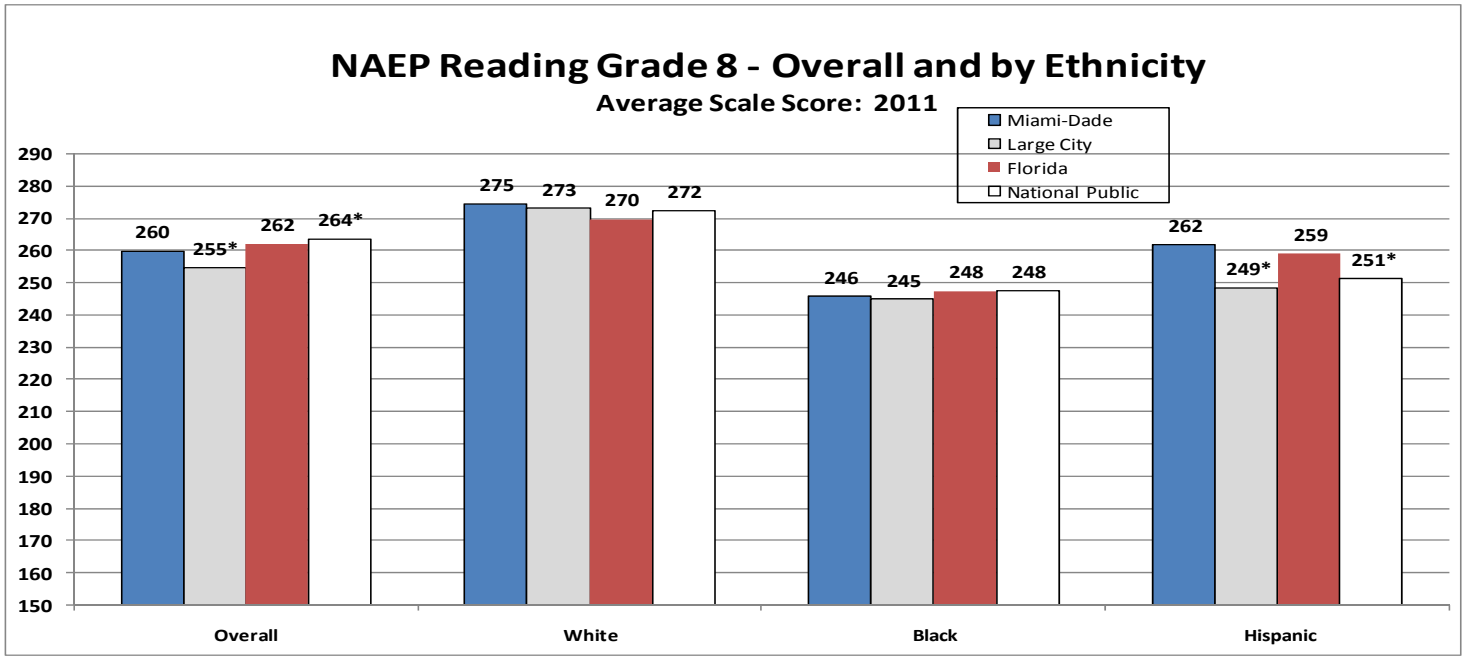

Figure 7. Results from the 2011 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

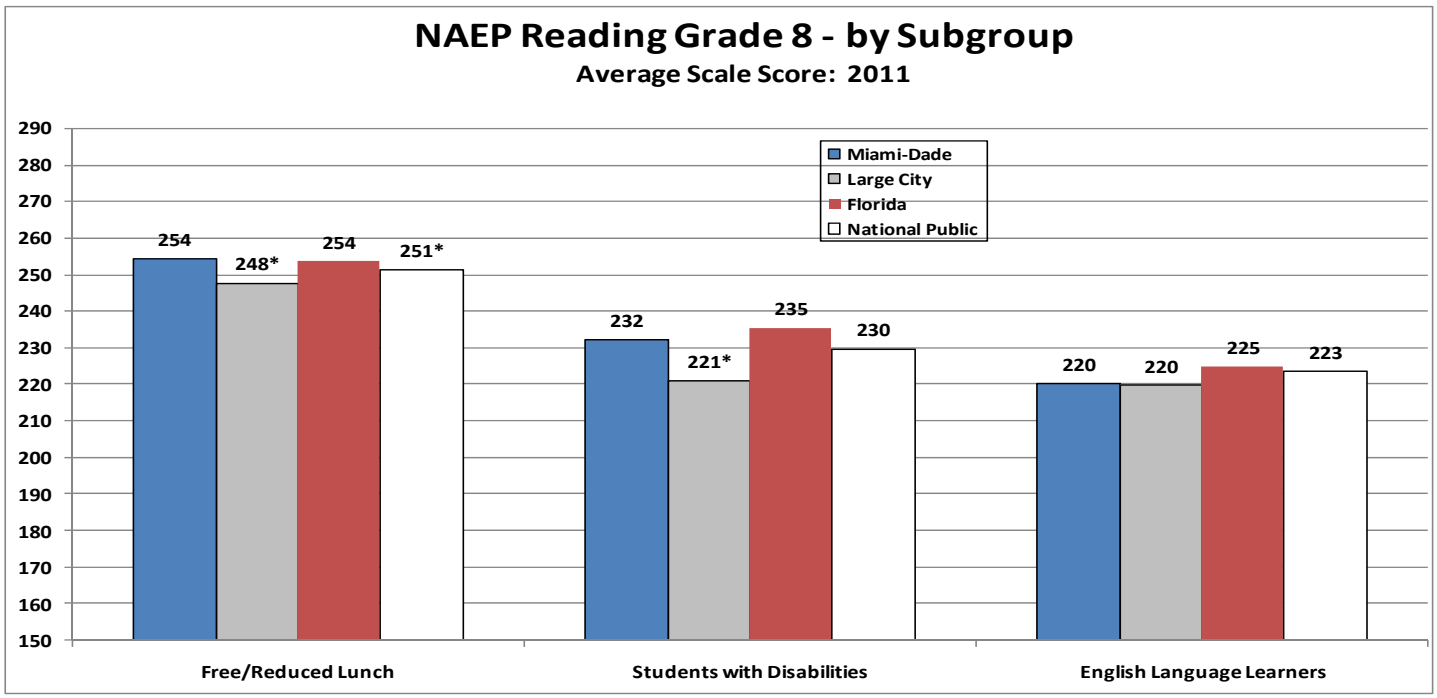

Figure 8. Results from the 2011 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by subgroup. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

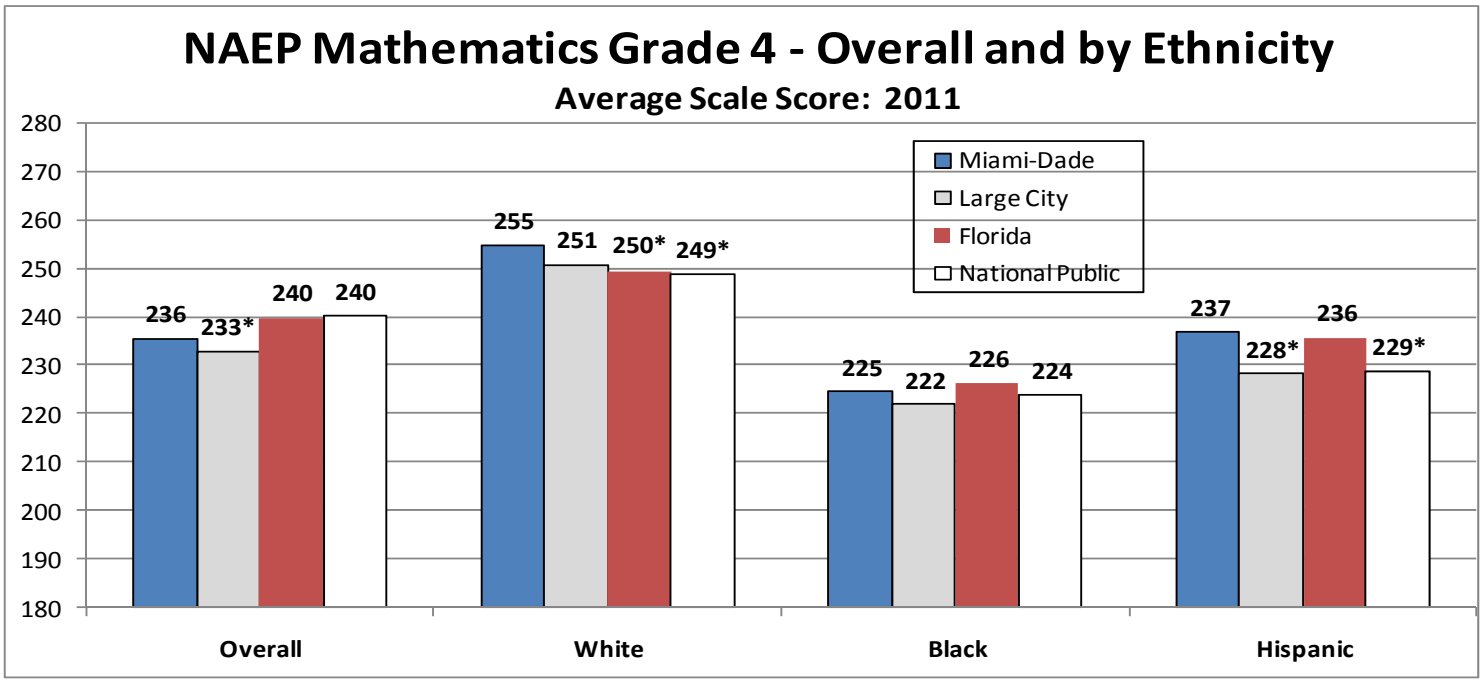

Figure 9. Results from the 2011 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

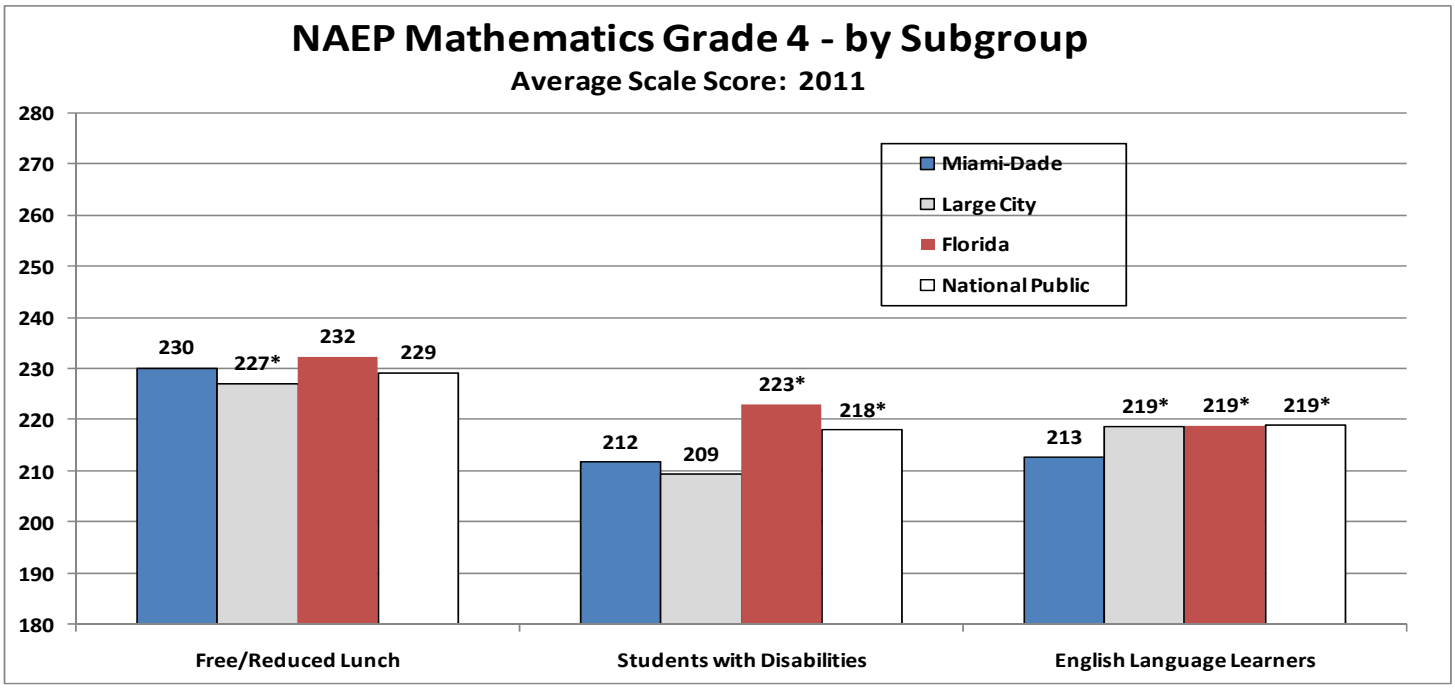

Figure 10. Results from the 2011 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by subgroup. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

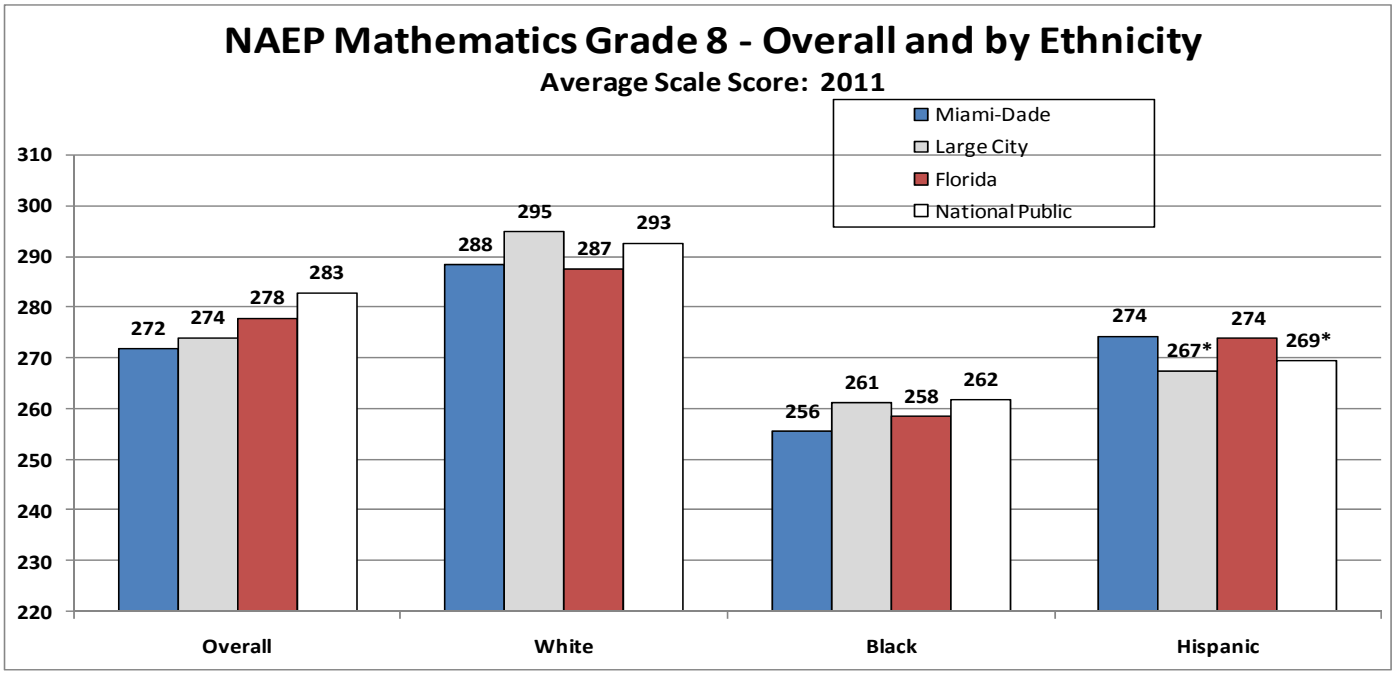

Figure 11. Results from the 2011 NAEP mathematics assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

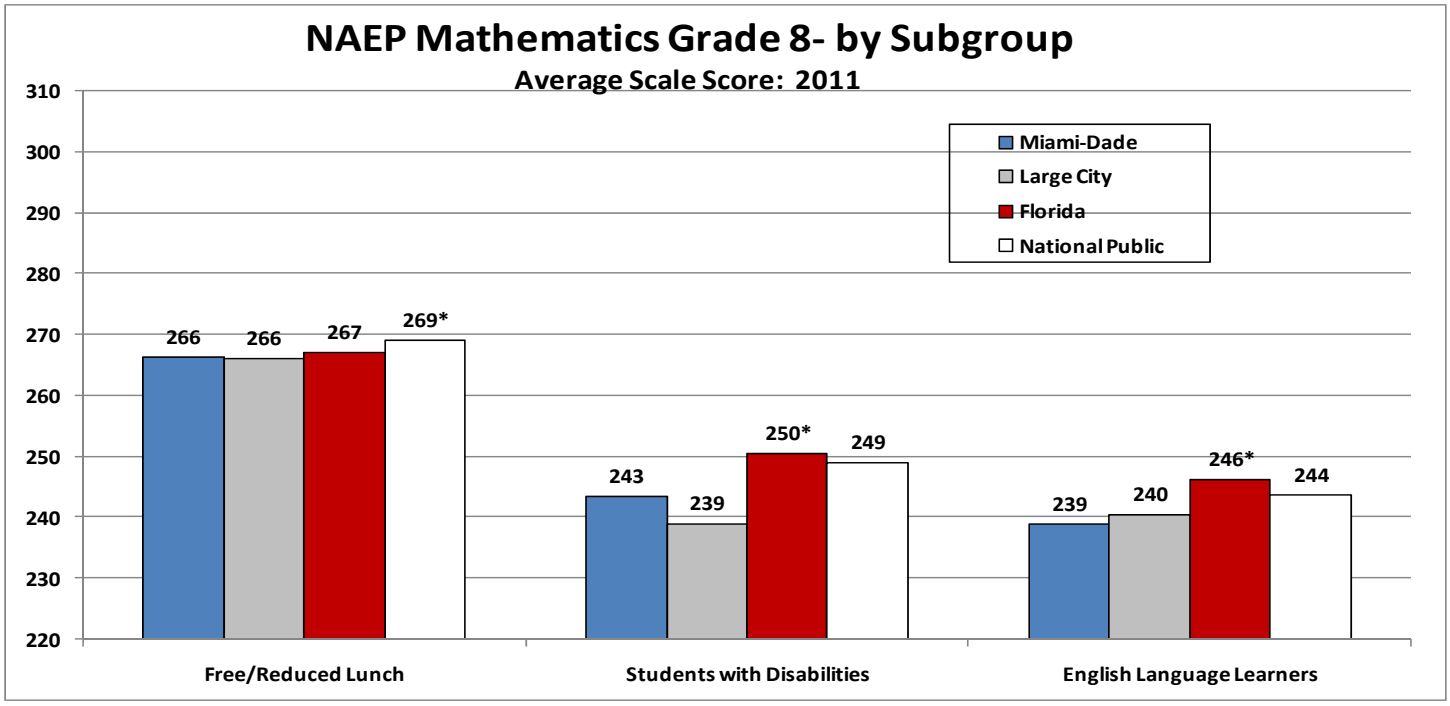

Figure 12. Results from the 2011 NAEP mathematics assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by subgroup. Source: The Nation's Report Card Trial Urban District, Report 2011, National Center for Education Statistics.

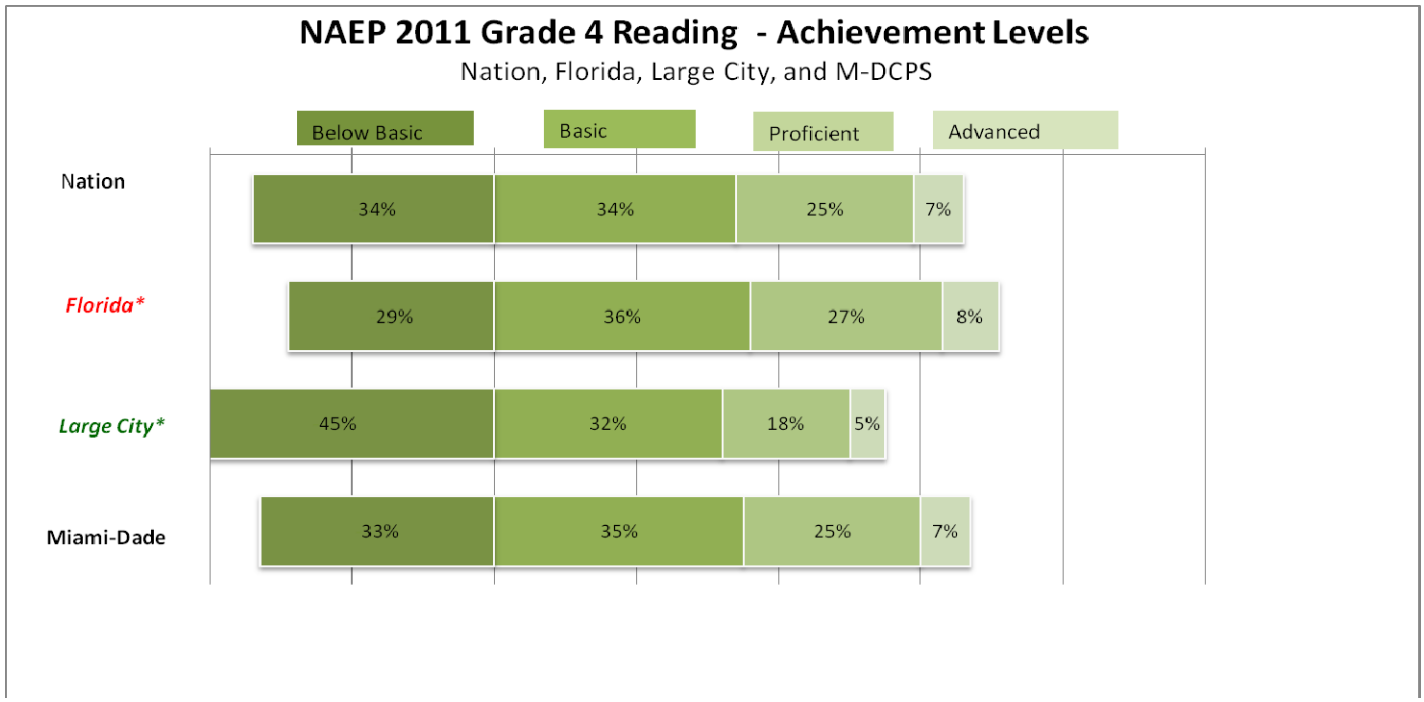

Figure 13. Percentage of students scoring in each achievement level from the 2011 NAEP reading assessment for grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools.

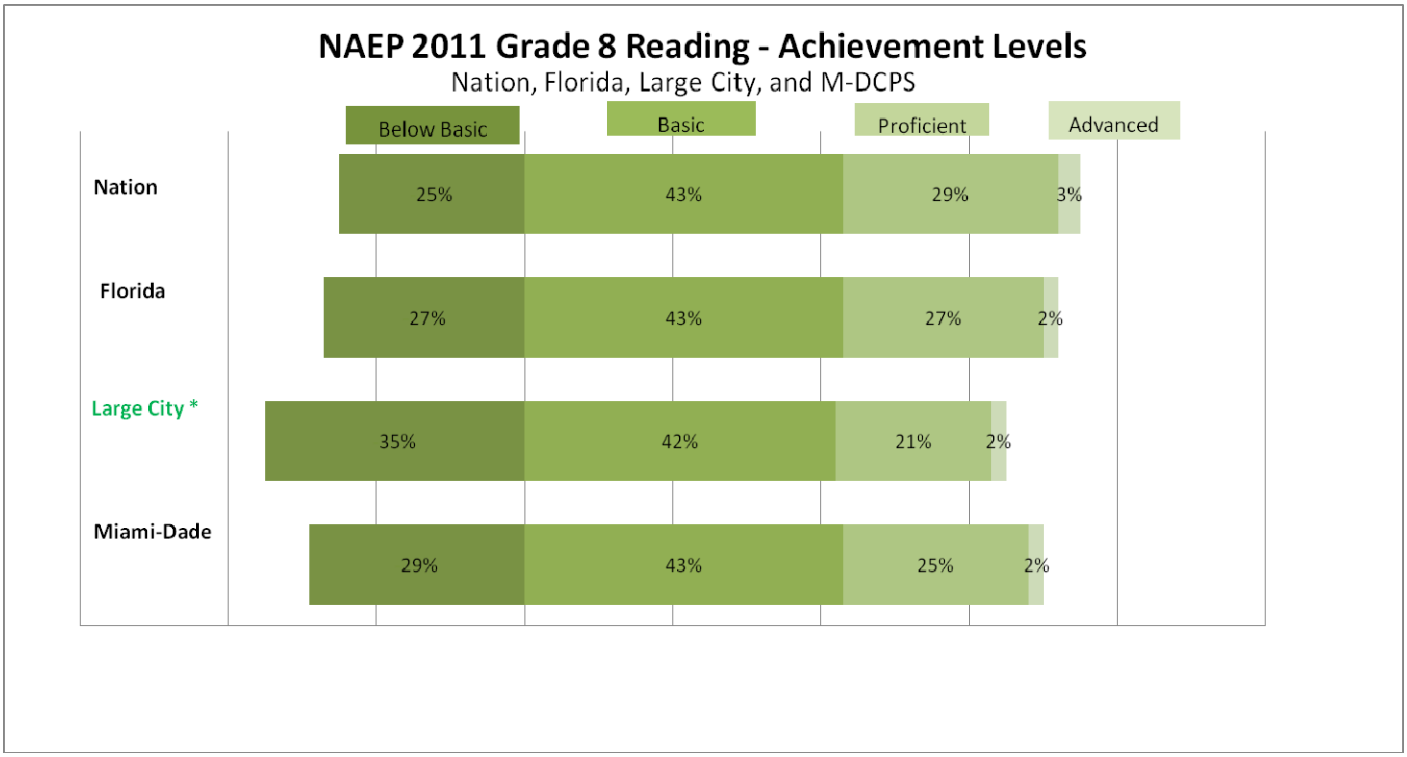

Figure 14. Percentage of students scoring in each achievement level from the 2011 NAEP reading assessment for grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools.

NOTE: Detail may not sum to totals because of rounding. Observed differences are not necessarily statistically significant. Statistically significant differences (p>.05) are indicated by italics, with green representing comparisons in which higher percentages of M-DCPS students scored "Basic" or above than the compared group (i.e., Florida, large city schools, or national public schools), and red representings comparisons in which lower percentages did so.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

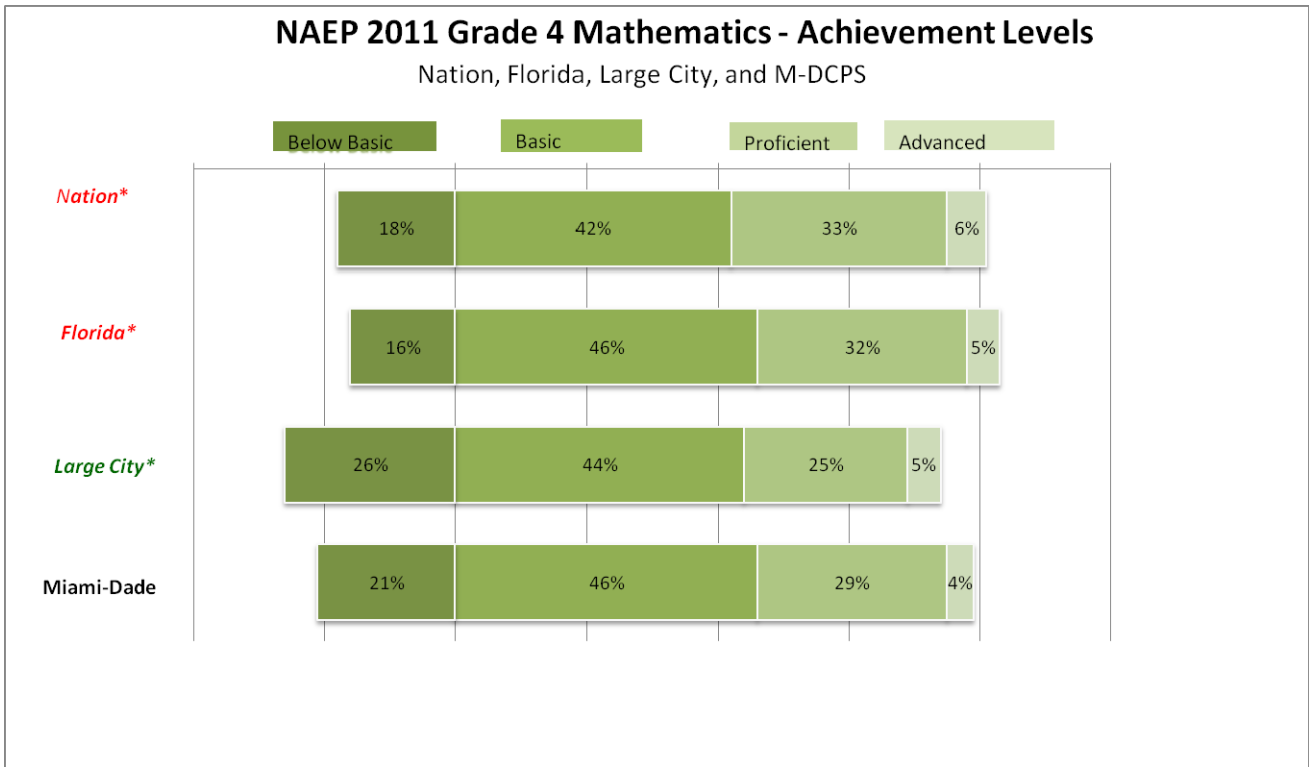

Figure 15. Percentage of students scoring in each achievement level from the 2011 NAEP mathematics assessment for grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools.

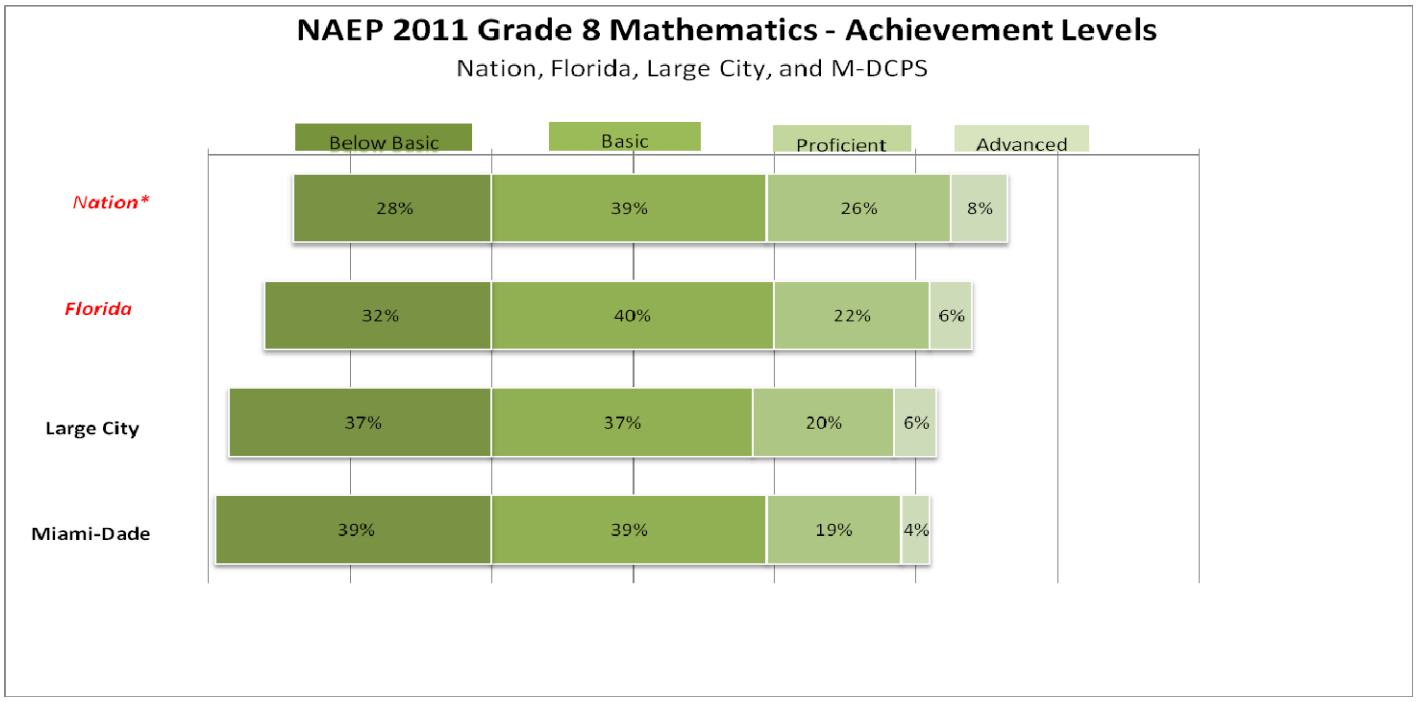

Figure 16. Percentage of students scoring in each achievement level from the 2011 NAEP mathematics assessment for grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools.

NOTE: Detail may not sum to totals because of rounding. Observed differences are not necessarily statistically significant. Statistically significant differences (p>.05) are indicated by italics, with green representing comparisons in which higher percentages of M-DCPS students scored "Basic" or above than the compared group (i.e., Florida, large city schools, or national public schools), and red representings comparisons in which lower percentages did so.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Table 1
Miami-Dade County Public Schools
NAEP 2011 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 (total)	202,900	220	66	32	7
Large City (total)	50,800	211*	55*	24*	5
Florida (total)	7,300	225*	71*	35	8
Miami-Dade (total)	2,700	221	67	32	7
GENDER					
Male	52%	219	64	30	6
Female	48%	223	70	34	7
RACE/ETHNICITY					
White	7%	240	84	54	19
Black	25%	210	54	18	2
Hispanic	66%	222	69	34	7
English Language Learners	15%	190	29	5	-
Students with Disabilities	10%	191	32	8	1
Eligible for Free/Reduced Lunch	74%	216	61	25	4
GRADE 8					
National (total)	157,800	264*	75	32	3
Large City (total)	40,000	255*	65*	23*	2
Florida (total)	5,900	262	73	30	2
Miami-Dade (total)	2,400	260	71	28	2
GENDER					
Male	50%	256	67	25	1
Female	50%	264	75	31	3
RACE/ETHNICITY					
White	9%	275	83	44	4
Black	22%	246	55	13	-
Hispanic	67%	262	74	30	2
English Language Learners	7%	220	25	5	-
Students with Disabilities	10%	232	40	7	-
Eligible for Free/Reduced Lunch	72%	254	66	22	1

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 =*. 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 2011 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 (total)	198,900	240*	82*	40*	6*
Large City (total)	50,600	233*	74*	30	5
Florida (total)	7,100	240*	84*	37*	5*
Miami-Dade (total)	2,600	236	79	33	4
GENDER					
Male	52%	236	78	36	5
Female	48%	235	80	29	3
RACE/ETHNICITY					
White	7%	255	96	60	10
Black	25%	225	67	17	1
Hispanic	66%	237	81	35	4
English Language Learners	16%	213	50	7	-
Students with Disabilities	10%	212	46	11	1
Eligible for Free/Reduced Lunch	74%	230	74	25	2
GRADE 8					
National (total)	164,400	283*	72*	34*	8*
Large City (total)	41,500	274	63	26*	6*
Florida (total)	6,200	278*	68*	28*	6*
Miami-Dade (total)	2,500	272	61	22	4
GENDER					
Male	50%	274	63	25	4
Female	50%	270	60	20	3
RACE/ETHNICITY					
White	9%	288	78	39	8
Black	22%	256	42	9	1
Hispanic	67%	274	65	24	4
English Language Learners	9%	239	22	4	1
Students with Disabilities	10%	243	29	6	-
Eligible for Free/Reduced Lunch	72%	266	56	17	2

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 =*. Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).