


# MEMORANDUM

December 18, 2013

**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 2013 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, December 18, 2013, which summarizes the results of the National Assessment for Educational Progress (NAEP) for students in grades 4 and 8 who attend schools in 21 large urban districts. This is Miami-Dade County Public Schools' (M-DCPS) third 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 2013 were Albuquerque, Atlanta, Austin, Baltimore, Boston, Charlotte-Mecklenburg, 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. 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.

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 8,300 students in 142 schools in Miami-Dade County participated in the 2013 NAEP administration in grades 4 and 8. Following are highlights from the results:

- For the third consecutive administration, M-DCPS continued to rank high in relation to other participating TUDA districts in both reading and mathematics, outscoring districts including Austin, Boston, Chicago, Dallas, Houston, Los Angeles, New York City, and San Diego.
- M-DCPS grade 4 students excelled on the 2013 NAEP assessment, exceeding the performance of their counterparts in large city schools nationwide in both reading and mathematics.
- Both Hispanic and Black students in the M-DCPS performed remarkably well in comparison to their counterparts nationwide.

- Fourth grade students eligible for the Free/Reduced Price Lunch program in the M-DCPS scored significantly higher than their counterparts in public schools nationwide and large cities in both reading and 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/>.

Should you have any questions about the attached results, please contact Ms. Gisela Feild, Administrative Director, Assessment, Research, and Data Analysis, at 305 995-2943.

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#### Attachments

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

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**Summary of National, State, and District Results for the**  
**2013 National Assessment of Educational Progress**  
**Trial Urban District Assessment**  
**Reading and Mathematics, Grades 4 and 8**

On December 18, 2013, the National Center for Education Statistics (NCES) released results from the 2013 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 2013, the content areas assessed on NAEP were reading, mathematics, and science; however, only the reading and mathematics assessments were part of the TUDA program.

Since 1969, NAEP assessments have provided national summary data, and in 1990 state-by-state comparisons became available. In 2002, through the collaboration among NCES, the National Assessment Governing Board, and the Council of Great City Schools, the TUDA program was established, making it possible for selected large urban districts to receive district-level data. The TUDA project facilitates comparisons among large urban districts that face similar challenges with regard to poverty and high risk populations. In 2013, 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.

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 8,300 students from 142 schools participated in the Spring 2013 assessment.

## **Program Description**

NAEP assessments are administered to demographically representative samples of students in the nation, different regions of the country, states, and large urban districts. TUDA is a special program which provides district-level results for selected urban districts. Districts are invited to participate based on a range of characteristics, such as district size, minority concentrations, federal program participation, socioeconomic conditions, percentages of students with disabilities (SD), and English language learners (ELL). It is supported by federal appropriations authorized under the No Child Left Behind Act. The first TUDA took place in conjunction with the 2002 state NAEP Reading and Writing assessments. TUDA again took place in 2003, and in alternate years thereafter through 2013. M-DCPS participated for the first time in 2009 and was joined by a second Florida District, Hillsborough, in 2011.

## **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 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”.

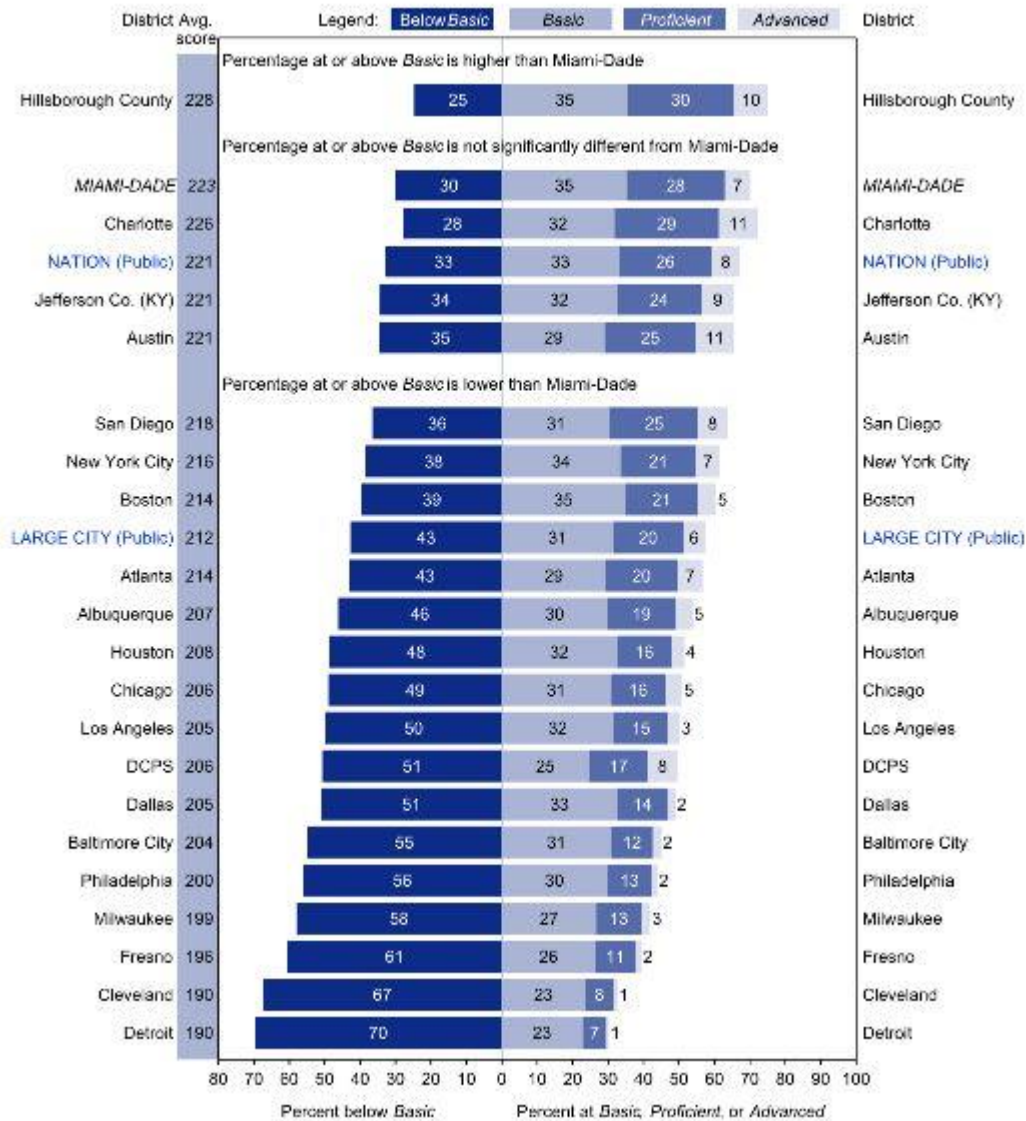
Students who participate in NAEP/TUDA are assessed in only one subject-area. NAEP results are not reported for individual students or for schools; summary results are only reported for the nation, states, and the participating TUDA districts.

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

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**Highlights of the**  
**2013 National Assessment of Educational Progress (NAEP)**  
**Trial Urban District Assessment (TUDA) Results**  
**Reading and Mathematics, Grades 4 and 8**

- For the third consecutive administration, M-DCPS continued to rank high in relation to other participating TUDA districts in both reading and mathematics.
  - M-DCPS grade 4 students ranked 3<sup>rd</sup> out of 21 TUDA districts for the 2013 NAEP administration in both reading and mathematics (percent scoring basic or above), outscoring Austin, Boston, Dallas, Houston, San Diego, Chicago and New York City.
  - M-DCPS grade 8 students also ranked 3<sup>rd</sup> in reading, and ranked 9<sup>th</sup> in mathematics for the 2013 NAEP administration (percent scoring basic or above).
- M-DCPS grade 4 students excelled on the 2013 NAEP assessment, exceeding the performance of their counterparts in large city schools in both reading and mathematics.
  - In reading, the performance of fourth grade students continued to rise from prior years, and was significantly higher than that of large city schools, both in terms of average scale scores and in the percentage of students scoring Basic or above.
  - In mathematics, performance of fourth grade students also continued to rise, with higher percentages of students scoring Basic or above in the M-DCPS than in large city schools nationwide.
- Both Hispanic and Black students in the M-DCPS performed well in comparison to their counterparts nationwide.
  - District Hispanic students in both fourth and eighth grade outperformed their counterparts in public schools nationwide in reading and mathematics, both in terms of average scale scores and percent scoring above basic.
  - District Black students in fourth grade outperformed their counterparts in large city schools in both reading and mathematics, both in terms of average scale scores and percent scoring above basic.
- Higher proportion of M-DCPS fourth grade students eligible for the Free/Reduced Price Lunch program scored basic or above than their counterparts in public schools nationwide and large cities in both reading and mathematics.
  - Similar success was seen for eighth grade students in reading.

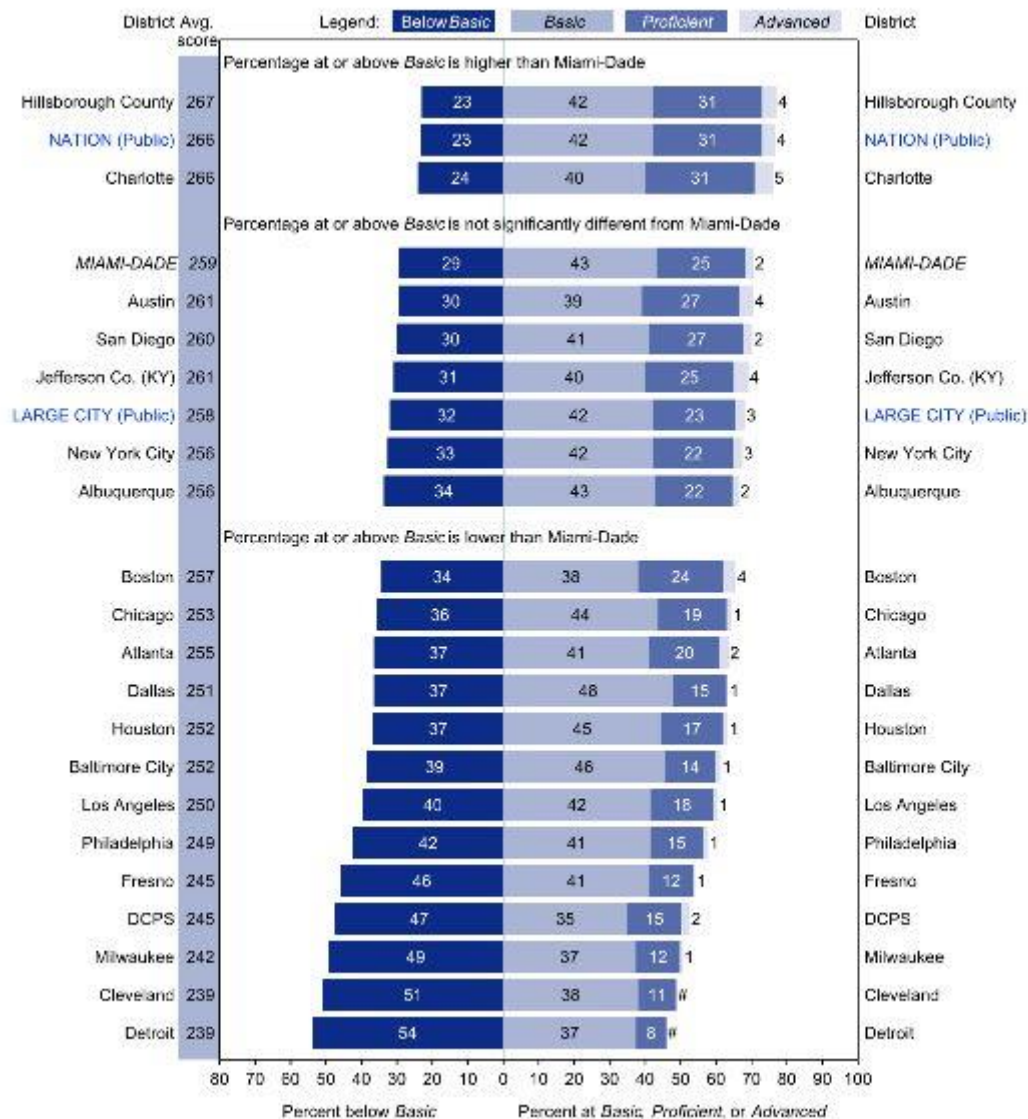
# 2013 NAEP Reading, Grade 4



**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: 2013. From *The Nation's Report Card Trial Urban District Report, Reading 2013*, National Center for Education Statistics.

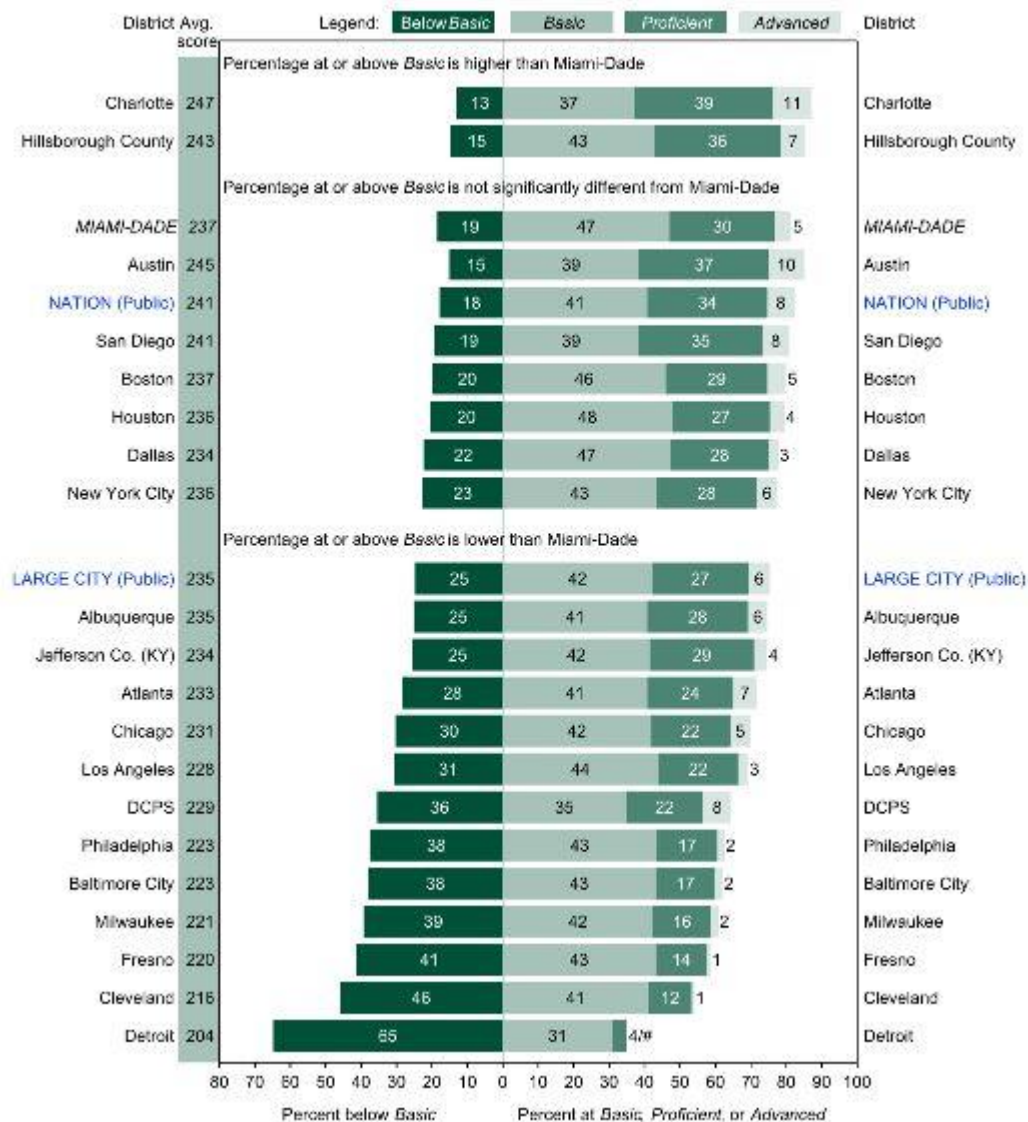


# 2013 NAEP Reading, Grade 8



**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: 2013. From *The Nation's Report Card Trial Urban District Report, Reading 2013*, National Center for Education Statistics.

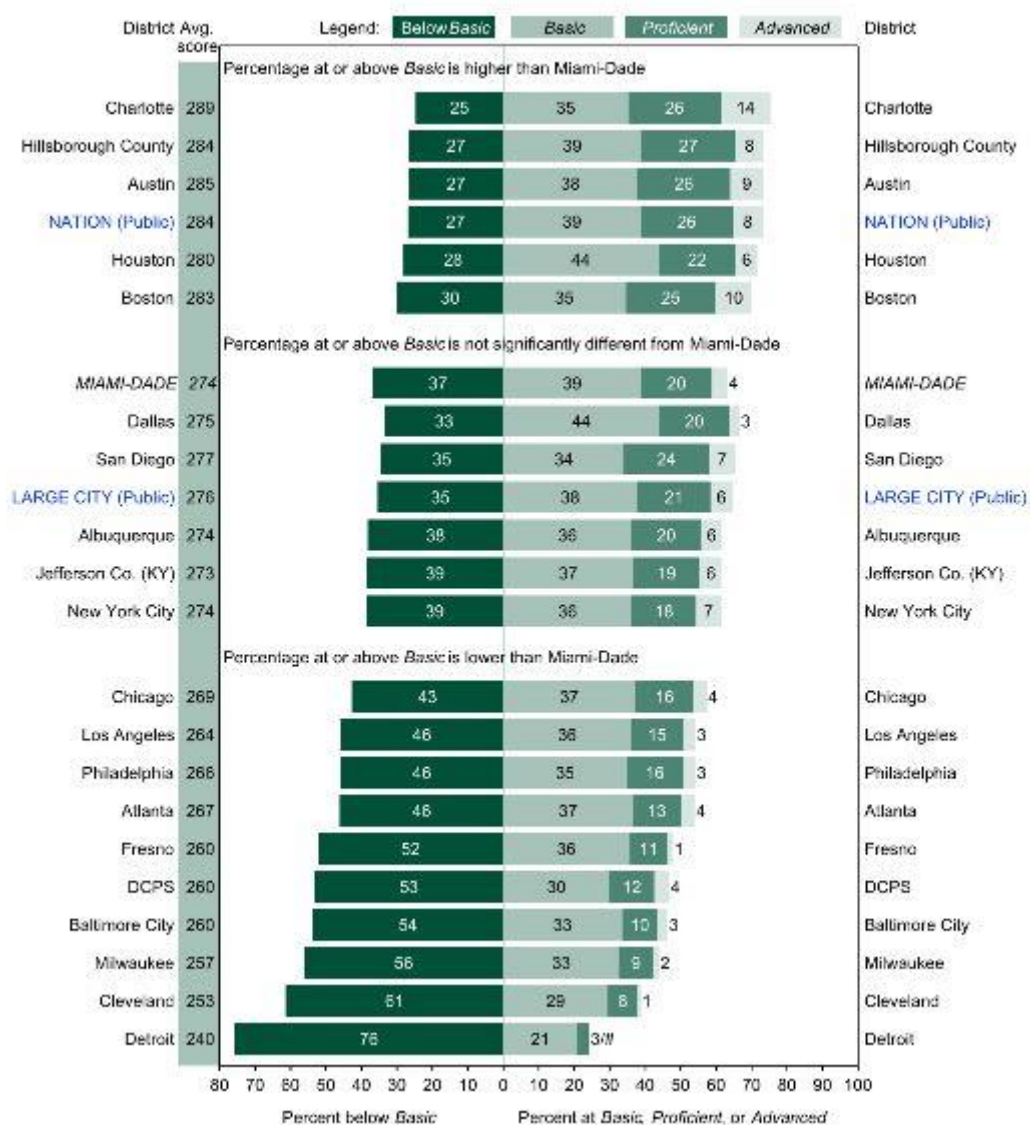
# 2013 NAEP Mathematics, Grade 4



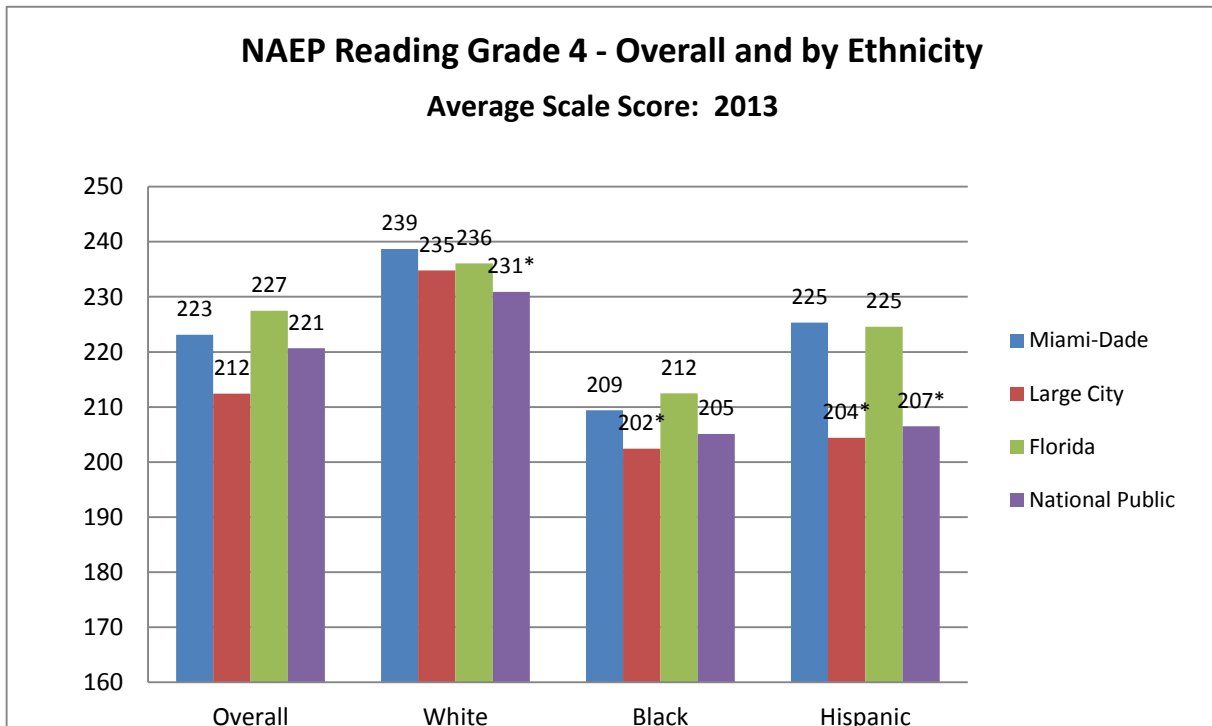
**Figure 3.** Average scale scores in NAEP Mathematics for fourth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2013. From *The Nation's Report Card Trial Urban District Report, Reading 2013*, National Center for Education Statistics.



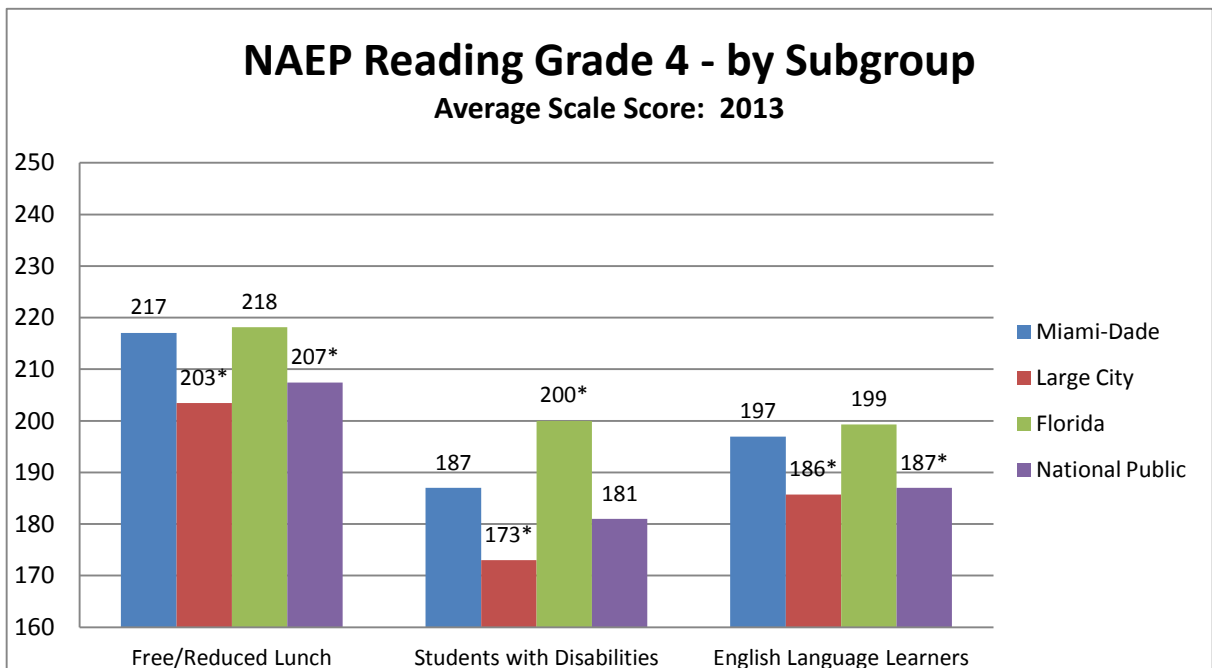
# 2013 NAEP Mathematics, Grade 8



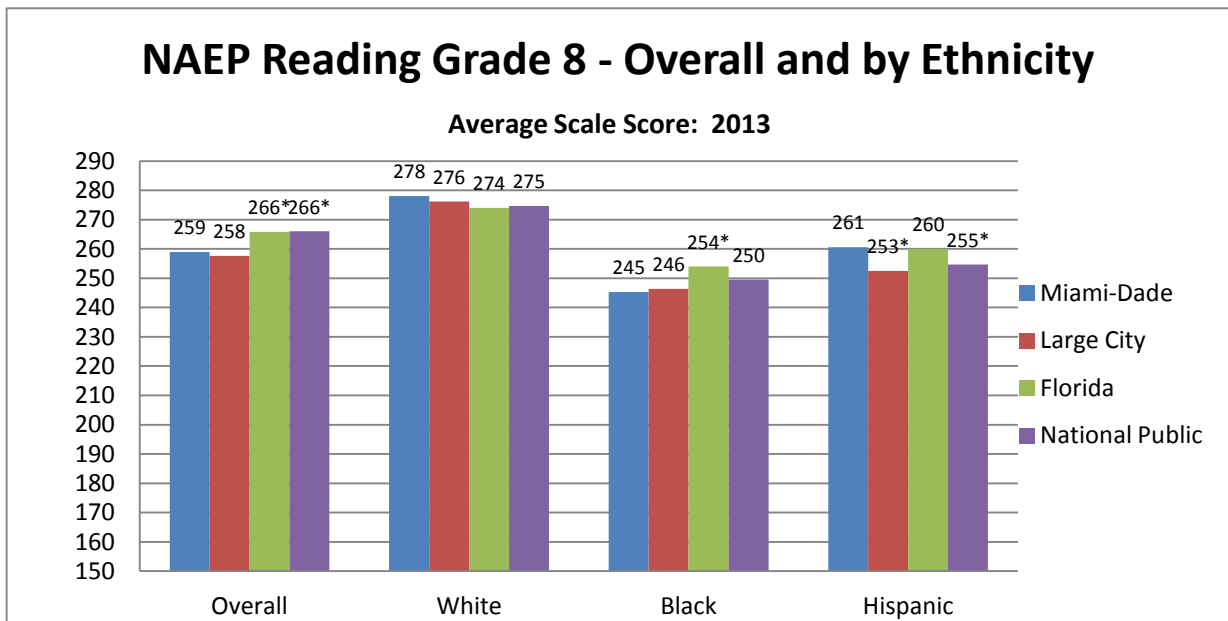
**Figure 4.** Average scale scores in NAEP Mathematics for eighth grade public school students, percentage within each achievement level, and Miami-Dade's percentage at or above *Basic* compared with the nation, large cities and other participating districts: 2013. From *The Nation's Report Card Trial Urban District Report, Reading 2013*, National Center for Education Statistics.



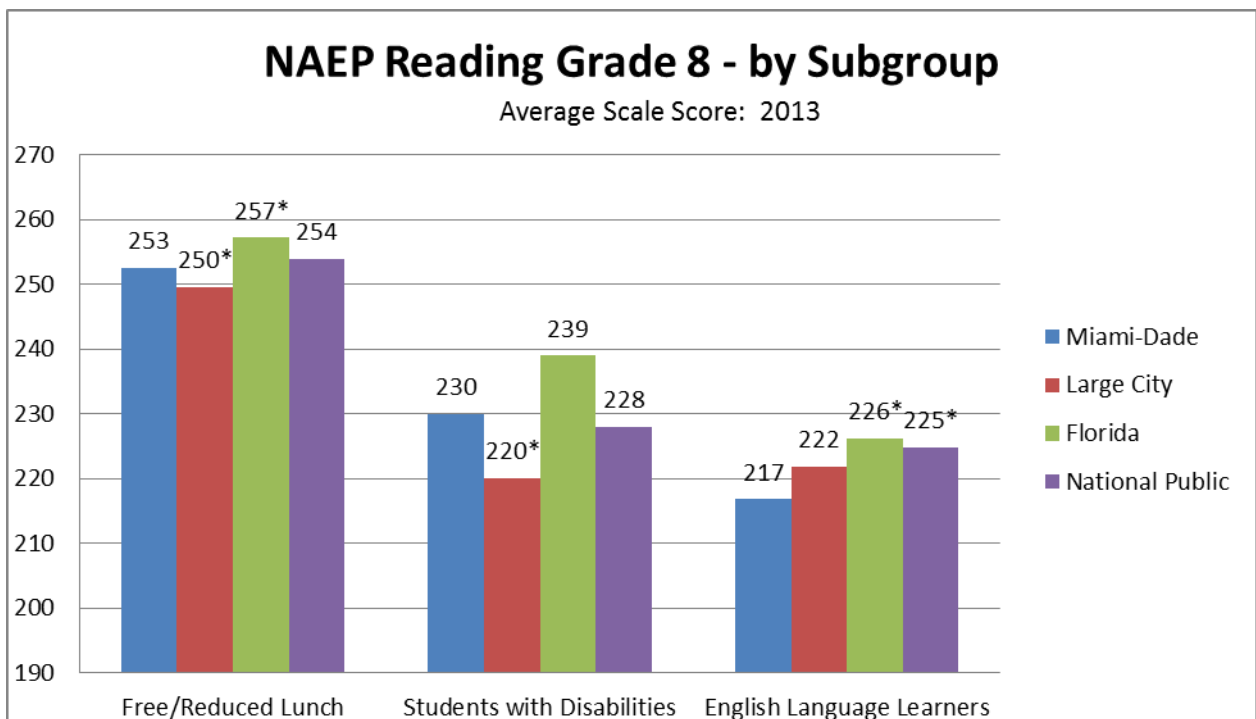
**Figure 5.** Results from the 2013 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2013, National Center for Education Statistics.



**Figure 6.** Results from the 2013 NAEP reading assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and 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 2013, National Center for Education Statistics.



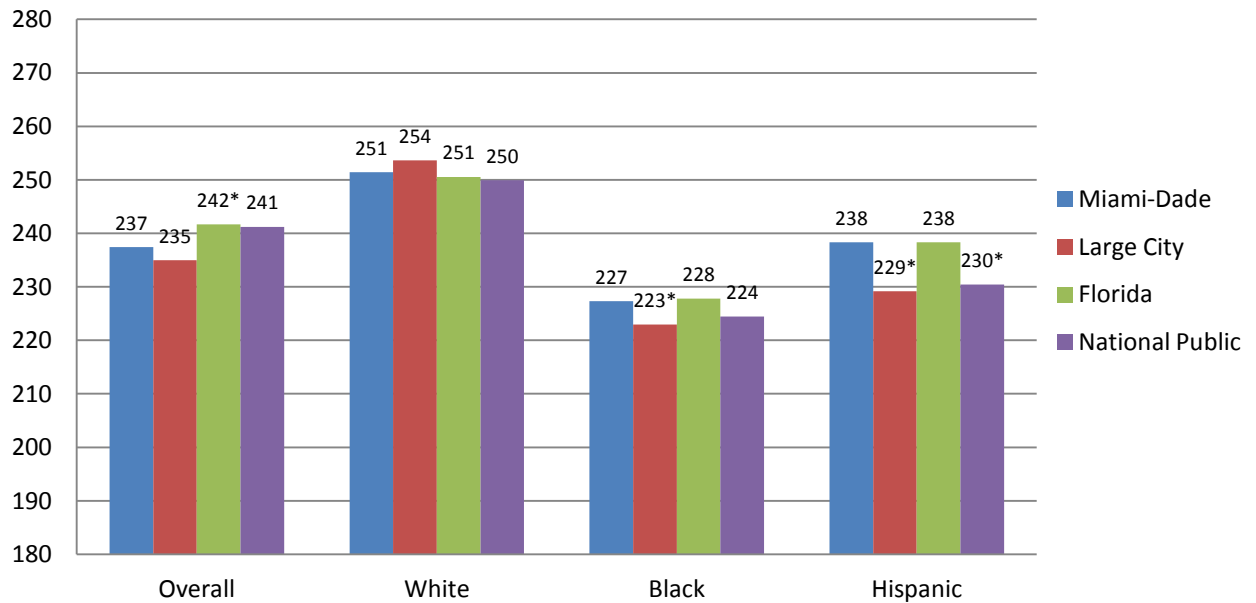
**Figure 7.** Results from the 2013 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by ethnicity. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2013, National Center for Education Statistics.



**Figure 8.** Results from the 2013 NAEP reading assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and 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 2013, National Center for Education Statistics.

## NAEP Mathematics Grade 4 - Overall and by Ethnicity

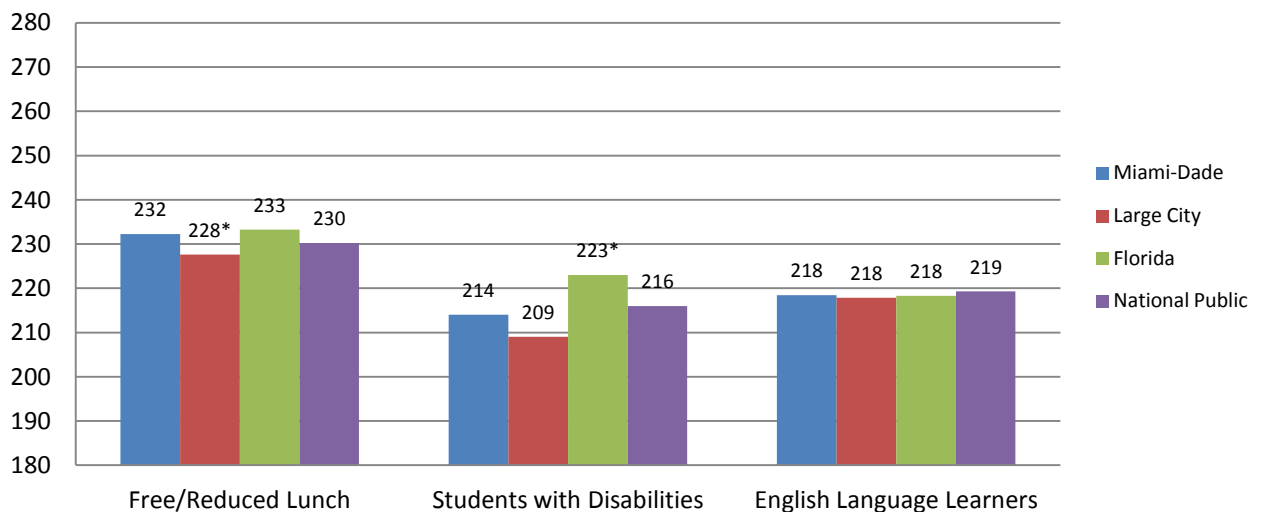
Average Scale Score: 2013



**Figure 9.** Results from the 2013 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 2013, National Center for Education Statistics.

## NAEP Mathematics Grade 4 - by Subgroup

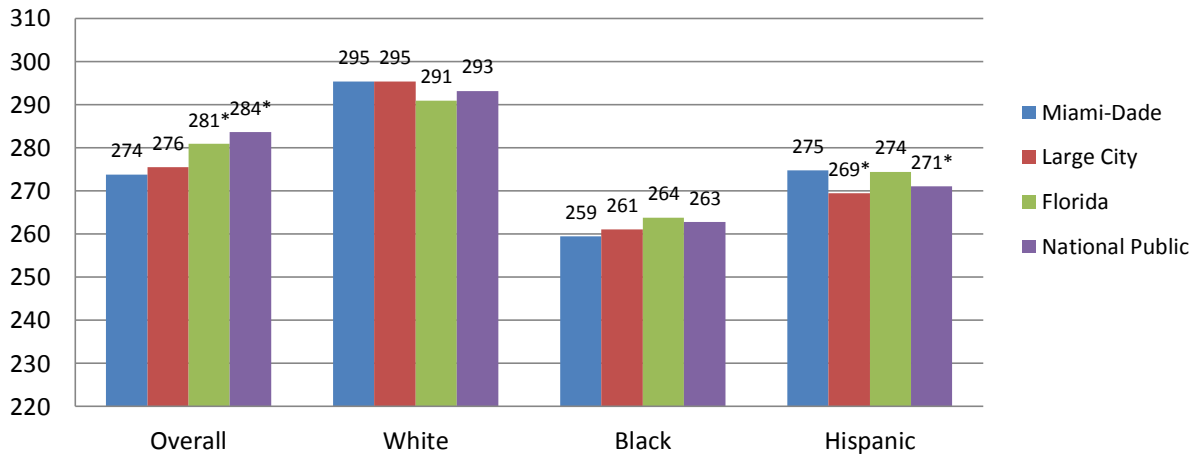
Average Scale Score: 2013



**Figure 10.** Results from the 2013 NAEP mathematics assessment for Grade 4 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and 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 2013, National Center for Education Statistics.

## NAEP Mathematics Grade 8 - Overall and by Ethnicity

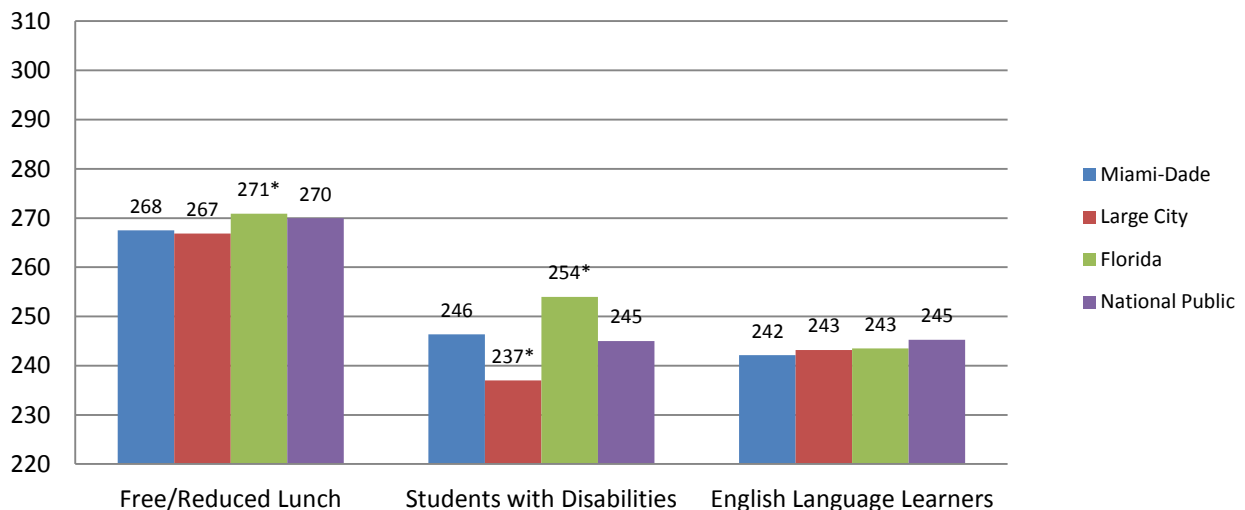
Average Scale Score: 2013



**Figure 11.** Results from the 2013 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 2013, National Center for Education Statistics.

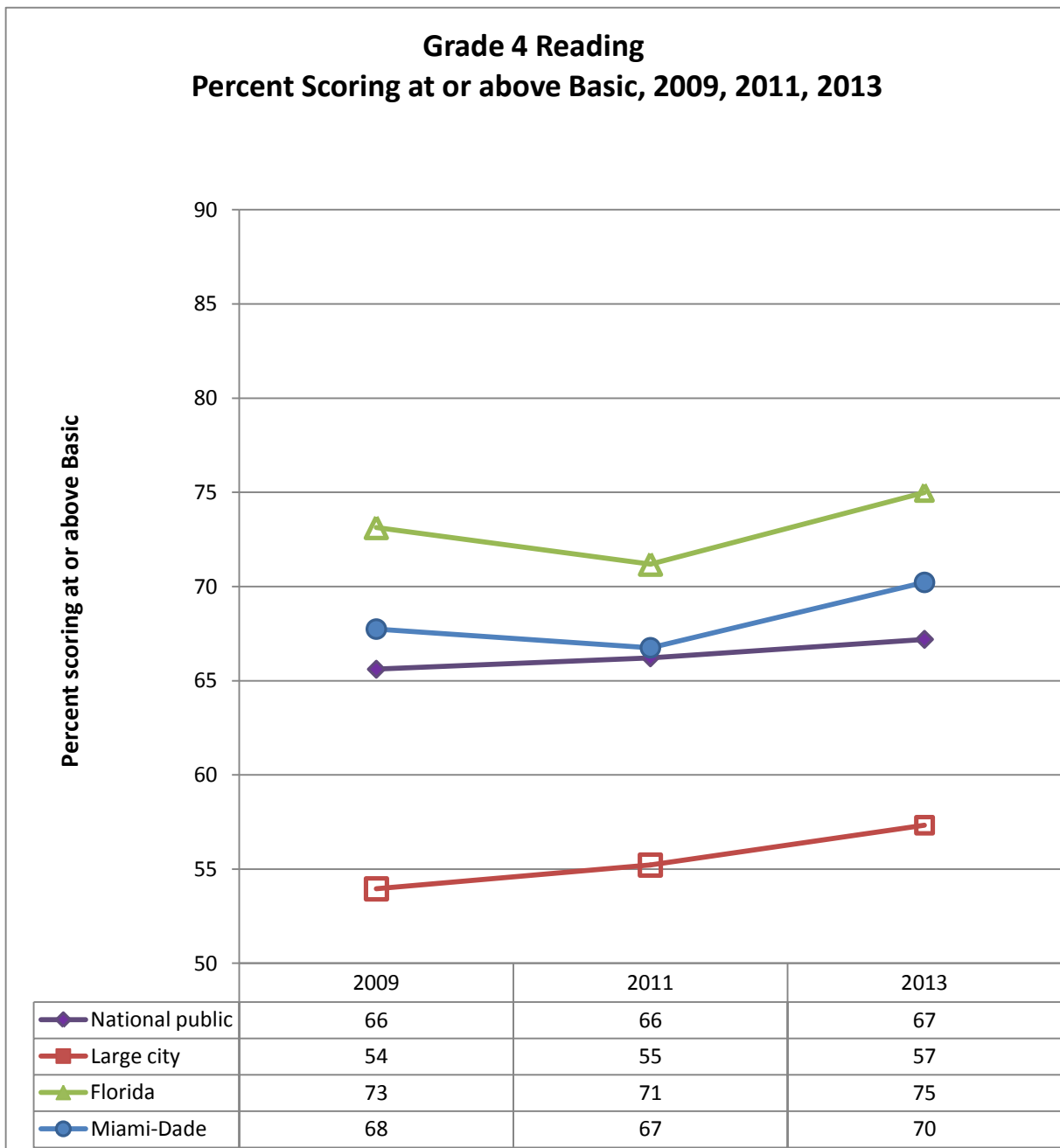
## NAEP Mathematics Grade 8 - by Subgroup

Average Scale Score: 2013

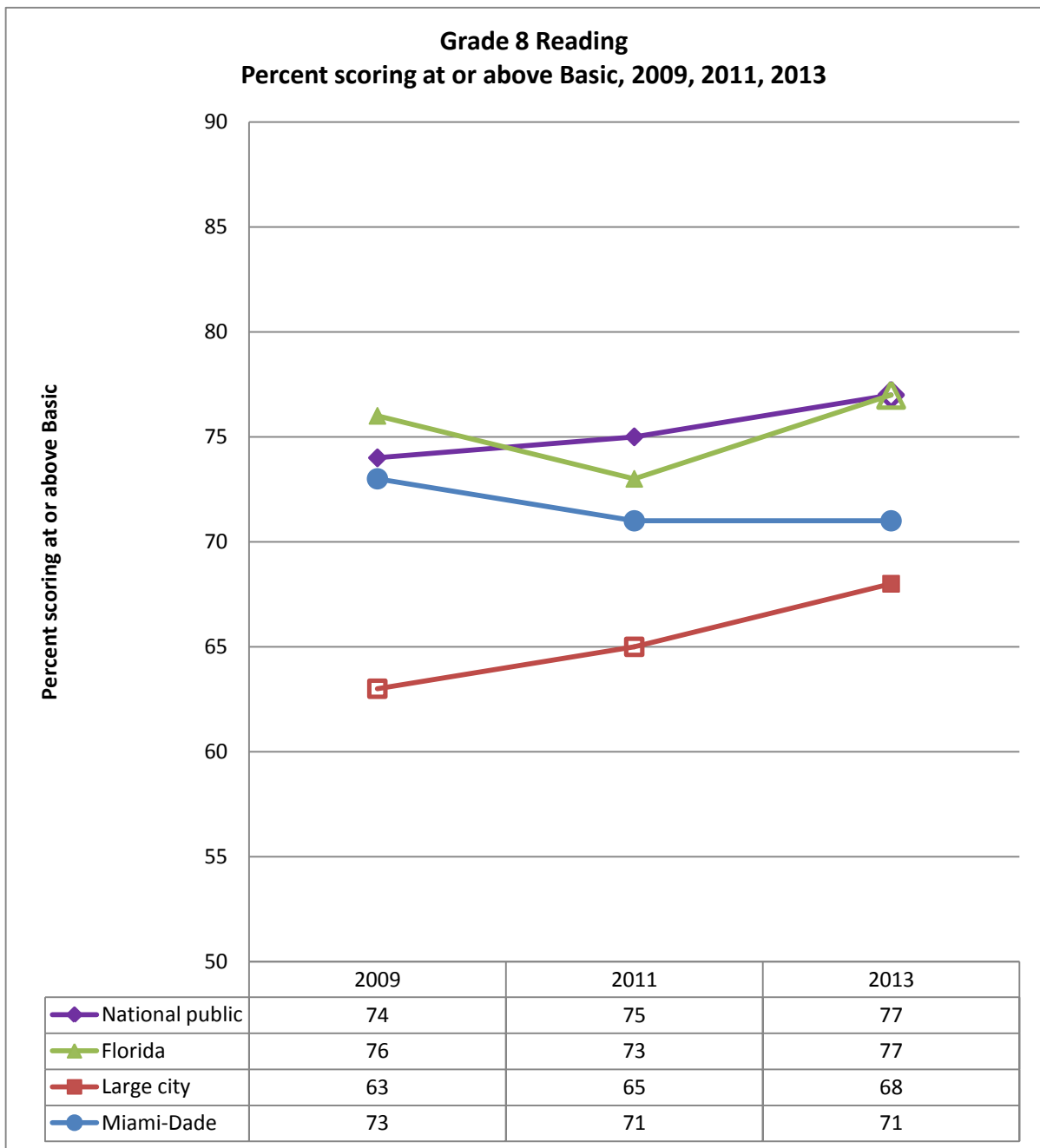


**Figure 12.** Results from the 2013 NAEP mathematics assessment for Grade 8 students in the M-DCPS, Large Cities, Florida, and National Public Schools, overall and by subgroup. Statistically significant differences between M-DCPS (total) and the other jurisdictions are displayed as  $p > .05 = *$ . Source: The Nation's Report Card Trial Urban District, Report 2013, National Center for Education Statistics.

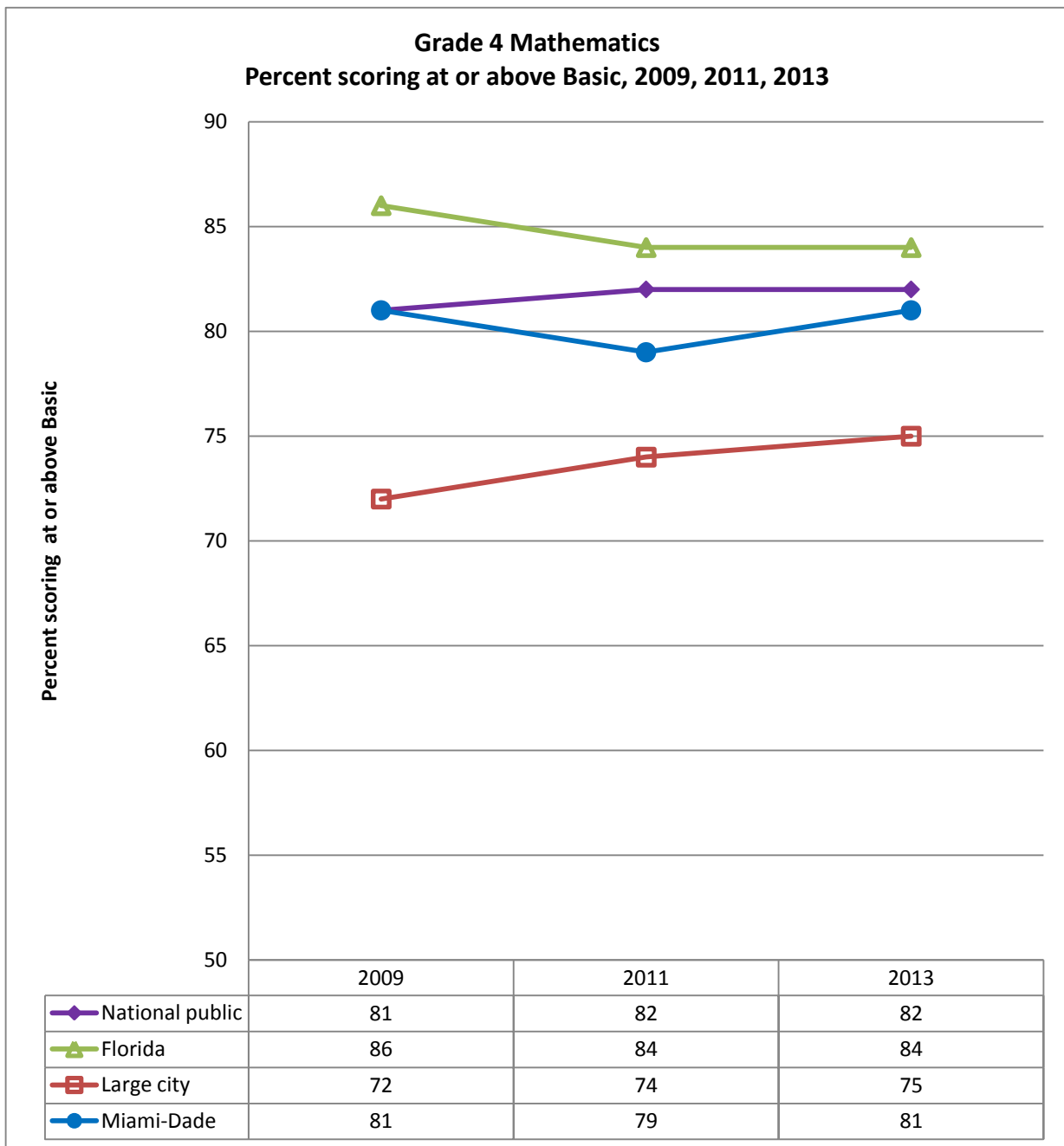




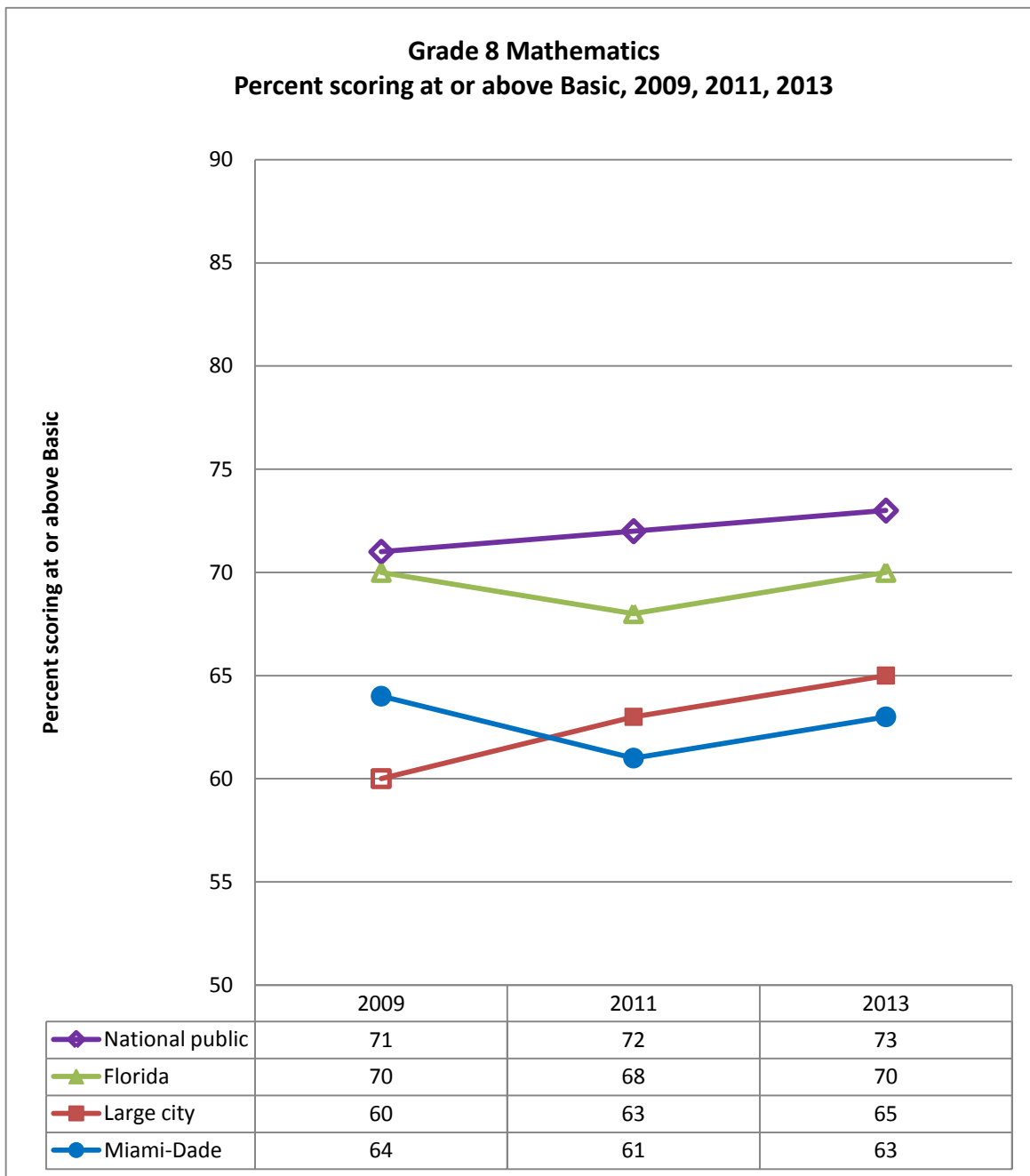
**Figure 13.** Trend analysis of percentage of grade 4 students scoring in Basic and above on the NAEP reading assessment in 2009, 2011, and 2013 in the M-DCPS, Large Cities, Florida, and National Public Schools. Statistically significant differences between M-DCPS and the other jurisdictions in each administration year are indicated by opened point markers.



**Figure 14.** Trend analysis of percentage of grade 8 students scoring in Basic and above on the NAEP reading assessment in 2009, 2011, and 2013 in the M-DCPS, Large Cities, Florida, and National Public Schools. Statistically significant differences between M-DCPS and the other jurisdictions in each administration year are indicated by opened point markers.



**Figure 15.** Trend analysis of percentage of grade 4 students scoring in Basic and above on the NAEP mathematics assessment in 2009, 2011, and 2013 in the M-DCPS, Large Cities, Florida, and National Public Schools. Statistically significant differences between M-DCPS and the other jurisdictions in each administration year are indicated by opened point markers.



**Figure 16.** Trend analysis of percentage of grade 8 students scoring in Basic and above on the NAEP mathematics assessment in 2009, 2011, and 2013 in the M-DCPS, Large Cities, Florida, and National Public Schools. Statistically significant differences between M-DCPS and the other jurisdictions in each administration year are indicated by opened point markers.

**Table 1**  
**Miami-Dade County Public Schools**  
**NAEP 2013 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>					
<b>National (total)</b>	184,000	221	67	34	8
<b>Large City (total)</b>	47,300	212*	57*	26*	6
<b>Florida (total)</b>	6,200	227*	75*	39*	-
<b>Miami-Dade (total)</b>	2,100	223	70	35	7
<b>Gender</b>					
Male	51%	219	66	30	5
Female	49%	228	75	40	9
<b>Ethnicity</b>					
White	8%	239	85	54	15
Black	23%	209	54	19	2
Hispanic	67%	225	73	38	8
<b>English Language Learners</b>	22%	197	39	8	1
<b>Students with Disabilities</b>	9%	189	34	11	2
<b>Eligible for Free/Reduced Lunch</b>	74%	217	65	27	4
<b>GRADE 8</b>					
<b>National (total)</b>	166,300	266*	77*	34*	4*
<b>Large City (total)</b>	41,100	258	68	26	3
<b>Florida (total)</b>	5,600	266*	77*	33*	-
<b>Miami-Dade (total)</b>	2,100	259	71	27	2
<b>Gender</b>					
Male	50%	254	65	23	1
Female	50%	264	76	32	4
<b>Ethnicity</b>					
White	8%	278	86	49	7
Black	21%	245	56	13	-
Hispanic	69%	261	73	29	2
<b>English Language Learners</b>	10%	217	25	2	-
<b>Students with Disabilities</b>	10%	231	37	7	-
<b>Eligible for Free/Reduced Lunch</b>	74%	253	65	20	1

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



**Table 2**  
**Miami-Dade County Public Schools**  
**NAEP 2013 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 (total)</b>	180,200	241*	82	41	8
<b>Large City (total)</b>	46,800	235	75*	33*	6
<b>Florida (total)</b>	6,100	242*	84*	41*	
<b>Miami-Dade (total)</b>	2,100	237	81	34	5
<b>Gender</b>					
Male	51%	238	81	36	5
Female	49%	237	81	33	4
<b>Ethnicity</b>					
White	9%	251	94	57	9
Black	23%	227	72	18	1
Hispanic	67%	238	82	36	5
<b>English Language Learners</b>	24%	218	59	11	-
<b>Students with Disabilities</b>	10%	217	53	16	1
<b>Eligible for Free/Reduced Lunch</b>	74%	232	77	26	3
<b>Grade 8</b>					
<b>National (total)</b>	164,600	284*	73*	34*	8*
<b>Large City (total)</b>	40,500	276	65	27	6*
<b>Florida (total)</b>	5,500	281*	70*	31*	7*
<b>Miami-Dade (total)</b>	2,000	274	63	24	4
<b>Gender</b>					
Male	50%	274	63	25	5
Female	50%	274	64	24	4
<b>Ethnicity</b>					
White	8%	295	83	46	13
Black	21%	259	47	10	1
Hispanic	69%	275	65	25	4
<b>English Language Learners</b>	11%	242	25	4	-
<b>Students with Disabilities</b>	10%	246	32	7	1
<b>Eligible for Free/Reduced Lunch</b>	74%	268	57	18	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).