National Assessment of Educational Progress and The Trial Urban District Assessment

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The Trial Urban District Assessment

What is NAEP?

NAEP is considered The Gold Standard of Assessment

- The National Assessment of Educational Progress (NAEP) is the largest nationally continuing assessment of what America's students know and can do in various subject areas.
- Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.
- NAEP assessments are administered uniformly using the same sets of test booklets across the nation; therefore, these are the only results that can be compared across the nation and participating TUDA districts.

What is TUDA?

APS volunteered to participate in the value added opportunity provided through TUDA

The Trial Urban District Assessment (TUDA) is an extension of the NAEP assessment to districts.

The assessments administered in TUDA are exactly the same as those given in main NAEP.

A sample of students is drawn from a sample of schools in each district. These samples allow reliable reporting of student groups within these districts.

Results for schools or students are not reported; only district results are available.

TUDA began in 2002 with 5 districts; invited districts now total 21.

As a volunteer TUDA district this first year, APS can compare its performance to the nation and to a group of large city school districts. Over time, as APS continues to volunteer for this assessment, we will be able to compare our progress over time.

What are the results?

TUDA offers APS a national comparison with other urban districts

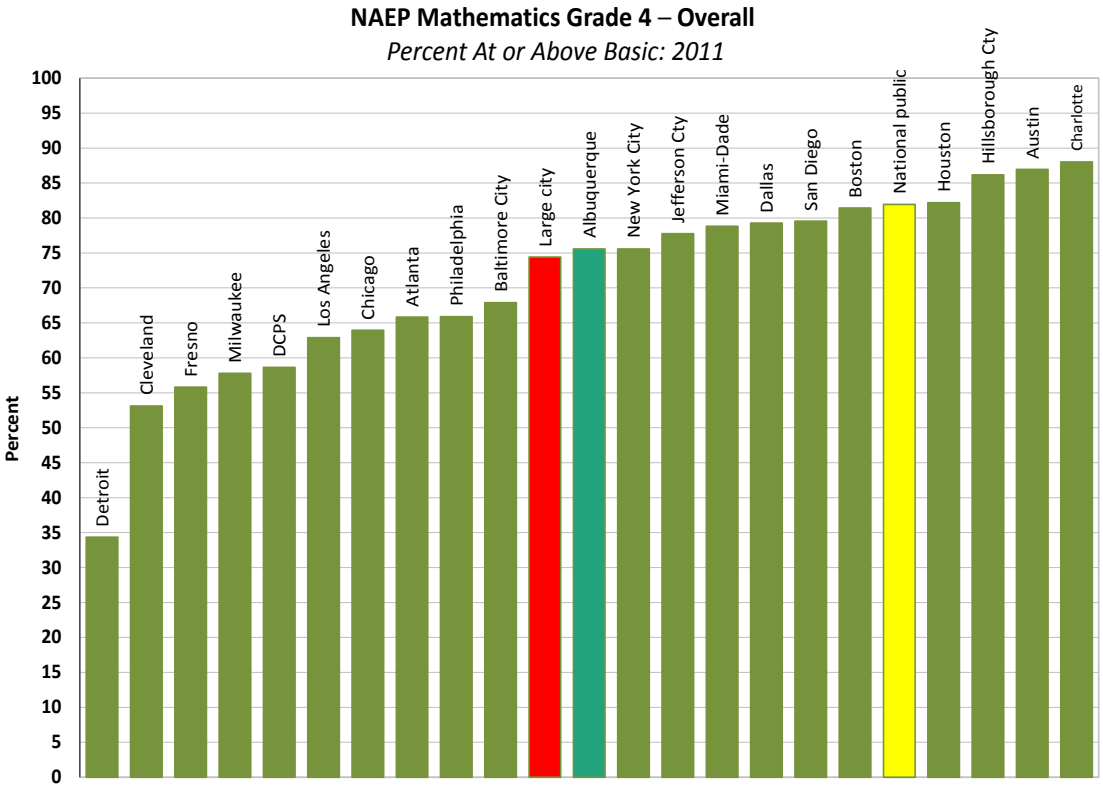
- ❖ Results show that APS performs comparable to other TUDA districts in grade 4 and better than most TUDA districts in grade 8.
- ❖ Gaps show that APS faces challenges in educating students of color and students in poverty that are similar to other Large Cities and the Nation.
- ❖ APS out-performed the state in 3 of the 4 assessed areas by percentage of students who scored at or above proficient.

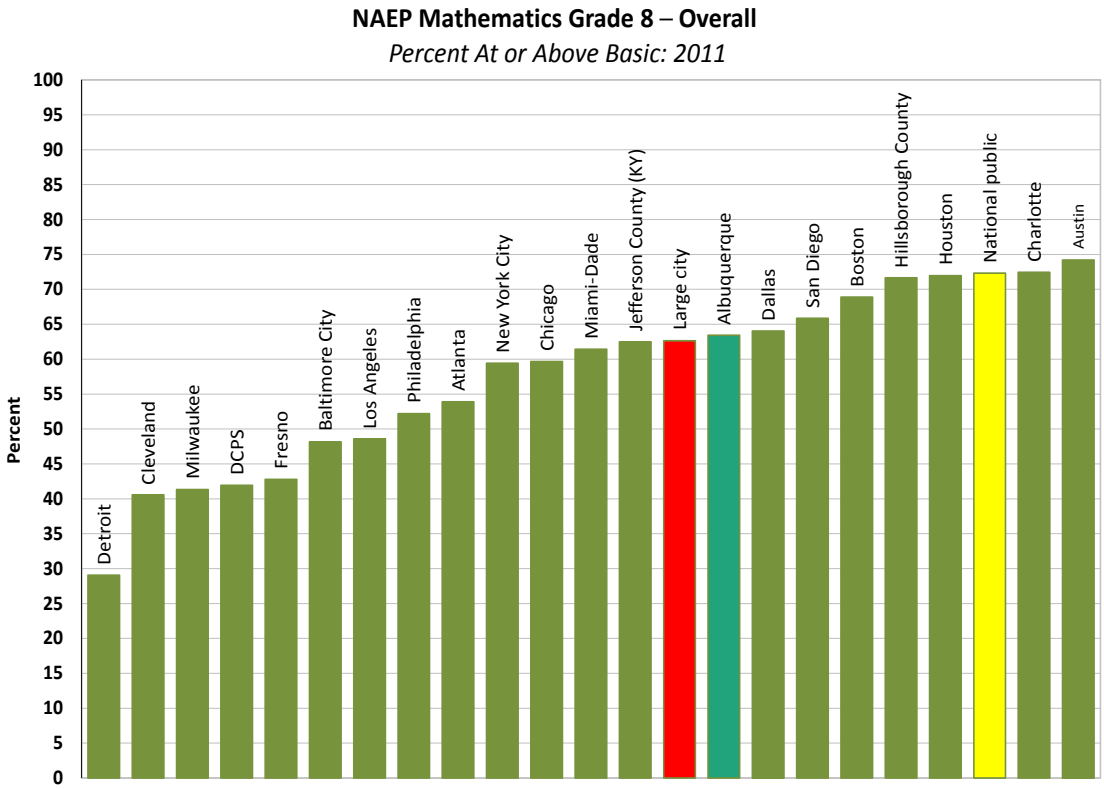
NAEP provides TUDA districts with some pre-printed reports that will be shared publically.
APS staff has created other summaries. Over time other analytics and topical summaries will be prepared and distributed to key stakeholders.

The results in this packet will provide summary comparisons of APS to:

- Other TUDA districts
- Other Large City Schools (All TUDA schools plus other non-participating city schools)
- The National Sample of Public Schools
- The State of New Mexico

Comparison to Other TUDA Districts: Math and Reading (Grades 4 and 8)

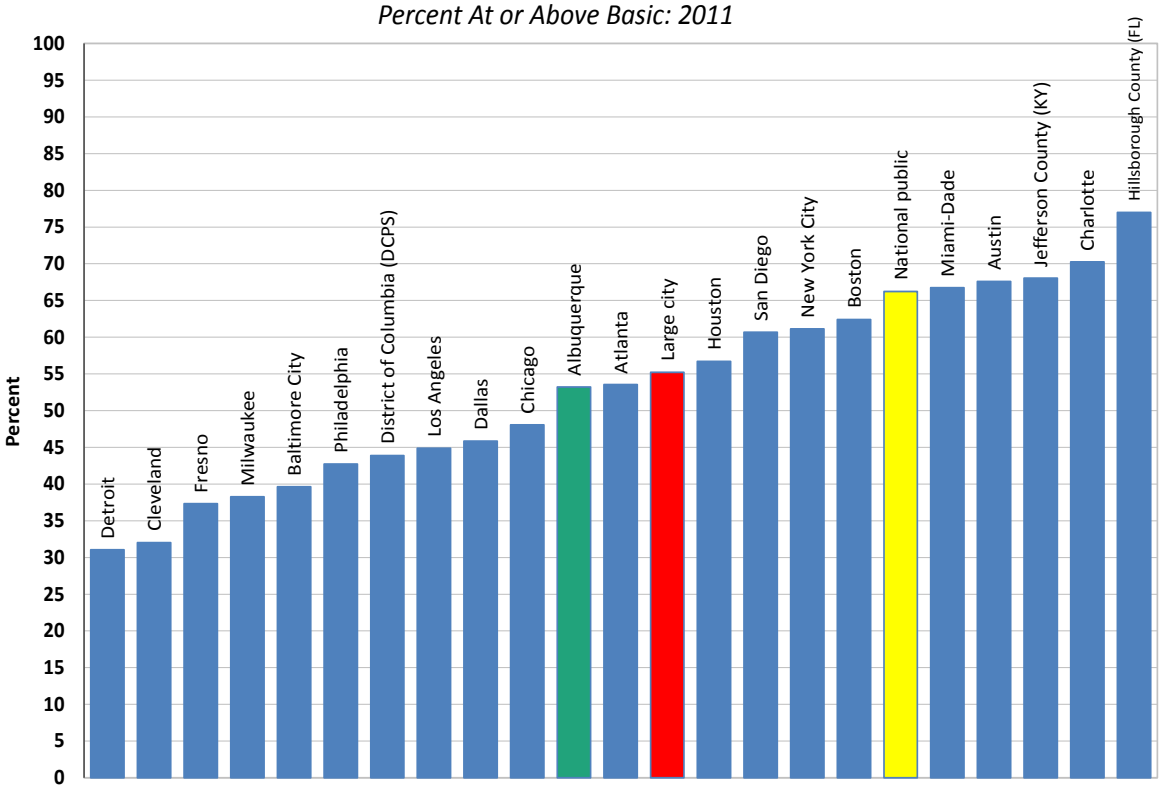




APS performs near the middle of the 21 TUDA Districts in both grades in Math; slightly above the Large Cities and below the National Public. APS out-scores 13 TUDA districts in 8th grade math and 10 in 4th grade.

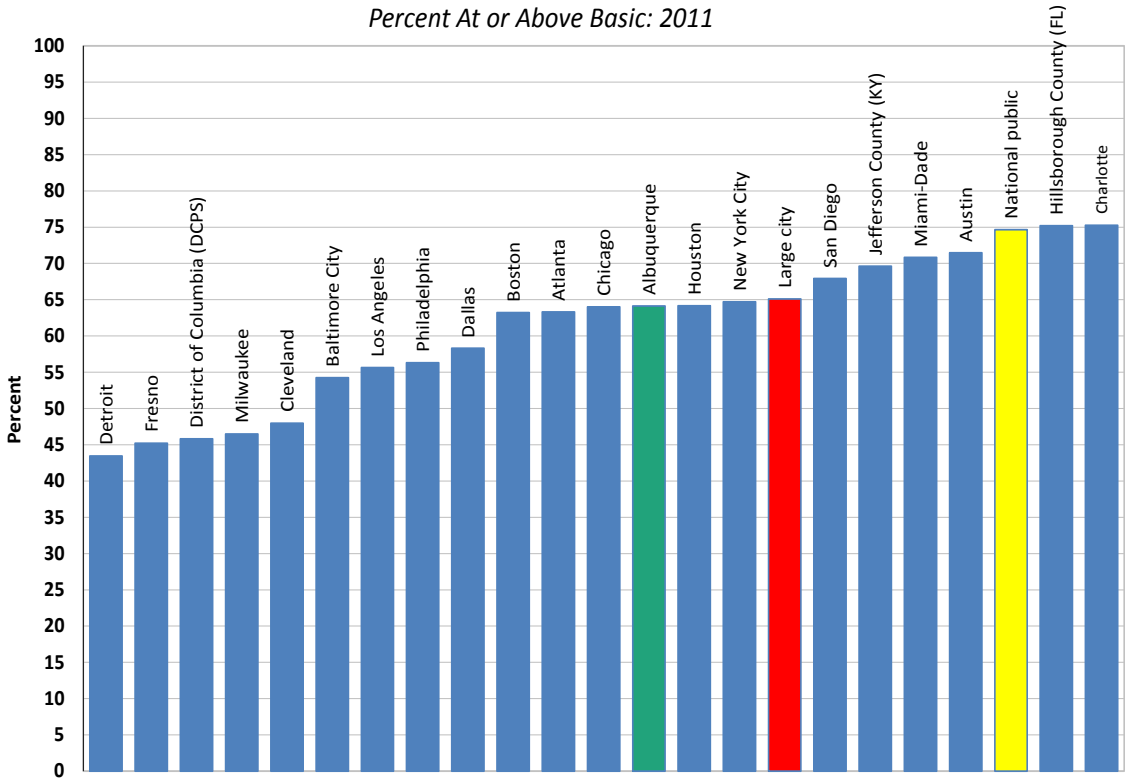
NAEP Reading Grade 4 – Overall

Percent At or Above Basic: 2011



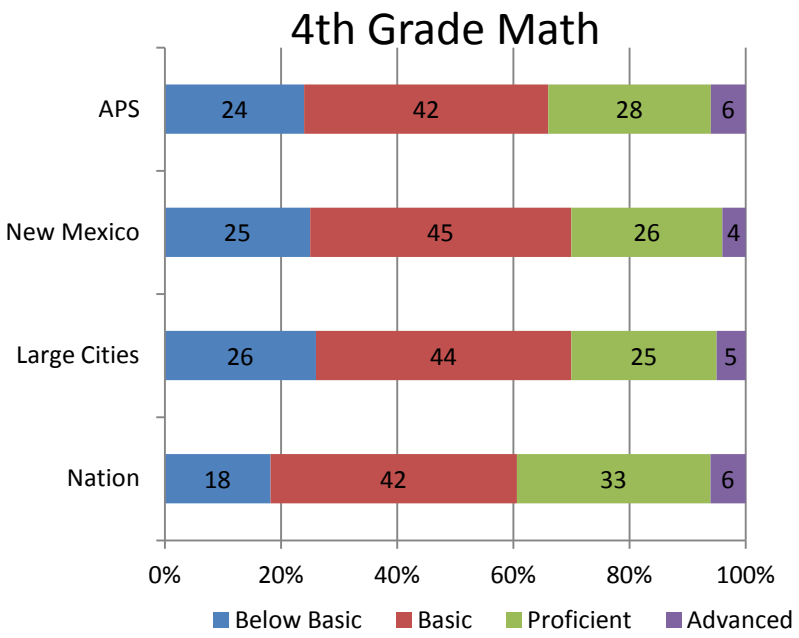
NAEP Reading Grade 8 – Overall

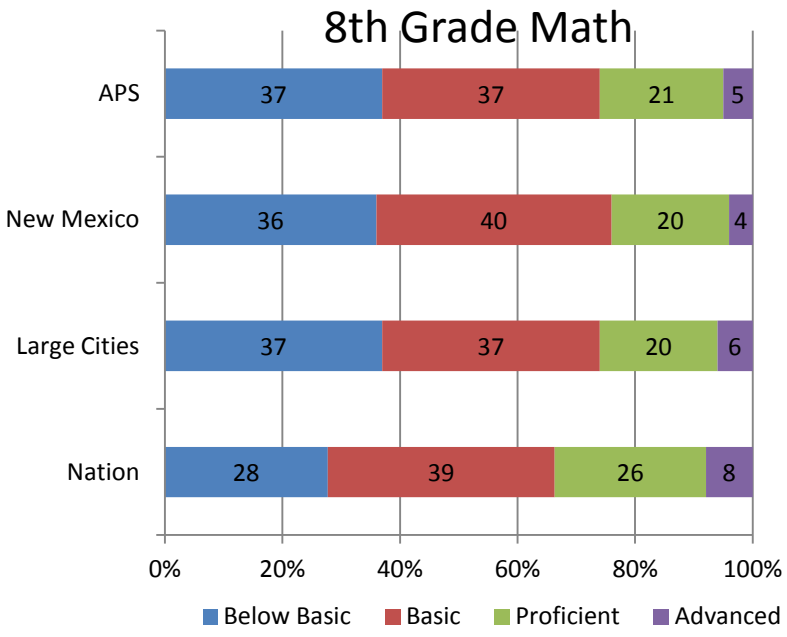
Percent At or Above Basic: 2011



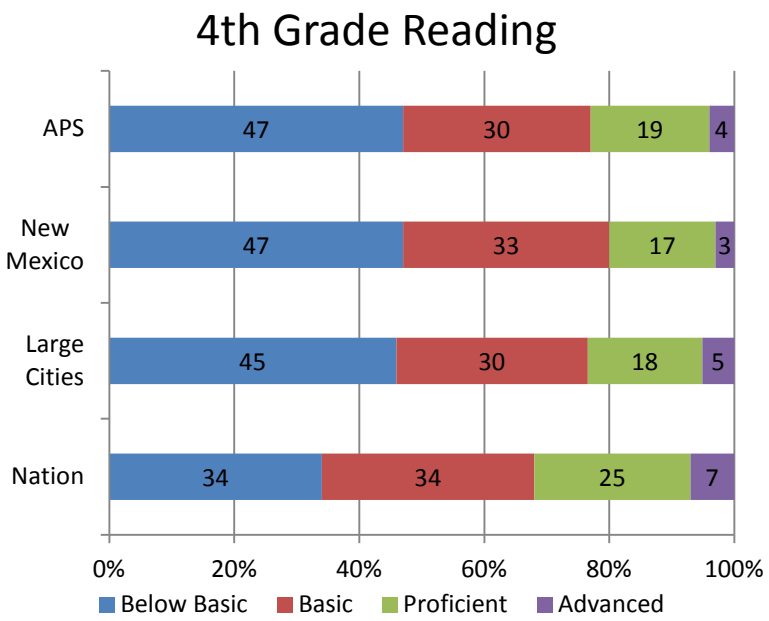
APS out-scores 10 TUDA districts in 4th grade Reading and 12 districts in 8th Grade Reading. APS scores slightly below Large Cities in both 4th and 8th grade Reading

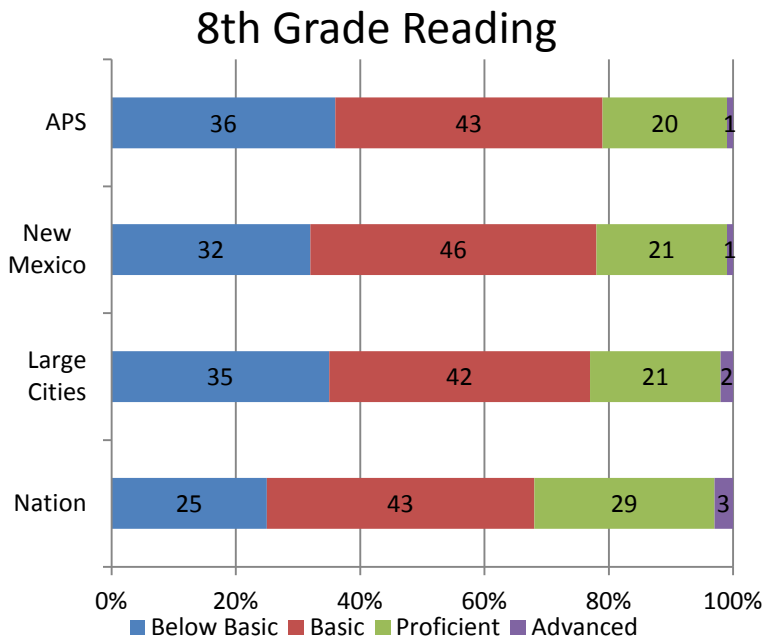
APS Performance on TUDA: Math





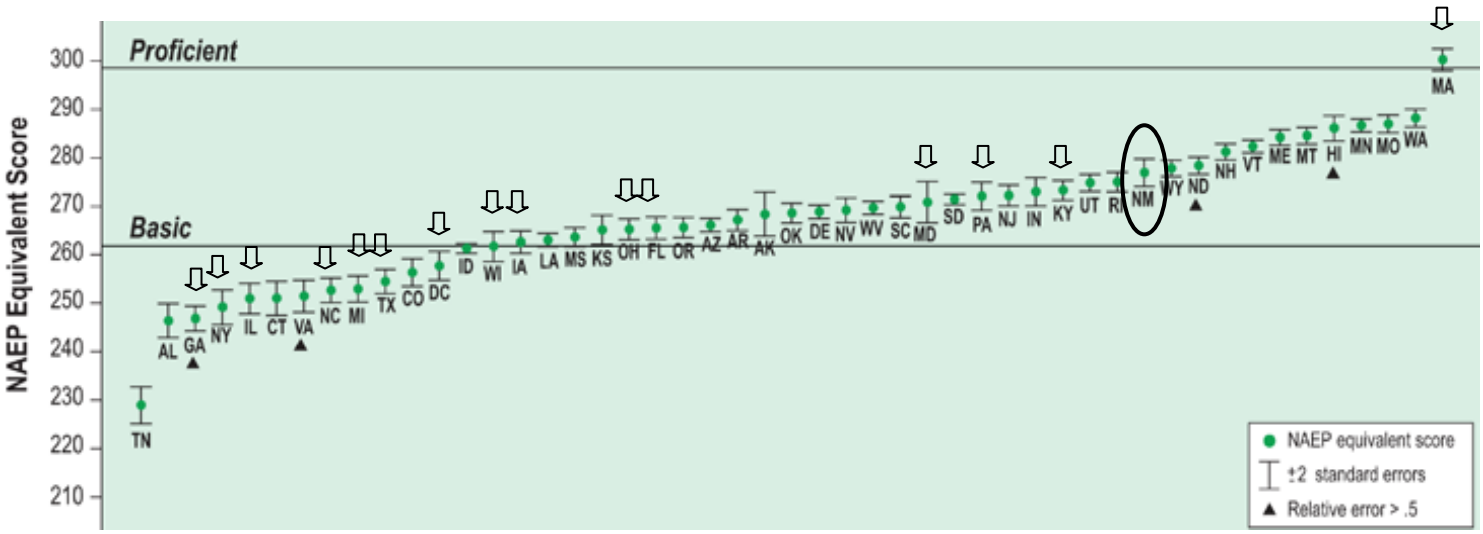
APS Performance on TUDA: Reading





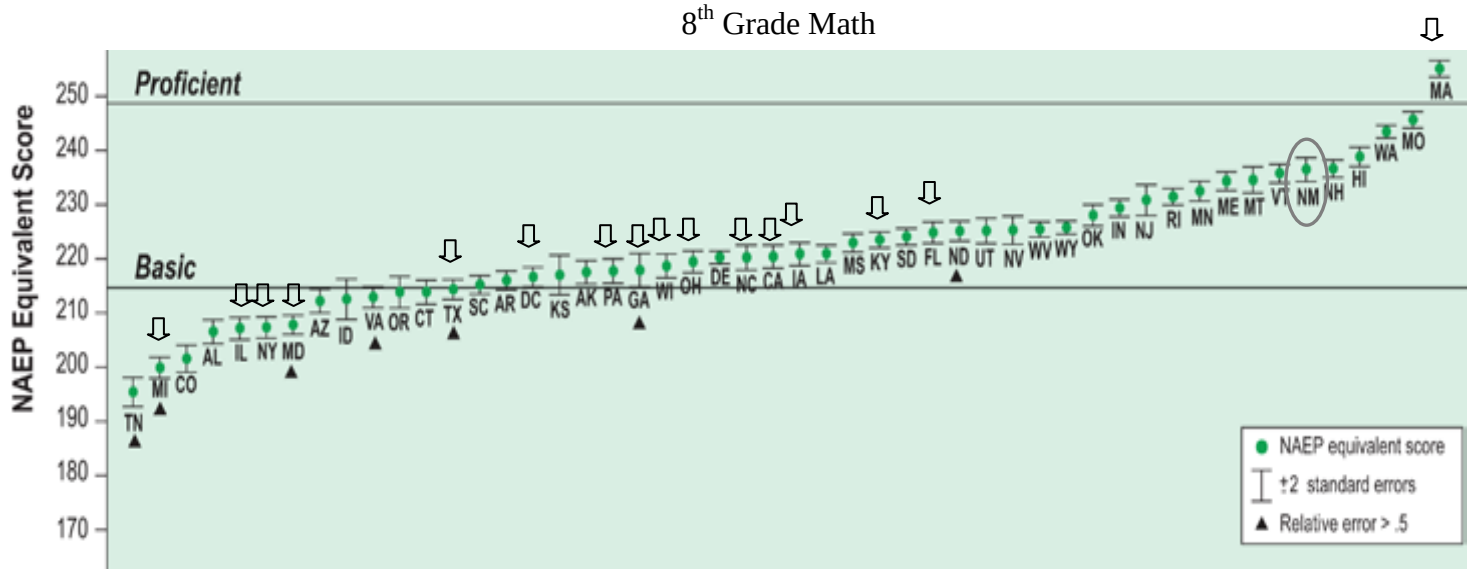
Since 2003, NCES has compared each state's criteria for proficient performance in reading and mathematics by mapping the state's criteria onto the appropriate NAEP scale. By showing where states' cut scores lie on the NAEP scale, the mapping allows each state to compare the rigor of its criteria for proficiency with that of other states.

4th Grade Math



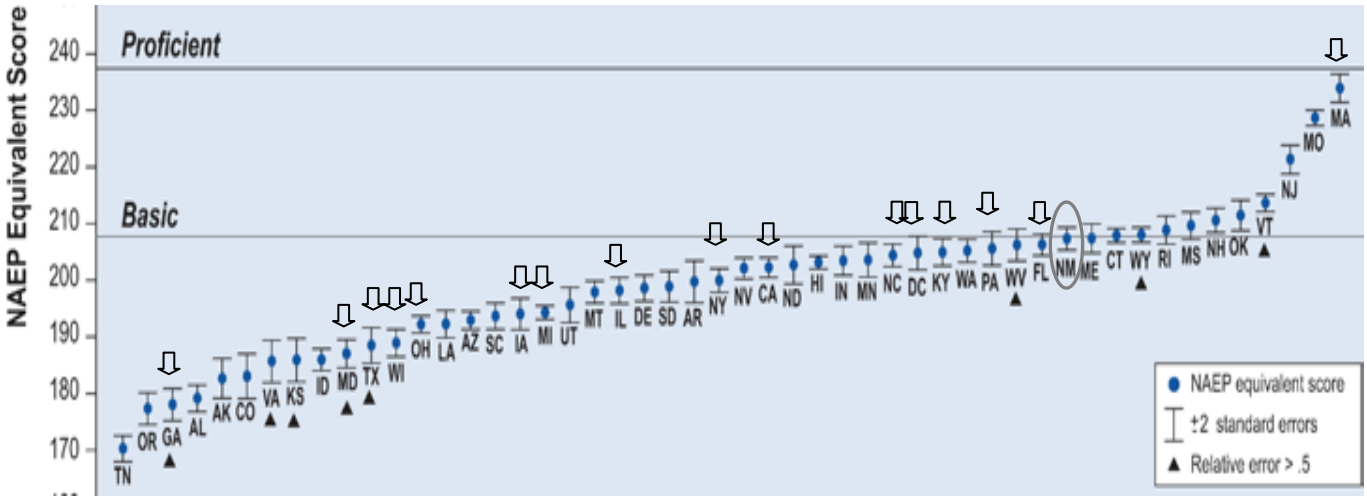
Early Studies by the National Center of Educational Statistics shows that a Proficient score on the New Mexico State Standards Based Assessment aligns closely to a Basic score on the NAEP assessment in both grades and in both content areas.

8th Grade Math

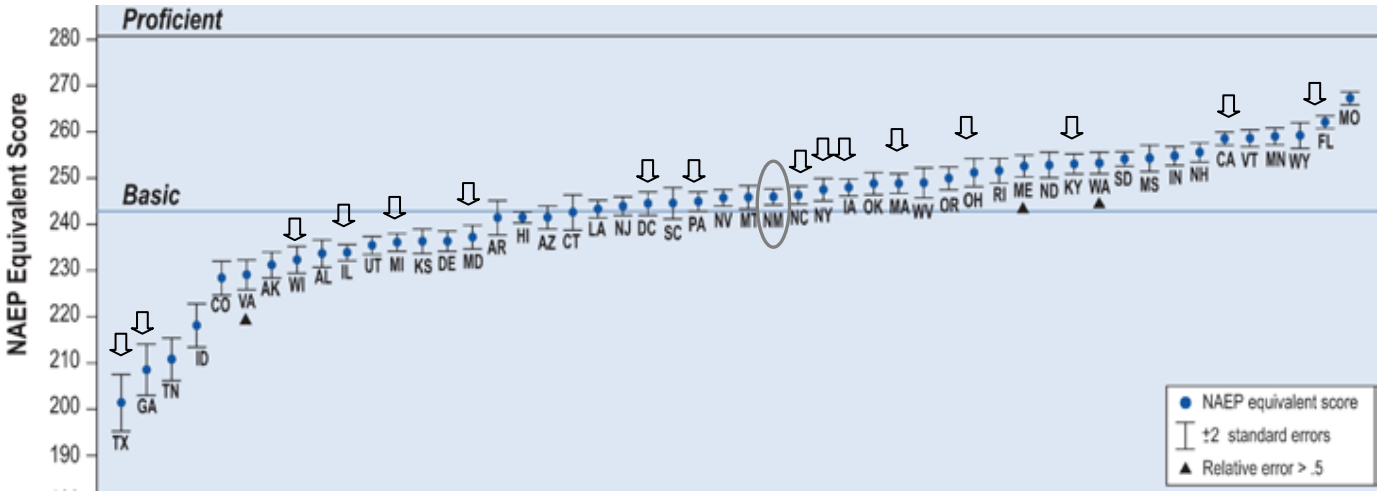


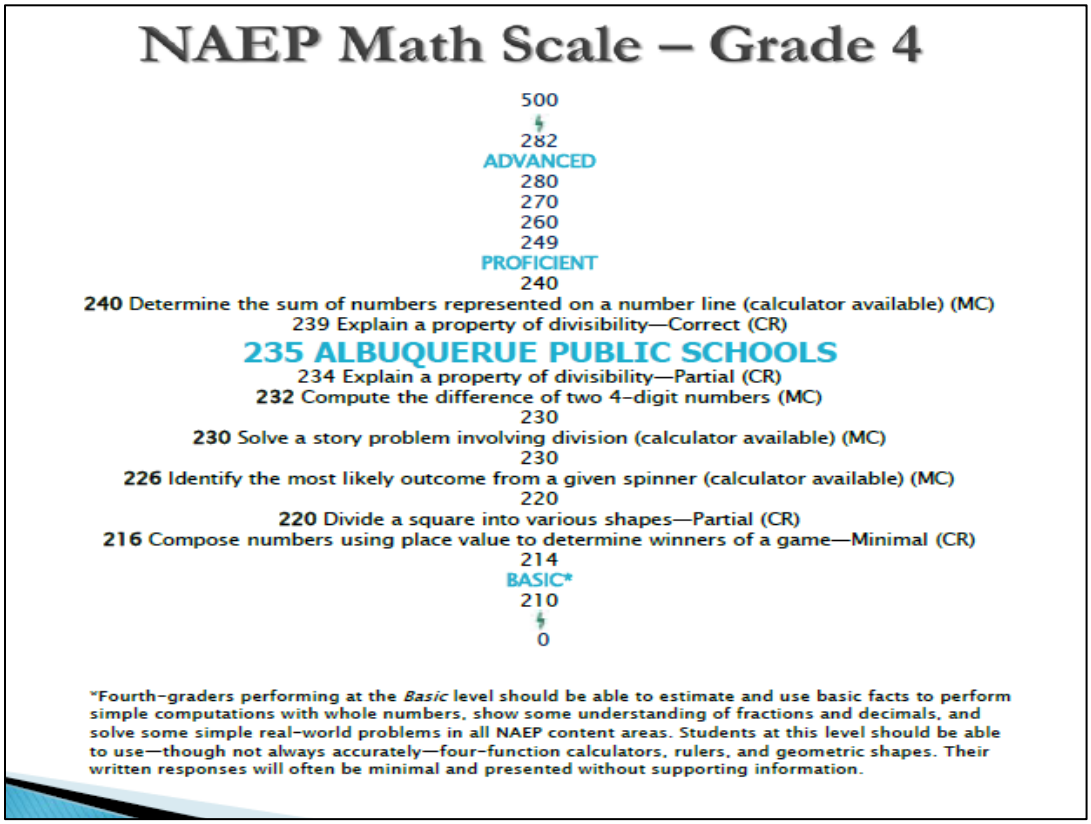
- *Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.*
- *Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter*
- *Advanced represents superior performance*

4th Grade Reading

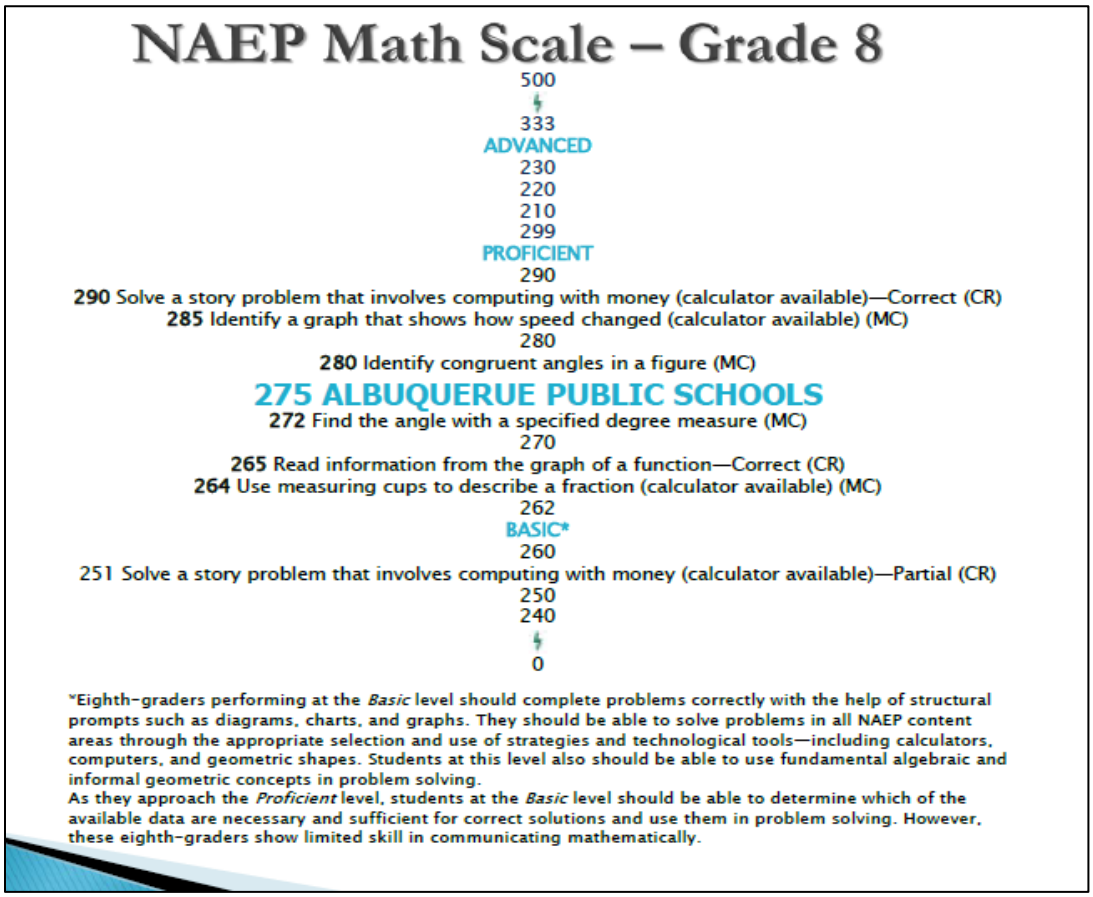


8th Grade Reading

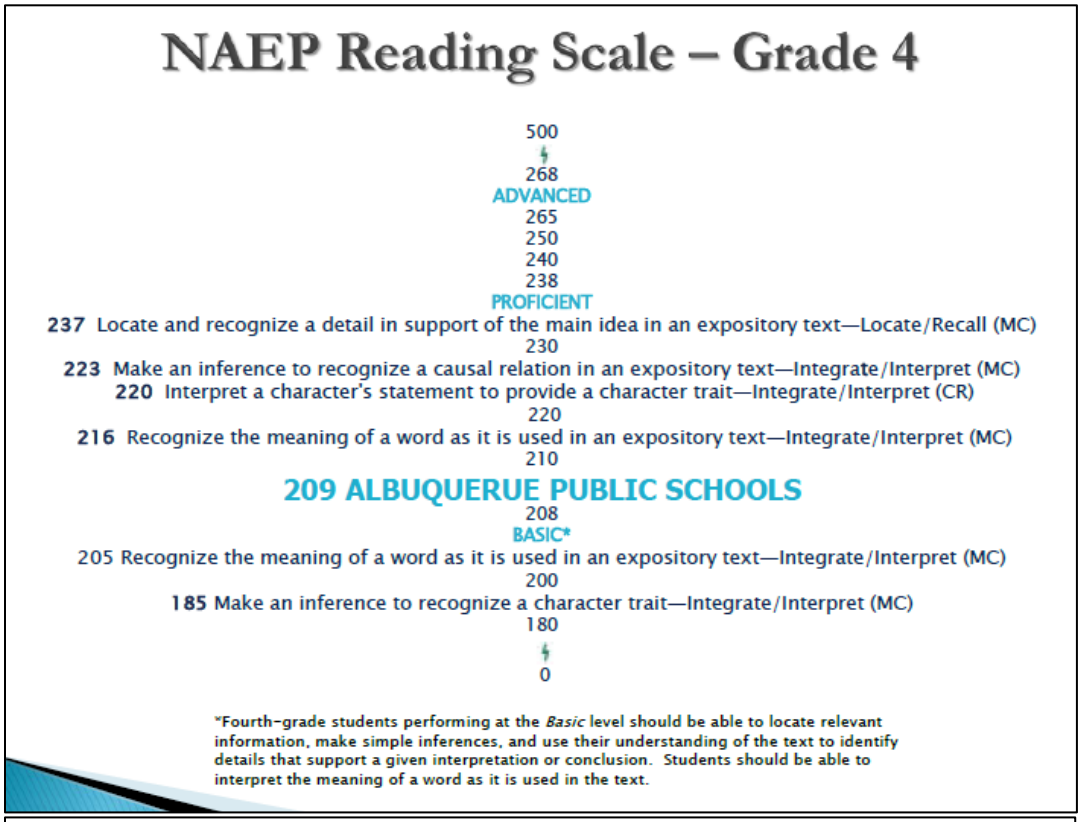




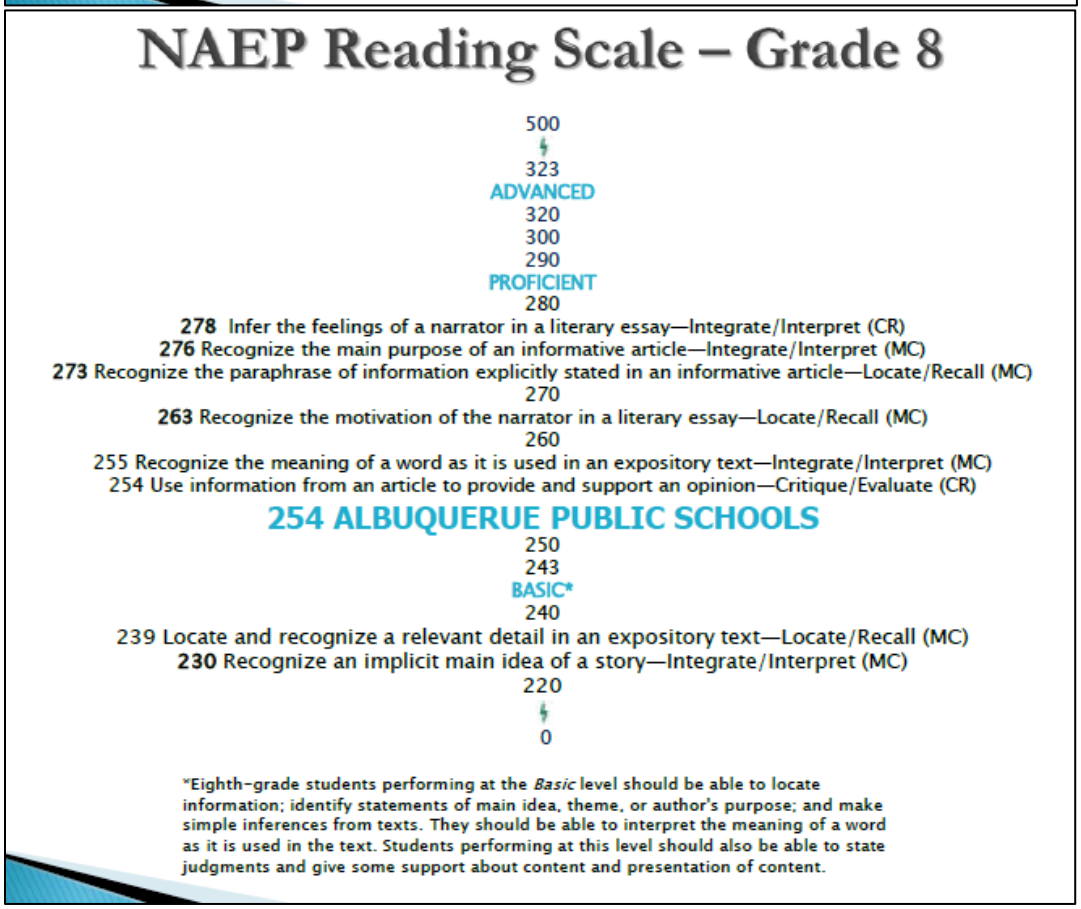
Near-Proficient *scale score indicates that 4th-graders can perform difficult computations, understand fractions and decimals, and can solve complex real-world problems. However, students need more practice with divisibility properties and number-line representations.*



Near-Proficient *scale score indicates that 8th-graders can solve difficult problems using structural prompts (e.g., charts, graphs) and algebraic and geometric concepts. However, students need more interpreting graphical representations and solving story problems.*

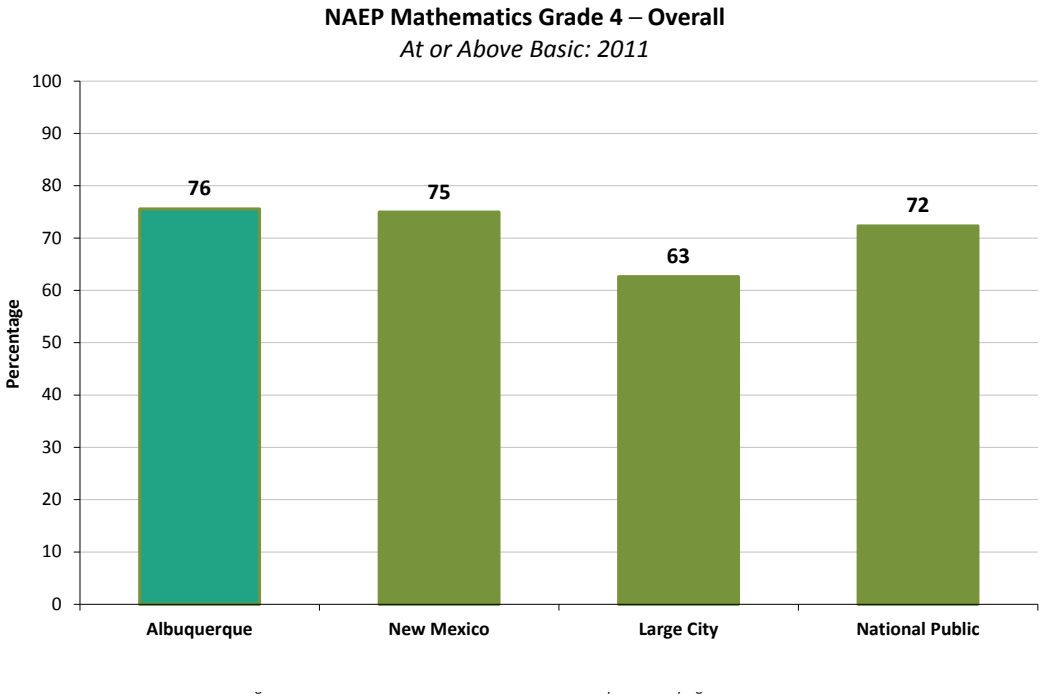


Above-Basic *scale score indicates that 4th- graders can made simple inferences and understand text well enough to identify details that support a conclusion. However, students need more practice in recognizing word meanings, causal relationships, and details that support a main idea.*

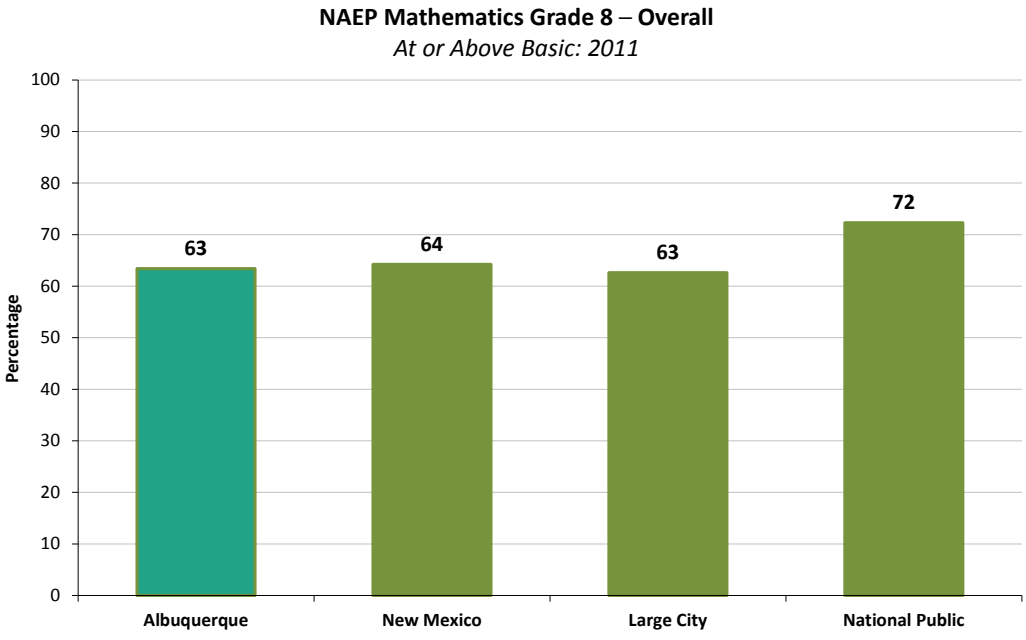


Above-Basic *scale score indicates that 8th- graders understand basic literary elements (e.g., main idea, theme) and can make simple inferences from texts. However, students need more practice in recognizing word meanings and analyzing informational text.*

APS Performance on TUDA Math
Students Scoring At or Above Basic



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

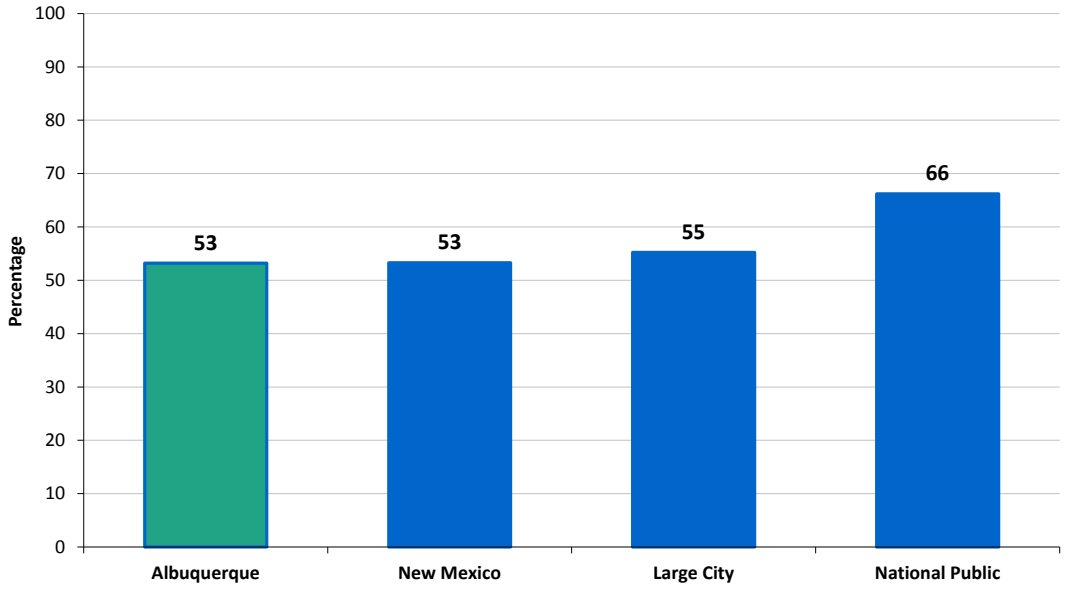


SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

In fourth grade Math APS out-scores the state, large cities and the national public but in 8th grade Math APS is on par with the state and large cities but lagging behind the national public.

NAEP Reading Grade 4 – Overall

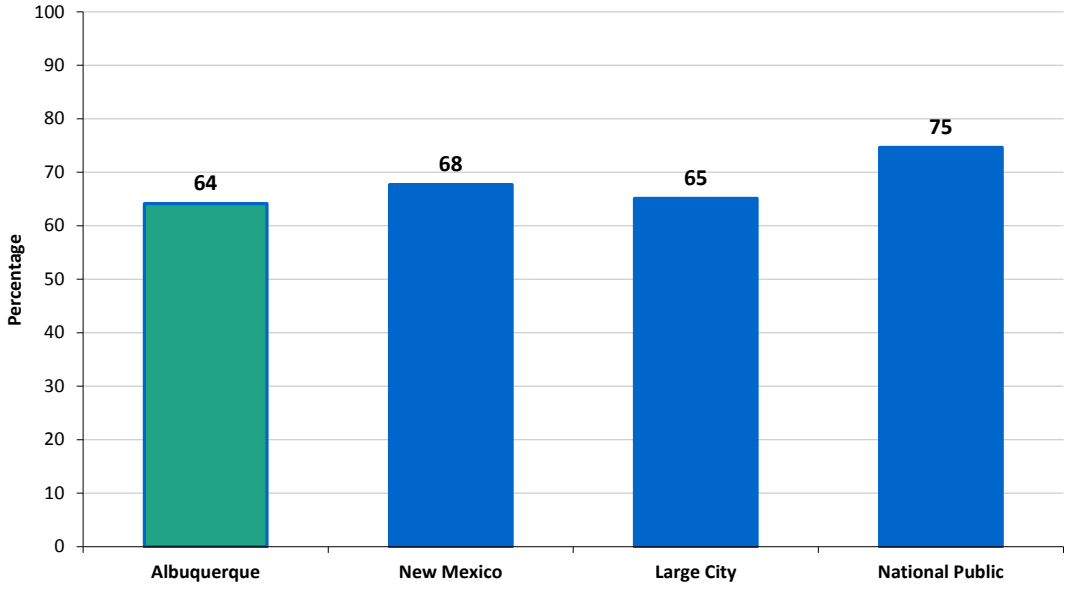
Percent At or Above Basic: 2011



NOTE: Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 – Overall

Percent At or Above Basic: 2011



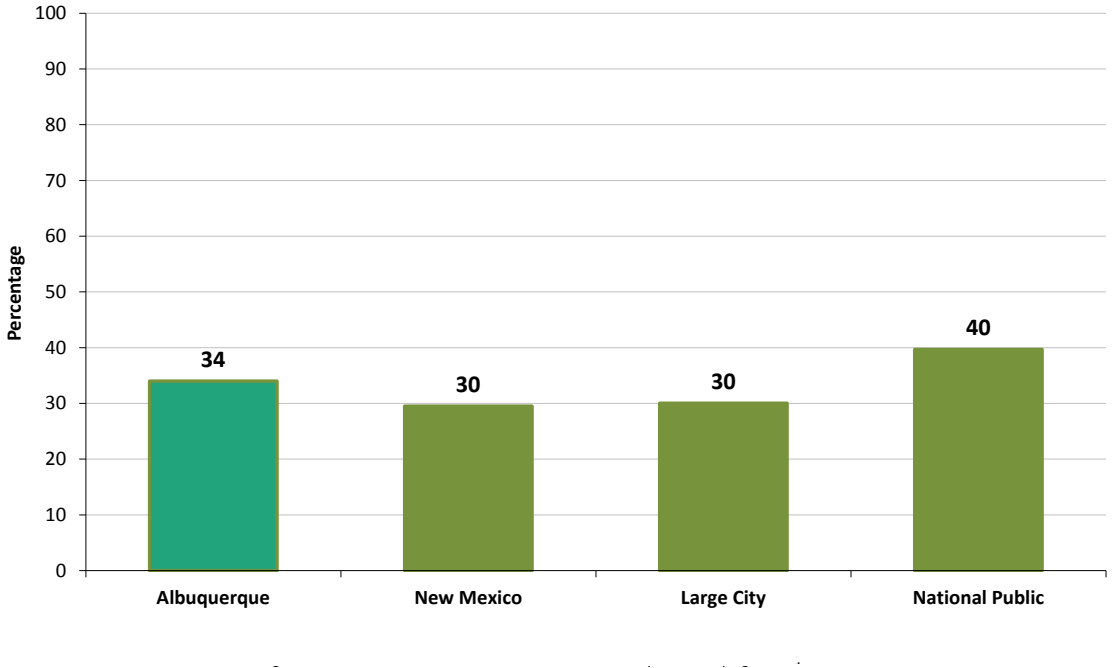
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

When looking at students who score At or Above Basic,

APS' performance in Reading is comparable to the state and large cities but below the national public. At 8th grade we are on par with large cities but below the state and national public

NAEP Mathematics Grade 4 – Overall

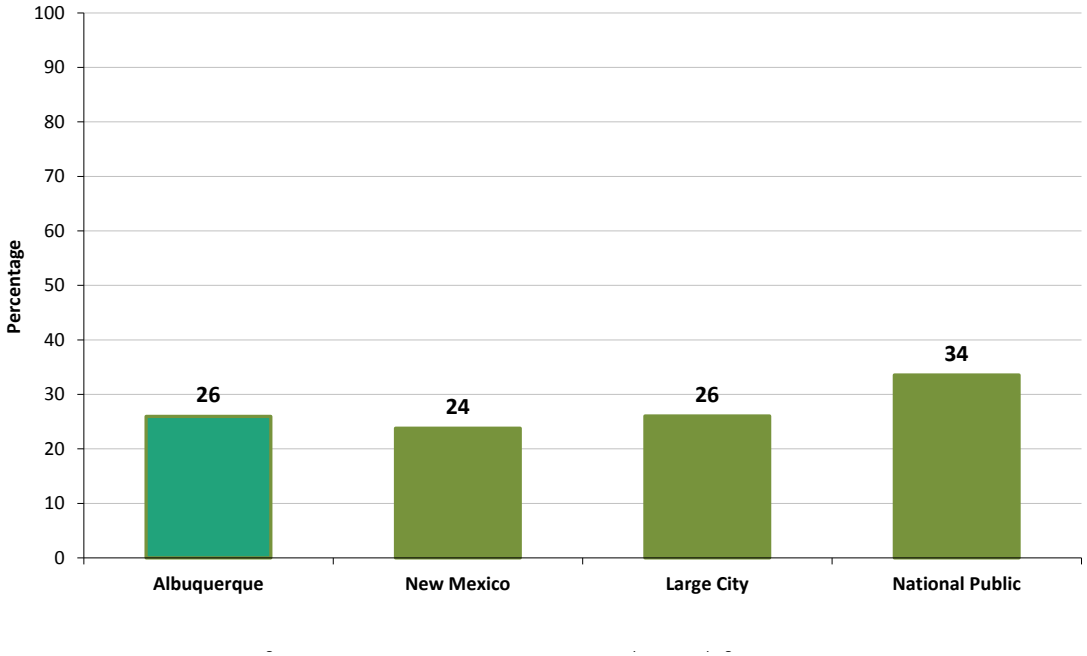
At or Above Proficient: 2011



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

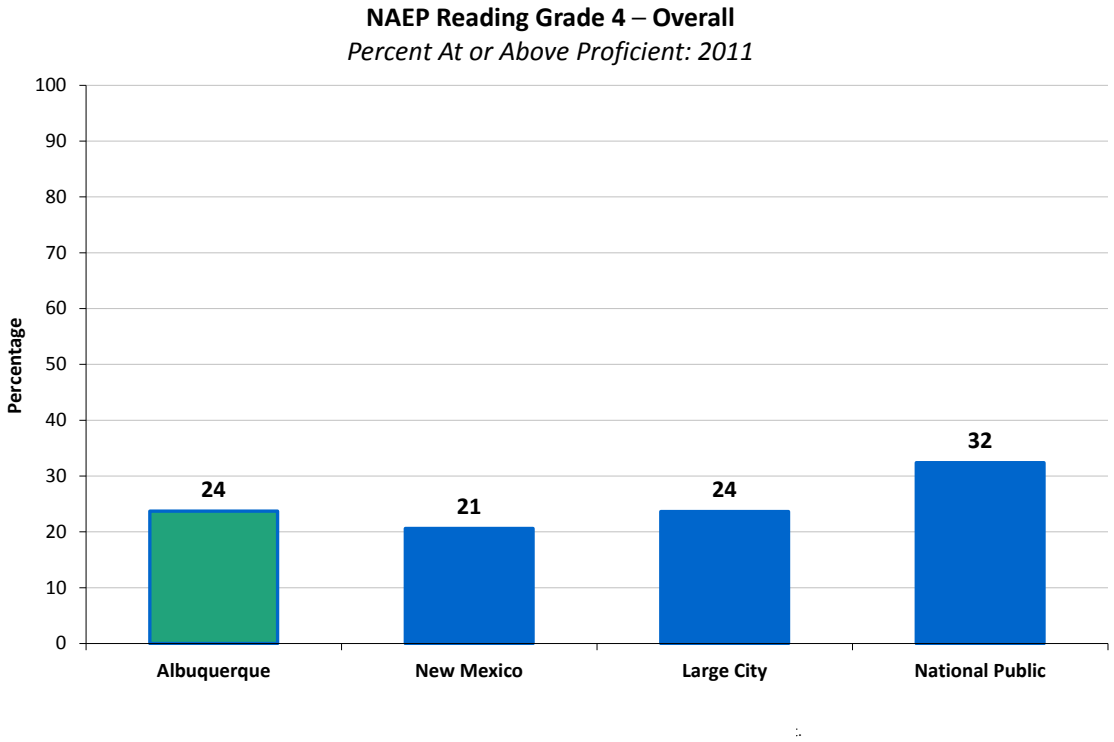
NAEP Mathematics Grade 8– Overall

At or Above Proficient: 2011



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

APS Performance on TUDA Reading
Students Scoring At or Above Proficient



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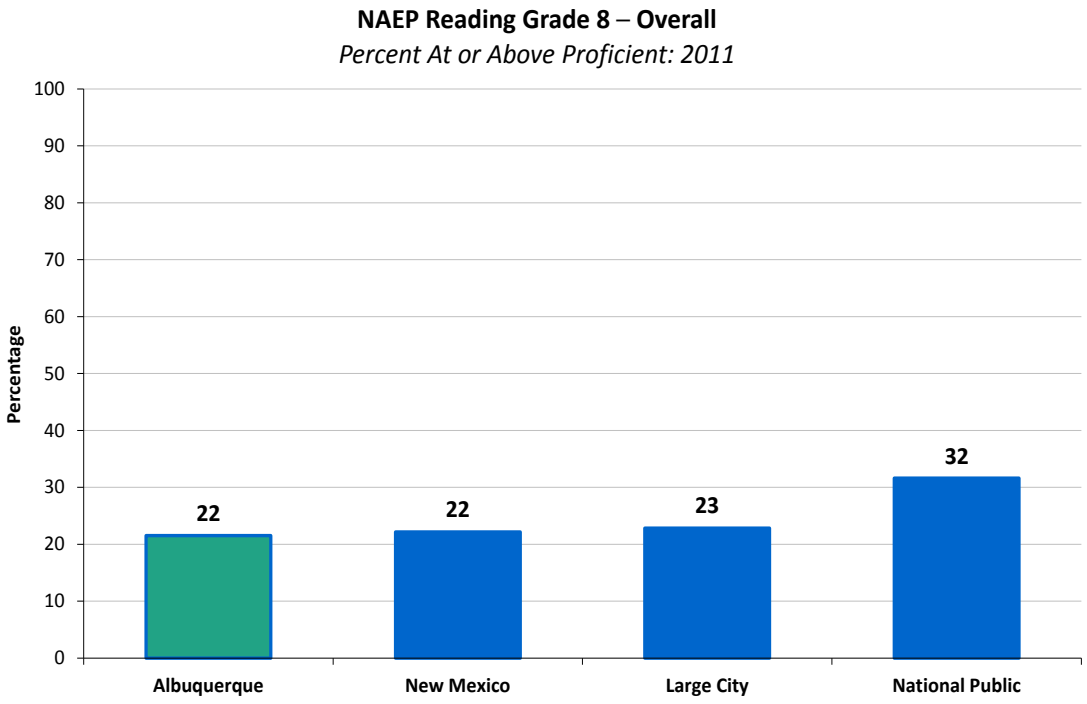
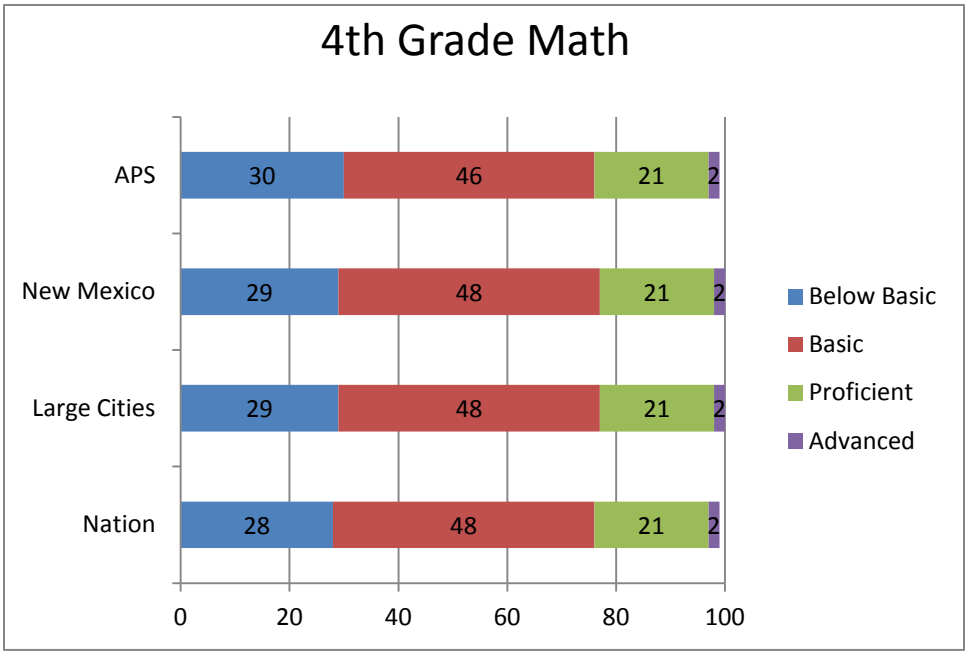
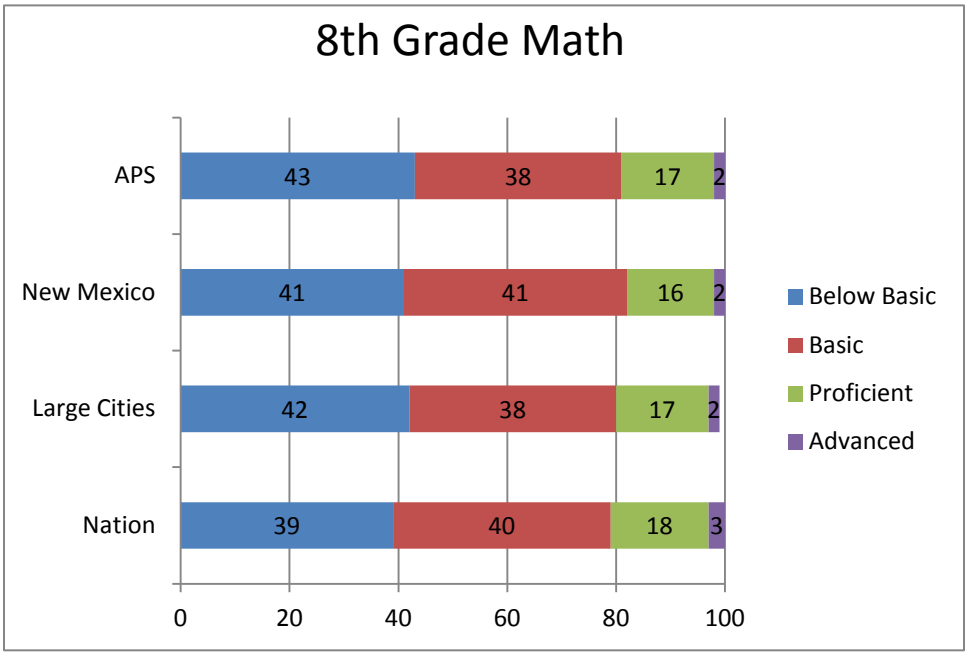


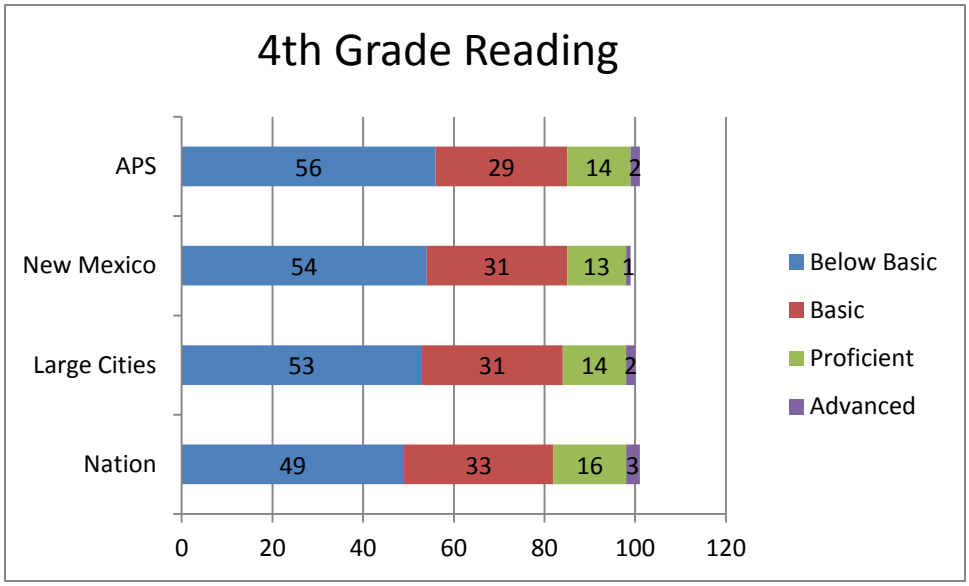
These four graphs examine only students who are proficient or advanced (and do not include students scoring in the basic range). The scores for APS, New Mexico, and Large Cities are fairly comparable. APS tends to have students who score below basic or proficient and advanced with fewer students in the basic range

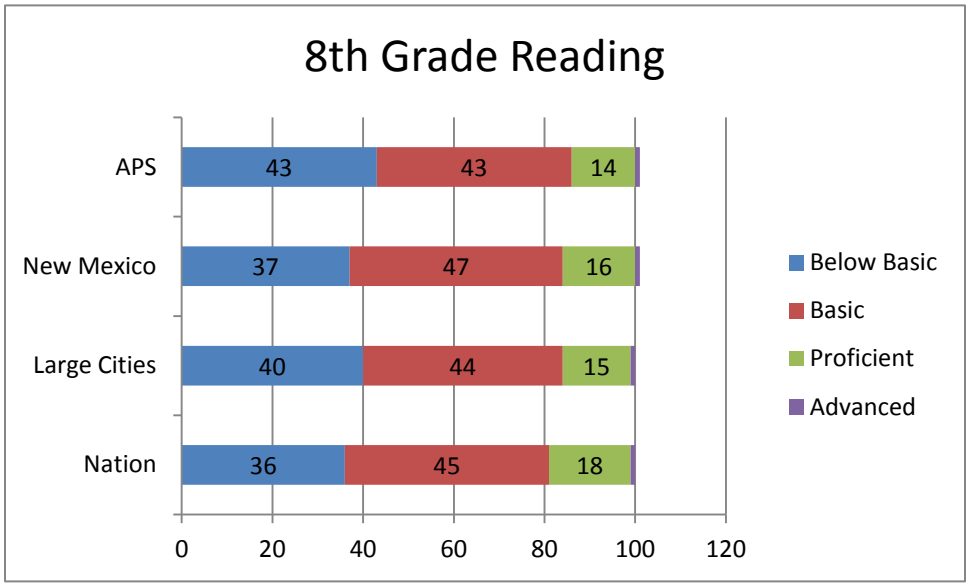
APS Hispanic Student TUDA Performance



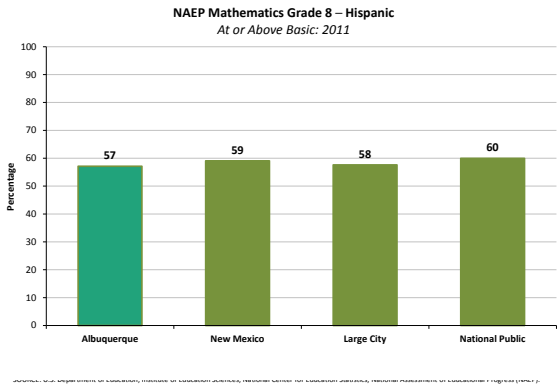


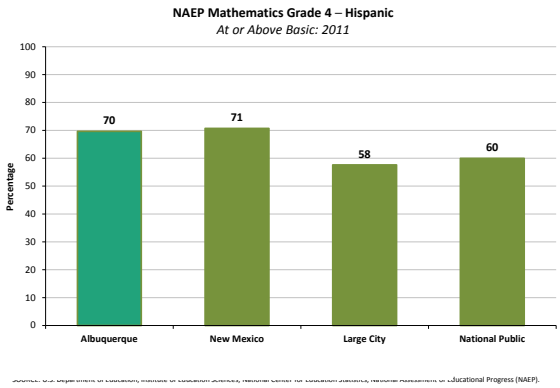
APS Hispanic Student TUDA Performance

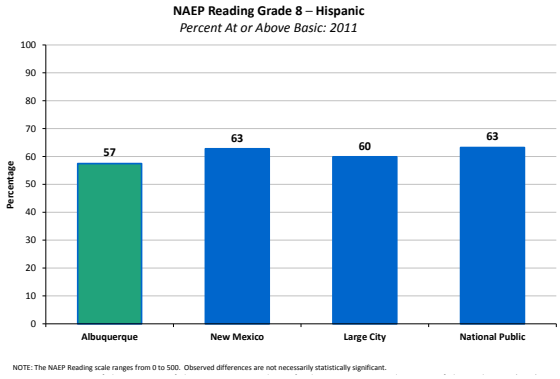


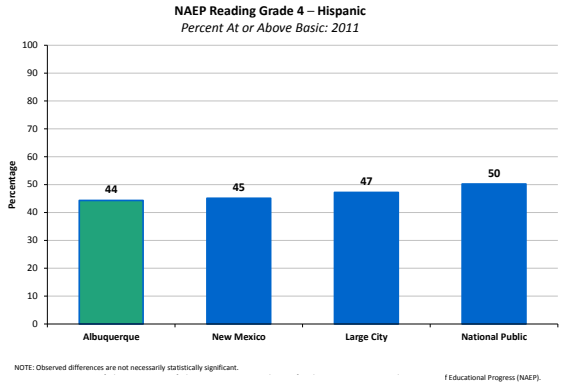


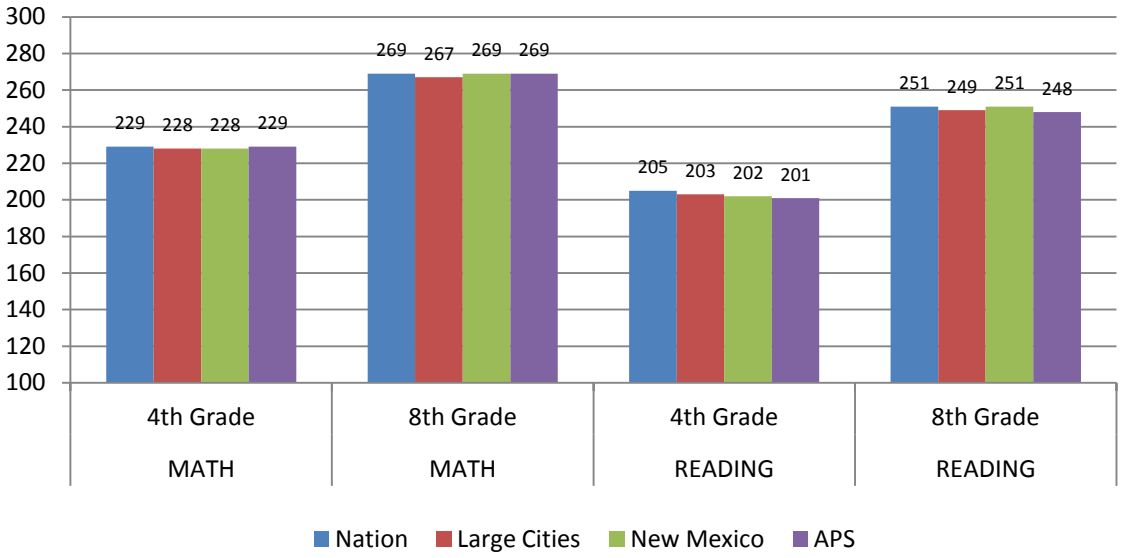
APS Hispanic Student TUDA Performance





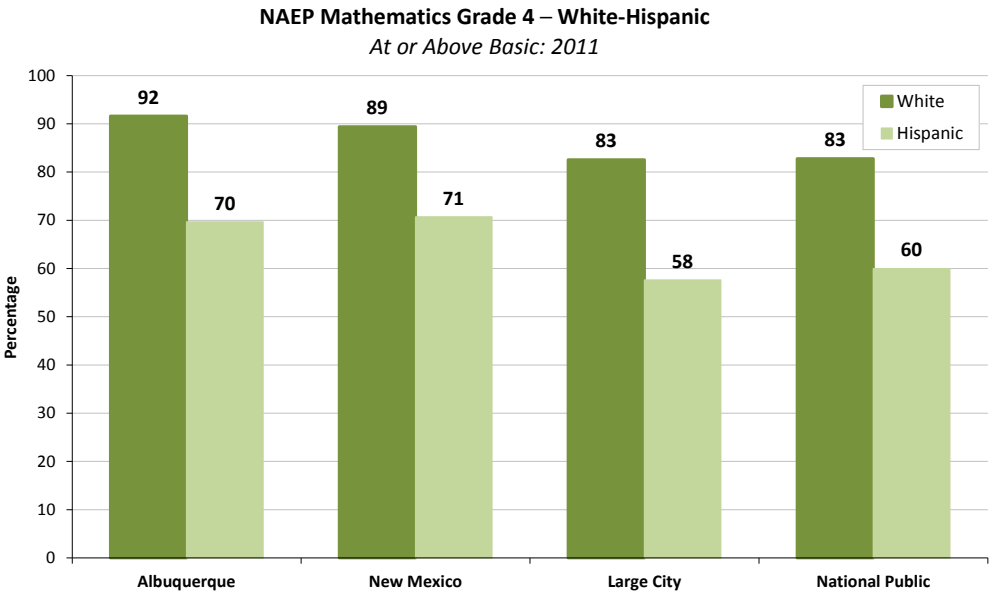


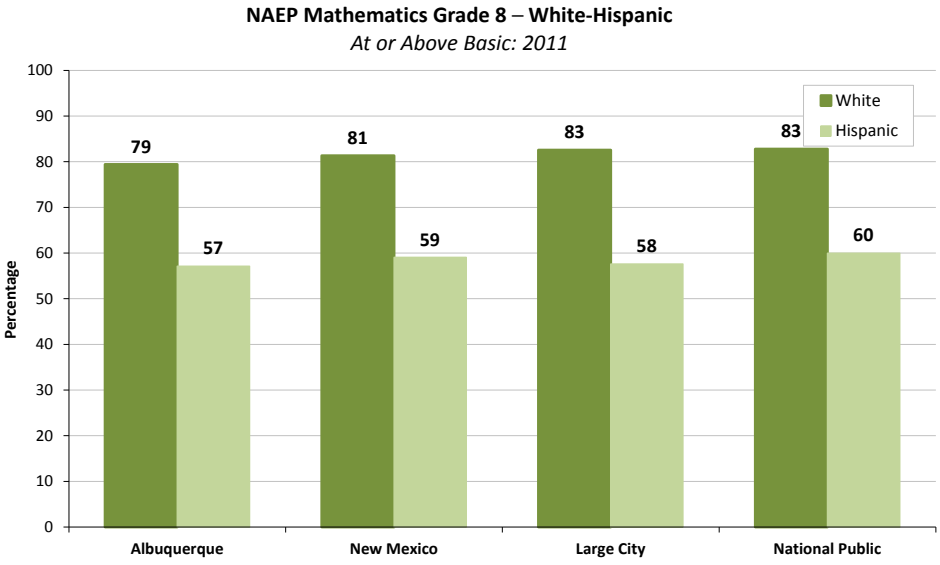




Differences between APS Hispanic students' scores and those of the comparison groups are not statistically different.

APS Performance on TUDA: White-Hispanic Gap: Math

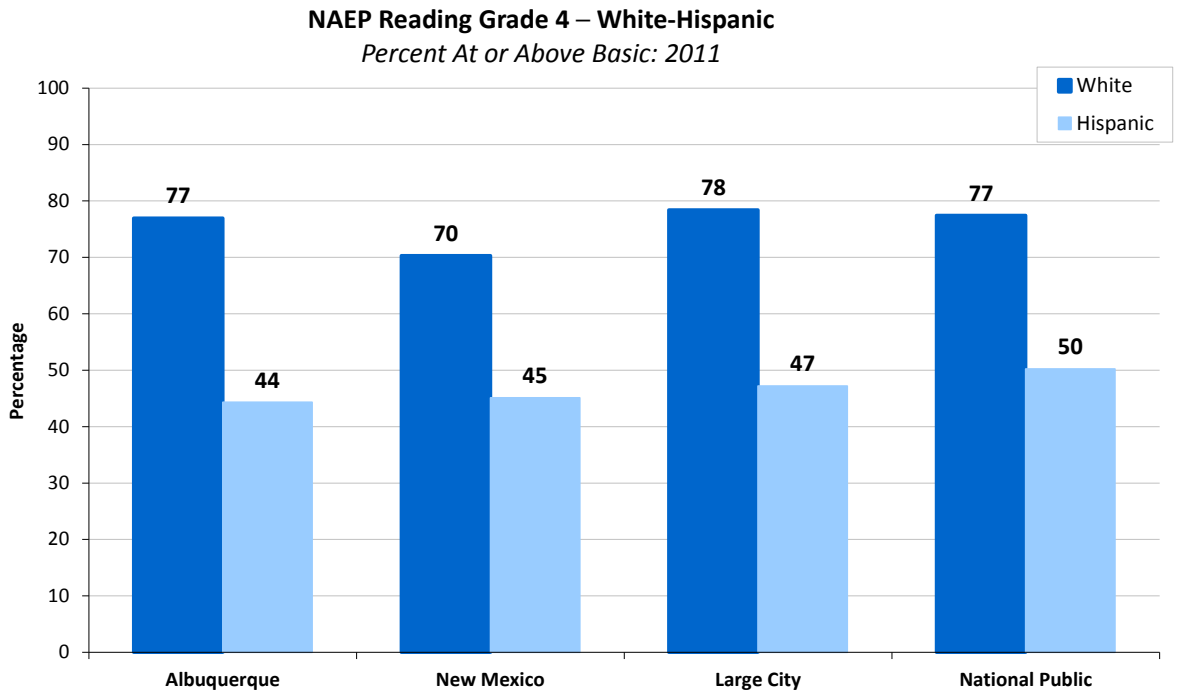




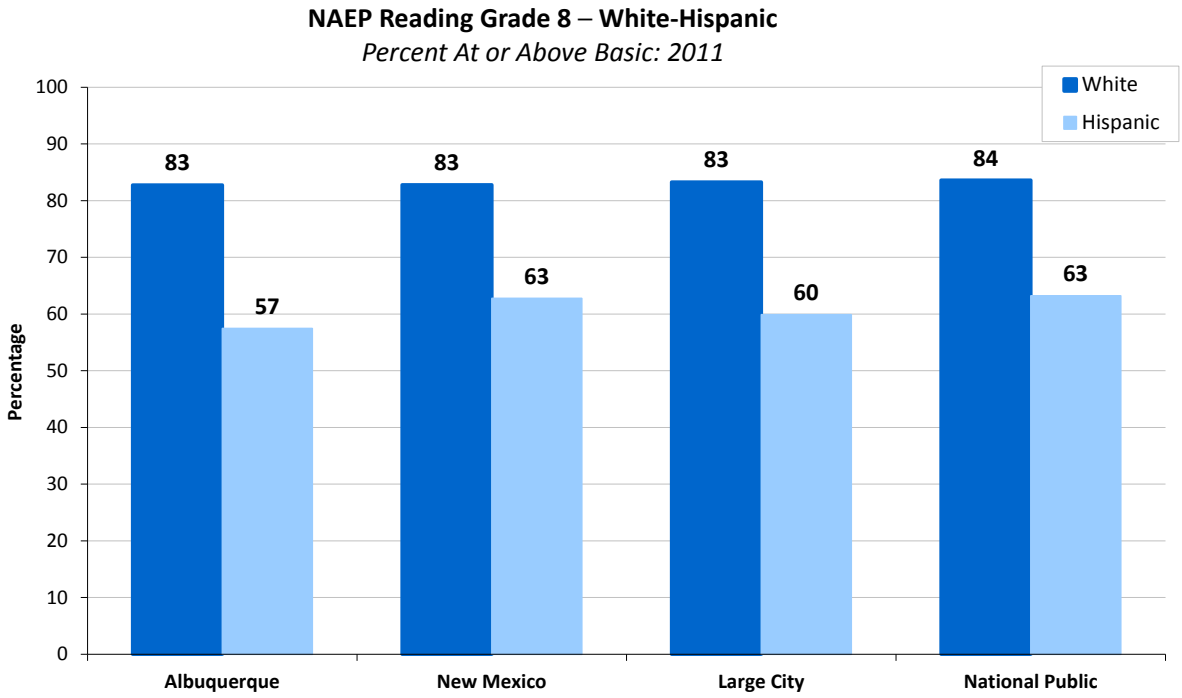
The gap between APS Hispanic and White students is like that observed in other Large Cities and mirrors those in the National sample.

The APS gap is not statistically significantly different than the gap found in these comparisons for either math or reading.

APS Performance on TUDA: White-Hispanic Gap: Reading



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

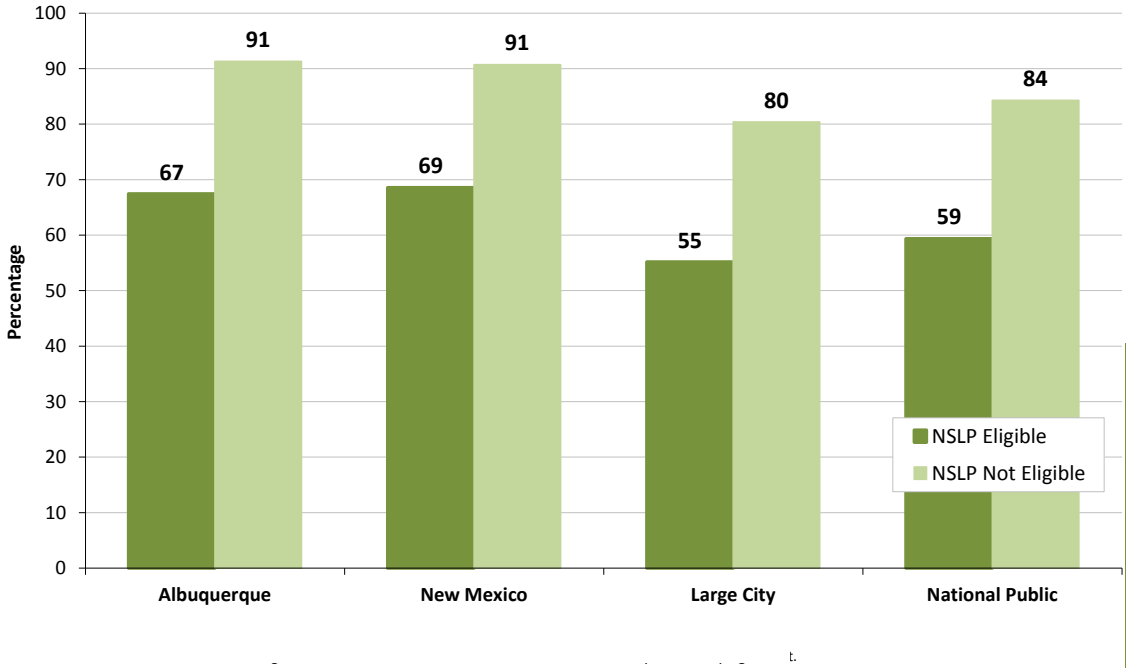


SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

APS Performance on TUDA—Poverty Gap: Math

NAEP Mathematics Grade 4 – National School Lunch Program

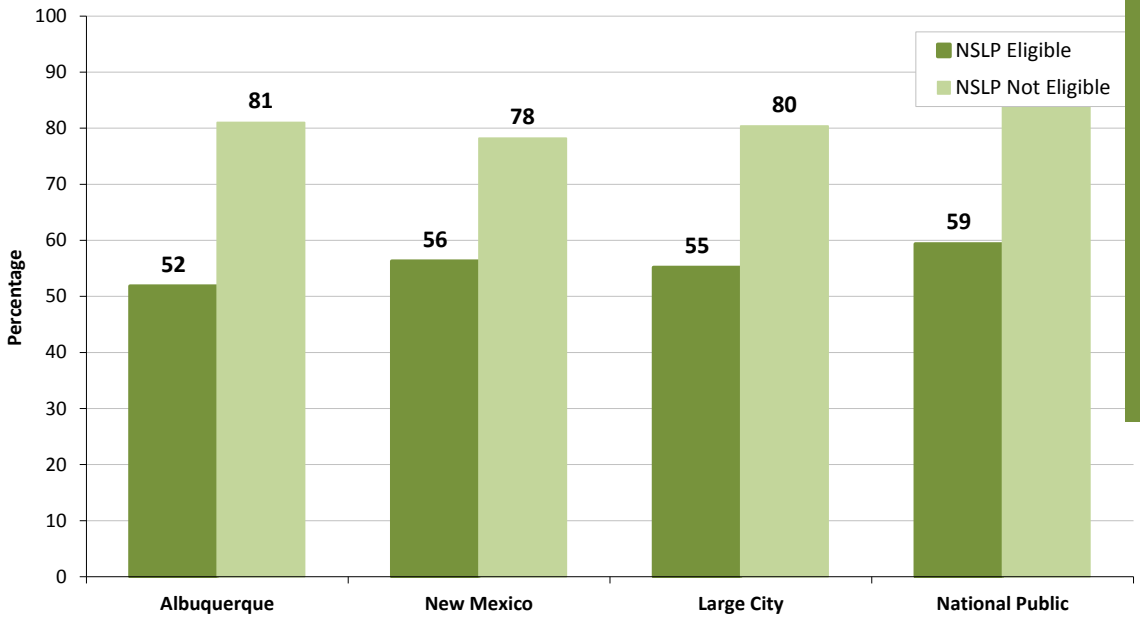
At or Above Basic: 2011



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

NAEP Mathematics Grade 8 – National School Lunch Program

At or Above Basic: 2011



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

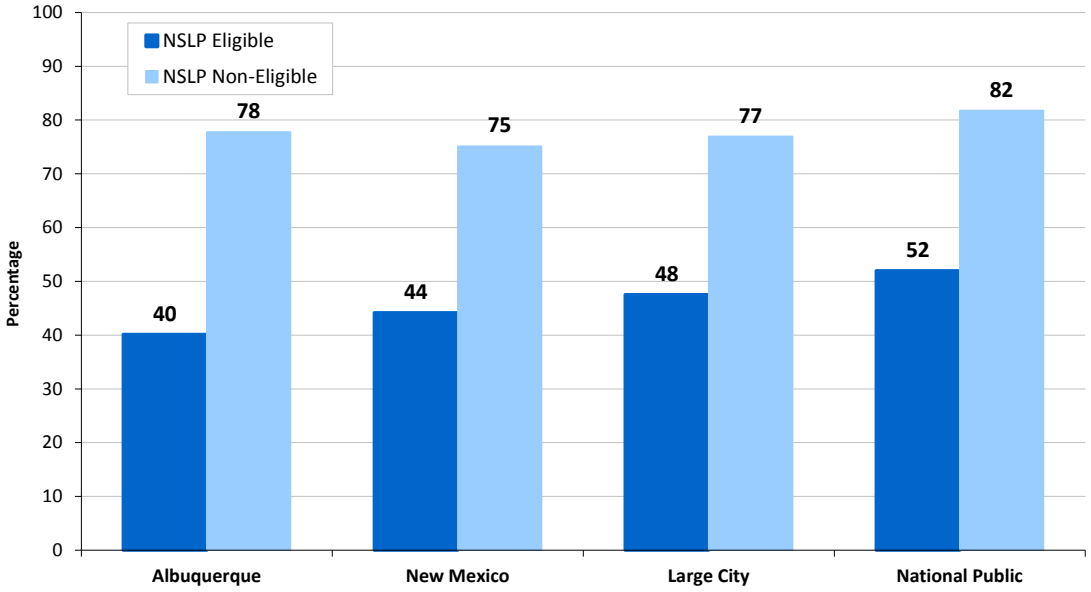
The gap between APS students in poverty and those not eligible for free lunch is significant but it is like that observed in other Large Cities and mirrors those in the National sample.

The APS gap is not statistically significantly different than the gap found in these comparisons for either math or reading.

APS Performance on TUDA—Poverty Gap: Reading

NAEP Reading Grade 4 – National School Lunch Program

Percent At or Above Basic: 2011



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

NAEP Reading Grade 8 – National School Lunch Program

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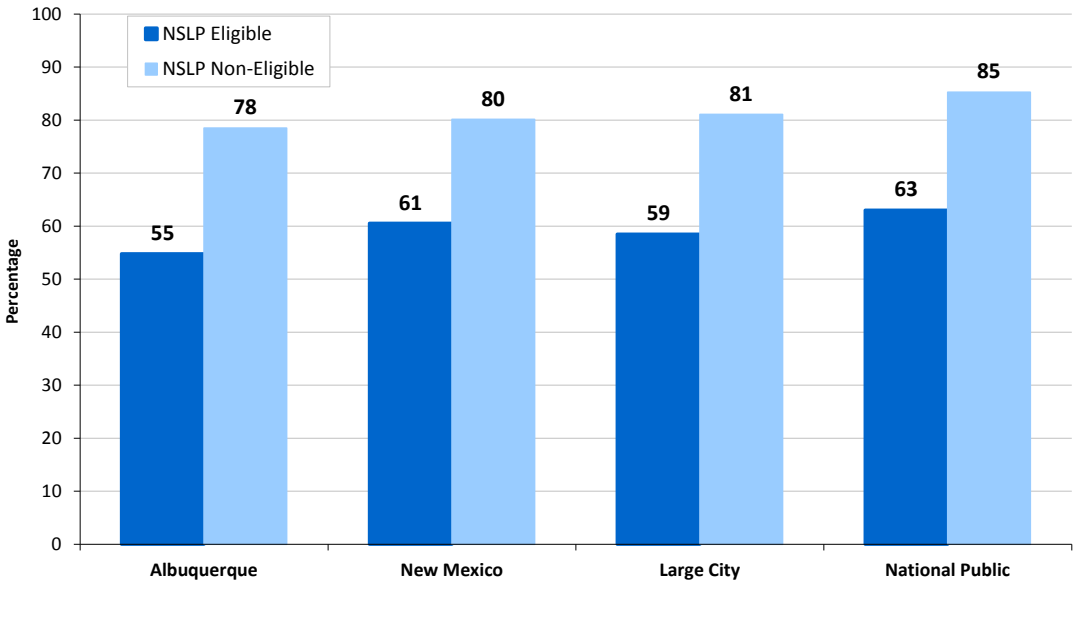

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

In 4th and 8th grade Reading APS students in poverty are markedly lower than students in poverty in our state, large cities or national public sample.

In summary, for its first year participating in the Trial Urban District Assessment (TUDA) as part of National Assessment of Educational Progress (NAEP), APS performs comparably to other large districts. In some grades and content areas there are slight differences between APS and New Mexico and between APS and Large Cities however there is no evidence that these differences are statistically significant.

There are observations that warrant additional study that will be possible once the district has access to the full complement of the TUDA data and the website that supports analysis. APS assessment and research will continue to use these data to support instructional program improvement

In studying the results, Superintendent Brooks remarked:

APS' performance is comparable to or better than half of the large city schools participating in the Trial Urban Assessment (TUDA) for the nation's report card.

While we have much work to do, APS' performance is notable in spite of the significant budget cuts we have faced over the last three years. As an early adopter of the common core standards, early academic interventions and innovations in instructional technology we are poised to push forward in Accelerating Performance for all Students.

> *The Albuquerque Public Schools, its leadership and staff deserve praise for their commitment to student achievement and transparency in volunteering for the nation's toughest test, NAEP. Results show that the district performs similar to other major cities across the nation and out-performs New Mexico in most tested areas. The data lay an important base-line for the district leadership's important steps forward.*

Michael Casserly
Executive Director
Council of the Great City Schools