

# NAEP 2011 Trial Urban District Assessment

## 2011 Participating Districts

- ▶ Albuquerque Public Schools\*
- ▶ Atlanta Public Schools
- ▶ Austin Independent School District
- ▶ Baltimore City Public Schools
- ▶ Boston Public Schools
- ▶ Charlotte-Mecklenburg Schools
- ▶ Chicago Public Schools
- ▶ Cleveland Metropolitan School District
- ▶ Dallas Independent School District\*
- ▶ Detroit Public Schools
- ▶ District of Columbia Public Schools
- ▶ Fresno Unified School District
- ▶ Hillsborough County (FL) Public Schools\*
- ▶ Houston Independent School District
- ▶ Jefferson County (KY) Public Schools
- ▶ Los Angeles Unified School District
- ▶ Miami-Dade County Public Schools
- ▶ Milwaukee Public Schools
- ▶ New York City Department of Education
- ▶ School District of Philadelphia
- ▶ San Diego Unified School District

*\* Indicates district will participate in TUDA for the first time in 2011.*



## About the NAEP Trial Urban District Assessment

The National Assessment of Educational Progress (NAEP), or The Nation's Report Card, provides an essential measurement of student achievement in America. It is the only nationally representative assessment of what our nation's students know and can do in core subjects like mathematics, reading, science, and writing. It reports on student achievement at the national and state levels, and selected urban districts.

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In 2001, after discussion among the National Center for Education Statistics (NCES), the National Assessment Governing Board, and the Council of the Great City Schools, Congress appropriated funds for a district-level NAEP assessment on a trial basis, similar to the trial for state assessments that began in 1990. The Governing Board passed a resolution approving the selection of the urban districts for participation in the Trial Urban District Assessment (TUDA). Representatives of the Council of the Great City Schools worked with the staff of the Governing Board to identify districts for the trial assessment. Districts were selected that permitted testing the feasibility of conducting NAEP over a range of characteristics, such as district size, minority concentrations, socioeconomic conditions, and percentages of students with disabilities and English language learners. By undertaking the Trial Urban District Assessment, NAEP continues a tradition of extending its service to education while preserving the rigorous sampling, scoring, and reporting procedures that have characterized prior NAEP assessments at both the national and state levels.

In 2002, TUDA began with assessments in reading and writing. In 2003, TUDA continued with reading and mathematics assessments, and in 2005, with reading, mathematics, and science assessments. Eighteen large urban school districts participated in 2009. For 2011, twenty-one districts were invited by the National Assessment Governing Board to participate in the Trial Urban District Assessment.

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### NAEP Scale Scores and Achievement Levels

NAEP reports results for each subject area in two ways: in terms of scale scores and as the percentage of students scoring at or above three benchmarks called achievement levels. Mathematics and reading are reported on a 0-500 scale. Writing and science are reported on a 0-300 scale. Because each subject is scaled independently, comparisons cannot be made across subjects.

In accordance with its statutory responsibility to identify student performance levels in each subject area for each grade, the Governing Board has developed specific achievement levels to be used in the reporting of NAEP results:

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

The achievement levels were used in NAEP reports for the first time in the 1992 mathematics and reading assessments, and their use has been continued in all subsequent assessments for which such levels were established. NAEP reports provide average scale scores and percentages of students attaining or exceeding each of the achievement levels at each of the grades, including separate results for the nation and states by gender, race and ethnicity, and eligibility for the National School Lunch Program (as a proxy for family income), when sample sizes permit.

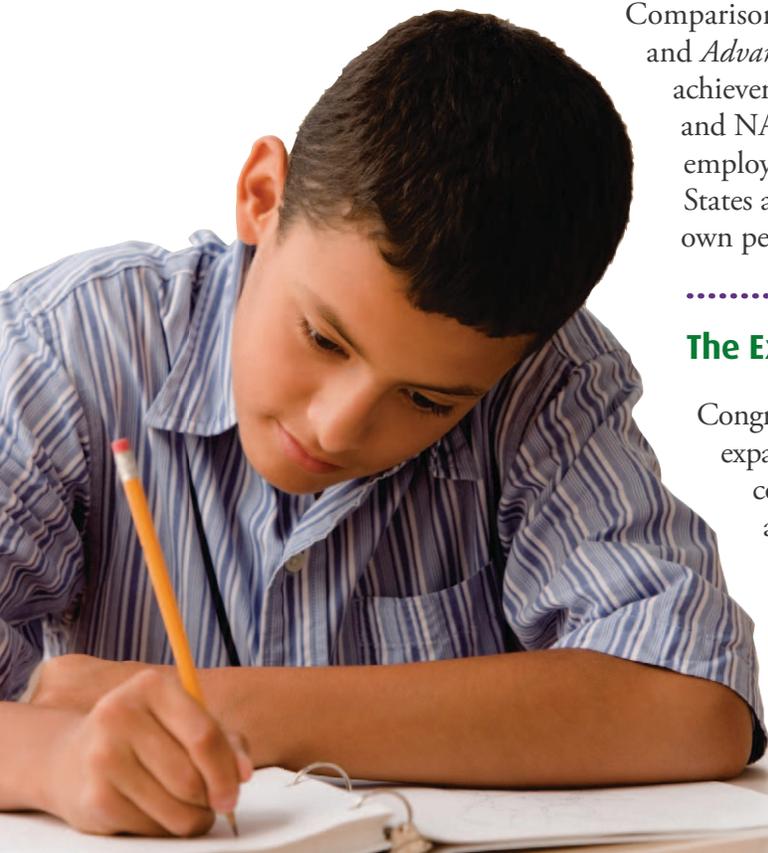
Comparisons between NAEP's achievement levels (*Basic*, *Proficient*, and *Advanced*) and state assessment definitions of similarly named achievement levels should be made with caution. State assessments and NAEP differ in their assessment frameworks, types of items employed, and psychometric characteristics of the different tests. States are free to select the tests they employ and to establish their own performance standards.

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### The Expansion of the Trial Urban District Assessment

Congress in 2009 passed legislation that provided funding to expand the Trial Urban District Assessment program for 2011. In collaboration with the National Center for Education Statistics and the Council of the Great City Schools, the National Assessment Governing Board invited an additional three districts to participate in TUDA for 2011. The Governing Board has adopted a policy identifying the criteria for any additional districts to be added to the TUDA program.

This publication provides an overview of the NAEP 2011 assessments. Additional information is available on The Nation's Report Card website: (<http://nationsreportcard.gov>).



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Districts that are near to meeting a particular eligibility requirement may be considered eligible if they request to participate in the program and if funds are sufficient to permit participation. The policy affirms that all urban districts currently participating in TUDA shall be permitted to continue to participate.

Each of the three new districts (*identified on the front of this brochure*) meet the following criteria:

- Only large cities having a total population of 250,000 or more shall be represented in TUDA.
- Districts participating in TUDA shall be large enough to support a three-subject assessment cycle for NAEP in grade-levels included in the NAEP state assessment program.
- Districts participating in TUDA shall have a majority of students meeting at least one of the following criteria:  
(1) Either African American or Hispanic; (2) Eligible for participation in the National School Lunch Program.

A primary goal of TUDA is to promote education reform in the schools of the nation's largest urban school districts and to focus attention on the specific challenges associated with urban education, according to the National Assessment Governing Board.

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▸ Beginning in the fall of 2011, it is anticipated that the results of the 2011 mathematics and reading assessments will be available.



## School and Student Participation

The NAEP contractor responsible for sampling and data collection, Westat, draws a representative sample of schools from each district from a list of schools from the most recently available Common Core of Data (CCD). The NAEP State Coordinator works with the state's CCD coordinator to ensure the most accurate listing of schools is available for sampling. A sample of schools is drawn that is representative of all schools in the district and ensures adequate coverage of the broad range of all student groups in the district. These student groups include: race/ethnicity, gender, eligibility for the National School Lunch Program, students with disabilities, and English language learners. From these representative schools, a random sample of students is selected from students enrolled in each school at the time of the assessment. Westat diligently examines the sampling process at all stages and carries out various tiers of quality checks to ensure the sample of schools and students is as representative as possible of the population of students in the district. Westat works directly with the NAEP State and TUDA Coordinators on the submission of the lists of schools and students. Students are randomly selected to participate in one of the subjects being assessed. Each student takes only a portion of the full assessment. Data from students in each district are combined to produce district-level results.

Students in the TUDA samples are considered part of the state and national samples. The data for students in each district's sample will be used to report results for the district and also will contribute to the results for the parent state and the nation, with appropriate weighting.

## If you want to...

## Visit...

<b>Learn</b> more about NAEP results	The Nation's Report Card at <a href="http://nationsreportcard.gov">http://nationsreportcard.gov</a>
<b>Access</b> specific results for your district/state	The NAEP Data Explorer at <a href="http://nces.ed.gov/nationsreportcard/naepdata">http://nces.ed.gov/nationsreportcard/naepdata</a>
<b>Find</b> information regarding the types of questions used on the NAEP assessments or to view subject-specific questions	The NAEP Sample Questions Center at <a href="http://nces.ed.gov/nationsreportcard/itmrlsx">http://nces.ed.gov/nationsreportcard/itmrlsx</a>
<b>Download</b> a Sample Questions Booklet that contains sample test questions for the upcoming and previous assessments	The National Center for Education Statistics at <a href="http://nces.ed.gov/nationsreportcard/about/booklets.asp">http://nces.ed.gov/nationsreportcard/about/booklets.asp</a>
<b>Learn</b> more about how policy is drafted for each NAEP assessment and access the assessment frameworks	The National Assessment Governing Board at <a href="http://www.nagb.org">http://www.nagb.org</a>

### For More Information

Contact your district NAEP TUDA Coordinator or Gina Broxterman, Assessment Division, NCES (202-502-7822).



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