

In 2019, the average score in Dallas (264) was

Districts

Albuquerque Fort Worth (TX)

Shelby County (TN)

Lower Than 16

Chicago Clark County (NV)

Denver District of Columbia Duval County (FL) Guilford County (NC) Hillsborough County

|efferson County Miami-Dade

Districts

Boston Charlot

2019 Mathematics Trial Urban District Snapshot Report Dallas Grade 8 Public Schools

Overall Results

- In 2019, the average score of eighth-grade students in Dallas was 264. This was lower than the average score of 274 for students in large cities.
- The average score for students in Dallas in 2019 (264) was lower than their average score in 2017 (268) and in 2011 (274).
- The percentage of students in Dallas who performed at or above the NAEP Proficient level was 15 percent in 2019. This percentage was lower than that in 2017 (20 percent) and in 2011 (22 percent).

Compare the Average Score in 2019 to Other Districts

Not Significantly Different From 3

Higher Than 7

Baltimore City

Districts

Cleveland

Los Angeles Milwaukee

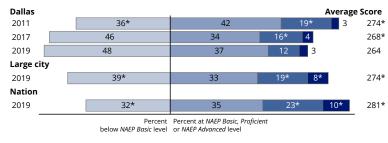
Philadelphia

Detroit

Fresno

The percentage of students in Dallas who performed at or above the NAEP Basic level was 52 percent in 2019. This percentage was not significantly different from that in 2017 (54 percent) and was lower than that in 2011 (64 percent).

NAEP Achievement-Level Percentages and Average Score Results

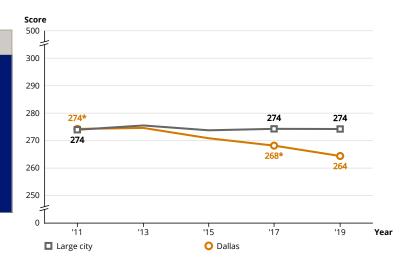


🔲 Below NAEP Basic 🔲 NAEP Basic 📕 NAEP Proficient 📕 NAEP Advanced

* Significantly different (p < .05) from district's results in 2019. Significance tests were performed using unrounded numbers

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

Average Scores for District and Large Cities



* Significantly different (p < .05) from 2019. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score		tage at or e NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	4	‡	‡	\$	‡
Black	20	252	39	10	1
Hispanic	73	265	54	14	2
Asian	1	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	52	262	49	14	3
Female	48	267	55	16	3
National School Lunch Program					
Eligible	88	261	49	12	1
Not eligible	12	288	72	42	16

Not eligible
12
200

Rounds to zero.
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NOTE: The NAEP mathematics scale ranges from 0 to 500. Results presented in this report are based on public school students only. Beginning in 2009, results for charter schools are excluded from the TUDA results if they are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the mathematics assessment at <u>interpret results</u>, for more information and additional comparisons please visit the <u>Nation's Report Card</u> and <u>NAEP</u>

<u>Data Explorer</u>. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011-2019 Mathematics Assessments

Score Gaps for Student Groups

- In 2019, Hispanic students had an average score that was 13 points higher than that for Black students. This performance gap was not significantly different from that in 2011 (11 points).
- In 2019, male students in Dallas had an average score that was not significantly different from that for female students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 27 points lower than that for students who were not eligible. This performance gap was wider than that in 2011 (14 points).