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).
- 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).


## Compare the Average Score in 2019 to Other Districts

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

| Lower Than 16 Districts | Not Significantly Different From 3 Districts | Higher Than 7 Districts |
| :---: | :---: | :---: |
| Atlanta <br> Austin <br> Boston <br> Charlotte <br> Chicago <br> Clark County (NV) <br> Denver <br> District of Columbia <br> Duval County (FL) <br> Guilford County (NC) <br> Hillsborough County <br> Houston <br> Jefferson County <br> Miami-Dade <br> New York City <br> San Diego | Albuquerque Fort Worth (TX) Shelby County (TN) | Baltimore City Cleveland Detroit Fresno Los Angeles Milwaukee Philadelphia |

## NAEP Achievement-Level Percentages and Average Score Results



* 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.


## 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).


## Results for Student Groups in 2019

| Reporting Groups | Percentage of students | $\begin{aligned} & \text { Avg. } \\ & \text { score } \end{aligned}$ | Percentage at or above NAEP <br> Basic Proficient |  | Percentage at NAEP Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Race/Ethnicity |  |  |  |  |  |
| White | 4 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Black | 20 | 252 | 39 | 10 | 1 |
| Hispanic | 73 | 265 | 54 | 14 | 2 |
| Asian | 1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| American Indian/Alaska Native | \# | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Native Hawaiian/Pacific Islander | \# | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Two or more races | 1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| 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 |

\# Rounds to zero
$\ddagger$ Reporting standards not met
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National
School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic
includes Latino. Race categories exclude Hispanic origin.

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 interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer.
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.

