

# 2019 NAEP TUDA RESULTS SAN DIEGO UNIFIED

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National Assessment of Educational Progress (NAEP)  
Trial Urban District Assessment (TUDA)

# BACKGROUND

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# “The Nation’s Report Card” since 1969

## National Assessment for Educational Progress (NAEP)

Created as “a common yardstick” for all states in the nation

Various subject areas—Arts, Civics, Geography, History, Science, etc.

Assessments periodically administered to samples of schools and students at grades 4, 8 and 12 or at ages 9, 13, and 17

## Project Management

National Center for Educational Statistics (NCES), Institute of Education Sciences (IES)  
U.S. Department of Education (DOE)

## Policy, Framework, and Test Specifications

National Assessment Governing Board (NAGB), a 26-member bipartisan group created by Congress and appointed by the Secretary of Education

## Operations

Various contractors—Westat, ETS, AIR, etc.

# NAEP TUDA since 2002

Gradual expansion from 6 districts in 2002 to 27 districts in 2017 and 2019

SD Unified joined in 2003

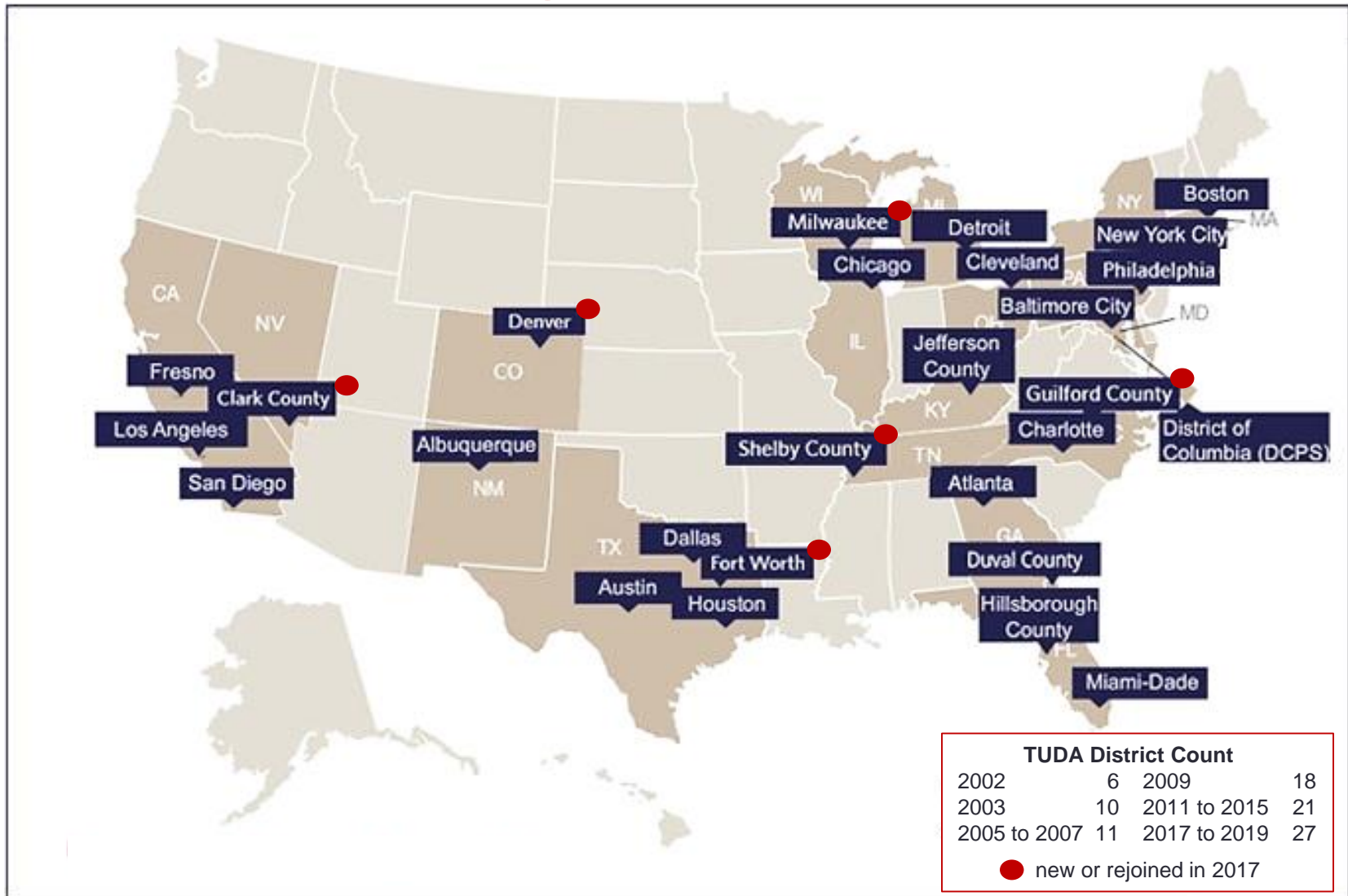
TUDA enables district-level results

NAEP TUDA participation criteria include

- District size
- % of African American or Hispanic students
- % meal eligibility

Primarily reading and math results in grades 4 and 8

# 27 Participating Districts



# ASSESSMENT NOTES

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# Data Notes

## Subjects and grade levels

Reading and mathematics, grades 4 and 8

## Assessment years

Every two years from 2003 through 2019

## Score types available

Scale scores—0 to 500

Performance levels—Basic, Proficient, Advanced

Percentiles—10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup>, 90<sup>th</sup>

## Comparison jurisdictions

Other TUDA districts

“Large city”—public schools in large cities, population  $\geq 250,000$

“CA public”—public schools in the state of California

“National public”—public schools across the nation

## Student groups

Gender, race/ethnicity, school lunch eligibility, students with disabilities (SD), English language learners (ELL)

# Data Notes, continued

## **Not all students are tested**

Samples of schools (and then students) are selected and weighted to represent public schools in the nation, states, and participating districts (TUDAs). Beginning in 2009, district TUDA results excluded charter schools to match AYP list of schools.

## **Each test taker only answers a portion of the test**

An entire NAEP test takes about 5 to 7 hours to complete. Tests are divided into 10 or 13 smaller testing blocks and each tested student takes only two blocks.

## **Statistical significance**

Due to sampling and measurement variation, standard errors are used to determine the statistical significance of an outcome. In NAEP, a change in the magnitude of an outcome is or is not statistically significant.

## **Longitudinal trends are important**

The magnitude of a change is only part of the story. Context and interpretation of changes over the years and across various groups are equally--if not more--meaningful.

## **NAEP proficiency rates tend to be lower than for most state assessments**

Most districts tend to have higher proficiency rates on their state/local assessments than on NAEP.



# 2019 Student Sample

## Number of district schools and students sampled for NAEP

**Grade 4:** ~2,200 students, ~60 schools **Grade 8:** ~2,200 students, ~40 schools

\*Student counts are rounded to the nearest 100; school counts rounded to the nearest 10.

## Sampled students shown to be well-matched to the district population.

Routine data quality checks conducted by NAEP showed that the district's sampled students for both reading and mathematics were closely representative of the district's overall district 4<sup>th</sup> and 8<sup>th</sup> grade populations in terms of gender, race/ethnicity, school lunch eligibility, English language learner (ELL) status, and students with disabilities (SD).

**District inclusion rates for English language learners (ELL) and students with disabilities (SD) met or exceeded NAGB requirements, within a 95% confidence interval, except in Grade 8 Reading for Students with Disabilities (SD).**

2019 Inclusion Rates	Mathematics		Reading		NAGB Goal
	Gr 4	Gr 8	Gr 4	Gr 8	
<b>Overall</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>	<b>96%</b>	<b>95%</b>
<b>ELL</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>82%</b>	<b>85%</b>
<b>SD</b>	<b>88%</b>	<b>87%</b>	<b>89%</b>	<b>79%</b>	<b>85%</b>

# Upcoming Changes to NAEP

**In July, 2019, the National Assessment Governing Board (NAGB) announced changes to NAEP.**

**New updated schedule** prioritizes 4<sup>th</sup> and 8<sup>th</sup> grade Reading and Mathematics, and eliminated testing in Arts, Economics, Geography, and Foreign Languages.

**Additional state results for voluntary assessments in 2027 and 2029** in 12<sup>th</sup> grade Reading, Mathematics, and Writing, 4<sup>th</sup> and 8<sup>th</sup> grade Science and Writing, and 8<sup>th</sup> grade Civics and Technology and Engineering Literacy.

**Additional TUDA results for voluntary assessments** in 4<sup>th</sup> and 8<sup>th</sup> grade Science in 2027 and Writing in 2029.

**New assessment frameworks in** (a) 2025 for Reading and Mathematics, (b) 2027 for Science, and (c) 2029 for Civics, U.S. History, and Writing.

**Starting in 2021, fewer schools and students will be sampled, but there will be longer testing times per student.** Currently, NAEP assesses ~8,000 schools and ~150,000 students nationally. In 2021, the NAEP sample will have ~2,000 fewer schools and about one-third fewer students. Assessment teams are expected to be at the school sites for only half a day, instead of the entire day. With fewer students in the sample, each student will undergo an additional 30 minutes of testing. Each sampled student will take three 30-minute tests in two paired subjects—two tests for the first subject, one test for the second subject—plus spend 15 minutes for instructions and the background survey. Through 2019, each student took two 30-minute tests in one subject, and spent 15 minutes for instructions and the background survey.





# 2019 RESULTS

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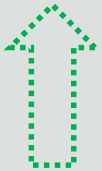

*Score changes since 2003, 2009, and 2017*

*Trends, Gaps, and Comparisons with Other Jurisdictions*





# 2-Year Change—from 2017 to 2019

	Grade 4	Grade 8
Reading		
	222 to 223 points (+1) 37% to 37% proficient or advanced	264 to 266 points (+1) 35% to 36% proficient or advanced
Mathematics		
	237 to 240 points (+3) 37% to 42% proficient or advanced	283 to 283 points 36% to 35% proficient or advanced

# 10-Year Change—from 2009 to 2019

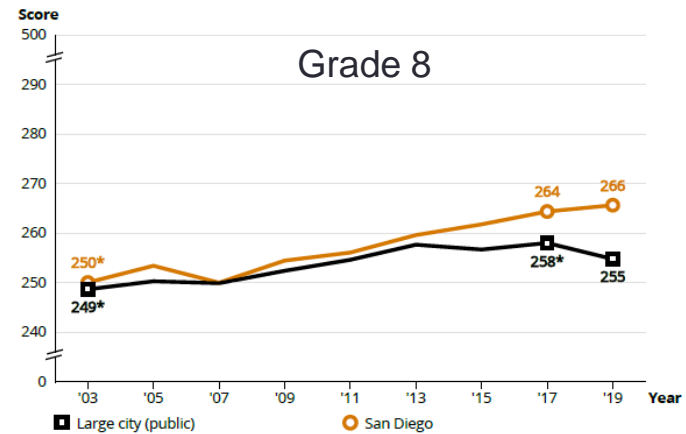
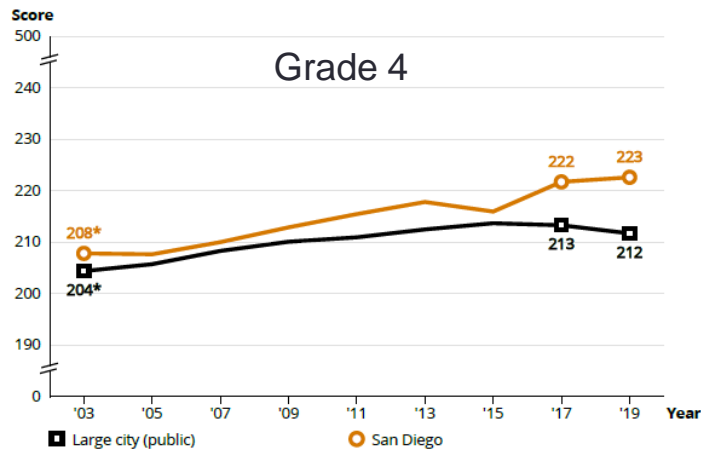
	Grade 4	Grade 8
Reading		
	213 to 223 points (+10) 29% to 37% proficient or advanced	254 to 266 points (+11) 25% to 36% proficient or advanced
Mathematics		
	236 to 240 points (+4) 36% to 42% proficient or advanced	280 to 283 points (+3) 32% to 35% proficient or advanced

# 16-Year Change—from 2003 to 2019

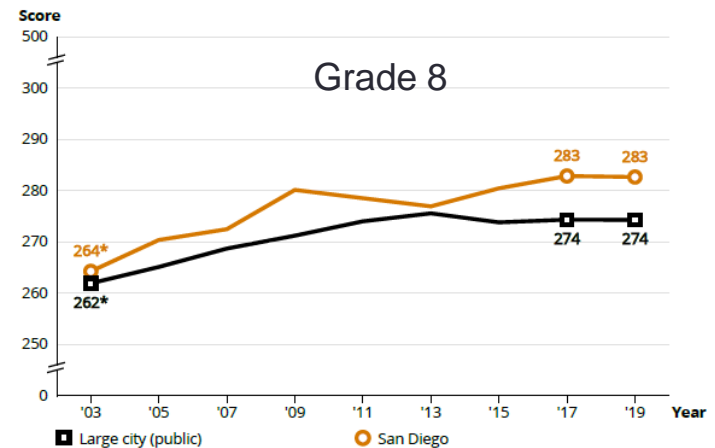
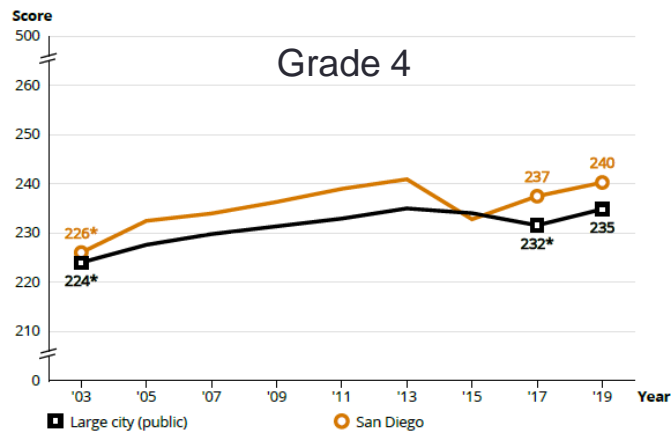
	Grade 4	Grade 8
Reading		
	208 to 223 points (+15) 22% to 37% proficient or advanced	250 to 266 points (+16) 20% to 36% proficient or advanced
Mathematics		
	226 to 240 points (+14) 20% to 42% proficient or advanced	264 to 283 points (+19) 18% to 35% proficient or advanced

# SDUSD and Large City

## Reading



## Mathematics



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

# Findings

**Change from 2017.** In 2019, the district posted modest, non-statistically significant score changes for both subjects and grade levels, maintaining accumulated score gains from past years. This generally flat performance is made notable by significant declines experienced by National Public in grades 4 and 8 reading, and in grade 8 mathematics. The Large City jurisdiction and California experienced significant declines in grade 8 reading as well. In grade 4 mathematics, Large City and National Public posted significant gains compared with 2017; the district posted its largest overall score gain of 3 points in this area as well, though the change is not considered statistically significant.

**Long-term gains since 2003.** Longitudinal district NAEP results have generally been on an upward trend with a few declines in past years, including a substantial score drop in 4<sup>th</sup> grade mathematics in 2015.

Statistically significant scale score gains between 2003 and 2019 were noted for both subjects and grade levels for several student groups--overall, Hispanic, Asian, meal-eligible, non-meal-eligible, male, female, non-SD, and non-ELL. The White and ELL student groups posted substantial long-term gains in 3 of 4 subject-grade level combinations; the SD student group in 2 of 4; and the Black student group in 1 of 4 subject-grade level combinations.



# Findings (cont'd)

**Gaps.** As with other student performance measures, gaps exist and persist, and are evident in the district's NAEP scores between historically high-performing (White, Asian, non-meal-eligible) and low-performing (Black, Hispanic, meal-eligible) student groups. In reading, female students have been consistently outperforming their male counterparts. In 2019, significant gaps in performance were again noted between Black and White students, Hispanic and White students, and meal-eligible and non-meal-eligible students. Since 2003, there has been no evidence of gap closure between these groups and, in fact, some of the gaps have widened significantly, especially between meal-eligible and non-meal-eligible students.

**Comparison with the nation, California, and large cities.** In 2019, average scale scores of district students were significantly higher than those of students from large cities and the state of California in both grade levels and in both subject areas. District scores in both grades and subject areas were not significantly different from that of national public schools.

**Comparison with other TUDA districts.** The district continues to do well in comparison to other large urban districts in TUDA. In 2019, the district significantly outperformed 21 of the 26 other TUDA districts in both reading and mathematics in 4<sup>th</sup> grade; 23 of 26 in both reading and mathematics in 8<sup>th</sup> grade.

# OVERALL DISTRICT RESULTS

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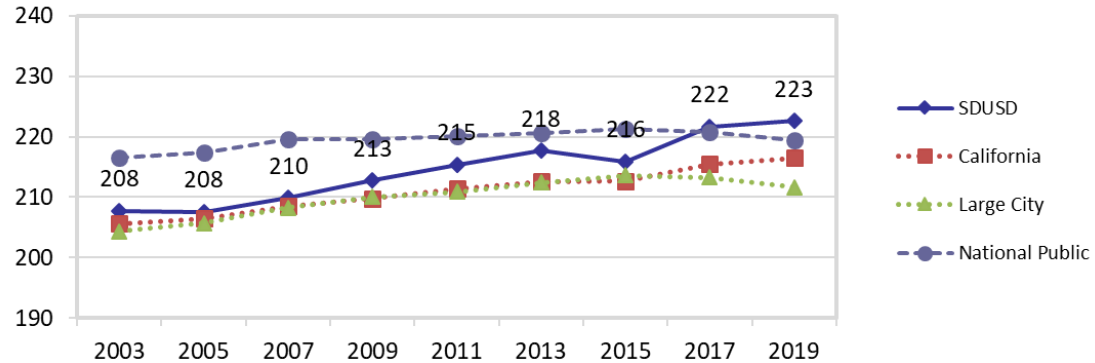
*Average Scale Score*

*Percent At or Above Proficient*

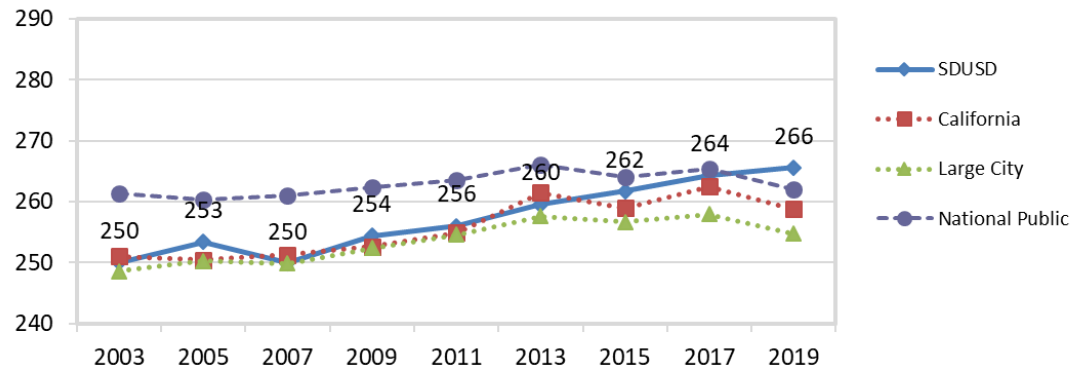
## Overall District Results, Average Scale Score

### Reading

#### Grade 4

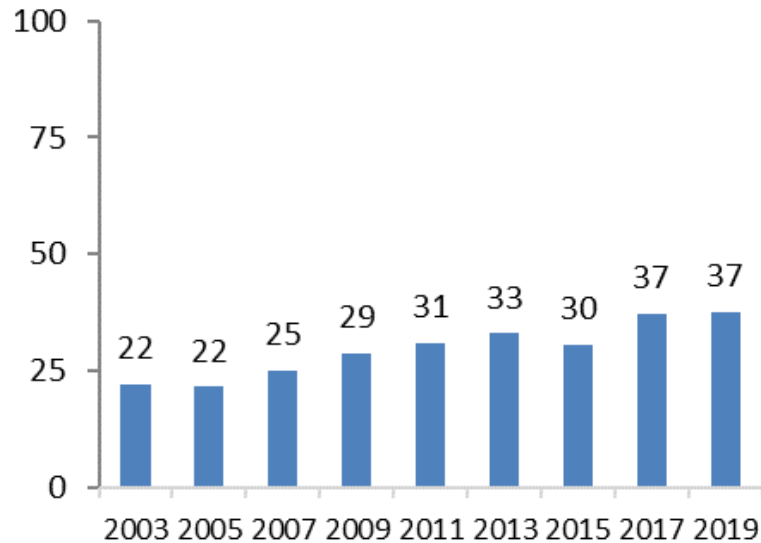


#### Grade 8

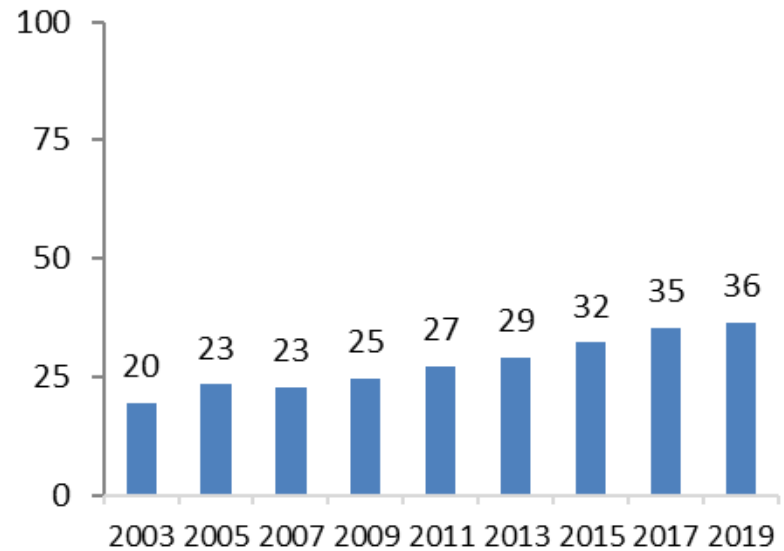


## Overall District Results, Percent At or Above Proficient Reading

### Grade 4



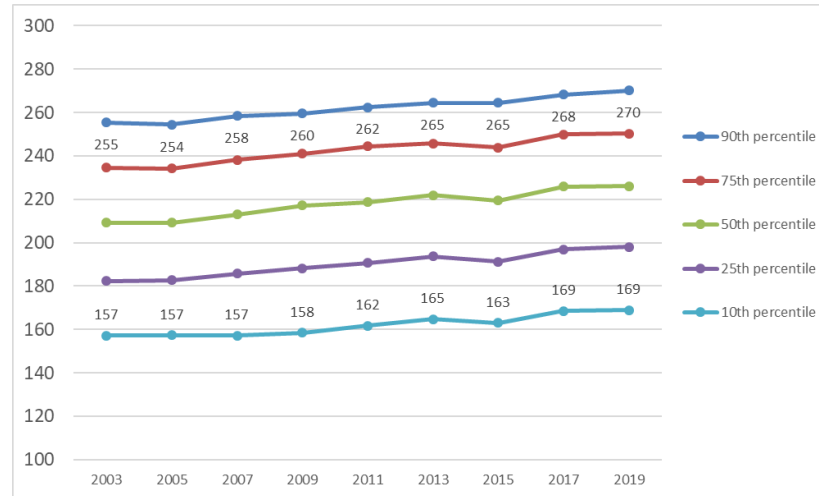
### Grade 8



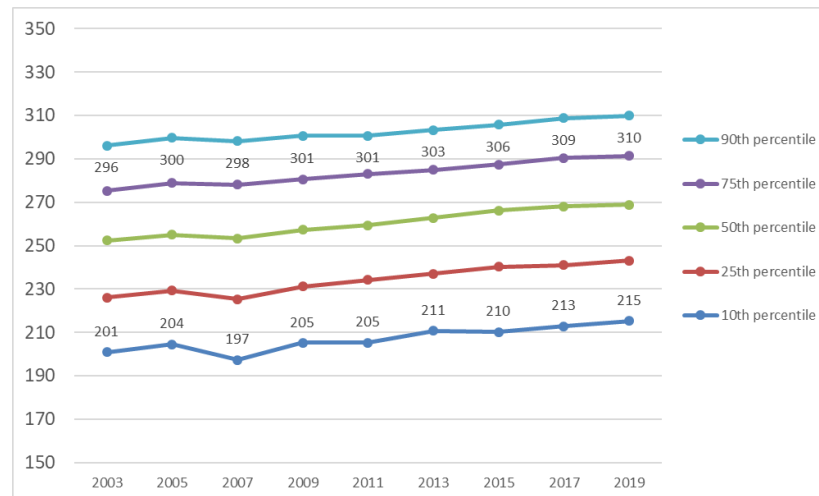
## Overall District Results, Percentiles

### Reading

#### Grade 4



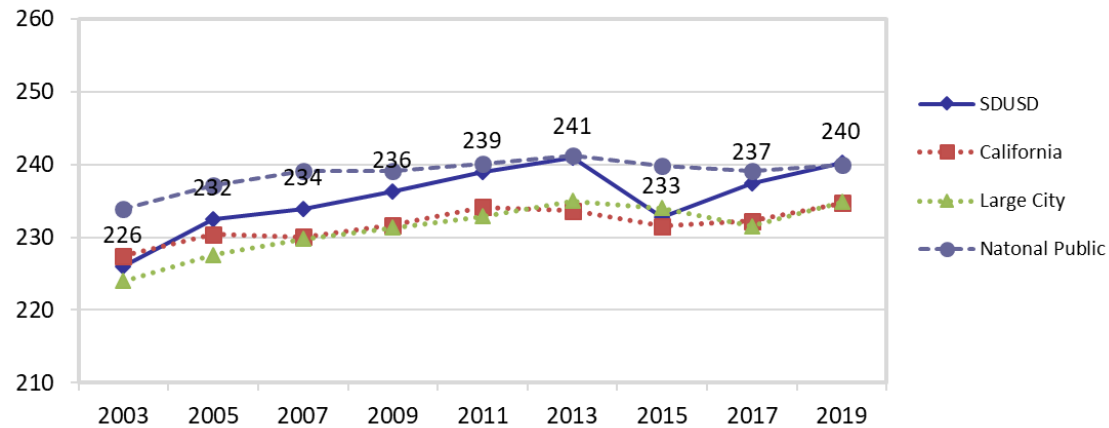
#### Grade 8



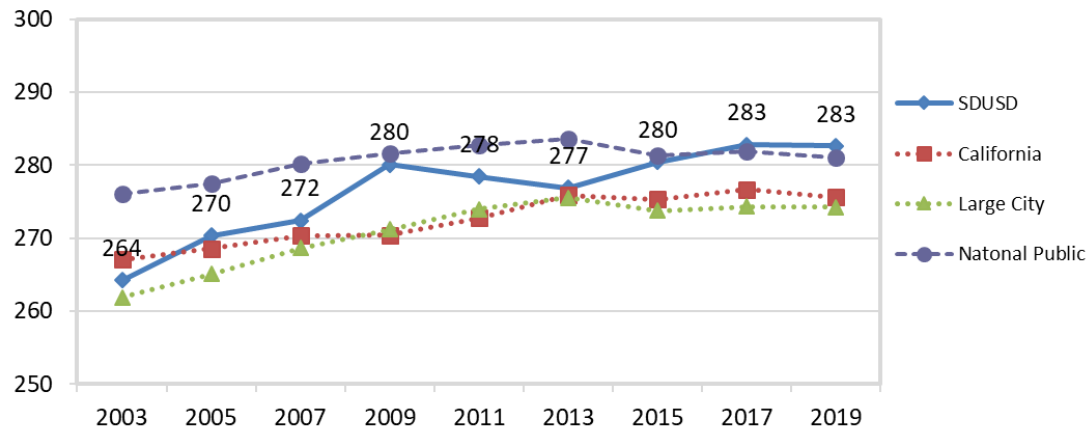
## Overall District Results, Average Scale Score

### Mathematics

#### Grade 4



#### Grade 8



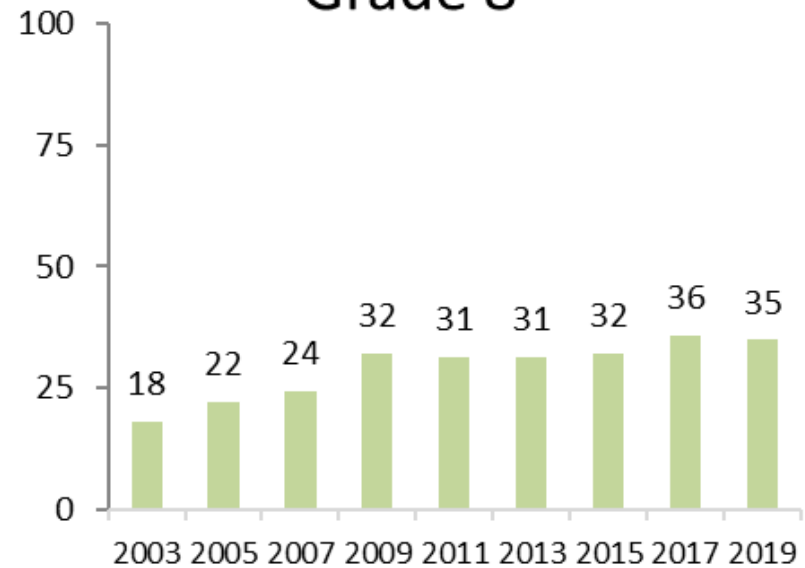
## Overall District Results, Percent At or Above Proficient

### Mathematics

#### Grade 4



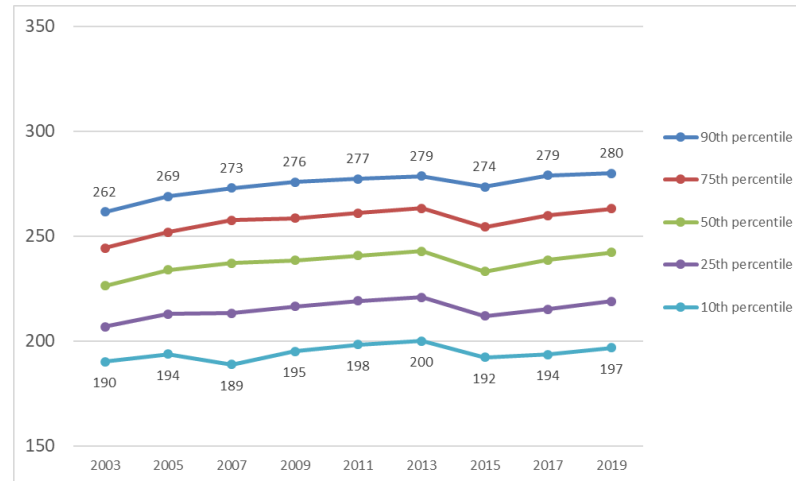
#### Grade 8



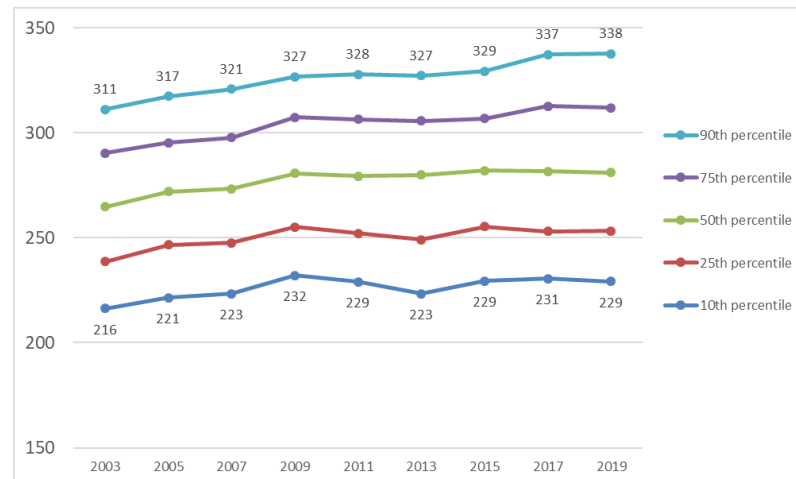
# Overall District Results, Percentiles

## Mathematics

### Grade 4



### Grade 8









# COMPARISON WITH OTHER JURISDICTIONS

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*Average Scale Score*

## Comparison with Other Jurisdictions, Average Scale Score Reading, Grade 4: 2019

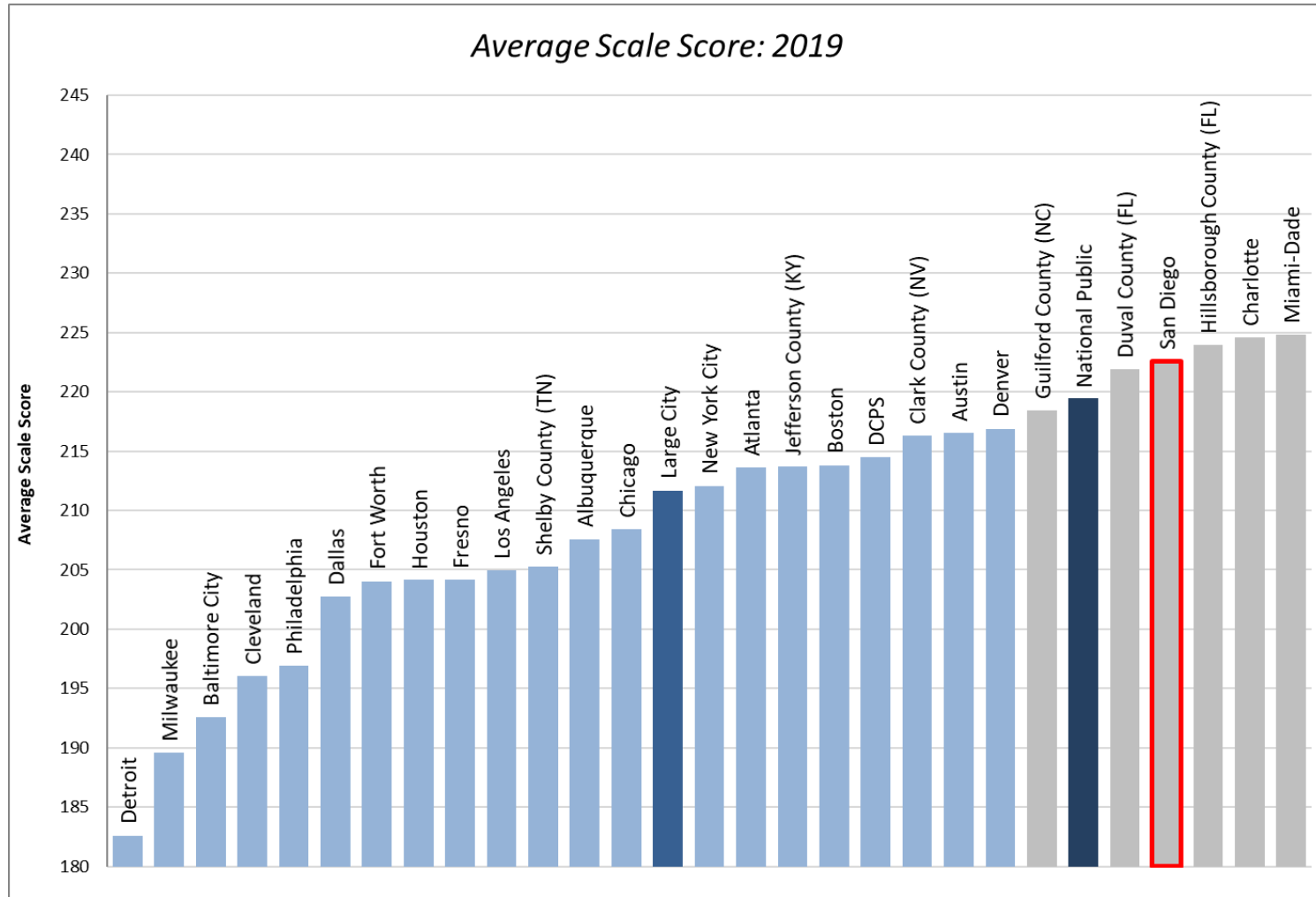


-  Focal district (San Diego)
-  Higher average scale score than San Diego (0 districts)
-  Not significantly different from San Diego (5 districts)
-  Lower average scale score than San Diego (21 districts)

NOTE: DCPS = District of Columbia Public Schools. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

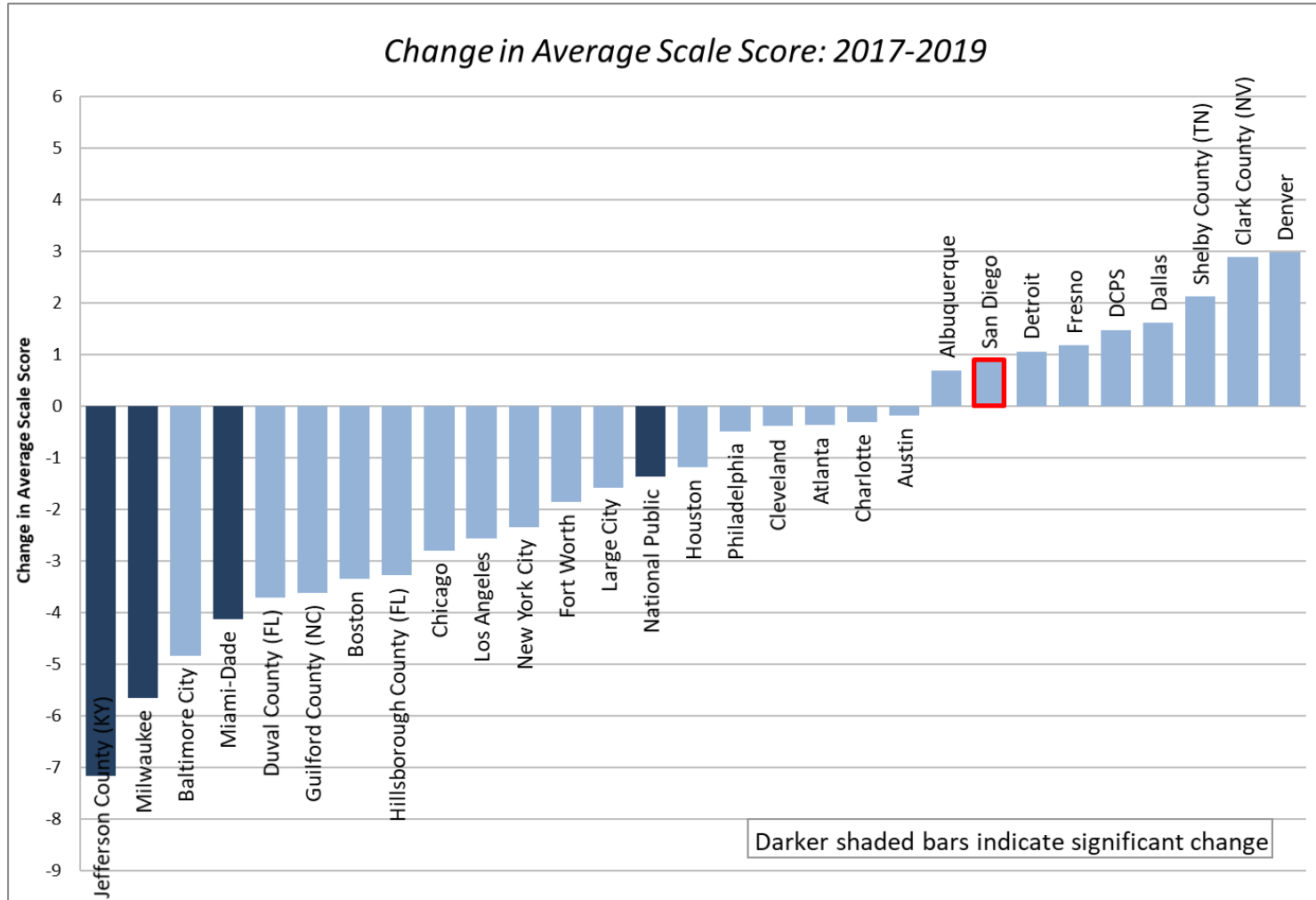
## Comparison with Other Jurisdictions, Average Scale Score

### Reading, Grade 4







# Comparison with Other Jurisdictions, Average Scale Score

## Reading, Grade 4



## Comparison with Other Jurisdictions, Average Scale Score Reading, Grade 8: 2019



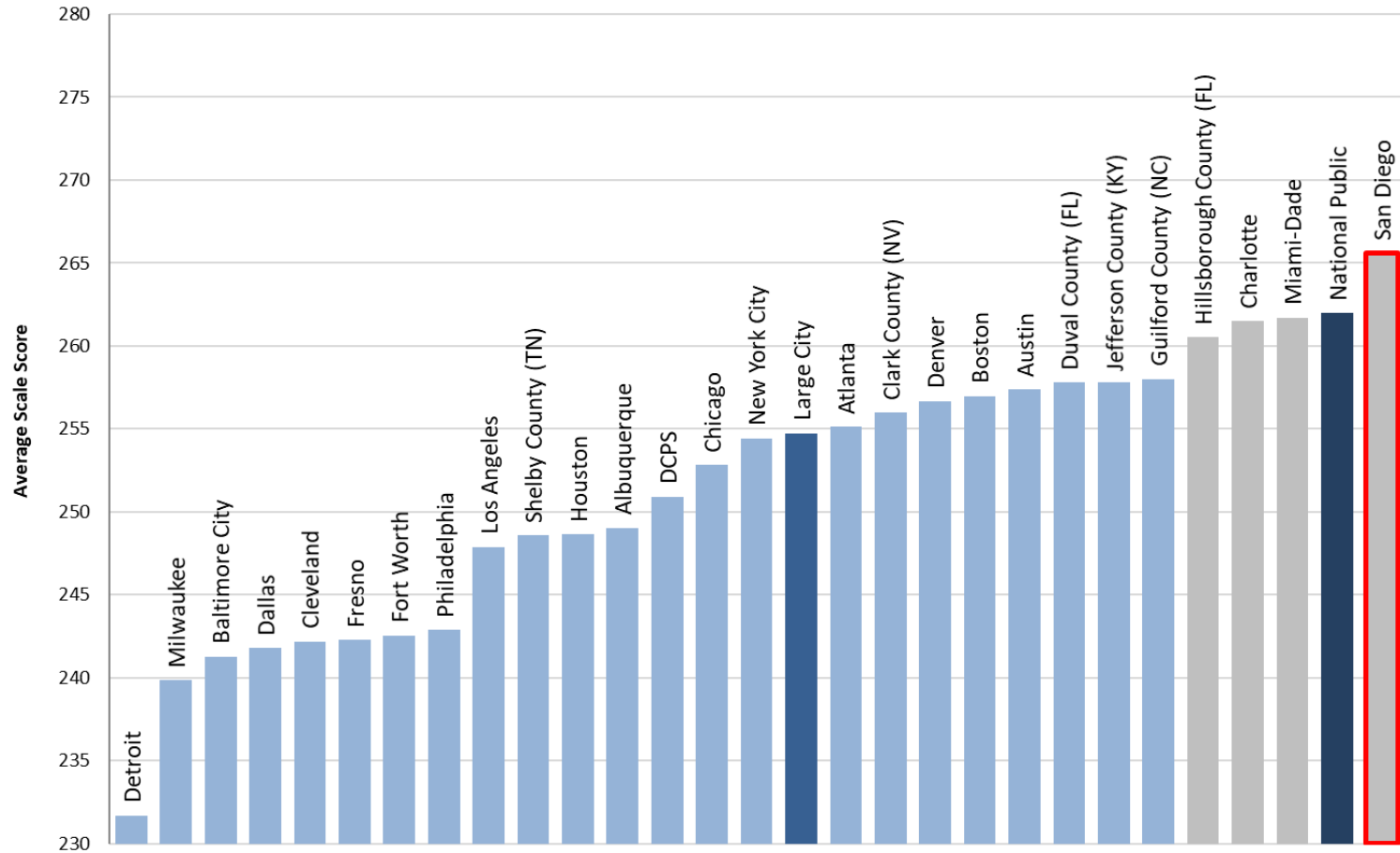
-  Focal district (San Diego)
-  Higher average scale score than San Diego (0 districts)
-  Not significantly different from San Diego (3 districts)
-  Lower average scale score than San Diego (23 districts)

NOTE: DCPS = District of Columbia Public Schools. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

# Comparison with Other Jurisdictions, Average Scale Score

## Reading, Grade 8

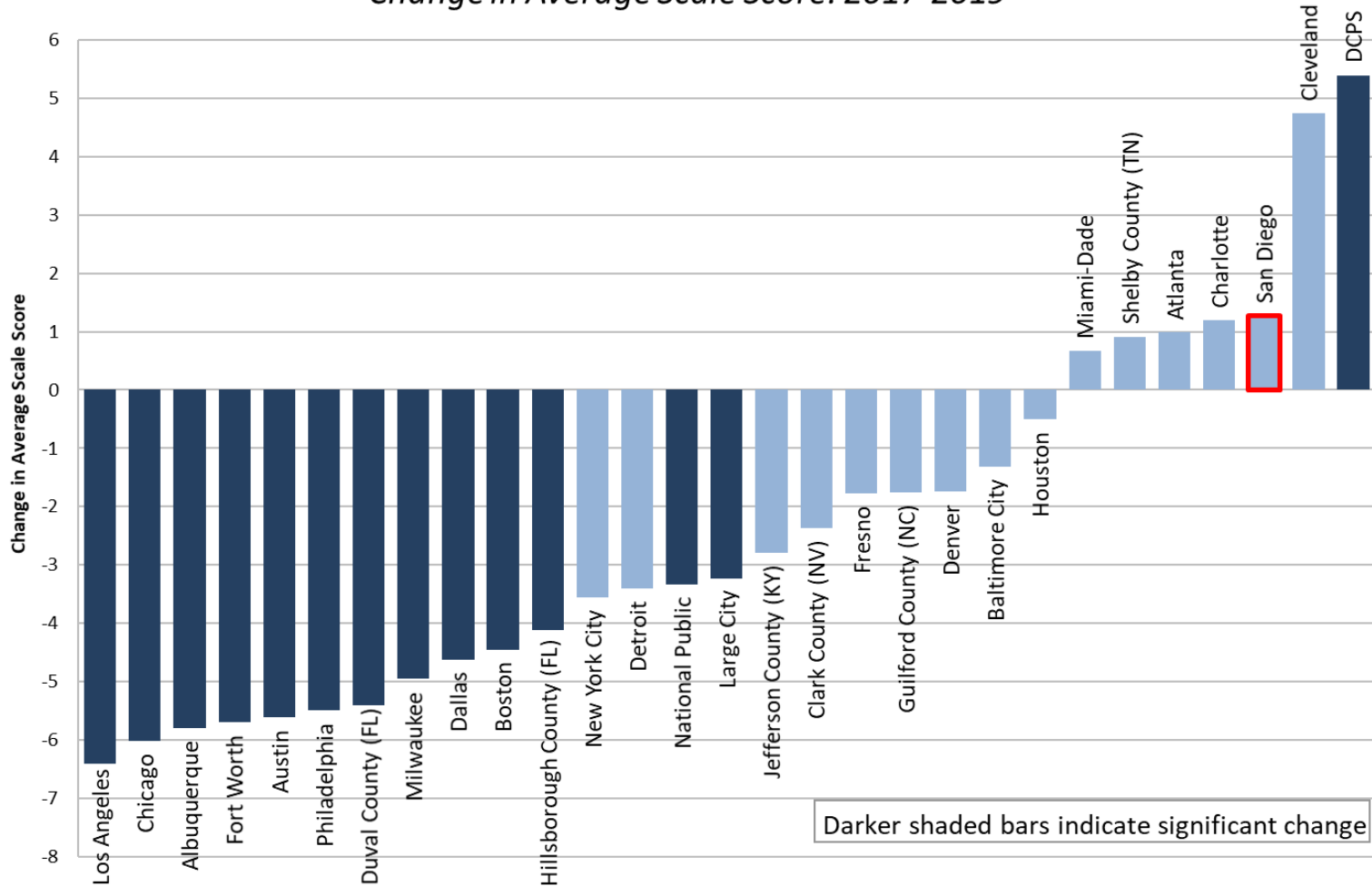
*Average Scale Score: 2019*



## Comparison with Other Jurisdictions, Average Scale Score

### Reading, Grade 8





*Change in Average Scale Score: 2017-2019*



## Comparison with Other Jurisdictions, Average Scale Score

### Mathematics, Grade 4: 2019



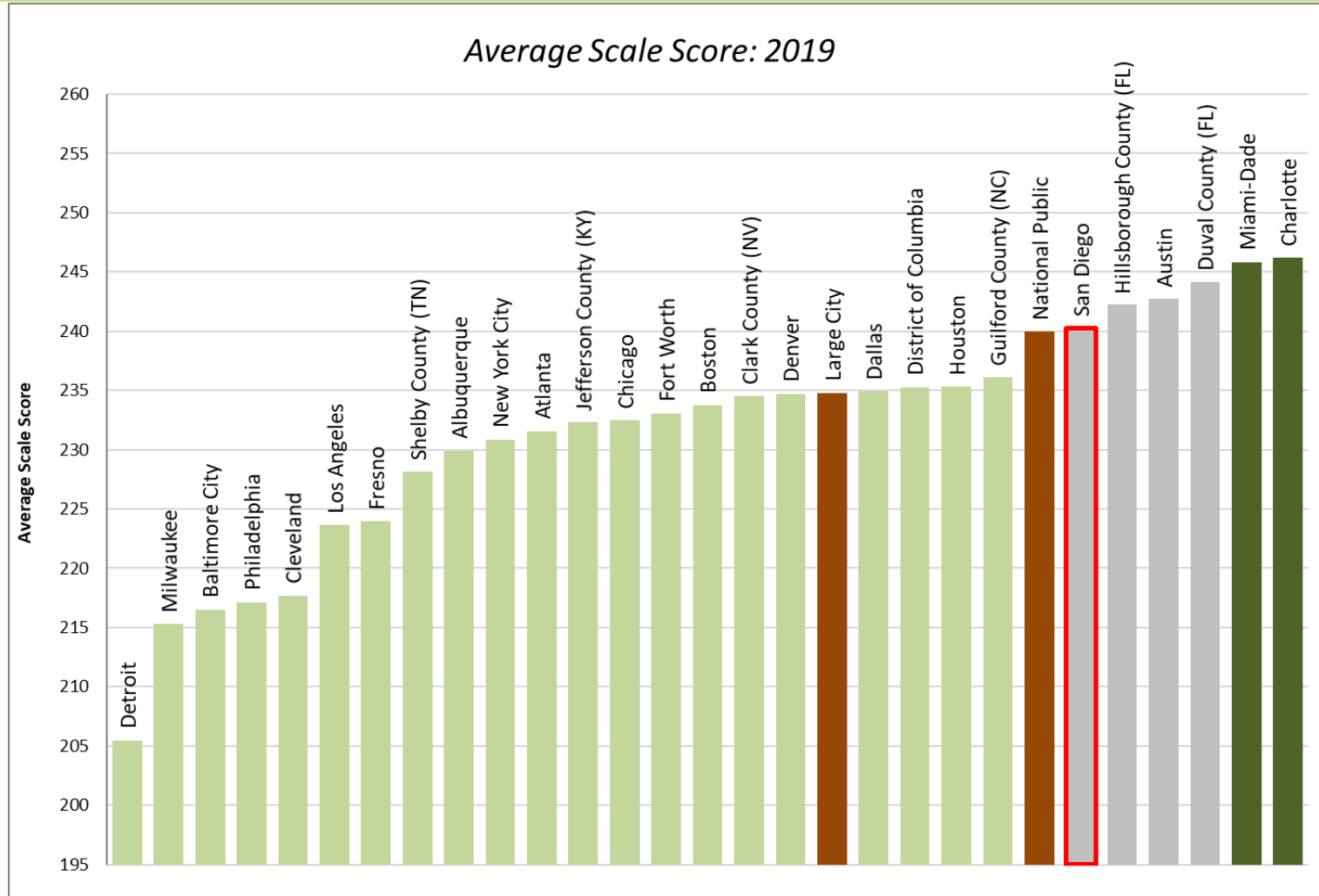
-  Focal district (San Diego)
-  Higher average scale score than San Diego (2 districts)
-  Not significantly different from San Diego (3 districts)
-  Lower average scale score than San Diego (21 districts)

NOTE: DCPS = District of Columbia Public Schools. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.



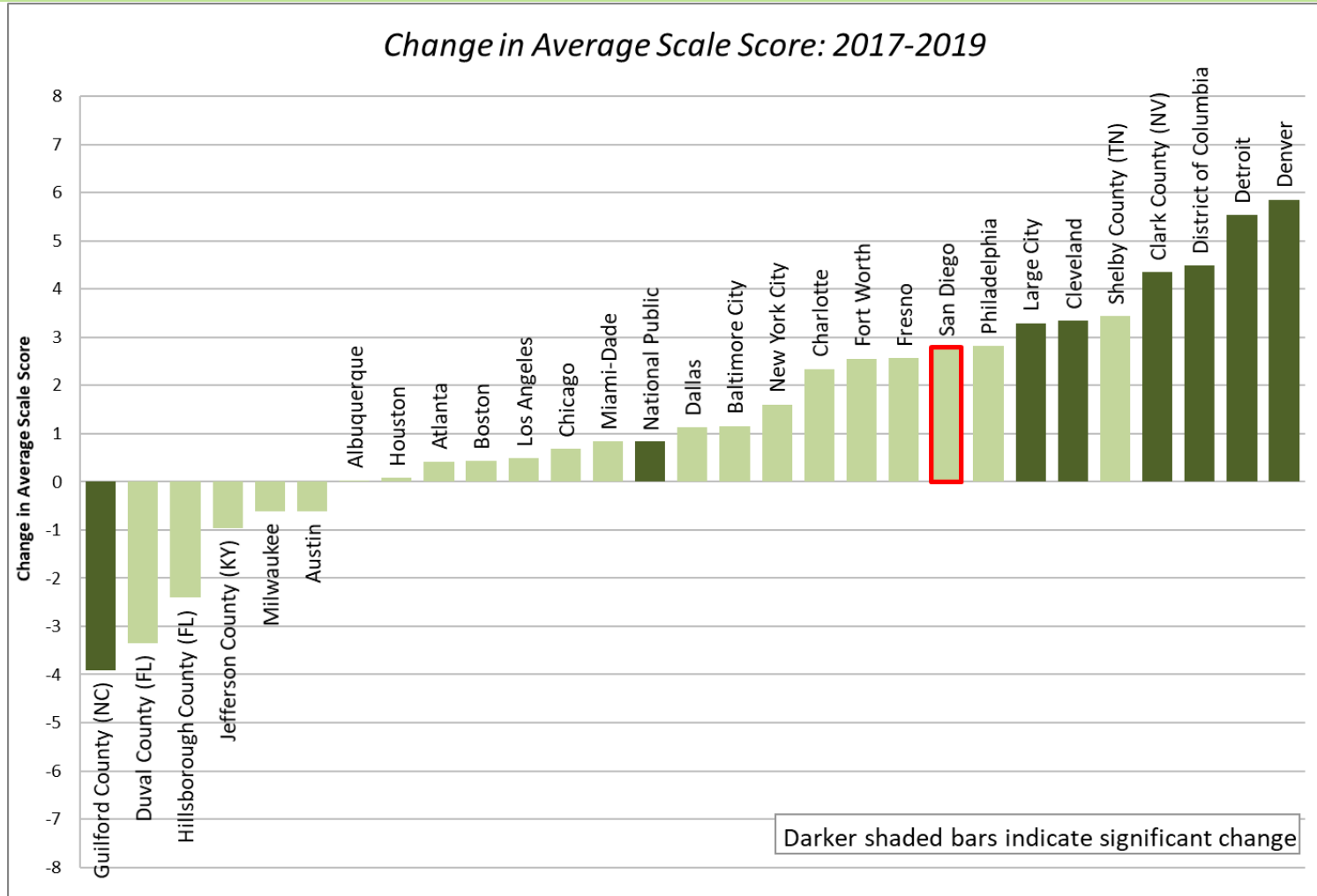
# Comparison with Other Jurisdictions, Average Scale Score

## Mathematics, Grade 4



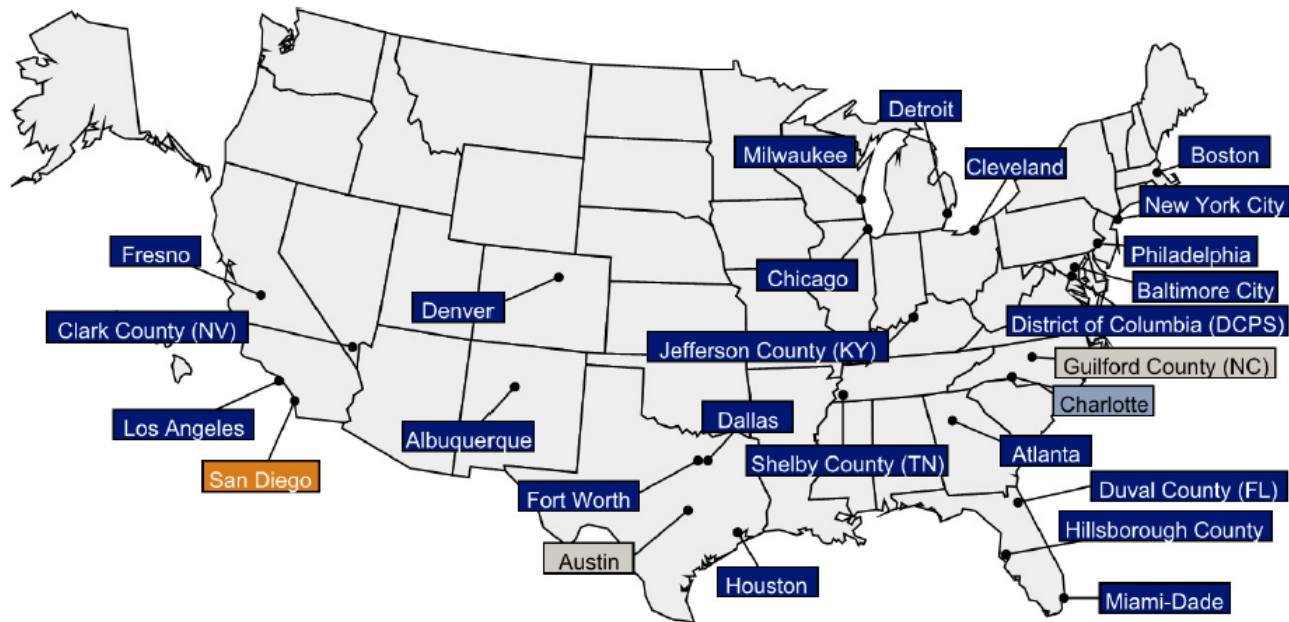
## Comparison with Other Jurisdictions, Average Scale Score

### Mathematics, Grade 4



## Comparison with Other Jurisdictions, Average Scale Score

### Mathematics, Grade 8: 2019

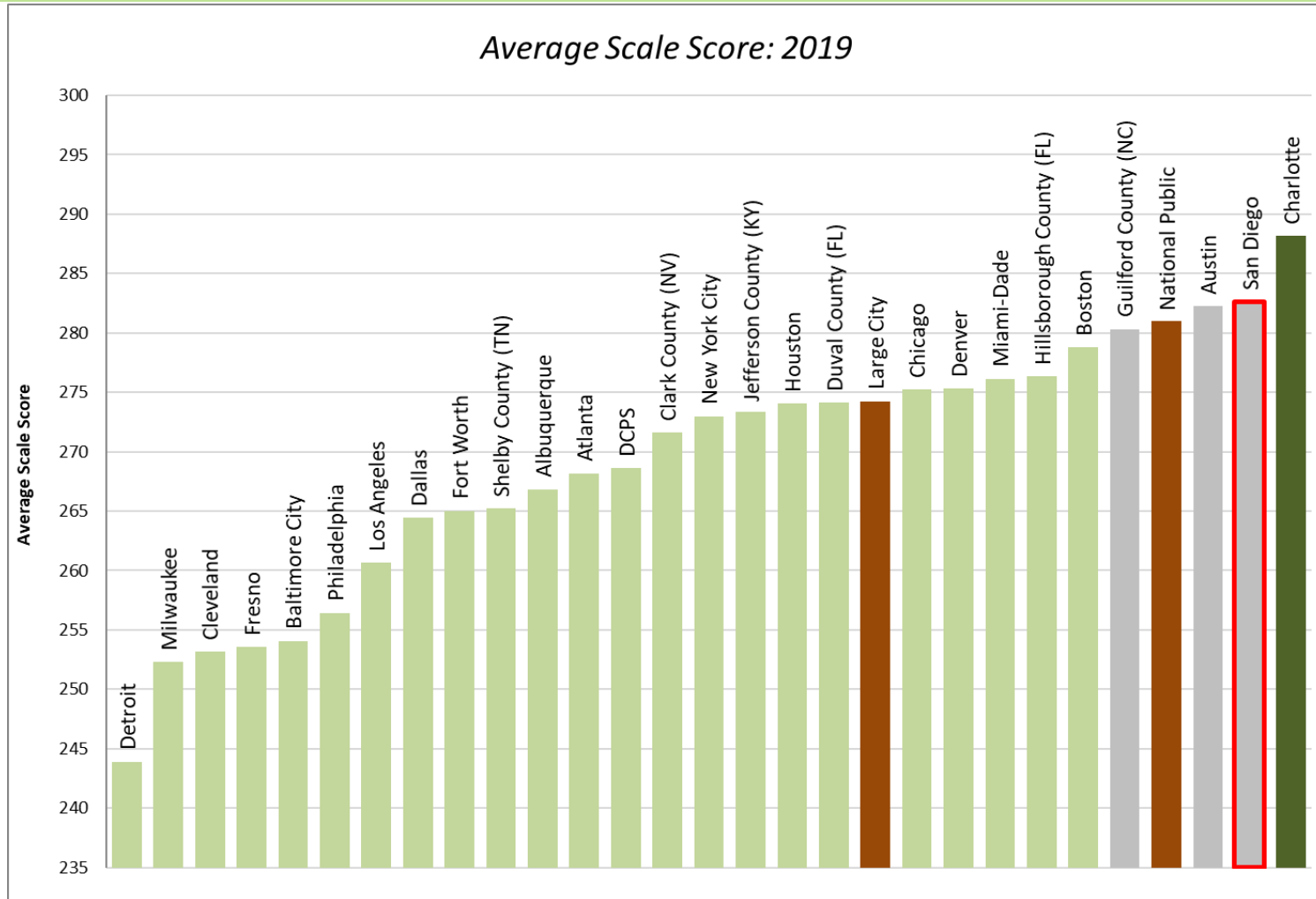


- ☆ Focal district (San Diego)
- Higher average scale score than San Diego (1 district)
- Not significantly different from San Diego (2 districts)
- Lower average scale score than San Diego (23 districts)

NOTE: DCPS = District of Columbia Public Schools. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

# Comparison with Other Jurisdictions, Average Scale Score

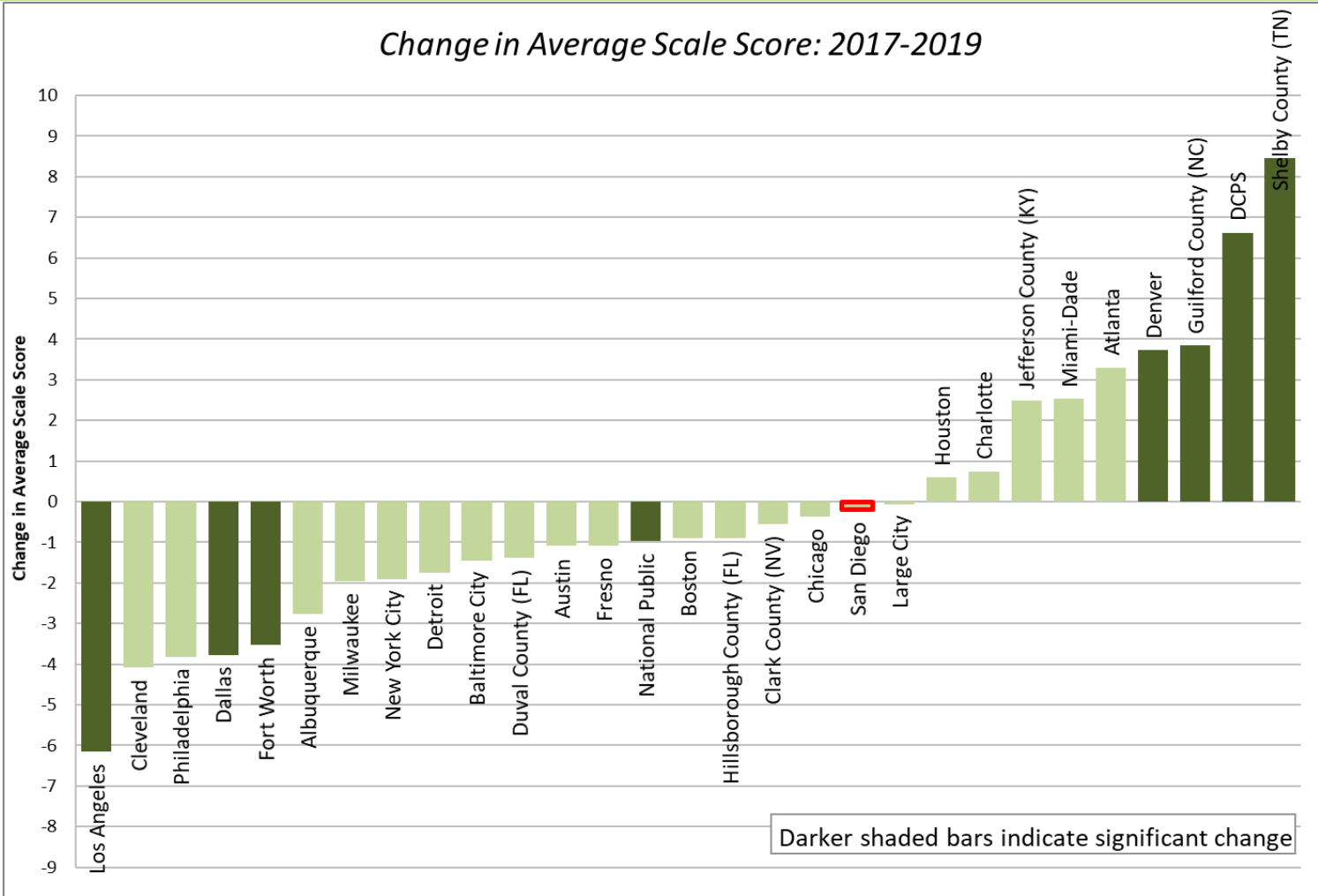
## Mathematics, Grade 8



# Comparison with Other Jurisdictions, Average Scale Score

## Mathematics, Grade 8

*Change in Average Scale Score: 2017-2019*



# DISTRICT STUDENT GROUP PROFICIENCY RATES

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Race/Ethnicity

Meal Eligibility, English Language Learners

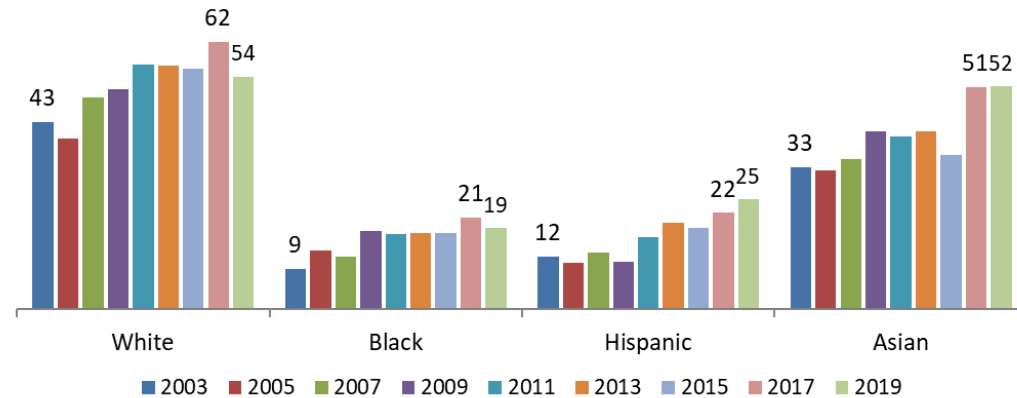
Disability Status, Gender

*Percent At or Above Proficient*

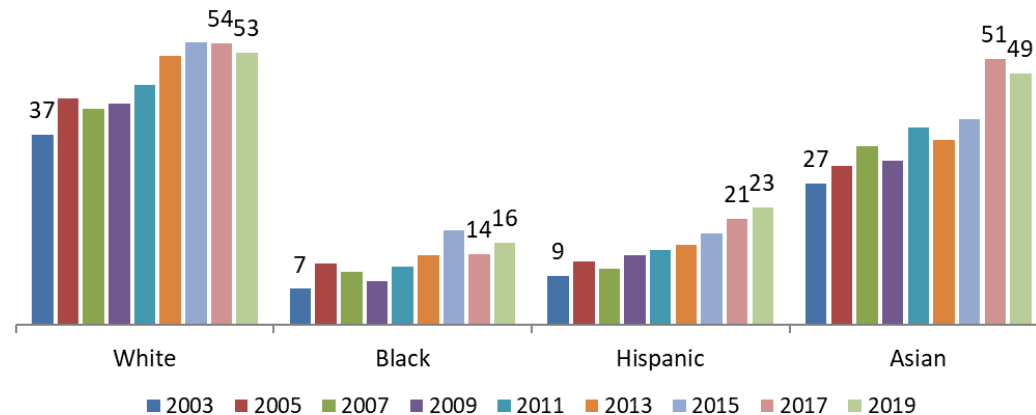
## District Student Group Results, Percent At or Above Proficient

### Reading: Race/Ethnicity

#### Grade 4



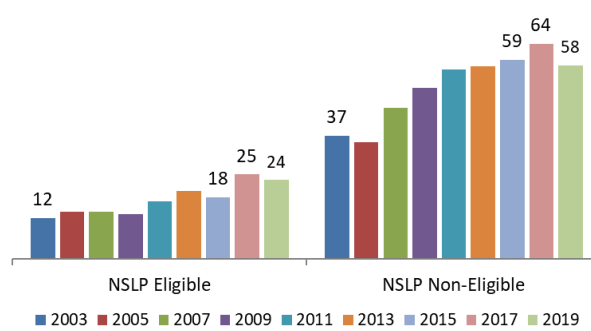
#### Grade 8



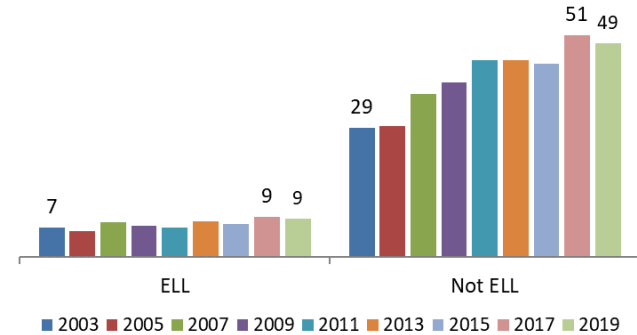
## District Student Group Results, Percent At or Above Proficient Reading: Meal Eligibility and English Language Learner Status

### Grade 4

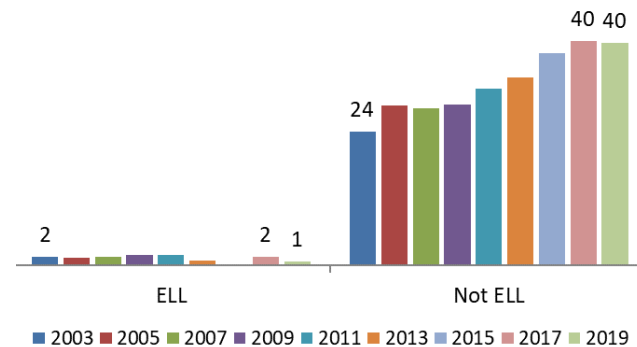
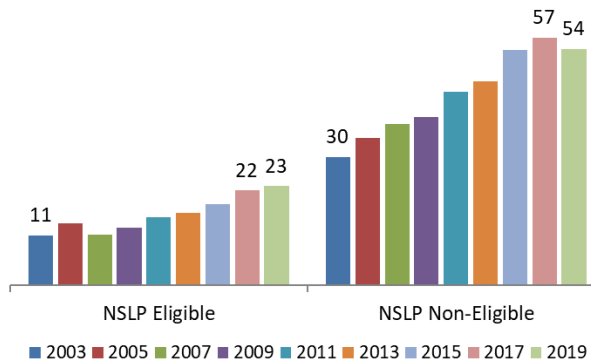
Meal Eligibility



English Language Learner (ELL)



### Grade 8





## Reading: Disability Status and Gender

## Gender

A bar chart showing the number of countries in the 'SD' (Sustainable Development) and 'Not SD' (Not Sustainable Development) categories from 2003 to 2019. The x-axis is divided into two sections: 'SD' and 'Not SD'. The y-axis represents the number of countries. The legend indicates the years for each bar color: 2003 (blue), 2005 (red), 2007 (green), 2009 (purple), 2011 (teal), 2013 (orange), 2015 (light blue), 2017 (pink), and 2019 (light green). The data shows a general increase in the number of countries in the 'Not SD' category over time, while the 'SD' category remains relatively stable.

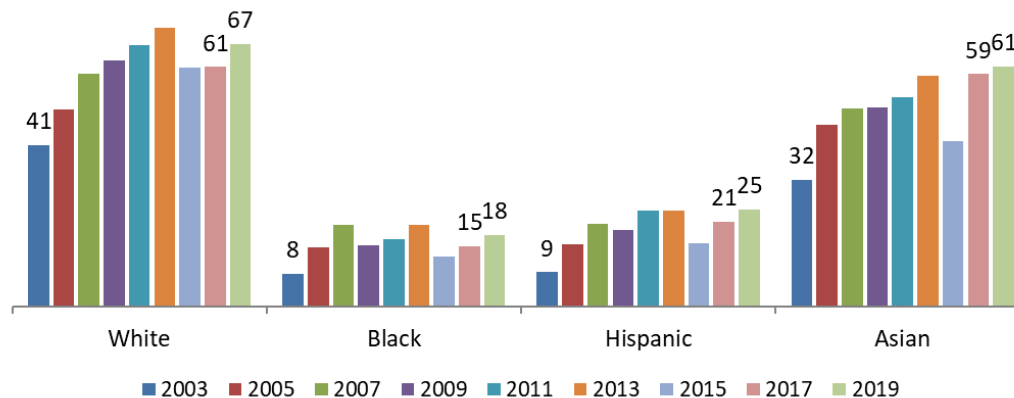
Year	SD	Not SD
2003	8	24
2005	7	23
2007	7	26
2009	5	28
2011	5	29
2013	6	31
2015	4	30
2017	10	41
2019	8	42

[illegible]

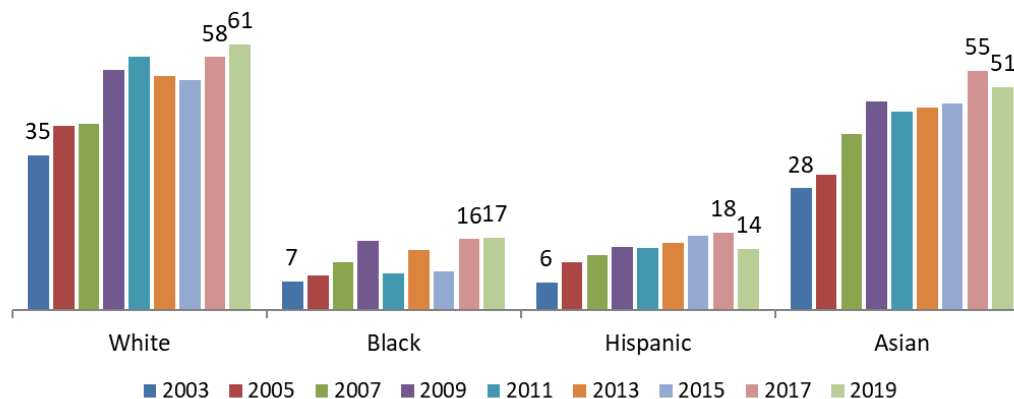
Year	SD	Not SD
2003	2	21
2005		21
2007		20
2009		21
2011		22
2013		23
2015		24
2017		39
2019	10	40

Sex	2003	2005	2007	2009	2011	2013	2015	2017	2019
Male	17	18	16	18	20	22	25	30	33
Female	22	23	23	24	26	27	28	41	40

## Grade 4



## Grade 8

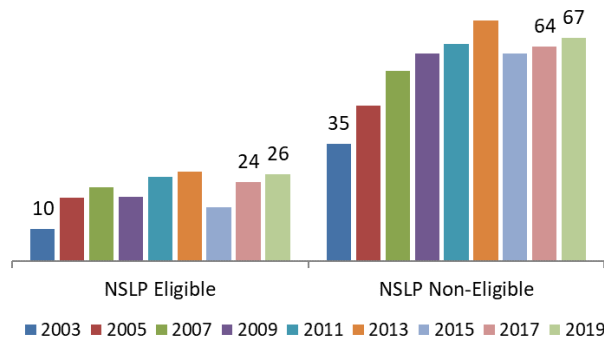


## District Student Group Results, Percent At or Above Proficient

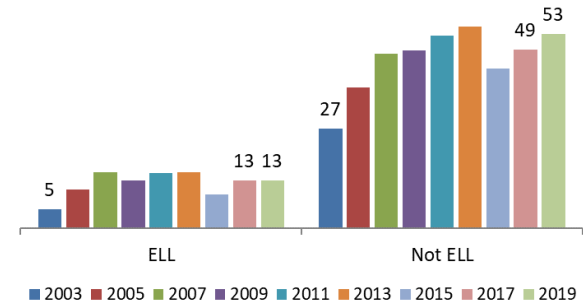
### Mathematics: Meal Eligibility and English Language Learner Status

#### Grade 4

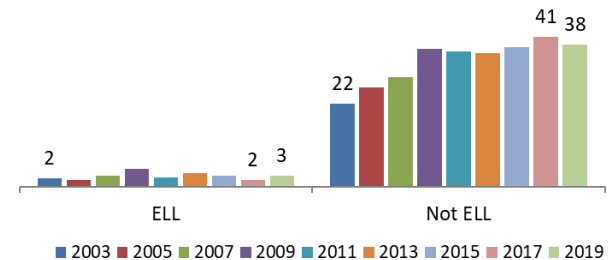
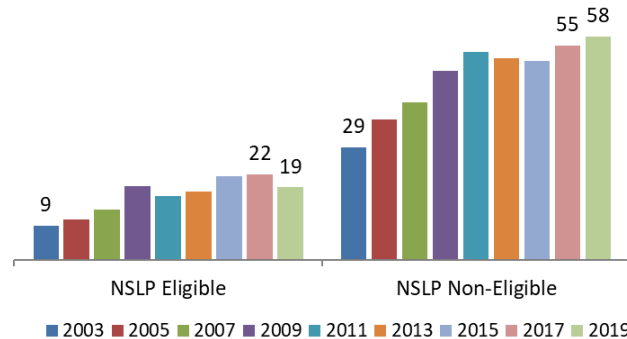
Meal Eligibility



English Language Learner (ELL)



#### Grade 8

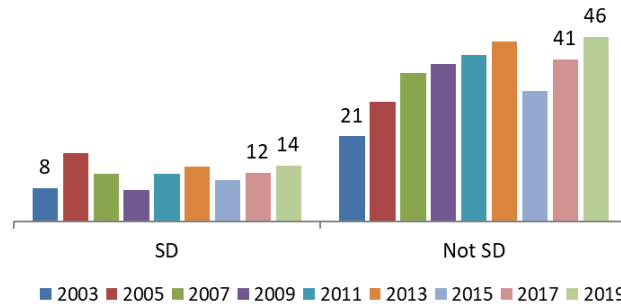


## District Student Group Results, Percent At or Above Proficient

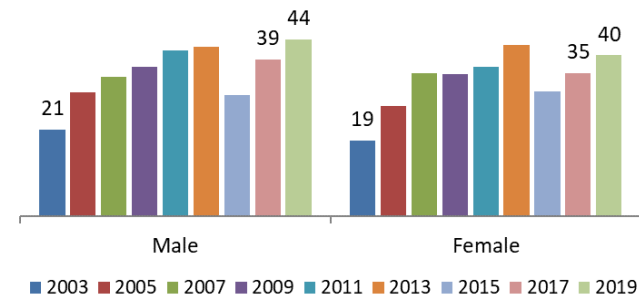
### Mathematics: Disability Status and Gender

#### Grade 4

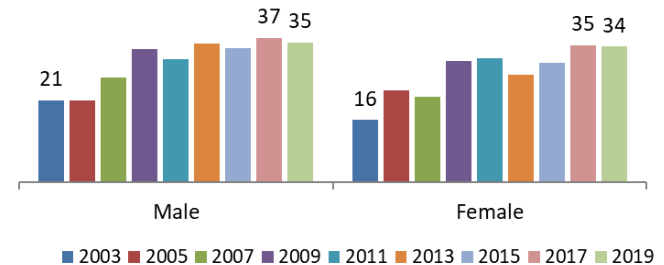
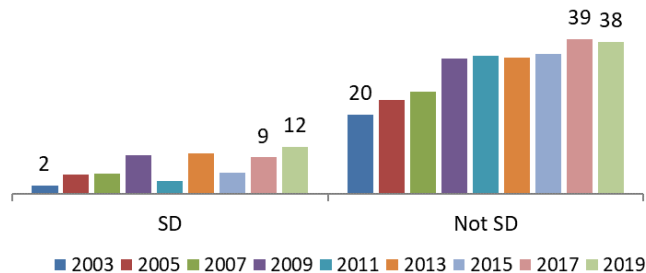
Disability Status



Gender



#### Grade 8



# GAP CHARTS

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Race/Ethnicity

Meal Eligibility

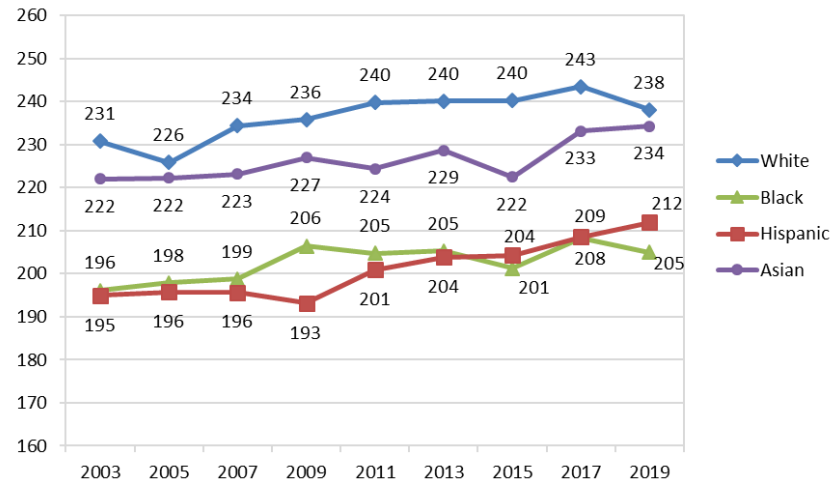
Gender

*Average Scale Score*

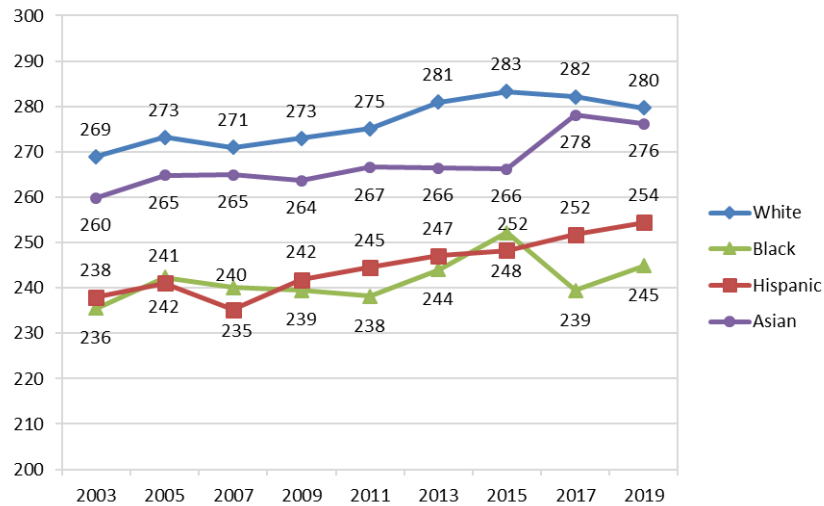
## Gaps, Average Scale Score

### Reading: Race/Ethnicity

Grade 4



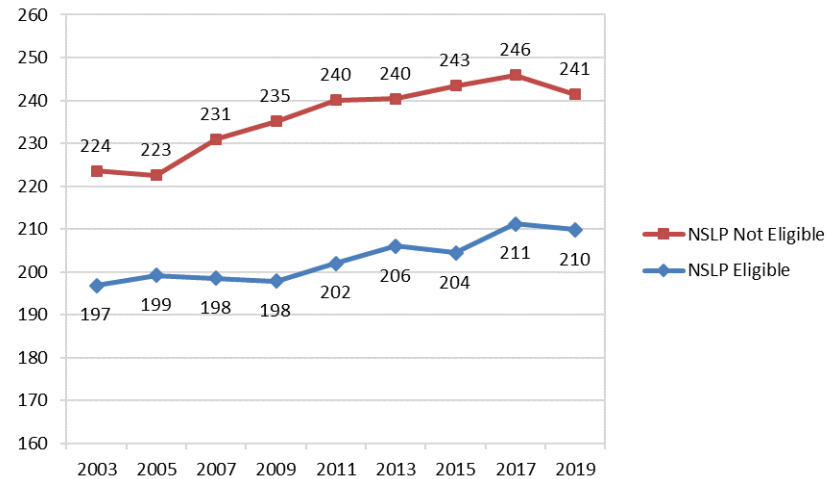
Grade 8



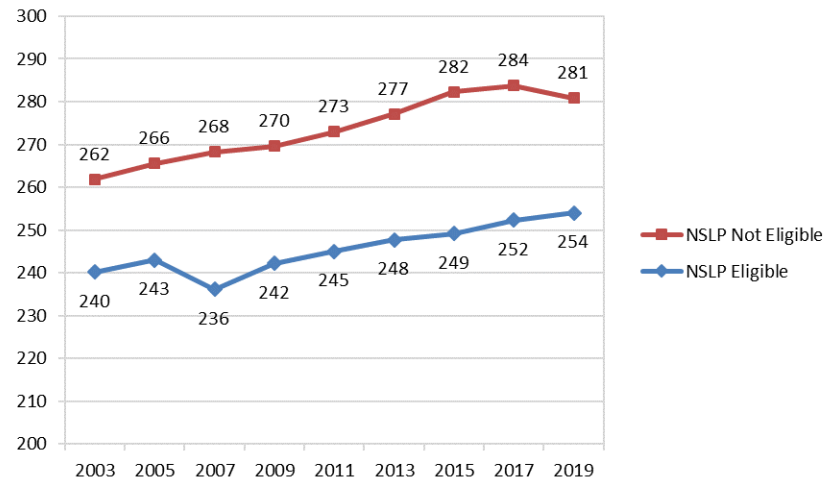
## Gaps, Average Scale Score

### Reading: Meal Eligibility

Grade 4



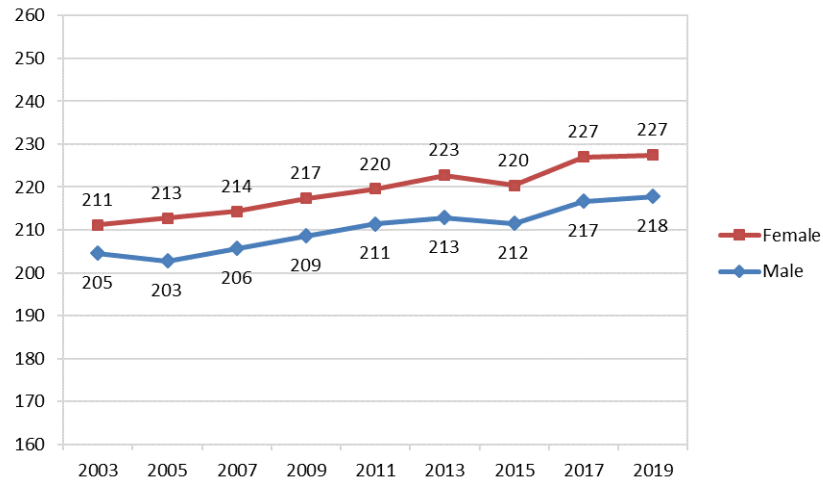
Grade 8



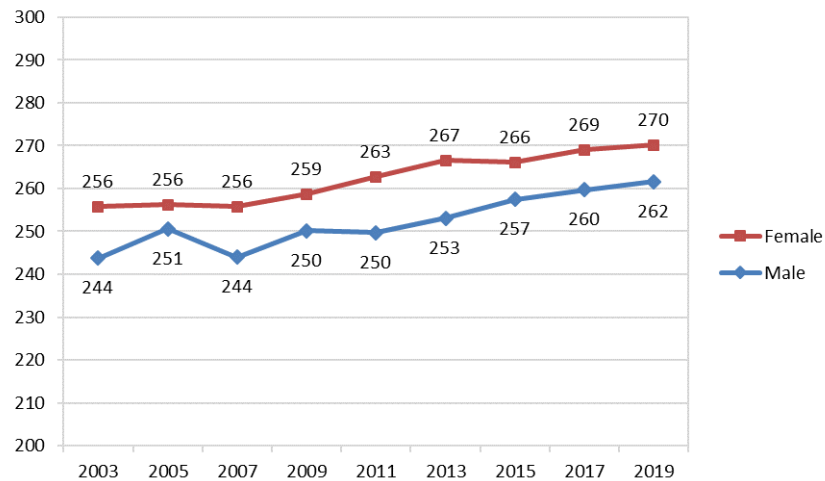
## Gaps, Average Scale Score

### Reading: Gender

**Grade 4**



**Grade 8**

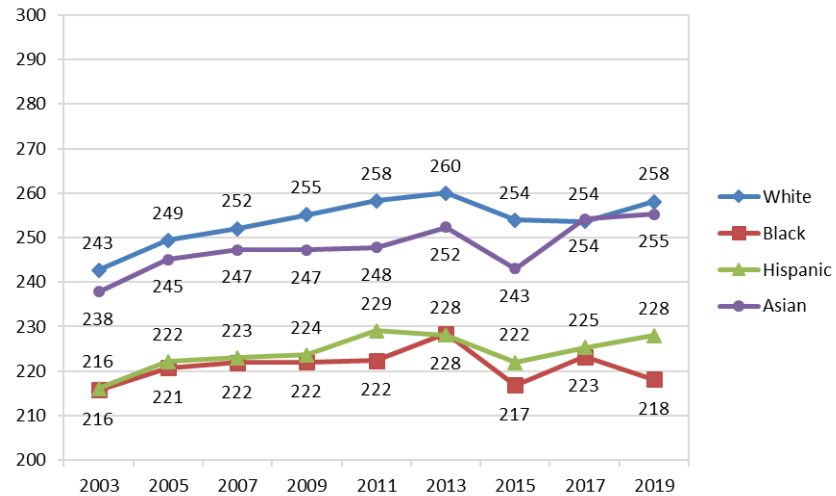




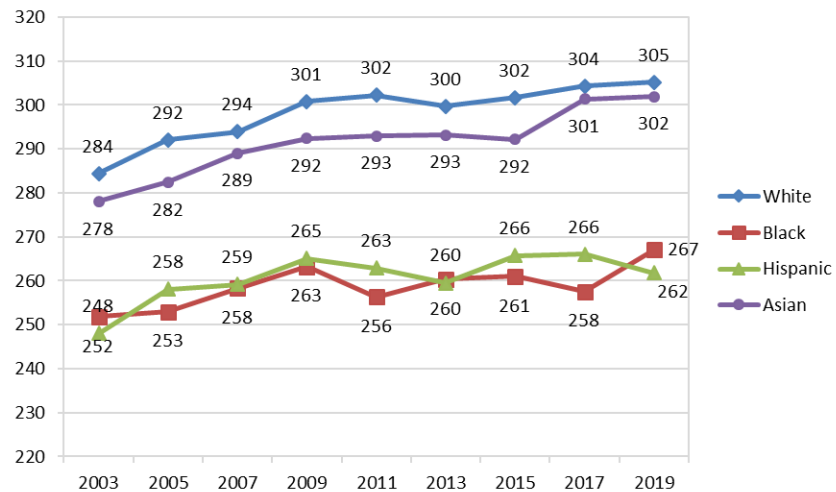
## Gaps, Average Scale Score

### Mathematics: Race/Ethnicity

Grade 4



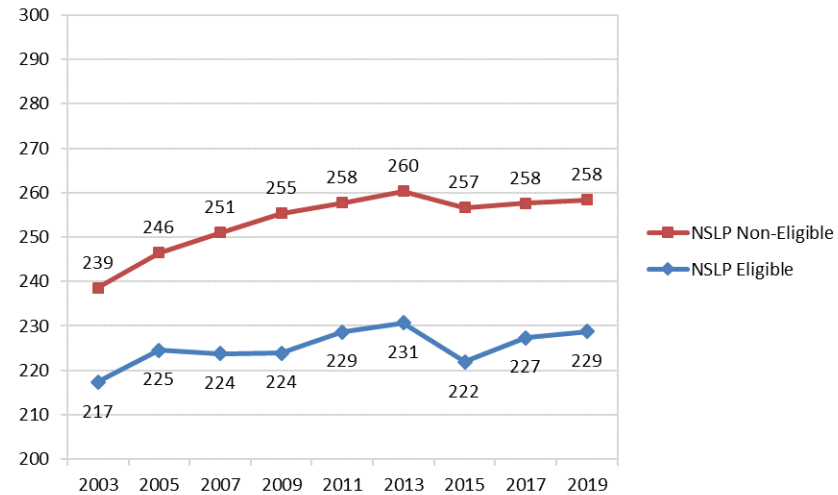
Grade 8



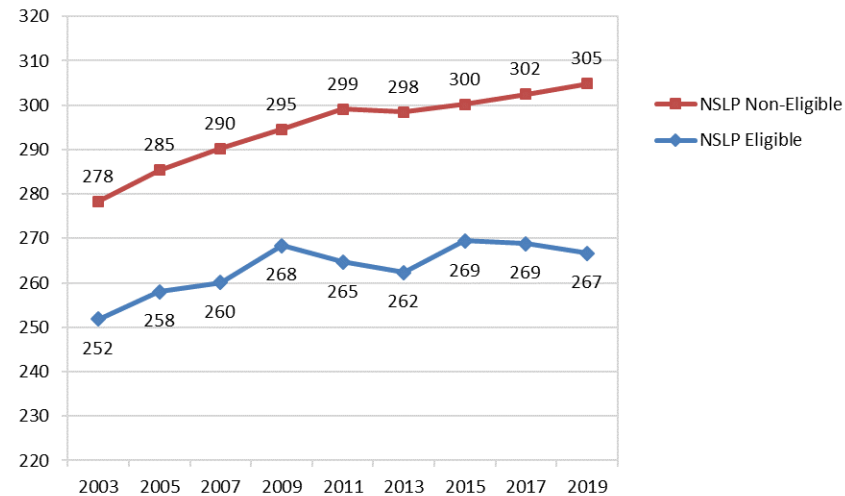
## Gaps, Average Scale Score

### Mathematics: Meal Eligibility

Grade 4



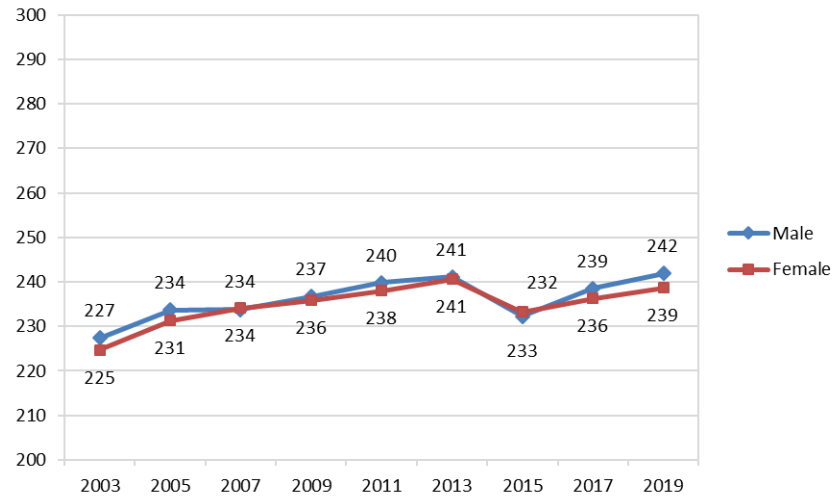
Grade 8



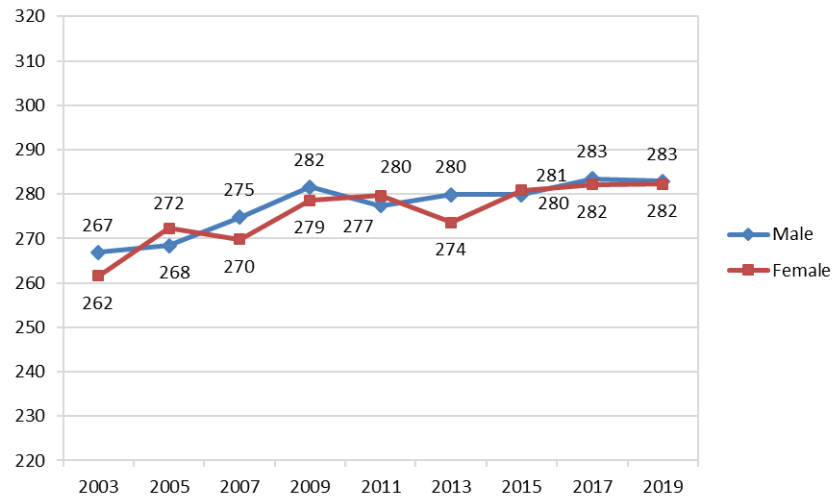
## Gaps, Average Scale Score

### Mathematics: Gender

Grade 4



Grade 8



# STUDENT GROUPS IN OTHER JURISDICTIONS

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Large City

State

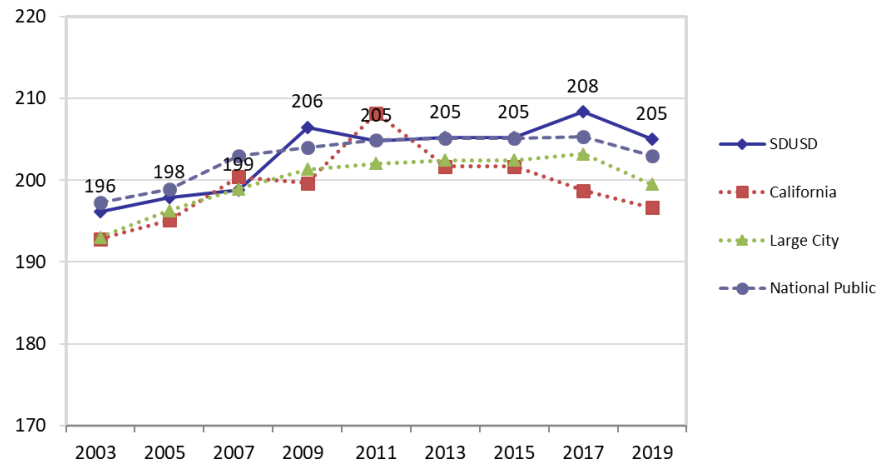
National Public

*Average Scale Score*

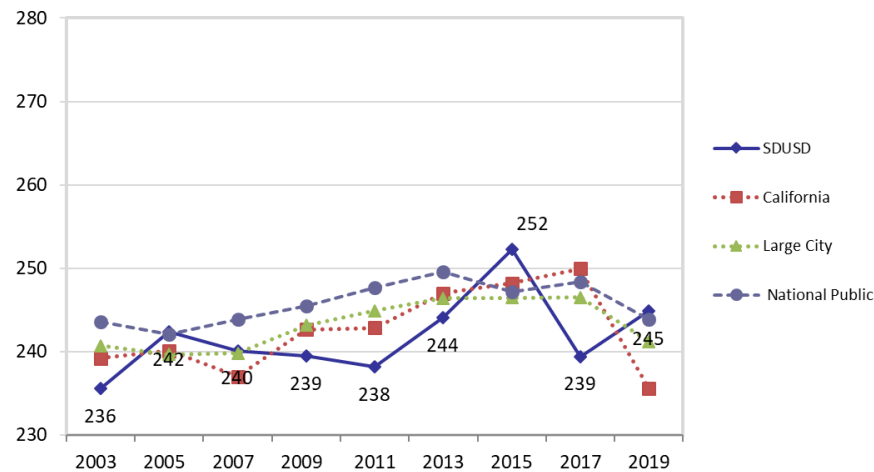
## Student Groups in Other Jurisdictions, Average Scale Score

### Reading: Black Students

Grade 4



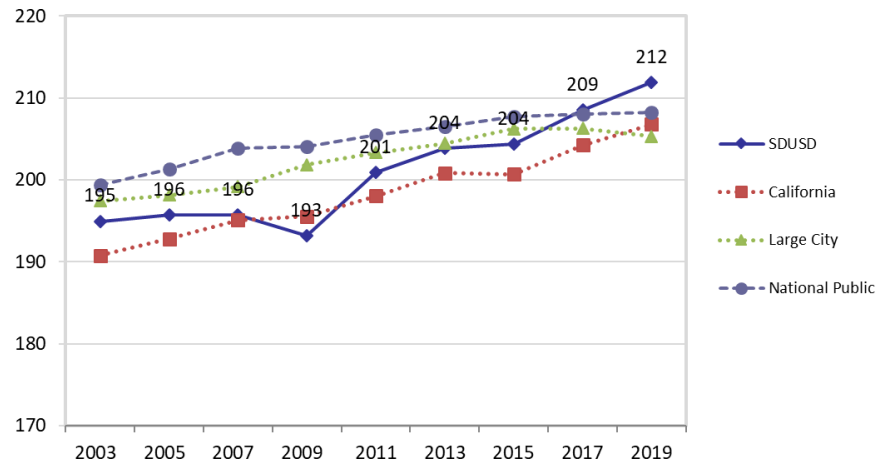
Grade 8



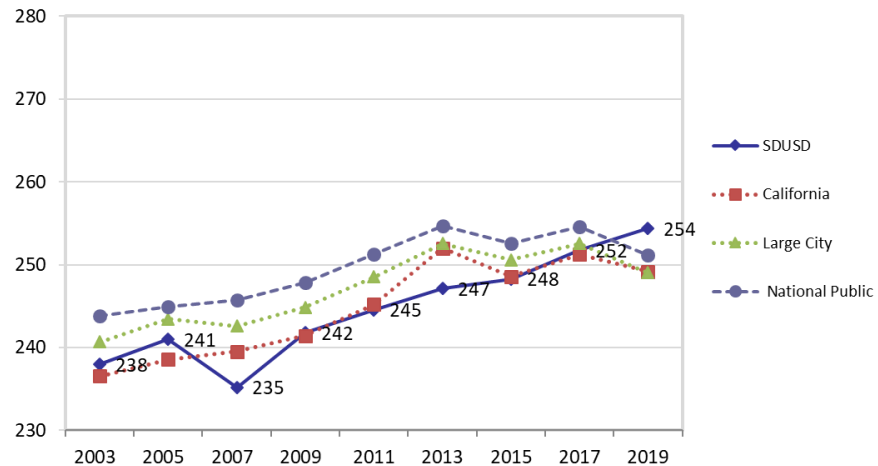
## Student Groups in Other Jurisdictions, Average Scale Score

### Reading: Hispanic Students

Grade 4



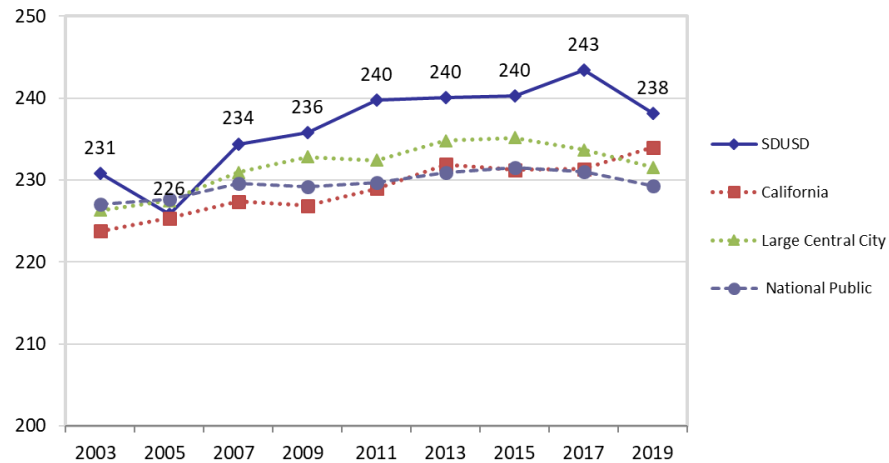
Grade 8



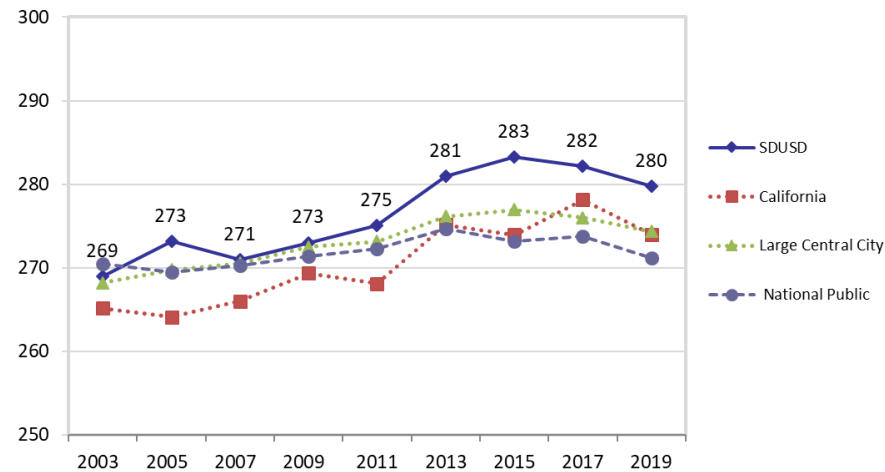
## Student Groups in Other Jurisdictions, Average Scale Score

### Reading: White Students

Grade 4



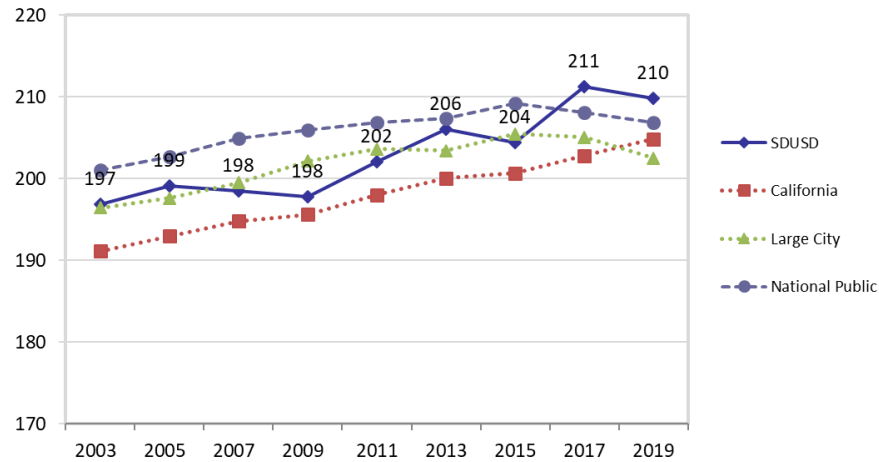
Grade 8



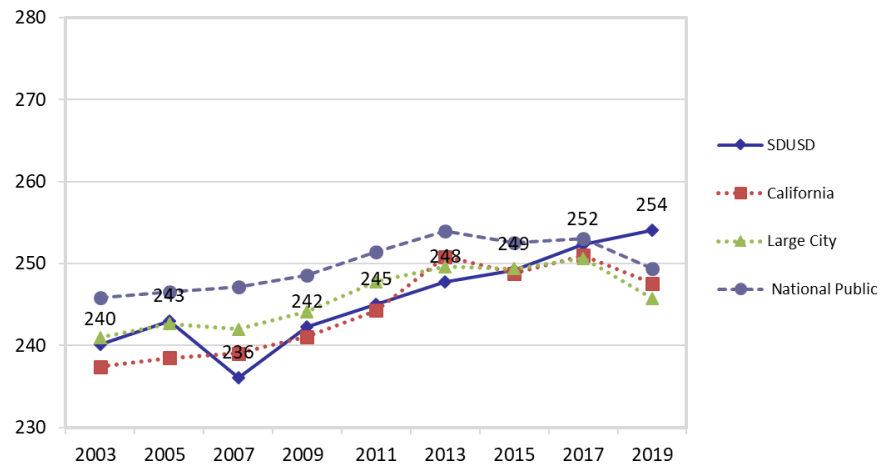
# Student Groups in Other Jurisdictions, Average Scale Score

## Reading: Meal-Eligible Students

Grade 4



Grade 8

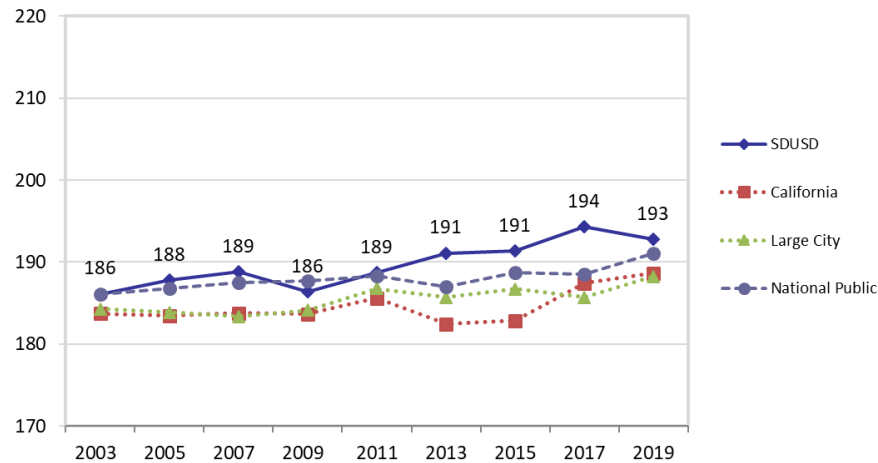




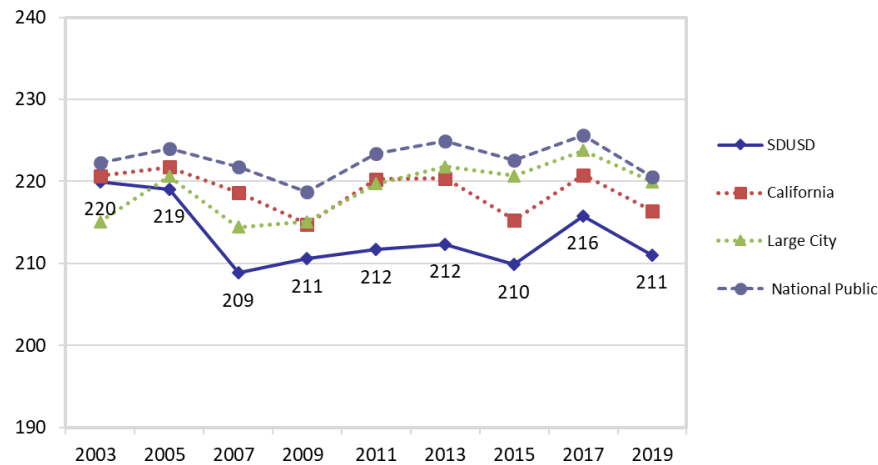
# Student Groups in Other Jurisdictions, Average Scale Score

## Reading: English Learner Students

Grade 4



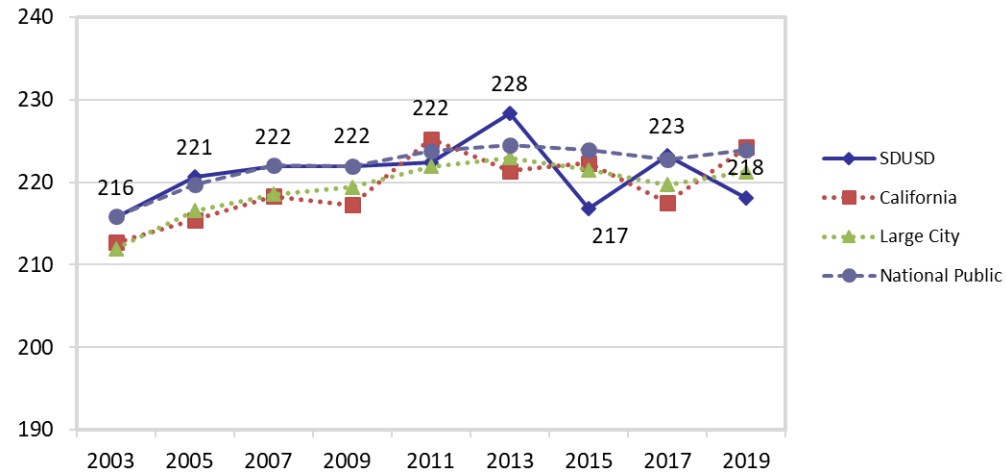
Grade 8



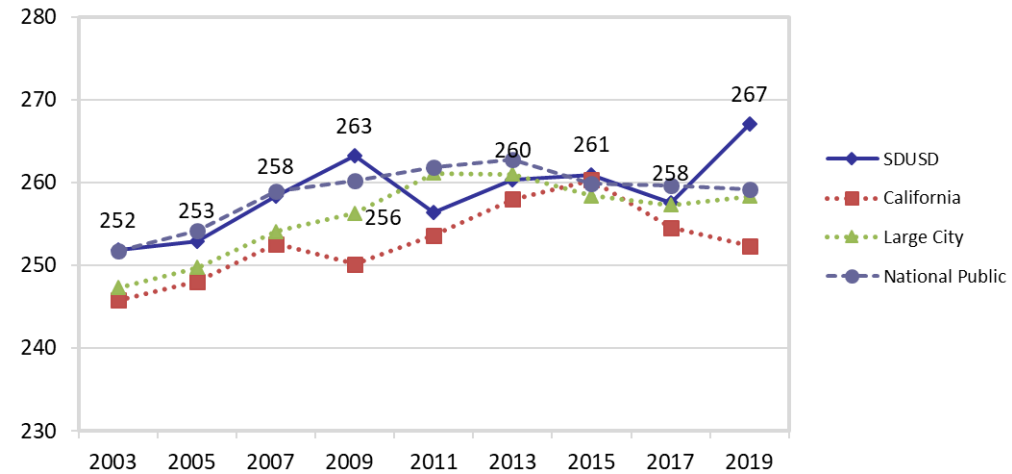
## Student Groups in Other Jurisdictions, Average Scale Score

### Mathematics: Black Students

Grade 4



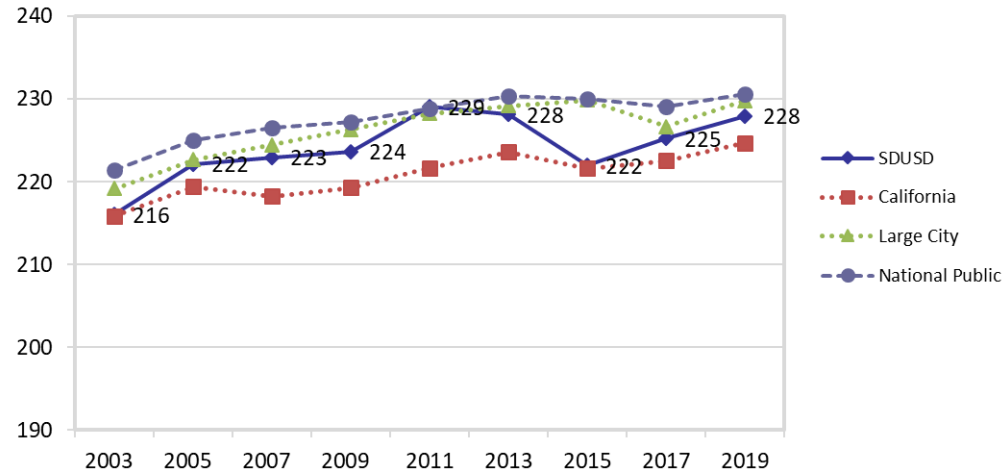
Grade 8



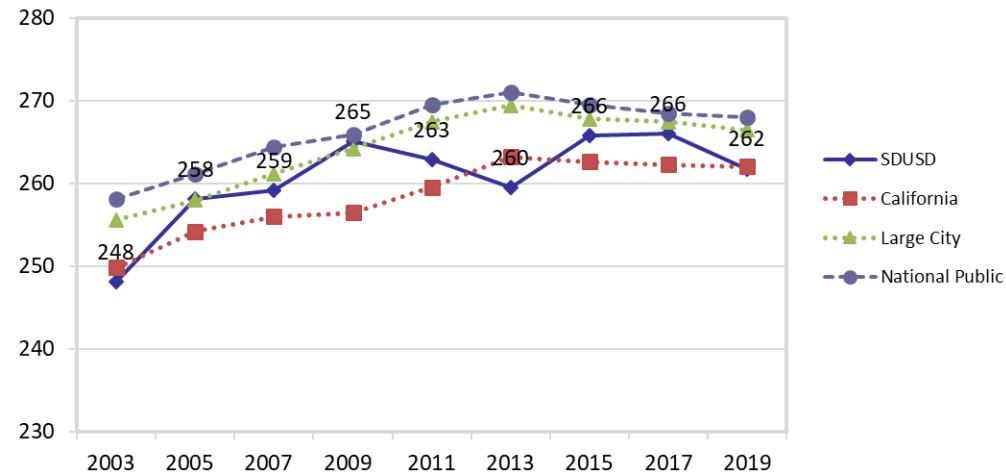
## Student Groups in Other Jurisdictions, Average Scale Score

### Mathematics: Hispanic Students

Grade 4



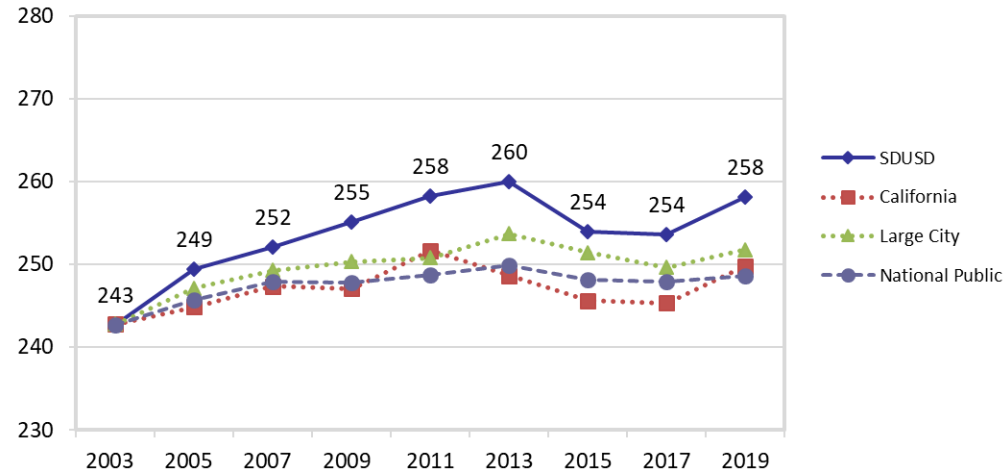
Grade 8



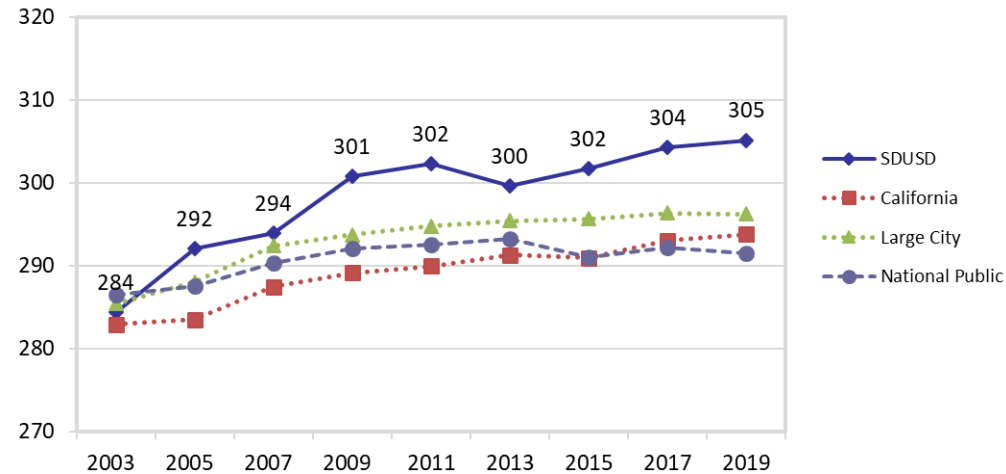
## Student Groups in Other Jurisdictions, Average Scale Score

### Mathematics: White Students

Grade 4



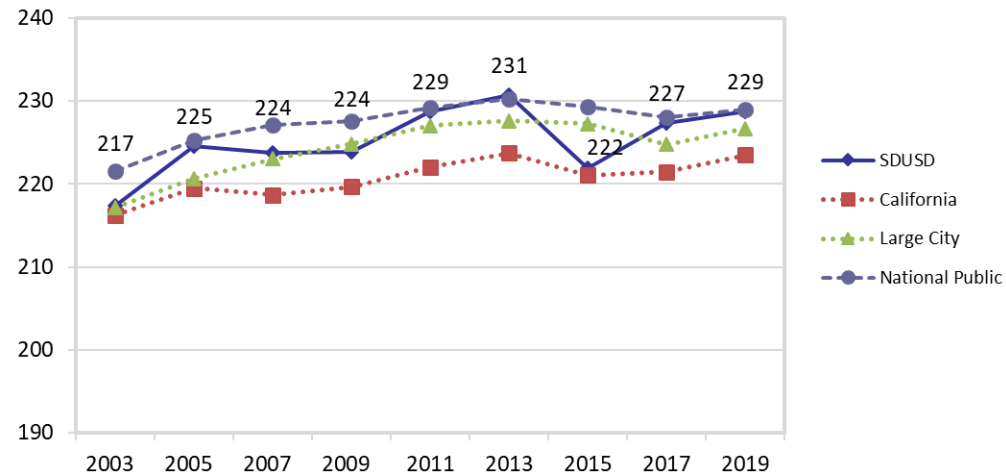
Grade 8



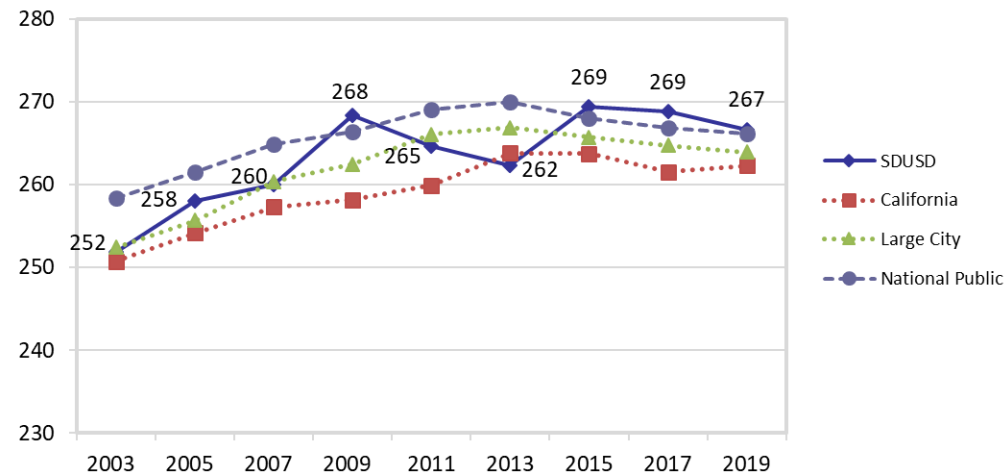
## Student Groups in Other Jurisdictions, Average Scale Score

### Mathematics: Meal-Eligible Students

Grade 4



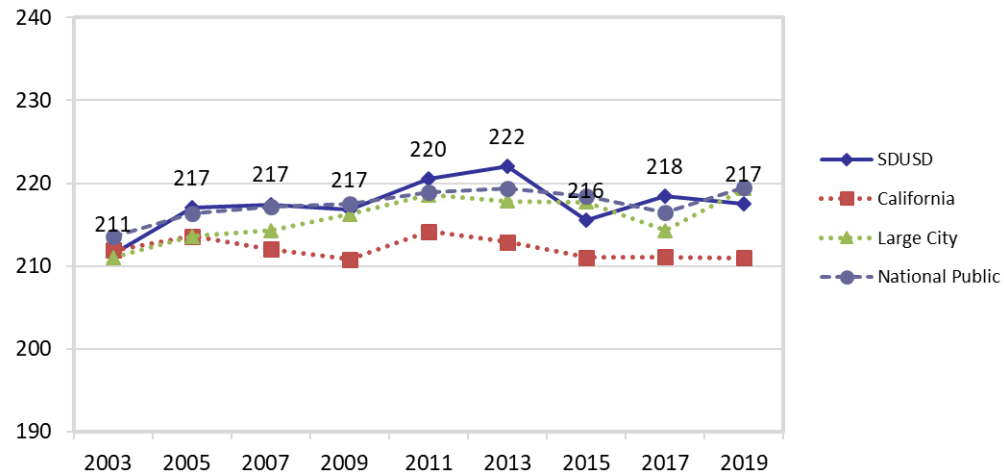
Grade 8



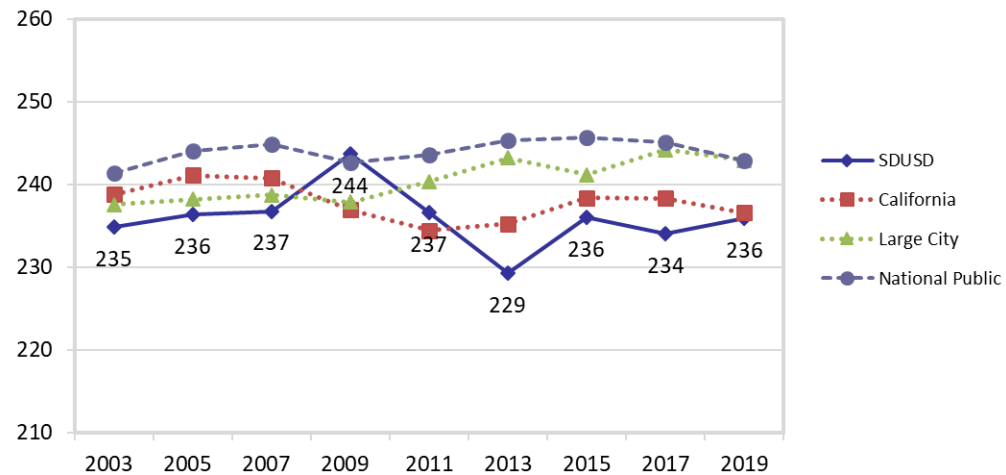
## Student Groups in Other Jurisdictions, Average Scale Score

### Mathematics: English Learner Students

Grade 4



Grade 8



# CALIFORNIA STATE AND TUDA DISTRICT RESULTS

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Fresno

Los Angeles

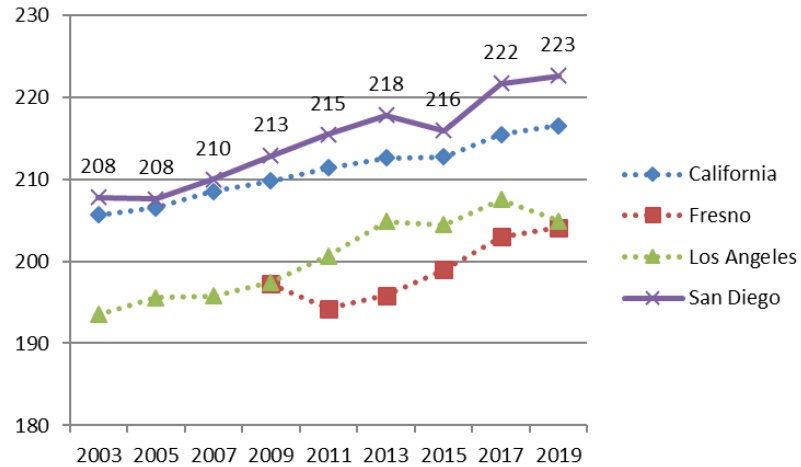
San Diego

*Average Scale Score*

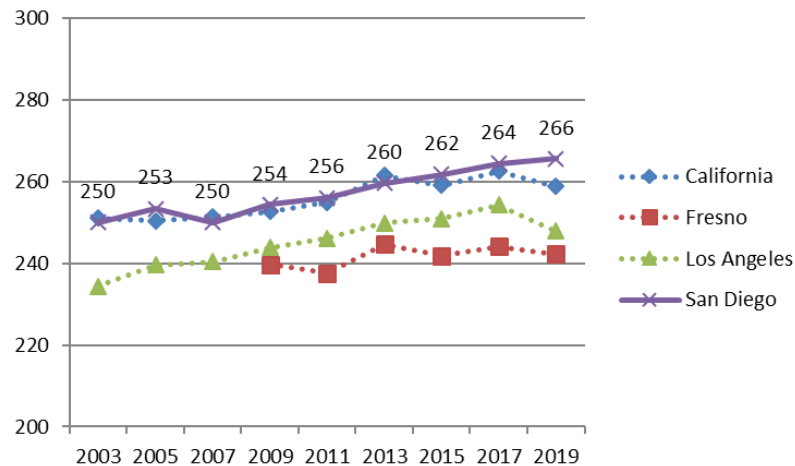
## California Results, Average Scale Score

### Reading: Overall

Grade 4



Grade 8

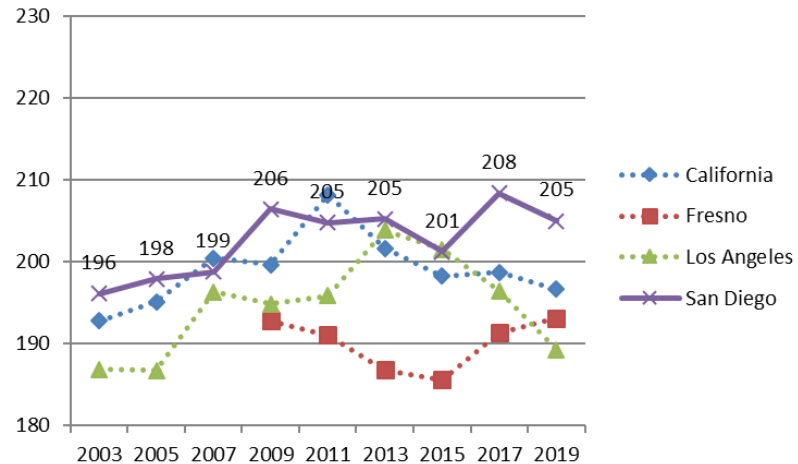




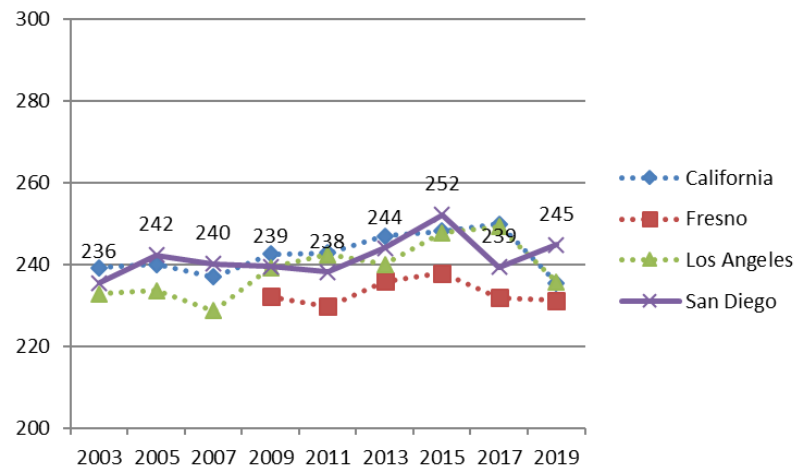
## California Results, Average Scale Score

### Reading: Black Students

**Grade 4**



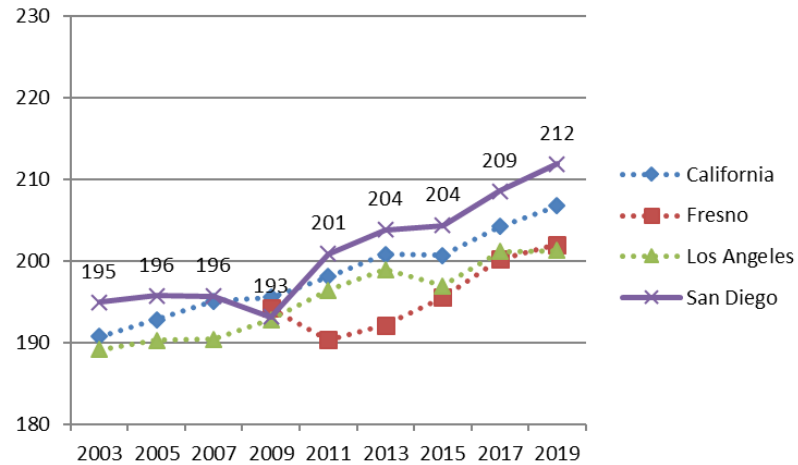
**Grade 8**



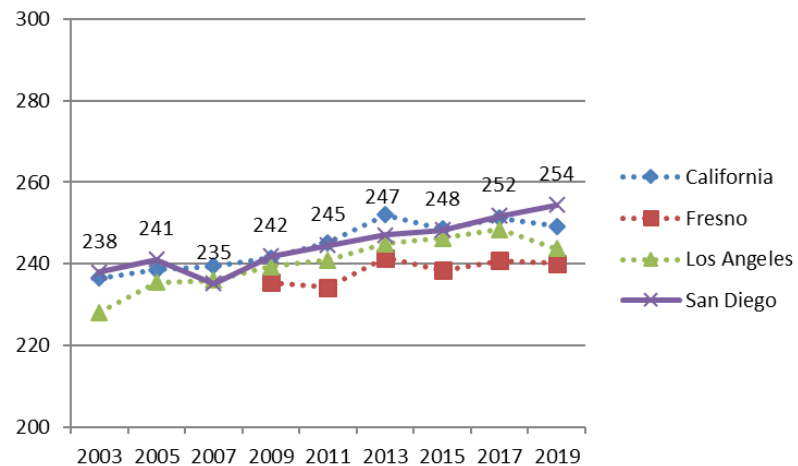
## California Results, Average Scale Score

### Reading: Hispanic Students

**Grade 4**



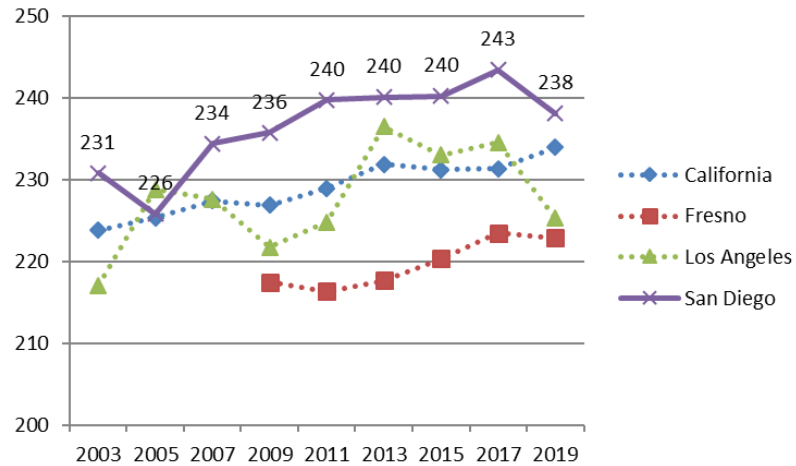
**Grade 8**



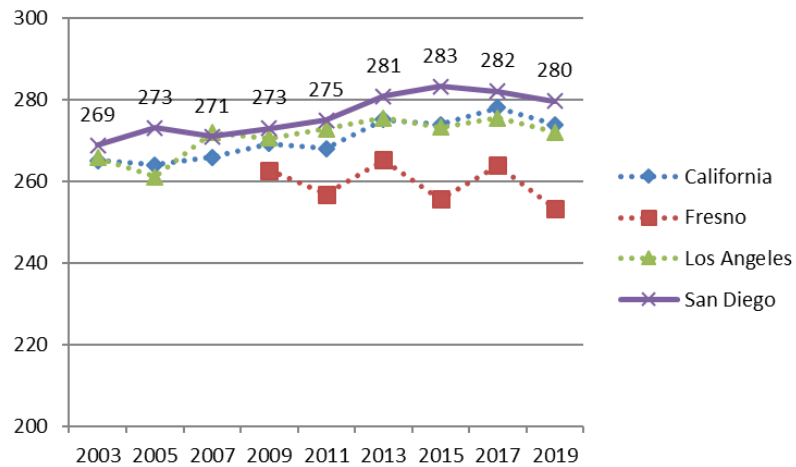
## California Results, Average Scale Score

### Reading: White Students

**Grade 4**



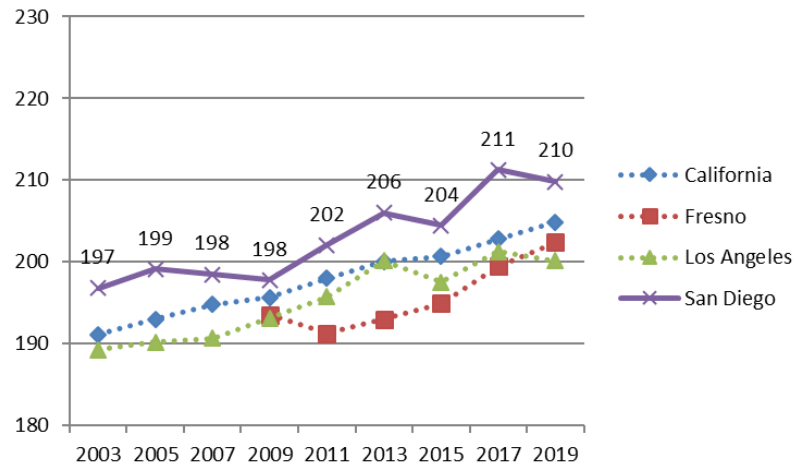
**Grade 8**



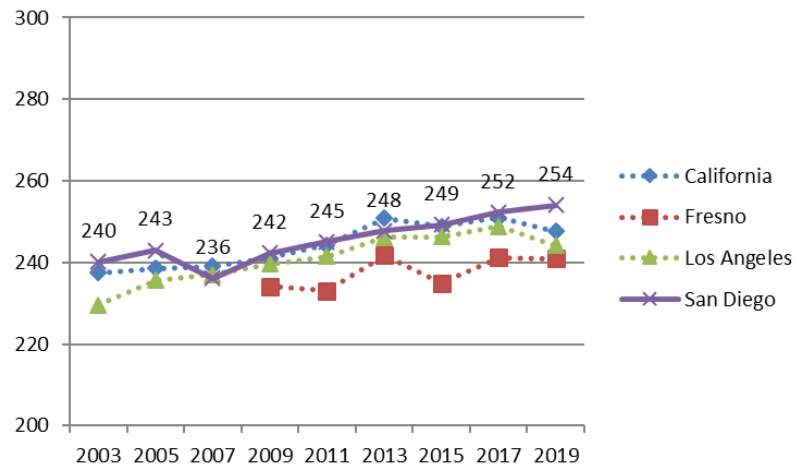
## California Results, Average Scale Score

### Reading: Meal-Eligible Students

#### Grade 4



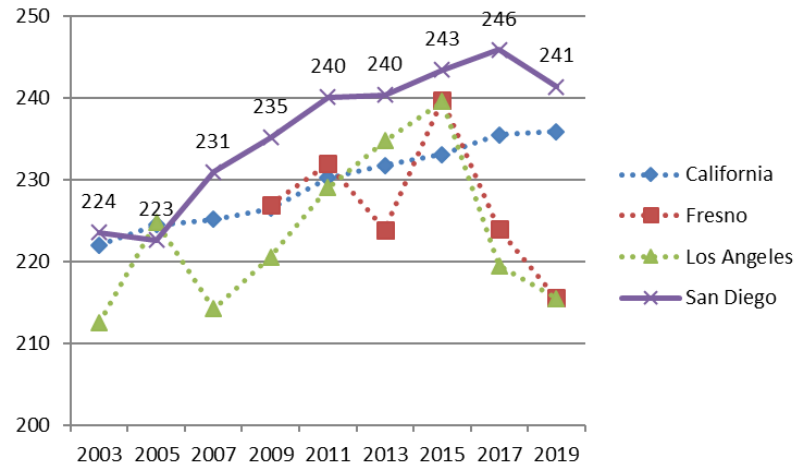
#### Grade 8



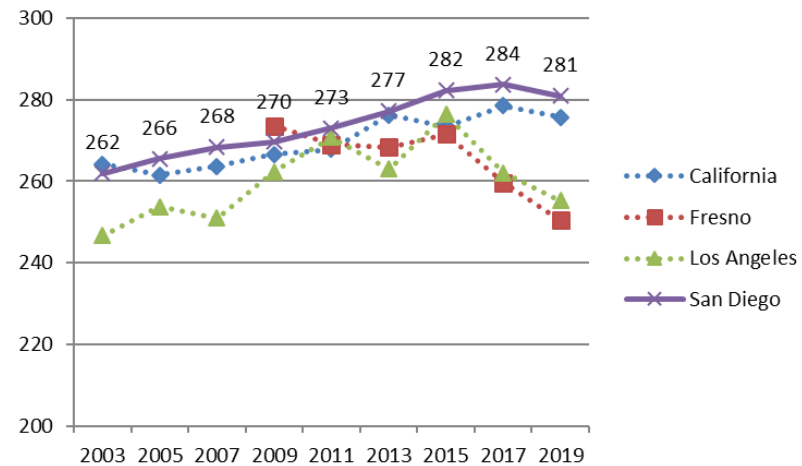
## California Results, Average Scale Score

### Reading: Not Meal-Eligible Students

#### Grade 4



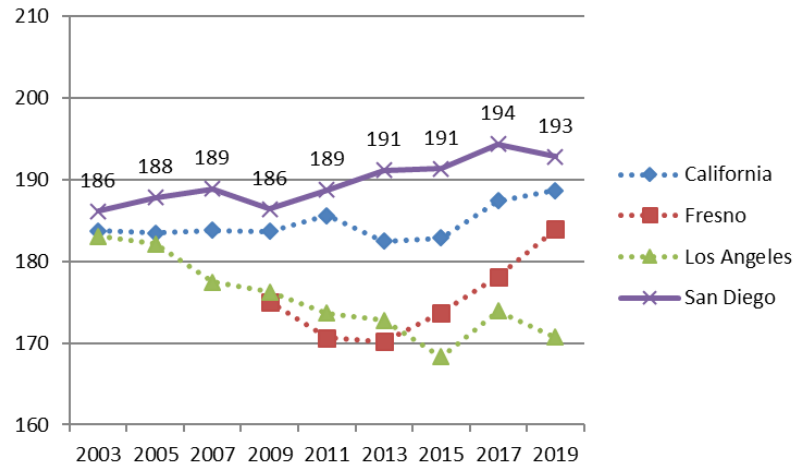
#### Grade 8



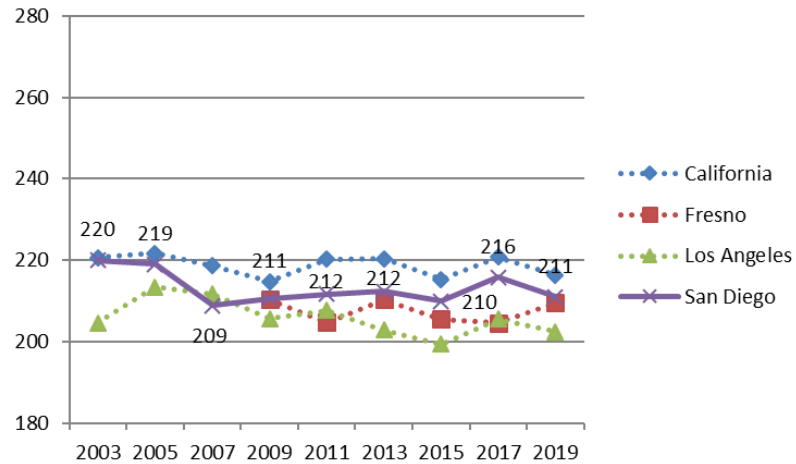
# California Results, Average Scale Score

## Reading: English Learner

Grade 4



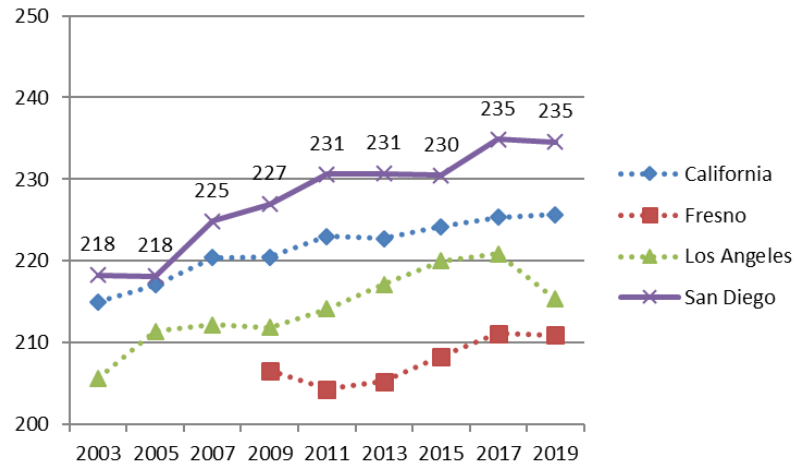
Grade 8



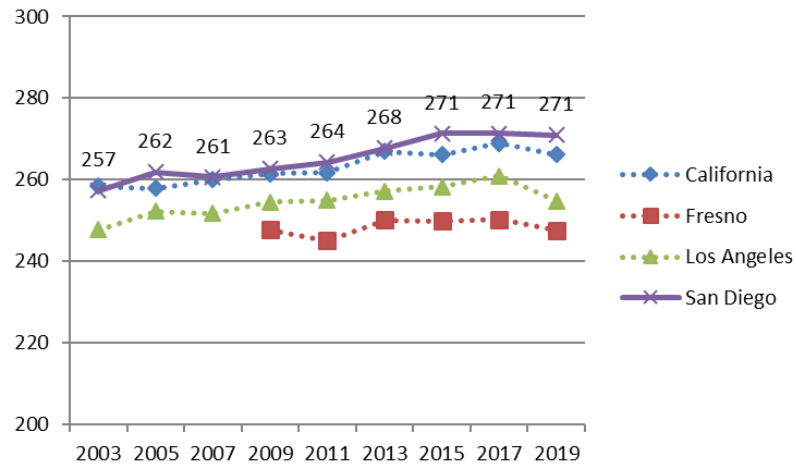
# California Results, Average Scale Score

## Reading: Not English Learner

Grade 4



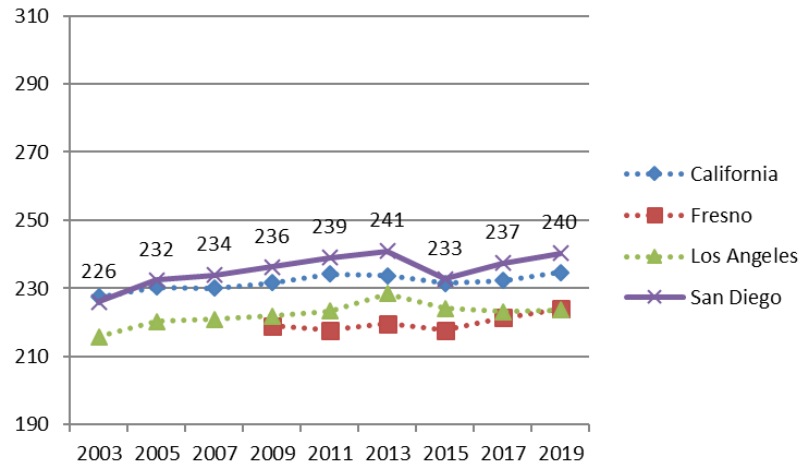
Grade 8



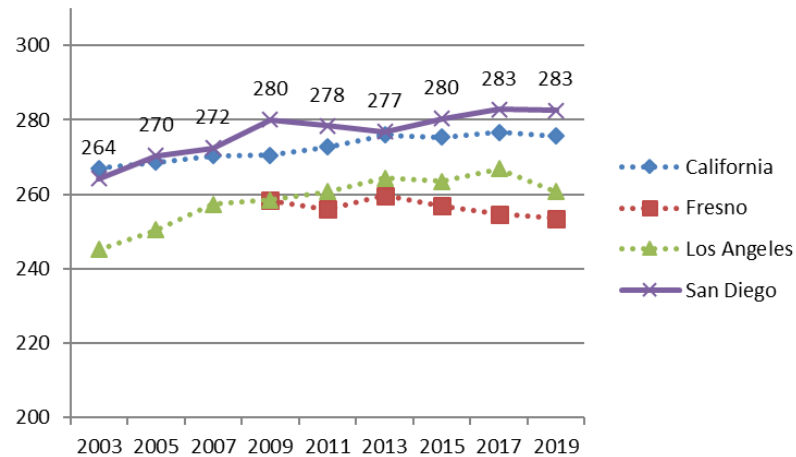
# California Results, Average Scale Score

## Mathematics: Overall

### Grade 4



### Grade 8

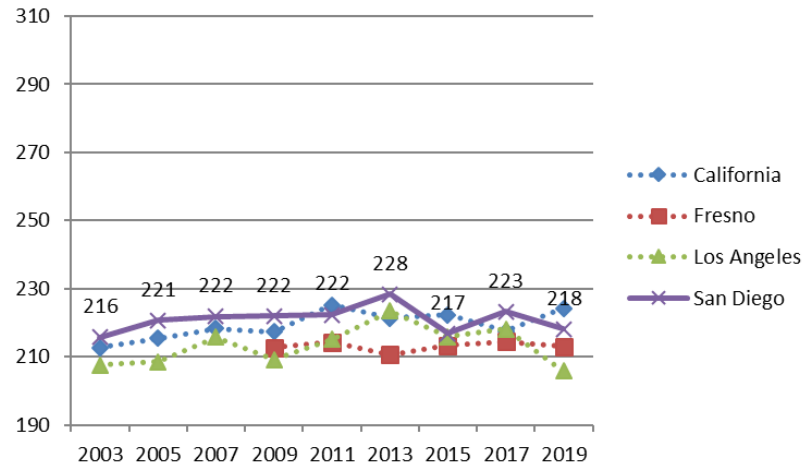




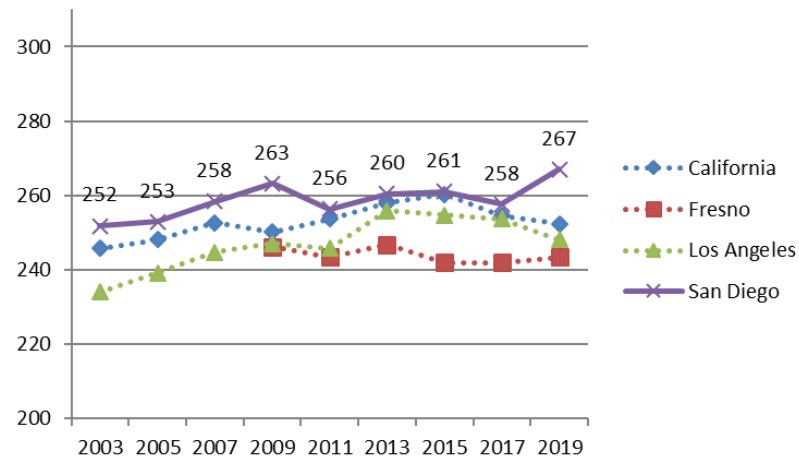
## California Results, Average Scale Score

### Mathematics: Black Students

**Grade 4**



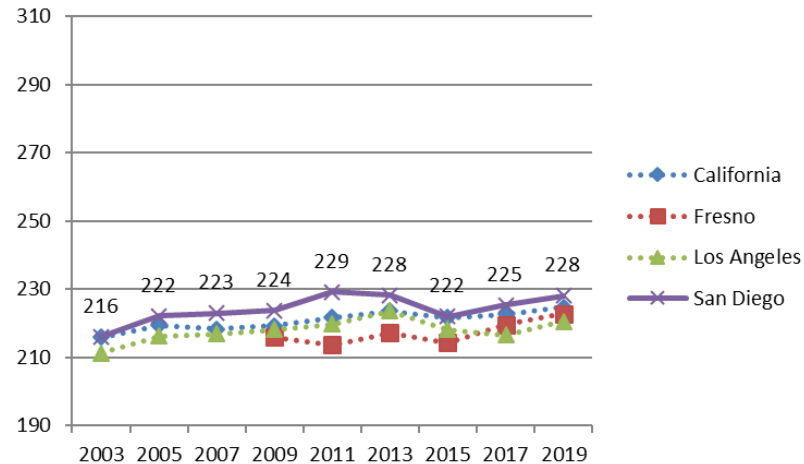
**Grade 8**



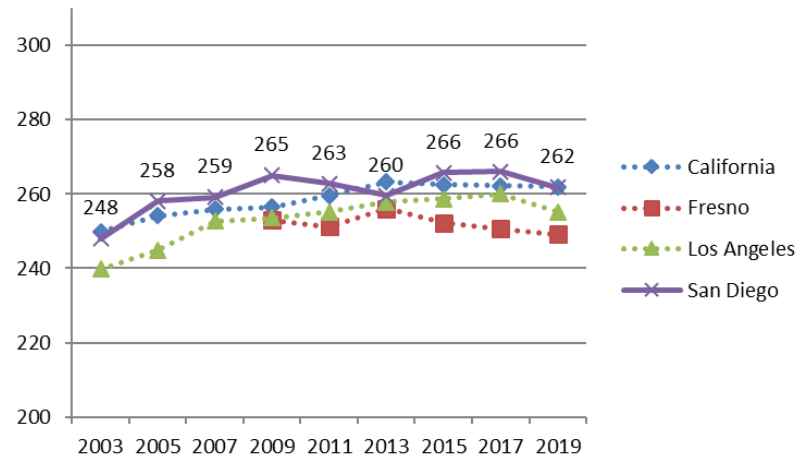
## California Results, Average Scale Score

### Mathematics: Hispanic Students

**Grade 4**



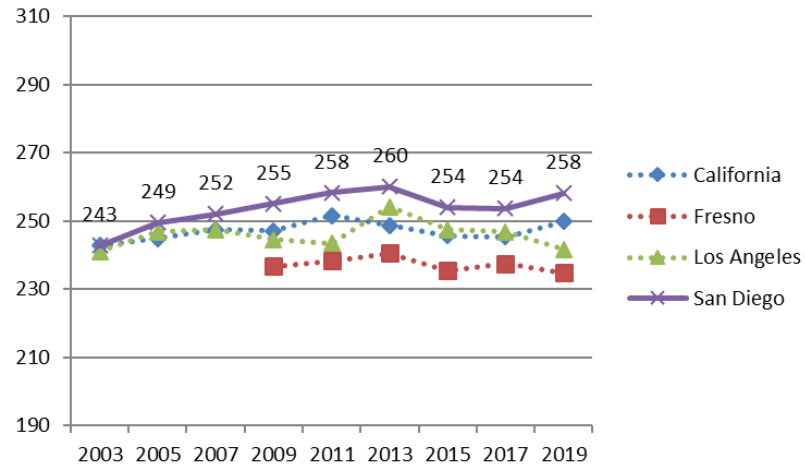
**Grade 8**



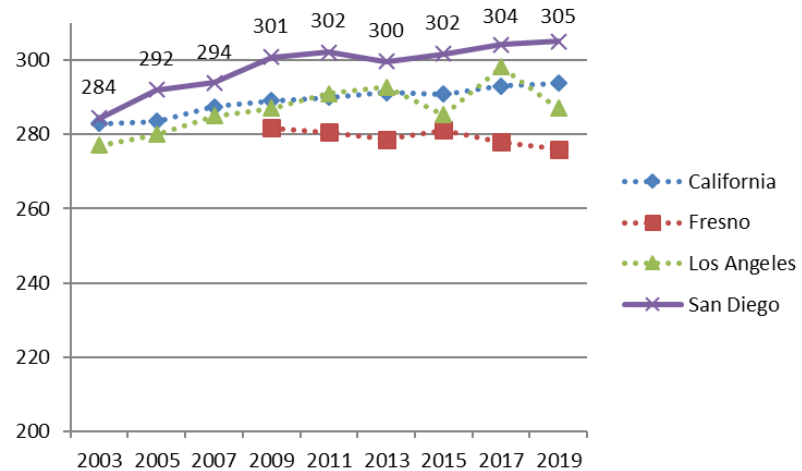
## California Results, Average Scale Score

### Mathematics: White Students

Grade 4



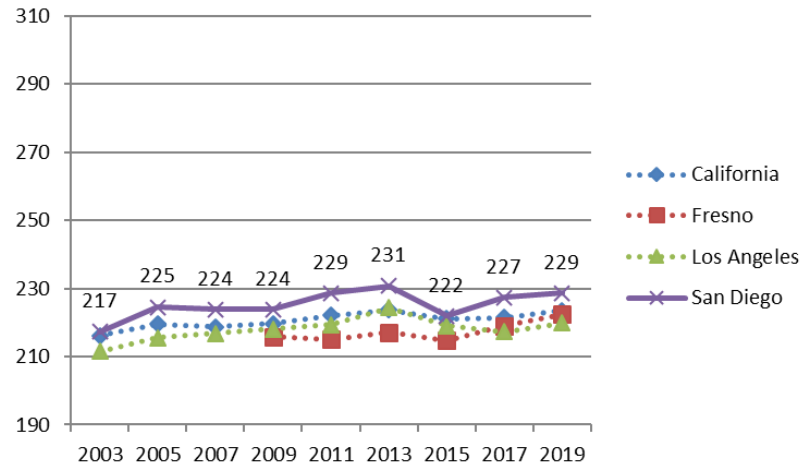
Grade 8



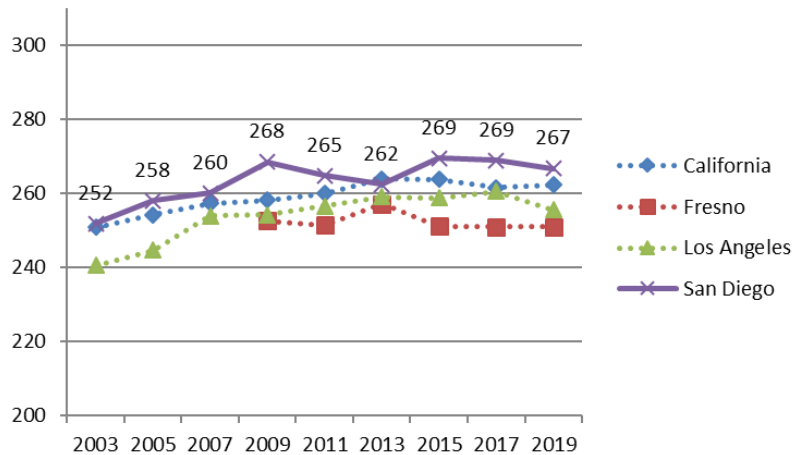
## California Results, Average Scale Score

### Mathematics: Meal-Eligible Students

#### Grade 4



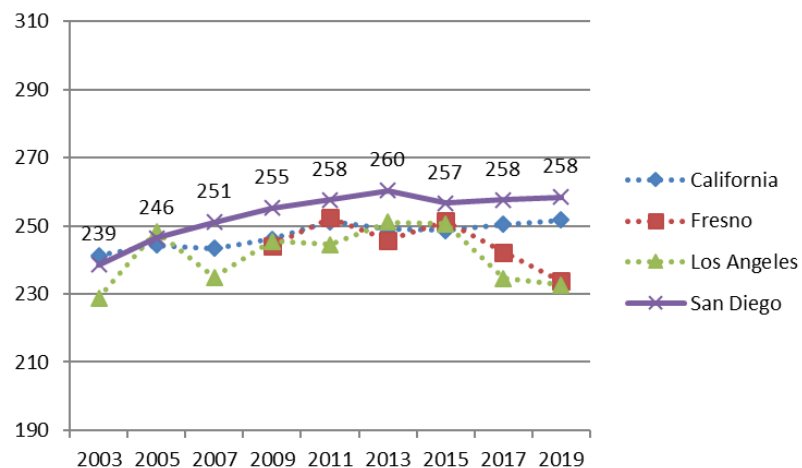
#### Grade 8



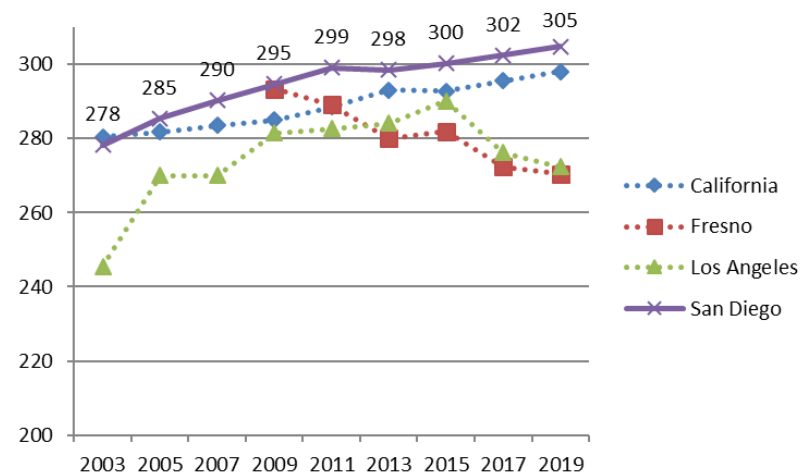
## California Results, Average Scale Score

### Mathematics: Not Meal-Eligible Students

**Grade 4**



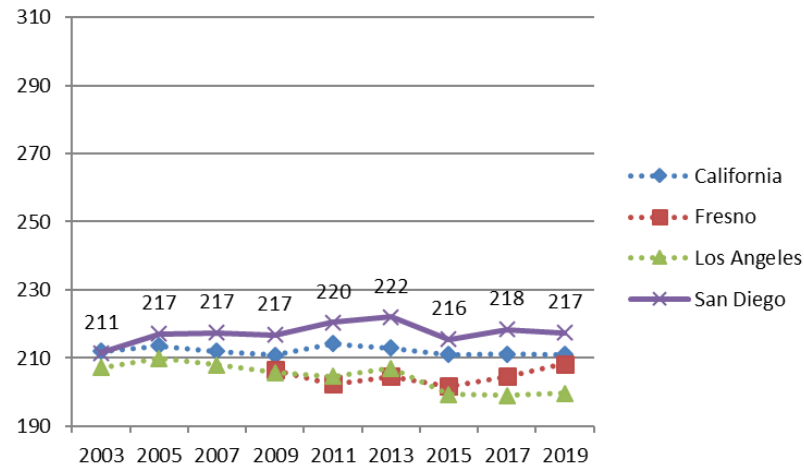
**Grade 8**



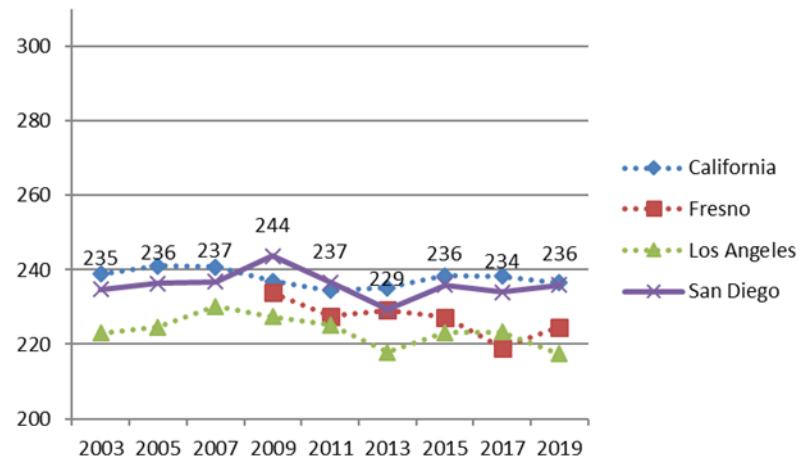
# California Results, Average Scale Score

## Mathematics: English Learner

Grade 4



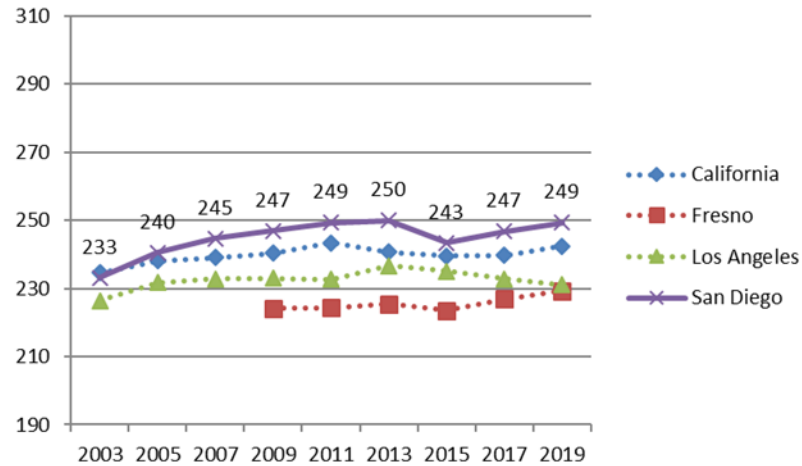
Grade 8



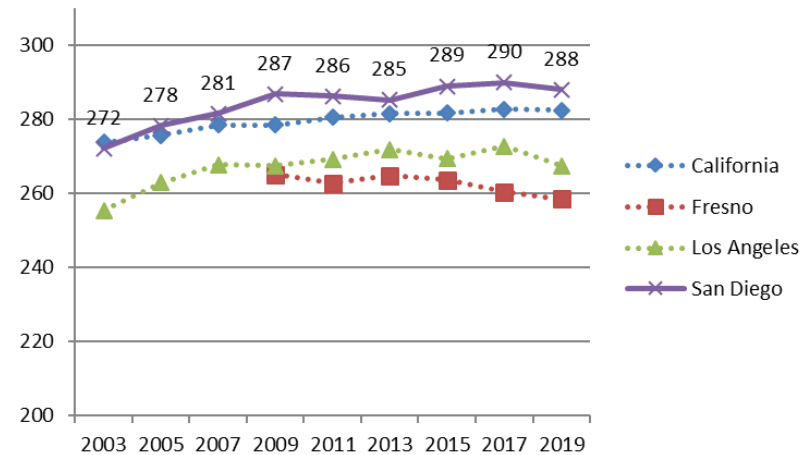
## California Results, Average Scale Score

### Mathematics: Not English Learner

**Grade 4**



**Grade 8**



# **Live NAEP data presentation and discussion in Washington D.C.**

**National, State, and TUDA Results**

**October 30, 2019 (Wednesday)**

**10:30 am PDT**

<https://www.nagb.gov/naep-results/naep-day-2019.html>