



INFORMATION CAPSULE

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2010-11 Overview of M-DCPS' Academic Performance

At a Glance

This Information Capsule answers the most frequently asked questions about M-DCPS' academic performance during the 2010-11 school year. M-DCPS earned a performance grade of "B" in 2011 and was only six points short of an "A." Over half of the District's schools (56 percent) earned an "A." In Writing, the percent of students receiving higher scores increased at two of the three grade levels tested. In Science, the percent of students scoring at the higher achievement levels increased substantially at all three grade levels. This school year, the state administered the FCAT 2.0 in reading and mathematics for the first time. The FCAT 2.0 is a new test designed to measure the state's Next Generation Sunshine State Standards. The results were mixed for M-DCPS students during this transitional year with performance gains noted at some grade levels but not at others. The District made some progress closing the achievement gap. Most noteworthy are the nine percent reduction in the Black-White writing gap at grade 4, the six percent reduction in the Black-White mathematics gap at grade 8, and the five percent reduction in the Black-White mathematics gap at grade 5.

What performance grade did M-DCPS receive?

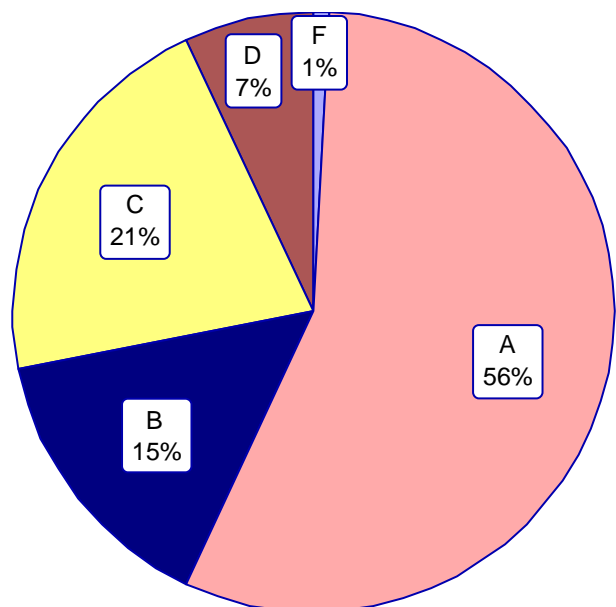
The state's performance grading system awards points to school districts for high scores on the FCAT and for students' annual learning gains. M-DCPS earned 519 points, or a grade of "B."

M-DCPS was only six points short of receiving a grade of "A." The District earned 519 of the necessary 525 points and met the state's other requirements for an "A" (over 95 percent of students were tested and the lowest scoring students made adequate progress in reading and mathematics).

What grades did the District's schools receive?

School Performance Grades have only been released for elementary, K-8, and middle schools. The passage of Senate Bill 1908 during the 2008 legislative session significantly changed the way senior high schools were graded beginning with the 2009-10 school year. The bill requires high school performance grades to include alternative measures of student achievement in addition to the FCAT. The

Figure 1
Proportion of Grades Assigned to M-DCPS in 2011



Note: Percents are based on the 333 M-DCPS schools that received a 2011 School Performance Grade and exclude the four M-DCPS schools that received an Incomplete.

additional measures provide an equal focus on college readiness, access to and performance on accelerated coursework, and graduation rates for all students and those who are academically at-risk. High School Performance Grades will be released in late fall when the results of these additional indicators are available.

The 2010-11 School Performance Grades were computed using student results from the new FCAT 2.0. Despite the transition to the new FCAT 2.0, M-DCPS' overall performance improved from 2010 to 2011. In fact, over 82 percent of the District's schools improved or maintained their School Grade in 2011. The number of schools receiving School Performance Grades of "A" and "B" increased, and the number of schools receiving a grade of "C," "D," or "F" decreased. Most notably, the percent of the District's schools receiving an "F" decreased by 50 percent. Five of the District's schools received an "F" in 2011, compared to 10 schools in 2010. Furthermore, of the five schools that received a grade of "F" in 2011, two were charter schools.

Figure 1 shows the proportion of grades assigned to M-DCPS schools. A total of 333 M-DCPS elementary, K-8, and middle schools, including charter schools, received a 2011 School Performance Grade. Of those schools receiving a grade (i.e., excluding four M-DCPS schools that received an Incomplete), almost three-quarters (71 percent) of the District's schools earned an "A" or "B," while only eight percent received a grade of "D" or "F."

How did students perform on the FCAT Writing?

In Spring 2010, the Florida Department of Education instituted two changes to the FCAT Writing assessment due to budget limitations at the state level. These changes remained in effect for the 2011 administration.

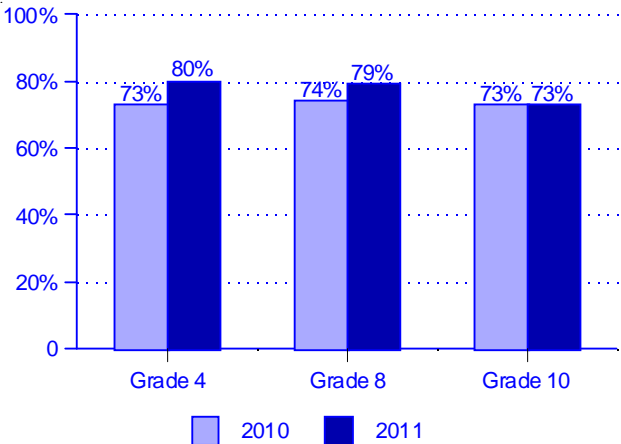
- Only one prompt is now used at all grade levels: either expository (writing to explain) or narrative (writing to tell a story) at grade 4, and either expository or persuasive (writing to convince) at grades 8 and 10.
- Each writing essay is scored by only one reader. In the past, when essays were scored by two readers, students could receive intermediate scores (such as 3.5 or 4.5). Students now receive only whole number scores (for example, 3 or 4).

In 2011, all three tested grade levels received expository prompts. Nearly 78,000 M-DCPS students in grades 4, 8, and 10 participated in the Spring 2011 FCAT Writing assessment.

Essay scores range from a low of 1 to a high of 6. Essays are scored on four elements of writing: focus, organization, support, and conventions. M-DCPS students posted mean essay scores of 4.0 at fourth grade, 4.1 at eighth grade, and 3.9 at tenth grade. These scores represent an increase of +0.2 at grade 4 and +0.1 at grade 8. The mean essay score of students enrolled in grade 10 decreased slightly (-0.1). M-DCPS students kept pace with students statewide at grades 4 and 8, but students statewide posted greater performance gains at grade 10.

As can be seen in Figure 2, the percent of students scoring at 4.0 or above increased at grades 4 and 8 from 2010 to 2011. At grade 10, the percent of students scoring at 4.0 or above held steady, following a substantial 15 percentage point gain from 2009 to 2010. A comparison of M-DCPS students and students

Figure 2
M-DCPS FCAT Writing Essay Scores,
Percent Scoring 4.0 or Above, 2010 and 2011



statewide indicated that students statewide posted greater score increases than M-DCPS students across all three grade levels.

How did students perform on the FCAT Reading?

As previously mentioned, the Florida Department of Education transitioned from the FCAT to FCAT 2.0 this year. The FCAT 2.0 is a new test designed to measure the state's Next Generation Sunshine State Standards. The FCAT 2.0 Reading was administered for the first time in Spring 2011 to students in grades 3 through 10. Over 210,000 M-DCPS students participated in the FCAT 2.0 Reading assessment in 2011.

The percent of the District's students scoring at Levels 3 and above was relatively stable from 2010 to 2011. At grades 6, 7, and 8, the percent of students scoring at the higher achievement levels increased slightly; at grades 3 and 4, the percent of students scoring at the higher achievement levels decreased slightly; at grades 5, 9, and 10, the percent of students scoring at Levels 3-5 remained stable (Figure 3).

The District's scoring patterns were similar to those of students statewide. M-DCPS outperformed students statewide at grades 6, 7, and 8 and kept pace with students statewide at grades 4, 5, 9, and 10. At grade 3, the percent of the District's students scoring at the higher achievement levels decreased by one percent, while the percent of students statewide held steady.

Figure 3
M-DCPS FCAT SSS Reading: Percent Scoring at Achievement Levels 3-5, 2010 and 2011

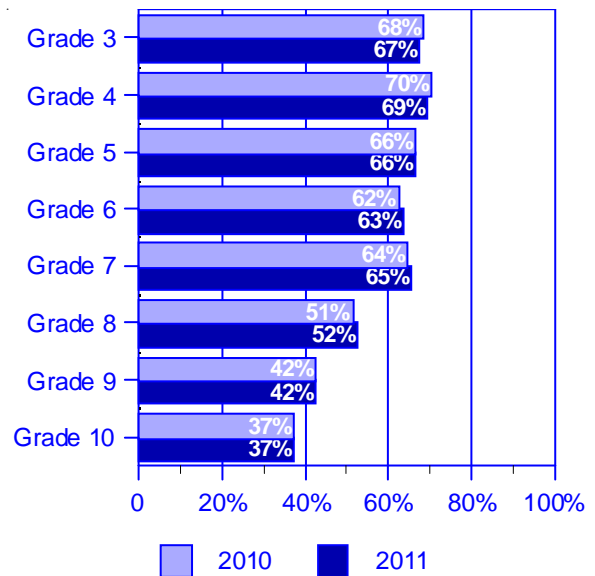
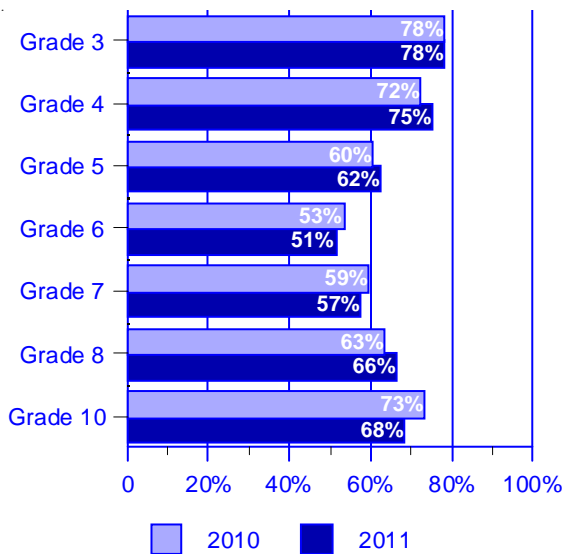


Figure 4
M-DCPS FCAT SSS Mathematics: Percent Scoring at Achievement Levels 3-5, 2010 and 2011



Note: The FCAT Mathematics was not administered to grade 9 students in 2011.

How did students perform on the FCAT Mathematics?

This year, the Florida Department of Education administered the FCAT 2.0 in mathematics for the first time to students in grades 3 through 8. Over 183,000 M-DCPS students participated in the grades 3-8 FCAT 2.0 Mathematics assessment. Grade 9 students did not participate in the FCAT Mathematics assessment this year because the state is in the process of transitioning to high school End-of-Course Assessments in mathematics and science. The grade 10 mathematics test did not transition to the new standards in 2011, but for the first time it was administered to all students as a computer-based assessment. Over 24,000 M-DCPS students participated in the grade 10 FCAT Mathematics.

The majority of M-DCPS students scored at the higher achievement levels across all grade levels tested. The percent of the District's students scoring at Achievement Levels 3 and above increased in grades 4, 5, and 8, but decreased slightly in grades 6 and 7. At grade 10, the percent of students scoring

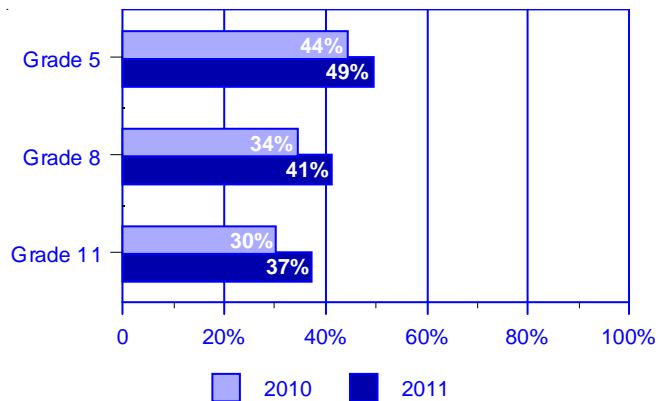
at Levels 3-5 decreased by 5 percent, perhaps due to the fact that this was the first administration of the computer-based FCAT Mathematics for these students (Figure 4).

Results in Mathematics varied by grade level in comparison to the state. M-DCPS posted greater increases in the percent of students scoring at the higher achievement levels in grades 4, 5, and 8; however, M-DCPS students did not keep pace with students statewide at grades 6, 7, and 10. The percent of high-achieving students in the District and statewide remained stable at grade 3 from 2010 to 2011.

How did students perform on the FCAT Science?

The FCAT Science is administered to all students at grades 5, 8, and 11. Over 73,000 M-DCPS students took the FCAT Science test. The percent of the District's students scoring at Achievement Levels 3-5 increased substantially at all grade levels, by five percent at grade 5 and by seven percent at both grades 8 and 11 from 2010 to 2011 (Figure 5). M-DCPS students' increases outpaced state averages at all three grade levels tested.

Figure 5
M-DCPS FCAT SSS Science: Percent Scoring at Achievement Levels 3-5, 2010 and 2011

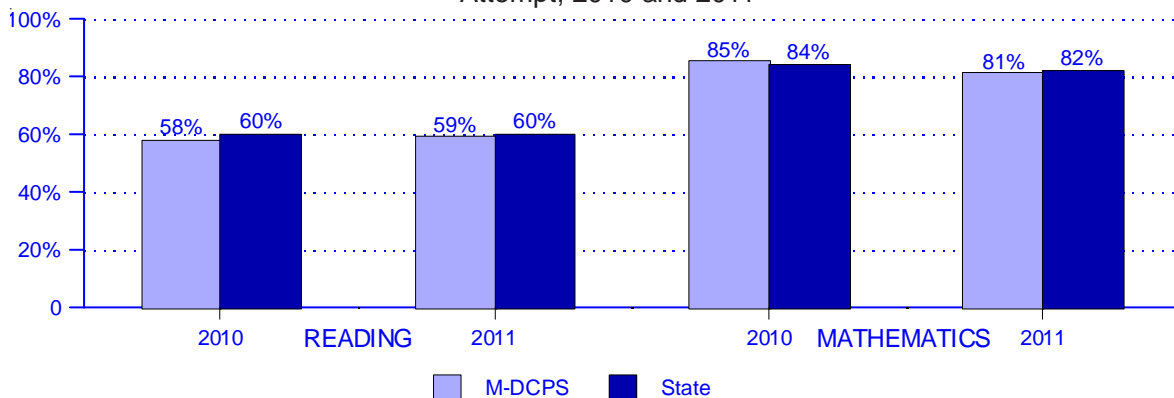


How many students passed the Grade 10 FCAT Graduation Test on their first attempt?

High school students must pass the FCAT Reading and Mathematics tests to meet Florida's testing requirement for a standard diploma. Students have multiple opportunities to pass the FCAT Graduation Test prior to graduation. The first administration that can be used to satisfy the graduation requirement takes place in the spring of tenth grade as part of the standard FCAT testing program. FCAT scale scores range from 100 to 500 and students must attain passing scores of 300 on both the Reading and the Mathematics tests to graduate with a standard diploma.

In reading, 59 percent of the District's grade 10 students passed the Graduation Test on their first attempt, compared to 60 percent of students statewide. The percent of M-DCPS students passing the Reading Graduation Test on their first attempt increased by one percent from 2010 to 2011, even with the transition to the new FCAT 2.0. In contrast, the percent of students passing the exam on their first attempt statewide remained stable from 2010 to 2011 (Figure 6).

Figure 6
M-DCPS FCAT Graduation Test: Percent of Students Meeting Graduation Requirements on the First Attempt, 2010 and 2011



The Grade 10 FCAT Mathematics Test did not transition to the new FCAT 2.0, but was administered to all students as a computer-based assessment for the first time in 2011. Fewer M-DCPS students earning passing scores in mathematics this year. In 2011, 81 percent of the District's students passed the Mathematics Graduation Test on their first attempt, compared to 85 percent in 2010. The percent of students statewide passing the Mathematics Graduation Test on their first attempt also decreased, from 84 percent in 2010 to 82 percent in 2011 (Figure 6).

Did the district make progress in closing the achievement gap on the FCAT?

The performance of the District's Black, Hispanic, and White students was compared on the FCAT Writing, Reading, Mathematics, and Science.

FCAT Writing. As can be seen in Table 1, both Black and Hispanic students closed the gap with White students at grades 4 and 10. Most noteworthy is the nine percent reduction in the Black-White achievement gap at grade 4. The Black-White and Hispanic-White achievement gaps increased at grade 8. A larger proportion of White students scored at 4.0 or above than Black or Hispanic students across all three grade levels tested.

Table 1
M-DCPS FCAT Writing Essay Scores: Percent Scoring 4.0 or Above, Black-White and Hispanic-White Achievement Gaps, 2010 and 2011

	Size of 2011 Gap		Did the Gap Increase or Decrease from 2010 to 2011?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 4	8%	6%	-9%	-2%
8	14%	9%	+3%	+3%
10	15%	8%	-2%	-1%

FCAT Reading. A higher percent of White students scored at Achievement Levels 3-5 than Black or Hispanic students at all grade levels. As can be seen in Table 2, Black students closed the reading gap with White students at grades 5, 8, and 10. At all other grade levels, the reading gap between Black and White students remained stable or increased from 2010 to 2011. Hispanic students closed the reading gap with White students only at grade 10. The reading gap between Hispanic and White students remained stable or increased at all other grade levels.

Table 2
M-DCPS FCAT Reading
Percent Scoring at Achievement Levels 3-5, Black-White and Hispanic-White Achievement Gaps, 2010 and 2011

	Size of 2011 Gap		Did the Gap Increase or Decrease from 2010 to 2011?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 3	33%	17%	+1%	0
4	32%	16%	+3%	+2%
5	32%	17%	-1%	+1%
6	37%	17%	+2%	0
7	33%	16%	0	0
8	37%	19%	-1%	0
9	40%	22%	0	+2%
10	38%	19%	-3%	-3%

FCAT Mathematics. A higher percent of White students scored at Achievement Levels 3-5 than Black or Hispanic students at all grade levels. As can be seen in Table 3, Black students closed the mathematics gap with White students at grades 4, 5, and 8. Most noteworthy are the six percent reduction in the Black-White gap at grade 8 and the five percent reduction in the Black-White gap at grade 5. At grades 3, 6, 7, and 10, the mathematics gap between Black and White students remained stable or increased from 2010 to 2011. Hispanic students closed the mathematics gap with White students only at grade 4. The mathematics gap remained stable or increased at all other grade levels. [Note that the FCAT Mathematics was not administered to grade 9 students in 2011.]

Table 3
M-DCPS FCAT Mathematics
Percent Scoring at Achievement Levels 3-5, Black-White and
Hispanic-White Achievement Gaps, 2010 and 2011

	Size of 2011 Gap		Did the Gap Increase or Decrease from 2010 to 2011?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 3	24%	10%	0	0
4	23%	11%	-3%	-1%
5	30%	15%	-5%	0
6	38%	20%	+3%	+2%
7	37%	18%	+1%	+2%
8	30%	15%	-6%	0
10	33%	13%	+3%	+1%

Note: The FCAT Mathematics was not administered to grade 9 students in 2011.

FCAT Science. As can be seen in Table 4, Black students closed the achievement gap with White students at grade 5 and Hispanic students closed the gap with White students at grades 5 and 8. However, the gap between Black and White students increased at grades 8 and 11 and the gap between Hispanic and White students increased at grade 11. A larger proportion of White students scored at Achievement Levels 3-5 than Black or Hispanic students across the three grade levels tested.

Table 4
M-DCPS FCAT Science: Percent Scoring at Achievement Levels 3-5, Black-White and Hispanic-White Achievement Gaps, 2010 and 2011

	Size of 2011 Gap		Did the Gap Increase or Decrease from 2010 to 2011?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 5	37%	19%	-2%	-2%
8	40%	22%	+1%	-1%
11	35%	21%	+2%	+2%

Summary

This report provided an overview of M-DCPS' 2010-11 academic performance. Highlights include:

- M-DCPS earned a district performance grade of "B" in 2011 and was only six points short of an "A."
- The majority (56 percent) of the District's elementary, K-8, and middle schools earned a School Performance Grade of "A."

- The percent of students scoring 4.0 or above on the FCAT Writing increased at two of the three grade levels tested.
- In reading and mathematics, students were administered the FCAT 2.0 for the first time in 2011. The FCAT 2.0 is designed to align with the state's new academic content standards.
 - Despite the transition to the new assessment, the District's reading scores remained relatively stable from 2010 to 2011. The percent of M-DCPS students scoring at the higher achievement levels increased at three grade levels (grades 6-8); decreased at two grade levels (grades 3 and 4); and held steady at three grade levels (grades 5, 9, and 10).
 - In mathematics, results on the new FCAT 2.0 also varied by grade level. The percent of M-DCPS students scoring at the higher achievement levels increased at three grade levels (grades 4, 5, and 8); decreased at two grade levels (grades 6 and 7); and held steady at grade 3. At grade 10, the Mathematics test did not transition to the FCAT 2.0, but was administered to all students as a computer-based assessment for the first time. The percent of grade 10 students scoring at the higher achievement levels decreased from 2010 to 2011.
- The percent of students scoring at the higher achievement levels on the FCAT Science increased substantially at all three grade levels tested.
- The percent of students passing the Grade 10 Reading Graduation Test increased by one point from 2010 to 2011, even though students were administered the FCAT 2.0 for the first time in 2011.
- Fewer students received passing scores on the Grade 10 Mathematics Graduation Test in 2011. The test did not transition to the FCAT 2.0 this year, but was administered to all students as a computer-based assessment for the first time.
- The District made some progress closing the achievement gap.
 - Black students closed the gap with White students at grades 4 and 10 in Writing; at grades 5, 8, and 10 in Reading; at grades 4, 5, and 8 in Mathematics; and at grade 5 in Science. Most noteworthy are the nine percent reduction in the Black-White writing gap at grade 4, the six percent reduction in the Black-White mathematics gap at grade 8, and the five percent reduction in the Black-White mathematics gap at grade 5.
 - Hispanic students closed the gap with White students at grades 4 and 10 in Writing; at grade 10 in Reading; at grade 4 in Mathematics; and at grades 5 and 8 in Science.

The reader interested in school-level data and a more extensive discussion of testing results is directed to reports available on Assessment, Research, and Data Analysis' website (<http://oda.dadeschools.net>).

All reports distributed by Research Services can be accessed at <http://drs.dadeschools.net>.