



INFORMATION CAPSULE

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2009-10 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 2009-10 school year. M-DCPS earned a performance grade of "B" in 2010 and was only four points short of an "A." Over half of the District's schools (57 percent) earned an "A." Overall, the District's performance on the FCAT improved from 2009 to 2010. The percent of students receiving higher scores in Writing and Science increased at the elementary and senior levels. The percent of students earning higher scores in Reading and Mathematics increased at all middle school grades tested and at selected elementary and high school grades. White students continued to score higher than Black or Hispanic students in all subject areas and grade levels, although the District made some progress closing the achievement gap.

What performance grade did M-DCPS receive?

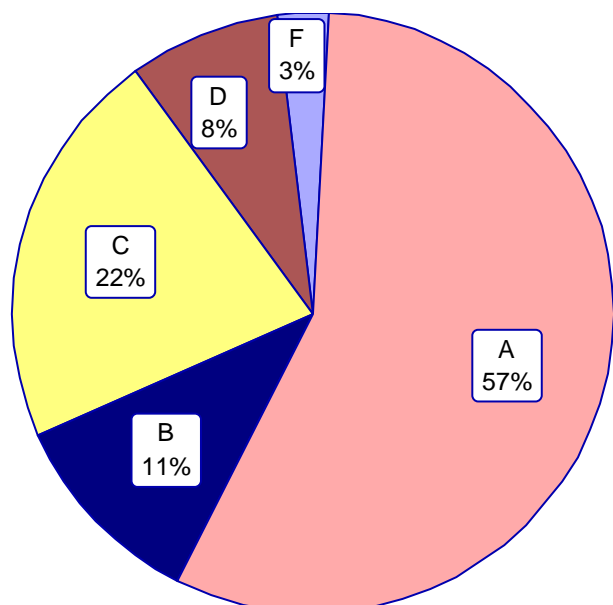
The state's performance grading system awards points to school districts for high scores on the FCAT and for students' annual learning gains. M-DCPS earned 521 points, or a grade of "B."

M-DCPS was only four points short of receiving a grade of "A." The District earned 521 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?

The Florida Department of Education (FLDOE) released School Performance Grades after a delay of over six weeks because analysis of Florida Comprehensive Assessment Test (FCAT) results by several school districts (including M-DCPS) suggested there were anomalies in the data that could negatively impact School Performance Grades. Audits conducted on behalf of the FLDOE concluded

Figure 1
Proportion of Grades Assigned to M-DCPS in 2010



that the FCAT results were valid, although the score reviews failed to address many of the concerns identified by M-DCPS and other Florida school districts.

This year, School Performance Grades were only released for elementary, K-8, and middle schools. During the 2008 legislative session, Senate Bill 1908 was passed, significantly changing the way senior high schools were to be graded beginning with the 2009-10 school year. The bill requires high school performance grades to include alternate measures of student achievement in addition to the FCAT. The 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.

A total of 320 M-DCPS elementary, K-8, and middle schools, including charter schools, received a 2010 School Performance Grade. Over half (57 percent) of the District's schools earned an "A" and 3 percent of schools (5 traditional schools and 5 charter schools) earned an "F." Figure 1 shows the proportion of grades assigned to M-DCPS schools. The sum of percentages exceeds 100 due to rounding.

How did M-DCPS' performance in 2010 compare to its performance in 2009?

From 2009 to 2010, the percent of M-DCPS elementary/K-8 and middle schools receiving a grade of "A" decreased by 6 percent. Examination of School Performance Grades by school level (elementary/K-8 versus middle schools) indicates that there was a 9 percent decline in elementary/K-8 schools receiving a grade of "A," but a 6 percent increase in middle schools earning an "A." These findings are consistent with anomalies detected in the FCAT data that may have negatively affected School Performance Grades, especially at the highest-achieving elementary schools.

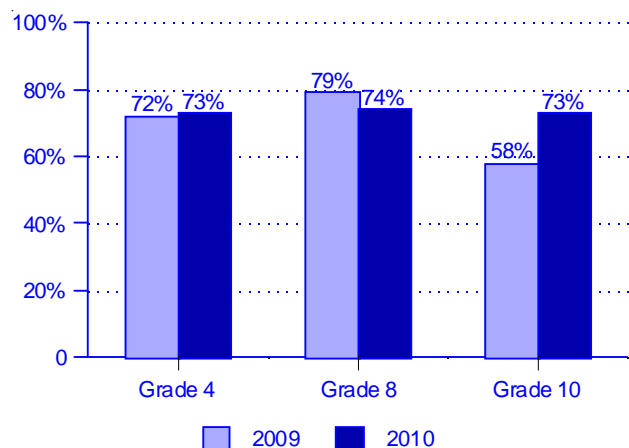
The percent of elementary/K-8 schools earning a grade of "B" decreased, while the percent of elementary/K-8 schools earning a "C," "D," or "F" increased. At the middle school level, the percent of schools receiving a "B" or "F" remained stable, the percent of schools earning a "C" decreased, and the percent receiving a "D" increased slightly.

M-DCPS outperformed statewide averages for the 2009-10 school year. The percent of M-DCPS schools that increased by one or more grades (10.7 percent) was higher than the percent of schools increasing by at least one grade statewide (8.1 percent). Conversely, the percent of M-DCPS schools that dropped by one or more grades (23.7 percent) was lower than the percent of schools dropping at least one grade statewide (28.2 percent).

How did students perform on the FCAT Writing?

The 2010 FCAT Writing used an essay only format. Two changes were made to the FCAT Writing in 2010 because of budget limitations at the state level. First, only one prompt was used at all grade levels: either narrative or expository at grade 4, and either persuasive or expository at grades 8 and 10. In addition, each writing essay was scored by only one reader (instead of

Figure 2
M-DCPS FCAT Writing Essay Scores,
Percent Scoring 4.0 and Above, 2009 and 2010



two readers, as in previous years). Therefore, students received only whole number scores (for example, a score of 3 or 4, but not a score of 3.5).

The FCAT Writing is administered at grades 4, 8, and 10. M-DCPS students' mean essay scores decreased at grades 4 and 8, but increased at grade 10. The District's scoring trends paralleled those of the state, with M-DCPS students' gains outpacing those of students statewide at grade 10.

As can be seen in Figure 2, the percent of students scoring 4.0 and above on the FCAT Writing increased at grades 4 and 10 and decreased at grade 8. Most notably, the percent of the District's grade 10 students scoring at 4.0 and above increased by 15 percent, exceeding the gains made by students statewide. In addition, a higher percentage of grades 4 and 10 M-DCPS students scored 4.0 and above than their counterparts across the state .

How did students perform on the FCAT Reading?

The FCAT Reading is administered to all students at grades 3 through 10. As can be seen in Figure 3, the percent of students scoring at Achievement Levels 3-5 (the highest levels) increased at five grade levels (grades 3, 6, 7, 8, and 10). The majority of the District's students in grades 3 through 8 scored at the higher achievement levels.

The District's scoring patterns were similar to those of students statewide. M-DCPS had a lower percent of students scoring at Achievement Levels 3-5 than students statewide across all grade levels; however, at five grade levels (grades 3, 6, 7, 8, and 10), the increase in the percent of the District's students scoring at Achievement Levels 3-5 was higher than that of students statewide.

Figure 4

M-DCPS FCAT SSS Mathematics: Percent Scoring at Achievement Levels 3-5, 2009 and 2010

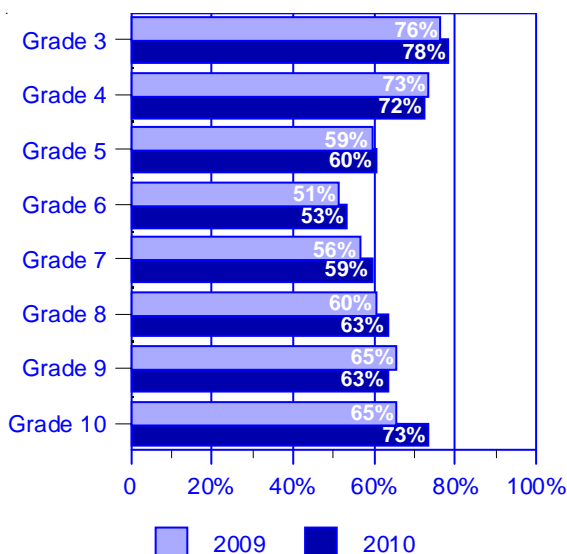
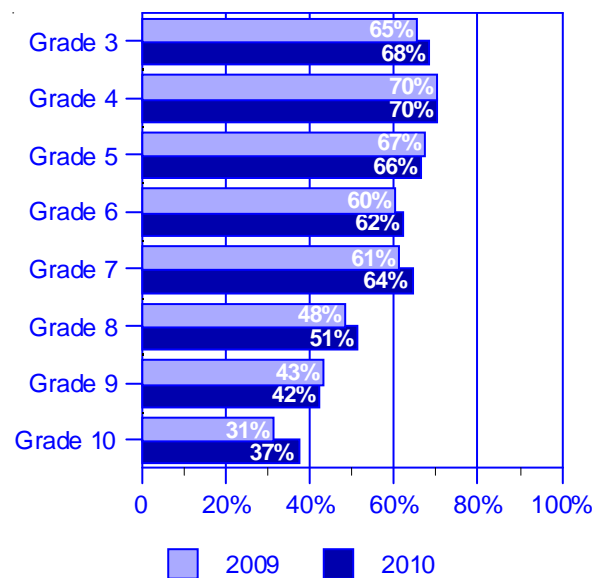


Figure 3

M-DCPS FCAT SSS Reading: Percent Scoring at Achievement Levels 3-5, 2009 and 2010



How did students perform on the FCAT Mathematics?

The FCAT Mathematics is administered to all students at grades 3 through 10. The percent of students scoring at Achievement Levels 3-5 increased at six of the eight grade levels tested (grades 3, 5-8, and 10). The majority of the District's students scored at the higher achievement levels across all grade levels (Figure 4).

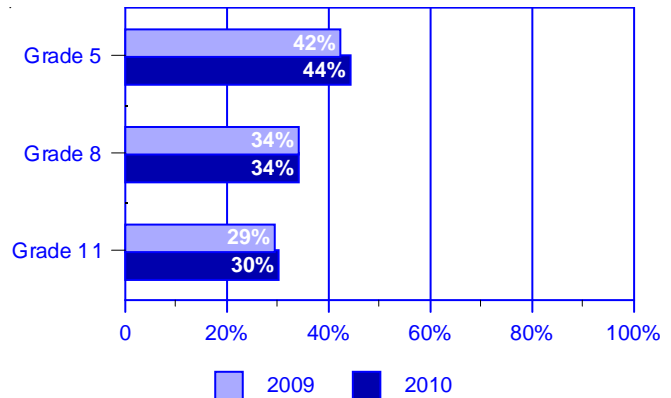
The District's scoring patterns were similar to those of students statewide. M-DCPS had a lower percent of students scoring at Achievement Levels 3-5 than students statewide at grades 4-9; however, at grades 3 and 10, an equal percent of students in M-DCPS and statewide scored at

Achievement Levels 3-5. In addition, the increase in the percent of the District's students scoring at Achievement Levels 3-5 was higher than that of students statewide at four grade levels (grades 3, 7, 8, and 10).

How did students perform on the FCAT Science?

The FCAT Science is administered to all students at grades 5, 8, and 11. The percent of the District's students scoring at Achievement Levels 3-5 increased at grades 5 and 11 and remained stable at grade 8 (Figure 5). At grades 5 and 11, District trends paralleled those of students statewide.

Figure 5
M-DCPS FCAT SSS Science: Percent Scoring at Achievement Levels 3-5, 2009 and 2010



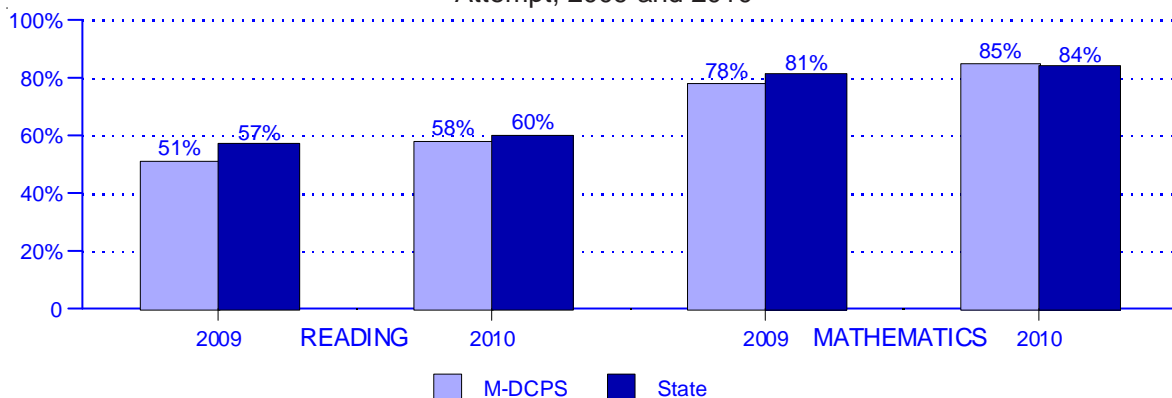
How many students passed the Grade 10 FCAT Graduation Test on their first attempt?

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.

Fifty-eight percent of the District's grade 10 students passed the Reading portion of the graduation test on their first attempt in March 2010, compared to 60 percent of students statewide. The increase in the percentage of M-DCPS students passing the reading graduation test on their first attempt was more than double that of the students statewide (Figure 6).

In Mathematics, 85 percent of the District's grade 10 students passed the graduation test on their first attempt, surpassing the percent of students passing the test on their first attempt statewide. The increase in the percentage of M-DCPS students passing the mathematics graduation test on their first attempt was more than double that of students statewide (Figure 6).

Figure 6
M-DCPS FCAT Graduation Test: Percent of Students Meeting Graduation Requirements on the First Attempt, 2009 and 2010

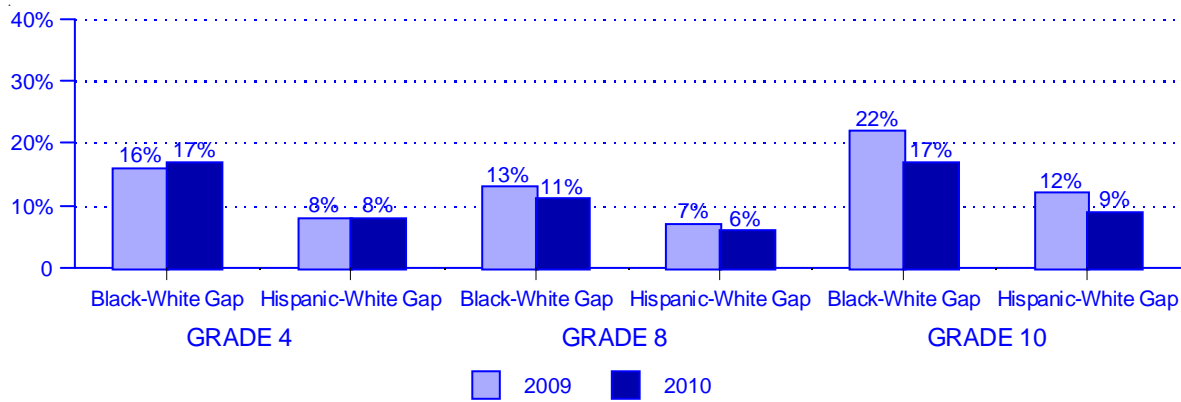


Did the district make progress in closing the achievement gap on the FCAT?

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

FCAT Writing. A higher percent of White students scored at 4.0 and above than Black or Hispanic students across the three grade levels tested. Black students closed the gap in Writing with White students by two percent at grade 8 and by 5 percent at grade 10. Hispanic students closed the writing gap with White students by 1 percent at grade 8 and by 3 percent at grade 10. At grade 4, the Black-White writing gap increased slightly and the Hispanic-White writing gap remained stable (Figure 7).

Figure 7
M-DCPS FCAT Writing Essay Scores: Percent Scoring 4.0 and Above,
Black-White and Hispanic-White Achievement Gaps, 2009 and 2010



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 1, Black students closed the reading gap with White students by 4 percent at grade 7. At all other grade levels, the reading gap between Black and White students remained stable or increased from 2009 to 2010. Hispanic students closed the reading gap with White students at five grade levels (grades 4 and 6-9). The reading gap between Hispanic and White students remained stable at grade 3 and increased at grades 5 and 10.

Table 1
M-DCPS FCAT Reading
Percent Scoring at Achievement Levels 3-5, Black-White and
Hispanic-White Achievement Gaps, 2009 and 2010

	Size of 2010 Gap		Did the Gap Increase or Decrease from 2009 to 2010?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 3	32%	17%	0	0
4	29%	14%	0	-2%
5	33%	16%	+4%	+1%
6	35%	17%	0	-1%
7	33%	16%	-4%	-1%
8	38%	19%	+1%	-1%
9	40%	20%	+2%	-2%
10	41%	22%	+5%	+2%

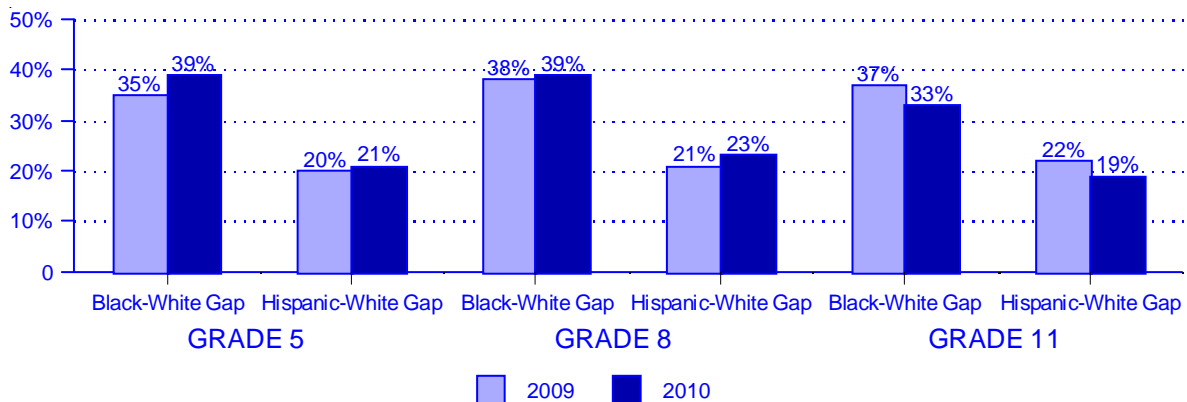
FCAT Mathematics. A higher percent of White students scored at Achievement Levels 3-5 than Black or Hispanic students at all grade levels. Black students closed the mathematics gap with White students at three grade levels (grades 3, 6, and 10) from 2009 to 2010. The mathematics gap between Black and White students remained stable at grades 7 and 9 and increased at grades 4, 5, and 8. Hispanic students closed the mathematics gap with White students at four grade levels (grades 3 and 8-10). The mathematics gap between Hispanic and White students remained stable at grades 5-7 and increased only at grade 4 (Table 2).

Table 2
M-DCPS FCAT Mathematics
Percent Scoring at Achievement Levels 3-5, Black-White and
Hispanic-White Achievement Gaps, 2009 and 2010

	Size of 2010 Gap		Did the Gap Increase or Decrease from 2009 to 2010?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 3	24%	10%	-2%	-1%
4	26%	12%	+2%	+1%
5	35%	15%	+4%	0
6	35%	18%	-2%	0
7	36%	16%	0	0
8	36%	15%	+1%	-1%
9	32%	13%	0	-2%
10	30%	12%	-3%	-4%

FCAT Science. A higher percent of White students scored at Achievement Levels 3-5 than Black or Hispanic students across the three grade levels tested. Both Black and Hispanic students closed the science gap with White students at grade 11; however, the gap between Black and White students, as well as Hispanic and White students, increased at grades 5 and 8 (Figure 8).

Figure 8
M-DCPS FCAT Science: Percent Scoring at Achievement Levels 3-5, Black-White and Hispanic-White Achievement Gaps, 2009 and 2010



Summary

This report provided an overview of M-DCPS' 2009-10 academic performance. Highlights include:

- M-DCPS earned a district performance grade of "B" in 2010 and was only four points short of an "A."
- The majority (57 percent) of M-DCPS' elementary, K-8, and middle schools earned a School Performance Grade of "A." From 2009 to 2010, the percent of elementary/K-8 schools receiving a grade of "A" decreased, possibly due to anomalies in the FCAT data that may have negatively affected School Performance Grades, especially those of high-achieving elementary schools. The percent of M-DCPS middle schools earning an "A" increased from 2009 to 2010.
- M-DCPS outperformed statewide averages for the 2009-10 school year. The percent of the District's schools increasing by one or more School Performance Grades was higher than the percent of schools increasing by at least one grade statewide.
- Results of the FCAT Writing, Reading, Mathematics, and Science were positive at the majority of grade levels tested.
 - The percent of students scoring 4.0 and above on the FCAT Writing increased at two of the three grade levels tested.
 - The percent of students scoring at the highest achievement levels increased at five of the eight grade levels tested in Reading and at six of the eight grade levels tested in Mathematics. The increase in the percent of students scoring at Achievement Levels 3-5 was higher than that of students statewide at five grade levels in Reading and four grade levels in Mathematics.
 - The increase in the percentage of M-DCPS students passing both the Reading and Mathematics Graduation Test on their first attempt was more than double that of students statewide.
 - In Science, the percent of students scoring at Achievement Levels 3-5 increased at two of the three grade levels tested.
- White students continued to score higher than Black or Hispanic students in all subjects, but the District made some progress closing the achievement gap.
 - Black and Hispanic students closed the score gap in Writing with White students at two of the three grade levels tested.
 - Black students closed the score gap with White students at one grade level in Reading and three grade levels in Mathematics. Hispanic students closed the score gap at four or more of the grade levels tested in Reading and Mathematics.
 - In Science, both Black and Hispanic students closed the score gap with White students at grade 11.

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://oada.dadeschools.net>).

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