INFORMATION CAPSULE
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2012-2013 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 2012-2013 school year. In spite of major changes made to the state's school grading formula, M-DCPS posted stronger than expected School Performance Grades, with 35% of the District's schools earning an "A" and only 4% receiving an "F." Overall, M-DCPS earned a District Performance Grade of "B."

M-DCPS students' performance on the FCAT 2.0 Writing improved across all tested grade levels. On the FCAT 2.0 Reading, Mathematics, and Science, results were mixed for M-DCPS students, with performance gains noted at some grade levels but not at others. M-DCPS students performed well on the Algebra 1, Biology 1, and Geometry End-of-Course (EOC) Assessments. Across all grade levels, the majority of M-DCPS' first-time test takers passed each of the assessments.

The District made progress reducing the achievement gap. The gap between Black and White students decreased at all grade levels tested on the FCAT 2.0 Writing and on the Algebra 1 EOC Assessment and at selected grade levels on the FCAT 2.0 Reading, Mathematics, and Science. The gap between Hispanic and White students was reduced at selected grade levels in each FCAT 2.0 subject and on the Algebra 1 EOC Assessment.

What performance grade did M-DCPS receive?

The state's performance grading system awards points to school districts based on student achievement in writing, reading, mathematics, and science; students' annual learning gains; and the progress made by the lowest-performing students. Miami-Dade County Public Schools (M-DCPS) earned 495 points, or a grade of "B." The District has earned a grade of "B" each of the last six years.

What performance grades did M-DCPS schools receive?

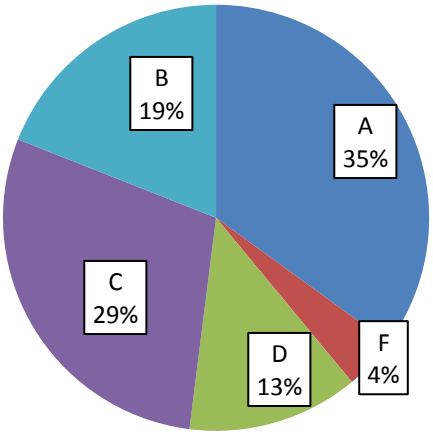
The 2013 School Performance Grades are computed by the Florida Department of Education using student results from the FCAT 2.0 (Writing in grades 4, 8, and 10; Reading in grades 3-10; Mathematics in grades 3-8; and Science in grades 5 and 8) and End-Of-Course exams. School Performance Grades have only been released for elementary, K-8, and middle schools. The passage of Senate Bill 1908 during the 2008 legislative sessions significantly changed the way senior high schools were graded. The bill requires high school performance grades to include alternative 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 later this year when the results of these additional indicators are available.

The procedures used to calculate School Performance Grades have changed substantially over the past three years, which has resulted in an increasingly demanding and complex accountability measure. Over 35 significant changes have been made to the school grading formula over the past 36 months. It should be noted that 2013 School Performance Grades reflect a one letter grade drop limit, imposed by Florida's State Board of Education for the second year in a row, due to the simultaneous implementation of so many new components in the calculation of School Performance Grades.

Figure 1 shows the proportions of grades assigned to M-DCPS schools. A total of 353 M-DCPS elementary, K-8, and middle schools, including charter schools, received a 2013 School Performance Grade. Fourteen senior high schools without graduating classes also received School Performance Grades based on FCAT and EOC Assessment scores only. Despite the transition to new, more rigorous assessments, the addition of new accountability components, and the inclusion of the results of all students in both performance and growth parts of the grading formula, M-DCPS posted stronger than expected School Performance Grades. Thirty-five percent of the District's schools received an "A," while only 4% of schools (10 traditional and 4 charter) received an "F."

Figure 1
Proportions of Grades Assigned to M-DCPS in 2013



Note: Percentages are based on the 353 M-DCPS elementary, middle, K-8, and selected senior high schools that received a 2013 School Performance Grade and exclude the five M-DCPS schools that received an Incomplete.

M-DCPS performed well in comparison to schools across the state:

- M-DCPS' decrease in its percentage of "A" schools was smaller than the decrease in the percentage of "A" schools statewide. The percentage of "A" schools in M-DCPS decreased by 14 percentage points (from 49% to 35%), while the percentage of "A" schools across Florida fell by 19 percentage points (from 48% to 29%).

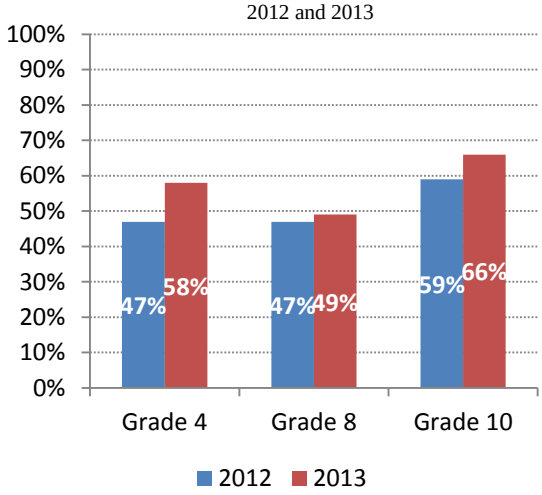
- M-DCPS' increase in the percentage of schools receiving a grade of "D" or "F" was less than that of the state. The percentage of "D" or "F" schools in M-DCPS increased by 7 percentage points (from 10% to 17%); "D" or "F" schools across Florida increased by 8 percentage points (from 10% to 18%).

How did M-DCPS students perform on the FCAT 2.0 Writing?

In the 2012-2013 school year, the name of the FCAT Writing was changed to the FCAT 2.0 Writing. The test name was changed by the Florida Department of Education to indicate changes to the assessment. In 2012, higher scoring expectations were implemented and in 2013, students received more time to respond to the writing prompt than in previous years (60 minutes instead of 45 minutes). The score requirements for the calculation of School Performance Grades were also adjusted in 2013. The percentage of students scoring at 3.5 or above was used as a component in the calculation of school grades in 2013, up from a score of 3.0 or above in 2012.

Students are required to write an essay on an assigned topic: either narrative or expository at grade 4, and either persuasive or expository at grades 8 and 10. Scores are reported as traditional rubric scores, ranging from a low of 1 to a high of 6. Students' essays are scored on four elements of writing: focus, organization, support, and conventions. Scorers also consider the correct use of standard English conventions and the quality of details, requiring relevant, logical, and plausible support. Because two readers scored each essay, intermediary scores (such as 1.5, 2.5, and 3.5) are possible.

Figure 2
M-DCPS FCAT 2.0 Writing Essay Scores,
Percentages Scoring 3.5 or Above,
2012 and 2013



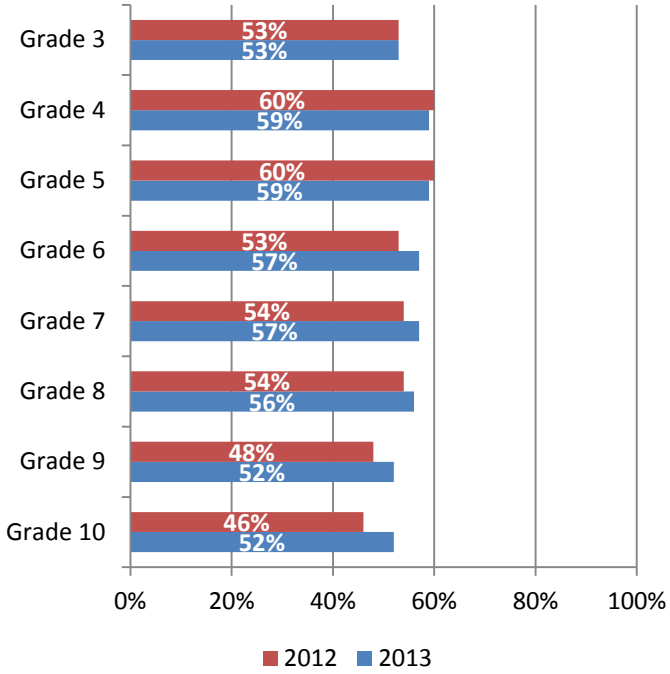
Over 78,000 M-DCPS students in grades 4, 8, and 10 participated in the spring 2013 FCAT 2.0 Writing assessment. As can be seen in Figure 2, M-DCPS students' performance on the FCAT 2.0 Writing improved significantly across all grade levels from 2012 to 2013. The District's fourth and tenth grade students posted the greatest increases in the percentage of students scoring at 3.5 or above (11 percentage points and 7 percentage points, respectively).

A comparison of M-DCPS and statewide FCAT 2.0 Writing scores indicates that for the first time, the performance of M-DCPS' fourth and tenth grade students' surpassed that of students statewide. In addition, more growth was seen for M-DCPS students in grades 4 and 10 than for their counterparts statewide from 2012 to 2013.

How did M-DCPS students perform on the FCAT 2.0 Reading?

The FCAT 2.0 Reading was administered to students in grades 3-10. In spring 2013, approximately 211,000 M-DCPS students took the FCAT 2.0 Reading test. Results are reported in terms of Achievement Levels that range from Level 1 (lowest) to Level 5 (highest). Level 3 indicates satisfactory performance. As can be seen in Figure 3, the percentages of M-DCPS students scoring at Achievement Levels 3-5 remained stable at grade 3, decreased at grades 4 and 5, and increased at grades 6-10. A comparison between the scores of M-DCPS students and students statewide found that M-DCPS middle and senior high school students' (grades 6-10) improvement in Reading exceeded that of students across the state.

Figure 3
M-DCPS FCAT 2.0 Reading: Percentages Scoring at Achievement Levels 3-5, 2012 and 2013

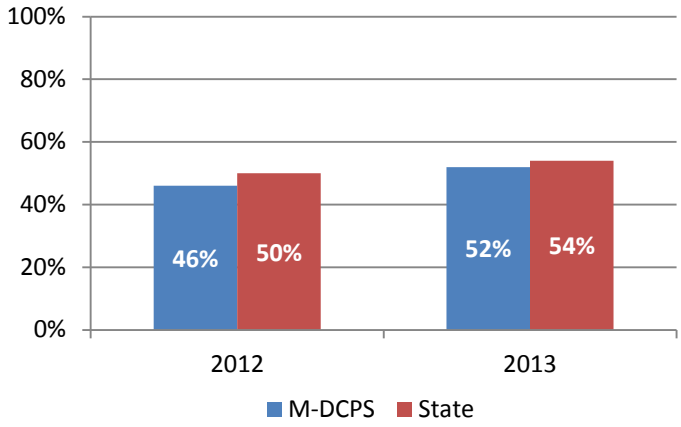


How many grade 10 students met the graduation requirement in reading on their first attempt?

In December 2011, Florida's State Board of Education established a new, more rigorous passing standard for the Grade 10 FCAT 2.0 Reading for graduation purposes. Students who entered grade 9 in the 2010-2011 school year and thereafter are now required to score at Achievement Level 3 or higher (scale score of 245 or higher) on the Grade 10 FCAT 2.0 Reading in order to meet the state's graduation test requirement. Students have multiple opportunities to pass the test prior to graduation, with the first opportunity taking place in the spring of grade 10. Note that the FCAT Mathematics graduation test requirement was discontinued beginning with students entering grade 9 in the 2010-2011 school year and was replaced by the State's End-of-Course Assessments in Algebra 1.

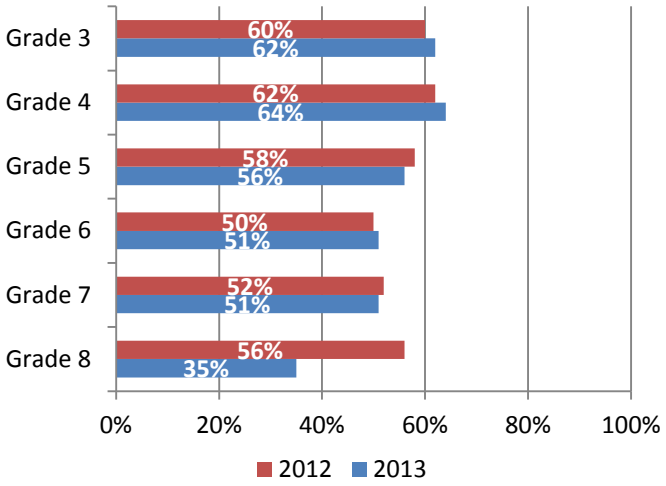
As can be seen in Figure 4, over one-half of M-DCPS grade 10 students passed the FCAT 2.0 Reading test on their first attempt in order to meet the graduation test requirement. Passing rates increased from 2012 to 2013 at both the District and the State, with the increase in M-DCPS' passing rate surpassing the increase in the statewide passing rate (6% and 4%, respectively).

Figure 4
FCAT 2.0 Grade 10 Reading Graduation Test: Percentages of M-DCPS and State Students Meeting the Graduation Requirement on the First Attempt, 2012 and 2013



How did M-DCPS students perform on the FCAT 2.0 Mathematics?

Figure 5
M-DCPS FCAT 2.0 Mathematics: Percentages Scoring at Achievement Levels 3-5, 2012 and 2013



The FCAT 2.0 Mathematics was administered to students in grades 3-8. Senior high school students no longer participate in the comprehensive FCAT 2.0 Mathematics testing. Instead, these students take Florida's End-of-Course (EOC) Assessments in Algebra 1 and Geometry, which target specific course content and are administered to all students taking the applicable course, without regard to grade level.

In spring 2013, close to 147,000 M-DCPS students took the FCAT 2.0 Mathematics test. Results are reported in terms of Achievement Levels that range from Level 1 (lowest) to Level 5 (highest). Level 3 indicates satisfactory performance. As can be seen in Figure 5, the percentages of M-DCPS students scoring at Achievement Levels 3-5 increased at grades 3, 4, and 6, but decreased at grades 5, 7, and 9.

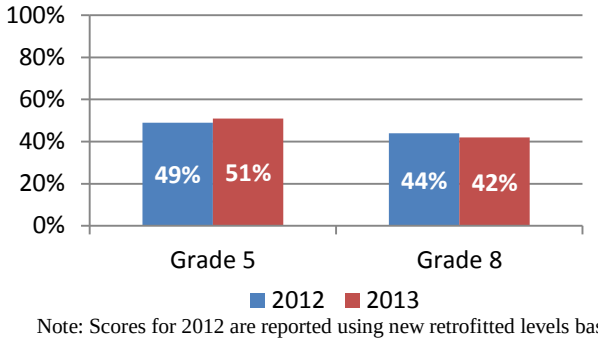
A comparison between M-DCPS and students statewide indicates that higher percentages of M-DCPS students at grades 3-5 scored at Achievement Levels 3-5 than their counterparts across the state. At grades 3, 4, and 6, the percentages of M-DCPS students scoring at the higher achievement levels increased by more than those of students statewide from 2012 to 2013.

It should be noted that a statewide initiative called for high-performing students to enroll in Algebra 1 rather than the traditional eighth grade mathematics course. As a result, significantly fewer eighth grade students participated in the FCAT 2.0 Mathematics test. Instead, high-performing students took the state's Algebra 1 EOC Assessment. As such, smaller percentages of grade 8 students scored at the higher achievement levels on the FCAT 2.0 Mathematics, both at the state and district levels.

How did M-DCPS students perform on the FCAT 2.0 Science?

Over 51,000 M-DCPS students in grades 5 and 8 took the FCAT 2.0 Science test. Grade 11 students no longer participate in the comprehensive FCAT 2.0 Science testing. Instead, these students take Florida's Biology 1 EOC Assessment, which targets specific course content and is administered to all students taking the course, without regard to grade level.

Figure 6
M-DCPS FCAT 2.0 Science: Percentages Scoring at Achievement Levels 3-5, 2012 and 2013



Note: Scores for 2012 are reported using new retrofitted levels based on FCAT 2.0 scale scores.

FCAT 2.0 Science results are reported in terms of Achievement Levels that range from 1 (lowest) to 5 (highest). Level 3 indicates satisfactory performance. In 2012, the Florida Department of Education (FLDOE) reported students' science scores on an "FCAT Equivalent" scale, but these results could not be directly compared to the new scale used this year. The FLDOE therefore retrofitted the spring 2012 scores to the new FCAT 2.0 scale to facilitate comparisons across the two years.

Figure 6 shows that for the first time, over one-half of M-DCPS' grade 5 students scored at Achievement Levels 3-5 on the FCAT 2.0 Science in 2013. From 2012 to 2013, the percentage of M-DCPS students scoring at the higher Achievement Levels increased at grade 5, but decreased at grade 8. A comparison of M-DCPS and state science scores in 2012 and 2013 shows that M-DCPS had a greater increase in the percentage of fifth grade students scoring at the higher achievement levels than students statewide.

How did M-DCPS students perform on End-of-Course (EOC) Assessments?

Florida is transitioning from traditional comprehensive assessments at the high school level (i.e., the FCAT 2.0) to EOC Assessments that specifically target content in high school courses. The first EOC Assessment was administered in the 2010-2011 school year to students enrolled in an Algebra 1 course. This was followed by Biology 1 and Geometry in the 2011-2012 school year and U.S. History in the 2012-2013 school year.

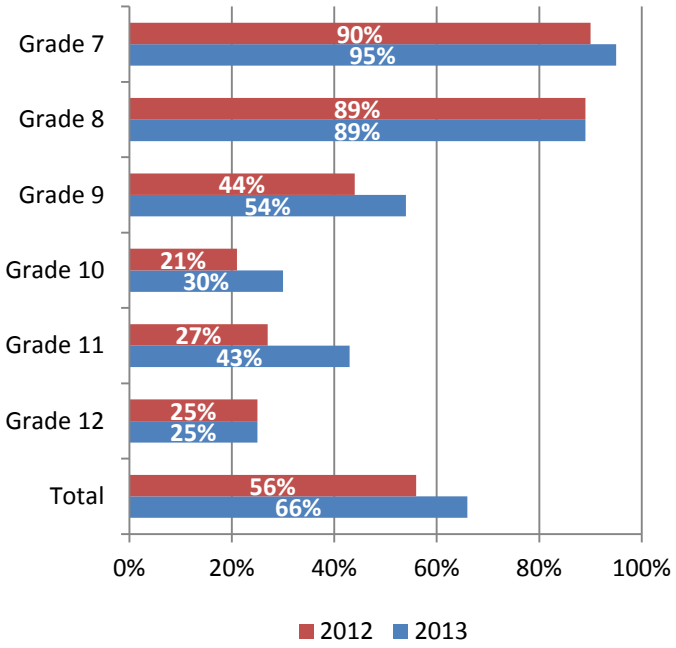
The reader should note that EOC Assessments are not census administrations for a particular grade level. Students enrolled in applicable courses, typically at grades 7 through 12, take the EOC Assessments. As such, accelerated middle school students, as well as senior high school students, participate in the assessments. The number of students tested can vary from grade to grade, year to year, and school to school.

Beginning in 2013-2014, all EOC Assessment results will be included as 30% of high school students' final course grades. In addition, students who entered grade 9 in the 2011-2012 school year and moving forward must achieve a passing score on the Algebra 1 EOC Assessment (Achievement Level 3 or above, or a scale score of 399 or higher) in order to meet the state's graduation requirements. For the 2012-2013 school year, the Algebra 1, Biology 1, and Geometry EOC Assessments were included in the calculation of School Performance Grades.

Algebra 1, Biology 1, and Geometry EOC Assessment results are reported in terms of Achievement Levels that range from 1 (lowest) to 5 (highest). Level 3 or higher is the passing score for all EOC Assessments. Results from the 2012-2013 administration of the U.S. History EOC Assessment are not included in this report. Achievement levels have not yet been established by the FLDOE and assessment results will not be included in the calculation of School Performance Grades until 2013-2014.

Algebra 1 EOC Assessment. In M-DCPS, over 30,000 first-time test takers participated in the Algebra 1 EOC Assessment. The majority of students taking the assessment were in grade 9 (62%). Across all grade levels, the percentage of M-DCPS students passing the Algebra 1 EOC Assessment improved substantially from 2012 to 2013. Increases in the percentage of students passing the exam were seen at grades 7, 9, 10, and 11 (Figure 7).

Figure 7
M-DCPS Algebra 1 EOC Assessment:
Percentages of First-Time Test Takers Scoring at Achievement Levels 3-5, 2012 and 2013

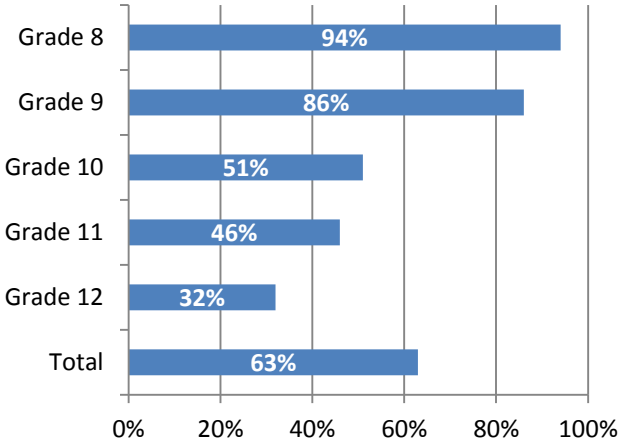


Note: The majority of students taking Algebra 1 are ninth graders. At the middle grades, only high-performing students enrolled in Algebra 1 as an accelerated course.

Across all grade levels, a higher percentage of M-DCPS students passed the Algebra 1 EOC Assessment than their counterparts statewide. In addition, more growth was seen for M-DCPS students in grades 7 and 9-11 than for students across the state from 2012 to 2013.

Biology 1 EOC Assessment. The Biology 1 EOC Assessment was administered with established Achievement Levels for the first time in 2013. Over 25,000 M-DCPS students participated in the assessment. The majority of students taking the assessment were in grade 10 (63%). As can be seen in Figure 8, 63% of M-DCPS first-time test takers passed the assessment. M-DCPS students' performance on the Biology 1 EOC Assessment surpassed that of students statewide in grades 8, 9 and 11.

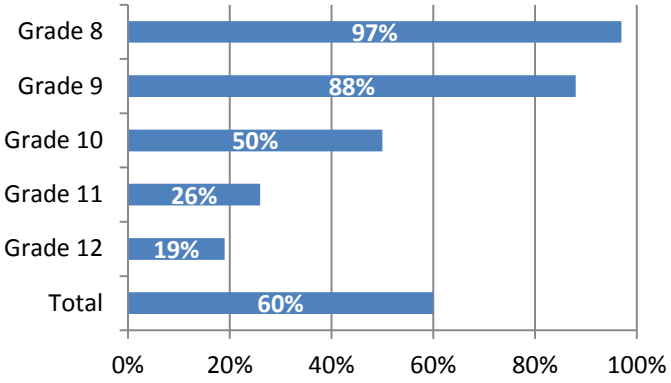
Figure 8
M-DCPS Biology EOC Assessment:
Percentages of First-Time Test Takers Scoring at Achievement Levels 3-5, 2013



Note: The Biology I EOC Assessment was administered with established Achievement Levels for the first time in 2013.

Geometry EOC Assessment. The Geometry EOC Assessment was administered with established Achievement Levels for the first time in 2013. Over 25,000 M-DCPS students participated in the assessment. The majority of students taking the assessment were in grade 10 (70%). As can be seen in Figure 9, 60% of M-DCPS first-time test takers passed the Geometry EOC Assessment. M-DCPS' eighth and ninth grade students performed remarkably well on the assessment - 97% of eighth graders and 88% of ninth graders received passing scores.

Figure 9
M-DCPS Geometry EOC Assessment:
Percentages of First-Time Test Takers Scoring at Achievement Levels 3-5, 2013



Note: The Geometry EOC Assessment was administered with established Achievement Levels for the first time in 2013.

Did M-DCPS make progress in closing the achievement gap on the FCAT 2.0 and Algebra 1 EOC Assessment?

The progress of M-DCPS' Black, Hispanic, and White students was compared on the FCAT 2.0 Writing, Reading, Mathematics, and Science; and the Algebra 1 EOC Assessment. Biology 1 and Geometry EOC Assessment results were not included in this analysis since 2013 was the first year those two tests were administered with established Achievement Levels.

FCAT 2.0 Writing. As can be seen in Table 1, the gap between Black and White students decreased from 2012 to 2013 at all three grade levels tested. The gap between Hispanic and White students decreased at grades 4 and 8, but increased slightly at grade 10.

Table 1
M-DCPS FCAT 2.0 Writing Essay Scores: Percentages Scoring 3.5 or Above, Black-White and
Hispanic-White Achievement Gaps, 2012 and 2013

	Size of 2013 Gap		Did the Gap Increase or Decrease from 2012 to 2013?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 4	24%	11%	-3%	-2%
8	21%	12%	-4%	-2%
10	19%	13%	-2%	+1%

FCAT 2.0 Reading. Black students reduced the achievement gap with White students at grades 5, 7, 9, and 10. At the other four grade levels tested, the reading gap between Black and White students remained stable or increased from 2012 to 2013. Hispanic students reduced the reading gap with White students at six of the eight grade levels

tested (grades 4-7 and 9-10). The reading gap between Hispanic and White students increased at grades 3 and 8 (Table 2).

Table 2
M-DCPS FCAT 2.0 Reading
Percentages Scoring at Achievement Levels 3-5, Black-White and Hispanic-White Achievement Gaps, 2012 and 2013

	Size of 2013 Gap		Did the Gap Increase or Decrease from 2012 to 2013?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 3	40%	22%	0%	+2%
4	37%	16%	+2%	-1%
5	34%	16%	-3%	-1%
6	38%	17%	0%	-1%
7	36%	16%	-3%	-5%
8	38%	19%	+2%	+1%
9	40%	20%	-3%	-3%
10	38%	18%	-1%	-4%

FCAT 2.0 Mathematics. Black students reduced the achievement gap with White students at all grade levels except grade 6. At grade 6, the mathematics gap between Black and White students increased slightly. Hispanic students reduced the mathematics gap with White students at four of the six grade levels tested (grades 3, 5, 7, and 8). The mathematics gap between Hispanic and White students remained unchanged at grades 4 and 6 (Table 3).

Table 3
M-DCPS FCAT 2.0 Mathematics
Percentages Scoring at Achievement Levels 3-5, Black-White and Hispanic-White Achievement Gaps, 2012 and 2013

	Size of 2013 Gap		Did the Gap Increase or Decrease from 2012 to 2013?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 3	31%	14%	-3%	-2%
4	30%	14%	-2%	0%
5	35%	15%	-1%	-3%
6	38%	19%	+1%	0%
7	35%	18%	-4%	-1%
8	26%	14%	-7%	-2%

FCAT 2.0 Science. Both Black and Hispanic students reduced the achievement gap with White students at grade 5. At grade 8, however, the gap between White students and both Black and Hispanic students increased from 2012 to 2013 (Table 4).

Table 4
M-DCPS FCAT 2.0 Science: Percentages Scoring at Achievement Levels 3-5, Black-White
and Hispanic-White Achievement Gaps, 2012 and 2013

	Size of 2013 Gap		Did the Gap Increase or Decrease from 2012 to 2013?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 5	32%	16%	-8%	-5%
8	38%	24%	+1%	+3%

Note: Scores for 2012 are reported using new retrofitted levels based on FCAT 2.0 scale scores.

Algebra 1 End-of-Course Assessment. As can be seen in Table 5, the gap between Black and White students decreased at all grade levels. The gap between Hispanic and White students decreased at all grade levels except grade 8. Most notable were the large reductions in the gap between Black and White students at grades 7, 9, and 10 and between Hispanic and White students at grade 10. (Note that results are not reported for grades 6, 11, or 12 because fewer than 10 students in at least one of the subgroups were tested.)

Table 5
M-DCPS Algebra 1 EOC Assessment:
Percentages Scoring at Achievement Levels 3-5, Black-White and
Hispanic-White Achievement Gaps, 2012 and 2013

	Size of 2013 Gap		Did the Gap Increase or Decrease from 2012 to 2013?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 7	6%	2%	-10%	-4%
8	7%	3%	-5%	+1%
9	11%	6%	-14%	-6%
10	6%	5%	-24%	-17%

Note: Results are not reported for grades 6, 11, and 12 because fewer than 10 students in at least one of the subgroups were tested.

Summary

This report provided an overview of M-DCPS' 2012-2013 academic performance. Highlights include:

- M-DCS earned a **District Performance Grade** of "B" in 2013.

- Despite substantial changes made to the school grading formula, M-DCPS posted stronger than expected **School Performance Grades**, with 35% of the District's schools earning an "A" and 4% receiving an "F."

- M-DCPS students' performance on the **FCAT 2.0 Writing** improved across all grade levels tested from 2012 to 2013, most notably at grade 4 (by 11 percentage points) and grade 10 (by 7 percentage points).

- **FCAT 2.0 Reading, Mathematics, and Science** results were mixed for M-DCPS students. In Reading, the percentage of students scoring at the higher achievement levels increased at five of the eight grade levels tested from 2012 to 2013. In Mathematics, students posted gains at three of the six grade levels tested. In Science, performance improved at grade 5, but declined at grade 8.

- M-DCPS students performed well on the **Algebra 1, Biology 1, and Geometry End-of-Course (EOC) Assessments**. Across all grade levels, the percentage of M-DCPS students passing the Algebra 1 EOC Assessment improved by 10 percentage points from 2012 to 2013. Most notable were the increases in the percentages of students scoring at the higher achievement levels in grades 9-11. The majority of first-time test takers passed the Biology 1 and Geometry EOC Assessments, administered with established Achievement Levels for the first time in 2013.

- The District made progress reducing the **achievement gap** on the FCAT 2.0 in Writing, Reading, Mathematics, and Science and the Algebra 1 EOC Assessment. Highlights include:

    - On the FCAT 2.0 Writing, the gap between Black and White students decreased at all three grade levels tested. The gap between Hispanic and White students decreased at two of the three grade levels tested.

    - On the FCAT 2.0 Reading, the gap between Black and White students was reduced at four of the eight grade levels tested. The gap between Hispanic and White students was reduced at six of the eight grade levels tested.

- On the FCAT 2.0 Mathematics, the gap between Black and White students decreased at five of the six grade levels tested. The gap between Hispanic and White students decreased at four of the six grade levels tested.

- On the FCAT 2.0 Science, the gap between White and both Black and Hispanic students was reduced at grade 5, but not at grade 8.

On the Algebra 1 EOC Assessment, the gap between Black and White students decreased at all grade levels. The gap between Hispanic and White students decreased at three of four grade levels. Most notable was the 24 percentage point reduction in the gap between Black and White students at grade 10.