



INFORMATION CAPSULE

Research Services

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2015-2016 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 2015-2016 school year. M-DCPS earned a District Performance Grade of "B" in 2016. With the establishment of a more challenging grading scale this year, the percentage of M-DCPS schools earning a grade of "A" decreased from 2015 to 2016. However, M-DCPS had a higher proportion of schools earning a grade of "A" than schools statewide. In addition, higher percentages of M-DCPS schools received a grade of "A" in 2016 than those in other large Florida districts, including Broward, Duval, and Hillsborough.

Despite the new and more demanding grading formula, the percentage of the District's schools receiving a grade of "F" decreased. The percentage of M-DCPS schools receiving a grade of "F" was lower than the percentage of schools receiving an "F" statewide. M-DCPS also had a lower percentage of schools receiving a grade of "F" than school districts in Broward, Duval, and Hillsborough counties.

M-DCPS students' performance on the FSA ELA remained relatively stable from 2015 to 2016. Performance on the FSA Mathematics improved at the majority of grade levels tested and performance on the FCAT 2.0 Science improved at both grade levels tested. On the Algebra 1 FSA EOC exam, student performance showed large increases at grades 7, 8, 10, 11, and 12; at grade 9, performance held steady. Results from the other FSA EOC assessments were mixed, with performance across grade levels improving on the Algebra 2 exam and declining on the Geometry exam. Student performance on the NGSSS EOC assessments was also mixed – improvements were noted on the Civics and U.S. History exams, but not on the Biology 1 exam.

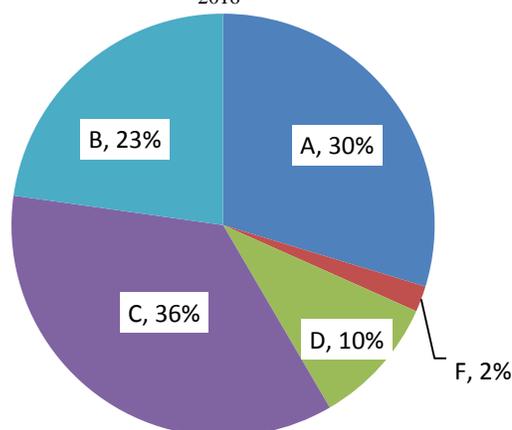
The District made some progress reducing the achievement gap. The gap between Black and White students decreased at selected grade levels on all assessments. Most notable were the large reductions in the gap at grade 12 on the Algebra 2 EOC exam and at grade 11 on the Biology 1 exam. The gap between Hispanic and White students also decreased at selected grade levels on all assessments. Most notable was the fact that there is no longer a gap between the percentage of grade 12 Hispanic and White students scoring at the higher achievement levels on the Algebra 2 EOC exam. Large reductions in the gap between Hispanic and White students were also noted at grades 10 and 11 on the Algebra 1 EOC exam and at grade 11 on the Biology 1 EOC exam.

M-DCPS DISTRICT PERFORMANCE GRADE

M-DCPS received a performance grade of “B” in 2016. The District has received a grade of “B” every year since the 2007-2008 school year. District and school performance grades for the 2015-2016 school year are based on a new school grading rule and scale that were adopted by the State Board of Education in January 2016. The new accountability system is based on more complex student assessments that were administered for the first time in Spring 2015 and a more challenging grading formula for schools and districts.

Performance grades may include up to 11 components – four achievement components, four learning gains components, middle school acceleration, graduation rate, and college and career acceleration. The number of points earned for each component is added together and divided by the total number of available points to determine the percentage of points earned. In 2016, M-DCPS earned 623 points, or 57% of the total possible points, equal to a grade of “B” on the School Grading Scale.

Figure 1
Proportions of Grades Assigned to M-DCPS in 2016



Notes: Percentages are based on the 419 M-DCPS schools that received a 2016 School Performance Grade and exclude the 20 M-DCPS schools that received an Incomplete or have not yet received a school grade.

M-DCPS SCHOOL PERFORMANCE GRADES

The 2016 School Performance Grades were computed by the Florida Department of Education using student results from the following assessments:

- Florida Standards Assessments (FSA) English Language Arts, grades 3-10;
- FSA Mathematics, grades 3-8;
- Florida Comprehensive Assessment Test (FCAT) 2.0 Science, grades 5 and 8;
- FSA Algebra 1 End-of-Course (EOC) assessment for secondary students enrolled in the course;
- FSA Algebra 2 EOC assessment for secondary students enrolled in the course;
- FSA Geometry EOC assessment for secondary students enrolled in the course;
- Next Generation Sunshine State Standards (NGSSS) Biology EOC assessment for secondary students enrolled in the course;
- NGSSS Civics EOC assessment for secondary students enrolled in the course; and
- NGSSS U.S. History EOC assessment for secondary students enrolled in the course.

Figure 1 shows the proportions of grades assigned to M-DCPS schools. A total of 415 M-DCPS elementary, K-8, middle, and senior high schools, including charter schools, received a 2016 School Performance Grade.

With the establishment of a more challenging grading formula this year, the percentage of schools in Florida and in M-DCPS earning a grade of “A” decreased from 2015 to 2016 (by 13 percentage points in Florida and by nine percentage points in M-DCPS). M-DCPS had a higher proportion of schools earning a grade of “A” than schools statewide (30% vs. 23%). In addition, higher percentages of M-DCPS schools received a grade of “A” in 2016 than those in other large Florida districts, including Broward, Duval, and Hillsborough.

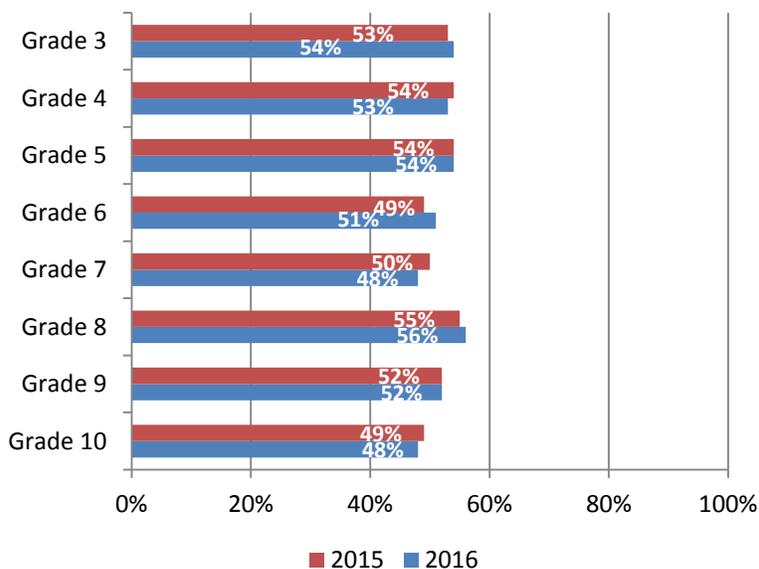
The percentage of M-DCPS schools receiving a grade of “F” decreased by three percentage points (from 5% to 2%). The percentage of M-DCPS schools receiving a grade of “F” was lower than the percentage of schools receiving an “F” statewide (2% vs. 3%). M-DCPS also had a lower percentage of schools receiving a grade of “F” than school districts in Broward, Duval, and Hillsborough counties.

FLORIDA STANDARDS ASSESSMENTS (FSA)

English Language Arts (ELA)

In Spring 2015, the State of Florida transitioned from the Florida Comprehensive Assessment Test (FCAT), a standards-based assessment that addressed the NGSSS, to the FSA assessments that target the new Florida Standards in ELA and mathematics. The FSA ELA includes reading and language components in grades 3-10, a writing component in grades 4 through 10, and a listening component in grades 4 through 10 (expanded from grades 5-10 in 2015).

Figure 2
M-DCPS FSA ELA: Percentages
Scoring at Achievement Levels 3-5,
2015 and 2016

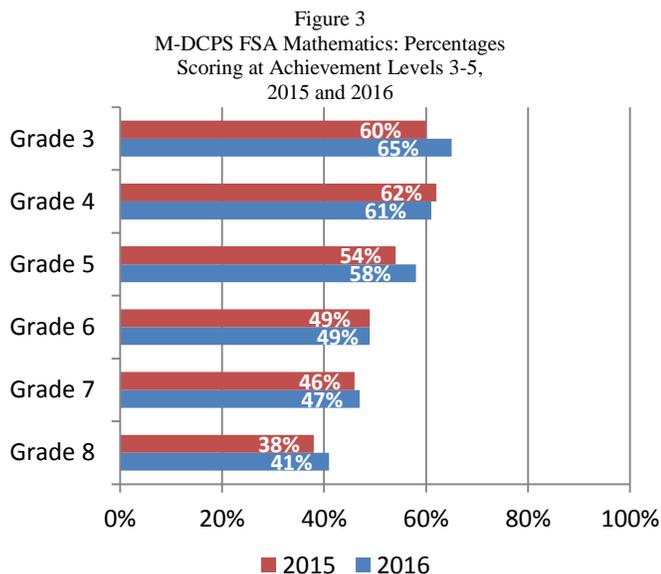


Over 209,000 M-DCPS students in grades 3-10 took the FSA ELA in Spring 2016. Test results are reported in terms of Achievement Levels that range from Level 1 (lowest) to Level 5 (highest). Level 3 indicates satisfactory performance. As can be seen in Figure 2, M-DCPS students’ performance on the FSA ELA remained relatively stable from

2015 to 2016. The percentage of students scoring at Achievement Levels 3-5 increased at three of the eight grade levels tested (grades 3, 6, and 8), remained stable at two grade levels (grades 5 and 9), and decreased at three grade levels (grades 4, 7, and 10). Across grades 3-10 combined, the percentage of students scoring at Achievement Levels 3-5 remained at 52% from 2015 to 2016.

Mathematics

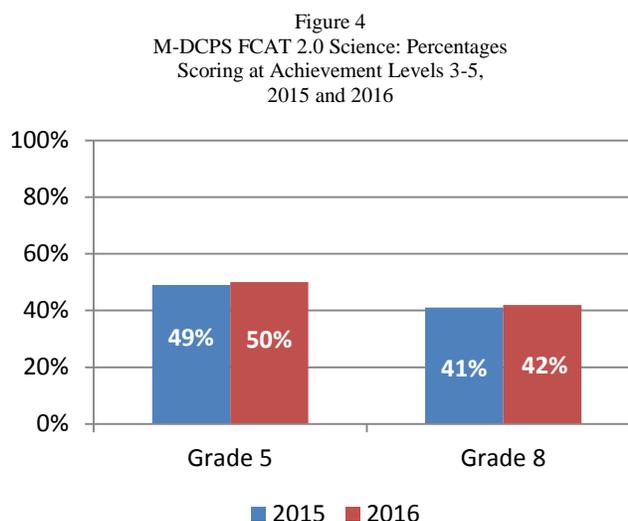
The FSA Mathematics was administered to students in grades 3-8. At the secondary grade levels, students enrolled in corresponding courses take EOC assessments in Algebra I, Algebra 2, or Geometry instead of the comprehensive FSA Mathematics exam. Over 144,000 M-DCPS students in grades 3-8 took the FSA Mathematics in Spring 2016.



As can be seen in Figure 3, the percentage of M-DCPS students scoring at Achievement Levels 3-5 increased at four of the six grade levels tested (grades 3, 5, 7, and 8), remained stable at grade 6, and decreased at grade 4. At grades 3 and 5, the percentage of the District's students scoring at Achievement Levels 3-5 increased significantly (by 5 and 4 percentage points, respectively). Across grades 3-8 combined, the percentage of M-DCPS students scoring at Achievement Levels 3-5 increased by two percentage points (from 53% to 55%).

FCAT 2.0 SCIENCE

While students at the secondary level (usually grade 10) take a NGSSS EOC assessment in Biology 1, students in grades 5 and 8 still take the FCAT 2.0 Science test. In Spring 2016, over 48,000 M-DCPS students in grades 5 and 8 took the FCAT 2.0 Science test. Figure 4 shows that the percentage of M-DCPS students scoring at Achievement Levels 3-5 on the FCAT 2.0 Science increased by one percentage point at each of the two grade levels tested.



FSA END OF COURSE (EOC) ASSESSMENTS

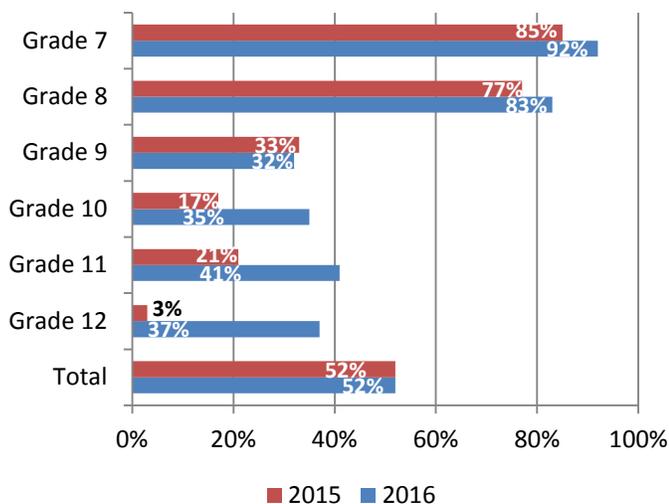
Algebra 1

Prior to 2015, all of the State of Florida’s EOC assessments were based on the NGSSS. In 2015, the State transitioned from NGSSS EOC assessments to FSA EOC assessments for Algebra 1, Algebra 2, and Geometry. NGSSS EOC assessments remain for Biology 1, Civics, and U.S. History.

All of Florida’s EOC assessments target specific course content and are administered to all students taking the applicable course, without regard to grade level. Therefore, accelerated middle school students, as well as senior high school students, participate in the exams.

In M-DCPS, over 25,000 test takers participated in the 2016 FSA Algebra 1 EOC assessment. Over 60% of the students taking the assessment were enrolled in grade 9; 32% of these students scored at Achievement Levels 3-5 (Figure 5). The percentage of M-DCPS students scoring at Achievement Levels 3-5 increased at grades 7, 8, 10, 11, and 12, but decreased slightly at grade 9. Across all grade levels, 52% of M-DCPS students scored at Achievement Levels 3-5 in both 2015 and 2016.

Figure 5
M-DCPS FSA Algebra 1 EOC Assessment:
Percentages Scoring at
Achievement Levels 3-5, 2015 and 2016

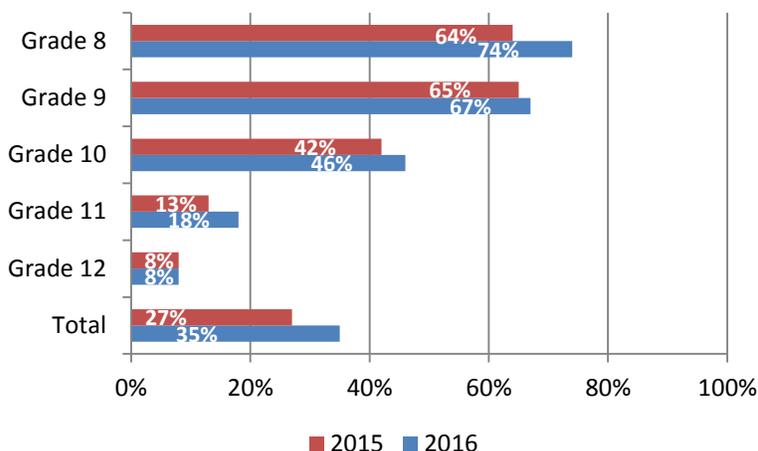


Note: The total includes a small number of grade 6 and adult students. At the middle grades, only high-performing students enrolled in Algebra 1 as an accelerated course.

Algebra 2

Over 21,000 M-DCPS test takers participated in the 2016 FSA Algebra 2 EOC assessment. The majority of students taking the assessment were enrolled in grades 10 (37%) and 11 (47%). Forty-six percent of tenth graders and 18% of eleventh graders scored at Achievement Levels 3-5 (Figure 6). The percentage of M-DCPS students scoring at

Figure 6
M-DCPS FSA Algebra 2 EOC Assessment:
Percentages Scoring at
Achievement Levels 3-5, 2015 and 2016



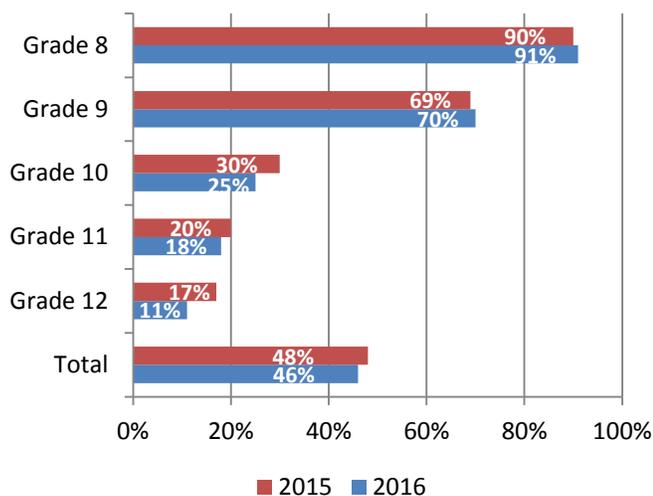
Note: The total includes a small number of grade 7 and adult students. At the middle grades, only high-performing students enrolled in Algebra 2 as an accelerated course.

Achievement Levels 3-5 increased at grades 8, 9, 10, and 11, and remained stable at grade 12. Across all grade levels, 35% of M-DCPS students scored at Achievement Levels 3-5 in 2016, an eight percentage point increase from 2015.

Geometry

Over 25,000 M-DCPS test takers participated in the 2016 FSA Geometry EOC assessment. The majority of students taking the assessment were enrolled in grade 10 (58%); 25% of these students scored at Achievement Levels 3-5 (Figure 7). The percentage of M-DCPS students scoring at Achievement Levels 3-5 increased at grades 8 and 9 but decreased at grades 10, 11, and 12. Across all grade levels, 46% of M-DCPS students scored at Achievement Levels 3-5, a two percentage point decrease from 2015 to 2016.

Figure 7
M-DCPS FSA Geometry EOC Assessment:
Percentages Scoring at
Achievement Levels 3-5, 2015 and 2016



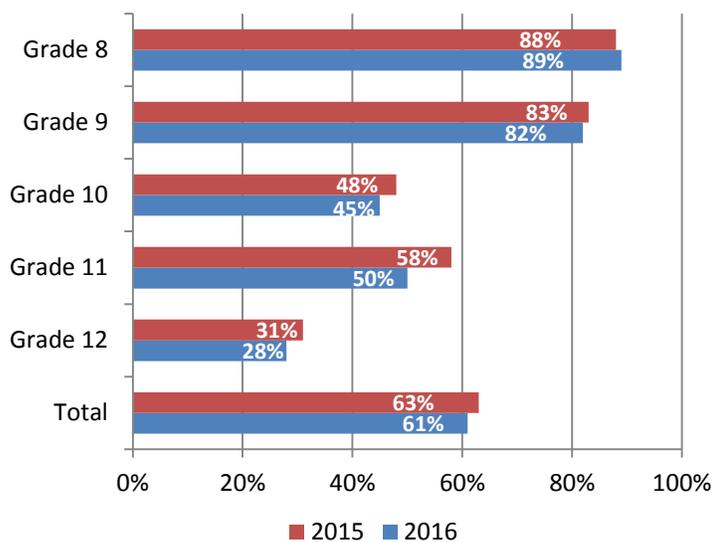
Note: The total includes a small number of grade 7 and adult students. At the middle grades, only high-performing students enrolled in Geometry as an accelerated course.

NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) EOC ASSESSMENTS

Biology 1

Over 27,000 M-DCPS test takers participated in the 2016 NGSSS Biology 1 EOC assessment. The majority of students taking the assessment were enrolled in grade 10 (58%); 45% of these students scored at Achievement Levels 3-5 (Figure 8). The percentage of M-DCPS students scoring at Achievement Levels 3-5 increased at grade 8 but decreased at all other grade levels. Across all grade levels combined, 61% of M-DCPS students scored at Achievement Levels 3-5 in

Figure 8
M-DCPS NGSSS Biology 1 EOC Assessment:
Percentages Scoring at
Achievement Levels 3-5, 2015 and 2016



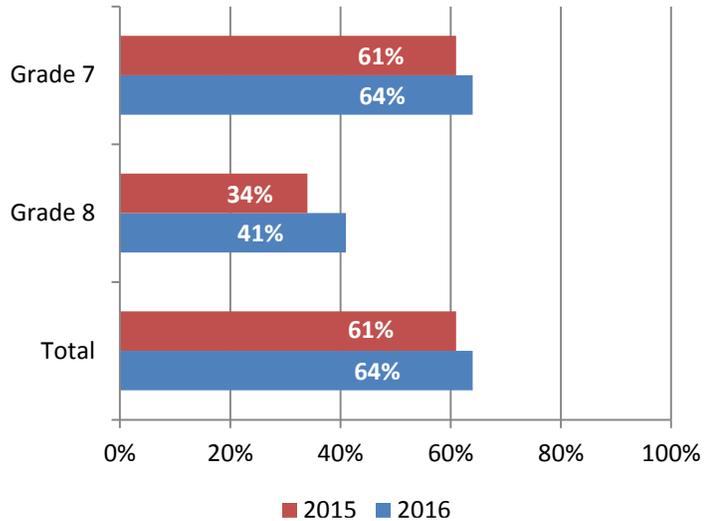
Note: The total includes a small number of grade 7 and adult students. At the middle grades, only high-performing students enrolled in Biology 1 as an accelerated course.

2016, a two percentage point decrease from 2015.

Civics

Over 26,000 M-DCPS test takers participated in the 2016 NGSSS Civics EOC assessment. The vast majority of students taking the assessment were enrolled in grade 7 (99%); 64% of these students scored at Achievement Levels 3-5 (Figure 9). The percentage of M-DCPS students scoring at Achievement Levels 3-5 increased at both grades 7 and 8. Across all grade levels, 64% of M-DCPS students scored at Achievement Levels 3-5, a three percentage point increase from 2015 to 2016.

Figure 9
M-DCPS NGSSS Civics EOC Assessment:
Percentages Scoring at Achievement Levels 3-5,
2015 and 2016

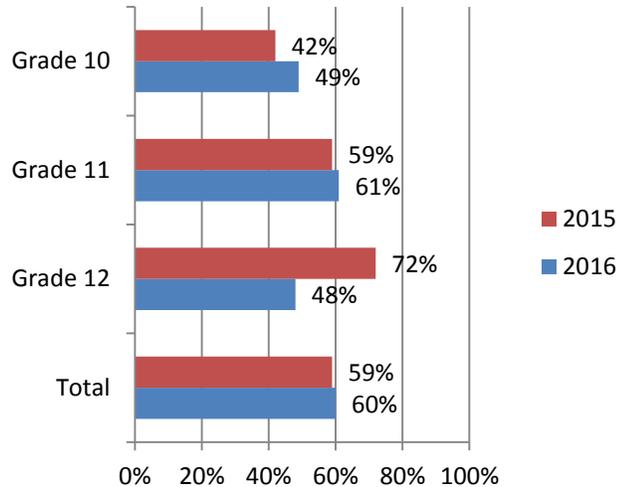


Note: The total includes a small number of grade 6 students.

U.S. History

Over 23,000 M-DCPS test takers participated in the 2016 NGSSS U.S. History EOC assessment. The majority of students taking the assessment were enrolled in grade 11 (96%); 61% of these students scored at Achievement Levels 3-5 (Figure 10). The percentage of M-DCPS students scoring at Achievement Levels 3-5 increased at grades 10 and 11 but decreased at grade 12. Across all grade levels, 60% of M-DCPS students scored at Achievement Levels 3-5, a one percentage point increase from 2015 to 2016.

Figure 10
M-DCPS NGSSS U.S. History EOC Assessment:
Percentages Scoring at
Achievement Levels 3-5, 2015 and 2016



Note: The total includes a small number of grades 8, 9, and adult students. At the middle grades, only high-performing students enrolled in U.S. History as an accelerated course.

M-DCPS PROGRESS REDUCING THE ACHIEVEMENT GAP ON THE FSA, FCAT 2.0, FSA EOC EXAMS, AND NGSSS EOC EXAMS

The progress of M-DCPS' Black, Hispanic and White students was compared on the

FSA ELA and Mathematics; FCAT 2.0 Science; and the FSA and NGSSS EOC assessments.

FSA ELA. As can be seen in Table 1, M-DCPS reduced the achievement gap between Black and White students on the FSA ELA at seven of the eight grade levels tested (grades 3-9). The gap between Hispanic and White students decreased at four grade levels, remained stable at one grade level, and increased at three grade levels.

Table 1
M-DCPS FSA ELA Reading
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 3	41%	18%	-1%	+1%
Grade 4	39%	17%	-1%	-2%
Grade 5	36%	18%	-1%	0%
Grade 6	40%	20%	-2%	+1%
Grade 7	41%	21%	-2%	-1%
Grade 8	37%	17%	-5%	-4%
Grade 9	40%	21%	-1%	+1%
Grade 10	38%	18%	0%	-1%

FSA Mathematics. M-DCPS made progress in reducing the achievement gap on the FSA Mathematics (Table 2). The gap between White and both Black and Hispanic students was reduced at three of the six grade levels tested (grades 3, 5 and 7).

Table 2
M-DCPS FSA Mathematics
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 3	29%	12%	-5%	-3%
Grade 4	36%	16%	+2%	0%
Grade 5	33%	17%	-4%	-3%
Grade 6	43%	21%	+2%	0%
Grade 7	44%	22%	-3%	-2%
Grade 8	35%	18%	+5%	+1%

FCAT 2.0 Science. The achievement gap between Black and White students decreased at grade 8 and remained stable at grade 5. The gap between Hispanic and White students decreased at both grade levels tested (Table 3).

Table 3
M-DCPS FCAT 2.0 Science: Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 5	37%	20%	0%	-1%
Grade 8	33%	19%	-2%	-4%

FSA Algebra I EOC Assessment. As can be seen in Table 4, the achievement gap between Black and White students decreased at grades 7, 9, and 10. The gap between Hispanic and White students decreased at grade 7, 10, and 11. Most notable are the large reductions in the gap between Hispanic and White students at grades 10 and 11 (a 10 percentage point reduction at grade 10 and an 8 percentage point reduction at grade 11).

Table 4
M-DCPS FSA Algebra 1 EOC Assessment:
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 7	16%	5%	-3%	-4%
Grade 8	21%	7%	+4%	+1%
Grade 9	24%	14%	-2%	+1%
Grade 10	27%	4%	-5%	-10%
Grade 11	73%	44%	+11%	-8%

Note: Results are not reported for grade levels with fewer than 10 students in at least one of the subgroups tested.

FSA Algebra 2 EOC Assessment. The achievement gap between Black and White students decreased at grades 9 and 12 but increased at grades 10 and 11. The gap between Hispanic and White students decreased at all grade levels. Most notable is the fact that there is no longer a gap between the percentage of Hispanic and White grade 12 students scoring at Achievement Levels 3 through 5 (Table 5).

Table 5
M-DCPS FSA Algebra 2 EOC Assessment:
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 9	26%	12%	-6%	-2%
Grade 10	33%	14%	+3%	-2%
Grade 11	18%	7%	+2%	-4%
Grade 12	4%	0	-14%	-13%

Note: Results are not reported for grade levels with fewer than 10 students in at least one of the subgroups tested.

FSA Geometry EOC Assessment. M-DCPS reduced the achievement gap between Black and White students at grades 8, 9, and 10, but the gap increased at grade 11. The gap between Hispanic and White students decreased at grades 8 and 9, but increased at grades 10 and 11 (Table 6).

Table 6
M-DCPS FSA Geometry EOC Assessment:
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 8	18%	4%	-4%	-3%
Grade 9	29%	10%	-5%	-1%
Grade 10	30%	15%	-1%	+1%
Grade 11	36%	22%	+31%	+12%

Note: Results are not reported for grade levels with fewer than 10 students in at least one of the subgroups tested.

NGSSS Biology 1 EOC Assessment. As can be seen in Table 7, the achievement gap between Black and White students decreased at grade 11, remained stable at grade 10 and increased at grades 8 and 9. The gap between Hispanic and White students decreased at grades 8 and 11, remained stable at grade 10, and increased at grade 9. Most notable are the large reductions at grade 11 in the gap between the percentage of White and both Black and Hispanic students scoring at Achievement Levels 3 through 5 (a 24 percentage point reduction in the gap between Black and White students and a 23 percentage point reduction in the gap between Hispanic and White students).

Table 7
M-DCPS NGSSS Biology 1 EOC Assessment:
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 8	15%	5%	+2%	-1%
Grade 9	17%	8%	+2%	+1%
Grade 10	21%	13%	0%	0%
Grade 11	44%	6%	-24%	-23%

Note: Results are not reported for grade levels with fewer than 10 students in at least one of the subgroups tested.

NGSSS Civics EOC Assessment. The achievement gap between White and both Black and Hispanic students decreased at grade 7 (Table 8). Results for grades 6 and 8 are not reported because fewer than 10 students in at least one of the subgroups were tested.

Table 8
M-DCPS NGSSS Civics EOC Assessment:
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 7	30%	16%	-1%	-2%

Note: Results are not reported for grade levels with fewer than 10 students in at least one of the subgroups tested.

NGSSS U.S. History EOC Assessment. The achievement gap between White students and both Black and Hispanic students decreased at grade 11, but increased at grades 10 and 12 (Table 9).

Table 9
M-DCPS NGSSS U.S. History EOC Assessment:
Percentages Scoring at Achievement Levels 3-5,
Black-White and Hispanic-White Achievement Gaps, 2015 and 2016

	Size of 2016 Gap		Did the Gap Increase or Decrease from 2015 to 2016?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 11	30%	15%	-2%	-4%

Note: Results are not reported for grade levels with fewer than 10 students in at least one of the subgroups tested.

SUMMARY

This report provided an overview of M-DCPS 2015-2016 academic performance. Highlights include:

- M-DCPS earned a **District Performance Grade** of “B” in 2016.
- With the establishment of a more challenging grading formula this year, the percentage of schools in Florida and in M-DCPS earning a **School Performance Grade** of “A” decreased from 2015 to 2016. However, M-DCPS had higher percentages of schools earning a grade of “A” than schools statewide and in Broward, Duval, and Hillsborough counties. The percentage of the District’s schools receiving a grade of “F” decreased from 2015 to 2016. M-DCPS had a lower percentage of schools receiving a grade of “F” than schools statewide and in other large Florida districts.
- M-DCPS students’ performance on the **FSA ELA** remained relatively stable from 2015 to 2016.
- M-DCPS students’ performance on the **FSA Mathematics** improved at the majority of grade levels tested.
- M-DCPS students’ performance on the **FCAT 2.0 Science** improved at both grade levels tested.
- **FSA EOC assessment** results were mixed. On the Algebra 1 exam, student performance showed large increases at grades 7, 8, 10, 11, and 12; at grade 9, performance held steady. Across all grade levels, performance improved on the Algebra 2 exam but declined on the Geometry exam.
- **NGSSS EOC assessment** results were also mixed. Across all grade levels, the percentage of test takers scoring at Achievement Levels 3-5 increased on the Civics and U.S. History exams but decreased on the Biology 1 exam.
- At selected grade levels, the District made some progress reducing the **achievement gap between Black and White students** on the FSA ELA, FSA Mathematics, FCAT 2.0 Science, FSA EOC assessments, and NGSSS EOC assessments. Most notable were the large reductions in the gap between Black and White students on the FSA Algebra 2 EOC exam at grade 12 and on the NGSSS Biology 1 EOC assessment at grade 11.
- At selected grade levels, the District made some progress reducing the **achievement gap between Hispanic and White students** on the FSA ELA,

FSA Mathematics, FCAT 2.0 Science, FSA EOC assessments, and NGSSS EOC assessments. Most notable is the fact that there is no longer any gap between the percentage of Hispanic and White grade 12 students scoring at Achievement Levels 3-5 on the FSA Algebra 2 EOC assessment. In addition, there were large reductions in the gap between Hispanic and White students on the Algebra 1 EOC exam at grades 10 and 11, and on the Biology 1 EOC exam at grade 11.