



INFORMATION CAPSULE

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Gaining in Achievement While Reducing the Gap M-DCPS Progress in the FCAT

The Florida Comprehensive Assessment Test (FCAT) has been used in the State for the past six years to measure achievement and assign grades to schools. This report presents an overview of the performance for the District and the State from 1998 to 2003 broken down by racial/ethnic group. Both the achievement levels and the achievement gaps (Between White and Black as well as between White and Hispanic) are depicted. The summary scores are the percent of students scoring at achievement level 3 and higher on the Reading and Math FCAT and the percent of students scoring 3 or higher on the Writing FCAT.

Broadly speaking, the achievement levels, rates of growth, achievement gap sizes, and reduction of gaps are very similar between the District and the State. This kind of presentation emphasizes slight differences. The following major trends were observed.

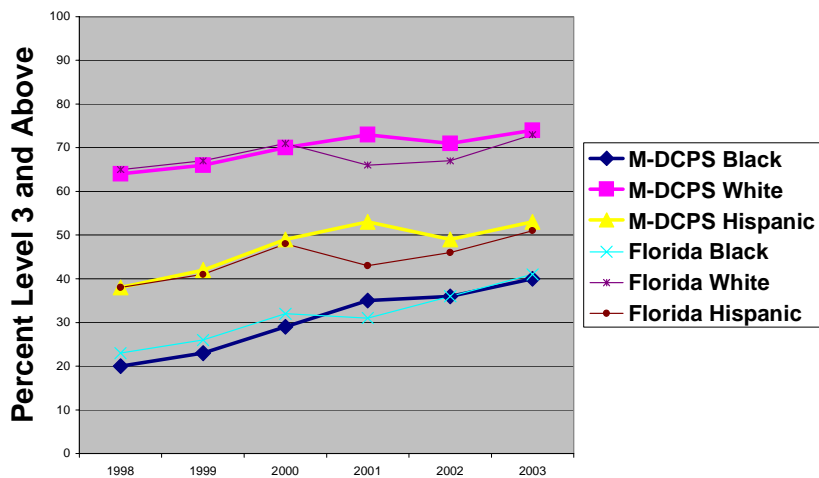
- There were gains in all racial/ethnic groups at all three grade levels for both the District and the State. The average gains were approximately: 8 points for Reading, 17 points for Math, and 11 points for Writing.
- In general, Whites and Hispanics from the District tended to score slightly higher than the Whites and Hispanics from the State. Blacks from the District tended to score slightly lower than the Blacks from the State.
- The Writing test, a very different kind of test, exhibited very different achievement levels when compared to the Reading and Math tests. In Writing, all three racial/ethnic groups ended up with over 80% of the students scoring 3 or higher.
- In a majority of the comparisons, reductions in the achievement gaps were more pronounced for M-DCPS than for the State.
- For 2003, the unweighted average percentages for students scoring at the higher achievement levels across all racial ethnic groups and grade levels were equivalent between the District and the State:

	M-DCPS	Florida
Reading	42.3%	42.0%
Math	49.1%	49.6%
Writing	88.9%	89.0%

*Research note: Miami-Dade is not a simple random sample of the State, and students can vary in many diverse ways even within one racial/ethnic category. For instance, our Black population includes a large proportion of Haitians and our Hispanic population is supported by a large local community. Some of these outside influences can have a subtle but direct effect on academic achievement. Therefore, it **cannot** be assumed that the differences observed here between us and the State, for better or worse, are necessarily attributable to the District's curriculum and teachers.*

FCAT Reading

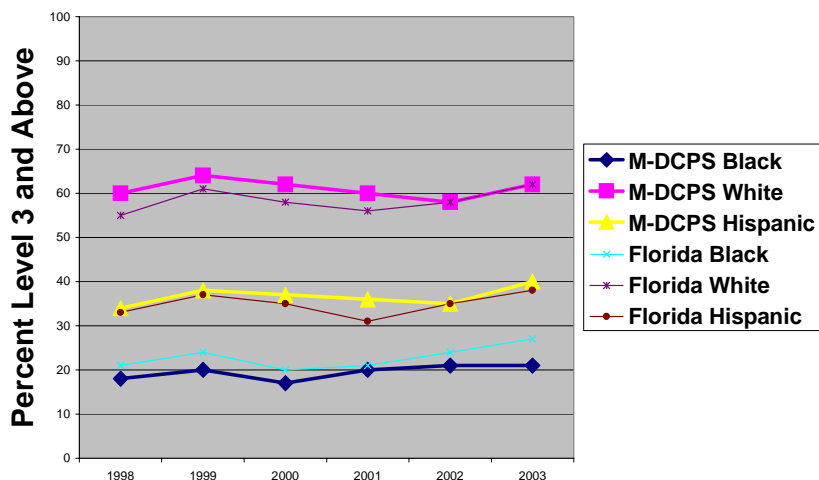
FCAT Reading Grade 4



Over the six year period:

- the gap between Blacks and Whites **decreased** by 10 percentage points in both M-DCPS and the State.
- the gap between Hispanics and Whites **decreased** by 5 percentage points in both M-DCPS and the State.

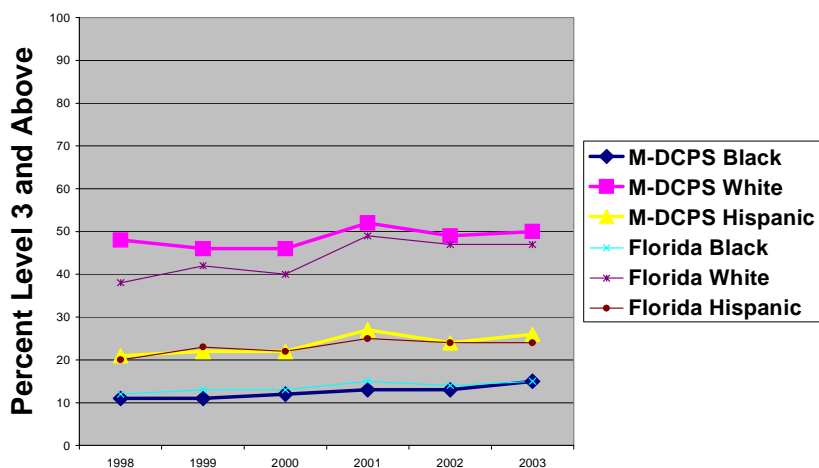
FCAT Reading Grade 8



Over the six year period:

- the gap between Blacks and Whites **decreased** by 1 percentage point in M-DCPS and **increased** by 1 percentage point in the State.
- the gap between Hispanics and Whites **decreased** by 4 percentage points in M-DCPS and **increased** by 2 percentage points in the State.

FCAT Reading Grade 10

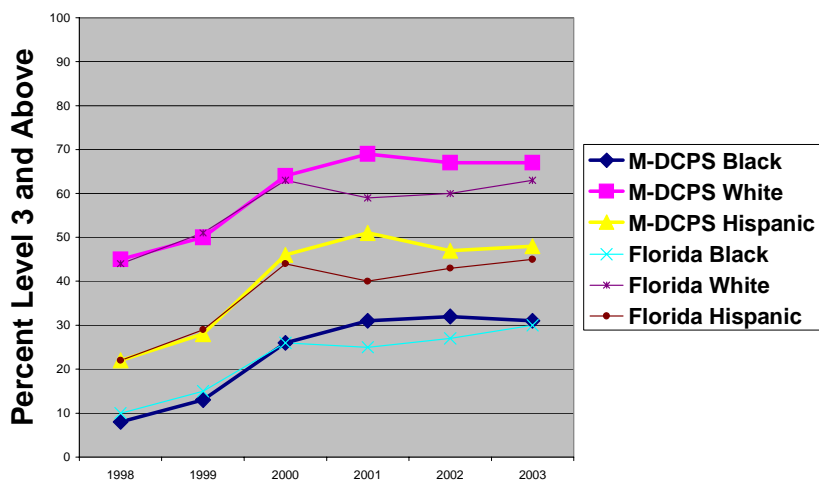


Over the six year period:

- the gap between Blacks and Whites **decreased** by 2 percentage points in M-DCPS and **increased** by 6 percentage points in the State.
- the gap between Hispanics and Whites **decreased** by 3 percentage points in M-DCPS and **increased** by 5 percentage points in the State.

FCAT Math

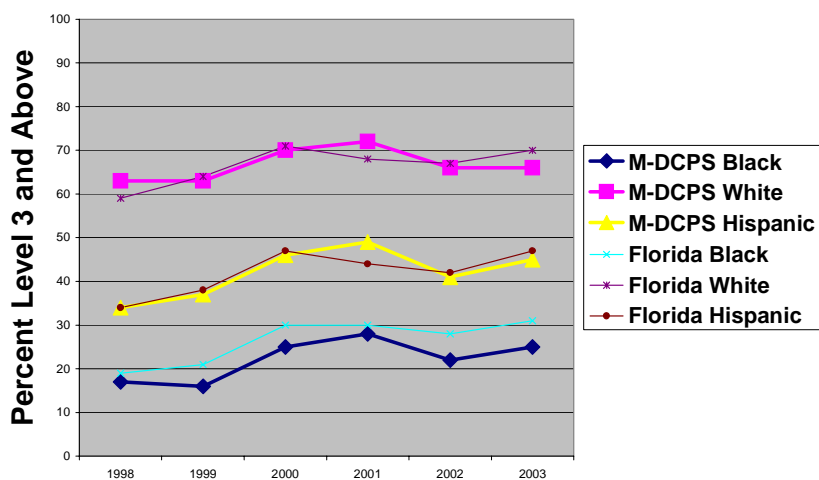
FCAT Math Grade 4



Over the six year period:

- the gap between Blacks and Whites **decreased** by 1 percentage point in both M-DCPS and the State.
- the gap between Hispanics and Whites **decreased** by 4 percentage points in both M-DCPS and the State.

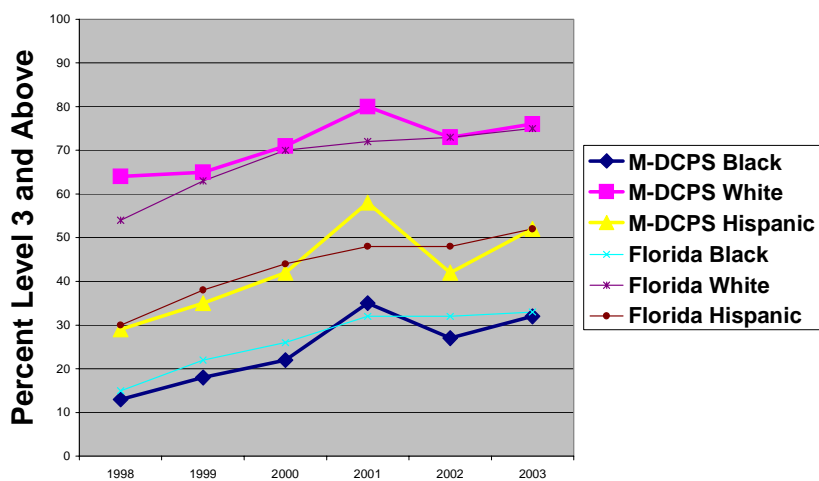
FCAT Math Grade 8



Over the six year period:

- the gap between Blacks and Whites **decreased** by 5 percentage points in M-DCPS and **decreased** by 1 percentage point in the State.
- the gap between Hispanics and Whites **decreased** by 8 percentage points in M-DCPS and **decreased** by 2 percentage points in the State.

FCAT Math Grade 10

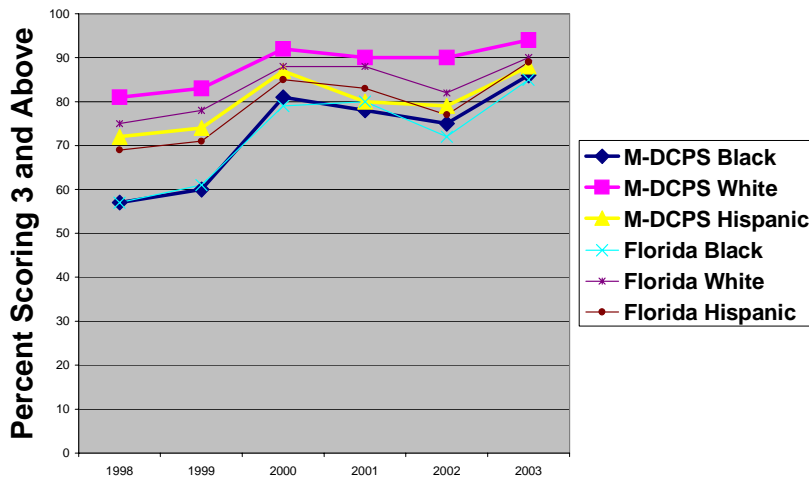


Over the six year period:

- the gap between Blacks and Whites **decreased** by 7 percentage points in M-DCPS and **increased** by 3 percentage points in the State.
- the gap between Hispanics and Whites **decreased** by 11 percentage points in M-DCPS and **decreased** by 1 percentage point in the State.

FCAT Writing

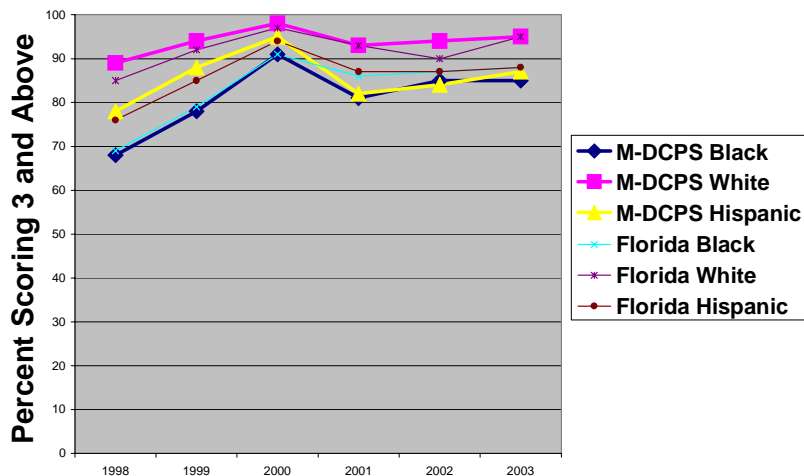
FCAT Writing Grade 4



Over the six year period:

- the gap between Blacks and Whites **decreased** by 16 percentage points in M-DCPS and **decreased** by 13 percentage points in the State.
- the gap between Hispanics and Whites **decreased** by 3 percentage points in M-DCPS and **decreased** by 5 percentage points in the State.

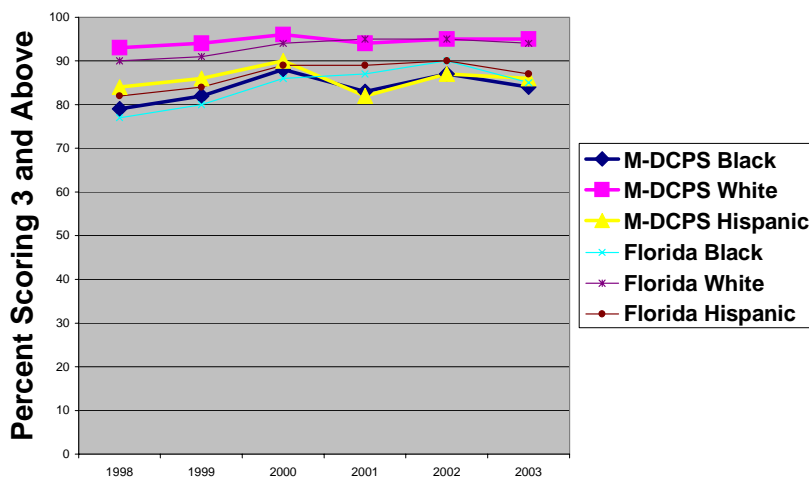
FCAT Writing Grade 8



Over the six year period:

- the gap between Blacks and Whites **decreased** by 11 percentage points in M-DCPS and **decreased** by 9 percentage points in the State.
- the gap between Hispanics and Whites **decreased** by 3 percentage points in M-DCPS and **decreased** by 2 percentage points in the State.

FCAT Writing Grade 10



Over the six year period:

- the gap between Blacks and Whites **decreased** by 3 percentage points in M-DCPS and **decreased** by 4 percentage points in the State.
- the gap between Hispanics and Whites **stayed the same** in M-DCPS and **decreased** by 1 percentage point in the State.