



INFORMATION CAPSULE

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2007-08 Overview of M-DCPS Academic Performance

At a Glance

M-DCPS earned a performance grade of "B" in 2008, up from a "C" in 2007. Almost half of the District's schools (49 percent) earned an "A" and the number of "F" schools decreased from 27 in 2007 to 13 in 2008. M-DCPS posted across the board improvements in its 2008 FCAT performance. The percent of the District's students scoring at the higher achievement levels increased at every grade level and in every subject area tested, with the exception of grade 5 reading. Although White students continued to score higher than Black or Hispanic students in all subject areas and grade levels, the District made some progress closing the achievement gap. The largest reduction was observed in mathematics, with Black and Hispanic students closing their score gaps with White students in five of the eight grade levels tested. This Information Capsule answers the most frequently asked questions about M-DCPS' academic performance during the 2007-08 school year.

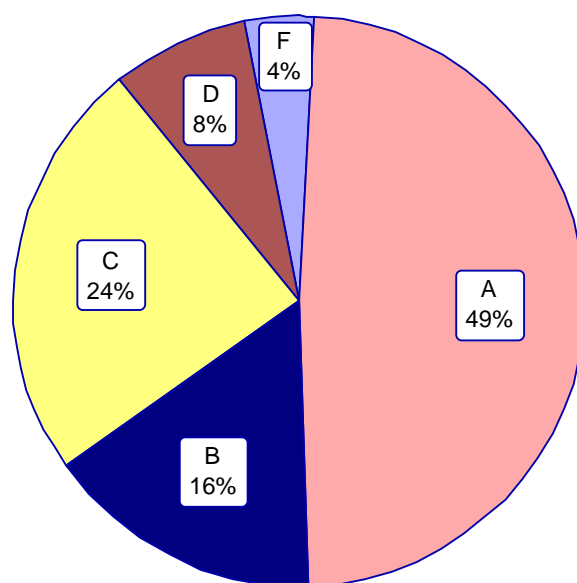
What performance grade did M-DCPS receive?

The state's performance grading system for school districts awards points for high scores on the FCAT and for students' annual learning gains. Miami-Dade County Public Schools (M-DCPS) earned 515 points, or a grade of "B," up from a "C" in 2007.

What grades did the District's schools receive?

Three hundred fifty-one (351) M-DCPS schools, including charter schools, received a 2008 performance grade. Forty-nine (49) percent of schools earned an "A" and 4 percent of schools earned an "F." Figure 1 shows the proportion of grades assigned to M-DCPS schools.

Figure 1
Proportion of Grades Assigned to M-DCPS in 2008



Excludes schools that received a performance grade of "Incomplete."

How did M-DCPS' performance in 2008 compare to its performance in 2007?

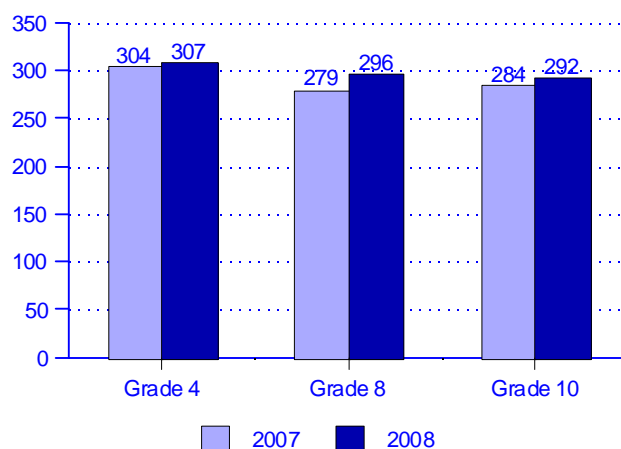
From 2007 to 2008, the percent of schools receiving a grade of "A" or "B" increased by 7 percent and 3 percent, respectively. The percent of schools receiving a grade of "C" or "D" each decreased by 2 percent. The percent of schools graded as "F" decreased by 4 percent. Of the 333 schools with performance grades in both 2007 and 2008, 25 percent of elementary/K-8 centers, 50 percent of middle schools and 63 percent of high schools increased their performance grades.

How did students perform on the FCAT Writing+?

The 2008 FCAT Writing+, administered at grades 4, 8, and 10, included both essay and multiple-choice sections. The Florida Department of Education reported total scale scores (ranging from 100 to 500) and achievement levels (ranging from 1 to 5). These scores represent student performance on both portions of the assessment. In addition, separate scores for the essay portion of the test (ranging from 1 to 6) were reported.

Total Scores. Figure 2 shows the District's average total scores in 2007 and 2008 for each grade level tested. M-DCPS students' scores increased at all three grade levels, consistently exceeding growth by students statewide.

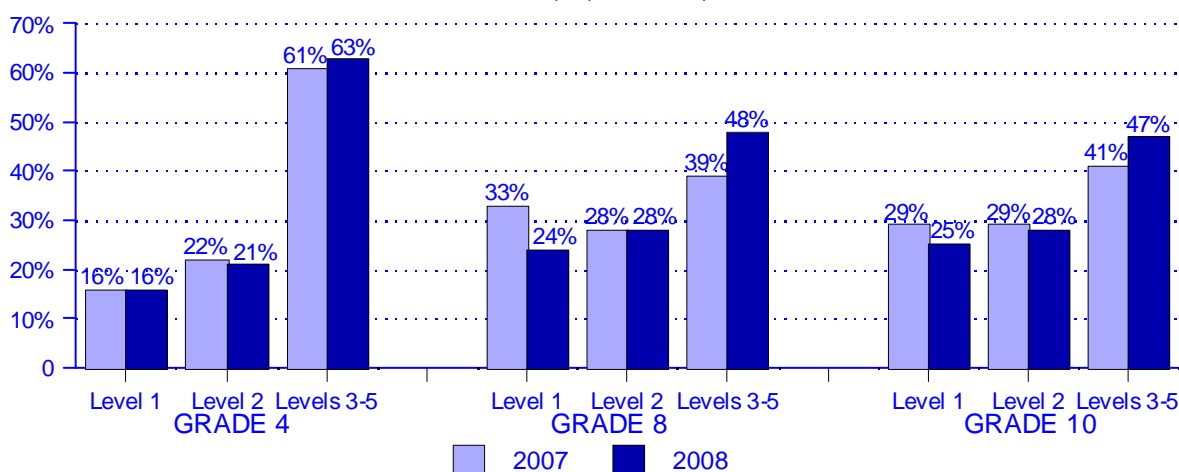
Figure 2
M-DCPS FCAT Writing+ Average Total Scores, 2007 and 2008



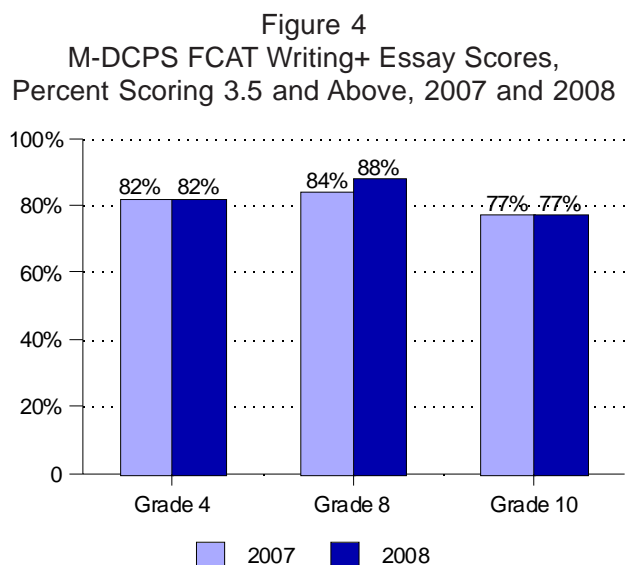
Achievement Levels. Figure 3 presents the percent of the District's students scoring at Achievement Levels 1, 2, and 3-5. A higher percent of the District's students scored at Achievement Levels 3-5 in all three grade levels in 2008, compared to 2007. Especially noteworthy is that in grades 8 and 10, the percent of students scoring at the higher achievement levels increased by 9 percent and 6 percent respectively.

Essay Scores. Analysis of the 2007 and 2008 essay scores revealed that the District's average score remained stable at grade 4, increased slightly at grade 8, and decreased slightly at grade 10. The District's students received a higher average essay score than students statewide at grade 4 and matched the state average at grade 8.

Figure 3
Percent of M-DCPS Students Scoring at FCAT Writing+ Achievement Levels 1, 2, and 3-5, 2007 and 2008



As can be seen in Figure 4, the percent of students scoring 3.5 and above on the essay portion of the FCAT Writing+ increased at grade 8 and remained stable at grades 4 and 10. At grade 4, the percent of students scoring 3.5 and above exceeded the percent of students scoring 3.5 and above statewide (82 percent and 77 percent, respectively).



In summary, average total scale scores, which represent both the multiple-choice and essay portions of the FCAT Writing+, increased at all three grade levels. The percent of students scoring at Achievement Levels 3-5 also increased at every grade level. The percent of students scoring 3.5 and above on the essay portion of the FCAT Writing+ increased at grade 8 and remained stable at grades 4 and 10.

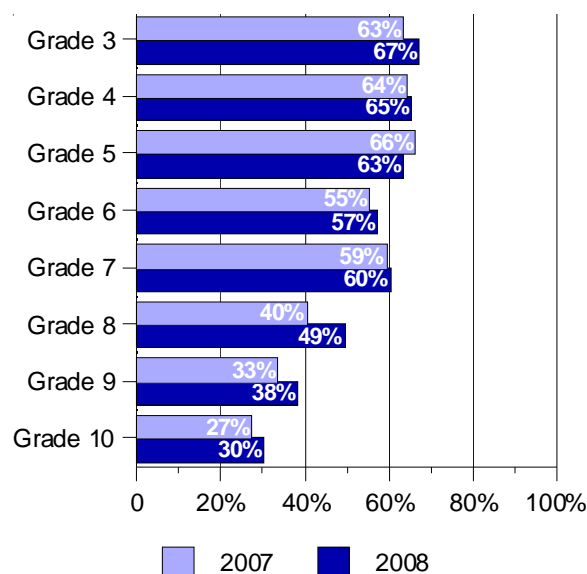
How did students perform on the FCAT SSS Reading?

The FCAT SSS Reading is administered to all students at grades 3-10. As can be seen in Figure 5, the percent of students scoring at Achievement Levels 3-5 (the highest levels) increased at all grade levels, except at grade 5. The majority of the District's students in grades 3 through 7 are now scoring 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 grades 3, 6, and 8, the increase in the percent of the District's students scoring at Achievement Levels 3-5 was higher than that of students statewide.

Figure 5
M-DCPS FCAT SSS Reading: Percent Scoring
at Achievement Levels 3-5, 2007 and 2008

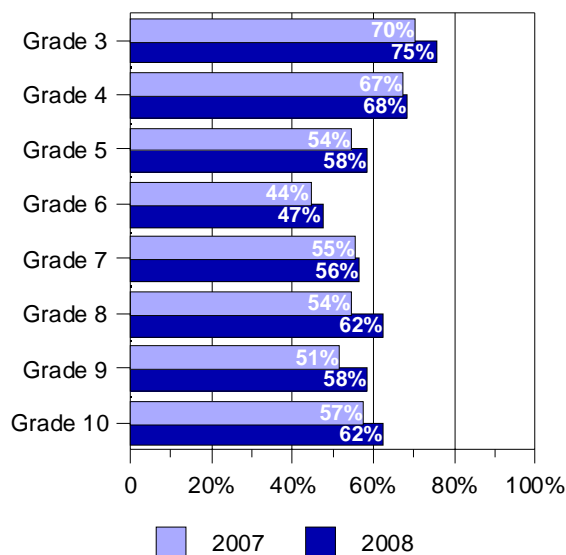


How did students perform on the FCAT SSS Mathematics?

The FCAT SSS Mathematics is administered to all students at grades 3-10. The percent of students scoring at Achievement Levels 3-5 increased at all of the eight grade levels tested (Figure 6). The majority of the District's students are now scoring at the higher achievement levels at grades 3-5 and 7-10.

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, the percent of M-DCPS students scoring at Achievement Levels 3-5 increased more than the percent of students statewide at grades 3, 5, 8, 9, and 10.

Figure 6
M-DCPS FCAT SSS Mathematics: Percent Scoring at Achievement Levels 3-5, 2007 and 2008

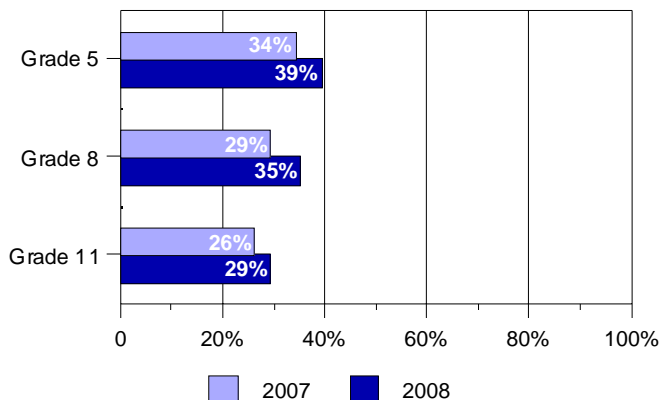


How did students perform on the FCAT SSS Science?

The FCAT SSS 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 all three of the grade levels tested from 2007 to 2008 (Figure 7).

At all grade levels, District trends closely paralleled those of students statewide, with a higher percent of the District's students moving into the Achievement Levels 3-5 than students statewide.

Figure 7
M-DCPS FCAT SSS Science: Percent Scoring at Achievement Levels 3-5, 2007 and 2008

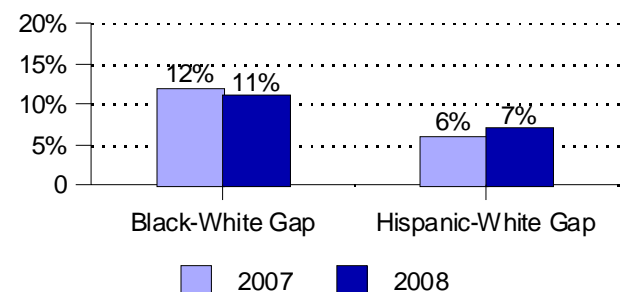


Did the District make any progress in closing the achievement gap on the FCAT?

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

FCAT Writing+. Across grades, the percent of Black and White students scoring 3.5 and above on the essay portion of the FCAT Writing+ increased from 2007 to 2008. The percent of Hispanic students scoring 3.5 and above remained stable. The District continued to close the achievement gap in writing between Black and White students. The gap between the percent of Black and White students scoring 3.5 and above decreased by 1 percent. The gap between Hispanic and White students scoring 3.5 and above, however, increased by 1 percent (Figure 8).

Figure 8
M-DCPS FCAT Writing+ Essay Scores: Percent Scoring 3.5 and Above, Black-White and Hispanic-White Achievement Gaps, 2007 and 2008



FCAT Reading. A higher percent of White students scored at Achievement Levels 3-5 than Black or Hispanic students at all grade levels. The percent of Black students scoring at Achievement Levels 3-5 increased at five grade levels and the percent of Hispanic students and White students scoring at Levels 3-5 increased at seven grade levels. Black students closed the reading gap with White students by 1 percent at grade 6 and by 4 percent at grade 8. Hispanic students closed the reading gap with White students by 1 percent at grade 7.

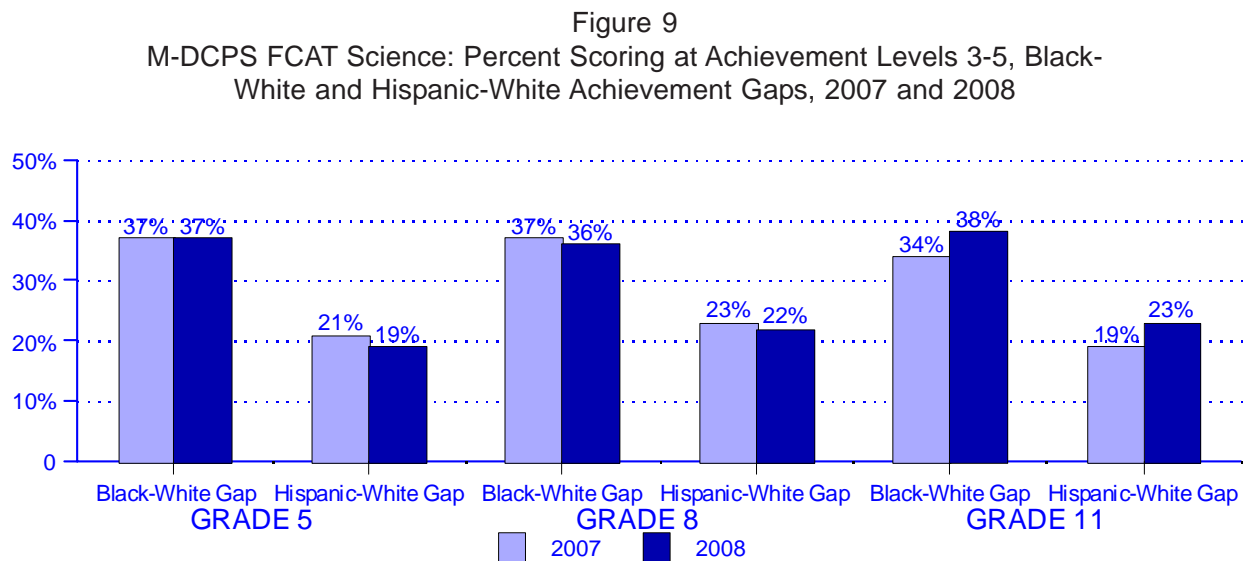
FCAT Mathematics. A higher percent of White students scored at Achievement Levels 3-5 than Black or Hispanic students at all grade levels. The percent of Black students scoring at Achievement

Levels 3-5 increased at 7 of the 8 grade levels tested; the percent of Hispanic students scoring at Levels 3-5 increased at 8 grade levels; and the percent of White students scoring at Levels 3-5 increased at 6 grade levels. Black students closed the mathematics gap with White students by 1 percent at grades 9 and 10, by 3 percent at grades 3 and 4, and by 4 percent at grade 8. Hispanic students closed the mathematics gap with White students by 1 percent at grades 4 and 6, by 2 percent at grade 7, and by 3 percent at grades 8 and 10.

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. The percent of students scoring at

the higher achievement levels increased across all ethnic groups at all three grade levels. Black students closed the science gap with White students by 1 percent at grade 8. Hispanic students closed the science gap with White students by 1 percent at grade 8 and by 2 percent at grade 5. At grade 11, however, gaps between Black and White students both increased by 4 percent (Figure 9).

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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