



INFORMATION CAPSULE

Research Services

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2013-2014 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 2013-2014 school year. M-DCPS earned a District Performance Grade of "B" in 2014. The percentage of M-DCPS schools earning a School Performance Grade of "A" increased from 2013 to 2014. The percentage of the District's schools receiving an "F" increased slightly. The proportion of M-DCPS schools receiving a grade of "A" was higher than the corresponding proportion across the state. M-DCPS had a lower proportion of "F" grades than schools statewide.

M-DCPS students' performance on the FCAT 2.0 Reading and Mathematics improved at the majority of grade levels tested. On the FCAT 2.0 Writing and Science, results were mixed, with performance gains noted at some grade levels but not at others. M-DCPS students performed well on the Algebra 1, Biology 1, Geometry, and U.S. History End-of-Course (EOC) assessments. Across all grade levels, the percentage of first-time test takers passing the Algebra, Biology, and Geometry exams increased from 2013 to 2014. The majority of M-DCPS students passed the U.S. History EOC exam, administered with established Achievement Levels for the first time in 2014.

The District made some progress reducing the achievement gap. The gap between Black and White students decreased at selected grade levels on the FCAT 2.0 Writing and Science and the Algebra, Biology, and Geometry EOC assessments. The gap between Hispanic and White students was reduced at selected grade levels on the FCAT 2.0 Reading and Science and the three EOC exams.

WHAT PERFORMANCE GRADE DID M-DCPS RECEIVE?

The state's performance grading system awards points to school districts based on student results on the FCAT 2.0 Writing, Reading, Mathematics, and Science; and End-of-Course (EOC) assessments in Algebra 1, Biology 1, Geometry, and U.S. History. In 2014, Miami-Dade County Public Schools (M-DCPS) increased its total points earned from 495 to 506 and maintained its District grade of "B." M-DCPS has earned a grade of "B" each of the last seven years.

WHAT PERFORMANCE GRADES DID M-DCPS SCHOOLS RECEIVE?

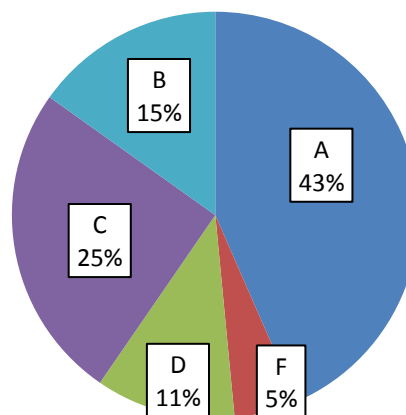
The 2014 School Performance Grades are computed by the Florida Department of Education using student results from the FCAT 2.0 (Writing in grades 4, 8, and 10; Reading in grades 3-

10; Mathematics in grades 3-8; and Science in grades 5 and 8) and End-of-Course (EOC) exams in Algebra 1, Biology I, Geometry, and U.S. History.

This is the final year the state used the current formula to compute School Performance Grades. Florida is in the process of adopting a new, more rigorous standardized assessment program and a new accountability system.

School Performance Grades have been released for elementary, K-8, and middle schools. In addition, 14 senior high schools without graduating classes received School Performance Grades based on FCAT and EOC assessment scores only. The passage of Senate Bill 1908 during the 2008 legislative session 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 and EOC assessments. The additional measures provide an equal focus on college readiness, access to and performance on accelerated coursework, and graduation rates for all students and separately for 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.

Figure 1
Proportions of Grades Assigned to M-DCPS in 2014



Notes: Percentages are based on the 361 M-DCPS schools that received a 2014 School Performance Grade and exclude the 19 M-DCPS schools that received an Incomplete.

Percentages do not equal 100 percent due to rounding.

Figure 1 shows the proportions of grades assigned to M-DCPS schools. A total of 361 M-DCPS elementary, K-8, and middle schools, including charter schools, received a 2014 School Performance Grade.

In 2014, 43% of M-DCPS schools earned a School Performance Grade of “A,” while 5% received a grade of “F.” From 2013 to 2014, the percentage of M-DCPS schools earning a grade of “A” increased by eight percentage points (from 35% to 43%). The percentage of the District’s schools receiving an “F” increased by one percentage point (from 4% to 5%).

A comparison of M-DCPS schools and schools statewide shows that M-DCPS had a higher proportion of schools earning a grade of “A” (43% vs. 36%). The percentage of M-DCPS schools receiving a grade of “F” was lower than the percentage of schools statewide (5% vs. 7%).

HOW DID M-DCPS STUDENTS PERFORM ON THE FCAT 2.0 WRITING?

Over 78,000 M-DCPS students in grades 4, 8, and 10 participated in the spring 2014 FCAT 2.0 Writing. Students were required to write an essay on an assigned topic within a 60 minute session: either narrative or expository at grade 4, and either persuasive or expository at grades 8 and 10. Reported scores for FCAT 2.0 Writing are traditional rubric scores, with four elements

of writing (focus, organization, support, and conventions) evaluated using a holistic scoring method. Essay scores range from a low of 1 to a high of 6.

M-DCPS' 2014 FCAT 2.0 Writing results were mixed. The percentage of students scoring at 3.5 or above increased at grade 8, but decreased at grades 4 and 10 (Figure 2).

A comparison of M-DCPS and statewide FCAT 2.0 Writing scores indicates that fourth grade students' scores declined throughout the state from 2013 to 2014, possibly because of a change in the type of prompt students received (narrative in 2013 and expository in 2014). At eighth grade, the level of improvement among M-DCPS' students was twice that seen statewide (4% vs. 2%). At tenth grade, M-DCPS' Writing scores were on par with those of other Florida students.

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 2014, over 210,000 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 percentage of M-DCPS students scoring at Achievement Levels 3-5 increased at five of the eight grade levels tested (grades 3, 4, 5, 6, and 8), remained stable at grades 7 and 10, and decreased at grade 9.

A comparison of M-DCPS and statewide Reading scores found that the percentage of M-DCPS students scoring at Achievement Levels 3-5 met or exceeded that of students statewide in five of the eight grade levels tested (grades 4-8). In addition, M-DCPS students' improvement in Reading exceeded that of students across the state in grades 3 through 6.

Figure 2
M-DCPS FCAT 2.0 Writing Essay Scores,
Percentages Scoring 3.5 or Above,
2013 and 2014

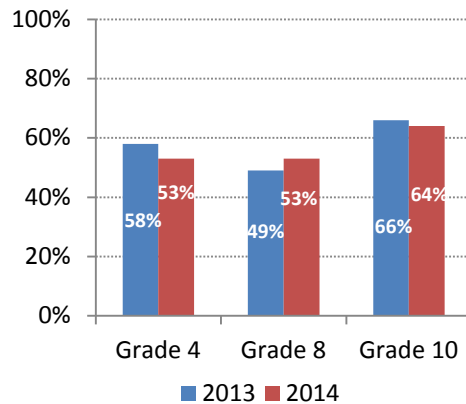
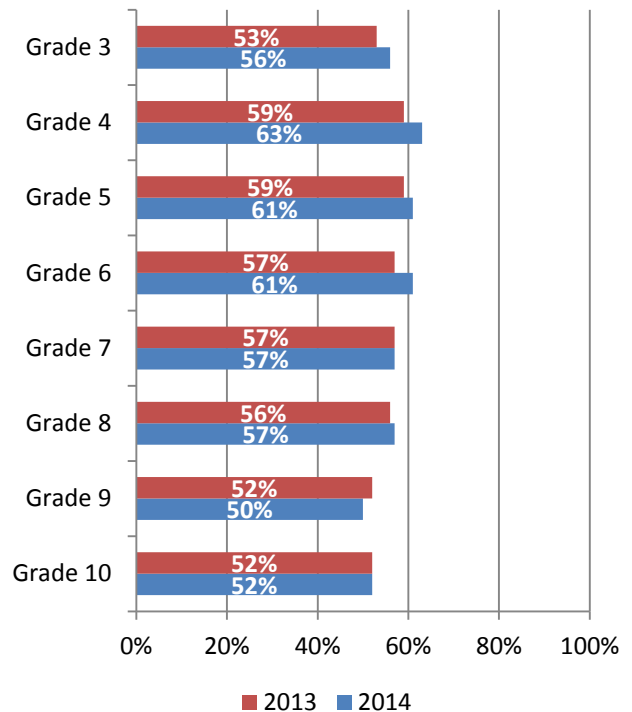


Figure 3
M-DCPS FCAT 2.0 Reading: Percentages
Scoring at Achievement Levels 3-5,
2013 and 2014



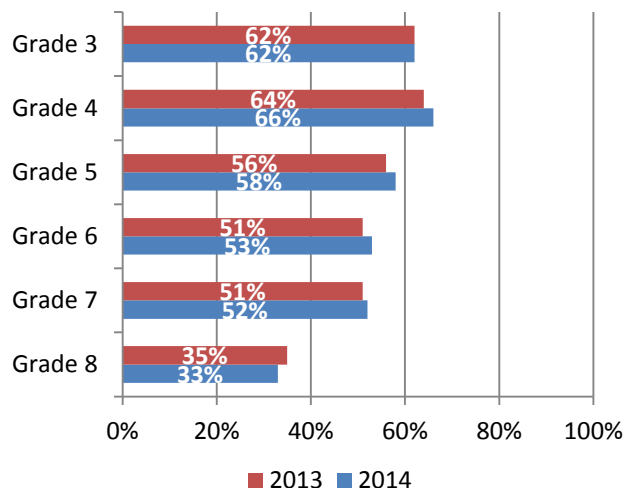
HOW DID M-DCPS STUDENTS PERFORM ON THE FCAT 2.0 MATHEMATICS?

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 2014, over 142,000 M-DCPS students took the FCAT 2.0 Mathematics. 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 4, the percentage of M-DCPS students scoring at Achievement Levels 3-5 increased or held steady at grades 3 through 7, and decreased at grade 8.

A comparison between M-DCPS and students statewide indicates that the percentage of M-DCPS students scoring at Achievement Levels 3-5 met or exceeded that of students statewide in grades 3 through 6.

Figure 4
M-DCPS FCAT 2.0 Mathematics: Percentages
Scoring at Achievement Levels 3-5,
2013 and 2014

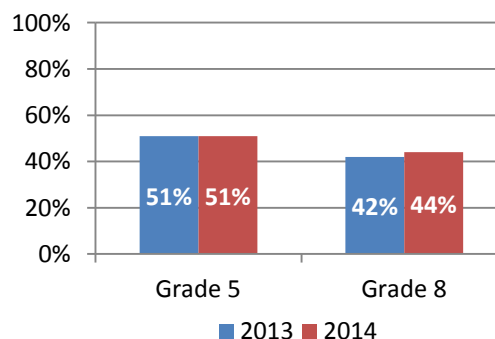


HOW DID M-DCPS STUDENTS PERFORM ON THE FCAT 2.0 SCIENCE?

Over 50,000 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.

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. Figure 5 shows that the percentage of M-DCPS students scoring at Achievement Levels 3-5 held steady at grade 5 and increased at grade 8.

Figure 5
M-DCPS FCAT 2.0 Science: Percentages
Scoring at Achievement Levels 3-5,
2013 and 2014



A comparison between M-DCPS and students statewide indicates that the percentage of M-DCPS students scoring at Achievement Levels 3-5 does not yet meet that of students statewide at either grade level tested.

HOW DID M-DCPS STUDENTS PERFORM ON END-OF-COURSE (EOC) ASSESSMENTS?

Florida is transitioning from traditional comprehensive assessments at the high school level 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. At the middle school level, the Civics EOC exam was administered for the first time in 2013-2014.

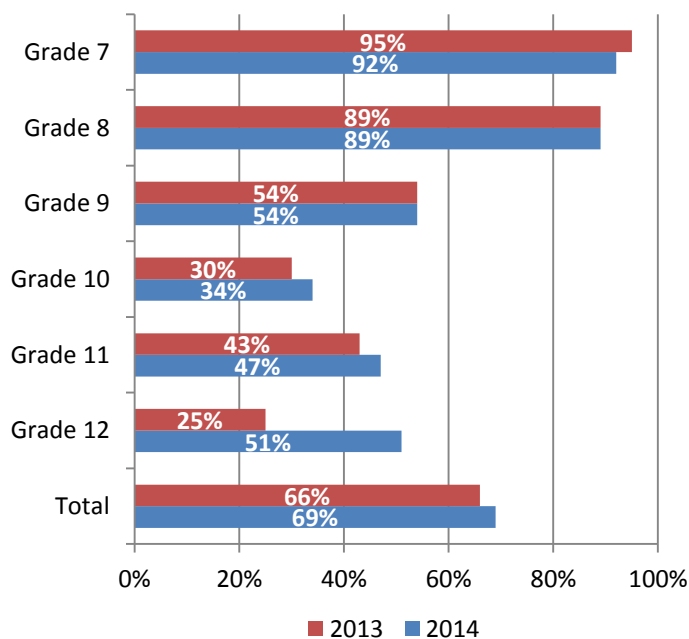
The reader should note that EOC assessments are not census administrations for a particular grade level. Students enrolled in applicable courses take the EOC assessments. The number of students tested varies from grade to grade, year to year, and school to school.

Algebra 1, Biology 1, Geometry, and U.S. History 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 2013-2014 administration of the Civics EOC assessment are not included in this report. Achievement levels have not yet been established by the Florida Department of Education, and assessment results were not included in the calculation of School Performance Grades.

Algebra 1 EOC Assessment. In M-DCPS, almost 30,000 first-time test takers participated in the 2014 Algebra 1 EOC assessment. The majority of students taking the assessment were enrolled in grade 9 (55%). As can be seen in Figure 6, the percentage of M-DCPS students passing the Algebra 1 EOC assessment increased at grades 10 through 12. Across all grade levels, 69% of M-DCPS students passed the exam, a three percentage point improvement from 2013 to 2014.

In comparison to students statewide, the percentage of M-DCPS students passing the Algebra 1 EOC assessment was equal to or higher than that of students across the state at grades 8, 9, 10, and 12. Across all

Figure 6
M-DCPS Algebra 1 EOC Assessment:
Percentages of First-Time Test Takers Scoring at
Achievement Levels 3-5, 2013 and 2014



Note: The total includes a small number of students in grades 6, 12, and adult. 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.

grade levels, the percentage of M-DCPS students passing the exam was three percentage points higher than that of students statewide (69% vs. 66%).

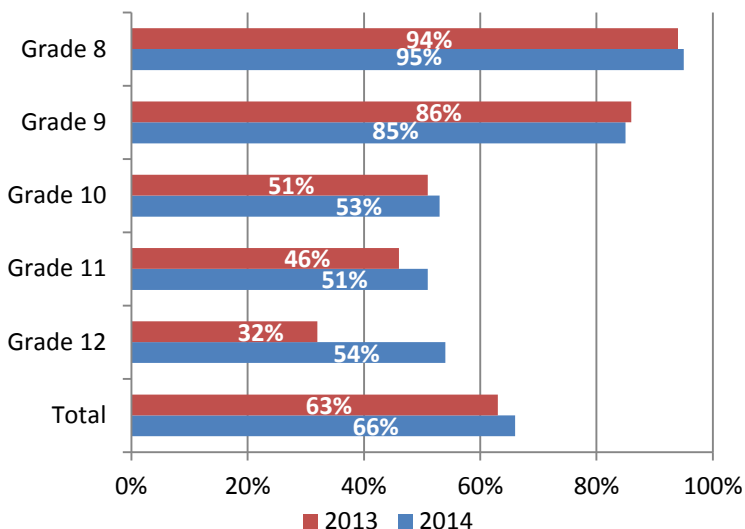
Biology 1 EOC Assessment. Over 27,000 first-time M-DCPS test takers participated in the 2014 Biology 1 EOC assessment. The majority of students taking the assessment were in grade 10 (61%). The percentage of M-DCPS students passing the Biology 1 EOC assessment increased at grades 8, 10, 11, and 12. Across all grade levels, 66% of M-DCPS students passed the exam, a three percentage point improvement from 2013 to 2014 (Figure 7).

In comparison to all Florida students, the percentage of M-DCPS students passing the Biology 1 EOC assessment was higher at grades 8, 9, 11, and 12. Across all grade levels, the percentage of M-DCPS students passing the exam was two percentage points lower than that of students statewide (66% vs. 68%).

Geometry EOC Assessment. In M-DCPS, close to 29,000 first-time test takers participated in the Geometry EOC assessment in 2014. The majority of students taking the assessment were in grade 10 (64%). As can be seen in Figure 8, the percentage of M-DCPS students passing the Geometry EOC assessment increased at grades 10 and 12, remained stable at grades 8 and 11, and decreased at grade 9. Across all grade levels, 63% of M-DCPS students passed the exam, a three percentage point improvement from 2013 to 2014.

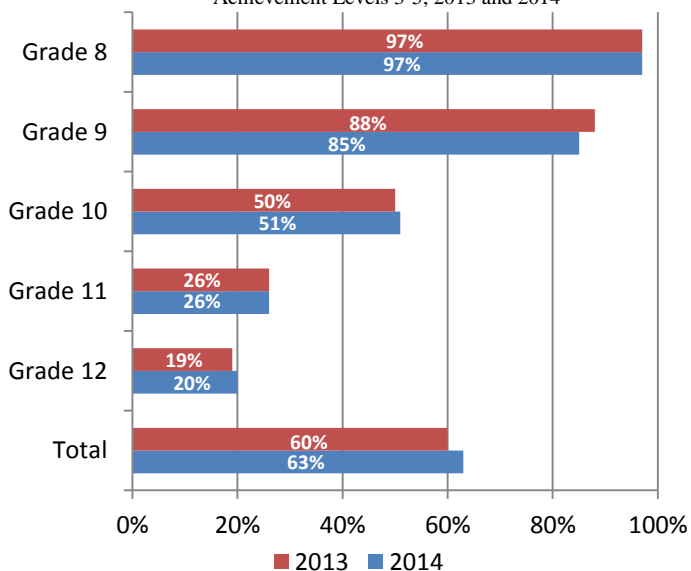
The percentage of M-DCPS students passing the Geometry EOC assessment was equal to that of students statewide at

Figure 7
M-DCPS Biology EOC Assessment:
Percentages of First-Time Test Takers Scoring at
Achievement Levels 3-5, 2013 and 2014



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

Figure 8
M-DCPS Geometry EOC Assessment:
Percentages of First-Time Test Takers Scoring at
Achievement Levels 3-5, 2013 and 2014



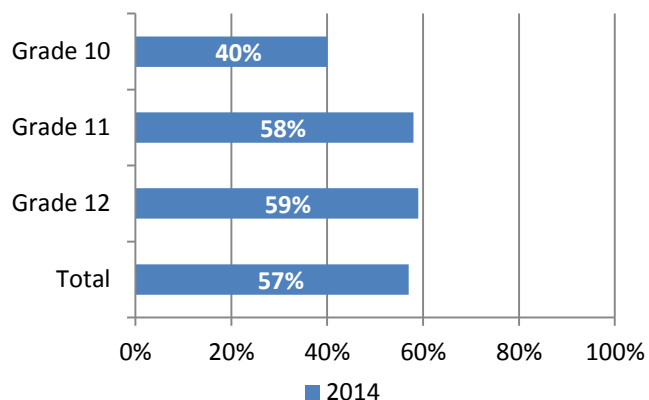
Note: The total includes a small number of students in grades 7 and adult. The majority of students taking Geometry are tenth graders. At the middle grades, only high-performing students enrolled in Geometry as an accelerated course.

grade 8, but lower at all other grade levels. Across all grades, M-DCPS had a three percentage point increase in its passing rate from 2013 to 2014, while the passing rate of students statewide remained stable.

United States (U.S.) History EOC Assessment.

The U.S. History EOC assessment was administered with established Achievement Levels for the first time in 2014. Over 21,000 M-DCPS students participated in the assessment. The vast majority (96%) of students taking the assessment were in grade 11. Across all grade levels, 57% of M-DCPS first-time test takers passed the U.S. History EOC assessment (Figure 9). The percentage of M-DCPS students passing the exam was lower than that of students statewide at all grade levels.

Figure 9
M-DCPS U.S. History EOC Assessment:
Percentages of First-Time Test Takers Scoring at
Achievement Levels 3-5, 2014



Note: The total includes a small number of students in grade 9.

DID M-DCPS MAKE PROGRESS IN REDUCING THE ACHIEVEMENT GAP ON THE FCAT 2.0 AND EOC ASSESSMENTS?

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, Biology 1, and Geometry EOC assessments. U.S. History EOC assessment results were not included in this analysis since 2014 was the first year the exam was administered with established Achievement Levels.

FCAT 2.0 Writing. From 2013 to 2014, the gap between Black and White students decreased at grades 4 and 10, but increased at grade 8. The gap between Hispanic and White students increased at grades 4 and 10, but remained stable at grade 8 (Table 1).

Table 1
M-DCPS FCAT 2.0 Writing Essay Scores: Percentages Scoring 3.5 or Above, Black-White and Hispanic-White Achievement Gaps, 2013 and 2014

	Size of 2014 Gap		Did the Gap Increase or Decrease from 2013 to 2014?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 4	21%	14%	-3%	+3%
8	22%	12%	+1%	0
10	18%	14%	-1%	+1%

FCAT 2.0 Reading. M-DCPS did not make progress in reducing the achievement gap between Black and White students at any of the eight grade levels tested. The gap remained stable at grades 3, 4, 6, and 9 and increased at the other four grade levels from 2013 to 2014. Progress was made in reducing the gap between Hispanic and White students at grades 3 and 8, but the gap increased or remained stable at the other six grade levels (Table 2).

Table 2
M-DCPS FCAT 2.0 Reading
Percentages Scoring at Achievement Levels 3.5 or Above, Black-White and
Hispanic-White Achievement Gaps, 2013 and 2014

	Size of 2014 Gap		Did the Gap Increase or Decrease from 2013 to 2014?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 3	40%	19%	0	-3%
4	37%	16%	0	0
5	39%	16%	+5%	0
6	38%	18%	0	+1%
7	40%	20%	+4%	+4%
8	39%	18%	+1%	-1%
9	40%	21%	0	+1%
10	41%	21%	+3%	+3%

FCAT 2.0 Mathematics. As can be seen in Table 3, M-DCPS students did not make much progress in reducing the achievement gap between White students and either Black or Hispanic students on the FCAT 2.0 Mathematics. The gap between Black and White students decreased by one percentage point at grade 6, remained stable at grades 3-5, and increased at grades 7 and 8. The gap between Hispanic and White students remained stable at three grade levels and increased at three others.

Table 3
M-DCPS FCAT 2.0 Mathematics
Percentages Scoring at Achievement Levels 3-5, Black-White and
Hispanic-White Achievement Gaps, 2013 and 2014

	Size of 2014 Gap		Did the Gap Increase or Decrease from 2013 to 2014?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 3	31%	14%	0	0
4	30%	14%	0	0
5	35%	16%	0	+1%
6	37%	19%	-1%	0%
7	38%	20%	+3%	+2%
8	27%	15%	+1%	+1%

FCAT 2.0 Science. M-DCPS made progress in reducing the achievement gap between White and both Black and Hispanic students on the FCAT 2.0 Science in grade 8. The gap increased at grade 5 (Table 4).

Table 4
M-DCPS FCAT 2.0 Science: Percentages Scoring at Achievement Levels 3-5, Black-White and Hispanic-White Achievement Gaps, 2013 and 2014

	Size of 2014 Gap		Did the Gap Increase or Decrease from 2013 to 2014?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 5	35%	18%	+3%	+2%
8	36%	21%	-2%	-3%

Algebra 1 EOC Assessment. As can be seen in Table 5, the gap between Black and White students decreased at grades 10 and 11. Most notable was the large reduction in the gap between Black and White students at grade 11 (-12%). The gap between Hispanic and White students increased at four of the five grade levels, and decreased slightly at grade 9 (-1%).

Table 5
M-DCPS Algebra 1 EOC Assessment:
Percentages of First-Time Test Takers Scoring at Achievement Levels 3-5, Black-White and Hispanic-White Achievement Gaps, 2013 and 2014

	Size of 2014 Gap		Did the Gap Increase or Decrease from 2013 to 2014?	
	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>	<u>Black-White Gap</u>	<u>Hispanic-White Gap</u>
Grade 7	9%	6%	+3%	+4%
8	9%	4%	+2%	+1%
9	11%	4%	0	-1%
10	39%	40%	-2%	+7%
11	36%	36%	-12%	+7%

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

Biology 1 EOC Assessment. The gap between Black and White students increased at grades 8 and 9 and decreased at grades 10 and 11 (Table 6). The gap between Hispanic and White students remained stable at grade 8, increased at grades 9 and 10, and decreased at grade 11. Most notable were the large reductions in the gap between Black and White students (-12%) and Hispanic and White students (-16%) at grade 11.

Table 6
M-DCPS Biology 1 EOC Assessment:
Percentages of First-Time Test Takers Scoring at Achievement Levels 3-5, Black-White and
Hispanic-White Achievement Gaps, 2013 and 2014

	Size of 2014 Gap		Did the Gap Increase or Decrease from 2013 to 2014?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 8	5%	1%	+1%	0
9	16%	8%	+4%	+3%
10	22%	15%	-1%	+1%
11	47%	24%	-12%	-16%

Note: Results are not reported for grades 7 and 12 because fewer than 10 students in at least one of the subgroups were tested.

Geometry EOC Assessment. As can be seen in Table 7, the gap between White students and both Black and Hispanic students remained stable or increased at grades 8 and 9, but decreased at grades 10 and 11. Most notable was the large reduction in the gap between Hispanic and White students at grade 11 (-12%).

Table 7
M-DCPS Geometry EOC Assessment:
Percentages of First-Time Test Takers Scoring at Achievement Levels 3-5, Black-White and
Hispanic-White Achievement Gaps, 2013 and 2014

	Size of 2014 Gap		Did the Gap Increase or Decrease from 2013 to 2014?	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Grade 8	6%	2%	0	0
9	12%	5%	0	+1%
10	19%	13%	-4%	-2%
11	26%	15%	-5%	-12%

Note: Results are not reported for grades 7 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' 2013-2014 academic performance. Highlights include:

- M-DCPS earned a **District Performance Grade** of "B" in 2014.
- Forty-three percent of M-DCPS schools earned a **School Performance Grade** of "A" in 2014 and 5% of the District's schools received an "F."
- M-DCPS students' performance on the **FCAT 2.0 Reading and Mathematics** improved at the majority of grade levels tested.
- **FCAT 2.0 Writing** results were mixed. Despite the more rigorous scoring criteria for the FCAT 2.0 Writing, the percentage of M-DCPS students scoring at 3.5 or above increased at one of the three grade levels tested (grade 8).
- **FCAT 2.0 Science** results were mixed. The percentage of M-DCPS students scoring at the higher Achievement Levels remained stable at grade 5 and increased at grade 8.
- M-DCPS students performed well on the Algebra 1, Biology 1, Geometry, and U.S. History **EOC assessments**. Across all grade levels, the percentage of first-time test takers passing the Algebra, Biology, and Geometry EOC exams increased from 2013 to 2014. The majority of M-DCPS students passed the U.S. History EOC exam, administered with established Achievement Levels for the first time in 2014.
- At selected grade levels, the District made some progress reducing the **achievement gap between Black and White students** on the FCAT 2.0 Writing and Science, and on the Algebra 1, Biology 1, and Geometry EOC assessments. Most notable were the 12 percentage point gap reductions on the Algebra 1 and Biology 1 EOC assessments at grade 11.
- Some progress was also made in reducing the **achievement gap between Hispanic and White students** at selected grade levels on the FCAT 2.0 Reading and Science, and on the Algebra 1, Biology 1, and Geometry EOC assessments. Most notable were the large gap reductions on the Biology 1 (-16%) and Geometry (-12%) EOC assessments at grade 11.