

RESEARCH BRIEF

Department of Management Analysis

Report No. 103-08-03-01

Observations and *Generalizations* on the Data FCAT 1998 and 1999

Elementary Schools	FCAT 1999				
	F Schools Below Min. All	D- Schools Above Min. One	D+ Schools Above Min. Two	Other Schools Above Min. All	
FCAT 1998 F Schools Below Min. All	11	16	0	0	27
D- Schools Above Min. One	13	48	15	9	85
D+ Schools Above Min. Two	0	4	7	15	26
Other Schools Above Min. All	0	0	1	57	58
	24	68	23	81	196

Number of F's

There were approximately as many "F" schools in 1998 as in 1999. (27 Elem F's in '98, 24 in '99)

Very little improvement in F school numbers.

Changes in F's

About 60% of the F schools in '98 (16 of 27) improved to D in '99. About an equal number of D schools in '98 (13) declined to F status in '99.

As many gains as losses in F school numbers.

Consistent F's

About 40% of the F schools in '98 (11 of 27) remained F schools in '99.

A number of schools would have been F schools for 2 years in a row (voucher eligibility).

D- Schools

A large proportion of the D schools (about 75% in '99) are above minimum criteria in only one area (reading, math, or writing).

Many D schools are barely out of F category.

D Schools 1998			
	Reading	Math	Writing
Pass	20	6	111
Fail	91	105	0
			111

D Schools 1999			
	Reading	Math	Writing
Pass	8	18	88
Fail	83	73	3
			91

Easiest Area

Almost all of the D schools (100% in '98 and 97% in '99) were above minimum criteria for Writing.

The Writing minimum criteria were easiest to attain.

Harder Areas

Few D schools (5% to 18%) were above minimum criteria in either Reading or Math.

The minimum criteria in Reading and Math were harder to attain.

Change in Passing Status '98 to '99				
	Reading	Math	Writing	
F to D Schools	0	1	15	16
D to F Schools	0	0	13	13

Promising Area for F Schools

Of the 16 schools that changed from F to D status, 15 attained minimum competency in Writing.

The Writing area provides the greatest promise for F schools.

Risky Area for D Schools

Of the 13 schools that changed from D to F status, all lost their minimum competency in Writing.

The Writing area poses the greatest risk for minimal D schools.

F98 to D99 Schools with Top 10 Greatest Writing Gains

Sch#	School Name	%Gain
2981	Liberty City Elementary	35
4961	Shadowlawn Elementary	28
5791	West Homestead Elementary	28
3021	Little River Elementary	24
1441	Paul Lawrence Dunbar Elementary	17
4841	Santa Clara Elementary	15
4441	Pine Lake Elementary	13
3051	Toussaint L'Ouverture Elementary	12
0401	Van E. Blanton Elementary	10
4681	Riverside Elementary	10

Exemplary Programs

Among the schools that changed from F to D status, the average gain in percent scoring 3 and above in Writing was 19% gain.

Exemplary programs in Writing improvement are more likely to be found in schools with greatest gain.

Promising Subsection

Among the same schools, the average score point gain was .27 in Expository Writing, and .47 in Narrative Writing.

The Narrative subsection of Writing shows the most promise for improvement.

All Elementary Schools

Reading

		1999		
		Fail	Pass	
1998	Fail	101	17	118
	Pass	6	72	78
		107	89	196

Math

		1999		
		Fail	Pass	
1998	Fail	96	36	132
	Pass	1	63	64
		97	99	196

Writing

		1999		
		Fail	Pass	
1998	Fail	12	15	27
	Pass	15	154	169
		27	169	196

Easiest Competency to Attain

Among all elementary schools (not just F and D schools), the area with the greatest number of schools attaining minimum competency was the area of Writing.

In general, competency was easiest to attain in Writing.

Easiest Competency to Improve

Among all elementary schools, the greatest and most consistent **gain** in attaining minimum competency levels was in the area of Math.

*In general, the most promise in **improving** competency was in the area of Math.*

Average Percent At or Above Minimum Competency

	Reading	Math	Writing
1998	53%	48%	68%
1999	56%	58%	70%

Easiest Competency to Attain

Among all elementary schools, the area with the greatest average percent of students above minimum competency was the area of Writing.

In general, percent above competency was easiest to attain in Writing.

Easiest Competency to Improve

Among all elementary schools, the greatest **gain** in average percent of students above minimum competency was in the area of Math.

*In general, the most promise in **improving** percent above competency was in the area of Math.*

Average Mastery Percentage for Reading Subparts

	Information	Literature
1998	43%	49%
1999	46%	52%

Reading Subpart Analysis

Both subparts of the Reading area show modest gains in average percent mastery.

No preference for Reading subpart.

Average Mastery Percentage for Math Subparts

	Numbers	Measurement	Geometry	Algebra	Data Anal.
1998	49%	33%	49%	40%	50%
1999	47%	45%	44%	48%	49%

Math Subpart Analysis

Substantial gains in average percent mastery were achieved in the Math subparts of Measurement and Algebraic Thinking.

The most promising subparts for improvement in the Math area are the sections of Measurement and Algebraic Thinking.