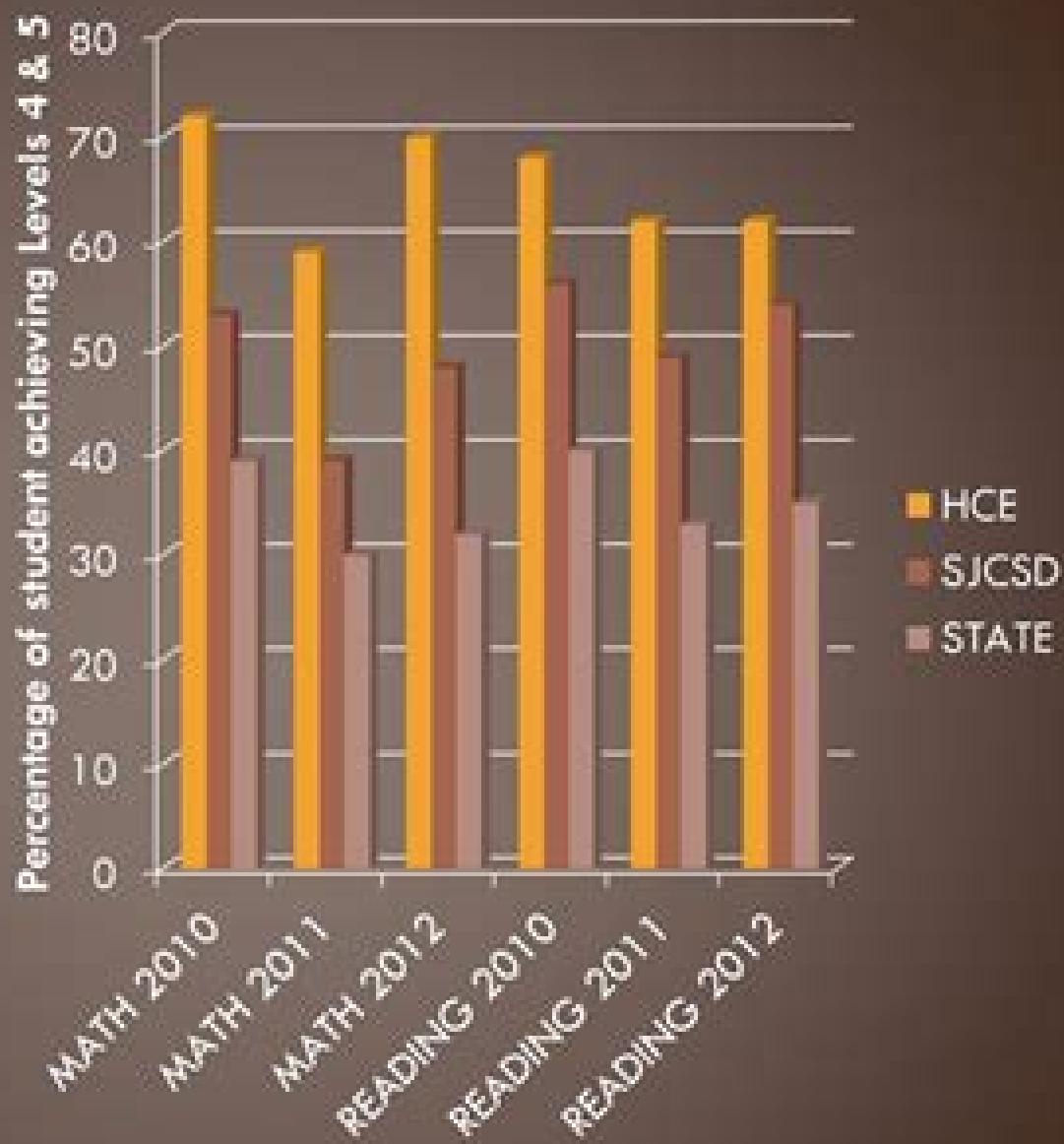


## 4<sup>th</sup> grade Math & Reading FCAT Results

Hickory Creek Elementary (HCE) compared to St. Johns County School District (SJCSD)



# Fcat Scores 2014 Orange County Schools

**JA Banks**

## **Fcat Scores 2014 Orange County Schools:**

**A Chronicle of Echoes** Mercedes K. Schneider, 2014-04-22 This book argues that corporate reform is destroying American public education for profit. It claims that a few wealthy individuals and organizations are orchestrating this destruction. The book investigates and exposes these entities highlighting their role in undermining the democratic institution of public education.

*FCAT Retrospective* Terry Froman, Vilma Rubiera, Aleksander Shneyderman, 2006 The Florida Comprehensive Assessment Test FCAT is the primary measure of student achievement applied to the grading of the Florida public schools. School grades utilize a point system in which schools are awarded one point for every percent of students 1 scoring in achievement levels 3 5 in Reading 2 demonstrating learning gains in Reading 3 in the lowest 25% of Reading making gains 4 scoring in achievement levels 3 5 in Mathematics 5 demonstrating learning gains in Mathematics and 6 scoring 3 5 or above in Writing. Each school gets points toward their school grade in direct proportion to the number of students meeting the standards in six different component areas. This paper depicts the changes in FCAT points earned toward school grades in both the District and the State over the last three years. In all component except Writing where standards were raised in 2005 the District has demonstrated greater gains than the State and in some components exceeded the State's performance. It is important to exercise caution in attributing changes in student achievement to specific causes. There are a great many of potential influences on achievement and in many cases trends in the district seem to be paralleled by similar trends across the state. However the improvements observed over the past three years in achievement scores and school grades are hard to interpret as anything but substantial improvement for the district.

**Is There Something Else Wrong with the FCAT?** Terry Froman, 2007 Because 3rd Grade Florida Comprehensive Assessment Test FCAT scores have a direct impact on promotion the results for that grade level are released early by the State. When the FCAT results for 3rd Grade were released in May 2007 many people were troubled. Over 80% of the elementary schools in the Miami Dade School District showed a decrease in the percentage of students scoring in Levels 3 and above in Reading. Similar trends produced an outcry across the state. After an 8 percentage point jump in the previous year there was a statewide drop of 6 percentage points in 2007. These results were more than surprising and cast doubt on the soundness of the scoring process. After a careful review the Education Commissioner announced that there did appear to be a problem in the scoring of the test and a rescaling of the 3rd Grade FCAT reading exam would be forthcoming. This admission by the State while honorable and praiseworthy opened the door for many to question other aspects of the FCAT test sometimes without just cause. While it is clearly unfair to discount the overall precision and usefulness of the FCAT some form of careful review of scores is nonetheless proper. The search for the same kind of irregular trends in the data that brought this type of problem to the surface is always warranted and should be welcomed. Any abnormalities revealed in the examination of the scores need to be made public so that the need for in depth analysis can be considered. It is in that spirit that this paper presents some unusual

patterns in the data for FCAT Reading at the middle school level

**Classroom Grades and Their Relationship to FCAT Scores. Research Brief** Terry Froman, Shelly Brown, Arleti Tirado, 2008 The teacher's task of assigning letter grades to students and the public's interpretation of them can be perplexing. Does the student's grade represent the level of achievement, the gain in achievement, or some combination of the two? Is the student's effort included in the grade, or are high achievers given good marks regardless of effort? Are pupils marked according to their own potential learning ability, or in relation to their classmates' achievement? There are no clear answers to these questions. Despite attempts at precise directives, practices tend to vary by school, teacher, and context. Scores on an FCAT standardized test seem to be a different matter. Such tests are designed to be criterion referenced, intending to determine whether a student has mastered the material taught in a specific grade or course. The apparent objectivity of the test and its connection to a specific curriculum gives the impression of a pure measure of student achievement. But tests, no matter how carefully designed, are inevitably imperfect and measure only a sample of student behavior over a very short period of time. What exactly do classroom grades represent in Miami-Dade schools and what is their relationship to FCAT scores? How is it that some students can get very high classroom grades and still score at below proficiency levels on the FCAT? What should educators expect the relationship to be between classroom grades and FCAT scores? These and other issues regarding grades and test scores are explored in this paper.

**Facing the FCAT** Francis P. O'Boyle, 2004 This research compared the effectiveness of efforts by the Palm Beach County School District and the Miami-Dade County School District to raise academic achievement at 39 comparable low-performing schools in their districts. Palm Beach County School District mandated a highly prescriptive plan that involved intense district staff involvement during the 2003-2004 school year. Miami-Dade County School District utilized a highly descriptive plan that entailed only mild to moderate involvement from district staff. A matched pair research design was used to examine what differences, if any, existed between the learning gains of comparable schools in Palm Beach County and Miami-Dade County as measured by changes in mean developmental scale scores on the Reading and Math subtests of the Florida Comprehensive Assessment Test. Using a two-tailed test comparing the means of the two groups ( $\alpha = 0.05$ ), there was no statistical significance in the mean changes in mean developmental scale scores (MDSS) in reading, and no significant correlation between the schools in the matched pairs in either reading or math ( $p > 0.05$ ). There was statistical significance ( $t = 2.633$ ,  $p = 0.012$ ) in the changes in mean developmental scale scores in math, however, and a test of effect size ( $d = 0.9334$ ) indicated that this was of moderate practical significance.

[Report on the Results of the Administration of an Inventory in 35 Schools in Orange County Used in the "Teaching for Responsible Behavior" Program](#) Bert K. Simpson, 1975

**Orange County School District** Florida. Bureau of Exceptional Education and Student Services, Florida. Department of Education, 2009

*California Assessment Program ... Five Year School and District Summary*, 1991

**Predicting FCAT Science Scores 2006-07. Research Brief** Terry Froman, Vilma Rubiera, 2006

Although students have been taking the Florida Comprehensive Assessment Test (FCAT) Science

test for a few years the State has only recently set the achievement level standards for the Science test Science will be included in the school grade calculations for the first time in 2006 07 In addition although no official guidelines exist presently the FCAT Science scores will also be incorporated in the Adequate Yearly Progress requirements in the near future With the growing importance of the FCAT Science test it becomes increasingly desirable to have some way of predicting the performance of students In other FCAT testing areas prediction formulas and cutoff scores for success have been developed by this office and made available to schools for several years However because the FCAT Science test is relatively new and because it is administered in only Grades 5 8 and 11 prediction for this test must proceed along different lines This paper presents the results of an analysis directed toward predicting students Science scores based on their performance on the FCAT Mathematics test of the previous year     *California Assessment Program 1989-90 Grade 12 Test Score Summary*  
,1990

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