



# **Student Performance Diagnostic**

**Hialeah Gardens Middle School**

**Miami-Dade County Public Schools**

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## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	N/A	2013-2014 Student Performance Data-6751

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

The area(s) performing above the expected levels of performance are Reading and Mathematics when compared to the District Data.

2013 FCAT Reading 2.0/ 6th Grade 67% satisfactory progress vs District 57% satisfactory progress.

2013 FCAT Reading 2.0/ 7th Grade 61% satisfactory progress vs District 57% satisfactory progress.

2013 FCAT Reading 2.0/ 8th Grade 58% satisfactory progress vs District 56% satisfactory progress.

2013 FCAT Mathematics 2.0/ 6th Grade 59% satisfactory progress vs District 51% satisfactory progress.

2013 Winter Interim Reading 2.0/6th Grade 69% satisfactory progress vs District 54% satisfactory progress.

2013 Winter Interim Reading 2.0/7th Grade 59% satisfactory progress vs District 55% satisfactory progress.

2013 Winter Interim Reading 2.0/8th Grade 52% satisfactory progress vs District 50% satisfactory progress.

2013 Winter Interim Mathematics 2.0/6th Grade 74% satisfactory progress vs District 49% satisfactory progress.

### **Describe the area(s) that show a positive trend in performance.**

2013 FCAT Reading indicate that the following subgroups (All students (64%), Black (58%), Hispanic (64%), ELL (41%) and ED (62%)) demonstrated satisfactory performance in Reading. In Mathematics, the following subgroups (Black (42%)) demonstrated satisfactory performance.

### **Which area(s) indicate the overall highest performance?**

The area that indicates the overall highest performance in the FCAT 2.0 is Reading with a 64% proficiency rate.

### **Which subgroup(s) show a trend toward increasing performance?**

2013 FCAT Reading indicate that the following subgroups (All students (64%), Black (58%), Hispanic (64%), ELL (41%) and ED (62%)) demonstrated satisfactory performance in Reading. In Mathematics, the following subgroups (Black (42%)) demonstrated satisfactory performance.

### **Between which subgroups is the achievement gap closing?**

2011 -2013 Student Performance Trend Report by Subgroups Reading data indicates that the achievement gap between the white students (50%) and black students (58%) is closing.

2011 -2013 Student Performance Trend Report by Subgroups Mathematics data indicates that the achievement gap between the white

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students (44%) and black students (42%) is closing.

### Which of the above reported findings are consistent with findings from other data sources?

The indicated subgroup data is consistent with findings from the following data sources: Year at a Glance, Baseline and Interim Data Reports.



## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Mathematics (Grade 7 & 8) and Science (Grade 8) are below the expected levels of performance.

2013 FCAT Mathematics 2.0/ 7th Grade 44% satisfactory progress vs District 51% satisfactory progress

2013 FCAT Mathematics 2.0/ 8th Grade 18% satisfactory progress vs District 35% satisfactory progress

2013 FCAT Science 2.0/ 8th Grade 25% satisfactory progress vs District 42% satisfactory progress

### **Describe the area(s) that show a negative trend in performance.**

The 2011 - 2013 Student Performance Trend by subgroup indicates a 9% decline in Science.

### **Which area(s) indicate the overall lowest performance?**

Mathematics and Science (Grade 8).

### **Which subgroup(s) show a trend toward decreasing performance?**

The following subgroups in Reading tend to show a trend toward decreasing performance White (50%) and SWD (22%),

The following subgroups in Mathematics tend to show a trend toward decreasing performance White (44%), ELL (40%), SWD (22%), ED (57%).

### **Between which subgroups is the achievement gap becoming greater?**

In Reading the data indicates that the achievement gap between White (50%) and Hispanic (64%) students is becoming greater.

In Mathematics the data indicates that the achievement gap between White (44%) and Hispanic (59%) students is becoming greater.

This phenomena is occurring due to the fact that the number of students that represent the White subgroup is significantly lower than the Hispanic subgroup. It misrepresents the Achievement Gap.



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**Which of the above reported findings are consistent with findings from other data sources?**

The indicated subgroup data is consistent with findings from the following data sources: Year at a Glance 2013, Baseline and Interim Data reports.

## Report Summary

### Scores By Section

