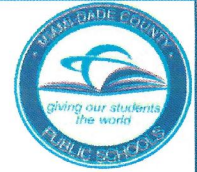




Miami-Dade County Public Schools



2013-14 System Accreditation

Student Performance Data Document

6751-HIALEAH GARDENS MIDDLE SCHOOL



Introduction

Miami-Dade County Public Schools supports all schools in the analysis and timely use of data to positively impact instruction. The District is committed to high quality education by utilizing data to analyze results and individualize instruction thus ensuring educational accountability. The District has developed and maintains a district wide data system. In our schools, data is accessed, analyzed, and used for significant decision-making about student learning and resource allocation. Superintendent Carvalho was recognized by the Florida Department of Education for implementing a Data Assessment and Technical Assistance/Coordination of Management (DATA/COM) process that monitors the immediate needs of the District's most struggling schools and deploys resources to deal with critical issues in an efficient and timely manner. It provides supports that foster a data-driven culture within the schools through sessions with school principals and District staff, including the Superintendent.

The overview of student performance data provided by our schools focuses primarily on the state assessments. However, the District administers many formative and summative assessments in order to support principals and teachers in making meaningful decisions regarding teaching and learning. Principals make data part of the ongoing cycle of instructional improvement in their schools. Schools teach students to examine their own data and set learning goals. Parents access real-time student data through the District's online grade book and parent portal. Miami-Dade County Public Schools has focused on responding to all stakeholders' needs in an efficient and effective manner.

Assessment Quality

In the standards-based instructional program implemented by Miami-Dade County Public Schools (M-DCPS), it is critical that both instruction and assessment be aligned to the set of well-defined standards assessed by the Florida Comprehensive Assessment Test (FCAT) 2.0 and the End-of-Course (EOC) Assessments. These assessments are aligned to the student academic content standards of the Next Generation Sunshine State Standards (NGSSS) in reading, mathematics, writing, and science. In grades 3 -12, M-DCPS provides a fully aligned and integrated blended curriculum that includes a set of high-priority instructional targets to ensure that students receive complete instruction in all benchmarks specified under the NGSSS, in addition to full exposure to the Common Core State Standards (CCSS). The purpose of the blended curriculum is to provide a firm foundation of the currently assessed NGSSS learning targets and the future assessment of the CCSS in 2014-15. Students' FCAT 2.0 and EOC Assessment results can be compared across all grade levels in order to maintain consistent expectations regarding students' status in terms of academic content standards. The state assessments satisfy the accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity (<http://fcat.fldoe.org/pdf/fcataabb.pdf>, pages 24 - 26).

Currently, M-DCPS utilizes Interim Assessments (IA) in Mathematics, Reading, Science, and Social Science as formative benchmark assessments that are based on the District instructional pacing guides, are aligned to the NGSSS and CCSS, and adhere to the Florida Department of Education Item Specifications for the FCAT 2.0 and EOC Assessments. The items used in these assessments were created in accordance with industry standards. As part of the development process, the District's Department of Research Services conducted item analyses and predictions studies for the IA's. A description of the studies can be found at <http://drs.dadeschools.net/ResearchBriefs/RB1301.pdf>. The Interim Assessments (IA) cover Reading in Grades 3-10; Mathematics in Grades 3-8, Algebra I, Geometry; Science for Grades 5 and 8, Biology; Civics, and United States History. The IA's are administered three times a year: baseline at the beginning of a school year, in fall, and in winter. The instructional pacing guides, created by district curriculum specialists and teachers, ensure that the entire set of curricular aims is delivered, as specified in the official course descriptions.

In Miami-Dade County, all students in grades K-2 participate in the Stanford Achievement Test Series (SAT-10) in reading and mathematics. The transition from the NGSSS to the CCSS has been implemented over the last three years, beginning with full implementation of the CCSS with Kindergarten students in 2011-12, particularly with the integrated use of rich and complex informational texts in the instructional setting, and extending to all grade levels by 2013-14. The assessment is administered in April of each year over a five day period. The SAT-10 developers conducted an in-depth study to analyze how the assessment aligns to the CCSS and the results indicate that 100 percent of the SAT-10 English Language Arts items align to the CCSS, and 98.9 percent of the SAT-10 Mathematics items are in alignment. A description of the study can be found at http://www.pearsonassessments.com/hai/images/PDF/Stanford_10_Alignment_to_Common_Core_Standards.pdf.

M-DCPS makes critical decisions about student learning based on assessment results. The District's administration of high-quality student assessments includes many more than just those described here. The Comprehensive English Language Learning Assessment (CELLA) is used to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English that they will need to succeed academically. The National Assessment of Educational Progress (NAEP) is administered to sampled students to provide a clear picture of student academic progress over time and across the country. High school students in Miami-Dade County participate in testing provided by the College Board, including PSAT, SAT, ACT, and Advanced Placement.

Miami-Dade County students are regularly tested to assess their progress throughout their school years. Achievement data helps the District and schools decide which teaching practices and curricula best support student understanding of the NGSSS and CCSS. The data helps parents understand how well their child is doing and where additional help may be needed.

Test Administration

All of the assessments administered to students in Miami-Dade County Public Schools adhere to industry-wide gold standards for test development, and are administered in keeping with state guidelines and the district's *Standards, Guidelines and Procedures for Test Administration and Test Security*, approved by the School Board

(<http://oada.dadeschools.net/TestChairInfo/StandardsGuidelinesandProceduresOctober2012.pdf>). Each school in the District assigns a staff member to the position of School Assessment Coordinator, or Test Chairperson, to organize and monitor testing programs at the school level in accordance with the procedures outlined for each program. The School Assessment Coordinator receives appropriate training for each particular assessment. Test Administrators at each school site are responsible for directing and conducting student testing sessions, as specified in the administration manuals or program guides. Only administrative and instructional employees who have received appropriate training for a particular test may serve as test administrators. Testing materials remain secure to ensure the integrity of the testing process and the accuracy and validity of the test scores. Principals are responsible for supervising the precise accounting of all testing materials in their schools and securing them in a locked, limited access location. Test administrations are supervised at the school level and monitored by the District to ensure that tests are administered in accordance with the specified procedures and to provide all students with a fair and equitable opportunity to perform optimally on a given test.

Specific guidelines regarding eligibility for accommodations are provided in the administration manual or program guide for each testing program. All students who are eligible to be tested are indeed tested, and students who are eligible for accommodations receive the appropriate accommodations (i.e., English Language Learners (ELLs), students with disabilities (SWD), or students otherwise eligible for accommodations under Section 504 of the Rehabilitation Act of 1973). Testing accommodations are determined by appropriate documentation and can include conditions such as flexible setting, flexible scheduling, assistance in marking or recording responses, revised test formats (e.g., Braille), and revised test presentation (e.g., sign language or translation into native language). Test administrators are provided opportunities to become familiar with allowable accommodations and participate in planning the test administration processes for students who require special test conditions. Students who require special test conditions receive instruction in testing procedures and have multiple opportunities to practice using their accommodations in instructional testing situations so they will be comfortable with them.

All students in Miami-Dade County Public Schools, including students classified as ELL and SWD, participate in the assessments, unless they are exempt from participation based on program documentation. Students who are absent on the day of the test or miss a section/subtest of a test battery must participate in scheduled make-up test session(s). All students, including eligible retained students, are assessed at the grade level to which they are assigned on the District's Integrated Student Information System (ISIS) during the testing period.

An auditing system is in place for state and district assessment programs to improve the validity of the testing administration process. Data are analyzed to identify highly unusual test results from the statewide assessment programs. School level analyses are conducted during the scoring and auditing process by the state. Principals are responsible for providing information or documentation so that a determination can be made regarding the validity of the test results.

Quality of Learning

Miami-Dade County Public Schools has crafted a strategic framework with one singular goal – student achievement. The School Board of Miami-Dade County, Florida adopted the District Strategic Framework as the foundation to which all activities and resources can be aligned to achieve the mission of providing the highest quality of learning for its students. Four core values revolve around the District's mission: *excellence* in academic achievement and organization performance; *integrity* by building positive relationships through honesty, respect, and compassion; *equity* for all students in order to eliminate the achievement gap; and *citizenship* obligations that help honor the diversity of our community through teamwork.

The District's Office of Assessment, Research, and Data Analysis assists all schools in analyzing and clearly presenting student data in order to obtain evidence of student learning. As student performance data from both formative and summative assessments are collected and analyzed throughout the year, schools are guided to use the data in planning and delivering classroom instruction to meet student needs. This process is aligned to the District's focus on continuous improvement and each school's School Improvement Plan. It should be noted that the process for analyzing and presenting data is separate and important, but does not ensure (solely) the results of high quality student performance.

In order to address AdvancED's criteria for "Quality of Learning," M-DCPS utilized the values of the expected scores for student in reading and mathematics for grades 3-10 from Florida's Value-Added Model (VAM). As part of the model, the VAM calculates the score a student is expected to achieve based on several predictors. Predictors may include but are not limited to the student's disability, language barrier, high intelligence, mobility, and attendance. It uses the state assessment data and student's past performance to quantify projected outcomes. If a student's actual test score is equal to or greater than the expected score, the student is considered as having met/exceeded expectations.

To assist schools in determining their level of performance for the "Quality of Learning" criterion, the school wide percentages of students meeting or exceeding expectations were found by aggregating all of the grade level outcomes in reading and mathematics for that school. Each school analyzed the 2012-2013 percentages of students meeting or exceeding expectations in reading and mathematics. Next, each school selected two to four comparable schools with similar demographics and educational context to form a comparison group and determined the level of student learning occurring in that institution.

Equity of Learning

As a Broad Prize winner, Miami-Dade County Public Schools (MDCPS) was recognized for improving student achievement, maintaining high performance in the schools, and narrowing the existing gaps in achievement among poor and minority students. The District has increased black and Hispanic graduation rates at a faster rate than other urban districts in the United States. It has increased the percentages of Hispanic and black students reaching the highest achievement levels. The percentages and scores of minority students participating in college-readiness exams has also increased more than other districts.

The racial and cultural diversity in Miami-Dade County Public Schools adds great richness to our classrooms, but poses many challenges for our schools as they work to meet the needs of an increasingly culturally, racially, and linguistically varied student population. The District creates quality schools by continually striving to provide more resources and better teaching and learning in order to offer academic opportunities for our students.

The most current statistical highlights for M-DCPS show that the breakdown of subgroups is 235,454 Hispanics, 82,939 Black Non-Hispanics, 28,435 White Non-Hispanics, and 6,324 American Indians, Asians, and multiracial students. Of these subgroups, the White Non-Hispanics are the highest achieving subgroup with a large number of students. Thus, all other subgroups are compared to the White Non-Hispanics for the purposes of determining the achievement gaps. In order for each school in Miami-Dade County to determine its performance level in terms of "Equity of Learning," the proficiency performance levels on the state assessments in both reading and mathematics of each school's subgroups were compared to the White Non-Hispanics subgroup within the school to calculate the achievement gap. If a school was missing a subgroup for comparison purposes, then the District results for that particular missing subgroup were utilized in the calculations. The achievement gap calculation was then applied to determine whether or not the gaps had significantly declined.

**School Performance Grade, Learning Gains, and Annual Measurable Objectives,
Grades 3 to 10**

6751-HIALEAH GARDENS MIDDLE SCHOOL

School Grade and Learning Gains	% of Students Making Learning Gains			% of Students Making Learning Gains >= 50%			2013 LG Progress Met for Low25%?	
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13		
School Grade	A	B	A	NA	NA	NA	NA	
Overall Learning - Reading	70	69	75	Y	Y	Y	NA	
Overall Learning - Math	66	69	72	Y	Y	Y	NA	
Learning Gains for Low 25% - Reading	77	68	74	Y	Y	Y	Y	
Learning Gains for Low 25% - Math	63	69	71	Y	Y	Y	Y	
Annual Measurable Objectives	% of Students Meeting Satisfactory Performance by Subgroup				Annual Performance Target			
	Subgroup	2010-11	2011-12	2012-13	2012 Target	2012 Met Target?	2013 Target	2013 Met Target?
Reading (% Satisfactory or higher)	All Students	58	57	64	62	N	65	Y
	American Indian	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	NA
	Asian	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	NA
	Black	25	54	58	31	Y	38	Y
	Hispanic	58	56	64	62	N	65	Y
	White	65	56	50	68	N	71	N
	ELL	32	30	41	38	N	43	Y
	SWD	20	26	22	27	N	33	N
	ED	56	55	62	60	N	63	Y
Math (% Satisfactory or higher)	All Students	53	56	59	57	N	61	N
	American Indian	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	NA
	Asian	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	NA
	Black	29	42	42	35	Y	41	Y
	Hispanic	53	56	59	57	N	61	N
	White	61	48	44	64	N	68	N
	ELL	35	37	40	40	N	46	N
	SWD	23	22	22	29	N	36	N
	ED	50	54	57	54	Y	58	N
Writing-FCAT2.0/FAA - All Students in Grades 4, 8, and 10 (% scores of 3.5 or higher)	#N/A	40	48	NA	NA	NA	NA	
Science (FCAT2.0) - All Students in Grades 5, 8, and 10 (% Satisfactory or higher)	#N/A	34	25	NA	NA	NA	NA	
Biology EOC - All Students (% Satisfactory or higher)	#N/A	#N/A	96	NA	NA	NA	NA	

School Performance Grade, Learning Gains, and Annual Measurable Objectives, Grades 3 to 10

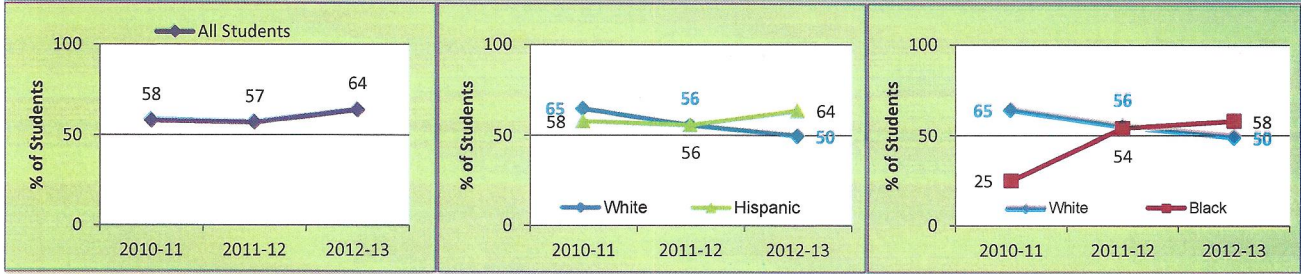
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School Grade and Learning Gains		% of Students Making Learning Gains			% of Students Making Learning Gains >= 50%			2013 LG Progress Met for Low25%?
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	
School Grade		B	B	B	NA	NA	NA	NA
Overall Learning - Reading		61	68	68	Y	Y	Y	NA
Overall Learning - Math		67	68	67	Y	Y	Y	NA
Learning Gains for Low 25% - Reading		60	70	67	Y	Y	Y	Y
Learning Gains for Low 25% - Math		66	66	65	Y	Y	Y	Y
Annual Measurable Objectives	% of Students Meeting Satisfactory Performance by Subgroup				Annual Performance Target			
	Subgroup	2010-11	2011-12	2012-13	2012 Target	2012 Met Target?	2013 Target	2013 Met Target?
Reading (% Satisfactory or higher)	All Students	54	55	57	58	N	62	N
	American Indian	60	64	65	63	Y	67	N
	Asian	77	79	79	79	Y	81	N
	Black	37	38	39	42	N	48	N
	Hispanic	57	58	59	61	N	64	N
	White	75	76	77	77	N	79	N
	ELL	37	39	37	42	N	48	N
	SWD	26	28	28	32	N	38	N
	ED	47	49	50	51	N	56	N
Math (% Satisfactory or higher)	All Students	53	57	59	57	Y	61	N
	American Indian	59	61	65	62	N	66	Y
	Asian	82	84	85	84	Y	85	Y
	Black	38	42	45	43	N	48	N
	Hispanic	56	60	61	60	Y	63	N
	White	72	76	76	74	Y	77	N
	ELL	45	49	47	50	N	54	N
	SWD	28	31	31	34	N	40	N
	ED	47	52	54	51	Y	56	N
Writing-FCAT2.0/FAA - All Students in Grades 4, 8, and 10 (% scores of 3.5 or higher)		#N/A	51	58	NA	NA	NA	NA
Science (FCAT2.0) - All Students in Grades 5, 8, and 10 (% Satisfactory or higher)		#N/A	46	47	NA	NA	NA	NA
Biology EOC - All Students (% Satisfactory or higher)		#N/A	51	63	NA	NA	NA	NA

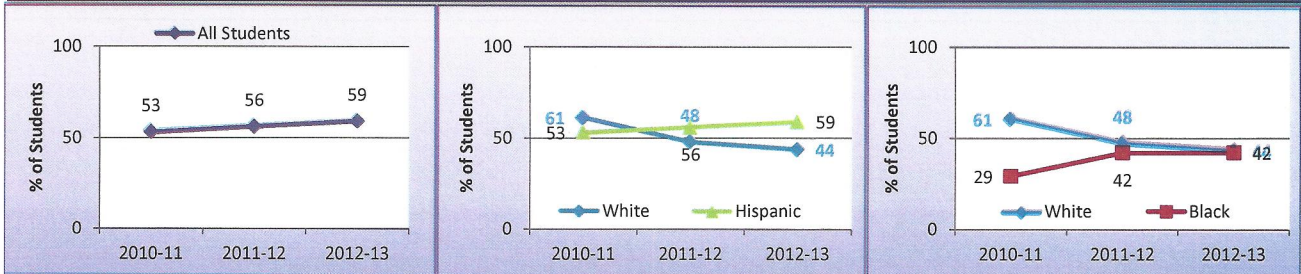
2011 to 2013 Student Performance Trend by Subgroups, Grades 3 to 10

6751-HIALEAH GARDENS MIDDLE SCHOOL

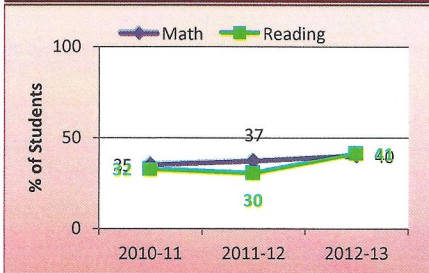
Reading - All Students and Achievement Gap by Ethnicity



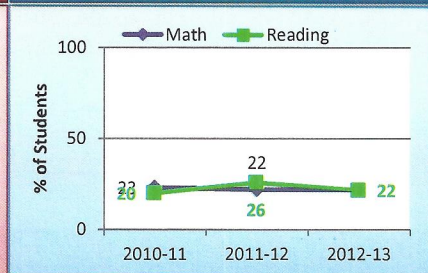
Math - All Students and Achievement Gap by Ethnicity



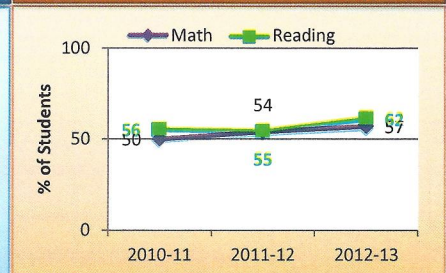
English Language Learners



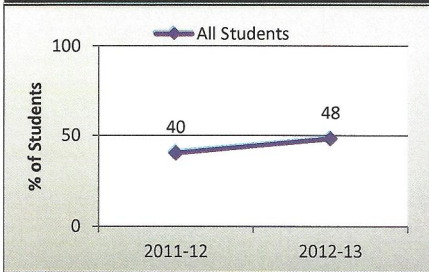
Students with Disabilities



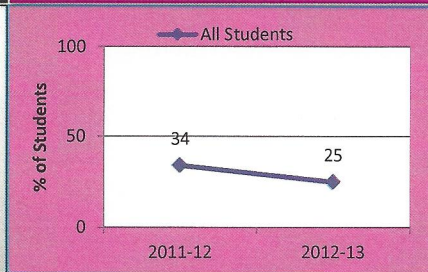
Economically Disadvantaged



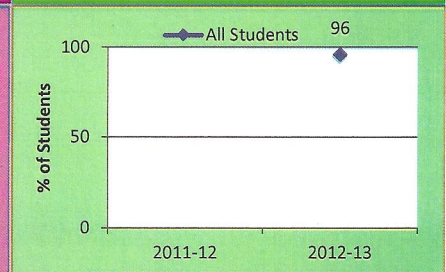
Writing 3.5 or higher



Science FCAT 2.0



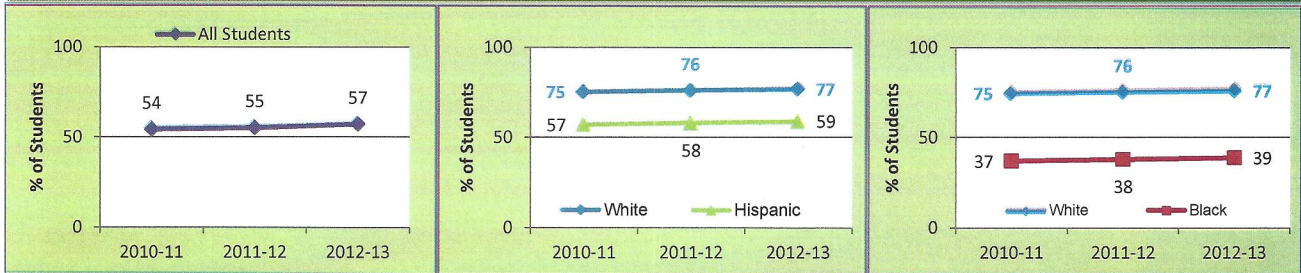
Biology EOC



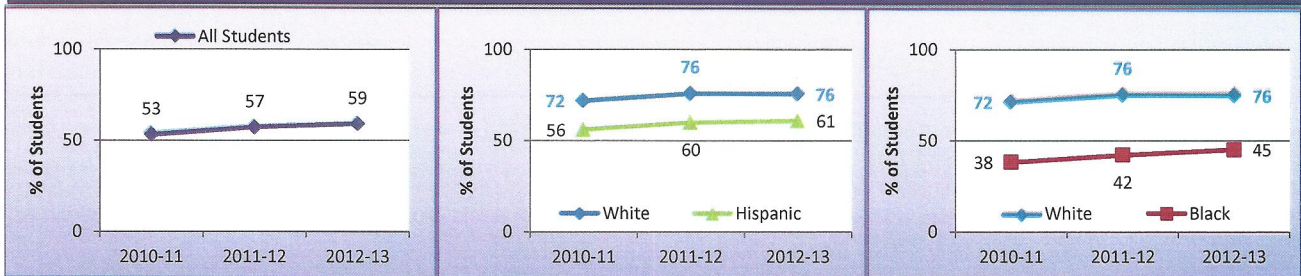
2011 to 2013 Student Performance Trend by Subgroups, Grades 3 to 10

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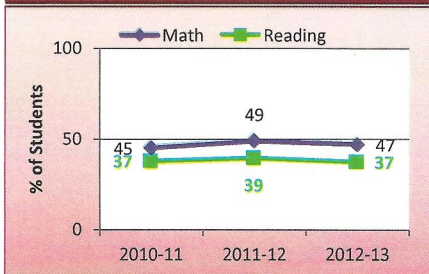
Reading - All Students and Achievement Gap by Ethnicity



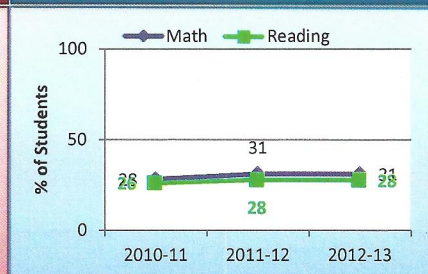
Math - All Students and Achievement Gap by Ethnicity



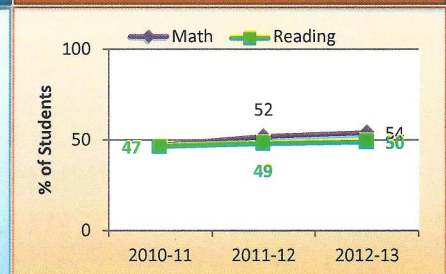
English Language Learners



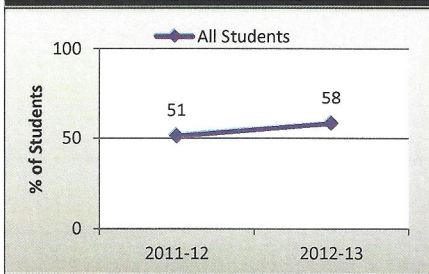
Students with Disabilities



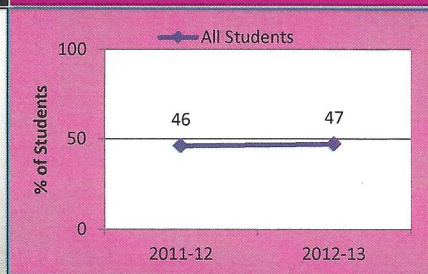
Economically Disadvantaged



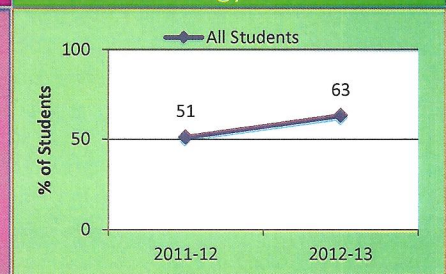
Writing 3.5 or higher



Science FCAT 2.0



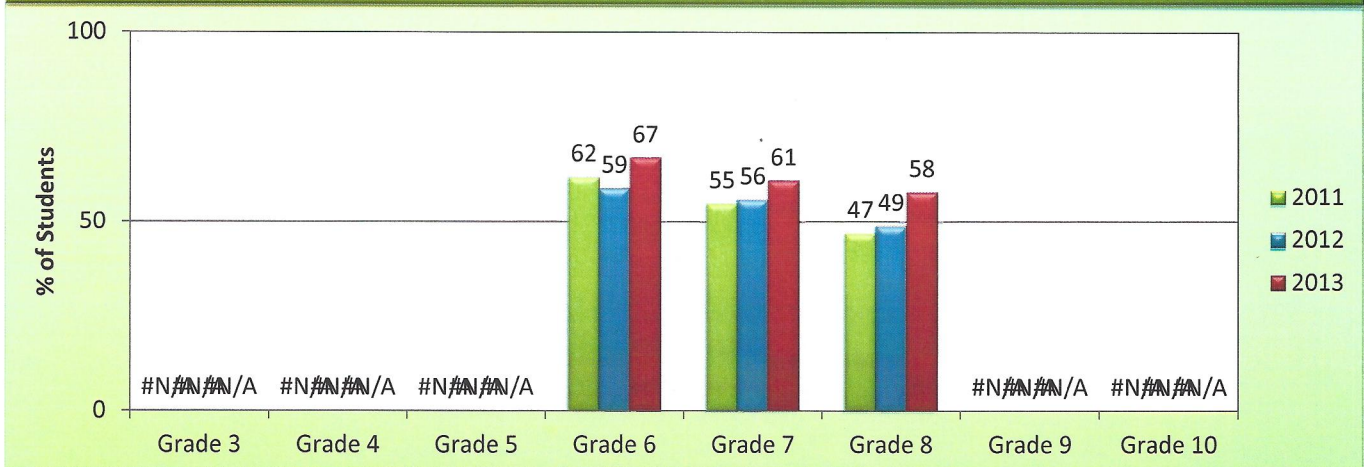
Biology EOC



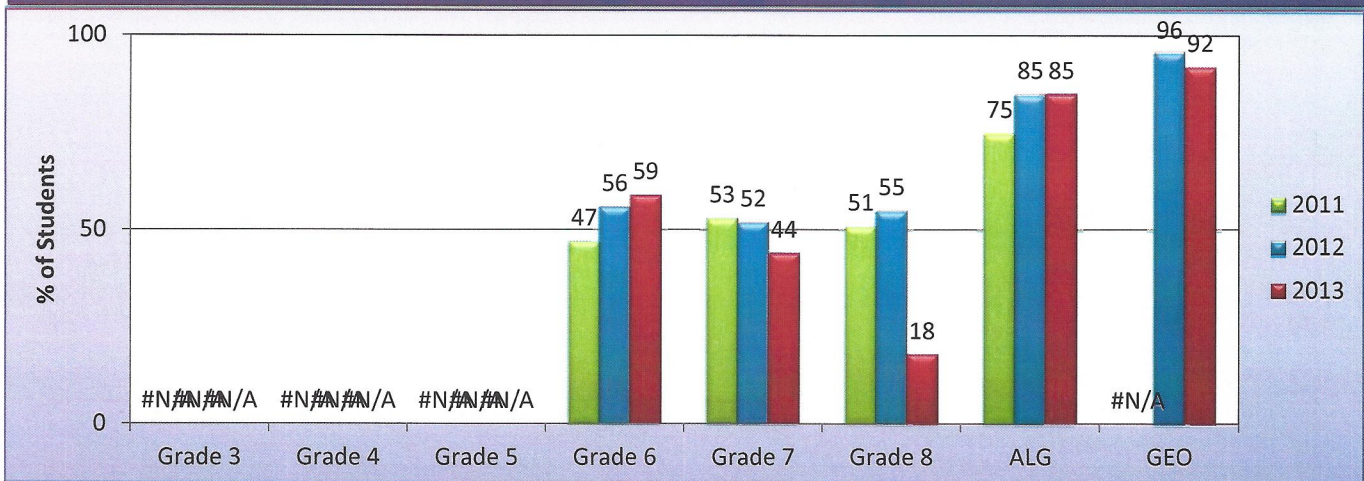
2011 to 2013 Student Performance Trend by Grades

6751-HIALEAH GARDENS MIDDLE SCHOOL

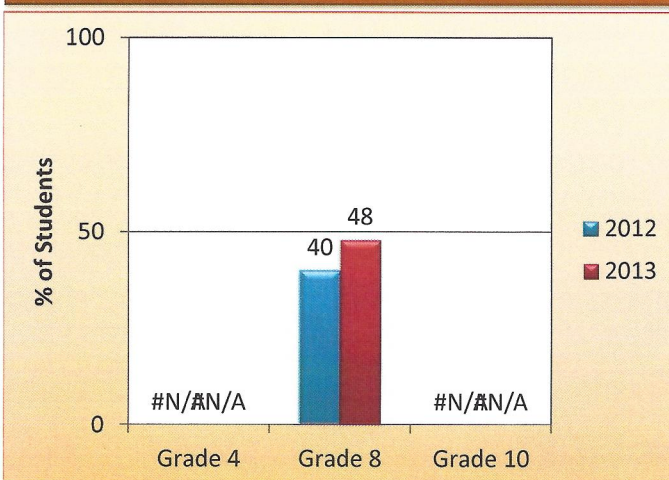
Reading % Levels 3-5 (FCAT 2.0) by Grade



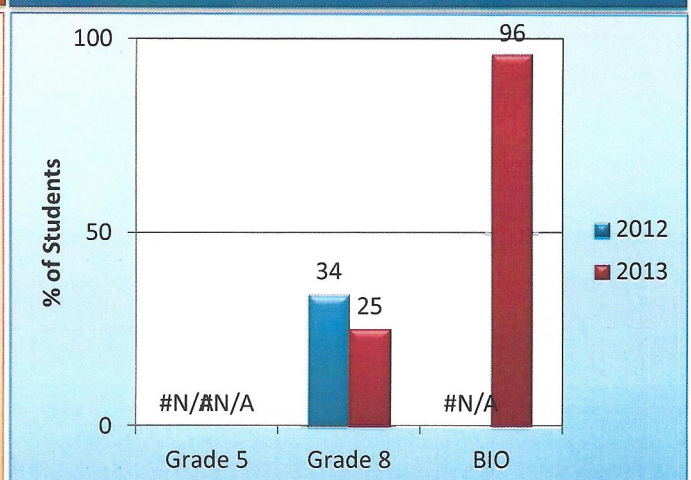
Math % Levels 3-5 (FCAT 2.0/EOC) by Grade



Writing % 3.5 or higher (FCAT 2.0) by Grade



Science % Levels 3-5 (FCAT 2.0/EOC) by Grade



Quality of Learning: Comparison to Like Institutions

WL	School Name	2013 School Grade Performance Measures										Quality of Learning					
		Demographic Information (October 2012 FTE)										% Making Learning Gains					
	Total Students	% White	% African American	% Hispanic	% English Language Learner	% Student With Disability	% Free and Reduced Price Lunch	Title I School	Reading- Overall	Math Overall	Reading- Low 25%	Math- Low 25%	Reading Students Meeting/ Exceeding State Expectations	Category	Math Students Meeting/ Exceeding State Expectations	Category	
6751	HIALEAH GARDENS MIDDLE SCHOOL	1839	2%	1%	97%	11%	7%	85%	Yes	75%	72%	74%	71%	58.7%	3%	56.73%	3%
6171	HENRY H. FILER MS	1138	1%	1%	98%	32%	9%	90%	Yes	64%	64%	59%	66%	50.3%	2	52.56%	3
6501	MIAMI LAKES MS	860	4%	11%	83%	17%	12%	87%	Yes	68%	71%	62%	67%	54.2%	3	54.74%	3
6541	NAUTILUS MS	1095	23%	10%	65%	15%	8%	76%	Yes	59%	54%	51%	58%	44.0%	1	35.92%	1
6681	PALM SPRINGS MS	1273	2%	4%	93%	27%	19%	93%	Yes	68%	57%	70%	58%	55.6%	3	45.21%	2