



# **Student Performance Diagnostic**

**Natural Bridge Elementary 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

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## **Areas of Notable Achievement**

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

Based on the 2011-12 FCAT Reading scores, the following subgroups were above the expected levels of performance: All Students 46 percent, Black 46 percent, English Language Learners 36 percent and Economically Disadvantaged 46 percent. In 2012-13, only the Students with Disabilities, at 23 percent, were above the expected levels of performance.

The Mathematics results indicated that All Students, Black, English Language Learners, Students with Disabilities and Economically Disadvantaged were above the expected levels of performance.

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

Natural Bridge Elementary achieved commensurate levels of performance when compared to the district in the area of Reading in 2011-2012. However, we performed higher than the district in 2012-2013.

In Mathematics overall, our performance was higher than the district in 2011-2012.

In the area of Science our performance increased significantly within the school between 2011-2012 and 2012-2013. Furthermore, our performance exceeded that of the district.

For the past three years, our learning gains for the lowest 25% in Reading and Mathematics have been higher than the district's.

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

The areas that indicate the overall highest performance are: Reading Overall and our Reading Lowest 25 percent. In 2012-2013 our students in the Overall Reading scored 72 percent. Additionally, our learning gains for the lowest 25 percent in Reading was 79 percent.

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

Students with Disabilities demonstrated a trend towards increasing performance in Reading. Based on FCAT scores for the 2012-2013 school year, this subgroup increased its satisfactory performance to 23 percent from 6 percent satisfactory in 2011-2012. This demonstrates an increase of 16 percentage points.

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

The achievement gap is closing in the Black subgroup. Performance in both Reading and Math have been above expected levels for the past two years compared to the rest of the district. In 2012-2013, this subgroup had a 45 percent satisfactory performance in Reading. In the area of Math, this same subgroup had a satisfactory performance of 59 percent in 2012-2013.

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

All data findings are consistent with other sources, such as Interim Assessments, FAIR and trend analysis. The 2012-2013 Reading Winter Interim indicated that 28 percent of students scored proficient in the third grade, 35 percent in fourth grade and 35 percent in fifth grade. Moreover, the Math Winter Interim demonstrated that 17 percent of students scored proficient in the third grade, 15 percent in fourth grade and 30 percent in fifth grade.

## **Areas in Need of Improvement**

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

Writing has been consistently below the expected levels of performance throughout the past three years. The number of satisfactory or higher performance points in fourth grade writing has steadily decreased from 90 percentage points in 2013, to 68 percentage points in 2012 and 38 percentage points in 2011.

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

The area that shows a negative trend in performance is Mathematics. The overall learning gains for Math indicates that 65 percent of students in 2010-2011 achieved learning gains, 80 percent in 2011-2012 and 65 percent in 2012-2013. The learning gains for the lowest 25 percent in Math indicates that 74 percent of students achieved learning gains in 2010-2011, 78 percent in 2011-2012 and 67 percent in 2012-2013. The All Students subgroup in Math achieved 47 percent satisfactory performance in 2010-2011, 53 percent in 2011-12, and 45 percent in 2012-2013.

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

The area which indicates the overall lowest performance is Writing. On the Writing FCAT 2.0 fourth grade students scored 26 percent satisfactory or higher in 2011-2012 and 36 percent in 2012-2013.

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

The Hispanic and English Language Learners are the two subgroups that show a trend towards decreasing performance. In Reading FCAT 2.0 the Hispanic subgroup performed at 55 percent satisfactory or higher in 2010-2011, 58 percent in 2011-2012 and 46 percent in 2012-2013. The English Language Learners performed at 26 percent satisfactory or higher for Reading in 2010-2011, 36 percent in 2011-2012 and 30 percent in 2012-2013.

The Hispanic subgroup performed at 68 percent satisfactory or higher in Math 2010-2011, 67 percent in 2011-2012 and 59 percent in 2012-2013. The English Language Learners subgroup performed at 33 percent satisfactory or higher in Math 2010-2011, 44 percent in 2011-2012 and 41 percent in 2012-2013.

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

The subgroup for which the achievement gap is becoming greater is the Hispanic subgroup. In the area of Reading the Hispanic subgroup performed at 55 percent satisfactory or higher in the FCAT 2010-2011, 58 percent in 2011-2012 and 46 percent in 2012-2013. The Hispanic

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subgroup also performed at 68 percent satisfactory or higher in the Math FCAT 2010-2011, 67 percent in 2011-2012 and 59 percent in 2012-2013. There is no White subgroup to compare to.

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

All data findings are consistent with other sources, such as the Interim Assessments, FAIR and trend analysis. The 2012-2013 Reading Winter Interim indicated that 28 percent of students scored proficient in the third grade, 35 percent in fourth grade and 35 percent in fifth grade. Moreover, the Math Winter Interim demonstrated that 17 percent of students scored proficient in the third grade, 15 percent in fourth grade and 30 percent in fifth grade.

## Report Summary

### Scores By Section

