



# **Student Performance Diagnostic**

## **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		2013-14 District Student Performance Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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?**

All schools and subgroups are evaluated to determine whether they meet their annual measurable objectives (AMOs) for proficiency in reading and mathematics. AMO targets are calculated individually for each subgroup and all students, and are calculated at the school, District, and state levels. The AMO target shows whether the subgroup (as well as the "All Students" group) is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2016-2017 (using 2010-2011 as the baseline year). A separate target is set for each year (2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017).

- The "All Students" group met the 2012 AMO target in mathematics.
- Subgroups that met the 2012 AMO target in mathematics included Asian, Hispanic, White, and Economically Disadvantaged students.
- Subgroups that met the 2013 AMO target in mathematics were Asian and American Indian students.
- Subgroups that met the 2012 AMO target in reading were Asian and American Indian students.

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

#### **- Reading:**

- o In 2013, 70% of students in grades K-2 combined scored above the national median on the Stanford Achievement Test (SAT-10), compared to 61% in 2011.
- o In 2013, 210,863 students took the Florida Comprehensive Assessment Test (FCAT) 2.0 Reading. Fifty-seven percent of students in grades 3-10 combined performed at or above the satisfactory level, compared to 54% in 2011.
- o M-DCPS middle and senior high students' improvement in reading exceeded that of the state and other large districts.

#### **- Mathematics:**

- o In 2013, 66% of students in grades K-2 combined scored above the national median on the SAT-10, up 4 points from 2011.
- o In 2013, 146,718 grades 3-8 students took the FCAT 2.0 Mathematics; 30,312 students took the Algebra 1 End-of-Course (EOC) assessment; and 25,655 students took the Geometry EOC assessment. Fifty-nine percent of students performed at or above the satisfactory level, compared to 54% in 2011.

#### **- Science:**

- o About 51,165 students in grades 5 and 8 took the FCAT 2.0 Science in 2013. Forty-seven percent of students in grades 5 and 8 combined performed at or above the satisfactory level, compared to 46% in 2012.
- o About 25,665 students took the Biology EOC assessment in 2013. Sixty-three percent of students performed at or above the satisfactory level, up 11 points from 2012 to 2013.

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### - Writing:

o In 2013, 78,590 students in grades 4, 8, and 10 participated in the 2013 FCAT 2.0 Writing assessment. Student performance on FCAT 2.0 Writing improved significantly across all grade levels from 2012 to 2013.

58% of all 4th grade students scored at 3.5 or above, up 11 points from 2012 to 2013.

49% of all 8th grade students scored at 3.5 or above in 2013, compared to 47% in 2012.

66% of all 10th grade students scored at 3.5 or above in 2013, an increase of 7 points from 2012.

### - Federal Longitudinal Graduation Rate:

o A four-year adjusted cohort graduation rate for M-DCPS students increased by 15.2 points from 2008-2009 to 2012-2013. The rate rose from 62.0% in 2008-2009 to 77.2% in 2012-2013.

o M-DCPS' graduation rate of 77.2% in 2013 was higher than Florida State's graduation rate of 75.6% in 2013.

### - Advanced Placement (AP) from the College Board:

o Nearly 42,991 total examinations were taken in 2013, compared to 33,088 total examinations taken in 2008-2009.

45% of the total examinations taken in 2013 earned scores of 3 or higher, up 5 points from 2008-2009 to 2012-2013.

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

- The overall highest performance area for M-DCPS students was in Mathematics. Across all tested grades, students' performance was highest in mathematics, with 59% of students scoring at or above the satisfactory level in 2013.

- In writing, 58% of students scored at 3.5 or above in 2013.

- In reading, 57% of students scored at or above the satisfactory level in 2013.

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

Reading (% above the national median) in grades K to 2 on the SAT-10:

- All subgroups showed a positive performance trend from 2011 to 2013.

o The American Indian subgroup increased 15 percentage points, moving from 63% in 2011 to 78% in 2013.

o The Asian subgroup increased 3 percentage points, moving from 81% in 2011 to 84% in 2013.

o The Black subgroup increased 11 percentage points, moving from 49% in 2011 to 60% in 2013.

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- o The Hispanic subgroup increased 9 percentage points, moving from 62% in 2011 to 71% in 2013.
- o The White subgroup increased 3 percentage points, moving from 80% in 2011 to 83% in 2013.
- o The English Language Learners subgroup increased 11 percentage points, moving from 50% in 2011 to 61% in 2013.
- o The Students with Disabilities subgroup increased 13 percentage points, moving from 28% in 2011 to 41% in 2013.
- o The Economically Disadvantaged subgroup increased 9 percentage points, moving from 55% in 2011 to 64% in 2013.

Reading (% Satisfactory or higher) in grades 3 to 10 on the FCAT 2.0:

- All subgroups showed a positive performance trend from 2011 to 2013.

- o The American Indian subgroup increased 5 percentage points, moving from 60% in 2011 to 65% in 2013.
- o The Asian subgroup increased 2 percentage points, moving from 77% in 2011 to 79% in 2013.
- o The Black subgroup increased 2 percentage points, moving from 37% in 2011 to 39% in 2013.
- o The Hispanic subgroup increased 2 percentage points, moving from 57% in 2011 to 59% in 2013.
- o The White subgroup increased 2 percentage points, moving from 75% in 2011 to 77% in 2013.
- o The English Language Learners subgroup remained the same at 37% proficiency.
- o The Students with Disabilities subgroup increased 2 percentage points, moving from 26% in 2011 to 28% in 2013.
- o The Economically Disadvantaged subgroup increased 3 percentage points, moving from 47% in 2011 to 50% in 2013.

Mathematics (% above the national median) in grades K to 2 on the SAT-10:

- All subgroups showed a positive performance trend from 2011 to 2013.

- o The Black subgroup increased 6 percentage points, increasing from 45% in 2011 to 51% in 2013.
- o The Hispanic subgroup increased 4 percentage points, increasing from 65% in 2011 to 69% in 2013.
- o The White subgroup increased 2 percentage points, increasing from 81% in 2011 to 83% in 2013.
- o The English Language Learners subgroup increased 4 percentage points, increasing from 55% in 2011 to 59% in 2013.
- o The Students with Disabilities subgroup increased 5 percentage points, increasing from 32% in 2011 to 37% in 2013.
- o The Economically Disadvantaged subgroup increased 5 percentage points, increasing from 55% in 2011 to 60% in 2013.
- o The American Indian subgroup increased 4 percentage points, increasing from 74% in 2011 to 78% in 2013.
- o The Asian subgroup increased 2 percentage points, increasing from 82% in 2011 to 84% in 2013.

Mathematics (% Satisfactory or higher) in grades 3-8 on the FCAT 2.0, Algebra 1 EOC, and Geometry EOC:

- All subgroups showed a positive performance trend from 2011 to 2013.

- o The American Indian subgroup increased 6 percentage points, moving from 59% in 2011 to 65% in 2013.
- o The Asian subgroup increased 3 percentage points, moving from 82% in 2011 to 85% in 2013.
- o The Black subgroup increased 7 percentage points, moving from 38% in 2011 to 45% in 2013.
- o The Hispanic subgroup increased 5 percentage points, moving from 56% in 2011 to 61% in 2013.
- o The White subgroup increased 4 percentage points, moving from 72% in 2011 to 76% in 2013.
- o The English Language Learners increased 2 percentage points, moving from 45% in 2011 to 47% in 2013.
- o The Students with Disabilities increased 3 percentage points, moving from 28% in 2011 to 31% in 2013.
- o The Economically Disadvantaged subgroup increased 7 percentage points, moving from 47% in 2011 to 54% in 2013.



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AP Examination: Number of students taking one or more AP exam:

- o The American Indian subgroup increased their number of students taking one or more AP exam by 12, moving from 27 in 2008-09 to 39 in 2012-13.
- o The Asian subgroup increased their number of students taking one or more AP exam by 163, moving from 575 in 2008-09 to 738 in 2012-13.
- o The Black subgroup increased their number of students taking one or more AP exam by 139, moving from 2,400 in 2008-09 to 2,539 in 2012-13.
- o The White subgroup increased their number of students taking one or more AP exam by 1,010, moving from 2,147 in 2008-09 to 3,157 in 2012-13.

AP Examination: Number of students scoring 3 or higher on an AP exam:

- o The American Indian subgroup increased their number of students scoring 3 or higher on an AP exam by 3, moving from 12 in 2008-09 to 15 in 2012-13.
- o The Asian subgroup increased their number of students scoring 3 or higher on an AP exam by 147, moving from 338 in 2008-09 to 485 in 2012-13.
- o The Black subgroup increased their number of students scoring 3 or higher on an AP exam by 219, moving from 535 in 2008-09 to 754 in 2012-13.
- o The Hispanic subgroup increased their number of students scoring 3 or higher on an AP exam by 3,136, moving from 5,917 in 2008-09 to 9,053 in 2012-13.
- o The White subgroup increased their number of students scoring 3 or higher on an AP exam by 467, moving from 1,268 in 2008-09 to 1,735 in 2012-13.

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

- The reading gap between White students and both Black and Hispanic students in grades K-2 on the SAT-10 closed from 2011 to 2013.
  - o The reading gap between Black and White students closed by 8 percentage points, a decreasing difference from 31 in 2011 to 23 in 2013.
  - o The reading gap between the Hispanic and White students closed by 6 percentage points, a decreasing difference from 18 in 2011 to 12 in 2013.
- The mathematics gap between White students and both Black and Hispanic students in grades K-2 on the SAT-10 closed from 2011 to 2013.
  - o The mathematics gap between the Black and White students closed by 4 percentage points, a decreasing difference from 36 in 2011 to 32 in 2013.
  - o The mathematics gap between the Hispanic and White students closed by 2 percentage points, a decreasing difference from 16 in 2011 to 14 in 2013.
- The mathematics gap for grades 3 to 8 on the FCAT 2.0, the Algebra 1 EOC, and the Geometry EOC closed between White students and

both Black and Hispanic students from 2011 to 2013.

o The mathematics gap between the Black and White students closed by 3 percentage points, a decreasing difference from 34 in 2011 to 31 in 2013.

o The mathematics gap between the Hispanic and White students closed by 1 percentage point, a decreasing difference from 16 in 2011 to 15 in 2013.

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

National Assessment of Educational Progress (NAEP), Trial Urban District Assessment (TUDA) results in reading and mathematics, grades 4 and 8.

- For the third consecutive administration, M-DCPS continued to rank high in relation to other participating TUDA districts in both reading and mathematics.

o M-DCPS grade 4 students ranked 3rd out of 21 TUDA districts for the 2013 NAEP administration in both reading and mathematics (percent scoring basic or above), outscoring Austin, Boston, Dallas, Houston, San Diego, Chicago and New York City.

o M-DCPS grade 8 students also ranked 3rd in reading, and ranked 9th in mathematics for the 2013 NAEP administration (percent scoring basic or above).

- M-DCPS grade 4 students excelled on the 2013 NAEP assessment, exceeding the performance of their counterparts in large city schools in both reading and mathematics.

o In reading, the performance of fourth grade students continued to rise from prior years, and was significantly higher than that of large city schools, both in terms of average scale scores and in the percentage of students scoring Basic or above.

o In mathematics, performance of fourth grade students also continued to rise, with higher percentages of students scoring Basic or above in M-DCPS than in large city schools nationwide.

- Both Hispanic and Black students in M-DCPS performed well in comparison to their counterparts nationwide.

o District Hispanic students in both fourth and eighth grade outperformed their counterparts in public schools nationwide in reading and mathematics, both in terms of average scale scores and percent scoring above basic.

o District Black students in fourth grade outperformed their counterparts in large city schools in both reading and mathematics, both in terms of average scale scores and percent scoring above basic.

- A higher proportion of M-DCPS fourth grade students eligible for the Free/Reduced Price Lunch program scored basic or above than their counterparts in public schools nationwide and large cities in both reading and mathematics.

o Similar success was seen for eighth grade students in reading.

## **Areas in Need of Improvement**

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

The Annual Measurable Objective (AMO) is used to determine if the district has met its target performance. AMOs are set by the State for 2012 through 2016.

-In 2013, both reading and mathematics were below the expected levels of overall performance.

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

None of areas showed a negative trend in performance from 2011 to 2013.

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

The overall lowest performance area for M-DCPS students was in Science. Across all students tested in grades 5, 8, and Biology EOC, students' performance was lowest in science and Biology combined, with 54% of students scoring at or above the satisfactory level in 2013.

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

None of the subgroups showed a trend toward decreasing performance

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

There are no subgroups where the achievement gap is becoming greater.

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

National Assessment of Educational Progress (NAEP), Trial Urban District Assessment (TUDA) results in reading and mathematics, grades 4 and 8.

## Report Summary

### Scores By Section

