



# **Student Performance Diagnostic**

**Holmes Elementary**

**Miami-Dade County Public Schools**

Dr. Yvonne Perry, Principal  
1175 NW 67th St  
Miami, FL 33150-4145

# TABLE OF CONTENTS

Introduction.....	1
Student Performance Data.....	2
Evaluative Criteria and Rubrics.....	3
Areas of Notable Achievement.....	4
Areas in Need of Improvement.....	6
Report Summary.....	7

## **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 2501

## 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?**

The areas above the expected levels of performance are Learning Gains for Lowest 25% in Reading and Mathematics. The learning gains of the lowest 25% in reading in 2011 were 54%, in 2012, 74% and in 2013, 66%. In math, the learning gains of the lowest 25% were 56% in 2011, 91% in 2012 and 66% in 2013. These gains met the learning gains progress standard. It is essential as the school moves toward proficiency to ensure students are at the very least making a year's worth of growth.

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

Science is showing an upward trend. Science scores from 2012-2013 were 38% and 41%. In addition, third grade math scores are generally moving upward as evidenced by proficiency rates of 37%, 36%, and 46% from 2011- 2013. In the primary grades a positive trend in Kindergarten reading demonstrates over 70% of students ready to read according to the Fall 2013 AP1 administration of the FAIR test. The highest rate in the last six years. For grades 1 and 2, similar gains indicate that these grades will meet growth standards set by the region by the end of the school year.

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

The areas with the overall highest performance are math which indicate that 48% of our students are satisfactory, as well as overall learning gains for math which was 67% as measured by the 2013 FCAT Test.

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

Holmes has the Black and Economically Disadvantaged subgroups. Unfortunately, neither one is showing a trend toward increased performance.

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

The achievement gap is not decreasing between any of our subgroups.

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

The Fall and Winter Reading Interim Assessment data for school year 2012-2013 are consistent with the results of the FCAT reading assessment which indicated that only 19% of Holmes students were reading at a proficient rate. The reading scores for 3rd grade on the Fall and Winter Interim tests were 18% and 16% and the FCAT proficiency rate was 15%. Fourth grade data for the Fall and Winter Interim assessments for school year 2012-2013 were 17% and 14%. The FCAT reading proficiency score was 14%.



## **Areas in Need of Improvement**

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

The areas below the expected levels of performance on the Florida Comprehensive Assessment Test were: In 2012, Reading-33% and Mathematics-49%; In 2013, Reading-19% and Mathematics-48%.

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

The areas that show a negative trend in performance on the Florida Comprehensive Assessment Test were: 3rd grade reading in 2012 and 2013 of 22% and 15% respectively; 4th grade reading in 2012 and 2013 of 23% and 14%, respectively; 5th grade reading in 2013 of 30%; and 5th grade math in 2013 of 43%.

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

The 2013 Florida Comprehensive Assessment Test Reading proficiency rate of 19% across 3rd, 4th and 5th grades is the lowest overall performance. The 2013 administration of the Stanford Achievement Test in grades 1 and 2 indicate average percentiles in the low 30s.

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

The subgroups that show a trend toward decreasing performance are Students With Disabilities in mathematics with a decrease of 14 percentage points from 2012-2013 and reading with a 5 percentage point decrease. In addition the Economically Disadvantaged group decreased by 12 percentage points in 2013.

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

Comparing our black students with whites across the district, the achievement gap in reading widened from 44 percentage points in 2012 to 58 percentage points in 2013.

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

The Fall Interim Assessment data are consistent with the FCAT 2013 data for 3rd and 4th grade reading. The Fall proficiency levels for 3rd grade were 18% and for 4th grade, 17%. The Florida Comprehensive Assessment Test measured reading proficiency at 15% for 3rd grade and 14% for 4th grade.



### Report Summary

#### Scores By Section

Section Score

1

2

3

4

Evaluative Criteria and Rubrics

3.5

Sections

