



Student Performance Diagnostic

Yulee Elementary School

Nassau County School District

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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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached	Nassau AMO's Assessment Data iReady Math iReady Reading FCAT Science NCSD Assessments

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Science and Math are both above state averages.

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

Science Scores continue to rise at YES. First year FSA results were above state averages. School grade continues to be an A.

Which area(s) indicate the overall highest performance?

Science and Math are the areas that indicate the highest performance at YES.

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

Hispanic and White subgroups show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

White and Hispanic

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

Sub group info and overall achievement are consistent with the findings from other data sources.

Areas in Need of Improvement

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

Reading achievement is not as high as math or science.

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

Although they are above state averages, there has not been much of an increase in the overall reading scores at YES.

Which area(s) indicate the overall lowest performance?

Reading achievement.

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

The Black/ Non Hispanic subgroup has not made the increases that other subgroups have.

Between which subgroups is the achievement gap becoming greater?

Black and Hispanic are lower achieving compared to the other subgroups

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

Reading and sub group data from the FSA assessment are consistent with results from other data sources such as STAR and iReady.

Report Summary

Scores By Section

