

# Student Performance Diagnostic

## **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	The following attachments contain student performance data for Bryceville Elementary School and comparisons to District and State results. Assessments include Reading and Math FSA for 3rd, 4th, and 5th grades, FCAT Science for 5th grade, and Reading and Math Stanford 10 Assessments for Kindergarten, First, and Second grades.	FSA County Wide Comparison Data 2014-15 NCSD Assessment Overview 2014-15 FCAT Science 2014-15 Nassau FSA State and District and School Results Stanford 10 Grades 1st & 2nd 2012-2015 SAT-10 District & School Comparison 14-15 SAT-10 School Report by GL 2014-15 Nassau AMO for FSA 2014-15

## 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?**

3rd, 4th, and 5th grade Math FSA and 3rd and 5th grade ELA levels of performance were above the state average, as were 5th grade Science FCAT levels (70% proficiency). Stanford-10 Kindergarten Reading average was also above the expected level of performance, at 79% proficiency.

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

From 2011-2014, student achievement has been maintained, as evidenced by subpopulation of students with disabilities increasing satisfactory score on FCAT Math from 48% in 2011 to 62% in 2014. Economically disadvantaged students increased satisfactory score from 70% to 71% (Math), 2011 to 2014 respectively. In Reading, 43% (2011) to 48% (2014) and Economically Disadvantaged 55% (2011) to 63% (2014). Kindergarten Stanford achievement has shown a solid start for a potential positive trend.

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

The highest area of performance is fourth and fifth grade Mathematics, as evidenced by highest District scores in 2014-15 in 4th grade, and 2nd highest scores in 5th grade (91% and 80% proficiency respectively). FCAT Science scores are also the highest in the District, with 70% passing rate. One Kindergarten class achieved the highest level of Reading Stanford-10 scores in the District, with a 90% passage rate.

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

From 2011-2014, student achievement has been maintained, as evidenced by a subpopulation of students with disabilities increasing satisfactory scores on FCAT Math from 48% in 2011 to 62% FSA proficiency in 2014 (14 percentage points). Economically disadvantaged students increased satisfactory scores from 70% to 71%, 2011 to 2014 respectively. In Reading, 43% (2011) to 48% (2014) and Economically Disadvantaged 55% (2011) to 63% (2014).

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

The achievement gap is closing for Economically Disadvantaged students, as well as Students with Disabilities. (The number of ethnic students represented is not large enough to classify as a subpopulation.) See aforementioned data.

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

Data is consistent with i-Ready Reading and Math, Lexia, and STAR data. The 2015-16 i-Ready and STAR data show an increase in learning achievements over the previous year, so continued growth is expected, especially in English Language Arts.



## **Areas in Need of Improvement**

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

4th grade English Language Arts FSA results are below the state average (by 1 percentage point).

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

Intermediate grades saw an upward trend in FCAT Reading and Math (2011-2013), but a decline with the new FSA ELA Assessment, aligned to Florida State Standards. All areas of ELA and Math FSA are above the state average (except for the aforementioned). Stanford 10 assessments indicate low performance in Reading, for both 1st and 2nd grades (58 and 60 respectively) for 2014-15.

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

4th grade FSA ELA, as well as Primary grade Reading (1st and 2nd) Stanford-10 Assessment in the 14-15 school year.

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

Both BES subgroups showed an increase in the percentage of students achieving proficiency from 2013 to 2014. BES subgroups show an increasing trend in achievements, although students with disabilities continue to remain in performance levels below their peers.

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

Although growth is demonstrated, a gap still remains between the population of students with disabilities and their general education counterparts.

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

Findings are consistent with data from i-Ready and STAR diagnostics and school/classroom progress monitoring data.

## Report Summary

### Scores By Section

