



# **Student Performance Diagnostic**

**Callahan Intermediate 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.

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**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The following attachment contains student performance data for Callahan Intermediate School from 2011-2015. The state assessments include comparisons by student sub groups, school, state and district. Assessments include FCAT, FCAT 2.0, and FSA	FSA 2014-2015 Nassau County Comparision CIS FSA 2014-15 School wide data CIS FSA 2014-2015 4th grade by sub category CIS FSA 2014-2015 3rd grade sub category data CIS FSA 2014-2015 5th grade sub category CIS FCAT assessment data 2011-2014 CIS FCAT Science performance data NCSD Student Assessment Data

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## 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

State assessments consistently demonstrate that students at Callahan Intermediate School are above district and state performance levels in reading, writing, math and science.

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

Students at Callahan Intermediate School have maintained satisfactory reading and math progress from 2011 to 2014. All ethnic categories have maintained or increased satisfactory progress. Economically disadvantaged students have continued to increase in their performance from 2011-2014 from 60% to 64% in reading and 66% to 73% in mathematics.

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

Students at Callahan Intermediate School demonstrate the overall highest performance in mathematics. All ethnic groups demonstrate substantial improvement. Economically disadvantaged students also demonstrate notable achievement, beginning in 2011 with 56% and increasing to 73% by 2014.

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

While all subgroups are maintaining or increasing performance overall, students with disabilities demonstrated an 18% increase in mathematics from 2011-2014.

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

Students with disabilities demonstrated an 18% increase in mathematics from 2011-2014. Students are also making adequate progress in reading.

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

State assessment data is consistent with school-wide progress monitoring data and student classroom performance.

## **Areas in Need of Improvement**

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

While students at Callahan Intermediate School demonstrate proficiency levels at or above the district and state, we continue to strive to close the achievement gap for students with disabilities in reading and mathematics.

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

Students with disabilities reading performance data indicate a gain of 5% from 2011-2013 and then declined 4% in 2014. While a 18% increase was demonstrated by students with disabilities in mathematics from 2011-2014. This performance trend in reading and math are substantially below all other sub groups.

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

Students with disabilities data in reading and math indicate the lowest overall performance.

Reading performance data indicates little to no increase from 2011-2014. While math performance data indicates at 18% increase from 2011-2014, students are substantially below all other sub groups.

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

Students with disabilities decreased 4% from 2013-2014. (38% to 34%)

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

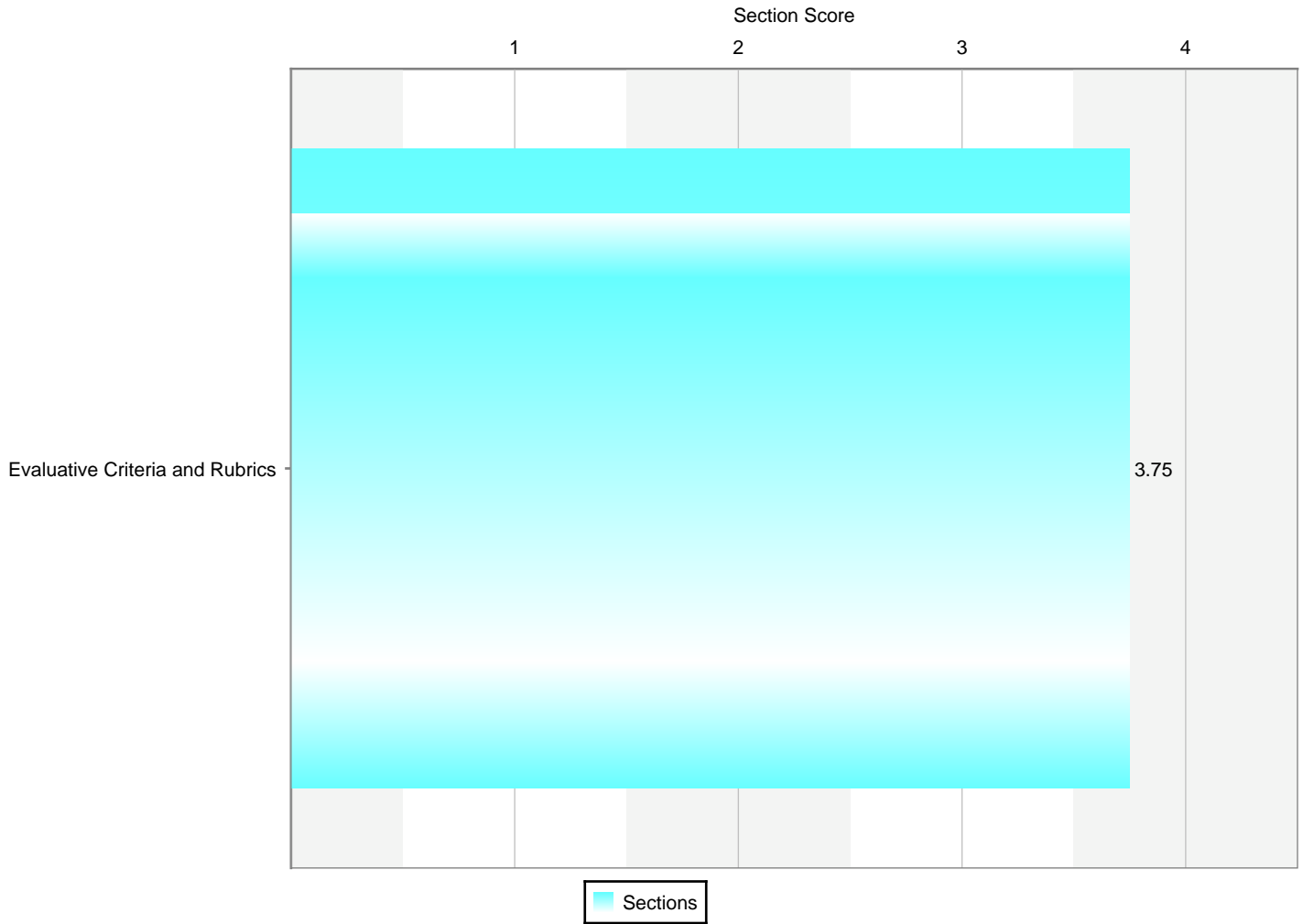
The greatest achievement gap is between students with disabilities and all other sub groups.

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

State assessment data is consistent with school progress monitoring data and student classroom performance.

## Report Summary

### Scores By Section



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