



Student Performance Diagnostic

Dawson County School System

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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		DCS_AdvancED_DataDocument

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?

AREAS ABOVE EXPECTED LEVELS OF PERFORMANCE

Elementary (CRCT)

3rd grade social studies

5th grade reading

5th grade language arts

5th grade math

Middle (CRCT)

6th, 7th, and 8th grade reading,

6th, 7th, and 8th grade language arts,

6th, 7th, and 8th grade social studies,

7th and 8th science

6th and 8th grade math

High School (EOCT)

9th Grade Literature

American Literature

Biology

Physical Science

AREAS ABOVE EXPECTED LEVEL OF PERFORMANCE (GMAS)

The 2014-2015 school year marked the first administration of the new GMAS assessment. The assessment is designed to measure the proficiency of students in mastery of state core content curricular standards in language arts, mathematics, science, and social studies. Students in grades 3 - 8 take the assessment as well as high school students enrolled in one of the eight required courses with an end-of-course assessment.

The results of the new assessment were predicted to be lower across the state than school districts are used to seeing with the previously administered CRCT and EOCTs. It differs from the former CRCT and EOCT in that it incorporated writing into the language arts section. Additionally, the language arts and math sections both included extended response questions. The new assessment scores fall into one of four achievement levels, beginning, developing, proficient, and distinguished.

The scores across the Dawson County School System were better than the state average in all content areas and grade levels. When looking at the combined top three achievement levels, the system scores were higher than the state in every content area for grades 3 - 12. Areas of notable achievement from baseline data area s follows:

3rd Grade Social Studies, 11.06% above the state

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5th Grade Math, 12.71% above the state
5th Grade Science, 11.34% above the state
6th Grade Science, 12.59% above the state
6th Grade Social Studies, 20.7% above the state
7th Grade Science, 10.49% above the state
7th Grade Social Studies, 10.16% above the state
8th Grade Social Studies, 15.36% above the state
Winter American Literature scores, 12.59% above the state
Winter Physical Science scores, 17.19% above the state
Spring Physical Science scores, 14.62% above the state
Winter Biology scores, 18.73% above the state
Spring Biology scores, 19.67% above the state
Spring Analytic Geometry, 15.71% above the state

Content areas that placed in the top four of the Pioneer RESA Rankings:

1st Place - 6th grade Social Studies
- H.S. Analytical Geometry

2nd Place - 5th grade Math
- 8th grade ELA
- 8th grade Social Studies

3rd Place - 5th grade ELA
- 8th grade Math
- H.S. Biology

4th Place - 3rd grade Social Studies
- 7th grade Social Studies

The school system is pleased to have this baseline assessment data now available as schools have been busily helping students to master the state content standards. Knowing both the weak and strong areas of performance will help schools and teachers to make adjustments in instruction to better prepare the students for mastery of content.

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

AREAS THAT SHOW A POSITIVE TREND IN PERFORMANCE

3rd-8th grade math (CRCT)

On the 2013 administration of CRCT, the system performed below the state average in math on nine assessments. In 2014, the system had only one math assessment below the state average.

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High School (EOCT)

In spring 2014, all content areas were above state averages.

From winter 2013 to Spring 2014, Coordinate Algebra and Analytic Geometry results showed a significant positive trend in performance.

Which area(s) indicate the overall highest performance?

OVERALL HIGHEST PERFORMANCE

Elementary (CRCT)

Reading and language arts

Kilough Elementary School had 100% pass rate on 5th grade Reading CRCT in 2014. Riverview Elementary School had 100% pass rate on 4th grade Reading and Math and 5th grade reading, math and language arts CRCTs in 2014.

Middle (CRCT)

Reading, language arts, social studies

The combined middle school scores in the area of Social Studies were ranked as follows in state scoring:

6th grade ranked 7th in the state

7th grade ranked 7th in the state

8th grade ranked 8th in the state

Both schools' academic content scores for each grade level were just a few percentage points apart. This is a result of continuous horizontal planning, common assessment, and data review.

The combined middle school CRCT scores ranked first in the RESA as follows:

7th grade MA (meets & exceeds: 95.7%)

8th grade ELA (exceeds: 61.3%)

6th grade SS (exceeds: 70.5%)

Dawson County Middle School had a 100% pass rate on 8th grade reading CRCT in 2014.

The middle schools were ranked #1 in our RESA District for percentage of students meeting/exceeding CRCT in 8th grade language arts, 7th grade math, and 6th grade social studies in 2014.

High (EOCT)

9th Grade Literature

American Literature

Biology

Physical Science

Dawson County High School ranked 6th in the state spring End of Course Test (EOCT) scores in the area of Biology. It ranked 7th in the

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state with spring EOCT scores in the area of Coordinate Algebra.

Dawson County High School ranked #1 in our RESA District in the percentage of students exceeding the Analytic Geometry EOCT.

GMAS BASELINE DATA

3rd Grade Social Studies, 11.06% above the state

5th Grade Math, 12.71% above the state

5th Grade Science, 11.34% above the state

6th Grade Science, 12.59% above the state

6th Grade Social Studies, 20.7% above the state

7th Grade Science, 10.49% above the state

7th Grade Social Studies, 10.16% above the state

8th Grade Social Studies, 15.36% above the state

Winter American Literature scores, 12.59% above the state

Winter Physical Science scores, 17.19% above the state

Spring Physical Science scores, 14.62% above the state

Winter Biology scores, 18.73% above the state

Spring Biology scores, 19.67% above the state

Spring Analytic Geometry, 15.71% above the state

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

SUBGROUP TREND TOWARD INCREASING PERFORMANCE

Based on 2012-2014 CCRPI performance flags (based on CRCT achievement), the economically disadvantaged subgroup is showing a trend toward increasing performance.

GMAS EOG baseline data indicates the percentage of economically disadvantaged and students with disabilities scoring at the beginning level was lower than the state average in every content area grades 3-8. The same is true for GMAS EOC, with the exception of Coordinate Algebra, Analytic Geometry, and US History.

Between which subgroups is the achievement gap closing?

Based on 2012 to 2014 CCRPI performance flags, the achievement gap is closing for economically disadvantaged students.

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

All findings are consistent with other data sources.

Areas in Need of Improvement

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

AREAS BELOW EXPECTED LEVELS OF PERFORMANCE

Elementary (CRCT-Spring 2014)

3rd grade science and social studies

4th grade language arts, math, science, and social studies (at 2/4 elementary schools)

5th grade science and social studies

Middle (CRCT-Spring 2014)

6th grade math and science

AREAS BELOW THE EXPECTED LEVEL OF PERFORMANCE (GMAS)

Based on the baseline data, no areas were below the state averages and no other performance targets have been set. The percentage of students scoring at the beginning level for language arts is higher than expected as language arts was the highest CRCT performance area. The new state assessment (GMAS) combined reading, language arts, and writing assessments into one assessment for the first time in 2014-2015.

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

NEGATIVE TREND IN PERFORMANCE

Grades 3-5 science and social studies (CRCT)

Which area(s) indicate the overall lowest performance?

AREAS OF LOWEST PERFORMANCE

Elementary (CRCT-Spring 2014)

Grades 3-5 science and social studies

Middle (CRCT-Spring 2014)

Grade 6 math and science

High School (EOCT)

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Coordinate Algebra

Analytic Geometry

GMAS (EOG-System)

Language Arts

Science

GMAS (EOC)

Coordinate Algebra

Economics

Physical Science

US History

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

Based on the 2012 to 2014 CCRPI performance flags (based on CRCT achievement), English Language Learners and Students with Disabilities show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

Based on 2012 to 2014 CCRPI performance flags (based on CCRPI), the achievement gap in some areas is becoming greater for English Language Learners and Students with Disabilities.

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

All of the above findings are consistent with other data sources.

Report Summary

Scores By Section

Section Score

1

2

3

4

Evaluative Criteria and Rubrics

3.5

Sections

