Student Performance Diagnostic

Saint Joseph School

Diocese of Knoxville

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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		ALL data Student Diagnostic Data Evidence

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is not aligned and thus valid inferences are unlikely to be reached regarding students' status with respect to those curricular aims regarded as high-priority instructional targets. No documentation in support of alignment has been provided or, if provided, it is not persuasive. Few of the assessments used are accompanied by evidence demonstrating that they satisfy technical requirements.	Level 1

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Based on Longitudinal growth reports of IOWA scores over the past 3 years, Saint Joseph School has performed above expected levels in the areas of Language Arts and Science.
(See Graphs 1.1 & 1.2 on attached document)

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

In general, positive trends were displayed in Math for most grade levels, with the exception of Grades 3 and 8. Positive trends also occurred from 1st to 2nd grade and from 3rd to 4th grade for all subject areas.(See Graphs 2.1-2.2 & 3.1-3.4 on attached document)

Which area(s) indicate the overall highest performance?

Based on the expected level of performance, Saint Joseph School performed highest above the National Average in the area of Language Arts. (See Graph 4.1 on attached document)

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

The longitudinal growth reports for subgroups demonstrated an overall trend toward increasing performance for females. (See Graph 5.1 on attached document)

Between which subgroups is the achievement gap closing?

Upon review of all subgroups, the achievement gap is closing for some groups of students with Support Plan, but not others. This is most likely due to the diverse make-up of students on Support Plans from each class.

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

The trends observed in the IOWA results were not entirely consistent with our interim assessments, STAR Reading and Math. (See Graphs 6.1-6.4 on attached document) The inconsistency may be the result of the different test delivery methods (paper and pencil vs. computer-based); or the different test formats (non-adaptive vs. adaptive); or because the STAR Assessments are more closely aligned with the curriculum. It will be necessary to determine which of these tests provides a more accurate account of learning in grades 1 through 8.

Areas in Need of Improvement

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

Based on Longitudinal growth reports of IOWA scores over the past 3 years, Math, overall, is below the expected level of performance. (See Graph 7.1 on attached document)

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

In general, 2nd to 3rd grade shows a negative trend in all subject areas. (See Graphs 8.1-8.2 on attached document)

Which area(s) indicate the overall lowest performance?

The overall lowest performance appeared in 2nd to 3rd grade for Math, Social Studies, and Science. (See Graphs 9.1-9.2 on attached document)

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

The achievement gap is widening for our ELL Subgroup in a way that is consistent with the overall decreasing performance from 2nd to 3rd Grade in the general population. (See Graphs 10.1-10.2 on attached document)

Between which subgroups is the achievement gap becoming greater?

The achievement gap for the Title I Math subgroup is falling greater in the Primary grades.(See Graph 11.1 on attached document)

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

The Star Reading and Math scores did not consistently support the trends observed in the IOWA NCE
scores of grades 1 through 8 during the 2014 and 2015 school year. IOWA tests are administered pencil and paper only once a year. Star Reading and Math tests are administered by computer and given three times a year. The difference in the way the tests are administered, and the fact that the Star Math and Reading test questions change depending on the way students answer the questions on the test, may explain the differences between the scores of the IOWA tests and the Star Reading and Math tests. It will be necessary to determine which of these tests provides a more accurate account of learning in grades 1 through 8.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics ⊣   2.5

Sections