



Student Performance Diagnostic

E. R. Dickson Elementary School

Mobile County Board of Education

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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		E. R. Dickson Yearly Data 2015- 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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	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?

ACT Aspire 2016: Third grade math increased from 60.6% in 2015 to 65% in 2016. Fourth grade math increased from 50.3% in 2015 to 61.9% in 2016. Third grade reading increased from 39.4% in 2015 to 43.1% in 2016. Third grade science increased from 31.2% in 2015 to 35.8% in 2016. Fourth grade science increased from 39.5% in 2015 to 44.2% in 2016.

ACCESS 2016 AMAO A and AMAO B

Our Local School Indicator goal was for 67% of fourth grade students to score 85% or higher on AR tests. Seventy-six percent of 4th grade students scored 85% or higher on AR tests.

End of Quarter Tests (EQTs) Reading - K, 1st, 2nd, 5th

End of Quarter Tests (EQTs) Math - K, 1st, 2nd

End of Quarter Tests (EQTs) Science - 4th

Attendance - up to 96.1% from 95.8% in 2014-2015

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

ACT Aspire: School-wide Reading has shown growth over the past three years. Two thousand fourteen - 40.6% proficient, 2015 - 42.4% proficient, and 2016 - 43.9%.

STAR Math 4th grade

Reading EQT: K, 1st, 2nd, 3rd, 4th

Math EQT: K, 2nd, 3rd, 4th, 5th

Science EQT: Grade 4

ACCESS AMAO A and AMAO B

Which area(s) indicate the overall highest performance?

ACT Aspire 2016: Third grade Math (65% proficient) and 4th grade Math (61.9% proficient). Fourth grade Science (44.2% proficient).

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

Our school-wide black population shows a trend toward increasing performance on Reading ACT Aspire from 31.3% in 2014 to 38.6% in 2016.

Our school-wide Pacific Islander population shows a trend toward increasing performance on Math ACT Aspire from 50% in 2014 to 66.7% in 2016.

ACT Aspire Math: Fourth grade female population (from 60% proficient in 2014 to 71.2% proficient in 2016), 3rd grade male population (from 47% proficient in 2014 to 59.7% proficient in 2016), 3rd grade special education (16% proficient in 2014 to 33.3% proficient in 2016), and 4th

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grade special education (from 13.3% proficient in 2014 to 43.5% proficient in 2016).

ACT Aspire Reading: Third grade female population (from 35.3% proficient in 2014 to 51.7% proficient in 2016), 5th grade female population (from 42.2% proficient in 2014 to 57.7% proficient in 2016), 4th grade special education population (from 13.3% proficient in 2014 to 26.1% proficient in 2016), and 5th grade special education population (from 10% proficient in 2014 to 25% proficient in 2016)

ACT Aspire Science: Third grade female population (from 35.7% proficient in 2014 to 45% proficient in 2016), and 4th grade special education population (from 14.3% proficient in 2014 to 21.7% proficient in 2016)

Between which subgroups is the achievement gap closing?

ACT Aspire 2016:

Math - Third grade Black males and White males, 4th grade Asian students to White students.

Reading - Third grade Asian males and White males, 4th grade Asian students to White students.

Science - Third grade Black students and White students, 3rd grade Asian males and White males, 4th grade Asian students to White students.

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

Fourth Grade Science: ACT Aspire Science and EQT Science

Fourth Grade Math: STAR Math and ACT Aspire Math

Areas in Need of Improvement

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

ACT Aspire 2016: Fifth grade Math decrease of 18.3% from 2015. Fourth grade Reading increased 0.6%, however the goal was to increase by 2%. Fifth grade Reading decreased by 0.8%. Fifth grade Science decreased 8.8%.

End of Quarter Tests (EQTs): Reading-Grades 3 and 5, Math-Grade 5, Science-Grade 5

STAR Reading grades 1-5 decline from 2014-2015

STAR Math 3rd grade and 5th grade

Tardies increased from 3821 in 2014-2015 to 4009 in 2015-2016

Suspensions increased from 28 in 2014-2015 to 41 in 2015-2016

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

ACT Aspire 2016:

Fifth grade Math has shown a decline from 59.7% proficient in 2014 to 42.7% proficient in 2016. Fourth grade Reading has shown a decline from 50.4% proficient in 2014 to 43.5% proficient in 2016. Fifth grade science has shown a decline from 40.7% proficient in 2014 to 33.6% proficient in 2016.

STAR Reading grades 1-5

STAR Math grade 5

Fifth grade Reading End of Quarter Tests

Tardies have increased from 1912 in 2014 to 3821 in 2015 and 4009 in 2016

Suspensions have increased from 25 in 2014 to 28 in 2015 and 41 in 2016

Which area(s) indicate the overall lowest performance?

ACT Aspire 2016:

Math - Fifth grade students demonstrated 42.7% proficient. The goal was 63% proficient.

Science - Fifth grade students demonstrated 33.6% proficient. The goal was 44.4% proficient.

Math End of Quarter Tests: Fifth grade

Science End of Quarter Tests: Fifth grade

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

School-wide Asian population has shown a decline from 64.3% proficient in 2014 to 46.2% proficient in 2016 on Reading ACT Aspire.

School-wide Pacific Islander population has shown a decline from 50% proficient in 2014 to 33.3% proficient in 2016 on Reading ACT Aspire.

Third Grade Special Education population has shown a decline from 16% proficient in 2014 to 8.3% proficient in 2016 Reading ACT Aspire.

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Third Grade Special Education population showed a decline from 12% proficient in 2014 to 8.3% proficient in 2016 on Science ACT Aspire.

Fifth Grade Special Education population showed a decline from 23.5% proficient in 2014 to 15% proficient in 2016 on Science ACT Aspire.

Fifth grade Special Education population showed a decline from 30% proficient in 2014 to 25% proficient in 2016 on Math ACT Aspire.

Between which subgroups is the achievement gap becoming greater?

ACT Aspire 2016

Math: Third grade Asian males and white males, 5th grade Black students and White students.

Reading: Third grade Asian females and white females, 5th grade Asian students and White students.

Science: Fifth grade Black and White students.

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

Fifth grade ACT Aspire Math, 5th STAR Math, 5th grade End of quarter Math test.

Fifth grade ACT Aspire Reading, 5th grade STAR Reading, 5th grade End of quarter Reading test.

Fifth grade ACT Aspire Science, 5th grade End of quarter Science test.

Report Summary

Scores By Section

Section Score

1

2

3

4

Evaluative Criteria and Rubrics

3.25

Sections