



Student Performance Diagnostic

Jones-Wheat Elementary

Decatur County Board of Education

Dr. Larry J Clark, Principal
1400 E Broughton St
Bainbridge, GA 39817-4204

TABLE OF CONTENTS

Introduction.....	1
Assessment Scores.....	2
Areas of Notable Achievement.....	3
Areas in Need of Improvement.....	5

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.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	30.0

Areas of Notable Achievement

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

After examining test data from the SACS student performance worksheet, it was determined Reading was above the expected levels of performance. Fourth grade students performed much higher on the Reading portion of the CRCT in 2012 compared to 2010. When reviewing the student performance worksheet, performance in third and fourth grade on the CRCT had a much higher weighted mean than the other subject areas tested.

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

Jones-Wheat shows a positive trend in performance when comparing student achievement to the county and state level. According to CRCT test results, Jones-Wheat scored above the county and state levels with students meeting and exceeding in many areas. In Language Arts, the school's overall performance on the CRCT for the 2012 school year indicated 94% of students met or exceeded the test. The county and state's average was 93%. For the 2011 school year, Jones-Wheat had 92% students meet and exceed the Language Arts test compared to 91% for the county and state average. In 2010, Jones-Wheat had 91% of students to meet or exceed the Language Arts test while 80% for the county and 79% for the state met or exceeded.

This trend continues with CRCT Math scores. In 2012, Jones-Wheat had 84% to meet or exceed the CRCT Math test. The county had 80% to meet and exceed while the state had 81%. Jones-Wheat had 88% of students to meet or exceed Math on the CRCT in 2011. The county average for that year was 78% and the state's average was 83%. Again in 2010, Jones-Wheat scored 10% above the state's meeting and exceeding average of 81% with 91% of students meeting or exceeding on the CRCT for Math. The county had 82% to meet or exceed in Math in 2010.

In 2012, Jones-Wheat had 89% of students to meet or exceed in Science. The county had 83% and the state had 78% to meet or exceed for that year. In 2011, Jones-Wheat had 92% to meet and exceed on the CRCT. The county average was 82% and the state level was 77%. Again in 2010, Jones-Wheat scored above the county and state averages with 90% meeting and exceeding. The county had an average of 80% and the state's average was 75% for that year.

Which area(s) indicate the overall highest performance?

Reading had the overall highest performance. The SACS student performance worksheet indicates there were only five students in category two during the 2012 testing year and six students in 2010. This shows Reading has been very consistent for the past three years. Reading also had a much higher number of students in category four compared to all other subjects.

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

The subgroup of males and females shows a trend toward increasing performance when viewing the Language Arts CRCT test scores. In

Student Performance Diagnostic

Jones-Wheat Elementary

2010, 92% of females met or exceeded the CRCT. In 2011, the number of females who met or exceeded on the CRCT was 93% and in 2012 it was increased to 94%. This pattern also occurred with the male subgroup. In 2010, 90% of males met or exceeded the CRCT and at the end of 2012 94% of males met or exceeded the test. The black subgroup has also made tremendous gains in performance over the past three years in Language Arts. In 2010 and 2011, 88% of black students met or exceeded the CRCT in Language Arts. In 2012, 94% of black students met or exceeded making a 6% increase in performance over the past three years.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between many subgroups across many different subject areas. The Math, Language Arts, Reading, and Science achievement gap between the male and female subgroups has been very minimum over the past three years. The Language Arts achievement gap between the black and white subgroup has also narrowed over a three year period. In 2010, 88% of black students met or exceeded the Language Arts portion of the CRCT and 97% of white students met or exceeded. However in 2012, 94% of black students met or exceeded and 92% of white students met or exceeded.

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

All of the reported findings listed in the student performance diagnostic report are consistent with many data sources. Some of the data sources used to compare findings included the SACS student performance worksheet, the Statewide Longitudinal Data System, the balanced scorecard for the county and school, Criterion Referenced Competency Test (CRCT) results, the Jones-Wheat Title 1 School-wide Plan and the School Improvement Plan.

Areas in Need of Improvement

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

After examining test data from the SACS student performance worksheet, it was determined Math was below the expected levels of performance. Only 84% of students met or exceeded the Math CRCT in 2012. Jones-Wheat did perform higher than the 81% average of students meeting or exceeding at the state level. When reviewing the student performance worksheet, performance in third and fourth grade on the Math CRCT had a much lower weighted mean than the other subject areas tested.

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

Jones-Wheat shows a negative trend in performance with student achievement scores in Social Studies for grades three and four. Test results indicate 89% of third graders met or exceeded the Social Studies CRCT in 2011. In 2012, only 84% of third graders met or exceeded the CRCT. In fourth grade, 92% of students met or exceeded the Social Studies CRCT in 2011. In 2012, only 76% of fourth graders met or exceeded the CRCT.

Which area(s) indicate the overall lowest performance?

The overall lowest performance with student achievement at Jones-Wheat is in Math. Only 82% of third graders met or exceeded the Math CRCT in 2012. This was below the county average of 84%. In fourth grade, 86% of students met or exceeded the Math CRCT. This was 2% higher than the county's average of 84%. Another low performance area is the number of students exceeding in Math. During the 2012 school year, 32% of third graders exceeded the Math CRCT and 30% of fourth graders exceeded. The county had a much higher average with 38% of third graders and 38% of fourth graders exceeding the standardized test.

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

The results of the GIA and CRCT Math assessments indicated that our Students with Disabilities (SWD) in grades one, three and four achieved significantly below other subgroups. Fourth grade results for the 2010-2011 school year indicated a significant difference between the female and male subgroups. The female subgroup had 92% of their students to meet or exceed the Math CRCT while only 82% of male students met or exceeded. This subgroup was targeted for the 2011-2012 school year and the percentage of males meeting and exceeding went from 82% to 90%. The Social Studies data shows there has been a significant decline with the Social Studies CRCT scores for the black subgroup. In 2011, 86% of black students met or exceeded the Social Studies CRCT and only 75% met or exceeded in 2012. There was a significant drop in test scores for Social Studies among the female subgroup. In 2011, 86% of females met or exceeded the Social Studies CRCT and only 72% of females met or exceeded in 2012.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between the female and male subgroups in Social Studies has become much larger over the past three years. In 2011,

Student Performance Diagnostic

Jones-Wheat Elementary

72% of females met or exceeded the CRCT in Social Studies and 89% of male students met or exceeded. This is a significant increase from the year 2010 when 83% females and 84% males met or exceeded on the CRCT.

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

All of the reported findings listed in the student performance diagnostic report are consistent with many data sources. Some of the data sources used to compare findings included the SACS student performance worksheet, the Statewide Longitudinal Data System, the balanced scorecard for the county and school, Criterion Referenced Competency Test (CRCT) results, benchmark results, the Jones-Wheat Title 1 School-wide Plan and the School Improvement Plan.