



Student Performance Diagnostic

Northside High School

Houston County Schools

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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

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes	See Attachment	Student Performance Data Document - NHS - 2012-2013

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

There is an increase in passing each year for Regular Program Students on the Math II EOCT. NHS scores were higher than WRHS in 2012 and 2013. Higher than the state average all three years. With 65 percent of NHS students passing in 2011, 67 in 2012 and 69 in 2013, scores were 7 points high than the state in 2011 and 10 points high than Warner Robins and the state in 2012.

Scores for Regular Program students passing Economics was considerable higher for Northside High School students. In 2011, NHS 72 percent passing, WRHS 69, the state 74. In 2012, NHS 86 percent passing WRHS 72, the state 80. In 2012, NHS 81 percent passing WRHS 71, the state 81.

EOCT pass percentage scores for African American students who took Math II was considerably higher than state and county percentage scores. In 2011, NHS 54 percent passing, WRHS 47, the state 40. In 2012, NHS 53 percent passing, WRHS 37, the state 40. In 2013, NHS 53 percent passing, WRHS 42, the state 47. It is to be noted that scores were still relatively low across the board.

In the area of Economics, pass percentage scores for Economically Disadvantaged students passing the EOCT was considerably higher than scores for WRHS. In 2011 NHS 59, WRHS 49. In 2012 NHS 75, WRHS 55.

Each year NHS had fewer students not meet standards than WRHS for 1st time test takers on the GHSWT. In 2010 NHS scores were better than state and county; in 2011, NHS students performed better than WRHS and the same as state; and in 2012, the same for county and state, but better than WRHS. No trend for improvement found.

The following data represents combined subject EOCT tests during the 2011 - 2013 test administrations.

Economics scores for Northside High School were higher than scores for Warner Robins High School 12 out of 14 administrations: 85.7 percent of the administrations. Scores for Northside High School were higher than state Scores 3 out of 12 test administrations.

Math II scores for Northside High School were higher than scores for WRHS 11 out of 14 administrations : 78.5 percent of the administrations. Scores for NHS were higher than state scores 11 out of 12 test administrations.

Economically Disadvantage students scores for Northside High School were higher than Scores for WRHS 12 out of 16 administrations : 75 percent of the administrations. State scores were not available.

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

Math II scores improved 3 percentage points each year from start at 60 in 2011 and ending at 66 in 2013 for All students.

Although most percentage score are lower than WRHS for Students with Disabilities, and lower than the state each year for all subjects except for a tie in 2013 in the area of Physical Science, percentage scores for each EOCT increase predominantly each year.

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It must be noted that positive performance increase from year to year occurred less frequently than inconsistent trends of performance. Hence, scores were usually up one year, down the next and then up again.

The following areas scores increased from year to year: All Students passing Math I, Math II, & American Literature; Regular Program Students passing Math I, Math II, Physical Science & 9th Grade Literature; Students with Disabilities passing Math I, Math II, Physical Science, & U.S. History; African American students passing Math I; Economically Disadvantaged students passing Math I, Math II, Biology, Economics, & 9th Grade Literature. However, out of 45 three year -test administration cycles, Northside High School experienced yearly growth for only 17 cycles.

Which area(s) indicate the overall highest performance?

The highest areas of performance have been referenced as areas of above expected levels of performance.

Considering that NHS has the highest level of poverty for high schools in the county, Economically Disadvantaged students scoring higher than WRHS 12 out of 16 administrations : 75 percent of the administrations is commendable.

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

Evaluating the Georgia Department of Education's Three-Year comparison of Dropout Rates for Grades 9-12, data shows a decrease each for both Black and White students at Northside High School from 2009 - 2011: 4.3 to 0.7 for Black students and 4.0 to 1.3 for White students.

Moreover, the dropout rate for minority students does not vary significantly from majority students. In reference to attendance, over 50 percent of our students have not missed more than five days of school for the last three years; no more than 35 percent have missed 6 - 15 days of school; and less than 10 percent have missed 15 or more days.

Using the Georgia Department of Education's Three-Year comparison of Graduation Rates data shows a decrease each year for Black students at Northside High School from 2009 - 2011: 80.5 to 62.7. For White students there was an increase from 77.8 to 82.3 then a decrease to 74.3.

Between which subgroups is the achievement gap closing?

EOCT pass percentage scores for African American students who took Math II was considerably higher than state and county percentage scores. In 2011, NHS 54 percent passing, WRHS 47, the state 40. In 2012, NHS 53 percent passing, WRHS 37, the state 40. In 2013, NHS 53 percent passing, WRHS 42, the state 47.

In the area of Economics, pass percentage scores for Economically Disadvantaged students passing the EOCT was considerably higher than scores for WRHS. In 2011 NHS 59, WRHS 49. In 2012 NHS 75, WRHS 55.

Based on the Georgia Department of Education report card for NHS, the percentage of Black students who were retained compared to White students in 2011 was 53 percent for Black and 42 percent for White students; in 2010, 51.7 percent for Black and 39.3 percent for White students; and in 2009, 65 percent for Black and 28.6 percent for White students. It is to be noted that the retention rate for White students increased from year to year between the years of 2009 - 2011. This trend did not occur for Black students.

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

In an effort to determine some rationale for why students scored higher or lower during a particular test cycle county benchmarks for correlating subjects were analyzed. Findings suggest that most students at NHS do not take county benchmark test seriously. Teachers have confirmed this theory. For example, in 2013, although 78 percent of ALL students passed the 9th Grade EOCT, county benchmark tests for that year reflect the average percent of standards mastered was 39 percent. On the American Lit. EOCT the pass percentage score was 87, the benchmark results were 33. In Physical Science the pass percentage score was 79, the benchmark 23.75.

According to published research student academic performance and demographics have a direct correlation. Warner Robins High School (WRHS) is the only high school, of the four other high schools in our county, with similar demographics; however, WRHS's percentage of students who receive free/reduced meals, percentage of students classified as minority or their percentage of students with disabilities are not as high as our percentages at Northside High School(NHS). Hence, their challenges are not as great as ours. Although our population size is similar, the 2011 percentage of students at WRHS classified as free/reduced was 52 percent while 57 percent at NHS; the percentage of Black students (the largest minority population) was 43 percent at WRHS and 47 percent at NHS; the percentage of Students with Disabilities was 12 percent at WRHS and 14 percent at NHS.

Areas in Need of Improvement

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

In 2013, scores for Regular program students in Coordinate Algebra were 10 pts. lower than Warner Robins High and the state: 30 versus 40 percent passing.

In 2012, EOCT percentage passing scores were considerably lower than WRHS and the state for Students with Disabilities on the Math I examine, NHS 19, WRHS 31, and the state 27.

In the area of Biology, although not lower or much lower than WRHS and state scores in 2011 and 2013, the pass percentage in 2013 considerably lower. NHS 52, WRHS 64, and the state 61.

The 3 year comparative study revealed:

U.S. History Scores for Northside High School were higher than Scores for Warner Robins High School only 2 out of 14 test administrations : 14 percent of the administrations. Scores for Northside High School were higher than state Scores 1 out of 12 test administrations.

Math I scores for Northside High School were higher than Scores for WRHS only 2 out of 11 administrations : 19 percent of the administrations. Scores for NHS were equal to state Scores only for African American students in 2012. All other score percentages were lower than state percentages.

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

The comparative 3 year data study yielded no results that determined a decline in test scores each year for any particular subject or subpopulation.

However, combined EOCT percentage results based on gender for All EOCT administrations 2011 - 2013 showed girls out scored to boys 5 to 3 in 2011; 5 to 3 in 2012; 8 to 1 in 2013. Moreover, special needs and African American student achievement score gaps persist from year to year.

Which area(s) indicate the overall lowest performance?

Our students with disabilities have a graduation rate of 23.2 percent which is below the state average. Economically disadvantaged students also have a graduation rate below the state average.

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

The comparative 3 year data study yielded no results that determined a decline in test scores each year for any particular subject or subpopulation.

Between which subgroups is the achievement gap becoming greater?

Although achievement gaps are persist, the data study revealed no trends of decreasing performance for subpopulations.

However, combined EOCT percentage results based on the minority - majority achievement gaps at NHS yielded the following results: At least 47 percent of African American Students at NHS did not meet pass requirements for EOCT exams for 12 out of 25 individual test administrations between 2011 and 2013.

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

The number of students who receive free/reduced meals was 57 percent in 2011, up from 52 percent in 2009; however, the school averages are not necessarily higher than the state average, but these averages are 3 - 7 percentage points higher than the county averages. This presents a unique challenge when comparing Northside High School data with the data of other schools in the county.

Report Summary

Scores By Section

