Student Performance Diagnostic

Ouachita Parish School System

Dr. Don Coker, Superintendent
P.O. Box 1642
Monroe, LA 71210-1642

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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		OPSS Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Ouachita Parish is above state averages in percent proficient on statewide assessments in English Language Arts third - eighth grades, English II and English III (EOC). Math percent proficiency rates are also above the state average in third, fourth, fifth, and eighth grades, Algebra I and Geometry (EOC). Science percent proficiency rates are above the state average in third - eighth grades, and social studies percent proficiency rates are above the state average in third, fourth, fifth, seventh, and eighth grades and US History (EOC).

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

Third grade social studies and third grade science statewide assessment show positive trends over the past three years. Now that all eleventh grade students are required by the state to take the ACT, a positive trend from 2013 to 2015 is noted in the data. A positive trend is also noted in Advanced Placement test scores.

Which area(s) indicate the overall highest performance?

Third grade has the highest percent proficient in math and social studies. Fourth grade has the highest percent proficient in science and English Language Arts. English II has the highest percent proficient rate of all end of course tests.

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

The Science Assessment Index for LAA1 students grew from a 50 to a 96.4 in high school. In grades third through eighth,LAA1 science students grew from 80.4 to 109.5, and social studies students with Limited English Proficiency grew from 38.7 to 54.8. Limited English Proficient students also grew in mathematics in grades third through eighth.

Between which subgroups is the achievement gap closing?

Trends show gaps closing in the same areas in which subgroups are showing a trends in increasing performance.

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

The reported findings are consistent with other assessment data available to the district. Our state provided Report Cards, Assessment Indices, and School Performance Scores that are reflective of the findings of the student performance data. Also, our district Eagle Benchmark Assessments show similar findings.

Areas in Need of Improvement

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

Ouachita Parish is below the state average in percent proficient in in sixth and seventh grade math and sixth grade social studies.

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

A negative trend was noted in math overall; however, this negative trend mirrors the states decline in math percent proficiency.

Which area(s) indicate the overall lowest performance?

Overall, the district's lowest performance as indicated on statewide assessment results is third grade English Language Arts, sixth grade social studies and science, seventh grade math, English III and Algebra I EOC tests.

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

The Assessment Index shows a decrease in math for minority students and economically disadvantaged students in third through eighth grades.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater in math in both minority students and economically disadvantaged students in third through eighth grades.

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

The reported findings are consistent with other assessment data available to the district. Our state provided Report Cards, Assessment Indices, and School Performance Scores that are reflective of the findings of the student performance data. Also, our district benchmark assessments through Eagle show similar findings.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75

Sections