Student Performance Diagnostic

Cesar Chavez Academy

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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		CCALE FAY 4 Year Trend CCAHS 4 Year Trend CCAMS 4 Year Trend CCAUE 4 Year Trend CCA Fall-Winter Comparison Scantron Winter Benchmark All Student Growth Targets Cohort Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Across the district, students at the elementary and middle school level enjoy the most success in both reading and writing.

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

MME science, social studies and reading, as well as ACT math and English. MEAP reading (grades 4-8) has seen an overall increase over the last 3 years, as well as 4th grade writing.

Which area(s) indicate the overall highest performance?

The area of overall highest performance continues to be reading at all levels except 3rd grade and 11th (as measured on the ACT). Performance level change (PLC) results demonstrate that almost two-thirds of students maintain or increase their proficiency in reading on the MEAP, and over half of those students were not proficient increased their achievement.

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

The students with disabilities (SWD) who are taking the alternate state assessment (specifically MI-Access) are attaining or exceeding the alternate achievement standards at a very high level.

Between which subgroups is the achievement gap closing?

The gap between students that are English Learners and non-English Learners is decreasing in both math and reading at the 3rd grade level.

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

The trend data from MEAP / MME is consistent with data from Scantron

Areas in Need of Improvement

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

Overall math, science, and social studies are areas in which students achieve below expectation, even when compared against ISD and local results. Science proficiencies on the MEAP and the MME have been in the single digits over the last 5 years, with MEAP social studies results only slightly higher.

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

3rd grade reading has demonstrated a 5-year decline in MEAP proficiency, as has 11th grade on the ACT Reading Assessment. MME math has seen a 3-year decline.

Which area(s) indicate the overall lowest performance?

Science proficiencies continue to be extremely low, as are proficiency results in social studies.

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

Students with disabilities (SWD) continue to have low overall proficiency in both math and reading among students taking both the MEAP and MME assessments, across all grade levels. English learners (EL) in 3rd grade have demonstrated a 3-year decline in both reading and math, as have EL students in 5th grade (reading) and 6th grade (math).

Between which subgroups is the achievement gap becoming greater?

EL students continue to lag behind non-English learners in both reading and math in grades 4-8, with the largest performance gaps found at the middle school level. The gap between SWD and students without disabilities remains large at all grade levels and in all similarly tested subject areas. Additionally, male students generally achieve lower than female students in reading.

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

The trends in math are consistent with results from scantron

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections