



Student Performance Diagnostic

Leslie County High School

Leslie County

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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.

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Student Performance Data

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes	Attached is a brief discussion of how student performance data is used at our school.	Student Performance Data with Samples

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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?

Student performance on the Math End-of-Course assessment was above the state average. In addition, our student College and Career Readiness rate was 20 points higher than the state average, meaning more of our students were meeting ACT or equivalent benchmarks and earning career readiness designation through industry certificates and assessments. Also the Graduation Rate is 99.2%, which is higher than the state average of 86.1%. Furthermore, these combined efforts earned our school a ranking of Distinguished among the Top 10% of Kentucky High Schools.

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

College and Career Readiness Rate is among the highest in the state.

Graduation rate exceed state average.

2013-2014 PLAN scores are higher as a composite and are above national averages in Reading and Science.

The gap between males and females is reduced in all content areas.

Which area(s) indicate the overall highest performance?

Math on the EOC, On Demand Writing in KPREP, Reading, English, and Science on the PLAN assessment.

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

Free/reduced lunch students are showing increasing performance on both the assessments from the 2012-2013 school year and on the formative assessments indicated on the Quarterly Report.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between free/reduced lunch students and those that do not qualify for this designation across all content areas. The non-duplicated GAP group is a focus for improvement at our school and these students have been identified and it is evidenced that this system is working.

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

All data indicated in the Quarterly Report is consistent with the findings from other sources. For example, student performance levels on the EOC assessment were consistent with performance on the ACT and PLAN, with the exception of English/Language Mechanics and Reading. Students are meeting the state and national averages in Math on both sets of assessments, but are not in other areas.

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Areas in Need of Improvement

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

Reading is significantly below state average on the EOC assessment. However, Reading is a strong point on the ACT and PLAN. Also, student performance within the students with IEPs group is below the expected level of performance.

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

Student CCR rates for the 2013-14 cohort are significantly lower than the initial rates for the 2012-2013 cohort. In addition, student performance within the non-duplicated GAP group is not performing at the state average, particularly in Reading and Math.

Which area(s) indicate the overall lowest performance?

Non-duplicated GAP group in Reading and Math.

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

Within the Non-Duplicated GAP group, students with special needs are decreasing performance.

Between which subgroups is the achievement gap becoming greater?

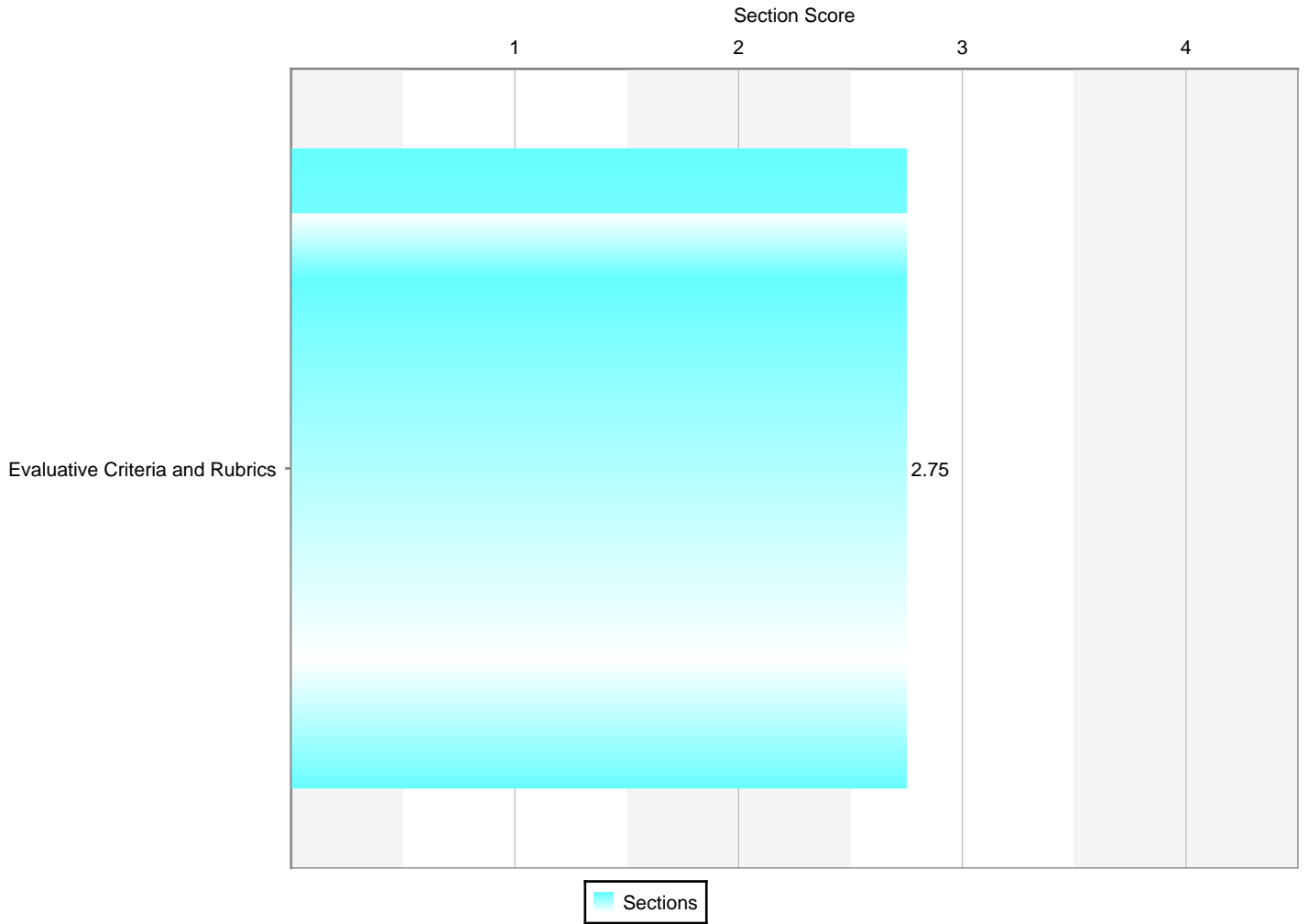
Students with special needs.

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

These findings are consistent with PLAN and ACT scores as well. Students in the non-duplicated GAP group are not meeting benchmarks at the same level as students that are not in this group. In addition, this is true within the formative assessment screeners as student performance is improving, but the gap is still evident.

Report Summary

Scores By Section



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