



Student Performance Diagnostic

Liza Jackson Preparatory School

Ms. Mary Gunter
546 Mary Esther Cutoff, Suite 1
Fort Walton Beach, FL 32548

TABLE OF CONTENTS

Introduction.....	1
Student Performance Data.....	2
Evaluative Criteria and Rubrics.....	3
Areas of Notable Achievement.....	4
Areas in Need of Improvement.....	7
Report Summary.....	9

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		LJPS Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Ranked in the top four in the district in all Florida Comprehensive Assessment Test (FCAT) tested subjects with the exception of 4th grade Writing

Reading: scored 8 - 18 points above the district and 12 - 28 points above the state in average number of proficient students as measured by FCAT

Math: scored 12 - 31 points above the district and 14 - 32 points above the state in average number of proficient students as measured by FCAT

100% of 7th & 8th grade students scored proficient and scored a level 4 or 5 on Algebra or Geometry EOCs (End of Course Exams)

Science: scored 12 - 24 points above the district and 30 - 34 points above the state in average number of proficient students as measured by FCAT

Writing in 8th grade: scored 24 points above the district and 20 points above the state in average number of proficient students as measured by FCAT

SES Reading, Math, and Science as measured by FCAT

2nd Reading and Math as measured by Discovery Education Assessment Test (DEA)

Overall Math and Science as measured by FCAT

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

Overall Science proficiency levels as measured by FCAT

Overall Math proficiency levels as measured by FCAT

3rd and 6th grade Reading proficiency levels as measured by FCAT

Consistently scoring above the district and state proficiency levels as measured by FCAT

Student Performance Diagnostic

Liza Jackson Preparatory School

Which area(s) indicate the overall highest performance?

2nd, 8th grade Reading as measured by FCAT/DEA

2nd, 3rd, 5th grade Math as measured by FCAT/DEA

7th, 8th grade on Algebra and Geometry End of Course exams, EOCs

4th, 5th, 6th grade Science as measured by FCAT/DEA

1st, 8th grade Writing as measured by FCAT Writes/Liza Writes

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

ESE: Speech, Specific Learning Disabled, Homebound, Indian, Autism; Reading and Math as measured by FCAT

Lower quartile, Math as measured by FCAT

Speech Impaired, Reading and Math as measured by FCAT

SES, Math and Science as measured by FCAT

Between which subgroups is the achievement gap closing?

Between ESE groups and White Race as measured by FCAT

Between Hispanic Race and Black Race as measured by FCAT

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

DEA (Discovery Education Assessment): Benchmark assessment & probes

4Sight and other SFA (Success For All) assessments

Compass Learning

Student Performance Diagnostic

Liza Jackson Preparatory School

EOCs

Liza Writes

Summative Assessments

Classroom Assessments

Areas in Need of Improvement

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

K, 2, 3, 4, 5, 6, 7: Writing as measured by FCAT Writes/Liza Writes

OHI (Other Health Impaired): Reading, Math, Science, and Writing as measured by FCAT

7th & 8th Black Race: Math as measured by FCAT

LI (Language Impaired) as measured by FCAT

4th, 7th, 8th Mixed Race: Reading, Math, Science, Writing as measured by FCAT

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

Writing as measured by FCAT Writes

Mixed Race: Reading , Math, Science as measured by FCAT

Which area(s) indicate the overall lowest performance?

4th Writing as measured by FCAT

Mixed Race: Reading , Math, Science as measured by FCAT

OHI (Other Health Impaired): Reading, Math, Science as measured by FCAT

LI (Language Impaired): Reading, Math, Science, Writing as measured by FCAT

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

Mixed Race: Reading , Math, Science as measured by FCAT

OHI: Reading, Math, Science as measured by FCAT

Between which subgroups is the achievement gap becoming greater?

Between Black Race and Mixed Race as measured by FCAT

Between Language Impaired and all other ESE disabilities as measured by FCAT

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

DEA (Discovery Education Assessment): Benchmark assessment & probes

4Sight and other SFA (Success For All) assessments

Compass Learning

EOCs

Liza Writes

Summative Assessments

Classroom Assessments

Report Summary

Scores By Section

