



Student Performance Diagnostic

Putnam County School System

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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		PCCSS Student Performance Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 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?

Reading and English Language Arts

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

Mathematics, Science and Social Studies

Which area(s) indicate the overall highest performance?

Reading and English Language Arts

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

Economically Disadvantaged and Students with Disability

Between which subgroups is the achievement gap closing?

Economically Disadvantaged

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

All

Areas in Need of Improvement

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

Writing

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

Eighth Grade Writing, high school writing for students with disability and US History

Which area(s) indicate the overall lowest performance?

High School US History and 8th Grade Writing

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

High School Students with Disability

Between which subgroups is the achievement gap becoming greater?

None

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

All

Report Summary

Scores By Section

