



Student Performance Diagnostic

Three Oaks Middle School

Lee County School District

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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		Student Performance 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?

Our math DSS gains were above the District average in a majority of FCAT levels. Moreover, the percent making math learning gains went up 3%. The bottom quartile for math had a 5% increase in learning gains.

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

Our percent making math gains and the percent of lowest 25% making learning gains in math both showed significant increase. Our over all math gains increased from 72% to 75%. Our lowest 25% had 55% making gains in 2012 and 60% in 2013.

Which area(s) indicate the overall highest performance?

TOMS highest overall performance 75% making math learning gains.

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

In reading the Hispanic population had the highest gain in percent proficient from 47% to 55%. In math the Asian subgroup increased from 77% to 90% proficient.

Between which subgroups is the achievement gap closing?

The Asian population in both reading and math has closed the achievement gap more than any other subgroup.

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

Our math scores have been consistently above the District average on CCCE testing.

Areas in Need of Improvement

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

We were below our overall reading and math target of percent satisfactory.

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

The writing scores dropped in all areas.

Which area(s) indicate the overall lowest performance?

The percent proficient in Writing dropped 34% from 2012 to 2013.

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

The Students with Disabilities percent satisfactory dropped in and reading.

Between which subgroups is the achievement gap becoming greater?

The African American and Student with Disabilities has the largest achievement gap this year.

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

We have noticed in the past that many of the same students fall into different subgroups. We have seen relations between our African American, Hispanic, and Economically Disadvantaged subgroups.

Report Summary

Scores By Section

Section Score

1

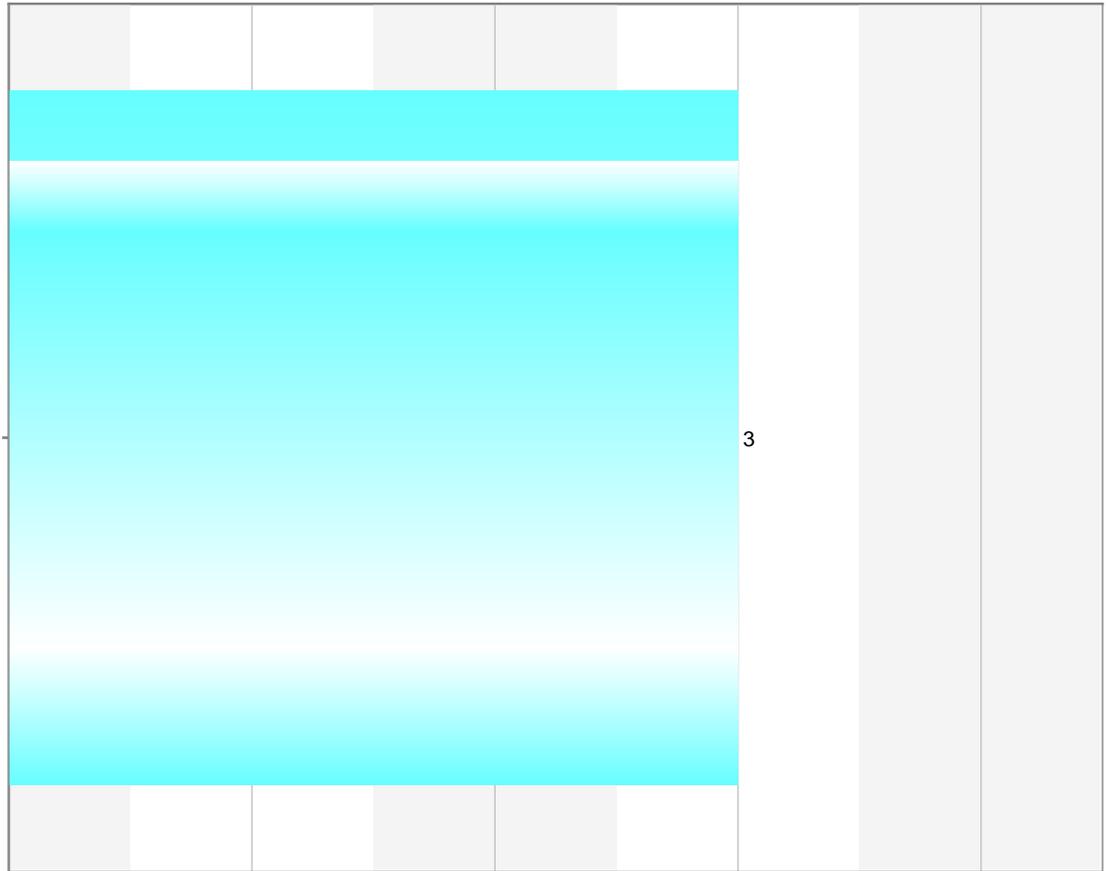
2

3

4

Evaluative Criteria and Rubrics

3



Sections