



# **Student Performance Diagnostic**

## **Brighton Area Schools**

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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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		14-15 BAS Student Performance Doc

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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?**

Combined\* BAS MEAP and MME scores were above expected levels of performance (according to the MDE State Proficiency Targets for 13-14) in the areas of Math, Reading, and Writing. In Mathematics, the state proficiency target for BAS in 2013-14 was 55%. BAS combined proficiency in math for 13-14 was 59%. In Reading, for the same year, the state proficiency target for BAS was 81.66%. BAS combined proficiency in reading was 85%. In the area of Writing, BAS was just above the proficiency target of 69.11% for 13-14 with a combined proficiency of 69.66%.

\*Combined = 3rd - 11th grade (or all tested grade levels)

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

Mathematics is showing the most positive trend in performance for Brighton Area Schools. The AdvancED Student Performance Data Worksheet calculates an Improvement Score over time and indicates that our Math scores had the highest Improvement Score of .67 of any tested area. Student "Performance Level Change" in Math (grades 4th-8th) also reflects this positive trend with the percent of students declining between 11-12 MEAP and the 13-14 MEAP fell from 40% to 25%. Equally significant is the number of students improving during that same period from 28% to 42%.

The second highest Improvement Score on the Student Performance Data Worksheet was in the area of Reading with an improvement score of .45. Science is ranked third with an Improvement Score of .33, but it should be noted that there were no negative Improvement Scores for Science at any grade level, while there was negative growth in Reading for 3rd and 4th grades in 13-14.

### **Which area(s) indicate the overall highest performance?**

In terms of overall proficiency, Reading continues to be the highest tested area with 85% of BAS students scoring a 1 or 2 on the MEAP/MME in 13-14. Writing is the second highest area with 69.66% of BAS students proficient.

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

BAS has two subgroups: Economically Disadvantaged (ED) and Students with Disabilities (SWD or SE). Both subgroups are trending towards increasing performance in Mathematics. Specifically, between 2011-12 and 2013-14 our SE students increased 16.14 percentage points and ED students increased 11.72 percentage points.

Both subgroups also increased in their combined percent proficient in Reading (6 points for ED and 3.72 points for SWD) for the same time period. ED students increased in their performance between 2011-12 and 2013-14 as well in Science (5 percentage points), Writing (3.33 points), and Social Studies (2.3 points).

### **Between which subgroups is the achievement gap closing?**

The combined [3rd - 11th grade] average achievement gap between our Economically Disadvantaged (ED) learners and Non-ED students seems to have narrowed between 2011-12 and 2013-14 in the area of Reading (16.42 percentage point difference to 12.14), Writing (22 point difference to 21), Science (16.67 to 13.33) and in Social Studies (22.67 to 20.67). The average proficiency gap in Math for the same three-year period was flat with both average gaps equaling a 24 percentage point difference between ED and Non-ED students. For our Students with Disabilities subgroup, the only area of improvement is in Mathematics with an average gap of 32.85 difference in 11-12 closing to 28.71 in 13-14.

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

Along with MEAP and MME, Brighton Area Schools uses DIBELS, AIMSweb, SRI, and common assessments to determine groupings for our Rtl program. The results provide evidence of positive growth for our ED and SWD populations in math and reading.

## **Areas in Need of Improvement**

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

Combined\* BAS MEAP and MME scores were below expected levels of performance (according to the MDE State Proficiency Targets for 13-14) in the areas of Science and Social Studies. In Science, the state proficiency target was 40.17%. BAS combined proficiency in Science for 13-14 was 31.33%. In Social Studies, the state proficiency target was 59.46%. BAS combined proficiency in Social Studies was 53.66%.

Note: The Proficiency Targets were based on the 2010-11 proficiency percent in Math, Reading, Writing, Science, and Social Studies and then divided into increments of improvement that will lead BAS to 85% Proficient by 2021-22. In the areas of Science and Social Studies we are not off track for that target.

\*Combined = 3rd - 11th grades (or all tested grades)

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

In terms of district wide combined Improvement Scores from the uploaded AdvancED Student Performance Data Worksheet, none of BAS tested areas had negative growth in 2013-14, but growth was low in Writing (.02 Improvement Score), and .12 in Social Studies.

### **Which area(s) indicate the overall lowest performance?**

In terms of overall proficiency, Science continues to be the lowest tested area with an average of 31% of BAS students scoring a 1 or 2 on the MEAP/MME in 13-14. The next combined lowest area is Social Studies with 54% proficiency for 13-14.

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

Our ED population is showing increased performance over time in all tested areas (although they are still not meeting the state's Proficiency Targets). Our SWD population is trending towards decreasing performance in Writing (-8.67 percentage points between 2011-12 and 2013-14) and Social Studies with a decrease of -8.97 over the same time period.

### **Between which subgroups is the achievement gap becoming greater?**

The combined [3rd - 11th grades] average achievement gap between our Students with Disabilities and All Students between 2011-12 and 2013-14 has widened in all areas: Writing (37.67 avg. point difference to 49.33), Science (20.67 point difference to 23.33) and in Social Studies (32 point difference to 42.33). The average proficiency gap in Reading for the same three-year period was relatively flat with both average gaps of 33.85 (in 11-12) and 33.42 (in 13-14).



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

Along with MEAP/MME, PLAN, EXPLORE and our Rtl universal screeners, Brighton Area Schools uses data from Report Cards, common quarterly or unit exams to monitor the performance of students. 5-12 data from these sources is consistent with the state findings in terms of a growing gap between SWD and ED. At the K-4 level, our new Report Card Rubrics articulate the progression for one year of growth in ELA and Math. This data corresponds to the state's gap data as well, specifically in Reading and Writing.

## Report Summary

### Scores By Section

