



Certified Content



Student Performance Analysis - 2022-06-07 16:54:36

Student Performance Analysis

Beaufort Jasper Academy for Career Excellence
Michael Lovecchio
80 Lowcountry Drive
Ridgeland, South Carolina, 29936

Table of Contents

Student Performance Analysis	3
------------------------------	---

Student Performance Analysis

Below are steps you should have completed in your workbook for this analysis.

2. Identify and Evaluate Data Sources (Process)

In your workbook, you should have made a list of assessments that your institution uses to measure student performance. That list should include:

- Using data from summative assessments that support the mission of your institution (such as core academics or performance assessments specific to the purpose of the institution).
- Consider including comparison data to like institutions that have similar learner populations.

For each data source you listed, you should have included:

- The number of administrations you have for comparison, or describe when the data were collected (trend data).
- Any comments that will help you clean and classify the results into themes.

Type or copy and paste the description of your data sources from your workbook.

The ACE Student Performance Analysis PLC utilized a number of data sources many of which are specific to Career and Technical Education (CTE). To allow for a deeper understanding, it is essential to understand the unique terminology used in the state of South Carolina in relation to CTE. The state defines a CTE program completer as someone who has earned all of the required units in a state recognized CTE program. A state recognized industry certification is a test or license that a student successfully passes in relation to their respective program. South Carolina often associates more than one certification (or credential) for each program allowing students multiple opportunities to gain industry certifications. At ACE, we focus on the primary industry certification, such as licensure in Cosmetology or ASE in automotive technology, and secondary industry certification, which is more general, and consists of tests such as OSHA and CPR.

The state of South Carolina also requires students to earn a College and Career Readiness (CCR) designation on their high school diplomas. There are several pathways that allow students to earn this designation. However, ACE focuses on the career-ready designations and specifically the indicator that states that a student is career ready if they are a "CTE Completer that earns a national or state industry credential". Beyond the CTE specific data, ACE staff analyzed subgroup performance, student attendance, and student discipline data.

ACE students do participate in exams such as ACT, SAT, ASVAB, and state national career readiness examinations. However, the majority of our students take these assessments at their feeder schools and the data is not shared with ACE.

Assessment Package Evaluative Criteria

Transfer the ratings for your institution's four Evaluative Criteria for Assessment Packages from your workbook.

EC1: Assessment Quality

● **Level 4 - The array of assessment devices used by the institution to determine learners' performances is sufficiently aligned so that valid inferences can be reached regarding learners' status with respect to the full set of curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is persuasive. Almost all assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias and instructional sensitivity.**

○ Level 3 - The array of assessment devices used by the institution to determine learners' performances is aligned so that valid inferences can be reached regarding learners' status with respect to the most curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.

○ Level 2 - The array of assessment devices used by the institution to determine learners' performances is somewhat aligned so that valid inferences can be reached regarding learners' status with respect to some curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.

○ Level 1 - The array of assessment devices used by the institution to determine learners' performances is not aligned and valid inferences are unlikely to be reached regarding learners' status with respect to curricular aims regarded as high-priority instructional targets. No documentation in support of alignment has been provided or, if provided, it is not persuasive. Few of the assessments used are accompanied by evidence demonstrating that they satisfy technical requirements.

COMMENTS

EC2: Test Administration

● **Level 4 - Almost all the assessments used by the institution to determine learners' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. The learners to whom these assessments were administered accurately represent the learners served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all learners' statuses with respect to all the institution's targeted curricular outcomes.**

○ Level 3 - Most of the assessments used by the institution to determine learners' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the learners to whom these assessments were administered are essentially representative of the learners served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most learners' statuses with respect to most of the institution's targeted curricular outcomes.

o Level 2 - Some of the assessments used by the institution to determine learners' performances have been administered with fidelity to the administrative procedures appropriate for each assessment. In some instances, the learners to whom these assessments were administered are somewhat representative of the learners served by the institution. Some accommodations have been provided for assessments so that valid inferences can be made about some learners' statuses with respect to some of the institution's targeted curricular outcomes.

o Level 1 - Few, if any, assessments used by the institution to determine learners' performances have been administered with fidelity to the administrative procedures appropriate for each assessment. The learners to whom these assessments were administered are not representative of the learners served by the institution. Few accommodations were provided for assessments so that valid inferences cannot be made about learners' statuses with respect to any of the institution's targeted curricular outcomes.

COMMENTS

EC3: Quality of Learning

● **Level 4 - Evidence of learner learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, learners' statuses, improvement and/or growth evidence indicates that the level of learner learning is substantially greater than what would otherwise be expected.**

o Level 3 - Evidence of learner learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, learners' statuses, improvement and/or growth evidence indicates that the level of learner learning is at or above what would otherwise be expected.

o Level 2 - Evidence of learner learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, learners' statuses, improvement and/or growth evidence indicates that the level of learner learning is below what would otherwise be expected.

o Level 1 - Evidence of learner learning promoted by the institution is poorly analyzed and is presented unclearly. In comparison to institutions functioning in a similar educational context, learners' statuses, improvement and/or growth evidence indicates that the level of learner learning is substantially below what would otherwise be expected.

COMMENTS

EC4: Equity of Learning

● **Level 4 - Evidence of learner learning indicates no significant achievement gaps among subpopulations of learners, or the achievement gaps have substantially declined.**

o Level 3 - Evidence of learner learning indicates achievement gaps exist among subpopulations of learners, and these achievement gaps have noticeably declined.

- o Level 2 - Evidence of learner learning indicates achievement gaps exist among subpopulations of learners, and these achievement gaps demonstrate a modest decline.
- o Level 1 - Evidence of learner learning indicates achievement gaps exist among subpopulations of learners and that minimal or no change has occurred in these achievement gaps.

COMMENTS

4a. Analyze and Synthesize Information-part 1

Your analysis and synthesis put the pieces of information you amassed together to create a holistic “picture” of your organization in the form of themes. You should have used the following prompts and questions to guide your thinking and writing:

- Areas of Noteworthy Achievement
 - Which area(s) were above the expected levels of performance?
 - Describe the area(s) that showed a positive trend in performance.
 - Which area(s) indicated the overall highest performance?
 - Which subgroup(s) showed a trend toward increasing performance?
 - Between which subgroups was the achievement gap closing?
 - Which of the above reported findings were consistent with findings from other data sources?

Enter your findings (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

ACE is proud of our student achievement. Over the past three years, over 90% of students who attended ACE have returned to their feeder schools with a College and Career Ready (CCR) designation. This number is even higher in our one-semester programs, which have maintained a 100% CCR rating over the same time period. ACE is pleased with this data as it reflects no differences within subgroup performance and is reflective of ACE’s inclusive school culture. The data aligns with stakeholder survey data relating to school culture as well as increases in special education and multi-language learner services at the school.

In terms of primary industry certifications, ACE students have also fared well. While our Fall 2022 cohort data is still being processed (some students do not test until after they complete the program), the 2020 data revealed that 82% of our 2+ semester program students earned a primary industry certification in our non-state licensing programs (Auto Collision, Auto Technology, Construction, Electricity, Marine Tech, and Welding). The 2021 cohort showed a 7% gain from 2020 as 89% of those students earned primary industry certifications.

These numbers are very competitive against national averages, as estimates show 30-40% of welders pass the AWS (American Welder’s Society) exam while ACE has a 79% passing rate over the same three-year period. In Auto Technology, nationally 75% of mechanics have passed the ASE exam. Over the past three years, 77% of ACE auto tech students have passed during that same time. ACE has surpassed national averages in industry certification passing rates despite the fact our senior

students are being compared to the overall welder population, regardless of age, taking the same assessment.

The ACE one-semester program data mirrors the two- semester program data with students in non-state licensing programs (culinary arts and law enforcement). 100% of students earned primary industry certifications in both spring and fall semesters in both 2020 and 2021.

Our Multi-Language Learning (MLL) population also did very well in CTE certification testing. In the fall of 2022, the seven students who worked with our ML teacher all passed primary industry certification tests with four of them earning additional industry certifications. Our special education students also achieved a 100% college and career ready during the same time period with 92% of the students who tested earning a primary certification (two state licensing students have yet to test). Our subgroup data is equal to or often surpasses our overall data with both in the 90-100% CCR range.

Discipline data is also trending in the right direction. Due to Covid, data from Spring 2022 and Fall 2022 was analyzed as prior semesters were impacted by virtual learning and skewed the data. ACE follows the leveled discipline system recommended by the state of South Carolina and saw a 12% decrease in overall discipline referrals from spring to fall. This included a 100% decrease in level 3 incidents, which include more serious infractions. The majority of infractions both semesters were dress code related (level 1) with a total number of 43 incidents in the Fall of 2022

4b. Analyze and Synthesize Information-part 2

Your analysis and synthesis put the pieces of information you amassed together to create a holistic “picture” of your organization in the form of themes. You should have used the following prompts and questions to guide your thinking and writing:

- Areas in Need of Improvement
 - Which area(s) were below the expected levels of performance?
 - Described the area(s) that show a negative trend in performance.
 - Which area(s) indicated the overall lowest performance?
 - Which subgroup(s) showed a trend toward decreasing performance?
 - Between which subgroups was the achievement gap becoming greater?
 - Which of the above reported findings were consistent with findings from other data sources?

Enter your priorities and theories of action (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

The data analysis revealed student achievement areas ACE needs to improve in as we continue our quest to be the top CTE center in the state. In terms of college and career readiness, the ACE Beauty Culture Department (Barbering, Cosmetology and Nail Tech) needs to increase options to providing alternative certification opportunities for students in the case they are unable to pass the state license exam in their respective program. This will allow students who complete these

programs to have the CCR designation on their high school diploma. This designation assists both students and feeder schools, impacting data on the state school report cards.

In terms of primary industry certifications, ACE students in our state licensing programs have not fared as well as our non-licensing programs. In 2020, 47% of our state licensing program students (Barbering, Cosmetology, Nursing and Nail Tech) earned primary certifications/licenses. The 2021 cohort had a decrease of 14% from the prior year in our state licensing programs. During this time, only 33% of students earning primary industry licenses/certifications. Administration and staff have been aware of these data trends and have identified improving scores in the state licensing programs as the key focus area of improvement in the school's new 5-year strategic plan.

ACE offers EMS as a one-semester state licensing program as well. This program began at ACE in the spring of 2021 and in the three subsequent semesters, 52% of the EMS students have passed the state license test. According to the National Registry of EMT's, South Carolina had a 71% passing rate as a state during the same time period.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, "what we do well, and where we need to improve." Refer to the Accreditation Workbook for more information on writing findings. Consider the following suggestions:

- List all your findings' statements.
- Prioritize the findings statements:
 - Select the findings you feel are most important to begin your improvement process.
 - Select only the number of findings you have the capacity to address.
- Perform root cause analysis on the findings to determine how to address the improvement areas, and describe your intended results and next steps (theory of action).

Enter your priorities and theories of action (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

The foundation of what makes ACE a special place is our school culture. Our culture impacts student achievement and is the foundation of what we do. Strong relationships between students and staff members allow students attending ACE to feel safe, valued and respected. The creation of this learning environment allows students to excel and achieve, despite diverse learning styles and socio-economic barriers they may face.

ACE student achievement has been consistently high for the past three years in several areas. The school has great results in terms of preparing students to be college and career ready and earning industry certifications. ACE had 165 student completers in 2021-2022 and these students earned a total of 388 state-accepted industry certifications. These numbers are a result of ACE's combination of a strong student-centered school culture, quality classroom instruction and high

expectations. Subgroup data was also positive, with little differentiation between MLL and special education data and our general population data.

Trend data did reveal that ACE needs to improve in our passing rate in our state tested licensing programs. These include Cosmetology, Barbering, EMS, Nail Tech and Nursing. While they are among the school's most rigorous courses, the passing rates have been below state and national averages. In addition, there have been some students in these programs that have not earned secondary industry certifications and leave ACE without being designated college and career ready. Traditionally, some of these tests have been scheduled after students leave ACE and this makes it difficult to prepare students for the exam. These obstacles are the foundation of our theory of action.

Through a deliberate, structured, and systematic emphasis on study skills and increased academic focus, we aim to improve student success on state licensure and industry exams and licenses. Upon analyzing student performance data, achievement gaps on state licensure exams were discernibly trending. The root cause is the rigor of these exams, namely the written components. To improve pass rates on these exams, a school wide focus on study skills and an increase in class time reserved for students to participate in interactive academic focused study sessions are needed. Instruction for study skills may be delivered through the ACE ELA courses while study halls/periods may become the revised function of ILT. A benchmark assessment, such as a midterm, is also recommended. This assessment will simulate the rigor of the state exams required for licensure in respective programs. The data from these assessments will inform both student achievement and instruction relating to standard mastery and identify areas of improvement. The assessments are essential in monitoring student progress and optimizing instruction. Through these measures, ACE will address these performance gaps and negative trends without interfering with or altering the school's mission, values, or curriculum.

- Revise ILT structure and focus; designated industry exam study time in CTE programs during this time.
- Increase ELA focuses on study skills by embedding the skills in ELA standards.
- Study block first period or at instructor's discretion based on state license exam (written portion).
- Exam based benchmark assessments; provides valuable feedback; serves as a benchmark assessment.

Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

First section: evidence you have analyzed and synthesized

Second Section: findings from your analysis and synthesis

Third section: interpretations of the root cause of your findings and your theory of action

This has already been mentioned, but it bears repeating: For data to be useful to the personnel in your institution for continuous improvement, and useful to your Cognia Engagement Review team, the *analyses* of those data should be presented, not the *raw results*.

Type or copy and paste your final analysis from your workbook into the field below.

The evidence collated in producing this report derived from the school's record database, which included student test data for all certification and industry examinations and disciplinary referral data from the past three academic years. Comparative data for determining achievement levels against national standards derived from several industry certifications.

Findings from the analysis indicate that ACE is meeting and exceeding performance standards by yielding high percentages of college-and-career-ready students in every program while meeting the academic and non-academic needs of a diverse student population. However, pass rates for state licensure exams needs improvement.

The exceptional student performance outcomes and continued growth of the school are attributable to the school's positive and nurturing learning culture. This learning culture includes a supportive system of resources and interventions to ensure student success and achievement, from MLL and SPED services to the professional workplace standards modeled and consistently enforced by staff. The achievement gaps in state licensure amongst completers play an integral role in forming the school's theory of action, which is to implement a concerted, school wide focus on study skills to improve student performance on written portions of state licensure exams.