The Diagnostic Process and Alignment

Monica Knox

Walden University

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The school system I selected was Gwinnett County Public Schools. The district’s vision is that Gwinnett County Public Schools will become a system of world-class schools where students acquire the knowledge and skills to be successful in college and careers. The school’s mission is they will become a system of world-class schools where students acquire the knowledge and skills to be successful in college and careers. Gwinnett County Public Schools use a variety of different of assessments to gather data such as Georgia Milestones, Direct Assessments, Cogat (Cognitive Abilities Test), ITBS (Iowa Test of Basic Skills), High School Gateway, and the EOC (End of Course). Gwinnett County Public Schools provides a lot of various types of data reports, including a yearly report. Some of the different types of data reports that they used within my school districts are individual teacher profile sheets. These sheets allow teachers to enter the data from the assessments that their individual grade level take. They are able to look back on this profile sheet for immediate feedback on the progress that their students have made throughout the school year.

Disaggregated data is based on the race/ethnicity, gender, disability, poverty level, migrant, and English proficiency. For Georgia assessments, student results are disaggregated into fourteen categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White,Two or More Races, Male, Female, Student with Disabilities, Student Without Disabilities,Limited English Proficiency, Economically Disadvantaged, Not Economically Disadvantaged, and Migrant Status. A child/youth is eligible to receive Migrant Education Program services if: she/he is between 3 and 21 years of age; parent, guardian, or other immediate family member is a migratory agricultural worker or fisher; and moved within the past 36 months from one school district to another to enable the migrant worker to obtain temporary or seasonal employment in an agricultural or fishing activity. These categories are used for reporting indicator data as well. For some test results (e.g., SAT and ACT), results by disability and limited English proficiency were not available, and race categories may differ slightly (Georgia Department of Education). The report is able to disaggregate student performance data at the school level indicators by starting with the previous year’s academic data. Also using the annual report card reflects the integration of the Georgia test files with the student record for purposes of standardizing the identification of students by various group factors. The student record gives information on the race/ethnicity, gender, English proficiency, disability status, and migrant status on every student enrolled in a Georgia public school during any period of an academic year.

The district’s plan for analyzing data and sharing data reports is an accountability report which is designed to help improve schools based on Results- Based Evaluation System (RBES). RBES fairly and systematically measures a school’s progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that perfor­mance. These reports reflect achievement data for the school year and consolidated information on the school’s effectiveness, based on multiple measures and student characteristics. Based on the data the reports show that the school administrators, teachers, and parent advisory groups developed Local School Plans for Improve­ment which outline the improvement goals and guide the work the school will do throughout that school year to support student learn­ing. These improvement plans are connected to the school district’s strategic direction and our core business of teaching and learning. The district manages the accountability by the area assistant superintendent. Educators and others engage in district planning by attending monthly meeting. The principals’ also attend monthly leadership meetings with the superintendents to help support teachers.