



## **School Data Analysis**

Chandler Park Academy - Elementary

Chandler Park Academy

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# TABLE OF CONTENTS

Introduction.....	1
Demographic Data.....	2
Process Data.....	4
Achievement/Outcome Data.....	6
Perception Data.....	10
Summary.....	13

## Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Over the past three years it has become increasing more challenging to maintain enrollment at the optimal level. Several other charter schools have opened up within a few miles of our campus and we are experiencing increase competition for the same population of students. We are also facing a declining number of school age students due to population shifts.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Over the past three years, student attendance daily attendance as has been in the ninety percentile. However as individual families experience personal transportation issues it impacts student attendance. The school social worker is assisting families with transportation challenges.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

The three year trend as indicated that four to five percent of the student population is involved in activities that result in suspensions. We will continue our Character Education Program, Behavioral RTI Plan and CPA-Way to foster positive behavior.

The major components of our counseling team are a School Social Worker, Counselor, Academic Liaison, Student Assistant Team and a caring school community.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

We will continue to use data to drive instruction and programs. We will focus on a holistic approach to student development, thus establishing programs/activities that focus on the social/emotional aspects such as i.e. Eddie Eagle, Peer Mediation, Bucket Fillers, and the Energy Bus book study for staff, students, and parents.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

## School Data Analysis

Chandler Park Academy - Elementary

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The data from the years of experience of school leaders supports positive impacts on student achievement. The experience levels range from neophyte teacher to those with six plus years experience. These varying experience compliment each other and create a plethora of learning experience for staff and students.

### Teacher/School Leader(s) Demographic Data

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

While the majority of teachers on staff (54%) have four to eight years of service and the second largest population are new teachers, the experience level has a positive impact on student achievement. Staff members are current and relevant with the latest changes /trends in education, ieCCSS, technology, etc... Which leads to easier acceptance to accept change.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

School leaders have excellent attendance and are highly visible. An administrator is always present in the building during school hours. Also school leaders participate in all aspects of the school functions setting an example of high student expectations.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Teacher absences disrupts the learning continuum. Internally we have building substitutes that have relationships with students and understand the culture and climate of the school, which aids in minimizing disruption.

### Teacher/School Leader(s) Demographic Data

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

There are several action items planned to address the challenges of teacher/school leader demographics

- Professional Development ex. Learning Sciences-Marzano-Research Based Instructional Practices
- Individualized professional development opportunities
- Mentoring Program for teachers and administrators

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Upon review of the School Systems Review the standards that stand out as strengths are Curriculum, Instruction, Instructional Leadership, and Culture for Learning.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

The standards of the School Systems Review that stand out as challenges are Professional Learning System and Organizational Management.

**12. How might these challenges impact student achievement?**

We are excited to report that we solved this problem in the 2015-16 school year.

In the past we have had a challenge with scheduling common preparation time for teacher collaboration. This challenge impacts student achievement because teachers have limited time to conference with each other on best practices.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

We will mirror the two documents together and create a timeline and improvement strategy plan. We will begin with the challenges such as Indicator T- Collective Responsibility focusing on "Instructional Rounds" and peer to peer coaching.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

The students with disabilities have access to a full array of intervention programs because the the diverse and collaborative nature of the Student Assistant Team.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

The Extended Learning Opportunities available for students are listed below:

After-School Tutorial (Grades 1-5)

## School Data Analysis

Chandler Park Academy - Elementary

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Summer Success Academy (Grades K-5)

Saturday Test Prep Camps (Grades 3-5)

C-Stem (Grades K-5)

DAPCEP (Grades 3-5)

Academic Games (Grades 3-5)

Garden Club (Grades 1-5)

### **16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

There are several ways of identifying students for Extended Learning Opportunities detailed below:

- Students being monitored for academic probation (grades and assessment data trends used)
- Teacher referral
- Parent request.

Parents are notified with personal written invitation, during parent-teacher conference and via telephone conferences.

### **17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

We review walk-throughs, teacher formal evaluations, lesson plans, curriculum guides and maps reviews, and host Professional Learning Community meetings to check for implementation of state content standards implementation.

### **18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

n/a

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

See Student Performance Diagnostic

### **19b. Reading- Challenges**

See Student Performance Diagnostic

### **19c. Reading- Trends**

See Student Performance Diagnostic

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**



## School Data Analysis

Chandler Park Academy - Elementary

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See Student Performance Diagnostic

### 20a. Writing- Strengths

See Student Performance Diagnostic

### 20b. Writing- Challenges

See Student Performance Diagnostic

### 20c. Writing- Trends

See Student Performance Diagnostic

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

See Student Performance Diagnostic

### 21a. Math- Strengths

See Student Performance Diagnostic

## School Data Analysis

Chandler Park Academy - Elementary

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### 21b. Math- Challenges

See Student Performance Diagnostic

### 21c. Math- Trends

See Student Performance Diagnostic

### 21d. Math- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

See Student Performance Diagnostic

### 22a. Science- Strengths

See Student Performance Diagnostic

### 22b. Science- Challenges

See Student Performance Diagnostic

### 22c. Science- Trends

See Student Performance Diagnostic

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

See Student Performance Diagnostic

**23a. Social Studies- Strengths**

See Student Performance Diagnostic

**23b. Social Studies- Challenges**

See Student Performance Diagnostic

**23c. Social Studies- Trends**

See Student Performance Diagnostic

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

See Student Performance Diagnostic

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

See Stakeholder Feedback Diagnostic

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

See Stakeholder Feedback Diagnostic

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

See Stakeholder Feedback Diagnostic

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

See Stakeholder Feedback Diagnostic

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

See Stakeholder Feedback Diagnostic

### **25c. Parent/Guardian Perception Data**

## School Data Analysis

Chandler Park Academy - Elementary

---

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

See Stakeholder Feedback Diagnostic

### **26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

See Stakeholder Feedback Diagnostic

### **26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

See Stakeholder Feedback Diagnostic

### **26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

See Stakeholder Feedback Diagnostic

### **27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

See Stakeholder Feedback Diagnostic

### **27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

See Stakeholder Feedback Diagnostic

### **27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

## School Data Analysis

Chandler Park Academy - Elementary

---

See Stakeholder Feedback Diagnostic

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

See Stakeholder Feedback Diagnostic

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

See Stakeholder Feedback Diagnostic

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

See Stakeholder Feedback Diagnostic