# School Data Analysis

# Chandler Park Academy - Elementary

## Chandler Park Academy

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# 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. However, these slight decreases have not impacted the staffing or operations.

**Student Demographic Data**

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

Tardy Students

The number of tardy students I see on a daily basis range from 90 - 150 (150 plus being the highest I've seen). There is a cut off time however, I believe 11:30am is too late in the day without a valid excuse. I have students who arrive to school anywhere from 30 minutes to an hour and a half late every day. Some children arrive 2-3 hours late. Unfortunately, there are no consequences in place for this behavior. I've mailed attendance letters home only to fall on deaf ears. I've spoken to administration about changing the cutoff time to approximately 8:30am or 9:00am and making a valid excuse a requirement upon arrival.  If the student arrives without an excuse in hand and continues to show up late, they should be added to the attendance probation list (if not already on the list) and dropped before the next card marking. The state requires each child to have so many instructional hours before they are promoted to the next grade. Following are some data points:

Minimum instructional days = 170

Minimum instructional hours = 1098

If a student arrives to school 2 hours late (5 days a week), that is 10 hours of instructional time missed in one week. This doesn't include the number of days the student has been absent or dismissed early without a valid excuse. All of this adds up. There is no way a child can meet the minimum requirement of instructional hours/days if they continue this pattern for an entire school year. Something has to be done to break the cycle. Holding the parents responsible is a start. When a student arrives to school late or is dismissed early, it affects everyone in the classroom. There are teachers who may have 10 or more students who arrive to school late every day (different times). Can you imagine the number of times a teacher has to stop teaching because of the constant interruptions? The same thing happens during early dismissals. I know it has to be extremely frustrating as an educator to have multiple interruptions during class time. The children in the class are being cheated. Their time to learn is being cut short. Last but not least, we also have students who arrive to school late and those same students are dismissed early on the same day.

High Absenteeism

There is a large number of students who have accumulated 30 or more unexcused absences over the course of a school year. Thirty plus absences is beyond extreme for 12 years of school. Oftentimes when I speak to the parents about the absences, I'm told it's due to transportation, weather, illness or my personal favorite, a family emergency. How many family emergencies can one person have over the course of a school year?

**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?**

Discipline Referrals-  Insubordination and disorderly conduct.

Suspensions - Fighting

Expulsions-
No expulsions this school yr. 2017/2018
less than 10 DNR students (Do Not Return)

**Student Demographic Data**

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

Discipline referrals-
Teachers should be sure to follow the schools Behavior Matrix.
Teachers should post classroom rules and procedures in the room.
CPA Way Day will be three times a year, this is a day dedicated to teaching and reviewing the school rules and expectations.
Teachers follow the PBIS Eagles rewards protocol to fidelity.
K-4 will receive a  peer mentor

Suspensions-
Students with aggressive behaviors will attend the after school matrix program.
Summer support academy
K-4 grades will receive a peer mentor
Peer Mediation program

I as well as administration have met with parents in person to discuss their child's chronic attendance issues.

We have had great success with the meetings. Students are starting to arrive to school on time. If the student  is absent, I now receive a phone call and/or documentation from the parent stating why the student was absent. I won't say we've had 100 percent success but, we

have a high number and it's a start. Prior to the meetings, parents were either not familiar with the district's policy or they have personal issues that prevent them from bringing their children to school in a timely fashion. We explain the rules, give them some suggestions and wish for the best. I have also put together a list of our students with poor attendance and put them on attendance probation for the upcoming school year. I will monitor their attendance daily. If at any time the attendance starts to decline, I will notify administration. I don't have all the details as it's still in the works. Attendance probation normally takes place during the school year after so many letters have gone to a household and no positive change has occurred. This year, the parents will be made aware of the probation before the 2018-2019 school year starts and what our expectations are.

**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?**

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 (43%) have four to eight years of service and the second largest population (29%) have nine to fifteen years of service , 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 on campus during school hours. Also, school leaders participate in all aspects of the school functions setting an example of high 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 due to professional learning and/or illness 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?**

The following standards stand out as strengths:

    Standard 1: Curriculum

    Standard 2: Instruction

    Standard 4: Instructional Leadership

    Standard 7: Professional Learning Culture

    Standard 8: Professional Learning System

    Standard 9: Communication

**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 following standards that present themselves as challenges are:

    Standard 3: Assessment Indicator J: Student Involvement in the Assessment Process and

    Standard 10: Engagement Indicator Y: Learning Opportunities

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

These challenges might impact student achievement because engagement deals with have parents as decision makers. If we were able to engage parents in this way the impact may increase student achievement. Also if students had a roadmap their focus might improve student outcomes.

**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.**

The SIP information on Student and Parental Engagement.

**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?**

We ensure that students with disabilities have access to the full array of intervention programs available is through inclusion.

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

Extended Learning Opportunities are available for all students ie., k-5 extended day twice a week, grades 1-3 Reading Corp tutoring daily, grades k-3 Burst Lesson based on Dibels results, grade k-5 guided math and reading groups.

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

We dive deep into the data and notify parents through parent meetings, personal invitations both written and oral communications.

**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?**

Our classroom observations, walk-throughs, individualized teacher growth plans, as well as curriculum documents.

**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.**

At this time we are not using health survey/screener results.

## 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**

According to our 2017-2018 NWEA MAP data, none of the goal areas show that we are at or above the Norm Grade Level RIT.

A relative strength across all grade levels is Literature and Informational Text. The mean RIT score is higher than all other goal areas. In previous years, the goal area of Informational Text has been a challenge.

**19b. Reading- Challenges**

According to our 2017-2018 NWEA MAP data, grades K-2 show that the goal area of Foundational Skills is a challenge area. Grades 3-5 show that the goal area of Vocabulary Acquisition and Use is a challenge area.

**19c. Reading- Trends**

Overall, our mean RIT scores for all goal areas (Foundational Skills, Language and Writing, Literature and Informational, and Vocabulary) have increased over time. This shows that our students are closing the gap between their performance and the grade level norms.

**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.**

To address these challenges, we will communicate this information to the instructional staff.  Our plan is to refocus the instructional staff on small group, individualized lessons in reading.  Grade level teams will create a plan to focus on challenge areas.  Intervention specialists will focus on challenge areas with their intervention groups.  Our after school program will also focus on these challenge areas during the first session next year.

**20a. Writing- Strengths**

According to our benchmark writing assessments, the traits of Ideas and Organization show the greatest average increase of 1.27 points on the schoolwide rubrics.

**20b. Writing- Challenges**

According to our benchmark data, the trait of Voice shows the least amount of growth from fall to spring of 1.15 points on the schoolwide rubrics.

**20c. Writing- Trends**

This year's data was baseline data and no trends can be observed at this time.

**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.**

These challenges will be addressed by continuing to focus on teaching the writing traits.  More resources will be provided to teachers for this focus.  Grade level teams will focus on evaluating writing during PLCs and collaborate to plan meaningful lessons on our challenge areas.

**21a. Math- Strengths**

According to our 2017-2018 NWEA MAP data, none of the goal areas show that we are at or above the Norm Grade Level RIT.

A relative strength in grades K-2 is Geometry.  The mean RIT score is higher than all other goal areas.  In previous years, geometry has been a challenge for all grade levels.

A relative strength in grades 3-5 is Number and Operations.  The mean RIT score is higher than all other goal areas.

**21b. Math- Challenges**

For grades K-2, the goal area of Operations and Algebraic Thinking is a challenge .  The mean RIT score for this area is lower than all other goal areas, and has even decreased from previous years in some grade levels.

For grades 3-5, the goal area of Measurement and Data is a challenge.  The mean RIT score for this area is lower than all other goal areas.

**21c. Math- Trends**

Geometry as been our challenge for several years, but this year it is a strength for many grade levels.

Overall, our mean RIT scores for all goal areas (Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry) have increased over time.  This shows that our students are closing the gap between their performance and the grade level norms.

**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.**

To address these challenges, we will communicate this information to the instructional staff.  Grade level teams will create a plan to focus on challenge areas.  Intervention specialists will focus on challenge areas with their intervention groups.  Our after school program will also focus on these challenge areas during the first session next year.

**22a. Science- Strengths**

According to our 2017-2018 NWEA MAP data, none of the goal areas show that we are at or above the Norm Grade Level RIT. Compared to other goal areas, Physical Science is showing a relative strength, as the mean is higher than other goal areas in grades 3-5.

**22b. Science- Challenges**

According to our 2016-2017 NWEA MAP data, the goal area of Earth and Space Science is showing lower mean RIT scores than other goal areas in grades 3-5.

**22c. Science- Trends**

Over the last 3 years, our NWEA MAP data shows increased mean RIT scores in all goal areas for grades 3-5.

**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.**

The challenge is addressed with the district's Science Task Force.  We have planned professional development in this area to increase the instructional staff's knowledge of NGSS standards.

**23a. Social Studies- Strengths**

The NWEA- Map assessment does not have a social studies component. Our M-Step data shows that the number of students scoring Not Proficient is decreasing.

**23b. Social Studies- Challenges**

The challenge with social studies data is that it is currently not available at this time.

**23c. Social Studies- Trends**

Current trend data can not be observed as the M-Step results are not available.

**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.**

Our goal is for all grade levels to implement the MC3 Curriculum within the next 3 years. With a consistent school wide curriculum, we hope to address the challenges we've faced in Social Studies. This curriculum includes unit assessments that will be helpful in giving us more data to identify strengths and challenges.

# 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?**

The area that indicated the overall highest level of satisfaction among students was Purpose and Direction, with an average of 88.7% of students agreeing with the statements.

**24b. Student Perception Data**

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

The area that indicated the overall lowers level of satisfaction among students was Governance and Leadership, with an average of 56.42% of students agreeing with statements.

**24c. Student Perception Data**

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

Within Governance and Leadership, the statement "In my school, students treat adults with respect" had the lowest average score.  This year there have been some changes made to our school discipline policy and process which should lead to more consistency in rewards and consequences throughout the building and hopefully improve student satisfaction in this area over time.

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

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

The area that indicates the overall highest level of satisfaction among parent/guardians is Using Results for Continuous Improvement with 87.18% of parents agreeing with statements.

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

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

The area that indicates the overall lowest level of satisfaction among parents/guardians is Teaching and Assessing for Learning with 80.77% of parents agreeing with statements.

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

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

Within the area of Teaching and Assessing for Learning, the statement with the lowest average scores is "All of my child's teachers meet his/her learning needs by individualizing instruction".  For the 2018-2019 school year, our plan is to put more of a focus on guided reading groups and guided math groups.  Teachers will receive professional development in these areas so they can become more comfortable implementing them in their classrooms.  Teachers will communicate these initiatives with parents so parent satisfaction will improve in this area.

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

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

The area that indicates the overall highest level of satisfaction among teachers/staff is Purpose and Direction with 83.2% of teachers/staff agreeing with statements.

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

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

The area that indicated the overall lowest level of satisfaction among teachers/staff is Teaching and Assessing for learning with 64.79% of teachers/staff agreeing with statements.

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

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

Within the area of Teaching and Assessing for Learning, the statement with the lowest average score is "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning".   Our instructional specialists recently attended a training that taught a process for discussing student data.  A plan is in place for this process to be shared and implemented with grade level PLCs.

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

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

N/A

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

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

N/A

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

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

N/A

# Summary

**28a. Summary**

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

The strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception are to increase parental engagement to influence improved out of school learning.

**28b. Summary**

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

The challenges identified in the demographic, process, and perception data impact student achievement by interrupting the teaching and learning cycle for students.

**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?**

These challenges will be addressed by extending the Intervention Specialists in our strategies and activities for the upcoming year. Specialists will be able to support struggling learners in reading and math, as well as provide support for new teachers. They can also help teachers communicate with parents about their students progress.