School Data Analysis

Arthur Vandenberg Elementary School

South Redford School District

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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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Staff counts have been maintained for the past two years and are expected to remain constant for the 2013-2014 school year. Student mobility is high, but overall student count remains steady.

How do student enrollment trends affect staff recruitment?

Since student numbers have remained constant, we are currently not recruiting for new staff.

How do student enrollment trends affect budget?

Overall student count has remained realtively constant for the past two years. However, the demographics of students has changed. Part of this has been due to allowing open enrollment in grades K-2 for the first time. In addition, we reached over 70% free and reduced status this year. This has increased our Title One funding.

How do student enrollment trends affect resource allocations?

As other schools in the district have seen demographic changes that allow them to qualify for Schoolwide Title I funding, we have seen our percentage of district Title I funds decrease. For the past two years, more of our Title I and 31-A funds are being spent on support staff, rather than materials and programming.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment has remained constant for the past two years. Cuts prior to that time led to classrooms that are currently not utilized by general education instruction. This has allowed specific space to be set aside for support staff instruction.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement at parent/teacher conferences has maintained constant due to policies set in place in earlier years. Overall, parent involvement is down. We are working to identify why we are seeing this trend and hope to put programs in place to increase involvement in future years.

How do student enrollment trends affect professional learning and/or public relations?

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Since we are seeing greater student academic and behavioral needs, professional training has focused on Response to Intervention (RtI), Positive Behavior Support (PBS) and Peer to Peer Programs.

What are the challenges you noticed based on the student enrollment data?

With less than 50% of current fifth graders having attended our school since Kindergarten, maintaining overall achievement is becoming more of a challenge. We also see increased enrollment of students with special needs. School attendance data also shows an increase in tardiness and absences at all grade levels.

What action(s) will be taken to address these challenges?

We are working on identifying and implementing a prescreening assessment at all grade levels in reading and math for newly enrolled students. This will allow teachers to plan interventions immediately. Truancy policies are established, but loosely implemented. We are working to strengthen enforcement. Budgetary restrictions have kept us from increasing special education staffing to meet the increasing need.

What are the challenges you noticed based on student attendance?

The percentage of daily student attendance in decline and tardiness has increased.

What action(s) will be taken to address these challenges?

We are working to increase enforcement of current attendance policies.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

According to 2012 MEAP data, students perform better in reading than in math.

Which content area(s) show a positive trend in performance?

Over the past three years, our data has shown an inconsistant tread in student achievement on state assessments. But local and nationally normed assessments show positive trends in individual student growth.

In which content area(s) is student achievement above the state targets of performance?

Currently we do not have any content areas in which our student achievement is above the state targets of performance. Reading on the 4th grade test showed AYP target achievement in reading. The third grade data is close (80%/86%) None of other content areas are meeting state targets.

What trends do you notice among the top 30% percent of students in each content area?

In math, more males than females are in the top 30 at all grades. Also, in math seven of the students have disabilities. In Science, more males than females are in the top 30. In Reading, males and females are equally in the top 30. In all areas, students who are economically disadvantaged and students who are not are equally represented. It is also noticed that a majority of the top 30 students are represented in each category.

What factors or causes contributed to improved student achievement?

The use of reading workshop has contributed to improved scores in reading. Students are also targeted through previous after-school programs. Intervention Reading teachers and Title 1 reading teachers have also contributed to improved student achievement in reading.

How do you know the factors made a positive impact on student achievement?

Based on MEAP 2012 data, 3rd, 4th and 6th grade reading scores have increased from the previous year. It appears that targeting students though the workshop model is having a positive impact on reading scores.

Which content area(s) indicate the lowest levels of student achievement?

In Math 4th grade had some small gains in student achievement. Math for 3rd, 5th and 6th all showed decreased scores compared with the previous year. In writing, social studies and science students had low achievement levels. Reading levels in 5th grade decreased on the 2012 MEAP from the previous year.

Which content area(s) show a negative trend in achievement?

In Math and Reading, 2011 scores showed a positive trend. 2012 data shows some negative trends at some grade levels. The school has consistent negative trends in writing and science. Science has a negative trend of zero percent proficient over the past five years. Writing has shown a significant drop in proficiency over the past three years.

In which content area(s) is student achievement below the state targets of performance?

The school is below the state targets in math at all grades. The school is also below state targets in reading at all grade levels.

What trends do you notice among the bottom 30% of students in each content area?

In math and reading, the bottom 30 is equally distributed among males and females and economically disadvantaged. 8 of the students are in bottom areas for both reading and math. 20% of the bottom 30 in reading have disabilities. Data shows students below in reading are most likely to be on the bottom 30 list for math.

What factors or causes contributed to the decline in student achievement?

One possible factor is the increase in students who are economically disadvantaged.

How do you know the factors made a negative impact on student achievement?

Students who are eligible for free/reduced lunch has risen steadily over the past few years.

What action(s) could be taken to address achievement challenges?

A reading, math and writing workshop is being considered for the next school year. More staff is being considered to group students based on need. Teaching of target skills as measured by the item analysis is being discussed as an intervention for next school year.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Male
- Female
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Students who have economic disadvantages generally do better from year to year. The gaps between males and females continue to be the greatest in math.

How do you know the achievement gap is closing?*

The data shows increases in students proficient in 4th/5th grade math and 3rd/5th grade reading.

What other data support the findings?

Starting in the 2013-2014 school year, quarterly assessments will be used to support these findings.

What factors or causes contributed to the gap closing? (Internal and External)*

The addition of reading workshop at the upper grades may have a positive impact on the reading proficiency. Targeted students for after school classes and Title 1 teachers can also be contributing factor.

How do you know the factors made a positive impact on student achievement?

Impact is shown in 3rd and 5th grade reading improvement as based on MEAP. Math improvements in 4th and 5th grade are also noted in the data.

What actions could be taken to continue this positive trend?

Continuation of targeted groups through workshop model. Also, specific teaching of skills in both reading and math that are identified as weak areas on MEAP Item Analysis.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

•None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

•None

In what content areas is the achievement gap greater for these subgroups?*

There are gaps between males and females in all areas but not significant from the previous year to constitute a trend.

How do you know the achievement gap is becoming greater?*

The data does not support an increase in the achievement gap from one year to the next.

What other data support the findings?*

The school will use quarterly assessment data starting next school year.

What factors or causes contributed to the gap increasing? (Internal and External)*

The data does not support an increased gap.

How do you know the factors lead to the gap increasing?*

The data does not support an increased gap.

What actions could be taken to close the achievement gap for these students?*

The data does not support an increased gap.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

There is not enough students for this subgroup.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

There is not enough data for this subgroup.

How are students designated 'at risk of failing' identified for support services?

Students are identified as "at-risk" by not meeting standards in reading and/or math. Students who are economically disadvantaged, have family "risk" factors also meet at-risk criteria and given support services.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

The school has created after-school classes. The school also uses IXL math program and RAZ kids reading program for online learning at home. Parent nights have been focused around reading, math and writing needs as identified by MEAP data.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	25.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Math night was created to teach parents about IXL. For after-school classes, parents are notified through invitation letters. Reading night exposed parents and students to library resources. Parents are also informed regularly of tutoring options within the city.

Label	Question	Value
	What is the total FTE count of teachers in your school?	18.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	11.0

Label	Question	Value
	How many teachers have been teaching >15 years?	5.0

What impact might this data have on student achievement?

The school has an experienced staff who consistently monitors instruction and applies interventions to support struggling learners.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	49.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	104.5

What impact might this data have on student achievement?

Over the course of the 2011-2012 school year, some staff members struggled with long-term illness. Highly qualified subs were placed in the classroom. There is no data to support an impact of these absences on students.

Perception Data - Students

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

Highest areas of satisfaction are: Purpose and Direction, Teaching and Assessing for Learning, and Resource and Support Systems.

Which area(s) show a positive trend toward increasing student satisfaction?

The school scored strongly in purpose and direction.

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

Students choose Governance and Leadership as a low level of satisfaction.

Which area(s) show a trend toward decreasing student satisfaction?

Governance and Leadership

What are possible causes for the patterns you have identified in student perception data?

Students show concerns with being treated fairly, treating adults with respect and having a safe and clean school. Changes have been made to include a Peer-to-Peer aggression program to reduce peer issues. The school also is adopting the 7 Habits of Highly Effective kids to teach about leadership traits.

What actions will be taken to improve student satisfaction in the lowest areas?

The school is implementing a Peer-to-Peer Aggression program. The school also uses Town Hall to celebrate and recognize good behavior. Trend data will be available next year.

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Perception Data – Parents/Guardians

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

Teaching and Assessing for Learning and Using Results for Continuous Improvement

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Purpose and Direction, Resources and Support Systems

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

Lowest satisfaction is in Governance and Leadership

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Governance and Leadership. We will have trend data beginning next year.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Parents had concerns with shared responsibility for student learning among stakeholders as well as providing opportunities for stakeholders to be involved in the school.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Parent participation will be sought through parent nights, school events and activities. Parents will be notified in a timely manner and encouraged to participate through the use of invitations, flyers and personal contact.

Perception Data – Teachers/Staff

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

Governance and Leadership

Which area(s) show a trend toward increasing teacher/staff satisfaction?

There is no trend data available at this time.

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

Teaching and Assessment for Learning, Using Results for Continuous Improvement

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

No trend data is available.

What are possible causes for the patterns you have identified in staff perception data?

The staff had concerns with all stakeholders being involved in the school purpose and having a continuous improvement process based on data that provides feedback to students. The staff also had concerns with peer coaching of staff members and lack of professional learning programs for teachers. Acquisition of technology is also a concern among staff members.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

South Redford School District Board approves all curriculum. All curriclum is aligned to common core. The curriculum coordinator and a committe of teachers and staff have created pacing guides and assessments linked to the curriclum. Vandenberg school staff meets in grade levels during common planning time to discuss curriculum, do lesson planning and review data.

The school uses a district assessment calendar and teachers adminster quarterly, formative and intervention based assessments such as progress monitoring. Teachers , staff and school improvement parent team provide feedback to review and montior curriculum and assessment decisions. We are currently working with Wayne RESA to provide professional development opportunities in these areas.

What evidence do you have to indicate the extent to which the standards are being implemented?

The school uses quartely common assessments that are aligned to common core standards to indicate areas of strengths and opportunities for growth. Our staff meets quarterly to discuss these assessments and determine action steps to increase individual student achievement.