

# **School Data Profile/Analysis**

School Year: 2011

School District: City of Harper Woods Schools

School Name: Beacon Elementary School

Principal: Mrs. Janet Gottsleben, Principal

Building Code: 00233

# School Data Profile/Analysis

## Contents

School Data Profile/Analysis .....	1
Introduction .....	3
Demographic Enrollment .....	6
Full Academic Year (FAY) and Attendance .....	7
Grade Level Achievement .....	8
Sub Group Achievement .....	9
Students with Disabilities .....	10
Limited English Proficient .....	11
Extended Learning Opportunities .....	12
Staff Demographics .....	13
Perception Data .....	14
Parent and Community Involvement .....	17
Health and Safety (Grades 7, 9, and 11) - MiPHY Only .....	18
School Data Analysis .....	19

# Introduction

The School Data Profile/Analysis (SDP/A) is a tool to assist school staff in determining the strengths and needs for improvement of their school based on an analysis of data and responses to a series of data related questions. It provides the model of the kind of school and student data that should be reviewed, along with your local school data. The SDP/A is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about the areas of need. Completion of the SDP/A is required.

The process of completing the SDP/A enables a school to utilize student demographic and student achievement data to more effectively plan its school improvement goals and actions. By engaging in this process, school staff will become engaged in meaningful and rich dialogue- leading the staff to make thoughtful conclusions about the school's areas of progress and areas in which to focus. When the SDP/A is completed and submitted, the school has a comprehensive blueprint to proceed to the next phase of school improvement planning.

The School Data Profile/Analysis is an effective tool for schools to....

- identify issues of achievement for all students;
- identify areas of need to be included in the School Improvement Plan;
- serve as the basis for all other needs assessments that may be required of the school;
- determine the basis of the school's professional learning plan;
- satisfy AdvancED and Michigan requirements for a School Profile Report and;
- comply with federal grant requirements (including NCLB and IDEA 2004) for appropriate resource alignment with identified needs through a comprehensive needs analysis.

The SDP/A is aligned to the Michigan Department of Education's School Improvement Framework that establishes a vision for school improvement. The Process Cycle for School Improvement has five major components that move in continuous praxis. They are:

<b>Gather Data</b>	Where are we now (status) and where do we want to be?
<b>Study/Analyze</b>	What did the data/information we collected tell us (gap analysis)?
<b>Plan</b>	How do we organize our work so that it aligns to our goals and resources (SIP)?
<b>Do</b>	What strategies and action steps do staff members need to implement to meet the goals?
<b>Gather Data II</b>	Where are we now (status) and did we reach our goals? How effective were the strategies and action steps we implemented?

## Structure of the SDP/A Report

Each section of the School Data Profile/Analysis presents data and a series of questions that probe deeper into the data and information. Along with the pre-populated data, schools should look at local data, common assessments and any other data that informs instruction regarding student achievement.

The SDP/A consists of twelve components:

1. Demographic Enrollment
2. Full Academic Year(FAY) and Attendance
3. Grade Level Achievement

4. Sub Group Achievement
5. Students with Disabilities
6. Limited English Proficient
7. Extended Learning Opportunities
8. Staff Demographics
9. Perception Data
10. Parent and Community Involvement
11. Health and Safety (Grades 7, 9, and 11) - MiPHY Only
12. School Data Analysis

Additional resources for completing the SDP/A can be accessed at:

[www.michigan.gov/baa](http://www.michigan.gov/baa) and [www.mischooldata.org](http://www.mischooldata.org)

**Revisions to the School Data Profile /Analysis** Data gathering is standard practice for schools looking at student achievement and continuous school improvement. Some of the data readily available to schools include: The Regional Data Initiative, MI School Data Portal, Intermediate School Districts data collection tools, individual District data portals and local building assessments.

The Michigan Department of Education funds a competitive grant known as the Regional Data Initiative. The purpose of the grant program is to continue the work that the Intermediate School District (ISD)-led consortia are doing to provide all Michigan educators with real-time access to student data at the classroom level to facilitate instructional decision making. Data access and use support professional development at all organizational levels.

[The Center for Educational Performance and Information \(CEPI\)](#) collects and reports data about Michigan's K-12 public schools. The initiatives in data collection and reporting facilitate school districts' compliance with the federal No Child Left Behind Act of 2001 and the Michigan Department of Education's accreditation plan, Education Yes!

The streamlined School Data Profile is easier to complete and provides a basis for school improvement teams to begin meaningful conversations that assist in the process to analyze student achievement data in terms of strengths, challenges, and gaps, and to establish the contributing causes for the gaps. Using the data from the School Data Profile/Analysis will assist schools to set goals to improve student achievement within the school building.

All data that schools utilize for completion of the School Data Profile/Analysis (no matter what data source) must be clearly marked and readily available in any format to school staff, district staff, ISD staff and MDE representatives upon request. This information will serve as a portion of the Comprehensive Needs Assessment.

Unique entity providing schools (special education center based schools, alternative education schools, schools for adjudicated youth, early childhood schools and career technical centers) will find that the revised School Data Profile/Analysis will allow for the use of data sources specific to their particular institution. This will allow all schools to showcase special circumstances or alternative ways to show student progress.

#### **Additional information regarding MI School Data Portal**

##### **Do I have access to MI School Data?**

MI School Data will have both a public-facing and secure side. Security approval will be required for access to the

secure portion of the site. Data 4 Student Success (Data4SS) registered authorized users will be automatically grandfathered into the secure side of MI School Data, but will be prompted to change their password when they first attempt to log-in. In order to obtain a secure user name and password, please contact the MI School Data Help Desk at [helpdesk@misd.net](mailto:helpdesk@misd.net)

**Can I download information from MI School Data?**

Yes. Data will be presented using several views that will include the following (where applicable): Summary Snapshot Trend (Longitudinal Data Table). The comparison view will initially allow comparisons of a school or a district with state data and with one additional user selected school or district. A more advanced comparison function will be developed in future phases. Each of these views will prepare a report that will be defined by parameters entered by the user. The finalized report will then be available by download in pdf and csv formats.

**Is this different from Data 4 Student Success (D4SS)?**

The security and display design of Data for Student Success forms the foundation of MI School Data. The Data for Student Success site will continue to function and be maintained during design of MI School Data. Your login and password for Data for Student Success works with MI School Data. The Data for Student Success Dynamic Inquiries will in time be moved to MI School Data. The Data for Student Success professional development modules also continue to be available.

**I am a registered user of Data 4 Student Success (D4SS). Will I still be able to access my account?**

The security and display design of Data for Student Success forms the foundation of MI School Data. The Data for Student Success site will continue to function and be maintained during design of MI School Data. Your login and password for Data for Student Success work with MI School Data. The Data for Student Success Dynamic Inquiries will be moved to MI School Data in due course. The Data for Student Success professional development modules continue to be available.

**What will I need to do to complete my Annual Education report (AER) reporting obligations?**

The Annual Education Report (AER) is available in MI School Data and MI School Data provides printable reports for AER. Please note that <http://www.michigan.gov/aer> still works.

**Where can I get additional information regarding MI School Data?**

Information regarding MI School Data can be found at <http://www.michigan.gov/cepi>. Additional information will be posted as it becomes available. If you have any further questions, the MI School Data Help Desk will be happy to address your questions. Please contact [helpdesk@misd.net](mailto:helpdesk@misd.net)

**What if a question does not apply to my school?**

Enter "Does not apply" in the appropriate text box followed by the reason.

## Demographic Enrollment

1. What patterns or trends in enrollment need to be addressed?

*We are educating families of poverty with our ever increasing rates of SES. (2011) Our enrollment is decreasing on a yearly basis. Our SES has increased at nearly the same rate as mobility rates have increased. The percentage of students who were at Beacon for a full year in 2006 was 85% in 2010-11 it decreased to 75%. (2012)*

2. What implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, public relations, and/ or recruitment? What are the possible action(s) that can be taken to address the implications identified?

*Title 1 support, supplemental support, education regarding dealing with non-middle class students and families. Retaining students through the transition from early el building (PK-3) to the upper el (4-6)(2011) We will be providing Title 1, at risk support for our SES, we will be monitoring gender data and SES. (2012)*

## Full Academic Year (FAY) and Attendance

1. What are the areas of challenge based on the attendance data?

*Beacon had 121 students with more than TEN days of absences. These numbers have increased dramatically in the past 5 years.(2012)*

2. What has the staff/school determined to be the leading cause(s) for the challenge(s)?

*Day Care, Transportation, home stability are some contributing factors. Asthma and extended responsibilities for the care of family members within a dwelling is often used as a reason for keeping children home. (2012)*

## Grade Level Achievement

1. List any other data source or assessments utilized to measure student achievement.

*IRI Early Success Inventory Report Card Data (which includes some Early Success Inventory)*

2. How has student achievement changed over the last 5 years?

*In our Math MEAP in third grade we have had up and down scores, but it is trending upward with variances from year to year. Our 4th Math MEAP is trending downward with a slight increase this past year. In our Reading MEAP in third grade we have had one year of increase, but have been trending downward. Our fourth grade MEAP has been static with only a slight downward trend. In 4th Math MEAP has trended downward in the past five years. In 4th Reading MEAP has been static in the past five years. 4th Grade Writing has dropped in the last two years. (only two years of data)*

3. What actions were taken that led to improved student achievement?

*We feel that the third grade Math upward trend is attributed to our early success nemeracy strategies.*

4. What are the possible actions that can be taken to address the areas of decline?

*The areas of decline in Math in fourth grade has to do with pacing guides discrepancy, need to use manipulatives effectively.*

5. What are the possible action(s) that can be taken to address the factors identified?

*Writer workshops for Writing Professional Development for use of Manipulatives CAFE- Daily 5 Early Skills training to apply to grades K-3. Science-review alignment and Social Studies-*

6. What are the factors identified that contribute to opportunities for improvement? What are the possible action(s) that can be taken to address the factors identified?

*The factors that contribute to opportunities for improvement are addressing our gaps between boys and girls. Possible actions include small group instruction, ability grouping, Title 1 and at Risk support, academic blocks for core subjects to avoid interruptions, thoughtful divisions of academic, social and behavioral groups, after school targeted support, summer school, math/reading enrichment for accelerated students.*

7. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?

*We have specific challenges with Math and writing as compared to district and RESA.*



## Sub Group Achievement

1. What has the school staff determined to be the contributing cause(s) for the gaps?

*n/a (2010-11) There is a discrepancy in the reading performance between males and females at Beacon School. In third grade, IRI data show 37% of boys are at or above grade level compared to 58% of girls. The third grade MEAP shows 34% of boys are proficient and 50% of girls proficient. The second grade IRI data show 62% of boys proficient and 71% of girls proficient in reading. First grade reveals 42% of boys proficient and 77% of girls.*

2. What trends have been identified when looking at the 5 years of state assessment data?

*Reading up by 13% Math up by 7% (2010-11) The males have declined in reading in only the past two years, however, most years have scored lower than girls on the MEAP.*

3. What are the area(s) of improvement for Student Achievement Sub Group Analysis Data (i.e. race, gender, migrant, homeless, LEP, special needs, and economically disadvantaged)? What are the possible action(s) that can be taken to address the areas for improvement?

*Our African American, economically disadvantaged males who consistently score lower. (2010-11) Our African American, economically disadvantaged males continue to have low scores.*

## Students with Disabilities

1. What grade levels, subject areas, or disability groups had significant changes in their MEAP/MI-Access performance over the past 5 years?

*3rd Grade MEAP READING has decreased dramatically in the past 5 years from 60 % to 20% 3rd Grade MEAP Math has decreased in the last five years, but has held steady at the 10% range. 4th Grade MEAP READING-- had less than 10 students.*

2. 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.)?

*Students with disabilities are tracked through the child study process and given Title 1 service and At Risk para pro services if the need is determined at the intervention team meeting.*

## Limited English Proficient

1. How is each of the LEP group demographics achieving in comparison to the school aggregate?

N/A

2. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?

N/A

3. What are the area(s) for improvement for LEP group demographics data?

N/A

4. What has the school staff determined to be the leading cause(s) for the gap in performance?

N/A

## Extended Learning Opportunities

1. What percentages of students participate in Extended Learning Opportunities?

*Twenty students will be targeted for Title 1 at each level K-3 1 hr, days a week for 5 weeks. This will include literacy and numeracy by Title 1. (2010-11) Extended Learning Opportunities 2011-12: Brainboost: 45% of Kindergarten and First Graders Power Hour: 21% of First, Second, and Third Graders Choir: 51% of Second and Third Graders EDU: 18% of Kindergarten through Third Graders*

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

*Annual Parent Meetings, Title 1 and District Website, Classroom/office newsletters, marquees, and emails, automated calling systems. (2010-11) Same as above. (2011-12)*

## Staff Demographics

1. What is the total number of teachers in your school? 22
2. Indicate how many teachers have been teaching 0-3 years. 3
3. Indicate how many teachers have been teaching 4-8 years. 3
4. Indicate how many teachers have been teaching 9-15 years. 6
5. Indicate how many teachers have been teaching >15 years. 10
6. Indicate the total number of days for teacher absences the past school year. 397
7. Indicate how many teachers had a sub-teacher the past year for 0 – 3 days. 0
8. Indicate how many teachers had a sub-teacher the past year for 4 – 5 days. 3
9. Indicate how many teachers had a sub-teacher the past year for 6 – 10 days. 5
10. Indicate how many teachers had a sub-teacher the past year for > 10 days. 15

## Perception Data

### Students

1. What are the perceptions of students regarding the quality of the instructional program?

*We asked about perceptions of 2 second grade classes and 2 third grade classes during Character in Action class. 2010-11 2011-12 2nd Grade Help Class- I learn alot at Beacon School. 100% yes*

2. What are the perceptions of students regarding support for student learning?

*I asked asked the question "Do you think we are helping you learn?" YES. I also asked "Do you think teachers are helping you learn, how would I know?" I read better. I can multiply. I know character. 2010 2011-12 I get help from teachers when I am having trouble. 94% yes*

3. What are the perceptions of students regarding school climate?

*I asked the question "Does doing things the "Beacon way" help all kids in schools?" YES How would I know? We don't get in trouble. Are families don't get mad at us. 2010-11 2011-12 I asked do your classmates "hold Beacon Up?" 67% YES I asked do you feel safe? 97% yes*

4. What are the perceptions of students regarding student/school relationships?

*How many of you have friends at Beacon? YES Majority. Do your teachers like you, how would I know?" They help us learn. They tell us. 2010 2011-12 "I have friends at Beacon." 93% YES "My teacher likes me." 93% YES*

5. What are the areas of strength identified from the students perception data?

*The culture is positive. 2010 2011-12 The children feel like they are learning and feel safe.*

6. What are the areas of improvement identified from the students perception data, and how might this be addressed?

*Keeping children safe and feeling like they have friends. 2010-11 2011-12 Over 33% of the students feel that their classmates do not HOLD BEACON UP, and included these insights. "They know what to do, but they don't do it."*

### Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?

*99.7% of parents surveyed are staisfied with the overall academic progress of their students. (2010-11) 93% of parents are satisfied with Math instruction. 93% of parents are satisfied with Writing instruction. 91% of parents are satisfied with Reading instruction.*

2. What are the perceptions of parents/guardians regarding support for student learning?

*100% of parents surveyed feel their children get individual help when needed.(2010) 96% of our parents surveyed feel their children get individual help when needed. (2011)*

3. What are the perceptions of parents/guardians regarding school climate?

*Parents surveyed believe Beacon friendly, safe, welcoming place where children show respect for each other. (2010)(2011)*

4. What are the perceptions of parents/guardians regarding parent/school relationships?

*Parents surveyed overwhelmingly agree that they can easily speak with their child's teachers and administrator.(2010 and 2011)*

5. What are the perceptions of parents/guardians regarding resource management?

*Parents have expressed the need for after school support and parent training to help support learning at home.(2010) Parents have expressed a desire for incentives to get more parent involvement and provide parent groups to support each other. (T1- 2011)*

6. What are the areas of strength identified from the parents/guardians perception data?

*Parents surveyed overwhelmingly expressed their satisfaction with Beacon in all areas.(2010 and 2011)*

7. What are the areas of improvement identified from the parents/guardians perception data, and how might this be addressed?

*Parents surveyed expressed a need for after school enrichment and intervention programs.(2010) Parents surveyed in Title 1 -- expressed a need for maximum parent involvement and participation in all school functions and continued improvement with interest based after school programming--chess, cheerleading, dance, science olympiad (2011)*

#### **Teachers/Staff**

1. What are the perceptions of teachers/staff regarding the quality of the instructional program?

*Teachers surveyed expressed a need for math and science curricular materials to meet the needs of the revised GLCEs. Also a need for time to review and realign the pacing guides.(10-11) Teachers expressed a need for organization of leveled books for Science and Social studies and manipulatives for Math and Science.(11-12)*

2. What are the perceptions of teachers/staff regarding support for student learning?

*Teachers surveyed expressed a need for support for differentiation since the levels for each grade level become more varied. (10-11) Teachers are overwhelmingly positive regarding the support students receive from programs at Beacon, but are concerned about the curriculum. (11-12)*

3. What are the perceptions of teachers/staff regarding school climate?

*Teachers surveyed expressed a decrease in respect from stakeholders. They also expressed a concern regarding the amount of time and effort needed to teach prosocial skills on top of the curricular expectations. (10-11) There is even a more significant drop in respect and also safety. (11-12)*

4. What are the perceptions of teachers/staff regarding school organization and administration?

*Teachers surveyed expressed a need for systematic processes that will ensure programs are utilized, compliant and sustained at a high level as the staff changes. (10-11) Teachers are very comfortable talking with administration and still acknowledge some weakness with organization. (11-12)*

5. What are the areas of strength identified from the teachers/staff perception data?

*Teachers surveyed expressed strengths to be strong building administration, dedicated, experienced teachers and strong support staff. Technology and character education through our HELP class is also a strength. (10-11) Teachers surveyed expressed strengths to be strong building administration, a good place for children to learn. (11-12)*

6. What are the areas of improvement identified from the teachers/staff perception data, and how might this be addressed?

*Focused PD time that continues and spirals. Increased parent involvement and training. (10-11) Safety, respect of students and parent involvement. We are aware and developing safety issues to maintain safety of children and staff. Parent incentives will be added to our parent programs. We will continue to use Character in Action incentives for respect. (11-12)*

## **Community**

1. What are the perceptions of the community regarding the quality of the instructional program?

*Community survey indicates curriculum and instructional materials are essential and highly valued in our district.*

2. What are the perceptions of the community regarding support for student learning?

*Community survey indicates a disparity between programs and instructional leadership between the elementary and middle/high school.*

3. What are the perceptions of the community regarding school climate?

*Community survey indicates a disparity in school climates. As students transition from buildings (k-3) (4-6) (7-12) parents use this opportunity to make changes in their students educational settings.*

4. What are the perceptions of the community regarding community/school relationships?

*Community survey indicates the greater the grade level the less parental involvement.*

5. What are the perceptions of the community regarding resource management?

*Community survey indicates a need for more student learning support and parent training.*

6. What are the areas of strength identified from the community perception data?

*Community survey indicates facility management and new high school as well as the technology that is available to our students.*

7. What are the areas of improvement identified from the community perception data, and how might this be addressed?

*Community survey indicates low student achievement as a major concern. Due to our size course selection at the HS level is limited.*



## Parent and Community Involvement

1. What types of parent/community participation/engagement are in place that encourage two way communications, actively involve parents/community in the decision making at the building, and actively involve parents/community in student learning?

*Open House, Parent Teacher Conferences, Weekly Bulletins, email availability, Monthly Parent Organization Meetings, Parent Surveys (2011-12) Add to above: Parent Volunteer Opportunities such as field trips, carnivals, classroom helpers, and Fun Run.*

2. What are the areas of improvement for parent/community participation and engagement? What are the possible action(s) that can be taken to address the factors identified?

*Parent Training for support in student achievement (2010-11) (2011-12) Add incentives such as "Dress Down Coupons" for parent involvement.*

## Health and Safety (Grades 7, 9, and 11) - MiPHY Only

1. How does your school use the MiPHY online survey health risk behavior results to improve student learning?

N/A

2. How does your school use the MiPHY results along with other school-reported data to help make data-driven decisions?

N/A

# School Data Analysis

## 1. Strengths

*READING: There is no significant difference between economically disadvantage and non in MEAP. Our IRI over time in 3rd grade has increased by 4% in four years. Our students in Title 1 increased 4 IRI levels in their grade levels. Math: Economically disadvantage are scoring higher than non in third grade. In fourth grade there was a 1.9% increase in all students. Male subgroup improved by 7% Early succes skills inventories baseline data is being collected the spring of 2011. K-1 noted steady increase from developing to proficient from quarter to quarter.*

## 2. Challenges

*Reading challenges- Our 2011 MEAP scores have decreased the past two years in all subgroups.3rd Grade MEAP is 11% lower than state and 9% lower than reading. Our Males are underperforming on 2011 MEAP and IRI data-- 68% of our females were at IRI gr level whereas 47% of our males were at grade level. 58% Students in 1-3 are at grade level according to IRI. Attendance has curtailed progress in our extended learning strategies and in school. 48% of our students have missed 10 or more days of school In March using Essential Skill data 21% of our K were preemergent. 22% of first graders were also below grade level in March. Weakness in comprehension, nonfiction comprehension and phonics in 2nd and thrid grade are our curriculur challenges. The 2010 MEAP shows that in both third and fourth grades we have a 7% and 5% gap in narrative text : inference. MEAP 3rd Grade Reading was 83%, a 14% decline from prior year. Word study 4th grade is 11% below state in context clues, vocabulary which we believe may be a result of lack of exposure and interaction with adults outside the school day. We were lower in State averages in Reading. 17.3% did not meet and in state 13.2 did not meet proficiency. MATH: Signigicant decline in Students with disability scores from 2009 to 2011 on MEAP. 3rd Grade MEAP down 15% from prior year. Subgroup male gap continues to widen. 4th grade 4% decline from prior year. We are 23% lower than the state average proficiency and 14% lower than ISD. Writing - only 18% were proficient scores were 27% lower than the state average. (last year 20% lower) Our narrative mean score was 1.4 and Informational mean score was 1.3. 15 of the 65 students were off topic.(23%)*