School Data Profile/Analysis

School Year: 2011
School District: Cedar Springs Public Schools
School Name: R1TS
Principal: Mr. Dave Schlump
Building Code: 09743
School Data Profile/Analysis

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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:

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

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 and 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

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

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?
The needs of students with disabilities should be addressed. The needs of the economically disadvantaged students should be addressed.

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?
Programming needs to be reassessed to meet the needs of students, industry, and work based learning training sites. In addition, the district may need to focus on opportunities for parents to become more involved in their child's schooling. Lastly, we would like to focus fiscal resources on supporting at-risk students.
Full Academic Year (FAY) and Attendance

1. What are the areas of challenge based on the attendance data?
   The needs of the at-risk students are our area of challenge. Daily attendance is an area in which we will investigate further.

2. What has the staff/school determined to be the leading cause(s) for the challenge(s)?
   Staff has worked hard with local school districts including Student Support Team Meetings (PLC) with students, parents, and local districts involved.
Grade Level Achievement

1. List any other data source or assessments utilized to measure student achievement.
   
   CSPS RITS uses _____________ to assess student growth over the course of the school year.

2. How has student achievement changed over the last 5 years?
   
   Keytrain has been administered for the last ___ years. 2009-2010 school year: went from 11% of Student Population testing at Certificate Level (Pre-test results) to 80% of Student Population testing at Certificate Level 2010-2011 school year: went from 15% of Student Population testing at Certificate Level (Pre-test results) to 85% of Student Population testing at Certificate Level 2011-2012 school year: went from 10% of Student Population testing at Certificate Level (Pre-test results) to 86% of Student Population testing at Certificate Level

3. What actions were taken that led to improved student achievement?
   
   More time was spent with students on days where they typically were not working on Keytrain. There was significant one-on-one work to help students.

4. What are the possible actions that can be taken to address the areas of decline?
   
   There was not any decline, however the goal for 2012-2013 is to have students focus on areas of deficit, with specific lessons focusing on areas where most students seem to struggle.

5. What are the possible action(s) that can be taken to address the factors identified?
   
   Continue to look at areas that prevent students from achieving certificate level and work to improve those.

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?
   
   We look to increase the amount of time spent on life skills and workforce development through a restructuring of how we offer this programming.

7. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?
   
   not applicable
Sub Group Achievement

1. What has the school staff determined to be the contributing cause(s) for the gaps?
   *We have not been able to determine this information. We will work to accurately track this information going forward*

2. What trends have been identified when looking at the 5 years of state assessment data?
   *not applicable*

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?
   *not applicable*
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?
   not applicable

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.)?
   not applicable
Limited English Proficient

1. How is each of the LEP group demographics achieving in comparison to the school aggregate?
not applicable

2. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
not applicable

3. What are the area(s) for improvement for LEP group demographics data?
not applicable

4. What has the school staff determined to be the leading cause(s) for the gap in performance?
not applicable
Extended Learning Opportunities

1. What percentages of students participate in Extended Learning Opportunities?
   *not applicable*

2. What is the school doing to inform students and parents of Extended Learning Opportunities?
   *not applicable*
Staff Demographics

1. What is the total number of teachers in your school? 2

2. Indicate how many teachers have been teaching 0-3 years. 0

3. Indicate how many teachers have been teaching 4-8 years. 0

4. Indicate how many teachers have been teaching 9-15 years. 2

5. Indicate how many teachers have been teaching >15 years. 0

6. Indicate the total number of days for teacher absences the past school year. 4

7. Indicate how many teachers had a sub-teacher the past year for 0 – 3 days. 2

8. Indicate how many teachers had a sub-teacher the past year for 4 – 5 days. 0

9. Indicate how many teachers had a sub-teacher the past year for 6 – 10 days. 0

10. Indicate how many teachers had a sub-teacher the past year for > 10 days. 0
Perception Data

Students

1. What are the perceptions of students regarding the quality of the instructional program?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

2. What are the perceptions of students regarding support for student learning?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

3. What are the perceptions of students regarding school climate?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

4. What are the perceptions of students regarding student/school relationships?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

5. What are the areas of strength identified from the students perception data?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

6. What are the areas of improvement identified from the students perception data, and how might this be addressed?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

2. What are the perceptions of parents/guardians regarding support for student learning?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

3. What are the perceptions of parents/guardians regarding school climate?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

4. What are the perceptions of parents/guardians regarding parent/school relationships?
   Data has not been collected in a useable format in the past. However, a process for data collection and analyzing...
5. What are the perceptions of parents/guardians regarding resource management?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

6. What are the areas of strength identified from the parents/guardians perception data?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

7. What are the areas of improvement identified from the parents/guardians perception data, and how might this be addressed?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

**Teachers/Staff**

1. What are the perceptions of teachers/staff regarding the quality of the instructional program?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

2. What are the perceptions of teachers/staff regarding support for student learning?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

3. What are the perceptions of teachers/staff regarding school climate?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

4. What are the perceptions of teachers/staff regarding school organization and administration?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

5. What are the areas of strength identified from the teachers/staff perception data?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

6. What are the areas of improvement identified from the teachers/staff perception data, and how might this be addressed?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.

**Community**

1. What are the perceptions of the community regarding the quality of the instructional program?
Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.
2. What are the perceptions of the community regarding support for student learning?
*Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.*

3. What are the perceptions of the community regarding school climate?
*Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.*

4. What are the perceptions of the community regarding community/school relationships?
*Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.*

5. What are the perceptions of the community regarding resource management?
*Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.*

6. What are the areas of strength identified from the community perception data?
*Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.*

7. What are the areas of improvement identified from the community perception data, and how might this be addressed?
*Data has not been collected in a useable format in the past. However, a process for data collection and analyzing will be in place for the 2012-13 year.*
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?

Currently the connections with parents that also allow their input are open houses that occur in the fall and spring, and orientations for new students which occur in August before school begins. Teaching staff stays in close contact with the community workforce to ensure student are having success in their workforce placement.

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?

The challenge we face at CSPS RITS is our work with a variety of school districts as well as private, charter, and home schools. Often parents must travel a great distance to get to RITS so that is a barrier. We can continue all of the things we are currently doing, and could look for ways to get parents to "advise" us or participate in some of the year-end awards ceremonies. We could also survey parents and ask how they would like to be involved.
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? not applicable

2. How does your school use the MiPHY results along with other school-reported data to help make data-driven decisions? not applicable
School Data Analysis

1. Strengths
The CSPS RITS staff truly cares about the success of students. Students feel supported and cared for. Staff believe in what they do and it shows. CSPS RITS is a safe environment and students feel comfortable learning in a hands-on environment both on our campus and throughout their work placements.

2. Challenges
CSPS RITS must continue to work on creating a more strategic focus on working with adults with disabilities and workforce development which will in turn continue to improve the achievement for students. It is also important for all assessments to be understood in terms of demographics and sub group performance. Parents and students need to be engaged to a greater degree.