



School Data Analysis

Branch Line School

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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.

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Student Enrollment Data

How do student enrollment trends affect staffing?

Branch Line is committed to keeping our enrollment low. When a classroom exceeds 20 students a new teacher is hired.

How do student enrollment trends affect staff recruitment?

For a school in its first year it is important that we watch our budget closely. As we reach our capacity for the year we do not continue to recruit staff.

How do student enrollment trends affect budget?

Our budget is directly based on our student enrollment trends. Since this is our first year of operation an original budget was created based on enrollment projections. The budget had to be redone twice during the year to account for actual enrollment.

How do student enrollment trends affect resource allocations?

Yes, student enrollment trends directly affect resource allocations. We are very careful to budget based on projected enrollment numbers and then reassess with actual student enrollment numbers.

How do student enrollment trends affect facility planning and maintenance?

Since our budget is solely based on student enrollment trends it affects the facility planning and maintenance of the school. We are very careful to watch our budget closely and be sure that we are being fiscally responsible.

How do student enrollment trends affect parent/guardian involvement?

This year we have seen that as student enrollment has declined the parent/guardian involvement has increase. Parents have really wanted to help the school and are very dedicated.

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

Student enrollment trends have not affected professional learning for teachers. We are committed to training our staff to prepare the leaders of tomorrow. Public relations has been very positive this year. We have doubled our enrollment for the 2014-15 school year.

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

The challenges we have faced this year on student enrollment data is that it directly affects the budget. We have had to revisit the budget twice this year to make sure we have accounted for the loss in student funding due to a decline in enrollment after we closed the window for enrollment.

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

For the 2014-15 school year we have adjusted our budget from the start. We have been proactive and planned for a number smaller than our projected enrollment. We have also increased marketing for the school to be sure that we are building our enrollment.

What are the challenges you noticed based on student attendance?

This year our student attendance was very consistent. We have not seen any challenges at this time.

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

We are being proactive and will be communicating to families right from the start of school the importance of coming to school each day. It is very important that parents understand that learning that is lost just from missing one day of school.

Student Achievement Data for All Students

This area includes data questions.

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

The highest levels of student achievement this year came in the area of Reading and Science.

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

Reading shows a positive trend in performance.

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

We currently do not have a content area that is above the state targets of performance.

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

The top 30% percent of students in grades 3-8 scored proficient or above in all areas of the MEAP. The top 30% percent of students in grades K-2 were benchmarked reading significantly above grade level (1-2 grades).

What factors or causes contributed to improved student achievement?

During the last 10 weeks of school we moved from a student lead learning environment to a combination of direct instruction and teacher facilitated learning environment making sure to differentiate learning. The introduction of direct instruction and teacher facilitated learning lead to an increase in student retention and achievement.

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

We benchmarked students reading levels and gave the winter MAPS testing prior to the change in the instructional program. Students reading levels jumped at least two levels for each student and 85% of students MAPS testing stayed the same or increased.

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

Our lowest levels of student achievement was in the area of Math.

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

Math also showed a negative trend in achievement.

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

Math is slightly below the state target of performance.

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

The students in the bottom 30% in each content area are reading below grade level and do not have consistent attendance.

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

The major factor that contributed to the decline in student achievement was the daily schedule. Math was not consistently taught five days a week. This is already changed for the 2014-15 school year. Math will be taught on a daily basis.

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

We know this factor had a negative impact on student achievement because we saw a drop in some MAPs scores as well as the year end assessments.

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

Math needs to be taught five days a week. The students need to be group according to ability level and direct instruction needs to occur with new content. Differentiation is very important and needs to be implemented.

Subgroup Student Achievement

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

Response:

- None

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

Response:

- None

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

We do not have a subgroup that has the achievement gap closing.

How do you know the achievement gap is closing?*

N/A

What other data support the findings?

N/A

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

N/A

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

N/A

What actions could be taken to continue this positive trend?

N/A

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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?*

We do not have a subgroup that the achievement gap is greater.

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

N/A

What other data support the findings?*

N/A

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

N/A

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

N/A

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

N/A

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

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We do not have any ELL students.

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.)?

Our school currently does not receive Title 1 funding. With our small class sizes of 20 students and the availability of Teacher Aids we are able to have additional time to provide students with disabilities one on one interventions.

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

This year we have developed a Student Study Team. This team looks at students who are having difficulty and are 'at risk of failing'. The team relies on data from teachers. When teachers have concerns for a student they are able to bring them to the SST team so the team can discuss how to better support the student.

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

We currently do not have extended learning opportunities.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

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

We do not currently have Extended Learning Opportunities.

Label	Question	Value
	What is the total FTE count of teachers in your school?	4.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

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

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	2.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

What impact might this data have on student achievement?

Our teaching staff has a variety of years of experience. This experience allows us to support one another to positively impact student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	1.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	20.0

What impact might this data have on student achievement?

Teachers being out of the classroom can have a negative impact on student achievement if there is a gap in instruction. We have worked with our teachers on how they should provide lesson plans for their substitutes to ensure that the instruction is continued even though the teacher is not in the classroom.

Perception Data - Students

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

Students really like being able to present their findings from their project based learning investigations.

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

The more support that teachers were able to give students there seemed to be an increase in student satisfaction.

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

Students were very frustrated with the amount of interruptions they had throughout their day.

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

Students made many comments regarding issues that circled around classroom management strategies.

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

This year our classroom management strategies were very loose. This had a negative impact on student motivation and engagement in the classroom.

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

The teaching staff and Cultural Lead are spending the summer working on a very clear classroom management plan for the 2014-15 school year. All students and staff will clearly understand the expectations at Branch Line School.

Perception Data – Parents/Guardians

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

Parents were very happy with the amount of positive attention their child received and the fact that they were respected as an individual.

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

The area of teacher support showed a trend toward increasing parents/guardian satisfaction.

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

Parents had a low level of satisfaction with mathematics instruction.

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

Mathematics instruction showed a trend towards decreasing parents/guardian satisfaction.

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

Students did not bring home a lot of math work that was completed in school. Since math was not taught daily parents were concerned that they were not seeing work come home and knew it was not being taught daily. They were concerned about the impact this would have on their child.

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

Teachers will be teaching math on a daily basis during the 2014-15 school year. Direct instruction will also occur for all new concepts and with those students who are lacking skills.

Perception Data – Teachers/Staff

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

The teachers were very satisfied with the level of collaboration among the K-8 teaching staff.

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

In April we started to have biweekly lunch curriculum meetings. The teachers loved getting together to collaborate on curriculum.

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

Teachers were dissatisfied with the lack of classroom management strategies that they were permitted to implement in their classroom.

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

As the school year progressed student behavior became more difficult. It was clear that decisions need to be made on what classroom management strategies are appropriate at Branch Line School.

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

Teachers are looking for more direction from the leadership staff on classroom management and instruction in their classrooms.

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.

Decisions about curriculum, instruction and assessment are made by the co-leadership team. Input from stakeholders is extremely important to the leadership team. The leadership team seeks out new ideas from teachers and parents as well as concerns regarding the current program.

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

Branch Line School is in its first year of operation. As a Project Based Learning school that has dedicated itself to developing a unique curriculum evidence was limited this year as to what standards were being implemented. For the 2014-15 school year extensive lesson plans will be created and turned in monthly for review by the leadership team.