



**NMTEACH**

**SCHOOL DATA PROFILE—  
ESTABLISHING A CONTEXT  
FOR LEARNING**

**GILA ELEMENTARY**

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT**

**SCHOOL YEAR 2015-2016**

## Preparing for the Meeting with Your Principal Mentee

1. What do the school and district data tell you?

2. What other data would you recommend your mentee gather and review?

3. As you review the provided work samples from your mentee, what strengths will you celebrate with your mentee? How can you build in the positive aspects of your mentee's work into your initial meeting?

4. As you review the provided work samples, what has your mentee missed? Your mentee is struggling to complete the resources that he/she wants to use with staff. What suggestions will you give to assist your mentee in finalizing these products? What samples can you bring to show what you have used with your staff?

5. Review your mentee's progress on the 5 Why's data analysis. Your superintendent has asked your mentee to complete a data review, and your mentee has selected the 5 Why's strategy. How can you add to the resource to help clarify the process for your mentee? What other data review strategy would you suggest to your mentee?

6. Review your mentee's draft principal's syllabus and 90 day plan for math. What suggestions would you make to ensure that the two resources are connected? What strategies do you use to communicate priorities or school improvement goals with your faculty throughout the year? How will you guide your mentee to maintain focus with his/her staff?

7. What suggestions will you give to your mentee to engage teachers in the review of data and the creation of plans to support improvement?

8. Identify talking points for your meeting with your principal mentee.

Strengths:	Suggestions:

# Gila Municipal School District

## General Info and History

The Gila Municipal School District's attendance area covers just over 1,000 square miles in New Mexico. Twelve hundred and ten students attend our three schools – Gila Elementary, Gila Middle and Gila High; just about one-third of our students are Anglo, one-third Hispanic and one-third are Native American. All schools are accredited by the State of New Mexico.

A great area to live and raise a family, the Gila Municipal School District is located close to the state's largest city, Albuquerque, yet far enough away to have plenty of open space to hike, camp and fish. Reservoirs, rivers, wilderness areas, national parks, and millions of acres of forest provide limitless opportunities for recreation.

The school district is surrounded by mountain ranges although the local terrain is primarily rolling plateaus and mesas. The average rainfall is 5 inches yearly with a mild average annual temperature of 51 degrees and low humidity.

The people in the area are a diverse group that share common values of church, family, independence, and advocate for excellence in education.

Quality Education is a priority of our district schools and we offer an excellent, highly academic environment. Over 44% of the graduating seniors receive scholarships for post-secondary study. Class sizes in grades K-3 average 19 students. Full counseling and nursing services are available in each school.

Starting salaries for teachers is \$33,927 and fringe benefits include health, vision, dental and life insurance and a state retirement plan.

## Vision, Mission and Core Values

**Vision** – To educate our students to be responsible, productive members of a culturally diverse world.

**Mission** – To provide a quality learning community focused on the unique needs and goals of our students.

### Core Values

- Educational excellence and achievement
- Cultural diversity
- Dignity and respect
- Education as a shared community responsibility
- Safe and equitable environment
- Accountability

## Gila Elementary School

### Overview

- Gila Elementary School (GES) has grades PreK-5 and approximately 400 students. There are 21.5 highly qualified teachers at GES.
- The school colors are Green and Blue and the mascot is the Black Bear Cub.
- GES is a Title I school and breakfast in the classroom and lunch is served to all students.
- Three Afterschool Clubs are offered at GES – Health and Fitness Club, Book Club and Viva La Música Club.

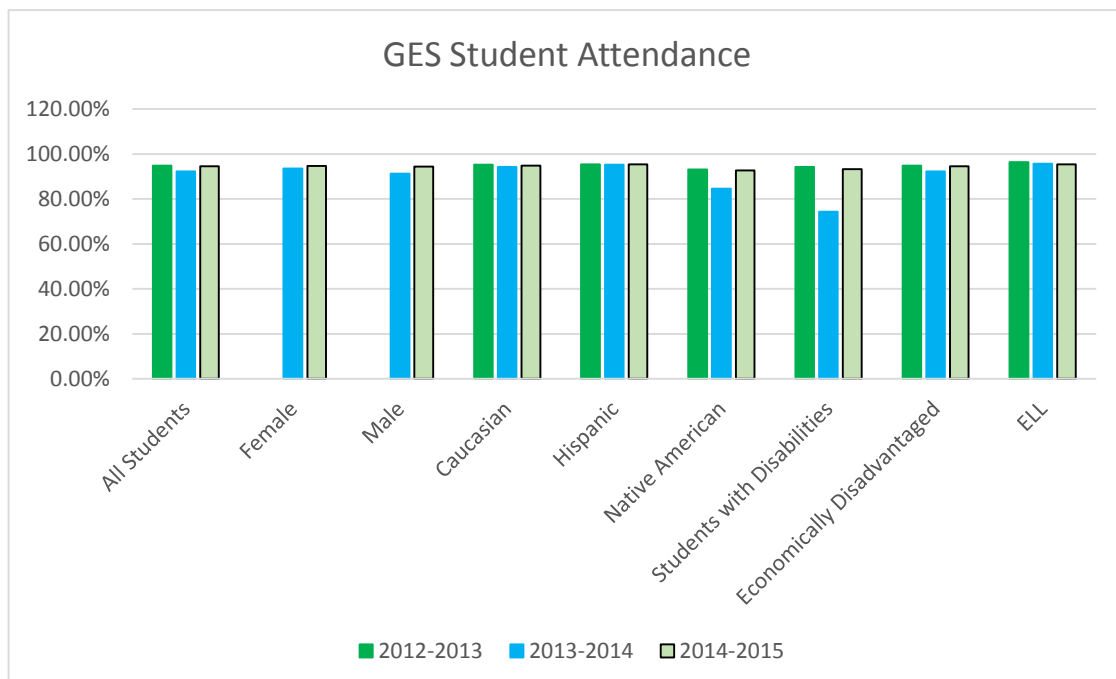
### Data

Percent of Families with Elementary School Students Living in Poverty

2015	30.90%
2014	31.40%
2013	33.33%

Student Attendance

	2012-2013	2013-2014	2014-2015
All Students	94.8%	92.3%	94.50%
Female	n/a	93.5%	94.7%
Male	n/a	91.2%	94.4%
Caucasian	95.2%	94.2%	94.8%
Hispanic	95.4%	95.3%	95.4%
Native American	93.1%	84.5%	92.7%
Students with Disabilities	94.2%	74.3%	93.2%
Economically Disadvantaged	94.8%	92.3%	94.5%
ELL	96.4%	95.7%	95.4%



Habitual Truancy (More Than 10 Unexcused Absences)

2015	15.18%
2014	19.32%
2013	16.25%

Teacher Absences

2015	370
2014	445
2013	407

**Student Achievement Data – Please See School Report Cards**



# School Grade Report Card 2014

Certified

## Final Grade

# D

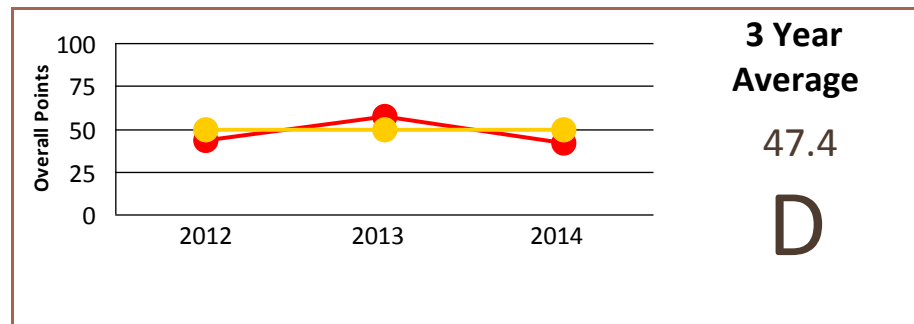
## Gila Elementary

District: Gila Municipal Schools  
Grade Range: PK - 05 Code: 12345

This School ■  
Statewide C Benchmark ■

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	5.29	40
<b>School Growth</b> In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?		D	4.11	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		D	5.28	20
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		C	15.00	20
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	8.70	10
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			3.43	5

**Total Points**



Final School Grade	
75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

**41.81**

## Details of Each Grade Indicator

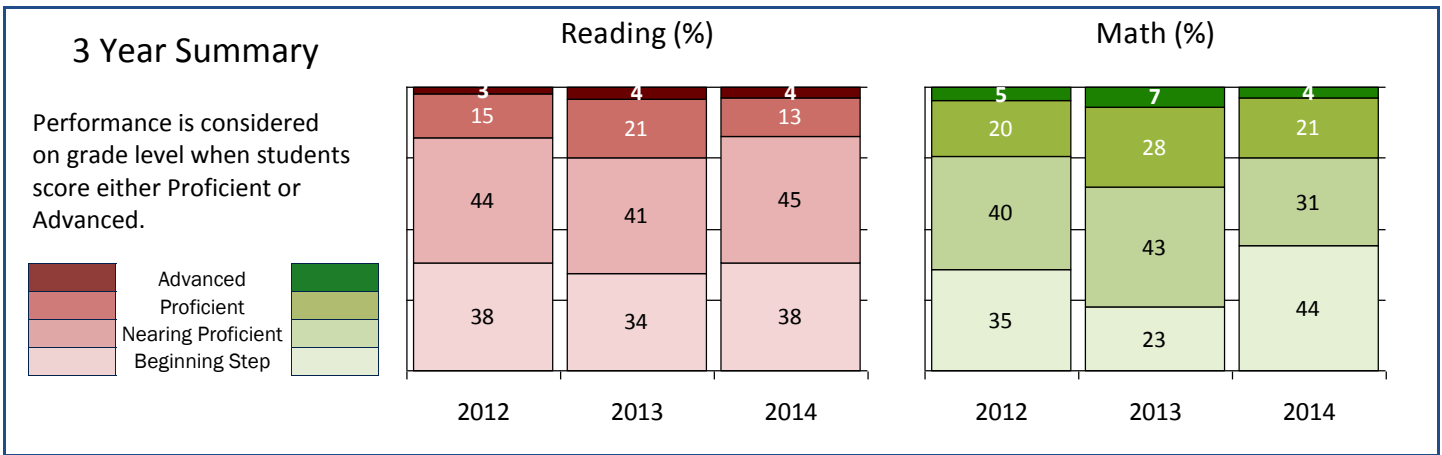
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<b>Reading</b>												
Proficient and Advanced (%)	17.3	21.0	13.3	-	-	38.5	-	14.7	16.8	22.7	8.1	27.3
Proficient and Advanced (Pts)	2.16											
Value Added Model (Pts)	0.00											
<b>Math</b>												
Proficient and Advanced (%)	25.0	29.6	20.0	-	-	38.5	-	22.1	24.5	22.7	14.9	72.7
Proficient and Advanced (Pts)	3.13											
Value Added Model (Pts)	0.00											





## School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

Difference from Expected Growth (SS Points)	<b>Reading</b>	<b>Math</b>
	0.045	-1.048
	2.71	1.40

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

## Student Growth

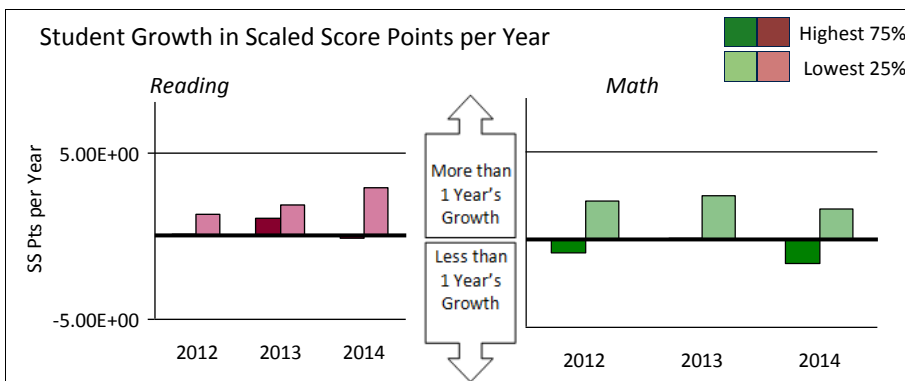
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	All Students	Gender				Race / Ethnicity								Econ Disadv	Students with Disabilities	English Language Learners	Redesignated English Proficient						
		Female		Male		White	African American	Hispanic	Asian	Am Indian	Range	Range	Range					Range	Range	Range	Range		
		Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range					Range	Range	Range			
<b>Reading Growth</b>																							
Highest 75% (SS/Yr)	-0.2	-2.2	2.1	-2.5	1.8	-	-	-	-	-2.2	2.1	-	-	-2.4	1.9	-2.4	1.9	-2.9	1.4	-2.5	1.8	-2.1	2.2
Highest 75% (Pts)	4.34																						
Lowest 25% (SS/Yr)	2.9	.6	4.9	.7	5.0	-	-	-	-	-	-	-	-	.6	4.9	.7	5.0	.5	4.8	.6	4.9	-	-
Lowest 25% (Pts)	8.37																						
<b>Math Growth</b>																							
Highest 75% (SS/Yr)	-1.4	-3.3	.8	-3.5	.6	-	-	-	-	-3.1	1.0	-	-	-3.5	.6	-3.4	.7	-3.7	.4	-3.6	.5	-2.7	1.4
Highest 75% (Pts)	0.94																						
Lowest 25% (SS/Yr)	1.8	-1.7	2.4	-1.7	2.5	-	-	-	-	-	-	-	-	-1.7	2.4	-1.7	2.4	-	-	-1.6	2.5	-	-
Lowest 25% (Pts)	6.63																						



### Remaining Gap Between Highest and Lowest Performing Students in 2014

#### Scaled Score Differences

Reading 12.0

Math 15.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year

Reading +1.7 per year

**Opportunity to Learn (OTL)**

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	93.7	93.5	93.9	92.4	-	91.6	-	93.9	93.7	93.6	93.8	96.4
OTL Attendance (Points)	4.93											
OTL Survey (Average Total Score)	34.0	33.6	34.3	-	-	33.7	-	33.8	34.0	34.0	33.1	37.1
OTL Survey (Points)	3.77											

<i>OTL Survey Questions</i>	The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.											
1. My teacher introduces a new lesson by reminding us of things we already know.	3.4	3.4	3.5	-	-	3.5	-	3.4	3.4	3.4	3.5	3.9
2. My teacher explains why what we are learning is important.	3.7	3.6	3.8	-	-	3.5	-	3.7	3.7	4.2	3.5	4.2
3. My teacher explains how learning each lesson will help us in the future.	3.1	2.9	3.3	-	-	3.6	-	3.0	3.1	3.4	2.9	3.8
4. Everybody gets a chance to answer questions.	3.1	3.1	3.0	-	-	3.2	-	3.0	3.1	2.6	3.1	3.7
5. My teacher wants me to explain my answers.	3.7	3.8	3.7	-	-	3.7	-	3.7	3.8	3.2	3.6	4.5
6. My teacher explains things in different ways so everyone can understand.	3.5	3.6	3.4	-	-	3.5	-	3.5	3.5	3.5	3.5	3.2
7. My teacher helps me when I do not understand.	3.2	3.3	3.2	-	-	3.2	-	3.2	3.2	3.2	2.9	4.4
8. I use different materials and tools to help me practice what I am learning.	2.8	2.6	3.0	-	-	2.8	-	2.7	2.8	3.3	2.8	2.5
9. My teacher makes sure I understand.	4.2	4.3	4.1	-	-	3.9	-	4.2	4.2	3.7	3.9	4.7
10. My teacher takes the time to summarize what we learn each day.	3.4	3.4	3.5	-	-	3.5	-	3.4	3.4	3.5	3.5	2.1

Color Key:   
 4 or 5, Rated High   
 2 or 3, Rated Mid   
 0 or 1, Rated Low

**Bonus Points**

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
  Parental Engagement
  Extracurricular Activities
  Truancy Improvement

**Participation**

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	>98.0	>98.0	>98.0	-	-	>98.0	-	>98.0	>98.0	>98.0	>98.0	-
Math (%)	>98.0	>98.0	>98.0	-	-	>98.0	-	>98.0	>98.0	>98.0	>98.0	-

# Supplemental Information

## Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	47.3		14.6		95.5		99.4		21.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	34	( 46 )	43	( 47 )	44	( 46 )	11	( 14 )	45	( 46 )	36	( 46 )
School Growth	16	( 46 )	9	( 47 )	15	( 46 )	3	( 14 )	10	( 46 )	12	( 46 )
Student Growth, Highest 75%	9	( 46 )	4	( 47 )	11	( 46 )	2	( 14 )	6	( 46 )	5	( 46 )
Student Growth, Lowest 25%	23	( 46 )	14	( 46 )	23	( 46 )	10	( 14 )	21	( 46 )	28	( 46 )
Opportunity to Learn	42	( 46 )	44	( 47 )	45	( 46 )	14	( 14 )	46	( 46 )	43	( 46 )

## School Growth Targets

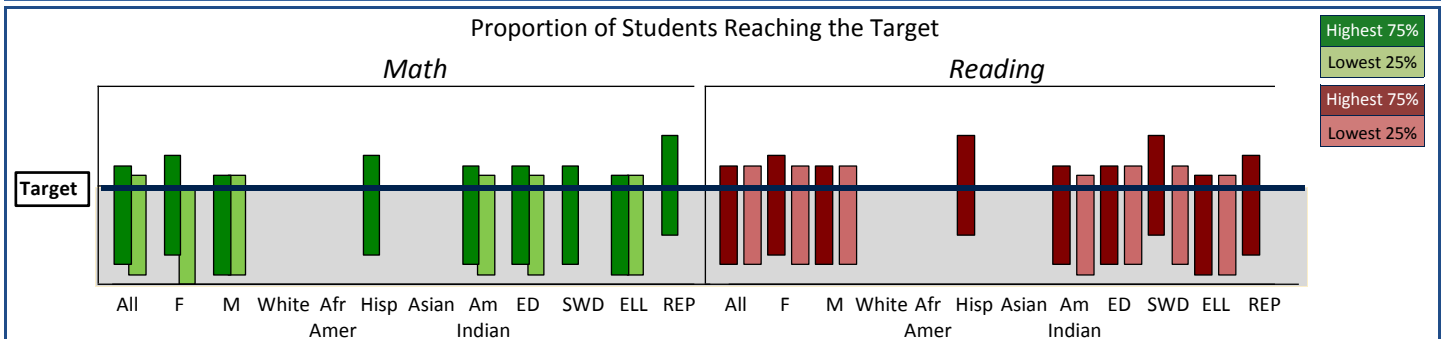
Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		All Students	Gender		Race / Ethnicity				Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient	
			F	M	White	Afr Amer	Hisp	Asian					
<b>Reading</b>	Highest 75% (%)	24.5	27.9	20.4	-	-	45.5	-	21.3	23.9	45.5	13.3	30.0
	Target 61.0%	17.4	15.0	19.2	-	-	-	-	14.3	17.4	18.2	10.3	-
<b>Math</b>	Highest 75% (%)	21.5	29.6	13.2	-	-	33.3	-	17.8	21.7	15.4	13.3	50.0
	Target 55.0%	6.1	3.7	9.1	-	-	-	-	6.5	6.1	-	6.9	-

## Graduation

For high schools graduation rates for the Cohort of 2013 are available on page 5.

Target 73.7%



## School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<i>Reading</i>	2014 (Avg SS)	30.9	32.5	29.1	-	-	35.9	-	30.0	30.8	23.9	28.1	38.0
	2013 (Avg SS)	32.5	34.3	30.7	-	-	37.8	-	31.8	32.5	24.9	29.7	39.2
	2012 (Avg SS)	30.6	31.9	29.3	-	-	37.6	-	29.3	30.6	23.7	27.0	37.8
<i>Math</i>	2014 (Avg SS)	31.4	31.7	31.0	-	-	38.0	-	30.4	31.3	26.8	28.7	42.2
	2013 (Avg SS)	35.7	36.3	35.1	-	-	41.5	-	34.7	35.7	29.7	32.8	42.4
	2012 (Avg SS)	32.9	33.2	32.6	-	-	38.8	-	31.5	32.9	24.7	28.9	40.8

## Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	>98.0	-	>98.0	-	-	-	-	>98.0	>98.0	-	>98.0	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-

## End Notes

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.



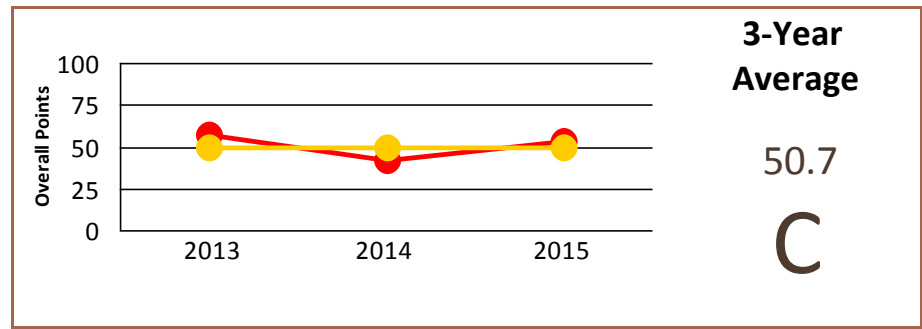
Final Grade  
**C**

**Gila Elementary**

District: Gila Municipal Schools  
Grade Range: PK - 05 Code: 12345

This School Statewide C Benchmark

	This School	Statewide C Benchmark	Grade	School Points	Possible Points
<p><b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.</p>		21.3	D	17.00	40
<p><b>School Growth</b> In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?</p>		5.8	D	3.96	10
<p><b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.</p>		7.2	B	10.65	20
<p><b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.</p>		15.3	F	7.72	20
<p><b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?</p>		7.5	B	8.94	10
<p><b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?</p>		1.6		5.00	5



Final School Grade		Total Points	
75.0 to <	100.0		A
60.0 to <	75.0		B
50.0 to <	60.0		C
37.5 to <	50.0		D
0.0 to <	37.5		F
		<b>53.27</b>	

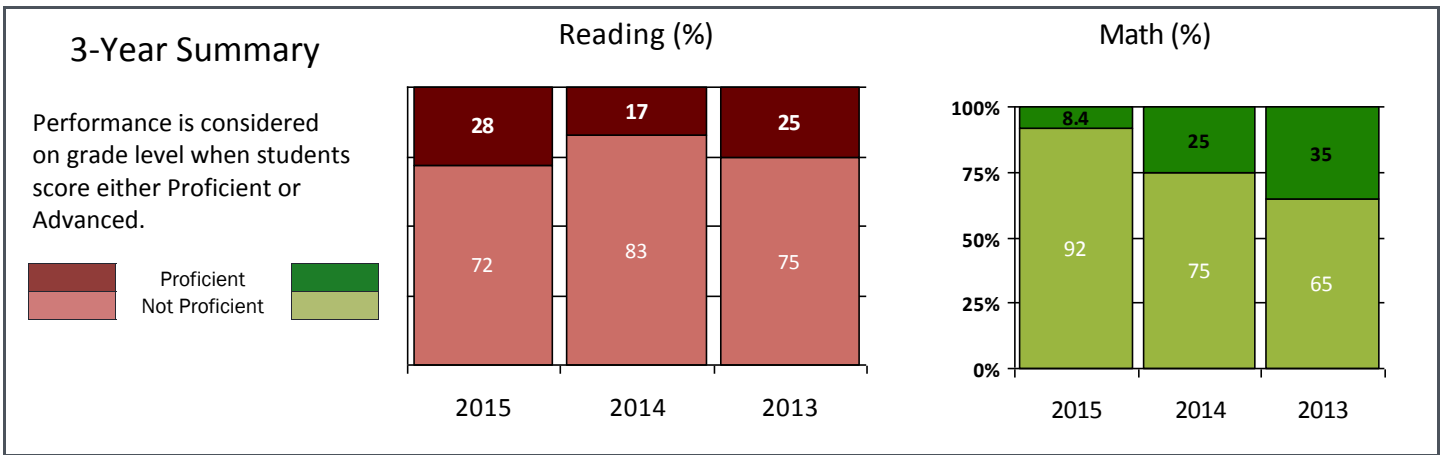
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		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	28.1	34.2	21.3	47.1		40.7		25.4	28.2	13.0	2.1
Proficient and Advanced (Pts)	2.11										
Value Added Model (Pts)	4.45										
<b>Math</b>											
Proficient and Advanced (%)	8.4	9.5	7.2	23.1		6.7		7.0	8.5	5.0	2.1
Proficient and Advanced (Pts)	0.63										
Value Added Model (Pts)	9.81										



## School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	<b>Reading</b>	<b>Math</b>
Value Added Score	-0.580	0.027
Points Earned	1.40	2.55

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

## Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<b>Reading Growth</b>											
Highest 75% (VAS)	-0.29	-0.28	-0.12	-0.72	-	0.01	-	-0.20	-0.21	0.32	-0.48
Highest 75% (Pts)	3.86										
Lowest 25% (VAS)	-0.77	-0.35	-0.47	-0.97	-	0.71	-	-0.53	-0.42	-0.37	-0.69
Lowest 25% (Pts)	2.19										
<b>Math Growth</b>											
Highest 75% (VAS)	0.47	0.12	0.05	0.02	-	0.14	-	0.08	0.08	-0.46	-0.02
Highest 75% (Pts)	6.79										
Lowest 25% (VAS)	0.13	-0.13	0.12	0.46	-	-0.36	-	0.00	-0.01	0.00	-0.09
Lowest 25% (Pts)	5.53										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	94.2	94.3	94.1	96.6	-	95.3	-	94.0	94.2	94.1	93.8
Attendance (Points)	4.96										

Survey (Average)	35.8	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.	<b>Reading</b>	NA
Survey (Points)	4.0		<b>Math</b>	NA
Count of Surveys (N)	260		<b>General</b>	35.8

## Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
- Parental Engagement
- Extracurricular Activities
- Truancy Improvement
- Other

## Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

# Supplemental Information

## Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	23.4		14.3		92.7		99.4		19.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	15	( 45 )	23	( 44 )	14	( 46 )	9	( 46 )	19	( 46 )	13	( 46 )
School Growth	26	( 45 )	33	( 44 )	21	( 46 )	19	( 46 )	26	( 46 )	26	( 46 )
Student Growth, Highest 75%	15	( 45 )	23	( 44 )	13	( 46 )	18	( 46 )	18	( 46 )	11	( 46 )
Student Growth, Lowest 25%	27	( 45 )	34	( 44 )	29	( 46 )	28	( 46 )	32	( 46 )	31	( 46 )
Opportunity to Learn	38	( 46 )	41	( 45 )	41	( 46 )	41	( 46 )	43	( 46 )	39	( 46 )

## School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Growth Lowest 25% (Q1)</b>	Reading	.0038	N	N	N	N	.	Y	.	N	N	N	N
	Math	-.0334	Y	N	Y	Y	.	N	.	Y	Y	Y	N
<b>Growth Highest 75% (Q3)</b>	Reading	-.0481	N	N	N	N	.	Y	.	N	N	Y	N
	Math	-.0613	Y	Y	Y	Y	.	Y	.	Y	Y	Y	N
<b>Proficiency</b>	Reading	33.3%	N	Y	N	Y		Y		N	N	N	N
	Math	17.6%	N	N	N	Y		N		N	N	N	N
<b>Graduation</b>	4-Year Cohort	75.6%											



**School History**

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	28.1	34.2	21.3	47.1		40.7		25.4	28.2	13.0	2.1
	2014 (%)	17.3	21.0	13.3			38.5		14.7	16.8	22.7	8.1
	2013 (%)	25.0	29.6	20.3			46.2		21.3	25.0	20.8	18.9
<i>Math Proficiency</i>	2015 (%)	8.4	9.5	7.2	23.1		6.7		7.0	8.5	5.0	2.1
	2014 (%)	25.0	29.6	20.0			38.5		22.1	24.5	22.7	14.9
	2013 (%)	35.0	37.8	32.1			46.2		32.6	35.0	25.0	27.0

**Student Promotion**

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 3 to Grade 4 (%)	>98.0	>98.0	>98.0	-	-	-	-	>98.0	>98.0	-	>98.0
Grade 5 to Grade 6 (%)											
Grade 8 to Grade 9 (%)											

**End Notes**

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

District  
Gila

School  
Gila Elementary

Evaluation Workflow  
All

Rubric Type  
Multiple Values

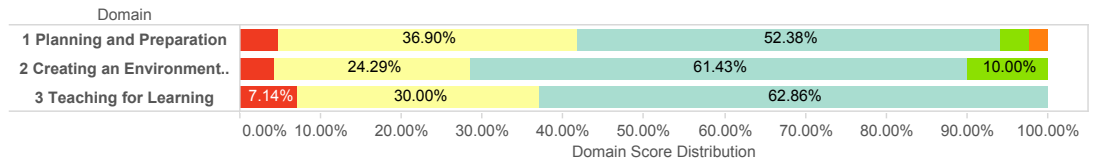
Rubric (Choose one)  
All

Domain  
All

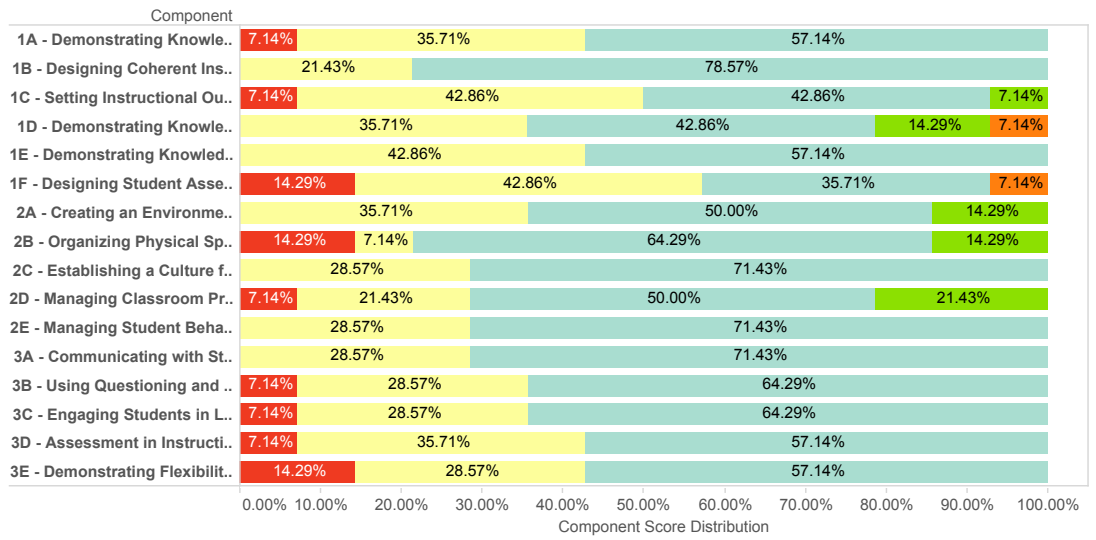
Evaluation Assigned On  
July 01, 2015 to July 01, 2016

Score  
5  
4  
3  
2  
1

### Domain Score Distribution



### Component Score Distribution



# Gila Elementary School Principal's Syllabus 2016-2017

## School Improvement Goals at a Glance

1. Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading Student Growth Target (SGT) of 33.3%.
2. Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Math SGT of 17.6%.
3. Gila Elementary School will redesign the Student Assistant Team (SAT) processes to align with the PED SAT processes, train the staff and implement by February 2017.

## Claim to Fame

## On Demand Data

Demographics	Achievement			Student Success
•	<b>Prof. or Above</b>	<b>ELA</b>	<b>Math</b>	•
	2011	20%	20%	
	2012	18%	25%	
	2013	25%	35%	
	2014	17%	25%	
	2015	28%	8.4%	

## Collaboration for Success

Leadership Team	Department/Grade Level Teams	Goal Teams
Carlos Gutierrez Florence Johnston Leonard Bitah Carol Kee Maria Lopez	Kindergarten PLC First Grade PLC Second Grade PLC Third Grade PLC Fourth Grade PLC Fifth Grade PLC	Math Goal Team ELA Goal Team SAT Redesign Team

# Supporting 2016-2017 Priorities

Priority	Professional Development Tools	Progress Measuring How, How Often and Data Needed														
1. Reading Student Growth*																
2. Math Student Growth	<p>1. Book Study: <i>Ten Essential Strategies for Teaching Boys Effectively</i> by Michael Gurian and Kathy Stevens (ASCD Express)</p> <p>2. Research-Based Professional Development that supports teachers ...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Moving away from...</th> <th style="text-align: center;">To...</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Telling/showing how to do something</td> <td style="text-align: center;">Building from concept to skill</td> </tr> <tr> <td style="text-align: center;">Teacher-centric instruction</td> <td style="text-align: center;">Student-centered instruction</td> </tr> <tr> <td style="text-align: center;">Problem solving intermittently</td> <td style="text-align: center;">Problem solving every day</td> </tr> <tr> <td style="text-align: center;">A focus on only the answer</td> <td style="text-align: center;">A focus on justifying and explaining</td> </tr> <tr> <td style="text-align: center;">Showing the steps</td> <td style="text-align: center;">Explaining the reasoning</td> </tr> <tr> <td style="text-align: center;">Problems that require only fast calculations</td> <td style="text-align: center;">Problems that require thinking</td> </tr> </tbody> </table>	Moving away from...	To...	Telling/showing how to do something	Building from concept to skill	Teacher-centric instruction	Student-centered instruction	Problem solving intermittently	Problem solving every day	A focus on only the answer	A focus on justifying and explaining	Showing the steps	Explaining the reasoning	Problems that require only fast calculations	Problems that require thinking	<p>1.1 Books purchased and distributed to teachers.</p> <p>1.2 Book studied during PLC meetings as measured by PLC meeting notes.</p> <p>1.3 Strategies for teaching boys effectively implemented in classrooms as measured by weekly classroom walkthroughs.</p> <p>2.1 Investigate vendors / providers for the PD needed.</p> <p>2.2 Schedule and conduct PD as measured by schedule and sign-in sheets.</p> <p>2.3 Implement new researched-based strategies in Math classes K-5 as measured by weekly classroom walkthroughs.</p>
Moving away from...	To...															
Telling/showing how to do something	Building from concept to skill															
Teacher-centric instruction	Student-centered instruction															
Problem solving intermittently	Problem solving every day															
A focus on only the answer	A focus on justifying and explaining															
Showing the steps	Explaining the reasoning															
Problems that require only fast calculations	Problems that require thinking															
3. Growth of the lowest 25%*																

\*I need to expand Priorities 1 and 3. I was hoping to see other examples in our Administrator PLC.

# \*5 WHYs Root Cause Analysis Worksheet – A Back to the Basics Improvement Template

## WHYs Worksheet

**Define the Problem:** (Insert one of the top prioritized student needs)

*8.4% of Gila Elementary School students passed the PARCC Math exams in 2015.*

**Why is it happening?** (Identify each as a concern, influence or control.)

1. *PARCC Math exams are based on Common Core Math Standards (CCSS) and students are not performing successfully on the exams. (concern)*

→ Why is that?



2. *There is no common CCSS-based curriculum for Math in Grades K-5 and no common formative assessments. (concern)*

→ Why is that?



3. *Teachers do not meet regularly in PLCs and have had almost no professional development in Math in the past three years. (control)*

→ Why is that?



4. *There is no common prep time for teachers to meet in PLCs. (control)*

→ Why is that?



5. *The school has not prioritized Math instruction or common prep time. (control)*

→ Why is that?



**Caution:** If your last answer is something you cannot control go back up to previous answer.

\*(Provided as a free template by The IPL LLC)

## Data Driven Instruction

### Gila Municipal School District – Principal’s 90 Day Plan

School: Gila Elementary School		Date: August 2016			Review Dates: August 2016, September 2016, October 2016	
Principal:		Mentor:			Turnaround Leader:	
Area of Focus	Data Connection	Action Items	What It Will Take	Responsible Person	Timeline/Date	Progress Measurement
Lever: Data Driven Instruction						
What specific problem are you trying to solve? (Write as S.M.A.R.T. goal)	What data led you to this goal?	How will you address the specific challenge? (Include the actions you will take)	How will you move the action forward? What specific steps will you take?	Who is responsible for ensuring that the action is completed?	When will you accomplish each action?	How will you measure progress toward the goal?
<ol style="list-style-type: none"> <li>1. GES will align all Math instruction (K-5) to CCSS and unpack the standards by August 15, 2016.</li> <li>2. GES Math Goal Team will design common student assessments for Math K-5 by August 15, 2016.</li> <li>3. GES Math teachers will meet weekly with their grade level team and with the Principal to do common planning and to analyze common assessment data.</li> </ol>	GES School Report Cards data from 2015, 2014 and 2013.	1.	1.	GES Principal, Math Goal Team, Math Teachers.	1.	1.

Limit focus to two key levers/areas: Data-driven Instruction and School Culture.