NMTEACH

School Data Profile– Establishing a Context for Learning

Gila High

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 4 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.

Vison, 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 High School

Overview

- Gila High School (GHS) is a four-year public high school, enrolling approximately 800 students in grades 9 through 12. There are 32.5 highly qualified teachers at GHS.
- The school colors are Green and Blue and the mascot is the Black Bear.
- A wide variety of activities, sports and clubs are available to students. We often have men's and women's Junior Varsity and Varsity teams for fall, winter and spring sports.
- Approximately 40% of our students are Native American, 30% are Hispanic and 28% are Caucasian.
- GHS is a Title I school.
- Curriculum
  - The academic program is organized on a 7 period day.
  - We offer mandatory intervention and enrichment classes twice a week, and require a smaller group mentoring period with a teacher/staff member once a week.
  - Honors and Advanced Placement (AP) classes are on a 5 point scale and we offer Dual Enrollment classes with our local Community College.
  - Some of the advanced classes offered are: AP English classes, Calculus, College Economics, Honors Anatomy and Physiology, Honors World History/Geography, Honors Biology, Spanish 3 and Spanish 4.
  - 25 credits are required to graduate from GHS plus additional state requirements.

Data

Percent of Families with High School Students Living in Poverty

2015	17.72%
2014	15.75%
2013	18.93%

Student Attendance

	2012-2013	2013-2014	2014-2015
All Students	92.0%	91.5%	91%
Female	n/a	91.4%	90.9%
Male	n/a	91.6%	91%
Caucasian	91.8%	91.0%	90.4%
Hispanic	92.7%	91.9%	91.3%
Native American	91.4%	91.5%	91.0%
Students with Disabilities	91.3%	91.1%	91.6%
Economically Disadvantaged	92.0%	92.3%	91.4%
ELL	90.8%	91.6%	91.8%

GHS Student Attendance
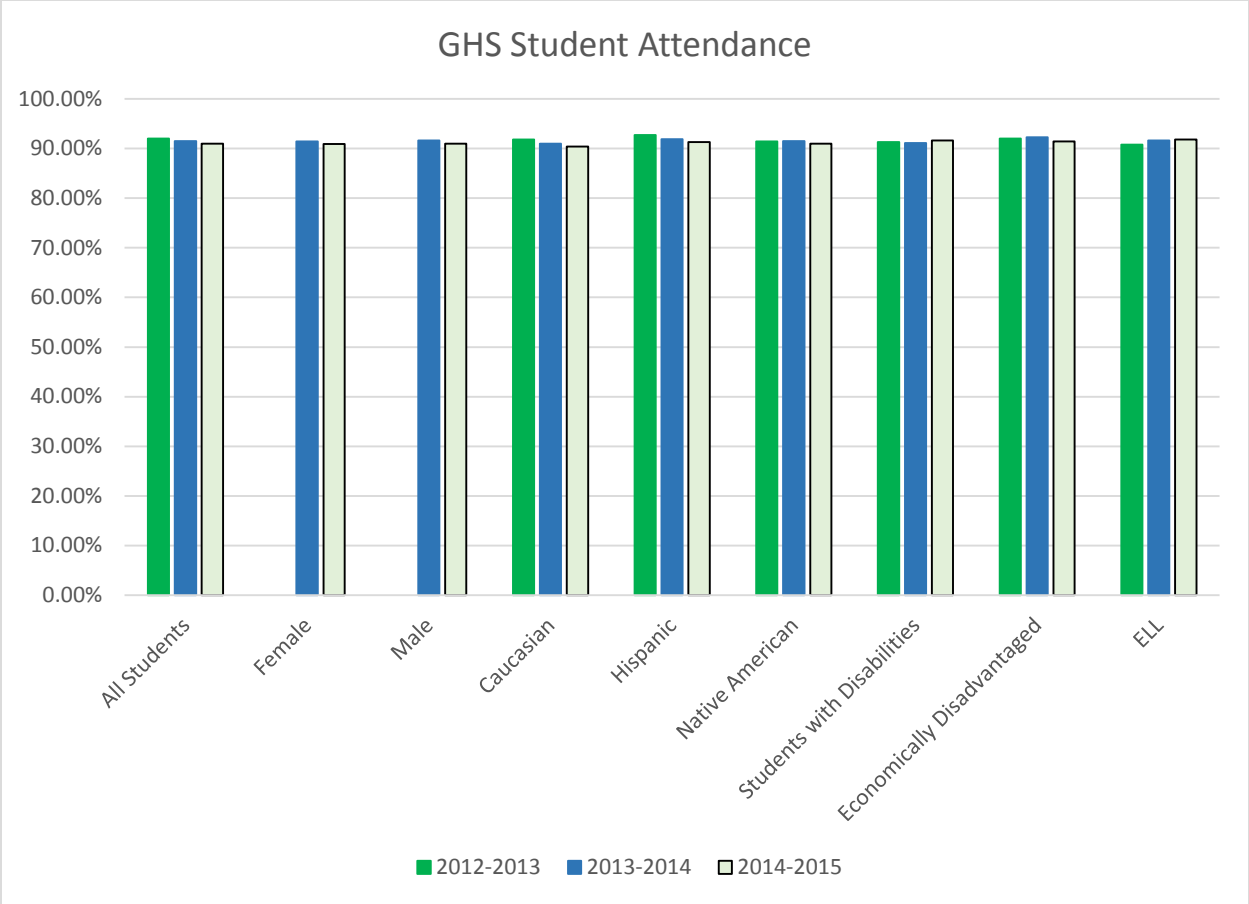
Habitual Truancy (More Than 10 Unexcused Absences)

2015	3.86%
2014	2.23%
2013	7.21%

Teacher Absences

2015	462
2014	557
2013	509

Student Achievement Data – Please See School Report Cards

School Grade Report Card 2014

NMPED — New Mexico Public Education Department

Certified

Final Grade

B

Gila High

District: Gila Municipal Schools
Grade Range: 09 - 12   Code: 12345

This School ▮ (red)
Statewide C Benchmark ▮ (yellow)

Category		Grade	School Points	Possible Points
Current Standing — How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	C	10.90	30
School Growth — In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?	5.8	D	3.79	10
Student Growth of Highest Performing Students — 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	3.6	A	9.96	10
Student Growth of Lowest Performing Students — 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.	7.7	B	9.28	10
Opportunity to Learn — Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	C	6.35	8
Graduation — How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	12.8	C	12.72	17
College and Career Readiness — Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0	B	11.23	15
Bonus Points — Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		3.68	5

3 Year Average

65.7

B

(Line chart — Overall Points vs years 2012, 2013, 2014; red line: ~56, ~75, ~69; yellow line: ~50 constant)

Final School Grade

75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

Total Points

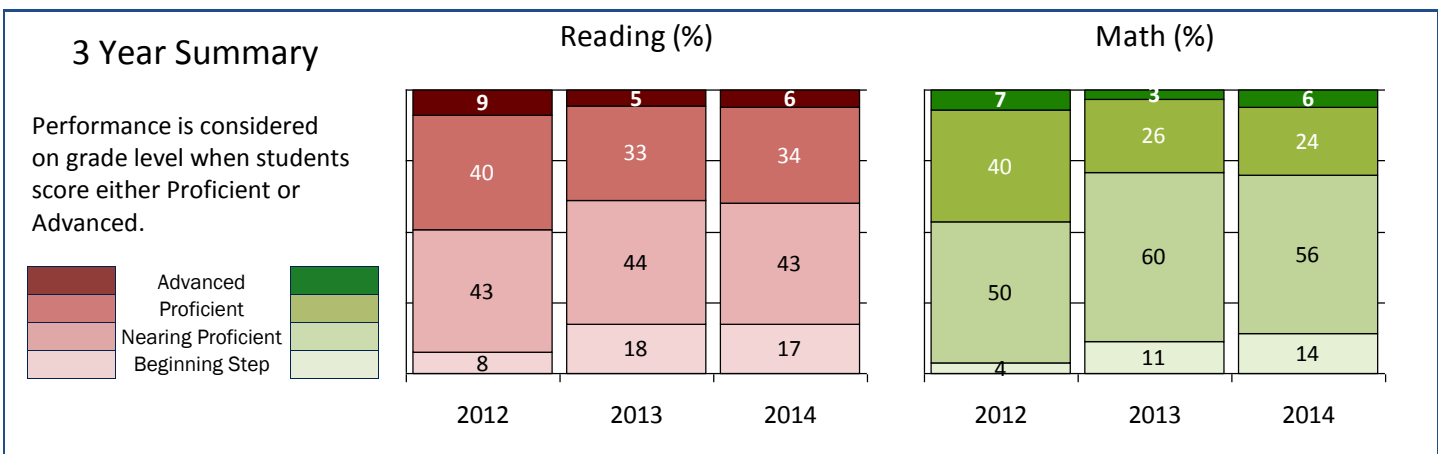**67.91**

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				
Reading												
Proficient and Advanced (%)	39.8	46.2	33.9	53.0	-	39.5	-	29.4	36.3	16.7	7.9	14.3
Proficient and Advanced (Pts)	4.35											
Value Added Model (Pts)	1.30											
Math												
Proficient and Advanced (%)	30.2	28.0	32.3	43.6	-	28.6	-	19.9	26.1	13.9	7.9	19.0
Proficient and Advanced (Pts)	3.32											
Value Added Model (Pts)	1.93											

3 Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Legend:
- Advanced
- Proficient
- Nearing Proficient
- Beginning Step

Reading (%)

	2012	2013	2014
Advanced	9	5	6
Proficient	40	33	34
Nearing Proficient	43	44	43
Beginning Step	8	18	17

Math (%)

	2012	2013	2014
Advanced	7	3	6
Proficient	40	26	24
Nearing Proficient	50	60	56
Beginning Step	4	11	14

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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

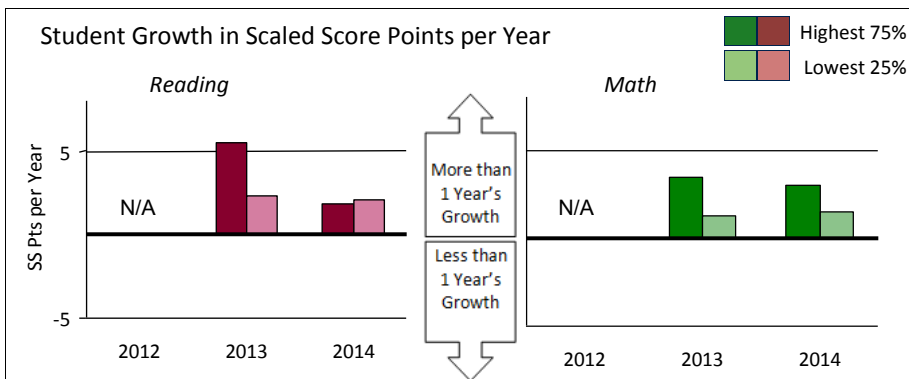|	*Reading*	*Math*	
Difference from Expected Growth (SS Points)	0.494	0.253	School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.
Points Earned	2.17	1.62	

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
Reading Growth												
Highest 75% (SS/Yr)	1.9	-4.5 -.2	-4.6 -.4	-4.4 -.1	- -	-4.6 -.3	- -	-4.7 -.4	-4.6 -.3	-4.7 -.4	-4.9 -.6	-4.8 -.6
Highest 75% (Pts)	4.96											
Lowest 25% (SS/Yr)	2.1	-4.9 -.6	-4.9 -.6	-4.7 -.4	- -	-5.0 -.7	- -	-4.9 -.7	-4.9 -.7	-5.2 -.9	-5.3 -1.0	-4.7 -.5
Lowest 25% (Pts)	4.71											
Math Growth												
Highest 75% (SS/Yr)	3.0	-4.0 .1	-3.8 .3	-3.7 .4	- -	-4.0 .1	- -	-4.1 .0	-4.0 .1	-4.1 .0	-4.4 -.3	-4.1 .0
Highest 75% (Pts)	5.00											
Lowest 25% (SS/Yr)	1.5	-3.9 .2	-3.8 .3	-3.8 .3	- -	-3.8 .3	- -	-3.9 .2	-3.8 .3	-4.0 .1	-4.3 -.1	- -
Lowest 25% (Pts)	4.57											

Student Growth in Scaled Score Points per Year

Reading   *Math*

Legend: Highest 75%, Lowest 25%

Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 13.0

Math 11.0

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

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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.
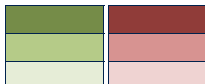
	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	95.4	95.3	95.4	95.8	-	94.7	-	95.6	95.2	95.4	95.3	94.6
OTL Attendance (Points Earned)	3.01											
OTL Survey (Average Total Score)	31.2	31.1	31.3	30.9	-	30.6	-	32.1	31.6	30.3	33.8	30.9
OTL Survey (Points Earned)	3.34											

OTL Survey Questions Reading

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.

Question	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadvant	Students w/ Disabilities	English Lang Learners	Redesignated Eng Proficient
1. My teacher introduces a new topic by connecting to things I already know.	3.0	3.0	2.9	3.0	-	2.9	-	3.1	3.0	2.8	3.0	3.0
2. My teacher explains why what we are learning is important.	3.1	3.1	3.2	2.9	-	3.1	-	3.4	3.2	3.4	3.6	3.3
3. My teacher explains how learning a new topic is a foundation for other topics.	2.8	2.7	2.9	2.7	-	2.6	-	2.9	2.8	3.0	2.8	2.9
4. Every student gets a chance to answer questions.	3.6	3.5	3.6	3.9	-	3.6	-	3.2	3.5	2.9	3.2	3.6
5. My teacher wants me to explain my answers.	3.7	3.8	3.7	3.7	-	3.8	-	3.8	3.8	3.2	3.6	3.7
6. My teacher knows when I understand, and when I do not.	2.9	2.9	3.0	2.9	-	2.9	-	3.0	3.0	3.1	3.4	2.9
7. My teacher explains things in different ways so everyone can understand.	3.3	3.3	3.3	3.2	-	3.2	-	3.5	3.3	3.3	3.9	3.4
8. My teacher gives me helpful feedback on work I turn in.	3.4	3.6	3.3	3.4	-	3.2	-	3.6	3.4	3.2	3.9	3.2
9. My teacher checks our understanding.	3.0	2.9	3.1	3.0	-	2.9	-	3.1	3.0	2.9	3.6	2.7
10. My teacher takes the time to summarize what we learn each day.	3.0	3.0	2.9	3.0	-	2.9	-	3.1	3.0	2.5	2.9	2.3

OTL Survey Questions Math

Question	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadvant	Students w/ Disabilities	English Lang Learners	Redesignated Eng Proficient
1. My teacher introduces a new topic by connecting to things I already know.	3.0	3.0	3.1	3.1	-	3.0	-	3.1	3.1	3.0	3.0	2.6
2. My teacher explains why what we are learning is important.	2.6	2.5	2.7	2.6	-	2.5	-	2.8	2.6	3.2	3.1	2.4
3. My teacher explains how learning a new topic is a foundation for other topics.	2.8	2.7	2.9	2.8	-	2.7	-	2.9	2.7	3.1	2.9	2.3
4. Every student gets a chance to answer questions.	3.4	3.4	3.4	3.7	-	3.5	-	3.0	3.3	2.9	3.0	3.3
5. My teacher wants me to explain my answers.	3.7	3.7	3.7	3.6	-	3.8	-	3.7	3.7	3.9	3.7	3.5
6. My teacher knows when I understand, and when I do not.	2.7	2.7	2.7	2.5	-	2.7	-	2.8	2.7	3.2	2.9	2.4
7. My teacher explains things in different ways so everyone can understand.	3.0	3.0	3.0	2.8	-	2.9	-	3.1	2.9	3.4	3.1	2.5
8. My teacher gives me helpful feedback on work I turn in.	2.3	2.1	2.5	2.3	-	2.3	-	2.4	2.3	3.0	2.8	2.2
9. My teacher checks our understanding.	2.9	2.7	3.0	2.9	-	2.8	-	2.9	2.8	2.9	2.9	2.1
10. My teacher takes the time to summarize what we learn each day.	3.0	3.0	3.1	3.1	-	3.0	-	3.1	3.1	3.2	2.9	2.3

Color Key:

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

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Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	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				
Cohort of 2013 - 4-Year Rate												
Percent Graduating	77.0	79.4	74.9	83.2	-	78.4	-	70.4	68.2	51.9	66.3	N/A
Points Earned	6.16											
Cohort of 2012 - 5-Year Rate												
Percent Graduating	70.8	72.1	69.3	67.8	-	77.5	-	70.6	65.7	62.0	70.7	N/A
Points Earned	2.12											
Cohort of 2011 - 6-Year Rate												
Percent Graduating	74.4	74.5	74.2	79.8	-	73.0	-	71.6	65.0	49.2	60.6	N/A
Points Earned	1.49											

Growth in 4-Year Rates
Value Added Modeling takes into account the school's prior 3 years.

Growth Index (Increase)	-.5
Points Earned	2.95

SAM Rates   SAM Graduation (%)

This school did not qualify to be a SAM school.

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

Legend:
- 50% or Higher
- 20% -50%
- Below 20%

	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				
Participation (% of Cohort)	68.7	72.7	65.3	75.2	>98.0	71.8	-	60.4	61.2	37.8	57.1	N/A
Participation (Pts)	3.4											
Success (% of Participants)	78.0	71.6	84.0	90.3	>98.0	70.5	-	72.9	70.3	56.7	65.7	N/A
Success (Pts)	7.8											

Percent of School's Cohort of 2013 Participating in Each CCR Opportunity

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
ACT	44.7	54.9	35.9	47.7	<2.0	47.4	-	39.8	35.6	19.1	31.1	-
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
PSAT	10.2	13.5	7.5	13.8	<2.0	6.7	-	10.4	3.1	<2.0	3.4	-
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
Advanced Placement	5.3	9.0	2.0	6.7	<2.0	3.3	-	5.8	3.5	<2.0	2.5	-
Dual Credit	40.2	42.9	37.9	50.4	>98.0	35.5	-	35.7	33.1	17.6	28.7	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
Career Technical Education	18.9	9.3	27.1	24.0	>98.0	18.8	-	14.6	13.9	18.8	18.3	-
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	2.6	2.0	3.4	<2.0	<2.0

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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

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.

Ranks High
Ranks Mid
Ranks Low

School Rank

|	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	10.3		10.4		69.5		62.4		9.8			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	19	(35)	19	(35)	26	(35)	29	(35)	23	(35)	29	(35)
School Growth	27	(35)	27	(35)	33	(35)	30	(35)	27	(35)	30	(35)
Student Growth, Highest 75%	15	(35)	6	(35)	8	(35)	8	(35)	8	(35)	10	(35)
Student Growth, Lowest 25%	17	(35)	9	(35)	10	(35)	10	(35)	14	(35)	10	(35)
Opportunity to Learn	18	(35)	22	(35)	22	(35)	26	(35)	19	(35)	20	(35)
Graduation	9	(35)	8	(35)	9	(35)	6	(35)	9	(35)	6	(35)
College and Career Readiness	15	(35)	22	(35)	21	(35)	22	(35)	19	(35)	19	(35)

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	Am Indian				
Reading Target 61.0%	Highest 75% (%)	46.4	52.2	40.4	54.2	-	47.7	-	37.1	44.0	50.0	11.8	18.2
	Lowest 25% (%)	3.0	4.5	1.8	4.8	-	3.2	-	2.1	2.9	.0	.0	10.0
Math Target 55.0%	Highest 75% (%	37.2	34.1	40.0	48.9	-	34.1	-	27.5	31.9	33.3	11.8	28.6
	Lowest 25% (%)	1.9	1.9	1.9	4.0	-	2.9	-	.0	2.7	.0	.0	-

Graduation Target 73.7%	For high schools graduation rates for the Cohort of 2013 are available on page 5.
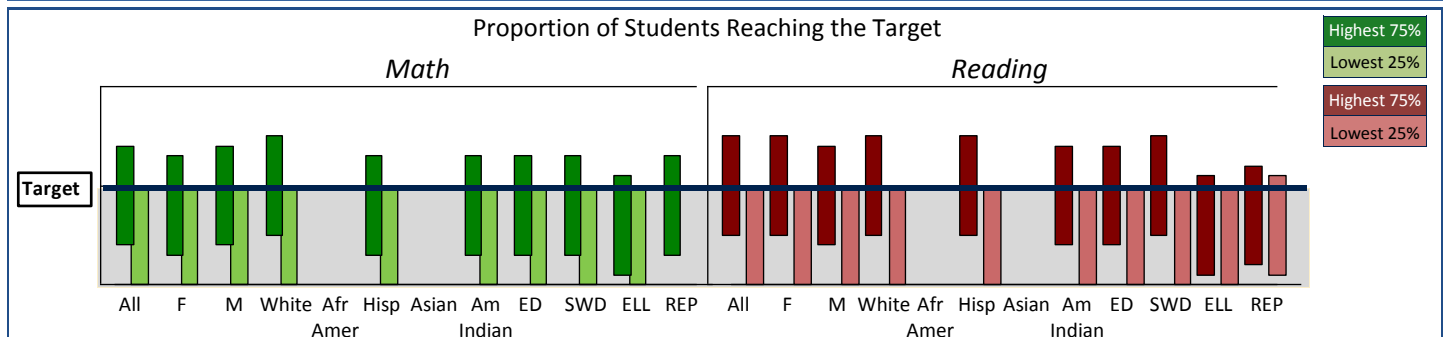
Proportion of Students Reaching the Target

Highest 75%
Lowest 25%

Highest 75%
Lowest 25%

12

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	>98.0	-
Math (%)	>98.0	>98.0	>98.0	>98.0	-	>98.0	-	>98.0	>98.0	>98.0	>98.0	-

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				
Reading	2014 (Avg SS)	36.6	37.7	35.6	40.0	-	36.8	-	33.6	35.5	25.7	26.6	32.4
	2013 (Avg SS)	37.8	39.0	36.6	40.6	-	37.6	-	35.7	36.9	27.8	30.4	33.9
	2012 (Avg SS)	39.5	40.2	38.9	41.8	-	40.0	-	37.0	37.8	-	31.3	34.2
Math	2014 (Avg SS)	35.6	34.6	36.5	38.2	-	35.7	-	33.2	34.8	28.2	26.4	33.4
	2013 (Avg SS)	35.6	35.0	36.1	38.0	-	35.0	-	34.3	34.9	27.5	30.3	33.4
	2012 (Avg SS)	39.1	38.7	39.5	42.7	-	38.8	-	36.1	36.3	-	27.7	35.2

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your 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 advancing to the next 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 9 to Grade 10 (%)	18.2	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	84.4	87.5	82.8	-	-	>98.0	-	86.4	86.2	71.4	-	-
Grade 11 to Grade 12 (%)	>98.0	-	-	-	-	-	-	-	-	-	-	-

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. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.

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.

13

School Grade Report Card
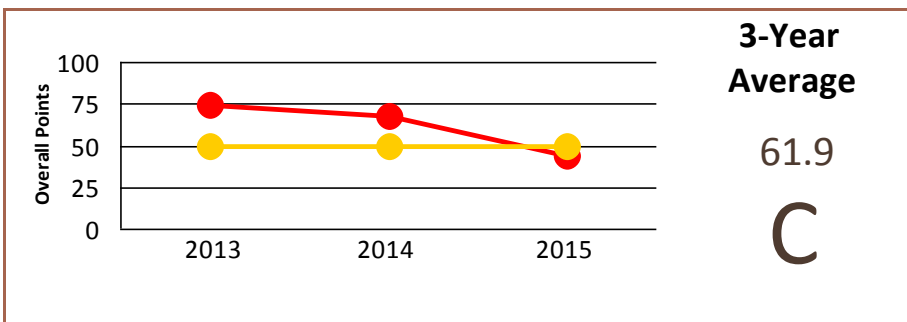### 2015 — Certified

Final Grade

D

Gila High

District: Gila Municipal Schools
Grade Range: 09 - 12   Code: 12345

This School (red)
Statewide C Benchmark (yellow)

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	F	4.28	30
School Growth 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?	5.8	F	2.11	10
Student Growth of Highest Performing Students 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.	3.6	D	1.94	10
Student Growth of Lowest Performing Students 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.	7.7	F	1.86	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	B	6.52	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.	12.8	D	11.14	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0	B	10.74	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		4.88	5

Total Points

43.47

3-Year Average

61.9

C

Final School Grade		
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

Overall Points graph: 2013, 2014, 2015

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.
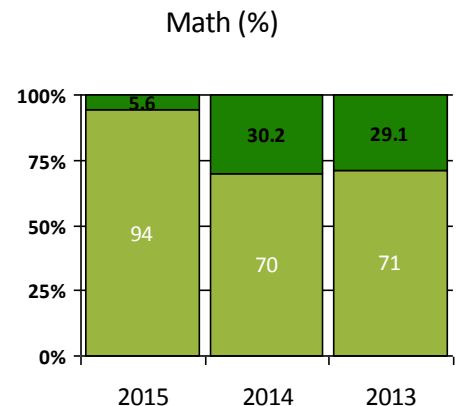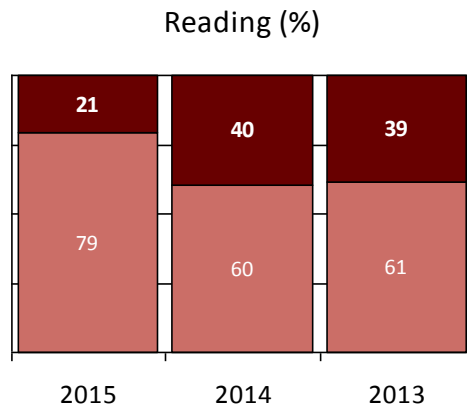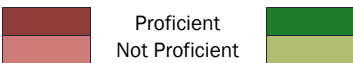
Current Standing

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 Guide at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	20.9	22.9	18.6	34.3	<2.0	24.2	<2.0	10.0	14.9	6.8	<2.0
Proficient and Advanced (Pts)	1.04										
Value Added Model (Pts)	2.02										
Math											
Proficient and Advanced (%)	5.6	4.3	7.1	11.6	<2.0	6.8	<2.0	<2.0	2.8	<2.0	<2.0
Proficient and Advanced (Pts)	0.28										
Value Added Model (Pts)	0.92										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

- Proficient
- Not Proficient

Reading (%)

Year	Proficient	Not Proficient
2015	21	79
2014	40	60
2013	39	61

Math (%)

Year	Proficient	Not Proficient
2015	5.6	94
2014	30.2	70
2013	29.1	71

15

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

	Reading	*Math*	
Value Added Score	-0.700	-0.915	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.
Points Earned	1.21	0.90	

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
Reading Growth											
Highest 75% (VAS)	-0.68	-0.25	-0.34	-0.28	-0.68	-0.29	-0.46	-0.29	-0.28	-0.13	-0.43
Highest 75% (Pts)	1.24										
Lowest 25% (VAS)	-0.75	-0.17	-0.43	-0.33	0.67	-0.43	-	-0.28	-0.28	-0.46	-0.35
Lowest 25% (Pts)	1.12										
Math Growth											
Highest 75% (VAS)	-1.07	-0.08	-0.07	-0.14	0.12	-0.01	-0.33	-0.08	-0.05	-0.10	-0.01
Highest 75% (Pts)	0.71										
Lowest 25% (VAS)	-1.04	-0.21	-0.02	0.06	-2.91	-0.16	-	-0.12	-0.16	-0.06	-0.22
Lowest 25% (Pts)	0.73										

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)	95.9	96.0	95.8	96.0	-	95.7	-	96.1	95.8	96.1	96.3
Attendance (Points)	3.03										

Survey (Average)	31.4	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.	*Reading*	34.0
Survey (Points)	3.5		*Math*	28.8
Count of Surveys (N)	1,225		*General*	NA

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Graduation Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: http://ped.state.nm.us/Graduation/index.html.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2014 - 4-Year Rate											
Cohort Graduation (%)	64.6	72.8	57.0	65.5	-	65.3	-	65.4	58.7	49.5	47.1
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	5.16										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	76.9	79.5	74.6	83.2	-	78.6	-	69.9	68.0	51.3	65.6
Points Earned	2.3										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	70.8	72.1	69.3	67.8	-	77.5	-	70.6	65.7	62.0	70.7
Points Earned	1.4										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-.13
Points Earned	2.25

College and Career Readiness (CCR) High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:
  1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
  2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
  3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)
Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

- ■ 50% or Higher
- ■ 20% -50%
- ▫ Below 20%

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	69	76	62	68	100	66	0	73	62	55	54
Participation (Pts)	3.43										
Success (% of Participants)	73	72	74	74	56	81	-	65	74	68	72
Success (Pts)	7.31										

Percent of School's Cohort of 2014 Participating in Each CCR Opportunity											
ACT	22.1	27.4	17.3	22.0	<2.0	22.3	<2.0	23.3	18.1	7.0	9.3
PLAN	8.2	11.5	5.3	8.6	43.8	10.8	<2.0	4.1	4.5	3.5	<2.0
SAT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
PSAT	10.9	13.4	8.7	12.0	43.8	11.6	<2.0	8.6	9.0	<2.0	<2.0
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Dual Credit	44.2	49.3	39.6	41.1	87.5	44.0	<2.0	46.9	41.1	33.4	41.2
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Career Technical Education	33.1	35.7	30.7	31.6	43.8	34.3	<2.0	33.4	29.5	19.4	22.7
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	12.5	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0

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.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	13.0		10.4		70.6		63.0		13.7			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	32	(35)	31	(36)	29	(35)	32	(36)	34	(36)	31	(36)
School Growth	31	(35)	29	(36)	26	(35)	31	(36)	32	(36)	31	(36)
Student Growth, Highest 75%	30	(35)	31	(36)	26	(35)	33	(36)	33	(36)	30	(36)
Student Growth, Lowest 25%	31	(35)	33	(36)	32	(35)	31	(36)	29	(36)	33	(36)
Opportunity to Learn	27	(36)	32	(36)	26	(36)	29	(36)	30	(36)	29	(36)
Graduation	26	(36)	28	(36)	26	(36)	27	(36)	24	(36)	25	(36)
College and Career Readiness	26	(36)	26	(36)	28	(36)	23	(36)	26	(36)	24	(36)

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			
Growth Lowest 25% (Q1)	Reading	.0038	N	N	N	N	Y	N	.	N	N	N	N
	Math	-.0334	N	N	Y	Y	N	N	.	N	N	N	N
Growth Highest 75% (Q3)	Reading	-.0481	N	N	N	N	N	N	N	N	N	N	N
	Math	-.0613	N	N	N	N	Y	Y	N	N	Y	Y	N
Proficiency	Reading	33.3%	N	N	N	Y	N	N	N	N	N	N	N
	Math	17.6%	N	N	N	N	N	N	N	N	N	N	N
Graduation	4-Year Cohort	75.6%	N	N	N	N		N		N	N	N	N

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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			
Reading Proficiency	2015 (%)	20.9	22.9	18.6	34.3	<2.0	24.2	<2.0	10.0	14.9	6.8	<2.0
	2014 (%)	39.8	46.2	33.9	53.0		39.5		29.4	36.3	16.7	7.9
	2013 (%)	38.7	47.4	30.2	53.6		37.1		28.1	36.1	10.3	15.0
Math Proficiency	2015 (%)	5.6	4.3	7.1	11.6	<2.0	6.8	<2.0	<2.0	2.8	<2.0	<2.0
	2014 (%)	30.2	28.0	32.3	43.6		28.6		19.9	26.1	13.9	7.9
	2013 (%)	29.1	25.4	32.8	44.5		25.7		20.5	24.9	7.9	10.0

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 advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	94.3	93.5	95.5	-	-	>98.0	-	90.6	94.3	90.9	-
Grade 11 to Grade 12 (%)	>98.0	>98.0	>98.0	-	-	>98.0	-	>98.0	>98.0	>98.0	-

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.

19

District
Gila

School
Gila High School
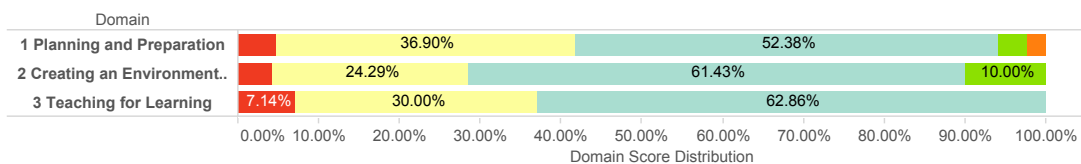
Evaluation Workflow
All

Rubric Type
Multiple Values
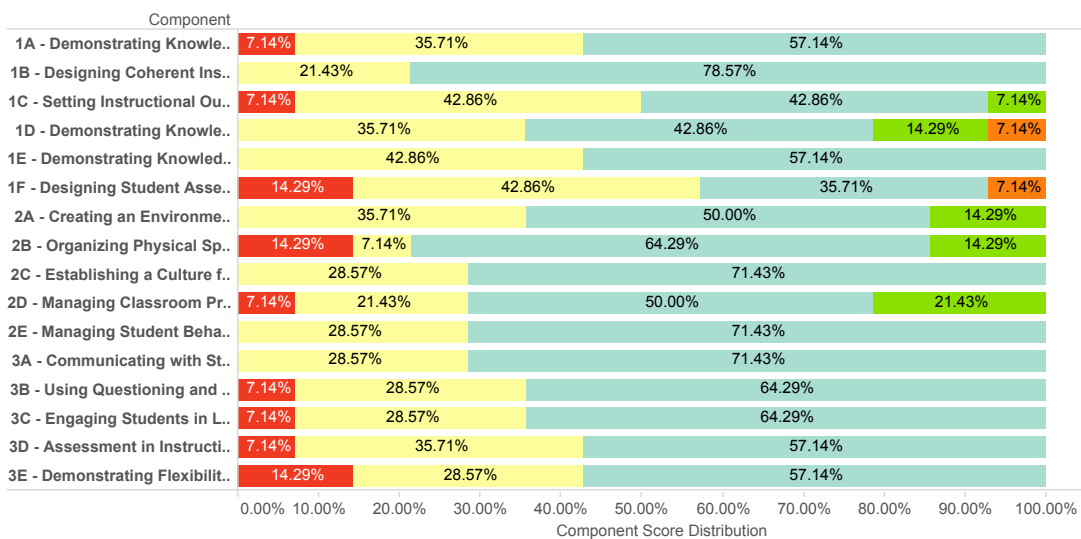
Rubric (Choose one)
All

Domain
All

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

Domain Score Distribution

Domain

1 Planning and Preparation	36.90%	52.38%
2 Creating an Environment..	24.29%	61.43%	10.00%
3 Teaching for Learning	7.14% 30.00%	62.86%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

Domain Score Distribution

Score

- 5
- 4
- 3
- 2
- 1

Component Score Distribution

Component

1A - Demonstrating Knowle..	7.14% 35.71% 57.14%
1B - Designing Coherent Ins..	21.43% 78.57%
1C - Setting Instructional Ou..	7.14% 42.86% 42.86% 7.14%
1D - Demonstrating Knowled..	35.71% 42.86% 14.29% 7.14%
1E - Demonstrating Knowled..	42.86% 57.14%
1F - Designing Student Asse..	14.29% 42.86% 35.71% 7.14%
2A - Creating an Environme..	35.71% 50.00% 14.29%
2B - Organizing Physical Sp..	14.29% 7.14% 64.29% 14.29%
2C - Establishing a Culture f..	28.57% 71.43%
2D - Managing Classroom Pr..	7.14% 21.43% 50.00% 21.43%
2E - Managing Student Beha..	28.57% 71.43%
3A - Communicating with St..	28.57% 71.43%
3B - Using Questioning and ..	7.14% 28.57% 64.29%
3C - Engaging Students in L..	7.14% 28.57% 64.29%
3D - Assessment in Instructi..	7.14% 35.71% 57.14%
3E - Demonstrating Flexibilit..	14.29% 28.57% 57.14%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%

Component Score Distribution

Gila High 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. The growth of the lowest 25% of GHS students will increase by 20%.

Claim to Fame

On Demand Data

Demographics	Achievement			Student Success
•	**Prof. or Above**	**ELA**	**Math**	•
	2011	46%	48%	
	2012	50%	47%	
	2013	39%	29%	
	2014	40%	30%	
	2015	21%	5.6%	

Collaboration for Success

Leadership Team	Department/Grade Level Teams	Goal Teams
Philipe Benavidez Ella Mann Dan Tsosie Martha Bitah Nancy Mulligan	Math Department PLC English Department PLC Science Department PLC Social Studies Department PLC Electives PLC	Math Goal Team ELA Goal Team Student Growth Goal 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	1. Book Study: *Ten Essential Strategies for Teaching Boys Effectively* by Michael Gurian and Kathy Stevens (ASCD Express) 2. Research-Based Professional Development that supports teachers … | **Moving away from…**	**To…**
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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		1.1 Books purchased and distributed to teachers. 1.2 Book studied during PLC meetings as measured by PLC meeting notes. 1.3 Strategies for teaching boys effectively implemented in classrooms as measured by weekly classroom walkthroughs. 2.1 Investigate vendors / providers for the PD needed. 2.2 Schedule and conduct PD as measured by schedule and sign-in sheets. 2.3 Implement new researched-based strategies in Algebra 1 classes as measured by weekly classroom walkthroughs.
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)*
5.6% of Gila High 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 Algebra I, Geometry or Algebra II and no common formative assessments. (concern)* → Why is that?

3. *Math teachers do not met regularly in PLCs and have had almost no professional development 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 Master Schedule has not prioritized common prep time for the Math Department. (control)* → Why is that?

Caution: *If your last answer is something you cannot <u>control</u> 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 High 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?*
1. GHS Math Department will align Algebra I to CCSS and unpack the standards by August 15, 2016. 2. GHS Math Department will design common student assessments for Algebra I by August 15, 2016. 3. GHS Math Department will meet weekly with the Department Head to do common planning for Algebra I and to analyze common assessment data.	GHS School Report Cards data from 2015, 2014 and 2013.	1.	1.	GHS Principal, Math Department Head, Math Teachers	1.	1.

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