

Build
Core TeamSet Student
Achievement GoalsAnalyze Data and
Identify
Performance
ChallengesConduct Root Cause
Analysis
& Select Focus AreasCreate
Annual Plan

Core Team

The purpose of the NM DASH School Core Team is to guide the school's approach to increase and sustain student achievement and positive educational outcomes for **all** students. The School Core Team will analyze data, address prioritized and targeted school needs, and monitor implementation of Critical Actions to achieve student academic goals utilizing the NM School DASH process and tools.

Reminder: Core Teams **must** include a District Reviewer. Component 2 will not become available until this requirement is met.



See Related Resources

LAST NAME	FIRST NAME	EMAIL	ORGANIZATION	ROLES	READ-ONLY
Matthews	Jasper	jmatthews@thegreatacademy.org	The GREAT Academy	School Leader District Reviewer/Reflection Monitor District Representative	
Matthews	Keisha	kmatthews@thegreatacademy.org	The GREAT Academy	School Leader Student Group Representative Person	
Orton	Lisa	lorton@thegreatacademy.org	The GREAT Academy	Teacher Leader	
Shorter	Ronald	rshorter@thegreatacademy.org	The GREAT Academy	Other	
Garcia	Denise	degarcia@thegreatacademy.org	The GREAT Academy	Support Provider Student Group Representative Person	
Lerner	Angie	angie@k12accounting.com	ACE Leadership High School [inactive]	Other	



Goals

The School Core Team will set summative student achievement goals for ELA and math for grades 3-8 and a graduation rate for grades 9-12. Benchmark goals are developed for grades 3-12 to monitor progress toward summative goal attainment. Benchmark goals align with the summative goals and are connected to interim and/or EWS data.

PLEASE NOTE: Once you choose a goal format and align the other components with that goal, you will not be able to change the goal format without deleting and re-entering all other components.



See Related Resources

Collapse All

English
Language Arts

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PROFICIENCY
Grade Level Proficiency

STUDENT ACHIEVEMENT SUMMATIVE
GOALS AND BENCHMARK GOALS BY
GRADE LEVEL/COHORT

6TH	7TH	8TH
	9TH	10TH
11TH		

STUDENT SUMMATIVE
ASSESSMENTS RESULTS
On the NWEA/MAP
assessment, the 6th grade
students tested in reading
had a RIT score range of 185-

230. The RIT goal range for Fall is 207-218. 60% students falls within the expected range for Fall.

SUMMATIVE GOALS

80% of 6th graders will have a RIT score of 210-221 or higher by the Spring administration of the MAP assessment. (210-221 is the range of proficiency for the Spring administration)

BENCHMARKS

All students will make their expected growth targets on the Winter administration of the NWEA/MAP test.

**GRADE LEVEL/COHORT PROFICIENCY
SUMMATIVE GOAL STATEMENT**

75% of FAY students will test at Level III or IV by the Spring administration of the NWEA/MAP test in reading. (This is a 3% increase of proficient students from 28% to 25% not proficient.)

**GRADE LEVEL/COHORT PROFICIENCY
BENCHMARK GOAL STATEMENT**

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP tests.

Mathematics



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PROFICIENCY

Grade Level Proficiency

**STUDENT ACHIEVEMENT SUMMATIVE
GOALS AND BENCHMARK GOALS BY
GRADE LEVEL/COHORT**

6TH	7TH	8TH
	9TH	10TH
11TH		

**STUDENT SUMMATIVE
ASSESSMENTS RESULTS**

On the NWEA/MAP assessment, the 6th grade students tested in math had a RIT score range of 187-221. The math RIT goal range for Fall is 212-225. 20% students falls within the expected range for Fall.

SUMMATIVE GOALS

60% of 6th graders will have a RIT score of 218-231 or higher by the Spring administration

of the MAP assessment. (218-231 is the range of proficiency for the Spring administration)

BENCHMARKS

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math test.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

60% of FAY students will test at Level III or IV by the Spring administration of the NWEA/MAP test in math. (This is a 14% increase of proficient students from 46% to 32% not proficient.)

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math assessment.

Graduation



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GRADUATION RATE

RESULTS

The four-year graduation rate is currently 33%.

In the 2021-2022 school year,

TGA will

graduate 70% of it's current seniors.

BENCHMARKS

80% of students will be on track to graduate at the end of semester 1.

SUMMARY SUMMATIVE GOAL STATEMENT

In the 2021-2022 school year, TGA will graduate 70% of it's current seniors. TGA currently has 10 seniors.

SUMMARY BENCHMARK GOAL STATEMENT

At the end of the semester 1, all student credits will be evaluated to determine whether or not they are on track to graduate. 80% of students will be on track to graduate at the end of semester 1.

Quality Indicators Review

The Component 2 review has been published. See results below.

SOLID PROGRESS

Summative Goals - Graduation

- ✓ Graduation Rate Summative Goal Statement has been developed using the most recent Graduation Rate data

Summative Goals - Graduation Feedback

SOLID PROGRESS

Benchmark Goals - Graduation

- ✓ Graduation Rate Benchmark Goal Statements have been developed
- ✓ Are aligned with Graduation Rate Summative Goal Statement

Benchmark Goals - Graduation Feedback

SOLID PROGRESS

SMART: Specific, Measurable, Ambitious/Attainable Relevant/Rigorous, Time-bound - Graduation

- ✓ Summative Student Achievement Goals have been developed and are written to satisfy all SMART criteria
- ✓ Benchmark Student Achievement Goals have been developed and are written to satisfy all SMART criteria

SMART: Specific, Measurable, Ambitious/Attainable Relevant/Rigorous, Time-bound - Graduation Feedback

This goal meets the SMART format. The goal is based on the current seniors and not the state issued graduation rate. The state graduation rate has been difficult to replicate.

MAP DASH Plan Goals - Schoolwide

READING

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

75% of FAY students will test at Level III or IV by the Spring administration of the NWEA/MAP test in reading. (This is a 3% increase of proficient students from 28% to 25% not proficient.)

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP tests.

MATH

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

60% of FAY students will test at Level III or IV by the Spring administration of the NWEA/MAP test in math. (This is a 14% increase of proficient students from 46% to 32% not proficient.)

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math assessment.

MAP DASH Plan Goals - By Grade (Reading/Math)

6th

READING

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 6th grade students tested in reading had a RIT score range of 185-230. The RIT goal range for Fall is 207-218. 60% of students fall within the expected range for Fall.

SUMMATIVE GOALS

80% of 6th graders will have a RIT score of 210-221 or higher by the Spring administration of the MAP assessment. (210-221 is the range of proficiency for the Spring administration)

BENCHMARKS

All students will make their expected growth targets on the Winter administration of the NWEA/MAP test.

MATH

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 6th grade students tested in math had a RIT score range of 187-221. The math RIT goal range for Fall is 212-225. 20% of students fall within the expected range for Fall.

SUMMATIVE GOALS

60% of 6th graders will have a RIT score of 218-231 or higher by the Spring administration of the MAP assessment. (218-231 is the range of proficiency for the Spring administration)

BENCHMARKS

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math test.

7th

READING

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 7th grade students tested in reading had a RIT score range of 194-220. The RIT goal range for Fall is 211-222. 50% of students falls within the expected range for Fall.

SUMMATIVE GOALS

80% of 7th graders will have a RIT score of 213-225 or higher by the Spring administration of the MAP assessment. (213-225 is the range of proficiency for the Spring administration)

BENCHMARKS

All students will make their expected growth targets on the Winter administration of the NWEA/MAP test.

MATH

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 7th grade students tested in math had a RIT score range of 204-226. The math RIT goal range for Fall is 218-231. 25% of students fall within the expected range for Fall.

SUMMATIVE GOALS

50% of 7th graders will have a RIT score of 222-236 or higher by the Spring administration of the MAP assessment. (222-236 is the range of proficiency for the Spring administration)

BENCHMARKS

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math test.

8th

READING

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 8th grade students tested in reading had a RIT score range of 180-237. The RIT goal range for Fall is 214-226. 62% of students fall within the expected range for Fall.

SUMMATIVE GOALS

75% of 8th graders will have a RIT score of 217-228 or higher by the Spring administration of the MAP assessment. (217-228 is the range of proficiency for the Spring administration)

BENCHMARKS

All students will make their expected growth targets on the Winter administration of the NWEA/MAP test.

MATH

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 8th grade students tested in math had a RIT score range of 188-233. The math RIT goal range for Fall is 223-237. 25% of students fall within the expected range for Fall.

SUMMATIVE GOALS

50% of 8th graders will have a RIT score of 226-241 or higher by the Spring administration of the MAP assessment. (226-241 is the range of proficiency for the Spring administration)

BENCHMARKS

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math test.

9th

READING

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 9th grade students tested in reading had a RIT score range of 197-234. The RIT goal range for Fall is 218-230. 46% of students falls within the expected range for Fall.

SUMMATIVE GOALS

75% of 9th graders will have a RIT score of 218-230 or higher by the Spring administration of the MAP assessment. (218-230 is the range of proficiency for the Spring administration)

BENCHMARKS

All students will make their expected growth targets on the Winter administration of the NWEA/MAP test.

MATH

STUDENT SUMMATIVE ASSESSMENTS RESULTS

On the NWEA/MAP assessment, the 9th grade students tested in math had a RIT score range of 201-245. The math RIT goal range for Fall is 225-240. 46% of students fall within the expected range for Fall.

SUMMATIVE GOALS

60% of 9th graders will have a RIT score of 228-242 or higher by the Spring administration of the MAP assessment. (228-242 is the range of proficiency for the Spring administration)

BENCHMARKS

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math test.

10th**READING****STUDENT SUMMATIVE ASSESSMENTS RESULTS**

On the NWEA/MAP assessment, the 10th grade students tested in reading had a RIT score range of 197-234. The RIT goal range for Fall is 219-231. 75% of students fall within the expected range for Fall.

SUMMATIVE GOALS

80% of 10th graders will have a RIT score of 221-233 or higher by the Spring administration of the MAP assessment. (221-233 is the range of proficiency for the Spring administration)

BENCHMARKS

All students will make their expected growth targets on the Winter administration of the NWEA/MAP test.

MATH**STUDENT SUMMATIVE ASSESSMENTS RESULTS**

On the NWEA/MAP assessment, the 10th grade students tested in math had a RIT score range of 189-265. The math RIT goal range for Fall is 229-244. 68% of students fall within the expected range for Fall.

SUMMATIVE GOALS

75% of 10th graders will have a RIT score of 231-246 or higher by the Spring administration of the MAP assessment. (231-246 is the range of proficiency for the Spring administration)

BENCHMARKS

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math test.

11th**READING****STUDENT SUMMATIVE ASSESSMENTS RESULTS**

On the NWEA/MAP assessment, the 11th grade students tested in reading had a RIT score range of 227-244. The RIT goal range for Fall is 221-233. 100% of students surpass 221. 44% of the students have a score that exceeds 233.

SUMMATIVE GOALS

60% of students will have a RIT score that exceeds 233 by the Spring administration of the MAP assessment.

BENCHMARKS

All students will make their expected growth targets on the Winter administration of the NWEA/MAP test.

MATH**STUDENT SUMMATIVE ASSESSMENTS RESULTS**

On the NWEA/MAP assessment, the 11th grade students tested in math had a RIT score range of 215-252. The math RIT goal range for Fall is 230-246. 75% of students fall within the expected range for Fall.

SUMMATIVE GOALS

85% of 11th graders will have a RIT score of 233-249 or higher by the Spring administration of the MAP assessment. (233-249 is the range of proficiency for the Spring administration)

BENCHMARKS

80% of students will make their expected growth targets on the Winter administration of the NWEA/MAP math test.



**Set Student
Achievement
Team Goals**



**Analyze
Data and
Identify
Performance
Challenges**



**Conduct Root
Cause
Analysis
& Select
Focus
Areas**



**Create
Annual
Plan**

Performance Challenges

The School Core Team should identify and prioritize the 4-6 critical data sets for detailed data analysis. Team will identify trends and/or patterns and/or relationships from the data sets with a clear link to student learning, graduation rates and improving outcomes for the whole child. After the detailed data analysis, the School Core Team will identify areas of concern and then select THE Performance Challenge (prioritized for that school) for each goal.

Collapse All

TGA will put a focus on EL students, specifically improving our students' phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency.



Goal

English Language Arts

**Student Achievement and
Student/Adult Behaviors, and/or
Instructional Practices (data options)**

- Interim assessment(s)

Schoolwide data shows... (in depth data analysis narrative)

Currently, 60% of EL students are testing in the Level 1 range, 20% are testing at the Level 2 range and 20% are at Level 3 range on the Reading MAP. For Language Usage, 60% of students are testing at Level 1, 27% are testing at Level 2 and 13% are at the Level 3 range on the MAP test. There are currently 15 EL students. The lowest performers in this subgroup have reading levels as low as 1st/2nd grade. It appears that this subgroup is the lowest performing of the subgroups. The EL students who have been with TGA for 2 years or more are performing at Level 2 and above. The recent COVID school closures did not help these students since it is these students who tend to benefit more from learning strategies/support that they did not receive during the closure.

These areas are cause for concern...

EL student performance in reading is an area of concern.

Our math
priority
performance
goal is related
to the lower
performance
for middle
schoolers and
knowing the
impact number
sense,
Operations &
Algebraic
Thinking has on
future years
ability to access
math concepts.



Goal

Mathematics

Student Achievement and Student/Adult Behaviors, and/or Instructional Practices (data options)

- Interim assessment(s)

Schoolwide data shows... (in depth data analysis narrative)

In examining the NWEA/MAP data, it appears that the middle school students are struggling with math on a larger scale than high school students. Only 47% of middle school students performed at grade level on the Fall administration of the math MAP assessment. The majority of these students greatest area of need is Number Sense, Operations & Algebraic Thinking. Many of these students have difficulty with basic operations in math.

These areas are cause for concern...

Middle school students are displaying a greater need in the areas of Number Sense, Operations & Algebraic Thinking. Having difficulty with basic operations leads to them having difficulties with higher levels of math. Many students are struggling with grade level math because of the deficits with basic mathematical operations.

Utilize SST teams and PLC teams to identify and support students toward graduation. Utilize grad tracker and other related data to identify students in need of support, then create intervention opportunities as students are identified.



Goal

Graduation

Student Achievement and Student/Adult Behaviors, and/or Instructional Practices (data options)

- Graduation Rate

Schoolwide data shows... (in depth data analysis narrative)

The current four-year graduation rate is 33%. This includes students who have withdrawn or dropped out. It is easiest to track the current 10 seniors that we

have to determine the graduation rate. The graduation rate that comes from the state in the following year for this year will include students who would have graduated with us in the 2021-2022 school year, but dropped out. Our graduation rate has been traditionally low because of the adult re-engagement program that we had prior to the age cap legislation. Since this program has been phased out, it is likely that our rate will drastically increase.

These areas are cause for concern...

Since the COVID school closures, we have noticed that a number of our high school students got jobs to help support their families. Many of these students are working full-time. The concern is helping students stay engaged in their last year of school and not letting their job become more important in their minds than completing high school.



Student Achievement
Team Goals



Analyze Data and Identify Performance Challenges



Conduct Root Cause Analysis & Select Focus Areas



Create Annual Plan

Root Causes

Root Cause Analysis occurs when School Core Teams identify the deepest underlying cause, or causes, of THE Performance Challenge. The Root Cause Analysis becomes the focus of the 90-day Plan (Component 4: Desired Outcomes, Critical Actions, and Progress Indicators), which are the improvement strategies the school will implement.



See Related Resources

Collapse All

Many of the lowest performing EL students are in need of instruction that is more focused on more basic skills needed to be successful readers. These students are in need of systematic instruction to help to strengthen these skills.



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Performance Challenge: TGA will put a focus on EL students, specifically improving our students' phonemic

awareness, phonics, spelling, vocabulary, comprehension, and fluency.

Focus Area: Layer 3 interventions (per NM MLSS guidance)

The EL student population was negatively affected by the school closure. They basically lost nearly 2 years of instruction that would have helped them to stay on pace with their learning. These students will need interventions that will help them recover and make up for the learning loss they have experienced.



Performance Challenge: TGA will put a focus on EL students, specifically improving our students' phonemic awareness, phonics, spelling, vocabulary, comprehension, and fluency.

Focus Area: Layer 2 Interventions (per NM MLSS guidance)

Considering the fact that the areas of need for students not performing at grade level in math are due to deficiencies in the areas of Number Sense, Operations & Algebraic



Thinking, it will be necessary for instructional staff to utilize the data from the MAP math assessment to directly target these areas. Shoring up these areas of weakness will increase students' ability to access and be more successful with grade level math concepts.

Performance Challenge: Our math priority performance goal is related to the lower performance for middle schoolers and knowing the impact number sense, Operations & Algebraic Thinking has on future years ability to access math concepts.

Focus Area: Data-driven Instruction (DDI)

During the COVID school closures, many of our high school students (seniors) got jobs (many are full-time) to help to support their families. It will be incumbent upon school staff to maintain regular contact with parents and students to provide the necessary support in



successfully
completing
their remaining
courses so that
they graduate
on time. It will
also be
necessary to
ensure that we
are offering
resources that
are necessary
for families who
might be
experiencing
financial
hardships.

Performance Challenge: Utilize SST teams and PLC teams to identify and support students toward graduation. Utilize grad tracker and other related data to identify students in need of support, then create intervention opportunities as students are identified.

Focus Area: School Culture



**Budget Student
Achievement
Team Goals**



**Analyze
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Plan**



Annual Plan 2021 - 2022



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The Annual Plan is comprised of **Components 1-4** in the Offline Planning Process and anchors each 90-day Plan during the school year. The Annual Plan is drafted in the springtime to coincide with budget decisions and finalized in the summer following the release of the most recent summative student achievement data.



See Related Resources

Goal English Language

Arts



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FOCUS Layer 2

**AREA Interventions (per
NM MLSS guidance)**

FOCUS Layer 3

**AREA interventions (per
NM MLSS guidance)**

Goal Mathematics



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FOCUS Data-driven

AREA Instruction (DDI)

Goal Graduation



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FOCUS School Culture
AREA