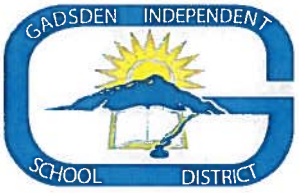
Anthony Elementary School
Gadsden Independent School District

Legislative Finance Committee Presentation

by
Efren Yturralde, Superintendent
and
Linda Perez, Principal

Efren Yturralde
Superintendent



4950 McNutt Road
Sunland Park, New Mexico

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2012-2013
District Action Plan

Gadsden Independent School District

District Action Plan

July 19, 2012

- Meeting with Principals
  - Review expectations and Plan
  - Distribute needs assessment, job descriptions for Instructional Coaches
  - School Binder expectations

July 31 or August 1

- Web-EPSS/Audit Tool training
  - All principals and their team

Month of August

- PED will audit F schools
- GAC will audit D schools
  - Mandatory as per PED
  - Audit Tool on these schools must be uploaded to the District Web-EPSS

District Improvement Plan

- Mesquite Elementary and Chaparral Elementary
  - Principal will submit an Action Plan for Improvement to the Superintendent no later than August 27.
  - Principal will submit to the Superintendent analysis of SBA data by teacher not later than August 27. (Percentage of proficient and advanced.
  - PED staff will audit school during month of August. Results of the visit will be uploaded to the school Web-EPSS.
  - One GAC member from Literacy in the Department of Curriculum and Instruction will be assigned to each school to work alongside the instructional coach.
    - 50% of the week will be spent assisting the Instructional Coach for professional development during block, doing observations, analyzing data, etc.

District Improvement Plan

- One member from the Bilingual Education/Multicultural Program in the Department of Curriculum and Instruction will serve on the school's leadership team to offer support and resources.
- The "Rounds" philosophy will apply whereby the schools will be visited on a monthly basis to follow-up any recommendations that were offered by PED and district staff as well as monitor progress of Action Plan for Improvement.
- The Principal will maintain a binder includes:
  - A clear, functional mission statement for the school.
  - Data analysis by teacher as to percentage of student proficiency in reading and math for the 2011-2012 school year.
  - Data showing student performance in upper and lower quartile (furnished by Department of Data Analysis).
  - List of ELLs by teacher
  - List of SPED students by teacher
  - Scope and sequence (Standards) for reading and math

District Improvement Plan

- The Principal will maintain a binder includes:
  - Sample of lesson plans that show differentiation of instruction and rigor.
  - Teacher schedules
  - Samples of teacher observations
  - Samples of documentation of interaction between the administrator and teacher after observations have taken place
  - Lists of teachers working on dossiers, TESOL endorsements, and POINTS attendance
  - Samples of grade level planning minutes
  - Balanced Literacy Protocol
  - Student Progress Bar Graph
  - Minutes from reading goal team meetings
  - Tier I differentiation form
  - Grading Rubric

District Improvement Plan

- Each teacher will maintain a binder that includes:
  - A clear, functional mission statement for the school
  - Data analysis by student as to student performance in reading and math for the 2011-12 school year
  - Data showing student performance in upper and lower quartile
  - List of ELLs indicating ACCESS levels
  - List of SPED students in the class (modifications included)
  - Scope and sequence (Standards) for reading and math
  - Daily lesson plans that show differentiation for instruction and rigor.
  - Teacher schedule
  - Grade level planning minutes for the week
  - Balanced Literacy Protocol
  - Student Progress Bar Graph
  - Tier I Differentiation form
  - Grading rubric

District Improvement Plan

Berino Elementary, Gadsden High School, Riverside Elementary, Sunland Park Elementary, Sunrise Elementary, and Vado Elementary

- Principal will submit an Action Plan for Improvement to the Superintendent no later than August 27.
- Principal will submit to the Superintendent analysis of SBA data by teacher not later than August 27. (Percentage of proficient and advanced.
- GAC staff will audit school during the month of August. Results of the visit will be uploaded to the school's Web –EPSS site.
- The Principal will maintain a binder includes:
  - A clear, functional mission statement for the school.
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  - Scope and sequence (Standards) for reading and rnath

District Improvement Plan

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- Teacher schedules
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- Lists of teachers working on dossiers, TESOL endorsements, and POINTS attendance
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District Improvement Plan

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  - Scope and sequence (Standards) for reading and math
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  - Grade level planning minutes for the week
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  - Grading rubric

District Improvement Plan

Chaparral High School, Desert Trail Elementary, Santa Teresa Elementary, Santa Teresa High School

- Principal will submit an Action Plan for Improvement to the Superintendent no later than August 27.
- Principal will submit to the Superintendent analysis of SBA data by teacher not later than August 27. (Percentage of proficient and advanced.
- The "Rounds" philosophy will apply whereby the schools will be visited on a monthly basis to follow-up any recommendations that were offered by PED and district staff as well as monitor progress of Action Plan for Improvement.
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District Improvement Plan

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  - Grade level planning minutes for the week
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District Improvement Plan

Anthony Elementary, Chaparral Middle School, Gadsden Elementary, Gadsden Middle School, La Union Elementary, Loma Linda Elementary, North Valley, Santa Teresa Middle School

- Principal will submit an Action Plan for Improvement to the Superintendent no later than August 27.
- Principal will submit to the Superintendent analysis of SBA data by teacher not later than August 27. (Percentage of proficient and advanced.

School Audit

- District Team
  - Berino Elementary School
  - Desert View Elementary School
  - Riverside Elementary School
  - Sunrise Elementary School
  - Sunland Park Elementary School
  - Vado Elementary School
  - Gadsden High School

PED and District Team

- Chaparral Elementary School
- Mesquite Elementary School

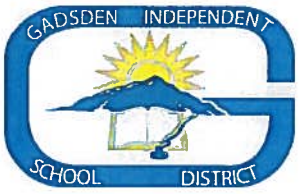
Visit Structure

- Principal questionnaire
- Leadership Team interview
- Parent Interviews
- Student interviews
- Teacher interviews
- Observation of all content teachers for no less than 25 minutes

Findings

- Varying degrees of Balanced Literacy implementation
- No clear evidence of differentiation in the classroom
- Communication and systems not always in place
- Confusion on the RTI/SAT process

Efren Yturralde
Superintendent



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2012-2013 Comprehensive List of Service for English Language Learners (ELL)

Comprehensive List of Service for English Language Learners (ELL) in the Gadsden Independent School District.

- Federal Compliance: Title III, Title I and Office for Civil Rights
- NM State Compliance: NM-PED BMEB
- Local Compliance: GISD Instructional Initiatives

1. ELL Data Management

Activities / Strategies	Personnel Responsible	Timeline	$ Amounts
District Bilingual Instructional Specialists work collaboratively with the school administration and school data clerk to identify and offer placement of ELL students from previous year's roll through ACCESS and NMSBA data.	District Bilingual Instructional Specialist, Campus Administrator, & Data clerk	Two weeks before the beginning of school year	$0
Review and analyze ACCESS and NMSBA performance provide technical support for the School Language Review Team (SLRT)	District Bilingual Instructional Specialist, Campus Administrator, & SLRT	SLRT regular scheduled meetings	$0
PowerSchool data management facilitates ELL Alternative Language Placement (ALP).	District Bilingual Instructional Specialist, Campus Administrator, & Data clerk	On-going	$0
Power School data management of the Custom Page>Bilingual Education and The State Province>Bilingual Education, is updated and maintained accurately for the 20th, 40th, 80th and 120th NMPED submissions.	District Bilingual Instructional Specialists, District Information Systems Coordinator and Staff	20th day 40th day 80th day 120th day End of year	$0
Focus monitoring visits and observation of ELD classes with constructive feedback for teacher	School Campus	School Year	$0

2. Identification of a student for ELL services			
Activities / Strategies	**Personnel Responsible**	**Timeline**	**$ Amounts**
At registration, parents complete the Home Language Survey (HLS – Form A). If there is an influence of a language other than English, the student is identified PHLOTE (Primary Home Language Other Than English).	Campus Administrator, & Data clerk	On-going	$0
This student is then identified to receive language testing for dominance and proficiency of both the home language and English.	Data Clerk, District Language Test Coordinator and Team	On-going	$0
The school administrator will provide an initial language classification and offer the student an Alternative Language Program.	Campus Administrator, & Data clerk	On-going	$0
3. Assessment of ELL students			
Activities / Strategies	**Personnel Responsible**	**Timeline**	**$ Amounts**
Upon registration: PHLOTE students will be assessed using the WIDA ACCESS Placement Test (WAPT-English) and Woodcock-Muñoz Language Scale (WMLS-R Spanish) to establish language dominance and proficiency.	Data Clerk, District Language Test Coordinator and Team	On-going	$?
Established students identified ELL will be assessed annually with the Assessment of Communication and Comprehension State-to-State (ACCESS) until proficiency is attained. Students are tiered for their language span.	District Test Coordinator, School Administrator, & Bilingual Specialists	Spring semester	$0
Students who participate in the district's bilingual program must also be assessed in Spanish annually until proficiency is attained.	Data Clerk, District Language Test Coordinator and Team	Spring semester	$?
ELL students qualify for ELL accommodations and waivers for the annual NMSBA. These are documented by the SLRT and School Administrator for the District Test Coordinator.	School Administrator and SLRT	Spring semester	$0

ELL students are assessed at school for academic achievement in Reading and Math using ACCESS, NMSBA, DRA/EDL, MAPS, etc.	Teacher, Instructional Coaches, School Administrator	On-going and testing cycles	$?
ELL students are entitled to receive school accommodations as per RTI, IEP, Plan 504.	School Administrator, parents & SAT	On-going	$0
4. Moving through the ELL continuum into Fluent English Proficient (FEP)			
Activities / Strategies	**Personnel Responsible**	**Timeline**	**$ Amounts**
ELL students who attain proficiency, a level 5 on the composite score of the ACCESS, are reclassified from ELL status to FEP status. They are monitored for two years by the SLRT. This monitoring is to prevent a proficient student from returning to ELL status.	School Administrator, District Bilingual Instructional Specialist & SLRT	Fall semester	$0
FEP students are still part of the ELL subgroup on the annual NMSBA. The monitoring process prepares teachers for these outcomes.	School Administrator, District Bilingual Instructional Specialist & SLRT	Fall semester	$0
FEP students are assessed at school for academic achievement in Reading and Math using NMSBA, DRA/EDL, MAPS, etc.	Teacher, Instructional Coaches, School Administrator	On-going	$0
FEP students are entitled to receive school accommodations as per RTI, IEP, Plan 504.	School Administrator, parents &SAT	On-going	$0
5. Scientifically research-based activities to improve Academic Achievement			
Activities / Strategies	**Personnel Responsible**	**Timeline**	**$ Amounts**
Identify low-performing ELL and offer tutoring in test taking strategies	School Campus	School Year	$ 0
Increase technology for ELD: Imagine Learning First In Math	School Campus	School Year	$500,000 $5000 startup/school &$150 per student License $10K/Title III
Purchase Classroom Set Libraries	Campus Administrator	School Year	$16,644
Purchase Word-for-Word Dictionaries as an ELL support	Campus Administrator	School Year	$12,825

Purchase NG-EDGE/Inside materials for PAL (HS)	Campus Administrator	School Year	$2132
Purchase Language Power by Teacher Created Materials	Curriculum and Instruction	School Year	$124,000
Teacher incorporate A+RISE strategies	Campus Administrator	School Year	$0
6. Scientifically research-based professional development activities and strategies			
Activities / Strategies	**Personnel Responsible**	**Timeline**	**$ Amounts**
Professional development, in partnership with ENMU, centered on TESOL methodology and TESOL Endorsement	Department of Curriculum and Instructional Support	School Year	$ 70,000
Offer professional development on program fidelity with practical uses of Common-Core Content Standards and NM-ELD Standard (Make and Take – Summer)	Department of Curriculum and Instructional Support	School Year	$30,000
Continue to offer Language Academy PD that encompasses best practices and professional books	Department of Curriculum and Instructional Support	School Year	$5000
Continue with OCR Administrators' Academy to review the district ALP, SGT goals, AMAOs goals, ELL plan, FEP monitoring	Department of Curriculum and Instructional Support	Fall of Academic Year	$ 0
Out of District Conferences-La Cosecha, Kidd Literacy Conference, NMABE, QTEL, etc.	Department of Curriculum and Instructional Support	School Year	$31,000
Dr. Aida Walqui and Leslie Hamburger, QTEL, Quality Teaching for Secondary ELLs In-district ELD Conference- Quality Content Teaching for Secondary Teachers	Department of Curriculum and Instructional Support	Fall 2012	Carl Perkins $13,000
Dr. Eugenia Mora-Flores, USC, Connecting Content and Language for ELLs	Department of Curriculum and Instructional Support	Summer 2013	$15,000

7. Parent involvement and outreach strategies to actively involve parents in the education of their children.			
Activities / Strategies	**Personnel Responsible**	**Timeline**	**$ Amounts**
Continue to use school marquees, school messenger as a form of communication	Campus administrators	Beginning Fall 2012	$ 0
Continue to access community businesses to partner with the schools	Campus administrators	Beginning Fall 2012	$ 0
Foster participation in the superintendent's GPAC (Gadsden Parent Advisory Committee)	Parent Outreach Coordinator	Beginning Fall 2012	$ 0
Involve parents in the educational process through bilingual home notices, newsletters, test results (ACCESS and NMSBA), AMAOs notification letter	Campus administrators	Beginning Fall 2012	$ 0
English proficiency and NMSBA School Celebrations	Campus administrators	Beginning Fall 2012	$ 0

Efren Yturralde
Superintendent

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2012-2013
2013 SBA Ranking
Percent At or Above
Proficient

GADSDEN INDEPENDENT SCHOOL DISTRICT

2013 SBA Ranking PERCENT AT OR ABOVE PROFICIENT

Middle School All Reading

School	Proficient and Above 2010	Proficient and Above 2011	Ranking 2011	Gain or Loss	Proficient and Above 2012	Ranking 2012	Gain or Loss	A-F School Grade 2012	Proficient and Above 2013	Ranking 2013	Gain or Loss	Gain or Loss Percentage	A-F School Grade 2013
Santa Teresa Middle	66.4	54.30%	1	↘	56	1	↗	B	67.3%	1	↗	11.3%	
Gadsden Middle	53	35.61%	2	↘	42	3	↗	B	52.6%	2	↗	10.6%	
Chaparral Middle	44.9	34.36%	3	↘	43	2	↗	B	45.8%	3	↗	2.8%	

Middle School All Math

School	Proficient and Above 2010	Proficient and Above 2011	Ranking 2011	Gain or Loss	Proficient and Above 2012	Ranking 2012	Gain or Loss	A-F School Grade 2012	Proficient and Above 2013	Ranking 2013	Gain or Loss	Gain or Loss Percentage	A-F School Grade 2013
Santa Teresa Middle	43.3	43.48%	1	↗	48%	1	↗	B	56.2%	1	↗	8.2%	
Chaparral Middle	30.2	37.01%	3	↗	44%	2	↗	B	48.3%	2	↗	4.3%	
Gadsden Middle	33.7	37.54%	2	↗	39%	3	↗	B	44.4%	3	↗	5.4%	

High School All Reading

School	Proficient and Above 2010	Proficient and Above 2011	Ranking 2011	Gain or Loss	Proficient & Above 2012 H2	Proficient & Above2012 H3	A-F School Grade 2012	Proficient and Above 2013 H2	Proficient and Above 2013 H3	Gain or Loss	Gain or Loss Percentage H2	Gain or Loss Percentage H3	A-F School Grade 2013
Santa Teresa High School	56	47.71%	2	↘	36.8%	38.4%	C	38.90%	41.19%	↗	2.1	2.79	
Chaparral High School	54.4	55.62%	1	↗	33.8%	35.6%	C	35.29%	40.23%	↗	1.49	4.63	
Gadsden High School	50.4	33.89%	3	↘	32.9%	35.6%	D	36.14%	38.27%	↗	3.24	2.67	

High School All Math

School	Proficient and Above 2010	Proficient and Above 2011	Ranking 2011	Gain or Loss	Proficient & Above 2012 H2	Proficient & Above 2012 H3	A-F School Grade 2012	Proficient and Above 2013 H2	Proficient and Above 2013 H3	Gain or Loss	Gain or Loss Percentage H2	Gain or Loss Percentage H3	A-F School Grade 2013
Santa Teresa High School	40.1	46.25%	1	↗	35.6%	38.7%	C	35.72%	40.06%	↗	0.12	1.36	
Gadsden High School	23	33.15%	3	↗	33.5%	35.9%	D	34.74%	36.90%	↗	1.24	1.0	
Chaparral High School	38.5	42.13%	2	↗	33.9%	35.6%	C	34.28%	37.77%	↗	0.38	2.17	

GADSDEN INDEPENDENT SCHOOL DISTRICT

2013 SBA Ranking PERCENT AT OR ABOVE PROFICIENT

Elementary All Reading

School	Proficient and Above 2010	Proficient and Above 2011	Ranking 2011	Gain or Loss	Proficient and Above 2012	Ranking 2012	Gain or Loss	A-F School Grade 2012	Proficient and Above 2013	Ranking 2013	Gain or Loss	Gain or Loss Percentage	A-F School Grade 2013
Anthony	45.9	54.83	2	↗	62	1	↗	A	55.1%	1	↘	6.9%	
Santa Teresa	74.8	62.1	1	↘	55	2	↘	C	53.6%	2	↘	1.4%	
Desert View	56.9	47.2	8	↘	40	7	↘	D	50.5%	3	↗	10.5%	
Gadsden Elem		48.02	6		48	4	↘	B	50.2%	4	↗	2.2%	
Loma Linda	31.4	38.9	13	↗	43	6	↘	B	50.2%	5	↗	7.2%	
Sunrise	62.3	51.98	3	↘	48	4	↘	D	48.7%	6	↗	0.7%	
North Valley	46.9	47.51	7	↗	48	4	↗	B	48.5%	7	↗	0.5%	
La Union	48.3	51.16	4	↗	47	5	↘	B	47.5%	8	↗	0.5%	
Sunland Park	57.4	48.08	5	↘	49	3	↘	D	43.2%	9	↘	5.8%	
Vado	55.9	41.87	10	↘	38	8	↘	D	43.1%	10	↗	5.1%	
Berino	41.9	40.58	11	↘	38	8	↘	D	41.5%	11	↗	3.5%	
Desert Trail	46.3	44.74	9	↘	36	9	↘	C	40.8%	12	↗	4.8%	
Chaparral	41.9	28.19	15	↘	31	10	↗	F	40.3%	13	↗	9.3%	
Mesquite	51	39.47	12	↘	36	9	↘	F	36.5%	14	↗	0.5%	
Riverside	43	30.7	14	↘	30	11	↘	D	34.4%	15	↗	4.4%	

Elementary All Math

School	Proficient and Above 2010	Proficient and Above 2011	Ranking 2011	Gain or Loss	Proficient and Above 2012	Ranking 2012	Gain or Loss	A-F School Grade 2012	Proficient and Above 2013	Ranking 2013	Gain or Loss	Gain or Loss Percentage	A-F School Grade 2013
Anthony	48.9	61.92	1	↗	70	1	↗	A	73.7%	1	↗	3.7%	
Desert View	62.5	49.27	7	↘	45	7	↘	D	66.6%	2	↗	21.6%	
North Valley	43	49.51	5	↘	53	3	↘	B	59.5%	3	↗	6.5%	
Sunrise	57.1	52.07	3	↘	48	5	↘	D	56.3%	4	↗	8.3%	
Desert Trail	53.8	46.56	9	↘	41	8	↘	C	55.1%	5	↗	14.1%	
Santa Teresa	66.5	57.93	2	↘	54	2	↘	C	54.9%	6	↗	0.9%	
Loma Linda	28.9	45.01	10	↗	46	6	↘	B	52.3%	8	↗	6.3%	
Chaparral	33.6	30.41	14	↘	28	12	↘	F	52.1%	7	↗	24.1%	
Gadsden Elen		47.26	8		46	6	↘	B	51.5%	9	↗	5.5%	
La Union	44.1	33.18	13	↘	52	4	↗	B	49.1%	10	↘	2.9%	
Sunland Park	68.1	50.16	4	↘	46	6	↘	D	48.2%	11	↗	2.2%	
Berino	44.4	38.15	11	↘	33	10	↘	D	45.1%	12	↗	12.1%	
Riverside	39.8	34.36	12	↘	33	10	↘	D	40.4%	13	↗	7.4%	
Vado	64.8	49.31	6	↘	39	9	↘	D	40%	14	↗	1%	
Mesquite	48.2	27	15	↘	32	11	↗	F	32.3%	15	↗	0.3%	

Gadsden Independent School District - School Rankings 2011, 2012, 2013

ycasillas 7-8-2013

Efren Yturralde
Superintendent

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Districtwide Statewide 2013 SBA Comparison

7-2-2013

Gadsden Independent School District

Districtwide Statewide 2013 SBA Comparison

READING																	
State or District	Grade	Group	STATE Number Tested	STATE Beginning Step	STATE Nearing Proficiency	STATE Proficient	STATE Advanced	STATE Proficient & Above	DISTRICTWIDE	Grade	DISTRICT Group	DISTRICT Number Tested	DISTRICT Beginning Step	DISTRICT Nearing Proficiency	DISTRICT Proficient	DISTRICT Advanced	DISTRICT Proficient & Above
Statewide	3	All Students	25,582	21.2%	23.5%	49.0%	6.2%	55.2%	Districtwide	3	All Students	1,064	21.6%	24.3%	50.3%	3.8%	54.0%
Statewide	4	All Students	25,149	13.3%	40.9%	36.1%	9.7%	45.7%	Districtwide	4	All Students	1,102	14.9%	46.4%	33.4%	5.4%	38.7%
Statewide	5	All Students	25,386	12.4%	36.4%	42.4%	8.8%	51.2%	Districtwide	5	All Students	1,104	14.9%	43.0%	37.7%	4.3%	42.0%
Statewide	6	All Students	25,183	13.4%	39.8%	38.8%	8.0%	46.8%	Districtwide	6	All Students	1,000	14.1%	39.6%	39.7%	6.6%	46.3%
Statewide	7	All Students	24,745	13.7%	36.4%	44.9%	4.9%	49.8%	Districtwide	7	All Students	1,045	13.4%	33.8%	48.7%	4.1%	52.8%
Statewide	8	All Students	24,808	12.0%	27.8%	54.7%	5.4%	60.2%	Districtwide	8	All Students	1,070	12.0%	29.7%	54.4%	3.9%	58.3%
Statewide	H2	All Students	22,993	18.8%	40.2%	33.4%	7.6%	41.0%	Districtwide	H2	All Students	979	20.3%	43.9%	30.4%	5.3%	35.8%
Statewide	H3	All Students	20,976	11.4%	33.2%	43.7%	11.8%	55.5%	Districtwide	H3	All Students	903	13.2%	37.1%	41.1%	8.6%	49.7%
Statewide	H4+	All Students	233	36.1%	37.8%	17.2%	9.0%	26.2%	Districtwide	H4+	All Students	25	36.0%	28.0%	20.0%	16.0%	36.0%
						STATEWIDE		47.95%							DISTRICTWIDE		45.96%
Statewide	3	SPED	3,419	61.3%	18.7%	15.9%	4.1%	20.0%	Districtwide	3	SPED	126	58.7%	19.0%	15.9%	6.3%	22.2%
Statewide	4	SPED	3,606	48.6%	35.9%	10.1%	5.4%	15.5%	Districtwide	4	SPED	116	54.3%	35.3%	3.4%	6.9%	10.3%
Statewide	5	SPED	3,825	47.4%	37.0%	10.7%	4.9%	15.6%	Districtwide	5	SPED	109	57.8%	35.8%	5.5%	0.9%	6.4%
Statewide	6	SPED	3,671	48.7%	36.7%	9.5%	5.0%	14.5%	Districtwide	6	SPED	93	52.7%	36.6%	7.5%	3.2%	10.8%
Statewide	7	SPED	3,429	49.9%	33.7%	11.6%	4.7%	16.4%	Districtwide	7	SPED	97	62.9%	21.6%	12.4%	3.1%	15.5%
Statewide	8	SPED	3,157	46.1%	31.9%	16.1%	5.9%	22.0%	Districtwide	8	SPED	96	56.3%	20.8%	19.8%	3.1%	22.9%
Statewide	H2	SPED	2,518	59.9%	29.3%	5.8%	5.0%	10.8%	Districtwide	H2	SPED	77	66.2%	29.9%	1.3%	2.6%	3.9%
Statewide	H3	SPED	2,251	46.6%	35.6%	11.4%	6.4%	17.8%	Districtwide	H3	SPED	85	57.6%	25.9%	8.2%	8.2%	16.5%
Statewide	H4+	SPED	62	56.5%	19.4%	1.6%	22.6%	24.2%	Districtwide	H4+	SPED	10	50.0%	10.0%	0.0%	40.0%	40.0%
						STATEWIDE		17.33%							DISTRICTWIDE		16.5%
Statewide	3	Current, ELL	6,602	35.3%	28.8%	34.3%	1.6%	35.9%	Districtwide	3	Current, ELL	657	27.5%	25.1%	44.0%	3.3%	47.3%
Statewide	4	Current, ELL	4,603	31.2%	51.0%	16.1%	1.8%	17.8%	Districtwide	4	Current, ELL	484	23.6%	50.8%	23.6%	2.1%	25.6%
Statewide	5	Current, ELL	4,014	33.2%	49.5%	15.4%	1.9%	17.3%	Districtwide	5	Current, ELL	413	31.0%	47.5%	19.1%	2.4%	21.5%
Statewide	6	Current, ELL	3,613	39.0%	47.9%	10.9%	2.3%	13.2%	Districtwide	6	Current, ELL	308	35.1%	50.3%	12.7%	1.9%	14.6%
Statewide	7	Current, ELL	3,604	37.3%	48.0%	13.2%	1.4%	14.6%	Districtwide	7	Current, ELL	377	31.3%	47.2%	20.7%	0.8%	21.5%
Statewide	8	Current, ELL	3,504	32.8%	43.2%	22.6%	1.5%	24.1%	Districtwide	8	Current, ELL	406	25.4%	46.6%	27.1%	1.0%	28.1%
Statewide	H2	Current, ELL	2,188	55.2%	37.4%	5.7%	1.7%	7.4%	Districtwide	H2	Current, ELL	233	53.2%	39.9%	6.0%	0.9%	6.9%
Statewide	H3	Current, ELL	1,827	42.4%	45.7%	9.8%	2.1%	11.9%	Districtwide	H3	Current, ELL	164	45.1%	41.5%	9.1%	4.3%	13.4%
Statewide	H4+	Current, ELL	46	54.3%	30.4%	6.5%	8.7%	15.2%	Districtwide	H4+	Current, ELL	14	57.1%	14.3%	7.1%	21.4%	28.6%
						STATEWIDE		17.48%							DISTRICTWIDE		23.5%

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Gadsden Independent School District

Districtwide Statewide 2013 SBA Comparison

Statewide	3	Exited, ELL	1,049	8.3%	17.8%	67.7%	6.2%	73.9%	Districtwide	3	Exited, ELL	72	2.8%	20.8%	68.1%	8.3%	76.4%
Statewide	4	Exited, ELL	3,004	4.8%	45.7%	42.3%	7.3%	49.6%	Districtwide	4	Exited, ELL	375	6.4%	49.3%	37.9%	6.4%	44.3%
Statewide	5	Exited, ELL	3,935	5.3%	39.9%	48.5%	6.4%	54.8%	Districtwide	5	Exited, ELL	432	4.9%	41.9%	47.7%	5.6%	53.2%
Statewide	6	Exited, ELL	3,781	4.9%	44.7%	44.5%	5.9%	50.4%	Districtwide	6	Exited, ELL	465	3.2%	36.6%	52.7%	7.5%	60.2%
Statewide	7	Exited, ELL	3,228	6.1%	39.6%	51.2%	3.1%	54.3%	Districtwide	7	Exited, ELL	434	1.4%	26.3%	65.9%	6.5%	72.4%
Statewide	8	Exited, ELL	3,080	5.3%	28.3%	63.1%	3.3%	66.3%	Districtwide	8	Exited, ELL	443	1.4%	17.4%	75.8%	5.4%	81.3%
Statewide	H2	Exited, ELL	3,311	14.2%	51.6%	30.4%	3.8%	34.2%	Districtwide	H2	Exited, ELL	540	9.1%	47.8%	37.4%	5.7%	43.1%
Statewide	H3	Exited, ELL	3,211	6.9%	43.3%	42.9%	7.0%	49.8%	Districtwide	H3	Exited, ELL	543	5.2%	38.1%	48.6%	8.1%	56.7%
Statewide	H4+	Exited, ELL	23	4.3%	60.9%	34.8%	0.0%	34.8%	Districtwide	H4+	Exited, ELL						
						STATEWIDE		52.0%							DISTRICTWIDE		60.95%

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Gadsden Independent School District

Districtwide Statewide 2013 SBA Comparison

MATH																	
State or District	Grade	STATEWIDE Math	STATE Number Tested	STATE Beginning Step	STATE Nearing Proficiency	STATE Proficient	STATE Advanced	STATE Proficient & Above	DISTRICTWIDE	Grade	DISTRICT Group	Number Tested	Beginning Step	Nearing Proficiency	Proficient	Advanced	Proficient & Above
Statewide	3	All Students	25,585	13.3%	35.8%	47.1%	3.8%	51.0%	Districtwide	3	All Students	1,064	10.3%	30.7%	53.0%	5.9%	58.9%
Statewide	4	All Students	25,185	19.1%	35.4%	36.1%	9.3%	45.4%	Districtwide	4	All Students	1,102	15.6%	33.4%	38.7%	12.3%	51.0%
Statewide	5	All Students	25,390	20.2%	36.7%	33.1%	10.0%	43.1%	Districtwide	5	All Students	1,106	16.1%	38.9%	38.2%	6.8%	45.0%
Statewide	6	All Students	25,198	22.6%	37.8%	33.9%	5.7%	39.6%	Districtwide	6	All Students	1,003	13.5%	32.8%	46.0%	7.8%	53.7%
Statewide	7	All Students	24,728	20.6%	38.2%	35.6%	5.6%	41.2%	Districtwide	7	All Students	1,044	17.7%	32.6%	42.7%	7.0%	49.7%
Statewide	8	All Students	24,774	13.7%	44.1%	37.6%	4.6%	42.2%	Districtwide	8	All Students	1,068	11.0%	40.8%	44.0%	4.1%	48.1%
Statewide	H2	All Students	22,945	16.5%	53.3%	25.8%	4.4%	30.2%	Districtwide	H2	All Students	975	17.5%	53.0%	25.0%	4.4%	29.4%
Statewide	H3	All Students	20,912	10.9%	47.1%	34.6%	7.5%	42.0%	Districtwide	H3	All Students	897	10.9%	43.6%	38.2%	7.2%	45.5%
Statewide	H4+	All Students	230	37.8%	44.8%	13.0%	4.3%	17.4%	Districtwide	H4+	All Students	25	24.0%	52.0%	12.0%	12.0%	24.0%
						STATEWIDE		39.12%							DISTRICTWIDE		45.05%
Statewide	3	SPED	3,409	38.9%	40.4%	19.4%	1.3%	20.7%	Districtwide	3	SPED	126	34.1%	38.9%	24.6%	2.4%	27.0%
Statewide	4	SPED	3,622	49.1%	34.2%	13.0%	3.7%	16.7%	Districtwide	4	SPED	116	44.8%	32.8%	15.5%	6.9%	22.4%
Statewide	5	SPED	3,828	53.8%	33.1%	11.0%	2.2%	13.1%	Districtwide	5	SPED	112	58.9%	30.4%	9.8%	0.9%	10.7%
Statewide	6	SPED	3,670	61.5%	26.7%	10.1%	1.7%	11.7%	Districtwide	6	SPED	92	46.7%	32.6%	17.4%	3.3%	20.7%
Statewide	7	SPED	3,419	59.9%	27.6%	9.0%	3.6%	12.6%	Districtwide	7	SPED	96	65.6%	24.0%	6.3%	4.2%	10.4%
Statewide	8	SPED	3,151	47.5%	39.9%	8.3%	4.3%	12.6%	Districtwide	8	SPED	95	50.5%	36.8%	10.5%	2.1%	12.6%
Statewide	H2	SPED	2,504	52.3%	39.7%	4.8%	3.2%	8.1%	Districtwide	H2	SPED	75	62.7%	33.3%	2.7%	1.3%	4.0%
Statewide	H3	SPED	2,234	43.0%	45.0%	7.8%	4.2%	12.0%	Districtwide	H3	SPED	85	50.6%	32.9%	10.6%	5.9%	16.5%
Statewide	H4+	SPED	60	48.3%	25.0%	16.7%	10.0%	26.7%	Districtwide	H4+	SPED	10	40.0%	30.0%	10.0%	20.0%	30.0%
						STATEWIDE		58.37%							DISTRICTWIDE		67.20%
Statewide	3	Current, ELL	6,625	21.4%	43.3%	33.9%	1.4%	35.3%	Districtwide	3	Current, ELL	657	12.2%	34.4%	47.9%	5.5%	53.4%
Statewide	4	Current, ELL	4,624	36.3%	42.9%	18.8%	2.0%	20.8%	Districtwide	4	Current, ELL	483	23.8%	39.8%	28.0%	8.5%	36.4%
Statewide	5	Current, ELL	4,027	43.6%	41.2%	13.8%	1.4%	15.2%	Districtwide	5	Current, ELL	415	29.9%	42.9%	24.8%	2.4%	27.2%
Statewide	6	Current, ELL	3,623	50.8%	36.9%	11.7%	0.6%	12.3%	Districtwide	6	Current, ELL	311	32.8%	41.8%	24.4%	1.0%	25.4%
Statewide	7	Current, ELL	3,610	45.5%	42.5%	10.9%	1.2%	12.1%	Districtwide	7	Current, ELL	377	35.8%	44.0%	18.3%	1.9%	20.2%
Statewide	8	Current, ELL	3,506	31.5%	54.3%	13.2%	0.9%	14.1%	Districtwide	8	Current, ELL	405	21.5%	54.6%	23.7%	0.2%	24.0%
Statewide	H2	Current, ELL	2,182	44.8%	49.5%	4.3%	1.4%	5.7%	Districtwide	H2	Current, ELL	231	43.3%	50.6%	5.6%	0.4%	6.1%
Statewide	H3	Current, ELL	1,820	35.9%	54.7%	7.9%	1.4%	9.3%	Districtwide	H3	Current, ELL	165	34.5%	51.5%	12.7%	1.2%	13.9%
Statewide	H4+	Current, ELL	46	54.3%	34.8%	6.5%	4.3%	10.9%	Districtwide	H4+	Current, ELL	14	35.7%	42.9%	14.3%	7.1%	21.4%
						STATEWIDE		15.07%							DISTRICTWIDE		25.33%

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Gadsden Independent School District

Districtwide Statewide 2013 SBA Comparison

Statewide	3	Exited, ELL	1,050	4.9%	28.5%	60.9%	5.8%	66.7%	Districtwide	3	Exited, ELL	72	2.8%	13.9%	72.2%	11.1%	83.3%
Statewide	4	Exited, ELL	3,006	10.5%	37.9%	43.2%	8.4%	51.6%	Districtwide	4	Exited, ELL	375	7.2%	31.7%	45.3%	15.7%	61.1%
Statewide	5	Exited, ELL	3,936	12.7%	41.7%	38.5%	7.1%	45.6%	Districtwide	5	Exited, ELL	432	7.2%	37.0%	45.6%	10.2%	55.8%
Statewide	6	Exited, ELL	3,780	13.0%	43.8%	39.4%	3.8%	43.2%	Districtwide	6	Exited, ELL	465	3.4%	27.1%	58.7%	10.8%	69.5%
Statewide	7	Exited, ELL	3,227	12.7%	42.9%	40.2%	4.2%	44.4%	Districtwide	7	Exited, ELL	434	5.1%	27.2%	56.7%	11.1%	67.7%
Statewide	8	Exited, ELL	3,079	7.5%	46.7%	42.7%	3.1%	45.8%	Districtwide	8	Exited, ELL	443	2.9%	30.9%	59.8%	6.3%	66.1%
Statewide	H2	Exited, ELL	3,308	11.9%	62.2%	23.5%	2.3%	25.9%	Districtwide	H2	Exited, ELL	540	8.0%	55.7%	31.5%	4.8%	36.3%
Statewide	H3	Exited, ELL	3,203	6.9%	54.2%	34.4%	4.5%	38.9%	Districtwide	H3	Exited, ELL	538	3.3%	42.0%	46.1%	8.6%	54.6%
Statewide	H4+	Exited, ELL	23	4.3%	73.9%	17.4%	4.3%	21.7%	Districtwide	H4+	Exited, ELL						
						STATEWIDE		42.64%							DISTRICTWIDE		61.81%

Efren Yturralde
Superintendent

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Turn Around Approaches Anthony Elementary Gadsden Independent School District

Turnaround Approaches

Anthony Elementary

Gadsden Independent School District

Every child, every day, experiencing success in every way…

Demographics

- 100 % Economically Disadvantaged
- Approximately 70% English Language Learners
- 100% Hispanic
- 100% Free/Reduced Lunch
- 90% of our students live in government assisted housing

(A high percentage of our parents did not complete high school. They are migrant workers. Many of our students live with someone other than a parent due to immigration factors.)

Changes implemented at Anthony

- Professional Learning Communities
- Professional Development
- Grade Level Planning & Goal Teams to develop Units of Study and 9 week teacher developed common assessments. Weekly meetings to look at data, continuous improvement.
- Supervision
- Accountability

- *Anthony Elementary has not received any additional funding to implement any of the above changes.*

SBA results

School Year	Math SBA percent	Reading SBA percent
2008-2009	48.20	42.00
2009-2010	48.94	45.90
2010-2011	63.02	55.73
2011-2012	70.00	62.40
2012-2013	73.70	55.10

4th/5th gr Bilingual Students	Math SBA percent	Reading SBA percent
Tested in Native Language	91.50	81.50
Tested in English for the 1st time	66.00 with accommodations	28.00 without accommodations

Decrease in Reading Scores

- Our School Language Review Team decided that it was best for our 2nd year bilingual transition students to begin testing in English. As you can see by the 4th and 5th grade bilingual classes, our students were at a disadvantage as it was their first year receiving 80% of their instruction in English and taking the SBA in English. It is unclear how the state reports the gains when a child is tested in English as compared to the previous year when the child tested in his or her native language.

Professional Learning Communities

- Creating a campus atmosphere where failure is not an option is necessary to help teachers work with a same mission and vision in mind.
- It is important to look at SBA and common assessment data both in horizontal and vertical team meetings. This builds a community of trust where all the staff can speak freely about student scores.
- Administrators and teachers must be familiar with the school's culture and involve all stakeholders allowing them to have an active role in students' education. The family dynamics is changing greatly and students are facing more issues at home and these may have an impact on their learning.
- Because each individual does not have the same life experiences, the same way of interpreting, reflecting and evaluating and because each individual does not understand at the same speed as others, administrators must make differentiated plans and ways of helping and supporting each teacher. (different ways of meeting the same goal)

Professional Development Improves Instruction

- Because teaching and learning can become stagnate it is necessary to be continuous reflective practitioners and grow in our profession.
- Professional development must be provided not only through the district but also in the local campus. We have a highly qualified instructional coach that meets with teachers on a weekly basis.
- School-wide, group and individual development are necessary to help educators become highly qualified in their profession strengthening their teaching approaches.

Grade Level Planning and Goal Teams are necessary for Data-Driven Instruction

- Teachers need time for horizontal planning (grade level), problem-solving meetings, experimentation and risk-taking. At this time they develop their grade level Units of Study and common assessments that are administered as a pre and a post every 9 weeks. The results of the pre assessment are used to plan and differentiate instruction for the 9 weeks.

- The Instructional Coach and Mentor Teachers provide coaching, and leader participation in activities enabling novice teachers to strengthen their skills. These activities mostly revolve around data analysis and differentiated instruction.

- The Goal Teams are comprised of teachers from each grade level. They collaborate in data analysis, problem-solving meetings and vertical planning.

- These meetings are greatly important to identify students' strengths and weaknesses providing immediate interventions as necessary. When teachers work together to achieve specific, measurable goals for which members are mutually accountable, that's when you see student improvement.

Collegial Supervision/Walk-throughs

- We must move away from trying to control teachers as it was done using more conventional supervision approaches. Teachers have to be involved in the planning and implementation process.
- Mini Walk-throughs allow administrators to ensure the mandated district programs and curriculum are taught with consistency and fidelity. Frequent, unannounced supervisory visits that keep teachers focused and help leaders see if other resources are needed.
- Allows for frequent conversations about what was happening in the classroom, student learning, and results of common assessments.

Accountability!

- Teachers
- Students
- Administrators as Instructional Leaders

We are a No Excuses College Bound Campus!