Hagerman Municipal School District

406 N. Cambridge Hagerman, New Mexico

LESC Presentation

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Vision

The Vision of the Hagerman Municipal Schools is to create a learning community that provides quality education services to all students

Mission

The Mission of the Hagerman Municipal Schools is to make sure that all students who enroll graduate with the skills and knowledge needed to pursue a rewarding career or attend college without remediation.

Introduction

This report provides information to evaluate the current status of the educational system in Hagerman. Data in this report provides important information about our students, teachers, and our schools from multiple perspectives. It also includes information about our demographic characteristics and patterns in courses taken.

A district-wide Instructional Framework has been developed; “Multiple Paths, One Destination”

Conceptual Framework

The conceptual framework establishes the shared vision for student and institutional success within Hagerman Municipal Schools. It provides direction for program, courses, instruction and accountability.

Enrollment

- The number of students enrolling in Hagerman Municipal Schools over the past five years has shown a fluctuating cycle.
- Over the past three years Hispanic students make up an average of 73 percent of the student body.
- The percent of students eligible for free or reduced lunch is 100 percent.
- The percent of English Language Learners (EL) make-up an average of 20 percent of the student population 2015-2017
- The percent of SPED students make-up an average of 16 percent of the student population 2015-2017

Instructional Leaders (Teachers)

- Mobility for Teachers, 2013-2017, range between 6-10 vacancies each year.
- The Hagerman average regular teacher salary increased 1.0 percent year 2013 & year 2014
- Teacher Summative Evaluation 2013-2014 59% effective or higher (D,D,A)
- Teacher Summative Evaluation 2014-2015 81% effective or higher (C,C,A)
- Teacher Summative Evaluation 2015-2016 54% effective or higher (B,D,C)
- Teacher Summative Evaluation 2016-2017 73% effective or higher (B,D,C)

Student Performance

- Since 2014-2015, Hagerman’s progress toward academic growth has been up and down. The results from 2012-2013 School Grading Report Card yielded the following: Elementary “F”; Middle “F” and High school “A”.

- School Grade Report Card for 2013-2014 yielded the following: Elementary “D”; Middle “D” and High school “A”
- School Grade Report Card for 2014-2015 yielded the following: Elementary “C”; Middle “C” and High school “A”
- School Grade Report Card for 2015-2016 yielded the following: Elementary “B”; Middle “D” and High school “C”
- School Grade Report Card for 2016-2017 yielded the following: Elementary “B”; Middle “D” and High school “C”
- EL students ACCESS scores has provided the following results: 2015-2017 Chart
- Third grade PARCC results in reading: 2015-2017 Chart
- Percent of students taking and passed with a C or better in Dual Enrollment Courses – 2014 (44.8); 2015 (50.4); and 2016 (67.0)
- Percent of students taking ACT 2014 (68.1); 2015 (28.4); and 2016 (45.0).

Challenges

A diverse student population can enhance the learning environment; it can also create new or increased challenges for the staff.

- Teacher mobility rate
- Common Curriculum
- Moving away from the survival way of educating our children
- Single accountability model does not work for all schools
- Appropriate autonomy
- Rebalancing our educational structure (stronger focus on Economic Development)
- Alignment between Policies and Practices
- Various statistical models utilized by the PED
- Developing partnerships with Post-Secondary for research opportunities
- Adequate funding to create the appropriate infrastructure to meet the needs of all students.
- Sustaining external assessments tools (solution) for short cycle assessments

Success

- Identification of learning gaps for our students and an effective Instructional Framework developed and implemented K-12 “Hagerman Municipal Schools Multiple Paths, One Destination”.
- Comprehensive Instructional Framework
- K-12 collaboration

- Conceptual Framework – Early Childhood K-2 Multiage Grouping, Grades 3-5 Foundational Skills and Knowledge, 6-8 Skills and Knowledge Connections, 9-12 Two Plus Two system, Grades 9-10 Exploration and Critical Thinking and Grades 11-12 Real World Application
- Five teachers taking masters course work from New Mexico Tech "Master of Science for Teachers"
- Ongoing teacher enrollment in TESOL cognate of courses at ENMU-Portales for TESOL endorsement

Systematic Process to Achieve Student Academic Growth

- Genera Evaluation Model – Needs Assessment, Acceptance of Needs, Baseline Data, Procedures to achieve objectives, Program Implementation Assessment, Post Assessment
- Leadership -
- Strategic Planning – Short term & Long term
- Student Focus
- Assessment System
- Staff Focus
- Process Management
- Performance Results.

Next Steps – Improve our Infrastructure

- Develop Common Curriculum district-wide to include a series of measures that will be implemented over time. We believe that education is central to building the economy in the town of Hagerman.
  Intent: To graduate all students to become the engine for economic growth and create a sense of identity. Evolve in tandem with our changing economy.
- **Year One -** move away from the survival stage way of educating students.
- **Year Two -** increase the understanding of how education has shifted to include a focus on skilled Human Capital.
  Intent: Increase efficiency of our education system. Isolate K-2 to better understand child developmental trends. Implement Multi-Age Grouping.
  Question: Does child developmental trends have an impact on cognition?
  Note: We understand that not all students grow academically at the same pace.
- **Year Three -** study the characteristics of our education system (Hagerman). Conduct multiple analysis of our data results to include all programs and hiring practices.
  Intent: Create high order thinking skills.

- **Year Four - Research and development of the Multiple Paths, One Destination Instructional Framework.**
  Intent: Pilot framework intent that included getting feedback from all stakeholders
- **Year Five – District wide Theme "Education Through The Eyes of a Child"**
  Intent : Rebalance our Educational Structure to meet the Federal Mandate of Every Child Succeeds Act (ESSA) utilizing the Multiple Paths, One Destination Framework.
- Create an alignment between Policies and Practices
- Improve our Social Structure
- Engage/Participate in project ECHO
- Stronger focus of Economic Development "Linking Education"
- Laser focus on 2 plus 2 model found in the Multiple Paths, One Destination Framework

Areas of Focus

Strategic Plan for District Improvement	
Roles and Responsibilities in the strategic Plan to improve instructional practices	
Components of the Comprehensive improvement Plan :Educational Challenge"	
Data points that determine greatest areas of need from 2016-2017 school year "Gap Analysis"	
Action Learning Plan for Goal Areas: Curriculum, Instruction, Assessment, and Learning Support	
Goal 1: Curriculum – Hagerman's Discovery, Istation, and PARCC Performance Index	
Goal 1: Focus Teams, Initiatives, Timelines, Artifacts, Evidence and Budget	
Goal 2: Instruction – Process will study, design, and develop instructional strategies around the domains of A. Memory; B. Attention; C. Executive Functions; D. Acquisition of reading and math skills and E. Developmental Trends and Impact on cognition.	
Goal 2: Instruction – Focus Teams, Initiatives, Timelines, Artifacts, Evidence and Budget	
Goal 3: Assessment – We will analyze academic and non-academic content studies 2016-2017 to include ESSA requirements	
Goal 3: Assessment – Strengthen the alignment between what is taught and what is tested. Research the Ideal growth Targets on PARCC based on established range of academic proficiency "Statistical Model"	
Goal 4: Learning Supports – Offer guidelines for assessment strategies that include sample of the kind of items appropriate for each content K-11.	
Goal 4: Learning Supports – Identify key design considerations for Common Core Standards "Multiple Paths, One Destination Framework"	
Goal 5: Design Action Learning Project 90-Day Plan "Schedule for District, School site, and Focus Teams meetings"	
Goal 5: Schedule for Professional Development meetings	

Data Points used to identify greatest areas of need for the 2017-2018 school year

Data Used to inform planning	Diagnostic Purpose/Intent
College and Career Readiness Performance Index	Identify student readiness K-12 for College and Career utilizing academic results from PARCC and Discovery Education
Istation Performance Index	Build on Vygotsky's Social Learning Theory. Three major themes: 1. Social Interaction; 2. More knowledgeable other; and 3. Zone of Proximal Development
College and Career Readiness Performance Index	Identify the number of students that scored college ready or remedial
ACT Student Results	Calculate student growth percentile
Accuplacer	Identify themes as they may present in math, reading, and writing
Discovery Education Math	Identify themes as they may present in math
Discovery Education Reading / ELA	Identify themes as they may present in reading
PSAT	Identify areas of strength for Honors and/or Advance Placement
SBA Grades 4, 7, and 11	Create current and prior year assessment growth percentiles
Dual Enrollment Student Academic Results	Collect degree / post-secondary achievement information
PARCC baseline Student Academic Results	Identify specific academic needs for all students
Attendance	Analyze correlation for average to above average attendance and academic growth
Discipline Reporting	Collect student and incident level discipline data through student data base system
Social Work and Academic Advisor referrals	Decrease in overall referrals
Professional Development Training	Create systematic professional development based on teachers summative results
Teacher and Administrator Summative Evaluations	Develop a system to maintain professional growth plans connecting specific course schedules and student outcomes

Hagerman Municipal School Profile

Our schools are learning communities that provide quality educational services to all students. We work with our students, parents, and community members to create a positive educational atmosphere which will in turn create healthy, responsible citizens that have attained a quality of academic foundation through a sound, relevant curriculum taught by a caring, qualified staff in a technology rich environment.

Enrollment (120th – Day)

Student Enrollment	2014-2015				2015-2016				2016-2017			
	All	SPED	EL	GT	All	SPED	EL	GT	All	SPED	EL	GT
Kinder	31	5	6	0	33	10	7	0	15	2	5	0
01	29	4	6	0	32	6	10	0	30	8	6	0
02	46	6	18	0	33	4	6	0	31	6	13	0
03	35	3	9	0	43	5	9	0	33	5	9	0
04	30	3	6	0	29	3	8	0	37	5	9	0
05	38	8	12	1	30	4	5	0	30	3	11	0
06	31	7	5	1	41	8	11	0	30	5	6	0
07	43	9	5	3	29	6	3	1	41	6	12	0
08	40	8	9	1	44	11	6	3	33	5	6	1
09	42	3	5	0	36	8	4	0	45	13	7	3
10	33	3	5	0	3	2	0	0	32	9	3	1
11	30	5	6	0	33	5	4	0	32	1	1	0
12	28	3	1	0	26	4	2	0	31	4	4	0

Enrollment by Demographic (120th – Day) 2015 - 2017

2014-2015		2015-2016		2016-2017	
K-12 Hispanic	319	K-12 Hispanic	315	K-12 Hispanic	296
K-12 White	128	K-12 White	126	K-12 White	120
K-12 Asian	2	K-12 Asian	1	K-12 Asian	3
K-12 Nat. American	1	K-12 Nat. American	1	K-12 Nat. American	0
K-12 Black	0	K-12 Black	1	K-12 Black	1

Classroom Teacher Characteristics

Instructional staff Experience in Years and Educational Level

2015-2016			
Experience	**BA**	**MA**	**PhD**
< 2	5	1	0
2 to 5	3	1	0
6 to 10	4	2	0
11 or >	2	13	0
Total	14	17	0
2016-2017			
Experience	**BA**	**MA**	**PhD**
< 2	2	0	0
2 to 5	7	1	0
6 to 10	2	1	0
11 or >	1	15	0
Total	**12**	**17**	**0**
2017-2018			
Experience	BA	MA	PhD
< 2	3	0	0
2 to 5	5	1	0
6 to 10	6	2	0
11 or >	5	13	0
Total	**19**	**16**	**0**

Teacher Summative Overall Report 2015-2017

	2015	**2016**	**2017**
Ineffective	0	2	2
Minimally Effective	6	12	6
Effective	15	10	11
Highly Effective	7	5	10
Exemplary	0	2	2

Hagerman High School

Reading Proficiency (percent scoring 4+ on PARCC)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2017	30	37	24	37	27	<2	<2
2016	29	34	23	42	23	8	8
2015	27	37	16	33	23		<2
2014	40	44	34.6	41.7	40.5		

Math Proficiency (percent scoring 4+ on PARCC)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2017	16	17	14	23	12	<2	<2
2016	8	6	12	10	7	14	12
2015	2	<2	4	<2	3		<2
2014	31.5	34.5	28	33.3	31.7		

Attendance (percent average daily attendance rate)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2016	95	95	95	93	96	93	96
2015	97	96	97	96	97	95	97
2014	96	95.5	96.6	96.2	95.9	93.2	95.2

ACT (percent of students meeting benchmark)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2016	45	64	22	58	40	<2	38
2015	28.4	33.9	23.4	23.8	28.2	<2	25.1
2014	68.1	71.8	63.3	66.1	68.2	44.8	35.3

Dual Enrollment (percent of students taking DC classes)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2016	67	68	67	98	62	46	78
2015	50.4	71	31.8	27.9	56.8	26.7	60.2
2014	44.8	42.7	47.3	41.9	44.5	44.8	49.1

CTE (percent of students taking CTE classes)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2016	31	42	17	16	36	46	78
2015	6.1	<2	11.7	14	3.9	26.7	8.4
2014	44.2	47.5	46	34.8	49.5	<2	49.1

Graduation rate (percent of students graduating in four years)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2016	78	75	81	80	76	65	77
2015	76.1	81.1	71.5		75.6		81.7
2014	84.7	93.7	73.2	77.7	90.1		

Hagerman Elementary School

Reading Proficiency (percent scoring 4+ on PARCC)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2017	45	40	49	40	47	47	34
2016	46.9	46	47.7	47.1	46.5	43.3	38.2
2015	38	39.5	36.4	50	33.6	30.8	6.7
	41.7	36.4	45.1	66.7	33.3	26.7	21.7

Math Proficiency (percent scoring 4+ on PARCC)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2017	24	23	25	30	22	<2	19
2016	35	35	36	58	27	30	14
2015	11	9	13	21	8	8	10
	32.6	29.5	35.3	37.6	27.8	26.7	21.7

Attendance (percent average daily attendance rate)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2016	95	95	95	95	95	95	95
2015	95	95	95	95	95	94	96
2014	94.1	93.6	94.6	94.5	93.9	92.4	94.8

Hagerman Middle School

Reading Proficiency (percent scoring 4+ on PARCC)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2017	20	25	16	32	15	<2	<2
2016	17	25	11	21	14	10	14
2015	27.5	32.1	22.6	45.2	19.5	<2	10.5
2014	50.5	58.1	40.8	62.1	45.7	11.8	20

Math Proficiency (percent scoring 4+ on PARCC)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2017	13	18	10	20	10	<2	<2
2016	15	16	14	18	14	14	5
2015	15.6	14.3	17	29	10.4	<2	5.3
2014	30.6	29	32.7	37.9	27.2	11.8	20

Attendance (percent average daily attendance rate)							
	All Students	Female	Male	White	Hispanic	SWD	EL
2016	96	96	95	94	96	94	95
2015	96	97	96	95	97	95	96
2014	96.2	96.3	96	94.9	96.6	93.3	96.3

ACCESS Scores 2015-2017

Average ACCESS (English Language Proficiency Test) score result by grade level.

	2015	2016	2017
Grade			
Kinder	**2.1**	**2.5**	**3.2**
Grade 1	**3.7**	**3.0**	**3.9**
Grade 2	**3.8**	**4.4**	**3.2**
Grade 3	**3.9**	**4.6**	**3.9**
Grade 4	**4.5**	**4.1**	**3.8**
Grade 5	**4.1**	**4.7**	**3.9**
Grade 6	**4.1**	**3.9**	**4.1**
Grade 7	**3.2**	**4.1**	**3.2**
Grade 8	**3.8**	**3.9**	**3.0**
Grade 9	**5.3**	**4.3**	**3.8**
Grade 10	**4.4**	**5.3**	**3.6**
Grade 11	**4.2**	**2.9**	**3.5**
Grade 12		**2.9**	**2.6**

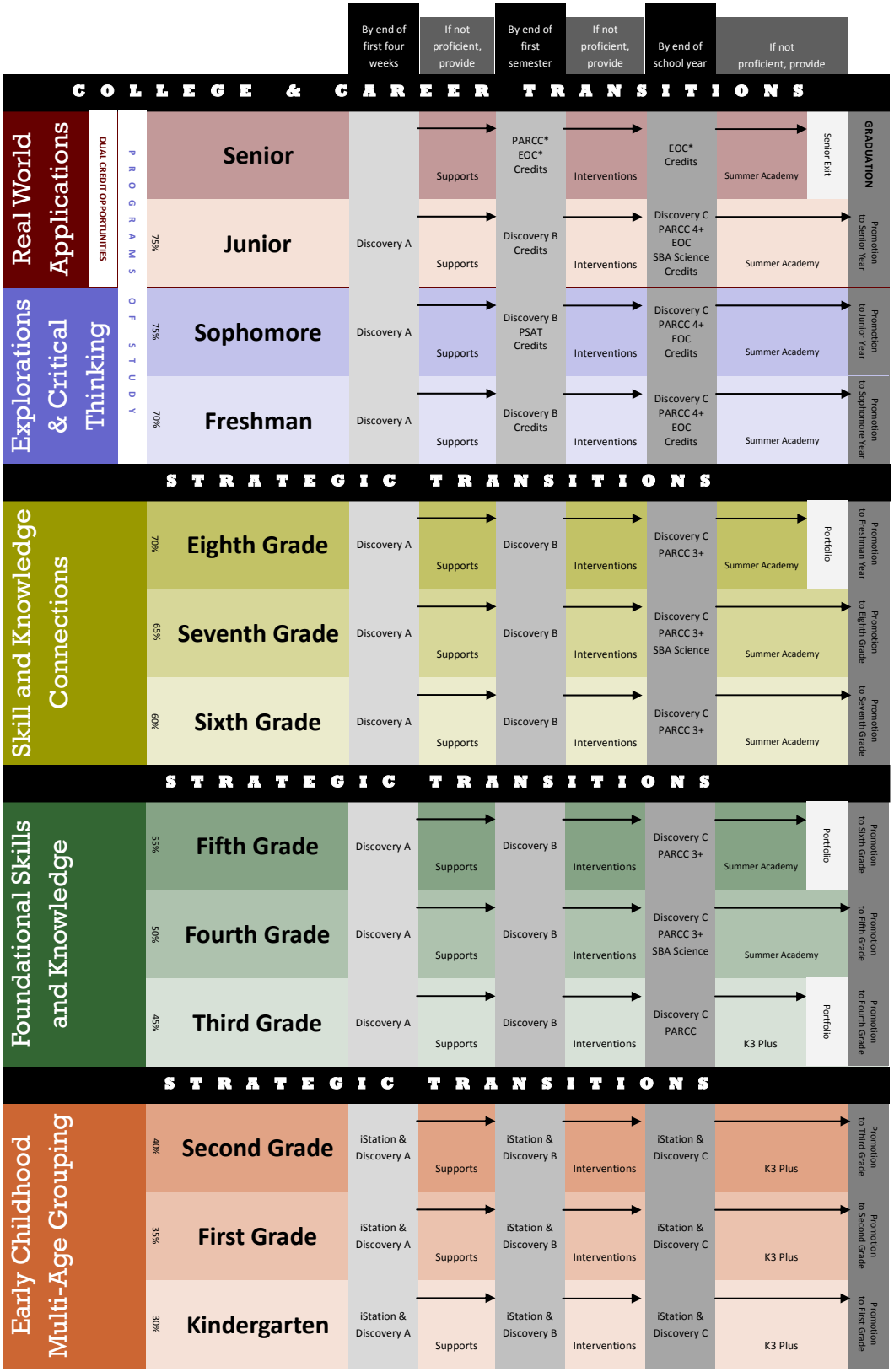
Note: Information taken from WIDA

Third Grade PARCC scores 2015-2017

ELA			
Score	**2015**	**2016**	**2017**
3	5 or 15%	11 or 29%	13 or 39%
4	3 or 9%	9 or 22%	9 or 27%
Math			
3	7 or 21%	8 or 20%	14 or 42%
4	5 or 15%	17 or 41%	7 or 21%

Hagerman Municipal Schools

Multiple Paths, One Destination



Vision
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Mission
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Conceptual Framework
The environment must fit the needs of the learner

Data Analysis following framework K-2 and isolation for Grade 3

	Discovery Education 2016-2017			Istation 2016-2017 Reading	Istation 2017-18 Reading	Istation 2017-18 Math
Grade						
Kinder			**Kinder**			
Goal 30% Prof Level 3>						
Test A	0		Sept.	19%	33%	50%
Test B	5 or 36%		Jan.	64%	-	
Test C	11 or 74%%		May	77%	-	
Grade 1			**Grade 1**			
Goal 35% Prof Level 3>						
Test A	0		Sept.	50%	57%	43%
Test B	0		Jan.	82%	-	
Test C	11 or 73%		May	77%	-	
Grade 2			**Grade 2**			
Goal 40% Prof Level 3>						
Test A	0		Sept.	46%	72%	78%
Test B	19 or 73%		Jan.	71%	-	
Test C	24 or 83%		May	81%	-	
Grade 3			**Grade 3**			
Goal 45% Prof Level 3>						
Test A	0		Sept.	47%	63%	66%
Test B	0		Jan.	76%	-	
Test C	21 or 64%		May	79%	-	