Coconino High School's Data Story

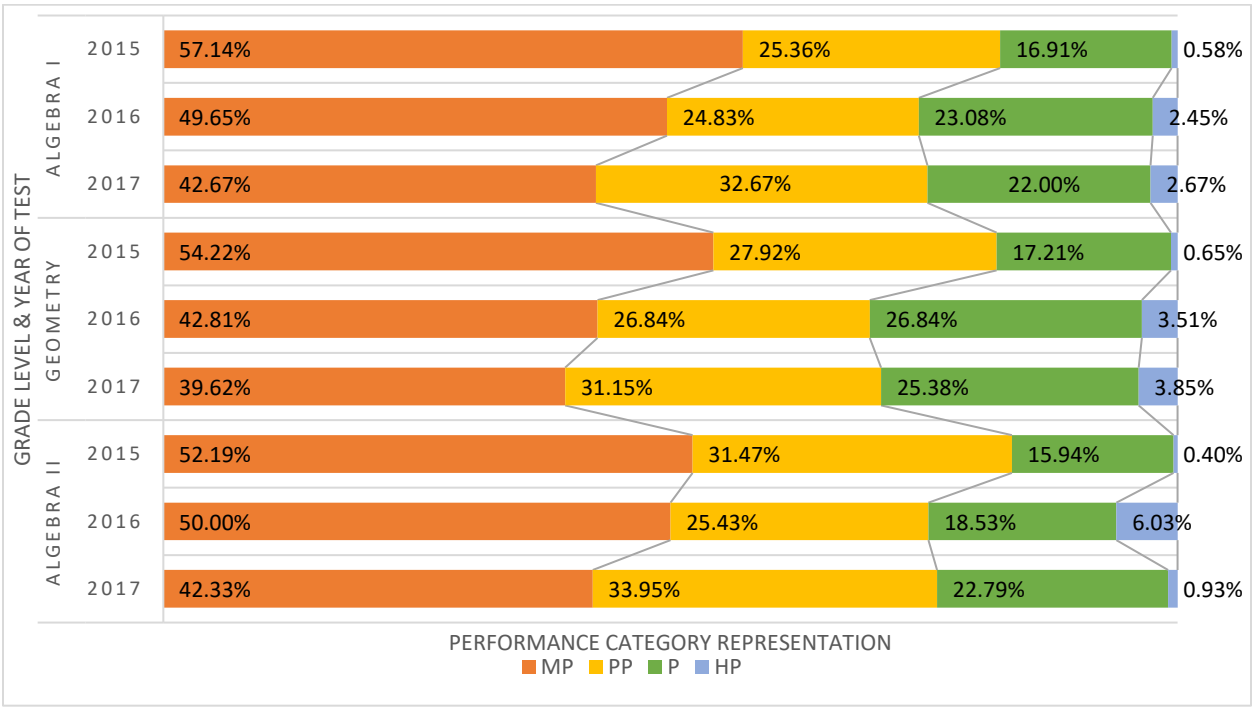
Key Personnel

Stacie Zanzucchi., Cris Holmes

What do you feel should be the focus area based on your data?

9th Grade Math (Algebra I)

Coconino High School's Math AzMERIT Data



What are some of the variables that may be contributing to the weakest area in your data?

Students entering high school often enter with a gap in foundation math skills, but the curriculum does not allow for recovery of these skills once they enter high school. Students must begin high school with Algebra 1 regardless of past math history. The curriculum moves in early years, as early as 3rd grade, from computational math (Basic arithmetic) to abstract math (fractions, decimals) in 4th grade. The curriculum is a moving target from that point on. Students who are weak in math in high school have often struggled with math since grade school and beyond.

Why do you believe it is those variables?

Algebra 1 seems to be the turning point in high school, students who are successful in Algebra 1 are are more likely to be successful in subsequent math courses and conversely students who are not successful in Algebra 1 tend to struggle from that point on, but within the four years, time does not allow for remediation.

What is your action plan to address the weakest area?

We have developed a systematic approach to intervention at CHS. The interventions are targeted and timely and based on formative assessment data. We have a devoted interventionist who works with teachers at the classroom level and with students in small groups. We also created "Block Algebra" course where students are in class for two periods and pre-algebra skills are emphasized while Algebra concepts are learned simultaneously. We also created an elective course called Success 101, focusing on teaching non-cognitive learning skills such as Perseverance, Academic Learning behaviors, academic mindsets, goal setting, learning strategies and social skills, often lacking in our most at risk students.

What does the timeline look like for this action plan?

2014-15 Block Algebra

2015-16 Success 101 and devoted Interventionist focused on Algebra 1 and ELA 10

2016-17 Developed 10th grade Intervention Team (Interventionist, teachers and administration)

2017-18 Addition of 9th grade intervention team (Comprised of teachers and admin)

How will you know if your action plan is working?

Examine classroom level data (mark analysis) throughout the year, passing rates, growth. Department chairs participating in a summer book study "**Instructional Rounds"** with the primary purpose of working with colleagues in classrooms to identify problems of practice and develop professional development accordingly

What are some ideas you have to adjust the action plan if you see it is not working?

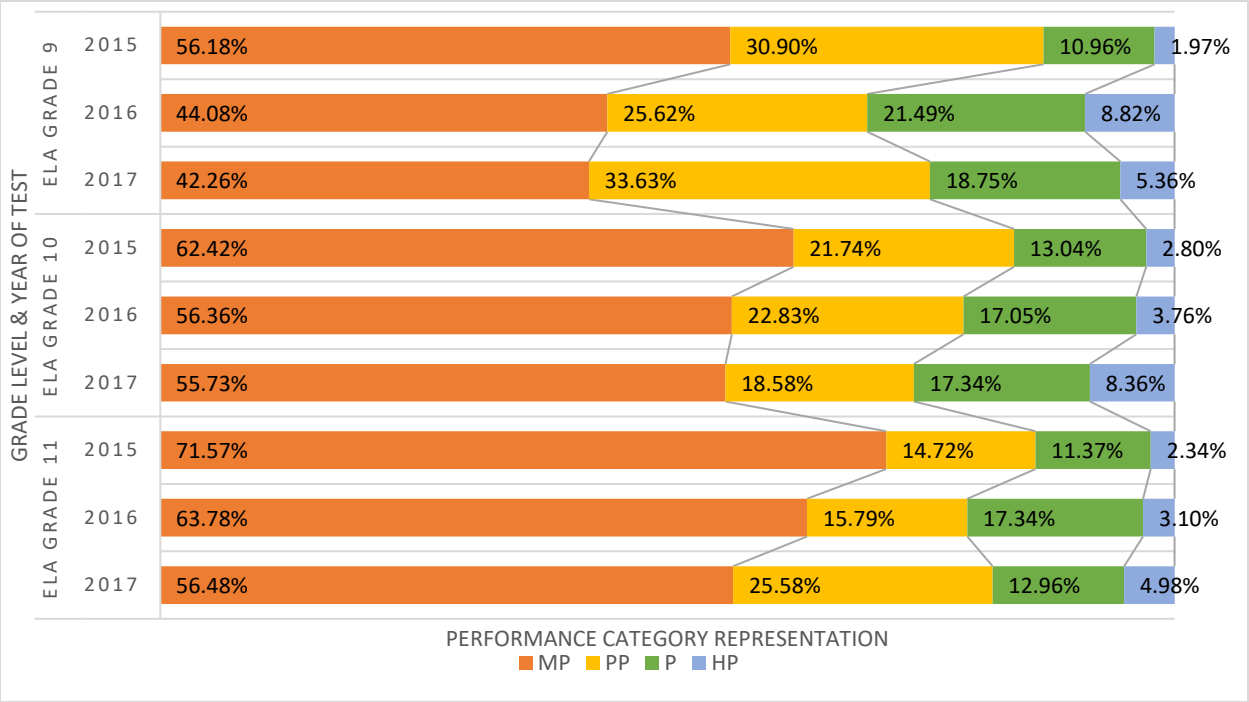
We continue each year examine data and identify strengths and weaknesses and plan to focus attention on areas in need of improvement. Work collaboratively in Professional Learning Communities (PLCs) to align curriculum and instruction to improve student learning.

How are you addressing the needs of any particular subgroups at you school?

Building co-teaching relationships for students with IEPS. Continue to develop and strengthen a learning environment that promotes learning at high levels for all students.

Identify what is working for successful sub groups and develop similar systems for sub groups who might not yet demonstrate success. Continue to identify students who need academic interventions and ensure that these interventions are provided.

Coconino High School's ELA AzMERIT Data



Coconino High School's AIMS Science Data