Puente de Hozho's Data Story
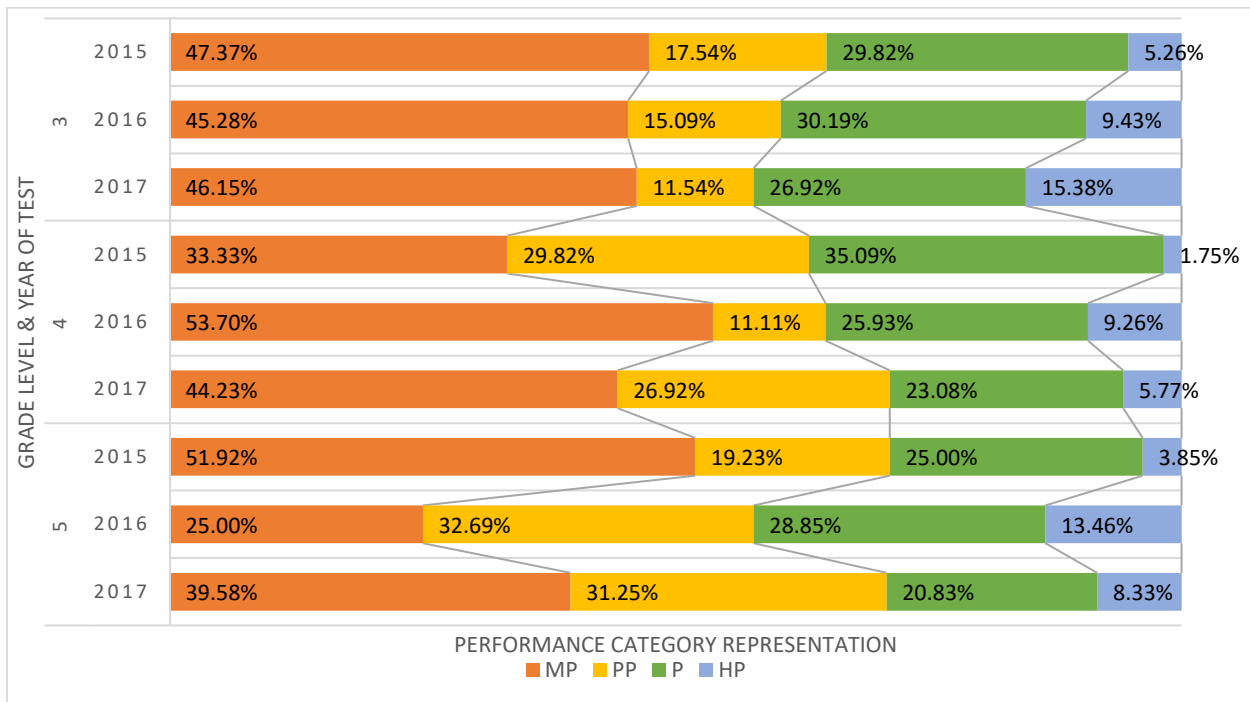
Key Personnel:

Robert Kelty

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

Stabilizing data variance on content application as seen through the AzMerit.

Puente's ELA AzMERIT Data

Performance Category Representation: MP, PP, P, HP

Grade	Year	MP	PP	P	HP
3	2015	47.37%	17.54%	29.82%	5.26%
3	2016	45.28%	15.09%	30.19%	9.43%
3	2017	46.15%	11.54%	26.92%	15.38%
4	2015	33.33%	29.82%	35.09%	1.75%
4	2016	53.70%	11.11%	25.93%	9.26%
4	2017	44.23%	26.92%	23.08%	5.77%
5	2015	51.92%	19.23%	25.00%	3.85%
5	2016	25.00%	32.69%	28.85%	13.46%
5	2017	39.58%	31.25%	20.83%	8.33%

What are some of the variables that may be contributing to data variance?

Math: Assessment Alignment, Technological Skill Application
ELA: Lacking a Structured Reading Program, Lacked Writing Proficiency Articulation

Why do you believe it is those variables?

Math: After data and school analysis, assessment alignment, test framing/culture, and technology skills will be our areas of strategic focus.
ELA: The curriculum we had, Trophies, was purchased over a decade ago and no longer reflects our diverse student body. It also lacked holistic interventions around the four quadrants of biliteracy (reading, writing, listening/comprehension, speaking/presenting).

What is your action plan to address the weakest area?

Begin International Baccalaureate Authorization Process: Deepen & Focus Teaching & Learning Overall in Substantive Ways (6 transdisciplinary themes)

Math: CT Conversations around Math Articulation, 4 & 5 Math Assessment Alignment, and Specific Test Skill Identification that Doesn't Deviate from Quality Instruction
ELA: Overall Strategic Focus on Biliteracy-
Reading (Pilot Structured Reading Program, National Geographic's Reach for Reading & Canciones y Cuentos), Writing (training on Kevin Clarke), Speaking/Presenting (IB Exhibition Project), Listening/Comprehension (bilingual/immersion education & oral proficiency assessments)

What does the timeline look like for this action plan?

IB: Candidacy was accepted on August 22, 2017. IB training will begin in the spring of 2018. Full authorization is a three-year journey. CT Math Articulation will begin Sept. 8. Pilot a structured reading program that reflects the diversity of our student body started Aug. 2017. Kevin Clarke "grammar bootcamps" begin Sept. 28. Language articulation goals (4 quadrants of biliteracy) on-going throughout the year with Language Development Teams.

How will you know if your action plan is working?

Progress on quarterly assessments (QUEST, AimsWeb, Quarterly Writing Samples, Language Assessments, Teacher Assessments) and teacher feedback/articulation.
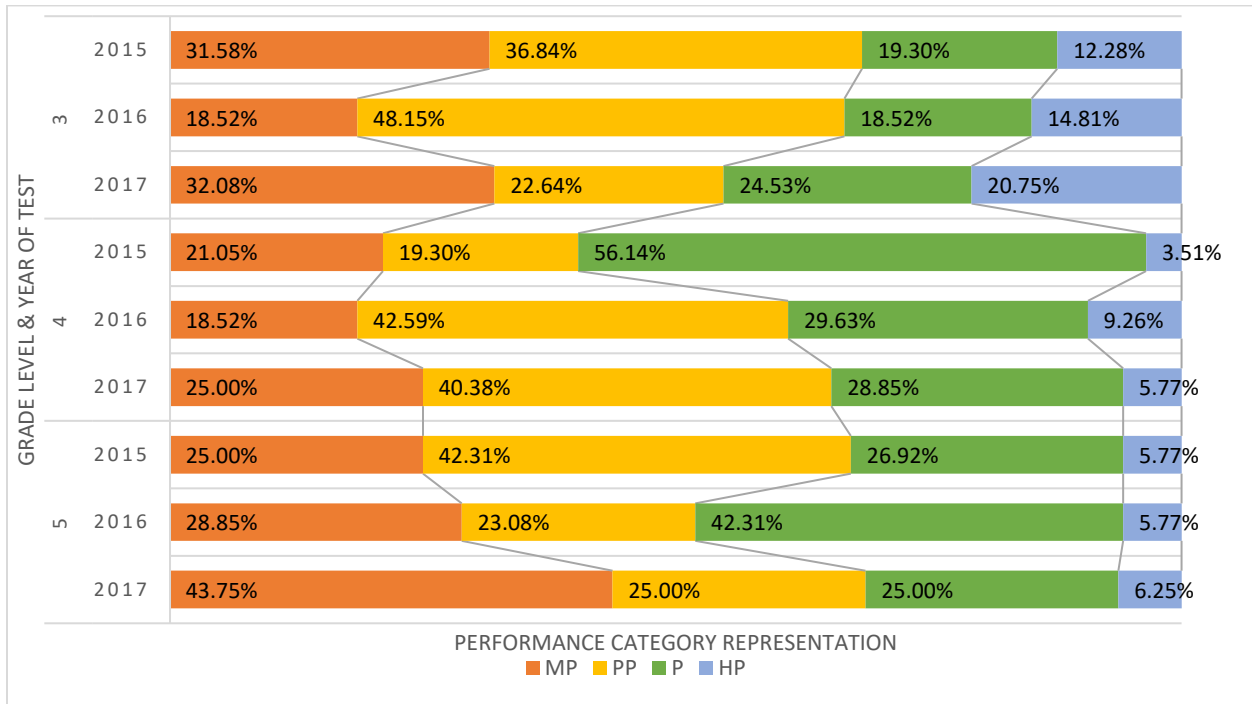
What are some ideas you have to adjust the action plan if you see it is not working?

Research has recognized the International Baccalaureate approach, both in Title I and non-Title I schools, as highly effective in school motivation and academic achievement. Primarily, it will provide a framework for a re-evaluation of what and how we teach in a collaborative and meaningful manner in a dual-language setting. Our new CT structure (school-wide on Friday afternoons) will also assist in this, both in planning and data analysis. Also, our focus on DEI (Diversity, Equity, and Inclusivity) will bring a renewed focus on the culture of our building and in classrooms. If data from a skills/content-based application does not increase, we will continue to take research-based approaches to align to the AzMERIT/content-assessments in meaningful ways.

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

Our model is predicated on desegregation/diversity, which is seen in the research as a viable strategy to increase student achievement. Also, our model presents content in two languages, which addresses gifted learners and English Language Learners (ELLs) while empowering Native American students in a rigorous and culturally affirming manner. Consequently, dual-language schools are a recognized research-based strategy for all learners, and a strong K-12 articulation (with an IB strand) will also help share our program's strengths on more robust metrics (percentage passing the AZ Seal of Biliteracy, SAT/ACT scores, HS & IB diploma completion, college admission, etc.).

Puente's Math AzMERIT Data

GRADE LEVEL & YEAR OF TEST

Grade 3
- 2015: MP 31.58% | PP 36.84% | P 19.30% | HP 12.28%
- 2016: MP 18.52% | PP 48.15% | P 18.52% | HP 14.81%
- 2017: MP 32.08% | PP 22.64% | P 24.53% | HP 20.75%

Grade 4
- 2015: MP 21.05% | PP 19.30% | P 56.14% | HP 3.51%
- 2016: MP 18.52% | PP 42.59% | P 29.63% | HP 9.26%
- 2017: MP 25.00% | PP 40.38% | P 28.85% | HP 5.77%

Grade 5
- 2015: MP 25.00% | PP 42.31% | P 26.92% | HP 5.77%
- 2016: MP 28.85% | PP 23.08% | P 42.31% | HP 5.77%
- 2017: MP 43.75% | PP 25.00% | P 25.00% | HP 6.25%

PERFORMANCE CATEGORY REPRESENTATION
■ MP ■ PP ■ P ■ HP

Puente's AIMS Science Data

Year
- 2015: FFB 8.93% | A 37.50% | M 41.07% | E 12.50%
- 2016: FFB 7.41% | A 57.41% | M 24.07% | E 11.11%
- 2017: FFB 21.15% | A 42.31% | M 28.85% | E 7.69%

Performance Catergory Representation

■ FFB ■ A ■ M ■ E