

Academic Progress High School Updates at CCSD

12/15/2020

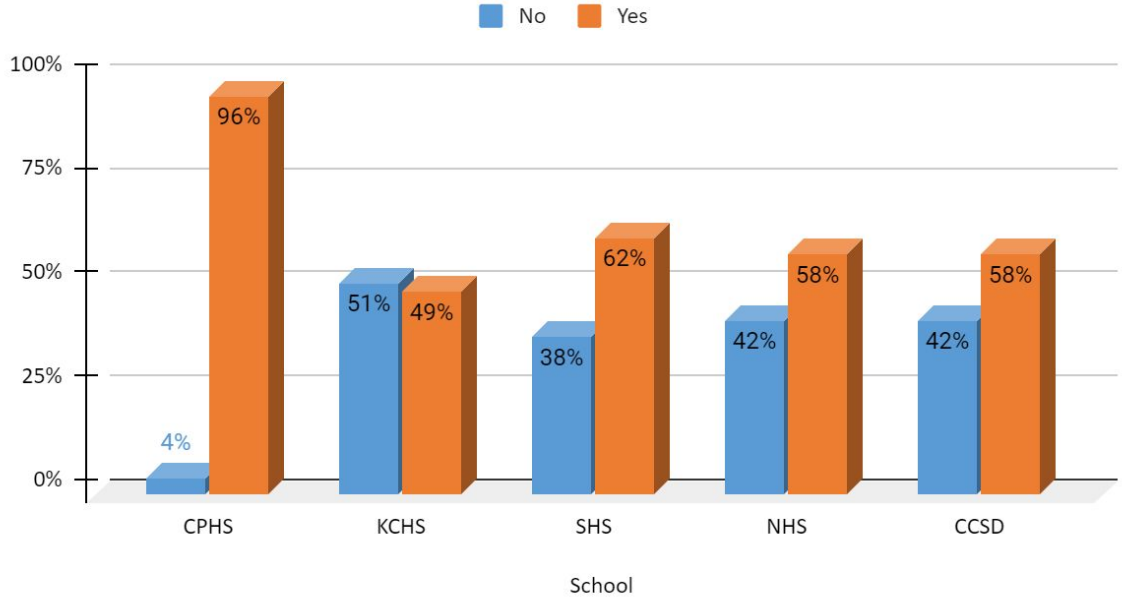


Student Grades

Q2, Percent of Students with One or More Failing Grades

School	No	Yes	Grand Total
CPHS	4%	96%	100%
KCHS	51%	49%	100%
SHS	38%	62%	100%
NHS	42%	58%	100%
CCSD	42%	58%	100%

Percent of Students with one or more Failing Grades, Q2

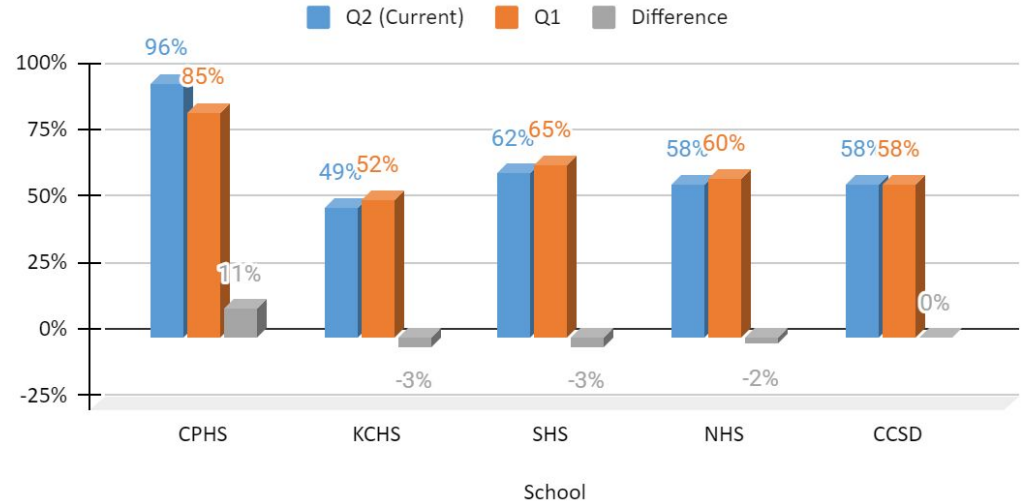


Student Grades

Percent of Students with One or More Failing Grades

School	Q2 (Current)	Q1	Difference
CPHS	96%	85%	11%
KCHS	49%	52%	-3%
SHS	62%	65%	-3%
NHS	58%	60%	-2%
CCSD	58%	58%	0%

Comparison, Percent of Students with One or More Failing Grades

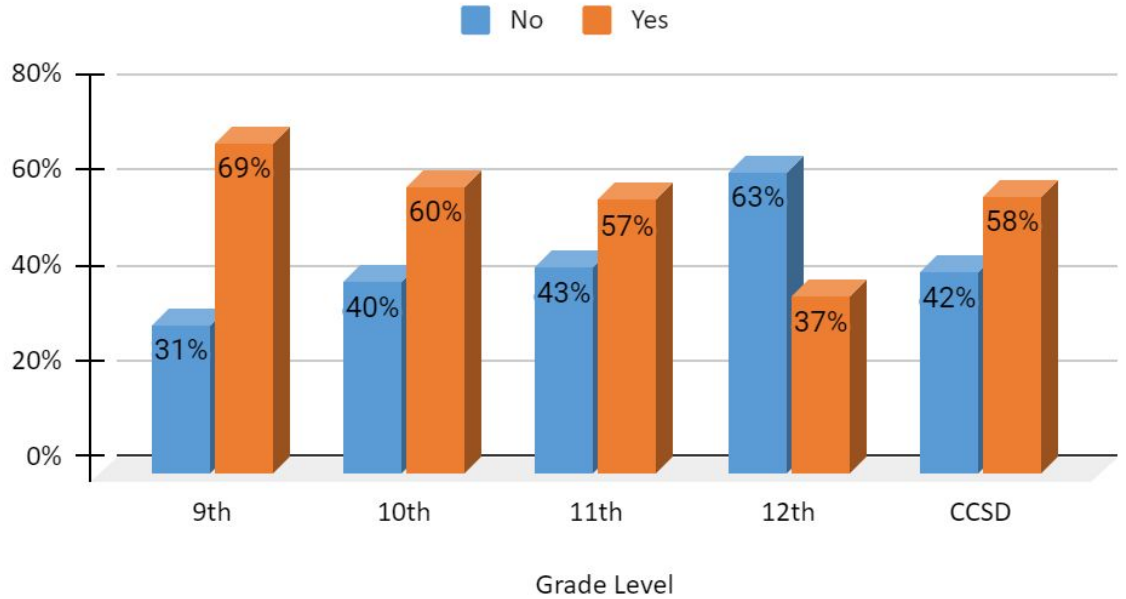


Student Grades

Q2, Percent of Students with One or More Failing Grades

Grade Level	No	Yes	Grand Total
9th	31%	69%	100%
10th	40%	60%	100%
11th	43%	57%	100%
12th	63%	37%	100%
CCSD	42%	58%	100%

Percent of Students with one or more Failing Grades, Q2

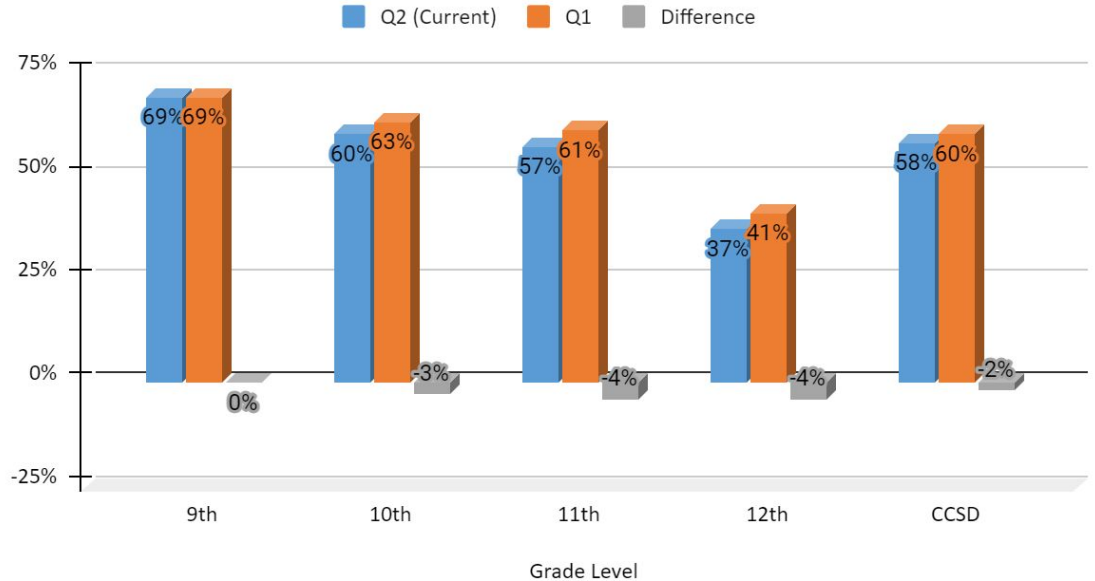


Student Grades

Percent of Students with One or More Failing Grades

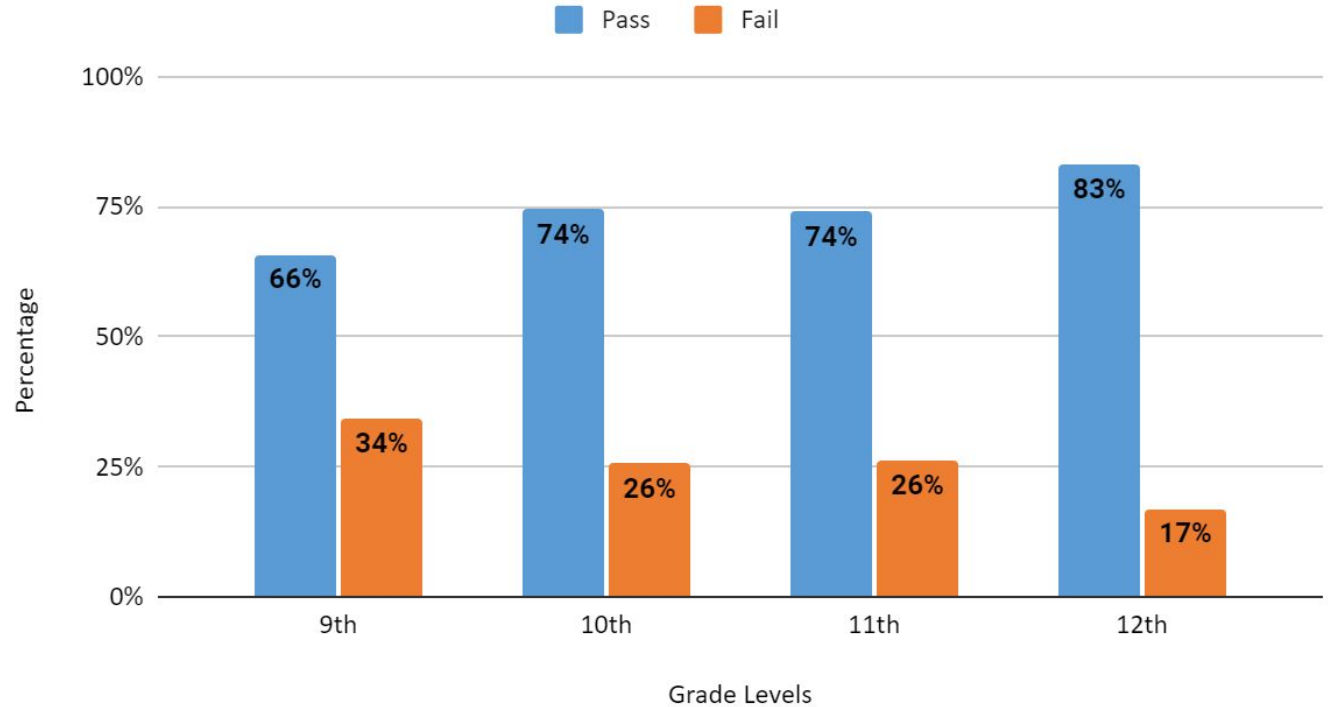
Grade Level	Q2 (Current)	Q1	Difference
9th	69%	69%	0%
10th	60%	63%	-3%
11th	57%	61%	-4%
12th	37%	41%	-4%
CCSD	58%	60%	-2%

Comparison, Percent of Students with One or More Failing Grades



High School Students Less Than 10 Absences

Q2 Students Who Have Less than 10 Absences, Pass/Fail Class



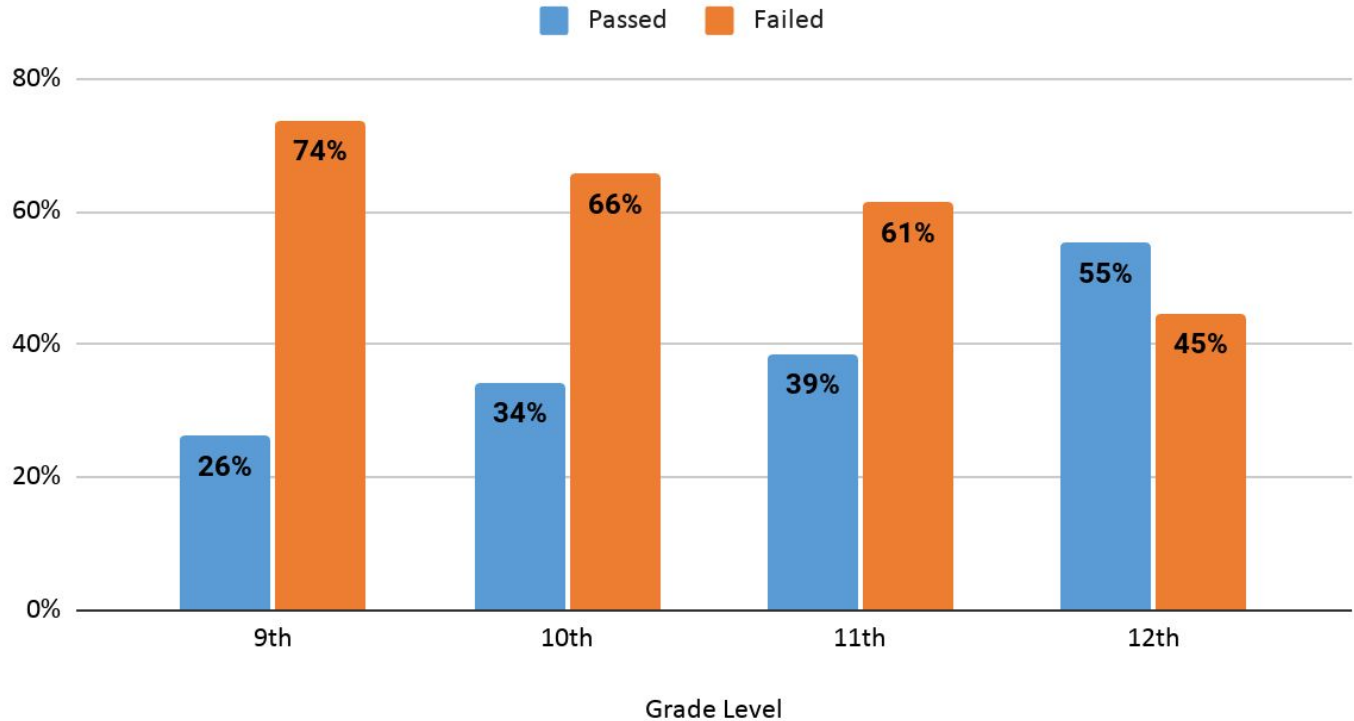
Comparisons to Q1

Students Less 10 Days Absences, Pass			
Grade Level	Q2 (Current) Pass	Q1 Passed	Difference
9th	66%	66%	0%
10th	74%	69%	5%
11th	74%	70%	4%
12th	83%	80%	3%

Students Less 10 Days Absences, Fail			
Grade Level	Q2 (Current) Fail	Q1 Fail	Difference
9th	34%	34%	0%
10th	26%	31%	-5%
11th	26%	30%	-4%
12th	17%	20%	-3%

High School Students More Than 10 Absences

Q2 High School Students More than 10 Absences Passed/Failed



Comparisons to Q1

Students Less 10 Days Absences, Pass

Grade Level	Q2 (Current) Pass	Q1 Passed	Difference
9th	66%	66%	0%
10th	74%	69%	5%
11th	74%	70%	4%
12th	83%	80%	3%

Students Less 10 Days Absences, Fail

Grade Level	Q2 (Current) Fail	Q1 Fail	Difference
9th	34%	34%	0%
10th	26%	31%	-5%
11th	26%	30%	-4%
12th	17%	20%	-3%

Root Cause Analysis (RCA)

All schools have completed a Root Cause Analysis(RCA) unique to their student population. The results of the RCA are being addressed in the 90-Day Plan updates.

The goal is to see academic progress and increased attendance/engagement within the next grading period. The successful strategies identified in the RCA as well as strategies to address identified gaps will constitute the action steps we will take.

The next report out will be in 6 weeks. (4.5 weeks for instruction/2 weeks for RCA updates.)

Senior/Scholarships Updates

Usually College and Career Readiness Coordinators take care of college admissions information, scholarships and other supports like FAFSA and college requirements.

School	School Counselor	CCR Coordinator
CPHS	Debra Brown	Teaching Staff
KCHS	Brian Joe & Cleo Nelson	Sandra Westbrook
NHS	January Smith	Guila Curley
SHS	Christina John & Daniel Jones	Brandi Talley

How Are We Working to Aide or Seniors?

- Counselor's Making Connections
- Interventions
 - One-to one phone calls
 - Mentored through committees
- Virtual Tutoring offered
- Divided teachers to follow up with Seniors
- Monitoring Edgenuity assignments
- Extended time to turn incomplete assignments
- Block scheduling was offered to students
- Advisory calls
- Home visits/communication with students/families on a weekly basis

Supporting High School Seniors for School Year 2020-2021

1 | Flexibility with Course Requirements

- Assessments in place of seat time (examples include locally designed tests, online PSAT/SAT prep, leveraging a cut score from a college entrance exam, college admissions/placement beyond community college, industry credential, or any state demonstration of competency.)
- Credit via job experience that connects with the curriculum.
- Credit via a locally designed and agreed-upon series of assignments or work completion.
- Credit through expanded course equivalency.

2 | Local Demonstrations of Competency

Some examples from NMPED of local demonstrations of competency might be:

- Portfolios
- Project-based learning
- Capstones
- Oral presentations
- College Admissions Letter

3 | Equitable Grading Practices

- General Support and ideas

NMPED Suggestions for Equitable Grading Practices: Ideas

- Districts and schools may consider options for students and families that permit student choice. Viable choices for students include: grading based on classroom participation, oral reports, grading based on homework, or grading based on major demonstrations of understanding (projects).
- The district or school can move to a Pass/Fail method of assessment.
- **Scale:** Districts and schools should consider adopting a grading scale in which the bottom score of any grade is a 50%, thereby making all grade ranges equitable (the F grade range would be 10 percentage points, 50%-59%). This grading scale can support student success.
- Standards-based assessment: Districts and schools can adjust grading practices to reflect a scale based on performance that meets demonstration of competency with the standards. In this way, Students can score an A, B, or incomplete.
- Students should be given options to make up missed assignments for full credit or to re do assignments to improve their learning and their grades.