

Example X High School: SY2015-16

An important note before you use this report: This report is...

- **Intended** to be a tool to help you as the school leader review how resources are currently being used in your school and help you ensure you are using people, time and money deliberately. This tool is intended to be thought provoking and to spark reflection and conversation.
- **Not intended** as an accountability tool to scrutinize what you're doing or measure your return on investment.

We recognize that there may be discrepancies between the data metrics you see in this report and what you know to be true in your building today. Please feel free to adjust any figures to better help you in this resource reflection.

Teacher Load—How many unique students does a given teacher need to know over the school year? Are teacher loads meaningfully lower in particular subjects where students need more individual attention? Do my teacher loads support the building of meaningful relationships with students?

Subject	Teacher Load	
	My School	Comparison Avg.
ELA	95	98
Math	138	120
Science	128	122
Social Studies	138	132
Foreign Language	127	124

Class Size by Subject Area – Am I targeting smaller class sizes in particular grades or subject areas? Are they meaningfully smaller or a result of grade-level size? Are electives smaller than core? Is this deliberate?

Grade	ELA, Math, S, SS and FL Class		Electives Class Size	
	My School	Comparison Avg.	My School	Comparison Avg.
09	26	25	22	24
10	24	24	19	20
11	22	23	18	17
12	21	21	17	17

% Time by Subject Area – What % of instructional time do my students spend on core, electives, and support and enrichment? Do my students have instructional time that is not scheduled or unaccounted for? Am I providing more time in particular grades or subject areas? How does my prioritization trend align with or run counter to my comparison set?

Grade	Core		Non-Core		Support & Enrichment		Unscheduled	
	My School	Comparison Avg.	My School	Comparison Avg.	My School	Comparison Avg.	My School	Comparison Avg.
09	72%	71%	23%	25%	0%	1%	5%	3%
10	79%	75%	17%	23%	0%	1%	5%	1%
11	75%	72%	19%	26%	0%	1%	6%	1%
12	65%	62%	25%	32%	1%	1%	9%	6%

(Note: Support & Enrichment includes Academic Support, AVID, Community Training, Learning Lab, Leadership Development, Life Skills, REACH, and SAT prep. Also, if any grade is on a different schedule from the rest of the school, that grade level may appear to have unscheduled time.)

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% of Core Time by Core Subject – Am I providing more time in particular grades for specific core subjects? Is this aligned with what my students need most?

Grade	% of Core Time					Unknown Virtual/CPCC
	ELA	Math	Science	Social Studies	Foreign Language	
09	22%	21%	13%	12%	4%	0%
10	23%	17%	20%	14%	5%	0%
11	18%	12%	18%	19%	8%	0%
12	17%	14%	13%	15%	7%	0%

Composition of Teacher Teams (New to Teaching) by Grade and Subject – What is the composition of my teams and have I balanced expertise/experience across teams? Are there teams that are disproportionately more or less? Are new teachers on teams where they can be supported by more experienced colleagues?

% of Teachers Who Are New to Teaching at CMS					
Grade					
	ELA	Foreign Language	Math	Science	Social Studies
09	65%	100%	63%	45%	89%
10	53%	100%	83%	35%	61%
11	61%	100%	48%	63%	52%
12	5%	100%	68%	55%	26%

Note: This table measures the proportion of a teacher team comprised of new teachers – we define “new to teaching” as a teacher with 0-2 years of prior teaching experience at CMS. All teachers are included in the denominator. Teachers teaching multiple grade levels and/or subjects are proportionally split so that these teachers are not double counted in this metric.)

Cost of Class per Student – Do I have more high cost classes than my comparison set? Is this a deliberate decision in order to maintain course offerings?

Cost of Class Bucket	% of Classes	
	My School	Comparison Avg.
\$0-\$250	16%	14%
\$251-\$500	53%	50%
\$501-\$750	8%	15%
>\$750	23%	21%

(Note: Cost of Class is calculated based on teacher salary for all non-EC classes. This measure includes general education classes that are 1-5 students large, which were not included in the SY2014 reports.)

Most Expensive Classes (Top 10-15)—What are my most expensive classes? Are there common characteristics of these classes (E.g. ROTC and Honors or AP Classes)? Are there common characteristics of the students who may benefit or are impacted by being in these high-cost classes? What do you think is driving the high cost of these classes: very small class sizes or more experienced/expensive teachers? Is it deliberate?

Rank	% of Classes	
	Course Name	Cost of Class
1	ROTC I	\$11,832
1	ROTC I Leadership Lab	\$11,832
2	BIO110 Principles of Biology	\$10,776
2	ECO252 Principles of Macroeconomics	\$10,776
3	Biomedical Technology	\$9,470
4	Library Science & Technology	\$7,668
5	Orchestra (Beginning)	\$6,324
6	ROTC II	\$6,031
6	ROTC II Leadership Lab	\$6,031
7	CMT 210 Professional Construction Superv	\$5,388

(Note: Cost of Class is calculated based on teacher salary for all non-EC classes. This measure includes general education classes that are 1-5 students large, which were not included in the SY2014 reports.)

12th Grade Math Enrollment by Course—What math classes are my 12th graders taking? How does it align with or run counter to my comparison set? Are my students engaging in rigorous coursework?

Course Name	% of 12th Grade Students	
	My School	Comparison Avg.
Adv Functions & Modeling	49%	47%
Honors Pre-Calculus	10%	15%
AP Statistics	0%	1%
AP Calculus AB	5%	5%
Common Core Math III	13%	8%
Honors Discrete Mathematics	0%	0%
IB Mathematics SL II	0%	5%
AP Calculus BC	0%	1%
Discrete Mathematics	0%	0%
Probability & Statistics	0%	0%
Other	8%	5%
No Math Class Enrollment	15%	13%

12th Grade Scheduled Time – Are my 12th graders taking a full course load? To extent do I have 12th graders with significant unscheduled time? What could be causing this? Have I then adjusted course offerings and sections accordingly?

Grade 12	% of 12th Grade Students	
	My School	Comparison Avg.
1 Period Unscheduled	18%	10%
2 Periods Unscheduled	12%	14%
> 2 Periods Unscheduled	7%	6%
No Time Unscheduled	63%	70%

9th Grade Student Experience by Math Proficiency – What is my strategy for 9th grade math? How am I differentiating or personalizing the student experience based on student need?

Student Experience	Level 1		Level 2		Level 3		Level 4		Level 5	
	My School	Comp Avg.	My School	Comp Avg.	My School	Comp Avg.	My School	Comp Avg.	My School	Comp Avg.
% of Students	45%	38%	36%	36%	7%	7%	11%	17%	1%	2%
% of time in Math	22%	22%	22%	20%	22%	20%	18%	16%	22%	13%
Average Class size in Math	26	24	27	25	27	26	24	25	24	21
% with teachers who have 0-3 years of experience	54%	59%	64%	59%	68%	53%	57%	51%	57%	26%

(Note: Proficiency was determined by a student’s prior year EOG score in the subject represented above. NC Extend II or Algebra I EOC proficiency ratings were not included.)

Current Staffing – What does the current staffing in my building look like? Am I investing more or less in particular positions compared to my comparison set? Is this deliberate?

Positions	FTE		Student to Position Ratio	
	My School	Comparison Avg.	My School	Comparison Avg.
Teacher	91	79	17	16
Teaching Assistant or Associate	1	2	1535	872
School Leadership	7	6	219	243
Instructional Experts	2	6	768	271
Social & Emotional	9	10	171	133
Office Administrative Staff	4	5	384	244
Other	64	47	21	21

(Note: Lower student to position ratio indicates a higher investment. EC, ESL, Pre-K and other Special Populations staff were not included in the above categories. School Leadership includes Principals, APs, and Deans. Instructional Expert includes Literacy, Math, PD facilitators, Multi-classroom Leaders, Master and Senior Reach Teachers, and other school-based content specialists. Social & Emotional Staff includes Counselors, Social Workers, Psychologists, and BMTs. Office Administrative staff includes clerks, secretaries and other admin assistants.)

Student Load – How many different teachers does a student see across their ELA, Math, Science, and Social Studies classes? What do my students experience on a spectrum ranging from self-contained homeroom classes to fully departmentalized classes? How does this change across grades and how might this change in transition years across schools? (E.g. from 8th grade to 9th grade)

Student Grade Level	# of Teachers Working with a Typical Student	
	My School	Comparison Avg.
09	5	4
10	5	4
11	5	5
12	4	4

Composition of Teacher Teams (My School’s Teachers who are Accomplished or Distinguished) by Grade and Subject – What is the composition of expertise on my teams and have I balanced expertise across teams? Have I clustered my best teachers on the same team or distributed their expertise? What does this distribution indicate about teacher professional development or job- embedded support needs? Are coaching resources targeted towards teams needing the most support?

Grade	% of Teachers Who are Accomplished and Distinguished				
	ELA	Foreign Language	Math	Science	Social Studies
09	4%	0%	0%	16%	1%
10	7%	0%	0%	21%	13%
11	21%	0%	0%	12%	6%
12	17%	0%	0%	10%	5%

(Note: This table measures the proportion of a teacher team comprised of teachers rated Accomplished or Distinguished on both Standards 1 and 4 of their SY 13-14 teacher evaluation data. All teachers receive ratings in these standards, so all teachers are included in the denominator. Teachers teaching multiple grades are weighted for the proportion of their students in each grade level to keep from double counting any teachers.)

Distribution of Teacher Expertise by ELA Student Proficiency (Accomplished or Distinguished) – Have I assigned my “best” teachers to focus on my neediest students? Are my students who are furthest behind more or less likely to have a accomplished or distinguished teacher?

Prior Year Performance	Number of Students (My School)	% with Teachers Who are Accomplished or Distinguished	
		My School	Comparison Avg.
Level 1	133	6%	14%
Level 2	102	2%	17%
Level 3	34	6%	18%
Level 4	49	4%	21%
Level 5	2	0%	21%
Unknown Level	191	7%	16%

(Note: This table shows the percent of students whose ELA teacher was rated accomplished or distinguished on both Standards 1 and 4 of their SY 13-14 teacher evaluation data. All teachers are included in the denominator.)

Retention of My School's Teachers who are Accomplished or Distinguished by Subject or Grade (Teacher Evaluation Data) – Am I retaining my best teachers? Is retention similar across teams? Are there teams that have disproportionately lower retention?

Subject or Grade	Number of Teachers at My School	Retention Rate	
		My School	Comparison Avg.
ELA	3	100%	52%
Math	2	100%	79%
Social Studies	2	100%	97%
Science	2	100%	98%
Foreign Language	0	0%	64%
Non-Core	1	100%	79%
CTE	2	100%	100%
Special Populations (EC, ESL, TD)	0	0%	67%
Other	0	0%	43%
All Teachers	97	83%	79%
Instructional Experts	1	100%	57%

(Note: This table measures the retention rate of your school's teachers rated Accomplished or Distinguished on both Standards 1 and 4 of their SY 13-14 teacher evaluation data. All teachers receive ratings in these standards, so "All Teachers" shows the overall retention rate, regardless of effectiveness ratings. Teachers were categorized based on their Lawson job codes. Teachers remaining in the building but operating outside of the classroom, e.g. as Assistant Principals, Facilitators, etc. will be considered retained in this metric.)

Distribution of Teacher Expertise by ELA Student Proficiency (EVAAS) – Have I assigned my "top" teachers to focus on my neediest students? Are my students who are furthest behind more or less likely to have a teacher who meets or exceeds growth?

Prior Year Performance	Number of Students (My School)	% with Teachers Who Met or Exceeded Growth on EVAAS	
		My School	Comparison Avg.
Level 1	133	47%	56%
Level 2	102	49%	57%
Level 3	34	35%	55%
Level 4	49	37%	63%
Level 5	49	50%	69%
Unknown Level	191	31%	50%

(Note: This table shows the percent of students whose ELA teacher met or exceeded growth on their SY 12-13 EVAAS data. All teachers are included in the denominator.)

9th Grade Student Math Placement – What is my strategy for 9th grade math placement? To what extent are my proficient students accessing challenging coursework? To what extent are my struggling students placed in classes with the support they need?

Course Name	Level 1		Level 2		Level 3		Level 4		Level 5	
	My School	Comp Avg	My School	Comp Avg	My School	Comp Avg	My School	Comp Avg	My School	Comp Avg
Foundations Of Common Core Math I	0%	3%	1%	2%	0%	1%	1%	0%	0%	0%
Common Core Math I	25%	16%	20%	28%	26%	34%	31%	44%	0%	10%
Common Core Math I & Foundations Of Common Core Math I	73%	77%	76%	60%	70%	52%	29%	19%	50%	12%
Foundations of Common Core Math II	0%	0%	0%	0%	0%	0%	3%	1%	13%	2%
Common Core Math II	1%	3%	3%	5%	4%	6%	26%	12%	25%	19%
Honors or IB Common Core Math II	1%	0%	0%	4%	0%	7%	10%	22%	13%	57%
Common Core Math III	0%	0%	0%	1%	0%	0%	0%	2%	0%	0%
Honors Common Core Math III	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Honors Pre-Calculus	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Introductory Mathematics	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Introduction to Mathematics I	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Adv Functions & Modeling	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Enrollment of Proficient Algebra I Students in AP or Honors Math Courses – To what extent are my proficient students accessing challenging coursework? Which math class do I place students in after they score proficient on the Algebra I EOC? Why are some students placed in different courses than others within my school? How does my placement strategy compare to my comparison set?

Course Name	Level 3		Level 4		Level 5	
	My School	Comp Avg	My School	Comp Avg	My School	Comp Avg
Enrolled in Math but not Honors	59%	52%	49%	31%	36%	22%
Common Core Math III	6%	13%	4%	13%	0%	11%
Honors Common Core Math III	7%	6%	13%	16%	13%	23%
Honors or IB Common Core Math II	22%	26%	29%	36%	38%	39%
Honors Pre-Calculus	0%	1%	1%	2%	13%	5%
AP Statistics	0%	0%	0%	0%	0%	0%
AP Calculus AB	0%	0%	0%	0%	0%	0%
AP Calculus BC	0%	0%	0%	0%	0%	0%
MAT171 Precalculus Algebra	0%	0%	0%	0%	0%	0%
No Math Class Enrollment	6%	2%	4%	2%	0%	0%

Retention of Effective Teachers by EVAAS Data – Am I retaining my best teachers?

Effectiveness Level	Number of Teachers at My School	Retention Rate	
		My School	Comparison Avg.
Does Not Meet	11	82%	75%
Meets	22	68%	72%
Exceeds	10	90%	80%
All Teachers with Individual EVAAS	43	77%	75%
All Teachers*	94	82%	78%

Note: This table measures the retention rate of your school's teachers based on SY 12-13 EVAAS data to define effectiveness levels, where teachers had valid individual EVAAS data. All Teachers includes any individual in a teaching role who remains in the building this year. Teachers remaining in the building but operating outside of the classroom, e.g. as Assistant Principals, Facilitators, etc. will be considered retained in this metric.)*