

## QUESTIONS

**TEACHER AND PRINCIPAL EVALUATION SYSTEM PANEL:  
NEW MEXICO SCHOOL FOR THE DEAF  
AND  
NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED**

June 16, 2014

1. Please outline your evaluation process.
2. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:
  - *Group A: teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment;*
  - *Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; and*
  - *Group C: teachers who teach in kindergarten, first, and second grades.*

Please outline the number and percent of each group's ratings.

3. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:
  - *Group A: New Mexico licensed administrators (Level 3-B); serve as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors; and supervise and evaluate certified teachers; and*
  - *Group B: district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses.*

Please outline the number and percent of each group's ratings.

4. Please add any other comments you might have addressing lessons learned in implementing your evaluation system.

June 16, 2014

**TEACHER AND PRINCIPAL EVALUATION PANEL:**

**Demographic Information: New Mexico School for the Deaf**

**Number of Students per Grade Level:**

- Toddlers: 6 students
- Pre-Kindergarten: 14 students
- Kindergarten: 9 students
- 1<sup>st</sup> grade: 12 students
- 2<sup>nd</sup> grade: 7 students
- 3<sup>rd</sup> grade: 5 students
- 4<sup>th</sup> grade: 9 students
- 5<sup>th</sup> grade: 4 students
- 6<sup>th</sup> grade: 8 students
- 7<sup>th</sup> grade: 3 students
- 8<sup>th</sup> grade: 3 students
- 9<sup>th</sup> grade: 9 students
- 10<sup>th</sup> grade: 5 students
- 11<sup>th</sup> grade: 10 students
- 12<sup>th</sup> grade: 25 students

**Total Number of Students: 129**

**Number of Teachers per Grade Level:**

- Early Childhood: 11 teachers
- Elementary: 7 teachers
- Middle School: 4 teachers
- High School: 13 teachers
- K-12 General (P.E., Technology etc.): 9 teachers

**Number of Principals and/or Assistant Principals:**

- Principals: 3; and
- Assistant Principal: 1.

## TEACHER/PRINCIPAL EVALUATIONS

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NMSBVI was exempted by the PED from participating in the Educator Effectiveness System (EES). Therefore, there is no PED approved plan in place. The following describes the evaluation process in place at the NMSBVI.

**Teacher Evaluation System**Rubric and Observations

NMSBVI made a decision to use the FY14 school year to develop its approach to teacher/principal evaluations. The following steps were implemented during the past year.

- Adoption of PED teacher/principal evaluation rubrics.
- Observation alignment among administrators. Using the model developed for dossiers in the state, teachers submitted video clips of their teaching and all staff who evaluate teachers worked together to align their observation skills so that, across programs, administrators looked at teaching/learning through the same lens. As a result of these efforts, administrators at the school use the rubric reliably. There is 98% accuracy in the observations across administrators.
- Implementation: every teacher was observed three times. Each teacher participated in a conference following the observation. Results of the second and third observations were provided in writing as well. The summative observation was placed in the employee's file.

Student test scores

Tests in use:

- NWEA (MAPS)
- Key Math
- John's Reading Inventory
- All state mandated testing

Current practice:

- The team for each individual student meets regularly to review testing results, set universal goals, strategies, accommodations, etc.
- All testing is reviewed as it pertains to a student and then, as it pertains to the teacher (see attached examples)
- Information from student performance is used regularly with teachers

Value Added

The field of blindness education has evolved an expanded core curriculum (ECC) that is made up of nine specific areas that require specific additional instruction for students who are blind/visually impaired. These nine core areas are based on skills that students with vision most frequently acquire through observation and imitation and thus are not generally specifically taught in school. Without acquiring skill in these areas, it is not possible to become independent. The ECC includes:

- Compensatory or Functional Academic Skills, Including Communication Modes include such learning experiences as concept development, spatial understanding, study and organizational skills, speaking and listening skills, and adaptations necessary for accessing all areas of the existing core curriculum. Instruction includes the use of Braille, large print, print with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, and/or recorded materials to communicate.
- Social Interaction Skills are not learned casually and incidentally by students who are blind or visually impaired as they are by sighted persons. Social skills must be carefully, consciously, and sequentially taught to students who are blind and visually impaired.
- Recreation and Leisure Skills must be specifically taught since most child and adult developed skills in this area are first observed and then pursued.
- Career Education Many of the skills and knowledge offered to all students through vocational education can be of value to students who are blind or visually impaired. They will not be sufficient, however, to prepare students for adult life, since such instruction assumes a basic knowledge of the world of work based on prior visual experiences. Career education in an expanded core curriculum will provide the visually impaired learner of all ages with opportunities to explore strengths and interests in a systematic, well-planned manner.
- Assistive Technology can be a great equalizer for students who are blind or visually impaired by enhancing communication and learning, as well as expanding knowledge of the world.
- Sensory Efficiency Skills Through the use of thorough, systematic training, most students with visual impairment can be taught to better and more efficiently utilize their remaining vision as well as develop skills using their other senses.
- Independent Living Skills (ILS) Examples of areas of emphasis include personal grooming and hygiene, clothing care, general room-care, foods and kitchen skills, use and care of personal possessions and school property, earning and spending money for goods, personal management and organization.
- Orientation and Mobility (Independent Travel) Safe and independent movement is critical for all children with visual impairments.
- Self-Determination This area of the ECC highlights the importance of believing in one's self, while understanding one's abilities and limitations. Self-determination is the ability for people to control their lives, reach goals they have set and take part fully in the world around them. It includes learning to advocate for one's needs and is considered essential to learn if one is to become independent.

Currently, every student participates in ECC activities. These occur in Life Skills classes, job experiences, dorm life, all-campus activities and classrooms.

#### **Next Steps:**

- During FY15, the NMSBVI intends to implement a Value Added Matrix that will help all staff collect data and artifacts that demonstrate the ECC implementation in every classroom and experience.
- Implement the Principal Evaluation system
  - Currently tied to school outcomes, strategic plan goals and program goals
  - Tie additionally to teacher performance and student outcomes

June 16, 2014

**TEACHER AND PRINCIPAL EVALUATION PANEL:**

**Demographic Information: New Mexico School for the Blind and Visually Impaired**

**Number of Students per Grade Level and Campus:**

- Alamogordo:
  - Preschool: 6 students
  - Kindergarten: 4 students
  - 1<sup>st</sup> grade: 3 students
  - 2<sup>nd</sup> grade: 2 students
  - 3<sup>rd</sup> grade: 2 students
  - 4<sup>th</sup> grade: 5 students
  - 5<sup>th</sup> grade: 4 students
  - 6<sup>th</sup> grade: 3 students
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  - 9<sup>th</sup> grade: 4 students
  - 10<sup>th</sup> grade: 7 students
  - 11<sup>th</sup> grade: 4 students
  - 12<sup>th</sup> grade: 6 students

**Total Number of Students for Alamogordo: 55**

- Albuquerque:
  - Preschool: 67 students (42 on site/ 25 itinerant)
  - Kindergarten: 20 students

**Total Number of Students for Albuquerque: 87**

**Number of Teachers per Grade Level and Campus:**

- Alamogordo:
  - Preschool/Kindergarten: 1 teacher
  - Elementary: 2 teachers
  - Middle School: 1 teacher
  - High School Language Arts: 1 teacher
  - High School Math: 1 teacher
  - High School Science: 1 teacher
  - High School Braille: 2 teachers
  - High School Life Skills: 1 teacher
  - High School Intensive Support Classroom: 1 teacher

- Music (all grade levels): 1 teacher
- Albuquerque:
  - Preschool/Kindergarten: 10 teachers

**Developmental Specialists:** B-3 (statewide): 18

**Number of Principals and/or Assistant Principals:**

- Principal at Alamogordo: 1; and
- Principal at Albuquerque: 1.

Sam Lyle

ITEM 5!  
NMSBVI  
Linda Lyle

## NEW MEXICO SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

### TEACHER/PRINCIPAL EVALUATIONS

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#### Teacher Evaluation System

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**NMSBVI CENSUS 2014**

**NMSBVI STUDENTS**

| <b>Grade Level</b>         | <b>Alamogordo</b>                   | <b>Albuquerque</b>           |
|----------------------------|-------------------------------------|------------------------------|
| <b>Birth-3 (statewide)</b> | <b>350 direct service/750 total</b> |                              |
| Preschool                  | 6                                   | 67 (42 on site/25 itinerant) |
| Kindergarten               | 4                                   | 20                           |
| 1 <sup>st</sup>            | 3                                   |                              |
| 2 <sup>nd</sup>            | 2                                   |                              |
| 3 <sup>rd</sup>            | 2                                   |                              |
| 4 <sup>th</sup>            | 5                                   |                              |
| 5 <sup>th</sup>            | 4                                   |                              |
| 6 <sup>th</sup>            | 3                                   |                              |
| 7 <sup>th</sup>            | 4                                   |                              |
| 8 <sup>th</sup>            | 1                                   |                              |
| 9 <sup>th</sup>            | 4                                   |                              |
| 10 <sup>th</sup>           | 7                                   |                              |
| 11 <sup>th</sup>           | 4                                   |                              |
| 12 <sup>th</sup>           | 6                                   |                              |

**NMSBVI TEACHERS**

| <b>Grade Level</b>                                | <b>Alamogordo</b> | <b>Albuquerque</b> |
|---|-------------------|--------------------|
| <b>Developmental Specialists: B-3 (statewide)</b> | <b>18</b>         |                    |
| Preschool/Kindergarten                            | 1                 | 10                 |
| Elementary  | 2                 |                    |
| Middle  | 1                 |                    |
| HS: Language Arts                                 | 1                 |                    |
| HS: Math  | 1                 |                    |
| HS: Science                                       | 1                 |                    |
| HS: Braille                                       | 2                 |                    |
| HS: Life Skills                                   | 1                 |                    |
| HS: Intensive Support Classroom                   | 1                 |                    |
| Music: all grade levels                           | 1                 |                    |

Secondary Teachers may teach middle or secondary classes across all grade levels.

All teachers are highly qualified in core area and are highly qualified as teachers of the visually impaired.

**NMSBVI LEADERSHIP**

|                              | <b>Alamogordo</b> | <b>Albuquerque</b> |
|------------------------------|-------------------|--------------------|
| Instructional Leads          | 2                 | 2                  |
| Principals                   | 1                 | 1                  |
| Director of Student Services | 1                 |                    |



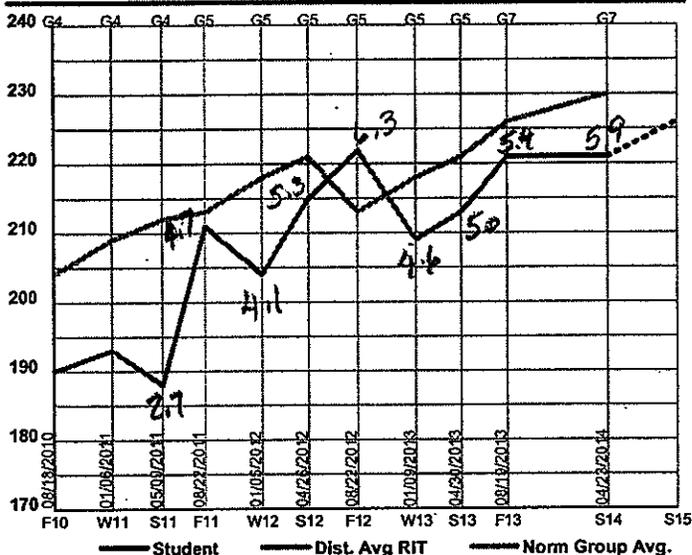
Northwest Evaluation Association  
Partnering to help all kids learn

# New Mexico School for the Blind and Visually Impaired

## Student Progress Report for NMSBVI

Student ID: 100593060

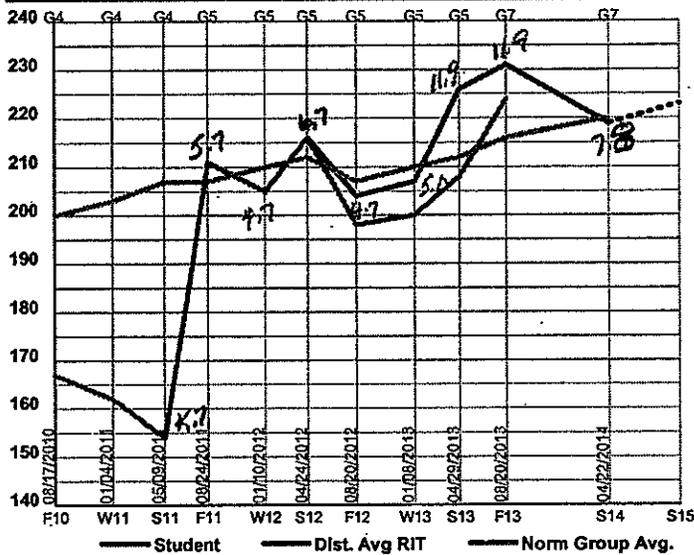
### Mathematics



Mathematics Goals Performance - Spring 2014

|                               |       |
|-------------------------------|-------|
| Algebraic Thinking            | Low   |
| Real & Complex Number Systems | LoAvg |
| Geometry                      | Avg   |
| Statistics & Probability      | Low   |

### Reading



Reading Goals Performance - Spring 2014

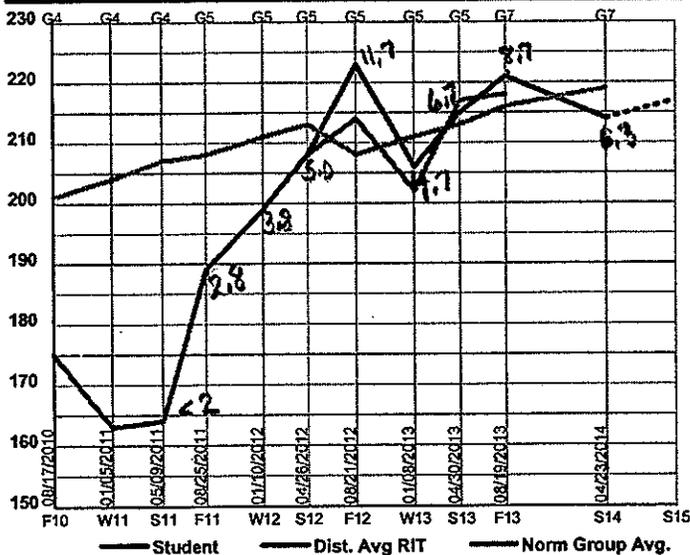
|                          |       |
|--------------------------|-------|
| Literature               | LoAvg |
| Informational Text       | HiAvg |
| Foundations / Vocabulary | HiAvg |

Lexile® Range: 843-993

### Explanatory Notes:

- Season/Year**  
The text below each vertical line on the graph represents the season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.
- Gx**  
The text above each vertical line on the graph represents the student's grade at the time the test event occurred.
- Event Date**  
The date along the vertical lines represent the date the test event occurred.
- TimeLine**  
Test events are plotted on the "x" axis of the graph using the time interval between test event dates to reflect elapsed time between test events accurately.
- Student RIT Score Line**  
The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected growth over the next instructional year. This is the mean fall-to-fall, spring-to-spring, or fall-to-spring RIT growth that was observed in the most recent norming study for students who had the same starting instructional term RIT score
- Dist. Avg RIT**  
This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.
- Norm Group Avg**  
This line represents the average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).
- Goal Performance**  
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).
- Lexile® Range**  
The difficulty range of text that can be understood by the student 75% of the time. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

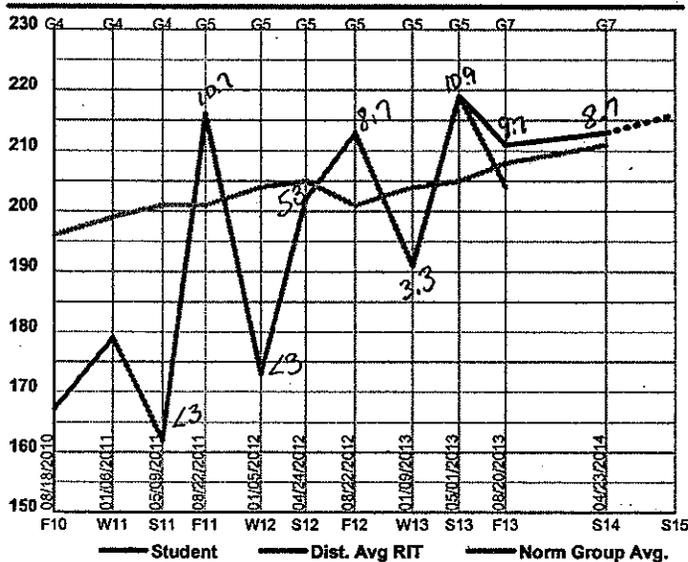
### Language Usage



Language Usage Goals Performance - Spring 2014

|                             |       |
|-----------------------------|-------|
| Plan / Organize / Research  | LoAvg |
| Understand Grammar / Usage  | Avg   |
| Punctuate / Spell Correctly | LoAvg |

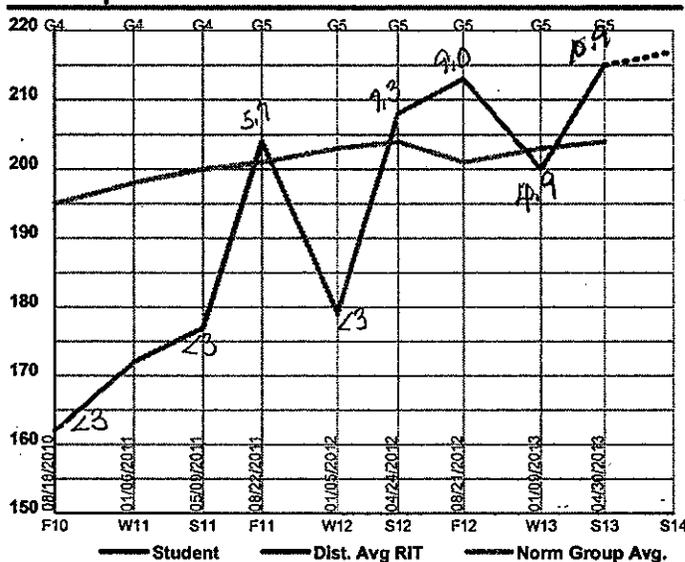
### General Science



Physical Science  
Life Science  
Earth & Space Science

Avg  
LoAvg  
HiAvg

### Concepts and Processes



There were no test events found for the selected term, Spring 2014

### Explanatory Notes:

#### Season/Year

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#### Gx

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The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected growth over the next instructional year. This is the mean fall-to-fall, spring-to-spring, or fall-to-spring RIT growth that was observed in the most recent norming study for students who had the same starting instructional term RIT score

#### Dist. Avg RIT

This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

#### Norm Group Avg

This line represents the average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

#### Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

#### Lexile® Range

The difficulty range of text that can be understood by the student 75% of the time. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.



Northwest Evaluation Association  
Partnering to help all kids learn

# New Mexico School for the Blind and Visually Impaired Student Progress Report for

NMSBVI

Growth is measured from Fall to Spring

Student ID: 100593060

## General Science

| Season/Year | Grade | Student Score Range | Dist. Avg RIT | Norm Group Avg. | Student Growth | Typical Growth | Student %ile Range |
|-------------|-------|---------------------|---------------|-----------------|----------------|----------------|--------------------|
| S14         | 7     | 210- 213 -217       |               | 211             | 2              | 2              | 43- 57 -67         |
| F13         | 7     | 208- 211 -214       | 204           | 208             |                |                | 49- 60 -72         |
| S13         | 5     | 215- 219 -223       | 219           | 205             | 6              | 3              | 81- 89 -95         |
| W13         | 5     | 187- 191 -195       | 191           | 204             |                |                | 6- 12 -21          |
| F12         | 5     | 209- 213 -217       | 213           | 201             |                |                | 76- 86 -93         |
| S12         | 5     | 198- 202 -206       | 202           | 205             | -14            | 3              | 25- 38 -53         |
| W12         | 5     | 169- 173 -177       | 173           | 204             |                |                | 1- 1 -1            |
| F11         | 5     | 212- 216 -220       | 216           | 201             |                |                | 84- 92 -96         |
| S11         | 4     | 158- 162 -167       | 162           | 201             | -5             | 7              | 1- 1 -1            |
| W11         | 4     | 175- 179 -183       | 179           | 199             |                |                | 1- 3 -5            |
| F10         | 4     | 163- 167 -171       | 167           | 196             |                |                | 1- 1 -1            |

GED  
23 → 8.7

## Concepts and Processes

| Season/Year | Grade | Student Score Range | Dist. Avg RIT | Norm Group Avg. | Student Growth | Typical Growth | Student %ile Range |
|-------------|-------|---------------------|---------------|-----------------|----------------|----------------|--------------------|
| S13         | 5     | 211- 215 -219       | 215           | 204             | 2              | 3              | 75- 86 -94         |
| W13         | 5     | 196- 200 -204       | 200           | 203             |                |                | 24- 39 -55         |
| F12         | 5     | 209- 213 -217       | 213           | 201             |                |                | 81- 90 -95         |
| S12         | 5     | 204- 208 -212       | 208           | 204             | 4              | 4              | 49- 64 -78         |
| W12         | 5     | 175- 179 -183       | 179           | 203             |                |                | 1- 1 -3            |
| F11         | 5     | 200- 204 -208       | 204           | 201             |                |                | 48- 64 -78         |
| S11         | 4     | 173- 177 -181       | 177           | 200             | 15             | 6              | 1- 1 -3            |
| W11         | 4     | 168- 172 -176       | 172           | 198             |                |                | 1- 1 -1            |
| F10         | 4     | 158- 162 -166       | 162           | 195             |                |                | 1- 1 -1            |

GED  
23 → 10.9

### General Science Goals Performance - Spring 2014

|                       |       |
|-----------------------|-------|
| Physical Science      | Avg   |
| Life Science          | LoAvg |
| Earth & Space Science | HiAvg |

### Concepts and Processes Goals Performance - Spring 2014

There were no test events found for the selected term, Spring 2014

## Explanatory Notes:

### Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

### Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

### District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

### Norm Group Avg.

The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

### Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

### Typical Growth

The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

### Student %ile Range

The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

### Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

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### Mathematics

| Season/Year | Grade | Student Score Range | Dist. Avg RIT | Norm Group Avg. | Student Growth | Typical Growth | Student %ile Range |
|-------------|-------|---------------------|---------------|-----------------|----------------|----------------|--------------------|
| S14         | 7     | 218- 221 -224       |               | 230             | 0              | 5              | 24- 29 -36         |
| F13         | 7     | 218- 221 -224       | 221           | 226             |                |                | 33- 39 -46         |
| S13         | 7     | 210- 213 -216       | 213           | 221             | -9             | 8              | 23- 29 -37         |
| W13         | 5     | 206- 209 -212       | 209           | 218             |                |                | 21- 27 -34         |
| F12         | 5     | 219- 222 -225       | 222           | 213             |                |                | 67- 74 -80         |
| S12         | 5     | 212- 215 -218       | 215           | 221             | 4              | 8              | 27- 34 -42         |
| W12         | 5     | 201- 204 -207       | 204           | 218             |                |                | 12- 17 -23         |
| F11         | 5     | 208- 211 -214       | 211           | 213             |                |                | 34- 45 -53         |
| S11         | 4     | 185- 188 -191       | 188           | 212             | -2             | 8              | 3- 4 -6            |
| W11         | 4     | 190- 193 -196       | 193           | 209             |                |                | 8- 12 -17          |
| F10         | 4     | 187- 190 -193       | 190           | 204             |                |                | 10- 15 -21         |

*GED  
2.7 → 6.4*

#### Mathematics Goals Performance - Spring 2014

|                               |       |
|-------------------------------|-------|
| Algebraic Thinking            | Low   |
| Real & Complex Number Systems | LoAvg |
| Geometry                      | Avg   |
| Statistics & Probability      | Low   |

### Reading

| Season/Year | Grade | Student Score Range | Dist. Avg RIT | Norm Group Avg. | Student Growth | Typical Growth | Student %ile Range |
|-------------|-------|---------------------|---------------|-----------------|----------------|----------------|--------------------|
| S14         | 7     | 216- 219 -222       |               | 220             | -12            | 3              | 40- 48 -59         |
| F13         | 7     | 227- 231 -235       | 224           | 216             |                |                | 79- 85 -91         |
| S13         | 7     | 223- 226 -229       | 208           | 212             | 22             | 5              | 75- 83 -88         |
| W13         | 5     | 204- 207 -210       | 200           | 210             |                |                | 34- 42 -53         |
| F12         | 5     | 201- 204 -207       | 198           | 207             |                |                | 31- 41 -50         |
| S12         | 5     | 213- 216 -219       | 216           | 212             | 5              | 5              | 52- 60 -68         |
| W12         | 5     | 202- 205 -209       | 205           | 210             |                |                | 29- 37 -48         |
| F11         | 5     | 208- 211 -215       | 211           | 207             |                |                | 53- 61 -71         |
| S11         | 4     | 150- 154 -158       | 154           | 207             | -13            | 9              | 1- 1 -1            |
| W11         | 4     | 159- 162 -165       | 162           | 203             |                |                | 1- 1 -1            |
| F10         | 4     | 164- 167 -170       | 167           | 200             |                |                | 1- 1 -2            |

*GED  
K17 → 7.8*

#### Reading Goals Performance - Spring 2014

|                          |       |
|--------------------------|-------|
| Literature               | LoAvg |
| Informational Text       | HiAvg |
| Foundations / Vocabulary | HiAvg |

Lexile® Range: 843-993

### Explanatory Notes:

**Season/Year**  
The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

**Student Score Range**  
The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

**District Average RIT**  
The average score for all students in the school district in the grade who were tested at the same time as your child.

**Norm Group Avg.**  
The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

**Student Growth**  
Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

**Typical Growth**  
The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

**Student %ile Range**  
The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

**Goal Performance**  
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

**Lexile® Range**  
The difficulty range of text that can be understood by the student 75% of the time. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### Language Usage

| Season/Year | Grade | Student Score Range | Dist. Avg RIT | Norm Group Avg. | Student Growth | Typical Growth | Student %ile Range |
|-------------|-------|---------------------|---------------|-----------------|----------------|----------------|--------------------|
| S14         | 7     | 211- 214 -217       |               | 219             | -7             | 3              | 28- 36 -45         |
| F13         | 7     | 218- 221 -224       | 218           | 216             |                |                | 57- 65 -73         |
| S13         | 7     | 212- 215 -218       | 217           | 213             | -8             | 4              | 47- 56 -65         |
| W13         | 5     | 203- 206 -209       | 202           | 211             |                |                | 27- 35 -44         |
| F12         | 5     | 220- 223 -226       | 214           | 208             |                |                | 81- 87 -91         |
| S12         | 5     | 205- 208 -211       | 208           | 213             | 19             | 7              | 27- 35 -44         |
| W12         | 5     | 196- 199 -202       | 199           | 211             |                |                | 12- 18 -24         |
| F11         | 5     | 186- 189 -192       | 189           | 208             |                |                | 5- 8 -13           |
| S11         | 4     | 161- 164 -167       | 164           | 207             | -11            | 9              | 1- 1 -1            |
| W11         | 4     | 160- 163 -166       | 163           | 204             |                |                | 1- 1 -1            |
| F10         | 4     | 172- 175 -178       | 175           | 201             |                |                | 2- 3 -6            |

*GED  
L2 → 6.3*

#### Language Usage Goals Performance - Spring 2014

|                             |       |
|-----------------------------|-------|
| Plan / Organize / Research  | LoAvg |
| Understand Grammar / Usage  | Avg   |
| Punctuate / Spell Correctly | LoAvg |