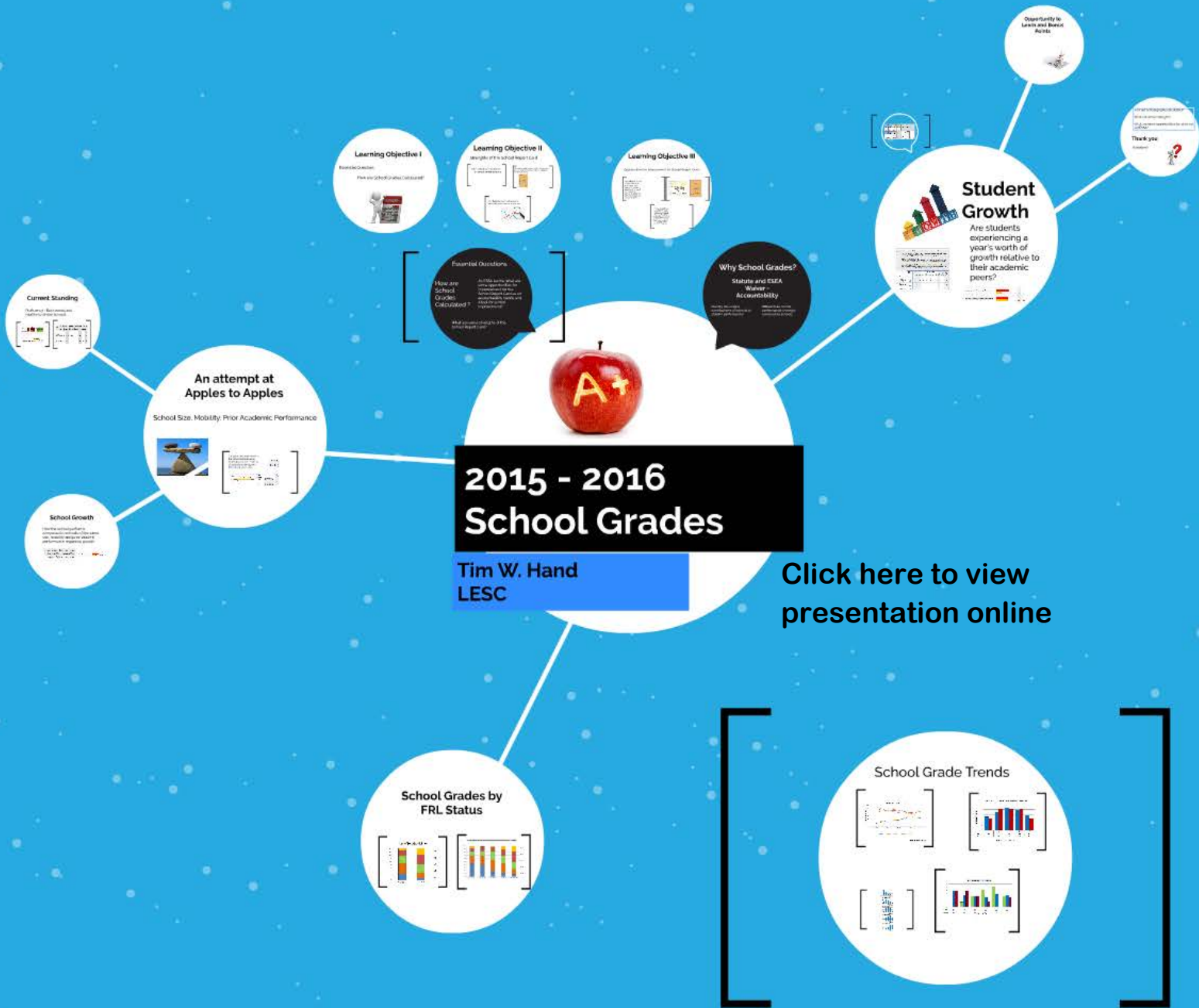


2015 - 2016 School Grades

Tim W. Hand
LESC

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2015 - 2016 School Grades

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LESC



Student Growth

Are students experiencing a year's worth of growth relative to their academic peers?

Why School Grades?

States and ESSA
Water Accountability

Essential Questions

How are School Grades Calculated?

Learning Objective I

How are School Grades Calculated?

Learning Objective II

How are School Grades Calculated?

Learning Objective III

How are School Grades Calculated?

An attempt at Apples to Apples

School Size, Mobility, Prior Academic Performance

Current Standing

School Growth

School Grades by FRL Status

School Grade Trends

Essential Questions

How are School Grades Calculated?

As ESSA looms, what are some opportunities for improvement for the School Report Card as an accountability metric and a tool for school improvement?

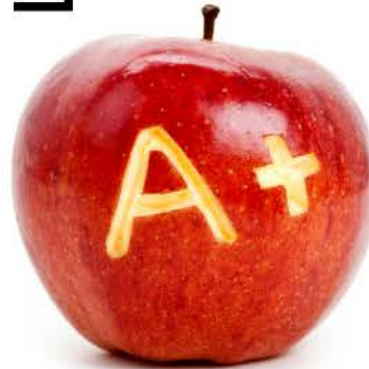
What are some strengths of the School Report Card?

Why School Grades?

Statute and ESEA Waiver - Accountability

Identify the unique contributions of schools to student performance

Differentiate school performance amongst comparable schools



2015 - 2016 School Grades

Tim W. Hand
LESC

Essential Questions

How are
School
Grades
Calculated ?

As ESSA looms, what are some opportunities for improvement for the School Report Card as an accountability metric and a tool for school improvement?

What are some strengths of the School Report Card?

Learning Objective I

Essential Question

How are School Grades Calculated?



Current Standing

Proficiency - Both overall and relative to similar schools

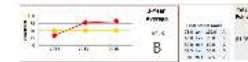


An attempt at Apples to Apples

School Size, Mobility, Prior Academic Performance



Cut points are anchored to the school performance distribution in 2011 making all schools receiving an A theoretically possible.



School Growth

How the school performs compared to schools of the same size, mobility and prior student performance regarding growth



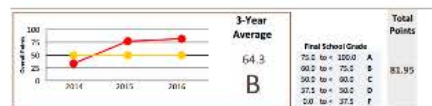
An attempt at Apples to Apples

School Size, Mobility, Prior Academic Performance



Cut points are anchored to the school performance distribution in 2011 making all schools receiving an A theoretically possible.

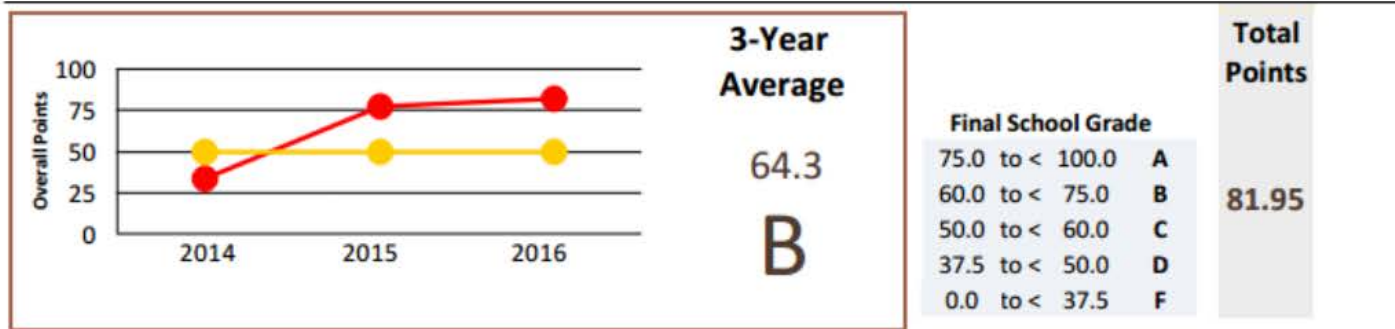
Real School Grade	
51.0 to + 52.0	A
44.0 to + 51.0	B
34.0 to + 44.0	C
24.0 to + 34.0	D
0.0 to + 24.0	F



Cut points are anchored to the school performance distribution in 2011 making all schools receiving an A theoretically possible.

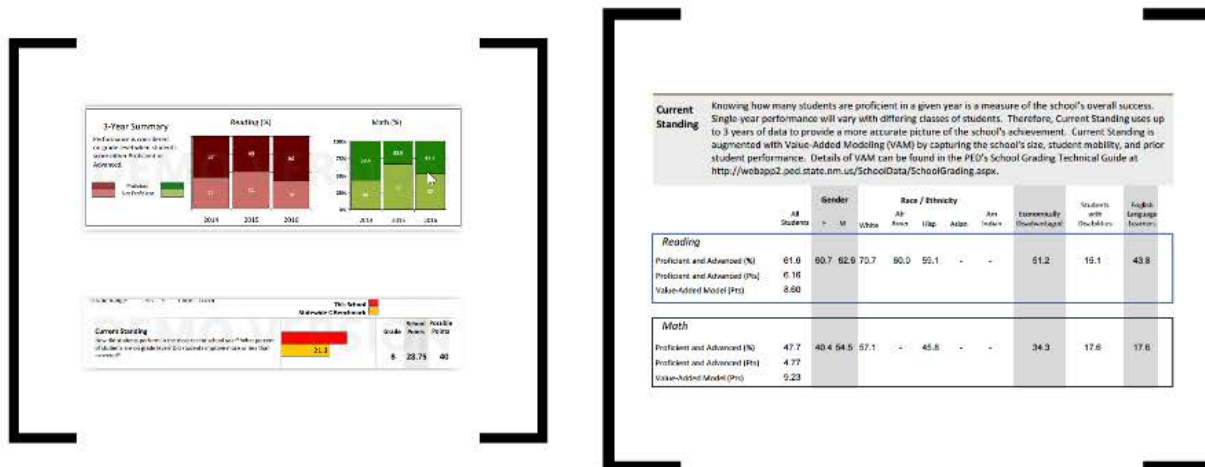
Final School Grade

51.0 to < 68.0	A
44.0 to < 51.0	B
34.0 to < 44.0	C
24.0 to < 34.0	D
0.0 to < 24.0	F



Current Standing

Proficiency - Both overall and relative to similar schools

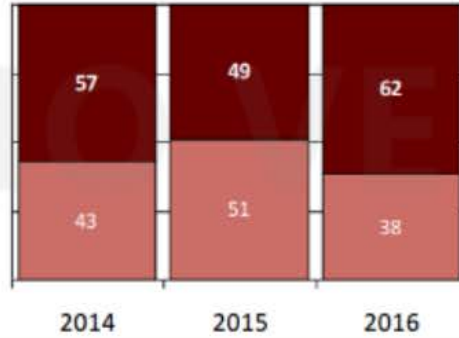


3-Year Summary

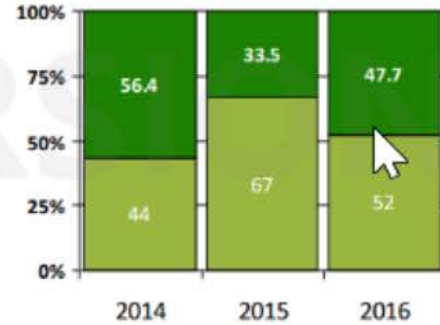
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



Grade Range: K-5 Code: 17014

This School ■
Statewide C Benchmark ■

Current Standing

How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?



Grade	School Points	Possible Points
B	28.75	40

Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	61.6	60.7	62.6	70.7	60.0	59.1	-	-	51.2	15.1	43.8
Proficient and Advanced (Pts)	6.16										
Value-Added Model (Pts)	8.60										
Math											
Proficient and Advanced (%)	47.7	40.4	54.5	57.1	-	45.8	-	-	34.3	17.6	17.6
Proficient and Advanced (Pts)	4.77										
Value-Added Model (Pts)	9.23										

School Growth

How the school performs compared to schools of the same size, mobility and prior student performance regarding growth

School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

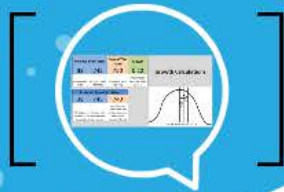
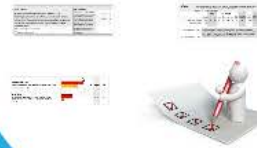
Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	Reading	Math
Value-Added Score	0.880	2.120
Points Earned	4.05	4.91

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.



Opportunity to Learn and Bonus Points



How are school grades calculated?
 What are some strengths?
 What are some opportunities for as we roll out ESSA?

Thank you

Questions?



Student Growth

Are students experiencing a year's worth of growth relative to their academic peers?

Small text above table: The following table shows the number of students who are... (unreadable)

Grade	Subject	2013-14	2014-15	2015-16	2016-17	2017-18
3	Math	1,234	1,345	1,456	1,567	1,678
4	Math	1,123	1,234	1,345	1,456	1,567
5	Math	1,012	1,123	1,234	1,345	1,456
6	Math	901	1,012	1,123	1,234	1,345
7	Math	890	901	1,012	1,123	1,234
8	Math	789	890	901	1,012	1,123
9	Math	678	789	890	901	1,012
10	Math	567	678	789	890	901
11	Math	456	567	678	789	890
12	Math	345	456	567	678	789

Small text above table: The following table shows the number of students who are... (unreadable)

Grade	Subject	2013-14	2014-15	2015-16	2016-17	2017-18
3	Math	1,234	1,345	1,456	1,567	1,678
4	Math	1,123	1,234	1,345	1,456	1,567
5	Math	1,012	1,123	1,234	1,345	1,456
6	Math	901	1,012	1,123	1,234	1,345
7	Math	890	901	1,012	1,123	1,234
8	Math	789	890	901	1,012	1,123
9	Math	678	789	890	901	1,012
10	Math	567	678	789	890	901
11	Math	456	567	678	789	890
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Student Growth

Are students experiencing a year's worth of growth relative to their academic peers?

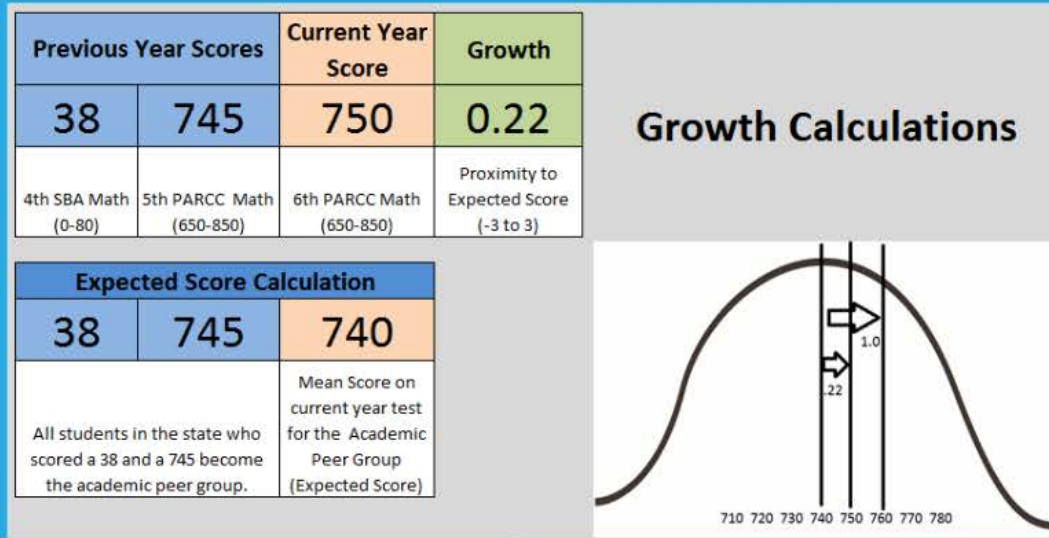
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorly (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PEPS School Coaching Technical Guide at <http://wvsnap2.pepschools.net/SchoolData/SchoolCoaching.aspx>. Note that separate analysis techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis										
		Black	White	Hispanic	Female	Male	Free	Non-Free	Students with Disabilities	English Learners		
Reading Growth	Highest 25% (VAS)	0.70	0.02	0.08	0.08	0.01	0.04	0.27	0.57	0.06	0.01	3
	Highest 25% (PA)	7.82										
	Lowest 25% (VAS)	-4	-0.41	0.01	-0.06	0.08	0.00	-	-0.10	-0.10	0.07	0.00
	Lowest 25% (PA)	6.73										
Math Growth	Highest 25% (VAS)	1.1	4	-3	-3	-7	4	-	-	-3	5	1.3
	Highest 25% (PA)	8.71										
	Lowest 25% (VAS)	-4	3	-2	5	9	2	2.4	0	-1	4	3
	Lowest 25% (PA)	7.08										

Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance in their school.		A	16.58	20
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		C	14.71	20





Opportunity to Learn and Bonus Points

Bonus Points	Participation	Reading (%)	Math (%)
<p>While most schools provide a sampling of activities, club participation opportunities, afterschool meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students involved in their child's education.</p> <p><input checked="" type="checkbox"/> Student and Parent Engagement <input type="checkbox"/> Extracurricular Activities</p> <p><input type="checkbox"/> Truancy Intervention <input checked="" type="checkbox"/> Other</p>	<p>Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 90%, the school's other grade is reduced by one grade. Supplemental accountability. Schools (2016) where students scored below 90% on the state assessment.</p>	38	38

Opportunity to Learn (OTL)	Score	Max / Min	Score	Max / Min	Score	Max / Min
Reading (Points)	85.0	80 - 90	85.0	80 - 90	85.0	80 - 90
Math (Points)	85.0	80 - 90	85.0	80 - 90	85.0	80 - 90
OTL (Points)	85.0	80 - 90	85.0	80 - 90	85.0	80 - 90

Opportunity to Learn	Score	Max / Min
Do parents and students believe that school is a good place to learn? (Student attendance %)	7.5	10.17 - 10
Bonus Points	5.00	5



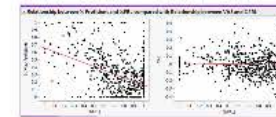
Learning Objective II

Strengths of the School Report Card

Differentiates performance amongst similar schools



The growth metrics give much more detailed and actionable information than % proficient or average scores



Monitors trends in school and student performance over time



Why School Grades?

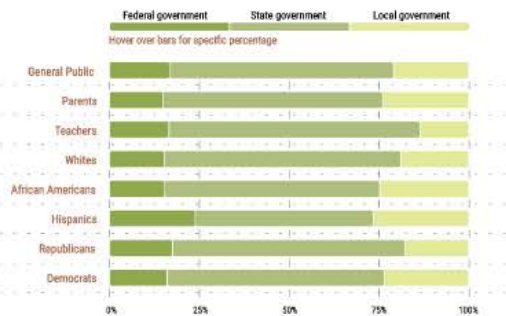
Statute and ESEA Waiver - Accountability

Identify the unique
contributions of schools to
student performance

Differentiate school
performance amongst
comparable schools

Differentiates performance amongst similar schools

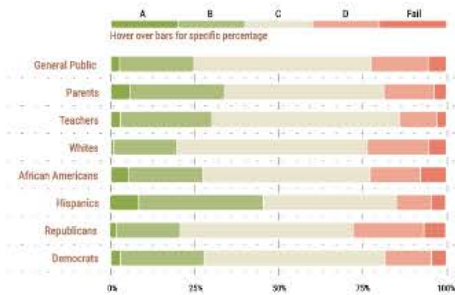
Deciding whether or not a school is failing



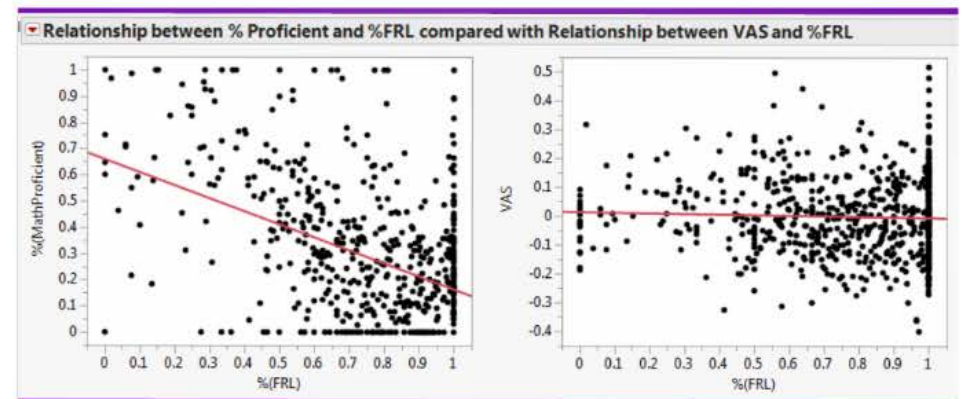
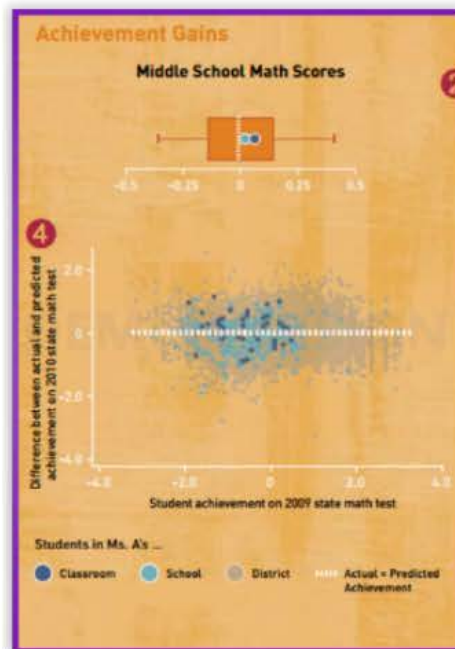
Methodological details

This graphic presents results from the 2011 annual Education Next survey, administered in May and June 2011 to a nationally representative sample of 4,101 respondents, including representative overamples of 1,077 parents and 860 teachers.

How about the public schools in the nation as a whole? What grade would you give them?



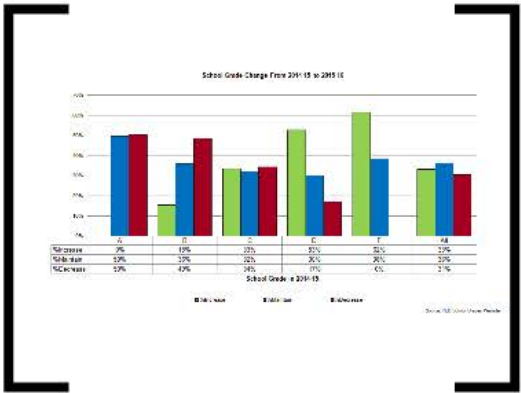
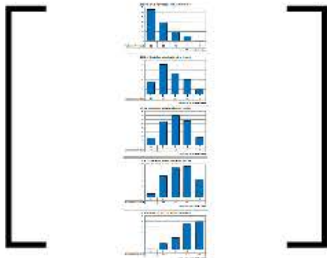
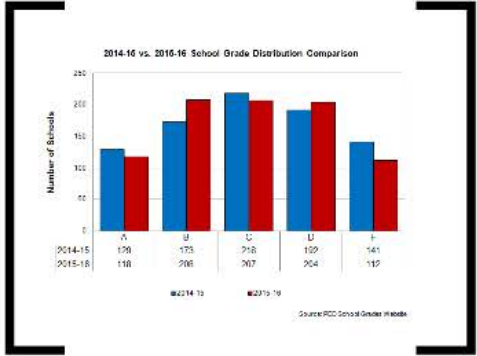
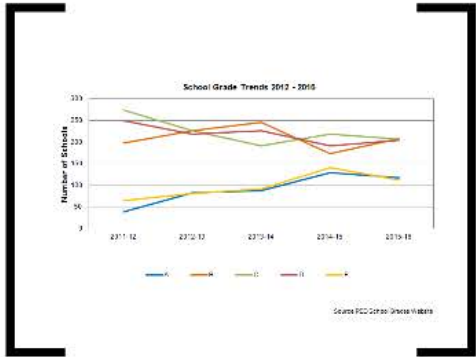
The growth metrics give much more detailed and actionable information than % proficient or average scores



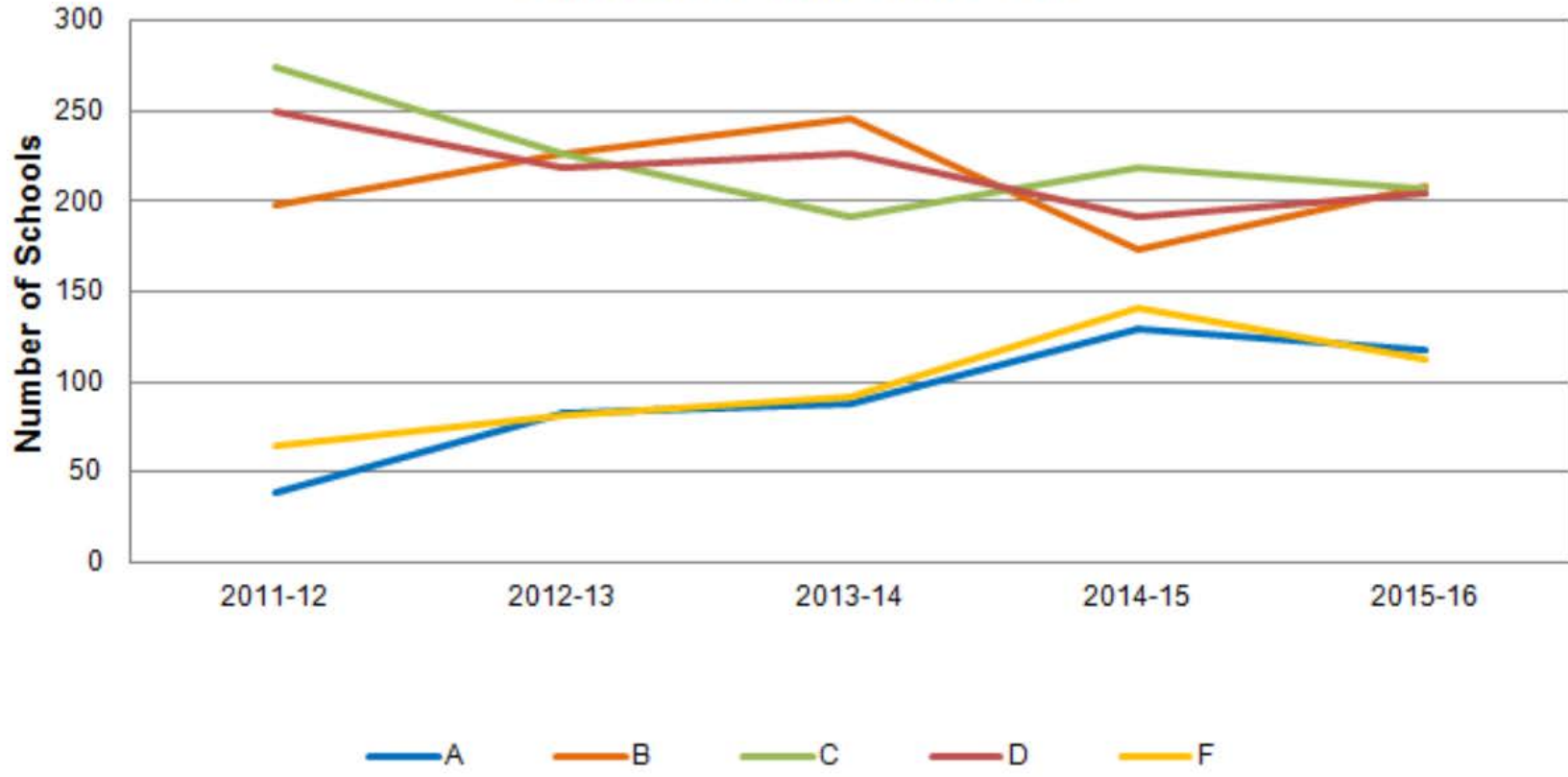
Monitors trends in school and student performance over time



School Grade Trends



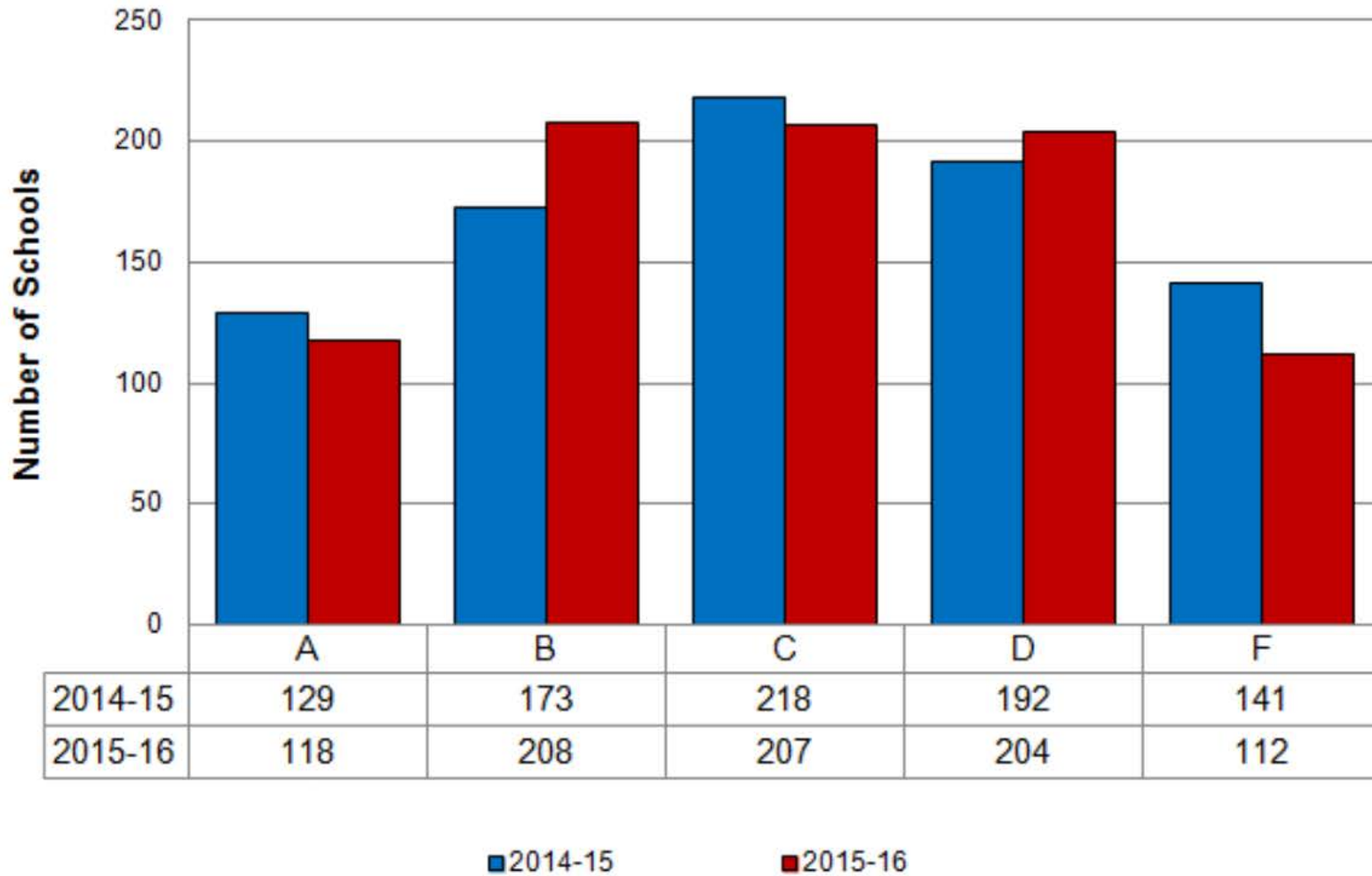
School Grade Trends 2012 - 2016



Source: PED School Grades Website

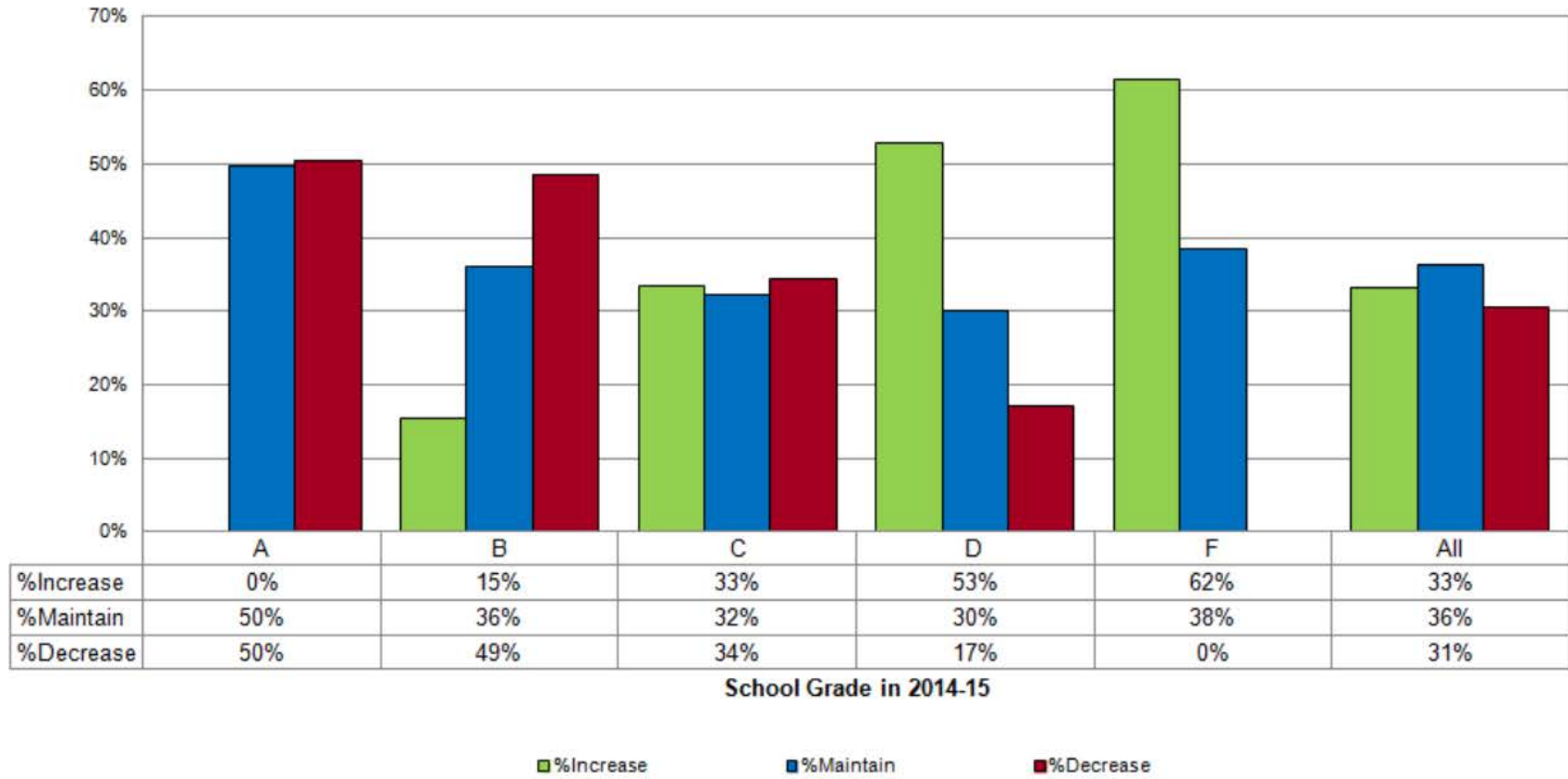


2014-15 vs. 2015-16 School Grade Distribution Comparison



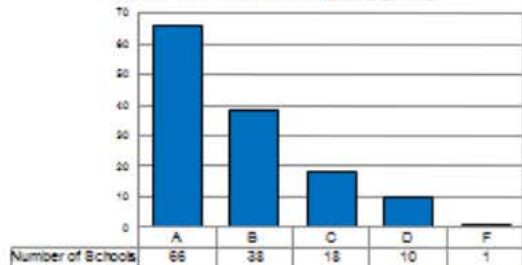
Source: PED School Grades Website

School Grade Change From 2014-15 to 2015-16



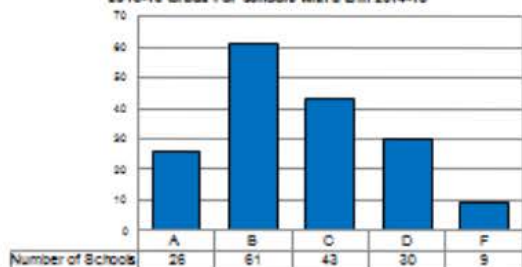
Source: PED School Grades Website

2015-16 Grade For Schools with an A in 2014-15



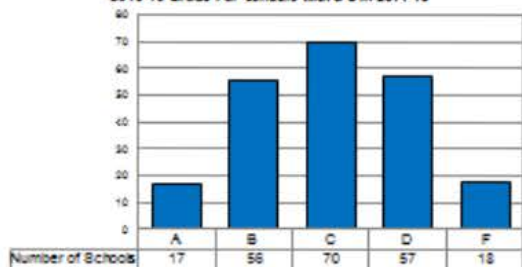
Source: PFD School Grades/Wide

2015-16 Grade For Schools with a B in 2014-15



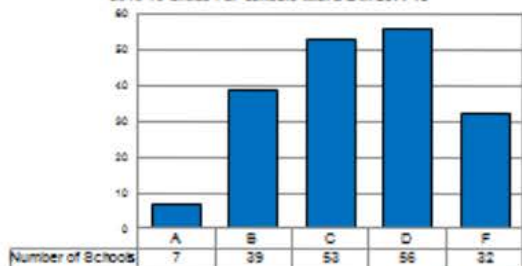
Source: PFD School Grades/Wide

2015-16 Grade For Schools with a C in 2014-15



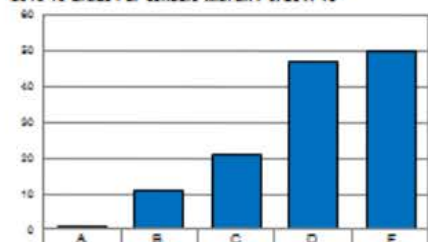
Source: PFD School Grades/Wide

2015-16 Grade For Schools with a D in 2014-15



Source: PFD School Grades/Wide

2015-16 Grade For Schools with an F in 2014-15





2015 - 2016 School Grades

Tim W. Hand
LESC

Student Growth

Are students experiencing a year's worth of growth relative to their academic peers?

Why School Grades?

States and ESSA
Water Accountability

Essential Questions

How are School Grades Calculated?

Learning Objective II

How do we measure student growth?

Learning Objective II

How do we measure student growth?

Learning Objective I

How do we measure student growth?

Opportunity to Learn and Basic Skills

Thank you

An attempt at Apples to Apples

School Size, Mobility, Prior Academic Performance

Current Standing

School Growth

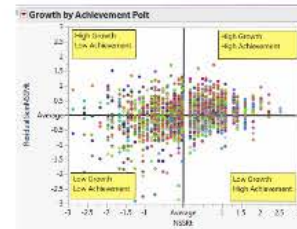
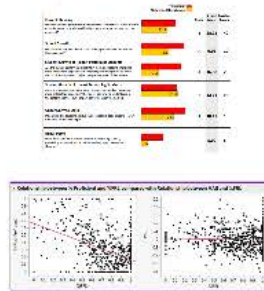
School Grades by FRL Status

School Grade Trends

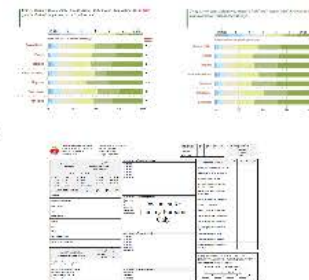
Learning Objective III

Opportunities for Improvement for School Report Cards

Much like NCLB, with a federal focus on proficiency, the current standing points on the report card are more difficult to obtain for schools in low socio-economic areas.

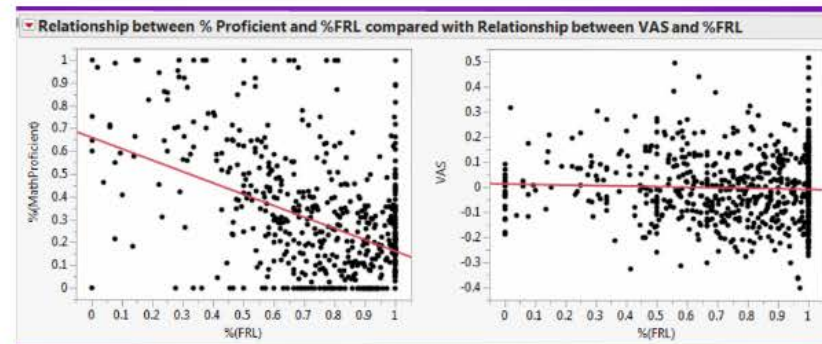


Many stakeholders value social and emotional outcomes and character development as equally important to academic achievement and oftentimes feel under appreciated for fostering these outcomes when they are minimally accounted for in accountability measures.

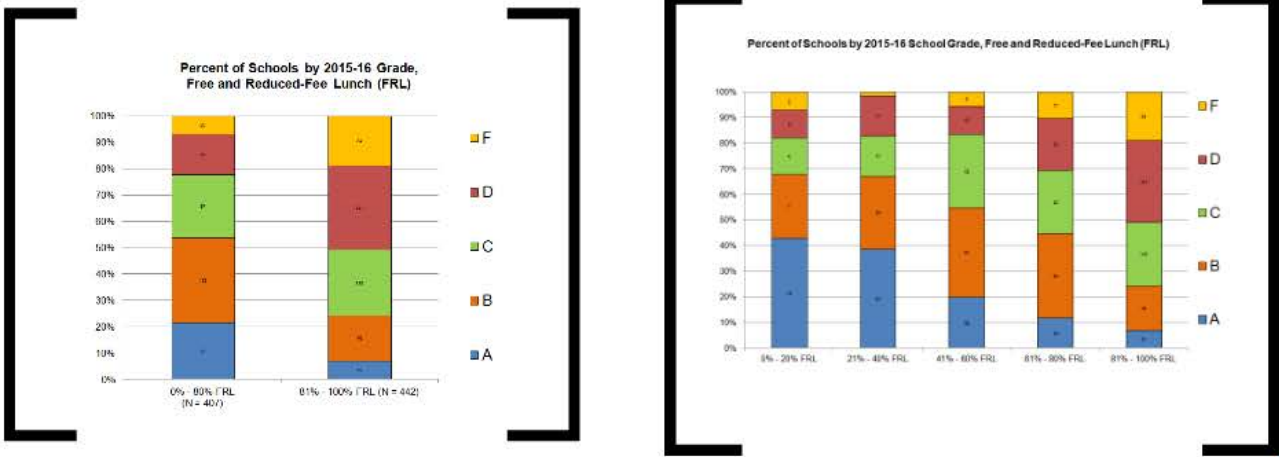


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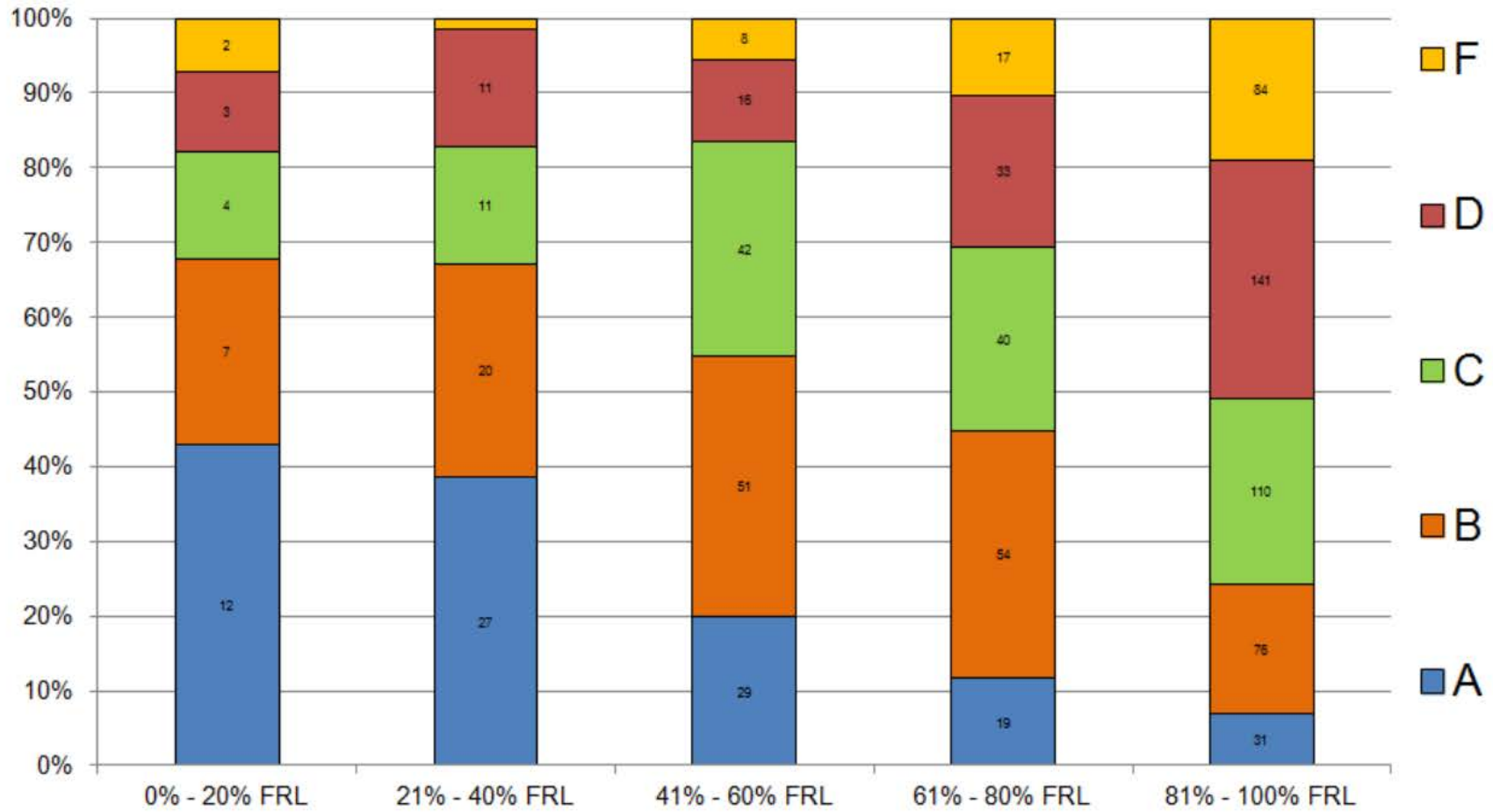
	This School	Statewide C Benchmark	Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	21.3		B	28.75	40
School Growth Did the school as a whole improve student performance more or less than expected?	5.8		A	9.02	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	7.2		A	16.58	20
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	15.3		C	14.71	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	7.5		A	10.17	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6			5.00	5



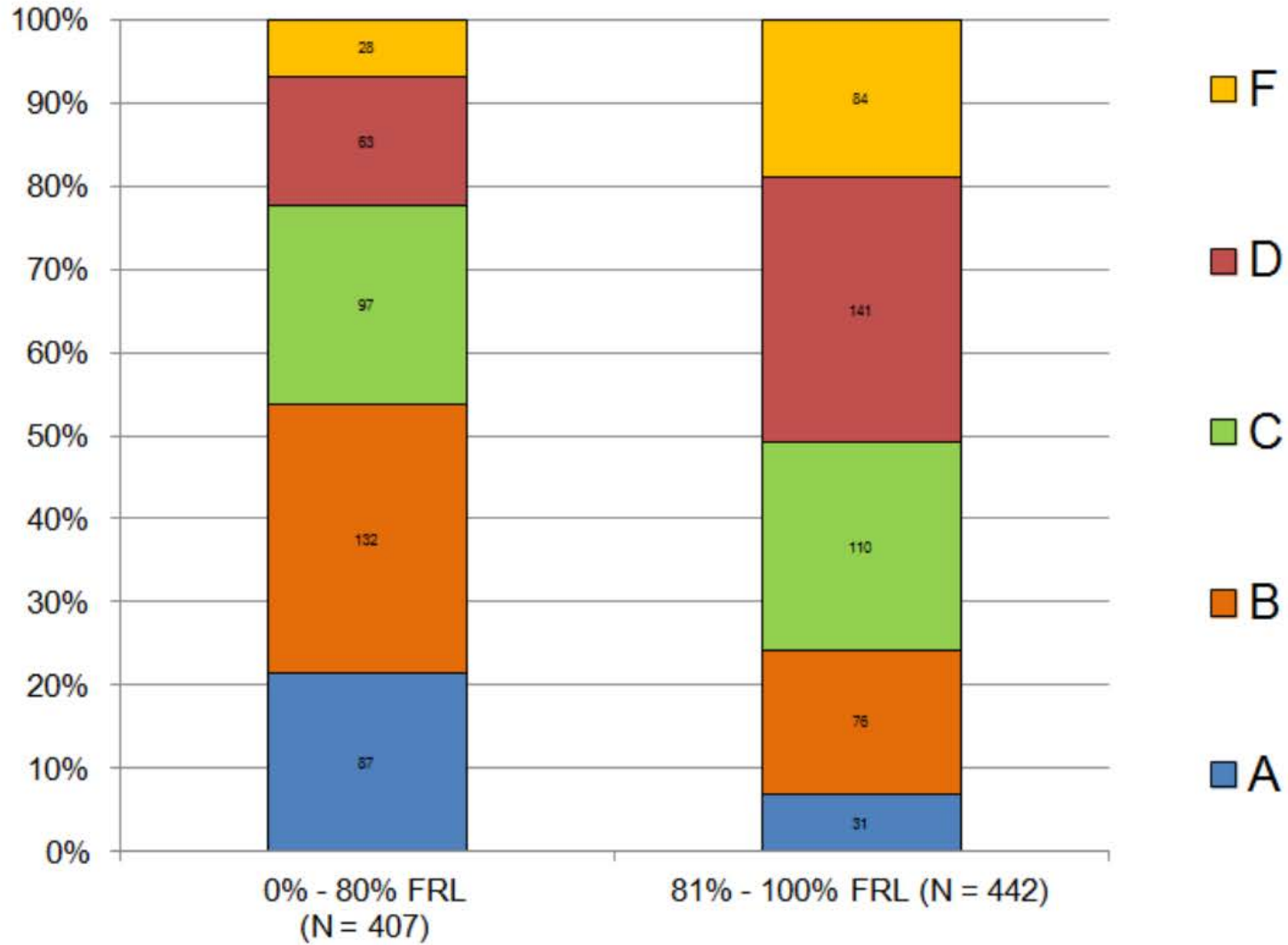
School Grades by FRL Status



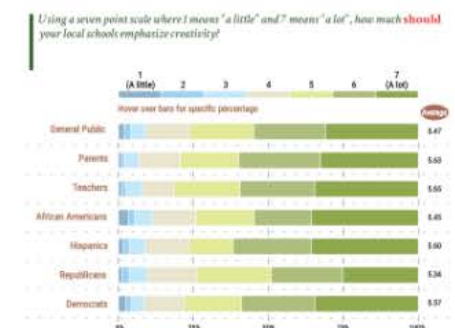
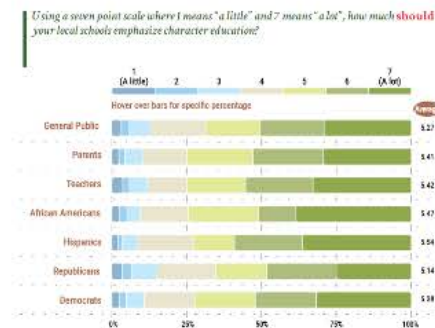
Percent of Schools by 2015-16 School Grade, Free and Reduced-Fee Lunch (FRL)



Percent of Schools by 2015-16 Grade, Free and Reduced-Fee Lunch (FRL)



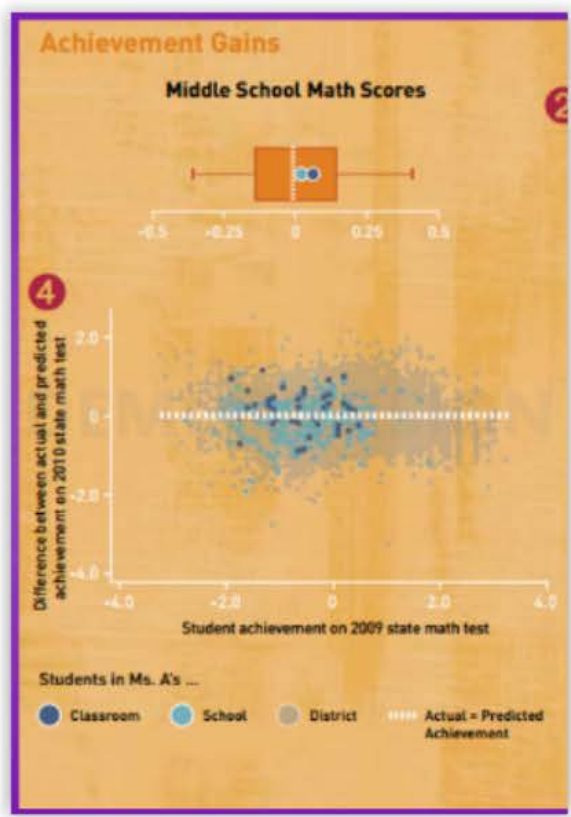
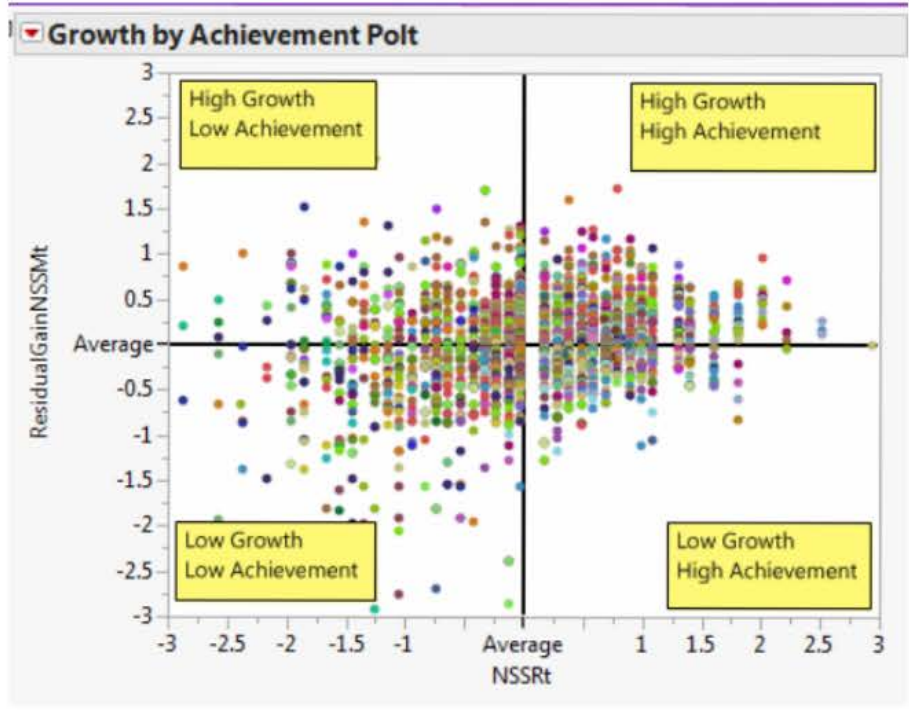
Many stakeholders value social and emotional outcomes and character development as equally important to academic achievement and oftentimes feel under appreciated for fostering these outcomes when they are minimally accounted for in accountability measures.



State of Tennessee Social Studies Standards - Grade 1

Standard	1	2	3	4	5	6	7	8	9	10	11	12
CONNECTION 1: Learning Experiences CONN1.1.1 CONN1.1.2 CONN1.1.3 CONN1.1.4 CONN1.1.5 CONN1.1.6 CONN1.1.7 CONN1.1.8 CONN1.1.9 CONN1.1.10 CONN1.1.11 CONN1.1.12 CONN1.1.13 CONN1.1.14 CONN1.1.15 CONN1.1.16 CONN1.1.17 CONN1.1.18 CONN1.1.19 CONN1.1.20 CONN1.1.21 CONN1.1.22 CONN1.1.23 CONN1.1.24 CONN1.1.25 CONN1.1.26 CONN1.1.27 CONN1.1.28 CONN1.1.29 CONN1.1.30 CONN1.1.31 CONN1.1.32 CONN1.1.33 CONN1.1.34 CONN1.1.35 CONN1.1.36 CONN1.1.37 CONN1.1.38 CONN1.1.39 CONN1.1.40 CONN1.1.41 CONN1.1.42 CONN1.1.43 CONN1.1.44 CONN1.1.45 CONN1.1.46 CONN1.1.47 CONN1.1.48 CONN1.1.49 CONN1.1.50 CONN1.1.51 CONN1.1.52 CONN1.1.53 CONN1.1.54 CONN1.1.55 CONN1.1.56 CONN1.1.57 CONN1.1.58 CONN1.1.59 CONN1.1.60 CONN1.1.61 CONN1.1.62 CONN1.1.63 CONN1.1.64 CONN1.1.65 CONN1.1.66 CONN1.1.67 CONN1.1.68 CONN1.1.69 CONN1.1.70 CONN1.1.71 CONN1.1.72 CONN1.1.73 CONN1.1.74 CONN1.1.75 CONN1.1.76 CONN1.1.77 CONN1.1.78 CONN1.1.79 CONN1.1.80 CONN1.1.81 CONN1.1.82 CONN1.1.83 CONN1.1.84 CONN1.1.85 CONN1.1.86 CONN1.1.87 CONN1.1.88 CONN1.1.89 CONN1.1.90 CONN1.1.91 CONN1.1.92 CONN1.1.93 CONN1.1.94 CONN1.1.95 CONN1.1.96 CONN1.1.97 CONN1.1.98 CONN1.1.99 CONN1.1.100												
CONNECTION 2: Reporting Methods CONN2.1.1 CONN2.1.2 CONN2.1.3 CONN2.1.4 CONN2.1.5 CONN2.1.6 CONN2.1.7 CONN2.1.8 CONN2.1.9 CONN2.1.10 CONN2.1.11 CONN2.1.12 CONN2.1.13 CONN2.1.14 CONN2.1.15 CONN2.1.16 CONN2.1.17 CONN2.1.18 CONN2.1.19 CONN2.1.20 CONN2.1.21 CONN2.1.22 CONN2.1.23 CONN2.1.24 CONN2.1.25 CONN2.1.26 CONN2.1.27 CONN2.1.28 CONN2.1.29 CONN2.1.30 CONN2.1.31 CONN2.1.32 CONN2.1.33 CONN2.1.34 CONN2.1.35 CONN2.1.36 CONN2.1.37 CONN2.1.38 CONN2.1.39 CONN2.1.40 CONN2.1.41 CONN2.1.42 CONN2.1.43 CONN2.1.44 CONN2.1.45 CONN2.1.46 CONN2.1.47 CONN2.1.48 CONN2.1.49 CONN2.1.50 CONN2.1.51 CONN2.1.52 CONN2.1.53 CONN2.1.54 CONN2.1.55 CONN2.1.56 CONN2.1.57 CONN2.1.58 CONN2.1.59 CONN2.1.60 CONN2.1.61 CONN2.1.62 CONN2.1.63 CONN2.1.64 CONN2.1.65 CONN2.1.66 CONN2.1.67 CONN2.1.68 CONN2.1.69 CONN2.1.70 CONN2.1.71 CONN2.1.72 CONN2.1.73 CONN2.1.74 CONN2.1.75 CONN2.1.76 CONN2.1.77 CONN2.1.78 CONN2.1.79 CONN2.1.80 CONN2.1.81 CONN2.1.82 CONN2.1.83 CONN2.1.84 CONN2.1.85 CONN2.1.86 CONN2.1.87 CONN2.1.88 CONN2.1.89 CONN2.1.90 CONN2.1.91 CONN2.1.92 CONN2.1.93 CONN2.1.94 CONN2.1.95 CONN2.1.96 CONN2.1.97 CONN2.1.98 CONN2.1.99 CONN2.1.100												
CONNECTION 3: Reporting Methods CONN3.1.1 CONN3.1.2 CONN3.1.3 CONN3.1.4 CONN3.1.5 CONN3.1.6 CONN3.1.7 CONN3.1.8 CONN3.1.9 CONN3.1.10 CONN3.1.11 CONN3.1.12 CONN3.1.13 CONN3.1.14 CONN3.1.15 CONN3.1.16 CONN3.1.17 CONN3.1.18 CONN3.1.19 CONN3.1.20 CONN3.1.21 CONN3.1.22 CONN3.1.23 CONN3.1.24 CONN3.1.25 CONN3.1.26 CONN3.1.27 CONN3.1.28 CONN3.1.29 CONN3.1.30 CONN3.1.31 CONN3.1.32 CONN3.1.33 CONN3.1.34 CONN3.1.35 CONN3.1.36 CONN3.1.37 CONN3.1.38 CONN3.1.39 CONN3.1.40 CONN3.1.41 CONN3.1.42 CONN3.1.43 CONN3.1.44 CONN3.1.45 CONN3.1.46 CONN3.1.47 CONN3.1.48 CONN3.1.49 CONN3.1.50 CONN3.1.51 CONN3.1.52 CONN3.1.53 CONN3.1.54 CONN3.1.55 CONN3.1.56 CONN3.1.57 CONN3.1.58 CONN3.1.59 CONN3.1.60 CONN3.1.61 CONN3.1.62 CONN3.1.63 CONN3.1.64 CONN3.1.65 CONN3.1.66 CONN3.1.67 CONN3.1.68 CONN3.1.69 CONN3.1.70 CONN3.1.71 CONN3.1.72 CONN3.1.73 CONN3.1.74 CONN3.1.75 CONN3.1.76 CONN3.1.77 CONN3.1.78 CONN3.1.79 CONN3.1.80 CONN3.1.81 CONN3.1.82 CONN3.1.83 CONN3.1.84 CONN3.1.85 CONN3.1.86 CONN3.1.87 CONN3.1.88 CONN3.1.89 CONN3.1.90 CONN3.1.91 CONN3.1.92 CONN3.1.93 CONN3.1.94 CONN3.1.95 CONN3.1.96 CONN3.1.97 CONN3.1.98 CONN3.1.99 CONN3.1.100												
CONNECTION 4: Reporting Methods CONN4.1.1 CONN4.1.2 CONN4.1.3 CONN4.1.4 CONN4.1.5 CONN4.1.6 CONN4.1.7 CONN4.1.8 CONN4.1.9 CONN4.1.10 CONN4.1.11 CONN4.1.12 CONN4.1.13 CONN4.1.14 CONN4.1.15 CONN4.1.16 CONN4.1.17 CONN4.1.18 CONN4.1.19 CONN4.1.20 CONN4.1.21 CONN4.1.22 CONN4.1.23 CONN4.1.24 CONN4.1.25 CONN4.1.26 CONN4.1.27 CONN4.1.28 CONN4.1.29 CONN4.1.30 CONN4.1.31 CONN4.1.32 CONN4.1.33 CONN4.1.34 CONN4.1.35 CONN4.1.36 CONN4.1.37 CONN4.1.38 CONN4.1.39 CONN4.1.40 CONN4.1.41 CONN4.1.42 CONN4.1.43 CONN4.1.44 CONN4.1.45 CONN4.1.46 CONN4.1.47 CONN4.1.48 CONN4.1.49 CONN4.1.50 CONN4.1.51 CONN4.1.52 CONN4.1.53 CONN4.1.54 CONN4.1.55 CONN4.1.56 CONN4.1.57 CONN4.1.58 CONN4.1.59 CONN4.1.60 CONN4.1.61 CONN4.1.62 CONN4.1.63 CONN4.1.64 CONN4.1.65 CONN4.1.66 CONN4.1.67 CONN4.1.68 CONN4.1.69 CONN4.1.70 CONN4.1.71 CONN4.1.72 CONN4.1.73 CONN4.1.74 CONN4.1.75 CONN4.1.76 CONN4.1.77 CONN4.1.78 CONN4.1.79 CONN4.1.80 CONN4.1.81 CONN4.1.82 CONN4.1.83 CONN4.1.84 CONN4.1.85 CONN4.1.86 CONN4.1.87 CONN4.1.88 CONN4.1.89 CONN4.1.90 CONN4.1.91 CONN4.1.92 CONN4.1.93 CONN4.1.94 CONN4.1.95 CONN4.1.96 CONN4.1.97 CONN4.1.98 CONN4.1.99 CONN4.1.100												

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How are school grades calculated?

What are some strengths?

What are some opportunities for as we roll out ESSA?

Thank you

Questions?

