



THE WOODROW WILSON
National Fellowship Foundation

EDUCATION LEADERSHIP

Lessons Learned from the UVA-School Turnaround Specialist Program

Since 2004, the Darden/Curry Partnership for Leaders in Education (PLE) at the University of Virginia has worked in partnership with over 300 education leaders to develop and implement turnaround initiatives in at least 45 districts and 15 states across the country. Over the course of the last three years, this work has included a partnership with a consortium of state, district and school leaders from five states including Arizona, Colorado, Nevada, Utah and New Mexico.

Recognizing that there is no one formula for turning around a school/district, this work has focused on partnering with education leaders to identify key issues and develop strategies based on their own school or district context. Such work has included combining the type of executive education typically only received by top-level business leaders with ongoing support and resources.

The following key points are provided to highlight critical lessons learned as a result of this work particularly as they relate to education leadership.

- 1) **Leadership makes the difference.** High-impact leaders are critical to success. They must have the capabilities and competencies to among other things: envision and articulate success; establish the infrastructure/conditions necessary for staff and students to achieve success; think analytically to problem-solve and drive relevant instruction; engage, empower, motivate and mobilize staff and other stakeholders; and, innovate.
- 2) **A systemic approach is key to sustainable success.** Parachuting in the “superhero” principal will not lead to sustainable or scaleable success. In order to truly transform and implement sustainable change, district (and state) leaders must be willing and able to establish the infrastructure and conditions, support and accountability measures that will drive world-class education initiatives.
- 3) **A new type of leadership selection and preparation is essential.** In spite of the fact that high-quality leadership is critical to the quality of our systems and schools, education leaders are still for the most part prepared in our college/universities’ least selective programs, with little rigor, low admission standards, irrelevant coursework, and limited practical experience. Accordingly, a new type of leader and leadership preparation, which draws on the most innovative thinking in leadership preparation from other fields such as business, is desperately needed. To that end, the Woodrow Wilson National Fellowship Foundation, with support from the Kern Family Foundation and the Walton Family Foundation, is creating a new MBA in Education Leadership. The goal: to address the United States’ twin educational achievement gaps—the one between the nation’s lowest-performing and its best schools, as well as the one between the nation’s best schools and their top international competitors. The new MBA programs will be held accountable for preparing leaders who can bring all American schools up to world-class levels of performance, and for developing a new gold standard for education leadership recruitment and preparation nationwide.

August 21, 2013
Item 12
LeAnn Burtrick

LFC/LESC HEARING BRIEF

AGENCY: Public Education Department

DATE: August 21, 2013

PURPOSE OF HEARING:
Present lessons learned by staff of the University of Virginia School Turnaround Specialist Program since the first cohort

WITNESS: LeAnn Buntrock, Program Director, Woodrow Wilson MBA Fellowship in Education Leadership, Woodrow Wilson Foundation

PREPARED BY: Rachel Gudgel and LaNysha Adams

EXPECTED OUTCOME:
Improved understanding of the structure of a high quality school turnaround leadership program to assist in building a New Mexico-based program.

BACKGROUND INFORMATION

Leadership is second only to classroom instruction among all student related factors that contribute to what students learn at school. Research indicates good leadership is crucial to making school reform succeed and there are virtually no documented instances of troubled schools being turned around without intervention led by a strong leader. A principal's impact is nearly twice as large in high poverty schools.

To that end, the Public Education Department is using funding appropriated by the Legislature to send school and district leadership teams to the University of Virginia School Turnaround Specialist Program (UVA-STSP). The UVA-STSP is an executive leadership program aimed at helping principals and central office staff understand, from an organizational perspective, the changes that need to be made and how to make them in order to turn low performing school around.

While the program appears to be high quality, concerns persist that state funding is being sent out-of-state, particularly when New Mexico has a number of higher education institutions that may have the capacity to support a similar leadership program. Additional concerns exist that the UVA-STSP program does not address the particular needs of a turnaround principal in New Mexico in relation to state statutes, regulations, and department guidelines, nor is the program sensitive to issues of diversity. Individual universities and school districts have recently focused attention on creating evidence-based school turnaround leadership programs to better serve New Mexico school districts and principals.

This brief will review the organizational structure and funding history of the UVAS-STSP program; the student outcome results of the program nationally and in New Mexico; outline the lessons learned by UVA-STSP staff over the years of the program; discuss criticisms of the program; discuss other leadership programs that exist nationally and in the state; and outline considerations for building a school turnaround leadership training program in New Mexico.

UNIVERSITY OF VIRGINIA SCHOOL TURNAROUND SPECIALIST PROGRAM

UVA-STSP Organizational Structure and Funding. The UVA-STSP was created by the Partnership for Leaders in Education (PLE), a nonprofit organization run through the Darden Foundation. The PLE is a partnership between the Darden School of Business (Darden) and the Curry School of Education (Curry). The PLE contracts with professors from Darden and Curry to provide instruction and pays fees to Darden to coordinate the program and provide educational space. Course delivery is primarily led by professors from Darden, while educational program support and some course delivery are provided by Curry professors and other educational professionals. The PLE maintains a staff of 10 to administer the UVA-STSP.

UVA-STSP Delivery Model	
Year 1	
Program Components	Days
Turnaround Leadership Executive Education Session	6
Customized Embedded PD	2
Monthly District Leadership Check-ins	*
Site Visits	*
Cohort Mid-year Retreat	2
School District Retreat	1
Year 2	
Program Components	Days
Executive Education Summer Sessions	3
Customized Embedded PD	2
Monthly District Leadership Check-ins	*
Site Visits	*
Cohort Mid-year Retreat	2
School District Wrap-Up	1
Credentialing Ceremony	1

* These components are conducted on an as needed basis and upon request by the district.

UVA-STSP Program Components

- District Readiness Assessment;
- District Turnaround Leadership Boot Camp;
- Behavioral Event Interviewing and Capacity Training;
- Turnaround Leadership Executive Education;
- Year 1 and Year 2 Mid-Year Winter Retreats;
- District/School Visits and Real-Time Support; and
- Online District Retreats.

Originally, the program was created in response to a Virginia state request for proposal for a school turnaround principal training program. For the first two cohorts, the program served local Virginia educators and was funded with state appropriations. The program continued to receive state appropriations during the third and fourth cohorts, but it was opened up nationally with funding from Microsoft. Beginning with the fifth cohort the program moved to a fee-for-service model and has been self sustaining since.

The PLE currently accepts between 50 and 55 school cohorts to participate annually. Fees for the program totaled \$77 thousand per cohort for participants in cohort nine. Fees will increase to \$80 thousand per cohort for cohort 10. PLE staff expect costs to increase with cohort 11 after a comprehensive cost analysis is completed, though costs are expected to remain below \$100 thousand per cohort. Additionally, staff expects to increase the number of accepted school cohorts to between 55 and 60. Fees currently collected appear to be approximately \$4 million annually. Collected fees cover salaries and benefits of both PLE staff and contracted professional services, travel for PLE staff for site visits, and course materials.

UVA-STSP Model. The UVA-STSP is a two year executive education program with an additional 10 months of pre-work with the state department of education and school district central office. Participants in the UVA-STSP begin a two-year program in the summer of the first year and participate in executive education sessions with key district leaders over two years. Principals who successfully achieve established goals and complete the UVA-STSP receive a credential in educational turnaround management.

Entrance into the UVA-STSP is highly selective. Applicant principals are required to participate in and receive a minimum score on a behavioral event interview (BEI). The BEI measures how they rate on a set of core competencies demonstrated by successful turnaround leaders, such as influencing key stakeholders, concentrating on big wins, and measuring and reporting progress. Additionally, UVA-STSP requires a readiness assessment for districts to determine whether the district has the capabilities, alignment, process, and resources for a school turnaround effort to be successful.

Curriculum and Delivery of Training. The UVA-STSP works with school and district leadership teams and state-level leadership teams to help build the internal capacity necessary to support and sustain effective school turnarounds. The program provides information and practical experience in proven business and education management strategies, including business management strategies, organization behavior and communication, and restructuring and renewal of struggling organizations. Instruction is delivered through coursework, case studies, interactive discussions, workshops, and implementation of action plans. The program does not offer a prescribed rigid set of actions or course curriculum, but rather focuses on practices and processes that will help build the internal capacity necessary to make initial change and sustain success.

Curriculum focuses on: understanding the school turnaround context and fundamentals of successful turnarounds; developing and communicating a vision that includes the need for urgent change; establishing a culture of high expectations; building effective coalitions and implementing shared decision-making; using data to drive decisions and to monitor and measure the need for mid-course corrections; identifying innovation opportunities and developing strategic plans; and teaching state, district, and school administrators to think like leaders (not simply managers).

Four-Step Learning Process for Case Study Method of Instruction

- Read and consider each case individually. Participants identify problems, define alternatives, analyze data, make decisions and outline a course of action.
- Share individual ideas with a learning team – a group of five or six of peer managers with whom they will study prior to class
- Discuss the case in a class meeting to explore input from everyone in your class.
- Reflect on how initial ideas changed as a result of the input from the learning team, class and professors. And, based on the opportunities participants find, apply these concepts at work

Case Study Method of Instruction. The turnaround leadership executive education sessions, an essential component of the UVA-STSP program, help participants develop a vision, set goals, understand root cause needs, and drive decisions with data. Unique to UVA-STSP is the “Darden Experience,” which incorporates the Darden School of Business case study method of instruction. The case study method of instruction is based on a four-step learning process, which allows for complete understanding, integration, and application of the materials.

UVA-STSP New Mexico Participant Outcomes. Participating schools in cohorts eight, nine, and 10 and their school grade for the last three years are included in attached Table 1. From July 2011 to July 2013, 26 schools in 6 districts from New Mexico have been participating in program. Cohort eight finished the program this summer, cohort nine will finish next summer, and cohort 10 began the program this summer.

Recently released standards-based assessment (SBA) data shows mixed student performance results for those schools participating in the UVA-STSP. A majority of participating schools made no gains or decreases in proficiency on the reading assessment, while a majority of participating schools made gains in math proficiency. Reading scores ranged from a four percentage point decrease to a 13 percentage point increase. Math proficiency scores ranged from a nine percentage point decrease to a 15 percentage point increase. Table 2 in the attachment details the New Mexico UVA-STSP participants’ math and reading proficiencies over three years. The remaining tables in the attachment show math and reading proficiency disaggregated by grade level statewide and for each participating district and school.

UVA-STSP National Participant Student Outcomes. Similar to the mixed student performance results seen in New Mexico, the UVA-STSP *2010 Annual Report* notes mixed performance results for previous cohorts of participating schools.

The *2010 Annual Report* describes the academic performance of 32 school districts across seven states in cohorts four, five, and six, as follows:

- 75 percent of participating districts (and schools) closed the proficiency gap with top state performers;
- schools across all cohorts made three point or larger gains on average than comparable schools;
- 62 percent of cohort four and five schools made AYP, compared to 26 percent before entering the program;
- across the 57 schools in cohorts one through five that completed the program, school reading proficiency increased an average of 33 percent and school mathematic proficiency increased any average of 37 percent; and
- Nine schools in cohort six made at least 20 point proficiency gains after their second year of intervention.

UVA-STSP 2008 Annual Report

According to UVA-STSP's 2008 Annual Report, across the first three cohorts (those principals trained between 2004-2006, 2005-2007, and 2006-2008), a majority of the schools engaged in turnaround under the leadership of a UVA-STSP trained principal demonstrated gains in student achievement.

The 2008 Annual Report also indicated:

- upon completion of the two-year program, approximately 60 percent of schools demonstrated at least a 10 percent boost in reading proficiency while 53 percent demonstrated at least a 10 percent boost in math proficiency;
- turnaround initiatives in UVA-STSP-led schools had a greater impact upon student performance in reading than in mathematics;
- schools led by UVA-STSP principals demonstrated Adequate Yearly Progress (AYP) at a greater rate than their peers in comparable schools;
- over 20 percent of the UVA-STSP-led schools demonstrated more than a 20 percent boost in reading proficiency after two years and that proportion increased with each additional year of intervention; and
- 20 percent of the schools demonstrated at least a 20 percent boost in mathematics proficiency after two years and that proportion increased in the third year of intervention.

The UVA-STSP has not expanded beyond the ability to deliver a high-quality executive leadership training program to participants.

OTHER SCHOOL TURNAROUND LEADERSHIP PROGRAMS

Texas Turnaround Leadership Academy (TTLA). TTLA is a model designed to build district and campus-level capacity for the turnaround of low performing school by focusing on both the district level and campus level alignment of leadership. TTLA is very similar to the UVA-STSP and includes multiple stakeholders to help the schools achieve the goals in their 90-day plans. The Texas Education Agency, in collaboration with the Texas Center for District and School Improvement created a research-based framework for continuous district and school improvement that TTLA uses in working with schools. Texas also created The Turnaround Support Collaborative, which was designed to bring customized support to districts.

Center on School Turnaround at WestEd. The USDE selected WestEd as the lead agency to operate the Center on School Turnaround (Center). The Center is part of a federal network of 15 Regional Comprehensive Assistance Centers and seven national Content Centers. Through the Center, WestEd and its partners – the Academic Development Institute, the Darden/Curry PLE, and the National Implementation Research Network – focus on building the capacity of state education agencies (SEAs) to turn around chronically low-performing schools.

BUILDING SCHOOL TURNAROUND LEADERSHIP IN NEW MEXICO

Investing in good principals is a particularly cost-effective way to improve teaching and learning throughout entire schools. Developing stronger school leadership that is supported by the school district must be a top priority to improve education in the state. Sustainable efforts must be occurring at both principal preparation programs to ensure the pipeline is prepared, but also in the field with existing principals.

Lessons Learned from UVA-STSP and Other Turnaround Leadership Programs.

Over the last decade, administrators of the UVA-STSP have continuously monitored the program and the outcomes and have identified what works and what does not in order to continuously improve the program. The PLE has published two external evaluations of the program, providing outcome data and insight necessary to improve the program. Staff indicates the program is constantly changing to address the needs of participating schools.

A key component of the program is selectivity of participants. At the program's inception, districts had the sole responsibility for recruiting and selecting the principals who participated in the program. However, over time UVA-STSP staff provided districts with greater support to identify those principals most capable of leading a successful turnaround. Currently, each applicant principal is required to participate in and receive a minimum score on a behavioral event interview (BEI) and school districts are required to participate in a readiness assessment to determine eligibility into the program. The UVA-STSP does not accept every applicant principal or school district into the program.

The program uses a competency-based evaluation to select leaders into the program. The BEI measures how they rate on a set of core competencies demonstrated by successful turnaround leaders, such as influencing key stakeholders, concentrating on big wins, and measuring and reporting progress.

Professors who agree to teach in the UVA-STSP are required to complete a one-year training on the Darden case-study approach.

Instead of completing the Web EPSS, each school participating in the UVA STSP will create a 90 day plan that has the following components based on the school improvement plan: SMART Goal, school performance/top priority and root causes of performance challenge. Principals leave the university with a 90-day plan for making specific, big-impact reforms that can be implemented right away. Each 90 day plan cycle will begin with looking at data and revisiting and adjusting the school improvement plan. Site visits by the PLE staff involve revisions, feedback, and support on action and implementation of the 90-day plans.

Additionally, recognizing the need for the district superintendent to make turnaround a priority, the program evolved over the last four years to require school district/central office staff participation. UVA-STSP staff begin working with the school district six to 10 months prior to principal participation to conduct BEI's and select participants, and to ensure the district is using an interim assessment, has prioritized placement of high-quality teachers in the turnaround schools, and has the infrastructure in place to ensure the school district has a dedicated staff person who will be in the schools regularly to lead the turnaround effort (a district "shepherd"). The UVA-STSP includes a district boot camp in March (prior to principal participation) that introduces central office teams to turnaround leadership. Additionally, the program prioritizes participants where three or more schools from a single district will be participating. This ensures a stronger commitment to the turnaround effort from central office.

Course delivery focuses on organizational structures and the capacity to make changes within those structures, and are largely business and organizational focused rather than education focused. The most effective professors at the UVA-STSP have been business college professors; colleges of education nationwide have been hesitant to embrace the Darden case-study model.

Participating District Perspectives. Cohort nine participants indicate they like the case study model because it allows them to think strategically about how to implement change in order to turnaround their lower performing schools. Case studies are primarily from business experiences and this context presents a different lens to view the organization structure of a school. Cohort nine participants also reported that the support provided by PLE staff through site visits, monthly district check-ins, and feedback on their 90-day plans was invaluable.

Participants indicate they liked the "quick-wins" focus of the shorter 30-day plans and the evaluation component that immediately follows the implementation of 90-day plans. PED has eliminated completion of the Web Educational Plan for Student Success (Web EPPS) for participating schools. Cohort nine participants indicate the 90-day plan is more of a turnaround roadmap than the Web EPPS – it provides clarity to specific priorities and actions that are most important to turnaround. Additionally, participants appreciate the monitoring and technical assistance they receive from PLE staff.

The principals of the nine schools in cohort nine also discussed the importance of meeting regularly with teachers, which they said was important to sustaining change and truly turning around the school.

Criticisms of the UVA-STSP. Many of the criticisms of the program are things that the UVA-STSP acknowledges that it does not address. The program does not adequately address issues of diversity. For example, a deeper dive into the annual report data indicates the program is less successful in schools with a high percentage of Native

New Mexico Leadership Institute (NMSLI). The New Mexico School Leadership Institute (NMSLI) was established in FY10 to create a collaborative infrastructure for strengthening school and district leadership and to help improve student outcomes through recruitment, preparation, and professional support of school leaders. Initiatives include support for an annual cohort of aspiring principals that includes redesigned graduate courses, a semester-long internship, professional development and mentoring, a year-long professional development opportunity for experienced charter school leaders, provision of data tools and training for school leaders on their NMSBA data, and other for-fee customized leadership development services for interested districts. The institute is also providing online professional development for all users. NMSLI is primarily a fee-for-service business and focuses primarily on instructional leadership.

American students. Concerns persist that the program may also be less successful with schools that have a high proportion of English language learner students. Additional criticisms of the program are centered on the technical assistance and site visits provided by UVA-STSP. Because the program is not based in New Mexico, it is difficult for UVA-STSP staff to conduct ongoing site visits throughout the year – UVA-STSP staff conducts two site visits a year. In general, concerns appear to be things that could be addressed with a locally administered program.

Masters in Business Administration Programs for Education Leaders. Recognizing the need to ensure the pipeline of school leaders includes principals who are adequately prepared to turn around low performing schools, the Woodrow Wilson Foundation has created an M.B.A. Fellowship in Educational Leadership. LeAnn Buntrock, former Executive Director of the PLE recently joined the Foundation as the Director of the Woodrow Wilson M.B.A. Fellowship in Education Leadership.

Existing Leadership Programs in New Mexico. Several ongoing efforts to build a stronger cadre of leaders continue to exist.

The Alliance of Leading and Learning (ALL). ALL, rated “high performing” by the USDE’s Office of Innovation and Improvement, is a partnership between the University of New Mexico (UNM), Albuquerque Public Schools (APS), and the New Mexico School Leadership Institute (NMSLI) to improve student success by carefully selecting principal candidates, identifying administrative mentors with records of student success, and matching these mentors with principal candidates. APS administrators co-teach all coursework with university faculty. Co-teachers receive grant-funded stipends, and their instruction enables future principals to connect theory to practice. After coursework, principal candidates complete a semester-long, full-time internship alongside mentor principals. APS provides log-term substitutes to fill the classroom positions of these principal interns at a cost of \$9,700 per candidate.

Principals Pursuing Excellence. For FY14, the PED’s new Principals Pursuing Excellence initiative aims to mimic the UVA-STSP by providing ongoing support to a cohort of principals for two years. The initiative is funded by a Daniels Foundation grant and state appropriations, and will address some of the criticism of the UVA-STSP program by focusing on common lessons learned through administration of federal School Improvement Grants and instructional audits. However, it is unclear whether the PED has the capacity to implement the program with the fidelity needed for it to be successful.

NEXT STEPS

As policymakers consider developing and funding a leadership training program for turnaround leaders, much is already known about what works. Consideration should be given to the lessons learned by the PLE that have allowed the PLE to establish the premier school

The Public Education Department and the Governor held an all-day event in Las Cruces on August 7, 2013 to discuss executive education initiatives, and invited participants from the business community, presidents and regents from four-year universities, and individual school districts. Multiple PED employees, including leadership staff, were present. Presenters included Kati Haycock, President of the Education Trust, Laura Johnson, Director of Communications, National Council on Teacher Quality, Arthur Levine, President, Woodrow Wilson Foundation, and Nate Morrison, Executive Director in New Mexico, Teach for America. Materials handed out by PED included a focus on early literacy and retention of third graders; prekindergarten and Kindergarten-Three Plus; dropout prevention; above-the-line versus below-the-line funding; the new teacher evaluation system; new common core content standards; and supporting low performing schools. As the state moves to build a school turnaround leadership program it will be important for policy discussions to be more inclusive of stakeholders.

turnaround leadership program in the nation. Staff from the UVA-STSP indicates a willingness to work with the New Mexico in building a program within the state. Policymakers must also consider the landscape in New Mexico and address issues such as diversity and state specific statutes, regulations, and guidelines in order to provide the robust support principals need. Agencies, including the PED, the Higher Education Department, the New Mexico School Leadership Institute, institutions of higher education, and school districts must collaborate and communicate to establish a program with a unified mission and vision. Consideration should be given to requiring an ongoing evaluation of the program to ensure the program is evidence-based and is adequately serving existing school principals who want to turn around low performing schools.

RSG:LA/svb

ATTACHMENT 1

Table 1: New Mexico Districts and Schools Participating in UVA-STSP

Cohort #	Dates Schools are in Program	District	School Name	2013 Grade (Pre-Appeal)	2012 Final Grade	2011 Final Grade
8	July 2011- June 2013	Grants-Cibola County Schools (no Boot Camp)	Laguna Acoma Middle	D	D	D
			Laguna Acoma High School	B	C	D
9	July 2012 - June 2014	Las Cruces Public Schools	Conlee Elementary	C	C	F
			Doña Ana Elementary	B	C	D
			JUMP	program is not graded		
			Mesa Middle	C	D	D
			Valley View Elementary	C	D	F
9	July 2012 - June 2014	Los Lunas Public Schools	Ann Parish Elementary	D	D	F
			Century Alternative High	C	D	F
			Los Lunas High	B	D	D
			Valencia High	B	C	C
<p>Note: Cohort participants begin the UVA-STSP program in the summer of the year they receive their school year's letter grade. Cohort 10 participants began the UVA-STSP program in July 2013.</p>						
10	July 2013 - June 2015	Aztec Municipal School District	Lydia Rippey Elementary	C	D	C
			Vista Nueva High School	B	D	D
10	July 2013 - June 2015	Farmington Municipal Schools	Animas Elementary	D	D	C
			Apache Elementary School	D	D	D
			Northeast Elementary School	C	F	C
			Tibbetts Middle School	D	D	D
10	July 2013 - June 2015	Hobbs Municipal Schools	Hobbs High School	B	D	D
			Houston Junior High	C	D	D
			Southern Heights Elementary	D	F	F
			Will Rogers Elementary	C	D	D
10	July 2013 - June 2015	Las Cruces Public School District	Booker T. Washington Elementary	D	D	D
			Columbia Elementary	D	D	D
			Loma Heights Elementary	D	D	D
			MacArthur Elementary	D	D	D
			Picacho Middle School	C	B	D
San Andres High	C	D	F			

Source: PED School Grading Website
LESC Created – August 2013

Table 2: NM UVA-STSP Program Participants Math & Reading Proficiency

		SBA Math Proficiency			SBA Reading Proficiency		
		2013	2012	2011	2013	2012	2011
	Statewide	42.0%	42.9%	41.8%	50.6%	50.8%	49.8%
Cohort 8	Grants-Cibola Districtwide	39.1%	38.7%	34.7%	47.8%	46.0%	42.4%
	Laguna/Acoma Middle	23.8%	28.2%	17.5%	35%	36.6%	38.6%
	Laguna Acoma High	38.4%	44.2%	23.1%	34.8%	39.5%	34.6%
Cohort 9	Las Cruces Districtwide	41.4%	40.7%	39.1%	52.4%	52.5%	48.7%
	Conlee Elementary	36.2%	34.4%	29.4%	41.9%	41.5%	34.4%
	Doña Ana Elementary	40.6%	34.3%	39.3%	51.5%	50.5%	50.7%
	JUMP	no grades eligible for SBA testing					
	Mesa Middle	28.8%	21.9%	19.2%	45.9%	40.3%	30.2%
	Valley View Elementary	28.8%	32.3%	18.9%	43.1%	47.5%	39.9%
Cohort 9	Los Lunas Districtwide	41.8%	45.3%	42.2%	48.7%	50.9%	50.4%
	Ann Parish Elementary	29.9%	34.4%	31.6%	38.8%	38.4%	42.1%
	Century Alternative High	8.5%	3.8%	6.7%	13.8%	17.3%	20.0%
	Los Lunas High	21.8%	30.6%	27.4%	38.1%	39.8%	36.8%
	Valencia High	26.3%	24.1%	32.8%	43.4%	38.4%	49.5%

Source: PED NM Accountability Data
LESC Created – August 2013

Table 3: All Grades Tested, Statewide

	SBA Math Proficiency			SBA Reading Proficiency		
	2013	2012	2011	2013	2012	2011
Grade 3	51.0%	52.7%	51.5%	55.2%	52.4%	52.9%
Grade 4	45.4%	44.0%	44.4%	45.7%	49.9%	46.5%
Grade 5	43.1%	43.5%	41.9%	51.2%	55.0%	51.9%
Grade 6	39.6%	37.1%	36.7%	46.8%	48.3%	47.8%
Grade 7	41.2%	41.7%	37.6%	49.8%	50.2%	47.6%
Grade 8	42.2%	41.7%	40.8%	60.2%	54.3%	53.3%
Grade 10	30.2%	29.0%	*	41.0%	34.4%	*
Grade 11	42.0%	38.9%	38.0%	55.5%	45.3%	47.8%

Source: PED NM Accountability Data

Note: * 2012 was the first year that Grade 10 students were issued the SBA

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Table 4: All Grades Tested, Grants-Cibola Districtwide

	SBA Math Proficiency			SBA Reading Proficiency		
	2013	2012	2011	2013	2012	2011
Grade 3	40.0%	42.7%	41.0%	50.2%	43.1%	46.6%
Grade 4	49.6%	41.8%	37.4%	45.7%	50.6%	37.5%
Grade 5	33.7%	40.7%	39.4%	44.7%	52.7%	42.0%
Grade 6	52.5%	42.9%	40.6%	55.1%	47.3%	43.6%
Grade 7	37.8%	37.9%	30.1%	46.2%	44.3%	40.5%
Grade 8	38.6%	32.2%	22.6%	55.4%	44.4%	44.4%
Grade 10	24.3%	17.9%	*	33.6%	23.1%	*
Grade 11	37.6%	34.7%	32.4%	51.4%	40.8%	42.3%

Source: PED NM Accountability Data

Note: * 2012 was the first year that Grade 10 students were issued the SBA

LESC Created – August 2013

Table 5: All Grades Tested, UVA-STSP Schools in Grants-Cibola

		SBA Math Proficiency			SBA Reading Proficiency		
		2013	2012	2011	2013	2012	2011
Laguna Acoma Middle	Grade 7	27.6%	27.0%	23.1%	34.5%	29.7%	38.5%
Laguna Acoma Middle	Grade 8	21.6%	29.4%	12.9%	35.3%	44.1%	38.7%
Laguna Acoma High	Grade 10	21.6%	7.5%	*	19.6%	13.4%	*
Laguna Acoma High	Grade 11	52.5%	44.2%	23.1%	47.5%	39.5%	34.6%

Source: PED NM Accountability Data

Note: * 2012 was the first year that Grade 10 students were issued the SBA

LESC Created – August 2013

Table 6: All Grades Tested, Las Cruces Districtwide

	SBA Math Proficiency			SBA Reading Proficiency		
	2013	2012	2011	2013	2012	2011
Grade 3	47.7%	52.0%	46.9%	55.5%	53.0%	51.6%
Grade 4	42.4%	43.9%	40.3%	44.5%	51.0%	44.0%
Grade 5	45.9%	44.7%	43.4%	55.6%	57.6%	52.1%
Grade 6	37.4%	32.8%	30.9%	48.9%	50.2%	46.2%
Grade 7	40.8%	38.0%	33.1%	53.2%	55.5%	47.3%
Grade 8	39.7%	36.2%	38.0%	63.3%	56.5%	52.2%
Grade 10	32.3%	30.0%	*	42.5%	34.4%	*
Grade 11	45.1%	37.1%	40.7%	55.6%	43.6%	46.9%

Source: PED NM Accountability Data

Note: * 2012 was the first year that Grade 10 students were issued the SBA

LESC Created -- August 2013

Table 7: All Grades Tested, UVA-STSP Schools in Las Cruces

		SBA Math Proficiency			SBA Reading Proficiency		
		2013	2012	2011	2013	2012	2011
Conlee Elementary	Grade 3	37.6%	38.0%	28.4%	43.5%	50.6%	34.3%
Conlee Elementary	Grade 4	33.7%	33.3%	27.4%	40.7%	31.1%	33.3%
Conlee Elementary	Grade 5	37.0%	32.1%	32.9%	41.3%	46.2%	35.5%
Doña Ana Elementary	Grade 3	46.2%	24.0%	46.4%	58.5%	36.0%	49.3%
Doña Ana Elementary	Grade 4	36.8%	33.8%	31.8%	30.9%	45.6%	48.5%
Doña Ana Elementary	Grade 5	38.2%	47.5%	39.4%	64.7%	73.8%	54.5%
JUMP	no grades eligible for SBA testing						
Mesa Middle	Grade 6	27.6%	26.8%	21.7%	44.0%	39.8%	30.4%
Mesa Middle	Grade 7	26.4%	21.4%	16.8%	39.5%	36.7%	30.0%
Mesa Middle	Grade 8	32.5%	17.1%	*	54.3%	44.1%	*
Valley View Elementary	Grade 3	39.4%	54.4%	19.1%	47.0%	60.3%	45.6%
Valley View Elementary	Grade 4	27.1%	16.7%	17.5%	38.6%	37.5%	32.5%
Valley View Elementary	Grade 5	21.0%	27.3%	20.0%	45.9%	45.5%	42.4%

Source: PED NM Accountability Data

Note: * 2012 was the first year that Grade 10 students were issued the SBA

LESC Created -- August 2013

Table 8: All Grades Tested, Los Lunas Districtwide

	SBA Math Proficiency			SBA Reading Proficiency		
	2013	2012	2011	2013	2012	2011
Grade 3	53.8%	81.2%	49.6%	54.4%	79.5%	51.8%
Grade 4	52.6%	79.6%	52.5%	50.2%	77.8%	53.4%
Grade 5	50.3%	72.3%	47.1%	53.1%	81.1%	56.0%
Grade 6	46.0%	76.5%	42.6%	50.0%	83.8%	55.0%
Grade 7	43.4%	76.0%	38.0%	44.8%	84.6%	46.6%
Grade 8	38.0%	69.7%	33.2%	57.3%	81.9%	45.7%
Grade 10	18.9%	64.8%	*	32.8%	64.8%	*
Grade 11	27.4%	82.6%	29.0%	46.0%	78.5%	41.5%

Source: PED NM Accountability Data

Note: * 2012 was the first year that Grade 10 students were issued the SBA

LESC Created – August 2013

Table 9: All Grades Tested, UVA-STSP Schools in Los Lunas

		SBA Math Proficiency			SBA Reading Proficiency		
		2013	2012	2011	2013	2012	2011
Ann Parish Elementary	Grade 3	31.0%	41.2%	36.9%	39.7%	45.1%	40.0%
Ann Parish Elementary	Grade 4	27.4%	31.0%	26.2%	35.5%	34.5%	31.1%
Ann Parish Elementary	Grade 5	26.8%	31.1%	18.8%	34.3%	36.1%	39.1%
Ann Parish Elementary	Grade 6	34.7%	35.2%	45.6%	45.8%	38.9%	59.6%
Century Alternative High	Grade 10	7.7%	0.0%	*	11.5%	14.3%	*
Century Alternative High	Grade 11	9.4%	3.8%	6.7%	16.1%	17.3%	20.0%
Los Lunas High	Grade 10	17.1%	18.2%	*	31.6%	24.4%	*
Los Lunas High	Grade 11	27.1%	30.6%	27.4%	45.5%	39.8%	36.8%
Valencia High	Grade 10	22.6%	20.9%	*	36.7%	27.6%	*
Valencia High	Grade 11	30.3%	24.1%	32.8%	50.4%	38.4%	49.5%

Source: PED NM Accountability Data

Note: * 2012 was the first year that Grade 10 students were issued the SBA

LESC Created – August 2013