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August 25, 2014

MEMORANDUM

TO: Legislative Education Study Committee
Legislative Finance Committee

FR: Ian Kleats

RE: **STAFF BRIEF: REVIEW OF DATA QUALITY AND METHODS FOR SCHOOL GRADES AND TEACHER EVALUATIONS**

INTRODUCTION

During the July 2012 interim meeting of the Legislative Education Study Committee (LESC), the committee received an update on the A-F School Grading System, which included an analysis on the system performed by the Coalition for Excellence in Science and Math Education (CESE). Since that time, the committee has received continuing updates from LESC staff on the status of school grades.

Additionally, as a continuing effort during the 2014 interim, the LESC has heard from panels of school administrators at each of its meetings on the implementation of the teacher and school leader evaluation system during school year 2013-2014, a system which utilizes similar statistical models as the A-F School Grading System, namely value-added modeling (VAM[1]).

[1] VAM uses statistical models to predict student test performance, controlling for potential variables that could affect performance such as student, teacher or school characteristics. The difference between the predicted and actual scores, if any, is assumed to be due to the performance of the teacher and the school, rather than to the student's natural ability or socioeconomic circumstances.

LESC staff have arranged for Mr. Kim Johnson of the CESE to present a review of data quality and methods for school grades and teacher evaluations.
This staff brief includes:

- an overview of previous CESE presentations to the LESC;
- A-F school grades for school year 2013-2014; and
- use of VAM for teacher and school leader evaluations.

The staff brief includes the following attachments:

- **Attachment 1, School Grading 2014**;
- **Attachment 2, A-F School Grading Technical Guide (excerpt)**; and
- **Attachment 3, American Statistical Association Statement on VAM**.

OVERVIEW OF PREVIOUS CESE PRESENTATIONS TO LESC

At the July 2012 interim meeting of the LESC, a representative from CESE provided the committee with an analysis of the *New Mexico School Grading Technical Guide*. Although CESE did not have all of the data that the Public Education Department (PED) uses, the CESE representative indicated that school grades should be vetted with a knowledgeable individual from the school district before they are publicized, and he noted that the calculation for "growth" requires expertise and custom software not currently available to school districts.

The CESE representative highlighted the following issues, which he suggested were relevant to the A-F school grading system at the time:

- the need for consistent data validation;
- limited explanations in the PED manual about the growth model and table of point boundaries; and
- the absence of evidence that any of the factors in the manual are weighted according to any set of criteria.

CESE also made a number of specific recommendations to improve the existing PED manual, such as:

- peer review by educational statisticians;
- defining the methodology in a complete and clear manner;
- allowing school districts to use a simpler model for the current VAM used; and
- the PED grading system should be a transparent, defensible process.

A-F SCHOOL GRADES FOR SCHOOL YEAR 2013-2014

A-F school grades released by PED for school year 2013-2014 have been included as **Attachment 1**. These grades, last updated on July 24, 2014, were obtained online through the PED website. It is unclear whether these school grades are finalized with respect to the auditing and district appeals processes.

Table 1, below, illustrates the statewide distribution of A-F school grades by elementary/middle school and high school:

Table 1. 2013-2014 A-F Grades by School Type

School Grade	Elementary/ Middle Schools	High Schools	All Schools
A	41	47	88
B	187	57	244
C	125	63	188
D	209	20	229
F	93	0	93

Source: PED data

An excerpt from the most recent version of the *A-F School Grading Technical Guide* published by PED has been included as **Attachment 2**. This excerpt describes the components and data sources of school grades, and it defines point boundaries for component letter grades and the overall school grade.

USE OF VAM FOR TEACHER AND SCHOOL LEADER EVALUATIONS

The teacher and school leader evaluations[2] implemented by PED beginning in school year 2013-2014 utilizes VAMs in a way similar to their use in A-F school grades. An April 8, 2014 statement released by the American Statistical Association highlights the limitations of using VAMs in the context of assessing educator performance, and is included as **Attachment 3**.

[2] For additional information on the structure and implementation of the teacher and school leader evaluation system, please refer to the LESC staff brief accompanying Item 11 – Teacher and Principal Evaluation Panel from the LESC August 2014 meeting.

School Grading 2014

New Mexico Public Education Department

N/A in indicator grade indicates too little data to rate, or indicator not relevant for that model (High School, or Elementary/Middle School.

Current Standing and Growth represent a combination of Reading and Mathematics. Each school's detailed grade report is available on the PED website http://ped.state.nm.us/ped/index.html

			Growth				High School		
	Overall Grade	Current Standing	School Growth	Highest 75% of Students	Lowest 25% of Students	Opportunity to Learn	Graduation	Career College Readiness	Bonus Points
Alamogordo Public Schools									
Academy Del Sol Alternative	**B**	C	C	A	A	C	A	A	3.9
Alamogordo High	**A**	A	C	A	C	B	D	A	3.3
Buena Vista Elementary	**B**	A	B	D	B	B			4.3
Chaparral Middle	**B**	B	D	B	F	B			3.0
Heights Elementary	**B**	C	B	F	C	A			4.5
High Rolls Mountain Elementary	**B**	A	C	C	F	B			2.9
Holloman Middle	**B**	A	F	B	F	B			5.0
Holloman Primary	**C**	A	C	D	F	B			2.1
La Luz Elementary	**B**	B	B	F	F	A			2.9
Mountain View Middle	**C**	B	C	C	F	A			3.7
North Elementary	**C**	C	D	D	D	B			3.8
Oregon Elementary	**C**	C	D	F	C	A			5.0
Sacramento Elementary	**D**	F	D	C	C	A			1.3
Sierra Elementary	**C**	A	F	F	F	B			3.7
Yucca Elementary	**B**	B	F	F	D	B			3.6
Albuquerque Public Schools									
A Montoya Elementary	**B**	C	D	D	A	A			2.3
Acoma Elementary	**D**	F	D	F	D	A			0.0
Adobe Acres Elementary	**D**	F	D	F	B	A			3.2
Alameda Elementary	**B**	B	C	D	C	A			3.6
Alamosa Elementary	**F**	F	F	F	B	A			0.0
Albuquerque High	**B**	B	D	A	C	B	C	A	1.5
Albuquerque Talent Development Secondary Chart	**C**	D	D	A	A	B	F	B	2.5
Alice King Community Charter	**A**	A	C	A	D	A			2.6
Alvarado Elementary	**B**	B	B	D	C	A			2.9
Apache Elementary	**D**	F	F	F	B	A			0.0
Armijo Elementary	**F**	F	F	F	C	A			2.6
Arroyo Del Oso Elementary	**A**	A	B	B	C	A			0.9
Atrisco Elementary	**F**	F	F	F	C	B			0.0
Atrisco Heritage Academy High	**C**	F	D	A	A	C	B	B	3.0
Bandelier Elementary	**B**	A	C	F	B	A			2.9
Barcelona Elementary	**F**	F	F	F	D	A			4.5
Bataan Charter	**B**	C	D	A	B	B	D	B	0.5

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			Growth				High School		
	Overall Grade	Current Standing	School Growth	Highest 75% of Students	Lowest 25% of Students	Opportunity to Learn	Graduation	Career College Readiness	Bonus Points
Bel Air Elementary	**D**	F	C	F	B	A			1.3
Bellehaven Elementary	**C**	D	C	D	D	A			2.8
Carlos Rey Elementary	**D**	F	C	F	B	A			1.9
Chamiza Elementary	**B**	B	C	F	B	B			0.0
Chaparral Elementary	**C**	B	D	D	D	A			0.0
Chelwood Elementary	**D**	D	D	F	B	A			1.6
Christine Duncan Heritage Academy Charter	**F**	F	F	F	D	B			2.0
Cibola High	**A**	A	C	A	C	B	C	A	1.8
Cleveland Middle	**C**	C	D	C	F	B			3.5
Cochiti Elementary	**D**	F	F	F	C	A			2.6
College and Career High School	**A**	A	B	A	B	C			0.0
Collet Park Elementary	**B**	B	F	F	B	A			2.9
Comanche Elementary	**C**	B	F	F	B	A			0.9
Coronado Elementary	**A**	B	A	B	B	A			3.3
Corrales Elementary	**B**	B	F	F	B	A			2.0
Corrales International Charter	**B**	A	C	A	F	B			2.8
Del Norte High	**B**	C	D	A	B	B	D	B	2.0
Dennis Chavez Elementary	**B**	A	D	C	D	A			0.0
Desert Ridge Middle	**B**	A	C	B	F	A			4.6
Digital Arts and Technology Academy Charter	**B**	B	D	A	B	B	F	B	1.7
Dolores Gonzales Elementary	**B**	C	D	B	B	A			3.6
Double Eagle Elementary	**B**	A	C	F	F	A			2.5
Douglas MacArthur Elementary	**C**	B	D	F	D	A			2.4
Duranes Elementary	**D**	F	C	F	D	A			0.6
Early College Academy I	**A**	A	B	A	C	B	B	A	1.8
East San Jose Elementary	**D**	F	D	D	C	A			0.9
Ecademy Virtual High School	**C**	C	C	A	B	C			0.0
Edmund G Ross Elementary	**F**	F	D	F	F	A			1.4
Edward Gonzales Elementary	**D**	F	F	F	B	A			4.8
Eisenhower Middle	**B**	A	B	C	F	B			3.6
El Camino Real Academy Charter	**D**	F	F	A	F	B	F	A	3.8
Eldorado High	**A**	A	C	A	C	B	C	A	3.8
Emerson Elementary	**C**	F	B	D	A	A			2.9
Ernie Pyle Middle	**D**	F	F	D	D	B			2.2
Eubank Elementary	**D**	F	D	F	B	A			1.4
Eugene Field Elementary	**D**	F	D	F	A	A			2.3
Family School	**A**	A	B	A	F	A			2.3
Freedom High	**B**	C	C	A	A	B	B	D	1.3
Garfield Middle	**D**	F	B	D	D	B			2.0
Georgia O Keeffe Elementary	**B**	A	F	F	D	B			2.9

Current Standing and Growth represent a combination of Reading and Mathematics. Each school's detailed grade report is available on the PED website http://ped.state.nm.us/ped/index.html

			Growth				High School		
	Overall Grade	Current Standing	School Growth	Highest 75% of Students	Lowest 25% of Students	Opportunity to Learn	Graduation	Career College Readiness	Bonus Points
Gordon Bernell Charter	**D**	F	F	A	F	A	F	D	0.0
Governor Bent Elementary	**F**	F	F	F	F	A			1.9
Grant Middle	**D**	F	F	D	C	B			3.2
Griegos Elementary	**B**	A	D	B	F	A			3.0
Harrison Middle	**D**	F	B	C	F	B			1.4
Hawthorne Elementary	**F**	F	F	F	B	A			2.0
Hayes Middle	**D**	F	D	D	F	A			3.7
Helen Cordero Primary	**D**	F	D	F	B	B			3.4
Highland High	**C**	F	D	A	B	B	D	B	2.1
Hodgin Elementary	**D**	F	F	F	A	A			2.0
Hoover Middle	**C**	B	F	B	F	B			0.9
Hubert H Humphrey Elementary	**B**	A	B	F	F	A			3.1
Inez Elementary	**B**	B	C	D	C	A			2.9
Jackson Middle	**C**	C	C	B	F	A			2.0
James Monroe Middle	**B**	B	C	C	F	A			2.4
Jefferson Middle	**B**	B	D	D	C	A			2.1
Jimmy Carter Middle	**D**	F	C	D	D	B			0.0
John Adams Middle	**C**	F	A	B	D	B			1.4
John Baker Elementary	**B**	A	B	D	C	A			3.2
Kennedy Middle	**D**	F	D	D	C	B			4.2
Kirtland Elementary	**D**	F	F	F	B	A			0.9
Kit Carson Elementary	**D**	F	C	D	D	B			1.9
L B Johnson Middle	**C**	B	D	D	F	B			3.6
La Academia De Esperanza Charter	**D**	F	F	A	A	B	F	F	1.7
La Cueva High	**A**	A	B	A	C	B	C	A	3.3
La Luz Elementary	**D**	F	F	F	A	A			1.4
La Mesa Elementary	**D**	F	C	F	B	A			3.2
Lavaland Elementary	**D**	F	F	F	C	B			2.0
Lew Wallace Elementary	**D**	D	C	F	F	B			2.3
Longfellow Elementary	**C**	D	B	D	C	A			3.0
Los Padillas Elementary	**F**	F	D	F	C	A			0.0
Los Puentes Charter	**D**	F	F	A	B	C	F	F	2.7
Los Ranchos Elementary	**D**	F	F	F	B	A			2.8
Lowell Elementary	**F**	F	F	F	C	B			5.0
Madison Middle	**B**	B	C	B	F	B			4.5
Manzano High	**B**	B	B	A	D	B	D	A	2.6
Manzano Mesa Elementary	**B**	B	C	F	B	A			5.0
Marie M Hughes Elementary	**B**	B	C	F	C	A			3.1
Mark Twain Elementary	**D**	F	F	F	B	A			3.8
Maryann Binford Elementary	**D**	F	F	F	B	A			4.5

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			Growth				High School		
	Overall Grade	Current Standing	School Growth	Highest 75% of Students	Lowest 25% of Students	Opportunity to Learn	Graduation	Career College Readiness	Bonus Points
Matheson Park Elementary	**C**	B	F	C	F	A			2.9
McCollum Elementary	**B**	C	D	C	B	A			2.8
McKinley Middle	**F**	F	F	D	F	B			2.8
Mission Avenue Elementary	**C**	D	D	F	B	A			3.6
Mitchell Elementary	**C**	B	C	F	F	A			2.6
Monte Vista Elementary	**B**	A	B	D	C	A			3.9
Montessori of the Rio Grande Charter	**C**	B	F	F	B	B			0.6
Montezuma Elementary	**D**	F	D	F	B	A			0.9
Mountain Mahogany Charter	**B**	A	D	C	D	B			0.6
Mountain View Elementary	**D**	F	F	F	B	A			3.4
Native American Community Academy Charter	**C**	C	D	A	B	B	D	D	4.8
Navajo Elementary	**D**	F	F	F	A	A			3.6
New Futures	**B**	C	C	A	B	C	D	B	1.4
Nex Gen Academy	**A**	A	B	A	A	B			2.1
North Star Elementary	**B**	A	C	D	F	A			2.8
Nuestros Valores High Charter	**D**	F	F	A	D	B	F	F	2.0
Onate Elementary	**A**	A	B	C	B	A			0.0
Osuna Elementary	**B**	A	C	F	D	A			3.8
Painted Sky Elementary	**C**	D	F	F	A	A			3.6
Pajarito Elementary	**D**	F	F	F	A	A			5.0
Petroglyph Elementary	**B**	B	D	F	B	A			2.3
Polk Middle	**D**	F	B	C	D	B			2.0
Public Academy for Performing Arts Charter	**A**	A	C	A	B	B	C	A	2.7
Reginald Chavez Elementary	**D**	D	F	F	B	A			2.4
Rio Grande High	**C**	F	D	A	B	B	C	B	2.1
Robert F Kennedy Charter	**D**	F	F	A	D	C	F	F	3.8
Roosevelt Middle	**B**	A	D	B	F	B			5.0
Rudolfo Anaya Elementary	**D**	F	F	F	B	A			1.7
S Y Jackson Elementary	**B**	A	F	D	C	A			3.3
San Antonito Elementary	**B**	A	B	C	F	A			3.6
Sandia Base Elementary	**B**	B	C	D	C	A			0.0
Sandia High	**A**	A	D	A	D	B	C	A	2.7
School for Integrated Academics and Technologies	**C**	F	C	A	A	B	C	A	1.3
School On Wheels	**C**	F	C	A	A	B	C	D	0.8
Seven Bar Elementary	**B**	B	C	D	D	A			1.4
Sierra Vista Elementary	**C**	B	F	F	C	A			1.7
Sombra Del Monte Elementary	**D**	D	F	F	F	A			3.5
South Valley Academy Charter	**B**	B	D	A	B	B	B	C	2.4
Sunset View Elementary	**B**		D	F	C	A			4.6
Susie R Marmon Elementary	**D**	F	F	F	C	B			5.0

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	Overall Grade	Current Standing	Growth			Opportunity to Learn	High School		Bonus Points
			School Growth	Highest 75% of Students	Lowest 25% of Students		Graduation	Career College Readiness	
Taft Middle	**D**	F	F	C	D	B			3.2
Taylor Middle	**C**	C	B	C	F	A			3.2
Tierra Antigua Elementary	**C**	B	F	F	C	A			0.0
Tomasita Elementary	**F**	F	C	F	F	A			0.0
Tony Hillerman Middle	**B**	B	B	C	F	B			4.2
Truman Middle	**D**	F	D	C	F	A			3.8
Twenty First Century Charter	**C**	B	C	C	F	B			2.3
Valle Vista Elementary	**D**	F	D	D	D	A			2.3
Valley High	**C**	C	F	A	B	B	D	A	3.0
Van Buren Middle	**D**	F	D	B	F	A			4.5
Ventana Ranch Elementary	**B**	B	C	D	D	A			3.6
Volcano Vista High	**A**	A	D	A	B	B	C	A	1.8
Washington Middle	**D**	F	C	D	D	A			3.6
West Mesa High	**C**	F	D	A	B	B	C	B	2.4
Wherry Elementary	**F**	F	F	F	B	B			2.5
Whittier Elementary	**F**	F	F	F	B	B			0.6
Wilson Middle	**D**	F	C	D	C	B			5.0
Zia Elementary	**B**	B	D	F	A	A			3.2
Zuni Elementary	**A**	B	B	D	A	A			4.8

Animas Public Schools

Animas Elementary	**D**	C	D	F	F	A			4.9
Animas High	**A**	A	D	A	C	A	C	A	4.7
Animas Middle	**D**	D	F	F	F	B			2.6

Artesia Public Schools

Artesia High	**B**	C	F	A	A	C	D	A	3.7
Artesia Park Junior	**D**	D	D	C	F	B			4.5
Artesia Zia Intermediate	**B**	B	C	C	D	B			1.0
Central Elementary	**C**	B	F	F	F	A			2.6
Grand Heights Early Childhood	**B**	B	C	D	D	A			2.1
Hermosa Elementary	**B**	B	B	B	D	B			2.9
Penasco Elementary	**A**	A	B	C	F	A			3.6
Roselawn Elementary	**B**	B	C	D	C	A			3.3
Yeso Elementary	**B**	B	C	D	C	A			0.0
Yucca Elementary	**B**	B	B	C	D	A			0.6

Aztec Municipal Schools

Aztec High	**B**	B	F	A	B	B	C	A	3.8
C V Koogler Middle	**D**	F	D	D	F	B			5.0
Lydia Rippey Elementary	**B**	B	B	D	F	A			1.4
McCoy Avenue Elementary	**B**	B	B	C	C	A			2.5

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Mosaic Academy Charter	**D**	F	F	D	F	B			3.4
Park Avenue Elementary	**D**	F	F	F	D	A			3.5
Vista Nueva High	**B**	C	D	A	B	B	D	D	4.8

Belen Consolidated Schools

Belen High	**C**	F	D	A	B	C	F	A	4.3
Belen Infinity High	**C**	F	C	A	B	B	F	F	4.1
Belen Middle	**D**	F	F	B	F	B			2.0
Central Elementary	**D**	F	C	F	D	A			3.5
Dennis Chavez Elementary	**D**	F	F	F	C	B			4.3
Family School	**B**	A	D	C	F	A			4.3
Gil Sanchez Elementary	**D**	F	F	F	D	A			2.0
Jaramillo Elementary	**D**	F	F	F	F	A			5.0
La Merced Elementary	**D**	F	F	F	F	A			4.3
La Promesa Elementary	**F**	F	F	F	D	A			4.3
Rio Grande Elementary	**F**	F	F	F	F	B			5.0

Bernalillo Public Schools

Algodones Elementary	**D**	F	B	D	F	A			2.3
Bernalillo Elementary	**C**	D	B	B	D	A			3.5
Bernalillo High	**C**	F	D	A	A	C	F	B	2.3
Bernalillo Middle	**D**	F	F	D	F	B			4.2
Cochiti Elementary	**C**	F	B	C	B	B			4.1
Cochiti Middle	**C**	F	C	B	D	B			2.5
Placitas Elementary	**B**	A	A	B	F	A			3.1
Santo Domingo Elementary	**D**	F	D	D	F	B			5.0
Santo Domingo Middle	**D**	F	C	B	F	B			4.9
Willanna D Carroll Elementary	**C**	D	C	C	D	B			3.0

Bloomfield Schools

Blanco Elementary	**D**	F	C	D	F	B			4.7
Bloomfield Family Learning Center	**D**	F	F	D	C	B			3.1
Bloomfield High	**B**	C	D	A	B	C	C	B	3.7
Central Primary	**D**	F	F	D	C	B			5.0
Charlie Y Brown Alternative	**C**	C	C	A	C	B	F	F	2.0
Mesa Alta Junior	**D**	F	D	C	F	B			5.0
Naaba Ani Elementary	**D**	F	F	F	F	A			5.0

Capitan Municipal Schools

Capitan Elementary	**B**	A	B	C	F	A			5.0
Capitan High	**A**	A	B	A	A	B	D	A	1.1
Capitan Middle	**C**	B	F	D	F	B			5.0

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Carlsbad Municipal Schools									
Alta Vista Middle	**F**	F	F	F	F	B			2.9
Carlsbad High	**C**	D	F	A	B	C	D	A	2.0
Craft Elementary	**D**	B	D	F	F	A			2.6
Early Childhood Education Center	**C**	C	D	F	D	B			2.1
Hillcrest Elementary	**F**	F	F	F	C	B			4.0
Jefferson Montessori Charter	**A**	A	C	A	F	B	B	A	1.8
Joe Stanley Smith Elementary	**B**	B	C	D	F	A			5.0
Monterrey Elementary	**C**	B	F	F	F	A			2.6
P R Leyva Middle	**F**	D	F	F	F	B			2.0
Pate Elementary	**C**	F	D	C	B	A			4.3
Puckett Elementary	**B**	B	C	F	F	A			4.3
Riverside Elementary	**B**	A	C	F	D	A			5.0
Sunset Elementary	**C**	B	D	F	F	B			5.0
Carrizozo Municipal Schools									
Carrizozo Elementary	**F**	F	F	F	F	A			4.2
Carrizozo High	**C**	F	D	A	B	B	D	A	2.8
Carrizozo Middle	**D**	F	C	D	F	B			3.7
Central Consolidated Schools									
Career Preparatory Alternative	**D**	F	F	A	A	C	D	F	2.3
Central High	**B**	B	D	A	A	B	C	C	3.0
Eva B Stokely Elementary	**C**	F	B	C	D	A			2.3
Grace B Wilson Elementary	**B**	B	C	B	F	A			3.7
Kirtland Elementary	**D**	C	F	C	F	A			3.2
Kirtland Middle	**B**	C	B	B	F	B			4.2
Mesa Elementary	**F**	F	D	F	F	A			3.2
Naschitti Elementary	**D**	F	D	D	D	B			2.8
Newcomb Elementary	**A**	B	B	A	C	A			3.2
Newcomb High	**C**	C	B	A	A	B	F	C	1.1
Newcomb Middle	**D**	F	B	C	D	A			0.0
Nizhoni Elementary	**D**	F	B	C	D	B			2.1
Ojo Amarillo Elementary	**B**	F	A	A	F	A			2.3
Ruth N Bond Elementary	**C**	D	B	D	F	A			2.0
Shiprock High	**C**	D	D	A	B	C	D	D	2.4
Tse Bit Ai Middle	**D**	F	D	B	F	B			4.7
Chama Valley Independent Schools									
Chama Elementary	**D**	F	D	F	C	A			3.9
Chama Middle	**B**	C	D	B	D	A			3.5

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Escalante High	**B**	B	F	A	C	B	C	A	3.0
Tierra Amarilla Elementary	**B**	B	D	D	C	A			3.2
Cimarron Municipal Schools									
Cimarron Elementary	**C**	B	F	F	F	B			5.0
Cimarron High	**A**	A	C	A	A	B	D	A	5.0
Cimarron Middle	**B**	B	A	C	F	B			5.0
Eagle Nest Elementary	**B**	B	D	D	D	B			5.0
Eagle Nest Middle	**A**	A	A	B	F	A			2.1
Moreno Valley High Charter	**A**	A	C	A	B	C	B	A	1.7
Clayton Municipal Schools									
Alvis Elementary	**B**	A	D	D	C	A			2.8
Clayton High	**B**	A	B	A	B	B	F	B	0.8
Clayton Junior	**D**	B	F	D	F	B			2.2
Kiser Elementary	**C**	A	D	F	F	A			0.0
Cloudcroft Municipal Schools									
Cloudcroft Elementary	**B**	B	B	F	D	A			3.9
Cloudcroft High	**A**	A	B	A	B	B	D	A	3.4
Cloudcroft Middle	**C**	B	F	B	F	B			1.7
Clovis Municipal Schools									
Barry Elementary	**B**	B	D	F	B	A			2.8
Bella Vista Elementary	**D**	F	D	D	D	A			4.4
Cameo Elementary	**D**	F	F	F	B	A			3.3
Clovis High	**B**	F	C	A	D	B	C	A	3.8
Clovis High Freshman Campus	**C**	D	C	A	D	C	C	A	2.7
Highland Elementary	**D**	F	F	F	F	A			1.7
James Bickley Elementary	**D**	F	F	F	B	A			4.4
La Casita Elementary	**D**	F	D	F	D	A			3.6
Lockwood Elementary	**F**	F	F	F	B	B			3.3
Marshall Middle	**B**	B	B	B	F	A			0.9
Mesa Elementary	**B**	A	C	D	F	A			2.5
Parkview Elementary	**C**	F	B	C	C	A			4.4
Ranchvale Elementary	**B**	A	F	D	C	B			2.9
Sandia Elementary	**B**	B	D	F	C	A			3.2
WD Gattis Middle School	**B**	B	C	C	F	A			2.4
Yucca Middle	**D**	D	F	D	F	B			1.4
Zia Elementary	**B**	A	D	D	F	A			2.8

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Cobre Consolidated Schools									
Bayard Elementary	**F**	F	F	F	C	B			4.5
Central Elementary	**D**	F	F	F	C	A			5.0
Cobre High	**A**	B	D	A	A	B	B	B	4.6
Hurley Elementary	**D**	F	F	F	D	A			4.3
San Lorenzo Elementary	**B**	C	B	B	F	A			5.0
Snell Middle	**F**	F	F	D	F	B			5.0
Corona Municipal Schools									
Corona Elementary	**B**	B	C	C	D	A			2.9
Corona High	**A**	A	C	A	F	B	D	A	4.4
Cuba Independent Schools									
Cuba Elementary	**D**	F	F	D	C	A			5.0
Cuba High	**D**	F	C	A	B	C	C	A	4.1
Cuba Middle	**D**	F	D	C	F	B			4.6
Deming Public Schools									
Bataan Elementary	**D**	F	C	F	B	A			3.4
Bell Elementary	**F**	F	D	F	F	A			3.4
Chaparral Elementary	**C**	F	B	F	B	A			4.2
Columbus Elementary	**B**	F	A	B	A	A			3.8
Deming Cesar Chavez Charter	**D**	F	C	A	D	C	F	F	2.3
Deming High	**B**	F	B	A	B	B	C	A	3.9
Deming Middle	**F**	F	F	F	C	A			2.7
Memorial Elementary	**D**	F	D	F	B	A			4.5
Red Mountain Middle	**B**	F	B	A	D	A			5.0
Ruben S Torres Elementary	**D**	F	B	F	B	A			2.0
Des Moines Municipal Schools									
Des Moines Elementary	**A**	A	A	B	F	A			5.0
Des Moines High	**A**	A	C	B	D	B	C	A	4.3
Dexter Consolidated Schools									
Dexter Elementary	**B**	B	B	F	B	A			2.5
Dexter High	**B**	C	F	B	A	B	D	A	2.7
Dexter Middle	**C**	F	B	B	D	A			1.9
Dora Municipal Schools									
Dora Elementary	**B**	B	C	C	F	A			4.9
Dora High	**A**	A	B	B	A	A	C	A	4.6

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Dulce Independent Schools									
Dulce Elementary	**F**	F	F	F	C	B			2.0
Dulce High	**C**	F	D	A	B	D	C	C	2.5
Dulce Middle	**F**	F	D	D	D	B			2.0
Elida Municipal Schools									
Elida Elementary	**A**	A	B	B	F	A			4.9
Elida High	**A**	A	B	A	D	B	C	A	4.9
Espanola Public Schools									
Abiquiu Elementary	**B**	B	C	D	D	A			4.1
Alcalde Elementary	**A**	B	A	B	D	A			3.3
Carinos De Los Ninos Charter	**D**	F	C	B	F	D			3.5
Carlos F Vigil Middle	**D**	F	A	D	F	B			1.6
Chimayo Elementary	**D**	F	C	D	D	A			4.9
Dixon Elementary	**B**	B	B	D	C	A			4.3
Espanola Valley High	**C**	F	C	A	A	C	D	F	1.9
Eutimio Salazar Elementary	**B**	F	B	B	B	A			4.5
Hernandez Elementary	**B**	F	A	A	C	A			3.0
James Rodriguez Elementary	**B**	B	C	F	C	A			1.4
Los Ninos Elementary	**C**	C	C	D	C	B			2.6
Mountain View Elementary	**F**	F	D	D	F	B			0.6
San Juan Elementary	**B**	B	C	D	F	A			3.0
Tony Quintana Elementary	**D**	F	B	F	C	A			4.9
Velarde Elementary	**D**	F	F	F	D	A			3.6
Estancia Municipal Schools									
Estancia High	**A**	B	B	A	B	B	D	A	5.0
Estancia Lower Elementary	**D**	F	F	F	C	B			3.0
Estancia Middle	**D**	F	F	C	F	A			5.0
Estancia Upper Elementary	**F**	F	F	F	F	A			5.0
Estancia Valley Learning	**C**	C	D	A	D	D	F	C	2.8
Van Stone Elementary	**F**	F	F	F	F	A			3.3
Eunice Municipal Schools									
Caton Middle	**D**	F	F	C	F	A			1.9
Eunice High	**B**	B	C	A	B	B	F	A	2.1
Mettie Jordan Elementary	**F**	F	C	F	F	A			1.7
Farmington Municipal Schools									
Animas Elementary	**D**	F	F	F	F	A			5.0
Apache Elementary	**F**	F	F	F	D	B			4.5

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	Overall Grade	Current Standing	Growth			Opportunity to Learn	High School		Bonus Points
			School Growth	Highest 75% of Students	Lowest 25% of Students		Graduation	Career College Readiness	
Bluffview Elementary	**F**	F	F	F	F	A			3.4
Country Club Elementary	**C**	A	F	F	D	A			5.0
Esperanza Elementary	**F**	F	F	F	F	A			5.0
Farmington High	**B**	C	D	A	A	B	D	A	4.1
Heights Middle	**D**	D	F	F	F	B			4.7
Hermosa Middle	**C**	C	A	D	F	B			5.0
Ladera Del Norte Elementary	**B**	B	D	D	B	A			5.0
McCormick Elementary	**F**	F	F	F	F	A			5.0
McKinley Elementary	**C**	C	F	F	D	A			5.0
Mesa Verde Elementary	**D**	D	F	F	C	A			2.0
Mesa View Middle	**F**	F	F	F	F	B			5.0
NM Virtual Academy	**B**	B	B	A	C	B			1.4
Northeast Elementary	**B**	C	B	D	D	A			5.0
Piedra Vista High	**A**	B	F	A	B	C	C	A	4.2
Rocinante High	**B**	C	D	A	A	B	C	B	3.1
Tibbetts Middle	**D**	F	C	B	F	B			5.0

Floyd Municipal Schools

Floyd Elementary	**C**	B	C	F	F	A			2.9
Floyd High	**B**	C	D	A	B	B	C	A	3.3
Floyd Middle	**D**	F	D	D	D	B			2.6

Fort Sumner Municipal Schools

Fort Sumner Elementary	**B**	B	B	F	F	A			3.9
fort Sumner High	**A**	A	B	A	C	B	D	A	3.3
fort Sumner Middle	**B**	B	C	B	D	A			3.7

Gadsden Independent Schools

Anthony Elementary	**A**	A	A	B	C	A			2.3
Berino Elementary	**B**	D	A	B	D	A			2.0
Chaparral Elementary	**A**	B	A	A	C	A			1.4
Chaparral High	**C**	D	B	A	C	B	D	C	0.5
Chaparral Middle	**B**	D	A	A	F	B			3.2
Desert Trails Elementary	**B**	B	A	B	C	A			2.3
Desert View Elementary	**A**	B	A	B	A	A			3.5
Gadsden Elementary	**B**	B	B	D	B	A			3.8
Gadsden High	**C**	F	C	A	B	B	D	C	1.5
Gadsden Middle	**B**	D	A	A	F	B			3.2
La Union Elementary	**C**	C	D	F	C	A			3.6
Loma Linda Elementary	**B**	C	B	C	C	A			1.4
Mesquite Elementary	**C**	F	B	B	D	A			4.0
North Valley Elementary	**C**	C	D	F	B	A			5.0

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Riverside Elementary	**B**	D	A	A	D	A			2.9
Santa Teresa Elementary	**B**	B	B	F	B	A			0.0
Santa Teresa High	**B**	B	D	A	B	B	C	B	1.8
Santa Teresa Middle	**A**	A	A	A	F	A			3.3
Sunland Park Elementary	**A**	B	A	C	B	A			4.4
Sunrise Elementary	**B**	B	A	C	F	A			1.3
Vado Elementary	**C**	F	B	C	D	A			4.2

Gallup McKinley County Schools

Chee Dodge Elementary	**F**	F	F	F	D	B			4.5
Chief Manuelito Middle	**D**	F	F	D	F	B			5.0
Church Rock Elementary	**F**	F	F	F	D	B			3.6
Crownpoint Elementary	**F**	F	F	F	F	B			1.3
Crownpoint High	**B**	D	C	A	C	B	C	A	4.8
Crownpoint Middle	**D**	F	C	B	D	B			5.0
David Skeet Elementary	**D**	F	D	F	B	B			4.0
Gallup Central Alternative	**C**	F	D	A	B	B	D	F	2.9
Gallup High	**C**	F	C	A	B	C	D	D	3.9
Gallup Middle	**D**	F	C	D	F	B			4.7
Indian Hills Elementary	**F**	F	F	F	F	B			4.1
Jefferson Elementary	**C**	D	B	C	F	A			3.6
John F Kennedy Middle	**D**	F	D	B	F	B			4.7
Juan de Onate Elementary	**D**	F	B	F	B	B			3.3
Lincoln Elementary	**D**	F	D	B	D	A			3.1
Middle College High Charter	**A**	A	B	A	D	B	B	B	0.3
Miyamura High	**C**	D	F	A	B	C	D	A	2.5
Navajo Elementary	**D**	F	B	F	A	B			2.2
Navajo Middle	**D**	F	F	B	D	B			3.8
Navajo Pine High	**C**	F	F	A	D	C	D	F	3.5
Ramah Elementary	**D**	F	F	D	D	B			4.8
Ramah High	**C**	F	F	A	F	B	C	A	4.4
Red Rock Elementary	**B**	B	C	F	C	A			2.8
Rocky View Elementary	**F**	F	D	F	F	B			2.2
Roosevelt Elementary	**F**	F	F	F	D	A			2.7
Stagecoach Elementary	**F**	F	F	F	C	B			3.2
Thoreau Elementary	**F**	F	F	F	F	A			2.7
Thoreau High	**C**	F	F	A	B	C	B	B	5.0
Thoreau Middle	**C**	F	B	B	F	B			4.7
Tobe Turpen Elementary	**D**	F	D	D	C	B			3.4
Tohatchi Elementary	**D**	F	D	F	C	B			1.4
Tohatchi High	**C**	F	F	A	D	C	D	A	4.8

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Tohatchi Middle	**F**	F	F	F	F	B			3.3
Tse Yi Gai High	**C**	F	D	A	F	C	C	A	5.0
Twin Lakes Elementary	**F**	F	F	F	F	B			3.9
Washington Elementary	**F**	F	F	F	F	B			3.3
Grady Municipal Schools									
Grady Elementary	**A**	A	B	C	B	A			4.5
Grady High	**A**	A	B	A	C	B	C	A	3.3
Grady Middle	**B**	A	B	C	F	A			4.0
Grants Cibola County Schools									
Bluewater Elementary	**A**	A	A	A	C	B			2.3
Cubero Elementary	**D**	D	C	D	F	B			1.4
Grants High	**C**	F	D	A	A	C	F	B	3.3
Laguna Acoma High	**C**	F	C	A	D	B	C	A	2.6
Laguna Acoma Middle	**D**	F	C	C	F	B			1.4
Los Alamitos Middle	**C**	F	B	B	F	B			3.6
Mesa View Elementary	**B**	F	B	C	B	A			3.5
Milan Elementary	**F**	F	F	D	F	A			2.1
Mount Taylor Elementary	**D**	D	C	D	F	A			0.0
San Rafael Elementary	**F**	F	F	F	F	A			0.0
Seboyeta Elementary	**B**	B	B	D	F	B			2.1
Hagerman Municipal Schools									
Hagerman Elementary	**D**	F	F	D	D	B			1.3
Hagerman High	**A**	B	D	A	A	A	D	A	2.0
Hagerman Middle	**D**	F	B	C	F	A			1.9
Hatch Valley Public Schools									
Garfield Elementary	**D**	D	F	F	F	B			3.8
Hatch Valley Elementary	**D**	F	D	F	B	B			1.8
Hatch Valley High	**C**	F	D	A	B	C	D	C	5.0
Hatch Valley Middle	**D**	F	D	C	F	A			5.0
Rio Grande Elementary	**D**	F	D	F	A	A			3.8
Hobbs Municipal Schools									
Booker T Washington Elementary	**B**	D	B	C	C	A			2.6
Broadmoor Elementary	**B**	B	B	B	C	A			1.7
College Lane Elementary	**D**	F	F	F	C	A			2.3
Coronado Elementary	**B**	D	A	B	B	A			2.8
Edison Elementary	**B**	D	B	F	A	A			3.6
Heizer Middle School	**D**	F	F	D	D	B			1.4

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	Overall Grade	Current Standing	Growth			Opportunity to Learn	High School		Bonus Points
			School Growth	Highest 75% of Students	Lowest 25% of Students		Graduation	Career College Readiness	
Highland Junior	**C**	F	B	B	F	A			2.3
Hobbs Freshman	**B**	C	F	A	C	C	B	A	2.5
Hobbs High	**B**	C	F	A	C	C	B	A	2.5
Houston Junior	**B**	F	A	B	C	B			3.6
Jefferson Elementary	**B**	D	B	F	A	A			4.2
Mills Elementary	**F**	F	D	F	C	A			2.3
Sanger Elementary	**B**	B	C	C	C	A			2.3
Southern Heights Elementary	**C**	F	A	B	C	A			2.3
Stone Elementary	**B**	A	B	F	F	A			2.9
Taylor Elementary	**B**	F	A	B	C	A			2.0
Will Rogers Elementary	**C**	F	B	C	C	B			2.3

Hondo Valley Public Schools

Hondo Elementary	**C**	F	B	B	C	A			2.3
Hondo High	**B**	D	C	B	B	B	B	A	0.8

House Municipal Schools

House Elementary	**B**	B	C	D	D	A			2.6
House High	**B**	B	C	A	B	B	F	B	4.0
House Junior	**D**	C	D	F	F	B			3.3

Jal Public Schools

Jal Elementary	**F**	F	F	F	C	A			2.0
Jal High	**C**	F	C	A	B	C	D	A	2.8
Jal Junior	**F**	F	F	D	F	B			3.3

Jemez Mountain Public Schools

Coronado High	**C**	F	D	A	B	B	F	A	2.8
Coronado Middle	**B**	D	C	A	C	B			4.3
Gallina Elementary	**F**	F	C	F	F	A			2.0
Lindrith Area Heritage Charter	**B**	B	B	C	F	A			4.7
Lybrook Elementary	**F**	F	F	F	F	A			2.3

Jemez Valley Public Schools

Jemez Valley Elementary	**F**	F	F	D	D	B			2.0
Jemez Valley High	**C**	F	C	A	C	C	D	F	5.0
Jemez Valley Middle	**D**	F	F	F	C	B			4.3
San Diego Riverside Charter	**F**	F	B	D	F	B			2.0

Lake Arthur Municipal Schools

Lake Arthur Elementary	**D**	F	D	D	D	A			2.0
Lake Arthur High	**C**	F	D	A	B	C	B	C	3.0
Lake Arthur Middle	**D**	F	C	F	F	A			3.8

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Las Cruces Public Schools

	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Alameda Elementary	**C**	F	D	D	B	A			2.9
Booker T Washington Elementary	**F**	F	F	F	D	A			2.3
Camino Real Middle	**B**	B	C	C	F	B			4.3
Centennial High School	**A**	A	B	A	B	C			2.7
Central Elementary	**D**	F	D	D	C	A			3.6
Cesar Chavez Elementary	**D**	D	F	D	D	A			2.5
Columbia Elementary	**D**	F	B	C	F	A			3.0
Conlee Elementary	**C**	F	B	C	C	A			2.3
Desert Hills Elementary	**B**	A	B	D	F	A			3.2
Dona Ana Elementary	**B**	D	B	A	D	A			2.4
Early College High	**A**	A	C	A	A	B			2.6
East Picacho Elementary	**C**	C	C	D	B	A			1.4
Fairacres Elementary	**C**	B	D	F	F	A			2.2
Hermosa Heights Elementary	**D**	F	C	F	D	A			3.9
Highland Elementary	**B**	B	C	C	D	A			4.5
Hillrise Elementary	**A**	A	B	D	A	A			2.3
Jornada Elementary	**B**	D	B	B	C	A			2.9
La Academia Dolores Charter	**B**	B	C	B	D	A			0.6
Las Cruces High	**B**	B	B	A	C	B	F	A	2.0
Las Montanas Charter	**C**	F	D	A	A	A	F	D	3.0
Loma Heights Elementary	**B**	B	B	B	F	A			2.3
Lynn Middle	**D**	D	F	D	F	B			4.7
MacArthur Elementary	**C**	F	C	D	B	A			4.2
Mayfield High	**B**	B	D	A	B	B	D	A	2.3
Mesa Middle	**D**	F	A	D	F	B			4.2
Mesilla Elementary	**D**	D	F	F	F	A			4.5
Mesilla Park Elementary	**C**	C	D	D	C	A			4.3
Monte Vista Elementary	**C**	B	F	F	D	A			2.9
Onate High	**B**	D	C	A	A	B	D	A	2.3
Picacho Middle	**D**	F	F	D	F	B			5.0
San Andres High	**C**	F	B	A	A	B	D	D	1.0
Sierra Middle	**C**	B	F	C	F	B			5.0
Sonoma Elementary	**B**	B	D	F	B	A			1.4
Sunrise Elementary	**D**	F	F	F	D	A			2.3
Tombaugh Elementary	**B**	B	C	F	B	A			2.9
University Hills Elementary	**B**	B	D	F	B	A			0.0
Valley View Elementary	**C**	F	B	D	B	A			3.2
Vista Middle	**D**	F	C	C	F	A			5.0
White Sands Elementary	**B**	B	B	B	F	A			3.2

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Zia Middle	**C**	C	B	B	F	B			2.4

Las Vegas City Public Schools

Las Vegas City Early Childhood	**D**	D	C	D	F	B			1.5
Legion Park Elementary	**C**	D	B	D	F	A			0.9
Los Ninos Elementary	**D**	F	D	F	D	A			0.9
Memorial Middle	**D**	F	C	C	F	A			3.9
Mike Sena Elementary	**C**	D	C	B	D	A			2.5
Paul D Henry Elementary	**D**	C	F	F	F	A			0.9
Robertson High	**B**	C	B	A	A	C	C	C	2.8
Sierra Vista Elementary	**C**	F	A	C	B	A			2.8

Logan Municipal Schools

Logan Elementary	**C**	A	D	F	F	A			2.6
Logan High	**A**	A	C	A	A	A	D	A	4.0
Logan Middle	**B**	A	B	C	F	A			5.0

Lordsburg Municipal Schools

Central Elementary	**B**	D	A	A	D	B			4.3
Dugan Tarango Middle	**D**	F	D	C	F	B			2.0
Lordsburg High	**C**	D	D	A	B	C	D	D	4.5
R V Traylor Elementary	**D**	F	B	F	D	A			1.9
Southside Elementary	**D**	F	B	F	D	A			2.0

Los Alamos Public Schools

Aspen Elementary	**B**	A	C	D	D	B			4.0
Barranca Mesa Elementary	**A**	A	A	B	D	A			2.3
Chamisa Elementary	**B**	A	C	C	C	A			2.3
Los Alamos High	**A**	A	C	A	B	C	D	A	2.2
Los Alamos Middle	**B**	A	C	B	F	B			2.6
Mountain Elementary	**A**	A	A	B	F	A			2.5
Pinon Elementary	**B**	A	C	C	F	A			2.3

Los Lunas Public Schools

Ann Parish Elementary	**D**	F	D	D	C	B			2.9
Bosque Farms Elementary	**B**	A	C	B	C	A			2.9
Century Alternative High	**C**	F	C	A	A	C	D	F	0.0
Desert View Elementary	**D**	F	C	D	B	A			3.8
Katherine Gallegos Elementary	**A**	A	A	B	B	A			2.6
Los Lunas Elementary	**C**	C	C	D	F	A			4.4
Los Lunas Family School	**C**	B	C	D	F	A			2.6
Los Lunas High	**C**	F	C	A	A	C	D	B	2.2

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Los Lunas Middle	**D**	D	B	C	F	B			0.0
Peralta Elementary	**B**	B	C	D	C	A			2.1
Raymond Gabaldon Elementary	**C**	F	C	C	C	A			2.8
Sundance Elementary	**B**	A	C	F	B	A			2.9
Tome Elementary	**B**	B	A	C	D	A			0.0
Valencia Elementary	**B**	B	C	D	D	B			1.4
Valencia High	**B**	D	B	A	A	C	C	B	1.8
Valencia Middle	**D**	F	B	C	F	B			2.5
Loving Municipal Schools									
Loving Elementary	**F**	F	F	F	D	A			1.9
Loving High	**B**	B	F	A	A	C	C	A	3.3
Loving Middle	**D**	F	B	B	F	B			2.5
Lovington Municipal Schools									
Ben Alexander Elementary	**D**	F	F	D	F	B			1.8
Jefferson Elementary	**F**	F	F	D	F	B			0.0
Lea Elementary	**C**	D	C	D	F	B			3.2
Llano Elementary	**C**	D	B	C	C	A			3.4
Lovington 6th Grade Academy	**B**	B	B	B	C	A			0.0
Lovington Freshman Academy	**B**	C	D	A	B	C	C	A	1.3
Lovington High	**B**	C	C	A	B	B	C	A	1.3
New Hope Alternative High	**D**	F	F	A	B	C	F	B	0.8
Taylor Middle	**D**	F	D	D	F	A			2.5
Yarbro Elementary	**D**	F	F	F	D	A			0.6
Magdalena Municipal Schools									
Magdalena Elementary	**F**	F	C	D	F	A			0.0
Magdalena High	**C**	F	C	A	D	C	B	B	0.8
Magdalena Middle	**D**	F	C	C	D	A			0.0
Maxwell Municipal Schools									
Maxwell Elementary	**F**	F	D	F	F	A			2.6
Maxwell High	**B**	B	C	A	C	C	F	D	4.5
Maxwell Middle	**F**	F	D	D	F	B			4.0
Melrose Public Schools									
Melrose Elementary	**A**	A	B	B	B	A			2.0
Melrose High	**A**	A	C	A	A	A	C	A	3.3
Melrose Junior	**B**	A	B	B	F	A			4.1
Mesa Vista Consolidated Schools									
El Rito Elementary	**F**	F	F	D	F	B			2.6

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Mesa Vista High	**C**	F	B	A	C	D	D	A	3.8
Mesa Vista Middle	**D**	F	B	B	F	B			3.8
Ojo Caliente Elementary	**C**	F	B	B	F	A			5.0

Mora Independent Schools

Holman Elementary	**D**	F	F	F	C	B			1.9
Lazaro Garcia Middle	**D**	F	D	C	F	B			1.6
Mora Elementary	**D**	F	F	F	B	A			2.9
Mora High	**A**	A	C	A	A	B	B	A	0.8

Moriarty Edgewood Schools

Edgewood Elementary	**D**	B	F	F	D	A			2.9
Edgewood Middle	**B**	A	C	B	F	B			5.0
Moriarty Elementary	**D**	F	F	F	B	B			4.8
Moriarty High	**A**	A	D	A	C	C	D	A	4.5
Moriarty Middle	**D**	F	F	C	F	B			3.4
Mountainview Elementary	**D**	F	F	F	B	A			5.0
Route 66 Elementary	**C**	B	F	F	D	B			4.4
South Mountain Elementary	**B**	A	D	D	B	A			2.6

Mosquero Municipal Schools

Mosquero Elementary	**D**	D	B	C	F	B			0.6
Mosquero High	**B**	B	C	A	B	B			2.3

Mountainair Public Schools

Mountainair Elementary	**F**	F	F	F	F	B			4.9
Mountainair High	**B**	C	D	A	B	C	C	C	5.0
Mountainair Junior	**D**	F	F	D	C	B			5.0

Pecos Independent Schools

Pecos Elementary	**C**	C	B	F	D	A			0.6
Pecos High	**C**	F	F	A	A	C	D	A	1.5
Pecos Middle	**C**	F	A	B	F	B			0.6

Penasco Independent Schools

Penasco Elementary	**C**	D	B	C	F	B			1.4
Penasco High	**C**	C	D	A	C	C	D	C	2.2
Penasco Middle	**F**	F	F	D	F	C			0.0

Pojoaque Valley Public Schools

Pablo Roybal Elementary	**B**	B	C	C	F	B			3.2
Pojoaque 6th Grade Academy	**F**	F	B	F	F	A			0.0
Pojoaque High	**B**	C	F	A	C	C	D	A	2.3

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Pojoaque Intermediate	**C**	B	D	F	D	A			1.4
Pojoaque Middle	**D**	F	C	D	D	B			0.6
Portales Municipal Schools									
Brown Early Childhood Center	**C**	C	C	D	F	A			1.6
James Elementary	**B**	B	C	C	C	A			0.4
Lindsey Steiner Elementary	**D**	D	B	F	F	B			2.0
Portales High	**B**	B	F	A	A	B	C	A	0.8
Portales Junior	**D**	F	D	C	D	A			0.0
Valencia Elementary	**B**	B	B	C	B	A			1.0
Quemado Independent Schools									
Datil Elementary	**C**	C	C	D	F	B			3.8
Quemado Elementary	**C**	B	F	F	D	A			2.0
Quemado High	**B**	B	D	A	F	B	D	A	3.0
Questa Independent Schools									
Alta Vista Elementary	**F**	F	C	F	F	B			0.0
Alta Vista Intermediate	**C**	F	B	B	C	A			0.0
Questa High	**B**	B	C	A	B	C	C	A	2.3
Questa Junior	**F**	F	D	C	F	C			2.8
Rio Costilla Elementary	**D**	F	B	C	F	A			3.2
Roots and Wings Community Charter	**B**	A	C	B	C	A			0.6
Raton Public Schools									
Columbian Elementary	**C**	C	D	D	F	B			4.4
Kearney Elementary	**F**	F	F	F	F	A			4.2
Longfellow Elementary	**C**	C	D	D	F	B			2.4
Raton High	**B**	C	D	A	A	C	D	A	4.6
Raton Middle	**D**	F	C	B	F	B			4.9
Reserve Public Schools									
Glenwood Elementary	**B**	A	D	D	F	C			0.6
Reserve Elementary	**F**	D	F	F	F	A			0.0
Reserve High	**A**	A	D	A	C	B	C	A	3.0
Rio Rancho Public Schools									
Cielo Azul Elementary	**C**	B	F	F	D	A			2.6
Colinas Del Norte Elementary	**D**	B	F	F	F	B			3.1
Eagle Ridge Middle	**D**	C	D	D	F	B			0.0
Enchanted Hills Elementary	**B**	A	D	D	F	A			2.5
Ernest Stapleton Elementary	**B**	A	B	D	D	A			2.8
Independence High	**B**	B	B	A	A	B	B	C	1.4

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	Overall Grade	Current Standing	Growth: School Growth	Growth: Highest 75% of Students	Growth: Lowest 25% of Students	Opportunity to Learn	High School: Graduation	High School: Career College Readiness	Bonus Points
Lincoln Middle	**B**	A	C	B	F	B			2.4
Maggie Cordova Elementary	**C**	B	F	F	D	B			2.4
Martin Luther King Jr Elementary	**C**	B	F	F	D	A			2.5
Mountain View Middle	**B**	A	B	B	F	B			2.5
Puesta Del Sol Elementary	**B**	B	B	C	C	A			3.0
Rio Rancho Cyber Academy	**A**	A	A	B	D	B	B	A	4.7
Rio Rancho Elementary	**B**	B	C	D	F	A			4.1
Rio Rancho High	**A**	A	C	A	A	B	C	A	2.7
Rio Rancho Middle	**B**	B	B	C	F	B			0.0
Sandia Vista Elementary	**C**	A	F	D	F	B			2.5
V Sue Cleveland High	**A**	A	D	A	A	B	C	A	0.5
Vista Grande Elementary	**B**	B	D	F	B	A			2.4

Roswell Independent Schools

Berrendo Elementary	**C**	B	F	F	F	A			2.9
Berrendo Middle	**B**	A	C	A	F	B			2.9
Del Norte Elementary	**B**	B	B	D	F	A			3.5
East Grand Plains Elementary	**B**	B	B	D	A	A			4.1
El Capitan Elementary	**C**	D	C	F	A	A			2.9
Goddard High	**A**	A	D	A	B	B	D	A	2.3
Mesa Middle	**D**	F	C	C	D	B			2.9
Military Heights Elementary	**B**	B	D	F	D	A			2.3
Missouri Avenue Elementary	**C**	B	D	F	D	A			2.3
Monterrey Elementary	**D**	F	D	F	D	A			2.5
Mountain View Middle	**D**	F	D	B	F	B			2.9
Nancy Lopez Elementary	**D**	F	F	F	B	A			2.6
Pecos Elementary	**C**	B	F	F	D	A			3.5
Roswell High	**B**	F	B	A	A	C	F	A	3.6
Sidney Gutierrez Middle Charter	**A**	A	B	B	F	A			0.9
Sierra Middle	**C**	D	B	C	F	B			2.4
Sunset Elementary	**C**	F	A	F	B	A			1.9
University High	**D**	F	F	A	A	C	F	B	0.0
Valley View Elementary	**A**	A	A	A	F	B			3.2
Washington Avenue Elementary	**D**	F	F	F	C	B			3.6

Roy Municipal Schools

Roy Elementary	**B**	A	B	D	D	B			4.6
Roy High	**A**	A	C	A	F	A	F	A	5.0

Ruidoso Municipal Schools

Nob Hill Early Childhood Center	**C**	C	C	D	F	A			3.1
Ruidoso High	**B**	B	C	A	B	C	F	A	1.8

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	Overall Grade	Current Standing	Growth			Opportunity to Learn	High School		Bonus Points
			School Growth	Highest 75% of Students	Lowest 25% of Students		Graduation	Career College Readiness	
Ruidoso Middle	**D**	F	F	C	D	B			4.6
Sierra Vista Primary	**C**	F	B	C	D	B			3.5
White Mountain Elementary	**C**	F	B	C	D	A			2.9

San Jon Municipal Schools

San Jon Elementary	**F**	D	F	F	F	A			0.6
San Jon High	**C**	D	D	A	B	B	D	C	3.3
San Jon Middle	**D**	D	C	D	F	A			2.6

Santa Fe Public Schools

Academy at Larragoite	**C**	C	D	A	B	F	F	F	1.8
Academy for Technology and the Classics Charter	**A**	A	B	A	B	B	B	C	3.1
Acequia Madre Elementary	**B**	A	A	B	F	A			2.9
Agua Fria Elementary	**D**	F	D	F	C	A			3.6
Amy Biehl Community School At Rancho Viejo	**B**	B	C	F	C	A			3.2
Aspen Community Magnet School	**D**	F	C	C	D	B			1.4
Atalaya Elementary	**B**	B	C	D	D	B			2.3
Calvin Capshaw Middle	**C**	F	B	B	F	B			2.3
Capital High	**D**	F	D	A	A	B	C	A	1.5
Carlos Gilbert Elementary	**A**	A	A	C	D	A			4.5
Cesar Chavez Elementary	**D**	F	D	F	C	A			3.2
Chaparral Elementary	**D**	F	F	F	C	A			2.9
De Vargas Middle	**D**	F	B	B	F	B			1.3
E J Martinez Elementary	**D**	C	C	D	F	A			4.6
Edward Ortiz Middle	**D**	F	C	C	F	B			3.2
Eldorado Elementary	**B**	A	C	D	C	A			2.5
Francis X Nava Elementary	**D**	F	F	D	C	A			2.8
Gonzales Elementary	**D**	F	D	D	D	A			3.2
Kearny Elementary	**F**	F	F	F	D	A			0.9
Monte Del Sol Charter	**B**	A	C	A	C	B	D	A	1.6
Pinon Elementary	**B**	A	B	B	C	A			1.3
Ramirez Thomas Elementary	**D**	F	B	D	B	A			1.3
Salazar Elementary	**F**	F	F	F	D	A			0.0
Santa Fe High	**D**	C	D	A	B	C	F	B	2.3
Sweeney Elementary	**D**	F	F	F	C	A			1.3
Tesuque Elementary	**B**	C	B	B	D	A			2.8
Tierra Encantada Charter	**C**	F	C	A	D	B	F	F	3.3
Turquoise Trail Elementary Charter	**A**	B	B	B	D	B			3.8
Wood Gormley Elementary	**A**	A	A	A	F	A			3.3

Santa Rosa Consolidated Schools

Anton Chico Middle	**C**	F	D	A	F	A			2.3

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	Overall Grade	Current Standing	Growth			Opportunity to Learn	High School		Bonus Points
			School Growth	Highest 75% of Students	Lowest 25% of Students		Graduation	Career College Readiness	
Rita A Marquez Elementary	**B**	F	A	A	D	A			4.0
Santa Rosa Elementary	**D**	D	D	F	F	B			4.2
Santa Rosa High	**B**	C	D	A	A	B	B	A	5.0
Santa Rosa Middle	**C**	C	B	B	F	A			5.0

Silver Consolidated Schools

Cliff Elementary	**B**	A	D	D	D	A			2.9
Cliff High	**A**	A	C	A	F	C	D	A	3.3
G W Stout Elementary	**B**	B	C	D	D	A			3.5
Harrison Schmitt Elementary	**C**	B	D	D	F	A			4.0
Jose Barrios Elementary	**B**	B	D	D	C	A			3.8
La Plata Middle	**C**	D	B	D	F	B			2.5
Silver City Opportunity	**C**	F	C	A	B	B	D	D	1.8
Silver High	**A**	B	B	A	B	B	B	A	3.3
Sixth Street Elementary	**D**	D	F	F	D	B			2.9

Socorro Consolidated Schools

Cottonwood Valley Charter	**B**	B	B	B	C	B			3.7
Midway Elementary	**F**	F	F	F	F	B			3.0
Parkview Elementary	**F**	F	F	D	D	B			3.6
Raymond Sarracino Middle	**F**	F	F	D	F	B			3.5
San Antonio Elementary	**C**	B	D	F	F	A			2.0
Socorro Headstart	**F**	F	D	F	D	A			0.0
Socorro High	**C**	C	F	A	B	C	F	B	2.5
Zimmerly Elementary	**D**	F	B	F	C	A			3.4

Springer Municipal Schools

Forrester Elementary	**D**	D	F	F	D	B			4.1
Springer High	**B**	A	C	B	D	B	B	A	4.9
Wilferth Elementary	**D**	F	F	F	D	B			5.0

State Charter

Academy of Trades and Technology Charter	**D**	F	D	A	C	D	F	D	1.3
Albuquerque Institute of Math and Science Charter	**A**	A	B	B	B	B	D	A	4.6
Albuquerque School of Excellence Charter	**A**	A	B	A	F	C			2.9
Albuquerque Sign Language Academy Charter	**TBD**								
Aldo Leopold Charter	**B**	B	B	B	D	B	B	A	4.0
Alma D Arte Charter	**B**	B	B	A	B	B	C	C	2.0
Amy Biehl High Charter	**A**	A	C	A	B	B	C	A	2.3
Anthony Charter School	**D**	F	D	A	C	C	F	F	0.0
Architecture Construction and Engineering Leaders	**D**	F	F	A	C	C			1.7
Attitude Skills and Knowledge Academy Charter (AS	**A**	B	B	A	C	B			2.8

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			Growth				High School		
	Overall Grade	Current Standing	School Growth	Highest 75% of Students	Lowest 25% of Students	Opportunity to Learn	Graduation	Career College Readiness	Bonus Points
Cesar Chavez Community Charter	**C**	F	D	A	A	C	D	D	3.0
Cien Aguas International Charter	**B**	C	B	C	C	A			4.8
Coral Community Charter	**D**	F	D	F	F	A			2.5
Cottonwood Classical Preparatory Charter	**A**	A	D	B	B	B	A	A	1.0
Creative Education Preparatory 1 Charter	**C**	F	B	A	A	C	F	B	3.9
East Mountain High Charter	**A**	A	D	A	B	B	C	A	5.0
Estancia Valley Classical Academy	**A**	A	B	A	F	B			3.3
Gilbert L Sena High Charter	**B**	C	C	A	A	C	F	B	4.2
Health Leadership High School	**NR**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Horizon Academy West Charter	**B**	B	B	C	F	B			2.0
International School at Mesa Del Sol Charter	**D**	D	F	F	F	A			2.8
J Paul Taylor Academy Charter	**B**	B	D	D	D	A			3.8
La Jicarita Community School	**F**	F	D	F	F	B			0.0
La Promesa Early Learning Center Charter	**D**	F	A	D	D	A			2.9
La Resolana Leadership Academy Charter	**F**	F	F	C	F	B			1.3
La Tierra Montessori School	**D**	F	D	F	C	B			0.0
Learning Community Charter	**D**	F	F	A	B	C	F	A	2.5
MASTERS Program Charter	**A**	A	D	A	A	B	F	A	4.8
McCurdy Charter School	**C**	F	F	A	D	B	C	C	0.5
Media Arts Collaborative Charter	**D**	C	F	A	A	C	F	A	3.9
Mission Achievement and Success	**C**	F	C	A	D	A			1.6
Montessori Elementary Charter	**B**	B	C	C	F	A			2.3
New America School Charter	**D**	F	D	A	A	C	F	F	4.2
New America School Las Cruces	**D**	F	F	A	A	C	F	D	2.6
New Mexico Connections Academy	**D**	D	D	A	D	B			3.0
NM International School Charter	**C**	A	C	F	F	B			2.6
NM School for the Arts Charter	**A**	A	C	A	B	B			2.5
North Valley Academy Charter	**D**	F	D	D	F	A			2.4
Ralph J Bunche Academy Charter	**F**	F	F	F	D	B			2.6
Red River Valley Charter	**C**	D	B	A	F	B			0.6
Sage Montessori Charter School	**D**	F	D	F	C	B			4.3
School of Dreams Academy Charter	**C**	D	D	A	C	C	C	C	3.0
South Valley Preparatory Charter	**D**	F	F	C	F	A			5.0
Southwest Intermediate Learning Center Charter	**C**	A	F	D	F	A			5.0
Southwest Primary Learning Center Charter	**C**	A	F	F	F	A			2.8
Southwest Secondary Learning Center Charter	**A**	A	C	A	B	B	D	A	4.4
SW Aeronautics Mathematics and Science Academ	**A**	A	C	A	B	B			3.9
Taos Academy Charter	**A**	A	B	A	B	B	C	A	5.0
Taos Integrated School for the Arts Charter	**C**	C	F	C	F	B			3.0
The Great Academy Charter	**C**	F	C	A	A	C			3.8

Current Standing and Growth represent a combination of Reading and Mathematics. Each school's detailed grade report is available on the PED website http://ped.state.nm.us/ped/index.html

	Overall Grade	Current Standing	Growth			Opportunity to Learn	High School		Bonus Points
			School Growth	Highest 75% of Students	Lowest 25% of Students		Graduation	Career College Readiness	
Tierra Adentro Charter	**B**	C	C	A	B	B			2.3
Uplift Community School	**F**	F	F	F	F	B			2.3
Walatowa High Charter	**C**	F	D	A	F	A	C	A	3.1
William W and Josephine Dorn Charter	**F**	F	D	F	F	A			0.0

T or C Municipal Schools

Arrey Elementary	**D**	F	C	F	F	A			5.0
Hot Springs High	**C**	D	C	A	C	C	F	C	5.0
Sierra Elementary	**C**	D	C	F	D	A			5.0
T or C Elementary	**C**	D	C	D	D	B			5.0
T or C Middle	**C**	F	D	B	F	A			5.0

Taos Municipal Schools

Anansi Charter	**B**	A	C	D	F	B			3.4
Arroyo Del Norte Elementary	**D**	F	F	F	D	A			5.0
Chrysalis Alternative	**C**	F	F	A	F	B	B	B	2.0
Enos Garcia Elementary	**D**	F	F	F	B	B			5.0
Ranchos De Taos Elementary	**D**	F	F	F	B	B			5.0
Taos Cyber Magnet	**A**	A	B	A	B	A			3.3
Taos High	**B**	B	D	A	C	C	C	A	5.0
Taos Middle	**D**	F	F	F	D	B			5.0
Taos Municipal Charter	**B**	A	C	A	F	A			4.0
Vista Grande High Charter	**B**	F	D	A	A	C	C	A	4.8

Tatum Municipal Schools

Tatum Elementary	**C**	D	C	C	C	A			2.9
Tatum High	**A**	A	C	A	B	A	C	A	4.0
Tatum Junior	**B**	A	C	A	F	A			2.9

Texico Municipal Schools

Texico Elementary	**C**	C	F	F	C	A			4.6
Texico High	**A**	A	B	A	D	A	C	A	5.0
Texico Middle	**B**	B	F	C	F	A			5.0

Tucumcari Public Schools

Tucumcari Elementary	**C**	C	D	F	D	B			2.2
Tucumcari High	**B**	B	D	A	A	C	F	A	3.1
Tucumcari Middle	**B**	C	A	B	F	B			2.2

Tularosa Municipal Schools

Tularosa Elementary	**F**	F	F	F	F	A			4.1
Tularosa High	**B**	D	B	A	B	C	D	B	4.9
Tularosa Intermediate	**F**	F	F	F	F	A			5.0

Current Standing and Growth represent a combination of Reading and Mathematics. Each school's detailed grade report is available on the PED website http://ped.state.nm.us/ped/index.html

	Overall Grade	Current Standing	Growth			Opportunity to Learn	High School		Bonus Points
			School Growth	Highest 75% of Students	Lowest 25% of Students		Graduation	Career College Readiness	
Tularosa Middle	**C**	F	B	C	D	B			4.8

Vaughn Municipal Schools

Vaughn Elementary	**F**	F	F	F	F	B			4.1
Vaughn High	**C**	F	C	A	B	B	F	D	5.0

Wagon Mound Public Schools

Wagon Mound Elementary	**C**	F	D	B	C	A			2.0
Wagon Mound High	**B**	C	D	A	C	B	D	A	3.0

West Las Vegas Public Schools

Don Cecilio Martinez Elementary	**B**	B	B	C	F	A			2.0
Luis E Armijo Elementary	**B**	C	B	D	D	A			1.9
Rio Gallinas Ecology and the Arts Charter	**F**	F	F	F	F	C			0.0
Tony Serna Jr Elementary	**B**	D	B	C	B	A			5.0
Union Elementary	**A**	A	A	D	B	A			2.0
Valley Elementary	**F**	F	C	F	F	A			3.2
Valley Middle	**F**	F	F	D	F	B			3.9
West Las Vegas Family Partnership High	**D**	F	F	A	B	B	C	F	4.1
West Las Vegas High	**C**	F	F	A	A	C	D	C	4.3
West Las Vegas Middle	**F**	F	F	F	F	B			5.0

Zuni Public Schools

A Shiwi Elementary	**F**	F	F	F	D	A			4.8
Dowa Yalanne Elementary	**F**	F	F	F	D	A			5.0
Twin Buttes High	**C**	F	F	A	B	C	B	F	1.8
Zuni High	**C**	F	F	A	A	C	D	B	2.4
Zuni Middle	**F**	F	F	F	F	B			3.4

ATTACHMENT 2

Conponent Letter Grades for A-F School Grades

High Schools		Points	
Current Standing Performance in Math & Reading Conditional Status How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. Results are based on scale scores.	Percent Proficient	20	30
	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	10	
School Growth of Highest Performing Students The highest performing students are those whose scores place them in the top three quarters of their school. In the past 3 years did schools increase grade level performance? For example did this year's 11th graders improve over last year's 11th graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	15
School Growth of Lowest Performing Students The lowest performing students are those whose scores place them in the bottom quarter of their school. In the past 3 years did schools increase grade level performance? For example did this year's 11th graders improve over last year's 11th graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	15
Graduation How does the school contribute to on-time graduation? *On-time* means within 4 years, and within 5-years to a lesser extent. In 2012, 6-year success rates will also contribute.	Percent graduating in 4 years	8	17
	Percent graduating in 5 years	4	
	Value added model of school growth, taking into account prior performance for the past 3 years.	5	
Career and College Readiness Are students prepared for what lies after high school? Schools receive credit when students participate in college entrance exams, dual credit coursework, and coursework leading to vocational certification. They receive additional credit when students meet success goals.	Percent of all students that participated in one of the alternatives	5	15
	Percent of participants that met a success benchmark	10	
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, but will be joined by a classroom survey in 2012.	Attendance for all students	3	8
	Classroom survey	5	
Total			100
Student and Parent Engagement Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring and tutoring for parents.	Bonus Points		+5

SOURCE: A-F School Grading Technical Guide

Conponent Letter Grades for A-F School Grades

Elementary and Middle Schools		Points	
Current Standing Performance in Math & Reading	Percent Proficient	25	40
Conditional Status How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	
School Growth In the past 3 years did schools increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	10	10
Growth of Highest Performing Students The highest performing students are those whose scores place them in the top three quarters of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Growth of Lowest Performing Students The lowest performing students are those whose scores place them in the bottom quarter of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, and will be joined by a classroom survey in 2012.	Attendance for all students	5	10
	Classroom survey	5	
Total			100
Student and Parent Engagement Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring and tutoring for parents.	Bonus Points		+5

SOURCE: A-F School Grading Technical Guide

Conponent Letter Grades for A-F School Grades

Point Boundaries for Component Letter Grades

Elementary and Middle Schools

Indicator	Grade	Points*
Current Standing	A	30.6 or above
	B	23.8 to 30.5
	C	18.9 to 23.7
	D	14.6 to 18.8
	F	14.5 or below
School Growth	A	8.9 or above
	B	6.6 to 8.8
	C	5.0 to 6.5
	D	3.4 to 4.9
	F	3.3 or below
Growth of Highest Performing Students	A	13.7 or above
	B	8.6 to 13.6
	C	5.8 to 8.5
	D	3.0 to 5.7
	F	2.9 or below
Growth of Lowest Performing Students	A	18.6 or above
	B	16.5 to 18.5
	C	14.2 to 16.4
	D	11.5 to 14.1
	F	11.4 or below
Opportunity to Learn	A	9.0 or above
	B	8.0 to 8.9
	C	7.0 to 7.9
	D	6.0 to 6.9
	F	5.9 or below
Overall Grade	A	75.0 or above
	B	60.0 to 74.9
	C	50.0 to 59.9
	D	37.5 to 49.9
	F	37.4 or below

* Points are rounded for tables for simplicity. However in calculations, figures were carried out to 6 or more decimals. Therefore, letter grades at the highest and lowest boundary of a point span may not be apparent because of rounding. Unrounded figures are available upon request from PED's Data Planning and Analysis Bureau.

High Schools

Indicator	Grade	Points*
Current Standing	A	18.8 or above
	B	14.2 to 18.7
	C	10.9 to 14.1
	D	9.0 to 10.8
	F	8.9 or below
School Growth	A	This indicator was combined with the next two indicators in 2011. It will be reported separately in 2012.
	B	
	C	
	D	
	F	
School Growth of Highest Performing Students	A	13.9 or above
	B	10.9 to 13.8
	C	6.8 to 10.8
	D	3.8 to 6.7
	F	3.7 or below
School Growth of Lowest Performing Students	A	12.4 or above
	B	8.4 to 12.3
	C	6.3 to 8.3
	D	5.1 to 6.2
	F	5.0 or below
Opportunity to Learn	A	9.0 or above
	B	8.0 to 8.9
	C	7.0 to 7.9
	D	6.0 to 6.9
	F	5.9 or below
Graduation	A	16.2 or above
	B	13.6 to 16.1
	C	12.1 to 13.5
	D	10.0 to 12.0
	F	9.9 or below
Career College Readiness	A	13.6 or above
	B	10.0 to 13.5
	C	8.6 to 9.9
	D	6.1 to 8.5
	F	6.0 or below
Overall Grade	A	75.0 and above
	B	65.0 to 74.9
	C	50.0 to 64.9
	D	35.0 to 49.9
	F	34.9 and below

SOURCE: A-F School Grading Technical Guide

ATTACHMENT 3

American Statistical Association

Promoting the Practice and Profession of Statistics

ASA Statement on Using Value-Added Models for Educational Assessment

April 8, 2014

Executive Summary

Many states and school districts have adopted Value-Added Models (VAMs) as part of educational accountability systems. The goal of these models, which are also referred to as Value-Added Assessment (VAA) Models, is to estimate effects of individual teachers or schools on student achievement while accounting for differences in student background. VAMs are increasingly promoted or mandated as a component in high-stakes decisions such as determining compensation, evaluating and ranking teachers, hiring or dismissing teachers, awarding tenure, and closing schools.

The American Statistical Association (ASA) makes the following recommendations regarding the use of VAMs:

- The ASA endorses wise use of data, statistical models, and designed experiments for improving the quality of education.
- VAMs are complex statistical models, and high-level statistical expertise is needed to develop the models and interpret their results.
- Estimates from VAMs should always be accompanied by measures of precision and a discussion of the assumptions and possible limitations of the model. These limitations are particularly relevant if VAMs are used for high-stakes purposes.

- VAMs are generally based on standardized test scores, and do not directly measure potential teacher contributions toward other student outcomes.
- VAMs typically measure correlation, not causation: Effects – positive or negative – attributed to a teacher may actually be caused by other factors that are not captured in the model.
- Under some conditions, VAM scores and rankings can change substantially when a different model or test is used, and a thorough analysis should be undertaken to evaluate the sensitivity of estimates to different models.

- VAMs should be viewed within the context of quality improvement, which distinguishes aspects of quality that can be attributed to the system from those that can be attributed to individual teachers, teacher preparation programs, or schools. Most VAM studies find that teachers account for about 1% to 14% of the variability in test scores, and that the majority of opportunities for quality improvement are found in the system-level conditions. Ranking teachers by their VAM scores can have unintended consequences that reduce quality.

As the largest organization in the United States representing statisticians and related professionals, the American Statistical Association (ASA) is making this statement to provide guidance, given current knowledge and experience, as to what can and cannot reasonably be expected from the use of VAMs. This statement focuses on the use of VAMs for assessing teachers' performance but the issues discussed here also apply to their use for school or principal accountability. The statement is not intended to be prescriptive. Rather, it is intended to enhance general understanding of the strengths and limitations of the results generated by VAMs and thereby encourage the informed use of these results.

Value-Added Models and Their Interpretation

In recent years test-based accountability for schools and educators has become a prominent feature of the education landscape. In particular, the use of sophisticated statistical methods to create performance measures from student achievement data, often through VAMs, has become more prevalent. VAMs attempt to predict the "value" a teacher would add to student achievement growth, as measured by standardized test scores, if each teacher taught comparable students under the same conditions. VAM results are often regarded as more objective or authoritative than other types of information because they are based on student outcomes, use quantitative complex models, and rely on standardized test scores and common procedures for all teachers or schools.

This statement by the American Statistical Association provides guidance as to what can and cannot be reasonably expected, given current knowledge and experience, from use of VAMs. It is intended to enhance general understanding of the strengths and limitations of the results generated by VAMs and thereby encourage the informed use of these results. It is not meant to be prescriptive or advocate any particular VAM specification or promote or condemn specific uses of VAM.

Value-added models typically use a form of regression model predicting student scores or growth on standardized tests from background variables (including prior test scores), with terms in the model for the teachers who have taught the student. The model coefficients for the teachers are used to calculate their VAM scores. In related models known as "growth models" a regression model is fit to predict students' current test scores from previous test scores. A percentile is calculated for each student from the model, relating his or her growth to the growth of other students with similar previous test scores. The median or average of the percentiles of a teacher's students is then used to calculate the teacher's VAM score. The statistical issues underlying the use of these various types of models are similar, and in this statement, the term "VAM" is used to describe both traditional value-added models and growth models. In both types of models, if a teacher's students have high achievement growth relative to other students with similar prior achievement, then the teacher will have a high VAM score. Some VAMs also include other background variables for the students.

There are a number of key questions states and districts should address regarding the use of any type of VAM. VAMs are being used for the evaluation of individual teachers on the basis of claims that they can measure those teachers' effects on student achievement growth. These questions are concerned with how well VAMs measure these effects and how the results should be interpreted.

- The measure of student achievement is typically a score on a standardized test, and VAMs are only as good as the data fed into them. Ideally, tests should fully measure student achievement with respect to the curriculum objectives and content standards adopted by the state, in both breadth and depth. In practice, no test meets this stringent standard, and it needs to be recognized that, at best, most VAMs predict only performance on the test and not necessarily long-range learning outcomes. Other student outcomes are predicted only to the extent that they are correlated with test scores. A teacher's efforts to encourage students' creativity or help colleagues improve their instruction, for example, are not explicitly recognized in VAMs.
- VAM scores are calculated from classroom-level heterogeneity that is not explained by the background variables in the regression model. Those classroom-level differences may be due in part to other factors that are not included in the model (for example, class size, teaching "high-need" students, or having students who receive extracurricular tutoring). The validity of the VAM scores as a measure of teacher contributions depends on how well the particular regression model adopted adjusts for other factors that might systematically affect, or bias, a teacher's VAM score.

  The form of the model may lead to biased VAM scores for some teachers. For example, "gifted" students or those with disabilities may exhibit smaller gains in test scores if the model does not accurately account for their status.
- VAM scores are calculated using a statistical model, and all estimates have standard errors. VAM scores should always be reported with associated measures of their precision, as well as discussion of possible sources of biases.

VAMs are complicated statistical models, and they require high levels of statistical expertise. Sound statistical practices need to be used when developing and interpreting them, especially when they are part of a high-stakes accountability system. These practices include evaluating

model assumptions, checking how well the model fits the data, investigating sensitivity of estimates to aspects of the model, reporting measures of estimated precision such as confidence intervals or standard errors, and assessing the usefulness of the models for answering the desired questions about teacher effectiveness and how to improve the educational system.

Quality Improvement and Value-Added Models

Statistical science has a rich and continuing history of successful contributions to quality improvement undertakings. While the methods and approaches vary, consensus exists that:

1. The quality improvement process should be monitored and informed using relevant quantitative information;
2. Almost all systems of measurement contain random variation;
3. Attaching too much importance to a single item of quantitative information is counter-productive—in fact, it can be detrimental to the goal of improving quality. In particular, making changes in response to aspects of quantitative information that are actually random variation can increase the overall variability of the system.

When used appropriately, VAMs may provide quantitative information that is relevant for improving education processes. For example, the models can provide information on important sources of variability, and they can allow teachers and schools to see how their students have performed on the assessment instruments relative to students with similar prior test scores. Teachers and schools can then explore targeted new teaching techniques or professional development activities, while building on their strengths.

Using VAM scores to improve education requires that they provide meaningful information about a teacher's ability to promote student learning. For instance, VAM scores should predict how teachers' students will progress in later grades and how their future students will fare under their tutelage. Various studies have demonstrated positive correlations between teachers' VAM scores and their students' future academic performance and other long term outcomes. In a limited number of studies, teachers have been randomly assigned to classes within schools, thus reducing systematic effects that might arise because of assignment of students to teachers. These studies indicate that the VAM score of a teacher in the year before randomization is positively

correlated with the test score gains of the teacher's students in the year after randomization, but the correlations are generally less than 0.5. Also, studies have shown that teachers' VAM scores in one year predict their scores in later years.

These studies, however, have taken place in districts in which VAMs are used for low-stakes purposes. The models fit under these circumstances do not necessarily predict the relationship between VAM scores and student test score gains that would result if VAMs were implemented for high-stakes purposes such as awarding tenure, making salary decisions, or dismissing teachers.

The quality of education is not one event but a system of many interacting components. The impact of high-stakes uses of VAMs on the education system depends not only on the statistical properties of the VAM results but on their deployment in the system, especially with regard to how various types of evidence contribute to an overall evaluation and to consequences for teachers.

It is unknown how full implementation of an accountability system incorporating test-based indicators, such as those derived from VAMs, will affect the actions and dispositions of teachers, principals and other educators. Perceptions of transparency, fairness and credibility will be crucial in determining the degree of success of the system as a whole in achieving its goals of improving the quality of teaching. Given the unpredictability of such complex interacting forces, it is difficult to anticipate how the education system as a whole will be affected and how the educator labor market will respond. We know from experience with other quality improvement undertakings that changes in evaluation strategy have unintended consequences. A decision to use VAMs for teacher evaluations might change the way the tests are viewed and lead to changes in the school environment. For example, more classroom time might be spent on test preparation and on specific content from the test at the exclusion of content that may lead to better long-term learning gains or motivation for students. Certain schools may be hard to staff if there is a perception that it is harder for teachers to achieve good VAM scores when working in them. Overreliance on VAM scores may foster a competitive environment, discouraging collaboration and efforts to improve the educational system as a whole.

Research on VAMs has been fairly consistent that aspects of educational effectiveness that are measurable and within teacher control represent a small part of the total variation in student test scores or growth; most estimates in the literature attribute between 1% and 14% of the total variability to teachers. This is not saying that *teachers* have little effect on students, but that *variation* among teachers accounts for a small part of the variation in scores. The majority of the variation in test scores is attributable to factors outside of the teacher's control such as student and family background, poverty, curriculum, and unmeasured influences.

The VAM scores themselves have large standard errors, even when calculated using several years of data. These large standard errors make rankings unstable, even under the best scenarios for modeling. Combining VAMs across multiple years decreases the standard error of VAM scores. Multiple years of data, however, do not help problems caused when a model systematically undervalues teachers who work in specific contexts or with specific types of students, since that systematic undervaluation would be present in every year of data.

A VAM score may provide teachers and administrators with information on their students' performance and identify areas where improvement is needed, but it does not provide information on how to improve the teaching. The models, however, may be used to evaluate effects of policies or teacher training programs by comparing the average VAM scores of teachers from different programs. In these uses, the VAM scores partially adjust for the differing backgrounds of the students, and averaging the results over different teachers improves the stability of the estimates.

Statistical science has an important role to play in raising the quality of education, through developing and refining statistical models for use in education, providing guidance on designing experiments and interpreting statistical results, and applying quality and process improvement expertise to help guide judgments in the presence of uncertainty. The ASA promotes sound use of statistical methodology for improving education.