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November 13, 2012

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Sarah M. Amador-Guzman

**RE: STAFF REPORT: A-F SCHOOL GRADING SYSTEM UPDATE**

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**Introduction**

During the September 2012 Legislative Education Study Committee (LESC) interim meeting, the committee received:

- an overview of the instructional audit materials for D, F, Focus, or Priority schools, including a review of the provisions in the *Public Records Act*, relating to the retention and disposition of public records;
- a review of the revisions to the Web Educational Plan for Student Success (Web EPSS); and
- school district perspectives on the completion of instructional audits.

This staff report will outline:

- background;
- "top growth" and "a" school awards;
- changes to the A-F grading system technical manual; and
- new tools and resources for schools.

## ***Presenters***

For this presentation, representatives of two school districts will provide a district-level perspective on the *new* tools and resources for schools:

- Mr. Joel Boyd, Superintendent, Santa Fe Public Schools;
- Mr. T.J. Parks, Superintendent, Hobbs Municipal Schools; and
- Ms. Hanna Skandera, Secretary-designate of Public Education.

## **Background**

### ***No Child Left Behind Act (NCLB) Waivers***

- During the 2012 interim, the LESC received four updates on the implementation of the *A-B-C-D-F Schools Rating Act of 2011* (Laws 2011, Chapter 10), including a review in June where staff reported on the waiver of certain provisions of NCLB.
- The report outlined all of the NCLB provisions for which the Public Education Department (PED) requested flexibility from the federal Department of Education (USDE).
- Prior to these waivers, under NCLB provisions, PED was required to make academic achievement awards to Title I schools that had:
  - significantly narrowed academic achievement gaps between student subgroups; or
  - exceeded Adequate Yearly Progress (AYP) for two or more consecutive years.
- PED was also able to allocate these awards to Local Educational Agencies that had exceeded AYP requirements for two or more consecutive years.
- Prior to the waivers PED was allowed to reserve Title I Part A funds to reward a Title I school that met the criteria outlined above.
- Under the NCLB waivers, PED may now use Title I Part A funds to provide financial awards to any of the state's "reward schools," regardless of the criteria for academic achievement awards under NCLB.

### ***Reward Schools***

- "Reward schools" under the waivers are identified as either "highest-performing schools" or "high progress schools".
- These categories of "reward schools" are defined as:
  - "Highest-performing school" is "a Title I school among those schools in the State that have the highest absolute performance over a number of years for the 'all students' group and for all subgroups, on the statewide assessments that are part of the State Education Agency's (SEA) differentiated recognition, accountability, and support system, combined. At the high school level, it is also among the Title I schools with the highest graduation rates. A highest-performing school must be making AYP for the 'all students' group and all of its subgroups. A school may not be classified as a 'highest-performing school' if there are significant achievement gaps across subgroups that are not closing in the school."

- “High progress schools” is a “Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the ‘all students’ group over a number of years on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system. At the high school level, it is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a ‘high-progress school’ if there are significant achievement gaps across the subgroups that are not closing in the school.”
- PED is using the A-F grading system as a mechanism for identifying “reward schools,” which are chosen by overall grades, and above average growth. There are five subcategories of “reward schools” including:
  1. highest performers with good progress: an overall “A” grade with Quartile 1 (Q1) growth greater than “B” and Quartile 3 (Q3) growth of at least a “C”;<sup>1</sup>
  2. highest performers with high progress: an overall “A” with Q3 growth greater than “B” and Q1 growth of at least a “C”;
  3. highest performers with high graduation rates: an overall “A” and a graduation rate greater than 85 percent;
  4. high graduation rate growth: an overall “C” or better and a graduation rate growth of 10 percent annually; and
  5. highest progress: an overall “C” with Q1 and Q3 growth of an “A” each.
- The USDE required PED to submit the methodology for identifying “reward schools” and requested a list of these schools based on school year 2010-2011 assessment results (included in Attachment 1, *List of Reward Schools*).
- Based on school year 2010-2011 student assessment data, PED identified 32 “reward schools,” these schools however did not receive any additional Title I Part A funds.
- Furthermore, the USDE also requires PED to annually and publicly continue identifying and recognizing “reward schools” beginning in school year 2011-2012 through school year 2013-2014 with a possible extension into school year 2014-2015, if the waiver is extended.
- The USDE has not provided any additional guidance beyond school year 2014-2015.

## “Top Growth” and “A” School Awards

### *Criteria*

- On October 5, 2012 PED issued a memorandum, included as Attachment 2, which reported that “awards to purchase books and instructional materials [would be given] to schools which received a letter grade of “A” or [to those] recognized as a “Top Growth” school.
- A total of 88 schools received notification of awards for school year 2011-2012.
- It appears that the criteria for these awards do not align with the criteria of “reward schools” as outlined in the NCLB waivers.

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<sup>1</sup> Q1 = lowest performing students, bottom quartile; Q3 = highest performing students, top three quartiles

- The “Top Growth” and “A” school awards were allocated to schools earning either a grade of “A” or to schools that have grown by at least two letter grades from the preliminary grades issued this year in January to the final grades issued in July.
- The criteria for “reward schools” are exclusive to “highest-performing schools” or “high progress schools,” as defined above.

### ***Funding***

- The funding source for “reward schools” and award schools do not appear to be aligned.
- The funding source for “reward schools” as identified in the NCLB waivers are Title I Part A funds.
- The funding source for “Top Growth” and “A” school awards can be found in the *2010 Capital Projects General Obligation Bond Act (GOB)*, which authorized the sale of “\$2 million to purchase school books and instructional materials statewide.”
- The GOB was sold in 2011 and a portion of the proceeds was distributed as follows:
  - \$209,775 was allocated to Albuquerque Public Schools to cover a portion of the anticipated instructional material award for fiscal year 2011-2012, as detailed in Attachment 3; and
  - \$1,730,702 which was recently distributed as awards to 88 schools among 40 school districts throughout the state, a detailed list can be found in Attachment 4, *School Awards*; leaving a balance of \$59,522 with PED.

### ***Awards***

The 88 award schools include:

- 34 “A” schools;
- 48 “Top Growth” schools;
- three schools that are both “A” and “Top Growth” schools; and
- three schools that do not qualify for either category.

The awards were distributed based on student enrollment and the allocation on a per student basis was \$60.51. The school’s student enrollment varied from 25 to 1,893 students and the school allocation ranged from \$1,500 to \$115,000.

Classifications for the award schools include:

- 16 charter schools (nine are state authorized and seven are district authorized);
- four alternative schools;
- 68 “regular” or traditional schools.

Grade levels for the schools are comprised of:

- 32 elementary schools;
- 33 middle schools;
- seven high schools;

- eight hybrid schools that combined a middle school with a high school; and
- eight hybrid schools that combined an elementary school with a middle school.

An additional memo was issued to schools on November 1, 2012 providing further guidance regarding allowable expenditures for these awards, details can be found in Attachment 5.

### **Changes to the A-F Grading System Technical Manual**

The changes from the preliminary grades issued this year in January to the final grades issued in July are comprised of the following:

- elimination of student demographics in the value-added model calculation for:
  - “Current Standing;” and
  - “School Growth;”
- normalized all indicators to 2011;
- “Opportunity to Learn” includes a student survey;
- “Current Standing” includes tenth grade students;
- “Graduation” includes:
  - six-year rates with a denominator set to 100 percent;
  - graduation growth uses a 3 + 1 year model;
- “Career College Readiness” (CCR) uses:
  - a Shared Accountability system; and
  - added additional indicators;
- a “No Cohort” option was added for qualifying schools;
- “Supplemental Accountability Model” (SAM) was used for qualifying schools;
- “Participation” requirements were added;
- a “Bonus Point Rubric” was added; and
- alterations to the method for determining “Feeder Schools” was conducted.

A matrix outlining the detailed changes to the technical manual can be found in Attachment 6, *New Mexico School Grading Technical Guide: Revisions Matrix*.

### **New Tools and Resources for Schools**

#### ***School Workbook and Q1 Rosters***

PED recently issued a “School Workbook” that will provide individual schools the ability to estimate their school grade for the upcoming school year.

- According to PED, at this time the workbooks are not available to the public; however, PED staff have indicated the possibility of developing a sample workbook for public viewing.

- PED is continuing to update the workbook as they begin to incorporate the feedback they are receiving from schools.
- Schools have also been issued “Q1 Rosters,” which provide a listing of every student within a district that is included in the bottom quartile of lowest performing students; and the rosters do not contain any additional details regarding the action steps a school can take to help these individual students.

### ***School District Perspectives***

To provide some district-level perspectives on reward schools, school workbooks and Q1 Rosters, LESC staff requested observations from Santa Fe Public Schools and Hobbs Municipal Schools, with school representation from the full range of letter grades, asking them to comment on the following questions:

- How will the district use the financial rewards that were given to “A” or “Top Growth” schools (schools that grew by two letter grades)?
- How will the new PED School Workbook or Q1 Roster help the schools in the district improve?
- How does the district plan on improving student achievement in the lowest performing schools?

## LIST of REWARD SCHOOLS

<b>Reward Schools</b>			
Sch. #	School Name	Reward Category	Overall Grade
1244	Dolores Gonzales Elementary	1	A
4135	Roswell High	1	A
16052	Fort Sumner High	1	A
24059	Hurley Elementary	1	A
43155	Thoreau Middle	1	A
43162	Thoreau Elementary	1	A
46028	Buena Vista Elementary	1	A
71141	Amy Biehl Community School at Rancho Viejo	1	A
76005	Taos Municipal Charter	1	A
76165	Taos High	1	A
82107	Mountainair High	1	A
86028	Bosque Farms Elementary	1	A
17014	Monte Vista Elementary	2	A
49164	Tucumcari High	2	A
67038	Kirtland Elementary	2	A
67174	Grace B Wilson Elementary	2	A
72123	Pablo Roybal Elementary	2	A
81003	Edgewood Middle	2	A
81110	Edgewood Elementary	2	A
86160	Sundance Elementary	2	A
88915	Bluewater Elementary	2	A
13162	Texico High	3	A
78119	Mesa Vista High	4	C
5056	Hagerman Middle	5	B
7075	Lake Arthur High	5	B
18050	Hatch Valley Middle	5	B
39060	Hondo High	5	B
43062	Indian Hills Elementary	5	B
43088	Crownpoint Middle	5	C
55050	Espanola Valley High	5	C
501001	Media Arts Collaborative Charter	5	B
510001	Taos Academy Charter	5	B

Number	Reward Category
1	Highest Performers with Good Progress (Q1* growth > B, Q3 = C)
2	Highest Performers with Good Progress (Q3 growth > B, Q1 = C)
3	Highest Performers and High Graduation Rates
4	High Graduation Rate Growth
5	Highest Progress

\*Q1 = Lowest Quartile, Q3 = Highest Performing Three Quartiles



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HANNA SKANDERA  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

October 5, 2012

«AddressBlock»

«GreetingLine»

The Public Education Department (PED) has approved awards to purchase books and instructional materials to schools which received a letter grade of "A" or those which are recognized as a "Top Growth" school. As a result of XXXX XXXX XXXX most recent School Grade, the PED is pleased to announce that an award has been approved in the amount of \$XXXXX. Please note the funding is specifically for XXXX XXXX XXXX.

In order to budget these funds, please submit a Budget Adjustment Request (BAR) using **Fund Code 27171** and **Revenue Code 43202**. The funds will be available on a reimbursement basis and have a reversion date of June 30, 2014. All expenditures must be submitted to the PED for reimbursement by the end of the fiscal year in which they were incurred.

Schools are advised to expend these awarded funds in a timely manner. Congratulations and best wishes as you continue your work to provide the best possible education to the children of New Mexico. If you have any questions, please contact Christopher Thweatt at (505) 827-6609 or at [christopher.thweatt@state.nm.us](mailto:christopher.thweatt@state.nm.us).

Sincerely,

Antonio Ortiz, Director  
Student Services and Transportation

cc: Hipolito "Paul" Aguilar, Deputy Cabinet Secretary of Finance and Operations



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HANNA SKANDERA  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

February 29, 2012

Mr. Don Moys  
Chief Finance Officer  
Abuquerque Public Schools  
3115 Louisiana Blvd, NE  
Abuquerque, NM 87110

Re: Instructional Materials Award FY11-12

Dear Mr. Moys,

Each year Albuquerque Public Schools is awarded funding under the Instructional Material Act based upon the total number of students as of the first 40<sup>th</sup> day of enrollment. The total Instructional Material FY11-12 award for APS is expected to approximate \$1,006,000 assuming an estimated enrollment figure of 93,793. This calculation is contingent upon the final 40<sup>th</sup> day enrollment figures for your district as well as the remainder of the state. To date, APS has been advanced \$1,406,380.58 of the total anticipated award.

In order to accommodate a funding source issue, we are requesting your district's assistance with the following. We have to exchange \$209,775 of your anticipated instructional materials award for FY11-12 with state appropriated general obligation bonds (GOB) funds instead of the regular instructional materials funds. This would require action on your part in the following manner:

- 1) Create a budget adjustment request (BAR) using this letter as supporting documentation, to reduce fund 14000 (Instructional Materials) by \$209,775 and increase fund 27171 (GOB Instructional Materials) by \$209,775.
- 2) Create a journal entry between funds 14000 and 27171 in the amount of \$209,775, reducing expenditures in fund 14000 and increasing expenditures in fund 27171.
- 3) Prepare a draw request form (attached) requesting a reimbursement in the amount of \$209,775 providing invoice and warrant documentation of instructional material purchases totaling this amount. Submit this through CBMS RFR module against fund 27171.
- 4) NMPED will reimburse Albuquerque Public Schools in the amount of \$209,775 upon final DFA approval of APS' request for reimbursement through our capital funds transfer procedure.

We appreciate your willingness to assist us with this process. Upon receiving your acceptance to proceed, we will begin the allocation process of remaining funding to be distributed to all public school districts, including APS, of additional GOB funding for instructional materials applicable during FY11-12.

Yours truly,

Hanna Skandera  
Deputy Secretary, Finance and Operations

Cc: Mr. Antonio Ortiz, Director, NMPED Capital Outlay Bureau  
Ms. Deborah Warren, APS Budget Manager  
Ms. Rosanne McKinnon, APS Instructional Materials Coordinator

Enc: Capital Outlay Draw Request Form

**ATTACHMENT 4**

<b>District</b>	<b>School</b>	<b>Preliminary Grade</b>	<b>Final Grade</b>	<b>Award Qualifier</b>	<b>Student Membership</b>	<b>Award Amount</b>
Alamogordo	Holloman Middle	B	A	Grade	178	\$10,771.13
Alamogordo	Holloman Primary	C	B	Unknown	293.75	\$17,775.39
Alamogordo	Mountain View Middle	D	B	Growth	476	\$28,803.69
Albuquerque	Alice King Community School	A	A	Grade	305	\$18,456.15
Albuquerque	Early College Academy	A	A	Grade	185.5	\$11,224.97
Albuquerque	Ernie Pyle Middle	D	B	Growth	674	\$40,785.06
Albuquerque	Jackson Middle	D	B	Growth	626.5	\$37,910.74
Albuquerque	James Monroe Middle	D	B	Growth	976.5	\$59,089.92
Albuquerque	La Cueva High	A	A	Grade	1893	\$114,549.13
Albuquerque	Montessori of the Rio Grande Charter	D	B	Growth	199	\$12,041.88
Albuquerque	Sandia Base Elementary	F	B	Growth	524.5	\$31,738.52
Albuquerque	The Family School	A	A	Grade	231	\$13,978.26
Albuquerque	Tony Hillerman Middle	F	B	Growth	935.5	\$56,608.93
Albuquerque	School for Integrated Academics and Technologies Charter	F	C	Growth	284.5	\$17,215.65
Animas	Animas 7-12 School	C	A	Growth	116.5	\$7,049.64
Belen	The Family School	A	A	Grade	84	\$5,083.00
Capitan	Capitan Middle	D	B	Growth	138	\$8,350.65

## SCHOOL AWARDS

(SY 2011-12)

District	School	Preliminary Grade	Final Grade	Award Qualifier	Student Membership	Award Amount
Carlsbad	Puckett Elementary	B	A	Grade	217.5	\$13,161.35
Cimarron	Cimarron Elementary	C	A	Growth	61	\$3,691.23
Cimarron	Eagle Nest Elementary	B	A	Grade	87.5	\$5,294.80
Cimarron	Eagle Nest Middle	B	A	Grade	70	\$4,235.84
Cloudcroft	Cloudcroft Middle	B	A	Grade	88	\$5,325.05
Clovis	Sandia Elementary	D	B	Growth	425.5	\$25,747.84
Clovis	Yucca Middle	D	B	Growth	623	\$37,698.95
Clovis	Zia Elementary	B	A	Grade	499.5	\$30,225.72
Deming	Red Mountain Middle	D	B	Growth	757.5	\$45,837.81
Des Moines	Des Moines High	B	A	Grade	32.5	\$1,966.64
Dexter	Dexter Middle	F	C	Growth	222	\$13,433.65
Dora	Dora Elementary	B	A	Grade	100.75	\$6,096.58
Elida	Elida High	C	A	Grade & Growth	62.5	\$3,782.00
Estancia	Estancia Valley Learning Center	F	C	Growth	34	\$2,057.41
Floyd	Floyd Middle	D	B	Growth	74	\$4,477.88
Gadsden	Anthony Elementary	B	A	Grade	423.25	\$25,611.68
Gadsden	Chaparral Middle	D	B	Growth	551	\$33,342.09
Grady	Grady Middle	D	B	Growth	25	\$1,512.80
Grants	Mesa View Elementary	D	B	Growth	424	\$25,657.07

## SCHOOL AWARDS

(SY 2011-12)

District	School	Preliminary Grade	Final Grade	Award Qualifier	Student Membership	Award Amount
Hobbs	Mills Elementary	F	C	Growth	460.5	\$27,865.76
Jal	Jal Jr High	F	C	Growth	60	\$3,630.72
Las Cruces	Camino Real Middle	D	B	Growth	626.5	\$37,910.74
Las Cruces	Cesar E. Chavez Elementary	D	B	Growth	493.75	\$29,877.78
Las Cruces	Conlee Elementary	F	C	Growth	536.5	\$32,464.66
Las Cruces	Highland Elementary	C	A	Growth	712	\$43,084.51
Las Cruces	Monte Vista Elementary	A	A	Grade	436.5	\$26,413.47
Las Cruces	Picacho Middle	D	B	Growth	826.5	\$50,013.13
Las Cruces	Sierra Middle	D	B	Growth	837	\$50,648.51
Las Cruces	University Hills Elementary	F	B	Growth	346.75	\$20,982.52
Las Cruces	White Sands Elementary	D	B	Growth	257.25	\$15,566.70
Las Cruces	White Sands Middle	C	B	Unknown	114	\$6,898.36
Logan	Logan Middle	D	B	Growth	55	\$3,328.16
Los Alamos	Barranca Mesa Elementary	B	A	Grade	387.5	\$23,448.38
Los Alamos	Los Alamos High	A	A	Grade	1090	\$65,958.03
Los Alamos	Mountain Elementary	A	A	Grade	441.25	\$26,700.90
Los Alamos	Pinon Elementary	B	A	Grade	368.25	\$22,283.53
Maxwell	Maxwell Elementary	F	C	Growth	52.5	\$3,176.88
Melrose	Melrose Junior	B	A	Grade	34	\$2,057.41

## SCHOOL AWARDS

(SY 2011-12)

District	School	Preliminary Grade	Final Grade	Award Qualifier	Student Membership	Award Amount
Moriarty-Edgewood	Edgewood Elementary	A	A	Grade	290.25	\$17,563.59
Moriarty-Edgewood	Edgewood Middle	A	A	Grade	307	\$18,577.17
Moriarty-Edgewood	Mountainview Elementary	D	B	Growth	342	\$20,695.09
Portales	Brown Early Childhood Center	C	C	Unknown	301.25	\$18,229.23
Quemado	Quemado Elementary	D	B	Growth	61	\$3,691.23
Quemado	Quemado High	D	B	Growth	71	\$4,296.35
Questa	Roots & Wings Community	B	A	Grade	42.5	\$2,571.76
Raton	Raton Middle	D	B	Growth	254.5	\$15,400.29
Reserve	Reserve High	B	A	Grade	65.5	\$3,963.53
Roswell	Berrendo Elementary	F	B	Growth	449.5	\$27,200.12
Roswell	Berrendo Middle	C	A	Grade & Growth	665	\$40,240.45
Roswell	Sidney Gutierrez Middle	A	A	Grade	62.5	\$3,782.00
Santa Fe	Atalaya Elementary	D	B	Growth	219.5	\$13,282.37
Santa Fe	Chaparral Elementary	F	B	Growth	412	\$24,930.93
Santa Fe	Ramirez Thomas Elementary	F	C	Growth	453	\$27,411.92
Santa Fe	Wood-Gormley Elementary	A	A	Grade	420	\$25,415.02
Santa Rosa	Anton Chico Middle	D	B	Growth	27	\$1,633.82
Socorro	Midway Elementary	D	B	Growth	108.5	\$6,565.55
Socorro	San Antonio Elementary	D	B	Growth	73	\$4,417.37
Springer	Miranda Junior High	B	A	Grade	44	\$2,662.53

## SCHOOL AWARDS

(SY 2011-12)

District	School	Preliminary Grade	Final Grade	Award Qualifier	Student Membership	Award Amount
State Charter	Albuquerque Institute of Math & Science	A	A	Grade	291	\$17,608.98
State Charter	Cottonwood Classical Preparatory Charter	A	A	Grade	444	\$26,867.31
State Charter	East Mountain High Charter	B	A	Grade	365.5	\$22,117.12
State Charter	NM School For the Arts	C	A	Grade & Growth	177	\$10,710.62
State Charter	North Valley Academy Charter	F	B	Growth	488.5	\$29,560.09
State Charter	South Valley Prep	D	B	Growth	124	\$7,503.48
State Charter	Southwest Intermediate Learning Center	A	A	Grade	111.5	\$6,747.08
State Charter	Taos Integrated School of the Arts	D	B	Growth	121.5	\$7,352.20
State Charter	Tierra Adentro	F	C	Growth	178.5	\$10,801.38
Taos	Anansi Charter School	A	A	Grade	111.5	\$6,747.08
Taos	Taos Municipal Charter	A	A	Grade	213	\$12,889.05
Tatum	Tatum Jr High	B	A	Grade	48	\$2,904.57
Tucumcari	Tucumcari Middle	D	B	Growth	222.5	\$13,463.91
Notes: SY2011-12 student membership is calculated using the average of the 80day (2nd reporting period) and 120day (3rd) reporting period.						
<b>Source: Public Education Department</b>						<b>LESC 11/5/12</b>



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HANNA SKANDERA  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

November 1, 2012

**MEMORANDUM**

**TO:** Superintendents, Business Managers and Charter School Administrators

**FROM:** Antonio Ortiz, Director <sup>A.O.</sup>  
Student Services and Transportation Director

**SUBJECT:** GUIDELINES FOR FUND 27171 INSTRUCTIONAL MATERIALS EXPENDITURES

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This memo is to provide further guidance regarding allowable expenditures for the recent 2010 GOB Instructional Materials Fund 27171 awards. The award allows schools to purchase books and instructional materials. Due to the funding source of this project, this award is more restrictive than the recurring Instructional Materials allocation.

Allowable expenditures for this fund are: books, software, and software licenses that are used as instructional materials. The software and software license expenditures must result in the school district, charter school, or school owning the software permanently. The expenditure will not be considered allowable if the software expenditure allows for use for only a temporary period of time. Please note that consumable items and supplies are not allowable through this funding.

When submitting a Budget Adjustment Request (BAR) into OBMS for this allocation, use **Fund Code 27171, Revenue Code 43202, Function 1000, and Object Code 56112 (for textbooks) and/or 56113 (Software)**.

The PED will only reimburse your school for items allowable under the language of this funding. If more than one school in your district has received an award, submit only one Budget Adjustment Request for the total award amount for the schools. If you have questions regarding the allowable expenditures, please contact Chris Thweatt at (505) 827-6609 or [christopher.thweatt@state.nm.us](mailto:christopher.thweatt@state.nm.us) prior to expending the funds.

cc: Hanna Skandera, Secretary-Designate of Education  
Hipolito "Paul" Aguilar, Deputy Secretary, Finance and Operations

<b>New Mexico School Grading Technical Guide: Revisions Matrix</b>		
<b>Authors:</b> Dr. Pete Goldschmidt, Director of Assessment and Accountability and Dr. Cindy Gregory, Chief Statistician		
<b>January 2012 Version:</b>	<b>July 2012 Version:</b>	<b>Type of Change:</b>
<p><u>Preface:</u> These business rules apply to New Mexico public schools, and do not apply to private, Bureau of Indian Education (BIE), or home schools that are not within the jurisdiction of the New Mexico Public Education Department (PED).</p>	<p><u>Preface:</u> These business rules apply to New Mexico public <b>and charter</b> schools, and do not apply to private, Bureau of Indian Education (BIE), home schools, <b>or other schools</b> that are not within the jurisdiction of the New Mexico Public Education Department (PED).</p>	<p>LANGUAGE ADDITIONS (January 2012 - pg 1) (July 2012 - pg 1)</p>
<p><u>Preface:</u> New Mexico's school grading model <b>is currently being reviewed</b> by the U.S. Department of Education to serve as the state's ESEA accountability method for future years.</p>	<p><u>Preface:</u> New Mexico's school grading model <b>was approved in 2012</b> by the U.S. Department of Education to serve as the state's ESEA accountability method for future years, <b>replacing Adequate Yearly Progress (AYP).</b></p>	<p>LANGUARE REPLACEMENT &amp; LANGUAGE ADDITIONS (January 2012 - pg 1) (July 2012 - pg 1)</p>
<p><u>Preface:</u> In this inaugural year of school grading (<del>2011-12</del>) <del>certain data constraints apply:</del></p> <p style="padding-left: 40px;"><del>1) Preliminary grades will be based on data based on the 2008-2009, 2009-2010, and 2010-2011 school years. School grades for subsequent years will be based on the current school year (e.g. 2011-2012) and two prior years of data.</del></p> <p style="padding-left: 40px;"><del>2) Graduation rates are restricted to 4-year and 5-year cohort rates; 6-year rates will be added in subsequent years</del></p>	<p><u>Preface:</u> In the inaugural year of school grading, <b><u>2011, preliminary grades supplemented but did not replace AYP. In 2012 when school grading was authorized as the state's accountability system, the U. S. Department of Education mandated certain modifications which are detailed in Revision History. For longitudinal comparisons, users should appraise school grades within the context of the altered rules that governed the initial year. The version of this technical document which detailed the preliminary rules is available upon request.</u></b></p>	<p>LANGUAGE REPLACEMENT (January 2012 - pg 1) (July 2012 - pg 1)</p>

## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
<p><del>as data become available.</del></p> <p><b>3) Achievement, current standing and growth components are restricted to reading and mathematics. If resources become available in future years to restore science or other assessments, these content areas may be added to the model.</b></p>	<p><i>(continued)</i></p>	<p><i>(continued)</i></p>
<p><u>Preface:</u> At the time of implementation, anticipated in 2015, specific features of the school grading system may require change (e.g. cut points adjustment to account for new assessments, using additional grades in HS to calculate student growth, etc.); however, the underlying framework <del>(i.e. school grades based on current standing, growth, and other indicators)</del> will remain the same.</p>	<p><u>Preface:</u> At the time of implementation, anticipated in 2015, specific features of the school grading system may require change (e.g. cut points adjustment to account for new assessments, using additional grades in HS to calculate student growth); however, the underlying framework <u>[...]</u> will remain the same.</p>	<p>LANGUAGE REMOVAL <i>(January 2012 - pg 1)</i> <i>(July 2012 - pg 1)</i></p>
<p><u>Revision History:</u> Date: Description of Major Changes: Reference: (Ref.) Author: <u>([all categories were] intentionally [left blank])</u></p>	<p><u>Revision History:</u> <u>[all changes were completed/authored by Dr. Gregory, July 2012]</u></p> <ol style="list-style-type: none"> <li>1) <u>Current Standing VAM eliminates student demographics (Reference (Ref.) VI.A.4)</u></li> <li>2) <u>All indicators normalized to 2011 (Ref. V. VAM)</u></li> <li>3) <u>School Growth VAM eliminates student demographics (Ref. VI. B.)</u></li> <li>4) <u>Opportunity to includes student survey (Ref. VI. D. Classroom Survey)</u></li> <li>5) <u>Current Standing includes 10<sup>th</sup> grade</u></li> </ol>	<p>LANGUAGE ADDITIONS <i>(January 2012 - pg 2)</i> <i>(July 2012 - pg 2)</i></p>

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**New Mexico School Grading Technical Guide:  
Revisions Matrix**

January 2012 Version:	July 2012 Version:	Type of Change:
<i>(continued)</i>	<p><u>students (Ref. VI.A.3.)</u></p> <p>6) <u>Graduation adds 6-year rate; denominator to 100% (Ref. VI.E.3)</u></p> <p>7) <u>Graduation growth uses 3+1 year model (Ref. VI.E.)</u></p> <p>8) <u>College Career Readiness (CCR) uses Shared Accountability system (Ref. VI.F.3)</u></p> <p>9) <u>CCR added additional indicators (Ref. VI.F.5.)</u></p> <p>10) <u>“No Cohort” option for qualifying schools (Ref. VI.E.2.)</u></p> <p>11) <u>Supplemental Accountability Model (SAM) for qualifying schools (Ref. VI.I.)</u></p> <p>12) <u>Participation requirement added (Ref. VI.)</u></p> <p>13) <u>Bonus Points added (Ref. VI.G.)</u></p> <p>14) <u>Feeder School method alterations (Ref. VI.H.)</u></p>	<i>(continued)</i>
<p><u>Definitions and Abbreviations:</u> Feeder Schools: Beginning in 2011-12 high schools will <b>begin</b> testing in the 10<sup>th</sup> grade as well.</p>	<p><u>Definitions and Abbreviations:</u> Feeder Schools: Beginning in 2011-12 high schools will <u>[...]</u> test in the 10<sup>th</sup> grade as well.</p>	SECTION RESTRUCTURING LANGUAGE REMOVAL <i>(January 2012 - pg 4)</i> <i>(July 2012 - pg 3)</i>
<p><u>Definitions and Abbreviations:</u> <u>[...]</u></p>	<p><u>Definitions and Abbreviations:</u> <u>New Mexico Alternate Performance Assessment (NMAPA): is the assessment for student with profound cognitive disabilities.</u></p>	SECTION RESTRUCTURING LANGUAGE ADDITIONS <i>(January 2012 - pg 4)</i> <i>(July 2012 - pg 3)</i>
<p><u>Definitions and Abbreviations:</u> One Percent Rule: If the LEA violates this rule, a random selection of students equal to the</p>	<p><u>Definitions and Abbreviations:</u> One Percent Rule: If the LEA violates this rule, a random selection of students equal to the</p>	SECTION RESTRUCTURING LANGUAGE REMOVAL <i>(January 2012 - pg 4)</i>

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## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
excess above 1%, who took the alternate assessment and scored Proficient or Advanced <b>Proficient</b> must be converted to not proficient.	excess above 1%, who took the alternate assessment and scored Proficient or Advanced <b>[...]</b> must be converted to not proficient.	<i>(July 2012 - pg 3)</i>
Definitions and Abbreviations: Opportunity to Learn represents: <b>[...]</b>	Definitions and Abbreviations: Opportunity to Learn represents <b>the environment schools provide for learning. It is estimated from</b> student attendance...	SECTION RESTRUCTURING LANGUAGE ADDITIONS <i>(January 2012 - pg 5)</i> <i>(July 2012 - pg 4)</i>
Definitions and Abbreviations: <del>—Priority schools: are identified by the combination of school grade and points earned. To be eligible, these schools must receive Title I allocations and also be ranked in the lowest 5% of all schools statewide.</del> <del>—Focus schools: are identified by the combination of school grade and points earned. To be eligible, these schools must receive Title I allocations and also be ranked in the lowest 10% of non-Priority schools statewide.</del> <del>—Reward schools: are identified by the combination of school grade and points earned. To be eligible, these schools must receive Title I allocations and also be ranked in the highest 5% of all schools statewide.</del>	Definitions and Abbreviations: <b><u>Status: refers to schools in some form of improvement or reward. The four status categories are:</u></b>  <ul style="list-style-type: none"> <li>• <b><u>Priority (5% of schools)</u></b></li> <li>• <b><u>Focus (10% of schools, not in Priority status)</u></b></li> <li>• <b><u>Strategic (10% of schools, not in Priority or Focus status)</u></b></li> <li>• <b><u>Reward (5%)</u></b></li> </ul>	SECTION RESTRUCTURING LANGUAGE REPLACEMENT <i>(January 2012 - pg 4)</i> <i>(July 2012 - pg 4)</i>
Definitions and Abbreviations: <b>[...]</b>	Definitions and Abbreviations: <b><u>Standards Based Assessment (SBA): is the regular assessment for students in grades 3-8 and 10-11.</u></b>	SECTION RESTRUCTURING LANGUAGE ADDITIONS <i>(January 2012 - pg 4)</i> <i>(July 2012 - pg 4)</i>
Definitions and Abbreviations: Subgroups: A single student can contribute to several subgroups, <b>and only A through L and 2</b>	Definitions and Abbreviations: Subgroups: A single student can contribute to several subgroups. <b><u>While subgroups are</u></b>	SECTION RESTRUCTURING LANGUAGE REPLACEMENT <i>(January 2012 - pg 5)</i>

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## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
<del>are used in school grading:</del>	<u>frequently reported, only <b>FAY</b> and <b>Q1/Q3</b> are used in school grading calculations:</u>	(July 2012 - pg 4)
Definitions and Abbreviations: Subgroups: <u>[...]</u>	Definitions and Abbreviations: Subgroups: <u>Redesignated English Proficient (reported as “REP”)</u>	SECTION RESTRUCTURING LANGUAGE ADDITIONS (January 2012 - pg 5) (July 2012 - pg 4)
Definitions and Abbreviations: Subgroups: <del>#2. The school grading system identifies a separate subgroup for students who are in the bottom quartile of their school’s performance in year one of the three years used to calculate school grades (see IV b).</del>	Definitions and Abbreviations: Subgroups: <u>Q1, quartile 1, lowest performing 25% of students</u> <u>Q3, higher three quartiles, highest performing 75% of students</u>	SECTION RESTRUCTURING LANGUAGE REPLACEMENT (January 2012 - pg 5) (July 2012 - pg 5)
Definitions and Abbreviations: VAM: value-added <u>[...]</u> modeling isolates the school’s contributions to student performance from factors outside the school’s control that are known to affect student test performance.  Conditional Status: represents the current standing of a school, acknowledging differences in student factors that are outside of a school’s control. <del>This is estimated simultaneously with School Growth using a mixed effects Value Added Model (VAM).</del>	Definitions and Abbreviations: VAM: value-added <u>statistical</u> modeling isolates the school’s contributions to student performance from factors outside the school’s control that are known to affect student test performance. Conditional Status represents the current standing of a school, acknowledging differences in student factors that are outside of a school’s control. <u>The result is a truer picture of the school’s impact (value added) on student achievement.</u>	SECTION RESTRUCTURING LANGUAGE ADDITIONS, LANGUAGE REPLACEMENTS & LANGUAGE COMBINATIONS (January 2012 - pg 4) (July 2012 - pg 5)
Data Sources: School Attributes: The school file lists all open public schools <u>[...]</u> and locations in New Mexico with enrolled students in any grades K through 12.	Data Sources: School Attributes: The school file lists all open public schools <u>and charter schools</u> and locations in New Mexico with enrolled students in any grades K through 12.	LANGUAGE ADDITIONS (January 2012 - pg 5 & 6) (July 2012 - pg 5)

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## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
Data Sources: School Attributes: Locally-authorized charter school <u>[...]</u> .	Data Sources: School Attributes: Locally-authorized charter school; <b><u>if the authorizer is one of the 89 recognized districts, the school is under the jurisdiction of the authorizer.</u></b>	LANGUAGE ADDITIONS (January 2012 - pg 6) (July 2012 - pg 5)
Data Sources: School Attributes: State-authorized charter school <u>[...]</u> .	Data Sources: School Attributes: State-authorized charter school; <b><u>if the authorizer is the Public Education Commission the school is considered independent from a district and is under the jurisdiction of the state authority.</u></b>	LANGUAGE ADDITIONS (January 2012 - pg 6) (July 2012 - pg 5)
Data Sources: School Attributes: Off-site program: <del>(correctional facilities, treatment centers, homebound/hospitalized). Students in Off-Site programs, such as treatment centers, correctional facilities, or hospitals</del> generally are excluded from school level calculations and counted only at the LEA level for rating. However, if the student qualified as FAY at a school prior to entering the program and testing, their test will count at the FAY school. Off-site programs are not rated.	Data Sources: School Attributes: Off-site program: <b><u>Students in Off-Site programs (correctional facilities, treatment centers, homebound/hospitalized)</u></b> generally are excluded from school level calculations and counted only at the LEA level for rating. However, if the student qualified as FAY at a school prior to entering the program and testing, their test will count at the FAY school. Off-site programs are not rated.	LANGUAGE RESTRUCTURING (January 2012 - pg 6) (July 2012 - pg 5)
Data Sources: School Attributes: Additionally, schools are characterized by: <del>Alternate school (Y/N)</del>	Data Sources: School Attributes: Additionally, schools are characterized by: <b><u>SAM school (Y/N)</u></b>	LANGUAGE REPLACEMENT (January 2012 - pg 6) (July 2012 - pg 6)
Data Sources: School Attributes: Graduation: is provided by the Data Analysis and Planning <del>unit</del> at PED.	Data Sources: School Attributes: Graduation: is provided by the Data Analysis and Planning <b><u>Bureau</u></b> at PED.	LANGUAGE REPLACEMENT (January 2012 - pg 6) (July 2012 - pg 6)
Data Sources: School Attributes: <u>[...]</u> School rating and	Data Sources: School Attributes: <b><u>Historic data</u></b> school rating	LANGUAGE ADDITIONS (January 2012 - pg 6)

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## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
figures from prior years are required for the current year's calculations.	and figures from prior years are required for the current year's calculations.	<i>(July 2012 - pg 6)</i>
<u>Data Sources:</u> Student Attributes: <u>[...]</u>	<u>Data Sources:</u> Student Attributes: <u>The student file lists all students in grades 3 through 8, 10, and 11, assessed in the current year, their demographics, historic data, and relevant accomplishments. The purpose of the student file is to calculate the parameters used to grade the student's current school.</u>	LANGUAGE ADDITIONS <i>(January 2012 - pg 6)</i> <i>(July 2012 - pg 6)</i>
<u>Data Sources:</u> Student Attributes: Mathematics and reading proficiencies <u>[...]</u> are supplied by the vendor that administers the standards based assessment to grades 3-8, 10, and 11.	<u>Data Sources:</u> Student Attributes: Mathematics and reading proficiency <u>scores</u> are supplied by the vendors that administer the SBA to grades 3-8, 10, and 11.	LANGUAGE ADDITIONS <i>(January 2012 - pg 7)</i> <i>(July 2012 - pg 6)</i>
<u>Data Sources:</u> Student Attributes: <del>Opportunity to Learn survey</del> -item responses are supplied by the vendor that administers the survey during standardized testing.	<u>Data Sources:</u> Student Attributes: <u>Student survey</u> item responses are supplied by the vendor that administers the survey during standardized testing.	LANGUAGE REPLACEMENTS <i>(January 2012 - pg 7)</i> <i>(July 2012 - pg 6)</i>
<u>Data Sources:</u> Student Attributes: <del>Career-Readiness</del> is partly determined by course enrollments and course grades extracted from data submissions by districts at 40D, 80D, and 120D snapshots of the current and prior years.	<u>Data Sources:</u> Student Attributes: <u>Career Technical Education</u> is partly determined by course enrollments and course grades extracted from data submissions by districts at 40D, 80D, and 120D snapshots of the current and prior years.	LANGUAGE REPLACEMENTS <i>(January 2012 - pg 7)</i> <i>(July 2012 - pg 7)</i>
<u>Data Sources:</u> Student Attributes: <u>[...]</u>	<u>Data Sources:</u> Student Attributes: <u>Accuplacer: data are supplied by LEAs during annual data exchange. COMPASS: data are supplied by LEAs during annual data exchange.</u>	LANGUAGE ADDITIONS <i>(January 2012 - pg 7)</i> <i>(July 2012 - pg 7)</i>

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## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
<i>(continued)</i>	<b><u>PLAN: data are supplied by LEAs during annual data exchange. International Baccalaureate (IB): data are supplied by LEAs during annual data exchange.</u></b>	<i>(continued)</i>
Data Sources: LEA Attributes: <b><u>[...]</u></b>	Data Sources: LEA Attributes: <b><u>The LEA file accumulates data required for district reporting.</u></b>	LANGUAGE ADDITIONS <i>(January 2012 - pg 7)</i> <i>(July 2012 - pg 7)</i>
Data Validation: Verification that all students tested are represented in school rating and <b>GAP results</b>	Data Validation: Verification that all students tested are represented in school rating and <b><u>reports</u></b>	LANGUAGE REPLACEMENTS <i>(January 2012 - pg 8)</i> <i>(July 2012 - pg 7)</i>
Conditioning of Data: Assessment Scores: Reconcile Test Completion Code... This reconciliation is performed by Data Planning and Analysis, and detail can be supplied upon request. <b><u>[...]</u></b>	Conditioning of Data: Assessment Scores: Reconcile Test Completion Code... This reconciliation is performed by Data Planning and Analysis, and detail can be supplied upon request. <b><u>Test Completion codes have these meanings:</u></b>	LANGUAGE ADDITIONS <i>(January 2012 - pg 8)</i> <i>(July 2012 - pg 8)</i>
Conditioning of Data: Assessment Scores: TC=1 Withdrew before testing; <b>remove test</b> TC=3 Exempt from READING (language); <b>remove READING test</b> TC=4 Medical exemption; <b>remove test</b>	Conditioning of Data: Assessment Scores: TC=1 Withdrew before testing; <b><u>(PL=9)</u></b> TC=3 Exempt from READING (language); <b><u>(PL=9)</u></b> TC=4 Medical exemption; <b><u>(PL=9)</u></b>	LANGUAGE REPLACEMENTS <i>(January 2012 - pg 8)</i> <i>(July 2012 - pg 8)</i>
Conditioning of Data: Assessment Scores: <b>Note that</b> a single student can have a valid MATH test (TC=0) and an invalid READING test (TC=5). This <b><u>[...]</u></b> impacts participation rates for each content area.	Conditioning of Data: Assessment Scores: <b><u>[...]</u></b> A single student can have a valid MATH test (TC=0) and an invalid READING test (TC=5). This <b><u>split testing</u></b> impacts participation rates for each content area.	LANGUAGE REMOVAL & LANGUAGE ADDITIONS <i>(January 2012 - pg 8)</i> <i>(July 2012 - pg 8)</i>
Conditioning of Data: Assessment Scores: <b><u>[...]</u></b> <b>Note that</b> a student can take the test in more than one school (i.e. MATH in school <b>X</b> , and READING in school	Conditioning of Data: Assessment Scores: <b><u>Filtering, Student Identification, and Assignment of Accountable School: These rules are required</u></b>	LANGUAGE REMOVAL, LANGUAGE REPLACEMENTS, & LANGUAGE & SECTION ADDITIONS

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**New Mexico School Grading Technical Guide:  
Revisions Matrix**

January 2012 Version:	July 2012 Version:	Type of Change:
<p><del>Z</del>). Special rules apply and are explained in <u>[...]</u> <i>Calculations</i>.</p>	<p><u>to define the “Accountability” dataset that is unique to school grading.</u>  <u>Reassign tests: to the location where a student is FAY=Yes. For a small number of students who move during the test window, the location of the assessment does not match the location where the student was fully enrolled the prior year (FAY). These students are reassigned to the FAY school for accountability.</u> A student can take the test in more than one school (i.e. MATH in school <u>N</u>, and READING in school <u>P</u>). Special rules apply and are explained in <u>V</u>. <i>Calculations</i>.</p>	<p>(January 2012 - pg 8) (July 2012 - pg 8)</p>
<p>Conditioning of Data: Assessment Scores: <u>[...]</u></p>	<p>Conditioning of Data: Filtering, Student Identification, and Assignment of Accountable School: <u>Determine the treatment of invalid student IDs. A small number of tests are unidentified each year with either a missing or invalid bubbled ID. After all attempts to identify these students manually have failed, the tests will be included with the location where they were submitted, with a dummy id assigned by the PED.</u></p>	<p>LANGUAGE ADDITIONS (January 2012 - pg 8) (July 2012 - pg 8)</p>
<p>Conditioning of Data: Assessment Scores: <del>Assign FAY from enrollment data.</del> a) FAY =YES if a student is enrolled at the 120th day... <del>b</del>) Students in transition grades (the lowest grade in the school’s grade span)...</p>	<p>Conditioning of Data: <u>FAY is determined entirely from enrollment data. LEAs may run reports in STARS that show a student’s snapshot history for verification.</u>  <u>... FAY is determined secondarily by the grade configuration of the accountable school.</u></p>	<p>LANGUAGE REPLACEMENTS &amp; LANGUAGE RESTRUCTURING (January 2012 - pg 8 &amp; 9) (July 2012 - pg 9)</p>

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## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
<i>(continued)</i>	<p><u>1.</u> <del>FAY =</del>Yes if a student is enrolled at the 120th day...</p> <p><u>A.</u> Students in transition grades (the lowest grade in the school's grade span)...</p>	<i>(continued)</i>
<p><u>Conditioning of Data:</u> Assessment Scores:</p> <p><del>e)</del> State [...] charter schools follow the same options <del>in A, B, and C</del>, but without the requirement for LEA membership in the prior year <del>(A.2-)</del>. [...].</p>	<p><u>Conditioning of Data:</u> FAY:</p> <p><u>D.</u> State <b>authorized</b> charter schools follow the same options <b>above</b>, but without the requirement for LEA membership in the prior year [...].</p> <p><b><u>2. FAY=No when a student misses any single snapshot in the series. Mobile students are not dismissed from school grading proficiencies as they were in AYP. Instead the school's expected outcome is adjusted slightly to account for uncontrolled student mobility.</u></b></p>	<p>LANGUAGE ADDITIONS &amp; LANGUAGE REMOVAL <i>(January 2012 - pg 9)</i> <i>(July 2012 - pg 9)</i></p>
<p><u>Conditioning of Data:</u> Assessment Scores: Assign subgroup membership [...] from snapshot data.</p>	<p><u>Conditioning of Data:</u> FAY: Assign subgroup membership <b>and demographics</b> from snapshot data.</p>	<p>LANGUAGE ADDITIONS <i>(January 2012 - pg 9)</i> <i>(July 2012 - pg 9)</i></p>
<p><u>Conditioning of Data:</u> Assessment Scores: Transform <del>prior year</del> scaled scores. [...]</p> <p>b) ...In addition, the NMAPA scaled scores were transformed to match the new scale, utilizing a linear transformation [...].</p>	<p><u>Conditioning of Data:</u> Transform [...] scaled scores: <b><u>to the 0-80 standardized scale.</u></b></p> <p>...In addition, the NMAPA scaled scores were transformed to match the new scale, utilizing a linear transformation <b><u>anchored at the proficiency cut point.</u></b></p>	<p>LANGUAGE ADDITIONS <i>(January 2012 - pg 9)</i> <i>(July 2012 - pg 9)</i></p>
<p><u>Conditioning of Data:</u> Student Matching: <del>1. Separately for each student file, the dataset is</del> aggregated to the school level to calculate the cut score of the 25<sup>th</sup> percentile [...] in math and reading separately</p>	<p><u>Conditioning of Data:</u> Student Matching: <b><u>For each year of the school grading cycle (e.g. for baseline grades in 2012, student files were from 2012, 2011, and 2010), students are matched and</u></b> aggregated to the</p>	<p>LANGUAGE ADDITIONS, LANGUAGE REPLACEMENTS &amp; LANGUAGE RESTRUCTURING <i>(January 2012 - pg 9)</i> <i>(July 2012 - pg 9 &amp; 10)</i></p>

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## New Mexico School Grading Technical Guide: Revisions Matrix

January 2012 Version:	July 2012 Version:	Type of Change:
<p><del>(so it is possible for a student to be in the bottom quartile in one subject but not the other).</del></p> <p><del>2. Given the</del> cut score for each school [...], a student is then identified as <b>Bottom Quartile (BQ)</b> (ie, the variable =1 if a student is in the bottom quartile and 0, otherwise).</p> <p><del>3.</del> The three <del>above files</del> are merged by student ID and the <del>most recent year school ID</del> is used as the school of record for that student.</p> <p><del>4.</del> ...test scores are not replaced, but students with incomplete data remained in the analysis. [...]</p>	<p>school level to calculate the cut score of the 25th percentile (<u>see Q1 Definitions</u>) in math and reading separately.</p> <ol style="list-style-type: none"> <li><u>1. After the</u> cut score for each school <u>is established, each</u> student is then identified <u>as either Q1 or Q3. Data are coded so that Q1=1, Q3=0 for each year and in each content area.</u></li> <li>The three <del>years</del> are merged by student ID and the <u>current year's school location</u> is used as the school of record for that student.</li> <li>...test scores are not replaced, but students with incomplete data remained in the analysis. <u>2012 baseline grades do not use student demographic data.</u></li> <li><u>Given that each of the three files matched contain a student's assessment results, the merged dataset thus contains each student's prior score.</u></li> </ol>	(continued)
<p>Conditioning of Data: <del>Feeder Schools: (entire section replaced)*<sup>1</sup></del></p>	<p>Conditioning of Data: <u>Categorize students into Q1 or Q3 subgroups: (section replacement)*</u></p>	SECTION REPLACEMENTS (January 2012 - pg 10) (July 2012 - pg 10)
<p><del>Evaluation Parameters: &amp; Calculations, School: (sections were merged and replaced)*</del></p>	<p><u>Calculation Parameters:, Calculations:, Participation in Assessments:, Theoretical Background:, &amp; References: (section replacements)*</u></p>	SECTION REPLACEMENTS (January 2012 - pg 10 - 18) (July 2012 - pg 11 - 31)

<sup>1</sup> \* A copy of the July 2012 updated School Grading Technical Guide can be found at:

[http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/A-F\\_School\\_Grading\\_Technical\\_Guide\\_2012\\_V2.0.pdf](http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/A-F_School_Grading_Technical_Guide_2012_V2.0.pdf)



# Creating a System of World-Class Schools

Putting Every Child on a Path  
to College and Career Success

*November 2012*



# Agenda

## 1. Why does SFPS need to change?

- Core Beliefs and Current Performance
- Key Learnings from Entry

## 2. What are we going to do to improve our schools?

- Theory of Action
- Snapshot of Major Initiatives

## 3. How long will it take to achieve our goals?

- Potential 3-Year Roll-Out Plan
- Opportunity for Feedback



# WHY DOES SFPS NEED TO CHANGE?

# Our Core Beliefs

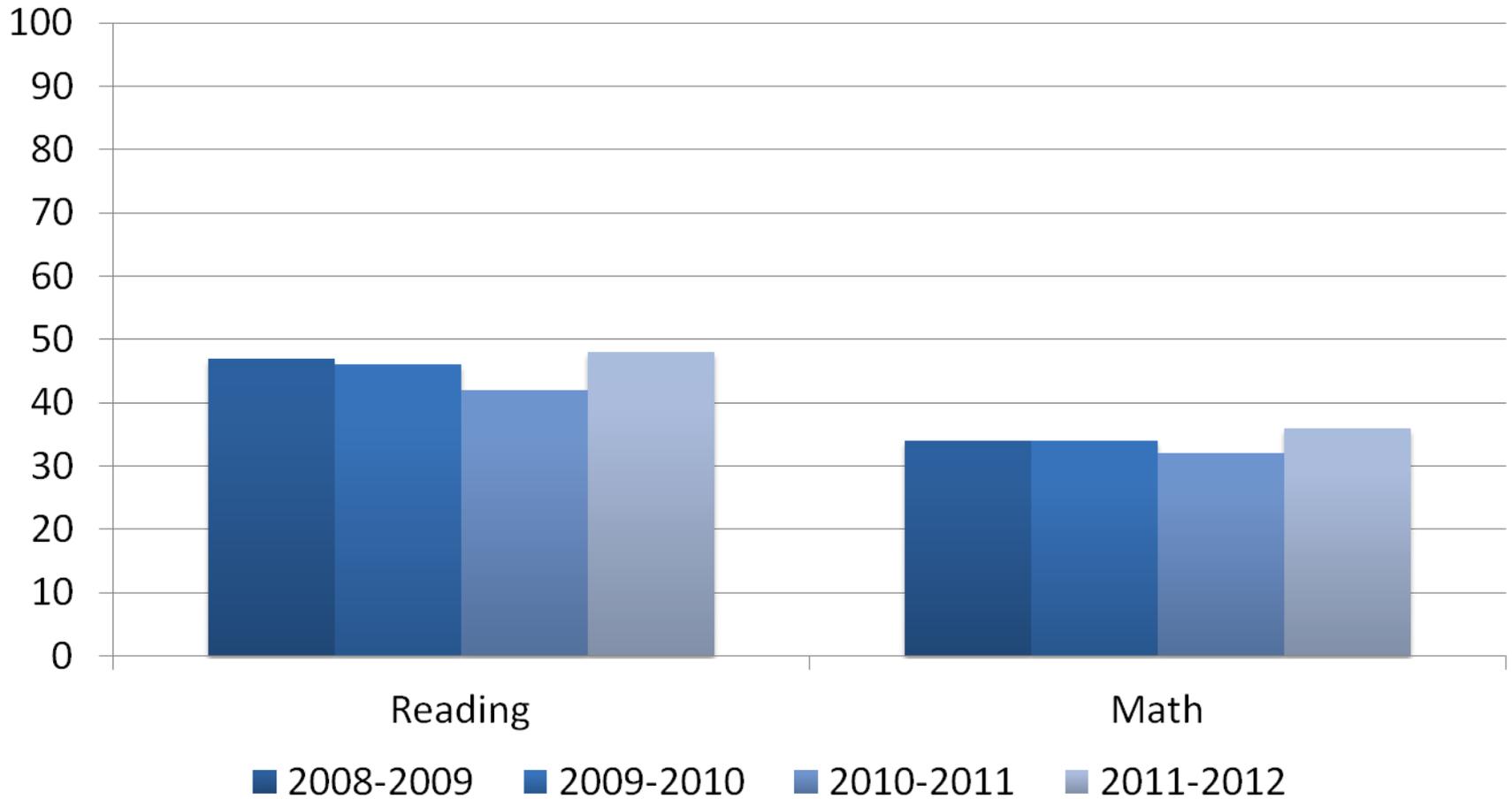
- **A high quality education is a fundamental civil right of every child in our schools.**
- **Teaching and learning are at the core of our work.** Everything we do must be in support of what happens in the classroom.
- **Parents are our partners.** They are our students' first and best teachers.
- **There is no silver bullet to improving our schools.** Putting every child on a path to college requires hard and steady work, each and every day.
- **Every adult in the system is responsible for the academic success of our children.**





# Current Performance

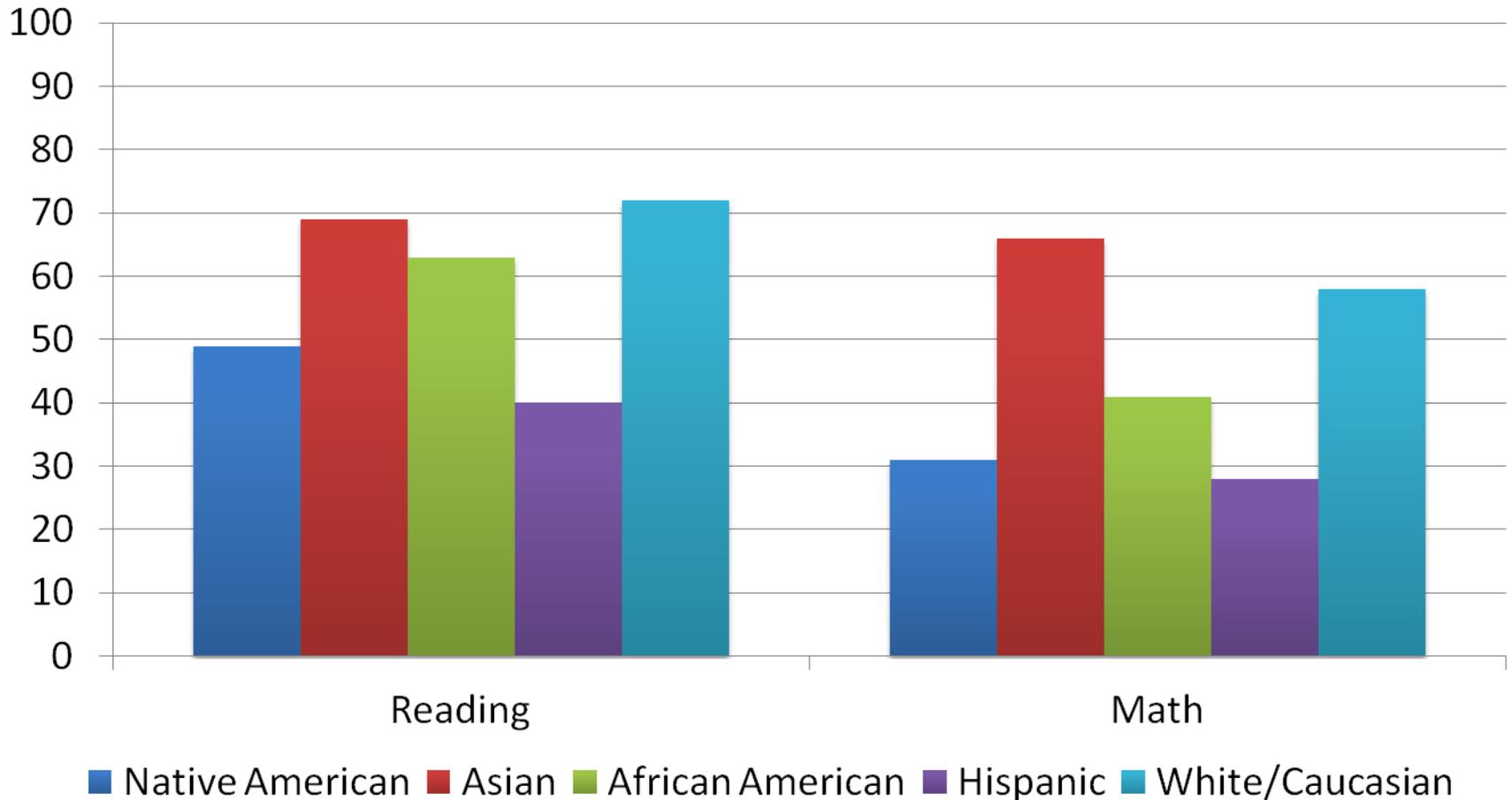
## SBA PROFICIENCY All Students, All Grades





# Current Performance

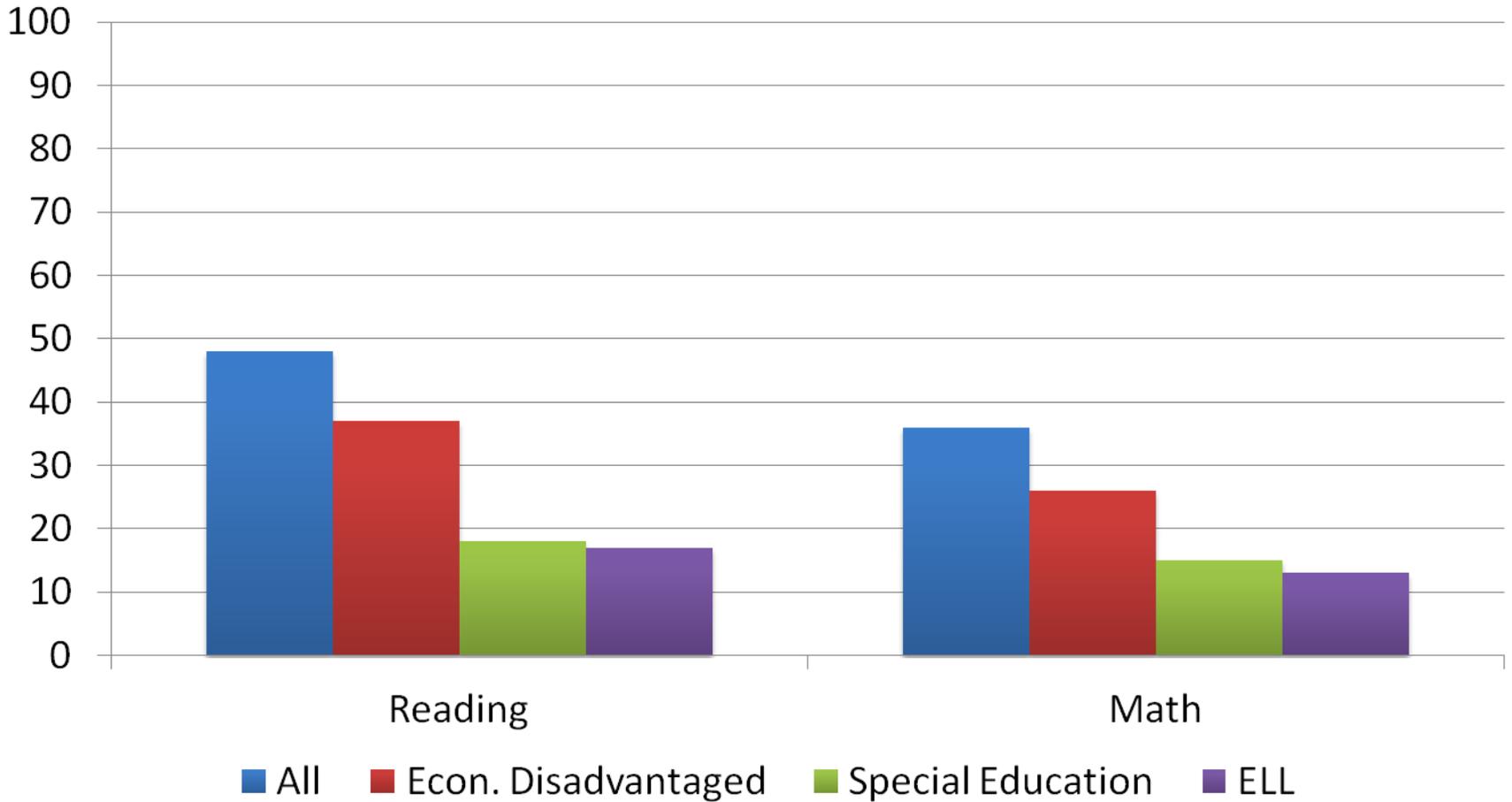
## SBA PROFICIENCY 2012 Student Groups





# Current Performance

## SBA PROFICIENCY 2012 Student Groups



# Current Performance

If we maintain our current rate of improvement, we will not achieve 100% proficiency until the year **2168**.

At our current pace, it will take **156 years** for us to reach a point where ALL of our children are performing on grade level in reading and math.



# Entry and Learning

## Learning Themes from the First 100 Days

- Lack of systemic urgency
  - Internal complacency — comfort with the status-quo
  - Apprehension — in the community and among staff — to confront “the problem”
- Inequities in services across the city
  - Feelings among parents that the system has historically ignored or even disrespected certain populations
  - Teachers must have high expectations and *equitable* resources; Parents must “demand” equitable opportunities and outcomes.
- Pockets of excellence in the District must be expanded to a standard of excellence across all schools
  - Past success (some schools, some classrooms) dependent in many ways on individuals working around the system
  - District not organized to support schools





# WHAT ARE WE GOING TO DO TO IMPROVE OUR SCHOOLS?



# Our Theory of Action

## If we...

- **Improve the quality of teaching and learning at every school,**
- Heighten expectations for every adult and student in the system, and
- Increase the levels of family and community engagement throughout the city

## Then...

- Classroom experiences will become more rigorous and relevant for every student, and
- Every student will graduate from high school on a path to college and career success.

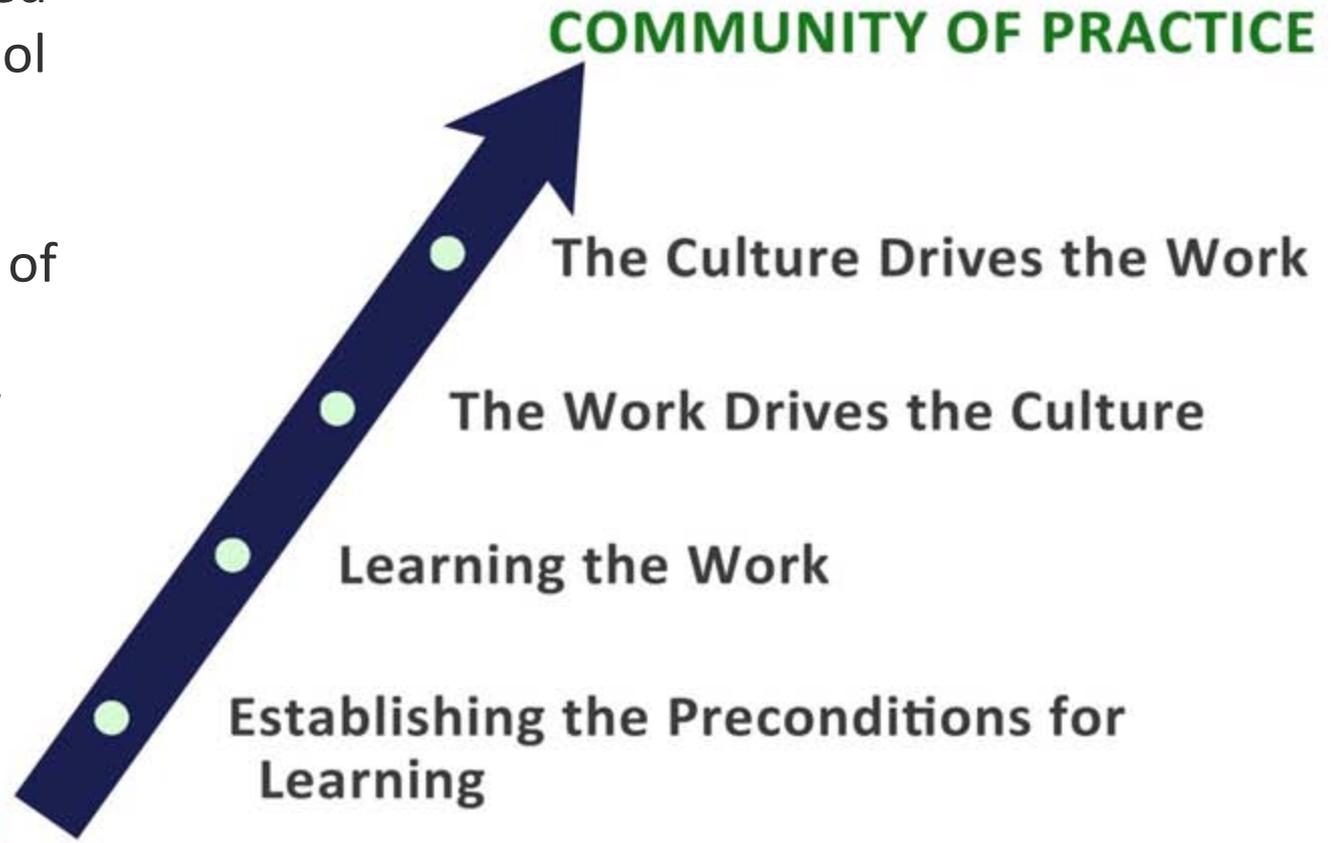


# Setting a Foundation for Improving the Quality of Teaching and Learning

School Support Based on a Theory of School Improvement ...

Providing the Types of Resources that are Needed When They are Needed

**UNSTABLE ENVIRONMENT**





# Setting a Foundation for Improving the Quality of Teaching and Learning

Redefining the Role of Central Office – Maximizing Support of Schools



# SANTA FE ACHIEVEMENT ZONES

Providing Schools with the Types of Resources that are Needed when they are Needed

Transformation Zone	Acceleration Zone	Innovation Zone
<p><b>Focused Autonomy</b> <b>Increased Resources</b></p> <p>Collaborative development of school-based budgets</p> <p>Targeted Interventions for Students</p> <p>Increased Professional Development for Teachers</p> <p>Support for Engaging Parents and Families in the Learning Process</p> <p>Extended Learning Time for Students</p> <p>Frequent on-site monitoring and centrally-provided support</p>	<p><b>Increased Autonomy</b> <b>Strategic Resource Deployment</b></p> <p>Greater discretion with school-based budgeting process</p> <p>Coaching and guidance to support school-based decisions</p> <p>Targeted resources provided based on individual school performance data (i.e. needs of students, teachers, and families)</p> <p>Regular on-site monitoring of progress towards improvement</p>	<p><b>Full Autonomy</b> <b>Complete Financial Flexibility</b></p> <p>Resources allocated through fair student formula with no central mandates or directives</p> <p>Full discretion in determining educational programming and support based on community needs</p> <p>School-based decisions influence centralized decisions</p> <p>Schools host city-wide best practice learning sessions</p> <p>External monitoring</p>

# SANTA FE ACHIEVEMENT ZONES

Providing Schools with the Types of Resources that are Needed  
When They are Needed

## REDEFINING THE ROLE OF CENTRAL OFFICE

- Redesigned school-based budgeting process to enable greater discretion at the school site
- Reallocation of resources to direct more money to the classroom
- Number of unlocked services varies by Achievement Zone



Locked Services	Unlocked Services
<ul style="list-style-type: none"> <li>• Resources that are provided without school-based discretion</li> <li>• Legally mandated</li> <li>• Compliance driven</li> <li>• Offer economies of scale</li> </ul>	<ul style="list-style-type: none"> <li>• Resources which were previously determined by the Central Office can now be provided to schools</li> <li>• Schools determine how to use the resources</li> </ul>

# Setting a Foundation for Improving the Quality of Teaching and Learning

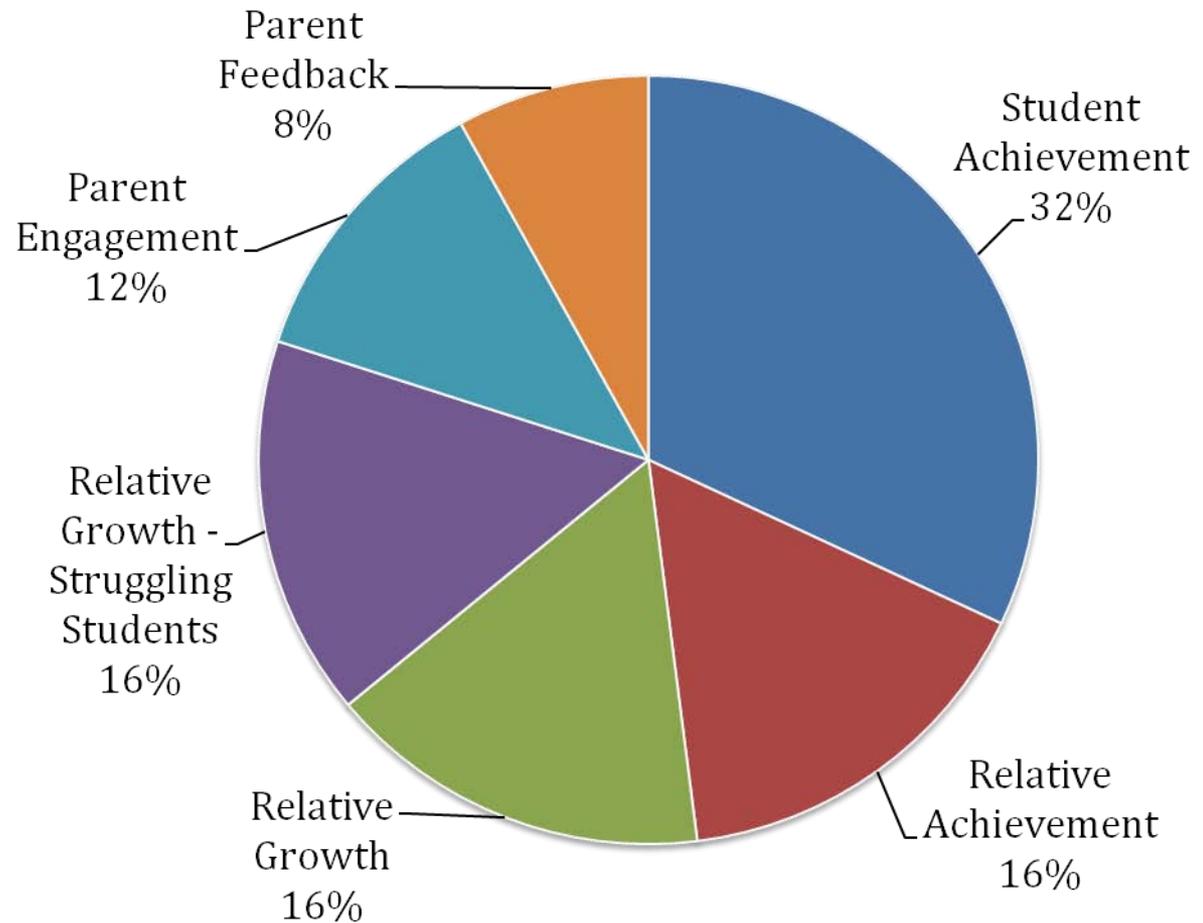
## Achievement Zone Assignment Criteria

- Three zones: Innovation, Acceleration, Transformation
  - Zone assignment is based on outcomes in six areas
    - Student achievement
    - Relative achievement
    - Relative growth
    - Relative growth of struggling students
    - Parent engagement
    - Parent feedback
  - Points determined in each area, each year
  - Achievement Index: weighted average of new & old points

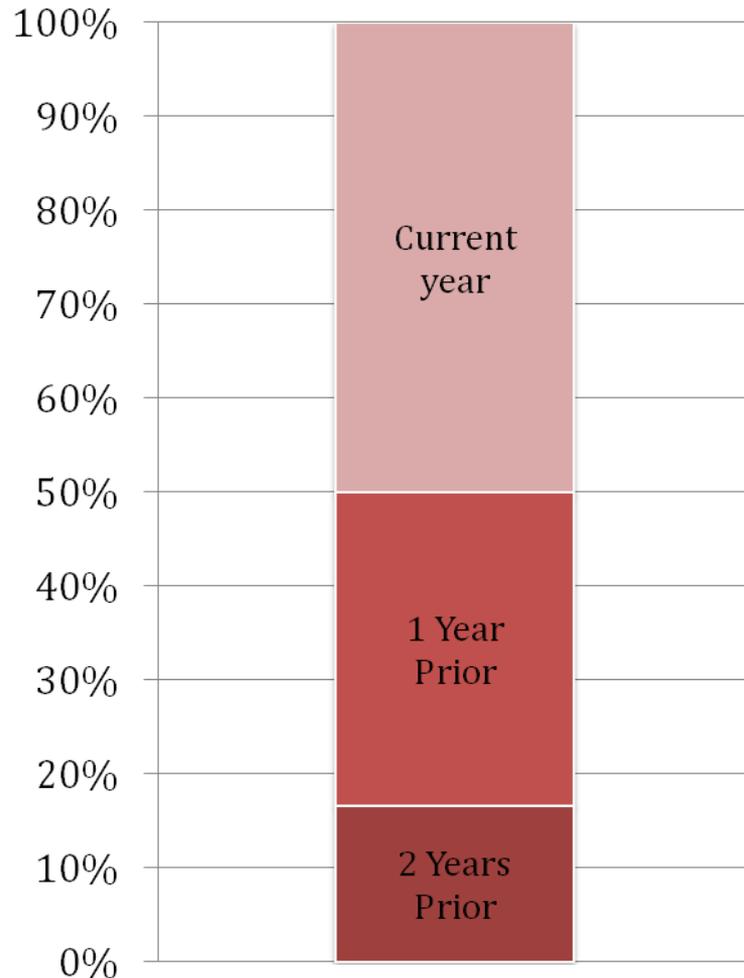


# Setting a Foundation for Improving the Quality of Teaching and Learning

Achievement Index Domains



# Setting a Foundation for Improving the Quality of Teaching and Learning



Index is based on weighted average of old and new points.

- Current year: one-half
- One year prior: one-third
- Two years prior: one-sixth

## Example School

Year	Points		Weighted Points
2012	84	$\times 1/2 =$	42
2011	72	$\times 1/3 =$	24
2010	66	$\times 1/6 =$	11
Index			77

# Setting a Foundation for Improving the Quality of Teaching and Learning

Maximum Achievement Index: 150 points

***Innovation zone:***

Entry Index: > 120

Exit Index:  $\leq$  108

***Acceleration zone:***

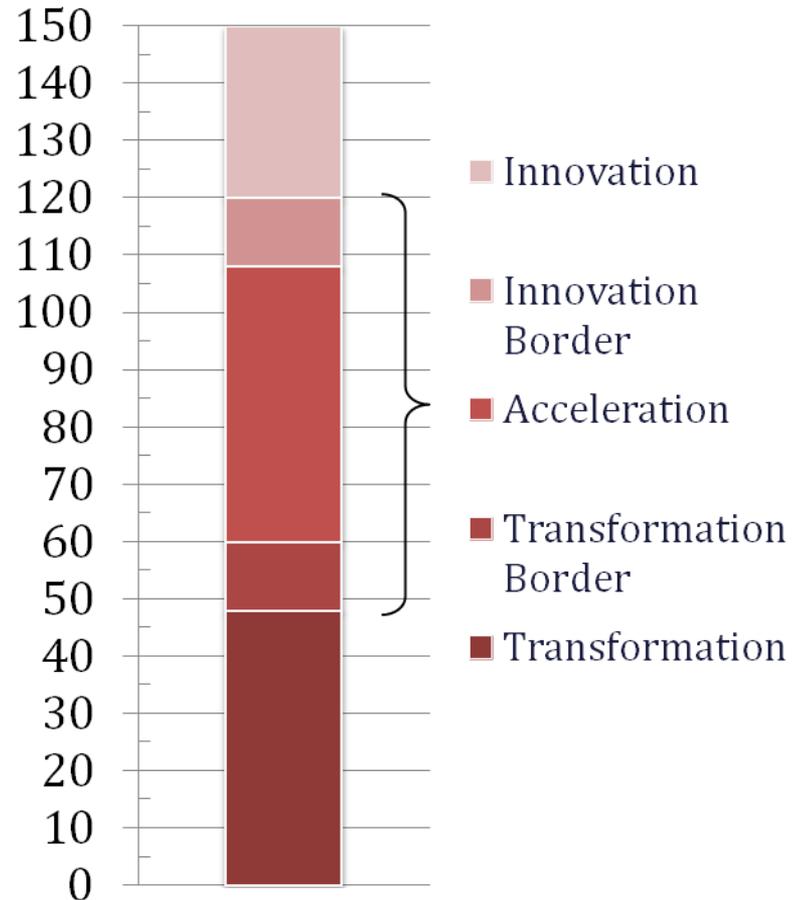
Entry Index: > 60

Exit Index: < 108

***Transformation zone:***

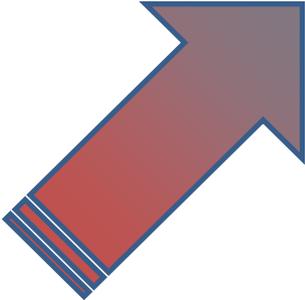
Entry Index: < 48

Exit Index:  $\geq$  60



# Santa Fe Achievement Zones

## SY 2012-2013

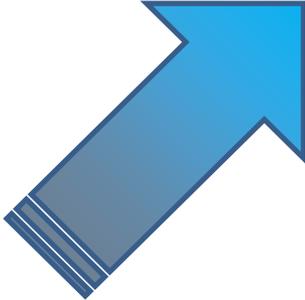


### Transformation Zone

Capital (60)\*  
EJ Martinez (58)\*  
Nava (53)\*  
Ortiz (45)  
Cesar Chavez (41)  
Academy (41)  
Aspen (39)  
DeVargas (28)  
Tierra Encantada (6)

### Acceleration Zone

Acequia Madre (98)  
Atalaya (97)  
ATC (96)  
Turquoise Trail (96)  
Tesuque (93)  
Carlos Gilbert (84)  
Capshaw (84)  
Ramirez Thomas (79)  
Gonzales (78)  
Salazar (76)  
El Dorado (75)  
Sweeney (72)  
Kearny (71)  
Agua Fria (67)  
Chaparral (66)  
Santa Fe High (66)



### Innovation Zone

Wood Gormley (133)  
Piñon (130)  
Amy Biehl (129)  
Monte del Sol (114)\*

\* Initial classification based on border zone

# Our Theory of Action

## If we...

- Improve the quality of teaching and learning at every school
- **Heighten expectations for every adult and student in the system**
- Increase the levels of family and community engagement throughout the city

## Then...

- Classroom experiences will become more rigorous and relevant for every student, and
- Every student will graduate from high school on a path to college and career success.

# Heightening Expectations for Adults and Students

## A System of Shared Accountability

- Adults who are evaluated based on **PERFORMANCE** not personality
- Students who are held to a standard of **COLLEGE READINESS**



# Heightening Expectations for Adults and Students

Adults will be evaluated based on PERFORMANCE not personality.

- Performance Compacts will be established for every instructional and non-instructional administrator
- Improvement targets for key areas of work will be established through collaboration with administrators
- Annual evaluations will be based on professional achievement according to the Performance Compacts

# DEMO Elementary School Performance Compact SY 12-13

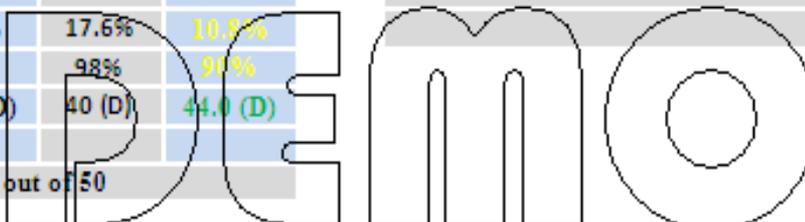
Demographics  
Total Population 622    Eco Dis -98%  
Hispanic-65%    ELL - 47%    Sped-14%

- Meeting Expectations
- Progressing
- Not Meeting Expectations



## Student Achievement

Indicator	2012 Baseline	2013 Target	2013 Actual
SBA Math - All Students	20.5%	28.5%	25.8%
SBA Reading - All Students	25.1%	31.1%	39%
SBA Proficiency Math Hispanic	15.8%	23.8%	26.2%
SBA Proficiency Reading Hispanic	20.1%	28.1%	36.6%
SBA Proficiency Math ELL	6.8%	14.8%	15.6%
SBA Proficiency Reading ELL	9.8%	17.8%	21.3%
SBA Proficiency Math Eco Dis	20.3%	28.3%	26%
SBA Proficiency Reading Eco Dis	24.3%	32.3%	38.8%
SBA Proficiency Math Sped	2.0%	10.0%	2.7%
SBA Proficiency Reading Sped	9.6%	17.6%	10.8%
Elementary Promotion Rate	85%	98%	90%
State Accountability Grade	32.9 (D)	40 (D)	44.0 (D)
State Peer Composite Rank 46 out of 50			



## School Operations

Indicator	2012 Baseline	2013 Target	2013 Actual
Special Education Compliance (80 <sup>th</sup> day)	75.2%	100%	80%
ELL Compliance	80.5%	100%	86%
Teacher Attendance (Average days out)	95%	96%	96%
Student Attendance	93.4%	95%	93.6%
Safety Audit	80%	90%	92%
% of Discretionary Budget Spent	85%	100%	100%

## Community Satisfaction

Indicator	Baseline 2012	2013 Target	2013 Actual
Return Quality of Education Survey	70%	74%	72%
Culture & Climate	88%	90%	89%
Instructional Quality	88%	90%	89%
Parent Engagement	87%	90%	86%

## Instructional Leadership

Indicator	2012 Baseline	2013 Target	2013 Actual
Staff Perception – Administrative Support	NA	4	3
Staff Perception – Achievement Focus	NA	4	2
Staff Perception – Campus Leadership	NA	4	2
Staff Perception – Job Responsibilities	NA	4	4
Student Perception Opportunity to Learn	4.2	4.3	4.4
Leadership Competencies	NA	100%	90%

# Heightening Expectations for Adults and Students

Students will be held to a standard of COLLEGE READINESS



- When we examine the entire college-going trajectory, many students fall off track to college-readiness before high school
- Having clear college-readiness benchmarks will increase the likelihood of students being ready for college and earning a degree
- Ultimately, SFPS is committed to preparing every student for college and career success upon graduation
- SFPS is also committed to equipping families with the best possible information for making educational decisions for their children

# Heightening Expectations for Adults and Students

- *College readiness* means having the knowledge and skills needed to succeed in courses typically associated with the first year of college
  - No need for remedial courses in college
  
- *College readiness* must be distinguished from college entry
  - College entry refers to graduation requirements students must meet to enter college
  - Student who meet high school graduation and college entry requirements may still not be prepared to take and succeed in college-level courses

# Heightening Expectations for Adults and Students

- The District has identified 7 keys to college readiness
  - These keys are more demanding than the state and graduation requirements
  - Will ensure college preparedness for coursework as well as increase chances for entry into competitive college, scholarship, and workforce candidate pools
  - Are supported by research and statistical analysis
  
- Attainment of all 7 keys will increase the likelihood of a student's success in college
  - Missing a key does NOT close the door to college for any student



# The Seven Keys for College Readiness

**#1**

\*K-2 students should have  
"low Risk" on  
DIBELS

**#2**

Score "Advanced" in reading  
on the NM Standards  
Based Assessment

**#3**

Score "Advanced" in math  
on the NM Standards  
Based Assessment

**#4**

Complete Algebra 1 by  
Grade 8 with a "B" or higher

**#7**

Score 1550 on the SAT, and/or  
Score 21 on the ACT

**#6**

Score 3 or better  
on an AP exam

**#5**

\*Complete Algebra 2 by  
Grade 11 with a "C" or higher



\*Keys that are awaiting more research to inform the target.

# Our Theory of Action

## If we...

- Improve the quality of teaching and learning at every school
- Heighten expectations for every adult and student in the system
- **Increase the levels of family and community engagement throughout the city**

## Then...

- Classroom experiences will become more rigorous and relevant for every student, and
- Every student will graduate from high school on a path to college and career success.

# Increasing Family and Community Engagement

## A Two-pronged Approach

- Engaging parents as learners
  - Parent Academy
- Expanding options for families
  - Secondary School Reform





# Increasing Family and Community Engagement

## Engaging Parents as Learners with the **Santa Fe Parent Academy**

A program that offers parents training in:

- Understanding schools and guiding their children's education
- Increasing their own decision-making capacity for supporting their children
- Expanding employability and certification options
- Building Strategic Partnerships

This program is not a campus nor a bricks and mortar building — It is a community.

# Increasing Family and Community Engagement

## SANTA FE PARENT ACADEMY GOALS

- Provide parents with knowledge and skills to support their children's education and increase student achievement
- Support parents in navigating through District resources and the educational process
- Provide opportunities and support for parents to achieve their personal academic and non-academic goals
- Promote networking, collaboration and partnerships among parents, schools and communities
- Increase the percentage of parents who agree that their child's school engages parents effectively and values their input



# Increasing Family and Community Engagement

## Sample Courses

Academic Core	Personal Growth and Development	Certification Courses	Arts and Cultural Enrichment
<ul style="list-style-type: none"> <li>▪ Understanding the Common Core</li> <li>▪ Preparing your Child for College</li> <li>▪ Preparing for a Productive Parent/Teacher Conference</li> <li>▪ How to assist with homework</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computer Literacy</li> <li>▪ Language Classes <i>(Spanish/English)</i></li> <li>▪ Financial Literacy</li> <li>▪ Managing Stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vocational Certification</li> <li>▪ GED</li> <li>▪ Opportunities to gain general business or entrepreneurial skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pottery</li> <li>▪ Painting</li> <li>▪ Theater</li> <li>▪ Beadwork</li> </ul>

# Increasing Family and Community Engagement

EXPANDING OPTIONS FOR FAMILIES - A Pressing Need at the Secondary Level

Grade Span	2012 Student Enrollment	Avg. Student Enrollment/Grade
K-6	8120	1160
7-8	1790	895
9	927	927
10-12	2012	671

Indicator	Primary (K-6)	Secondary (7-12)
Daily Attendance	94%	90%
Reading Proficiency	50.85%	40.45%
Math Proficiency	40.23%	27.15%
Disciplinary Hearings	30	159



# Increasing Family and Community Engagement

## SECONDARY SCHOOL REFORM

Redefining the high school experience in Santa Fe

### Planning Process

- Committee of internal and external partners
  - Principals
  - Central office administrators
  - SFCC staff
- Weekly meetings
- Recommendations to the Board and community in November
- Community feedback sessions
- Final plan in December

# Increasing Family and Community Engagement

## SECONDARY SCHOOL REFORM

### Current Considerations

- Comprehensive High School Redesign
  - 9<sup>th</sup> Grade Academy
  - 10–12<sup>th</sup> Grade Career Pathways
- Magnet Programs
  - International Baccalaureate (7–12)
  - 9–12 Arts Academy
- Alternative Pathways
  - Twilight School
  - Online Virtual School
  - GED
  - Part-time study
  - Teen Parent Center





# HOW LONG WILL IT TAKE TO ACHIEVE OUR GOALS?

# Translating Theory into Practice

## 3 Year Roll-out

## Year 1

### ***Achievement Zones***

- Assign schools to Zones and provide funding and resources support
- Redesign school-based budgeting
- District-wide waiver for Title I and Title II to include ALL schools

### ***Performance Compacts***

- Develop compacts for each school
- Develop compacts to pilot with Administrative Departments

### ***College Readiness Benchmarks***

- Research local College Readiness Indicators and benchmark them against national standards
- Communicate national benchmarks to public

### ***Parent Academy***

- Conduct a needs analysis for Parent Academy
- Implement Parent Academy Pilot

### ***Secondary School Reform***

- Planning committee presents recommendations
- Community vetting

# Translating Theory into Practice

## 3 Year Roll-out

## Year 2

### *Achievement Zones*

- Continue to implement Zones
- Monitor year 1 progress of zoning
- Define weights for Fair Student Funding. Weights are: Low Income, High Needs Special Education, Low Needs Special Education, ELL 1&2, ELL 3-5

### *Performance Compacts*

- Incorporate compacts as principal evaluation tool
- Develop compacts with ALL administrative departments

### *College Readiness Benchmarks*

- Align local College Readiness Benchmarks with national benchmarks
- Communicate local benchmarks to public

### *Parent Academy*

- Plan, implement and evaluate full-scale program

### *Secondary School Reform*

- Implementation of recommendations
- Continuation of planning

# Translating Theory into Practice

## 3 Year Roll-out

## Year 3

### ***Achievement Zones***

- School assignment to Zones reassessed and determined by student achievement and growth
- Implement Fair Student Funding

### ***Performance Compacts***

- Refine Compacts for principals and administrative departments

### ***College Readiness Benchmarks***

- Refine benchmarks

### ***Parent Academy***

- Evaluate program and expand course offerings

### ***Secondary School Reform***

- Full implementation of recommendations

# Immediate Next Steps

- Transition Team Report
- Community Vetting
- State of Schools Address





**Questions/Comments?**



*Improving Student  
Achievement*

**Mr. TJ Parks**

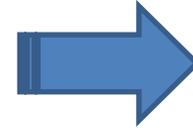
# Questions

How will the district use the financial rewards that were given to “A” or “Top Growth” (schools that grew by two letter grades) schools?

# Financial Awards Purchase



**Grade Level Meeting**



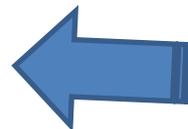
**Test Results**



**Identify Supplement Materials & Software**



**Purchasing**



**Implementing**



**Evaluate Outcomes**



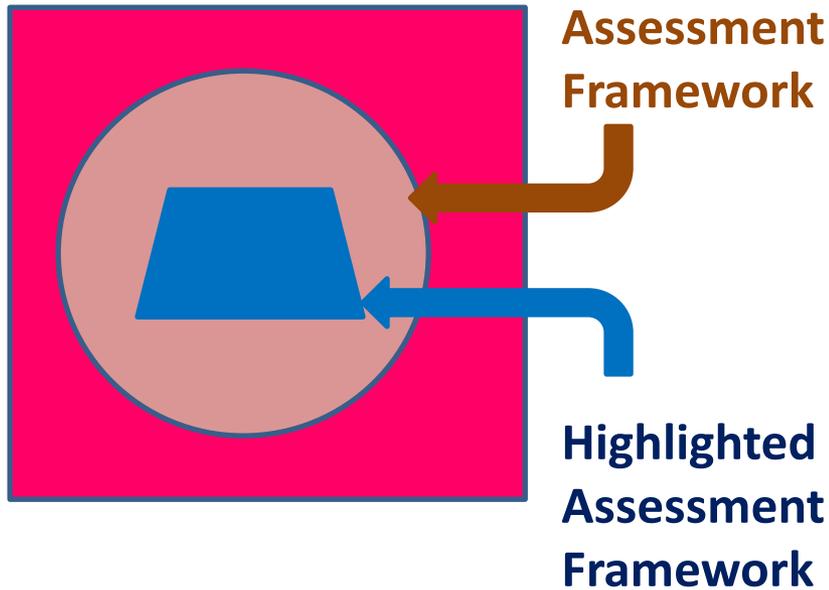
**Software & Books**

# Questions

- How does the district plan on improving student achievement in the lowest performing schools?
  - Using Data to target areas of need for improvement
  - Grade level meetings to share instructional strategies
  - District created Short Cycle Assessment
  - Instructional Audits
  - Teaching to the Standards
  - Principal walk through training with Dana Center

# 2012-13 & 2013-14 instructional Plan

## NM Standards & Benchmarks



9-weeks  
Scope &  
Sequences



Short Cycle  
Assessment  
for each  
essential  
skill

Essential Skills  
(NM Performance  
Standards and  
CCSS\*)

CCSS\* or NM  
Standards

Pct\_Correct=Percent Correct for each Skill (Ranked), Cut\_Off=Percent Correct Used to determine Proficient, Category= 3 levels: Strength, Medium and Weakness  
 Mathpct=Percent Correct for the whole test, Mvalid=Number of student tested, Mpct34=Percent students who clasified as Proicent or Advanced

Percent Correct for Each Strand: Num\_0=Number and Operation, Alg=Algebra, Geo=Geometry, Meas=Measurement & Stat=Data Analysis and Statistics

----- SchCode=Mills Elementary StuGrade=03 -----

_LABEL_	Pct_		Math								
	Correct	Category	Cut_Off	Pct	Mvalid	mpct34	Num_0	Alg	Geom	Meas	Stat
D4. Basic Concepts of Probability (4 pts)	33	Weakness	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
A3. Quantitative Relationships (6 pts)	40	Weakness	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
N2. Meaning of Operations and Relation to One Another (11 pts)	46	Weakness	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
D3. Develop and Evaluate Inferences and Predictions Based on Data (5 pts)	46	Weakness	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
M2. Appropriate Techniques, Tools, and Formulas in Measurement (9 pts)	47	Medium	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
N1. Number Sense (7 pts)	50	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
G1. Mathematic Arguments about Geometric Relationships (6 pts)	50	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
G2. Coordinate Geometry (1 pt)	50	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
G4. Use Visualization, Spatial Reasoning, and Geometric Modeling (9 pts)	50	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
D2. Use Statistical Methods to Analyze Data (1 pt)	50	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
M1. Measurable Attributes and Units, Systems, and Process of Measurement (4 pts)	58	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
A1. Patterns, Relations, and Functions (8 pts)	60	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
N3. Compute Fluently and Make Reasonable Estimates (3 pts)	67	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
A2. Algebraic Symbols (3 pts)	70	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
A4. Analyze Changes (1 pt)	70	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
G3. Apply Transformations and Apply Symmetry (1 pt)	80	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3
D1. Formulate Questions and Display Relevant Data to Answer Them (2 pts)	80	Strength	49.4	51.5	72	58.4	50.5	55.6	51.8	50	48.3

Mills Elementary Profile for 3rd Grade Mathematics Based on 2011-12 Standards Based Assessment (English Version)

	Number of Valid Score	Mean Scale Score	Number of No Score	Beginning Step (300-327)	Nearing Proficiency (328-339)	Proficient (340-358)	Advanced (359-380)
Math Grade 3	72	340.7	0	7 (9.7 %)	23 (31.9 %)	40 (55.6 %)	2 (2.8 %)

Mathematics Proficiency Range for grade 3 is 40-66 points or 49.4%-81.5% correct

Mean Points % Correct

Mathematics (47 MC, 7 SA & 5 OE; Total 81 pts)	41.7	51.5 %
Number and Operations (13 MC, 2 SA & 1 OE; 21 pts)	10.6	50.5 %
1. Number Sense (5 MC& 1 SA; 7 pts)	3.5	50 %
1. Place-Value Structure of Base-Ten System (4 pts)		
Reading, Modeling, Writing, and Interpreting Whole Numbers up to 10,000 (3 pts)		
Comparing and Ordering Numbers up to 1,000 (1 pt)		
4. Factors and Multiples (1 pt)		
6. Fractions as Parts of Unit Wholes, Collection or Set, and as a Location (1 pt)		
7. Use Common Fractions for Measuring and Money (1 pt)		
2. Meaning of Operations and Relation to One Another (5 MC, 1 SA & 1 OE; 11 pts)	5.1	46 %
1. Multiplication and Division of Whole Numbers (7 pts)		
2. Sum and Differences of Two Whole Numbers between 0 and 10,000 (1 pt)		
3. Solve Simple Multiplication & Division Problems (2 pts)		
5. Multiply & Divide Whole Numbers (1 pt)		
3. Compute Fluently and Make Reasonable Estimates (3 MC; 3 pts)	2	67 %
2. Multiplication Strategies in Pairs up to 10X10 (1 pt)		
4. Reasonable Estimation Strategies (2 pts)		

Mathematics Proficiency Range for grade 3 is 40-66 points or 49.4%-81.5% correct	Mean Points	% Correct
Algebra (10 MC, 2 SA & 1 OE; 18 pts)	10	55.6 %
1. Patterns, Relations, and Functions (4 MC & 2 SA; 8 pts)	4.8	60 %
1. Expressions, Equations, or Inequalities (3 pts); 5. Commutative Property (1 pt)		
6. Numeric and Geometric Patterns (3 pts);		
7. Functional Relationships (1 pt)		
Solve Problems Involving Functional Relationship between 2 Quantities		
2. Algebraic Symbols (3 MC; 3 pts)	2.1	70 %
3. Quantitative Relationships (2 MC & 1 OE; 6 pts)	2.4	40 %
2. Proportional Relationships Including Unit Pricing (5 pts)		
3. Describe Relationships of Quantities (1 pt)		
4. Analyze Changes (1 MC; 1 pts)	0.7	70 %
1. Relate Change in One Variable Relates to Change in a Second Variable		
Geometry (11 MC, 1 SA & 1 OE; 17 pts)	8.8	51.8 %
1. Mathematic Arguments about Geometric Relationships (4 MC & 1 SA; 6 pts)	3	50 %
1. Attributes of Plane & Solid Geometric Figures (6 pts)		
Lines of Symmetry in Two-Dimensional Shapes (3 pts); Identify Right Angles (2 pts)		
Identify, Describe & Classify Common 3-D Geometric Objects (1 pt)		
2. Coordinate Geometry (1 MC; 1 pt)	0.5	50 %
1. Location and Movement Using Common Language and Geometric Vocabulary (1 pt)		
3. Apply Transformations and Apply Symmetry (1 MC; 1 pts)	0.8	80 %
1. Sliding, Flipping, and Turning (1 pt)		
4. Use Visualization, Spatial Reasoning, and Geometric Modeling (5 MC & 1 OE; 9 pts)	4.5	50 %
1. Visualize & Draw Geometric Objects (1 pt); 3. Recognize Geometric Shapes & Structures (1 pt)		
4. Geometric Models to Solve Problems (4 pts); 5. 3-D Objects from 2-D Representations (2 pts)		
7. Explore Geometric Ideas and Relationships (1 pt)		

Mathematics Proficiency Range for grade 3 is 40-66 points or 49.4%-81.5% correct

Mean Points % Correct

	Mean Points	% Correct
Measurement (7 MC, 1 SA & 1 OE; 13 pts)	6.5	50 %
1. Measurable Attributes and Units, Systems, and Process of Measurement (4 MC; 4 pts)	2.3	58 %
2. Choose Appropriate Units and Tools (1 pt); 3. Identify Time to Nearest Minute (1 pt)		
4. Identify and Use Time Intervals (1 pt)		
5. Identify Properties and Select Appropriate Type of Unit (1 pt)		
2. Appropriate Techniques, Tools, and Formulas in Measurement (3 MC, 1 SA & 1 OE; 9 pts)	4.2	47 %
1. Find Area of Rectangles (5 pts); 2. Estimate Measurements (2 pts)		
3. Use Appropriate Standard Units and Tools to Estimate, Measure, and Solve (2 pts)		
Data Analysis and Probability (6 MC, 1 SA & 1 OE; 12 pts)	5.8	48.3 %
1. Formulate Questions and Display Relevant Data to Answer Them (2 MC; 2 pts)	1.6	80 %
2. Represent Data Using Tables and Graphs (1 pt)		
3. Experiments (1 pt)--Identify Certain, Likely, Unlikely, or Impossible Events		
2. Use Statistical Methods to Analyze Data (1 MC; 1 pts)--1. sampling techniques	0.5	50 %
3. Develop and Evaluate Inferences and Predictions Based on Data (1 MC & 1 OE; 5 pts)	2.3	46 %
1. Analyze Data Displayed in a Variety of Formats (5 pts)		
4. Basic Concepts of Probability (2 MC & 1 SA; 4 pts)	1.3	33 %

# **Use of Q1 Roster to Improve Student Achievement**

# School Growth Target (SGT) or AMO for Subgroup

- SGTs are used to monitor subgroup performance, determine interventions and determine intervention strategies
- SGTs are based on percent proficient and growth to proficient within 3 years in elementary/middle schools and 1 year in high schools

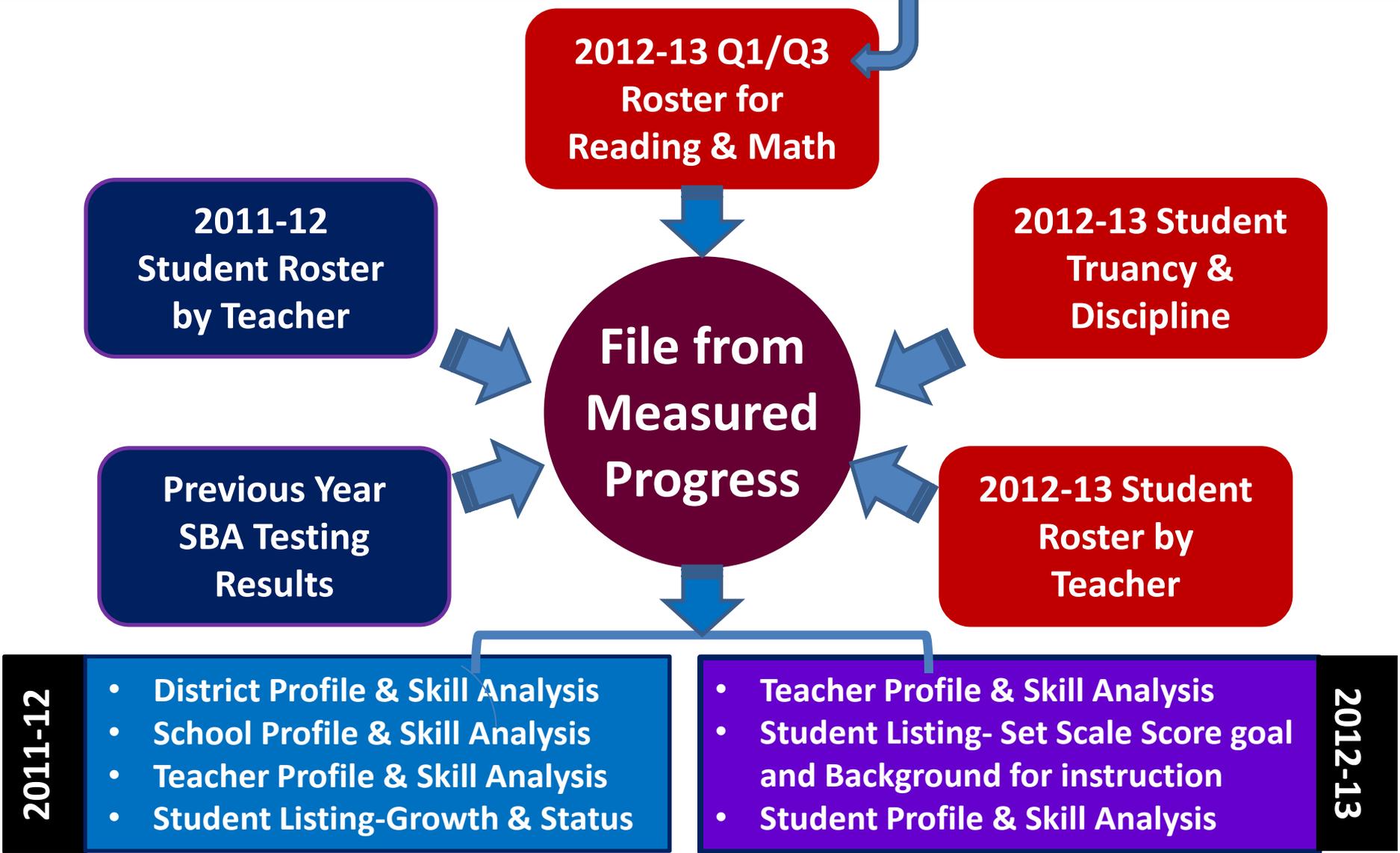
SGTs for all subgroups: % proficient and percent on track to proficient in 3 years.

	CY	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Math	40	45.0	50.0	55.0	60.0	60.0	65.0	70.5	75.0	80.0	85.0
ELA	48	52.3	56.7	61.0	65.3	65.3	69.7	74.0	78.3	82.7	87.0

Growth expectations for Q1: Approximately equal to a student moving from Beginning Step to Proficient in three years (scale score per year).

	CY	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Math	1.3	1.6	1.9	2.2	2.5	2.5	2.8	3.1	3.4	3.7	4.0
ELA	1.7	2.0	2.2	2.5	2.7	2.7	3.0	3.2	3.5	3.7	4.0

LAST_TEST_	DISTRICT	DistrictName	LAST_TEST	_SCHOOL	SchoolName	StudentID	LASTNAME	FIRSTNAME	MI	DOB	READ	MATH
											_Q1	Q1
	33	HOBBS MUNICIPAL SCHOOLS	28	BROADMOOR ELEMENTARY	103098810				M	8/17/1999	0	1
	33	HOBBS MUNICIPAL SCHOOLS	28	BROADMOOR ELEMENTARY	104549209					7/31/2003	0	0



Disp_Count	Truancy_days	SPED	ELL	MathRaw_Prof_Range3	MathTotal_Grade3	MathRaw	MathPct_Correct	Math_PctProf_Grade3	Math_PctProf_Grade4	MathSS_Prof_Range3	MathSS	MathPFL	Num_O	Alg	Geom	Meas	Stat	Q1
				40-66	81	30	37.0	49.4%-81.5%	53.1%-76.5%	340-358	333	2	38.1	33.3	41.2	30.8	41.7	0
			Y	40-66	81	34	42.0	49.4%-81.5%	53.1%-76.5%	340-358	336	2	47.6	33.3	52.9	23.1	50.0	0
				40-66	81	36	44.4	49.4%-81.5%	53.1%-76.5%	340-358	337	2	28.6	61.1	47.1	38.5	50.0	0
				40-66	81	37	45.7	49.4%-81.5%	53.1%-76.5%	340-358	338	2	38.1	44.4	58.8	38.5	50.0	0
				40-66	81	38	46.9	49.4%-81.5%	53.1%-76.5%	340-358	339	2	61.9	38.9	47.1	53.8	25.0	0
		Y		40-66	81	41	50.6	49.4%-81.5%	53.1%-76.5%	340-358	341	3	52.4	55.6	41.2	53.8	50.0	0
				40-66	81	42	51.9	49.4%-81.5%	53.1%-76.5%	340-358	342	3	52.4	44.4	64.7	61.5	33.3	0
			Y	40-66	81	43	53.1	49.4%-81.5%	53.1%-76.5%	340-358	342	3	38.1	66.7	58.8	46.2	58.3	0
			Y	40-66	81	43	53.1	49.4%-81.5%	53.1%-76.5%	340-358	342	3	47.6	50.0	52.9	53.8	66.7	0
				40-66	81	46	56.8	49.4%-81.5%	53.1%-76.5%	340-358	344	3	52.4	55.6	64.7	61.5	50.0	0
				40-66	81	49	60.5	49.4%-81.5%	53.1%-76.5%	340-358	346	3	52.4	50.0	70.6	61.5	75.0	0
				40-66	81	49	60.5	49.4%-81.5%	53.1%-76.5%	340-358	346	3	61.9	61.1	76.5	38.5	58.3	0
				40-66	81	51	63.0	49.4%-81.5%	53.1%-76.5%	340-358	348	3	47.6	66.7	58.8	84.6	66.7	0
				40-66	81	55	67.9	49.4%-81.5%	53.1%-76.5%	340-358	350	3	61.9	66.7	70.6	84.6	58.3	0
				40-66	81	56	69.1	49.4%-81.5%	53.1%-76.5%	340-358	351	3	81.0	72.2	58.8	46.2	83.3	0
				40-66	81	56	69.1	49.4%-81.5%	53.1%-76.5%	340-358	351	3	81.0	61.1	58.8	76.9	66.7	0

# Interventions and Strategies for Q1 and Q3 who are not Proficient

SPED	ELL	MathRaw_Prof Range3	MathTotal _Grade3	MathRaw MathRaw	MathPct_ Correct	Math_PctProf _Grade3	Math_PctProf _Grade4	MathSS_Prof Range3	MathSS	MathPFL	Num_O	Alg	Geom	Meas	Stat	Q1
		40-66	81	30	37.0	49.4%-81.5%	53.1%-76.5%	340-358	333	2	38.1	33.3	41.2	30.8	41.7	0
	Y	40-66	81	34	42.0	49.4%-81.5%	53.1%-76.5%	340-358	336	2	47.6	33.3	52.9	23.1	50.0	0
		40-66	81	36	44.4	49.4%-81.5%	53.1%-76.5%	340-358	337	2	28.6	61.1	47.1	38.5	50.0	0
		40-66	81	37	45.7	49.4%-81.5%	53.1%-76.5%	340-358	338	2	38.1	44.4	58.8	38.5	50.0	0
		40-66	81	38	46.9	49.4%-81.5%	53.1%-76.5%	340-358	339	2	61.9	38.9	47.1	53.8	25.0	0

May need 3-4 points increase/year

May need 6-8 points increase/year

May need at least 10 points increase/year

Need to closer look individual student profile

	Y	40-66	81	17	21.0	49.4%-81.5%	53.1%-76.5%	340-358	319	1	28.6	33.3	17.6	7.7	8.3	1
	Y	40-66	81	25	30.9	49.4%-81.5%	53.1%-76.5%	340-358	328	2	28.6	44.4	17.6	30.8	33.3	1
		40-66	81	27	33.3	49.4%-81.5%	53.1%-76.5%	340-358	330	2	23.8	27.8	35.3	30.8	58.3	1

# Q3 Students with Proficient may need to set 1-2 Scale Scores increase

MathRaw_Prof	MathTotal		MathPct_	Math_PctProf	Math_PctProf	MathSS_Prof									
Range3	_Grade3	MathRaw	Correct	_Grade3	_Grade4	Range3	MathSS	MathPFL	Num_O	Alg	Geom	Meas	Stat	Q1	
40-66	81	46	56.8	49.4%-81.5%	53.1%-76.5%	340-358	344	3	52.4	55.6	64.7	61.5	50.0	0	
40-66	81	49	60.5	49.4%-81.5%	53.1%-76.5%	340-358	346	3	52.4	50.0	70.6	61.5	75.0	0	
40-66	81	49	60.5	49.4%-81.5%	53.1%-76.5%	340-358	346	3	61.9	61.1	76.5	38.5	58.3	0	
40-66	81	51	63.0	49.4%-81.5%	53.1%-76.5%	340-358	348	3	47.6	66.7	58.8	84.6	66.7	0	
40-66	81	55	67.9	49.4%-81.5%	53.1%-76.5%	340-358	350	3	61.9	66.7	70.6	84.6	58.3	0	
40-66	81	56	69.1	49.4%-81.5%	53.1%-76.5%	340-358	351	3	81.0	72.2	58.8	46.2	83.3	0	
40-66	81	56	69.1	49.4%-81.5%	53.1%-76.5%	340-358	351	3	81.0	61.1	58.8	76.9	66.7	0	
40-66	81	66	81.5	49.4%-81.5%	53.1%-76.5%	340-358	358	3	85.7	94.4	76.5	76.9	66.7	0	

## Cut off Points for Proficient may Differ among Grade Level

		MathRaw_Prof	MathTotal		MathPct_	Math_PctProf	Math_PctProf	MathSS_Prof								
SPED	ELL	Range3	_Grade3	MathRaw	Correct	_Grade3	_Grade4	Range3	MathSS	MathPFL	Num_O	Alg	Geom	Meas	Stat	Q1
Y		40-66	81	41	50.6	49.4%-81.5%	53.1%-76.5%	340-358	341	3	52.4	55.6	41.2	53.8	50.0	0
		40-66	81	42	51.9	49.4%-81.5%	53.1%-76.5%	340-358	342	3	52.4	44.4	64.7	61.5	33.3	0
	Y	40-66	81	43	53.1	49.4%-81.5%	53.1%-76.5%	340-358	342	3	38.1	66.7	58.8	46.2	58.3	0
	Y	40-66	81	43	53.1	49.4%-81.5%	53.1%-76.5%	340-358	342	3	47.6	50.0	52.9	53.8	66.7	0

**HOW DO TEACHERS SET  
INDIVIDUAL STUDENT TARGET  
FOR PROFICIENCY IN 3 YEARS?**

**HOW DO TEACHER TRACK  
INDIVIDUAL STUDENT PROGRESS  
TOWARD PROFICIENCY?**

# Cut off Points for Proficient May Differ Among Grade Level

SPED	ELL	MathRaw_Prof Range3	MathTotal _Grade3	MathRaw MathRaw	MathPct_ Correct	Math_PctProf _Grade3	Math_PctProf _Grade4	MathSS_Prof Range3	MathSS	MathPFL	Num_O	Alg	Geom	Meas	Stat	Q1
Y		40-66	81	41	50.6	49.4%-81.5%	53.1%-76.5%	340-358	341	3	52.4	55.6	41.2	53.8	50.0	0
		40-66	81	42	51.9	49.4%-81.5%	53.1%-76.5%	340-358	342	3	52.4	44.4	64.7	61.5	33.3	0
	Y	40-66	81	43	53.1	49.4%-81.5%	53.1%-76.5%	340-358	342	3	38.1	66.7	58.8	46.2	58.3	0
	Y	40-66	81	43	53.1	49.4%-81.5%	53.1%-76.5%	340-358	342	3	47.6	50.0	52.9	53.8	66.7	0

**Target Goal = 444 to meet  
53% Cut off for 4<sup>th</sup> Grade  
(about 3 points increase)**

**It seems student has Geometry strand is a challenge area. Need to  
closer look student profile so teacher can build the student skill  
from 3<sup>rd</sup> grade information**

2012-13 Current 4th Grade Student Profile Using Their 3rd Grade 2011-12 SBA Mathematics (English Version)

Student ID:	Last Name:	First Name:	Middle Name:	A	Math-Q1: Not Q1			
Grade(2012-13): 04	School(2012-13): Broadmoor Elementary	Teacher(2012-13):	FOURTH GRADE					
Mathematics:	2005-06SY	2006-07SY	2007-08SY	2008-09SY	2009-10SY	2010-11SY	2011-12SY	SS Prof.
Performance Level	.	.	.	.	.	.	3	(340-358)
Scale Score	.	.	.	.	.	.	341	(340-358)

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Mathematics Proficiency Range for grade 3 is 40-66 points or 49.4%-81.5% correct

	Mean Points	% Correct
Mathematics (47 MC, 7 SA & 5 OE; Total 81 pts)	41	50.6 %
Number and Operations (13 MC, 2 SA & 1 OE; 21 pts)	11	52.4 %
1. Number Sense (5 MC& 1 SA; 7 pts)	4	57 %
1. Place-Value Structure of Base-Ten System (4 pts)		
Reading, Modeling, Writing, and Interpreting Whole Numbers up to 10,000 (3 pts)		
Comparing and Ordering Numbers up to 1,000 (1 pt)		
4. Factors and Multiples (1 pt)		
6. Fractions as Parts of Unit Wholes, Collection or Set, and as a Location (1 pt)		
7. Use Common Fractions for Measuring and Money (1 pt)		
2. Meaning of Operations and Relation to One Another (5 MC, 1 SA & 1 OE; 11 pts)	6	55 %
1. Multiplication and Division of Whole Numbers (7 pts)		
2. Sum and Differences of Two Whole Numbers between 0 and 10,000 (1 pt)		
3. Solve Simple Multiplication & Division Problems (2 pts)		
5. Multiply & Divide Whole Numbers (1 pt)		
3. Compute Fluently and Make Reasonable Estimates (3 MC; 3 pts)	1	33 %
2. Multiplication Strategies in Pairs up to 10X10 (1 pt)		
4. Reasonable Estimation Strategies (2 pts)		
Algebra (10 MC, 2 SA & 1 OE; 18 pts)	10	55.6 %
1. Patterns, Relations, and Functions (4 MC & 2 SA; 8 pts)	5	63 %
1. Expressions, Equations, or Inequalities (3 pts); 5. Commutative Property (1 pt)		
6. Numeric and Geometric Patterns (3 pts);		
7. Functional Relationships (1 pt)		
Solve Problems Involving Functional Relationship between 2 Quantities		
2. Algebraic Symbols (3 MC; 3 pts)	2	67 %
3. Quantitative Relationships (2 MC & 1 OE; 6 pts)	2	33 %
2. Proportional Relationships Including Unit Pricing (5 pts)		
3. Describe Relationships of Quantities (1 pt)		
4. Analyze Changes (1 MC; 1 pts)	1	100 %
1. Relate Change in One Variable Relates to Change in a Second Variable		

Mathematics Proficiency Range for grade 3 is 40-66 points or 49.4%-81.5% correct

Mean Points % Correct

	Mean Points	% Correct
Geometry (11 MC, 1 SA & 1 OE; 17 pts)	7	41.2 %
1. Mathematic Arguments about Geometric Relationships (4 MC & 1 SA; 6 pts)	3	50 %
1. Attributes of Plane & Solid Geometric Figures (6 pts)		
Lines of Symmetry in Two-Dimensional Shapes (3 pts); Identify Right Angles (2 pts)		
Identify, Describe & Classify Common 3-D Geometric Objects (1 pt)		
2. <u>Coordinate Geometry (1 MC; 1 pt)</u>	0	0 %
1. Location and Movement Using Common Language and Geometric Vocabulary (1 pt)		
3. Apply Transformations and Apply Symmetry (1 MC; 1 pts)	1	100 %
1. Sliding, Flipping, and Turning (1 pt)		
4. <u>Use Visualization, Spatial Reasoning, and Geometric Modeling (5 MC &amp; 1 OE; 9 pts)</u>	3	33 %
1. Visualize & Draw Geometric Objects (1 pt); 3. Recognize Geometric Shapes & Structures (1 pt)		
4. Geometric Models to Solve Problems (4 pts); 5. 3-D Objects from 2-D Representations (2 pts)		
7. Explore Geometric Ideas and Relationships (1 pt)		
Measurement (7 MC, 1 SA & 1 OE; 13 pts)	7	53.8 %
1. Measurable Attributes and Units, Systems, and Process of Measurement (4 MC; 4 pts)	3	75 %
2. Choose Appropriate Units and Tools (1 pt); 3. Identify Time to Nearest Minute (1 pt)		
4. Identify and Use Time Intervals (1 pt)		
5. Identify Properties and Select Appropriate Type of Unit (1 pt)		
2. Appropriate Techniques, Tools, and Formulas in Measurement (3 MC, 1 SA & 1 OE; 9 pts)	4	44 %
1. Find Area of Rectangles (5 pts); 2. Estimate Measurements (2 pts)		
3. Use Appropriate Standard Units and Tools to Estimate, Measure, and Solve (2 pts)		
Data Analysis and Probability (6 MC, 1 SA & 1 OE; 12 pts)	6	50 %
1. Formulate Questions and Display Relevant Data to Answer Them (2 MC; 2 pts)	1	50 %
2. Represent Data Using Tables and Graphs (1 pt)		
3. Experiments (1 pt)--Identify Certain, Likely, Unlikely, or Impossible Events		
2. Use Statistical Methods to Analyze Data (1 MC; 1 pts)--1. sampling techniques	1	100 %
3. Develop and Evaluate Inferences and Predictions Based on Data (1 MC & 1 OE; 5 pts)	2	40 %
1. Analyze Data Displayed in a Variety of Formats (5 pts)		
4. Basic Concepts of Probability (2 MC & 1 SA; 4 pts)	2	50 %

# Use 3<sup>rd</sup> Grade Information to build 4<sup>th</sup> Grade Concept

## Geometry Strand for 4<sup>th</sup> Grade

Geometry (10 MC, 2 SA & 1 OE; 18 pts)

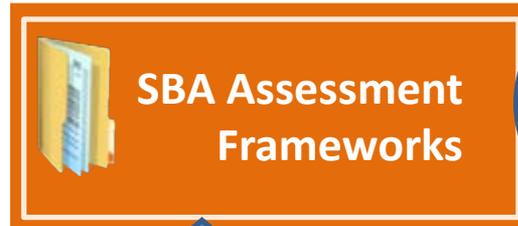
1. Mathematic Arguments about Geometric Relationships (2 MC & 1 SA; 4 pts)
  1. Attributes of 2-D and 3-D Shapes; Develop Arguments (1 pt)  
Identify and Compare Congruent and Similar Figures
  2. Classify 2-D and 3-D Shapes and Develop Definition of Classes (3 pts)
2. Coordinate Geometry (3 MC & 1 SA; 5 pts)
  1. Location and Movement (2 pts)
  3. Measure Distance (3 pts)
3. Transformations and Symmetry (2 MC; 2 pts)
  1. Rotational Designs (1 pt)
  2. Two Congruent Shapes (1 pt)
4. Visualization, Spatial Reasoning, and Geometric Modeling (3 MC & 1 OE; 7 pts)
  1. Develop and Use Mental Images of Geometric Shapes (1 pt)
  2. Number Relationships (1 pt)
  3. Perimeter and Area (5 pts)

# Discipline and Truancy may Effect Student Achievement

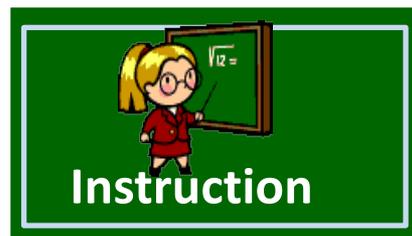
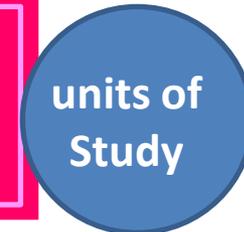
Disp_	Truancy			MathRaw_Prof	MathTotal		MathPct_	Math_PctProf	Math_PctProf	MathSS_Prof								
Count	_days	SPED	ELL	Range3	_Grade3	MathRaw	Correct	_Grade3	_Grade4	Range3	MathSS	MathPFL	Num_O	Alg	Geom	Meas	Stat	Q1
				40-66	81	58	71.6	49.4%-81.5%	53.1%-76.5%	340-358	352	3	66.7	72.2	76.5	76.9	66.7	.
				40-66	81	29	35.8	49.4%-81.5%	53.1%-76.5%	340-358	332	2	33.3	50.0	17.6	38.5	41.7	0
				40-66	81	29	35.8	49.4%-81.5%	53.1%-76.5%	340-358	332	2	19.0	61.1	47.1	15.4	33.3	0
		Y		40-66	81	30	37.0	49.4%-81.5%	53.1%-76.5%	340-358	333	2	42.9	33.3	29.4	23.1	58.3	0
				40-66	81	30	37.0	49.4%-81.5%	53.1%-76.5%	340-358	333	2	28.6	44.4	29.4	46.2	41.7	0
	10.5			40-66	81	31	38.3	49.4%-81.5%	53.1%-76.5%	340-358	334	2	38.1	44.4	23.5	38.5	50.0	0
				40-66	81	33	40.7	49.4%-81.5%	53.1%-76.5%	340-358	335	2	42.9	44.4	52.9	23.1	33.3	0
1				40-66	81	36	44.4	49.4%-81.5%	53.1%-76.5%	340-358	337	2	33.3	50.0	41.2	53.8	50.0	0
				40-66	81	37	45.7	49.4%-81.5%	53.1%-76.5%	340-358	338	2	57.1	27.8	58.8	30.8	50.0	0
				40-66	81	39	48.1	49.4%-81.5%	53.1%-76.5%	340-358	339	2	42.9	44.4	41.2	69.2	50.0	0
			Y	40-66	81	46	56.8	49.4%-81.5%	53.1%-76.5%	340-358	344	3	47.6	72.2	58.8	38.5	66.7	0
	22.5			40-66	81	49	60.5	49.4%-81.5%	53.1%-76.5%	340-358	346	3	71.4	61.1	64.7	46.2	50.0	0
				40-66	81	50	61.7	49.4%-81.5%	53.1%-76.5%	340-358	347	3	66.7	50.0	52.9	76.9	66.7	0
				40-66	81	56	69.1	49.4%-81.5%	53.1%-76.5%	340-358	351	3	66.7	83.3	70.6	69.2	50.0	0
				40-66	81	65	80.2	49.4%-81.5%	53.1%-76.5%	340-358	358	3	76.2	88.9	64.7	76.9	100.0	0
	14			40-66	81	20	24.7	49.4%-81.5%	53.1%-76.5%	340-358	323	1	28.6	22.2	17.6	23.1	33.3	1
3				40-66	81	22	27.2	49.4%-81.5%	53.1%-76.5%	340-358	325	1	14.3	38.9	23.5	30.8	33.3	1
	10.5			40-66	81	22	27.2	49.4%-81.5%	53.1%-76.5%	340-358	325	1	14.3	33.3	35.3	30.8	25.0	1
1			Y	40-66	81	27	33.3	49.4%-81.5%	53.1%-76.5%	340-358	330	2	38.1	27.8	41.2	30.8	25.0	1

# Process of Improvement Student learning

1<sup>st</sup> week of Aug.



2<sup>nd</sup> week of Aug.



Ongoing Process

Ongoing Process



# Use of SCA to Monitor Each Student's Mastery Learning of Essential Skills

Student Name

Everyone Love Amelia														
Q29	Q30	Q31	Q32	Q33	4.SI.B1.A1	4.SI.B1.A2	4.SI.B1.C1a	4.SI.B1.D1	4.SI.B1.D2	4.SI.B1.D5	Points Earned	Percent	Overall PFL	
1	0	0	0	0	0	1	1	2	2	0	21	60.0	1	
0	0	0	1	1	1	0	2	2	2	2	23	65.7	1	
1	1	1	0	0	1	2	1	2	2	0	24	68.6	1	
1	1	0	0	0	1	0	1	1	0	0	16	45.7	0	
1	0	0	0	1	2	1	0	2	2	2	34	97.1	2	
0	1	1	1	1	2	1	2	2	2	1	25	71.4	1	
0	0	0	1	1	1	0	2	2	1	0	18	51.4	1	
1	0	1	1	0	1	1	1	1	2	1	22	62.9	1	
0	0	1	1	1	1	1	2	2	2	1	24	68.6	1	
1	0	1	1	1	1	2	1	2	2	2	28	80.0	2	
1	1	0	0	0	0	0	1	1	1	0	12	34.3	0	
1	0	0	0	0	0	1	1	2	2	1	20	57.1	1	
1	1	1	1	0	1	2	2	2	1	1	26	74.3	1	
1	0	1	1	1	1	2	2	1	2	1	27	77.1	2	
1	1	0	0	0	0	1	1	2	1	1	19	54.3	1	
1	1	1	1	1	2	2	2	2	1	1	27	77.1	2	
1	1	0	0	1	1	2	1	2	2	2	27	77.1	2	
1	0	0	1	1	0	1	2	2	2	2	24	68.6	1	
Beginning Step (0)					5	4	1	0	1	5			2	
Nearing Proficient (1)					10	8	9	4	5	8			11	
Proficient (2)					3	6	8	14	12	5			5	
Percent Proficient (2)					16.7	33.3	44.4	77.8	66.7	27.8			27.8	

# Rational to have District SCA

- Teach essential standards and cover all of them before SBA Testing
- Provide district common scopes and sequences
- Measuring student learning: what has been taught?
- Students have opportunities to assess or work on similar types of questions to SBA (Retired Questions)
- Use results for intervention and reteach through information gained by the assessment
- Possibly use the SCA results for SBA prediction



**Thank You for Your Attention**

# How will Q1 be used in A-F School Grading?

- **Elementary & Middle School Levels (Student Growth)**
  - Growth of Highest Performing Students (Q3)
  - Growth of Lowest Performing Students (Q1)
- **High School Level (School Growth)**
  - School Growth of Highest Performing Students (Q3)
  - School Growth of Lowest Performing Students (Q1)

# School Growth Target (SGT) or AMO for Subgroup

- SGTs are used to monitor subgroup performance, determine interventions and determine intervention strategies
- SGTs are based on percent proficient and growth to proficient within 3 years in elementary/middle schools and 1 year in high schools

SGTs for *all* subgroups: % proficient and percent on track to proficient in 3 years.

	CY	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Math	40	45.0	50.0	55.0	60.0	60.0	65.0	70.5	75.0	80.0	85.0
ELA	48	52.3	56.7	61.0	65.3	65.3	69.7	74.0	78.3	82.7	87.0

Growth expectations for Q1: Approximately equal to a student moving from Beginning Step to Proficient in three years (scale score per year).

	CY	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
Math	1.3	1.6	1.9	2.2	2.5	2.5	2.8	3.1	3.4	3.7	4.0
ELA	1.7	2.0	2.2	2.5	2.7	2.7	3.0	3.2	3.5	3.7	4.0

# Understanding Concept

- **Q1 for Mathematics and Reading is calculated separately.**
- **Use All Scale Scores including SBA English, SBA Spanish and NMAPA then convert Scale Scores into New System (ranges of 0-80 and proficient of 40).**
- **Include previous 2 years of A-F Grading Year. For current 2012-13 A-F Grading Year, so each year included is 2010-11, 2011-12, 2012-13.**
- **For each school in each year, identify the scale score at or below 25<sup>th</sup> percentile called Q1 (code READ\_Q1=1).**
- **Select the earliest (in terms of years) Q1 value (separately for math and reading) for each student.**
- **Select the current A-F Grading year (2012-13) for school ID for each student.**

# Process to Identify Q1 Students

For each year, rank all Scale Scores (use only last 2 numbers) within school separated by Reading & Math

~~356~~

~~451~~

~~350~~

~~343~~

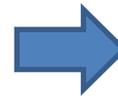
~~440~~

~~338~~

~~327~~

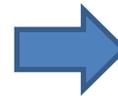
~~321~~

Top 75% of  
Students



Highest Performing  
Students (Q3)

Bottom 25%  
of Students



Lowest Performing  
Students (Q1)

# Sample Students-Elementary School

Student	2009-10	2010-11	2011-12	2011-12 A-F Yrs
A	Q1	Q1	Q1	Q1
B	Q1	Q3	Q3	Q1
C	Q1	Q1	Q3	Q1
D	Q3	Q3	Q1	Q3
E		Q1	Q1	Q1
F	Q1		Q3	Q1
G		Q3	Q1	Q3
H	Q3		Q1	Q3
I			Q1	Q1
J			Q3	Q3
K	Q3	Q1	Q1	Q3
L	Q1	Q3		N/A

# Notes

- If Q1 is calculated in the beginning of year (e.g. 2012-13), then this calculation will exclude 3<sup>rd</sup> graders who must then still be added before calculating grades (since 3<sup>rd</sup> graders first test occasion is in year *A-F school grading year* --e.g. 2012-13).
- **If Q1 is calculated in the beginning of year (e.g. 2012-13), then students will be linked to the school in which they were assessed in 2011-12, which may or may not be the school of record for 2012-13. Students must be matched with current 2012-13 enrollment files (but a student's Q1 status remains the same.**