

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: February 09, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendment, Taos Integrated School of the Arts
- III. Executive Summary and Proposed Motions:

Request and Rationale

**Amendment 1:**

Taos Integrated School of the Arts requests to amend Section 8.01(a)(i) of the school's contract, Operational Structure.

The school's current contract states:

*Length of school day: 4-Day Week; K=7hr; 1-5=7.5; 6/8=7.75*

*Length of school year: 46 days, over 1080 for all grades*

The school would like to change the contract language to the following:

*School will follow a four day school week and comply with hours as required by statute.*

*Currently, Section 22-2-8.1*

The school states the following rationale for its request:

*The current amendment in the charter application is confusing and leads to different interpretations as recently observed during a PED review regarding hours.*

*As it reads the hours and the statement over 1080 for all grades are contradictory. Hours for each grade would be as follows per current contract. Kindergarten as 7 hours for 146 days would be 1022 hours. First through Seventh at 7.5 hours for 146 days would be 1095 hours. Sixth through Eighth at 7.75 hours for 146 days would be 1131.5 hours.*

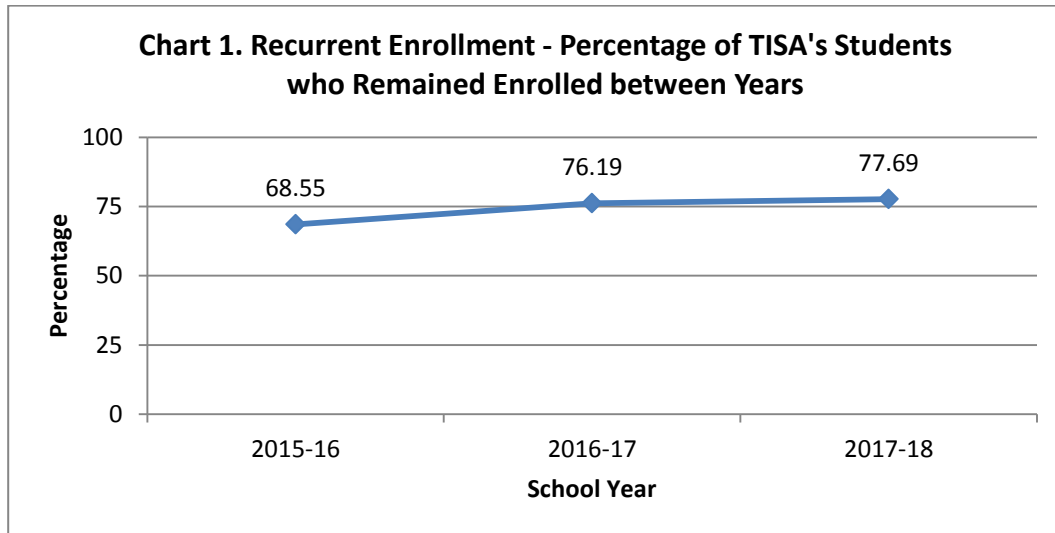
School History and Recurrent Enrollment

Taos Integrated School of the Arts (TISA) was approved by the PEC in 2009. The school began serving students during the 2010-11 school year. TISA began serving grades K-5 during the first year and has added one year per grade to reach K-8. The school was granted a 5-year renewal at the December 10, 2014 PEC meeting. The school is authorized to serve grades K-8 and has an enrollment cap of 180, per its contract.

According to the school's contract, the goal of the school has been to provide K-8 students the opportunity to reach their maximum potential through a standards-based (common core), multicultural, thematic, and arts-integrated curriculum.

TISA submitted an amendment change request seeking to move into the schools newly constructed (permanent) location at 118 Toalne, Taos, NM 87571 starting SY 2017-2018. The PEC voted and approved this amendment request on September 1, 2017.

According to the SY 2018 40<sup>th</sup> Day STARS report, the school had 157 student enrolled in October 2017. TISA's data demonstrates that 68.55% of the students who completed the year in 2014-2015 returned to TISA in the 2015-2016 school year. TISA's data demonstrates that 76.19% of the students who completed the 2015-2016 year returned in the 2016-2017 school year. TISA's data demonstrates that 77.69% of the students who completed the year in 2016-2017 returned to TISA in the 2017-2018 school year. Though the school's recurrent enrollment rate increased by just over 9% during the last three years, the school does not meet the PEC's recurrent re-enrollment target of 85%. See Chart 1, below.

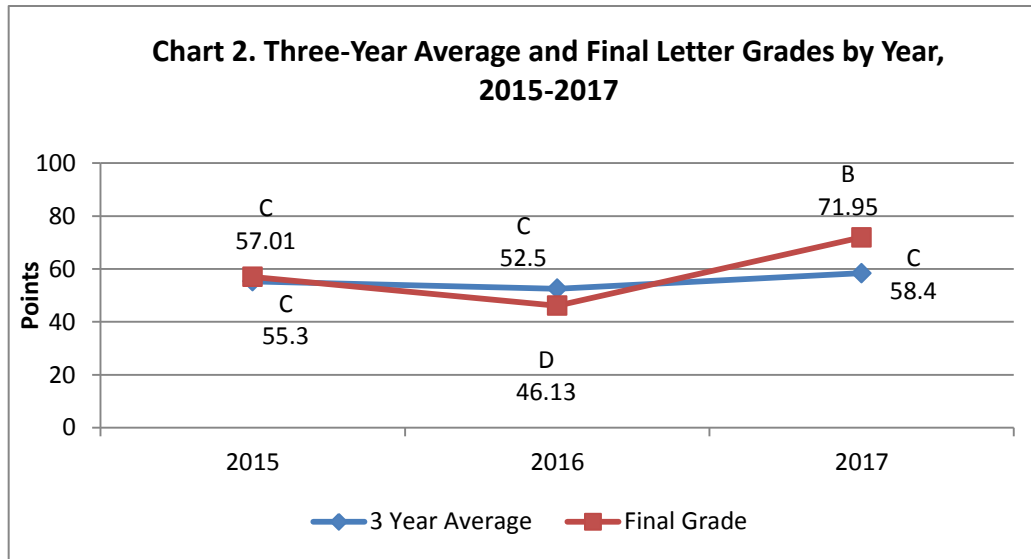


### School Performance

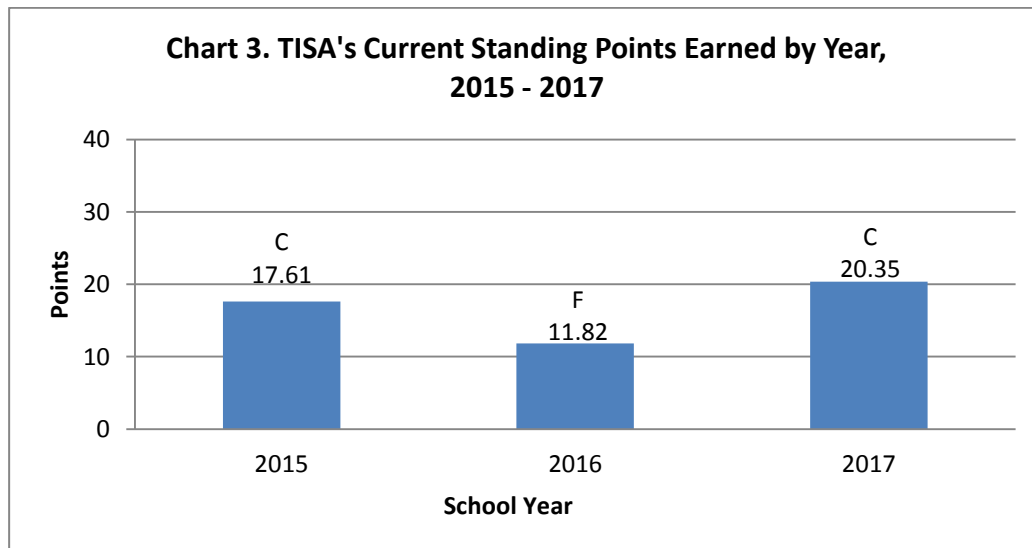
While the school earned an overall B grade in 2017, a review of some indicators of academic performance reveals stagnant growth and serious academic performance gaps among various student subgroups. Given that the amendment request relates to instructional hours, it is important to carefully consider the potential impact of lowering the total amount of instructional time provided may have on student achievement. However, this section provides an overview of school performance and provides analysis of various indicators on the school grade reporting.

Chart 2, below, illustrates TISA's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade has not been consistent over the last three years (red line) while the three-year average grade (blue line) has remained in the C range. TISA has received the following school grades over the last three school years:

- In 2014-2015, the school earned a C grade (57.01 points).
- In 2015-2016, the school earned a D grade (46.13 points).
- In 2016-2017, the school earned a B grade (71.95 points).



**Current Standing.** This indicator accounts for the greatest portion of a school’s overall grade with up to 40 possible of the total 100 points. This indicator is broken into four components: 10 points for reading proficiency; 10 points for growth in reading proficiency; 10 points for math proficiency; and 10 points for growth in math proficiency. Chart 3, below, illustrates the total points TISA earned in the last three years in current standing. TISA has had inconsistent growth on this indicator—achieving below or about half of the points in the indicator over the last three years.



**Math and reading proficiency.** Overall, reading and math proficiency has been flat over the last three years. In 2017, the state average for reading proficiency was 28.6% and 19.7% for math proficiency. While TISA outperformed the statewide average in 2017, the school’s reading and math proficiency remains low and has not changed much over time. In 2017, TISA earned 4.43 and 2.53 in reading and math growth points, respectively, for a total of just 6.96 out of the 20 possible points in current standing growth. In other words, very little progress has been made—**65% of TISA students are performing below grade level in reading and 80% of TISA’s students are below grade level on math.** This level of persistent under-performance is concerning. See Chart 4, below.

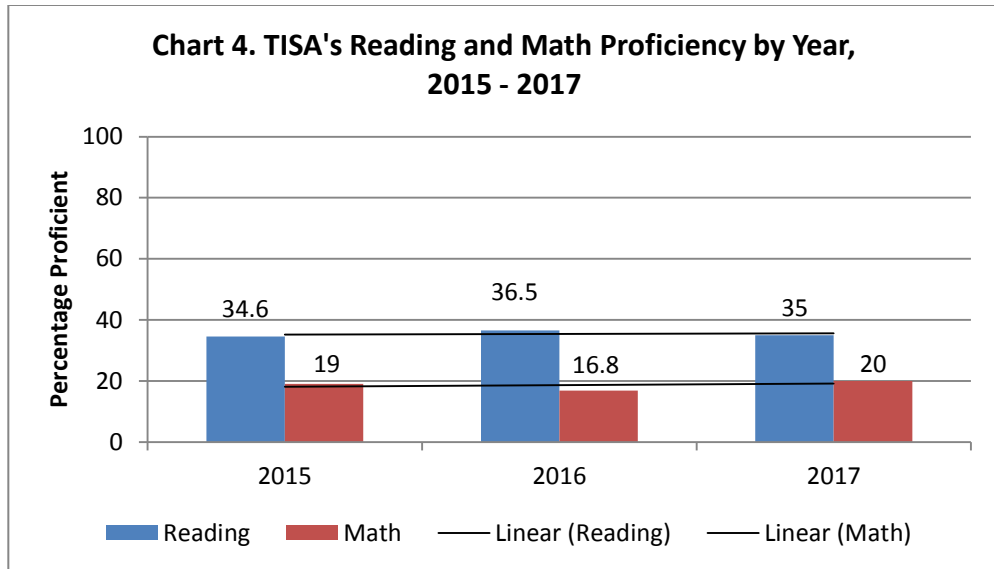
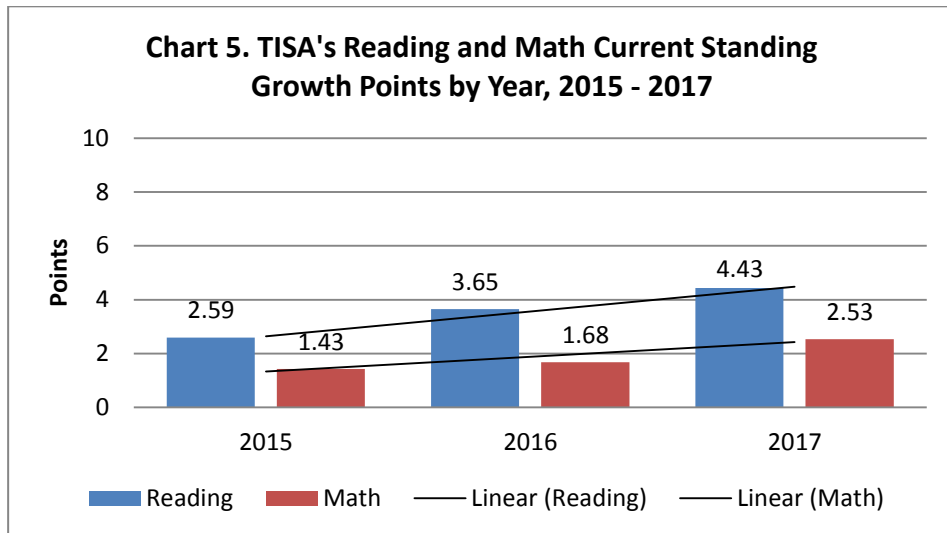


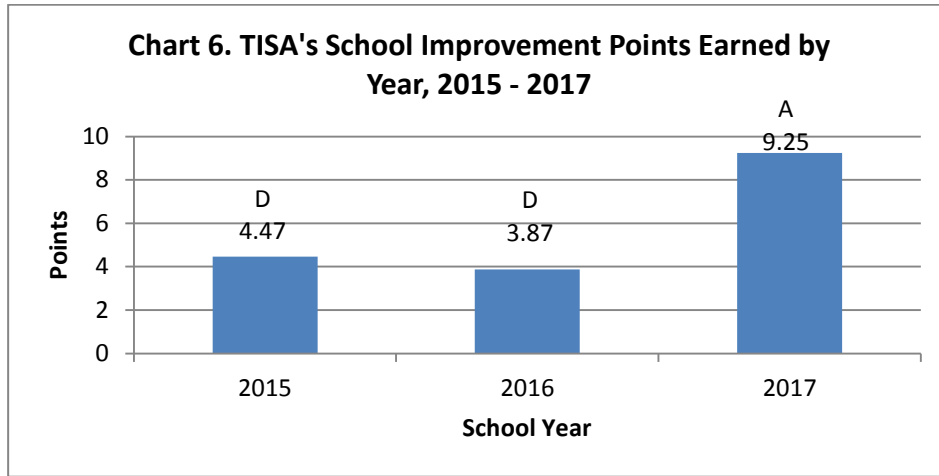
Chart 5, below, illustrates the math and reading growth points earned within the current standing indicator.



While TISA demonstrates an upward trend in reading growth points, fewer math growth points were earned in the same period of time, and there has been flatter growth—only about one point over three years. If the school does not increase both its growth and proficiency in reading and math, the school may not sustain current results or instead see declining overall school grades.<sup>1</sup>

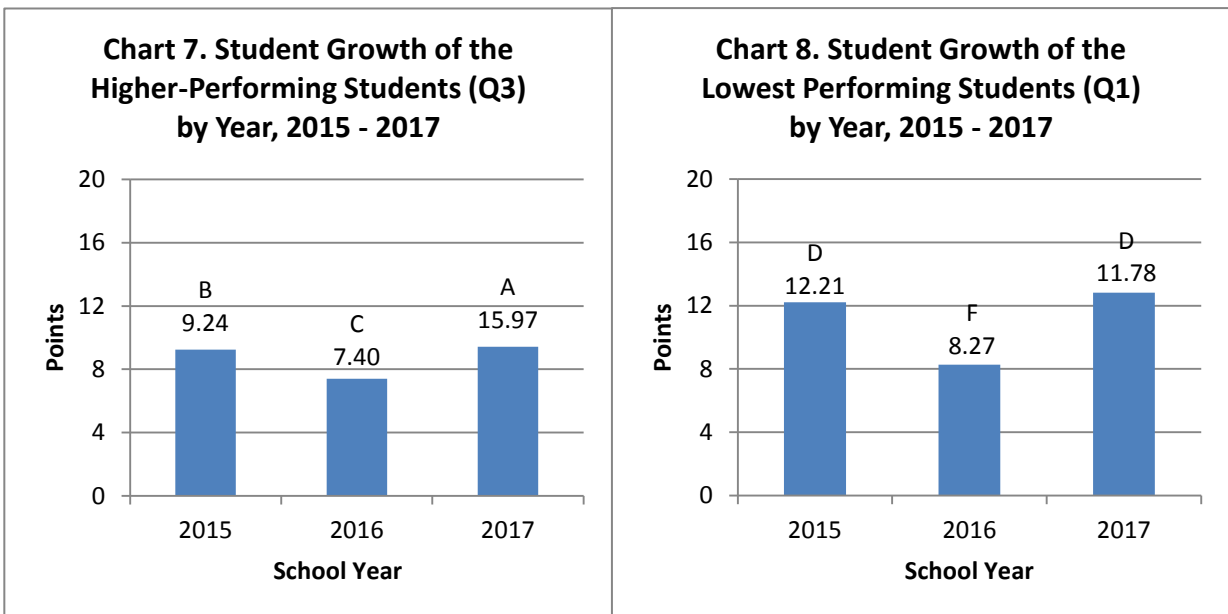
<sup>1</sup>Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state’s approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for one more school year, after which they will no longer be a component of school grades.

**School Improvement.** Chart 6, below, illustrates a noticeable increase in school growth in 2017. TISA should determine the contributing factors that led to the growth to determine how it can be sustained over time.



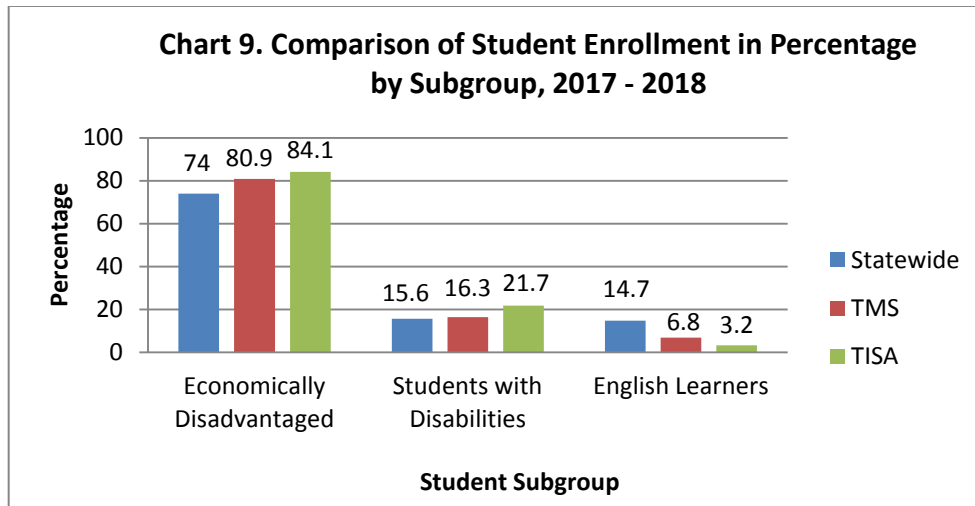
**Higher-performing and lowest-performing students.** In the state’s school grade reporting, growth is also reported among the school’s higher-performing and its lowest-performing students. Over the last three years, the school’s higher-performing students have outperformed the state average of 7.2 out of the possible 20 points on this indicator (Chart 7 below).

While TISA has also demonstrated improvement with growth in its lowest-performing students, the school still trails the state average (15.3 points) by over 3 points on this indicator. See Chart 8, below.

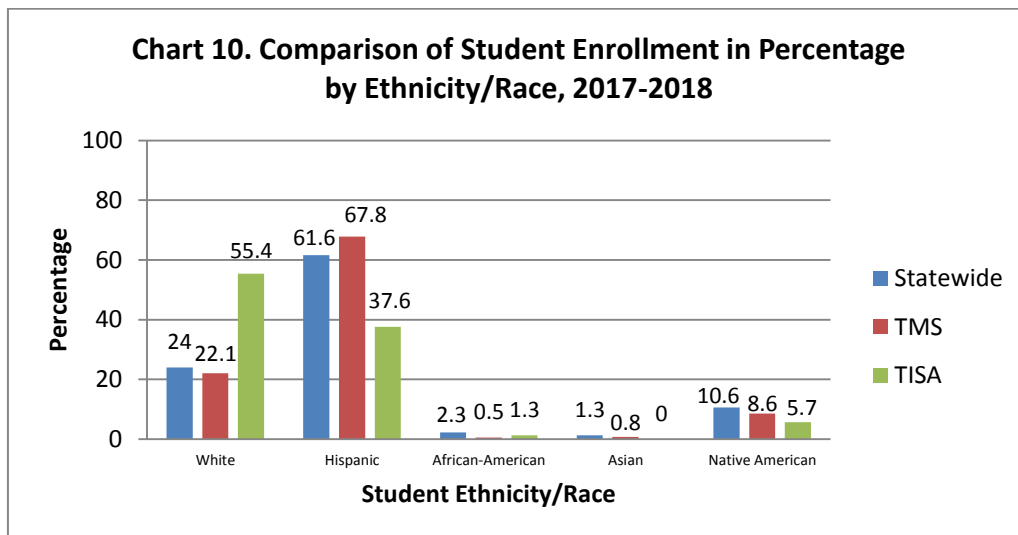


Student Enrollment and Academic Performance by Subgroup

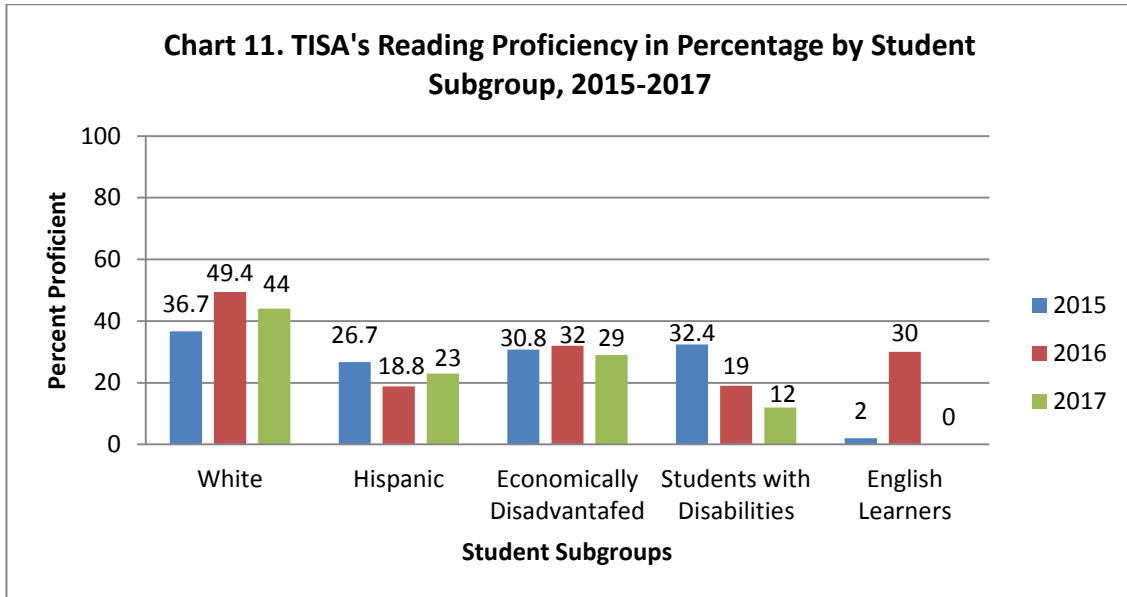
**Enrollment.** While the previous section examined overall school performance, the following section notes differences in the school’s student subgroup demographics and academic performance. Student demographic data is compared to the state and its local school district, Taos Municipal Schools (TMS), below. The school serves a slightly higher percentage of economically disadvantaged students (84.1%) when compared to TMS (80.9%). TISA serves a very low percentage of English Learners (ELs)—just 3.2%—even when compared to TMS (6.8%). Compared to TMS (16.3%), TISA serves a higher percentage of students with disabilities (21.7%). Chart 9, below, illustrates that TISA serves a higher percentage of students with disabilities and half the percentage of ELs when compared to TMS.



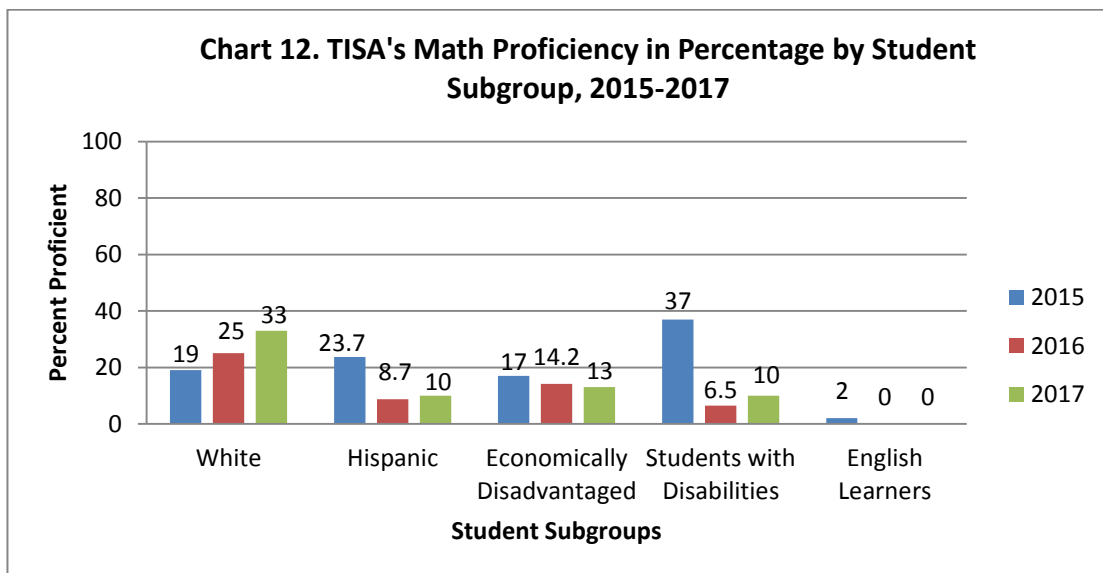
The data also demonstrates that TISA serves much higher White population (55.4%) when compared to TMS (22.1%)—over half the school’s population is White and more than double TMS’ percentage. The school serves much lower percentage of Hispanic students (37.6%) relative to TMS which is 61.6%. The school also serves a lower percentage of Native American students. See Chart 10, below.



**Academic performance.** As the data is further disaggregated by subgroup, serious achievement gaps across student subgroups are revealed. The difference in reading proficiency for White and Hispanic students is significant—a 21% gap in 2017. Further, the data over the last two years illustrates data discrepancies for English learners (ELs). The school should review and address the discrepancies in reading proficiency for its student subgroups. Additionally, no ELs are reported for reading proficiency, however the school serves a small EL population. See Chart 11, below.



The data also reveals large discrepancies in math proficiency between the school's student subgroup, which is concerning. At TISA, the math proficiency of White students more than triples (33%) that of Hispanic students (10%). Further, the data over the last two years illustrates that no ELs are proficient in math. The school should address the discrepancies in math proficiency for its student subgroups. See Chart 12, below.



Comparing student enrollment and the academic proficiency data for ELs, it is not only concerning that few ELs are part of the school's population but that the few that are enrolled are not performing well. The school should improve its procedures for identifying EL students and ensure that once identified, EL students are receiving adequate instruction and support to address their language learning needs. As evidenced above, the school's data demonstrates significant achievement gaps between its subgroups and the school should address these large discrepancies.

#### Organizational Performance Evaluation

**2016-2017 Performance Framework – Summary of Final Evaluation.** To be rated as meeting the standard on the its performance framework, a school must be found in compliance with all applicable statues, regulation, and agency policy related to the indicator and demonstrate such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site during the exit meeting and then in WebEPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The final evaluation of TISA 2016-2017 performance framework demonstrates the following final ratings: 7 indicators rated as *Meets Standard*; 6 indicators rated as *Working to Meet Standard*; 13 indicators rated as *Falls Far Below Standard*; and two indicators were rated as *Not Applicable*.

Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework:

- **Mission-specific indicators not met:** The school either did not submit adequate evidence and supporting documentation to verify that its mission-specific indicators for math and/or reading or the data provided indicated that it did not meet its established mission-specific goals.
- **Not submitting required signed financial questionnaire (7 indicators in the Financial Performance Framework):** The school did not provide evidence of the signed year-end financial questionnaire, as required per the school's Performance Framework.
- **Not protecting the rights of English Learners:** The school did not provide evidence and documentation to verify implementation of proper identification, screening and assessment program for EL learners. The school did not provide evidence of classroom instruction of identified English learners, as required by statute.
- **Not meeting business management reporting and compliance requirements:** The school did not provide evidence demonstrating that the school is implementing revised policy to correct the internal control structure (material weakness) audit finding.
- **No head administrator evaluation:** The school did not provide evidence that it holds the school's leader accountable.
- **Not completing required personnel background checks:** The school did not provide evidence and documentation to demonstrate that it had addressed the compliance concern of failing to conduct background checks for all employees.



### Additional Analysis on the Amendment Request

The school's rationale for requesting to amend its material terms is essentially that it is streamlining the language in the contract. While the proposed change does correct errors, the changes also reduce the required instructional hours to the statutory minimum. The changes may potentially prevent the school from violating its material terms with respect to instructional time, however, the school should also consider the potential impact on student performance as a result of the change.

**Instructional time and student achievement.** Educational research on instructional time and student achievement is complex with several factors that must be considered. While there is research to support the view that instructional time matters (Cooper, Nye, Charlton, Lindsay, and Greathouse, 1996; Fryer and Dobbie, 2009; Hoxby et al., 2009; Lavy, 2010), there is also evidence that it may not (Abt, 2010; Baker, Fabrega, Galindo, and Mishook, 2004; Fryer and Leavitt, 2009). According to Baker et al. (2004), changes to instructional hours do not generally impact student achievement, unless such changes are extreme (e.g. very low or very high amounts of time). Rather, the study findings indicate that the quality of the curriculum and instruction appear to have a much greater impact on student achievement than instructional hours alone.

### Recommendation

While the school earned an overall grade of B in 2017, the school's performance over the years reveals stagnant growth, low academic performance, and persistent achievement gaps among student subgroups. The CSD is concerned about the potential negative impact that less instructional time may have on student performance, especially for underperforming subgroups. The school should take action<sup>2</sup> to remedy the gaps in subgroup performance as well as address the large discrepancies in its student body compared to the local district. **Generally, the CSD does not recommend decreasing instructional hours, and thus the CSD does not make an explicit recommendation on this amendment request.**

### Proposed Motion on the Amendment Request

- Move to deny the amendment request presented by Taos Integrated School of the Arts School to change its material terms with respect to its operational structure by reducing the instructional hours to the statutorily required minimum because [PEC to provide reason(s) that the request should be denied].
- Move to approve the amendment request presented by Taos Integrated School of the Arts School to change its material terms with respect to its operational structure by reducing the instructional hours to the statutorily required minimum because [PEC to provide reason(s) that the request should be approved].

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<sup>2</sup> In the fall of 2017, TISA had voluntarily began the process of continuous school improvement through the use of 90-day planning via the PED's NM DASH system and should continue to work towards developing a rigorous and customized plan that can address the specific needs of the school. The PED's Priority Schools Bureau has offered its assistance with plan feedback. The CSD has offered an additional site visit focused on NM DASH plan implementation.

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: \_\_\_\_\_ Taos Integrated School of the Arts \_\_\_\_\_

Date submitted: 1/8/2018 Contact Name: \_\_\_\_\_ Richard Greywolf \_\_\_\_\_ E-mail [rgreywolf@tisataos.org](mailto:rgreywolf@tisataos.org) \_\_\_\_\_

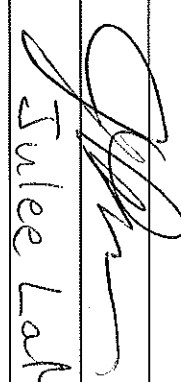
Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section (a) Material Terms of Charter (i) Operational Structural	Length of school day 4-Day Week K=7hr. 1-5=7.5 6/8=7.75 Length of school year 146 days, over 1080 for all grades	School will follow a four day school week and comply with hours as required by statute. Currently, Section 22-2-8.1	<i>The current amendment in the charter application is confusing and leads to different interpretations as recently observed during a PED review regarding hours.</i>  <i>As it reads the hours and the statement over 1080 for all grades are contradictory. Hours for each grade would be as follows per current contract.</i> Kindergarten as 7 hours for 146 days would be 1022 hours First through Seventh at 7.5 hours for 146 days would be 1095 hours Sixth through eighth at 7.75 hours for 146 days would be 1131.5 hours.	12/19/2017

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

		<p><i>The new statement will be in compliance with law and follow recommended minimum hour requirements as outlined by statute.</i></p>	
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Original Signature of Governing Council President or Designee: \_\_\_\_\_



Date: 1/21/18

Printed Name of Governing Council President or Designee: \_\_\_\_\_

Julie LaMure

**Public Education Commission use only**

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVED       DENIED

**TAOS INTEGRATED SCHOOL OF THE ARTS GOVERNING COUNCIL**

Tuesday, December 19, 2017 6:00 p.m.

118 Toalne Drive, Taos, New Mexico

*Where decisions for children are made with heart and mind!*

**MINUTES**

MEMBERS	PRESENT	ABSENT
Jill Cline, President	X	
Julee LaMure, Vice President	X	
Sienna Sanderson, Member	X	
Ernest Ortega, Member	X	
Karen Paul, Member		X

Staff Present: Richard Greywolf, Director  
Linda Seto, Teacher

- I. (1) Call to order/establish quorum *Jill Cline calls meeting to order at 6:03 pm.*
- II. (2) Agenda (Action Item) *Julee LaMure moves to approve agenda as presented, Ernie Ortega seconds. Board unanimously votes to accept agenda. No abstentions.*
- III. (3) Review and approve minutes from November 21, 2017 and Special Meeting on December 11, 2017(Action Item) *Julee LaMure moves to accept minutes with revision to Item XIII to read no action taken at this time. Item tabled until the next meeting. Sienna Sanderson seconds with no abstentions. Board unanimously votes to accept minutes. No abstentions.*
- IV. (4) Announcements *Julee LaMure announced congratulations to Judge Ernie Ortega who was recently recognized as one of Taos Unsung Heroes. Jill Cline announced that Common Grounds would be getting a space for their teen program.*
- V. (5) Governing Council statement regarding public comments *No public comments*
- VI. (6) Public Comments- Please sign the Public Attendance Sheet and limit comments to 2 minutes.

- VII. (7) Accept resignation of Karen Paul from Governing Council. (Discussion, Action Item) *Ernest Ortega moves to accept Karen Paul's resignation, Julee LaMure seconds. The resignation passes unanimously with no abstentions.*
- VIII. (8) Accept resignation of Governing Council member Jill Cline. (Discussion, Action Item) *Ernest Ortega moves to accept Jill Cline's resignation at effective midnight on December 19, 2017, Julee seconds. Board unanimously votes to accept resignation. No abstentions.*
- IX. (9) Review and vote on the acceptance of Pennie Herrera Wardlow to the Governing Council (Discussion, Action Item) *Julee LaMure Ortega moves to accept Pennie Herrera Wardlow as a new member to the Governing Council effective as of midnight December 19, 2017, Sienna Sanderson seconds. Board unanimously votes to accept appointee. No abstentions.*
- X. (10) Review and vote on the acceptance of Pam Harris to the Governing Council (Discussion, Action Item) *Julee LaMure Ortega moves to accept Pam Harris as a new member to the Governing Council effective as of midnight December 19, 2017 Ernie Ortega seconds. Board unanimously votes to accept appointee. No abstentions.*
- XI. (11) Vote in new officers: President, Vice President, Secretary, Treasurer *Governing Council elects new officers. Julee LaMure President, Sienna Sanderson Vice President, Penny Herrera Wardlow Secretary, Pam Harris Treasurer. Ernest Ortega moves to accept the new officers effective as of midnight December 19, 2017, Julee LaMure seconds, Board unanimously votes to accept appointees. No abstentions.*
- XII. (12) Closed Session – Discuss Director Review (Requires roll call vote to move into closed session; identify non council members to be invited into the closed session)
- Acquisition of real property NMSA 1978, 10-15- 1(H)(8)
- Limited Personnel Matters; NMSA 1978, 10-15-1 (H)7
- Discussion of Individual Student Information; NMSA 1978, 10-15-1(H)(4)
- XIII. (13) Reconvene in Open Session (Requires that President confirms the only matters discussed in closed session were the items on the agenda, and then poll members by name to affirm or object. You never vote in closed session). *Jill Cline called governing council back into open session and confirmed that only matters discussed in closed session were the items on the agenda, and then polled members by name to affirm. No one voted in closed session.*
- XIV. (14) Action on items discussed in closed session.

*Julee LaMure moved to authorize Patti Matthews to update the settlement agreement to include \$8500 security deposit. Sienna Sanderson seconded. Board unanimously votes to accept. No abstentions.*

XV. (15) Financial Report

a. Financial Reports - (Action Item)

b. BARS - (Action Item) *No BARS*

c. Finance Committee Update *Deanna Gomez suggested that the finance committee to have a meeting*

d. Audit Committee Update

e. Report on Lease affordability

XVI. (16) Director's Report

XVII. (17) Amend calendar to reflect the correct amount of days as indicated by PED review. (Action and Discussion) *Ernie Ortega moves to amend the calendar Sienna Sanderson seconds. Board unanimously votes to accept. No abstentions.*

XVIII. (18) Amend hours in contract to reflect the correct hours for K-8, to be proposed to PEC. (Action and Discussion) *Ernie Ortega moves to allow Rich Greywolf, Director to propose to the PEC in the February meeting clarification of the current contract Julee LaMure seconds. Board unanimously votes to accept. No abstentions.*

XIX. (19) Review date of next meeting *Ernie Ortega moves to have the next Governing Council meeting on January 16, 2018 at 6:00 pm and Sienna Sanderson seconds. Board unanimously votes to accept. No abstentions.*

XX. (20) Adjournment *Julee LaMure adjourns the meeting Sienna Sanderson moves to adjourn and Ernest Ortega seconds. Board unanimously votes to accept. No abstentions.*

*If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Rich Greywolf at 575-779-9311 least one (1) week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Rich Greywolf at 575-779-9311 if a summary or other type of accessible format is needed.*

**Taos Integrated School for the Arts Charter**

District: State Charter

Grade Range: KN - 8 Code: 521001

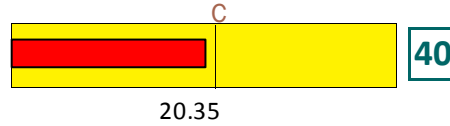
C - State benchmark established in 2012

Possible Points

This School Earned

**Current Standing**

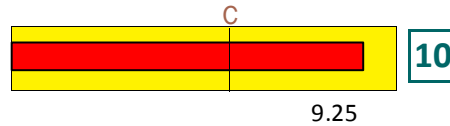
Are students performing on grade level? Did they improve more or less than expected?



**C**

**School Improvement**

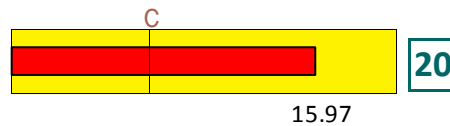
Is the school as a whole making academic progress?



**A**

**Improvement of Higher-Performing Students**

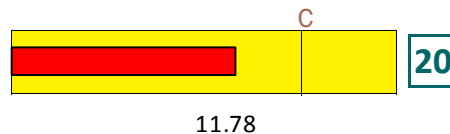
Are higher-performing students improving more or less than expected?



**A**

**Improvement of Lowest-Performing Students**

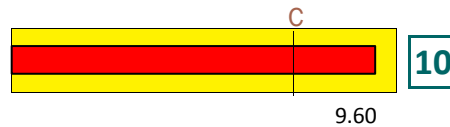
Are the lowest-performing students improving more or less than expected?



**D**

**Opportunity to Learn**

Do students and families believe their school is a good place to attend and learn?



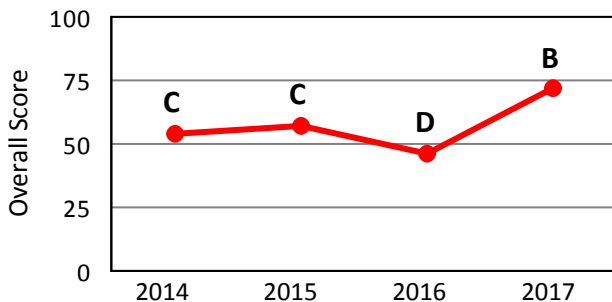
**A**

**Bonus Points**

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

**This School's History**



**Note for Families**

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

## Final Points

### Elementary and Middle Schools

75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

## Tests

School Grading draws on student performance from these state assessments:

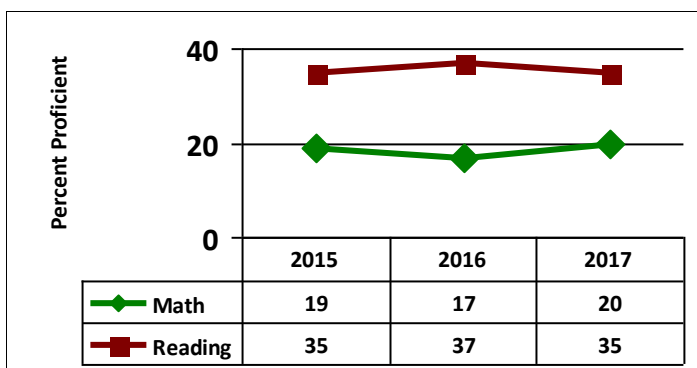
			Grades
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
<b>SBA</b>	Standards Based Assessment - Spanish	Reading	3-11
<b>NMAPA</b>	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
<b>IStation</b>	IStation (beginning 2017)	Early Literacy	KN-2

## Details of Each Grade Indicator

### Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<i>Reading</i>	Proficient (%)	35	40	30	44	-	23	-	38	29	12	-
	Points Proficiency	4.43										
	Points Student Growth	6.90										
<i>Math</i>	Proficient (%)	20	20	20	33	-	≤ 10	-	-	13	≤ 10	-
	Points Proficiency	2.53										
	Points Student Growth	6.49										



### Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.



**School Improvement**

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>
Growth Index	1.86	1.19
Points	4.84	4.41

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

**Student Growth**

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

**Above Zero** This group performed higher than expected.

**Near Zero** This group performed as expected based on their academic history.

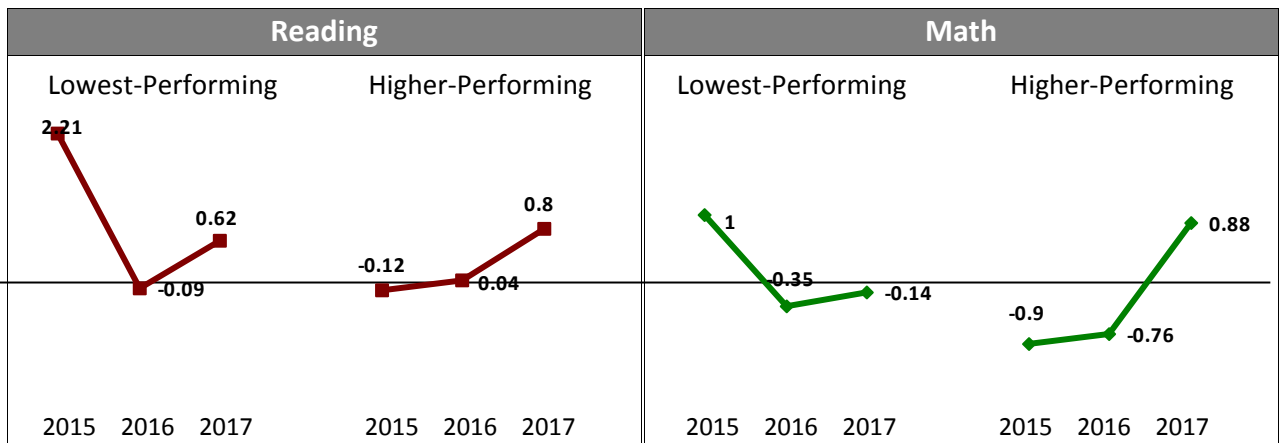
**Below Zero** This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<b>Reading Growth</b>											
Higher-Performing Points	0.80 7.87	0.05	-0.01	0.05	-	-0.08	-	0.12	0.00	-0.39	-
Lowest-Performing Points	0.62 7.33	0.42	0.62	0.64	-	0.51	-	-	0.42	0.53	-
<b>Math Growth</b>											
Higher-Performing Points	0.88 8.10	0.27	-0.02	0.31	-	-0.11	-	-	0.11	0.34	-
Lowest-Performing Points	-0.14 4.45	-0.04	0.22	0.38	-	0.00	-	-	0.06	-0.02	-

**Growth Over Time**

Growth Greater than Expected

Growth Lower than Expected



**Opportunity to Learn**

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	93	93	93	94	92	93	-	90	93	93	91
Points	4.91										

**Surveys**

Score (Average) 42.21  
 Points 4.69  
 Number of Surveys 161

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

**Bonus Points**

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- Student and Parent Engagement
- Truancy Improvement
- Extracurricular Activities
- Using Technology

**Participation**

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

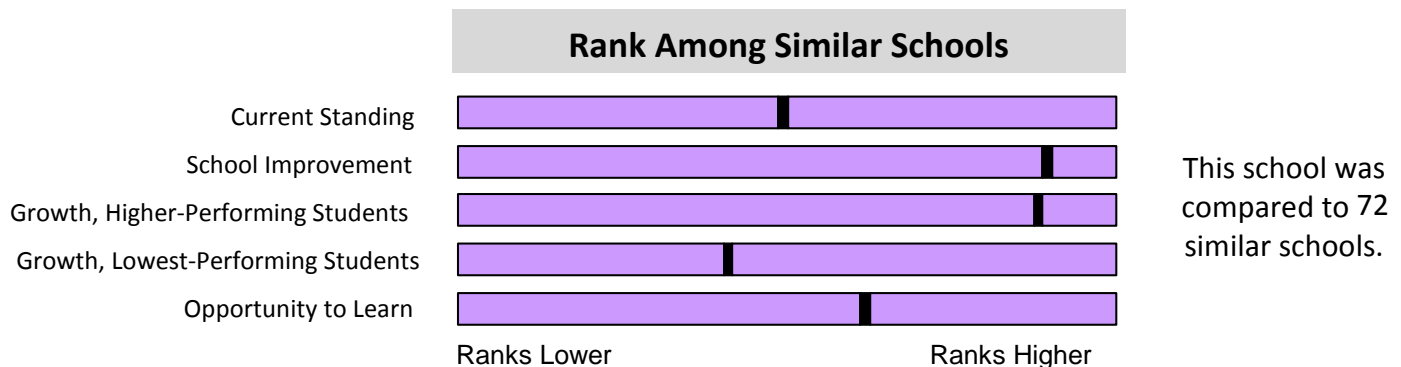
Reading (%) 100  
 Math (%) 100

School exempt from penalty because of size

**Additional Information**

**Similar Schools**

This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

**School History** Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	35	40	30	44	-	23	-	38	29	12	-
	2016 (%)	37	43	29	49	-	19	-	-	32	19	30
	2015 (%)	35	35	34	37	-	27	-	-	31	32	-
<i>Math Proficiency</i>	2017 (%)	20	20	20	33	-	≤10	-	-	13	≤10	-
	2016 (%)	17	18	16	25	-	9	-	-	14	7	-
	2015 (%)	19	14	24	19	-	24	-	-	17	37	-

#### Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.



**Final Grade**  
**D**

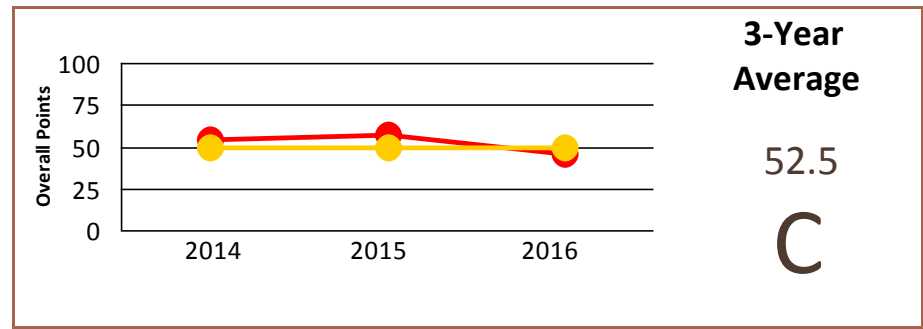
**Taos Integrated School for the Arts Charter**

District: State Charters

Grade Range: KN - 8 Code: 521001

This School ■  
Statewide C Benchmark ■

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		F	11.82	40
<b>School Growth</b> Did the school as a whole improve student performance more or less than expected?		D	3.87	10
<b>Student Growth of Highest Performing Students</b> Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		C	7.40	20
<b>Student Growth of Lowest Performing Students</b> Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		F	8.27	20
<b>Opportunity to Learn</b> Do parents and students believe their school is a good place to learn? Is student attendance high?		A	9.77	10
<b>Bonus Points</b> Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			5.00	5



Final School Grade		Total Points	
75.0 to <	100.0		A
60.0 to <	75.0		B
50.0 to <	60.0		C
37.5 to <	50.0		D
0.0 to <	37.5		F
		<b>46.13</b>	

## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

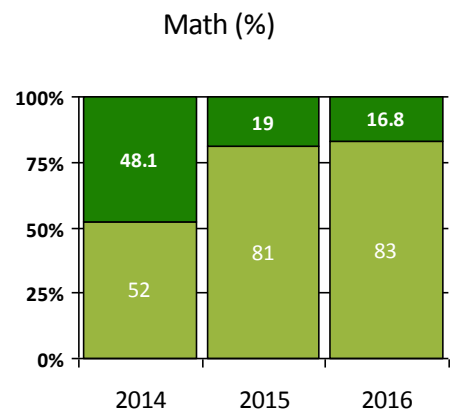
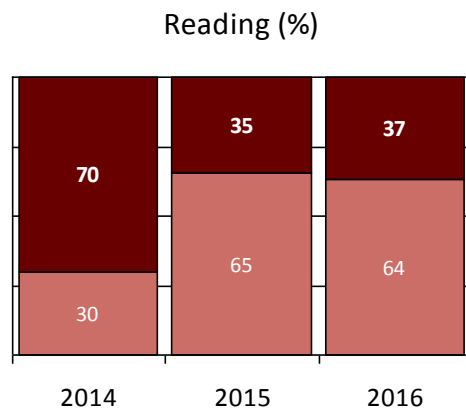
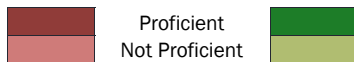
### Current Standing

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	36.5	42.9	29.2	49.4	-	18.8	-	-	32.0	19.0	30.0
Proficient and Advanced (Pts)	3.65										
Value-Added Model (Pts)	4.94										
<b>Math</b>											
Proficient and Advanced (%)	16.8	18.0	15.7	25.0	-	8.7	-	-	14.3	6.5	-
Proficient and Advanced (Pts)	1.68										
Value-Added Model (Pts)	1.54										

### 3-Year Summary

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



**School Growth**

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

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

	<i>Reading</i>	<i>Math</i>
Value-Added Score	0.240	-0.920
Points Earned	2.97	0.90

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

**Student Growth**

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

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

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	0.04	0.31	-0.06	0.33	0.06	-0.06	-	-1.12	0.14	0.35	-0.16
Highest 75% (Pts)	5.18										
Lowest 25% (VAS)	-0.09	-0.01	-0.23	-0.17	-	-0.12	-	-0.12	-0.11	0.02	0.35
Lowest 25% (Pts)	4.62										
<i>Math Growth</i>											
Highest 75% (VAS)	-0.76	-0.29	-0.15	-0.37	-	0.04	-	0.46	-0.21	-0.10	-0.21
Highest 75% (Pts)	2.22										
Lowest 25% (VAS)	-0.35	-0.03	-0.13	-0.42	-	0.18	-	-1.23	-0.07	-0.22	0.20
Lowest 25% (Pts)	3.65										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Attendance (Average)	94.0	94	93	94	90	94			93	94	94	92
Attendance (Points)	4.94											

Survey (Average)	43.4	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.83	
Count of Surveys (N)	94	

### Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

Student and Parent Engagement
  Truancy Improvement  
 Extracurricular Activities
  Other

### Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	99
Math (%)	99

## Supplemental Information

### Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	6.5		26.6		43.9		80.6		39.5			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	40	( 46 )	35	( 45 )	41	( 46 )	33	( 45 )	33	( 45 )	33	( 46 )
School Growth	37	( 46 )	31	( 45 )	37	( 46 )	26	( 45 )	29	( 45 )	28	( 46 )
Student Growth, Highest 75%	41	( 46 )	37	( 45 )	41	( 46 )	36	( 45 )	31	( 45 )	36	( 46 )
Student Growth, Lowest 25%	35	( 46 )	28	( 45 )	35	( 46 )	29	( 45 )	27	( 45 )	30	( 46 )
Opportunity to Learn	16	( 46 )	12	( 45 )	13	( 46 )	11	( 45 )	20	( 45 )	18	( 46 )

**School History**

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:  
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	36.5	42.9	29.2	49.4	-	18.8	-	-	32.0	19.0	30.0
	2015 (%)	34.6	35.2	33.8	36.7	>98.0	26.7	75.0	28.6	30.8	32.4	<2.0
	2014 (%)	70.4	74.5	66.0	79.5	-	53.3	-	-	67.8	33.3	-
<i>Math Proficiency</i>	2016 (%)	16.8	18.0	15.7	25.0	-	8.7	-	-	14.3	6.5	-
	2015 (%)	19.0	13.7	24.1	19.0	-	23.7	<2.0	<2.0	17.0	37.0	<2.0
	2014 (%)	48.1	43.6	52.8	56.2	-	30.0	-	-	42.5	27.8	-

**End Notes**

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

**Note for Families:** If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.





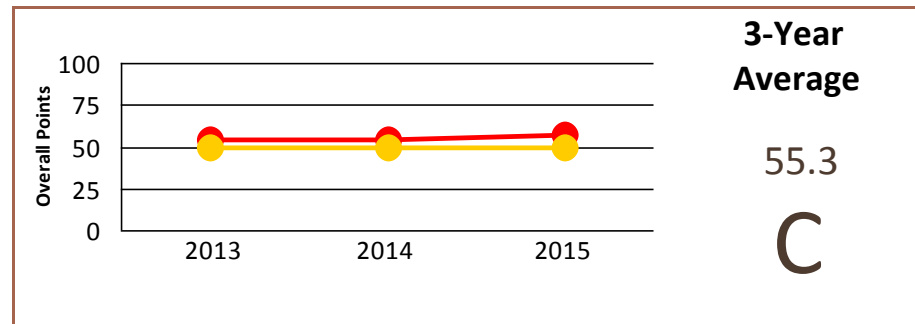
Taos Integrated School for the Arts Charter

District: State Charters

Grade Range: KN - 08 Code: 521001

This School ■  
Statewide C Benchmark ■

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	<p>21.3</p>	D	17.61	40
<b>School Growth</b> In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	<p>5.8</p>	D	4.47	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	<p>7.2</p>	B	9.24	20
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	<p>15.3</p>	D	12.21	20
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	<p>7.5</p>	B	8.87	10
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	<p>1.6</p>		4.61	5



Final School Grade		Total Points	
75.0 to <	100.0		A
60.0 to <	75.0		B
50.0 to <	60.0		C
37.5 to <	50.0		D
0.0 to <	37.5		F
		<b>57.01</b>	

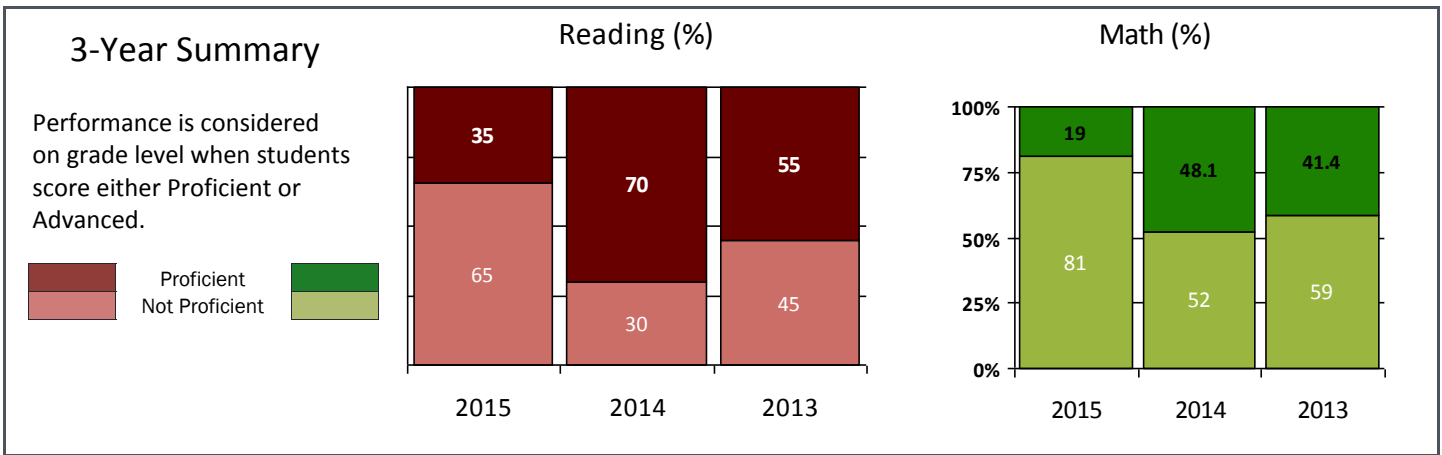
## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

### Current Standing

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	34.6	35.2	33.8	36.7	>98.0	26.7	75.0	28.6	30.8	32.4	<2.0
Proficient and Advanced (Pts)	2.59										
Value Added Model (Pts)	8.67										
<b>Math</b>											
Proficient and Advanced (%)	19.0	13.7	24.1	19.0		23.7	<2.0	<2.0	17.0	37.0	<2.0
Proficient and Advanced (Pts)	1.43										
Value Added Model (Pts)	4.92										



## School Growth

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

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

	<i>Reading</i>	<i>Math</i>
Value Added Score	-0.275	0.005
Points Earned	1.96	2.51

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

## Student Growth

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

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

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	0.14	0.46	-0.02	0.24	-	0.10	0.54	1.07	0.22	0.48	0.50
Highest 75% (Pts)	5.57										
Lowest 25% (VAS)	0.50	0.08	0.13	0.02	-	0.09	-	0.58	0.10	0.03	-
Lowest 25% (Pts)	6.93										
<i>Math Growth</i>											
Highest 75% (VAS)	-0.33	-0.15	0.08	-0.13	-	0.27	-0.03	-0.09	0.03	0.62	0.09
Highest 75% (Pts)	3.67										
Lowest 25% (VAS)	0.07	-0.25	-0.43	-0.12	-	-0.35	-	-0.84	-0.34	-0.38	-
Lowest 25% (Pts)	5.28										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	93.4	93.3	93.6	93.9	-	93.8	-	87.7	93.0	92.5	-
Attendance (Points)	4.92										

Survey (Average)	35.6	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.	<i>Reading</i>	NA
Survey (Points)	4.0		<i>Math</i>	NA
Count of Surveys (N)	125		<i>General</i>	35.6

## Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
- Parental Engagement
- Extracurricular Activities
- Truancy Improvement
- Other

## Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

# Supplemental Information

## Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	1.1		24.3		39.9		87.3		6.5			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	30	( 45 )	25	( 44 )	32	( 43 )	20	( 45 )	27	( 44 )	26	( 46 )
School Growth	30	( 45 )	25	( 44 )	34	( 43 )	25	( 45 )	26	( 44 )	33	( 46 )
Student Growth, Highest 75%	34	( 45 )	30	( 44 )	36	( 43 )	29	( 45 )	29	( 44 )	29	( 46 )
Student Growth, Lowest 25%	21	( 45 )	13	( 44 )	30	( 43 )	14	( 45 )	15	( 44 )	18	( 46 )
Opportunity to Learn	42	( 45 )	35	( 45 )	39	( 45 )	40	( 46 )	38	( 45 )	41	( 46 )

## School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Growth Lowest 25% (Q1)</b>	Reading	.0038	Y	Y	Y	Y	.	Y	.	Y	Y	Y	.
	Math	-.0334	Y	N	N	N	.	N	.	N	N	N	.
<b>Growth Highest 75% (Q3)</b>	Reading	-.0481	Y	Y	Y	Y	.	Y	Y	Y	Y	Y	Y
	Math	-.0613	N	N	Y	N	.	Y	Y	N	Y	Y	N
<b>Proficiency</b>	Reading	33.3%	Y	Y	Y	Y	Y	N	Y	N	N	N	N
	Math	17.6%	Y	N	Y	Y	Y	Y	N	N	N	Y	N
<b>Graduation</b>	4-Year Cohort	75.6%											

**School History**

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	34.6	35.2	33.8	36.7	>98.0	26.7	75.0	28.6	30.8	32.4	<2.0
	2014 (%)	70.4	74.5	66.0	79.5		53.3			67.8	33.3	
	2013 (%)	55.2	72.1	38.6	60.0		44.4			52.3	20.0	
<i>Math Proficiency</i>	2015 (%)	19.0	13.7	24.1	19.0		23.7	<2.0	<2.0	17.0	37.0	<2.0
	2014 (%)	48.1	43.6	52.8	56.2		30.0			42.5	27.8	
	2013 (%)	41.4	41.9	40.9	43.1		33.3			33.8	20.0	

**Student Promotion**

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)												

**End Notes**

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.