AGENDA ITEM EXECUTIVE SUMMARY

I.   Public Education Commission Meeting Date: March 16, 2018
II.   Item Title: Discussion and Possible Action on Charter School Amendment,
            J. Paul Taylor Academy
III.   Executive Summary and Proposed Motions:

<u>Request and Rationale</u>

J. Paul Taylor Academy (JPTA) 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: 6 hours and 45 minutes (which does not include lunch)*
> *Length of school year: Minimum of 185 days*

The school would like to change the contract language to:
> *Length of school day: Minimum 6.25 hours (not including lunch)*
> *Length of school year: Minimum of 175 days*
> *Total annual instructional time will be equal to or greater than the 1080   hours.*

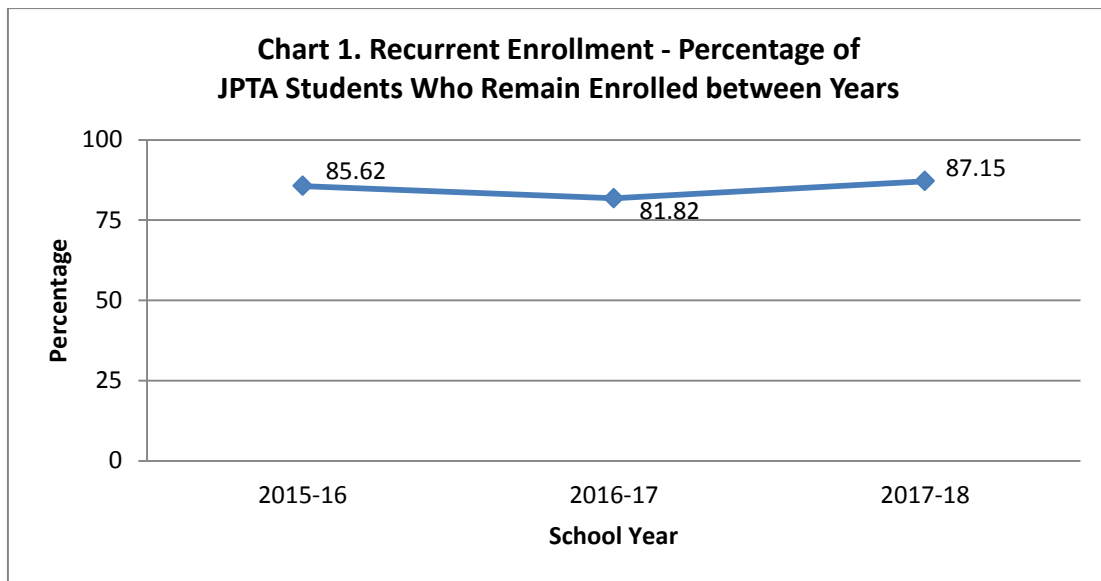The school states the following rationale for its request:

> *The total academic time was less than predicted during the FY'17 school year. The proposed change keeps the school compliant with the statute while offering flexibility in program changes and potentially reducing operating costs.*

<u>School History and Recurrent Enrollment</u>

JPTA was approved by the PEC in 2010. The school began serving students during the 2011-12 school year. The school was granted a 5 year renewal by the PEC in October 2016. According to the school's contract, the goal of the school is to provide a high-quality learning experience to a diverse population that would allow all children to excel at their own pace and with the greatest amount of choice possible. The school originally started as a Dual Language program and was amended to become a Spanish Acquisition program in 2014.

The school is authorized to serve grades K-8 and its enrollment cap is 200. According to the 2016-17 End-of-Year STARS report, the school had 199 students enrolled at the end of SY17. JPTA's student enrollment data demonstrates that 85.62% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. JPTA's student enrollment data demonstrates a slight decline from the previous year with 81.82% of the students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. However, the school saw a 5% increase in its recurrent enrollment for the SY18 year where 87.15% of eligible students returning to the school.

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Though the school's recurrent enrollment rate dipped, the school currently meets the PEC's recurrent enrollment target of 85%. See Chart 1, below.
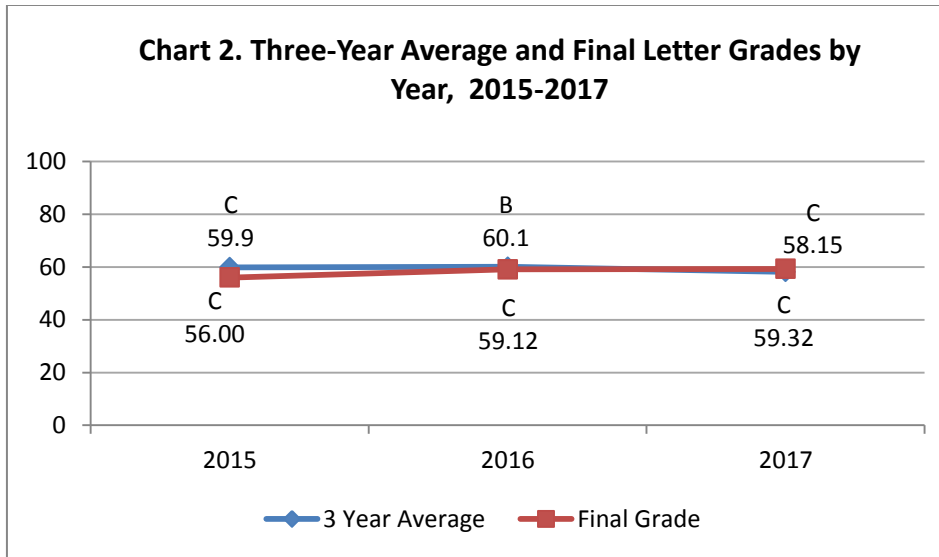
Chart 1. Recurrent Enrollment - Percentage of JPTA Students Who Remain Enrolled between Years

School Year	Percentage
2015-16	85.62
2016-17	81.82
2017-18	87.15

School Performance

While the school earned an overall C grade in 2017, a review of some indicators of academic performance reveal stagnant growth and notable 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 may have on student achievement. However, this section provides an overview of school performance and provides analysis of various indicators from the school grade reporting.
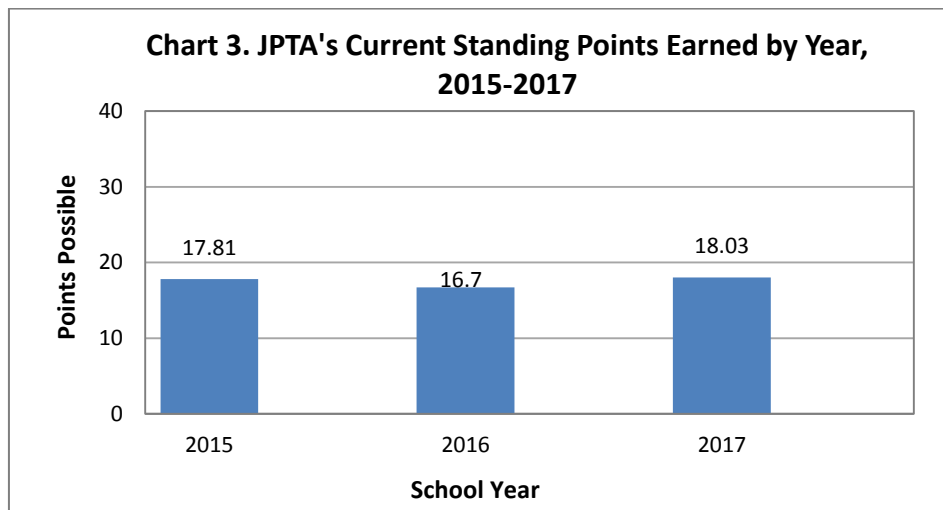
Chart 2, below, illustrates JPTA's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade has remained constant over the last three years (red line) as well as the three-year average grade (blue line).

JPTA has earned the following school grades:
- In 2014-2015 the school grade was a C (56.00).
- In 2015-2016 the school grade was a C (59.12).
- In 2016-2017 the school grade was a C (59.32).

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Chart 2. Three-Year Average and Final Letter Grades by Year, 2015-2017

C
59.9
B
60.1
C
58.15

C
56.00
C
59.12
C
59.32

2015   2016   2017

◆ 3 Year Average   ■ Final Grade

Current standing. This indicator accounts for the greatest portion of a school's overall grade, with up to 40 possible of the 100 points. This indicator is broken into four components with points for: reading proficiency; *growth* in reading proficiency; math proficiency; and *growth* in math proficiency. In 2017, the points possible are as follows: 12.5 points for reading proficiency; 7.5 points for growth in reading proficiency; 12.5 points for math proficiency; and 7.5 points for growth in math proficiency. Chart 3, below, illustrates the total points JPTA earned in the current standing indicator for the last three years.

Chart 3. JPTA's Current Standing Points Earned by Year, 2015-2017

Points Possible

17.81
16.7
18.03

2015   2016   2017

School Year

Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Overall, the school's reading proficiency shows a 12.5% growth while math proficiency has remained flat. The school's 2017 school report card indicates that 58% of JPTA's students were proficient in reading and 31% of the school's students were proficient in math, outperforming the statewide average in both areas. Chart 4, below, illustrates the students' academic proficiency percent rates in reading and math over the last three years.

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Chart 4. JPTA's Reading and Math Proficiency by Year, 2015 - 2017

A bar chart showing Percentage Proficient by year. Reading (blue): 2015 = 45.5, 2016 = 53.7, 2017 = 58. Math (red): 2015 = 31.5, 2016 = 31.2, 2017 = 31. Includes Linear (Math) and Linear (Reading) trend lines.
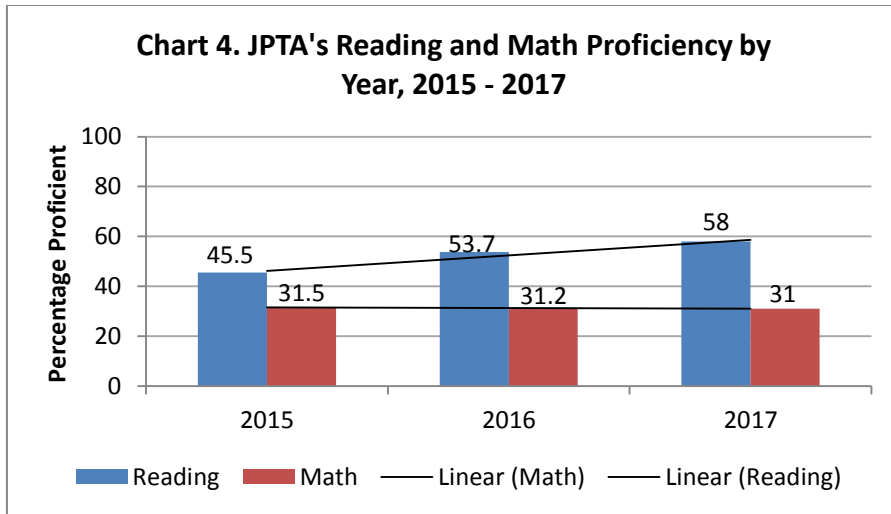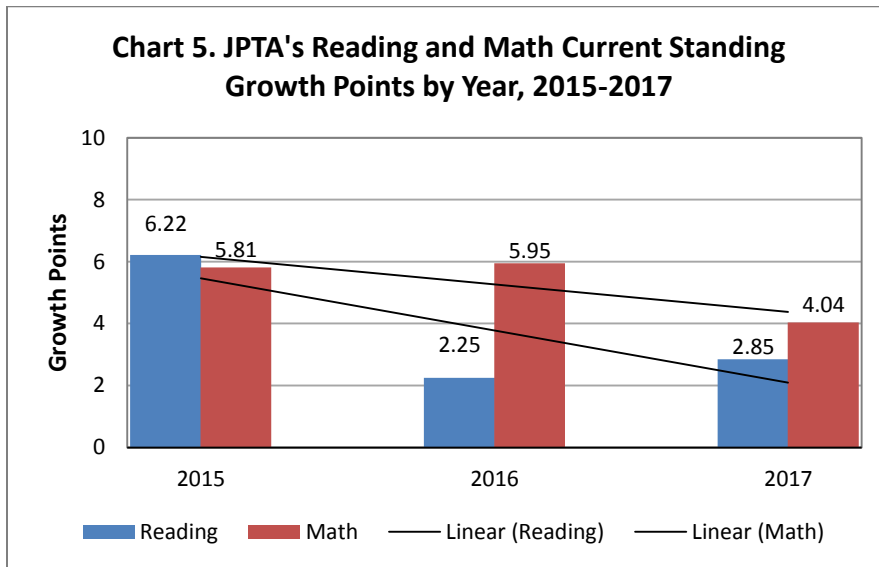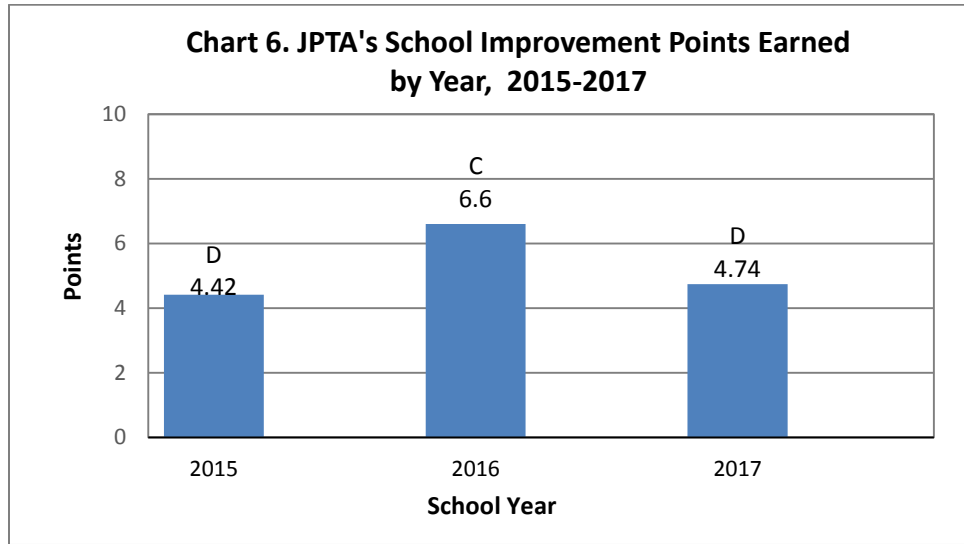
Chart 5, below, illustrates the reading and math growth points earned within the current standing indicator, (in 2017, 7.5 possible points for reading growth and 7.5 possible points for math growth). In 2017, JPTA earned 2.85 and 4.04 in reading and math *growth points*, respectively, for a total of 6.89 points out of the 20 possible points in current standing, earning significantly less than half of the possible points.

Chart 5. JPTA's Reading and Math Current Standing Growth Points by Year, 2015-2017

A bar chart showing Growth Points by year. Reading (blue): 2015 = 6.22, 2016 = 2.25, 2017 = 2.85. Math (red): 2015 = 5.81, 2016 = 5.95, 2017 = 4.04. Includes Linear (Reading) and Linear (Math) trend lines.
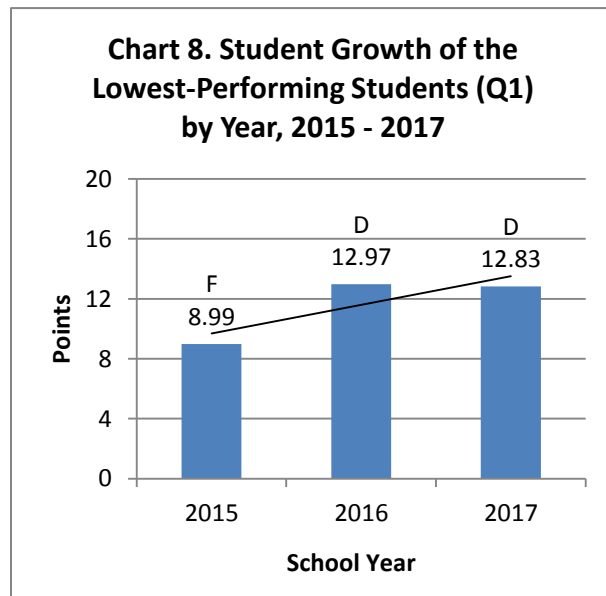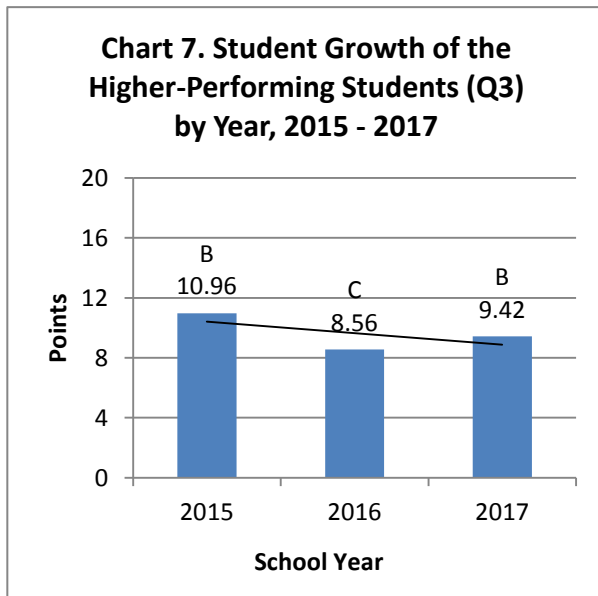
JPTA demonstrates downward trends in both reading and math growth points earned (see trend lines in the Chart 5 above). If the school does not increase both its growth and proficiency in reading and math, the school may not sustain current results or may possibly experience declining overall school grade. [1]

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[1] 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 the last time in 2018, after which they will no longer be a component of the school grades.

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School improvement. Chart 6 below, illustrates non-sustained school growth between school years. JPTA should address the inconsistent growth pattern between school years and strive to implement strategies for a stable upward growth schoolwide.

Chart 6. JPTA's School Improvement Points Earned by Year, 2015-2017

School Year	Points	Grade
2015	4.42	D
2016	6.6	C
2017	4.74	D

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 lower-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. See Chart 7, below. While JPTA has also demonstrated improvement with growth in its lowest-performing students, the school still trails the state average of 15.3 points by over 2 points on this indicator. See Chart 8.

Chart 7. Student Growth of the Higher-Performing Students (Q3) by Year, 2015 - 2017

School Year	Points	Grade
2015	10.96	B
2016	8.56	C
2017	9.42	B

Chart 8. Student Growth of the Lowest-Performing Students (Q1) by Year, 2015 - 2017

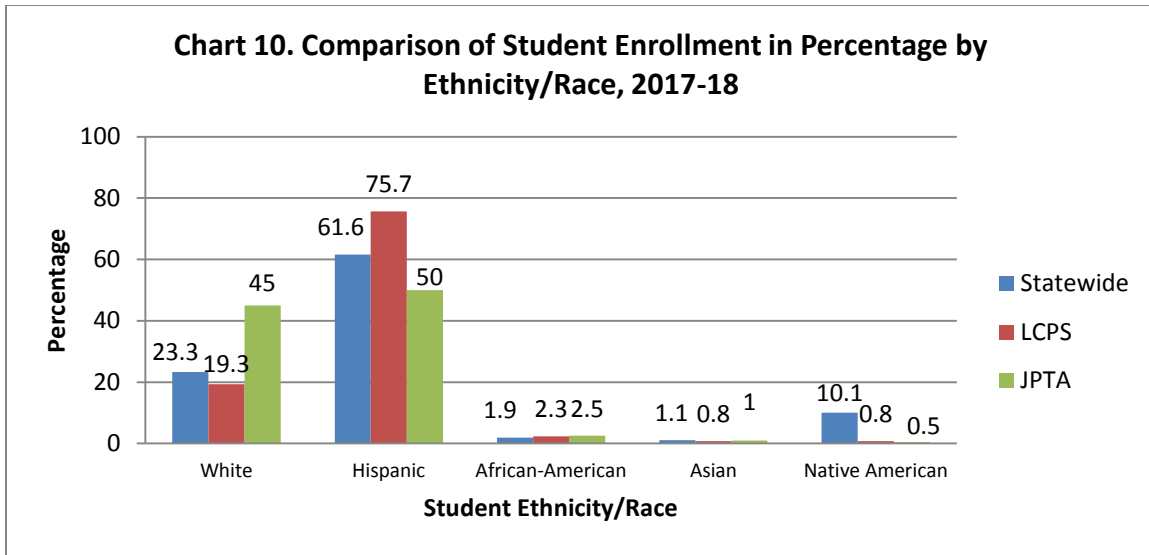| School Year	Points	Grade
2015	8.99	F
2016	12.97	D
2017	12.83	D

The school experienced inconsistent growth for its highest-performing while improving a few points for its lowest-performing students (see trend lines above). In both cases, there is much room for growth, especially its higher-performing students where the growth index in reading is a negative number, which indicates students are not achieving the expected growth. While the lowest-performing students indicator grade is only at a D, it should be noted that the school has achieved positive growth indices for this group, which indicates they are achieving greater than expected growth.

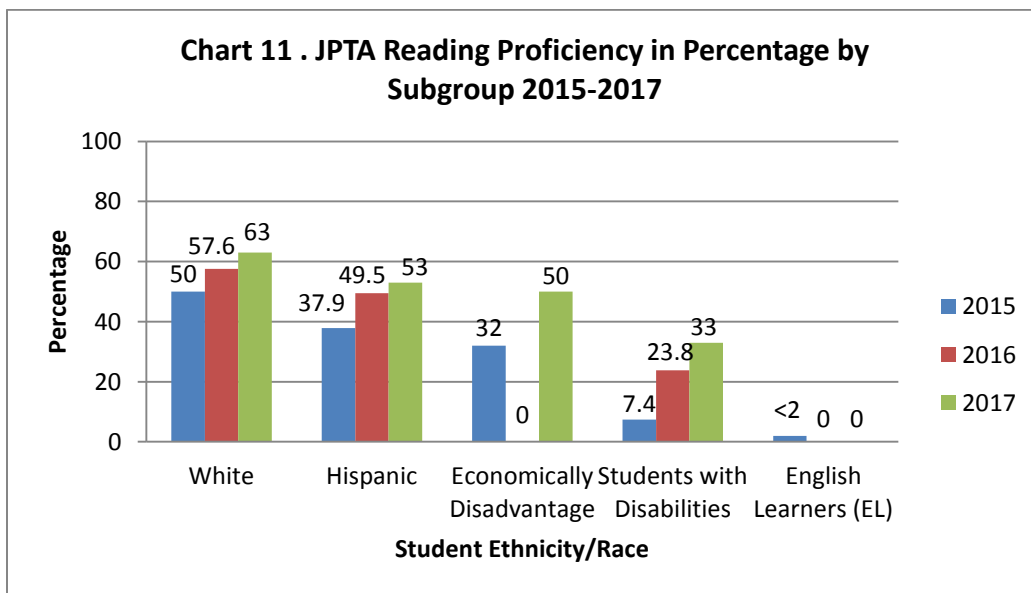Student Enrollment and Academic Performance by Subgroup

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 local school district, Las Cruces Public Schools (LCPS). The school serves a significantly lower percent of economically disadvantaged students (38.5%) when compared to LCPS (74.4%). Chart 9 below, illustrates that JPTA serves half the percentage of economically disadvantaged students when compared to LCPS. Even more concerning is that JPTA serves almost no ELs (just 1%) whereas LCPS reports only 12.3% of its students as ELs. These discrepancies are concerning since the school's population does not mirror the local school district's population. The school should review and address any data discrepancies but also review and improve its EL identification procedures.

Chart 9. Comparison of Student Enrollment in Percentage by Subgroup, 2017-18
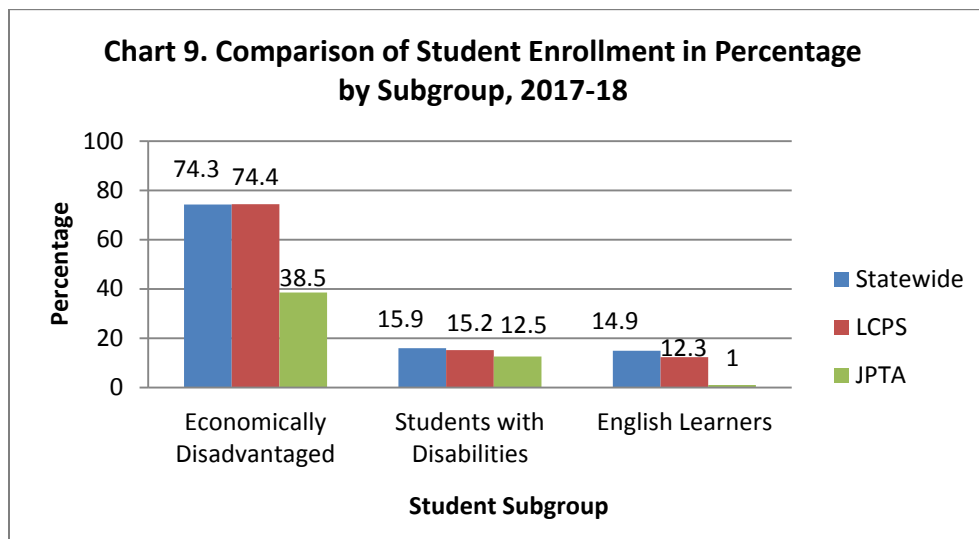
The data also demonstrates that JPTA serves a much higher White student population (45%) when compared to LCPS (19.3%). Almost half of the school's population is White, which is more than double that of LCPS' White student population. The school also serves a much lower percentage of Hispanic students (50%) when compared to LCPS, representing a difference of over 25%. See Chart 10, below.

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Chart 10. Comparison of Student Enrollment in Percentage by Ethnicity/Race, 2017-18

Chart showing percentage enrollment by ethnicity/race with three series (Statewide, LCPS, JPTA):
- White: Statewide 23.3, LCPS 19.3, JPTA 45
- Hispanic: Statewide 61.6, LCPS 75.7, JPTA 50
- African-American: Statewide 1.9, LCPS 2.3, JPTA 2.5
- Asian: Statewide 1.1, LCPS 0.8, JPTA 1
- Native American: Statewide 10.1, LCPS 0.8, JPTA 0.5

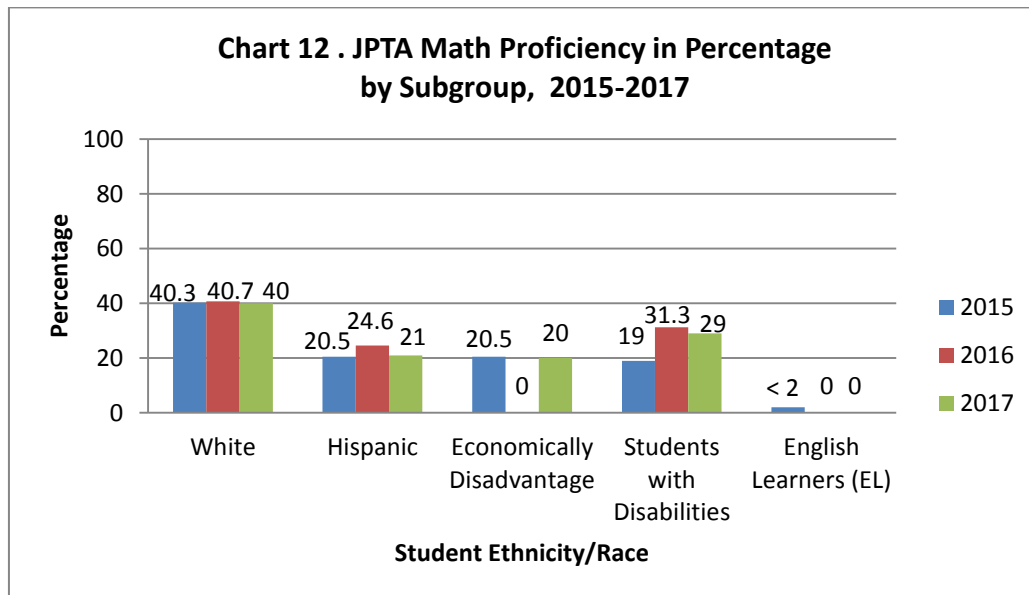Y-axis: Percentage (0–100). X-axis: Student Ethnicity/Race

Academic performance. As the data is further disaggregated by subgroup, large achievement gaps across student subgroups are revealed. The difference in reading proficiency for White and Hispanic students demonstrates consistently 10% or more of a reading proficiency gap between the last three years. Further, the data over the last two years is not reported for ELs because there are so few ELs identified. Nevertheless, there does appear to be a data discrepancy for economically disadvantaged students in 2016. Additionally, no ELs are reported for reading proficiency and yet the school does serve a small EL population. The school should review and address any data discrepancies, and again should not only review and improve its EL identification procedures but address how it might better support the academic and language learning needs of its ELs to improve reading proficiency. See Chart 11, below.

Chart 11 . JPTA Reading Proficiency in Percentage by Subgroup 2015-2017

Chart showing reading proficiency percentage by subgroup with three series (2015, 2016, 2017):
- White: 2015 50, 2016 57.6, 2017 63
- Hispanic: 2015 37.9, 2016 49.5, 2017 53
- Economically Disadvantage: 2015 32, 2016 0, 2017 50
- Students with Disabilities: 2015 7.4, 2016 23.8, 2017 33
- English Learners (EL): 2015 <2, 2016 0, 2017 0

Y-axis: Percentage (0–100). X-axis: Student Ethnicity/Race

Additionally, the data reveals discrepancies in math proficiency between the school's student subgroups; the achievement gaps among subgroups is concerning. At JPTA, the math proficiency of White students (40%) is nearly doubled the math proficiency of Hispanic students (21%) in 2017. Furthermore, the data

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reveals this is a consistent trend for the school among all three years when comparing proficiency between the White and Hispanic student populations. Again, there appear to be a data discrepancy for economically disadvantaged students in 2016. Additionally, no ELs are reported for math proficiency and yet the school does serve a small EL population. The school should review and address any data discrepancies, and should also review and/or improve its EL identification procedures as well as address how it might better support the academic and language learning needs of its ELs to improve math proficiency for this group of students. See Chart 12, below.

Chart 12 . JPTA Math Proficiency in Percentage by Subgroup, 2015-2017

White: 2015 = 40.3, 2016 = 40.7, 2017 = 40
Hispanic: 2015 = 20.5, 2016 = 24.6, 2017 = 21
Economically Disadvantage: 2015 = 20.5, 2016 = 0, 2017 = 20
Students with Disabilities: 2015 = 19, 2016 = 31.3, 2017 = 29
English Learners (EL): 2015 = < 2, 2016 = 0, 2017 = 0

When comparing student enrollment and academic proficiency data of EL students, it is not only concerning that few ELs are part of the school's population but that the few that are enrolled may not be performing well. To reiterate, the school should improve its procedures for identifying EL students and ensure once identified, EL students are receiving adequate instruction and support to address their language learning needs. As evidence 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 its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated 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 visit during exit meeting and then in Web-EPSS). 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 JPTA's 2016-2017 performance framework demonstrates the following final ratings: 13 indicators rates as *Meets Standard;* 9 indicators rated as *Working to Meet Standard;* 5 indicators rated as *Falls Far Below Standard;* and one indicator rated as *Not Applicable.* Indicators rated as **Falls Far Below Standard** on the 2016-2017 Performance Framework:

- **Mission-specific indicators were 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 meeting financial reporting and compliance requirements:** The school did not provide evidence demonstrating that the school instituted remedies to correct the internal control structure (expenditure function) audit finding.
- **Not meeting business management reporting and compliance requirements:** The school did not provide evidence demonstrating that the school instituted policies to correct the internal control structure (material weakness and cash management) audit finding.
- **No head administrator evaluation:** The school did not provide evidence it holds the school's leader accountable.
- **Not communicating to parents regarding teacher credentials:** The school did not provide a plan to ensure that parents are notified of their student(s) being taught by a long-term substitute.

The school's 2017-2018 site visit has been conducted, however its evaluation has not been finalized. For the current school year, the school has no indicators rated as *Falls Far Below Standard* since the school has taken steps to move toward compliance in the indicators where non-compliance during the site visit was observed.

Additional Analysis on the Amendment Request

According to the school's rationale, it is requesting to amend its material terms to correct a shortfall in the school's calculated instructional hours and to potentially reduce operating costs. The changes may potentially prevent the school from violating its material terms with respect to instructional hour statutory requirements, 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*.

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Recommendation

While the school earned an overall grade of C in 2017, the school's performance over the years reveals stagnate or unsteady growth, low academic performance among some student subgroups, and persistent achievement gaps. 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[2] 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 <u>approve the amendment</u> request presented by J. Paul Taylor Academy to change its material terms with respect to operational structure by reducing the instructional hours to statutorily required minimum because [PEC to provide reason(s) that the request should be approve].

- Move to <u>deny the amendment</u> request presented by J. Paul Taylor Academy to change its material terms with respect to operational structure by reducing the instructional hours to statutorily required minimum because [PEC to provide reason(s) that the request should be denied].

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[2] In the fall of 2017, JPTA had voluntarily begun the process of continuous school improvement through the use of 90-day planning via the PED's NM DASH system. However, after attending initial trainings did not choose to continue toward developing a rigorous and customized plan that can address the specific needs of the school. Perhaps it should consider using the NM DASH system to address significant performance gaps across its subgroups.

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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

And

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

Name of State-Chartered School: _____ J. Paul Taylor Academy _____

Date submitted: _January 24, 2018_   Contact Name: ___Eric B. Ahner, Executive Director___ E-mail _eric.ahner@jpaultayloracademy.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
Charter Contract: Section 8.01 (a) (i)	Length of school day: 6 hours and 45 min. (not including lunch) Length of School Year: 185	Length of school day: Minimum 6.25 hours (not including lunch) Length of School Year: Minimum 175 Total annual instructional time will be equal to or greater than 1080 hours. Click here to enter text.	*The total academic time was less than predicted during the FY17 school year. The proposed change keeps the school compliant with the statute while offering flexibility in program changes and potentially reducing operating costs.*	Click here to enter a date.

Original Signature of Governing Council President or Designee: _[signature]_   Date: _January 24, 2018_

Printed Name of Governing Council President or Designee: _____ Richard Hernandez, Governance Council Chair _____

Public Education Commission use only
Original Signature of Governing Council President or Designee: _____
Printed Name of Governing Council President or Designee: _____
Public Education Commission Chair: _____ Date: _____
☐ APPROVED   ☐ DENIED

Revised 10-17-14

J. PAUL TAYLOR ACADEMY

Recapturing the Joy of Learning - Recapturar la Alegría de Aprender

Students Staff Families Community

Estudiantes Personal Familias Comunidad

DRAFT- J. Paul Taylor Academy Charter School
Governance Council Special Meeting
Wednesday, January 24, 2018 6:00 PM (MST)
402 W. Court Building 2 Las Cruces New Mexico 88005
JPTA Media Room

I.   Opening items

A. The J. Paul Taylor Academy Governance Council met in open session on January 24, 2018. The meeting was called to order at 6:26 p.m. to conduct a Special Meeting.

   1. Roll was called by Suzan Martinez de Gonzales: Governance Council members Ric Hernandez, Arthur Berkson, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales were present. A quorum was confirmed. Carrie Hamblen, Janet Acosta, and Yvette Turrieta, were absent and notified the board of their absences. Eric Ahner, Executive Director, and Gina Trujillo, Assistant Business Manager were also present.

B. Chairman Ric Hernandez called for any conflict of interest. None stated by those in attendance.

C. Ric Hernandez read the Mission Statement: *J. Paul Taylor Academy, in alliance with families at the school and community, will offer a rigorous, well-rounded Spanish acquisition, project based instructional program in a smaller school to promote excellence for the diverse students of the Las Cruces area.*

D. Stephanie Haan-Amato moved to approve the agenda for January 24, 2018 Special Meeting. Martin Lopez Name seconded the motion. Motion approved unanimously with

affirmative votes from: Ric Hernandez, Arthur Berkson, Acosta, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales.

E. Minutes for January 10, 2018 we not available for today's meeting.

II. Public Input

A. Chairman Ric Hernandez called for any public input.

1. There were two members of the public with no input at this time.

2. There were three staff members in attendance reporting that the students are excited about the playground and especially the progress of the track.

III. Finance

A. Stephanie Haan-Amato presented the Finance Committee report from the January 14, 2018 meeting. There were no BAR's as they were presented at the January 10th meeting. The check balance was reviewed during the Finance Committee as well as an audit of the check stalk. The Procurement Policy was reviewed by was not ready to present for approval. The Finance Committee recommends the finance items on today's agenda for approval.

B. Martin Lopez moved to approve the November 2017 Financial Reports. Arthur Berkson seconded the motion. Motion passed unanimously by: Ric Hernandez, Arthur Berkson, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales.

IV. Governance

    A. Governance Committee Report

        1. Ric Hernandez announced that Yvette Turrieta has submitted her resignation effective the end of January 2018.

        Ric Hernandez called for Nominations for New Governance Council Members, Suzan Martinez de Gonzales nominated Robyn Rehbein, after an introduction Stephanie Haan-Amato motioned to approve Robyn Rehbein as our newest member to the Governance Council, Martin Lopez seconded the motion, the vote was unanimous to accept by: Ric Hernandez, Arthur Berkson, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales.

        A discussion regarding the two GC members who have submitted their resignations not completing their GC training obligations ensued and that we would not be in compliance. Ric Hernandez will continue to encourage them to complete their training obligation.

    B. Charter Amendment, Instructional Hours

    Insert notes if desired. Eric Ahner reported that the Charter School Division wanted to see that multiplying the number of structural hours by the number of days would be equal to or greater than 1080 which is the minimum. A discussion ensued regarding the possibility of aligning JPTA school schedule with that of LCPS, among suggestions of what to do with the possible extra days, the New Policy gives us more flexibility. Sherry Booth made a Motion to approve the Charter Amendment on Instructional Hours as presented Martin Lopez Seconded the Motion, the vote was unanimously accepted by: Ric Hernandez, Arthur Berkson, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales.

C. Charter Amendment, Spanish Acquisition - Measure for the Charter's Performance

Eric Ahner reported that he has been actively inquiring into the possibility of changing our current IPT Spanish assessment test to one that would better assess the children at our Academy. The current IPT test is designed to assess students whose first language is Spanish. This is not reflective of our student population, so students will never be fairly assessed by the IPT. Mr. Ahner stressed in order to have 3 years of data needed for our Charter Renewal a selection of another test must be made before March, when the students annual testing begins, if we want to avoid our students from having to take two standardized tests or take the IPT again. Eric Ahner will consult with Mike Chavez the director of Bilingual Education in Deming for alternative tests. This vote is Tabled until the February meeting.

V. Policy Committee - Sherry

A. Discipline Response Matrix – The Policy Committee is proposing a change in the name of the Discipline and Suspension Policy to Discipline Response Matrix. A discussion ensued regarding the wording used to identify self and alignment of the numbering in the policy. This will go back to the Policy Committee. The proposed changes will be presented to staff, parents and public for input before final presentation to the GC for approval.

B. Rescind Portable Communications Policy

Ric Hernandez asserted that the current policy is obsolete and pertained to the Academy when it was housed at the former facility that had Portable facilities that required the Communications Policy. This situation does not exist at our current site and there are no plans for Portable Units at this time. Arthur Berkson Motioned that the Portable

Communications Policy be rescinded, Stephanie Haan-Amato Second the Motion the vote was unanimously passed by:

Ric Hernandez, Arthur Berkson, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales.

C. Uniform Policy

Ric Hernandez presented changes to the Uniform Policy. After a discussion including addressing the gender bias in the policy Sherry Booth said she would review the policy once again and make appropriate changes. The Uniform Policy must be posted for family input. Sherry Both Motioned for the Uniform Policy to be Tabled, Arthur Berkson Second the Motion, the vote was passed unanimously by: Ric Hernandez, Arthur Berkson, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales.

D. Executive Director Evaluation Policy - Stephanie Haan-Amato presented the changes to the Executive Director End of the Year Review & Evaluation the review increased from 10 to twelve areas for review including evaluating progress towards assuring Students Safety, Project Based Learning and Spanish Language Acquisitions to comply with the Performance Framework. A lengthy discussion ensued regarding the GC's expectation that Mr. Ahner be expected to achieve some of the items within his current contractual year as these new items were not included from the beginning of the contract specifically the 5th item in # 12 implements practices that insure that JPTA receives a grade of B or higher on the NMPD school grading systems. It was clarified during the discussion that the rating scale must align with the teacher's scale:

    a. 1 = Ineffective

    b. 2 = Minimally Effective

    c. 3 = Effective

d. 4 = Highly Effective

e. 5 = Exemplary

Members of the Evaluation Committee will email the GC with 3 options to substitute for item 5 in section 12.

E. National Board Certification for Stipend Policy – Policy was presented at the May 24, 2017 meeting but no formal vote on the policy took place, we are currently operating on the policy. Changes such as changing Teaching Contract to Teachers Contract after these changes are made the policy will be posted for input from the staff, families and the public.

F. Benefits Qualification Policy – Ric Hernandez presented the change to approve that part time employees defined as .5 FTE whatever the equivalent is would be eligible for benefits. This new language will align with our Collective Bargaining Agreement.

G. Policies Update Status - Ric Hernandez – stated that he will call a Policy Committee meeting, there are 4 or 5 policies regarding facilities that need updating.

VI. Executive Director Support and Evaluation

A. The Executive Director Report was displayed on the Promethean board.

- One item highlighted was the need to for the teachers to carve out time during their Wednesday mornings to work collaboratively dedicated to Project Based Learning, journals need to be kept documenting this time.

- Request for data of our Special Education students at our next meeting

B. Executive Director Mid-Year Evaluation - Stephanie Haan-Amato and Ric Hernandez gave the Mid-Year Evaluation summary to Mr. Ahner on January 12, 2018.

VII.   Facility

    A. Facilities Committee Report was given by Arthur Berkson, there is still an issue with finding the water source and finding a Landscaper.

VIII.   Academic Excellence

    A. Academic Oversite Committee has not met so there is no report.

    B. Parent Advisory Council

    The Parent Advisory Council report was given by Stephanie Haan-Amato. PAC met on January 10th. The GC met later that night a report was given at that time. A reminder that the Runners Club will have a Ribbon Cutting Run/Ceremony on Friday February 2nd. Talent Show on February 23rd.

IX.   Other Business

    A. Chairman Ric Hernandez called for any open discussion. Eric Ahner stated that he had not had the opportunity to give us the final results of the last review after he had submitted our action plan. Ric Hernandez stated that he would add this to the Agenda for the February 7th meeting.

X.   Closed Session.

It was determined that there was not a need to go into Closed Session.

XI.   Closing Items

    A. Arthur Berkson moved to adjourn the January 24, 2018 Special meeting. Martin Lopez seconded the motion. Motion was passed unanimously with affirmative votes by roll call from Ric Hernandez, Arthur Berkson, Martin Lopez, Sherry Booth, Stephanie Haan-Amato, and Suzan Martinez de Gonzales.

Meeting was adjourned at 9:17 p.m.

Final Grade 2017

C

Overall Score 59.32

J Paul Taylor Academy Charter

District: State Charter

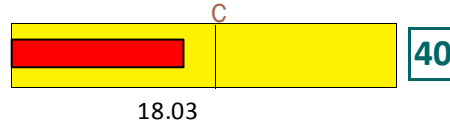Grade Range: KN - 8   Code: 535001

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?

40 — 18.03 — **D**

School Improvement

Is the school as a whole making academic progress?
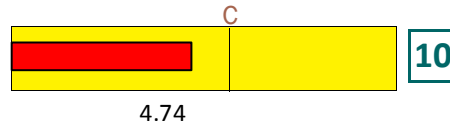
10 — 4.74 — **D**

Improvement of Higher-Performing Students

Are higher-performing students improving more or less than expected?
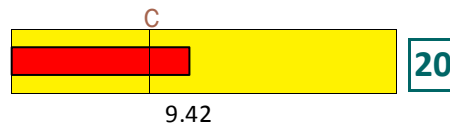
20 — 9.42 — **B**

Improvement of Lowest-Performing Students

Are the lowest-performing students improving more or less than expected?
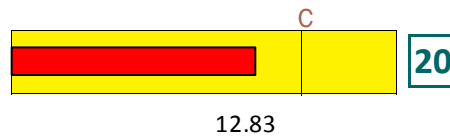
20 — 12.83 — **D**

Opportunity to Learn

Do students and families believe their school is a good place to attend and learn?
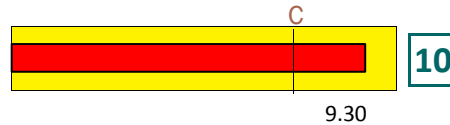
10 — 9.30 — **A**

Bonus Points

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

+ 5.00

This School's History

B (2014), C (2015), C (2016), C (2017)
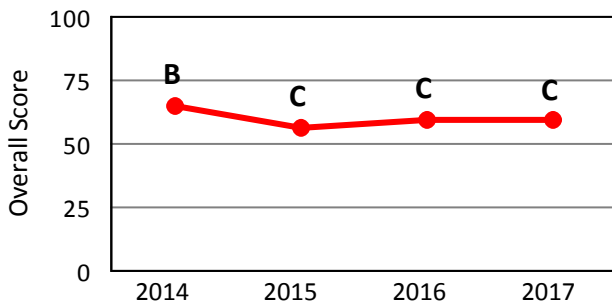
Note for Families

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.

New Mexico School Grading 2017

Final Points	**Elementary and Middle Schools**

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
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	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			
Reading	Proficient (%)	58	63	53	63	-	53	-	-	50	33	-
	Points Proficiency	7.26										
	Points Student Growth	2.85										
Math	Proficient (%)	31	28	34	40	-	21	-	-	20	29	-
	Points Proficiency	3.88										
	Points Student Growth	4.04										

	2015	2016	2017
Math	32	31	31
Reading	46	54	58
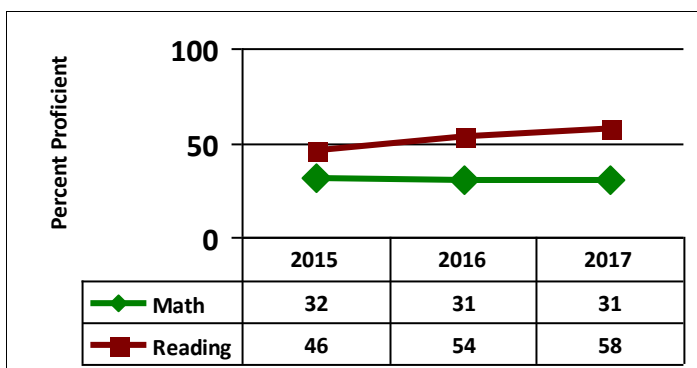
Proficiencies Over Time

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.

	Reading	*Math*	
Growth Index	0.00	-0.13	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.
Points	2.50	2.24	

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
Reading Growth											
Higher-Performing	-0.30	0.18	0.09	0.24	-	0.03	-	-	0.07	0.07	-
Points	3.82										
Lowest-Performing	0.46	-0.09	0.00	0.36	-	-0.27	-	-	-	-	-
Points	6.76										
Math Growth											
Higher-Performing	0.15	-0.13	-0.01	-0.17	-	0.14	-	-	-0.22	0.12	-
Points	5.60										
Lowest-Performing	0.27	-0.07	0.27	-0.01	-	-0.01	-	-	-0.02	-	-
Points	6.07										

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected

Reading		Math	
Lowest-Performing	Higher-Performing	Lowest-Performing	Higher-Performing

Reading Lowest-Performing: 1.23 (2015), 0.69 (2016), 0.46 (2017)
Reading Higher-Performing: -0.1 (2015), -0.61 (2016), -0.3 (2017)
Math Lowest-Performing: 2.3 (2015), 0.1 (2016), 0.27 (2017)
Math Higher-Performing: -1.3 (2015), 0.21 (2016), 0.15 (2017)

2015 2016 2017   2015 2016 2017   2015 2016 2017   2015 2016 2017
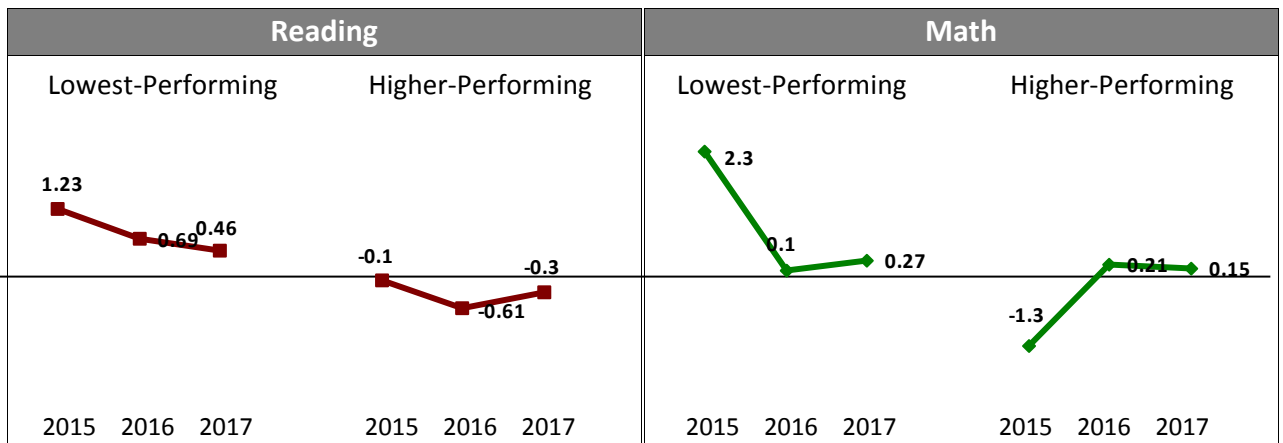
Opportunity to Learn

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

Student Attendance

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	98	>98	97	>98	-	98	93	-	>98	98	>98
Points	5.17										

Surveys

Score (Average)	37.15
Points	4.13
Number of Surveys	641

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
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☑ 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 (%)	97
Math (%)	97

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.

Rank Among Similar Schools

	Ranks Lower ———— Ranks Higher
Current Standing	
School Improvement	
Growth, Higher-Performing Students	
Growth, Lowest-Performing Students	
Opportunity to Learn	

This school was compared to 69 similar schools.
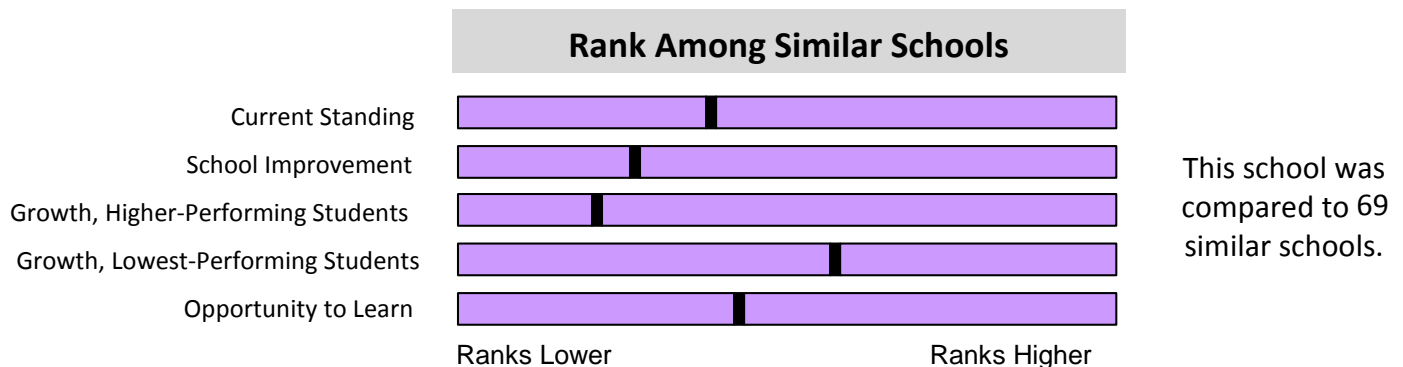
A listing of these schools is posted at http://ped.state.nm.us/SchoolGrading/SimilarSchools.

		All Students	**Gender**		**Race / Ethnicity**					**Econ Disadv**	**Students with Disabilities**	**English Language Learners**
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2017 (%)	58	63	53	63	-	53	-	-	50	33	-
	2016 (%)	54	55	52	58	-	50	-	-	-	24	-
	2015 (%)	46	49	42	50	-	38	-	-	32	7	-
Math Proficiency	2017 (%)	31	28	34	40	-	21	-	-	20	29	-
	2016 (%)	31	25	39	41	-	25	-	-	-	31	-
	2015 (%)	32	29	35	40	-	21	-	-	21	19	-

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.

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.

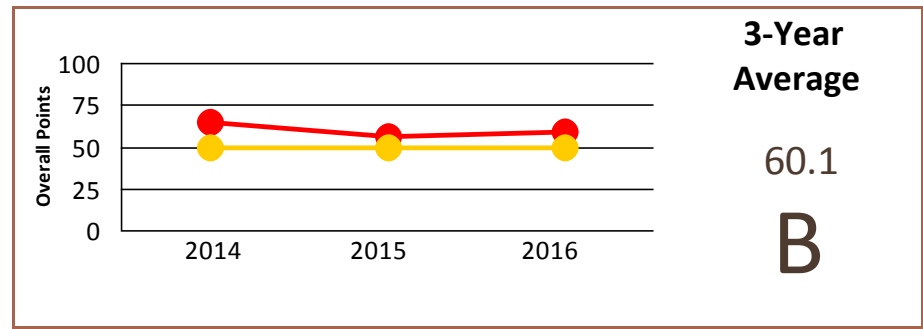![NMPED - New Mexico Public Education Department]

School Grade Report Card
2016   Certified

Final Grade
C

J Paul Taylor Academy Charter

District: State Charters

Grade Range: KN - 8   Code: 535001

This School ▮ (red)
Statewide C Benchmark ▮ (orange)

Category		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	21.3	D	16.70	40
School Growth Did the school as a whole improve student performance more or less than expected?	5.8	C	6.60	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	7.2	C	8.56	20
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	15.3	D	12.97	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	7.5	A	9.29	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6		5.00	5

3-Year Average

60.1

B

Final School Grade

			Grade
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

Total Points

59.12

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.
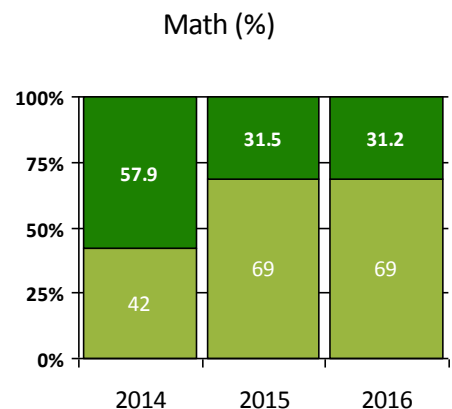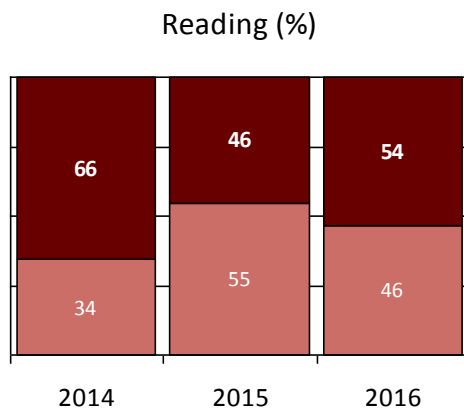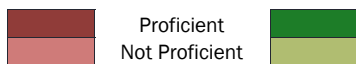
Current Standing	Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. 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			
Reading											
Proficient and Advanced (%)	53.7	55.1	52.2	57.6	-	49.5	-	-	-	23.8	-
Proficient and Advanced (Pts)	5.37										
Value-Added Model (Pts)	2.25										
Math											
Proficient and Advanced (%)	31.2	24.6	39.3	40.7	-	24.6	-	-	-	31.3	-
Proficient and Advanced (Pts)	3.12										
Value-Added Model (Pts)	5.95										

3-Year Summary

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

Proficient
Not Proficient

Reading (%)

	2014	2015	2016
Proficient	66	46	54
Not Proficient	34	55	46

Math (%)

	2014	2015	2016
(green)	57.9	31.5	31.2
	42	69	69

March 16, 2018 PEC Meeting

School Growth	School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency. Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.	

	Reading	*Math*
Value-Added Score	0.390	0.430
Points Earned	3.26	3.34

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
Reading Growth											
Highest 75% (VAS)	-0.61	0.06	0.13	0.15	-0.05	0.04	0.21	-0.39	-	0.03	-0.49
Highest 75% (Pts)	2.72										
Lowest 25% (VAS)	0.69	-0.10	0.55	0.37	-0.35	0.20	-	-	-	0.19	-0.50
Lowest 25% (Pts)	7.56										
Math Growth											
Highest 75% (VAS)	0.21	-0.01	-0.37	-0.26	0.10	-0.10	-	-1.15	-	-0.75	-1.07
Highest 75% (Pts)	5.85										
Lowest 25% (VAS)	0.10	0.43	-0.24	0.57	0.55	-0.04	-	-	-	0.55	-0.06
Lowest 25% (Pts)	5.41										

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)	98.0	98	98	98	99	98	98	98	98	99	99
Attendance (Points)	5.18										

Survey (Average)	37.0	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)	4.11	
Count of Surveys (N)	180	

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
- ☐ 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 (%)	97
Math (%)	98

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.

- Ranks High
- Ranks Mid
- Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	2.3		10.7		52.6		0.0		26.8			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	31	(46)	25	(45)	32	(46)	36	(45)	22	(46)	36	(45)
School Growth	25	(46)	16	(45)	25	(46)	29	(45)	13	(46)	29	(45)
Student Growth, Highest 75%	37	(46)	30	(45)	34	(46)	40	(45)	35	(46)	39	(45)
Student Growth, Lowest 25%	18	(46)	15	(45)	16	(46)	24	(45)	11	(46)	27	(45)
Opportunity to Learn	33	(46)	40	(45)	33	(46)	35	(45)	36	(46)	33	(45)

		Gender		**Race / Ethnicity**					Economically Disadvantaged	Students with Disabilities	English Language Learners
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
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** F	M	White	**Race / Ethnicity** Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2016 (%)	53.7	55.1	52.2	57.6	-	49.5	-	-	-	23.8	-
	2015 (%)	45.5	48.6	42.0	50.0	25.0	37.9	50.0	>98.0	32.0	7.4	<2.0
	2014 (%)	65.8	70.8	60.0	63.0	-	72.2	-	-	62.9	37.0	-
Math Proficiency	2016 (%)	31.2	24.6	39.3	40.7	-	24.6	-	-	-	31.3	-
	2015 (%)	31.5	28.6	34.5	40.3	<2.0	20.5	<2.0		20.5	19.0	<2.0
	2014 (%)	57.9	56.9	58.9	67.9	-	40.5	-	-	50.0	51.9	-

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   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/.
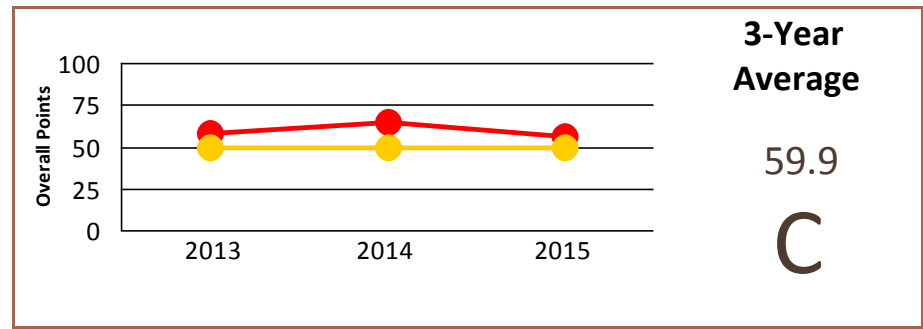
School Grade Report Card
2015 Certified

Final Grade

C

J Paul Taylor Academy Charter

District: State Charters

Grade Range: KN - 08   Code: 535001

This School 🟥
Statewide C Benchmark 🟧

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	D	17.81	40
School Growth 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?	5.8	D	4.42	10
Student Growth of Highest Performing Students 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.	7.2	B	10.96	20
Student Growth of Lowest Performing Students 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.	15.3	F	8.99	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.31	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		4.51	5

3-Year Average

59.9

C

Overall Points chart: 2013, 2014, 2015

Final School Grade

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	

Total Points

56.00

School Grading 2015

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.
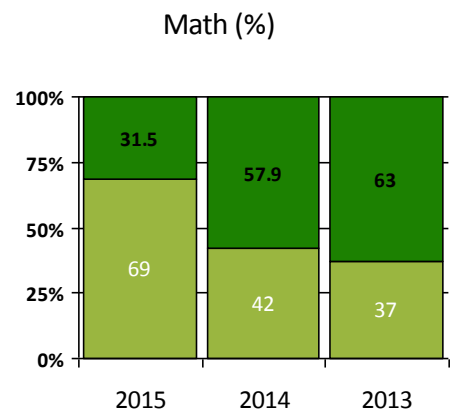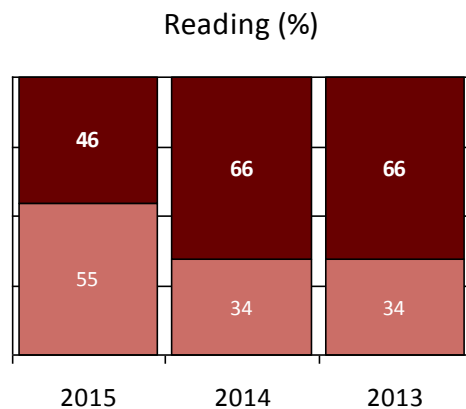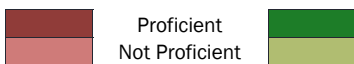
Current Standing

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			
Reading											
Proficient and Advanced (%)	45.5	48.6	42.0	50.0	25.0	37.9	50.0	>98.0	32.0	7.4	<2.0
Proficient and Advanced (Pts)	3.41										
Value Added Model (Pts)	6.22										
Math											
Proficient and Advanced (%)	31.5	28.6	34.5	40.3	<2.0	20.5	<2.0		20.5	19.0	<2.0
Proficient and Advanced (Pts)	2.36										
Value Added Model (Pts)	5.81										

3-Year Summary

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

- Proficient
- Not Proficient

Reading (%)

	2015	2014	2013
Proficient	46	66	66
Not Proficient	55	34	34

Math (%)

	2015	2014	2013
Proficient	31.5	57.9	63
Not Proficient	69	42	37

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	

	Reading	*Math*	
Value Added Score	-0.144	-0.149	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.
Points Earned	2.21	2.20	

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
Reading Growth											
Highest 75% (VAS)	0.14	0.07	-0.14	0.08	0.25	-0.21	0.14	-0.04	0.12	0.12	-
Highest 75% (Pts)	5.55										
Lowest 25% (VAS)	0.07	0.12	-0.12	0.11	0.45	-0.18	0.39	-	-0.23	-0.20	-1.63
Lowest 25% (Pts)	5.29										
Math Growth											
Highest 75% (VAS)	0.10	-0.21	0.01	-0.16	0.77	-0.04	-	-	-0.03	-0.41	-
Highest 75% (Pts)	5.41										
Lowest 25% (VAS)	-0.33	0.22	-0.03	0.11	0.78	-0.07	0.83	-	0.17	0.18	-0.63
Lowest 25% (Pts)	3.70										

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)	97.6	97.8	97.4	97.6	-	97.6	-	-	97.1	97.1	-
Attendance (Points)	5.13										

Survey (Average)	37.6	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.	*Reading*	36.7
Survey (Points)	4.2		*Math*	39.9
Count of Surveys (N)	147		*General*	36.6

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 (%) 96

Math (%) 97

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.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	0.7		17.8		39.8		33.6		6.6			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	29	(45)	26	(45)	31	(43)	41	(45)	25	(44)	38	(45)
School Growth	32	(45)	28	(45)	35	(43)	43	(45)	27	(44)	41	(45)
Student Growth, Highest 75%	28	(45)	27	(45)	32	(43)	28	(45)	28	(44)	34	(45)
Student Growth, Lowest 25%	30	(45)	30	(45)	37	(43)	40	(45)	29	(44)	39	(45)
Opportunity to Learn	16	(45)	22	(46)	18	(45)	18	(45)	23	(45)	15	(45)

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			
Growth Lowest 25% (Q1)	Reading	.0038	Y	Y	N	Y	Y	N	Y	.	N	N	N
	Math	-.0334	N	Y	Y	Y	Y	N	Y	.	Y	Y	N
Growth Highest 75% (Q3)	Reading	-.0481	Y	Y	N	Y	Y	N	Y	Y	Y	Y	.
	Math	-.0613	Y	N	Y	N	Y	Y	.	.	Y	N	.
Proficiency	Reading	33.3%	Y	Y	Y	Y	N	Y	Y	Y	N	N	N
	Math	17.6%	Y	Y	Y	Y	N	Y	N		Y	Y	N
Graduation	4-Year Cohort	75.6%											

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2015 (%)	45.5	48.6	42.0	50.0	25.0	37.9	50.0	>98.0	32.0	7.4	<2.0
	2014 (%)	65.8	70.8	60.0	63.0		72.2			62.9	37.0	
	2013 (%)	65.7	75.0	55.8	66.2		64.7			61.5	48.1	
Math Proficiency	2015 (%)	31.5	28.6	34.5	40.3	<2.0	20.5	<2.0		20.5	19.0	<2.0
	2014 (%)	57.9	56.9	58.9	67.9		40.5			50.0	51.9	
	2013 (%)	63.0	66.1	59.6	67.6		55.9			51.3	51.9	

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.

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.