

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: March 16, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendment, La Tierra Montessori School for the Arts and Sciences
- III. Executive Summary and Proposed Motions:

Request and Rationale

La Tierra Montessori School for the Arts and Sciences (LTMAS) requests to amend Section 8.01(a)(iii) of the school’s contract: Educational Program of the School.

The school’s current contract states:

Eligible students will receive daily language instruction to address their language proficiency needs ---one hour of English Language Development with a TESOL-endorsed teacher and one hour of Spanish language instruction with a bilingual-endorsed teacher.

The school would like to change the contract language to:

Eligible students will receive daily language instruction to address their language proficiency needs ---at least 45 minutes of English Language Development with a TESOL-endorsed teacher and one hour of Spanish language instruction with a bilingual-endorsed teacher.

The school states the following rationale for its request:

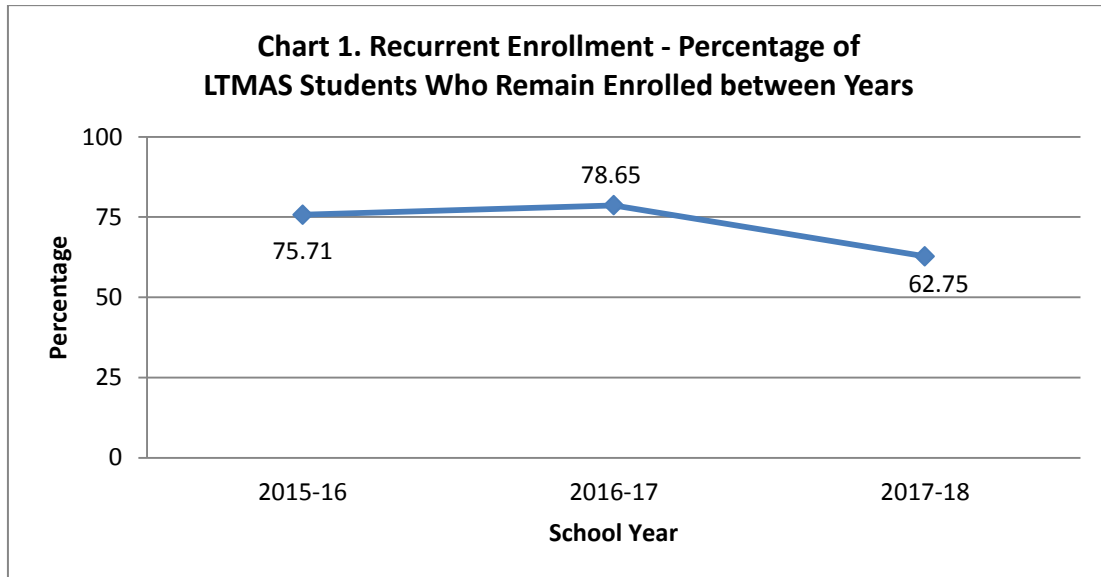
The school daily schedule will not allow us to provide one full hour of both languages. In addition, the K-3 ages begin to lose focus [sic] after a short time, even with a skilled classroom teacher who is bilingual-endorsed. Also, PED Bilingual department [Language and Culture Bureau] provided two schedules to review as examples of how other schools met this need: Each school provided 40-45 minutes of each language versus the one hour.

School History and Recurrent Enrollment

La Tierra Montessori School of the Arts and Sciences began operating under its current charter on July 1, 2014. In December 2016, La Tierra was approved by the PEC to renew for an additional 5 year contract. La Tierra utilizes Montessori philosophy and teaching practices with students in multi-age classrooms integrating arts, sciences and heritage language. La Tierra has an approved and funded heritage education program through the Language and Culture bureau. The school currently serves grades K-7. According to the SY18 80th Day STARS report (December 2017), the school had 100 students enrolled.

The school is authorized to serve grades K-7 and its enrollment capacity is 180. In May 2017, the PEC approved the school’s amendment to serve K-6 for SY18-19. According to the 2016-17 End-of-Year STARS report, the school had 112 students enrolled at the end of SY17. LTMAS student enrollment data demonstrates that 75.71% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. LTMAS’s student enrollment data demonstrates a slight increase with

78.65% 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 significant decrease, over 15%, in its recurrent enrollment for the SY18 year with 62.75% of eligible students returning to the school. LTMAS *has not* met the PEC's recurrent enrollment target of 85% during the SY16, SY17, and SY18. See Chart 1, below.

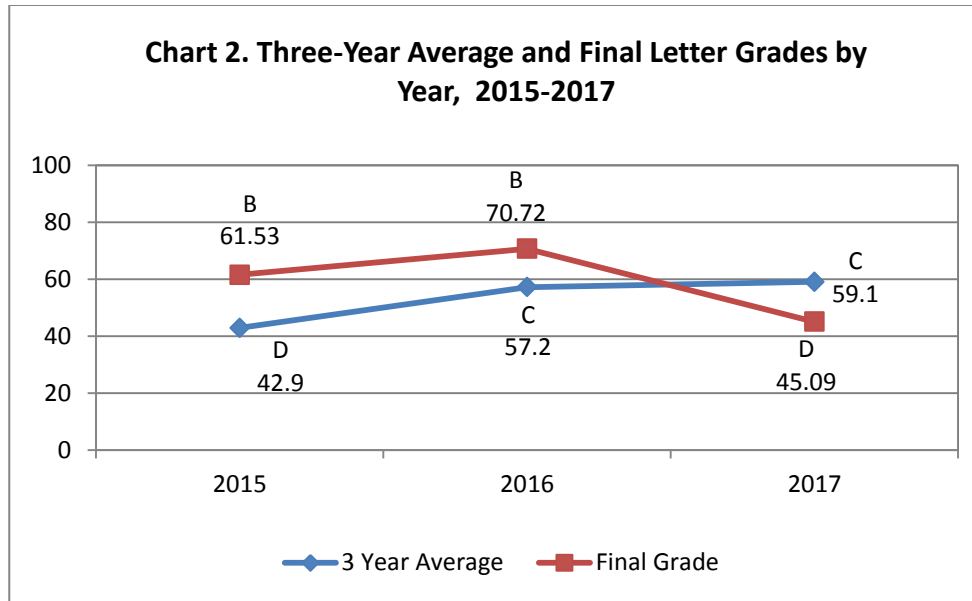


School Performance

The school earned an overall D grade in 2017 and a review of the school's academic performance demonstrates significant decrease in academic performance when compared to the previous year SY16, a difference of more than 25 points, or one-fourth of the possible points, overall. The school's decline in academic performance is concerning and the school should address the school-wide decrease in student growth. This section provides an overview of school performance and provides analysis of various indicators from the school grade reporting. Chart 2, below, illustrates LTMAS's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade demonstrates declining growth over the last three years (red line).

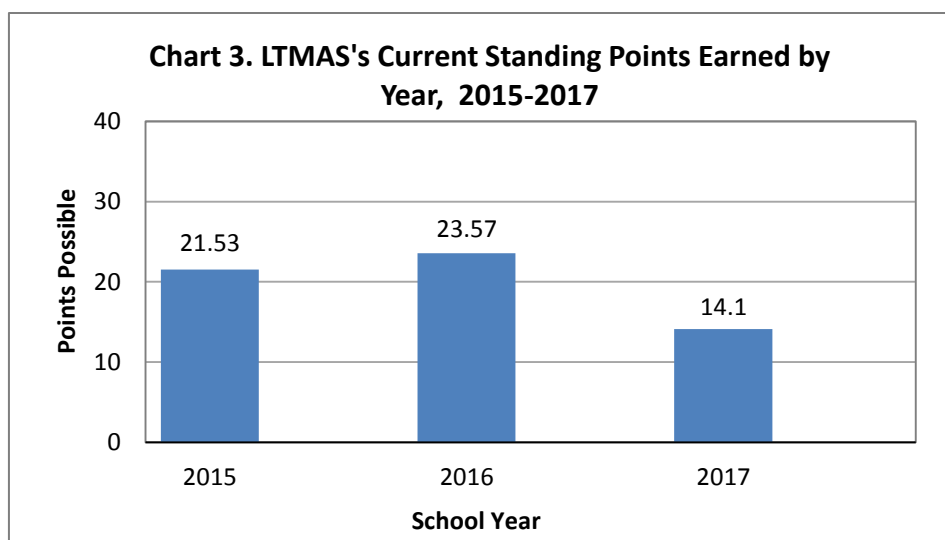
LTMAS has earned the following school grades:

- In 2014-2015 the school grade was a B (61.53).
- In 2015-2016 the school grade was a B (70.72).
- In 2016-2017 the school grade was a D (45.09).



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: points for reading proficiency; points for growth in reading proficiency; points for math proficiency; and points for growth in math proficiency. In 2017, the points possible were 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.

Overall since 2015, LTMAS has decreased its current standing points earned by 7.43 points. More concerning, LTMAS has decreased its current standing points earned by 9.47 points from SY16 school grade data. Chart 3, below, illustrates the total points LTMAS earned in the current standing indicator for the last three years. In 2017, the school earned approximately 60% of the current standing points it earned in the previous year—a significant decrease.



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 and math proficiency shows significant growth from SY15 to SY17; the school grew by 20% in reading proficiency and 10% in math proficiency. The school's 2017 school grade indicates that 52% of LTMAS's students were proficient in reading and 22% of the school's students were proficient in math, outperforming the statewide average in both academic subjects. Nevertheless, the school's math proficiency declined by over 7% from SY16 (29.2%) to SY17 (22%). Chart 4, below, illustrates the students' academic proficiency percent rates in reading and math over the last three years.

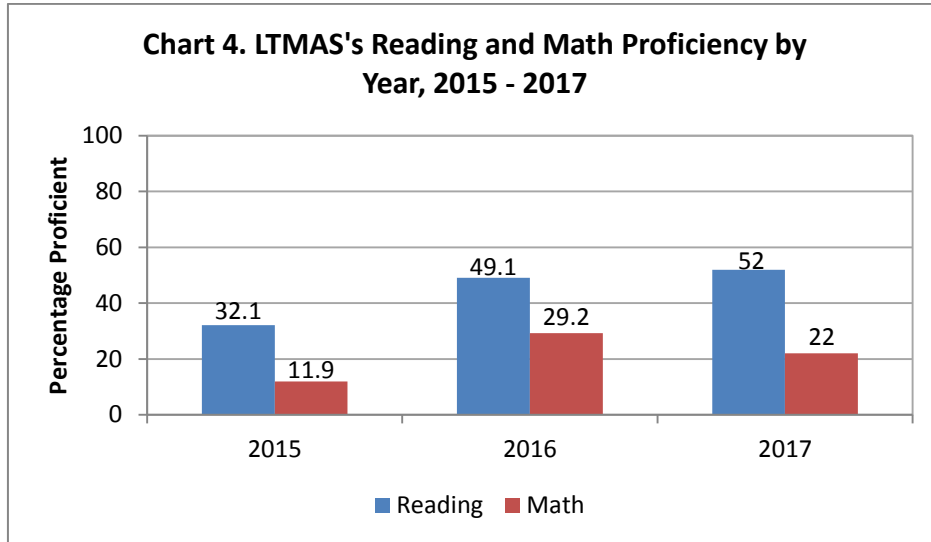
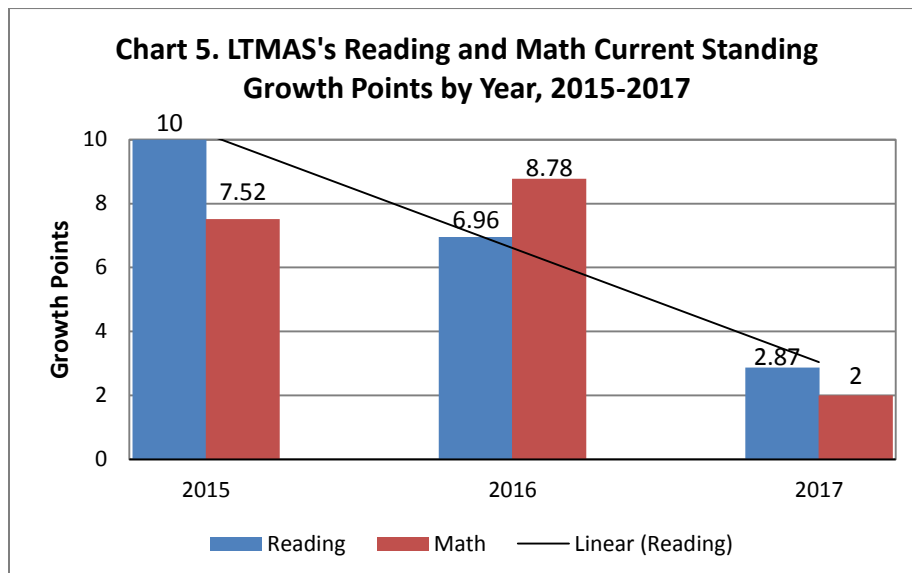
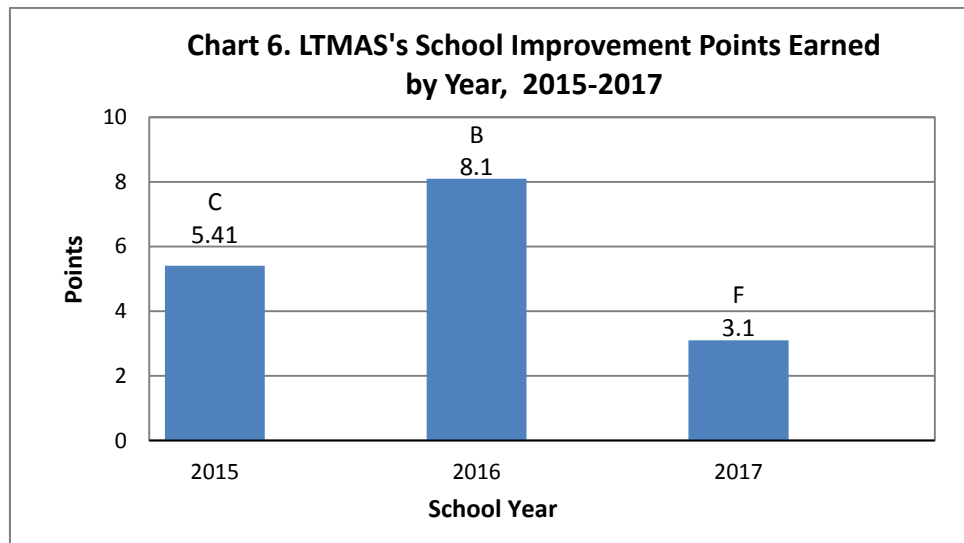


Chart 5, below, illustrates the reading and math growth points earned within the current standing indicator. In 2017, LTMAS earned 2.87 growth points of the 7.5 possible points in reading and 2.0 math growth points out of 7.5 total points. Together, the school earned just 4.87 points out of the 20 possible points in current standing, earning less than one quarter of the possible points.



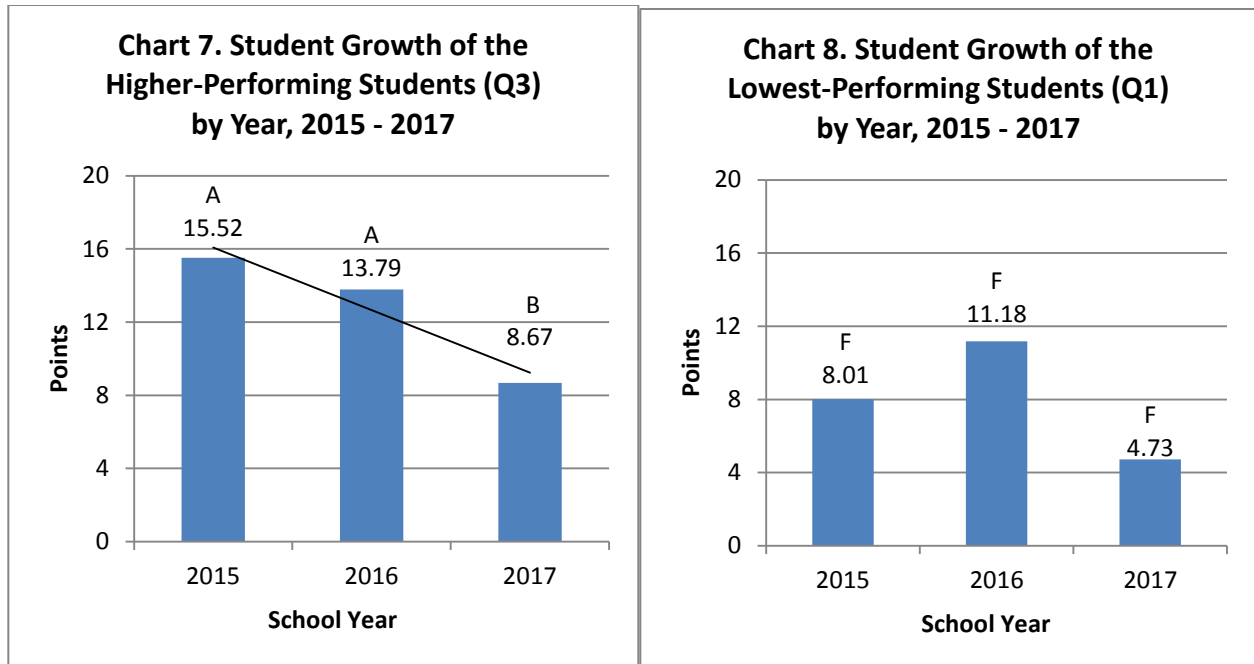
LTMAS demonstrates significant decline in reading and math growth points earned over the last year. The school's data demonstrates an overall decline in reading and math growth from SY15 to SY17, by more than 7 growth points earned in reading and 5.5 growth points in math. If the school does not increase both its growth and proficiency in reading and math, the school may not sustain current results or could possibly continue to experience declining overall school grades.¹

School Improvement. This indicator accounts for a smaller portion of a school's overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. Chart 6 below, illustrates the school's fluctuating yet overall downward growth pattern between school years. LTMAS earned one third of the possible points in this indicator for 2017.



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 points out of the possible 20 points on this indicator. However, the school demonstrates a downward growth pattern among its higher-performing students over the last three years. See Chart 7, below. Additionally, LTMAS's has demonstrated significant decline in growth of its lowest-performing students, earning 6.45 less points in SY17 (4.73 points) than in SY16 (11.18 points). The school continues to trail the state average of 15.3 points by over 10 points on this indicator. See Chart 8, below.

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 grade.

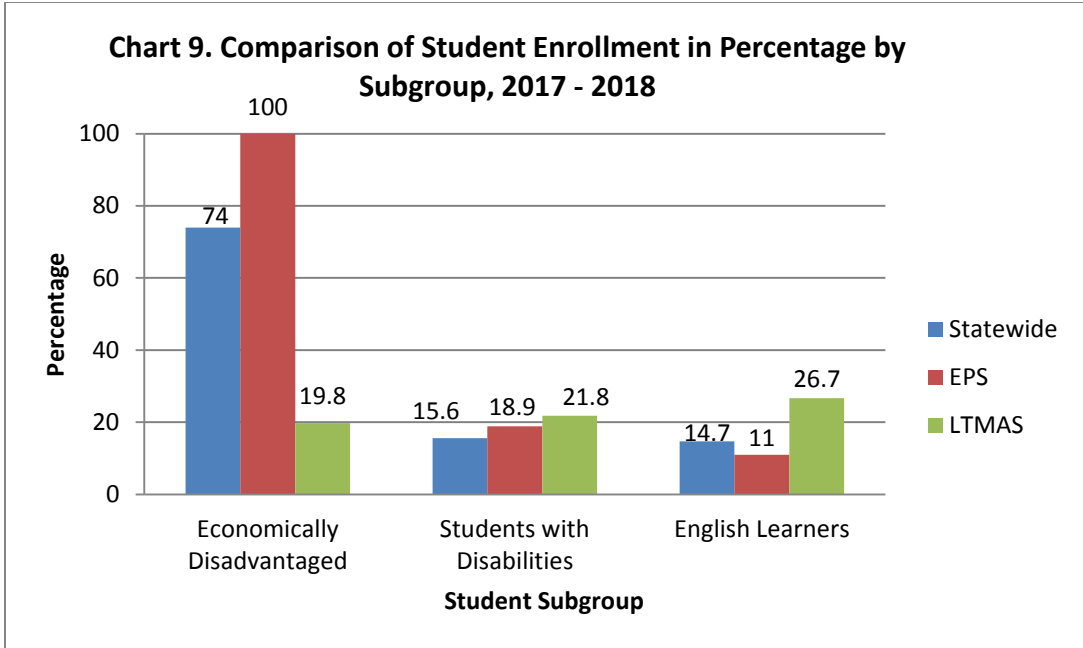


The school has not improved in growth for either its highest-performing or lowest-performing students. In fact, the school demonstrates a decline in growth for all students, especially its lowest-performing students since the indicator grade has remained an F for the last three years (with decreasing overall points on this indicator). The school has earned an overall D grade, and it is evident that the school must do more to support its lowest-performing students.

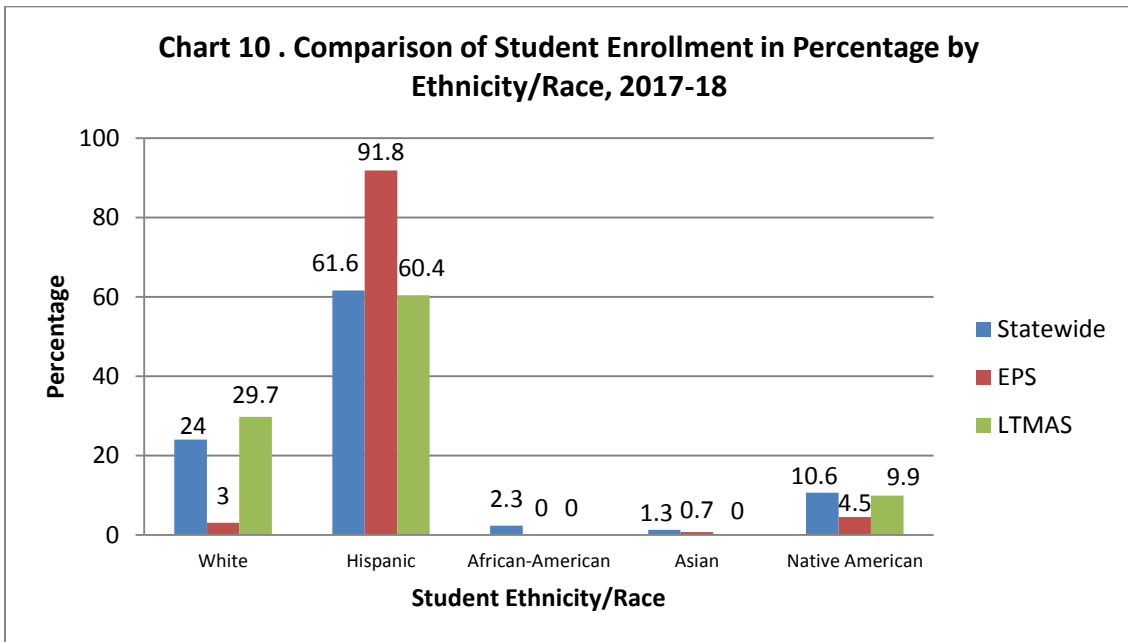
Student Enrollment and Academic Performance by Subgroup

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, Espanola Public Schools (EPS). LTMAS serves a significantly lower economically disadvantaged student population (19.8%) when compared to the local school district EPS (100%) and the state (74%). The school serves a much higher percentage of ELs (26.7%) when compared to local district (11%). The school also serves a slightly higher percentage of students with disabilities population (21.8%) when compared to EPS (18.9%).

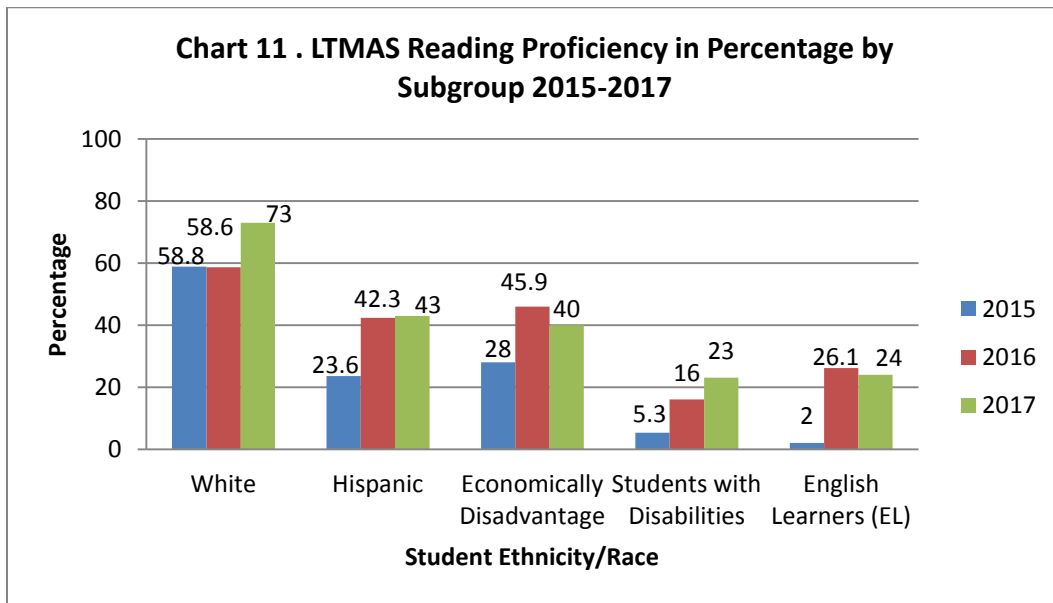
Chart 9 below, illustrates the comparison in student subgroup enrollment between the State, EPS, and LTMAS.



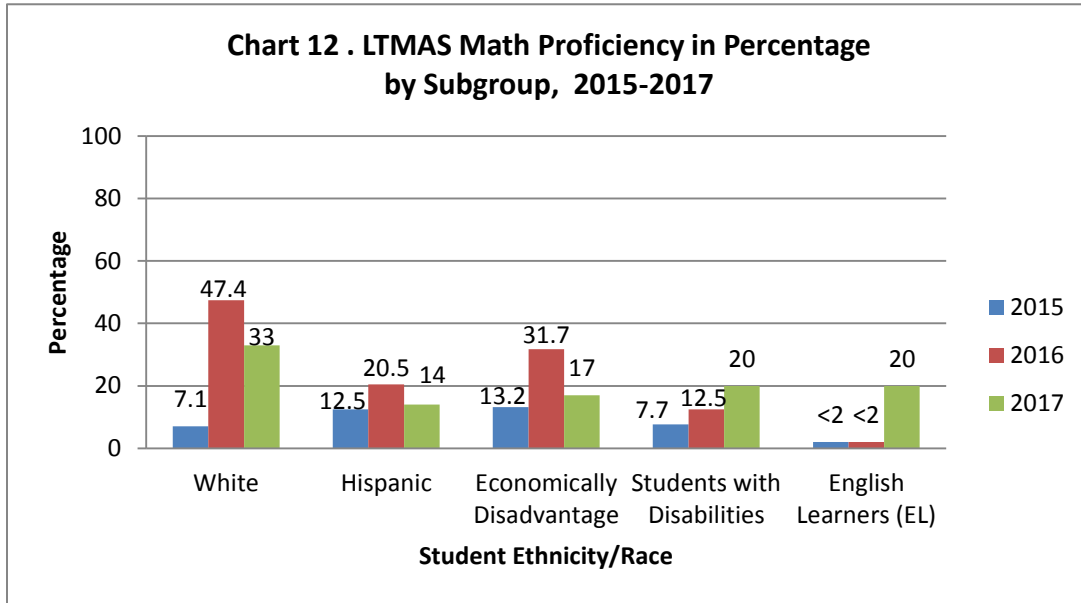
When comparing the student enrollment data, LTMAS serves a student population that does not reflect the local school district. Whereas only 3% of the district’s students are White, the school’s population of White students is 29.7%. Conversely, while the district’s Hispanic student population is 91.8%, Hispanic students at LTMAS represent only 31% of the total population served. The school’s demographics do not mirror the local school district. See Chart 10, below.



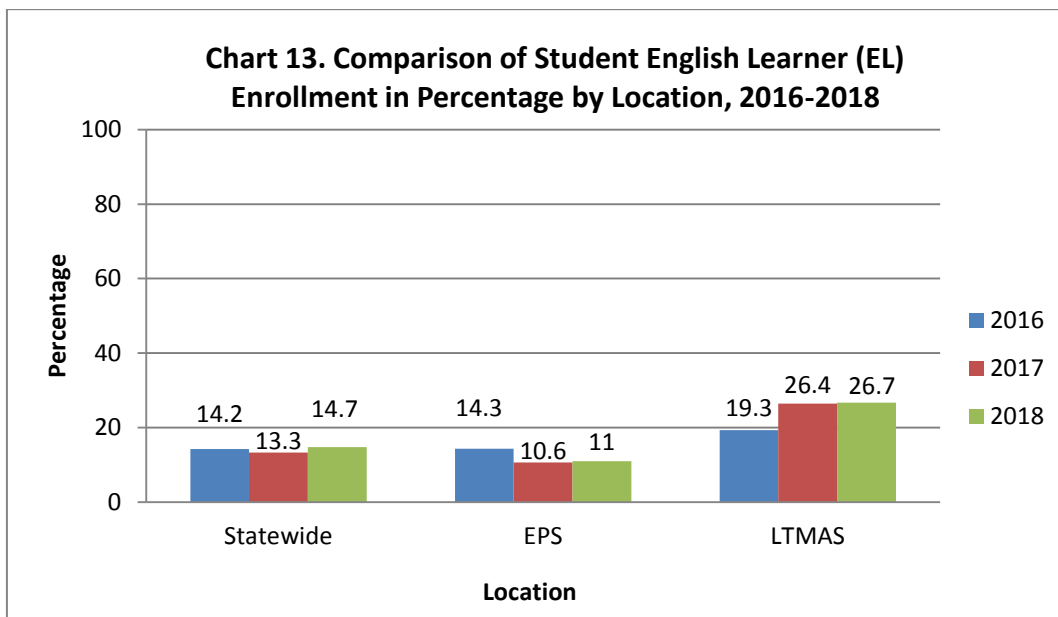
Academic performance. Overall, LTMAS’s data demonstrates substantial growth patterns across all subgroup when comparing SY15 to SY17. However, as the data is further disaggregated by subgroup, significant achievement gaps across some student subgroups are revealed. In 2017, reading proficiency for White and Hispanic students demonstrates a 30% achievement gap for the two groups. The school’s data reveals a decline by over 5% in reading proficiency for economically disadvantaged students in SY17. While the school’s data below indicates movement in the right direction for its students with disabilities and ELs, the school should review and address the discrepancies in reading proficiency for its student two main ethnic/racial subgroups and look more deeply at performance gap between its White students and all other subgroups by disaggregating its data further and engage in deep analysis. See Chart 11, below.



Similarly, the data reveals discrepancies in math proficiency between the school’s student subgroups. At LTMAS, the math proficiency of White students (33%) is more than double the math proficiency of Hispanic students (14%) in 2017. Furthermore, when the school’s data is further disaggregated by school year, a significant decline in growth is revealed for the school’s White, Hispanic and economically disadvantaged student populations between SY16 and SY17. A decline in student academic growth is concerning, and the school’s data reveals this is a consistent trend. Although, the school’s data below indicates important positive growth patterns for its students with disabilities and ELs, the school should nonetheless review and address the discrepancies in math proficiency for its student two main ethnic/racial subgroups, but also look at performance gap between its White students and all other subgroups. See Chart 12, below.



EL student enrollment and academic performance. Given the school’s amendment request is to reduce English language development (ELD) instruction, the subsection below will provide a deeper data analysis specifically focusing on the school’s EL student population and academic performance. LTMAS serves a significantly larger EL student population, when compared to the local school district, EPS, and state. The school’s data demonstrates this has been a steady trend across the past three years, where the school consistently served a considerably greater percentage of EL students. See Chart 13 below.



English Language Proficiency (ELP) Data. According to the ACCESS for ELL 2.0 data available, the school has only reclassified 9 of the ELs tested in the last two years. In New Mexico, an EL student achieves English language proficiency when he/she achieves a 5.0 (out of 6.0) overall (composite) score. In 2016,

the percentage of ELs that achieved English language proficiency per the state’s assessment was 17% whereas the school’s result was only 9%. In 2017, the ACCESS for ELLs 2.0 underwent a resetting of cut scores at each of the proficiency levels. As a result, 2017 results serve as a new baseline. Across the state, the impact of reset was significant. Whereas the state was previously reclassifying 17% of its ELs, last year the state’s percentage of students achieving proficiency was only 1%. Nevertheless, LTMAS’s results are concerning—93% of its students scored in the lowest three levels of English language proficiency. See Table 1, below.

Table 1. Comparing State and LTMAS English Language Proficiency Levels, 2016 and 2017						
	Overall Proficiency Levels—in Percentages					
	Entering (Level 1)	Beginning (Level 2)	Developing (Level 3)	Expanding (Level 4)	Bridging (Level 5)	Reaching (Level 6)
2016 State	11%	15%	31%	27%	14%	3%
2016 LTMAS	18%	9%	32%	32%	9%	0%
2017 State	14%	24%	44%	16%	1%	0%
2017 LTMAS	24%	24%	45%	7%	0%	0%

Source: WIDA ACCESS data, 2016 and 2017.

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 LTMAS’s 2016-2017 performance framework demonstrates the following final ratings: 16 indicators rates as *Meets Standard*; 6 indicators rated as *Working to Meet Standard*; 3 indicators rated as *Falls Far Below Standard*; and 2 indicators rated as *Not Applicable*.

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

- **Mission-specific indicator goals not met:** The school did not provide adequate evidence to support student growth analysis for all students per school goals.
- **No implementation of materials terms in charter:** The school did not provide evidence or an adequate plan to ensure that students were receiving language development requirements of its state-funded heritage language program.
- **Not meeting financial reporting and compliance requirements:** The school did not provide evidence of implementation of Correct Action Plan for financial reporting audit findings.

Additional Analysis on the Amendment Request

The school's rationale for requesting to amend its material terms to reduce ELD instruction to 45 minutes per day is because, *"the school's schedule cannot support a full hour of ELD instruction."* Additionally, *"the K-3 ages begin to lose focus [sic] after a short time, even with a skilled classroom teacher who is bilingual endorsed."* The school's overall academic performance is alarming, earning a D letter grade last school year. The school was required to submit a School Improvement Plan (SIP) to address the low academic performance and the school's SIP focuses on reading and math interventions intended to promote greater student proficiency outcomes. The school is responsible for developing the SIP with focus areas specific to the school's needs along with action steps the school will implement to promote improvement, yet the SIP does not explicitly include action steps that support the academic and language learning needs of ELs in either its reading or math SIP, even as the school grade reporting clearly identifies the low academic performance of its ELs. The school's data reveals significant performance gaps in math proficiency among its EL student population where less than 2% of ELs were proficient in either 2015 or 2016, and less than 20% of ELs were proficient in 2017. *Note: due to student privacy and data reporting conventions, the 2017 school grade does not specify the precise percentage of math proficiency for ELs.*

While forty-five minutes of English language development (ELD) instruction is the minimum requirement per the federal Office for Civil Rights (OCR) federal and the PED's Language and Culture Bureau (LCB) guidance, it may not be adequate for addressing the academic and language learning needs of its identified ELs given the performance of such students as addressed above.

Recommendation

The school earned an overall grade of D in 2017 and has demonstrated a sharp decline in academic performance when compared to prior years. The school demonstrates inconsistent growth patterns across the three years evaluated (2015-2017), and the academic and English language proficiency performance for ELs has been consistently low. Further, the school's improvement plans do not appear to specifically address the academic and language learning needs of its ELs. **Generally, the CSD does not recommend lowering the amount of instructional time for ELs—especially when the performance for this important subgroup has been consistently low—thus the CSD does not make an explicit recommendation on this amendment request.**

Proposed Motion on the Amendment Request

- Move to approve the amendment request presented by La Tierra Montessori School of Arts and Sciences to change its material terms with respect to its educational program by reducing the amount of time for English language development from one hour daily to at least 45 minutes daily because **[PEC to provide reason(s) that the request should be denied].**

- Move to deny the amendment request presented by La Tierra Montessori School of Arts and Sciences to change its material terms with respect to its educational program by reducing the amount of time for English language development from one hour daily to at least 45 minutes daily because **[PEC to provide reason(s) that the request should be denied].**

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

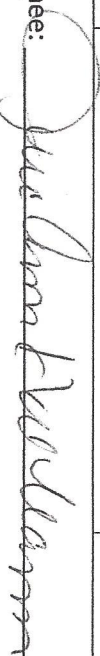
Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: La Tierra Montessori School for the Arts and Sciences

Date submitted: 1/23/2018 Contact Name: Christie A. Berg E-mail christie.berg@montessorilatierra.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
Article VIII, Sec. 8.01, iii, page 35	Eligible students will receive daily language instruction to address their language proficiency needs---one hour of English Language Development with a TESOL- endorsed teacher and one hour of Spanish language instruction with a bilingual- endorsed teacher.	Eligible students will receive daily language instruction to address their language proficiency needs--- at least 45 minutes of English Language Development with a TESOL- endorsed teacher and one hour of Spanish language instruction with a bilingual- endorsed teacher.	The school daily schedule will not allow us to provide one full hour of both languages. In addition, the K-3 ages begin to lose focus after a short time, even with a skilled classroom teacher who is bilingual- endorsed. Also, PED Bilingual department provided two schedules to review as examples of how other schools meet this need: Each school provided 40-45 minutes of each language versus the one hour.	1/23/2018

Original Signature of Governing Council President or Designee:



Date: 1/23/2018

Printed Name of Governing Council President or Designee: Julie Ann Hill-Clapp

Public Education Commission use only



La Tierra Montessori School of the Arts and Sciences

Mission Statement

La Tierra Montessori School of the Arts and Sciences will provide K-7 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences

DRAFT MINUTES

LTMAS GOVERNING COUNCIL MEETING:

Tuesday, January 23, 2018 @ 6 pm

La Tierra Montessori School
659 Roadrunner Rd.
Ohkay Owingeh, New Mexico

**Action Item(s)*

- I. The meeting was called to order at 6:09 p.m.
- II. Roll Call: Julie Ann Hill-Clapp, Ben Sandoval, Ron Martinez, Amy Larsen, and Marcie Davis, excused. Staff members: Christie Berg, Head Learner, Pamela Rodriguez, Office Manager, Deanna Gomez, Business Manager via skype.
- III. Approval of Today's agenda*- Ron Martinez made a motion to approve the agenda, with changes, adding a Governing Council member resignation* to New Business, V. and Amy Larsen seconded. The motion passed unanimously 3-0.
- IV. Approval of minutes from 11/28/2017 GC Meeting*-Ben Sandoval made a motion to approve the minutes and Ron Martinez seconded. The motion passed 3-0.
- V. Reports
 - a. Head Learner Report **(20 minutes)**- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
- VI. Public Comment and Welcome guests – **(Each guest has 2 minutes)** Please sign the public comment sheet if you wish to make a comment- **Any and all public input be limited to a reasonable amount of time.**- Susan McBride, 3rd Grade Teacher, Brittany Herrera, 4th/5th Grade Teacher, and Michael Finnance, 6th Grade came to observe the meeting.

VII. Parent, Teacher Association Report (PTA) (7 minutes)-Amy Larsen reported that the Book Fair held in December was a success. There is a great need to recruit officers for the PTA.

VIII. Old Business (20 minutes)

a. Review of Policies and Procedures-There will be a Special Meeting held on Monday, February 12, 2018 at 5:00 to review and approve Policies and Procedures.

IX. New Business (40 minutes)

A. Financial Report

- I. Discussion and Approval of BAR(s) and Financial Reports*-The Governing Council was provided the monthly financial packet that also included the bank statement and reconciliation for their review. The approval was tabled.
- II. Finance Committee Report-There will be a Finance Committee Meeting on Friday, February 9 at 4:00 p.m. at the school.
- III. Audit Committee Report- The Financial Audit report has not been released.
- IV. Review and Discuss amendment to the school contract*- Amy Larsen made a motion to approve the amendments as presented by Christie Berg, and Ben Sandoval seconded. The motion passed 3-0.
- V. Governing Council Member Resignation*-Ron Martinez made a motion to approve the resignation of Governing Council member Marcie Davis, and Amy Larsen seconded, Ben Sandoval voted nay, The motion passed 3-0, with Julie Ann Hill-Clapp's vote.

X. Executive Session: The Governing Council may, if necessary, enter into executive session limited to discussions regarding personnel or facility matters, No action will be taken in executive session. (In accordance with the NMSA 1978 Section 10-15-1 (H)2; Limited Personnel Matters; 10-15-1 (H)7 Litigation; 10-15-1; (H)8 Real Property and Water Rights the Board may enter into Executive Session. Matters discussed in the closed meeting are limited to those specified in the motion of the Governing Council and no action will be taken in executive session.) –Entered into Executive Session at 8:14 p.m.

***Executive Session: Roll Call Vote to Enter Executive Session-** Julie Ann Hill-Clapp, Ron Martinez, Amy Larsen,

***Executive Session: Roll Call Vote to Exit Executive Session-** Julie Ann Hill-Clapp, Ron Martinez, Amy Larsen

Returned to regular session at 8:50 p.m.

XII. Adjournment-Ron Martinez made a motion to adjourn and Amy Larsen seconded.

La Tierra Montessori School

District: State Charter

Grade Range: KN - 8 Code: 546001

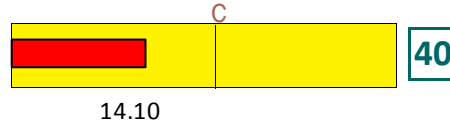
C - State benchmark established in 2012

Possible Points

This School Earned

Current Standing

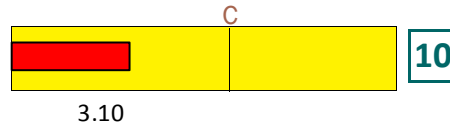
Are students performing on grade level? Did they improve more or less than expected?



F

School Improvement

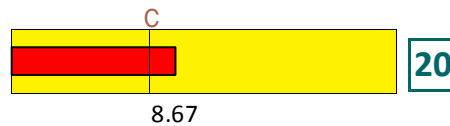
Is the school as a whole making academic progress?



F

Improvement of Higher-Performing Students

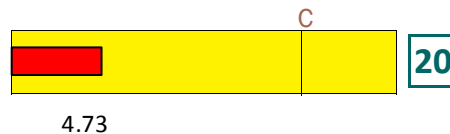
Are higher-performing students improving more or less than expected?



B

Improvement of Lowest-Performing Students

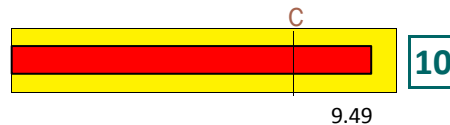
Are the lowest-performing students improving more or less than expected?



F

Opportunity to Learn

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



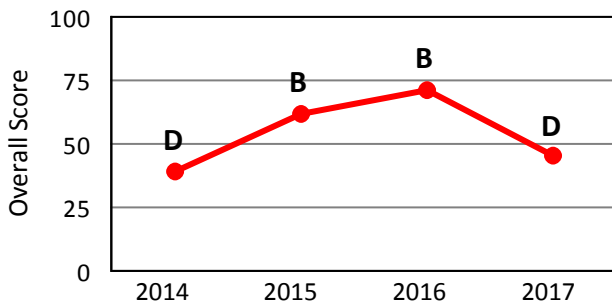
A

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:

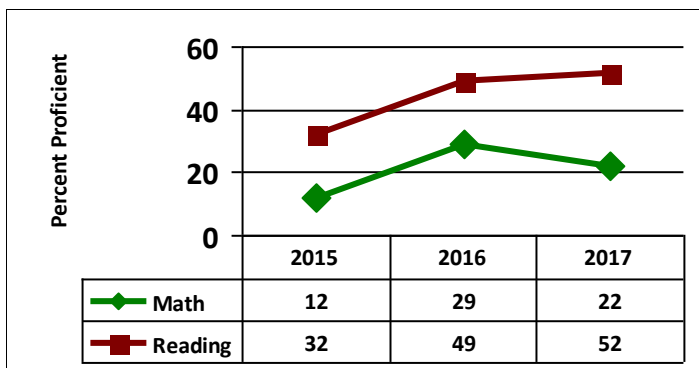
			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	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				
<i>Reading</i>	Proficient (%)	52	58	45	73	-	43	-	45	40	23	24
	Points Proficiency	6.47										
	Points Student Growth	2.87										
<i>Math</i>	Proficient (%)	22	30	14	33	-	14	-	-	17	≤ 20	≤ 20
	Points Proficiency	2.76										
	Points Student Growth	2.00										



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	-0.30	-0.72
Points	1.92	1.19

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.

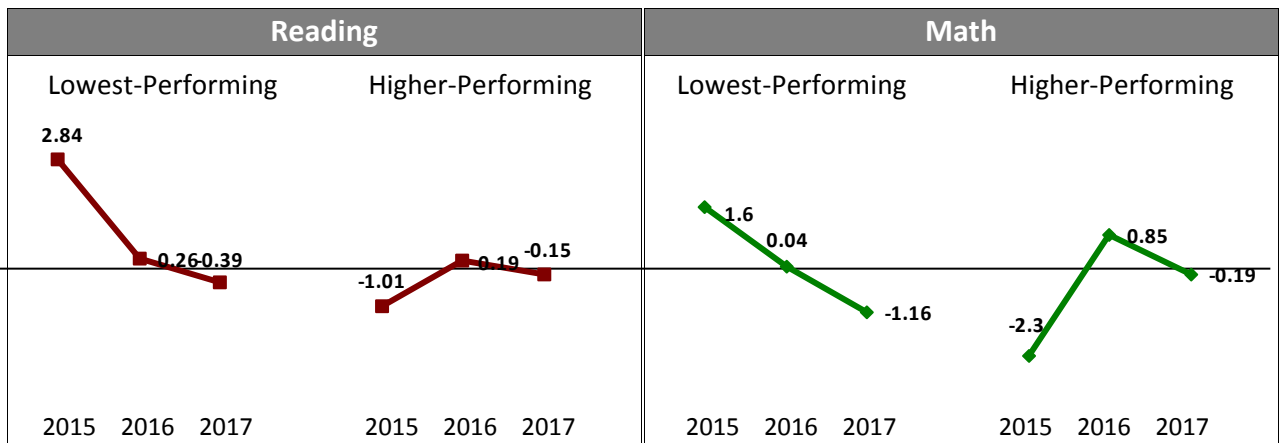
Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups										
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners	
Reading Growth												
Higher-Performing Points	-0.15 4.40	0.05	-0.17	-0.01	-	-0.04	-	-	-0.10	-	0.26	
Lowest-Performing Points	-0.39 3.49	-	0.02	-	-	0.09	-	-	-0.04	0.10	-	
Math Growth												
Higher-Performing Points	-0.19 4.27	-0.20	-0.18	-0.46	-	-0.08	-	-	-0.23	-	-	
Lowest-Performing Points	-1.16 1.24	-	0.04	-	-	-0.20	-	-	-0.36	-0.06	-	

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 (%)	94	94	94	92	94	95	-	95	94	94	95
Points	4.94										

Surveys

Score (Average) 40.99
 Points 4.55
 Number of Surveys 92

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.

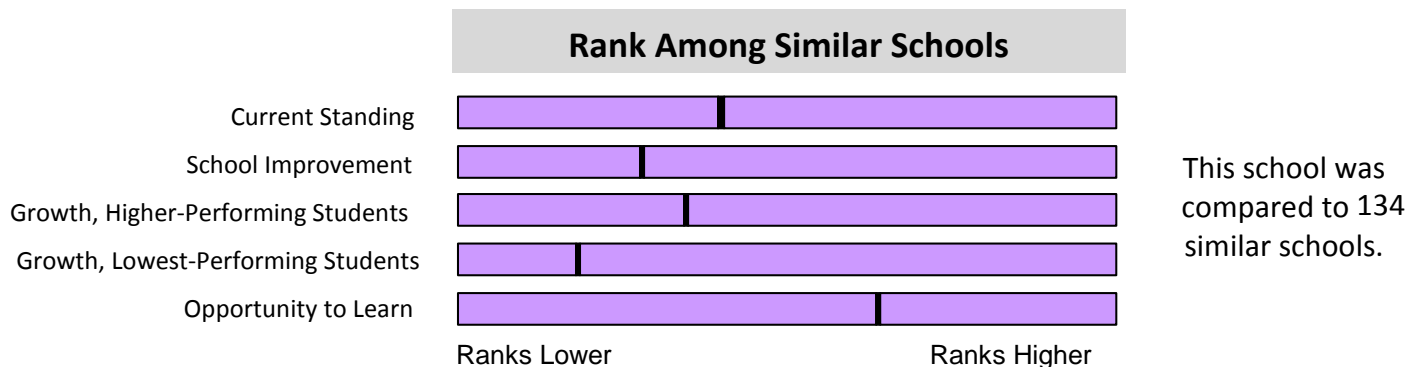
Reading (%) 100
 Math (%) 100

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 (%)	52	58	45	73	-	43	-	45	40	23	24
	2016 (%)	49	59	41	59	-	42	-	64	46	16	26
	2015 (%)	32	39	27	59	-	24	-	-	28	5	<2
<i>Math Proficiency</i>	2017 (%)	22	30	14	33	-	14	-	-	17	≤20	≤20
	2016 (%)	29	32	27	47	-	21	-	-	32	13	9
	2015 (%)	12	8	15	7	-	13	-	-	13	8	<2

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
B

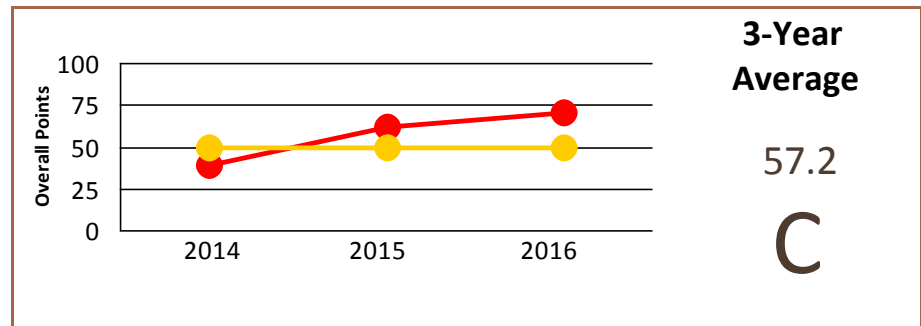
La Tierra Montessori School

District: State Charters

Grade Range: KN - 8 Code: 546001

This School ■
Statewide C Benchmark ■

		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?		C	23.57	40
School Growth Did the school as a whole improve student performance more or less than expected?		B	8.10	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.		A	13.79	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.		F	11.18	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?		A	9.08	10
Bonus Points 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
		70.72	

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.

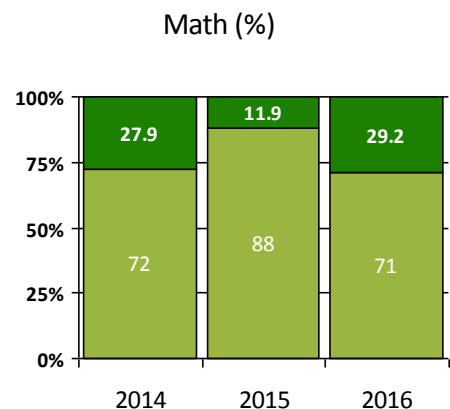
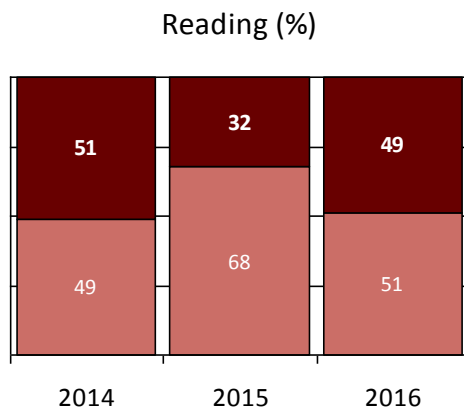
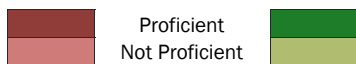
Current Standing

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 (%)	49.1	58.8	41.0	58.6	-	42.3	-	63.6	45.9	16.0	26.1
Proficient and Advanced (Pts)	4.91										
Value-Added Model (Pts)	6.96										
Math											
Proficient and Advanced (%)	29.2	32.1	27.0	47.4	-	20.5	-	-	31.7	12.5	<2.0
Proficient and Advanced (Pts)	2.92										
Value-Added Model (Pts)	8.78										

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	1.010	0.770
Points Earned	4.21	3.89

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)	0.19	0.05	-0.05	-0.01	-0.08	-0.03	-	0.13	0.04	-0.16	-0.22
Highest 75% (Pts)	5.76										
Lowest 25% (VAS)	0.26	0.21	0.01	0.31	-	0.12	-	-0.48	0.07	0.20	0.33
Lowest 25% (Pts)	6.03										
<i>Math Growth</i>											
Highest 75% (VAS)	0.85	-0.39	0.22	-0.54	-	0.47	-	-1.17	-0.17	-0.16	-0.42
Highest 75% (Pts)	8.03										
Lowest 25% (VAS)	0.04	-0.09	-0.07	0.27	-	-0.15	-	0.09	-0.18	0.22	-0.51
Lowest 25% (Pts)	5.15										

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)	91.0	92	91	92	90	91		90	91	91	91
Attendance (Points)	4.81										

Survey (Average)	38.4	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)	4.27	
Count of Surveys (N)	88	

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
 School exempted from penalty because of size.

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)	21.1		21.8		73.3		68.0		39.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	6	(46)	7	(45)	7	(45)	11	(46)	9	(45)	1	(46)
School Growth	6	(46)	6	(45)	6	(45)	9	(46)	9	(45)	2	(46)
Student Growth, Highest 75%	7	(46)	5	(45)	8	(45)	11	(46)	9	(45)	3	(46)
Student Growth, Lowest 25%	16	(46)	15	(45)	16	(45)	26	(46)	20	(45)	8	(46)
Opportunity to Learn	43	(46)	39	(45)	42	(45)	40	(46)	37	(45)	44	(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 (%)	49.1	58.8	41.0	58.6	-	42.3	-	63.6	45.9	16.0	26.1
	2015 (%)	32.1	39.4	26.7	58.8	<2.0	23.6		40.0	28.0	5.3	<2.0
	2014 (%)	51.2	68.4	37.5	66.7	-	46.4	-	-	40.0	-	-
<i>Math Proficiency</i>	2016 (%)	29.2	32.1	27.0	47.4	-	20.5	-	-	31.7	12.5	<2.0
	2015 (%)	11.9	8.0	14.7	7.1		12.5		20.0	13.2	7.7	<2.0
	2014 (%)	27.9	26.3	29.2	50.0	-	21.4	-	-	24.0	-	-

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/>.



Final Grade
B

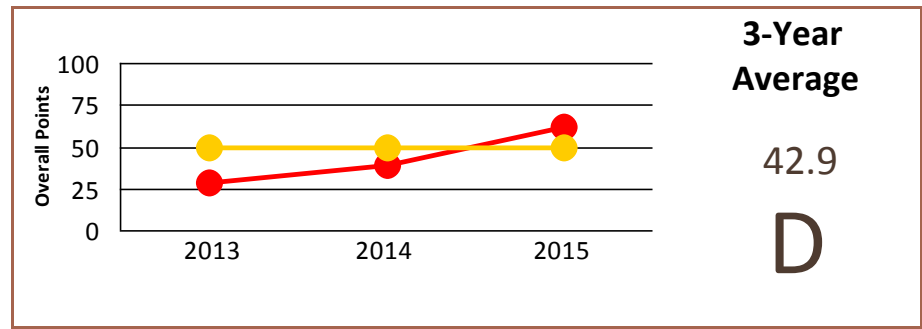
La Tierra Montessori School

District: State Charters

Grade Range: KN - 08 Code: 546001

This School ■
Statewide C Benchmark ■

		Grade	School Points	Possible Points
<p>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.</p>	<p>21.3</p>	C	21.53	40
<p>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?</p>	<p>5.8</p>	C	5.41	10
<p>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.</p>	<p>7.2</p>	A	15.52	20
<p>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.</p>	<p>15.3</p>	F	8.01	20
<p>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?</p>	<p>7.5</p>	B	8.43	10
<p>Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?</p>	<p>1.6</p>		2.63	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
		61.53	

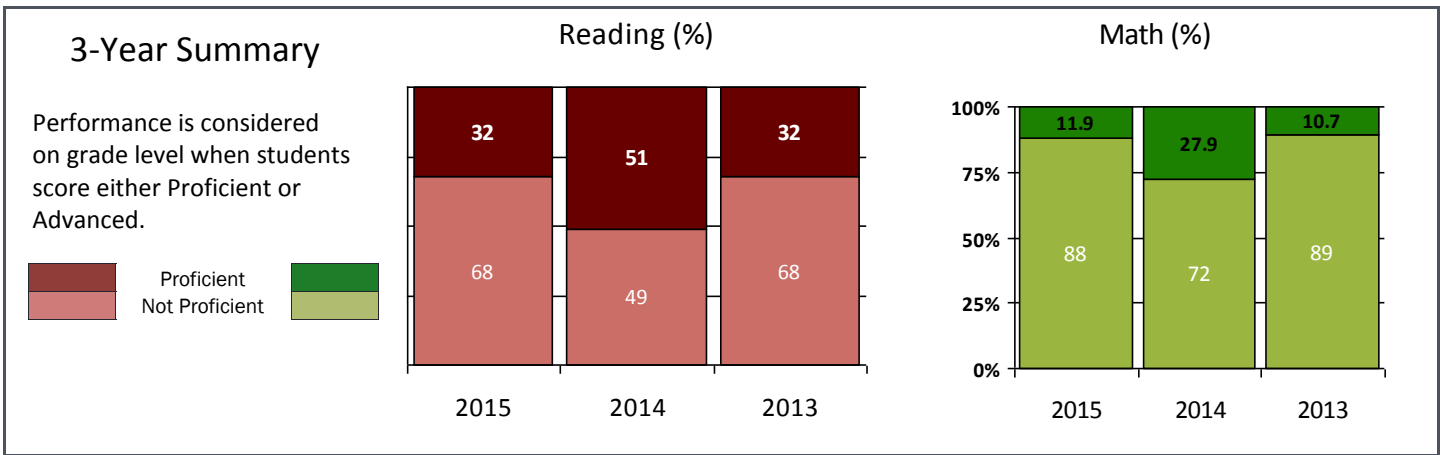
Details of Each Grade Indicator

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 (%)	32.1	39.4	26.7	58.8	<2.0	23.6		40.0	28.0	5.3	<2.0
Proficient and Advanced (Pts)	2.40										
Value Added Model (Pts)	10.71										
Math											
Proficient and Advanced (%)	11.9	8.0	14.7	7.1		12.5		20.0	13.2	7.7	<2.0
Proficient and Advanced (Pts)	0.89										
Value Added Model (Pts)	7.52										



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	0.646	-0.410
Points Earned	3.70	1.70

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)	0.94	-0.24	-0.13	-0.23	-	-0.16	-	-0.39	-0.31	0.13	-0.90
Highest 75% (Pts)	8.27										
Lowest 25% (VAS)	-0.03	0.24	0.16	1.29	-	0.22	-	-0.82	0.04	0.47	0.24
Lowest 25% (Pts)	4.87										
<i>Math Growth</i>											
Highest 75% (VAS)	0.60	0.08	-0.35	-0.34	-	-0.03	-	-0.22	-0.25	-0.49	-0.07
Highest 75% (Pts)	7.24										
Lowest 25% (VAS)	-0.48	-0.95	0.00	0.98	-	-0.30	-	-0.62	-0.40	0.14	-1.11
Lowest 25% (Pts)	3.14										

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)	92.4	91.3	93.4	93.5	-	92.0	-	-	91.4	90.4	89.6
Attendance (Points)	4.86										

Survey (Average)	32.1	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>	30.8
Survey (Points)	3.6		<i>Math</i>	30.9
Count of Surveys (N)	80		<i>General</i>	34.7

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
School exempted because of size.

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)	14.6		22.3		77.7		63.1		8.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	13	(45)	17	(44)	10	(46)	12	(44)	18	(44)	12	(46)
School Growth	19	(45)	19	(44)	14	(46)	25	(44)	22	(44)	20	(46)
Student Growth, Highest 75%	9	(45)	5	(44)	3	(46)	11	(44)	11	(44)	3	(46)
Student Growth, Lowest 25%	34	(45)	33	(44)	24	(46)	35	(44)	32	(44)	37	(46)
Opportunity to Learn	45	(45)	43	(45)	46	(46)	45	(45)	43	(45)	46	(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			
Growth Lowest 25% (Q1)	Reading	.0038	N	Y	Y	Y	.	Y	.	N	Y	Y	Y
	Math	-.0334	N	N	Y	Y	.	N	.	N	N	Y	N
Growth Highest 75% (Q3)	Reading	-.0481	Y	N	N	N	.	N	.	N	N	Y	N
	Math	-.0613	Y	Y	N	N	.	Y	.	N	N	N	N
Proficiency	Reading	33.3%	N	Y	N	Y	N	N		Y	N	N	N
	Math	17.6%	N	N	N	N		N		Y	N	N	N
Graduation	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 (%)	32.1	39.4	26.7	58.8	<2.0	23.6		40.0	28.0	5.3	<2.0
	2014 (%)	51.2	68.4	37.5	66.7		46.4			40.0		
	2013 (%)	32.1	38.5	26.7			29.2			22.2		
<i>Math Proficiency</i>	2015 (%)	11.9	8.0	14.7	7.1		12.5		20.0	13.2	7.7	<2.0
	2014 (%)	27.9	26.3	29.2	50.0		21.4			24.0		
	2013 (%)	10.7	7.7	13.3			12.5			11.1		

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.