AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: May 11, 2018
II. Item Title: Discussion and Possible Action on Charter School Amendment, Albuquerque School of Excellence
III. Executive Summary and Proposed Motions:

<u>Request and Rationale</u>

The Albuquerque School of Excellence (ASE) requests to amend Section 8.01(a)(i) of the school's contract: Operational Structure, Length of School Year.

The school's current contract states:
> *Educational year will be consisting of 180 days and total number of instructional hours will be at least 990 hours per year for K through 5th grades; 1080 hours per year for grades 6th through 12th.*

The school would like to change the contract language to:
> *Educational year will be consisting of 180 days and total number of instructional hours will be at least **990 hours per year for K through 6th grades**; 1080 hours per year for grades 7th through 12th.*

The school states the following rationale for its request:

> *1-Increasing number of students in 6th grade from 60-100. 2- Balance the class size K-6 (360 students) vs 7-12 (340 students gradually) to have better lunch and dismissal times. 3- Meet the NMSA 22.2.8-1 guideline to minimize the confusion with CSD visits. 4- To have a balanced and better budget as 6th grade unit value (1.045) is lower than Grades 7 thru 12 (1.25). 5- 1080 hours in 6th grade didn't meet our current goals or mission.*

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

The Albuquerque School of Excellence Charter School was approved in 2009 by the New Mexico Public Education Commission (PEC). The school's first year of operation began in 2010. Albuquerque School of Excellence is a STEM-based school which began with serving grades 1st through 8th. An additional grade level was added each year thereafter. In 2014-15 the school served grades 1st through 12th and celebrated their first graduating class in May 2015. According to the school's contract, ASE aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. ASE will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built.

The school is authorized to serve grades 1st through 12th and has an enrollment capacity of 917 students. According to the 2016-17 End-of-Year STARS report, the school had 382 students enrolled. According to the 2017-18 120th day STARS report, ASE had 524 students enrolled. Additionally, ASE student

enrollment data demonstrates that 75.27% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. ASE student enrollment data indicates a three percent increase with 78.06% of the eligible students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. The school demonstrated a slight decrease in its recurrent enrollment for the SY18 year with 77.36% of eligible students returning to the school. Ultimately, ASE has not met the PEC's recurrent enrollment target of 85% during the last three years. See Chart 1, below.

Chart 1. Recurrent Enrollment - Percentage of ASE students Who Remain Enrolled between Years

75.27 78.06 77.36

Percentage (y-axis: 0, 25, 50, 75, 100)

School Year (x-axis: 2015-16, 2016-17, 2017-18)
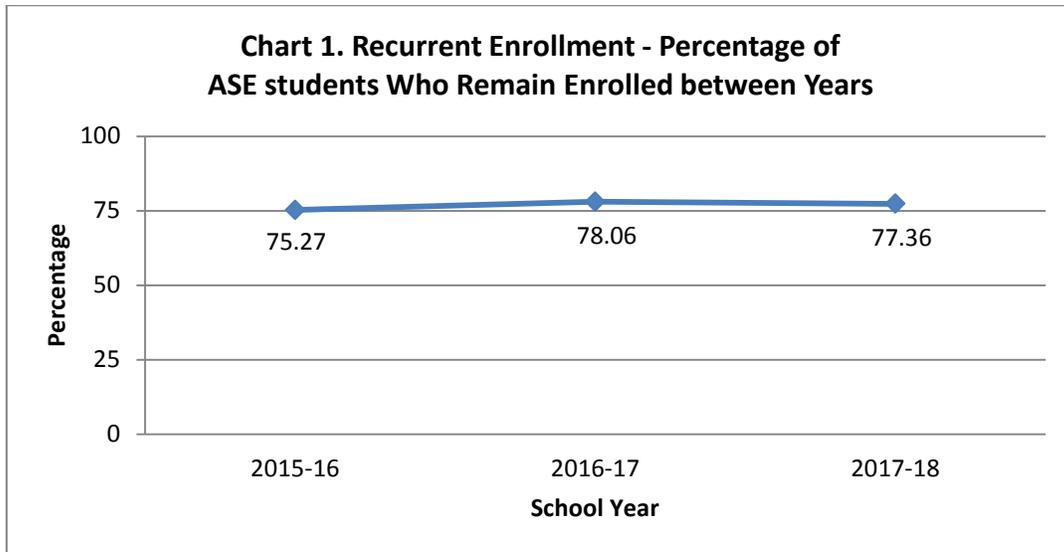
School Performance

The school earned an overall *"B"* grade in 2017. A review of the school's academic performance demonstrates the school has maintained an *acceptable level* of overall academic achievement however, demonstrates inconsistent academic performance from 2015 through 2017. When further aggregated, the school's data reveals a slight decline in academic achievement for most student subgroups from 2016 to 2017. Given that the amendment request relates to instructional hours, it is important to carefully consider the potential impact of lowering the total amount of instructional time provided may have on student achievement. This section provides an overview of school performance and provides analysis of various indicators on the school grade reporting.

Chart 2, below, illustrates ASE's overall school grade and its three-year average grade from 2015 through 2017. The school's final grade has been a C or better in each of the last three school years over the last three years (red line) while the three-year average grade (blue line) has remained in the B range for SY16 and SY17. ASE has received the following school grades over the last three school years:

ASE has earned the following school grades:
- In 2014-2015 the school grade was a C (60.48).
- In 2015-2016 the school grade was an A (83.09).
- In 2016-2017 the school grade was a B (67.41).

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

```
100

 80                              A
                              83.09
                      C                      B
 60                  64.3                  70.32
                      C              B        B
 40                 60.48          73.5    67.41

 20

  0
          2015              2016            2017

       ◆ 3 Year Average    ■ Final Grade
```
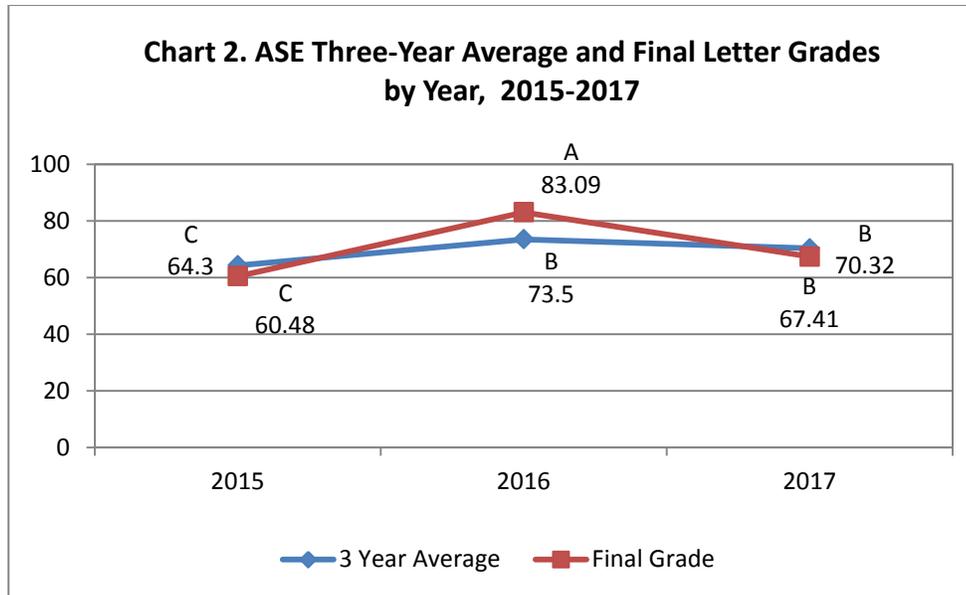
Current standing. The current standing indicator accounts for the greatest portion of a school's overall grade, with up to 30 possible of the 100 points. This indicator is broken into four components: points for reading proficiency; points for growth in reading proficiency; points for math proficiency; and points for growth in math proficiency. In 2017, the points possible are as follows: 10 points for reading proficiency; 5 points for growth in reading; 10 points for math proficiency; and 5 points for growth in math.

Similar to the school's overall School Grade trend across the three-year comparison, ASE experienced a slight increase of 2.17 points in current standing earned from SY15 to SY16. In that same time period, however, the school experienced a decrease of 3.08 points earned from SY16 to SY17, on this indicator. Chart 3, below, illustrates the total points ASE earned in the current standing indicator.

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

```
        40

        30
Points
Possible            17.69
        20  15.52            14.61

        10

         0
            2015    2016    2017
                 School Year
```
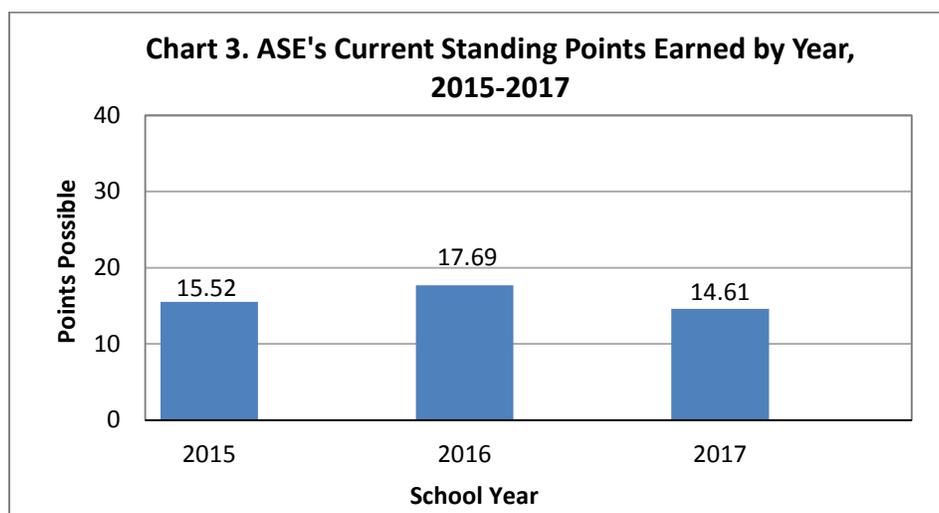
Though the school has outperformed the state average of just 12.5 points in this indicator, the school has earned about half the points available in current standing over the last three years.

Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Overall, both the school's reading proficiency and math proficiency *exceed the statewide average*. The school's data demonstrates a steady upward trend for its reading proficiency from 2015-2017, increasing by over 11% since SY15. While the school experienced an 8% increase in math proficiency from 2015 to 2018, the school's 2017 result demonstrates that only one-third of the school's students were on grade level in math. ASE's 2017 school grade states that 43% of ASE's students were proficient in reading and 33% of the school's students were proficient in math. Chart 4, below, illustrates the students' academic proficiency percent rates in reading and math over the last three years.

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

Year	Reading	Math
2015	31.3	27.1
2016	31.8	35.1
2017	43	33

*Percentage Proficient (y-axis: 0 to 100)*
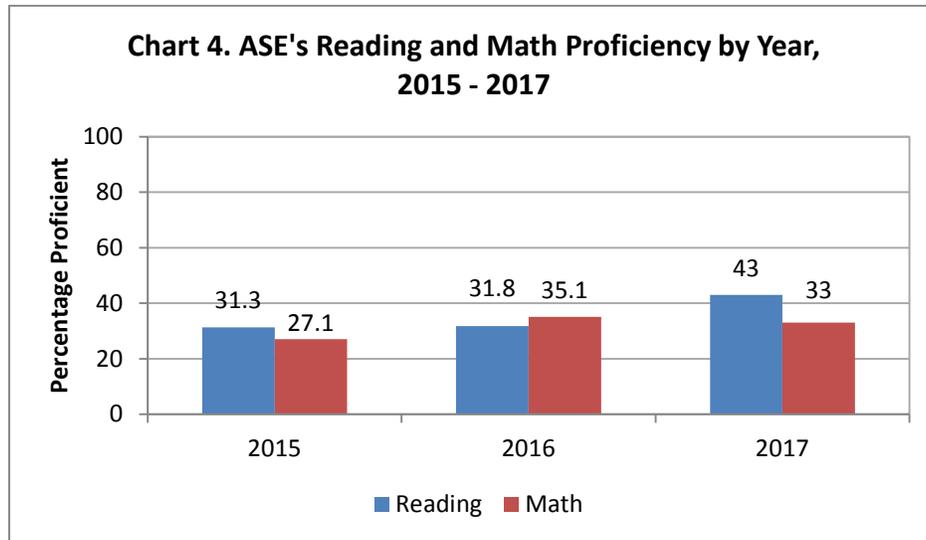
Chart 5, below, illustrates the school's reading and math **growth points** earned within the current standing indicator, (in 2017, 5 points were possible for reading growth and 5 points were possible for math growth, totaling 10 points possible). In 2017, ASE earned 3.27 growth points in reading and 3.78 growth points in math, respectively, for a total of 7.05 points out of the 10 possible points in current standing indicator, or earning 70% of the points possible. Recall the possible points and weighting for growth and proficiency within the current standing indicator changed in 2017. Nevertheless, ASE may need to increase its overall academic performance to sustain its current 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 grade.

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

Growth Points

- 2015: Reading 4.92, Math 7.68
- 2016: Reading 5.23, Math 7.45
- 2017: Reading 3.27, Math 3.78

Legend: ■ Reading ■ Math
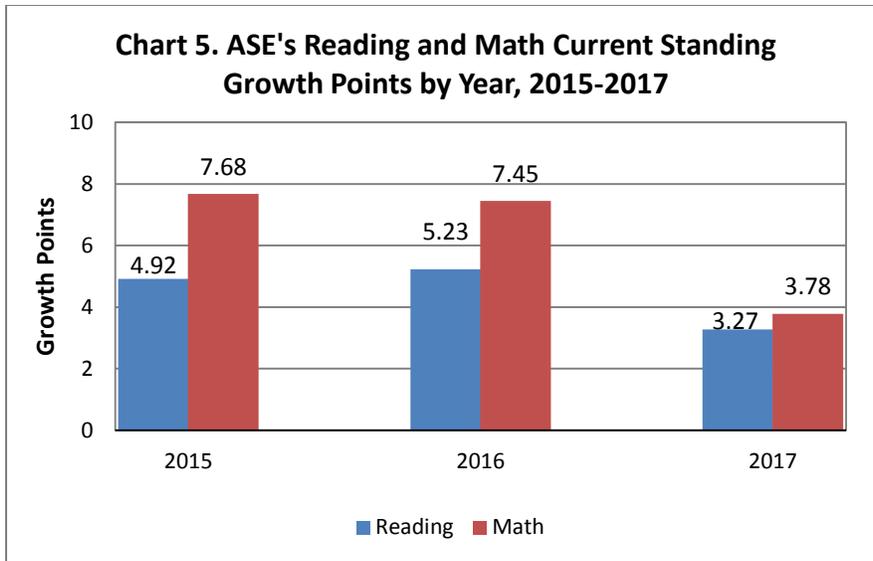
School Improvement. This indicator accounts for a smaller portion of a school's overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. ASE has not maintained steady school-wide improvement over the last three years; however, the school increased school improvement points by 1.95 points between 2015 and 2017. Chart 6 below, illustrates ASE's points earned in the School Improvement indicator over the last three years.

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

Points

- 2015: D 4.57
- 2016: B 8.01
- 2017: C 6.52

School Year
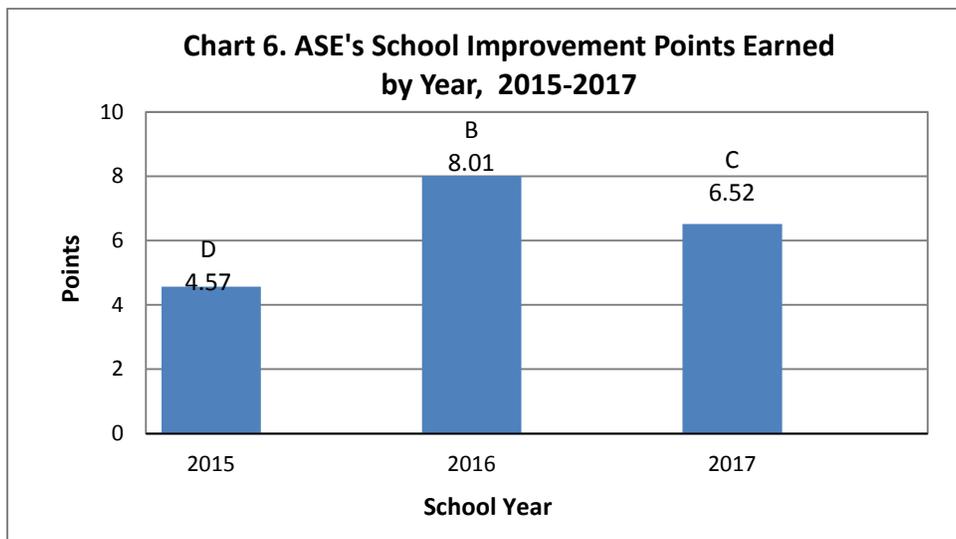
Higher-performing and lowest-performing students. In the state's school grade reporting, growth is also reported among the school's higher-performing and its lowest-performing students. Over the last three years, the growth of school's higher-performing students has *far exceeded* the state average of 3.6 points out of the possible 10 points, on this indicator. See Chart 7, below. In contrast, however, the growth of the school's lowest-performing students trail the state average of 7.7 points out of the possible 10 points earning less than half the points possible (4.67 points which is an F) on this indicator. However, it should

be noted that while the school's lowest performing students had a negative growth index in reading, they did have a positive growth index in math, which indicates in math their growth is higher than expected. The school should determine what it is needed to better support its lowest-performing students to better grow and serve them, especially in reading. Chart 8, below.

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

School Year	Points	Grade
2015	5.67	B
2016	7.49	A
2017	9.61	A

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

School Year	Points	Grade
2015	5.95	D
2016	8.31	B
2017	4.67	F
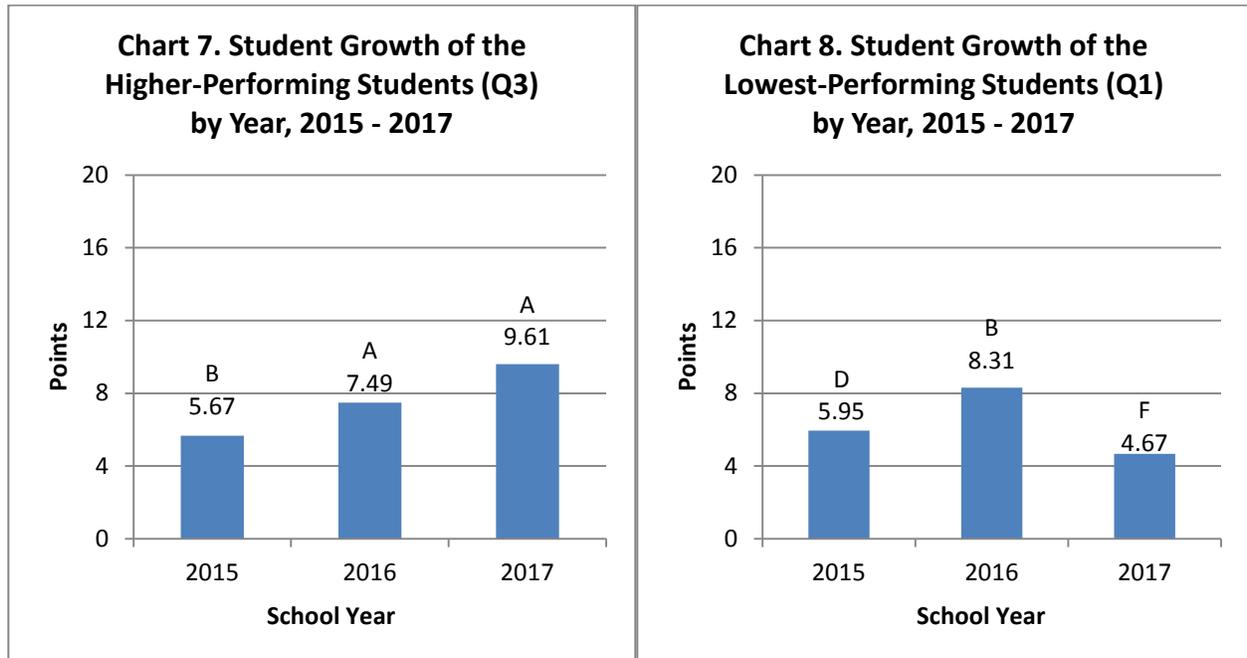
<u>Student Enrollment and Academic Performance by Subgroup</u>

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, Albuquerque Public Schools (APS). The school serves a lower percentage (62.7%) of economically disadvantaged students when compared to APS (68.6%), a 6% difference. The school serves a slighter higher percentage (2.5%) of English Learners (ELS) than the school district but a lower percentage of students with disabilities when compared to APS by 6%.

Chart 9, illustrates the comparison in student subgroup enrollment between the state, APS, and ASE.

Chart 9. Comparison of Student Enrollment in Percentage by Subgroup, 2017 - 2018

A grouped bar chart titled "Chart 9. Comparison of Student Enrollment in Percentage by Subgroup, 2017 - 2018." The y-axis is labeled "Percentage" (0 to 100) and the x-axis is labeled "Student Subgroup." The legend shows Statewide (blue), APS (red), ASE (green).

- Economically Disadvantaged: Statewide 74, APS 68.6, ASE 62.7
- Students with Disabilities: Statewide 15.6, APS 16.5, ASE 10.6
- English Learners: Statewide 14.7, APS 16.7, ASE 19.2

When comparing student race/ethnicity subgroup enrollment data, ASE serves a *significantly* different student population when compared to the local school district and state. Whereas only 22.8% of the district's students are White, 44.4% of ASE's students are White—a significant difference of almost 22%. Moreover, the school's Hispanic student population is 38.2% of the total student population whereas the local district's Hispanic population is 66% - this represents a significant difference of almost 28%. The school also appears to serve a much higher Asian population (a difference of over 6%) than APS. See Chart 10, below.

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

A grouped bar chart titled "Chart 10 . Comparison of Student Enrollment in Percentage by Ethnicity/Race, 2017-18." The y-axis is labeled "Percentage" (0 to 100) and the x-axis is labeled "Student Ethnicity/Race." The legend shows Statewide (blue), APS (red), ASE (green).

- White: Statewide 24, APS 22.8, ASE 44.4
- Hispanic: Statewide 61.6, APS 66, ASE 38.2
- African-American: Statewide 2.3, APS 3.2, ASE 5.4
- Asian: Statewide 1.3, APS 2.3, ASE 8.8
- Native American: Statewide 10.6, APS 5.5, ASE 2.9

Academic performance. ASE's data demonstrates overall growth in reading proficiency for all of its student subgroups across the three-year comparison. As the data is further disaggregated by subgroup, the school demonstrates similar academic achievement across all student subgroups. The school's data below appears to indicate a large increase in academic performance for its EL student subgroup (30%) from 2015-2017, though the 2016 data was masked or was not presented on the School Grade Report.

Additionally, the school's data demonstrates steady gains in academic achievement for the economically disadvantaged (36%) and students with disabilities (21%) subgroups, based on the three-year trend. The school should continue to review and support the overall academic achievement in reading proficiency for all of its student subgroups, by disaggregating its data further and engage in deep analysis. See Chart 11, below.

Chart 11 . ASE Reading Proficiency in Percentage by Subgroup 2015-2017
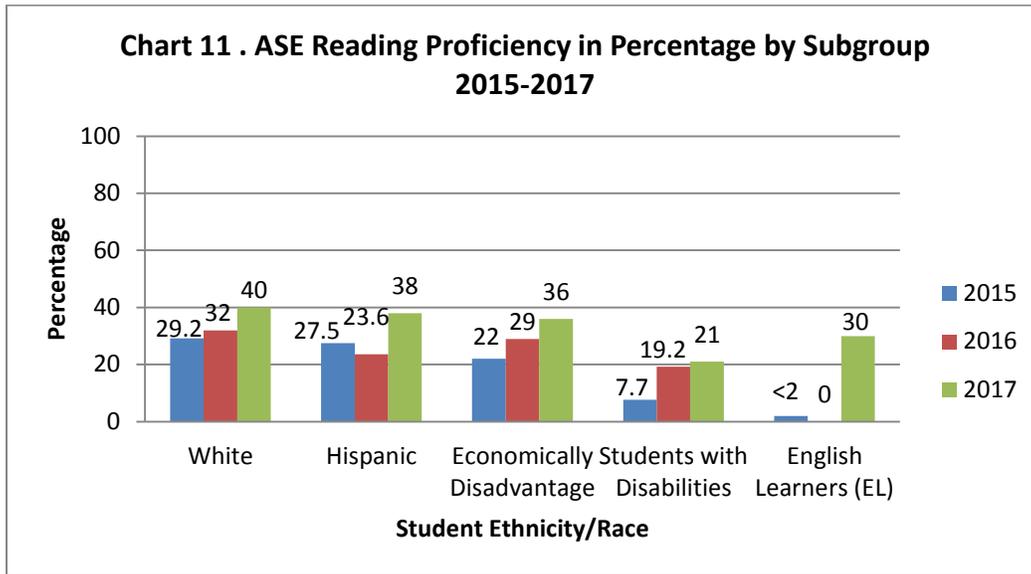
In 2017, the school's data indicates a slight decrease in math proficiency across all the school's student subgroups. When further aggregated, the school's data reveals academic achievement gaps among some subgroups, primarily between the school's two largest student ethnic/racial subgroups. At ASE, the math proficiency of White students (34%) is 9% greater than the math proficiency of Hispanic students (25%), in 2017. Furthermore, the school's data demonstrates a consistent difference in proficiency rates between the White and Hispanic student subgroups over the last three years. The school should review and address the overall low math proficiency for all students, disaggregating its data further and engage in deep analysis. See Chart 12, below.

Chart 12 . ASE Math Proficiency in Percentage by Subgroup, 2015-2017
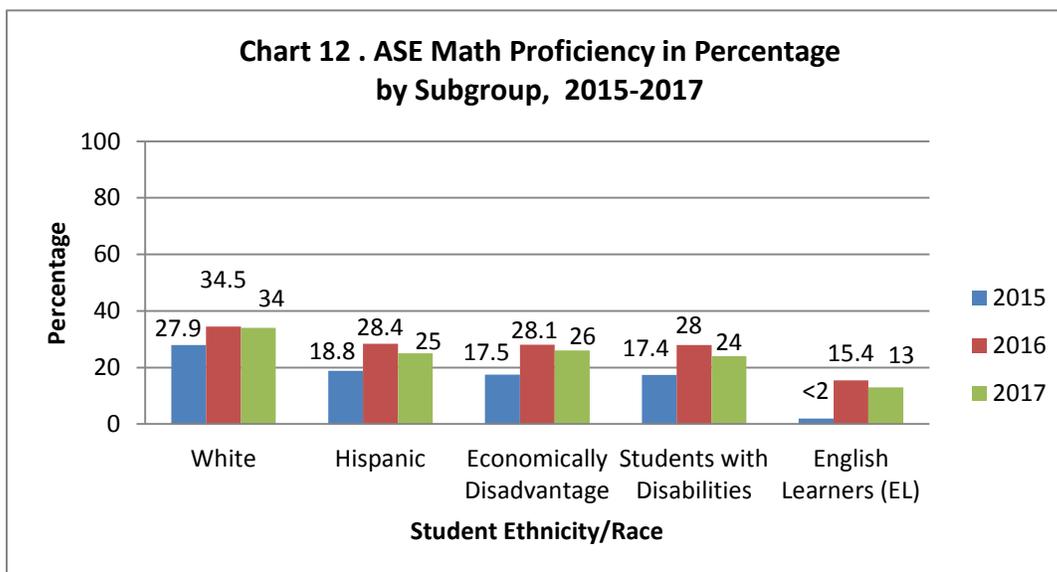
<u>Organizational Performance Evaluation</u>

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 ASE's 2016-2017 performance framework demonstrates the following final ratings: 16 indicators rates as *Meets Standard; 3* indicators rated as *Working to Meet Standard; 7* 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:

- **Academic performance indicator not met**: The school did not provide evidence the students met all the school's academic goals.

- **Not protecting the rights of students with disabilities:** The school did not provide evidence of or a detailed process for how it will serve all students with IEP's and correctly evaluate gifted students.

- **Not meeting financial reporting and compliance:** The school had one Significant Deficiency audit findings.

- **Not holding the school leader accountable**: The school did not provide evidence of a head administrator evaluation or that the governing board is holding the school leader accountable.

- **Not completing the School's Safety Plan timely**. The school did not provide evidence of or a detailed process it has taken to ensure compliance with a timely approved school safety plan.

<u>Additional Analysis on the Amendment Requests:</u>

Reduce instructional hours for the 6th grade. The school's rationale for requesting to amend its material terms is essentially to include the 6th grade within the elementary setting and meeting the statutory instructional hour requirements for grades 1 through 6 (990 hours), and organize its secondary instruction to include grades 7 through 12 (1,080 hours). In its rationale, the school lists five reasons for making this change and most of those reasons relate to operations or budgetary reasons. The last reason stated was that "*1080 hours in 6th grade didn't meet our current goals or mission."* Thus, the proposed change may potentially prevent the school from violating its material terms with respect to instructional time, however, the school should also consider the potential impact on student performance as a result of the reduced instructional time for the 6th graders.

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*.

While the school has demonstrated acceptable *schoolwide* academic performance over the past three years, the school's data nevertheless reveals inconsistent academic performance overall when comparing the school's three-year trend, a decline in math proficiency for all student subgroups (in 2017) and academic achievement gaps between some student subgroups. Of particular concern is the school's math proficiency gaps between its White and Hispanic students, which have remained relatively unchanged over the last three years. Therefore, if the school endeavors to continue to improve outcomes for all of its students and provide a high-quality education option locally, it must conduct deep data analysis to address persistent performance gap among all its student subgroups.

Recommendations:

While the school earned an overall grade of B in 2017 and has demonstrated an accepted level of academic performance through the state letter grades over the past three years, 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 to remedy the gaps in subgroup performance. **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 The Albuquerque School of Excellence Charter School to change its material terms with respect to the operational structure to include the 6th grade within its elementary setting and meet the statutorily required 990 instructional hours.

- Move to <u>deny the amendment</u> request presented by The Albuquerque School of Excellence Charter School to change its material terms with respect to operational structure to include the 6th grade within the elementary setting and meet the statutorily required 990 instructional hours 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: __Albuquerque School of Excellence (District: 516)_____

Date submitted: 3/19/2018   Contact Name: __Dr. Ebubekir Orsun___ E-mail __ed101@abqse.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
B. EDUCATIONAL PROGRAM **1. Length of School Day and School Year:** Page 42 on Charter Application www.abqse.org/charter.pdf	Educational year will be consisting of 180 days and total number of instructional hours will be at least 990 hours per year for K through 5th grades; 1080 hours per year for grades 6th through 12th.	Educational year will be consisting of 180 days and total number of instructional hours will be at least **990 hours per year for K through 6th grades**; 1080 hours per year for grades 7th through 12th.	1-Increasing number of students in 6th grade from 60 to 100s 2-Balance the class sizes K-6 (360 students) vs 7-12 (340 students gradually) to have better lunch and dismissal times. 3-Meet the NMSA 22.2.8-1 guideline to minimize the confusion with CSD visits 4-To have a balanced and better budget as 6th grade unit value (1.045) is lower than Grades 7 thru 12 (1.25) 5-1080 hours in 6th grade didn't meet our current goals or mission.	3/17/2018

Original Signature of Governing Council President or Designee: _____ Date: 3/19/2018
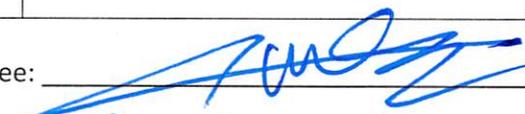
Printed Name of Governing Council President or Designee: ___Dr. Ebubekir Orsun, Principal_

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED   ☐ DENIED

Revised 10-17-14

Final Grade 2017

B

Overall Score 67.41

Albuquerque School of Excellence Charter

District: State Charter

Grade Range: 1 -12   Code: 516001

C - State benchmark established in 2012   Possible Points | This School Earned

Category		Possible Points	This School Earned
Current Standing Are students performing on grade level? Did they improve more or less than expected?	C — 14.61	30	B
School Improvement Is the school as a whole making academic progress?	C — 6.52	10	C
Improvement of Higher-Performing Students Are higher-performing students improving more or less than expected?	C — 7.06	10	A
Improvement of Lowest-Performing Students Are the lowest-performing students improving more or less than expected?	C — 4.67	10	F
Opportunity to Learn Do students and families believe their school is a good place to attend and learn?	C — 7.11	8	B
Graduation Are students graduating high school, and is the graduation rate improving?	C — 10.24	17	D
College and Career Readiness Are students participating in college and career readiness opportunities? Are they demonstrating success?	C — 13.20	15	A
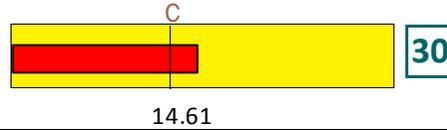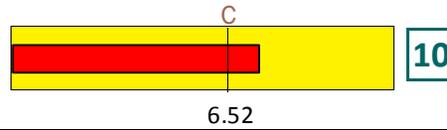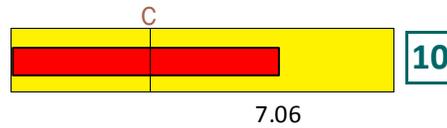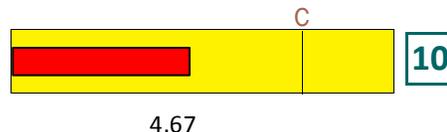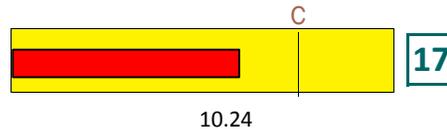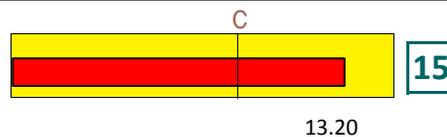
Bonus Points

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

+   4.00

This School's History
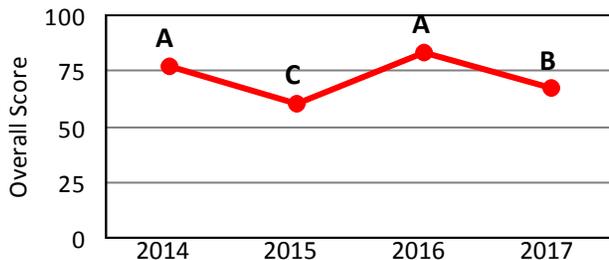
Note for Families

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 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.

	High Schools
Final Points	75.0 to 100.0 A
	65.0 to 74.9 B
	50.0 to 64.9 C
	35.0 to 49.9 D
	0.0 to 34.9 F

High 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 (%)	43	48	38	40	55	38	70	47	36	21	30
	Points Proficiency	4.29										
	Points Student Growth	3.27										
Math	Proficient (%)	33	29	36	34	38	25	50	38	26	24	13
	Points Proficiency	3.27										
	Points Student Growth	3.78										

	2015	2016	2017
Math	27	35	33
Reading	31	32	43
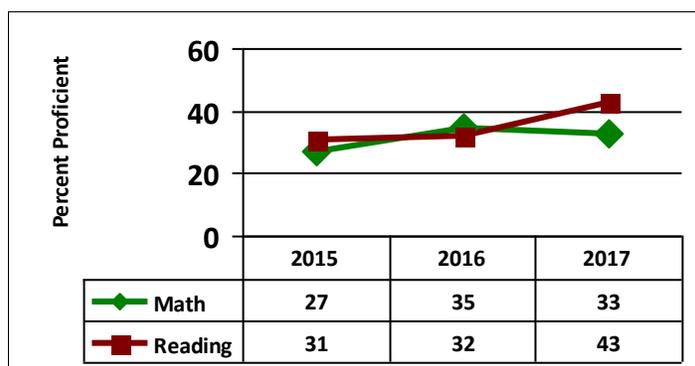
Proficiencies Over Time

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	0.21	0.58
Points	2.91	3.60

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	F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing	0.50	-0.15	-0.11	-0.02	-0.11	-0.29	0.05	-	-0.15	-	-0.25
Points	3.45										
Lowest-Performing	-0.48	-0.16	-0.28	-0.31	-	-0.19	-	-	-0.26	0.00	-0.09
Points	1.58										
Math Growth											
Higher-Performing	0.58	-0.16	0.05	-0.06	-	-0.09	0.03	-	0.00	0.27	-0.07
Points	3.60										
Lowest-Performing	0.30	0.02	-0.06	-0.21	-	0.24	-	-	-0.16	-0.18	0.06
Points	3.09										

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected

Reading

Lowest-Performing: 2015: 1.07, 2016: 0.66, 2017: 0.48

Higher-Performing: 2015: 0.89, 2016: 0.17, 2017: 0.5

Math

Lowest-Performing: 2015: -0.7, 2016: 1.38, 2017: 0.3

Higher-Performing: 2015: 2.8, 2016: 1.46, 2017: 0.58
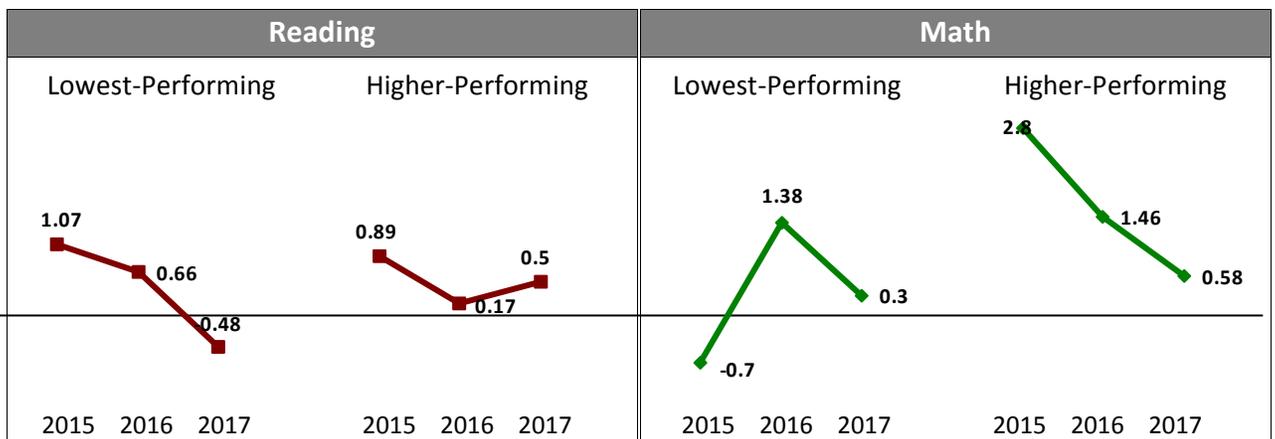
Opportunity to Learn

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 (%)	94	94	94	95	92	94	96	95	94	92	94
Points	2.98										

Surveys

Score (Average)	37.17
Points	4.13
Number of Surveys	1460

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.

Graduation

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2016 - 4-Year Rates											
Graduation (%)	70	83	47	93	-	19	≥98	-	44	40	-
Points	5.56										
Cohort of 2015 - 5-Year Rates											
Graduation (%)	94	≥98	84	91	-	94	-	-	84	-	≥98
Points	4.68										
Cohort of 2014 - 6-Year Rates											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points												

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-3.89
Points	.00

College and Career Readiness (CCR)	High school students are expected to participate in at least one college or career readiness program: 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test) 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB) 3) Eligibility for an industry-recognized certification (Career Technical Education) Points are given separately for students' participation and for their success in achieving targets.

Legend:
- 50% or Higher
- 20% -50%
- Below 20%

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	>98	>98	>98	>98	-	>98	>98	>98	>98	>98	>98
Participation Points	5.00										
Success (% of Participants)	82	86	76	>98	-	70	75	<2	90	>98	<2
Success Points	8.20										

Percentage of School's Cohort of 2016 Participating in Each CCR Opportunity

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
AccuPlacer	<2	2	<2	<2	-	5	<2	<2	4	<2	<2
ACT	43	53	27	40	-	28	75	<2	52	<2	<2
ACT ASPIRE	<2	<2	<2	<2	-	<2	<2	<2	<2	<2	<2
Advanced Placement	29	46	<2	40	-	<2	50	<2	35	<2	<2
Career Technical Education	33	44	16	67	-	14	<2	<2	4	40	<2
Compass	<2	<2	<2	<2	-	<2	<2	<2	<2	<2	<2
Dual Credit	61	78	31	80	-	29	75	<2	61	40	<2
International Baccalaureate	6	9	<2	13	-	<2	<2	<2	<2	<2	<2
PLAN	11	12	8	7	-	26	<2	<2	15	20	<2
PSAT	87	90	81	93	-	65	>98	>98	77	80	>98
SAM School Supplemental	3	5	<2	<2	-	<2	<2	>98	10	<2	<2
SAT	23	37	<2	27	-	<2	50	<2	35	<2	<2
SAT Subject Test	<2	<2	<2	<2	-	<2	<2	<2	<2	<2	<2

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 (%)	99
Math (%)	100

Additional Information

Similar Schools   This shows how this school compares with other high schools in the state that have similar student demographic characteristics.

Rank Among Similar Schools

Current Standing
School Growth
Growth, Higher-Performing Students
Growth, Lowest-Performing Students
Opportunity to Learn
Graduation
College and Career Readiness

Ranks Lower   Ranks Higher

This school was compared to 134 similar schools.
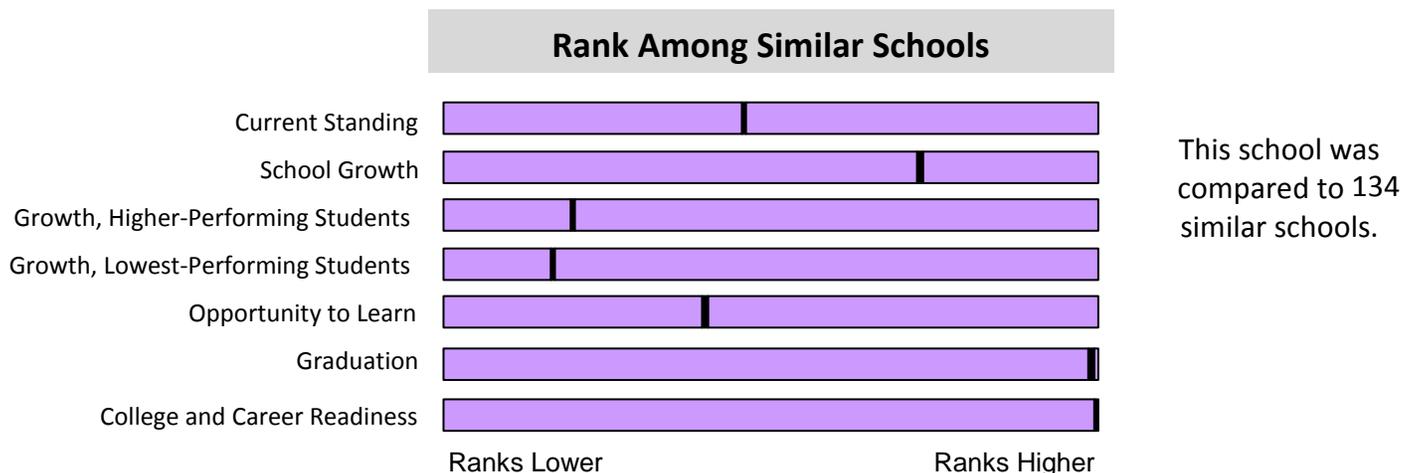
A listing of these schools is posted at http://ped.state.nm.us/SchoolGrading/SimilarSchools.

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			
Reading Proficiency	2017 (%)	43	48	38	40	55	38	70	47	36	21	30
	2016 (%)	32	37	26	32	50	24	42	23	29	19	-
	2015 (%)	31	38	24	29	41	28	42	-	22	8	-
Math Proficiency	2017 (%)	33	29	36	34	38	25	50	38	26	24	13
	2016 (%)	35	33	38	35	41	28	55	27	28	28	15
	2015 (%)	27	23	31	28	13	19	52	-	18	17	-

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.

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.

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

A

Albuquerque School of Excellence Charter

District: State Charters

Grade Range: 1 - 12   Code: 516001

This School
Statewide C Benchmark

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?	12.5	B	17.69	30
School Growth Did the school as a whole improve student performance more or less than expected?	5.8	B	8.01	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.	3.6	A	7.49	10
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.	7.7	B	8.31	10
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	6.0	A	7.34	8
Graduation Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?	12.8	A	15.92	17
College and Career Readiness What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?	9.0	A	14.33	15
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6		4.00	5

3-Year Average

73.5

B

Final School Grade		
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

Total Points

83.09

3-Year graph: Overall Points axis (0–100), years 2014, 2015, 2016.

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 (%)	31.8	37.0	25.5	32.0	50.0	23.6	41.9	23.1	29.0	19.2	-
Proficient and Advanced (Pts)	2.38										
Value-Added Model (Pts)	5.23										
Math											
Proficient and Advanced (%)	35.1	32.5	37.6	34.5	41.2	28.4	55.2	27.3	28.1	28.0	15.4
Proficient and Advanced (Pts)	2.63										
Value-Added Model (Pts)	7.45										

3-Year Summary

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

- Proficient
- Not Proficient

Reading (%)

Year	Proficient	Not Proficient
2014	63	37
2015	31	69
2016	32	68

Math (%)

Year	Proficient	Not Proficient
2014	58.1	42
2015	27.1	73
2016	35.1	65
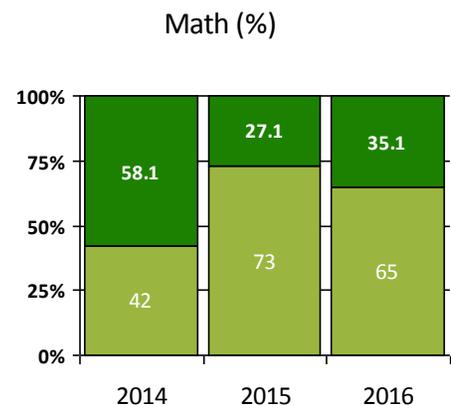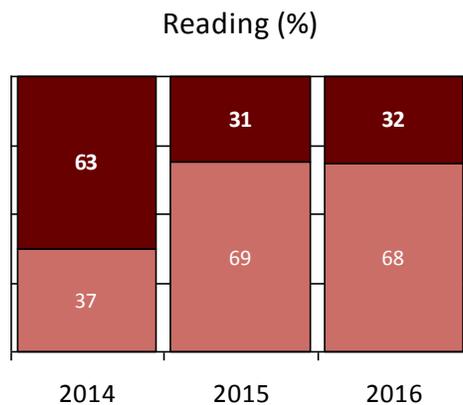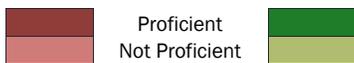
School Growth

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	0.270	2.470
Points Earned	3.04	4.97

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)	0.17	0.14	0.12	0.21	0.29	0.07	-0.07	0.14	0.14	0.39	0.05
Highest 75% (Pts)	2.84										
Lowest 25% (VAS)	0.66	0.03	0.28	0.35	-0.19	0.13	-0.03	0.14	0.14	0.44	0.98
Lowest 25% (Pts)	3.73										
Math Growth											
Highest 75% (VAS)	1.46	0.05	0.31	0.17	0.29	0.21	0.11	0.40	0.16	0.08	-0.58
Highest 75% (Pts)	4.64										
Lowest 25% (VAS)	1.38	0.33	0.08	0.38	0.72	0.01	-0.32	0.43	0.32	-0.11	0.23
Lowest 25% (Pts)	4.58										

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	94.0	94	94	94	94	95	97	95	94	93	97
Attendance (Points)	2.98										

Survey (Average)	39.2	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)	4.36	
Count of Surveys (N)	119	

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: http://ped.state.nm.us/Graduation/index.html.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	93.63	-	83.9	-	-	-	-	-	-	-	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	15.92										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points Earned	-										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points Earned	-										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	
Points Earned	0.00

		High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, ACT Aspire, or Accuplacer)
2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

Legend:
- 50% or Higher
- 20% - 50%
- Below 20%

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	86.6	94.9	74.0	84.9	-	83.0	>98.0	>98.0	83.9	>98.0	>98.0
Participation (Pts)	4.33										
Success (% of Participants)	>98.0	>98.0	>98.0	>98.0	-	>98.0	>98.0	>98.0	>98.0	>98.0	>98.0
Success (Pts)	10.00										

Percent of School's Cohort of 2015 Participating in Each CCR Opportunity

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
ACT	67.7	79.7	49.3	84.9	-	56.4	>98.0	<2.0	81.6	<2.0	96.0
PLAN	2.3	3.8	<2.0	<2.0	-	<2.0	33.3	<2.0	<2.0	<2.0	<2.0
ASPIRE	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT	41.3	45.6	34.8	58.2	-	<2.0	66.7	>98.0	72.5	<2.0	32.0
PSAT	17.8	3.8	39.1	7.3	-	7.8	33.3	>98.0	11.3	>98.0	4.0
AccuPlacer	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Advanced Placement	68.8	94.9	29.0	82.5	-	75.2	33.3	<2.0	72.5	<2.0	64.0
Dual Credit	33.3	19.0	55.1	26.7	-	25.1	33.3	>98.0	36.3	<2.0	<2.0
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Career Technical Education	75.7	91.1	52.2	77.6	-	81.4	<2.0	>98.0	81.6	<2.0	64.0
Compass	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	9.2	<2.0	23.2	<2.0	-	25.1	<2.0	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	2.9	2.4	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0

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 (%) 100

Math (%) 100

Supplemental Information

Similar Schools

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

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

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	3.5		8.8		43.7		58.6		18.0			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	6	(37)	9	(37)	15	(36)	3	(37)	10	(37)	7	(37)
School Growth	6	(37)	10	(37)	13	(36)	3	(37)	9	(37)	9	(37)
Student Growth, Highest 75%	9	(37)	9	(37)	11	(36)	4	(37)	9	(37)	7	(37)
Student Growth, Lowest 25%	5	(37)	8	(37)	6	(36)	1	(37)	4	(37)	6	(37)
Opportunity to Learn	19	(36)	20	(35)	20	(36)	17	(37)	15	(36)	17	(34)
Graduation	3	(36)	5	(35)	7	(36)	3	(37)	4	(36)	7	(34)
College and Career Readiness	3	(36)	7	(35)	7	(36)	2	(37)	5	(36)	4	(34)

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			
Reading Proficiency	2016 (%)	31.8	37.0	25.5	32.0	50.0	23.6	41.9	23.1	29.0	19.2	-
	2015 (%)	31.3	38.0	24.4	29.2	41.2	27.5	41.9	>98.0	22.0	7.7	<2.0
	2014 (%)	62.8	66.7	59.5	68.8	50.0	58.0	80.0	-	52.4	46.7	-
Math Proficiency	2016 (%)	35.1	32.5	37.6	34.5	41.2	28.4	55.2	27.3	28.1	28.0	15.4
	2015 (%)	27.1	23.3	30.8	27.9	13.3	18.8	52.0		17.5	17.4	<2.0
	2014 (%)	58.1	56.9	59.2	64.9	16.7	58.0	60.0	-	48.1	53.3	-

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/.

New Mexico Public Education Department

Final Grade

C

Albuquerque School of Excellence Charter

District: State Charters
Grade Range: 01 - 12   Code: 516001

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.	12.5	B	15.52	30
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	4.57	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.	3.6	B	5.67	10
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.	7.7	D	5.95	10
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?	6.0	B	6.44	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.	12.8			17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0			15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		4.38	5
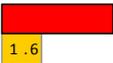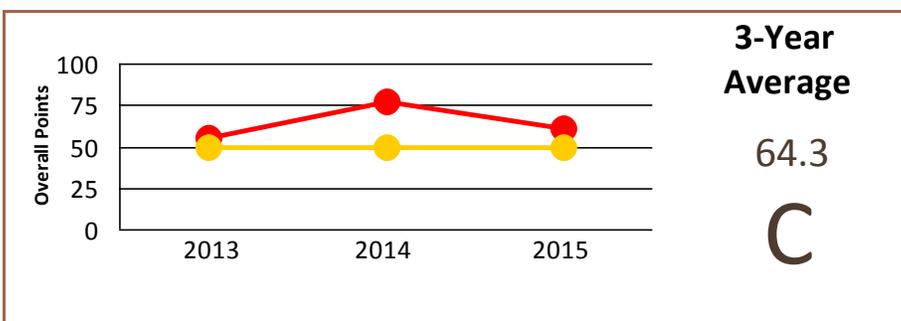
3-Year Average

64.3

C

Final School Grade		
75.0	to < 100.0	A
65.0	to < 75.0	B
50.0	to < 65.0	C
35.0	to < 50.0	D
0.0	to < 35.0	F

Total Points

60.48

* This school did not have a complete high school cohort. Overall points were adjusted accordingly.

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 (%)	31.3	38.0	24.4	29.2	41.2	27.5	41.9	>98.0	22.0	7.7	<2.0
Proficient and Advanced (Pts)	1.56										
Value Added Model (Pts)	4.92										
Math											
Proficient and Advanced (%)	27.1	23.3	30.8	27.9	13.3	18.8	52.0		17.5	17.4	<2.0
Proficient and Advanced (Pts)	1.35										
Value Added Model (Pts)	7.68										

3-Year Summary

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

- Proficient
- Not Proficient

Reading (%)

	2015	2014	2013
Proficient	31	63	66
Not Proficient	69	37	34

Math (%)

	2015	2014	2013
Proficient	27.1	58.1	56.8
Not Proficient	73	42	43
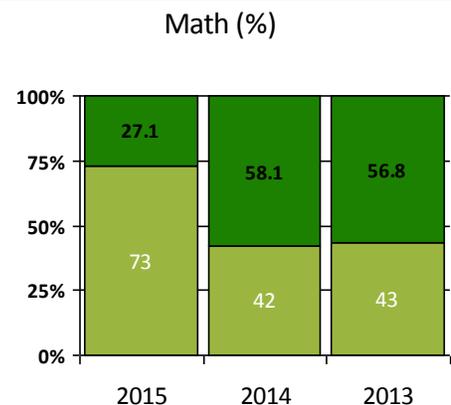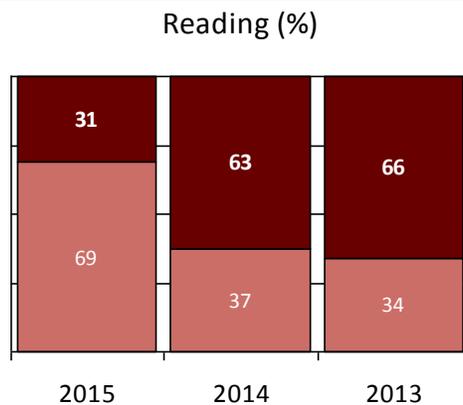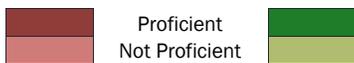
School Growth

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	-0.627	0.382
Points Earned	1.33	3.24

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	Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Subgroup Analysis											
Reading Growth											
Highest 75% (VAS)	-0.11	0.09	-0.02	0.06	-0.30	0.08	-0.02	-	0.03	0.31	0.00
Highest 75% (Pts)	2.27										
Lowest 25% (VAS)	0.18	-0.03	0.13	0.23	-0.38	-0.15	-0.02	-	-0.08	0.12	0.09
Lowest 25% (Pts)	2.86										
Math Growth											
Highest 75% (VAS)	0.47	-0.09	-0.03	-0.01	0.30	-0.13	-0.29	-	0.08	0.21	0.44
Highest 75% (Pts)	3.40										
Lowest 25% (VAS)	0.30	-0.13	0.04	-0.29	0.64	0.29	-0.45	-	-0.08	-0.08	-0.43
Lowest 25% (Pts)	3.09										

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)	95.8	95.9	95.8	96.0	96.8	94.6	97.7	-	95.3	96.3	96.3
Attendance (Points)	3.03										

Survey (Average)	30.7	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*	26.0
Survey (Points)	3.4		*Math*	33.7
Count of Surveys (N)	355		*General*	34.4

Bonus Points

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

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

Participation

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

Reading (%) 100

Math (%) 100

Supplemental Information

Similar Schools

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

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

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL Rank	ELL Total	SWD Rank	SWD Total	Ethnicity Rank	Ethnicity Total	ED Rank	ED Total	Mobility Rank	Mobility Total	Composite Rank	Composite Total
Students (% Tested)	2.9		9.7		31.6		47.6		0.3			
Current Standing	19	(34)	11	(36)	24	(35)	15	(35)	18	(35)	26	(35)
School Growth	22	(34)	16	(36)	29	(35)	23	(35)	22	(35)	27	(35)
Student Growth, Highest 75%	17	(34)	13	(36)	21	(35)	16	(35)	16	(35)	23	(35)
Student Growth, Lowest 25%	21	(34)	10	(36)	22	(35)	14	(35)	18	(35)	27	(35)
Opportunity to Learn	32	(34)	34	(36)	33	(35)	33	(36)	32	(35)	33	(35)
Graduation	-	(34)	-	(36)	-	(35)	-	(36)	-	(35)	-	(35)
College and Career Readiness	-	(34)	-	(36)	-	(35)	-	(36)	-	(35)	-	(35)

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 F	Gender M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Growth Lowest 25% (Q1)	Reading	.0038	Y	N	Y	Y	N	N	N	.	N	Y	Y
	Math	-.0334	Y	N	Y	N	Y	Y	N	.	N	N	N
Growth Highest 75% (Q3)	Reading	-.0481	N	Y	Y	Y	N	Y	Y	.	Y	Y	N
	Math	-.0613	Y	N	Y	Y	Y	N	N	.	Y	Y	N
Proficiency	Reading	33.3%	N	Y	N	N	Y	N	Y	Y	N	N	N
	Math	17.6%	Y	Y	Y	Y	N	Y	Y		N	N	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			
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			
Reading Proficiency	2015 (%)	31.3	38.0	24.4	29.2	41.2	27.5	41.9	>98.0	22.0	7.7	<2.0
	2014 (%)	62.8	66.7	59.5	68.8	50.0	58.0	80.0		52.4	46.7	
	2013 (%)	66.1	70.2	63.0	73.7	46.7	59.6		54.5	53.4	63.6	
Math Proficiency	2015 (%)	27.1	23.3	30.8	27.9	13.3	18.8	52.0		17.5	17.4	<2.0
	2014 (%)	58.1	56.9	59.2	64.9	16.7	58.0	60.0		48.1	53.3	
	2013 (%)	56.8	58.7	55.4	67.5	13.3	49.5		36.4	49.2	66.7	

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 advancing to the next grade .	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)												
Grade 10 to Grade 11 (%)												
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-		-	-	-

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.