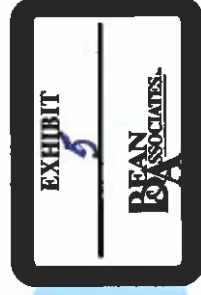




School Letter Grades and Academic Growth



Christopher N. Ruskowski
Acting Secretary of Education

School Letter Grade Reports

Think of a “proud report card moment” AND a “disappointing report card moment” for yourself, your child, or a student.

- What was the moment?
- Why/how did it happen?
- How did you/the student act/react?
- What was the result of that action/reaction?

School Letter Grade Reports

NM PED Public Education Department
School Grading Report Card 2017 *Certified*

District: State Charter
 Grade Range: Code: Overall Score **83.62**

Final Grade 2017
A
 The School Earned

C - State benchmark established in 2012

Current Standing	Possible Points	The School Earned
Are students performing on grade level? Did they improve more or less than expected?	40	C
School Improvement		
Is the school as a whole making academic progress?	10	A
Improvement of Higher-Performing Students	9.23	
Are higher-performing students improving more or less than expected?	20	A
Improvement of Lowest-Performing Students	18.19	
Are the lowest-performing students improving more or less than expected?	20	B
Opportunity to Learn	17.74	
Do students and families believe their school is a good place to attend and learn?	10	A
Raw Score Points		
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.	+ 4.53	

The School's History

Note for Families
 If your student is enrolled in a school that has earned two "A" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (303)-827-4327 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

New Mexico School Grading, 2017

NM PED Public Education Department
School Grading Report Card 2017 *Certified*

District: State Charter
 Grade Range: Code: Overall Score **97.08**

Final Grade 2017
A
 The School Earned

C - State benchmark established in 2012

Current Standing	Possible Points	The School Earned
Are students performing on grade level? Did they improve more or less than expected?	30	A
School Improvement		
Is the school as a whole making academic progress?	20	B
Improvement of Higher-Performing Students	8.80	
Are higher-performing students improving more or less than expected?	10	A
Improvement of Lowest-Performing Students	9.00	
Are the lowest-performing students improving more or less than expected?	10	A
Opportunity to Learn	9.99	
Do students and families believe their school is a good place to attend and learn?	8	B
Graduation	7.10	
Are students graduating high school, and is the graduation rate improving?	17	A
College and Career Readiness	16.13	
Are students participating in college and career readiness opportunities? Are they demonstrating success?	15	A
Raw Score Points		
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.	+ 4.67	

The School's History

Note for Families
 If your student is enrolled in a school that has earned two "A" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (303)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

New Mexico School Grading 2017



Christopher N. Ruskowski
 Secretary-Designate of Education

School Letter Grade Reports

Final Points

High Schools
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:

Test	Assessment	Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	3-11
SBA	Standards Based Assessment - Spanish	3-11
NMAPA	New Mexico Alternate Performance Assessment	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	KN-2
ISTation	ISTation (beginning 2017)	KN-2



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School Letter Grade Indicators

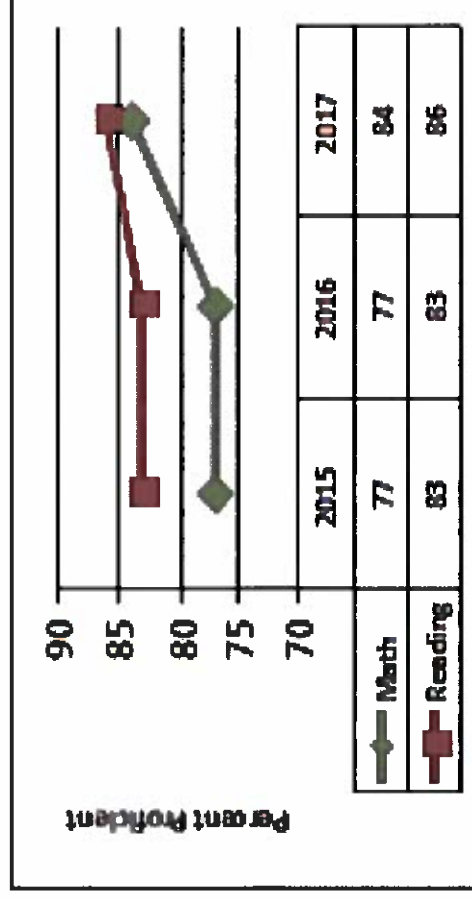
Current Standing

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 (%)	40	38	58	56	36	60	29	39	17	16
	Points Proficiency	4.96									
	Points Student Growth	7.08									
Math	Proficient (%)	29	28	47	38	25	-	≤20	28	11	15
	Points Proficiency	3.62									
	Points Student Growth	7.50									

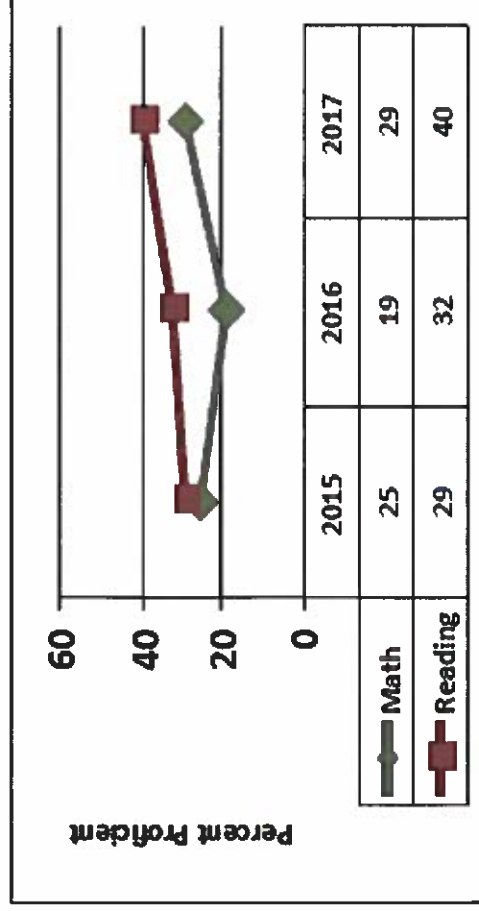
School Letter Grade Indicators

Current Standing



Proficiencies Over Time

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



Proficiencies Over Time

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

School Letter Grade Indicators

School Improvement

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	0.82	1.80
Points	3.98	4.82

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.

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

	<i>Reading</i>	<i>Math</i>
Growth Index	1.13	1.98
Points	4.35	4.88

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.

School Letter Grade Indicators

Student Improvement

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	African American	Hispanic	Asian	American Indian	Economic Disadv	Students with Disabilities	English Language Learners	
Reading Growth	Higher-Performing Points	0.96	0.28	0.24	0.18	0.23	0.29	-	-0.17	0.28	0.38	0.31
	Lowest-Performing Points	0.80	0.18	0.23	0.42	-	0.21	-	-	0.19	0.23	0.24
Math Growth	Higher-Performing Points	2.21	0.67	0.44	0.47	0.57	0.57	-	0.57	0.55	0.41	0.63
	Lowest-Performing Points	9.86	2.21	0.37	0.25	-	0.42	-	-	0.44	0.08	0.38



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School Letter Grade Indicators

Student Improvement

To illustrate, Jack's assignment would come from his score of 55 from the prior year, Alicia's from the current year, and Tom's and Javier's from 2 years ago.

MATHEMATICS

	2 Years Ago	1 Year Ago	Current Year	Subgroup Assignment
Jack	(no test)	55 (Q3)	62 (Q3)	Q3
Alicia	(no test)	(no test)	33 (Q3)	Q3
Tom	13 (Q1)	25 (Q3)	26 (Q3)	Q1
Javier	0 (Q1)	(no test)	33 (Q3)	Q1

In the subsequent year this three-year window will shift, with the earliest year's scores dropping off and the second year scores becoming the first in the series. In this example, all 4 students would be assigned to the Q3 subgroup in next grading season.

School Letter Grade Indicators

Student Improvement

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	American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners	
Reading Growth	Higher-Performing Points	0.96	0.28	0.24	0.18	0.23	0.29	-	-0.17	0.28	0.38	0.31
	Lowest-Performing Points	8.33	0.18	0.23	0.42	-	0.21	-	-	0.19	0.23	0.24
Math Growth	Higher-Performing Points	2.21	0.67	0.44	0.47	0.57	0.57	-	0.57	0.55	0.41	0.63
	Lowest-Performing Points	9.86	2.21	0.37	0.25	-	0.42	-	-	0.44	0.08	0.38
		7.88										
		9.86										



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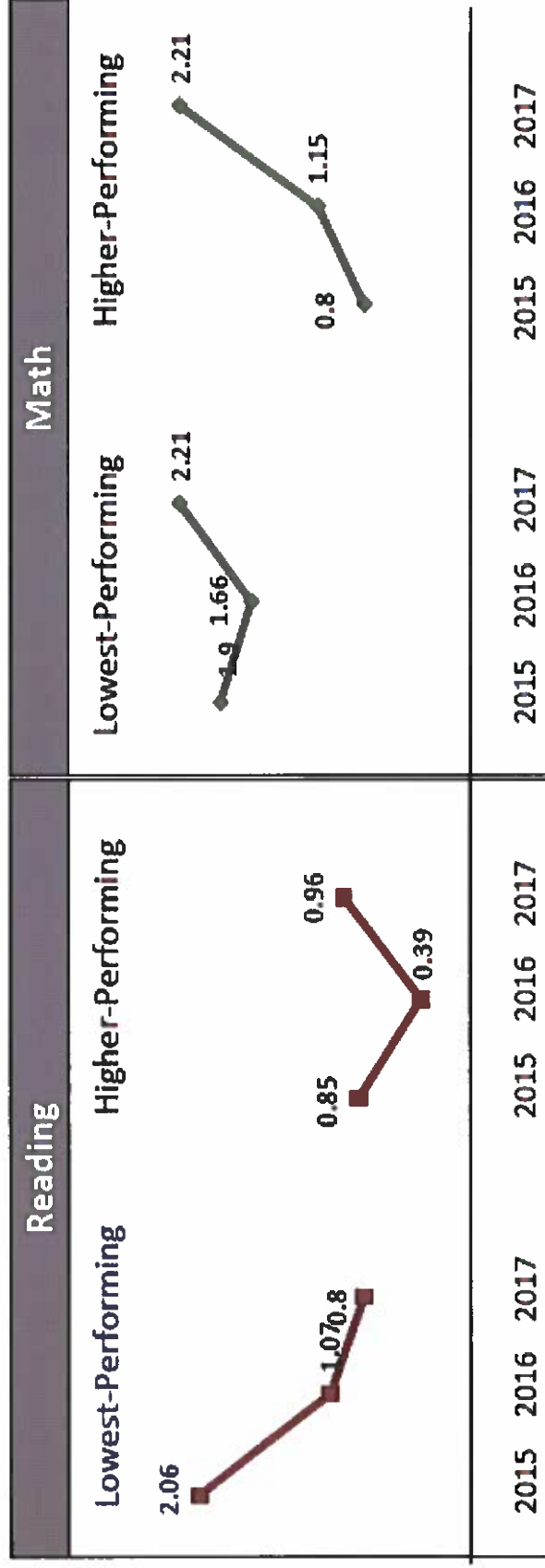
School Letter Grade Indicators

Student Improvement

Growth
Over Time

Growth
Greater than
Expected

Growth
Lower than
Expected



School Letter Grade Indicators

Opportunity to Learn

Opportunity to Learn

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

Student Attendance	Gender		Race / Ethnicity				Students with Disabilities	English Language Learners
	F	M	White	Amer Hisp	Asian Indian	Econ Disadv		
All Students	98	98	98	>98	98	>98	>98	>98
Average (%)	98	98	98	>98	98	>98	>98	>98
Points	3.09							

Surveys

Score (Average) 36.07

Points 4.01

Number of Surveys 1978

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.



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School Letter Grade Indicators

Graduation

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				Asian	Hisp	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
	F	M	White	Afr Amer	White	Afr Amer	Hisp	Am Indian						
Cohort of 2016 - 4-Year Rates														
Graduation (%)	92	≥98	88	94	86	≥98	-	73	-	-	-	-	-	-
Points	7.33													
Cohort of 2015 - 5-Year Rates														
Graduation (%)	94	95	92	91	94	≥98	-	52	-	-	-	-	-	-
Points	2.80													
Cohort of 2014 - 6-Year Rates														
Graduation (%)	-	≥98	≥98	≥98	≥98	-	-	-	-	-	-	-	-	-
Points	2.00													

Growth in 4-Year Rates	
Growth takes into account three years of graduation rates.	
Growth Index	-.34
Points	4.00



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School Letter Grade Indicators

Graduation

- Students are assigned a cohort that equates to when they are expected to graduate based on when they enrolled as a 9th grader
- Cohort is only assigned after a student has 3 consecutive “snapshots” in a NM Public School
- Cohort sticks unless a student:
 - has dropped out and returns after they are already past their cohort’s 6th year,
 - has passed away,
 - has left the country, or
 - left to a non-PED school, including an out-of-state, BIE, home, or private school

School Letter Grade Indicators

Graduation

Cohort Members Ever Enrolled at Hill HS	Snapshots			Graduation Rate	
	Hill HS	Statewide	School Share ¹	Numerator (Grads Only)	Denominator (All Students)
Diego	16	16	16/16	1.00	1.00
Allen	10	12	10/12	0.83	0.83
Sue	2	16	2/16	0.13	0.13
Tom	5	8	5/8	0.63	0.63
Kerry	8	12	8/12	0.67	0.67
Don	14	14	14/14	1.00	1.00
Juan	8	12	8/12	0.67	0.67
			Sum	2.76	4.93

¹ For every student whose school share is less than 1.0, the remainder of their outcome is attributed to other schools attended during the high school years.

Under Shared accountability The graduation rate will really look like this:

$$\frac{1.00 + 0.00 + 0.13 + 0.63 + 0.00 + 1.00 + 1.00 + 0.00}{1.00 + 0.83 + 0.13 + 0.63 + 0.67 + 1.00 + 0.67}$$

Under a non-shared (standard) accountability model it would have looked like this:

$$\frac{1.00 + 0.00 + 1.00 + 1.00 + 0.00 + 1.00 + 0.00}{1.00 + 1.00 + 1.00 + 1.00 + 1.00 + 1.00}$$



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School Letter Grade Indicators

Graduation – High Schools Only

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	Hispanic	Asian			
Cohort of 2016 - 4-Year Rates										
Graduation (%)	92	≥98	88	94	-	86	≥98	-	-	-
Points	7.33							73		
Cohort of 2015 - 5-Year Rates										
Graduation (%)	94	95	92	91	-	94	≥98	-	-	-
Points	2.80							52		
Cohort of 2014 - 6-Year Rates										
Graduation (%)	-	≥98	≥98	≥98	-	≥98	-	-	-	-
Points	2.00									

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-.34
Points	4.00



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School Letter Grade Indicators

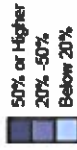
College and Career Readiness

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.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	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)	>98	>98	>98	>98	>98	>98	>98	>98	>98	-	>98
Success Points	10.00										



Percentage of School's Cohort of 2016

Participating in Each CCR Opportunity	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	F	M	White	Amer	Hisp	Asian	Am Indian			
AccuPlacer	72	80	68	76	>98	76	>98	64	-	>98
ACT	78	89	71	84	>98	77	>98	58	-	>98
ACT ASPIRE	<2	<2	<2	<2	<2	<2	<2	<2	-	<2
Advanced Placement	<2	<2	2	4	<2	<2	<2	<2	-	<2
Career Technical Education	<2	<2	<2	<2	<2	<2	<2	<2	-	<2
Compass	<2	<2	<2	<2	<2	<2	<2	<2	-	<2
Dual Credit	>98	>98	>98	>98	>98	>98	>98	>98	-	>98
International Baccalaureate	<2	<2	<2	<2	<2	<2	<2	<2	-	<2
PLAN	90	88	91	85	>98	97	79	>98	-	>98
PSAT	91	90	92	91	67	91	>98	20	-	<2
SAM School Supplemental	<2	3	<2	<2	<2	3	<2	17	-	>98
SAT	20	30	14	28	67	7	21	<2	-	<2
SAT Subject Test	3	<2	5	7	<2	<2	<2	<2	-	<2



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School Letter Grade Indicators

SAM Schools

- Schools qualified for the SAM model:
 1. Serve a higher than typical percentage of students with disabilities (20% in 2013),
 2. Serve a higher than typical percentage of students aged 19 or older (10% in 2013).
- Adjustments include:
 - Current Standing - growth portion is adjusted based on mean scores for SAM schools
 - Graduation - an auxiliary graduation rate is computed for “12th grade students” who are not members of the 4-year cohort
 - College and Career Readiness - includes additional career readiness indicators (WorkKeys, TABE, and ASVAB)
 - Participation – no penalty for assessing fewer than 95% of enrolled students

School Letter Grade Growth Calculations Activity

Purpose and objectives:

- Stakeholders will understand how “growth” or “improvement” is calculated at both the student and the school level.
- Stakeholders will be able to identify areas for improvement based on school report card growth data.
- Stakeholders will be able to better direct, lead, or implement school improvement efforts based on growth data.

School Letter Grade Growth Calculations

Step 1 – Sort all students into “performance peer groups”

- Look only at prior year data
- Do not look at any current year data
- Students are performance peers only if they have identical schools for the two prior years

Questions to consider:

- Can you make any generalizations about these groups? (i.e., low/high proficiency/achievement)
- What assumptions do you have about the growth, or potential for growth, for each of these groups?
- As you look at your groups, can you make any generalizations about the schools (i.e., low/high achievement, likely letter grade)?

School Letter Grade

Growth Calculations

Step 2 – Calculate expected performance for each “performance peer group”

- Look only at current year data
- Do not look at any prior year data
- Find the average current year score for all students in each performance peer group

Questions to consider:

- Why do we care about the current year average score for each group?
- What was the group’s average score in each of the prior years? Did anyone vary from that average?
- If each of these students scored identically in the past two years, what might make their performance different in the current year?
- Are there any generalizations you can make about current year average performance? (i.e., declines, increases, etc.)

School Letter Grade

Growth Calculations

Step 3 – Calculate student level “growth” for each student

- Look **only** at current year data
- Do **not** look at any prior year data
- Subtract the appropriate performance peer group average current year score from each students’ current year score

Questions to consider:

- Is the growth score based on a comparison to prior year performance? If not, what is it a comparison to?
- If a student gets a negative/zero growth score, does it mean they did not grow at all? Does it mean their score did not go up from the prior year?
- What does a positive /negative growth number mean? (Hint: This student is out/under performing the average score of her/his peer group by _____ points.)
- Can you make any generalizations about the growth for any one performance peer group? All groups?

School Letter Grade Growth Calculations

Step 4 – Group students back into their schools

Questions to consider:

- Do you see any trends by school? (i.e., most students come back with all positive/negative growth? do some schools have a mixture?)
- What might cause a particular school to have more negative/positive growth scores?
- What will the “school improvement” score be if the school has more negative/positive growth scores?
- Which schools do you think are going to have higher letter grades? Why?
- Is there any correlation between low/high proficiency and low/high growth?
- What do you think will happen if one or two students have a particularly bad day on the test day? (i.e., traumatic event that is out of the norm) Can you identify one of our schools that might serve as an example for this?

School Letter Grade

Growth Calculations

Step 5 – Find the average growth score for each school

- Look **only** at current year individual growth scores calculated in Step 3
 - Do **not** look at any prior year data
 - Find the average growth score for all students from that school
- Questions to consider:*
- When do schools end up with school wide negative/positive growth scores?
 - What might cause a particular school to have an overall average negative/positive growth score?
 - Which schools will have higher letter grades? Why?
 - Is there any correlation between low/high proficiency and low/high growth? Provide examples.
 - What happened when one or two students had a particularly bad day on the test day? Can you identify one of our schools that serves as an example?

School Letter Grade

Growth Calculations

- With a peer summarize how “growth” or “improvement” is calculated at both the student and the school level.
- Take a look at your own report card and identify areas for improvement based on school report card growth data.
- Describe how you will use growth data to direct school improvement efforts.

School Letter Grades

- Provide data that is useful for identifying where you need to take a deeper look:
 - Why are our students falling behind their peers?
 - What development needs does school staff have (leadership, teachers, etc.)?
 - What are the school's goals and performance expectations (school wide and for individual staff)?
 - What's working? What's not?