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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
TRAINING - SCHOOL GRADING SYSTEM
August 24, 2018
12:30 p.m.

Jerry Apodaca Education Building - Mabry Hall
300 Don Gaspar
Santa Fe, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
Bean & Associates, Inc.
Professional Court Reporting Service
201 Third Street, NW, Suite 1630
Albuquerque, New Mexico 87102

JOB NO.: 980N (CC)

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

A P P E A R A N C E S

COMMISSIONERS:

MS. KARYL ANN ARMBRUSTER, Secretary
MR. TIM CRONE, Member
MS. DANIELLE JOHNSTON, Member
MS. CARMIE TOULOUSE, Member

PED STAFF:

MS. KATIE POULOS, Assistant Secretary of Education

Attachments:

1. School Grading Report Card 2018 - Maggie Cordova Elementary School
2. School Grading Report Card 2018 - New America School - Las Cruces
3. NMPED A-F School Grading FAQs
4. New Mexico A-F School Grading Technical Guide 2018
5. NMPED School Letter Grades and Academic Growth - Power Point Printout

1 MS. KATIE POULOS: I have a couple
2 resources for you, but I'll start. I do this -- and
3 I love doing this training for our school boards.
4 And I -- and I start it the same way every time,
5 which is I ask our school boards to think of a proud
6 report card moment and a disappointing report card
7 moment.

8 And I always ask them, either for
9 yourself, five years ago, when you were still in
10 high school, or your children or your grandchildren.

11 COMMISSIONER ARMBRUSTER: Can I say one
12 thing? I don't know that Cindy has to write these
13 comments that we're doing unless it applies to this.
14 Do you think she does? I don't want to take away
15 your job.

16 I mean, the questions; because my purpose
17 on asking for this is to be able to give it to
18 someone else. And so I don't know that they need
19 these silly little comments we're making; not what
20 Katie's saying, but what I'm saying.

21 MS. FRIEDMAN: Well, I think if you want
22 her to transcribe it, then she should transcribe it.

23 COMMISSIONER JOHNSTON: We'll have to mind
24 our silly comments.

25 MS. KATIE POULOS: So we ask them to

1 reflect on that and to reflect on what was the
2 moment, how and why did it happen, and what was the
3 reaction and the response.

4 So, anybody?

5 COMMISSIONER JOHNSTON: Oh. I have to
6 tell my story.

7 MS. KATIE POULOS: Good.

8 COMMISSIONER JOHNSTON: In junior high
9 school -- I was not a stellar student, ever. I did
10 the ninth grade twice.

11 So I had an extra year in middle school.
12 But when I was in seventh grade, it's been so long
13 ago that what you got was a paper report card, and
14 the teachers would each record your grades.

15 So I had an "D-plus" in an English course.
16 So on the bus home, I tried to change it to an
17 A-plus. I did change it to A-plus, so my parents
18 didn't see that. They never said a word.

19 I failed the ninth grade. I had to go
20 home and tell them. And they said, "Well, we'll
21 just take care of that."

22 I don't know if there were these
23 conversations in secret that I didn't know about.
24 My parents were absolutely so supportive of all of
25 that.

1 But, yeah, I changed it to a "D." I
2 worked hard to make that "D," as far as I know; so I
3 changed it. Lots of disappointing.

4 And I will liken it to looking at the
5 report cards of the middle schools in the South
6 Valley. Seeing those rows of "F"s gave me, just, in
7 the pit of my stomach, that sadness that you get
8 when you haven't learned anything, when you haven't
9 learned a thing, and you know it.

10 MS. KATIE POULOS: But we don't stop with
11 the sadness, right?

12 COMMISSIONER JOHNSTON: That's right. I'm
13 sitting here today. I finally made it out.

14 MS. KATIE POULOS: We don't stop with the
15 sadness. What do we do?

16 There's two things, right? There's one,
17 what do we do to change this? And then there's also
18 the other part, which is, what can we celebrate,
19 right? And those are really important to ground us
20 in this, because that's why we do what we do with
21 school grades.

22 And there are some people with student
23 report cards who say, "Done. Nothing can be done."
24 We throw our hands up, and we just say, "I give up."

25 That's not getting anybody anywhere,

1 right?

2 What we at the PED want is we want the
3 schools -- we know it doesn't tell you everything.
4 We know that. Neither does my individual student
5 report card; it doesn't tell me everything.

6 But what we want is these are the things
7 we are grading you on, and these are the things we
8 want you to say, okay, if we're where we want to be,
9 let's celebrate that. But let's not stop there,
10 right? Let's celebrate it and let's figure out
11 where we can go from there. But we can always do
12 better.

13 But where it's disappointing, it's not
14 intended to be an end-all be-all. It is intended to
15 be a place where we, a community of learners, of
16 educators, of leaders, can get together and say,
17 "What needs to happen? What do we have to do
18 differently, because what we did didn't work?"

19 But we also do have to acknowledge that
20 there is a reality, especially with charter schools,
21 where if we cannot do that, if we never do that,
22 there may be a point in time where we say, "If we
23 can't do any better, then this might not be the
24 right program to continue with."

25 And that's a hard decision.

1 And I commend the work you have done over
2 the past years to make those very hard decisions.
3 They are not easy, right? We don't do it the first
4 time you get an "F." It is when we continually
5 prove that we either cannot or will not make the
6 changes necessary to ensure our children are
7 learning to read and write and are equipped and
8 prepared to be successful in their lives, whether
9 it's college or career.

10 So with that, that is the intro. What I
11 do have for you -- and when you get the slides,
12 you'll see different ones. Our slides, we use two
13 juxtaposing schools to take people through the
14 school report card, because there are a lot of
15 myths.

16 "If you are a high performing school and
17 your kids are proficient, you can't keep going up
18 and that grade is going to drop."

19 That is a myth.

20 "If your students are not proficient, if
21 they're not coming in, reading at grade level, if
22 they're not coming in from well-off families, can't
23 do it. Can't do it."

24 That is a myth.

25 The two juxtaposing report cards that we

1 typically give you are Mission Achievement and
2 Success and AIMS. They sit on either side of those
3 myths.

4 And they both have "A"s, meaning they're
5 both doing two things: getting their kids to
6 proficiency, and continuing to grow their students.

7 In comparison, we're going to talk a lot
8 about this -- in comparison to similar students in
9 other schools throughout the state, okay?

10 So what I have for you -- I have two
11 different school grades, because I think this is
12 important. I have for you New America-Las Cruces,
13 one of our schools that has -- it's a SAM school,
14 and it has improved. It has been able to push the
15 school grade up.

16 The other is actually not a -- not a
17 charter school, because I was looking for a school
18 that sits on the other side of the myth, or that if
19 your students come in, and they are -- you have lots
20 of proficiency, you're going to be an "A," right?

21 School grades are not all about
22 proficiency. And I have Maggie Cordova Elementary
23 School in Rio Rancho. I don't actually know enough
24 about this to say this. I looked for a school that
25 had high proficiency and low school grades, because

1 it hits on this idea that we're not just going after
2 proficiency; we're going after growth. Growth is a
3 huge part of our school report card.

4 So I have those for you.

5 COMMISSIONER JOHNSTON: What you're saying
6 about Maggie Cordova is they have proficiency, but
7 they're not showing growth, so it's reflecting
8 through the years?

9 MS. KATIE POULOS: Over the years in their
10 school grade. Why I also give you two school report
11 cards is you need to see there are differences
12 between elementary and middle and high school. And
13 high school gets really confusing, because they
14 don't actually technically get all of the elements
15 of a high school report card until they have a class
16 that could have graduated, a class that started with
17 them in the ninth grade and now has reached a point
18 where they could have been a twelfth grade.

19 So what I'm going to do is actually just
20 take you through the report card, just on the face,
21 so you know what's there and talk about each of the
22 elements. And then we're going to dig into the
23 specific data.

24 And then I've got school grading FAQs and
25 the technical guide, because I think those are

1 really important, and we can dig in with specific
2 questions.

3 So when you just initially look at the
4 front of the report cards, in the upper right-hand
5 corner, you see the overall school grade and the
6 overall score. Just for your information, if you
7 flip to the back of that first page, you will see,
8 on the top, the points that -- that range -- the
9 range of points for each school grade.

10 And that's important, because what it
11 tells you is how close or far away they are from
12 that school grade that they got, right? So if
13 they -- if you look at New America-Las Cruces,
14 they're a "C" as a 58.23. A "C" range is from 50 to
15 64.9. So they're pretty solidly a "C." If they're
16 a "C" that's sitting at 50.01 points, you need to be
17 thinking about that a little bit differently, and,
18 more importantly, the school does, right; especially
19 'cause if they take out the bonus points, that can
20 have a huge impact.

21 And so just keeping that in mind, knowing
22 where they're sitting in the range is important to
23 the overall understanding, especially if you're
24 looking over multiple years and you're seeing, over
25 multiple years, they're falling or rising within

1 that grade range, getting better, getting worse,
2 staying consistent; those are things that you're
3 going to want to look at.

4 One of the things that you don't see on
5 either of these report cards, but you might see on
6 some report cards, is an asterisk right next to the
7 school grade. If there is an asterisk next to the
8 school grade -- which, again, you do not see here on
9 either of these -- but if there is, that means that
10 their letter grade was dropped by one letter grade
11 because they did not meet the minimum threshold of
12 at least 95 percent of their students who were
13 enrolled in the 120th day having been assessed in
14 both math and reading.

15 So that -- now, you've got to make sure,
16 right? You've got to go back and look, because
17 you'll see the points, and you can look at the
18 points and see where they fall in that range.

19 You may actually have a school that earned
20 an "F" that has an asterisk beside it that actually
21 earned an "F," and you just can't drop any lower
22 than that, right? So that could be a possibility.
23 So you just want to be careful of that and know
24 whether they actually did drop, or if that was the
25 score they earned and then that can be part of their

1 discussion.

2 And, again, at their level, at the board
3 level, at the school level, that should certainly be
4 part of their discussion.

5 You'll also -- just quickly, you'll see
6 the school name, the districts, the grade range,
7 their school code. You'll also see a notation up at
8 the top there that says, "C - State benchmark
9 established in 2012."

10 When we started school grading, we got the
11 midpoint, the average, of each of the point
12 categories. So what was the average for current
13 standing, what was the average for school
14 improvement, all the way down, what were the average
15 points earned in 2012 across the State of New
16 Mexico. And that's where we hit our "C" benchmark.

17 So we haven't changed that since 2012. We
18 set that and said, "We're going to let schools
19 continue to get better."

20 Schools could all get better than that and
21 could be better. If that ever happened, we would
22 then raise the benchmarks for what it took to earn a
23 "C." But right now, we're existing off of the
24 benchmark that was set in 2012.

25 Okay. So then I'm going to take you, just

1 quickly, through the different categories. We have
2 Current Standing; you'll see that in both
3 elementary, middle models, and high school models,
4 okay?

5 The Current Standing is the proficiency
6 measure. But this is really, really important.
7 Current Standing is the proficiency measure. But it
8 is not only proficiency. We calculate it using both
9 straight proficiency -- did they hit the 4 and 5
10 level? -- and growth, the value-added measure of
11 growth, okay? And we'll talk about the specific
12 breakdown in points.

13 Do know that you probably have heard over
14 the last couple of years, we are putting a heavier
15 emphasis on proficiency. It's really important to
16 note that's in the proficiency measure. So within
17 the proficiency measure right now, you see, for
18 New America-Las Cruces, it's, overall, worth
19 30 points. That is broken down between proficiency
20 and growth.

21 When we first transitioned over to PARCC,
22 we weighted growth more heavily in those 30 points;
23 and then we moved to a world in which it was equally
24 weighted between growth and proficiency in those
25 30 points. And now we're at a place where more of

1 those 30 points are coming from proficiency than
2 growth.

3 But we still, then, if you look down, have
4 three more indicators that are solely growth, right?
5 The next three indicators, school improvement,
6 improvement of higher performing students, and
7 improvement of lowest performing students, are all
8 growth measures. So when you look at our high
9 school report card, just taking a quick glance, it's
10 actually 10, 20, 30, 40 points out of the whole
11 school grade are coming from growth, almost half.

12 When we look at our elementary-middle
13 models, that's 10, 20, and then 15 -- so 10, 20, 30,
14 45 -- it's 45 -- oh, and I actually skipped --
15 sorry.

16 So it's 10, 20, 30, 40; 20, 40, 50, 65.
17 In our elementary and middles, 65 out of the hundred
18 points you can earn on school grades come from
19 growth.

20 In the high schools, 40 out of the
21 100 points come from growth. Okay?

22 ATTENDEE: Does that change every year,
23 Katie? I'm sorry.

24 MS. KATIE POULOS: It was changing,
25 because we were in the proper proficiency measure.

1 In the Current Standing measure, we were phasing
2 back over to more of those points. So three years
3 ago, it -- from elementary-middles, it was 20, 40,
4 50, 75. Then it was 20, 40, 50, 70. And now it's
5 65. So it was 75, 70, 65, because we slowly phased
6 in more proficiency.

7 ATTENDEE: Your kids are more proficient
8 if you're growing them.

9 MS. KATIE POULOS: We were taking into
10 account the transition to PARCC.

11 ATTENDEE: Is that going to continue that
12 way? 5, 5?

13 MS. KATIE POULOS: ESSA does -- under our
14 ESSA plan -- and I'll pull that up. Under our ESSA
15 plan, we are going to put more weighting on
16 proficiency. That's one of the things going under
17 the ESSA plan.

18 ATTENDEE: So this pattern will continue.

19 MS. KATIE POULOS: No, it will be
20 different.

21 So we talked about current standing.
22 That's a split between proficiency -- it's what
23 percentage of your students do you get to
24 proficiency in math and reading.

25 School improvement is, overall, is the

1 school making academic progress. You look at your
2 school population as a whole -- and I'll show you
3 that data -- and you say, "Are our students growing
4 at the rate we expect them to when we compare them
5 to other similar students, students who have had
6 similar academic performance for two years?"

7 We look at their data this year, and we
8 say, "Based on that similar group of students, did
9 they grow as much as we expected them to?"

10 Then we break that down just looking at
11 our higher performing students; that's the top
12 75 percent of students based on their raw scores.
13 And then our lowest performing students, that's the
14 bottom 25 percent based on their raw scores. And we
15 just say, "Are they growing as much as we expected
16 them to?"

17 Then we have Opportunity to Learn. And
18 I'm going to break that down for you in more detail.
19 But Opportunity to Learn is based on two things.
20 It's based on a survey at upper grade levels
21 starting at Grade 4 and up. That survey is
22 completed by the students.

23 In the lower grade levels, K-3, I believe,
24 the survey is completed by the parents, and it's
25 really intended to gauge the quality of the learning

1 environment.

2 And some of those points also come from
3 attendance rates. We have an expectation that the
4 school has a school-wide attendance rate of
5 95 percent. And we're looking at where they fall in
6 comparison to that expectation.

7 That's all that's included in the
8 elementary report card, except for bonus points.
9 Bonus points are going away under our ESSA plan; so
10 we don't even talk about this anymore.

11 ATTENDEE: Meaning this is the last year?

12 MS. KATIE POULOS: This is the last year
13 there will be bonus points.

14 Then in our high schools, we have
15 graduation rate -- and we'll break it down. But
16 graduation rate consists of -- it's a cohort-based
17 measure. If a student ever attended your school at
18 any point during their high school career, and they
19 were on your rosters when we report data, you will
20 take some credit for their success or failure. You
21 will have some accountability for their success or
22 failure in graduating in four years, in five years,
23 in six years.

24 COMMISSIONER JOHNSTON: Are those the
25 students who are there on the reporting date?

1 MS. KATIE POULOS: Yes. Were they
2 enrolled at the 40th, 80th, or 120th day? If you
3 weren't, then you're not actually --

4 COMMISSIONER JOHNSTON: Then they do go
5 away.

6 MS. KATIE POULOS: So -- and the way that
7 that credit -- it's basically, if you think about
8 it, if I have a whole ball -- this is a student who
9 was with me for all four years, right -- then
10 they're going to take up more space in my
11 calculation. They're going to have a bigger impact.

12 If they were only with me for half of
13 their career, then they're going to take up half the
14 size or half the space, or they're going to have
15 half the weight of a student that was with me the
16 whole four.

17 If they were only there for a quarter, if
18 they were there for one reporting period, it's going
19 to be smaller. It's going to be an impact, but it's
20 going to be smaller. Does that make sense?

21 COMMISSIONER ARMBRUSTER: Do you follow
22 that child to see where he or she is?

23 MS. KATIE POULOS: Right. And we have
24 a --

25 COMMISSIONER JOHNSTON: And S.T.A.R.S.

1 does that, don't they? They follow that, so they
2 know.

3 MS. KATIE POULOS: Right. We also do the
4 same thing for College and Career Readiness. It's
5 cohort-based. We only look at the class that should
6 have graduated. It's always lagged by one year. So
7 this report card, the 2018 report card, is looking
8 at the graduating class from 2017.

9 And we look at that graduating class from
10 2017, and we say, "Did they participate," number
11 one, "in a variety of College and Career Readiness
12 activities?" And you get credit for just
13 participating.

14 Then, number two, were they successful?
15 And then you get separate credit for the ones that
16 were successful.

17 COMMISSIONER ARMBRUSTER: What does that
18 mean?

19 MS. KATIE POULOS: We'll talk about it in
20 detail when I get there.

21 Okay. You do see the breakdown of points
22 by each of the categories. It is the box right to
23 the left of the bars, right? And it tells you how
24 many points that's worth.

25 So if we look at Graduation Rate, that's

1 worth 17 points. If we look at College and Career
2 Readiness, 15 points. Current Standing, 30 points.

3 Remember what I told you. This year, in
4 2018, 20 of those 30 points actually come from
5 proficiency. The other 10 come from growth. That's
6 for our high schools.

7 If you look over at the elementary school,
8 we have 10 for Opportunity to Learn. We have the
9 different improvement -- those are the growth
10 categories. When we look at Current Standing, it
11 says it's worth 40 points. The part of that that
12 comes from proficiency is 25 of the 40 points. The
13 other 15 come from growth, okay?

14 All right. So the other thing that I want
15 you to note on the front page is the school's
16 history, where you get -- we have a four-year
17 history over here that gives you kind of the track
18 that they're on. You see the New America
19 School-Las Cruces kind of up and down.

20 You see Maggie Cordova Elementary School
21 on a pretty solid, steady downward trajectory,
22 right? That's a school that the school leader, the
23 board, should be saying, "Hold on a second," right?

24 This is a school, New America, that should
25 be saying, "Okay, what were the things that were

1 working? Let's focus in on those, continue those,
2 and keep seeing that upward progress," right?

3 Okay. Any questions just about the front
4 page? Okay.

5 So the second page is where we get to dig
6 in to the detail of the data. And you should be
7 doing this with every report card that you see.
8 Every school that comes in front of you, you should
9 be digging into the detail.

10 Very quickly up at the top, we went over
11 the point ranges.

12 The tests tell you what assessment data is
13 coming into the school letter grades. This is
14 really important, because I think there sometimes
15 are misconceptions about this. PARCC in math and
16 reading, for grades 3 through 11, definitely. Now,
17 SBA, Standards Based Assessment, Spanish, reading,
18 Grades 3 through 11.

19 For our English Learner students who
20 are -- I believe it's within their first three years
21 in our system in New Mexico, they actually do their
22 reading and their language arts assessment, or "KN,"
23 under the Standards Based Assessment. They're not
24 doing it under PARCC. They're doing it under the
25 SBA Spanish in their native language. And the

1 school can get a waiver for particular students to
2 continue under that assessment for longer periods of
3 time.

4 It's really, really important, because you
5 often hear schools saying, "Well, of course, our
6 proficiency rates are low on ELA. Our students are
7 all ELs."

8 Their students who are ELs and new to the
9 system are being assessed in their native language.

10 COMMISSIONER JOHNSTON: But they have to
11 be literate in that native language, and that's the
12 hurdle.

13 MS. KATIE POULOS: Yeah.

14 COMMISSIONER JOHNSTON: Because you're not
15 literate in either language. You speak them only.

16 COMMISSIONER ARMBRUSTER: So this score,
17 whatever they get on the SBA, gets incorporated into
18 these things.

19 MS. KATIE POULOS: Yes. Yes.

20 ATTENDEE: In lieu of English, right, for
21 those students?

22 MS. KATIE POULOS: Yes, yes. That's
23 really important. The NMAPA, New Mexico Alternate
24 Performance Assessment, is for our most severely
25 cognitively disabled students. So, again, that's

1 something you need to keep in mind when you hear, of
2 course, "Our population...", right?

3 COMMISSIONER ARMBRUSTER: Right. And we
4 don't actually have, in terms of charter schools,
5 other than the school for sign language -- I mean,
6 they're different. They are.

7 MS. KATIE POULOS: Just to point that out,
8 Sign Language Academy earned a "B."

9 COMMISSIONER JOHNSTON: Ah. Okay.

10 COMMISSIONER ARMBRUSTER: But we don't
11 have a lot -- the traditional public schools, they
12 have living skills classes. I'm not seeing much in
13 the charter schools for -- there may be one or two
14 kids; but not, like, 20.

15 COMMISSIONER JOHNSTON: Because their
16 needs are so high that generally, the school is
17 working with the parents.

18 MS. KATIE POULOS: Yeah. Okay.

19 So that's just a general picture.

20 Istation is our early literacy assessment.
21 That is what we're using. And, again, there is both
22 an Istation Spanish and English for our students
23 whose native language -- and one of the things that
24 I didn't mention is the reason we use SBA Spanish
25 for the ELA assessment instead of PARCC, but not in

1 math, is because there is a PARCC math assessment in
2 Spanish.

3 And, again, students are assessed in their
4 native language for the first couple of years.

5 COMMISSIONER CRONE: What do you do with
6 schools -- there are still occasionally indigenous,
7 native people who come to school not speaking
8 English.

9 MS. KATIE POULOS: Those schools should be
10 using appropriate assessment accommodations.

11 COMMISSIONER CRONE: Okay.

12 MS. KATIE POULOS: These are our
13 assessment accommodations for our ELs who are
14 Spanish -- native Spanish speakers. Those schools
15 should be using appropriate assessment
16 accommodation. That is really important. It's
17 something we haven't paid a ton of attention to.

18 With the Sign Language Academy, we
19 actually noticed we weren't seeing as many
20 accommodations as we should -- we felt like we
21 should have been. And we had the Assessment Bureau
22 reach out and work directly with them this year to
23 ensure that there were appropriate accommodations
24 being used for all of their students. So, yeah.

25 COMMISSIONER CRONE: I think there's -- a

1 lot of people are not aware of this. But the Navajo
2 Reservation, for instance, is so large that I had a
3 student in college, who -- you know, the old
4 "assume" statement? I just assumed that everybody
5 had at least heard about Christianity. But she
6 lived so far out on the Rez that she didn't know
7 anything about Christianity.

8 And so then in exploring that with her,
9 she did reveal that she didn't speak English when
10 she got to elementary school. Yeah. So it happens.

11 MS. KATIE POULOS: Yeah, definitely.

12 COMMISSIONER ARMBRUSTER: So students who
13 are in other school districts who are Vietnamese or
14 German, Israeli, name your language, should be doing
15 these alternative things and not trying to take that
16 PARCC test.

17 MS. KATIE POULOS: Appropriate
18 accommodation.

19 COMMISSIONER ARMBRUSTER: I don't know
20 what we have for all those languages.

21 COMMISSIONER CRONE: How many languages do
22 you have to account for in New Mexico?

23 MS. KATIE POULOS: Awesome question. I
24 don't know that question.

25 COMMISSIONER CRONE: In Los Angeles, it's,

1 like, 200 they have to have.

2 MS. KATIE POULOS: Yeah. Yeah.

3 So now we've talked a little bit about it,
4 so I'm going to dig into each indicator.

5 The first indicator, as I said, is Current
6 Standing. When you're looking at the bottom of the
7 second page, you're going to see a couple of things.
8 You're going to see, number one, that we break out
9 the data by reading and math. So you can look at
10 reading and math separately.

11 And we tell boards and school leaders,
12 "You should absolutely be doing this, because if you
13 see strength in one area, keep doing what you're
14 doing, and weakness in another, let's make sure
15 you're working on that."

16 I'm just going to take reading. You're
17 going to see three things: the percent proficient,
18 the points for proficiency, and the points for
19 student growth. Does everybody see those three
20 things?

21 So sometimes we have to report the percent
22 proficient with something like "less than"
23 X percent; right? It's funny. You can actually,
24 unfortunately, see how -- how they got -- what their
25 proficiency rate was, even though they're reporting

1 it as less than 2 percent on one of these schools,
2 because the way that we do it is we take your
3 proficiency rate times the number of points
4 available, and that's how we give you your points,
5 right?

6 So here, it would have been whatever their
7 proficiency rate times -- this is a high school --
8 so times 20 points, and that would get them the
9 number of points that they earned.

10 So if they had 100 percent proficiency
11 rate, then they would have gotten all 20 points.

12 Make sense?

13 If they got 50 percent proficiency, they
14 would have gotten 10, okay? Pretty simple.

15 Then you see the points for Student
16 Growth. It's really important because you'll see
17 here that this school -- one of these schools -- got
18 more points for proficiency, the one that has higher
19 proficiency rates, and much fewer points for student
20 growth, because they are one of those schools that
21 actually has higher proficiency rates.

22 So you think, well, they should be fine.
23 But they're not, because they're not growing their
24 students like we're expecting them to.

25 COMMISSIONER CRONE: How do you determine

1 ethnicity?

2 MS. KATIE POULOS: Self-reported.

3 COMMISSIONER CRONE: Okay.

4 MS. KATIE POULOS: In the bubbles when
5 they do the assessment.

6 COMMISSIONER CRONE: What do you do with
7 people that have multiple ethnicities, like
8 migrants?

9 ATTENDEE: I think they have to choose
10 one.

11 MS. KATIE POULOS: We don't give them a
12 mix. It looks like we're not reporting it.

13 COMMISSIONER JOHNSTON: I don't think
14 "Mixed" is an option.

15 MS. KATIE POULOS: It doesn't look like --
16 (A discussion was held off the record.)

17 COMMISSIONER TOULOUSE: What if they
18 refuse to indicate? Because people do have that
19 right.

20 MS. KATIE POULOS: They wouldn't be
21 included in the demographic background. They'll
22 still be included in the overall data.

23 The reason we have this demographic
24 reporting, A, it's required by federal law; B, it's
25 helpful. If you look across your data and you see

1 that we're doing really well, or fairly well at the
2 same level with our White, African-American, Asian,
3 Hispanic, but not American Indians, then we have to
4 go back to the drawing board to say, "Why and what
5 additional supports? Is it that we're not doing
6 culturally responsive education? Is it that we're
7 not taking into account language barriers," right?
8 "Is it that those students have higher absentee
9 rates because we haven't thought about their
10 schedule in the context of their local feast days
11 and holidays?"

12 Then as a board, as a school leader,
13 taking those things into account to figure out the
14 solution to it, right? And the great thing about
15 charter schools is they have that ability, because
16 they're operating at charter-school level rather
17 than at the district level, right?

18 So I think that's really, really
19 important. And we tell all of our board members to
20 look at this.

21 Sometimes we see that females and males
22 have performance discrepancy. Okay. So, again,
23 what's going on, and what are all the factors that
24 are contributing to that discrepancy in performance?
25 Is it that we have all male teachers who are not

1 kind of taking -- they're not meshing well, or
2 they're not connecting to our female students?

3 Then do we have to think about
4 professional development for those teachers? Right?
5 What is it that is causing something, and can we
6 address it with intentional decisions at our
7 leadership level?

8 So that's kind of the big picture of --
9 Remember the breakdowns I gave you, right? So if
10 you look at the high school and the elementary, the
11 elementary could have earned 25 points for
12 proficiency, which means when we break it out into
13 math and reading, it's 12.5 points for each of them.

14 This school over here earned 6.14 out of
15 12.5 points, right, because it's almost at
16 50 percent proficiency. In math, it was 4.28 points
17 out of 12.5 potential points. Then look at their
18 growth. They could have earned 15 points of growth
19 divided between math and reading; that would have
20 been 7.5 points for math, 7.5 points for reading.
21 They got 1.95 points in reading, and they got 2.04
22 points in math. So they're not getting a lot of
23 those points that they could be getting for student
24 growth.

25 COMMISSIONER ARMBRUSTER: So if we read

1 across this one -- I'm -- request that we -- which
2 one am I on? I'm on the "Maggie" Cordova. So this
3 49 is what? Percent proficient --

4 MS. KATIE POULOS: Overall percent.

5 COMMISSIONER ARMBRUSTER: -- or how many
6 kids?

7 MS. KATIE POULOS: Overall percent
8 proficient. 49 percent of their students who are
9 assessed and included in the data are proficient.

10 COMMISSIONER ARMBRUSTER: So only 49 of
11 their kids are proficient.

12 MS. KATIE POULOS: If they have 100 kids,
13 that'll be 49 kids out of 100. It's 49 percent of
14 their students.

15 COMMISSIONER ARMBRUSTER: What did the 52
16 and 47 mean in gender?

17 MS. KATIE POULOS: 52 percent of their
18 female students are proficient. 47 of their male
19 students are proficient.

20 COMMISSIONER ARMBRUSTER: And then
21 59 percent of their White students.

22 ATTENDEE: Based on that, they must be
23 able to do multiple ethnicities, because these don't
24 add up to 100.

25 MS. KATIE POULOS: It wouldn't add up to

1 100, because it's what percentage of their White
2 students? What percentage of their African-American
3 students? What percentage of their Hispanic
4 students? What percentage of their Asian?

5 ATTENDEE: Oh. What percent were that.
6 Never mind.

7 COMMISSIONER CRONE: What is the symbol on
8 the New America?

9 MS. KATIE POULOS: The dash?

10 COMMISSIONER CRONE: Oh, okay.

11 MS. KATIE POULOS: It just means that we
12 can't report that data, because either they don't
13 have any, or if we did, it would --

14 COMMISSIONER CRONE: No. The symbol for
15 the 20, for instance, in the reading.

16 ATTENDEE: Less than or equal to.

17 ATTENDEE: Look at Students with
18 Disabilities.

19 MS. KATIE POULOS: I'm sorry. It's less
20 than or equal to 20 percent.

21 COMMISSIONER CRONE: Okay.

22 MS. KATIE POULOS: So we have to -- this
23 sounds bad, but it's not; it's a requirement. We
24 have to what we call blur the data when reporting
25 the data would personally identify individual

1 student performance levels.

2 COMMISSIONER ARMBRUSTER: If they only had
3 two; so --

4 COMMISSIONER CRONE: How many students are
5 we dealing with here?

6 MS. KATIE POULOS: That's the thing you
7 don't know. The school leader should know that.
8 You don't know that. And it's harder, because even
9 if you were to look at their enrollment, this is not
10 their enrollment. It's not of all their students.
11 It's all of the students that are included in the
12 data set.

13 We take students out of the data set if
14 they were not full-academic-year students. We don't
15 hold the school accountable for students who weren't
16 with them for the full academic year.

17 COMMISSIONER CRONE: Should we, as a
18 charter authorizer, be concerned that in that
19 school, apparently, there are no African-Americans,
20 no Asians, and no American Indians?

21 COMMISSIONER JOHNSTON: Who are taking the
22 assessment.

23 MS. KATIE POULOS: Who took the
24 assessment; so that's important. Who were full
25 academic year students who took the assessment?

1 There's a lot of data and a lot of reasons. And,
2 again, this is hard. It doesn't mean you can't ask
3 the question.

4 COMMISSIONER CRONE: Okay.

5 MS. KATIE POULOS: When I saw your data --
6 and you can ask us. We need to know more about the
7 demographic makeup of that school. Can you give us
8 an entire breakdown of the enrollment on the 20th
9 day? And then you have to be really careful about
10 it, because as we all know, our public schools
11 cannot handpick their students. They can't.

12 COMMISSIONER CRONE: Uh-huh.

13 MS. KATIE POULOS: So they can't go out
14 and say, "We only have zero African-American
15 students. We need to find five and enroll them."

16 That doesn't mean that there isn't
17 something happening when you do not see a population
18 that is reflective of the local population, which is
19 something you've heard us say before. We say, "This
20 school has a large discrepancy from -- on
21 demographics from the local school population."

22 And school leaders will say, "There's
23 nothing we can do about that."

24 And the reality is you cannot hand-select
25 students, and you can't make sure.

1 But if I were a school operator, and I
2 continued to see that my population did not look
3 like the local community's population, I would ask
4 myself, Why is that? Am I doing something
5 intentionally, or, more importantly,
6 unintentionally, that is causing that to happen?

7 And my only -- we take -- we give all
8 these when we talk to new applicants. The most
9 extreme example: If the way I recruit my students
10 is by pamphleting out in front of grocery stores,
11 and the only grocery store I pamphlet in front of is
12 Whole Foods, my population is probably going to look
13 different than if I was pamphleting in front of the
14 Whole Foods and the Smith's and the Kroger's -- I
15 don't know, do we have Kroger's here? -- and the
16 Soopers, and the TJ Maxx and the Lowe's, right, and
17 I was doing it in a diverse environment.

18 And that is why -- I just want to talk to
19 you about your new application process -- that's why
20 we included in our new application process a
21 requirement that new applicants tell us how they're
22 annually going to look at their enrollment data,
23 their demographics, and make adjustments if that
24 data is not looking reflective of their local
25 community.

1 You may think about pushing on that
2 further. We -- that was a first step. That was a
3 first step to say, "We care about this, and it's
4 important."

5 Great question.

6 COMMISSIONER ARMBRUSTER: Because I know a
7 school -- since we're transcribing, I'm not saying
8 it -- was mentioning -- because this is a
9 high-performing school -- that they are getting more
10 and more special education students and EL students.
11 And my response, really, was, because they are going
12 to still look, and say, "Oh, you're doing really
13 well, so maybe my child will do better there than in
14 'X' school where I live."

15 And so that's -- and I think that's pretty
16 much what is happening, I mean, because special kids
17 or EL kids are just like everyone else. Their
18 parents want to get them the best education. So if
19 the school is doing really well, maybe they're doing
20 really well with more needy children. Does that
21 sound right?

22 MS. KATIE POULOS: Absolutely. That's
23 kind of the quick-and-dirty on Current Standing.

24 Really important, again, that table down
25 in the bottom left-hand corner that gives you a

1 quick glance over time. And, again, if we see that
2 we're all headed in the right direction,
3 consistently up, awesome. If we see that we're
4 splitting, like one of the schools here, and we're
5 going up on reading, let's keep doing what we're
6 doing; but we're going down in math, all right,
7 guys, we've got to readjust, we've got to figure out
8 why it's not working and what we need to do
9 differently.

10 Do our teachers need more professional
11 development? Do we need a different curriculum? Do
12 we have the teachers we need? Are we only working
13 with long-term substitutes for math? And do we have
14 to invest in recruitment stipends for math teachers
15 because we've got to get them in here?

16 What is it that we have to do because of
17 what our data is telling us?

18 COMMISSIONER JOHNSTON: Can I -- SAM
19 schools -- and this high school is a SAM school;
20 right? Extra points.

21 MS. KATIE POULOS: Uh-huh.

22 COMMISSIONER JOHNSTON: Those bonus
23 points, are those because they're reflective of
24 being a SAM school?

25 MS. KATIE POULOS: No. I will tell you,

1 when we're talking about SAMs, it is in our
2 technical guide manual, when we do proficiency, for
3 the growth part of proficiency, we -- can't remember
4 the technical term -- condition -- we condition our
5 growth calculations to take into account SAM
6 schools.

7 So when we are comparing the growth of the
8 students in that school to their performance peers,
9 we're doing it on the basis of other students in SAM
10 schools.

11 COMMISSIONER JOHNSTON: Okay. So that's a
12 next step.

13 MS. KATIE POULOS: And we do it in
14 Graduation Rate and in College and Career Readiness.
15 There's adjustments in that, and I'll talk about
16 those when we get there.

17 COMMISSIONER JOHNSTON: Because, Tim, this
18 is a SAM school, and those discrepancies you're
19 seeing, knowing -- this is a school that takes
20 people up to 45, 50 years old. That's why you're
21 getting that skew.

22 ATTENDEE: Those conditions are already in
23 the school grade now.

24 MS. KATIE POULOS: Yes. Uh-huh. Yes.

25 COMMISSIONER ARMBRUSTER: We're still on

1 this New America one. So in terms of numbered
2 proficient -- so they have 15 kids --

3 MS. KATIE POULOS: Percent.

4 COMMISSIONER ARMBRUSTER: Percent of the
5 kids that are proficient. But they don't have any
6 kids. They have no American Indian, no Asians. 15
7 Hispanic.

8 MS. KATIE POULOS: No, no, no, no, no.
9 None of these are numbers. All of these are
10 percentages.

11 COMMISSIONER ARMBRUSTER: But the American
12 Indians, for example, Asian, which I guess covers a
13 broad range of what that would mean, there are no
14 proficient kids.

15 MS. KATIE POULOS: Or there are -- none of
16 those students who were full academic year and took
17 the assessment.

18 COMMISSIONER ARMBRUSTER: And that's their
19 issue at SAM schools often, anyway.

20 COMMISSIONER JOHNSTON: And for this
21 particular school, because of the broad range of
22 students they take.

23 MS. KATIE POULOS: So it's not that
24 there's no students.

25 COMMISSIONER JOHNSTON: It's people coming

1 in and out and --

2 MS. KATIE POULOS: Were there any
3 full-academic-year students that took that
4 assessment?

5 COMMISSIONER JOHNSTON: And those are two
6 vital questions in that school; one, for the full
7 academic year, and even if they were, did they sit
8 for the test?

9 MS. KATIE POULOS: When you're looking at
10 this and you see that 15 percent of their Hispanic
11 students are proficient in reading, that's 15
12 percent of the Hispanic students who were
13 full-academic-year students and took the assessment.

14 ATTENDEE: So my understanding of this,
15 right -- so the SAM schools, just by nature of who
16 they serve, are going to have a far lower number --
17 not saying percentage -- number of students that are
18 reflected there, because commonly, students aren't
19 there the full academic year, right?

20 MS. KATIE POULOS: Yeah. That is right.

21 COMMISSIONER JOHNSTON: And if you look
22 back at the first page, what you're going to see is
23 the students who were with them and take the
24 assessment with them the full academic year, look at
25 the grades in those categories. And then when you

1 get down to Graduation Rate and College and Career
2 Readiness, they tank, because they --

3 ATTENDEE: But that's still -- but that's
4 still the full academic year? Or not?

5 MS. KATIE POULOS: No, we'll talk about
6 that. It's really important you got -- you really
7 have to compartmentalize as you think through this,
8 okay? Because it's not 15 Hispanic students. It's
9 15 percent of the Hispanic students who were full
10 academic year and took an assessment.

11 COMMISSIONER ARMBRUSTER: So we don't ever
12 really know that number. So it's sort of
13 difficult -- more difficult than it already is
14 difficult to know what you're looking at, because
15 you don't know how many -- maybe they had 300 kids.
16 I know they didn't; but --

17 MS. KATIE POULOS: And the school leaders,
18 the school leaders, should know. They should be
19 digging into that detail.

20 One of the things that's important for you
21 to think about is the different levels. And even
22 school leaders struggle with this. A teacher is
23 going to look at and utilize data in a very
24 different way than a principal, than a
25 superintendent, than a school board member, than a

1 PEC Commission member.

2 You're kind of going back to your roots in
3 the classroom and saying, "I need to know exactly
4 how many students and which ones and..." -- right?
5 You're a PEC Commissioner.

6 COMMISSIONER ARMBRUSTER: Right. Right.

7 MS. KATIE POULOS: You're using and
8 looking at data at this level to say, overall, what
9 kind of decisions are the leaders of the school
10 making, and are those playing out in the ways that
11 they need to for the students who come to their
12 school to be educated?

13 Very different than a teacher standing in
14 a classroom who says, "I need to know how to adjust
15 my lesson today, or from this year to next year,
16 based on what I did, what worked and what didn't."

17 Very different. And so I know you want to
18 dig in at that level; but you've got to think about
19 what it's telling you and then think about where you
20 need to be with that.

21 One of the things that's also kind of hard
22 for people to adjust to is teachers are thinking
23 right now. You're looking up here at a five-year
24 picture and saying, "Over time, what have we done?
25 Have we stayed in the exact same place? Or have we

1 thoughtfully used our data to move in the right
2 direction for our students?"

3 So you've got to keep -- you know, pull
4 that hat off and say, "Okay, I am a Commissioner
5 now. This is what I'm doing with this data."

6 Okay. So that's Current Standing.

7 Anything else on that? Really good
8 questions. Really good discussion.

9 If you flip the page, you're going to see
10 School Improvement. This is overall. We look at
11 the school as a whole. And what you'll see is,
12 separated by reading and math, we have a growth
13 index and we have points. The growth index is
14 either going to be a negative number or a positive
15 number, or a zero. You've got to think about it in
16 those three big buckets.

17 If it is a zero or very close to a zero,
18 that means that there is no difference -- or very
19 little difference -- between the expected
20 performance for the students at this school and
21 their actual performance.

22 Well, how do well get expected
23 performance?

24 The way we get expected performance -- and
25 this gets really complicated really quickly, so I'm

1 just going to ask you to think big-picture. I'm
2 going to ask you to think about all of the students
3 in ninth grade in New Mexico. They're not sitting
4 in classroom seats. They're floating in the air
5 above their school, okay? And we are going to put
6 them in groups, not based on their school, but based
7 on the past two years of their performance on a
8 State assessment.

9 So all of the ninth-graders across
10 New Mexico get put into groups based on their
11 seventh- and their eighth-grade performance on the
12 PARCC reading or on the PARCC math or whatever
13 assessment they took.

14 COMMISSIONER ARMBRUSTER: They're going be
15 in different groups.

16 MS. KATIE POULOS: They're going to be in
17 lots of different groups.

18 COMMISSIONER ARMBRUSTER: But the person
19 who got whatever are on the PARCC, on the reading,
20 might not be in the same group.

21 MS. KATIE POULOS: So we do it twice. We
22 float them up there. We separate them. We put them
23 in their groups for reading. We put them back over
24 their schools and separate them into groups for
25 math.

1 COMMISSIONER JOHNSTON: How do we separate
2 them out? Or do we, when they make that transition
3 from second grade to third grade?

4 MS. KATIE POULOS: We do. We use their
5 two most recent Istation scores. So we're taking
6 PARCC in third grade. We're putting them into
7 groups based on their data from Istation. And the
8 reason we do that is because we're not using the
9 past data to calculate; we're only using the past
10 data to group.

11 COMMISSIONER JOHNSTON: Okay.

12 MS. KATIE POULOS: Then, for this current
13 year, we want to know, okay, based on your group,
14 the group that you're floating in right now, when we
15 look at that whole group, and we say, "That whole
16 group, their average raw score was 'X,' did you stay
17 with your peers and hit that same average, or were
18 you above it or below it?"

19 If you're above it, then you're growing
20 more than expected. If you're at it, zero, then
21 you're growing as expected. And if you're below it,
22 negative, you're growing less than expected.

23 We call a zero a year's worth of growth,
24 because you're keeping on pace with your peers. It
25 doesn't necessarily mean that was the appropriate

1 amount of growth. It may be less than the
2 appropriate amount of growth. But you're keeping on
3 pace with your peers, okay? Now, people are going
4 to say, if you're a statistician, well, averages,
5 right, it's all going to shake out.

6 Where it becomes impactful is when we take
7 you back out of your group and put you back to your
8 school, put you back in your seat, and we look
9 across that classroom and that grade level and that
10 school, and we do a calculation to say, "Okay, based
11 on our school, are all of our students -- most of
12 our students -- coming back at or above their
13 peers?"

14 That's how we're going to get a positive
15 growth score.

16 If most or all of our students are coming
17 back below their peers, that's how a school is going
18 to get a negative growth score.

19 And what we believe is it's saying not
20 that you're a bad person, not that we hate you, but
21 that there's something about what's happening in
22 that school that's making students come back, when
23 being compared to their peers, and performing at a
24 lower level, on the whole.

25 It could be classroom management. It

1 could be skill of teaching. It could be curriculum
2 resources. You're not going to figure that out.
3 That's not your job. The school leader is going to
4 figure that out.

5 And then they're going to make the
6 appropriate response, so that when you're looking at
7 it in a five-year picture, sure, they had a year
8 where they had a negative growth score and their
9 students weren't getting the same education they
10 would have gotten if we had picked them up, plopped
11 them in a different school and a different seat.

12 Okay. Not the end of the world, as long
13 as we say what do we do? Is it our curriculum? Do
14 we need more professional development? Do we need a
15 teacher to have more support on classroom management
16 so she can grow -- because she's got the content and
17 the knowledge and the skill and the passion, but
18 she's struggling to get all of the students to pay
19 attention. Then let's support her or him in that.

20 We've got a teacher that's got the
21 management down. The kids are on track. They're
22 paying attention. They don't have the resources
23 they need. You know, let's get those resources in
24 that classroom so that they have access to what they
25 need.

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

1 Did those decisions get made? Did they
2 get executed? Did we see that they started moving
3 in the right direction, right?

4 COMMISSIONER ARMBRUSTER: So could kids be
5 below grade level -- say, they're fifth-graders, and
6 they're reading on a third-grade level.

7 MS. KATIE POULOS: Uh-huh.

8 COMMISSIONER ARMBRUSTER: And they could
9 have gotten a zero, which was a year's growth.

10 MS. KATIE POULOS: Because when we
11 compared them, we compared them to other students
12 who were also below grade level for the past two
13 years.

14 COMMISSIONER ARMBRUSTER: So they would
15 get growth points, so to speak.

16 MS. KATIE POULOS: Yeah. 100 percent.
17 And you see that.

18 COMMISSIONER ARMBRUSTER: For some of
19 those kids, as we were saying, "Yeah, you have to
20 get more than a year's growth, because you're
21 already -- you're not --

22 MS. KATIE POULOS: We're not saying that,
23 though. Because remember, they might be in fifth
24 grade reading at a third-grade level.

25 COMMISSIONER ARMBRUSTER: Right.

1 MS. KATIE POULOS: They're being compared
2 to peers who are also fifth grade, right, reading at
3 that below-grade level. And when we compared them,
4 their peers got to a higher level than they did,
5 which means they grew less; right? Or they grew as
6 much as their peers; they're staying on pace with
7 their peers. That might be more than a year's worth
8 of growth. It might be less than a year's worth of
9 growth. It's are they staying on pace with their
10 peers? That's the question we're asking.

11 COMMISSIONER JOHNSTON: So when I look at
12 this for the elementary, with what looks like it's
13 proficient, in -- or they're growing, but they're --
14 they're in a downward dive, what do I --

15 MS. KATIE POULOS: They're in a downward
16 dive on growth. They're proficient. 50 percent of
17 their students are proficient in reading. That's
18 right on grade level.

19 COMMISSIONER JOHNSTON: But the growth is
20 what's diving.

21 MS. KATIE POULOS: But when we compare
22 them to other students who have been on grade level,
23 right, who had the same scores.

24 COMMISSIONER JOHNSTON: Other students
25 around the state.

1 MS. KATIE POULOS: Around the state at the
2 same grade level.

3 COMMISSIONER JOHNSTON: They're
4 proficient, but they're not growing --

5 MS. KATIE POULOS: They are growing.

6 COMMISSIONER JOHNSTON: -- as much as --

7 MS. KATIE POULOS: They're not staying on
8 pace with their peers. They're not staying on pace
9 with their peers, which means to push them harder.
10 They might be on grade level. But we can push them
11 harder, because someone else at a different school
12 is pushing their peers harder.

13 COMMISSIONER JOHNSTON: So that peer group
14 is moving ahead, and they're falling out the bottom.

15 COMMISSIONER ARMBRUSTER: So just being
16 proficient is no big deal.

17 MS. KATIE POULOS: Right.

18 COMMISSIONER ARMBRUSTER: Sorry. I just
19 have to re- --

20 MS. KATIE POULOS: Because we've got to
21 keep growing.

22 COMMISSIONER JOHNSTON: This almost looks
23 like they're dead or something. I'm really thinking
24 about what's going on in the classroom.

25 MS. KATIE POULOS: Your job is not to

1 figure out what's going on in the classroom. It's
2 the teacher and the leader.

3 COMMISSIONER JOHNSTON: I want to
4 understand how this can happen, how you can be
5 proficient and go -- (Indicates.)

6 MS. KATIE POULOS: Because their peers in
7 other schools are moving faster than they are. And
8 it's the school leader. It's the classroom teacher,
9 the school leader's job, to say, "Okay, what kind of
10 enrichment activities do we need? What exposure are
11 those other students getting that we're not doing?
12 What resources? What professional development?"
13 Right?

14 I mean, there's a pretty core group of
15 questions that we should be asking.

16 COMMISSIONER JOHNSTON: Well, I mean,
17 instead in too many cases what we get, if the group
18 is proficient, it's, "Well, it doesn't matter to me
19 what they're doing, because we are proficient,
20 because" -- that's that pushback.

21 MS. KATIE POULOS: We're putting our
22 proficient students over here, and we're really
23 focusing on our below-grade students, which is
24 something we need to do. But we don't just put them
25 over here; right? How do we still work with those

1 students, keep pushing them higher and meet these
2 students where they are, keep pushing them higher,
3 and meet those students where they are, keep pushing
4 them higher. It's not easy.

5 COMMISSIONER JOHNSTON: Instead, we have a
6 tendency to become victims, because that's easier.

7 COMMISSIONER TOULOUSE: But there's also
8 another population. I have a grandson who just
9 finished third grade. He's reading at seventh-grade
10 level and basically got ignored all year. And
11 nobody helped him; he pushed himself. And that's a
12 population of these kids.

13 Because we're working so hard to bring
14 other people up, that group -- because we have to
15 keep everybody in the same class, we have to do all
16 of these things -- that we're going to lose him by
17 the time he gets up into mid-school.

18 MS. KATIE POULOS: And he's going to be
19 reflected in this growth. And that is what we don't
20 want, because somewhere else, somebody else isn't
21 neglected.

22 COMMISSIONER TOULOUSE: But I'm just
23 saying there are enough students like him who
24 teachers would like to work with, they're having to
25 work with these others, so he's on his own. He read

1 his way through all of the Harry Potter books,
2 including Volume Eight, which is the play script,
3 you know, by the time he'd finished third grade.
4 But he got -- and he's in a charter school. And
5 they're fine with him. But he didn't get the
6 attention I would like to have seen him get in his
7 school classroom.

8 MS. KATIE POULOS: And the teacher and the
9 school leader and the board should be saying, "Oh,
10 wait. What can we do? What adjustments can we
11 make? Because, yes, we have to. We cannot leave
12 students who are below grade level behind. We
13 can't.

14 COMMISSIONER JOHNSTON: Just because they
15 are proficient and they're not growing, no, we have
16 to have them grow.

17 COMMISSIONER ARMBRUSTER: It's kind of
18 like saying -- we'll just say he's a GATE student,
19 or at least he's gifted in reading, at least. So
20 you're a third-grader, and you're reading on a
21 seventh-grade level. And last year, you were maybe
22 only reading -- I don't know. It seems that there
23 would be a top part, somehow, where you, as a
24 third-grader, may not be able to read a whole lot
25 more than four years ahead of yourself.

1 MS. KATIE POULOS: But remember. It's
2 what are we doing? Because this student has tested
3 at the same level as their peers two years in a row.

4 COMMISSIONER ARMBRUSTER: That's the one.
5 To peers.

6 MS. KATIE POULOS: Right? And that
7 student, then, is being compared to those peers.
8 We're asking, did they stay on pace with their
9 peers, or did they fall behind their peers, right?
10 If that student keeps pushing, you give him
11 resources and you give him the opportunity during
12 "X" lesson to go here or do this, or if you have him
13 go to the copy machine and run errands, right, which
14 one are you doing? And why did you make that
15 decision? Did you make that decision because you
16 knew it was in the best interests of that student
17 and they were going to continue to grow from it? Or
18 not?

19 I'm not saying it's easy. I'm saying
20 these are the questions we want our leaders -- and
21 this is the most important part -- our leaders,
22 school leaders, curriculum leaders, board members,
23 to struggle with and be in a system of constant and
24 continuous improvement and innovation and thought to
25 keep pushing higher.

1 That's what we want. That's all we want.
2 And we have don't want perfection. We just want
3 continuous movement in the right direction.

4 COMMISSIONER TOULOUSE: I just want all
5 kids to get guidance and not have to self-select
6 what they're doing.

7 For instance, my nephew who teaches at CNM
8 had one of his concurrent enrollment students who
9 was at Connections Academy who was there complaining
10 that they were closing her school, and she was doing
11 fine, and she didn't know why. But she mentioned
12 during the class that the teacher had quit less than
13 halfway during the class, and all the students had
14 been simply told, "Progress on your own," and they
15 hadn't replaced the teacher.

16 And that's the kind of neglect that I
17 see -- in that case, it's real neglect. In my
18 grandson's, self-selecting. He was keeping himself
19 quiet and entertained and reading at high enough
20 levels that -- because he's -- at home, he's not
21 quiet. In school, he's shy and he's quiet. He was
22 reading, they saw it was appropriate. They know
23 where he tested, so they let him go.

24 I'd like to have seen more -- and he's
25 just my example, because his older brother is the

1 one who's severely dyslexic and can hardly read at
2 all and tries, even though he's very, very bright.
3 But he can't.

4 So he's getting all this attention, and
5 the other one is just kind of -- and I know the
6 other one needs the attention, and he has to have
7 it. But I just don't like seeing this one, because
8 at some point, as he grows and matures and the
9 hormones kick in and all of that, the self-direction
10 probably won't still be there.

11 If he's doing it, how many other kids do
12 we have out there in the system, especially families
13 who select charter schools for their kids? And I'm
14 sure, when we do this kind of statistics and are
15 worried about how we're improving, we're losing
16 those kids.

17 MS. KATIE POULOS: But I'll push on that,
18 because I think when you see this, proficient but
19 dropping in growth, it's your grandson, right?

20 Because what we're not doing is embracing
21 all of it and saying, "Actually, okay, this is
22 telling me, got to stop leaving him on his own, and
23 I've got to think about how to better educate, push,
24 grow, support him," because proficiency is not where
25 we stop. It's not where we stop, right? We keep

1 growing.

2 So it's not -- again, not easy; but
3 there's a lot of ways to embrace this. And what we
4 want is everybody to continue to push themselves on
5 this data.

6 So that was School Improvement overall.

7 The same concepts apply to the next two,
8 the Student Growth. That's our reading growth, math
9 growth of our highest -- or higher performing and
10 our lowest or lower performing.

11 And you see the exact same thing, that
12 negative, positive, or zero number, which is your
13 growth index, and then the points that they earned.

14 And the other really cool thing about this
15 is we actually see those growth indices by
16 ethnicity, gender, and economically disadvantaged
17 students with disabilities and English Learners.
18 Just another myth-buster, right?

19 We have this school here -- and it's kind
20 of interesting, because when you look across, you
21 actually see the student groups are all above zero.
22 But when we pull it all together, somehow it's below
23 zero. And that's kind of an interesting conundrum.
24 It's -- there's something hidden in there about
25 exactly where it's landing that we can't see the

1 exact number on that higher performing reading
2 growth.

3 But it's important for, again, our boards,
4 our leaders, our teachers, everyone, to be looking
5 at that data and saying, "Where are the
6 discrepancies between these subgroups, and what is
7 that telling us about what -- which groups of
8 students we're pushing more, which group of students
9 we're not pushing as hard, and where do we need to
10 adjust what we're doing?

11 Again, you have those tables down at the
12 bottom. You've got the line that shows you "greater
13 than expected," "lower than expected," and the
14 trajectory over time.

15 COMMISSIONER ARMBRUSTER: These on the
16 bottom are just showing us visually what this --

17 MS. KATIE POULOS: Visually, that data up
18 top over time.

19 The next, I talked about this before, the
20 Opportunity to Learn broken down into two pieces:

21 Student attendance. The expectation is
22 student attendance at 95 percent or higher. If you
23 get 95 percent, you get 5 points for our elementary.
24 For our high schools, it's 3 points.

25 If you get greater than 95 percent, then

1 you actually have the opportunity to earn more than
2 5 points. So this is an unknown bonus point
3 opportunity. It's not a ton. But it is extra
4 points that you can get.

5 So if you had a 99 percent, it would be
6 higher than 5 or higher than 3, depending on your
7 grade level.

8 COMMISSIONER JOHNSTON: Is attendance data
9 only selected on the 20th, the 40th --

10 MS. KATIE POULOS: No. This is daily
11 attendance, average daily attendance.

12 COMMISSIONER JOHNSTON: So this is what we
13 report in S.T.A.R.S. then?

14 MS. KATIE POULOS: Yes, it's average daily
15 attendance. Yeah. And, again, one of the things
16 that people don't think about and don't dig into as
17 much that we really encourage them to do is looking
18 across race, ethnicity, gender, and disadvantaged
19 groups, and saying, "Is there something our
20 attendance data is telling us, and is there
21 something we can do about that?"

22 If you are serving a predominantly Native
23 population, and you are seeing that their attendance
24 rates are really low, then have you thought about
25 your school calendar in the context of that

1 community? And if you haven't, great opportunity to
2 think about that.

3 Surveys. 10 questions, 0-to-5 scale,
4 maximum score of 50. Students in Grades K through
5 2, the family member completes. Grades 3 and above,
6 the student completes.

7 The expected average score is 45 out of
8 50 points. If you get greater than 45 out of 50
9 points as your average score, another opportunity
10 for a few extra bonus points.

11 The number of surveys never matches the
12 number of students in the school. The reason for
13 that is they're done by teacher. So you're going to
14 have a lot more surveys than number of students in
15 the school.

16 ATTENDEE: These bonus points stay because
17 it's part of the factor of this? Or is that some
18 other --

19 MS. KATIE POULOS: They're not technical
20 bonus points. So this opportunity will continue.
21 If you score more than our absolute expectation on
22 attendance or surveys, then you will be able to
23 continue to earn extra points. But the bonus points
24 right under that that are actual bonus points added
25 in for other things are going away under ESSA.

1 COMMISSIONER ARMBRUSTER: So explain
2 again. The surveys are supposed to be given to
3 every student or --

4 MS. KATIE POULOS: By teacher. Because
5 it's a teacher --

6 COMMISSIONER ARMBRUSTER: Each of us as a
7 teacher are giving it to our 25 kids is what you're
8 saying.

9 MS. KATIE POULOS: Uh-huh.

10 COMMISSIONER ARMBRUSTER: So why would we
11 not have all of them?

12 MS. KATIE POULOS: You'd probably have
13 more. So you probably have 50 kids, but they
14 complete surveys for four teachers. Then you're
15 going to have 200 surveys, not 50 surveys.

16 COMMISSIONER ARMBRUSTER: Right. For
17 elementary, it's -- it may or may not be, because
18 they do have different teachers, also.

19 MS. KATIE POULOS: Depending on the model.

20 ATTENDEE: The model of the school, right?

21 MS. KATIE POULOS: Yeah.

22 ATTENDEE: So -- I'm sorry. So the points
23 at the bottom, the 5 points is if they have 95 or
24 more percent? Is that when they get those --

25 MS. KATIE POULOS: Right. If they had

1 more than 95 percent student average daily
2 attendance, they would have earned more than
3 5 points.

4 ATTENDEE: More than 5.

5 MS. KATIE POULOS: Right. But if they
6 have less, then they would earn less than 5. If
7 they had more than a 45 average score on their
8 survey, they would have earned more than 5 points.

9 Okay. That's it for the elementary
10 schools.

11 For the high schools, I told you we have
12 Graduation Rate. We are looking at a SAM school.
13 So this will be slightly different for SAM schools
14 than for traditional non-SAM high schools.

15 But for everybody, we look at the
16 four-year graduation rate for any student who was at
17 your school at any point in time during their high
18 school career. How long they were at your school is
19 going to impact the impact -- is going to affect the
20 impact or the weight in the calculation.

21 It gets pretty complicated pretty quickly.
22 But we -- we do make sure all those students.

23 This school, for its four-year graduation
24 rate, had a 28 percent. They could have earned --
25 let's see if I can remember it -- 28 percent -- 17

1 points -- I'm going to have to look at the school
2 grade manual, because I get this confused.

3 For their graduation rate, they can earn
4 8 points for their four-year graduation rate. So we
5 take 8 times 28 percent, and we get 2.98 points,
6 which is how many they earned.

7 For their five-year graduation rate, they
8 can earn 3 points. So we take 3 points, times
9 37 percent, and we get 1.86 points that they earned.

10 For their six-year graduation rate, they
11 can earn 2 points.

12 And then for their growth in their
13 four-year graduation rate; that is, if their
14 over-three-year average, their graduation rate is
15 going up, they can earn up to 4 points for improving
16 their four-year graduation rate.

17 Really important to note, if a school has
18 a graduation rate that is higher than 90 percent,
19 whether their growth in that four-year graduation
20 rate is positive or negative, they will get all 4
21 points. They will not be penalized from going from
22 a 98 to a 95. They will get all 4 points for that.

23 COMMISSIONER ARMBRUSTER: So schools can
24 get that the first year? I didn't look. Like, MAS
25 just graduated their first class.

1 MS. KATIE POULOS: They won't, probably,
2 because they're a 4-year graduate. They won't
3 have -- that'll be the first year they've gotten it.

4 ATTENDEE: Wouldn't this year's graduates
5 be part of next year's school grade? Or am I wrong?

6 MS. KATIE POULOS: Yes. This year's
7 graduates go into next year's school rate.

8 For SAM -- for the SAM schools, the
9 Supplemental Accountability, non-cohort graduation
10 rates augment the four-year graduation rate.

11 So we look at their four-year graduation
12 rate. And if a student was enrolled at the school
13 on the 40th day as a senior, and they graduate by
14 the end of that year, they get counted 100 percent
15 as a graduate who was with the school. They just
16 get added in. That's how we supplement for SAM
17 schools.

18 ATTENDEE: I'm sorry.

19 MS. KATIE POULOS: Any student who were
20 enrolled in the 40th day as a senior who graduates
21 by the end of the year counts as a graduate.

22 ATTENDEE: So regardless of what -- how
23 many years, or their age, or --

24 MS. KATIE POULOS: Right.

25 COMMISSIONER JOHNSTON: If it's their

1 first year in your school, and they're classified as
2 a senior on the 40th day, and they graduate.

3 MS. KATIE POULOS: They count as a full
4 graduate.

5 COMMISSIONER ARMBRUSTER: So we have a
6 school that's a SAM school and starts in pre-K? 1,
7 2, 3, 4. So that's different.

8 MS. KATIE POULOS: They really started as
9 a 9-12 school, and they were a SAM school when they
10 were doing that, very likely with new rule-making,
11 they probably won't qualify to be a SAM school
12 anymore. That's in the works right now.

13 COMMISSIONER ARMBRUSTER: Oh. Because you
14 really couldn't have a K-5 SAM school.

15 MS. KATIE POULOS: You could. It depends
16 on how you define it as a SAM school. In other
17 states, there are. And one of the things we talked
18 about is if one of the ways -- there's lots of ways
19 to do it. Percentage of students who are -- one of
20 the things we've talked about in the rule-making is
21 the percentage of students who are Level D special
22 education.

23 If it's above 50 percent, you might call
24 that a SAM school. If the percentage of students
25 who are three or more years outside of cohort is

1 very high, that might be a SAM school.

2 Well, if you have a lot of students who
3 have been held back, you're a K-5, but they've been
4 held back three years, we could call it that. Maybe
5 percentage of homeless. It's going to depend on how
6 you define that.

7 ATTENDEE: What does "SAM" stand for?

8 MS. KATIE POULOS: Supplemental
9 Accountability Model.

10 COMMISSIONER ARMBRUSTER: That explains it
11 all, huh?

12 ATTENDEE: Sure.

13 MS. KATIE POULOS: We also break down that
14 same data by the same gender, race, ethnicity
15 subgroups.

16 COMMISSIONER CRONE: So I notice in 2018,
17 there's an American Indian, at least one.

18 MS. KATIE POULOS: Uh-huh.

19 COMMISSIONER CRONE: So that person just
20 didn't show up.

21 MS. KATIE POULOS: Well, remember. You're
22 talking about on the proficiency.

23 COMMISSIONER CRONE: Yeah.

24 MS. KATIE POULOS: Were they full academic
25 year, did they take the assessment? Then they get

1 counted in the data. Also remember graduation rate
2 lags by one year.

3 COMMISSIONER CRONE: Okay.

4 MS. KATIE POULOS: So even though this is
5 the 2018 report card, this is the graduating
6 class -- the four-year graduate. This is the
7 graduating class of 2017.

8 COMMISSIONER CRONE: Okay. Makes sense.

9 MS. KATIE POULOS: Okay. So that's
10 Graduation Rate.

11 Next, College and Career Readiness.

12 COMMISSIONER JOHNSTON: Oh, I don't find
13 that. I'm looking in the elementary packet saying,
14 "I'm missing a page."

15 MS. KATIE POULOS: Not for elementary,
16 it's for our high schools, right, we look at two
17 things. And you see that when you look at where we
18 start reporting the data.

19 One, participation of the cohort; that is,
20 last year's graduating class, what percentage of
21 last year's graduating class -- last year's
22 graduating cohort; they may not have graduated --
23 participated in one or more of these College or
24 Career Readiness programs.

25 This says 17 percent. This is any student

1 who was enrolled in the school at any point in their
2 high school career who was supposed to graduate with
3 last year's graduating class, did they participate
4 in one of these.

5 I will tell you, some people will say this
6 is a way of cheating the system. I actually think
7 it's a way of actually helping our students.
8 Somebody said it. They cheat the system, because
9 they require all of their students to take the
10 Aspire. No, they don't.

11 COMMISSIONER JOHNSTON: I'm sorry. The
12 car finally came through at \$500. I've got to go
13 call my husband.

14 MS. KATIE POULOS: It's not cheating the
15 system. It's giving every student the opportunity
16 to participate in College or Career Readiness by
17 making it part of your program.

18 This school, if we talk about it, just
19 developed a COMPASS -- no, AccuPlacer -- an
20 AccuPlacer goal. If they make that part of their
21 program when a student enrolls, we administer the
22 AccuPlacer, guess what? They're going to get
23 100 percent of the points for this indicator for
24 participation; maybe not for success, but for
25 participation.

1 And it's not that they did it to make
2 their grade better. They gave their students
3 exposure to a career program that helped their
4 students, just by participating, let alone by
5 success.

6 COMMISSIONER TOULOUSE: AccuPlacer tells
7 them exactly where their skill level is and what
8 they need to improve. It makes sense to --

9 MS. KATIE POULOS: And it invests them, by
10 knowing that you're invested in education. This is
11 going to be great for this school. They're going to
12 increase -- if they do that, they're going to
13 increase their score in this measure.

14 COMMISSIONER TOULOUSE: I just wish
15 WorkKeys was on here, too.

16 MS. KATIE POULOS: I believe it is, for --
17 I believe it is for our SAM schools. This is
18 actually really important, because -- this is why
19 I'm going to give you the technical guide. As you,
20 as Commissioners, are negotiating the goals, know
21 that the technical guide lays out the success
22 criteria, which is different for every assessment.
23 I would encourage you not to set the Success
24 criteria with your schools that are lower than this,
25 because then you're creating a dual standard.

1 So the things that can be included, both
2 for success and participation, are AccuPlacer; ACT;
3 ACT Aspire; Advanced Placement; COMPASS; CTE Course
4 Sequences -- and you have to get a "C" or better --
5 Dual Credit non-remedial courses, "C" or better;
6 International Baccalaureate; PSAT before November
7 2015; and PSAT after 2015. They have different
8 success scores because they look very different.
9 They must have made changes. SAT before March 2016;
10 SAT after March 2016; Subject Area Tests; ACT
11 WorkKeys; TABE; and ASVAB.

12 So you said WorkKeys.

13 COMMISSIONER TOULOUSE: Yes.

14 MS. KATIE POULOS: So that is in here.

15 ATTENDEE: For all schools? Or just SAM
16 schools?

17 MS. KATIE POULOS: SAM schools are the
18 ones that you add ACT WorkKeys, TABE, and ASVAB.
19 The minimum score required on the ACT WorkKeys, it
20 has Applied Mathematics of 5; Listening for
21 Understanding, a 4; Reading for Information, a 5;
22 Business Writing, a 3; Applied Technology, a 3;
23 Teamwork, a 4; Location Information, a 4.

24 For the TABE, it's Mathematics, 506;
25 reading, 518; writing, 524. And for the ASVAB,

1 AFQT, a 31.

2 So when you're doing goals with any school
3 that wants to talk about any of these assessments,
4 make sure you bring this with you, just so you at
5 least -- you may make a decision. But at least you
6 have the reference to be able to have that
7 discussion.

8 So, again, really important, you get
9 success and participation.

10 Participation is worth 5 points. And it
11 would be 5 points times whatever percentage
12 participated.

13 So in this case, it's 5 points times
14 17 percent gives you .85 participation points. And
15 it's really easy to get 100 percent, all 5 of those
16 points, by just creating a policy in your school
17 that says, "When students enroll, we do this. We do
18 this thing that helps them invest in their education
19 and know where they are, what they need to work on."

20 And then Success. It's the success, by
21 hitting those targets, of those 17 percent that
22 participated. 43 percent of their 17 percent were
23 successful. And so they got 4.2340 points, which
24 was the 10 available points times 43 percent.

25 COMMISSIONER JOHNSTON: For Success,

1 10 points.

2 MS. KATIE POULOS: For Success, 10 points,
3 for participation, 5 points.

4 COMMISSIONER ARMBRUSTER: So if a
5 school -- I can imagine some schools would give more
6 than one of these. For example, they might all take
7 the PSATs. They can get into that Khan Academy to
8 do that. Then they may want to be doing the
9 AccuPlacer. Doesn't that tell you where kids are on
10 some things?

11 MS. KATIE POULOS: Yes. So I think I'm
12 anticipating your question. Each student is either
13 a yes or a no on participation. They may have
14 participated in all of them; but they just count
15 once as a yes. Success, they may have participated
16 in all of them and been successful in one. They
17 count as a success.

18 COMMISSIONER JOHNSTON: Okay. So if I
19 decide --

20 ATTENDEE: Maybe them take them all.

21 COMMISSIONER JOHNSTON: Some schools
22 require -- the AccuPlacer and the COMPASS are your
23 junior-college entry tests. They're like junior
24 AccuPlacer and COMPASS. Those are like the ACT for
25 a trade school. And Success is when you place into

1 a college course; right, you-all? I don't know
2 which. Which do you-all use?

3 COMMISSIONER CRONE: Northern uses
4 COMPASS. I'm not -- although, you know, it's almost
5 universal that students do SAT and ACT or -- one or
6 both.

7 COMMISSIONER JOHNSTON: But for open
8 enrollment -- but for dual enrollment, they have
9 those tests, like you could take the COMPASS if you
10 wanted to enroll in one of your classes if you were
11 a student at Española High School.

12 COMMISSIONER ARMBRUSTER: So if you are a
13 student who wants to be dually-enrolled, but you're
14 three years behind in grade level, you would know
15 that by taking one of these tests? I'm not actually
16 familiar with these tests.

17 COMMISSIONER TOULOUSE: No school is going
18 to let you take -- as a dual-enrollment, you have to
19 take either the COMPASS or the AccuPlacer. They're
20 not going to let you in.

21 COMMISSIONER JOHNSTON: You could have a
22 student -- it's like the ACT or the SAT. You could
23 have a student who is 17 years old and has earned
24 5 credits and does nothing, and says, "I want to
25 dually-enroll because I want to enter a trade

1 program."

2 And that mechanic program, you have to do
3 the English part of it to make sure you can read.
4 And that student may come in and score into
5 second-semester freshman English as a reader, but
6 doesn't do anything in class. They sit there like
7 this.

8 It gives you a true picture. It's a very
9 important assessment.

10 COMMISSIONER TOULOUSE: For later on,
11 WorkKeys, if you meet that minimum level, you get a
12 certificate to begin with that gives you -- go into
13 an employer, and if you've got that -- what is
14 it? -- a bronze level or whatever, it gets you into
15 the door for an entry-level job. If you get a
16 silver, that will get you a job almost anywhere. If
17 you get a gold, I don't want you to go to work with
18 that gold. Go to a four-year college and do
19 something with it.

20 But just that minimum gives you a
21 certificate that any employer will take for an
22 entry-level job. That's why when -- like Cesar
23 Chavez, they encourage all of their kids to take it
24 their senior year so they can graduate, whatever
25 their other plans are, with that certificate in

1 hand.

2 MS. KATIE POULOS: But you know how they
3 could do better in their school grade? It's not
4 just waiting until their senior year. You have to
5 take into account what's the right financial
6 decision. But if they did it in freshman year --

7 COMMISSIONER TOULOUSE: They could take
8 it. I'm just saying in the senior year, that's part
9 of what they encourage, so that when they graduate
10 they're also giving them, on the stage, that
11 certificate and the recognition for having done it.

12 And about every other year, they have at
13 least one student with a gold. And almost every
14 year, those are full scholarship to a New Mexico
15 school. I haven't seen them go out of state,
16 because these are usually the students who aren't
17 looking to go out of state, but get a full-ride
18 scholarship to New Mexico or New Mexico State.

19 COMMISSIONER JOHNSTON: All right. Katie,
20 here I need some remediation. "The percentage of
21 the school's cohort of 2017 participating in each."

22 MS. KATIE POULOS: Yeah.

23 COMMISSIONER JOHNSTON: I have no idea --
24 that little -- that means "less than"?

25 MS. KATIE POULOS: Yes. It means --

1 COMMISSIONER JOHNSTON: I'm sorry. You're
2 dealing --

3 MS. KATIE POULOS: Facing left, the point
4 is to the left.

5 COMMISSIONER JOHNSTON: I know what that
6 means. I've got that much.

7 MS. KATIE POULOS: Just making sure.

8 COMMISSIONER JOHNSTON: That's about as
9 far as I have.

10 MS. KATIE POULOS: Less than or equal to.
11 The line underneath it is "or equal to."

12 COMMISSIONER JOHNSTON: What does that "1"
13 mean?

14 MS. KATIE POULOS: Less than or equal to
15 1 percent of that cohort did that. That's because,
16 again, if we --

17 COMMISSIONER JOHNSTON: They
18 concentrated -- that tells me, at this level, what
19 the students at this school took.

20 MS. KATIE POULOS: Yeah.

21 COMMISSIONER JOHNSTON: Now, what is the
22 SAM School Supplemental?

23 MS. KATIE POULOS: That is -- you weren't
24 in the room when I said that. That is -- no, that's
25 okay -- the ASVAB, the WorkKeys, and the TABE.

1 This has been confusing. This was the
2 discussion we had with Estancia Valley. They were
3 looking at this data right here, the color-coded
4 data. They were saying, "This is -- we're only
5 getting credit for our participation."

6 No, no, no, no, no. That was the only
7 thing we broke down by subgroup.

8 You get the points for Success. We take
9 into account both Success and Participation, both of
10 those. We just didn't break down Success here,
11 probably because we ended up having to blur all --
12 or almost all of that data. So this just doesn't
13 make sense to report it that way.

14 COMMISSIONER JOHNSTON: So what this shows
15 me is that the ELL students all were taking one of
16 the -- the supplemental assessments.

17 MS. KATIE POULOS: Yes, that's correct;
18 because we got -- well -- 13.

19 COMMISSIONER JOHNSTON: And if you look at
20 the other areas, yeah. So they are focusing in on
21 one, which gives me a trend at my level, which --
22 okay, that's cool.

23 MS. KATIE POULOS: Again, I would -- if I
24 were one of those school leaders, I would make it
25 part of my process that when a student enrolls,

1 their first month, whatever, right, on the 120th
2 day, whatever it is, we have a practice of
3 administering one of these; because we automatically
4 get all 5 points, and then whatever points for
5 Success. And that's helpful.

6 But it's also, when you think about it,
7 the choice you're going to make is going to help
8 drive your program. Because if we're taking
9 AccuPlacer, or we're taking WorkKeys, right, we're
10 saying, "This is important. We're investing right
11 now. This is what your score is. This is where
12 we're going to get you," something to set goals for
13 and something to drive toward.

14 COMMISSIONER JOHNSTON: That's called your
15 Next Step plan? And they go, "What?" What's a Next
16 Step plan?

17 MS. KATIE POULOS: Then the next page is a
18 quick summary of proficiency over time.

19 Two things that I brought for you. The
20 School Grading Technical Guide, which is thick,
21 there's a lot of statistics in it. I jump over that
22 part and literally just ignore it, because it's too
23 much for me, even.

24 But there are important things in there,
25 like that chart about the College and Career

1 Readiness Indicator and what the minimum required
2 scores are for Success, like what those indicators
3 are, a really complicated bit of statistics about
4 how we calculate everything. The technical detail
5 is in there.

6 Complicated. Worth it, though. Just as
7 you scan through the things that you understand, it
8 will help you. And then also School Grading Basic
9 FAQs.

10 COMMISSIONER JOHNSTON: Well -- and I
11 really appreciate that you included Page 19, for
12 those of us --

13 MS. KATIE POULOS: I'm going to see what's
14 on Page 19.

15 COMMISSIONER JOHNSTON: That formula was
16 for me, I'm sure, so that I could figure this out
17 when I have to get confirmation on "less than" and
18 "more than."

19 COMMISSIONER ARMBRUSTER: I always have to
20 think about what it is.

21 COMMISSIONER JOHNSTON: I remember in the
22 old manual, the equation was at the top of the page.
23 It went about three-quarters -- I was looking for it
24 in here.

25 MS. KATIE POULOS: So there's FAQs here.

1 If you want to read through them or read through the
2 questions, if there's anything you want us to talk
3 about, we can.

4 COMMISSIONER ARMBRUSTER: I have a
5 question. Although I don't see it on Page 18; but I
6 have seen it on other ones, where it will show you
7 this little chart and say, "As compared with
8 42 similar schools." And then there was a little
9 thing, and you could click this website and find
10 those 42 schools. But every time I've clicked, I've
11 never gotten it.

12 MS. KATIE POULOS: It's an Excel sheet. I
13 will tell you that we found that schools -- a couple
14 of districts, not even schools, districts -- could
15 not, no matter how many times we said it, understand
16 that even though we were printing it on this, it was
17 not in the calculations. So we just stopped
18 printing it on this, because we just couldn't get
19 them to understand that it was not part of the
20 calculations.

21 And I think there have been discussions
22 about the usefulness of that data. It was intended
23 to be helpful. It was intended for schools that are
24 at the lower part of those subgroups of schools to
25 say, "What other schools are surveying a similar

1 population that I could go and learn from?"

2 I don't think it played out as well. So I
3 think we're stopping, and we're revisiting that. So
4 that's why you're not seeing it here.

5 COMMISSIONER JOHNSTON: That's the list of
6 similar schools? I'm sorry. I had to --

7 MS. KATIE POULOS: A couple of things I
8 did want to preview for you about ESSA -- and I have
9 to look it up. Number one, higher emphasis on
10 proficiency. So that is going to be changing.

11 We said right now, growth is 65 percent of
12 the school grade for elementary and 40 percent of
13 the school grade for high schools. That growth is
14 probably going to drop, because we're putting a
15 heavier emphasis on proficiency. It is going to be
16 harder to get an "A."

17 No. 2, science will be incorporated into
18 the school grades.

19 And No. 3, specifically looking at English
20 Language Proficiency and reclassification of English
21 Learners is going to be the part of the school
22 grade.

23 So how well -- how effectively are our
24 schools educating our English Learners and moving
25 them toward proficiency? I don't think that goal is

1 based on a straight English language proficiency.
2 Instead, I think it's a growth-to-proficiency
3 measure that will be part of the school grades
4 moving forward.

5 COMMISSIONER JOHNSTON: And -- okay.

6 COMMISSIONER ARMBRUSTER: Talking about
7 making it proficient, in a test that tests English?
8 Or that they're going to be proficient in just
9 reading and math? What is that?

10 MS. KATIE POULOS: No, it's the ACCESS.
11 It's the ACCESS assessment, which is the assessment
12 of English language proficiency for English
13 Learners.

14 COMMISSIONER TOULOUSE: They're supposed
15 to get to there in five years or something like
16 that?

17 MS. KATIE POULOS: I think that's the
18 goal. So it's progress toward that five-year.

19 COMMISSIONER JOHNSTON: And all of this
20 work that you're talking about with ESSA will
21 continue as we move through this next election cycle
22 with all of the changes.

23 MS. KATIE POULOS: I do not have a crystal
24 ball. I am not a psychic. We have an ESSA plan
25 that has been approved by the U.S. federal

1 government. That's all I can say.

2 COMMISSIONER JOHNSTON: But clarify this
3 for me. The majority of staff at the Public
4 Education Department, PED, are State employees
5 whose -- the worker bees who are doing this work are
6 at a level where they will be steady in employment.
7 They're not exempt employees there.

8 MS. KATIE POULOS: There is a whole lot of
9 PED that is not exempt employees.

10 COMMISSIONER JOHNSTON: That's what I'm
11 saying.

12 MS. KATIE POULOS: I will also say that --
13 and this is important. At least on my team, there
14 are a whole lot of team at PED who do work because
15 they are dedicated --

16 COMMISSIONER JOHNSTON: That's right.

17 MS. KATIE POULOS: -- to students.
18 There's no reason to do this if you are not
19 dedicated to students.

20 COMMISSIONER JOHNSTON: Yes.

21 MS. KATIE POULOS: And they do work
22 because they believe in the work they've been doing
23 for students.

24 COMMISSIONER JOHNSTON: They wouldn't do
25 it for what we pay people if they didn't.

1 MS. KATIE POULOS: And if there is
2 somebody else who comes in to say they are not going
3 to do the work that a lot of people in this building
4 believe in or stand behind, there's a big likelihood
5 that people in this building will say, "I'm not
6 going to stick around and do work I don't believe
7 in."

8 COMMISSIONER JOHNSTON: I want to make
9 sure I'm right, and this is going to continue. The
10 level at which this work is done is the committed
11 staff you're talking about who will be here.

12 COMMISSIONER ARMBRUSTER: Yes. That's
13 kind of what you're saying.

14 COMMISSIONER TOULOUSE: Every change in
15 administration, though, is a whole new book. I've
16 gone through a large number of those.

17 COMMISSIONER JOHNSTON: But at the school
18 level, principals, superintendents --
19 superintendents, principals, teachers, will --
20 they're going to want to stay with this. It would
21 be chaos to --

22 COMMISSIONER TOULOUSE: But it's, still,
23 everybody goes through it. Every new secretary
24 wants their own people -- every new governor wants
25 their own people. Doesn't matter. It's the same

1 party, another party. And each new secretary wants
2 their own people. And then there are different
3 agendas set. Sometimes it stays the same; sometimes
4 it doesn't.

5 The best ones come in and don't do
6 anything for six months, except figure it out.
7 Unfortunately, that doesn't happen very often. Most
8 people come in, just like all of us did when we were
9 elected to this Commission, thinking we knew what it
10 was. And we -- and you find out very quickly it's
11 different. And they want to start changing
12 instantly, because they're sure they know it, and
13 they don't want to listen.

14 But the good ones spend that six months,
15 at least, figuring it out. And, hopefully, whoever
16 comes in as governor next will do that in most of
17 the agencies that they will be giving secretaries
18 to.

19 But that's just how it works. I mean, I
20 spent 30 years.

21 COMMISSIONER CRONE: It's the same in
22 higher ed. As soon as a new secretary came in, they
23 changed the funding formula. And it's still not
24 settled. Eight years later, it's still not settled.

25 COMMISSIONER TOULOUSE: Same thing with

1 the school. You get the same new president at the
2 school. You get --

3 COMMISSIONER CRONE: [Deleted text.]

4 Strike that. Delete.

5 COMMISSIONER JOHNSTON: I guess this is
6 really the last time we'll sit with you. But we
7 will sit --

8 MS. KATIE POULOS: I hope many of you find
9 themselves wherever I land in Boston. You will sit
10 with me for dinner.

11 COMMISSIONER JOHNSTON: In this capacity.
12 But the staff of the Charter School Division, we
13 will sit with them. And I would like to thank them
14 for all of the work that they have done.

15 And you know what? I need to thank the
16 LESC also, because while we don't always agree, I
17 see a lot of depth and thought and energy that goes
18 in and positiveness that goes into this.

19 'Cause you all are doing the work. We
20 just keep on doing this; so --

21 COMMISSIONER TOULOUSE: And we welcome our
22 newest LESC person.

23 That's not Kevin anymore.

24 LESC REPRESENTATIVE: I can go by "Kevin,"
25 if you want.

1 COMMISSIONER TOULOUSE: But you never can
2 grow that mustache.

3 MS. KATIE POULOS: Any other questions?
4 Was that helpful?

5 COMMISSIONER JOHNSTON: To me, it --

6 COMMISSIONER CRONE: So all those floating
7 children.

8 MS. KATIE POULOS: Eventually, we put them
9 back in their seats.

10 COMMISSIONER CRONE: Whatever they take
11 that gets them floating, does that factor into it?

12 COMMISSIONER JOHNSTON: That's a Stephen
13 King novel right there. I'm thinking, "Oh, boy." I
14 thought you were still talking about assessments.
15 Absolutely, it's based on the assessments they take.

16 (A discussion was held off the record.)

17 MS. KATIE POULOS: I think we're done.

18 (Proceedings concluded at 2:18 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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6
7 REPORTER'S CERTIFICATE

8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
9 Court Reporter in the State of New Mexico, do hereby
10 certify that the foregoing pages constitute a true
11 transcript of proceedings had before the said
12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the
13 State of New Mexico, County of Santa Fe, in the
14 matter therein stated.

15 In testimony whereof, I have hereunto set my
16 hand on August 31, 2018.

17
18
19 -----
20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
21 BEAN & ASSOCIATES, INC.
22 201 Third Street, NW, Suite 1630
23 Albuquerque, New Mexico 87102

24
25 Job No.: 980N (CC)

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 820-6349



MAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com