A User's Guide to

New Mexico Vistas

A Guide to the New Mexico Public Education Department's School Accountability System

Updated 04.17.2020

In Compliance with the Federal Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), 34 CFR Part 200.

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Purpose of the Guide

New Mexico (NM) Vistas was created to help New Mexico schools provide a great education for New Mexico's students and to help families and others in our communities identify schools that are doing well in relation to their family and the community's values. NM Vistas also helps to identify schools that may need extra support. To achieve these goals, NM Vistas provides information on a variety of measures of school quality and success. In addition to these measures, NM Vistas allows schools and districts (both hereafter often referred to as "schools") to describe some of the most important facts about their goals and their approach to achieving them. Together, this information tells a vivid story of how well New Mexico's schools are doing to prepare students for their futures. This guide provides an in-depth review of the data NM Vistas uses to measure schools and the methods the NM PED uses to develop the scores awarded to schools and districts. In the end, this guide will enable families and schools to use NM Vistas effectively to understand school quality and school success.

General Information

The school and district views provided by NM Vistas include important information about New Mexico's schools. The information is used to create a summary score which helps to identify schools that are doing well overall and schools that may need extra support to improve. The summary score is based primarily on academic assessments in reading, math, and science, but it also includes measures of college and career readiness, graduation rates, regular attendance, and school climate. These factors are included because they make a meaningful difference in how students and their families feel about their school. These factors are combined to create the overall score, but they are also given their own score. Other areas that are important to deciding how well schools are doing include educator quality, discipline, and financial data, which are also part of NM Vistas. Together, this information provides a complete picture that helps us see where our schools are doing the best and where they may need help to improve. The methods used to create scores for NM Vistas are unique to NM Vistas. Although some of the information may be available elsewhere, the NM PED has adopted a rigorous methodological approach to preparing the data for reporting on NM Vistas that aligns with the Federal Every Student Succeeds Act (ESSA) as well as various New Mexico laws. As such, the information presented on NM Vistas may differ from the information presented in other reports. This guide is intended to describe the methods behind the data presented on NM Vistas so that visitors may better understand the information provided.

Most of the data presented on NM Vistas are from the 2016-2017, 2017-2018, and 2018-2019 school years. Except for the graduation rates and Career and College Readiness measures, which are lagged by one year, and the growth measures, which use all available data across the three years, the score for each measure, and the summary score, is based on data from the 2018-2019 school year.

School Inclusion Requirements

NM Vistas provides information for all public elementary, middle, and high schools in New Mexico, including locally-authorized and state-authorized charter schools. State-supported schools, off-site

schools or off-site programs, private schools, and home-school students are considered ineligible schools and are not included.

Student Inclusion Requirements

Much of the information presented on NM Vistas is collected at the student level. To provide information about a school, the data for all of the students who attend that school are combined, or "aggregated." Once the data are aggregated, the NM PED computes an average or a percent to describe performance and other features of the school. Students must have been enrolled for at least 10-days at an eligible NM PED school at any time during the 2018-19 school year to be included in NM Vistas at the school level. Similarly, student-level data are aggregated within districts only for students who were enrolled in the district for at least 10-days during the school year. Students with at least 10 total enrollment days at any school or combination of schools in New Mexico are included in the state-level aggregation.

Accountable School/Accountable District

For all measures other than regular attendance, each student is assigned to one, and only one, school. This school is known as the student's Accountable School. Each student's Accountable School is the school at which the student was enrolled for the greatest number of days during the 2018-19 school year. To compute the number of enrollment days, the number of days reported at the 40-day, 80-day, 120-day, and End-of-Year Student Snapshots were summed.[1] The school having the highest sum was determined to be the student's Accountable School. If the school having the highest sum was an ineligible school, then the school with the next highest sum was determined to be the student's Accountable School. Any student enrolled only at an ineligible school was excluded from school-level analysis. If a student was assigned to two or more schools due to a tie in the number of days enrolled, then the school at which the student participated in the statewide assessment (math, reading, and science) was selected as the student's Accountable School. In these rare cases of a tie in enrollment, some students could have a different Accountable School associated with each statewide assessment. If the student did not participate in the statewide assessment then the student was assigned to whichever school the student was enrolled in at the 120-day or the End-of-Year Snapshot. If a student was not enrolled for at least 10-days at any school, then the student's data were not included in any of the scored measures presented on NM Vistas.

Snapshots are the fixed dates required for all districts to submit data to the PED data warehouse called STARS (Student Teacher Accountability Reporting System). These dates are fixed at the following:

- Second Wednesday of October (known as 40th day; abbreviated as 40D)
- December 1 (known as 80th day; abbreviated as 80D)
- Second Wednesday of February (known as 120th day; abbreviated as 120D)
- End of Year, variable but principally in June (known as EOY)

[1] To determine the Accountable School for the 2016-2017 and 2017-2018 school years, the number of days each student was reported to be enrolled was summed across the 40-day, 80-day, and 120-day Snapshots but not the End of Year Snapshot.

Accountability Model

The framework for the NM Vistas system of accountability and support recognizes that school performance should be assessed within five overarching categories: (1) academic achievement, (2) academic progress, (3) English language proficiency, (4) indicators of school quality that contribute to college and career readiness, and (5) graduation.

NM Vistas uses the same Accountability Model for all schools included in the Accountability system. The model uses 13 measures spread across the five categories enumerated above. Each measure reflects an important dimension of education and provides meaning on its own, so schools earn points for their performance on each measure as well as their overall performance. The number of points assigned to each measure is based on the relationship between the measure and future success in college and career. Measures with strong relationships with future outcomes are given more points than other measures. For example, proficiency in math and proficiency in reading have strong relationships to future outcomes so proficiency in math and proficiency in reading are assigned more points than other measures. Whereas the individual measures provide information about specific aspects of education, the overall score allows schools that are doing well *overall* to be identified separately from schools that may need additional overall support. The number of areas in which a school can earn points is different based on the range of grades taught at the school, and calculation of a score for each measure is based on the availability of data for that measure. If a school does not have data for a measure, then the points available for the other measures are scaled proportionally so that the total number of points a school can earn is always 100. The table below shows the measures and the number of points available for each measure for Elementary/Middle Schools and for High Schools.

NM Vistas Measures, Points, and Indicators			
Measure	**Elem/Middle Points**	**High School Points**	**Indicator**
Math Proficiency	15	12.5	Academic Achievement
Reading Proficiency	15	12.5	Academic Achievement
Math Growth	20	15	Academic Progress
Reading Growth	20	15	Academic Progress
English Learner Progress	10	5	English Language Proficiency
Science Proficiency	5	5	School Quality/Student Success
Regular Attendance	5	5	School Quality/Student Success
College and Career Readiness	n/a	10	School Quality/Student Success
Educational Climate	10	5	School Quality/Student Success
Growth in 4 Year Graduation Rate	n/a	5	School Quality/Student Success
4 Year Graduation Rate	n/a	5	Graduation Rate
5 Year Graduation Rate	n/a	3	Graduation Rate
6 Year Graduation Rate	n/a	2	Graduation Rate
TOTAL POINTS	100	100	

Table 1: NM Vistas Indicators, Measures, and Weights

Whenever enough data are available, each of the measures is reported for the following student groups:

- All Students
- Race/Ethnicity (Caucasian, African American, Hispanic, Asian/Pacific Islander, American Indian, and Multi-race)
- Economically Disadvantaged (eligible for Free/Reduced Priced Lunch Program)
- English Learner (current only)
- Students in Foster Care
- Students Experiencing Homelessness
- Migrant Students
- Students with Military Family Connections
- Students with Disabilities

When too few cases exist to report actual values, NM Vistas does not display the actual value. Rather, NM Vistas displays a range that contains the actual value. This strategy, called masking, is used to prevent the release of information that can be used to identify an individual student. NM Vistas uses a masking technique called controlled rounding, or "top and bottom coding." Using the controlled rounding technique, NM Vistas reports values at the extremes of a set of numbers as "less than or equal to" or "greater than or equal to" a selected number near the end of the range of numbers. The selected number is determined by the number of students in the group, and is selected to mask any data value that is includes fewer than four students. Based on recommendations from the National Center for Educational Statistics, NM Vistas displays the following ranges for extreme values that are calculated for student groups that include only a few students:

Student group size	Values Masked		Range Displayed	
	Bottom	Top	Bottom	Top
N=10 to 20	0-20	80-100	LE 20	GE 80
N=21 to 40	0-10	90-100	LE 10	GE 90
N=41 to 100	0-5	95-100	LE 5	GE 95
N=101 to 300	0-2	98-100	LE 2	GE 98
N=300 or more	0-1	99-100	LE 1	GE 99

For example, if a student group contains a total of 20 students and the data value for that group is between 0 to 20 percent, NM Vistas will display "LE 20" as the value for that group. In addition to masking, NM Vistas completely suppressed data values that are based on student groups of fewer than 10 students. These results are displayed as "Not enough students" on NM Vistas. For additional information on the symbols and other notation used by NM Vistas, please refer to **Symbols and other notation** in the Technical Details section of this guide.

Shared Accountability

Students who are mobile during high school may attend multiple schools. The student's outcome is shared proportionately among all schools attended, using snapshots as the unit of time. The sum of snapshots at that school is then divided by the total number of snapshots in public education to derive the proportion. A student's outcome will be distributed to each high school the student attended according to the fraction of their high school career spent at that facility. Apportioning by time equitably distributes responsibility for the student's outcome.

Snapshots from 9th through 12th grades are used as the unit of time. In PED schools, students are tracked with 4 snapshots per year, yielding a maximum of 16 snapshots for the 4-year time span.

Accountability Indicators and Measures

NM Vistas provides up to 13 scored measures for each school, plus an overall score that is the sum of the individual measure scores (max 100 points as mentioned earlier). The 13 measures are grouped across five indicators (see Table 1).

Enrollment Counts and Student Demographics

Student enrollment included all students who were active in STARS during school year 2018-19 for one or more snapshot and a period of 10 or more days. The source of the enrollment data was the "Student Enrollment Status" file (SES). In the SES file, a student was enrolled in more than one school or district, a student was only counted as being enrolled in the school or district in which they were enrolled the longest. Students were subsequently characterized according to various demographic subgroups.

Academic Achievement

Academic Achievement includes two measures: Math Proficiency and Reading Proficiency. These measures are computed in the same way for both Elementary/Middle Schools and for High Schools, though for Elementary/Middle Schools they are assigned more points.

For both measures, as well as for the Science Proficiency Rate measure, proficiency is calculated as the number of students whose assessment score indicates they are at grade level divided by the total number of assessed students. In the event fewer than 95% of enrolled students in the school were assessed, the proficiency rate was adjusted by multiplying the proficiency rate by the proportion of the 95% participation requirement that was met. Thus, for example, if 90% of the students enrolled at a school participated in the reading assessment, the Reading Proficiency rate for that school was calculated as:

Adjusted Proficiency Rate = Raw Proficiency Rate * (90%/95%).

Reading Proficiency

A student is considered proficient in reading when their scale score on the statewide reading assessment is equal to or greater than the cut-point that corresponds with grade-level mastery of reading matter. Reading proficiency is measured in grades K-11.

Math Proficiency

A student is considered proficient in math when their scale score on the statewide math assessment is equal to or greater than the cut-point that corresponds with grade-level mastery of the math. Math proficiency is measured in grades 3-11.

Valid Tests

In order to have their assessment score included in their Accountable School's proficiency rate, the student's test must be considered valid. For a test to be considered valid, the student must have completed all sections and received a valid score. Tests may be invalidated for any of these reasons:

- Student received a non-allowed modification,
- Student was exempted due to parental refusal,
- Student's test was incomplete, or
- A testing irregularity occurred.

Exemptions

Students with a verified medical waiver are exempted from the requirement to participate in academic achievement assessments.

Participation Rates

According to ESSA, every student in grades 3-8, and once in high school, must participate in the statewide academic achievement assessments. NM Vistas provides participation rates for the statewide math, reading, and science assessments. The participation rates are calculated by dividing the number of students for which a valid test was reported by the number of students enrolled for that assessment in the Accountable School. The participation rate calculation includes only students who were enrolled during the testing window. Only students who were reported in both the 120-day and End-of-Year Student Snapshots were considered to be enrolled during the testing window.

In current version, NM Vistas calculates participation rates only for students enrolled in grades 3-8. For schools that do not include at least one of the tested grades, NM Vistas displays "not applicable" to indicate that the participation rate in this subject area assessment was not applicable.

English Learners

English learners (ELs) are included in all calculations and no exceptions are provided based on the length of time a student has been identified as an English learner or the length of time the student has been in a U.S. school. English learners are those students who were not born in the United States or whose native language is a language other than English, or who comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency. English learners are identified in two steps. First, the student's family completes the Language Usage Survey (LUS) when enrolling the student in school. Then, if indicated by the LUS, the student completes the English language proficiency screening test (W-APT). Based on the results of the screening test, the student is identified as an initial fluent English proficient student (IFEP) or as an English learner.

Alternate Assessments

Students in New Mexico may take the statewide math, reading, and science assessments in either Spanish or English. In addition, students with significant cognitive disabilities (SwD) may take an alternate assessment. If a student takes an assessment in both English and Spanish, or if a student takes both an alternate assessment and a base assessment, then only one test result is included when these students' tests are aggregated at the school and district level. In selecting the assessment to include, NM Vistas prioritizes an alternate assessment for a student with disabilities first, then a Spanish language assessment, and finally, and English language assessment. In New Mexico, less than 1% of students took an alternate assessment for students with disabilities.

Academic Growth/Progress

Academic Growth estimates the academic progress students are making over time. The Academic Growth measures presented in NM Vistas are designed to estimate this progress and to help answer the question, "Are our students making reasonable and appropriate academic progress?" To answer this question, the NM Vistas Academic Growth estimates show how much academic progress students have made as compared to other students in New Mexico who are academically similar to them. To measure growth, each student's previous test scores are used to predict how well they can be expected to perform on this year's test. Further, each student is grouped with other students who have similar prior-year math or reading test scores. Then, students in the group are ranked using the current math or reading test scores. Students in the top 25% of the students in this group are said to have shown "more than a year of improvement," and students in the bottom 25% of the students in the group are said to have shown "less than a year of improvement." Students in the middle 50% are said to have shown "about one year of improvement." Technically, the model employed by NM Vistas to measure academic growth is known as a Student Growth Percentiles (SGP) model. SGPs, our indicator of Academic Growth, is estimated independently for math and reading. In addition, NM Vistas displays the amount of growth for students whose past test scores place them in the top 25%, the bottom 25%, or the middle 50% of students. For more detailed information on the technical calculation of SGPs, please refer to *Betebenner, D.W. (2011). A Technical Overview of the Student Growth Percentile Methodology: Student Growth Percentiles and Percentile Growth Projections/Trajectories. Dover, New Hampshire: The National Center for the Improvement of Educational Assessment.*

English Learner Progress

English Learner Progress measures the percentage of English learners (ELs) who are on track toward achieving English proficiency in five years after first being identified as an English learner. To determine whether a student is on track, the NM PED identified annual goals for EL students. These annual goals are estimated at the proficiency and grade level when a student is first identified and is projected for five years according to their grade level peers (see Table 2).

Grade	Proficiency Level at Entry	Growth Targets				
		1 Year Later	2 Year Later	3 Year Later	4 Year Later	5 Year Later
K-3	1.0-1.9	2.6	3.4	4.0	4.6	5.0
	2.0-2.9	3.3	3.8	4.5	4.8	5.0
	3.0-3.7	3.8	4.3	4.7	4.9	5.0
	3.8-4.1	4.4	4.6	4.8	4.9	5.0
4-6	1.0-1.9	2.6	3.3	3.8	4.5	5.0
	2.0-2.8	2.9	3.4	3.9	4.5	5.0
	2.9-3.5	3.6	3.9	4.3	4.7	5.0
	3.6-4.1	4.2	4.4	4.5	4.7	5.0
7	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.7	4.1	4.5	5.0
	3.0-3.6	3.7	4.1	4.4	4.7	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
8	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.7	4.1	4.5	5.0
	3.0-3.6	3.7	4.1	4.3	4.5	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
9	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.5	3.7	4.3	5.0
	3.0-3.6	3.7	4.0	4.2	4.6	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
10	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.3	3.7	4.3	5.0
	3.0-3.6	3.7	4.0	4.3	4.7	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
11	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.8	2.9	3.3	3.7	4.3	5.0
	2.9-3.5	3.6	4.0	4.3	4.7	5.0
	3.6-4.1	4.2	4.4	4.6	4.8	5.0
All Grades	4.2	4.4	4.6	4.8	4.9	5.0
	4.3	4.4	4.6	4.8	4.9	5.0
	4.4	4.6	4.7	4.8	4.9	5.0
	4.5	4.6	4.7	4.8	4.9	5.0
	4.6	4.7	4.8	4.9	4.9	5.0
	4.7	4.8	4.9	4.9	4.9	5.0
	4.8	4.9	4.9	4.9	4.9	5.0
	4.9	4.9	4.9	4.9	4.9	5.0

Table 2: Individual Student English Language Proficiency Growth Targets

Science Proficiency

NM Vistas includes Science Proficiency as a measure in order to maximize the variety of areas that inform school progress and create a new *STEM Readiness* indicator to help students succeed in 21st century careers, notably those roles that are in high demand in New Mexico.

Nationally, science competencies appear to be suffering, with the *Center for Accountability in Science* survey showing that most Americans couldn't pass a high school health science class (https://www.accountablescience.com). New Mexico is the home of several major federal laboratories and high- technology industries, and the NM PED believes that the integration of science into school ratings will help schools build capacity for our workforce, while ensuring that all students are receiving a well-rounded foundation for adult life. Stakeholders throughout New Mexico echoed this sentiment

during stakeholder engagement. A student is considered proficient in science when their scale score on the statewide science assessment is equal to or greater than the cut-point that corresponds with grade-level mastery of science. Science proficiency is measured in grades 3, 7, and 11.

Regular Attendance

Regular attendance is based on the federal definition of chronic absenteeism and defined as attending more than 90% of the days a student is enrolled during the school year. A student is consider *not* in attendance for all excused and unexcused absences. Regular attendance is calculated for each student in grades kindergarten and higher, and every school, district, and state where enrolled. First, the number of days attended and the number of days enrolled are summed, separately, for each school, district, and state where the student is enrolled. Next, the total number of days attended are divided and the total number of days enrolled. Finally, the student is classified as either being in regular attendance, or not, separately for each school, district, and state in which they are enrolled. Regular attendance is then average for each school, district, and state. Data on days attended and days enrolled come from snapshots in STARS. In school year 2018-19, the 40-day, 80-day, 120-day, and End-of-Year snapshots were used. In prior years, including 2016-17 and 2017-18, the 40-day, 80-day, and 120-day snapshots were used. In order for a student to be included in calculations of regular attendance, they must be active in the STARS snapshot report and enrolled for a minimum of 10-days in any given school, district, and/or state.

College and Career Readiness

Scores are determined by the percentage of 4-year graduation cohort members who show evidence of participating in college or career preparation, along with the proportion of those students meeting a benchmark. Evidence of participation and success is established through any of the 14 measures available to high school students. College and Career Readiness (CCR) calculations apply the Shared Accountability method used for high school cohort graduation rates.

Participation

Cohort members count as a participant when they attempt any one or more of the CCR indicators any time during their four-year tenure in high school. Students may make multiple attempts, with multiple indicators, in multiple years. However, this results in only a single credit for participation. SAM (Supplemental Accountability Model) schools are allowed use of additional indicators ASVAB, WorkKeys, and TABE. These indicators are not available to other high schools.

Success

The success rate follows the same calculation as participation, resulting from weighted numerators and denominators from Shared Accountability (see page 7). Students who achieve any one or more of the benchmarks (see tables in pages 12 – 14) or higher are considered successful in the numerator, while students who attempt any program or assessment form the denominator. The success rate is the percent of participants (numerator for participation) that succeeded.

College and Career Readiness Points

High schools receive credit (7 points) for students achieving a benchmark known to demonstrate readiness (*Success*) on each of the College and Career Readiness CCR activities included in the *Participation* metric. These benchmark scores were drawn from evidence-based reports that verified post-secondary success,

and in the case of placement exams, the score that allows placement in local colleges and universities without need for remedial coursework. Students can be successful on any one of many college and career readiness activities. The participation component of the CCR indicator is the percentage of students in the four-year cohort who participated in at least one approved CCR opportunity. The success component of the CCR indicator is the percentage of CCR participants from the four-year cohort who were successful in at least one approved CCR opportunity. Success on a CCR opportunity depends on the measure as detailed in the table below.

AccuPlacer	Minimum Required Score
College-Level Mathematics	50
Elementary Algebra	80
Reading Comprehension	82
Sentence Skills	83
WritePlacer	6
ACT	
Mathematics	22
English Composition	18
Reading	22
Science	23
ACT Aspire	
Mathematics	432
English	428
Reading	428
Writing	428
Science	432
Advanced Placement (AP)	
Art History	3
Biology	3
Calculus AB	3
Calculus BC	3
Chemistry	3
Chinese Language and Culture	3
Computer Science A	3
European History	3
English Language and Composition	3
English Literature and Composition	3
Environmental Science	3
French Language	3
German Language	3
Government and Politics: Comparative	3
Government and Politics: United States	3
Human Geography	3
Italian Language and Culture	3
Japanese Language and Culture	3
Latin: Vergil	3
Macroeconomics	3
Microeconomics	3
Music Theory	3
Physics B	3
Physics C: Electricity and Magnetism	3
Physics C: Mechanics	3
Psychology	3
Spanish Language	3
Spanish Literature	3
Statistics	3
Studio Art: 2-D Design	3
Studio Art: 3-D Design	3
Studio Art: Drawing	3
United States History	3
World History	3
COMPASS	
Mathematics	52
Reading	88
Writing Essay (Scale 2–12)	9
Writing Essay (Scale 2–8)	7
Writing Skills	77
CTE Course Sequence	
Any PED-recognized CTE Pathway	C
Dual Credit	
Nonremedial Course	C
International Baccalaureate (IB)	
Mathematics	4
Literature (English or Spanish)	4
Language and Literature (English or Spanish)	4
Individuals and Society	4
Experimental Sciences	4
Arts	4
IB Diploma	24
PSAT-before November 2015	
Mathematics	47
Critical Reading	45
Writing	45
PSAT-before November 2015	
Mathematics	480
Evidence Based Reading & Writing	430
SAT-before March 2016	
Mathematics	500
Critical Reading	500
Writing	500
SAT-after March 2016	
Mathematics	530
Reading & Writing	480
SAT Subject Area Tests	
Mathematics Level 1	587
Mathematics Level 2	647
Literature	574
Chemistry	642
Ecological Biology	593
Molecular Biology	624
Physics	632
U.S. History	610
World History	589
French	601
French with Listening	626
German	608
German with Listening	594
Spanish	619
Spanish with Listening	640

Modern Hebrew	586
Italian	671
Latin	586
Chinese with Listening	739
Japanese with Listening	662
Korean with Listening	749

In addition SAM schools may apply the following assessme

ACT WorkKeys	
Applied Mathematics	5
Listening for Understanding	4
Reading for Information	5
Business Writing	3
Applied Technology	3
Teamwork	4
Location Information	4
TABE (Complete Battery Subtests)	
Mathematics	506
Reading	518
Writing	524

ASVAB (Comprehensive)	
AFQT	31

CCR is composed of Participation (3 points) and Success (7 points) yielding a total 10 points in the high school's overall grade.

Educational Climate (Parent and Student Satisfaction)

Educational climate is measured by surveying students. The survey, called the Opportunity to Learn (OtL) Survey, measures the classroom experiences of students to see if teachers are using good learning practices. Beginning in grade 3, students are asked about their teachers and about the learning practices their teachers use. Students are instructed to think about all of their teachers when they fill out the survey. Parent Surveys are provided for parents of children in Kindergarten through grade 2.

The survey includes 10 questions, and each question has six response choices. Parent answers can include "I don't know" (recoded as a missing value) as one of their answer choices, plus the following answers along a 5-point Likert scale, in order of frequency: Never, Rarely, Inconsistently, Consistently, and Always. To account for missing values, reweighting is done for any Parent Survey that has any "I don't know" answers, so that the total points possible are comparable to a Parent Survey with 10 answers within the Likert scale.

Student Surveys cannot have missing values, and answers for this survey range across a 6-point Likert scale: Never, Hardly Ever, Sometimes, Usually, Almost Always, and Always.

For each survey, the 10 items are summed to create a score ranging from 0 to 50. Parent and Student Surveys have the same final point structure and are combined to calculate a school's Educational Climate score.

Graduation Rates

Graduation rates are one-year lagged. That is, the annual graduation rates that are published on NM Vistas are for the cohort that graduated by August 1 of the prior year. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the *Shared Accountability* method. In general, the graduation rate is calculated as follows:

1. A rate is generated for every school that has any grade 9, 10, 11, or 12.
2. For new high schools that do not yet have a graduating cohort class, a hybrid school grading model is used. These schools are graded on the remaining non-cohort indicators and they are excused from Graduation and *College and Career Readiness*, which also uses the cohort model. The resulting total points are adjusted to reflect the reduced number of indicators, and the scale and maximum possible total points are the same.
3. The model includes 4-year, 5-year, and 6-year rates. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years.

Growth in 4-Year Graduation Rate

Growth in 4-year graduation rates refers to the change in the 4-year graduation rate as compared to the rate achieved two years prior. Growth in the 4-year rate reflects the school's overall ability to help an increasing percentage of students complete their high school careers in a timely way. The goal is 90% of students graduating in four years, so any school that has a 4-year graduation rate of 90% in 2017-18 is awarded all five points. To compute growth, the 4-year graduation rate from two years prior is subtracted from the most recent 4-year graduation rate; this result is then divided by two. If there is no 4-year graduation rate data from two years prior, the 4-year graduation rate from one year prior is used instead. In this case, growth is calculated by subtracting the prior year 4-year graduation rate from the most recent 4-year graduation rate. Schools can experience both positive and negative change in the 4-year graduation growth rate.

Growth in 4-Year Graduation Rate Points

Growth of the 4-year rate is worth an additional 5 points, yielding—alongside graduation rates—a total of 15 possible points for Graduation. The slope from the 4-year graduation rates from the past three years is divided by the standard deviation of all slopes, resulting in some positive and some negative values. These values are then transformed using a cumulative distribution function (CDF) into a variable that can range from 0 to 1. The CDF value is multiplied by the five possible points for graduation growth, with the qualification that any school with a four-year rate greater than or equal to the goal of 90% receives all five points regardless of their slope.

Accountability Scores

NM Vistas awards points for each of the 13 measures in the accountability system based on how well the students in the school performed in the area represented by each measure. Points are awarded on a proportionate, or percentage, basis as follows:

1. The percentage of students at the school who meet the performance criteria for the measure is calculated.
2. The school's percentage for the measure is multiplied by the number of points available for the measure.

For example, for elementary schools, the Reading Proficiency measure is worth 15 points. If 40% of the students at the school are proficient in reading, then the school will earn six points for the Reading Proficiency measure:

40% proficient x 15 possible points = 6 points earned.

Unlike the other measures, points are awarded for Academic Progress based on the median growth percentile achieved by the students at the school. Once the median growth percentile has been calculated, the school's median growth percentile is then multiplied by the number of points available for the Academic Progress measure. Points for each measure are calculated independently of other measures.

The overall – or Summary – points earned by a school is simply the sum of the points the school earned for each of 13 individual measures. If a school was not eligible to earn points for one or more measures, then the points earned (and points possible) are scaled proportionally so that the number of possible points is always 100.

Designations

NM Vistas includes two different school designations. The first designation, *Levels of Support*, is used to differentiate schools based on the amount of support the school may need. The second designation includes the Designations of Excellence and the Spotlight designation. These designations recognize schools that are among the highest performing schools as measured by the NM PED Accountability System.

Levels of Support

For schools in need of support and improvement, a school's final summative designation is expressed as *Levels of Support*, including targeted support and improvement (TSI), comprehensive support and improvement (TSI), more rigorous intervention (MRI), and Traditional Support. *Levels of Support* represents a paradigm shift in philosophy central to the spirit of ESSA from identifying failing schools to providing support for schools in need.

School Support Designation	Definition of Schools Receiving Support
Targeted Support School (TSI)	Schools in need of support with one or more subgroups of students (see p. 6 for subgroups)
Comprehensive Support School (CSI)	Schools scoring in the bottom 5% of title I schools overall or <67% Graduation rate
More Rigorous Intervention School (MRI)	Schools not exiting CSI Status after three years receiving support
Traditional Support School	Schools not classified as needing CSI, TSI, or MRI support

NM Vistas identifies CSI and TSI schools based on a streamlined set of rules and criteria executed by the Priority Schools Bureau. These designations focus intervention at the Local Education Agency (LEA) level in addition to the school level.

A school is identified as being in need of CSI by:

- being in the lowest-performing 5% of schools receiving Title I funds in New Mexico, as identified by a three-year average of overall points earned; or an average 4-year graduation rate (high schools only) over the previous three years less than or equal to 66 $^{2}/_{3}$%; or
- having been a school that (a) received Title I funds, (2) was previously identified for Targeted Support due to low-performing student subgroups, and (3) has not demonstrated sufficient improvement after three years in that status by meeting the exit criteria for additional targeted support (described below).

A school identified as being in need of comprehensive support and improvement is expected to exit CSI status within three years of fully implementing their improvement plans. CSI schools can exit CSI status by improving the metric that was responsible for the school's identification as a CSI school. Schools identified for comprehensive support and improvement that fail to meet exit criteria, within three years, are identified as being in need of more rigorous interventions.

ESSA calls for schools to be identified as in need of "targeted support and improvement" (TSI) if they have at least one subgroup of students underperforming. ESSA suggests there could be two types of TSI schools:

- *Low-Performing Subgroup at Level of Lowest 5% of Schools* : Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing 5% of Title I schools (CSI schools).
- *Consistently Underperforming Subgroups*: Schools (Title I or non-Title I) that have at least one "consistently underperforming" subgroup, based on the state's accountability system.

For simplicity, NM Vistas uses one streamlined methodology to identify schools as TSI that meets all statutory requirements, described below. This methodology captures schools (Title I or non-Title I) with at least one consistently low-performing subgroup of students across all accountability measures that are not already identified as CSI.

Identification of *Levels of Support* most recently occurred following the 2016-2017 school year. Following the 2017-2018 school year, the NM PED elected to reclassify all schools having a status of MRI to the status of CSI. Schools that do not meet the CSI or TSI criteria are determined to be in need of Traditional Support.

Designations of Excellence

The index used to identify *Levels of Support* for schools is also being used to provide designations of excellence in order to spotlight schools with excellent overall performance and with success on individual measures. Schools whose overall accountability score places them in the top 25% of schools in the NM PED Accountability System are awarded the Spotlight Designation. Schools can also earn recognition for excellence in any area measured by the Accountability System. For each accountability measure that the school ranks in the top 10% of schools in the System, the school will be awarded the Designation of Excellence for that measure. Schools can earn both the Spotlight Designation and one or more Designations of Excellence. It is also possible for a Spotlight-designated school to be in TSI status due to one or more of its ESSA student groups.

New Mexico Spotlight School	Schools scoring above the 75th percentile on the overall summative score
Designation of Excellence	Schools scoring above the 90th percentile on any measure

The intention of the NM Vistas Spotlight on Excellence framework is to supplement the Federal ESSA mandates. ESSA requires the NM PED to develop an accountability framework to identify the lowest performing schools in New Mexico. The NM Vistas Spotlight on Excellence framework enables schools in need of support to be identified but just as importantly, it also recognizes schools that are performing relatively well by awarding either a Spotlight Designation and/or a Designation of Excellence.

Educator Qualifications

NM Vistas also provides information about educator qualifications. This includes items such as the years of experience of teachers, principals, and other school leaders; teachers with emergency credentials; and, teachers who are not teaching in the subject or field for which they are certified or licensed. This information is provided for all schools, for "high-poverty schools" and for "low-poverty schools." NM Vistas defines a high-poverty school as a school where 75% or more of the students are eligible for the Free or Reduced Lunch (FRL) program and a low-poverty school as a school where 25% or less of the students are eligible for the FRL program.

Finance

ESSA requires that all states publish per-pupil expenditures (PPE) by school level. For the first time, education leaders, policymakers, and the public will know what is spent on students in **every school** across the country. To date, what has generally been reported publicly are district and state per-pupil averages.

The PPE is a summary measure of how much money was spent per student on average.

Each level of per-pupil expenditure was calculated by taking the expenditure level plus the portion of allocated centralized costs reported by each local education agency (LEA). Then this sum was divided by the first 40-day reporting period membership (expressed as "MEM" in the figure below). As defined in the Public School Finance Act (22-8-2) "membership" means the total enrollment of qualified students on the current roll of a class or school on a specified day. The current roll is established by the addition of original entries and reentries minus withdrawals. Withdrawals of students, in addition to students formally withdrawn from the public school, include students absent from the public school for as many as ten consecutive school days; provided that withdrawals do not include students in need of early intervention and habitual truants the school district is required to intervene with and keep in an educational setting as provided in Section 22-12-9 NMSA 1978 [repealed]. Thus the PPE calculation captures the ratio of expenditure and allocations as a function of the number of students at a given school site.

PPE Calculation Framework

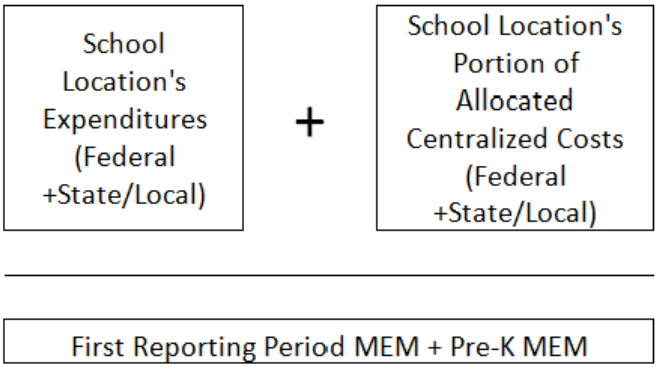

Figure 1. PPE calculation framework.

ESSA states that:

> "The per-pupil expenditures of Federal, State and local funds, *including actual personnel expenditures, and actual non-personnel expenditures of Federal, State and local funds, disaggregated by source of funds*, for each local education agency and each school in the State for the preceding fiscal year" (P.L. 114-95 Part A, Subpart 1, Section 1111).

Note that Expenditures **exclude**:

- All capital projects (30000 series)
- All Debt Service expenditures (40000 series)
- All Community Services function expenditures, regardless of fund (3300)
- All Capital Outlay function expenditures, regardless of fund (4000)
- All Debt Service function expenditures, regardless of fund (5000)
- All Food Services fund (21000) expenditures

Data Sources

Student Teacher Accountability Reporting System

The data presented by NM Vistas come from several different sources. The first source is the Student Teacher Accountability Reporting System (STARS). STARS, which is a collaborative effort of the New Mexico Legislature, Public Schools, and the NM PED, is a comprehensive student, staff, and course information system that provides a standard data set for each student served by pre-kindergarten through grade 12 public education system. Student-level data, including enrollment data, student attendance data, and data about student characteristics such as gender, are from STARS. STARS also provides the data about school characteristics such as the school's address and the name of the principal.

Data on migrancy status are from the Migrant Data System, MAPS, which is used by our state and local staff to manage the state migrant program data. Once students are identified as eligible for the migrant

education program (MEP), an electronic Certificate of Eligibility (COE) is entered into MAPS with information related to Qualifying Arrival Date (QAD), where the family moved from, what type of agricultural work they do (seasonal or temporary), school district they are enrolling in, etc. The system collects all data fields required for the CSPR (Consolidated State Performance Report).

Student Assessment Data

The reading, math, and science assessment data are provided by external vendors with whom the NM PED contracts to provide the statewide assessments. During school year 2016-17 through school year 2018-19, the statewide assessments administered in New Mexico schools included:

New Mexico Alternate Performance Assessment (NMAPA)

NMAPA is the statewide assessment of reading, math, and science proficiency given to students with an Individualized Education Plan (IEP) documenting significant cognitive disabilities and adaptive behavior deficits that require extensive support. The NMAPA reading and math assessment is given to students in grades 3-8 and 10-11 and the NMAPA science assessment was given to students in grades 4, 7, and 11.

Indicators of Progress (ISIP) Early Reading and ISIP Lectura Temprana

Often simply referred to as "iStation," the ISIP assessment is the statewide assessment of reading proficiency given to students in kindergarten through grade 2. This assessment is offered in both English and Spanish. When viewing reading proficiency rates over time, it is important to remember that the iStation assessment score necessary to achieve reading proficiency was changed between the 2017-2018 school year and the 2018-2019 school year. Prior to the 2018-2019 school year, the cut-point for determining proficiency was set to include approximately the top 60% of student scores. For the 2018-2019 school year, the cut point was changed to include only approximately the top 40% of student scores.

Partnership for Assessment of Readiness for College and Careers (PARCC)/Transition Assessment in Math and English Language Arts (TAMELA)

During the 2018-19 school year, schools in New Mexico administered the Transition Assessment for Math and English Language Arts (TAMELA) to measure proficiency in reading and math. This assessment replaced the PARCC assessment, which was administered during school years 2016-17 and 2017-18. To measure reading proficiency, students in grades 3-8 were given their grade-level PARCC/TAMELA reading assessments and students in grades 9-11 were given either their grade-level assessment or a higher level assessment that aligned with their corresponding reading course. Eligible Spanish-speaking English Learner students were allowed to take the Spanish Reading SBA assessment in grades 3-8 and 11. To measure proficiency in math, students in grades 3-8 were given their grade-level PARCC/TAMELA math assessment, with one exception: students in grade 8 who were enrolled (for credit) in a high school math course were given an assessment that aligned with their corresponding math course. Students in grades 9-11 were given the PARCC/TAMELA math assessment that aligned to the course in which they were enrolled. Eligible Spanish-speaking English Learner students were allowed to take the PARCC/TAMELA assessment in Spanish.

Standards-Based Assessment (SBA) of Spanish Reading

The SBA of Spanish Reading assessment was given to eligible Spanish-speaking English Learner students as an alternate to the PARCC/TAMELA assessment.

SBA Science

Proficiency in science was measured by the SBA science assessment. Students in grades 4, 7, and 11 were given their grade-level SBA science assessment. Eligible Spanish-speaking English Learner students were allowed to take the SBA science assessment in Spanish.

Technical Details

Race and ethnicity student subgroups were derived according to the federal definition using data from STARS beginning with the 120D snapshot, and in the event that the 120 day was missing, the most recent snapshot was used. If a student identified as two or more races they were coded as multi-racial. If a student identified as one or more race and as Hispanic, they were coded as Hispanic. Categories include Asian/Pacific Islander, Black/African American, Caucasian, Hispanic, American Indian/Alaskan Native, and Multi-Racial (two or more races).

Other student groups included in NM Vistas are: females, males, economically disadvantaged students, students with disabilities, English learners, migrant students, homeless students, students with relatives who are military personnel, and foster children.

Feeder schools: The term **Feeder** applies to any school that only serves grades lower than 3rd. Due to the exclusivity of grades at the lower range, these schools do not test in math, and their students are subsequently "fed" into other schools in their district that serve the higher elementary grades. Feeder status is pertinent to the calculation of their overall points, which contain no Math Proficiency and Participation components.

The **Supplemental Accountability Model (SAM)** schools are a subset of graded schools that serve students at risk of academic failure. Schools qualify by having a high proportion of returning adults or a high proportion of students with disabilities and by publically declaring the school mission and goals for these students. School grading rules are slightly moderated for SAM schools, and mission-specific measurements are incorporated into the determination of the school's letter grade.

Minimum group size: ESSA (originally ESEA 1965) § 1111(c)(3) requires a minimum count size for student groups within our Accountability system in order to adequately identify TSI schools on the basis of poor student group performance. New Mexico's minimum count size is one.

Symbols and other notation: NM Vistas relies on data collected at the student level. When there are no students in a group (for example, when there are no Migrant students enrolled at a school), or where it's necessary to ensure students' privacy, NM Vistas will not display actual data. Instead, NM Vistas will use a variety of symbols or other notation to indicate the data are not provided, as follows:

Symbol	Meaning
N/A	There were zero students in the group; the result could not be calculated.
Not enough data	There were fewer than 10 students in the group; the result was calculated but not displayed.

N*	There were fewer than 10 students in the group; the result was calculated but not displayed.
<= X	The result was calculated but there were too few students in the group to display the actual result. In place of the actual result, the result is noted to be within a range of values that are less than or equal to the value of X.
>= X	The result was calculated but there were too few students in the group to display the actual result. In place of the actual result, the result is noted to be within a range of values that are greater than or equal to the value of X.