

New Mexico Public Education Commission



Charter School Renewal Application

Part B: Progress Report

Charter Schools Division
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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Sandoval Academy of Bilingual Education (SABE)

Authorizer: New Mexico Public Education Commission

Current Charter Term: 2020-2025

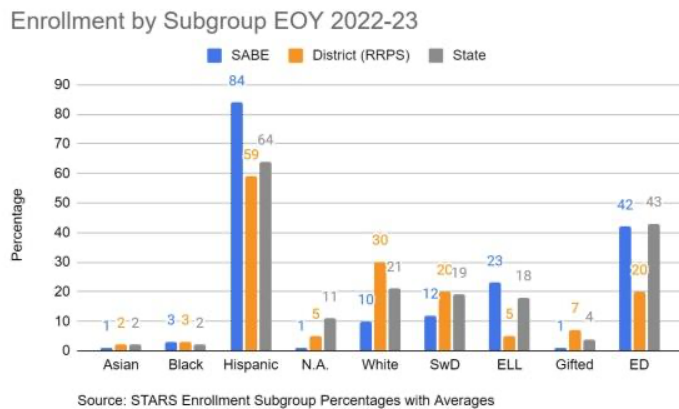
Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response: Sandoval Academy of Bilingual Education (SABE) has consistently demonstrated promising academic performance throughout the term of its current charter contract. Since opening in 2015, SABE has served a diverse student population from the communities of Rio Rancho, Bernalillo, Placitas, Algodones, Santa Ana Pueblo, Jemez Pueblo, and Albuquerque, with a particular focus on students at risk of academic failure, as shown by its most recent validated demographic data from SY2022-23:



During this charter term, SABE has earned a 'traditional' NMVistas designation for all measurable years and was recognized with a distinction of excellence in English Language Arts (ELA) growth during the 2022-23 school year. The school has consistently surpassed expectations for its mission-specific goals, earning an "exceeds standard" rating each year of the current contract. The school has also continuously earned a rating of 'meets standard' for its organizational and financial performance, and in SY2022-23, received an overall notice of 'satisfactory performance' from its authorizer.

SABE's commitment to bilingual education and academic achievement is supported by its distinctive, educator-developed curriculum, aligned with the New Mexico Common Core State Standards in language arts and math, as well as New Mexico's Social Studies, Next Generation Science, Fine Arts, and Physical Education standards. This comprehensive alignment allows SABE to deliver a robust bilingual program that develops students' biliteracy and academic proficiency, addressing the charter's mission.

The school actively participates in all state-required assessments and employs formative and benchmark assessments, such as NWEA Reading, NWEA Math, NWEA Spanish Reading, Istation, Istation Español, and the American Reading Company IRLA and ENIL assessments. SABE also uses the AVANT Stamp Spanish proficiency assessment and the ACCESS for English Learners, along with its own educator-created Biliteracy Trajectory Tool to track and measure progress toward its mission-specific goals.

Despite the challenges posed by the COVID-19 pandemic and its resulting academic disruptions, SABE has remained resilient. The school’s dedication to biliteracy and academic growth is evidenced by the positive outcomes reported in NMPED’s annual reports and NMVistas, showing that SABE students are making significant academic progress and achieving excellence in alignment with state standards and the Assessment and Accountability Act.

Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	33	52.9	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	Note: #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	100*	100	100
Overall Academic Score: average of Indicators 1 and 3	66.5	76.45	–

*Note: The Annual Report from 2021-22 indicated that the School-specific Goal score was 96; the correct score should be 100. Also, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

Overall NMVistas Standing:

Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	33	Traditional
Year 3	2022-23	52.9	Traditional overall, with additional designation of excellence in ELA Growth
Year 4	2023-24	Pending	----

Source: NMVistas.org

School-Specific or Mission-Specific Goals:

Year	Goal 1	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available	
Year 2 2021-22	Exceeds Standard 100 points	100*
Year 3 2022-23	Exceeds Standard 100 points	100
Year 4 2023-24	Exceeds Standard 100 points	100

*Note: The Annual Report from 2021-22 indicated that the School-specific Goal score was 96; the correct score should be 100.

Source: School reported data

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Meets Standard
Year 3	2022-23	Meets Standard
Year 4	2023-24	Meets Standard

Source: CSD Internal Monitoring

1.a. Student Outcomes

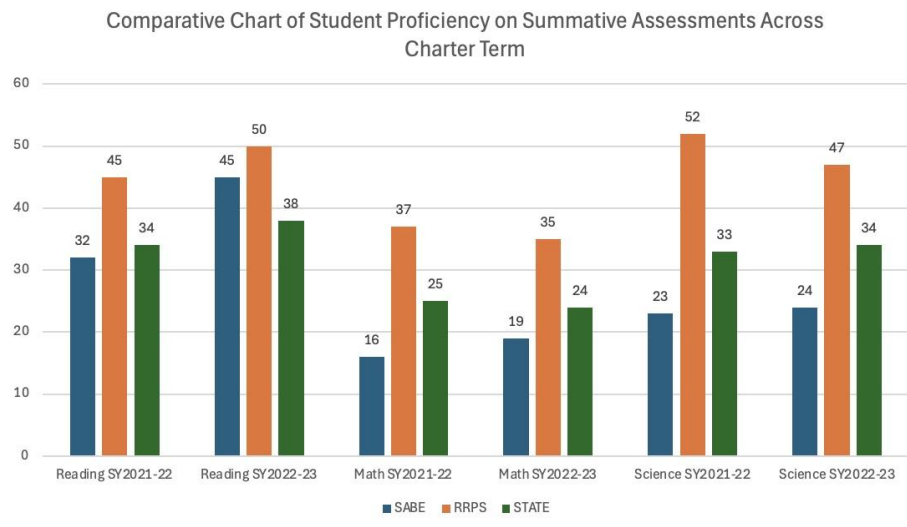
1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken

to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school’s narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Throughout Sandoval Academy of Bilingual Education's (SABE) charter term, the school has maintained a strong commitment to assessing and improving student outcomes, despite challenges posed by the COVID-19 pandemic. While the pandemic temporarily impacted the administration of state-mandated summative assessments in SY2020-21, SABE remained proactive by continuing to implement a range of interim assessments to monitor student proficiency and growth. SABE has administered NWEA MAP assessments in Reading, Spanish Reading, and Math consistently throughout its contract to consistently track student progress and inform instructional practices. Additionally, the school uses benchmark and classroom formative assessments, like classroom quizzes, exit tickets, teacher created assessments that focus on key learning targets like rubrics for writing, running records, as well as its self-developed biliteracy trajectory tool (BTT), that tracks WIDA language development standards data to inform instruction, support personalized learning, and collect real-time student data.

The summative data chart below reflects the percentage of students who tested proficient in reading (NMSSA), math (NMSSA), and science (NMASR) summative assessments across SABE’s charter term compared to the district and the state. SABE’s data reflects areas of strong growth and opportunities for continued improvement:



In Reading, SABE demonstrated remarkable progress, with proficiency rates rising from 32% in SY2021-22 to 45% in SY2022-23. This 13-point increase highlights the effectiveness of SABE’s reading interventions and shows how the school has successfully aligned its efforts to elevate student performance. Much of this improvement can be attributed to targeted interventions such as small-group instruction based on formative assessment data and the school’s focus on reading support in both English and Spanish. The implementation of online learning platforms like Lexia, combined with interventions such as High Dosage tutoring provided students with individualized practice to reinforce key skills. Additionally, regular communication with parents regarding student progress, along with student-led conferences, ensures that learning goals are clearly understood and collaboratively set. These actions have played a pivotal role in bringing SABE’s reading proficiency in line with the state average (38%) and nearing the proficiency rates of Rio Rancho Public Schools (50%).

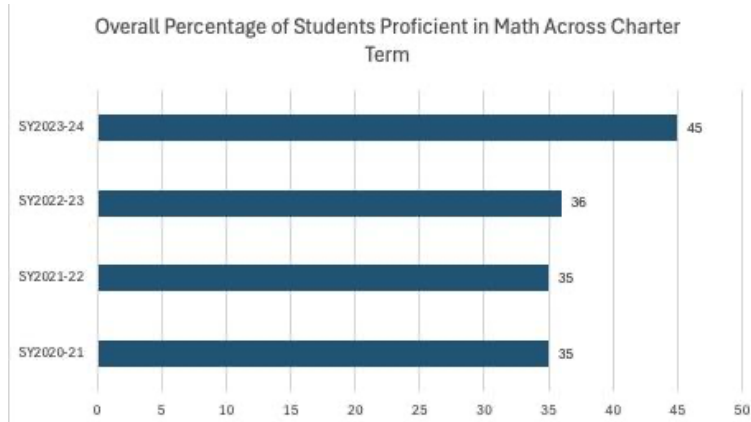
While SABE saw improvement in the percentage of students testing proficient in math, from 16% proficiency in SY2021-22 to 19% in SY2022-23, the school is actively working to close the gap between its performance and the state average (24%) and RRPS (35%). A key strategy has been on-going professional development for teachers that focuses on dual-literacy, data-driven instruction, and differentiated learning strategies enables educators to better meet the diverse needs of students. The school's implementation of a Professional Learning Community (PLC) and data coaching supports collaboration among teachers, promotes in-depth data analysis, and drives improvement in student outcomes. These collaborative efforts are complemented by small-group instruction and targeted math support to drive continued growth across content areas.

In Science, SABE's steady progress, with proficiency increasing from 23% in 2021-22 to 24% in 2022-23, reflects the school's commitment to refining its instructional practices. While current proficiency rates are below the state average (34%) and RRPS (47%), the school has already laid the groundwork for further improvement. By leveraging formative assessments, enhancing science curriculum, and providing hands-on learning experiences, SABE is fostering an environment where students can continue to thrive in science education. The middle school is utilizing Open Sci Ed to facilitate higher quality science instruction. This curriculum provides spiraled scaffolding to ensure students are experiencing each of the three areas of science (Life, Physical and Earth, as well as engineering practices throughout the school year. SABE will begin using the NWEA Science assessment and will help develop end of unit projects, like the Science Fair to increase student engagement and student performance.

In addition to academic interventions, the school has taken significant steps to address the social and emotional learning (SEL) needs of students. Recognizing the impact of the pandemic on students' well-being, SABE implemented SEL programs to help students manage stress, build resilience, and stay engaged in their learning. These programs were supported by professional development for teachers, a customizable curriculum for classroom-based SEL lessons, and the involvement of a parent liaison to support families during times of crisis. This holistic approach ensures that students are emotionally supported as they work toward their academic goals.

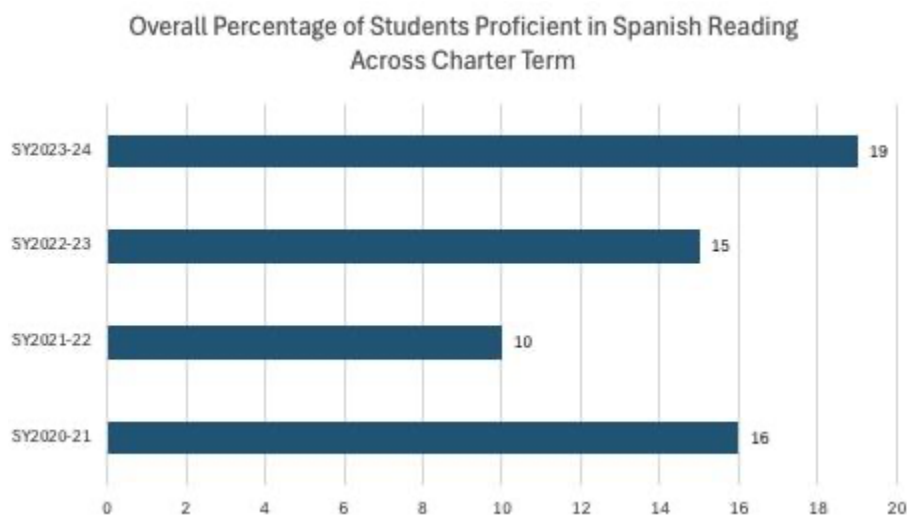
SABE takes pride in exceeding state proficiency levels and being close to meeting proficiency benchmarks comparable to Rio Rancho Public Schools, all while educating students in a dual-language environment. As a small school, SABE works hard to achieve these results, demonstrating the strength of its academic program. And while it is important to celebrate these accomplishments, it's also prudent to note that while summative assessment data provides valuable insights, it is only one data point in a student's academic portfolio. In order to glean a more clear and nuanced view of student progress, SABE utilizes the NWEA interim reading assessment in English and Spanish as well as the NWEA interim math assessment three times a year to students to support learning in real time. NWEA MAP has been an instrumental tool to monitor progress and inform instruction.

SABE's interim data demonstrates that types of strategies the school is using to increase student achievement are yielding positive outcomes, particularly in mathematics and reading. For instance, Math NWEA scores remained consistent at 35% between SY2020-21 and SY2021-22, with an increase to 36% in SY2022-23 and a substantial growth to 45% by SY2023-24. This steady upward trajectory highlights the impact of targeted instructional interventions and goal setting for individual students:



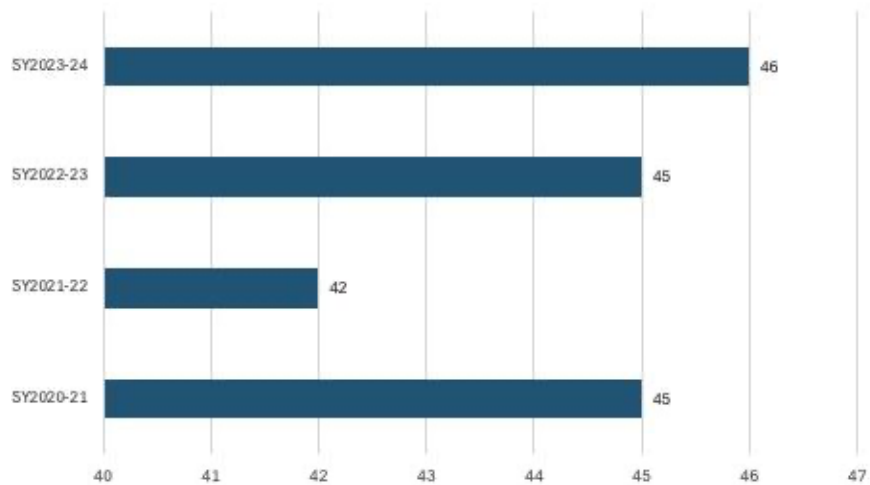
As a bilingual school, SABE assesses students’ reading proficiency in both English and Spanish, ensuring comprehensive monitoring of language development. The results from the Spanish reading interim assessment reflect significant progress. Although proficiency rates dropped to 10 in SY2021-22, the school implemented focused strategies that increased scores to 15 in SY2022-23 and further to 19 in SY2023-24. This growth demonstrates SABE’s effective use of both formative and interim assessments to support bilingual proficiency and tailor interventions for students learning in both languages.

Similar to the English reading data, Spanish proficiency showed improvement across all grade levels. A majority of SABE students are second language learners of Spanish, and according to the comprehensive longitudinal study by Thomas and Collier, it typically takes students 5-7 years to reach grade-level proficiency, with some requiring 7-10 years. SABE continues to develop strategies to improve language learning by employing highly qualified staff, offering continuous professional development, and keeping research in mind when reflecting on student data. This approach ensures ongoing support for students as they work toward achieving bilingual proficiency:



Interim assessment for reading in English remained consistent across the school’s contract term. While the data does reflect a small dip once students returned to in-person learning in SY2021-22, the school’s interim assessment data reflects that students move positive for end-of-year data outcomes:

Overall Percentage of Students Proficient in Reading Across Charter Term



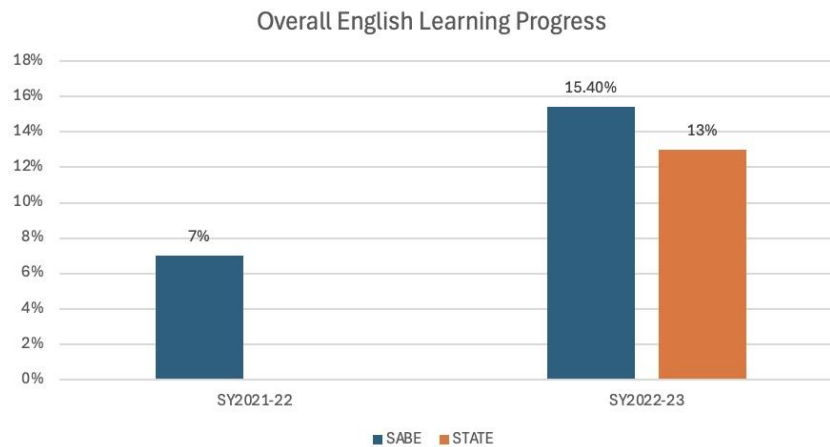
SABE is committed to addressing learning gaps and adjusting instructional methods based on formative data collected through tools that provide specific, actionable data about where students are in their learning such as the American Reading Company’s (ARC) Independent Reading Level Assessment (IRLA) to support phonics, vocabulary, and knowledge development sequences, as well as the ARC’s Evaluación del nivel independiente de lectura (ENIL) for developmental reading taxonomy between Spanish and English. While SABE continues to work towards meeting all projected NWEA growth targets, the evidence of steady growth across core subjects indicates that the school’s systematic approach to assessment and instructional adjustment is working. Additionally, SABE teachers collect classroom-based formative data such as quizzes, projects, and daily exit tickets to understand where students are daily so that they can respond dynamically to student needs. The continuous tracking of student performance through interim and various formative assessments provides valuable insights for teachers and the school’s leadership team, allowing for data-driven decisions that enhance the learning environment. As SABE progresses, the focus remains on sustaining these gains and pushing student achievement to even higher levels. The school has provided more granular snapshots of its interim assessment data and outcomes across the current contract term in appendix A-1 of its renewal application.

ELP Data:

As a bi-literacy, dual language school, SABE is dedicated to providing instructional supports that ensure all students can thrive academically. Teachers are specially trained to deliver targeted academic interventions that allow EL students to access the full curriculum while also maintaining and celebrating their linguistic heritage. In addition, the school’s unique Biliteracy Trajectory Tool (BTT) has proven an effective additional measure that allows the school to accurately track student progress in both languages and align instruction with individual student needs. This approach fosters an inclusive environment where students can achieve academic success in both English and Spanish.

From SY2020-21 to SY2021-22, SABE saw a significant increase in its English Learner population, growing from 5% to 26%. While English Learner Progress (ELP)—a key metric that tracks the percentage of ELs on track to achieve English proficiency within five years—was not measured in SY2020-21 due to the pandemic, the data was collected in the remaining years of the school’s contract. SABE’s ELP percentage

shows notable improvement, rising from 7% in SY2021-22 to 15.4% in SY2022-23. This growth reflects the effectiveness of the school's dual-language instructional strategies and targeted interventions for its EL population. Teachers providing the English Language Development program to students that are identified as EL students hold their TESOL endorsement. Our instructional coach is also our ESL coordinator and provides on-going training on how to scaffold and differentiate learning for identified ELs. Additionally, Project GLAD incorporates various EL strategies that support language learning in all content areas.



SABE's ability to triangulate data from multiple sources has further contributed to the comprehensive evaluation of student EL progress and biliteracy growth, which directly correlates to the school's increase in EL progress.

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Sandoval Academy of Bilingual Education (SABE)'s mission-specific goal reflects the unique focus of our school's commitment to biliteracy and serves as a key performance indicator aligned with our mission. This goal has been rigorously evaluated throughout the term of our contract, with detailed data provided annually to the New Mexico Public Education Department's (NMPED) Charter School Division. The following analysis reviews SABE's performance in meeting this goal year by year, highlighting key achievements and challenges.

The Biliteracy Tracking Tool (BTT) was developed by our Instructional Leadership Team in 2020 for our initial charter renewal. It was designed to assess our scholars' growth in language proficiency in both English and Spanish. The Public Education Commission approved this tool for use during our 2020-2025 charter term.

The BTT is grounded in the WIDA English Language Development Standards and the Spanish Language Development Standards to track students' growth in biliteracy across all areas of language development—speaking, listening, reading, and writing. By utilizing multiple data sources, including language proficiency data, academic performance in both languages, and classroom assessments, teachers use the WIDA Can Do Descriptors along with their professional expertise to identify students' language levels at the start, middle, and end of the year.

Mission-Specific Goal: 60% or more of students enrolled on the 40th and 120th day will grow by one language level in both English and Spanish as measured by the Biliteracy Trajectory Tool (BTT). Data collection occurs at the beginning, middle, and end of the school year.

SY2020-21:

Mission-Specific Goals were not rated for this school year. However, anecdotally, the school did collect internal data which indicated that 43% of students met the goal, while 56% did not meet the goal.

The first year of implementation coincided with the COVID-19 pandemic, which severely impacted SABE's ability to meet its goal. Half of the student body was engaged in remote learning through the SABE Online Academy, creating difficulties in accessing quality Spanish-language instructional materials. Additionally, the shift to online learning disrupted best practices in dual language teaching, resulting in diminished student engagement and progress. Key challenges included the lack of professional development for staff, the inability to fully implement school-wide initiatives, and significant teacher turnover with many instructors lacking prior experience in dual language settings. For the following year, SABE planned for a full return to in-person learning. The school focused on recruiting highly qualified language teachers, procuring mission-aligned student materials, and intensifying professional development efforts in dual language instruction and student data analysis.

SY2021-22:

The school exceeded its mission-specific goal this year with an average of 96.25% of students met the goal (98.5% of students met the goal in English and 94% in Spanish). The school's mission goal data for this year indicates a significant rebound and a drastic improvement in students meeting the goal. However, ongoing challenges included the need for more teacher training on the Biliteracy Trajectory Tool and difficulties in fully implementing some instructional initiatives. Absences due to COVID and the complexity of training staff in dual language programs remained barriers. The school continued to enhance professional development and support for teachers in key areas, including culturally responsive practices and effective language acquisition strategies. Additionally, efforts to deepen teacher understanding of the Biliteracy Trajectory Tool were emphasized.

SY2022-23:

The school exceeded its mission-specific goal with 99.5% of students meeting the goal in both English and Spanish. SABE experienced near-perfect performance, reflecting the school's sustained progress in dual language instruction. The challenge of ensuring consistent teacher understanding and accurate application of the Biliteracy Trajectory Tool persisted, though the vast majority of students met growth expectations. Professional development remained a cornerstone of SABE's success, with targeted support for teachers in implementing dual language strategies, data-driven instruction, and differentiated teaching approaches.

SY2023-24:

The school, again, exceeded expectations with 97.9% of students meeting the goal, with 98.6% in English and 97.2% in Spanish. While performance slightly decreased compared to the previous year, the majority of students continued to meet the growth goal. The school identified a need to recalibrate scoring on the Biliteracy Trajectory Tool to ensure more precise measurements of student progress, particularly as students advance through the continuum. The school reinforced its commitment to professional development, continuing to train teachers in best practices for dual language instruction and further refining the use of the Biliteracy Trajectory Tool.

SABE has demonstrated consistent success in meeting its mission-specific goal over the course of its contract term, particularly after overcoming the challenges of the pandemic in SY2020-21. The school's unique Biliteracy Trajectory Tool has proven an effective measure, allowing the school to accurately track student progress in both languages and align instruction with individual student needs. SABE's ability to triangulate data from multiple sources has further contributed to the comprehensive evaluation of student biliteracy growth.

SY2024-25 and Beyond:

SABE's Instructional Leadership Team will be assisting in the recalibration of the BTT so that we can determine if one academic year's equivalency in language learning is actually higher than what we initially determined. With the transition from COVID and being able to hire highly qualified staff that understand 2nd-language acquisition, we have seen an increase in the use of best practices as relates to instruction in both English and Spanish lesson. We also know that through continued professional development & support for teachers in the areas of: best practice in dual language instruction, language teaching strategies and assessment, culturally responsive practices in teaching, differentiation to meet student needs, language acquisition stages and strategies, student data analysis and responsiveness, understanding and determining appropriate levels to complete the Biliteracy Trajectory Tool, Early Reading Instruction (English and Spanish) - K-2 Teachers, appropriate language teaching strategies for upper-grade students we will continue to see success in reaching our mission specific goal.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

SABE is committed to implementing its distinctive educational program as described in the school's contract. SABE's program is focused on a dual language, Spanish and English immersion model. Additionally, SABE provides a Spanish music program and English physical education program by licensed personnel, while classroom teachers provide the core instruction and art program. Teachers who provide the Spanish instruction hold their bilingual endorsement (100%)

Also, SABE's student-centered approach emphasizes student engagement, growth, holistic development in a familial setting. The school also prioritizes collaboration between families, teachers, and the school community to ensure student success.

The school has implemented all components of its educational program across its contract term as indicated below:

i. In order to achieve language acquisition through dual language immersion, the School will provide contact instruction in both Spanish and English through a 50:50 model.

School Response: SABE is honored to be the sole dual-language K-8 public school in the city of Rio Rancho. Students at SABE learn in a 50:50 immersion model setting, which means all students receive their instructional program for half their day in Spanish and the other half of their day in English. A student at SABE will start their day with their homeroom teacher for language 1 (L1) and then switch for language 2 (L2), ensuring that they are receiving an equal part of their instructional day in English and Spanish. SABE's teachers deliver core instruction in both English and Spanish. The English core teachers are responsible for teaching math, English Language Arts (ELA), science, and social studies, while the Spanish core teachers focus on Spanish Language Arts (SLA), science, and social studies. This dual approach ensures that students receive a comprehensive education in both languages.

ii. In addition to core instructional areas, the School commits to provide art, music, and P.E. for its students.

School Response: SABE is committed to providing a well-rounded educational experience that goes beyond core-content instructional areas. In line with this commitment, SABE implements educational component ii by integrating art across content areas, as well as providing students with music and physical education classes.

Art education is embedded across the curriculum by both English and Spanish teachers. This integration allows students to explore creativity while reinforcing their academic knowledge through the school's bilingual curriculum. SABE's core English Language Arts and Spanish Language Arts curriculum provides suggestions on fine art connections and teachers incorporate arts into the SOMOS SABE parent engagement nights. Additionally, teachers incorporate art education around seasons, holidays, special events, academic projects, and cultural events. SABE offers a specialized Spanish music program, as well as physical education that is taught by an English-speaking teacher. All students at SABE participate in these courses every other day to ensure a balanced educational experience for all students.

SABE supports implementation of these programs through its professional learning community (PLC) framework and dedicated collaborative planning time for teachers. During these times, teachers are able to share best practices, plan lessons, and discuss ways to integrate the arts into the school's dual language core curriculum and discuss language learning levels. This collaborative approach provides opportunities for ongoing professional development in areas such as bridging and translanguaging, which are emerging concepts in dual language research. SABE is actively working to build teacher capacity through book studies, on-site training, and professional development, fostering deeper understanding and enhancing instruction.

Additionally, the school employs a part-time instructional coach who observes classrooms and provides feedback to teachers. This coaching aligns with SABE's mission because it ensures that the art is integrated into core instructional areas and that instruction is consistently delivered at a high standard. Through these combined efforts, SABE not only meets the academic and physical needs of students but also nurtures their artistic and cultural development, creating a holistic and enriching learning environment.

iii. All classroom teachers providing instruction in Spanish will hold a bilingual endorsement. In addition, teachers will receive training in best practices and research in dual language teaching and learning.

School Response: SABE is proud of its highly qualified, licensed teaching staff that provide students with a rigorous, bilingual education. As professionals, teachers at SABE are given autonomy to adapt curriculum to the unique needs of their students, fostering creativity and innovation in the classroom. For example, teachers are encouraged to modify lesson plans to include project-based learning or interdisciplinary approaches. Additionally, all teachers providing Spanish instruction hold bilingual endorsements and as of this school year, all teachers providing the Spanish program were also native Spanish speakers. This is a huge advantage in teaching the Spanish language to students. A majority, seventy one percent, of our English core teachers hold their Teaching English to Students of Other Languages (TESOL) endorsements. SABE encourages and incentivizes teachers without a TESOL endorsement to pursue it by reimbursing the associated costs upon successful completion.

Staff at SABE are provided with at least 85 hours of annual professional development hours across seven professional development days and weekly staff meetings to continue developing best practice in our program, including the development of our Professional Learning Community (PLC) framework. SABE has provided teachers with the following professional development opportunities:

- Dual Language 101 and Essentials, Dual Language of Education of New Mexico, Virtual & On Site
- La Cosecha Dual Language Conference, Virtual & Off Campus
- Book Study: Culturize, Jimmy Casas, Leadership Team, Virtual & On-Site
- Culturally and Linguistically Responsive Teaching and Learning, Sharroky Hollie, Virtual & On-Site
- Teaching for Biliteracy, Beeman and Urow, Leadership Team, On-Site
- Biliteracy from the Start, Escamilla, Hopewell, et.al., Leadership Team, On-Site
- WIDA Online Trainings, Virtual
- Professional Learning Community Grade Level TEAM meetings, Instructional Leadership Team, On-Site
- Teachers What I Need Time (TWIN), Instructional Coach & Leadership Team, On-Site
- American Reading Company Curriculum Training (English & Spanish), American Reading Company, Virtual
- IRLA & ENIL Training, American Reading Company, Virtual
- Online Training Videos and webinars lead by our instructional coach
- Solution Tree Institutes: PLC Framework and Student Support, Off Campus
- Great Minds Eureka Math Training, Great Minds, Virtual
- Math Coaching, Dora Vigil with Cooperative Educational Services, On Site
- Math Differentiation and Student Support, Dora Vigil with Cooperative Educational Services, On-Site
- Project Guided Language Acquisition Design (GLAD), Dual Language Education of New Mexico, Virtual & Off Campus
- Crisis Prevention Intervention Training, Cooperative Educational Services, On-Site
- Special Education Training, Cooperative Educational Services, Virtual, Off Campus & On-Site
- Special Education Law Training, NMPED & Law Offices, Off Campus
- Autism Project Training, University of New Mexico, Virtual
- Special Education Mentorship Program, Region 9C, Virtual
- Social Emotional Training, Better Together, Virtual
- Social Emotional Training & Suicide Prevention, Emotionally Naked, Virtual
- Student & Staff Wellness Training & Movement Activities, Kids Focus, Virtual
- NMPED Charter School Division Trainings, Virtual and Off Campus
- Public Charter Schools of NM Trainings, Virtual and Off Campus

- Tuesday Tidbits, Administration & Instructional Leadership, Virtual and On-site
- Wednesday Workshops, Administration & Instructional Leadership, Virtual and On-site

In addition to meeting its educational program with fidelity, SABE is dedicated to a range of supplementary actions that foster student efficacy, build community, and support academic success. These additional commitments are critical to ensuring that all students reach their full potential in a nurturing, inclusive environment.

Family Engagement Initiatives: SABE recognizes the power of strong family-school partnerships and actively engages families through multiple channels. One such initiative is the *Regular Parent-Teacher-Student Conferencing*, where parents and guardians receive personalized updates on their child's academic achievements, social-emotional growth, and areas for improvement. In addition, *SOMOS SABE Family Engagement Sessions* are hosted monthly, offering families the chance to experience student learning firsthand while attending workshops that provide valuable tools for supporting biliteracy and child development at home. Furthermore, SABE's commitment to inclusivity is reflected in its *Bilingual Communication*, ensuring all families can fully engage, regardless of the language they speak. Parents are kept informed of school functions, community events, community resources, parent friendly articles that address different academic areas, especially as it relates to dual language learning, and information monthly. The *SABE Parent Council*, composed of parents, students, and staff, further strengthens these partnerships by regularly discussing school policies, upcoming events, and ways to enhance family participation. During the COVID-19 pandemic, the school also implemented *Virtual Engagement* events, making family involvement more accessible and maintaining strong connections despite physical distancing. Additionally, SABE is in the planning stage of becoming a state-recognized *Community School*, a strategic move aimed at expanding community partnerships and supporting both families and students through initiatives led by a part-time Community School Coordinator.

Social and Emotional Learning (SEL): Social-emotional development is a cornerstone of SABE's educational philosophy. The school has adopted a comprehensive *SEL Curriculum* designed to promote critical life skills such as empathy, emotional regulation, and conflict resolution. These lessons are seamlessly integrated into the academic day, ensuring that students develop both cognitive and emotional intelligence. To complement the SEL curriculum, SABE utilizes *Positive Behavior Support & Restorative Justice Practices*, which offer alternatives to punitive disciplinary actions, focusing instead on fostering accountability and strengthening community ties through restorative approaches.

Student Leadership and Voice: SABE provides numerous opportunities for students to develop leadership skills and take an active role in their education. The *Student Ambassadors* program is a standout initiative that empowers students to participate in decision-making, school events, and leadership activities. Ambassadors take part in various committees, engaging in service-learning projects such as the *Wild Friends* program, which teaches students about the legislative process. SABE further promotes student ownership of their learning through *Student-Led Conferences*, where students present their academic progress and set future goals. Similarly, *Student-Led IEP Meetings* encourage students to take the lead in discussing their academic progress, reinforcing self-advocacy and accountability.

Student Intervention (Tier 3): SABE continues to provide uninterrupted scheduled time for teachers to provide Tier 3 support. This is called our student What I Need (WIN) time. This ensures that students are provided support in closing learning gaps in both Math and Reading. This is a proponent of the school's professional learning community framework.

SABE has consistently demonstrated a commitment to faithfully executing its educational program while embracing innovation in teaching practices, family engagement, and social-emotional, student-centered

learning. These efforts have significantly supported the school's mission and enhanced educational outcomes. As SABE moves forward into the next phase of its charter, it remains dedicated to continuous improvement and the ongoing development of a dynamic, inclusive dual-language learning environment.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

SABE is committed to responsible financial management and compliance with all fiscal requirements outlined as evidenced by its continuous improvement in financial performance framework ratings across its charter term. Below is an explanation of how the school manages its finances and improvements made in response to audit findings.

The school has consistently met generally accepted standards of fiscal management, which includes complying with the applicable provisions of the Public-School Finance Code, the Procurement Code, and Audit Act. SABE submits all documentation in a timely manner and complies with all requests made by the Department and the Public Education Commission. The school has both a designated licensed business officer and Chief Procurement Officer.

In FY20, the school received a rating of 'does not meet standard' for indicator 2c 'responsive to audit findings.'

Finding: (001) Timely Deposit of cash receipts (repeat finding) (other noncompliance), (002) Purchasing (other non-compliance)

Action Taken: In response to finding 001, SANDOVAL ACADEMY OF BILINGUAL EDUCATION identified and uses an online payment system that deposits any cash payments directly into the school's bank account. The staff member that was collecting and receipting cash was re-trained and provided the internal policies and it was reviewed, and steps were created. In response to 002, SANDOVAL ACADEMY OF BILINGUAL EDUCATION's business manager will review all invoices and ensure sales tax is not included and not paid for.

In FY21, the school received two audit findings, one of which was a repeat finding, and took the following action to correct the finding. The school has not received another repeat finding:

Finding: (001) Timely Deposit of cash receipts (repeat finding) (other noncompliance), (002) Year End Accrual (other matters)

Action Taken: In response to finding one, SANDOVAL ACADEMY OF BILINGUAL EDUCATION identified and uses an online payment system that deposits any cash payments directly into the school's bank account. Additionally, the staff member that was collecting and receiving cash was relieved of their duties and it was added to the principal's responsibilities. In response to finding two, SANDOVAL ACADEMY OF BILINGUAL EDUCATION's business manager will review all deposits made in the subsequent fiscal year to ensure all accounts receivable accruals are properly identified and look specifically for the quarterly Medicaid submissions and work with the special services director.

The school received one audit finding in FY22 and FY23:

FY22 Finding: (001) Pledged Collateral (other noncompliance)

Action Taken: To address this, SANDOVAL ACADEMY OF BILINGUAL EDUCATION's business manager will submit corrected documents and resubmit them to the bank to increase collateral.

FY23 Finding: (001) Mileage Rate Reimbursement (other noncompliance)

Action Taken: SANDOVAL ACADEMY OF BILINGUAL EDUCATION's business manager will monitor the IRS mileage rate and update internal travel forms to present for any school related travel.

SABE has always maintained its board of finance and is committed to prudent financial stewardship.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

The school's governing council has maintained compliance with its by-laws and statutory requirements during the contract term. The governing body has been responsible for ensuring the school's mission is upheld and that it remains compliant with legal, financial, and operational standards.

The school's governing council has met or exceeded its training requirements for all years of the school's contract term:

Board Members	FY21	FY22	FY23	FY24
Brennan Divett	9	12	10	13.5
Lisa Spangler	9	12	10	13.5
Wayne Mosseman	9			
Becky Torres	9	12	10	13.5
Scott Heller	9	12	10	13.5
Mario Martinez		19	10	13.5

Source: CSD Internal Monitoring

In SY2021-22 the school received a rating of ‘working to meet standard’ for indicator 3c due to a late governing council membership notification. In SY2022-23, the school received another rating of ‘working to meet standard,’ for late reporting a change to its bylaws. This resulted in a repeat rating of ‘Working to Meet Standard’ for indicator 3c. In response, the school leader has developed a form that is completed should the school’s governing council change its bylaws or membership to ensure timely submissions to the PEC for approval in the future.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students’ cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school’s equity council play in protecting the rights of all students?

School response: SABE is deeply committed to protecting the rights of all students by fostering a culturally and linguistically responsive environment that honors and validates their diverse identities. By aligning its efforts with the Martinez-Yazzie mandate and complying with the Indian Education Act, Hispanic Education Act, and Black Education Act, the school ensures that each student feels a strong sense of belonging and receives a high-quality, culturally relevant education.

In accordance with the Martinez-Yazzie mandate, which prioritizes educational equity for historically underserved students, the school has implemented a range of initiatives. The curriculum is designed to be culturally and linguistically relevant, incorporating materials that reflect the diverse backgrounds of the student body. Students engage in learning that emphasizes the histories, perspectives, and contributions of Indigenous, Hispanic, and Black communities. As a full-inclusion dual-language school, SABE promotes language development in both English and students' native languages, supporting academic achievement through bilingual education. Teachers participate in ongoing professional development focused on culturally responsive pedagogy, ensuring they have the necessary skills to meet the diverse learning needs of all students.

The school takes significant steps to foster a sense of identity and belonging among its students. Regular cultural events, such as Indigenous Peoples’ Day, Hispanic Heritage Month, and Black History Month, celebrate the rich heritages of the student body and promote cultural pride. Instructional practices are designed to allow students to bring their own cultural experiences into the classroom, encouraging them to explore and express their identities through projects and classroom discussions. School leadership also writes a newsletter that outlines upcoming events or changes at the school, such as the

implementation of SABE's first Baile Folklórico program, which is shared on the school's website to promote student and family sense of belonging and to build community.

In compliance with the Indian Education Act, the school integrates the history, culture, and contributions of Native American communities into its curriculum, ensuring that these are taught accurately and respectfully. The school has also established partnerships with local tribal communities to align instruction with tribal values and provide students with opportunities for cultural engagement and mentorship. These efforts ensure that Native American students receive an education that is reflective of their cultural heritage.

The Hispanic Education Act is similarly upheld through the school's dual-language program, which supports both English and Spanish proficiency. The curriculum honors Hispanic and Latinx history, culture, and contributions, offering students opportunities to explore significant figures and events in both Latin American and U.S. history. The school also provides targeted academic support for Hispanic students who are English learners, ensuring they can succeed academically while maintaining their linguistic heritage. Engaging Hispanic families in the educational process is another priority, with the school offering bilingual communication and organizing events that foster strong connections between home and school.

The school also meets the requirements of the Black Education Act by ensuring that Black history, culture, and contributions are incorporated into classroom instruction. Students learn about important historical movements, leaders, and cultural icons, with a focus on issues of social justice and systemic racism. The school celebrates Black excellence through events such as Black History Month, fostering pride and recognition of achievements in the Black community. Mentorship programs are in place to provide Black students with guidance and support from role models, while staff participate in anti-bias training to maintain an inclusive and equitable school climate.

Central to the school's commitment to equity is its Equity Council, which plays a crucial role in protecting the rights of all students. The Council regularly reviews student performance data to identify achievement gaps and conducts annual equity audits to ensure that the school's policies and practices are aligned with its mission to provide equitable opportunities for all students. The Equity Council also advocates for marginalized students, making recommendations to school leadership on how to improve inclusivity and cultural relevance within the school. In addition, the Council engages with families and communities, gathering feedback to inform the school's ongoing efforts to better serve its diverse student population.

Through these initiatives, the school demonstrates its commitment to ensuring that all students receive a culturally and linguistically relevant education that respects their identities, fosters a strong sense of belonging, and promotes an environment where every student can thrive.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: The school is not located on tribal land and currently serves less than 1% Native American students, which means tribal consultation is not required. However, the school is committed to collaborating with tribal leaders and communities if the number of Native American student membership increases at the school. The school actively encourages local families to participate in our

school council, including its equity council, to ensure that the voices of our Native American students are represented and heard.

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

SY2020-21 Rating of ‘Does Not Meet Standard’ for Indicator 2.c Responsive to Audit Findings

School Response: To improve its rating for Indicator 2c, Sandoval Academy of Bilingual Education (SABE) took several actions to address repeated audit findings. A key staffing change was implemented, ensuring the principal is no longer responsible for handling, verifying, or depositing cash. Additionally, the school adopted an online payment system, allowing payments to be made directly to the school's bank account, reducing the risk of errors or delays in cash handling. The principal also introduced monthly quality control checks, conducted during finance committee meetings, to further ensure compliance and accuracy in financial processes.

As a result of these measures, the school’s performance rating has improved to "Meets Standard" for the past two years. Evidence such as copies of receipts and compliance logs verifying timely deposits will be provided during the site visit to demonstrate the effectiveness of these actions.

SY2021-22 - SY2022-23 Repeat Rating of ‘Working to Meet Standard’ for Indicator 3.c Reporting Requirements

School Response: To improve its rating for Indicator 3c, Sandoval Academy of Bilingual Education (SABE) implemented a quality control process to ensure timely submissions of governing board bylaw amendments and membership changes. The head of school developed a tracking form that is completed whenever changes occur, ensuring that submissions are made promptly to the Public Education Commission (PEC) for approval. As a result of these actions, the school's performance rating for the most recent year improved to "Meets Standard." Copies of the form will be provided as evidence during the site visit.

SY2021-22 - SY2022-23 Repeat Rating of ‘Working to Meet Standard’ for Indicator 4.b. Attendance and Retention

School Response: For the past two years, student attendance at SABE has remained consistent at 91%, or slightly low the 95% requirement. To meet attendance requirements, Sandoval Academy of Bilingual Education (SABE) submits an annual attendance improvement plan to the New Mexico Public Education Department (NMPED). Teachers actively communicate with families when attendance issues arise, referring students to the Student Assistance Team if necessary. SABE ensures families are informed of the board-approved Student Attendance Success Policy through the Student/Parent Handbook, distributed at the start of each school year.

The school also promotes attendance through its Positive Behavior Support Program by recognizing individual students for Perfect Attendance and celebrating classes that meet or exceed the 95% attendance rate. These achievements are highlighted in the weekly staff newsletter and the monthly parent newsletter, which also emphasize the importance of attendance and share resources for improvement.

In cases of chronic absenteeism, families receive a notification letter, and meetings with the principal are arranged to provide support and explore solutions. The school's Parent Liaison offers additional community resources to families as needed. As a result of these efforts, SABE's attendance rate improved from 89% in the 2020-2021 school year to 91% in subsequent years.

During the site visit, evidence such as the Attendance Letter Tracking Log and copies of attendance letters will be provided to demonstrate the school's compliance and progress.

SY2022-23 Rating of 'Does Not Meet Standard' for Indicator 4.c. Staff Credentialing

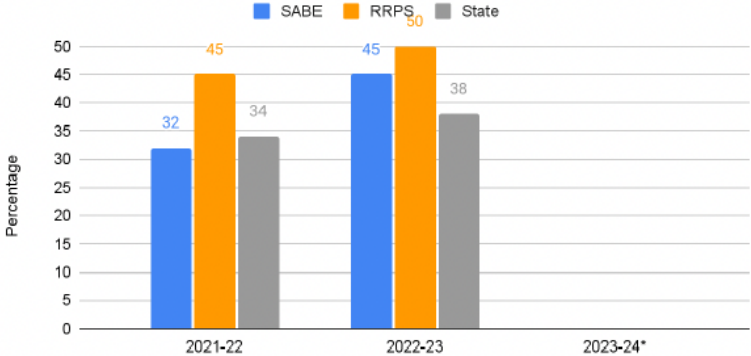
School Response: To address the non-compliance in Indicator 4.c, the school hired a new registrar responsible for managing staff and teacher records, ensuring accurate coding for licensure requirements. The registrar works closely with a contracted STARS/NOVA reporting organization, which provides training and ensures accurate reporting to the New Mexico Public Education Department (NMPED). Additionally, the registrar has access to self-guided online training for the Student Information System (SIS) to further enhance data accuracy. As a result, the school's performance rating improved to 'Meets Standard.' During the site visit, a review of staff files and SIS data will demonstrate the school's compliance.

The school has not received any Office of Civil Rights (OCR) complaints, formal special education compliance, or NM Attorney General complaints during its contract term.

NM State Assessments

Reading

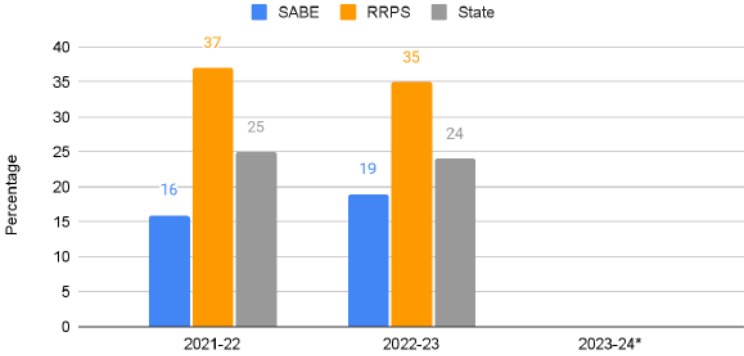
Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

Mathematics

Percent of Students Proficient in Math across Charter Term

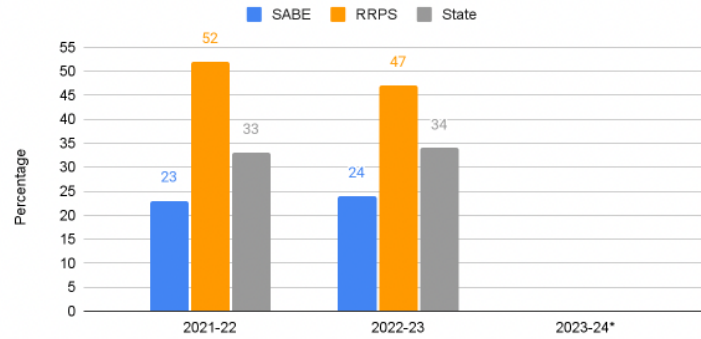


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

Science

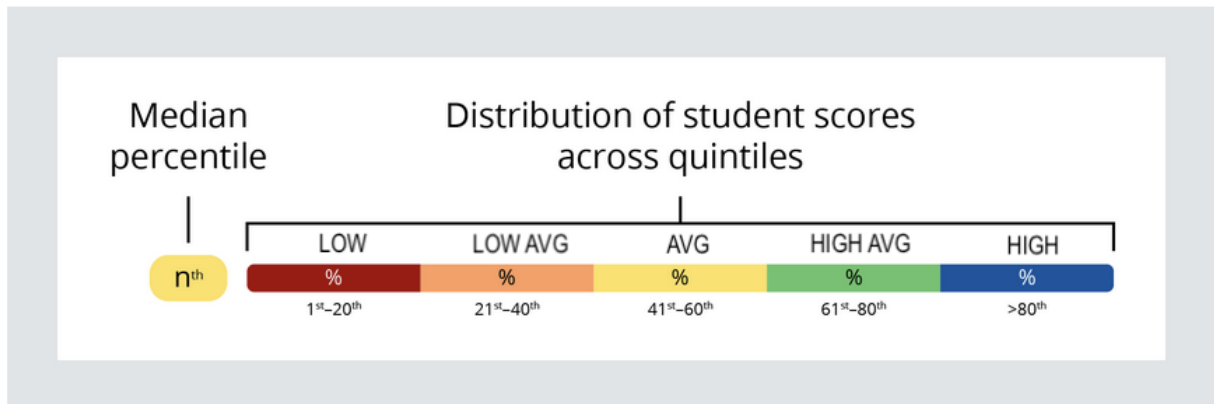
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

NWEA – Benchmark Data



Reading K-12 Proficiency Thresholds

(July 2022 – New Default Linking Study)

Grade	Below Standards		Proficient		Advanced	
	Median RIT	Percentile	Median RIT	Percentile	Median RIT	Percentile
3	N/A	1 - 58	201	59	214	85
4	N/A	1 - 57	208	58	220	82
5	N/A	1 - 56	214	57	226	83
6	N/A	1 - 56	218	57	230	82
7	N/A	1 - 55	221	56	236	86
8	N/A	1 - 55	224	56	238	83

Math K-12 Proficiency Thresholds

(July 2022 – New Default Linking Study)

Grade	Below Standards		Proficient		Advanced	
	Median RIT	Percentile	Median RIT	Percentile	Median RIT	Percentile
3	N/A	1 – 52	202	53	214	82
4	N/A	1 – 55	213	56	226	84
5	N/A	1 – 61	224	62	237	86
6	N/A	1 – 58	227	59	240	84
7	N/A	1 – 60	232	61	246	85
8	N/A	1 - 62	237	63	252	86

Reading, Math, & Spanish Reading Proficiency Data by RIT

2020-2021 NWEA READING PROFICIENCY SCORES			
Total Students Assessed:		219	
Quintile Data	Number of Students Scores	%	
Low	69	32%	Percentage Low:
Low Average	51	23%	55%
Average	41	19%	
High Average	35	16%	Percentage Proficient:
High	23	11%	45%

2021-2022 NWEA READING PROFICIENCY SCORES			
Total Students Assessed:		209	
Quintile Data	Number of Students Scores	%	
Low	71	34%	Percentage Low:
Low Average	50	24%	58%
Average	44	21%	
High Average	24	11%	Percentage Proficient:
High	20	10%	42%

2022-2023 NWEA READING PROFICIENCY SCORES			
Total Students Assessed:		222	
Quintile Classification	Number of Students Scores	%	
Low	67	30%	Percentage Low:
Low Average	56	25%	55%
Average	44	20%	
High Average	33	15%	Percentage Proficient:
High	22	10%	45%

2023-2024 NWEA READING PROFICIENCY SCORES			
Total Students Assessed:		225	
Quintile Classification	Number of Students Scores	%	
Low	62	28%	Percentage Low:
Low Average	59	26%	54%
Average	44	20%	
High Average	35	16%	Percentage Proficient:
High	25	11%	46%

2020-2021 NWEA MATH PROFICIENCY SCORES			
Total Students Assessed:	214		
Quintile Data	Number of Students Scores	%	
Low	78	36%	Percentage Low:
Low Average	62	29%	65%
Average	37	17%	
High Average	22	10%	Percentage Proficient:
High	15	7%	35%

2021-2022 NWEA MATH PROFICIENCY SCORES			
Total Students Assessed:	209		
Quintile Data	Number of Students Scores	%	
Low	80	38%	Percentage Low:
Low Average	55	26%	65%
Average	38	18%	
High Average	22	11%	Percentage Proficient:
High	14	7%	35%

2022-2023 NWEA MATH PROFICIENCY SCORES			
Total Students Assessed:	222		
Quintile Classification	Number of Students Scores	%	
Low	79	36%	Percentage Low:
Low Average	64	29%	64%
Average	44	20%	
High Average	21	9%	Percentage Proficient:
High	14	6%	36%

2023-2024 NWEA MATH PROFICIENCY SCORES			
Total Students Assessed:	225		
Quintile Classification	Number of Students Scores	%	
Low	66	29%	Percentage Low:
Low Average	58	26%	55%
Average	49	22%	
High Average	36	16%	Percentage Proficient:
High	16	7%	45%

2020-2021 NWEA SPANISH READING PROFICIENCY SCORES			
Total Students Assessed: 216			
Quintile Data	Number of Students Scores	%	
Low	150	69%	Percentage Low:
Low Average	32	15%	84%
Average	17	8%	
High Average	9	4%	Percentage Proficient:
High	8	4%	16%

2021-2022 NWEA SPANISH READING PROFICIENCY SCORES			
Total Students Assessed: 209			
Quintile Data	Number of Students Scores	%	
Low	148	71%	Percentage Low:
Low Average	40	19%	90%
Average	11	5%	
High Average	5	2%	Percentage Proficient:
High	5	2%	10%

2022-2023 NWEA SPANISH READING PROFICIENCY SCORES			
Total Students Assessed: 222			
Quintile Classification	Number of Students Scores	%	
Low	149	67%	Percentage Low:
Low Average	41	18%	86%
Average	20	9%	
High Average	7	3%	Percentage Proficient:
High	5	2%	14%

2023-2024 NWEA SPANISH READING PROFICIENCY SCORES			
Total Students Assessed: 224			
Quintile Classification	Number of Students Scores	%	
Low	140	63%	Percentage Low:
Low Average	42	19%	81%
Average	25	11%	
High Average	11	5%	Percentage Proficient:
High	6	3%	19%



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Sandoval Academy of Bilingual Education

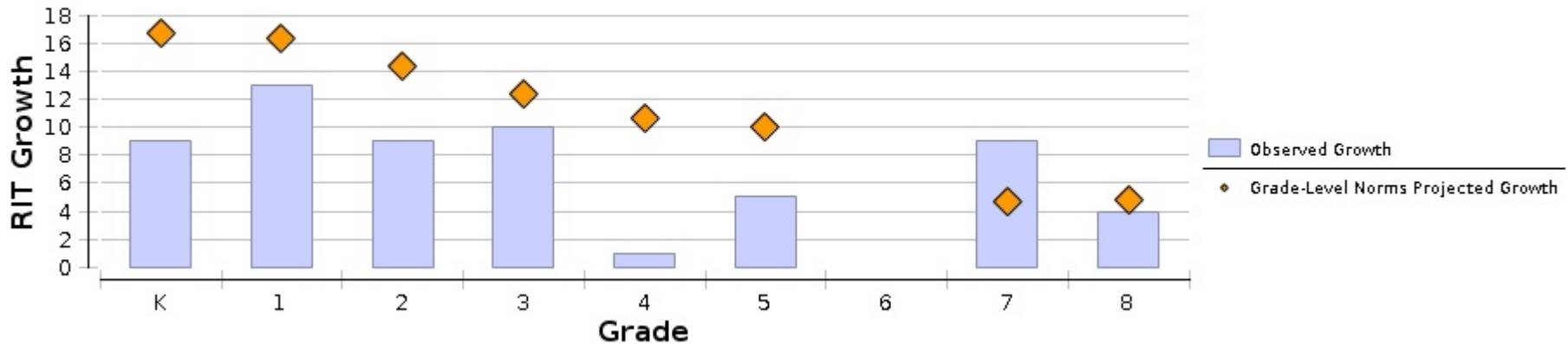
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
 End - 32 (Spring 2021)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Math: Math K-12

Grade (Spring 2021)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	18	145.3	5.6	85	154.5	7.9	31	9	1.4	16.7	-3.35	1	18	2	11	19
1	12	162.0	11.3	63	174.5	9.8	38	13	2.5	16.3	-1.51	7	12	3	25	20
2	13	178.0	12.3	70	187.2	16.1	36	9	2.0	14.4	-2.29	1	13	4	31	20
3	14	183.4	11.0	20	193.9	9.9	14	10	1.1	12.4	-0.89	19	14	4	29	34
4	12	194.8	10.7	24	195.9	13.9	2	1	1.6	10.7	-4.83	1	12	0	0	7
5	8	213.5	13.9	72	218.9	17.7	51	5	2.5	10.0	-1.99	2	8	2	25	31
6	0	**			**			**					**			
7	2	178.5	7.8	1	187.5	7.8	1	9	0.0	4.7	2.09	98	2	2	100	67
8	1	190.0		1	194.0		1	4		4.8	-0.35	36	1	0	0	0

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Sandoval Academy of Bilingual Education

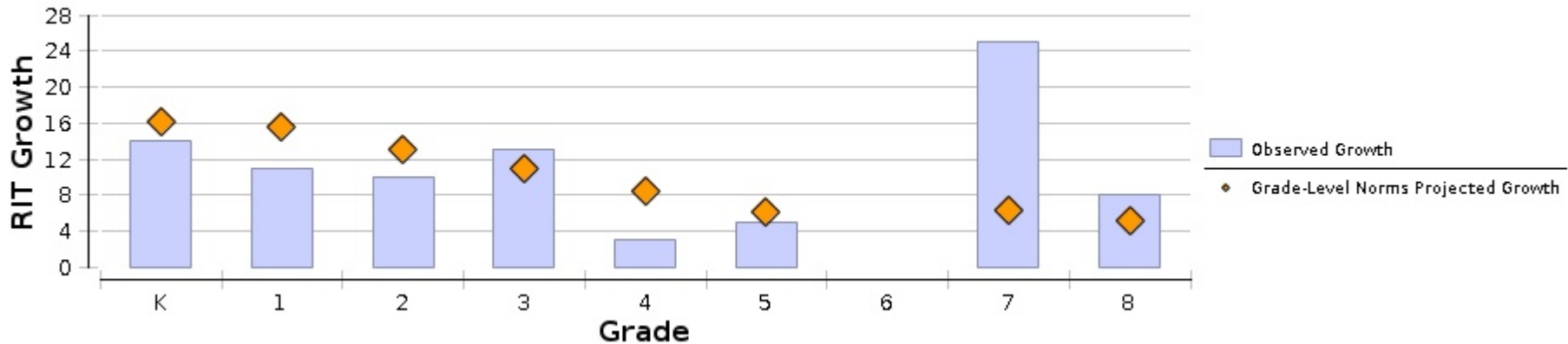
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
 End - 32 (Spring 2021)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading

Grade (Spring 2021)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	18	139.2	8.7	69	152.8	9.7	48	14	1.6	16.2	-1.06	14	18	5	28	35
1	12	156.9	8.4	57	167.8	14.3	29	11	3.0	15.6	-1.84	3	12	5	42	40
2	14	170.1	16.7	36	179.6	15.7	20	10	3.5	13.2	-1.45	7	14	7	50	40
3	14	176.9	15.9	9	189.6	17.0	15	13	2.6	10.9	0.84	80	14	7	50	49
4	12	192.6	20.5	29	195.5	16.2	10	3	2.8	8.4	-2.65	1	12	4	33	22
5	9	212.7	13.7	88	217.4	12.9	82	5	1.7	6.1	-0.69	24	9	5	56	55
6	0	**			**			**					**			
7	2	163.0	2.8	1	188.0	7.1	1	25	7.0	6.4	10.61	99	2	2	100	94
8	1	188.0		1	196.0		1	8		5.1	1.41	92	1	1	100	0

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Sandoval Academy of Bilingual Education

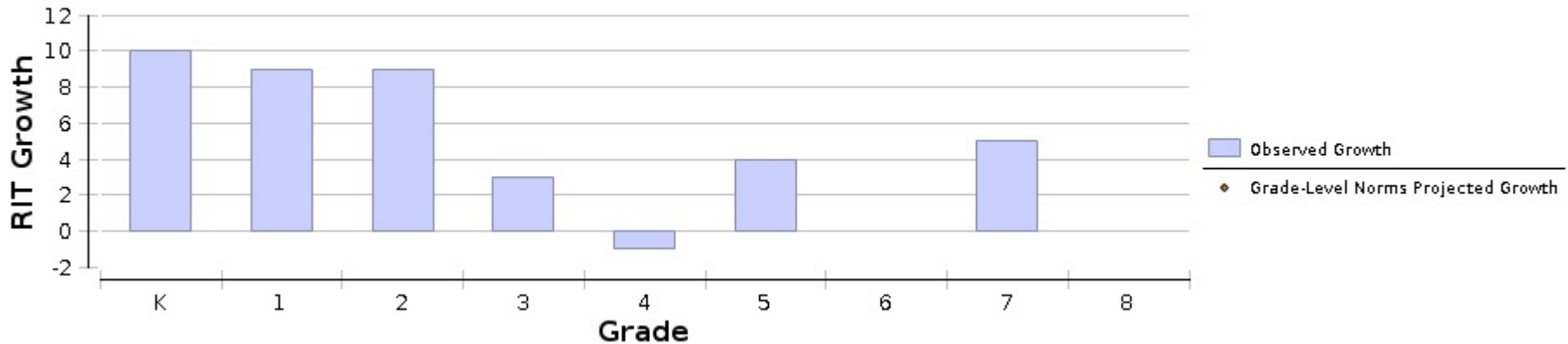
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
 End - 32 (Spring 2021)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading (Spanish)

Grade (Spring 2021)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	18	128.6	4.9		138.9	7.3		10	1.4				18	2	11	25
1	12	139.5	10.7		148.1	8.6		9	3.1				12	2	17	18
2	13	152.0	13.8		160.8	13.4		9	2.4				13	2	15	19
3	13	167.6	10.8		170.9	10.1		3	1.6				13	2	15	16
4	11	177.8	12.3		176.5	13.8		-1	1.6				11	0	0	4
5	8	187.8	16.7		191.9	19.5		4	1.6				8	2	25	33
6	0	**			**			**					**			
7	1	177.0			182.0			5					1	0	0	0
8	0	**			**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Sandoval Academy of Bilingual Education

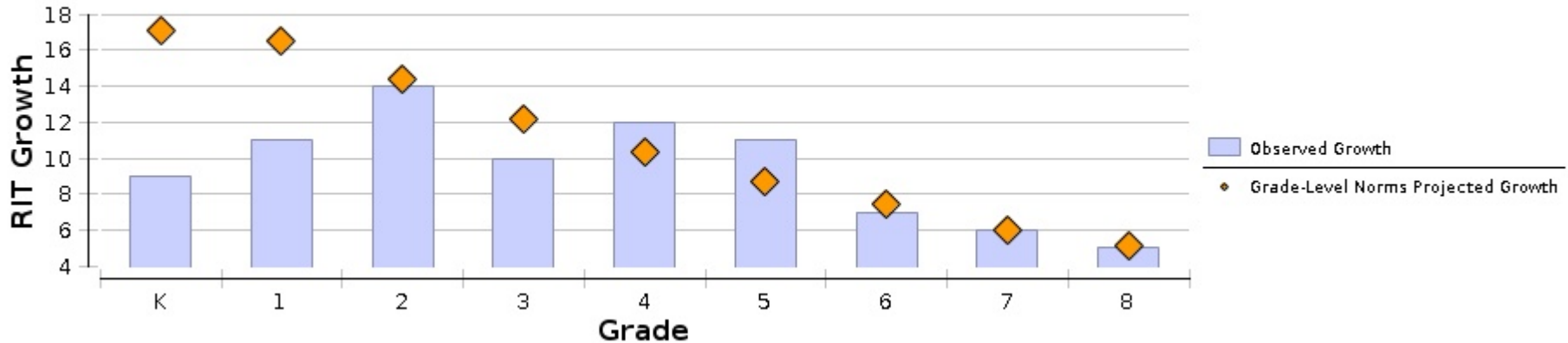
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	29	142.4	13.9	70	151.4	13.2	13	9	1.5	17.1	-3.63	1	29	3	10	12
1	38	153.8	13.2	14	164.8	11.9	3	11	1.1	16.5	-2.20	1	38	9	24	19
2	32	174.0	12.0	43	187.5	12.7	38	14	0.9	14.4	-0.39	35	32	16	50	47
3	34	180.1	12.8	8	190.0	12.4	5	10	1.2	12.2	-1.10	14	34	11	32	32
4	21	190.0	10.2	8	202.3	10.3	13	12	1.3	10.4	0.98	84	21	14	67	63
5	20	199.3	14.8	9	209.8	18.2	14	11	1.2	8.7	0.78	78	20	10	50	53
6	6	203.3	10.3	7	210.3	10.2	7	7	2.5	7.5	-0.22	41	6	4	67	66
7	12	207.9	12.7	8	213.8	14.1	8	6	1.1	6.0	-0.04	48	12	7	58	49
8	4	210.8	7.4	7	215.8	11.8	8	5	2.9	5.2	-0.07	47	4	3	75	53

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Sandoval Academy of Bilingual Education

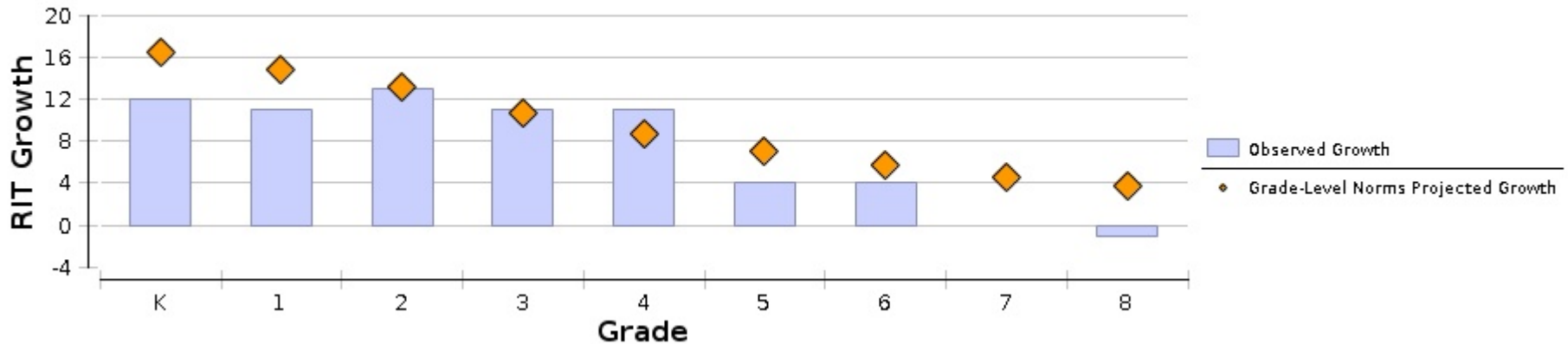
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	28	137.4	9.6	56	148.9	12.9	21	12	1.5	16.4	-2.00	2	28	10	36	21
1	38	149.0	13.4	10	159.7	15.1	3	11	1.4	14.8	-1.64	5	38	12	32	19
2	32	168.3	12.4	27	181.4	14.0	28	13	1.1	13.1	0.00	50	32	16	50	46
3	34	182.7	13.1	29	193.3	13.7	30	11	1.6	10.7	-0.04	49	34	18	53	49
4	21	187.1	10.7	9	197.6	10.3	16	11	1.7	8.7	0.87	81	21	11	52	53
5	20	195.3	15.0	10	198.8	17.0	4	4	2.5	7.0	-1.76	4	20	5	25	36
6	6	200.0	7.8	8	204.2	10.6	5	4	3.3	5.8	-0.92	18	6	2	33	37
7	12	206.7	14.4	15	207.0	18.4	6	0	3.0	4.5	-2.39	1	12	5	42	26
8	4	215.0	10.6	35	213.5	12.4	15	-1	4.4	3.8	-2.63	1	4	1	25	15

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Sandoval Academy of Bilingual Education

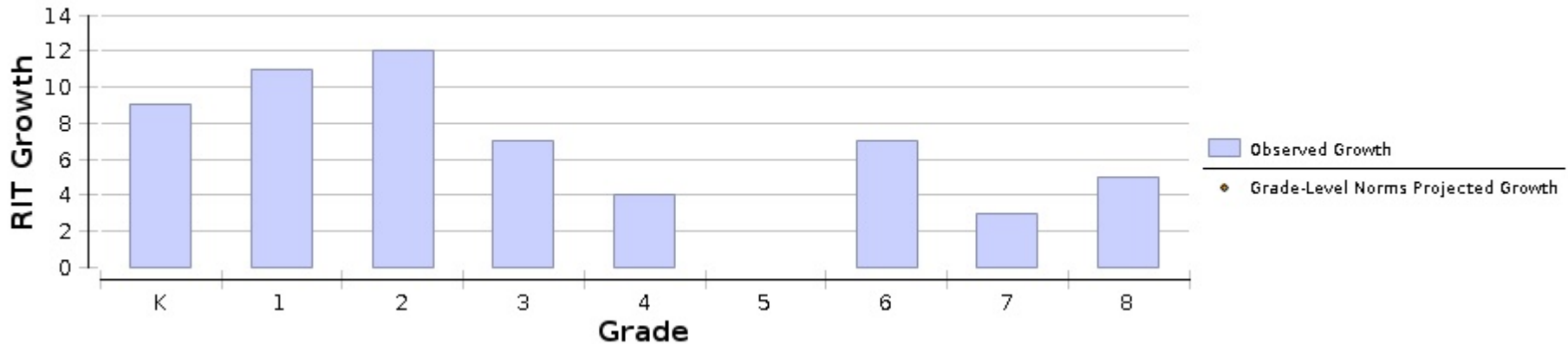
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against							
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	28	129.7	5.0	138.4	8.8		9	1.3				28	3	11	22
1	38	138.8	8.9	150.0	12.5		11	1.4				38	5	13	24
2	32	150.6	11.7	162.7	12.3		12	1.5				32	9	28	29
3	33	168.4	8.9	175.7	8.7		7	1.1				33	15	45	45
4	21	170.6	7.0	174.2	6.9		4	1.7				21	4	19	14
5	19	179.7	11.2	179.5	12.2		0	1.3				19	1	5	12
6	6	188.8	12.4	195.3	14.3		7	2.7				6	1	17	40
7	12	187.3	10.5	190.3	13.0		3	3.1				12	3	25	10
8	4	182.3	15.5	187.0	15.8		5	1.8				4	0	0	16

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Sandoval Academy of Bilingual Education

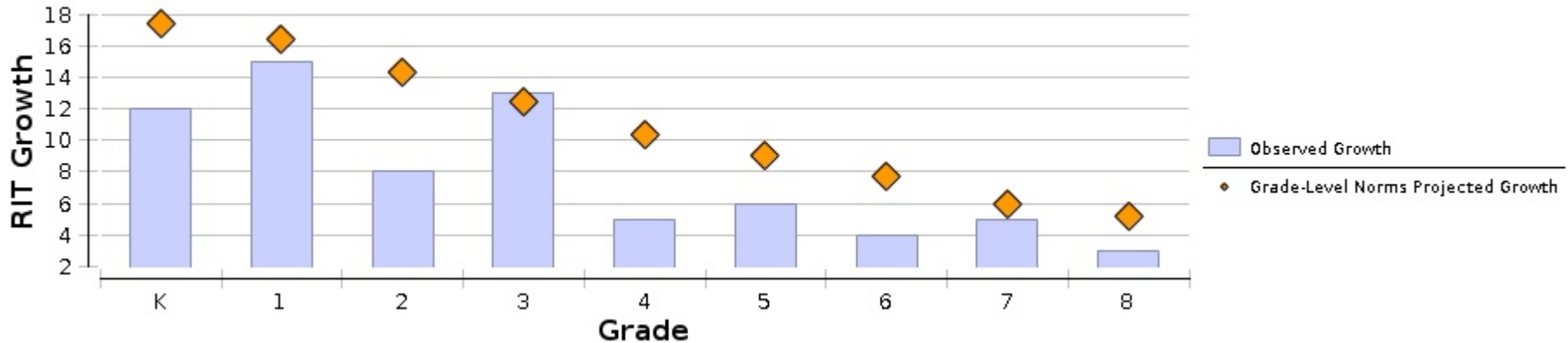
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	35	140.8	8.9	59	152.7	10.0	20	12	1.3	17.4	-2.44	1	35	10	29	25
1	23	157.3	13.8	32	172.6	11.0	27	15	1.5	16.4	-0.45	33	23	10	43	34
2	25	171.6	15.0	28	179.8	14.4	6	8	1.2	14.4	-2.72	1	25	3	12	18
3	32	184.1	12.5	23	196.5	13.3	24	13	1.2	12.4	0.00	50	32	15	47	40
4	30	190.5	13.6	9	195.4	15.8	2	5	1.0	10.4	-2.77	1	30	7	23	18
5	21	202.9	11.7	20	209.1	11.5	12	6	1.5	9.0	-1.22	11	21	8	38	26
6	19	206.8	17.3	15	210.6	17.8	8	4	1.4	7.7	-1.77	4	19	3	16	32
7	8	207.0	16.2	6	211.8	14.7	5	5	1.8	6.0	-0.56	29	8	3	38	38
8	8	211.1	20.0	8	214.4	19.8	6	3	2.3	5.2	-0.77	22	8	4	50	46

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Sandoval Academy of Bilingual Education

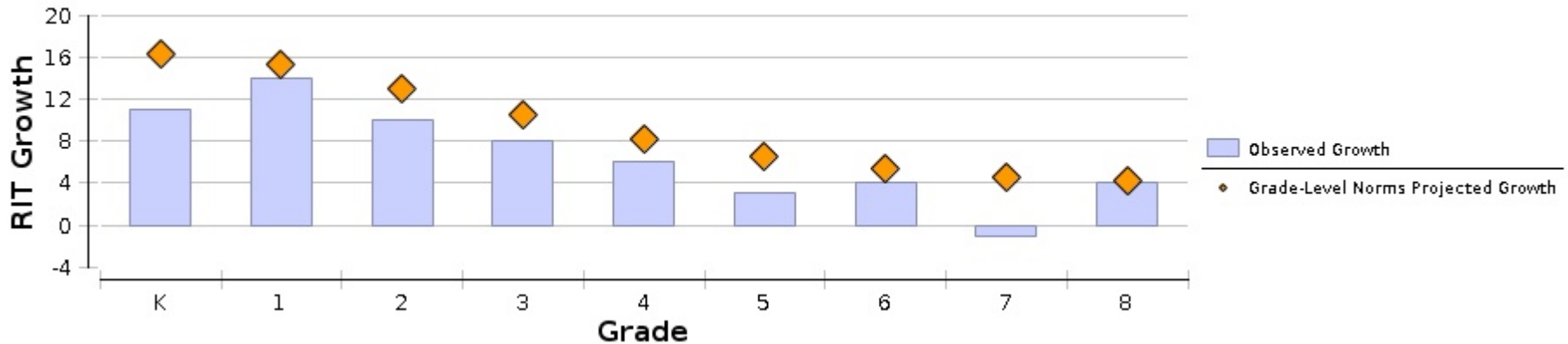
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	35	138.0	5.5	60	149.1	9.0	23	11	1.2	16.3	-2.14	2	35	11	31	16	
1	23	154.2	11.5	37	167.8	13.8	29	14	1.7	15.3	-0.68	25	23	13	57	55	
2	25	166.2	14.5	17	175.7	14.2	8	10	1.5	13.0	-1.41	8	25	8	32	22	
3	32	186.0	19.2	47	194.3	18.1	35	8	1.5	10.5	-1.05	15	32	14	44	39	
4	30	195.3	12.5	42	200.8	14.4	29	6	1.3	8.2	-1.32	9	30	9	30	37	
5	21	202.3	13.0	38	204.8	13.5	19	3	1.5	6.6	-2.08	2	21	6	29	28	
6	19	206.8	15.0	32	210.4	17.5	24	4	1.3	5.4	-1.03	15	19	11	58	49	
7	8	206.9	12.7	16	205.9	17.7	4	-1	4.3	4.5	-3.13	1	8	4	50	45	
8	8	206.1	15.0	7	210.0	19.5	7	4	2.5	4.2	-0.17	43	8	4	50	44	

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Sandoval Academy of Bilingual Education

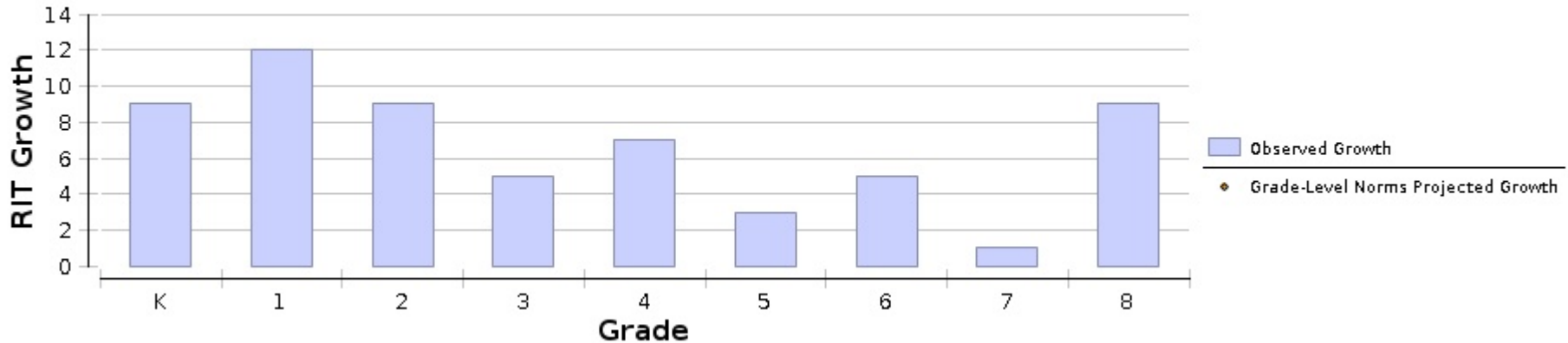
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
 End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	35	128.7	4.4	137.4	6.9		9	1.1				35	2	6	25
1	23	145.3	10.1	157.0	12.2		12	1.5				23	4	17	18
2	25	154.1	16.3	162.8	16.8		9	1.2				25	3	12	19
3	31	173.2	9.4	177.7	9.3		5	1.2				31	6	19	33
4	30	176.4	8.9	183.3	12.4		7	1.7				30	10	33	37
5	21	176.4	8.3	179.3	6.2		3	1.1				21	3	14	12
6	19	191.4	12.7	196.3	12.9		5	1.0				19	3	16	26
7	8	186.8	16.1	187.5	13.6		1	1.3				8	0	0	7
8	8	186.8	8.9	195.3	15.0		9	3.4				8	3	38	36

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Sandoval Academy of Bilingual Education

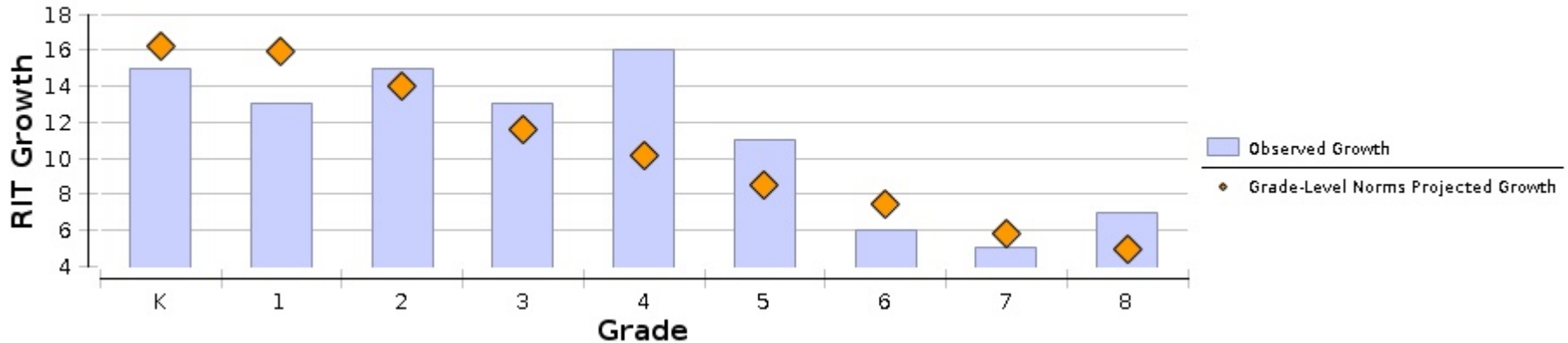
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 31 (Spring 2024)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	29	144.8	11.7	83	159.3	7.9	70	15	1.2	16.2	-0.81	21	29	11	38	37
1	32	156.9	10.8	30	170.0	9.3	17	13	1.1	16.0	-1.18	12	32	9	28	30
2	28	175.4	9.1	52	189.9	9.9	56	15	0.9	14.0	0.24	59	28	19	68	58
3	27	174.2	13.4	1	186.7	15.1	2	13	1.4	11.6	0.44	67	27	14	52	52
4	29	191.4	12.4	11	206.9	14.8	33	16	1.3	10.1	2.82	99	29	21	72	84
5	29	200.4	11.7	12	211.7	13.6	21	11	1.2	8.5	1.25	90	29	19	66	66
6	13	206.5	6.9	15	212.5	7.7	12	6	1.4	7.4	-0.67	25	13	4	31	39
7	16	207.9	13.1	8	213.3	19.2	8	5	2.2	5.8	-0.20	42	16	7	44	28
8	11	209.8	12.5	6	216.9	13.6	10	7	2.7	5.0	0.91	82	11	6	55	56

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Sandoval Academy of Bilingual Education

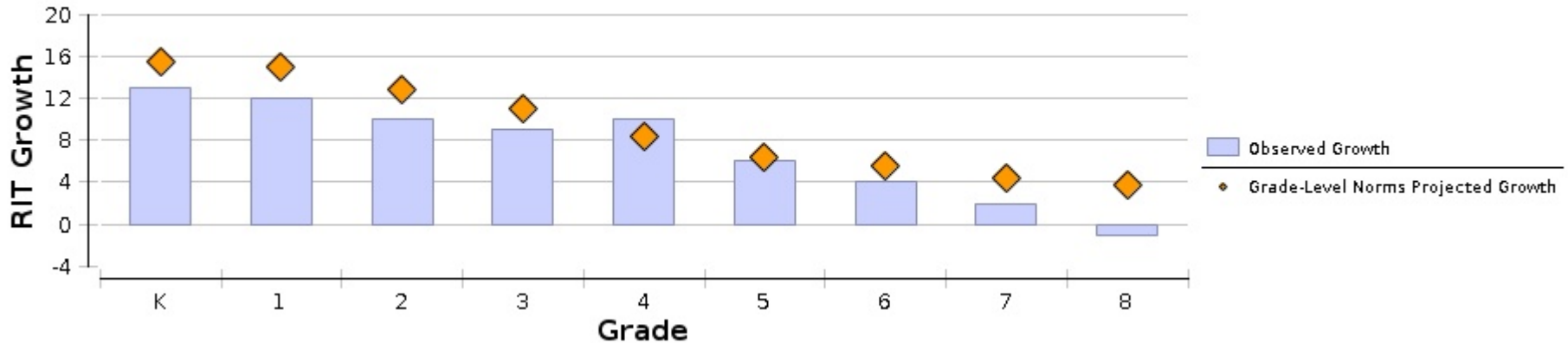
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 31 (Spring 2024)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	29	140.6	8.7	77	153.8	13.4	59	13	2.4	15.5	-0.98	16	29	14	48	47
1	32	154.7	10.7	41	166.5	11.6	24	12	1.4	15.0	-1.30	10	32	9	28	28
2	28	170.5	12.4	39	180.7	12.4	26	10	1.2	12.9	-1.11	13	28	11	39	44
3	26	171.8	16.6	2	180.7	16.1	1	9	1.7	10.9	-1.00	16	26	8	31	30
4	29	191.2	16.2	22	201.6	18.3	33	10	1.6	8.3	1.04	85	29	20	69	65
5	29	205.1	12.9	53	210.8	12.7	50	6	1.4	6.4	-0.35	36	29	16	55	50
6	13	203.1	17.3	16	207.1	14.6	12	4	1.9	5.5	-0.90	18	13	4	31	36
7	16	208.4	14.9	21	210.9	15.1	15	2	1.7	4.3	-1.08	14	16	6	38	41
8	11	213.9	11.6	30	212.5	14.4	12	-1	3.1	3.8	-2.66	1	11	2	18	12

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Sandoval Academy of Bilingual Education

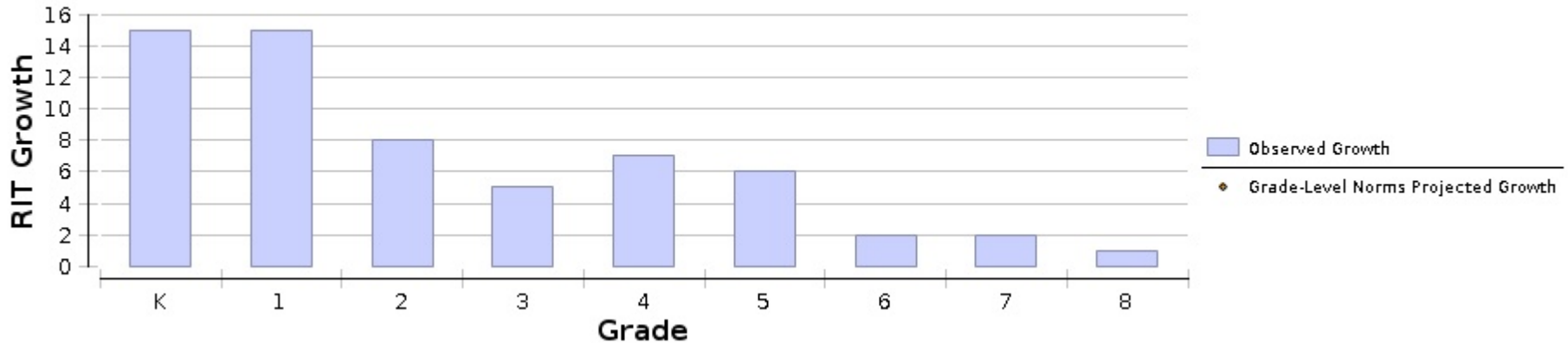
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
 End - 31 (Spring 2024)
Grouping: None
Small Group Display: Yes

Sandoval Academy of Bilingual Education

Language Arts:
 Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	28	129.2	6.6	144.2	11.5		15	2.0				28	10	36	40
1	32	139.3	7.9	153.9	11.7		15	1.3				32	8	25	31
2	28	156.4	14.5	164.3	15.0		8	1.2				28	3	11	20
3	26	167.4	11.3	172.5	14.0		5	1.6				26	5	19	25
4	29	174.1	12.4	180.8	14.9		7	1.3				29	10	34	35
5	29	183.9	11.9	189.4	13.3		6	1.5				29	9	31	23
6	13	192.2	11.6	193.9	11.3		2	1.2				13	0	0	15
7	16	192.4	12.1	193.9	13.4		2	1.5				16	2	13	11
8	11	185.6	10.8	186.2	12.5		1	1.8				11	0	0	5

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.