AGENDA ITEM EXECUTIVE SUMMARY

I.   Public Education Commission Meeting Date: November 15, 2016

II.   Item Title: Vote on Charter School Amendment – Tiera Adentro of New Mexico (TANM) Student Focus Terms

III.   Executive Summary and Proposed Motions:

Request and Rationale

Tiera Adentro of New Mexico is requesting to amend the Student Focused Terms of its contract. The school is asking to include the following:

> *In addition, TANM offers, on an as needed basis, alternative programming; such as, but not limited to, online programming, after school programming, extended school year programming, or dual credit options to students who qualify.*

The school indicates that the rationale to amend the Student Focused Terms of its contract is based on TANM experiencing a rise in students who need alternative programming. TANM school administrators indicate these students are either excelling at the dual credit level, need an online alternative programming for other credit recovery or acceleration, and after school care.

The school did not provide details about their online programming or the "alternative programming" that may be offered. Additionally, the school provided no evidence that an additional or new program has been approved by the PED budget office. As a result, CSD is unable to evaluate the school's request to amend the Student Focus terms of its contract.

School History

The TANM Charter Application was approved by the Public Education Commission in 2009 and began serving students in 2010.

In 2009, the Public Education Commission approved the school's opening in 2010 as a state authorized charter school for a 5 year term. The school is authorized to serve grades 6-12 and its enrollment cap is 430. According to the 2016 120th Day STARS report, the school had 265 students enrolled in March 2016.
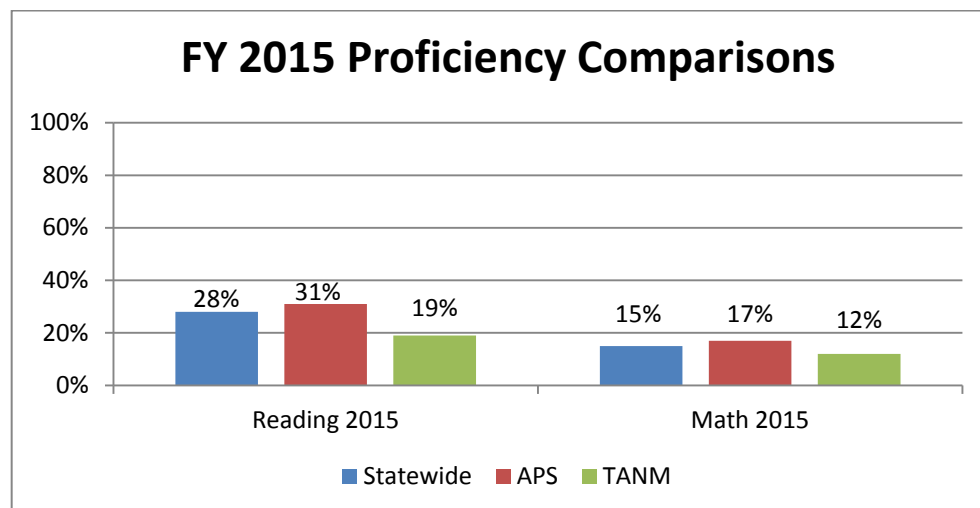
School Performance

Tiera Adentro has received the following school grades:
In 2013-14 the school grade was a B. In 2014-15 the school grade was a C. In 2015-2016 the school grade was a B.

Overall Letter Grade

B
69.68

B
46.03

C
55.22

2014   2015   2016
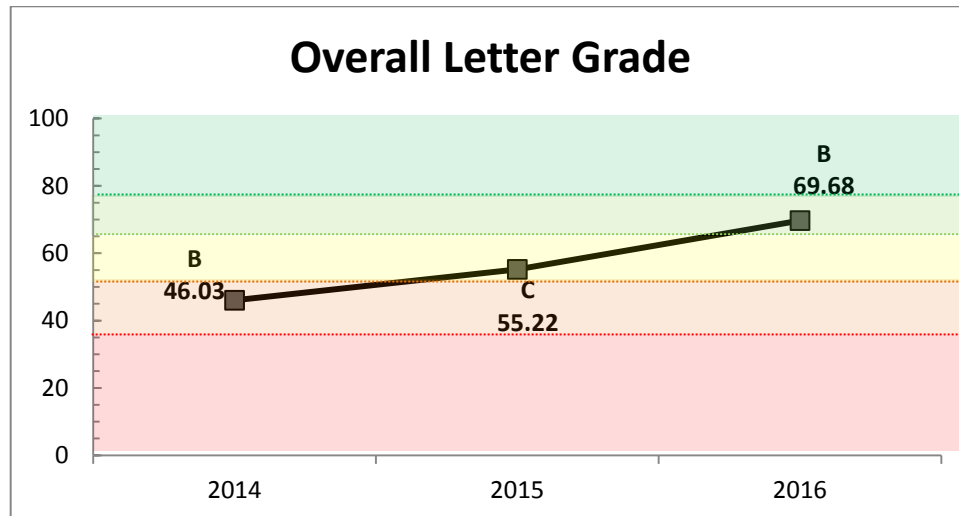
The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a lower proficiency percent than the statewide and Albuquerque Public Schools' proficiency rates in reading. The school's math proficiency rate was slightly lower than the statewide and Albuquerque Public Schools' proficiency rates in math.

FY 2015 Proficiency Comparisons

	Reading 2015	Math 2015
Statewide	28%	15%
APS	31%	17%
TANM	19%	12%

■ Statewide   ■ APS   ■ TANM

The comparison for 2016 indicates that the school scored slightly lower than the statewide and Albuquerque Public Schools' proficiency rates in reading. The school's math proficiency rate was about the same as the state and slightly lower than Albuquerque Public Schools' proficiency rates in math.
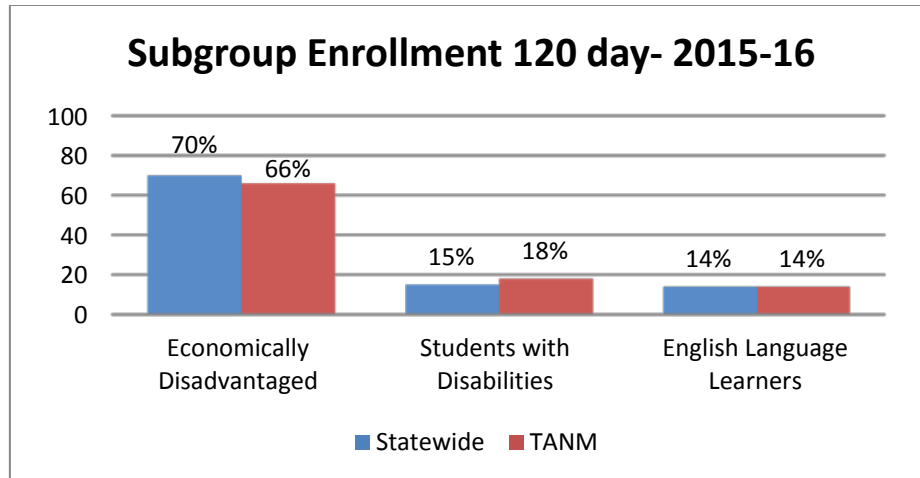
FY 2016 Proficiency Comparisons

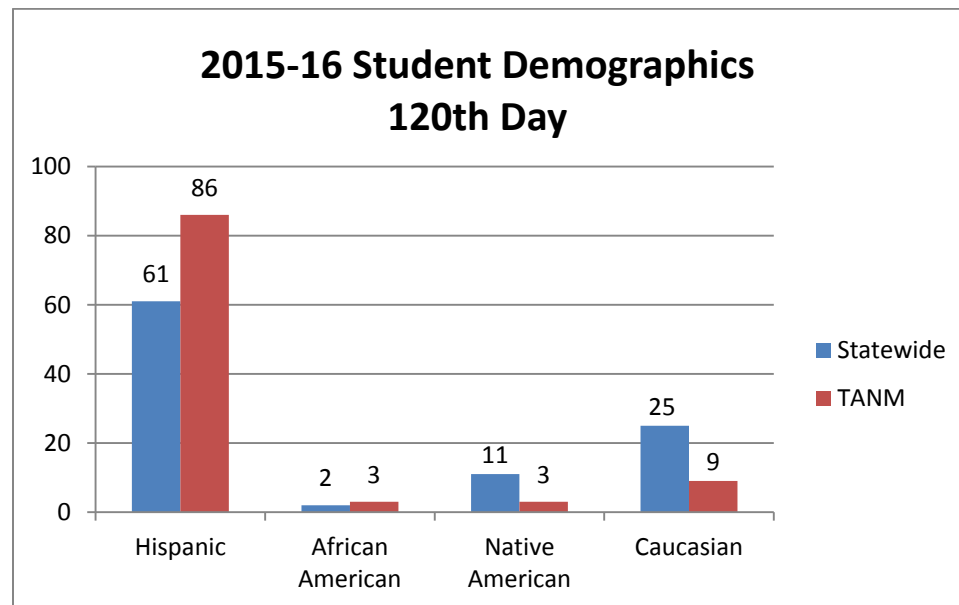|	Reading 2016	Math 2016
Statewide	30%	16%
APS	31%	18%
TANM	27%	15%
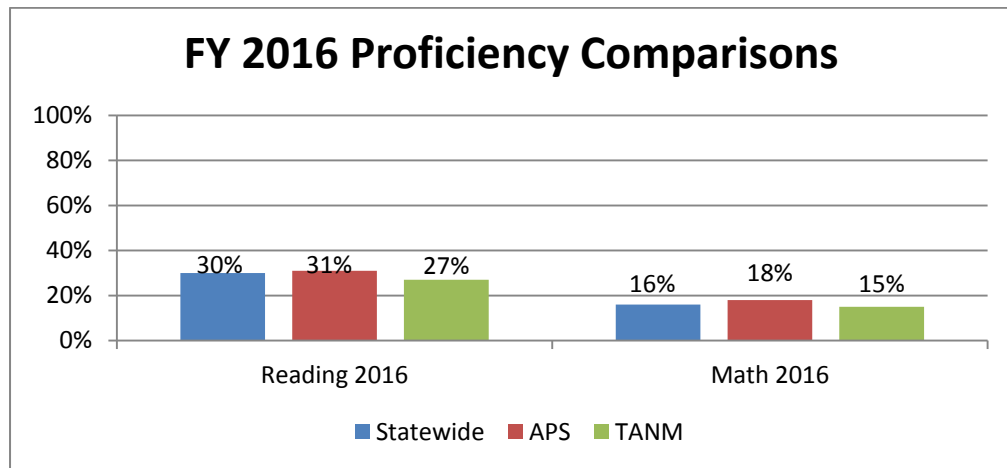
School Enrollment and Demographics Data

The 120th day enrollment count at TANM was 265 students for the 2015-2016 school year and 233 students for the 2014-2015 school year. This demonstrates a*n increase* in total enrollment by 32 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 85%.

Student demographics and subgroup enrollment for TANM for the 2015-16 120th day reporting, as compared to statewide data is provided below. The STARS data indicates the school has a slightly smaller percentage of Economically Disadvantaged students enrolled than the percentage of such students enrolled in schools across New Mexico. Tierra Adentro has a slightly higher percent of Students with disabilities as compared to the statewide percentage. The data also demonstrates that the school has the same percentage of English Language Learners as the statewide percentage.

Subgroup Enrollment 120 day- 2015-16

Economically Disadvantaged: Statewide 70%, TANM 66%
Students with Disabilities: Statewide 15%, TANM 18%
English Language Learners: Statewide 14%, TANM 14%

Legend: Statewide (blue), TANM (red)

The data below compares TANM's students' demographics to statewide demographics. The data demonstrates that the school has a higher percentage of Hispanic Students as compared to the statewide percentage.

2015-16 Student Demographics 120th Day

Hispanic: Statewide 61, TANM 86
African American: Statewide 2, TANM 3
Native American: Statewide 11, TANM 3
Caucasian: Statewide 25, TANM 9

Legend: Statewide (blue), TANM (red)

Proposed Motions

- Move to **approve** the amendment request presented by TANM Charter School to amend its Charter to amend the Student Focused Terms of its contract. [**PEC to provide reasons that the request should be approved**].

- Move to **deny** the amendment requests presented by TANM Charter School to amend its Charter to amend the Student Focused Terms of its contract.[**PEC to provide reasons that the request should be denied**]

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: **Attorney for the Public Education Commission,** New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Tierra Adentro of New Mexico Charter School

Date submitted: 10/14/2016   Contact Name: Veronica Torres   E-mail: vtorres@tierraadentronm.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Page 34, Section 8.01 Education Program 1.a (iv) Student Focused Terms	In addition to the Core subjects established by the Common Core State Standards and the State of New Mexico, TANM requires that all students participate in Spanish Language, Arts, Music, and Dance. All seniors will take a financial literacy class, a dual credit math class or as identified by their IEP.	In addition to the Core subjects established by the Common Core State Standards and the State of New Mexico, TANM requires that all students participate in Spanish Language, Arts, Music, and Dance. In addition, TANM offers, on an as needed basis, alternative programming; such as, but not limited to, online programming, after school programming, extended school year programming, or dual credit options to students who qualify. All seniors will take a financial literacy class, a dual credit math class or as identified by their IEP.	These students are either excelling at the dual credit level, need online alternative programming for either credit recovery or acceleration, and after school care. TANM is currently seeing a rise in students who need alternative programming.	10/13/2016

Printed Name of Governing Council President or Designee: Sandy Martinez

Original Signature of Governing Council President or Designee: _[signature]_   Date: 10-13-16

Revised 10-17-14

Tierra Adentro: The New Mexico School of Academics, Arts & Artesanía (TANM)
1511 Central NE
Albuquerque NM 87106
October 13, 2016
Amended Agenda

Notice is hereby given that the Governing Council of TANM's Regular Meeting will begin at 5:00pm.
The meeting will take place at Tierra Adentro of New Mexico Charter School 1511 Central Ave. NE 87106
505-967-4720

AGENDA
(Amended)

I.   **Call to Order for Regular Meeting:** Meeting was called to order at 5:10 pm.

II. **Roll Call for Quorum:** Donna Jewell, Carol Crawford, Ted Baca, Elizabeth Marshall, Sandy Martinez: present; Dan Silva: absent

III. **Approval of Agenda (Action):** Approved

IV. **Approval of the September 8, 2016 Meeting minutes (Action):** Approved

V.   **Public Comment: Lawsuit pending at Supreme Court level.**

VI. **Finance Report** (Vigil Group) The finance report will consist of an overview of the school's revenue, expenditures, overdue invoices, and the overall financial health of the school. See attached. Fiscal year 2015 Audit Findings were reviewed. See attached.

VII. **BARS (Action)** (Vigil Group) The Budget Adjustment Requests will consist of requested adjustments to the budget. The following BARS were approved:

518-000-1617-0004-I
518-000-1617-0005-M
518-000-1617-0006-IB
518-000-1617-0007-I
518-000-1617-0008-I

(See attached.)

III. **Approval of Amendment to Tierra Adentro's Instructional Plan (Action)** (TANM Administration) TANM Administration is requesting GC approval to amending the school's Instructional Plan in the Charter School Contract to add alternative programming for our students. Veronica described what happened at PEC meeting on October 7. The next PEC meeting will be November 15 at 9:00. We will ask Michael to call Paul Aguilar around the finance concern around alternative programming. Under protest, a motion was made to amend the school's instructional plan in accordance with request from CSD. Approved under protest.

IX. **Approval of TANM GC Bylaws (Action)** (TANM President/Vice President) The Governing Council is looking for approval of their revised and updated Governing Council Bylaws. Tabled

X.   **TANM Administrative Report** (TANM Administration/Foundation) The Administrative Report will consist of the following areas:
   a. 2016-17 Lottery/Enrollment
   b. Discovery Education Data – Fall
   c. Facilities Update
   d. Miscellaneous-Letter from school attorney to parent's attorney reviewed.

XI. **Next Proposed Regular Meeting, November 3, 2016, 5pm.**

XII. **Adjournment**

Approved: _____ Date: 10-13-16

School Grade Report Card 2014

Certified

Final Grade

B

Tierra Adentro Charter
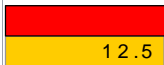
District: State Charter
Grade Range: 06 - 12   Code: 518001

This School (red)
Statewide C Benchmark (yellow)

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	C	13.49	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?	5.8	C	5.60	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state	3.6	A	9.15	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.7	B	8.57	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	B	6.97	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	12.8			17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0			15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		2.25	5

3 Year Average

75.8

A

Final School Grade		
51.0 to < 68.0	A	
44.0 to < 51.0	B	
34.0 to < 44.0	C	
24.0 to < 34.0	D	
0.0 to < 24.0	F	

Total Points

46.03

Line graph: Overall Points by year (2012, 2013, 2014)

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners | Redesignated English Proficient |
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	50.3	53.3	45.7	66.7	-	48.7	-	-	46.0	14.8	37.2	-
Proficient and Advanced (Pts)	7.12											
Value Added Model (Pts)	1.07											
Math												
Proficient and Advanced (%)	34.5	38.3	28.6	44.4	-	33.6	-	-	31.0	7.4	20.9	-
Proficient and Advanced (Pts)	5.30											
Value Added Model (Pts)	0.00											

3 Year Summary

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

- ■ Advanced
- ■ Proficient
- ■ Nearing Proficient
- ■ Beginning Step
- ■ Advanced
- ■ Proficient
- ■ Nearing Proficient
- ■ Beginning Step

Reading (%)

	2012	2013	2014
Advanced	4	4	7
Proficient	49	38	43
Nearing Proficient	31	44	37
Beginning Step	16	13	13

Math (%)

	2012	2013	2014
Advanced	2	1	3
Proficient	28	18	31
Nearing Proficient	49	54	45
Beginning Step	20	26	21

11
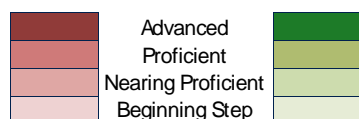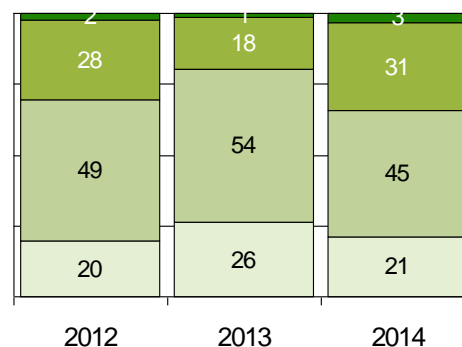
School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED"s School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	Math	
Difference from Expected Growth (SS Points)	0.496	0.604	School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.
Points Earned	2.26	3.34	

Student Growth

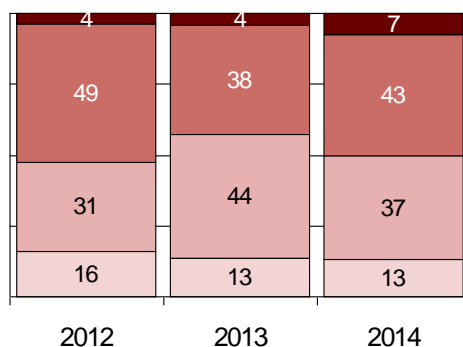Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

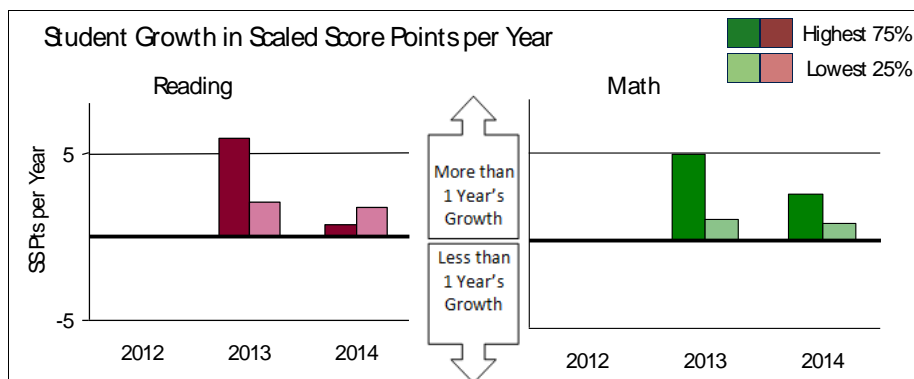|	All Students	Gender				Race / Ethnicity										Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		Female		Male		White		African American		Hispanic		Asian		Am Indian									
		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range	
Reading Growth																							
Highest 75% (SS/Yr)	0.7	-1.9	2.4	-1.9	2.3	-1.6	2.6	-	-	-1.9	2.3	-	-	-	-	-2.0	2.2	-2.3	2.0	-2.2	2.1	-	-
Highest 75% (Pts)	4.15																						
Lowest 25% (SS/Yr)	1.8	-.6	3.7	-.5	3.8	-	-	-	-	-.5	3.7	-	-	-	-	-.6	3.7	-.7	3.5	-.5	3.8	-	-
Lowest 25% (Pts)	4.52																						
Math Growth																							
Highest 75% (SS/Yr)	2.6	-2.6	1.5	-2.7	1.4	-2.3	1.8	-	-	-2.7	1.4	-	-	-	-	-2.7	1.4	-3.3	.8	-2.9	1.2	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.0	-1.9	2.2	-1.8	2.3	-	-	-	-	-1.9	2.2	-	-	-	-	-1.9	2.2	-2.3	1.8	-1.9	2.2	-	-
Lowest 25% (Pts)	4.05																						

Student Growth in Scaled Score Points per Year

Legend: Highest 75%, Lowest 25%

Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading   12.0

Math   11.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math   +1.3 per year

Reading +1.7 per year

12

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

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvant | Students with Disabilities | English Language Learners | Redesignated English Proficient |
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	94.8	95.0	94.7	95.0	-	94.8	-	-	94.5	93.4	96.0	-
OTL Attendance (Points Earned)	3.00											
OTL Survey (Average Total Score)	33.6	33.6	33.6	35.5	-	33.6	-	-	33.5	32.2	33.2	-
OTL Survey (Points Earned)	3.97											

OTL Survey Questions Reading

The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
1. My teacher introduces a new topic by connecting to things I already know.	3.2	3.4	3.0	3.4	-	3.2	-	-	3.3	3.1	3.2	-
2. My teacher explains why what we are learning is important.	3.7	3.7	3.6	3.8	-	3.7	-	-	3.7	3.5	3.9	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.9	3.0	2.8	3.1	-	2.9	-	-	2.8	2.8	2.7	-
4. Every student gets a chance to answer questions.	3.6	3.6	3.7	4.1	-	3.6	-	-	3.5	2.8	3.4	-
5. My teacher wants me to explain my answers.	4.1	4.1	4.2	4.3	-	4.1	-	-	4.2	4.1	4.1	-
6. My teacher knows when I understand, and when I do not.	3.3	3.3	3.3	4.2	-	3.2	-	-	3.2	3.8	3.2	-
7. My teacher explains things in different ways so everyone can understand.	3.6	3.5	3.9	3.9	-	3.6	-	-	3.6	3.7	3.7	-
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.3	3.0	3.2	-	3.2	-	-	3.1	3.0	2.9	-
9. My teacher checks our understanding.	3.4	3.4	3.2	3.4	-	3.4	-	-	3.4	2.9	3.2	-
10. My teacher takes the time to summarize what we learn each day.	3.2	3.4	3.0	3.4	-	3.2	-	-	3.3	2.5	2.7	-

OTL Survey Questions Math

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
1. My teacher introduces a new topic by connecting to things I already know.	3.8	3.9	3.7	3.4	-	3.9	-	-	3.8	3.5	3.7	-
2. My teacher explains why what we are learning is important.	3.9	4.0	3.8	3.4	-	4.0	-	-	3.9	3.6	3.8	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.4	3.5	3.2	3.2	-	3.4	-	-	3.3	2.8	3.3	-
4. Every student gets a chance to answer questions.	4.0	4.1	3.8	3.9	-	4.0	-	-	3.9	3.4	3.9	-
5. My teacher wants me to explain my answers.	4.4	4.4	4.3	4.5	-	4.4	-	-	4.3	4.0	4.3	-
6. My teacher knows when I understand, and when I do not.	3.7	3.9	3.4	3.4	-	3.7	-	-	3.7	3.5	3.8	-
7. My teacher explains things in different ways so everyone can understand.	4.1	4.3	3.8	3.7	-	4.2	-	-	4.1	3.5	4.2	-
8. My teacher gives me helpful feedback on work I turn in.	3.6	3.7	3.4	3.4	-	3.7	-	-	3.6	2.8	3.7	-
9. My teacher checks our understanding.	3.8	3.9	3.7	3.4	-	3.9	-	-	3.8	3.0	3.9	-
10. My teacher takes the time to summarize what we learn each day.	3.8	3.9	3.7	3.4	-	3.9	-	-	3.8	2.8	3.1	-

Color Key:
- 4 or 5, Rated High
- 2 or 3, Rated Mid
- 0 or 1, Rated Low

13

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

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

Supplemental Information

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

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

Ranks High
Ranks Mid
Ranks Low

School Rank

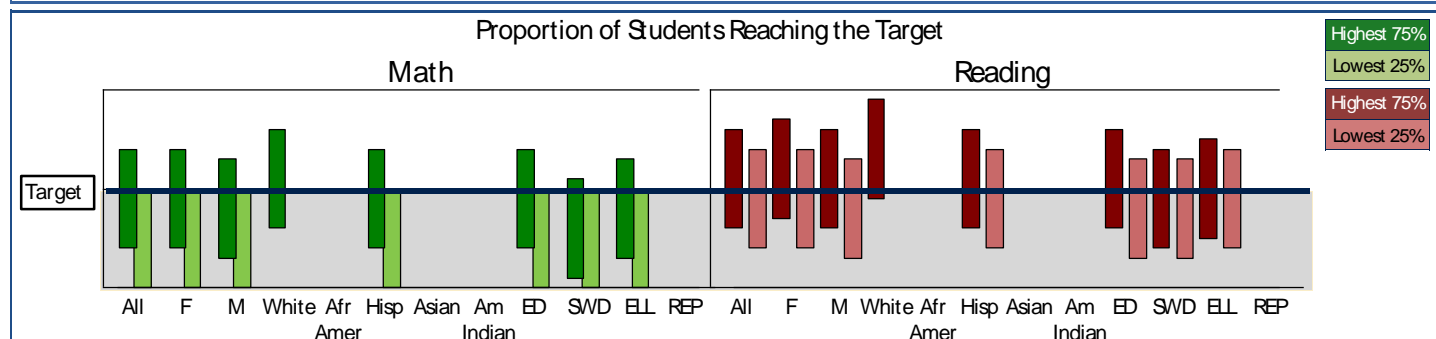|	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	25.0		15.7		90.7		63.1		0.6			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	7	(35)	15	(35)	11	(35)	21	(35)	25	(34)	13	(35)
School Growth	10	(35)	9	(35)	8	(35)	15	(35)	19	(34)	9	(34)
Student Growth, Highest 75%	27	(35)	23	(35)	29	(35)	24	(35)	15	(34)	28	(35)
Student Growth, Lowest 25%	16	(35)	15	(35)	26	(35)	20	(35)	19	(34)	23	(35)
Opportunity to Learn	3	(35)	10	(35)	5	(35)	7	(35)	6	(34)	3	(35)

School Growth Targets	Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	Highest 75% (%)	62.7	65.5	58.0	85.7	-	59.5	-	-	56.6	36.4	48.3	-
Target 61.0%	Lowest 25% (%)	37.2	43.5	30.0	-	-	38.9	-	-	33.3	25.0	42.9	-
Math	Highest 75% (%	40.0	43.2	34.7	63.6	-	39.1	-	-	38.8	8.3	27.6	-
Target 55.0%	Lowest 25% (%)	4.3	3.8	4.8	-	-	.0	-	-	3.0	.0	.0	-

Graduation Target 73.7%	For high schools graduation rates for the Cohort of 2013 are available on page 5.

Proportion of Students Reaching the Target

Highest 75%
Lowest 25%
Highest 75%
Lowest 25%

Math — All, F, M, White, Afr Amer, Hisp, Asian, Am Indian, ED, SWD, ELL, REP
Reading — All, F, M, White, Afr Amer, Hisp, Asian, Am Indian, ED, SWD, ELL, REP

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Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners | Redesignated English Proficient |
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	>98.0	>98.0	>98.0	>98.0	-	>98.0	-	-	>98.0	>98.0	>98.0	-
Math (%)	>98.0	>98.0	>98.0	>98.0	-	>98.0	-	-	>98.0	>98.0	>98.0	-

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

| | | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners | Redesignated English Proficient |
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	40.6	41.2	39.6	44.4	-	40.4	-	-	38.9	32.0	37.9	-
	2013 (Avg SS)	38.6	39.9	36.9	40.1	-	38.5	-	-	37.6	31.2	33.9	-
	2012 (Avg SS)	39.0	38.8	39.2	40.6	-	38.7	-	-	37.9	31.8	33.2	-
Math	2014 (Avg SS)	36.0	36.5	35.1	39.7	-	35.8	-	-	34.8	26.1	33.6	-
	2013 (Avg SS)	33.3	34.0	32.4	33.9	-	33.3	-	-	32.4	25.0	30.1	-
	2012 (Avg SS)	35.2	35.6	34.6	34.2	-	35.5	-	-	34.9	27.2	32.4	-

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .

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

End Notes

1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.

5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).

6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

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School Grade Report Card
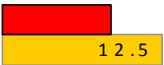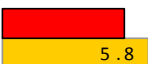**2015**   Certified

Final Grade

C

Tierra Adentro Charter
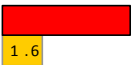
District: State Charters
Grade Range: 06 - 12   Code: 518001

This School ■ (red)
Statewide C Benchmark ■ (yellow)

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.5	F	8.51	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	5.8	D	4.77	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	3.6	C	3.42	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.7	F	3.30	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	A	7.44	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.	12.8	C	12.20	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0	B	10.58	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		5.00	5

3-Year Average

70.8

B

Final School Grade

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

Total Points

55.22

Overall Points chart (2013, 2014, 2015): 100 / 75 / 50 / 25 / 0

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	19.4	22.7	13.7	29.2	16.7	18.6		<2.0	19.0	2.8	5.3
Proficient and Advanced (Pts)	0.97										
Value Added Model (Pts)	2.32										
Math											
Proficient and Advanced (%)	11.9	12.5	11.0	16.7	<2.0	12.0		<2.0	11.7	2.8	2.6
Proficient and Advanced (Pts)	0.60										
Value Added Model (Pts)	4.62										

3-Year Summary

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

- Proficient
- Not Proficient

Reading (%)

	2015	2014	2013
Proficient	19	50	43
Not Proficient	81	50	57

Math (%)

	2015	2014	2013
Proficient	11.9	34.5	19.5
Not Proficient	88	66	81

17
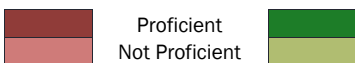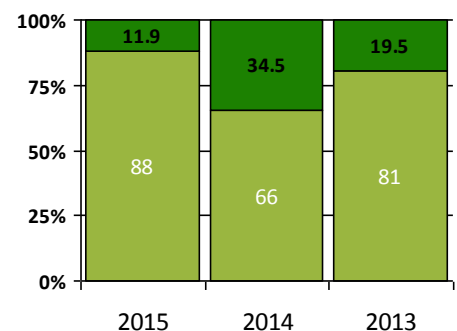
School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx
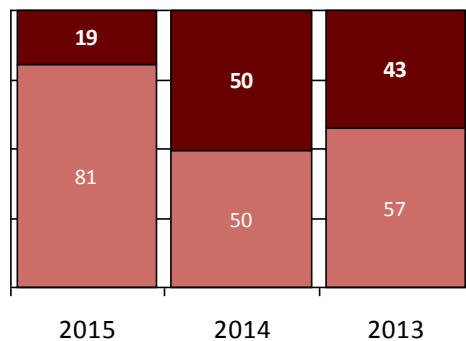
	Reading	*Math*
Value Added Score	-0.193	0.077
Points Earned	2.12	2.65

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.
- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.62	-2.02	-0.19	-0.11	-0.78	-0.03	-	0.44	0.00	0.21	-0.29
Highest 75% (Pts)	1.34										
Lowest 25% (VAS)	-0.52	-0.30	-0.40	-0.61	-	-0.29	-	-0.43	-0.38	-0.30	-0.56
Lowest 25% (Pts)	1.50										
Math Growth											
Highest 75% (VAS)	-0.21	0.08	0.05	0.02	0.23	0.05	-	0.61	0.02	-0.16	0.25
Highest 75% (Pts)	2.08										
Lowest 25% (VAS)	-0.35	-0.30	-0.32	-0.20	-	-0.29	-	-2.23	-0.27	-0.12	-0.28
Lowest 25% (Pts)	1.80										

Opportunity to Learn (OTL)

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

	All Students	Gender F	Gender M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Attendance (Average)	95.4	95.0	95.9	94.5	-	95.4	-	-	95.2	95.9	96.0
Attendance (Points)	3.01										

Survey (Average)	39.9
Survey (Points)	4.4
Count of Surveys (N)	1,778

Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.

Reading	NA
Math	NA
General	39.9

Graduation

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2014 - 4-Year Rate											
Cohort Graduation (%)	75.2	83.5	-	-	-	75.1	-	-	78.3	-	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	6.02										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	66.6	-	-	-	-	-	-	-	-	-	-
Points Earned	2.0										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points Earned	2.0										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-.20
Points Earned	2.18

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:
1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

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

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

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	75	81	52	7	-	83	-	0	77	73	66
Participation (Pts)	3.73										
Success (% of Participants)	69	77	18	0	-	69	-	-	69	11	36
Success (Pts)	6.85										

Percent of School's Cohort of 2014 Participating in Each CCR Opportunity

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
ACT	9.8	12.5	<2.0	<2.0	-	11.0	-	<2.0	3.0	<2.0	6.0
PLAN	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	39.2	48.4	6.1	6.7	-	43.4	-	<2.0	44.6	<2.0	36.1
AccuPlacer	50.4	50.1	51.5	<2.0	-	56.7	-	<2.0	49.7	73.0	36.1
Advanced Placement	5.9	7.5	<2.0	<2.0	-	6.6	-	<2.0	6.0	<2.0	12.0
Dual Credit	34.0	43.3	<2.0	6.7	-	37.6	-	<2.0	42.6	32.4	30.1
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	3.9	2.5	9.1	<2.0	-	4.4	-	<2.0	3.0	8.1	<2.0
Compass	<2.0	<2.0	<2.0	<2.0		<2.0		<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0

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Bonus Points

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

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

Participation

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

Reading (%)	97
Math (%)	97

Supplemental Information

Similar Schools

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

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

- Ranks High
- Ranks Mid
- Ranks Low

School Rank

	ELL Rank	ELL Total	SWD Rank	SWD Total	Ethnicity Rank	Ethnicity Total	ED Rank	ED Total	Mobility Rank	Mobility Total	Composite Rank	Composite Total
Students (% Tested)	18.0		18.0		87.9		68.0		2.6			
Current Standing	20	(35)	26	(36)	21	(36)	22	(36)	27	(35)	22	(36)
School Growth	12	(35)	21	(36)	14	(36)	14	(36)	20	(35)	11	(36)
Student Growth, Highest 75%	21	(35)	26	(36)	22	(36)	27	(36)	27	(35)	23	(36)
Student Growth, Lowest 25%	20	(35)	24	(36)	20	(36)	20	(36)	28	(35)	21	(36)
Opportunity to Learn	6	(36)	6	(36)	5	(36)	3	(36)	7	(35)	7	(36)
Graduation	18	(36)	19	(36)	14	(36)	18	(36)	23	(35)	16	(36)
College and Career Readiness	28	(36)	21	(36)	24	(36)	27	(36)	26	(35)	22	(36)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender F	Gender M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Growth Lowest 25% (Q1)	Reading	.0038	N	N	N	N	.	N	.	N	N	N	N
	Math	-.0334	N	N	N	N	.	N	.	N	N	N	N
Growth Highest 75% (Q3)	Reading	-.0481	N	Y	N	N	N	Y	.	Y	Y	Y	N
	Math	-.0613	N	Y	Y	Y	Y	Y	.	Y	Y	Y	N
Proficiency	Reading	33.3%	N	N	N	N	N	N		N	N	N	N
	Math	17.6%	N	N	N	N	N	N		N	N	N	N
Graduation	4-Year Cohort	75.6%	N	Y				N			Y		

School History	Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html.

| | | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2015 (%)	19.4	22.7	13.7	29.2	16.7	18.6		<2.0	19.0	2.8	5.3
	2014 (%)	50.3	53.3	45.7	66.7		48.7			46.0	14.8	37.2
	2013 (%)	42.7	47.9	35.7	42.9		42.0			38.4	10.0	17.0
Math Proficiency	2015 (%)	11.9	12.5	11.0	16.7	<2.0	12.0		<2.0	11.7	2.8	2.6
	2014 (%)	34.5	38.3	28.6	44.4		33.6			31.0	7.4	20.9
	2013 (%)	19.5	20.2	18.6	42.9		17.4			16.1	6.7	8.5

Student Promotion	Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

| Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade . | All Students | Gender | | Race / Ethnicity | | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)												
Grade 10 to Grade 11 (%)	-	-	-	-	-	-	-	-	-	-	-	
Grade 11 to Grade 12 (%)												

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-11.

5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.
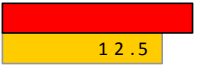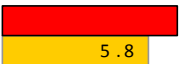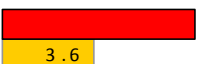
School Grade Report Card
2016
Certified

New Mexico Public Education Department

Final Grade

B

Tierra Adentro Charter

District: State Charters
Grade Range: 6 - 12 Code: 518001

This School (red)
Statewide C Benchmark (yellow)

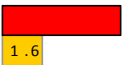|		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	12.5	B	14.88	30
School Growth Did the school as a whole improve student performance more or less than expected?	5.8	B	6.85	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	3.6	A	7.57	10
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	7.7	D	5.98	10
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	6.0	A	7.60	8
Graduation Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?	12.8	D	10.66	17
College and Career Readiness What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?	9.0	A	11.47	15
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6		4.67	5

3-Year Average

64.2

C

(Line chart: Overall Points from 2014 to 2016, This School in red, Statewide C Benchmark in yellow)

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

Total Points

69.68

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

Current Standing	Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	26.6	32.4	17.4	38.9	-	25.9	-	-	20.8	8.9	18.9
Proficient and Advanced (Pts)	1.99										
Value-Added Model (Pts)	5.91										
Math											
Proficient and Advanced (%)	14.5	14.8	14.0	20.0	-	12.8	-	-	10.5	9.3	5.6
Proficient and Advanced (Pts)	1.09										
Value-Added Model (Pts)	5.89										

3-Year Summary

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

- Proficient
- Not Proficient

Reading (%)

	2014	2015	2016
Proficient	50	19	27
Not Proficient	50	81	73

Math (%)

	2014	2015	2016
Proficient	34.5	11.9	14.5
Not Proficient	66	88	86

23
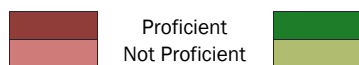
		Reading	Math
School Growth	School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.		
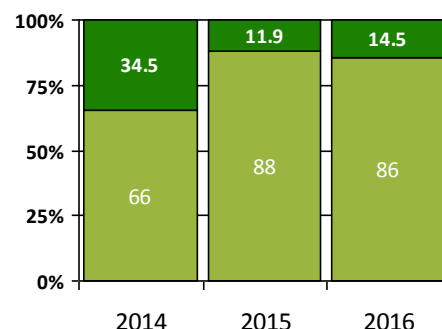
School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.
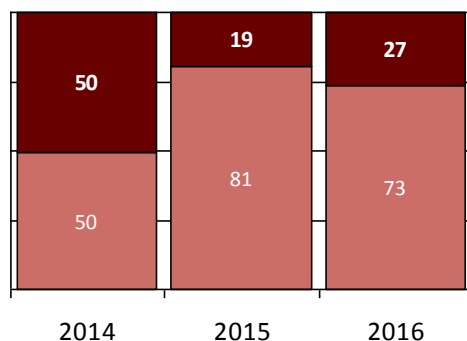
	Reading	*Math*
Value-Added Score	0.610	0.360
Points Earned	3.65	3.20

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

• Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.

• Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).

• Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
		Subgroup Analysis									
Reading Growth											
Highest 75% (VAS)	0.61	0.11	0.14	-0.15	0.26	0.14	-	0.62	0.04	0.21	0.18
Highest 75% (Pts)	3.64										
Lowest 25% (VAS)	0.46	0.15	0.04	0.06	-0.19	0.12	-	-0.24	0.08	0.07	0.20
Lowest 25% (Pts)	3.39										
Math Growth											
Highest 75% (VAS)	0.79	0.01	-0.03	0.33	-0.10	-0.06	-	0.86	-0.07	-0.57	-0.20
Highest 75% (Pts)	3.92										
Lowest 25% (VAS)	0.04	-0.02	-0.14	-1.22	-1.32	0.12	-	-1.21	0.01	-0.41	0.09
Lowest 25% (Pts)	2.58										

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	96.0	96	95	95	100	96		93	95	95	96
Attendance (Points)	3.02										

Survey (Average)	41.2	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.58	
Count of Surveys (N)	569	

Graduation

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	59.66	74.3	40.6	-	-	61.3	-	-	56.3	-	52.6
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	4.77										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	75.24	83.5	-	-	-	75.1	-	-	78.3	-	-
Points Earned	2.26										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	66.58	-	-	-	-	-	-	-	-	-	-
Points Earned	1.33										

Growth in 4-Year Rates		
Growth takes into account three years of graduation rates.	Growth Index	.19
	Points Earned	2.30

25

| | | | College and Career Readiness (CCR) | High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

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

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

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

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	91.1	>98.0	79.4	<2.0	-	91.8	-	>98.0	88.1	>98.0	83.1
Participation (Pts)	4.55										
Success (% of Participants)	69.2	65.4	75.3	-	-	70.5	-	14.7	62.5	27.3	63.4
Success (Pts)	6.92										

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

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
ACT	41.7	52.2	28.0	<2.0	-	43.1	-	<2.0	45.9	<2.0	37.6
PLAN	3.8	4.5	3.0	<2.0	-	4.0	-	<2.0	4.0	<2.0	11.3
ASPIRE	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	78.2	84.7	69.8	<2.0	-	78.9	-	85.3	75.6	72.7	71.8
AccuPlacer	39.1	57.5	15.1	<2.0	-	40.4	-	<2.0	35.9	<2.0	26.3
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Dual Credit	51.6	61.3	39.1	<2.0	-	53.0	-	14.7	46.4	72.7	56.4
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	2.6	<2.0	3.7	<2.0	-	2.3	-	14.7	<2.0	27.3	3.8
Compass	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0

Bonus Points

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

- ☑ Student and Parent Engagement
- ☐ Extracurricular Activities
- ☑ Truancy Improvement
- ☑ Other

Participation

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

Reading (%)	97
Math (%)	95

Supplemental Information

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

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

- Ranks High
- Ranks Mid
- Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	16.2		19.4		91.5		67.7		17.5			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	2	(37)	7	(37)	4	(37)	7	(37)	14	(37)	4	(37)
School Growth	6	(37)	8	(37)	5	(37)	9	(37)	16	(37)	9	(37)
Student Growth, Highest 75%	4	(37)	4	(37)	3	(37)	3	(37)	8	(37)	6	(37)
Student Growth, Lowest 25%	6	(37)	9	(37)	9	(37)	11	(37)	17	(37)	8	(37)
Opportunity to Learn	6	(36)	5	(36)	4	(37)	6	(37)	6	(36)	7	(36)
Graduation	25	(36)	17	(36)	20	(37)	24	(37)	26	(36)	21	(36)
College and Career Readiness	13	(36)	15	(36)	17	(37)	22	(37)	24	(36)	16	(36)

School History	Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2016 (%)	26.6	32.4	17.4	38.9	-	25.9	-	-	20.8	8.9	18.9
	2015 (%)	19.4	22.7	13.7	29.2	16.7	18.6		<2.0	19.0	2.8	5.3
	2014 (%)	50.3	53.3	45.7	66.7	-	48.7	-	-	46.0	14.8	37.2
Math Proficiency	2016 (%)	14.5	14.8	14.0	20.0	-	12.8	-	-	10.5	9.3	5.6
	2015 (%)	11.9	12.5	11.0	16.7	<2.0	12.0		<2.0	11.7	2.8	2.6
	2014 (%)	34.5	38.3	28.6	44.4	-	33.6	-	-	31.0	7.4	20.9

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-11.

5   Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at http://aae.ped.state.nm.us/.