

# A User's Handbook:

A supplement to the New Mexico Accountability Workbook

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# New Mexico Public School Accountability System

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## *Introduction*

The federal No Child Left Behind Act (NCLB), New Mexico state statutes and State Board of Education Regulations require an accountability system for the annual rating of all public schools. In May 2003, the New Mexico Accountability Workbook was approved by the federal government. The workbook, which can be accessed on the New Mexico State Department of Education (NMSDE) website at [www.sde.state.nm.us](http://www.sde.state.nm.us), is aligned to NCLB, state statutes and regulations, outlines the process New Mexico will follow in holding schools accountable for student learning and progress toward 100% proficiency by 2013-2014.

This handbook is intended to assist educational practitioners and other stakeholders in understanding and interpreting the New Mexico Accountability Workbook. Its format includes frequently asked questions along with detailed explanations and examples.

This handbook was developed for dissemination by the Accountability and School Improvement Services Division.

## ***How are all schools and LEAs included in the New Mexico Accountability System?***

All schools and LEAs will be included in the Accountability System, which will be phased in through 2005 to allow for a complete transition from the norm-referenced assessment (NRT) (TerraNova and SUPERA) system to a criterion-referenced assessment (CRT) (standards based assessment) system to meet federal requirements under NCLB. The system holds all public schools including charter schools, state-supported schools, alternative schools, and school districts accountable to the same criteria, including those public schools where grades are currently not assessed (e.g., K-2). Furthermore, 95% participation in the assessment system by whole groups and subgroups is required. The transition timeline follows:

### **NM schools are rated under the current accountability system**

#### **Tested 2002-2003 Rated 2003-2004**

- Ratings were based on data points earned for NRT (TerraNova and SUPERA) group performance for whole group and 8 subgroups in reading, language arts, mathematics, science, and social studies in English and reading, language arts and mathematics in Spanish.
- Ratings were based on results from the existing NRT (TerraNova and SUPERA) in grades 3 through 9 with whole group and subgroup participation.
- CRT (standards based assessment) was administered in grades 4 and 8 for establishment of baseline data. CRT (standards based assessment) was used only for calculating the starting point for adequate yearly progress (AYP).
- Pilot CRT (standards based assessment) for grade 11 was administered.
- NRT (TerraNova and SUPERA) data was disaggregated for all students by the five ethnic groups, special education, English Language Learners (ELL), and free and reduced lunch.
- K-2 schools were rated for 2003-2004 based on grade 3 data of the schools to which students matriculated.
- NM High School Competency Exam was administered at grade 10 in Spanish or English with whole group and 8 subgroup disaggregations.
- State-wide individual, unique student identification system is under development for implementation in school year 2003-2004.

**CRT based system implemented and used to calculate adequate yearly progress (AYP)****Tested 2003-2004 Rated 2004-2005**

- CRT (standards based assessment) will be administered in grades 4, 8 and 11.
  - Adequate yearly progress (AYP) for grades 4, 8, and 11 will be calculated based on the results.
  - CRT (standards based assessment) and NRT (TerraNova and SUPERA) data will be disaggregated for all students by the whole group and subgroups-five ethnic groups, special education, ELL, and free and reduced lunch.
- Adequate yearly progress (AYP) supercedes all NRT (TerraNova and SUPERA) scores.
- Schools must meet adequate yearly progress (AYP) in grades 4, 8, and 11 for whole group and subgroups.
- Schools will continue to administer the NRT (TerraNova and SUPERA) in grades 3, 5, 6, 7, and 9.
- K and/or 1 and/or 2 configured schools will be rated for 2004-2005 based on grade 3 data.
- Schools not making adequate yearly progress (AYP) in grades 4, 8 and 11 for two consecutive years will be placed in school improvement.
- NM High School Competency Exam will be administered at grade 10 in Spanish or English with whole group and 8 subgroup disaggregations.

**CRT-based system fully implemented to calculate adequate yearly progress (AYP)****Tested 2004-2005 Rated 2005-2006**

- The accountability system is completely aligned to NCLB.
- Adequate yearly progress (AYP) is calculated using grades 4, 8 and 11 whole group and 8 subgroup disaggregation CRT (standards based assessment) data.
- NRT (TerraNova and SUPERA) will no longer be part of the NM accountability system.
- Baseline data will be established for grades 3-9 by whole group and 8 subgroups.
- Schools will administer the CRT (standards based assessment) in grades 3 through 9 and 11 (English and Spanish).
- CRT (standards based assessment) results for grades 4, 8 and 11 by whole group and 8 subgroups (English and Spanish) will be used to determine adequate yearly progress (AYP).
- Data will be disaggregated for all students by the five ethnic groups, special education, ELL, and free and reduced lunch.

- NM High School Competency Exam will be administered at grade 10 in Spanish or English with whole group and 8 subgroup disaggregations.

### ***How are all schools rated in a timely manner?***

All assessment data will be returned to schools to review and validate by the beginning of May of each year. The NMSDE will receive data from the testing company by July 1 following each test period. The NMSDE will then provide schools with ratings and data by the beginning of school, as required by law.

#### **Assessment and Accountability Calendar**

<b>July</b>	Release following year's accountability matrix and present the rating methodology
<b>August</b>	Rate schools, corrective action identification, high improving school rewards, state report cards published, and NM Workbook training for district leadership
<b>September</b>	Appeals for schools rated probationary for first or second year*

#### **\*6.19.1.9 SCHOOL RATINGS:**

- E. A school that receives an overall rating of probationary for a first or second time and will enter either the performance warned or the first year of school improvement categories may appeal the rating to the Educational Standards Commission. The appeal must be made to the State Superintendent of Public Instruction ("State Superintendent") in writing within twenty days of the school's receipt of official notice of the school rating. The State Superintendent will designate staff to coordinate and process the appeal. If the Educational Standards Commission determines that additional data substantiates the appeal, a recommendation from the Educational Standards Commission that the school should be rated Meets Standards will be forwarded to the State Board of Education. The Educational Standards Commission will make the recommendation, based on findings of fact, to the State Board of Education that will have final approval of the possible change of a school's rating from probationary to meets standards.

### ***What will the state accountability report and school district report cards look like?***

A fully developed reporting system will exist for schools and school districts. Data will be reported by academic achievement standards for all required disaggregated groups.

Beginning with SY 2002–2003 the School District Report Card will include the following information:

- Standardized testing by grade and gender and subtest
- Standardized testing by Special Education (accommodated and standard administration)
- Graduation rates and graduates applying to post secondary institutions
- Dropout rates by ethnicity and gender
- Parent and community involvement
- School safety
- Advanced placement participation
- Enrollment by ethnicity
- Average teacher salaries
- Percentage of district budget spent on district salaries by employee codes
- Average expenditure per student
- Federal programs funding
- State funding for special education programs
- Disaggregation of accountability indicators by all required subgroups
- Professional qualifications of teachers
- Two year trend data by required subgroups
- Adequate yearly progress (AYP) data by groups and subgroups
- Graduation rates disaggregated by groups and subgroups

### *What rewards and sanctions may be imposed on a school?*

New Mexico has a system of rewards and sanctions that applies to all schools. State regulation NMAC 6.19.2 provides for the sanctions and process that ensure schools entering school improvement/corrective action are provided with support and technical assistance.

Sanctions that apply to all schools that do not meet adequate yearly progress (AYP) include:

1 <sup>st</sup> year of not making adequate yearly progress (AYP)	Performance Warned
2 <sup>nd</sup> year of not making adequate yearly progress (AYP)	School Improvement 1
3 <sup>rd</sup> year of not making adequate yearly progress (AYP)	School Improvement 2
4 <sup>th</sup> year of not making adequate yearly progress (AYP)	Corrective Action

Public Schools achieving the highest level of performance shall be eligible for supplemental incentive funding. Schools must have 95% or more of the students participating in assessments (both in whole group and all sub-groups) to be considered for awards.

The purpose of the "Incentives for School Improvement Act" is to provide financial incentives to individual schools that exceed expected academic performance. Money received by a school from the fund shall not be used for salaries, salary increases, or bonuses. Money shall be used as determined by the school principal and teachers in cooperation with other school employees and the community.

## ***How are all students included in the New Mexico Accountability System?***

Districts will administer a CRT (standards based assessment) to all students enrolled in a public school. Charter schools, alternative schools, state-supported schools, etc. will be included.

### **All students must participate in the accountability system beginning in school year 2003-2004.**

- Alternative schools, state supported, and charter schools are required to assess their students using the new model.
- 95% participation in the assessments by the whole group and the sub-groups must be applied to both sets of assessments until the NRT (TerraNova and SUPERA) is phased out completely.
- Accommodations for testing have been developed and published for English Language Learners (ELL).
- Accommodations for testing have been developed and published for special needs students:
  - Alternative tests are included for certain special needs students with severe disabilities, including mental retardation, autism, visual impairments, and multiple disabilities.
  - The New Mexico Alternate Assessment consists of four functional activities, including community participation, planning and creating a product, independent living, and caring for living things.
- A K-2 reading assessment will be implemented (Starting with Full Day K and Reading First Schools) during school year 2003-2004.
- No student shall receive a high school diploma who has not passed a state graduation examination in the subject areas of reading, English, mathematics, writing, science and social studies.

### ***What is the definition of a “full” academic year?***

Reporting for accountability purposes is based on students enrolled for the full academic year. Students tested and enrolled on or before the 40<sup>th</sup> day of school are considered enrolled for a “full” academic year. Assessment data for students enrolled on or before the 40<sup>th</sup> day will be assigned to the school in which they are tested.

To make adequate yearly progress (AYP), 95% of students in all groups and subgroups must be assessed and data collected and reported. The equation to calculate the 95% rule is as follows:

NM High School Competency Exam: **# of Students Tested ÷ # enrolled on the 80<sup>th</sup> day**

NM Assessment Achievement Program: **# of Students Tested ÷ # enrolled on the 120<sup>th</sup> day**

### ***How does the accountability system include “mobile students”?***

Test results for students enrolled on or before the 40<sup>th</sup> day of school will be used to determine the rating of schools. Test results for all students enrolled, regardless of enrollment date, will be used in the district rating. The NMSDE will have a statewide student identification number (unique student ID) in place by school year 2004-2005. This will allow the NMSDE to calculate student data and assign ratings at the school and district level in a much more accurate, valid and reliable manner.

### ***How does the New Mexico Accountability System expect all student subgroups, public schools, and LEAs to reach proficiency by 2013-2014?***

NCLB requires that all students demonstrate proficiency by school year 2013-2014 in reading, language arts, mathematics and science. The starting point for adequate yearly progress (AYP) will be calculated in the winter of 2003 using the CRT (standards based assessment) administration in grades 4, 8, and 11. The NRT (TerraNova and SUPERA) (for 2003-2004) and all CRT (standards based assessment) data are disaggregated for all students by the five ethnic groups, special education, ELL, and free and reduced lunch (see examples on page 11–13).

***What if a school does not meet adequate yearly progress (AYP) because assessment scores decreased by 10% or less?***

Prior to the rating of schools in July/August of 2004, the New Mexico State Board of Education will adopt a policy that will support schools through a “safe harbor” provision to meet federal regulatory requirements. Safe harbor test would be applied as follows:

- Use “safe harbor” if a subgroup or all students in a school or district do not meet annual measurable objectives; a safe harbor test will be applied to determine if adequate yearly progress (AYP) has been met.
- The “safe harbor” test can be applied to any year when a measurable objective has not been met.
- Operationally, if the percentage of students in the subgroup meeting proficient levels of performance represents a decrease of no more than 10% in the percent of students not meeting proficient levels of performance in the previous year, AND the subgroup makes progress on one or more of the other indicator(s) or is at or above the target, the subgroup will be considered to have met adequate yearly progress (AYP).
- To qualify for safe harbor at least 95% of the students in the groups and subgroups in the school or district must have been tested.
- All indicators will be disaggregated by subgroup to be used with safe harbor.

Safe harbor applies to all groups and subgroups of students in all public schools in New Mexico.

***How does the Accountability System establish a starting point, statewide annual measurable objectives, and intermediate goals for adequate yearly progress (AYP)?***

The New Mexico Accountability System establishes the following:

- A Starting Point:
  - The starting point utilizes the data generated by the 2002-2003 administration of the new CRT (standards based assessment).
  - In school year 2004-2005, New Mexico will administer a CRT (standards based assessment) in grades 3 through 9 and 11. Starting points for grades 3, 5, 6, 7 and 9 will be calculated and adequate yearly progress (AYP) will continue for grades 4, 8 and 11.
  
- Annual Measurable Objectives (the incremental percentages for making adequate yearly progress (AYP)):
  - Annual measurable objectives will be the same throughout the state for each public school and each school district, and each subgroup of students.
  - Measurable objectives will be established after the 2003-2004 administration of the CRT (standards based assessment) assessments.
  - Once the annual measurable objectives are established, the State's annual measurable objectives will be developed to ensure all students in New Mexico meet or exceed the State's calculated proficient level of academic achievement within the timeline of all students being proficient by 2013-2014.
  
- Intermediate Goals:
  - Annual measurable objectives and intermediate goals will be the same and will increase by an equal percentage each year to ensure all students are proficient by 2013-2014. This will also be expected of each subgroup.
  - The first annual measurable objective takes effect no later than the 2004-2005 academic year.

See examples on page 11-13.

## Determining Adequate Yearly Progress (AYP)

### Examples

Following is an example of how adequate yearly progress (AYP) will be determined in New Mexico. The process begins by first determining the percentage of students who are proficient across New Mexico. The following scenario illustrates the process.

For example, as a whole, in New Mexico 4<sup>th</sup> grade Math, 40% of the students might be proficient and 60% might not be proficient. The 40% proficient is the starting point. New Mexico has 10 years, until 2013-2014, to ensure that the 60% not proficient students will become proficient.

To figure the annual measurable objective, which is another name for adequate yearly progress (AYP), (the percentage of movement from not proficient to proficient needed each year), divide 60% by 10, which is 6%. This means that New Mexico would have to move 6%, (the annual measurable objective [O]), of those students not proficient to proficient each year within the grade. These percentages of movement from below proficient to proficient apply to the grade not the cohort group of students.

**EXAMPLE A:**

4<sup>th</sup> Grade math over time

Group	Starting Point Baseline Year	Objective	Yr.1	O	Yr.2	O	Yr.3	O	Yr.4	O	Yr.5	O	Yr.6	O	Yr.7	O	Yr.8	O	Yr.9	O	Yr.10
Whole	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
Caucasian/ White	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
Black	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
Asian	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
Hispanic	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
Native American	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
SPED	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
ELL	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
Free/red Lunch	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%

*\*data are for example purposes only and do not reflect actual results.*

However, all groups and subgroups may not have the same starting point. It is the federal government’s intent that they do. Therefore, for subgroups that have lower starting points than the whole group, the subgroup must make the improvement in the next year, or at the very least within two years. For example, if the whole group starting point is 40% but one subgroup has a starting point of 10%, then the following might occur:

**EXAMPLE B:**

4<sup>th</sup> Grade Math

Group	Starting Point Baseline Year	Objective	Yr.1	O	Yr.2	O	Yr.3	O	Yr.4	O	Yr.5	O	Yr.6	O	Yr.7	O	Yr.8	O	Yr.9	O	Yr.10
Whole	40%	6%	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%
Caucasian/ White	10%	<b>6% + 30% to equal starting point</b>	46%	6%	52%	6%	58%	6%	64%	6%	70%	6%	76%	6%	82%	6%	88%	6%	94%	6%	100%

*\*data are for example purposes only and do not reflect actual results.*

Some subgroups will have higher starting points at some schools. In this case, if the starting point is less than 100% but more than 40%, groups and subgroups must still achieve 100% proficiency. If the starting point is 100%, groups and subgroups must never “slip back”. In either case, a school cannot go “backwards”. Safe harbor will apply (see page 9).

**EXAMPLE C:**

4<sup>th</sup> Grade Math

Group	Starting Point Baseline Year	Objective	Yr.1	O	Yr.2	O	Yr.3	O	Yr.4	O	Yr.5	O	Yr.6	O	Yr.7	O	Yr.8	O	Yr.9	O	Yr.10
Whole	95%	<b>6% actual 2%</b>	97%	<b>6% actual 2%</b>	99%	<b>6% actual 1%</b>	100%	6%	100%	6%	100%	100%	100%	6%	100%	6%	100%	6%	100%	6%	100%
Caucasian/ White	95%	<b>6% actual 2%</b>	97%	<b>6% actual 2%</b>	99%	<b>6% actual 1%</b>	100%	6%	100%	6%	100%	100%	100%	6%	100%	6%	100%	6%	100%	6%	100%

*\*data are for example purposes only and do not reflect actual result.*

There will be many varieties of combinations of these charts, but the point of the federal government is that all students in New Mexico must make the same progress at the same rate within the same grade until all students are proficient.

If a school makes adequate yearly progress (AYP), then that school is not subject to school improvement; that is all groups and subgroups meet the annual measurable objective (O). If any subgroup or whole group does not meet the annual measurable objective and this continues for two years, the school will be placed in school improvement. In Example D below, the “Whole” group and all of the subgroups **except** “Caucasian/White” met the annual measurable objective the first year. In the second year the “Whole” group, the “Caucasian/White” group, and all other subgroups **except** “Asian” met the annual measurable objective. Given the expectation of the federal government, this school would be subject to placement in school improvement. Example D below would place the school in school improvement because the school did not make adequate yearly progress (AYP) for all groups and subgroups for two years in a row.

**EXAMPLE D:**  
4<sup>th</sup> Grade Math

Group	Starting Point	Objective	Yr.1	O	Yr.2	O	Yr.3	O	Yr.4	O	Yr.5	O	Yr.6	O	Yr.7	O	Yr.8	O	Yr.9	O	Yr.10
Whole	40%	6%	46%	6%	52%																
Caucasian/White	40%	<b>6% actual 2%</b>	<b>42% did not make AYP</b>	6% + 4% needed	52%																
Black	40%	6%	46%	6%	52%																
Asian	40%	6%	46%	<b>6% actual 2%</b>	<b>48% did not make AYP</b>																
Hispanic	40%	6%	46%	6%	52%																
Native American	40%	6%	46%	6%	52%																
SPED	40%	6%	46%	6%	52%																
ELL	40%	6%	46%	6%	52%																
Free/red Lunch	40%	6%	46%	6%	52%																

*\*data are for example purposes only and do not reflect actual results.*

There is one caveat that will apply at all times, however, and that is the safe harbor clause described on page 9. If the subgroup that would put the school in school improvement (did not make adequate yearly progress (AYP)/meet annual measurable objective) is within a 10% range of the other groups in terms of percentages of students being proficient, AND all other groups and subgroups made adequate yearly progress (AYP), that school will not be placed in school improvement. Schools must have tested at least 95% of all groups and subgroups to qualify for safe harbor.

### ***How does the New Mexico Accountability System determine annually the progress of schools and districts?***

With the implementation of the CRT (standards based assessment) in grades 4, 8 and 11, and the subsequent development of the CRT (standards based assessment) in grades 3 through 9, decisions for each public school and the school district will be made annually based on adequate yearly progress (AYP). If, in any particular year the student group or subgroup does not meet annual measurable objectives, the public school or school district may be considered to have made adequate yearly progress (AYP) if in any group or subgroup the safe harbor test is passed (page 9).

### ***How are all public schools and LEAs held accountable for the achievement of individual subgroups?***

Beginning with the ratings assigned in the 2003-2004 school year, the accountability system includes all the federally required subgroups. Electronic data files sent from the testing company are disaggregated by subgroups and placed in the correct accountability categories with data points assigned. The following subgroups have been identified and will be used for disaggregation purposes in New Mexico:

- Ethnicity:
  - Caucasian/White not of Hispanic origin
  - Black, not of Hispanic origin
  - Hispanic
  - Asian/pacific Islander
  - American Indian/Alaskan native
- Economically disadvantaged
- Students with disabilities
- ELL (LEP) students

### **The accountability system holds schools and LEAs accountable for the progress of student subgroups**

New Mexico will determine annual measurable objectives (adequate yearly progress (AYP)) and intermediate goals based on percentage proficient (baseline) for all subjects assessed with the CRT (standards based assessment). The same annual measurable objectives (adequate yearly progress (AYP)) and intermediate goals will be applied to all groups and subgroups in all public schools in New Mexico. Other non-academic indicators will not be disaggregated for public schools to determine adequate yearly progress (AYP). However, disaggregated groups will apply for safe harbor in all cases.

**The accountability system includes students with disabilities**

All students in New Mexico, in grades 3 through 9, 10, and 11 are expected to participate in the assessments. Special needs students may be assessed in the same testing environment as their counterparts, with or without accommodations or, if it is determined to be appropriate, with an alternate test (note: there are federal guidelines regarding alternative testing). The Special Education Unit within the NMSDE is developing policies and guidelines to be consistent with NCLB. Students with disabilities who receive special education services are expected to participate in the statewide assessment program in one of three ways:

- Statewide standardized assessment
- Statewide standardized assessment with accommodations
- New Mexico Alternate Assessment

Those students with disabilities that participate in the assessment, either with or without accommodations, will be held to the same achievement and accountability standards as their non-disabled peers. Accommodations come under three broad headings:

- Presentation
- Timing
- Response

IEP teams must determine if a student should take the test without accommodations and under administration conditions. The team should next consider whether a student should be provided with accommodations and, if so, specify in writing what those accommodations will be. Finally, the IEP team may consider whether an alternate assessment administration is appropriate.

**The accountability system includes Limited English Proficient (English Language Learners (ELL)) students**

New Mexico statute [NMSA 22-1-6.B] requires that all students in New Mexico must test using some form of assessment: norm-referenced standardized administration, norm-referenced with modifications, or alternate assessment.

Complying with the requirements of the NCLB Act, the New Mexico standardized assessments are provided in the Spanish language for students who meet the threshold requirements based on language proficiency assessments.

**Only students who have less than three [3] years continuous enrollment in the US may take the Spanish assessment**

- A Spanish language CRT (standards based assessment) will be used in calculating baseline data in 2004-2005.
- Policy in New Mexico stipulates that upon request and submission of appropriate documentation, an additional two years may be approved in which students may take the assessment in the Spanish language.
- The definition of English Language Learners (ELL) **does not** include students who have reached and maintained Full English Proficiency (FEP) at any time.
- Students from other backgrounds may not be able to take the Spanish language test, but may be able to take the English test with appropriate ELL accommodations.

***What are the minimum numbers of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used?***

New Mexico will use a minimum number of 25 for all groups and subgroups for determining adequate yearly progress (AYP) and participation rates. For reporting purposes, the minimum number will be 10 for all groups and subgroups.

Set forth in statute [NMAC 6.19.1], accountability ratings are developed for small schools using the concept of “rolling averages.” A school is considered to be a small school if it has any one grade level with fewer than a total of 10 students enrolled. Once identified as a small school, a school will continue to be rated as a small school for three years before considering whether to rate it as a larger school. The use of all students in attendance at the schools configures this data. All the scores for all the students for the past three years are considered as if they represented one class.

***What strategies are in place to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress (AYP) on the basis of disaggregated subgroups?***

Individual student scores will not be released to the public. The policy of New Mexico is consistent with the Family Educational Right and Privacy Act.

### ***How is the State's definition of adequate yearly progress (AYP) based primarily on academic assessments?***

New Mexico's definition of adequate yearly progress (AYP) is based primarily on academic assessments.

In the current accountability system there are five (5) academic assessments (reading/language arts, mathematics, science, and social studies) in the English language for which data points are assigned. There are three (3) academic assessments (reading, language arts, and mathematics) in the Spanish language for which status accountability indicators or data points are assigned. Starting in 2004-2005, adequate yearly progress (AYP) will be based on the CRT (standards based assessment) in grades 3 through 9 and 11. CRTs (standards based assessment) in either language will contain reading/language arts, math and science assessments.

### ***How does the accountability system include graduation rates for high schools?***

Currently, the graduation rate is calculated by taking the number of 12<sup>th</sup> grade graduates divided by the number of 12<sup>th</sup> graders enrolled on the school's 40<sup>th</sup> day of that same school year. This calculation will be used by NMSDE as the graduation rate for schools until data can be collected by four-year cohort. The 9<sup>th</sup> grade students from school year 2002-2003 will be the first cohort, graduating in school year 2005-2006.

The actual number of students in the cohort is determined in order to calculate the graduation rate:

Students enrolled in the 9 <sup>th</sup> grade on the 40 <sup>th</sup> day at a school in the same school year	+
Students entering the cohort after that date by virtue of transfer from another school	+
Students entering the cohort as early graduates and are graduating with the cohort	-
Students who have transferred out and are verified	-
Students who are deceased	-
Students who graduate before their cohort and enter another by virtue of early graduation	-
Students who are reclassified/retained in the 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> or 12 <sup>th</sup> grades and will not graduate with their cohort	=
<b>Established cohort group denominator</b>	

In school year 2005-2006, the number of graduates divided by the "established cohort group denominator" will be the calculated graduation rate for schools.

Actual graduates from the cohort receiving a four-year high school diploma	÷
Established cohort group denominator	=
<b>Percent of graduates for the cohort</b>	

### ***How does the accountability system include additional academic indicators for elementary and middle schools?***

NMSDE will use the additional academic indicators of attendance rates for elementary, middle, and high schools, graduation rates for high schools, and dropout rates for middle and high schools in the accountability system. The NMSDE has used the attendance rates and dropout rates within the New Mexico accountability system since the adoption of the current system. Attendance rates, graduation rates and dropout rates will be reported as aggregated wholes for schools, districts, and the state and will be disaggregated if safe harbor is applied.

### ***How does the accountability system establish separate baseline data (starting points) for reading/language arts and mathematics?***

The NMSDE will make adequate yearly progress (AYP) determinations for all student groups and subgroups, in all public schools. The accountability system ensures that separate baseline data will be in place for reading/language arts, mathematics and other assessments for the CRT (standards based assessment) in grades 4, 8 and 11. If schools do not make adequate yearly progress (AYP) in grades 4, 8 and 11 for two consecutive years, they will be placed in the school improvement cycle. In calculating adequate yearly progress (AYP), schools and districts will be identified for improvement after not making adequate yearly progress (AYP) for two (2) consecutive years in the same subjects for all groups or subgroups.

### ***Does the NMSDE have a plan for addressing changes in assessment and student population?***

All public schools and school districts are being held to the same criteria. New Mexico is committed to maintaining a single accountability system and includes all requirements of NCLB. It is anticipated and expected that there will be further changes and modifications to the accountability system over time.

### ***It should be noted that NMSDE does not permit out of level testing under any circumstances.***

**The NMSDE's plan for addressing changes in assessment and student populations includes:**

- maintaining continuity in adequate yearly progress (AYP) decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB;
- including new public schools in the State Accountability System; and
- periodic review of the State Accountability System, so that unforeseen issues can be quickly addressed.

**What is the method for calculating the rate of participation in the statewide assessment?**

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Students enrolled on or before the 40<sup>th</sup> day are considered enrolled for a full academic year.

The NMSDE has a procedure to determine the number and percent of students tested (by subgroup and aggregate) in each of the assessment windows.

<b>Total number of students assessed ÷ number of students enrolled on day of assessment administration</b>	<b>New Mexico High School Competency Exam</b>	<b>NRT (TerraNova and SUPERA) or CRT (standards based assessment) grades 3 – 9</b>
	<b>CRT (standards based assessment) grade 11</b>	
	Total number of students = 80 <sup>th</sup> day enrollment	Total number of students = 120 <sup>th</sup> day enrollment

**Example of 95% participation rate calculation – applies to whole groups and subgroups:**

<b>95% for NMHSCE</b>		
Number of 10 <sup>th</sup> graders enrolled on the 80 <sup>th</sup> day	300	$290 \div 300 = 96.66\%$
Number of 10 <sup>th</sup> graders assessed	290	

<b>95% for NMAAP</b>		
Number in a grade level or subgroup enrolled on the 120 <sup>th</sup> day	500	$480 \div 500 = 96.0\%$
Number in a grade level or subgroup assessed	480	

**To verify 95% participation rate, apply the following process:**

95%                      120<sup>th</sup> Day – NMAAP  
                                   80<sup>th</sup> Day – NHCHE

- Refer to the ADS list for the day count of students and compare it to the list of students tested
- Check off students tested on the ADS list
- Count the students checked off and total
- Count the number of students on the day count (120<sup>th</sup> or 80<sup>th</sup>)
- Divide the number of students tested by the total number of students from the day count