



2017 STUDENT ASSESSMENT RESULTS

FINAL

JULY 2017

2017 PARCC Score Release Highlights

KEY HIGHLIGHTS

- New Mexico's students are on the rise across the state's biggest districts.
 - **New Mexico's ten largest districts serve more than half of the state's student population. Almost all of these districts now have many more kids reading and doing math on grade-level since the new baseline was established via the first administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) in 2015.**
 - Large NM Districts with the strongest gains:
 - Farmington
 - ELA proficiency is up 11.5%
 - Math proficiency is up 5.8%
 - Farmington has closed a 14% reading gap with Rio Rancho.
 - Gadsden
 - ELA proficiency is up 10.7%
 - Math proficiency is up 6.9%
 - Gadsden has surpassed both APS and SFPS in reading from 2015 to 2017.
 - Gallup
 - ELA proficiency is up 5.6%
 - Math proficiency is up 3.7%
 - Hobbs
 - ELA proficiency is up 9.2%
 - Math proficiency is up 5.1%
 - Hobbs is now competitive with other district counterparts.
 - Large NM Districts with declining student achievement and/or flat performance:
 - Albuquerque
 - ELA proficiency is down -2.1%
 - Math proficiency is slightly up at .6%
 - APS is down -8.8% in 3rd grade reading since 2015.
 - Rio Rancho
 - ELA proficiency is down -2.0%
 - Math proficiency is up at 1.7%
 - Rio Rancho is down -11.5% in 4th grade reading since 2015. Farmington, by contrast is up 7.9%--thus closing the gap between the two districts.

- In New Mexico, school improvement is a CHOICE. Schools embracing change are showing results for kids.
 - *When our districts and schools demonstrate belief in every student’s potential and embrace partnerships and reform, they see results for our kids. Principals Pursuing Excellence (PPE) & Teachers Pursuing Excellence (TPE) are prime examples of targeted investments and collaboration that are changing kids’ lives. When we consider results in the districts and schools that have participated compared to those in non-participating schools, compared to similar student/school groups, and/or compared to the state results as a whole—no matter how you slice it – PPE & TPE schools are outperforming the rest of the state and closing achievement gaps.*
 - In 124 PPE schools (four cohorts) serving more than 28,000 tested students, academic achievement is on the rise from 2015 to 2017:
 - ELA proficiency is up 7.2%.
 - Math proficiency is up 4%.
 - All PPE schools (Cohorts 1-4) achieved more than double the gains (2.19% versus .96%) in ELA than the state as a whole and an improvement of more than 0.5 points over statewide math gains. (2016 to 2017)
 - In the most recent fully completed cohort of Principals Pursuing Excellence (Cohort 3), participating school leaders showed gains in math proficiency that were more than 2% higher than the state average and ELA proficiency gains nearly four times the rate of the rest of the state as a whole. (2016 to 2017)
 - PPE schools (Cohorts 1-4) are closing achievement gaps when compared to non-PPE schools: In Math a 4% point gap is now a 2% point gap. In ELA a 7% point gap is now a 1% point gap. This is considering academic proficiency in PPE schools vs. ALL other schools. (2015 to 2017)
 - The eight TPE schools (within Belen, Penasco, Farmington, & Alamogordo) have embraced another statewide initiative and shown impressive results from 2015 to 2017:
 - ELA proficiency is up 10.3% in TPE schools
 - Math proficiency is up 10.6% in TPE schools
 - Top Schools Within Districts Fully Embracing Opportunities (both PPE & TPE):
 - Belen: Gil Sanchez Elementary School
 - Math proficiency up 5.0% in just one year (Up 16.4% since 2015)
 - ELA proficiency up 6.8% in just one year (Up 5.7% since 2015)
 - Farmington: Heights Middle School
 - Math proficiency up 3.8 % in just one year (Up 14.2% from 2015 to 2017)

- ELA proficiency up 4.1% in just one year (Up 15.8% from 2015 to 2017)
 - Alamogordo: Oregon Elementary School
 - Math proficiency up 13.4% in just one year (Up 8.8% since 2015)
 - ELA proficiency up 4.4% in just one year (Up 8.2% since 2015)
- **New Mexico established higher expectations for our kids in 2015—and they’re RISING to the challenge.**
 - **Nearly 15,000 more students are reading and doing math on grade-level since 2015. That’s 15,000 more families who can trust that their children are on-track for college and career readiness. New Mexico’s students are up in nearly every category since PARCC began, showing that New Mexico’s students, teachers, schools, and communities are rising to the challenge of what it takes to compete in the 21st century economy.**
 - New Mexico’s students continue to rise to the challenge:
 - 8,000 more students are on grade level (Up 2.2 %) in ELA (Reading) since 2015:
 - 3rd grade: 1.2% up
 - 4th grade: 1.5% up
 - 5th grade: 5.4% up
 - 8th grade: 5.1% up
 - 7,000 more students on grade level (Up 2.3 %) in Mathematics since 2015:
 - 3rd grade: 4.9% up
 - 4th grade: 4.6% up
 - 5th grade: 2.7% up
 - 8th grade: 3.3 % up

Additional Highlights

- **ELA/Reading: All grades 3-8 showed increases in the numbers of students on grade level (from 2015 to 2017) with 7,052 more students demonstrating proficiency.**
 - 5th grade ELA saw the greatest growth in proficiency—1,659 more 5th graders are proficient this year compared to 2015.
 - 4,957 more Hispanic students across all grades are proficient in ELA compared to 2015.
 - 4,948 more economically disadvantaged students are proficient in ELA than in 2015.

- **MATH: The number of students on grade level increased in every grade 3-10 compared to 2015.**
 - Grades 3 and 4 showed the most improvement with about 1,700 more third graders and 1,500 more fourth graders proficient than in 2015.
 - Of all grades in 2017, Grade 3 has the highest percentage of students demonstrating proficiency at 30.1%.

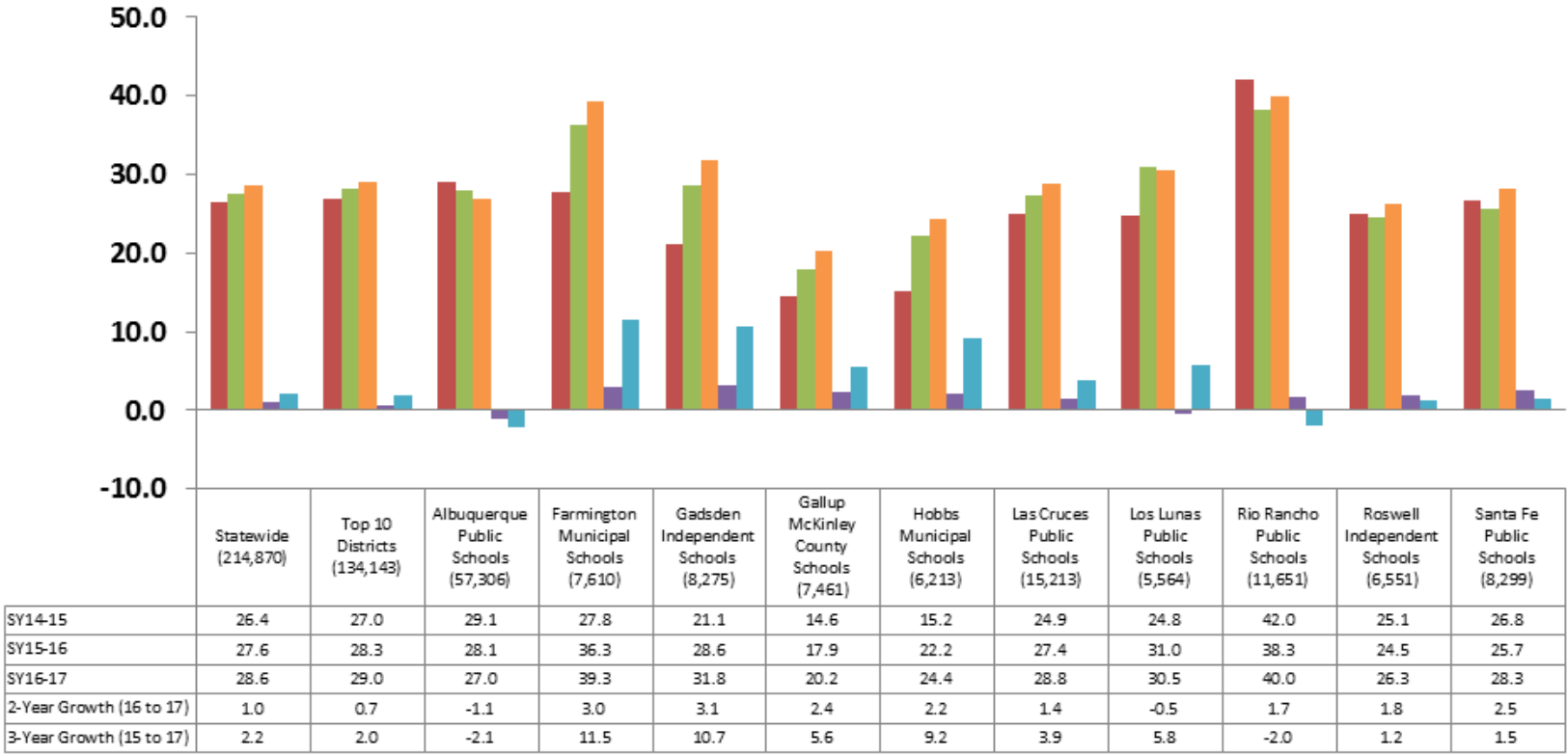
- **Since 2015, Hispanic students in the state have grown 2.3 percentage points in Math with 4,148 more students proficient and 2.4 percentage points in ELA with 4,957 more students proficient.**

- **Between 2015 and 2017, Native American students in the state have grown 4 percentage points in ELA, effectively shifting 951 students from non-proficient to proficient in ELA, and 1.5 percentage points in Math, effectively shifting 370 students from non-proficient to proficient in math.**

- **Since 2015 Economically Disadvantaged students in the state have grown 2.9 percentage points in ELA, effectively shifting 4,948 students from non-proficient to proficient in ELA, and 2.5 percentage points in Math effectively shifting 4,012 students from non-proficient to proficient in math.**

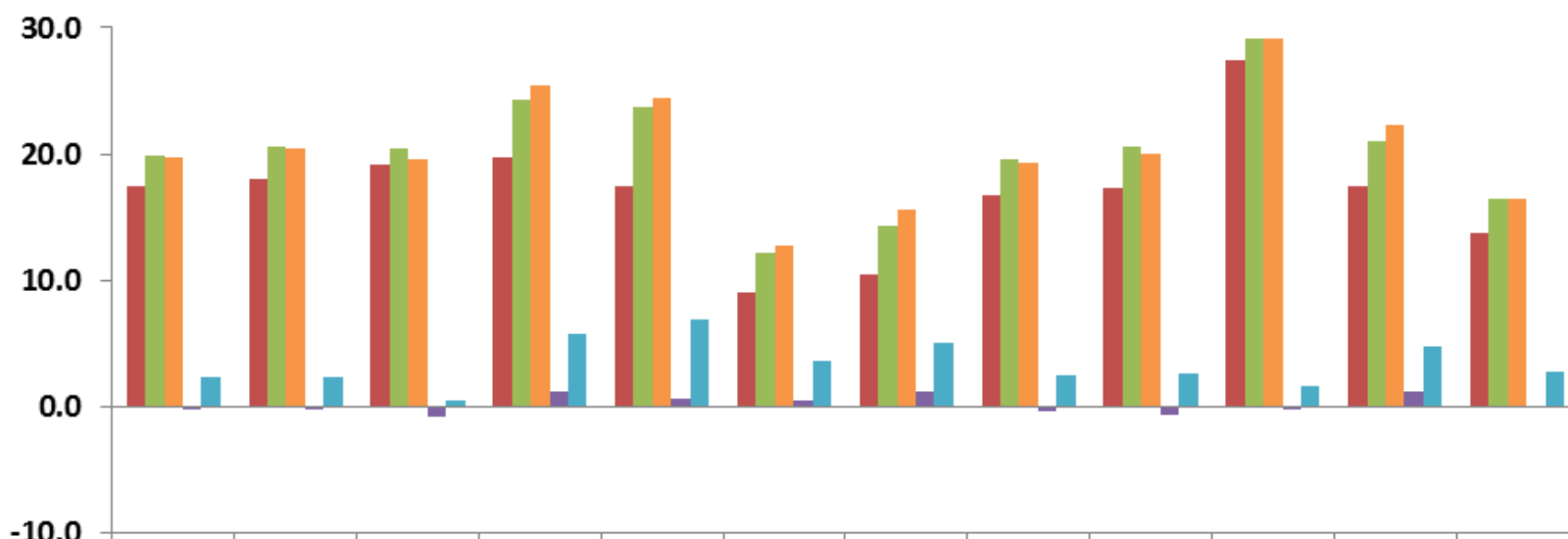
- **NM responded to stakeholder input—and the PARCC experience is improving for students & families.**
 - **Next year the exam will be shorter, the testing window will be later, and there will be 10 more instructional days. And based upon feedback from the field over the last nine months, student achievement results are being delivered earlier than ever before. Further, the “opt-out” movement has become a relic of the past—with schools embracing opportunities for kids.**
 - In year one of administration, nearly 5,500 families opted-out of taking the new assessment. Today, that number is dramatically smaller (1,235).
 - Two years ago, the PED reduced testing time by 90 minutes per grade and now will reduce an additional 30-40 minutes for most grades. That is roughly a 19% reduction in total PARCC testing time over the last few years. In grade 3 and grades 6-11, students will spend 30 to 40 minutes less on testing.
 - Beginning in spring 2018, the PARCC testing window will be reduced from six weeks to four weeks and will begin later in the year to give our students TEN additional instructional days with their teachers.
 - Districts have received preliminary student data six to seven weeks earlier than results in previous years (June 30th). Final results are also being released sooner than ever before—with Individual Student Reports (ISRs) being shipped in mid-July and the full suite of data reports being delivered to school districts in August.

PARCC ELA Largest Districts



■ SY14-15
 ■ SY15-16
 ■ SY16-17
 ■ 2-Year Growth (16 to 17)
 ■ 3-Year Growth (15 to 17)

PARCC Math Largest Districts



| | Statewide (213,692) | Top 10 Districts (133,624) | Albuquerque Public Schools (57,146) | Farmington Municipal Schools (7,449) | Gadsden Independent Schools (8,765) | Gallup McKinley County Schools (7,301) | Hobbs Municipal Schools (6,266) | Las Cruces Public Schools (14,839) | Los Lunas Public Schools (5,500) | Rio Rancho Public Schools (11,287) | Roswell Independent Schools (6,465) | Santa Fe Public Schools (8,606) |
|--------------------------|---------------------|----------------------------|-------------------------------------|--------------------------------------|-------------------------------------|--|---------------------------------|------------------------------------|----------------------------------|------------------------------------|-------------------------------------|---------------------------------|
| SY14-15 | 17.4 | 18.1 | 19.1 | 19.7 | 17.5 | 9.1 | 10.5 | 16.8 | 17.3 | 27.4 | 17.5 | 13.8 |
| SY15-16 | 19.9 | 20.6 | 20.4 | 24.2 | 23.8 | 12.2 | 14.4 | 19.6 | 20.6 | 29.2 | 21.0 | 16.5 |
| SY16-17 | 19.7 | 20.4 | 19.7 | 25.5 | 24.4 | 12.8 | 15.6 | 19.3 | 20.0 | 29.2 | 22.3 | 16.5 |
| 2-Year Growth (16 to 17) | -0.2 | -0.2 | -0.8 | 1.2 | 0.6 | 0.6 | 1.2 | -0.4 | -0.7 | 0.0 | 1.3 | 0.0 |
| 3-Year Growth (15 to 17) | 2.3 | 2.3 | 0.6 | 5.8 | 6.9 | 3.7 | 5.1 | 2.5 | 2.7 | 1.7 | 4.8 | 2.7 |

■ SY14-15
 ■ SY15-16
 ■ SY16-17
 ■ 2-Year Growth (16 to 17)
 ■ 3-Year Growth (15 to 17)

PARCC: ENGLISH LANGUAGE ARTS

| Grade (2017 N) | 2015 Proficiency (%) | 2016 Proficiency (%) | 2017 Proficiency (%) | 2015 to 2017 Difference (%) | 2015 to 2017 More Students Proficient (N) |
|-------------------|----------------------|----------------------|----------------------|-----------------------------|---|
| Grade 3 (24,733) | 24.9 | 24.1 | 26.1 | 1.2 | 801 |
| Grade 4 (24,895) | 23.7 | 25.0 | 25.2 | 1.5 | 753 |
| Grade 5 (24,601) | 23.7 | 24.7 | 29.1 | 5.4 | 1,659 |
| Grade 6 (24,401) | 21.9 | 24.2 | 24.8 | 2.9 | 1,000 |
| Grade 7 (23,900) | 21.1 | 23.0 | 26.1 | 5.0 | 1,393 |
| Grade 8 (23,488) | 22.8 | 25.7 | 27.9 | 5.1 | 1,446 |
| Grade 9 (24,196) | 26.8 | 27.4 | 25.5 | -1.3 | -50 |
| Grade 10 (23,216) | 31.3 | 32.1 | 31.4 | 0.1 | 410 |
| Grade 11 (21,440) | 44.5 | 44.9 | 43.3 | -1.2 | 543 |

| Subgroup (2017 N) | 2015 Proficiency (%) | 2016 Proficiency (%) | 2017 Proficiency (%) | 2015 to 2017 Difference (%) | 2015 to 2017 More Students Proficient (N) |
|----------------------------------|----------------------|----------------------|----------------------|-----------------------------|---|
| All Students (214,870) | 26.4 | 27.7 | 28.6 | 2.2 | 7,955 |
| Female (105,745) | 31.6 | 33.5 | 34.6 | 3.0 | 4,968 |
| Male (109,125) | 21.4 | 22.0 | 22.9 | 1.5 | 2,987 |
| African American (4,218) | 24.1 | 23.9 | 23.2 | -0.9 | -31 |
| American Indian (22,201) | 13.6 | 16.9 | 17.6 | 4.0 | 951 |
| Asian/Pacific Islander (6,384) | 53.8 | 55.1 | 46.0 | -7.8 | 1,248 |
| Caucasian (50,320) | 42.4 | 42.8 | 44.3 | 1.9 | 656 |
| Hispanic (131,117) | 21.4 | 22.9 | 23.8 | 2.4 | 4,957 |
| Econ. Disadvantaged (145,262) | 18.6 | 20.2 | 21.5 | 2.9 | 4,948 |
| Students w Disabilities (30,556) | 3.7 | 4.0 | 4.0 | 0.3 | 536 |
| English Learners (24,259) | 3.5 | 4.3 | 3.5 | 0.0 | 4 |

PARCC: MATHEMATICS

| Grade (2017 N) | 2015 Proficiency (%) | 2016 Proficiency (%) | 2017 Proficiency (%) | 2015 to 2017 Difference (%) | 2015 to 2017 More Students Proficient (N) |
|-------------------|----------------------|----------------------|----------------------|-----------------------------|---|
| Grade 3 (25,860) | 25.2 | 29.9 | 30.1 | 4.9 | 1,690 |
| Grade 4 (25,657) | 18.5 | 23.1 | 23.1 | 4.6 | 1,498 |
| Grade 5 (24,890) | 20.5 | 25.2 | 23.2 | 2.7 | 914 |
| Grade 6 (24,555) | 18.6 | 19.7 | 19.6 | 1.0 | 503 |
| Grade 7 (24,155) | 15.2 | 17.3 | 16.7 | 1.5 | 548 |
| Grade 8 (24,180) | 16.9 | 19.2 | 20.2 | 3.3 | 891 |
| Grade 9 (25,038) | 16.0 | 18.2 | 16.9 | 0.9 | 537 |
| Grade 10 (22,580) | 12.4 | 13.2 | 14.1 | 1.7 | 468 |
| Grade 11 (16,777) | 9.6 | 9.4 | 8.3 | -1.3 | -72 |

| Subgroup (2017 N) | 2015 Proficiency (%) | 2016 Proficiency (%) | 2017 Proficiency (%) | 2015 to 2017 Difference (%) | 2015 to 2017 More Students Proficient (N) |
|----------------------------------|----------------------|----------------------|----------------------|-----------------------------|---|
| All Students (213,692) | 17.4 | 19.9 | 19.7 | 2.3 | 6,977 |
| Female (105,072) | 17.5 | 20.2 | 19.5 | 2.0 | 3,050 |
| Male (108,620) | 17.3 | 19.6 | 19.9 | 2.6 | 3,927 |
| African American (4,170) | 13.3 | 14.4 | 12.9 | -0.4 | -8 |
| American Indian (21,927) | 8.6 | 10.4 | 10.1 | 1.5 | 370 |
| Asian/Pacific Islander (6,211) | 45.5 | 48.2 | 37.8 | -7.7 | 966 |
| Caucasian (48,830) | 29.7 | 33.1 | 33.0 | 3.3 | 1,366 |
| Hispanic (131,915) | 13.4 | 15.9 | 15.7 | 2.3 | 4,148 |
| Econ. Disadvantaged (146,341) | 12.0 | 14.5 | 14.5 | 2.5 | 4,012 |
| Students w Disabilities (30,472) | 3.4 | 4.0 | 3.6 | 0.2 | 454 |
| English Learners (27,605) | 4.6 | 6.0 | 5.0 | 0.4 | 98 |

PARCC Longitudinal Analysis
Statewide Performance
2-Year and 3-Year Overall Change

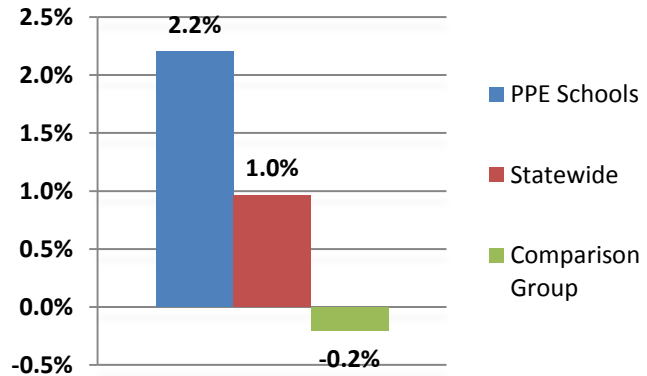
| | 2017 | | | 2016 | | | 2015 | | | 2015 to 2017 Change (N) |
|-------------|-----------|----------------|----------------|-----------|----------------|----------------|-----------|----------------|----------------|-------------------------|
| | Total (N) | Proficient (%) | Proficient (N) | Total (N) | Proficient (%) | Proficient (N) | Total (N) | Proficient (%) | Proficient (N) | |
| ELA | 214,870 | 28.6 | 61,479 | 211,485 | 27.6 | 58,454 | 202,433 | 26.4 | 53,524 | 7,955 |
| Math | 213,692 | 19.7 | 42,052 | 212,569 | 19.9 | 42,347 | 201,992 | 17.4 | 35,075 | 6,977 |

Embracing Reform: Principals Pursuing Excellence – A school leadership development and school turnaround program designed to significantly improve the state’s lowest-performing schools, including 124 schools serving more than 28,000 tested students that have participated in the first four cohorts.

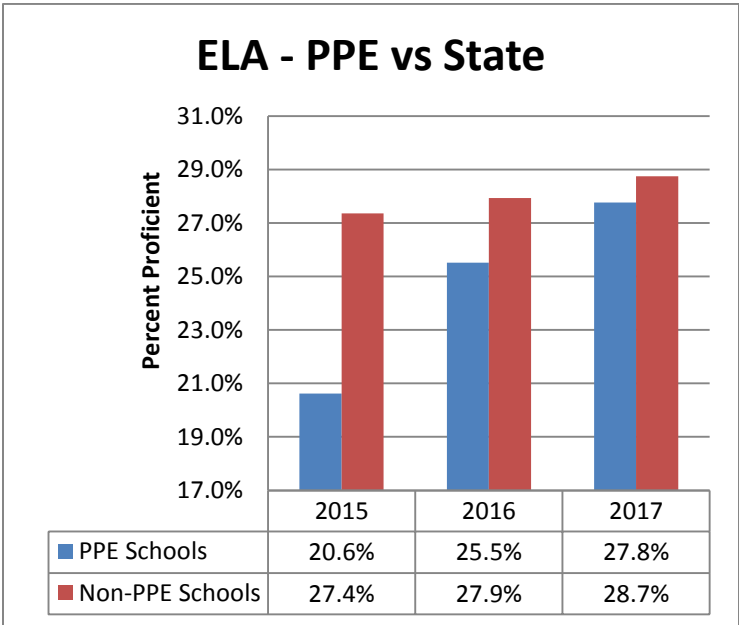
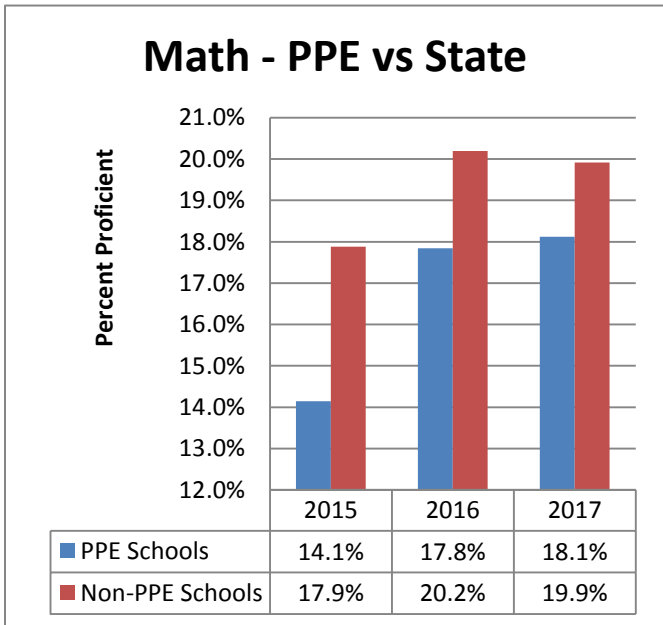
- All PPE schools (Cohorts 1-4) achieved more than double the gains (2.19% versus .96%) in English Language Arts (ELA) than the state as a whole and an improvement of more than 0.5 points over statewide Math gains.

- Overcoming historically low proficiency rates, all four cohorts of the Principals Pursuing Excellence program saw PARCC ELA proficiency rates increase in SY2017 by 2.2%, an improvement of 1.2% over the statewide average growth.
- When compared to a demographically similar set of non-PPE schools, PPE cohorts 1-4 exceeded the comparison group’s proficiency growth rate of -0.2% by 2.4%.
- Nearly **700 students** gained PARCC ELA proficiency in PPE schools in SY2017; while PPE schools serve about 13% of the state’s students, they are responsible for nearly 24% of the state’s ELA growth.

PARCC ELA Proficiency Change 2016-2017

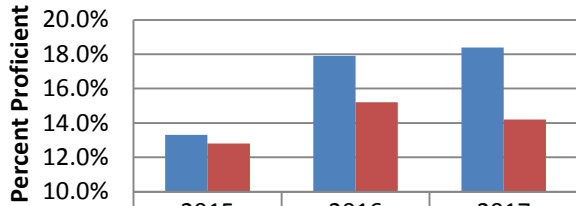


Closing the Gap: A comparison of PARCC Scale Scores and proficiency rates in both math and reading between PPE schools (Cohort 1-4) and non-PPE schools statewide shows that - while these schools lagged behind the rest of the state in both subjects in SY2015 - the PPE schools had closed that gap or even surpassed non-PPE schools by SY2017.



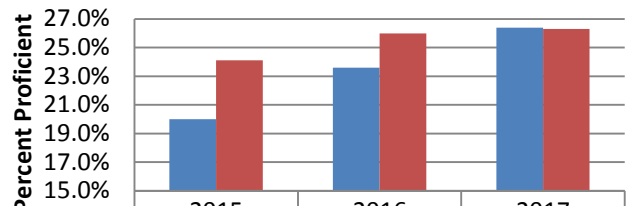
In the most recent fully completed cohort of Principals Pursuing Excellence (Cohort 3), participating school leaders showed gains in PARCC Math proficiency that were more than 2 percentage points higher than the state average and ELA proficiency gains nearly four times the rate of the rest of the state as a whole. When matched with a comparison group of non-PPE schools with similar or better scale scores in 2015, PPE Cohort 3 exceeded the non-PPE schools in both subjects by SY2017.

Math - PPE vs Comparison Group



| | 2015 | 2016 | 2017 |
|------------|-------|-------|-------|
| Cohort 3 | 13.3% | 17.9% | 18.4% |
| Comp Group | 12.8% | 15.2% | 14.2% |

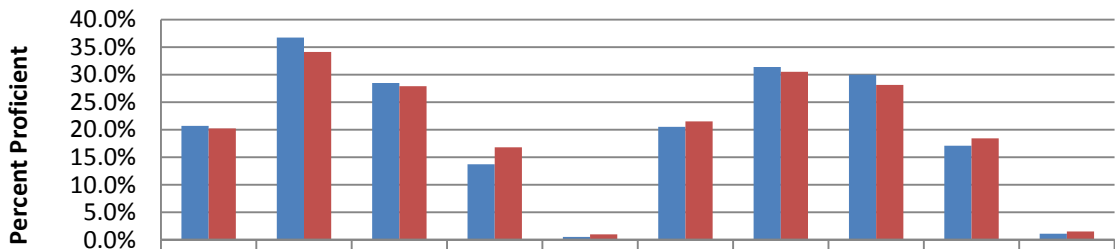
ELA - PPE vs Comparison Group



| | 2015 | 2016 | 2017 |
|------------|-------|-------|-------|
| Cohort 3 | 20.0% | 23.6% | 26.4% |
| Comp Group | 24.1% | 26.0% | 26.3% |

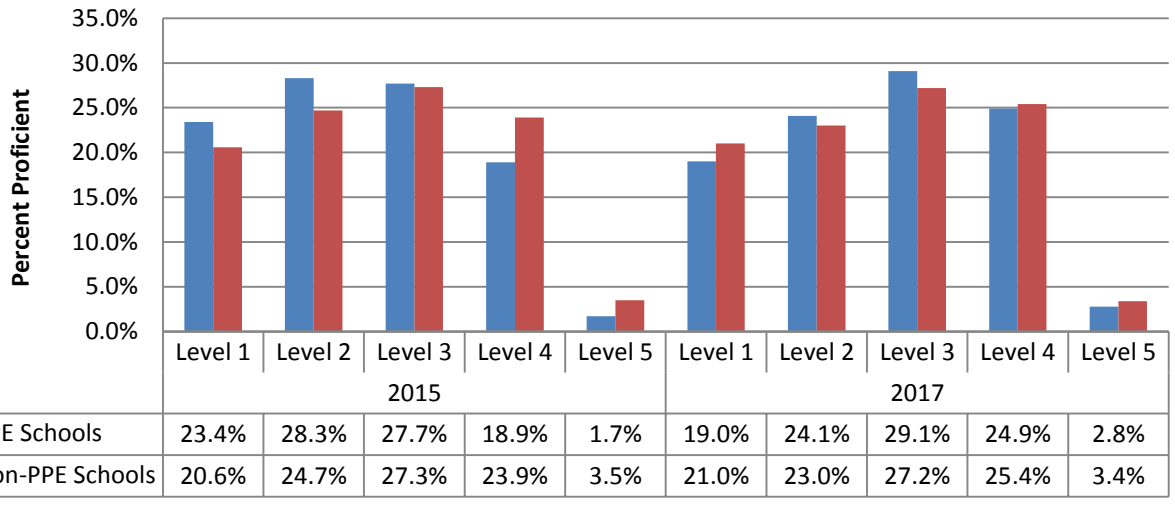
PPE schools are also moving their students in the right direction with regard to PARCC Performance Levels in both subjects. Fewer students are scoring in the lowest two levels relative to the rest of the state, while more are reaching scores of three or higher.

Math Performance Level Change - PPE vs State



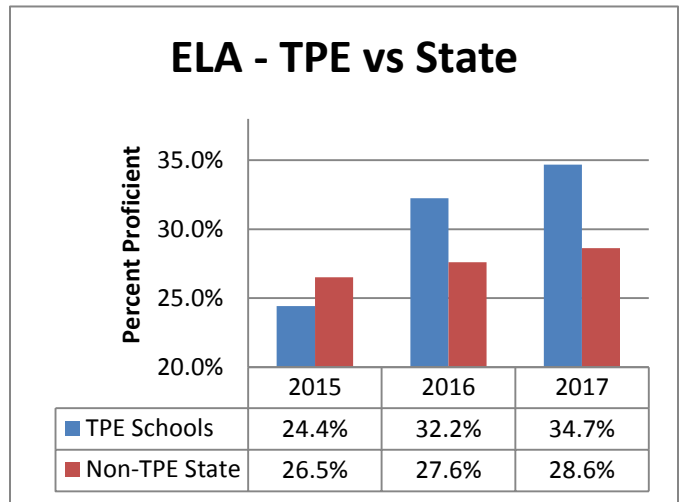
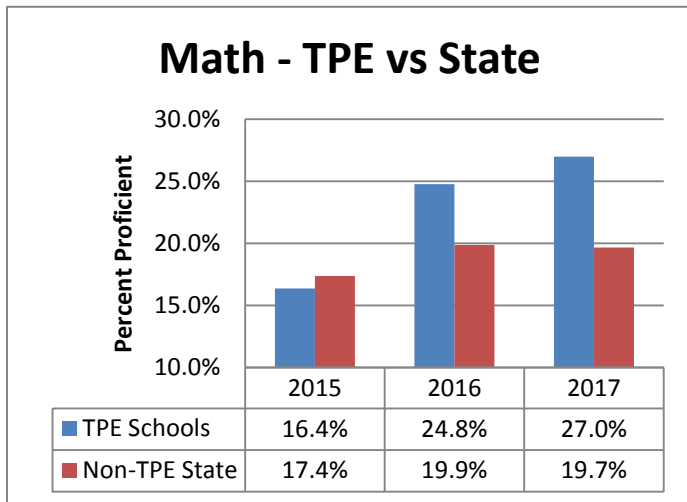
| | 2015 | | | | | 2017 | | | | |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| PPE Schools | 20.7% | 36.7% | 28.5% | 13.7% | 0.5% | 20.5% | 31.4% | 30.0% | 17.1% | 1.1% |
| Non-PPE Schools | 20.2% | 34.1% | 27.9% | 16.8% | 1.0% | 21.5% | 30.5% | 28.1% | 18.4% | 1.5% |

ELA Performance Level Change - PPE vs State

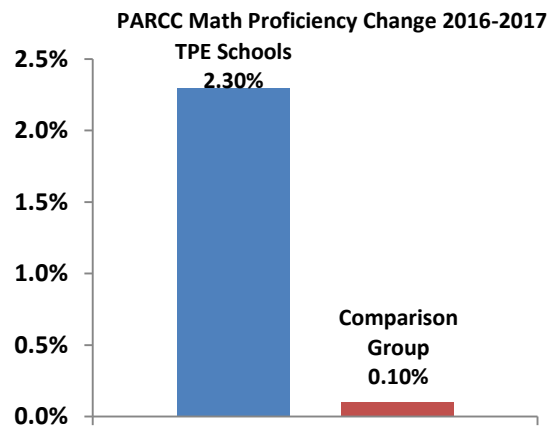


Teachers Pursuing Excellence – A two-year teacher mentorship and support program pairing highly effective and exemplary teachers with their peers to improve practice and drive student achievement in some of the state’s lowest-performing schools.

While these same Cohort 1 TPE schools entered the program in SY2015 with lower proficiency rates in both math and reading compared to non-TPE schools statewide, they had exceeded non-TPE schools by SY2017.

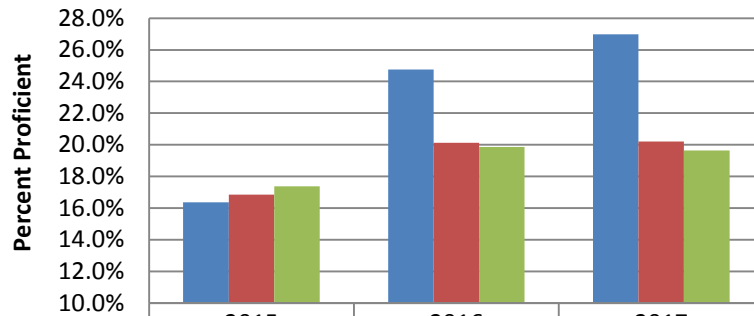


Schools participating in cohort one of the TPE program saw PARCC MATH proficiency rates increase in SY2017 by 2.3%, an improvement of 2.2% over the comparison group average growth of 0.1%.



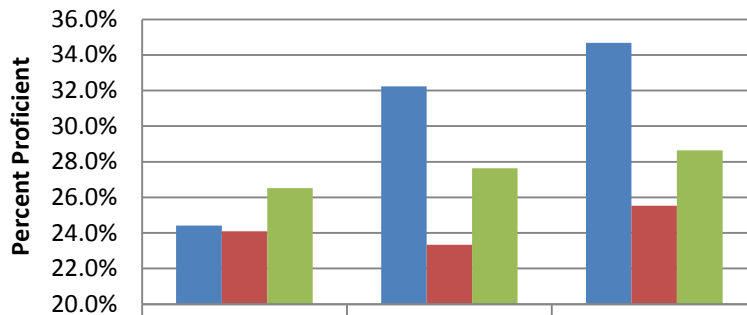
When compared to both a comparison group that began 2015 with similar PARCC scale scores and to statewide non-TPE results, students in TPE schools have clearly exceeded the performance of both other groups.

Math - TPE vs Comparison Group



| | 2015 | 2016 | 2017 |
|----------------------|-------|-------|-------|
| ■ TPE | 16.4% | 24.8% | 27.0% |
| ■ Matched Comparison | 16.8% | 20.1% | 20.2% |
| ■ Non-TPE State | 17.4% | 19.9% | 19.6% |

ELA - TPE vs Comparison Group



| | 2015 | 2016 | 2017 |
|----------------------|-------|-------|-------|
| ■ TPE | 24.4% | 32.2% | 34.7% |
| ■ Matched Comparison | 24.1% | 23.3% | 25.5% |
| ■ Non-TPE State | 26.5% | 27.6% | 28.6% |

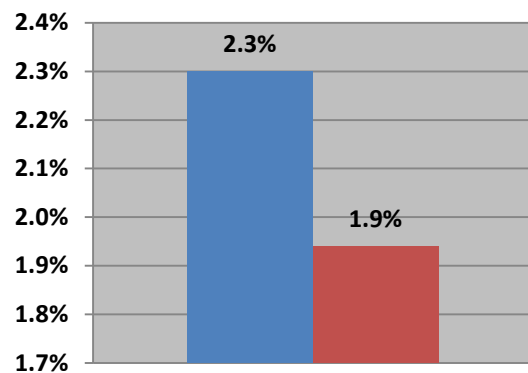
Fully Embracing Change: PPE & TPE Participating School Highlights

| District | School | Program | PARCC Subject | 2015 Proficiency | 2016 Proficiency | 2017 Proficiency | 3 Year Change SY15-17 |
|------------|------------------------|-----------|---------------|------------------|------------------|------------------|-----------------------|
| Alamogordo | Oregon Elementary | TPE & PPE | Math | 17.4% | 12.8% | 26.2% | +8.8% |
| | | | Reading | 18.0% | 21.8% | 26.2% | +8.2% |
| Farmington | Heights Middle School | TPE & PPE | Math | 14.7% | 25.1% | 28.7% | +14.2% |
| | | | Reading | 31.0% | 42.7% | 46.8% | +15.8% |
| Belen | Gil Sanchez Elementary | TPE & PPE | Math | 16.1% | 27.5% | 32.5% | +16.4% |
| | | | Reading | 20.7% | 19.6% | 26.4% | +5.7% |

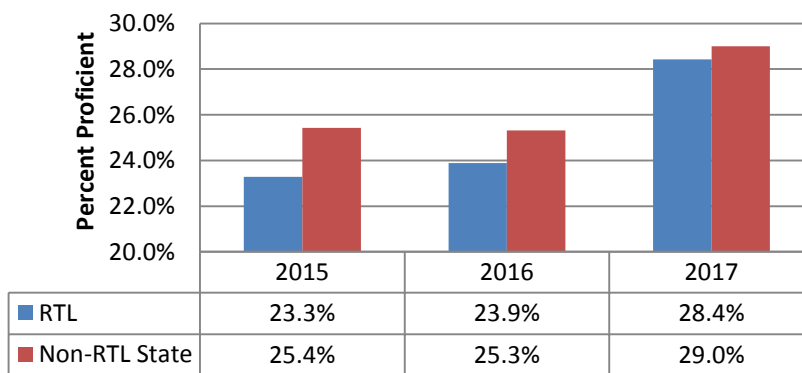
Reads to Lead

- Reads to Lead:** From 2016 to 2017, schools served by Reads to Lead grants improved proficiency in third grade ELA at a higher rate than non-RTL schools. Students in RTL schools showed 2.3% improvement versus 1.9% improvement for non-RTL schools in ELA.

Schools participating in the Reads to Lead program saw PARCC ELA 3rd grade proficiency rates increase in SY2017 by **roughly 2.3%**, an improvement of roughly **0.4%** over the statewide non-Reads to Lead schools' average growth of 1.9%. While only serving 26% of the state's 3rd graders, **Reads to Lead schools were responsible for 45%** of the number of 3rd graders gaining ELA proficiency in SY2017.



Percent Proficient - 3rd Grade ELA



Schools participating in Reads to Lead have also closed the gap between their 3rd graders and students in non-RTL schools statewide in 3rd Grade PARCC ELA proficiency rates

PARCC BACKGROUND

- PARCC is New Mexico’s annual Math and English Language Arts assessment for all students in grades 3-11. PARCC is an important measure because it assesses real-world skills like problem-solving, critical thinking, and reasoning.
- PARCC aligns to the content and skills students practice in their classrooms and schools every day and provides accurate information about how well students are meeting the expectations for their grade level.
- PARCC results identify where students are doing well or where they need more support. PARCC scores are intended to be used alongside other meaningful information, including a student's classroom performance, report card grades, and teacher observations.
- **Refusal to Test (Opt-Out): The number of students who refused to test (or whose parents refused to let them test) has gone down dramatically since the first administration of PARCC in 2017.**
 - In 2015, there were 5,497 student refusals.
 - In 2016, there were 2,300 student refusals.
 - In 2017, there were 1,235 student refusals.
- **For the first time, On-Demand Reports (Quick Reports) were made available to districts and schools. Reports for each student have been provided electronically beginning June 30 and give information about performance in particular areas of Math and ELA.** Provided in response to teacher and school leader requests to receive student results earlier, these reports can be used to evaluate instructional programs, tailor summer and fall professional development, and allow school leaders and teachers to revise next year’s instructional sequence and lesson plans.

ADDITIONAL PARCC REPORTS

- Districts should be able to access full electronic Individual Student Reports (ISRs) starting July 25. In addition, District Summaries and Student Rosters will be accessible at this time via the state’s online portal. Paper copies of these reports will be mailed to districts and charter schools beginning July 25.
- An even more comprehensive suite of student performance reports will be provided to districts in mid-August including the following:
 - Evidence Statement Analysis – provides summary information on how students are performing on specific Math and ELA content tested by PARCC. Educators can look at trends in performance to identify where students are struggling and need support.
 - Content Standards Roster – analyzes individual student performance against the New Mexico Common Core State Standards
 - Performance Level Summary – looks at school and district performance broken down by student subgroups

PARCC PERFORMANCE LEVELS and TESTS

- PARCC includes five performance levels: 1, 2, 3, 4, and 5:
 - Level 1: Did not yet meet expectations
 - Level 2: Partially met expectations
 - Level 3: Approached expectations
 - **Level 4: Met expectations**
 - **Level 5: Exceeded expectations**
- A student earning a performance level of 4 or 5 on the PARCC assessment means the student meets or exceeds expectations for their grade level as determined by the New Mexico State Standards for all public school students.

What was assessed?

- **English Language Arts** - All students in grades 3-11 take the ELA assessment specific to their grade level.
- **Math** - Students in grades 3-7 take the Math assessment specific to their grade.
- **Math** - For grades 8-11, students take the PARCC tests for Grade 8 Math, Algebra I, Algebra II, Geometry, and Integrated Math 1, 2, 3 depending on the course in which the student was enrolled.
 - **Note:**
 - Approximately 5,200 **8th graders**—or about 21% of the 8th grade population—took assessments for higher-level Math courses (including Algebra I, Geometry, and Algebra II) with almost 4,800 taking the PARCC Algebra I exam.
 - As a group, 8th graders who took the **Algebra I** test outperformed all other high school students who took that exam. 48.5% of the 8th graders met proficiency on the Algebra I exam.
 - About 600 high-performing **9th graders** took the Algebra II test and also outperformed all other high school students who took that exam.
 - For 9th graders taking the **Algebra II** test, performance was 45% proficient (compared to 14.9% overall).

2017 SBA SCIENCE ADMINISTRATION

- The Standards Based Assessment (SBA) in science is New Mexico’s annual science assessment for all students in grades 4, 7, and 11.
- In the 2017 administration, 72,112 students in these three grades took the SBA science tests (1,003 more students than in 2016).
- Online testing in Science has increased dramatically over the last four years.
 - In 2014, 26% of students tested online.
 - In 2015, 66% tested online.
 - In 2016, 75% tested online.
 - In 2017, 95% tested online.
- A student earning a performance level of 3 or 4 on the SBA Science assessment means the student meets or exceeds expectations for their grade level as determined by the New Mexico State Standards for all public school students.
- While science proficiency in grade 7 was largely flat from 2016 to 2017, performance increased by roughly 5% over the last three years.

SCIENCE

| Grade (2017 N) | 2015 Proficiency (%) | 2016 Proficiency (%) | 2017 Proficiency (%) | 2015 to 2017 Difference (%) |
|-------------------|----------------------|----------------------|----------------------|-----------------------------|
| Grade 4 (25,731) | 42.3 | 42.8 | 40.0 | -2.3 |
| Grade 7 (24,245) | 39.7 | 44.6 | 44.3 | 4.6 |
| Grade 11 (22,136) | 35.9 | 39.1 | 34.9 | -1.0 |

- SBA Science includes four performance levels: 1, 2, 3, and 4.
 - Level 1: Beginning Step
 - Level 2: Nearing Proficiency
 - **Level 3: Proficient**
 - **Level 4: Advanced Proficient**

Appendices

Additional Preliminary Analyses of 2017 PARCC Results

Appendix A Highest Proficiency Increases

- Percentage increase in proficiency rates
- Districts with a minimum student count of 700 included

Highlighted districts made the top ten for both subject areas

2016 to 2017

ELA

| | |
|-------------------------------|------|
| West Las Vegas Public Schools | +4.2 |
| Lovington Municipal Schools | +4.2 |
| Belen Consolidated Schools | +3.5 |
| Silver Consolidated Schools | +3.5 |
| Cobre Consolidated Schools | +3.4 |
| Clovis Municipal Schools | +3.1 |
| Gadsden Independent Schools | +3.1 |
| Farmington Municipal Schools | +3.0 |
| Santa Fe Public Schools | +2.5 |
| Deming Public Schools | +2.5 |

MATH

| | |
|-------------------------------|------|
| Silver Consolidated Schools | +1.6 |
| Bernalillo Public Schools | +1.4 |
| Roswell Independent Schools | +1.3 |
| Farmington Municipal Schools | +1.2 |
| Hobbs Municipal Schools | +1.2 |
| Hatch Valley Public Schools | +1.1 |
| Taos Municipal Schools | +0.9 |
| West Las Vegas Public Schools | +0.9 |
| Deming Public Schools | +0.9 |
| Belen Consolidated Schools | +0.8 |

2015 to 2017

ELA

| | |
|--------------------------------|-------|
| Hatch Valley Public Schools | +13.9 |
| Farmington Municipal Schools | +11.5 |
| Gadsden Independent Schools | +10.7 |
| Lovington Municipal Schools | +10.5 |
| Hobbs Municipal Schools | +9.2 |
| Artesia Public Schools | +8.6 |
| Cobre Consolidated Schools | +6.0 |
| Los Lunas Public Schools | +5.8 |
| Gallup McKinley County Schools | +5.6 |
| Central Consolidated Schools | +5.1 |

MATH

| | |
|--------------------------------|------|
| Gadsden Independent Schools | +6.9 |
| Lovington Municipal Schools | +6.8 |
| Las Vegas City Public Schools | +6.1 |
| Farmington Municipal Schools | +5.8 |
| Hobbs Municipal Schools | +5.1 |
| Roswell Independent Schools | +4.8 |
| West Las Vegas Public Schools | +4.5 |
| Portales Municipal Schools | +4.2 |
| Silver Consolidated Schools | +4.1 |
| Gallup McKinley County Schools | +3.7 |

Appendix B

Top Schools in ELA Proficiency – 2017

| School | District | Total Students (N) | 2017 Proficiency (%) | Students Proficient (N) |
|--|---|--------------------|----------------------|-------------------------|
| San Juan College High School | Farmington Municipal Schools | 70 | 97.1 | 68 |
| Albuquerque Institute of Math and Science | Albuquerque Institute of Math and Science | 315 | 85.7 | 270 |
| NM School for the Arts | NM School for the Arts Charter | 166 | 79.5 | 132 |
| The Family School | Albuquerque Public Schools | 161 | 78.9 | 127 |
| Acequia Madre Elementary | Santa Fe Public Schools | 109 | 75.2 | 82 |
| Early College Academy | Albuquerque Public Schools | 142 | 73.2 | 104 |
| Arrowhead Park Medical Academy | Las Cruces Public Schools | 67 | 73.1 | 49 |
| Texico High | Texico Municipal Schools | 133 | 72.2 | 96 |
| College and Career High School | Albuquerque Public Schools | 52 | 71.2 | 37 |
| Wood-Gormley Elementary | Santa Fe Public Schools | 240 | 68.8 | 165 |
| Los Alamos High | Los Alamos Public Schools | 522 | 67.4 | 352 |
| Mountain Elementary | Los Alamos Public Schools | 245 | 67.3 | 165 |
| Holloman Middle | Alamogordo Public Schools | 192 | 66.7 | 128 |

Top Schools in ELA Growth – 2016 to 2017

| School | District | 2016 Proficiency (%) | 2017 Proficiency (%) | 2016 to 2017 Difference (%) | 2016 to 2017 More Students Proficient (N) |
|------------------------------------|-------------------------------|----------------------|----------------------|-----------------------------|---|
| Union Elementary | West Las Vegas Public Schools | 41.2 | 63.5 | 22.3 | 12 |
| Yucca Elementary | Alamogordo Public Schools | 21.2 | 43.4 | 22.1 | 31 |
| Animas 7-12 School | Animas Public Schools | 47.0 | 68.8 | 21.8 | 13 |
| Holloman Elementary | Alamogordo Public Schools | 40.2 | 61.7 | 21.5 | 33 |
| Loving Middle | Loving Municipal Schools | 7.6 | 26.7 | 19 | 22 |
| T or C Elementary | T or C Municipal Schools | 10.2 | 28.4 | 18.2 | 14 |
| Mora Elementary | Mora Independent Schools | 10 | 27.7 | 17.7 | 13 |
| Central Elementary | Lordsburg Municipal Schools | 16.7 | 34.3 | 17.6 | 12 |
| Carlsbad Early College High | Carlsbad Municipal Schools | 42.4 | 59.8 | 17.4 | 45 |
| Tatum Elementary | Tatum Municipal Schools | 20.2 | 36.6 | 16.4 | 13 |

Minimum N-count is 50.

Appendix C

Top Schools in Math Proficiency – 2017

| School | District | Total Students (N) | 2017 Proficiency (%) | Students Proficient (N) |
|--|---|--------------------|----------------------|-------------------------|
| Albuquerque Institute of Math and Science | Albuquerque Institute of Math and Science | 271 | 83.8 | 227 |
| Desert View Elementary | Gadsden Independent Schools | 272 | 77.2 | 210 |
| The Family School | Albuquerque Public Schools | 161 | 76.4 | 123 |
| Sidney Gutierrez Middle | Roswell Independent Schools | 65 | 73.8 | 48 |
| North Star Elementary | Albuquerque Public Schools | 316 | 69.0 | 218 |
| Pinon Elementary | Los Alamos Public Schools | 204 | 64.2 | 131 |
| Hubert H. Humphrey Elementary | Albuquerque Public Schools | 228 | 64.0 | 146 |
| Wood-Gormley Elementary | Santa Fe Public Schools | 240 | 61.7 | 148 |
| San Juan College High School | Farmington Municipal Schools | 65 | 61.5 | 40 |
| Bluewater Elementary | Grants Cibola County Schools | 65 | 61.5 | 40 |
| Barranca Mesa Elementary | Los Alamos Public Schools | 229 | 59.8 | 137 |
| Double Eagle Elementary | Albuquerque Public Schools | 310 | 59.7 | 185 |
| Early College Academy | Albuquerque Public Schools | 128 | 59.4 | 76 |
| Dennis Chavez Elementary | Albuquerque Public Schools | 272 | 57.7 | 157 |

Top Schools in Math Growth – 2016 to 2017

| School | District | 2016 Proficiency (%) | 2017 Proficiency (%) | 2016 to 2017 Difference (%) | 2016 to 2017 More Students Proficient (N) |
|------------------------------------|-------------------------------|----------------------|----------------------|-----------------------------|---|
| Carlsbad Early College High | Carlsbad Municipal Schools | 26.5 | 49.0 | 22.4 | 17 |
| Holloman Elementary | Alamogordo Public Schools | 35.7 | 55.7 | 20.1 | 31 |
| Mountainair Elementary | Mountainair Public Schools | 20.8 | 35.8 | 15.1 | 8 |
| Kiser Elementary | Clayton Municipal Schools | 29.2 | 43.7 | 14.5 | 10 |
| Barry Elementary | Clovis Municipal Schools | 29.0 | 43.4 | 14.4 | 54 |
| Desert View Elementary | Gadsden Independent Schools | 63.2 | 77.2 | 14 | 40 |
| Jose Barrios Elementary | Silver Consolidated Schools | 34.7 | 48.7 | 13.9 | 15 |
| Oregon Elementary | Alamogordo Public Schools | 12.8 | 26.2 | 13.4 | 1 |
| Dugan-Tarango Middle | Lordsburg Municipal Schools | 4.5 | 17.5 | 19.9 | 8 |
| Los Ninos Elementary | Las Vegas City Public Schools | 4.1 | 16.9 | 12.8 | 9 |

Minimum N-count is 50.

Appendix D

PARCC Student Cohort Performance Over Time

- These tables examine proficiency rates for students of similar age as they moved up in grade level over the three years of PARCC administration. (This can be called a pseudo-cohort.)
- For example, across the purple diagonal below, performance is shown for 3rd graders in 2015, 4th graders in 2016, and 5th graders in 2017.
 - In ELA, 24.9% of grade 3 students in 2015 were proficient.
 - Many of those students progressed to grade 4 in 2016 where 25.0% showed proficiency.
 - Finally in 2017, 29.1% of the fifth graders were proficient in ELA.
- In Math at the higher grades, students move into course-specific, rather than grade-specific, assessments. Therefore only performance through grade 8 is shown in the table.

ENGLISH LANGUAGE ARTS

| Grade (2017 N) | 2015 Proficiency (%) | 2016 Proficiency (%) | 2017 Proficiency (%) |
|-------------------|----------------------|----------------------|----------------------|
| Grade 3 (24,733) | 24.9 | | |
| Grade 4 (24,895) | 23.7 | 25.0 | |
| Grade 5 (24,601) | 23.7 | 24.7 | 29.1 |
| Grade 6 (24,401) | 21.9 | 24.2 | 24.8 |
| Grade 7 (23,900) | 21.1 | 23.0 | 26.1 |
| Grade 8 (23,488) | 22.8 | 25.7 | 27.9 |
| Grade 9 (24,196) | 26.8 | 27.4 | 25.5 |
| Grade 10 (23,216) | | 32.1 | 31.4 |
| Grade 11 (21,440) | | | 43.3 |

MATHEMATICS

| Grade (2017 N) | 2015 Proficiency (%) | 2016 Proficiency (%) | 2017 Proficiency (%) |
|------------------|----------------------|----------------------|----------------------|
| Grade 3 (25,860) | 25.2 | | |
| Grade 4 (25,657) | 18.5 | 23.1 | |
| Grade 5 (24,890) | 20.5 | 25.2 | 23.2 |
| Grade 6 (24,555) | 18.6 | 19.7 | 19.6 |
| Grade 7 (24,155) | | 17.3 | 16.7 |
| Grade 8 (24,180) | | | 20.2 |

Appendix E

Schools of Choice in Albuquerque: Charter Schools in traditionally low-performing feeder patterns are showing substantially different results from the local traditional public schools. These schools serve similar student populations, representative of students who would otherwise be served in the local traditional public schools.

- These schools of choice often have higher proficiency rates.
- In nearly all cases, the schools of choice demonstrated higher growth in proficiency between 2015 and 2017 than did the local traditional public school.

| School | Math 2017 | Math 2016 | Math 2015 | 2015-2017 Change in Proficiency | | Reading 2017 | Reading 2016 | Reading 2015 | 2015-2017 Change in Proficiency | |
|---|--------------|--------------|--------------|---------------------------------------|-------------|-----------------|-----------------|-----------------|---------------------------------------|-------------|
| | Prof (%) | Prof (%) | Prof (%) | Diff (#) | Diff (%) | Prof (%) | Prof (%) | Prof (%) | Diff (#) | Diff (%) |
| North Valley Academy Charter School compared to the nearest APS elementary school | | | | | | | | | | |
| Los Ranchos Elementary | 8.7 | 9.8 | 5.6 | 4.0 | 3.1 | 12.8 | 12.3 | 14.6 | -2 | -1.8 |
| North Valley Academy | 22.5 | 14.9 | 9.6 | 37.0 | 12.9 | 23.5 | 15.8 | 17.5 | 16 | 6.0 |
| Gilbert L Sena Charter High School and Albuquerque School of Excellence compared to the nearest APS high school | | | | | | | | | | |
| Manzano High | 13.4 | 14.5 | 14.8 | -22.0 | -1.4 | 31.0 | 36.1 | 38.4 | -108 | -7.4 |
| ABQ School Of Excellence | 32.0 | 33.9 | 26.6 | 35.0 | 5.4 | 36.4 | 24.6 | 28.4 | 38 | 8.0 |
| Gilbert L Sena Charter HS | 6.8 | 6.5 | 5.3 | 1.0 | 1.5 | 31.4 | 28.3 | 23.3 | 5 | 8.1 |
| Albuquerque Institute of Math & Science and Mission Achievement and Success Charter School compared to the nearest APS high school | | | | | | | | | | |
| Albuquerque High | 14.1 | 16.4 | 18.6 | -37.0 | -4.5 | 28.6 | 35.0 | 34.2 | -2 | -5.5 |
| Highland High | 5.0 | 3.4 | 7.3 | -15.0 | -2.2 | 14.6 | 20.1 | 23.7 | -68 | -9.0 |
| Albuquerque Institute of Math & Science | 83.8 | 76.7 | 76.6 | 5.0 | 7.2 | 85.7 | 83.4 | 82.5 | 1 | 3.2 |
| Mission Achievement and Success | 29.1 | 18.7 | 25.4 | 68.0 | 3.7 | 27.2 | 24.9 | 28.5 | 47 | -1.3 |

| Albuquerque Institute of Math & Science and Mission Achievement and Success Charter School compared to the nearest APS middle schools | | | | | | | | | | |
|---|------|------|------|-------|------|------|------|------|------|------|
| Jefferson Middle | 21.9 | 20.0 | 21.3 | 55.0 | 0.6 | 24.5 | 25.9 | 24.0 | 58 | 0.5 |
| Washington Middle | 3.6 | 6.5 | 5.5 | -7.0 | -1.9 | 11.1 | 9.8 | 7.2 | 16 | 3.9 |
| Wilson Middle | 7.1 | 6.5 | 7.1 | -1.0 | 0.0 | 11.2 | 10.5 | 12.9 | -9 | -1.7 |
| Albuquerque Institute of Math & Science | 83.8 | 76.7 | 76.6 | 5.0 | 7.2 | 85.7 | 83.4 | 82.5 | 1 | 3.2 |
| Mission Achievement and Success | 29.1 | 18.7 | 25.4 | 68.0 | 3.7 | 27.2 | 24.9 | 28.5 | 47 | -1.3 |
| Albuquerque School of Excellence compared to the nearest APS schools serving elementary, middle, and high school | | | | | | | | | | |
| Chelwood Elementary | 16.9 | 17.6 | 10.9 | 16.0 | 6.0 | 20.2 | 21.3 | 19.9 | 1 | 0.2 |
| Kennedy Middle | 6.4 | 4.2 | 5.9 | 2.0 | 0.5 | 11.9 | 11.6 | 11.1 | 3 | 0.8 |
| Manzano High | 13.4 | 14.5 | 14.8 | -22.0 | -1.4 | 31.0 | 36.1 | 38.4 | -108 | -7.4 |
| ABQ School Of Excellence | 32.0 | 33.9 | 26.6 | 35.0 | 5.4 | 36.4 | 24.6 | 28.4 | 38 | 8.0 |
| Albuquerque School Of Excellence compared to the nearest APS Schools serving elementary, middle, and high school | | | | | | | | | | |
| Highland High | 5.0 | 3.4 | 7.3 | -15.0 | -2.2 | 14.6 | 20.1 | 23.7 | -68 | -9.0 |
| Lowell Elementary | 9.9 | 4.9 | 1.2 | 12.0 | 8.7 | 11.1 | 3.8 | 4.3 | 8 | 6.8 |
| Wilson Middle | 7.1 | 6.5 | 7.1 | -1.0 | 0.0 | 11.2 | 10.5 | 12.9 | -9 | -1.7 |
| Mission Achievement and Success | 29.1 | 18.7 | 25.4 | 68.0 | 3.7 | 27.2 | 24.9 | 28.5 | 47 | -1.3 |

Appendix F

2017 Mathematics Results by Subject and Grade

| Subject | Grade | Number (N) | Level 1 (%) | Level 2 (%) | Level 3 (%) | Level 4 (%) | Level 5 (%) | Proficient (%) |
|--------------|-------|------------|-------------|-------------|-------------|-------------|-------------|----------------|
| Math Grade 8 | 8 | 19,133 | 36.6 | 27.1 | 23.9 | 12.2 | 0.3 | 12.5 |
| Algebra I | 8 | 4,767 | 5.6 | 16.5 | 29.5 | 46.0 | 2.5 | 48.5 |
| Algebra I | 9 | 19,378 | 22.7 | 39.4 | 26.1 | 11.5 | 0.1 | 11.7 |
| Algebra I | 10 | 1,400 | 34.4 | 43.6 | 18.1 | 3.9 | 0.0 | 3.9 |
| Algebra I | 11 | 470 | 35.3 | 37.9 | 21.9 | 4.9 | 0.0 | 4.9 |
| Algebra II | 8 | 15 | 6.7 | 13.3 | 13.3 | 46.7 | 20.0 | 66.7 |
| Algebra II | 9 | 604 | 18.0 | 13.2 | 23.7 | 40.9 | 4.1 | 45.0 |
| Algebra II | 10 | 5,219 | 24.0 | 24.1 | 24.2 | 26.3 | 1.4 | 27.7 |
| Algebra II | 11 | 13,945 | 43.4 | 30.3 | 17.5 | 8.6 | 0.1 | 8.8 |
| Geometry | 8 | 260 | 0.8 | 4.6 | 26.5 | 56.9 | 11.2 | 68.1 |
| Geometry | 9 | 4,631 | 6.4 | 22.4 | 35.7 | 33.0 | 2.5 | 35.5 |
| Geometry | 10 | 15,324 | 12.5 | 42.8 | 34.0 | 10.5 | 0.1 | 10.7 |
| Geometry | 11 | 1,702 | 19.2 | 52.5 | 23.4 | 4.9 | 0.1 | 4.9 |