

## New Mexico AYP Terms

### Annual Measurable Objectives (AMOs)

New Mexico will use a non-linear model for determining improvement in AYP. The model that will be applied will emphasize an initial gradual increase in performance in the beginning years a significant increase in the middle years and slight increases in the final years, leading to 100% proficient by 2014. Consistent with the statute, NM's intermediate goals will increase in equal increments.

The AMOs for each grade configuration are presented in the following charts.

<b>Starting Points, Annual Measurable Objectives Kindergarten – Grade 5</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	P/K-05	40.85	24.13
2006	2005-06	P/K-05	45.00	28.00
2007	2006-07	P/K-05	49.00	33.00
2008	2007-08	P/K-05	59.00	44.00
2009	2008-09	P/K-05	63.00	50.00
2010	2009-10	P/K-05	67.00	57.00
2011	2010-11	P/K-05	77.00	68.00
2012	2011-12	P/K-05	81.00	79.00
2013	2012-13	P/K-05	90.00	89.00
2014	2013-14	P/K-05	100.00	100.00

<b>Starting Points, Annual Measurable Objectives Kindergarten – Grade 6</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	P/K-06	36.00	19.40
2006	2005-06	P/K-06	40.00	23.00
2007	2006-07	P/K-06	44.00	28.00
2008	2007-08	P/K-06	55.00	41.00
2009	2008-09	P/K-06	59.00	47.00
2010	2009-10	P/K-06	63.00	54.00
2011	2010-11	P/K-06	74.00	67.00
2012	2011-12	P/K-06	78.00	77.00
2013	2012-13	P/K-06	89.00	87.00
2014	2013-14	P/K-06	100.00	100.00

<b>Starting Points, Annual Measurable Objectives Kindergarten – Grade 8</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	P/K-08	36.79	15.28
2006	2005-06	P/K-08	41.00	19.00
2007	2006-07	P/K-08	45.00	24.00
2008	2007-08	P/K-08	56.00	38.00
2009	2008-09	P/K-08	60.00	44.00
2010	2009-10	P/K-08	64.00	51.00
2011	2010-11	P/K-08	75.00	65.00
2012	2011-12	P/K-08	79.00	76.00
2013	2012-13	P/K-08	89.00	86.00
2014	2013-14	P/K-08	100.00	100.00

<b>Starting Points, Annual Measurable Objectives Grade 6 – Grade 8</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	06-08	34.14	10.58
2006	2005-06	06-08	38.00	15.00
2007	2006-07	06-08	42.00	20.00
2008	2007-08	06-08	53.00	35.00
2009	2008-09	06-08	57.00	41.00
2010	2009-10	06-08	61.00	48.00
2011	2010-11	06-08	72.00	63.00
2012	2011-12	06-08	76.00	74.00
2013	2012-13	06-08	89.00	85.00
2014	2013-14	06-08	100.00	100.00

<b>Starting Points, Annual Measurable Objectives Grade 7 – Grade 8</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	07-08	37.17	10.75
2006	2005-06	07-08	41.00	15.00
2007	2006-07	07-08	45.00	20.00
2008	2007-08	07-08	56.00	35.00
2009	2008-09	07-08	60.00	41.00
2010	2009-10	07-08	64.00	48.00
2011	2010-11	07-08	75.00	63.00
2012	2011-12	07-08	79.00	74.00
2013	2012-13	07-08	89.00	85.00
2014	2013-14	07-08	100.00	100.00

<b>Starting Points, Annual Measurable Objectives</b>				
<b>Grade 7 – Grade 12</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	07-12	37.30	14.42
2006	2005-06	07-12	41.00	18.00
2007	2006-07	07-12	45.00	23.00
2008	2007-08	07-12	56.00	37.00
2009	2008-09	07-12	60.00	43.00
2010	2009-10	07-12	64.00	50.00
2011	2010-11	07-12	75.00	64.00
2012	2011-12	07-12	79.00	75.00
2013	2012-13	07-12	89.00	86.00
2014	2013-14	07-12	100.00	100.00

<b>Starting Points, Annual Measurable Objectives</b>				
<b>Grade 9 – Grade 12</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	09-12	37.30	18.29
2006	2005-06	09-12	41.00	22.00
2007	2006-07	09-12	45.00	27.00
2008	2007-08	09-12	56.00	40.00
2009	2008-09	09-12	60.00	46.00
2010	2009-10	09-12	64.00	53.00
2011	2010-11	09-12	75.00	66.00
2012	2011-12	09-12	79.00	77.00
2013	2012-13	09-12	89.00	87.00
2014	2013-14	09-12	100.00	100.00

<b>Starting Points, Annual Measurable Objectives</b>				
<b>Kindergarten – Grade 12</b>				
Report Year	Test Year	AMO TYPE	Reading AMO	Math AMO
2005	2004-05	P/K-12	37.23	15.79
2006	2005-06	P/K-12	41.00	20.00
2007	2006-07	P/K-12	45.00	25.00
2008	2007-08	P/K-12	56.00	39.00
2009	2008-09	P/K-12	60.00	45.00
2010	2009-10	P/K-12	64.00	52.00
2011	2010-11	P/K-12	75.00	66.00
2012	2011-12	P/K-12	79.00	76.00
2013	2012-13	P/K-12	89.00	86.00
2014	2013-14	P/K-12	100.00	100.00

Reference: NM Consolidated State Application Accountability Workbook - Principle 3.2b pg.18 (2008)  
 NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual - pg. 39 (2010)

## Attendance Rate

*Goal: 92% or higher*

The NMPED will use the additional academic indicators of attendance rates for elementary and middle schools. Attendance rates will be reported as aggregate wholes for schools and only disaggregated for reporting purposes at the state level. Schools must achieve a 92% attendance rate to achieve AYP. Attendance rates are disaggregated by subgroup for the safe harbor provision.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 7.2 pg.38 (2008)  
NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual - pg. 35 (2010)*

## Confidence Interval (CI)

When a reporting group does not make Adequate Yearly Progress by meeting the Annual Measurable Objectives, then a confidence interval approach is used. The confidence interval approach is a simple statistical test that determines whether the observed percentage of a group meeting a proficiency criterion is significantly lower than the AMO for that test.

$$\pi_L = \frac{n}{n + z^2} \left[ p + \frac{z^2}{2n} - z \sqrt{\frac{pq}{n} + \frac{z^2}{4n^2}} \right]$$

Where:

n = the number of students

z = the critical value (PED is using a 99% confidence level, so z= 2.33)

p = AYP target (Annual AYP Goal), expressed as a proportion (e.g., .3370)

q = 1-p

*Reference: NM Glossary of AYP Technical Terms  
NM Consolidated State Application Accountability Workbook - Principle 9.2 pg. 42 (2008)*

## Full Academic Year (FAY)

Student tests contribute to the proficiency rating only when the student has been present for one full academic year (FAY). FAY is defined as a student being present in STARS snapshots for a single location or district at 120D of the previous year, and 40D, 80D, and 120D of the current testing year. For new schools and transition grades (i.e. grade 7 of a middle school), the requirement for being present the prior 120D submission is removed.

PED will calculate FAY for each student in May using data submissions from 120D, 40D, 80D, and 120D. Any discrepancies in FAY declarations must be remedied by correcting STARS

submissions. Reports showing cumulative FAY at each relevant snapshot are available in STARS. Requests for changes in snapshots following closure of the snapshot window cannot be honored. BIE schools will indicate FAY status separately.

*Reference: NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual - pg. 38 (2010)  
NM Consolidated State Application Accountability Workbook - Principle 2.2 pg.12 (2008)*

## **Graduation Rate (GR)**

*Goal: 90% graduation rate; equal or exceed the previous year's graduation rate; or if the graduation rate averaged over three years (this year's rate and the two previous academic years) equals or exceeds the rate of the previous academic year.*

Beginning in 2009, the rate will consist of the number of graduates divided by the number of students in that cohort (i.e. the 2009 cohort). The cohort will include the following:

- students enrolled in 9th grade on the 40th day at a school
- students entering the cohort after that date by virtue of transfer from another school
- students who were granted greater than 4 years to graduate by their IEP

The cohort will not include:

- students who transfer to another school, residential treatment center, juvenile detention center (or other form of incarceration without public education)
- students who are deceased
- students who leave the U.S. and its territories
- students who are new immigrants and are ELL, who enter the US and enroll in school after their 17th birthday
- foreign exchange students

Students who drop out of school or enter a GED program or receive a GED diploma will not be subtracted from the cohort and will be included in the rate as a non graduate. A student with disabilities may be counted as graduating on time if the students individualized educational plan (IEP) calls for extra years of high school beyond the age of eighteen and the student graduates with a standard diploma. English language learners who are new immigrants and enter a US school after their 17th birthday will be counted as graduating on time if they graduate in one year after their senior year. Students who fail to meet their anticipated graduation year (i.e. 4-year, 5-year, or 6-year) are counted as a non-graduate in that year's rate, and are excluded from future graduation rates.

Section 22-1-8.4 NMSA 1978 of the New Mexico Public School Code defines eligibility for graduation as the successful completion of twenty-three units and passing of all portions of the New Mexico High School Competency Examination by the time students exits the 12th grade.

The current requirement for the calculation of the graduation rate for all high schools in New Mexico (including regular public schools, alternative schools, and charter high schools) is the rate of high school seniors beginning the 12th grade who graduate at the end of the school year. Students who do not complete twenty-three units and pass all portions of the New Mexico High School Competency Exam are considered non-graduates in the yearly graduation rate. Each high school will meet AYP annually if they achieve a 90% graduation rate; equal or exceed the previous year's graduation rate; or if the graduation rate averaged over three years (this year's rate and the two previous academic years) equals or exceeds the rate of the previous academic year.

Method	Calculations
Senior Cohort	<p>In 2008, AYP will utilize rates that duplicate 2007. This will be the final year that a senior cohort rate is published. The <i>Senior Cohort</i> rate represents the percentage of graduates who were 12th graders enrolled at the beginning of the school year.</p> $\frac{\text{N receiving diploma}}{\text{N 12th graders enrolled at 40th day of current year}}$
AFGR	<p>Also in 2008, NMPED will compute and publish the <i>Averaged Freshman Graduation Rate</i>, which provides an estimate of the percentage of high school students who graduate on time by dividing the number of graduates with regular diplomas by the size of the incoming freshman class 4 years earlier, expressed as a percent. The rate uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of diplomas awarded 4 years later. The size of the incoming freshman class is estimated by summing the enrollment in eighth grade in one year, ninth grade for the next year, and tenth grade for the year after and then dividing by three. The averaging is intended to account for prior year retentions in the ninth grade. Although not as accurate as an on-time graduation rate computed from a cohort of students using student record data, this estimate of an on-time graduation rate can be computed with currently available data.</p> $\frac{\text{N receiving a diploma}}{\text{N enrolled 4 years prior (8th + 9th + 10th) / 3}}$
4-Year Cohort	<p>In 2008, NMPED will begin data collection required for the <i>4-Year Cohort</i>, so that it may be reported for AYP in 2009. The rate requires individual student tracking from 2004 to 2008, and includes summer graduates:</p> $\frac{\text{N receiving a diploma in 2008}}{(\text{N first time 9th graders in 2004}) + (\text{N transfers in after 9th grade}) - (\text{N transfers out after 9th grade})}$ <p>The denominator will include students who were allowed greater than 4 years to graduate (i.e. students with special needs whose graduation year was set by an Individualized Education Plan, or students who were recent immigrants and English Language Learners).</p>

Reference: NM Consolidated State Application Accountability Workbook Principle 7.1 pg. 35 (2008)  
 NM Cohort Graduation Rate Technical Manual (2010)

## **Limited English Proficient (LEP)**

The New Mexico Public Education Department will allow ELL students who are not taking the SBA in Spanish, and only during their first year of enrollment in U.S. schools, to be assessed in English with NMELPA instead of the reading/language arts assessment.

The ELL students assessed by NMELPA can be counted toward meeting the 95 percent assessment participation requirement for AYP determinations for reading/language arts even if they did not take the reading/language arts assessment. Additionally, the first year that a student is identified as an ELL student will be counted as the first of the three years in which a student may take the reading/language arts assessment in his/her native language. Districts will be responsible for compiling and reporting data for tracking those students.

New Mexico will take advantage flexibility provide under NCLB and all former ELL students to be counted as ELL for AYP purposes for two additional years after exiting ELL programming and services.

New Mexico adopted the definition for English language learner (previously called Limited English Proficient – ELL/LEP) students from the NCLB Act Title IX-Part A:

**“English Language Learner** when used with respect to an individual, means an individual—

- (A) who is age 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
- (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

- (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 5.4 pg. 31 (2008)  
NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual - pg. 52 (2010)*

### **Minimum N-count**

New Mexico will use a minimum number of 25 for determining AYP, 10 for reporting purposes, and 40 for determining participation rates. Accountability ratings for small schools shall use the rolling average technique set forth in this statute to include all school districts and schools in the accountability system. Small schools have fewer than 25 students in the All Students group. Proficiency rates for the All Students group shall be averaged with the two previous years and the previous year to make the AMO threshold. These numbers provide the NMPED a large enough sample size of students to use in making appropriate rating decisions about schools and school districts.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 5.5 pg. 32 (2008)*

### **Multi-Year Averaging (Participation)**

Public schools and school districts are held accountable for reaching the 95% assessed goal, in both aggregated and sub-groups. Beginning with the results of the 2004-2005 assessments New Mexico will begin using ED guidance allowing the use of two and three year averages of participation rates to meet the 95% target.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 10.1 pg.44 (2008)*

### **Multi-Year Averaging (Proficiency)**

Small schools have fewer than 25 students in the All Students group. Proficiency rates for the All Students group shall be averaged with the two previous years and the previous year to make the AMO threshold. These numbers provide the NMPED a large enough sample size of students to use in making appropriate rating decisions about schools and school districts.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 5.5 pg. 32 (2008)*



## **Participation**

Beginning in the 2004-2005 NMPED will implement a new procedure to determine participation rates in the state assessments for use in AYP determinations. Schools will be provided with a sufficient number of test booklets for every student enrolled in the school in the grades tested at the time of testing. All test booklets will be returned to the publisher with appropriate demographic data completed. Completed test will be scored, and the reason for not testing or completing the test tests will record on test booklets that are not completed. The numerator will be the scored tests. The denominator will be the total number of test booklets. Only a limited number of reasons, such as withdrawn from school prior to the completion of testing, will merit of a student being excluded from the denominator. This will provide a more accurate participation rate than the method used in past years. Comparisons to the Student-Teacher Accountability Reporting System on the enrollment closest to the testing window will provide a validity check to verify that schools have returned test booklets for all enrolled students.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 10.1 pg. 44 (2008)  
NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual - pg. 37 (2010)*

## **Proficiency**

The percentage of students reaching each level of proficiency is calculated for all subgroups with at least 25 students. A percentage is computed for an *All Students* group having at least one student. This exception to group size permits an AYP rating for small schools which meets the ESEA requirement to rate all public schools in the state. Students are not included in the calculation if they withdrew from the school before completing the assessment in that content area or if they were exempt from the Reading assessment by taking the ACCESS. Only students continuously enrolled for a full academic year (FAY) at the time of testing are included in proficiency calculations. Students are counted in the numerator when they have scored *Proficient* or *Advanced*. All FAY students are counted in the denominator, except those who withdrew before completion, or those who received the language exemption. The ratio is multiplied by 100 to calculate a percentage which is rounded to two decimal places.

A subgroup failing to meet or exceed the AMO will still make AYP if the proficiency percentage equals or exceeds the lower limit of a confidence interval. A one-tailed 99% confidence interval is calculated to provide a margin of error for small subgroups, since when subgroups are small, a single student can make a substantial difference in the proficiency rate. The use of a confidence interval attempts to overcome that circumstance.

*Reference: NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual - pg. 38 (2010)*

## **Safe Harbor (SH)**

Under provisions of Senate Bill 911, which gives the Secretary of Education the authority to establish regulation, New Mexico adopted the following policy to support schools and meet federal regulatory requirements.

- Use of safe harbor: If a subgroup or all students in a school or district does not meet annual measurable objectives, a safe harbor test will be applied to determine if 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 at least 10 percent 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 AYP [34 CFR 200.20].
- To qualify for safe harbor, all groups and subgroups must have tested at least 95% of the students in all the groups and subgroups.

All indicators will be disaggregated by subgroup to be used with safe harbor.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 3.2 pg. 15 (2008)  
NM Glossary of AYP Technical Terms*

## **Small Schools**

Accountability ratings for small schools shall use the rolling average technique set forth in this statute to include all school districts and schools in the accountability system. Small schools have fewer than 25 students in the All Students group. Proficiency rates for the All Students group shall be averaged with the two previous years and the previous year to make the AMO threshold. These numbers provide the NMPED a large enough sample size of students to use in making appropriate rating decisions about schools and school districts.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 5.5 pg. 32 (2008)*

## **Special Education (SPED)**

Students with disabilities included in the State's assessment program are included in the New Mexico's Definition of Adequate Yearly Progress through State Statute and by their

participation in the state assessment program. Data generated from the Student-Teacher Accountability Reporting System and from Assessment Data Files are used to ensure that students with disabilities are included in the New Mexico definition and application of AYP. Students with Disabilities are included in the subgroup for AYP calculations for up to two AYP cycles after they have exited from special education services [34 CFR, Section 200.20(F)]. For the purposes of AYP, New Mexico has developed Performance Level Descriptors for the Alternate Assessment which are linked to the coherent assessment plan. New Mexico will cap proficient scores resulting from all assessments based on alternate achievement standards at 1.0 percent for school districts and the state.

New Mexico will implement the one-year flexibility in 2007-2008 described in Transition Option 1 of Education Secretary Margaret Spellings' letter of May 10, 2005.

For the determination of AYP, New Mexico will apply transition option one for students with disabilities for the AYP determination. The methodology will be applied as follows:

1. New Mexico will calculate what 2.0 percent of the total number students assessed in elementary and middle school within the State equates to solely within the Students with Disabilities subgroup by dividing 2.0 by the percentage of Students With Disabilities (SWD). This number, which will be a constant for every eligible school, will be the basis for flexibility in school AYP determinations.
2. Identify all schools that did not make AYP solely on the basis of SWD subgroup and the proficiency rate of those students in each school.
3. Calculate the adjusted percent proficient for each school's SWD subgroup. This adjustment is equal to the sum of the actual percent of proficient scores of this subgroup plus the proxy percent calculated in Step 1.
4. Compare the adjusted percent for each school identified in Step 2 to the State's annual measurable objective (AMO). This comparison will be conducted without use of the confidence interval or other statistical treatments.
  - a. If the states adjusted proficiency rate for the school's SWD subgroup meets or exceeds the State's AMO, the school will be considered to have made AYP for the 2004-2005 school year.
  - b. If the adjusted proficiency rate for the school's SWD subgroup does not meet or exceed the State's AMO, the school did not make AYP for the 2004-2005 school year.

5. This process will be followed for reading and mathematics separately and also repeated at the district level, as needed.
6. The actual percent proficient will be reported to parents and the public, as well as the adjusted percent proficient.

New Mexico will take advantage of flexibility provided under NCLB such that all former special education students are counted as SPED for AYP purposes for two additional years after exiting special education services.

*Reference: NM Consolidated State Application Accountability Workbook - Principle 5.3 pg. 28 (2008)*