

# Identification criteria that New Mexico used for the definition of “persistently lowest-achieving schools”

*The definition below is approved and certified as of March, 2010.*

## 1. Tier I

- a. Title I and receiving funds
- b. In improvement (SI-1 to R-2)
  - i. Lowest achieving 5% or 5 schools whichever greater
  - ii. HS with cohort grad rate < 60% currently and historically

## 2. Tier II

- a. Title I secondary schools eligible but not funded
- b. Lowest achieving 5% or 5 schools whichever greater
- c. HS with cohort grad rate < 60% currently and historically

## 3. Definition of a Secondary School in New Mexico- 22-1-3. Definitions; public schools; classifications, as used in the Public School Code [22-1-1 NMSA 1978]:

- a. "secondary school" means a public school providing instruction for grades nine through twelve, unless there is a junior high school program approved by the state board [department], in which case it means a public school providing instruction for grades seven through twelve;
- b. "junior high school" means a public school providing a junior high school program approved by the state board [department] for grades seven through nine, or for grades seven and eight; and
- c. "high school" means a public school providing instruction for any of the grades nine through twelve, unless there is a junior high school program approved by the state board [department] for grades seven through nine, in which case it means a public school providing instruction for any of the grades ten through twelve.

## 4. Persistently Lowest achieving was defined as

- a. The *All Students* subgroup, regardless of FAY
- b. “Low Achieving”
  - i. Percent proficient were converted to percentile ranks (0-100)
  - ii. Percentile ranks (Reading & Math) were averaged for 5 years (2005-2009)
  - iii. Percentiles were averaged with equal weighting for each
- c. “Persistently”
  - i. Growth was established as the gain or loss in percent proficient from contiguous years (2005-2009)
  - ii. Gains and losses for the 4 improvement periods were averaged
  - iii. Schools must have a minimum of 3 years worth of data (2 improvement periods) to get a growth score

## **5. Graduation was defined as:**

- a. The *All Students* subgroup
- b. Rates for the last 3 available years (grads of 2006, 2007, and 2009) were converted to percentile ranks; required because the methodology of rate calculation differed
- c. Percentile ranks were flagged when  $\leq 60\%$ ; in the only cohort year (2009), 60% correlated with approximately the 58th percentile.

## **6. Compilation**

- a. Two separate lists were established for Tier I and Tier II
- b. Schools were ranked on the averaged Reading/Math percentile rank
- c. Schools were flagged with growth  $\leq 1\%$
- d. Schools were flagged with grad rates persistently  $\leq 60\%$
- e. The rank-ordered list was compiled from
  - i. The lowest ranking schools
  - ii. That met the conditions of c. and/or d.
- f. Tier II schools were reserved for the case where insufficient Tier I schools met conditions
- g. New Mexico will exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed [who were enrolled in the school for a full academic year as that term is defined in New Mexico's Accountability Workbook] is less than 25. The minimum group size of 25 was established for Adequate Yearly Progress (AYP) subgroups in 2003, and was a compromise between the number needed for statistical integrity, and the number needed to hold all schools, especially smaller schools, accountable for student achievement.

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