

# Board Member Questions and Answers

Prior to Nov. 15, 2023, Board Meeting

Progress Monitoring of Interim Goals 2.1, 2.2, 2.3: Math Proficiency

## 5.1: Consider Acceptance of Progress Monitoring Reports for Goal 2 Interim Goals 2.1, 2.2, and 2.3 Focusing on Math Proficiency

A request for formatting all graphs: is there any way we can please please please get them lined? I'm spending a lot of time with a ruler and pen when I'd rather be analyzing and getting to the real work.

We can provide lined versions of the tables.

### New Mexico Vistas Graph

Remind us again why the "Number of Students Tested" columns don't add up to the "Overall" totals once the graph begins to disaggregate the Race/Ethnicity, Special Ed Status, EL Status, and Reduced-Price Meals. (It may be helpful to put this information in the Action Report as background for understanding the graph and seeming discrepancies. This came up once before and community people who are engaged are asking the same questions.)

- The numbers under Race/Ethnicity add up to 5307 in the 2021/2022 column, but the Overall number of students taking the test is 5314... so it appears 7 students are unaccounted for? Same question for 2022/2023: 4862 vs 4876 total...seemingly 14 students missing?

A few students had missing data for the fields referenced. They are included in the overall numbers but not in the detailed data.

Observations: As of 2022/23, all scores are up but the Martinez Yazzie group is at .8 increase vs 2.3 increase for all other students. However, Native American students did have a .9 decrease and Female scores are flat while males made a .9 increase and so that is something to look at as the district works on engaging the most vulnerable kids. On a high note, Black students had an increase of 3.1 and Exited EL's a 5.4 increase. Those gains should be recognized and studied. What did we get right? How can we do more of it? Any ideas as to what is behind these gains? Can we pinpoint where (school sites) these improvements happened? What can we learn from these gains?

We continue to analyze the data. As we do this, we continuously look for statistically significant trends to capitalize upon. We recognize that there are multiple aspects connected to any given student's achievement.

The Asian population dropped in scores by 5.5: any idea what is behind that change because it seems significant and we need to turn that around.

Changes in academic performance are quickly noticed based on the small number of students that comprise this student group. It is also important to note the change in student cohort groups.

### 6<sup>th</sup> – 8<sup>th</sup> grades iReady Data

In 2021-2022, after kids came back from the pandemic, we seem to be mostly in an upward trend from BOY to EOY scores. But then, in 2022/23 that trend stopped. The Asian population lost ground and dipped below 50%. What is happening with this population?

Changes in academic performance are quickly noticed based on the small number of students that comprise this student group. It is also important to note the change in student cohort groups.

The Black and Native American students are trending strong from 2021/22 to 2022/23. What can we learn from this? What are they experiencing that is helpful? Where, what locations, are these scores increasing? How can we use this information to inform our progress monitoring reports and PD? How can we replicate for all, but especially Martinez Yazzie protected groups and Asian students who are slipping?

This question aligns with the current work of the goal teams. For example, intentional steps are being made to ensure that principals and teachers are well aware of their student groups individually as opposed to groups to provide targeted intervention. Although these goals are new, intentional steps have been taken to align our daily work to the goals.

For 6<sup>th</sup>-8<sup>th</sup> Grades iReady data: which students are the data talking about, especially as it relates to Martinez Yazzie protected groups.

Students who self-identified as Native American, students who receive special education services, students who qualify as English Learners, economically disadvantaged students, and students who self-identified as African-American.

Under Special Education Status: Who are these children? What is the ethnicity/race breakdown for both categories listed: students with disabilities and Reg Ed Gifted Only? Where do they reside and go to school? (see “d.” before you answer)

This will require an additional analysis to be conducted that is separate from the monitoring report.

Under EL Status: Who are these children? What is the ethnicity/race breakdown AND what is their first language? Where do they reside and go to school?

This will require an additional analysis to be conducted that is separate from the monitoring report.

Under Free/Reduced Meals: Who are these children? What is the ethnicity/race breakdown?

All students in New Mexico received free meals based on the legislation passed during the 2023 legislative session. Unlike previous years, the free and reduced lunch form were not mandatorily submitted.

And if this request for location runs the risk of exposing children or threatening their anonymity, may we have that information in executive session, please. These numbers and identifications are important if we are to have even more fruitful progress monitoring sessions than established and an equitable targeted effort in budget allocations.

As a district, we analyze data after each state and district assessment to determine next steps in regards to targeted intervention (program and human resource) for the needs of each student group. This work happens with district staff aligning resources and supports to principals and teachers to better support these student groups.

Clearly, everyone is working hard! Have you done any specific root cause analysis of why the growth of our targeted groups of students did not match the same growth of other students? (I can guess, but that may be missing some “stuff!”)

Every school does a root cause analysis as part of their state-mandated 90-day plan. The mandated focus areas for the 90-day continuous improvement process are mathematics and reading.

Not in general, but school by school, what is the staff turnover, what is the experience level, where are the teachers on waivers, especially in special education?

SAPR supports a visualization on the APS Dashboard, which shows staff stability and can be used to examine staff turnover. For experience level, this information is available via the APS Dashboard under staff demographics and experience.

Math instruction doesn't happen in a vacuum. Last year there was a joint task force that looked at changes that could be made in middle schools that would create a better learning environment for middle schoolers. How many schools have implemented those practices? What structural and monetary support has been given for implementation?

We are discussing how to implement flexible scheduling at the middle school level to increase time for students' access to math intervention and enrichment.

## 6.1 Consider Approval of Priorities for the Proposed 2024 Legislative Agenda

It is comprehensive and a nicely done narrative. Knowing how legislators are pressed for time and sometimes need a succinct list, could there be an easy and quick “cheat sheet” added with the specific needs and proposals

We could work on something more simple with top priorities. We will also be working on white papers for major issues.

Can we add an emphasis along with the flexible implementation of the 1140 hours, another plea for **more** discretionary dollars in the SEG.

Thank you for the suggestion. This might be a good discussion for the board meeting.