



**ALBUQUERQUE
PUBLIC SCHOOLS**

Statistical Peers for Benchmarking

2007

District Goal: Academic Excellence

September 2007
River Dunavin



ALBUQUERQUE PUBLIC SCHOOLS

BOARD OF EDUCATION

PAULA MAES
President

DOLORES A. GRIEGO
Vice President

BERNA V. FACIO
Secretary

MARY LEE MARTIN
Policy Chair

GORDON ROWE
District Relations Chair

ROBERT D. LUCERO
Finance/Audit Chair

MARTIN R. ESQUIVEL
Capital Outlay Chair

ELIZABETH EVERITT
Superintendent

LINDA SINK
Associate Superintendent

EDDIE SOTO
Associate Superintendent

RAQUEL REEDY
Associate Superintendent

THOMAS SAVAGE
Deputy Superintendent

RESEARCH, DEVELOPMENT AND ACCOUNTABILITY

930-A Oak Street SE
Albuquerque, New Mexico 87106
(505) 848-8710
www.rda.aps.edu
Rose-Ann McKernan
Executive Director
Instructional Accountability

Statistical Peers for Benchmarking

Albuquerque Public Schools (APS) is organized using a feeder system known as the “cluster system.” In 2007 there were 11 clusters consisting of the elementary and middle schools that feed students to the 11 regular high schools. There is an additional cluster of alternative schools. Every APS cluster has notable diversity of students among its schools. The cluster system is effectively a geographic grouping of schools intended to provide administrative efficiency.

When considering instructional purposes it can be useful to identify schools that have similar student populations. The Statistical Peers for Benchmarking tool represents a data-driven

Which APS schools are most alike in terms of student characteristics?

strategy to identify groups of similar schools. The tool addresses the question: “Which APS schools are most alike in terms of student characteristics?” The statistical method K-means cluster analysis was used to form the peer groups of schools based on three variables. The

variables were the 2006-2007 percentages of students eligible for free or reduced price meals (FRPM), English language learners (ELL), and ethnicity in terms of underperforming minorities¹ (UPM). The procedure assigns schools to groups comprised of similar members called statistical peers. The resulting peer groups themselves are also maximally distinct from one another. Once groups were formed a panel of education professionals with broad and deep knowledge of APS schools confirmed the validity of the statistical peer groups. When using the Statistical Peers for Benchmarking tool consider each group an intact set of schools with similar student populations.

The Statistical Peers for Benchmarking tool was designed for many uses such as comparing schools on measures of student achievement, or forming work groups during professional development programs. A primary goal for the tool is to foster collaboration. Once schools are identified as exemplary on some measure, e.g., outperforming expectations on a common math or reading assessment, then principals from high performing schools can be seen as resources for statistical peer schools that are not performing as well. This approach facilitates sharing best practices among schools facing similar challenges. While comparing schools within one statistical peer group is informative, there will be situations for some schools to compare themselves to schools in other peer groups. For example, MacArthur and John Baker are in different statistical peer groups, yet both are Special Education Intensive Support Program sites, thus they may occasionally choose to make comparisons with one another.

¹ Hispanic, Native American, African American

There are three sections in this report. First, the Statistical Peers for Benchmarking tool presents APS schools in 12 groups of statistical peers, six elementary, four middle, two high schools plus alternative schools. Graphs in the second section display achieved percent proficient and a predicted achievement range for each school in math and reading. Predicted achievement ranges are 95% confidence intervals from multiple regression analyses. The graphs show only one moment in time (status), so growth from year to year is not considered.² In other words, while a school may appear to have performed well or poorly, remarkable loss or gain in performance may be evident when a series of its achievement measures are examined. Predicted achievement ranges provide another way to consider SBA results thus adding information to annual NCLB reports. The third section consists of data used in forming the 2007 statistical peer groups and proficiency results from recent New Mexico standards-referenced math and reading assessments.

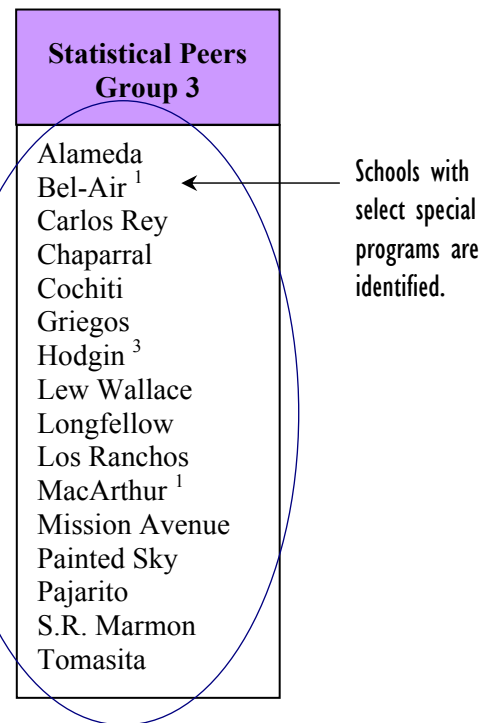
- The report has 3 sections:
- Statistical Peers for Benchmarking Tool
 - Graphic displays of 2007 SBA results
 - Data used to form statistical peer groups and recent SBA results

Using Statistical Peers for Benchmarking

Figure 1

Consider each statistical peers group a distinct set of comparison schools. There probably will be situations for schools to compare themselves to schools in other peer groups. Select program sites are identified to assist such comparison. Statistical peers are listed alphabetically within each group, not by closeness of similarity to one another.

Consider each group a distinct set of comparison schools



¹ Special Education Intensive Support program
³ Hearing Impaired program (H. I.)

² See the companion report Statistical Peers and NMSBA Growth 2007

2007

Statistical Peers for Benchmarking*

2007

Statistical Peers Group 1	Statistical Peers Group 2	Statistical Peers Group 3	Statistical Peers Group 4	Statistical Peers Group 5	Statistical Peers Group 6
Adobe Acres Armijo Barcelona East San Jose Emerson Eugene Field La Mesa Lavaland Mountain View Wherry	Alamosa Atrisco ¹ Dolores Gonzales Duranes Edward Gonzales Eubank Hawthorne Kirtland Kit Carson La Luz Los Padillas Lowell Mary Ann Binford Navajo Reginald Chavez Valle Vista Whittier	Alameda Bel-Air ¹ Carlos Rey Chaparral ¹ Cochiti Griegos Hodgin ³ Lew Wallace Longfellow Los Ranchos MacArthur ¹ Mission Avenue Painted Sky Pajarito S. R. Marmon Tomasita	Acoma Alvarado Apache Bellehaven Chelwood Collet Park E.G. Ross Governor Bent Manzano Mesa Mark Twain ¹ Matheson Park McCollum ¹ Montezuma Sombra Del Monte Zia ² Zuni	A. Montoya Arroyo Del Oso Bandelier Chamiza Comanche Corrales Inez John Baker ¹ Marie Hughes Mitchell Monte Vista Oñate Petroglyph Sandia Base Seven Bar ¹ Sierra Vista Ventana Ranch	Dennis Chavez Double Eagle Georgia O Keefe Hubert Humphrey North Star ¹ Osuna San Antonito SY Jackson

Statistical Peers Group 7	Statistical Peers Group 8	Statistical Peers Group 9	Statistical Peers Group 10	Statistical Peers Group 11	Statistical Peers Group 12	Alternative Schools
Ernie Pyle Harrison Hayes ¹ Polk ¹ Truman Van Buren Washington	Garfield Jimmy Carter John Adams ¹ Kennedy ¹ McKinley ³ Taft ¹ Wilson	Cleveland Grant Jackson ² Jefferson James Monroe LB Johnson ¹ Taylor	Desert Ridge ¹ Eisenhower Hoover ¹ Madison ¹ Roosevelt	Albuquerque ^{1, 2} Del Norte ³ Highland ¹ Rio Grande ¹ Valley ¹ West Mesa	Cibola ¹ Eldorado ¹ La Cueva ¹ Manzano ¹ Sandia	Career Enrichment Ctr. 9-12 Early College Academy 9-10 Evening High 10-12 Family School K-8 Freedom High 10-12 New Futures 6-12 School on Wheels 9-12 Sierra Alternative 9-12 Vision Quest 6-8



* Data from 2006-2007 school year
¹ Special Ed. Intensive Support program
² Visually Impaired program (V. I.)
³ Hearing Impaired program (H. I.)



Comparison of Achieved Percent Proficient and Predicted Achievement Range

The solid bars reflect the schools' percent proficient achieved (Figure 2). The hairlines (95% confidence interval) show the predicted percent proficient range from the statistical method of linear regression. The results were based on each school's student population and the actual 2007 APS NMSBA performance. The graphs with the predicted achievement ranges provide another way to consider the NMSBA results. Figure 3 displays the annual measurable objective (AMO) target for meeting AYP. The degree of overlap of the confidence intervals indicates highest similarity among schools within statistical peer groups, i.e., schools A, G and I show substantial overlap, as do schools C, D, E. While all the schools within a statistical peer group are comparable, noting the confidence interval overlap can reveal more precise similarity.

Figure 2

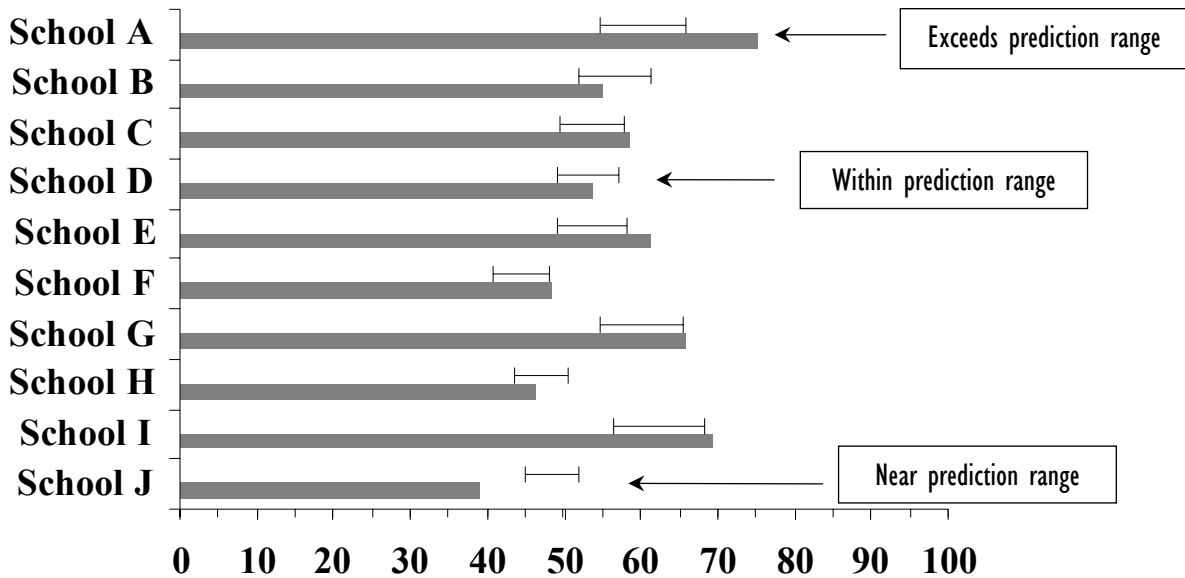
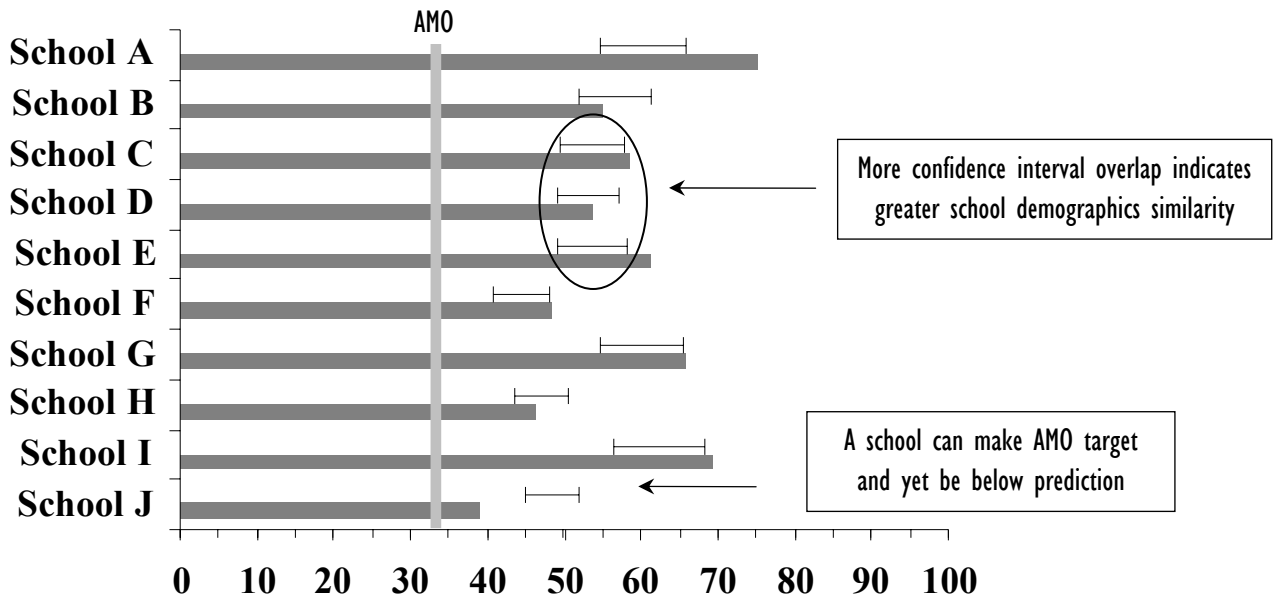


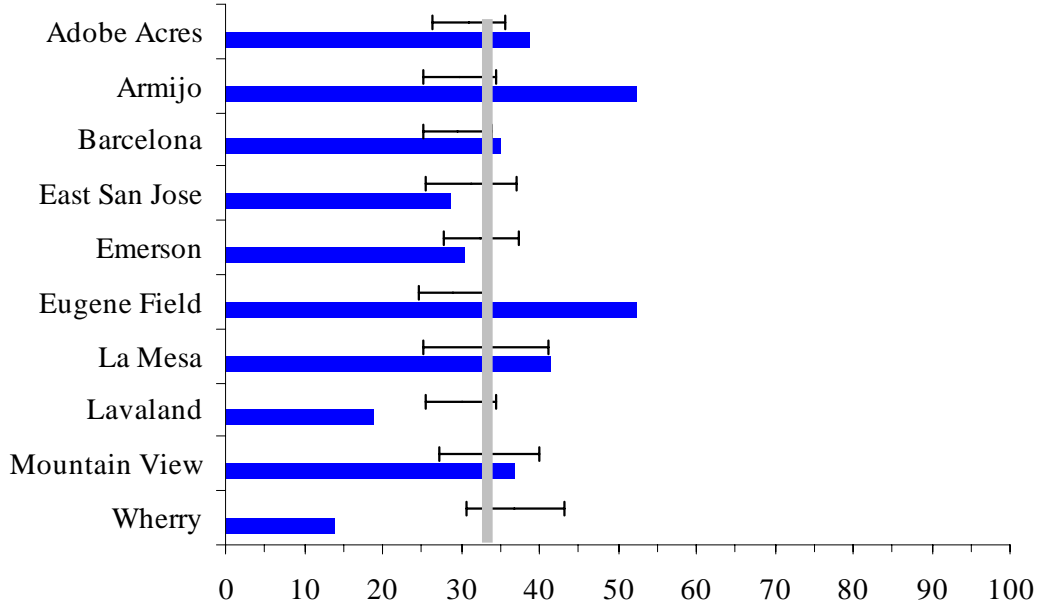
Figure 3



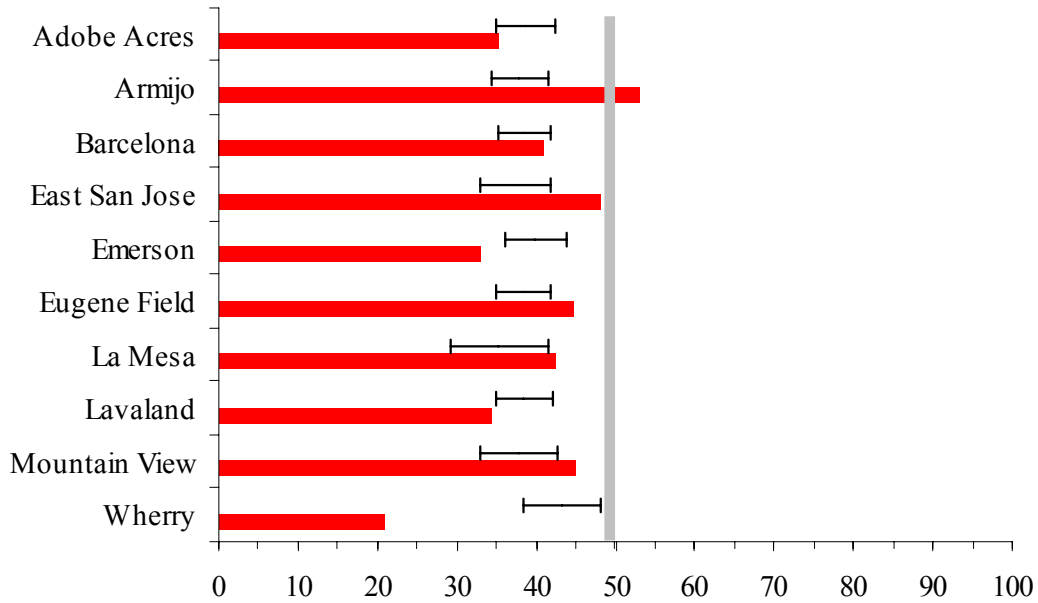
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 1 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

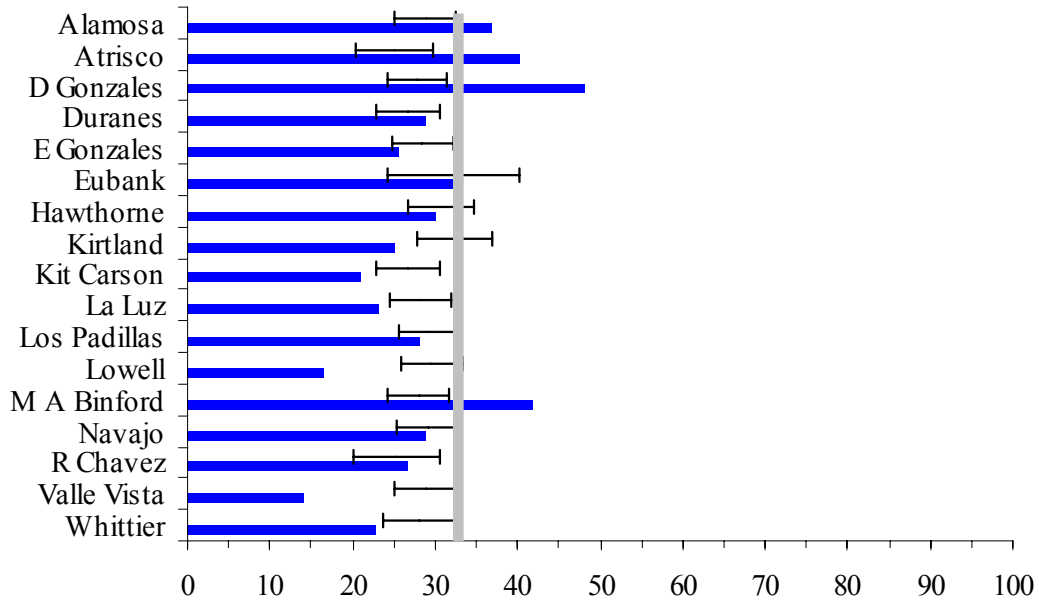


*Solid bars show schools' percent proficient achieved.
 Hairlines show predicted proficiency range (95% confidence interval).
 Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

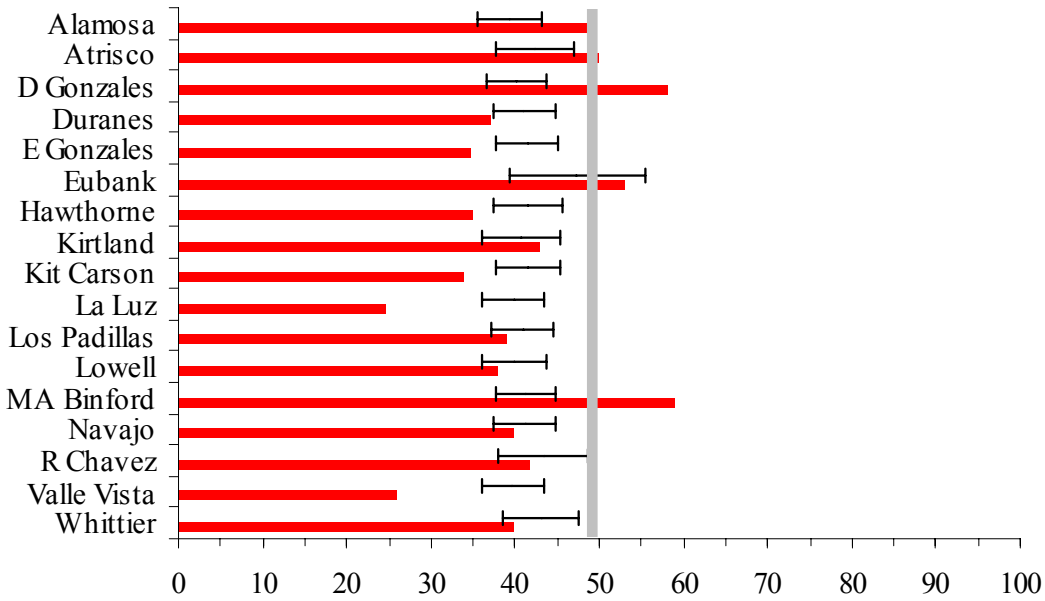
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 2 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading percent proficient 2007

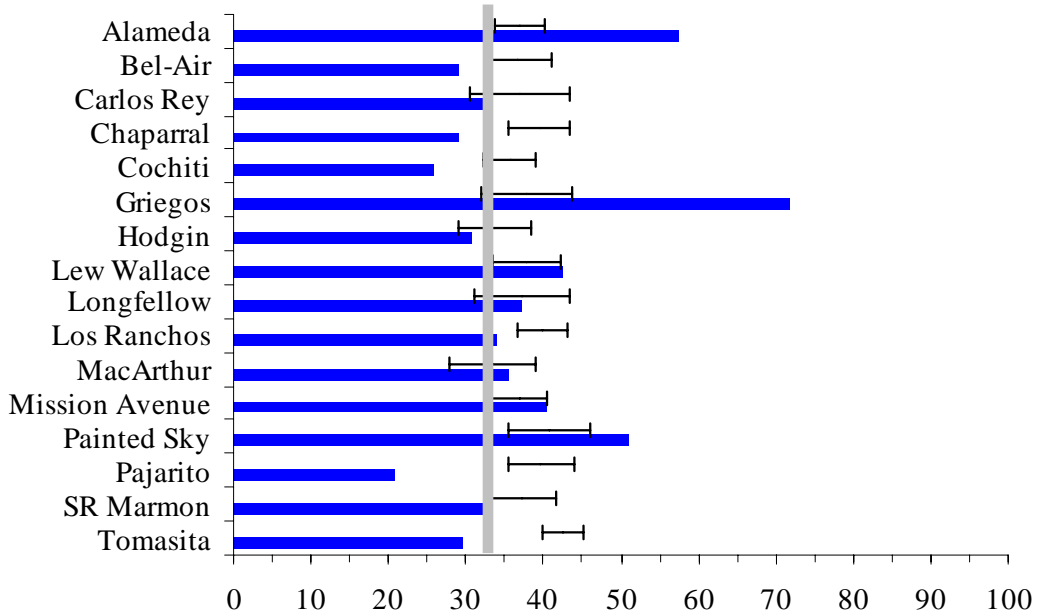


*Solid bars show schools' percent proficient achieved.
 Hairlines show predicted proficiency range (95% confidence interval).
 Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

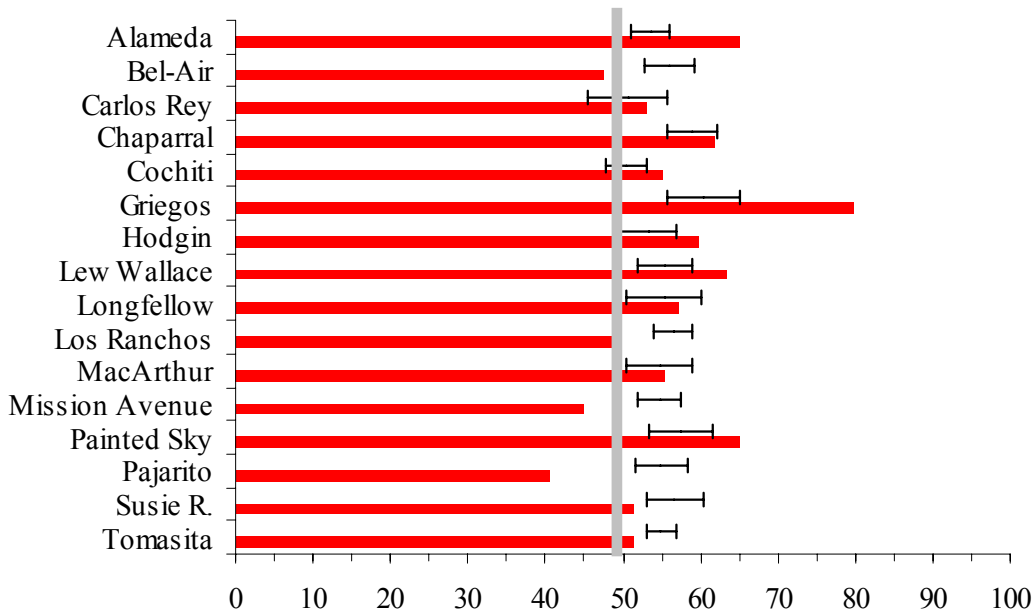
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 3 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

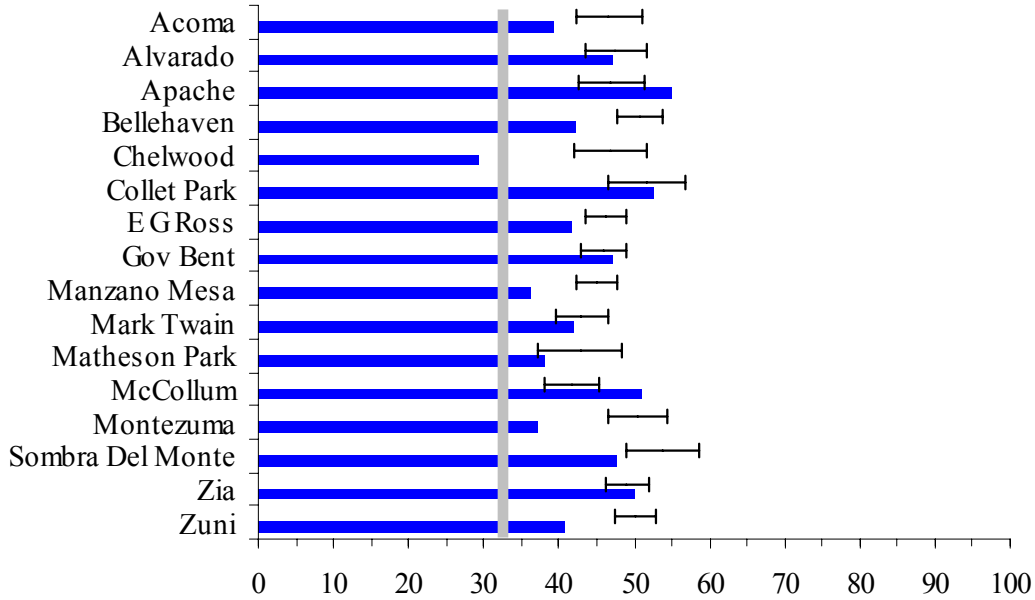


*Solid bars show schools' percent proficient achieved.
Hairlines show predicted proficiency range (95% confidence interval).
Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

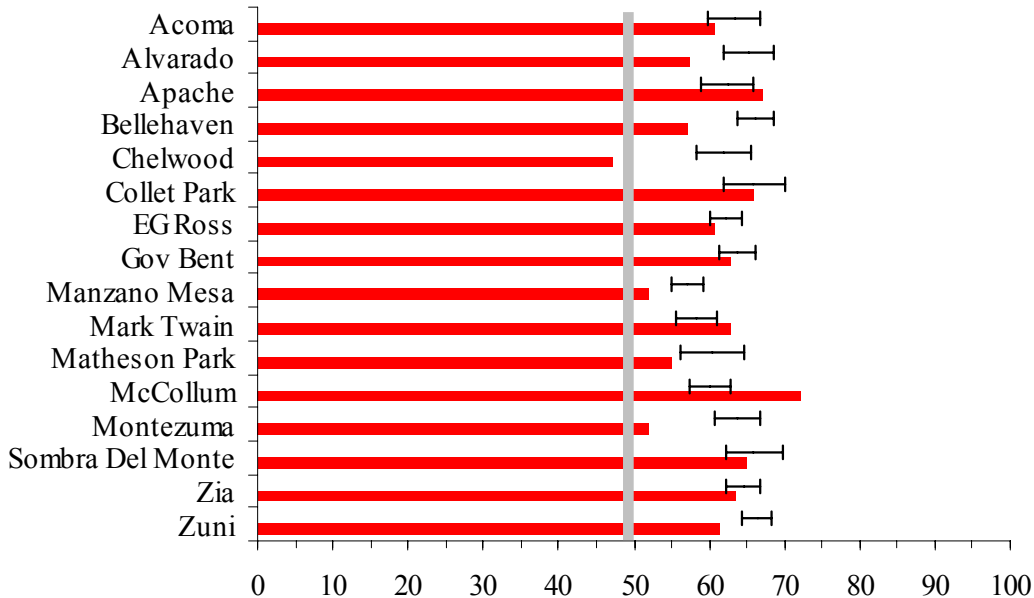
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 4 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

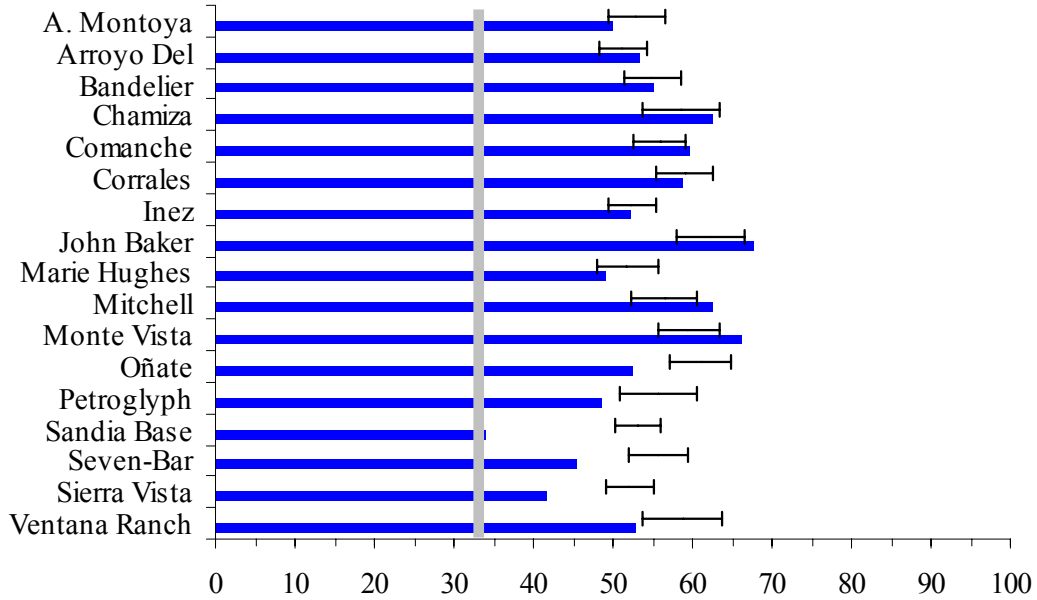


*Solid bars show schools' percent proficient achieved.
Hairlines show predicted proficiency range (95% confidence interval).
Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

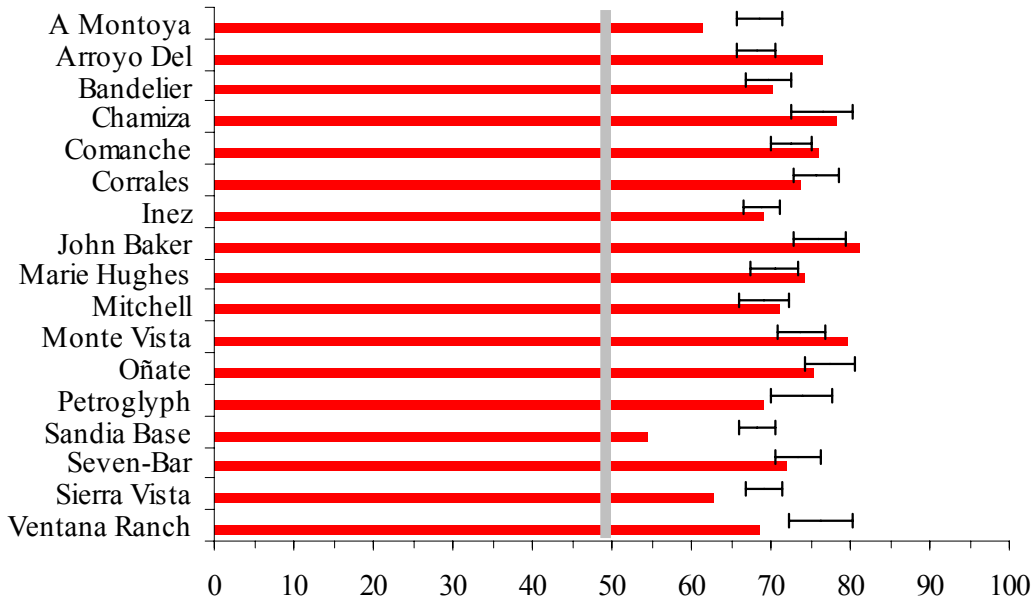
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 5 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

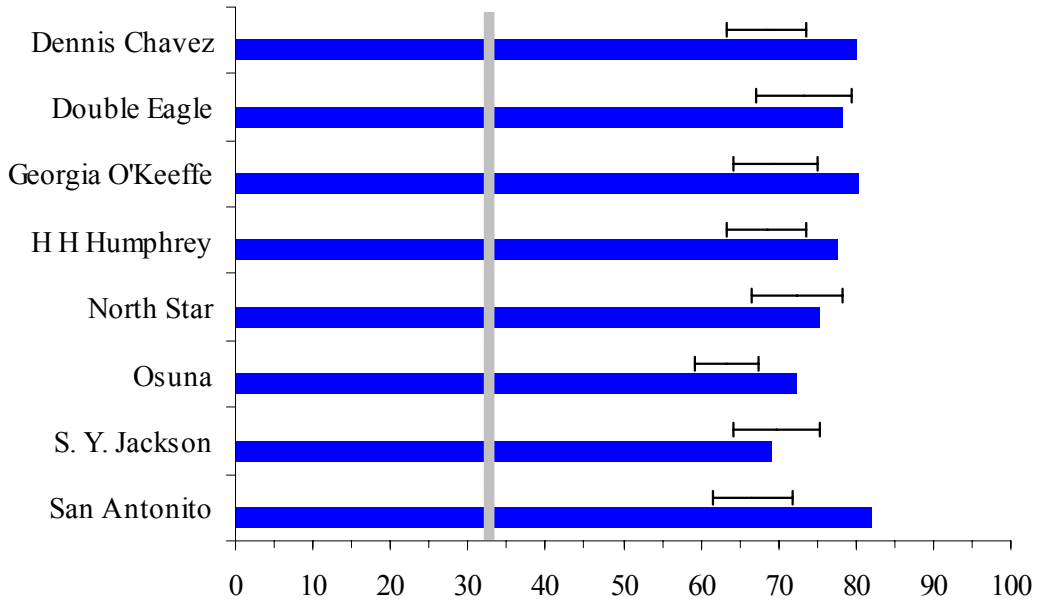


*Solid bars show schools' percent proficient achieved.
Hairlines show predicted proficiency range (95% confidence interval).
Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

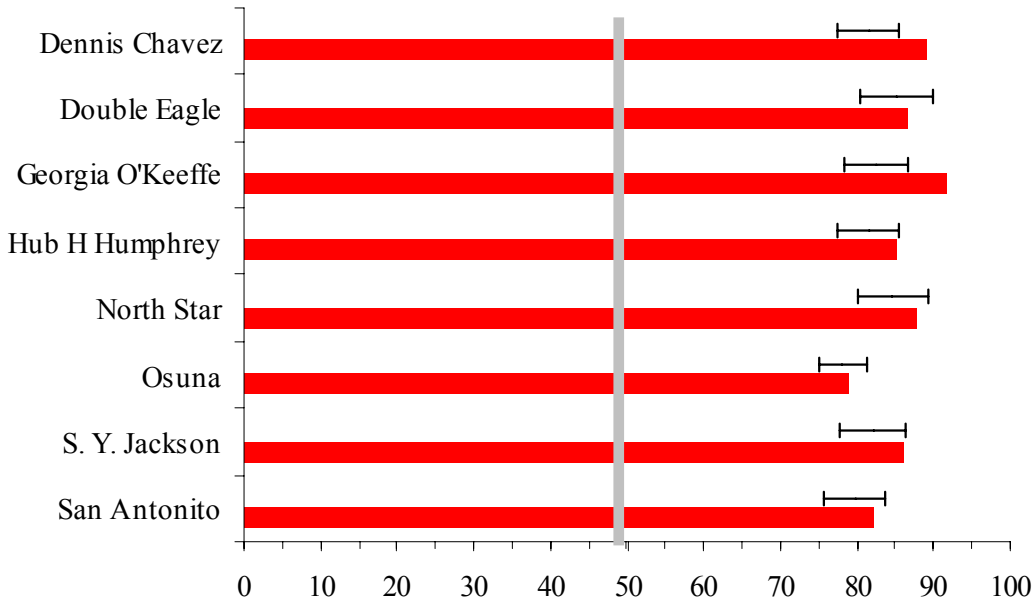
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 6 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

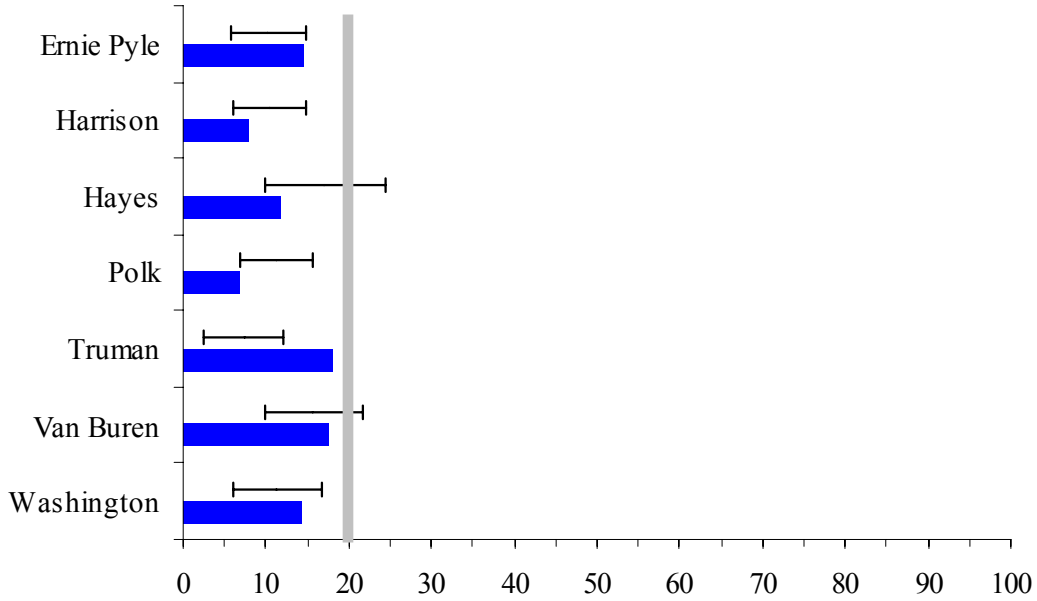


*Solid bars show schools' percent proficient achieved.
 Hairlines show predicted proficiency range (95% confidence interval).
 Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

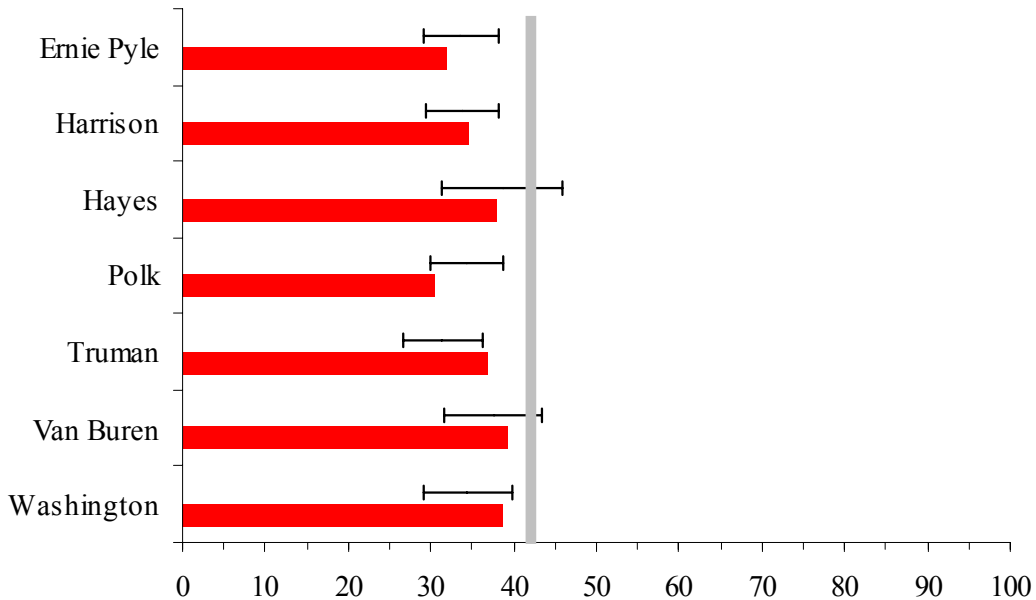
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 7 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

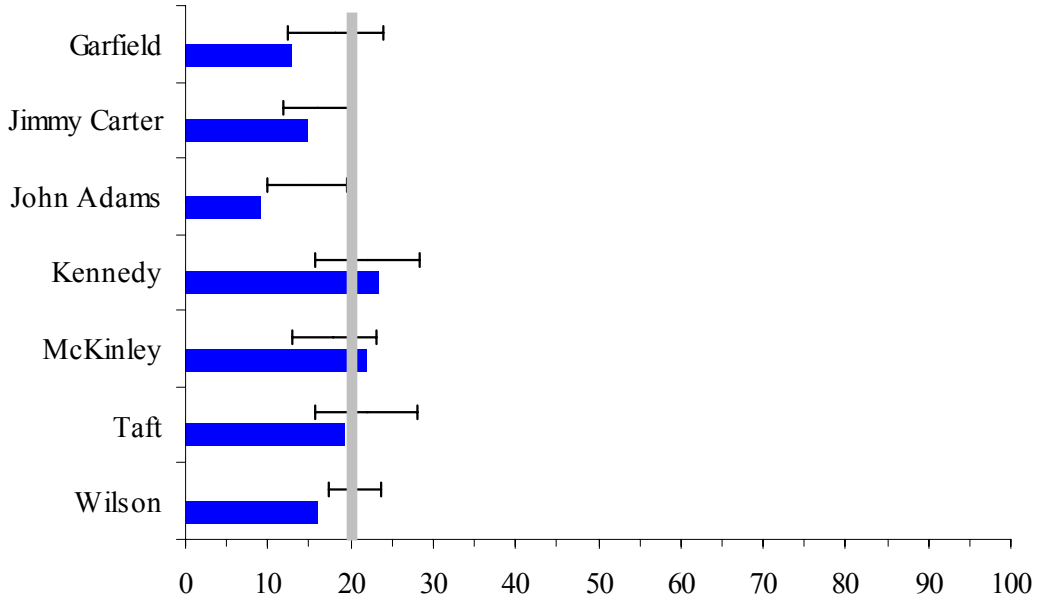


*Solid bars show schools' percent proficient achieved.
 Hairlines show predicted proficiency range (95% confidence interval).
 Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

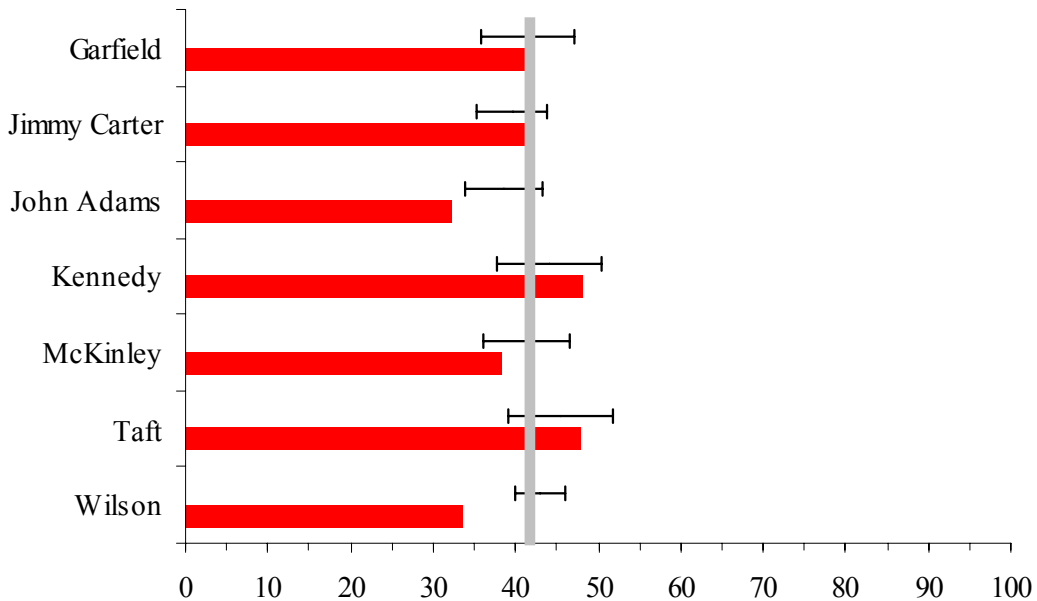
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 8 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

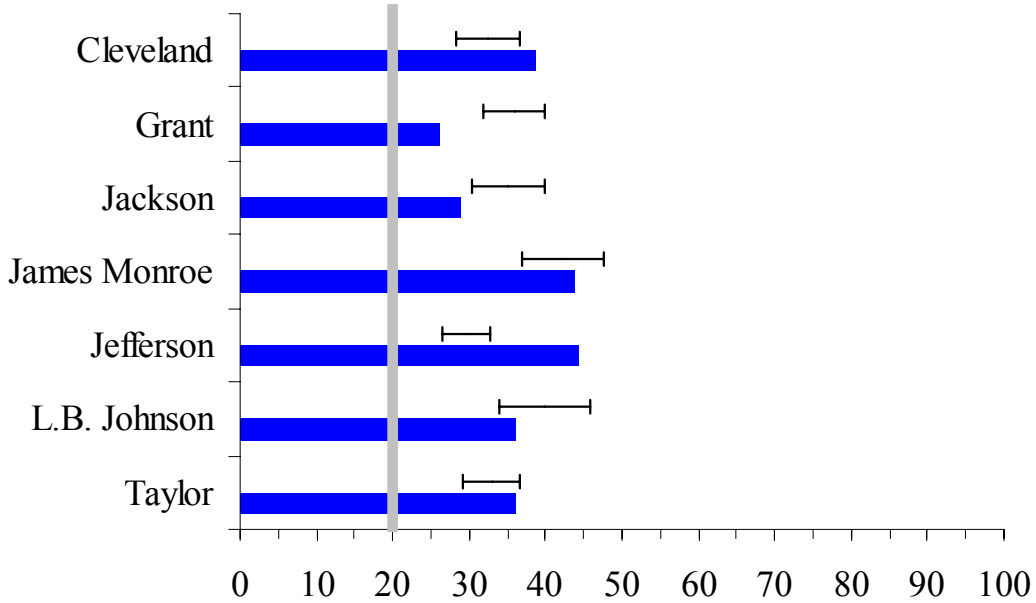


*Solid bars show schools' percent proficient achieved.
Hairlines show predicted proficiency range (95% confidence interval).
Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

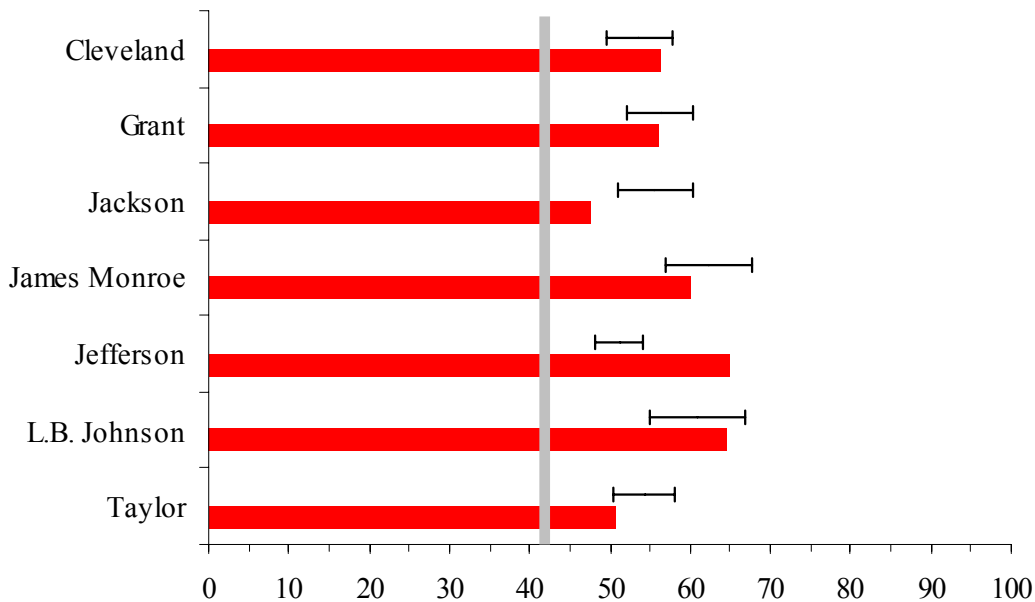
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 9 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

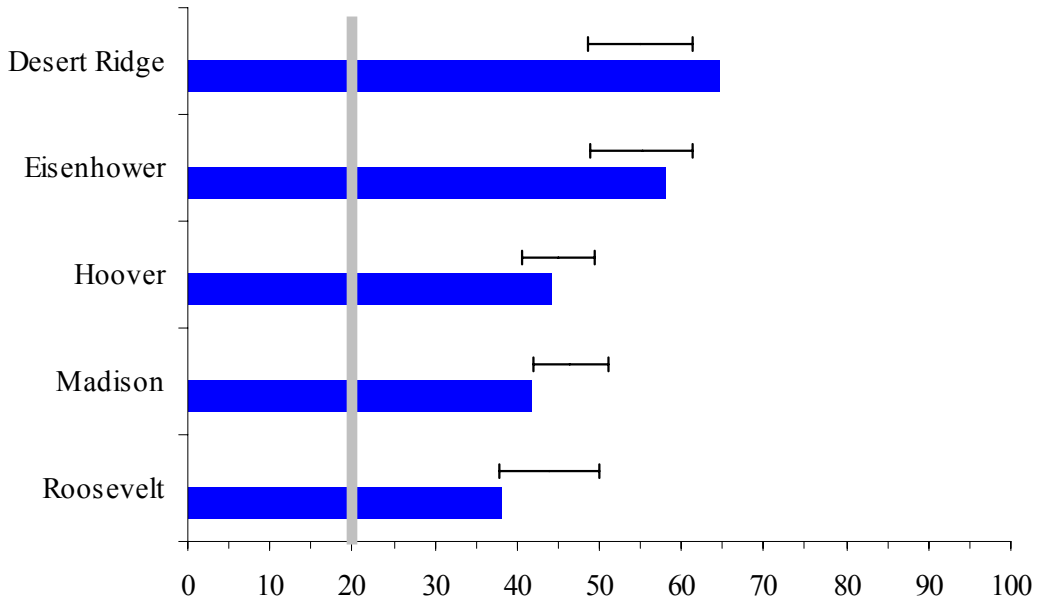


*Solid bars show schools' percent proficient achieved.
 Hairlines show predicted proficiency range (95% confidence interval).
 Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

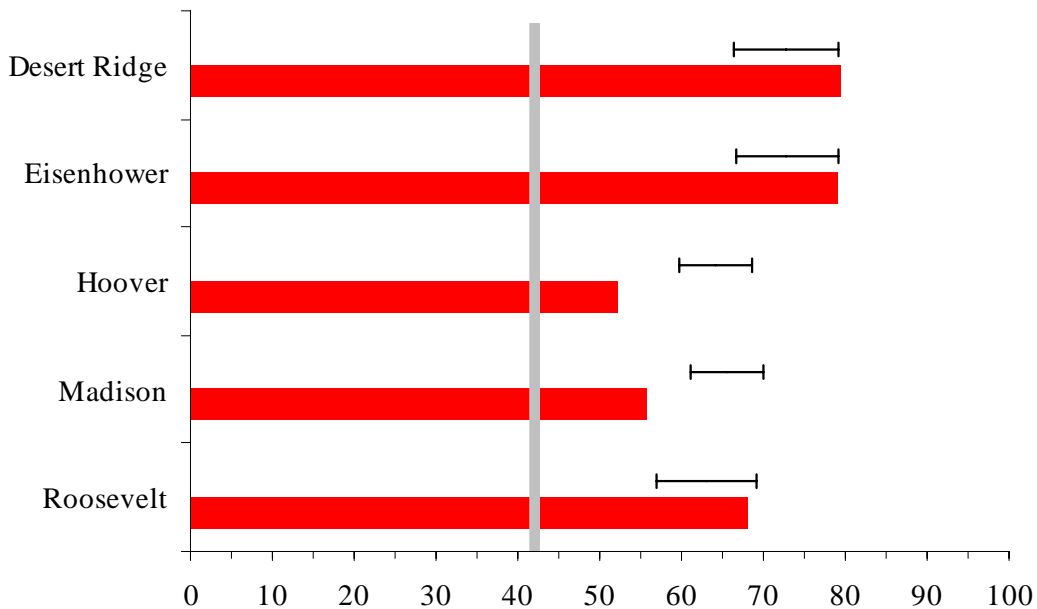
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 10 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

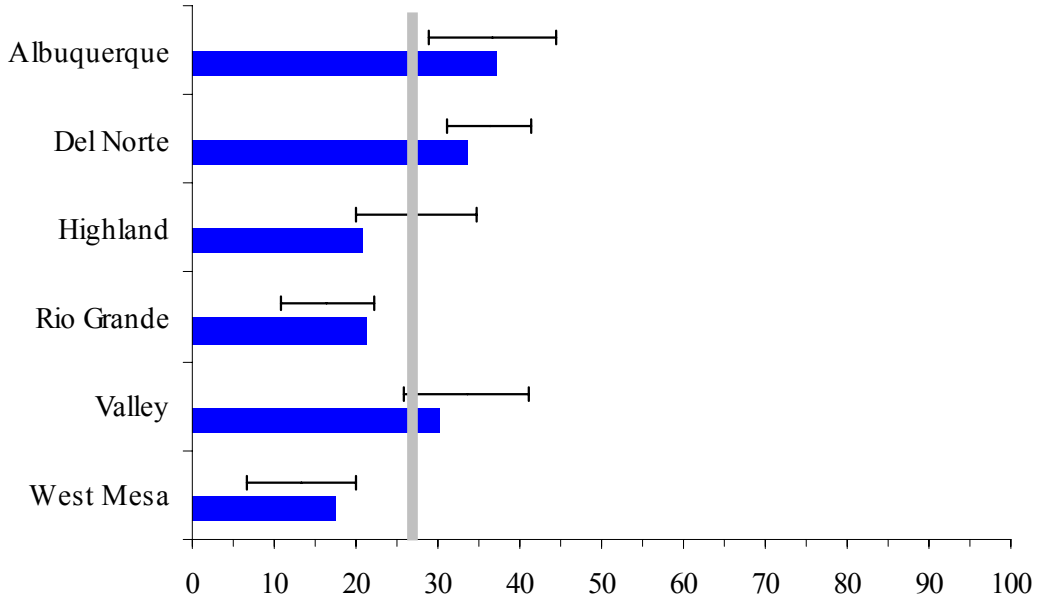


*Solid bars show schools' percent proficient achieved.
 Hairlines show predicted proficiency range (95% confidence interval).
 Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

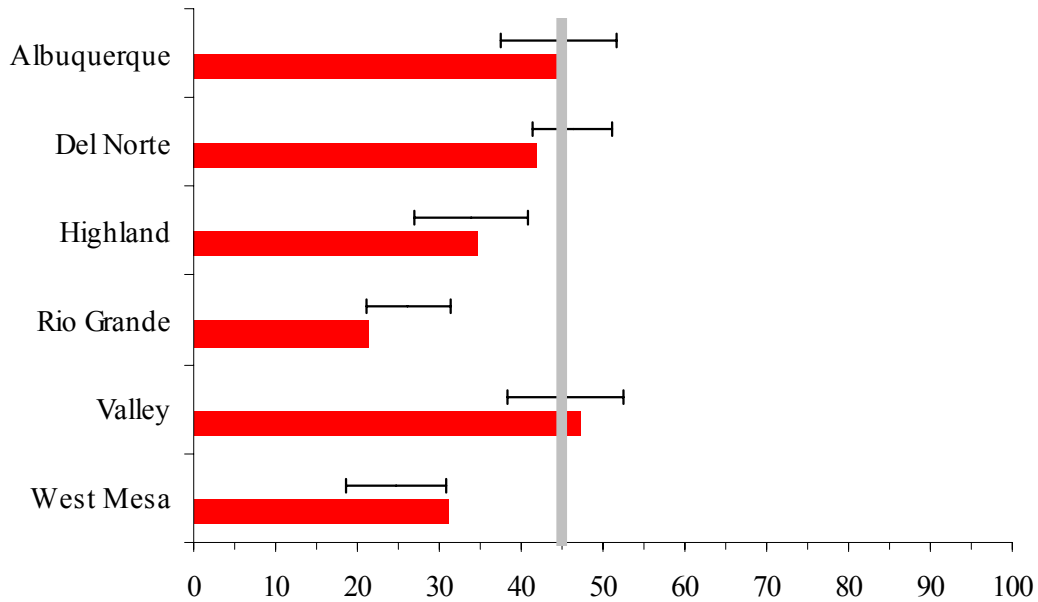
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 11 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007

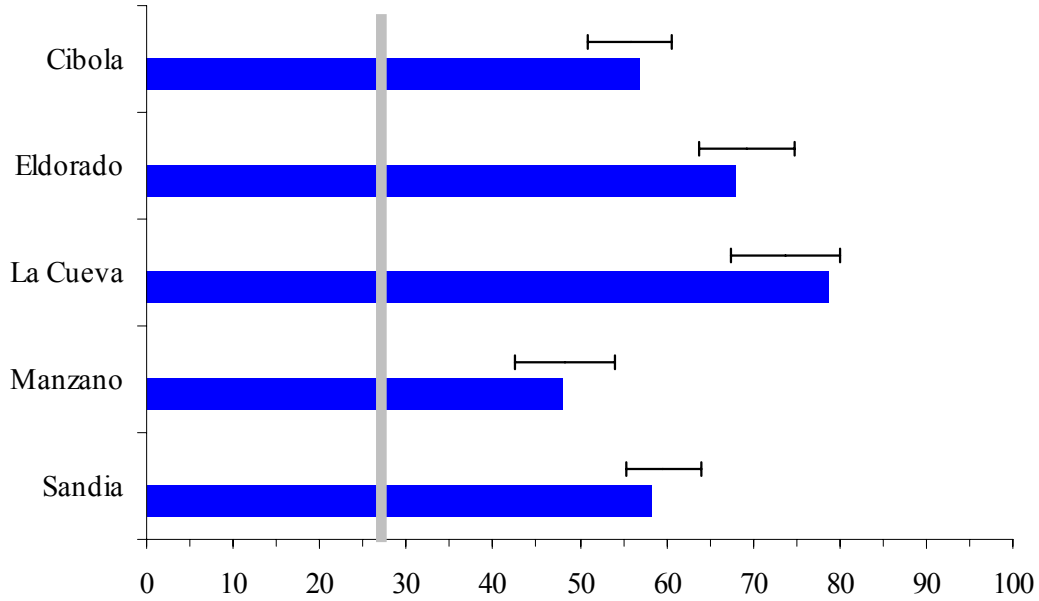


*Solid bars show schools' percent proficient achieved.
 Hairlines show predicted proficiency range (95% confidence interval).
 Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

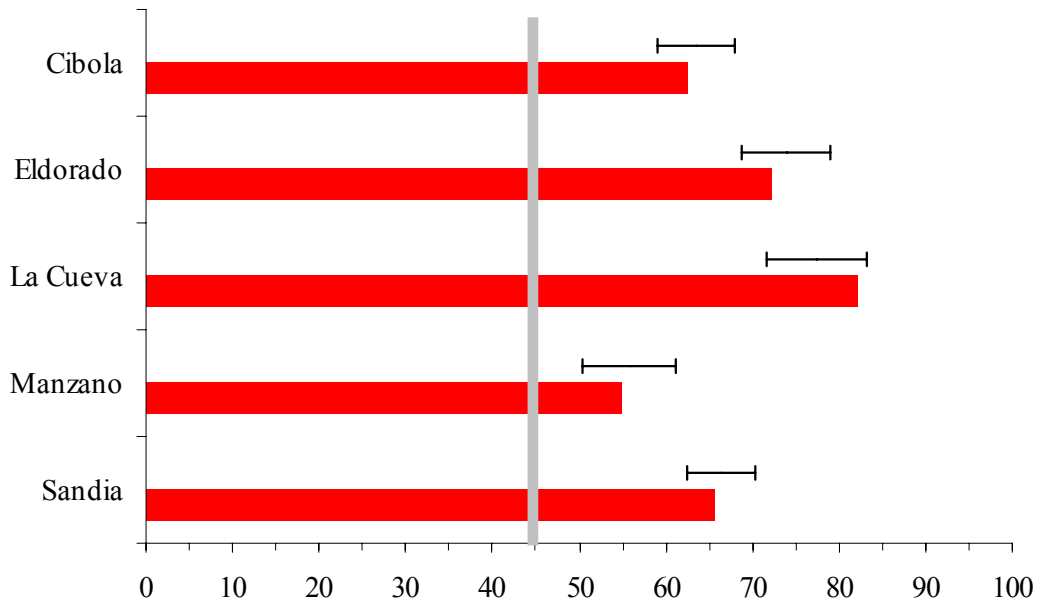
Comparison of Achieved Percent Proficient and Predicted Achievement Range

Statistical Peers Group 12 NM Standards Based Assessment Spring 2007

Math Percent Proficient 2007



Reading Percent Proficient 2007



*Solid bars show schools' percent proficient achieved.
Hairlines show predicted proficiency range (95% confidence interval).
Vertical line is NM annual measurable objective (AMO); K-5, 6-8, 9-12*

Data by School 2004 - 2007

Table 1 Demographic Data 2006-2007 and NMSBA Performance Spring 2005 through Spring 2007

School	FRPM ¹ %	ELL ² %	UPM ³ %	Math % proficient ⁴	Math % proficient ⁴	Math % proficient ⁴	Reading % proficient ⁴	Reading % proficient ⁴	Reading % proficient ⁴
	2006-07	2006-07	2006-07	SBA 2005	SBA 2006	SBA 2007	SBA 2005	SBA 2006	SBA 2007
A. Montoya ES	44.6	5.2	44.2	37.7	41.1	50.5	64.8	55.6	61.7
Acoma ES	59.0	5.5	52.0	50.0	46.7	38.9	69.7	64.8	60.8
Adobe Acres ES	100.0	47.6	92.4	28.5	27.8	38.7	39.3	31.4	35.4
Alameda ES	71.9	20.0	80.1	24.5	44.5	57.5	53.2	52.0	65.0
Alamosa ES	100.0	42.2	95.7	25.7	42.1	37.0	33.5	48.5	49.2
Alvarado ES	43.2	11.8	66.3	35.3	45.8	47.1	54.3	60.1	57.3
Apache ES	60.5	7.8	51.2	50.9	46.2	55.1	69.6	62.1	66.9
Armijo	100.0	48.8	96.7	36.0	45.2	52.5	42.7	45.9	53.1
Arroyo Del Oso ES	43.7	4.8	50.1	41.2	48.9	53.4	63.3	70.6	76.7
Atrisco ES	100.0	25.6	96.3	18.5	39.5	39.1	43.1	55.7	47.7
Bandelier ES	41.3	5.7	41.3	60.7	54.7	55.3	77.6	71.9	70.5
Barcelona ES	100.0	46.3	95.7	23.0	31.1	35.0	40.3	37.9	40.9
Bel-Air ES	68.0	13.3	79.6	22.6	28.1	28.9	54.2	39.2	47.4
Bellehaven ES	48.8	8.2	49.6	46.6	40.9	42.4	68.2	56.1	57.0
Carlos Rey ES	67.0	35.5	94.1	15.4	25.6	32.6	32.9	40.5	53.1
Chamiza ES	19.0	2.7	46.8	56.1	61.7	62.0	75.6	77.8	78.4
Chaparral ES	62.9	9.8	73.4	23.9	33.9	27.8	54.2	61.9	59.5
Chelwood ES	62.4	8.4	50.3	39.4	29.8	29.5	60.8	47.0	47.2
Cochiti ES	75.0	28.0	86.5	33.8	30.7	25.9	64.0	61.4	55.3
Collet Park ES	53.8	6.3	41.4	48.2	46.7	52.3	65.5	65.0	66.2
Comanche ES	33.6	2.5	42.8	62.0	62.4	59.8	80.4	75.6	76.1
Corrales ES	24.5	1.9	40.2	52.0	65.9	58.2	76.6	76.9	73.0
Dennis Chavez ES	9.9	3.6	24.6	74.1	77.4	79.9	88.0	87.6	88.9
Dolores Gonzales ES	100.0	37.3	95.4	38.2	35.7	48.1	43.0	44.0	58.3
Double Eagle ES	2.5	1.6	14.8	74.9	77.6	78.4	84.6	88.1	86.7
Duranes ES	100.0	32.3	95.7	33.8	35.0	28.8	47.1	42.7	37.3
E G Ross ES	56.7	11.3	59.1	26.2	39.0	41.4	63.3	63.0	60.6
East San Jose ES	100.0	53.4	95.1	44.4	44.9	29.1	51.9	49.3	48.2
Edward Gonzales ES	100.0	33.3	91.0	23.5	25.3	25.7	34.1	34.2	34.7

¹ FRPM, student eligibility for free or reduced priced meals, a proxy measure for poverty

² ELL, English language learners

³ UPM, underperforming minorities, ethnic groups that often score less than Whites on standardized assessments: African American, Hispanic, Native American

⁴ All students group from New Mexico Public Education Department AYP Report (adequate yearly progress), August 28, 2007

Data by School 2004 - 2007

School	FRPM ¹ % 2006-07	ELL ² % 2006-07	UPM ³ % 2006-07	Math % proficient ⁴ SBA 2005	Math % proficient ⁴ SBA 2006	Math % proficient ⁴ SBA 2007	Reading % proficient ⁴ SBA 2005	Reading % proficient ⁴ SBA 2006	Reading % proficient ⁴ SBA 2007
Emerson ES	100.0	44.8	85.7	23.8	25.0	30.2	40.1	27.6	33.3
Eubank ES	100.0	15.3	68.2	12.5	34.3	33.6	34.2	45.4	53.3
Eugene Field ES	100.0	45.9	97.6	64.8	47.8	52.6	55.4	50.4	44.8
Georgia O'Keeffe ES	7.7	3.0	22.5	69.0	78.8	80.5	86.4	86.7	91.6
Governor Bent ES	51.9	8.3	61.7	44.0	48.9	47.3	68.5	62.2	62.8
Griegos ES	58.7	5.0	78.9	72.4	72.1	71.8	76.4	78.7	79.8
Hawthorne ES	100.0	36.0	85.9	31.5	35.8	30.1	42.3	41.9	35.0
Hodgin ES	78.1	12.0	79.4	34.7	34.0	30.7	48.2	52.2	59.9
Hubert Humphrey ES	10.6	3.0	23.6	75.2	76.8	77.0	85.1	89.0	85.0
Inez ES	38.7	7.7	52.8	60.7	58.2	52.2	73.6	64.6	69.2
John Baker ES	25.5	3.8	30.6	55.2	62.9	67.0	76.5	78.1	80.9
Kirtland ES	100.0	41.1	84.3	59.8	52.3	25.0	63.3	62.5	42.9
Kit Carson ES	100.0	30.9	94.6	19.9	15.4	20.8	29.7	31.9	33.5
La Luz ES	100.0	39.5	95.7	30.6	28.9	23.1	42.4	34.2	24.5
La Mesa ES	100.0	63.7	95.9	39.8	49.1	41.6	35.8	37.8	42.5
Lavaland ES	100.0	47.0	94.8	7.7	11.0	18.9	28.7	26.8	34.4
Lew Wallace ES	64.1	20.4	83.7	49.5	46.7	42.6	62.4	65.4	63.4
Longfellow ES	60.6	22.9	90.3	36.3	34.2	37.2	51.3	53.7	57.2
Los Padillas ES	100.0	36.5	90.9	26.2	24.6	28.0	39.3	40.7	39.2
Los Ranchos ES	63.6	19.3	77.3	30.7	33.9	34.2	52.8	48.8	49.4
Lowell ES	100.0	41.1	92.6	48.1	23.8	16.5	51.0	30.7	37.9
MacArthur ES	70.2	12.2	87.1	36.3	45.9	34.0	50.0	63.5	54.3
Manzano Mesa ES	65.0	22.8	62.8	29.9	30.2	36.3	55.8	43.0	52.1
Marie Hughes ES	34.4	4.5	55.8	39.7	47.0	49.1	67.7	68.2	74.2
Mark Twain ES	67.2	13.5	61.4	32.9	31.8	40.2	55.1	56.8	61.3
Mary Ann Binford ES	100.0	33.3	92.6	40.3	54.4	41.8	49.5	70.6	59.2
Matheson Park ES	67.7	4.7	56.0	37.9	39.3	37.8	52.0	54.1	55.5
McCollum ES	62.4	8.6	66.0	48.6	50.0	47.6	69.2	65.2	66.9
Mission Avenue ES	72.7	14.6	76.4	23.0	36.2	40.3	45.9	53.9	45.1
Mitchell ES	41.9	10.0	38.6	42.6	60.8	62.6	69.6	72.3	71.3
Monte Vista ES	31.3	4.5	35.0	58.4	63.2	66.2	76.1	73.7	79.8

¹ FRPM, student eligibility for free or reduced priced meals, a proxy measure for poverty

² ELL, English language learners

³ UPM, underperforming minorities, ethnic groups that often score less than Whites on standardized assessments: African American, Hispanic, Native American

⁴ All students group from New Mexico Public Education Department AYP Report (adequate yearly progress), August 28, 2007

Data by School 2004 - 2007

School	FRPM ¹ % 2006-07	ELL ² % 2006-07	UPM ³ % 2006-07	Math % proficient ⁴ SBA 2005	Math % proficient ⁴ SBA 2006	Math % proficient ⁴ SBA 2007	Reading % proficient ⁴ SBA 2005	Reading % proficient ⁴ SBA 2006	Reading % proficient ⁴ SBA 2007
Montezuma ES	44.6	21.1	62.3	34.8	39.6	37.3	50.6	54.7	51.9
Mountain View ES	100.0	54.4	88.6	43.9	43.0	36.1	52.8	57.0	45.1
Navajo ES	100.0	35.2	90.4	25.6	28.1	25.8	40.5	42.2	39.8
North Star ES	2.4	2.8	18.3	no data	no data	74.4	no data	no data	86.9
Oñate ES	20.0	1.4	37.5	53.6	56.9	52.6	79.2	77.4	75.4
Osuna ES	18.8	2.5	32.3	61.3	64.7	72.4	83.9	80.4	79.0
Painted Sky ES	56.5	22.4	82.7	46.4	42.7	50.8	53.6	57.6	64.8
Pajarito ES	63.0	25.6	82.6	24.4	18.5	20.8	41.3	33.2	40.5
Petroglyph ES	24.1	4.7	52.7	48.5	51.2	48.5	67.7	66.8	69.1
Reginald Chavez ES	100.0	21.4	93.3	43.5	26.5	26.8	51.7	39.0	41.8
S.Y. Jackson ES	10.9	2.6	18.8	69.4	72.9	69.2	84.3	83.2	86.2
San Antonito ES	18.0	1.6	22.1	65.7	75.2	82.2	86.4	86.1	82.2
Sandia Base ES	41.4	9.1	49.0	21.0	22.9	34.0	44.4	43.4	54.6
Seven-Bar ES	28.5	3.0	48.2	46.3	44.7	44.4	68.3	65.9	71.0
Sierra Vista ES	39.1	6.1	52.2	39.2	39.0	42.0	66.5	61.1	63.2
Sombra Del Monte ES	50.8	11.5	40.6	37.8	46.9	47.4	57.0	59.3	64.6
Susie Rayos Marmon ES	65.1	13.4	81.0	24.3	23.6	32.6	53.4	50.0	51.9
Tomasita ES	69.2	24.4	68.1	34.5	26.5	29.5	51.5	47.1	51.2
Valle Vista ES	100.0	40.5	94.6	16.0	13.9	14.1	21.6	25.1	26.0
Ventana Ranch ES	18.4	4.1	47.8	38.9	46.3	52.8	64.3	67.1	68.5
Wherry ES	83.8	50.9	90.0	9.2	9.6	13.9	33.3	20.8	20.8
Whittier ES	100.0	26.4	87.5	39.8	40.6	22.7	38.6	50.0	40.0
Zia ES	46.4	14.2	60.7	39.0	42.5	49.7	57.2	62.1	64.0
Zuni ES	45.3	9.6	55.1	42.9	51.3	40.7	68.0	69.5	61.3
Cleveland MS	44.5	4.6	54.1	36.6	35.1	38.7	64.3	54.4	56.3
Desert Ridge MS	8.6	1.8	24.2	67.0	67.6	64.1	83.6	79.2	79.1
Eisenhower MS	9.2	1.5	22.7	48.9	59.7	58.0	80.7	75.2	79.1
Ernie Pyle MS	100.0	34.2	96.4	9.8	15.7	14.6	32.2	29.3	32.3
Garfield MS	70.5	21.9	91.0	9.4	11.4	13.1	36.3	36.6	41.9
Grant MS	41.5	4.9	47.4	22.2	23.4	26.1	45.2	46.5	56.0
Harrison MS	100.0	30.8	91.0	7.6	10.6	9.1	29.0	28.7	35.5

¹ FRPM, student eligibility for free or reduced priced meals, a proxy measure for poverty

² ELL, English language learners

³ UPM, underperforming minorities, ethnic groups that often score less than Whites on standardized assessments: African American, Hispanic, Native American

⁴ All students group from New Mexico Public Education Department AYP Report (adequate yearly progress), August 28, 2007

Data by School 2004 - 2007

School	FRPM ¹ % 2006-07	ELL ² % 2006-07	UPM ³ % 2006-07	Math % proficient ⁴ SBA 2005	Math % proficient ⁴ SBA 2006	Math % proficient ⁴ SBA 2007	Reading % proficient ⁴ SBA 2005	Reading % proficient ⁴ SBA 2006	Reading % proficient ⁴ SBA 2007
Hayes MS	100.0	40.8	84.8	15.4	15.3	11.5	33.6	31.6	37.8
Hoover MS	26.6	2.8	34.6	40.4	40.4	44.3	62.5	60.1	52.5
Jackson MS	43.5	4.5	46.8	33.1	32.8	28.7	62.3	52.1	47.7
James Monroe MS	22.4	3.9	50.0	41.0	no data	43.6	58.0	56.4	60.1
Jefferson MS	50.2	9.2	62.3	37.5	41.7	44.3	59.7	62.3	65.0
Jimmy Carter MS	74.3	18.3	87.6	16.0	13.1	15.0	32.1	38.1	42.2
John Adams MS	75.1	17.7	89.8	9.3	8.5	9.7	34.7	29.8	32.5
Kennedy MS	72.6	13.3	63.8	17.8	18.6	23.5	46.0	41.4	48.3
L.B. Johnson MS	21.5	1.6	54.8	39.8	37.0	36.4	72.2	65.1	64.9
Madison MS	22.5	3.5	35.9	37.1	38.6	41.6	58.5	60.8	55.2
McKinley MS	70.9	12.2	76.8	18.5	21.2	22.8	43.0	35.0	39.1
Polk MS	100.0	32.4	90.7	8.2	9.9	7.3	28.0	29.0	31.0
Roosevelt MS	31.3	1.5	30.2	32.5	36.2	38.1	65.9	65.9	67.9
Taft MS	52.4	7.1	80.2	20.3	22.0	19.1	49.9	54.2	47.8
Taylor MS	41.4	8.5	61.8	35.1	34.7	36.2	53.9	50.5	50.7
Truman MS	100.0	27.2	95.6	9.9	10.5	18.2	29.7	23.7	36.9
Van Buren MS	100.0	36.4	82.7	8.6	11.2	17.5	40.5	25.5	39.3
Washington MS	100.0	36.6	96.8	6.2	10.9	14.4	31.7	36.3	38.9
Wilson MS	74.5	22.5	79.4	15.7	17.2	16.7	37.5	36.3	34.3
Albuquerque HS	27.3	18.5	79.3	28.8	29.3	37.1	41.8	44.0	44.8
Cibola HS	13.0	4.4	49.4	58.6	44.7	57.0	73.5	58.9	62.5
Del Norte HS	30.8	9.3	64.2	36.5	32.1	33.7	52.7	51.7	42.1
Eldorado HS	8.3	2.0	25.6	66.3	56.5	67.5	78.9	70.3	71.9
Highland HS	43.9	24.9	74.9	29.1	20.9	20.8	44.7	37.1	35.1
La Cueva HS	4.7	1.8	22.4	78.2	74.8	78.7	83.4	85.2	82.1
Manzano HS	25.5	6.8	44.8	45.5	46.5	47.9	60.6	59.3	54.7
Rio Grande HS	47.6	24.6	92.0	11.9	16.3	21.2	28.2	27.8	21.4
Sandia HS	13.4	3.0	38.6	55.9	56.2	58.0	69.4	68.2	65.6
Valley HS	25.5	9.1	80.3	30.1	29.8	30.4	50.0	51.4	47.4
West Mesa HS	50.2	20.4	89.9	17.5	16.6	17.5	32.9	31.8	31.2

¹ FRPM, student eligibility for free or reduced priced meals, a proxy measure for poverty

² ELL, English language learners

³ UPM, underperforming minorities, ethnic groups that often score less than Whites on standardized assessments: African American, Hispanic, Native American

⁴ All students group from New Mexico Public Education Department AYP Report (adequate yearly progress), August 28, 2007

2007

Statistical Peers for Benchmarking*

2007

Statistical Peers Group 1	Statistical Peers Group 2	Statistical Peers Group 3	Statistical Peers Group 4	Statistical Peers Group 5	Statistical Peers Group 6
Adobe Acres Armijo Barcelona East San Jose Emerson Eugene Field La Mesa Lavaland Mountain View Wherry	Alamosa Atrisco ¹ Dolores Gonzales Duranes Edward Gonzales Eubank Hawthorne Kirtland Kit Carson La Luz Los Padillas Lowell Mary Ann Binford Navajo Reginald Chavez Valle Vista Whittier	Alameda Bel-Air ¹ Carlos Rey Chaparral ¹ Cochiti Griegos Hodgin ³ Lew Wallace Longfellow Los Ranchos MacArthur ¹ Mission Avenue Painted Sky Pajarito S. R. Marmon Tomasita	Acoma Alvarado Apache Bellehaven Chelwood Collet Park E.G. Ross Governor Bent Manzano Mesa Mark Twain ¹ Matheson Park McCollum ¹ Montezuma Sombra Del Monte Zia ² Zuni	A. Montoya Arroyo Del Oso Bandelier Chamiza Comanche Corrales Inez John Baker ¹ Marie Hughes Mitchell Monte Vista Oñate Petroglyph Sandia Base Seven Bar ¹ Sierra Vista Ventana Ranch	Dennis Chavez Double Eagle Georgia O Keefe Hubert Humphrey North Star ¹ Osuna San Antonito SY Jackson

Statistical Peers Group 7	Statistical Peers Group 8	Statistical Peers Group 9	Statistical Peers Group 10	Statistical Peers Group 11	Statistical Peers Group 12	Alternative Schools
Ernie Pyle Harrison Hayes ¹ Polk ¹ Truman Van Buren Washington	Garfield Jimmy Carter John Adams ¹ Kennedy ¹ McKinley ³ Taft ¹ Wilson	Cleveland Grant Jackson ² Jefferson James Monroe LB Johnson ¹ Taylor	Desert Ridge ¹ Eisenhower Hoover ¹ Madison ¹ Roosevelt	Albuquerque ^{1, 2} Del Norte ³ Highland ¹ Rio Grande ¹ Valley ¹ West Mesa	Cibola ¹ Eldorado ¹ La Cueva ¹ Manzano ¹ Sandia	Career Enrichment Ctr. 9-12 Early College Academy 9-10 Evening High 10-12 Family School K-8 Freedom High 10-12 New Futures 6-12 School on Wheels 9-12 Sierra Alternative 9-12 Vision Quest 6-8

* Data from 2006-2007 school year
¹ Special Ed. Intensive Support program
² Visually Impaired program (V. I.)
³ Hearing Impaired program (H. I.)



blank

Statistical Peers for Benchmarking

2007

RDA

Research & Evaluation Team



APS Clusters - Albuquerque

Albuquerque HS

Jefferson MS

Washington MS

East San Jose

Lew Wallace

Monte Vista

Longfellow

Reginald Chavez

Montezuma

Dolores Gonzales

Eugene Field

Lowell

Zia

Statistical Peers for Benchmarking

➤ Administrators & other educators ask,

“Which schools are most like mine?”

Statistical Peers Purpose

1) Identify comparable schools using a data-driven strategy

➤ Which schools have most similar student populations?

2) Encourage best practice collaboration

Statistical Peers Development

- Variables considered for grouping analyses:

FRPM

ELL Ethnicity

Special Ed.

Mobility

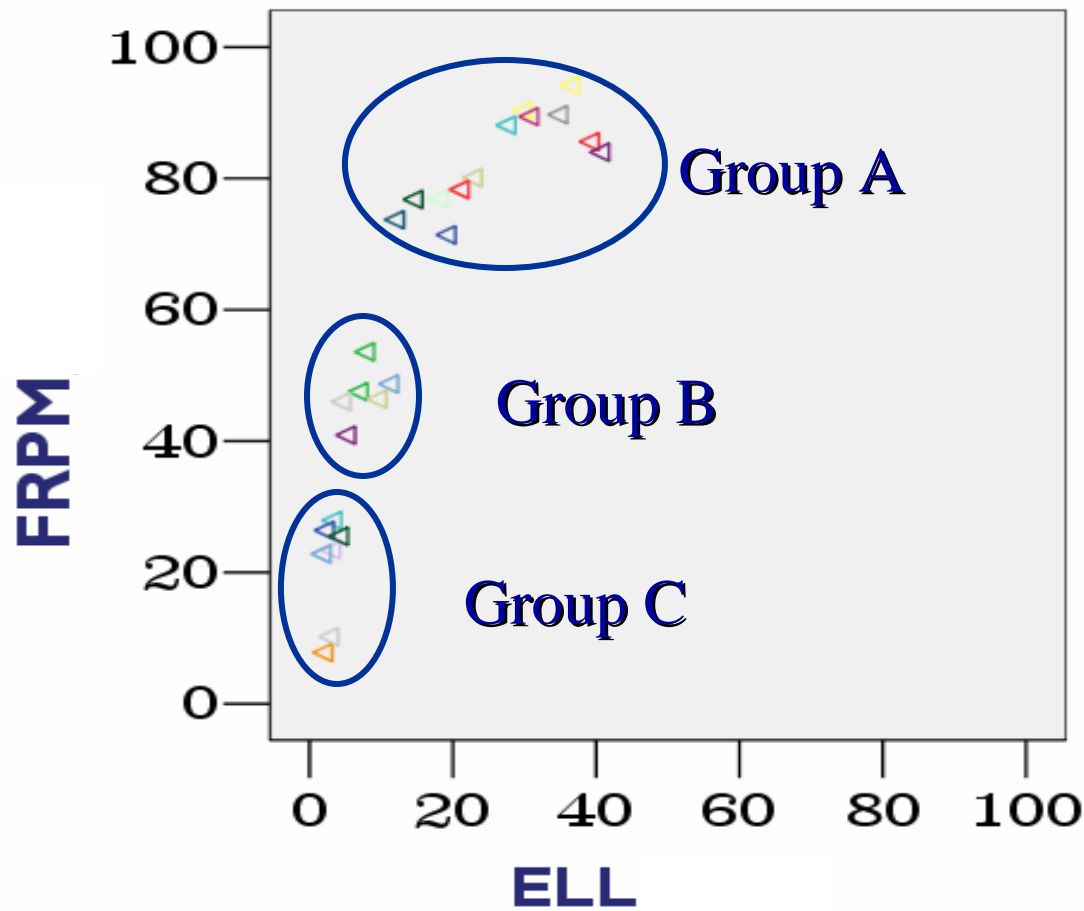
Homeless

Enrollment

Statistical Peers Development

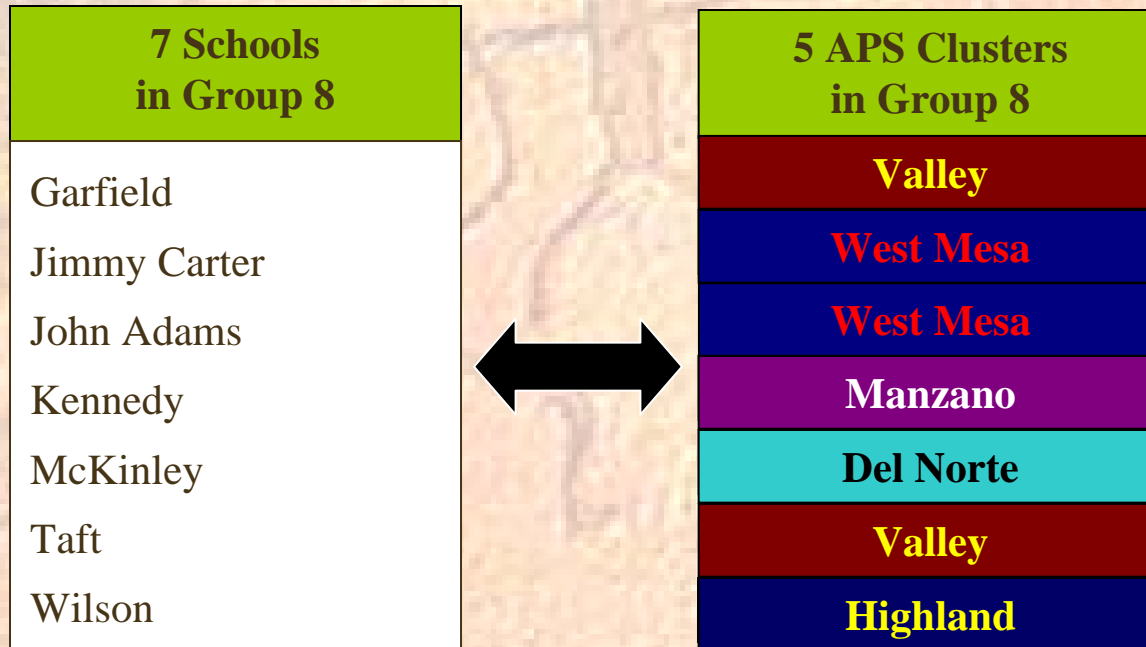
- **Specialized statistical mathematics calculate group membership**

Statistical Peers Development

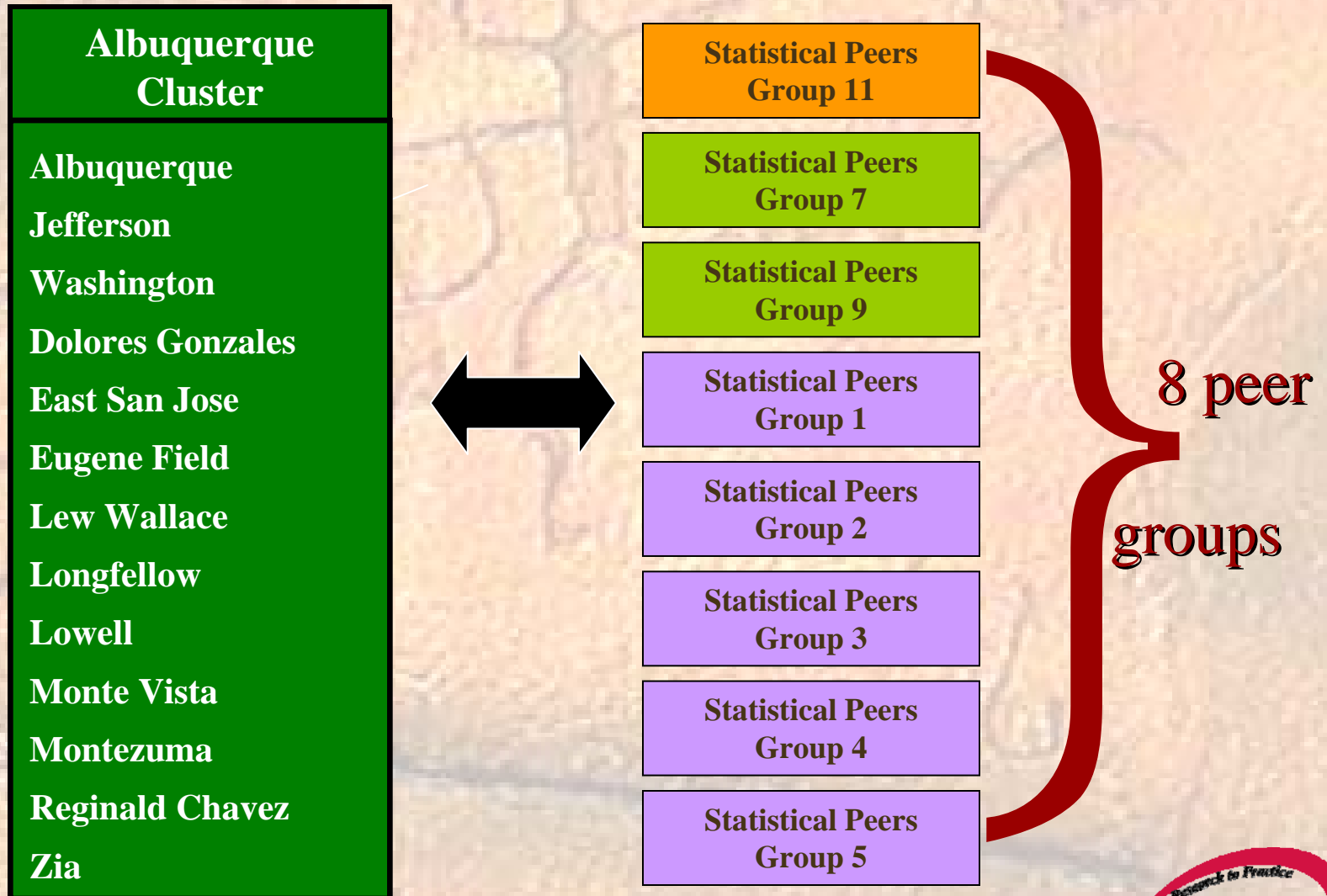


**26 APS
Middle
Schools**

Statistical Peers for Benchmarking



Statistical Peers for Benchmarking



Statistical Peers for Benchmarking

Statistical Peers Group 7	Statistical Peers Group 8	Statistical Peers Group 9	Statistical Peers Group 10
Ernie Pyle Harrison Hayes ¹ Polk ¹ Truman Van Buren Washington	Garfield Jimmy Carter John Adams ¹ Kennedy ¹ McKinley ³ ← Taft ¹ Wilson	Cleveland Grant Jackson ² Jefferson James Monroe LB Johnson ¹ Taylor	Desert Ridge ¹ Eisenhower Hoover ¹ Madison ¹ Roosevelt

✓ Schools with select special programs are identified

- ¹ Special Ed. Intensive Support Program site
- ² Site for Blind / Visually Impaired program
- ³ Site for Deaf / Hard of Hearing program



Statistical Peers for Benchmarking

Questions about

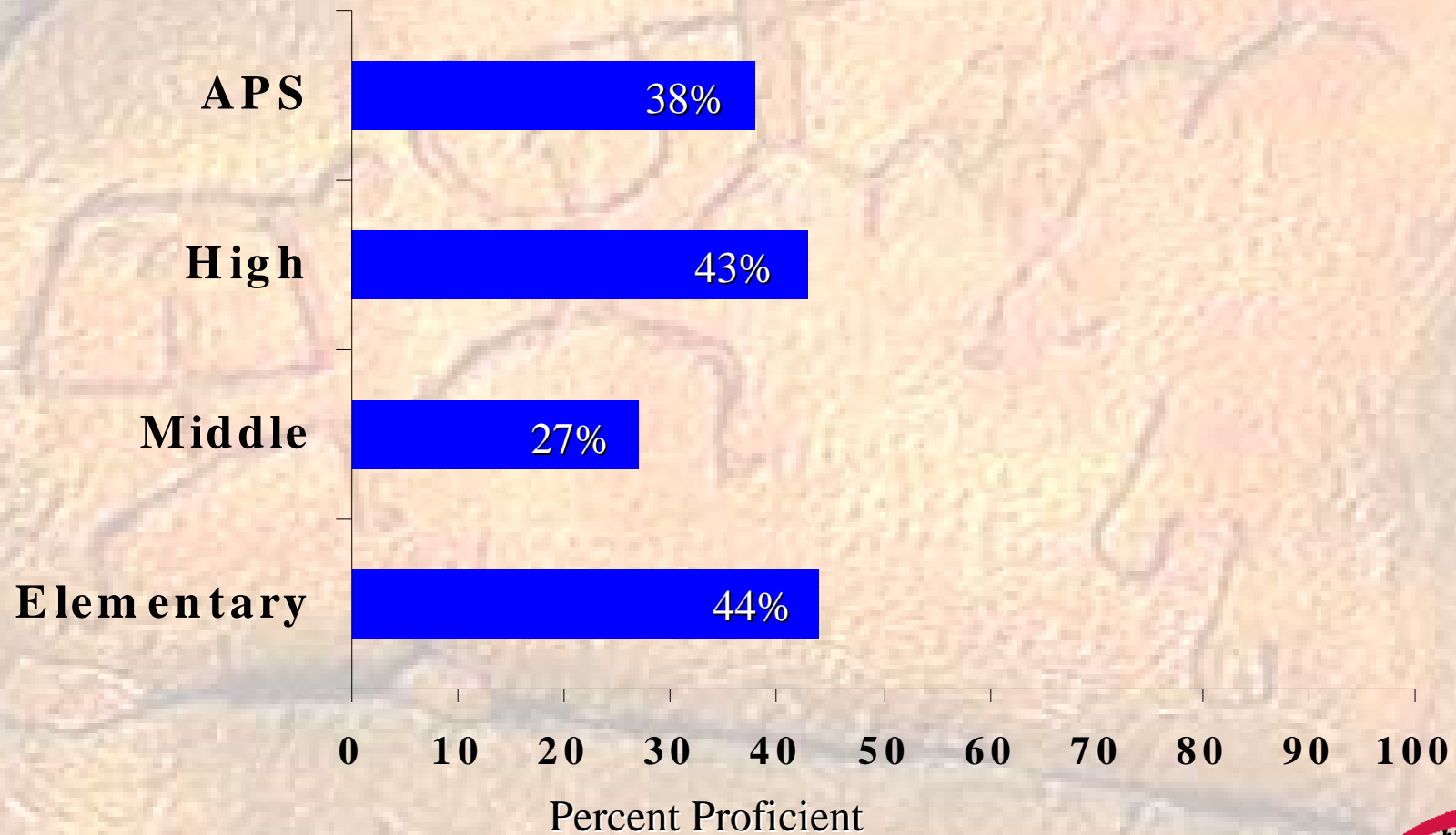
- forming the groups
- the groups themselves
- anything else



Now how can I use this ?

Using Statistical Peers

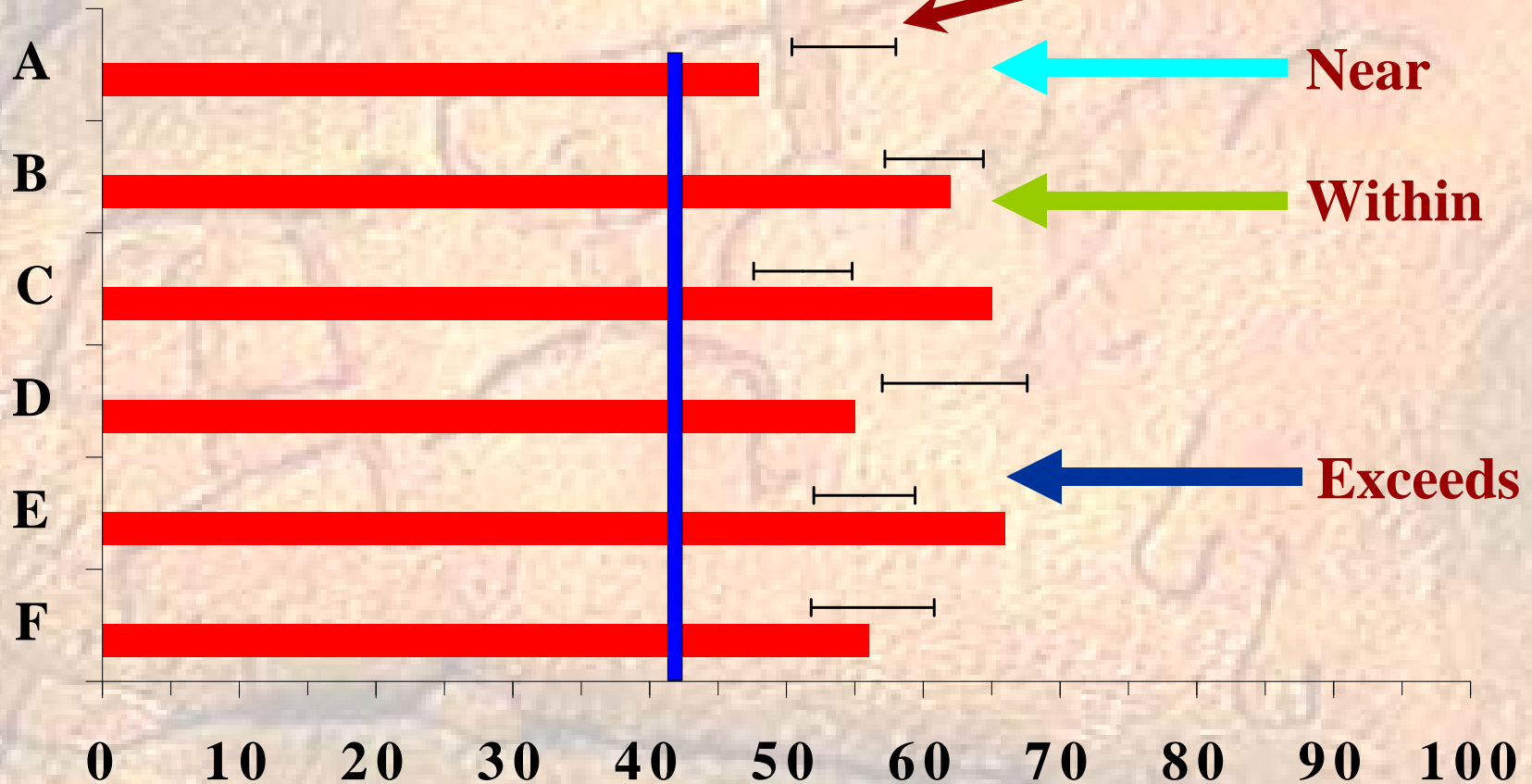
APS % Proficient Math 2007 NMSBA



Peer Group Reading APS Predicted

• Blue line is Reading AMO
 2007 NMSBA (5-8 MS = 42%)

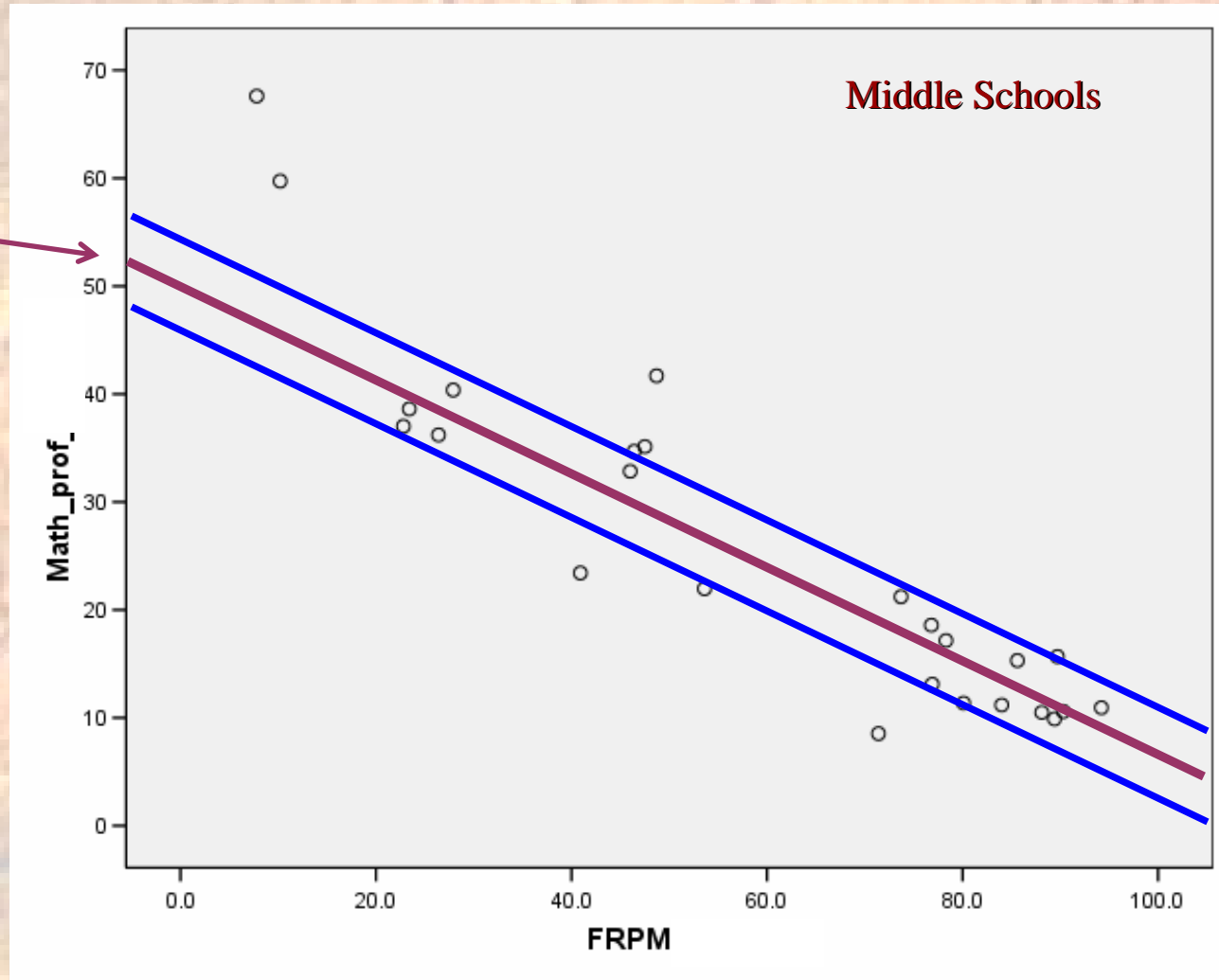
Beat AMO & yet below prediction



Solid bars show schools' percent proficient achieved.
 Hairlines show predicted achievement range (95% confidence interval).

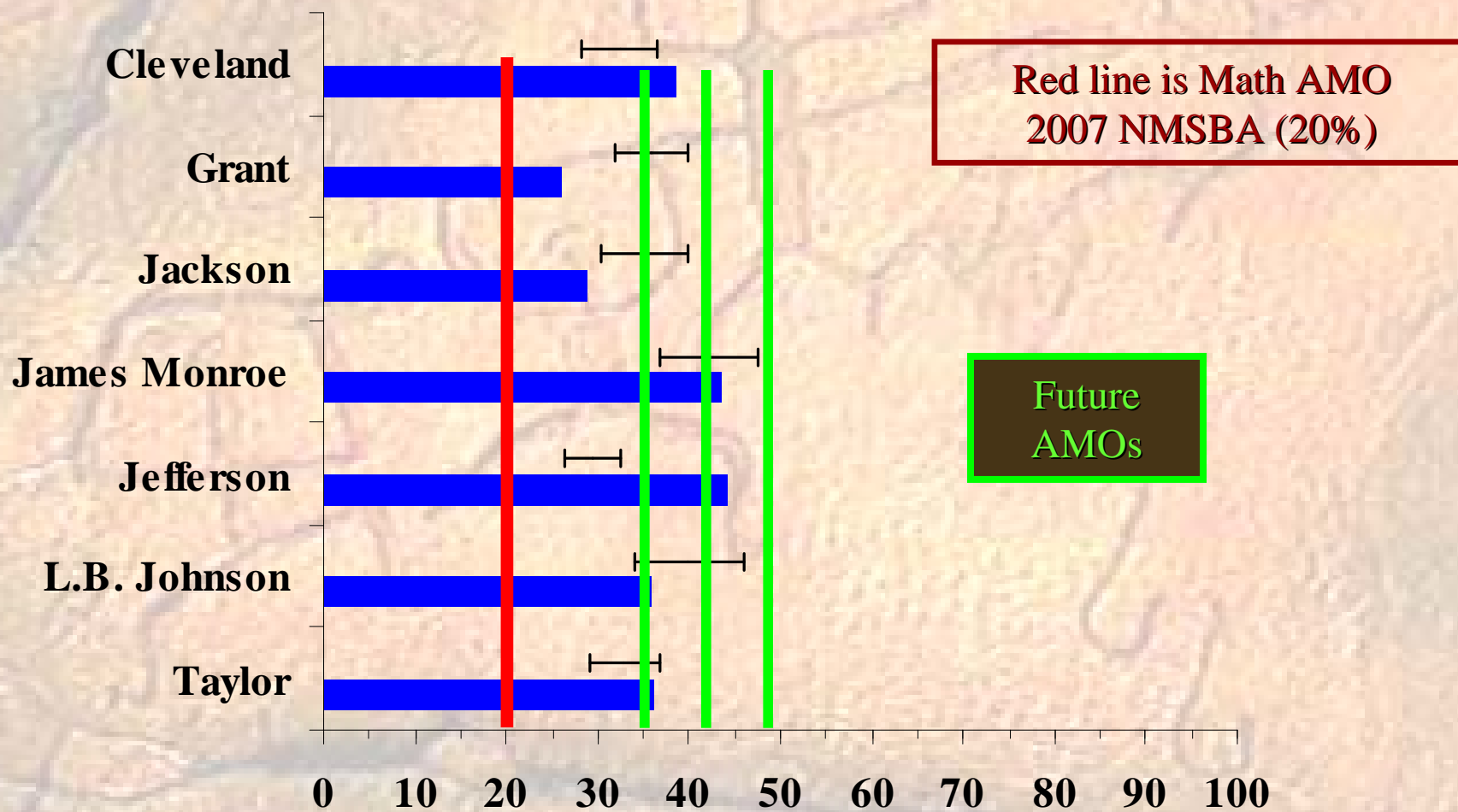
APS Math Proficiency & Prediction SBA

Predicted % proficient

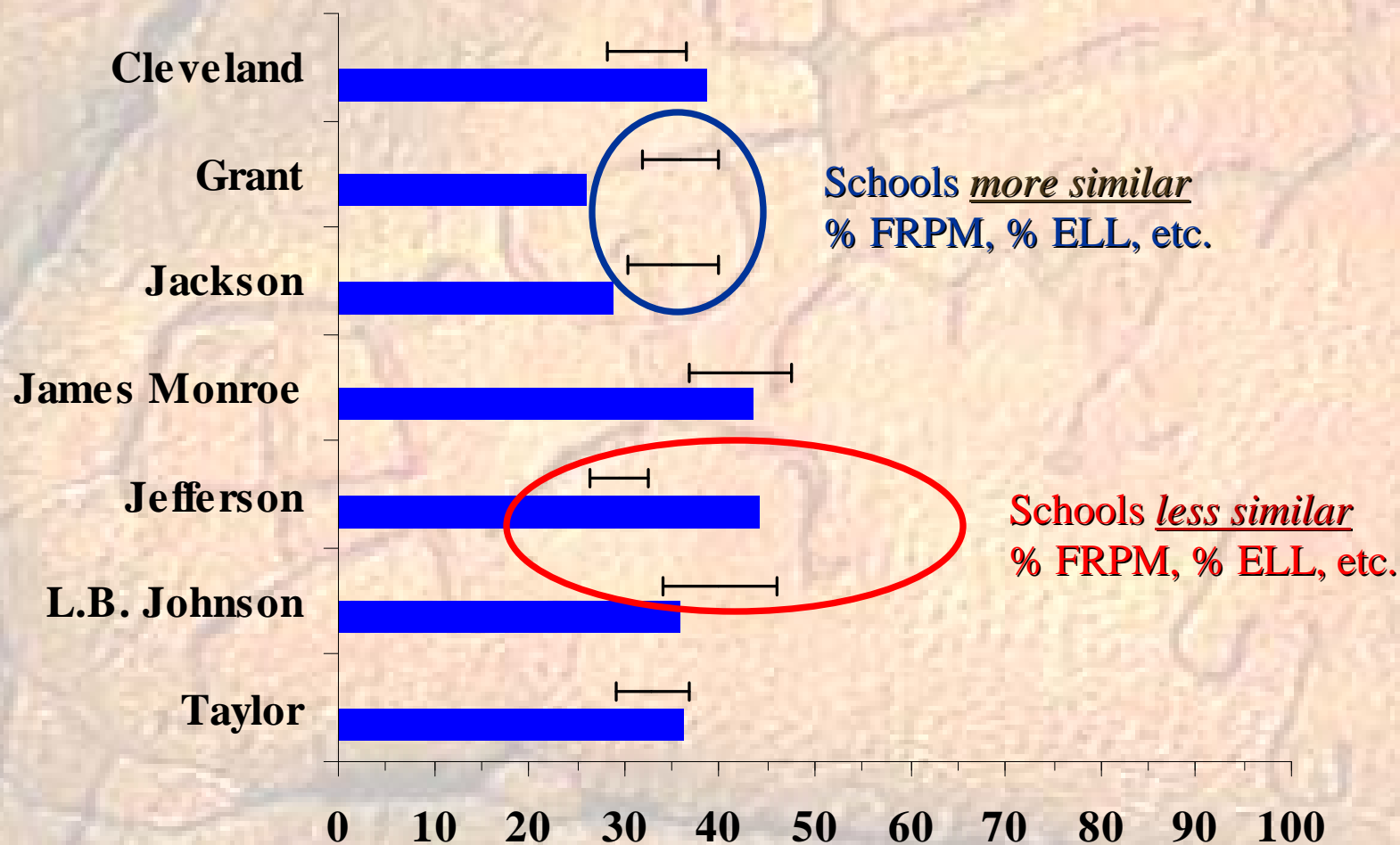


95% CI

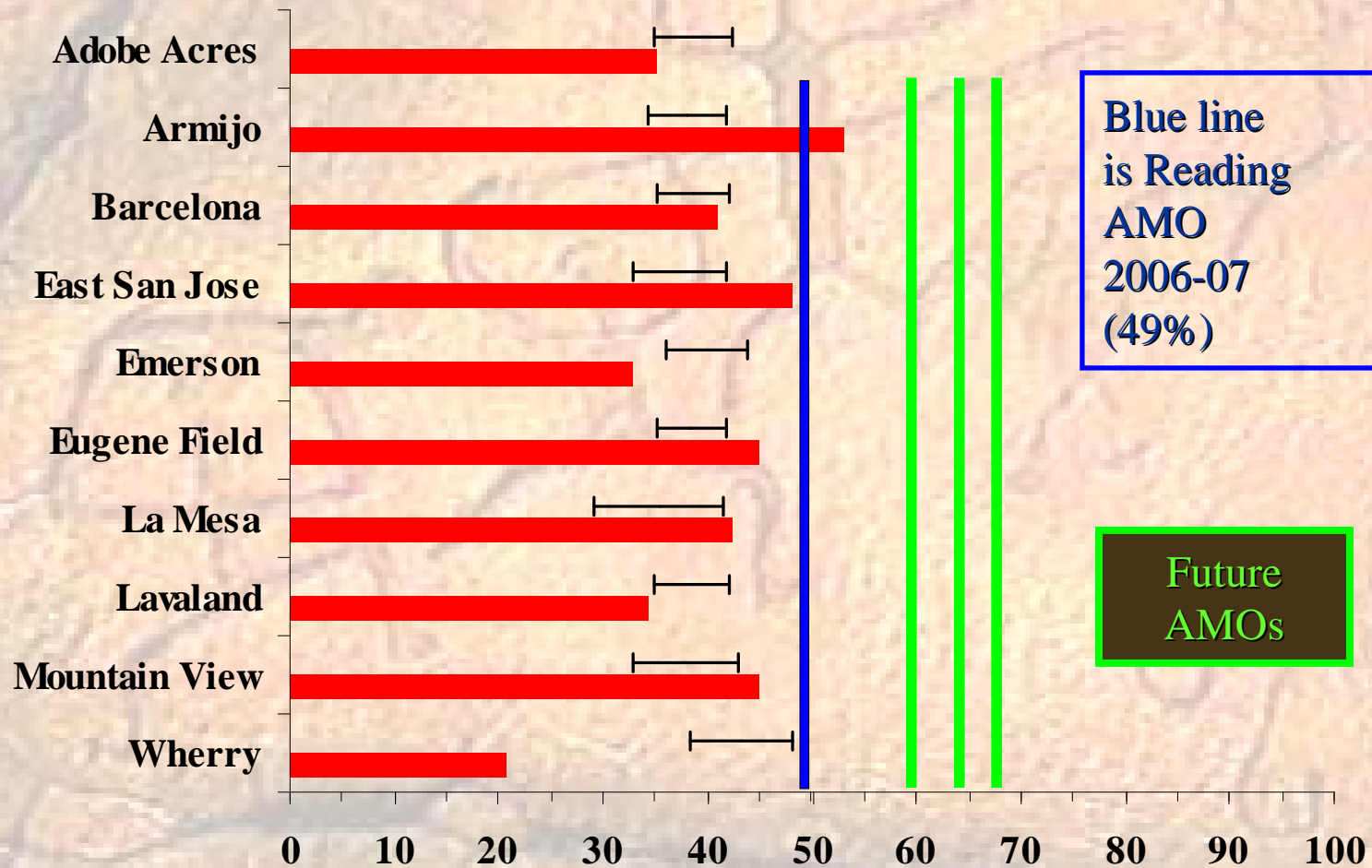
Peer Group 9 Math APS Predicted 2007 SBA



Peer Group 9 Math APS Predicted 2007 SBA



Peer Group I Reading APS Predicted 2007 SBA



Solid bars show schools' percent proficient achieved.

Hairlines show predicted achievement range (95% confidence interval).

Why Use Statistical Peers for Benchmarking?

- **Another, data-driven option**
- **Increase collaboration**
- **Share paths of success with statistical peers**
- **Identify strategies that are effective with similar students**

Some Ways to Compare

- **Outcome measures**
 - SBA, A2L
 - Graduation rate
- **Process indicators**
 - AIPs
 - Teacher collaboration time
- **Instructional programs**
 - Dual language
 - Math / Science labs

Using the Tool

- **Other uses**
 - **CLPs & principals discussing program change**
 - **Breakout groups for PD training**



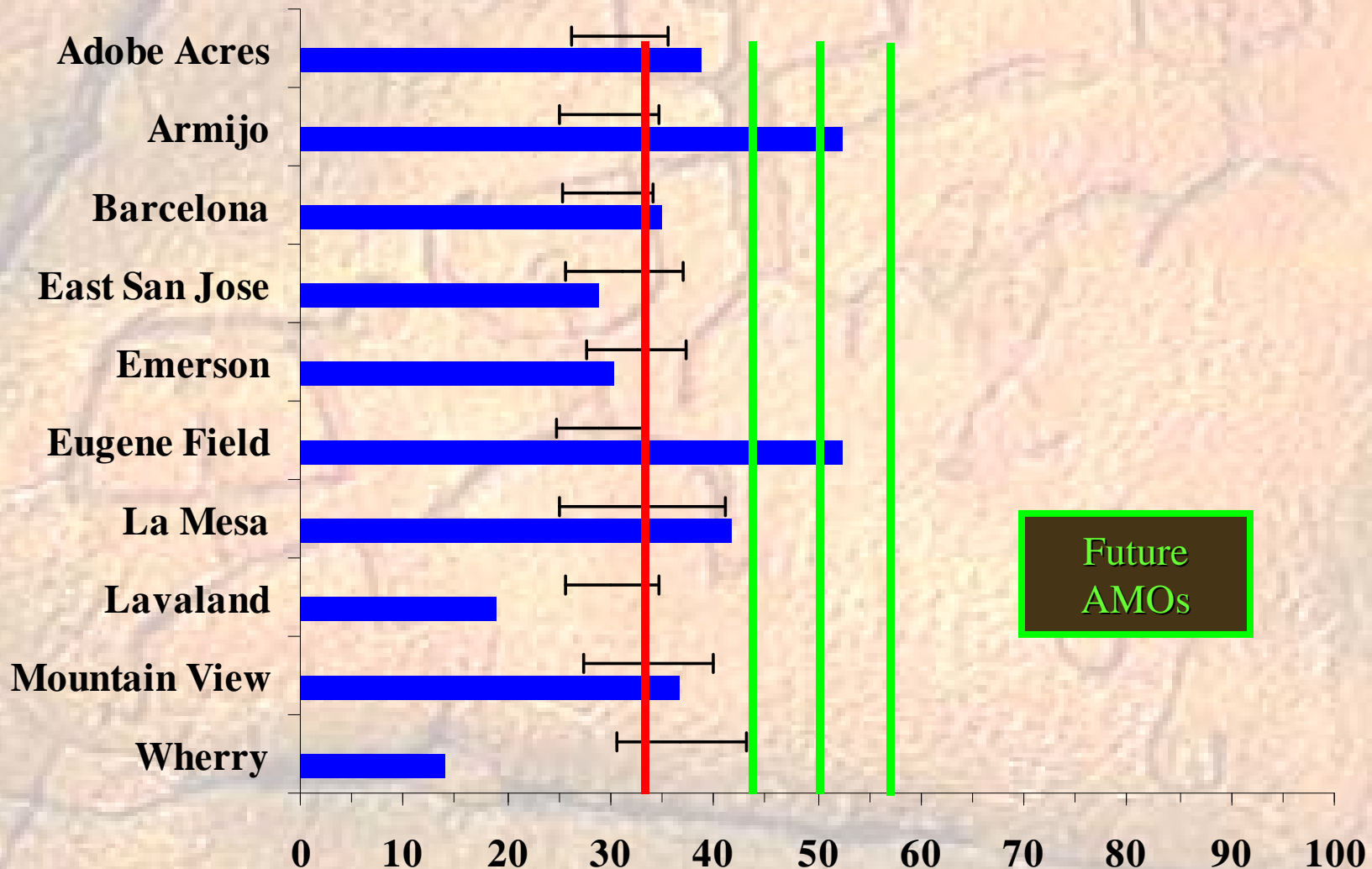
River Dunavin 848-8743

dunavin_r@aps.edu

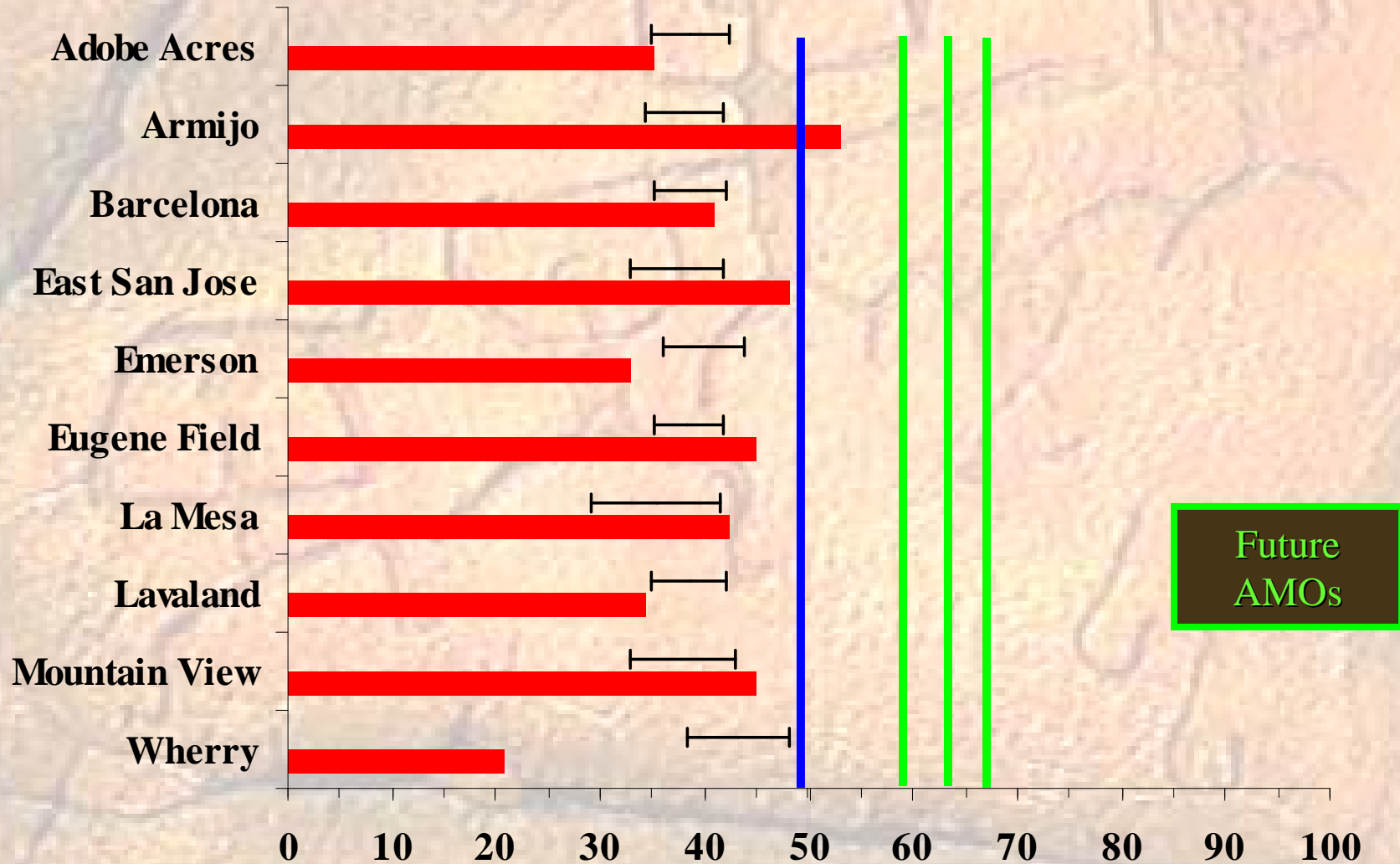
Research & Evaluation Team

blank

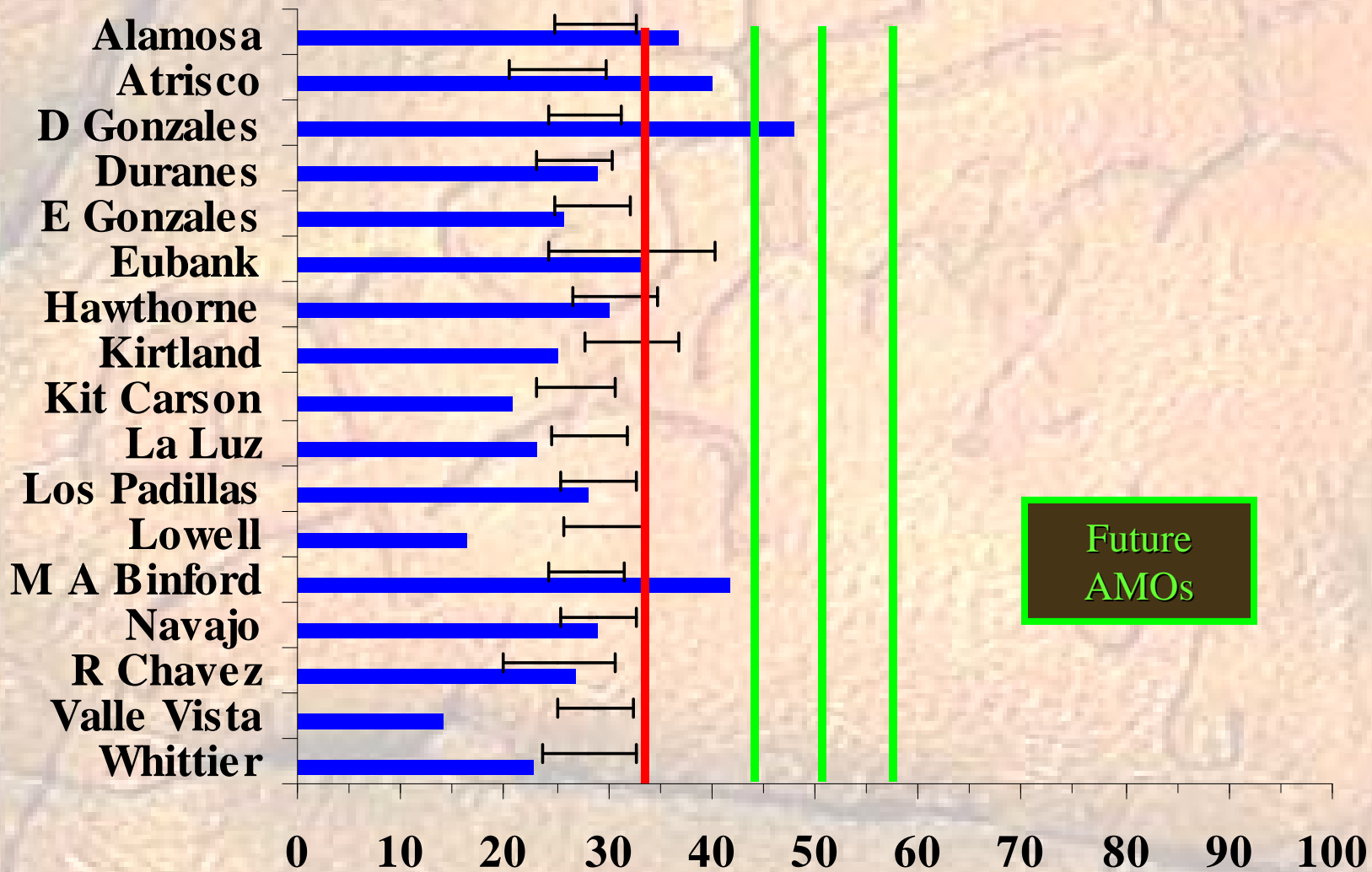
Peer Group I Math APS Predicted 2007 SBA



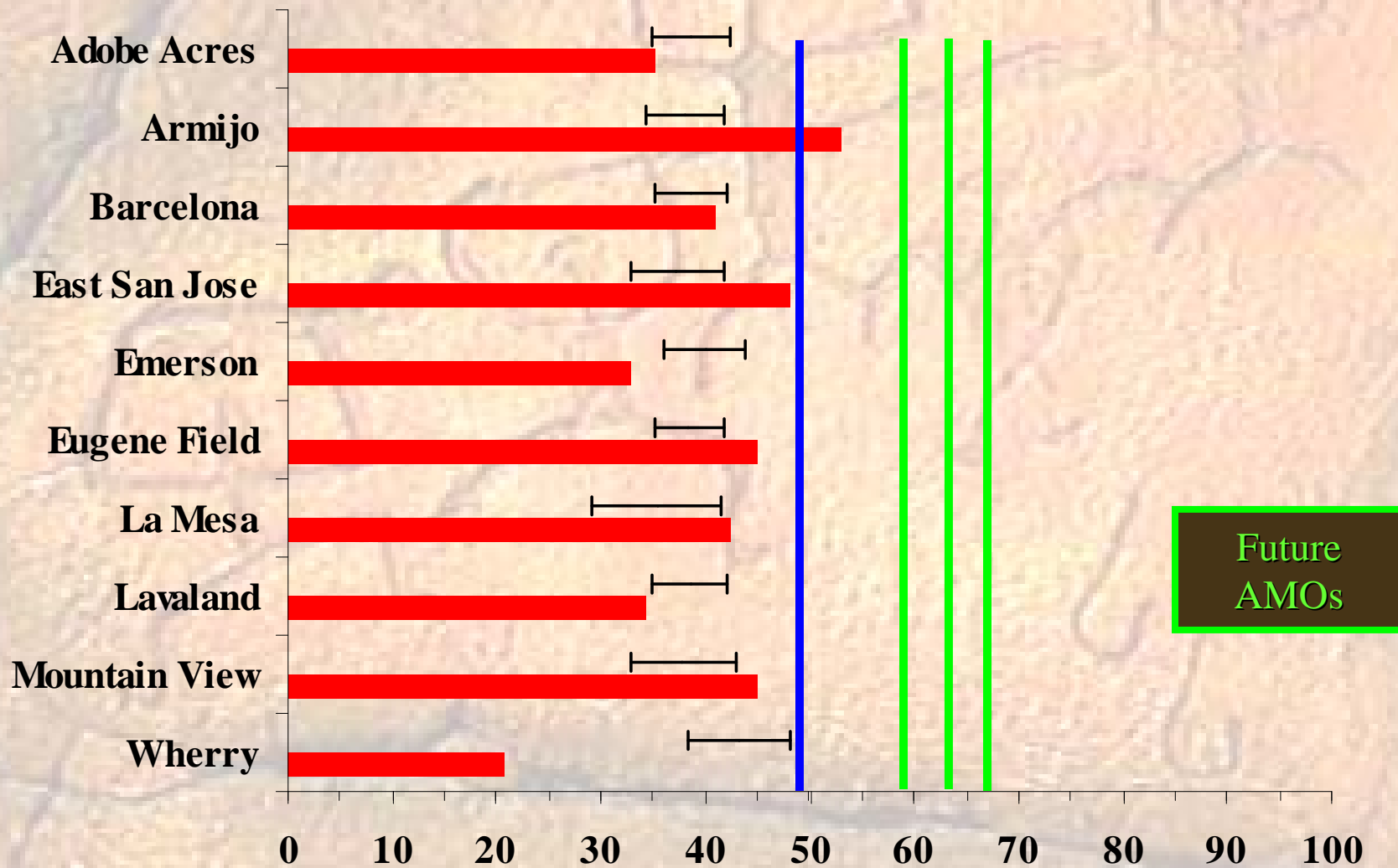
Peer Group I Reading APS Predicted 2007 SBA



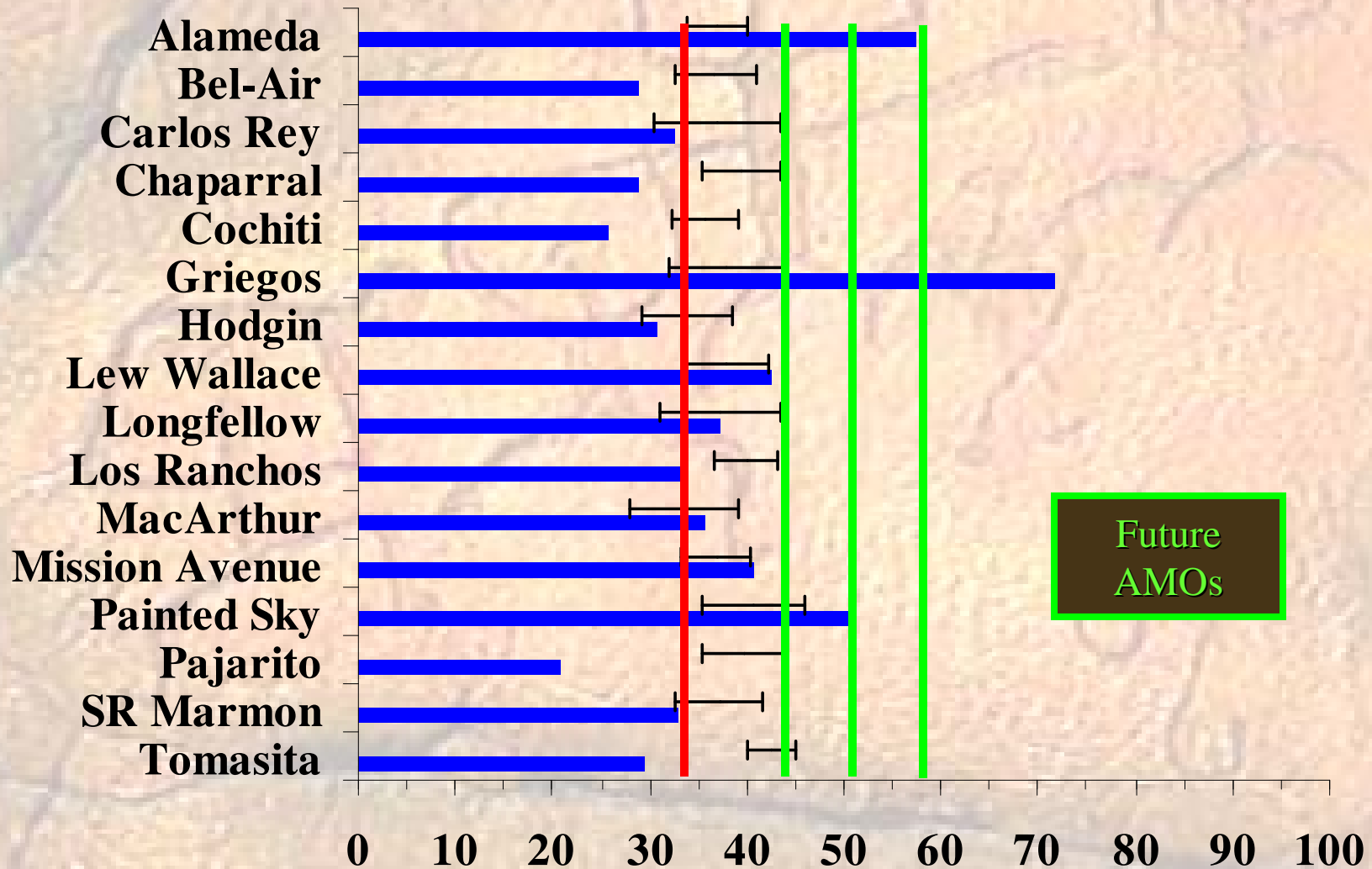
Peer Group 2 Math APS Predicted 2007 SBA



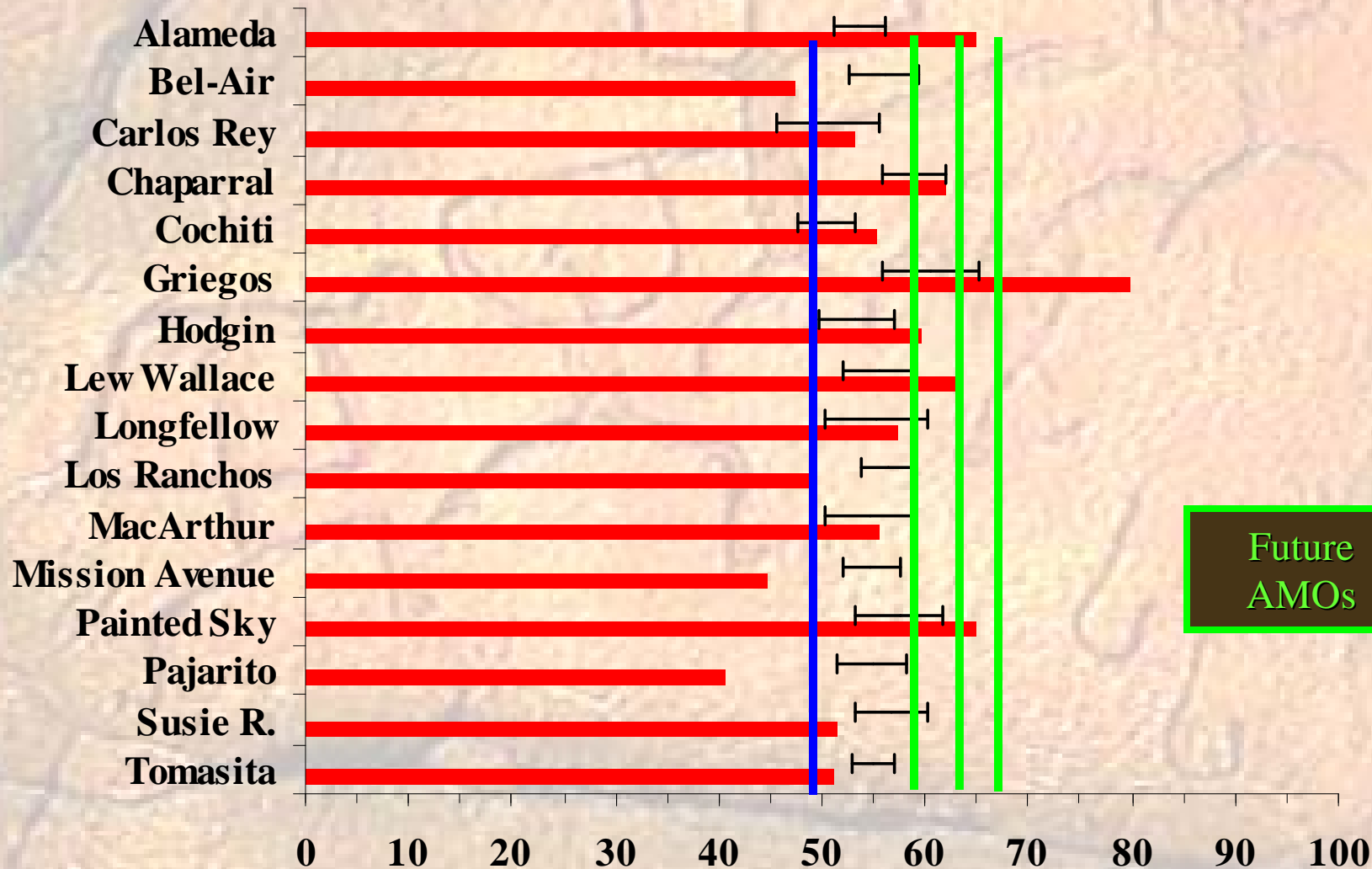
Peer Group 2 Reading APS Predicted 2007 SBA



Peer Group 3 Math APS Predicted 2007 SBA

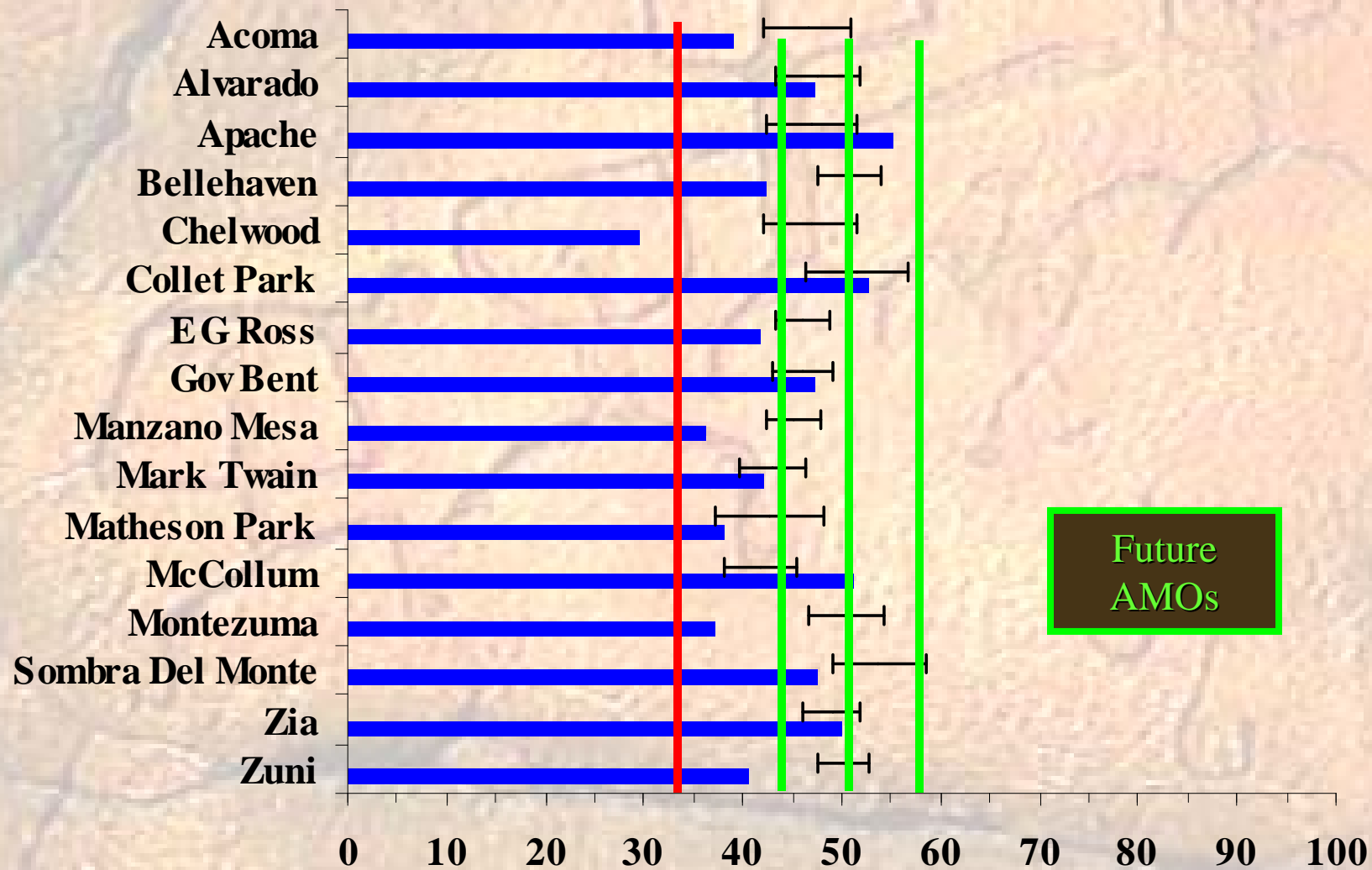


Peer Group 3 Reading APS Predicted 2007 SBA

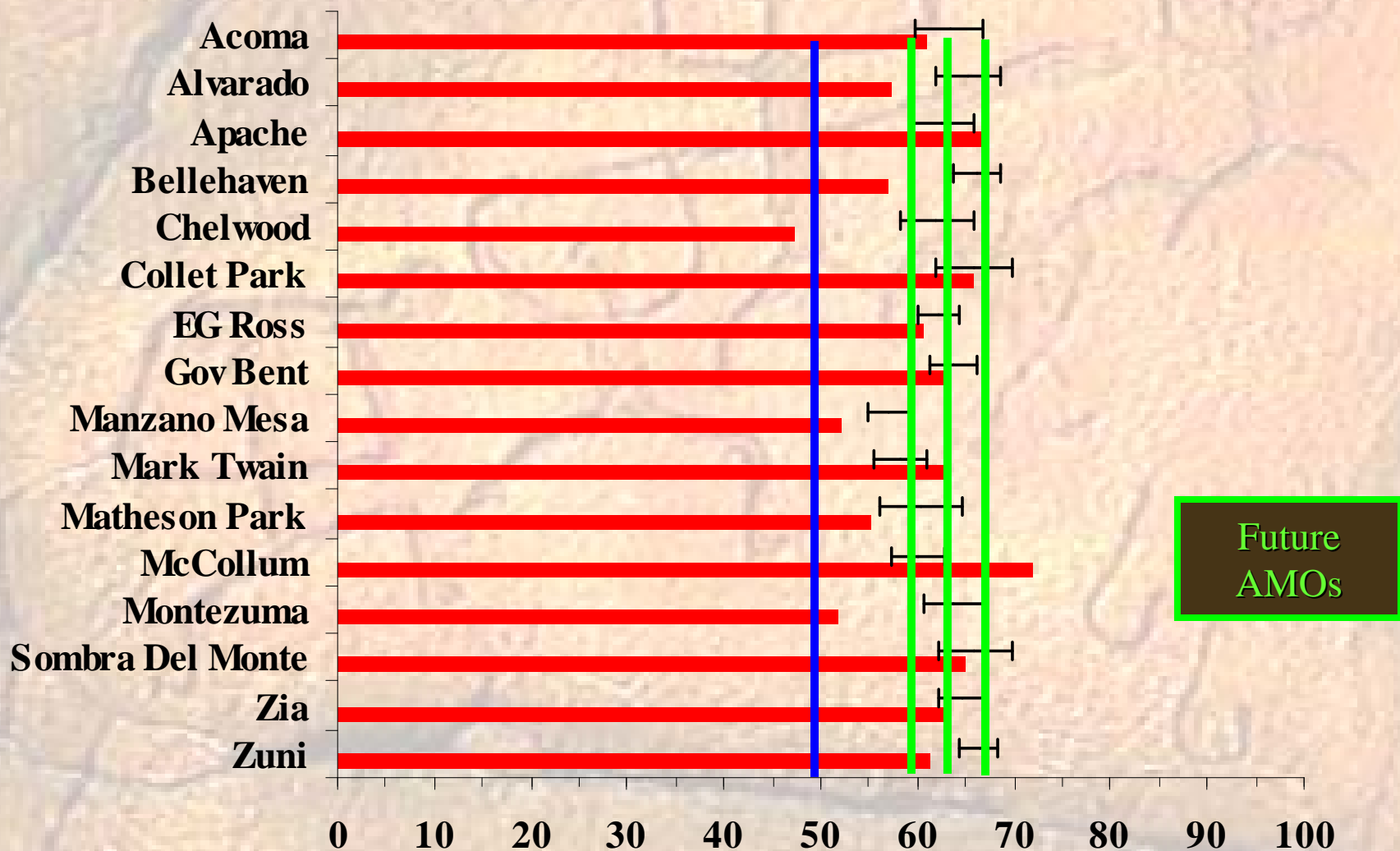


Future AMOs

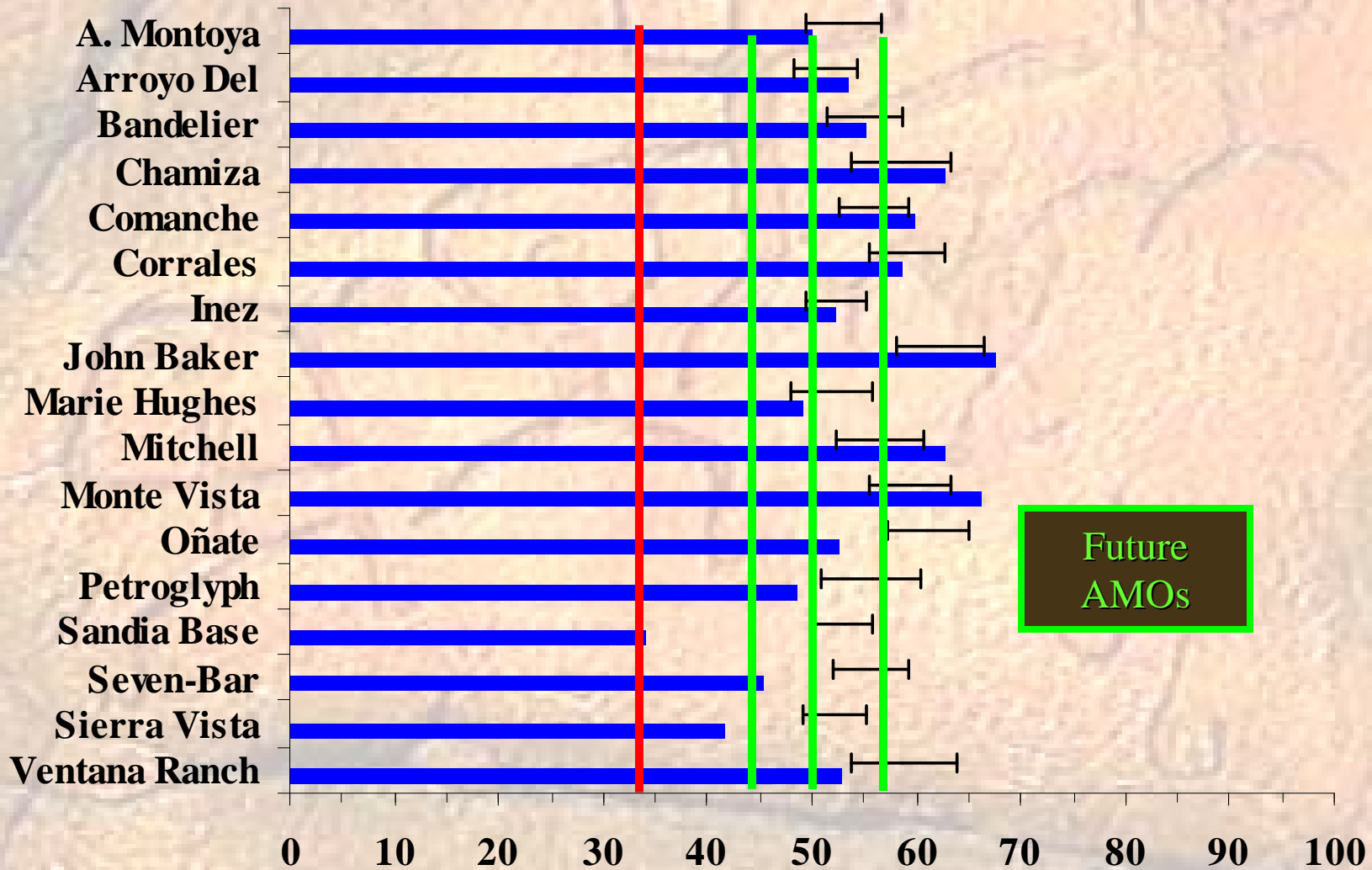
Peer Group 4 Math APS Predicted 2007 SBA



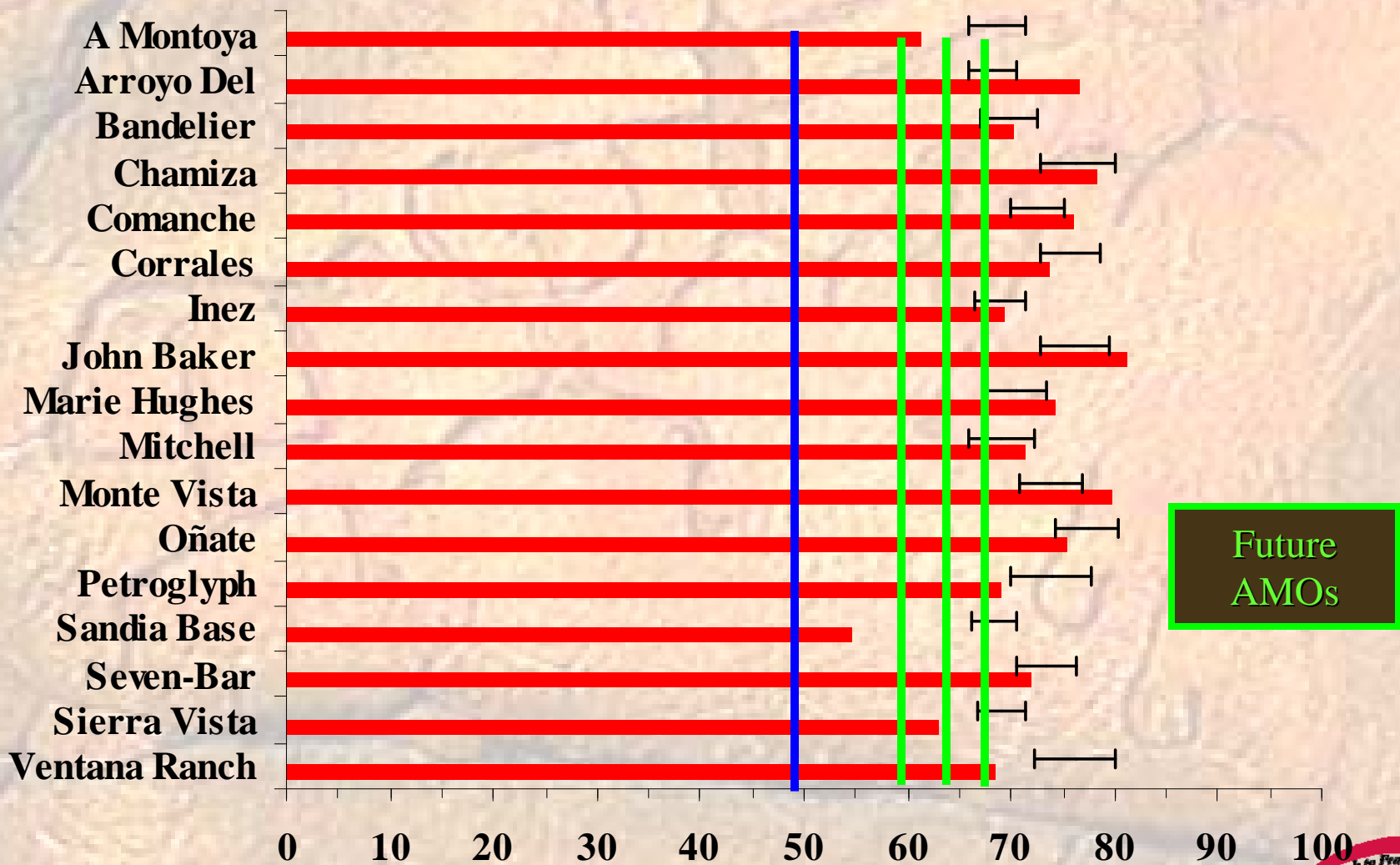
Peer Group 4 Reading APS Predicted 2007 SBA



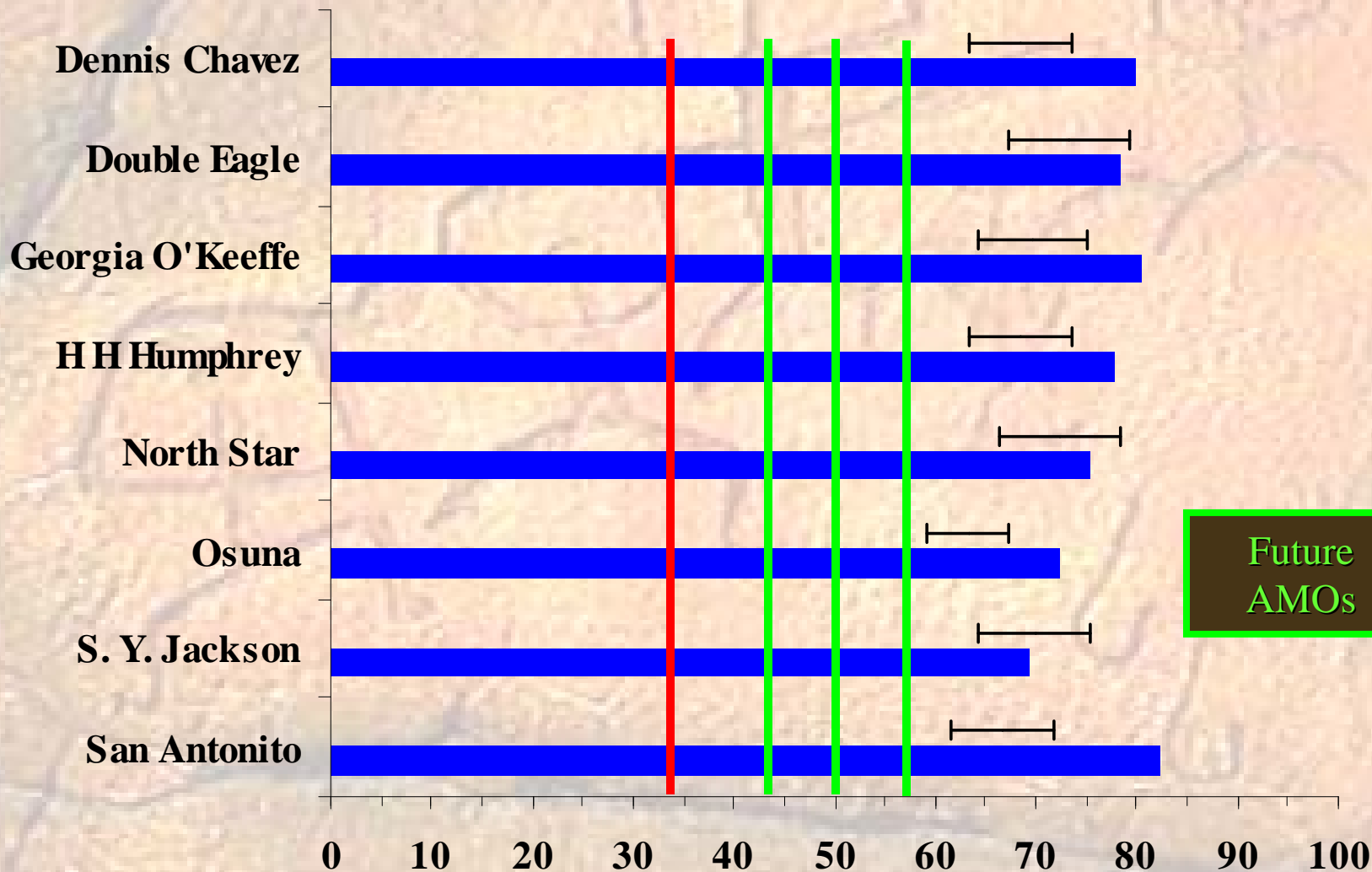
Peer Group 5 Math APS Predicted 2007 SBA



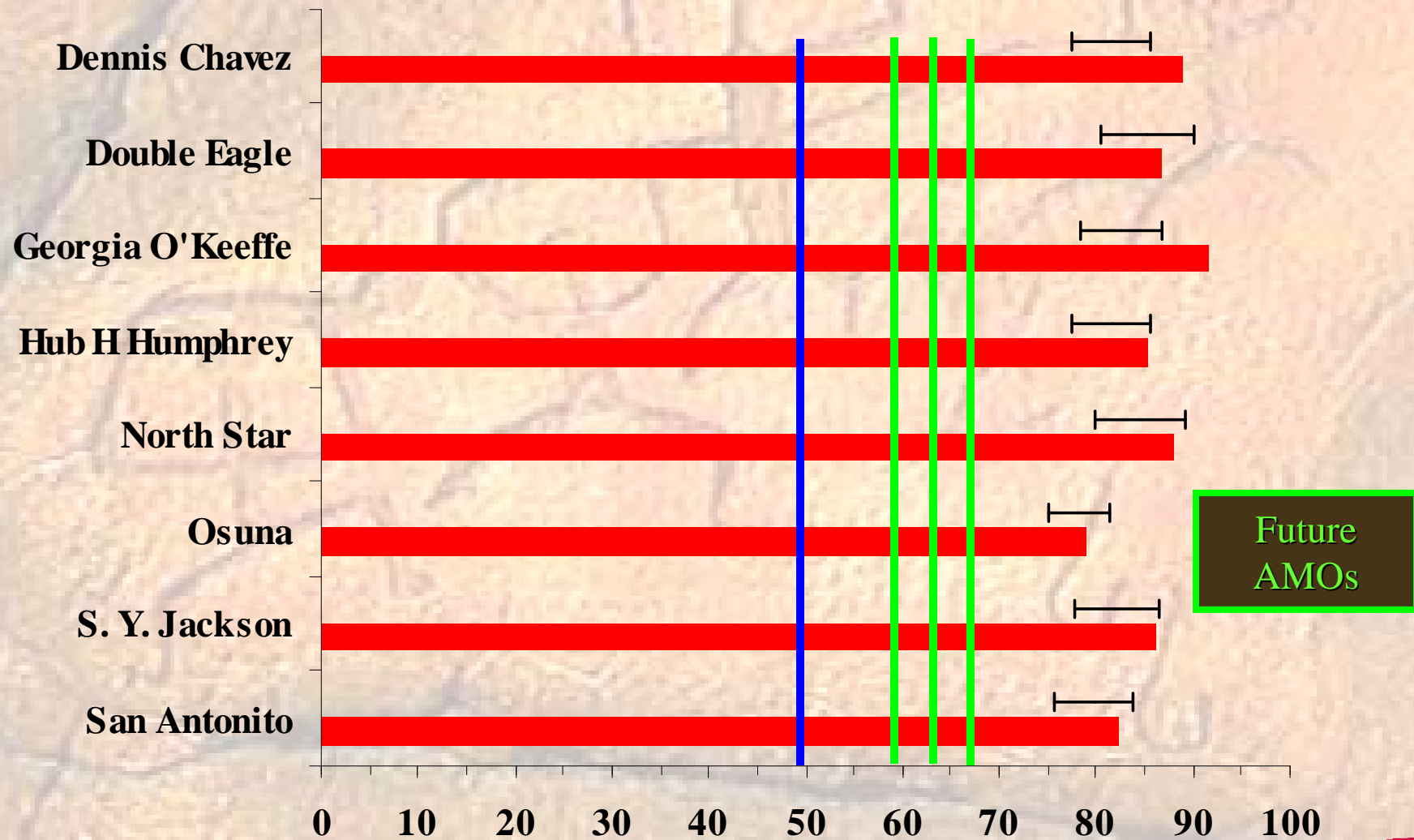
Peer Group 5 Reading APS Predicted 2007 SBA



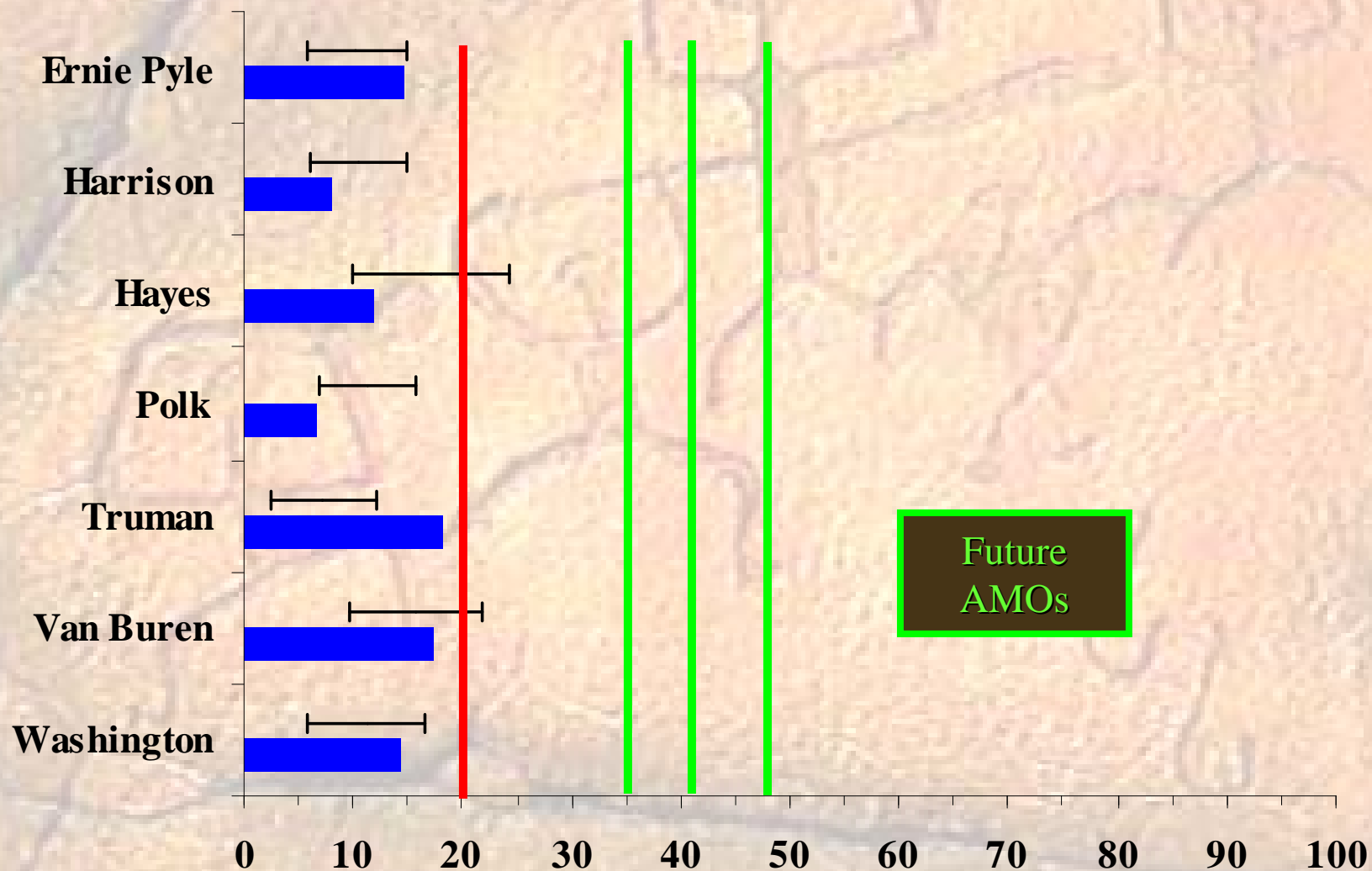
Peer Group 6 Math APS Predicted 2007 SBA



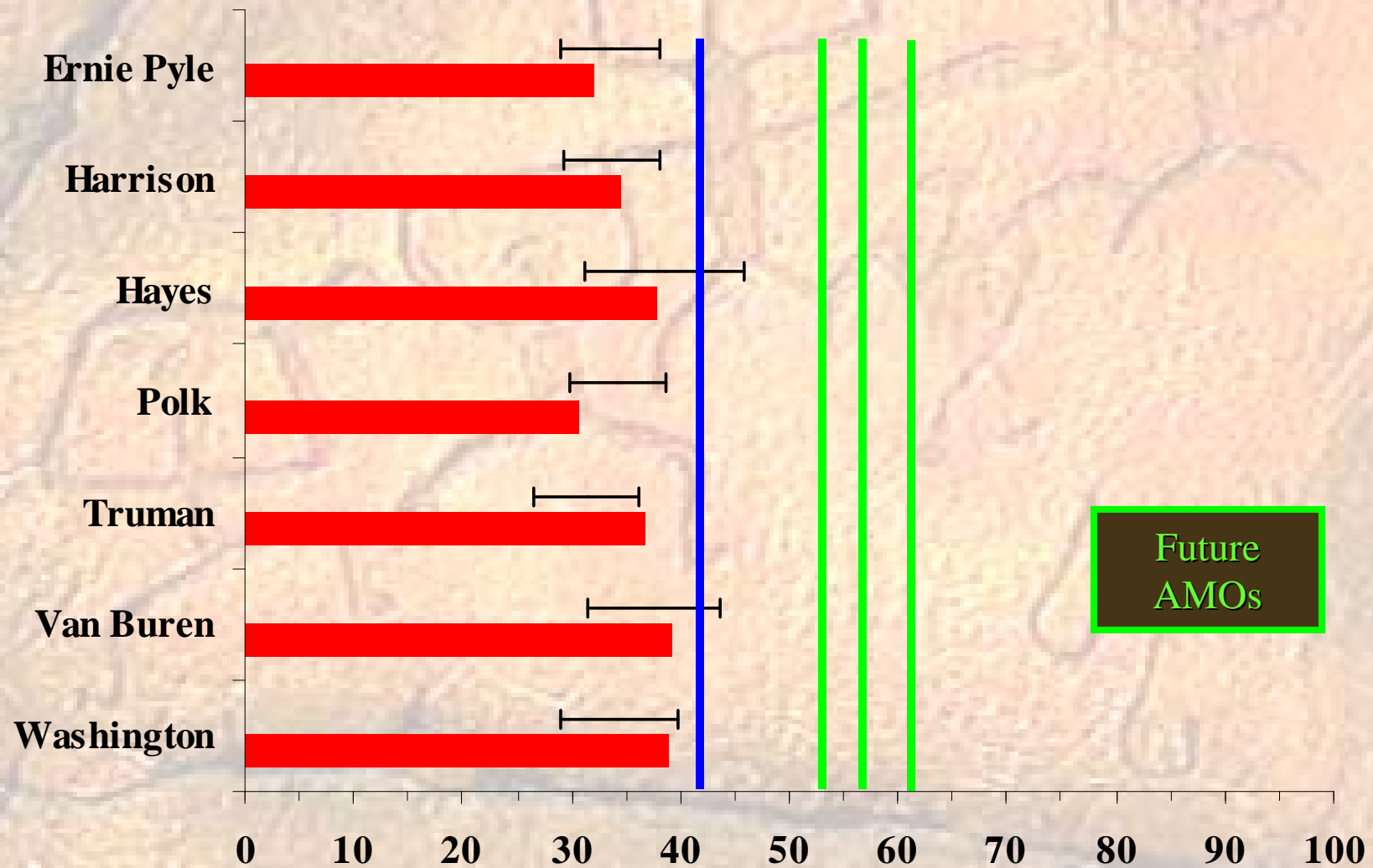
Peer Group 6 Reading APS Predicted 2007 SBA



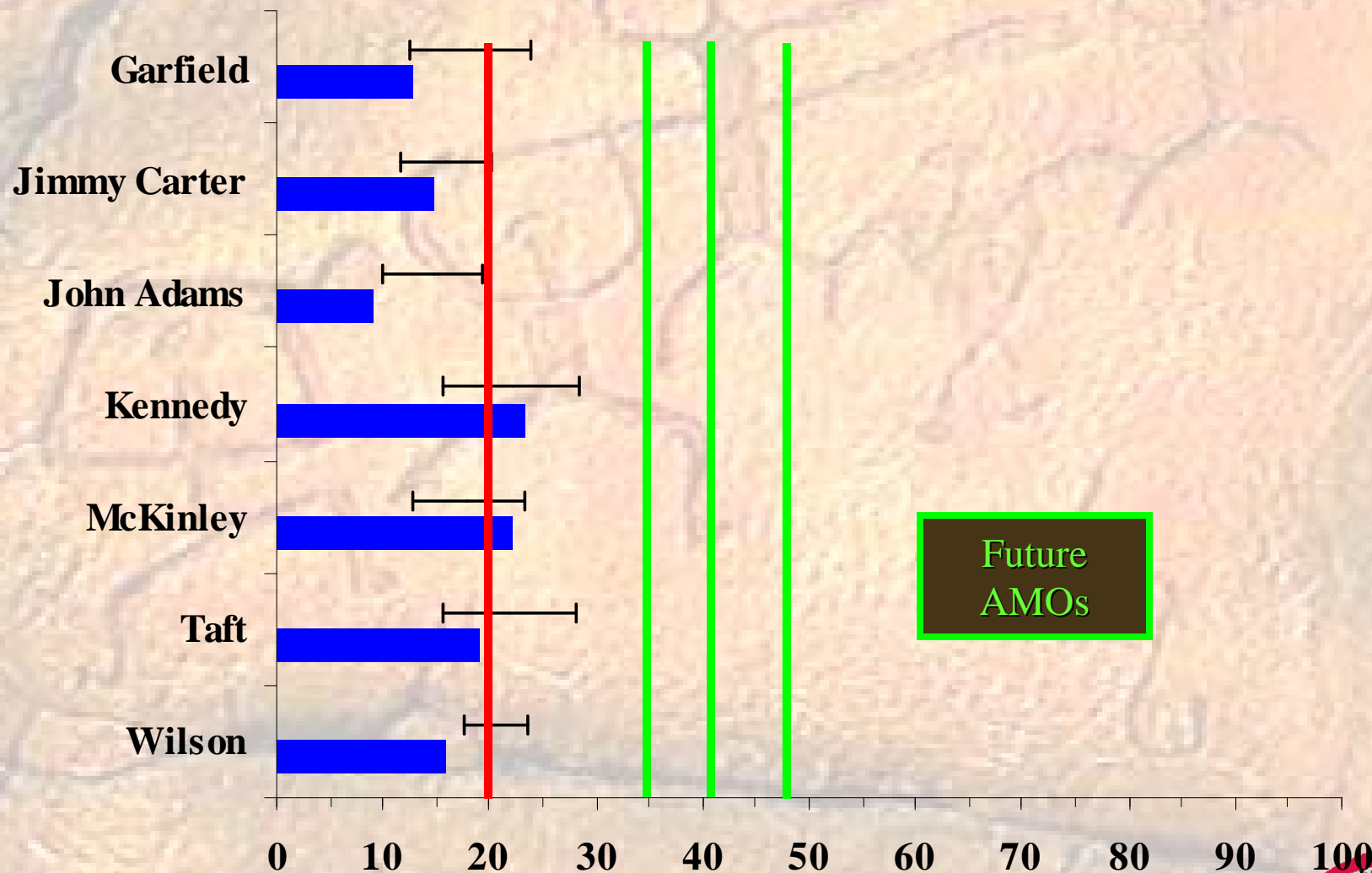
Peer Group 7 Math APS Predicted 2007 SBA



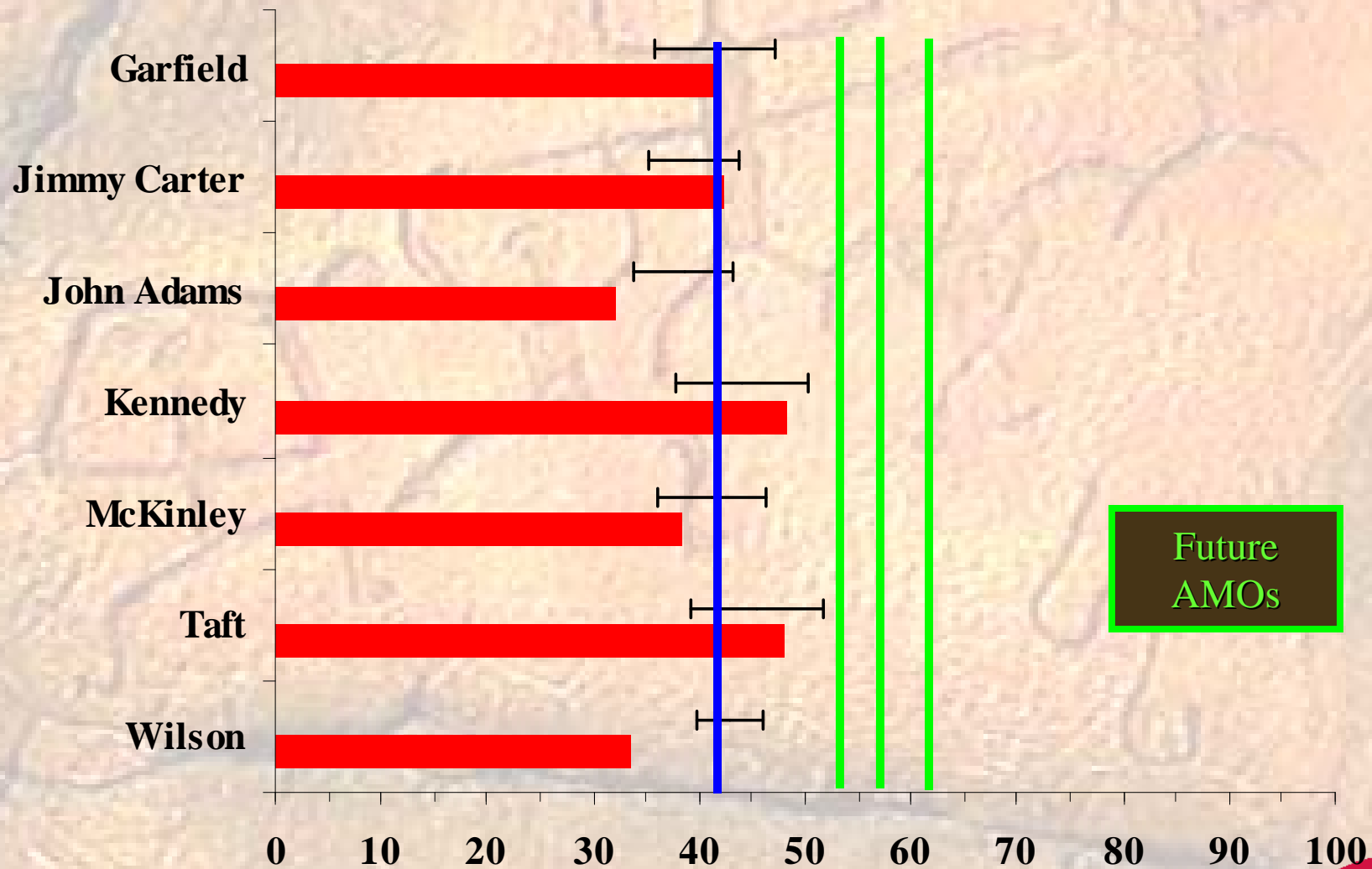
Peer Group 7 Reading APS Predicted 2007 SBA



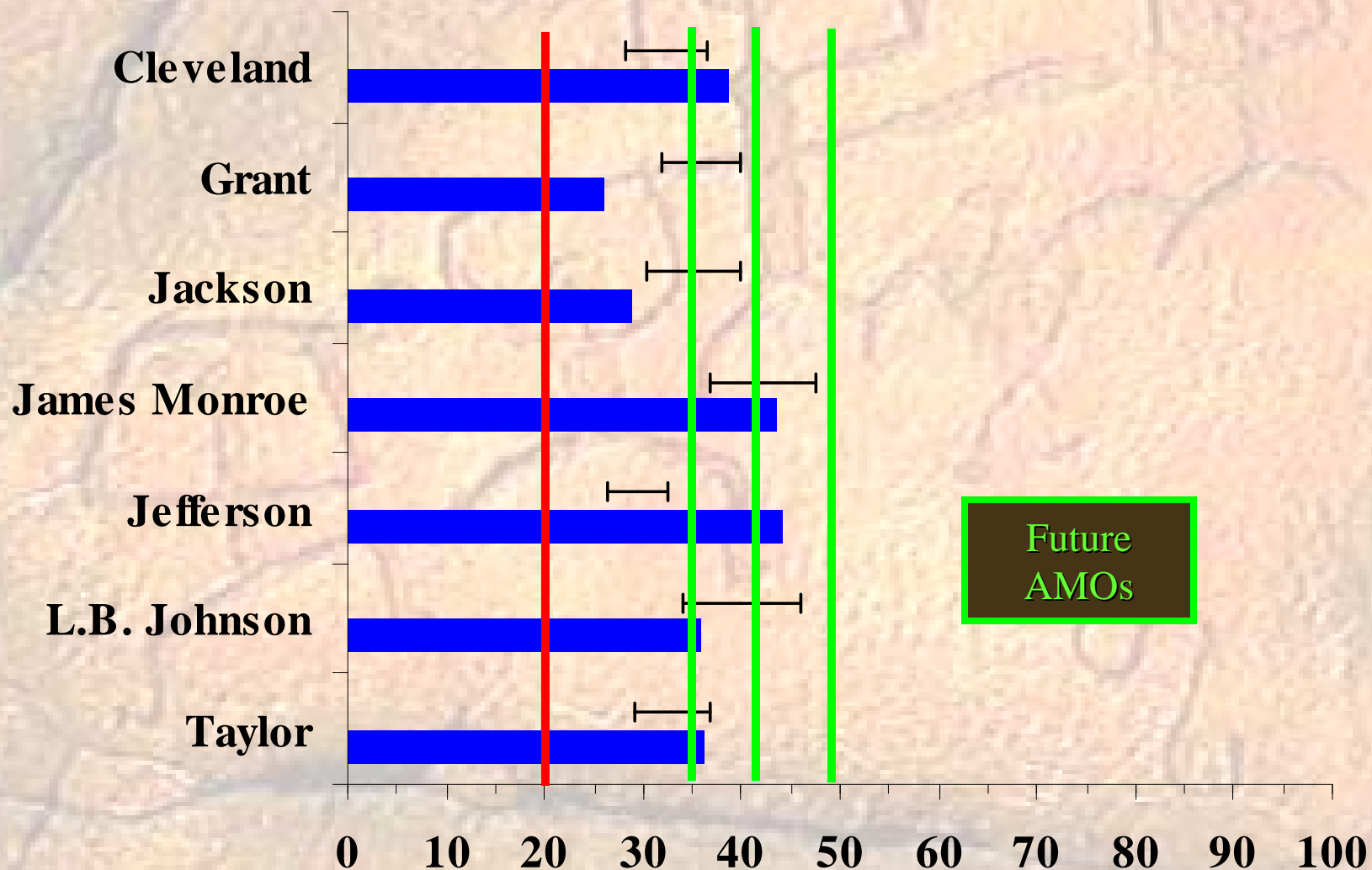
Peer Group 8 Math APS Predicted 2007 SBA



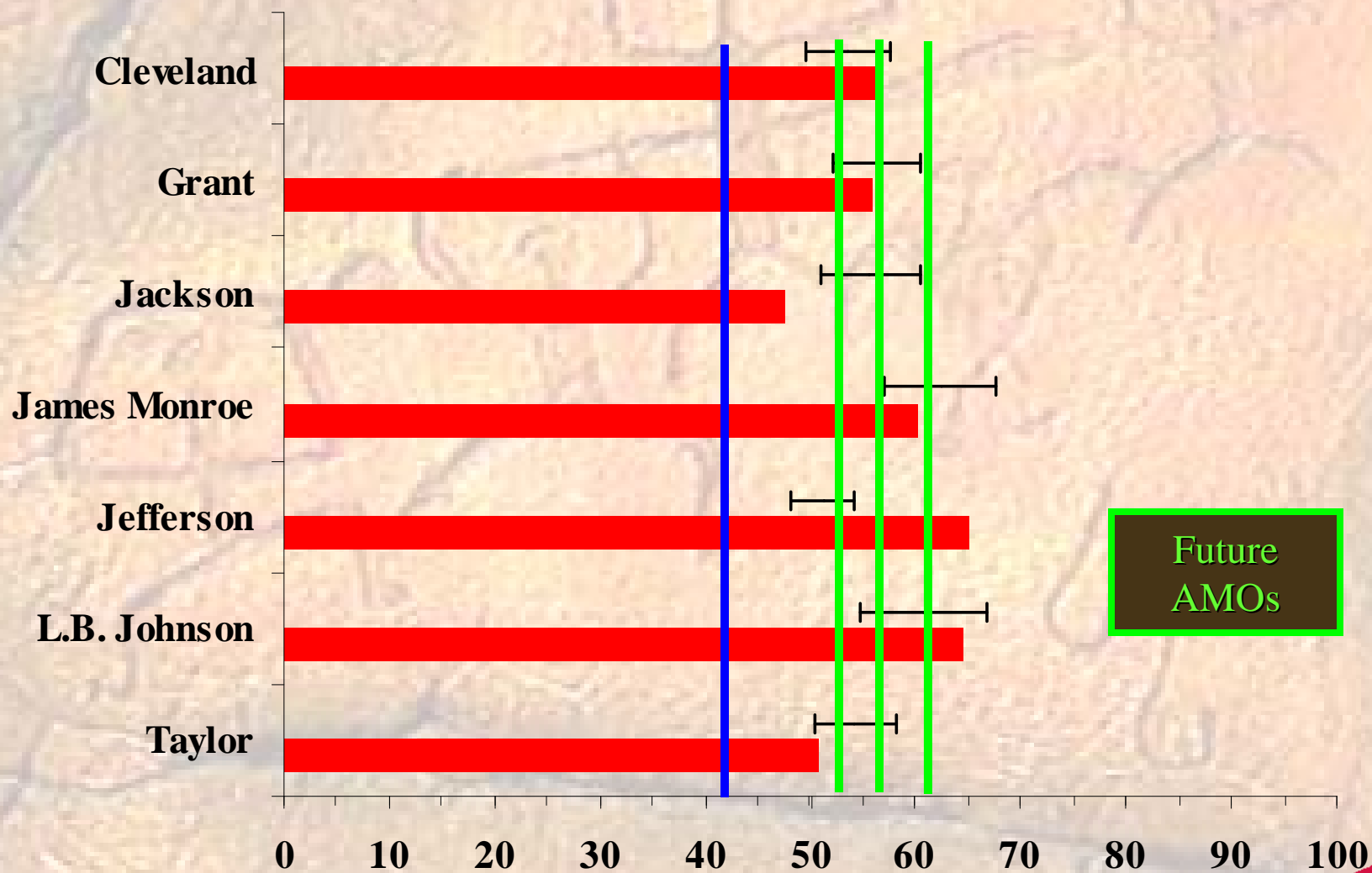
Peer Group 8 Reading APS Predicted 2007 SBA



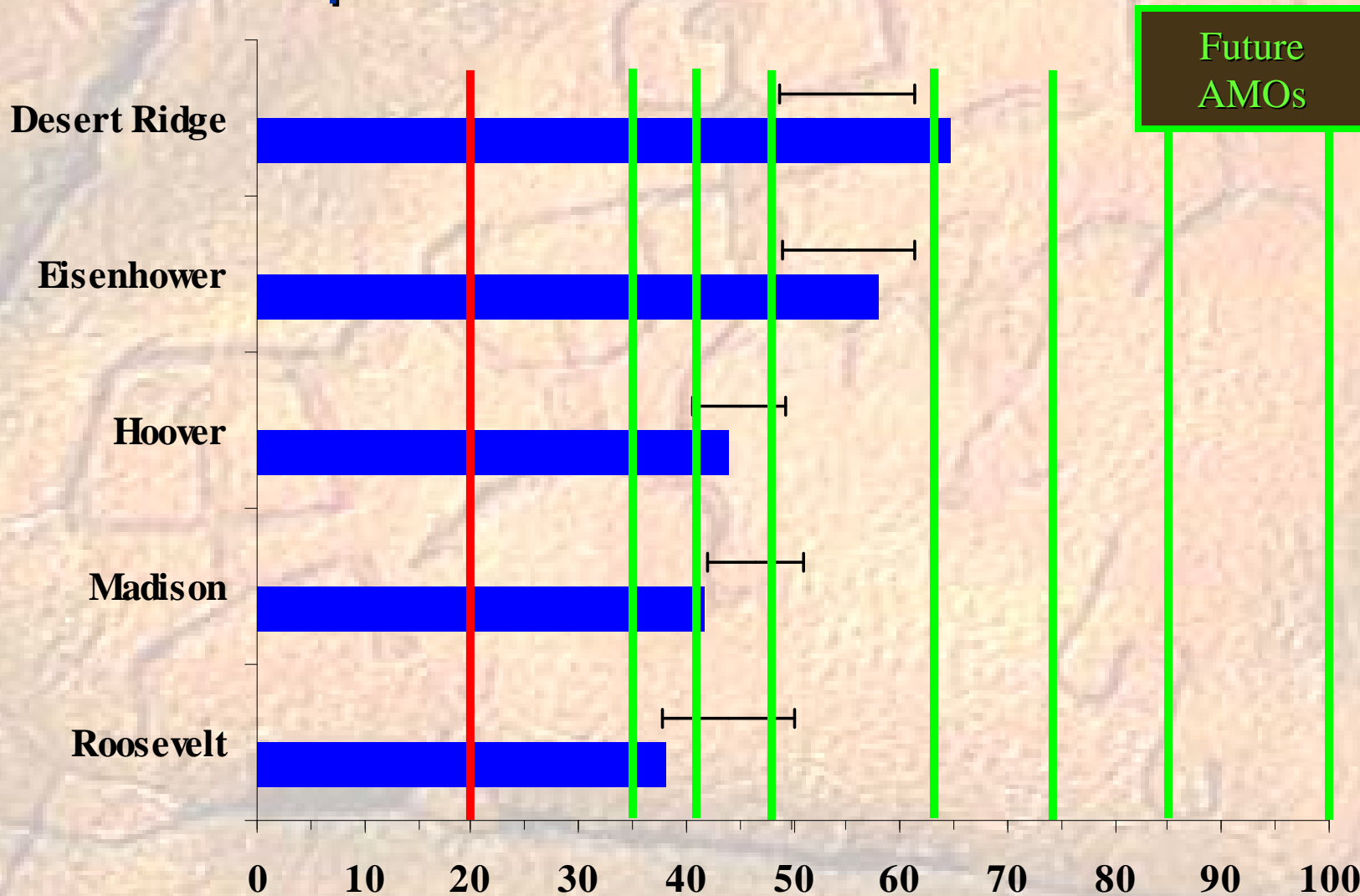
Peer Group 9 Math APS Predicted 2007 SBA



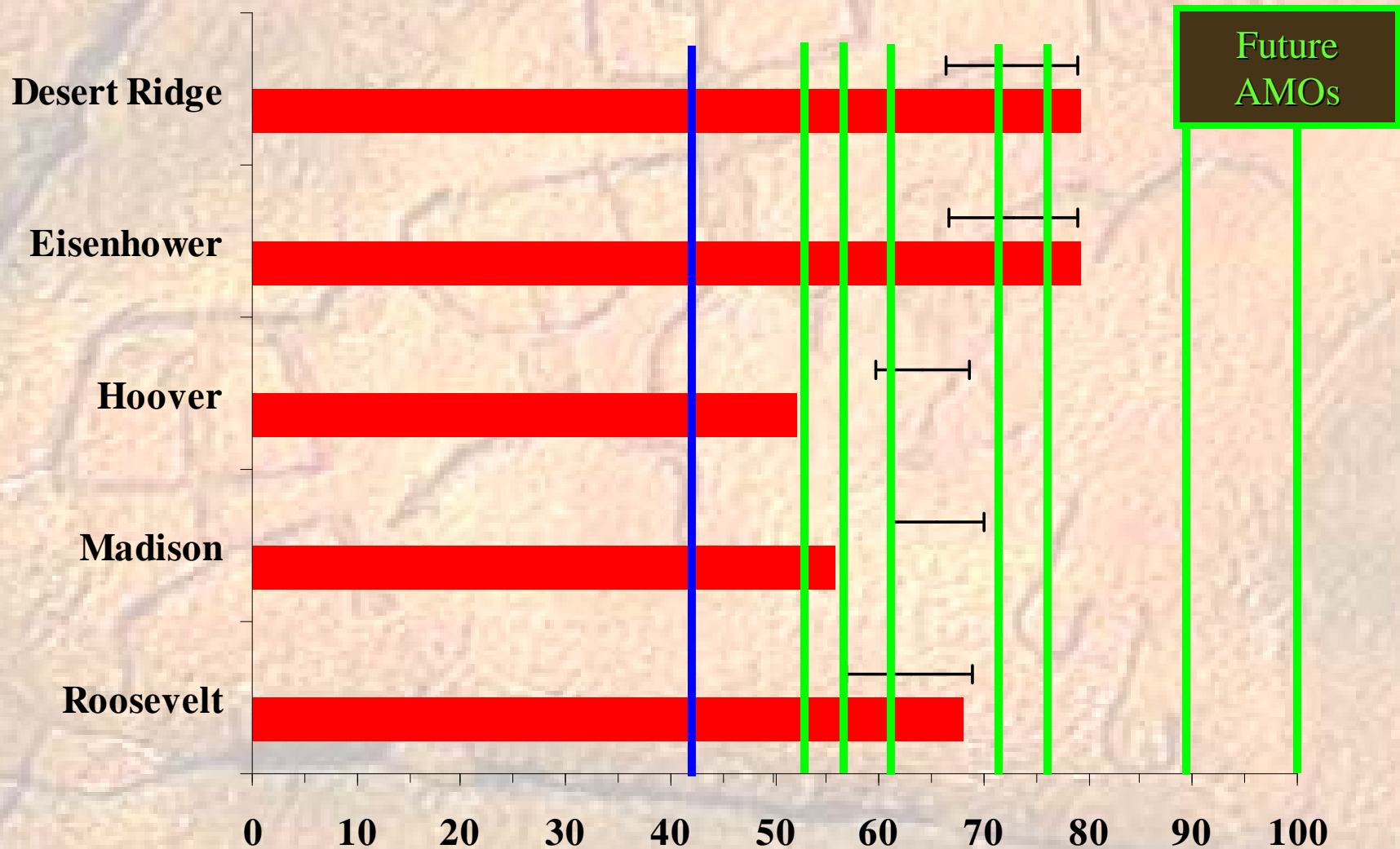
Peer Group 9 Reading APS Predicted 2007 SBA



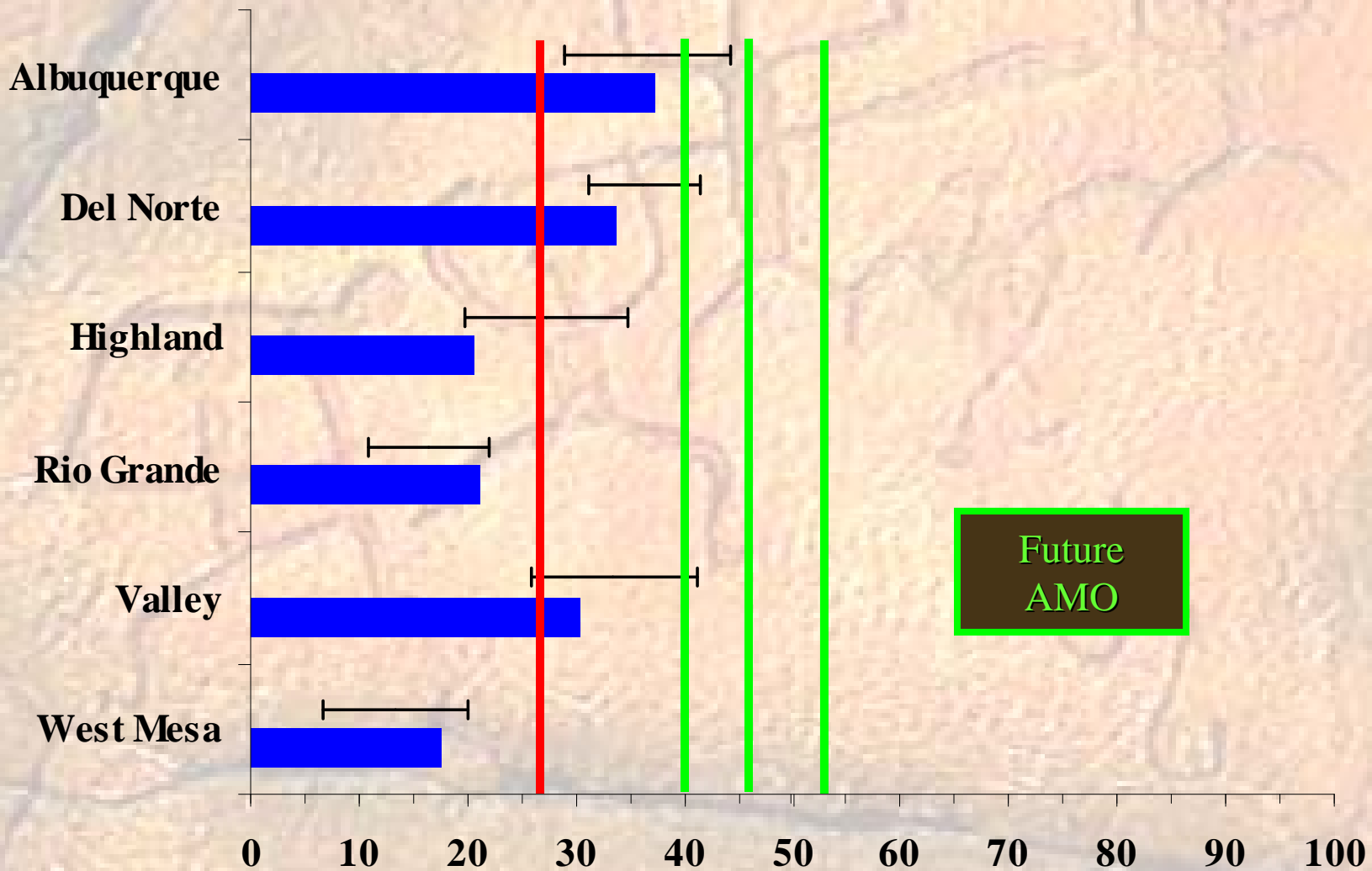
Peer Group 10 Math APS Predicted 2007 SBA



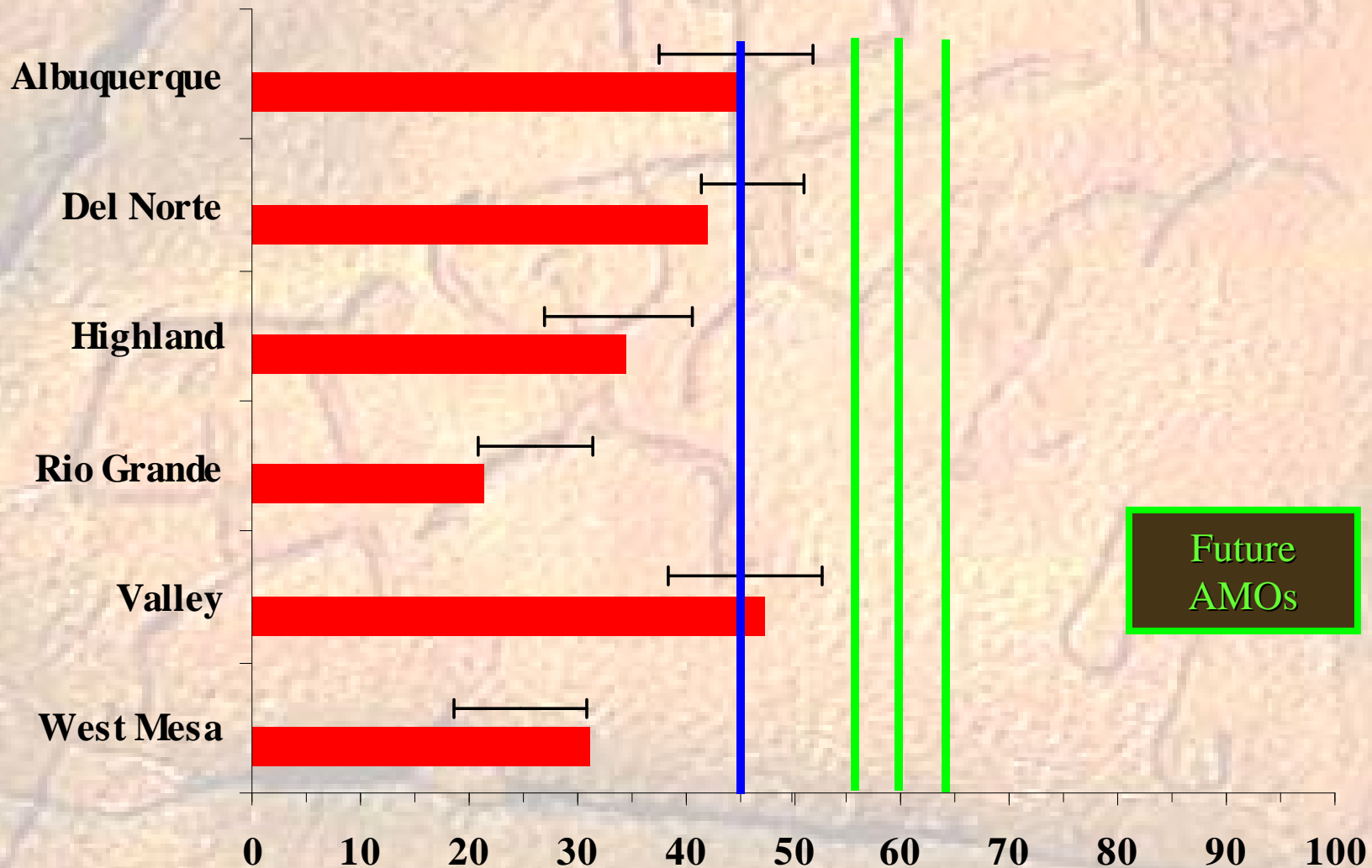
Peer Group 10 Reading APS Predicted 2007 SBA



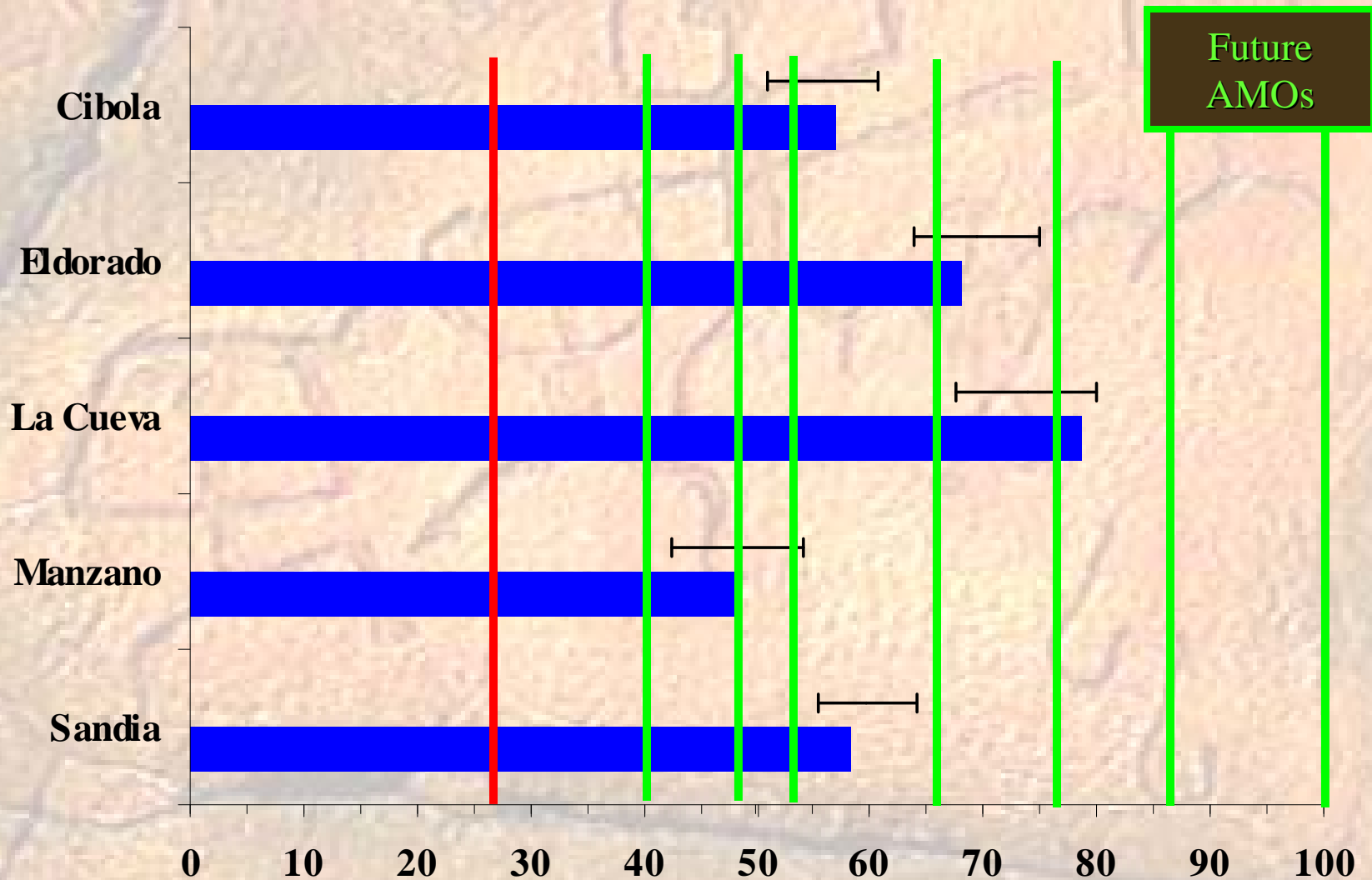
Peer Group I I Math APS Predicted 2007 SBA



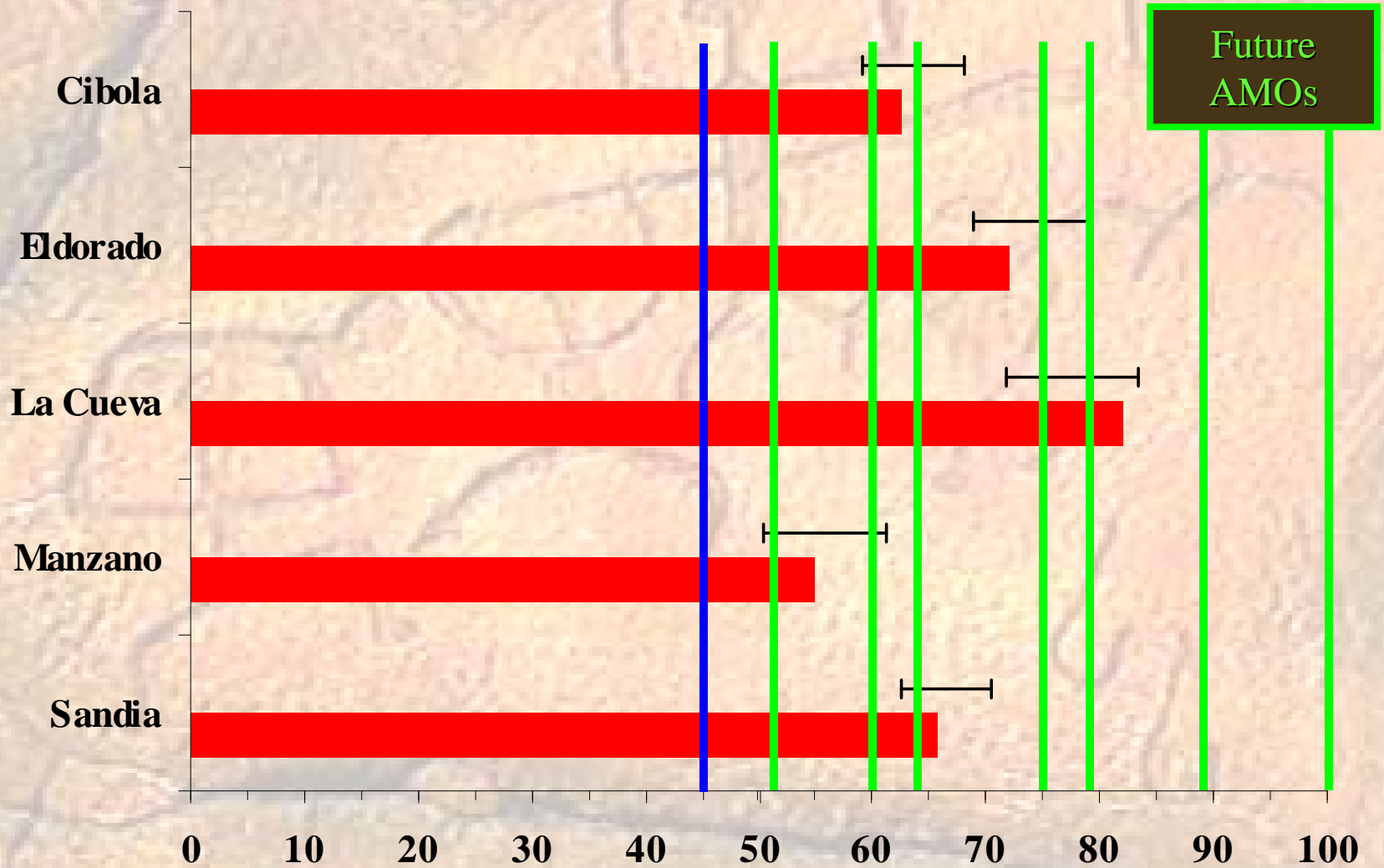
Peer Group I | Reading APS Predicted 2007 SBA



Peer Group 12 Math APS Predicted 2007 SBA



Peer Group 12 Reading APS Predicted 2007 SBA



blank