

NEW MEXICO STANDARDS BASED ASSESSMENT 2011 RESULTS

*A Report
Providing Comparisons to New Mexico
and District Trends*

*Prepared by Christoph Brunder
August 2011*



STANDARDS BASED ASSESSMENT

New Mexico, like all other states, under NCLB guidelines must develop content standards in reading/language arts, math and science. The state education agency must then develop a standards based assessment designed to measure all of the standards outlined in the content standards and benchmarks. This requirement establishes a criteria for proficiency at each grade in which the assessment is administered. This proficiency standard is not comparable to other states which have established their own standards, benchmarks and proficiency standards.

New Mexico has had the current standards assessment in place for the last seven years. The assessment is administered to all students in NM public schools in grades 3 through 8. In 2008 the 9th grade test was discontinued by the PED and at the high school level only the 11th graders participated in the standards assessments. In school years 2005 and 2006 this test was administered to 9th graders. In 2007 the test was administered to 9th and 11th graders.

There are several changes to the 2011 administration. The construct of the test was changed so that multiple choice questions now make up 80% of the test rather than 70% and the open ended response items are 20% of the test rather than 30%. Multiple choice answers account for approximately 62% of the test, depending on the grade level. The second change was the vertical alignment of the scale scores. The new scale range from 0 to 80 and a score of 40 representing proficient performance allows comparison of student progress from grade to grade. Finally, the performance standards for reading and science were increased to remain consistent with high standards in other content areas and to improve alignment between SBA and NAEP standards. Therefore, uses this past administration's results as a new baseline.

Students who are not proficient in English, who are proficient in Spanish and who have been enrolled in US education systems for 3 or fewer years may participate in standards assessments in Spanish.

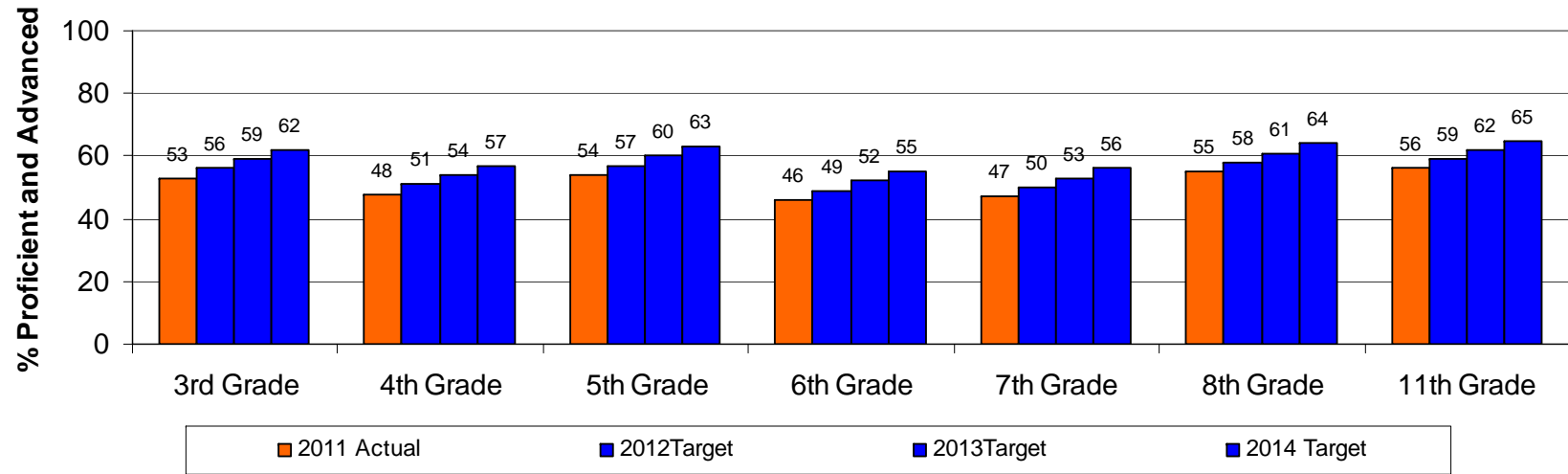
Special education students whose educational program addresses alternative standards to the content standards may participate in the NM Alternate Assessment. This assessment is not comparable to the SBA and the results are reported separately.

The results presented in this report are the foundation for the state ratings of schools for Adequately Yearly Progress. However, these results include ALL students tested during the testing window who participated in the standard assessment. For AYP purposes, this data set will be modified to exclude any students who do not meet the full academic year standard, the alternate assessment results will be added and a confidence interval will be applied. Therefore, the reader is cautioned **not** to use these data to estimate the AYP status of the district or a particular school.

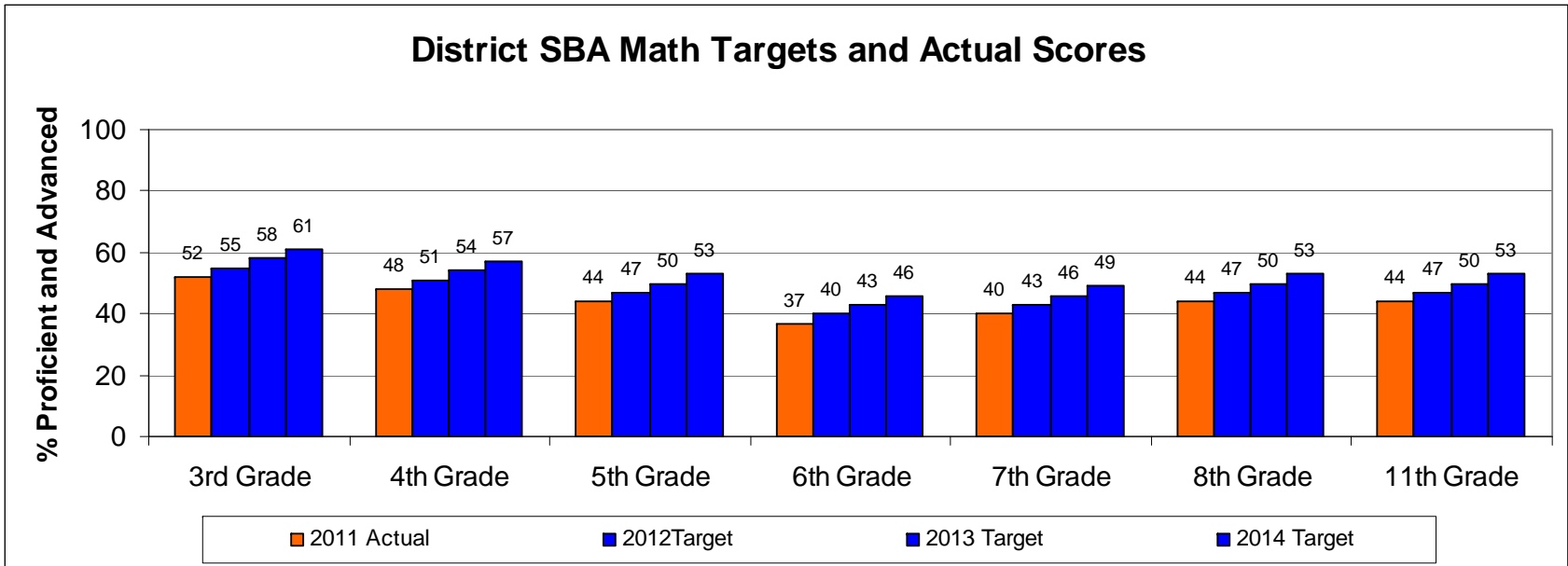
This report provides a quick overview of APS overall performance in reading and math, a comparison between APS and the state, a look at the trend over the past seven years.

District Goals

District SBA Reading Targets and Actual Scores



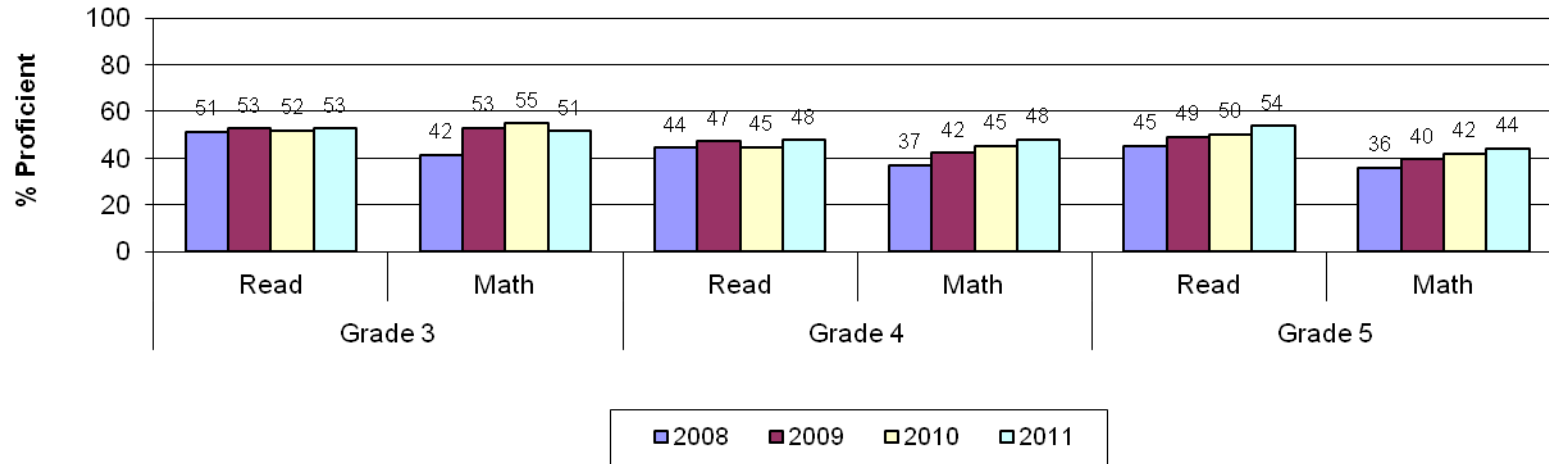
- APS established new baselines due to the increase in performance standards
- The overall goal for the district is a continuous 3% growth



- Identical 3% improvement targets are set for math

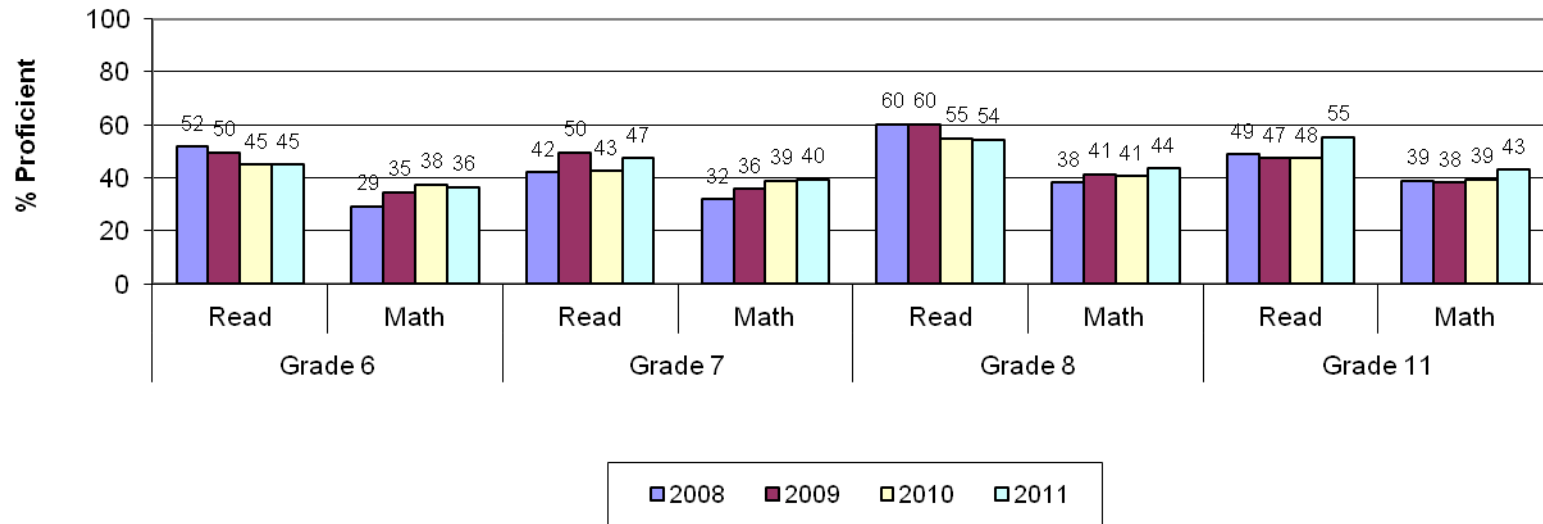
2011 Scores Compared to Recalibrated 2008, 2009 and 2010 Scores

2011 Scores Compared to Recalibrated 08-09-10 Scores



- Because of the change in cut scores the 2011 scores can only be compared by recalibrating the older data to the revised scale
- In the primary grades we can see an upward trend in reading and math
- The largest gains over the past four years are in grades 4 and 5 math

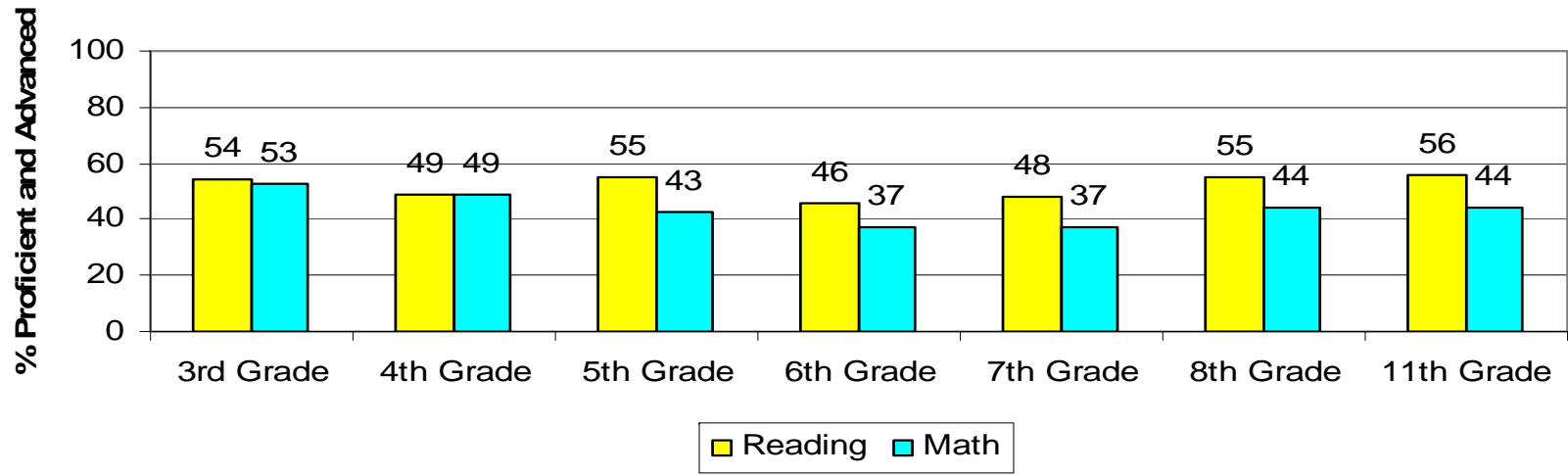
2011 Scores Compared to Recalibrated 08-09-10 Scores



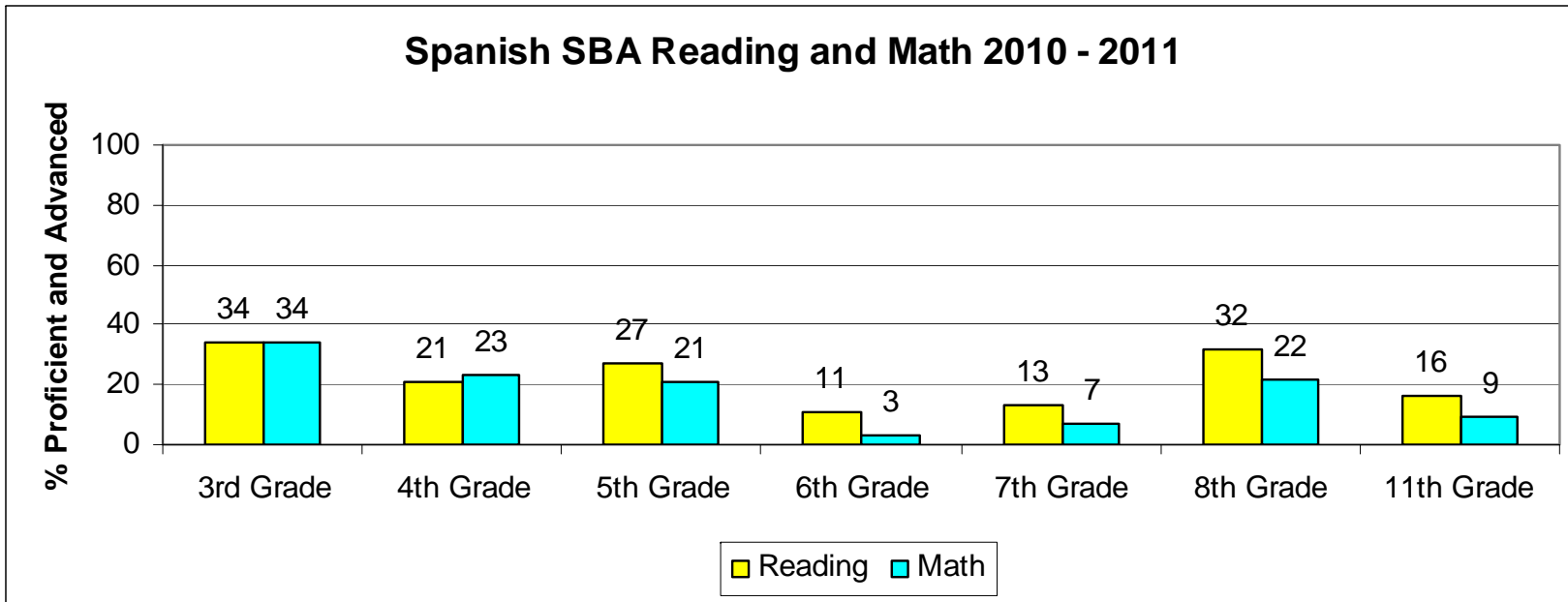
- In secondary grades the trends are positive in math and mixed in reading
- All grade levels showed improvement in math with the largest gains in grade 7
- Grades 7 and 11 improved reading scores over the past four years

District Reading and Math Scores

English SBA Reading and Math 2010 - 2011



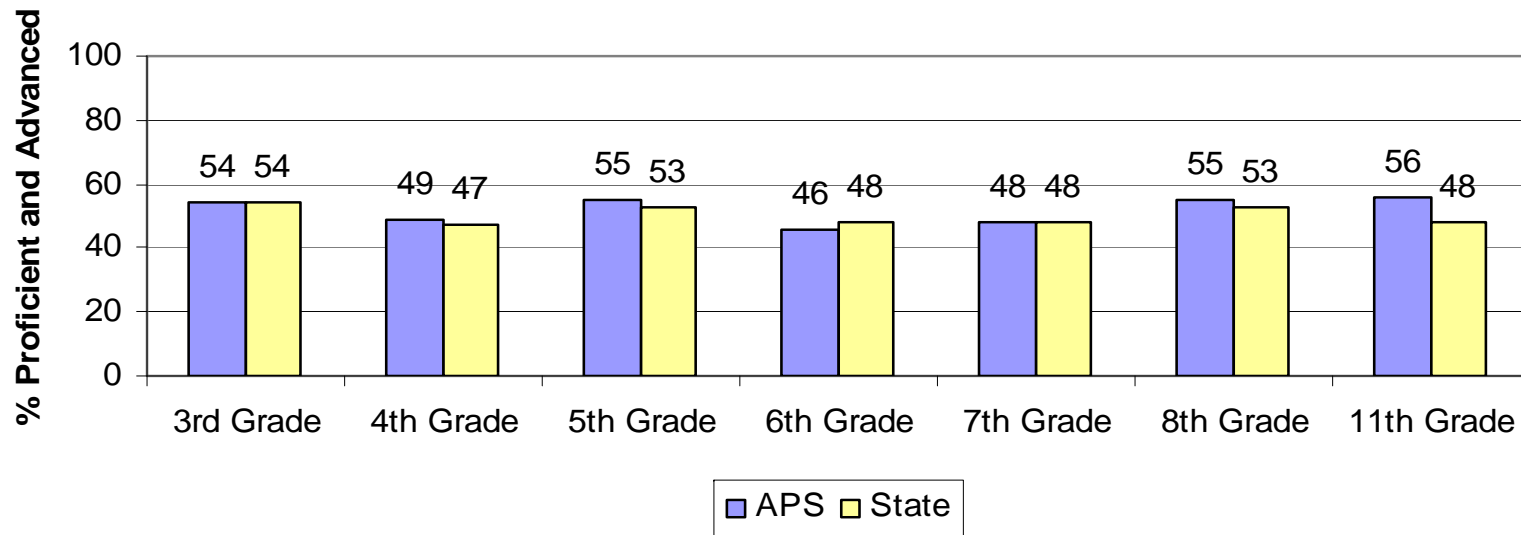
- Starting at grade 5 APS students scored substantially higher in reading than they did in math
- Students in grade 3 had the highest percent proficient in math of any grades
- In grades 5, 7, 8 and 11 students scored over 10% higher in reading than in math



- In Spanish we can see the same pattern as in English.
- Grade 5 is the only grade in which math scores are higher than reading scores
- The differences between reading and math proficiency are largest in the middle and high school

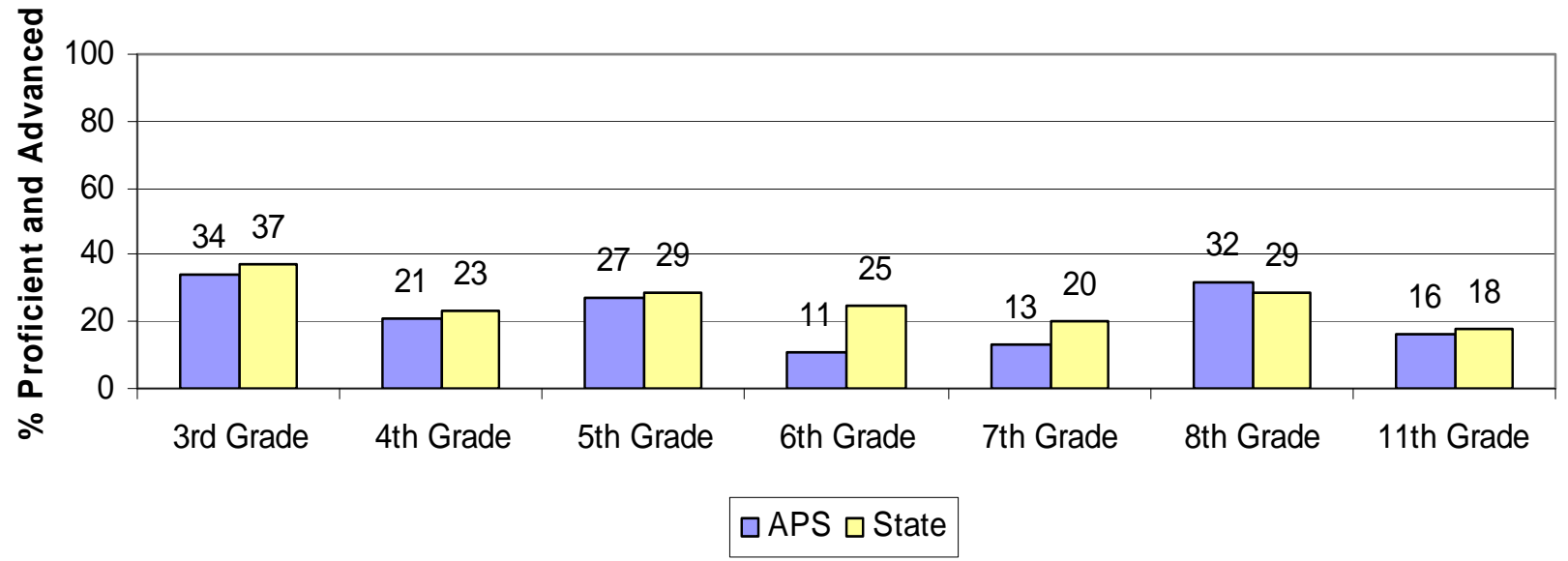
Comparison: APS – State for Reading, Math and Science

2010 - 2011 APS - State Reading Comparison English



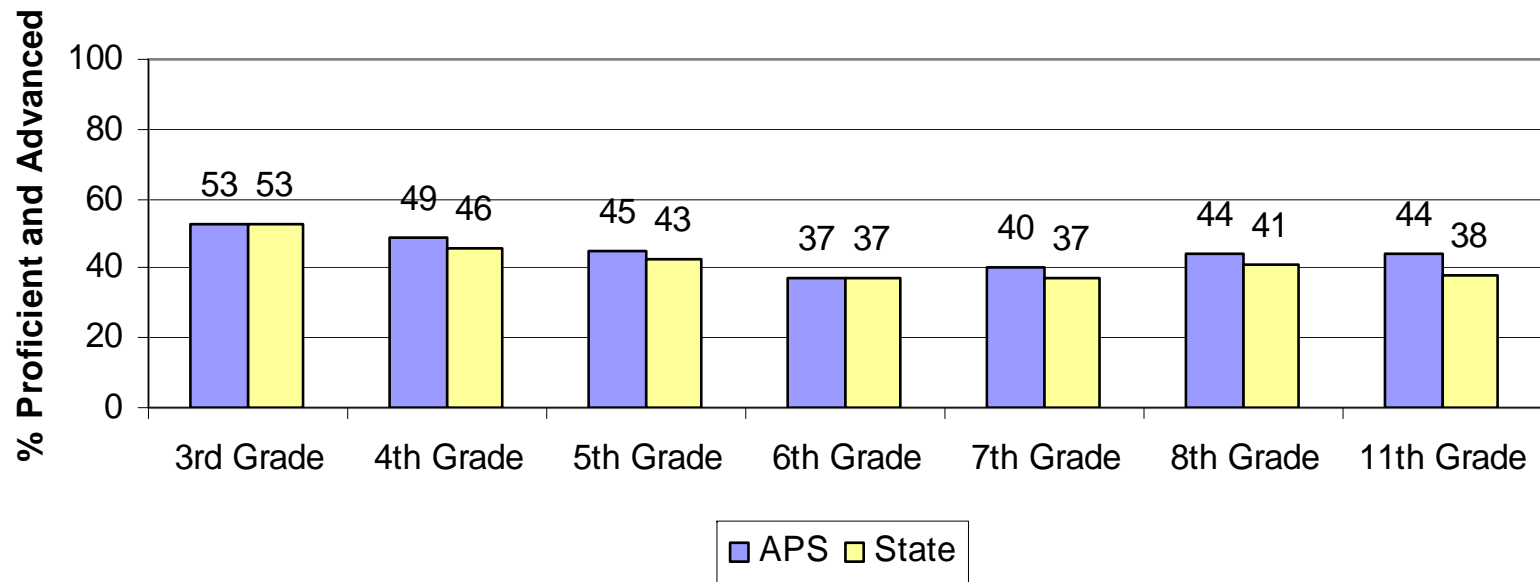
- APS outperforms the state in 4 of the 7 grade levels in English reading
- In grades 3 and 7 APS and the rest of the state have the exact same scores
- The largest difference is in grade 11 where APS students scored 8 percentage points higher

2010 - 2011 APS - State Reading Comparison Spanish



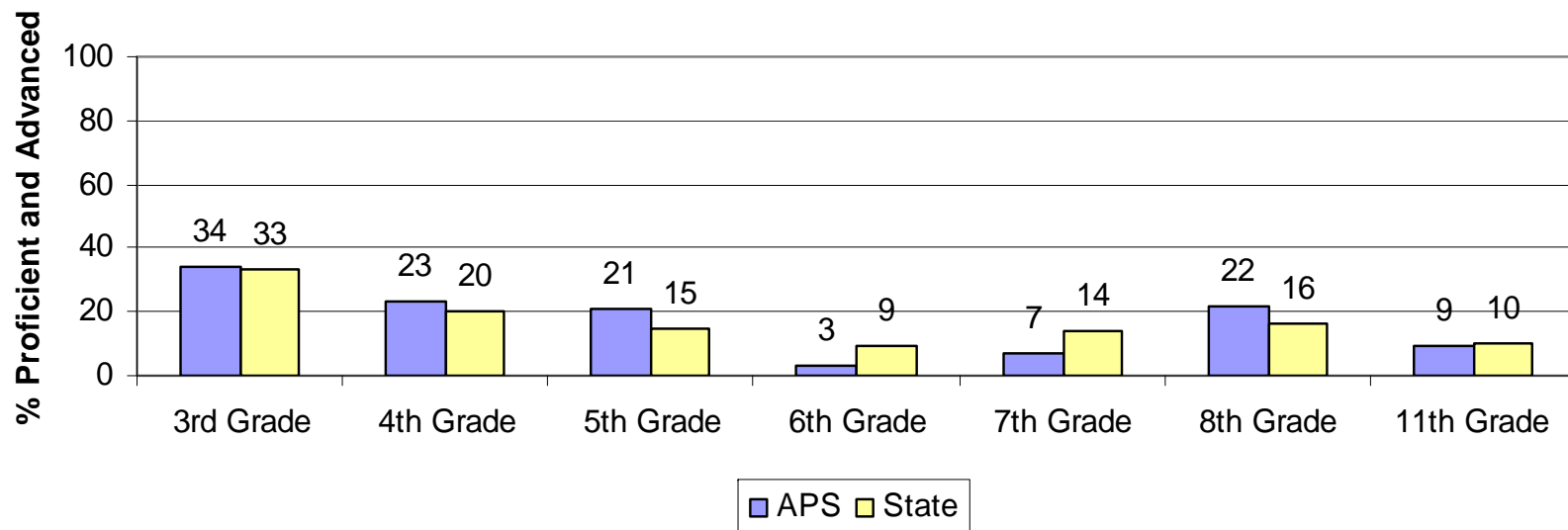
- In Spanish reading APS scored higher than the rest of the State only in grade 8

2010 - 2011 APS - State Math Comparison English



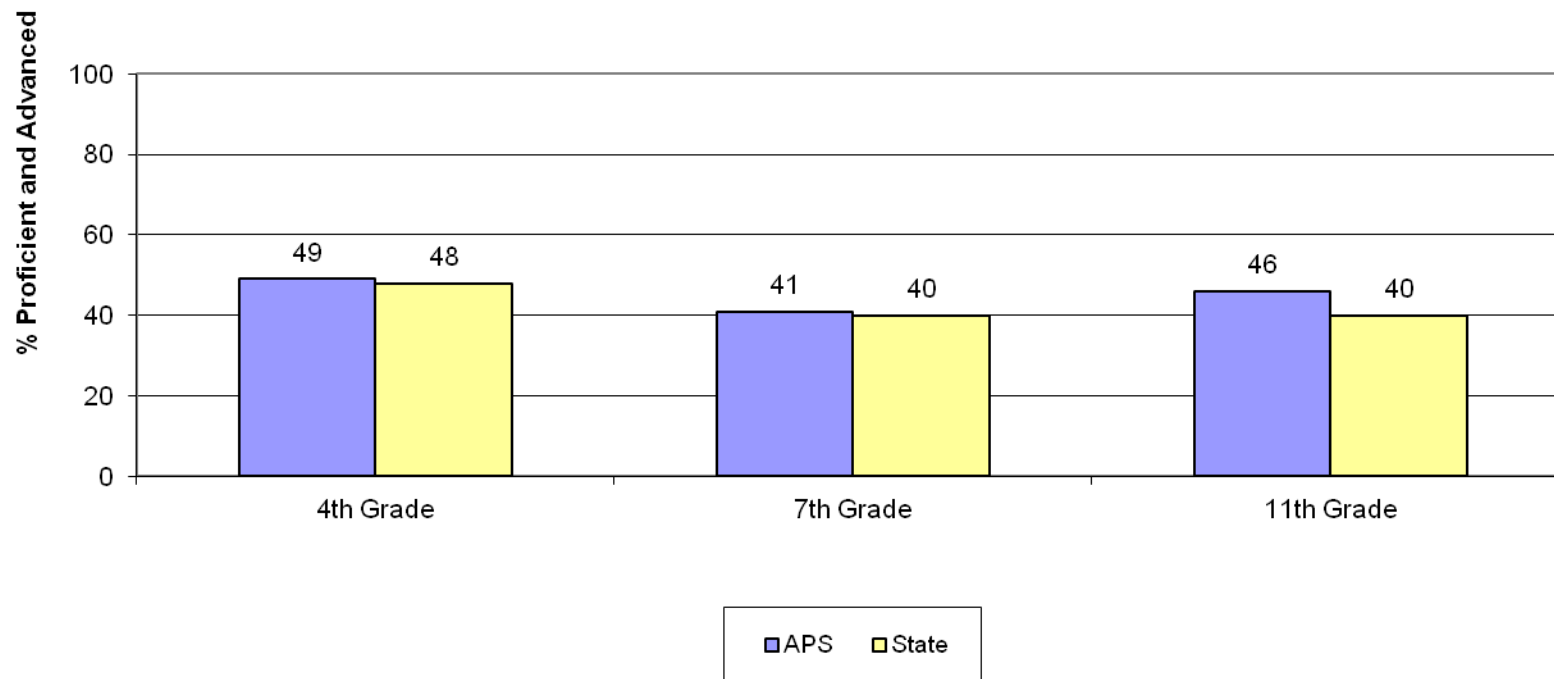
- In the English version of the math SBA, APS outperforms the rest of the State in 5 of the 7 grade levels and has the same percent proficient in the remaining two.
- As in reading, the most significant difference again can be seen in grade 11 where APS students scored 6 percentage points higher than the rest of the students in the State
- Scores for both APS and the State drop from grades 3 – 6 but we can see an increase in grades 7 - 11

2010 - 2011 APS - State Math Comparison Spanish



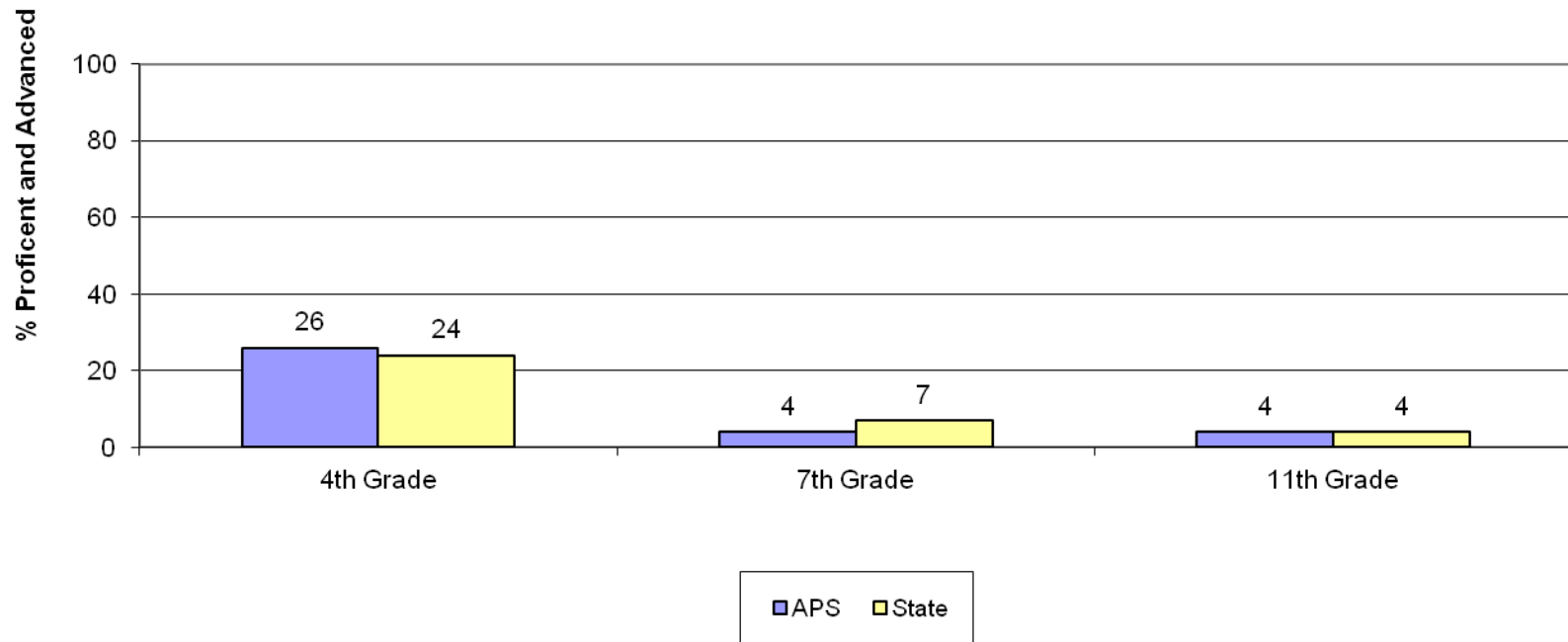
- On the Spanish math assessment APS out-performed the State in grades 3 – 5 and 8
- Overall, the Spanish math scores are significantly lower than the English math scores
- There is a continuous drop in the performance levels from grade 3 - 7

2010 - 2011 APS - State Science Comparison English



- Science was only administered for grades 4, 7, and 11 this year
- APS scored higher than the rest of the State in all 3 grade levels

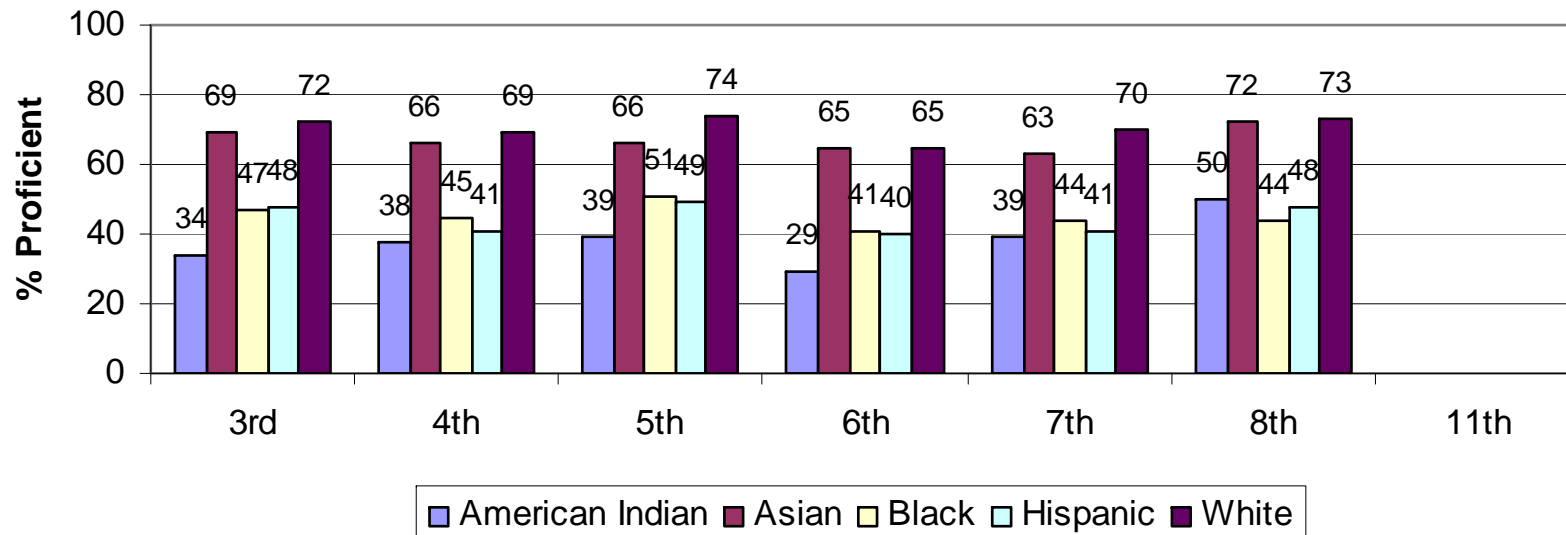
2010 - 2011 APS - State Science Comparison Spanish



- In the Spanish version of the science test one can observe much lower overall scores for APS and State than in English

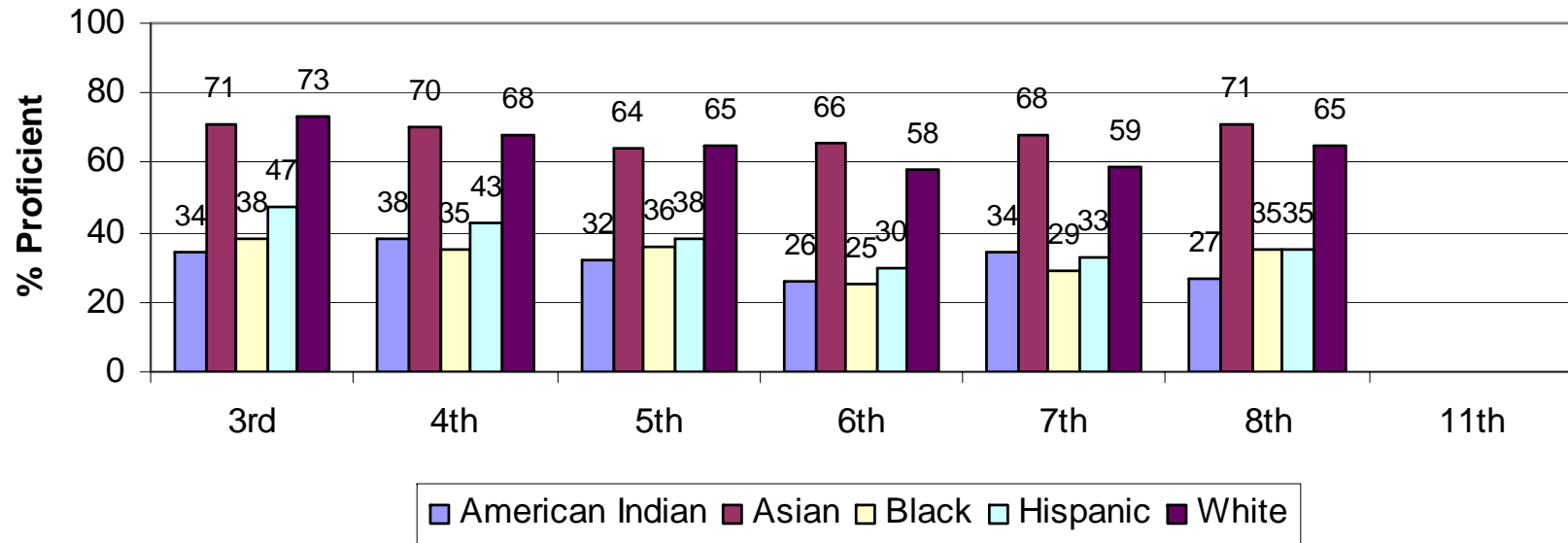
Performance by Ethnic Groups

2010 - 2011 Reading Performance by Ethnicity



- There is a significant achievement gap among ethnic groups with Caucasian and Asian students outperforming American Indians, Blacks and Hispanics.
- Caucasian students perform higher than Asian students in all grade levels except grade 6 where the proficiency levels are identical
- Hispanic and Black students outperform American Indian Students in all grade levels except in grade 8

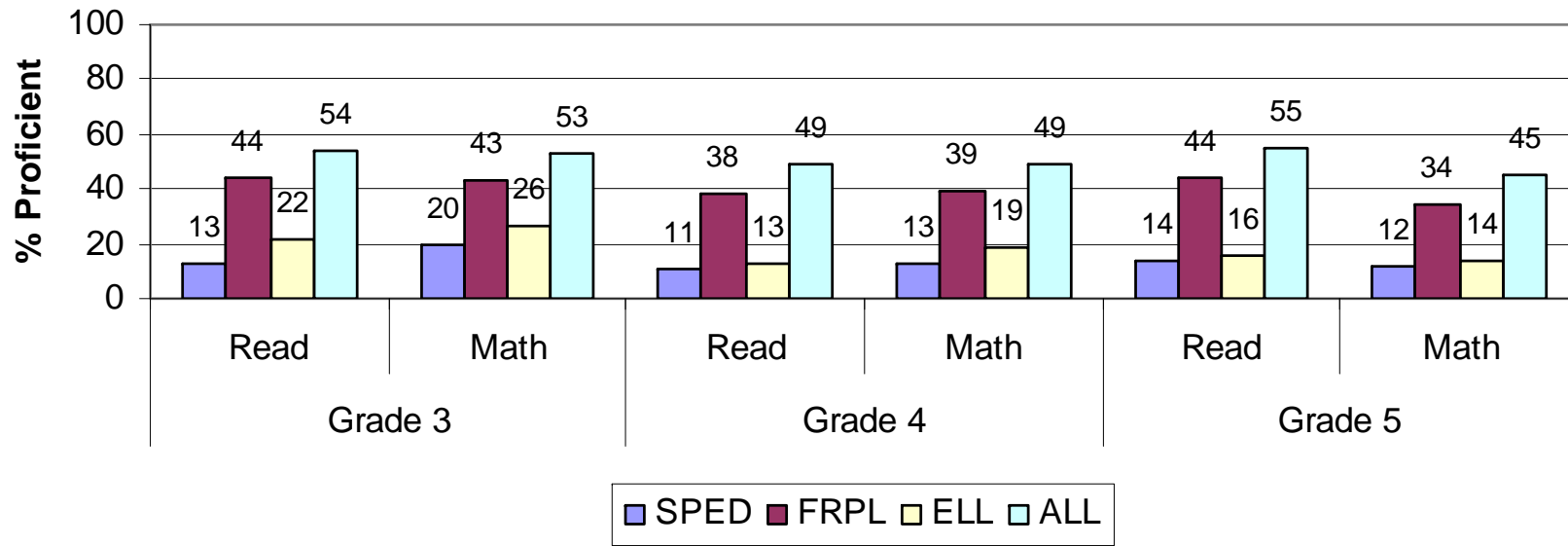
2010 - 2011 Math Performance by Ethnicity



- In math, the gap between Asian and Caucasian students compared to American Indians, Blacks, and Hispanics is larger across all grade levels than it is in reading.
- Asian students score significantly higher than Caucasian students in grades 7 and 8.
- Hispanics scored higher than Blacks and American Indians in all but one grade

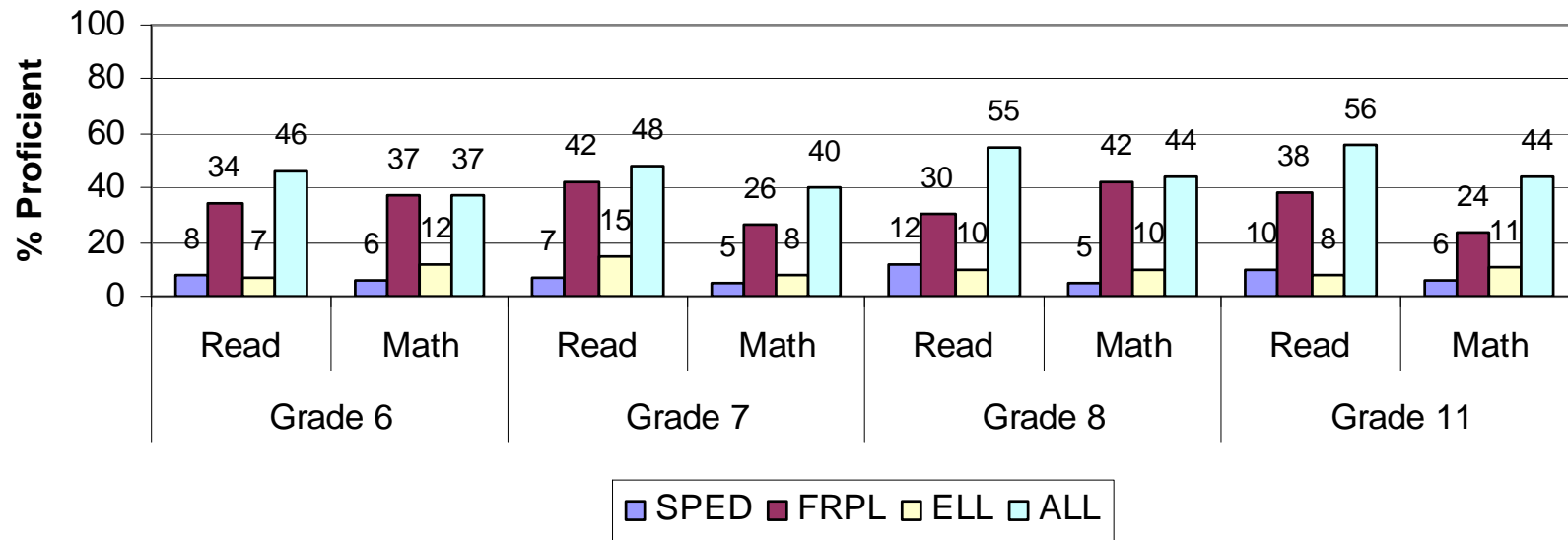
AYP Subgroups Compared to All Students

2010 - 2011 Primary Grades by Subgroup



- Among the three special groups, special education students and English language learners perform much lower in reading and math than economically disadvantaged students

2010 - 2011 Secondary Grades by Subgroup



- Similar patterns can be observed in secondary grades except that the overall gap between the special education and ELL students and the overall student performance is larger than in primary grades.
- Students receiving special education services in high school are usually more severely disabled than students in lower grade and have a greater gap between their learning and that of their peers.
- Also, it is common that secondary ELL students have less educational experiences in their native country and are therefore less proficient in academic English