APPENDIX A: MEASURMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts				Mathematics			
	Baseline	Year	Goal	Year	Baseline	Year	Goal	Year
All Students								
All Students	27.8	2016	64.9	2022	20.2	2016	61.2	2022
Economically disadvantaged students	20.6	2016	59.8	2022	14.9	2016	56.8	2022
Students with disabilities	6.5	2016	50.0	2022	6.9	2016	50.1	2022
English learners	7.8	2016	50.9	2022	6.8	2016	50.0	2022
Caucasian	42.8	2016	75.2	2022	33.4	2016	72.2	2022
Hispanic	23.2	2016	61.6	2022	16.3	2016	57.9	2022
Asian	55.0	2016	83.7	2022	48.3	2016	84.7	2022
American Indian	17.2	2016	57.4	2022	10.9	2016	53.4	2022
African-American	24.3	2016	62.4	2022	15.1	2016	56.9	2022

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
All Students								
All Students	6.18	27.8	34.0	40.2	46.4	52.5	58.7	64.9
Economically disadvantaged students	7.18	20.6	27.1	33.7	40.2	46.7	53.3	59.8
Students with disabilities	7.25	6.50	13.7	21.0	28.2	35.5	42.7	50.0
English learners	7.18	7.80	15.0	22.2	29.4	36.5	43.7	50.9
Caucasian	5.40	42.8	48.2	53.6	59.0	64.4	69.8	75.2
Hispanic	6.40	23.2	29.6	36.0	42.4	48.8	55.2	61.6
Asian	4.79	55.0	59.8	64.6	69.4	74.1	78.9	83.7
American Indian	6.70	17.2	23.9	30.6	37.3	44.0	50.7	57.4
African-American	6.35	24.3	30.6	37.0	43.3	49.7	56.0	62.4

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
All Students								
All Students	6.83	20.2	27.0	33.9	40.7	47.5	54.3	61.2
Economically disadvantaged students	6.98	14.9	21.9	28.9	35.8	42.8	49.8	56.8
Students with disabilities	7.20	6.9	14.1	21.3	28.5	35.7	42.9	50.1
English learners	7.20	6.8	14.0	21.2	28.4	35.6	42.8	50.0
Caucasian	6.47	33.4	39.9	46.3	52.8	59.3	65.8	72.2
Hispanic	6.94	16.3	23.2	30.2	37.1	44.1	51.0	57.9
Asian	6.07	48.3	54.4	60.4	66.5	72.6	78.6	84.7
American Indian	7.09	10.9	18.0	25.1	32.2	39.3	46.3	53.4
African-American	6.97	15.1	22.1	29.0	36.0	43.0	50.0	56.9

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 3-8								
All Students	5.57	24.8	30.4	35.9	41.5	47.1	52.6	58.2
Economically disadvantaged students	6.13	18.7	24.8	31.0	37.1	43.2	49.4	55.5
Students with disabilities	7.29	6.2	13.5	20.8	28.1	35.3	42.6	49.9
English learners	7.04	8.9	15.9	23.0	30.0	37.0	44.1	51.1
Caucasian	4.27	38.9	43.2	47.4	51.7	56.0	60.2	64.5
Hispanic	5.96	20.6	26.6	32.5	38.5	44.4	50.4	56.4
Asian	3.06	52.0	55.1	58.1	61.2	64.2	67.3	70.3
American Indian	6.50	14.7	21.2	27.7	34.2	40.7	47.2	53.7
African-American	5.83	21.9	27.7	33.6	39.4	45.2	51.0	56.9

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 9-11								
All Students	5.57	34.3	39.9	45.4	51.0	56.6	62.1	67.7
Economically disadvantaged students	6.06	25.6	31.7	37.7	43.8	49.9	55.9	62.0
Students with disabilities	7.09	7.5	14.6	21.7	28.8	35.9	42.9	50.0
English learners	7.27	4.4	11.7	18.9	26.2	33.5	40.7	48.0
Caucasian	4.62	51.0	55.6	60.2	64.9	69.5	74.1	78.7
Hispanic	5.87	29.0	34.9	40.7	46.6	52.5	58.3	64.2
Asian	4.09	60.3	64.4	68.5	72.6	76.6	80.7	84.8
American Indian	6.24	22.4	28.6	34.9	41.1	47.4	53.6	59.9
African-American	5.86	29.1	35.0	40.8	46.7	52.6	58.4	64.3

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 3-8								
All Students	6.83	22.8	29.6	36.5	43.3	50.1	57.0	63.8
Economically disadvantaged students	6.97	17.1	24.1	31.0	38.0	45.0	51.9	58.9
Students with disabilities	7.19	7.6	14.8	22.0	29.2	36.4	43.6	50.8
English learners	7.18	8.0	15.2	22.4	29.6	36.7	43.9	51.1
Caucasian	6.51	36.5	43.0	49.5	56.0	62.5	69.0	75.6
Hispanic	6.93	18.8	25.7	32.7	39.6	46.5	53.4	60.4
Asian	6.12	53.0	59.1	65.2	71.4	77.5	83.6	89.7
American Indian	7.07	12.7	19.8	26.8	33.9	41.0	48.1	55.1
African-American	6.96	17.4	24.4	31.3	38.3	45.2	52.2	59.2

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 9-11								
All Students	6.81	14.4	21.2	28.0	34.8	41.6	48.4	55.2
Economically disadvantaged students	7.01	9.2	16.2	23.2	30.2	37.3	44.3	51.3
Students with disabilities	7.17	5.2	12.4	19.5	26.7	33.9	41.0	48.2
English learners	7.25	2.9	10.1	17.4	24.6	31.9	39.1	46.4
Caucasian	6.36	26.4	32.8	39.1	45.5	51.9	58.2	64.6
Hispanic	6.97	10.4	17.4	24.3	31.3	38.3	45.2	52.2
Asian	5.92	38.2	44.1	50.0	56.0	61.9	67.8	73.7
American Indian	7.10	7.0	14.1	21.2	28.3	35.4	42.5	49.6
African-American	6.99	9.8	16.8	23.8	30.8	37.8	44.7	51.7

B. Graduation Rates

Graduation Rate Long-Term Goals				
Subgroup	**Baseline**	**Year**	**Goal**	**Year**
Four-Year Adjusted Cohort Graduation Rate				
All Students	71	2016	85	2022
Economically disadvantaged students	67	2016	82	2022
Students with disabilities	62	2016	79	2022
English learners	67	2016	82	2022
Caucasian	76	2016	88	2022
Hispanic	71	2016	84	2022
Asian	81	2016	91	2022
American Indian	63	2016	79	2022
African-American	61	2016	78	2022
Five-Year Adjusted Cohort Graduation Rate				
All Students	75	2015	88	2021
Economically disadvantaged students	72	2015	86	2021
Students with disabilities	68	2015	83	2021
English learners	73	2015	86	2021
Caucasian	79	2015	90	2021
Hispanic	74	2015	87	2021
Asian	84	2015	93	2021
American Indian	71	2015	85	2021
African-American	68	2015	83	2021
Six-Year Adjusted Cohort Graduation Rate				
All Students	79	2014	90	2020
Economically disadvantaged students	75	2014	88	2020
Students with disabilities	72	2014	86	2020
English learners	76	2014	89	2020
Caucasian	83	2014	92	2020
Hispanic	78	2014	89	2020
Asian	91	2014	97	2020
American Indian	75	2014	88	2020
African-American	76	2014	88	2020

Graduation Rate								
Subgroup	Four-Year Adjusted Cohort							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
All Students								
All Students	2.3	71	73	76	78	80	82	85
Economically disadvantaged students	2.5	67	69	72	74	77	79	82
Students with disabilities	2.8	62	65	67	70	73	76	79
English learners	2.5	67	70	72	75	77	80	82
Caucasian	2.0	76	78	80	82	84	86	88
Hispanic	2.2	71	73	75	78	80	82	84
Asian	1.7	81	83	85	86	88	90	91
American Indian	2.7	63	65	68	71	74	76	79
African-American	2.8	61	64	67	70	72	75	78

Graduation Rate								
Subgroup	Five-Year Adjusted Cohort							
	Rate of Growth	2015	2016	2017	2018	2019	2020	2021
All Students								
All Students	2.1	75	77	79	81	83	85	88
Economically disadvantaged students	2.2	72	75	77	80	82	84	86
Students with disabilities	2.5	68	71	73	76	78	81	83
English learners	2.2	73	75	77	80	82	84	86
Caucasian	1.8	79	81	83	85	86	88	90
Hispanic	2.1	74	76	78	80	83	85	87
Asian	1.5	85	86	87	89	90	92	93
American Indian	2.3	71	73	76	78	80	83	85
African-American	2.5	68	71	73	76	78	81	83

Graduation Rate								
Subgroup	Six-Year Adjusted Cohort							
	Rate of Growth	2014	2015	2016	2017	2018	2019	2020
All Students								
All Students	1.8	79	81	82	84	86	88	90
Economically disadvantaged students	2.1	75	77	79	81	83	85	88
Students with disabilities	2.3	72	75	77	79	81	84	86
English learners	2.0	76	78	80	82	84	86	89
Caucasian	1.6	83	84	86	87	89	91	92
Hispanic	1.9	78	80	82	84	86	87	89
Asian	1.0	91	92	93	94	95	96	97
American Indian	2.1	75	77	79	81	83	85	88
African-American	2.0	76	78	80	82	84	86	88

C. English Language Proficiency

English Language Proficiency Long-Term Goals[1]								
Grade(s)	**Proficiency Level at Entry**	**Proficiency Level Growth**						**Proficiency Level at 6 Years**
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later	6 Years Later	
K-3	1.00	1.50	0.65	0.80	0.55	0.35	0.15	5.00
	2.00	1.10	0.65	0.70	0.30	0.15	0.10	5.00
	3.00	0.55	0.65	0.45	0.15	0.10	0.10	5.00
	4.00	0.25	0.40	0.25	0.05	0.05		5.00
4-6	1.00	1.30	0.55	0.55	0.60	0.60	0.40	5.00
	2.00	0.75	0.35	0.60	0.50	0.45	0.35	5.00
	3.00	0.25	0.20	0.40	0.50	0.50	0.15	5.00
	4.00	0.00	0.00	0.20	0.40	0.40		5.00
7	1.00	1.20	0.90	0.60	0.40	0.25	0.65	5.00
	2.00	0.80	0.70	0.40	0.35	0.30	0.45	5.00
	3.00	0.30	0.30	0.30	0.35	0.40	0.35	5.00
	4.00	0.00	0.20	0.30	0.40	0.10		5.00
8	1.00	1.35	0.60	0.50	0.15	0.70	0.70	5.00
	2.00	1.10	0.40	0.20	0.15	0.55	0.60	5.00
	3.00	0.80	0.30	0.20	0.05	0.30	0.35	5.00
	4.00	0.15	0.25	0.15	0.00	0.45		5.00
9	1.00	1.35	0.50	0.25	0.45	0.70	0.75	5.00
	2.00	0.75	0.45	0.20	0.40	0.55	0.65	5.00
	3.00	0.45	0.25	0.10	0.20	0.45	0.55	5.00
	4.00	0.15	0.25	0.10	0.05	0.45		5.00
10	1.00	1.35	0.40	0.35	0.55	0.65	0.70	5.00
	2.00	0.80	0.35	0.25	0.40	0.55	0.65	5.00
	3.00	0.45	0.30	0.20	0.05	0.45	0.55	5.00
	4.00	0.15	0.10	0.15	0.15	0.45		5.00
11	1.00	1.25	0.40	0.50	0.50	0.65	0.70	5.00
	2.00	0.70	0.30	0.40	0.40	0.55	0.65	5.00
	3.00	0.35	0.20	0.20	0.30	0.45	0.50	5.00
	4.00	0.00	0.10	0.20	0.25	0.45		5.00

[1] Figures in red indicate years where the student is typically exited from high school.

NMPED

EXECUTIVE SUMMARY

The Future-Ready Students Workgroup reviewed the current PED Graduation Requirements, focusing on the value of the high-school diploma in today's competitive economy. New Mexico's Graduation Checklist, the PED 2016-2017 Alternative Demonstrations of Competency (ADC) Manual, New Mexico Administrative Code (6.19.7), New Mexico State Statute (22-13-1.1) were all reviewed. Stakeholders also considered education policy from other states in their review and refinement processes. The workgroup developed recommendations for career-ready, college-ready, and portfolio alternate demonstration of competency pathways.

MEETING DATES/TIMES[1]

- September 26, 2016 from 2:30pm-5:30pm
- November 7, 2016 from 2:30pm-5:30pm
- November 29, 2016 from 2:30pm-5:30pm
- December 12, 2016 from 9:00am-12:00pm

CAREER-READY GROUP RECOMMENDATIONS

- WorkKeys is accessible across the state and assessments matched to competencies with corresponding cut scores
- Explore the use of ASVAB in terms of full-time versus reserve
- Utilize CTE pathways for career-ready options for students
- Include flexibility for inclusion of apprenticeships

COLLEGE-READY PATHWAY RECOMMENDATIONS

- Collaborate with Institutions of Higher Education (IHEs) on assessments, including cut scores
- Provide direct access to Accuplacer with data sharing capability

PORTFOLIO PATHWAY RECOMMENDATIONS

- Include standards alignment, common rubrics, locally-scored portfolios, existing work form as early as 9th grade, and removal of standardized assessment retakes in state regulation

ATTENDEES

ORGANIZATION/DISTRICT/SCHOOL	ATTENDEES
Albuquerque Charter Academy	Erik Bose and Sandy Roth
Learning Alliance	Ian Esquibel
New Mexico PTA	Renota Witte
The Bridge of Sothern New Mexico	Tracy Bryan
NMSBA	Linda Trujillo
Rio Rancho Public Schools	Happy Miller
Moriarty-Edgewood School District	Teresa Salazar
Pecos Independent Schools	Simon Miera
University of New Mexico	Sonia Rankin
Central New Mexico Community College	Zachary Shank
Aztec Public Schools	Kirk Carpenter
Grants/Cibola County Schools	Marc Space
New Mexico Coalition of Educational Leaders	Stan Rounds

[1] *All meetings were held at Cooperative Education Services in Albuquerque, NM*

EXECUTIVE SUMMARY

The PED held three workgroup meetings to discuss how students currently utilize Alternate Demonstrations of Competency (ADCs) in seeking a high school diploma and how this approach is aligned with expectations for college and career readiness. The value of a high school diploma and the state's persistently high college remediation rate were also discussed. This workgroup was comprised of members from the Legislative Education Study Committee (LESC). This workgroup reviewed the current New Mexico Graduation Requirements, PED's Graduation Checklist, the 2016-2017 ADC Manual, New Mexico Administrative Code (6.19.7), and New Mexico State Statute (22-13-1.1) to assess the current career-ready, college-ready, and portfolio pathways for Alternate Demonstrations of Competency.

Additionally, the workgroup reviewed portfolios from other states (e.g. TX, WA) in an effort to establish elements that that would provide a quality portfolio pathway for students in New Mexico.

MEETING DATES/TIMES

- September 16, 2016
- November 18, 2016
- January 16, 2017

GROUP RESPONSES: WHAT DO WE WANT A HIGH SCHOOL DIPLOMA TO MEAN FOR STUDENTS IN NM?

- Stepping stone to his/her education/career/certification
- No need for remediation upon college entry
- Demonstrate expanded soft skills
- Demonstrate social and emotional learning
- Develop into a life-long learner
- Problem solving skills/critical thinking
- Competitive in job market
- Personal finance
- Promoting citizenship
- Mastery of subject areas
- No high stakes tests
- Service learning
- Prepared to communicate interpersonally

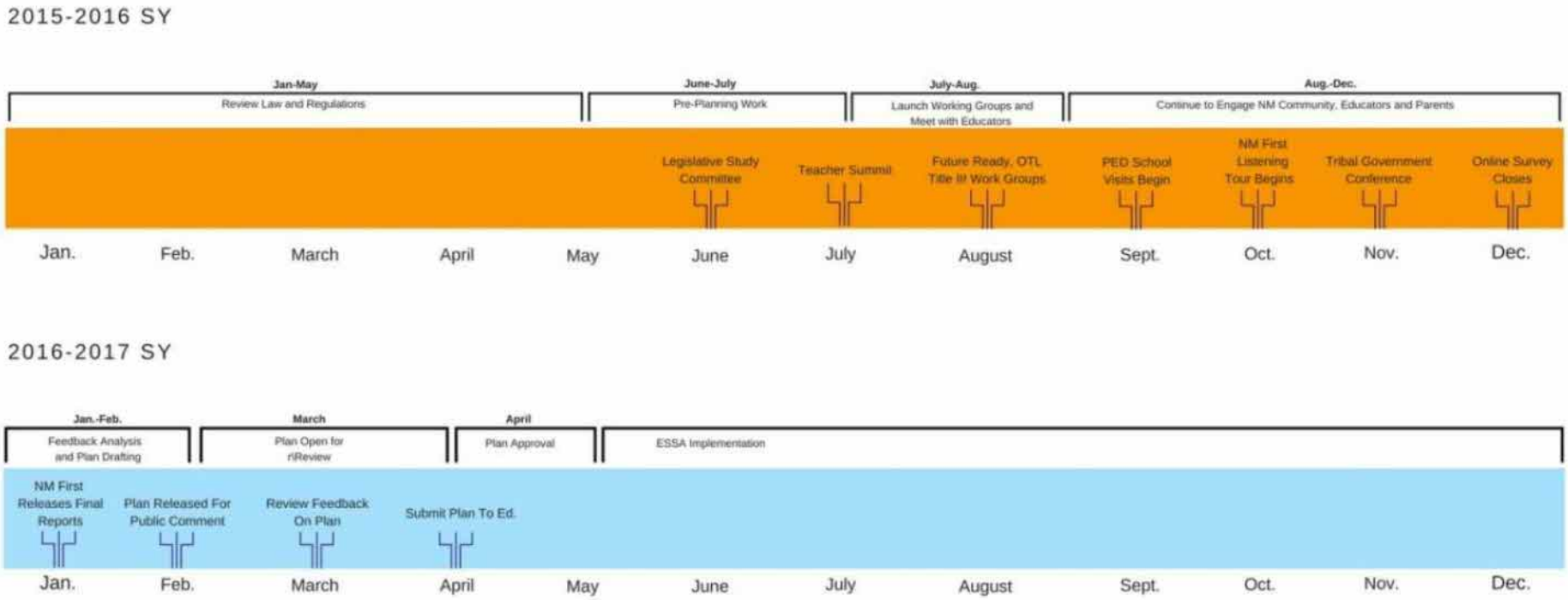
GROUP RECOMMENDATIONS: GRADUATION PATHWAYS

- Have three distinct pathways (college, career, and portfolio) that are available to all students
- District-based with support from the state (rubrics, exemplar portfolios, exemplar portfolio systems, etc.)
- Portfolio becomes available after one test attempt with option to retake at school or student discretion
- PED provides training and support based on review of portfolios and systems from the district
- Ensure portfolio pathway is available in all five competencies

ATTENDEES

- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Representative Stephanie Garcia Richard, Chair, House Education Committee
- Representative Dennis Roch, Member, House Education Committee
- Representative Tomas Salazar, Member, House Education Committee
- Tim Hand, Deputy Director, LESC
- Merit Rogne, Research Assistant, LESC

Appendix D: ESSA Process Timeline



Appendix E: Decreased Time for Testing

New Mexico Statewide Assessment Program: Required Assessments Grades 3-11

GRADE	CONTENT AREAS	ASSESSMENT	ALLOWED TESTING TIME 2015	ALLOWED TESTING TIME 2017	DIFFERENCE 2015 TO 2017
3	ELA, Mathematics	Accountability Assessment (PARCC)	9 hours 45 minutes	8 hours 15 minutes	1 hour 30 minute decrease
4	ELA, Mathematics, Science	Accountability Assessment (SBA/PARCC)	13 hours	11 hours 30 minutes	1 hour 30 minute decrease
5	ELA, Mathematics	Accountability Assessment (PARCC)	10 hours	8 hours 30 minutes	1 hour 30 minute decrease
6	ELA, Mathematics	Accountability Assessment (PARCC)	10 hours 50 minutes	9 hours 10 minutes	1 hour 40 minute decrease
7	ELA, Mathematics, Science	Accountability Assessment (SBA/PARCC)	13 hours 50 minutes	12 hours 10 minutes	1 hour 40 minute decrease
8	ELA, Mathematics, Science	Accountability Assessment (PARCC)	10 hours 50 minutes	9 hours 10 minutes	1 hour 40 minute decrease
9	ELA, Mathematics	Accountability Assessment (PARCC)	11 hours 5 minutes	9 hours 40 minutes	1 hour 25 minute decrease
10	ELA, Mathematics	Accountability Assessment (PARCC)	11 hours 5 minutes	9 hours 40 minutes	1 hour 25 minute decrease
11	ELA, Mathematics, Science	Accountability Assessment (SBA/PARCC)	14 hours 15 minutes	12 hours 40 minutes	1 hour 35 minute decrease

NEW MEXICO
ESEA FLEXIBILITY REQUEST
FEBRUARY 15, 2012

Revised September 28, 2011
This document replaces the previous version, issued September 23, 2011.

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any

comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

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LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	1-23
2	Comments on request received from LEAs (if applicable)	n/a
3	Notice and information provided to the public regarding the request	24-43
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	44-70
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	n/a
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	n/a
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	71-73
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable).	74-78
9	Table 2: Reward, Priority, and Focus Schools	79-83
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	n/a
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	n/a
12	New Mexico Public Education Department Strategic Plan	84-106
13	New Mexico Common Core State Standards Transition Plan	107-179
14	A-F School Grading Act, Final Regulation, and Sample Preliminary Reports	180-198
15	New Mexico Effective Teaching Task Force Final Report and Recommendations	199-250
16	Value-Added Model for A-F	251-252
17	Individual Student Growth Model	253-255
18	Point Calculations for A-F School Grading Model	256-258
19	Turnaround Principles, 2011	259-262
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21	AIR Toward More Effective School Districts	276-300
22	Curriculum Audit, November 2011	301-353
23	Guskey 5 Levels of PD	354-357
24	IES Practice Guide Turning Around Chronically Low-Performing Schools	358-407
25	SIOP Protocol	408-416

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27	WebEPSS Compliance Checklist	434-438
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: New Mexico Public Education Department	Requester's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501
State Contact for the ESEA Flexibility Request Name: Leighann Lenti Position and Office: Director of Policy, Office of the Secretary Contact's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501 Telephone: 505-412-2285 Fax: 505-827-6520 Email address: Leighann.Lenti@state.nm.us	
Chief State School Officer (Printed Name): Hanna Skandera	Telephone: 505-827-6688
Signature of the Chief State School Officer: X	Date: February 15, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

☒ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b) (7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Consultation

Since taking office in January 2011, Governor Martinez and the Public Education Department (PED) have advanced a bold reform agenda: "Kids First, New Mexico Wins." While there are multiple components to this agenda, two in particular are directly related to New Mexico's flexibility request: 1) Real Accountability, Real Results, and 2) Rewarding Effective Teachers and School Leaders.

"Real Accountability, Real Results" is now being implemented through New Mexico's A-F School Grading Act that was signed and passed during the 2011 legislative session. What is included in this request is directly aligned to the A-F School Grading Act and reflective of multiple conversations amongst various stakeholders. Upon passage of the legislation, the PED immediately began engaging stakeholders to garner input on the regulations and school grading model that would be utilized. Since April 2011, the PED has met nine times with the New Mexico Coalition of School Administrators on the A-F regulation and model, and has attended and presented at eight New Mexico School Boards Association regional meetings. Additionally, the PED provided a 30-day open comment period and held two public hearings (October 31, 2011 and November 2, 2011) on the proposed regulation and model. (http://www.ped.state.nm.us/calendar/2011/Notice%20-%20Public%20Hearing%20Scheduled%20on%20Grading%20Public%20Schools.pdf)

"Rewarding Effective Teachers and School Leaders" was jump started in April 2011 when Governor Martinez formed a Task Force to make recommendations on how to redesign New Mexico's current evaluation system. The 15-member Task Force met throughout the summer.

Each of the 10 Task Force meetings was open to the public and there was an opportunity provided for both written and public comment. (http://www.ped.state.nm.us/press/2011/Teacher%20Task%20Force%20-%20August%202,%202011%20meeting%20notice.pdf)

The PED also created a webpage that included all reading materials and presentations reviewed by the Task Force members. (http://www.ped.state.nm.us/ttf/index.html)

In addition to what is described above, PED senior staff will be visiting 25 districts by the end 2011 and will be presenting the A-F regulation and model, as well as the Task Force recommendations, which have formed the basis of the policy proposal included in sections 3.A and 3.B of this request. These district visits will allow the PED to garner additional feedback from key stakeholders.

In addressing the rule-making process for this A-F legislation, the PED convened nine formal meetings with an advisory group of superintendents from throughout the state. Each of these meetings consisted of a presentation by PED staff regarding proposals for the rules and calculation and dissemination of school grades, as well as an opportunity for superintendents to provide feedback and suggest changes and modifications. As the meetings progressed, the PED modified proposals as a result.

In addition, senior staff attended each of the eight New Mexico School Board Association meetings in the fall of 2011. At each meeting, school grading and other initiatives were presented, along with questions and answers from attendees. In all cases, feedback was recorded and became part of the development of the rule-making process. The PED also held regular meetings with the Coalition of School Administrators, as well as the New Mexico School Boards Association.

Also, as the rule was in development, the PED made 29 visits throughout the state to local school districts. A formal presentation of the A-F school grading initiative and the recommendations of

the Teacher Task Force were made with a question-and-answer period to follow. Once again, feedback was obtained and adjustments were made to the rules and proposals.

In addition to our outreach already undertaken with school districts, school boards, and superintendents, we will continue to engage those stakeholders, as well as with members of the Hispanic Education Advisory Council and the Indian Education Advisory Council. As New Mexico is a majority/minority state, we have reached out to a varied group of representatives to serve on these councils. In an effort to receive authentic feedback, both councils have been charged to serve as ongoing working groups, as opposed to the biannual meetings previously practiced. Members on each council represent Hispanic and Native American education advocacy groups that include: school teachers and administrators, ENLACE, MANA, New Mexico Association of Bilingual Educators, Dual Language New Mexico, the Hispano Chamber of Commerce, and LULAC. Also included are various parent representatives from various parts of New Mexico.

In their capacity, members have individually and collectively provided feedback regarding New Mexico's initiatives in A-F school grading and teacher evaluation. In addition, the PED's Student Success and Educator Quality divisions have worked with district's teachers, administrators, and community members to provide updates and receive input and feedback. Each division has visited well over 15 districts in sharing this information.

The PED held two public hearings regarding A-F school grading—one in Santa Fe on October 29, and the other in Alamogordo on November 1. The Secretary-Designate was in attendance for both hearings. Public comments from both hearings were taken into account in the final publication of the regulation.

Finally, as the development of the A-F regulation progressed, the PED responded to stakeholders in modifying the date of final determination and dissemination of school grades. Initially the PED planned to release school grades in August of 2011, but because of the input from stakeholders, the PED agreed to extend the rule-making process and final release to later in the

fall semester. After further collaboration with stakeholders, the Secretary-Designate delayed the release until January 2012.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Engagement of Stakeholders

Specific to the waiver request, the PED has taken several concrete actions to solicit stakeholder input. First, the PED launched a webpage (http://www.ped.state.nm.us/skandera/waiver/index.html) that included not only the initial notice of our intent to pursue a waiver, but also a letter that was distributed to all superintendents and principals on September 28 notifying them of the PED's intent to pursue a waiver, as well as details on who to provide questions and input to (http://www.ped.state.nm.us/skandera/waiver/Letter%20to%20superintendents%20and%20principals.pdf).

Second, a front page story in the Albuquerque Journal on September 24, 2011, clearly articulated the need for flexibility and the state's intention to apply for the waiver. Third, each of the meetings described above directly influenced the policies outlined in this proposal.

Fourth, prior to the submission of this request, PED hosted stakeholder conference calls in which we described the components of our request, as well as answered questions and solicited feedback. Invited to those calls were the following:

- New Mexico Coalition of School Administrators
- New Mexico School Boards Association
- New Mexico Business Roundtable
- New Mexico's Committee of Practitioners
- District Bilingual Directors
- District Native American Directors

- SIG Superintendents
- Assessment and Accountability Advisory Council

Taken in total, the PED has consulted on numerous occasions with stakeholders on the development of the policies that are described in this request. As implementation proceeds, the PED remains committed to continuing an open dialogue to not only build support, but to also solicit input on ideas as we continue to serve New Mexico's students.

The PED recently released baseline school grades for every school in New Mexico. Part of this release has been to provide aligned technical assistance and support to districts and schools, as well as to provide transparency to community members on baseline school grades.

Since the release of baseline data to schools and districts, the PED has hosted six technical assistance sessions and will continue to provide weekly technical assistance opportunities. Further, the PED launched a new website that is easy to use and accessible to all New Mexicans. http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

This tool allows community members to quickly access baseline school grading reports. In the coming weeks, these reports will also be available in Spanish and provide additional details relating to the achievement of specific subgroups. The PED will continue to provide resources through the new school grading website targeted to community members, stakeholders, and educators.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Overview of Request

Through the "Kids First, New Mexico Wins" plan, the New Mexico Public Education Department (PED) has taken a key first step by clearly articulating the expectation that all students in New Mexico have the potential to reach high levels of achievement, regardless of background. Further, by implementing key initiatives such as the A-F School Grading Act and redesigning the state's teacher and school leader evaluation system, New Mexico is consistently placing children at the center of all initiatives. New Mexico's request for flexibility meets each of the principles outlined, and the state is prepared and ready to implement what is included in this request. Further, each principle articulated allows New Mexico to create coordination and consistency across the policies outlined in this request.

Principle 1: College- and-Career-Ready Expectations for All Students

Since 1999, New Mexico has had content standards and assessments aligned to those standards in place. The standards were the first step in the development of an aligned system of standards and overtime assessments. While the current content standards laid a critical foundation, they did not include the depth and breadth necessary to ensure New Mexico students were prepared to compete with their peers in both college and career.

In October 2010, New Mexico adopted the Common Core State Standards (CCSS). The CCSS were adopted in order to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school. These standards are aligned with college and work expectations and provide a consistent understanding of what students are expected to know and be able to do, regardless of what state they live in. The development

of the CCSS was a state-led process involving state leaders, teachers, and content experts, and draws upon the best state standards and most effective models from around the world. The CCSS ready students to compete in the global economy.

With the help of a statewide Planning Committee, the PED has created an implementation plan for transitioning the state to the CCSS. This plan will be shared with districts January 31, 2012. This plan, included in the Attachments, details the key implementation steps for transitioning assessments, professional development, and curriculum and instruction/instructional materials to the CCSS. It also includes a communication plan for how the PED will effectively spread awareness on the CCSS transition to diverse stakeholders.

The PED is planning for full implementation of the CCSS in 2014-2015. Full implementation means that students will be assessed on the CCSS. Professional development on the CCSS for Math and English Language Arts (ELA) teachers for grades K-3 will begin during the summer of 2012, and grades K-3 will teach to the CCSS beginning in fall 2012. Math and ELA teachers in grades 4-12 will receive professional development on the CCSS during summer 2013, and begin teaching to the CCSS in fall 2013. The CCSS will be fully implemented and assessed in all grades through assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium during the 2014-2015 school year.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Signed and passed during the 2011 legislative session, the A-F School Grading Act ushered in a new school accountability era. Under the A-F School Grading Act, each public school in New Mexico will be given a grade of A, B, C, D, or F annually. The following goals of A-F are simple ones:

- Measure schools based on both proficiency and growth
- Meaningfully differentiate levels of success
- Avoid holding schools accountable for characteristics beyond their control

- Provide meaningful data to champion success and identify areas of improvement

While AYP provides specific goals, it fails to capture both proficiency and growth, it does not adequately differentiate among schools, and it has often narrowed the focus to students nearing proficiency.

The A-F School Grading Act specified that both measures of proficiency and growth are to be included when calculating a school's grade. Proficiency in both reading and math is included in New Mexico's school grading model. New Mexico has designed a system that holds the same expectations for all students in all subgroups. As such, New Mexico remains committed to continuing disaggregating data by student subgroups and supporting low-performing schools in the implementation of interventions aligned to the specific needs of student subgroups to ensure that the achievement gap is closing.

Growth was specifically defined as learning a year's worth of knowledge in one year's time as demonstrated by student performance on the New Mexico Standard-Based Assessment in reading and mathematics. As such, the school grading model includes growth measures for students moving from one performance level to a higher performance level, students who remain proficient or advanced, as well as growth for students who remain in beginning step or nearing proficient but move a certain number of scale score points. Additionally, the legislation specifies that the state must also look explicitly at the bottom 25% of students within a school.

New Mexico will also be measuring cohort growth in addition to individual school growth. We feel it is important to capture a complete picture of a school, and measuring cohort growth will further differentiate among schools.

The legislation specified that graduation rates and measures of college and career readiness be included for high schools. As such, the models for elementary and middle schools and high schools vary. The model for elementary and middle schools includes the following:

- Proficiency
- Growth
- Growth of the lowest quartile
- Attendance
- Opportunity to Learn Survey

The model for high schools includes the following:

- Proficiency
- Growth
- Growth for the lowest quartile
- Graduation rate and growth on graduation rate
- College and career readiness indicators (PSAT, ACT, AP, Dual enrollment, career-technical certification programs, etc.)
- Attendance
- Opportunity to learn student survey

While each school will be provided with an overall grade, New Mexico will also provide a separate grade for proficiency and a grade for growth. For example, a school could receive a B in growth, but a D in proficiency. Therefore the school's overall grade would be a C. This is critical as it will better allow the state to differentiate among schools and target interventions in a manner that specifically aligns to a schools area of need.

Since New Mexico's initial flexibility request, the state has completed the A-F regulation. The regulation articulates what factors are considered when grades are assigned, the cut points for each grade, and what will occur when a school is rated a D or F. The regulation was developed over the course of nine months with the engagement of various stakeholders across New Mexico outlined above.

Principle 3: Supporting Effective Instruction and Leadership

Research has clearly demonstrated the importance of the teacher in the classroom and the importance of leadership in each school (Rivkin, Hanushek, & Kain, 2005). In fact, our teachers are our biggest "change agents" when it comes to improved student achievement. When it comes to student learning, the difference between an average teacher and an exemplary teacher is noteworthy. To underscore this belief, in April 2011, Governor Martinez established an Effective Teaching Task Force via Executive Order (http://www.governor.state.nm.us/uploads/FileLinks/1e77a5621a1544e28318ba93fcd47d49/EO-2011-024.pdf). The charge of the Task Force was to make policy recommendation to the Governor in the following four key areas:

- Identify measures of student achievement—representing at least 50 % of the teacher evaluation—which shall be used for evaluating educator performance
- Identify demonstrated best practices of effective teachers and teaching, which should comprise the remaining basis for such evaluation
- How these measures of effective practice should be weighted
- How the State can transition to a performance-based compensation system, whereby acknowledging student growth and progress

Using this as the foundation, the Task Force found that any redesigned teacher and school leader evaluation system *must* include multiple measures that prioritize student learning, as well as observations and other possible measures that effectively capture a true picture of teacher effectiveness. A rigorous and comprehensive system will not only provide a holistic view of a teacher's true impact on their students, but also encourage flexibility and buy-in at the local and school level.

Further, any new evaluation framework to measure teachers and school leaders must better enable districts to address and improve school personnel policies concerning professional development, promotion, compensation, performance pay, and tenure. The framework should identify teachers and school leaders who are most effective at helping students succeed, provide targeted assistance and professional development opportunities for teachers and school

leaders, inform the match between teacher assignments and student and school needs, and inform incentives for effective teachers and school leaders.

The need for a more nuanced and robust system is clear. In a recent 2010 sample of 25 % of New Mexico's teachers, 99.998 % of these teachers received a rating of "meets competency" on their evaluations (versus "does not meet competency") (Public Education Department Data, 2010). Yet, we are not seeing proportional success in terms of New Mexico student achievement. This suggests a lack of alignment between the system that measures teacher performance and the system that measures student learning outcomes.

New Mexico is currently finalizing legislation that will create a redesigned teacher and school leader evaluation system which aligns to the principles outlined in the Flexibility Guidance.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State

	network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Adoption of College-and-Career-Ready Standards

Since 1999, New Mexico has had content standards in place. The PED's Assessment and Accountability Bureau (A&A) coordinates the development and implementation of New Mexico's statewide assessment program, which is designed to measure student attainment of New Mexico's Core Curriculum Content Standards. The A&A works collaboratively with school districts, charter schools, Bureau of Indian Education, and State-educational institutions to collect and report information about student assessments in order to inform instruction, increase student learning, and help parents and the public assess the effectiveness of their schools.

The mission of the A&S is to develop valid and reliable assessment instruments, to administer these assessments under standardized and secure conditions, and to score and report the results of these assessments accurately, efficiently, and effectively given the constraints of available resources. The work of A&A satisfies both New Mexico and Federal regulations, including the requirements of New Mexico's school assessment and accountability laws and the requirements of the Federal No Child Left Behind/Elementary and Secondary Education Act (NCLB/ESEA).

A&A administers the following assessments:

- Standards-Based Assessment (SBA): The SBA test approximately 165,000 students

in reading, writing, and mathematics (grades 3-8 and 11), science (grades 4, 7, and 11) and in reading, writing, mathematics, science, and social studies (grade 11).

- New Mexico Alternate Performance Assessment (NMAPA): The NMAPA is the alternate to the SBA. Students in grade-bands 3-4, 5-6, 7-8, and 11-12, may take the NMAPA, though not all are required to. The NMAPA is only for students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).
- Assessing Comprehension and Communication on English State-to-State for English Language Learners (ACCESS for ELLs): ACCESS for ELLs is a secure large-scale English language proficiency assessment given to K-12 students who have been identified as ELLs. It is given annually to monitor students' progress in acquiring English.

Building on this foundation, New Mexico adopted the Common Core State Standards (CCSS) in October 2010. The CCSS were adopted in order to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school. The PED is currently developing an implementation plan for transitioning the state to the CCSS.

Please see Attachment 13 to read the full implementation plan for assessment, curriculum and instruction, professional development, and communication. The final plan will be presented to districts January 31, 2012.

Creating the CCSS Implementation Plan: Methodology and Stakeholders

After adopting the Common Core State Standards (CCSS) in 2010, the PED received a CCSS Planning Grant from the W.K. Kellogg Foundation in order to create an implementation plan for transitioning to the CCSS.

As an initial step in creating the implementation plan, WestEd performed an alignment study (included in the Attachment) between the CCSS and the current New Mexico standards. This study was used to inform curriculum mapping and to determine what professional development and technical support is required for educators to teach the new CCSS. We also developed and administrated a Transition to Common Core State Standards Planning Survey to all our districts and state-administrated charter schools. The results from this survey will provide critical information on the needs of districts in order to prepare their teachers for the transition, and their technical needs in order to administer new, computer-based assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC)

Additionally, the PED created a statewide Planning Committee to create recommendations for the implementation plan. The PED also created a smaller Framework Development Team (FDT) to draft the implementation plan using the recommendations of the Planning Committee. Both of these groups consist of educators, administrators, parents, and members of the business community, and contain representation from diverse stakeholders and communities across New Mexico. These groups include representation from rural and urban, small and large school districts from the North, East, West, Central, and Southern regions of the state. They also include members with experience in bilingual, and special education, as well as representation from the Hispanic and Native American communities. In addition to New Mexico educators and administrators, the FDT also includes English Language Arts and Math content experts from WestEd., as well as assessment experts with national and state-level experience in assessment transition. Table A and Table B demonstrate the membership of the Planning Committee and Framework Development Team.

Table A: Planning Committee (PC)

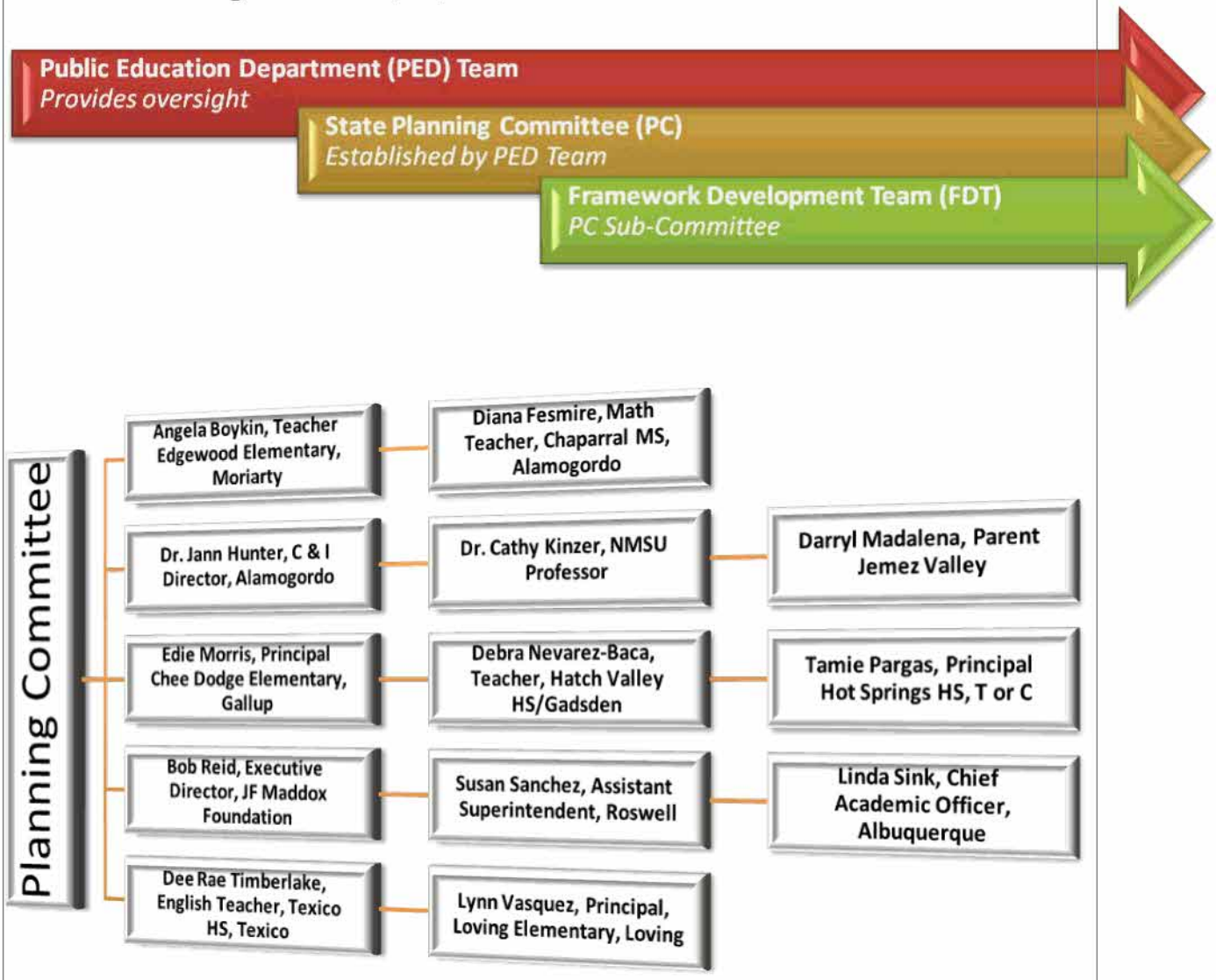


Table B: Framework Development Team (FDT) Work Groups

Communications Plan Work Group

- **Larry Behrens**, Director of Communications — **PED Oversight**
- **Linda Sink**, Chief Academic Officer (CAO), Albuquerque Public Schools (APS) — **Planning Committee**
- **Marybeth Schubert** Executive Director — **Advanced Programs Initiative (API)**
- **Dr. Rachel Lagonoff**, Senior Research Associate — **WestEd**

Professional Development Plan Work Group

- **Matt Montaño**, Director of Educator Quality — **PED Oversight**
- **Dr. Cathy Kinzer** NMSU College of Ed C & I Asst. Professor — **Planning Committee**
- **Linda Sink**, CAO APS — **Planning Committee**
- **Karen Schaafsma** ELA Content Expert — **WestEd**
- **Janet Haas** Math Content Expert — **WestEd**
- **Marybeth Schubert** Executive Director — **Advanced Programs Initiative (API)**
- **Dr. Rachel Lagonoff**, Senior Research Associate — **WestEd**

C& I / Instructional Materials Plan Work Group

- **Dr. Anna Lisa Banegas-Peña**, Director of Student Success — **PED Oversight**
- **Larry Bemesderfer** Instructional Material Bureau — **PED Oversight**
- **Dr. Jann Hunter**, C & I Director, Alamogordo Public Schools — **Planning Committee**
- **Kara Bobroff,** NACA Principal — **Native American Community Academy**
- **Norma Cavazos,** Student Services Director — **Pojoaque Valley School District**

Student Assessment Plan Work Group

- **Dr. Pete Goldschmidt,** Director of Assessment & Accountability — **PED Oversight**
- **Dr. Tom Dauphinee,** Deputy Director of Assessment & Accountability — **PED Oversight**
- **Lynn Vasquez** Principal, Loving Municipal Schools — **PC Representative**
- **Stanley Rabinowitz**, Director, Assessment & Standards Development Services — **WestEd**
- **Howard Everson**, Chief Research Scientist & External Evaluator — **Advanced Programs Initiative (API)**
- **Dr. Rachel Lagonoff**, Senior Research Associate — **WestEd**

Evaluation Plan Work Group

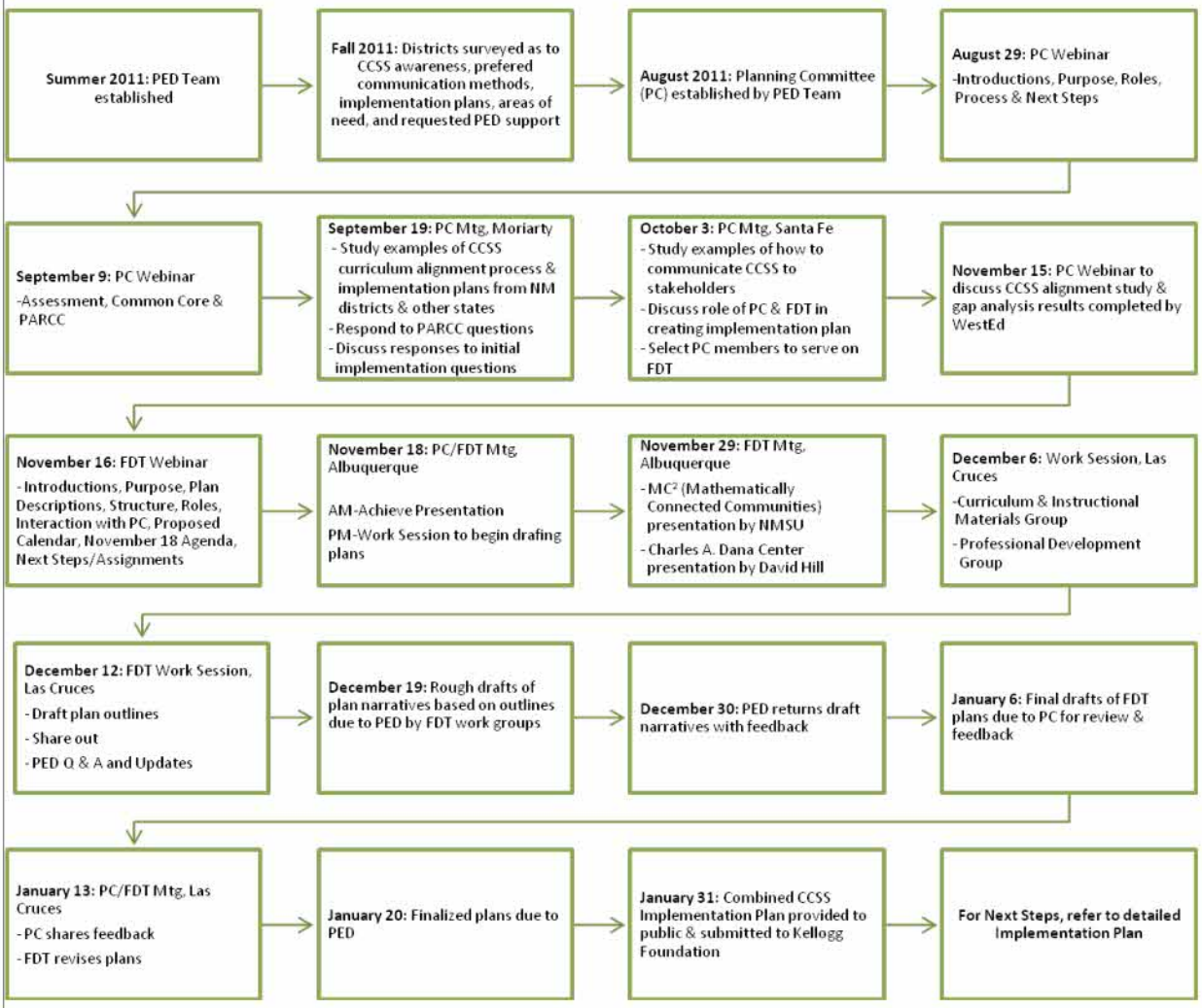
- **TBD** — **PED Oversight**
- **TBD** — **External Evaluator**

Internal Leadership Plan Work Group

- **Christine Stavem** Chief of Staff — **PED Oversight**
- **Leighann Lenti**, Director of Policy — **PED**
- **Dr. Pete Goldschmidt** Director of Assessment & Accountability — **PED**

The Planning Committee met throughout the fall of 2011 and created specific recommendations for the implementation plan, including for the transition of assessment, curriculum and instruction/instructional materials, professional development, and communication. The FDT incorporated the recommendations of the Planning Committee into the draft implementation plan. Drafts of the implementation plan were submitted regularly to the Planning Committee and the PED for continuous feedback. The PED will share the final draft of the implementation plan with districts upon its completion January 31, 2012. The PED will use the plan to solicit funding from multiple sources to support our implementation process.

Table D: Planning Timeline



Integration and Implementation

The New Mexico Common Core State Standards (NMCCSS) Implementation Plan was created using a collaborative process involving two stakeholder advisory committees which provided recommendations and helped to draft the four sections of the plan: assessment, curriculum, professional development, and communication. (Please see pages 11-13 of the NMCCSS Implementation Plan to view the stakeholder composition of each committee). Committee members were divided into assessment, communication, professional development, and curriculum and instruction teams focusing on developing each section of the

plan. After completing a draft of each their section of the plan, each team met with all other groups to ensure coordination and alignment among sections of the plan. These cross-team meetings occurred throughout the implementation plan development process and was effective in ensuring that the activities of all aspects of CCSS implementation reinforced each other. The timeline overview on the next page demonstrates the alignment between the various sections of the plan. To see in greater detail the coordination between CCSS implementation activities, please for pages 21, 15, 30, and 57 of the NMCCSS Implementation Plan for a cross comparison of the key implementation steps of each section of the plan. Examples of key aligned milestones include the following:

- Implementation of the CCSS in grades K-3 in 2012-2013 correlated with regional professional development trainings for district leadership in spring 2012 and intensive summer CCSS Math and ELA professional development academies for K-3 educators in summer 2012. This is also aligned with our accelerated timeline for the adoption of instructional materials aligned to the CCSS for Math and ELA this spring in time for K-3 implementation in fall 2012 (see page 30 of the NMCSS Implementation Plan). The K-3 implementation timeline is aligned with the 2013 Grade 3 Standards-Based Bridge Assessment dually aligned to the CCSS and the New Mexico content standards that grade 3 will take in place of the New Mexico Standards-Based Assessment (SBA) in spring 2013.
- Implementation of the CCSS for grades 4-12 aligns in 2013-2014 aligns with the professional development plan for 4-12 to begin ongoing study of the CCSS including Instructional Shifts in ELA/Literacy & Math, ELA Capacities of the Literate Individual, Math Critical Areas of Focus & Mathematical Practices during 2012-2013, with Math & ELA CCSS Implementation Academies for grades 4-12 in summer 2013 (see page 57 of the NMCCSS Implementation Plan). This is aligned with the assessment plan for the spring 2014 SBA Bridge Assessment dually aligned to the CCSS and to New Mexico content standards for grades 3-8, 10, and 11.
- The communications plan is aligned with the professional development, curriculum and instruction, and assessment implementation steps described above (see page 21 of the NMCCSS Implementation Plan). Increased communication during spring and

summer 2012 will prepare for the implementation of grades K-3 in 2012-2013. This communication includes the release of the NMCCSS Implementation Plan and alignment studies between the CCSS and the New Mexico content standards, the unveiling of a new CCSS website in February 2012 holding professional development resources and CCSS FAQs for students, parents, community, and administrators, a statewide conference for district teams sponsored by CCSSO, and regional meetings.

Roles and Responsibilities

The Internal Leadership Plan, located on pages 73-74 of the NMCCSS Implementation Plan, details the structure and responsibilities of the SEA during implementation. During spring 2012, the SEA will establish an Implementation Team including PED staff from the policy, literacy, mathematics, and communications departments, a CCSS facilitator, and stakeholders representing district/campus administrators, teachers/instructional staff, parents, and business community. This implementation team will have the following responsibilities:

- Develop and manage implementation plan budget
- Seek external funding sources in addition to state funding
- Maintain two-way open and timely lines of communication
- Form partnerships to leverage resources
- Provide support to ensure alignment of instructional programs and materials to the CCSS
- Coordinate professional development opportunities
- Assist with professional development service providers vetting process
- Monitor performance and progress
- Develop of an evaluation plan
- Provide technical assistance

Regional Education Cooperatives

New Mexico's 9 Regional Education Cooperatives (RECs) are geographically distributed across the state and serve 59 rural school districts and state-supported schools. The state's RECs will partner with the PED to assist in the implementation of the NMCCSS (e.g., professional development, communication).

Regional Education Cooperatives have a unique understanding of the strengths and challenges of their member districts. RECs are then able to use these insights to provide responsive, quality support and services to improve student outcomes and meet local districts' needs. Regional Education Cooperatives also play a vital role in the delivery and implementation of core services and major statewide education initiatives.

The success of each REC is measured by the effectiveness of its response to the needs of its member school systems. The responsibility of Regional Education Cooperatives is to aid its members in assessing their needs and to demonstrate, through model programs, the efficiency of a collaborative venture.

Roles and Responsibilities of the SEA, RECs, and Districts

The following work plan for curriculum and instruction/instructional materials from page 47 of the NMCCSS Implementation Plan and the professional development work plan from page 59 of the NMCCSS Implementation Plan detail the roles of the SEA, LEAS, and Regional Education Centers in implementing the CCSS.

English Language Arts

One of the priority focuses of the CCSS Professional Development plan for ELA addresses the following:

- Capacities of the Literate Individual[1]
- Shifts in ELA/Literacy Instruction

[1] ELA CCSS Document http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

A. Beginning in spring 2012, all districts will be asked to begin the study of the standards to ensure that teachers become familiar with the structure, content, concepts, practices, and terminology of the CCSS for ELA/Literacy in History/Social Studies, Science and Technical Subjects including the accompanying appendices.[2] Teachers must also begin to know and incorporate the Key CCR (College & Career Readiness) Portrait of a Literate Individual and the Mathematical Practices. The study of the standards will be a learning cycle that then provides opportunities for teaching, assessing, and revising the instruction to address the standards and students learning needs. This process shall occur within the context of standards-based education enabling teachers to better understand the relationships between formative/summative assessment, curriculum, and student/knowledge centered instruction.

B. Literacy standards for K-5 reading and writing in history/social studies, science, and technical subjects are integrated into the K-5 Reading and Writing Standards. However, in grades 6-12, they are described in a separate set of standards making a high level of awareness regarding these expectations all the more important. The associated CCR anchor standards for ELA together with the middle and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards with a focus on ELA, the latter providing additional specificity in these other key academic areas. Beginning the study of this knowledge and skill set is also being asked of districts starting in spring 2012.

C. Spring 2012 also signals the start of the deliberate and purposeful implementation of the key shifts within the ELA/literacy CCSS. Shifts (refer to tables A, B within the Curriculum & Instruction / Instructional Materials Plan section).

D. Teacher pre-service/in-service programs will be key in providing the foundational understandings of the CCSS to support novice teachers as they bridge their learning at universities/colleges and their professional experiences serving New Mexico students. Professional Development trainings will include the following:

   a. PED Summer 2012 ELA NMCCSS Academy for grades K-3

[2] ELA: Appendix A-Research & Glossary; Appendix B-Text Exemplars & Sample Performance Tasks; Appendix C-Student Writing Samples
Math: Appendix A-Designing High School Mathematics Courses Based on the Common Core State Standards
http://www.corestandards.org/the-standards

b. PED Summer 2013 ELA NMCCSS Academy for grades 4-12
c. PED Summer 2013 NMCCSS Literacy Standards Academy for grades 6-12 Social Studies/History, Science, and Technical Subjects
d. New Mexico State University (NMSU) ELA/Literacy Common Core Launch Team: A team from University of New Mexico, New Mexico University, and independent education consultants collaborating to provide professional support and expert guidance to districts and schools as they implement the new CCSS in ELA and literacy in social studies, science, and technical subjects. They are beginning work in February 2012 and will be providing professional development this spring specifically addressing the following topics: the shifts between the current standards and the CCSS, text complexity, how the CCSS relates to Response to Intervention (RtI) framework planning, what do the new standards mean for ELL, implications for students with special needs including reading language disabilities and dyslexia.
e. Utilizing the Gates Foundation CCSS Curriculum Maps as exemplars for developing instructional units and lesson plans
f. International Reading Association (NRA) offerings
g. National Council of Teachers of English (NCTE)
h. National Reading Panel

E. Online Resource Center: In an effort to build awareness and support the study of the CCSS and provide on-demand assistance, the State has contracted with API (Advanced Programs Initiative) & Meridiansix to develop and maintain an online resource center as part of the newly-revamped state website to be launched in spring 2012. The following are samples of resources/links to be included:

   a. PARCC (Partnership for Assessment of Readiness for College & Careers) ELA *Model Content Frameworks*
   b. Achieve: Advocacy, Tools, Resources, Videos[3]
   c. NMSU (New Mexico State University) *ELA/Literacy Launch Team*
   d. Indian Education Resources[4]
   e. WIDA ELD (English Language Development) Standards, 2012 Edition[5]

Professional Development (PD for Educators of English Language Learners)

Special populations will be addressed as part of all PED professional development offerings. The PED will provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity. Districts will expand teacher knowledge of differentiated instruction to better serve Students with Disabilities (SWD), Culturally & Linguistically Diverse (CLD) students, English Language Learners (ELLs), and gifted students utilizing the following resources:

- New Mexico's RtI Framework[6]
- SIOP[7] (Sheltered Instruction Observation Protocol)
- GLAD[8] (Guided Language Acquisition Design)
- Gifted Education in New Mexico Technical Assistance Manual[9]
- J. Cummins'[10] BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive Academic Language Proficiency) and Task Difficulty Quadrants

[3] Achieve http://www.achieve.org/achieving-common-core
[4] NMPED Indian Education Division http://www.ped.state.nm.us/
[5] WIDA http://wida.us/standards/elp.aspx#2012
[6] NM RtI Framework http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf
[7] S.I.O.P http://www.cal.org/siop/
[8] G.L.A.D. http://www.projectglad.com/
[9] NM Gifted Education Manual http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf

As per the New Mexico Response to Intervention (RtI) Framework, the following professional development topic are a feature and implementation consideration of each level of the three-tier model:

Tier I: Core program delivery (ongoing), differentiated instruction, data analysis, data-based decision-making, student and classroom management, teaching and interventions for culturally-different learners.

Tier II: Tier 1 topics as above, plus SAT procedures, conducting functional behavioral assessment (FBA), and developing behavioral intervention plans (BIPs).

Tier III: Tier 1 and 2 professional development topics as above, plus relevant IEP team members need to participate in ongoing trainings related to special education and IDEA procedures/topics.

PD for Educators of Students with Disabilities

The information below is from pages 68-69 of the New Mexico Common Core State Standards Implementation Plan.

A. Teachers and specialized instructional support personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.
    a. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a

[10] Cummins' BICS/CALP/Quadrants http://esl.fis.edu/teachers/support/cummin.htm

heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

i. Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum. (IDEA 34 CFR §300.34, 2004)

ii. Individualized Education Plans (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

B. Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as these:

a. Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)2 —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

b. Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.

c. Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

d. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and

academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

PD for Educators of English Language Learners to Ensure Access to a College-and-Career-Ready Curriculum

English Language Learners (ELLs) are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English. Likewise, ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisites to educational tasks at hand.

Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the New Mexico Common Core State Standards (NMCCSS) for reading, writing, language development, and speaking & listening without manifesting native-like control of conventions and vocabulary.

Additional resources professional resources for ELL educators include the following:

- New Mexico Association for Bilingual Education (NMABE)
- National Association for Bilingual Education (NABE)
- Dual Language Education of New Mexico (DLeNM)
- Consejería de Educación de la Embajada de España
- National Clearinghouse for English Language Acquisition
- Office of English Language Acquisition

The information below is from pages 38, 52, and 66-67 of the New Mexico Common Core State Standards Implementation Plan.

Ensure Equity and Rigor for all Students in Meeting the State's High Standards and Expectations

A. Targeted interventions and support will be provided for all students not college-and-career ready including, but not limited to, the following:

   a. The state's RtI Framework comprised of a three-tier model of student intervention
   b. Credit Recovery Courses
   c. Comprehensive Advising Program
   d. Developmental & Supplemental Course Needs
   e. Student Needs Addressed in Lesson Plans and Instructional Units

B. Beginning in spring 2012, the State and districts will identify and leverage existing resources to ensure equity and rigor for all students. Examples include these:

   a. World-Class Instructional Design & Assessment (WIDA) has created the 2012 Edition[11] English Language Development Standards (ELDS) to ensure that the connections between content and language standards are clear as states implement the CCSS[12]. This is to be considered an additional resource for educators working in elementary and secondary schools with English Language Learners (ELLs). WIDA has maintained identical ELD standards while providing a deeper understanding of how to characterize the academic language needed for ELLs to access grade-level content and succeed in school. WIDA's recommendation is that the 2012 Edition be used alongside the 2007 Edition; therefore, there is no need to revise the current New Mexico ELDS document.

[11] WIDA ELDS, 2012 Edition http://wida.us/standards/elp.aspx#2012
[12] ELDS/CCSS Alignment http://wida.us/research/agenda/Alignment/index.aspx

b. The guidance and resource manual for New Mexico's Response to Intervention (RtI) Framework known as the *Three-Tier Model of Student Intervention* will also serve to complement the CCSS. The focus and coherence required of the CCSS in mathematics support the state's RtI framework in the following ways:
   i. Making it easier to notice when students are behind
   ii. Making it easier to provide targeted support

Access to College-Level Courses, their Prerequisites, Dual Enrollment Courses, or Accelerated Learning Opportunities

New Mexico's A-F grading system is leveraging existing legislation that requires all districts to offer a dual credit course. In addition, there are statutory requirements that every student must successfully complete at least one course in Advanced Placement, dual credit, or distance learning. New Mexico's school grading model was developed to hold schools accountable in participation and success in college and career readiness.

To improve access to Advanced Placement courses, New Mexico will continue to fund teacher training by the College Board. New Mexico is working through its Division of Educator Quality to recruit teachers in underrepresented populations and geographical areas and support tuition for the summer institutes. In addition, the PED has negotiated agreements with three institutes of higher education to create a regionally accessible training site for prospective attendees. This will allow teachers from each region to attend institutes at a location that is relatively convenient.

New Mexico is working with stakeholders through the Indian Education Department to develop a five year strategy on developing quality pre-AP and AP opportunities for LEA's with large populations of Native Americans. In developing this strategic plan, New Mexico intends to prioritize equitable access by maintaining a recruitment effort in rural reservation areas, enabling teachers in those geographical areas to obtain College Board training and development.

Educator Preparation

As part of New Mexico's Common Core strategic planning, members of faculty from New Mexico institutes of higher education have been invited to collaborate in the statewide rollout of the Common Core transition. New Mexico State University and the University of New Mexico have taken a shared lead role in this effort, and will continue to partner with the Common Core planning team, as well as lead the statewide effort to transition colleges of education in New Mexico toward the new standards. New Mexico State is also serving as a lead in establishing a network of institutional partners. These partners will include Institutes of Higher Education (IHE), district and charter schools in monitoring and evaluating new teacher preparedness for delivery of CCSS.

In addition, New Mexico, through the efforts of the Division of Educator Quality, is working with the college deans to establish accreditation criteria regarding the Common Core. In the process of accreditation, the Deans committee, in partnership with the Educator Quality, will develop a framework for this process by spring 2012. New Mexico will use this framework to modify the existing accreditation protocol being applied in the accreditation process. The new protocol should be finalized by September 2012, with each IHE doing also doing a self-assessment regarding their respective preparedness.

Finally, all IHEs will issue have fully-implemented transition plans by spring 2012. Accreditation and informal evaluation visits will be conducted in the 2013-2014 school year to review updated syllabi and instructional programming that reflects CCSS are implemented.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the	☐ The SEA is not participating in either one of the two State consortia that received a grant under	☐ The SEA has developed and begun annually administering statewide aligned, high-quality

Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

n/a

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Introduction to New Mexico's Model

The Elementary and Secondary Education Act (ESEA) has had several tangible effects on education and the monitoring of schools. There have been both intended and unintended consequences. While ESEA monitoring requirements under NCLB have set clear and concrete goals and firmly established that all students need to be considered, there is now opportunity to build upon these strengths and develop a school accountability system that further enhances the ability of policymakers to fairly and accurately monitor schools. For example, one key feature is that New Mexico intends to hold all schools accountable in a manner that substantially reduces the masking of performance for some students, who under the current ESEA accountability system were excluded from schools' accountability ratings. Under the A-F system, we propose that over 20,000 additional students will be included, and hundreds of additional schools will be directly held accountable for performance of subgroups that have been previously masked by minimum size N requirements.

The literature (Linn, 1998; Baker, Linn, Herman, and Koretz, 2002; Choi, Goldschmidt, and Yamashiro, 2005; Baker, Goldschmidt, Martinez, and Swigert, 2003) is clear that in order to effectively monitor schools for interventions and rewards, several pieces must be in place in order to create a coherent, comprehensive, unbiased, and fair system. Differentiating among schools for the purposes of providing support where needed and recognition where warranted should, to the extent possible, avoid confounding factors beyond schools control with factors for which schools ought to be held accountable (Goldschmidt, 2006).

We address the four elements (coherence, comprehensive, unbiased, and fair) that are the basis for the New Mexico school accountability system that enhances our ability to differentiate school performance in a more nuanced way than under the current ESEA system. A coherent system is one that seamlessly links together the elements of the system and incorporates stakeholders' beliefs regarding holding schools accountable. Hence, a coherent system collects elements that individually and jointly lead to the correct inferences about schools and the correct motivations for improvement. This is realized by considering validity evidence that supports inference based on school grades; a notion similar to content and construct validity evidence (Messick, 1995; Mehren, 1997). That is, each element of the system should logically relate to better school performance (content validity evidence) and overall, the accumulation of elements should adequately represent the domain of interest (i.e. school performance). As such, we directly link the New Mexico A-F School Grading System to the AMOs (which we term School Growth Targets, or SGTs). We detail below (in 2.B.) how basing SGTs on school grades captures exactly the types of school performance and growth that policy makers intended, but does so without creating a secondary set of (potentially) conflicting indicators of school performance. The A-F Grading System is also consistent in methodology to the portion of the highly effective teacher evaluation system that will be based on student assessment results. This is an extremely important concept as: 1) it holds schools accountable in a manner similar to teachers (based to some degree on student achievement growth; 2) it allows for similar types of inferences about schools and teachers; 3) it provides for similar nomenclature, which helps teachers, school administrators, parents, and other stakeholders place meaning on school and teacher performance; and 4) it creates consistent and coherent incentives for improvement (i.e. teachers' improvement leads directly to school improvement, and conversely, where school grades play a

role in teacher evaluation, school grades are based on factors to which all teachers contribute).

Components of New Mexico's Model

The notion of a comprehensive system is linked with coherence in that a coherent set of elements that forms the basis for making inferences about school performance should be comprehensive and is consistent with the idea of basing school inferences on multiple measures (Baker, et. al. 2002). Tables 1 and 2 summarize the elements in the New Mexico school grading system. We describe how points are awarded in a separate section, after we describe the various components of the school grades, below[13].

To summarize the components of the A-F system, we note that elementary, middle, and high schools are all graded on the same framework. That is, Current Standing, Growth, and Other Indicators comprise the system. The specific weighting of each is detailed in Tables 1 and 2. We highlight several salient features as follows:

1) In elementary and middle schools, student achievement constitutes 90% of a school's grade.
2) In high schools, student achievement constitutes 60% of a school's grade, but is augmented by
    a. A college and career readiness indicator that incentives participation and promotes success on the indicators;
    b. Graduation that includes both current graduation rates, but also growth in graduation over the prior three years; and,
    c. Monitors schools for student dropouts through both the graduation component and the college and career readiness component, which combined makes up 32% of a high school's grade and is accomplished by forming student cohorts as they enter 9th grade that also for the basis for calculating graduation rates.

We point out that we use both an individual student growth model and a school growth value-added model. The individual student growth model specifically tracks individual student growth over three years, while the school growth model looks at school improvement over the past three

[13] Attachment 3 presents the equations used and details how a school receives points in each category.

years. The school growth model, a value-added model (VAM), also provides some information on a student's Current Standing. It is important that neither the individual student growth model nor the VAM include any student characteristics related to ESEA subgroups, but use *only* full academic year status (FAY), prior achievement. In order to calculate the gap and growth for students in the bottom quartile (Q1) and students in the top three quartiles (Q3), we include a Q1 indicator in the model. That is, a student is in the bottom 25% of his or her school on the state assessment is flagged as being in Q1. For elementary/middle schools where we use the individual student growth model we include the Q1 indicator to generate growth for each school for Q1 students and Q3 students. For high schools where we currently use the VAM to measure school growth,[14] we include the Q1 indicator to generate school growth for Q1 and Q3 students. We include two additional variables that are not based on student background. One, school size, and two, the grade level in which the assessment was taken (e.g. 3rd grade or 4th grade etc). We include school size, which allows us to include small schools without any other adjustment (i.e. special treatment, minimum N's etc). We include the grade level of each student to account for the fact that schools have different grade configurations and to allow us to avoid having different sets of SGTs (AMOs) for different school configurations as is currently the practice under ESEA).

Table 1

[14] In 2012-2013, we will be able to measure individual student growth in high school, and school growth will no longer include the Q1 indicator.

Elementary and Middle Schools		Points	
Current Standing Performance in Math & Reading	Percent Proficient	25	40
Conditional Status How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	
School Growth In the past 3 years did schools increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	10	10
Growth of Highest Performing Students The highest performing students are those whose scores place them in the top three quarters of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Growth of Lowest Performing Students The lowest performing students are those whose scores place them in the bottom quarter of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, and will be joined by a classroom survey in 2012.	Attendance for all students	5	10
	Classroom survey	5	
Total			100
Student and Parent Engagement Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring and tutoring for parents.	Bonus Points		+5

Table 2

High Schools		Points	
Current Standing Performance in Math & Reading	Percent Proficient	20	30
Conditional Status How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	10	
School Growth of Highest Performing Students The highest performing students are those whose scores place them in the top three quarters of their school. In the past 3 years did schools increase grade level performance? For example did this year's 11th graders improve over last year's 11th graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	15
School Growth of Lowest Performing Students The lowest performing students are those whose scores place them in the bottom quarter of their school. In the past 3 years did schools increase grade level performance? For example did this year's 11th graders improve over last year's 11th graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	15
Graduation How does the school contribute to on-time graduation? *On-time* means within 4 years, and within 5-years to a lesser extent. In 2012, 6-year success rates will also contribute.	Percent graduating in 4 years	8	17
	Percent graduating in 5 years	4	
	Value added model of school growth, taking into account prior performance for the past 3 years.	5	
Career and College Readiness Are students prepared for what lies after high school? Schools receive credit when students participate in college entrance exams, dual credit coursework, and coursework leading to vocational certification. They receive additional credit when students meet success goals.	Percent of all students that participated in one of the alternatives	5	15
	Percent of participants that met a success benchmark	10	
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, but will be joined by a classroom survey in 2012.	Attendance for all students	3	8
	Classroom survey	5	
Total			100
Student and Parent Engagement Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring and tutoring for parents.	Bonus Points		+5

Note*: prior performance for growth in graduation* is *prior graduation rate performance.*

Before we detail the rationale that forms the basis for the school grading model, we address likely concerns—that is, is this model rigorous? As an overall comparison, we present the points that schools receive on the elements of the school grading model displayed above and examine how AYP status in 2010-2011 and grades for 2010-11 compare. Table 1 corresponds with Table 1A, (elementary/middle schools), while Table 2 corresponds with Table 2A (high schools).

Table 1A:
Comparison of Elementary and Middle School Performance on School Grades and AYP 2011

Grade		Current Standing	School Growth	Student Growth Q1	Student Growth Q3	Attendance	Percent
F	Mean	8.99	1.37	11.05	2.23	9.94	
	N	70	70	70	70	70	11.0%
	SD	3.74	0.97	4.36	2.09	0.65	
D	Mean	13.58	3.14	12.79	4.30	10.03	
	N	176	176	176	176	176	27.7%
	SD	4.02	1.39	4.00	3.25	0.21	
C	Mean	19.82	5.28	13.11	6.57	10.04	
	N	189	189	189	189	189	29.8%
	SD	4.20	1.27	4.00	3.80	0.24	
B	Mean	26.01	7.41	14.97	8.42	10.10	
	N	147	147	147	147	147	23.1%
	SD	4.67	1.20	4.15	4.82	0.24	
A	Mean	32.37	9.16	15.31	13.06	10.10	
	N	53	53	53	53	53	8.3%
	SD	3.23	0.64	3.14	4.11	0.26	
AYP							
Not Met	Mean	18.30	4.74	13.42	5.96	10.03	
	N	562	562	562	562	562	88.5%
	SD	7.34	2.45	4.18	4.48	0.32	
Met	Mean	27.68	7.59	13.31	10.09	10.14	
	N	73	73	73	73	73	11.5%
	SD	7.29	2.24	4.39	4.92	0.17	

Table 1A indicates that in each of the grading categories, average school performance increases as grades improve (as would be expected). This table allows for several informative comparisons. For example, a school failing to make AYP earns about 18.3 points in Current Standing. This is far higher than the number of points earned by D and F schools, which indicates that under the School Grading model, we are better able to differentiate performance and focus more concretely on the lowest-performing schools. Conversely, a school that made AYP average about 27.7 points in Current Standing, which is less than what an "A" school earns and about equal to what a "B" school earns. Hence, the average "A" school is outperforming the average school making AYP. This pattern is consistent across every category that makes up School Grades. It is important to note that an "A" is based on the 90th percentile of performance in the state and forms the basis for developing SGTs (AMOs).

Table 2A:
Comparison of High School Performance on School Grades and AYP 2011

Grade		Current Standing	School Growth Q1	School Growth Q3	Graduation	College and Career	Attendance	Percent
F	Mean	4.27	2.95	2.20	6.61	3.04	8.64	
	N	19	19	19	19	19	19	9.9%
	SD	2.36	2.09	2.23	3.09	2.90	1.39	
D	Mean	8.45	4.17	3.54	10.89	6.18	9.60	
	N	42	42	42	42	42	42	21.9%
	SD	2.80	2.62	3.32	3.61	3.49	0.74	
C	Mean	12.66	7.15	7.19	12.36	8.01	9.74	
	N	67	67	67	67	67	67	34.9%
	SD	3.29	2.75	3.79	2.29	3.12	0.47	
B	Mean	16.29	10.39	11.84	12.51	9.54	9.71	
	N	44	44	44	44	44	44	22.9%
	SD	3.37	2.25	2.82	2.38	2.80	0.97	
A	Mean	21.52	12.24	12.83	13.26	10.83	10.10	
	N	20	20	20	20	20	20	10.4%
	SD	2.70	2.23	1.71	1.72	2.32	0.27	
AYP								
Not Met	Mean	11.46	7.17	7.15	11.18	7.31	9.58	
	N	153	153	153	153	153	153	79.7%
	SD	5.29	4.07	4.96	3.28	3.60	0.91	
Met	Mean	17.39	8.08	9.11	13.23	9.28	9.86	
	N	39	39	39	39	39	39	20.3%
	SD	4.12	2.84	4.05	2.13	3.62	0.51	

Similar to Table 1A, Table 2A also compares AYP to school grade performance, but for high schools. Consistent with the elementary/middle school results, "A" schools' performance is superior to the performance of schools that made AYP. And again, at the other end of the performance spectrum, we see far more differentiation than the simple "not met" AYP designation. In examining Table 2A, it may not be readily apparent how the graduation rates actually compare across the grades and AYP status.

Consistent with the results presented in Tables 1A and 2A are the results in Table 2B that presents the percent of students proficient and above by A-F grade and by AYP status. These Tables indicate that the A-F grading system is able differentiate among schools in a more nuanced way than previous systems, maintain rigor, and still provide results consistent with traditional means of accountability under ESEA regulations.

Table 2B:

Comparison of Average Percent Proficient by School Grade and AYP Status

Grade	Elementary	Middle	High
F	28.9	25.2	12.0
	10.14	8.96	7.24
D	36.6	33.0	23.7
	8.60	8.66	12.24
C	46.4	42.2	37.8
	10.22	11.14	13.51
B	53.9	48.1	45.4
	8.92	12.73	14.53
A	69.3	65.8	54.4
	11.00	20.39	9.25
2010--2011			
Did Not Make AYP	42.7	36.3	28.5
	12.16	11.83	14.64
Made AYP	67.1	60.0	52.6
	12.23	18.46	12.96

We present Table 2C to further clarify how the Grading System captures exactly those elements. For example, we see in Table 2C that schools that receive a grade of "F" have dismal graduation rates and, in fact, have rates that are getting worse. On the other end of the spectrum are schools with overall "A" grades that have graduation rates that are approximately equal to those for schools making AYP. The graduation rates for "A" schools are in fact a few percentage points lower, but these schools have, on average graduation growth rates that are over a point higher than schools making AYP.

Table 2C:
Actual Graduation Rates and Graduation points by School Grade and AYP Status

Overall Grade		Graduation Rates 4 year	5 year	3 yr growth	Graduation points	N
F	Mean	36.11	43.62	-0.25	6.61	19
	SD	19.33	17.76	3.83	3.09	
D	Mean	59.17	64.72	3.62	10.89	42
	SD	24.54	21.62	3.81	3.61	
C	Mean	74.37	74.57	3.32	12.36	67
	SD	15.39	15.80	2.83	2.29	
B	Mean	74.73	75.25	3.57	12.51	44
	SD	15.63	16.98	3.15	2.38	
	Mean	79.16	82.30	3.92	13.26	20
A	SD	8.36	11.35	2.75	1.72	
AYP 10						
Not Met	Mean	63.60	66.44	3.21	11.18	153
	SD	21.99	19.87	3.45	3.28	
Met	Mean	83.75	85.77	2.79	13.23	39
	SD	10.36	11.41	3.26	2.13	

Additionally, we can imagine there being some concern related to the weights apportioned to each of the elements. In elementary school, 90% of a school's grade is based on assessment results. In high schools, 60% is based on assessment results. There is, of course, a balance to be achieved in high schools as they consists of other measures that are important for monitoring school performance, such as graduation rates or explicit indicators of college and career readiness. High schools appear to be heavily weighted towards latter grades, and may not sufficiently account for 9th graders or student dropouts. However, inclusion of 9th grade students in high school accountability is accomplished through both graduation and the career-college-

readiness indicators (which together account for 32% of a high school's grade). New Mexico's unique *Shared Accountability* graduation method assures that not only are 9th graders included, they are apportioned a separate share of the 4-year and 5-year cohort graduation rates. Schools that serve only 9th graders (i.e. 9th grade academies) receive a graduation rate that is based on students that spent any time in that school. In this manner, high schools that do not have 12th grade graduating classes are still held accountable for their impact on student success. These high schools with only 9th, 10th, or 11th grades are no longer exempt from graduation indicators as they were in AYP.

Similarly, career-and-college-readiness participation includes all members of a graduating cohort in the denominator, including 9th graders, that is, the denominator is the same used for calculating graduation rates. The cohort takes form with all first-time 9th graders in the first of the 4 years of the cohort span. They are joined by new incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected four-year graduation year does not change. While we recognize that 9th graders have had fewer opportunities to achieve career-college goals, the inclusion of all grades helps to reinforce the vision that a major aim is to guide students towards college and career readiness. Not only does the shared accountability system provide a check on student dropouts, but we are able to hold schools accountable for student dropouts through collge and career readiness as all juniors are afforded an opportuniuty to sit for the PSAT and career success points are only awarded to students who complete the course sequence *and* graduate.

Details of School Grading Components and Underlying Rationale for their Inclusion

There is considerable agreement that monitoring schools based on unconditional mean school performance, or the percentage of student's proficient, does not hold schools accountable for processes under a school's control and tends to place large diverse schools at a disadvantage (Novak and Fuller, 2003). Static average student performance measures tend to confound input characteristics (i.e. student enrollment characteristics) of schools with actual school performance (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, Goldschmidt, and Yamashiro, 2005; Meyer, 1997; Goldstein & Spiegelhalter, 1996) and are unduly influenced

by factors outside of school control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997). Hence, the New Mexico School Grading models, and the corresponding SGTs, were carefully developed to reduce bias in attributions of school performance, and we monitor carefully fairness—in that all schools must have equal opportunity to do well on the elements of the School Grading System. Using prior performance can, to a large extent, capture differences among schools in factors not under schools' control.

For example, the correlation between the percent of students meeting the previous NCLB AYP requirements and the percentage of students who are classified as eligible for free and reduced lunch (FRL) is -.57 (truncated to some extent by the generally high proportion of FRL students in New Mexico). Our goal in developing the A-F School Grading System was to reduce the undue influences of factors beyond school control negatively impacting school grades. We accomplished this by using both growth models and performance estimates based on a value-added model, which to some extent level circumstances faced by schools throughout the state, a process generally accepted and recommended in the literature (Choi, et. al., 2005; Aitkin & Longford, 1986; Goldstein, & Spiegelhalter, 1996; Willms, & Raudenbush, 1989; Hanushek, 1979; Hanushek, Rivkin, & Taylor, 1996; Meyer, 1997; Heck, 2000) and allows New Mexico to include here-to-fore students who were excluded from direct school accountability due to FAY status or minimum N sizes related to subgroups.

We are also concerned with fairness, that is, not disadvantaging schools and limiting opportunities to demonstrate high performance or changes in performance. Hence, we monitored closely whether larger schools are disadvantaged, or, importantly, whether schools with high status levels (i.e. a high percentage of students proficient) would limit the amount of growth a school could exhibit.

Current Standing

Current Standing consists of two elements: percent proficient and a model-based estimate of status based on Wilms and Raudenbush (1989) and Choi, Goldschmidt, and Martinez (2004).[15] This model uses the difference between observed and predicted outcomes and would be considered a value-added model (VAM). We use the difference between estimated current year status and the observed status as the model-based estimate for a school's contribution to student performance. This effectively accounts for variation in student enrollment characteristics by explicitly conditioning on FAY, prior performance, and school size.

A system that merely counts the percentage of proficient students is limited because it reduces the amount of information available and ignores performance changes within categories that can be quite large (Thum, 2003; Goldschmidt and Choi, 2007). Moreover, basing inferences about schools on static measures ignores that learning is a cumulative process and that schools often face challenges related to the input characteristics of its students (Hanushek, 1979; Choi, et. al., 2005; Goldschmidt, 2006). For example, some schools consistently receive an extremely high proportion of students who are not FAY (as much as 30% in some cases). Under the current ESEA rules these students would be excluded, but are included in school grading system. Given that schools are now being held accountable for these students, we need to recognize that a school has not taught that student for the full academic year and therefore we include an indicator for each student of whether they were FAY or not. Irrespective of FAY status for a given year the individual student is expected to graduate college and career ready and their performance counts towards that school's grade. Again, by including non-FAY students, we add approximately 20,000 students into the accountability system.

Hence, the Current Standing portion of a school's grade consists of both the traditional percent proficient and above, and a component based on a VAM. It is important to note that the VAM conditions *only* on FAY and prior performance. For elementary/middle schools, this accounts for 25% (15 points in Current Standing and 10 points for School Growth), and in high schools, this accounts for 35% of total points for high schools. This 35% figure will be reduced in 2012-2013 as we are offering a state assessment in 10th grade this spring which will be used to

[15] The Model is presented in Attachment 15.

estimate individual student growth that does not use individual student background characteristics. Beginning in 2012-2013 school year, VAM will account for 25% (10 points Current Standing and 10 points school growth, 5 points in growth in graduation rates[16]) of a high school's grade.

The use of a VAM as part of the Current Standing score is in direct response to stakeholders who consistently emphasized that it was unfair to compare a school with advantageous circumstances against a school with very challenging circumstances.

Growth

A school's growth is score also consists of two elements. We include both a School Growth component and an Individual Student Growth component.[17] By way of analogy, we can think of school growth as similar to monitoring the unemployment rate from one year to the next. That is, we know that when the unemployment rate is 8% one year and 6% the next that the economy overall is improving—even though the unemployment rate in each year is based on different individuals. Hence, school growth provides an overall picture of how a school is improving. A complementary measure is how individual students are improving over time when considering the *same* students over a three-year period.

It is in the growth component that New Mexico explicitly considers subgroups in the calculation of school grades. Careful examination of New Mexico data reveals that simply using the traditional race/ethnic, language, disability, and/or economic status does not fully identify schools with improvement needs. As Table 3 indicates, by identifying the bottom quartile (Q1) of students in each school, we explicitly consider how large the performance gap is for the poorest performing students and how this gap is changing over time, irrespective of student classification. This directly identifies the greatest need based on actual performance, rather than classifications that furthers a deficit model by labeling students as poor performers simply

[16] The graduation growth model does not condition on student background rather only on prior graduation rates.
[17] Like most states, New Mexico currently assess students once in high school, so individual student growth is not part of the grade calculation. However, New Mexico has adopted common core standards and is governing state in the PARCC consortium, which intends to develop assessment for grades 3-11. Hence, the A-F school grading model framework is prepared to include individual student growth at the student level once assessments become available.

because of their background characteristics. Moreover, by definition, every school has a bottom quartile and by explicitly placing extra weight on these students' growth, we provide incentive for continuous improvement.

Table 3:
Performance Gaps of various student groups

	Percent of students	Performance Gaps[1]	
		Math	Reading
African American[2]	2.3	-6.3	-5.4
Hispanic	59.7	-5.6	-5.5
Asian	1.4	3.1	1.0
America Indian	9.9	-7.3	-7.6
Economically Disadv. (FRL)	69.6	-6.2	-6.2
ELL	20.2	-9.5	-10.6
SWD	13.1	-14.1	-16.1
Bottom Quartile	25.0	-15.1	-14.1

Notes: 1) State assessment scale is 0-80 (sd ~ 10.5).
2) Race/ethnicity comparisons are vs. White. Reaming gaps are vs. students not in the classification.

We emphasize that school grade results will be disaggregated by the traditional NCLB subgroups, SGTs will be calculated for traditional subgroups, and, importantly, that this information will be paramount in identifying interventions for Priority, Focus, and Strategic schools. We also note that the use of the bottom quartile is consistent with moving away from blaming subsets of students for a school's lack of success.

Since we consider growth of the bottom quartile (Q1), we consider whether this system does a better job of holding schools accountable for all students than the current system under ESEA. That is, given that we now include students in the A-F grading system that are not-FAY and given that traditional ESEA subgroups are included in a Q1 and that we hold schools accountable for students who previously excluded based on minimum N sizes, we consider the impact of FAY and then the effect of minimum N.

The Impact of FAY

The number of students per school not included in accountability calculations under current ESEA rules is presented in Table 4. This implies that approximately 870 students in Title I schools making AYP (75 schools), or about 16% did not contribute to the schools' ratings.

Table 4:
Number of students and AYP calculations

2010-2011 AYP Status	Included Mean	Excluded Mean
Not Met	175.3	35.6
Met	61.6	11.6

Overall, under the model proposed by New Mexico an additional 20,400[18] students will be included in the accountability model.

The Impact of Minimum N

The number of Title I schools not specifically held accountable for the following ESEA subgroups are displayed in Table 5. The results in Table 5 in the *Total* column indicate that of Title I schools, approximately 47% were not specifically held accountable for the ELL subgroup. Also, about 16% and 71% were not held accountable for FRL and SWD subgroups, respectively. Table 5 also indicates that schools making AYP in every subgroup were less likely to be held accountable for these specific subgroups. In fact, no Title I school that made AYP in 2010-2011 was held accountable for SWD. While most schools were held accountable for FRL students, approximately 84% overall, roughly half (49%) of the schools making AYP, were not held accountable for this subgroup. For the ELL subgroup, only about 13% of schools making AYP were held accountable for ELL students.

[18] 624 Title I schools X 32.7 average number of Non-FAY students in the state.

Table 5:

AYP status and the number of schools rated specifically on subgroups[1]

	AYP Status 2010-2011					
School Met Minimum N	Total	Percent	Not Met	Percent	Met	Percent
ELL -Yes	298	53.4%	293	56.6%	5	12.5%
ELL -No	260	46.6%	225	43.4%	35	87.5%
FRL - Yes	522	83.9%	484	88.5%	38	50.7%
FRL - No	100	16.1%	63	11.5%	37	49.3%
SWD - Yes	176	28.8%	176	32.5%	0	0.0%
SWD - No	436	71.2%	366	67.5%	70	100.0%

1) Includes Title I Schools that had at least one student in a subgroup.

The results in Table 5 clearly indicate that in the vast majority of cases, schools are not being held accountable for specific subgroups because they represent fewer than the allowable minimum N. This clearly masks the performance of many students. By definition this represents a small proportion of students overall, however, it represents a substantial number of schools that can avoid accountability for those at-risk students that the flexibility request specifically intends states to monitor. Table 5 also clearly provides evidence that student background characteristics matter. That is, if a school has a substantial number of students in one of the subgroups displayed in table five, it is significantly less likely to make AYP.

Does using the Bottom Quartile mask the performance of subgroups within the bottom quartile? The results in Table 5 indicate that are 260 Title I schools for which ELLs are not held accountable. Students who are ELL and who happen to be in the Bottom Quartile (Q1) now count towards a school's grade because every school has a Q1. The number of additional schools included under the A-F School Grading System is 100 for FRL and 436 for SWD[19]. Table 6 considers specifically the subgroups and their representation in the Q1. The number of schools in Table 6 are a subset of schools in Table 5 because in some instances some subgroups that exist in a school are not among the students in Q1 which furthers our notion that we should

[19] Of course, the net number of schools gained under the A-F system is not the sum of the additional schools by subgroup as some students have multiple memberships in subgroups – but this is consistent in how subgroups are counted under the current ESEA legislation.

indentify which students are performing poorly first and then examine specific issues related to that poor performance, rather than simply assuming that because a student is ELL, she will necessarily be performing poorly.

We consider the problem of masking performance to potentially be a problem if one subgroup represents less than 20% of Q1. We define a subgroup as Low Weight if they represent 20% or less of a subgroup. We used 20% as a cut as the majority group(s) in Q1 would have to demonstrate about 1.25 times as much growth to outweigh no growth for the Low Weight group. Given the standard error of growth, the odds are little less than 4 to 1 of that happening. As Table 6 indicates, this is unlikely given the high correlations of growth among subgroups.

Table 6:
Correlations of growth of subgroups within grade

Reading	FRL	ELL	SWD	Bottom Q
FRL		0.91	0.90	0.87
ELL			0.83	0.83
SWD				0.89
Math				
FRL		0.94	0.93	0.85
ELL			0.88	0.81
SWD				0.86

In Table 7, we would be concerned with situations where subgroups are Low Weight. For example, for ELL students this would include 129 schools. Of these 129 (of 434) schools 108 of them are not rated under current ESEA rules but are under the A-F system. This means that under ESEA in these 108 schools the ELL subgroup had a weight of 0, while under the A-F system, these students had some weight towards a school grade. For the 94 schools where ELL's were not a Low Weight group, under ESEA the ELL subgroup weight would have been 0, but is meaningful weight under the A-F system. Hence, under A-F system 202 schools now count ELL students, whereas under ESEA they were not. There are 21 schools, where the ELL subgroup did meet the minimum N and therefore counted towards a school's rating, but is part of the Low Weight group. Although, these students count towards a school's rating, one could argue that in

these 21 schools current ESEA is more rigorous for the ELL subgroup. Overall, in terms of meaningfully holding schools accountable for the ELL subgroup, the A-F system adds a net of 181 (202-21) schools.

We can make these same calculations for FRL and SWD subgroups. For the FRL subgroup the net gain is 62 and for the SWD subgroup the net gain is 334. As noted, these counts potentially count schools more than once since students can be included in multiple ESEA subgroups. The unduplicated additional schools increases by 28% (175 schools) of all title I schools held accountable directly for these subgroups.

Table 7:
Impact of FAY and Minimum on Bottom Quartile (Q1) Students

Low wt.[1] in Q1	FAY Sufficient	Average Confidence Interval	Number of Schools	S.D.
ELL				
No	Yes	8.2	249	2.34
	No	19.0	94	8.90
	Total	11.2	343	6.99
Yes	Yes	9.9	21	1.58
	No	28.0	108	14.03
	Total	25.1	129	14.50
FRL				
No	Yes	6.1	460	2.21
	No	18.7	59	8.73
	Total	7.6	519	5.36
Yes	No	19.8	3	5.48
	Total	19.8	3	5.48
SWD				
No	Yes	9.8	155	1.90
	No	20.7	239	10.11
	Total	16.4	394	9.58
Yes	Yes	9.9	13	1.91
	No	27.3	108	15.05
	Total	25.4	121	15.22

1) Low Wt. indicates that the subgroup constitutes less than 20% of the bottom quartile (Q1)

The growth of the bottom quartile at each school is included in both the elementary/middle school and the high school. In high schools, the growth estimate is based on the VAM model depicted in Attachment 16[20]. In elementary and middle schools, the growth for the bottom quartile is identified in the individual student growth model described next.

Individual student Growth

The second element of growth is based on an individual student growth model (Raudenbush and Bryk, 2002, Willet and Singer, 2003, Goldschmidt, et. al., 2005). The threat of potential confounding factors (PCFs) in non-randomized cross-sectional designs (Campbell & Stanley, 1963), and the limitations of pre-post designs (Bryk & Wesiburg, 1977; Raudenbush & Bryk, 1987; Raudenbush, 2001) in making inferences about school, program, or teacher effects (i.e. change in student outcomes due to a hypothesized cause) are also increasingly understood. These and other related methodological challenges lead many to consider the advantages of examining growth trajectories to make inferences about change (Rogosa, Brandt, & Zimowski, 1982; Willet, Singer, & Martin, 1998; Raudenbush & Bryk, 2002). The New Mexico model is detailed in Attachment 17.

Research indicates that growth models are well suited to monitor school performance over time and provide a more robust picture of a schools' ability to facilitate student achievement than simple static comparisons (Choi et. al., 2005). Growth models are a subset of the more general longitudinal models that examine how outcomes change as a function of time (Singer and Willet, 2003); these model are more flexible than traditional repeated measures designs because data need not be balanced nor complete (Singer and Willett, 2003; Raudenbush and Bryk, 2002). This latter point is important as the growth model is robust to student mobility and can include students in a school's estimate of growth whether or not the student has a complete set of data[21]. New Mexico uses three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle schools[22]. As multiple authors have reported, static results tend to reflect student input characteristics (Goldschmidt, Roschewski, Choi, Autry,

[20] Beginning in 2012-2013 we will use an individual student growth model in HS as well.
[21] A simple gain model, for example is limited because if a student is missing either assessment a gain cannot be calculated.
[22] And will in high school once the PARCC assessments come on line in 2014-15.

Hebbler, Blank, & Williams, 2005; Choi, et. al., 2005; Meyer, 1997) and factors outside of a schools control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997).

As noted above, student performance is a process that accumulates over time (Hanushek, 1979) and results ignoring this are unlikely to accurately identify performance due to processes under school or teacher control. A growth model explicitly connects student performance from one test occasion to the next.

There may be some debate as to what constitutes the optimal psychometric characteristics for assessments to be used in systems desiring to use growth models (Briggs & Weeks, 2009; Yen, 1986). A key element for considering the use and interpretation of results based on growth models is that the outcome must have constant meaning over time (Raudenbush, 2001). Hence, the scale is important in drawing conclusions from individual growth curves (Yen, 1986). Theoretically, the optimal metric to use when examining change is a vertically equated IRT-based scale score that is on an interval scale and is comparable across grades (Hambleton & Swaminathan, 1987). Scores represent content mastery on a continuum and may be used to measure absolute academic progress over time. Different scaling methods affect results (Briggs and Weeks, 2011) and there is some concern that vertical equating using IRT does not guarantee an equal interval scale (Ballau, 2009). Also, equating is generally designed to compare contiguous grade pairs (Yen, 1986) and scales may be less meaningful as the grade span increases. However, previous research also indicates that the metric may be less important for relative decisions and inferences about schools based on growth models (Goldschmidt, Choi, Martinez, and Novack, 2010). The New Mexico assessments are based on a vertically moderated scale which form strong basis for incorporating growth into the accountability system[23]. Growth must be considered with respect to some reference. Some have argued that a good reference may be typical growth (Betebenner, 2009). New Mexico bases its growth on the notion of a year's worth of growth as identified by the vertical articulation of standards across grades. This notion reduces the issues noted above related to scaling across more than contiguous grade spans. A year's worth of growth can be considered as moving from proficient one year to the next. In the New Mexico model, an estimated growth coefficient of 0 (zero)

[23] We note that the school growth VAM model we use is not dependent on scale (Choi, et. al., 2004).

relates to a year's worth of growth, and a positive coefficient indicates that students are growing faster, while a negative coefficient indicates a student is losing ground. This concept is less important for monitoring schools (Goldschmidt, et. al., 2010), but is important when considering SGTs.

Previous research has also addressed statistical issues and compared the effects of model specification (particularly with respect to student background characteristics) in some detail (Tekwe, Carter, Ma, Algina, Lucas, Roth, Ariet, Fisher, & Resnick, 2004; Ballou, Sanders, & Wright, 2004; McCaffrey, Sass, Lockwood, & Mihaly. 2009; McCaffrey, Lockwood, Koretz, Louis, & Hamilton, 2004; Wright, 2010; Goldschmidt, et. al,, 2010; Lockwood, & McCaffrey. 2007; Wright, 2008), and we used this previous research to provided significant guidance for the model selection and specifications we developed for the A-F Grading System. Also, we emphasize that schools grades are explicitly based on status and growth and schools will receive these grades separately (along with other factor grades as well). It is also important to note that the individual growth models include only two student variables: 1) whether a student is FAY or not; and 2) whether the student was in the bottom quartile two years prior. In elementary and middle schools, individual student growth accounts for 40% of the grade. In high schools, individual student growth (beginning in 2012-2013) accounts for 20% of a school's grade. Hence, a school could be an "A" school in growth and a "C" school in status, which would (depending on the other factor, which is only 10% in elementary and middle school) result in a school being given an overall grade of "B."

Other Indicators for School Grades

Finally, we turn to the other factor in the School Grading model. This consists of a student opportunity to learn survey (similar to those used in the MET study and by Wu, Goldschmidt, Boscardin and Sankar, 2009). The intent of this survey is to provide information related to average school opportunities to learn the materials, as these have been consistently demonstrated to be related to student performance, and provide a tangible mechanism for assisting in the process of school improvement. We also include student attendance, and in high schools, we include two critical elements: graduation and college and career readiness. We consider college and career readiness in a manner that, again, incentives school to appropriately motivate

students, while attempting to minimize unintended consequences. Hence, schools receive points for participation in college and career readiness activities (detailed in the Attachment). But schools receive double the points for success (also defined in the Attachment). While there are substantial complexities involved in calculating school grades (including estimating individual student growth trajectories and school growth VAM models), the tradeoff is that these models provide a significantly more nuanced examination of school performance. Consistent with the literature on school accountability (Linn, 1998; Baker, et. al., 2002; Goldschmidt, et. al., 2005; Choi, et. al., 2005; Goldschmidt and Choi, 2007; Thum, 2003), The New Mexico A-F School Grading system uses multiple measures, incorporates growth, incorporates the full range of student achievement, and specifically monitors the progress of the lowest achieving students in each school.

How Schools Earn Points in the A-F Grading System

All of the components that make up the school grading model afford schools an opportunity to receive points based on one of two methods: one, based on a pre-existing standard, or two, based on a process that establishes a baseline based on New Mexico's current performance (a process similar to that used to set initial targets under NCLB)

For percent proficient, graduation rate and attendance, points are earned by simply dividing the number of students that meet the standard, by the target amount. For percent proficient, this means that the percent of student proficient or above is divided by 100 % (as this is the expectation) and this result is multiplied by the number of points available (done separately for math and reading. Hence, in elementary/middle schools, 12.5 points could be earned for the percent of student proficient and above in math and 12.5 points could be earned for the percent of student proficient and above in reading. For graduation, we use a target rate of 95% and for attendance, we use a target rate of 95% (both of these are higher than the current rates under ESEA).

The other grade components are new and thus there is no set target. However, the basis for growth is a year's worth of growth (which on the New Mexico scale is equal to a growth rate of 0),e.g. going from proficient in 3rd grade to proficient in 4th grade would be considered a year's

worth of growth and corresponds to a scale score of 40 in both grades. A benefit of the vertically moderated scale is that it is easy to establish if students are demonstrating more or less than a year's worth of growth simply by whether the growth estimate is positive or negative. Another advantage of this scale is that the standard error of measurement is both small and very stable across the grades.

As noted below the School Growth, or Value-Added Model (VAM) is used to estimate school growth (or school improvement) and the conditional status in the current accountability year. The value-added estimates generated for each school are placed on a distribution and based on a school's standing (e.g. where they place among all schools in New Mexico), they receive points. For example, a school at the 90th percentile[24] (an A for current standing) would receive 90% of the points available. This becomes a baseline for future years. That is, the actual means and standard deviations from the base year will be used to anchor future year performance. For example, based on the VAM (that estimates both conditional standing and school growth simultaneously) a school might have an estimated conditional status score of 3.4 (the average for all schools is 0). Step one estimates a *t*-value for each school based on the standard deviation of school VAM estimates (e.g. 2.4 in math for status). Step two takes this *t*-value (1.4) and we calculate what percentage of schools fall below this value on a t-distribution (approx 90%). Step three uses this 90% and multiples it by the half points in the conditional status (7.5 in elementary /middle schools) to get points for one subject (e.g. math). Hence, the school earns 6.75 points in math. These steps would be repeated for reading. These steps are used throughout to award to earn points—the difference in the various components is what is used to calculate the *t*-value.

Individual student growth is estimated (for both Q1 and the highest performing students, Q3) and the actual estimates are used to award points (not a VAM estimate). Again, the mean of the state is used (which for growth is about 0, or a year's worth of growth). We note that that we use 0 as the basis for growth for Q3 students, but had the state mean been less than 0, we would have used 0 in any case because this represents a year's worth of growth. For the highest-performing

[24] Technically, we first calculate a *t*-score, *t**, and then use that to determine the proportion of schools that fall below *t**, which is very close to a percentile ranking but based on the actual distribution of scores and actual mean performance and hence considers actual absolute performance more so than a purely normative model.

students, the distribution of each school's growth compared to the state, anchored with a mean of 0, is used to calculate points. For example, a school with actual average growth of 2 points per year in math is the basis for using the steps detailed above. Hence, we would find the *t*-value associated with the 2 points of growth (in math), calculate the percentile and multiply that by the half number of points for growth in Q3 (10), and then repeat for reading.

The standard for Q1 students is higher. There, growth is anchored at approximately 2 points per year (meaning catching up) and that is used to compare a school's standing to the state. So, for example, if a school had a Q1 growth of 2 (as it did for its highest-performing students in the example above), it would be at the anchor point (be at the 50th percentile) and only receive 50% of the points for Q1 student growth[25]. Specifically, this is accomplished by how the *t*-value is calculated. Above, we demonstrate that the *t*-value is equal to the growth estimate divided by the standard deviation for growth. Implicit in this calculation is what we have been referring to as the basis or anchor point. For Q3, this was a year's worth of growth, (a scale score of 0). When a school has a growth rate of 2 we estimate *t*-value by dividing 2 by the standard deviation of growth. In theory, we are taking a school's growth minus the expectation/basis/anchor, which is a year's worth of growth, i.e 2-0. For Q1, the expectation is to close the gap and this is taken into account when calculating the *t*-value. We use 1.8 (in math and in 1.9 in reading) as the expected growth of Q1 students as this is the mean gap closing in 2010-2011. In calculating the t-value we use (2 minus 1.8) in the numerator. This generates a much lower t-value for Q1 growth than for Q3 growth—even if the students are demonstrating the same growth. (after the t-value is calculated we again repeat the steps detailed above). Hence, if a school has the same actual growth for Q3 students as it does for Q1 students, it does not guarantee the same grade, since the expectation for Q1 student growth is higher.

Finally, OTL survey points and College-and-Career-Readiness points are based on the distribution of schools on these components across the state. Steps one through three are used as detailed under current standing—conditional status. The percentile is calculated and this forms

[25] Currently for high school this is the approach taken for school growth where we calculate Q3 and Q1 scores. Once we can estimate individual student growth for HS, we will no longer estimate Q1 and Q3 growth with the VAM and simply use individual student growth as in elementary and middle school.

the basis for earning school grading points. Again, given that these are completely new concepts, there is no preconceived cut point and so we use the current New Mexico distribution as the anchor for subsequent years.

Monitoring and Evaluating the School Grading Model

The potential for unintended consequences always exists, just as there were some unintended consequences associated with NCLB, there might be some with the school grading system. In order to ensure fidelity and that the system correctly identifies schools and appropriately monitors students, specifically students classified in traditional ESEA subgroups, we will continuously evaluate the A-F system. Consistent with prior studies examining how well the model "work" (cited above), we plan to examine characteristics of schools with the different grades and see if there are patterns. Importantly, do we over identify good or bad schools that have specific performance issues (e.g. low growth, low status, low growth of Q1, low growth of Q1 by subgroup, low growth by subgroup in Q3, etc.), but more importantly we will evaluate how schools change ranking over time and how this corresponds to actual performance. That is, do grades change in accordance to how we expect actual performance to change (not only overall, but also by the various subgroups and Q1 and Q3)? We will also monitor how stable the model is and how sensitive it is to true changes in performance. Another important outcome to consider is the role of student dropouts on school grades and whether schools that have substatantively important dropout rates are systematically not being captured by the grading system and the classification into Priority, Focus, and Strategic. Continued evaluation is critical to ensuring that students will graduate college and career ready. The evaluation process is iterative in that identified deficiencies will lead to changes in the system and further evaluation.

TABLE 2, REWARD, PRIORITY, AND FOCUS SCHOOLS, is on pages 90-96.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

n/a

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and

and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

New Mexico's School Growth Targets (SGT)

Given the A-F School Grading System (described in 2ai). We base each school's SGT (formerly AMO) on the school grade. Our target is the recommended 90th percentile of current performance. It is important that we set rigorous but obtainable goals (Linn, 1998) and the underlying question is whether the 90 percentile of current performance is an appropriate long term target. Given that New Mexico has an A-F System, a target that aims for every school to be an "A" creates a meaningless measure that loses its ability to differentiate among schools-performance. Hence, we want a system where the long term goal meets the original intents of ESEA.

Unpacking the 90 percentile target is paramount in demonstrating that the A-F School Grading System can serve as both the mechanism for monitoring school performance, but also generating SGTs for schools. This aspect is important because the A-F system is

comprehensive, and using it as a basis for SGTs maintains coherence for stakeholders. We again turn to the notion of validity evidence that corroborates the notion that a school at the 90 percentile is school performance worth emulating. We consider elementary/middle and high school in turn.

A school at the 90th percentile on the school grading metric has an average of approximately 44 on the New Mexico state assessment. Given the state average school size (to determine the standard deviation and estimate how many students are scoring above proficient) this implies that approximately 72% of students in math[26,27] are proficient. Also, a school at the 90th percentile on the school grading metric demonstrates, on average, a growth rate that is slightly above a year's worth of growth. In fact, this growth implies that about 12.5% of students would be proficient within a three-year time frame.

Hence, this is equates to roughly 85% of elementary or middle school students either being on track to or at proficient or above. These same calculations for reading indicates 87% of students attending a school with a school grade at the 90th percentile are either proficient or on track to proficient. We note that the on-track portion of these calculations is based on a Growth-to-Standard growth model. We also note that the Growth-to-Standard model we use for high schools is a single year. Although it is possible to condition SGTs based on student background characteristics, or subgroups, New Mexico believes that *all* students should be held to the same standard. Hence, we set SGTs equally for all subgroups. These are set specifically for percent proficient, growth for the highest performing three quarters of students and growth for the bottom quartile subgroup. The SGTs are presented in Table 8.

This information will be explicitly added to the current school grading report that already includes performance on these elements. The SGT provide explicit additional information for guiding interventions. The SGTs for percent proficient are straight forward. The SGTs for growth require some explanation. It should first be noted that the New Mexico SBA uses a vertically moderated scale that implies that a growth of 0 is equal to a year's worth of growth.

[26] The means are slightly different in reading, but the estimated percent proficient would be about 74%.
[27] Title I schools.

Hence, for the Q3 group, we propose growth that is slightly above a year's worth of growth on the current scale. For the Q1 group we set the target such that the Q1 group can meaningfully close achievement gaps – i.e. that average gap is about 15 points; hence 4 points of growth per year would close the gap in approximately three to four years.

Table 8:
School Growth Targets for Subgroups

Percent Proficient	Current	Year 1	2	3	5	6	7	8	9	10
Math	40	45.0	50.0	55.0	60.0	65.0	70.0	75.0	80.0	85.0
Reading	48	52.3	56.7	61.0	65.3	69.7	74.0	78.3	82.7	87.0
Growth										
Q3*										
Math	-0.3	-0.1	0.1	0.15	0.25	0.25	0.25	0.25	0.25	0.25
Reading	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Q1*	1.3	1.6	1.9	2.2	2.5	2.8	3.1	3.4	3.7	4.0
Math	1.7	2.0	2.2	2.5	2.7	3.0	3.2	3.5	3.7	4.0
Reading										
HS Graduation	68	69.9	71.8	73.7	75.6	77.4	79.3	81.2	83.1	85

*Growth for Q1 and Q3 in scale score metric.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

Identification of Reward Schools

New Mexico proposes that using the A-F Grading System as the mechanism to identify schools and to maintain coherence. The criteria established for identifying Reward Schools in New Mexico is aligned with the criteria established for flexibility. We select schools that exhibit both high current standing and high progress. We first consider schools that have overall grades (recall in Tables 1A and 2A that that "A" schools generally outperformed schools making AYP) and we add the additional requirement that the overall grade must be accompanied by above average growth. We next select schools with an overall grade of "A" and high graduation rates (85%). The last two categories for Reward Schools are high

progress. One relates to high progress as demonstrated by a high annual growth in graduation rates, while the second focuses on high growth for both the Q3 and the Q1 students, but still minimally having average status. The criteria are summarized in Table 9a.

Table 9: Reward Schools

Category of Reward Schools	Clarification	Category #	Number of Schools
	Total number of Title I schools		624
	Total number of Reward Schools required to be identified		31
Highest Performers with good progress	Total number based A-F rating - highest performers: Overall A grade and Q1* growth > B, Q3* growth at least a C.	1	12
Highest Performers with good progress	Total number based A-F rating - highest performers: Overall A grade and Q3 growth > B, Q1 growth at least a C.	2	9
Highest Performers & high Graduation Rates	Total number based A-F rating - highest performers: Overall A grade and graduation rate > 85%.	3	1
High Graduation Rate Growth	Total number of Schools with at least a grade of C and graduation rate growth of 10% annually.	4	1
Highest Progress	Total number of Schools with at least a grade of C and Q1 growth of A and Q3 grade of A.	5	9
	Total Title I Identified		32

*Q1 =Bottom Quartile, Q3 = highest performing three quartiles

Table 9b highlights the 21 (12 and 9) high performance schools identified in reward categories one and two and demonstrates their performance as measured by percent proficient. Table 9b also displays the average school rank in terms percent proficient. A higher rank value indicates that the school's percent proficient (and above) places it higher among schools in the state. We present results for schools making and not making AYP by way of comparison. The results in table 9b clearly indicate that the performance of Reward Schools is on par in terms of percent proficient to schools making AYP in the state, ranked among the highest in

terms of percent proficient, and also meeting high growth expectations, which ensures schools continue to improve.

Table 9b:
Reward Schools based on Highest Performance

Reward Category		Percent Proficient & Above	Average Rank
1) Overall A, Q1 growth >B, Q3 growth > C	Mean	59.7	638
	N	12	12
	SD	13.7	169
2) Overall A, Q3 growth > B, Q1 growth > C	Mean	63.2	702
	N	9	9
	SD	8.8	73
2010-2011 AYP status			
Did Not make AYP	Mean	39.1	348
	N	525	525
	SD	12.9	203
Made AYP	Mean	61.5	650
	N	73	73
	SD	14.1	166

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Recognition of Reward Schools

Reward Schools will be recognized and rewarded in several ways. On an annual basis the PED will publically release the list of Reward schools. Each Reward School will be showcased on the PED's website to include their profile of student demographics and best practices as it impacts their students' progress and performance. Additionally, a press release will announce Reward Schools. Next, each Reward School will receive a letter of recognition from the Secretary of Education and the Governor highlighting their individual achievements. Public recognition may also include visits by Senior State officials such as the Secretary of Education, the Governor, or another high-ranking state official.

The PED will use Reward Schools as models of reform. Leaders from each Reward School will be recognized as mentors and will be asked to mentor leaders in lower-achieving schools. The leaders from Reward Schools will receive recognition by the Secretary of Education and the Governor and will also receive stipends. These stipends will be paid by private funding that the state has acquired to support this mentoring endeavor. In order to ensure sustainability, the PED has requested state appropriation funds. The PED currently has $600,000 in funding that will be used in July 2012 to provide Reward Schools with monetary rewards once the first final grades are released.

The PED will provide high-performing and high-progress schools with monetary awards. The PED will use private funding and proposed state appropriations to provide a subset of schools with the highest overall performance and progress with monetary rewards. In addition to the monetary rewards, Reward Schools will not be required to complete the entire School Improvement Plan (Web EPSS), however what will be required are the sections of the Web EPSS that addresses subgroup performance.

The PED will partner with districts to identify areas of flexibility that could be identified for Reward Schools. As Reward Schools will have already made tremendous progress with all students they serve, providing additional autonomy to allow them to continue to use innovation to make gains will potentially allow them to achieve at even higher levels.

The PED will address the widening of the achievement gaps between subgroups in Reward Schools by increasing monitoring efforts specifically targeted with a priority on subgroup achievement. These monitoring efforts could include onsite visits with differentiated technical assistance, and opportunities for professional development in best practices with priority on closing the subgroup achievement gap in the Reward Schools.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

Identification of Priority Schools

Consistent with identifying high performing schools, we rely on the New Mexico A-F Grading System to identify Priority Schools. We have developed selection criteria that align with the flexibility definitions, as summarized in Table 10. The first set of Priority Schools is current Tier 1 SIG schools. We then select all schools with an overall grade of "F" and graduation rate of less than 60%. Finally, we select schools that have the lowest overall grade points (schools with multiple "F"s).

Table 10: Priority Schools

Category of Priority Schools	Category #	Number of Schools
Total number of Title I schools		624
Total number of Priority Schools required to be identified		31
Total number currently served Tier 1 SIG school	1	14
Total number based A-F rating - poorest performers (F grade) with grad rates below 60%	2	10
Total number based A-F rating - poorest performers (F grade), not identified in priority categories 1 or 2.	3	7
Total Title I Identified		31

*Q1 =Bottom Quartile, Q3 = highest performing three quartiles

Table 11 provides a comparison on the school grading metric and other indicators of current SIG schools and the other 17 (10 category 2 and 7 category 3) schools that are not SIG schools. The results in Table 11 clearly substantiate that the A-F system does a good job of appropriately identifying schools. The non-SIG Priority Schools perform more poorly across the board on every indicator than SIG schools. For example, the percent of students proficient and above in

math is 21.9 in Tier 1 SIG schools and 20.3 in non-SIG Priority Elementary/Middle Schools. This notion is further corroborated when comparing SIG high schools to non-SIG, Priority High Schools. In math for example, the SIG percent proficient (and above) is 21.3, in non-SIG Priority High Schools it is 5.4. Another example is that the graduation rate in non-SIG Priority Schools that we have identified is roughly half of the rate for SIG schools (and getting worse).

Table 11:
Comparing Priority Schools that are SIG to non-SIG Priority Schools

Elementary/Middle Schools	Currently Tier 1 SIG		Lowest F grade (by points)	
	Mean	S.D	Mean	S.D
Percent Proficient or Above - Math	21.9	6.8	20.3	6.5
Percent Proficient or Above - Reading	30.6	8.6	28.7	10.5
Current Standing Points	8.4	2.7	6.1	1.5
School Growth Points	3.9	2.4	0.5	0.6
Student Growth Bottom Quartile Points	16.3	2.6	9.5	2.1
Student Growth Three Quartiles Points	8.3	4.5	1.6	2.2
Attendance Points	10.1	0.2	9.3	1.4
	N =7		N =7	
High Schools	**Currently Tier 1 SIG**		**Overall F grade and Grad rate < 60%**	
	Mean	S.D	Mean	S.D
Percent Proficient or Above - Math	21.3	5.6	5.4	4.3
Percent Proficient or Above - Reading	33.5	7.6	16.6	10.3
Current Standing Points	9.4	2.8	4.2	2.8
Student Growth Bottom Quartile Points	7.3	4.5	3.4	2.0
Student Growth Three Quartiles Points	8.2	5.9	2.9	2.4
Graduation rate - 4 year	57.0	11.3	23.9	7.6
Graduation rate - 5 year	66.6	8.7	37.5	14.2
Graduation rate growth	2.2	2.2	-1.8	3.6
Graduation points	10.1	2.2	4.7	1.9
College and Career Readiness	5.1	1.8	3.1	3.2
Attendance Points	10.0	0.4	8.5	1.5
	N=7		N= 10	

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Interventions in Priority Schools

New Mexico has multiple tools in place that align to the Turnaround Principles and are currently being used in schools in need of improvement. Building on that foundation, New Mexico will collaborate with Priority Schools and their district leaders to support them as they implement intervention strategies aligned to their individual area(s) of need. Further, with the flexibility granted under this waiver, districts will be able to utilize their 20% set-aside to support Priority Schools as they undertake meaningful interventions.

The PED annually reviews and approves the operating budget of each district and charter school. Additionally, the A-F School Grading Act specified that the state will ensure that the funds being spent in "D" and "F" schools are targeted towards proven programs and methods linked to improved student achievement. The "D" and "F" schools must include the four or seven turnaround principles that target the specific group or subgroup not making progress. The PED will collaborate with districts during the budget review process to support their budget development to ensure alignment of tools in Priority Schools to proven strategies. School district budgets will not be approved unless funds are set aside for scientifically researched based strategies that specifically support the achievement of students who are not making progress. School districts budgets will be monitored by the PED staff.

Once a school is identified as a Priority School, the expectation is that school districts, in collaboration with the PED, shall develop an intervention plan that focuses on the Seven Turnaround Principles. Interventions will be based on data and encourage systemic change that is measureable. To ensure that interventions being used to address Priority Schools are effective, the PED will ask all Priority Schools to initially complete a Reading Review Checklist (included in Attachment 26) specifically designed for grades K-3, 4-5, and grades 6-8; a Numeracy (Math) Checklist (similar to the Reading Review Checklist included in the Appendix) specifically designed for grades K-3, 4-5, and grades 6-8. In addition, high schools will also complete Math

and English Language Arts reviews for grades 9-12. The intention of these reviews will be to investigate the extent to which the Core Reading and Math programs are being implemented with fidelity and to better understand how schools adjust to make decisions for struggling students in regards to interventions practices. Based on the Reading and Math Checklist results, Priority Schools will train on Reading and Math best practices and will prepare to complete an Instructional Audit and CSI Mapping review. The results of these two tools will examine the systems put in place at the school that increase teacher effectiveness and enhance student learning. In the PED's Framework for Implementing Intervention Strategies (see table below), an outline of support is indicated. Priority Schools will have opportunities for training based on the Seven Turnaround Principles. As schools implement research based tools and incorporate best practices from PD opportunities, such as data dialogues, or Response to Intervention, the state expects implementation plans and data to support this work. If over time student achievement is not increasing, the expectation is that schools, with the support of their district and state, will shift funding to tools that do yield a return on investment.

PED Framework for Employing Intervention Strategies and Practices that are Aligned with the Turnaround Principles in Priority Schools

February- May 2012
All Priority Schools (based on preliminary baseline grades) will complete a **Literacy/Math Review for grades K-12** to investigate the extent to which the Core Reading and Math programs are being implemented with fidelity and to better understand how schools adjust in making decisions for struggling students in regards to interventions practices.

June 2012
New Mexico schools receive **final school grades** identifying which schools are in Priority status based on most recent standards based assessment (2012) and other measures.

June- July 2012
The data collected from the Literacy/Math Reviews will be reviewed and linked to **training on Best Practices in Reading and Math** for all Priority Schools in New Mexico.

June – August 2012
All Priority Schools, upon completion of the Literacy and Math Review work, will complete an **Instructional Audit** to examine the systems put in place at the school that increase teacher effectiveness and enhance student learning. In addition, all Priority Schools will complete a **Core, Supplemental, and Intensive Map (CSI Map)** where data is used to determine effectiveness of instruction for student in Core, Supplemental, and Intensive programs. CSI Maps are adjusted on a regular basis to fine tune instruction to meet the needs of students to ensure success.

August 2012 – May 2013		
All Priority Schools, upon completion of the Instructional Audit and CSI Map, in collaboration with the PED, will implement a plan based on the Seven Turnaround Principles to address findings in the aforementioned audits that will guide their reform efforts at increasing student achievement levels for all students.		
Seven Turnaround Principles	**PD Framework**	**Description**
Provide Strong Leadership	**Principal Effectiveness and Evaluation**	**Principals in Priority Schools will be provided with operating flexibility to implement key reforms and instructional strategies. If student achievement increased, that flexibility will be extended. However, if student achievement does not increase, PED will provide more specific directives to principals.**
	Foundations of School Instructional Leadership	**Using the work of Public Impact and the Center of Instruction, school leaders will understand what is involved in the school turnaround work and how to quickly and dramatically improve student achievement outcomes in schools.**
	Fixsen Implementation Drivers and Rubric of Implementation	**This monograph summarizes findings from the review of the research literature on implementation. School leaders will use the Implementation Rubric to better understand the extent to which factors contribute to successful or lack of implementation in an organization (school).**
	Curriculum Audit	**Training will establish the Curriculum Audit objectives that will support the protocol in completing the audit. Documentation (evidence) explaining how programs and resources are linked will be required to establish next steps in action planning to address gaps.**
Ensure Teachers are Effective and able to Improve Instruction	**Teacher Effectiveness Model: Evaluation and Professional Development Research Based practices**	**Participants will better understand the PED Teacher Effectiveness Taskforce Recommendations and begin to link how Teacher Evaluation Systems impact their practice and the impact on student achievement.**
Redesign the School Day, Week or Year: Additional Time for Student Learning and Teacher Collaboration	**Redesigned School Day, Week, or Year**	**Priority Schools shall redesign the school day, week, or year to ensure that instructional time is maximized and the needs of individual students and subgroups are met. This can include strategies such as extending the day, restructuring the schools schedule to increase instructional time, or extending the school**

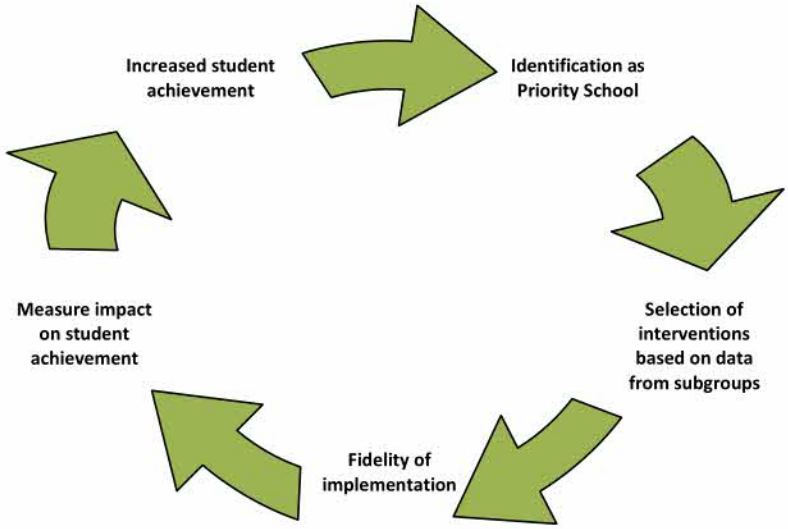
		year.
	Tiered System of Support for Students (RtI framework)	**A Combination of high quality, culturally, and linguistically responsive instruction: assessment, and evidence-based intervention. RtI framework implementation will contribute to more meaningful identification of learning and behavioral problems with students.**
	Professional Learning Communities (PLC's)	**Through the PLC, educators examine the practices and procedures of their schools to ensure alignment with the fundamental purpose of learning for all students, by maintaining an unrelenting focus on student learning.**
	Differentiated Instruction	**Differentiation of instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in context of high quality curriculums.**
	Sheltered Instruction (SIOP)	**The Sheltered Instruction Observation Protocol (SIOP) provides teachers with a model of sheltered instruction designed to enhance teachers' practice. The SIOP may be used to enhance other initiatives supporting ELLs or all students.**
	Cultural Competence	**Issues such as culture, language, race and ethnicity will be discussed to support the work with students from diverse cultural and linguistic backgrounds.**
Strengthen the Schools Instructional Program	**Alignment to the Common Core**	**To support the transition to and full implementation of the Common Core State Standards[28] (CCSSI); through the development of professional knowledge and skills to increase student achievement, making ongoing professional development, and strategic leadership essential in curriculum, instruction, and formative /summative assessment.** **The CCSS Professional Development Plan builds from:** • **NMPED Teacher Competencies** • **Characteristics of Effective Professional Development**

[28] CCSS Documents http://www.corestandards.org/the-standards

		• Understanding Systemic Change (Kotter Model) • Critical Milestones & Key Implementation Steps
Use Data to Inform Instruction	Data Dialogues	A structured process that enables a Data Team to explore prediction, go visual, make observations, and generate inferences and predict: 1) what the data will indicate, 2) go visual (charting/graphing), 3) observe what the data indicate, 4) Infer –why the data are what they are and identify questions that might require further investigation.
	Cause Analysis	The practice of Cause Analysis (CA) is predicated on the belief that problems are best solved by attempting to correct or eliminate root causes, as opposed to merely addressing the immediately obvious symptoms. By directing corrective measures at root causes, it is hoped that the likelihood of problem recurrence will be minimized.
Establish a School Environment that Improves Safety	Social/ Emotional Curriculum	Positive Behavioral Interventions & Supports is a curriculum that provides an operational framework for improving student academic and behavior outcomes.
	Cultural Competence	Issues such as culture, language, race and ethnicity will be discussed to support the work with students from diverse cultural and linguistic backgrounds.
	Tiered Intervention for Behavior	A combination of high quality, culturally, and linguistically responsive instruction: assessment, and evidence-based intervention. RtI framework implementation will contribute to more meaningful identification of learning and behavioral problems with students.

Engage Families and Communities	**NMPED Parent/Family Toolkit and Training Modules**	**The Toolkit is designed to provide educators with tools and resources for strengthening partnerships between schools and diverse families and communities. The six modules of the Toolkit are designed to help align systemic school, family, and community involvement efforts to characteristics and practices that are common to effective programs. The Toolkit is based on six areas included in the National PTA Standards and the National Network of Partnership Schools.**

The expectation of all Priority Schools is that they will follow a cycle of continuous improvement which leads to increased student achievement. First, a school is identified. Second, the Priority School, with the support of their LEA and the PED, selects interventions aligned to the Turnaround Principles and why they are identified as a Priority School. Third, the Priority School begins to implement interventions with fidelity. Fourth, schools measure the impact those interventions, tools, and supports are having on student achievement. And fifth, the Priority School sees increased student achievement and movement towards meeting their SGT.



Each Priority School must implement their intervention plan for a full, three years. If after four years on intervention there is not consistent and sustainable growth within a Priority School, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school.

Attachments 19 and 20 describe in detail specific tools and professional development that align to each Turnaround Principle. Additionally, Attachments 21-26 provide additional details on specific supports and interventions available to Priority schools. After identification as a Priority School, the PED's Priority Schools Bureau will partner with schools identified as they select interventions that align to their needs and WebEPPS plan. Creating alignment within the two systems will increase the likelihood of success in raising student achievement.

The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. The new principal has the ability to create a schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. SIG also support a schools effort to change formal policy and informal standard operating procedures that can directly empower their turnaround efforts. PED will look to expand these flexibilities to a principal that agrees to serve in a Priority School.

Knowing school leadership is the basis for school continuous improvement; focused efforts are placed on Priority Schools' campus leaders. PED will work with district leaders to ensure school leader evaluations are aligned with student achievement outcomes. Technical assistance will be provided to the district to develop a succession planning model to sustain quality school leadership. Activities for school leaders include sustained professional development on data analysis for instructional decision making, classroom walk-through practices geared towards rigorous instruction. Additional leadership activities capacity building activities will include technical assistance on curriculum alignment, instructional alignment to coincide with alignment to formative and summative assessment.

For a full, three year period, PED will remain engaged and actively provide technical assistance

with the identified Priority Schools. The PED and the Priority Schools will collaborate in the identification of data determined, systemically identified intervention strategies that explicitly reflect the seven principles. Although the potential exists for a Priority School to exit status (*a reward*) within two years, the PED will require any schools that no longer meet the Priority Schools identification criteria due to increased student performance to remain actively engaged in the Priority Schools network. These schools will be required to continue the interventions currently underway in the school for at least an additional year (so that interventions are undertaken for a full three years) to ensure that the growth and achievement taking place is sustainable and that achievement gaps are not continuing to widen.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Timeline of Interventions

Under the current AYP model, all schools currently designated as a school in need of improvement must complete a WebEPSS form. Currently 771 schools are completing and submitting for review to the PED a WebEPSS.

Additionally, the PED annually reviews and approves the operating budget of each district and charter school. The budget review process occurs in May and June of each calendar year. Because the PED released baseline grades in January 2012, part of the review process in Spring 2012 will be to look in details at the programs and interventions being used in Priority Schools when districts submit their budgets.

This will allow Priority Schools to begin planning immediately for interventions they will undertake in the 2012-2013 school year. The PED will work to ensure that the interventions each priority school undertakes will be detailed as part of their WebEPSS submission. The expectation will be that the interventions align not only to the turnaround principles, but also to why the school is designated as a Priority School.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Exiting Priority School Status

To exit Priority School status school must do the following:

- SIG schools need to have overall "C" grade (represents 43% proficient and above in Math and 49% in reading) for two consecutive years. This corresponds to an average scale score of 38 in math and 39 in reading (40 is proficient in all grades and subjects in New Mexico)) and a Q1 growth rate equal to a "B" grade or higher. This corresponds to a growth rate of approximately 2 points per year.
- Schools in priority status due to low graduation rates need to raise their overall grade to a "C" for two consecutive years and demonstrate graduation growth rate (based on three years of data) at least 5 % per year.
- Schools in priority status due to poor overall performance, but not SIG schools, must meet the same exit requirements as SIG schools noted above.

Even after two years of sustainable progress, a Priority School will still be required to implement its intervention strategy for a full third year. A Priority School that has implemented the seven principles for three years would then be required to implement at least four of these seven principles for a fourth year. The four principles selected collaboratively between the PED and the school must focus on ensuring that subgroup performance gaps do not widen and students' performance increases. The goal is to ensure that the progress and growth being made in Priority Schools is consistent and sustainable. If a school moves from Priority to Focus status, it will be required to meet the intervention criteria detailed in section 2.E.iii.

The business rules to exit Priority School status are aligned to requirements set forth for the PED in the A-F School Grading Act. The legislation specified that "ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated "D" or "F" toward proven programs and methods that are linked to improved student achievement until the public school earns a grade of "C" or better for two consecutive years."

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 % of the State's Title I schools as "focus schools."

Identification of Focus Schools

The method for identifying Focus Schools continues logically from the methodology for identifying Reward and Priority Schools. These schools form the next level of school grades We begin with schools receiving a "D" grade and graduation rates less than 60%. Next, we include the remaining schools with graduation rates less than 60%. Hence, all schools with graduation rates of less than 60% are identified as either Priority or Focus Schools. The remaining schools are those with the largest school-Q1 to state-Q3 performance gaps and with growth, rates of Q1 that are graded a "D" or "F". That is, we calculated the school-Q1 to state-Q3 gap ranked and them from largest to smallest gap. We took all schools whose gap was among the largest 25% and whose Q1 growth grade was a "D" or "F". In this way, we place schools into the focus category because there are large achievement gaps and because schools are not sufficiently closing those gaps.

Table 6: Focus Schools

Category of Focus Schools	Category #	Number of Schools
Total number of Title I schools		624
Total number of Focus Schools required to be identified.		62
Total number of non-Priority schools with grades of D and graduation rates less than 60%.	1	12
Total number of schools with graduation rates less than 60%, not already identified as Priority or in Focus in category 1.	2	7
Total number of schools with Q1* to Q3 state gap in bottom quartile of all Q1 to Q3 state gap and Q1 growth of F or D.	3	43
Total Title I Identified		62

*Q1 =Bottom Quartile, Q3 = highest performing three quartiles

2.E.ii Provide the SEA's list of focus schools in Table 2.

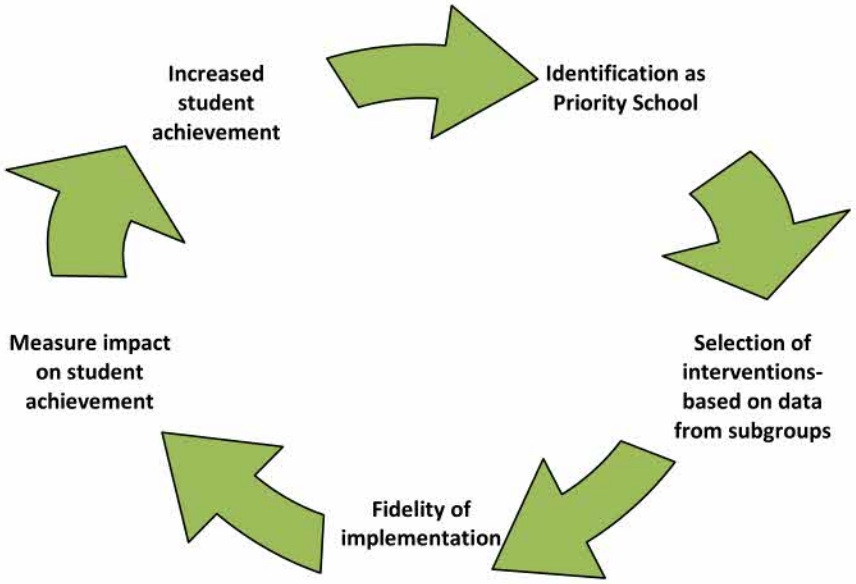
2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Interventions in Focus Schools

To adequately address the reason why a school has been identified as a Focus School, and to ensure that the academic needs of students in each of the subgroups in the school are met, Focus Schools must select four of the seven Turnaround Principles, that address the subgroups not making progress. LEAs will be required to approve the principles selected based on each of the subgroups and provide assurances to the PED that they are aligned to the reasons why the school is identified as a focus school. While schools will some have discretion, all Focus Schools must commit to use data to inform instruction of those subgroups not making progress.

Because all schools will received baseline grades in January 2012 and know if they are likely to be identified as a Focus School once grades are given in summer 2012, the expectation is that all Focus Schools must immediately plan for and implement interventions aligned to the turnaround principles addressing the subgroups not making progress. As such, the technical assistance that the PED will begin providing to Priority Schools in February 2012 will also be extended to Focus Schools.

As Focus Schools prepare to align interventions, including the interventions for those students in the subgroups not making progress, LEAs and the PED will support Focus Schools as they prepare to align interventions as to why a school is identified. The budget review process and WebEPSS will be used to support the alignment of interventions to a school's designation as a focus school. The school budget will not be approved unless it sets aside funding targeting interventions for those subgroups not making progress. Additionally, Focus Schools will be expected to follow the same cycle of improvement as Priority Schools.



In addition to what is shown above, the PED will work to ensure that specific interventions selected by Focus Schools, and are approved by the PED, are student focused and align to the needs of students. For example, if within a Focus School it is found that Native American students are struggling more than other subgroups of students, the school will be required to implement an intervention program that address the unique needs of that student group. Or, if within a Focus School, it is found that students with disabilities are not making progress, the school would be required to select principle for turn-around schools that will improve progress rates of students with disabilities. If, over time, it is found that the achievement of a particular subgroup is not rising despite intervention, the PED will support district leadership and Focus Schools as they implement different, more targeted tools and interventions which will include a system of tiered interventions scientifically proven to improve progress results of specific subgroups.

Attachments 19 and 20 describe in detail specific tools and professional development that align to each Turnaround Principle. After identification as a Focus School, the PED's Priority Schools Bureau will partner with districts that have schools identified as they select interventions that align to their needs and WebEPPS plan. Creating alignment within the two systems will increase the likelihood of success in raising student achievement.

The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. The new principal has the ability to create a schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day to focus on the subgroups of students not making progress). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. Hiring policies will specifically address attracting the most qualified staff to work with the subgroups not making progress. The SIG also supports a school's effort to change formal policy and informal standard operating procedures that can directly empower their turnaround efforts. The PED will look to expand these flexibilities to a principal that agrees to serve in a Focus School.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Exiting Focus School Status

To exit the Focus School status a school must do the following:

- Focus schools with a "D" grade and poor graduation rates must raise their overall grade to a "C" for two consecutive years and demonstrate a graduation rate of at least 60% per year and growth rates in graduation of 3 % per year.

- Other focus schools with higher overall grades than a "D" must maintain their overall grades, and demonstrate graduation rate of at least 60% per year and growth rates in graduation of 3 % per year.
- Schools that are Focus Schools due to large Q1 to State-Q3 gaps must raise their Q1 growth grade to a "B" or higher (about 2.6 scale score points growth per year) and have cut their gap by at least 6 scale score points (that is a 1.5 standard deviation cut in the gap). This is consistent with why they were identified as a Focus School, and, hence, the exit criteria are directly derived from the identification criteria.

Even after two years of sustainable progress, a Focus School will still be required to implement their intervention strategy for a full third year. If a school moves from Focus to Strategic status, they will be required to align interventions to the reason they are identified as a Strategic School.

The business rules to exit Focus School status are aligned to requirements set forth for the PED in the A-F School Grading Act. The legislation specified that "ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated "D" or "F" toward proven programs and methods that are linked to improved student achievement until the public school earns a grade of "C" or better for two consecutive years."

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Table 2: Reward, Priority, and Focus Schools

Reward Schools

Sch. #	School Name	Reward Category	Overall Grade
1244	Dolores Gonzales Elementary	1	A
4135	Roswell High	1	A
16052	Fort Sumner High	1	A
24059	Hurley Elementary	1	A
43155	Thoreau Middle	1	A
43162	Thoreau Elementary	1	A
46028	Buena Vista Elementary	1	A
71141	Amy Biehl Community School at Rancho Viejo	1	A
76005	Taos Municipal Charter	1	A
76165	Taos High	1	A
82107	Mountainair High	1	A
86028	Bosque Farms Elementary	1	A
17014	Monte Vista Elementary	2	A
49164	Tucumcari High	2	A
67038	Kirtland Elementary	2	A
67174	Grace B Wilson Elementary	2	A
72123	Pablo Roybal Elementary	2	A
81003	Edgewood Middle	2	A
81110	Edgewood Elementary	2	A
86160	Sundance Elementary	2	A

88915	Bluewater Elementary	2	A
13162	Texico High	3	A
78119	Mesa Vista High	4	C
5056	Hagerman Middle	5	B
7075	Lake Arthur High	5	B
18050	Hatch Valley Middle	5	B
39060	Hondo High	5	B
43062	Indian Hills Elementary	5	B
43088	Crownpoint Middle	5	C
55050	Espanola Valley High	5	C
501001	Media Arts Collaborative Charter	5	B
510001	Taos Academy Charter	5	B

Priority Schools

Sch. #	School Name	Priority Category	Overall Grade
1069	El Camino Real Academy Charter	1	F
1450	Ernie Pyle Middle	1	D
1520	Highland High	1	C
1540	Rio Grande High	1	C
1570	West Mesa High	1	C
42024	Bell Elementary	1	D
43039	Crownpoint High	1	C
56087	Lybrook Elementary	1	C
67114	Naschitti Elementary	1	C
67130	Newcomb High	1	D
70150	Pecos Middle	1	D
71023	Ramirez Thomas Elementary	1	F
74155	R Sarracino Middle	1	C
88057	Laguna Acoma High	1	D
1017	Los Puentes Charter	2	F
1051	Robert F Kennedy Charter	2	F
1090	School for Integrated Academics and Technologies Charter	2	F
1597	School On Wheels	2	F
17012	San Andres High	2	F
42006	Deming Cesar Chavez Charter	2	F
68003	West Las Vegas Family Partnership High	2	F
86009	Century Alternative High	2	F
87001	Belen Infinity High	2	F
523001	Academy Of Trades And Technology Charter	2	F
1255	Emerson Elementary	3	F
1363	Tomasita Elementary	3	F

1405	John Adams Middle	3	F
20124	Pate Elementary	3	F
57028	Brown Early Childhood Center	3	F
89025	Ashiwi Elementary	3	F
505001	School Of Dreams Academy Charter	3	F

Focus Schools

Sch. #	School Name	Focus Category	Overall Grade
1016	Albuquerque Talent Development Secondary Charter	1	D
1039	Nuestros Valores High Charter	1	D
1061	La Academia De Esperanza Charter	1	D
1594	Sierra Alternative	1	D
4132	University High	1	D
17013	Las Montanas Charter	1	D
43016	Gallup Central Alternative	1	D
67025	Career Preparatory Alternative	1	D
76010	Chrysalis Alternative	1	D
76011	Taos Cyber Magnet	1	D
89192	Twin Buttes High	1	D
512001	Cesar Chavez Community Charter	1	D
1549	New Futures School	2	C
1590	Albuquerque High	2	A
43073	Miyamura High	2	C
43089	Tse Yi Gai High	2	B
54045	Dulce High	2	B
76012	Vista Grande High Charter	2	B
514001	Gilbert L Sena High Charter	2	C
1004	Ralph J Bunche Academy Charter	3	D
1237	Cochiti Elementary	3	C
1240	Collet Park Elementary	3	B
1288	Lavaland Elementary	3	F
1407	Cleveland Middle	3	C
1413	Grant Middle	3	C

1416	Hayes Middle	3	D
1465	Washington Middle	3	D
1470	Wilson Middle	3	D
12084	Lockwood Elementary	3	D
18001	Rio Grande Elementary	3	D
19016	Anthony Elementary	3	B
19032	Chaparral Middle	3	D
32049	Caton Middle	3	D
33164	Taylor Elementary	3	F
35090	Tatum Junior High	3	B
36130	Ruidoso Middle	3	C
42007	Red Mountain Middle	3	D
42025	Deming Middle	3	D
42036	Columbus Elementary	3	D
43030	Chee Dodge Elementary	3	C
43038	Crownpoint Elementary	3	D
43075	Navajo Pine High	3	D
43120	Tohatchi Middle	3	D
43134	Red Rock Elementary	3	B
43152	Stagecoach Elementary	3	D
43160	David Skeet Elementary	3	F
55018	Carinos De Los Ninos Charter	3	D
55039	Chimayo Elementary	3	C
56038	Coronado High	3	C
57032	James Elementary	3	D
61020	Cochiti Elementary	3	D
61028	Santo Domingo Middle	3	C
62037	Cuba Elementary	3	C
62075	Cuba Middle	3	A
66025	Blanco Elementary	3	D

67152	Nizhoni Elementary	3	D
74144	San Antonio Elementary	3	D
75100	Magdalena Middle	3	D
75133	Magdalena Elementary	3	D
82106	Mountainair Junior High	3	F
88099	Mesa View Elementary	3	D
89195	Zuni Middle	3	D

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Identification and Support of Strategic Schools

In addition to Reward, Priority, and Focus schools, the state will also identify Strategic Schools. The method for identifying Strategic Schools continues logically from the methodology for identifying Reward, Priority, and Focus Schools. Strategic Schools are defined as a continuation of our Focus category 3 (schools that have Q1 performance gaps that are among the top 25% largest in the state). We select Strategic Schools who have a school-Q1 to state Q3 gap that is among the largest 25% and whose overall grade is a "C" or lower. This amounts to 53 schools and represents 10.6% of the Title I schools not identified as Reward, Priority, or Focus.[29]

After identification as a Strategic School, these schools must use subgroup performance on the SGTs outlined in Section 2B of this request to drive intervention plans and activities. Over time, the expectation will be that as subgroup performance improves, the overall achievement gap that caused a school to be identified will begin to close as well.

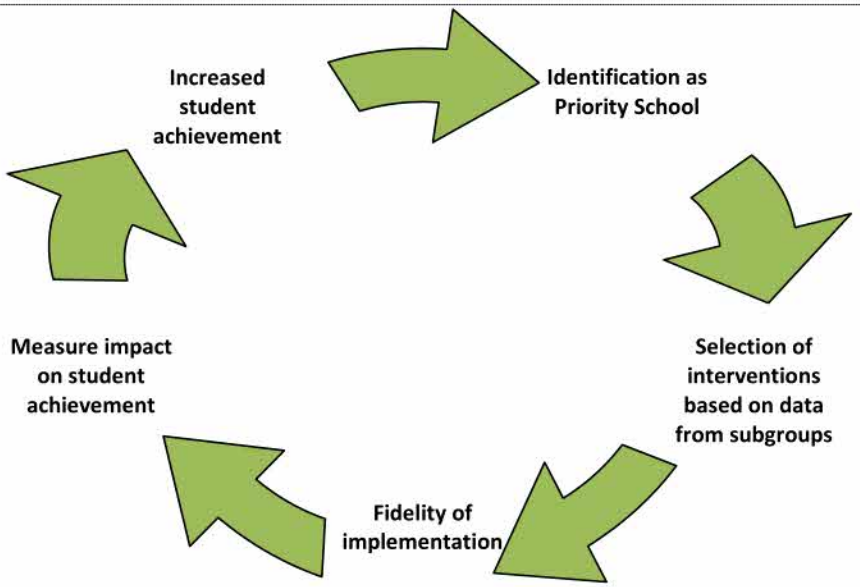
LEAs will be required to support Strategic Schools as they complete their WebEPSS submission and align interventions to support the needs of students in those schools. The WebEPSS specifically address subgroup performance and subgroup student needs. As part of the WebEPSS, each school must set specific and measurable goals towards the increased performance of low-achieving subgroups. This will act as a safeguard to ensure that achievement gaps between subgroups and higher-performing students are addressed and closing. Further, when the PED reviews each WebEPSS submission, there are specific checks on subgroup performance in relation to SGTs. Included in the attachments is the PED review sheet for each WebEPSS submission. The PED is working to amend this document so that the language included matches the language used in this request.

[29] We start with 624 schools. Of these, 125 are either Reward (32), Priority (31), or Focus (62). That leaves 499 Title I schools.

As with Priority and Focus Schools, intervention or support selected is done so with the needs of students in mind. These needs may be determined through a district/school needs assessment (a tool can be provided by the PED) which will provide information on quality teaching and learning, and leadership capacity. While this may not be a requirement, district/schools may choose to perform the needs assessment. Regardless of the tool used to identify specific needs in Strategic Schools, all will be required to look specifically at subgroup achievement and develop and implement specific interventions to subgroups who are struggling to ensure the achievement gap is closing.

Certain supports in the form of professional development could be provided to Strategic Schools. Placing a command focus on effective instruction will be the only way a school meets their SGT. Schools rated as Strategic are at risk of easily slipping in the either the Focus or Priority category based on subgroups performance. As such, fidelity of implementation will be closely monitored and prioritized to ensure that the interventions and supports being provided to explicitly address the needs of subgroups within a Strategic school are in fact increase the performance of students. Because the PED annually reviews and approves the operating budget of each district and charter school, the PED will partner with districts during the budget review process to support their budget development to ensure alignment of tools in Strategic Schools to proven strategies. Strategic schools may also choose to implement four of the seven Turnaround Principles, concentrating on sustaining progress of their subgroups.

Building the capacity of LEAs to support Strategic Schools is crucial to the overall success on New Mexico's differentiated accountability system. Because Strategic Schools sit on the balance of more intensive focus versus meeting their SGTs, supporting LEAs as they guide the intervention selection and implementation process will help to build capacity within LEAs.
As is the case with Priority and Focus Schools, Strategic Schools are expected to follow a cycle of continuous improvement to guide their use and implementation of interventions.



The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. PED feels strongly that an effective school leader is critical to the overall success of schools. As such, any principal that agrees to serve in a Strategic School will be given the same flexibility afforded to principals in SIG Turnaround schools. The new principal has the ability to create a schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. The SIG also support a schools effort to change formal policy and informal standard operating procedures that can directly empower their turnaround efforts. The PED will look to expand these flexibilities to a principal that agrees to serve in a Strategic School.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and

iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Developing and Sustaining Capacity

The New Mexico Public Education Department (PED) has built capacity in LEAs and schools with Technical Assistance onsite visits, Professional Development Trainings, and through the use of Accountability and Progress Monitoring Tools developed internally with an emphasis on scientifically research based best practices. Districts and schools participate in Exemplary Leadership Training, Data Dialogue Training, Fixsen Implementation School Indicators (school self assessment tool) Training and in turn have the tools and training necessary to train district and school leadership teams. The types of tools that have been selected for implementation by the LEA were purposely chosen upon statewide, district and school level need based upon a review of existing data. The tools will include a specific descriptor of the type of instrument and the specific group and subgroup it is designed for.

In addition to the support already available to LEAs, the PED will provide specific professional development on how to use subgroup achievement on SGTs to drive specific intervention and support. As part of the early training being made available this winter and spring based on the preliminary grades released in January 2012, the state has included training on using student level performance data to drive instructional practices and interventions. The goal of providing this support early and frequently to build capacity at the district level.

The tools along with professional development trainings, regular onsite technical assistance visits are necessary to improve student learning in all schools, specifically in the Priority and Focus schools.

The PED's Priority Schools Bureau (with a timeline of every 4-6 weeks) will provide progress monitoring and support during the onsite visits to Priority and Focus Schools. The visits will consist of collaboration with District and School Leadership Teams, review of current assessment data and analysis of how the data is used to improve instruction, classroom observations and observation of Professional Learning Communities. School leadership teams will be trained in intervention strategies and best practices that align with the Seven Principles:

- Provide Strong Leadership;
- Ensure that teachers are effective and able to improve instruction;
- Redesign the school day, week, or year;
- Strengthen the schools instructional program;
- Use data to inform instruction;
- Establish a school environment that improves safety; and
- Engage families and communities.

LEAs will be held accountable for improving school and student performance through the use of the Curriculum Audit Handbook developed internally in collaboration with the Southwest Comprehensive Center. The purpose of the Curriculum Audit Handbook is to examine whether the school district is able to demonstrate its control of programs, resources and personnel. The Curriculum Audit Handbook can be utilized in a district with a disproportionate number of Priority/Focus Schools.

Priority and Focus schools will undergo an Instructional Audit (IA) with the PED and District Leadership trained on the tool in advance of the onsite visit to the school. The purpose of the Instructional Audit is to examine the systems put in place and supported by the school

leadership that increase teacher effectiveness and enhance student learning through professional dialogue. It provides a tool by which an auditor or auditors (PED/District Leadership team) can compile data for feedback to a school about the instructional practices that were observed during the school visitation.

Priority schools will utilize their school improvement plan (WebEPSS) to reflect the 7 Turnaround Principles. Strategies, action steps and interventions listed in the plan will support and indicate progress on the 7 Turnaround Principles.

Focus schools will utilize their School Improvement Plan (WebEPSS) to reflect 4 of the 7 Turnaround Principles. Strategies, action steps and interventions listed in the plan will support and indicate progress on the 4 chosen Turnaround Principles. Strategic Schools will also utilize their WebEPSS plan to support and reflect the Turnaround Principles they are implementing.

Priority and Focus schools will be assigned to a PED Support Specialist and go through a self evaluation using the Fixsen Implementation Drives and Rubric of Implementation Indicators. The review process begins by identifying where a school falls in the implementation stages. Professional development, training and targeted assistance will begin once the results of the Instructional Audit and Fixsen Implementation Stages are identified. The PED Support Specialist will begin the onsite technical assistance process and provide district/school leadership teams with the intervention strategies, and researched based practices as indicated from the results of the IA and Implementation Indicators. Furthermore, the PED will guide the facilitation and coordination of the Regional Education Centers (REC) throughout the State. The coordination intends to use RECs to help build internal District and School capacity in a differentiated approach and create a systematic effort to build capacity.

The PED's personnel will continue to stay current with latest best practices through on-going professional development internally. Focus remains on the 7 Turnaround Principles.
The PED intends to utilize the financial flexibility that is allowed through the Waiver

including leveraging funds the District was previously required to reserve under ESEA section 1116(b)(10), SIG funds and other Federal funds as permitted to most effectively support the strategies, and interventions that have been discussed previously in this section. The school districts will include the 20% set aside funds under Title I for researched based interventions, including the groups and subgroups not making progress in the annual sub-grant application. The sub-grant application will be reviewed by PED staff to determine if the interventions support the 7 principles and are research based. Once approved, the school district will be notified to begin the intervention process. The effectiveness and fidelity of the interventions will be monitored by PED staff.

District Capacity and Accountability to Support Subgroup Achievement

Ultimately, subgroup accountability, beyond what is captured by Priority, Focus, or Strategic school classification, should be focused at the district level – as evidence from current ESEA legislation clearly indicates that too many schools would escape direct accountability because sample sizes are too small. Even when these students were included right at the minimum N sizes, confidence intervals allowed for targets that could be met with percent proficient that were almost half (e.g. a school with a small subgroup performance of about 35% proficient could make AYP). Hence, given the preponderance of small schools in the state, a better safe-guard (above and beyond those that classify schools, as noted) for ESEA subgroups will be at the district level.

To initiate the support to schools that are not already identified as a Priority, Focus, or Strategic school, the PED will require districts to look at the subgroup achievement of all other Title I schools as part of the budget review. Upon identification that there are schools with significant achievement gaps, the PED will then require districts to look in detail at the subgroup performance of those schools to determine the specific area on need(s). Once that step is complete, the expectation will then be that districts direct resources to the specific needs of students in those schools.

We are currently required to issue district grades, and in association with those district grades, we can best monitor ESEA subgroup performance. In combination with the reporting of the

A-F grading system, we will monitor overall performance of subgroups across the district. We will calculate how Q1 students and Q3 students are performing, but we will also calculate how the school Q1 to state Q3 gap is changing in a district. Importantly, we will also monitor ESEA subgroups by focusing on the SGTs by ESEA subgroup (percent proficient and growth of Q1 and Q3). This provides concrete data to where there may be pockets of ineffectiveness (and effectiveness as well) not just with a ESEA subgroup overall, but where an ESEA subgroup who is a member of Q1 is not receiving the interventions they should. New Mexico data indicates that there are student members of the ESEA subgroups that are performing quite well and to label a student as poor performing simply due to subgroup membership is not as productive as disaggregating the data further to pinpoint specifically (e.g. Q1 ESEA subgroup X) is not meeting expectations. This information will be invaluable for further refining interventions.

Operationally, there are two routes that determine whether a district will be required to respond to poor ESEA subgroup performance:

1) During each annual budget review, the New Mexico Public Education Department will use the current and prior year of data to determine whether for two consecutive years the district has 50% or more of its ESEA subgroups not meeting the SGTs which if true will trigger the budget process to examine plans for interventions specific to those ESEA subgroups. In order to avoid duplicative efforts, and also to be mindful of capacity (especially in the many small districts that exist in New Mexico), we will first check whether or not the ESEA subgroup(s) requiring an intervention is already captured in a school classified as Priority, Focus, or Strategic. Since schools with any of those classifications are required to design interventions addressing the needs of those students as a primary step, districts would be required to focus on students who are not already the target of interventions.

2) We focus on preparing all students to be college and career ready, and in order ensure that all students graduate with the requisite skills, we will monitor at the district level, graduation and matriculation rates by subgroups. We will monitor the students by ESEA subgroups in

grades 3, 8, and high school for matriculation and graduation by subgroup. In this way we expand the notion of ensuring that all students are on track to graduating college and career ready and not merely waiting until high school graduation to determine that there are inequities. For each district, we will calculate whether there is disproportionate amount of ESEA subgroup representation in the students held back between grades K-3 (inclusive). Under the early reading initiative being developed and implemented now, PED will begin screening all students in grades K-3 for reading difficulties in the 2012-2013 school year. If a student is found to be struggling, schools will immediately need to develop an intervention plan to support a student's specific area of struggle as indentified by the common screening assessment. Included in the early reading initiative is the requirement that at the end of third grade, any student scoring at the Beginning Step level on the SBA will be retained[30]. The goal is not to retain students, but rather to intervene early and strategically so that New Mexico third graders are ready for success in later grades. This check provides incentives for early interventions to be taken seriously, as there are accountability consequences. Disproportionate representation means that there is a statistically significantly greater proportion of students being held back in an ESEA subgroup than there are in the all students group being held back.[31] This will trigger a required response from the district to develop interventions aimed at those subgroups for early interventions. Similarly, students who matriculate from grade 8 to grade 9 and are not yet proficient and are disproportionately one ESEA subgroup would trigger district-wide interventions. In other words, we specifically monitor students who matriculate from grade 8 to grade 9, but are below the proficient performance level and calculate representation of each ESEA subgroup compared to the all students group. And finally, we track high school graduation by subgroup and disproportional representation in graduation would trigger interventions.

The PED strives to seek a balance between supporting districts as they develop their budgets while maintaining the appropriate level of local control. As such, the responsibility will lie with the districts to propose how they will target resources to drive improvement in struggling

[30] The early reading initiative includes several exemptions specific to alternate ways to show proficiency, students with disabilities and English Language Learners. Please see the Attachment for the full list of exemptions.
[31] This will be computed by using a logistic regression from which it can be determined whether the odds ratios are statistically significant.

schools. The Clearinghouse PED is developing with grant funds will provide an initial level of state support for districts as they look to identify and select proven programs and practices to implement in schools where there is an achievement gap. Additionally, the state will make resources such as the Curriculum Audit being used in Priority and Focus schools available as another layer of state support if districts request that support. Before a budget is approved, the PED will ensure that resources are adequately targeted to explicitly support struggling ESEA subgroups in schools.

Because the PED reviews and approves budgets annually, we are committed to looking at achievement data annually through the budget review process to ensure that schools and districts are seeing a return on their investment – increased subgroup achievement. This annual monitoring will not only allow districts to determine if their interventions have increased subgroup achievement, but will also allow PED to identify best practices and programs that can be shared via the Clearinghouse when achievement for ESEA subgroups increases. If upon monitoring it is found that subgroups are not meeting SGTs, the PED will require districts to develop implement different intervention supports and strategies that will be approved as part of WebEPSS and the budget review process.
Through existing authority, the PED reviews each district and state charter school budget annually for fiscal solvency and alignment to proven strategies and programs that increase student achievement. Each district will need to explore subgroup achievement and when achievement gaps are evident, align dollar, strategies, and supports to specifically target the learning needs of low performing subgroups. The PED feels strongly that utilizing an existing process will maximize efficacy of this effort and further reinforce the notion that all schools are responsible for the learning of all students in their school.

The PED is currently reviewing and refining the state's current processes and procedures for the review of districts proposed budgets this spring. This will allow the PED to include a review of strategies and programs being utilized within schools as part of the budget review process in a coordinated and streamlined manner. Specifically, the PED will include a review of subgroup achievement data, as well as the achievement of subgroups within schools that are

not Priority, Focus, or Strategic.

Key steps have already been undertaken to align the budget review process with existing supports for intervention (such as the WebEPSS). Each budget review includes a specific review of programs being used across a district and the efficacy of those programs. Further, the PED will look specifically at subgroup achievement in schools not already classified as Priority, Focus, or Strategic to ensure that when there are achievement gaps, they are identified and that resources are targets to support increased academic achievement of low performing students.

The PED has sought additional resources to support low performing schools. With a grant from the Daniel's Fund, the PED will leverage the budget review process to identify best practices in high performing schools and then develop a clearinghouse to share those practices across New Mexico. We will focus directly on the achievement of subgroups to ensure that when achievement gaps are identified, there are existing best practices and programs that can be implemented immediately with fidelity. Further, the grant allows for mentoring of low performing school leaders by high performing school leaders. Our goal is to build the capacity within our state to ensure that achievement gaps close and that all students have access to a strong school.

Ahead of the budget review process, the PED will work to develop a protocol for the reviewers to look at subgroup data in the context of aligning budgetary and programmatic support to yield a return on investment (increased student achievement), creating alignment within PED (between the fiscal and program offices) will increase the efficacy of the budget review process overall, but also allow for a streamlined review and focus on employing strategies and investing dollars to support the increased achievement of low-achieving ESEA subgroups.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
☒ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Overview of Teacher and School Leader Evaluation

In August 2011, by Executive Order of Governor Susana Martinez, the New Mexico Effective Teaching Task Force submitted recommendations that proposed to overhaul the evaluation system within the state of New Mexico for teachers and school leaders. These recommendations include establishing a differentiated evaluation system for teachers and school leaders that utilizes student achievement as a critical component of the process, reformulating the compensation system to reflect the evaluation process, and enhancing the recruitment and retention of teachers and school leaders through enhanced professional development and incentivized pay for highly effective teachers and school leaders in to serve in high need, low income schools.

New Mexico's initiative to incorporate an objective evaluation system is predicated on the belief that each educator will be equipped with data that is meaningful and relevant in providing actionable information for continuous improvement within the evaluation system, and ultimately, increased student achievement. As New Mexico moves closer to implementing the Common Core Standards and full implementation of the A-F School Grading Act, the development of a uniform, achievement-based evaluation process will enhance our ability to produce a highly marketable, college and career ready student body.

Teacher Evaluation

Currently, New Mexico uses a binary evaluation system that rates teachers based on licensure levels. Provisional or Level 1 licenses are issued to beginning teachers for a period of five years. These licenses must be advanced by the end of the fifth year via a successful submission of a portfolio assessment. A failure to successfully advance a Level 1 license will result in the teacher losing their ability to be licensed again for three years. Teachers with Level 1 licenses must be evaluated annually using a uniform evaluation that reflects upon the nine competencies for educators outlined by the state. Teachers at Level 1 receive a base salary of $30,000.00.

Professional, or Level 2 licenses, are nine year licenses that do not require advancement, and

can be maintained for the duration of a teacher's career after initial advancement from Level 1. Level 2 teachers are required to be evaluated every third year. Teachers at Level 2 receive a base salary of $40,000.00.

A Level 2 teacher can choose to advance to Level 3 after three "successful" years of teaching with a Level 2 license, earning a Master's Degree, and successful completion of a portfolio assessment. Level 3 teachers are required to be evaluated every third year, and there is not an ability to advance salary or level once this level is reached.

While Level 1 teachers are evaluated annually, the level of expectation is limited in the evaluation to that of a Level 1 teacher. Teachers with Level 2 licenses are evaluated on the same competencies with slightly enhanced levels of proficiency to be demonstrated. Level 3 teachers are rated using the same competencies as Level 1 and 2 teachers, but areas of leadership are taken into account as part of the overall evaluation. In addition, the expectations of instruction and leadership are expected to "seamlessly integrate strategies, materials, and resources to accommodate diverse student needs."

In short, the current evaluation system uses the same criteria for all teachers with varying levels of proficiency expectations. Evaluations are not required to include student achievement data as evidence of effectiveness. In addition, annual evaluations are only required of Level 1 teachers, with Level 2 and 3 teachers receiving evaluations tri-annually. In order to improve the evaluation system, PED will propose legislation during the 2012 session to replace the current binary system of evaluation with a five tier system that identifies levels of effectiveness as a measure that determines targeted professional development, employment decisions, and licensure status. The legislation that will be introduced will align to the guidelines set forth this in this flexibility package and be based upon the final recommendations of the Task Force. Key components of the legislation will be:

- Multiple measures, including student achievement, to evaluate teachers and school leaders;
- Include five levels of performance – Ineffective, Minimally Effective, Effective, Highly Effective, Exemplary – to differentiate among teachers and school leaders;

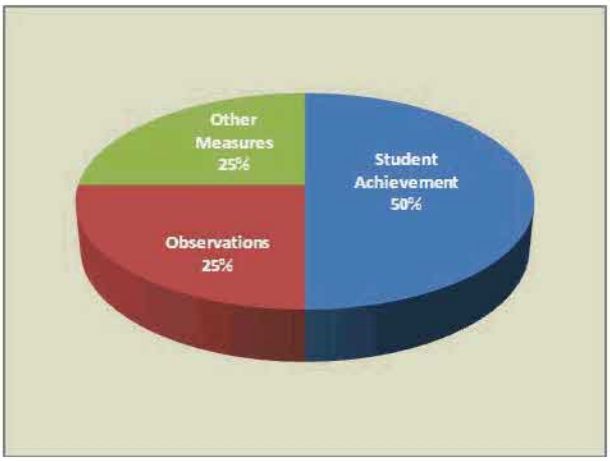
- Require annual evaluations of teachers and school leaders;
- Align professional development to evaluation results and provide teachers and school leaders with opportunity to improve their practice; and
- Inform personnel decisions based upon the results of the evaluation.

The PED feels strongly that the inclusion of multiple measures in a redesigned teacher evaluation system is critical to ensure efficiency, accuracy, and an accurate portrayal of a teacher's impact on student learning. The full Task Force report and recommendations, which will be the basis for the legislation, can be found in the Attachments.

In order to implement this system strategically, the evaluation model will immediately establish a model for teachers in tested subjects and grades, while simultaneously creating a transition model for teachers that are currently teaching in untested subjects and grades. Effectiveness levels will be assigned after careful consideration of multiple measures that includes student achievement data, structured observations, and other proven measures selected by the local districts from a list of options approved by the PED.

For teachers in tested subjects and grades, the following evaluation will be implemented, with baseline data being gathered from the 2010-2011 school year:

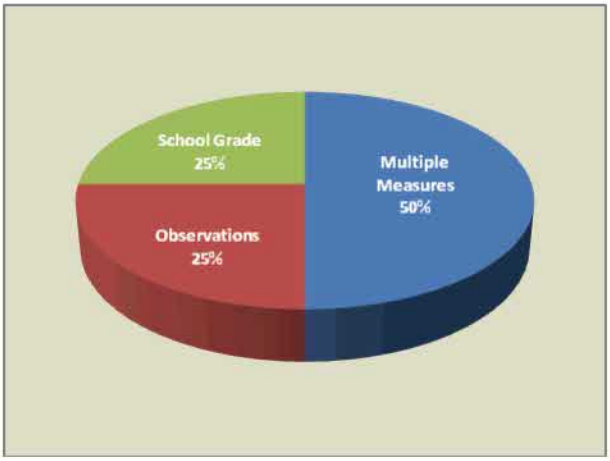
- 50% based on a Value Added Model (VAM) of student achievement;
- 25% based on strategically designed observation model; and
- 25% based on locally adopted (and PED approved) multiple measures.



In establishing the VAM criteria, the PED will establish a rigorous data review process prior to disseminating information to local districts for inclusion in the locally-adopted teacher evaluation process. Teachers will also be provided with their value-added information for purposes of informing instruction, establishing actionable data, and identifying areas for professional development. In addition to providing baseline data, beginning with the 2010-2011 school year, the PED's VAM will seek to use three years of data for every area possible, providing LEAs and teachers with longitudinal data regarding practice and needs.

For teacher in non-tested subjects and grades, the following evaluation will be implemented, with baseline data being gathered from the 2010-2011 school year:

- 25% based on a school's A-F School Grade;
- 25% based on observations; and
- 50% based on locally adopted (and PED approved) multiple measures.



The above criteria will be used as a bridge policy until PED establishes assessments for teachers in all areas. The PED will continue to move toward establishing criterion referenced assessments for all areas K-12 by 2014.

In support of the newly developed evaluation system, PED will adhere to the following best practices as part of initial and long term implementation:

- Use of multiple measures carefully determined by LEAs and approved by PED;
- Minimum of two observations per year, which may include outside evaluators that are trained in a PED-approved protocol;

- Use of a statewide, uniform observation tool that is locally adopted by LEAs for consistency with PED approved and provided training of uniform observation tool to ensure inter-rater reliability;
- Observations will provide actionable feedback, in a timely manner, and be used to inform individual professional development plans;
- Utilize a matrix that allows for convergence of both quantitative and qualitative data; and
- Provide an in-depth post-evaluation conference that provides the teacher with actionable feedback.

As a support mechanism to the evaluation system, New Mexico will phase in a number of initiatives to recruit, retain, and reward teachers by implementing a diversified pay structure that will rely on effectiveness as measured by student growth, structured observations, and other clear, multiple measures. By providing an advancement structure based on quality of teaching and not number of years of service, teachers will accelerate their compensation advancement according to their effectiveness in the classroom.

Additionally, the PED will seek to follow recommendation number 34 from the final Task Force report with would remove ineffective teachers from the classroom after multiple ineffective evaluations and opportunity for improvement. Studies have shown that if we give the most at-risk student the most effective teachers, we would close the achievement gap. Conversely, data shows that if a student is placed in a classroom with a low-performing teacher, the student will struggle to make up learning gains (Hanushek, 2011).

School Leader Evaluation

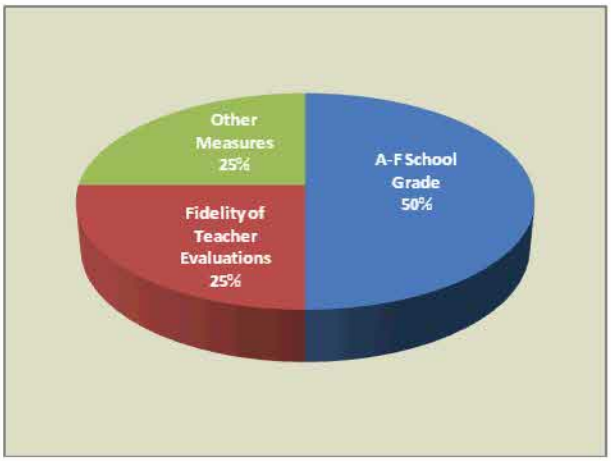
New Mexico school leaders are currently required to be evaluated annually using the Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P). This evaluation requires that site administrators are evaluated using four domains or competencies: instructional leadership, communication, professional development, and operations management. Secondary administrators have an additional competency of scope or responsibility in secondary schools.

In the current school leader evaluation model, only the domain pertaining to secondary school administrators mentions achievement as a component of demonstrating effectiveness. In addition, there is not a criterion regarding achievement data to be used in measuring the administrator's performance. The administrative evaluation does allow for differentiation of skills by respective administrators, though the differentiation of skills (beginning, emerging, proficient, advanced) does not have a clear indicator of administrators that are not making progress.

Similar to that of the teachers, the school leader evaluation must have a more direct correlation to the performance of students and ultimately to their achievement data. Thus, the PED will implement an evaluation system that will directly link New Mexico's A-F formula to the school leader's evaluation.

The formula for determining the school leader's evaluation will comprise of the following:

- 50% based on a school's A-F School Grade;
- 25% fidelity of teacher observations and evaluations; and
- 25% other measures as determined by LEA's (and PED approval).



Implementation Process

As we enter into a new framework for evaluating teachers and school leaders, New Mexico will implement a process that will ensure reliability of data, transparency on the new requirements, and ongoing professional development to all stakeholders. The new evaluation model will require rigorous training in outcome evaluation processes and purposes.

Establishing working groups within the state of New Mexico, as well as a Technical Advisory Committee with a national perspective is paramount in our successful transition. Similar to the recruitment of the Task Force that developed the new evaluation recommendations, the PED will seek to obtain representation from all statewide stakeholders. Included in this group are the following:

- Teachers;
- Administrators;
- Union representation;
- Local school board members;
- Parents; and
- Business community representation.

The state working groups will serve in an advisory capacity on the development of regulations related to the new evaluation system, as well as provide feedback from around the state. In addition, PED will engage these working groups to provide technical assistance and guidance to all LEAs as they prepare for implementation. LEAs will be provided with multiple opportunities for assistance through regional and statewide networks.

Timeline

The timeline for the teacher and school leader evaluation began in April 2011 with the establishment of the New Mexico Effective Teaching Task Force. On August 26, 2011, the Task Force finalized its recommendation to Governor Susana Martinez as guidance for proposed legislation in January 2012. In order to successfully implement a redesigned teacher and school leader evaluation system, the PED will phase implementation of the new evaluation protocol over two years. This will allow for adequate time to train all LEAs on the new system. The following timeline will be utilized:

Key Milestone/Activity	Timeline	Party Responsible	Resources
Pass legislation establishing a dynamic, multi-	Completed February 2012	PED; state-legislature	Task Force recommendations

	tiered evaluation system for teacher and school leaders				
	Establish statewide advisory council to support development of regulations aligned to legislation	Spring 2012	PED		
	Establish Technical Advisory Committee (TAC) to consult on implementation of new evaluation system	Spring 2012	PED		
	Submit to USED final passed legislation that aligns to the guidelines set forth in this flexibility package	June 2012	PED		
	Initiate technical assistance to LEAs on final legislative requirements and rule development	June 2012	PED	Regional Education Collaboratives (RECs)	
	Preliminary data runs to establish baseline and determine statistical formula	June – August 2012	PED		
	Finalize regulation and statistical model for evaluations	December 2012	PED	TAC; statewide advisory council	
	Training and technical assistance to LEAs on final regulations and full system	January 2013 – August 2013	PED	TAC; statewide advisory council; RECs	
	Begin phased implementation of new teacher and school leader	2013-2014	PED; LEAs	TAC; statewide advisory council; RECs	

	evaluation system				
	Continue phased implementation of teacher and school leader evaluation system	2014-2015	PED; LEAs	TAC; statewide advisory council; RECs	
	Align compensation system to evaluation system	2015-2016	PED; LEAs	TAC; statewide advisory council	

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Implementation of Evaluation Systems in LEAs

As New Mexico moves toward a more robust and comprehensive evaluation system that directly links student achievement to the evaluation of teachers and school leaders, it is incumbent on the SEA to engage LEA representatives in the form of all stakeholders. In our current efforts to pass the recommendations of the Effective Teacher Task Force into legislation, the New Mexico Public Education Department is proposing a one year planning period for the guided implementation of the statute and the rule making process. This will allow PED to continue the engagement with stakeholders to develop the system and to ensure effective transition.

In this planning period, upon collaboration with superintendents, teachers, unions, and advisory groups, the New Mexico is proposing an advisory committee that will address the following items: process for appeals of evaluation, calculation of evaluations for teachers in non-tested grades and subjects, statistical model(s) to measure the impact of teachers on student achievement, observation protocols, intervention requirements, and issues that pertain to overall evaluation methodologies. In addition, our year long timeline will include the implementation of a Technical Assistance Council (TAC) that will aid the state in establishing the overall evaluation model, a professional development strategy to support implementation

of the model, protocol, and timeline. This TAC will also remain intact for study and feedback of the new system.

Members of the advisory committee and TAC will include teachers, administrators, and outreach groups from all regions of the state. Especially important to this process will be the individual and collective input of the Hispanic Education Advisory Committee and the Indian Education Advisory Committee. As these two groups continue to develop strategic frameworks that enhance our educational goals for closing the achievement gap, their recommendations will be placed at the forefront of the educator evaluation system.
In the timeline of implementation, New Mexico plans on spending the first year providing technical assistance, using the Regional Education Cooperatives as resources for statewide outreach. New Mexico will also create a Technical Assistance Manual that aids LEAs in understanding the newly adopted system. This manual will include criteria for LEAs to conduct internal audits of their implementation plan.

Currently, the Public Education Department is developing an audit structure for statewide compliance with evaluation requirements. We have already started piloting audits of LEA compliance with current New Mexico statute and regulation. We are currently developing a cyclical schedule for the auditing of LEA evaluations. This audit process will have been thoroughly vetted and established by the time districts implement a new evaluation system for teachers and school leaders. As such, we will utilize this tool to ensure proper implementation of the new evaluation system.

In addressing the challenge of LEAs with collective bargaining, New Mexico will continue to engage the union leaders of the state in the planning and implementation of the regulations.
By building upon current statutory authority that allows for employment decision to be based on satisfactory performance by following clear and concise processes, New Mexico will modify the language to effectiveness as determined in the intensive evaluation system.
New Mexico will also seek language in statute and regulation that directly links employability to effectiveness for both administrators and teachers. By addressing the comprehensive

educational structure of the LEA, New Mexico will establish a high expectation that links student achievement to all aspects of a school, from classroom to administration. In addition, New Mexico will propose language that recommends minimum processes to be followed but requires strict adherence to the framework of determining effectiveness. The framework for determining effectiveness will be statutory and regulated.

In the early spring of 2012, New Mexico will convene an advisory council that will include the following representation: National Education Association, American Federation of Teachers, NM Coalition of School Administrators, NM School Board Association, university representation, Hispanic Advisory Education Advisory Council, Indian Education Advisory Council, State Bilingual Advisory Council, NM Parent Teacher Organization, NM Business Roundtable, as well as other stakeholders from within New Mexico.
New Mexico feels strongly that implementation of the new teacher evaluation system will require significant attention to detail and is committed to doing so. Specifically, New Mexico will utilize the TAC, referenced earlier, to ensure that the student growth model developed and in use for the A-F school grading model is fully applicable to the new teacher evaluation system. Working to ensure alignment between the two systems is not only important for implementation, but also from a technical standpoint.

In addition, the advisory council will collaborate and recommend evidence-based observation protocol that New Mexico will adopt for use as a component of the evaluation. This protocol will be developed by July 2012, with implementation piloted in seven districts that are participating in New Mexico's Transition to Teaching program as well as districts that are participating in the High Schools That Work framework of school improvement. Other districts that wish to pilot the observation protocol may choose to so during the 2012-2013 school year. An ongoing evaluation of the observation tool will establish quality control measures of the tool, and provide data for modification. In 2013-2014, a statewide implementation of the finalized observation tool will be instituted.

The advisory council will also work on developing a list of PED approved multiple measures.

These measures will account for cultural-linguistic needs of specific communities, fidelity to best practices, engagement in professional development opportunities, adherence to locally determined core values and initiatives. In addition to a pre-approved list of measures, this council will develop criteria for approval of LEA developed measures. The council will develop a rubric that will provide expectations of unique initiatives that will impact student performance.

This rubric will be used by New Mexico's Professional Practices and Standards Committee (PPSC) in determining the validity of proposed measures. The PPSC will then make a recommendation to the Secretary for approval or disapproval. The PPSC is a long standing committee that evaluated other proposals, including new college preparatory programs. This committee will assume this aspect of third party review.

In addition to the development of the multiple measures and observation protocols, New Mexico will begin working with the New Mexico Superintendent's Association, the Coalition of School Administrators, and both the NEA and AFT in developing a training plan. The initial training will occur in June during New Mexico's law conference.

New Mexico is also partnering with the Institute for Professional Development and the High Schools That Work network to use existing training conferences to establish training on the new system. These conferences will also occur in June and July of 2012. In providing initial training at these conferences, New Mexico will engage participation from each of the Regional Education Cooperatives (REC). The REC's will gain initial training in a train the trainer model, and will work in a partnership to provide training to LEA's in a regionally accessible setting.

During the fall of 2012, PED and its partners will begin implementing ongoing regional on-site training opportunities for all LEAs.

New Mexico will create an evaluation system that incorporates measures of data reporting and audits. LEAs will be required to report through our online reporting system the annual

outcomes of the evaluations. Data will be collected on teachers regarding the student achievement outcomes from schools and LEAs.

Data will be evaluated by New Mexico's Technical Advisory Council to determine the effectiveness of the process, the need for PD in certain areas, LEAs that are struggling, and recommendations for improvement. The TAC will be a standing council that provides ongoing assistance to the PED.

Attachment 1

Notice to LEAs

From: Behrens, Larry, PED
Sent: Wednesday, September 28, 2011 2:26 PM
Subject: New Mexico's NCLB Waiver

Dear Superintendents and Principals,

Last Friday's announcement by President Obama about waivers from No Child Left Behind is an excellent opportunity for New Mexico's students. For the first time, we'll have an accountability system which measures our students not on a pass/fail system, but on a system that recognizes the growth many of our schools make every day. One of the biggest goals for New Mexico's waiver would be to replace the current AYP reporting system with our own A-F school grading system. As many of you know, AYP scores show nearly 87% our schools are failing. We know that's not true and this waiver gives us a chance to prove it.

Along with a waiver for AYP, we expect this will be an excellent opportunity to recognize our most effective teachers. Right now, our teacher evaluation system is graded on a pass/fail system that doesn't acknowledge our greatest teachers. Holding high accountability for our schools is a clear mandate from Washington and an effective system for recognizing teachers must be part of any waiver, including New Mexico's.

Finally, New Mexico's waiver will ask for more flexibility with federal funding for our districts. With more options for our federal dollars our districts can direct more resources to proven strategies in their schools.

Secretary Skandera was invited to the White House to take part in last week's event. Since the announcement, there have been many questions about the process and timing of the waiver. Enclosed are some items I hope will answer most of your questions. The first is a front page article from the Albuquerque Journal featuring Secretary Duncan. The second is the text of a press conference with Secretary Duncan, Secretary Skandera and Colorado Governor John Hickenlooper.

The U.S. Department of Education has also created a website with information on the waiver process: http://www.ed.gov/esea/flexibility .

We're hopeful these press items will answer many of your questions about the waiver. If not, please feel free to contact Leighann Lenti (leighann.lenti@state.nm.us) at any time.

Larry Behrens
Public Information Officer
New Mexico Public Education Department & New Mexico Higher Education Department
Office: 505-476-0393
Cell: (b)(6)
E-Mail: larry.behrens2@state.nm.us

New Mexico's ESEA Flexibility Request

November 10, 2011

NMPED
New Mexico Public Education Department

Hanna Skandera
Secretary of Education

Principles

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership

Principle 1: College- and Career-Ready Expectations

- Adopt college- and career-ready standards
- Transition to and implement standards no later than 2013-2014
- Administer statewide assessments aligned to standards by 2014-2015

Principle 1: College- and Career-Ready Expectations

- Adopted Common Core State Standards (CCSS) in October 2010
- Developing transition plan *now* to plan for implementation
- Participation in PARCC

Principle 2: Differentiated Recognition, Accountability, and Support

- Develop and implement a system of differentiated recognition, accountability, and support
- Ambitious but achievable AMOs
- Identify Reward, Priority, and Focus Schools

Principle 2: Differentiated Recognition, Accountability, and Support

- A-F School Grading Act
  - Proficiency
  - Growth
  - Other Measures

Principle 2: Differentiated Recognition, Accountability, and Support

- AMOs that emphasis proficiency *and* growth
  - Based on school grades

Principle 2: Differentiated Recognition, Accountability, and Support

- Reward Schools
  - Highest-performing and highest-progress schools
  - Public recognition
  - Additional flexibility in academic programs and budget

Principle 2: Differentiated Recognition, Accountability, and Support

- Priority Schools
  - 5% of Title I schools in New Mexico
  - Based on school grade
  - Interventions will be aligned to the turnaround principles and why a school is identified as a priority school

Principle 2: Differentiated Recognition, Accountability

- Focus Schools
  - 10% of Title I schools in New Mexico
  - Based on school grade
  - Interventions will be aligned to the turnaround principles and why a school is identified as a focus school

Principle 2: Differentiated Recognition, Accountability, and Support

- Turnaround Principles
  - Providing strong leadership
  - Ensuring teachers are effective and able to improve instruction
  - Redesigning the school day, week, or year
  - Strengthening the school's instructional program based on student needs and ensuring that the program is research-based

Principle 2: Differentiated Recognition, Accountability, and Support

- Turnaround Principles Continued
  - Using data to inform instruction and for continuous improvement
  - Establishing a school environment that improves safety and discipline
  - Providing ongoing mechanisms for family and community engagement

Principle 3: Supporting Effective Instruction and Leadership

- Develop state guidelines for teacher and school leader evaluation and support systems
- Ensure LEAs implement teacher and school leader evaluation and support systems that are consistent with state guidelines

Principle 3: Supporting Effective Instruction and Leadership

- Federal Guidelines
  - Will be used for continual improvement and instruction
  - Meaningfully differentiate performance using at least 3 levels
  - Evaluate teachers and school leaders on a regular basis

Principle 3: Supporting Effective Instruction and Leadership

- Federal Guidelines Continued
  - Use multiple valid measures in determining performance levels, including as a significant factor *student growth* for all students
  - Provide clear, timely and useful feedback to inform PD
  - Will be used to inform personnel decisions

Principle 3: Supporting Effective Instruction and Leadership

- Establish policy guidelines by the end of 2011-2012
- Finalize evaluation system and provide TA to schools and districts on the components of the system in 2012-2013
- Implement new evaluation system in 2013-2014

Process and Next Steps

- Flexibility request submitted on November 14
- Peer reviewed in December
- Iterative process

Question and Answer

- ???

Further Questions and Information

- Leighann Lenti, Director of Policy
  - Leighann.Lenti@state.nm.us

New Mexico
Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501-2786
www.ped.state.nm.us

Hanna Skandera
Secretary-Designate

Public Notice

For Immediate Release: September 30, 2011

Public Hearing Scheduled on Grading Public Schools

Santa Fe – The New Mexico Public Education Department (NMPED) hereby gives notice that it will conduct a public hearing in Mabry Hall, Jerry Apodaca Education Building, 300 Don Gaspar, Santa Fe, New Mexico, 87501, on October 31, 2011, from 9:30 a.m. to 11:30 a.m. The NMPED will conduct a second public hearing at Alamogordo Public Schools, Board of Education Meeting Room, 1211 Hawaii Avenue, Alamogordo, New Mexico, on November 2, 2011, from 1:00 p.m. to 3:00 p.m.

The purpose of the public hearing will be to obtain input on the proposed adoption of a new rule to implement the "A-B-C-D-F Schools Rating Act," which requires the establishment of an easily understandable system for grading all public schools based upon criteria stated in the rule and also provides options for students enrolled in schools rated F for two of the last four years. The rule would be codified as 6.19.8 NMAC and entitled, "Grading of Public Schools".

Interested individuals may provide oral or written comments at the public hearing and/or submit written comments to Ms. Mary H. Deets, Administrative Assistant, Office of General Counsel, Public Education Department, Jerry Apodaca Education Building, 300 Don Gaspar, Santa Fe, New Mexico 87501-2786 (MaryH.Deets@state.nm.us) (505) 827-6641 fax (505) 827-6681. To be considered, written comments must be received no later than 5:00 p.m. on the date of the hearing. However, the submission of written comments as soon as possible is encouraged.

Copies of the proposed rules may be accessed on the Department's website (http://ped.state.nm.us/) under the "Public Meetings and Hearings" link, or obtained from Ms. Deets at the email address or phone number indicated.

Individuals with disabilities who require this information in an alternative format or need any form of auxiliary aid to attend or participate in either of these meetings are asked to contact Ms. Deets as soon as possible. The NMPED requires at least ten (10) days advance notice to provide requested special accommodations.

Following the hearings, the Secretary of Education will review comments from the public and make a decision on the rules. The rules will be formally filed with the State Records and Archives Center and become effective on the date stated in the rules. Individual school districts will then draft local policies that will be approved by their Boards of Education and the Public Education Department.

New Mexico
Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501-2786
www.ped.state.nm.us

Hanna Skandera
Secretary of Education-Designate

Larry Behrens
Public Information Officer
505-476-0393
Larry.Behrens2@state.nm.us

PRESS RELEASE

For Immediate Release: July 26, 2011

Community Invited to Teacher Task Force Meeting in Santa Fe August 2 and 3

Task Force will hear public input from 11:00 a.m. to 1:00 p.m. on Tuesday

Santa Fe, NM – The New Mexico Public Education Department invites teachers, school district personnel, parents, and members of the community to attend the August 2 and 3, 2011 New Mexico Effective Teaching Task Force Meeting.

The Tuesday, August 2 meeting will be held at the Public Education Department, Mabry Hall, 300 Don Gaspar, Santa Fe, NM, 87501 from 9 am – 5 pm. The Wednesday, August 3 meeting will also be held at the Public Education Department, Mabry Hall from 9 am – 1 pm.

The following subject will be discussed:

- Preservice Training Programs for Teachers.

On Tuesday, August 2, from 11:00 a.m. to 1:00 p.m., the Task Force invites the public to comment on areas related to teacher and school leader evaluation, recruitment, retention, professional development, and compensation. The Task Force will also accept written public input until 5:00 p.m. on Wednesday, August 3, 2011 that is posted at teacher.evaluation@state.nm.us

The statement of purpose, presentations, and reading materials for the Task Force can be found at: http://www.ped.state.nm.us/ttf/index.html

For information contact Leighann Lenti at (505) 827-6688 or via email leighann.lenti@state.nm.us.

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Attachment 3

Notice and Information Provided to the Public Regarding the Request

New Mexico's ESEA Flexibility Request

November 10, 2011

NMPED
New Mexico Public Education Department

Hanna Skandera
Secretary of Education

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Process and Next Steps

- Flexibility request submitted on November 14
- Peer reviewed in December
- Iterative process

Question and Answer

- ???

Further Questions and Information

- Leighann Lenti, Director of Policy
  - Leighann.Lenti@state.nm.us

Attachment 4

Notice of Adoption of College- and Career-Ready Standards

New Mexico
Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501-2786
ped.state.nm.us

Dr. Veronica C. García
Secretary of Education

Beverly Friedman and Danielle Montoya
Public Information Officers
505-827-6661 505-476-0393
Bev.Friedman@state.nm.us Danielle.Montoya@state.nm.us

NEWS RELEASE

For Immediate Release: June 18, 2010

Public Hearing Scheduled For K-12 Mathematics and English/Language Arts Common Core Standards That Will Be Implemented in 2011

Santa Fe – The New Mexico Public Education Department will conduct a public hearing at Mabry Hall, Jerry Apodaca Building, 300 Don Gaspar, Santa Fe, New Mexico 87501-2786, on July 23, 2010, from 9:00 a.m. to 10:00 a.m. to obtain public input on rules concerning adapting New Mexico's Standards of Excellence in Mathematics and English/ Language Arts to become national Common Core Standards.

Governor Bill Richardson and Secretary Garcia signed a memorandum of agreement in May of 2009 with the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) that called for states to work together to develop common standards for English/Language Arts and Mathematics for grades K-12.

To be eligible for the Race to the Top competition, the PED is required to adopt the Common Core Standards for Language Arts and Mathematics by August 2, 2010, for use in New Mexico public schools. PED is conducting a two part adoption process. The public rule hearing is part one where adoption of the Mathematics and English/Language Arts Common Core Standards will be discussed. Once the two rules are adopted, they have will have a delayed implementation date of August 31, 2011 for state public schools. Amending NMAC 6.29.4 and NMAC 6.29.7 will mean that the current Math and Language Arts standards will remain in effect until August 31, 2011 when the Common Core Standards will replace them.

The second part of the process is to work with educators and community members throughout the state to add the common core Benchmarks and Performance Standards and review current New Mexico mathematics and Language Arts K-12 Benchmarks and Performance Standards. Two statewide committees, composed of teachers, school administrators, other professionals in education, parents, and others, have been established to determine which, if any of the current standards will be retained. PED will conduct another public hearing in late fall of 2010 for the adoption of the "new" Benchmarks and Performance Standards for Language Arts and Mathematics. Implementation of these revised, K-12, standards will be required beginning with the 2011-2012 school year.

"New Mexico continues to be recognized for its challenging state Standards of Excellence," said Secretary García. "By participating with the NGA and CCSSO in developing Academic Common Core Standards, we assure that our students will receive a world class education and have the ability to compete at an international level."

Rules that will be discussed at the July 23, 2010 hearing include the following.

Rule Number Rule	Name	Proposed Action
6.29.4 NMAC	Standards for Excellence English Language Arts	Amending
6.29.7 NMAC	Standards for Excellence Math	Amending
6.29.13 NMAC	Language Arts Common Core Standards	New
6.29.14 NMAC	Math Common Core Standards	New

Interested individuals may testify either at the public hearing or submit written comments regarding the proposed rulemaking to Kristine Meurer, Director, School and Family Support Bureau, Public Education Department, CNM Workforce Training Center, 5600 Eagle Rock Ave. NE, Room 201, Albuquerque, NM 87113, Fax (505) 222-4759, e-mail: Kristine.meurer@state.nm.us.

Public Hearing Scheduled For K-12 Mathematics and English/Language Arts Common Core Standards That Will Be Implemented in 2011- page 2 – June 7, 2010

Written comments must be received no later than 5:00 p.m. on July 23, 2010. However, submission of written comments as soon as possible is encouraged.

The text of the proposed rulemaking actions may be accessed on the Department's website (http://ped.state.nm./us) or obtained from Kristine Meurer, Director, School and Family Support Bureau, Public Education Department, CNM Workforce Training Center, 5600 Eagle Rock Ave. NE, Room 201, Albuquerque, NM 87113, Fax (505) 222-4759, e-mail: Kristine.meurer@state.nm.us. The proposed rules will be made available at least thirty days prior to the hearings.

Individuals with disabilities who require this information in an alternative format or need any form of auxiliary aid to attend or participate in this meeting are asked to contact Kristine Meurer (kristine.meurer@state.nm.us) or (505) 827-4748 as soon as possible. The Department requests at least ten (10) days advance notice to provide requested special accommodations.

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TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 29 STANDARDS FOR EXCELLENCE
PART 13 ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

6.29.13.1 ISSU ING AGENCY: Public Education Department, hereinafter the department.
[6.29.13.1 NMAC - N, 10-29-2010]

6.29.13.2 SCO PE: All public schools, state educational institutions and educational programs conducted in state institutions other than the New Mexico military institute.
[6.29.13.2 NMAC - N, 10-29-2010]

6.29.13.3 STATUTO RY AUTHORITY:
A. Section 22-2-2 NMSA 1978 grants the department the authority and responsibility for the assessment and evaluation of public schools, state-supported educational institutions and educational programs conducted in state institutions other than the New Mexico military institute.
B. Section 22-2-2 NMSA 1978 directs the department to set graduation expectations and hold schools accountable.
C. Section 22-2C-3 NMSA 1978 requires the department to adopt academic content and performance standards and to measure the performance of public schools in New Mexico.
[6.29.13.3 NMAC - N, 10-29-2010]

6.29.13.4 DU RATION: Permanent.
[6.29.13.4 NMAC - N, 10-29-2010]

6.29.13.5 E FFECTIVE DATE: October 29, 2010, unless a later date is cited at the end of a section. This rule is filed effective October 29, 2010. School districts and charter schools will not be accountable for the requirements of this rule until July 1, 2012.
[6.29.13.5 NMAC - N, 10-29-2010]

6.29.13.6 OB JECTIVE: The New Mexico common core content standards for English language arts are mandated for students in grades K-12. The New Mexico content standards with benchmarks and performance standards for English language arts were adopted in April 1996 as part of 6 NMAC 3.2; they were revised in June 2000. The content standards, benchmarks and performance standards for grades K-4 were again revised in April 2008, and the content standards and performance indicators for Grades 9-12 were again revised in May 2009.
[6.29.13.6 NMAC - N, 10-29-2010]

6.29.13.7 DE FINITIONS: "Text" means written language, oral language, digital communications (written, oral, and graphic), and other forms of multimedia communications.
[6.29.13.7 NMAC - N, 10-29-2010]

6.29.13.8 CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS, Grades K-5. All public schools, state supported educational institutions and educational programs conducted in state institutions other than the New Mexico military institute are bound by the English language arts common core state standards published by the national governor's association center for best practices and the council of chief state school officers. These standards are available at www.ped.state.nm.us. The English language arts common core state standards published by the national governor's association center for best practices and the council of chief state school officers are incorporated in this rule by reference.
A. The following standards are additional New Mexico standards that shall be utilized for grades K-5 in conjunction with the common core state standards incorporated by reference in 6.29.13 NMAC.
B. Reading literature. Key ideas and details.
(1) Kindergarten students will identify the main topic, retell key details of a text, and make predictions.
(2) Grade 1 students will:
(a) identify the main topic, retell key details of a text, and make predictions;
(b) identify characters and simple story lines from selected myths and stories from around the world.

(3) Grade 2 students will:

(a) identify the main topic, retell key details of a text, and make predictions;

(b) use literature and media to develop an understanding of people, cultures, and societies to explore self identity.

(4) Grade 3 students will:

(a) ask and answer questions and make predictions to demonstrate understanding of a text;

(b) develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition;

(c) understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.

(5) Grade 4 students will:

(a) develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition;

(b) understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.

(6) Grade 5 students will:

(a) develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition;

(b) understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.

C. Reading literature: Craft and structure. Grade 1 students will recognize repetition and predict repeated phrases.

D. Reading literature: Integration of knowledge and ideas. Grade 1 students will relate prior knowledge to textual information.

E. Writing standards: Production and distribution of writing.

(1) Kindergarten students will apply digital tools to gather, evaluate, and use information.

(2) Grade 1 students will apply digital tools to gather, evaluate, and use information.

(3) Grade 2 students will:

(a) apply digital tools to gather, evaluate, and use information;

(b) use digital media and environments to communicate and work collaboratively.

F. Writing standards: text type and purposes**.** In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.

G. Writing standards: research to build and present knowledge.

(1) Grade 3 students will:

(a) gather relevant information from multiple sources, including oral knowledge;

(b) apply digital tools to gather, evaluate, and use information.

(2) Grade 4 students will:

(a) gather relevant information from multiple sources, including oral knowledge;

(b) apply digital tools to gather, evaluate, and use information;

(c) demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

(3) Grade 5 students will:

(a) gather relevant information from multiple sources, including oral knowledge;

(b) apply digital tools to gather, evaluate, and use information;

(c) demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

H. Speaking and listening standards: presentation of knowledge and ideas.

(1) Kindergarten students will:

(a) demonstrate familiarity with stories and activities related to various ethnic groups and countries;

(b) with prompting and support: role play; make predictions; and follow oral and graphic instructions.

(2) Grade 1 students will:

(a) describe events related to the students' experiences, nations, and cultures;

(b) follow simple written and oral instructions.

(3) Grade 2 students will describe events related to the students' experiences, nations, and cultures.
(4) Grade 3, 4, and 5 students will:
(a) understand the influence of heritage language in English speech patterns;
(b) orally compare and contrast accounts of the same event and text;
(c) demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

I. Language standards: Conventions of standard English. Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
[6.29.13.8 NMAC - N, 10-29-2010]

6.29.13.9 CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS, Grades 6-8: All public schools, state supported educational institutions and educational programs conducted in state institutions other than the New Mexico Military institute are bound by the English language arts common core state standards published by the national governors association center for best practices and the council of chief state school officers. The standards are available at www.ped.state.nm.us. The English language arts common core state standards published by the national governors association center for best practices and the council of chief state school officers are incorporated in this rule by reference.

A. The following standards are additional New Mexico standards that shall be utilized in conjunction with the common core state standards incorporated by reference in 6.29.13 NMAC.

B. Reading literature. Key ideas and details.
(1) Grade 6 students will:
(a) analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present;
(b) analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society;
(c) compare a cultural value as portrayed in literature with a personal belief or value.
(2) Grade 7 students will:
(a) analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present;
(b) analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society;
(c) use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.
(3) Grade 8 students will:
(a) analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present;
(b) analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society;
(c) use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.

C. Reading literature. Range of reading and level of text complexity. Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.

D. Reading standards for informational text: integration of knowledge and ideas. Students in grades 6, 7, and 8 will:
(1) distinguish between primary and secondary sources;
(2) describe how the media use propaganda, bias, and stereotyping to influence audiences.

E. Speaking and listening standards: presentation of knowledge and ideas. Students in grades 6, 7, and 8 will:
(1) understand the influence of heritage language in English speech patterns;
(2) orally compare and contrast accounts of the same event and text;
(3) demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

[6.29.13.9 NMAC - N, 10-29-2010]

6.29.13.10 CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS, Grades 9-12: All public schools, state supported educational institutions and educational programs conducted in state institutions other than the New Mexico military institute are bound by the English language arts common core state standards published by the national governors association center for best practices and the council of chief state school officers. These standards are available at www.ped.state.nm.us. The English language arts common core state standards published by the national governor's association center for best practices and the council of chief state school officers are incorporated in this rule by reference. The department, in consultation with relevant stakeholders, shall develop guidelines for the implementation of standards set forth in 6.29.13.10 NMAC.

A. The following standards are additional New Mexico standards that shall be utilized in conjunction with the common core state standards incorporated by reference in 6.29.13 NMAC.

B. Reading literature. Key ideas and details. Students in grades 9, 10, 11, and 12 will:

(1) analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts;

(2) cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.

C. Reading standards for informational text: Integration of knowledge and ideas. Students in grades 9, 10, 11, and 12 will:

(1) analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts;

(2) cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts.

[6.29.13.10 NMAC - N 10-29-2010]

HISTORY OF 6.29.13 NMAC:

Pre-NMAC HISTORY: The material in this part is derived from that previously filed with the State Records Center:

SDE 74-17, (Certificate No. 74-17), Minimum Educational Standards for New Mexico Schools, filed April 16, 1975.

SDE 76-9, (Certificate No. 76-9), Minimum Education Standards for New Mexico Schools, filed July 7, 1976.

SDE 78-9, Minimum Education Standards for New Mexico Schools, filed August 17, 1978.

SBE 80-4, Educational Standards for New Mexico Schools, filed September 10, 1980.

SBE 81-4, Educational Standards for New Mexico Schools, filed July 27, 1981.

SBE 82-4, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed November 16, 1982.

SBE Regulation No. 83-1, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed June 24, 1983.

SBE Regulation 84-7, Educational Standards for New Mexico Schools, Basic and Vocational Program Standards, filed August 27, 1984.

SBE Regulation 85-4, Educational Standards for New Mexico Schools, Basic, Special Education, and Vocational Programs, filed October 21, 1985.

SBE Regulation No. 86-7, Educational Standards for New Mexico Schools, filed September 2, 1986.

SBE Regulation No. 87-8, Educational Standards for New Mexico Schools, filed February 2, 1988.

SBE Regulation No. 88-9, Educational Standards for New Mexico Schools, filed October 28, 1988.

SBE Regulation No. 89-8, Educational Standards for New Mexico Schools, filed November 22, 1989.

SBE Regulation No. 90-2, Educational Standards for New Mexico Schools, filed September 7, 1990.

SBE Regulation No. 92-1, Standards for Excellence, filed January 3, 1992.

History of Repealed Material:

6.30.2 NMAC, Standards for Excellence, filed November 2, 2000 - Repealed effective June 30, 2009.

NMAC History:

6 NMAC 3.2, Standards for Excellence, filed October 17, 1996.

6.30.2 NMAC, Standards for Excellence, filed November 2, 2000.

6.29.4 NMAC, English Language Arts; filed September 16, 2009.

6.29.14 NMAC, English Language Arts Common Core Standards; filed October 18, 2010.

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

August 25, 2011

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 25 day of August 2011, (the "Effective Date") by and between the State of New Mexico and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
    - Are comparable across states at the student level;
    - Meet internationally rigorous benchmarks;
    - Allow valid measures of student longitudinal growth; and
    - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
    - Decisions about promotion and graduation for individual students;
    - Teacher and leader evaluations;
    - School accountability determinations;
    - Determinations of principal and teacher professional development and support needs; and
    - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. **Participating State**

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: *Leighann C. Lenti*

Mailing Address: *300 Don Gaspar Ave, Room 109, 87501*

Telephone: *(505) 412-2285*

Fax: *(505) 827-6520*

E-mail: *Leighann.Lenti@state.nm.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of New Mexico hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the State of New Mexico agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.

- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor:	
Printed Name: Susana Martinez	Date: 8-25-11
Signature of the Chief State School Officer:	
Printed Name: Hanna Skandera	Date: 8.25.11
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

Attachment 7

Peer Review of State High-Quality Assessment and Achievement Standards

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

DEC 23 2009

The Honorable Veronica C. Garcia
Secretary of Education
State of New Mexico Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501

Dear Secretary Garcia:

I am pleased to approve New Mexico's general science assessments under Title I, Part A of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended. Combined with New Mexico's previously approved standards and assessments in reading/language arts and mathematics, New Mexico has a fully approved standards and assessment system under Title I of the ESEA. I congratulate you on this significant accomplishment.

In a letter to you on June 9, 2008, we approved your standards and assessment system. However, since that time, you implemented science assessments, evidence of which you were obligated to submit for peer review. My decision regarding New Mexico's general science assessment in grades 3-8 in English and Spanish and grade 11 in English is based on input from peer reviewers external to the U.S. Department of Education (Department) and Department staff who reviewed and carefully considered the evidence submitted by New Mexico in October 2008, June 2009 and September 2009. I have concluded that the evidence provided demonstrates that New Mexico's general science assessments in grades 3-8 in English and Spanish and grade 11 in English satisfy the statutory and regulatory requirements under section 1111(b)(1) and (3) of the ESEA. As a result, New Mexico's standards and assessment system now includes academic content standards in reading/language arts, mathematics, and science; student academic achievement standards in reading/language arts, mathematics, and science; alternate academic achievement standards for students with the most significant cognitive disabilities in reading/language arts, mathematics, and science; general assessments in reading/language arts and mathematics in grades 3 through 8 and one grade in high school and general science assessments for grades 3-8 and 11 and alternate assessments based on alternate academic achievement standards in the corresponding grades in reading/language arts, mathematics, and science. Accordingly, New Mexico's standards and assessment system warrants *Full Approval*. I have enclosed detailed comments from the peer review team that evaluated New Mexico's most recent submissions for your information.

Please be aware that approval of New Mexico's standards and assessment system under the ESEA is not a determination that the system complies with Federal civil rights requirements, including Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of*

1972, Section 504 of the *Rehabilitation Act of 1973*, Title II of the *Americans with Disabilities Act*, and requirements under the *Individuals with Disabilities Education Act*. Finally, please remember that, if New Mexico makes significant changes to its standards and assessment system, New Mexico must submit information about those changes to the Department for review and approval.

We have found it a pleasure working with your staff on this review. Please accept my congratulations for New Mexico's approved standards and assessment system in reading/language arts, mathematics, and science. If you have any questions, please do not hesitate to contact Grace A. Ross at grace.ross@ed.gov.

Sincerely,

(b)(6)

Thelma Meléndez de Santa Ana, Ph.D

Enclosure

cc: Governor Bill Richardson
Tom Dauphinee

Attachment 8

Average Statewide Proficiency in ELA and Math

All Students, School Year 2010-11

	READING							
Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
All Students	170,818	99.7%	15.8%	34.1%	42.2%	7.6%	0.3%	49.8%
Female	83,850	99.7%	12.5%	32.5%	45.3%	9.5%	0.2%	54.8%
Male	86,968	99.6%	19.0%	35.7%	39.2%	5.7%	0.4%	44.9%
Caucasian	45,262	99.7%	7.9%	24.8%	53.5%	13.6%	0.3%	67.0%
African American	3,980	99.6%	18.4%	34.7%	40.4%	6.1%	0.4%	46.5%
Hispanic	102,122	99.7%	18.2%	37.2%	39.0%	5.3%	0.3%	44.3%
Asian	2,453	99.6%	7.4%	24.5%	48.8%	18.9%	0.4%	67.7%
American Indian	17,001	99.7%	23.2%	41.4%	31.2%	4.0%	0.3%	35.1%
Economically Disadvantaged	119,131	99.7%	19.8%	38.3%	36.9%	4.7%	0.3%	41.6%
Students w Disabilities	22,550	99.0%	50.6%	30.8%	12.4%	5.2%	1.0%	17.6%
English Language Learners	34,485	99.6%	32.6%	42.6%	22.3%	2.2%	0.3%	24.5%

All Students, School Year 2010-11

	MATH							
Group	Number Tested	Participatio n	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
All Students	170,848	99.6%	17.9%	40.0%	35.8%	5.9%	0.3%	41.8%
Female	83,862	99.7%	16.7%	40.8%	36.4%	5.8%	0.2%	42.3%
Male	86,986	99.6%	19.1%	39.2%	35.2%	6.0%	0.4%	41.3%
Caucasian	45,269	99.7%	9.7%	31.1%	47.3%	11.6%	0.3%	58.9%
African American	3,977	99.6%	22.2%	42.6%	31.4%	3.5%	0.3%	35.0%
Hispanic	102,135	99.6%	20.6%	43.2%	32.2%	3.7%	0.3%	35.9%
Asian	2,471	99.5%	7.4%	23.7%	47.5%	21.0%	0.4%	68.4%
American Indian	16,996	99.5%	24.2%	46.6%	26.3%	2.4%	0.5%	28.7%
Economically Disadvantaged	119,153	99.6%	22.1%	43.7%	30.5%	3.3%	0.3%	33.8%
Students w Disabilities	22,545	98.9%	48.5%	35.4%	12.2%	2.8%	1.1%	15.0%
English Language Learners	34,516	99.6%	32.8%	44.9%	20.4%	1.6%	0.4%	22.0%

All Students, School Year 2010-11

	SCIENCE							
Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
All Students	70,746	99.2%	20.9%	36.4%	36.1%	5.9%	0.7%	42.0%
Female	34,868	99.4%	20.8%	38.7%	34.8%	5.1%	0.6%	40.0%
Male	35,878	99.1%	21.0%	34.2%	37.3%	6.6%	0.9%	43.9%
Caucasian	19,217	99.3%	9.1%	26.8%	50.7%	12.7%	0.7%	63.4%
African American	1,637	99.0%	24.4%	38.4%	32.3%	3.9%	0.9%	36.2%
Hispanic	41,534	99.2%	24.5%	39.7%	31.7%	3.4%	0.8%	35.0%
Asian	1,007	99.3%	9.6%	27.2%	48.3%	14.2%	0.7%	62.5%
American Indian	7,351	99.4%	32.0%	43.6%	22.2%	1.7%	0.6%	23.9%
Economically Disadvantaged	47,507	99.2%	26.8%	39.8%	29.8%	2.9%	0.7%	32.6%
Students w Disabilities	8,965	98.2%	48.8%	31.0%	16.3%	2.1%	1.7%	18.4%
English Language Learners	13,458	99.3%	43.0%	38.9%	16.6%	0.9%	0.6%	17.5%

All Students, School Year 2010-2011

	MATH			READING			SCIENCE		
Group	Number Tested	Scaled Score Mean	Scaled Score Std Deviation	Number Tested	Scaled Score Mean	Scaled Score Std Deviation	Number Tested	Scaled Score Mean	Scaled Score Std Deviation
All Students	169,026	37.5	10.76	169,014	39.0	10.9	69,700	37.7	10.2
Female	83,204	37.8	10.5	83,200	40.5	10.5	34,457	37.5	9.8
Male	85,822	37.3	11.0	85,814	37.6	11.0	35,243	37.9	10.5
Caucasian	44,793	41.7	10.4	44,785	43.2	10.2	18,950	42.6	9.7
African American	3,938	35.4	11.2	3,940	37.8	11.3	1,609	36.1	10.5
Hispanic	101,117	36.1	10.4	101,096	37.7	10.6	40,921	36.1	9.7
Asian	2,438	44.8	11.5	2,417	44.2	11.0	995	42.7	10.3
American Indian	16,740	34.4	10.0	16,776	35.5	10.5	7,225	33.7	9.1
Economically Disadvantaged	117,736	35.5	10.4	117,750	36.9	10.7	46,727	35.4	9.8
Students w Disabilities	20,751	27.6	11.3	20,728	27.1	11.8	8,189	29.5	10.6
English Language Learners	34,106	32.2	10.4	34,091	32.6	10.6	13,241	31.4	9.4

Attachment 9

Table 2: Reward, Priority, and Focus Schools

Reward Schools

Schnumb	School Name	Reward Category	Overall Grade
1244	Dolores Gonzales Elementary	1	A
4135	Roswell High	1	A
16052	Fort Sumner High	1	A
24059	Hurley Elementary	1	A
43155	Thoreau Middle	1	A
43162	Thoreau Elementary	1	A
46028	Buena Vista Elementary	1	A
71141	Amy Biehl Community School at Rancho Viejo	1	A
76005	Taos Municipal Charter	1	A
76165	Taos High	1	A
82107	Mountainair High	1	A
86028	Bosque Farms Elementary	1	A
17014	Monte Vista Elementary	2	A
49164	Tucumcari High	2	A
67038	Kirtland Elementary	2	A
67174	Grace B Wilson Elementary	2	A
72123	Pablo Roybal Elementary	2	A
81003	Edgewood Middle	2	A
81110	Edgewood Elementary	2	A
86160	Sundance Elementary	2	A
88915	Bluewater Elementary	2	A
13162	Texico High	3	A
78119	Mesa Vista High	4	C
5056	Hagerman Middle	5	B
7075	Lake Arthur High	5	B
18050	Hatch Valley Middle	5	B
39060	Hondo High	5	B
43062	Indian Hills Elementary	5	B
43088	Crownpoint Middle	5	C
55050	Espanola Valley High	5	C
501001	Media Arts Collaborative Charter	5	B
510001	Taos Academy Charter	5	B

Priority Schools Detail

Schnumb	School Name	Priority Category	Overall Grade
1069	El Camino Real Academy Charter	1	F
1450	Ernie Pyle Middle	1	D
1520	Highland High	1	C
1540	Rio Grande High	1	C
1570	West Mesa High	1	C
42024	Bell Elementary	1	D
43039	Crownpoint High	1	C
56087	Lybrook Elementary	1	C
67114	Naschitti Elementary	1	C
67130	Newcomb High	1	D
70150	Pecos Middle	1	D
71023	Ramirez Thomas Elementary	1	F
74155	R Sarracino Middle	1	C
88057	Laguna Acoma High	1	D
1017	Los Puentes Charter	2	F
1051	Robert F Kennedy Charter	2	F
1090	School for Integrated Academics and Technologies Charter	2	F
1597	School On Wheels	2	F
17012	San Andres High	2	F
42006	Deming Cesar Chavez Charter	2	F
68003	West Las Vegas Family Partnership High	2	F
86009	Century Alternative High	2	F
87001	Belen Infinity High	2	F
523001	Academy Of Trades And Technology Charter	2	F
1255	Emerson Elementary	3	F
1363	Tomasita Elementary	3	F
1405	John Adams Middle	3	F
20124	Pate Elementary	3	F
57028	Brown Early Childhood Center	3	F
89025	AShiwi Elementary	3	F
505001	School Of Dreams Academy Charter	3	F

Focus Schools Detail

Schnumb	School Name	Focus Category	Overall Grade
1016	Albuquerque Talent Development Secondary Charter	1	D
1039	Nuestros Valores High Charter	1	D
1061	La Academia De Esperanza Charter	1	D
1594	Sierra Alternative	1	D
4132	University High	1	D
17013	Las Montanas Charter	1	D
43016	Gallup Central Alternative	1	D
67025	Career Preparatory Alternative	1	D
76010	Chrysalis Alternative	1	D
76011	Taos Cyber Magnet	1	D
89192	Twin Buttes High	1	D
512001	Cesar Chavez Community Charter	1	D
1549	New Futures School	2	C
1590	Albuquerque High	2	A
43073	Miyamura High	2	C
43089	Tse Yi Gai High	2	B
54045	Dulce High	2	B
76012	Vista Grande High Charter	2	B
514001	Gilbert L Sena High Charter	2	C
1004	Ralph J Bunche Academy Charter	3	D
1237	Cochiti Elementary	3	C
1240	Collet Park Elementary	3	B
1288	Lavaland Elementary	3	F
1407	Cleveland Middle	3	C
1413	Grant Middle	3	C
1416	Hayes Middle	3	D
1465	Washington Middle	3	D
1470	Wilson Middle	3	D
12084	Lockwood Elementary	3	D
18001	Rio Grande Elementary	3	D
19016	Anthony Elementary	3	B
19032	Chaparral Middle	3	D
32049	Caton Middle	3	D
33164	Taylor Elementary	3	F
35090	Tatum Junior High	3	B
36130	Ruidoso Middle	3	C
42007	Red Mountain Middle	3	D
42025	Deming Middle	3	D
42036	Columbus Elementary	3	D

43030	Chee Dodge Elementary	3	C
43038	Crownpoint Elementary	3	D
43075	Navajo Pine High	3	D
43120	Tohatchi Middle	3	D
43134	Red Rock Elementary	3	B
43152	Stagecoach Elementary	3	D
43160	David Skeet Elementary	3	F
55018	Carinos De Los Ninos Charter	3	D
55039	Chimayo Elementary	3	C
56038	Coronado High	3	C
57032	James Elementary	3	D
61020	Cochiti Elementary	3	D
61028	Santo Domingo Middle	3	C
62037	Cuba Elementary	3	C
62075	Cuba Middle	3	A
66025	Blanco Elementary	3	D
67152	Nizhoni Elementary	3	D
74144	San Antonio Elementary	3	D
75100	Magdalena Middle	3	D
75133	Magdalena Elementary	3	D
82106	Mountainair Junior High	3	F
88099	Mesa View Elementary	3	D
89195	Zuni Middle	3	D

Attachment 12

New Mexico Public Education Department Strategic Plan

Strategic Plan 2011
Kids First, New Mexico Wins

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Vision

Bold, visionary reform that puts students first in every decision will increase student achievement and prepare our kids for success in colleges and careers. We call on every educator, student, parent, community member and public servant to share in the responsibility for the success of our children and, ultimately, the future of the great state of New Mexico. When we put our kids first, New Mexico will win.

Mission

A focus on students means an emphasis on five strategic imperatives:

- Expect a smarter return on New Mexico's investment
- Require real accountability for real results
- Ensure our students are ready for success
- Reward effective educators and leaders
- Provide effective options for parents

Current State

With approximately 330,000 students in grades K–12, New Mexico's demographics are distinctive: 57% of the state's K–12 students are Hispanic, 29% are White, 11% are Native American, 3% are African American, and 1% are Asian or of other ethnicity. New Mexico is ranked 36th in overall population size, has the fifth largest land mass in the U.S. (121,665 square miles), and ranks 45th in the nation in population density. Further, with only 6.3 people per square mile, New Mexico faces unique challenges in educating students in rural areas, particularly on vast Indian reservations. New Mexico's majority-minority status presents our state with a unique opportunity to lead the way in increasing academic success for every student and closing the achievement gap.

According to the New Mexico Standards-Based Assessment (NMSBA) results, nearly 52% of 11th graders are not proficient in reading and almost 62% are not on grade level in mathematics[1]. Currently, only 67% of students graduate high school, hampering their life-long potential for success. For example, in 2010, the unemployment rate for dropouts was almost 15%. For those having earned their diploma it was about 10% and for college graduates it was 5%. Beyond simply having a job, the difference in earnings between dropouts and high school graduates is $10,000 per year[2].

[1] New Mexico Public Education Department

[2] Bureau of Labor Statistics, Current Population Survey. Data are 2010 annual averages for males age 25 and over. Earnings are for full-time wage and salary workers.

On a national scale, only 20% of New Mexico's 4th graders are proficient in reading and only 26% demonstrated proficiency in mathematics. Those results come from the National Assessment of Educational Progress (NAEP), which is a test issued to a sample of students all over the country. According to the NAEP, New Mexico is ranked 49th in fourth grade reading[3] and according to the National Quality Counts Report[4] (NQCR), New Mexico received an "F" in K–12 student success. Additionally, according to the Diploma Counts Report[5], New Mexico is ranked 49th in graduation rates, yet our investment in education is near the middle of the pack in national comparisons. Further, today 99.998% of New Mexico's teachers "meet competency" on annual evaluations. However, our student achievement results are not reflective of this standard[6].

Despite these challenges, the students and teachers of New Mexico are making progress. In 2009, New Mexico Hispanic 4th graders ranked 13th[7] in the nation on NAEP mathematics. New Mexico ranks 25th in the nation in the percent of students earning college degrees, which pays big rewards as the difference in earnings between high school graduates and college graduates is almost $50,000 per year[8]. New Mexico has demonstrated success as the NQCR rated our standards, assessment, and accountability system with an A-[9].

We know that our students can achieve and compete with the best and the brightest across the nation and demographics cannot be an excuse. The challenge for our communities is to believe that success is possible for our students regardless of the circumstances. Once this is realized, New Mexico will demonstrate it can be successful. When we put kids first, New Mexico will win.

The students, educators, and parents of New Mexico are ready for reform. They have delivered a mandate to change the culture of education in the state, placing more priority on student achievement and a much better return on $2.4 billion dollars in taxpayer investment.

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[3] U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics and Reading Assessments.
[4] http://www.edweek.org/media/ew/qc/2011/QualityCounts2011_PressRelease.pdf
[5] http://www.edweek.org/media/ew/dc/2010/DC10_PressKit_FINAL.pdf
[6] New Mexico Public Education Department
[7] U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics and Reading Assessments.
[8] Bureau of Labor Statistics, Current Population Survey. Data are 2010 annual averages for males age 25 and over. Earnings are for full-time wage and salary workers.
[9] Bureau of Labor Statistics, Current Population Survey. Data are 2010 annual averages for males age 25 and over. Earnings are for full-time wage and salary workers.

Future State

Since Governor Martinez took office and made the pledge to prioritize education and the economy, the New Mexico Public Education Department (PED) has renewed its commitment to serving the state of New Mexico. Many first steps toward that commitment have taken place, indicating success is possible for our students. To date, the PED has accomplished the following:

2011 Strategic Efforts and Achievements

Smarter Return on New Mexico's Investment

- Led the effort to protect classroom dollars in all 89 New Mexico school districts and charter schools. Statewide, budgeted expenditures for direct classroom instruction increased by nearly 0.5% while budgeted expenditures for administration decreased a little more than 0.6%.
- Included language in the General Appropriations Act (House Bill 2) to align proven strategies for student success with expenditures in education across the state.
- Reorganized the PED to better serve taxpayers and students despite budget cuts of nearly 25%.
- Improved the timely dissemination of financial data to districts resulting in a 50% decrease in turnaround time to process and distribute district reimbursements.
- Provided high-quality technical assistance, both fiscal and programmatic, to guide districts in developing budgets aligned with proven education programs while maximizing the return on the state's investment.
- Decreased licensure backlog by 50% from 10 weeks to 5 weeks.

Real Accountability. Real Results.

- Worked with the New Mexico Legislature to implement Governor Martinez's new A-F school grading system which recognizes proficiency and growth of all students and schools.
- Applied for the Race to the Top Early Learning Challenge Fund of $50 million in partnership with the Children Youth and Families Department (CYFD).
- Developed a legislative initiative to end 3rd grade social promotion and support struggling readers with early interventions.
- Reduced testing time by nearly 40% and negotiated to deliver testing results four weeks earlier than the previous year.
- Raised the bar and expectations when it comes to accurate data reporting through initial audits of data in districts.

Ready for Success Initiative

- Increased communication and collaboration across the bureaus within the Student Success Division through increased frequency of communication and cross training.
- Facilitated the transition to the Common Core Standards for Priority Schools through the use of instructional resources for reading and math.
- Significantly enhanced collaboration between the Indian Education Bureau and the Student Success Division to ensure alignment of instructional standards for all Native American students.
- Initiated the development of a culture-based education model to comply with the New Mexico Indian Education Act to engage the Native American students to improve student performance.
- Engaged the Bilingual Directors in a process that identified high-need educational challenges for bilingual/ELL students, such as, instructional support, professional development, leadership and communication to improve student performance.

Rewarding Effective Educators and Leaders

- Appointed and convened the 15-member New Mexico Effective Teaching Task Force.
- Facilitated the development of teacher and school leader evaluation system recommendations and delivered to the Governor.
- Established more direct outreach to districts to assist with staffing concerns.
- Increased collaboration to enhance effective professional development.
- Applied and received a no-cost extension of Transition-to-Teaching grant.
- Launched a partnership with Southern Regional Education Board (SREB) and University of New Mexico Institute for Professional Development to improve school leadership.

Effective Options for Parents

- Partnered with the National Association of Charter School Authorizers (NACSA) to create a more vigorous charter application review and vetting process.
- Presented training in collaboration with NACSA to Public Education Commission (PEC) and local district authorizer on authorizing best practices.
- Worked with Superintendent of Farmington Municipal Schools to assist and guide with best practices for reviewing of new charter application.
- Began process of identifying additional resources to further online learning courses to expand IDEAL-NM and other distance learning opportunities.
- Initiated a review of Charter Schools Bureau operations for efficiency and improvement of client services.

New Mexico's children deserve these efforts and so much more. The opportunity to change the culture of education is a golden chance to change the future for not only the students, for the entire state of New Mexico. The PED's vision is to make sure the hardship and the challenges students face today are no longer passed on to future generations. The time to deliver on that promise is now.

Strategic Lever 1: Smarter Return on New Mexico's Investment

To protect students in these challenging economic times, Governor Martinez prioritized classroom spending over bureaucracy. Legislation passed in the 2011 regular session increases transparency in school spending, authorizing the PED to partner with local school districts to align their budgets to proven student success strategies. The following innovative goals will continue to propel New Mexico towards this strategy:

Goal	Public Performance Measure	Data Validation	Accountability
1. Improve management and expenditures of state and federal dollars to align with proven strategies for student success with expenditures in education across the state.	X	OBMS, SHARE, budget review process	PED Senior Team, Program Managers, Financial Managers, District Superintendents
2. Increase percent/dollars to the classroom in chart of accounts category 1000.	X	OBMS, STARS, budget review process	Paul Aguilar (Deputy Secretary, Finance and Operations)
3. Increase percent/dollars to the classroom in the following chart of accounts: direct instruction (1000), support services students (2100), and support services instruction (2200).	X	OBMS, STARS, budget review process	Paul Aguilar (Deputy Secretary, Finance and Operations)
4. Obtain private funding investments to increase overall educational funding.	X	SHARE	Leighann Lenti (Director of Policy)
5. Seek federal competitive grants to increase overall educational funding.	X	SHARE	Leighann Lenti (Director of Policy)
6. Obtain budget and regulatory flexibility for student achievement effectiveness at the federal level.	X	Federal reporting, STARS, School Report Card	Leighann Lenti (Director of Policy), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
7. Ensure accurate and meaningful data are available.	X	STARS, OBMS	PED Senior Team, Michael Archibeque (Chief Information Officer), District Data Coordinators
8. Identify effective PED programs to serve districts better and retool current programs to improve effectiveness.	X	TBD	PED Senior Team

Smarter Return on New Mexico's Investment

1. Improve Management and Expenditures of State and Federal Dollars

Within the PED, the coordination among bureaus to ensure expenditures are aligned with approved applications and proven instructional strategies is imperative. The department works to keep districts and charter schools informed on the status of revenue available and expended to avoid reverting funds annually. Since districts and charter schools are required to expend their own funding first and then request reimbursement, it is important for the PED to expedite reimbursements to the districts and charter schools.

Externally, districts and charter schools certify to the department that expenditures are aligned with their Educational Plan for Student Success (EPSS). PED program staff work with districts and charter schools to ensure proper planning takes place and that districts align their instructional practices with proven strategies to improve student growth and promote student success.

2. Increase Percent/Dollars to the Classroom, Chart of Account Category 1000

The School Budget and Financial Analysis Bureau analysts work with superintendents and business managers to evaluate district and charter school budgets to ensure that budgets are focused on increasing the percent and dollars to the classroom. These increases are then used to implement proven strategies for student success. This involves give-and-take negotiations between districts and the PED to assist districts in identifying areas where funding can be moved into direct instruction line items. PED program staff are also included to ensure districts are providing educational programs that implement proven, successful instructional strategies. In areas where districts have concerns with recommended changes, senior staff is involved in discussions to ensure districts understand the imperative of increasing funding to the classroom to improve student success.

3. Increase Percent/Dollars to the Classroom: Direct Instruction (1000), Support Services Students (2100), and Support Services Instruction (2200)

The School Budget and Financial Analysis Bureau analysts work with superintendents and business managers to evaluate district and charter school budgets to ensure that budgets are focused on increasing the percent and dollars to the classroom—support services, students and supplemental services and, instruction. These increases are used to implement proven strategies for student success. This involves give-and-take negotiations between districts and the PED to assist districts in identifying areas where funding can be moved into line items 1000, 2100, and 2200. PED program staff are also included to ensure districts are providing a curriculum that implements proven, successful, instructional strategies. In areas where districts have concerns with recommended changes, senior staff is involved in discussions to ensure districts and charter schools understand the imperative of the department to increase funding.

4. Obtain Private Funding Investments to Increase Overall Educational Funding

Leveraging private funds that align to New Mexico's education reform agenda will link the funding community to the schools across the state, and allow investment in the kinds of high-impact innovations that otherwise would not be financially feasible. The PED will work to ensure that any private dollars received meet the established goals to guarantee that private donors know that their investments positively impact teaching and learning.

5. Seek Federal Competitive Grants to Increase Overall Educational Funding

Historically, New Mexico has struggled to successfully compete for federal grants. In order to increase the amount of dollars available to support our key reform goals, the PED will actively pursue competitive dollars that will positively impact teaching and learning.

6. Obtain Budget and Regulatory Flexibility for Student Achievement Effectiveness at the Federal Level

Through the waiver process developed by the United States Department of Education, New Mexico will seek both regulatory and budgetary flexibility. New Mexico will seek flexibility that will allow the state to have a singular accountability system that recognizes both proficiency and growth, unlike the current pass/fail system. New Mexico will also pursue flexibility to transition to an evaluation system that places the emphasis on teacher effectiveness as measured by student outcomes over teacher qualifications. Additionally, the PED will pursue flexibility to decrease the number of federal reports currently required and expand the allowable uses of funds.

7. Ensure Accurate and Meaningful Data is Available

To ensure accurate and meaningful data is collected, the PED is committed to establishing a comprehensive Data Quality Program to document data collection processes, track necessary data elements, document the purpose and use of data, identify redundant data, and reduce the reporting burden to the PED. Additionally, the PED will continue to facilitate data sharing, collection, and collaboration with schools, school districts, teachers, principals, administrators, legislators, and the public to ensure accurate and meaningful data are available.

8. Identify Effective PED Programs to Serve Districts Better and Retool Current Programs to Improve Effectiveness

Finance and Budget Division

- Decrease processing time of federal reimbursements to grantees by informing the districts regularly of revenue available and timelines for expenditure.
- Eliminate duplicative or redundant state and federal data collection and reporting requirements.
- Standardize and streamline grant applications.
- Implement electronic submission and approval of waivers.
- Reduce the number of required reports from districts and charter schools.
- Ensure funds are moved quickly into school accounts to keep programs operating and to allow districts and charter schools to pay their bills through the Fiscal Grants Management Bureau.
- Ensure districts and charter schools develop budgets aligned with department and the Governor's priorities and executed appropriately through the School Budget and Financial Accountability Bureau.

Policy Division

- Streamline and expedite the process under which districts can submit waiver requests and receive decisions from the PED.

Assessment and Accountability Division

- Provide timely and reliable data for improved data-driven decision making through online reporting tools.

Educator Quality Division

- Use Title II funding to strategically implement statewide and regional teacher professional development focused on literacy, numeracy, and school leadership.
- Establish criteria for Title II allocation to school districts. Provide technical assistance to districts regarding effective measures established in Title II.
- Amend rules for licensure to structure longevity of a teaching license to a term of three years. Effective measures are tied to continuing licensure.
- Establish an effective online help desk for Licensure Bureau that will serve districts and teachers to expedite license queries.

Student Success Division

- Enhanced technical support to schools and districts by eliminating silos within the divisions with expanded communication among all bureaus.
- Developed evidence-based best practices will formulate the transformational model as a pilot for 15 School Improvement Grant (SIG) schools and 5 additional schools in designation with emphasis on literacy, math, leadership, and cultural competence.

Options for Parents Division

- Provide professional development and technical support to local school districts for authorizing best practices and the implementation of Senate Bill 446 (Charter School contracts bill).
- Reorganize the Charter Schools Bureau to become a technical support unit for all charter schools and local district authorizers.

Strategic Lever 2: Real Accountability. Real Results.

Implementing a transparent school-grading system allows parents, teachers, students, and the community to understand the quality of education in our classrooms, creating a culture of higher expectations and greater achievement. Recognizing excellence and progress while addressing failures are the keys to improving our education system. Without incentives for effectiveness and replacing failure with success, our system of evaluating students is meaningless. To increase accountability and transparency in New Mexico schools, the "Real Accountability. Real Results." initiative signed into law by Governor Martinez adopts an easy-to-understand system of grading schools.

Goal	Public Performance Measure	Data Validation	Accountability
1. Implementation of successful school-grading system.	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
2. Pursue federal waiver.	X	Implementation of a singular accountability system that recognizes both proficiency and growth	Leighann Lenti (Director of Policy)
3. Increase A and B schools.	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
4. Decrease D and F schools.	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
5. Create monetary and/or flexibility incentives for schools and districts.	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
6. Increase parent and community involvement.	X	Parent report card, Parent Advisory	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
7. Identify, develop and implement effective turnaround strategies for low performing schools and champion proven strategies in higher-performing schools.	X	More A, B schools and fewer D, F schools annually	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Leighann Lenti (Director of Policy)

Strategic Lever 2 (continued)

8. Transition to common core.	X	Assessment system in place, structural materials aligned, professional development for teachers conducted	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
9. Transition to common core assessments.	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)

Real Accountability. Real Results.

1. Implementation of Successful School-Grading System

The school-grading system utilizes multiple years of data, incorporating both current performance and individual student growth to hold schools accountable for student learning. The PED will utilize the rule making process in the fall of 2011 to outline the specific criteria that will be used to implement the school grading system. Additionally, the PED will work with districts and schools to provide baseline data in 2011, technical assistance on how grades are calculated, and guidance on activities schools can undertake to improve their grades and outcomes for students.

2. Pursue Federal Waiver

The state will also pursue a federal waiver to replace the current pass/fail AYP system with our school-grading system. This will allow New Mexico to have a singular accountability system that recognizes both the proficiency and growth made by our students and schools.

3 - 5. Increase A and B Schools. Decrease D and F Schools. Create Monetary and Flexibility Incentives for Schools and Districts

By developing flexibility and, over time, including monetary rewards for A schools, the PED will partner with districts to incentivize the growth of all schools. As part of the federal waiver request, the PED will look to expand how federal resources can be used to not only incentivize growth, but also reward schools. This could include flexibility in the use of funds and less onerous reporting requirements. Additionally, the PED will look to provide tiered support to D and F schools. The most intensive support will be provided to F schools and aligned to their areas of weakness so that they can become high-performing schools.

6. Increase Parent and Community Involvement

Parents are their child's first teacher. PED's role is to arm parents with tools to enhance their role as the first teacher of their child. To do this, the PED has developed robust parent and community training modules designed to aid parents in their role as the first teacher. The modules address key components, such as, effective reading strategies for parents. For parents who do not have access to technology, these modules will be available to parents through their child's school.

7. Develop and Implement Effective Turnaround Strategies for Low Performing Schools and Champion Proven Strategies in Higher Performing Schools

Effectively intervening in our lowest-performing schools and championing the success of our highest-performing schools is the responsibility of every educator, parent, community member and public servant. To accomplish this goal, the PED will pursue budgetary and regulatory flexibility and require the lowest-performing schools to invest their dollars in proven strategies. Additionally, our highest-performing schools will have the opportunity for additional flexibility and, over time, monetary rewards.

8. Transition to Common Core

The Common Core standards are a set of nationally-developed standards that are aligned with 21st century skills that students need in order to be college and career ready. The PED is developing a transition plan to the Common Core. This plan will be built in collaboration with district and charter school administrators, school leaders, teachers, parents, and community stakeholders. The transition plan will be the basis for the PED to pursue both state and private support to implement the plan so that we can prepare all students to be college and career ready.

9. Transition to Common Core Assessments

Full implementation of the Common Core standards (CCS) means that teachers will be teaching towards a mastery of the standards, using materials aligned with the CCS, and that students will be assessed using tests fully aligned to the CCS. This transition includes providing teachers with professional development, and building school, district, and charter school capacity for computer-based assessments. Full implementation also includes implementing new state assessments based on the CCS. By partnering with other states in the Partnership for Assessment of Readiness for College and Career (PARCC) consortium, New Mexico will be able to support the development of high-quality assessments that will best meet the needs of our students and teachers.

Strategic Lever 3: Ready for Success Initiative

To prepare students to succeed throughout their academic careers, the PED is committed to placing a command-focus on literacy. This focus will include vertical alignment and integration of the core content, curbing the all too common practice of social promotion, and prioritizing research-based strategies for reading interventions. This will ultimately lead to college success and career readiness.

Goal	Public Performance Measure	Data Validation	Accountability
1. Increase the percentage of students who score Proficient and Advanced on the NMSBA.	X	NMSBA Scores –STARS	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
2. Implement parent and community reading initiatives.	X	TBD	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
3. Increase graduation rates.	X	Graduation rate	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
4. Implement a 3rd grade "no social promotion" initiative.	X	Higher number of proficient readers and less students retained on an annual basis	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Leighann Lenti (Director of Policy)
5. Reduce the percentage of students retained in third grade due to literacy level.	X	Significant reduction of students retained in third grade due to literacy level	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)

Ready for Success Initiative

1. Increase the Percentage of Students in Proficient and Advanced on the NMSBA

The PED will work with school districts to identify proven strategies for improving student academic growth and assist with providing professional development for local implementation.

2. Implement Parent and Community Reading Initiatives

After analyzing current community-based reading initiative programs, the PED will work with school district and charter school staff, parents and, communities to identify proven practices for replication in other districts and communities to increase literacy levels across the state.

3. Increase Graduation Rates

The PED will work with school districts and charter schools on interventions and proven strategies that can be implemented to increase the readiness of students to successfully graduate, and be prepared to enter college or career. An unacceptably-high proportion of New Mexico high school graduates are not adequately prepared to competitively enter the work force or seamlessly transition into college or university coursework. The purpose of high-stakes graduation expectations is to provide concrete objectives for students that, upon completion, signals that students have mastered New Mexico standards and are prepared to enter the next stage of their careers. A major component of high expectations is a high stakes exit exam that explicitly assesses students for mastery on standards designed to prepare students with 21st century skills. A complimentary goal to the implementation of a high-stakes exit exam is the development of Alternative Demonstrations of Competency (ADC). The ADC must be a rigorous alternative indicator of student skills and knowledge.

4. Implement a 3rd Grade "No Social Promotion" Initiative

As reading proficiency is one of the key indicators for high school graduation, the PED will implement policies to end the all too common practice of social promotion. Through screening and early intervention, New Mexico will better identify struggling readers and provide support needed so that all children are proficient by third grade. The parents of struggling readers will be notified early in the year in order to provide the opportunity to become engaged in supporting their child.

5. Reduce the Percentage of Students Retained in Third Grade Due to Literacy Level

Adequately assess students' instructional reading level. Ensure standards-based instruction for all students, especially those grades leading to third grade. Develop vertical alignment of early childhood literacy with kindergarten to ensure students are reading on level as they exit the grade. Implement, with fidelity, the state's Response to Intervention framework with differentiated instructional models and integrating cultural competence components.

Strategic Lever 4: Rewarding Effective Educators and Leaders

To ensure all students have access to great teachers and school leaders, Governor Martinez remains committed to developing an evaluation system that prioritizes student academic gains. Additionally, the Governor is committed to recruit, retain, reward, and incentivize effective teaching and leadership in our schools and districts.

Goal	Public Performance Measure	Data Validation	Accountability
1. Create a comprehensive teacher and school leadership performance-based evaluation system with 50% of the evaluation capturing student achievement, 25% observation, and 25% multiple measures.	X	Student achievement will constitute 50% of the teacher evaluation, 25% observation, 25% multiple measures	Matt Montaño (Director of Educator Quality), Leighann Lenti (Director of Policy), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
2. Create an educational leadership pipeline.	X	Increase annually number of highly effective teachers and school leaders	Matt Montaño (Director of Educator Quality)
3. Work with Higher Education to address teacher preparation program effectiveness.	X	Licensure data systems	Matt Montaño (Director of Educator Quality), Mike Archibeque (Chief Information Officer), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)

Rewarding Effective Educators and Leaders

1. Create a Comprehensive Teacher and School Leadership Performance-Based Evaluation System

The PED is seeking to reform the current teacher and school leader evaluation systems to include standardized and objective criteria that establish a multi-tiered evaluation based upon effectiveness. This system seeks to recruit, retain, reward, and advance teacher and school leader licenses based on level of student achievement and a common PED-approved set of multiple measures. The teacher and school evaluation system will consist of reliable, precise models that allow for valid attribution of effectiveness-based student performance.

2. Create an Educational Leadership Pipeline

The PED will develop a leadership pipeline for school leaders that will provide professional development that meet New Mexico Administrative Code (NMAC) requirements for bi-annual training. The Department will establish a structure that utilizes research-based strategies to define roles of instructional leadership that includes teacher observations and ongoing professional development initiatives that are data driven.

3. Work with Higher Education to Address Teacher Preparation Program Effectiveness

The PED will facilitate data sharing between licensure data bases and STARS to establish a process for evaluating teacher effectiveness as defined in the value-added model and the teacher preparation programs. Accreditation of pre-service programs will be determined based on objective data, as well as required state accreditation visits.

Strategic Lever 5: Effective Options for Parents

Governor Martinez remains committed to offering parents multiple educational opportunities for their children, including effective charter schools that are held accountable to high standards through implementation of SB446. In addition, robust online learning opportunities will be created to reach out to all areas of New Mexico.

Goal	Public Performance Measure	Data Validation	Accountability
1. Increase number of effective charter schools.	X	Budget review process, school grades, rule implementation	Patty Matthews (Director of Options for Parents)
2. Create robust, statewide virtual school (s).	X	Virtual school course offering, number of students enrolled completing virtual schools	Patty Matthews (Director of Options for Parents)
3. Provide high-quality technical assistance to charter authorizers.	X	Needs assessment completed, training provided	Patty Matthews (Director of Options for Parents)

Effective Options for Parents

1. Increase Number of Effective Charters Schools

The PED will amend existing processes for new and renewed applications to ensure only quality charter schools are approved or renewed using national best practices. This includes the development of rubrics, templates, guidance, and technical assistance for ensuring that charter schools and authorizers understand their respective obligations and roles. New rules will be adopted and the PED guidance around SB446 will be provided to define and clarify authorizing practices. School grading will be used to inform acceptable standards for charter school sustainability. The effectiveness of the appeal process will be examined as it applies to charter applications and renewal. In addition, professional development opportunities for charter school governing bodies will be created to ensure accountability and compliance.

2. Create Robust, Statewide Virtual School (s)

The PED will conduct a statewide assessment of the utilization of IDEAL-NM and other virtual education programs at districts and charter schools. Using the data collected, the Options for Parents Division will determine how to improve overall utilization of existing resources in areas that will create expanded effective options for parents.

3. Provide High-Quality Technical Assistance to Charter Authorizers

The PED will conduct a statewide assessment of local authorizers to determine areas of need and how to improve the use of existing resources to assist with best practices, which includes the implementation of SB446. The PED will provide at least one training to local district authorizers to inform them of the implementation of SB446.

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Attachment 13

New Mexico Common Core State Standards Transition Plan

New Mexico Public Education Department

This 4-year phase-in plan addresses implementation timelines for Communication, Student Assessment, Curriculum & Instruction / Instructional Materials, Professional Development, and Internal Leadership.

New Mexico Common Core State Standards

Implementation Plan

DRAFT 1-29-12

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CRITICAL MILESTONES & KEY IMPLEMENTATION STEPS:

I. *Support districts and schools in evaluating their current knowledge and capacity to provide professional development to support curriculum, instruction and assessment aligned to the Common Core State Standards* **4**

II. *Build awareness of the ELA/Literacy and mathematics Common Core State Standards among all stakeholders while meaningfully engaging educators through professional development opportunities* **4**

III. *Build internal instructional leadership capacity for sustainable implementation and improved learning systems while guiding the efforts of policy makers, service providers, participants and evaluators of professional development* **7**

IV. *Deepen understanding among all stakeholders to increase educator effectiveness resulting in increased student achievement and provide a common framework from which to share best practices* **10**

V. *Provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity* **11**

VI. *Teachers and specialized personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities* ***12***

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INTRODUCTION

New Mexico Common Core State Standards

Implementation Plan

INTRODUCTION

The New Mexico Public Education Department (NMPED) is preparing for a landmark shift in expectations and requirements for the State's public education system as New Mexico transitions, along with virtually all other states, to a more robust set of standards of what students must ***understand*** and be able to do in their kindergarten through high school careers.

The *Common Core State Standards (CCSS),* as these new standards are known, grew out of a process led by governors and public school leaders to establish norms across states of how best to prepare students for the demands of the modern workplace. The Common Core is a different approach to teaching, learning and testing that focuses on giving students deep understanding of the most important concepts in the subjects they are studying, so that they can apply that knowledge, understanding, and skills to other subjects and in the real world.

The Common Core State Standards (CCSS) are not "new names for old ways of doing business"; they are the foundation of public education in the 21st century. The transition to the CCSS is both immediate—as it must be implemented in the next three years—and lasting—as it affects virtually every aspect of public school curriculum, instruction, and assessment.

New Mexico has committed to implementing the CCSS in English language arts (ELA)/Literacy and mathematics in all public schools by academic year 2013-2014. The NMPED is preparing for a host of administrative changes as it moves to implement technically challenging forms of assessment for the CCSS. By 2014-2015, all New Mexico public school students will be taking a new form of tests that will examine multiple types of assessment, not only multiple-choice answers. This next generation assessments will be developed by PARCC (Partnership for Assessment of Readiness for College and Careers), a consortium of 24 states, including New Mexico as one of the governing states, that have agreed to utilize the same accountability tests.

Adopting the CCSS was a critical first step. A clear road map - anchored in college and career readiness- was needed next. In a unified effort to build a solid implementation process, representatives from each level of the state's educational system were asked to provide planning input. The State's plan is to be phased in throughout a 4-year period and will be followed by sustainability. This state-wide plan is based on the premise that *rethinking education is essential* to operationalizing the state's expectations and actions. All elements of a standards-based education system had to be considered while simultaneously aligning system elements to content and process standards and acknowledging the need for ongoing and periodic evaluation and adjustment.

While New Mexico faces **unique challenges** in educating students, transitioning to the Common Core State Standards (CCSS) presents our state with a **unique opportunity** to lead the way in increasing academic success

for every student and closing the achievement gap. The *spirit of diversity* within the State was considered during the planning process and will continue to be taken in account throughout the implementation and sustainability phases. An overarching goal will be to ensure equity and rigor for all students in meeting the State's high standards and expectations. In pursuit of that, the following student populations were explicitly addressed:

- CLD (Cultural & Linguistic Diversity)
- ELL (English Language Learners)
- SWD (Students with Disabilities)
- Gifted Program

The overall plan was framed by an *understanding of the systemic change process*. A learning system focused on increasing effectiveness must apply research on continuous improvement, consider the change process, and how to support long-term implementation to achieve the desired outcomes. The **Kotter 8-Step Change Process**[1] is one example of how this process works.

1. **Create Urgency**
   - Recognize that this is a major opportunity
   - Connect to people's deepest values, inspire them to greatness, make it come alive through human experience, engage the senses, create messages that are simple & imaginative
2. **Form a Powerful Coalition**
   - Position Power, Expertise, Credibility, Leadership, Trust
3. **Create a Vision for Change**
   - Clarify how the future will be different from the past
   - Imaginable, Desirable, Feasible, Focused, Flexible, Communicable
4. **Communicate the Vision**
   - Simple, Vivid, Repeatable, Invitational
   - Everyone, Anywhere & Everywhere, Walk the Talk
5. **Remove Obstacles**
   - Encourage the risk-taking and nontraditional ideas, activities, and actions
6. **Create Short-Term Wins**
   - Recognize and reward employees involved in the improvements
7. **Never Let Up**
   - Hire, promote, and develop employees who can implement the vision
   - Reinvigorate the process with new projects, themes, and change agents
8. **Anchor the Changes in Culture**
   - Articulate the connections between the new behaviors and organizational success
   - Develop the means to ensure instructional leadership development and succession

[1] Kotter Change Model http://kotterinternational.com/kotterprinciples/changesteps

The following provides a brief overview of the five directly aligned major sections of the State's CCSS Implementation Plan which came together to create the complete framework. In addition **Section One** explains the planning process.

Vision: *Ensure that **all students** learn the advanced skills, starting in the earliest grades, needed to be college and career ready.*

Mission Statement: *New Mexico is joining 45 other states across the nation to be globally competitive by implementing world class standards in order for New Mexico's students to compete on a national and global platform.*

Section Two: Communication Plan

Goal: To provide the education community in New Mexico—from students and parents, to teachers, administrators, school board members and business and community leaders—with the information and interaction they require to respond to the initiative.

Overview: In the face of these challenges and opportunities, the NMPED (New Mexico Public Education Department) must quickly and effectively communicate with its stakeholders about why the new system is necessary and what the changes it is driving mean for them. The Department will use a variety of media and forums to reach these various stakeholders, and the process to engage them will be ongoing. But as a result of the steps, New Mexicans will have accurate, timely and easy-to-access information and tools for implementing the CCSS in their own communities and the opportunity to ask and answer questions in their own communities about the near- and long-term impact of CCSS on their communities.

Section Three: Student Assessment Plan

Goal: To transition over the next three years towards a new generation assessment that is well aligned with CCSS and the PARCC assessment that will be introduced in New Mexico in 2015.

Overview: The State's Student Assessment Plan addresses the transition from the current Standards Based Assessment (SBA) to the new PARCC (Partnership for Assessment of Readiness for College and Careers) test. In addition, the plan explains the implications for the NMAPA (New Mexico Alternate Performance Assessment) and the ACCESS English Language Proficiency Assessment for ELLs (English Language Learners).

Section Four: Curriculum & Instruction / Instructional Materials Plan

Goal: In preparation for 21st century success, New Mexico will move to full implementation of the *Common Core State Standards*[2] (CCSS) in English Language Arts (ELA)/Literacy and mathematics by meeting the following objectives:

- Establishing a sure path to college and career readiness
- Ensuring the alignment of high-quality instructional methods/materials
- Fostering cultural competence and language proficiency by promoting the *spirit of diversity* within our State
- Building leadership capacity to sustain efforts and continue momentum

Overview: The timeline for full implementation of the Common Core State Standards (CCSS) considers the several key shifts in learning evident in the new standards. The State will provide support to districts in determining how to change everyday teaching practice into aligned instructional methods reflecting the depth and skills of the CCSS.

- Beginning in **spring 2012**, *all districts will be expected to incorporate the following into teaching and learning at all grade levels:*
  - English Language Arts Shifts in Instruction
  - Reading and Writing Framework Shifts
  - Capacities of the Literate Individual
- In a similar manner, *all districts will be expected to incorporate the following into teaching and learning at all grade levels:*
  - Mathematics Shifts in Instruction
  - Mathematical Practices

Mandated Start Date	Grades	CCSS
2012-2013	K-3	ELA
2012-2013	K-3	Mathematics
2013-2014	4-12	ELA
2013-2014	4-12	Mathematics
2013-2014 **IMPORTANT NOTE**[3]: *The grades 6 -12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them and are to be incorporated into the standards for those subjects.*	6-12	Social Studies, Science & Technical Subjects Literacy Standards

[2] CCSS Documents http://www.corestandards.org/the-standards
[3] CCSS for ELA/Literacy, pg. 3 http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Section Five: Professional Development Plan

Goal: To support the transition to and full implementation of the Common Core State Standards[4] (CCSSI) through the development of understanding, knowledge and skills to increase student achievement by making ongoing professional learning and strategic leadership essential in curriculum, instruction, and formative/ summative assessment.

Overview: The state-wide implementation plan promotes professional development as an integral part of its expectations and actions. It calls for the alignment of district, regional, and statewide resources, including Institutions of Higher Education (IHE), to provide a coherent professional learning system that will improve teaching and ensure each student has the best opportunities for academic success in every classroom.

Section Six: Internal Leadership Plan

Goal: To implement the State's transition plan by setting system-wide routines to track progress, identify actions needed to stay on track or get back on track, uncover key issues and prioritize them for resolution, and sustain a consistent focus.

Overview: An Implementation Team will be established to administer the State plan including:

- Developing budgets
- Seeking external funding sources in addition to State funding
- Maintaining two-way open and timely lines of communication
- Forming partnerships to leverage resources
- Coordinating professional development opportunities
- Monitoring performance and progress
- Developing an evaluation plan
- Providing technical assistance

[4] CCSS Documents http://www.corestandards.org/the-standards

Table A: NM CCSS Implementation Timeline

NEW MEXICO COMMON CORE STATE STANDARDS TIMELINE

NMPED New Mexico Public Education Department

2011–2012 School Year	2012–2013 School Year	2013–2014 School Year	2014–2015 School Year
Curriculum Current New Mexico State Standards	**Curriculum** Common Core State Standards taught in grades K–3. Current New Mexico standards taught in all other grades.	**Curriculum** Common Core State Standards in effect for all grade levels.	**Curriculum** New Mexico Common Core State Standards in effect for all grade levels.
Professional Development Awareness-building conferences & regional Town Hall meetings. In-depth district Study of the Standards. State orientation, trainings and resources during the spring and summer. On-line information and materials made available.	**Professional Development** Regional **Teacher** training, emphasizing expertise in: • CCSS Standards • Curriculum Alignment • Standards-based Education & Assessment • Model Curriculum Lesson Planning Tools, workshops & training available for **Districts**.	**Professional Development** Ongoing **Teacher** training, emphasizing expertise in: • CCSS Standards • Curriculum Alignment • Standards-based Education & Assessment • Model Curriculum Lesson Planning Tools, workshops & training available for **Districts**.	**Professional Development** Ongoing **Teacher** training, emphasizing expertise in: • CCSS Standards • Curriculum Alignment • Standards-based Education & Assessment • Model Curriculum Lesson Planning Tools, workshops & training available for **Districts**.
Assessment Current New Mexico Standards Based Assessment (SBA) for students in grades: 3–8, 10 &11. Minimum SBA scores required for graduation.	**Assessment** Current New Mexico Standards Based Assessment (SBA) for students in grades 4-8, 10 & 11. "SBA "Bridge Assessment" aligned to the CSS for students in grade 3. Minimum SBA scores required for graduation.	**Assessment** New SBA "Bridge Assessment" for students in grades 3-8, 10 & 11 incorporates content and on-line delivery linked to CCSS. Minimum SBA scores required for graduation.	**Assessment** PARCC on-line assessment provided to all students in grades 3-11. Minimum PARCC assessment scores required for high school graduation.
Communication • Vision for Common Core articulated by the state. • NMCCSS website launches newmexicocommoncore.org • Public feedback enabled on new website and through conferences and regional Town Hall meetings • Presentation & promotional materials made available. • District diagnostic survey	**Communication** • State, regional and local conferences are held. • Website content expands. newmexicocommoncore.org • Public feedback continues via website. • Updates from the Secretary regarding assessment and professional development • Districts create plans to engage stakeholders	**Communication** • State, regional and local conferences are held. • Website content expands. newmexicocommoncore.org • Public feedback continues via website. • Updates from the Secretary regarding assessment and professional development • Districts further engage stakeholders	**Communication** newmexicocommoncore.org serves as the clearinghouse for NMCCSS information and feedback.

SECTION ONE: IMPLEMENTATION PLAN DEVELOPMENT PROCESS

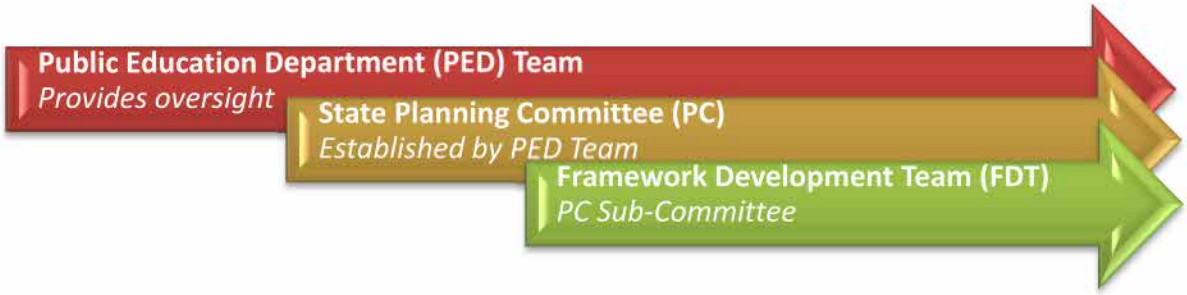
New Mexico Common Core State Standards

Implementation Plan

Implementation Plan Development Process

Planning for the New Mexico Common Core State Standards (CCSS) began within the Public Education Department (PED) in summer 2011. The initial team consisted of a Project Coordinator, a Project Director, the Director of Assessment and Accountability, and the Director of Policy. The team gathered information, conducted a state-wide survey of districts to determine the readiness levels, needs and preferences, and established the State Planning Committee (PC). Following this came the Framework Development Team (FDT) formed as a sub-committee of the PC and was joined by additional PED staff serving to oversee the project. Together the PED team, PC and FDT provided recommendations and drafted the State's Implementation Plan.

Table 1-A: Overview



The Planning Committee represented the State's various stakeholders including campus/district administrators, teachers, parents, Institutions of Higher Education (IHE), and the business community as detailed below. Representation included all levels of education (e.g. elementary, middle, high, higher education), experience in bilingual and Special Education, all regions, and representation from Hispanic and Native American communities.

Table 1-B: State Planning Committee (PC) Members

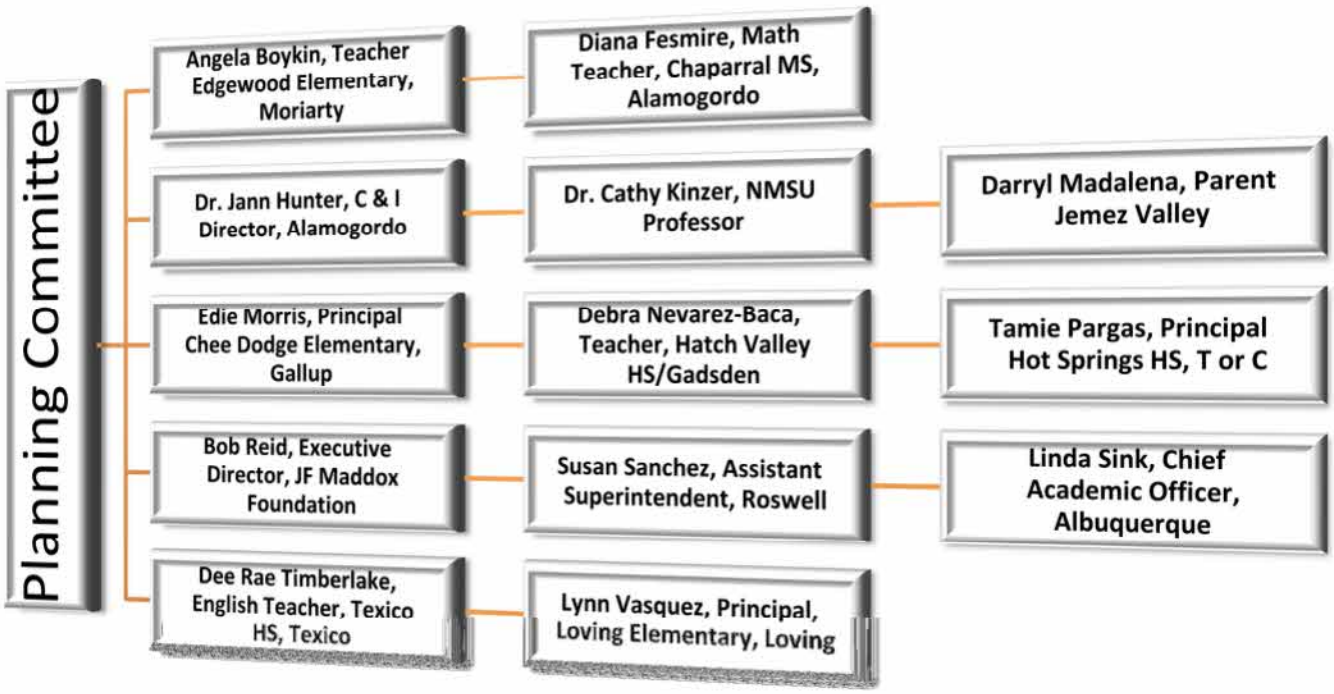


Table 1-C: Framework Development Team (FDT) Work Groups

Members of the FDT were organized into work groups to draft the separate sections of the State Implementation Plan as shown below. The FDT Coordinator, together with the CCSS P facilitated the process and prepared the State Implementation Plan for review by the PED team and PC.

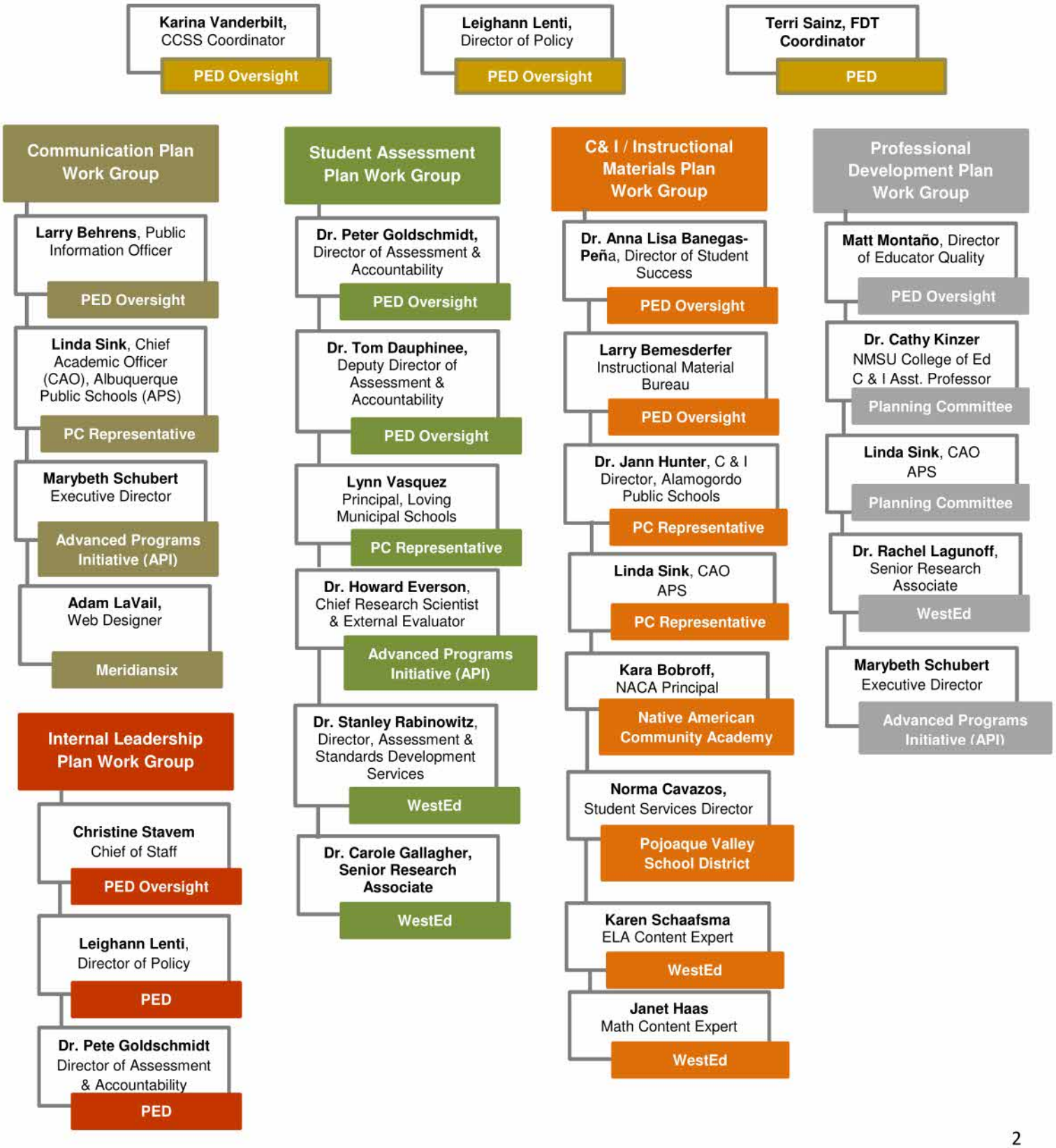


Table 1-D: Plan Development Timeline

The timeline below details the State's process in developing an implementation plan for transitioning to the Common Core Standards through the collaborative efforts of the PED, PC and FDT.

Summer 2011: PED Team established

Fall 2011: Districts surveyed as to CCSS awareness, prefered communication methods, implementation plans, areas of need, and requested PED support

August 2011: Planning Committee (PC) established by PED Team

August 29: PC Webinar to discuss Introductions, Purpose, Roles, Process & Next Steps

September 9: PC Webinar to discuss Assessment, CCSS & PARCC

September 19: PC Meeting in Moriarty
- Study examples of CCSS curriculum alignment process & implementation plans from NM districts & other states
- Respond to PARCC questions
- Discuss responses to initial implementation questions

October 3: PC Meeting in Santa Fe
- Study examples of how to communicate CCSS to stakeholders
- Discuss role of PC & FDT in creating implementation plan
- Select PC members to serve on FDT

November 15: PC Webinar to discuss CCSS alignment study & gap analysis results completed by WestEd

November 16: FDT Webinar to discuss Introductions, Purpose, Plan Descriptions, Structure, Roles, Interaction with PC, Proposed Calendar, November 18 Agenda, Next Steps/Assignments

November 18: PC/FDT Meeting in Albuquerque

AM-Achieve Presentation

PM-Work Session to begin drafing plans

November 29: FDT Meeting in Albuquerque
- MC^2 (Mathematically Connected Communities) presentation by NMSU
- Charles A. Dana Center presentation by David Hill

December 6: Work Session in Las Cruces
-Curriculum & Instructional Materials Group
- Professional Development Group

December 12: FDT Work Session in Las Cruces
- Draft plan outlines
- Share out
- PED Q & A and Updates

December 19: Rough drafts of plan narratives based on outlines due to PED by FDT work groups

December 30: PED returns draft narratives with feedback

January 6: Final drafts of FDT plans due to PC for review & feedback

January 13: PC/FDT Meeting in Las Cruces
- PC shares feedback
- FDT revises plans

January 20: Finalized plans due to PED

January 31: Combined CCSS Implementation Plan provided to districts & submitted to Kellogg Foundation

For Next Steps, refer to detailed sections of Implementation Plan

SECTION TWO: COMMUNICATION PLAN

New Mexico Common Core State Standards

Implementation Plan

New Mexico Public Education Department
Common Core State Standards (CCSS)
Communication Plan

Vision: Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

Mission Statement: New Mexico is joining 45 other states across the nation to be globally competitive by implementing world class standards in order for New Mexico's students to compete on a national and global platform.

Goal: To provide the education community in New Mexico—from students and parents, to teachers, administrators, school board members and business and community leaders—with the information and interaction they require to respond to the initiative.

Overview: In the face of these challenges and opportunities, the NMPED (New Mexico Public Education Department) must quickly and effectively communicate with its stakeholders about why the new system is necessary and what the changes it is driving mean for them. The Department will use a variety of media and forums to reach these various stakeholders, and the process to engage them will be ongoing. But as a result of the steps, New Mexicans will have accurate, timely and easy-to-access information and tools for implementing the CCSS in their own communities and the opportunity to ask and answer questions in their own communities about the near- and long-term impact of CCSS on their communities.

Table 2-A: Communication Event Calendar

Timeframe	Event
January 31, 2012	Memo to Superintendents from Secretary Skandera • Introducing WestEd alignment study findings • Announcing release of State CCSS Implementation Plan • Announcing CCSSO-sponsored summit • Announcing Launch of new State CCSS website
February 1, 2012	Press Release to Public and Media from PED • CCSS Overview • Introducing WestEd alignment study findings to be posted on website • Announcing release of State CCSS Implementation Plan to be posted on website • Announcing CCSSO-sponsored summit • Announcing Launch of new State CCSS website
February 3, 2012	Launch of new State CCSS website
March 2-3, 2012	CCSSO-sponsored summit for District teams to be held in Albuquerque
Summer/Fall	Listening tours
March & August, 2012	Possible events may include press releases and/or press conferences
2012-2013 & beyond	Ongoing communication

Table 2-B: Communication Work Plan

Key Implementation Steps	Timeframe	Responsibility
PED begins to highlight its standard key CCSS messages and *New Mexico's Guiding Principles for the Common Core State Standards* to districts. (refer to next page)	January 31, 2012	Larry Behrens, PED Public Information Officer
Memo to superintendents from Secretary Skandera • Introducing WestEd alignment study findings of the key differences between CCSS for ELA and mathematics and the current New Mexico content standards to be posted on State CCSS website • Announcing release of State CCSS Implementation Plan to be posted on State CCSS website • Announcing CCSSO-sponsored summit to be held in Albuquerque on March 2-3, 2012 sponsored by CCSSO (Council of Chief State School Officers) to provide CCSS orientation to district teams • Announcing Launch of new State CCSS website	January 31, 2012	Larry Behrens, PED Public Information Officer
State CCSSI Implementation Plan submitted to Kellogg Foundation	January 31, 2012	Leighann Lenti, PED Director of Policy
Planning and preparation for CCSSO (Council of Chief State School Officers)-sponsored "Introduction to CCSS" summit for educators.	January/ February, 2012	Karina Vanderbilt, PED CCSS Coordinator
Develop FAQ and brochures for key target audiences including parents, educators, and community leaders.	January/ February, 2012	Karina Vanderbilt, CCSS Coordinator
Identify webmaster responsible for keeping the new CCSS website updated and responding to blog postings.	January, 2012	Mike Archibeque, Chief Information Officer
Finalize design, copy and functionality for PED CCSS website. Complete first-round of informational materials for distribution on PED website.	February 3, 2012	Karina Vanderbilt, CCSS Coordinator; Marybeth Schubert, Advanced Programs Initiative (API); Adam LaVail, Meridiansix
Launch new NMPED CCSS website. **Note:** Not all of the following will be available on launch date, but will be forthcoming. • One-page overview timeline of State Implementation Plan • Complete State Implementation Plan • Summary brochures for different audiences (in response to educators' survey regarding most-needed documents for introducing CCSS) • FAQ sheets for different audiences • Links to relevant best-practices and strategies • Math-specific documents for math educators • ELA-specific documents for ELA educators • Bilingual-specific documents for Bilingual Education educators • SWD (Students with Disabilities) documents for SPED educators • Standards-Based Education[5] Information • On-line instructional materials • Professional development opportunities • Blog and other real-time opportunities for feedback from and interaction among constituents • Additional information/resources	February 3, 2012	Karina Vanderbilt, Mike Archibeque, Marybeth Schubert, Adam LaVail
CCSSO-sponsored summit in Albuquerque, with live streaming, video and other options for those not able to participate.	March 2-3	Karina Vanderbilt, CCSSI Coordinator

[5] Standards-based Education http://www.am.dodea.edu/ddessasc/aboutddess/standards/standardsbased.html

Key Implementation Steps	Timeframe	Responsibility
Conduct *"Listening Tours"* throughout the State to provide local constituents the venue through which to ask questions and voice any concerns about the CCSS.		Larry Behrens, PED Public Information Officer; CCSS Implementation Team (refer to Section Six: Internal Leadership Plan)
Possible events may include press releases and/or press conferences in preparation for State Assessment window in March and Back-to-School in August.	March/ August, 2012	Larry Behrens, PED Public Information Officer
Maintain lines of communication including memos to superintendents, press releases, press conferences, website postings, etc.	Ongoing	Larry Behrens, PED Public Information Officer, CCSS Implementation Team

COMMON CORE STATE STANDARDS KEY MESSAGES

For discussion with Educators, School Board Members, Business and Community Leaders, Tribal Leaders, Teacher Union Officials, Legislators and Parents.

- Virtually all states, including New Mexico, have adopted new public school standards of what students must ***understand*** and be able to do in English language arts/literacy and math that must be implemented over the next three years.
- The Common Core State Standards (CCSS) were developed in partnership between governors—through the National Governors Association (NGA), and superintendents—through the Council of Chief State School Officers (CCSSO).
- The CCSS are a different approach to teaching, learning and testing in the 21st century that focus on providing children with a deep understanding of the most important concepts in the subjects they are studying so that they can apply that knowledge and skills to other subjects and in the real world.
- By 2014-2015, all New Mexico public education students will be taking a new form of assessments that will require students to demonstrate their reading, writing, and math problem-solving skills while using technology. These tests will consist of multiple forms of testing, not only multiple-choice questions.
- **New Mexico's vision** for the Common Core State Standards is to ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.
- *The Common Core State Standards are an opportunity* to equip all public school districts and educators enabling them to make the changes in the instructional system necessary to educate students for the 21st century economy and workforce.

NEW MEXICO'S GUIDING PRINCIPLES FOR THE COMMON CORE STATE STANDARDS

- **Prepare** students with the knowledge and skills they need to succeed in education and training after high school.
- **Ensure** our students are globally competitive by exposing them to educational standards that are used throughout the world.
- **Improve** equity and economic opportunity for all students by having consistent expectations for achievement for all students, not just the privileged few.
- **Clarify** standards and expectations so that parents, teachers and students understand what is needed of them.
- **Collaborate** across districts and with other states so that there is sharing of resources and expertise in the development of new, common, best practice-based classroom materials, curriculum, teacher professional development and student exams.

SECTION THREE: STUDENT ASSESSMENT PLAN

New Mexico Common Core State Standards

Implementation Plan

New Mexico Public Education Department
Common Core State Standards (CCSS)
Student Assessment Plan

Vision: Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

Mission Statement: New Mexico is joining 45 other states across the nation to be globally competitive by implementing world class standards in order for New Mexico's students to compete on a national and global platform.

Goal: To transition over the next three years towards a new generation assessment that is well aligned with CCSS and the PARCC assessment that will be introduced in New Mexico in 2015.

Overview: The State's Student Assessment Plan addresses the transition from the current Standards Based Assessment (SBA) to the new PARCC (Partnership for Assessment of Readiness for College and Careers) test. In addition, the plan explains the implications for the NMAPA (New Mexico Alternate Performance Assessment) and the ACCESS English Language Proficiency Assessment for ELLs (English Language Learners).

Critical Milestones & Key Implementation Steps:

I. The State's new generation assessment will be developed and delivered by PARCC (Partnership for Assessment of Readiness for College and Careers), and provide measures of student performance and school accountability across the states that participate in that consortium, including New Mexico.

Table 3-A: SBA Accountability Assessments Timeframe

Timeframe	Assessment
March 19 – April 13, 2012	**Accountability Assessments:** SBA (Standards-Based Assessment) based on current New Mexico Content Standards
March 18 – April 5, 2013	**Accountability Assessments:** Redesigned Grade 3 SBA based on dually aligned test items; All other tested grades based on current New Mexico Content Standards
Spring 2013	**Accountability Assessments:** SBA 2013 Bridge Assessment
Spring 2014	**Accountability Assessments:** SBA 2014 Bridge Assessment; NMAPA
Spring 2015	**Accountability Assessments:** PARCC

Table 3-B: SBA Work Plan

Although it is important to prepare teachers and students over time for the demands of a testing system that is substantially more sophisticated and more exacting than the one with which they are familiar, there is an added benefit to the locally developed assessment process that is described below. In implementing the CCSS, teachers must ensure that students are grasping concepts at a deep level and able to apply them in other contexts and experiences. They must have the ability to develop and deliver their own assessments and to analyze their results to improve student achievement.

Key Implementation Steps	Timeframe	Responsibility
Tap federal funding to complete comprehensive study of existing test-bank items to identify those that are and are not aligned with CCSS and to map topics that are not well-covered within the existing bank.	January, 2012	New Mexico Public Education Department (NMPED)
Begin analysis of 2011 SBA data to identify gaps in student performance, especially in areas and topics most relevant for CCSS.	January 4, 2012	NMPED research staff with analytical direction from Dr. Tom Dauphinee, PED Deputy Director of Assessment & Accountability and Dr. Howard Everson, API (Advanced Programs Initiative)
Phone meeting with Pacific Metrics about how their data and experience in New Mexico can help inform NMPED about performance gaps and to determine whether they have test items aligned to CCSS that could be used for the NM 2013 SBA.	January 5, 2012	Dr. Tom Dauphinee & Dr. Howard Everson
Phone meeting with Measured Progress to discuss: • Possibility of contract extension to 2014 • Schedule and scope for 2013 and 2014 NM SBAs • Extent of support for design and development of 2014 "bridge assessment"	January 6, 2012	Dr. Tom Dauphinee & Dr. Howard Everson
Complete analysis of 2011 SBA data to identify gaps in student performance and item alignment, especially in areas and topics most relevant for CCSS.	January 16, 2012	NMPED research staff w/review from Dr. Tom Dauphinee and Dr. Howard Everson
Review and specify SBA design changes (number of items added and deleted by grade level, language, and item type for 2013 test, focusing on priority areas identified by analysis of 2011 test data. SBA design will only change for grade 3 in 2013 to align with CCSS.	January 23, 2012	NMPED research staff w/analytical direction from Dr. Tom Dauphinee and Dr. Howard Everson
Finalize decisions about changes to 2013 Grade 3 SBA, including: • Testing time • Number of new items to be field tested and implications for accountability • Item alignment • Use of item bank • Opportunity to learn	January 30, 2012	Dr. Pete Goldschmidt, PED Director of Assessment & Accountability, Dr. Tom Dauphinee & Dr. Howard Everson

Key Implementation Step	Timeframe	Responsibility
Communicate proposed 2013 Grade 3 SBA design changes to Measured Progress (number of items added and deleted by content area and language). Grade 3 SBA will maximize use of banked items aligned with CCSS.	January 31, 2012	NMPED
Differentiated communication to schools (DTCs C&I and admins) and public an overview of PED plan for SBA transition to CCSS, (grade 3 in 2013; grades 3-8 and HS in 2014) new grade 3 assessment , context (curriculum and instruction, assessment system-formative, HS graduation requirements, PARCC, assessment, use of data) development activities, timeline, and information releases.	January 31, 2012	NMPED with API
Empanel and train teacher committees to write CCSS assessment frameworks in Reading and Math in all tested grades	February 21-29, 2012	NMPED, Dr. Howard Everson, and Teacher Committees
Teacher Committees complete Draft CCSS assessment frameworks	March 15, 2012	NMPED, Dr. Howard Everson, and Teacher Committees
Finalize CCSS assessment frameworks and specify areas for new item development In all tested grades	March 30, 2012	NMPED, Dr. Howard Everson
Measured Progress begin new item development as needed for field testing in 2013 SBA in all tested grades	April 2, 2012	NMPED
Select teachers for *Assessment Item Development Team* from among statewide group of teachers in ten districts that have already undergone formal "Study the Standards" training.	Spring 2012	NMPED with API
Measured Progress and teacher committees conduct item quality and bias reviews	June 29, 2012	NMPED, Measured Progress, and Teacher Committees
Publicize 2013 SBA Bridge Assessment blueprint using innovative technology.	July 13, 2012	NMPED and Measured Progress
Administer 2013 SBA Bridge Assessment based on banked test items	March/April 2013	NMPED, Measured Progress, and Districts
Analyze and publish SBA trends data for Grade 3 SBA.	Summer 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee and Dr. Howard Everson
Plan design of 2014 SBA Bridge Assessments in all tested grades for CCSS alignment	March 2013	Dr. Pete Goldschmidt and Dr. Tom Dauphinee
Committee review of new items.	Fall 2013	NMPED and Measured Progress (or vendor) with Dr. Howard Everson
Form standards setting committee for 2014 SBA.	Summer 2014	NMPED
Continue to analyze performance trends.	Summer 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee and Dr. Howard Everson
Publicize 2014 SBA Bridge Assessment blueprint using innovative technology	July 2014	NMPED and Measured Progress

II. ***The New Mexico Alternate Performance Assessment (NMAPA) will be progressively redesigned to align with alternate CCSS achievement standards for students with significant cognitive disabilities.***

Table 3-C: NMAPA Accountability Assessment Timeframe

Timeframe	Assessment
2011	**Accountability Assessments:** NMAPA (New Mexico Alternate Performance Assessment)
2012	**Accountability Assessments:** NMAPA
Spring 2013	**Accountability Assessments:** NMAPA Bridge Assessment
Spring 2014	**Accountability Assessments:** NMAPA Bridge Assessment
Spring 2015	**Accountability Assessments:** Fully Aligned CCSS NMAPA

Table 3-D: NMAPA Work Plan

Although it is important to prepare teachers and students with significant cognitive disabilities over time for the demands of a testing system that is more sophisticated and more exacting than the one with which they are familiar, there is an added benefit to the locally developed assessment process that is described below. In implementing the CCSS, teachers must ensure that students are grasping concepts at a deep level and able to apply them in other contexts and experiences. They must have the ability to develop and deliver their own assessments and to analyze their results to improve student achievement.

Key Implementation Steps	Timeframe	Responsibility
Signed agreement with Delaware to share CCSS aligned NMAPA items in exchange for newly developed CCSS alternate assessment items.	November 2011	NMPED and State of Delaware Department of Education
Administer 2012 NMAPA that is fully aligned with New Mexico's Extended Grade Band Expectations	February – April 2012	NMPED, American Institutes for Research (AIR), and districts
Discuss collaboration with Delaware and other interested states in developing CCSS aligned extended grade band expectations (EGBEs) for students with significant cognitive disabilities.	January 30, 2012	Dr. Tom Dauphinee, Charles Trujillo, State of Delaware, and AIR
Evaluate alignment of NMAPA items with CCSS	February 29, 2012	Charles Trujillo and AIR
Locate funding and expertise for developing CCSS EGBEs	February 29, 2012	Dr. Tom Dauphinee, Charles Trujillo, and State of Delaware
Write CCSS aligned EGBEs for all grade spans in reading/English language arts and math.	May 31, 2012	Dr. Tom Dauphinee, Charles Trujillo, and State of Delaware, and outside experts
Write CCSS frameworks for all tested grade spans in reading/English language arts and math.	July 20, 2012	Dr. Tom Dauphinee, Charles Trujillo, committees of special education teacher committees, and AIR
Conduct item content and bias reviews for shared items using statewide teacher committees for 2013 field test items.	July 30, 2012	Charles Trujillo, committees of special education teacher committees, and AIR
Communicate PED plans for transition to NMAPA Bridge Assessments and implications for professional development.	August 17, 2012	NMPED with API
Administer 2013 NMAPA based on NM Academic Content Standards in all grade spans (including shared CCSS items for field testing).	March/April 2013	NMPED, AIR

Key Implementation Steps	Timeframe	Responsibility
Analyze and publish NMAPA trends data.	Summer 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Plan design of 2014 NMAPA Bridge Assessment.	Summer 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Conduct item content and bias reviews for shared items and newly developed items using statewide teacher committees	July 2013	Charles Trujillo, Special Education Teacher Committees, and AIR
Design 2014 NMAPA Bridge Assessment using New Mexico owned CCSS aligned items and shared CCSS field test items from Delaware.	August 2013	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, Charles Trujillo, and AIR
Publicize 2014 assessment blueprint and release items using innovative technology.	August 17, 2012	NMPED with API
Administer 2014 NMAPA Bridge Assessment New Mexico items, including shared items for field testing.	March/April 2014	NMPED, AIR
Analyze and publish NMAPA trends data.	Summer 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Plan design of 2015 NMAPA Assessment for full CCSS alignment.	Summer 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, and Charles Trujillo
Conduct item content and bias reviews for shared items and newly developed items using statewide teacher committees	July 2014	Charles Trujillo, committees of special education teacher committees, and AIR
Conduct request for proposals to award new contract for NMAPA (AIR contract expires 9/2014)	Summer 2014	Charles Trujillo, Dr. Tom Dauphinee
Design 2015 NMAPA Bridge Assessment using New Mexico owned CCSS aligned items & shared CCSS field test items from Delaware.	August 2014	Dr. Pete Goldschmidt, Dr. Tom Dauphinee, Charles Trujillo, and AIR
Publicize 2015 assessment blueprint and release items using innovative technology.	August 2014	NMPED with API
Administer 2015 CCSS NMAPA Assessment	March/April 2015	NMPED, AIR

III. ***The ACCESS for ELLs English Language Proficiency Assessment, provided by the WIDA Consortium will be redesigned to align with CCSS expectations.***

Table 3-E: ACCESS Accountability Assessment Timeframe

Timeframe	Assessment
2012	**Title III Accountability Assessments:** ACCESS for ELLs assessment
2013	**Title III Accountability Assessments:** ACCESS for ELLs assessment
2014	**Title III Accountability Assessments:** ACCESS for ELLs assessment
2015	**Title III Accountability Assessments:** ELP assessment awarded though RFP process

Table 3-F: ACCESS Work Plan

Although it is important to prepare bilingual education teachers and English Language Learners including those with significant cognitive disabilities over time for the demands of a testing system that is more sophisticated and more exacting than the one with which they are familiar, in implementing the CCSS, teachers must ensure that students are grasping concepts at a deep level and able to apply them in other contexts and experiences.

Key Implementation Steps	Timeframe	Responsibility
New Mexico adopted WIDA English Language Development Standards	2008	NMPED
New Mexico began administering ACCESS for ELLs assessment	2009	Dr. Tom Dauphinee, Charles Trujillo, WIDA Consortium
Adoption of WIDA ELD Standards, 2012, a University of Oklahoma Department of Educational Training, Evaluation, Assessment, and Measurement study, WIDA Standards to Common Core Standards Alignment Study (E-Team, 2010), reported that the WIDA standards strongly associate with the content expectations of Common Core State Standards in English Language Arts and Mathematics in a majority of grade clusters. The study also reported that WIDA ELP Standards go beyond what is currently required in federal guidance by not only matching, but also broadly covering and meeting the cognitive demands of CCSS. WIDA further strengthened links to CCSS in the English Language Development Standards, 2012 Edition.	TBD	NMPED
WIDA was recently awarded and Extended Assessment Grant and will soon begin development of the new Assessment Services Supporting ELs through Technology Systems (ASSETS). EAG funds support the development of systems of ELP assessments that correspond to CCSS college- and career-ready expectations. The grant stipulates that ELP assessments must be developed that include English learners with disabilities who are currently assessed using alternate assessments based on modified academic achievement standards. WIDA will hold an informational teleconference on January 26, 2012, to explain how new assessments will be developed to leverage technology and minimize accessibility barriers due to language. New Mexico intends to participate fully in the development of the ASSETS assessment.	TBD	Dr. Tom Dauphinee, Robert Romero, WIDA Consortium
It is important to note that WIDA already has an Alternate ELP assessment for English learners with disabilities. New Mexico will begin administering the Alternate ACCESS assessment in spring 2012. Student scores from the alternate assessment will be used to guide student instruction and for Title III accountability reports, beginning in 2012. New Mexico provided input to the development of the Alternate ACCESS assessment.	January/ February 2012	Dr. Tom Dauphinee, Charles Trujillo, WIDA Consortium
Request proposals for English language proficiency assessment. Contract with WIDA will expire in June 2013. State required RFP process will award contract for ELP assessment to winning bidder.	Fall/ Winter 2012	Dr. Tom Dauphinee, Robert Romero

SECTION FOUR: CURRICULUM & INSTRUCTION / INSTRUCTIONAL MATERIALS PLAN

New Mexico Common Core State Standards

Implementation Plan

New Mexico Public Education Department
Common Core State Standards (CCSS)
Curriculum & Instruction / Instructional Materials Plan

Vision: Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

Mission Statement: New Mexico is joining 45 other states across the nation to be globally competitive in implementing world class standards in order for New Mexico's students to compete on a national and global platform.

Goal: In preparation for 21st century success, New Mexico will move to full implementation of the *Common Core State Standards*[6] (CCSS) in English Language Arts (ELA)/Literacy and mathematics by meeting the following objectives:

- Establishing a sure path to college and career readiness
- Ensuring the alignment of high-quality instructional methods/materials
- Fostering cultural competence and language proficiency by promoting the *spirit of diversity* within our State
- Building leadership capacity to sustain efforts and continue momentum

Overview: The timeline for full implementation of the Common Core State Standards (CCSS) considers the several key shifts in learning evident in the new standards. The State will provide support to districts in determining how to change everyday teaching practice into aligned instructional methods reflecting the depth and skills of the CCSS.

- Beginning in **spring 2012**, *all districts will be expected to incorporate the following into teaching and learning at all grade levels:*
    - Capacities of the Literate Individual (refer to Table 4-B)
    - English Language Arts Shifts in Instruction (refer to Table 4-C)
    - Reading and Writing Framework Shifts in Instruction (refer to Table 4-D)
- In a similar manner, *all districts will be expected to incorporate the following into teaching and learning at all grade levels:*
    - Mathematical Practices (refer to Table 4-E)
    - Mathematics Shifts in Instruction (refer to Table 4-F)

[6] CCSS Documents http://www.corestandards.org/the-standards

The timeline for the structured, supported implementation of the CCSS is as follows:

Table 4-A: Common Core State Standards Implementation Timeline

MANDATED START DATE	GRADES	CCSS
2012-2013	K-3	ELA
2012-2013	K-3	Mathematics
2013-2014	4-12	ELA
2013-2014	4-12	Mathematics
2013-2014 **IMPORTANT NOTE**[7]: *The grades 6 -12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them and are to be incorporated into the standards for those subjects.*	6-12	Social Studies, Science & Technical Subjects Literacy Standards

The New Mexico CCSS Curriculum & Instruction / Instructional Materials Plan is directly aligned to the Professional Development and Assessment plans by addressing the following:

ELA/Literacy (page 3)

- Capacities of the Literate Individual (Table 4-B)
- Shifts in Instruction (Table 4-C)
- Reading & Writing Framework Shifts (Table 4-D)

Mathematics (page 6)

- Integration of Mathematical Practices & Mathematical Content (Table 4-E)
- Shifts in Instruction (Table 4-F)

New Mexico Bilingual/Multicultural and Indian Education Guidelines (page 10)

- Hispanic and Indian Education Acts (Table 4-G)

Critical Milestones & Key Implementation Steps

- Support districts and schools in evaluating their current knowledge and capacity to implement the CCSS. (page 16)
- Credibly align curriculum and instructional materials/resources through a balanced and coordinated set of activities. (page 17)
- Ensure equity and rigor for all students in meeting the State's high standards and expectations. (page 20)

[7] CCSS for ELA/Literacy, pg. 3 http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

English Language Arts / Literacy

Table 4-B: Capacities of the Literate Individual[8]

The following characteristics offer a portrait of students who typically meet the standards set out in the *Common Core State Standards for ELA/Literacy*. As students advance through grade levels and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these **capacities of the literate individual**.

CAPACITIES OF THE LITERATE INDIVIDUAL
They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.
They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.
They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).
They comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.
They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.
They use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

[8] Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects, pg. 7 http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Table 4-C: Shifts in ELA/Literacy[9] Instruction

The following **shift the focus of literacy instruction** to center on the careful examination of the text itself. Underscoring what matters most in the CCSS illustrates the shifts that must take place in the next generation of curricula. This is not intended to be an exhaustive list of all the shifts that would be required to fully implement ELA/Literacy.

SHIFTS IN ELA/LITERACY INSTRUCTION		
1	**K-5: Balancing Informational & Literary Texts**	Students read (listen to in K-2) a mix of 50% informational and 50% literary texts, including reading in ELA, science, social studies, technical subjects and the arts. Informational texts both within and across grades should be selected around topics or themes that allow children to gradually deepen their understanding of these topics over time.
2	**Grades 6-12: Increasing Focus on Literary Nonfiction in ELA and Across the Curriculum**	Students in grades 6-12 read a blend of literature and high quality literary non-fiction. In addition, content area teachers in history/social studies and science share responsibility for the development of students' literacy skills by requiring students to read, analyze, evaluate, and write about domain-specific texts in their disciplines. Across the curriculum, students in these grades are expected to read a balance of texts as detailed in Table C.
3	**Cultivating Students' Ability to Read Complex Texts Independently**	Students read increasingly complex texts with increasing independence as they progress towards college and career readiness. All students, including those who are behind, have extensive opportunities to encounter and comprehend appropriately complex and high quality texts at each grade level. Teachers create time and space in the curriculum for reading closely and thinking deeply about these texts and provide the necessary scaffolding and support so that all students can participate.
4	**High Quality Text-Dependent Questions and Tasks**	Students gather evidence, knowledge, and insight from their reading of texts. The majority of questions and tasks that students respond to require careful scrutiny of the text in question (including content, structure, and craft) and specific references to evidence in the text itself to support responses.
5	**Evidence-Based Writing and an Increasing Focus on Argument and Informative Writing**	In writing, students support their presentation of ideas, information, or claims with the use of specific and relevant evidence drawn from reading and research. In addition, as students progress through the grades, they spend a progressively greater amount of time on argument and informative writing compared to narrative, paralleling the balance assessed on the National Assessment of Student Progress (NAEP): by high school, 40% of student writing should be to argue, 40% should be to explain/inform, and 20% should be narrative.
6	**Academic Vocabulary**	Through reading, discussing, and writing about appropriately complex texts at each grade level, students build the general academic vocabulary they will need to access a wide range of complex texts in college and careers. Students gather as much as they can about the meaning of these words from the context of how the words are being used in the text. Teachers offer support as needed when students are not able to figure out word meanings from the text alone and for students who are still developing high frequency vocabulary.

[9] Coleman, David & Pimentel, Susan. *Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy.*
Grades K-2 http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf
Grades 3-12 http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

Table 4-D: Reading and Writing Framework Shifts

The ELA/Literacy CCSS aim to align instruction with the NAEP (National Assessment of Education Progress) Reading and Writing Frameworks below. The percentages reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational. As with reading, the percentages reflect the sum of student writing, not just writing in ELA settings.

Reading		
Grade	**Literary**	**Informational**
4	50%	50%
8	45%	55%
12	30%	70%

Writing			
Grade	**To Persuade**	**To Explain**	**To Convey Experience**
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts. It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

MATHEMATICS

Integration of Mathematical Practices & Mathematical Content: The CCSS for Mathematical Practice describe aspects of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important processes and proficiencies with longstanding importance in mathematics education. The Standards for Mathematical Content and Standards for Mathematical Practice are meant to be connected.

> *Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.*[10]

Separating the practices from the content is not helpful and is not what the standards require. The practices do not exist in isolation; the vehicle for engaging in the practices is mathematical content.

The **Standards for Mathematical Practice** should be embedded in classroom instruction, discussions and activities. They describe the kind of mathematics teaching and learning to be fostered in the classroom. To promote such an environment, students should have opportunities to work on carefully designed standards-based mathematical tasks that can vary in difficulty, context and type. Carefully designed standards-based mathematical tasks will reveal students' content knowledge and elicit evidence of mathematical practices. Mathematical tasks are an important opportunity to connect content and practices. To be consistent with the standards as a whole, assessment as well as curriculum and classroom activities must include a balance of mathematical tasks that provide opportunities for students to develop the kinds of expertise described in the practices.

Table 4-E: Mathematical Practices

Students exhibiting the efficiencies of the **CCSS Mathematical Practices** are able to:

	MATHEMATICAL PRACTICES
1	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[10] *Common Core State Standards for Mathematics.* pg. 8
http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

2	**Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
3	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
4	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
5	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
6	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
8	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x2 + x + 1)$, and $(x - 1)(x3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

The **Standards for Mathematical Content** are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are **potential "points of intersection"** between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Table 4-F: Shifts in Mathematics[11] Instruction

The following shifts represent **key areas of emphasis** as teachers and administrators work to implement the Common Core State Standards for Mathematics. Establishing a statewide focus in these areas can help schools and districts develop a common understanding of what is needed in mathematics instruction as they move forward with implementation.

Shifts in Mathematics Instruction		
1	**Focus**	Focus is necessary so that students have sufficient time to think, practice and integrate new ideas into their growing knowledge structure. It is also a way to allow time for the kinds of rich classroom discussion and interaction that support the Standards for Mathematical Practice. Focus is critical to ensure that students learn the most important content completely, rather than succumb to an overly broad survey of content and it shifts over time.
2	**Coherence**	Coherence arises from mathematical connections. Some of the connections in the CCSS knit topics together at a single grade level. Most connections, however, play out across two or more grade levels to form a progression of increasing knowledge, skill or sophistication. The standards are woven out of these progressions. Likewise, instruction at any given grade would benefit from being informed by a sense of the overall progression students are following across the grades. Another set of connections is found between the content standards and the practice standards. These connections are absolutely essential to support the development of students' broader mathematical understanding. Coherence is critical to ensure that students see mathematics as a logically progressing discipline, which has intricate connections among its various domains and requires a sustained practice to master.
3	**Fluency**	Fluency is not meant to come at the expense of understanding but is an outcome of a progression of learning and sufficient thoughtful practice. It is important to provide the conceptual building blocks that develop understanding in tandem with skill along the way to fluency.
4	**Deep Understanding**	Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives, thus students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding.
5	**Applications**	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
6	**Dual Intensity**	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in application "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

[11] *PARCC Model Content Frameworks: Mathematics Grades 3-11. October 2011. pg. 6*
http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf

New Mexico Bilingual/Multicultural and Indian Education Guidelines

As stated in the *Hispanic Education Act* and *Indian Education Act*, language and culture are critical components in the education of New Mexico's students. This is a fundamental role in the understanding and delivery of instruction for the State's diverse population. Implementation of the Common Core State Standards will work within these guidelines.

Program Goals: It is vital to note that the State program goals are intended for **all** students and not only English Language Learners (ELL).

- Become bilingual and biliterate in English and another language
- Meet State standards

Program Funding Eligibility

- Provide for the educational needs of linguistically and culturally different students
- Improve language capabilities of both English and home language of students
- Use two languages as mediums of instruction within program
- Establish parent advisory committee, representative of the language and culture of students to assist and advise in the development, implementation, and evaluation of program

Program Element: Instruction

- Sheltered instruction
- Standardized curriculum aligned with the State standards
- Consideration be given to incorporating the ELDS (English Language Development Standards) into instruction as language objectives
- Instruction in the history and cultures of New Mexico
- Native American heritage language revitalization
- Fine Arts instruction utilizing student's language, history, culture, and the arts traditions of his/her community

Hispanic & Indian Education Acts

According to the **Resolution on Common Core Standards**[12] approved on September 25, 2009, the **National Caucus of Native American State Legislators** (NCNASL) agreed there may be **potential benefits** of the Common Core State Standards (CCSS) that are aligned across states and public schools including:

- **High Mobility Rates:** Limiting or mitigating interruptions or disconnects in learning for Native American students who are mobile between schools and states, or even between public, BIE (Bureau of Indian Education), and tribal schools.

- **Equity:** Requiring that all students receive the same curriculum and relevant program of instruction, thus allowing resource poor or understaffed schools serving Native Americans, as well as other traditionally under-served minority or rurally isolated students, to offer higher level academic courses such as calculus or advanced placement programs.

- **Highly Effective Teachers:** Requiring all teachers to master the same curriculum in each content area, replacing curricula that vary from state-to-state, thus allowing states and school districts to focus more on helping teachers be proficient and effective in teaching all students.

The State's transition to the Common Core State Standards (CCSS) and PARCC (Partnership for Assessment of Readiness for College and Career) assessment is an opportune time to move forward with the purposes outlined in the Hispanic and Indian Education Acts while also addressing any NCNASL concerns expressed in the 2009 Resolution.

The following table provides a side-by-side view of the Hispanic Education Act, as per HB 150, and the Indian Education Act, as per Article 23A, together with the potential benefits of transitioning to the Common Core State Standards (CCSS). Please note that:

- Any text which appears verbatim in both acts is bolded within the first two columns.
- There is not a corresponding Hispanic Education Act indicator for each one of the ones contained within the Indian Education Act.

[12] NCNASL Resolution http://www.nativeamericanlegislators.org/Documents/2009%20Resolution%20on%20Common%20Core%20Standards.pdf

Table 4-G: Potential CCSS Benefits as Applied to Hispanic/Indian Education Acts

Hispanic Education Act (HB 150)[13]	Indian Education Act (Article 23A)[14]	Potential Benefits of Transitioning to the CCSS
The Hispanic Education liaison will serve as a resource to enable school districts and charter schools to provide **equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials** for Hispanic students **enrolled in public schools**.	Ensure **equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials** for American Indian students **enrolled in public schools.**	As per **6.29.13 NMAC**[15] (New Mexico Administrative Code), additional New Mexico ELA standards shall be utilized for grades K-12 in conjunction with the CCSS. These standards serve to promote cultural competence. *For example:* • *Use literature and media to develop an understanding of people, cultures, and societies to explore self-identity* • *Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.* The **New Mexico English Language Development Standards (ELDS)** will be used along with the **2012 WIDA**[16] edition which has been aligned to the CCSS to support the CCSS provide the source from which language objectives may be drawn to support the CCSS content standards. The State will utilize the 2011 iteration of the **Standards for Professional Learning** as a resource to support the implementation of CCSS. These professional development standards increase equity of access to a high-quality education for every student in all communities. Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.
	Ensure maintenance of native languages.	In New Mexico, the **goal for English Language Learners is bilingualism & biculturalism** while preserving endangered minority language through revitalization and development of academic skills in native American language and culture. The State ruling (6.29.13 NMAC) referenced previously also serves to ensure that this occurs.
Provide for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates.	**Provide for the study, development and implementation of educational systems that** positively **affect the educational success** of American Indian students.	True transformational reform in education is not only possible but also entirely within our grasp. In the last few years, we have seen a number of significant shifts occur. • College and Career Readiness for all students is the new national norm • New Mexico along with the majority of states have adopted internationally benchmarked K-12 Common Core State Standards (CCSS) in mathematics & English Language Arts/Literacy • Most states are participating in a Race to the Top assessment consortium. New Mexico has chosen PARCC (Partnership for Assessment of Readiness for College & Careers)

[13] Hispanic Education Act http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf
[14] Indian Education Act http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf
[15] New Mexico Administrative Code (NMAC) http://www.nmcpr.state.nm.us/NMAC/parts/title06/06.029.0013.htm
[16] WIDA http://wida.us/standards/elp.aspx#2012

Hispanic Education Act (HB 150)[17]	Indian Education Act (Article 23A)[18]	Potential Benefits of Transitioning to the CCSS
	Ensure that the NMPED partners with tribes to increase tribal involvement and control over schools and the education of students located in **tribal communities.**	The Bureau of Education (BIE) funds many schools located in tribal communities and serves as a liaison between them and NMPED. One of the **BIE School Improvement Model** principles states the following: **Core Curriculum:** *High performing schools have a rigorous curricular program that is grounded in the scientific research. It is critical that schools create a "tightly coupled core curriculum" throughout the school. This means that the learning objectives (**standards**), instruction, curriculum materials, and assessments are all carefully coordinated.*
	Encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states.	Like New Mexico, Arizona and Utah have also adopted the CCSS. Additionally, Arizona has joined the same assessment consortium (PARCC-Partnership for Assessment of Readiness for College and Careers) as New Mexico. This serves as common ground from which to speak, collaborate and leverage resources. Collaboration with the **Navajo Nation Department of Diné Education**[19] will be bolstered. According to the **Navajo Nation Alternative Accountability Workbook**[20] (Public Law 107-110) dated January 2011, *"tribally-controlled schools operate in three different states (AZ, NM, & UT) and, consequently are subject to three different accountability systems. If students attended the same school over time, then the assessment problems posed by the current situation would be manageable. However, a recent mobility study, conducted by the Department of Diné Education, estimated that about 45% of students enrolled in tribally-controlled schools, change schools each year. Some of these changes are due to promotional moves (from 6th to 7th grade and so on) but many students are moving from school to school, across state lines and into different accountability systems."* The workbook goes on to express the following concern: *"There is no simple and obvious way to equate the accountability scores from different states; the nature of standards, their sequence and composition by grade level, as well as the nature of the test question, and the states' scoring make such efforts problematic. In order to get some sense of the overall progress of Navajo students the Navajo Nation has to equate different state scores, because so many students change schools across state borders."* The fact that New Mexico, Arizona and Utah are all transitioning to the CCSS will help to alleviate this issue.

[17] Hispanic Education Act http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf
[18] Indian Education Act http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf
[19] Navajo Nation DOE http://navajonationdode.org/
[20] Navajo Nation Accountability Workbook http://navajonationdode.org/uploads/FileLinks/4743e7a2906d45fe848416ccf82d0590/NN%20Accountability%20Workbook-1.pdf

Hispanic Education Act (HB 150)[21]	Indian Education Act (Article 23A)[22]	Potential Benefits of Transitioning to the CCSS
	Encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states. (CONT.)	The workbook proposes *"… a single accountability plan, one that addresses the unique cultural and educational circumstances of Navajo students"*. This, together with the CCSS, "*will strengthen the coordination of school improvement plans and programs for all tribally-controlled schools, regardless of the state in which they reside."* *"Currently, school improvement plans are developed by the school boards of the independent tribally-controlled schools. This patchwork of school improvement plans does not serve mobile students, comprising almost 50% of the Navajo student population attending tribally-controlled schools. A Navajo accountability plan, with the authority of the Department of Diné Education, could coordinate and sequence school improvement efforts to better focus such efforts on accountability standards and student learning."*
	Provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students.	The **Indian Education Advisory Council** may advise the New Mexico Secretary and Assistant Secretary of Education regarding the CCSS implementation. Communication will be ongoing via various methods such as presentations to the Indian Education Advisory Council and a listserv of contacts from the tribal departments of education and **Bureau of Indian Education** (BIE) schools.
	Provide the means for a relationship between the state and **urban** American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas.	The *Common Core State Standards Initiative (CCSSI)* requires alignment with Institutes of Higher Education (IHE). Networking among the following, lead by a IHE such as NMSU (New Mexico State University) in Las Cruces, would serve to advance this initiative: • UNM (University of New Mexico), Albuquerque • SIPI (Southwest Indian Polytechnic Institute), Albuquerque • IAIA (Institute of American Indian Arts), Santa Fe • CNM (Central New Mexico Community College), Albuquerque & Rio Rancho • San Juan College, Farmington In addition, Albuquerque's Native American Community Academy (NACA) and the Pojoaque Valley School District in Santa Fe are contributing members of the State CCSSI Planning Committee and potential resources in strengthening the relationship between the State and urban American Indian communities.

[21] Hispanic Education Act http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf
[22] Indian Education Act http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf

Hispanic Education Act (HB 150)[23]	Indian Education Act (Article 23A)[24]	Potential Benefits of Transitioning to the CCSS
Provide mechanisms for **parents**, community and business **organizations**, public schools, school districts, charter schools, public **post-secondary educational institutions**, the department and **state and local policymakers** to **work together to improve educational opportunities** for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion.	Ensure that **parents**; tribal departments of education; community-based **organizations**; the department of education; **universities**; and tribal, **state and local policymakers work together to** find ways to **improve educational opportunities** for American Indian students.	The CCSS provide the perfect opportunity to coalesce around a common—and rigorous—set of expectations and goals that will put all students on a trajectory to graduate from high school ready for **college**, **careers** and **citizenship** while working with Native American communities to prepare students for leadership roles and build capacity among tribes. For example, the ***Capacities of the Literate Individual*** which is part of the ELA/literacy CCSS includes the following student capacity: ***They come to understand other perspectives and cultures.*** *Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds.*
	Ensure that tribes are **notified** of all curricula development for their **approval** and **support**.	The CCSSI Plan ensures that tribal departments of education are an integral part of the delivery chain in regard to communication, assessment, professional development and curriculum & instruction/instructional materials.
	Encourage an agreement regarding the alignment of the **bureau of Indian affairs** and **state assessment programs** so that comparable information is provided to parents and tribes.	In many cases, student performance data does not follow mobile students to the next school; this leaves educators poorly informed about the student's academic strengths and needs. Administering the CCSS-aligned PARCC assessment would enable tribal departments of education and B.I.E. schools to better track students' academic progress over time and strengthen accountability. Additionally, the State Online Data System (SOAP) will be refined to better serve school districts.
Encourage and foster parental involvement in the education of their children.	**Encourage and foster parental involvement in the education of** Indian students.	The state will provide parents with online resources to support the transition to the CCSS including the National PTA Guides[25].

[23] Hispanic Education Act http://www.nmlegis.gov/Sessions/10%20Regular/final/HB0150.pdf
[24] Indian Education Act http://www.ped.state.nm.us/indian.ed/dl11/IEA_amended_2007fourpage.pdf
[25] National PTA CCSS Parent Guides: http://www.pta.org/4446.htm

Table 4-H: C & I / Instructional Materials Work Plan

Key Implementation Steps	Timeframe	Responsibility
Provide districts with CCSS alignment study/gap analysis posted online at PED website. **IMPORTANT NOTE:** *A succinct summary will be available in order for districts to avoid spending time conducting their own correlation.*	February 3, 2012	State
Utilize key results of CCSS alignment study/gap analysis in evaluating their current knowledge and capacity to implement the CCSS.	Spring 2012	District
Provide districts with access to online diagnostic tool to be used as professional development needs self-evaluation.	February 2012	State
Utilize diagnostic tool to assess their capacity to implement instructional practices and utilize resources and instructional materials aligned to the CCSS in order to identify patterns and provide technical assistance to close gaps.	Spring 2012	District
Rural districts will need to assess how their following unique features can be utilized to support of the transition to CCSS. • Small Enrollment • Remote, Isolated Locations • Less Bureaucracy • Well-Established and/or Ethnically Unique Cultural Norms & Traditions	Spring 2012	District
State will also provide districts with support in comparing the alignment of all existing instructional materials to the CCSS. For example: • PARCC (Partnership for Assessment of Readiness for College & Careers) • Criteria for Resources Aligned to CCSS in Mathematics developed by Jason Zimba • CCSSO/Achieve K-2 Publisher's Criteria for ELA/Literacy • CCSSO/Achieve Grades 3-12 Publisher's Criteria for ELA/Literacy	Spring 2012	State
State begins to build partnerships and gather resources to support the development & implementation of instructional units, curriculum mapping & formative assessment tasks while ensuring a quality assurance process. • PARCC (Partnership for Assessment of Readiness for College and Careers) • CCSS for Mathematics, Appendix A • Albuquerque Public Schools (APS) CCSS Pilot • NMSU (New Mexico State University) MC^2 (Mathematically Connected Communities) • NMSU ELA/Literacy Launch Team • Common Core Mapping Project (Gates Foundation) ELA Curriculum Maps • Ohio Department of Education Math Resources including model curriculum frameworks & learning progressions	Spring 2012	State
Instructional Materials Bureau convenes teachers and college faculty for the mathematics adoption process review guided by NMPED developed rubrics aligned to CCSS. (ELA adoption cycle dates pending approval)	Summer 2012	State
Accelerated learning opportunities will be enhanced for all New Mexico students including increased access to: • Advanced Placement and International Baccalaureate programs • Dual Credit opportunities • STEM (Science, Technology, Engineering, and Mathematics) programs	Beginning in 2012-2013	Districts and Institutions of Higher Education (IHE)

Key Implementation Steps	Timeframe	Responsibility
Targeted interventions and support will be provided for all students not college and career ready including: • RtI (Response to Intervention) Student Assistance Team & 3-Tier Model • Credit Recovery Courses • Comprehensive Advising Program • Developmental & Supplemental Course Needs • Student Needs Addressed in Lesson Plans and Instructional Units	Ongoing	Districts
Re-evaluate high school graduation requirements and course content to ensure all students are prepared for college, careers, and life. State will partner with Institutes of Higher Education (IHE) to examine and refine these requirements and course specifications particularly at the high school level ensuring alignment with the CCSS including refining the STARS (Student Teacher Accountability Reporting System) manual. This partnership will also focus on the review of the PARCC Model Grade 12 Bridge Courses and reevaluating teacher preparation, in-service, pre-service and alternate licensure programs.	Beginning in 2012-2013	State and Institutions of Higher Education (IHE)
State and districts will identify and leverage existing resources to ensure equity and rigor for all students. Examples include: • WIDA ELDS (English Language Development Standards), 2012 Edition • RtI (Response to Intervention) Framework/Student Assistance Team (SAT)/Three-Tier Model of Student Intervention Manual	Beginning in Spring 2012	State/Districts
Challenge Students with Disabilities (SWD) to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers by providing: • Supports and related services designed to meet unique needs of students and enable their access to the general education curriculum • Individualized Education Plans (IEP) including annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards	Ongoing	Districts
Promote a culture of high expectations for all students. Provide SWD with instructional supports, accommodations, assistive technology, and supports for significant cognitive disabilities.	Ongoing	Districts
Ensure that students demonstrating giftedness receive appropriate services and maximize their potential. Resources include: • Gifted Education in New Mexico Technical Assistance Manual • *Think 7 to Differentiate Instruction* process described within manual	Ongoing	Districts
Utilize PARCC[26] (Partnership for Assessment of Readiness for College & Careers) Online Resources. • Model Content Frameworks as bridge between CCSS & PARCC assessments • Model Instructional Units to concretely demonstrate a variety of means to implement the CCSS for ELA/literacy and mathematics (to be released) • Item and Task Prototypes to serve as samples (to be released) • Partnership Resource Center (PRC) as an online, digital warehouse (to be released) • Professional Development Modules providing a series of training programs focused on assessments (to be released) • College-Ready Tools: (to be released) - Bridge courses for students who don't score college ready on the high school assessment - Online tools to help diagnose students' gaps in college-ready skills	Beginning in Spring 2012	State/Districts

[26] PARCC Resources http://www.parcconline.org/classroom

Critical Milestones & Key Implementation Steps

The State's Curriculum & Instruction / Instructional Materials plan identifies the following critical milestones along with key implementation steps for more detailed guidance. Real educator engagement is a balance between recognizing and honoring educators' current and past work while encouraging instructional alignment to the CCSS. New Mexico's adoption of the CCSS presents a considerably different way of engaging students around content and practices. For implementation to occur effectively in the classroom, educators need to evaluate every level of instruction to verify both instructional *methods* and instructional *materials* resources alignment with the CCSS. Schools will need to make changes in how they approach instruction.

I. *Support districts and schools in evaluating their current knowledge and capacity to implement the CCSS.*

A. The first step for any new implementation effort is to review the system's capacity to meet stated expectations and carry out key actions, as well as assess the extent to which it is already undertaking the essential elements of the work. In **spring 2012**, the State will provide districts with access to an **online self-evaluation** based on the sample diagnostic tool located in the Achieve Common Core Implementation Workbook.[27] This rubric lists guiding questions and lays out guideposts for performance levels ranging from 1 to 4.

B. A succinct summary of the **WestEd CCSS alignment study/gap analysis** will also be provided to help districts in evaluating their current knowledge and capacity to implement the CCSS.

C. Throughout **spring 2012**, districts will **utilize** the **alignment study** and **diagnostic tool** to assess their capacity to implement instructional practices and utilize resources and instructional materials aligned to the CCSS in order to identify patterns and provide technical assistance to close gaps.

D. With only 6.3 people per square mile, New Mexico faces **unique challenges** in educating students in rural areas, particularly on vast Indian reservations. Transitioning to the Common Core State Standards (CCSS) presents the state with a **unique opportunity** to lead the way in increasing academic success for every student and closing the achievement gap. Rural districts will need to assess how their unique features can be utilized in support of this goal. For example:

1. **Small Enrollment:** Everyone Wears Many Hats; therefore, extra "helping hands" will be needed possibly in the form of the following:

[27] Achieve& U.S. Education Delivery Institute (Edi). *Common Core State Standards and Assessments: A Workbook for State and District Leaders.* www.parcconline.org/CommonCoreImplementationWorkbook

a. **Parents**: Offer extra help; but, more importantly provide the continuity that sustains efforts in rural schools.

b. **Students**: Students can provide the leadership and human resources to carry out school, tribal, and community surveys

c. **Networking & Collaboration**: Rural Districts can build on their current capabilities by sharing CCSS implementation strategies both within and across districts to get more mileage from limited financial resources.

d. **Technology:** Can be a powerful tool in implementing the CCSS.

2. **Remote, Isolated Locations:** Because of limited access to outside resources, things get created and accomplished in ingenious ways.

3. **Less Bureaucracy:** There is a high degree of responsibility & autonomy in individual staff members.

4. **Well-Established and/or Ethnically Unique Cultural Norms & Traditions:** The power of tradition is huge, unless you can get change grounded into something like culture, it will slide back.

II. ***Credibly align curriculum and instructional materials/resources through a balanced and coordinated set of activities.***

A. The State contracted with WestEd to provide an **alignment study & gap analysis** of the New Mexico Content Standards and the Common Core State Standards which will be provided to districts in **spring 2012** facilitating the transition.

B. In **summer 2012**, the Instructional Materials Bureau will convene teachers and college faculty for the **mathematics adoption process review** guided by NMPED developed rubrics aligned to CCSS. Additional rubrics will be revised prior to each future adoption cycle to ensure continued alignment. As mandated in statute, districts will review all recommendations of the State review committees. The State has also requested that the English Language Arts (ELA) adoption be moved forward in time for the 2012-2013 implementation of the CCSS (pending approval).

C. Beginning in **spring 2012**, the State will also provide districts with support in comparing the **alignment of all existing instructional materials to the CCSS**. The following are examples of resources to be shared:

1. **PARCC**[28] suggests a number of important **criteria in the area of mathematics for reviewing existing resources** OR **for the development of additional curricular or instructional materials** if needed. These are presented in the form of a list that could support "strongly agree" to "strongly disagree" responses in any given case:
   - **a.** Materials help students meet the indicated Standards for Mathematical Content. Materials also equip teachers and students to develop the varieties of expertise described in the Standards for Mathematical Practice.
   - **b.** Materials are mathematically correct.
   - **c.** Materials are motivating to students. Materials are engaging for a diverse body of students. This engagement exists side by side with the practice and hard thinking that is often necessary for learning math.
   - **d.** Materials reflect the standards by connecting content and practices while demanding conceptual understanding, procedural skill and fluency, and application. Specific aspects of achieving this balance include balance of tasks/activities and in how time is spent and common sense in achieving balance.
   - **e.** Materials draw the teacher's attention explicitly to nuances in the content being addressed and to specific opportunities for teachers to foster mathematical practices in the study of that content.
   - **f.** Materials give teachers workable strategies for helping students who have special needs, such as students with disabilities, English language learners and gifted students.
   - **g.** Materials give teachers strategies for involving students in reading, writing, speaking and listening as necessary to meet the mathematics standards — for example, to understand the meanings of specialized vocabulary, symbols, units and expressions to support students in attending to precision (CCSS Math Practice 6) or to engage in mathematical discourse using both informal language and precise language to convey ideas, communicate solutions and support arguments (CCSS Math Practice 3).

2. The **Criteria for Resources Aligned to CCSS in Mathematics**[29] developed by Jason Zimba, one of the authors of the CCSS, guide development of curriculum modules and accompanying materials.
   - **a.** Promote Effectiveness
   - **b.** Quality Materials
   - **c.** Develop Mathematical Practices
   - **d.** Balance of Approach

[28] PARCC Model Content Frameworks: Mathematics Grades 3-11. October 2011. pg. 9 *http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf*

[29] Mathematics Alignment Criteria http://usny.nysed.gov/rttt/docs/criteriaresources-math.pdf

e. Capacity Building

f. Content Alignment

g. Comprehensiveness

3. The **CCSSO/Achieve K-2 Publisher's Criteria for ELA/Literacy**[30] developed by David Coleman and Susan Pimentel, two of the lead CCSS authors, are designed to guide publishers and curriculum developers as they work to ensure alignment of materials for the early grades.
   a. Key Criteria for Reading Foundations
   b. Key Criteria for Text Selections
   c. Key Criteria for Questions and Tasks

4. The **CCSSO/Achieve Grades 3-12 Publisher's Criteria for ELA/Literacy**[31] are designed to guide publishers and curriculum developers as they work to ensure alignment with the standards in ELA and literacy in social studies, science and technical subjects.
   a. Text Selection
   b. Questions & Tasks
   c. Academic Vocabulary
   d. Writing to Sources & Research
   e. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

D. In **spring 2012**, the State will begin to **build partnerships** and **gather resources** to support the **development & implementation of instructional units, curriculum mapping & formative assessment tasks** while ensuring a **quality assurance process**. Potential partners and resources include:

1. PARCC (Partnership for Assessment of Readiness for College and Careers)[32]
2. CCSS for Mathematics, Appendix A
3. Albuquerque Public Schools (APS) CCSS Pilot
4. NMSU (New Mexico State University) MC^2 (Mathematically Connected Communities)
5. NMSU ELA/Literacy Launch Team
6. Common Core Mapping Project (Gates Foundation) ELA Curriculum Maps[33]
7. Ohio Department of Education Math Resources[34] including model curriculum frameworks and learning progressions

[30] ELA/Literacy Alignment Criteria for Grades K-2 http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf
[31] ELA/Literacy Alignment Criteria for Grades 3-12 http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
[32] PARCC Resources http://www.parcconline.org/classroom
[33] Gates Foundation ELA Curriculum Maps http://commoncore.org/free/
[34] Ohio DOE http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=83475

E. The following are specific ways the State and districts may partner and operationalize the CCSS expectations and activity in rethinking instruction and aligning materials:

1. Identify a leadership cadre of educators who can be trained in and lead the development of CCSS-aligned instructional methods and materials
2. Convene those teams of educators to align current instructional methods, tools and materials to the CCSS and develop new aligned resources
3. Recruit a peer review committee to evaluate the alignment of instructional methods with tools and materials
4. Set up a system that allows educators to provide feedback on draft resources
5. Recruit experts in curriculum and instruction professional development to make enhancements to or replacement of current professional development to align with the needs of CCSS implementation
6. Share model lesson plans and other teacher-developed resources that align with the CCSS
7. Ensure that the needs of all students are met through the integration of cultural competence standards, English Language Development Standards (ELDS), a focus on academic vocabulary, and EGBEs (Expanded Grade Band Expectations) interwoven into the work of both ELA/Literacy and Math

III. ***Ensure equity and rigor for all students in meeting the State's high standards and expectations.***

A. Accelerated learning opportunities will be enhanced for all New Mexico students including, but not limited to:

1. Increased access to Advanced Placement and International Baccalaureate programs
2. Increased access to dual credit opportunities
3. Increased access to STEM (Science, Technology, Engineering, and Mathematics) programs

B. Targeted interventions and support will be provided for all students not college and career ready including, but not limited to:

1. RtI (Response to Intervention) Student Assistance Team and 3-Tier Model
2. Credit Recovery Courses
3. Comprehensive Advising Program
4. Developmental & Supplemental Course Needs
5. Student Needs Addressed in Lesson Plans and Instructional Units

C. The CCSS provide us with the opportunity to **re-evaluate** our **high school graduation requirements and course content** to ensure all students are prepared for college, careers, and life. Beginning in **2012-2013**, the State will partner with **Institutes of Higher Education (IHE)** to examine and refine these requirements and course specifications particularly at the high school level ensuring alignment with the

CCSS including refining the STARS (Student Teacher Accountability Reporting System) manual. This partnership will also focus on the review of the PARCC Model Grade 12 Bridge Courses and reevaluating teacher preparation, in-service, pre-service and alternate licensure programs.

D. Beginning in **spring 2012**, the State and districts will identify and leverage existing resources to ensure equity and rigor for all students. Examples include:

1. **WIDA** (World-Class Instructional Design & Assessment) has created the **2012 Edition** of the **ELDS**[35] (English Language Development Standards) to ensure that the connections between content and language standards are clear as states implement the CCSS[36]. This is to be considered an additional resource for educators working in elementary and secondary schools with English Language Learners (ELLs). WIDA has maintained identical ELD standards while providing a deeper understanding of how to characterize the academic language needed for ELLs to access grade-level content and succeed in school. WIDA's recommendation is that the 2012 Edition be used alongside the 2007 Edition; therefore, there is no need to revise the current **New Mexico ELDS** document.

2. The guidance & resource manual for New Mexico's **RtI (Response to Intervention) Framework** known as the Student Assistance Team (SAT) and Three-Tier Model of Student Intervention will also serve to complement the CCSS. The focus and coherence required of the CCSS in mathematics support RtI in the following:
   - **a.** Making it easier to notice when students are behind
   - **b.** Making it easier to provide targeted support

E. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing,

[35] WIDA ELDS, 2012 Edition http://wida.us/standards/elp.aspx#2012
[36] ELDS/CCSS Alignment http://wida.us/research/agenda/Alignment/index.aspx

speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

1. Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
2. Individualized Education Plans (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

F. Promoting a **culture of high expectations** for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, **students with disabilities**, as appropriate, may be provided additional supports and services, such as:

1. **Instructional supports** for learning— based on the principles of Universal Design for Learning (UDL)2 —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
2. **Instructional accommodations** (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures—which do not change the standards but allow students to learn within the framework of the Common Core.
3. **Assistive technology** devices and services to ensure access to the general education curriculum and the Common Core State Standards.
4. Some students with the most **significant cognitive disabilities** will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

G. The **Gifted Education in New Mexico Technical Assistance Manual**[37] offers information and assistance to ensure that students demonstrating giftedness receive appropriate services and maximize their potential. The *Think 7 to Differentiate Instruction* process described within the manual can be utilized for all student populations and is not limited to use with only identified gifted students:

Think 7 to Differentiate Instruction	
By addressing student: • Readiness • Interest/Passion • Learning Profile	Differentiate the: • Content • Process • Product • Learning Environment

[37] NM Gifted Education Manual http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf

H. Utilize **PARCC**[38] (Partnership for Assessment of Readiness for College & Careers) **Online Resources.**

1. **Model Content Frameworks** as a bridge between the CCSS and the PARCC assessments
2. **Model Instructional Units** to concretely demonstrate a variety of means to implement the CCSS for ELA/literacy and mathematics
3. **Item and Task Prototypes** to be released to serve as samples
4. **Partnership Resource Center** (PRC) as an online, digital warehouse
5. **Professional Development Modules** providing a series of training programs focused on assessments
6. **College-Ready Tools** to include:
   - **a.** Bridge courses for students who don't score college ready on the high school assessment
   - **b.** Online tools to help diagnose students' gaps in college-ready skills

[38] PARCC Resources http://www.parcconline.org/classroom

SECTION FIVE: PROFESSIONAL DEVELOPMENT PLAN

New Mexico Common Core State Standards

Implementation Plan

New Mexico Public Education Department
Common Core State Standards (CCSS)
Professional Development Plan

Vision: Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

Mission Statement: New Mexico is joining 45 other states across the nation to be globally competitive in implementing world class standards in order for New Mexico's students to compete on a national and global platform.

Goal: To support the transition to and full implementation of the Common Core State Standards[39] (CCSS) through the development of understanding, knowledge and skills to increase student achievement by making ongoing professional learning and strategic leadership essential in curriculum, instruction, and formative/ summative assessment.

Overview: The state-wide implementation plan promotes professional development as an integral part of its expectations and actions. It calls for the alignment of district, regional, and statewide resources, including Institutions of Higher Education (IHE), to provide a coherent professional learning system that will improve teaching and ensure each student has the best opportunities for academic success in every classroom.

The CCSS Professional Development Plan is directly aligned to the Curriculum & Instruction / Instructional Materials and Assessment plans. The priority focus of the plan addresses the following:

- Capacities of the Literate Individual[40]
- Connecting Mathematical Practices & Mathematical Content
- Shifts in ELA/Literacy Instruction
- Shifts in Mathematics Instruction
- New Mexico Bilingual/Multicultural and Indian Education Guidelines
- Critical Milestones & Key Implementation Steps
    - Support districts and schools in evaluating their current knowledge and capacity to provide professional development to support curriculum, instruction and assessment aligned to the Common Core State Standards.

[39] CCSS Documents http://www.corestandards.org/the-standards
[40] ELA CCSS Document http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

- Build awareness of the English Language Arts (ELA) / Literacy and mathematics Common Core State Standards among all stakeholders while meaning fully engaging educators through professional development opportunities.

- Build internal instructional leadership capacity for sustainable implementation and improved learning systems while guiding the efforts of policy makers, service providers, participants, and evaluators of professional development.

- Deepen understanding among all stakeholders to increase educator effectiveness resulting in increased student achievement and provide a common framework from which to share best practices.

- Provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity.

- Teachers and specialized instructional support personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.

- Develop "Assessment Literacy" within the relationships among curriculum, instruction, and assessment.

- Strengthen the PK-16 continuum and engage institutions of higher education (IHE) more fully in school improvement.

Table 5-A: Professional Development Work Plan

Key Implementation Steps	Timeframe	State/District Responsibility
Provide districts with CCSS alignment study/gap analysis posted online at PED website. **IMPORTANT NOTE:** *A succinct summary will be available in order for districts to avoid spending time conducting their own correlation.*	January 2012	State
Utilize key results of CCSS alignment study/gap analysis to inform decisions regarding professional development.	Spring 2012	District
Provide districts with access to online diagnostic tool to be used as professional development needs self-evaluation.	February 2012	State
Utilize diagnostic tool to assess their capability to implement, monitor & support CCSS in respect to professional development.	Spring 2012	District
Begin professional development service providers vetting process.	Spring 2012	State
Facilitate CCSSO-sponsored state-wide summit to provide CCSS orientation to district teams.	March 2-3, 2012	State & CCSSO
Begin ongoing study of CCSS including Instructional Shifts in ELA/Literacy & Math, ELA Capacities of the Literate Individual, Math Critical Areas of Focus & Mathematical Practices in grades 4-12	Spring 2012	District/Institutions of Higher Education (IHE)
Develop TOT (Train-the-Trainer) modules for CCSS academies for grades K-3 ELA & math.	Spring 2012	State/IHE
K-3 PD on Math Practices & Instructional Shifts; ELA Capacities of the Literate Individual & Instructional Shifts	Spring, Summer 2012	State/District/IHE
K-3 teams (admin, teachers, instructional staff) PD on study of standards	Spring, Summer 2012	State/District/ IHE
K-3 PD on development of instructional units & assessments	Summer 2012	State/District/IHE
K-3 PD on building assessments for learning (formative/summative)	Summer 2012	State/District/IHE
K-3 math content knowledge academies	Summer 2012	State/District/IHE
Instructional Material Bureau provides training to Mathematics & ELA Adoption Review Committee.	June 2012	State
K-3 teachers are trained in CCSS implementation.	2012-2013	District/IHE
Develop TOT (Train-the-Trainer) modules for CCSS academies for grades 4-12 ELA & math and for grades 6-12 literacy standards.	Spring 2013	State/IHE
Grades 4-12 PD on Math Practices & Instructional Shifts, ELA Capacities of the Literate Individual & Instructional Shifts	Spring, Summer 2013	State/District/IHE
Grades 4-12 teams (admin, teachers, instructional staff) PD on study of standards	Spring, Summer 2013	State/District/IHE
Grades 4-12 PD on development of instructional units & assessments	Summer 2013	State/District/IHE
Grades 4-12 PD on building assessments for learning (formative/summative)	Summer 2013	State/District/IHE
Grades 4-12 content knowledge math academies	Summer 2013	State/District/IHE
Grades 4-12 ELA & math teachers are trained in CCSS implementation.	2013-2014	District/IHE
New K-3 teachers including teachers new to these grade levels are trained in CCSS implementation.	2013-2014	District/IHE
Develop TOT (Train-the-Trainer) modules for CCSS academies for grades 3-12 reading/writing & math PARCC assessment summer academies	Spring 2014	State/IHE
Grades 3-12 reading/writing & math PARCC assessment summer academies	Summer 2014	State/IHE
Grades 3-12 teachers are trained in PARCC assessment	Fall 2014	District/IHE
ELA, math, social studies, science & technical subjects new teachers, grades K-12 trained in CCSS implementation (including new to grade level or subject)	2014-2015	District/IHE
New teachers trained in their respective areas and follow-up professional development provided to all teachers	Summer 2015 & Beyond	District/ IHE

Critical Milestones & Key Implementation Steps

The State has identified seven critical milestones for district- and state-wide professional development based on the table below. The plan calls for the State, districts, Institutions of Higher Education (IHE), Regional Educational Centers (REC), professional organizations, and other professional development providers to focus their staff development resources, structures, time, and funding on the priorities incorporated within these milestones. Key implementation steps have also been included to provide more detailed guidance.

I. ***Support districts and schools in evaluating their current knowledge and capacity to provide professional development to support curriculum, instruction and assessment aligned to the Common Core State Standards.***

A. The first step for any new implementation effort is to review the system's capacity to meet the expectations and carry out key actions, as well as assess the extent to which it is already undertaking the essential elements of the work. In **February 2012**, the State will provide districts with access to an online self-evaluation based on the sample diagnostic tool located in the Achieve Common Core Implementation Workbook.[41] This rubric lists guiding questions and lays out guideposts for performance levels ranging from 1 to 4.

B. A succinct summary of the WestEd CCSS alignment study/gap analysis will also be provided to help districts inform their decisions regarding professional development needs.

C. Throughout **spring 2012**, districts and/or schools will utilize this instrument and alignment document to assess their capability to implement, monitor and support the CCSS in respect to professional development. Identifying emerging patterns will help them determine where additional planning efforts are needed.

II. ***Build awareness of the ELA/Literacy and math CCSS among all stakeholders while meaningfully engaging educators through professional development opportunities.***

A. Spreading awareness of the CCSS centers on the following four questions:

1. Why is the state changing to the new standards?
2. What are the goals for the state in terms of implementing the standards in classrooms to support students learning and achievement?
3. What is the professional knowledge and skills needed for teachers and leaders to understand the CCSS deeply? What professional learning opportunities will best provide this support?

[41] Achieve& U.S. Education Delivery Institute (Edi). *Common Core State Standards and Assessments: A Workbook for State and District Leaders.* www.parcconline.org/CommonCoreImplementationWorkbook

4. How do the CCSS differ from the current New Mexico content and process standards?
5. What do the CCSS mean for stakeholders? *(e.g., students, teachers, administrators, parents, higher education faculty, the general public)*

B. Beginning in **spring 2012**, all **districts** will be asked to **begin the study of the standards** to ensure that teachers become familiar with the structure, content, concepts, practices and terminology of the CCSS for mathematics and ELA/Literacy in History/Social Studies, Science and Technical Subjects including the accompanying appendices.[42] Teachers must also begin to know and incorporate the Key CCR (College & Career Readiness) Portrait of a Literate Individual and the Mathematical Practices. The study of the standards will be a learning cycle that then provides opportunities for teaching, assessing, and revising the instruction to address the standards and students learning needs. This process shall occur within the context of standards-based education enabling teachers to better understand the relationships between formative/summative assessment, curriculum and student/knowledge centered instruction.

C. **Literacy standards** for K–5 reading and writing in history/social studies, science, and technical subjects are integrated into the K–5 Reading and Writing Standards; however, in grades 6-12, they are described in a separate set of standards making a high level of awareness regarding these expectations all the more important. The associated CCR anchor standards for ELA together with the middle and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards with a focus on ELA, the latter providing additional specificity in these other key academic areas. Beginning the study of this knowledge and skill set is also being asked of districts starting in **spring 2012**.

D. **Spring 2012** also signals the start of the deliberate and purposeful implementation of the key shifts within the ELA/literacy and mathematics CCSS including the grades K-8 math focus areas located with the grade level introductions. Shifts (refer to tables A, B, C within the Curriculum & Instruction / Instructional Materials Plan section)

E. Teacher **pre-service/in-service programs** will be key in providing the foundational understandings of the CCSS to support novice teachers as they bridge their learning at universities/colleges and their professional experiences serving New Mexico students.

F. **Online Resource Center:** In an effort to build awareness and support the study of the CCSS and provide on-demand assistance, the State has contracted with API (Advanced Programs Initiative) & Meridiansix to

[42] ELA: Appendix A-Research & Glossary; Appendix B-Text Exemplars & Sample Performance Tasks; Appendix C-Student Writing Samples
Math: Appendix A-Designing High School Mathematics Courses Based on the Common Core State Standards
http://www.corestandards.org/the-standards

develop and maintain an online resource center as part of the newly revamped state website to be launched in spring 2012. Following are samples of resources/links to be included.

1. **WestEd** *Alignment Study comparing CCSS for ELA/Literacy and Mathematics to current New Mexico content standards (posted on NMPED CCSS website)*
2. **PARCC** (Partnership for Assessment of Readiness for College & Careers) *Model Content Frameworks, Sample Instructional Units/Assessment Tasks, Text Complexity Tool, PD Assessment Modules, College-Ready Tools*[43]
3. **Achieve:** Advocacy, Tools, Resources, Videos[44]
4. **NMSU** (New Mexico State University) *MC² (Mathematically Connected Communities)*[45] *& ELA Support*
5. **API**[46] (Advanced Programs Initiative)
6. **Institute for Mathematics & Education, University of Arizona** *CCSS Math Progressions*[47]
7. **Illustrative Mathematics Project**[48]
8. **Tools for the Common Core Standards**[49] (Bill McCallum's Blog, CCSSM lead writer)
9. **The Hunt Institute:** videos[50]
10. **National PTA** *Parent Guides in English and Spanish (to be edited to include NMPED logo and CCSS Mathematical Practices)*[51]
11. **NSRF**[52] (National School Reform Faculty) *Instructional strategies/activities*
12. **TeachNM**[53]
13. **NMPED** *Curriculum Processes for Adoption and Implementation*[54]
14. **NMPED** SOAP[55] (Student Online Assessment Prep) *Student Data System*
15. **Indian Education Resources**[56]
16. **WIDA ELD (English Language Development) Standards, 2012 Edition**[57]

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[43] PARCC Resources http://www.parcconline.org/classroom
[44] Achieve http://www.achieve.org/achieving-common-core
[45] NMSU MC2 http://mc2.nmsu.edu/
[46] API http://nmapi.org/contact.html
[47] Math Progressions http://ime.math.arizona.edu/progressions/
[48] Illustrative Math Project http://illustrativemathematics.org/
[49] Common Core Tools http://commoncoretools.wordpress.com/
[50] Hunt Institute Videos http://www.youtube.com/user/TheHuntInstitute/featured
[51] PTA Parent Guides http://www.pta.org/4446.htm
[52] NSRF http://www.nsrfharmony.org/protocol/a_z.html
[53] Teach NM http://teachnm.org/resources/teachnm-online-resources.html
[54] NMPED Adoption Process http://www.ped.state.nm.us/InstructionalMaterial/index.html
[55] NMPED SOAP http://www.ped.state.nm.us/
[56] NMPED Indian Education Division http://www.ped.state.nm.us/
[57] WIDA http://wida.us/standards/elp.aspx#2012

III. ***Build internal instructional leadership capacity for sustainable implementation and improved learning systems while guiding the efforts of policy makers, service providers, participants and evaluators of professional development.***

A. Campus administrators will serve as *instructional leaders* in a *shared leadership role* with those in their charge. Beginning with the **CCSSO-sponsored state-wide summit** in **March 2012**, the State will provide support to principals in creating learning communities in their respective schools and engaging their broader communities while serving diverse student populations. In order to cultivate literacy in the CCSS, principals must be literate themselves. Their role is pivotal in establishing the school culture needed to promote quality standards-based curriculum, instruction and assessment. In addition to ongoing communication to ensure they receive the latest information, the State will offer **online resources** and **professional development opportunities including a networking structure for sharing and collaboration**. The needs of both new and veteran administrators will be taken into account to create consistency and continuity resulting in sustainability. School leaders will need to be able to continually engage new stakeholders and, at times, give those already engaged or previously engaged a "boost" regarding the CCSS initiative. Professional development opportunities include, but are not limited to:

1. **New Mexico Common Core Mathematics Standards Leadership Conference** on January 18-19 in Albuquerque sponsored by MC^2 (Mathematically Connected Communities)/NMSU (New Mexico State University), NMCSA (New Mexico Coalition of School Administrators), CES (New Mexico Cooperative Educational Services), and Innovate+Educate. Conference goals include:
   - **a.** Participants see Common Core State Standards for Mathematics (CCSSM) as a positive opportunity to improve learning and student achievement in mathematics.
   - **b.** Participants have the opportunity to learn relevant information about the CCSSM that is useful in taking the next steps in implementing CCSSM.
   - **c.** Participants network and collaborate with other educators to develop a shared understanding of the CCSSM.
2. **Leadership for the Common Core** on April 25-26 in Albuquerque sponsored by **New Mexico School Leadership Institute**: Exploring the leadership perspective on the Common Core implementation
3. **MC^2 (Mathematically Connected Communities):** Statewide partnership providing districts with leadership development in mathematics. Teams of principals, lead teachers, and counselors learn to develop and implement short and long-term action plans to develop stronger math programs at their school sites. Institutional partners include:
   - **a.** New Mexico State University (NMSU)
   - **b.** Western New Mexico University

c. University of New Mexico (UNM)

d. Los Alamos Math & Science Academy

e. Northern New Mexico Rural Schools Network

f. South Valley Academy

g. New Mexico Public Education Department (NMPED)

4. **English Language Arts & Literacy Common Core Launch Team**: New Mexico State University, University of New Mexico, and independent education consultants collaborating to provide expert guidance and professional support to districts and schools as they implement the new Common Core State Standards in Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

5. **PARCC (Partnership for Assessment of Readiness for College & Careers) Educator Leader Cadre:** Bringing together 24-member teams of K-16 educators from across PARCC states to develop expertise on the CCSS and PARCC and to help them become leaders in their states and among their peers. The meetings will be an opportunity for educators to build expertise in the CCSS and PARCC by engaging in deep analysis of the CCSS and aligned material such as the PARCC Model Content Frameworks and item prototypes. First meeting is anticipated to occur in **summer 2012.**

6. **New Mexico Coalition of School Administrators (NMCSA)**
   a. Conducts seminars and conferences and provides professional development in concert with other educational entities.
   b. Mentoring and networking opportunities for members provided through online and face-to-face meetings (i.e., ASA-Aspiring Superintendents Academy, STAMP-Superintendents' Transition and Mentoring Program, Annual Administrators' Symposium, Statewide Summer Administrators' Conference)

B. Beginning in **summer 2012**, districts will be asked to designate a person(s) or team of people with the knowledge, skills, and capacity to support and monitor implementation by the strategic application of structures processes and tools for planning and problem-solving. These teacher leaders will create a cadre of trainers to develop teacher content & pedagogical knowledge in support of CCSS curriculum, instruction and assessment including online PD, instructional units with exemplary lessons and understanding effective standards- based teaching and learning. All educators will be given the

opportunity to become vested in learning through buy-in, ownership, and implementation of the CCS standards by developing their professional knowledge, skills and processes for continued learning.

C. In **spring 2012**, the State will create a structure to bring relevant leaders/key players together to combine their professional development efforts for collaborative learning by providing

1. Ongoing TOT (Train the Trainer) professional development for teacher leaders & Regional Educational Collaboratives (REC) staff
2. Facilitating a CCSS Summit in collaboration with CCSSO (Council of Chief State School Officers) in **March 2012**
3. Encouraging transparency by providing online communities of practice to share feedback on materials development such as through PARCC Educator Leader Cadres resulting in a series of vetted resources
4. The State will also support this effort by providing tools and professional development for the textbook & instructional materials adoption process.

D. All professional development must be connected to school EPSS (Educational Plan for Student Success) & teacher evaluation plans.

E. **Professional Development Provider Responsibilities:** In **spring 2012**, the State in collaboration with NMPED's TeachNM and Educator Quality Bureau will develop an ongoing structure and procedures to formally vet professional development service providers.

1. A standardized evaluation form will be developed for use by all providers with a summary of results submitted online to NMPED.

2. All providers will be required to attend an orientation, the first of which will take place in spring 2012 through a face-to-face and/or online format. The State will then provide ongoing communication regarding professional development opportunities within and outside of New Mexico via multiple avenues.

3. A RFI (Request for Information) will be issued to identify potential professional development providers to include but not limited to:
   a. Institutions of Higher Education (IHE)
   b. Educator Associations
   c. School Districts & Collaboratives

d. Independent Contractors

e. New Mexico Public Education Department (NMPED) & Regional Educational Centers (REC)

f. Other Professional Development Organizations

4. The primary objective of professional development providers is to assist educators in developing knowledge, skills, and dispositions for ensuring students understanding of that subject through varied standards-oriented instructional and assessment practices. Providers also assist districts in integrating ongoing, relevant professional development into systemic school implementation and improvement plans to ensure educator effectiveness and student results. All providers will be expected to:

a. Evaluate the effectiveness of professional development offerings and to assess their impact, if any, on classroom practice

b. Address the content of the relevant state Curriculum Frameworks

c. Facilitate professional development with clear objectives, relevant learning activities, and conclusions

d. Conduct professional development that recognizes the overlapping and different needs of beginning and veteran educators

e. Incorporate technology tools and appropriate media, as warranted

f. Build on educators' prior knowledge and experience

g. Use principles of adult learning theory to engage educators in professional growth

h. Employ a variety of teaching techniques such as direct instruction, practice, discussion, problem-solving, Socratic dialogue, and research projects

i. Provide many and varied opportunities for educators to incorporate new knowledge and skills into classroom practice or school and district management

j. Evaluate teacher learning through appropriate assessment to support next steps (e.g., feedback, a pre/post assessment, examples of student work, artifacts developed). Data will be collected by professional development offering and/or by participant.

IV. ***Deepen understanding among all stakeholders to increase educator effectiveness resulting in increased student achievement & and provide a common framework from which to share best practices.***

A. Districts will continue the in-depth study of the CCSS by deconstructing the standards including levels of cognitive demand and conducting lesson studies within learning communities.

B. Knowledge of the Standards-Based Education process will be enhanced through activities such as action research conducted in classrooms while providing opportunities for purposeful collaboration and

instructional study to support all students as learners.

C. Incorporating the literacy standards in history/social studies, science and technical subjects will increase literacy across all content areas.

D. Increased teacher content & pedagogical knowledge will support "parallel teaching" beginning with the areas in which we are furthest from the Common Core (e.g., K-2 ELA & Grade 3 math).

E. Under the guidance of NMSU (New Mexico State University), a teaching & learning model will be used to study ELA and math curriculum, instruction & assessment.

F. The State will develop TOT (Train-the-Trainer) modules for K-3 ELA & math summer academies in preparation for the 2012-2013 CCSS implementation.

G. TOT modules will also be created for grades 4-12 ELA & math summer academies in preparation for the 2013-2014 CCSS implementation.

H. The State will strive to differentiate professional development to better serve all stakeholders by offering face-to-face sessions, TOT (Train the Trainer) modules for teacher leaders & REC (Regional Educational Cooperative) staff, and online Resources/Courses. (refer to milestone VII for more detailed information)

V. ***Provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity.***

A. Districts will expand teacher knowledge of differentiated instruction to better serve SWD (Students with Disabilities), CLD (Culturally & Linguistically Diverse) students, ELL (English Language Learners) and gifted students utilizing the following resources:

1. RtI Framework[58]
2. SIOP[59] (Sheltered Instruction Observation Protocol)
3. GLAD[60] (Guided Language Acquisition Design)
4. Gifted Education in New Mexico Technical Assistance Manual[61]

[58] NM RtI Framework http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf
[59] S.I.O.P http://www.cal.org/siop/
[60] G.L.A.D. http://www.projectglad.com/
[61] NM Gifted Education Manual http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf

5. J. Cummins'[62] BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive Academic Language Proficiency) and Task Difficulty Quadrants

B. The State added an extra set of ELA standards as per 6.29.13 NMAC (New Mexico Administrative Code). These will be refined in **spring 2012** to eliminate redundancy. The State will provide training to teacher leaders and REC (Regional Educational Center) staff in how to incorporate these into the instructional program to build **cultural competence** & create buy-in to ensure they are taught.

C. The State will offer guidance in the use of the **NM ELDS (English Language Development Standards)** utilizing the WIDA 2012 edition[63] as a companion document, the NM RtI Framework and the EGBEs[64] (Expanded Grade Band Expectations) to further build cultural competence and support effective CCSS teaching and learning.

D. As referenced in Table E of the Curriculum & Instruction/Instructional Materials Plan, the CCSS will serve to support the New Mexico Hispanic and Indian Education Acts.

VI. ***Teachers and specialized instructional support personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.***

A. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing,

[62] Cummins' BICS/CALP/Quadrants http://esl.fis.edu/teachers/support/cummin.htm
[63] WIDA 2012 Edition http://wida.us/standards/elp.aspx#2012
[64] NM EGBEs http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/egbe/index.html

speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

1. Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
2. Individualized Education Plans (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

B. Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

1. Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)2 —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
2. Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures—which do not change the standards but allow students to learn within the framework of the Common Core.
3. Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.
4. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

VII. ***Develop "Assessment Literacy" within the relationships among curriculum, instruction and assessment.***

A. Beginning in **summer 2014**, the State and districts will push to **deepen** educators' knowledge and skills in regard to assessment practices.

B. Districts will provide opportunities to practice, learn from and "act on" the analysis of data and student work.

C. The State will communicate information regarding assessment types/ purposes and the PARCC assessment structure.

D. CCSS content-specific professional development and resources will promote technology integration including online assessment delivery. Information regarding state/federal accountability system information will be shared in a relevant and appropriate manner to all stakeholders.

VIII. ***Strengthen the P-16 continuum and engage higher education more fully in school improvement.***

Clearly, the Common Core State Standards present a great opportunity for education in general—and for higher education in particular.

A. The State will utilize *Implementing the Common Core State Standards: An Action Agenda for Higher Education*[65] published by Achieve, ACE (American Council on Education) and SHEEO (State Higher Education Executive Officers). As discussed in this resource, key areas for engagement of Higher Education will include:

1. Aligning Key Policies for College Readiness
2. Development of K–12 Assessments and Alignment with College Placement Policies
3. Development and Alignment of Curricula and Instructional Materials
4. Teacher Preparation and In-Service Professional Development

B. Institutions of Higher Education (IHE) are largely responsible for pre-service and in-service teacher training; therefore, steps will be taken to connect the CCSS to college curriculums including the development of transitional coursework, bridge programs, accelerated learning opportunities, student support, intervention systems and college & career readiness advising.

C. The State has partnered with New Mexico State University (NMSU) as a professional development provider through:

1. MC^2 (Mathematically Connected Communities)
2. LIFT (Leadership Institute for Teachers)
3. SUMA (Scaling Up Mathematics Achievement)
4. ELA/Literacy Launch Team

D. NMSU will serve as lead in establishing a network of institutional partners to include, but not limited to:

1. New Mexico State University (NMSU)
2. Western New Mexico University
3. University of New Mexico (UNM)
4. Los Alamos Math & Science Academy

[65] CCSS Higher Education Guide http://www.acenet.edu/AM/Template.cfm?Section=CPA&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=39580

5. Northern New Mexico Rural Schools Network
6. South Valley Academy
7. Southwestern Indian Polytechnic Institute (SIPI)
8. New Mexico Public Education Department (NMPED)

E. MC^2 -LIFT will be conducting a 2 day inter-rater reliability study on January 23rd and 24th at NMSU. They have refined the OLE (Observation of Learning Environment) into an instrument that is both user friendly and defines the elements that will help schools provide a rich mathematical learning environment for students. The goal is that the instrument serves as an assessment of math classrooms, defines a shared vision of effective mathematics teaching and learning and supports professional development aligned with the Common Core State Standards Mathematical Practices. The instrument has the potential to assess the classroom while providing the opportunity for the explicit agreement between teachers and administrators as to what constitutes high quality standards-based math instruction that supports student achievement. Through the work of Scaling up Mathematics Achievement (SUMA) the OLE has already been proven to be an indicator of success on NMSBA (New Mexico Standards Based Assessment). The NMPED will be represented in this study.

IX. ***Differentiate professional development opportunities through the utilization of various strategies developed within a classroom culture that is student centered, knowledge centered and learning centered in order to meet the needs and learning styles of all students.***

The following strategies were adapted from *Ideas that Work: Mathematics Professional Development* published by the Eisenhower National Clearinghouse (ENC)[66]:

A. Developing Awareness: These strategies are usually used during the beginning phases and are designed to elicit thoughtful questioning concerning the new information on the part of teachers.

1. Immersion: Engaging in the kinds of learning that teachers are expected to practice with their students such as close reading or problem solving.
2. Immersion: Participating in an intensive experience in the day-to-day work of a master teacher or practitioner.

B. Building Knowledge: These strategies provide opportunities for teachers to deepen their understanding of content and teaching practices.

1. Curriculum: Learning, using, and refining the use of a particular set of instructional materials in the classroom
2. Curriculum: Implementing a unit of instruction that illustrates effective teaching techniques.
3. Curriculum: Creating new instructional materials and strategies or tailoring existing ones to better meet the learning needs of students

[66] Original work: Designing Professional Development for Teachers of Science and Mathematics by Susan Loucks-Horsley, et al, WestEd

C. **Translating into Practice:** These strategies engage teachers in drawing on their knowledge base to plan instruction and improve their teaching

1. Action Research: Examining teachers' own teaching and their students' learning by engaging in a research project in the classroom
2. Case Discussions: Examining written narratives or videos of classroom events and discussing the problems or issues illustrated
3. Examining Student Work, Thinking and Assessment Data: Carefully examining students' work to understand their thinking so that appropriate instructional strategies and materials can be identified.

D. **Collaborative Work:** These strategies focus on practicing teaching.

1. Study Groups/Lesson Study: Engaging in regular collaborative interactions around topics identified by the group, with opportunities to examine new information, set goals, reflect on classroom practice, and analyze assessment data utilizing productive discussion protocols.
2. Coaching and Mentoring: Working one-to-one with another teacher to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving, and co-planning
3. Partnerships with Mathematicians, Business, Industry, and Institutes of Higher Education (IHE): Working collaboratively with practicing mathematicians with the focus on improving teacher content knowledge, instructional materials, and access to facilities
4. Professional Networks: Linking in person or through electronic means with other teachers to explore topics of interest, pursue shared goals, and address common problems

E. **Reflection:** These strategies provide opportunities to reflect deeply on teaching and learning to engage teachers in assessing the impact of the changes on their students and thinking about ways to improve. In addition, teachers are encouraged to reflect on others' practice, adapting ideas for their own use.

1. **Workshops, Institutes, Courses, and Seminars:** Using structured opportunities outside the classroom to focus intensely on topics of interest - including content - and learn from others with more expertise.
2. **Technology:** Using various kinds including online resources, videos, social networking, etc. to learn content and pedagogy
3. **Developing Professional Developers:** Building the skills and deep understanding of content and pedagogy to create learning experiences.

SECTION SIX: INTERNAL LEADERSHIP PLAN

New Mexico Common Core State Standards

Implementation Plan

New Mexico Public Education Department
Common Core State Standards (CCSS)
Internal Leadership Plan

Vision: Ensure that *all students* learn the advanced skills, starting in the earliest grades, needed to be college and career ready.

Mission Statement: New Mexico is joining 45 other states across the nation to be globally competitive in implementing world class standards in order for New Mexico's students to compete on a national and global platform.

Goal: To implement the State's transition plan by setting system-wide routines to track progress, identify actions needed to stay on track or get back on track, uncover key issues and prioritize them for resolution, and sustain a consistent focus.

Overview: The PED along with the support of an Implementation Team will have the following responsibilities:

- Develop and manage implementation plan budget.
- Seek external funding sources in addition to State funding.
- Maintain two-way open and timely lines of communication
- Form partnerships to leverage resources
- Provide support to ensure alignment of instructional programs and materials to the CCSS
- Coordinate professional development opportunities
- Monitor performance and progress
- Develop of an evaluation plan
- Provide technical assistance

Table 6-A: Internal Leadership Work Plan

Key Implementation Steps	Timeframe	Responsibility
Implementation Team Approved by Secretary & vetted by Governor's office. Team will include PED staff and stakeholders representing district/campus administrators, teachers/instructional staff, parents, and business community	Spring 2012	Leighann Lenti, Director of Policy
Develop Implementation Team Work Plan	Spring 2012	Implementation Team
Establish PARCC Educator Cadre: Bringing together 24-member teams of K-16 educators from across PARCC states to develop expertise on the CCSS and PARCC and to help them become leaders in their states and among their peers.	Spring 2012	Dr. Pete Goldschmidt, Director of Assessment and Accountability and Leighann Lenti
First Educator Cadre meeting. The meetings will be an opportunity for educators to build expertise in the CCSS and PARCC by engaging in deep analysis of the CCSS and aligned material such as the PARCC Model Content Frameworks and item prototypes	Summer 2012	PARCC

Key Implementation Steps	Timeframe	Responsibility
Develop Implementation Plan budget (internal & districts).	Spring 2012	PED
Seek external funding sources in addition to State funding.	Spring 2012	PED
Maintain two-way open and timely lines of communication.	Ongoing	PED and Implementation Team
Form partnerships to leverage resources.	Spring 2012	Implementation Team
Provide support to ensure alignment of instructional programs and materials to the CCSS.	Ongoing beginning Spring 2012	Implementation Team
Coordinate professional development opportunities	Ongoing beginning Spring 2012	Implementation Team
Develop of an evaluation plan	Spring 2012	PED and Implementation Team
Monitor performance and progress	Ongoing beginning Spring 2012	Implementation Team and Districts
Provide technical assistance	Ongoing beginning Spring 2012	Implementation Team

Attachment 14

A-F School Grading Act, Final Regulation, and Sample Preliminary Reports

AN ACT

RELATING TO PUBLIC SCHOOLS; ENACTING THE A-B-C-D-F SCHOOLS RATING ACT; PROVIDING FOR A RATING SYSTEM TO GRADE PUBLIC SCHOOLS IN A WAY EASILY UNDERSTANDABLE BY PARENTS, SCHOOL PERSONNEL AND THE COMMUNITY; ESTABLISHING CRITERIA FOR RATING PUBLIC SCHOOLS; PROVIDING SCHOOL OPTIONS; PROVIDING FUNDING FOR FAILING SCHOOLS TO IMPLEMENT PROGRAMS LINKED TO IMPROVED STUDENT ACHIEVEMENT; RECONCILING MULTIPLE AMENDMENTS TO THE SAME SECTION OF LAW IN LAWS 2007.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. A new section of the Public School Code is enacted to read:

"SHORT TITLE.--Sections 1 through 4 of this act may be cited as the "A-B-C-D-F Schools Rating Act"."

SECTION 2. A new section of the Public School Code is enacted to read:

"DEFINITIONS.--As used in the A-B-C-D-F Schools Rating Act:

A. "growth" means learning a year's worth of knowledge in one year's time, which is demonstrated by a student's performance on New Mexico standards-based assessments that shows the student:

(1) moving from one performance level to a higher performance level;

(2) maintaining a proficient or advanced proficient performance level as provided by department rule; or

(3) remaining in beginning step or nearing proficient performance level but improving a number of scale score points as specified by department rule; and

B. "school options" means a right to transfer to any public school not rated an F in the state or have children continue their schooling through distance learning offered through the statewide or a local cyber academy."

SECTION 3. A new section of the Public School Code is enacted to read:

"RATING CERTAIN SCHOOLS.--Commencing with the 2011-2012 school year, public schools shall be subject to being rated annually by the department as provided in the A-B-C-D-F Schools Rating Act."

SECTION 4. A new section of the Public School Code is enacted to read:

"ANNUAL RATINGS--LETTER GRADES--RATINGS BASED ON STANDARDS-BASED TESTS--RIGHT TO SCHOOL CHOICE--DISTANCE LEARNING--RESPONSIBILITY FOR COST--USE OF FUNDS--ADDITIONAL REMEDY.--

A. All public schools shall be graded annually by the department.

B. The department shall assign a letter grade of

A, B, C, D or F to each public school pursuant to criteria established by department rules, after input from the secretary's superintendents' council, that include as a minimum a combination of the following factors in a public school's grade:

(1) for elementary and middle schools:

(a) student proficiency, including achievement on the New Mexico standards-based assessments;

(b) student growth in reading and mathematics; and

(c) growth of the lowest twenty-fifth percentile of students in the public school in reading and mathematics; and

(2) for high schools:

(a) student proficiency, including achievement on the New Mexico standards-based assessments;

(b) student growth in reading and mathematics;

(c) growth of the lowest twenty-fifth percentile of students in the high school in reading and mathematics; and

(d) additional academic indicators such as high school graduation rates, growth in high school graduation rates, advanced placement and international baccalaureate courses, dual enrollment courses and SAT and

ACT scores.

C. The New Mexico standards-based assessments used for rating a school are those administered annually to students in grades three, four, five, six, seven, eight, nine and eleven pursuant to Section 22-2C-4 NMSA 1978.

D. In addition to any rights a parent may have pursuant to federal law, the parent of a student enrolled in a public school rated F for two of the last four years has the right to transfer the student in the same grade to any public school in the state not rated F or the right to have the student continue schooling by means of distance learning offered through the statewide or a local cyber academy. The school district or charter school in which the student is enrolled is responsible for the cost of distance learning.

E. The department shall ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated D or F toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

F. The school options available pursuant to the A-B-C-D-F Schools Rating Act are in addition to any remedies provided for in the Assessment and Accountability Act for students in schools in need of improvement or any other interventions prescribed by the federal No Child Left Behind

Act of 2001."

SECTION 5. Section 22-8-11 NMSA 1978 (being Laws 1967, Chapter 16, Section 66, as amended) is amended to read:

"22-8-11. BUDGETS--APPROVAL OF OPERATING BUDGET.--

A. The department shall:

(1) on or before July 1 of each year, approve and certify to each local school board and governing body of a state-chartered charter school an operating budget for use by the school district or state-chartered charter school;

(2) make corrections, revisions and amendments to the operating budgets fixed by the local school boards or governing bodies of state-chartered charter schools and the secretary to conform the budgets to the requirements of law and to the department's rules and procedures; and

(3) ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated D or F toward proven programs and methods that are linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

B. No school district or state-chartered charter school or officer or employee of a school district or state-chartered charter school shall make any expenditure or incur any obligation for the expenditure of public funds

unless that expenditure or obligation is made in accordance with an operating budget approved by the department. This prohibition does not prohibit the transfer of funds pursuant to the department's rules and procedures.

C. The department shall not approve and certify an operating budget of any school district or state-chartered charter school that fails to demonstrate that parental involvement in the budget process was solicited."

SECTION 6. Section 22-8-18 NMSA 1978 (being Laws 1974, Chapter 8, Section 8, as amended by Laws 2007, Chapter 347, Section 1 and by Laws 2007, Chapter 348, Section 2 and also by Laws 2007, Chapter 365, Section 1) is amended to read:

"22-8-18. PROGRAM COST CALCULATION--LOCAL RESPONSIBILITY.--

A. The total program units for the purpose of computing the program cost shall be calculated by multiplying the sum of the program units itemized as Paragraphs (1) through (6) in this subsection by the instructional staff training and experience index and adding the program units itemized as Paragraphs (7) through (13) in this subsection. The itemized program units are as follows:

(1) early childhood education;

(2) basic education;

(3) special education, adjusted by subtracting the units derived from membership in class D

special education programs in private, nonsectarian, nonprofit training centers;

(4) bilingual multicultural education;

(5) fine arts education;

(6) elementary physical education;

(7) size adjustment;

(8) at-risk program;

(9) enrollment growth or new district adjustment;

(10) special education units derived from membership in class D special education programs in private, nonsectarian, nonprofit training centers;

(11) national board for professional teaching standards certification;

(12) home school student activities; and

(13) charter school student activities.

B. The total program cost calculated as prescribed in Subsection A of this section includes the cost of early childhood, special, bilingual multicultural, fine arts and vocational education and other remedial or enrichment programs. It is the responsibility of the local school board or governing body of a charter school to determine its priorities in terms of the needs of the community served by that board. Except as otherwise provided in this section, funds generated under the Public School Finance Act are

discretionary to local school boards and governing bodies of charter schools, provided that the special program needs as enumerated in this section are met; provided, however, that if a public school has been rated D or F for two consecutive years, the department shall ensure that the local school board or governing body of a charter school is prioritizing resources for the public school toward proven programs and methods linked to improved student achievement until the public school earns a C or better for two consecutive years."

SECTION 7. SEVERABILITY.--If any part or application of this act is held invalid, the remainder or its application to other situations or persons shall not be affected.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 19 PUBLIC SCHOOL ACCOUNTABILITY
PART 8 GRADING OF PUBLIC SCHOOLS

6.19.8.1 ISSUING AGENCY: Public Education Department
[6.19.8.1 NMAC - N, 12-15-11]

6.19.8.2 SCOPE: This rule shall apply to all public schools in New Mexico.
[6.19.8.2 NMAC - N, 12-15-11]

6.19.8.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4, being the A-B-C-D-F Schools Rating Act.
[6.19.8.3 NMAC - N, 12-15-11]

6.19.8.4 DURATION: Permanent.
[6.19.8.4 NMAC - N, 12-15-11]

6.19.8.5 EFFECTIVE DATE: December 15, 2011, unless a later date is cited at the end of a section.
[6.19.8.5 NMAC - N, 12-15-11]

6.19.8.6 OBJECTIVE: The purpose of this rule is to implement the A-B-C-D-F Schools Rating Act and to establish a rating system for grading public schools in a way that the ratings are meaningful to parents, school personnel and the interested community. Additionally, this rule establishes criteria for rating public schools and provides options for students in a failing school.
[6.19.8.6 NMAC - N, 12-15-11]

6.19.8.7 DEFINITIONS:

A. "ACT" means American college testing and is a standardized test offered by ACT, inc. for high school achievement and college admissions in the United States.

B. "AP" means advanced placement which is a curriculum based program sponsored by the college board that offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college and for which participating colleges may grant college credit to students who obtained high enough scores on the exams to qualify.

C. "Career readiness" means organized programs offering a sequence of courses, including technical education and applied technology education, which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree which can be applied towards their graduation from high school. To be considered successfully career ready, students must also graduate with a New Mexico diploma of excellence.

D. "Cohort graduation rate" means the percentage of students who graduate high school in four years with a New Mexico diploma of excellence. The four-year cohort consists of all first-time ninth graders in the first year, joined by incoming tenth graders in the second year, eleventh graders in the third year, and twelfth graders in the fourth year. The members of the five-year cohort shall be followed by the PED for one additional year to form the five-year cohort graduation rate, and two additional years to form the six-year graduation rate. Students are excused from cohort membership if they transfer out, emigrate to another country, or die during that same period.

E. "College readiness" means the readiness of New Mexico high school students for success in higher education based on their dual credit, ACT, PSAT, or AP test scores.

F. "Department" means the New Mexico public education department and is identified by the acronym, "PED".

G. "Dual credit" means a program that allows high school students to enroll in college-level courses offered by a postsecondary institution that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate.

H. "Opportunity to learn survey" means a brief survey that asks students about their teacher's predominant instructional practices in the classroom.

I. "Performance level" means a level of performance as indicated by scale scores on the New Mexico standards-based assessment.

J. "Proficiency in reading and mathematics" means a student's score of proficient or advanced on the New Mexico standards-based assessments.

K. "PSAT" or "PSAT/NMSQT" means the preliminary SAT/national merit scholarship qualifying test which is a standardized test offered by the college board for both preliminary and primary selection to determine a student's eligibility and qualification for the national merit scholarship program.

L. "RtI programs" means a multi-tiered intervention model that uses a set of increasingly intensive academic or behavioral supports, matched to student need, as a framework for making educational programming and eligibility decisions. The model includes primary, secondary and tertiary levels of intervention based on progress monitoring to determine the student's response or lack of response to the instruction/intervention.

M. "SAT" means a standardized test offered by the college board for college admissions in the United States.

N. "School growth" means growth of a school performance over a three year period, as calculated by value added modeling (VAM).

O. "School options" means a right to transfer to any public school not rated an F in the state or have children continue their schooling through distance learning offered through the statewide or a local cyber academy;

P. "Secretary" means the secretary of public education of the PED.

Q. "Standards-based assessments" means the collection of instruments that assess student academic performance and the students' progress toward meeting the New Mexico content standards with benchmarks and performance standards, and are administered annually in grades three, four, five, six, seven, eight, ten and eleven.

R. "Status" means a single year measurement of a school.

S. "Student growth" means learning a year's worth of knowledge in one year's time, which is demonstrated by a student's performance on New Mexico standards-based assessments that shows the student:

(1) moving from one performance level to a higher performance level; or

(2) maintaining a proficient or advanced proficient performance level; or

(3) remaining in beginning step or nearing proficient performance level but improving a number of scale score points.

T. "VAM or "value added model" means estimating conditional school growth and conditional status, where "conditional" refers to taking student background characteristics into account.

[6.19.8.7 NMAC - N, 12-15-11]

6.19.8.8 REQUIREMENTS:

A. The department shall grade all public schools annually by assigning a letter grade of either A, B, C, D or F to each school. Assessment results of all students, including students with a disability and students who are English language learners, shall be considered in assigning schools a letter grade.

B. Elementary and middle schools shall be graded based on:

(1) student performance, including achievement on the New Mexico standards-based assessments;

(2) student growth in achievement based on the New Mexico standards-based assessment;

(3) student growth of the lowest twenty-fifth percentile of students in the public school based on the New Mexico standards-based assessments;

(4) school growth based on the New Mexico standards-based assessments;

(5) school attendance; and

(6) the results of an opportunity to learn survey.

C. High schools shall be graded based on:

(1) student performance, including achievement on the New Mexico standards-based assessments;

(2) student growth in achievement based on the New Mexico standards-based assessments;

(3) student growth of the lowest twenty-fifth percentile of students in the public school based on the New Mexico standards-based assessments;

(4) school growth based on the New Mexico standards-based assessments;

(5) 4-year and 5-year cohort graduation rate, and beginning with the 2012-2013 school year, a 6-year cohort graduation rate;

(6) school growth in the 4-year cohort graduation rate;

(7) college readiness (i.e., ACT, PSAT, dual credit, SAT or AP scores) or career readiness (i.e., pre-apprenticeship programs, and cooperative education programs);

(8) school attendance; and

(9) the results of an opportunity to learn survey.

D. The department shall annually publish disaggregated school grading data on its website.

E. The parent of a student enrolled in a public school rated F for two of the last four school years shall have a right to either:

(1) transfer the student in the same grade to any public school in the state not rated F; or

(2) continue their schooling by means of distance learning through the statewide cyber academy or distance learning offered by any New Mexico school district or charter school, provided that the entire cost of distance learning shall be paid by the school that was rated F and in which student is still enrolled.

F. The transfer of any student pursuant to the A-B-C-D-F Schools Rating Act shall be conducted pursuant to the open enrollment provisions of Section 22-1-4 NMSA 1978, provided that no school district or charter school shall adopt enrollment policies that exclude the enrollment of a student from a school rated F for two of the last four school years, and provided further that students seeking to enroll in a charter school must participate in that school's lottery unless the school has not exceeded its enrollment limit and in any event the enrollment procedures set forth in Section 22-8B-4.1 NMSA 1978 shall apply. A school district shall not be responsible for the transportation cost or transportation of a student who transfers to a charter school or to a school in another New Mexico school district. A school district shall, however, be responsible for the transportation and transportation cost of a student who transfers to another school within the school same district even where that school is outside of the student's attendance zone.

G. The options available pursuant to Subsection E of Section 6.19.8.8 NMAC, which shall be available to students with a disability and students who are English language learners, shall be in addition to any remedies provided for in the Assessment and Accountability Act (Chapter 22, Article 2C NMSA 1978) for students in schools in need of improvement or any other interventions prescribed by the federal No Child Left Behind Act of 2001.

[6.19.8.8 NMAC - N, 12-15-11]

6.19.8.9 DETERMINATION OF A SCHOOL'S GRADE:

A. For elementary and middle schools, the indicators shall be weighted by assigning up to a maximum of 100 points as follows:

(1) 40 points for student performance, including achievement on the New Mexico standards-based assessments of which 25 points shall be based on status proficiency and 15 points shall be based on VAM;

(2) 20 points for student growth based on the New Mexico standards-based assessments;

(3) 20 points for student growth of the lowest twenty-fifth percentile of students in the public school based on the New Mexico standards-based assessments;

(4) 10 points for school growth based on the New Mexico standards-based assessments;

(5) 5 points for school attendance;

(6) 5 points for results of an opportunity to learn survey; and

(7) in addition to the 100 points described above, an elementary or middle school may be assigned a total of five percent bonus points for either demonstrated parental involvement or demonstrated student participation in extracurricular activities, where:

(a) parental involvement shall include but not be limited to innovative school programs involving parental input, detailed parental surveys on key educational initiatives, successful school and parent partnerships, increasing parental volunteerism, parental membership on audit committees pursuant to 22-8-12.3 NMSA 1978, and improvement of communication, all of which shall be verifiable;

(b) extracurricular activities shall include any single or combination of student participatory activities that include but are not limited to campus based academic and fine arts activities, campus based leadership activities, or any of the activities governed by the New Mexico activities association, all of which shall be verifiable.

B. For elementary and middle schools after totaling the points of each indicator, the following grade shall be assigned:

(1) a grade of A indicates a score of 75.0 points or higher;

(2) a grade of B indicates a score of 60.0 to less than 75.0 points;

(3) a grade of C indicates a score of 50.0 to less than 60.0 points;

(4) a grade of D indicates a score of 37.5 to less than 50.0 points; and

(5) a grade of F indicates a score of less than 37.5 points.

C. For high schools, the indicators shall be weighted by assigning up to a maximum of 100 points as follows:

(1) 30 points for student performance, including achievement on the New Mexico standards-based assessments of which 20 points shall be based on status proficiency and 10 points shall be based on VAM;

(2) 10 points for student growth based on the New Mexico standards-based assessment;

(3) 10 points for student growth of the lowest twenty-fifth percentile of students in the high school based on the New Mexico standards-based assessment;

(4) 10 points for school growth based on the New Mexico standards-based assessment;

(5) 8 points for the 4-year cohort graduation rate;

(6) 5 points for school growth in the 4-year cohort graduation rate;

(7) 4 points for the 5-year and 6-year graduation rates;

(8) 5 points for student participation in college or career readiness;

(9) 10 points for student success in college or career readiness;

(10) 3 points for school attendance;

(11) 5 points for the results of an opportunity to learn survey; and

(12) In addition to the 100 points described above, a high school may be assigned a total of 5 bonus points for either demonstrated parental involvement or demonstrated student participation in extracurricular activities where:

(a) parental involvement shall include but not be limited to verifiable innovative school programs involving parental input, detailed parental surveys on key educational initiatives, successful school and parent partnerships, increasing parental volunteerism, parental membership on audit committees pursuant to 22-8-12.3 NMSA 1978, and improvement of communication, all of which shall be verifiable;

(b) extracurricular activities shall include any single or combination of verifiable student participatory activities that include but are not limited to campus based academic and fine arts activities, campus based leadership activities, or any of the activities governed by the New Mexico activities association.

D. For high schools after totaling the percentage scores and corresponding points of each indicator, the following grade shall be assigned:

(1) a grade of A indicates a score of 75.0 points or higher;

(2) a grade of B indicates a score of 65.0 to less than 75.0 points;

(3) a grade of C indicates a score of 50.0 to less than 65.0 points;

(4) a grade of D indicates a score of 35.0 to less than 50.0 points; and

(5) a grade of F indicates a score of less than 35.0 points.

E. Despite the grading of public schools as established by this rule, any school that meets adequate yearly progress pursuant to the federal No Child Left Behind Act of 2001 during the 2011-2012 school year shall not be assigned a grade lower than a C. This consideration shall not be available in subsequent school years.

[6.19.8.9 NMAC - N, 12-15-11]

[The department maintains a school grading technical guide on its website, which can be accessed at http://ped.state.nm.us/ and provides a description of the variables and formula used to determine school grading.]

6.19.8.10 PRIORITIZATION OF SCHOOL RESOURCES:

A. As part of the annual budget approval process pursuant to Section 22-8-11 NMSA 1978, on or before July 1 of each year, the department shall ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated D or F toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive school years.

B. To determine the prioritization of resources of a public school rated D or F, the department shall examine any combination of:

(1) a school's core curricula in reading and mathematics;

(2) a school's intervention curricula in reading and mathematics;

(3) a school's current professional development activities for licensed staff including any efforts or plans to align that professional development to the school's deficiencies in reading and mathematics;

(4) a school's educational plan for student success;

(5) the licensure and documented skill set of the school's teachers and administrators;

(6) any short cycle assessments administered by the school in reading or mathematics;

(7) any learning software used by the school to teach reading or mathematics;

(8) any district or PED data related to student proficiency in reading or mathematics, high school graduation rates, advanced placement courses, growth in high school graduation rates, and ACT, PSAT or AP scores; and

(9) specific expenditures by the school related to teaching and assessing student proficiency in reading or mathematics; RtI programs; alignment of curriculum, instruction and professional development to common core; alignment to cultural based education principles; and parental involvement.

C. The department shall recommend additional proven programs and methods to local school boards and charter school governing bodies that are linked to improved student achievement. Each local school board and charter school governing body shall carefully consider the implementation of one or more recommended program or method until their failing school earns a grade of C or better for two consecutive school years. If after two consecutive school years a school continues to earn a grade of F, the local school board and charter school governing body shall implement new proven programs or methods that will result in increased student achievement.

D. A local school board or charter school governing body choosing not to implement PED recommended proven programs or methods must demonstrate with student achievement data and in writing to the department that they have already identified and implemented a proven program or method linked to improved student achievement in reading and mathematics.

[6.19.8.10 NMAC - N, 12-15-11]

6.19.8.11 SMALL SCHOOL AND NON-ASSESSMENT CONSIDERATIONS:

A. A small school is a school with an enrollment of fewer than 25 students. To calculate the school grade of a small school, the department shall where possible apply an alternate proficiency calculation that accumulates student performance based on one or two immediately preceding years until a minimum group size is met. Once the minimum group size is met, the assessment data shall be used in grading that school.

B. Schools such as kindergarten through grade two schools or ninth grade that are comprised of grades that are not included in the administration of standards-based assessments, shall be assigned the assessment data using a reconstituted student group of alumnae from that school in their first tested grade. If no alumnae exist, the school's feeder pattern will be used to assign a grade from the receiving school. If no feeder pattern exists, the school will be assigned the grade from the parent district.

[6.19.8.11 NMAC - N, 12-15-11]

HISTORY OF 6.19.8 NMAC: [Reserved]

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School Grading Report
2010-2011

Final Grade

B

Singing Arrow Elementary

Distric Sunset Public Schools

Grade Range: KN- 05 Code 1217

	School / Statewide	Grade	School Points	Possible Points
Performance in Math and Reading				
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).		B	28.5	40
School Growth In the past 3 years did schools increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders.		A	9.2	10
Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose scores place them in the top three quarters of their school. Individual student growth over the past 3 years is compared to average individual growth for the state.		B	11.4	20
Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose scores place them in the bottom quarter of their school. Individual student growth over the past 3 years is compared to average individual growth for the state.		C	14.6	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, but will be joined by a classroom survey in 2012.		A	10.4 •	10
Bonus Points Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring and tutoring for parents.	(Available in 2012)			5

Total

74.2

• The state standard goal for attendance (95%) and for graduation (85%) can be surpassed by some schools. This results in schools earning additional points above the maximum possible points.

Understanding Letter Grades

The cut points for school grades are based on the distribution of scores in the state. Grades are anchored at the 90th and 50th percentiles, which represent 75 points and 50 points respectively.

Total Points			Grade
75.0	to	100.0	A
60.0	to	74.9	B
50.0	to	59.9	C
37.5	to	49.9	D
0.0	to	37.4	F

Singing Arrow Elementary

- Too few students to be reported	All Students	Gender F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Enrollment (%)	100	48	52	53	3	35	3	5	37	13	6
Participation (%)	99	99	99	99	-	100	100	100	99	95	100
Reading											
Status (% Proficient)	70.0	81.3	59.2	68.9	-	80.0	50.0	20.0	58.1	16.7	45.5
Growth Highest 75% *	0.60	(N/A)	(N/A)	0.69	-	0.56	0.37	-	0.39	-0.24	0.30
Growth Lowest 25% *	1.93	(N/A)	(N/A)	1.92	-	2.15	-	-	1.71	1.59	-
School Growth					(Available in 2012)						
Math											
Status	66.0	74.8	57.7	70.4	-	66.7	66.7	30.0	48.4	14.3	50.0
Growth Highest 75% *	0.07	-	-	0.16	-	-0.04	0.18	-	-0.18	-0.82	-0.23
Growth Lowest 25% *	1.69	-	-	1.63	-	1.67	-	-	1.48	1.53	-
School Growth					(Available in 2012)						
Attendance (%)	99	99	99	99	98	99	100	99	99	99	99
OTL					(Available in 2012)						

* Growth over previous 3 years

a growth value of zero indicates students made one year's worth of progress
a growth value greater than zero indicates students made more than one year's worth of progress
a growth value less than zero indicates students made less than one year's worth of progress

School Characteristics

	School %	Statewide %
Females	48	49
Males	52	51
Caucasian	53	26
African American	3	2
Hispanic	35	59
Asian	3	1
American Indian	5	10
Economically Disadvantaged	37	69
Students with Disabilities	13	14
English Language Learners	6	16

School Grading Report
2010-2011

Pinon Academy High School

Distric Sunset Public Schools

Grade Range: 10 - 12 Code 43097

Final Grade

B

Performance in Math and Reading	Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	B	17.7	30
Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose scores place them in the top three quarters of their school. Individual student growth over the past 3 years is compared to average individual growth for the state.	A	14.2	15
Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose scores place them in the bottom quarter of their school. Individual student growth over the past 3 years is compared to average individual growth for the state.	B	9.8	15
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, but will be joined by a classroom survey (Opportunity to Learn) in 2012.	A	10.5 •	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and within 5 years to a lesser extent. In 2012, 6-year success rates will also contribute.	C	13.1 •	17
Career and College Readiness Are students prepared for what lies after high school? Schools receive credit when students participate in college entrance exams, dual credit coursework, and coursework leading to vocational certification. Schools receive additional credit when students meet success goals.	D	6.2	15
Bonus Points Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring or tutoring for parents.	(Available in 2012)		5
		Total	71.5

School
Statewide

Understanding Letter Grades

The cut points for school grades are based on the distribution of scores in the state. Grades are anchored at the 90th and 50th percentiles, which represent 75 points and 50 points respectively.

Total Points			Grade
75.0	to	100.0	A
65.0	to	74.9	B
50.0	to	64.9	C
35.0	to	49.9	D
0.0	to	34.9	F

• The state standard goal for attendance (95%) and for graduation (95%) can be surpassed by some schools. This results in schools earning additional points above the maximum possible points.

Pinon Academy High School

- Too few students to be reported	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Enrollment (%)	100	56	44	24	-	29	-	40	22	-	-
Participation Rate Assessments (%)	100	100	100	-	-	-	-	100	-	-	-
Reading											
Status (% Proficient)	68.0	73.3	60.0	-	-	-	-	61.5	-	-	-
Growth Highest 75%	-	-	-	-	-	-	-	-	-	-	-
Growth Lowest 25%	-	-	-	-	-	-	-	-	-	-	-
School Growth						(Available in 2012)					
Math											
Status	32.0	26.7	40.0	-	-	-	-	7.7	-	-	-
Growth Highest 75%	-	(N/A)	(N/A)	-	-	-	-	-	-	-	-
Growth Lowest 25%	-	(N/A)	(N/A)	-	-	-	-	-	-	-	-
School Growth						(Available in 2012)					
Attendance (%)	100	100	100	100	100	100	99	100	100	100	100
OTL						(Available in 2012)					
Graduation (4-Year)	69.3	59.4	78.7	87.6	-	-	-	61.7	-	-	65.7
Career College						(Available in 2012)					

* Growth over previous 3 years

a growth value of zero indicates students made one year's worth of progress
a growth value greater than zero indicates students made more than one year's worth of progress
a growth value less than zero indicates students made less than one year's worth of progress

School Characteristics

	School %	Statewide %
Females	56	49
Males	44	51
Caucasian	24	26
African American	-	2
Hispanic	29	59
Asian	-	1
American Indian	40	10
Economically Disadvantaged	22	69
Students with Disabilities	-	14
English Language Learners	-	16

Attachment 15

New Mexico Effective Teaching Task Force Final Report and Recommendations

New Mexico Effective Teaching Task Force

Final Report and Recommendations

August 26, 2011

Presented By:

Hanna Skandera, Santa Fe; Task Force Chair Public Education Department Secretary-designate

David Abbey, Santa Fe; Director of the Legislative Finance Committee

Frances Ramirez-Maestas, Santa Fe; Director of the Legislative Education Study Committee

Charles Bowyer, Albuquerque; Executive Director of the National Education Association – New Mexico

Lindsey Cross, Gallup; Managing Director, Teacher Leadership and Development at Teach For America

Tammy Davis, Artesia; Principal at Central Elementary School in Artesia

James Gallegos, Cimarron; Superintendent at Cimarron Municipal Schools

Nyeta Haines, Las Cruces; Principal at Las Cruces High School

Cherie Love, Las Cruces; Second grade general education teacher at Conlee Elementary School in Las Cruces

Lillian Montoya-Rael, Santa Fe; Principal at Flywheel Ventures

Dennis Roch, Texico; Assistant Superintendent at Texico Municipal Schools and Member of the New Mexico House of Representatives serving on the House Education Committee

Dr. Karen Sanchez-Griego, Albuquerque; Principal of Atrisco Heritage Academy High School in Albuquerque

Katherine Sandoval-Snider, Albuquerque; Director at Albuquerque Institute for Mathematics and Science

Dr. Suchint Sarangarm, Roswell; Assistant Superintendent for Assessment, Evaluation and Technology at Roswell Independent Schools

Carlotta Thode, Kirtland; Parent Representative, Legal Secretary at Farmington City Attorney's Office

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Executive Summary

Overview

The impact of an effective teacher has great value not only to the school, the district, and the state, but most importantly an effective teacher reaches a student who then becomes the beneficiary of a new world of possibilities. Delivering on the promise of an excellent teacher is the key to lifting New Mexico's students out of poverty and closing the achievement gap which doesn't do justice to our state. Therefore, no one can overstate the importance of an effective teacher.

The professionals of the Effective Teaching Task Force place the highest importance on this opportunity. Their work is completed with the hope that these recommendations will benefit the teachers, students, and students of New Mexico for generations.

Purpose of the Effective Teacher Task Force

The Effective Teaching Task Force was formed by Executive Order in April 2011 with the purpose of delivering on the promise of recruiting, retaining and rewarding New Mexico's most effective teachers and school leaders. Over the course of 3 months, this 15 member Task Force representing teachers and school leaders across the state and with over 100 years of classroom experience, met 10 times for over 60 hours to deliver recommendations to Governor Martinez. The recommendations in this report are the product of the Teaching Task Force.

The current teacher recognition process in New Mexico places emphasis on years of experience and credentials obtained. Members of the Task Force recognize these factors are important; however, they fail to offer teachers any acknowledge of student achievement. Many New Mexico teachers see the growth of students in the classroom, but work in a system that does not recognize or reward them for it. The purpose of the Task Force was to find the most meaningful way to change this dynamic and place student achievement at the forefront of teacher excellence in order to change a system with 'qualified' teachers to classrooms full of effective teachers.

The sense of urgency in this process is essential. Every school day, nearly 330,000 New Mexico students enter the classroom with the expectation their educational leaders are doing all they can to support them. To send the message that important teacher reforms can wait is to fail those children who won't get a second chance at an education.

Recommendations

The Task Force has made recommendations in the areas related to Teacher and School Leader Evaluations, Professional Development, Recruitment and Retention, and Compensation and Advancement. With the exception of two recommendations, all were approved unanimously by the 15 member Task Force. The two that were not approved unanimously each received one no vote and are recommendations 3 (using the Standards Based Assessment to calculate a teachers value-add score) and 4 (bridge policy for teachers in non-tested grades and subjects) below. The full recommendations by the Task Force are:

1. New Mexico should replace its overly simplistic pass/fail teacher evaluation system with five effectiveness levels.
2. Effectiveness levels should only be assigned after careful consideration of multiple measures, including student achievement data, observations, and other proven measures selected by local districts from a list of options approved by New Mexico's Public Education Department (PED).
3. In order to reliably capture student achievement, we recommend the use of a value-added model of data analysis. Each teacher's value-added contribution would be calculated by PED staff, and after a data review procedure similar to that which occurs before the release of schoolwide student achievement data, this calculation would be disseminated to local districts for inclusion in the locally-adopted teacher evaluation process. In addition, each teacher should receive a copy of his or her value-added calculation in order to inform instruction. Teachers in tested grades and subjects will be evaluated in the following way:
    a. 50% based on VAM of student achievement;
    b. 25% based on observations; and
    c. 25% based on locally adopted (and PED approved) multiple measures.
4. We recommend phasing in the use of value-added evaluations, first for teachers in tested grades and subjects and subsequently for teachers in non-tested grades and subjects, though both subsets of teachers will be evaluated through observations and other approved measures immediately. Until such time as other assessments are available and/or approved for use in calculating value-added measurements of student achievement in non-tested grades and subjects, teachers in non-tested grades and subjects will be evaluated in the following way:
    a. 25% based on a schools A-F School Grade;
    b. 25% based on observations; and
    c. 50% based on locally adopted (and PED approved) multiple measures.
5. In addition to student achievement, we recommend the continued use of observations, with objective protocols, in the evaluation of each teacher's performance.

6. As local districts adopt research-driven, PED-approved measures for the remaining portion of a teacher's evaluation, it is important to ensure opportunity for key stakeholders (teachers, school leaders, parents, community members, etc.) to provide public input on the policy decision.
7. New Mexico's teacher evaluation system should utilize a matrix in which the multiple components of a teacher's evaluation combine to determine a teacher's overall effectiveness rating.
8. We recommend that a post-evaluation conference with the evaluator provide each teacher with actionable feedback, though we caution that this conference and the feedback delivered therein not be considered a "due process" requirement without which an ineffective teacher may not be terminated.
9. As with teachers, New Mexico should replace its overly simplistic pass/fail principal evaluation system with five effectiveness levels.
10. We recommend that the emphasis on student achievement in teacher evaluation also be reflected in the evaluation of the school leader.
11. The remaining 50% should be comprised of other measures, half of which must consider the fidelity with which the principal implements the teacher evaluation process.
12. Similar to that used in the teacher evaluation system, New Mexico's principal evaluation system should utilize a matrix in which the components of a teacher's evaluation combine to determine a principal's overall effectiveness rating.
13. Establishment of a Professional Development Committee by the PED to review research in the area of effective professional development and make recommendations on allowable, research-driven, proven professional development opportunities to be chosen by the state, districts, and administration. The purpose of the standing committee is to ensure that professional development is designed to enhance student learning and continuously improve the quality of teaching and educational leadership in New Mexico schools.
14. Redirect current established state and federal professional development funds toward approved professional development.
15. Professional Development approved by the Professional Development Committee must be implemented by districts and schools and individuals in a manner which has demonstrated positive student achievement impact.
16. Make STARS data available to individual schools, administrators, and teachers so that accurate data can be effectively utilized. Additionally, provide professional development on the use of data specific to the state, district, school, teacher, and student needs and goals.
17. In an effort to ensure fidelity and continuity of programs, professional development programs should total no less than 49 hours in a specific area of need.

18. Data should be collected quarterly to assure professional development techniques presented are implemented in the classroom. PED should keep records of individual teacher's professional development and professional intervention plan documentation.
19. Statewide professional development should be implemented annually across the state and it should be "frontloaded" prior to the beginning of the school year.
20. Principal professional development should align to teacher professional development. In conjunction with their direct supervisors, principals should be developing data-driven professional development plans that improve student outcomes for their building, increase their school grade, which accounts for 50% of their evaluation, and allow them to meet other measures of performance captured in the other 50% of their annual evaluation.
21. Create a diversified pay structure that is based on teacher effectiveness (outputs) as evidenced by student growth, observations, and other clear, multiple measures. As the New Mexico Teacher Evaluation System is refined, it is recommended that a task force is assembled to research incentive and compensation programs that have been implemented in recent years to determine the best practices within those programs that lead to improved student academic achievement and teacher retention and recruitment.
22. Create a system for incentive pay to teach in critical-shortage subject areas (i.e. math, science, special education classes, in rural areas and other hard to staff areas. This system could support incentives for teachers who work in Title I schools, as well as other at risk factors identified in each district's area (i.e. math and science, urban, rural, etc).
23. Provide academic scholarships in New Mexico for those going into education, including high-quality, alternative programs for mid-career recruits in exchange for teaching for at least four years in a high-need field or location.
24. Develop a program that offers an opportunity for an adjunct license for part time teaching.
25. Provide advancement and leadership opportunities for teachers. Utilize three tiered licensed teachers expertise by providing greater leadership capacity throughout schools, districts and in the state.
26. Adequately fund school budgets to give teachers time to plan and collaborate with their colleagues.
27. Provide state-generated principal support groups to provide training in the state's teacher evaluation methods, priority school requirements, and uniform interventions. New Mexico processes need to be uniform, transparent and implemented with fidelity. In addition, like principal groups should be allowed to share challenges, solutions, questions and concerns.
28. Beware of increasing paperwork and administrative burden for administrators. Be sure accountability processes are aligned within the state department, districts offices and schools.

29. Develop and implement research based recommendations for ways that central office administration, starting with the superintendent, can support principals in their instructional leadership roles.
30. Examine principal pay scales and remove disincentives to advancement for qualified school leaders moving from the classroom to the principal's office.
31. Require annual evaluations and professional development plans which are in alignment with the licensure system.
32. Incorporate teacher effectiveness into the licensure process.
33. Restructure the current 3-tier salaries/shift funding to results tied to annual evaluations and professional development plans.
34. Provide incentives to effective teachers and remove ineffective teachers from the classroom. Additionally, the Task Force recommends providing statutory due process rights to teachers after attaining level 2 licensure and receiving effective evaluations
35. Align the training and experience with the 3-tiered licensure system.
36. Require annual principal evaluations.
37. Evaluate the current 3-Tiered Licensure System and dossier to minimize administrative costs and determine effectiveness. This should occur within 3 months to a year.
38. Delay implementation of performance based compensation system until the 2013-2014 school year.

Introduction

Overview

While there is no silver bullet in education, research has clearly shown that one of the most important school-related factors influencing a child's academic achievement is the quality of his or her teacher (Sanders, 2003). President Obama and Secretary Duncan recognized the impact and prioritized teacher effectiveness as part of the Race to the Top competition. Further, multiple states are redesigning existing teacher and school leader evaluation systems to reflect the importance of student achievement.

Studies have shown that if we give the most at-risk students the most effective teachers, we could close the achievement gap. Conversely, the data show that if a student is placed in a classroom with a low performing teacher, the student will struggle to make up learning gains lost (Hanushek, 2011). For example, low performing teacher's students do not stay on grade level, but actually fall behind 13 percentile points from the beginning of the year, emphasizing the importance of removing low-performing teachers from the classroom (Sanders & Rivers, 1996).

Any redesigned teacher and school leader evaluation system *must* include multiple measures that prioritize student learning, as well as observations and other possible measures that effectively capture a true picture of teacher effectiveness. A rigorous and comprehensive system will not only provide a holistic view of a teacher's true impact on their students, but also encourage flexibility and buy-in at the local and school level.

The purpose of this report is to guide New Mexico in the development of a new teacher and school leader evaluation system that prioritizes student academic gains, recruits, recognizes, and retains "rock star" teachers, and provides for transparency and accountability to stakeholders in the use of taxpayer dollars.

Principles

The Task Force believes that there are many outstanding, effective, and hardworking teachers and school leaders throughout New Mexico, but the State does not have an effective system for recognizing and rewarding their achievements in the classroom. Further, the absence of an objective framework to fully and fairly assess teacher and school leader quality has resulted in the failure to effectively assess performance, in particular as it relates to measureable student achievement, and to reward excellence and establish real accountability.

Any new evaluation framework to measure teachers and school leaders must better enable districts to address and improve school personnel policies concerning professional development, promotion, compensation, performance pay and tenure. Further, the framework should identify teachers and school leaders who are most effective at helping students succeed, provide targeted assistance and professional

development opportunities for teachers and school leaders, inform the match between teacher assignments and student and school needs and inform incentives for effective teachers and school leaders

Finally, we believe that educators should be equipped with accurate and actionable data provided in a timely manner upon which they can improve the art and science of teaching and correspondingly prepare their students for success in college and career.

Process

On April 25, 2011, Governor Susana Martinez announced the establishment of the New Mexico Effective Teaching Task Force through an Executive Order (included in the Appendix). The Task Force was charged with making recommendations to the Governor in four key areas:

1. Identified measures of student achievement – representing at least 50 percent of the teacher evaluation – which shall be used for evaluating educator performance;
2. Identification of demonstrated best practices of effective teachers and teaching, which should comprise the remaining basis for such evaluation;
3. How these measures of effective practice should be weighted; and
4. How the State can transition to a performance-based compensation system, whereby acknowledging student growth and progress.

The Executive Order also established corresponding expectations for school leaders.

After receiving nearly 200 nominations to the Task Force, twelve members were appointed, in addition to Public Education Secretary-designate Hanna Skandera and staff from the Legislative Finance Committee and the Legislative Education Study Committee. Of the twelve appointed members, nine are current or former teachers, eight represent minority or special needs communities, seven are school administrators, and six are parents. Representatives from the business community and organized labor were also appointed. In total, more than 100 years of teaching experience are represented by the Task Force.

To complete its work, the Task Force, with support from Public Education Department staff, read and reviewed the latest research on teacher and school leader evaluations, compensation, observation protocols, professional development, licensure, advancement, and details related to the current New Mexico teacher and school leader evaluation system. The Task Force met 10 times as a full group between June 2011 and August 2011. Additionally, the Task Force divided into workgroups to develop proposed recommendations on specific topics.

A full list of resources utilized by the Task Force, including presenters and presentations, is included in the Appendix and can be found on the Public Education Department website at http://www.ped.state.nm.us/.

Report Outline

The report is comprised of five sections. The **first section** makes recommendations specific to teacher and school leader evaluations and how to design an evaluation system that places a preponderance on student achievement gains, while balancing the need for multiple measures.

Section two focuses on professional development and makes recommendations as to how professional development offerings can be aligned to data yielded by a comprehensive evaluation section and ensure alignment throughout.

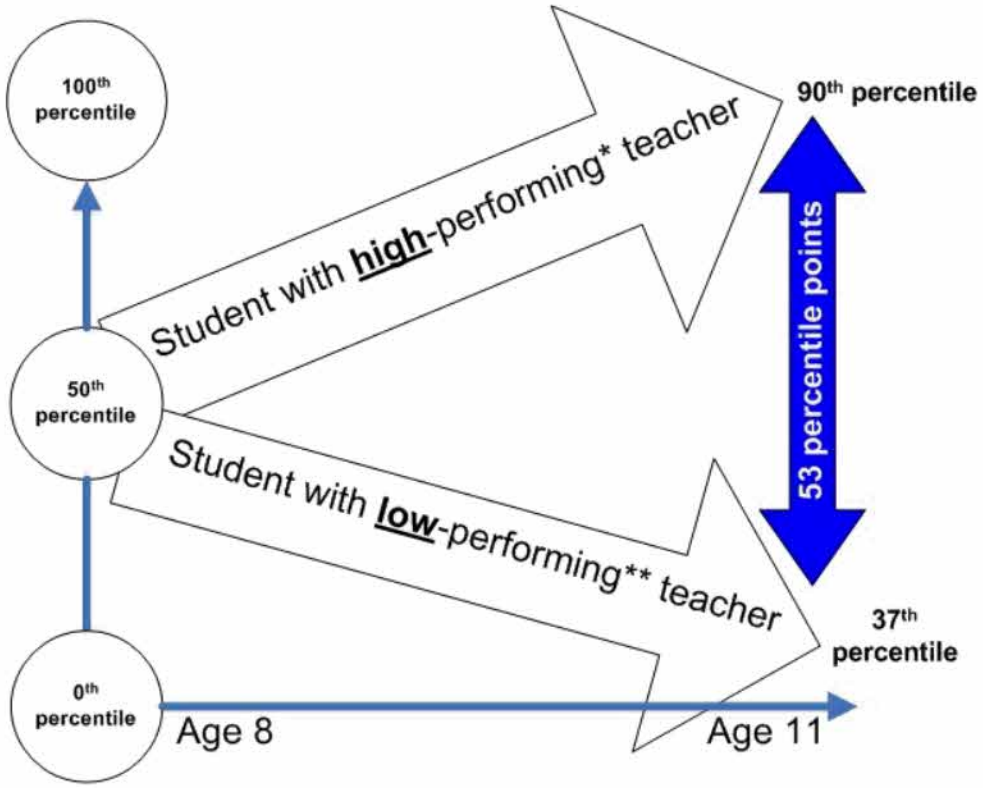
The **third section** focuses on the recruitment and retention of New Mexico teachers. **Section four** expands upon the recommendations in section three and delineates how to develop a compensation and advancement system that recognizes our most effective teachers and attracts new recruits to the field of teaching, while balancing the best way to exit those teachers who are shown to be ineffective after multiple evaluations and supported opportunities to improve.

Finally, **section five** proposes next steps that are related to the specific recommendations outlined. The Task Force has identified a number of activities and areas that should be explored to further the work outlined in this report.

Section I: Teacher and School Leader Evaluation

Overview

Research has clearly demonstrated the importance of the teacher in the classroom and the importance of leadership in each school. (Rivkin, Hanushek, & Kain, 2005) In fact, our teachers are our biggest "change agents" when it comes to improved student achievement. When it comes to student learning, the difference between an average teacher and an exemplary teacher is noteworthy. Further, the impact that an exemplary teacher can have on a student's achievement over a three year period is remarkable. Data from NCTQ represents this tremendous impact:

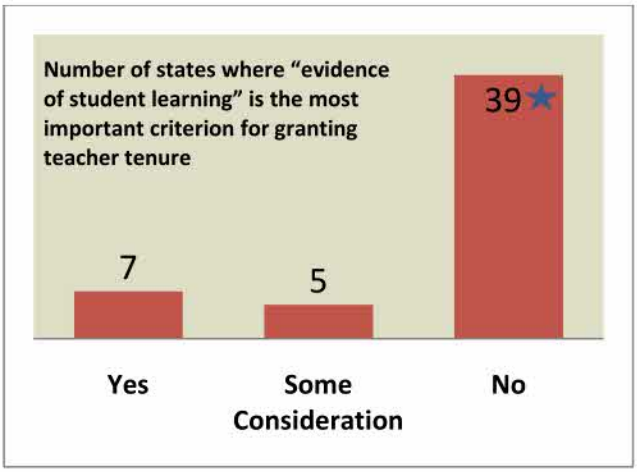


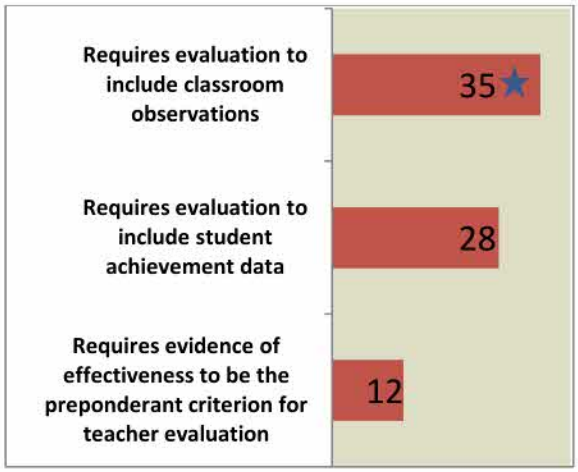
*Among the top 20% of teachers; **Among the bottom 20% of teachers

Hence, the New Mexico's Effective Teaching Task Force has embarked on an endeavor to capture the importance of student learning in teacher and principal evaluations and differentiate the levels of effectiveness to inform professional development and compensation and advancement.

In a recent 2010 sample of twenty-five percent of New Mexico's teachers, 99.998 percent of these teachers received a rating of "meets competency" on their evaluations (versus "does not meet competency") (Public Education Department data, 2010). Yet we are not seeing proportional success in terms of New Mexico student achievement. This suggests a lack of alignment between the system that measures teacher performance and the system that measures student learning outcomes.

Furthermore, the NCTQ reports that New Mexico is not among the 12 states that have embraced the notion that evidence of student learning must be the most important criteria in teacher tenure and annual teacher evaluations. (NCTQ, 2010).





In both charts. ★ indicates that the data includes New Mexico (Source: NCTQ)

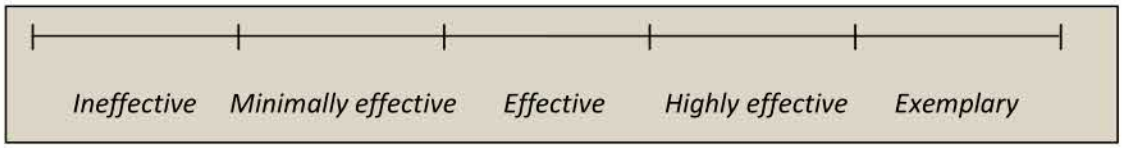
Measuring the effectiveness of teachers and principals means very little if we do not consider the extent, via multiple measures, to which students are making progress toward clear academic goals. New Mexico needs reform grounded in excellent teaching and leadership as evidenced by improved student achievement, classroom observations, and other proven multiple measures.

The workgroup makes the following recommendations:

Teacher Evaluation

Recommendation 1: New Mexico should replace its overly simplistic pass/fail teacher evaluation system with five effectiveness levels.

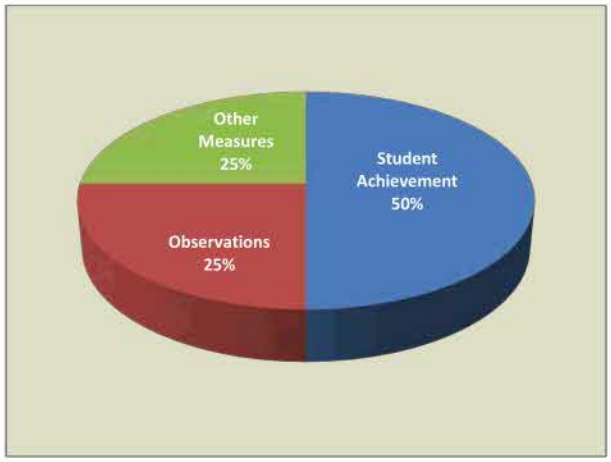
Rationale: The current binary system affords evaluators no opportunity to differentiate educator performance within the categories of "meets competencies" or "does not meet competencies." Research indicates that multiple levels of effectiveness are needed in order to provide a mechanism for distinguishing average work performance from truly outstanding work performance (Weisberg, Sexton, Mulhern, & Keeling, 2007).



Recommendation 2: Effectiveness levels should only be assigned after careful consideration of multiple measures, including student achievement data, observations, and other proven measures selected by local districts from a list of options approved by New Mexico's Public Education Department (PED).

Rationale: All three components are necessary to equitably measure teacher effectiveness. However, student achievement must constitute at least 50% of a teacher's evaluation, with observations and other proven measures comprising the other half of the evaluation. Districts must weight observations at 25%, though they should retain local flexibility concerning the observation protocols (with PED approval).

Districts should also have autonomy (with PED approval) to select the "other measures" to be used for the remaining 25% of the evaluation.



Recommendation 3: In order to reliably capture student achievement, we recommend the use of a value-added model of data analysis. Each teacher's value-added[1] contribution would be calculated by PED staff, and after a data review procedure similar to that which occurs before the release of schoolwide student achievement data, this calculation would be disseminated to local districts for inclusion in the locally-adopted teacher evaluation process. In addition, each teacher should receive a copy of his or her value-added calculation in order to inform instruction. Teachers in tested grades and subjects will be evaluated in the following way:

- 50% based on VAM of student achievement;
- 25% based on observations; and
- 25% based on locally adopted (and PED approved) multiple measures.

Rationale: Cutting-edge value-added methodologies are most able to isolate and measure the contribution of each teacher to student learning gains (Herman, Heritage, & Goldschmidt, 2011). Given New Mexico's diverse student population, such a model also helps to control for demographic differences and level the playing field for teachers statewide. Consistent with Governor Martinez's Executive Order, we also believe that this component should account for fully 50% of a teacher's evaluation, as it is strongly tied to student outcomes. For those grades and subjects which are measured by the NM Standards Based Assessment (SBA), currently New Mexico's most valid and reliable statewide assessment, it is recommended that the results of this assessment serve this purpose. For non-tested subjects and grades, other assessments (including PED-approved local assessments) should be used to measure the value added by an individual teacher to student achievement. However, research cautions that formative—or short-cycle—assessments should not be used for this purpose, because their inclusion as a component of

[1] A commonly referenced application of a growth model is a **value-added model**. VAMs are one type of growth model in which states or districts use student background characteristics and/or prior achievement and other data as statistical controls in order to isolate the specific effects of a particular school, program, or teacher on student academic progress. The main purpose of VAMs is to separate the effects of nonschool-related factors (such as family, peer, and individual influence) from a school's performance at any point in time so that student performance can be attributed appropriately.

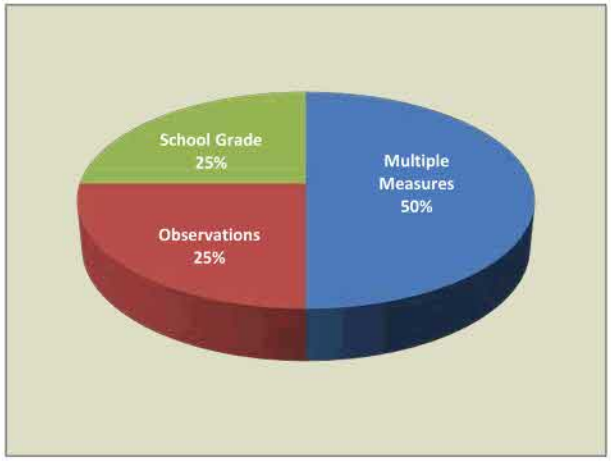
evaluation undermines their use as a tool to inform instruction and guide curricular decisions (Herman, et. al., 2011).

Recommendation 4: We recommend phasing in the use of value-added evaluations, first for teachers in tested grades and subjects and subsequently for teachers in non-tested grades and subjects, though both subsets of teachers will be evaluated through observations and other approved measures immediately. Until such time as other assessments are available and/or approved for use in calculating value-added measurements of student achievement in non-tested grades and subjects, teachers in non-tested grades and subjects will be evaluated in the following way:

- 25% based on a schools A-F School Grade;
- 25% based on observations; and
- 50% based on locally adopted (and PED approved) multiple measures.

This approach acknowledges the extent to which all teachers in a school building, both in tested and non-tested grades and subjects, contribute to the school's overall student learning gains, while creating consistency within the system based on the use of observations and multiple measures. We anticipate that this protocol will be used as a bridge for no more than two school years.

Rationale: While we recognize that time will be needed to identify, develop, and approve assessments in non-tested grades and subjects that may be used to measure the student achievement portion of a teacher's evaluation, we note the inadequacy of our current teacher evaluation system in this respect. This shortcoming must be remedied immediately. Further, regardless of the instruments used for this portion of teacher evaluations, decisions remain about which students count when calculating value-added measurements. (For example, how are students apportioned when they move between schools and districts during a school year? And to whom is student achievement attributed in classrooms utilizing team teaching strategies, including the use of inclusion special education teachers?) Other states have already begun to grapple with these questions, and we recommend researching their work as we seek to define who exactly should be the "Teacher of Record" in calculating value-added measurements.



Recommendation 5: In addition to student achievement, we recommend the continued use of observations, with objective protocols, in the evaluation of each teacher's performance.

Rationale: Observations offer evaluators the opportunity to assess whether teachers are meeting competencies in practice, yet they also provide a mechanism by which teachers can reflect on their strengths and weaknesses to improve instruction. We recommend a minimum of four observations be conducted each year, with a minimum of 2 per year per teacher to be conducted by the school leader. Local districts may wish to have other personnel—including trained, PED-approved external evaluators—conduct the balance of these observations, though these additional reviews may not necessarily be evaluative. Indeed, some may be conducted by instructional coaches or peer mentors and may serve a more formative purpose for the ongoing development of the classroom teacher. Nonetheless, all observations (whether evaluative or formative) should utilize the same PED-approved, locally-adopted instrument and follow a uniform protocol to ensure inter-rater reliability (Sterbinsky, & Ross, 2003) and all observations should generate timely feedback to the teacher for the purpose of improving instruction.

Recommendation 6: As local districts adopt research-driven, PED-approved measures for the remaining portion of a teacher's evaluation, it is important to ensure opportunity for key stakeholders (teachers, school leaders, parents, community members, etc.) to provide public input on the policy decision.

Rationale: These other measures offer evaluators alternate methods of capturing teacher effectiveness. They may include portfolios of teacher & student work, surveys of parents or students (or perhaps peers), or other research-based measures proven to demonstrate or correlate to student learning gains. In the interest of aligning multiple systems, local districts may also derive up to 10 percent of a teacher's overall evaluation from the school's grade under the A-F School Grading Act.

Recommendation 7: New Mexico's teacher evaluation system should utilize a matrix in which the left and right halves of the chart above combine to determine a teacher's overall effectiveness rating.

Rationale: A matrix demonstrates with transparency the convergence of both quantitative and qualitative data for each teacher being evaluated in this system. The matrix also ensures that no teacher whose student's demonstrate the lowest level of achievement can earn a rating of "effective" or higher. Likewise, the mere presence of outstanding student achievement data does not guarantee a high overall rating if the teacher receives poor marks based upon observations or other proven measures included in the evaluation.

While rare, it is conceivable that a teacher could earn the highest rating on one axis of the matrix and the lowest rating on the other axis. (For example, one could receive poor ratings on observations and other measures but still demonstrate the highest possible student learning gains.) In such an event, we propose that such scoring trigger an automatic review, to be conducted by the PED or trained external evaluators, to provide for input into their final evaluation.

Professional Practice & Responsibility (Observations & Other Measures)	Student Learning Outcomes (Value Added)				
	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Exemplary (5)
Ineffective (1)	I	I	M	M*	M*
Minimally Effective (2)	I	M	E	E	E*
Effective (3)	M	E	E	H	H
Highly Effective (4)	M*	E	H	H	X
Exemplary (5)	M*	E*	H	X	X

Key: I = Ineffective M = Minimally Effective E = Effective H = Highly Effective X = Exemplary
(*Ratings in any of these cells marked with an * will trigger an automatic review.)*

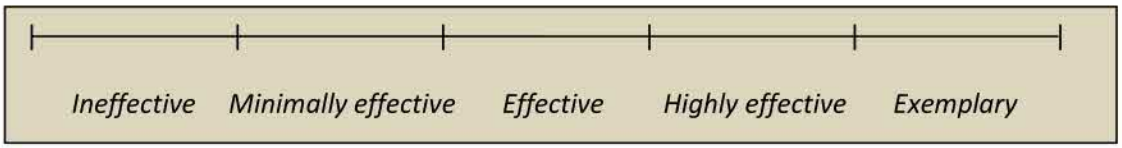
Recommendation 8: We recommend that a post-evaluation conference with the evaluator provide each teacher with actionable feedback, though we caution that this conference and the feedback delivered therein not be considered a "due process" requirement without which an ineffective teacher may not be terminated.

Rationale: Timely feedback, with action steps, helps to guide both the creation of each teacher's professional development plan and the staff development program of the school or district. It focuses both teacher and evaluator on the actions necessary to help students reach established academic goals. We are also heartened by the imminent implementation of both "common core" standards and assessments, which together will offer New Mexico an opportunity to more clearly define learning expectations for our students and to shift to the most sophisticated assessment system available, both for the purpose of informing instruction and for measuring teacher effectiveness. Until then, teachers should receive regular reports containing classroom-level standardized test data which can be used to make meaningful improvements in instruction.

Principal Evaluation

Recommendation 1: As with teachers, New Mexico should replace its overly simplistic pass/fail principal evaluation system with five effectiveness levels.

Rationale: The current binary system affords evaluators no opportunity to differentiate educator performance within the categories of "meets competencies" or "does not meet competencies." Research indicates that multiple levels of effectiveness are needed in order to provide a mechanism for distinguishing average work performance from truly outstanding work performance. (Weisberg, D., et. al. 2007).

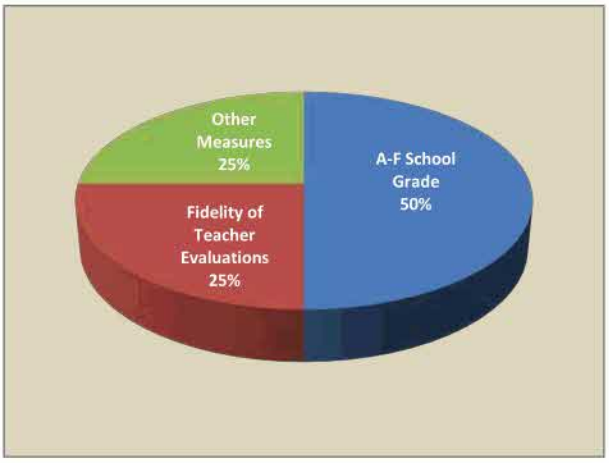


Recommendation 2: We recommend that the emphasis on student achievement in teacher evaluation also be reflected in the evaluation of the school leader.

Rationale: The A-F Schools Grading Act captures an entire school's student learning status and gains, through measurements of both achievement and annual growth. The scope of this data reflects the schoolwide instructional leadership of the building principal. Because each New Mexico school will soon be assigned a grade under the A-F Schools Grading Act, derived from the proficiency and learning gains demonstrated by its students, we recommend linking our principal evaluation system to this new school grading system. Specifically, we recommend that fully 50% of a school principal's evaluation be based on the school's annual progress in the A-F Grading System.

Recommendation 3: The remaining 50% should be comprised of other measures, half of which must consider the fidelity with which the principal implements the teacher evaluation process.

Rationale: In addition to student achievement captured through the A-F School Grade, other measures should be included demonstrate a principal's effectiveness. Because the implementation of teacher evaluations has heretofore varied widely between schools and districts, evaluations of principals must now weight the proper implementation of this process at 25%. Without fidelity, any new system will struggle. Districts will still retain autonomy (with PED approval) to select the "other measures" to be used for the remaining 25%. Such multiple measures, which should be linked to improved student achievement, may include the recruitment and retention of effective teachers, the use of surveys (of students, parents, and/or teachers), or other methods capable of demonstrating principal effectiveness.



Recommendation 4: Similar to that used in the teacher evaluation system, New Mexico's principal evaluation system should utilize a matrix in which the left and right halves of the chart above combine to determine a principal's overall effectiveness rating.

Rationale: A matrix demonstrates with transparency the convergence of both quantitative and qualitative data for each principal being evaluated in this system. The matrix also ensures that principals are held accountable for the year over year progress of their school under the A-F Schools Grading Act, combined with multiple additional measures of principal effectiveness.

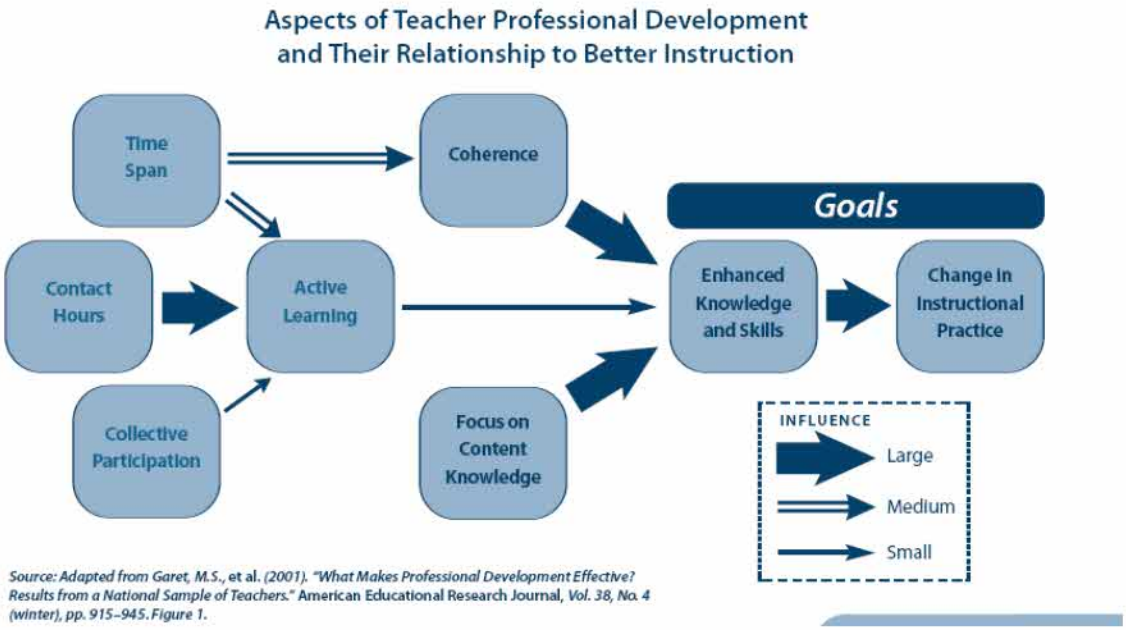
Professional Practice & Responsibility	A – F School Grading Progress (NOTE: Maintaining an "A" grade from one year to the next automatically places the principal in column #5)					
		-2 or more grades, or maintain F (1)	-1 grade, or maintain D (2)	Maintained grade of C or better (3)	+1 grade (4)	+2 or more grades (5)
	Ineffective (1)	I	I	M	M	M*
	Minimally Effective (2)	I	M	E	E	E
	Effective (3)	M	E	E	H	H
	Highly Effective (4)	M	E	H	H	X
	Exemplary (5)	M*	E	H	X	X

Key: I = Ineffective M = Minimally Effective E = Effective H = Highly Effective X = Exemplary
(*Ratings in any of these cells marked with an * will trigger an automatic review.)*

Section II: Professional Development

Overview

School based leaders and teachers provide the foundation for any successful school, and as such they are among the most important investments of time and funding that any school, district or state can make. Professional development is invaluable not only as an intervention for educational professionals struggling within the profession, but also as a tool for professional growth and continual improvement in classroom practice. However, not all professional development opportunities can demonstrate student improvement in the classroom. Variables differ in their eventual impact on an instructors' change in instructional practice, and therefore their influence on better instruction. (Garet, 2001).



Source: Adapted from Garet, M.S., et al. (2001). "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Educational Research Journal, Vol. 38, No. 4 (winter), pp. 915–945. Figure 1.

For this reason, professional development should focus on the subject matter the teacher is teaching, align teachers' learning opportunities with their individual experiences, emphasize observing and analyzing students' understanding of subject matter, and be able to demonstrate its effects in the classroom on teachers' practices and student learning.

To this end, professional development will be an integral part of the evaluation process and fall into three broad categories: 1) systems training on the evaluation system, expectations and procedures, 2) professional learning targeted to state/district/school initiatives and priorities, 3) individualized, tailored, needs-based professional development.

Systems Training

The PED will annually provide training on the aligned evaluation/professional development system. Every administrator with evaluative responsibilities will complete a comprehensive training prior to evaluating teachers. All teachers should be provided training on the system upon entrance into the state's teaching corps.

State/District/Schoolwide Professional Development

Professional development targeted to state/district/school goals and initiatives will be developed with increased student achievement as the goal. Professional development must be based on research-based, proven strategies. As quickly as possible, a data-base should be established and maintained providing information on available quality professional development activities.

Individual Professional Development

Professional development will be student-centered, with design and implementation the shared responsibility of the administrator and the teacher. Administrators and district leaders will provide guidance and coaching to support the teacher in the completion of professional learning activities. All professional development will be informed by comprehensive data including, but not limited to, student achievement on standardized measures, results of informal assessments, observations, self-assessments, and surveys. All professional development will be designed and implemented with attention to the goal of increased student achievement, with clearly defined objectives, timelines, and expected outcomes clearly delineated at each level. Determination of success of the professional development must be partially determined by measurable increases in student achievement and professional reflection.

Progress on professional development will be monitored quarterly by both supervisor and instructor. The ultimate aim of professional development for both teachers and principals is to increase student learning by improving teacher and principal performance. Because 50% of a teacher's evaluation is based on student outcomes, teacher professional development will be driven by the goal of improved student learning at the classroom level; because 50% of a principal's evaluation is based on school grade, principal professional development will be driven by the goal of improved student learning at the building level. All the "other measures," including observations, that are used to evaluate teachers and principals will be incorporated into professional development plans to ensure alignment at all levels of the evaluation system.

Specifically, the workgroup makes the following recommendations:

Recommendation 1: Establishment of a Professional Development Committee by the PED to review research in the area of effective professional development and make recommendations on allowable,

research-driven, proven professional development opportunities to be chosen by the state, districts, and administration. The purpose of the standing committee is to ensure that professional development is designed to enhance student learning and continuously improve the quality of teaching and educational leadership in New Mexico schools.

Rationale: There has been an explosion of professional development opportunities currently available to schools and districts. The vast majority of these opportunities however have little or no data demonstrating enhancement of classroom performance. (Cohen & Hill, 2001). Rather these programs, many of them at a large cost to the school and district, have at best anecdotal evidence tying practice to classroom improvement. Additionally, administrators have little time to adequately research a professional development opportunity to determine its potential effectiveness in classroom instruction. A stringent review process at the state level, by the professional development committee would maintain an approved pool of providers and opportunities from which an administrator or district personnel could choose programs specific to the school/districts unique needs. The committee would develop procedures for identification and approval of professional development activities as well as identify specific professional skills and knowledge that are necessary for effective educators; both at the administrative and teaching level, and approve opportunities for the enhancement of these identified skills and knowledge.

Recommendation 2: Redirect current established state and federal professional development funds toward approved professional development.

Rationale: Currently a substantial investment of the states professional development is directed toward support of dossier and portfolio requirements for level III licensure. However, there is no evidence tying attainment of level II or level III licensure by teaching professionals to student improvement in the classroom. Additionally, there is limited evidence that number of years of experience teaching or degree level attained has any impact on student improvement in the classroom. There is evidence however that reform-oriented professional development has a positive relationship to classroom practice and student achievement. (SREB, 2009). State and federal dollars for professional development should be spent on the development of practices which demonstrate increases in student achievement. However, local districts may choose to incorporate the dossier process into professional development options, with the goal of incorporating best practices that are valuable to professional growth, such as reflection upon teaching practices, into professional development activities with proven positive impact in the classroom.

Recommendation 3: Professional Development approved by the Professional Development Committee must be implemented by districts and schools and individuals in a manner which has demonstrated positive student achievement impact.

Rationale: Research indicates a fairly narrow series of activities which have demonstrated a positive outcome in student performance. Specifically, effective delivery systems are those surrounding 1) higher-order thinking skills, 2) teaching different populations of students, and 3) hands on learning. Positive delivery systems included 1) conference and leading discussion, 2) summer institutes, 3) study group and receipt of classroom mentoring, and 4) classroom mentoring and development of assessments or review of student work. (Essential Information for Educational Policy, 2005). Of particular note is the specific effectiveness of frequent discussion of instruction with colleagues and principal with positive classroom achievement. Only activities and delivery stems which have demonstrated success in student performance should be approved.

Recommendation 4: Make STARS data available to individual schools, administrators, and teachers so that accurate data can be effectively utilized. Additionally, provide professional development on the use of data specific to the state, district, school, teacher, and student needs and goals.

Rationale: It can be argued that analysis of data is the single most powerful tool an instructor has in the support of student achievement. Examination of real time data allows for augmentation of classroom practice in and effort to intervene and support classroom achievement. Yet the vast majority of teachers do not have access to the very data that should drive their instruction. Often teachers can recite the performance of their school as a whole, but not their individual classrooms and students. Currently the State of New Mexico collects massive amounts of student data frequently throughout the school year. A system of analyzing this data, and making it available to individual teachers and administrators, would allow classroom practice to address issues throughout the school year, resulting in a more positive outcome at the end of the year. Access to this data for administrators would facilitate the development of a professional development plan with the instructor that would support this outcome and illuminate gaps in school curricula. If data drive performance and outcome, then the data should be available to the practitioner.

When the states data is drilled down to the district, school and teacher level, that data must then drive the professional development for the district, school, and individual. Research demonstrates that to be effective, professional development must be applicable to the individual classroom and teacher. Professional development must be precise, immediately applicable and unique to the given educational setting. Professional development that is general and not immediately germane to the current specific

instructional milieu is ineffective (Wenglinsky, 2002, and Blank & Alas, 2009). A professional development activity or program is more likely to be effective if it is: a) consistent with the teacher's school curriculum or learning goals for students and/or aligned with state or district standards for student learning or performance, b) congruent to the day-to-day operations of schools and teachers, and c) compatible with the instructional practices and knowledge needed for the teachers' specific assignments. Examination of teacher/student data will help identify the areas of need and therefore drive the professional development activity.

Recommendation 5: In an effort to ensure fidelity and continuity of programs, professional development programs should total no less than 49 hours in a specific area of need.

Rationale: Studies indicate that 49 hours or more of professional development is necessary for significant increase in student achievement. (REL Southwest, 2007). However, across New Mexico, districts vary widely in the number of professional development hours attained annually. This should be standardized across the state and aligned with the states standards and goals. Again, the four main areas of effective professional development are : 1) Focus on teacher behaviors applied generically across content, 2) Focus on teaching behaviors applied to specific content areas, 3) Focus on curriculum and pedagogy justified by how students learn, 4) Focus on how students learn and how to assess what they learn. Any less than 49 hours of professional development demonstrated diminishing returns on student performance gains.

Recommendation 6: Data should be collected quarterly to assure professional development techniques presented are implemented in the classroom. PED should keep records of individual teacher's professional development and professional intervention plan documentation.

Rationale: Record keeping and data collection by the PED would not only ensure that professional development is occurring in an efficient and approved manner, but it would also allow another layer of data to be utilized in analyzing student performance. The approved list for professional development activities should be a fluid one, with activities which do not translate into positive classroom performance being eliminated and new opportunities with proven performances added. Additionally, as professional development will be tied to annual performance evaluations of educational personnel, accurate record keeping by the PED is necessary. Professional development plans should include identification of area of growth as demonstrated by student performance, a timeline for achieving the improvement, the manner in which improvement will be assessed, predetermined benchmarks for measuring progress and differentiated activities and professional development to support the educator's improvement in those

areas. Professional development plans will be developed collaboratively between the teacher and the supervisor.

Recommendation 7: Statewide professional development should be implemented annually across the state and it should be "frontloaded" prior to the beginning of the school year.

Rationale: The PED should sponsor approved professional development at several locations around the state on the same day, differentiated according to content and professional position. This would allow for professional development opportunities to be delivered in a uniform manner. Additionally, it would allow educators from across the state to network and share best practices. However, it is important that this practice does not negatively impact classroom time. For this reason, statewide professional development should be offered outside of the school year, preferably prior to the beginning of school.

Recommendation 8: Principal professional development should align to teacher professional development. In conjunction with their direct supervisors, principals should be developing data-driven professional development plans that improve student outcomes for their building, increase their school grade, which accounts for 50% of their evaluation, and allow them to meet other measures of performance captured in the other 50% of their annual evaluation.

Rationale: The recognition that effective school reform rests in large part on sound principal professional development is well established (Peterson, 2001). In order to ensure all our systems are aligned, we expect our principals to be taking part in the same methods and amount of professional development in which teachers are taking part. The focus and rationale for principal professional development must be around an essential question concerning problems of practice, specifically to teaching and learning. As with teachers, the source of these essential questions to be addressed through professional development must be found in the data collected about students, school, district, and student achievement. As with teachers, professional development for principals must be on the approved list by the Professional Development Committee and shaped by the competencies of the principal evaluation system that constitute effective action by the principal in support of learning for all students. Professional development for principals should reflect the framework of the state, district and school professional development plan, and must include measureable outcome targets.

Section III: Recruitment and Retention

Overview

There are many issues to consider when addressing retention and recruitment, but most important to New Mexico business, community members, parents, students and educators is that of recruiting and retaining the best personnel from in and outside of New Mexico to provide the very best possible education for our students. Volumes have been written about the challenge of recruiting and retaining highly qualified teachers in general and, in particular, in special education and STEM fields. Shortages of qualified educators have long been a serious concern for school systems, especially in rural areas and in challenging/low-performing, high-need schools. As members of the New Mexico Effective Teaching Task Force, this workgroup has studied and reviewed literature that supports a strong evaluation system for teachers, retention and recruitment of teachers, and incentives for teachers within a strong evaluation system.

> "Teacher retention is a persistent issue in school improvement. While it is true that some degree of teacher turnover in schools is both healthy and inevitable, the exodus of large numbers of teachers over time diminishes the overall capacity of a school to serve its students. In addition, it creates new problems related to recruiting and inducting new teachers. Statistics show that small schools, urban schools, and schools serving high-minority, high-poverty populations are particularly at risk of losing teachers (Marvel, Lyter, Peltola, Strizek, & Morton, 2007).

The workgroup makes the following recommendations:

Teachers

Recommendation 1: Create a diversified pay structure that is based on teacher effectiveness (outputs) as evidenced by student growth, observations, and other clear, multiple measures. As the New Mexico Teacher Evaluation System is refined, it is recommended that a task force is assembled to research incentive and compensation programs that have been implemented in recent years to determine the best practices within those programs that lead to improved student academic achievement and teacher retention and recruitment.

Rationale: Most recently, the National Center on Education and the Economy (NCEE), in its 2007 report on the skills of the American workforce, called for an overhaul of the education and training system and singled out the teacher compensation system as badly in need of reform, bluntly describing it as "designed to reward time in service, rather than to attract the best and brightest of our college students and reward the best of our teachers."

A joint statement was issued in February 2011 by members of The American Association of School Administrators (AASA), The American Federation of Teachers (AFT), The National Education Association (NEA) and the National School Boards Association (NSBA). This statement was titled, "Guiding Principles for Teacher Incentive Compensation Plans". In their recommendations for developing and implementing an incentive compensation plan, they include:

- "School boards, administrators and unions/associations should review various models of incentive compensation plans, including research about their effectiveness, before developing a plan at the local level;" and
- "The incentive compensation plan should be based on a multifactor approach (e.g. teacher evaluations, student performance growth, specific goals set by teachers and management, increased responsibilities, assessment of student learning) that is researched-based and improves student achievement."

Recommendation 2: Create a system for incentive pay to teach in critical-shortage subject areas (i.e. math, science, special education classes, in rural areas and other hard to staff areas. This system could support incentives for teachers who work in Title I schools, as well as other at risk factors identified in each district's area (i.e. math and science, urban, rural, etc).

Rationale: The quality of the teacher is the most important school-related factor in improving student learning. Although research is still limited on the impact of an incentive system, it is logical to assume that financial incentives will attract the best and brightest individuals to enter the classroom in critical need areas and in challenging schools. Specifically, we believe it will expand the pool of those attracted to the teaching profession.

States typically update critical-shortage subject areas each year, depending on staffing levels. Often hiring math and science teachers, as well as special education teachers, can be difficult. School districts also find difficulty in hiring adequate staff to teach primarily at-risk or disadvantaged students. Offering incentives in this area could attract a higher percentage of high quality teachers.

Recommendation 3: Provide academic scholarships in New Mexico for those going into education, including high-quality, alternative programs for mid-career recruits in exchange for teaching for at least four years in a high-need field or location.

Rationale: We know that good teachers make a difference in every American classroom. Studies show that for too long, our retention and recruitment has been oriented in the wrong direction with regards to this teacher quality shortage (Weisberg, et. al., 2007). Our inability to support high-quality teaching in

many of our schools is driven not necessarily by too few teachers coming in, but by too many going out, that is, by a staggering teacher turnover and attrition rate.

Recommendation 4: Develop a program that offers an opportunity for an adjunct license for part time teaching.

Rationale: Various states offer this type of license to increase a district's flexibility to staff certain subjects that are frequently hard to staff or may not have high enough enrollment to necessitate a full-time position. Most states require verification of content knowledge and current employment in the field which the candidate will teach. For example, Tennessee offers a one year adjunct license to candidates who hold at least a bachelor's degree and have verified knowledge of their teaching content area. Candidates are also required to complete a pre-service preparation program approved by the state. Arkansas allows adjuncts to teach up to two class periods a day in grades 7 – 12. Professional Teaching Permit candidates must have a bachelor's degree with a minimum of three years relevant work experience, and be currently employed in the content field related to their intended teaching assignments. In addition, applicants must pass a subject matter test.

Recommendation 5: Provide advancement and leadership opportunities for teachers. Utilize the expertise of Level 3 teachers, or proven "master" teachers, to provide greater leadership capacity throughout schools, districts and in the state.

Rationale: Research suggests that the greater the participation in decision making, the greater the job satisfaction of teachers (Ingersol, 2003). Such empowerment has been shown to be a key influence on whether teachers remain in school. Opportunities must be provided so that teachers do not feel that the only way to advance is to leave teaching and advance to administration. This recommendation involves utilitizing Level III teachers in greater leadership capacities in the school, district, and state. Teacher's work in this area should also be a part of the evaluation process.

Recommendation 6: Adequately fund school budgets to give teachers time to plan and collaborate with their colleagues. Recent budget cuts have taken away opportunities for teachers to have this needed time for staff development, reflection and collaboration. In a push for more time in the classroom for students, budget shortfalls have resulted in less teacher planning time to ensure that the time students do spend in the classroom is productive. Going forward, it is critical that there is accountability for the dollars allocated and that their use is transparent to taxpayers.

Rationale: Teachers at all grade levels typically have less than an hour a day of designated planning time to prepare for multiple teaching periods. Elementary teachers have even less. The majority of teachers

surveyed in South Carolina report spending more than five hours per week outside the school day on school-related activities such as grading and parent conferences (Hirsch, 2005). Johnson (2006) writes that the lack of time to plan, teach, and assess not only creates stressful work conditions, it diminishes the quality of instruction.

By altering schedules, schools are finding creative ways to provide more instructional time for students and non-instructional time for teachers to plan and collaborate with their peers. Practices that ensure productive and focused use of this time should also be implemented.

Principal

Current research has highlighted the fact that the quality of school leaders has a significant impact on student achievement (Williams, et. al., 2010). Indeed, educational leadership is a critical component of student performance. Yet, currently the nation and New Mexico are experiencing a shortage of principal and superintendent candidates who are willing and able to take on the daily demands of the job. The following facts tell the story:

- Half of all district superintendents are 50 years old or older.
- Few leadership candidates are female and/or minority.
- The average time to fill a superintendent's job (~15 hours/day) has doubled in the last 10 years.
- The average tenure of big-city superintendents is less than three years, and for superintendents in rural districts, the tenure is even shorter.

Results of the recent study by Fuller and Young suggest:

- Elementary schools have the longest principal tenure and greatest retention rates;
- Less than 30 percent of newly hired high school principals stay at the same school at least five years;
- Principal retention rates are strongly influenced by the level of student achievement during the principal's first year of employment, with the lowest achieving schools having the highest principal turnover;
- The percentage of economically disadvantaged students in a school is a major determinant in how long a newly hired principal will stay, with principals in high-poverty schools having shorter tenure and lower retention rates;
- More than 20 percent of newly hired secondary school principals in the lowest achieving schools or highest-poverty schools leave after only one year on the job;
- Principal retention is somewhat higher in suburban school districts where most students are white and not economically disadvantaged; and
- Principals' age, race and gender appear to play only a small role in principal retention.

Today's principals must be able to manage the school culture so that staff, students, and parents feel supported and so the culture of the school is focused on teaching and learning. The challenge for the school leader today is highlighted by unparalleled complexity, as well as the demands of accountability.

The need for dynamic leaders in the school could not be greater. The way that principals are trained, recruited, retained and developed must be addressed. Research shows that an effective teacher in the classroom correlates to effective and supportive school leadership. (Williams, et. al., 2010).

Recommendation 1: Provide state-generated principal support groups to provide training in the state's teacher evaluation methods, priority school requirements, and uniform interventions. New Mexico needs uniform and transparent processes implemented with fidelity. In addition, like principal groups should be allowed to share challenges, solutions, questions and concerns. Having state facilitated geographical/like groups should lead to the retention of educational leaders in New Mexico, as well as promote the implementation of best practices in classrooms across the state. Groups such as the New Mexico School Leadership Institute, which has experience facilitating such leadership support groups, could provide a model.

Rationale: In *Assessing the Effectiveness of School Leaders: New Directions and New Processes - The Wallace Perspective*, the authors state that "leading the learning work of schools for the future requires whole new sets of skills and attributes that imply continuous learning. A continuously learning organization, while not a new idea, is one that has increasing importance if our schools are to serve all students well to a high standard. In the end, it is about the core outcomes for schools – for learning, learning improvement, and educational opportunity." Simply stated, it stands to reason that everyone, from the preschool student through the teacher to the principal (and on to the district) is a learner – and learning requires feedback and collaboration.

Additionally, if students are to achieve to high standards in New Mexico, the principal is one of the key players in implementing any of the programs initiatives recommended in this report. Principals must be supported, given a clear understanding of all process and allowed to collaborate in order to assure the retention of effective principals who can support and help retain effective teachers in the classroom.

Recommendation 2: Beware of increasing paperwork and administrative burden for administrators. Be sure accountability processes are aligned within the state department, districts offices, and schools.

Rationale: At present many of the reports or required for accountability are similar in many respects, but different enough to require hours of repetitive work. EPSS Peer Review documentation and accountability do not match the EPSS plan requirements. Schools are part of various other reviews such as North Central Accreditation (Advanc-ED), Blue Ribbon Schools, HSTW Technical Assistance Visits, and the like. These often duplicative requirements need to be streamlined in order to create an aligned,

comprehensive program for accountability that will support principals in achieving the goals of accountability reporting.

Recommendation 3: Develop and implement research based recommendations for ways that central office administration, starting with the superintendent, can support principals in their instructional leadership roles.

Rationale: Principals cite difficulties turning student achievement around without the strong support of the superintendent, human resources, and other central office personnel. Research shows that successful school turnaround depends on effective leadership at every level in the educational community.

Recommendation 4: Examine principal pay scales and remove disincentives to advancement for qualified school leaders moving from the classroom to the principal's office.

Rationale: In some instances, teachers moving to assistant principal and principal positions face significant pay cuts. Incentivizing strong leadership in schools will allow for a more robust principal pipeline. Further, considerations need to be made in terms of allowing for higher salaries for principals that serve low-performing schools, as well as hard to staff schools.

SUMMARY OF TEACHER RECOMMENDATIONS
1. Create a diversified pay structure that is based on teacher effectiveness (outputs) as evidenced by student growth, observations, and other clear, measurable standards.
2. Create a system for incentive pay to teach in critical-shortage subject areas or at schools that serve disadvantaged children (i.e. special education, children in low economic areas).
3. Provide academic scholarships in New Mexico for those going into education, including high-quality alternative programs for mid-career recruits in exchange for teaching for at least four years in a high-need field or location.
4. Develop a program that provides an opportunity for an adjunct license for part time teaching.
5. Provide advancement and leadership opportunities for teachers. Utilize three tiered licensed teachers expertise by providing greater leadership capacity throughout schools, districts and in the state.
6. Provide legislation that will give teachers time to plan and collaborate. Recent legislation has taken away opportunities for teachers to have this needed time for staff development, reflection and collaboration. In a push for more time in the classroom for students, there has been a decrease in teacher planning time ensure that the time students spend in the classroom is productive.

7. Provide strong administrative leadership in schools to support student academic success.

SUMMARY OF PRINCIPAL RECOMMENDATIONS
1. Provide state generated principal support groups by geographical/like groups to provide training in the state's teacher evaluation methods, priority school requirements, and uniform development of EPSS plans. New Mexico processes need to be uniform, transparent and implemented with fidelity. In addition, like principal groups should be allowed to share challenges, solutions, questions and concerns
2. Beware of increasing paperwork and administrative burden for administrators. Be sure accountability processes are aligned within the state department, districts office and schools.
3. Develop and implement research based recommendations for ways that central office administration, starting with the superintendent, can support principals in their instructional leadership roles.
4. Examine principal pay scales and remove disincentives to advancement for qualified school leaders moving from the classroom to the principal's office.

Section IV: Compensation and Advancement

Overview

New Mexico has a modified pay for performance system for teachers and educational leaders; however, sufficient evidence of improved student achievement indicated by multiple measures is not reflected in the licensure process and teacher evaluations that differentiate who gets to move up a tier and earn an additional $10 thousand. The 3-tiered licensure system, the annual evaluation process, and the required professional development plan (PDP) should be modified to include assessments of effective teaching tied to student academic growth in order to inform compensation decisions and advancement through the system. The Task Force also recognizes the importance of a streamlined system that avoids duplication and unnecessary paperwork. Key levers to raising student achievement include annual teacher evaluation and aligned professional development. As Russ Whitehurst from The Brookings Institute stated, we "need to balance what's fair and equitable to teachers with what's fair and equitable to students."

At present New Mexico looks to teacher qualifications (education and experience) as the measure of the quality of teaching that occurs. Further, according to federal definitions under the Elementary and Secondary Education Act, 99.4 percent of New Mexico teachers are rated as highly qualified. However, only 53 percent of third graders are reading on or above grade level. It is important to make the distinction that the federal "highly qualified" status is an input that describes the coursework and certifications that a teacher has. It is not a measure of outcomes or teacher effectiveness.

According to the Legislative Finance Committee's (LFC) FY12 Volume 1, "now that almost all New Mexico teachers are meeting the federal 'highly qualified' standard, policy considerations are turning to the issues of teacher effectiveness and whether teachers are providing instruction that will lead to high levels of student achievement." The Task Force supports the LFC recommendation that annual teacher and principal evaluation systems and the licensure system be strengthened to require the use of student academic growth as a factor in determining overall teacher and principal effectiveness.

Recommendation 1: Require annual evaluations and professional development plans which are in alignment with the licensure system.

Rationale: Annual teacher evaluations should be tied to student achievement, including student achievement data, observations, and multiple measures. Annual teacher evaluations should also assess whether the teacher has a meaningful and relevant professional development plan that focuses on measuring student learning, which also decreases subjectivity in this process. The professional

development plan should be expanded to include evaluation of effectiveness tied to student achievement data.

Recommendation 2: Incorporate teacher effectiveness into the licensure process.

Rationale: Teacher licensure and advancement through the licensure system should be based on teacher effectiveness (outputs) as evidenced by student growth, observations, and other clear, measurable standards. Licensure decisions should be directly tied to student growth as it is less subjective than current practices. Should the dossier continue to be utilized, each dossier submission should require the inclusion of several years of cohort student achievement data as a component of teacher effectiveness.

Recommendation 3: Restructure the current 3-tier salaries/shift funding to results tied to annual evaluations and professional development plans.

Rationale: Advancement through the 3-tiered licensure system can currently happen very quickly, with large salary increases twice. Eligibility for salary increases are not contingent on showing effective teaching skills but rather a showing that the requisite number of years of service, educational attainment, and competencies have been met. Educators who advance through the system in the shortest period of time receive a 67 percent increase in base compensation in their 7th year of licensure. Movement from level 1 to level 2, which must happen between the third and fifth year of level 1 licensure, results in a 33 percent increase and movement from level 2 to level 3 results in a 25 percent increase. Once an educator obtains a level 3 licensure compensation increases are dependent on district priorities and resources. The costly tier increases limit the opportunity to reward effective teachers recognized in annual evaluations.

Statutory salary levels should be adjusted to raise the minimum salary for entry level teachers based of effectiveness. Incremental increases for achievement of advanced licensure should be scaled back to decrease the large differentials in increases that currently exist, but advancement opportunities should occur more frequently. This would free up resources to allocate to a performance-based compensation system.

Recommendation 4: Provide incentives to effective teachers and remove ineffective teachers from the classroom. Additionally, the Task Force recommends providing statutory due process rights to teachers after attaining level 2 licensure and has received effective evaluations.

Rationale: Currently, after three years of service teachers are granted statutory due process rights (commonly referred to as tenure). Statute also allows a teacher to be eligible for three year contracts after three consecutive years of service with the same district. Otherwise, teachers are only eligible for one

year contracts. The current requirement of three years minimum teaching at level I should be relaxed to allow exemplary teachers, including those on an intern license, to advance any time after a one year mentorship with a highly effective or exemplary evaluation rating. Due process rights should be tied to licensure rather than years of service in a district, and with effective evaluations, as noted in section 1 of this document, should be portable throughout New Mexico. Three year teaching contracts should only be available to those teachers earning an exemplary rating during the preceding three years. Any teacher who receives an effectiveness rating of ineffective or minimally effective shall only be able to enter into single year contracts until that time at which the teacher can receive a highly effective or exemplary effectiveness rating for three consecutive years. If, during the term of a three year contract, a teacher receives an ineffective rating, the teacher's subsequent contracts shall be for one year, until such time as the teacher receives a highly effective or exemplary effectiveness rating for three years.

In addition to advancement opportunities, a system should be implemented to identify ineffective teachers, establish meaningful and relevant targeted professional development opportunities, and ultimately remove ineffective teachers from the classroom. Teachers identified as ineffective based on their professional development plan and the annual evaluation should be supported with meaningful professional development opportunities in the subsequent school year. School districts and charter schools should provide additional targeted professional development for teachers earning ineffective ratings that are tied to review of the professional development plan and the annual evaluation. Some examples of how interventions and removal could occur are as follows. The first year a teacher earns the lowest effectiveness rating, the teacher should receive targeted profession development. If the teacher fails to show advancement in effectiveness level for a second year, the teacher shall be placed on a professional growth plan. Failure to improve after the second year, assuming the teacher has received targeted professional development and a meaningful professional growth and improvement plan will constitute just cause for termination.

Recommendation 5: Align the training and experience with the 3-tiered licensure system.

Rationale: The training and experience (T&E) Index in the public school funding formula is currently not aligned with the goal of hiring effective teachers. The T&E Index incentivizes hiring teachers who have more years of service and have attained higher levels of education. The T&E Index should be better aligned with the 3-tiered licensure system.

The 2006 funding formula study conducted by American Institutes for Research (*An Independent Comprehensive Study of the New Mexico Public School Funding Formula)* recommended that the state adopt an Index of Staff Qualifications (ISQ) to replace the T&E Index to account for the costs associated

with training, experience and the 3-tiered licensure system. The proposed ISQ is structured to reflect the 3-tiered licensure system and calibrated to reflect the average values of experience and educational qualifications of instructional staff employed in New Mexico. The ISQ reflects both the minimum compensation levels associated with each of the three tiers and the marginal values of additional years of experience and different degree levels for professional staff. If licensure decisions are based on annual evaluations and PDPs that measure teacher effectiveness, and the T&E Index is aligned with the licensure system, this results in financial incentives for districts that hire and support effective teachers.

Recommendation 6: Require annual principal evaluations.

Rationale: Linda Paul of the New Mexico School Leadership Institute warns that "the number one cause of teacher dissatisfaction is poor leadership." It is equally as important to create a meaningful evaluation system for principals and school building leaders. "Principal effectiveness drives teacher effectiveness," said Ivy Alford of the Southern Regional Education Board (SREB). Annual evaluations and professional development plans should be similar to teacher evaluations and professional development plan requirements, including a student achievement component. Evaluations of effectiveness tied to student growth should serve as the basis for compensation decisions and advancement through the licensure system.

Classroom evaluations by trained observers are at the top of the list in terms of effective evaluation systems, according to Russ Whitehurst of the Brookings Institute. A quality principal evaluation system should identify principals who are conducting meaningful and effective evaluations of teachers. Russ Whitehurst of Brookings indicated that there is good evidence that principals do a good job of evaluating teachers among buildings. He also indicated that principals are the second most influential factor in a child's education. Requiring a principal evaluation system that identifies effective principals may be a cost effective way of identifying quality teachers.

However, in order for principals to be effective evaluators, they must be properly trained as well as have a strong standardized evaluation system in place. Ivy Alford of SREB notes that "principals are very nervous about giving feedback" if there is not a strong evaluation system in place.

Recommendation 7: Evaluate the current 3-tier licensure system and dossier to minimize administrative costs and determine effectiveness. This should be completed by PED within 3 months.

Rationale: There are concerns and risks of program duplication and increased administrative costs as an enhanced annual teacher evaluation system is developed. Annual evaluations may provide more timely data relevant to teacher advancement and professional development compared to the 3-tier licensure

System which may recognize effective performance only twice in a career. Additionally, the dossier process does not have data to support its consistent and effective implementation. As New Mexico transitions to a new teacher and school leader evaluation system, it is critical to ensure that existing systems are effectively evaluated to determine their efficacy and alignment to any new system(s).

Recommendation 8: Delay implementation of performance based compensation system until the 2013-2014 school year.

Rationale: A robust compensation system is needed to reward effective teachers. However, implementation of such a system should be delayed until the 2013-2014 school year. Delaying implementation will allow districts and charter schools to familiarize themselves with the new evaluation system and address any issues that arise in the first year without being tied to high stakes decisions. In the second year, a performance based compensation system that awards the most effective teachers should be implemented. Effectiveness should be directly tied to the professional development plan and the annual evaluation. Higher bonuses could be available for teachers with high poverty classes, or teachers teaching in hard to staff areas.

Many of the presentations indicated rushing to implement a system is ill-advised. Presenters encouraged New Mexico to engage in a well thought-out process that identified required components unique to New Mexico. It is very "difficult to calibrate such a powerful tool so that it works in practice as intended," reports Susan Headden in her Education Sector Report: Inside IMPACT (D.C.'s evaluation model).

Section V: Next Steps

Overview

Over the course of the summer, there were multiple discussions that the Task Force undertook related to areas that directly impact teacher and school leader evaluation, but were not within the direct scope of the Executive Order. As such, the Task Force has outlined several areas that warrant potential further exploration and review.

Pre-Service Training/Alternative Preparation/Teacher Recruitment

- Study issues of pre-service teacher/administrator programs and adequacy of training prior to entering the classroom/school building must be studied.
- Develop programs to recruit of top high school students into education programs in NM colleges and universities must be discussed and addressed.
- Develop higher standards for entering into teacher education programs must be examined.
- Develop assessment standards for exiting pre-service teaching candidates must be evaluated.

Transition from 3-Tiers

- Establish existing tiers into the new framework.
- Create a process that will base advancement on effectiveness and preparedness for instruction of students.

Superintendent Evaluation

- Consider evaluation based on student achievement.
- Consider the school board role.
- Allow for multiple measures.

Effective School Leaders Academy

- Establish a statewide academy for training and developing effective school leaders that correlates to the expectations of an Instructional Leader.
- Establish systemic and structured observation criteria for statewide use.

Technical Advisory Committee

- Convene State and National experts in all areas of data, research, and statistical information (a New Mexico technical assistance committee).
- Focus on implementation and analysis of effectiveness of all initiatives.
- Provide continuing advisory to PED, LESC, and LFC regarding effectiveness of initiatives and evolution of entire process.

Licensure Renewal

- Effectiveness, as measured by student growth, must be 50%.
- Determine appropriate duration of licenses.
- Revise fee structure for initial/continuing licensure.

Dossier Process

- Review overall effectiveness of process and impact on student outcomes (within the next three months).
- Review validity in recruitment and retention.
- Make as an optional tool, as determined by districts. Possible mandatory tool for PDP improvement.

PED Implementation of PD for Effective Teacher/School Leader Evaluation

- Introduce a menu of approved PD for individual districts.
- Create statewide and regional trainings for districts.

Continue to Address Other Key Elements of Comprehensive Public School Reform

- Increased time on task.
- Improved school readiness.
- Enhanced leadership training.
- Curriculum alignment.
- Timely availability of student performance data.

Appendix A: Meeting Dates and Topics

Meetings and Presentations

June 1

- Coordinating meeting of Task Force.

June 14

- Teacher Evaluation in New Mexico: Current Requirements and Practices, Matt Montaño, New Mexico Public Education Department
- Using Value Added Models to Monitor Teacher Effects, Pete Goldschmidt, PhD, formerly of the UCLA CRESST center

June 21

- Professional Development Plans and Evaluation in NM, V. Sue Cleveland, Ed. D. and Sue Passell, Ed. D., Rio Ranch Public Schools
- Evaluating Teachers in non-tested subjects and grades, Russ Whitehurst, PhD, Brookings Institute

June 30

- How to Best Measure the Effectiveness of Teachers and School Leaders Based on Specific Parameters, Ivy Alford, Southern Regional Education Board

July 12

- Measures of Effectiveness, Linda M. Paul, Ed. D., New Mexico School Leadership Institute
- Training & Experience Index, R.L. Richards, Texico Municipal Schools.

July 19

- Teacher Quality: Building Capacity with Meaningful and Relevant Professional Development Plans, Julie A. Radoslovich and Shelly Roberts, South Valley Academy

July 27

- Advancing Teacher Quality, Sandy Jacobs, National Council on Teacher Quality

August 2

- Pre-Service Training and Teacher Quality, Richard Howell, PhD, Dean of Education, University of New Mexico

August 3

- Teacher Evaluation in New Mexico: From the Perspective of Recipients of the Golden Apple Awards for Excellence in Teaching, Celia Merrill, Executive Director

August 13

- Preparation of final recommendations.

Appendix B: Works Cited and Works Reviewed

Works Cited and Works Reviewed

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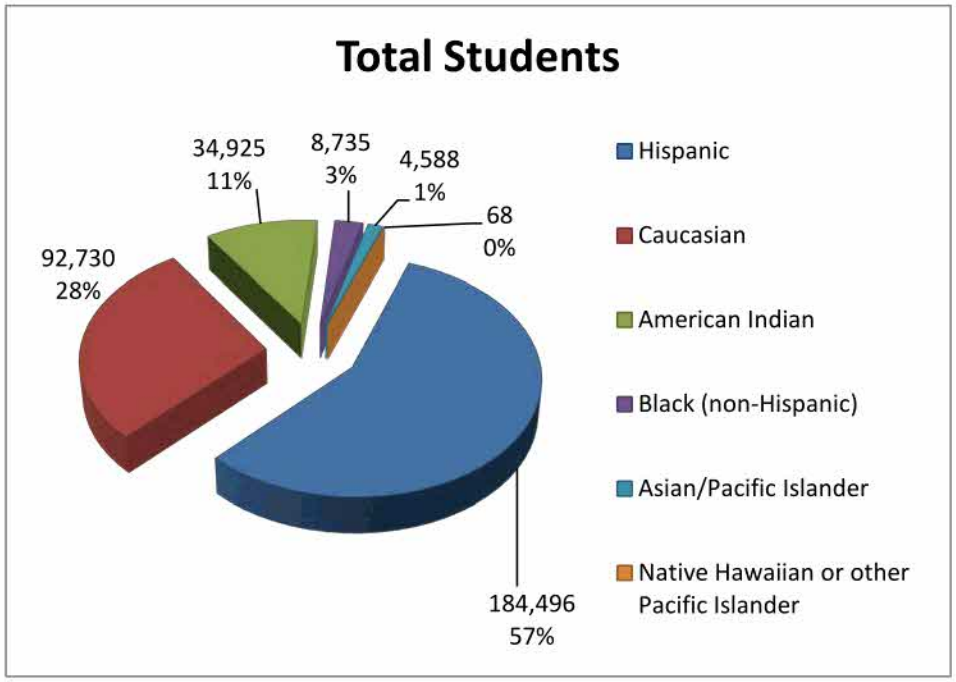
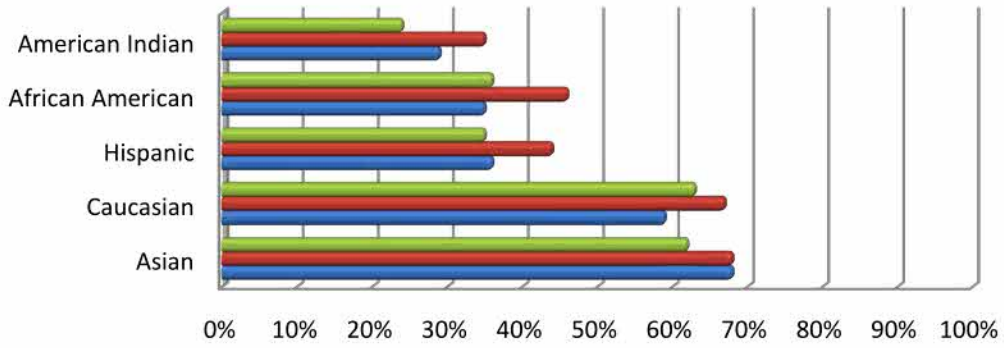
Appendix C: Fast Facts – Current NM System

New Mexico's Student Demographics (09-10)

- Total Students - 325,542

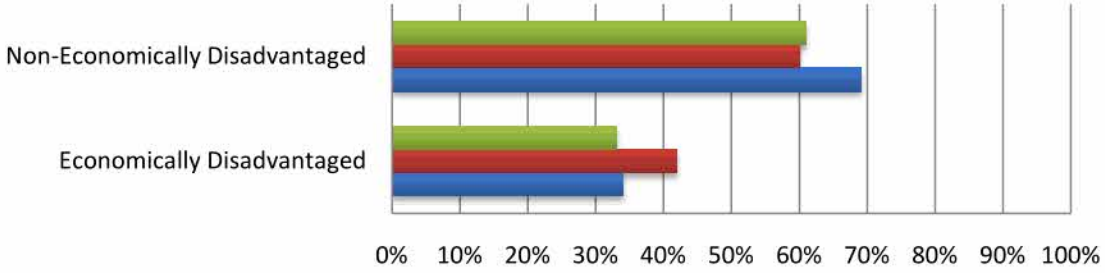


Proficiency Rates by Ethnicity 2010-2011

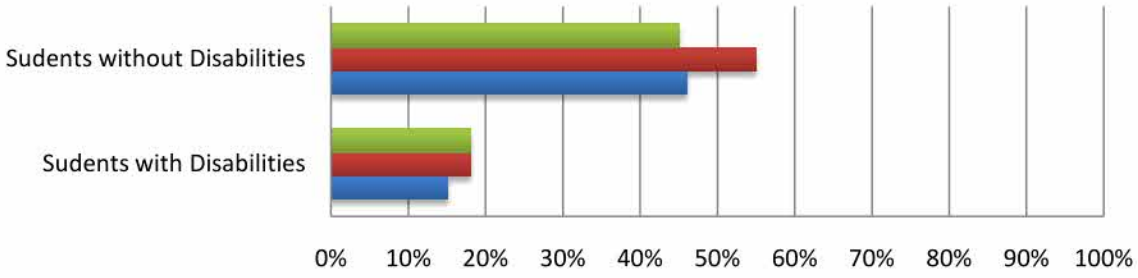


	Asian	Caucasian	Hispanic	African American	American Indian
Science	62%	63%	35%	36%	24%
Reading	68%	67%	44%	46%	35%
Math	68%	59%	36%	35%	29%

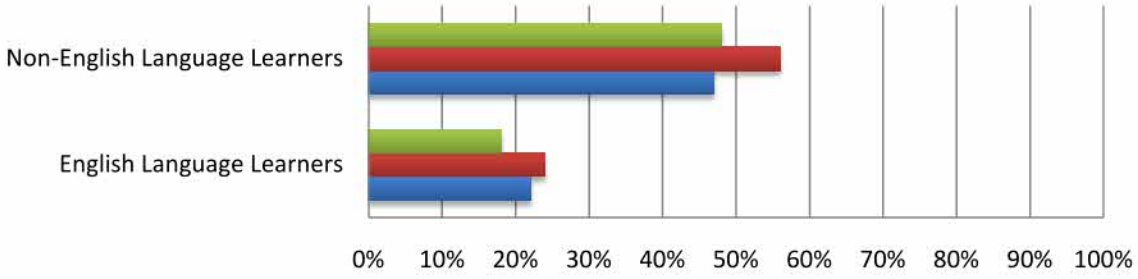
Proficiency Rates by Socio-Economic Status 2010-2011



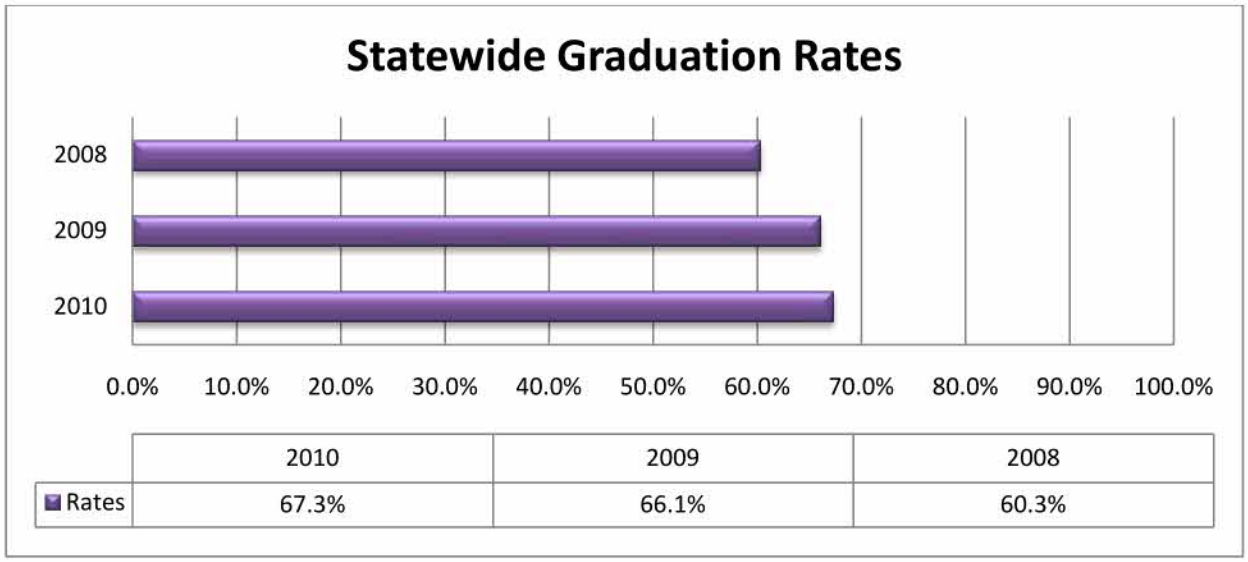
	Economically Disadvantaged	Non-Economically Disadvantaged
Science	33%	61%
Reading	42%	60%
Math	34%	69%



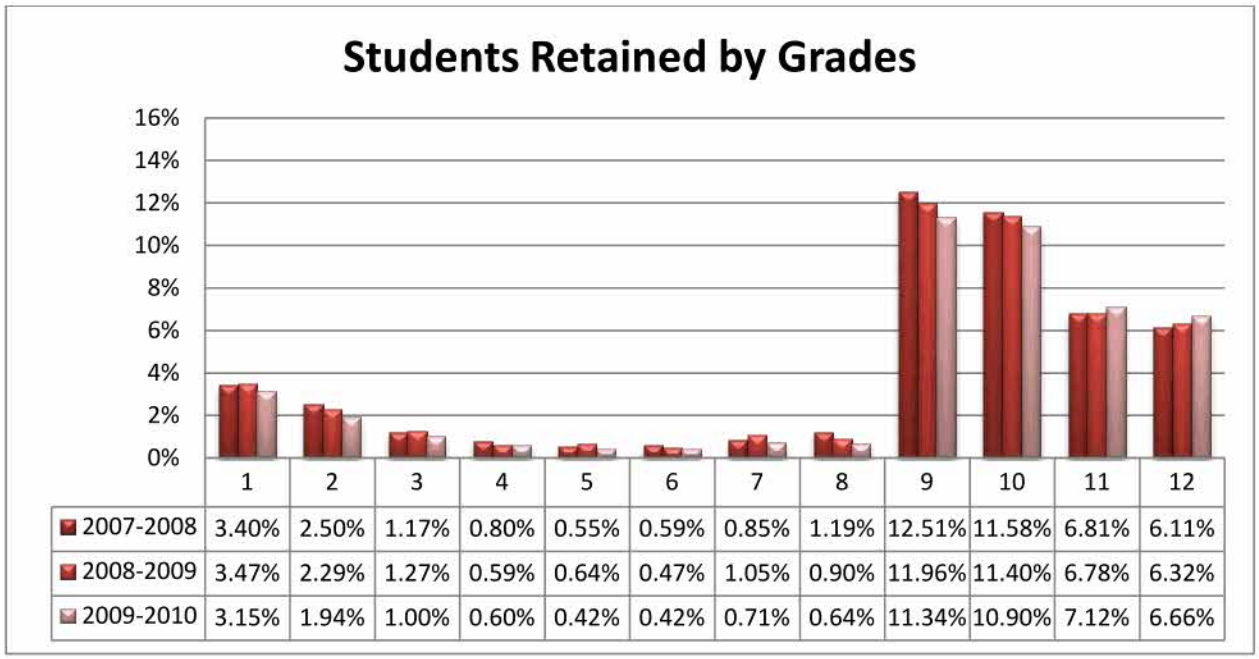
	Sudents with Disabilities	Sudents without Disabilities
Science	18%	45%
Reading	18%	55%
Math	15%	46%



	English Language Learners	Non-English Language Learners
Science	18%	48%
Reading	24%	56%
Math	22%	47%

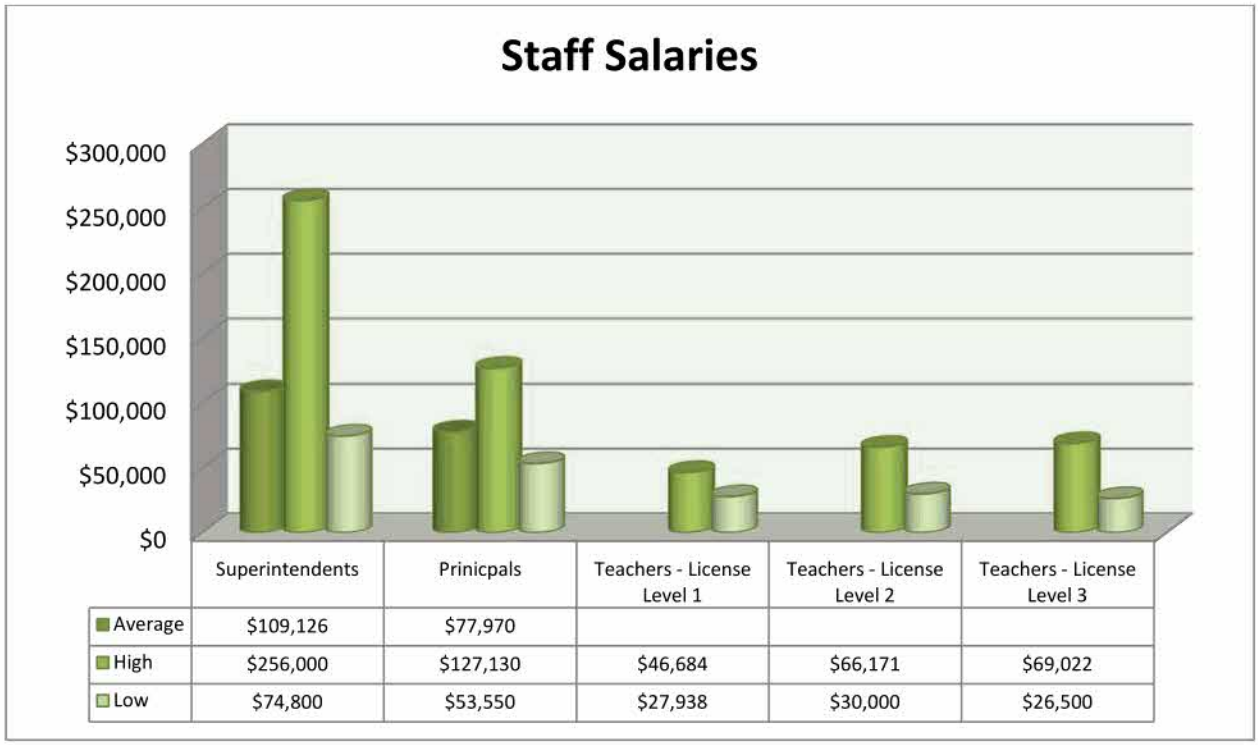


	2010	2009	2008
Rates	67.3%	66.1%	60.3%

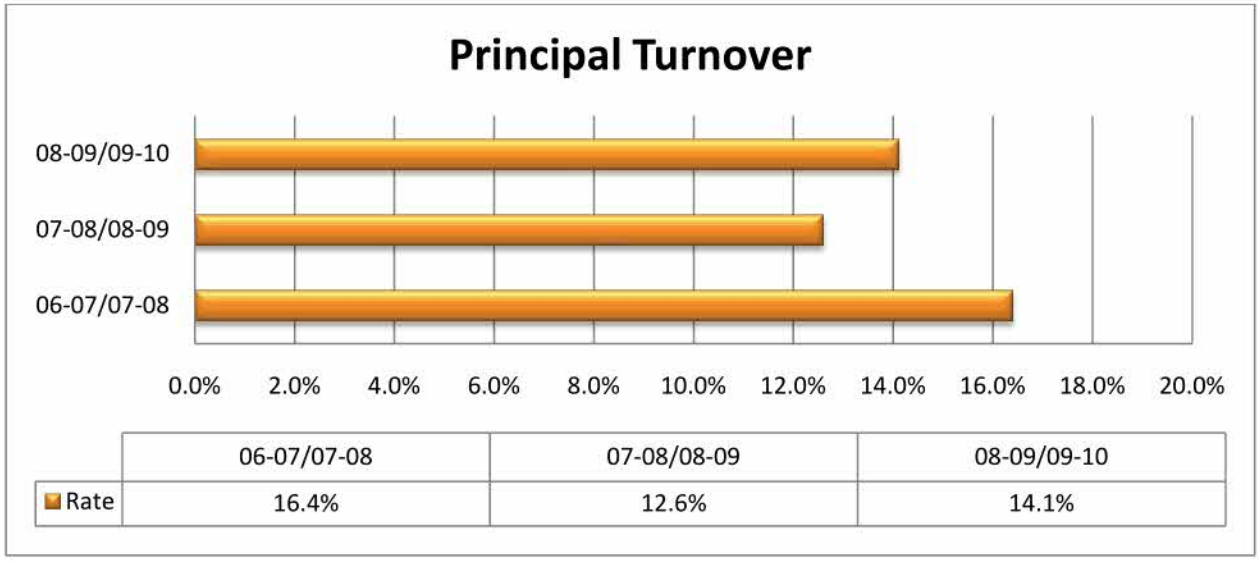


	1	2	3	4	5	6	7	8	9	10	11	12
2007-2008	3.40%	2.50%	1.17%	0.80%	0.55%	0.59%	0.85%	1.19%	12.51%	11.58%	6.81%	6.11%
2008-2009	3.47%	2.29%	1.27%	0.59%	0.64%	0.47%	1.05%	0.90%	11.96%	11.40%	6.78%	6.32%
2009-2010	3.15%	1.94%	1.00%	0.60%	0.42%	0.42%	0.71%	0.64%	11.34%	10.90%	7.12%	6.66%

Staff Data



	Superintendents	Prinicpals	Teachers - License Level 1	Teachers - License Level 2	Teachers - License Level 3
Average	$109,126	$77,970			
High	$256,000	$127,130	$46,684	$66,171	$69,022
Low	$74,800	$53,550	$27,938	$30,000	$26,500



	06-07/07-08	07-08/08-09	08-09/09-10
Rate	16.4%	12.6%	14.1%

Annual state funding for Dossier/OPAL process (Title II)

- $300,00.00 VisionLink
- $300,00.00 UNM Institute for Professional Development-Technical Assistance and Reviewer Calibration
- $300,00.00 UNM Transition to Teaching technical assistance
- $23,000.00 F and R Smith for the Transition to Teaching review process

Total: $923,000 per year

3-Tiered System

- $278.4 million allocated to three tier system (2004-2009)
- Only a difference of 2.8 point growth between Level III PDD completers and Level I teachers
    - Currently, Level I teachers average 14 scale score points growth and Level III teachers average 16.8 scale score points growth in annual SBA testing.
    - Students who are nearing proficiency need to grow by 55 points to reach proficiency.
- All three tiers have ineffective teachers, even though compensation is similar at each level of license
- Current dossier system measures "case study" type reflection on practice as opposed to classroom effectiveness
- Very little connection to the evaluation process and the recommendation of the site administrator

- Dossier process opens up schools to lose "effective" teachers without regard to their actual classroom effectiveness.
- Dossier and OPAL process can easily be gamed for success.
- Achievement is not a main focus of the Dossier or OPAL process.
- Currently there is an 83% pass rate for first time submissions.
- 99.998% satisfactory evaluations for teachers statewide.

Statewide implications

- PED spends close to $1 million annually in direct support of the Dossier/OPAL process.
- PED dedicates 80% of its Professional Development Bureau in staffing the Dossier/OPAL process.
- PED has limited ability to reach out to struggling school districts in need of professional development.
- Most of PED resources are dedicated to moving teachers through the 3-tier system, and not consistent PD for creating an effective teaching task force.

Training and Experience

- 2005-2006 $165,836,367.94
- 2006-2007 $196,849,968.84
- 2007-2008 $201,075,418.07
- 2008-2009 $200,075,418.07
- 2009-2010 $177,794,287.55
- 2010-2011 $162,914,779.50

Total: $1,108,379,751.92

Overall, New Mexico has spent more than $1.3 Billion on T&E, the 3-tier system, and the dossier process in the past 6 academic years, including $164 Million in 2010-2011.

Attachment 16

Value Added Model for A-F

Value Added Model for A-F School Grades

A three level model for measuring school improvement / growth over time under the multiple-cohort design is as follows.

Level-1 (within-occasion) model:

$$Y_{ijt} = \beta_{jt0} + \beta_{jt1}FAY_{ijt} + \beta_{jt2}Y_{ij(t-1)} + \beta_{jt3}Q1_{ijt} + r_{ijt}, \qquad (1)$$

where Y_{ijt} is the outcome for student i (i = 1,..,n_j) in school j (j = 1,…,J) at occasion t (t = 1,…T). β_{jt0} are estimates of performance for each school j and occasion t, after adjusting for the student covariate Xs. The New Mexico model uses only FAY (full academic year state), whether or not a student is in the bottom quartile (Q1), and prior student performance (we also include school size). It is assumed that the outcome / covariates slopes are constant across schools and across time. (i.e., $\beta_{jt1}= \beta_1$, $\beta_{jt2}= \beta_2$, …, $\beta_{jtK-1}= \beta_{K-1}$), except β_{jt3}. The New Mexico model uses three years of data.

Level-2 (Between- occasion; within school) model:

$$\beta_{jt0} = \theta_{j0} + \theta_{j1}Time_t + u_{jt0},$$

$$\beta_{jt3} = \theta_{j3} + \theta_{j3}Time_t + u_{jt3}, \qquad (2)$$

where $Time_t$ is centered around the middle time point, t_0 (i.e., $Time_t = 0$, at $t = t_0$) then θ_{j0} is a measure of average performance of each school during the period of study. In addition θ_{j1} represents school improvement / growth rate for school j.

Level-3 (Between school) model:

$$\theta_{j0} = \Phi_{00} + \Phi_{02}C_j + V_{j0} \qquad (3a)$$

$$\theta_{j1} = \Phi_{10} + V_{j1}, \qquad (3b)$$

$$\theta_{j3} = \Phi_{30} + V_{j3}, \qquad (3c)$$

where C_j is a school contextual variable, for example, school size . This model based on Willms and Raudenbush, (1989) and Choi, Goldschmidt and Martinez, (2004) provides school improvement information, but can not be used to monitor individual student progress. We note that we use the empirical Bayes estimates (Raudenbush and Bryk, 2002) of the random school effects (V_{jo} for conditional status, V_{j1}, school growth for Q3, and V_{j3} for school growth Q1) as estimats of the school effects.

Attachment 17

Individual Student Growth Model

Individual student growth model

In order to consider the temporal aspect of monitoring student progress, we would begin with a simple growth model such as:

$$Y_{tij} = \pi_{0ij} + \pi_{1ij}O_{tij} + e_{tij}, \qquad (1)$$

where Y_{tij} is the outcome at time t for student i in school j with □ as a time parameter measured in assessment occasions. We include FAY (full academic year status) as a time varying covariate at level one. The New Mexico model is based on three years of student data. Since growth trajectories are assumed to vary across students, at level 2 for the initial status at time = 0 (reverse coded in the A-F system):

$$\pi_{0ij} = \beta_{00j} + \beta_{01j}X_{1ij} + \ldots + \beta_{0Pj}X_{Pij} + r_{0ij}, \qquad (2)$$

where there are p = 1 to P student-level predictors (e.g. student background characteristics). We do not include any student level predictors as, consistent with more complex models (Sanders et al, 2003), student background does not substantively change results. Similarly, for the growth trajectories

$$\pi_{1ij} = \beta_{10j} + \beta_{11j}X_{1ij} + \ldots + \beta_{1Pj}X_{Pij} + r_{1ij}, \qquad (3)$$

Again, we include no student level predictors to model time. Our focus at level three is the variation of β_{10j} among schools:

Hence, for the mean rate of change for school j:

$$\beta_{10j} = \gamma_{00} + u_{10j}, \qquad (4)$$

The specific model we use is:

LEVEL 1 MODEL

$$SSNEW_M_{ijk} = \pi_{0jk} + \pi_{1jk}(FAY_M_{ijk}) + \pi_{2jk}(YEAR_{ijk}) + e_{ijk}$$

LEVEL 2 MODEL

$$\pi_{0jk} = \beta_{00k} + \beta_{01k}(M_BQ_F_{jk}) + r_{0jk}$$

$$\pi_{1jk} = \beta_{10k}$$

$$\pi_{2jk} = \beta_{20k} + \beta_{21k}(M_BQ_M_{jk}) + r_{2jk}$$

LEVEL 3 MODEL

$$\beta_{00k} = \gamma_{00C} + u_{00k}$$

$$\beta_{01k} = \gamma_{01C} + u_{01k}$$

$$\beta_{10k} = \gamma_{100}$$

$$\beta_{20k} = \gamma_{20C} + u_{20k}$$

$$\beta_{21k} = \gamma_{21C} + u_{21k}$$

We note that we use the Empirical Bayes estimates (Raudenbush and Bryk, 2002) of the random effects as an estimator of the school effect (both for the top three quartiles of students' growth and the bottom quartile of students' growth.

Attachment 18

Point Calculations for A-F School Grading Model

Point Calculations for A-F School Grading Model

The calculations for each of the elements are detailed in tables A1 and A2. A1 provides the methodology for elementary and middle schools, while A2 provides the methodology for high schools.

Table A1: Detailed Points Calculations- elementary and middle school

Element	Pts	Calculation
Status		
Proficiency	25	=12.5 X (Pct Prof ad above Math) + 12.5 X (Pct Prof and above Reading)
Conditional Status	15	$\Sigma_{s1}{}^{2}\delta^{s} = 7.5 - 7.5(1-\Phi_{\mu,\sigma}{}^{2}(X)$; where $X = U^{*}_{00k}$ Notes 2,3
Growth		
School growth	10	$\Sigma_{qs1}{}^{2}\delta^{qs} = 5.0 - 5.0(1-\Phi_{\mu,\sigma}{}^{2}(X)$; where $X = U^{*}_{01k}$ Notes 2,3
Individual growth- top 3 qrtiles	20	$\Sigma_{sq1}{}^{2}\delta^{sq} = 5.0 - 5.0(1-\Phi_{\mu,\sigma}{}^{2}(X)$; where $X = U^{*}_{01k}$ Notes 1,2
Individual growth- bottom qrtile	20	$\Sigma_{sq1}{}^{2}\delta^{sq} = 5.0 - 5.0(1-\Phi_{\mu,\sigma}{}^{2}(X)$; where $X = U^{*}_{21k}$ Notes 1,2
Other Indicators		
Attendance	5	= 3 X ADA/.95
Opportunity to Learn	5	$5.0 - 5.0(1-\Phi_{\mu,\sigma 2(}X)$; where X is based on New Mexico baseline distribution
Student Parent Engagement	5	= 5 X Pct Engaged

Notes: 1) U* is the empirical Bayes estimate derived from the model in Appendix X2 from the corresponding U.

2) S = subject: 1 = math, 2 = reading

3) U* is the empirical Bayes estimate derived from the model in Appendix X1 from the corresponding U.

In general, the calculations are based on one of two methods. One, the number of students meeting a specific criteria is divided by the population of students eligible. For example, the 25 points possible under proficiency status is created by dividing the number of students who are proficient or above in math by the number of students in a school that were assessed. This fraction is multiplied by 12.5. This step is carried out for reading as well. The two amounts are summed and this becomes the point total for status/proficiency. A similar method is applied to four and five year graduation status.

However, points based on for individual growth or school growth are more complex. Here, a schools Empirical Bayes (EB) estimate is normalized (using the student *t* distribution). Then, for each school, the cumulative area up to a school's *t* is calculated. For example, a school with average growth would have a *t*=0, would have a corresponding area of .50. This .50 is the factor

multiplied by the point value for growth (e.g. 7.5 for HS school growth in math). This repeated for reading and the two point totals are summed.

Table A2: Detailed Points Calculations- HS

Element	Pts	Calculation
Status		
Proficiency	25	=12.5 X (Pct Prof ad above Math) + 12.5 X (Pct Prof and above Reading)
Conditional Status	15	$\Sigma_{s1}{}^{2}\delta^{s} = 7.5 - 7.5(1-\Phi_{\mu,\sigma}{}^{2}(X)$; where $X = U^{*}_{00k}$ Notes 1,2
Growth		
Top three quartiles	10	$\Sigma_{qs1}{}^{2}\delta^{qs} = 5.0 - 5.0(1-\Phi_{\mu,\sigma}{}^{2}(X)$; where $X = U^{*}_{01k}$ Notes 1,2
Bottom Quartile	10	$\Sigma_{sq1}{}^{2}\delta^{sq} = 5.0 - 5.0(1-\Phi_{\mu,\sigma}{}^{2}(X)$; where $X = U^{*}_{101k}$ Notes 1,2
Other Indicators		
Graduation 4 yr	8	=8 X Pct graduating/90.
Graduation 5 yr	4	= 4 X Pct graduating/10.
Growth in graduation rate	5	$5.0 - 5.0(1-\Phi\mu,\sigma^{2}(X)$; where X= residual from a VAM graduation model like the one displayed in Appendix X1, but using graduation rates as the outcome.
College and Career readiness Participation	5	= 5 X Pct participating
College and Career readiness Success	10	= 10 X Pct success
Attendance	3	= 3 X ADA/.95
Opportunity to Learn	5	$5.0 - 5.0(1-\Phi_{\mu,\sigma 2(}X)$; where X is based on New Mexico baseline distribution
Student Parent Engagement	5	= 5 X Pct Engaged

Notes: 1) U* is the empirical Bayes estimate derived from the model in Appendix X1 from the corresponding U.
2) S = subject: 1 = math, 2 = reading

For all points based on distributions (all individual, school growth, opportunity to learn (OTL) and the growth in attendance, the baseline year is the 2010-2011 school year. This means that they form the basis for subsequent years, so that every school has a opportunity to improve and the it is not simply a yearly comparison of schools. For example, If we that in 2010-2011 the mean scale score is 38 (scale ranges from 0 to 80, and 40 is proficient). Then 38 is the score used to generate the t-statistic for each score in subsequent years. Likewise, if the mean New Mexico growth was 0 (which on a vertically moderated scale is equal to a year's worth of growth), then this would be the basis for subsequent comparisons. We anticipate resetting the basis for comparison 2014-2015 when we fully implement PARCC assessments.

Attachment 19

Turnaround Principles, 2011

Turnaround Principles for Priority, Focus, Strategic Schools

Definition	Priorities	Priority/Focus/Strategic Schools	Suggested Professional Development	Existing Tools
A "priority school" is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is: • a school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;	Provide Strong Leadership	1. New Mexico CLASS Self Assessment (district and school) 2. Fixsen Implementation Rubric 3. Curriculum & Instructional Audit 4. Principal in position for 2 years or less 5. Principal understands change theory and clearly and effectively communicate the message of change 6. Principal collects and acts on data from a variety of sources in a timely manner 7. Principal able to evaluate the range of teacher skills and knowledge using reliable and valid tools 8. Principal provides timely, clear, feedback to teachers 9. Principal makes the evaluation process transparent 10. Principal has authority to align resource allocation (money, time, human resources) 11. Literacy Walkthroughs 12. Math/Numeracy Walkthroughs 13. Data Walkthroughs 14. Leadership Standards and Rubrics for self-evaluation	1. NM School and District CLASS Self-Assessment *(NMPED PSB)* 2. Fixsen Implementation Rubric *(NMPED PSB)* 3. Curriculum & Instruction Audit *(NMPED PSB)* 5. Online professional development through IDEAL addressing systems, change theory, and leadership. *Perhaps connect with UNM, NMLI.* 6. Data Dialogue , Cause Analysis *(NMPED PSB)*	1. NM School and District CLASS Self-Assessment *NMPED PSB* 2. Fixsen Implementation Rubric (*NMPED PSB)* 3. Curriculum & Instruction Audit (*NMPED PSB)* 6. Data Dialogue, Cause Analysis *(NMPED PSB)* 11. Principal's Reading Walkthrough Grades K – 3 Facilitators Guide/Participants Guide *(Center on Instruction, RMC Research Corporation)* Adolescent Literacy Walk-Through for Principals A Guide for Instructional Leaders *Center on Instruction (RMC Research Corporation)* 14. School Turnaround Leaders: competencies for Success. *(Public Impact for the Chicago Public*
	Ensure that teachers are effective & able to improve instruction	1. *See NM Teacher Effectiveness Taskforce recommendations 2. Walkthroughs 3. Professional Learning Communities 4. Peer collaboration/observation 5. Coaching 6. Job Embedded Targeted Professional Development based on data	4. Instructional Coaching (Jim Knight) 5. Cognitive Coaching (Garmstom), School Improvement Coaching (NMPED PSB) 6. Evaluating Professional Development (*Thomas*	3. PLC Continuum: Learning as Our Fundamental Purpose (Part I & II) 4. Instructional Coaching (Jim Knight), 2+2 Feedback (NMPED PSB)
	Redesign the school day, week, or year	1. Jump Start (literacy/numeracy focus) 2. Extended Learning for Tier 2 students 3. Allocated funds to support extended learning	1. NM K-Plus Professional Development Series 2. Response to Intervention *(Solution Tree, NMPED PSB)*	1. NM K-Plus Professional Development Series

			Suggested Professional Development	Existing Tools
• a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or • a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.		time, including innovative partnerships 4. Zero hour for MS/HS 5. Saturday School		
	Strengthen the school's instructional program	1. Rigor, relevance, and vertical/horizontal alignment to Common Core Standards 2. Instructional audit 3. Curriculum Audit 4. CSI (core, strategic, intensive) Maps for ELA/Reading and Math 5. Tiered system of support based on data 6. 90-120 minute literacy & numeracy block 7. Scientifically research-based instructional core program (literacy/math) 8. Implementation fidelity to the core through walkthroughs 9. Differentiated Instruction 10. Sheltered Instruction 11. Cultural Competence 12. Response to Intervention 13. Student Support Teams 14. Literacy Walkthroughs 15. Math/Numeracy Walkthroughs 16. Data Walkthroughs 17. Professional Learning Communities 18. Quality Peer Reviews 19. A Functional Approach to Writing (writing across the content area)	1. Common Core Standards 2. Instructional Audit 3. Curriculum Audit 4. CSI Maps: (Core, Strategic, Intensive) 6. 90 – 120 minute Literacy Block 7. What is a scientifically-based research-based program? 9. Differentiated Instruction *(Dr. Carol Ann Tomilson)* 10. Sheltered Instruction: Implementing the SIOP Model *(Echevarria, Vogt, Short),* Biography Driven Culturally Responsive Teaching *(Herrea)* 11. The Diversity Kit: An Introductory Resource for Social Change in Education *(Education Alliance: Brown University)* 12. Pyramid of Intervention *(Solution Tree)* 13. The Student Assistance Team and the Three-Tier Model of Student Intervention *(NMPED)*	2. Instructional Audit *(NMPED PSB)* 3. Curriculum Audit *(NMPED PSD)* 4. CSI Maps: (Core, Strategic, Intensive) *(NMPED PSB)* 5. 90 – 120 minute Literacy Block examples elementary, middle, and High School (NMPED PSB) 7. A Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis: University of Oregon 8. Differentiated Instruction in the classroom *(NMPED PSB)* 10. Sheltered Instruction: Trainer of Trainers *(NMPED PSB)* 11. The Diversity Kit: An Introductory Resource for Social Change in Education *(Education Alliance: Brown University)* 12. The Student Assistance Team and the Three-Tier Model of Student Intervention *(NMPED)* 13. The Student Assistance Team and the Three-Tier Model of Student Intervention *(NMPED)* 14. Principal's Reading Walkthrough Grades K – 3 Facilitators Guide/Participants Guide *Center on Instruction, RMC Research Corporation* Adolescent Literacy Walk-Through for Principals

Turnaround Principles for Priority, Focus, Strategic Schools

			Suggested Professional Development	Existing Tools
	Use data to inform instruction	1. A comprehensive data system to include, benchmark, progress monitoring, common formative, and summative tools aligned to curriculum practices driven by common core standards 2. Universal Screening tool (standardized grades k-3 reading/math) 3. Progress monitoring tools (standardized k-3 reading/math) 4. Common Formative Assessments (4x per year) 5. Data Classroom walkthrough 6. Curriculum and Instruction Review (CIR) 7. CSI (core, strategic, intensive) Map 8. Fixsen Implementation Rubric 9. Bi-Weekly Data PLCs 10. Data Walls 11. Student Data Folders 12. AP, Dual Credit, PSAT, ACT 13. Data-Driven Dialogue 14. Cause Analysis	2. Data Dialogue, Cause Analysis tools *(NMPED PSB),*	1. Data Dialogue, Cause Analysis, CSI Maps *(NMPED PSB),* K -3 LEA Narrative Summary *(NMPED PSB),* K-3 Literacy Leadership Narrative Summary *(NMPED PSB)* 2. CSI Maps *(NMPED PSB)* 6. Curriculum and Instruction Review (CIR) 7. CSI Maps *(NMPED PSB)*
	Establish a school environment that improves safety	1. School Safety Plan 2. Positive Behavior Supports 3. Tough Kid Toolbox (Anti Bullying Curriculum) 4. Effective Classroom Management practices 5. School-wide system of support 6. Social Emotional Learning curriculum	1. Positive Behavior Supports *(NMPED SPED, Sprague.J. & Horner, R.)*	1. Positive Behavior Supports *(NMPED SPED), NM PSB Trainer of Trainers (Region IX)*
	Engage families and communities	1. PRIC 2. Innovate to Educate 3. School based health centers 4. Quality of Ed Survey	1. NM Family, Community & Parent Involvement	1. NM Family, Community & Parent Involvement Toolkit

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Attachment 20

Descriptors of Turnaround Supports

New Mexico Priority, Focus, & Strategic School Supports

Please note that the following are based on proposed professional development and technical assistance activities to support NM Priority and Focus School.

These range from activities and documents created within NMPED, to research-based resources from within the educational community.

Information is shared with schools through professional development off site through workshops and trainings, job-embedded professional development such as book study, PLCs, and coaching. NMPED PSB envisions utilizing technology to ensure high quality, systematic professional development is accessible to all through blogs, WebEx, Webinars, and online classes.

New Mexico Class Self Assessment

Collaboration, Leadership and Accountability for Student Success (CLASS) form the foundation of New Mexico's system of school and district improvement. Rubrics that define collaboration, leadership, and accountability for student success (CLASS) at the school and district levels form the centerpiece of this new system. The 2009-2010 School and District Improvement Framework was developed in recognition of our shared responsibilities and accountability for the success of all of New Mexico's children.

This framework, as referenced in the Standards of Excellence, actually includes two frameworks, one for districts and one for schools, both of which carry the power of rule. It is inclusive of how the NMPED works with schools and districts that are not meeting AYP, as defined in the federal No Child Left Behind (NCLB) law. It is a technical assistance document that outlines the roles and responsibilities of schools, districts, and the NMPED for improving the achievement of all students. This framework outlines: (1) the guiding principles of the system of support, how it was developed, and its core; (2) criteria for school and district improvement designations; (3) roles and responsibilities for schools, districts, and the NMPED in complying with NCLB and state requirements; and (4) guidelines for developing improvement plans.

The system was developed by a team of NMPED Priority Schools Bureau (PSB) staff and staff from the Southwest Comprehensive Center (SWCC), with input from representatives from districts and the educational organizations. State law and rule, the federal NCLB law and Non-Regulatory Guidance (NRG), as well as models from other states were considered in the development process. The development team also reviewed the research and best practices of high performing schools and districts.

American Institutes for Research. Toward More Effective School Districts: A Review of the Knowledge Base

Summarizes and synthesizes more than 20 significant recent reports, studies, and policy statements regarding components of successful district reform; identify resources developed by other organizations that are intended to support district improvement; and provide suggestions regarding the application of our findings (AIR, 2008, p. 1).

District Improvement Research Abstracts
February 2008
RMC Research Corporation

Southwest CC reviewed research on the topic of high-performing districts, defined as those that showed a pattern of high student achievement, including closing achievement gaps, and/or pronounced improvement in student achievement over several years. The review focuses on the individual studies or reviews or research on district in the United States that were published in 1995 or later. A priority was placed on obtaining reports of scientifically rigorous studies (randomized controlled trials or well-designed quais-experimental studies). However, because the unit of analysis for this empirical area is large (school districts) and because district improvement strategies are naturally occurring processed rather than interventions administered under controlled conditions, the large majority of studies located were in-depth qualitative examinations of a single district or several districts (South West Comprehensive Center, 2008, p. 1).

Exploring the Pathway for Rapid District Improvement
Center for Innovation & Improvement

The purpose of this report is to describe a Framework for District Capacity Building and Improvement and, through the use of two illustrative case stories, explore how districts can engage in rapid and sustainable improvement efforts. The supporting research, our framework, and a corresponding set of rapid improvement indicators is provided here and in the following pages, followed by case stories of Burrton Public Schools (a rural district in central Kansas) and Kansas City, Kansas Public Schools, an urban district with over 19,000 students. Included in the report is a summary of issues for consideration by state officials and districts focused on creating the conditions necessary to catalyze rapid and sustainable district improvement (Lane, 2009, p. 5).

Works Cited

American Research Institute. (2005). *Toward more effective school districts: A Review of the Knowledge Base*. Reston, VA: School District Consulting Services®.

Lane, B. (2009). *Exploring the pathway to rapid district improvement*. Lincoln, NE: Center on Innovation and Improvement.

RMC Research Corporation. (2008). *District improvement research abstracts*. Phoenix, AZ: South West Comprehensive Center.

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance,Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.

NM CLASS Instructional Audit Handbook

The purpose of an instructional audit is to examine the systems put in place and supported by the school leadership that increase teacher effectiveness and enhance student learning through professional dialogue. It provides a tool by which an auditor or auditors can compile data for feedback to a school about the instructional practices that were observed during the school visitation.

In the publication, *The Promise of Response to Intervention: Evaluating Current Science and Practice*, Denton and Vaughn (2010) stated:

> *"To ensure that provision of quality classroom instruction, administrators and teachers (1) adopt a published curriculum that has evidence of effectiveness from the converging research base in . . . instruction, (2) ensure that teachers have adequate training (an ongoing coaching, if possible) to implement the program with confidence and fidelity, and (3) monitor the effective implementation of the curriculum." (p. 82)*

The instructional audit required of New Mexico schools that are in CA status is based on Criterion Two: Quality Teaching and Learning found in the New Mexico CLASS School Self-Assessment. The audit is built on the foundation laid out in the

CLASS document. The indicators, rubrics, and evidence sources identified in this document provide the framework for the actual audit (New Mexico Public Education Department, pp. 7-8, 2011).

Works Cited

Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In T. A. Glover & S. Vaughn (Eds.), *The promise of response to intervention: Evaluating current science and practice* (pp. 78–112). New York: Guilford Press. (ERIC Document Reproduction Service No. ED509983)

New Mexico Public Education Department: Priority Schools Bureau, Southwest Comprehensive Center, Center on Instruction and RMC Research Corporation (2001) *NM CLASS instructional audit handbook*. RMC Research Corporation, Portsmouth, NH *(in press)*

NM CLASS Curriculum Audit Handbook

The curriculum audits required of New Mexico school districts in CA status reflect commonly accepted audit standards developed by English, which are based on generally accepted concepts from the effective schools research. Since 1979, English (1988, pp. 33-34) and others have used the following standards to guide curriculum auditing:

1. The school district is able to demonstrate its control of resources, programs, and personnel. There is a clear "chain of command" that establishes the governing board as the policy-making body, with an administrative structure that is led by a superintendent and is responsible for carrying out board policies effectively.
2. The school district has established clear and valid objectives for students. With general direction from the board, the district administration communicates clear expectations for what students should know and be able to do in each grade and subject and holds personnel accountable for ensuring that all students meet these expectations.
3. The school district has documentation explaining how programs have been developed, implemented, and conducted. District administration clearly describes, verbally and in writing, how programs have evolved and how they are delivered.
4. The school district uses results from district designed or adopted instruments to adjust, improve, or terminate ineffective practices. The district ensures that assessment data are readily accessible to teachers and principals and that these personnel have the skills to analyze data to inform and adjust instruction.
5. The school district has been able to improve productivity. The bottom line, according to English, is the answer to the following question: "Are we getting better results?"

These standards and the protocols that follow form the foundation of the New Mexico Curriculum Audit (New Mexico Public Education Department, pp. 8-9, 2011).

Works Cited

English, F. W. (1988). *Curriculum auditing*. Lancaster, PA: Technomic. (ERIC Document Reproduction Service No. ED302912)

New Mexico Public Education Department: Priority Schools Bureau, Southwest Comprehensive Center, Policy Center at WestEd, Center on Instruction, and RMC Research Corporation (2001) *NM CLASS curriculum audit handbook*. RMC Research Corporation, Portsmouth, NH *(in press).*

Fixsen Implementation Drivers and Rubric of Implementation

This monograph summarizes findings from the review of the research literature on implementation. The review process began by identifying literature reporting any efforts to collect data on attempts to implement practices or programs in any domain, including agriculture, business, child welfare, engineering, health, juvenile justice, manufacturing, medicine, mental health, nursing and social services. Nearly 2,000 citations were found, 1,054 met the criteria for inclusion in the review, and 743 remained after a full text review. There were 377 out of 743 citations deemed to be most relevant and 22 studies that employed an experimental analysis of implementation factors (Fixsen, et.al. 2005, p. IV).

Works Cited

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Fixsen, D. N. (2007, Winter/Spring). *Implementation: the missing link between research and practice*. American Professional Society on the Abuse of Children , pp. 4-10.

Data Dialogue

Beginning in 2003, the Using Data Project, collaboration between TERC and WestEd, set out to develop, pilot, and field-test a program to provide educators with the skills, knowledge, and dispositions to put school data to work to improve teaching and learning and close achievement gaps.

The project conducted two national field tests. While our efforts focused on mathematics and science improvement, the schools quickly applied the Using Data Process to all other content areas. Field-testers gave us immediate feedback on the materials and, in several cases, took the materials and implemented them in schools in which they were working in Los Angeles, California; Colorado Springs, Colorado; and Johnson County, Tennessee. Funded by the National Science Foundation, the Using Data Project got teachers involved in rigorous data analysis and reflective dialogue to improve how math and science are taught and learned and to close achievement gaps (Love, Stiles, Mundry, and DiRanna, 2008).

Data-Drive Dialogue (Wellman & Lipton, 2004) is a structured process that enables a Data Team to explore predictions, go visual, make observations, and generate inferences and questions of the data before offering solutions. Data-Drive-Dialogue involves four phases: 1.) predict: what the data will indicate, 2.) go visual: by making a chart or graph of the data, 3.) observe: what the data indicate, and 4.) Infer: why the data are what they are and identify questions that might require further investigation

Works Cited

Love, N., Stilles, K., Mundry, S., and DiRanna, K. (2008). *A data coach's guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press.

Wellman, B, and Lipton, L. (2009). *Data-driven dialogue: a facilitators guide to collaborative inquiry*. Mira Via, Sherman, CT.

Instructional Coaching

Instructional coaches adopting the approach developed at the University of Kansas Center for Research on Learning taking a partnership approach, respecting teachers' professionalism and focusing their efforts on conversations that lead to creative, practical application of research-based practices.

Studying the Impact of Instructional Coaching. Manuscript. University of Kansas Center of Research on Teaching. (2009)

More than 250 publications describing research on coaching were studied. Based primarily on practitioner experiences this extensive literature review provided many recommendations for best practices for a variety of coaching approaches, but offered little empirical evidence from rigorous studies to support their recommendations (Cornett & Knight, 2008).

The study took place in classrooms in six middle and two high schools in an urban school district with an ethnically diverse student population of approximately 14,000 in the Midwestern United States. Classrooms served students inclusively, meaning that students with and without disabilities were educated in the same classroom. The average percent of students eligible for free and reduced priced lunch across the eight secondary schools in this study was 68.2%, ranging from 53% to 87.8%.

Fifty-one teachers were recruited to participate in this study. Teachers had to meet two criteria: 1) they could not have used the Unit Organizer or 2) attended a professional development session on the Unit Organizer in the past three years (Cornett & Knight, 2008).

Works Cited

Knight, J. (2007). *Instructional coaching: a partnership approach to improving Instruction*. Thousand Oaks, CA: Corwin Press.

Knight, Jim, and J. Cornett (2009). *Studying the impact of instructional coaching*. Manuscript. University of Kansas Center of Research on Teaching.

Cornett, J., Ellison, J., Hayes, C., Killion, J., Kise, J.A.G, Knight, J., Reinke, W.M., Sprick, R., Toll, C., and West, L. (2009). *Coaching: approaches & perspectives*. Thousand Oaks, CA: Corwin Press.

Evaluating Professional Development

Professional development should be a purposeful endeavor. Through evaluation, you can determine whether these activities are achieving their purposes (Guskey, 2002). In his book, *Evaluating Professional Development,* Guskey identifies five critical levels of information that require collection. With each succeeding level, the process of gathering information becomes more complex, due to each level building on those that came before hand. Success at one level is usually necessary for success at a higher level.

Guskey, T. R. (1999). *Evaluating professional development*. Thousand Oaks, CA. Corwin Press

Guskey, Thomas R. *"Does it make a difference? Evaluating professional development."* Educational Leadership v. 59, no. 6 (Mar. 2002) p. 45–51.

Guskey, T. R. (2002). *Does it make a difference? Evaluating professional development.* Educational Leadership, pp 45-51.

Leading With Diversity: Cultural Competencies for Teacher Preparation and Professional Development

As the student population in schools becomes increasingly diverse, many teachers need professional development to build cultural competencies, the skills and awareness related to issues such as culture, language, race, and ethnicity. This book draws together in one place the research and practical knowledge about cultural competencies that teachers need in order to work with students from diverse cultural and linguistic backgrounds (Trumbull and Pacheco, 2005).

Works Cited

Trumbull, E., and Pacheco, M. (2005). *Leading with diversity: Cultural competencies for teacher preparation and professional development*. The Education Alliance at Brown University. Providence, RI

Trumball, E. a. (2011). *RIDE.ri.gov: Recruiting minority teachers: Cultural competence.* Retrieved November 6, 2011, from The Education Alliance Brown University: http://www.alliance.brown.edu/recruit/admin_cultural.php

Sheltered Instruction

In 1999 the Sheltered Instruction Observation Protocol (SIOP) was developed following intensive observation of sheltered English teaching across the United States (Echevarria, Vogt, and Short, 2004). The SIOP Observation Protocol provides teachers with a model of sheltered instruction designed to enhance teachers' practice. The SIOP may be used to enhance other initiatives supporting ELLs or all students. It has become the basis of professional development efforts for teachers of ELLs across the United States (Short & Echevarria, 2010).

Works Cited

Short, D.J., and Echevarria, J. (1999) *The sheltered instruction observation protocol: A tool for teacher-researcher collaboration and professional developme*nt. Center for Research on Education, Diversity & Excellence, University of California, Santa Cruz, CA.

School Turnaround

The School Turnaround Collection from Public Impact

The four resources in the *Competencies for Turnaround Success Series* are designed to help district officials identify and hire the right leaders and teachers for this demanding role. These resources clarify the most critical competencies–or patterns of thinking, feeling, speaking, and acting–that enable people to be successful in attempts to transform schools from failure to excellence quickly and dramatically.

The series includes two guides that describe the most critical turnaround competencies. The leader guide provides competency definitions, school examples, and detailed levels of increasingly effective competence. The teacher version provides competency definitions and school examples only (Public Impact).

IES Practice Guide Turning Around Chronically Low Performing Schools

The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators aiming to quickly and dramatically improve student achievement in low-performing schools Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M., 2008, p.1).

Works Cited

Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). *Turning around chronically low-performing schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides

Public Impact for the Chicago Education Fund. (2008). *School turnaround leaders: Competencies for success.* Chicago: Public Impact.

Public Impact for the Chicago Education Fund. (2008). *School turnaround teachers: Competencies for success.* Chicago: Public Impact.

Public Impact for the Chicago Education Fund. (2008). *School turnaround leaders: Selection toolkit.* Chicago: Public Impact.

Public Impact for the Chicago Education Fund. (2008). *School turnaround teachers: Selection toolkit.* Chicago: Public Impact.

Principal's Reading Walk-Through: Kindergarten – Grade 3

The Principal's Reading Walk-Through: Kindergarten–grade 3, facilitator's guide and the Principal's Reading walk-Through: Kindergarten–grade 3, participant guide were created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin. The contents of this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education.

Works Cited

Tanner-Smith, T., Jordan, G., Kosanovich, M., & Weinstein, C. (2009). *Principal's reading walk-through: Kindergarten–grade 3. Facilitator's guide*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Tanner-Smith, T., Jordan, G., Kosanovich, M., & Weinstein, C. (2009). *Principal's reading walk-through: Kindergarten–grade 3. Participant's guide*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Adolescent Literacy Walk-Through for Principals
A Guide for Instructional Leaders

The purpose of this Adolescent Literacy Walk-Through for Principals (ALWP) is to help principals monitor and support adolescent literacy instruction in their schools more effectively. To meet the goals of improving adolescent literacy in grades four through twelve, principals must be familiar with what literacy instruction should include and how to assess the quality of classroom literacy instruction quickly and effectively. The ALWP can be used to build a secondary school leader's literacy knowledge and to provide guidelines for structuring school wide professional development (Rissman, Miller & Torgesen, p. 2, 2009).

Works Cited

Rissman, L. M., Miller, D. H., & Torgesen, J. K. (2009). Adolescent literacy walk-through for principals:A guide for instructional leaders. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

A Consumer's Guide to Analyzing a Core Reading Program: Grades K-3: A Critical Elements Analysis

A converging body of scientific evidence is available and accessible to guide the development of primary-grade reading programs. We know from research the critical skills and strategies that children must acquire in order to become successful readers by grade 3 (National Reading Panel, 2000, National Research Council, 1998; NICHD, 1996, Simmons & Kame'enui, 1998). Criteria for reviewing critical elements of reading organized by grade are specified in the Consumer's Guide to Evaluating a Core Reading Program Grades K - 3: A Critical Elements Analysis (Simmons & Kame'enui, 2006)

Works Cited

Simmons, D. C., and Kame'enui, E. J., (2006) *A consumer's guide to analyzing a core reading program grades K-3: a critical elements analysis.* Center for Teaching and Learning, College of Education, University of Oregon. Eugene, OR.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

National Research Council (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Smith S. B., Simmons, D. C., & Kame'enui, E. J. (1998). Phonological awareness: Research bases. In D. C. Simmons & E. J. Kame'enui (eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Lawrence Erlbaum Associates.

Differentiated Instruction

The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). Differentiation of instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums. In an annotated bibliography compiled by Cindy A. Strickland and Carol Ann Tomlinson both theory that informs differentiation and research that supports differentiation are (Strickland & Tomlinson, 2009)

Works Cited

Tomlinson, C. & Allan, S. D. (2000) Leadership for differentiating schools and classrooms. Association for Supervision & Curriculum Development. Alexandria, VA

Strickland, C., & Tomlinson, C. A. (2009).Differentiation Central: Resources. Retrieved November 07, 2011, from Differentiation Central: http://differentiationcentral.com/resources.html

Response to Intervention

Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

Response to Intervention: Research for Practice

This annotated bibliography, published by the National Association of State Directors of Special Education (NASDSE), is a compilation of research about RTI. The authors Amy-Jane Griffiths, Lorien B. Parson, Matthew K. Burns, Amanda VanDerHeyden, and W. David Tilly identified seminal articles for each topic presented in the publication.

The topics progress from problems concerning traditional LD diagnostic approaches, to RTI service delivery, implementation and assessment, and conclude with areas of concern regarding RTI. A glossary of terminology is also included (Griffiths, Parson, Burns, VanDerHeyden, & Tilly, 2007).

Works Cited

Griffiths, A.J.; Parson, L.B.; Burns, M.K.; VanDerHeyden, A.; Tilly, W. D. (2007) Response to intervention: Research for practice. National Association of State Directors of Special Education, Inc. Alexandria, VA.

Positive Behavioral Interventions & Supports

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students (PBIS.org, 2011).

This research summary information as to the current evidence assessing SWPBS, the citations defining the context content for SWPBS, the current status of evidence for each of the three tiers of the SWPBS approach (Primary Prevention, Secondary Prevention, Tertiary Prevention), and a summary of current and expected directions (Horner & Sugai, 2009).

Works Cited

Horner, R., & Sugai, G. (2009, March). *Positive Behavioral Interventions and Supports: Reserach.* Retrieved November 7, 2011, from Positive Behavioral Interventions and Supports: http://www.pbis.org/research/default.aspx

Working Together: School, Family, & Community Partnerships

A Toolkit for New Mexico School Communities

The Toolkit is designed to provide educators with tools and resources for strengthening partnerships between schools and diverse families and communities. The six modules of the Toolkit are designed to help align systemic school, family, and community involvement efforts to characteristics and practices that are common to effective programs.

The Toolkit is based on six areas included in the National PTA Standards and the National Network of Partnership Schools.

Works Cited

New Mexico Public Education Department. (2006). *New Mexico Public Department of Education: Resources for Families, Parents, and Community.* Retrieved November 7, 2011, from New Mexico Public Department of Education: http://www.ped.state.nm.us/Parents/familyToolkit.html

Attachment 21

AIR Toward More Effective School Districts

Toward More Effective School Districts: A Review of the Knowledge Base

American Institutes for Research (AIR)

AIR's *School District Consulting Services*®

May 2005

Contributors

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Background

Districts as a Key Player in Raising Student Achievement

What does it take to achieve high-performing school districts, particularly ones serving low-income children? Until recently, surprisingly few researchers or policymakers had focused on this question. In the past, district leaders such as school board members, superintendents, and central office administrators were often dismissed as barriers to sustained school improvement—not as some of its key agents. Fortunately, this negative image and lack of attention has been remedied in the past few years as researchers and national education organizations have produced new explanations and evidence regarding the components that allow school districts to play a positive role in raising student achievement on a wide scale.

Leading national organizations, research firms, individual researchers, technical assistance providers, and others have begun to identify the elements that contribute to district effectiveness. Researchers and experienced district leaders have published guidance in this area. In addition, new organizations—including major foundations—have begun or expanded efforts to support district improvement. Most encouragingly, recent evidence suggests that large urban districts can improve. How they do so is the subject of this paper.

In this paper, the American Institutes for Research (AIR) presents a review of the literature on district effectiveness, which we conducted as part of our efforts to support high-poverty, low-performing districts in significantly raising student achievement and improving other important outcomes (e.g., increased student engagement, improved attendance, and lowered dropout rates). This knowledge has been incorporated into the approach to district improvement taken by AIR's *School District Consulting Services®*—our organization's recently launched effort to apply our research, technical assistance, and communications capacity to support significant and sustained growth of achievement in high-poverty, underperforming districts.

We provide preliminary answers to the question: *What does the research and public policy literature suggest about (a) the components of high-performing, high-poverty school districts and (b) the strategies that help districts move toward effectiveness?* In the sections that follow, we summarize and synthesize more than 20 significant recent reports, studies, and policy statements regarding components of successful district reform; identify resources developed by other organizations that are intended to support district improvement; and provide suggestions regarding the application of our findings.

Although the research base on the components and processes for achieving higher performance in high-poverty districts is growing, it is still quite limited. Therefore, the following "findings" and observations should be considered tentative. Many questions remain to be answered regarding which of the components identified in the following pages are the critical ones, how to sequence the implementation of these critical elements, and how to achieve the enabling conditions (political consensus and will, organizational capacity, structural reforms, etc.) necessary for sustained district-level improvement. Nevertheless, we believe that this paper establishes the empirical basis for the development and delivery of effective, "research-based"

services by AIR's *School District Consulting Services*® and by other organizations working to support this goal.

Methodology

We began by preparing a bibliography of potential sources of guidance on district effectiveness (judged on the basis of raising student achievement for high-poverty students or closing achievement gaps), based on the input of experts internal and external to AIR. We then highlighted which of the sources seemed to be most relevant in addressing our research question and prioritized the examination of these sources. The bibliography continued to evolve throughout the entire review process.

Samples from several different bodies of published and unpublished literature are included in this review, including academic research, advocacy statements by leading national organizations, and public policy papers. Some of our sources reported results from a single study, whereas others were literature reviews or syntheses of multiple studies and "accumulated professional wisdom." We concentrated our efforts on newer studies/documents that were not included in the existing reviews. For older sources, we relied on secondary report through the existing reviews, rather than direct review of these sources ourselves.

We then distilled a list of "components of district effectiveness" as identified by each reviewed source. The common themes we identified across all sources are summarized in the next section. Our summary is largely descriptive, in the sense that we do not question the findings of individual studies or reports. However, in a later section we identify some of the limitations of the reviewed literature. A final section identifies some existing resources for helping districts move toward effectiveness.

Synthesis of Findings on Components of Successful Districts

Although the sources were not entirely congruent in their findings about the components of effective districts, a surprisingly high degree of consensus—and virtually no contradictions—were found. The significant commonalities are described below. It is important to note, however, that not every source identified each element discussed below. Moreover, some sources identified some elements not included here. Our intent was to distill common themes, not to provide an extensive list of every component mentioned by any source.

Primary Themes

This section presents the "primary" themes regarding high-performing, high-poverty districts that emerged most prominently from the literature.

1. **Successful districts focus first and foremost on student achievement and learning.**

    a. *(Re)define the district role to focus on student achievement and student learning.* Findings from several sources indicate that in order for districts to successfully raise student achievement, they must make improving achievement their top, or even their

sole, focus. They cannot allow themselves to be distracted by the types of bureaucratic functions that have normally been the chief concern of district operations. District leaders (including the superintendent and the school board) should establish a vision of improved achievement, promulgate this vision throughout the district and among all stakeholders, and then set out to make the improvement of achievement—through the improvement of teaching and learning—their main mission (Baldrige, LFA, M&T, SDH, CDC, Elmore). Some sources observe that this focus on student achievement is grounded in high expectations and clear academic goals for all students and a genuine belief that all students can learn (AFT, Baldrige, SCTW, CDC, MIE, TW, Gates).

b. *All leadership is instructional leadership.* Just as the district itself needs to redefine its role and mission in terms of improving instruction and achievement, so do the leaders within the district—at both district and school levels—need to define their own personal roles in terms of improving instruction. Several studies indicate that, in effect, all leadership must become instructional leadership; the improvement of instruction (and thereby of learning and achievement) needs to become the defining feature of leadership roles within the district (J/P, NAS, NCEA, Elmore, O'Day & Bitter). The New American Schools (NAS) framework further refines the leadership role to include "establishing distributive leadership models; leading and sustaining organizational change; and aligning the strategy, structures, and systems of an organization around its core mission."

2. Successful districts have a theory of action for how to effect improvements, and they establish clear goals.

a. *Develop a theory of action.* According to some sources, once district leaders have set the improvement of student achievement as their top priority, they need to develop a theory of action for how to turn their vision into reality. One author, for example, describes how District 2 in New York City formulated an explicit theory of how teachers learn to teach differently (Elmore).

b. *Establish clear goals.* Once the theory of action has been developed, it needs to be translated into specific steps. Numerous studies emphasize the importance of establishing clear and specific goals with measurable indicators and possibly a timeline for implementation and success (D&S, Ed Trust, J/P, LFA, SDH, MIE).

3. Successful districts enact comprehensive, coherent reform policies.

a. *Focus on systemwide, comprehensive, coherent long-term change.* Several studies recommend that districts take a comprehensive, coherent approach to reform in which administrative structures are aligned with district goals (D&S, LFA, M&T, SDH, MIE). The system as a whole should be viewed as the unit of change (M&T), and multiple, coherent strategies should be put in place to support any given goal (CDC). Different aspects of the reform strategy should be aligned with one another and should be mutually supportive. Moreover, some studies recommend that districts commit to sustaining reform over the long haul (Baldrige, LFA, NAS).

However, this does not necessarily mean that districts must try to do everything all at once with everyone. For example, some studies encourage an initial focus on improving performance at the lowest-performing schools (O'Day & Bitter, SDH).

4. Educators in successful districts accept personal responsibility for improving student learning and receive support to help them succeed.

a. *Ensure increased support in exchange for increased responsibility.* Some studies stress the importance of educators at all levels being willing to accept responsibility for the improvement of student learning. Districts should assume responsibility for the success of all district schools (O'Day & Bitter), and teachers should accept responsibility for the success of all of their students (CDC, Elmore). A precursor to the acceptance of this responsibility is a genuine belief that all students can succeed and a refusal to make excuses for low performance (CDC, Elmore). One framework reinforces that districts need to *honestly* and *accurately* acknowledge student performance through public accountability data, but also must be honest ("on the record") about systemic deficiencies (NAS).

In exchange for this increased personal responsibility, educators must receive additional support (such as opportunities to improve their knowledge, skills, and capacity) to enable their success. (This will be discussed further below.)

A related theme is that of accountability. Some of the studies found that an environment of strong accountability—sometimes provided by the state, sometimes provided or supplemented by the district—seemed to be associated with district success (CDC, SDH).

5. Successful districts are committed to professional learning at all levels and provide multiple, meaningful learning opportunities.

a. *Provide coherent learning opportunities for educators*. Just as successful districts foster the belief that all children can learn, they also promote the belief that all adults—including everyone working in the system—can learn and provide opportunities for such learning to occur (Baldrige, M&T, Elmore, NAS, MIE). Indeed, the provision of consistent, continuing, high-quality professional development is a key task for the district, although much effective professional development may occur at school sites (in the form of coaching, teacher professional collaboration, etc.). New models of professional development and a variety of professional development approaches may be needed (LFA, DD), including the promulgation of collaborative teaching approaches (TW). One source noted that districts should invest at least 5% of their resources in "adult learning and leadership development" (Gates).

Principals also receive meaningful learning opportunities through networks, mentorships, and professional development of their own to support their capacity as instructional leaders. In several studies, the principal was described as the "linchpin" of reform, embodying the instructional vision and focus of the district through instructional leadership for teachers (J/P, M&T, LFA).

One source notes the importance of the organization itself maintaining an inquiry approach to instructional improvement that is grounded on continuous improvement processes (NAS).

6. Successful districts use data to guide improvement strategies.

a. *Emphasize data collection and data-based decisionmaking.* Nearly every study mentioned the collection and use of data as a key strategy within successful districts. In fact, this was probably the single most frequently cited element of district success, although specific approaches were seldom provided. Sources recommended the development and maintenance of systems to constructively monitor the performance of not only students, but also classrooms, schools, the district as a whole, and community partners (SCTW, M&T). The NAS framework further stresses that data should be collected from multiple sectors, both internal and external to the organization, and the term "data" should not refer solely to test data. Moreover, NAS argues that data should not be used to validate district actions, but to challenge assumptions and provide a tool for reflection.

Data are disaggregated by student subgroup to promote equity-driven planning and decisionmaking (M&T, CDC, NCEA, Baldrige). Some sources (LFA, Baldrige, M&T) focused on how districts made data usable, useful, and/or safe (free from blame). In some districts, master teachers/coaches play a large role in analyzing data and disseminating results to teachers (J/P, LFA). One source emphasized that data are optimally used to "proactively identify and serve students" who are falling behind (MIE).

7. Successful districts regularly monitor progress and intervene if necessary.

a. *Planning is not enough; progress monitoring is needed.* The best plan in the world is meaningless if it is never implemented. Some studies recommend that districts assist schools with implementation of plans and monitor their progress (O'Day & Bitter).

b. *Where progress is evident, schools should be recognized; where progress is found to be limited, adjustments or interventions may be necessary* (J/P, Baldrige, SCTW, NCEA, Gates). In addition, districts and schools should seek continuous improvement and refinement of reform attempts. Although successes should be celebrated, complacency should never set in, as there is always room for further improvement (CDC).

Secondary Themes

The following components of effective districts were mentioned by multiple sources, but were not as prominent as those highlighted above (because they either were mentioned by fewer studies or received generally less emphasis).

8. Partnership s/stakeholder involvement. Some authors suggest that partnerships (for example, with organizations outside the district) and involvement of multiple stakeholders

may be components in district attempts to reform. Some studies indicate that the existence of such relationships is critical whereas others suggest that such relationships may be useful but not necessarily essential. The NAS framework describes that a school or district can help create a positive community climate by actively regarding itself as a part of the community and identifying and engaging potential stakeholders. The Gates attributes note that "parents are recognized as the first teachers."

9. **District–school collaboration/shared responsibility and autonomy.** Some authors highlight the importance of different levels of the system (especially districts and schools) working together to "co-construct" reform (D&S). Similarly, some research identifies the need for a "balance" between central authority and school autonomy (Marsh). However, other studies not only omit mention of such balance, but imply a rather stronger role for the district. For instance, one recommends districtwide adoption of a specific curriculum to promote instructional coherence (SDH). The National Center for Educational Accountability's (NCEA's) Texas Study offers a possible reconciliation of these views, advocating increased autonomy for schools displaying high performance.

10. **Resource acquisition and allocation.** A few studies cited the need for consideration of matters of resources (not only financial resources, but also resources such as time and materials). Equitable resource allocation (for example, targeting more resources to more economically disadvantaged schools) was also mentioned by some of the sources (Ed Trust, SCTW). The Mass Insight Education (MIE) benchmarks describe that a district's improvement goals should be reflected in the way that it secures and allocates money, time, and staff.

11. **Customized/tailored support for schools.** Finally, some studies suggested that districts tailor their efforts to assist schools to the particular needs and context of each school (M&T, SCTW, Elmore).

SUMMARY OF DISTRICT IMPROVEMENT THEMES

Primary Themes

Successful districts:

- Focus first and foremost on student achievement and learning
- Have a theory of action for how to effect improvements and establish clear goals
- Commit to professional learning at all levels and provide multiple, meaningful learning opportunities
- Use data to guide improvement strategies
- Enact comprehensive, coherent reform policies
- Have educators who accept personal responsibility for improving student learning and receive support to help them succeed
- Monitor progress regularly and intervene if necessary

Secondary Themes

Successful districts focus attention on:

- Partnerships/stakeholder involvement
- Resource acquisition and allocation
- District–school collaboration/shared responsibility and autonomy
- Customized/tailored support for schools

Limitations of the Literature

As noted above, the literature on effective districts displays a remarkable degree of consensus about the components of effective districts. However, several limitations of the literature that bear on both the validity and the applicability of the findings must be acknowledged. In addition, it should be noted that while these sources often employ an explicit or implicit "theory of action," they rarely test the theory empirically.

Validity

In terms of validity, it is important to note the methodology employed by many of the studies. In particular, most of them began by identifying effective districts (for example, in high-poverty districts with notably high achievement gains) and then attempted to retrospectively determine what factors had been responsible for the observed success. This approach is methodologically limited in several respects:

- First, it employs a technique known as "sampling on the dependent variable"—that is, the selection of districts to study is based on the outcome variable of interest: district success. The problem with this is the possibility that *other* districts may have been using (or attempting) the same strategies, but experiencing less success.[1] If so, then perhaps the success of identified districts was attributable to other hidden factors, such as strategies other than those identified or underlying factors that enabled the identified strategies to be more effective.

- Next, the retrospective determination of factors contributing to success—often identified through after-the-fact interviews with district personnel—may not be entirely reliable. Memory can be selective and is no substitute for direct, in-the-moment observation or a pre-established process for testing theory.

- In addition, most of the studies were qualitative case studies of small numbers of districts. The extent to which the findings can be generalized to other districts—districts that may be quite different from the studied districts with regards to key variables—may be limited.

- Finally, several of the studies defined district "success" on the sole basis of achievement data from state tests. Scores on state tests (particularly those with high stakes attached) may be subject to growth resulting from manipulation of the testing pool and other strategies that would generally not be considered as promoting genuine increases in student learning.[2] Thus, the extent to which the "successful" districts really were genuinely successful may be open to question.[3]

Applicability

The findings from the literature may also be somewhat limited in their applicability. As can be seen from the synthesis above, the literature is long on broad principles and themes and short on concrete practices. There is certainly no step-by-step "road map" to success, since districts must view the broad principles and then figure out how to put them into practice in ways that make sense in their own contexts. Needless to say, there is no guarantee of success.

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[1] To their credit, a couple of the studies (e.g., SDH) did include comparison districts and attempted to determine what factors separated the successful districts from the comparison districts.
[2] To their credit, some studies (e.g., CDC) used multiple indicators in identifying "successful" districts.
[3] At the state level, a case in point is Texas, which many have touted as showing tremendous gains in achievement over the past decade. However, some researchers have called into question the genuineness of Texas' apparent success.

The process of translating principles to a successful strategy that sequences and prioritizes actions is difficult. Although some of the studies noted that effective districts tailor their efforts to assist schools to the particular needs of each *school* (M&T, SCTW, Elmore), the literature does not explicitly consider the differing conditions and contexts across *districts* that need to be addressed in the district improvement process. Perhaps a next step is to move beyond the identification of broad, common principles and to begin to look at how districts *adapt* the principles to their own unique circumstances.

In addition, some of the effectiveness components identified in the literature might be considered to be *preconditions* or *underlying supports* for success. Missing is guidance on how to put these preconditions or supports in place or what to do if they are absent. For example, if they do not already exist, superintendents and school boards need to know *how* to put in place reputed elements of effective performance such as "high expectations for all students," "a commitment to professional learning," and/or "acceptance of personal responsibility for student success."

Certainly the literature's identification of common themes of district effectiveness is an important first step, and the high degree of consensus across multiple studies warrants at least preliminary consideration of these themes. However, much work remains to be done in determining how, specifically, to support any given district in its attempt to become more effective.

Helping Districts Move Toward Greater Effectiveness

Although some of the studies indicated that the presence of external strategic partnerships may help districts to be more effective, we were not able to identify any research literature studying *how* external organizations can best support districts in their attempts to increase effectiveness. However, we did identify sample resources and tools that various organizations have developed to help districts, such as:

- *School Communities that Work for Results and Equity: A Portfolio for District Redesign*. This portfolio, developed by the Annenberg Institute for School Reform's National Task Force on the Future of Urban Districts, offers "concrete and innovative recommendations for improving urban education systems, especially school districts." (See http://www.annenberginstitute.org/publications/sctw_portfolio.html.)

- The National Center for Educational Accountability's (NCEA) Web site (http://www.nc4ea.org) has a "self-audit tool" that uses the NCEA's *Best Practice Framework* "to help educators compare their practices to higher-performing districts, schools, and classrooms." (This tool professes to be useful to both districts and schools, but it appears to be somewhat more geared toward schools.)

- "Pathways to School Improvement." This Web site (http://www.ncrel.org/sdrs), developed by the North Central Regional Educational Laboratory (NCREL), "synthesizes research, policy, and best practices on issues critical to educators engaged in school improvement." A Trip Planner Survey Tool (http://www.ncrel.org/sdrs/trip/welcome.htm) on the site helps visitors prioritize their use

of the available resources; individuals or groups take one or more surveys and then receive a customized profile suggesting the issues most relevant for their needs.

- Mass Insight Education, a Massachusetts-based not-for-profit organization, provides guidance to the state's districts through a Web site called "Building Blocks" (http://www.buildingblocks.org) that supports the implementation of standard-based school reform and conducts district performance audits to improve the performance of a small network of districts.

- Several states also have technical assistance systems designed to support districts and schools (e.g., Alaska, California, Kentucky, and North Carolina).

We have not been able to closely examine—much less critically evaluate—these resources and do not endorse them. However, in addition to tools developed by AIR's *School District Consulting Services®* and its other technical assistance projects, they form the starting point to identify resources that can help guide district improvement efforts.

Conclusion

This summary is intended as a working document, subject to ongoing discussion and revision. It brings together the thinking of AIR and external experts on this question. However, the guidance provided is preliminary given the nature of the methodology employed and the evolving knowledge base in the field of district improvement. Nevertheless, AIR's *School District Consulting Services®* hopes that this summary will provide AIR's clients with a solid knowledge base to guide the planning and implementation of successful district improvement efforts.

Reference Key

Abbreviation	Reference
AFT	American Federation of Teachers. (2000). *Doing what works: Improving big city school districts.* Washington, DC: American Federation of Teachers. Retrieved June 8, 2005, from http://www.aft.org/edissues/downloads/dwwfinal.pdf.
Baldrige	Baldrige National Quality Program. (2004). *Education criteria for performance excellence*. Gaithersburg, MD: Baldrige National Quality Program. Retrieved June 8, 2005, from http://www.quality.nist.gov/PDF_files/2004_Education_Criteria.pdf.
CDC	The Charles A. Dana Center. (2000). *Equity-driven achievement-focused school districts*. Austin, TX: The Charles A. Dana Center. Available at: http://www.utdanacenter.org/research/reports/equitydistricts.pdf.
DD	Dailey, D. (n.d.). *Districts influencing schools: Rethinking the district role in supporting instructional improvement.* Working paper. Dailey, D. (n.d.). *District capacity to support reform.* Working paper Papers are available from author.
D&S	Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed At Risk, 5*(1&2). Available at: http://www.aft.org/edissues/downloads/working.pdf.
Ed Trust	Haycock, K., Jerald, C., & Huang, S. (2001). Closing the gap: Done in a decade. *Thinking K–16: New frontiers for a new century, 5(2),* 3–22. A publication of The Education Trust.
Elmore	Elmore, R. F. (1997). Accountability in local school districts: Learning to do the right things. *Advances in Educational Administration, 5,* 59–82.
Gates	Bill and Melinda Gates Foundation. (n.d.). *Helping all students achieve.* Handout.
J/P J/P	Associates. *The J/P implementation: A comprehensive framework for improving educational outcomes*. New York: J/P Associates. Available at: http://www.jponline.com/implementation.html.
NAS	New American Schools. (2003). *Framework for high-performing school districts.* Internal Draft. Available from authors.
NCEA	Just for the Kids and The National Center for Educational Accountability. *2003 Broad prize for urban education best practice framework.* Austin, TX: Just for the Kids and The National Center for Educational Accountability. Retrieved June 8, 2005, from http://www.just4kids.org/bestpractice/study_framework.cfm?sub=National&study=Broad.
LFA	Learning First Alliance. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.* Washington, DC: Learning First Alliance. Retrieved June 8, 2005, from http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=62.
Marsh	Marsh, J. (2000). *Connecting districts to the policy dialogue: A review of literature on the relationship of districts with states, schools, and communities.* Seattle, WA: Center for the Study of Teaching and Policy. Retrieved June 8, 2005, from http://depts.washington.edu/ctpmail/PDFs/District_Lit.pdf.
M&T	McLaughlin, M., & Talbert, J. (2003*). Reforming districts: How districts support school reform.* Seattle, WA: Center for Teaching Policy. Retrieved June 8, 2005, from http://depts.washington.edu/ctpmail/PDFs/ReformingDistricts-09-2003.pdf.
MIE	Mass Insight Education. (2004). *An academic benchmarking audit of the Lynn public schools: 2003–2004 school year executive summary and the full report*. Boston, MA: Mass Insight Education. (Confidential draft provided to authors.)

Abbreviation	Reference
O'Day & Bitter	O'Day, J., & Bitter, C. (2003). *Evaluation study of the immediate intervention/underperforming schools program and the high achieving/improving schools program of the public schools accountability act of 1999.* Washington, DC: American Institutes for Research. Retrieved June 8, 2005, from http://www.air.org/publications/documents/PSAA_Evalaution_Final_Report.pdf.
SCTW	Annenberg Institute for School Reform. (2002). *School communities that work for results and equity.* Providence, RI: Annenberg Institute for School Reform at Brown University. Available at: http://www.annenbergeinstitute.org/publications/sctw_portfolio.html.
SDH	Snipes, J., Doolittle, F., & Herlihy, C. (2002). *Foundations for success: Case studies of how urban school systems improve student achievement.* New York: MDRC. Prepared for the Council of the Great City Schools. Retrieved June 8, 2005, from http://www.mdrc.org/publications/47/full.pdf.
TW	Wagner, T. (2000). *How schools change: Lessons from three communities.* Boston, MA: Beacon Press.

Annotated Bibliography

Note: This bibliography will be updated regularly as other relevant studies and reports are identified.

American Federation of Teachers. (2000). *Doing what works: Improving big city school districts.* Washington, DC: American Federation of Teachers. Available at: http://www.aft.org/edissues/downloads/dwwfinal.pdf.

Doing What Works: Improving Big City School Districts provides an overview of proven, common-sense strategies urban school districts are using to raise student achievement, and further highlights the trend of districtwide improvement. This policy brief articulates how the following reform approaches are used in improving urban districts: setting high standards, implementing research-based instructional programs, offering high-quality professional development, reducing class size, providing additional student supports, ensuring safe and orderly schools, and working together to form partnerships.

American Productivity and Quality Center. (2000). *Benchmarking best practices in accountability systems in education.* Houston, TX: American Productivity and Quality Center. (Note: In mid-2004 APQC created Edvance, a spin-off organization headquartered in Austin, TX, to provide district and school improvement services; http://www.edvance.com.) Executive Summary retrieved June 8, 2005, from http://www.cgcs.org/management/Reports/AccountExecSummary.pdf.

The American Productivity and Quality Center, the Council of the Great City Schools, the National Alliance for Business, along with 14 urban school districts conducted a study to identify best practices in accountability systems. *Benchmarking Best Practices in Accountability Systems* articulates best practices for seven component areas: leadership, climate/context, operations, human resources, data measurement/management, communications, and standards for teaching and learning. (Information in Executive Summary was too general to accurately enter in chart. Full version of report is available for $45 through the APQC online bookstore.)

Annenberg Institute for School Reform. (2002). *School communities that work for results and equity.* Providence, RI: Annenberg Institute for School Reform at Brown University. Available at: http://www.annenbergeinstitute.org/publications/sctw_portfolio.html.

School Communities that Work: A National Task Force on the Future of Urban Districts was established in 2000 "to help create, support, and sustain entire urban communities of high-achieving schools and to stimulate a national conversation to promote the development and implementation of school communities that do, in fact, work for all children." This introductory piece discusses "the problem with districts" and suggests that the solution is "a local education support system" centered on supporting results at scale, ensuring equity, and community responsibility. Essential functions of such a system are (1) to provide schools, students, and teachers with needed support and timely interventions; (2) to ensure that schools have the power and resources to make good decisions; and (3) to

make decisions and hold people throughout the system accountable by using indicators of school and district performance and practices.

Baldrige National Quality Program. (2004). *Education criteria for performance excellence*. Gaithersburg, MD: Baldrige National Quality Program. Retrieved June 8, 2005, from http://www.quality.nist.gov/PDF_files/2004_Education_Criteria.pdf.

The Baldrige National Quality Program developed education criteria for performance excellence to serve three purposes: to help advance organizational performance practices, to aid the communication and sharing of best practices approached among organizations of all types, and to provide a framework for understanding and managing performance. Eleven core values guide the criteria for performance excellence; they are: visionary leadership, learning-centered education, organizational and personal learning, valuing staff, agility, focusing on the future, managing for innovation, management by fact, social responsibility, focusing on results and creating value, and having a systems perspective.

BASRC/JFTK-CA *Best Practice Study* (Forthcoming). San Francisco, CA: Bay Area School Reform Collaborative (BASRC) and Just For the Kids California (JFTK-CA). Available at: http://www.basrc.org/research/best_practices_study.html.

This ongoing study unites BASRC's work on school reform with the school and district improvement framework developed by Just for the Kids (aka, National Center for Educational Accountability, NCEA). For more information on the JFTK approach see the entry cited below.

Bill & Melinda Gates Foundation. (n.d.). *Helping all students achieve.* Handout.

The schools, districts, and networks that are invested in by the Bill & Melinda Gates Foundation aim to reflect a common set of attributes that the Foundation claims research and best practices show are necessary conditions to improve performance and enhance the learning environment for all students. This document lists the attributes of high achievement schools, the attributes of high achievement school districts, and essential components of teaching and learning. The seven attributes of high achievement school districts that the Foundation lists are: distributed leadership, performance accountability, effective governance, shared values, learning partnerships, staff development, and technology infrastructure.

The Charles A. Dana Center. (2000). *Equity-driven achievement-focused school districts*. Austin, TX: The Charles A. Dana Center. Available at: http://www.utdanacenter.org/research/reports/equitydistricts.pdf.

This study examined four Texas school districts in which many schools (including high-poverty schools) displayed substantial improvements on a variety of achievement indicators. The researchers used largely qualitative methods to determine the reasons behind these districts' success. The overarching finding was that all four districts featured a widespread and unwavering focus on student achievement; a deeply ingrained belief that all students can achieve to high expectations; educators' willingness to accept responsibility for student learning; and the implementation of practices to support (and further promulgate) the achievement focus, high expectations, and personal responsibility. Although the

specific practices implemented varied, they generally fell under the headings of aligning curriculum/instruction, building/supporting people's capacity to lead and contribute, acquiring and aligning resources, using data to guide improvement, holding people accountable for results while providing them with positive support, working to continually improve, and having multiple strategies in place to support any given goal. Local catalysts and the statewide context of strong accountability (sometimes supplemented even further at the district level) also were found to be important.

Dailey, D. (n.d.). *Districts influencing schools: Rethinking the district role in supporting instructional improvement.* Working paper.

This paper, quite similar in certain sections to the review by Marsh, identifies from the research literature the following themes related to "how districts influence schools and instructional improvement": (1) balance between central district authority and school autonomy, (2) district provision of a variety of professional development opportunities, (3) district culture and social capacity, (4) district theory of action, (5) comprehensive change, (6) district–state relations, and (7) district response to accountability.

Dailey, D. (n.d.). *District capacity to support reform.* Working paper.

This paper is quite similar to the other Dailey paper, but is organized and phrased slightly differently. Major additions include sections on district–community relations, districts as learning organizations, and capacity to effectively use data.

Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed At Risk, 5*(1&2). Available at: http://www.aft.org/edissues/downloads/working.pdf.

In Working Together for Reliable School Reform, Datnow and Stringfield identify common characteristics of unusually effective schools and reforms within and among diverse, low-income contexts and pinpoint linkages among classrooms, schools, and systems that enhance the chance of "successful reform selection, implementation, and institutionalization." The frameworks of High Reliability Organizations and co-construction of school reform are brought together to examine the effectiveness of school reform. Common characteristics of high-performing schools described are: different system levels (school, district, etc.) working together to co-construct reform; clear goals shared by the school and district that are tied to measures of improvement; districts having a coordinated and broad-based plan for disseminating information about reform options to schools; the use of critical inquiry to choose a reform that fits the school's culture and needs; collaborative decisionmaking and buy-in amongst teachers; whole school rather than "pocket" reform; multidimensional, ongoing support and leadership from design teams, district, and school-level educators; and policy systems designed to support reform.

Elmore, R. F. (1997). Accountability in local school districts: Learning to do the right things. *Advances in Educational Administration, 5,* 59–82.

In this essay, Elmore reflects on how the school district role can be reconstructed "around the central principle of adding value to student performance in schools."

He focuses on the importance of changing teaching practice and student learning; educators' acceptance of responsibility for improving teaching and learning; alignment between individual responsibility, collective expectations, and the requirements of formal accountability systems; increased capacity-building support in exchange for increased accountability for performance; and the need for attention to school context.

Elmore, R.F. (2000). *Building a new structure for school leadership*. Washington, DC: Albert Shanker Institute. Retrieved June 8, 2005, from http://www.shankerinstitute.org/Downloads/building.pdf.

In this publication, Elmore synthesizes and expands on his prior writings on district reform and suggests considerations that should be kept in mind by leaders who wish to engage in effective, standards-based school and district improvement efforts.

Haycock, K., Jerald, C., & Huang, S. (2001). Closing the gap: Done in a decade. *Thinking K-16: New frontiers for a new century, 5(2),* 3–22. A publication of The Education Trust. Retrieved June 8, 2005, from http://www2.edtrust.org/NR/rdonlyres/85EB1387-A6B7-4AF4-BEB7-DF389772ECD2/0/k16_spring01.pdf.

The first part of this Education Trust publication breaks down the myths about student achievement by examining cross-state data which show that differences in average state test scores for the same demographic categories are often staggering, indicating that poverty and poor communities are not insurmountable obstacles to raising student achievement. The second part of this article establishes six common strategies of successful schools, districts, and states. Haycock, Jerald, and Huang describe the following reform elements: clear goals, assessments that provide honest information and signal needed improvement, challenging curriculum for all students, good teaching for every student, provision of additional student supports, and "upping the ante" by lobbying for more money in poor schools and districts.

J/P Associates. *The J/P implementation: A comprehensive framework for improving educational outcomes*. New York: J/P Associates. Available at: http://www.jponline.com/implementation.html.

J/P Associates are a design-based assistance provider for Direct Instruction. A five-stage framework is outlined that provides the steps necessary to improve and maintain increases in student learning. In this piece, effective schools are characterized as having a clear academic focus and mission, providing consistent and continuing structured staff development, providing frequent progress monitoring, and having strong instructional leadership. Each of the five stages of the J/P Implementation is geared to enable schools to achieve these characteristics of effective schools. The first stage of implementation is focused on creating a strong instructional leadership team with the school principal at the helm. This begins with professional development centered on direct instruction and the coaching of teachers. During the second stage of implementation, elements leading to the school establishing clear, rigorous standards for students and teachers are modeled and administrators begin to work with the coaches in monitoring and providing feedback to teachers. Staff development and monthly

coaching continue. In the third stage of implementation, J/P begins data collection relating to placement testing, grouping, pacing guide analysis, backtesting, and testing for acceleration. These efforts are added to continual teacher training and coaching, and monitoring of instruction by the principal. In the fourth stage of implementation, previous efforts continue and the Leadership Team has developed a common vision of instructional excellence and a clear set of corresponding goals. During the final stage of implementation, J/P tests all areas of the implementation and previous staff development, coaching, and instructional leadership activities continue, even as its district services come to an end. The coaching process is the backbone of the J/P implementation. Coaches work with teachers in their classrooms to guarantee that Direct Instruction is put into practice accurately and that teachers continue to learn. Principals also receive coaching and training to prepare them for instructional leadership.

Just for the Kids and The National Center for Educational Accountability. *2003 Broad prize for urban education best practice framework.* Austin, TX: Just for the Kids and The National Center for Educational Accountability. Retrieved June 8, 2005, from http://www.just4kids.org/bestpractice/study_framework.cfm?sub=National&study=Broad.

The National Center for Educational Accountability, in collaboration with Just for the Kids, has developed a graphical framework of "best practices of high-performing school systems" for use as "an organizational schema to examine the practices of consistently high-performing school systems." (Few details are provided on how this framework and its elements were actually developed.) The framework is based around five organizing themes representing "the major content areas in which practices of high-performing schools systems differ from their average-performing counterparts." The themes are (1) curriculum and academic goals; (2) staff selection, leadership, and capacity building; (3) instructional programs, practices, and arrangements; (4) monitoring, compilation, analysis, and use of data; and (5) recognition, intervention, and adjustments. Specific "best practices" for each theme are provided for district, school, and classroom practices. At the district level, the practices (by theme, respectively) are as follows: (1) define clear and specific academic objectives by grade and subject; (2) provide strong instructional leaders, highly qualified teachers, and aligned professional development; (3) provide evidence-based instructional programs; (4) develop student assessment and data monitoring systems to monitor school performance; and (5) recognize, intervene, or adjust based on school performance. The framework also incorporates "underlying supports representing critical organizational behaviors or influences that may impact exactly how any given practice is enacted in a district," but which "have not been found to be defining factors in increased student achievement." These supports are (1) core beliefs about teaching and learning; (2) organizational knowledge; (3) resource allocation; and (4) local influences, relationships, and communication.

Learning First Alliance. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.* Washington, DC: Learning First Alliance. Retrieved June 8, 2005, from http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=62.

To create this report that highlights policies and practices to improve teaching and learning across entire systems, the Learning First Alliance identified and studied

five high-poverty districts making strides in student achievement through individual interviews, school visits, and focus groups. In examining these high-achieving districts, the authors found the following seven common strategies to improve instruction and student performance: key leaders accepting ownership of challenges that are identified through public accountability data; establishing a systemwide approach to improving instruction; instilling a vision focused on student learning that guides instructional improvement; making decisions based on data, not instinct; adopting new approaches to professional development; redefining leadership roles; and committing to sustaining reform over the long haul.

Lewis, A., & Paik, S. (2001). *Add it up: Using research to improve education for low-income and minority students.* Washington, DC: Poverty and Race Research Action Council. (Linked from Public Schools of North Carolina site). Retrieved June 8, 2005, from http://www.prrac.org/pubs_aiu.pdf.

Although district-level improvement is not the main focus of this report, it nevertheless contains some district level "success stories" (El Paso, TX; Community District 2, NY; Brazosport, TX) and makes some recommendations, perhaps most appropriately targeted at the district level (e.g., on p. 19, "make sure each school has an equitable distribution of competent teachers"; "select and support principals who know how to establish a collaborate, instructionally focused school environment"; and "provide schools with high-quality expertise as part of consistent, intensive professional development"). Overall, however, it does not systematically identify strategies to be used at the district level.

Marsh, J. (2000). *Connecting districts to the policy dialogue: A review of literature on the relationship of districts with states, schools, and communities.* Seattle, WA: Center for the Study of Teaching and Policy. Retrieved June 8, 2005, from http://depts.washington.edu/ctpmail/PDFs/District_Lit.pdf.

This paper reviews the existing research literature (as of 2000) on how districts implement and adapt state policies, the role districts play in the improvement of teaching and learning, and district–community relationships. Marsh identifies two sets of "explanatory and enabling factors," one regarding districts' responses to state policies and the other regarding districts' ability to enact improvements in teaching and learning. The first set includes capacity (human capital, social capital, and physical capital), size, understanding, leadership, organization and governance, political culture and reform history, and nature of the state policy. The second set again includes capacity (human, social, and physical capital*), understanding (e.g., of reform strategies), and leadership, and adds "balance between central authority and school autonomy."

**Here, human capital includes practitioner knowledge and skills. Social capital includes district "normative culture," practitioner involvement and collaboration, and relationships with external organizations/agencies. Physical capital includes resources such as time and materials.*

Mass Insight Education. (2004). *An academic benchmarking audit of the Lynn public schools: 2003–2004 school year executive summary and the full report*. Boston, MA: Mass Insight Education. (Confidential report provided to authors.)

Mass Insight Education (MIE) is a not-for-profit organization that consults with school districts to generate improved student achievement. Their consulting process involves applying benchmarks to the analysis of demonstrably effective school districts and then reapplying these benchmarks through an audit of districts seeking to improve. This audit is organized by three broad areas: expectations for achievement, delivery of services to students, and organization for support. These broad areas drive MIE's benchmarks: higher-standards curriculum, performance-driven systems and culture, effective teaching, targeted intervention, organization of leadership, and allocation of resources (money, time, and staff). For each benchmark, a set of leading indicators and evidence are provided to assess the extent to which these behaviors and systems are at work in the district. These benchmarks or building blocks (www.buildingblocks.org) come together to create a pathway for standards-based reform. Higher standards curriculum and data and performance systems interplay to create effective teaching, which then circles back to higher standards curriculum and data systems for a continuous improvement cycle. Effective teaching leads to the targeted intervention and proactive identification of students falling behind. Allocation of resources and organization of leadership provide the infrastructure for the building blocks to develop.

McLaughlin, M., & Talbert, J. (2003*). Reforming districts: How districts support school reform.* Seattle, WA: Center for Teaching Policy. Retrieved June 8, 2005, from http://depts.washington.edu/ctpmail/PDFs/ReformingDistricts-09-2003.pdf.

This study uses multilevel survey data and 4-year case studies to examine the impact of district effects on school reform progress and extract the strategies of "reforming districts." The data indicate that "the extent of district support for school reform made a significant difference in schools' reform progress" and that "productive district–school relationships led to mutual gain" because as central staff learned from the experiences of the reforming schools, they improved their capacity to support school reform. Using case studies and survey data, McLaughlin and Talbert identify five key conditions that characterize reforming districts: focus on the system as the unit of change, a learning community at the district level, a coherent focus on teaching and learning, provision of instructional support that is responsive to school needs, and creation of data-based inquiry and accountability. Additionally, the authors use their data to dispel the following three myths about district reform: that teachers and schools resist a strong central office role, that turnover and change will sink reform efforts, and that local politics will defeat a serious reform agenda.

New American Schools. (2003). *Framework for high-performing school districts.* Internal Draft. (Available from authors.)

The New American Schools' (NAS') framework, derived through a process that included a review of school and district improvement literature, presents seven indicators of high-performing school districts. Each indicator is briefly described and accompanied by a list of questions to assess the extent of this practice occurring in a district. The seven success

indicators included in this framework are as follows: (1) accurate and public acknowledgment of student performance for which leaders take responsibility, (2) a systemwide inquiry approach to instructional improvement founded on processes of continuous improvement, (3) a comprehensive data collection and analysis system that is able to operationalize stated beliefs and missions, (4) contextual and coherent professional development strategies, (5) redefined leadership roles, (6) commitment to sustained improvement over time, and (7) promotion and participation in a positive community climate.

NAS relied on the following sources to produce their list of success indicators:

- *Thinking K–16, 5(2).* A Publication of the Education Trust. New Frontiers for a New Century: A National Overview. Spring 2001.
- *High Schools of the Millennium.* Report of the Workgroup. American Youth Policy Forum. August 2000.
- *Breaking Ranks: Changing an American Institution.* National Association of Secondary School Principals. 1996.
- *Redesigning American High Schools.* Harvard Graduate School of Education. Professional Development Institute.
- Creating a High-Performance School System. Scott Thompson. *Phi Delta Kappan.* March 2003.
- *Beyond Islands of Excellence: What Districts Can Do To Improve Instruction and Achievement In All Schools.* Learning First Alliance. March 2003.
- Effective Middle Schools. *FoCAL Points, 3.* a publication of the Public Education Network.
- *National Middle School Association Research Summary #4: Exemplary Middle Schools.*

O'Day, J., & Bitter, C. (2003). *Evaluation study of the immediate intervention/underperforming schools program and the high achieving/improving schools program of the public schools accountability act of 1999.* Washington, DC: American Institutes for Research. Retrieved June 8, 2005, from http://www.air.org/publications/documents/PSAA_Evalaution_Final_Report.pdf. Also see the Evaluation Brief, retrieved June 8, 2005, from http://www.air.org/publications/documents/PSAA%20Eval%20Brief.pdf.

This evaluation of California's Immediate Intervention/Underperforming Schools Program—a major component of the statewide accountability policy—found that districts played an important role in school improvement efforts, even though the state did not specify much of a role for districts. In particular, the study found districts significantly influenced instructional practice and achievement trends in low-performing schools. Among the study's general recommendations for districts are that they should: (1) assume responsibility for the success of all district schools, (2) examine and alter district policies that may be hindering progress at low-performing schools, (3) place priority on improving performance at the lowest performing schools, (4) build capacity for effective planning, (5) promote strategic and coherent planning, (6) support and monitor implementation of plans, (7) recruit and retain high-quality teachers, (8) encourage and support instructional collaboration and professional community among teachers, (9) develop and deploy instructionally strong school site leaders, and (10) promote data-based decisionmaking at school sites.

Reynolds, D., Stringfield, S., & Schaffer, E. C. (in press). *The high reliability schools project: Some preliminary results and analyses*. Retrieved June 8, 2005, from http://www.highreliabilityschools.co.uk/Downloads/Files/DRSSES2003.pdf.

This document summarizes some of the long-term findings and implications of the application of the "high reliability organizations" that postulates to promote sustainable school and district improvement.

Snipes, J., Doolittle, F., & Herlihy, C. (2002). *Foundations for success: Case studies of how urban school systems improve student achievement.* New York: MDRC. Prepared for the Council of the Great City Schools. Retrieved June 8, 2005, from http://www.mdrc.org/publications/47/full.pdf.

This study, conducted by the Manpower Demonstration Research Corporation (MDRC) for the Council of the Great City Schools, identified three urban school districts—Houston, Sacramento, and Charlotte-Mecklenburg—that displayed impressive gains in student achievement and reductions in achievement gaps. The researchers then conducted retrospective case studies of these districts to try to determine the reasons for the apparent success; two comparison districts were also studied. The study found that the following elements were common to the successful districts and lacking in the comparison districts: a focus by all stakeholders (including the school board) on improving student achievement, with establishment of specific goals, timelines, and consequences; consensus/shared vision among stakeholders (especially school board and superintendent) on reform goals and strategies; strong district-level accountability policies; focus on lowest-performing schools and on elementary grade levels; adoption or development of districtwide curricula and instructional approaches and provision of professional development for their implementation; role for central office in guiding/supporting instruction; and use of data-driven decisionmaking. The authors distill from these elements three broad headings: building the foundations for reform (e.g., reaching stakeholder consensus/shared vision for improving student achievement as top priority), developing instructional coherence (e.g., systematic, uniform approach to instruction), and using data-driven decisionmaking. The authors also suggest that "doing all of these things together can have a much larger impact than doing any one of them alone" (p. 7), so it would appear that comprehensiveness of reform strategy was found to be another important element.

Wagner, T. (2000). *How schools change: Lessons from three communities.* Boston, MA: Beacon Press.

In the "Lessons Learned" chapter of his book, Wagner describes three necessary components for school change and improvement. He argues that if one of these three components is missing, the change process is thwarted. The three conditions he specifies are establishing clear academic goals, providing the foundation for a caring community by establishing a set of core values, and creating a culture of collaboration. The component of establishing clear academic goals is rooted in the notion of developing students' competencies rather than "covering subjects" and requires defined outcomes and goals that are communicated to students and encourages student involvement in the selection of materials and projects. The

core values that create a foundation for a caring community are rooted in teachers establishing personal relationships with their students that nurture individual growth and development and encourage students to discover their unique talents. Finally, collaboration among teachers and with students and the community encourages greater professional responsibility, accountability among staff, and greater returns to training.

Attachment 22

Curriculum Audit, November 2011

New Mexico
CLASS
Curriculum Audit Handbook

Prepared for the

New Mexico Public Education Department (NMPED)

by

New Mexico Public Education Department, Priority Schools Bureau with
Southwest Comprehensive Center, Policy Center at WestEd,
Center on Instruction, and RMC Research Corporation

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I. Glossary of Terms and Acronyms

The following lists terms and acronyms commonly used in this document.

AYP	*Adequate Yearly Progress:* targets for the percentage of students that demonstrate proficiency and above in reading and mathematics on NM SBA. AYP targets are established by the NMPED and required by Title I of ESEA.
CA	Corrective Action: status that districts enter after failing to meet the state's established targets for adequate yearly progress (AYP) for five consecutive years.
CCSSO	*Council of Chief State School Officers:* the national organization of state secretaries, superintendents, and commissioners of public education.
CLASS	*Collaboration, Leadership, and Accountability for Student Success:* New Mexico's statewide system of support for districts and schools in need of improvement.
ESEA	*Elementary and Secondary Education Act:* federal law that contains Title I. No Child Left Behind was the 2001 name for this act.
FERPA	*Family Education Rights and Privacy Act:* federal legislation guaranteeing privacy and confidentiality of student information.
LEA	*Local Education Agency:* school district.
NMSA	New Mexico Statutes Annotated: laws of the state of New Mexico.
NM SBA	*New Mexico Standards-Based Assessments:* the statewide assessments required by Title I.
NMPED	*New Mexico Public Education Department:* the State Education Agency (SEA).
PSB	*Priority Schools Bureau:* a unit within the NMPED whose task is to help identified districts and schools to improve.
RtI	*Response to Intervention:* a model for differentiating instruction.
SDIF	*School and District Improvement Framework:* developed by NMPED to help guide improvement efforts.
SEA	*State Education Agency:* in New Mexico, this is the NMPED, the state entity responsible for carrying out state and federal laws regarding K-12 education.
Web EPSS	Electronic version of the *Education Plan for Student Success* (EPSS), New Mexico's name for district and school improvement plans.

II. Introduction

In accordance with the state of New Mexico's *Standards of Excellence* (NMSA 22-2C-7-J) as outlined in the *School and District Improvement Framework* (SDIF), districts that fail to meet the state's established targets for adequate yearly progress (AYP) for five consecutive years enter Corrective Action (CA) status. Title I of the federal Elementary and Secondary Education Act (ESEA) requires states to set AYP targets for districts and schools. For each consecutive year that a district (or school) does not demonstrate AYP, the consequences become more intense and state-directed. Districts that enter CA status must fulfill a number of requirements, including completion of a curriculum audit. Requirements for curriculum audits in CA districts also apply to state-chartered charter schools. Local education agencies (LEAs) are not responsible for these schools even though they are, in effect, considered to be LEAs. LEAs are responsible for their district-sponsored charter schools. In CA districts where there are district-sponsored charter schools, curriculum auditors should visit at least one charter school during the course of the onsite portion of the curriculum audit.

The curriculum audit is one component of the state's system of support for districts in need of improvement, and, as such, is tightly integrated with other elements of the system. Collaboration, Leadership, and Accountability for Student Success (CLASS) is New Mexico's name for this statewide system of support. In the first years of not meeting AYP, districts are designated —imeed of improvement." During these first 2 years of designation, districts must conduct a self-assessment using the CLASS self-assessment rubrics and use results of this review to inform the district's Web Education Plan for Student Success (Web EPSS), the district improvement plan. The rubrics address three major functions of the district: Dynamic and Distributed Leadership, Culture and Collaborative Relationships, and Quality Teaching and Learning. At the district level, the rubric for a curriculum audit examines district performance in the area of teaching and learning by focusing on the following indicators. The district leadership team:

1. ensures that the district curriculum is research-based and consistently implemented within each grade level and content area across the district.
2. effectively employs a Plan-Do-Study-Act (PDSA) cycle.
3. requires implementation of common short-cycle assessments that align with the curriculum.
4. has a policy stating clear expectations for allocation of instructional time in all core subject areas and implements the policy consistently.
5. provides technology infrastructure for effective integration of technology into classroom instruction and serves as a resource for instructional planning and delivery, assessment, monitoring of student progress, and communication.
6. ensures that teachers be held accountable for sufficient pedagogical content knowledge.
7. monitors and holds all personnel accountable for the use of effective instructional strategies to advance learning of all students.
8. implements a consistent progress reporting system that reflects a shared vision of quality student work.

When a district does not demonstrate improvement in student achievement after conducting the self-assessment and other requirements, it enters CA status. The curriculum audit that CA districts must complete focuses more intensely and more in-depth on indicators of the CLASS self-assessment rubrics described above and on other related aspects of curriculum.

The curriculum audit at the district level parallels and complements the instructional audit at the school level. Just as a district must conduct a curriculum audit when it enters CA, a school in CA must conduct an instructional audit. The curriculum audit should focus on the subject areas and/or subpopulations whose performance resulted in the district's corrective action status.

The instructional audit focuses on how a school delivers the district curriculum and is described in a companion document entitled *New Mexico's CLASS Instructional Audit*

Handbook, available from the New Mexico Department of Education's Priority Schools Bureau (PSB).

In both the curriculum and the instructional audits, districts and schools must work with PSB to identify external auditors who are qualified to conduct these audits. Recommendations from both audits must be implemented by the districts and schools with the intent of improving student achievement. Curriculum and instruction were selected because they are the core of the educational process. If some aspect of curriculum and/or instruction is problematic, students will not be achieving at the desired level. Table 1 illustrates the relationship between the CLASS Self-Assessment, the Curriculum Audit, and the Instructional Audit.

Table I

New Mexico Public Education Department

Table of School and District Assessments and Audits

	CLASS Self-Assessment Schools and Districts	**Instructional Audit Schools Only**	**Curriculum Audit Districts Only**
WHO conducts it?	• School and district personnel. May be done by external consultants at the discretion of the school or district.	• District personnel. • External consultants, including specialists in areas of deficiency.	• External consultants trained and approved by the PED, including specialists in areas of deficiency.
WHERE is it focused?	• Broadly focused on dynamic and distributed leadership, culture and collaborative relationships, and quality teaching and learning.	• Curriculum as it is written, taught, and assessed (school responsibilities) • Instruction	• Curriculum as it is written, taught, and assessed (district responsibilities)

	CLASS Self-Assessment Schools and Districts	Instructional Audit Schools Only	Curriculum Audit Districts Only
WHAT tools will be used?	• The CLASS Self-Assessment for Schools (supplemented by the school's classroom observation instrument(s) or the CLASS Self-Assessment for Districts	• NM CLASS Instructional Audit	• NM CLASS Curriculum Audit
WHEN will it be conducted?	• Within first 2 years of designation of school or district in need of improvement.	• During school CA year and above.	• During district CA year and above.
WHY is it done?	• To help schools and districts identify strengths and weaknesses and prioritize areas for improvement.	• To improve curriculum and instruction at the school level with the goal of increasing student achievement.	• To improve curriculum and instruction districtwide with the goal of increasing student achievement.
HOW does this tie to the Web EPSS?	• Results of compiled data inform the priorities in the school or district Web EPSS	• Results inform priorities in the school Web EPSS.	• Results of district audit and multiple instructional audits inform priorities in the district Web EPSS.

In addition, both audits each have five supplemental sheets that focus on areas that may be contributing to a school's or district's student achievement. These include the following:

- Appendix A: Supplemental Sheet for Reading/Language Arts
- Appendix B: Supplemental Sheet for Mathematics
- Appendix C: Supplemental Sheet for Multicultural/Multicultural Learners
- Appendix D: Supplemental Sheet for Special Education
- Appendix E: Supplemental Sheet for Response to Intervention

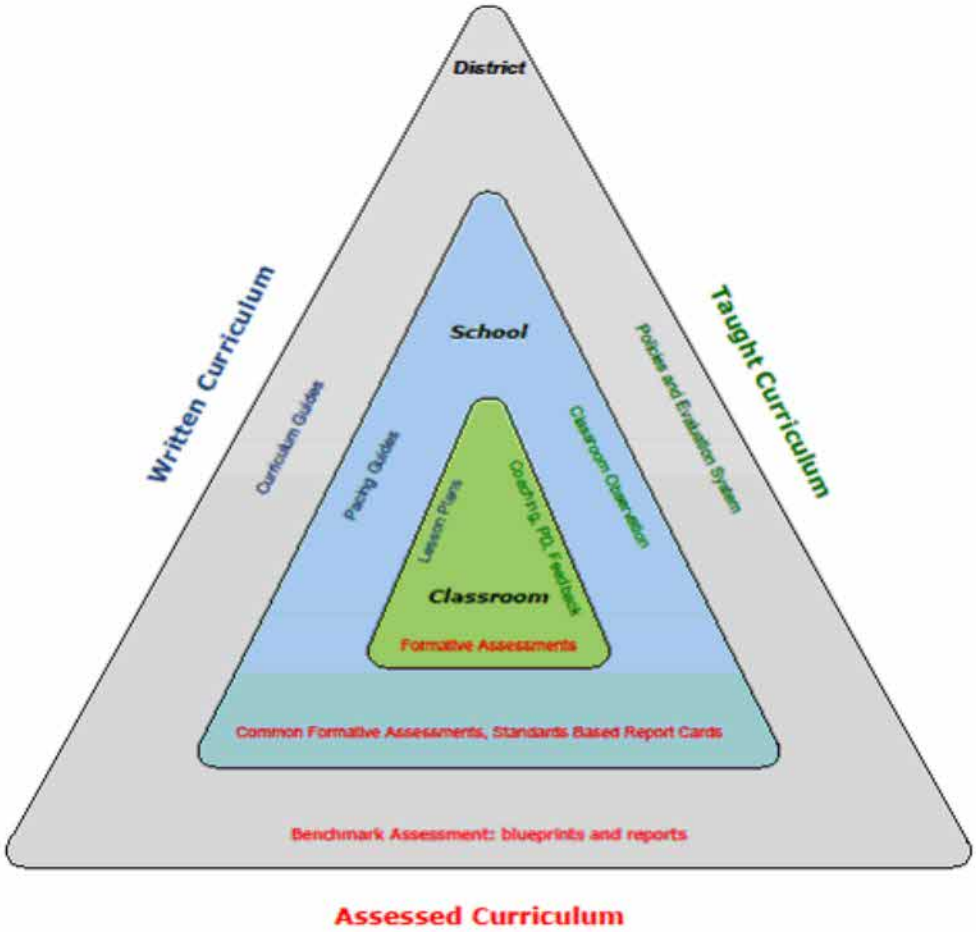
Auditors may select questions from one or more of these sheets, depending on the circumstances in the school or district.

This comprehensive approach enables auditors to assess all aspects of curriculum: the written curriculum, the curriculum that is taught, and the curriculum that is assessed. This approach is portrayed in the graphic labeled Exhibit 1. This document is intended for use by the external auditors, staff of the district (LEA), and staff of the NMPED (SEA). It describes the purpose, process, and product of a curriculum audit and provides tools and templates to be used by the auditors.

Exhibit 1

New Mexico Public Education Department

Model for the Curriculum and Instructional Audits



III. Definition and Purpose

Curriculum is defined in a variety of ways. English (1988), in his seminal work, *Curriculum Auditing*, defined curriculum as ~~t~~he content (process, attitudes, skills, knowledge) that is to be taught and/or learned at the appropriate level/area/course" (p. 351).

Curriculum is not just the textbook that is being used to teach a particular subject in a classroom, school, or district. It is the compilation of documents that teachers use to deliver the content standards that students are expected to master. These documents have a variety of names and forms: written curriculum guides and handbooks, a written scope and sequence, instructional calendars and pacing guides, as well as textbooks and the materials that accompany them. They are all part of the curriculum.

English and other experts in the field commonly describe three dimensions of curriculum: the written curriculum, the taught curriculum, and the assessed curriculum (pp. 36-37). The written curriculum, contained in the documents described in the previous paragraph, outlines content that the district intends to be taught in classrooms. The taught curriculum is the content that is actually implemented by teachers in classrooms. The assessed curriculum is the content on which state and district tests are built.

The degree of alignment and coherence among and between the written, taught, and assessed curriculums, to a large extent, determines the level of student achievement. Students cannot demonstrate proficiency on curriculum they have not been taught. It is unfair and misleading to assess students on curriculum they have not had the opportunity to learn, and teachers cannot teach curriculum that is unfamiliar or unclear to them. Effective districts strive to bring coherence to the curricula delivered across the system. Successful districts align curricula to state and district standards and assessments (Anderson, 2003). Although schools can develop a common curriculum, a more viable approach is for districts to be responsible for curriculum development. Teachers need a common, coherent, and well-defined curriculum so they know what students should learn, grade by grade and at checkpoints along the way.

Teacher creativity should have less to do with what to teach and more to do with how to teach. By teaching a common curriculum teachers can also be more collaborative, planning and discussing effective instructional strategies (Jerald, 2003).

The curriculum audit examines how well the district as a system implements the curriculum. It is a comprehensive review of the written, taught, and assessed curriculum. The purpose is to determine the extent to which school officials and professional staff have developed and implemented a sound, valid, and operational system of curriculum management. It is an intensive, focused look at how well the school system has set valid direction for student achievement and well-being, concentrates its resources to accomplish those directions, and improves performance over time. Information about the auditing process should be shared with the board in advance of the onsite visit. Upon receipt of the final curriculum audit report, district administrators should share the report with the board, making it a matter of public record.

IV. Curriculum Audit Standards

The curriculum audits required of New Mexico school districts in CA status reflect commonly accepted audit standards developed by English, which are based on generally accepted concepts from the effective schools research. Since 1979, English (1988, pp. 33-34) and others have used the following standards to guide curriculum auditing:

1. The school district is able to demonstrate its control of resources, programs, and personnel. There is a clear ~~-~~chain of command" that establishes the governing board as the policy-making body, with an administrative structure that is led by a superintendent and is responsible for carrying out board policies effectively.

2. The school district has established clear and valid objectives for students. With general direction from the board, the district administration communicates clear expectations for what students should know and be able to do in each grade and subject and holds personnel accountable for ensuring that all students meet these expectations.

3. The school district has documentation explaining how programs have been developed, implemented, and conducted. District administration clearly describes, verbally and in writing, how programs have evolved and how they are delivered.

4. The school district uses results from district designed or adopted instruments to adjust, improve, or terminate ineffective practices. The district ensures that assessment data are readily accessible to teachers and principals and that these personnel have the skills to analyze data to inform and adjust instruction.

5. The school district has been able to improve productivity. The bottom line, according to English, is the answer to the following question: —Are we getting better results?"

These standards and the protocols that follow form the foundation of the New Mexico Curriculum Audit.

V. Curriculum Audit Process

According to English (1988), —A curriculum audit is a process of examining documents and practices that exist within a peculiar institution normally called a —school" in a given time, culture, and society" (p. 47). In New Mexico, the core process occurs during a 3-day onsite visit in the CA district that is being audited. Document review is part of this onsite visit. Some document review can and should be done by auditors in advance of the onsite visit. During the 3 days on site, the external auditors conduct individual and/or group interviews with key personnel including board of education members, the superintendent, principals, teachers, students, and parents. Auditors also make onsite visits to schools and conduct other observations in the district. Document reviews, interviews, school visits, and observations make up the data gathering phase of the curriculum auditing process. Auditors ask specific interview questions in order to determine how well the district is meeting the five standards outlined above. Similarly, they review documents, looking for specific items and features that indicate whether or not the district has in place a curriculum management system that meets the five standards and supports student achievement. During school visits, external auditors

are also looking for specific evidence that the district delivers a consistent and coherent curriculum to all students. The entire process, including preparation, document review, onsite visitation and observations, exit interview, and report writing should take 5-7 days, depending somewhat on the size of the district and the number of auditors.

The auditors should closely follow the content and templates for the audit process described below. The sample schedule (see letter that follows) is provided for guidance purposes. If followed, it ensures optimal use of time by both auditor(s) and district personnel. It is designed to yield maximum benefit to all involved. Auditors should take notes throughout the process, organizing them according to the five auditing standards. For the auditors' convenience, each item that appears below in the templates is followed (in parentheses) by the number of the auditing standard to which it relates. A —Data Organizer for Curriculum Auditors" is provided in Appendix F as a mechanism for recording and organizing key points, quotes, and other important data that are gathered throughout the process.

Pre-Visit: In Advance of the Site Visit

In advance of the onsite visit to the district, auditors must successfully complete training required by the NMPED. Auditors should become familiar with New Mexico's curriculum auditing documents and procedures, as well as the district they will be auditing. District and the NMPED websites contain much useful information about district operations, especially performance on state-required assessments.

The auditor(s) should send a letter to the superintendent of the CA district that will be audited as soon as possible after the NMPED has notified the district of the name(s) of the auditor(s) and the dates for the onsite audit visit. In the letter, auditors should request the actual documents (or their location on the Internet) that they intend to review before and during the onsite visit. Auditors should indicate when they plan to conduct the entrance and exit interviews and specify when and where they would like to conduct individual/group interviews, and conduct school site visits. The superintendent

or his/her designee can be asked to make these and other arrangements. A sample letter appears in the text box below.

Dear Superintendent [*insert name]*:

My colleague and I [*specify colleague's names and/or your organization]* look forward to conducting a curriculum audit in your district on *[insert beginning and ending dates]*. As you know, completion of the curriculum audit is a requirement for New Mexico districts in corrective action status. Our intent is to make this process as productive and beneficial to you and your district as possible. In order to make the best use of our time and yours while we are in the district, we would like to review the following documents (hard or soft copies) in advance of the onsite visit:

- Written curriculum documents including curriculum guides, scope and sequence documents, course catalogs, pacing guides, or other documents that will familiarize auditors with your district's curriculum;
- Board of Education policies and regulations related to curriculum, including textbook selection;
- Agendas and minutes of Board of Education meetings conducted in the last 6 months;
- Accreditation and other official reviews of district operations(e.g., state auditor's reports) in the past 3 years;
- The district's Web EPSS, as submitted to the NMPED for the past 3 years; and
- The district's NM SBA data and analyses (in compliance with FERPA) for the past 3 years.

While we are in the district, we will review additional documents such as individual program descriptions, budgets, formative or short-cycle assessment data, analyses of both formative and summative assessment data, and other documents related to curriculum.

We will arrive at the district office at 8:30 am on *(insert date)* and have a brief entrance interview with you and your staff to review the schedule and address questions that have arisen. On the first morning, we would like to interview you individually as well as one or two board members. Please make arrangements for one or two school site visits in the afternoon and a group interview with five to seven principals after school. Site visits take approximately 45 minutes, and group interviews will last no longer than an hour.

On the second day, please arrange one or two group interviews with students (7-10) by grade span and one with parents (7-10) in the morning, followed by a school site visit. One or two more school site visits should be scheduled in the afternoon, with a teacher group interview (7-10 teachers representing all grade levels) after school.

We will finish reviewing documents on the morning of the third day and conduct an exit interview with you and your staff in the afternoon. At this time we will verbally share preliminary findings with you and outline the remainder of the auditing process. For more detail about the schedule and the process, please refer to the enclosed document, *New Mexico Curriculum Auditing Handbook.* Please contact me at *(insert telephone # and/or e-mail address)* if you have questions or concerns.
Sincerely,

XXXX, Lead Auditor

Contact Information

Encl: *New Mexico Curriculum Auditing Handbook*

Auditors should request only documents they intend to review in advance of the site visit. If there is not adequate time for review, the letter should be modified to request that these documents be made available at a central location during the site visit. Auditors should feel free to personalize the letter, as long as the communication remains clear about the general schedule and purpose of the onsite visit.

Document Review: Document reviews are a primary source of data in the curriculum auditing process. Auditors review specific documents to formulate and inform findings and recommendations related to specific standards. The guidelines below should be used to review specific documents.

Document	**Guidelines for Review**
Board Policies and Regulations re: Curriculum, Textbook Selection	Determine what board policies and regulations related to curriculum and textbook selection exist. • How current are these policies and regulations? Is there any policy or regulation that is conspicuously absent (e.g., evaluation of curriculum)?
Accreditation and other Official Reviews of District Operations	Determine what accreditation or other official reviews of district operations have taken place within the last 3 years. • What were the results of these reviews re curriculum? List any strengths or weaknesses identified.
District Web EPSS (last 3 years)	Look for an identifiable logic pattern in the desired outcomes or goals and the activities for achieving the anticipated results. • What is that pattern? • Is there evidence that the district/schools are using research-based curriculum and instructional practices? (Please list.) • Do the Web EPSS plans appear credible and feasible? (Please list evidence.) • Do the school(s) and district Web EPPS appear to be aligned? (What is the evidence?)
Course Catalog, Descriptions.	Review the different course catalogs, descriptions of offerings, and requirements for various schools in the district. Look for consistency where consistency is necessary (e.g., descriptions of core courses, mastery of the state standards, graduation requirements, etc.). Flag any inconsistencies that are questionable.
Curriculum Documents (e.g., Scope and Sequence Outlines,	Look to see that all of these different curricular documents exist. • Do they exist for all subject areas and in all schools? • Do these documents appear to be thorough and comprehensive? (Please list evidence.)

Document	Guidelines for Review
Curriculum Maps and Pacing Guides, Instructional Calendars)	• Does there appear to be alignment between and among these various documents?
Agendas and Minutes of Board Meetings	Look for evidence that curriculum is being addressed (e.g., student achievement data, changes in curriculum or instructional practices, reports on individual programs, etc.). • Is curriculum addressed at every board meeting?
Professional Development Calendars and Evaluations	• Is there a professional development calendar for the district? • Do offerings appear to be coordinated among schools and relate directly to school/district goals? • Is most professional development focused on curriculum and instruction? • Are professional development events evaluated and the evaluation data used in planning future events?
NM SBA Data and Analyses	• Are there documents listing NM SBA results, along with analyses of these results, for the last 3 years? • Are these documents readily available? • Do these documents meet the needs of classroom teachers?
Onsite Document Review	
Short-Cycle Assessment Data and Analyses	• Are there documents listing the results of all short-cycle assessments, including an analyses of the data? • Are these documents readily available? • Do these documents meet the needs of classroom teachers?
Budgets	In looking at the district budgets for the last 3 years, identify major expenditures related to curriculum (new texts, professional development, changes in course offerings, increased support services for students, testing, etc.). • Is the amount spent on curriculum about the same each year, or are there fluctuations reflecting district needs?
Fiscal Audits	Determine if there have been any fiscal audits in the last 3 years. • If so, what were the findings; and did any of the findings relate to curriculum? (If there were findings, please list them.)
Facilities Reviews and Plans	Determine if the district is currently operating under any facilities reviews and plans (e.g., plan for renovating or building a new elementary school). • How do these reviews/plans address curricular issues?

Observations and findings from the review of documents should be recorded and summarized in the ―New Mexico Curriculum Audit Document Review Summary" form below.

New Mexico Curriculum Audit Document Review Summary		
Document	**Related Standard(s)**	**Observations/Findings**
Board Policies and Regulations re Curriculum, Textbook Selection	1	
Accreditation and Other Official Reviews of District Operations (3 years)	1,3	
District EPSS (3 years)	1,3	
Course Catalogs, Descriptions	2	
Curriculum Documents (e.g., Scope and Sequence, Curriculum Maps, Pacing Guides, Instructional Calendars	2	
Agendas and Minutes of Board Meetings (6 mos.)	1	
Professional Development Calendars and Evaluations	3	
NM SBA Data and Analyses (3 years)	4	
Short-Cycle Assessment Data and Analyses (3 years)	4	
Budgets (3 years)	5	
Fiscal Audits (3 years)	5	
Facilities Reviews and Plans	5	

Day 1: First Day of the Onsite Visit

Morning

Entrance Interview: The purpose of the entrance interview is to review the 3-day schedule in some detail, determine who from the district office will accompany auditors on school site visits, and take care of other logistical issues. Time should be allotted for district staff to ask questions, and auditors should also have time to ask clarifying questions about the documents they reviewed in advance of the visit. Auditors should reiterate that the audit is intended to help the district identify problems related to curriculum and to provide recommendations that will help the district address these problems, with the ultimate goal of improving student achievement. The superintendent should determine who will attend the entrance interview. Auditors should encourage attendance of all key district personnel such as directors of federal programs, special education, Title I, curriculum and instruction, and bilingual education.

As mentioned earlier in this document, there are five supplemental sheets of questions that the auditors can draw from. They address mathematics, multilingual/multicultural learners, reading/language arts, special education, and RtI (See Appendices A-E.). If any of these five areas are targets for the district, the auditors can select the most appropriate questions to ask. Each question has listed suggested responders, but that will vary with the staffing in a district. For example, a district may not have a curriculum director, but someone will be responsible for curriculum.

Superintendent Interview: This is a one-on-one interview between the superintendent and the lead auditor. High-performing districts have superintendents and principals who are strong leaders in the areas of curriculum and instruction. Superintendents who do not have this knowledge or focus may be hesitant to answer these questions in front of their staff. Interview questions address all five audit standards. The number of the standard to which each question relates appears in parentheses after the question.

- ✓ What evidence has been gathered to demonstrate strengths and weaknesses of the district's curriculum? (1,4)
- ✓ How do board policies guide your actions about curriculum and curricular priorities? Please describe a recent curricular decision you made that related to a board policy. (1)
- ✓ How are curriculum decisions at the school site level influenced by overall curricular priorities of the district? (1, 2)
- ✓ How does the district ensure curricular consistency across and among schools? (1,2)
- ✓ What is the district's long-range plan for curriculum? (1,2)
- ✓ What is the main mission of the district? How has it changed during your tenure? (2,3)
- ✓ Have the curricular priorities changed over the years? How? (1,3)
- ✓ Have any programs been terminated based on poor performance? Which ones? What criteria were used to make the decision? (3,4)
- ✓ How are NM SBA test data used by principals to improve instruction or results of your short-cycle assessments? (4)
- ✓ How does your school/district assess subjects that are not tested by NM SBA? (4)
- ✓ Describe a curricular decision that has been based on NM SBA results and/or results of your short-cycle assessments. (4)
- ✓ What guidelines are used to develop budgets? Are NM SBA and short-cycle test results used to guide budget development? How? How are curricular priorities reflected in these guidelines? (5)

Board Member(s) Interview: Since board of education members play a critical role in setting curricular priorities, their involvement should go beyond advising and budgeting for curriculum. Optimally, two board members will be interviewed individually. If there are two auditors, one interview with a board member may occur at the same time that the lead auditor is interviewing the superintendent. The second interview should

immediately follow the first, offering no opportunity for board members to discuss questions and answers. The number of the standard to which each question refers appears in parentheses after each question below.

- ✓ What are the mission, purpose, and key objectives of the district's schools? Where do they appear? (2)
- ✓ How do you know if the district's mission is being accomplished? (2)
- ✓ What evidence or data does the administration present to the board to demonstrate that its policies are being followed? (1)
- ✓ Approximately what percentage of time does the board spend on issues related to curriculum? (1)
- ✓ How does the board evaluate the administration's leadership related to curriculum? (1)
- ✓ How does the district's EPSS address curriculum? (2)
- ✓ How does the board evaluate its programs and curricula? (3)
- ✓ What are the strongest and weakest programs in the district? How did they get that way? (3,4)
- ✓ How is the budget adjusted to strengthen programs? (1,3)
- ✓ How often do you receive presentations at board meetings related to student achievement test data? Please describe these presentations. (4)
- ✓ How does the district assess areas of the curriculum that are not included in NM SBA? (2,4)
- ✓ Describe a curricular decision that has been based on NM SBA results and/or results of your short-cycle assessments. (4)
- ✓ How are budget priorities established? (1,5)
- ✓ What criteria do you use to make decisions about budget reductions? (1,5)
- ✓ How do you know that funds spent on curriculum priorities are effective? What data sources do you use? (4,5)

- ✓ How are NM SBA and short-cycle assessment scores used to guide development of the budget? (1,4,5)

Afternoon

School Site Visit: Upon entering the school building and meeting with the principal, the auditor must make clear that the visit is not an inspection or personnel evaluation. Rather, the purpose of the school site visit is to provide the auditor with a better understanding of the environment for learning. During the school site visit, the auditor meets with the principal and tours the building, looking for factors that support or facilitate learning and factors that may impede learning. The five indicators identified in the table below link to the five curriculum auditing standards. Using the template provided below for each school site visit, auditors should identify the evidence for their conclusions that each of the five factors is either a facilitator of or barrier to learning.

Group Interview with Principals: Principals form the critical link between board curricular policy, central office guidelines, and what actually happens in schools. The ideal size for a group interview of this nature is 5-7 participants. In districts with seven or fewer schools, all principals should be invited to participate. In districts with more than seven schools, participants should include at least one principal from each grade span in the district (e.g., K-5, 6-8, and 9-12). Standard group interview protocols should be followed; a sample group interview protocol appears in Appendix G. Each question relates to the standard in parentheses after the question.

NMPED Curriculum Audit – School Visit Protocol	
School Name:	**Date of the Visit:**
Principal's Name:	

Item	Area of Need (1)	Area of Concern (2)	Meets Expectations (3)	Exemplary (4)	Evidence
District curriculum documents are readily available and used. (1)					
Goal statements related to academic achievement are visible. (2)					
Student work is displayed. (3)					
Student test data are readily available and used. (4)					
The school has evidence of improving student achievement and closing achievement gaps. (5)					

- ✓ How do board policies influence your curriculum work as a principal? (1)
- ✓ What kinds of internal curricular problems with consistency have you encounter(ed)? How were they resolved? (1)
- ✓ Have you or your teachers experienced problems with articulation (or lack thereof) between your curriculum and that of other schools from which you receive children? How are these problems resolved? (1)
- ✓ How does the district establish priorities for the curriculum? What avenues are available for principals to voice concerns about the curriculum? (1,5)
- ✓ Do you require teachers to submit lesson plans? If so, how do you determine the extent to which the plans follow the curriculum? If not, how do you monitor the curriculum? (2)
- ✓ If there is a conflict between the content and methods teachers use in classrooms and board policy, how are they resolved? (1)
- ✓ How do you learn about and communicate the district's curricular priorities to teachers? (2)
- ✓ Do the district's goals, as described in the district EPSS, influence your school's goals, as reflected in the school EPSS? How?(2)
- ✓ How is your evaluation influenced by the district's priorities? (2)
- ✓ What programs are strongest and weakest in your school? How did they get that way? (3)
- ✓ How do you improve instructional programs? (3)
- ✓ How do you know that you are delivering appropriate curriculum to your students? (3)
- ✓ Do you receive NM SBA data from your district in a usable format (e.g., disaggregated by subgroup)? (4)
- ✓ What decisions have been made in your school as a result of NM SBA and/or short-cycle test results? (4)
- ✓ How are curricular priorities established in your school and reflected in the budget? (5)

Day 2: Second Day of the Onsite Visit

Morning

Group Interview with Students: As the ultimate consumers and —end users" of the curriculum, students should also be interviewed. Because younger students (K-6) usually cannot distinguish very well between liking and not liking their teachers and/or the curriculum, group interviews should be conducted with students in seventh grade and beyond. Group interviews of 7-10 students are ideal. If time allows, group interviews should be conducted for students in each grade span; if there is not sufficient time, auditors should conduct a group interview with students from the highest grade span offered in the district (e.g., Grades 7-8 or 9-12), following the guidelines provided in Appendix G. Each question below relates to the standard identified in parentheses.

- ✓ Has the content of the courses (i.e., curriculum) you have taken in math and English been connected from year to year? In other words, have the courses built on content you learned in the previous year or have they repeated it? (1,2)
- ✓ Have your courses (i.e., curriculum) adequately prepared you for exams you have had to take, such as the NM SBA and college entrance exams? If not, what do you think was missing in your coursework? (1,2)
- ✓ Were you adequately prepared academically by your previous school? Why or why not? (2)
- ✓ Do you have the academic support services (tutoring, counseling, library and computer access, etc.) that you need to be successful in school? If not, what is missing? (1)
- ✓ What courses are you required to take that you believe have the least value to you? The most value? (1)
- ✓ What do test scores mean to you? (4)

Group Interview with Parents: Like students, parents often have difficulty separating curriculum issues (the —what" that is being taught) from curriculum delivery issues (teaching and instruction). Sometimes a negative opinion of the curriculum is really a negative opinion of the teacher who is delivering it. Auditors may have to ask probing questions to establish a clear focus on the curriculum. For purposes of discussion with

parents, curriculum should be defined as —the content and subjects that are taught in school." More detailed definitions that appear at the beginning of this document may also be used to clarify the focus of the group interview with parents. Questions below relate to the standards that appear in parentheses.

- ✓ Have you seen a copy of the district's curriculum? Where? (1)
- ✓ Based on your experiences with your children, what are the strengths of the district's curriculum? The weaknesses? (1)
- ✓ What do you think needs to be added to the curriculum or receive more emphasis? (1)
- ✓ Do you know how the district establishes curricular priorities? If so, please describe the process. (2)
- ✓ What programs are strongest and weakest in your school? How did they get that way? (3)
- ✓ What do test scores mean to you? (4)
- ✓ How does your child's school use test data? (4)
- ✓ What else would you like to share with us about the curriculum at your school/district?

Afternoon

School Site Visit: See *NMPED Curriculum Audit School Visit Protocol* on p.19.

Group Interview with Teachers: In terms of curriculum, classroom teachers are —where the rubber meets the road." They are the group that is responsible for implementing the curriculum, as outlined in board policy, directed by central administration, and enforced by the principal. They are also the group that is most qualified and likely to identify gaps in the curriculum. To encourage full participation of teachers, at least three teachers from each grade span in the district (e.g., K-5, 6-8, and 9-12) should participate. In districts with fewer than three teachers in each grade span, all teachers should be invited to participate. The protocol in Appendix G should be

followed as closely as possible. Each question below is followed in parentheses by the number of the audit standard to which it refers.

- ✓ How do you determine the content you teach in your classroom? (1)
- ✓ If you have a question regarding curriculum content, whom do you ask? (1)
- ✓ How does your principal ensure curricular consistency and fidelity in your school? (1)
- ✓ How does the district ensure curricular consistency and fidelity in your subject(s) between schools in the district? (1)
- ✓ Have you identified any gaps in the curriculum you are required to teach? If so, what are they? (1)
- ✓ Do/how do you know what the district's curricular goals are for the subject(s) you teach? (2)
- ✓ How is the district's curriculum monitored? (2)
- ✓ What programs are strongest and weakest in your school? How did they get that way? (3)
- ✓ How does your school improve programs? (3)
- ✓ How does your school analyze and use student test data to improve instruction (e.g., disaggregated data)? (4)
- ✓ How do you use student test data to adjust the curriculum you teach? Please provide an example. (4)
- ✓ How does the budget development process support or not support your efforts? What changes in financial priorities are needed to better support your curriculum? (5)

Day 3: Third Day of the Onsite Visit

Morning

Triangulation of Data and Draft Report: During this time, the auditor(s) should compile and review all the data that have been gathered through reviewing documents,

interviewing key district staff and stakeholders, and visiting schools sites. The template provided in Appendix F may help organize the collected data.

The core of the audit is in the findings. A finding must be substantiated with at least three data sources, which is known as triangulating the data. By the end of their time in the district, auditors will begin to see common patterns and themes related to curricular issues. For example, the visit to elementary school #1 may have revealed that the scope and sequence for math comes from one textbook series, and the visit to school #2 may have revealed a scope and sequence document from another textbook series. Upon reviewing NM SBA data, the auditor notes that mathematics performance throughout the district has stagnated over the past 3 years. If these three data sources (two site visits and NM SBA data analysis) point to a significant finding that the mathematics curriculum in this district does not have clear objectives for what students should know and be able to do, Standard 2 is not met. If there are at least three data points (or two very strong data points) to support it, observations should become a finding in the curriculum audit report. More about findings can be found in the section of this document that addresses writing the curriculum audit report.

The major findings of the audit, with the data that support them, are the focus of the exit interview that is conducted with the superintendent in the afternoon of the last day. These findings and data sources can be jotted down in note form for auditors to use during the exit interview, but they should not be copied and distributed to participants or formalized in any way.

Afternoon

Exit Interview: In keeping with the —no surprises" policy of all good auditing processes, the auditor(s) should meet with the superintendent (and anyone else who participated in the entrance interview) in the afternoon of the final day of the site visit. The purpose is to verbally deliver and discuss the preliminary findings of the audit. Auditors should encourage participants in the exit interview to ask clarifying questions about the findings, paying particular attention to any findings that appear to be based on inaccurate or incomplete information. Auditors must assure district personnel that the

final written audit report will be consistent with findings presented during the exit interview. Clearly, the final written report will include much more detail, but it should not contain any major findings that are not addressed in the exit interview. District participants should also be told when to expect the draft report for their review. They will be given the opportunity to correct errors of fact and/or omission in the draft audit report, but they will not have the opportunity to resolve differences of opinion or dispute findings at that point. The exit interview provides the district its opportunity to question findings and conclusions. An exit interview lasts approximately 45 minutes.

Post-Visit: Offsite Report Writing

The curriculum audit report is written after auditors leave the district. It is written in plain, jargon-free language, is double-spaced for easy reading, and is approximately 30-50 pages long, including appendices. The format is outlined and described in the next section of this document. The audit report should be written with the following audiences in mind: the board of education, the district staff, and the public. Because the district should be encouraged to make the audit report public, quotations should be used sparingly, with no attribution to named individuals; instead, the source of the quote should be identified by the category of his/her position (e.g., senior district administrator). The job of the auditor is not to affirm or deny hypotheses or even to solve the district's curriculum problems, but to identify problems relating to curriculum management and suggest viable solutions.

The first draft should be sent to the district for review within ten school days of completing the site visit in the district. Once it receives the draft, the district should be given five school days to review the draft and report errors of fact or omission to the curriculum auditor. Within five school days of receiving the district's response, the auditor should finalize and send the curriculum audit report to the district and the NMPED.

VI. Curriculum Audit Report: The Final Product

According to English (1988), —Acurriculum audit is both a process and a product. It is an activity and an event" (p. 45). The final product, the curriculum audit report, should include the following elements:

I. Background
   A. Demographics, enrollment trends, and governance of the district.
   B. Purpose of the curriculum audit.
   C. Scope of work.

II. Methodology
   A. Documents, interviews, and site visits used as the basis for the audit.
   B. Curriculum auditing standards.

III. Findings
   A. Based on triangulated data.
   B. Reported/grouped by standard.

IV. Recommendations

V. Summary

VI. Appendices

The purpose and general content of all sections of the report, as well as boilerplate language for some of the sections, are described in greater detail below.

I. *Background:* Auditors must customize this section, using the following guidelines. The demographic information that is provided in this section of the report should include only those facts that directly impact the district's capacity to develop and deliver curriculum effectively. For example, a geographically large district with relatively small enrollment has curriculum challenges that are different from the ones faced in urban districts with large enrollments and district offices in a relatively compact area. Similarly, dramatic increases or declines in student enrollment will impact the district's capacity in the area of curriculum. The governance of the district should be described in terms of the number of members on the board, vacancies and turnover on the board, and the frequency of meetings. Major recent events,

such as a grand jury investigation of the district's comptroller or a scandal in a board election, may also be important to note if the auditor determines that these events have impacted the district's ability to deliver an appropriate and viable curriculum to its students.

The following boilerplate language may be used for:

Purpose

The purpose of the curriculum audit is to determine the extent to which the staff and governing board of the district have developed and implemented a system of curriculum management. Systems that manage curriculum effectively use their human and financial resources optimally to deliver an appropriate and viable curriculum to all students.

Scope of Work

A curriculum audit is an independent examination of the operations and systems that support and relate to the curriculum. It is conducted by individuals who have been identified and approved by the NMPED. It may be considered as a type of quality control to help the district perform its core function, educating children, as effectively as possible.

II. *Methodology*

New Mexico's model for the curriculum audit is shown in Exhibit 1. It illustrates the three facets of curriculum—the written, taught, and assessed curriculum—and how they are reflected at the district, school, and classroom levels. In order to determine how well the district exercises its responsibilities for curriculum management, and to fulfill its quality control function, the curriculum audit includes:

- **Document Reviews**
  Board policies, curriculum documents, NM SBA and other student test results, and other information sources are examined to determine how well the written, taught, and assessed curriculums are linked and aligned.
- **Interviews**
  In structured discussions with district administrators, school principals, teachers, students, and parents, curriculum auditors discover the extent to which the district curriculum is being implemented with fidelity. They can also identify strengths and weaknesses in the curriculum that lead to audit findings and recommendations.
- **Site Visits**
  Visits to schools reveal the context for learning that exists in the district. Auditors observe the conditions in which teachers teach and students are expected to learn.

Data collected through these means form the basis of the curriculum audit. *Curriculum Auditing Standards* may also be described using boilerplate language.

1. The school district is able to demonstrate its control of resources, programs, and personnel.
2. The school district has established clear and valid objectives for students.
3. The school district has documentation explaining how programs have been developed, implemented, and conducted.
4. The school district uses results from district-designed and/or adopted instruments to adjust, improve, or terminate ineffective practices or programs.
5. The school district has been able to improve productivity.

III. *Findings*

This is the most important section of the audit and must be unique to each district. After gathering the data, auditors carefully review and organize the data around the

five auditing standards. The —Data Organizer for Curriculum Auditors" contained in Appendix F may be a useful tool for organizing and sorting the key evidence from all the data sources (documents, interviews, observations). All the pieces of data or evidence for each standard must then be clustered into common themes, issues, or concerns, which then form the basis for the curriculum audit findings.

There is no magic formula or calculation for taking separate pieces of evidence and combining them into findings. Auditors must apply their knowledge, experience, and expertise to weigh the data carefully, synthesize them, and decide whether or not their conclusions rise to the level of a finding in the curriculum audit report. A process of triangulating the data is useful. Auditors identify three discrete pieces of evidence or two very strong pieces of evidence to support each finding. Usually a document will be one source of data to support a finding because documents are the most tangible and therefore the strongest evidence of the systems that the district does or does not have in place to manage the curriculum

Similarly, there is no magic number of findings or ideal ratio of positive to negative findings. That being said, the number of findings should not overwhelm districts; they should have a reasonable chance of addressing them successfully over a period of 1 or 2 years. Auditors must use their professional expertise and judgment to identify the most important findings; the findings that are unequivocally supported by the data; and the findings that, if properly addressed, will significantly contribute to improving student achievement in the district.

IV. *Recommendations*

Recommendations emerge from and relate directly to the findings. Again, there is no magic number, but common sense tells us to not overwhelm a district with recommendations. According to English (1988), —the number of recommendations should not normally exceed 20, unless the system is quite large" (p. 80). Just as with goals in a district improvement plan (Web EPSS in New Mexico), the recommendations should be specific and measurable. Someone should be held

accountable for implementing them, they should be realistic, and they should be doable in a reasonable amount of time.

V. *Summary*

As with all good summaries, this one should be short and concise. It should drive home the key messages of the audit without repeating the findings and recommendations. Basically, the summary gives the charge to the district to take specific actions to strengthen curriculum management, ensure that all students are taught an appropriate and viable curriculum, and, ultimately, improve student achievement.

VI. *Appendices*

Auditors may select specific documents to include as appendices to the curriculum audit report. It is particularly useful to include documents or portions of documents that support and validate key findings and subsequent recommendations. Decisions to include appendices, and which documents to append to the report, are the responsibility of the auditor.

References

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Appendix A

Supplemental Sheet for Reading/Language Arts

Here are some additional questions specifically related to reading/language arts that may be useful to those conducting a curriculum audit, especially if reading/language arts achievement is a target area. The information following the question first indicates the curriculum standard to which the question relates followed by the person or group that may best answer the query. What is the evidence that the district:

- has an approved a coherent and focused K-12 reading/language arts curriculum aligned with the NM Content and Process Standards? *(1, superintendent, board member, director of curriculum)*
- has a K-12 reading/language arts curriculum that addresses the components of reading (i.e., phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension), writing, speaking and listening, and language in a developmentally appropriate progression? If anything is missing, how do teachers compensate? *(1, curriculum director, principal, teacher)*
- provides teachers with the scope and sequence and pacing guide for this approved curriculum in reading/language arts? *(3, curriculum director, principal, teacher)*
- provides administrators and teachers with clear expectations as to the implementation of this curriculum? *(2, curriculum director, principal, teacher)*
- has a process for monitoring implementation of the curriculum? *(1, curriculum director, principal, teacher)*
- ensures that schools and teachers have adequate resources for instruction (literary and informational texts, leveled texts, technology, and media? What, if anything, is in short supply? *(1, principal, teacher)*
- ensures that supplemental and remedial materials and enrichment activities are being used in addition to the core or primary program? *(1, curriculum director, principal, teacher, parent, student)*
- ensures that all students have access to the approved reading/language arts curriculum? Does access include homeless, economically disadvantaged, and all minority students? *(2, principal, teacher, student, parent)*
- provides a range of assessments to guide instruction in the reading/language arts curriculum that includes screening, formative, progress monitoring,

diagnostic, and summative evaluation? List which ones are currently used. *(4, curriculum director, principal, teacher)*

- has short-cycle formative assessments that are specifically aligned to the reading/language arts curriculum? *(4, curriculum director, principal, teacher)*
- ensures that administrators and teachers use data, such as district formative assessments (that are aligned to the approved curriculum and NM standards), to adjust instruction and improve student learning in reading/language arts? *(4, principal, teacher)*
- provides teachers and principals with adequate and ongoing professional learning to support the implementation of the approved curriculum? If evidence exists, does this professional learning include a teacher learning community in which reading/language arts is the focus? If so, by grade level or across grade levels? *(1, principal, teacher)*
- makes sure that the professional learning covers pedagogical content knowledge for reading/language arts as well as cultural competence in addressing individual student learning needs? *(1, curriculum director, principal, teacher)*
- has specific goals for improving student achievement in reading/language arts? If evidence exists, are these goals reflected in the school and district Web EPPS and publicized to the community? *(2, principal, teacher, parent)*
- supports site leadership in holding teachers accountable for delivering the adopted curriculum with fidelity? *(2, superintendent, board member, curriculum director, principal, teacher)*

Appendix B

Supplemental Sheet for Mathematics

Here are some additional questions specifically related to mathematics that may be useful to those conducting a curriculum audit, especially if mathematics achievement is a targeted area. The information following the question first indicates the curriculum standard to which the question relates followed by the person or group that may best answer the query. What is the evidence that the district:

- has a coherent and focused K-12 mathematics curriculum, aligned with the NM Mathematics Content and Process Standards? *(1, superintendent, board member, curriculum director)*
- provides teachers with guidance as to the pacing and scope and sequence of the district mathematics curriculum? *(3, curriculum director, principal, teacher)*
- provides administrators and teachers with clear expectations as to the implementation of the curriculum? *(2, curriculum director, principal, teacher)*
- has a process for monitoring implementation of the curriculum? *(3, curriculum director, principal, teacher)*
- ensures that all students have access to the mathematics curriculum? Does access include homeless, economically disadvantaged, and all minority students? *(2, principal, teacher, parent, student)*
- uses a curriculum is organized around cognitively demanding, open-ended problems? *(3, curriculum director, teacher, student)*
- ensures that schools and teachers have adequate resources for instruction (textbooks, manipulative materials, graphic calculators, PDAs, etc.)? What, if anything, is in short supply? *(1, curriculum director, principal, teacher, parent, student)*
- has short-cycle formative assessments that are specifically aligned to its mathematics curriculum? If evidence exists, when and to whom are these assessments given? *(4, curriculum director, principal)*
- sets forth the expectation that administrators and teachers use data from district and school assessments (that are aligned to the curriculum and NM standards) to adjust instruction and improve student learning in mathematics? *(4, principal, teacher)*

- ensures that teachers and principals have adequate and on-going professional learning to support the implementation of the curriculum? If evidence exists, does this professional learning include a teacher professional learning community in which mathematics is the focus? If so, by grade level or across grade levels? *(1, principal, teacher)*
- provides professional learning that covers pedagogical content knowledge for mathematics as well as cultural competence in addressing individual student learning needs? *(1, principal, teacher)*
- has specific goals for improving student achievement in mathematics. If evidence exists, are these goals reflected in the district and school Web EPSS and publicized to the community? *(2, principal, teacher, parent)*
- supports site leadership in holding teachers accountable for delivering the adopted curriculum with fidelity? *(2, superintendent, curriculum director, board member, principal, teacher)*

Appendix C

Supplemental Sheet for Multilingual/Multicultural Learners

Here are some additional questions specifically related to multilingual/multicultural learners that may be useful to those conducting a curriculum audit, especially if achievement of these students is in a targeted area. The information following the question first indicates the curriculum standard to which the question relates followed by the person or group that may best answer the query. What evidence exists that the district:

- has a coherent and focused K-12 English language development (ELD) curriculum aligned with the NM ELD standards? *(1, superintendent, curriculum director)*
- follows the approved state Bilingual Application and Budget? *(1, superintendent, curriculum director)*
- provides teachers with guidance as to the pacing and scope and sequence of the ELD standards? *(3, curriculum director, principal, teacher)*
- provides administrators and teachers with clear expectations as to the implementation of the curriculum? *(2, superintendent, curriculum director, principal, teacher*)
- recommends appropriate approaches to instruct multilingual and multicultural learners)? What determines which students receive which methodology? *(3, superintendent, curriculum director, board member)*
- has specific goals for improving student achievement for multilingual/multicultural learners in the areas of mathematics and reading? Are these goals incorporated into the district and school Web EPSS plans? *(2, superintendent, curriculum director, principal)*
- provides access to the general education curriculum for all students, including multilingual/multicultural learners? *(3, superintendent, principal)*
- ensures that supports and interventions are being provided to all students, including multilingual/multicultural learners, in the general education setting? *(3, principal, teacher)*
- provides guidance to schools on the selection and use of various research-based ELD curricula for multilingual/multicultural learners to include core and supplemental intervention programs. *(3, curriculum director, principal, teacher)*

- provides teachers with access to the instructional materials they need to support academic language development (e.g., technology, diagnostic measures, intervention programs, etc.)? What, if anything, is in short supply? *(1, principal, teacher, parent, student)*
- ensures that administrators and teachers use valid assessment data to adjust instruction and improve student learning in reading/mathematics for all students, including multilingual and multicultural learners? *(4, curriculum director, principal, teacher)*
- provides contact staff if teachers have questions about the assessment and instruction of multilingual/multicultural learners? *(1, curriculum director, principal, teacher)*
- provides teachers with professional learning focused on providing instruction to students whose first language is other than English [e.g., Guided Language Acquisition and Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), Five Standards of Effective Pedagogy (CREDE)]. Is this professional learning reflected in the district's professional learning plan or calendar? *(1, curriculum director, principal, teacher)*
- provides teachers with professional learning in cultural competence. Is this professional learning reflected in the district's professional learning plan or calendar? *(1, curriculum director, principal, teacher)*
- supports site leadership in holding teachers accountable for delivering the adopted curriculum with fidelity? *(2, superintendent, special education director, curriculum director, board member, principal, teacher)*

Appendix D

Supplemental Sheet for Special Education

Here are some additional questions specifically related to special education that may be useful to those conducting a curriculum audit, especially if achievement of special education students is a targeted area. The information following the question first indicates the curriculum standard to which the question relates followed by person or group that may best answer the query. What evidence exists that the district:

- has specific goals for improving student achievement for students with disabilities in the areas of mathematics and reading? Are these goals incorporated into the district and school Web EPSS plans? *(2, special education director*, *curriculum director, principal)*
- provides access to the general education curriculum for all students, including those with disabilities? *(1, superintendent, special education director, curriculum director, principal, teacher, parent)*
- ensures that supports and interventions are being provided to all students, including supports, accommodations per IEPs, and appropriate interventions in the general education setting? (*1, special education director, principal, teacher, parent)*
- uses scientific research-based curriculum in mathematics and reading for students with disabilities that is age and grade appropriate and is aligned with the core curriculum? *(3, special education director, principal, teacher)*
- uses scientific research-based curriculum in mathematics and reading for students with disabilities that is age and grade appropriate and is aligned with NM Benchmarks and Standards? *(1, special education director, principal, teacher)*
- provides guidance to schools on the selection and use of core and supplemental intervention programs that are appropriate for students with disabilities? *(1, special education director, principal, teacher)*
- makes certain that schools and teachers have access to the instructional materials they need to effectively teach students with disabilities (e.g., assistive technology devices, formative diagnostic measures, intervention programs that are appropriate for students' age/grade level [manipulatives, content area textbooks and teacher resource guides, leveled readers, etc.])? What, if anything, is in short supply and why? *(1, principal, special education director, special education teacher, student, parent)*

- ensures that administrators and teachers use data, such as results of district assessments, to measure/monitor student learning and progress and to adjust instruction in order to improve learning in reading/mathematics for all students, including students with disabilities? What are the specific data being utilized? *(4, principal, teacher, student, parent)*
- uses annual state performance data to pinpoint specific areas of strengths and weaknesses in student academic performance (particularly struggling students and students with disabilities) and subsequently uses these data to inform the development of professional learning opportunities for teachers aimed at strengthening content instruction in the general and special education classroom. *(4, superintendent, special education director, principal, teacher)*
- provides guidance to schools on the selection and use of various assessments (e.g., screening instruments, progress monitoring tools, common based measures, diagnostic measures, etc.)? *(3, special education director, principal, teacher)*
- provides professional learning to general education teachers on topics relevant to effective instructional practices for teaching students with disabilities (e.g., grouping formats, data-based decision making, appropriate accommodations in the classroom)? Is the professional learning reflected in the district's professional learning plan or calendar? *(1, special education director, principal, teacher)*
- provides special education teachers with professional learning focused on providing effective instructional practices for students with disabilities (e.g., error analysis, precision teaching, formative assessments, monitoring student learning, increasing intensity of interventions)? Is the professional learning reflected in the district's professional learning plan or calendar? *(1, special education director, principal, teacher)*
- provides general education and special education teachers with professional learning opportunities on cultural competence? Is the professional learning reflected in the district's professional learning plan or calendar? *(1, special education director, principal, teacher)*
- supports site leadership in holding teachers accountable for delivering the adopted curriculum with fidelity? What evidence demonstrates the support provided to site leadership? What evidence demonstrates how fidelity is being measured and monitored? *(2, superintendent, special education director, curriculum director, board member, principal, teacher)*

Appendix E

Supplemental Sheet for Response to Intervention

These questions may be helpful in a curriculum audit, especially in a district that is implementing a multi-tiered approach to help struggling learners in general education, in special education, or both. This process includes regular assessment of proficiency in a skill, determining which students are behind, providing help in small groups for those students below benchmark, assessing regularly to monitor progress, and intensifying instruction for students whose progress is insufficient (Hall, n.d.).[1] The information following the question first indicates the curriculum standard to which the question relates. Even though Response to Intervention is not a curriculum per se, it addresses the design and delivery of curricula to students. Following the number is the person or group that may best answer the query. What evidence exists that the district:

- has a multi-tiered service delivery model (3-tiered system of support) to address students' academic and behavioral needs? *(1, superintendent, board member, curriculum director)*
- has a system that supports frequent monitoring of student progress to make results-based academic and/or behavioral decisions? *(1, curriculum director, principal, teacher)*
- provides administrators and teachers with guidance and direction as to the multi-tiered service delivery model (3-tiered system of support)? *(2, curriculum director, principal, teacher)*
- ensures the universal screening of all students to identify those not making academic or behavioral progress at expected rates? If evidence exists, determine how the universal screening works? *(1, principal, teacher, parent)*
- makes certain that progress monitoring determines whether academic or behavioral interventions are producing the desired effects? If evidence exists, determine what process is used? *(5, principal, teacher)*
- ensures that the needs of most students are met through high-quality, research-based instructional and behavioral practices? (Tier 1) *(1, curriculum director, principal, teacher)*
- makes sure that students needing additional intervention are identified and served through Tier 2 interventions? (*1*, curriculum director, *principal, teacher*)

[1] The auditors may want to review *The Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention,* the resource guide for New Mexico's RtI Framework.

- Ensures that Tier 3 interventions are implemented? (*1, curriculum director, principal, teacher)*

Appendix F

Data Organizer for Curriculum Auditors

Notes	Comments/Questions
Standard 1	
Document Review	
Superintendent Interview	
Board Interview(s)	
Principals' Group Interview	
Students' Group Interview(s)	
Parents' Group Interview	

Notes	Comments/Questions
Teachers' Group Interview	
School Site Visit #1	
School Site Visit #2	
School Site Visit #3	
Standard 2	
Document Review	
Superintendent Interview	
Board Interview(s)	

Notes	Comments/Questions
Principals' Group Interview	
Students' Group Interview(s)	
Parents' Group Interview	
Teachers' Group Interview	
School Site Visit #1	
School Site Visit #2	
School Site Visit #3	

Notes	Comments/Questions
Standard 3	
Document Review	
Superintendent Interview	
Board Interview(s)	
Principals' Group Interview	
Students' Group Interview(s)	
Parents' Group Interview	
Teachers' Group Interview	

Notes	Comments/Questions
School Site Visit #1	
School Site Visit #2	
School Site Visit #3	
Standard 4	
Document Review	
Superintendent Interview	
Board Interview(s)	
Principals' Group Interview	

Notes	**Comments/Questions**
Students' Group Interview(s)	
Parents' Group Interview	
Teachers' Group Interview	
School Site Visit #1	
School Site Visit #2	
School Site Visit #3	
Standard 5	
Document Review	
Superintendent Interview	

Notes	Comments/Questions
Board Interview(s)	
Principals' Group Interview	
Students' Group Interview(s)	
Parents' Group Interview	
Teachers' Group Interview	
School Site Visit #1	
School Site Visit #2	
School Site Visit #3	

Appendix G

Group Interview Protocol

The **set up** for the group interview should include:

- Name tags, sign in sheet, and refreshments on one table on the side of the room.
- Large table with chairs around the table for participants. The auditor/interviewer should sit where he/she can see everyone, typically at the end of one of the tables; the note taker should sit next to the interviewer so he/she can give reminders or ask for clarification as needed.

The **introduction** might be scripted as follows:

Hi, everyone. My name is _____ and I am with (name of your organization). We are conducting this interview with you today to gather information about the curriculum (what is taught) in your district. I will ask a series of questions about the curriculum and my colleague _____ (note-taker's name) will take notes. There are no right or wrong answers to these questions. We are simply trying to get a better understanding of the curriculum, how it is developed, implemented, monitored, and revised. If a question is not clear to you, please ask me to make it more clear. We have invited people from throughout your community, including district and school administrators, teachers, parents, and students, to talk with us today and tomorrow. Once we have gathered all the information from interviews, reviews of documents, and analyses of data we will issue a curriculum audit report to the district, with our findings and recommendations.

Before we get started, would you all say your name and role in the district? Please be sure you have put your name on the sign-in sheet. I would also like to suggest a few **guidelines** to keep in mind:

- *First, it is not necessary for everyone to answer every question.*
  - Be sure your point of view is represented, but it is not necessary to repeat what someone else has said.
    You may also decline to answer any question.

- *Second, please let many voices be heard.*
  - It is important for many people to speak and not have one or two voices dominate.

- *Third, I may have to cut you short or move on to another question because of time constraints.*
  - If I interrupt you, please accept my apologies, but it will be because we need to move on. I am happy to collect any additional responses later either verbally today or by phone or e-mail, and I will leave you my contact information.
  -
- *Fourth, please be respectful of your colleagues.*

- If you disagree, please say so, but do it in a way that is kind and explain why you disagree.

- *Fifth and finally, please know that the opinions you voice are confidential.*
  - We will not identify your ideas with you as individuals and your name will not appear with focus group summary reports, other than to say that you were a participant.

To **close** the session: Thank you so very much for your time and input. We value your opinion and will seriously consider each and every suggestion you have made. You are one of many groups who will be asked to respond and help us improve this system. We plan to finalize our report to the district within a month. It is then up to the district to implement the recommendations for improvement. Thank you again.

Attachment 23

Guskey 5 Levels of PD

Guskey's Five Critical Levels of Professional Development Evaluation

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	• Did participants like it? • Was time well spent? • Did the material make sense? • Will it be useful? • Was the presenter knowledgeable? • Did the physical conditions of the activity support learning?	• Questionnaires administered at the end of sessions. • Focus groups • Interviews • Personal learning log • MeetingWorks internet-based sessions • Analysis of threaded discussion forums	• Initial satisfaction with experience.	• To improve program delivery and design
2. Participants' Learning	• Did participants acquire the intended knowledge or skill?	• Paper and pencil tests • Simulations and demonstrations • Participant reflections (oral and/or written • Participant portfolios • Case study analysis • MeetingWorks internet-based sessions • Analysis of threaded discussion forums	• New knowledge and/or skills of participants	• To improve program content, format, and organization

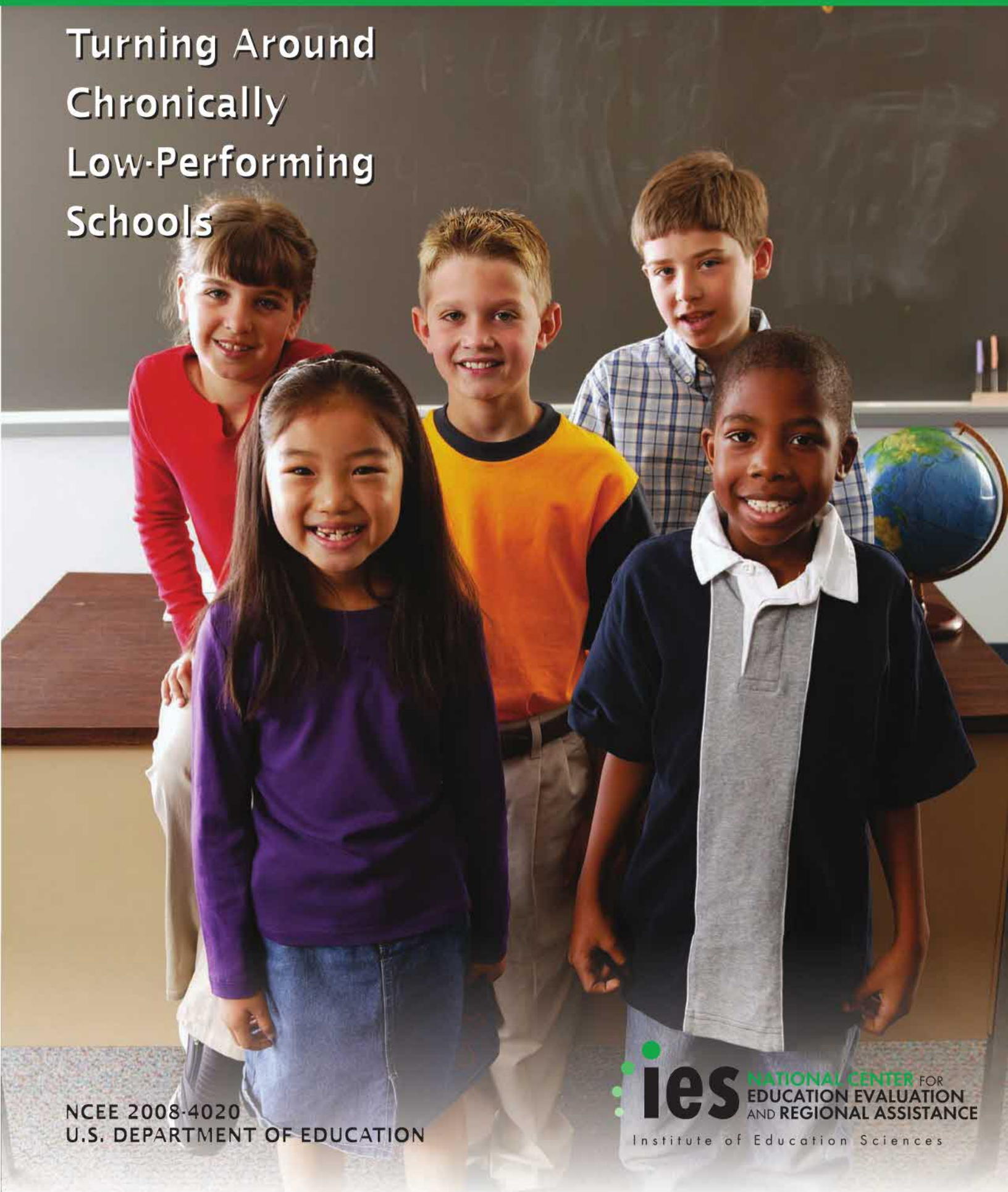
Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
3. Organization support and change	• What was the impact on the organization? • Did it affect organizational climate or procedures? • Was implementation advocated, facilitated, and supported? • Was the support public and overt? • Were problems addressed quickly and efficiently? • Were sufficient resources made available? • Were successes recognized and shared?	• District and school records • Minutes from meetings • Questionnaires • Focus groups • Structured interviews with participants and school or district administrators • Participant portfolios • MeetingWorks internet-based sessions • Analysis of threaded discussion forums	• The organization's advocacy, support, accommodations, facilitation and recognition	• To document and improve organizational support • To improve future change efforts
4. Participants' use of new knowledge or skills	• Did participants effectively apply the new knowledge and skills?	• Questionnaires • Structured interviews with participants and their supervisors • Participant reflections (oral and/or written) • Participant portfolios • Direct observations • Video or audio tapes • Concerns-based Adoption Model	• Degree and quality of information	• To document and improve the implementation of program content

Evaluation Level	Typical Questions Addressed	Typical Info. Gathering Methods	What is Measured or Assessed?	How Will Information Be Used?
5. Student Learning Outcomes	• What was the impact on students? • Did it affect student performance or achievement? • Did it influence students' physical or emotional well-being? • Are students more confidents as learners? • Is student attendance improving? • Are dropouts decreasing?	• Student records • School records • Questionnaires • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios	• Student learning outcomes: 1. cognitive (performance and achievement) 2. affective (attitudes and dispositions) 3. psychomotor (skills and behavior)	• To focus and improve all aspects of program design, implementation, and follow-up • To demonstrate the overall impact of professional developement

Attachment 24

IES Practice Guide Turning Around Chronically Low-Performing Schools

Turning Around Chronically Low-Performing Schools



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Institute of Education Sciences

The Institute of Education Sciences (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot currently be addressed by single interventions or programs. Authors of practice guides seldom conduct the types of systematic literature searches that are the backbone of a meta-analysis, although they take advantage of such work when it is already published. Instead, authors use their expertise to identify the most important research with respect to their recommendations, augmented by a search of recent publications to ensure that research citations are up-to-date.

Unique to IES-sponsored practice guides is that they are subjected to rigorous external peer review through the same office that is responsible for independent review of other IES publications. A critical task for peer reviewers of a practice guide is to determine whether the evidence cited in support of particular recommendations is up-to-date and whether studies of similar or better quality that point in a different direction have not been ignored. Because practice guides depend on the expertise of their authors and their group decision-making, the content of a practice guide is not and should not be viewed as a set of recommendations that in every case depends on and flows inevitably from scientific research.

The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators addressing a multifaceted challenge that lacks developed or evaluated, packaged approaches. The challenge is turning around low-performing schools. The guide provides practical, clear information on critical topics related to school turnarounds and is based on the best available evidence as judged by the review team. Recommendations presented in this guide should not be construed to imply that further research is not warranted to judge the effectiveness of particular strategies for turning around failing schools.

Turning Around Chronically Low-Performing Schools

May 2008

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May 2008

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Turning Around Chronically Low-Performing Schools

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Introduction

The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators aiming to quickly and dramatically improve student achievement in low-performing schools. Although schoolwide reform models exist, most assume a slow and steady approach to school reform. They do not seek to achieve the kind of quick school turnaround we examine in this practice guide. That is not to say that schools using a packaged schoolwide reform model could not experience dramatic and quick results. Often the differentiating factors are the intensity of the turnaround practices and the speed of putting them in place.

Our expectation is that a superintendent, a principal, or a site-based decision-making council can use this practice guide to help plan and execute school turnaround strategies. The target audience includes school administrators and district-level administrators, key because they can help break down policy and administrative barriers and ease the implementation of intensive school turnaround practices. This guide can help them develop practice and policy alternatives for immediate implementation in schools.

The guide includes specific recommendations and indicates the quality of the evidence that supports the recommendations. It also describes how each recommendation can be carried out. The examples are from case studies but should not be construed as the best or most effective ways to carry out each recommendation. Instead, the examples illustrate practices noted by schools as having had a positive impact on the school turnaround. Note that the specific ways the practices were implemented varied widely, depending on each school's context.

We, the authors, are a small group with expertise in various dimensions of this topic. Several of us are also experts in research methodology. The evidence we considered in developing this document ranges from expert analyses of turnaround practices to case studies of seemingly effective schools and to correlational studies and longitudinal studies of patterns of school improvement. In all cases, we paid particular attention to patterns of findings replicated across studies. But all recommendations had to rely on low levels of evidence, as defined by the Institute of Education Sciences (IES) Practice Guide standards. We could not find any studies that fit the high-quality experimental and quasi-experimental study standards of the What Works Clearinghouse (http://ies.ed.gov/ncee/wwc) and that would provide the strongest evidence of causal validity.

We have taken findings from research and described how a practice or recommendation might unfold in school settings. Our aim is to provide sufficient detail so that educators have a clear sense of the steps needed to follow the recommendation.

A unique feature of practice guides is the explicit and clear delineation of the quality and quantity of evidence that supports each claim. To do this, we used a semi-structured hierarchy suggested by IES. This classification system uses both the quality and the quantity of available evidence to help determine the strength of the evidence base grounding each recommended practice (table 1).

Table 1. Institute of Education Sciences levels of evidence for practice guides

Strong	In general, characterization of the evidence for a recommendation as strong requires both studies with high internal validity (i.e., studies whose designs can support causal conclusions) and studies with high external validity (i.e., studies that in total include enough of the range of participants and settings on which the recommendation is focused to support the conclusion that the results can be generalized to those participants and settings). Strong evidence for this practice guide is operationalized as: • A systematic review of research that generally meets the standards of the What Works Clearinghouse (WWC) (see http://ies.ed.gov/ncee/wwc/) and supports the effectiveness of a program, practice, or approach with no contradictory evidence of similar quality; OR • Several well-designed, randomized controlled trials or well-designed quasi-experiments that generally meet the standards of WWC and support the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality; OR • One large, well-designed, randomized controlled, multisite trial that meets the WWC standards and supports the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality; OR • For assessments, evidence of reliability and validity that meets the Standards for Educational and Psychological Testing.[a]
Moderate	In general, characterization of the evidence for a recommendation as moderate requires studies with high internal validity but moderate external validity, or studies with high external validity but moderate internal validity. In other words, moderate evidence is derived from studies that support strong causal conclusions but where generalization is uncertain, or studies that support the generality of a relationship but where the causality is uncertain. Moderate evidence for this practice guide is operationalized as: • Experiments or quasi-experiments generally meeting the WWC standards and supporting the effectiveness of a program, practice, or approach with small sample sizes and/or other conditions of implementation or analysis that limit generalizability and no contrary evidence; OR • Comparison group studies that do not demonstrate equivalence of groups at pretest and therefore do not meet the WWC standards but that (a) consistently show enhanced outcomes for participants experiencing a particular program, practice, or approach and (b) have no major flaws related to internal validity other than lack of demonstrated equivalence at pretest (e.g., only one teacher or one class per condition, unequal amounts of instructional time, highly biased outcome measures); OR • Correlational research with strong statistical controls for selection bias and for discerning influence of endogenous factors and no contrary evidence; OR • For assessments, evidence of reliability that meets the Standards for Educational and Psychological Testing[b] but with evidence of validity from samples not adequately representative of the population on which the recommendation is focused.
Low	In general, characterization of the evidence for a recommendation as low means that the recommendation is based on expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong level. Low evidence is operationalized as evidence not meeting the standards for the moderate or high level.

a. American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999).

b. Ibid.

Strong refers to consistent and generalizeable evidence that a practice causes better outcomes for students in turnaround schools or that certain leadership practices are effective for school turnaround.[1]

Moderate refers either to evidence from studies that allow strong causal conclusions but cannot be generalized with assurance to the population on which a recommendation is focused (perhaps because the findings have not been widely replicated) or to evidence from studies that are generalizeable but have more causal ambiguity than offered by experimental designs (statistical models of correlational data or group comparison designs for which equivalence of the groups at pretest is uncertain).

Low refers to expert opinion based on reasonable extrapolations from research and theory on other topics and evidence from studies that do not meet the standards for moderate or strong evidence.

The What Works Clearinghouse standards and their relevance to this guide

For the levels of evidence in table 1, we rely on WWC evidence standards to assess the quality of evidence supporting educational programs and practices. The WWC addresses evidence for the causal validity of instructional programs and practices according to WWC standards. Information about these standards is available at http://ies.ed.gov/ncee/wwc. The technical quality of each study is rated and placed into one of three categories:

- *Meets Evidence Standards* for randomized controlled trials and regression discontinuity studies that provide the strongest evidence of causal validity.
- *Meets Evidence Standards with Reservations* for all quasi-experimental studies with no design flaws and randomized controlled trials that have problems with randomization, attrition, or disruption.
- *Does Not Meet Evidence Screens* for studies that do not provide strong evidence of causal validity.

We include an appendix with more technical information about the studies and our decisions regarding the level of evidence for each recommendation. To illustrate the types of studies reviewed, we describe one study for each recommendation. Our goal is to provide interested readers with more detail about the research designs, the intervention components, and the way impact was measured.

We thank Brian Hassel and Dana Brinson for their helpful feedback and reviews of earlier versions of this practice guide. We also express our appreciation to Dr. Marlene Darwin, an AIR staff member involved in every phase of this project, from research analysis to draft text. Her role has been critical for the timely and successful production of this guide.

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1. Following What Works Clearinghouse guidelines, we consider a positive, statistically significant effect or large effect size (greater than 0.25) as an indicator of positive effects.

Turning Around Chronically Low-Performing Schools

Overview

In 1994 the Improving America's Schools Act introduced the concept of holding schools accountable for student performance on state assessments. Although the act encouraged states to assess whether schools were making progress and imposing sanctions on those that did not, it lacked much force. The No Child Left Behind (NCLB) Act of 2001 changed that by requiring a regimen of annual testing in grades 3 through 8 and by imposing sanctions on schools that fail to make adequate yearly progress.[2]

In school year 2006–07, 70 percent of 98,905 schools nationwide (64,546) made adequate yearly progress; 10,676 schools were designated as schools in need of improvement, and 2,302 schools were designated as schools in need of improvement restructuring.[3] All failing schools, especially those that persistently fail, need guidance on what will work quickly to improve student outcomes. These schools generally have explored a variety of strategies to improve student achievement, but without rapid, clear success. They now need to look beyond slow, incremental change and examine practices that will raise and sustain student achievement within one to three years.[4] The need to quickly improve student achievement is most pressing for low-performing schools that serve disadvantaged students.[5]

How can we provide practical guidance to these schools to turn around their performance in a short time? To answer, we must first turn to research. Unfortunately, the research base on effective strategies for quickly turning around low-performing schools is sparse. The panel did not find any empirical studies that reached the rigor necessary to determine that specific turnaround practices produce significantly better academic outcomes. So, we tapped into less rigorous case study research and theory to provide practical recommendations about school turnaround practices. This research suggests practices likely to improve student learning. But it does not offer proof that these practices will always succeed.

This guide identifies practices that can quickly improve the performance of chronically low-performing schools—a process commonly referred to as creating "turnaround schools." For this guide, we define turnaround schools as those meeting two criteria.

- First, they began as chronically poor performers—with a high proportion of their students (generally 20 percent or more) failing to meet state standards of proficiency in mathematics or reading as defined under No Child Left Behind over two or more consecutive years.

- Second, they showed substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading, showing

2. Adequate yearly progress (AYP) is an individual state's measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least reading/language arts and math. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators. (http://www.ed.gov)

3. Mapping America's Educational Progress (2008).

4. Hassel, Hassel, and Rhim (2007).

5. Ibid.

similarly large improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more), or improving overall performance on standardized mathematics or reading tests by an average of 10 percentage points (or about 0.25 standard deviations). The schools discussed in this practice guide met these criteria, according to the data reported in the studies.[6]

School improvement and school turnaround both aim to improve student outcomes by changing how schools and classrooms operate. They differ in that school turnaround involves quick, dramatic improvement within three years, while school improvement is often marked by steady, incremental improvements over a longer time. Because of their similar goals, the two may have common approaches, but they differ in implementation. In school improvement, sharing leadership and training existing staff to share responsibility may develop gradually. In school turnaround, a leader may have to quickly identify and train one or two key staff members who are already qualified and prepared to initiate shared leadership. In addition, a turnaround school is more likely to consider replacing staff unable to easily make the transition with those already qualified to do so.

School turnaround literature builds on effective school improvement practices but focuses on how to speed up and increase the impact of these practices. According to one researcher, effective school turnaround strategies remove factors that inhibit school improvement and that do not support effective teaching and learning.[7] This guide recommends four practices unique to turnaround schools. It does not explore the school improvement literature, which is well documented elsewhere.[8] The four recommendations work together to help failing schools make adequate yearly progress and turn themselves around (see table 2).

This guide does not address comprehensive school reform (CSR) models, a specific approach to school improvement. Schools that adopt those models seek to implement all model components with supports and services provided by the model developer, such as professional development. Research on CSR models examine the models' effects on school improvement rather than the practices that comprise the model implemented by the school. And CSR models are typically designed to make incremental improvements over three to five years.[9] The panel thus determined that CSR evaluations were outside the scope of this practice guide.[10]

We have included only research on "beating the odds" schools (schools that performed better than would be expected from their demographics) if those schools were also turnaround schools. The key distinction is that beating-the-odds schools may have always been high achieving. They have

6. The panel was unable to determine whether the schools in one study (Lachat and Smith 2005) showed dramatic improvement in three years because the study noted that data were collected over four years. But the panel chose to include this study in the evidence base because it provides research on practices that five low-performing high schools implemented to raise student achievement.

7. Duke (n.d.)

8. For some pivotal research on school improvement, please see Berman and McLaughlin (1978), McLaughlin (1990), Newmann and Wehlage (1995), Purkey and Smith (1983), and Rivlin and Timpane (1975).

9. Desimone (2002).

10. For overviews of the research on Comprehensive School Reform, see Borman, Hewes, Overman, and Brown (2003); Desimone (2002); Herman et al. (1999); Comprehensive School Reform Quality Center (2006a,b,c).

not necessarily made a transition from low to high achievement, a transition that poses some unique challenges (overcoming staff disillusionment and inertia) and requires unique solutions. Because this guide focuses on low-performing schools transitioning to high performance, the case studies are only of schools that were initially low performing. If the studies did not indicate the level of a school's performance, the panel did not include them in its examination of evidence.

Summary of level of evidence to support recommendations

As suggested in the overview, the research base on school turnaround practices is limited. Turnaround schools are, by definition, schools that have demonstrated that they have dramatically improved student outcomes in a short time. Studies of turnaround schools tend to be case studies that look back at factors that may have contributed to the school's success. This research design is particularly weak in determining causal validity for several reasons, including the fact that there is no way to be confident that the features common to successful turnaround schools are not also common to schools that fail.

The recommendations in this guide are based on a collection of case studies of low-performing schools that improved student achievement in one to three years. The panel feels compelled to emphasize that the level of evidence is *low* because none of the studies examined for this practice guide is based on a research methodology that yields valid causal inference. The recommendations are based on 10 case studies that examined turnaround practices across 35 schools: 21 elementary schools, 8 middle schools, and 6 high schools.[11]

Two of the documents in this review are secondary analyses of primary studies. In each case, the primary document profiles several schools, but the secondary document identifies the strategies common across successful turnaround schools. The panel's recommendations are drawn from the secondary analyses and cited accordingly.

The panel also drew from *Turnarounds with new leaders and staff*.[12] This report draws from research on turnaround schools and on organizational improvement in the business sector, providing substantial background on, and basic principles of, significant school improvement.

The panel also incorporated evidence from a related field, business turnaround.[13] Like school turnaround, business turnaround occurs when a failing business makes dramatic changes to become more successful. Often, turnaround businesses face bankruptcy or dissolution and restructure to become solvent. Schools and businesses share some organizational features, and some business turnaround practices also appear in turnaround schools. This guide draws on evidence from business turnaround to support recommendations for practices in both fields. For example, both schools and businesses that improve outcomes tend to use strong leadership to signal change early in the turnaround process.[14]

The evidence from business turnaround research lends support to the recommendations that schools should signal change in the turnaround process. But because businesses and schools can be very different organizations, we caution against rely-

11. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

12. Kowal and Hassel (2005).

13. Kowal and Hassel (2005); Walberg (2007).

14. Ibid.

ing exclusively on the business turnaround research.[15] For example, businesses often cut costs to promote turnaround, a strategy not relevant to schools. Further, businesses operate under the immediate threat of bankruptcy and termination; schools typically do not. So, this guide does not highlight practices that emerged in the business turnaround research unless they also emerged in the school turnaround research.

Readers should note that the case research on school turnarounds and the business research clearly indicates that there is no specific set of actions that applies equally well to every turnaround situation. Every school described in the case studies examined for this guide applied actions and practices tailored to the school and local community.

Using their knowledge of school change, panel members emphasize that school turnaround encompasses a set of actions and practices. A school cannot select only one recommendation from this practice guide and reasonably expect quick results. For example, signaling change with strong leadership but not following through with visible improvement early in the school turnaround process (quick wins) could make school staff skeptical. So, readers should view these recommendations as a viable set of practices that have each demonstrated, at least in case studies, that they may work well together in turning around low-performing schools. Appendix 4 presents more information on the research evidence from the case studies to support each recommendation.

15. Ibid.

Table 2. Recommendations and corresponding levels of evidence to support each

Recommendation	Level of evidence
1. *Signal the need for dramatic change with strong leadership.* Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change. A low-performing school that fails to make adequate yearly progress must improve student achievement within a short timeframe—it does not have the luxury of years to implement incremental reforms.	Low
2. *Maintain a consistent focus on improving instruction.* Chronically low-performing schools need to maintain a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals.	Low
3. *Make visible improvements early in the school turnaround process (quick wins).* These can rally staff around the effort and overcome resistance and inertia.	Low
4. *Build a committed staff.* The school leader must build a staff that is committed to the school's improvement goals and qualified to carry out school improvement. This goal may require changes in staff, such as releasing, replacing, or redeploying staff who are not fully committed to turning around student performance and bringing in new staff who are committed.	Low

Source: Authors' compilation based on analysis described in text.

Checklist for carrying out the recommendations

Note: These recommendations are explored in greater detail in the practice guide.

Recommendation 1. Signal the need for dramatic change with strong leadership

☐ A change in leadership practices in the school is essential. Because the current school leader may be enmeshed in past strategies, a new leader can immediately signal change.

☐ If there is no change in leadership, the existing leader can signal change by radically altering leadership practices.

☐ Make the school leader the instructional leader who is highly visible in classrooms.

☐ Publicly announce changes and anticipated actions.

Recommendation 2. Maintain a consistent focus on improving instruction

☐ Examine school-level data on student achievement to identify specific gaps in student learning.

☐ Have teachers use formative data about individual students to analyze their instruction in light of student progress toward standards.

☐ Establish priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning.

☐ Arrange for targeted professional development based on analyses of achievement and instruction, differentiated according to teacher needs and the subject areas targeted for instructional improvement.

☐ Have staff collaboratively conduct a comprehensive curriculum review to ensure that the curriculum aligns with state and local standards and meets the needs of all students in the school. Be sure to involve teachers in the review.

☐ Ensure that all school leaders and instructional staff monitor progress regularly, and systematically make adjustments to strengthen teaching and student learning.

Recommendation 3. Make visible improvements early in the school turnaround process (quick wins)

☐ Start with a goal that is important, can be achieved quickly, and will provide visible improvement.

☐ Develop a strategy for accomplishing the goal that can be implemented quickly—for example, the school already has the authority and resources to implement the strategy.

☐ Consider some common goals for quick wins, such as changing the school's use of time, improving access to resources and the physical facilities, and improving discipline.

Recommendation 4. Build a committed staff

☐ Assess the strengths and weaknesses of the staff. Identify staff who are not fully committed to the school turnaround goals or who do not have the qualifications to carry them out.

☐ Redeploy staff members who have valuable skills but are not effective in their current role.

☐ Replace staff members who actively resist the school's turnaround efforts.

☐ Recruit new staff who have the needed specialized skills and competencies for positions in the school—such as interventionists, reading specialists, and mentors and instructional coaches.

Recommendation 1. Signal the need for dramatic change with strong leadership

A failing school does not have the luxury of years to implement incremental reforms. Instead, leaders at the school should make a clear commitment to dramatic changes from the status quo and signal the magnitude and urgency of those changes. Leadership is key, but it alone is not adequate. The leader also needs to show that dramatic changes will be necessary to turn the school around.

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be *low,* based on 10 case studies that describe school turnaround practices in 35 schools.[16] Of the 10 studies, 2 describe in detail the ways that schools implemented dramatic changes with strong leadership.[17] One study looked at 7 middle schools[18] and the other at 15 elementary schools[19] that participated in school turnarounds. The remaining case studies provide additional support.

Brief summary of evidence to support this recommendation

The authors of the two studies[20] that described dramatic changes with strong leadership identified patterns across 22 schools. The majority of the schools started the turnaround with new leaders; all underwent major changes in leadership practices.

The research points out that school leadership is a key part of school change and turnaround.[21] Turnaround leadership should be anchored in school improvement practices and in strategies to make rapid and substantial changes. Although the research did not list a specific set of leadership skills and actions shared by all principals in turnaround schools, some commonalities were identified by the panel. In general, turnaround leaders demonstrated a commitment to developing a learning community for students and staff, with the primary focus of the school on learning and with staff and students working together toward that goal. Specific leadership actions were framed in a child-centered lens and the belief that staff should have the skills and knowledge to provide strong instruction.[22]

School leaders also signaled change by:

- Communicating a clear purpose to school staff.
- Creating high expectations and values.
- Sharing leadership and authority.
- Demonstrating a willingness to make the same types of changes asked of their staff.
- Identifying advocates within the staff.
- Building a consensus that permeated the entire staff.

16. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

17. Picucci et al. (2002a); Duke (n.d.).

18. Picucci et al. (2002a).

19. Duke (n.d.).

20. Picucci et al. (2002a); Duke (n.d.).

21. Whiteside (2006); Picucci et al. (2002a); Rhim, Kowal, Hassel, and Hassel (2007); Duke (n.d.); Johnson and Asera (1999).

22. Johnson and Asera (1999).

- Eliminating any distractions to ensure that the maximum amount of classroom time was focused on instruction.
- Establishing a cohesive culture.[23]

School leaders committed to the turnaround effort worked toward integrating these principles into their daily practices.

The business research on leadership indicates a broad set of leadership actions in business turnaround.[24] Turnaround leaders figured out what actions would get rapid results and demonstrate an upward trend quickly. They implemented practices that deviated from the prevailing norms. They analyzed performance data. And they relentlessly focused on results.[25] These actions were a catalyst for change to build future successes.

Strong turnaround leadership sometimes met resistance.[26] In several instances, school leaders who took dramatic steps to turn a school around faced calls from parents to resign or be removed. In the face of this resistance, leaders had to remain focused on the goal of raising student achievement. Gradually, teachers saw positive changes and became less resistant. Turnaround leaders learned to strike the right balance between demanding change and developing a collaborative culture within the school and among staff members.

How to carry out the recommendation

1. A change in leadership practices in the school is essential. Because the current school leader may be enmeshed in past strategies, installing a new principal can signal change.[27] The case studies on school turnarounds have numerous instances of new principals being catalysts for change.[28] Teachers often cited the new principal as the motivating force.[29] Case study research on school turnarounds indicates that strong leadership is a critical element of the turnaround process.[30]

In successful turnaround schools, new principals came into the schools with a clear purpose, ready to share responsibility for turning around the school. They immediately began to set clear expectations for students and faculty. They initiated a culture of change from the first day, letting teachers and students know that a defeatist or business-as-usual attitude would not be accepted. They sent the message that everyone—including administrators—needed to change the daily school operations and the way instruction was delivered.

Although new principals entered their school with a determination to raise student achievement, they did not act rashly. Instead, they spent long hours studying the school and its needs. But they still took steps to move the school forward with some immediate changes.

2. If a change in leadership does not take place, the existing principal may signal change by substantially reforming leadership practices.[31] Although this can be quite challenging for a principal in a low-performing school, it is possible to radically alter leadership practices and develop a new culture that

23. Picucci et al. (2002a).

24. Kowal and Hassel (2005).

25. Rhim et al. (2007).

26. Picucci et al. (2002a); Duke et al. (2005).

27. Murphy and Meyers (in press).

28. Duke et al. (2005); Johnson and Asera (1999); Duke (n.d.).

29. Picucci et al. (2002b).

30. Whiteside (2006); Picucci et al. (2002b); Duke (n.d.).

31. Duke et al. (2005); Duke (n.d.).

will signal change to the staff.[32] Key ingredients are recognizing the need to change and possessing a willingness to try new things to raise student performance. This willingness can come from a study of school improvement theory, research, and practice.[33]

The established principal should examine and then eliminate the factors that impede change, by becoming an instructional leader and observing and monitoring classroom instruction.[34] The principal could also begin creating conditions that support teaching and learning in the school. In 5 of 15 schools in a case study report, the school leader did not change; instead, the leadership actions changed.[35]

Typical leadership actions that signaled change in the turnaround school studies were establishing a stronger direction for the school, such as spending more time in classrooms and throughout the school; monitoring teacher and student performance; becoming more accessible to staff and students; and dealing directly with discipline issues.[36]

One principal attended a specialized turnaround leadership program and initiated the turnaround process after one year as principal. Knowing that the school was low performing, she sensed that the staff were eager for change and wanted to see the school raise its student achievement. To signal change and begin to develop targeted goals for the school, she began by analyzing different types of data, such as student achievement, discipline, class size, staffing, and use of instructional time. She brought the staff into the process to identify what was or was not working, and after these initial steps, began to eliminate practices that were not working.[37]

Principals can signal change by modifying their personal style of leadership in the school. For example, they can change their style by sharing responsibility for learning more openly among all staff, stakeholders, and the administration, by placing an increased value on mutual support, and by ensuring the well-being and safety of students and staff.[38]

Principals can also develop shared leadership by appointing a leadership team or lead teachers.[39] By establishing shared leadership structures and nurturing lead teachers, principals can strengthen the voice of teachers in school decisions and in assuming responsibility for results.

3. Through partnerships, schools can publicly announce changes and planned actions.[40] As in the business world, they may want to embark on a marketing campaign, which can take many forms.

One case study of an urban middle school describes an aggressive community campaign to "sell the school to local residents."[41] The principal led the effort to change the perception of the school. He held coffees with parents and community members and met with parents of prospective students, among other activities, to educate the community. He also reached out to the larger urban community, including institutions of higher education, to solicit partnerships for additional resources. Outreach should not only "sell the school" but also "sell the fact that change must and has come to the school."

32. Kowal and Hassel (2005).

33. Whiteside (2006).

34. Duke (n.d.).

35. Duke (n.d.); Picucci et al. (2002a).

36. Duke (n.d.).

37. Duke et al. (2005).

38. Duke (n.d.).

39. Ibid.

40. Kowal and Hassel (2005).

41. Picucci et al. (2002b), p. 33.

In a turnaround middle school, the principal wanted to "reawaken the hallowed history" of the school.[42] The school's sense of community was reignited through a large 75th anniversary gala for the local community.

In another example of a public campaign, the principal of a large urban high school began the turnaround process, but after a year in which initial progress had been made, the district decided to close the school. The principal, determined to see the school improve, embarked on a public campaign. With support from faculty, students, and parents, the community mobilized a campaign and persuaded the district to keep the school open and to support the principal's proposed direction for the school's vision and efforts toward reform.[43]

Potential roadblocks and solutions

1. Staff may be convinced that the school does not have the potential to change or will never change. Some staff believe that reforms "come and go," so they can patiently wait out this set of reforms. When leaders in the school can couple signaling change with quick wins (see Recommendation 3), they may be able to dispel the entrenched mindset that the school will never change.[44]

2. If leadership does not change, the leaders may find it much harder to signal change immediately. They may not be able to separate themselves from the policies and practices that prevented changes in the past.[45] In such situations, the district may want to consider providing specialized training for its principals through established programs that focus on intensive training in turnaround leadership skills, develop a school turnaround plan with a district team, and collaborate with a school support team on such content areas as data analysis, target setting, and action plans.[46]

Principals can do other things to build stronger leadership for the turnaround:

- Visiting and learning from other schools that face similar challenges.
- Immersing themselves in student benchmark and achievement data and such nonachievement data as disciplinary referrals, class size, and use of instructional time to make informed decisions for the school.
- Engaging in additional instructional support activities.
- Drawing on district resources for help in responding to problems constructively.
- Seeking professional development focused on leadership.[47]

3. Signaling change may be difficult when the prevailing community perception of the school is negative.[48] School leaders may need to initiate a public campaign in the community to develop immediate support. In one case study, parents had little confidence in the school, feeling that many students did not receive a quality education. To bolster the community's trust, the principal initiated early morning meetings with parents when they dropped off their children at school, videotaped classroom and special activities for parents, and invited parents to observe classes.[49]

42. Whiteside (2006).

43. Tung and Ouimette (2007).

44. Duke (n.d.); Johnson and Asera (1999); Kowal and Hassel (2005).

45. Duke (n.d.).

46. Kowal and Hassel (2005); Duke et al. (2005).

47. Johnson and Asera (1999).

48. Picucci et al. (2002a).

49. Johnson and Asera (1999).

Recommendation 2. Maintain a consistent focus on improving instruction

Turnaround schools focus on improving instruction at every step of the reform process. Turnaround schools use data to set goals for instructional improvement, make changes to affect instruction immediately and directly, and continually reassess student learning and instructional practices to refocus the goals.

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be *low,* based on 10 case studies that describe turnaround practices in 35 schools.[50] All 10 studies describe in detail the ways that turnaround schools maintained a consistent focus on instruction.

All schools in the case studies focused on improving teaching and student learning by analyzing student assessment and classroom data; and regularly monitoring progress and adjusting strategies.

Brief summary of evidence to support this recommendation

Low performance on standards-based assessments is common for schools in need of turnaround. All schools in the case studies focused on improving teaching and student learning by analyzing student assessment and classroom data, establishing goals for instructional improvement in targeted subject areas, using the goals and data to make changes designed to directly affect instruction, and monitoring progress regularly and adjusting strategies.[51]

In a case study of seven schools, "the study schools used common elements that led to change, including building a shared purpose; reflecting on the existing setting before implementing change; planning and implementing improvement strategies; and re-evaluating their efforts."[52] The study explicitly listed the elements that emerged from all of the studies: set common goals, look at data to plan, and monitor progress.

Using data to set goals. All the schools in the case studies used data to set instructional goals.[53] Data included school average student test scores, but went beyond that. In 3 of the 10 case studies, researchers note that the schools collected and analyzed a range of data in addition to achievement test results. [54] In 1 study of an elementary school, the principal and teachers collected and analyzed data on the school's climate, its sense of community, and its curriculum and instruction.[55]

In addition to looking at diverse types of data, turnaround schools considered data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at

50. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

51. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

52. Picucci et al. (2002a), p. ix.

53. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

54. Conzemius (2000); Lachat and Smith (2005); Zargarpour (2005).

55. Conzemius (2000).

the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.

At the school level, data were used to identify instructional areas that needed schoolwide improvement. The turnaround schools consistently used data on student achievement to identify gaps in student learning.[56] In one study of 7 middle schools, every one of the schools used school performance data to determine areas of teaching and learning that needed improvement.[57] The schools developed systems to help teachers understand and use the data to guide their teaching, disaggregating data to indicate specific areas of weakness in instruction. In addition, the schools developed processes for defining target areas for schoolwide change. In one case study of 10 schools, 8 realized that they did not have access to sufficient data on student achievement to guide their decision-making and so worked to obtain the necessary data.[58]

At the classroom and program levels, data were used to determine areas of weakness for targeting improvement efforts. One study of turnaround efforts showed that five urban high schools collected a wide variety of data regularly over four years, disaggregating the data by student demographics and participation in school programs, such as special education and remediation classes.[59] They used this information to focus their improvement efforts on specific programs and classes. In addition to disaggregated test data, the schools used principal and peer observations to better understand what was happening in the classrooms and to identify instructional needs.

At the student level, data were used to plan instruction to meet individual needs. For example, most of the seven turnaround schools in one study disaggregated performance data by grade level, learning objectives, responses to individual items, and other factors. They then used the disaggregated data to identify individual students who needed help on specific skills.[60] One principal described the process: "First, look at the data for trends to see what we're doing as teachers. And then you look at individual kids and where they fit in… And they can refer to that [data] and see where kids have strengths and weaknesses in their classrooms."[61] In another study, three elementary schools established Data Action Teams that gathered information from teachers on student performance and analyzed student work samples. They applied a set of standard templates and protocols specific to the different data sets to help teachers use the data to guide policies and practice.[62]

Changing instruction to meet goals. All schools in the case studies made changes to directly improve instruction.[63] Some common approaches were teacher collaboration for instruction and instructional planning, targeted professional development in specific areas, and careful reviews of curricula to ensure that the curricula focused on essential content and addressed state standards.

All nine schools in one case study took steps to involve teachers more directly in targeting specific areas for improvement in teaching across the school.[64] The

56. Ibid.

57. Picucci et al. (2002a).

58. Duke et al. (2005).

59. Lachat and Smith (2005).

60. Picucci et al. (2002a).

61. Picucci et al. (2002a) p. 43.

62. Zargarpour (2005).

63. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

64. Johnson and Asera (1999).

principals guided the planning processes and kept teachers focused on improving instruction. Teachers met in teams, reviewed student work against standards, and used this information to target specific areas for instructional improvement. In one school, teacher teams used disaggregated standardized test scores to identify students who were not reading at grade level for additional academic support, such as one-on-one tutoring.[65] In another, the teams developed a tool to monitor student growth in mathematics, used those data to focus instruction on specific mathematics objectives that students had failed, rechecked student performance on the objectives, and further focused the instruction.[66]

Professional development focused on instructional goals. Once teachers identified specific subject areas to focus on, the principal identified and commissioned intensive professional development to improve teaching in those areas. The schools described in the case studies relentlessly focused on improving teachers' skills and shoring up gaps in their content knowledge and instructional skills.[67]

The approaches to professional development varied, but all involved collaboration and a focus on instructional goals. Seven middle schools in one study engaged teachers in an array of professional development opportunities targeted at improving teaching in critical subject areas.[68] Teachers shared common planning time, participated in workshops on using data to guide instructional decisionmaking, and received regular support from a designated staff member, such as a lead teacher, instructional facilitator, or reading or mathematics coach. In another study, teachers were organized into vertical teams across grade levels with the goal of creating professional learning communities that offered their own professional development.[69] The teacher teams planned lessons to ensure alignment across grade levels. They also attended summer workshops and used friendly observers in classrooms to give individual teachers direct feedback on their teaching. One elementary school developed weekly faculty workshops focused on skills that contribute to a good learning environment, such as time management and classroom management.[70]

School personnel also examined the curriculum. In one case study of nine elementary schools, all reviewed their curricula and aligned them with the applicable standards and assessments.[71] A careful curriculum review helped ensure that teachers were teaching the skills and knowledge that students needed to succeed on assessments.

Two case studies described schools that decided to overhaul their curriculum.[72] One middle school became a discovery academy consisting of four separate houses, each focusing on a related cluster of academic subjects, such as mathematics, science, and technology.[73] A high school that originally focused on vocational training refocused its curriculum on academics and preparation for postsecondary education.[74]

65. Ibid.

66. Ibid.

67. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005)

68. Picucci et al. (2002a).

69. Conzemius (2000).

70. Duke et al. (2005).

71. Johnson and Asera (1999).

72. Duke et al. (2005); Tung and Ouimette (2007).

73. Duke et al. (2005).

74. Tung and Ouimette (2007).

Monitoring progress and making adjustments. Once schools identified specific instructional areas in need of improvement and established a plan to improve teaching in these areas, they continually monitored instructional practices and student achievement against goals.[75] All schools in the case studies used benchmark assessments or systematically monitored progress.[76] The principal of one elementary school established a school database tracking system to store information on student progress on benchmark assessments for easy access by all teachers.[77] The principal also showed teachers how to disaggregate the data, create spreadsheets, and conduct item analysis to help monitor student growth on the benchmark assessments. With this information, staff members could refine the school improvement plan and regularly adjust instruction.

A case study of nine urban elementary schools found that the principals, sometimes with the school planning teams, monitored progress by continually analyzing student data, conducting classroom observations, and analyzing student work to determine the adjustments needed in instruction.[78] Principals spent a large part of their time in the classrooms—as much as 40 percent in one school—to observe teaching and improve instruction.[79] Common adjustments in strategies entailed adding professional development in teaching-specific skills and resources, such as supplemental curricula.

75. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

76. Ibid.

77. Duke et al. (2005).

78. Johnson and Asera (1999).

79. Ibid.

How to carry out the recommendation

1. Turnaround schools need to examine student achievement data to identify gaps and weaknesses in student learning. Principals can establish a data leader or data teams to organize and lead the effort. They can examine student learning through standards-based assessments and classroom assessments. Using the state assessments or other measures aligned with the state standards helps ensure that the progress in learning will result in higher achievement on high-stakes tests. School personnel can also look at data on factors that contribute to or impede student learning, such as attendance, discipline, and fiscal expenditures. In secondary schools, principals and other staff can examine data on course selection, course enrollment patterns, and course failure rates to identify other problem areas.[80]

For example, one middle school[81] studied student discipline referral data to understand when and why disciplinary problems occurred. These data indicated that a change in lunchroom procedures could reduce disciplinary problems that seemed to occur most often during lunch. The school also examined why students were assigned to in-school suspension and discovered that the majority of students were there for minor problems. To solve the discipline issue and keep students from missing instruction, the school staff developed new guidelines for in-school suspension.

2. Teachers can use data to analyze their instruction in light of student progress toward standards.

One case study school demonstrated the importance of using data to guide instruction. The data standards team analyzed student assessments and identified the

80. Lachat and Smith (2005).

81. Picucci et al. (2002b).

need for more emphasis on vocabulary and reading comprehension. In response, the teachers used visual and nonlinguistic representations as graphic organizers to enhance their instructional practice.[82]

Another example of the use of data included work in an elementary school where the principal[83] met weekly with teachers by grade level to look at data to guide instruction. Each week, teachers generated a test for each of the core subject areas and data sheets showing the results of the previous week's tests. The previous week's data guided team planning. Teachers and the principal discussed individual student progress and identified areas where students needed additional instruction. In this way, teachers began to differentiate instruction. Staff used weekly test data to regroup students across the grade level and to plan targeted instruction to address the students' particular learning needs.

3. Drawing on the results from the analysis of student achievement data and the curriculum review, principals and staff need to determine specific areas of weakness in instruction, establish priority areas for instructional focus, and make changes in those areas to strengthen teaching and improve student learning. Once schools have identified subject areas or instructional practices that need to be strengthened, staff members need to develop a plan with specific steps for improving instruction.

For example, the principal and teachers in one school determined that reading achievement was low, particularly in the comprehension of expository text. They also found in their curriculum review that teachers did not have enough lessons and strategies to use when teaching this literacy skill. The staff developed a plan that included having teachers work together to develop additional lessons for this skill. They used professional development for teachers to learn how to teach comprehension more effectively, targeted interventions for students who demonstrated the lowest achievement on the skill, and purchased supplemental materials for comprehension instruction. Teachers also recommended providing additional time for reading by lengthening the reading instructional block by 30 minutes a day.[84]

4. The school leader should become the instructional leader and be highly visible in classrooms. Strong instructional leadership shows the importance of strengthening instruction that is aligned to standards, curricula, and assessments and guided by ongoing data analysis of both achievement and non-achievement outcomes.[85] The principal needs to set an example, lead the effort, and maintain vigilance toward the targeted, measurable goals.[86]

In one case study, the principal and the assistant principal made short, regular classroom observations. These observations gave school leaders informal and impromptu opportunities to see what instruction was like in classrooms throughout the school. The leaders prepared a one-page summary of the observation within 24 hours to share and discuss with the teacher. Rather than become part of the teacher's formal professional record, the summary was used to hone instructional practices.[87]

In another study, principals in turnaround schools indicated that they spent a lot of time in classrooms, monitored teachers closely, modeled good teaching practices, and were highly visible throughout the

82. Zargarpour (2005).

83. Duke et al. (2005).

84. Johnson and Asera (1999).

85. Murphy (2007).

86. Picucci et al. (2002a).

87. Whiteside (2006).

school. They were also involved in every phase of instructional planning.[88]

5. Professional development should be based on analyses of achievement and instruction and differentiated for teacher needs and the subject areas targeted for instructional improvement. Teachers need content knowledge and pedagogic knowledge (such as how students learn to read and what the key parts of reading instruction are). They also need instructional strategies for teaching the knowledge and skills to students (such as explicitly showing students the thinking skills needed to comprehend expository text).

Professional development can be delivered in many ways. Schools may choose to combine one or more strategies for providing intensive professional development. For example, several teachers at one urban elementary school[89] participated in weekly mathematics and science classes at a nearby technology institute. The school provided substitute teachers to cover their classrooms. Following the classes, experts from the institute visited the teachers and observed their instruction, providing coaching and support as needed. This intensive and targeted professional development helped teachers directly apply new skills and content knowledge to their teaching. Additional resources for professional development include:

- Staff members dedicated to providing job-embedded professional development, such as a full-time reading or mathematics coach.
- Teachers identified as skillful in a particular instructional topic and who model lessons for colleagues, observe them teaching, and provide structured feedback.
- External technical assistance providers who visit the school regularly to work directly with teachers.
- Specialized learning academies that provide content knowledge.

Schools can also provide pedagogic and structural supports to deepen the learning experience and foster greater collaboration among teachers. For example, schools may arrange teachers into grade-level, vertical, or subject-area teams that meet regularly to plan lessons and share teaching strategies.

As a school implements its professional development plan, it should provide the necessary supports, such as instructional coaches, so that teachers can translate their learning into their daily teaching. The school's capacity to give teachers ongoing support is thus important when selecting the strategy for professional development.

6. Conducting a comprehensive curriculum review can ensure that the curriculum aligns with state and local standards and meets the needs of all students. Teachers need to be involved in the review. But it may also be desirable to seek outside assistance from a curriculum specialist or another person with expertise in aligning a curriculum with standards. Teachers should understand the standards, the specific curriculum units or lessons that address them, and the methods effective for teaching those lessons.

In this review, teachers can pose such questions as the following:

- Does the curriculum include instruction in all the standards for the subject area?
- Is there a need to provide supplemental materials or curriculum to address gaps in key skills or topics?

88. Duke (n.d.).

89. Ibid.

- Is the curriculum compatible with research-based practices?
- Are the instructional units and lessons in the curriculum designed for teachers to provide explicit, systematic instruction?

A careful and thorough examination of curricula can be accomplished in a number of ways. One turnaround school leader provided stipends for teachers to meet in early mornings for 16 weeks to align the curriculum with standards and to prepare lessons aligned to the standards.[90]

In one school, the principal led the curriculum review and worked with teachers on specific curriculum alignment projects for science and mathematics.[91] Another school formed a committee of science teacher representatives from each grade level.[92] The committee reviewed the curriculum and realized that although some objectives were taught at every grade level, others were not clearly addressed. Their review raised concerns about the way the curriculum was addressed at different grade levels and the school began to create an aligned curriculum. Because this process helped the science teachers, the mathematics teachers launched a similar effort looking specifically for gaps in the mathematics curriculum.

Teachers in another elementary school held weekly grade-level meetings to develop daily instruction plans aligned with both the state standards and the performance expectations at the school. Teachers periodically met with other grade levels to ensure that lessons were clear and well articulated throughout the school.[93]

Another school organized its staff into teams spanning two grades as a way to improve alignment. District personnel provided computer programming and technical assistance to help the teams develop curricula and assessments aligned to standards.[94]

7. School leaders and teachers need to continually monitor data, looking for ways to improve instruction. They should monitor progress regularly and make adjustments as needed to strengthen teaching and student learning.

Principals can take the lead in monitoring progress by making daily or frequent classroom walkthroughs, reviewing lesson plans, and critiquing lessons. Teachers can work in teams and with the administration to monitor student progress and identify students who need additional support. All staff in turnaround schools need to make decisions guided by data and provide sharply focused support for teachers to improve their instruction so that students improve their learning.

Potential roadblocks and solutions

1. Careful data analysis of student achievement to improve instruction may be new and unfamiliar to teachers. Teachers may also fear reprisals or negative consequences if their classroom data are carefully scrutinized. The systematic use of data requires teachers to shift their attitudes toward solving problems rather than pointing fingers. The turnaround leader can facilitate and model this change in attitude and practice. The principal can also become immersed in the data to support and guide teachers. At times, an outside facilitator or specialized training may be necessary to help teachers fully understand the different types of data and the ways to use these data to further student learning.[95]

90. Picucci et al. (2002b).

91. Ibid.

92. Ibid.

93. Almanzán (2005).

94. Conzemius (2000).

95. Lachat and Smith (2005).

Researchers described three urban high schools that collaborated with the district's data-system personnel to create a Data Access Plan.[96] The plan included such details as what type of data the schools needed, when the data were needed, and what questions the staff hoped the data would answer. The schools used quarterly data to determine student attendance and course failure rates and had timely access to the data needed to continue to improve student achievement.

96. Ibid.

2. A faulty plan, a resistant staff or community, or a feeble or inept commitment to change can derail the turnaround. To change instructional practices and improve learning, the learning goals must be realistic, and the changed practices must be sufficient and appropriate to produce the desired results. So, the turnaround plan must be grounded in good data, understood by the school community, executed competently, and modified with experience.

Recommendation 3. Provide visible improvements early in the turnaround process (quick wins)

Quick wins (visible improvements early in the turnaround process) can rally staff around the effort and overcome resistance and inertia.[97] Certain outcomes that matter to the school can result from changes made quickly at the administrative level without needing teacher buy-in or approval from the district. Although these initial changes may not improve student achievement immediately, they can set the tone for change. A short-term focus on quick wins can establish a climate for long-term change.[98]

Principals may at times feel that they face insurmountable chaos. But when they identify one or two clear goals that can be accomplished quickly, the positive results show that it is possible to reach a school's overarching goal—raising student achievement. So, it is important to identify issues that can be addressed quickly and with noticeable success.[99]

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be *low,* based on 10 case studies that describe turnaround practices across 35 schools.[100]

One study of nine elementary schools shows particularly clear examples of visible improvements early in the turnaround process.[101]

Brief summary of evidence to support this recommendation

In case studies of multiple schools, researchers identified quick wins as a common strategy for successful turnarounds.[102] This strategy was also prevalent (although not always explicitly acknowledged by researchers) in the case studies of individual schools and in the business turnaround research.[103]

In one case study of nine elementary schools that demonstrated significant academic gains, school leaders quickly identified and pursued one or two goals that could be met in a short time.[104] In several schools, the principals faced such immediate problems as weak student discipline, parental dissatisfaction, and low teacher morale. In response, the principals chose one area to make progress quickly. The quick wins sent a clear message that the schools were changing.

The focus of the quick wins depended on the needs of the school. But some areas were particularly important and open to rapid change: the use of time,[105] resources and the physical plan,[106] and student discipline.[107]

97. Kowal and Hassel (2005).

98. Picucci et al. (2002b).

99. Johnson and Asera (1999).

100. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

101. Ibid.

102. Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b) Zargarpour (2005).

103. Conzemius (2000); Murphy and Myers (in press); Rhim et al. (2007); Tung and Ouimette (2007); Whiteside (2006).

104. Johnson and Asera (1999).

105. Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Picucci et al. (2002a,b).

106. Ibid.

107. Ibid.

Changing the use of time was a quick win for several turnaround schools: thoughtful changes improved student achievement. Some turnaround schools changed instructional schedules to maximize learning time,[108] others the way teachers could use time for planning.[109] Most often, the schools created common planning times for teachers through grade-level planning teams or content teams in secondary schools.[110]

Changing instructional time also involved student teams in middle schools so that all students on the team shared a common group of core subject teachers. This arrangement allowed teachers to know their students better and to collaborate on meeting individual student needs.[111]

Common planning time for teachers can improve instruction and student discipline—a vehicle for problem-solving and brainstorming while keeping the focus on raising student achievement.[112]

Although no clear evidence links student achievement to changes in the use of instructional time, teachers felt that their instruction improved.[113]

Improving the physical plant was also a quick win in multiple turnaround schools. One principal removed displays that had been posted on the walls for years and put up new displays of student work every two to four weeks. Both parents and teachers appreciated the clean, attractive, and stimulating environment. Staff at another school established a school beautification committee, resulting in a neat and clean building, a fresh coat of white paint, colorful murals and maps, and new flower beds in front of the school.[114]

Attending to student discipline was another quick win in the case study research. A carefully designed student behavior plan facilitated learning by reducing disruptions and increasing the time and attention that teachers could devote to instruction. Such plans included having teachers and administrators be a visible presence throughout the school during class changes and before and after school. At times, additional strategies were put into place, such as locking all entrances other than the main entrance, reducing transitions between classes, eliminating bells and lockers, and minimizing interactions between younger and older students in the building. Throughout the case study research, reducing disruptive behavior and developing a safe and orderly learning environment could be put into place quickly to initiate the turnaround.[115]

How to carry out the recommendation

1. Having set goals for the turnaround, school leaders should identify one or two that build on the school's needs and strengths, are important to staff, and can be achieved quickly. A narrow goal ("increasing the reading achievement of English language learners on a high-stakes test") can be achieved faster than a broad goal ("increasing the achievement of all students in all subjects").

2. School leaders should consider strategies that minimize dependence on others for decisions or financial support. A strategy that requires district review and approval or district funding is unlikely to be implemented quickly. Similarly, changing the way teachers approach their work might require a

108. Picucci, et al., (2002a).

109. Ibid.

110. Ibid.

111. Ibid.

112. Ibid.

113. Ibid.

114. Ibid.

115. Picucci et al. (2002a); Duke et al. (2005); Johnson and Asera (1999).

consensus among all teaching staff, which takes time. School leaders should think about strategies that they have the authority and funds to implement and that do not require wholesale involvement of all school staff.

For example, putting alarms on school exits may cut midday truancy faster than having teachers meet individually with parents of chronically truant students. Quick wins do not preclude long-term strategies. In the truancy example, the school might immediately reduce midday truancy with alarmed exits and then follow up with teacher-parent meetings once staff are committed to the changes.

3. One goal that a school may set for a quick win is to change the way it uses time—change that can be pursued quickly, with immediate effects on instruction.

School leaders can adjust schedules to improve the functioning of the school, to provide time for academic support, and to give teachers time to collaborate on analyzing data and planning aligned instruction.

If a low-performing school struggles with maintaining its focus on academics, an adjustment in the schedule to ensure uninterrupted blocks of instructional time could provide an immediate reorientation toward academics. Several secondary schools limited student access to electives until the students were performing at grade level. The time they would have spent on electives was spent strengthening their basic academic skills. Core academic classes could not be interrupted for assemblies, counselor visits, or other activities that would take away from instructional time.[116]

Teachers in one school started a Discovery Room, open throughout the school day and staffed with an experienced teacher. Students could go there for extra help, especially during electives or lunch.[117]

At another school the principal—after noting that the breakfast program had turned into an opportunity for parents to linger throughout the morning and distract their children from instruction—changed things. Parents were instructed to say goodbye at the door, and breakfast was served in the classroom. So, instruction began without distractions within 15 minutes of student arrival at the school. Parents were welcome, but the school did not become a gathering place for them to socialize and to come and go as they pleased.[118]

4. Some schools changed the schedule to provide common planning time, an immediate benefit for teachers.[119] Teachers felt that the meetings were a critical element of their work, especially when a specific day, time, and agenda were set. The meetings also provided stability and continuity in the collaboration and planning process.[120] But some teachers did not know how to make the most of the planning opportunities. So, in several case studies, the schools hired an outside facilitator or went to the district for specialized technical assistance.[121] School leadership can also support productive collaboration, aligning practices to goals and maintaining focus.[122]

Although staff collaboration can take time to develop, some schools had a small group of staff members that were frustrated with the lack of improvement and ready to quickly initiate collaboration among colleagues.[123] Communicating their

116. Picucci et al. (2002b).

117. Ibid.

118. Duke et al. (2005).

119. Zargarpour (2005).

120. Ibid.

121. Picucci et al. (2002a).

122. Zargarpour (2005).

123. Picucci et al. (2002a).

commitment to working with other staff more hesitant to collaborate, they stimulated opportunities to talk with one another, share ideas and lesson plans, and plan instruction as teams rather than as individuals.

5. If a school decides to improve access to instructional materials, textbooks, and basic school supplies for a quick win, the principal can do several things to produce quick results. All textbooks and supporting materials should be ordered and immediately available to staff and students. If the district procurement system is complex, the principal can designate a staff member to learn how to navigate the system and follow up on orders. Teachers also need a workroom with a copy machine, phones, and computers, in addition to a place to relax, mingle with other teachers, and hold grade-level team meetings.

Teachers in some schools, thinking of their instructional materials as "their own," may not be inclined to share their successful approaches or materials with other teachers. A well organized resource room can overcome this tendency. Some turnaround schools created a Teacher Resource Room that combined many of these functions and instructional materials and professional resources. But a new mindset must accompany the physical changes. Principals can help teachers adopt this new mindset when materials are available when they need them.

Basic school supplies should be provided to all teachers. At times, teachers may have felt that basic supplies, like colored pencils and staplers, were in short supply, so they hoarded them for a rainy day. A careful analysis of spending patterns across departments may reveal some unevenness in supplies.

6. Immediate improvement of school facilities, such as painting, fixing broken fixtures, and cleaning school grounds, can signal change and a quick win.[124] It is likely that the staff and the community will notice the improvements in the school's appearance. At times, simply replacing worn displays with new displays that change periodically is effective. Big improvements in a school's appearance can also be accomplished by working closely with the building engineer, who can do many little things to improve the learning environment in classrooms, such as maintaining stable room temperatures.

Painting the school is not always feasible. But maps, murals, and wall posters can make drab hallways bright and colorful. Students at the school or older students from a nearby secondary school can paint colorful murals and pictures in the hallways.[125]

Other examples of quickly improving facilities are replacing broken chairs, painting lockers, displaying student work, and buffing floors.[126] Before the school year began, one principal took immediate action to clean up a dirty, cluttered school. The administrator met with the custodial staff and district personnel to create and supervise a plan to clean up the school's environment before students arrived.[127]

7. Establishing a safe and orderly school environment is another quick win.

One urban middle school set rules for behavior that were simple and strictly enforced. Gangs were prevalent, and school safety was a primary concern. The school administrators and safety officer maintained a vigilant presence at various entrances when students arrived in the morning and were dismissed in the afternoon. Boys and girls entered through different

124. Ibid.

125. Ibid.

126. Picucci et al. (2002b).

127. Duke et al. (2005).

entrances, and fighting and inappropriate language were prohibited.[128]

Another middle school sought parent assistance in discipline. The dean of students called every parent of every child who had a disciplinary issue and asked the parent to come to the school that day to reinforce the urgency of correcting the behavior. Teachers also had more autonomy in addressing disciplinary problems. The administration made it known to parents that students who came to school late would stay late to compensate for the lost instructional time. Indiscriminate tardiness was not tolerated.[129]

In one example of out-of-control student behavior, a low-performing middle school with 500 students logged 1,181 disciplinary referrals in one fall semester. The school made sweeping changes to the school schedule in the next fall semester, and disciplinary referrals dropped to 205. The district also created a special alternative program for referring over-age middle schoolers with discipline problems. The school's willingness to send students to this program sent a clear message that inappropriate behavior would not be tolerated.[130]

128. Whiteside (2006).

129. Duke et al. (2005).

130. Ibid.

Potential roadblocks and solutions

1. A failing school needs to change in many areas, and parents and school and district staff may push for addressing many goals simultaneously and immediately, making it difficult to focus on any one goal. The principal must be willing to keep the focus, even when pressured to broaden the goals pursued. Setting a goal that is clearly a priority for most stakeholders eases that pressure by ensuring an initial base of support. Setting a very short timeline for accomplishing that goal can also help. A quick win on one goal and turning right away to other important goals can help staff and parents feel that their concerns will eventually be addressed.[131]

2. A quick win that is not sustained becomes yet another example of the transience of school reform and fodder for those who resist change. Accomplishing a quick win can persuade school staff that the school can and will change. But it is equally important to follow up the quick win with strategies to sustain that success. Cleaning and fixing the school could be followed with regular inspections and maintenance. Establishing a resource room for teachers could be followed with funds set aside to continually update the room. Providing uninterrupted blocks of instructional time could be followed with a review of how that time was used and professional development for teachers to use large blocks of time.

131. Murphy (2007).

Recommendation 4. Build a committed staff

The school leader needs to build a staff that is committed to the school's improvement goals and qualified to meet them. Changes in staff may be required, such as releasing, replacing, or redeploying those who are not fully committed to turning around school performance or bringing in new staff to better meet the goals. Some teachers in a low-performing school may retreat to their classrooms to avoid the larger, perhaps negative, school climate.[132] Breaking this pattern may require changes in staff or in the ways that some staff are used. This recommendation focuses on having the right staff in the right places. Professional development to help staff reach the school's goals is an essential element of all school reform efforts and should be part of turnaround schools. That is not unique to turnaround schools, however, so it is not the focus of the discussion here.

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be *low,* based on 10 case studies that describe turnaround practices across 35 schools.[133] One study of 15 turnaround schools is especially relevant for this recommendation.[134] The remaining 9 studies also showed turnaround schools building committed staff.[135]

Brief summary of evidence to support this recommendation

A common thread from the case study research was the care that school leaders took to choose the right staff for the school and to deploy staff members carefully to meet the student needs.[136] School leaders needed to make certain that the selected staff fit the vision of the school and its context. Not all teachers were trained and prepared to work with a challenging student body.[137] School leaders highly valued teachers who accepted their students at their individual starting points, both academically and behaviorally, and who were committed to working with students to raise their level of achievement.

Case study research indicates that successful schools had a shared common purpose and a belief that all students can learn.[138] Thus, building a committed staff was essential, with everyone of the same mindset. A cohesive staff also set high expectations for instruction, with everyone's efforts focused on improving student performance. A committed staff displayed this mindset by caring about students, building pride in the school, the staff, and oneself, demonstrating a willingness to be diligent, and doing whatever

132. Johnson and Asera (1999).

133. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

134. Duke (n.d.).

135. Conzemius (2000); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

136. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

137. Whiteside (2006).

138. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

it took to meet goals and raise student achievement.[139]

A committed staff built strong professional relationships among colleagues, possibly improving instruction and teacher satisfaction. It was easier to build close relationships at a small school than at a large school, but large schools built structures to connect colleagues and create a small-school feel.[140]

In one analysis of 15 turnaround schools, all the case study schools made some staffing changes.[141] Principals of 9 schools took action to remove staff who did not have the skills to raise student achievement or who were not committed to the effort.[142] In 11 schools, principals created one or more new positions, such as program coordinators or reading specialist.[143] They also took such actions as developing differentiated staffing plans, creating specialized intervention teams, and modifying job descriptions.[144]

How to carry out the recommendation

1. The school leader should assess the strengths and weaknesses of the staff and identify staff members who are not fully committed to the turnaround efforts.[145] The school turnaround case studies and the business turnaround research do not support the wholesale replacement of staff.[146] The school leader needs to understand staff and the commitment of each staff member to the turnaround process.[147] Consequently, the school leader should spend considerable time getting to know teachers and their individual skills, personality, knowledge, background, and goals. Getting to know teachers also involves spending time in their classrooms. The school leader can then use this information to place a teacher in a classroom that better "fits" both the teacher and the students.[148]

2. The school leader should redeploy staff members who offer valuable skills but are not effective in their current role and bring in new staff with specialized skills and competencies for specific positions, such as intervention or reading specialists.[149] In the schools in the case studies, new positions were most often designed to coordinate programs or to bring in teachers with specialized training, such as an instructional specialist, a reading specialist, a school-community liaison, or a computer specialist.[150]

By examining staff strengths and weaknesses, a school leader can determine a better fit for some personnel. This may include modifying job descriptions, differentiating staffing, or creating intervention teams,[151] tailoring the positions of staff members to individual strengths and school needs. Some differentiated staffing strategies have the lowest reading groups taught by the classroom teacher and a reading specialist—and special education teachers team with regular education teachers in the general classroom. For example, one school arranged to have a Title I–supported reading teacher trained to be a Reading Recovery teacher so that she could provide differentiated services.[152]

139. Picucci et al. (2002a).

140. Ibid.

141. Duke (n.d.).

142. Ibid.

143. Ibid.

144. Ibid.

145. Ibid.

146. Kowal and Hassel (2005).

147. Zargarpour (2005); Murphy (2007).

148. Johnson and Asera (1999).

149. Tung and Ouimette (2007).

150. Duke (n.d.).

151. Ibid.

152. Conzemius (2000).

School leaders should also look at the roles of support personnel, such as the lunchroom supervisor or lunchtime aides. Their roles might be expanded to improve efficiency in the cafeteria or provide one-on-one tutoring when the lunch shift is over.[153]

3. The school leader should replace staff members who resist the school turnaround efforts.[154]

One school principal noted that it is important to "get the right people on the bus and [be] prepared to take some people off the bus [who] don't belong."[155] However, the school leader could work to develop staff members who have potential. In one synthesis of case studies of successful school turnarounds,[156] principals in 9 of the 15 schools took steps to remove staff who lacked the requisite skills or the desire and commitment to significantly raise student achievement. In several instances, staff members were transferred to other schools. For example, one teacher who wanted to continue to provide pullout remedial reading classes, even though this format did not fit the redesigned literacy orientation, was moved out of the school.[157]

153. Johnson and Asera (1999).

154. Duke (n.d.); Tung and Ouimette (2007); Zargarpour (2005).

155. Zargarpour (2005), p. 177.

156. Duke (n.d.).

157. Johnson and Asera (1999).

Potential roadblocks and solutions

1. Collective bargaining agreements can often forestall immediate staff changes. Usually these agreements have stipulations for seniority: more-senior staff might have priority in transfers, be able to choose the grade level to teach, or be able to select certain subject and class assignments. Soliciting support from the union at the outset of the turnaround efforts can be a key task. When a union has an opportunity to participate as an active partner in the turnaround efforts, it may be easier to create workarounds or renegotiate certain stipulations in the contract.

2. In addition to the complications that may arise from collective bargaining agreements, teachers may be unwilling to leave a school. The principal can suggest early retirement if appropriate, reassign teachers to new areas within the school, or even take more decisive steps, such as not renewing a contract or counseling an ineffective teacher to leave the profession.

3. When a principal makes targeted staff replacements, replacements are not always readily available. For rural schools, replacing teachers can be an especially large challenge. Principals may need to "grow their own" by encouraging effective instructional assistants to seek certification and apply for an emergency credential. Principals can also consider providing incentives for new teachers.[158]

158. Mazzeo and Berman (2003).

Appendix A. Postscript from the Institute for Education Sciences

What is a practice guide?

The health care professions have embraced a mechanism for assembling and communicating evidence-based advice to practitioners about care for specific clinical conditions. Variously called practice guidelines, treatment protocols, critical pathways, best practice guides, or simply practice guides, these documents are systematically developed recommendations about the course of care for frequently encountered problems, ranging from physical conditions, such as foot ulcers, to psychosocial conditions, such as adolescent development.[159]

Practice guides are similar to the products of typical expert consensus panels in reflecting the views of those serving on the panel and the social decisions that come into play as the positions of individual panel members are forged into statements that all panel members are willing to endorse. Practice guides, however, are generated under three constraints that do not typically apply to consensus panels. The first is that a practice guide consists of a list of discrete recommendations that are actionable. The second is that those recommendations taken together are intended to be a coherent approach to a multifaceted problem. The third, which is most important, is that each recommendation is explicitly connected to the level of evidence supporting it, with the level represented by a grade (high, moderate, low).

The levels of evidence, or grades, are usually constructed around the value of particular types of studies for drawing causal conclusions about what works. Thus, one typically finds that a high level of evidence is drawn from a body of randomized controlled trials, the moderate level from well designed studies that do not involve randomization, and the low level from the opinions of respected authorities (see table 1). Levels of evidence also can be constructed around the value of particular types of studies for other goals, such as the reliability and validity of assessments.

Practice guides also can be distinguished from systematic reviews or meta-analyses, such as the What Works Clearinghouse (WWC) intervention reviews or statistical meta-analyses, which employ statistical methods to summarize the results of studies obtained from a rule-based search of the literature. Authors of practice guides seldom conduct the types of systematic literature searches that are the backbone of a meta-analysis, although they take advantage of such work when it is already published. Instead, authors use their expertise to identify the most important research with respect to their recommendations, augmented by a search of recent publications to ensure that the research citations are up-to-date. Furthermore, the characterization of the quality and direction of the evidence underlying a recommendation in a practice guide relies less on a tight set of rules and statistical algorithms and more on the judgment of the authors than would be the case in a high-quality meta-analysis. Another distinction is that a practice guide, because it aims for a comprehensive and coherent approach, operates with more numerous and more contextualized statements of what works than does a typical meta-analysis.

Thus, practice guides sit somewhere between consensus reports and meta-analyses in the degree to which systematic processes are used for locating relevant research and characterizing its meaning. Practice guides are more like consensus panel reports than meta-analyses in the breadth and complexity of the topic that

159. Field and Lohr (1990).

is addressed. Practice guides are different from both consensus reports and meta-analyses in providing advice at the level of specific action steps along a pathway that represents a more-or-less coherent and comprehensive approach to a multi-faceted problem.

Practice guides in education at the Institute of Education Sciences

The Institute of Education Science (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot currently be addressed by single interventions or programs. Although IES has taken advantage of the history of practice guides in health care to provide models of how to proceed in education, education is different from health care in ways that may require that practice guides in education have somewhat different designs. Even within health care, where practice guides now number in the thousands, there is no single template in use. Rather, one finds descriptions of general design features that permit substantial variation in the realization of practice guides across subspecialties and panels of experts.[160] Accordingly, the templates for IES practice guides may vary across practice guides and change over time and with experience.

The steps involved in producing an IES-sponsored practice guide are first to select a topic, which is informed by formal surveys of practitioners and requests. Next, a panel chair is recruited who has a national reputation and up-to-date expertise in the topic. Third, the chair, working in collaboration with IES, selects a small number of panelists to co-author the practice guide. These are people the chair believes can work well together and have the requisite expertise to be a convincing source of recommendations. IES recommends that at least one of the panelists be a practitioner with experience relevant to the topic being addressed. The chair and the panelists are provided a general template for a practice guide along the lines of the information provided in this preamble. They are also provided with examples of practice guides. The practice guide panel works under a short deadline of 6–9 months to produce a draft document. The expert panel interacts with and receives feedback from staff at IES during the development of the practice guide, but they understand that they are the authors and, thus, responsible for the final product.

One unique feature of IES-sponsored practice guides is that they are subjected to rigorous external peer review through the same office that is responsible for independent review of other IES publications. A critical task of the peer reviewers of a practice guide is to determine whether the evidence cited in support of particular recommendations is up-to-date and whether studies of similar or better quality that point in a different direction have not been ignored. Peer reviewers also are asked to evaluate whether the evidence grade assigned to particular recommendations by the practice guide authors is appropriate. A practice guide is revised as necessary to meet the concerns of external peer reviews and gain the approval of the standards and review staff at IES. The process of external peer review is carried out independent of the office and staff within IES that instigated the practice guide.

Because practice guides depend on the expertise of their authors and their group decision-making, the content of a practice guide is not and should not be viewed as a set of recommendations that in every case depends on and flows inevitably from scientific research. It is not only possible but also likely that two teams of recognized experts, working independently to produce

160. American Psychological Association (2002).

a practice guide on the same topic, would generate products that differ in important respects. Thus, consumers of practice guides need to understand that they are, in effect, getting the advice of consultants. These consultants should, on average, provide substantially better advice than an individual school district might obtain on its own because the authors are national authorities who have to reach agreement among themselves, justify their recommendations in terms of supporting evidence, and undergo rigorous independent peer review of their product.

Institute of Education Sciences

Appendix B. About the authors

Panel

Rebecca Herman, a managing research analyst at the American Institutes for Research, holds a Ph.D. in sociology from Johns Hopkins University. As the project director for the first phase of the What Works Clearinghouse, she was responsible for the U.S. Department of Education's flagship project to set standards for education research and use those standards to identify effective educational programs, practices, and approaches. She has provided congressional testimony and served on many expert panels on setting standards for outcomes research and on comprehensive school reform. She specializes in evaluating, designing, and conducting research on education improvement; setting standards for the quality of education research; and reviewing research based on those standards.

Priscilla Dawson, a school principal in urban settings for 18 years, earned her Ed.D. from the University of Pennsylvania. She has won multiple principal awards and was featured in the film documentary *Girls in the Middle*, which depicts her work in increasing mathematics and science achievement among middle school girls. Her leadership in schools "in need of progress" has increased poor, minority students' levels of achievement.

Thomas S. Dee is an associate professor in the Department of Economics at Swarthmore College and a faculty research fellow with the programs on education, children, and health at the National Bureau of Economic Research. He has recently held visiting appointments at Stanford University and Princeton University. His research focuses largely on policy-relevant issues in the economics of education. Recent examples are econometric evaluations of the racial and gender interactions between students and teachers and an assessment of the effects of schooling on adult civic engagement.

Jay P. Greene is endowed chair and head of the Department of Education Reform at the University of Arkansas and a senior fellow at the Manhattan Institute. Greene earned his Ph.D. from the Government Department at Harvard University in 1995. His research was cited four times in the Supreme Court's opinions in the landmark *Zelman v. Simmons–Harris* case on school vouchers, and his articles have appeared in major policy and academic journals, as well as in major newspapers. Dr. Greene is the author of *Education Myths*. Dr. Greene conducts research and writes about education policy, including such topics as school choice, high school graduation rates, accountability, and special education.

Rebecca A. Maynard is University Trustee Chair Professor of Education and Social Policy at the University of Pennsylvania, senior program associate at the W. T. Grant Foundation, and affiliate scholar at Abt Associates. She teaches graduate courses in program evaluation and policy analysis, the economics of economics and education, and research synthesis methods. She also maintains an active research agenda focused on school improvement, youth risk reduction, and employment skills development. She has published widely on welfare policy, educational innovation, employment and training, teenage pregnancy and parenthood, and evaluation design. Her research has appeared in a wide range of journals and in publications of the Brookings Institution, the Urban Institute Press, the National Academy of Sciences, Russell Sage, University of Michigan Press, and University of Wisconsin Press. She has testified before Congress on welfare policy, teenage pregnancy prevention, and childcare policy, and she frequently advises U.S. and foreign government agencies on

various aspects of education and social welfare policy.

Sam Redding is the executive director of the Academic Development Institute and director of the National Center on Innovation & Improvement. He holds a doctorate in educational administration from Illinois State University and is a graduate of Harvard's Institute for Educational Management. Dr. Redding was a senior research associate of the Laboratory for Student Success at Temple University from 1995 to 2006. He is the executive editor of the *School Community Journal*. He has written a book on continual school improvement, edited books on restructuring state systems and on home-school relations, and published numerous articles and book chapters on education topics. In 1994. Illinois State University awarded him the Ben Hubbard Leadership Award for his service to public education. The Illinois State Board of Education similarly honored him in 1990. Dr. Redding has served on the boards of nine nonprofit and civic organizations and is a member of three leadership teams for the state of Illinois.

Staff

Marlene Darwin, a senior research analyst at the American Institute for Research, received her Ph.D. in education from George Mason University. She helped develop the 2009 Framework for the National Assessment of Educational Progress Test for Reading, wrote an adolescent literacy toolkit for the Neglected and Delinquent Technical Assistance Center, developed the reading taxonomy to be used for technical assistance for states in the development of adult education literacy program standards, and led the production of the Comprehensive School Reform Quality Center's five consumer-oriented reports on comprehensive school reform and education service provider models. With 15 years of classroom experience, she specializes in research-to-practice in literacy, school reform, and high schools.

Appendix C. Disclosure of potential conflicts of interest

Practice guide panels are composed of individuals who are nationally recognized experts on the topics about which they are rendering recommendations. The Institute of Education Sciences (IES) expects that such experts will be involved professionally in a variety of matters that relate to their work as a panel. Panel members are asked to disclose their professional involvements and to institute deliberative processes that encourage critical examination of the views of panel members as they relate to the content of the practice guide. The potential influence of panel members' professional engagements is further muted by the requirement that they ground their recommendations in evidence that is documented in the practice guide. In addition, the practice guide undergoes independent external peer review prior to publication, with particular focus on whether the evidence related to the recommendations in the practice guide has been appropriately presented.

The professional engagements reported by each panel member that appear most closely associated with the panel recommendations are noted below.

No professional engagements or commitments were reported by the panel members that were identified as a potential conflict of interest.

Appendix D. Technical information on the studies

Recommendation 1. Signal the need for dramatic change with strong leadership

Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change. A low-performing school that fails to make adequate yearly progress must improve student achievement within a short timeframe. It does not have the luxury of years to implement incremental reforms.

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be low, based on 10 case studies that describe turnaround practices in 35 schools: 21 elementary, 8 middle, and 6 high schools.[161] Of the 10 studies, 2 describe in detail the ways that schools implemented dramatic changes with strong leadership.[162] One[163] looked at 7 middle schools, and the other[164] at 15 elementary schools that participated in school turnarounds. The remaining case studies provided additional support.[165]

Across the case studies, either the turnaround schools initiated the change process with a new leader, or the existing leader implemented new practices. Typically, leaders engaged in such practices as setting a stronger direction for the school, strengthening partnerships across the school community, regularly visiting classrooms and monitoring instruction, being visible throughout the school, and directly addressing discipline issues.

Example of one case study in which the school leaders signaled change

The case study analyzed 15 elementary schools that engaged in turnaround initiatives and sustained improvements for at least two years. Turnaround efforts at these schools focused on reversing a pattern of low performance in literacy and mathematics. The schools were examined to identify changes that took place as a result of the turnaround process.

In the study, all schools signaled change by changing leadership practices. Ten of the 15 schools initiated the turnaround process and signaled change by replacing the principal. In the other 5 schools, the existing school leaders exercised leadership differently to signal change. They changed the school's mission and focus, leadership style, school culture, and leadership structures.

Principals in the turnaround schools identified a lack of direction for the school and signaled change by developing a highly focused mission that targeted specific areas for change. Most often, these changes focused on instruction in literacy. After principals signaled change with one or more targets, they used the targets to plan for such activities as staff development and resource allocation.

161. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

162. Picucci et al. (2002a); Duke (n.d.).

163. Picucci et al. (2002a).

164. Duke (n.d.).

165. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

The leadership style of new and existing leaders in the turnaround schools also changed. Although specific aspects of leadership styles were not identified in the study, some common aspects of leadership appeared across the schools. Principals spent a great deal of time in classrooms, closely monitored teachers' instructional practices, and in some modeled instruction and coached teachers. They also became visible throughout the school and were accessible to staff and the school community. And they dealt directly with student discipline.

Principals also signaled change by taking steps to alter the culture of the schools. In 12 of the 15 schools, they changed at least one aspect of school culture. They commonly refocused the culture on the basis of such core beliefs as the ability of all children to learn, the value of teamwork and collaboration, and the shared responsibility for student achievement. The beliefs were put into practice through changes in organizational processes and planning and interventions to help struggling students.

Additional changes were made to distribute leadership, such as using team leaders or lead teachers. In all schools, teachers were instrumental in making important school-level decisions for change.

The attention to detail and the willingness to signal change from the outset contributed much to turnaround efforts. Both new and existing school leaders signaled change through a variety of practices that improved student performance.

Recommendation 2. Maintain a consistent focus on improving instruction

Chronically low-performing schools need to maintain a keen focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes designed to affect instruction immediately and directly, and continually reassess student learning and instructional practices to refocus the goals.

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be *low*, based on 10 case studies that describe turnaround practices in 35 schools: 21 elementary, 8 middle, and 6 high schools. All 10 studies describe in detail how turnaround schools maintained a consistent focus on instruction.[166]

All schools in the case studies used data analysis to identify and set priorities for instructional needs at the school, class, and student levels; targeted professional development to addressing those needs; reviewed the curriculum for alignment with objectives; and regularly monitored progress and adjusted strategies.

Example of one case study in which the schools maintained a consistent focus on improving instruction

The case study looked at using data to turn around five low-performing urban high schools.[167] Specifically, researchers examined the schools' use of disaggregated data to measure progress and guide the turnaround process, factors that promoted or acted as barriers to data use, and future policy and practice implications of data use to guide reform efforts.

The populations of the five schools ranged from 1,400 to 1,800 students. In four of

166. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

167. Lachat and Smith (2005).

the schools, Hispanic students represented slightly more than 50 percent of the students. Three high schools were in the same district and operated under a district-mandated reform effort. The fourth was in a district with a district reform plan in place, but with schools implementing site-based decision making. The fifth school was the only public high school in its district.

The five high schools were considered large comprehensive high schools in high-poverty urban districts with diverse student populations. Many students did not perform at grade level on state assessments. Although not representative of high schools across the country, the schools were considered by researchers to be typical of many low-performing, medium-to-large urban high schools. Each school exhibited issues similar to those facing many schools.

As an integral piece of its turnaround efforts, each high school formed a data team, responsible for data analysis and dissemination. Four factors influenced the use of data at each school: the quality of and access to the data, the school's and district's capacity to disaggregate data, the collaborative use of data by staff, and the leadership structures that supported data use. The focus on data was intended to enable a school to set goals on the basis of school and student needs and to measure progress toward those goals.

For example, the study schools had small learning communities but needed increased access to the timely release of data to assign students to the communities. To establish equity across communities, each school worked with the district to ensure more timely access to a broader range of data. The three high schools in the same district, in conjunction with district personnel, developed a Data Access Plan for releasing quarterly attendance and course grade data much faster.

Each school also created a team to collaborate on data analysis, focusing on clearly defined questions. That helped staff look more deeply at the data to direct the school's improvement efforts. School teams looked specifically at how school policies, teacher beliefs, teaching and learning conditions, and teaching practices could affect student achievement. That made it easier for staff to base their decisions on objective data, rather than prevailing beliefs or norms, and to maintain their focus on improving student achievement.

Schools used defined leadership structures to advance the use of data to guide the turnaround process. In two high schools, school leadership led the use of data. In all five schools, using data to guide turnaround efforts was strongly influenced by the shared leadership roles among other administrators and teacher leaders. The schools also used facilitators to support them in learning how to use data to guide improvements. School data teams increased communication within the school community around trends and issues revealed by the data.

Recommendation 3. Provide visible improvements early in the turnaround process (quick wins)

Quick wins (visible improvement early in the turnaround process) can rally staff around the effort and overcome resistance and inertia. Certain outcomes that matter to the school can result from changes made quickly at the administrative level without needing approval from the district or teacher buy-in. Although these initial changes do not necessarily improve student achievement immediately, they have the potential to have an impact on some important aspects of the school and set the tone for change. In the short term, focusing on

quick wins can establish a climate for long-term change.

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be *low,* based on 10 case studies that describe turnaround practices in 35 schools: 21 elementary, 8 middle, and 6 high schools.[168] One study of 9 elementary schools shows particularly clear examples of visible improvements early in the turnaround process.[169]

The case studies indicate that school leaders were instrumental in achieving quick wins—by identifying the neediest areas in the school, determining the actions needed to address those areas, and taking action quickly to address those needy areas. The leaders were willing to take actions that deviated from the prevailing norms and that would be catalysts for ongoing changes.

Example of one case study in which the school leaders provided quick wins

The study is a compilation of individual cases that tell the turnaround story in nine urban elementary schools.[170] The nine shared the following characteristics: the majority of students met the low-income criteria, the schools were in urban areas across the country and did not have selective admissions policies, student achievement in mathematics and reading was higher than the state average after three years of assessment data, evidence did not suggest that the schools exempted large numbers of students from assessments because of limited English proficiency or disabilities, and they agreed to participate in the study.

Many of the nine school schools used similar practices, although they differed in size, grade configurations, student demographics, and curricula. To collect data on specific practices at each school, qualitative researchers visited each school for two days. At the schools, they interviewed principals, at least one teacher from each grade level, other school administrators, and parents. Parents and teachers also took part in focus groups so that researchers could gain multiple perspectives. District personnel were also interviewed. Researchers observed a range of settings within the schools, such as classrooms, hallways, and playgrounds. They also observed staff meetings and professional development activities and reviewed documentation. They sought to discover what had changed and how those changes were made.

In several schools, principals came on board in an atmosphere of overwhelming problems of student discipline, teacher morale, parent and community dissatisfaction, and academic apathy. School leaders initially identified and pursued important but attainable first goals to demonstrate quick wins. They wanted to communicate an unambiguous message to all stakeholders that the schools were changing. Following initial success, they used the accomplishments to move toward more ambitious goals.

For example, at two schools, the quick wins addressed student discipline and immediate steps to create a safe and orderly environment. At another school, initial efforts were directed at reducing disruptions to instructional time and increasing the focus on strong academic instruction. The principal at a fourth school unified a parent-teacher association from two ethnically separate parent organizations. At several schools, principals directed their initial efforts toward the facility to create

168. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

169. Johnson and Asera (1999).

170. Johnson and Asera (1999).

a more attractive environment conducive to learning.

Within the first few weeks and months of the turnaround efforts, these changes sent the message—to students, parents, the community, and the staff—that the schools were improving. The successes also helped forestall any excuses and prepared the school communities for more challenging long-term changes. Thus, the first successes "became the cornerstone for future successes."[171]

Recommendation 4. Build a committed staff

The school leader must build a staff committed to the school's improvement goals and qualified to carry out school improvement. This goal may require releasing, replacing, or redeploying staff who are not fully committed to turning around student performance and bringing in new staff who are committed.

Level of evidence: Low

The panel judges the level of evidence supporting this recommendation to be *low,* based on 10 case studies that describe turnaround practices in 35 schools: 21 elementary schools, 8 middle schools, and 6 high schools.[172] One study of 15 turnaround schools is especially relevant for this recommendation.[173] The remaining 9 studies also showed turnaround schools building committed staff.[174]

Across the 10 case studies, school leaders took steps to build a strong, committed staff dedicated to the turnaround. In each school, staff changes occurred, but no school changed its entire staff. School leaders focused on developing a staff dedicated to improving instruction, assessment, and classroom management skills and to sustaining the turnaround beyond one or two years.

Example of one case study in which school leaders built a committed staff

The example comprises two related studies: volume I is an analysis of themes that emerged from a study of seven high-poverty middle schools demonstrating strong academic improvement; volume II is a compilation of in-depth case studies of each school.[175] Together, the studies sought to uncover the practices, policies, and belief systems that contributed to better academic performance. The seven schools had different configurations encompassing grade ranges from 4 to 9 grade. At least 50 percent of the student population participated in the free or reduced-price lunch program. Only schools with open enrollment that showed a strong growth rate over three years were included. In general, the schools exhibited characteristics typical of high-poverty schools and communities but varied in school size, community type, geographic locales, and student populations.

Researchers collected data through four-day site visits, conducting interviews and focus group discussions with different members of the school community. They also reviewed documentation and observed classes, transition times, and staff meetings.

171. Ibid., p. 11.

172. Conzemius (2000); Duke (n.d.); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a, 2002b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

173. Duke (n.d.).

174. Conzemius (2000); Duke et al. (2005); Johnson and Asera (1999); Lachat and Smith (2005); Picucci et al. (2002a,b); Tung and Ouimette (2007); Whiteside (2006); Zargarpour (2005).

175. Picucci et al. (2002a,b).

In each school, the leader made it clear from the outset that defeatist attitudes would not be tolerated. All teachers needed to be committed to improving student performance. In some cases, teachers were ready for that commitment. Others needed support to make the needed changes, and still others could not make the commitment and had to be reassigned or released.

One principal told staff members that if they wanted to stay at the school, their commitment to change was necessary. Some teachers were not able to accept the school's goals and either left voluntarily or were asked to leave. Of 125 teachers, 25 left the school during the years of the turnaround efforts. Similar staffing changes were noted in the other schools. To build a committed staff, principals looked for individuals whose beliefs and values aligned to those of the school. In this way, principals did not need to focus their energies on persuading people to accept the change. All staff could become advocates for change.

In another middle school, the principal recognized that some teachers were not willing to make the needed changes but decided to give everyone two years to adjust. After the second year, it was evident that the school was not the right setting for some teachers. Some left voluntarily, others were asked to leave, and others stayed but did not fully support the changes they were asked to make in the turnaround process. So, the principal placed them in positions where they would have minimal impact on student learning. As new positions in the school opened, the principal looked for teachers willing to support the school's mission for change.

In the seven middle schools, a committed staff was essential to implementing the dramatic change necessary to turnaround a low-performing school. The staff at these schools helped build on the quick wins initiated by the principal and developed capacity for sustained improvement.

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Attachment 25

SIOP Protocol

The Sheltered Instruction Observation Protocol (SIOP)

Observer:	_____	Teacher:	_____
Date:	_____	School:	_____
Grade:	_____	ESL level:	_____
Class:	_____	Lesson:	_____

Directions:
Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 or NA. Cite under "Comments" specific examples of the behaviors observed.

Total Score: _____ % Score: _____ Tape #: _____

Preparation

	4	3	2	1	0	NA
1.	Clearly defined content objectives for students		Content objectives for students implied		No clearly defined content objectives for students	
Comments:						
	4	3	2	1	0	NA
2.	Clearly defined language objectives for students		Language objectives for students implied		No clearly defined language objectives for students	
Comments:						
	4	3	2	1	0	NA
3.	Content concepts appropriate for age and educational background level for students		Content Concepts somewhat appropriate for age and educational background level of students		Content concepts inappropriate for age and educational back ground level of students	
Comments:						
	4	3	2	1	0	NA
4.	Supplementary materials used to a high degree,		Some use of supplementary materials		No use of supplementary materials	

making the lesson clear and meaningful (e.g., graphs, models, visuals)

Comments:

	4	3	2	1	0	NA
5.	Adaptation of content (e.g., text, assignment) to all levels of student proficiency		Some adaptation of content to all levels of student proficiency		No significant adaptation of content to all levels of students proficiency	

Comments:

	4	3	2	1	0	NA
6.	Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking		Meaningful activities that integrate lesson concepts, but provide little opportunity for language practice with opportunities for reading, writing, listening and/or speaking		No meaningful activities that integrate lesson concepts with language practice	

Comments:

Building Background

	4	3	2	1	0	NA
7.	Concepts explicitly linked to students' background experiences		Concepts loosely linked to students' background experiences		Concepts not explicitly linked to students' back ground experiences	

Comments:

	4	3	2	1	0	NA
8.	Links explicitly made between past learning and new concepts		Few links made between past learning and new concepts		No links made between past leaning and new concepts	

Comments:

	4	3	2	1	0	NA
9.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)		Key vocabulary introduced, but not emphasized		Key vocabulary not emphasized	

Comments:

Comprehensible Input

	4	3	2	1	0	NA
10.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation and simple sentence structure for beginners)		Speech sometimes inappropriate for students' proficiency level		Speech inappropriate for students' proficiency level	

Comments:

	4	3	2	1	0	NA
11.	Explanations of academic tasks clear		Explanations of academic tasks somewhat clear		Explanations of academic tasks unclear	

Comments:

	4	3	2	1	0	NA
12.	Uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hand-on activities, demonstrations, gestures,		Uses some techniques to make content concepts clear		Uses few or no techniques to make content concepts clear	

body language)
Comments:

Strategies

	4	3	2	1	0	NA
13.	Provides ample opportunities for students to use strategies (see Glossary)		Provides students with inadequate opportunities to use strategies		No opportunity for students to use strategies	

Comments:

	4	3	2	1	0	NA
14.	Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding, such as think alouds (See Glossary)		Occasional use of scaffolding		No use of scaffolding	

Comments:

	4	3	2	1	0	NA
15.	Teacher uses a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions)		Teacher infrequently poses questions that promote higher-order thinking skills		Teacher does not pose questions that promote higher-order thinking skills	

Comments:

Interaction

	4	3	2	1	0	NA
16.	Frequent opportunities for interactions and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts		Interactions mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts		Interaction primarily teacher-dominated with no opportunities for students to discuss lesson concepts	

Comments:

	4	3	2	1	0	NA
17.	Grouping configurations support language and content objectives of the lesson (See Glossary)		Grouping configurations unevenly support the language and content objectives		Grouping configurations do not support the language and content objectives	

Comments:

	4	3	2	1	0	NA
18.	Consistently provides sufficient wait time for students responses		Occasionally provides sufficient wait time for students responses		Never provides sufficient wait time for student responses	

Comments:

	4	3	2	1	0	NA
19.	Ample opportunities for students to clarify key concepts in L1 (See Glossary) as needed with aide, peer, or L1 text		Some opportunities for students to clarify key concepts in L1		No opportunities for students to clarify key concepts in L1	

Comments:

Practice / Application

	4	3	2	1	0	NA
20.	Provides hands-on materials and/or manipulative for students to practice using new content knowledge		Provides few hand-on materials and/or manipulative for students to practice using new content knowledge		Provides no hands-on materials and/or manipulative for students to practice using new content knowledge	

Comments:

	4	3	2	1	0	NA
21.	Provides activities for students to apply content and language knowledge in the classroom		Provides activities for students to apply either content or language knowledge in the classroom		Provides no activities for students to apply content or language knowledge in the classroom	

Comments:

	4	3	2	1	0	NA
22.	Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking)		Uses activities that integrate some language skills		Uses activities that apply only one language skill	

Comments:

Lesson Delivery

	4	3	2	1	0	NA
23.	Content objectives clearly supported by lesson delivery		Content objectives supported somewhat by lesson delivery		Content objectives not supported by lesson delivery	

Comments:

	4	3	2	1	0	NA
24.	Language objectives clearly supported by lesson delivery		Language objectives supported somewhat by		Language objectives not supported by lesson delivery	

lesson delivery

Comments:

	4	3	2	1	0	NA
25.	Students engaged approximately 90-100% of the period (See Glossary)		Students engaged approximately 70% of the period		Students engaged less than 50% of the period	

Comments:

	4	3	2	1	0	NA
26.	Pacing of the lesson appropriate to the students' ability level		Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to the students' ability level	

Comments:

Review / Assessment

	4	3	2	1	0	NA
27.	Comprehensive review of key vocabulary		Uneven review of key vocabulary		No review of key vocabulary	

Comments:

	4	3	2	1	0	NA
28.	Comprehensive review of key content concepts		Uneven review of key content concepts		No review of key content concepts	

Comments:

	4	3	2	1	0	NA
29.	Regularly provides feedback to students on their output (e.g., language, content, work)		Inconsistently provides feedback to students on their output		Provides no feedback to students on their output	

Comments:

	4	3	2	1	0	NA
30. Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson (See Glossary)			Conducts assessment of students comprehension and learning of some lesson objectives		Conducts no assessment of student comprehension and learning of lesson objectives	

Comments:

Attachment 26

K-3 Reading Review Checklist

LEA Reflective Summary

K- 3 Literacy Reflective Summary

New Mexico Public Education Department

Student Success Division

2011-2012

K-3 Literacy Reflective Summary

The selection, adoption and implementation of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective school wide reading initiative. The investment in identifying a core reading program and developing a delivery system that aligns with research and meets the needs of learners in a school will reap long-term benefits for children's reading acquisition and development[1]. A critical review of reading programs and delivery systems requires objective and in-depth analysis.

The intent of the K-3 Literacy Reflective Summary is to provide a district and school teams, through a collaborative conversation to review how their school teaches reading, looking at the effectiveness of the instruction and alignment with the curriculum, making discoveries about reading, reading growth, and reading difficulties.

Step-By-Step Process

Using a Team Approach

The questions asked in the K-3 Literacy Reflective Summary are designed to help a group develop a "team" perspective. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements.

Team agreements might include:

- One voice at a time
- No side conversations
- All opinions are respected
- Start and stop on time
- Use consensus rather than majority rule to make final decisions

For the purpose of this tool it is recommended that the district and school leadership complete this collaboratively.

Tasks

1. Complete the table on page five identifying LEA and school leadership team members who participated in the K-3 Literacy Reflective Summary.
2. Workings as a team read each question and through consensus, assign a rating scale.
3. Identify next steps that the LEA and the school will take to increase the level of implementation of each question.

[1] Simmons, D. C., and Kame'enui, E. J., (2006) *A consumer's guide to analyzing a core reading program grades K-3: a critical elements analysis.* Center for Teaching and Learning, College of Education, University of Oregon. Eugene, OR.

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Rating Scale Examples

Each of the questions asks participants to self identify on a rating scale of 1 – 4 where they feel they are currently based on evidence.

In example 1.1., teams are asked if universal screening occurs during the first month of school. In this question you are asked to reflect on ALL grade levels and identify by grade levels if this is occurring.

- If universal screening occurs within the first month of school-at only Kindergarten and First Grade, you would choose number 2.
- If universal screening occurs within the first month of school in grades K, 1, 2, and 3, you would choose number 4.

Core The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula in a **minimum** 90-minute uninterrupted block.			**4-3-2-1**	**Next Steps for LEA to Increase Level of Implementation**	
Name of Core Reading Program:	**Kindergarten:** Click here to enter text.	**First:** Click here to enter text.	**Second:** Click here to enter text.		**Third:** Click here to enter text.
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.		Choose an item. Choose an item. 4 = all grade levels 3 = 3 grade levels 2 = 1-2 grade levels 1 = no grade levels	**LEA:** Click here to enter text. **School:** Click here to enter text.	
Comments: Click here to enter text.					
1.2	The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula.			ick here to enter text. : Click here to enter text.	
Comments: Click here to enter text.					

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In example 4.1, teams are asked to reflect on students' progress in specific skill areas based on benchmark data taken at the middle of the school year. All questions ask for data on all students in the grade level.

- If only 48% of Kindergarten students scored 25 or above on initial sound fluency, you would choose number 2.
- If 92% of Kindergarten students score 27or above in Letter naming fluency at the middle of the school year, you would choose number 4.
- If 8% of Kindergarten students scored 18 and above in Phoneme segmentation fluency at the middle of the school year, you would choose number 1.

Transition Benchmarks These transition benchmarks are empirically derived, criterion-referenced target scores that represent adequate reading progress. The middle of the year is defined as months 4 - 6		**4-3-2-1**	**Next Steps for LEA to Increase Level of Implementation**
4.1	**Kindergarten:**		**LEA:** Click here to enter text. **School:** Click here to enter text.
	Initial Sound Fluency 25 and above by middle of the year of Kindergarten	Choose an item.	
	Letter Naming Fluency: 27 and above by middle of the year of Kindergarten	Choose an item. 4 = 91 - 100% 3 = 51 - 90% 2 = 11 -50% 1 = 0 -10%	
	Phoneme Segmentation Fluency: 18 and by above middle of the year of Kindergarten		
	Nonsense Word Fluency: 13 and above by middle of the year of Kindergarten		
Comments: Click here to enter text.			

Saving Your K-3 Literacy Reflective Summary

1. Once you have completed the K-3 Literacy Reflective Summary as a team, save a copy of the K-3 Literacy review in PDF form and upload it to your Web EPSS filing cabinet under your reading goal using the following corresponding name:
    - (Insert name of school) K-3 Literacy Review (insert date)
    - e.g., ABC Elementary School K-3 Literacy Review 01.9.2012

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Date of Completion	Meeting Location	Onsite Visit Completed by:	
Click here to enter a date.	Click here to enter text.	Choose an item.	Choose an item.

LEA Leadership Team Members			
Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

School Leadership Team			
Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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K-3 Literacy Reflective Summary		
LEA/State Charter Name: Choose an item.	**School Name:** Choose an item.	**NMPED Support Personnel:** Choose an item. Choose an item.

Core The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula in a **minimum** 90-minute uninterrupted instructional block.			**4-3-2-1**	**Next Steps for LEA to Increase Level of Implementation**
Name of Core Reading Program:	**Kindergarten:** Click here to enter text.	**First:** Click here to enter text.	**Second:** Click here to enter text.	**Third:** Click here to enter text.
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.		Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.				
1.2	The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula.		Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.				
1.3	The core program meets the needs of 80% of your students to attain grade-level or above reading proficiency rates.		Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.				
1.4	The core program includes whole group and small group instruction, literacy centers, and collaborative learning (peer tutoring, partner reading, choral reading, reader's theater, etc.) focusing on the five components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency.		Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.				
1.5	Core classroom teachers provide ample practice opportunities for students to respond and demonstrate what they are learning.		Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.				

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1.6	Teachers use flexible grouping to deliver differentiated instruction to students as needed.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.7	A-classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core reading program/curricula and to ensure differentiated instruction is used to meet students' needs. *Identify the name of the classroom walkthrough/ observation tool used in your school:* Click here to enter text.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.8	The core includes benchmark assessments for all students three times a year - fall (two weeks after school begins), winter and spring. *Identify the name of the benchmark assessment used in your school:* Click here to enter text. *Identify the frequency of the benchmark assessment:* Click here to enter text.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.9	Periodic assessment data drives the services provided to students within the core.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
Strategic/Supplemental Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core reading program. Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90 minutes of core reading instruction.		**4-3-2-1**	**Next Steps for LEA to Increase Level of Implementation**

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2.1	Benchmark assessments identify students who exhibit low early literacy skills and are at-risk for reading difficulty.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.2	Benchmark assessment are completed within one to two weeks after the start of school to provide baseline data for every student.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.3	Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for **a minimum of thirty minutes per day, in addition to** the minimum of 90 minutes of core reading instruction.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.4	Frequent (every two weeks) progress monitoring on targeted skill(s) to ensure adequate progress is being made by each student is implemented by teachers.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.5	The supplemental interventionist is a classroom teacher, a specialized reading teacher or an external interventionist specifically trained to implement supplemental interventions.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.6	The interventionist delivers the specific intervention program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.7	Supplemental intervention beging as soon as possible, and no later than the third or fourth week of school.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			

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2.8	Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting ~~or exit~~ students when appropriate to ensure fluidity.		**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.9	Teachers keep a documented record for each student of the intervention and progress-monitoring data.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
Intensive Intensive intervention is generally for students who have received a minimum of 6 – 8 weeks of consistent supplemental instruction and have not made adequate progress. The interventionist delivers the selected intervention program in a direct, explicit and systematic manner adhering to the fidelity of the program/curriculum.		**4-3-2-1**	**Next Steps for LEA to Increase Level of Implementation**
3.1	A data driven decision is made about the student's instructional needs before the intensive intervention is begun to ensure the intervention will meet the needs of the student.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.2	One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.3	Intensive intervention is provided daily (five days a week) through a **minimum of thirty minutes** of intensive, focused instruction aligned to the critical early reading skills of the student	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.4	Based on data, intensive groups are organized according to the specific skills being targeted for each student within the group.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments:			

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Click here to enter text.			
3.5	Intensive intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.6	Teachers document record of the intervention and progress-monitoring data for each student in the intensive intervention group(s).	Choose an item.	
Comments: Click here to enter text.			
3.7	Intensive intervention groups should not exceed three to five students.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.8	Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, and frequent and specific feedback to individual students) as well as being aligned with state content standards.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			

Transition Benchmarks These transition benchmarks are empirically derived, criterion-referenced target scores that represent adequate reading progress. The middle of the year is defined as months 4 - 6.		**4-3-2-1**	**Next Steps for LEA to Increase Level of Implementation**
4.1	**Kindergarten:** Initial Sound Fluency 25 and above by middle of the year of Kindergarten Letter Naming Fluency: 27 and above by middle of the year of Kindergarten	Choose an item. Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

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	Phoneme Segmentation Fluency: 18 and by above middle of the year of Kindergarten Nonsense Word Fluency: 13 and above by middle of the year of Kindergarten	Choose an item. Choose an item.	
Comments: Click here to enter text.			
4.2	**First Grade:** Phoneme Segmentation Fluency: 35 and above by middle of the year of First Grade Nonsense Word Fluency: 50 and above by middle of the year of First Grade Oral Reading Fluency: 20 and above by middle of the year of First Grade	Choose an item. Choose an item. Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
4.3	**Second Grade:** Oral Reading Fluency: 68 and above by middle of the year of Second Grade	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
4.4	**Third Grade:** Oral Reading Fluency: 92 and above by the middle of the year of Third Grade	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
Communication with Parents Regarding Transition Benchmarks		**4-3-2-1**	**Next Steps for LEA to Increase Level of Implementation**
5.1	**Kindergarten:** parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments administered at the beginning of the school year, at the middle of the school year, or at the end of the school year.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			

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5.2	**Kindergarten:** parents are informed when their child is unsuccessful in the core curriculum and moves on to instruction. .	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.3	**Kindergarten:** parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.4	**Kindergarten:** parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.5	**Kindergarten:** A conference is held for each student whose parent are notified in writing that their child is not academically proficient to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.5	**Kindergarten:** An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.6	**First Grade:** parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments beginning of the school year, the middle of the school year, or at the end of the school year.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.7	**First Grade:** parents are informed when their child is unsuccessful in the core curriculum Tier 1 and moves on to Supplemental instruction.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

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Comments: Click here to enter text.			
5.8	**First Grade:** parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning to bring the child to grade level.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.9	**First Grade:** parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.10	**First Grade:** A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.11	**First Grade:** An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.11	**Second Grade:** parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments administered at the beginning of the school year, the middle of the school year, or at the end of the school year.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.12	**Second Grade:** parents are informed when their child is unsuccessful in the core curriculum and moves on to Supplemental instruction.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.13	**Second Grade:** parents are informed as to what type of performance	Choose an	**LEA:** Click here to enter text.

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	data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	item.	**School:** Click here to enter text.
Comments: Click here to enter text.			
5.14	**Second Grade:** parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.15	**Second Grade:** A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.16	**Second Grade:** An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.17	**Third Grade:** parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments administered at the beginning of the school year, at the middle of the school year, or at the end of the school year.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.18	**Third Grade:** parents are informed when their child is unsuccessful in the core curriculum and moves on to Supplemental instruction.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.19	**Third Grade:** parents are informed as to what type of performance data will be collected, and how frequently; what general education	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

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	services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.		
Comments: Click here to enter text.			
5.20	**Third Grade:** parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.21	**Third Grade:** A conference is held for each student whose parent(s) are ~~i~~notified in writing that their child is not academically proficient to discuss strategies, supports and services are available to assist the student in becoming academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.22	**Third Grade:** An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			

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Attachment 27

WebEPSS Compliance Checklist

New Mexico Public Education Department

District Web Educational Plan for Student Success 2011-2012 SY

District: Click here to enter text.	**Date Reviewed:** Click here to enter a date.	**Designation:** Choose an item.
Reviewer Code: Click here to enter text.		

1. Overall Goals and Strategic Objectives		**Evident in Reading Yes/No**	**Evident in Mathematics Yes/No**	**Comments**
a.	A SMART (specific, measurable, achievable, relevant, and time-bound) overall goal for continuous and substantial progress is explicitly stated and aligned to Annual Measurable Objectives (AMOs). NCLB 1116(b)(3)(A)(v)	Choose an item.	Choose an item.	Click here to enter text.
b.	Strategic objective(s) for continuous and substantial progress is explicitly stated and aligned to AMOs, and is reflected through multiple measures (short cycle assessments (SCA), formative assessments, etc.). NCLB 1116(b)(3)(A)(v)	Choose an item.	Choose an item.	Click here to enter text.
	Strategic objective(s) identify the specific targeted subgroups of students who must demonstrate academic gain.	Choose an item.	Choose an item.	Click here to enter text.
2. Data Disaggregation and Analysis		**Evident in Reading Yes/No**	**Evident in Mathematics Yes/No**	**Comments**
	Definition of Data Analysis	***Incorporated into Web EPSS template***		
	Definition of Target Goal			
a.	Assessment data (located in the File Cabinet) have been disaggregated by targeted subgroup(s) (NMSBA, SCA, other). NCLB 1114(b)(1)(A)	Choose an item.	Choose an item.	Click here to enter text.
b.	Subgroup data are analyzed (describes fact, detects patterns, compares results and organizes data). NCLB 1114 (b)(1)(A)	Choose an item.	Choose an item.	Click here to enter text.
3. Strategies		**Evident in Reading Yes/No**	**Evident in Mathematics Yes/No**	**Comments**
	Definition of Instructional Strategy	***Incorporated into Web EPSS template***		
a.	The action plan supports the overall goal. NCLB 1116(b)(3)(A)(v)	Choose an item.	Choose an item.	Click here to enter text.

b.	Evidence of increased amount and quality of learning time above the core is documented. NCLB 1114 (1)(A)(B)(II)	Choose an item.	Choose an item.	Click here to enter text.
4.	**Action Steps**	**Evident in Reading Yes/No**	**Evident in Mathematics Yes/No**	**Comments**
a.	The action steps incorporate scientifically research-based strategies that are specific, clearly stated, and describe how intended actions will positively impact student achievement for all targeted subgroups. NCLB 1116(b)(3)(A)(vii)	Choose an item.	Choose an item.	Click here to enter text.
b.	Action steps include specific reference to research-based strategies and interventions that address the needs for all targeted subgroups.	Choose an item.	Choose an item.	Click here to enter text.
c.	The action step states how short cycle assessments and/or other assessment results guide improvement efforts for the next reporting period to inform classroom instruction/school instruction.	Choose an item.	Choose an item.	Click here to enter text.
d.	There is evidence that the District/School provides human and financial resources for before/after school and/or summer instructional research-based activities/strategies.	Choose an item.	Choose an item.	Click here to enter text.
e.	Responsible person listed for carrying out each action step.	Choose an item.	Choose an item.	Click here to enter text.
f.	Indication of start and end dates are included for each action step.	Choose an item.	Choose an item.	Click here to enter text.
	Action steps specify the responsibilities of the school, district, and state education agency, including technical assistance provided by the districts. NCLB 1116(b)(3)(vii)	***Incorporated into Web EPSS template***		
	Specifies the Web EPSS strategic planning criteria to include a step-by-step Web EPSS planning process.			
	Requirements for District/School Web EPSS are outlined in the Web EPSS.			
	The Web EPSS provides a framework for analyzing problems, identifying underlying causes and addressing instructional issues in District/School.			

New Mexico Public Education Department

District Web Educational Plan for Student Success 2011-2012 SY

5.	**Professional Development**	**Evident in Reading Yes/No**	**Evident in Mathematics Yes/No**	**Comments**
	There is evidence the District/School supports professional development systematically planned and strategically aligned to all Web EPSS strategies. NCLB 1116(b)(3)(A)(iii)(I-III)	Choose an item.	Choose an item.	Click here to enter text.
b.	Research-based training and support, including theory and practice is Provided for all targeted subgroup populations.	Choose an item.	Choose an item.	Click here to enter text.
c.	Alignment of budget to training activities (10% set aside annually for professional development – Title I ONLY). NCLB 1116(b)(3)(A)(iii)			***NM PED District Consolidated Application indicates 10% set aside for professional development***
d.	A continuous improvement model drives professional development in which strategies and activities are directly linked to data.	Choose an item.	Choose an item.	Click here to enter text.
	There is evidence of a systems approach to continuous district/school improvement.	***Incorporated into Web EPSS template***		
6.	**High Qualified Teachers and Paraprofessionals**	**Evident Yes/No**		**Comments**
a.	There is evidence that beginning teachers holding a Level 1 New Mexico teaching license are involved in a one to three year beginning teacher mentorship program. NCLB 1116(b)(3)(A)(x)	Choose an item.		Click here to enter text.
b.	There is evidence that the District/School will evaluate and implement efforts to recruit highly qualified teachers and paraprofessionals. NCLB 1114(b)(1)(C)and (E)	Choose an item.		Click here to enter text.
7.	**Parental Involvement**	**Evident Yes/No**		**Comments**
a.	Indication of strong stakeholder and community involvement opportunities at the District/School level; i.e., improving communication, promoting positive parenting, enhancing student learning, increasing volunteerism, and supporting decision-making through student advocacy. NCLB 1116(b)(3)(A)	Choose an item.		Click here to enter text.

b.	The plan specifies strategies that will positively impact parent involvement that are specific, clearly stated and describe how intended actions will positively impact student achievement. NCLB 1116(b)(3)(A)(x)	Choose an item.	Click here to enter text.
8.	**Implementation Plan (High School Graduation, ELL, Safe/Drug Free)**	**Evident Yes/No**	**Comments**
a.	There is evidence of strategic objective(s,) strategies, and action steps that support increasing the graduation rate.	Choose an item.	Click here to enter text.
b.	There is evidence of strategic objective(s), strategies, and action steps that support a healthy learning environment that is safe and drug-free and engaging for all students.	Choose an item.	Click here to enter text.
c.	There is evidence of strategic objective(s), strategies, and action steps that support English Language Learners (ELL) to increase proficiency in English.	Choose an item.	Click here to enter text.

Attachment 28

Early Reading Initiative Legislation

HOUSE BILL 69

50TH LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2012

INTRODUCED BY

Mary Helen Garcia

AN ACT

RELATING TO PUBLIC SCHOOLS; LIMITING GRADE PROMOTIONS BY PROVIDING THAT A STUDENT WHO IS NOT PROFICIENT IN READING AT THE END OF KINDERGARTEN OR FIRST OR SECOND GRADE MAY BE RETAINED AND SHALL BE PROVIDED WITH INTENSIVE REMEDIATION; PROVIDING THAT A STUDENT WHO IS NOT PROFICIENT IN READING AT THE END OF THIRD GRADE SHALL BE RETAINED AND PROVIDED WITH INTENSIVE REMEDIATION; PROVIDING THAT A STUDENT WHO IS NOT ACADEMICALLY PROFICIENT AT THE END OF GRADES FOUR THROUGH EIGHT SHALL NOT BE RETAINED BUT SHALL BE PROVIDED WITH INTENSIVE REMEDIATION; PROVIDING FOR ASSESSMENT, INTERVENTION AND REMEDIATION PROGRAMS TO ADDRESS DEFICIENCIES IDENTIFIED BETWEEN KINDERGARTEN AND THE EIGHTH GRADE; MAKING EXCEPTIONS; REPEALING AND ENACTING A SECTION OF THE NMSA 1978.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

underscored material = new
[~~bracketed material~~] = delete

SECTION 1. Section 22-2C-6 NMSA 1978 (being Laws 1986, Chapter 33, Section 7, as amended) is repealed and a new Section 22-2C-6 NMSA 1978 is enacted to read:

"22-2C-6. [NEW MATERIAL] GRADE PROMOTIONS--INTERVENTION--REMEDIATION PROGRAMS--RETENTION POLICIES--RESTRICTIONS.--

A. As used in this section:

(1) "educational plan for student success" means a student-centered tool developed to define the role of the reading improvement plan within the public school and the school district that addresses methods to improve student learning and success in school and that identifies specific measures of a student's progress in reading;

(2) "intensive targeted instruction" means extra instruction in either small groups or as individuals that shall be no less than twenty minutes per day and five days per week or the equivalent;

(3) "intervention" means targeted instructional practice for individual students or small groups of students aligned with the results of a valid and reliable assessment and, if applicable, response to intervention as defined in Section 22-13-6 NMSA 1978 and department rule;

(4) "reading improvement plan" means a written document developed by the student assistance team that describes the specific reading standards required for a certain grade level that a student has not achieved and that prescribes

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specific remediation programs that have demonstrated effectiveness and can be implemented during the intensive targeted instruction within the school day or during summer school or extended day or week programs and with tutoring;

(5) "reading proficiency" means a score on the statewide standards-based assessment that is higher than the lowest level established by the department;

(6) "remediation programs" includes summer school, extended day or week programs, tutoring, progress-based monitoring and other research-based models for student improvement;

(7) "school district" includes both a public school district and a locally chartered or state-chartered charter school;

(8) "screening assessment" means the assessment that measures the acquisition of reading skills, including but not limited to phonological awareness, phonics, spelling, reading fluency, vocabulary and comprehension approved and provided by the department;

(9) "student assistance team" means a group consisting of a student's:

(a) teacher;

(b) school counselor;

(c) school administrator;

(d) parent; and

underscored material = new
[~~bracketed material~~] = delete

(e) if the student or parent wishes, a student advocate chosen by the student or parent; and

(10) "valid and reliable assessments" means assessments that:

(a) are appropriate to targeted populations;

(b) provide predictive values; and

(c) are thoroughly tested, peer-reviewed and accepted by authorities and practitioners in the field.

B. Using data from the 2012-2013 school year, each public school shall establish baseline assessment data on reading proficiency for students in kindergarten and grades one through three. The baseline assessment data shall include levels of performance in reading based on the screening assessment below which a student must be provided with an intervention and remediation program.

C. Effective with the beginning of the 2013-2014 school year, local school districts shall approve and bear the cost of intervention and remediation programs and reading improvement programs that have demonstrated effectiveness to provide special instructional assistance to students in kindergarten through third grade who do not demonstrate reading proficiency. Beginning in kindergarten and through third grade, intervention and remediation programs, reading improvement programs and promotion policies shall be aligned

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with the screening assessment results and be aligned with state standards. The screening assessment shall be given, and, if students do not demonstrate reading proficiency, reading improvement plans shall be implemented for students in kindergarten through third grade as follows:

(1) at the beginning of the school year, school districts shall administer the screening assessment to students enrolled in kindergarten. The assessment shall screen students for reading skills, including, but not limited to, phonological awareness, letter recognition and oral language skills;

(2) at the beginning of the school year, school districts shall administer the screening assessment to students enrolled in first, second and third grades. The assessment shall measure the students' acquisition of reading skills, including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary and comprehension; and

(3) if the screening assessment results indicate that the student is not proficient in reading, the student assistance team shall immediately develop a reading improvement plan for the student that clearly delineates the student's reading deficiencies and that clearly delineates intervention and remediation programs that shall be included in the plan, including the specific strategies for a parent to use

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in helping the child achieve reading proficiency.

D. Beginning with the 2012-2013 school year, the parent of a student who is in kindergarten or first, second or third grade and who is not proficient in reading at the end of the first grading period shall be given notice that the student shall be provided with intensive targeted instruction.

E. At the end of grade three, grade promotion and retention decisions for each student shall be based upon the determination that the student is:

(1) proficient in reading and shall enter the next highest grade;

(2) not proficient in reading and shall participate in the required level of remediation. Upon certification by the school district that the student is proficient in reading, the student shall enter the next highest grade; or

(3) not proficient in reading after completion of the prescribed intervention and remediation program and upon the recommendation of the teacher and school principal shall be retained in the same grade with a reading improvement plan that is different from the prior year's reading improvement plan developed by the student assistance team so that the student may become proficient in reading. No student shall be retained for a total of more than one school year between kindergarten and grades one through three as a result of not having attained

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proficiency in reading.

F. In grades four through eight, intervention and remediation programs, reading improvement programs and promotion policies shall be aligned with school-district-approved, valid and reliable assessment results and be aligned with state standards.

G. A parent shall be notified in writing no later than the end of the second grading period of each school year in grades four through eight that the parent's student is not academically proficient, and a conference with the student assessment team shall be held to discuss strategies, including intervention and remediation programs available to assist the student in becoming academically proficient. The student's specific academic deficiencies and the available strategies and intervention and remediation programs shall be explained to the student's parent and a written intervention plan shall be developed that contains time lines, academic expectations and the measurements to be used to verify that a student has overcome academic deficiencies. The parent shall be provided with specific strategies to use in helping the student achieve reading proficiency. The intervention and remediation programs and reading improvement plan shall be implemented immediately.

H. At the end of grades four through eight, grade promotion decisions for each student shall be based upon the determination that the student is:

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(1) academically proficient and shall enter the next highest grade; or

(2) not academically proficient and shall participate in the required level of remediation. An academic proficiency plan shall be developed by the student assistance team outlining time lines and monitoring activities to ensure progress toward overcoming the student's academic deficiencies. Students who have been evaluated to determine the nature of their academic deficiencies and who have received an intervention and remediation program that is different from the previous year's program but fail to become academically proficient at the end of that year as measured by grades, performance on the screening assessment and other measures identified by the school district shall be provided with an alternate program that shall be implemented immediately. The school district shall include percentages of academically proficient students listed by school and charter school in its annual accountability report required in Section 22-2C-11 NMSA 1978.

I. To assess each student's growth in reading and other academic subjects, in kindergarten through second grade, school districts shall use the screening assessment, and in grades three through eight, school districts shall use the statewide standards-based assessment.

J. The cost of summer school and extended day

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intervention and remediation programs offered in grades nine through twelve shall be borne by the parent; however, in cases in which parents are determined to be indigent according to guidelines established by the department, the school district shall bear those costs.

K. A student who does not demonstrate reading proficiency for two successive school years shall be referred to the student assistance team for placement in an alternative program designed by the school district. Alternative program plans shall be filed with the department.

L. Promotion and retention decisions affecting a student enrolled in special education shall be made in accordance with the provisions of the individual educational plan established for that student.

M. A student shall be exempt from the provisions of Subsection G of this section if the student:

(1) scores at least at the fiftieth percentile on a department-approved, norm-referenced assessment or at the proficient level on an alternative school-district-approved, criterion-referenced assessment;

(2) demonstrates mastery on a teacher-developed portfolio that is equal to at least a proficient performance on the statewide standards-based assessments;

(3) shows sufficient academic growth by meeting acceptable levels of academic performance specified by

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the department;

(4) is an English language learner who is proficient in a language other than English on a valid and reliable reading assessment or who has had less than two years of instruction in English for speakers of other languages;

(5) is a student with a disability who shall be assessed, promoted or retained in accordance with the provisions of the student's individualized education program; or

(6) is a student who has already been retained once in kindergarten or first or second grades."

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Attachment 29

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NEW MEXICO
ESEA FLEXIBILITY REQUEST
NOVEMBER 14, 2014

Revised September 28, 2011
This document replaces the previous version, issued September 23, 2011.

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any

comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	See General Attachments (GA)
2	Comments on request received from LEAs (if applicable)	n/a
3	Notice and information provided to the public regarding the request	GA
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	GA
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	n/a
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	GA
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	GA
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable).	GA
9	Table 2: Reward, Priority, and Focus Schools	See Principle 2 Attachments (P2A)
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	See Principle 3 Attachments (P3A)
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	P3A
12	New Mexico Public Education Department Strategic Plan	GA
13	New Mexico Common Core State Standards Transition Plan	See Principle 1 Attachme

		nts
14	A-F School Grading Act, Final Regulation, and Sample Preliminary Reports	P2A
15	New Mexico Effective Teaching Task Force Final Report and Recommendations	P3A
16	Value-Added Model for A-F	P2A
17	Individual Student Growth Model	P2A
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: New Mexico Public Education Department	Requester's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501
State Contact for the ESEA Flexibility Request Name: Leighann Lenti Position and Office: Director of Policy, Office of the Secretary Contact's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501 Telephone: 505-412-2285 Fax: 505-827-6520 Email address: Leighann.Lenti@state.nm.us	
Chief State School Officer (Printed Name): Hanna Skandera	Telephone: 505-827-6688
Signature of the Chief State School Officer: X	Date: February 15, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

☒ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b) (7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Consultation

Since taking office in January 2011, Governor Martinez and the Public Education Department (PED) have advanced a bold reform agenda: "Kids First, New Mexico Wins." While there are multiple components to this agenda, two in particular are directly related to New Mexico's flexibility request: 1) Real Accountability, Real Results, and 2) Rewarding Effective Teachers and School Leaders.

"Real Accountability, Real Results" is now being implemented through New Mexico's A-F School Grading Act that was signed and passed during the 2011 legislative session. What is included in this request is directly aligned to the A-F School Grading Act and reflective of multiple conversations amongst various stakeholders. Upon passage of the legislation, the PED immediately began engaging stakeholders to garner input on the regulations and school grading model that would be utilized. Since April 2011, the PED has met nine times with the New Mexico Coalition of School Administrators on the A-F regulation and model, and has attended and presented at eight New Mexico School Boards Association regional meetings. Additionally, the PED provided a 30-day open comment period and held two public hearings (October 31, 2011 and November 2, 2011) on the proposed regulation and model. (http://www.ped.state.nm.us/calendar/2011/Notice%20-%20Public%20Hearing%20Scheduled%20on%20Grading%20Public%20Schools.pdf)

"Rewarding Effective Teachers and School Leaders" was jump started in April 2011 when Governor Martinez formed a Task Force to make recommendations on how to redesign New Mexico's current evaluation system. The 15-member Task Force met throughout the summer.

Each of the 10 Task Force meetings was open to the public and there was an opportunity provided for both written and public comment. (http://www.ped.state.nm.us/press/2011/Teacher%20Task%20Force%20-%20August%202,%202011%20meeting%20notice.pdf)

The PED also created a webpage that included all reading materials and presentations reviewed by the Task Force members. (http://www.ped.state.nm.us/ttf/index.html)

In addition to what is described above, PED senior staff will be visiting 25 districts by the end 2011 and will be presenting the A-F regulation and model, as well as the Task Force recommendations, which have formed the basis of the policy proposal included in sections 3.A and 3.B of this request. These district visits will allow the PED to garner additional feedback from key stakeholders.

In addressing the rule-making process for this A-F legislation, the PED convened nine formal meetings with an advisory group of superintendents from throughout the state. Each of these meetings consisted of a presentation by PED staff regarding proposals for the rules and calculation and dissemination of school grades, as well as an opportunity for superintendents to provide feedback and suggest changes and modifications. As the meetings progressed, the PED modified proposals as a result.

In addition, senior staff attended each of the eight New Mexico School Board Association meetings in the fall of 2011. At each meeting, school grading and other initiatives were presented, along with questions and answers from attendees. In all cases, feedback was recorded and became part of the development of the rule-making process. The PED also held regular meetings with the Coalition of School Administrators, as well as the New Mexico School Boards Association.

Also, as the rule was in development, the PED made 29 visits throughout the state to local school districts. A formal presentation of the A-F school grading initiative and the recommendations of

the Teacher Task Force were made with a question-and-answer period to follow. Once again, feedback was obtained and adjustments were made to the rules and proposals.

In addition to our outreach already undertaken with school districts, school boards, and superintendents, we will continue to engage those stakeholders, as well as with members of the Hispanic Education Advisory Council and the Indian Education Advisory Council. As New Mexico is a majority/minority state, we have reached out to a varied group of representatives to serve on these councils. In an effort to receive authentic feedback, both councils have been charged to serve as ongoing working groups, as opposed to the biannual meetings previously practiced. Members on each council represent Hispanic and Native American education advocacy groups that include: school teachers and administrators, ENLACE, MANA, New Mexico Association of Bilingual Educators, Dual Language New Mexico, the Hispano Chamber of Commerce, and LULAC. Also included are various parent representatives from various parts of New Mexico.

In their capacity, members have individually and collectively provided feedback regarding New Mexico's initiatives in A-F school grading and teacher evaluation. In addition, the PED's Student Success and Educator Quality divisions have worked with district's teachers, administrators, and community members to provide updates and receive input and feedback. Each division has visited well over 15 districts in sharing this information.

The PED held two public hearings regarding A-F school grading—one in Santa Fe on October 29, and the other in Alamogordo on November 1. The Secretary-Designate was in attendance for both hearings. Public comments from both hearings were taken into account in the final publication of the regulation.

Finally, as the development of the A-F regulation progressed, the PED responded to stakeholders in modifying the date of final determination and dissemination of school grades. Initially the PED planned to release school grades in August of 2011, but because of the input from stakeholders, the PED agreed to extend the rule-making process and final release to later in the

fall semester. After further collaboration with stakeholders, the Secretary-Designate delayed the release until January 2012.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Engagement of Stakeholders

Specific to the waiver request, the PED has taken several concrete actions to solicit stakeholder input. First, the PED launched a webpage (http://www.ped.state.nm.us/skandera/waiver/index.html) that included not only the initial notice of our intent to pursue a waiver, but also a letter that was distributed to all superintendents and principals on September 28 notifying them of the PED's intent to pursue a waiver, as well as details on who to provide questions and input to (http://www.ped.state.nm.us/skandera/waiver/Letter%20to%20superintendents%20and%20principals.pdf).

Second, a front page story in the Albuquerque Journal on September 24, 2011, clearly articulated the need for flexibility and the state's intention to apply for the waiver. Third, each of the meetings described above directly influenced the policies outlined in this proposal.

Fourth, prior to the submission of this request, PED hosted stakeholder conference calls in which we described the components of our request, as well as answered questions and solicited feedback. Invited to those calls were the following:

- New Mexico Coalition of School Administrators
- New Mexico School Boards Association
- New Mexico Business Roundtable
- New Mexico's Committee of Practitioners
- District Bilingual Directors
- District Native American Directors

- SIG Superintendents
- Assessment and Accountability Advisory Council

Taken in total, the PED has consulted on numerous occasions with stakeholders on the development of the policies that are described in this request. As implementation proceeds, the PED remains committed to continuing an open dialogue to not only build support, but to also solicit input on ideas as we continue to serve New Mexico's students.

The PED recently released baseline school grades for every school in New Mexico. Part of this release has been to provide aligned technical assistance and support to districts and schools, as well as to provide transparency to community members on baseline school grades.

Since the release of baseline data to schools and districts, the PED has hosted six technical assistance sessions and will continue to provide weekly technical assistance opportunities. Further, the PED launched a new website that is easy to use and accessible to all New Mexicans. http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

This tool allows community members to quickly access baseline school grading reports. In the coming weeks, these reports will also be available in Spanish and provide additional details relating to the achievement of specific subgroups. The PED will continue to provide resources through the new school grading website targeted to community members, stakeholders, and educators.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Overview of Request

Through the "Kids First, New Mexico Wins" plan, the New Mexico Public Education Department (PED) has taken a key first step by clearly articulating the expectation that all students in New Mexico have the potential to reach high levels of achievement, regardless of background. Further, by implementing key initiatives such as the A-F School Grading Act and redesigning the state's teacher and school leader evaluation system, New Mexico is consistently placing children at the center of all initiatives. New Mexico's request for flexibility meets each of the principles outlined, and the state is prepared and ready to implement what is included in this request. Further, each principle articulated allows New Mexico to create coordination and consistency across the policies outlined in this request.

Principle 1: College- and-Career-Ready Expectations for All Students

Since 1999, New Mexico has had content standards and assessments aligned to those standards in place. The standards were the first step in the development of an aligned system of standards and overtime assessments. While the current content standards laid a critical foundation, they did not include the depth and breadth necessary to ensure New Mexico students were prepared to compete with their peers in both college and career.

In October 2010, New Mexico adopted the Common Core State Standards (CCSS). The CCSS were adopted in order to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school. These standards are aligned with college and work expectations and provide a consistent understanding of what students are expected to know and be able to do, regardless of what state they live in. The development

of the CCSS was a state-led process involving state leaders, teachers, and content experts, and draws upon the best state standards and most effective models from around the world. The CCSS ready students to compete in the global economy.

With the help of a statewide Planning Committee, the PED has created an implementation plan for transitioning the state to the CCSS. This plan will be shared with districts January 31, 2012. This plan, included in the Principle 1Attachments, details the key implementation steps for transitioning assessments, professional development, and curriculum and instruction/instructional materials to the CCSS. It also includes a communication plan for how the PED will effectively spread awareness on the CCSS transition to diverse stakeholders.

The PED is planning for full implementation of the CCSS in 2014-2015. Full implementation means that students will be assessed on the CCSS. Professional development on the CCSS for Math and English Language Arts (ELA) teachers for grades K-3 will begin during the summer of 2012, and grades K-3 will teach to the CCSS beginning in fall 2012. Math and ELA teachers in grades 4-12 will receive professional development on the CCSS during summer 2013, and begin teaching to the CCSS in fall 2013. The CCSS will be fully implemented and assessed in all grades through assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium during the 2014-2015 school year.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Signed and passed during the 2011 legislative session, the A-F School Grading Act ushered in a new school accountability era. Under the A-F School Grading Act, each public school in New Mexico will be given a grade of A, B, C, D, or F annually. The following goals of A-F are simple ones:

- Measure schools based on both proficiency and growth
- Meaningfully differentiate levels of success
- Avoid holding schools accountable for characteristics beyond their control

- Provide meaningful data to champion success and identify areas of improvement

While AYP provides specific goals, it fails to capture both proficiency and growth, it does not adequately differentiate among schools, and it has often narrowed the focus to students nearing proficiency.

The A-F School Grading Act specified that both measures of proficiency and growth are to be included when calculating a school's grade. Proficiency in both reading and math is included in New Mexico's school grading model. New Mexico has designed a system that holds the same expectations for all students in all subgroups. As such, New Mexico remains committed to continuing disaggregating data by student subgroups and supporting low-performing schools in the implementation of interventions aligned to the specific needs of student subgroups to ensure that the achievement gap is closing.

Growth was specifically defined as learning a year's worth of knowledge in one year's time as demonstrated by student performance on the New Mexico Standard-Based Assessment in reading and mathematics. As such, the school grading model includes growth measures for students moving from one performance level to a higher performance level, students who remain proficient or advanced, as well as growth for students who remain in beginning step or nearing proficient but move a certain number of scale score points. Additionally, the legislation specifies that the state must also look explicitly at the bottom 25% of students within a school.

New Mexico will also be measuring cohort growth in addition to individual school growth. We feel it is important to capture a complete picture of a school, and measuring cohort growth will further differentiate among schools.

The legislation specified that graduation rates and measures of college and career readiness be included for high schools. As such, the models for elementary and middle schools and high schools vary. The model for elementary and middle schools includes the following:

- Proficiency
- Growth
- Growth of the lowest quartile
- Attendance
- Opportunity to Learn Survey

The model for high schools includes the following:

- Proficiency
- Growth
- Growth for the lowest quartile
- Graduation rate and growth on graduation rate
- College and career readiness indicators (PSAT, ACT, AP, Dual enrollment, career-technical certification programs, etc.)
- Attendance
- Opportunity to learn student survey

While each school will be provided with an overall grade, New Mexico will also provide a separate grade for proficiency and a grade for growth. For example, a school could receive a B in growth, but a D in proficiency. Therefore the school's overall grade would be a C. This is critical as it will better allow the state to differentiate among schools and target interventions in a manner that specifically aligns to a schools area of need.

Since New Mexico's initial flexibility request, the state has completed the A-F regulation. The regulation articulates what factors are considered when grades are assigned, the cut points for each grade, and what will occur when a school is rated a D or F. The regulation was developed over the course of nine months with the engagement of various stakeholders across New Mexico outlined above.

Principle 3: Supporting Effective Instruction and Leadership

Research has clearly demonstrated the importance of the teacher in the classroom and the importance of leadership in each school (Rivkin, Hanushek, & Kain, 2005). In fact, our teachers are our biggest "change agents" when it comes to improved student achievement. When it comes to student learning, the difference between an average teacher and an exemplary teacher is noteworthy. To underscore this belief, in April 2011, Governor Martinez established an Effective Teaching Task Force via Executive Order (http://www.governor.state.nm.us/uploads/FileLinks/1e77a5621a1544e28318ba93fcd47d49/EO-2011-024.pdf). The charge of the Task Force was to make policy recommendation to the Governor in the following four key areas:

- Identify measures of student achievement—representing at least 50 % of the teacher evaluation—which shall be used for evaluating educator performance
- Identify demonstrated best practices of effective teachers and teaching, which should comprise the remaining basis for such evaluation
- How these measures of effective practice should be weighted
- How the State can transition to a performance-based compensation system, whereby acknowledging student growth and progress

Using this as the foundation, the Task Force found that any redesigned teacher and school leader evaluation system *must* include multiple measures that prioritize student learning, as well as observations and other possible measures that effectively capture a true picture of teacher effectiveness. A rigorous and comprehensive system will not only provide a holistic view of a teacher's true impact on their students, but also encourage flexibility and buy-in at the local and school level.

Further, any new evaluation framework to measure teachers and school leaders must better enable districts to address and improve school personnel policies concerning professional development, promotion, compensation, performance pay, and tenure. The framework should identify teachers and school leaders who are most effective at helping students succeed, provide targeted assistance and professional development opportunities for teachers and school

leaders, inform the match between teacher assignments and student and school needs, and inform incentives for effective teachers and school leaders.

The need for a more nuanced and robust system is clear. In a recent 2010 sample of 25 % of New Mexico's teachers, 99.998 % of these teachers received a rating of "meets competency" on their evaluations (versus "does not meet competency") (Public Education Department Data, 2010). Yet, we are not seeing proportional success in terms of New Mexico student achievement. This suggests a lack of alignment between the system that measures teacher performance and the system that measures student learning outcomes.

New Mexico is currently finalizing legislation that will create a redesigned teacher and school leader evaluation system which aligns to the principles outlined in the Flexibility Guidance.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State

	network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Adoption of College-and-Career-Ready Standards

Since 1999, New Mexico has had content standards in place. The PED's Assessment and Accountability Bureau (A&A) coordinates the development and implementation of New Mexico's statewide assessment program, which is designed to measure student attainment of New Mexico's Core Curriculum Content Standards. The A&A works collaboratively with school districts, charter schools, Bureau of Indian Education, and State-educational institutions to collect and report information about student assessments in order to inform instruction, increase student learning, and help parents and the public assess the effectiveness of their schools.

The mission of the A&S is to develop valid and reliable assessment instruments, to administer these assessments under standardized and secure conditions, and to score and report the results of these assessments accurately, efficiently, and effectively given the constraints of available resources. The work of A&A satisfies both New Mexico and Federal regulations, including the requirements of New Mexico's school assessment and accountability laws and the requirements of the Federal No Child Left Behind/Elementary and Secondary Education Act (NCLB/ESEA).

A&A administers the following assessments:

- Standards-Based Assessment (SBA): The SBA test approximately 165,000 students

in reading, writing, and mathematics (grades 3-8 and 11), science (grades 4, 7, and 11) and in reading, writing, mathematics, science, and social studies (grade 11).

- New Mexico Alternate Performance Assessment (NMAPA): The NMAPA is the alternate to the SBA. Students in grade-bands 3-4, 5-6, 7-8, and 11-12, may take the NMAPA, though not all are required to. The NMAPA is only for students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).
- Assessing Comprehension and Communication on English State-to-State for English Language Learners (ACCESS for ELLs): ACCESS for ELLs is a secure large-scale English language proficiency assessment given to K-12 students who have been identified as ELLs. It is given annually to monitor students' progress in acquiring English.

Building on this foundation, New Mexico adopted the Common Core State Standards (CCSS) in October 2010. The CCSS were adopted in order to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school. The PED is currently developing an implementation plan for transitioning the state to the CCSS.

Please see Principle 1 Attachments to read the full implementation plan for assessment, curriculum and instruction, professional development, and communication. The final plan will be presented to districts January 31, 2012.

Creating the CCSS Implementation Plan: Methodology and Stakeholders

After adopting the Common Core State Standards (CCSS) in 2010, the PED received a CCSS Planning Grant from the W.K. Kellogg Foundation in order to create an implementation plan for transitioning to the CCSS.

As an initial step in creating the implementation plan, WestEd performed an alignment study (included in the Principle 1Attachments) between the CCSS and the current New Mexico standards. This study was used to inform curriculum mapping and to determine what professional development and technical support is required for educators to teach the new CCSS. We also developed and administrated a Transition to Common Core State Standards Planning Survey to all our districts and state-administrated charter schools. The results from this survey will provide critical information on the needs of districts in order to prepare their teachers for the transition, and their technical needs in order to administer new, computer-based assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC)

Additionally, the PED created a statewide Planning Committee to create recommendations for the implementation plan. The PED also created a smaller Framework Development Team (FDT) to draft the implementation plan using the recommendations of the Planning Committee. Both of these groups consist of educators, administrators, parents, and members of the business community, and contain representation from diverse stakeholders and communities across New Mexico. These groups include representation from rural and urban, small and large school districts from the North, East, West, Central, and Southern regions of the state. They also include members with experience in bilingual, and special education, as well as representation from the Hispanic and Native American communities. In addition to New Mexico educators and administrators, the FDT also includes English Language Arts and Math content experts from WestEd., as well as assessment experts with national and state-level experience in assessment transition. Table A and Table B demonstrate the membership of the Planning Committee and Framework Development Team.

Table A: Planning Committee (PC)

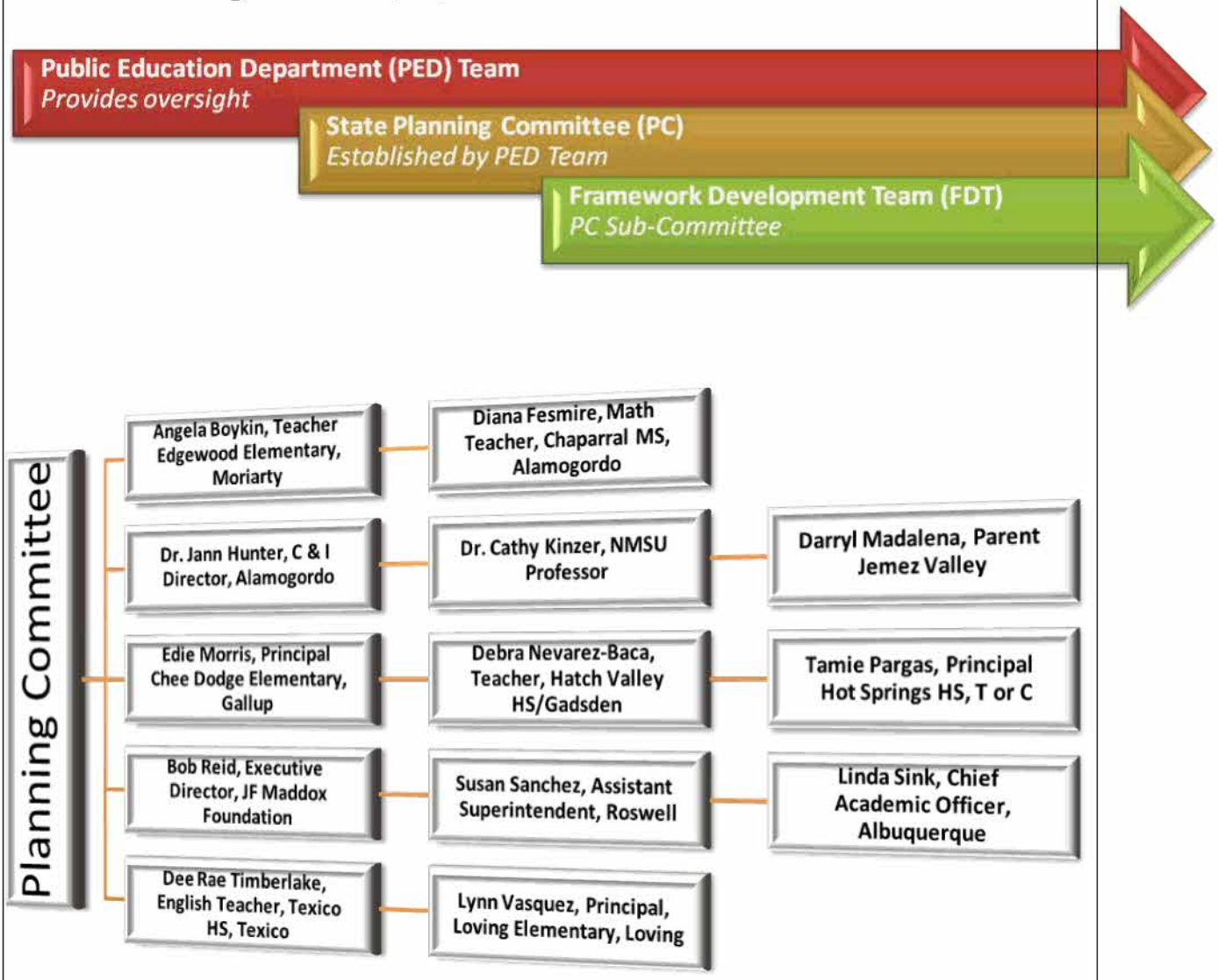


Table B: Framework Development Team (FDT) Work Groups

Communications Plan Work Group

- **Larry Behrens**, Director of Communications — **PED Oversight**
- **Linda Sink**, Chief Academic Officer (CAO), Albuquerque Public Schools (APS) — **Planning Committee**
- **Marybeth Schubert** Executive Director — **Advanced Programs Initiative (API)**
- **Dr. Rachel Lagonoff**, Senior Research Associate — **WestEd**

Professional Development Plan Work Group

- **Matt Montaño**, Director of Educator Quality — **PED Oversight**
- **Dr. Cathy Kinzer** NMSU College of Ed C & I Asst. Professor — **Planning Committee**
- **Linda Sink**, CAO APS — **Planning Committee**
- **Karen Schaafsma** ELA Content Expert — **WestEd**
- **Janet Haas** Math Content Expert — **WestEd**
- **Marybeth Schubert** Executive Director — **Advanced Programs Initiative (API)**
- **Dr. Rachel Lagonoff**, Senior Research Associate — **WestEd**

C& I / Instructional Materials Plan Work Group

- **Dr. Anna Lisa Banegas-Peña**, Director of Student Success — **PED Oversight**
- **Larry Bemesderfer** Instructional Material Bureau — **PED Oversight**
- **Dr. Jann Hunter**, C & I Director, Alamogordo Public Schools — **Planning Committee**
- **Kara Bobroff,** NACA Principal — **Native American Community Academy**
- **Norma Cavazos,** Student Services Director — **Pojoaque Valley School District**

Student Assessment Plan Work Group

- **Dr. Pete Goldschmidt,** Director of Assessment & Accountability — **PED Oversight**
- **Dr. Tom Dauphinee,** Deputy Director of Assessment & Accountability — **PED Oversight**
- **Lynn Vasquez** Principal, Loving Municipal Schools — **PC Representative**
- **Stanley Rabinowitz**, Director, Assessment & Standards Development Services — **WestEd**
- **Howard Everson**, Chief Research Scientist & External Evaluator — **Advanced Programs Initiative (API)**
- **Dr. Rachel Lagonoff**, Senior Research Associate — **WestEd**

Evaluation Plan Work Group

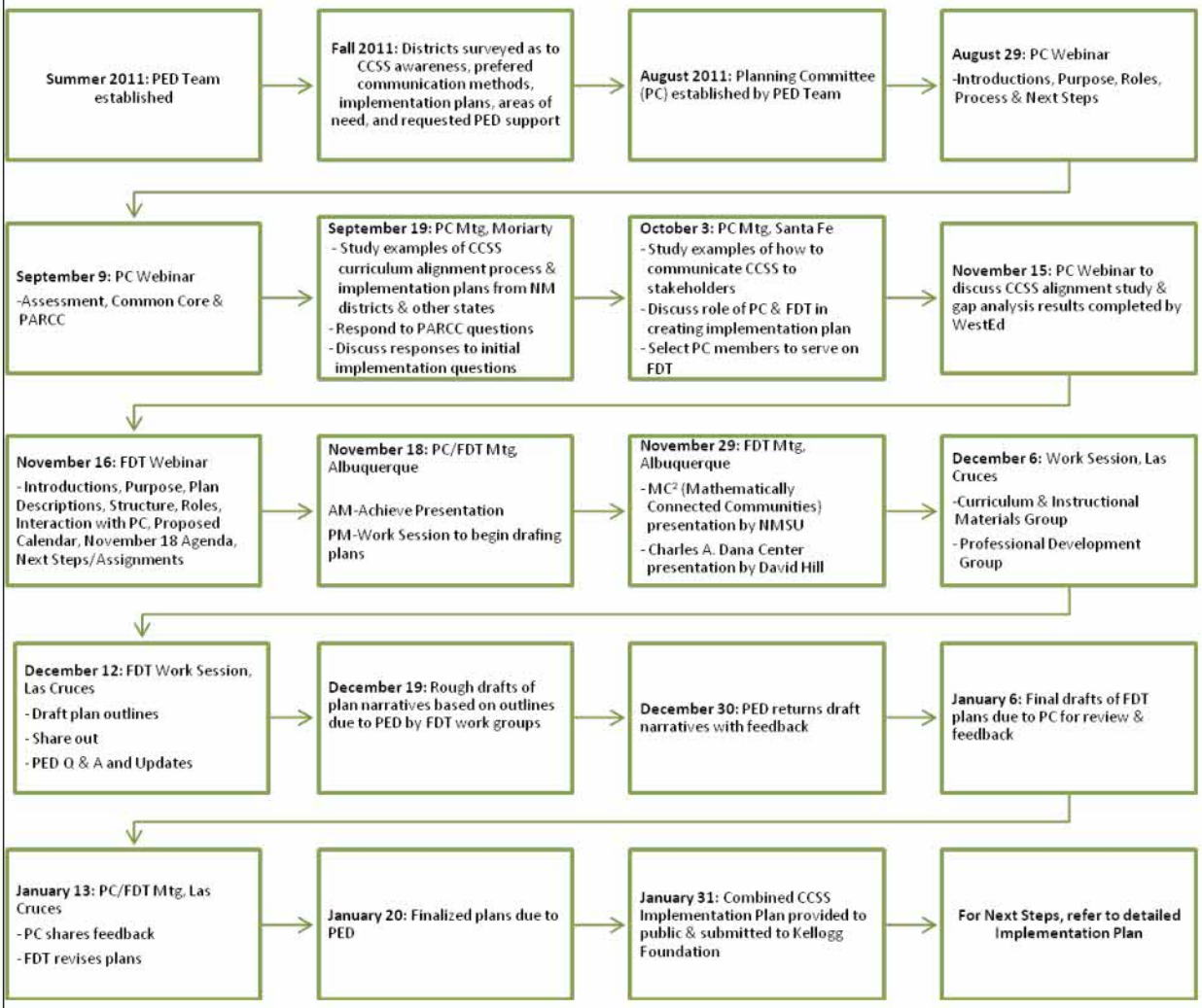
- **TBD** — **PED Oversight**
- **TBD** — **External Evaluator**

Internal Leadership Plan Work Group

- **Christine Stavem** Chief of Staff — **PED Oversight**
- **Leighann Lenti**, Director of Policy — **PED**
- **Dr. Pete Goldschmidt** Director of Assessment & Accountability — **PED**

The Planning Committee met throughout the fall of 2011 and created specific recommendations for the implementation plan, including for the transition of assessment, curriculum and instruction/instructional materials, professional development, and communication. The FDT incorporated the recommendations of the Planning Committee into the draft implementation plan. Drafts of the implementation plan were submitted regularly to the Planning Committee and the PED for continuous feedback. The PED will share the final draft of the implementation plan with districts upon its completion January 31, 2012. The PED will use the plan to solicit funding from multiple sources to support our implementation process.

Table D: Planning Timeline



Integration and Implementation

The New Mexico Common Core State Standards (NMCCSS) Implementation Plan was created using a collaborative process involving two stakeholder advisory committees which provided recommendations and helped to draft the four sections of the plan: assessment, curriculum, professional development, and communication. (Please see pages 11-13 of the NMCCSS Implementation Plan to view the stakeholder composition of each committee). Committee members were divided into assessment, communication, professional development, and curriculum and instruction teams focusing on developing each section of the

plan. After completing a draft of each their section of the plan, each team met with all other groups to ensure coordination and alignment among sections of the plan. These cross-team meetings occurred throughout the implementation plan development process and was effective in ensuring that the activities of all aspects of CCSS implementation reinforced each other. The timeline overview on the next page demonstrates the alignment between the various sections of the plan. To see in greater detail the coordination between CCSS implementation activities, please for pages 21, 15, 30, and 57 of the NMCCSS Implementation Plan for a cross comparison of the key implementation steps of each section of the plan. Examples of key aligned milestones include the following:

- Implementation of the CCSS in grades K-3 in 2012-2013 correlated with regional professional development trainings for district leadership in spring 2012 and intensive summer CCSS Math and ELA professional development academies for K-3 educators in summer 2012. This is also aligned with our accelerated timeline for the adoption of instructional materials aligned to the CCSS for Math and ELA this spring in time for K-3 implementation in fall 2012 (see page 30 of the NMCSS Implementation Plan). The K-3 implementation timeline is aligned with the 2013 Grade 3 Standards-Based Bridge Assessment dually aligned to the CCSS and the New Mexico content standards that grade 3 will take in place of the New Mexico Standards-Based Assessment (SBA) in spring 2013.
- Implementation of the CCSS for grades 4-12 aligns in 2013-2014 aligns with the professional development plan for 4-12 to begin ongoing study of the CCSS including Instructional Shifts in ELA/Literacy & Math, ELA Capacities of the Literate Individual, Math Critical Areas of Focus & Mathematical Practices during 2012-2013, with Math & ELA CCSS Implementation Academies for grades 4-12 in summer 2013 (see page 57 of the NMCCSS Implementation Plan). This is aligned with the assessment plan for the spring 2014 SBA Bridge Assessment dually aligned to the CCSS and to New Mexico content standards for grades 3-8, 10, and 11.
- The communications plan is aligned with the professional development, curriculum and instruction, and assessment implementation steps described above (see page 21 of the NMCCSS Implementation Plan). Increased communication during spring and

summer 2012 will prepare for the implementation of grades K-3 in 2012-2013. This communication includes the release of the NMCCSS Implementation Plan and alignment studies between the CCSS and the New Mexico content standards, the unveiling of a new CCSS website in February 2012 holding professional development resources and CCSS FAQs for students, parents, community, and administrators, a statewide conference for district teams sponsored by CCSSO, and regional meetings.

Roles and Responsibilities

The Internal Leadership Plan, located on pages 73-74 of the NMCCSS Implementation Plan, details the structure and responsibilities of the SEA during implementation. During spring 2012, the SEA will establish an Implementation Team including PED staff from the policy, literacy, mathematics, and communications departments, a CCSS facilitator, and stakeholders representing district/campus administrators, teachers/instructional staff, parents, and business community. This implementation team will have the following responsibilities:

- Develop and manage implementation plan budget
- Seek external funding sources in addition to state funding
- Maintain two-way open and timely lines of communication
- Form partnerships to leverage resources
- Provide support to ensure alignment of instructional programs and materials to the CCSS
- Coordinate professional development opportunities
- Assist with professional development service providers vetting process
- Monitor performance and progress
- Develop of an evaluation plan
- Provide technical assistance

Regional Education Cooperatives

New Mexico's 9 Regional Education Cooperatives (RECs) are geographically distributed across the state and serve 59 rural school districts and state-supported schools. The state's RECs will partner with the PED to assist in the implementation of the NMCCSS (e.g., professional development, communication).

Regional Education Cooperatives have a unique understanding of the strengths and challenges of their member districts. RECs are then able to use these insights to provide responsive, quality support and services to improve student outcomes and meet local districts' needs. Regional Education Cooperatives also play a vital role in the delivery and implementation of core services and major statewide education initiatives.

The success of each REC is measured by the effectiveness of its response to the needs of its member school systems. The responsibility of Regional Education Cooperatives is to aid its members in assessing their needs and to demonstrate, through model programs, the efficiency of a collaborative venture.

Roles and Responsibilities of the SEA, RECs, and Districts

The following work plan for curriculum and instruction/instructional materials from page 47 of the NMCCSS Implementation Plan and the professional development work plan from page 59 of the NMCCSS Implementation Plan detail the roles of the SEA, LEAS, and Regional Education Centers in implementing the CCSS.

English Language Arts

One of the priority focuses of the CCSS Professional Development plan for ELA addresses the following:

- Capacities of the Literate Individual[1]
- Shifts in ELA/Literacy Instruction

[1] ELA CCSS Document http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

A. Beginning in spring 2012, all districts will be asked to begin the study of the standards to ensure that teachers become familiar with the structure, content, concepts, practices, and terminology of the CCSS for ELA/Literacy in History/Social Studies, Science and Technical Subjects including the accompanying appendices.[2] Teachers must also begin to know and incorporate the Key CCR (College & Career Readiness) Portrait of a Literate Individual and the Mathematical Practices. The study of the standards will be a learning cycle that then provides opportunities for teaching, assessing, and revising the instruction to address the standards and students learning needs. This process shall occur within the context of standards-based education enabling teachers to better understand the relationships between formative/summative assessment, curriculum, and student/knowledge centered instruction.

B. Literacy standards for K-5 reading and writing in history/social studies, science, and technical subjects are integrated into the K-5 Reading and Writing Standards. However, in grades 6-12, they are described in a separate set of standards making a high level of awareness regarding these expectations all the more important. The associated CCR anchor standards for ELA together with the middle and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards with a focus on ELA, the latter providing additional specificity in these other key academic areas. Beginning the study of this knowledge and skill set is also being asked of districts starting in spring 2012.

C. Spring 2012 also signals the start of the deliberate and purposeful implementation of the key shifts within the ELA/literacy CCSS. Shifts (refer to tables A, B within the Curriculum & Instruction / Instructional Materials Plan section).

D. Teacher pre-service/in-service programs will be key in providing the foundational understandings of the CCSS to support novice teachers as they bridge their learning at universities/colleges and their professional experiences serving New Mexico students. Professional Development trainings will include the following:

   a. PED Summer 2012 ELA NMCCSS Academy for grades K-3

[2] ELA: Appendix A-Research & Glossary; Appendix B-Text Exemplars & Sample Performance Tasks; Appendix C-Student Writing Samples
Math: Appendix A-Designing High School Mathematics Courses Based on the Common Core State Standards
http://www.corestandards.org/the-standards

b. PED Summer 2013 ELA NMCCSS Academy for grades 4-12
c. PED Summer 2013 NMCCSS Literacy Standards Academy for grades 6-12 Social Studies/History, Science, and Technical Subjects
d. New Mexico State University (NMSU) ELA/Literacy Common Core Launch Team: A team from University of New Mexico, New Mexico University, and independent education consultants collaborating to provide professional support and expert guidance to districts and schools as they implement the new CCSS in ELA and literacy in social studies, science, and technical subjects. They are beginning work in February 2012 and will be providing professional development this spring specifically addressing the following topics: the shifts between the current standards and the CCSS, text complexity, how the CCSS relates to Response to Intervention (RtI) framework planning, what do the new standards mean for ELL, implications for students with special needs including reading language disabilities and dyslexia.
e. Utilizing the Gates Foundation CCSS Curriculum Maps as exemplars for developing instructional units and lesson plans
f. International Reading Association (NRA) offerings
g. National Council of Teachers of English (NCTE)
h. National Reading Panel

E. Online Resource Center: In an effort to build awareness and support the study of the CCSS and provide on-demand assistance, the State has contracted with API (Advanced Programs Initiative) & Meridiansix to develop and maintain an online resource center as part of the newly-revamped state website to be launched in spring 2012. The following are samples of resources/links to be included:

   a. PARCC (Partnership for Assessment of Readiness for College & Careers) ELA *Model Content Frameworks*
   b. Achieve: Advocacy, Tools, Resources, Videos[3]
   c. NMSU (New Mexico State University) *ELA/Literacy Launch Team*
   d. Indian Education Resources[4]
   e. WIDA ELD (English Language Development) Standards, 2012 Edition[5]

Professional Development (PD for Educators of English Language Learners)

Special populations will be addressed as part of all PED professional development offerings. The PED will provide professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity. Districts will expand teacher knowledge of differentiated instruction to better serve Students with Disabilities (SWD), Culturally & Linguistically Diverse (CLD) students, English Language Learners (ELLs), and gifted students utilizing the following resources:

- New Mexico's RtI Framework[6]
- SIOP[7] (Sheltered Instruction Observation Protocol)
- GLAD[8] (Guided Language Acquisition Design)
- Gifted Education in New Mexico Technical Assistance Manual[9]
- J. Cummins'[10] BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive Academic Language Proficiency) and Task Difficulty Quadrants

[3] Achieve http://www.achieve.org/achieving-common-core
[4] NMPED Indian Education Division http://www.ped.state.nm.us/
[5] WIDA http://wida.us/standards/elp.aspx#2012
[6] NM RtI Framework http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf
[7] S.I.O.P http://www.cal.org/siop/
[8] G.L.A.D. http://www.projectglad.com/
[9] NM Gifted Education Manual http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf

As per the New Mexico Response to Intervention (RtI) Framework, the following professional development topic are a feature and implementation consideration of each level of the three-tier model:

Tier I: Core program delivery (ongoing), differentiated instruction, data analysis, data-based decision-making, student and classroom management, teaching and interventions for culturally-different learners.

Tier II: Tier 1 topics as above, plus SAT procedures, conducting functional behavioral assessment (FBA), and developing behavioral intervention plans (BIPs).

Tier III: Tier 1 and 2 professional development topics as above, plus relevant IEP team members need to participate in ongoing trainings related to special education and IDEA procedures/topics.

PD for Educators of Students with Disabilities

The information below is from pages 68-69 of the New Mexico Common Core State Standards Implementation Plan.

A. Teachers and specialized instructional support personnel will receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.
    a. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a

[10] Cummins' BICS/CALP/Quadrants http://esl.fis.edu/teachers/support/cummin.htm

heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

i. Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum. (IDEA 34 CFR §300.34, 2004)

ii. Individualized Education Plans (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

B. Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as these:

a. Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)2 —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

b. Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.

c. Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

d. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and

academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

PD for Educators of English Language Learners to Ensure Access to a College-and-Career-Ready Curriculum

English Language Learners (ELLs) are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English. Likewise, ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisites to educational tasks at hand.

Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the New Mexico Common Core State Standards (NMCCSS) for reading, writing, language development, and speaking & listening without manifesting native-like control of conventions and vocabulary.

Additional resources professional resources for ELL educators include the following:

- New Mexico Association for Bilingual Education (NMABE)
- National Association for Bilingual Education (NABE)
- Dual Language Education of New Mexico (DLeNM)
- Consejería de Educación de la Embajada de España
- National Clearinghouse for English Language Acquisition
- Office of English Language Acquisition

The information below is from pages 38, 52, and 66-67 of the New Mexico Common Core State Standards Implementation Plan.

Ensure Equity and Rigor for all Students in Meeting the State's High Standards and Expectations

A. Targeted interventions and support will be provided for all students not college-and-career ready including, but not limited to, the following:

    a. The state's RtI Framework comprised of a three-tier model of student intervention
    b. Credit Recovery Courses
    c. Comprehensive Advising Program
    d. Developmental & Supplemental Course Needs
    e. Student Needs Addressed in Lesson Plans and Instructional Units

B. Beginning in spring 2012, the State and districts will identify and leverage existing resources to ensure equity and rigor for all students. Examples include these:

    a. World-Class Instructional Design & Assessment (WIDA) has created the 2012 Edition[11] English Language Development Standards (ELDS) to ensure that the connections between content and language standards are clear as states implement the CCSS[12]. This is to be considered an additional resource for educators working in elementary and secondary schools with English Language Learners (ELLs). WIDA has maintained identical ELD standards while providing a deeper understanding of how to characterize the academic language needed for ELLs to access grade-level content and succeed in school. WIDA's recommendation is that the 2012 Edition be used alongside the 2007 Edition; therefore, there is no need to revise the current New Mexico ELDS document.

[11] WIDA ELDS, 2012 Edition http://wida.us/standards/elp.aspx#2012
[12] ELDS/CCSS Alignment http://wida.us/research/agenda/Alignment/index.aspx

b. The guidance and resource manual for New Mexico's Response to Intervention (RtI) Framework known as the *Three-Tier Model of Student Intervention* will also serve to complement the CCSS. The focus and coherence required of the CCSS in mathematics support the state's RtI framework in the following ways:
   i. Making it easier to notice when students are behind
   ii. Making it easier to provide targeted support

Access to College-Level Courses, their Prerequisites, Dual Enrollment Courses, or Accelerated Learning Opportunities

New Mexico's A-F grading system is leveraging existing legislation that requires all districts to offer a dual credit course. In addition, there are statutory requirements that every student must successfully complete at least one course in Advanced Placement, dual credit, or distance learning. New Mexico's school grading model was developed to hold schools accountable in participation and success in college and career readiness.

To improve access to Advanced Placement courses, New Mexico will continue to fund teacher training by the College Board. New Mexico is working through its Division of Educator Quality to recruit teachers in underrepresented populations and geographical areas and support tuition for the summer institutes. In addition, the PED has negotiated agreements with three institutes of higher education to create a regionally accessible training site for prospective attendees. This will allow teachers from each region to attend institutes at a location that is relatively convenient.

New Mexico is working with stakeholders through the Indian Education Department to develop a five year strategy on developing quality pre-AP and AP opportunities for LEA's with large populations of Native Americans. In developing this strategic plan, New Mexico intends to prioritize equitable access by maintaining a recruitment effort in rural reservation areas, enabling teachers in those geographical areas to obtain College Board training and development.

Educator Preparation

As part of New Mexico's Common Core strategic planning, members of faculty from New Mexico institutes of higher education have been invited to collaborate in the statewide rollout of the Common Core transition. New Mexico State University and the University of New Mexico have taken a shared lead role in this effort, and will continue to partner with the Common Core planning team, as well as lead the statewide effort to transition colleges of education in New Mexico toward the new standards. New Mexico State is also serving as a lead in establishing a network of institutional partners. These partners will include Institutes of Higher Education (IHE), district and charter schools in monitoring and evaluating new teacher preparedness for delivery of CCSS.

In addition, New Mexico, through the efforts of the Division of Educator Quality, is working with the college deans to establish accreditation criteria regarding the Common Core. In the process of accreditation, the Deans committee, in partnership with the Educator Quality, will develop a framework for this process by spring 2012. New Mexico will use this framework to modify the existing accreditation protocol being applied in the accreditation process. The new protocol should be finalized by September 2012, with each IHE doing also doing a self-assessment regarding their respective preparedness.

Finally, all IHEs will issue have fully-implemented transition plans by spring 2012. Accreditation and informal evaluation visits will be conducted in the 2013-2014 school year to review updated syllabi and instructional programming that reflects CCSS are implemented.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the	☐ The SEA is not participating in either one of the two State consortia that received a grant under	☐ The SEA has developed and begun annually administering statewide aligned, high-quality

Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

n/a

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Introduction to New Mexico's Model

The Elementary and Secondary Education Act (ESEA) has had several tangible effects on education and the monitoring of schools. There have been both intended and unintended consequences. While ESEA monitoring requirements under NCLB have set clear and concrete goals and firmly established that all students need to be considered, there is now opportunity to build upon these strengths and develop a school accountability system that further enhances the ability of policymakers to fairly and accurately monitor schools. For example, one key feature is that New Mexico intends to hold all schools accountable in a manner that substantially reduces the masking of performance for some students, who under the current ESEA accountability system were excluded from schools' accountability ratings. Under the A-F system, we propose that over 20,000 additional students will be included, and hundreds of additional schools will be directly held accountable for performance of subgroups that have been previously masked by minimum size N requirements.

The literature (Linn, 1998; Baker, Linn, Herman, and Koretz, 2002; Choi, Goldschmidt, and Yamashiro, 2005; Baker, Goldschmidt, Martinez, and Swigert, 2003) is clear that in order to effectively monitor schools for interventions and rewards, several pieces must be in place in order to create a coherent, comprehensive, unbiased, and fair system. Differentiating among schools for the purposes of providing support where needed and recognition where warranted should, to the extent possible, avoid confounding factors beyond schools control with factors for

which schools ought to be held accountable (Goldschmidt, 2006).

We address the four elements (coherence, comprehensive, unbiased, and fair) that are the basis for the New Mexico school accountability system that enhances our ability to differentiate school performance in a more nuanced way than under the current ESEA system. A coherent system is one that seamlessly links together the elements of the system and incorporates stakeholders' beliefs regarding holding schools accountable. Hence, a coherent system collects elements that individually and jointly lead to the correct inferences about schools and the correct motivations for improvement. This is realized by considering validity evidence that supports inference based on school grades; a notion similar to content and construct validity evidence (Messick, 1995; Mehren, 1997). That is, each element of the system should logically relate to better school performance (content validity evidence) and overall, the accumulation of elements should adequately represent the domain of interest (i.e. school performance). As such, we directly link the New Mexico A-F School Grading System to the AMOs (which we term School Growth Targets, or SGTs). We detail below (in 2.B.) how basing SGTs on school grades captures exactly the types of school performance and growth that policy makers intended, but does so without creating a secondary set of (potentially) conflicting indicators of school performance. The A-F Grading System is also consistent in methodology to the portion of the highly effective teacher evaluation system that will be based on student assessment results. This is an extremely important concept as: 1) it holds schools accountable in a manner similar to teachers (based to some degree on student achievement growth; 2) it allows for similar types of inferences about schools and teachers; 3) it provides for similar nomenclature, which helps teachers, school administrators, parents, and other stakeholders place meaning on school and teacher performance; and 4) it creates consistent and coherent incentives for improvement (i.e. teachers' improvement leads directly to school improvement, and conversely, where school grades play a role in teacher evaluation, school grades are based on factors to which all teachers contribute).

Components of New Mexico's Model

The notion of a comprehensive system is linked with coherence in that a coherent set of elements that forms the basis for making inferences about school performance should be comprehensive and is consistent with the idea of basing school inferences on multiple measures (Baker, et. al.

2002). Tables 1 and 2 summarize the elements in the New Mexico school grading system. We describe how points are awarded in a separate section, after we describe the various components of the school grades, below[13].

To summarize the components of the A-F system, we note that elementary, middle, and high schools are all graded on the same framework. That is, Current Standing, Growth, and Other Indicators comprise the system. The specific weighting of each is detailed in Tables 1 and 2. We highlight several salient features as follows:

1) In elementary and middle schools, student achievement constitutes 90% of a school's grade.
2) In high schools, student achievement constitutes 60% of a school's grade, but is augmented by
    a. A college and career readiness indicator that incentives participation and promotes success on the indicators;
    b. Graduation that includes both current graduation rates, but also growth in graduation over the prior three years; and,
    c. Monitors schools for student dropouts through both the graduation component and the college and career readiness component, which combined makes up 32% of a high school's grade and is accomplished by forming student cohorts as they enter 9th grade that also for the basis for calculating graduation rates.

We point out that we use both an individual student growth model and a school growth value-added model. The individual student growth model specifically tracks individual student growth over three years, while the school growth model looks at school improvement over the past three years. The school growth model, a value-added model (VAM), also provides some information on a student's Current Standing. It is important that neither the individual student growth model nor the VAM include any student characteristics related to ESEA subgroups, but use *only* full academic year status (FAY), prior achievement. In order to calculate the gap and growth for students in the bottom quartile (Q1) and students in the top three quartiles (Q3), we include a Q1

[13] The Principle 2Attachments presents the equations used and details how a school receives points in each category.

indicator in the model. That is, a student is in the bottom 25% of his or her school on the state assessment is flagged as being in Q1. For elementary/middle schools where we use the individual student growth model we include the Q1 indicator to generate growth for each school for Q1 students and Q3 students. Consistent with New Mexico's original flexibility waiver submission, beginning in the 2012-2013 school year the school growth and individual student growth in high school mirrors what New Mexico uses in elementary and middle schools.We include two additional variables that are not based on student background. One, school size, and two, the grade level in which the assessment was taken (e.g. 3rd grade or 4th grade etc). We include school size, which allows us to include small schools without any other adjustment (i.e. special treatment, minimum N's etc). We include the grade level of each student to account for the fact that schools have different grade configurations and to allow us to avoid having different sets of SGTs (AMOs) for different school configurations as is currently the practice under ESEA).

Table 1

Elementary and Middle Schools		Points	
Current Standing Performance in Math & Reading	Percent Proficient	25	40
Conditional Status How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	
School Growth In the past 3 years did schools increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	10	10
Growth of Highest Performing Students The highest performing students are those whose scores place them in the top three quarters of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Growth of Lowest Performing Students The lowest performing students are those whose scores place them in the bottom quarter of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, and will be joined by a classroom survey in 2012.	Attendance for all students	5	10
	Classroom survey	5	
Total			100
Student and Parent Engagement Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring and tutoring for parents.	Bonus Points		+5

Table 2

High Schools		Points	
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	Percent Proficient	20	30
	Value added conditioning of proficiencies, accounting for school characteristics for the past 3 years.	10	
School Growth In the past 3 years did schools increase grade level performance? For example, did this year's 10th graders improve over last year's 10th graders?	Value added conditioning of performance, taking into account school characteristics for the past 3 years.	10	10
Student Growth of Higher Performing Students (Q3) How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual *Student Growth* over the past 3 years is compared to the average for the state.	Student growth is based on individual student scores over three years and is related to a year's worth of growth.	10	10
Student Growth of Lowest Performing Students (Q1) How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual *Student Growth* over the past 3 years is compared to the average for the state.	Student growth is based on individual student scores over three years and is related to a year's worth of growth.	10	10
Opportunity to Learn Is the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	Attendance for all students	3	8
	Classroom survey	5	
Graduation How the school contributes to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	Percent graduating in 4 years	8	17
	Percent graduating in 5 years Percent graduating in 6 years	3 2	
	Value added conditioning of *School Growth*, taking into account school characteristics for the past 3 years.	4	
Career and College Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	Percent of all students that participated in one of the alternatives	5	15
	Percent of participants that met a success benchmark	10	
Total			100
Student and Parent Engagement Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	Bonus Points		+5

Note*: prior performance for growth in graduation* is *prior graduation rate performance.*

Before we detail the rationale that forms the basis for the school grading model, we address likely concerns—that is, is this model rigorous? As an overall comparison, we present the points that schools receive on the elements of the school grading model displayed above and examine how AYP status in 2010-2011 and grades for 2010-11 compare. Table 1 corresponds with Table 1A, (elementary/middle schools), while Table 2 corresponds with Table 2A (high schools).

Table 1A:

Comparison of Elementary and Middle School Performance on School Grades and AYP 2011

Grade		Current Standing	School Growth	Student Growth Q1	Student Growth Q3	Attendance	Percent
F	Mean	8.99	1.37	11.05	2.23	9.94	
	N	70	70	70	70	70	11.0%
	SD	3.74	0.97	4.36	2.09	0.65	
D	Mean	13.58	3.14	12.79	4.30	10.03	
	N	176	176	176	176	176	27.7%
	SD	4.02	1.39	4.00	3.25	0.21	
C	Mean	19.82	5.28	13.11	6.57	10.04	
	N	189	189	189	189	189	29.8%
	SD	4.20	1.27	4.00	3.80	0.24	
B	Mean	26.01	7.41	14.97	8.42	10.10	
	N	147	147	147	147	147	23.1%
	SD	4.67	1.20	4.15	4.82	0.24	
A	Mean	32.37	9.16	15.31	13.06	10.10	
	N	53	53	53	53	53	8.3%
	SD	3.23	0.64	3.14	4.11	0.26	
AYP							
Not Met	Mean	18.30	4.74	13.42	5.96	10.03	
	N	562	562	562	562	562	88.5%
	SD	7.34	2.45	4.18	4.48	0.32	
Met	Mean	27.68	7.59	13.31	10.09	10.14	
	N	73	73	73	73	73	11.5%
	SD	7.29	2.24	4.39	4.92	0.17	

Table 1A indicates that in each of the grading categories, average school performance increases as grades improve (as would be expected). This table allows for several informative comparisons. For example, a school failing to make AYP earns about 18.3 points in Current Standing. This is far higher than the number of points earned by D and F schools, which indicates that under the School Grading model, we are better able to differentiate performance and focus more concretely on the lowest-performing schools. Conversely, a school that made AYP average about 27.7 points in Current Standing, which is less than what an "A" school earns and about equal to what a "B" school earns. Hence, the average "A" school is outperforming the average school making AYP. This pattern is consistent across every category that makes up School Grades. It is important to note that an "A" is based on the 90th percentile of performance in the state and forms the basis for developing SGTs (AMOs).

Table 2A:
Comparison of High School Performance on School Grades and AYP 2011

Grade		Current Standing	School Growth Q1	School Growth Q3	Graduation	College and Career	Attendance	Percent
F	Mean	4.27	2.95	2.20	6.61	3.04	8.64	
	N	19	19	19	19	19	19	9.9%
	SD	2.36	2.09	2.23	3.09	2.90	1.39	
D	Mean	8.45	4.17	3.54	10.89	6.18	9.60	
	N	42	42	42	42	42	42	21.9%
	SD	2.80	2.62	3.32	3.61	3.49	0.74	
C	Mean	12.66	7.15	7.19	12.36	8.01	9.74	
	N	67	67	67	67	67	67	34.9%
	SD	3.29	2.75	3.79	2.29	3.12	0.47	
B	Mean	16.29	10.39	11.84	12.51	9.54	9.71	
	N	44	44	44	44	44	44	22.9%
	SD	3.37	2.25	2.82	2.38	2.80	0.97	
A	Mean	21.52	12.24	12.83	13.26	10.83	10.10	
	N	20	20	20	20	20	20	10.4%
	SD	2.70	2.23	1.71	1.72	2.32	0.27	
AYP								
Not Met	Mean	11.46	7.17	7.15	11.18	7.31	9.58	
	N	153	153	153	153	153	153	79.7%
	SD	5.29	4.07	4.96	3.28	3.60	0.91	
Met	Mean	17.39	8.08	9.11	13.23	9.28	9.86	
	N	39	39	39	39	39	39	20.3%
	SD	4.12	2.84	4.05	2.13	3.62	0.51	

Similar to Table 1A, Table 2A also compares AYP to school grade performance, but for high schools. Consistent with the elementary/middle school results, "A" schools' performance is superior to the performance of schools that made AYP. And again, at the other end of the performance spectrum, we see far more differentiation than the simple "not met" AYP designation. In examining Table 2A, it may not be readily apparent how the graduation rates actually compare across the grades and AYP status.

Consistent with the results presented in Tables 1A and 2A are the results in Table 2B that presents the percent of students proficient and above by A-F grade and by AYP status. These Tables indicate that the A-F grading system is able differentiate among schools in a more nuanced way than previous systems, maintain rigor, and still provide results consistent with

traditional means of accountability under ESEA regulations.

Table 2B:
Comparison of Average Percent Proficient by School Grade and AYP Status

Grade	Elementary	Middle	High
F	28.9	25.2	12.0
	10.14	8.96	7.24
D	36.6	33.0	23.7
	8.60	8.66	12.24
C	46.4	42.2	37.8
	10.22	11.14	13.51
B	53.9	48.1	45.4
	8.92	12.73	14.53
A	69.3	65.8	54.4
	11.00	20.39	9.25
2010--2011 Did Not Make AYP	42.7	36.3	28.5
	12.16	11.83	14.64
Made AYP	67.1	60.0	52.6
	12.23	18.46	12.96

We present Table 2C to further clarify how the Grading System captures exactly those elements. For example, we see in Table 2C that schools that receive a grade of "F" have dismal graduation rates and, in fact, have rates that are getting worse. On the other end of the spectrum are schools with overall "A" grades that have graduation rates that are approximately equal to those for schools making AYP. The graduation rates for "A" schools are in fact a few percentage points lower, but these schools have, on average graduation growth rates that are over a point higher than schools making AYP. The comparisons between school grades and AYP are carried out at a fortuitous time as the percentage of schools not making AYP has approached virtually 100% - making subsequent comparisons meaningless.

Table 2C:
Actual Graduation Rates and Graduation points by School Grade and AYP Status

Overall Grade		Graduation Rates 4 year	5 year	3 yr growth	Graduation points	N
F	Mean	36.11	43.62	-0.25	6.61	19
	SD	19.33	17.76	3.83	3.09	
D	Mean	59.17	64.72	3.62	10.89	42
	SD	24.54	21.62	3.81	3.61	
C	Mean	74.37	74.57	3.32	12.36	67
	SD	15.39	15.80	2.83	2.29	
B	Mean	74.73	75.25	3.57	12.51	44
	SD	15.63	16.98	3.15	2.38	
	Mean	79.16	82.30	3.92	13.26	20
A	SD	8.36	11.35	2.75	1.72	
AYP 10						
Not Met	Mean	63.60	66.44	3.21	11.18	153
	SD	21.99	19.87	3.45	3.28	
Met	Mean	83.75	85.77	2.79	13.23	39
	SD	10.36	11.41	3.26	2.13	

Additionally, we can imagine there being some concern related to the weights apportioned to each of the elements. In elementary school, 90% of a school's grade is based on assessment results. In high schools, 60% is based on assessment results. There is, of course, a balance to be achieved in high schools as they consists of other measures that are important for monitoring school performance, such as graduation rates or explicit indicators of college and career readiness. High schools appear to be heavily weighted towards latter grades, and may not sufficiently account for 9th graders or student dropouts. However, inclusion of 9th grade students in high school accountability is accomplished through both graduation and the career-college-readiness indicators (which together account for 32% of a high school's grade). New Mexico's unique *Shared Accountability* graduation method assures that not only are 9th graders included, they are apportioned a separate share of the 4-year and 5-year cohort graduation rates. Schools that serve only 9th graders (i.e. 9th grade academies) receive a graduation rate that is based on students that spent any time in that school. In this manner, high schools that do not have 12th grade graduating classes are still held accountable for their impact on student success. These high schools with only 9th, 10th, or 11th grades are no longer exempt from graduation indicators

as they were in AYP.

Similarly, career-and-college-readiness participation includes all members of a graduating cohort in the denominator, including 9th graders, that is, the denominator is the same used for calculating graduation rates. The cohort takes form with all first-time 9th graders in the first of the 4 years of the cohort span. They are joined by new incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected four-year graduation year does not change. While we recognize that 9th graders have had fewer opportunities to achieve career-college goals, the inclusion of all grades helps to reinforce the vision that a major aim is to guide students towards college and career readiness. Not only does the shared accountability system provide a check on student dropouts, but we are able to hold schools accountable for student dropouts through collge and career readiness as all juniors are afforded an opportuniuty to sit for the PSAT and career success points are only awarded to students who complete the course sequence *and* graduate.

Details of School Grading Components and Underlying Rationale for their Inclusion

There is considerable agreement that monitoring schools based on unconditional mean school performance, or the percentage of student's proficient, does not hold schools accountable for processes under a school's control and tends to place large diverse schools at a disadvantage (Novak and Fuller, 2003). Static average student performance measures tend to confound input characteristics (i.e. student enrollment characteristics) of schools with actual school performance (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, Goldschmidt, and Yamashiro, 2005; Meyer, 1997; Goldstein & Spiegelhalter, 1996) and are unduly influenced by factors outside of school control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997). Hence, the New Mexico School Grading models, and the corresponding SGTs, were carefully developed to reduce bias in attributions of school performance, and we monitor carefully fairness—in that all schools must have equal opportunity to do well on the elements of the School Grading System. Using prior performance can, to a large extent, capture differences among schools in factors not under schools' control.

For example, the correlation between the percent of students meeting the previous NCLB AYP requirements and the percentage of students who are classified as eligible for free and reduced lunch (FRL) is -.57 (truncated to some extent by the generally high proportion of FRL students in New Mexico). Our goal in developing the A-F School Grading System was to reduce the undue influences of factors beyond school control negatively impacting school grades. We accomplished this by using both growth models and performance estimates based on a value-added model, which to some extent level circumstances faced by schools throughout the state, a process generally accepted and recommended in the literature (Choi, et. al., 2005; Aitkin & Longford, 1986; Goldstein, & Spiegelhalter, 1996; Willms, & Raudenbush, 1989; Hanushek, 1979; Hanushek, Rivkin, & Taylor, 1996; Meyer, 1997; Heck, 2000) and allows New Mexico to include here-to-fore students who were excluded from direct school accountability due to FAY status or minimum N sizes related to subgroups.

We are also concerned with fairness, that is, not disadvantaging schools and limiting opportunities to demonstrate high performance or changes in performance. Hence, we monitored closely whether larger schools are disadvantaged, or, importantly, whether schools with high status levels (i.e. a high percentage of students proficient) would limit the amount of growth a school could exhibit.

Current Standing

Current Standing consists of two elements: percent proficient and a model-based estimate of status based on Wilms and Raudenbush (1989) and Choi, Goldschmidt, and Martinez (2004).[14] This model uses the difference between observed and predicted outcomes and would be considered a value-added model (VAM). We use the difference between estimated current year status and the observed status as the model-based estimate for a school's contribution to student performance. This effectively accounts for variation in student enrollment characteristics by explicitly conditioning on FAY, prior performance, and school size.

A system that merely counts the percentage of proficient students is limited because it reduces

[14] The Model is presented in Principle 2Attachments.

the amount of information available and ignores performance changes within categories that can be quite large (Thum, 2003; Goldschmidt and Choi, 2007). Moreover, basing inferences about schools on static measures ignores that learning is a cumulative process and that schools often face challenges related to the input characteristics of its students (Hanushek, 1979; Choi, et. al., 2005; Goldschmidt, 2006). For example, some schools consistently receive an extremely high proportion of students who are not FAY (as much as 30% in some cases). Under the current ESEA rules these students would be excluded, but are included in school grading system. Given that schools are now being held accountable for these students, we need to recognize that a school has not taught that student for the full academic year and therefore we include an indicator for each student of whether they were FAY or not. Irrespective of FAY status for a given year the individual student is expected to graduate college and career ready and their performance counts towards that school's grade. Again, by including non-FAY students, we add approximately 20,000 students into the accountability system.

Hence, the Current Standing portion of a school's grade consists of both the traditional percent proficient and above, and a component based on a VAM. It is important to note that the VAM conditions *only* on FAY and prior performance. For elementary/middle schools, the VAM accounts for 25% (15 points in Current Standing and 10 points for School Growth), and in high schools, the VAM accounts for 20% of total points (10 points in Current Standing and 10 points in School Gowth) for high schools. It is important to note that PED indicated in its original waiver submission that this change would be made once 10th grade students took the NM SBA and the results could be used to measure individual student growth. Overall, VAMs contribute 25% (10 points Current Standing and 10 points school growth, 5 points in growth in graduation rates[15]) of a high schools grade.

The use of a VAM as part of the Current Standing score is in direct response to stakeholders who consistently emphasized that it was unfair to compare a school with advantageous circumstances against a school with very challenging circumstances.

Growth

[15] The graduation growth model does not condition on student background rather only on prior graduation rates.

A school's growth score also consists of two elements. We include both a School Growth component and an Individual Student Growth component.[16] By way of analogy, we can think of school growth as similar to monitoring the unemployment rate from one year to the next. That is, we know that when the unemployment rate is 8% one year and 6% the next that the economy overall is improving—even though the unemployment rate in each year is based on different individuals. Hence, school growth provides an overall picture of how a school is improving. A complementary measure is how individual students are improving over time when considering the *same* students over a three-year period.

It is in the growth component that New Mexico explicitly considers subgroups in the calculation of school grades. Careful examination of New Mexico data reveals that simply using the traditional race/ethnic, language, disability, and/or economic status does not fully identify schools with improvement needs. As Table 3 indicates, by identifying the bottom quartile (Q1) of students in each school, we explicitly consider how large the performance gap is for the poorest performing students and how this gap is changing over time, irrespective of student classification. This directly identifies the greatest need based on actual performance, rather than classifications that furthers a deficit model by labeling students as poor performers simply because of their background characteristics. Moreover, by definition, every school has a bottom quartile and by explicitly placing extra weight on these students' growth, we provide incentive for continuous improvement.

Table 3:
Performance Gaps of various student groups

	Percent of students	Performance Gaps[1]	
		Math	Reading
African American[2]	2.3	-6.3	-5.4
Hispanic	59.7	-5.6	-5.5
Asian	1.4	3.1	1.0

[16] Unlike most states, New Mexico currently assess students twice in high school, so individual student growth is part of the grade calculation. New Mexico has adopted common core standards and is governing state in the PARCC consortium, which is developing assessments for grades 3-11. Hence, the A-F school grading model framework is prepared to continue including individual student growth at the student level once assessments become available.

America Indian	9.9	-7.3	-7.6
Economically Disadv. (FRL)	69.6	-6.2	-6.2
ELL	20.2	-9.5	-10.6
SWD	13.1	-14.1	-16.1
Bottom Quartile	25.0	-15.1	-14.1

Notes: 1) State assessment scale is 0-80 (sd ~ 10.5).
2) Race/ethnicity comparisons are vs. White.
Reaming gaps are vs. students not in the classification.

We emphasize that school grade results will be disaggregated by the traditional NCLB subgroups, SGTs will be calculated for traditional subgroups, and, importantly, that this information will be paramount in identifying interventions for Priority, Focus, and Strategic schools. We also note that the use of the bottom quartile is consistent with moving away from blaming subsets of students for a school's lack of success.

Since we consider growth of the bottom quartile (Q1), we consider whether this system does a better job of holding schools accountable for all students than the current system under ESEA. That is, given that we now include students in the A-F grading system that are not-FAY and given that traditional ESEA subgroups are included in a Q1 and that we hold schools accountable for students who previously excluded based on minimum N sizes, we consider the impact of FAY and then the effect of minimum N.

The Impact of FAY

The number of students per school not included in accountability calculations under current ESEA rules is presented in Table 4. This implies that approximately 870 students in Title I schools making AYP (75 schools), or about 16% did not contribute to the schools' ratings.

Table 4:
Number of students and AYP calculations

2010-2011 AYP Status	Included Mean	Excluded Mean
Not Met	175.3	35.6
Met	61.6	11.6

Overall, under the model proposed by New Mexico an additional 20,400[17] students will be included in the accountability model.

The Impact of Minimum N

The number of Title I schools not specifically held accountable for the following ESEA subgroups are displayed in Table 5. The results in Table 5 in the *Total* column indicate that of Title I schools, approximately 47% were not specifically held accountable for the ELL subgroup. Also, about 16% and 71% were not held accountable for FRL and SWD subgroups, respectively. Table 5 also indicates that schools making AYP in every subgroup were less likely to be held accountable for these specific subgroups. In fact, no Title I school that made AYP in 2010-2011 was held accountable for SWD. While most schools were held accountable for FRL students, approximately 84% overall, roughly half (49%) of the schools making AYP, were not held accountable for this subgroup. For the ELL subgroup, only about 13% of schools making AYP were held accountable for ELL students.

Table 5:
AYP status and the number of schools rated specifically on subgroups[1]

	AYP Status 2010-2011					
School Met Minimum N	Total	Percent	Not Met	Percent	Met	Percent
ELL -Yes	298	53.4%	293	56.6%	5	12.5%
ELL -No	260	46.6%	225	43.4%	35	87.5%
FRL - Yes	522	83.9%	484	88.5%	38	50.7%
FRL - No	100	16.1%	63	11.5%	37	49.3%
SWD - Yes	176	28.8%	176	32.5%	0	0.0%
SWD - No	436	71.2%	366	67.5%	70	100.0%

1) Includes Title I Schools that had at least one student in a subgroup.

The results in Table 5 clearly indicate that in the vast majority of cases, schools are not being

[17] 624 Title I schools X 32.7 average number of Non-FAY students in the state.

held accountable for specific subgroups because they represent fewer than the allowable minimum N. This clearly masks the performance of many students. By definition this represents a small proportion of students overall, however, it represents a substantial number of schools that can avoid accountability for those at-risk students that the flexibility request specifically intends states to monitor. Table 5 also clearly provides evidence that student background characteristics matter. That is, if a school has a substantial number of students in one of the subgroups displayed in table five, it is significantly less likely to make AYP.

Does using the Bottom Quartile mask the performance of subgroups within the bottom quartile? The results in Table 5 indicate that are 260 Title I schools for which ELLs are not held accountable. Students who are ELL and who happen to be in the Bottom Quartile (Q1) now count towards a school's grade because every school has a Q1. The number of additional schools included under the A-F School Grading System is 100 for FRL and 436 for SWD[18]. Table 6 considers specifically the subgroups and their representation in the Q1. The number of schools in Table 6 are a subset of schools in Table 5 because in some instances some subgroups that exist in a school are not among the students in Q1 which furthers our notion that we should identify which students are performing poorly first and then examine specific issues related to that poor performance, rather than simply assuming that because a student is ELL, she will necessarily be performing poorly.

We consider the problem of masking performance to potentially be a problem if one subgroup represents less than 20% of Q1. We define a subgroup as Low Weight if they represent 20% or less of a subgroup. We used 20% as a cut as the majority group(s) in Q1 would have to demonstrate about 1.25 times as much growth to outweigh no growth for the Low Weight group. Given the standard error of growth, the odds are little less than 4 to 1 of that happening. As Table 6 indicates, this is unlikely given the high correlations of growth among subgroups.

Table 6:
Correlations of growth of subgroups within

[18] Of course, the net number of schools gained under the A-F system is not the sum of the additional schools by subgroup as some students have multiple memberships in subgroups – but this is consistent in how subgroups are counted under the current ESEA legislation.

grade				
Reading	FRL	ELL	SWD	Bottom Q
FRL		0.91	0.90	0.87
ELL			0.83	0.83
SWD				0.89
Math				
FRL		0.94	0.93	0.85
ELL			0.88	0.81
SWD				0.86

In Table 7, we would be concerned with situations where subgroups are Low Weight. For example, for ELL students this would include 129 schools. Of these 129 (of 434) schools 108 of them are not rated under current ESEA rules but are under the A-F system. This means that under ESEA in these 108 schools the ELL subgroup had a weight of 0, while under the A-F system, these students had some weight towards a school grade. For the 94 schools where ELL's were not a Low Weight group, under ESEA the ELL subgroup weight would have been 0, but is meaningful weight under the A-F system. Hence, under A-F system 202 schools now count ELL students, whereas under ESEA they were not. There are 21 schools, where the ELL subgroup did meet the minimum N and therefore counted towards a school's rating, but is part of the Low Weight group. Although, these students count towards a school's rating, one could argue that in these 21 schools current ESEA is more rigorous for the ELL subgroup. Overall, in terms of meaningfully holding schools accountable for the ELL subgroup, the A-F system adds a net of 181 (202-21) schools.

We can make these same calculations for FRL and SWD subgroups. For the FRL subgroup the net gain is 62 and for the SWD subgroup the net gain is 334. As noted, these counts potentially count schools more than once since students can be included in multiple ESEA subgroups. The unduplicated additional schools increases by 28% (175 schools) of all title I schools held accountable directly for these subgroups.

Table 7:
Impact of FAY and Minimum on Bottom Quartile (Q1) Students

Low	FAY	Average Confidence	Number

wt.[1] in Q1	Sufficient	Interval	of Schools	S.D.
ELL				
No	Yes	8.2	249	2.34
	No	19.0	94	8.90
	Total	11.2	343	6.99
Yes	Yes	9.9	21	1.58
	No	28.0	108	14.03
	Total	25.1	129	14.50
FRL				
No	Yes	6.1	460	2.21
	No	18.7	59	8.73
	Total	7.6	519	5.36
Yes	No	19.8	3	5.48
	Total	19.8	3	5.48
SWD				
No	Yes	9.8	155	1.90
	No	20.7	239	10.11
	Total	16.4	394	9.58
Yes	Yes	9.9	13	1.91
	No	27.3	108	15.05
	Total	25.4	121	15.22

1) Low Wt. indicates that the subgroup constitutes less than 20% of the bottom quartile (Q1)

The growth of the bottom quartile at each school is included in both the elementary/middle school and the high school. In elementary, middle, and high schools, the growth for the bottom quartile is identified in the individual student growth model described next.

Individual student Growth

The second element of growth is based on an individual student growth model (Raudenbush and Bryk, 2002, Willet and Singer, 2003, Goldschmidt, et. al., 2005). The threat of potential confounding factors (PCFs) in non-randomized cross-sectional designs (Campbell & Stanley, 1963), and the limitations of pre-post designs (Bryk & Wesiburg, 1977; Raudenbush & Bryk, 1987; Raudenbush, 2001) in making inferences about school, program, or teacher effects (i.e. change in student outcomes due to a hypothesized cause) are also increasingly understood. These and other related methodological challenges lead many to consider the advantages of

examining growth trajectories to make inferences about change (Rogosa, Brandt, & Zimowski, 1982; Willet, Singer, & Martin, 1998; Raudenbush & Bryk, 2002). The New Mexico model is detailed in the Principle 2Attachments .

Research indicates that growth models are well suited to monitor school performance over time and provide a more robust picture of a schools' ability to facilitate student achievement than simple static comparisons (Choi et. al., 2005). Growth models are a subset of the more general longitudinal models that examine how outcomes change as a function of time (Singer and Willet, 2003); these model are more flexible than traditional repeated measures designs because data need not be balanced nor complete (Singer and Willett, 2003; Raudenbush and Bryk, 2002). This latter point is important as the growth model is robust to student mobility and can include students in a school's estimate of growth whether or not the student has a complete set of data[19]. New Mexico uses three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle schools[20]. As multiple authors have reported, static results tend to reflect student input characteristics (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, et. al., 2005; Meyer, 1997) and factors outside of a schools control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997).
As noted above, student performance is a process that accumulates over time (Hanushek, 1979) and results ignoring this are unlikely to accurately identify performance due to processes under school or teacher control. A growth model explicitly connects student performance from one test occasion to the next.

There may be some debate as to what constitutes the optimal psychometric characteristics for assessments to be used in systems desiring to use growth models (Briggs & Weeks, 2009; Yen, 1986). A key element for considering the use and interpretation of results based on growth models is that the outcome must have constant meaning over time (Raudenbush, 2001). Hence, the scale is important in drawing conclusions from individual growth curves (Yen, 1986).

[19] A simple gain model, for example is limited because if a student is missing either assessment a gain cannot be calculated.
[20] And will in high school once the PARCC assessments come on line in 2014-15. In 2012-2013 and 2013-2014 the high school model will also incorporate three years of data.

Theoretically, the optimal metric to use when examining change is a vertically equated IRT-based scale score that is on an interval scale and is comparable across grades (Hambleton & Swaminathan, 1987). Scores represent content mastery on a continuum and may be used to measure absolute academic progress over time. Different scaling methods affect results (Briggs and Weeks, 2011) and there is some concern that vertical equating using IRT does not guarantee an equal interval scale (Ballau, 2009). Also, equating is generally designed to compare contiguous grade pairs (Yen, 1986) and scales may be less meaningful as the grade span increases. However, previous research also indicates that the metric may be less important for relative decisions and inferences about schools based on growth models (Goldschmidt, Choi, Martinez, and Novack, 2010). The New Mexico assessments are based on a vertically moderated scale which form strong basis for incorporating growth into the accountability system[21]. Growth must be considered with respect to some reference. Some have argued that a good reference may be typical growth (Betebenner, 2009). New Mexico bases its growth on the notion of a year's worth of growth as identified by the vertical articulation of standards across grades. This notion reduces the issues noted above related to scaling across more than contiguous grade spans. A year's worth of growth can be considered as moving from proficient one year to the next. In the New Mexico model, an estimated growth coefficient of 0 (zero) relates to a year's worth of growth, and a positive coefficient indicates that students are growing faster, while a negative coefficient indicates a student is losing ground. This concept is less important for monitoring schools (Goldschmidt, et. al., 2010), but is important when considering SGTs.

Previous research has also addressed statistical issues and compared the effects of model specification (particularly with respect to student background characteristics) in some detail (Tekwe, Carter, Ma, Algina, Lucas, Roth, Ariet, Fisher, & Resnick, 2004; Ballou, Sanders, & Wright, 2004; McCaffrey, Sass, Lockwood, & Mihaly. 2009; McCaffrey, Lockwood, Koretz, Louis, & Hamilton, 2004; Wright, 2010; Goldschmidt, et. al,, 2010; Lockwood, & McCaffrey. 2007; Wright, 2008), and we used this previous research to provided significant guidance for the model selection and specifications we developed for the A-F Grading System. Also, we emphasize that schools grades are explicitly based on status and growth and schools will receive

[21] We note that the school growth VAM model we use is not dependent on scale (Choi, et. al., 2004).

these grades separately (along with other factor grades as well). It is also important to note that the individual growth models include only two student variables: 1) whether a student is FAY or not; and 2) whether the student was in the bottom quartile two years prior. In elementary and middle schools, individual student growth accounts for 40% of the grade. In high schools, individual student growth (beginning in 2012-2013) accounts for 20% of a school's grade. Hence, a school could be an "A" school in growth and a "C" school in status, which would (depending on the other factor, which is only 10% in elementary and middle school) result in a school being given an overall grade of "B."

Other Indicators for School Grades

Finally, we turn to the other factor in the School Grading model. This consists of a student opportunity to learn survey (similar to those used in the MET study and by Wu, Goldschmidt, Boscardin and Sankar, 2009). The intent of this survey is to provide information related to average school opportunities to learn the materials, as these have been consistently demonstrated to be related to student performance, and provide a tangible mechanism for assisting in the process of school improvement. We also include student attendance, and in high schools, we include two critical elements: graduation and college and career readiness. We consider college and career readiness in a manner that, again, incentives school to appropriately motivate students, while attempting to minimize unintended consequences. Hence, schools receive points for participation in college and career readiness activities (detailed in the Principle 2Attachments). But schools receive double the points for success (also defined in the Principles 2Attachments). While there are substantial complexities involved in calculating school grades (including estimating individual student growth trajectories and school growth VAM models), the tradeoff is that these models provide a significantly more nuanced examination of school performance. Consistent with the literature on school accountability (Linn, 1998; Baker, et. al., 2002; Goldschmidt, et. al., 2005; Choi, et. al., 2005; Goldschmidt and Choi, 2007; Thum, 2003), The New Mexico A-F School Grading system uses multiple measures, incorporates growth, incorporates the full range of student achievement, and specifically monitors the progress of the lowest achieving students in each school.

How Schools Earn Points in the A-F Grading System

All of the components that make up the school grading model afford schools an opportunity to receive points based on one of two methods: one, based on a pre-existing standard, or two, based on a process that establishes a baseline based on New Mexico's current performance (a process similar to that used to set initial targets under NCLB)

For percent proficient, graduation rate and attendance, points are earned by simply dividing the number of students that meet the standard, by the target amount. For percent proficient, this means that the percent of student proficient or above is divided by 100 % (as this is the expectation) and this result is multiplied by the number of points available (done separately for math and reading. Hence, in elementary/middle schools, 12.5 points could be earned for the percent of student proficient and above in math and 12.5 points could be earned for the percent of student proficient and above in reading. For graduation, we use a target rate of 100% and for attendance, we use a target rate of 100% (both of these are higher than the current rates under ESEA).

The other grade components are new and thus there is no set target. However, the basis for growth is a year's worth of growth (which on the New Mexico scale is equal to a growth rate of 0),e.g. going from proficient in 3rd grade to proficient in 4th grade would be considered a year's worth of growth and corresponds to a scale score of 40 in both grades. A benefit of the vertically moderated scale is that it is easy to establish if students are demonstrating more or less than a year's worth of growth simply by whether the growth estimate is positive or negative. Another advantage of this scale is that the standard error of measurement is both small and very stable across the grades.

As noted, the School Growth, or Value-Added Model (VAM) is used to estimate school growth (or school improvement) and the conditional status in the current accountability year. The value-added estimates generated for each school are placed on a distribution and based on a school's standing (e.g. where they place among all schools in New Mexico), they receive points. For

example, a school at the 90th percentile[22] (an A for current standing) would receive 90% of the points available. This becomes a baseline for future years. That is, the actual means and standard deviations from the base year will be used to anchor future year performance. For example, based on the VAM (that estimates both conditional standing and school growth simultaneously) a school might have an estimated conditional status score of 3.4 (the average for all schools is 0). Step one estimates a *t*-value for each school based on the standard deviation of school VAM estimates (e.g. 2.4 in math for status). Step two takes this *t*-value (1.4) and we calculate what percentage of schools fall below this value on a t-distribution (approx 90%). Step three uses this 90% and multiples it by the half points in the conditional status (7.5 in elementary /middle schools) to get points for one subject (e.g. math). Hence, the school earns 6.75 points in math. These steps would be repeated for reading. These steps are used throughout to award to earn points—the difference in the various components is what is used to calculate the *t*-value.

Individual student growth is estimated (for both Q1 and the highest performing students, Q3) and the actual estimates are used to award points (not a VAM estimate). Again, the mean of the state is used (which for growth is about 0, or a year's worth of growth). We note that that we use 0 as the basis for growth for Q3 students, but had the state mean been less than 0, we would have used 0 in any case because this represents a year's worth of growth. For the highest-performing students, the distribution of each school's growth compared to the state, anchored with a mean of 0, is used to calculate points. For example, a school with actual average growth of 2 points per year in math is the basis for using the steps detailed above. Hence, we would find the *t*-value associated with the 2 points of growth (in math), calculate the percentile and multiply that by the half number of points for growth in Q3 (10), and then repeat for reading.

The standard for Q1 students is higher. There, growth is anchored at approximately 2 points per year (meaning catching up) and that is used to compare a school's standing to the state. So, for example, if a school had a Q1 growth of 2 (as it did for its highest-performing students in the example above), it would be at the anchor point (be at the 50th percentile) and only receive 50%

[22] Technically, we first calculate a *t*-score, *t**, and then use that to determine the proportion of schools that fall below *t**, which is very close to a percentile ranking but based on the actual distribution of scores and actual mean performance and hence considers actual absolute performance more so than a purely normative model.

of the points for Q1 student growth. Specifically, this is accomplished by how the *t*-value is calculated. Above, we demonstrate that the *t*-value is equal to the growth estimate divided by the standard deviation for growth. Implicit in this calculation is what we have been referring to as the basis or anchor point. For Q3, this was a year's worth of growth, (a scale score of 0). When a school has a growth rate of 2 we estimate *t*-value by dividing 2 by the standard deviation of growth. In theory, we are taking a school's growth minus the expectation/basis/anchor, which is a year's worth of growth, i.e 2-0. For Q1, the expectation is to close the gap and this is taken into account when calculating the *t*-value. We use 1.8 (in math and in 1.9 in reading) as the expected growth of Q1 students as this is the mean gap closing in 2010-2011. In calculating the t-value we use (2 minus 1.8) in the numerator. This generates a much lower t-value for Q1 growth than for Q3 growth—even if the students are demonstrating the same growth. (after the t-value is calculated we again repeat the steps detailed above). Hence, if a school has the same actual growth for Q3 students as it does for Q1 students, it does not guarantee the same grade, since the expectation for Q1 student growth is higher.

Finally, OTL survey points and College-and-Career-Readiness points are based on the distribution of schools on these components across the state. Steps one through three are used as detailed under current standing—conditional status. The percentile is calculated and this forms the basis for earning school grading points. Again, given that these are completely new concepts, there is no preconceived cut point and so we use the current New Mexico distribution as the anchor for subsequent years.

Monitoring and Evaluating the School Grading Model

The potential for unintended consequences always exists, just as there were some unintended consequences associated with NCLB, there might be some with the school grading system. In order to ensure fidelity and that the system correctly identifies schools and appropriately monitors students, specifically students classified in traditional ESEA subgroups, we will continuously evaluate the A-F system. Consistent with prior studies examining how well the model "work" (cited above), we plan to examine characteristics of schools with the different grades and see if there are patterns. Importantly, do we over identify good or bad schools that have specific performance issues (e.g. low growth, low status, low growth of Q1, low growth of

Q1 by subgroup, low growth by subgroup in Q3, etc.), but more importantly we will evaluate how schools change ranking over time and how this corresponds to actual performance. That is, do grades change in accordance to how we expect actual performance to change (not only overall, but also by the various subgroups and Q1 and Q3)? We will also monitor how stable the model is and how sensitive it is to true changes in performance. Another important outcome to consider is the role of student dropouts on school grades and whether schools that have substantively important dropout rates are systematically not being captured by the grading system and the classification into Priority, Focus, and Strategic. Continued evaluation is critical to ensuring that students will graduate college and career ready. The evaluation process is iterative in that identified deficiencies will lead to changes in the system and further evaluation.

TABLE 2, REWARD, PRIORITY, AND FOCUS SCHOOLS, is on pages 90-96.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all

	grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

n/a

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the

		2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

New Mexico's School Growth Targets (SGT)

Given the A-F School Grading System (described in 2ai). We base each school's SGT (formerly AMO) on the school grade. Our target is the recommended 90th percentile of current performance. It is important that we set rigorous but obtainable goals (Linn, 1998) and the underlying question is whether the 90 percentile of current performance is an appropriate long term target. Given that New Mexico has an A-F System, a target that aims for every school to be an "A" creates a meaningless measure that loses its ability to differentiate among schools-performance. Hence, we want a system where the long term goal meets the original intents of ESEA.

Unpacking the 90 percentile target is paramount in demonstrating that the A-F School Grading System can serve as both the mechanism for monitoring school performance, but also generating SGTs for schools. This aspect is important because the A-F system is comprehensive, and using it as a basis for SGTs maintains coherence for stakeholders. We again turn to the notion of validity evidence that corroborates the notion that a school at the 90 percentile is school performance worth emulating. We consider elementary/middle and high school in turn.

A school at the 90th percentile on the school grading metric has an average of approximately 44 on the New Mexico state assessment. Given the state average school size (to determine the standard deviation and estimate how many students are scoring above proficient) this implies that approximately 72% of students in math[23,24] are proficient. Also, a school at the 90th percentile on the school grading metric demonstrates, on average, a growth rate that is slightly above a year's worth of growth. In fact, this growth implies that about 12.5% of students

[23] The means are slightly different in reading, but the estimated percent proficient would be about 74%.
[24] Title I schools.

would be proficient within a three-year time frame.

Hence, this is equates to roughly 85% of elementary or middle school students either being on track to or at proficient or above. These same calculations for reading indicates 87% of students attending a school with a school grade at the 90th percentile are either proficient or on track to proficient. We note that the on-track portion of these calculations is based on a Growth-to-Standard growth model. We also note that the Growth-to-Standard model we use for high schools is a single year. Although it is possible to condition SGTs based on student background characteristics, or subgroups, New Mexico believes that *all* students should be held to the same standard. Hence, we set SGTs equally for all subgroups. These are set specifically for percent proficient, growth for the highest performing three quarters of students and growth for the bottom quartile subgroup. The SGTs are presented in Table 8.

This information will be explicitly added to the current school grading report that already includes performance on these elements. The SGT provide explicit additional information for guiding interventions. The SGTs for percent proficient are straight forward. The SGTs for growth require some explanation. It should first be noted that the New Mexico SBA uses a vertically moderated scale that implies that a growth of 0 is equal to a year's worth of growth. Hence, for the Q3 group, we propose growth that is slightly above a year's worth of growth on the current scale. For the Q1 group we set the target such that the Q1 group can meaningfully close achievement gaps – i.e. that average gap is about 15 points; hence 4 points of growth per year would close the gap in approximately three to four years.

Table 8:
School Growth Targets for Subgroups

Percent		Year								
Proficient	Current	1	2	3	5	6	7	8	9	10
Math	40	45.0	50.0	55.0	60.0	65.0	70.0	75.0	80.0	85.0
Reading	48	52.3	56.7	61.0	65.3	69.7	74.0	78.3	82.7	87.0
Growth										
Q3*										
Math	-0.3	-0.1	0.1	0.15	0.25	0.25	0.25	0.25	0.25	0.25
Reading	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25

Q1*	1.3	1.6	1.9	2.2	2.5	2.8	3.1	3.4	3.7	4.0
Math	1.7	2.0	2.2	2.5	2.7	3.0	3.2	3.5	3.7	4.0
Reading										
HS Graduation	68	69.9	71.8	73.7	75.6	77.4	79.3	81.2	83.1	85

*Growth for Q1 and Q3 in scale score metric.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

Identification of Reward Schools

New Mexico proposes that using the A-F Grading System as the mechanism to identify schools and to maintain coherence. The criteria established for identifying Reward Schools in New Mexico is aligned with the criteria established for flexibility. We select schools that exhibit both high current standing and high progress. We first consider schools that have overall grades (recall in Tables 1A and 2A that that "A" schools generally outperformed schools making AYP) and we add the additional requirement that the overall grade must be accompanied by above average growth. We next select schools with an overall grade of "A" and high graduation rates (85%). The last two categories for Reward Schools are high progress. One relates to high progress as demonstrated by a high annual growth in graduation rates, while the second focuses on high growth for both the Q3 and the Q1 students, but still minimally having average status. The criteria are summarized in Table 9a.

Table 9: Reward Schools

Category of Reward Schools	Clarification	Category #	Number of Schools
	Total number of Title I schools		624
	Total number of Reward Schools required to be identified		31
Highest Performers with good progress	Total number based A-F rating - highest performers: Overall A grade and Q1* growth > B, Q3* growth at least a C.	1	12

Highest Performers with good progress	Total number based A-F rating - highest performers: Overall A grade and Q3 growth > B, Q1 growth at least a C.	2	9
Highest Performers & high Graduation Rates	Total number based A-F rating - highest performers: Overall A grade and graduation rate > 85%.	3	1
High Graduation Rate Growth	Total number of Schools with at least a grade of C and graduation rate growth of 10% annually.	4	1
Highest Progress	Total number of Schools with at least a grade of C and Q1 growth of A and Q3 grade of A.	5	9
	Total Title I Identified		32

*Q1 =Bottom Quartile, Q3 = highest performing three quartiles

Table 9b highlights the 21 (12 and 9) high performance schools identified in reward categories one and two and demonstrates their performance as measured by percent proficient. Table 9b also displays the average school rank in terms percent proficient. A higher rank value indicates that the school's percent proficient (and above) places it higher among schools in the state. We present results for schools making and not making AYP by way of comparison. The results in table 9b clearly indicate that the performance of Reward Schools is on par in terms of percent proficient to schools making AYP in the state, ranked among the highest in terms of percent proficient, and also meeting high growth expectations, which ensures schools continue to improve.

Table 9b:
Reward Schools based on Highest Performance

Reward Category		Percent Proficient & Above	Average Rank
1) Overall A, Q1 growth >B, Q3 growth > C	Mean	59.7	638
	N	12	12
	SD	13.7	169
2) Overall A, Q3 growth > B, Q1 growth > C	Mean	63.2	702
	N	9	9

	SD	8.8	73
2010-2011 AYP status			
Did Not make AYP	Mean	39.1	348
	N	525	525
	SD	12.9	203
Made AYP	Mean	61.5	650
	N	73	73
	SD	14.1	166

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Recognition of Reward Schools

Reward Schools will be recognized and rewarded in several ways. On an annual basis the PED will publically release the list of Reward schools. Each Reward School will be showcased on the PED's website to include their profile of student demographics and best practices as it impacts their students' progress and performance. Additionally, a press release will announce Reward Schools. Next, each Reward School will receive a letter of recognition from the Secretary of Education and the Governor highlighting their individual achievements. Public recognition may also include visits by Senior State officials such as the Secretary of Education, the Governor, or another high-ranking state official.

The PED will use Reward Schools as models of reform. Leaders from each Reward School will be recognized as mentors and will be asked to mentor leaders in lower-achieving schools. The leaders from Reward Schools will receive recognition by the Secretary of Education and the Governor and will also receive stipends. These stipends will be paid by private funding that the state has acquired to support this mentoring endeavor. In order to ensure sustainability, the PED has requested state appropriation funds. The PED currently has $600,000 in funding that will be used in July 2012 to provide Reward Schools with monetary rewards once the first final grades are released.

The PED will provide high-performing and high-progress schools with monetary awards.

The PED will use private funding and proposed state appropriations to provide a subset of schools with the highest overall performance and progress with monetary rewards. In addition to the monetary rewards, Reward Schools will not be required to complete the entire School Improvement Plan (Web EPSS), however what will be required are the sections of the Web EPSS that addresses subgroup performance.

The PED will partner with districts to identify areas of flexibility that could be identified for Reward Schools. As Reward Schools will have already made tremendous progress with all students they serve, providing additional autonomy to allow them to continue to use innovation to make gains will potentially allow them to achieve at even higher levels.

The PED will address the widening of the achievement gaps between subgroups in Reward Schools by increasing monitoring efforts specifically targeted with a priority on subgroup achievement. These monitoring efforts could include onsite visits with differentiated technical assistance, and opportunities for professional development in best practices with priority on closing the subgroup achievement gap in the Reward Schools.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

Identification of Priority Schools

Consistent with identifying high performing schools, we rely on the New Mexico A-F Grading System to identify Priority Schools. We have developed selection criteria that align with the flexibility definitions, as summarized in Table 10. The first set of Priority Schools is current Tier 1 SIG schools. We then select all schools with an overall grade of "F" and graduation rate of less than 60%. Finally, we select schools that have the lowest overall grade points (schools with multiple "F"s).

Table 10: Priority Schools

Category of Priority Schools	Category #	Number of Schools
Total number of Title I schools		624
Total number of Priority Schools required to be identified		31
Total number currently served Tier 1 SIG school	1	14
Total number based A-F rating - poorest performers (F grade) with grad rates below 60%	2	10
Total number based A-F rating - poorest performers (F grade), not identified in priority categories 1 or 2.	3	7
Total Title I Identified		31

*Q1 =Bottom Quartile, Q3 = highest performing three quartiles

Table 11 provides a comparison on the school grading metric and other indicators of current SIG schools and the other 17 (10 category 2 and 7 category 3) schools that are not SIG schools. The results in Table 11 clearly substantiate that the A-F system does a good job of appropriately identifying schools. The non-SIG Priority Schools perform more poorly across the board on every indicator than SIG schools. For example, the percent of students proficient and above in math is 21.9 in Tier 1 SIG schools and 20.3 in non-SIG Priority Elementary/Middle Schools. This notion is further corroborated when comparing SIG high schools to non-SIG, Priority High Schools. In math for example, the SIG percent proficient (and above) is 21.3, in non-SIG Priority High Schools it is 5.4. Another example is that the graduation rate in non-SIG Priority Schools that we have identified is roughly half of the rate for SIG schools (and getting worse).

Table 11:
Comparing Priority Schools that are SIG to non-SIG Priority Schools

Elementary/Middle Schools	Currently Tier 1 SIG		Lowest F grade (by points)	
	Mean	S.D	Mean	S.D
Percent Proficient or Above - Math	21.9	6.8	20.3	6.5
Percent Proficient or Above - Reading	30.6	8.6	28.7	10.5
Current Standing Points	8.4	2.7	6.1	1.5
School Growth Points	3.9	2.4	0.5	0.6

Student Growth Bottom Quartile Points	16.3	2.6	9.5	2.1
Student Growth Three Quartiles Points	8.3	4.5	1.6	2.2
Attendance Points	10.1	0.2	9.3	1.4
	N =7		N =7	
High Schools	Currently Tier 1 SIG		Overall F grade and Grad rate < 60%	
	Mean	S.D	Mean	S.D
Percent Proficient or Above - Math	21.3	5.6	5.4	4.3
Percent Proficient or Above - Reading	33.5	7.6	16.6	10.3
Current Standing Points	9.4	2.8	4.2	2.8
Student Growth Bottom Quartile Points	7.3	4.5	3.4	2.0
Student Growth Three Quartiles Points	8.2	5.9	2.9	2.4
Graduation rate - 4 year	57.0	11.3	23.9	7.6
Graduation rate - 5 year	66.6	8.7	37.5	14.2
Graduation rate growth	2.2	2.2	-1.8	3.6
Graduation points	10.1	2.2	4.7	1.9
College and Career Readiness	5.1	1.8	3.1	3.2
Attendance Points	10.0	0.4	8.5	1.5
	N=7		N= 10	

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Interventions in Priority Schools

New Mexico has multiple tools in place that align to ensure that LEAs are implementing interventions aligned with all of the Turnaround Principles in Priority schools. New Mexico will continue to collaborate with identified Priority School(s) leadership teams and their district leaders to support these schools with intervention strategies aligned to their individual area(s) of need. Further, with the flexibility granted under this waiver, districts will be able to utilize their 20% set-aside to support Priority schools as they undertake meaningful interventions.

PED annually reviews and approves the operating budget of each district and charter school. Additionally, the A-F School Grading Act specifies that the state will ensure that funds being spent in "D" and "F" schools are targeted towards proven programs and methods linked to improved student achievement. The "D" and "F" schools must include the four or seven turnaround principles that target the specific group or subgroup not making progress. PED will collaborate with districts during the budget review process to support their budget development to ensure alignment of tools in Priority Schools to proven strategies and methods linked to improved student achievement. School district budgets will not be approved unless funds are set aside for scientifically researched based strategies that specifically support the achievement of students who are not making progress. School districts budgets and programmatic actions will be monitored by the PED staff.

Each spring all districts complete a Program Budget Questionnaire (housed in the WebEPSS) and submit it to PED for review and approval as part of their larger budget review process. Before a budget is approved for the fiscal year (the New Mexico fiscal year is July 1 – June 30), the Program Budget Questionnaire must also be reviewed and approved. Because the review takes place prior to the start of the next school year and programmatic actions outlined must align with budgets, the 2 in tandem outline how districts will support schools in the next year both budgetarily and programmatically. Further, as some schools enter their third year in Priority status, the level of engagement and support from districts is expected to increase. The system of support outlines below clearly articulates how districts will be more engaged and accountable for supporting Priority Schools.

The New Mexico A-F School Grading Accountability System: Matrix of Requirements and Monitoring for districts and schools is designed to support schools and districts by presenting a differentiated system of support based on grade and status. A systematic structure that incorporates how full implementation in all Priority schools is what the Matrix outlines to assure schools are implementing all Turnaround Principles. This updated, high quality plan ensures that all Priority schools are implementing the Turnaround Principles no later than the 2014-2015 school year. LEAs, in collaboration with PED, shall support Priority schools. Interventions will be based on data and encourage systemic change that is measureable.

For schools with the following grade and Priority combination: A, B C, D, F Priority, the LEA and School requirements include:

- Web EPSS
  - Focus on performance of Q1, Q3, and subgroups
  - Required to include all seven of the Transformation Goal Strategies (Turnaround Principles) to implement proven strategies that are research based
- Must set aside 20 percent of the district Title I award to implement all seven Transformation Goal Strategies (Focus and Priority schools only)
- NMIA level 2 findings reflected in action steps in the School Web EPSS by December 31, 2014 *(only for schools who have not had an NMIA in 2012–2013 or 2013–2014)*
- Findings from the Data Review to be reflected in the 2014–2015 School Web EPSS

The technical assistance, support and monitoring provided to A, B, C, D, F Priority Schools includes:

- Regionalized support from Priority Schools Bureau staff
- New Mexico Instructional Audit *(only for schools that have not had an NMIA in 2012–2013 or 2013–2014)*
- Data Review to include Q1, Q3, and subgroup achievement (pending final appeals of NM 2014 School Grade Report Card)
- Desktop monitoring of the 2014–2015 Web EPSS: Fall 2014 and Winter 2015
- 2014–2015 School Web EPSS annual reviews begin in April 2015

Leadership development training

For Schools that have a D grade or a combination of D and F grades for three consecutive years and/or a status of Priority and Focus for three consecutive years, LEA and school requirements include:

- Transformation Goal included in Web EPSS

- Must set aside 20 percent of the district Title I award to implement the seven Transformation Goal Strategies (Focus and Priority schools only)

- Data review is to include Q1, Q3, and subgroup achievement; findings from the data review are to be reflected in the 2014–2015 School Web EPSS (pending final appeals of NM 2014 School Grade Report Card)

- New Mexico Instructional Audit: Data and Practice (NMIA: DP)
  - NMIA elements
  - Entry meeting to conduct Data Review with school and Local Education Agency (LEA) leadership team
  - Superintendent (or designee) interview

- School and community meeting is to be held within one month of NMIA: DP Report released to LEA and school to inform the community of NMIA: DP findings and planned actions to address findings. Documentation of meeting is to be sent to NMPED by LEA within one week of community meeting.

- Presentation to local Board of Education of all NMIA: DP findings and planned actions to address findings is held within one month of receiving NMIA: DP Report. Board of Education assurance signature page is to be submitted to NM Public Education Department (PED) by LEA within one week of presentation.

- The LEA and school will complete an Integration of Services chart demonstrating how the LEA will identify and align available federal, state, and local resources to support the school's reform efforts and will upload to the LEA Web EPSS file cabinet.

- Participation by the LEA and school leadership team in leadership training will be scheduled throughout the 2014–2015 school year and provided by PED to support the school's reform efforts.

The technical assistance, support and monitoring provided schools with a D grade or a combination of D and F grades for three consecutive years and/or a status of Priority and Focus for three consecutive years, LEA and school requirements include:

- Regionalized support from Priority Schools Bureau staff

- Data Review to include Q1, Q3, and subgroup achievement (pending final appeals of NM 2014 School Grade Report Card)

- New Mexico Instructional Audit: Data and Practice (NMIA: DP)

  - 2014–2015 Web EPSS annual reviews begin in April 2015

- Training and support on all tools and requirements
  - Integration of Services chart

Leadership development training

For schools moving into a third year of an F grade and a third year of Priority status, the following requirements will occur:

- In Web Educational Plan for Student Success, LEAs and schools will address how all 7 Turnaround Principals will be accomplished.

- Must set aside 20 percent of the district Title I award to implement the seven Transformation Goal Strategies (Priority Schools only)

- Data review is to include Q1, Q3, and subgroup achievement; findings from the data review are to be reflected in the 2014–2015 School Web EPSS (pending final appeals of NM 2014 School Grade Report Card)

- Tri-annual site visit
  - LEA and school leadership team participates in tri-annual site visits with an NMPED team. Discussion will focus on
    - Data-driven instruction, inquiry, and analysis
    - Teacher support and accountability
    - Budget and integration of resources
    - District support
    - Update to Web EPSS
  - The LEA and school will complete an Integration of Services chart demonstrating how the LEA will identify and align available federal, state, and local resources to support the school's reform efforts and will upload to the LEA Web EPSS file cabinet

- School and community meeting will be held to inform community of all goals, strategies, and action steps in the Web EPSS, indicating how they are linked to the Data Review and School Grade Report Card. This meeting will be held within one month of the first tri-annual site visit. Documentation of meeting to be sent to NMPED by LEA within one week of community meeting.

- Presentation to local Board of Education by LEA and school leadership teams of all goals, strategies, and action steps in the Web EPSS, indicating how they are linked to the Data Review and School Grade Report Card. Board of Education assurance signature page is to be submitted to NMPED by the LEA within one week of presentation.

The technical assistance, support and monitoring provided schools moving into a third year of an F grade and a third year of Priority status include:

- Regionalized support from Priority Schools Bureau staff

- Data Review to include Q1, Q3, and subgroup achievement (pending final appeals of NM 2014 School Grade Report Card)

Leadership development training

- Desktop monitoring of the 2014–2015 Web EPSS: Fall 2014 and Winter 2015

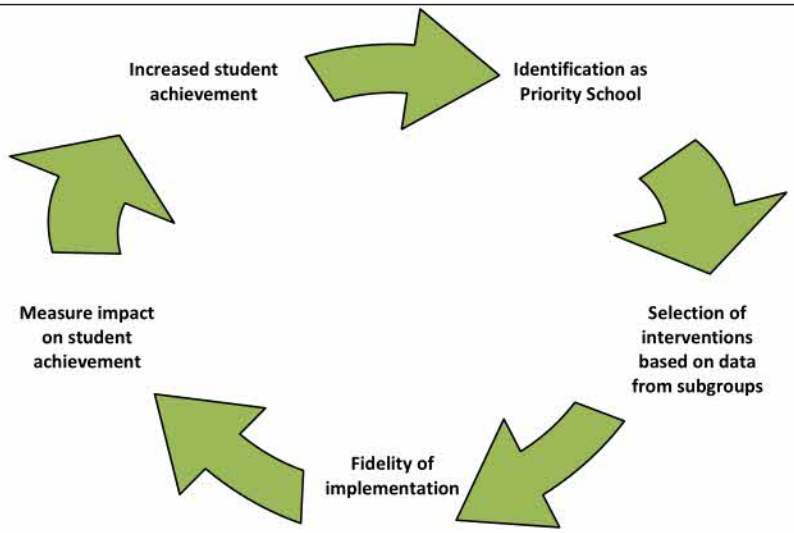
- 2014–2015 School Web EPSS annual reviews begin in April 2015

- New Mexico Instructional Audit: Data and Practice (NMIA: DP)

- Training and support on all tools and requirements
  - Integration of Services chart

  - Leadership development training that focuses on Common Core (Math, ELA, Reading), Assessment and the Common Core, Response to Intervention, Differentiated Instruction, and Data-driven Decision making.

The expectation of all Priority Schools is that they will follow a cycle of continuous improvement which leads to increased student achievement. First, a school is identified. Second, the Priority School, with the support of their LEA and the PED, selects interventions aligned to the Turnaround Principles and why they are identified as a Priority School. Third, the Priority School begins to implement interventions with fidelity. Fourth, schools measure the impact those interventions, tools, and supports are having on student achievement. And fifth, the Priority School sees increased student achievement and movement towards meeting their SGT.



Each Priority School must implement their intervention plan for a full, three years. If after four years on intervention there is not consistent and sustainable growth within a Priority school, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school.

After identification as a Priority school, the PED's Priority Schools Bureau will partner with schools identified as they select interventions that align to their needs and WebEPSS plan. Creating alignment within the two systems will increase the likelihood of success in raising student achievement.

The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. The new principal has the ability to create a schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. SIG also support a schools effort to change formal policy and informal standard operating procedures that can directly empower their

turnaround efforts. PED will look to expand these flexibilities to a principal that agrees to serve in a Priority school.

Knowing school leadership is the basis for school continuous improvement; focused efforts are placed on Priority Schools' campus leaders. PED will work with district leaders to ensure school leader evaluations are aligned with student achievement outcomes. Technical assistance will be provided to the district to develop a succession planning model to sustain quality school leadership. Activities for school leaders include sustained professional development on data analysis for instructional decision making, classroom walk-through practices geared towards rigorous instruction. Additional leadership activities capacity building activities will include technical assistance on curriculum alignment, instructional alignment to coincide with alignment to formative and summative assessment.

PED will remain engaged and actively provide technical assistance with the identified Priority schools. The PED and the Priority Schools will collaborate in the identification of data determined, systemically identified intervention strategies that explicitly reflect the seven principles. Although the potential exists for a Priority School to exit status (*a reward*) within two years, the PED will require any schools that no longer meet the Priority Schools identification criteria due to increased student performance to remain actively engaged in the Priority Schools network. These schools will be required to continue the interventions currently underway in the school for at least an additional year (so that interventions are undertaken for a full three years) to ensure that the growth and achievement taking place is sustainable and that achievement gaps are not continuing to widen.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Timeline of Interventions

Timeline of interventions of full implementation in all Priority schools:

Timeline Date	Interventions for Priority Schools
July 2014	School Grades released to LEAs
August 2014 – Ongoing throughout 2014-2015 School year.	**Regionalized Support from Priority Schools Bureau (SEA) staff** begins for A, B, C, D, F Priority, D grade or a combination of D and F grades for 3 consecutive years and/or a status of focus or a combination of priority and focus for three consecutive years, and schools with an F grade for three consecutive years or a status of priority for three consecutive years. Each indicated school and LEA will be provided with support, technical assistance and monitoring based on the New Mexico's A-F School Grading Accountability System: Matrix of Requirements, 2014. For schools with an F grade for three consecutive years or a status of priority for three consecutive years, tri-annual visits will occur and will focus on: • Data-driven instruction, inquiry and analysis • Teacher support and accountability • Budget and integration of resources • District Support • Web EPSS
August 2014	**Leadership Training** begins with for: A, B, C, D, F Priority, D grade or a combination of D and F grades for 3 consecutive years and/or a status of focus or a combination of priority and focus for three consecutive years, and schools with an F grade for three consecutive years or a status of priority for three consecutive years. Key Components: • Common Core Math • Common Core ELA • Assessment and the Common Core • Teaching Reading and Comprehension with English learners • Pyramid Response to Intervention • Differentiation and the Brain • Data Driven Decision making in a Collaborative School Culture
September 2014	**New Mexico Instructional Audit** begins for A, B, C, D, F Priority, D grade or a combination of D and F grades for 3 consecutive years and/or a status of focus or a combination of priority and focus for three consecutive years as part of New Mexico's A-F School Grading Accountability System of school and district support. Its purpose is to improve

	instruction at the classroom level through examining systems that both support and monitor teachers and other instructional personnel. The audit generates data that inform the Educational Plan for Student Success (Web EPSS), the school's improvement plan, which is required for every school in the state. **New Mexico Instructional Audit: Data and Practice** begins for schools with an F grade for three consecutive years or a status of priority for three consecutive years as part of New Mexico's A-F School Grading Accountability System of school and district support. Its purpose is to improve instruction at the classroom level through examining systems that both support and monitor district superintendent, teachers and other instructional personnel. The audit generates data that inform the Educational Plan for Student Success (Web EPSS), the school's improvement plan, which is required for every school in the state
November 2014	**Data Review** is sent to A, B, C, D, F Priority, D grade or a combination of D and F grades for 3 consecutive years and/or a status of focus or a combination of priority and focus for three consecutive years, and schools with an F grade for three consecutive years or a status of priority for three consecutive years. The Data Review includes Q1, Q3 subgroup achievement data based on the 2014 School Grade Report and provides targeted questions regarding each schools data to arrive at priority next steps. All priority next steps must be reflected as action steps in the Web EPSS.
November 2014	**Web EPSS: Desktop Monitoring** begins for A, B, C, D, F Priority, D grade or a combination of D and F grades for 3 consecutive years and/or a status of focus or a combination of priority and focus for three consecutive years, and schools with an F grade for three consecutive years or a status of priority for three consecutive years. All schools indicated will receive a review and be provided with feedback about their school improvement Web EPSS plan based on the Turnaround Principles. All schools indicated are expected to incorporate changes based on feedback before their next review.

All schools currently designated as a school in need of improvement must complete a WebEPSS =where the Turnaround Principles are indicated as goals that LEAs and schools must complete. Currently in New Mexico there are 31 Reward schools, 53 Strategic schools, 62 Focus schools and 31 Priority schools. Schools that are implementing all Turnaround Principles and are in year 1 or 2 of implementation include the following grade/status combinations:

- Schools that have a D grade or a combination of a D or F grades for 3 consecutive years and/or a status of Focus or a combination of Priority and Focus for 3 consecutive years
- Schools that have an F grade for 3 consecutive years or a staturs of Priority for 3 consecutive years
- Schools that have not yet implemented all Turnaround Principles and therefore would begin full implementation for the first time during the 2014-2015 school year are newly identified Priority Schools:Schools that have an A, B, C, D, or F grade and are identified as a Priority school for the first time in 2014-2015

Additionally, the PED annually reviews and approves the operating budget of each district and charter school. The budget review process occurs in May and June of each calendar year. Since PED released baseline grades in January 2012, part of the review process in the Spring looks in detail at the programs and interventions being used in Priority schools when districts submit their budgets. As the program and budget review has become more dynamic, there is now direct alignment to district plans and support for Priority Schools – as well as all low performing schools across the district. Districts must clearly articulate how they are using the A-F system to drive support to schools so that there is continuous improvement and growth. Two attachments – *District Web EPSS Program Review Checklist 2014-2015* and *Superintendents' Guide Budget and Program Review 2014 final* illustrate the expectation for all districts and are included in the Principle 2 Attachments. During the school year, PED monitors each districts WebEPSS for alignment, action steps, progress

This will allow Priority Schools to begin planning immediately for interventions they will

undertake in the following school year. The PED will work to ensure that the interventions each priority school undertakes will be detailed as part of their WebEPSS submission. The expectation will be that the interventions align not only to the turnaround principles, but also to why the school is designated as a Priority school. An updated high quality plan – the New Mexico A-F School Grading Accountability System 2014-2015: Matrix of Requirements and Monitoring for Districts and Schools can be found in the Principle 2Attachments.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Exiting Priority School Status

To exit Priority School status school must do the following:

- SIG schools need to have overall "C" grade (represents 43% proficient and above in Math and 49% in reading) for two consecutive years. This corresponds to an average scale score of 38 in math and 39 in reading (40 is proficient in all grades and subjects in New Mexico)) and a Q1 growth rate equal to a "B" grade or higher. This corresponds to a growth rate of approximately 2 points per year.
- Schools in priority status due to low graduation rates need to raise their overall grade to a "C" for two consecutive years and demonstrate graduation growth rate (based on three years of data) at least 5 % per year.
- Schools in priority status due to poor overall performance, but not SIG schools, must meet the same exit requirements as SIG schools noted above.

Even after two years of sustainable progress, a Priority School will still be required to implement its intervention strategy for a full third year. A Priority School that has implemented the seven principles for three years would then be required to implement at least four of these seven principles for a fourth year. The four principles selected collaboratively between the PED and the school must focus on ensuring that subgroup performance gaps do not widen and students' performance increases. The goal is to ensure that the progress and growth being made in Priority Schools is consistent and sustainable. If a school moves from

Priority to Focus status, it will be required to meet the intervention criteria detailed in section 2.E.iii.

The business rules to exit Priority School status are aligned to requirements set forth for the PED in the A-F School Grading Act. The legislation specified that "ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated "D" or "F" toward proven programs and methods that are linked to improved student achievement until the public school earns a grade of "C" or better for two consecutive years."

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 % of the State's Title I schools as "focus schools."

Identification of Focus Schools

The method for identifying Focus Schools continues logically from the methodology for identifying Reward and Priority Schools. These schools form the next level of school grades We begin with schools receiving a "D" grade and graduation rates less than 60%. Next, we include the remaining schools with graduation rates less than 60%. Hence, all schools with graduation rates of less than 60% are identified as either Priority or Focus Schools. The remaining schools are those with the largest school-Q1 to state-Q3 performance gaps and with growth, rates of Q1 that are graded a "D" or "F". That is, we calculated the school-Q1 to state-Q3 gap ranked and them from largest to smallest gap. We took all schools whose gap was among the largest 25% and whose Q1 growth grade was a "D" or "F". In this way, we place schools into the focus category because there are large achievement gaps and because schools are not sufficiently closing those gaps.

Table 6: Focus Schools

Category of Focus Schools	Category #	Number of Schools
Total number of Title I schools		624
Total number of Focus Schools required to be identified.		62
Total number of non-Priority schools with grades of D and graduation rates less than 60%.	1	12
Total number of schools with graduation rates less than 60%, not already identified as Priority or in Focus in category 1.	2	7
Total number of schools with Q1* to Q3 state gap in bottom quartile of all Q1 to Q3 state gap and Q1 growth of F or D.	3	43
Total Title I Identified		62

*Q1 =Bottom Quartile, Q3 = highest performing three quartiles

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Interventions in Focus Schools

To adequately address the reason why a school has been identified as a Focus School, and to ensure that the academic needs of students in each of the subgroups in the school are met, Focus Schools must select four of the seven Turnaround Principles, that address the subgroups not making progress. LEAs will be required to approve the principles selected based on each of the subgroups and provide assurances to the PED that they are aligned to the reasons why the school is identified as a focus school. While schools will some have discretion, all Focus Schools must commit to use data to inform instruction of those subgroups not making progress.

The expectation is that all Focus schools must immediately plan for and implement interventions aligned to the turnaround principles addressing the subgroups not making progress.

As identified in the NM 2014-2015 School System of Support (pp. 7-9) **A, B, C, and D Focus** schools are required to complete the following based on their status and/or grade:

- Complete the school Web Educational Plan for Student Success (EPSS) focusing action steps on the performance of Q1, Q3, and subgroups in strengthening the school's reading and math programs and using data to inform instruction for continuous improvement. Focus schools are also required to include 2 additional Transformation Goal Strategies (Turnaround Principles).

  Monitoring: Schools will be monitored through their annual Web EPSS review beginning in January, where the NMPED ensures that each focus school selects and implements interventions to meet the needs of Q1, Q3, and subgroup(s).

- Participate in the New Mexico Instructional Audit. The New Mexico Instructional Audit

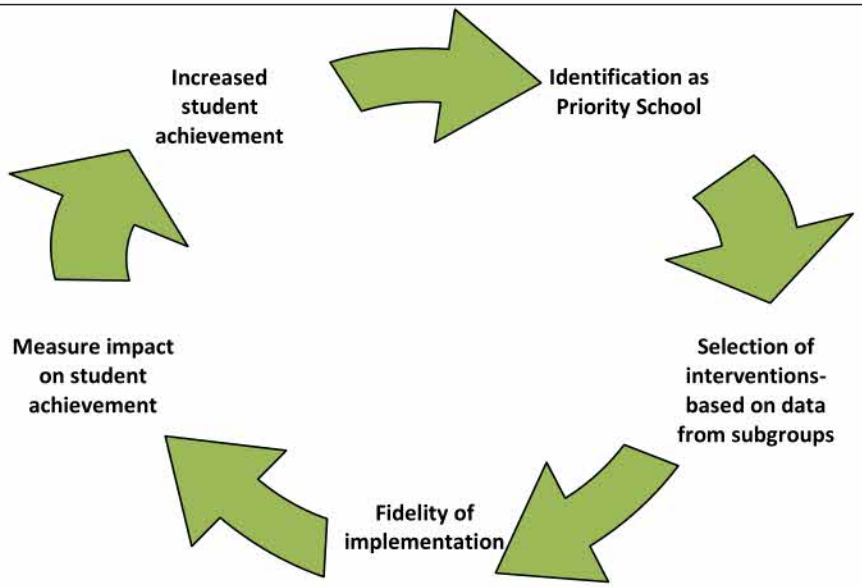
is one of the tools, and serves as an independent examination of the operations and systems that support and relate to instruction. It serves as the mechanism for examining the systems in place and is supported by the school leadership to increase teacher effectiveness and enhance student learning through professional dialogue. It provides a means by which an auditor or auditors can compile data for feedback to a school about the instructional practices that were observed during the school visitation. Schools must reflect NMIA level 2 findings in action steps in the School Web EPSS by December 31, 2014 *(only for schools who have not had an NMIA in 2012–2013 or 2013–2014)*

Monitoring: Schools will be monitored through their annual Web EPSS review beginning in January 2015, where the NMPED ensures that each focus school has addressed the NMIA level 2 findings addressed within action steps selects and implements interventions to meet the needs of the Q1, Q3, and subgroup(s).

- Complete the 2014 Data Review and reflect finding in action steps in the 2014–2015 School Web EPSS. The Data Review is intended to engage schools in conversations driven by the targeted Questions specific to your schools should result in changes to instructional practices, and provide a clear and concise one-page visual overview of the school's academic performance to include Q1, Q3 and subgroups in both reading and math.

  Monitoring Process to ensure that each focus school selects and implements intervention to meet the needs of subgroup(s): Data Review findings to support Q1, Q3, and subgroups addressed within action steps of the Web EPSS which is reviewed annually beginning in January.

As Focus Schools prepare to align interventions, including the interventions for Q1 and Q3 students in the subgroups not making progress, LEAs and the PED will support Focus Schools as they prepare to align interventions as to why a school is identified. The budget review process and WebEPSS will be used to support the alignment of interventions to a school's designation as a focus school. The school budget will not be approved unless it sets aside funding targeting interventions for those subgroups not making progress. Additionally, Focus Schools will be expected to follow the same cycle of improvement as Priority Schools.



In addition to what is shown above, the PED will work to ensure that specific interventions selected by Focus Schools, and are approved by the PED, are student focused and align to the needs of students. For example, if within a Focus School it is found that Native American students are struggling more than other subgroups of students, the school will be required to implement an intervention program that address the unique needs of that student group. Or, if within a Focus School, it is found that students with disabilities are not making progress, the school would be required to select principle for turn-around schools that will improve progress rates of students with disabilities. If, over time, it is found that the achievement of a particular subgroup is not rising despite intervention, the PED will support district leadership and Focus Schools as they implement different, more targeted tools and interventions which will include a system of tiered interventions scientifically proven to improve progress results of specific subgroups.After identification as a Focus school, the PED's Priority Schools Bureau will support districts that have schools identified to select interventions that align to their needs and WebEPPS plan. Creating alignment within the two systems will increase the likelihood of success in raising student achievement.

The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. The new principal has the ability to create a

schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day to focus on the subgroups of students not making progress). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. Hiring policies will specifically address attracting the most qualified staff to work with the subgroups not making progress. The SIG also supports a school's effort to change formal policy and informal standard operating procedures that can directly empower their turnaround efforts. The PED will look to expand these flexibilities to a principal that agrees to serve in a Focus School.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Exiting Focus School Status

To exit the Focus School status a school must do the following:

- Focus schools with a "D" grade and poor graduation rates must raise their overall grade to a "C" for two consecutive years and demonstrate a graduation rate of at least 60% per year and growth rates in graduation of 3 % per year.

- Other focus schools with higher overall grades than a "D" must maintain their overall grades, and demonstrate graduation rate of at least 60% per year and growth rates in graduation of 3 % per year.
- Schools that are Focus Schools due to large Q1 to State-Q3 gaps must raise their Q1 growth grade to a "B" or higher (about 2.6 scale score points growth per year) and have cut their gap by at least 6 scale score points (that is a 1.5 standard deviation cut in the gap). This is consistent with why they were identified as a Focus School, and, hence, the exit criteria are directly derived from the identification criteria.

Even after two years of sustainable progress, a Focus School will still be required to implement their intervention strategy for a full third year. If a school moves from Focus to Strategic status, they will be required to align interventions to the reason they are identified as a Strategic School.

The business rules to exit Focus School status are aligned to requirements set forth for the PED in the A-F School Grading Act. The legislation specified that "ensure that a local school board or governing body of a charter school is prioritizing resources of a public school rated "D" or "F" toward proven programs and methods that are linked to improved student achievement until the public school earns a grade of "C" or better for two consecutive years."

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Table 2: Reward, Priority, and Focus Schools

Reward Schools

Sch. #	School Name	Reward Category	Overall Grade
1244	Dolores Gonzales Elementary	1	A
4135	Roswell High	1	A
16052	Fort Sumner High	1	A
24059	Hurley Elementary	1	A
43155	Thoreau Middle	1	A
43162	Thoreau Elementary	1	A
46028	Buena Vista Elementary	1	A
71141	Amy Biehl Community School at Rancho Viejo	1	A
76005	Taos Municipal Charter	1	A
76165	Taos High	1	A
82107	Mountainair High	1	A
86028	Bosque Farms Elementary	1	A
17014	Monte Vista Elementary	2	A
49164	Tucumcari High	2	A
67038	Kirtland Elementary	2	A
67174	Grace B Wilson Elementary	2	A
72123	Pablo Roybal Elementary	2	A
81003	Edgewood Middle	2	A
81110	Edgewood Elementary	2	A
86160	Sundance Elementary	2	A

88915	Bluewater Elementary	2	A
13162	Texico High	3	A
78119	Mesa Vista High	4	C
5056	Hagerman Middle	5	B
7075	Lake Arthur High	5	B
18050	Hatch Valley Middle	5	B
39060	Hondo High	5	B
43062	Indian Hills Elementary	5	B
43088	Crownpoint Middle	5	C
55050	Espanola Valley High	5	C
501001	Media Arts Collaborative Charter	5	B
510001	Taos Academy Charter	5	B

Priority Schools

Sch. #	School Name	Priority Category	Overall Grade
1069	El Camino Real Academy Charter	1	F
1450	Ernie Pyle Middle	1	D
1520	Highland High	1	C
1540	Rio Grande High	1	C
1570	West Mesa High	1	C
42024	Bell Elementary	1	D
43039	Crownpoint High	1	C
56087	Lybrook Elementary	1	C
67114	Naschitti Elementary	1	C
67130	Newcomb High	1	D
70150	Pecos Middle	1	D
71023	Ramirez Thomas Elementary	1	F
74155	R Sarracino Middle	1	C
88057	Laguna Acoma High	1	D
1017	Los Puentes Charter	2	F
1051	Robert F Kennedy Charter	2	F
1090	School for Integrated Academics and Technologies Charter	2	F
1597	School On Wheels	2	F
17012	San Andres High	2	F
42006	Deming Cesar Chavez Charter	2	F
68003	West Las Vegas Family Partnership High	2	F
86009	Century Alternative High	2	F
87001	Belen Infinity High	2	F
523001	Academy Of Trades And Technology Charter	2	F
1255	Emerson Elementary	3	F
1363	Tomasita Elementary	3	F

1405	John Adams Middle	3	F
20124	Pate Elementary	3	F
57028	Brown Early Childhood Center	3	F
89025	Ashiwi Elementary	3	F
505001	School Of Dreams Academy Charter	3	F

Focus Schools

Sch. #	School Name	Focus Category	Overall Grade
1016	Albuquerque Talent Development Secondary Charter	1	D
1039	Nuestros Valores High Charter	1	D
1061	La Academia De Esperanza Charter	1	D
1594	Sierra Alternative	1	D
4132	University High	1	D
17013	Las Montanas Charter	1	D
43016	Gallup Central Alternative	1	D
67025	Career Preparatory Alternative	1	D
76010	Chrysalis Alternative	1	D
76011	Taos Cyber Magnet	1	D
89192	Twin Buttes High	1	D
512001	Cesar Chavez Community Charter	1	D
1549	New Futures School	2	C
1590	Albuquerque High	2	A
43073	Miyamura High	2	C
43089	Tse Yi Gai High	2	B
54045	Dulce High	2	B
76012	Vista Grande High Charter	2	B
514001	Gilbert L Sena High Charter	2	C
1004	Ralph J Bunche Academy Charter	3	D
1237	Cochiti Elementary	3	C
1240	Collet Park Elementary	3	B
1288	Lavaland Elementary	3	F
1407	Cleveland Middle	3	C
1413	Grant Middle	3	C

1416	Hayes Middle	3	D
1465	Washington Middle	3	D
1470	Wilson Middle	3	D
12084	Lockwood Elementary	3	D
18001	Rio Grande Elementary	3	D
19016	Anthony Elementary	3	B
19032	Chaparral Middle	3	D
32049	Caton Middle	3	D
33164	Taylor Elementary	3	F
35090	Tatum Junior High	3	B
36130	Ruidoso Middle	3	C
42007	Red Mountain Middle	3	D
42025	Deming Middle	3	D
42036	Columbus Elementary	3	D
43030	Chee Dodge Elementary	3	C
43038	Crownpoint Elementary	3	D
43075	Navajo Pine High	3	D
43120	Tohatchi Middle	3	D
43134	Red Rock Elementary	3	B
43152	Stagecoach Elementary	3	D
43160	David Skeet Elementary	3	F
55018	Carinos De Los Ninos Charter	3	D
55039	Chimayo Elementary	3	C
56038	Coronado High	3	C
57032	James Elementary	3	D
61020	Cochiti Elementary	3	D
61028	Santo Domingo Middle	3	C
62037	Cuba Elementary	3	C
62075	Cuba Middle	3	A
66025	Blanco Elementary	3	D

67152	Nizhoni Elementary	3	D
74144	San Antonio Elementary	3	D
75100	Magdalena Middle	3	D
75133	Magdalena Elementary	3	D
82106	Mountainair Junior High	3	F
88099	Mesa View Elementary	3	D
89195	Zuni Middle	3	D

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Identification and Support of Strategic Schools

In addition to Reward, Priority, and Focus schools, the state will also identify Strategic Schools. The method for identifying Strategic Schools continues logically from the methodology for identifying Reward, Priority, and Focus Schools. Strategic Schools are defined as a continuation of our Focus category 3 (schools that have Q1 performance gaps that are among the top 25% largest in the state). We select Strategic Schools who have a school-Q1 to state Q3 gap that is among the largest 25% and whose overall grade is a "C" or lower. This amounts to 53 schools and represents 10.6% of the Title I schools not identified as Reward, Priority, or Focus.[25]

After identification as a Strategic School, these schools must use subgroup performance on the SGTs outlined in Section 2B of this request to drive intervention plans and activities. Over time, the expectation will be that as subgroup performance improves, the overall achievement gap that caused a school to be identified will begin to close as well.

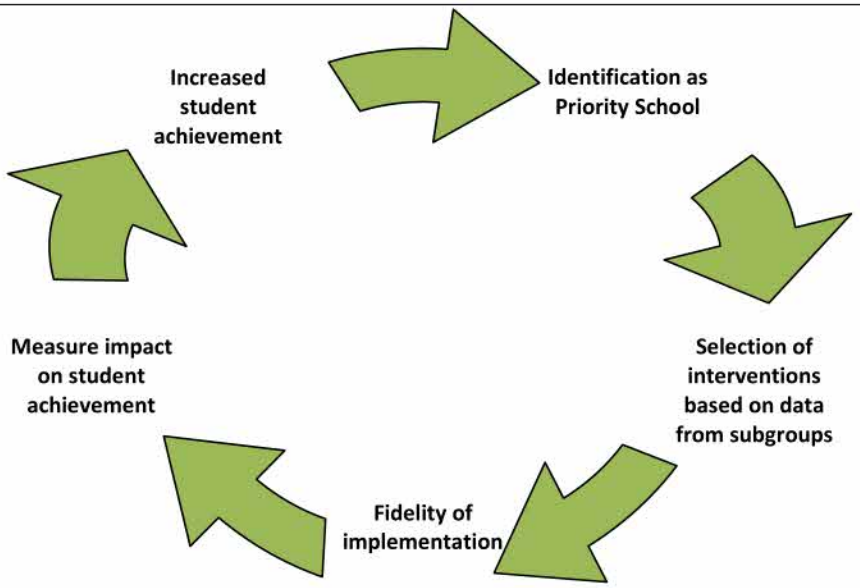
LEAs will be required to support Strategic Schools as they complete their WebEPSS submission and align interventions to support the needs of students in those schools. The WebEPSS specifically address subgroup performance and subgroup student needs. As part of the WebEPSS, each school must set specific and measurable goals towards the increased performance of low-achieving subgroups. This will act as a safeguard to ensure that achievement gaps between subgroups and higher-performing students are addressed and closing. Further, when the PED reviews each WebEPSS submission, there are specific checks on subgroup performance in relation to SGTs. Included in the attachments is the PED review sheet for each WebEPSS submission. The PED is working to amend this document so that the language included matches the language used in this request.

[25] We start with 624 schools. Of these, 125 are either Reward (32), Priority (31), or Focus (62). That leaves 499 Title I schools.

As with Priority and Focus Schools, intervention or support selected is done so with the needs of students in mind. These needs may be determined through a district/school needs assessment (a tool can be provided by the PED) which will provide information on quality teaching and learning, and leadership capacity. While this may not be a requirement, district/schools may choose to perform the needs assessment. Regardless of the tool used to identify specific needs in Strategic Schools, all will be required to look specifically at subgroup achievement and develop and implement specific interventions to subgroups who are struggling to ensure the achievement gap is closing.

Certain supports in the form of professional development could be provided to Strategic Schools. Placing a command focus on effective instruction will be the only way a school meets their SGT. Schools rated as Strategic are at risk of easily slipping in the either the Focus or Priority category based on subgroups performance. As such, fidelity of implementation will be closely monitored and prioritized to ensure that the interventions and supports being provided to explicitly address the needs of subgroups within a Strategic school are in fact increase the performance of students. Because the PED annually reviews and approves the operating budget of each district and charter school, the PED will partner with districts during the budget review process to support their budget development to ensure alignment of tools in Strategic Schools to proven strategies. Strategic schools may also choose to implement four of the seven Turnaround Principles, concentrating on sustaining progress of their subgroups.

Building the capacity of LEAs to support Strategic Schools is crucial to the overall success on New Mexico's differentiated accountability system. Because Strategic Schools sit on the balance of more intensive focus versus meeting their SGTs, supporting LEAs as they guide the intervention selection and implementation process will help to build capacity within LEAs.
As is the case with Priority and Focus Schools, Strategic Schools are expected to follow a cycle of continuous improvement to guide their use and implementation of interventions.



The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. PED feels strongly that an effective school leader is critical to the overall success of schools. As such, any principal that agrees to serve in a Strategic School will be given the same flexibility afforded to principals in SIG Turnaround schools. The new principal has the ability to create a schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. The SIG also support a schools effort to change formal policy and informal standard operating procedures that can directly empower their turnaround efforts. The PED will look to expand these flexibilities to a principal that agrees to serve in a Strategic School.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and

iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Developing and Sustaining Capacity

The New Mexico Public Education Department (PED) has built capacity in LEAs and schools with technical assistance onsite visits, professional development, and through the use of accountability and progress monitoring tools developed to emphasize scientifically research based best practices. The PED has oversight of more than 800 schools across 89 school districts. The support LEAs and schools, PED focuses on sustained instructional change that results in positive outcomes for students by also providing oversight and review of LEA and school budgets to ensure that funds are spent in accordance with student academic needs.

LEA and school requirements are indicated in the New Mexico System of Support. The System of Support is differentiated and LEAs and schools enter based on their school grade and status (i.e. Priority). The System of Support clearly outcomes expectations for the school and supports that will be provided by PED. Additionally, a schools grade and status determines the level of expectation – Priority schools will have significantly more monitoring and oversight than Reward schools.

All LEAs and schools complete a WebEPSS. The WebEPSS is a tracking tool of the LEA and school goals, strategies and action steps that are developed in alignment with student performance, school grade and status. The WebEPSS is reviewed by the SEA and increased

monitoring of their plan occurs as schools move deeper into designations based on grade and status. Feedback from WebEPSS reviewers is provided to LEAs and schools with an expectation that the feedback is addressed bi updated WebEPSS submitted by LEAs and schools.

As of July 2014, New Mexico will have schools that have been in Priority or Focus status for 3 years, have had a letter grade of D or F for 3 years or a combination of the two for 3 years. For these schools PED has increased the requirements per the System of Support. Specifically, for 3 year Focus schools, a second Instructional Audit: Data and Practice will occur with a larger focus on the LEA role in support of the Focus school. A 3rd year Focus school will be required to inform their school community and local school board of their Instructional Audit findings and how they intend to address the findings. All actions for resolution must be address in their school WebEPSS and approved by PED.

Tri-annual site visits will occur for schools that have been in Priority designation for 3 years. The Tri-annual site visit will coincide with LEAs and school assessment calendars to explicitly focus on student achievement data. Concrete steps will be followed to arrive at a deep analysis of their data and its implications for adjustment with students in the classroom. (See Tri-annual protocol attached.) Similar to Focus schools, a 3rd year Priority school will be required to inform their school community and local school board about their WebEPSS and how all actions resulting from the Tri-annual visits will be resolved.

LEA and school budgets will be reviewed to use available expenditure data to determine if key decisions by the LEA and school are considered hen budgeting and allocating resources. 3 year Priority and Focus schools will use an Integration of Services tool to assist them as they develop their budgets to align funds with student achievement needs and assist them as they leverage resources to incorporate a strong instructional program for students.

For schools identified as Priority or Focus for the first time, the original actions outlined will remain. The PED's Priority Schools Bureau (with a timeline of every 4-6 weeks) will provide

progress monitoring and support during the onsite visits to Priority and Focus schools. The visits will consist of collaboration with district and school leadership teams, review of current assessment data and analysis of how the data is used to improve instruction, classroom observations and observation of Professional Learning Communities. School leadership teams will be trained in intervention strategies and best practices that align with the Seven Principles:

- Provide Strong Leadership;
- Ensure that teachers are effective and able to improve instruction;
- Redesign the school day, week, or year;
- Strengthen the schools instructional program;
- Use data to inform instruction;
- Establish a school environment that improves safety; and
- Engage families and communities.

Priority and Focus schools will undergo an Instructional Audit (IA) with the PED and District Leadership trained on the tool in advance of the onsite visit to the school. The purpose of the Instructional Audit is to examine the systems put in place and supported by the school leadership that increase teacher effectiveness and enhance student learning through professional dialogue. It provides a tool by which an auditor or auditors (PED/District Leadership team) can compile data for feedback to a school about the instructional practices that were observed during the school visitation.

Priority schools will utilize their school improvement plan (WebEPSS) to reflect the 7 Turnaround Principles. Strategies, action steps and interventions listed in the plan will support and indicate progress on the 7 Turnaround Principles.

Focus schools will utilize their School Improvement Plan (WebEPSS) to reflect 4 of the 7 Turnaround Principles. Strategies, action steps and interventions listed in the plan will support and indicate progress on the 4 chosen Turnaround Principles. Strategic Schools will also

utilize their WebEPSS plan to support and reflect the Turnaround Principles they are implementing.

Priority and Focus schools will be assigned to a PED Support Specialist and go through a self evaluation using the Fixsen Implementation Drives and Rubric of Implementation Indicators. The review process begins by identifying where a school falls in the implementation stages. Professional development, training and targeted assistance will begin once the results of the Instructional Audit and Fixsen Implementation Stages are identified. The PED Support Specialist will begin the onsite technical assistance process and provide district/school leadership teams with the intervention strategies, and researched based practices as indicated from the results of the IA and Implementation Indicators. Furthermore, the PED will guide the facilitation and coordination of the Regional Education Centers (REC) throughout the State. The coordination intends to use RECs to help build internal District and School capacity in a differentiated approach and create a systematic effort to build capacity.

Focus remains on the 7 Turnaround Principles.
The PED intends to utilize the financial flexibility that is allowed through the Waiver including leveraging funds the District was previously required to reserve under ESEA section 1116(b)(10), SIG funds and other Federal funds as permitted to most effectively support the strategies, and interventions that have been discussed previously in this section. For example, school districts will set-aside an amount up to the 20% set of their Title I Part A award for interventions consistent with the 7 Turnaround Principles.. The district Title I Part A sub-grant application will be reviewed by PED staff to determine if the interventions support the 7 Principles. Once approved, the school district can begin the intervention process.

The effectiveness and fidelity of the interventions supported will be monitored by PED staff through:

- Initial program sub-grant applications;
- WebEPSS submission (plan and monitoring);
- Expenditure review through request for reimbursement process; and

- On-site monitoring.

District Capacity and Accountability to Support Subgroup Achievement

Ultimately, subgroup accountability, beyond what is captured by Priority, Focus, or Strategic school classification, should be focused at the district level – as evidence from current ESEA legislation clearly indicates that too many schools would escape direct accountability because sample sizes are too small. Even when these students were included right at the minimum N sizes, confidence intervals allowed for targets that could be met with percent proficient that were almost half (e.g. a school with a small subgroup performance of about 35% proficient could make AYP). Hence, given the preponderance of small schools in the state, a better safe-guard (above and beyond those that classify schools, as noted) for ESEA subgroups will be at the district level.

To initiate the support to schools that are not already identified as a Priority, Focus, or Strategic school, the PED will require districts to look at the subgroup achievement of all other Title I schools as part of the budget review. Upon identification that there are schools with significant achievement gaps, the PED will then require districts to look in detail at the subgroup performance of those schools to determine the specific area on need(s). Once that step is complete, the expectation will then be that districts direct resources to the specific needs of students in those schools.

We are currently required to issue district grades, and in association with those district grades, we can best monitor ESEA subgroup performance. In combination with the reporting of the A-F grading system, we will monitor overall performance of subgroups across the district. We will calculate how Q1 students and Q3 students are performing, but we will also calculate how the school Q1 to state Q3 gap is changing in a district. Importantly, we will also monitor ESEA subgroups by focusing on the SGTs by ESEA subgroup (percent proficient and growth of Q1 and Q3). This provides concrete data to where there may be pockets of ineffectiveness (and effectiveness as well) not just with a ESEA subgroup overall, but where an ESEA subgroup who is a member of Q1 is not receiving the interventions they should. New Mexico data indicates that there are student members of the ESEA subgroups that are performing quite

well and to label a student as poor performing simply due to subgroup membership is not as productive as disaggregating the data further to pinpoint specifically (e.g. Q1 ESEA subgroup X) is not meeting expectations. This information will be invaluable for further refining interventions.

The PED has published report cards annually since 2003, entitled "School District Report Card." These LEA report cards have contained all elements required by *Report Cards, Title I, Part A, Non-Regulatory Guidance, September 12, 2003,* and by New Mexico statute [NMAC 22-2C-11]. Certain state data elements (i.e. district budgets, school board training) dictated that report cards be one year lagged and published in the late spring. For example, the report card released the spring of 2013 reports data from the 2011-12 school year. While there have been periodic minor delays, the PED has complied with this requirement and can provide evidence of the schedule of releases. An example of the latest release is appended to this document.

The PED has made some adjustments in production that will insure that LEA report cards are released on a more predictable schedule:

- Production has been transferred from an external contractor to in-house personnel, which provides better control of formatting, data quality, and timeliness. The program that generates report cards was rewritten in more user friendly software in late 2013.
- The timetable of certain late data collections (Quality of Education Survey, Post Secondary Data) have been moved forward in the year
- A formal review has been established early in the year for certain data elements that were routinely challenged by LEAs post-release, eliminating this delay

The PED has developed a profile for schools called The Data Review. The Data Review provides a clear and concise graphic that depicts Q1 and Q3 student data for all subgroups in reading and math. In addition, The Data Review also includes targeted questions based on data trends. The guiding questions provide a framework for thoughtful and systematic analysis of the schools multi-tiered levels of support (Tier I, Tier II and Tier III) and contain

essential components to examine if systems are in place to improve academic success for all students with a focus on subgroups and/or content. Each school is required to identify priorities based on the targeted questions and create action steps in their WebEPSS.

Operationally, there are two routes that determine whether a district will be required to respond to poor ESEA subgroup performance:

1) During each annual budget review, the New Mexico Public Education Department will use the current and prior year of data to determine whether for two consecutive years the district has 50% or more of its ESEA subgroups not meeting the SGTs which if true will trigger the budget process to examine plans for interventions specific to those ESEA subgroups. In order to avoid duplicative efforts, and also to be mindful of capacity (especially in the many small districts that exist in New Mexico), we will first check whether or not the ESEA subgroup(s) requiring an intervention is already captured in a school classified as Priority, Focus, or Strategic. Since schools with any of those classifications are required to design interventions addressing the needs of those students as a primary step, districts would be required to focus on students who are not already the target of interventions.

2) We focus on preparing all students to be college and career ready, and in order ensure that all students graduate with the requisite skills, we will monitor at the district level, graduation and matriculation rates by subgroups. We will monitor the students by ESEA subgroups in grades 3, 8, and high school for matriculation and graduation by subgroup. In this way we expand the notion of ensuring that all students are on track to graduating college and career ready and not merely waiting until high school graduation to determine that there are inequities. For each district, we will calculate whether there is disproportionate amount of ESEA subgroup representation in the students held back between grades K-3 (inclusive). Under the early reading initiative being developed and implemented now, PED will begin screening all students in grades K-3 for reading difficulties in the 2012-2013 school year. If a student is found to be struggling, schools will immediately need to develop an intervention plan to support a student's specific area of struggle as identified by the common screening

assessment. Included in the early reading initiative is the requirement that at the end of third grade, any student scoring at the Beginning Step level on the SBA will be retained[26]. The goal is not to retain students, but rather to intervene early and strategically so that New Mexico third graders are ready for success in later grades. This check provides incentives for early interventions to be taken seriously, as there are accountability consequences. Disproportionate representation means that there is a statistically significantly greater proportion of students being held back in an ESEA subgroup than there are in the all students group being held back.[27] This will trigger a required response from the district to develop interventions aimed at those subgroups for early interventions. Similarly, students who matriculate from grade 8 to grade 9 and are not yet proficient and are disproportionately one ESEA subgroup would trigger district-wide interventions. In other words, we specifically monitor students who matriculate from grade 8 to grade 9, but are below the proficient performance level and calculate representation of each ESEA subgroup compared to the all students group. And finally, we track high school graduation by subgroup and disproportional representation in graduation would trigger interventions.

The PED strives to seek a balance between supporting districts as they develop their budgets while maintaining the appropriate level of local control. As such, the responsibility will lie with the districts to propose how they will target resources to drive improvement in struggling schools. The Clearinghouse PED is developing with grant funds will provide an initial level of state support for districts as they look to identify and select proven programs and practices to implement in schools where there is an achievement gap. Additionally, the state will make resources such as the Curriculum Audit being used in Priority and Focus schools available as another layer of state support if districts request that support. Before a budget is approved, the PED will ensure that resources are adequately targeted to explicitly support struggling ESEA subgroups in schools.

[26] The early reading initiative includes several exemptions specific to alternate ways to show proficiency, students with disabilities and English Language Learners. Please see the Principle 2Attachments for the full list of exemptions.

[27] This will be computed by using a logistic regression from which it can be determined whether the odds ratios are statistically significant.

Because the PED reviews and approves budgets annually, we are committed to looking at achievement data annually through the budget review process to ensure that schools and districts are seeing a return on their investment – increased subgroup achievement. This annual monitoring will not only allow districts to determine if their interventions have increased subgroup achievement, but will also allow PED to identify best practices and programs that can be shared via the Clearinghouse when achievement for ESEA subgroups increases. If upon monitoring it is found that subgroups are not meeting SGTs, the PED will require districts to develop implement different intervention supports and strategies that will be approved as part of WebEPSS and the budget review process.

Through existing authority, the PED reviews each district and state charter school budget annually for fiscal solvency and alignment to proven strategies and programs that increase student achievement. Each district will need to explore subgroup achievement and when achievement gaps are evident, align dollar, strategies, and supports to specifically target the learning needs of low performing subgroups. The PED feels strongly that utilizing an existing process will maximize efficacy of this effort and further reinforce the notion that all schools are responsible for the learning of all students in their school.

The PED used additional resources to support low performing schools. With a grant from the Daniel's Fund, the PED is finalizing the development of a best practices clearinghouse – NMBEST – that will launch summer 2014. NMBEST highlights schools across New Mexico that have outperformed their peers in areas such as extending the school day, the Response to Intervention framework, and literacy. Further, the grant has allowed for mentorship project called Principals Pursuing Excellence (PPE). New Mexico principals for low performing schools are mentored by leaders of high performing schools. Our goal is to build the capacity within our state to ensure that achievement gaps close and that all students have access to a strong school by providing leaders with opportunities to strengthen behaviors that cause dramatic change in schools. The PPE project connects to the research of Public Impact Principles and is loosely modeled after the University of Virginia School Turnaround Leader

program.

Ahead of the budget review process, the PED will work to develop a protocol for the reviewers to look at subgroup data in the context of aligning budgetary and programmatic support to yield a return on investment (increased student achievement), creating alignment within PED (between the fiscal and program offices) will increase the efficacy of the budget review process overall, but also allow for a streamlined review and focus on employing strategies and investing dollars to support the increased achievement of low-achieving ESEA subgroups.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
☒ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012	☐ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and

school year (see Assurance 14).	systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Overview of Teacher and School Leader Evaluation

In August 2011, by Executive Order of Governor Susana Martinez, the New Mexico Effective Teaching Task Force submitted recommendations that proposed to overhaul the evaluation system within the state of New Mexico for teachers and school leaders. These recommendations include establishing a differentiated evaluation system for teachers and school leaders that utilizes student achievement as a critical component of the process, reformulating the compensation system to reflect the evaluation process, and enhancing the recruitment and retention of teachers and school leaders through enhanced professional development and incentivized pay for highly effective teachers and school leaders in to serve in high need, low income schools.

New Mexico's initiative to incorporate an objective evaluation system is predicated on the belief that each educator will be equipped with data that is meaningful and relevant in providing actionable information for continuous improvement within the evaluation system, and ultimately, increased student achievement. As New Mexico continues to implement the Common Core Standards and the A-F School Grading Act, the continued implementation of a uniform, achievement-based evaluation process will enhance our ability to produce a highly marketable, college and career ready student body.

Teacher Evaluation

During the 2013-2014 school year, New Mexico fully implemented the NMTEACH Effectiveness System which incorporates five levels of effectiveness. While the three tier system of licensure remains part of the advancement and compensation system, NMTEACH requires all teachers to demonstrate effectiveness regardless of license level. Provisional or Level 1 licenses are issued to beginning teachers for a period of five years. These licenses must be advanced by the end of the fifth year via a successful submission of a portfolio assessment. Advancement via use of this portfolio will be in place for two more school years as the NMTEACH system establishes effectiveness ratings that will be the requirement for advancement beginning in the 2015-2016 school year. A failure to successfully advance a Level 1 license will result in the teacher losing their ability to be licensed again for three years. Teachers with Level 1 licenses must be evaluated annually using a uniform evaluation that reflects upon the nine competencies for educators outlined by the state. Teachers at Level 1 will receive a base salary of $33,000.00 in the 2014-2015 school year, a ten percent increase from previous years.

Professional, or Level 2 licenses, are nine year licenses that do not require advancement, and can be maintained for the duration of a teacher's career after initial advancement from Level 1. Under the NMTEACH system, Level 2 teachers are required to be evaluated annually using the multiple measure criteria. Teachers at Level 2 receive a base salary of $40,000.00.

A Level 2 teacher can choose to advance to Level 3 after three "successful" years of teaching with a Level 2 license, earning a Master's Degree, and successful completion of a portfolio assessment. Beginning in 2015-2016, the process for advancement will be based on effectiveness within the NMTEACH Effectiveness System. Level 3 teachers are required to be evaluated every third year. Under the NMTEACH system, Level 2 teachers are required to be evaluated annually using the multiple measure criteria. There is not an ability to advance salary or level once this level is reached.

Under the NMTEACH system that has been implemented this year, all teachers must be evaluated annually, using the multiple measures adopted through administrative regulation in

2012. This evaluation process includes teacher practice that is measured by effective pedagogical implementation.

In order to improve the previous evaluation system, PED has promulgated regulations that outline the requirements of a new teacher and principal evaluation system. Included in the NMTEACH system are:

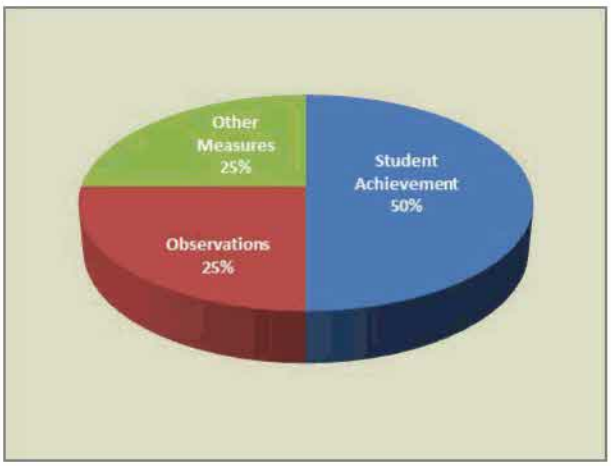
- Multiple measures, including student achievement, to evaluate teachers and school leaders;
- Include five levels of performance – Ineffective, Minimally Effective, Effective, Highly Effective, Exemplary – to differentiate among teachers and school leaders;
- Require annual evaluations of teachers and school leaders;
- Align professional development to evaluation results and provide teachers and school leaders with opportunity to improve their practice; and
- Inform personnel decisions based upon the results of the evaluation.

The PED feels strongly that the inclusion of multiple measures in a redesigned teacher evaluation system is critical to ensure efficiency, accuracy, and an accurate portrayal of a teacher's impact on student learning. The full Task Force report and recommendations can be found in the Principle 3Attachments. In addition, PED convened a stakeholder group to inform the process of implementation in June 2012. This stakeholder group included teachers, principals, superintendents, and other educational professionals. The stakeholder group continues to work with NMPED in disseminating information statewide.

In initial implementation, teachers have been grouped into groups A, B, and C. Group A are teachers in tested subjects and grades. Group B are teachers in non-tested subjects and grades. Group C are teachers in Kindergarten through 2nd grade. All three of these groups of teachers are being evaluated using the NMTEACH system during the current school year. Group D teachers includes Library-Media Specialists, Interventionists, Instructional Coaches, and Special Education teachers of students with severe disabilities will enter the NMTEACH system in 2014-2015, following the same framework as groups A, B, and C.

For teachers in tested subjects and grades, the following evaluation will be implemented, with baseline data being gathered from the 2010-2011 school year:

- 50% based on a Value Added Model (VAM) of student achievement;
- 25% based on NMTEACH observation model; and
- 25% based on locally adopted (and PED approved) multiple measures.

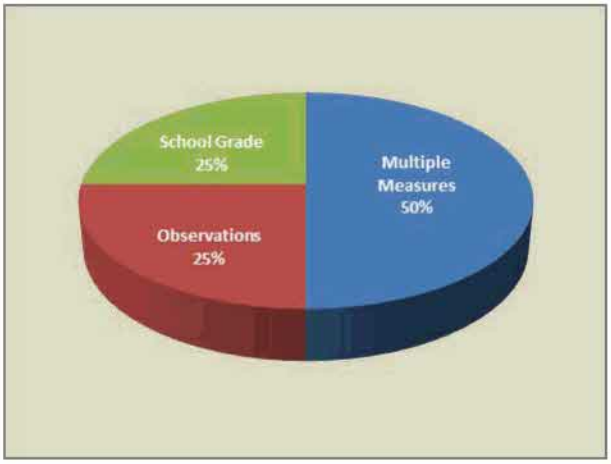


In establishing the VAM criteria, the PED will establish a rigorous data review process prior to disseminating information to local districts for inclusion in the locally-adopted teacher evaluation process. Teachers will also be provided with their value-added information for purposes of informing instruction, establishing actionable data, and identifying areas for professional development. In addition to providing baseline data, beginning with the 2010-2011 school year, the PED's VAM will seek to use three years of data for every area possible, providing LEAs and teachers with longitudinal data regarding practice and needs. Those teachers who do not have three years of data will be placed on Graduated Considerations in which they have a reduced percentage of their individual evaluation based on standardized assessments until three years of data is available. See the Principle 3Attachments for details on Graduated Considerations.

For teacher in non-tested subjects and grades, the following evaluation has been implemented, with baseline data being gathered from the 2012-2013 school year:

- 50% based on a school's End of Course exams or locally adopted (PED approved) measures;
- 25% based on NMTEACH observation protocol; and

- 25% based on locally adopted (and PED approved) multiple measures.



Like Group A Teachers, all grades and subjects that do not have an assessment will be placed on Graduated Considerations until valid and reliable measures of student achievement growth are available.

To effectively implement the NMTEACH EES, PED provided graduated considerations for teachers with less than three years of student achievement data linked to them. By utilizing graduated considerations, the NMTEACH EES was able to provide individual student achievement measures for 6,050 additional teachers that would have otherwise only used group or cohort measures. This allowed the NMTEACH EES to apply STAM measures for approximately 44% of teachers under the NMTEACH system.

In addition, by adding the additional teachers measured by STAM, the NMTEACH system was able to better identify more Ineffective and Minimally Effective teachers as well as identify more Highly Effective and Exemplary teachers. In general, graduated considerations have allowed the NMTEACH system to use STAM for teachers in tested subjects and grades that may not have three years of student achievement data, as well as for those that teach in traditionally non-tested subjects and grades.

Student Achievements As A Significant Factor

The range for effective in Student Achievement is set wide enough to demonstrate a teacher's impact on student growth at the minimum of an acceptable level – a year's worth of growth in

a year's worth of time. The Educator Effectiveness System is a compensatory system (combined score); and, a baseline of 50 ensures that an effective teacher's overall composite score encompasses a year's worth of growth. A teacher must earn 50 points, or at least 50% of possible achievement points, to receive a summative rating of "effective" or better. Thus, a teacher cannot be rated effective overall without being effective in STAM.

As NMTEACH emphasizes STAM as one of the multiple measures of performance, use of graduated considerations helped to enhance and differentiate a larger proportion of teachers in 2013-2014. Below is a breakdown of the NMTEACH distribution according to observations, STAM, and overall.

	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**	**Exemplary**
Observations Only	.3%	14.4%	76.8%	8.0%	.51%
Student Achievement Measures	3.0%	17.8%	58.8%	16.6%	3.9%
Overall	2.8%	19.5%	56.0%	20.2%	1.5%

School Leader Evaluation

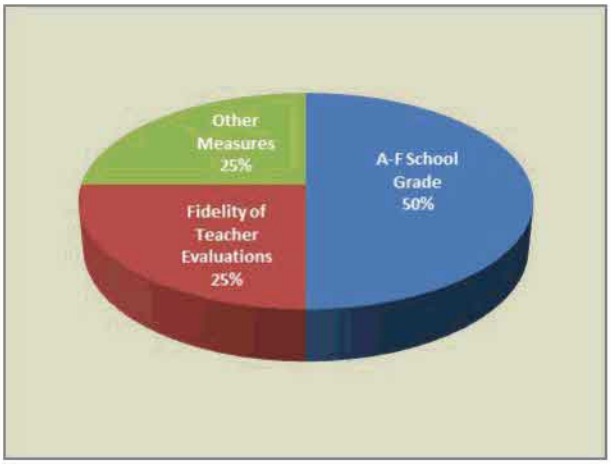
New Mexico school leaders are currently required to be evaluated annually using the Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P). This evaluation requires that site administrators are evaluated using four domains or competencies: instructional leadership, communication, professional development, and operations management. Secondary administrators have an additional competency of scope or responsibility in secondary schools.

In the past school leader evaluation model, only the domain pertaining to secondary school administrators mentions achievement as a component of demonstrating effectiveness. In addition, there is not a criterion regarding achievement data to be used in measuring the administrator's performance. The administrative evaluation does allow for differentiation of skills by respective administrators, though the differentiation of skills (beginning, emerging, proficient, advanced) does not have a clear indicator of administrators that are not making progress.

Similar to that of the teachers, the school leader evaluation must have a more direct correlation to the performance of students and ultimately to their achievement data. Thus, the PED will implement an evaluation system that will directly link New Mexico's A-F formula to the school leader's evaluation.

The formula for determining the school leader's evaluation will comprise of the following:

- 50% based on a school's growth measures as calculated in the A-F School Grade;
- 25% fidelity of teacher observations and evaluations; and
- 25% other measures as determined by LEA's (and PED approval).



Progress to Date

Since the initial approval of New Mexico's ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Principle 3 Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

As New Mexico was finalizing our ESEA Flexibility request, the state was also in the midst of legislative session. During the 2012 legislative session, the Public Education Department (PED) brought forward teacher and school leader evaluation legislation. The Task Force

recommendations from summer 2011 formed the basis of the original bill.

House Bill 249 (HB249) was introduced at the start of the session. Over the course of the 30 day legislative session, HB249 went through multiple rounds of negotiations with republican and democratic members, PED leadership, the National Education Association (NEA), and the New Mexico Business Roundtable. What emerged was a compromise bill that kept the rigor included in the original version of HB249 and was supported by the NEA, the New Mexico Business Roundtable, PED, and leadership from both the republican and democratic parties. On February 14, 2012, HB249 passed off of the New Mexico House floor 57 – 9. On February 16, 2012, the New Mexico legislature adjourned for the year.

Despite having bipartisan support for HB249 in the Senate (Chairwoman of the Senate Education Committee, Cynthia Nava, was involved in every negotiation), there was not enough time left in session to pass HB249 fully through the Senate.
HB249 remained close to the original Task Force recommendations that formed the basis of the original bill. However, there were some key changes and compromises:

- Implementation of the full system was moved up to the 2013 – 2014 school year;
- Inclusion of an implementation advisory council;
- Teachers in tested grades and subjects and non-tested would be evaluated in the following manner –
    - 50% based on valid and reliable measures student achievement growth, of which the council will provide feedback on the distribution of the 50%;
    - 50% based on observations and locally selected, PED approved multiple measures; and
- School leaders would be evaluated in the following manner –
    - 50% based on valid and reliable measures of student achievement growth and school growth;
    - 50% based on measures that relate to instructional leadership, feedback from teachers, parents and other staff, and the fidelity with which the school leader implements the evaluation system within their school.

Implementation

New Mexico is committed to implementing a redesigned teacher and school leader evaluation system that prioritizes student achievement. On April 11, 2012, Governor Susana Martinez directed PED to move forward with implementation of a new teacher and school leader evaluation system. While HB249 did not pass, PED has authority to move forward with implementing a new evaluation schema in regulation. Currently, the details of the existing evaluation system are specified in regulation as existing statutory authority is as follows:

22-10A-19: Teachers and school principals; accountability; evaluations; professional development; peer intervention; mentoring.

A. The department shall adopt criteria and minimum highly objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees.

Because HB249 did not pass, the above authority remains fully in-tact.

Since the end of the 2012 legislative session (noon on February 16), PED has taken key steps to move towards implementation:

- Established the New Mexico Teacher Evaluation Advisory Council (NMTEACH);
- Convened NMTEACH;
- Noticed the intent to move forward with regulation to redesign the teacher and school leader evaluation system;
- Drafted and released regulation that aligns to HB249; and
- Identified participants to pilot key components of the proposed system in the 2012 – 2013 school year.

Details of each of these activities is below.

NMTEACH

HB249 outlined an advisory group to be convened to guide the PED on implementation of a new evaluation system. Recognizing that implementation of a new evaluation system will be complex, PED has moved forward with convening an advisory council that matches the one outlined in HB249.

On May 1, 2012, PED put out a call for nominations for interested parties to serve on

NMTEACH (see Principle 3 Attachments). It should be noted that the time for nominations was extended past the original date in the press release. As such, final selections were not made until May 25th and the first NMTEACH meeting did not take place until June 4th. Members of NMTEACH are outlined in the Principle 3 Attachments.

NMTEACH will be working towards the following outcomes:

- Define implementation steps for evaluation system;
- Based on state pilot, further refine implementation; and
- Establish guidance for state and district level implementation of evaluation system.

The specific areas NMTEACH will provide feedback, input, and guidance on include:

- Evaluation pilot;
- Alignment with the current 3 Tier Licensure System;
- Teacher certification and advancement;
- Observations (how many, how often, etc.);
- Teacher preparation;
- Data collection and reporting;
- Professional development and training;
- Multiple measures;
- Measures of student achievement growth; and
- Principal and teacher support.

Because the members of NMTEACH represent stakeholders that will be directly impacted by the final evaluation systems, as well as the cultural diversity of New Mexico, PED feels that the work of NMTEACH will be systemic and ongoing. NMTEACH will meet intensively throughout the summer and through the 2012 – 2013 school year as well.

Evaluation Regulation

As previously noted, the Public Education Department used existing authority to move forward with implementing a new teacher and school leader evaluation system via the

regulatory process.

On June 1, 2012, PED noticed that it intended to publish a proposed rule on June 14, 2012. On June 14, 2012, PED published the draft rule (included in the Principle 3 Attachments for review). The draft rule outlines in detail the framework the state will implement as a new evaluation system. The draft rule was open for a 30 day written comment period and then the period will commence with a public hearing on July 18, 2012. Upon completion of the comment period, PED considered all comments received, both written and verbal, and make any necessary changes before publishing the final rule in August 2012.

Prior to publication of the draft rule, PED leadership shared a copy of the draft language with NMTEACH for their direct feedback and edits prior to publication. While it is not common practice to do so in New Mexico when undertaking the regulatory process, PED felt it was critical to have the opportunity to share the proposed framework with practitioners and receive their feedback.

Pilot

In an effort to ensure that the new evaluation system can be implemented with fidelity during the 2013 – 2014 school year, PED worked with partner schools and districts during the 2012 – 2013 school year to pilot key aspects of the new system throughout the fall and winter. This will provide clarity on adjustments that need to be made, as well as the specific professional development and training that will need to be provided during spring and summer 2013 for all districts. Pilot partners include 12 of the state's School Improvement Grant (SIG) schools, as well as 21 school districts that represent different geographic regions of the state.

During the pilot, the following areas will be considered:

- Observation protocols (how many protocols statewide, how many observations per year);
- Professional development and training;
- Measures of student achievement growth for non-tested subjects and grades;
- Other multiple measures; and

- Data and collection and reporting.

PED convened all pilot participants the week of July 9 to begin the initial steps of implementation. Over the summer, pilot participants will be trained on observation protocols, select multiple measures, and begin sharing required data with the PED. To fund the pilot, as well as training for all districts prior to the 2013 – 2014 school year, PED has $700,000 available. These dollars will be used to provide initial training on observations, multiple measures, and over-time, the development of rigorous end-of-course exams that could be used to measure student achievement growth at the secondary level.

Timeline

The timeline for the teacher and school leader evaluation began in April 2011 with the establishment of the New Mexico Effective Teaching Task Force. In order to successfully implement a redesigned teacher and school leader evaluation system, the PED will phase implementation of the new evaluation protocol by the 2013-2014 school year. The following timeline will be utilized:

Key Milestone/Activity	Timeline	Party Responsible
Establish statewide advisory council to support development of regulations aligned to legislation and provide input on implementation of new evaluation system	Completed May 2012	PED
Pilot observation protocol	September 2012 – March 2013	PED; Participating pilot sites
Baseline data runs	November 2012 – March 2013	PED
LEAs submit multiple measure selections to PED	Spring 2013	PED; LEAs

	Training and technical assistance to district administrators on new evaluation system	Spring – Summer 2013	PED; LEAs	
	Regional, in-person training on new evaluation system for principals	June 2013	PED; LEAs	
	Full implementation of teacher and principal system	2013-2014	PED; LEAs	

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Implementation of Evaluation Systems in LEAs

As New Mexico moves toward a more robust and comprehensive evaluation system that directly links student achievement to the evaluation of teachers and school leaders, it is incumbent on the SEA to engage LEA representatives in the form of all stakeholders. Since the initial approval of New Mexico's ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Principle 3Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

On June 1, 2012, PED noticed that it intended to publish a proposed rule on June 14, 2012. On June 14, 2012, PED published the draft rule (included in the Principle 3 Attachments for review). The draft rule outlined in detail the framework the state will implement as a new evaluation system. The draft rule was open for a 30 day written comment period and then the

period commenced with a public hearing on July 18, 2012. Prior to publication of the draft rule, PED leadership shared a copy of the draft language with NMTEACH for their direct feedback and edits prior to publication. While it is not common practice to do so in New Mexico when undertaking the regulatory process, PED felt it was critical to have the opportunity to share the proposed framework with practitioners and receive their feedback.

Current and Future Activities

On August 30, 2012, New Mexico completed the promulgation of new rules (included in the Principle 3 Attachments) establishing a revised statewide teacher and principal system. This new system establishes the following multiple measure criteria:

- 50% Growth in Student Achievement for tested grades and subjects:
  - 35% New Mexico's Standards Based Assessment;
  - 15% District adopted measures (End of Course Exams, ACT, District-created measures of achievement, SAT, AP, etc.);
- For principals, this criteria will be based on improvement in their respective school's school grade (New Mexico's accountability system); OR
- 50% Growth in Student Achievement for non-tested grades and subjects:
- Measures such as state or district developed End of Course exams, etc (identified during the 2012-2013 pilot year).
- 25% Observations (teachers)/Fidelity of conducting observations (principals).
- 25% Other measures that connect practice to increased student outcomes such as:
  - Student surveys;
  - Teacher attendance

In establishing new criteria for evaluation, NMPED has convened a group of state educational stakeholders to participate in a standing committee (NMTEACH), providing feedback, technical assistance, and recommendations on New Mexico's 2012-2013 pilot of the evaluation criteria, as well as statewide implementation.

Developing and Validating Assessments

In August of 2012, New Mexico developed End of Course Exams (EOC) in 7 subjects. The subjects are: US History (including the NM Constitution and the US Constitution), Algebra II, Integrated Mathematics III, Biology, Chemistry, English III, and Writing. To accomplish this work, PED recruited content-area teachers that received PD on test development and built the actual EOC exams. PED has developed additional EoCs and now has 62 available for use. A full list of EoCs that PED has developed is included in the Principle 3 Attachments.

During October of 2013, based on test development professional development, PED created an assessment validation rubric for review of district-developed EOCs. Districts can use State developed EOCs or their own, but district developed assessments must meet same rigor as State developed assessments.

During the Fall/Winter of 2012-2013, PED administered state-developed EoCs in pilot schools to collect data to ensure EoC quality and to evaluate the appropriateness of the assessment validation rubric. This process for determining assessment validation was leveraged for continued development of assessments statewide. In addition to establishing assessments for non-tested grades and subjects, the rubric will be validated for establishing assessments that may be used to establish other measures of student growth.

During the Spring/Summer of 2013, PED continued district test development professional development with District Test Coordinators to allow districts to develop their own EoCs. Assessments must be in place and submitted to PED for review three months prior to administration.

Reviewing Locally Designed Assessments

The elements required to ensure that locally developed assessments are reliable, valid, and rigorous are outlined below. PED developed a detailed rubric to provide districts with guidance and expectations for using a locally developed assessment.

District developed EOC exams:

- Must be submitted for review by PED;

- Must be aligned to the New Mexico Content Standards for 2013 and the Common Core State Standards for 2014 and beyond in Math and English Language Arts;
- Must be aligned to the New Mexico Content Standards in Social Studies and Science for 2013 and beyond;
- Must be reliable:
- Empirical reliability evidence based on prior administrations, and
- Plan to evaluate empirical evidence and procedures to address inadequacies;
- Must have evidence to ensure valid score interpretation:
- Test blueprint,
- Cognitive demand review,
- Content review,
- Fairness and accessibility review,
- Bias review, and
- Alignment review.

Stakeholder Input and Guidance of Evaluation System

On May 1, 2012, PED announced that it would be establishing a committee (NMTEACH) of educational stakeholders to advise New Mexico's Secretary of Education on implementation of a new statewide evaluation system for New Mexico. The committee consists of the following members:

3 New Mexico teachers nominated from teaching organizations

3 New Mexico teachers to be selected by the Public Education Department (PED)

3 New Mexico principals:

1 nominated by a principal organization

1 from a New Mexico charter school

1 "at large" selected by PED

1 Member from the Hispanic Education Advisory Council (statutory committee)

1 Member from the Indian Education Advisory Council (statutory committee)

1 Member from the New Mexico business community

2 National technical experts

1 Member from a New Mexico institute of higher education

3 District administrator representatives

The membership of this committee is reflective of the membership proposed during the 2012 legislative session in which this evaluation system was proposed in House Bill 249. With support from both the National Education Association-NM and the New Mexico business community, this legislative effort passed the House with a vote of 57-9. Due to the shortened time frame of the legislative session, it was unable to make it to the senate floor for a vote.

Implementation Plan of Standardized Observation Protocol

New Mexico convened the NMTEACH committee on June 4, 2012. This advisory committee met regularly during the months of June, July, and August to review research on observations, assessments, growth models, and existing initiatives of evaluation in other cities and states. NMTEACH has continued to meet throughout fall on a monthly basis.

To date, NMTEACH has studied the following topics:

- Observation protocols
  - Presentation by Charlotte Danielson (Framework for Teaching)
  - Presentation by David Briseño (considerations for ELLs)
  - Presentation by Christine Sims (considerations for American Indians)
- VAM models
  - Presentation by Dan Goldhaber (University of Washington)
  - Presentation by Pete Goldschmidt (PED)
- Assessments
  - Presentation by Pete Goldschmidt (PED)
- Other topics
  - Pilot project updates (PED staff)
  - MET project presentation by Steve Cantrell
  - Albuquerque Public Schools pilot by Richard Bowman
  - Human Resources Panel discussion on implications of evaluations
  - Data Reporting and Collection presentation by Alecial Moll (PED)

On August 25, 2012, NMTEACH submitted and approved final recommendations and language regarding New Mexico's standardized observation protocol. The observation protocol has evolved from a simple checklist that accounted for easily demonstrated teacher actions to a tool that accounts for teacher and student actions, nuances within the environment of the classroom, and evidence-based actions that are indicative practices that enhance student learning.

After weeks of work, NMTEACH members adopted and approved the language for a protocol that encompasses four domains and identifies the NM teacher competencies. The observation includes five levels of effectiveness from ineffective to exemplary. Each level builds on the other, with an exemplary description indicating not only classroom effectiveness but great leadership. On August 29, 2012, PED initiated the training for pilot schools and districts on implementation of the observation protocol. In addition to web-based training, two face-to-face follow-up training sessions will occur on September 12 and 26. Beginning October 1, PED, along with training partners (Regional Education Cooperative IX and SREB) has begun to provide training to each of the pilot sites in the field. Pilot volunteers will accompany trainers to each respective site for real-time observations and rubric-training. Each site will be visited once in the fall semester and once in the spring semester.

Based on recommendations by NMTEACH, each teacher will be formally observed (minimum 20 minutes) three times; at least twice by a principal, and once by another trained rater. All raters must be formally trained via the PED pilot training. The recommendations for time of observations, number of observations, and training requirements are based on research conducted in the MET project. In addition, raters will be trained on conducting brief walkthroughs for data collection.

There will be two follow up training conferences for pilot sites during the spring semester. At these sessions, pilot sites will have an opportunity to discuss logistics, inter-rater reliability, and other issues with trainers and colleagues. Data collected from the early part of the pilot will be presented and analyzed by trainers and pilot sites.

Through a competitive procurement process PED identified a contractor to develop a web-based application for the NM observation protocol. This enhances efficiency of feedback, timeliness of reporting and collection of observation results, and provide opportunities for a quicker analysis of inter-rater reliability, protocol validity, and effectiveness of the pilot.

Observation protocols developed by LEAs must demonstrate that they also lead to valid score interpretations, in this case, with respect to teachers' skills, knowledge and abilities. LEA's must submit evidence for:

- Reliability:
- Empirical reliability evidence based on pilot administrations, including rater reliability,
- Plan to evaluate empirical evidence and procedures to address inadequacies, and
- Plan to maintain rater reliability.
- Must have evidence to ensure valid score interpretation:
- Framework basis for protocol,
- Content review,
- Fairness review,
- Bias review, and
- Alignment review.

All districts utilize the NMTEACH observation protocol.

Pilot Sites

Pilot sites will be piloting four related aspects of the educator evaluation system. The following districts have volunteered to pilot the new evaluation system:

- Central Consolidated Schools (NW New Mexico);
- Los Alamos Public Schools (North Central New Mexico);
- Bernalillo Public Schools (Central New Mexico);
- Portales Municipal Schools (Southeast New Mexico);
- Deming Public Schools (Southwest New Mexico);
- Las Cruces Public Schools (Southern New Mexico);

- Gadsden Independent Schools (Southern New Mexico);
- Cimarron Municipal Schools (Northeast New Mexico);
- Gallup McKinley Schools (Northwest New Mexico);
- Pecos Independent Schools (North Central New Mexico);
- Socorro Consolidated Schools (South Central New Mexico);
- Truth or Consequences Schools (South Central New Mexico);
- Aztec Municipal Schools (Northern New Mexico); and
- Albuquerque Public Schools (Central New Mexico).

In total, 65 schools and 18 districts, 4 charter schools, and 1 state school that is exempt from the accountability model within New Mexico.

During the pilot, PED monitored PD and principal implementation to develop strategies to enhance and maintain fidelity. PED, with partners, collected data on observations on a regular basis and provided technical assistance visits to sites, used desktop monitoring, as well as webinars. PED staff and training partners analyzed data and determined validity and inter-rater reliability.

In May 2012 at the annual NM data conference, new data modules related to the educator evaluation system were presented to LEAs. The pilot will allow NM to refine the data collection and verification processes. This includes developing business rules related to student/teacher assignments that will be developed in conjunction with NMTEACH.

PED has developed an appropriate Value Added Model (VAM) to calculate educator effectiveness in terms of educators' unique contribution to student learning. Multiple VAMs will be developed that include variations that will balance reliability, precision, parsimony, and stakeholder input.

Collaboration with Teachers and Administrators

PED is currently working with the NMTEACH advisory council which is a mixture of

teachers, principals, superintendents, and community stakeholders. This council is a standing group of professionals that advise on implementation and logistical implications of the pilot and then statewide rollout. In addition, teachers, principals, superintendents, and union representatives are participating in the trainings, meetings, webinars, and practice of the effective evaluation pilot. This includes 65 schools and 18 districts, 4 charter schools, and 1 state school that is exempt from the accountability model within New Mexico. All participants are volunteers.

ELL and students with disabilities are being accounted for within the NMTEACH council, as well as with presentations and trainings for the pilot programs. Considerations specific to ELL populations have been presented to the NMTEACH council on August 11 and 25, and the observation protocol is taking specific considerations of SIOP and other types of differentiated instruction. Pilot districts have been asked to include teachers and administrators that can provide specific feedback on underrepresented populations. Further, pilot schools and districts include unique populations that represent uniquely diverse populations within New Mexico.

PED is working with partners in developing technological software to help collect data of all components of the evaluation system. This software platform will allow statewide pilot analysis, as well as district and school level ability. In addition, the pilot trainings will take place at each of the sites participating, allowing for monitoring of implementation.

PED is currently working on a method for establishing a professional development approval process. We are reviewing our current framework of professional development to establish direct guidelines for districts and schools to target professional development. PED is also creating NMBEST, a New Mexico online warehouse of best practices. Using current contracts with partners to establish an interactive platform of immediate feedback and resulting professional development recommendations. PED is also working to establish data dashboard that allows all stakeholders to monitor progress at appropriate levels.

Measures of Student Growth

The clause "unless otherwise provided for" will not allow districts to opt out of the State-defined weighting formula. It is included to allow room for PED to expand what will be included in each component of the formula via guidance. For example, the multiple measures that may be considered for use are not defined in the rule – only their weighting. As such, the "unless otherwise defined" will allow PED to define what type of multiple measures will be eligible for inclusion via other guidance mechanisms. Further, section 6.69.8.8.F(2)(a) specifies that the "student achievement growth worth 50%" for teachers in tested grades and subjects is comprised of 35% based on the state SBA and 15% based on other PED-approved assessments. Student achievement gains, does in fact mean student growth.

Section 6.69.8.9 D(1)(2) states:

D. Beginning with school year 2013-2014, if a school district has not implemented appropriate assessments of courses for classroom teachers nor adopted a comparable measure of student achievement growth, student achievement growth shall be measured by:

(1) the growth in achievement of the classroom teacher's student on state assessments;

(2) the school's A through F letter grade pursuant to 6.19.8 NMAC for courses in which enrolled students do not take the state assessment, provided that a school district may assign instructional team student achievement growth to classroom teachers in lieu of using the school grade growth calculation; or

(3) state-developed end of course examinations or other PED-recommended options.

This language was included as a stop-gap measure in case a district *does not* develop and/or select other measures to determine student achievement growth in non-tested subjects and grades. The results of state assessments for teachers in non-tested grades and subjects will not be included in the evaluation of teachers in those classes and courses unless a district does not submit other measures to PED for use. We do not anticipate this happening.

The NMTEACH Educator Effectiveness System scoring is based off a 200 point total scale. Depending on the numerical score, a teacher receives one of five effectiveness ratings: Ineffective, Minimally Effective, Effective, Highly Effective, or Exemplary.

Effectiveness Levels	Ranges
Ineffective	<92
Minimally Effective	92 to <119
Effective	119 to <146
Highly Effective	146 to <173
Exemplary	173 to200

The components that make up the final effectiveness rating are: Student Achievement Measures (STAM), Classroom Observations, Professional Practice, and Other Multiple Measures. Of the 200 point total, 100 (or 50%) are allocated to STAM. (See the 'NMTEACH Cut Scores Reference Chart' document for details.)

The system is set up to emphasize a match between practice and student progress. Summative cut scores were set in such a way so that, overall, for the vast majority of scoring combinations, a summative rating of "Effective" can only be earned if the teacher demonstrates:

1) A year's worth of student achievement growth in a year's worth of time;

2) An average score of 3 out of 5 in all four domains of the NMTEACH Observation Rubric; and

3) An "Effective" rating in district-chosen options, such as student surveys, teacher attendance, etc.

For teachers whose scores show a wide discrepancy between STAM and the other measures, there is an articulated requirement for review by the district and state to ensure evaluations are accurate. Additionally, principals have received – and continue to receive – targeted training on conducting accurate observations and providing feedback. Conducting accurate observations is a key component of the principal evaluation system. (See the "NMTEACH Educator Effectiveness Plan: Final Summative Report" document used for principal evaluation as well as the accompanying .ppt document for principal training examples).

- **Student Growth.** We expect all students to attain at least a year's worth of academic

growth in a year's worth of time. An effective teacher is expected to provide each student (on average) a minimum of a year's worth of academic growth.

- **VAM.** Growth is measured using a Value Added Model (VAM) applied to student achievement scores. Three years of student achievement data are used to determine a teacher's Value Added Score (VAS). There is a one year lag in data collection of student achievement data. If three years of data is unavailable, then "Graduated Considerations" apply.

- **Graduated Considerations.** If a teacher does not have three years' worth of student achievement data, then the observation component of their evaluation is weighted more heavily (at 50% of the total score). In this case, it is still required that the teacher's STAM score be within the "Effective" range for them to receive a final summative rating of "Effective", "Highly Effective", or "Exemplary". By regulation, discrepancy between the STAM and qualitative measures trigger a district and state review.

Principal Evaluation

New Mexico's evaluation of principals will be comprised of three elements: growth in the school grade, locally adopted/PED approved measures, and fidelity of teacher/staff observations. There is additional development necessary for the components of locally adopted measures, and the rubric for fidelity of observations.

NMTEACH has recommended the use of teacher and parent surveys as well as allocation of resources. Both areas are currently under consideration and will be used during the spring semester to correlate outcomes with improvement in the school grade and observations of teachers as part of the pilot.

While there are three components of evaluation, the major labor is in the development of an observation protocol for teachers, and training on that protocol with principals. NMPED has implemented a training mechanism with the Pilot schools regarding the use of the observation protocol. This training includes three formal, conference-style trainings in August and

September, with "clinical follow-ups" during the remainder of the fall semester. This pilot is focused on calibrating the rater/principals in applying the observation protocol. During the clinicals, each principal will have the opportunity to work with peers and trainers in conducting observations, providing feedback, and establishing resources for instructional improvement. This clinical training will happen in both the fall and spring, with follow-up webinars and two spring conferences to unwrap data and lessons learned.

NMTEACH is currently working on developing a rubric that establishes "fidelity" of observations. This rubric will blend completion of observations with quality of observations. Principals will pilot the observations by conducting three per teacher in each school. Data will be collected through School Information Systems and reported to NMPED for overall collection.

Continuous Improvement

NMTEACH is working on developing recommendations that target instructional improvement for all teachers. Such supports will include educator access to the NMBEST warehouse of instructional strategies. In addition, NMPED is working with our contractors to develop a platform that supports school use of the observation protocol, communication to teachers, and efficient feedback with actionable PD opportunities that link to modules, videos, and other resources for teachers at all levels.

For teachers that are effective and highly effective, New Mexico will also provide opportunities for targeted professional development in areas that can meet exemplary competencies. For exemplary teachers, increased leadership opportunities and professional development in leadership, staff development, and instructional coaching will be offered.

In addition, highly effective and exemplary teachers will advance through the three-tier system at an increased rate. These teachers will also be recruited and trained to provide mentorship to teachers who are struggling in one or more areas of instruction. Continuing support will be provided to districts for implementing this process.

Professional Growth Plan

The original NMTEACH framework required all teachers rated Minimally Effective or Ineffective to be placed on a Professional Growth Plan (PGP) in the next school year. After year 1 summative evaluations were released in May, PED heard consistently from districts that this requirement in year 2 of NMTEACH was proving to be burdensome. As such, PED has agreed to a request from district that for year 2 of NMTEACH only all Ineffective teachers must be placed on a PGP and it is optional for Minimally Effective teachers. It us up to the discretion of the district to determine which Minimally Effective teachers will receive a PGP in year 2.

NEW MEXICO
ESEA FLEXIBILITY REQUEST
DECEMBER 8, 2015

Revised September 28, 2011
This document replaces the previous version, issued September 23, 2011.

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any

comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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LABEL	LIST OF ATTACHMENTS	PAGE
See General Attachments (GA)	Notice to LEAs	See General Attachments (GA)
	Comments on request received from LEAs (if applicable)	n/a
GA	Notice and information provided to the public regarding the request	GA
GA	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	GA
Included in Principle 2	Table 2: Reward, Priority, and Focus Schools	Included in Principle 2
See Principle 1 Attachments (P1A)	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	See Principle 1 Attachments (P1A)
P1A	New Mexico Common Core State Standards Transition Plan	P1A
P1A	New Mexico State Standards Alignment Study	P1A
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P2A	A-F School Grading Final Regulation	P2A
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P2A	Individual Student Growth Model	P2A
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P2A	New Mexico Tri-Annual Site Visit Protocol and Appendices	P2A
P2A	New Mexico Instructional Audit: Data and Practice	P2A
P2A	Example of New Mexico Data Review	P2A
P2A	District Report Card	P2A
See Principle 3 Attachments (P3A)	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	See Principle 3 Attachments (P3A)

P3A	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	P3A
P3A	NMTEACH Observation Rubric	P3A
P3A	NMTEACH Cut Scores and Calculation Summary	P3A
P3A	Graduated Considerations Overview	P3A
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: New Mexico Public Education Department	Requester's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501
State Contact for the ESEA Flexibility Request Name: Leighann Lenti Position and Office: Deputy Secretary for Policy and Program Contact's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501 Telephone: 505-827-6045 Fax: 505-827-6520 Email address: Leighann.Lenti@state.nm.us	
Chief State School Officer (Printed Name): Hanna Skandera	Telephone: 505-827-6688
Signature of the Chief State School Officer: X	Date: March 16, 2015
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to

serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA

section 1113.

☒ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Please see pages 92-132, pages 143-144, and Principle II Attachments.

☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Please see page 27 and pages 81-82.

ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☐ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority

and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☒ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☐ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Consultation

Since taking office in January 2011, Governor Martinez and the Public Education Department (PED) have advanced a bold reform agenda: "Kids First, New Mexico Wins." While there are multiple components to this agenda, two in particular are directly related to New Mexico's flexibility request: 1) Real Accountability, Real Results, and 2) Rewarding Effective Teachers and School Leaders.

"Real Accountability, Real Results" is now being implemented through New Mexico's A-F School Grading Act that was signed and passed during the 2011 legislative session. What is included in this request is directly aligned to the A-F School Grading Act and reflective of multiple conversations amongst various stakeholders. Upon passage of the legislation, the PED immediately began engaging stakeholders to garner input on the regulations and school grading model that would be utilized. Since April 2011, the PED has met nine times with the New Mexico Coalition of School Administrators on the A-F regulation and model, and has attended and presented at eight New Mexico School Boards Association regional meetings. Additionally, the PED provided a 30-day open comment period and held two public hearings (October 31, 2011 and November 2, 2011) on the proposed regulation and model. (http://www.ped.state.nm.us/calendar/2011/Notice%20-%20Public%20Hearing%20Scheduled%20on%20Grading%20Public%20Schools.pdf)

"Rewarding Effective Teachers and School Leaders" was jump started in April 2011 when Governor Martinez formed a Task Force to make recommendations on how to redesign New Mexico's current evaluation system. The 15-member Task Force met throughout the summer.

Each of the 10 Task Force meetings was open to the public and there was an opportunity provided for both written and public comment. (http://www.ped.state.nm.us/press/2011/Teacher%20Task%20Force%20-%20August%202,%202011%20meeting%20notice.pdf)

The PED also created a webpage that included all reading materials and presentations reviewed by the Task Force members. (http://www.ped.state.nm.us/ttf/index.html)

In addition to what is described above, PED senior staff visited 25 districts by the end 2011 and presented the A-F regulation and model, as well as the Task Force recommendations, which have formed the basis of the policy proposal included in sections 3.A and 3.B of this request. These district allowed the PED to garner additional feedback from key stakeholders.

In addressing the rule-making process for this A-F legislation, the PED convened nine formal meetings with an advisory group of superintendents from throughout the state. Each of these meetings consisted of a presentation by PED staff regarding proposals for the rules and calculation and dissemination of school grades, as well as an opportunity for superintendents to provide feedback and suggest changes and modifications. As the meetings progressed, the PED modified proposals as a result.

In addition, senior staff attended each of the eight New Mexico School Board Association meetings in the fall of 2011. At each meeting, school grading and other initiatives were presented, along with questions and answers from attendees. In all cases, feedback was recorded and became part of the development of the rule-making process. The PED also held regular meetings with the Coalition of School Administrators, as well as the New Mexico School Boards Association.

Also, as the rule was in development, the PED made 29 visits throughout the state to local school districts. A formal presentation of the A-F school grading initiative and the recommendations of the Teacher Task Force were made with a question-and-answer period to follow. Once again,

feedback was obtained and adjustments were made to the rules and proposals.

In addition to our outreach already undertaken with school districts, school boards, and superintendents, we will continue to engage those stakeholders, as well as with members of the Hispanic Education Advisory Council and the Indian Education Advisory Council. As New Mexico is a majority/minority state, we have reached out to a varied group of representatives to serve on these councils. In an effort to receive authentic feedback, both councils have been charged to serve as ongoing working groups, as opposed to the biannual meetings previously practiced. Members on each council represent Hispanic and Native American education advocacy groups that include: school teachers and administrators, ENLACE, MANA, New Mexico Association of Bilingual Educators, Dual Language New Mexico, the Hispano Chamber of Commerce, and LULAC. Also included are various parent representatives from various parts of New Mexico.

In their capacity, members have individually and collectively provided feedback regarding New Mexico's initiatives in A-F school grading and teacher evaluation. In addition, the PED's Student Success and Educator Quality divisions have worked with district's teachers, administrators, and community members to provide updates and receive input and feedback. Each division has visited well over 15 districts in sharing this information.

The PED held two public hearings regarding A-F school grading—one in Santa Fe on October 29, and the other in Alamogordo on November 1. The Secretary was in attendance for both hearings. Public comments from both hearings were taken into account in the final publication of the regulation.

Finally, as the development of the A-F regulation progressed, the PED responded to stakeholders in modifying the date of final determination and dissemination of school grades. Initially the PED planned to release school grades in August of 2011, but because of the input from stakeholders, the PED agreed to extend the rule-making process and final release to later in the fall semester. After further collaboration with stakeholders, the Secretary delayed the release

until January 2012.

Further Efforts

Since New Mexico's original waiver submission PED convened a second task force specific to teacher and principal evaluation. The NMTEACH task force met from 2012 – 2013 and provided specific feedback and guidance to PED on the NMTEACH observation rubric, number of observations required, multiple measures options, pilot process, data collection and reporting, and other aspects of implementation of the full NMTEACH system.

PED has also developed a Technical Working Group (TWG) to advise on both A-F and NMTEACH. The group represents technical expertise across New Mexico and meets quarterly to review elements surrounding school and educator quality.

In addition to the TWG, PED also engages monthly with the Assessment and Accountability Advisory Council (AAAC) on areas related to standards and assessment and how they impact school accountability and teacher evaluation. The AAAC has provided input on decisions specifically related to:

- Use of interim assessments in NMTEACH
- Use of PARCC results in student graduation requirements
- Implementation of New Mexico's new assessment – PARCC
- Adjustments to A-F school grades as a result of the transition to PARCC

Beginning in July 2014 PED began discussing proposed changes to A-F as a result of the transition to PARCC with superintendents and other district leaders. This conversation with continued in August, October, and January. All districts and stakeholders were also given a comment to review all proposed changes to New Mexico's ESEA Renewal request and provide written comments. To date, none have been received.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Engagement of Stakeholders

Specific to the waiver request, the PED has taken several concrete actions to solicit stakeholder input. First, the PED launched a webpage (http://www.ped.state.nm.us/skandera/waiver/index.html) that included not only the initial notice of our intent to pursue a waiver, but also a letter that was distributed to all superintendents and principals on September 28 notifying them of the PED's intent to pursue a waiver, as well as details on who to provide questions and input to (http://www.ped.state.nm.us/skandera/waiver/Letter%20to%20superintendents%20and%20principals.pdf).

Second, a front page story in the Albuquerque Journal on September 24, 2011, clearly articulated the need for flexibility and the state's intention to apply for the waiver. Third, each of the meetings described above directly influenced the policies outlined in this proposal.

Fourth, prior to the submission of this request, PED hosted stakeholder conference calls in which we described the components of our request, as well as answered questions and solicited feedback. Invited to those calls were the following:

- New Mexico Coalition of School Administrators
- New Mexico School Boards Association
- New Mexico Business Roundtable
- New Mexico's Committee of Practitioners
- District Bilingual Directors
- District Native American Directors
- SIG Superintendents
- Assessment and Accountability Advisory Council

Taken in total, the PED has consulted on numerous occasions with stakeholders on the development of the policies that are described in this request. As implementation proceeds, the PED remains committed to continuing an open dialogue to not only build support, but to also

solicit input on ideas as we continue to serve New Mexico's students.

The PED recently released baseline school grades for every school in New Mexico. Part of this release has been to provide aligned technical assistance and support to districts and schools, as well as to provide transparency to community members on baseline school grades.

Since the release of baseline data to schools and districts, the PED has hosted six technical assistance sessions and will continue to provide weekly technical assistance opportunities. Further, the PED launched a new website that is easy to use and accessible to all New Mexicans. http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

This tool allows community members to quickly access baseline school grading reports. In the coming weeks, these reports will also be available in Spanish and provide additional details relating to the achievement of specific subgroups. The PED will continue to provide resources through the new school grading website targeted to community members, stakeholders, and educators.

Further Efforts

As New Mexico has implemented its original approved waiver there have been multiple opportunities for stakeholder engagement.

- In 2014, PED sponsored a series of Common Core town halls across New Mexico in partnership wth LuLAC and NIEA. These town halls provided participants with an opportunity to learn about the new standards and assessment, New Mexico's implementation efforts, ask questions, and provide feedback on concerns. Each town hall had translators available for both Spanish and Navajo speakers to ensure all participants could fully participate.

- PED has also translated the full www.newmexicocommoncore.org website into Spanish and the grade level brochures into both Spanish and Navajo.

- PED continues to have monthly conversation with the AAAC related to multiple aspects of implementation of the policies outlined in this request, as well as other related areas.

- On a quarterly basis PED meets with the Bilingual and Hispanic Education Advisory Councils to discuss updates to key policies and garner input and feedback. Members of both councils also represent the interest of the business community, civil rights stakeholders, and the English learner and Hispanic communities. At the regular meetings with both groups the members provide feedback not only on the initiatives outlined in this renewal request, but other key reform initiatives. An example of their work are the current efforts underway to create a series of "look fors" using the NMTEACH rubric when observing classrooms to ensure that the academic needs of Hispanic and English learners are being met.

- PED is a member of the Employability Partnership (EP) and the Early Learning Advisory Council (ELAC). Both groups are appointed by the Governor and engage in active dialogue related to education reform efforts across New Mexico. ELAC meets quarterly and EP meets monthly. The EP has been very active in supporting New Mexico's efforts as the state has transitioned to the CCSS and PARCC. The Secretary sits on the EP and her senior leadership team often provides staff support. The EP has consistently supported the implementation of the CCSS and the call for action to ensure that all students graduate workforce and/or career ready.

- New Mexico began implementing the Real Results plan on 2011 to better support Students with Disabilities in low-performing Title I schools. This initiative has allowed for PED to regularly engage with the disability community to receive feedback on best practices that can be shared statewide. It has also created an opportunity to further support Students with Disabilities in a manner that is fully aligned with the A-F School Grading System.

- PED is an active participant at the regular conferences sponsored by the New Mexico School Boards Association and the New Mexico Coalition of Educational Leaders. In addition to participating in conferences for both groups, PED also regularly engages with the leadership of both groups to discuss proposed policy shifts and garner feedback.

- PED recently presented to the Deans and Directors workgroup. Deans and Directors

from New Mexico's Institutes of Higher Education participate and were given a chance to ask questions and provide feedback on New Mexico's proposed waiver changes.

- Last, PED provides consistent and frequent trainings for special education directors, bilingual directors, district test coordinators, district curriculum and instruction leaders, school principals, instructional coaches, and others including teachers on key reform efforts. These trainings always provide an opportunity for questions and feedback from participants.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Overview of Request

Through the "Kids First, New Mexico Wins" plan, the New Mexico Public Education Department (PED) has taken a key first step by clearly articulating the expectation that all students in New Mexico have the potential to reach high levels of achievement, regardless of background. Further, by implementing key initiatives such as the A-F School Grading Act and

redesigning the state's teacher and school leader evaluation system, New Mexico is consistently placing children at the center of all initiatives. New Mexico's request for flexibility meets each of the principles outlined, and the state is prepared and ready to implement what is included in this request. Further, each principle articulated allows New Mexico to create coordination and consistency across the policies outlined in this request.

Principle 1: College- and-Career-Ready Expectations for All Students

Since 1999, New Mexico has had content standards and assessments aligned to those standards in place. The standards were the first step in the development of an aligned system of standards and overtime assessments. While the current content standards laid a critical foundation, they did not include the depth and breadth necessary to ensure New Mexico students were prepared to compete with their peers in both college and career.

In October 2010, New Mexico adopted the Common Core State Standards (CCSS). The CCSS were adopted in order to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school. These standards are aligned with college and work expectations and provide a consistent understanding of what students are expected to know and be able to do, regardless of what state they live in. The development of the CCSS was a state-led process involving state leaders, teachers, and content experts, and draws upon the best state standards and most effective models from around the world. The CCSS ready students to compete in the global economy.

With the help of a statewide Planning Committee, the PED created an implementation plan for transitioning the state to the CCSS. This plan was shared with districts January 31, 2012 and has since been updated to reflect accomplishments and refined next steps. This plan, included in the Principle 1Attachments, details the key implementation steps for transitioning assessments, professional development, and curriculum and instruction/instructional materials to the CCSS. It also includes a communication plan for how the PED will effectively spread awareness on the CCSS transition to diverse stakeholders.

PED is on target for full implementation of the CCSS in 2014-2015. Full implementation

means that students will be assessed on the CCSS. Professional development on the CCSS for Math and English Language Arts (ELA) teachers for grades K-3 will begin during the summer of 2012, and grades K-3 will teach to the CCSS beginning in fall 2012. Math and ELA teachers in grades 4-12 will receive professional development on the CCSS during summer 2013, and begin teaching to the CCSS in fall 2013. The CCSS will be fully implemented and assessed in all grades through assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium during the 2014-2015 school year.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Signed and passed during the 2011 legislative session, the A-F School Grading Act ushered in a new school accountability era. Under the A-F School Grading Act, each public school in New Mexico will be given a grade of A, B, C, D, or F annually. The following goals of A-F are simple ones:

- Measure schools based on both proficiency and growth
- Meaningfully differentiate levels of success
- Avoid holding schools accountable for characteristics beyond their control
- Provide meaningful data to champion success and identify areas of improvement

While AYP provides specific goals, it fails to capture both proficiency and growth, it does not adequately differentiate among schools, and it has often narrowed the focus to students nearing proficiency.

The A-F School Grading Act specified that both measures of proficiency and growth are to be included when calculating a school's grade. Proficiency in both reading and math is included in New Mexico's school grading model. New Mexico has designed a system that holds the same expectations for all students in all subgroups. As such, New Mexico remains committed to continuing disaggregating data by student subgroups and supporting low-performing schools in the implementation of interventions aligned to the specific needs of student subgroups to ensure that the achievement gap is closing.

Growth was specifically defined as learning a year's worth of knowledge in one year's time as demonstrated by student performance on the New Mexico Standard-Based Assessment in reading and mathematics. As such, the school grading model includes growth measures for students moving from one performance level to a higher performance level, students who remain proficient or advanced, as well as growth for students who remain in beginning step or nearing proficient but move a certain number of scale score points. Additionally, the legislation specifies that the state must also look explicitly at the bottom 25% of students within a school.

New Mexico will also be measuring cohort growth in addition to individual school growth. We feel it is important to capture a complete picture of a school, and measuring cohort growth will further differentiate among schools.

The legislation specified that graduation rates and measures of college and career readiness be included for high schools. As such, the models for elementary and middle schools and high schools vary. The model for elementary and middle schools includes the following:

- Proficiency
- Growth
- Growth of the lowest quartile
- Attendance
- Opportunity to Learn Survey

The model for high schools includes the following:

- Proficiency
- Growth
- Growth for the lowest quartile
- Graduation rate and growth on graduation rate
- College and career readiness indicators (PSAT, ACT, AP, Dual enrollment, career-technical certification programs, etc.)
- Attendance

- Opportunity to learn student survey

While each school will be provided with an overall grade, New Mexico will also provide a separate grade for proficiency and a grade for growth. For example, a school could receive a B in growth, but a D in proficiency. Therefore the school's overall grade would be a C. This is critical as it will better allow the state to differentiate among schools and target interventions in a manner that specifically aligns to a schools area of need.

Since New Mexico's initial flexibility request, the state has completed the A-F regulation. The regulation articulates what factors are considered when grades are assigned, the cut points for each grade, and what will occur when a school is rated a D or F. The regulation was developed over the course of nine months with the engagement of various stakeholders across New Mexico outlined above.

Principle 3: Supporting Effective Instruction and Leadership

Research has clearly demonstrated the importance of the teacher in the classroom and the importance of leadership in each school (Rivkin, Hanushek, & Kain, 2005). In fact, our teachers are our biggest "change agents" when it comes to improved student achievement. When it comes to student learning, the difference between an average teacher and an exemplary teacher is noteworthy. To underscore this belief, in April 2011, Governor Martinez established an Effective Teaching Task Force via Executive Order (http://www.governor.state.nm.us/uploads/FileLinks/1e77a5621a1544e28318ba93fcd47d49/EO-2011-024.pdf). The charge of the Task Force was to make policy recommendation to the Governor in the following four key areas:

- Identify measures of student achievement—representing at least 50 % of the teacher evaluation—which shall be used for evaluating educator performance
- Identify demonstrated best practices of effective teachers and teaching, which should comprise the remaining basis for such evaluation
- How these measures of effective practice should be weighted
- How the State can transition to a performance-based compensation system,

whereby acknowledging student growth and progress

Using this as the foundation, the Task Force found that any redesigned teacher and school leader evaluation system *must* include multiple measures that prioritize student learning, as well as observations and other possible measures that effectively capture a true picture of teacher effectiveness. A rigorous and comprehensive system will not only provide a holistic view of a teacher's true impact on their students, but also encourage flexibility and buy-in at the local and school level.

Further, any new evaluation framework to measure teachers and school leaders must better enable districts to address and improve school personnel policies concerning professional development, promotion, compensation, performance pay, and tenure. The framework should identify teachers and school leaders who are most effective at helping students succeed, provide targeted assistance and professional development opportunities for teachers and school leaders, inform the match between teacher assignments and student and school needs, and inform incentives for effective teachers and school leaders.

The need for a more nuanced and robust system was clear. In a recent 2010 sample of 25 % of New Mexico's teachers, 99.998 % of these teachers received a rating of "meets competency" on their evaluations (versus "does not meet competency") (Public Education Department Data, 2010). Yet, we did not seeing proportional success in terms of New Mexico student achievement. This suggested a lack of alignment between the system that measures teacher performance and the system that measures student learning outcomes.

New Mexico fully implemented the NMTEACH Effectiveness System during the 2013-2014 school year. 20,677 teachers received NMTEACH summative ratings, with the distribution as follows:

- Exemplary-1.5%
- Highly Effective-20.2%
- Effective-56%
- Minimally Effective-19.5%
- Ineffective-2.8%

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Adoption of College-and-Career-Ready Standards

Since 1999, New Mexico has had content standards in place. New Mexico adopted the Common Core State Standards (CCSS) in October, 2010. The CCSS were adopted to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school.

The PED's Assessment and Accountability Bureau (A&A) coordinates the development and implementation of New Mexico's statewide assessment program which is designed to measure student attainment of standards and benchmarks in language arts, mathematics, and science. Until Spring 2015, the New Mexico accountability assessments, the Standards Based Assessment, were aligned to New Mexico's Core Curriculum Content Standards. Beginning in Spring 2015, the assessments in English language arts and mathematics will be aligned to the Common Core State Standards, and science assessments will continue being aligned with New Mexico's Core Curriculum Content Standards. The A&A works collaboratively with school districts, charter schools, Bureau of Indian Education, and State-educational institutions to collect and report information about student assessments in order to inform instruction, increase student learning, and help parents and the public assess the effectiveness of their schools.

The mission of the A&A is to develop valid and reliable assessment instruments, to administer these assessments under standardized and secure conditions, and to score and report the results of these assessments accurately, efficiently, and effectively given the constraints of available resources. The work of A&A satisfies both New Mexico and Federal regulations, including the requirements of New Mexico's school assessment and accountability laws and the requirements of the Elementary and Secondary Education Act

(ESEA).

Beginning in Spring 2015, A&A administers the following assessments:

- Partnership for Assessment of Readiness for College and Career (PARCC): Approximately 230,000 students in New Mexico take the PARCC assessments in English language arts in grades 3-11 and in mathematics in grades 3-8 and in high school when students are in PARCC-aligned courses of algebra I, geometry, and algebra II. Additionally, Spanish-speaking English Language Learners (ELLs) will take the PARCC math assessment in Spanish in grades 3-11 in their first 3 years in U.S. schools or in their 4th or 5th year with an approved Testing in English Waiver.
- Standards-Based Assessment (SBA): The SBA tests approximately 75,000 students in science (grades 4, 7, and 11). In 2015, the SBA Spanish in reading for grades 3-8, 10 and 11 and in writing for grades 3, 5, and 8 serves as the language arts accountability assessment for Spanish-speaking ELLs in their first 3 years in U.S. schools or in their 4th or 5th year with an approved Testing in English Waiver.
- National Center and State Collaborative (NCSC): NCSC is the alternate to PARCC in English language arts and mathematics for students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community). Students in grades 3-8 and 11 will take NCSC.
- New Mexico Alternate Performance Assessment (NMAPA): The NMAPA is the alternate to the SBA in Science for students in grades 4, 7, and 11 with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).
- Assessing Comprehension and Communication on English State-to-State for English Language Learners (ACCESS for ELLs): ACCESS for ELLs is a secure large-scale English language proficiency assessment given to K-12

students who have been identified as ELLs. It is given annually to monitor students' progress in acquiring English.

As New Mexico fully transitioned to the CCSS and PARCC, the state has ensured that there are ample opportunities for eight grade students to take advanced mathematics and robust support for disadvantaged students as they work to graduate college and career ready.

All New Mexico students have the opportunity to take advanced math classes prior to entering high school. New Mexico Administrative Code 6.29.1.11.B.5, *Standards for Excellence, Program Requirements*, states that "[i]n eighth grade, algebra I shall be offered in regular classroom settings, through online courses or agreements with high schools." Almost all middle schools in New Mexico offer algebra I courses, and those that do not allow students to attend advanced math courses at their local high school. In the 2013-2014 school year, 8,263 (33%) of eighth grade students took algebra I or more rigorous high school level math courses. All eighth grade students in advanced math courses take accountability assessments aligned to their curriculum. In high school, these students continue taking advanced coursework which typically includes geometry, algebra II, pre-calculus, trigonometry, financial literacy, and sometimes calculus.

The Public Education Department aggregates and reports standardized test scores of low income students based on their participation in the free and reduced price lunch program (FRLP). This helps PED target LEAs for professional development in programs to support ELA and math instruction. PED is also developing the Early Warning System, a dropout prevention program aimed at identifying students at risk for dropping out of high school. Since a high percentage of high school dropouts are economically disadvantaged, this program will help LEAs support these students and promote their retention in school.

To encourage economically disadvantaged students to take Advanced Placement (AP) exams, PED offers an AP test fee reduction program. Using state and federal funds, as well as a College Board fee reduction, the cost of the AP exam to eligible students is

$3.00—significantly lower than the full cost of the $91 exam. The criteria for fee reduction are based on eligibility for FRLP under the National School Lunch Act. Of 14,223 AP exams administered in 2014, 5,030 (35.4%) exams were taken by low income youth. The success of New Mexico's FRPL on Advanced Placement exams ranks among the top in the nation.

To support high academic rigor, New Mexico encourages all students to participate in dual credit courses for which students receive both high school and college credit. Over fifty seven percent of New Mexico students who took dual credit courses in the 2014-2015 school year are FRLP participants.

Additionally, the Carl D. Perkins Career and Technical Education Act introduces additional opportunities for FRLP students to excel in academics. The Act provides an increased focus on the academic achievement of career and technical education students and strengthens connections between secondary and postsecondary education. Of FRLP students taking a structured CTE sequence of three or more courses in a career cluster/pathway, ninety two percent attained a 2.0 or higher GPA in their CTE coursework, eighty eight percent graduated from high school, and all completed their CTE programs. Please see Principle 1 Attachments to read the full implementation plan for assessment, curriculum and instruction, professional development, and communication of the CCSS.

Creating the CCSS Implementation Plan: Methodology and Stakeholders

After adopting the Common Core State Standards (CCSS) in 2010, the PED received a CCSS Planning Grant from the W.K. Kellogg Foundation in order to create an implementation plan for transitioning to the CCSS.

As an initial step in creating the implementation plan, WestEd performed an alignment study (included in the Principle 1 Attachments) between the CCSS and the New Mexico standards. This study was used to inform curriculum mapping and to determine what

professional development and technical support was required for educators to teach the new CCSS. PED also developed and administrated a Transition to Common Core State Standards Planning Survey to all our districts and state-administrated charter schools. The results from this survey provided critical information on the needs of districts in order to prepare their teachers for the transition, and their technical needs in order to administer new, computer-based assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC).

Additionally, the PED created a statewide Planning Committee to create recommendations for the implementation plan. The PED also created a smaller Framework Development Team (FDT) to draft the implementation plan using the recommendations of the Planning Committee. Both of these groups consisted of educators, administrators, parents, and members of the business community, and contain representation from diverse stakeholders and communities across New Mexico. These groups included representation from rural and urban, small and large school districts from the North, East, West, Central, and Southern regions of the state. They also included members with experience in bilingual, and special education, as well as representation from the Hispanic and Native American communities. In addition to New Mexico educators and administrators, the FDT also included English Language Arts and Math content experts from WestEd as well as assessment experts with national and state-level experience in assessment transition. The CCSS Implementation Plan specifies participation of each of these teams.

Integration and Implementation

The New Mexico Common Core State Standards (NMCCSS) original Implementation Plan was created using a collaborative process involving two stakeholder advisory committees which provided recommendations and helped to draft the four sections of the plan: assessment, curriculum, professional development, and communication. Committee members were divided into assessment, communication, professional development, and curriculum and instruction teams focusing on developing each section of the plan. After completing a draft of each their

section of the plan, each team met with all other groups to ensure coordination and alignment among sections of the plan. These cross-team meetings occurred throughout the implementation plan development process and were effective in ensuring that the activities of all aspects of CCSS implementation reinforced each other. The timeline overview of the original implementation plan, (table 1D) demonstrates the alignment between the various sections of the plan.

The revised Implementation Plan was adjusted to highlight five major components; development process, communication, student assessment, professional development and leadership. To see in greater detail the coordination between CCSS implementation activities, key progress made and work plans, please see the implementation plan pages 26-27 for communication, 32-36 for assessment, 40-42 for Curriculum & Instruction, 62-68 for professional development, and 72-74 for leadership. Examples of key aligned milestones include the following:

- Implementation of the CCSS in grades K-3 in 2012-2013 correlated with regional professional development trainings for district leadership in spring 2012 and intensive summer CCSS Math and ELA professional development academies for K-3 educators in summer 2012. This is also aligned with our accelerated timeline for the adoption of instructional materials aligned to the CCSS for Math and ELA this spring in time for K-3 implementation in fall 2012. The K-3 implementation timeline was aligned with the 2013 Grade 3 Standards-Based Bridge Assessment, dually aligned to the CCSS and the New Mexico content standards that grade 3 took in place of the New Mexico Standards-Based Assessment (SBA) in spring 2013.
- In 2013-2014, implementation of the CCSS for grades 4-12, aligned with the professional development plan to begin ongoing study of the CCSS including Instructional Shifts in ELA/Literacy & Math, ELA Capacities of the Literate Individual, Math Critical Areas of Focus & Mathematical Practices during 2012-2013, with Math & ELA CCSS Implementation Academies for grades 4-12 in summer 2013. This was aligned with the assessment plan for the spring 2014 SBA Bridge Assessment dually aligned to the CCSS and to New Mexico content standards for grades 3-8, 10, and 11.

- The original and current communications plans align with the professional development, curriculum and instruction, and assessment implementation steps described above. Increased communication during spring and summer 2012 prepared for the implementation of grades K-3 in 2012-2013. This communication included the release of the NMCCSS Implementation Plan and alignment studies between the CCSS and the New Mexico content standards, a statewide conference for district teams sponsored by CCSSO, regional meetings and the unveiling of the CCSS website in February 2012, which houses professional development resources and CCSS FAQs for students, parents, community, and administrators.

- Additional examples of key aligned milestones in areas of communication, assessment, curriculum & instruction, and professional development can be seen in the tables below.

Communication: Table 1: Key Progress

Timeframe	Key Progress Made

2011–2012	• Memo to Superintendents from Secretary Skandera
	  ○ CCSS overview
	  ○ WestEd alignment study findings
	  ○ State CCSS Implementation Plan
	  ○ CCSSO-sponsored summit
	  ○ Launch of NMCCSS website
	• NMCCSS website launches
	• Public feedback enabled on new website and through conferences
	• Presentation and promotional materials made available
	• New Mexico PARCC Educator Leader Cadre (ELC) was formed. Cadre members become involved in presenting information around the state on the transition to the CCSS and PARCC.
	• District diagnostic survey

2012–2013	• Launch of Educator Leader Cadre website. ELC members continue presentations. • Leadership and Educator webinar series • State, regional, and local professional development support • NMCCSS website content expands • Public feedback continues via website • Updates from Secretary regarding assessment and professional development • Districts create plans to engage stakeholders
2013–2014	• State, regional, and local professional development support • NMCCSS website content expands

	○ Translation of NMCCSS website to Spanish • Public feedback continues via website • Release of CCSS informational brochures for parents in English, Spanish, and Navajo[1] • Release of parent module to support English Learners • Regional CCSS Town Hall Meetings ○ September 3: Farmington ○ September: Santa Fe ○ December 16: Albuquerque ○ April 16: Las Cruces ○ April 30: Clovis ○ May 12: Raton • Updates from Secretary regarding assessment and professional development • Districts further engage stakeholders

Assessment: Table 2A: SBA/PARCC Key Progress

Timeframe	Key Progress Made
2011–2012	A comprehensive study of existing test-bank items was completed to identify those that were and were not aligned with the CCSS and topics that were not well-covered within the existing bank. An analysis of 2011 SBA data was also done to identify gaps in student performance and item alignment, especially in areas and topics most relevant for the CCSS. Decisions about changes to the 2013 Grade 3 SBA Bridge Assessment were finalized and a blueprint was publicized. Measured Progress began new item development as needed for field testing in the 2013 SBA for all tested grades.
2012–2013	SBA design only changed for grade 3 in 2013 to align with the CCSS. SBA trends and data for 2013 Grade 3 SBA Bridge Assessment was analyzed and published. Design of the 2014 SBA Bridge Assessments was planned in all tested grades for CCSS alignment and a blueprint was publicized. A committee reviewed new items. The PED published the SBA/CCSS Assessment Frameworks which explained the redesign and what CCSS expectations were to be emphasized in 2013 and 2014.
2013–2014	• Performance trends continued to be analyzed. A standards-setting committee for 2014 SBA Bridge Assessment was formed. After the 2014 SBA Bridge Assessment, CCSS reports were provided to schools and districts indicating readiness for an upcoming CCSS-aligned accountability assessment. • Participation in PARCC development including blueprints, item writing, and development on consortium programs.
2014–2015	• Continued participation in PARCC development including item reviews, form construction, program and policy development. • Published monthly "Countdown to PARCC" guidance documents for

[1] http://newmexicocommoncore.org/pages/view/306/informational-brochures-for-parents/1/51-resources-for-parents

	administrators, teachers, and families to assist with PARCC preparation. • Conducted statewide PARCC Technology Readiness Workshops to train administrators on PARCC student registration and data systems. • Conducted webinars for Special Education administrators on PARCC accommodations and accessibility features. • Conducted statewide Assessment Workshops to assist district teams with their assessment system, instructional implications for PARCC in ELA and math, PARCC technology readiness, and assessment scheduling. • Students in grades 3–11 take the CCSS-aligned Partnership for the Assessment of Readiness for College and Career (PARCC) assessments in English language arts and math in Spring 2015.

Assessment: Table 2B: Alternate Assessment Key Progress

Timeframe	Key Progress Made
2011–2012	Collaboration with Delaware and other interested states in developing CCSS-aligned extended grade band expectations (EGBEs) for students with significant cognitive disabilities was discussed. Alignment of NMAPA items with CCSS was evaluated. CCSS-aligned Expanded Grade Band Expectations (EGBEs) and frameworks for all grade spans in reading/ English language arts and mathematics were written. Item content and bias reviews for shared items using statewide teacher committees for 2013 field test items were conducted.
2012–2013	NMAPA 2013 trends data was analyzed and published. Design of the 2014 NMAPA Bridge Assessment was planned. Item content and bias reviews for shared items and newly-developed items using statewide teacher committees were conducted. The 2014 NMAPA Bridge Assessment using New Mexico owned CCSS-aligned items and shared CCSS field test items from Delaware was designed.
2013–2014	2014 assessment blueprint and release items were publicized. The implementation of the National Center and State Collaborative (NCSC) instructional materials and assessment for 2015 administration was planned. Item content and bias reviews for shared items and newly-developed CCSS items using statewide teacher committees were conducted. NMAPA 2014 trends data was analyzed and published.
2014–2015	Formation of a Community of Practice (COP) to disseminate instructional materials and assessment information to support statewide transition to the NCSC assessment. Implementation of the CCSS-aligned NCSC assessments in English language arts and math beginning in Spring 2015.

Assessment: Table 2C: ACCESS Key Progress

Timeframe	Key Progress Made
2011–2012	New Mexico began administering the Alternate ACCESS (alt-ACCESS) assessment in spring 2012. WIDA awarded an Extended Assessment Grant (EAG) and began development of the new Assessment Services Supporting ELs through Technology Systems (ASSETS). New Mexico participated fully in the development of the ASSETS assessment.
2012–2013	Administer ACCESS or alt-ACCESS for current EL students in grades K-12
2013–2014	Administer ACCESS or alt-ACCESS for current EL students in grades K-12

2014–2015	Administer ACCESS or alt-ACCESS for current EL students in grades K-12

Curriculum & Instruction: Table 4: Evidence of Progress

Timeframe	Key Progress Made
October 29, 2010	New Mexico adopted the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects plus additional 15% ELA state standards.

2012-2013	• Beginning in spring 2012, all districts were expected to incorporate the following portions of the CCSS into teaching and learning at all grade levels:
	  ○ Capacities of the Literate Individual
	  ○ English Language Arts Shifts in Instruction
	  ○ Reading and Writing Framework Shifts in Instruction
	  ○ Mathematical Practices
	  ○ Mathematics Shifts in Instruction
	• Districts were provided with support and resources in comparing the alignment of existing instructional materials to the CCSS including an alignment study/gap analysis posted online at the NMCCSS website.
	• The NMPED and districts began build partnerships and identify/leverage existing resources to ensure equity and rigor for all students.
	• **Accelerated Adoption for Common Core Math and ELA, grades K-3:** Instructional Materials Bureau convened teachers and college faculty for adoption process review guided by NMPED-developed rubrics aligned to CCSS.
	• **Mandated CCSS Implementation Start Date:** Grades K-3 Mathematics and ELA
	• **K-3 Reads to Lead Reading Initiative:** Districts and charters developed plans for literacy instruction and support funded by $8.5 million in state special appropriation monies. Participating districts and charters were required to use DIBELS Next as a universal screening and progress monitoring tool.

2013-2014	• **Mandated CCSS Implementation Start Date:**
	  ○ Grades 4-12 Mathematics and ELA
	  ○ Grades 6-12 Literacy Standards in Social Studies, Science & Technical Subjects Literacy Standards
	• **K-3 Reads to Lead Reading Initiative:** Literacy instruction and support plans continued to be funded by $11.5 million in state special appropriation monies (85 districts, 24 charters).
	• New Mexico district/charter school leaders and other participants including regional reading and math/science coaches, Regional Education Cooperatives (REC) directors, and representatives from PARCC Educator Leader Cadre (ELC), Bureau of Indian Education (BIE), and Mathematically Connected Communities (MC^2) attending NMCCPD program events received a sampling of instructional materials.

2014-2015	• New Mexico Common Core Implementation Plan revised by New Mexico Educator Leader Cadre and PED staff team, in collaboration with MC^2. Planned to be released to public after internal review in Spring 2015.

Professional Development: Table 5A: Assessment Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	First Educator Leader Cadre (ELC) meeting occurred. The meetings were opportunities for educators to build expertise in the CCSS and PARCC by engaging in deep analysis of the CCSS and aligned material such as the PARCC Model Content Frameworks and item prototypes.
2012-2013	The following webinar series was presented through the ELC: • Part I–PARCC Overview and September 2012 Updates • Part II–Common Core State Standards: Shifts in ELA/Literacy Instruction • Part III–Common Core State Standards: Shifts in Mathematics Instruction New Mexico Common Core Professional Development (NMCCPD) Program offered: • Leadership Webinar Series for Administrators: Preparing for the PARCC Assessments with Skip Fennel
2013-2014	• Webinar: 21 Facts Every Educator Should Know About NMPARCC • PARCC Field Test administered in Spring 2014. • NMPED Assessment Conference held in Summer 2014. The focus of the conference was Assessment Best Practices and sessions included using assessment data to support instruction, interim assessment reports, PARCC implementation, assessment accommodations, test security, integrating assessment in instruction, creating effective formative assessments, and others.
2014-2015	• Statewide PARCC Technology Readiness workshops • Statewide Assessment Workshops • Webinars on PARCC Accommodations • Webinars on PearsonAccess Next for PARCC student registration • Webinars on PARCC Updates • Test Coordinator Trainings • Monthly *Countdown to PARCC*

Professional Development: Table 5B: General Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	NMCCSS Implementation Plan was released NMPED provided districts with the CCSS alignment study/gap analysis and online diagnostic tool to be used as professional development needs self-evaluation posted online at PED website State professional development service providers vetting process began.

	CCSS Summit Conference for district teams sponsored by the PED and CCSSO took place. Leadership for the Common Core in Albuquerque: Exploring the Leadership Perspective on the Common Core Implementation sponsored by New Mexico School Leadership Institute took place. Instructional Material Bureau provided training to CCSS-aligned mathematics and ELA adoption review committee.
2012-2013	NMPED partnered with Knowledge Delivery Systems and Solution Tree to offer a blended model of professional development to teachers and administrators including two webinar series (Educator and Leadership/ Administrator) and online courses New Mexico Common Core Professional Development Program offered the following: • Leadership Webinar Series: Alignment of the CCSS to Current Programs and Practices: Moving From Textbook-based to Standards-based with Cassandra Erkens • Educator Webinar Series: Implementing the Common Core State Standards with Students with Disabilities with Dr. Lee Ann Jung
2013-2014	NMPED continued its partnership with Knowledge Delivery Systems and Solution Tree to provide: • Common Core Professional Development Summit • Creating Conditions for Success for All Students & Follow-up Webinar • Webinar: Implementing the Common Core for Students with Disabilities • Implementing the Common Core Anchor Standards at the Secondary Level and Follow-Up Webinar • Regional Common Core Mentoring • Common Core English Learner Support Program • Online Courses: Common Core Math and ELA, English Learners
2014-2015	• Math PARCC Readiness webinars for math teachers • ELA PARCC Readiness webinars for ELA teachers • 4 PARCC assessment workshops across New Mexico for test/tech coordinators, school and district leaders and teachers. Included information specific to test/tech planning, assessment inventory and instructional implications for math and ELA. NMPED continued partnership with Knowledge Delivery Systems and Solution Tree to provide: • Two-part Leadership Academy for school and district leaders (August & January) • Regional Common Core Mentoring, in six regions throughout the state, twice over the course of the year.

	• Regional Content Workshops, 3 content areas; collaborative teams, effective instruction, and ccss mathematics,. In 6 regions, for a total of 18 workshops. • Whole school online program- 43 schools with 80% or more of staff completing common core related coursework as a team • Response to Intervention (Dec) and Differentiated Instruction (Feb) Conferences • Culturally Responsive Instruction Institute, Summer 2015

Professional Development: Table 5C: Differentiated Instruction Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	New Mexico member of WIDA Consortium since 2009 English Learner Level 1 and 2 Workshops facilitated by MC^2, NMSU, Las Cruces, PED grant-funded project
2012-2013	Two-day WIDA data training: Farmington, Albuquerque, and Las Cruces New Mexico Common Core Professional Development (NMCCPD) Program: • Educator Webinar Series: Teaching Reading and Comprehension to English Learners with Dr. Margarita Calderón, Parts 1 and 2, through the New Mexico Common Core Professional Development Program • Leadership Webinar Series: Differentiating Instruction for All Students At Risk with Martha Kaufeldt • Educator Webinar Series: Implementing the Common Core: Differentiating for Gifted and Talented Students with Martha Kaufeldt • Educator Webinar Series: Integrating Rigor and Relevance into Instruction for the Common Core with Brian Pete • Educator Webinar Series: How to Teach Thinking Skills in the Common Core with Dr. Robin Fogarty and Brian Pete 1st Annual MC^2 English Learner Conference: Achieving in Mathematics for All Students in New Mexico Bilingual and Multicultural Education Bureau presentations at various conferences Three 2-day Daily Differentiated Instruction Workshops (Las Cruces 5/12-5/13, Albuquerque 5/15-5/16, Farmington 6/12-6/13) Included development of a toolkit of differentiation strategies to use to be response to academic, cultural and social-emotional needs of individual students.
2013-2014	Online Professional Development Teacher, Administrator, Parent Modules: Making the Common Core State Standards Accessible to English Learners (EL) A two-day WIDA English Language Development Standards (ELDS) and Lesson Planning Workshop was held in Taos, Belen, and Hobbs through the

	Bilingual/Multicultural Education Bureau A two-day workshop titled "Working with English Learner Student Data Workshop was held in Albuquerque and Hobbs through the Bilingual and Multicultural Education Bureau Common Core English Learner (EL) Support Program for selected schools facilitated by EL coaches was provided through the New Mexico Common Core Professional Development Program • Phase One: Coaching and Observation • Phase Two: Refreshers and Breakouts • Phase Three: Wrap-up and Implementation Plans Bilingual and Multicultural Education Bureau provided presentations at various conferences
2014-2015	• Release of revised Response to Intervention (RtI) manual from PED, in collaboration with district, school, teacher and education leaders across the state- December 2014. • Response to Intervention, Dec and Differentiated Instruction (DI), Feb Conferences • Online follow up program with focus on RtI and DI • Culturally Responsive Instruction Institute, Summer 2015- focus on English Learners and incorporating culturally relevant texts and languages in the classroom, based on New Mexico's 15% specific content standards

Professional Development: Table 5D: English Language Arts/Literacy Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	Districts began ongoing study of the CCSS including Instructional Shifts in ELA/Literacy and ELA Capacities of the Literate Individual Common Core Launch Team: New Mexico State University, University of New Mexico, and independent education consultants collaborated to provide expert guidance and professional support to districts and schools as they implement the new standards in Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
2012-2013	**New Mexico Common Core Professional Development Program:** • Leadership Webinar Series: Supporting and Monitoring Changes in Instructional Practices in English Language Arts with Douglas Fisher **New Mexico Reads to Lead! Initiative** • Funding by special appropriation: $8.5 million • Districts and Charters developed literacy plans for literacy instruction and support • Plans served as non-competitive applications

	• Allocations used to fund: - Regional coaches through the RECs - District reading coaches - Reading interventionists - Instructional materials - Professional Development • Districts required to use DIBELS Next as a universal screening and progress monitoring tool
2013-2014	**New Mexico Reads to Lead! Initiative** • Funding by special appropriation: $11.5 million (85 districts, 24 charters) • Readers Raise the Roof Train-the-Trainer (1 day offered 5 times) • Readers Raise the Roof Family Workshops (1 day offered 6 times) • K-3 Reading Coach Institutes (2 days) • DIBELS Next Data Analysis (1 day offered 9 times) • DIBELS Next: How to Administer Train-the-Trainer (1 day offered 3 times) **K-3 Plus Program** • Funding by special appropriation:$15,950,000 (32 districts, 2 charters) • Program provides 25 additional instructional days during the summer for eligible schools with 80% or higher free or reduced-fee lunch or a school with a D or F school grade • Language Essentials for Teaching Reading and Spelling (LETRS) (8 days provided in 5 regional locations)
2014-2015	**New Mexico Reads to Lead! Initiative** • Funding by special appropriation: $14.5 million (87 districts, 33 charters) • Language Essentials for Teaching Reading and Spelling (LETRS) (8 days offered 3 times) • Reading Coach Institute (1 day) • Foundations of Reading and Writing Instruction Aligned with Common Core State Standards (4 days offered 5 times) • Regional Reading Coach training (5 days) • DIBELS Next Data Analysis for School Leaders and School Teams (40 half-days provided regionally) **K-3 Plus Program** • Funding by special appropriation: $21,223,000 (47 districts, 1 charter) • Language Essentials for Teaching Reading and Spelling (LETRS) (4 days offered 5 times) • K-3 Math Labs (5 days provided 4 times) **Common Core State Standards Professional Development** • Grades 4-5 Teacher Institute for Literacy Instruction (1 day) • Grades 6-8 Teacher Institute for Literacy Instruction (1 day)

Professional Development: Table 5E: Mathematics Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	Districts began ongoing study of the CCSS including Math Instructional Shifts, Critical

	Areas of Focus and Mathematical Practices New Mexico Common Core Mathematics Standards Leadership Conference on January 18-19 in Albuquerque sponsored by Mathematically Connected Communities (MC^2), New Mexico State University, New Mexico Coalition of Educational Leaders (NMCEL), New Mexico Cooperative Educational Services (CES) kicked off CCSS implementation
2012-2013	New Mexico Common Core Professional Development Program: • Educator Webinar Series: Implementing the Common Core for Secondary Mathematics with Tim Kanold • Leadership Webinar Series for Administrators: Supporting and Monitoring Changes in Instructional Math Practices with Time Kanold PED grant-funded Mathematically Connected Communities (MC^2), New Mexico State University, Las Cruces (Districts participating included Albuquerque, Gallup, New Mexico Navajo South, Farmington, Central Consolidated, Aztec, Bloomfield, Roswell, Artesia, Dexter, Hagerman, Floyd, Ft. Sumner, Dora, House, Grady, Los Lunas, Socorro, Belen, Las Cruces, Hatch, Cobre, Alamogordo, Ruidoso, Tularosa, Gadsden, Raton, Maxwell, Roy, Cimarron, Springer, Des Moines, Mosquero, Clayton, Carlsbad, Loving, Las Vegas City, Mora, Pecos, Wagon Mound, Lovington, Tatum, Moriarity, Española, Taos, Chama Valley, Mountainair, Jemez Valley, Santa Fe Indian School, La Promesa Early Learning Center in Albuquerque, Montessori School in Albuquerque: • 5-day Summer Math Institutes and 2-day Math Leadership Academies • Five 1-day Regional Math Workshops in (1 day combined with Leadership Team Meetings) • Three additional 1-day Math Leadership Team Meetings • 4 days+ onsite customized professional development per district
2013-2014	Stipends funded through PED STEM Initiative for the following: • 3-day MidSchool Math Conference: 300 teachers attended • 5-day Science Initiative Workshop in Santa Fe: 25 teachers attended, included math and ELA CCSS connections • 4-day Intensified Algebra 1: 28 teachers attended • 4-day Story Teller Math Training: 30 teachers + administrators attended • 3-day New Mexico MESA Teacher Engineering Curriculum Training: 60 HS teachers • 2-day STEM Symposium in Albuquerque: 530 teachers attended • 5-day Dana Center Math Workshops for middle and high school in Hobbs • 5-day Agile Minds Intensified Algebra 1 for middle school in Farmington (blended learning, double block intervention for students who struggled in grade 8 math so they can stay on track for Algebra 1 / college and career readiness) • Math webinars led by Tim Kanold PED grant-funded Mathematically Connected Communities (MC^2), New Mexico State University, Las Cruces (Districts participating included Farmington, Central Consolidated, Roswell, Artesia, Dexter, Floyd, Los Lunas, Socorro, Belen, T or C,

	Deming, Hatch, J. Paul Taylor Academy in Las Cruces, Alamogordo, Carizozo, Corona, Gadsden, Raton, Maxwell, Roy, Cimarron, Springer, Des Moines, Carlsbad, Loving, Las Vegas City, Mora, Pecos, Wagon Mound, Lovington, Tatum, Española, Taos, Chama Valley, Mountainair, Jemez Valley, Montessori School in Albuquerque): • 5-day Summer Math Institutes and 2-day Math Leadership Academies • Four 1-day Regional Math Workshops (2 days combined with Leadership Meetings) • Two additional half-day Math Leadership Team Meetings • 5-day MC^2 Summer Math Institute/Leadership Academy • 4 days+ onsite customized professional development per district
2014-2015	• Math PARCC Readiness webinars for math teachers • Webinar to train the IDEAL NM teachers on CCSS-Math Practices • MC2 math labs for grades 4-6 in northeast region • MC2 K-3+ math labs • MC2 summer institutes in 4 regions • Solution Tree - 6 1-day regional math content Workshops for elementary teachers • Solution Tree - 6 1-day regional math content Workshops for 6-12 teachers • STEM Symposium -2 day STEM professional development • Stipends funded through PED STEM Initiative for the following: ○ 2-day Middle School Math Conference

Roles and Responsibilities

The Internal Leadership Plan, located on pages 72-73 of the NMCCSS Implementation Plan, details the structure and responsibilities of the SEA during implementation. During spring 2012, the SEA established an Implementation Team including PED staff from the policy, literacy, mathematics, and communications departments, a CCSS facilitator, and stakeholders representing district/campus administrators, teachers/instructional staff, parents, and business community. This implementation team had the following responsibilities:

- Develop and manage implementation plan budget
- Seek external funding sources in addition to state funding
- Maintain two-way open and timely lines of communication
- Form partnerships to leverage resources
- Provide support to ensure alignment of instructional programs and materials to the CCSS
- Coordinate professional development opportunities

- Assist with professional development service providers vetting process
- Monitor performance and progress
- Develop of an evaluation plan
- Provide technical assistance

Regional Education Cooperatives

New Mexico's 9 Regional Education Cooperatives (RECs) are geographically distributed across the state and serve 59 rural school districts and state-supported schools. The state's RECs have partnered with the PED to assist in the implementation of the NMCCSS (e.g., professional development, communication).

Regional Education Cooperatives have a unique understanding of the strengths and challenges of their member districts. RECs are then able to use these insights to provide responsive, quality support and services to improve student outcomes and meet local districts' needs. Regional Education Cooperatives also play a vital role in the delivery and implementation of core services and major statewide education initiatives.

The success of each REC is measured by the effectiveness of its response to the needs of its member school systems. The responsibility of Regional Education Cooperatives is to aid its members in assessing their needs and to demonstrate, through model programs, the efficiency of a collaborative venture.

Roles and Responsibilities of the SEA, RECs, and Districts

The following work plan for curriculum and instruction/instructional materials from table 4-B (page 41) of the NMCCSS Implementation Plan and the professional development work plan, table 5-F (pages 67-68) of the NMCCSS Implementation Plan detail the roles of the SEA, LEAS, and Regional Education Centers in implementing the CCSS.

English Language Arts

One of the priority focuses of the CCSS Professional Development plan for ELA addresses the

following:

- Capacities of the Literate Individual[2]
- Shifts in ELA/Literacy Instruction

A. Beginning in spring 2012, all districts were asked to begin the study of the standards to ensure that teachers became familiar with the structure, content, concepts, practices, and terminology of the CCSS for ELA/Literacy in History/Social Studies, Science and Technical Subjects including the accompanying appendices.[3] Teachers had to also begin to know and incorporate the Key CCR (College & Career Readiness) Portrait of a Literate Individual and the Mathematical Practices. The study of the standards is a learning cycle that provides opportunities for teaching, assessing, and revising the instruction to address the standards and students learning needs. This process shall occur within the context of standards-based education enabling teachers to better understand the relationships between formative/summative assessment, curriculum, and student/knowledge centered instruction.

B. Literacy standards for K-5 reading and writing in history/social studies, science, and technical subjects are integrated into the K-5 Reading and Writing Standards. However, in grades 6-12, they are described in a separate set of standards making a high level of awareness regarding these expectations all the more important. The associated CCR anchor standards for ELA together with the middle and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards with a focus on ELA, the latter providing additional specificity in these other key academic areas. Beginning the study of this knowledge and skill set was also asked of districts in spring 2012.

C. Spring 2012 also signaled the start of the deliberate and purposeful implementation of the key shifts within the ELA/literacy CCSS (refer to tables 4-D and 4-E within the Curriculum & Instruction/Instructional Materials section of the implementation plan).

[2] ELA CCSS Document http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

[3] ELA: Appendix A-Research & Glossary; Appendix B-Text Exemplars & Sample Performance Tasks; Appendix C-Student Writing Samples
Math: Appendix A-Designing High School Mathematics Courses Based on the Common Core State Standards
http://www.corestandards.org/the-standards

D. Teacher pre-service/in-service programs were and continue to be significant in providing the foundational understandings of the CCSS to support novice teachers as they bridge their learning at universities/colleges and their professional experiences serving New Mexico students. Professional Development trainings have included the following:

a. PED Summer 2012 ELA NMCCSS Academy for grades K-3
b. PED Summer 2013 ELA NMCCSS Academy for grades 4-12
c. PED Summer 2013 NMCCSS Literacy Standards Academy for grades 6-12 Social Studies/History, Science, and Technical Subjects
d. New Mexico State University (NMSU) ELA/Literacy Common Core Launch Team: A team from University of New Mexico, New Mexico University, and independent education consultants collaborated to provide professional support and expert guidance to districts and schools as they implemented the new CCSS in ELA and literacy in social studies, science, and technical subjects. They began work in February 2012 and provided professional development that spring specifically addressing the following topics: the shifts between the current standards and the CCSS, text complexity, how the CCSS relates to Response to Intervention (RtI) framework planning, what do the new standards mean for ELL, implications for students with special needs including reading language disabilities and dyslexia.
e. Utilizing the Gates Foundation CCSS Curriculum Maps as exemplars for developing instructional units and lesson plans
f. International Reading Association (NRA) offerings
g. National Council of Teachers of English (NCTE)
h. National Reading Panel
i. Language Essentials for Teachers of Reading and Spelling (LETRS)
j. CCSS Foundations of Reading and Writing

Online Resource Center: In an effort to build awareness and support the study of the CCSS and provide on-demand assistance, the State has contracted with API (Advanced Programs Initiative) & Meridiansix to develop and maintain an online resource center as part of the

newly-revamped state website that was launched in spring 2012. Since its launch, the New Mexico Common Core website (http://newmexicocommoncore.org/) has been made available in English and Spanish, as well as being accessible by mobile devices. The website offers a variety of resources for students, parents, teachers and administrators. Furthermore, the website serves as a platform for educators to access webinars and documents from past professional development trainings.

Professional Development

Special populations have and will continue to be addressed as part of all PED professional development offerings. The PED has provided professional development guidance and tools to ensure equity and rigor for all students while addressing linguistic and cultural diversity. Districts continue to expand teacher knowledge of differentiated instruction to better serve Students with Disabilities (SWD), Culturally & Linguistically Diverse (CLD) students, English Language Learners (ELLs), and gifted students utilizing the following resources:

- New Mexico's RtI Framework[4]
- SIOP[5] (Sheltered Instruction Observation Protocol)
- GLAD[6] (Guided Language Acquisition Design)
- Gifted Education in New Mexico Technical Assistance Manual[7]
- J. Cummins'[8] BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive Academic Language Proficiency) and Task Difficulty Quadrants

As per the revised New Mexico Response to Intervention (RtI) Framework (see in Principle 1 attachments), the following professional development topics are a feature and implementation consideration of each level of the three-tier model:

Tier I: Core program delivery (ongoing), differentiated instruction, data analysis, data-based decision-making, student and classroom management, teaching and interventions for

[4] NM RtI Framework http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf
[5] S.I.O.P http://www.cal.org/siop/
[6] G.L.A.D. http://www.projectglad.com/
[7] NM Gifted Education Manual http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf
[8] Cummins' BICS/CALP/Quadrants http://esl.fis.edu/teachers/support/cummin.htm

culturally-different learners.

Tier II: Tier 1 topics as above, plus SAT procedures, conducting functional behavioral assessment (FBA), and developing behavioral intervention plans (BIPs).

Tier III: Tier 1 and 2 professional development topics as above, plus relevant IEP team members need to participate in ongoing trainings related to special education and IDEA procedures/topics.

PD for Educators of Students with Disabilities

The information below is from pages 31-32, 35, 42, 61, and 63 of the New Mexico Common Core State Standards Implementation Plan.

A. Teachers and specialized instructional support personnel have and will continue to receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.
    a. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate

supports and accommodations, including:

i. Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum. (IDEA 34 CFR §300.34, 2004)

ii. Individualized Education Programs (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

B. Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as these:

a. Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)2 —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

b. Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.

c. Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

d. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

C. Creation of the NCSC Community of Practice (COP) assists teachers in understanding the Common Core Connectors (CCCs), which is the basis for development of the NCSC assessments. It also provides teachers professional development with the NCSC instructional materials intended to promote rigorous education for students with

significant cognitive disabilities.

PD for Educators of English Language Learners to Ensure Access to a College-and-Career-Ready Curriculum

English Language Learners (ELLs) are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires academic and language diagnostic assessment of each student, providing necessary scaffolding and differentiated instruction with accommodations, if appropriate, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English. Likewise, ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisites to educational tasks at hand.

Additionally, the development of native-like proficiency in English takes many years and may not necessarily be achieved by all ELLs, especially if they start schooling in the US in the later grades. Nevertheless, teachers should recognize that it is possible to achieve the New Mexico Common Core State Standards (NMCCSS) for reading, writing, language development, and speaking & listening without manifesting native-like control of conventions and vocabulary.

Additional resources professional resources for educators of ELL include the following:

- National Clearinghouse for English Language Acquisition
- Office of English Language Acquisition
- Office for Civil Rights (OCR)
- World-class Instructional Design and Assessment (WIDA)
- Understanding Language, Stanford University
- American Institutes for Research (AIR), English Language Learners
- West Ed, English Language Learners

Where ELLs are served in bilingual education programming, the following organizations may also provide further relevant resources for educators of bilingual students:

- National Association for Bilingual Education (NABE)
- New Mexico Association for Bilingual Education (NMABE)
- Dual Language Education of New Mexico (DLeNM)
- Navajo Nation, Department of Diné Education
- Colorín ColoradoCentro de Recursos Albuquerque, Consejería de Educación de la Embajada de España
- WIDA, Spanish Language Development Standards & Assessment

The information below is from pages 37, 41, 53, 64 and 68 of the New Mexico Common Core State Standards Implementation Plan.

Ensure Equity and Rigor for all Students in Meeting the State's High Standards and Expectations

A. Targeted interventions and support will be provided for all students not college-and-career ready including, but not limited to, the following:

    a. The state's RtI Framework comprised of a three-tier model of student intervention
    b. Credit Recovery Courses
    c. Comprehensive Advising Program
    d. Developmental & Supplemental Course Needs
    e. Student Needs Addressed in Lesson Plans and Instructional Units

B. In spring 2012, the State and districts identified and leveraged existing resources to ensure equity and rigor for all students. Examples include these:

    a. World-Class Instructional Design & Assessment (WIDA) created the 2012 Edition[9] English Language Development Standards (ELDS) to ensure that the connections between content and language standards are clear as states

[9] WIDA ELDS, 2012 Edition http://wida.us/standards/elp.aspx#2012

implement the CCSS[10]. This is considered to be an additional resource for educators working in elementary and secondary schools with English Language Learners (ELLs). WIDA has maintained identical ELD standards while providing a deeper understanding of how to characterize the academic language needed for ELLs to access grade-level content and succeed in school. As of August 31, 2014, New Mexico formally adopted into regulation WIDA's 2012 Amplification of the ELD Standards, as these correspond to the New Mexico Common Core State Standards.

b. The guidance and resource manual for New Mexico's Response to Intervention (RtI) Framework known as the *Three-Tier Model of Student Intervention* also serves to complement the CCSS. The focus and coherence required of the CCSS in mathematics support the state's RtI framework in the following ways:
    i. Making it easier to notice when students are behind
    ii. Making it easier to provide targeted support

Access to College-Level Courses, their Prerequisites, Dual Enrollment Courses, or Accelerated Learning Opportunities

New Mexico's A-F grading system is leveraging existing legislation that requires all districts to offer a dual credit course. In addition, there are statutory requirements that every student must successfully complete at least one course in Advanced Placement, dual credit, or distance learning. New Mexico's school grading model was developed to hold schools accountable in participation and success in college and career readiness. In 2013-2014, there were 26,200 AP courses taken by New Mexico students, compared to 22,659 AP courses taken in 2011-2012, an increase of 16 percent in three years. The Curriculum and Instruction section of the New Mexico Common Core State Standards Implementation Plan (page 41), illustrates this commitment to ensuring New Mexico students have access to college-level courses and accelerated learning opportunities.

In the 2014-2015 school year, the PED is investing nearly two million dollars in supporting AP programming high schools across the state, a 153% increase in funding over the last 2

[10] ELDS/CCSS Alignment http://wida.us/research/agenda/Alignment/index.aspx

years. These dollars have been used to pay for the PSAT exam for every 10th grade student, develop online AP courses so that students in small and rural schools have access, pay for the online course fees for small and rural schools, support the development of Pre-AP courses in middle schools and provide professional development for teachers in fall and summer. New Mexico has worked through its College and Career Readiness Bureau to recruit teachers in underrepresented populations and geographical areas and support tuition for the summer institutes. In addition, PED has also provided training for counselors, centered on PSAT data review and analysis in order for counselors to be able to determine proper student placement in Pre-AP and AP coursework.

New Mexico has worked with stakeholders through the Indian Education Department to develop a five year strategy on developing quality pre-AP and AP opportunities for LEA's with large populations of Native Americans. In developing this strategic plan, New Mexico has prioritized equitable access by maintaining a recruitment effort in rural reservation areas, enabling teachers in those geographical areas to obtain College Board training and development.

As a result of these efforts, New Mexico's American Indian students continue to demonstrate positive trends in advanced placement participation and success. In the 2012-2013 school year, New Mexico's American Indian students ranked second in the nation for participation and third in the nation for their success on AP tests. The number of American Indian students taking AP exams increased by 64% from 2012-2013 to 2013-2014. Most significant, qualifying scores of 3 or higher by New Mexico American Indian students increased by 33% from 2012-2013 to 2013-2014.

Educator Preparation

As part of New Mexico's Common Core strategic planning, members of faculty from New Mexico institutes of higher education have been invited to collaborate in the statewide rollout of the Common Core transition. New Mexico State University and the University of New Mexico have taken a shared lead role in this effort, and will continue to partner with the Common Core planning team, as well as lead the statewide effort to transition colleges of education in New Mexico toward the new standards. New Mexico State is also serving as a lead in establishing a network of institutional partners. These partners will include Institutes of

Higher Education (IHE), district and charter schools in monitoring and evaluating new teacher preparedness for delivery of CCSS.

All IHEs will issue fully-implemented transition plans by spring 2012. Accreditation and informal evaluation visits will be conducted in the 2013-2014 school year to review updated syllabi and instructional programming that reflects CCSS are implemented.

As part of PED's oversight of Higher Education, specifically Teacher Preparation programs, the state is working with Deans to establish monitoring criteria for accreditation. A framework for this process will be developed by Winter 2015. New Mexico will use this framework to modify the existing accreditation protocol being applied in the accreditation process. The new protocol should be finalized by Spring 2016, and will comply and incorporate new teacher preparation regulations finalized by the U.S. Department of Education in mid-2015. Included in these criteria will be classroom readiness as measured by early student achievement results of recent graduates, observations of student teachers and recent graduates, and perception surveys of hiring districts and schools as well as recent graduates.

In addition to these data, PED will conduct site visits. Review of syllabi, course standards and assignments, and alignment to Common Core will be primary review items. In addition, interviews with Arts and Science faculty to understand the connection between their departments and the respective colleges of education.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition,	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in

i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

n/a

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Introduction to New Mexico's Model

The Elementary and Secondary Education Act (ESEA) has had several tangible effects on education and the monitoring of schools. There have been both intended and unintended consequences. While ESEA monitoring requirements under NCLB have set clear and concrete goals and firmly established that all students need to be considered, there is now opportunity to build upon these strengths and develop a school accountability system that further enhances the ability of policymakers to fairly and accurately monitor schools. For example, one key feature is that New Mexico intends to hold all schools accountable in a manner that substantially reduces the masking of performance for some students, who under the current ESEA accountability system were excluded from schools' accountability ratings. Under the A-F system, we propose that over 20,000 additional students will be included, and hundreds of additional schools will be directly held accountable for performance of subgroups that have been previously masked by minimum size N requirements.

The literature (Linn, 1998; Baker, Linn, Herman, and Koretz, 2002; Choi, Goldschmidt, and Yamashiro, 2005; Baker, Goldschmidt, Martinez, and Swigert, 2003) is clear that in order to effectively monitor schools for interventions and rewards, several pieces must be in place in order to create a coherent, comprehensive, unbiased, and fair system. Differentiating among schools for the purposes of providing support where needed and recognition where warranted should, to the extent possible, avoid confounding factors beyond schools control with factors for

which schools ought to be held accountable (Goldschmidt, 2006).

We address the four elements (coherence, comprehensive, unbiased, and fair) that are the basis for the New Mexico school accountability system that enhances our ability to differentiate school performance in a more nuanced way than under the current ESEA system. A coherent system is one that seamlessly links together the elements of the system and incorporates stakeholders' beliefs regarding holding schools accountable. Hence, a coherent system collects elements that individually and jointly lead to the correct inferences about schools and the correct motivations for improvement. This is realized by considering validity evidence that supports inference based on school grades; a notion similar to content and construct validity evidence (Messick, 1995; Mehren, 1997). That is, each element of the system should logically relate to better school performance (content validity evidence) and overall, the accumulation of elements should adequately represent the domain of interest (i.e. school performance). As such, we directly link the New Mexico A-F School Grading System to the AMOs (which we term School Growth Targets, or SGTs). We detail below (in 2.B.) how basing SGTs on school grades captures exactly the types of school performance and growth that policy makers intended, but does so without creating a secondary set of (potentially) conflicting indicators of school performance. The A-F Grading System is also consistent in methodology to the portion of the highly effective teacher evaluation system that will be based on student assessment results. This is an extremely important concept as: 1) it holds schools accountable in a manner similar to teachers (based to some degree on student achievement growth; 2) it allows for similar types of inferences about schools and teachers; 3) it provides for similar nomenclature, which helps teachers, school administrators, parents, and other stakeholders place meaning on school and teacher performance; and 4) it creates consistent and coherent incentives for improvement (i.e. teachers' improvement leads directly to school improvement, and conversely, where school grades play a role in teacher evaluation, school grades are based on factors to which all teachers contribute).

Components of New Mexico's Model

The notion of a comprehensive system is linked with coherence in that a coherent set of elements that forms the basis for making inferences about school performance should be comprehensive and is consistent with the idea of basing school inferences on multiple measures (Baker, et. al.

2002). Tables 1 and 2 summarize the elements in the New Mexico school grading system. We describe how points are awarded in a separate section, after we describe the various components of the school grades, below[11].

To summarize the components of the A-F system, we note that elementary, middle, and high schools are all graded on the same framework. That is, Current Standing, Growth, and Other Indicators comprise the system. The specific weighting of each is detailed in Tables 1 and 2. We highlight several salient features as follows:

1) In elementary and middle schools, student achievement constitutes 90% of a school's grade.
2) In high schools, student achievement constitutes 60% of a school's grade, but is augmented by
    a. A college and career readiness indicator that incentives participation and promotes success on the indicators;
    b. Graduation that includes both current graduation rates, but also growth in graduation over the prior three years; and,
    c. Monitors schools for student dropouts through both the graduation component and the college and career readiness component, which combined makes up 32% of a high school's grade and is accomplished by forming student cohorts as they enter 9th grade that also for the basis for calculating graduation rates.

We point out that we use both an individual student growth model and a school growth value-added model. The individual student growth model specifically tracks individual student growth over three years, while the school growth model looks at school improvement over the past three years. The school growth model, a value-added model (VAM), also provides some information on a student's Current Standing. It is important that neither the individual student growth model nor the VAM include any student characteristics related to ESEA subgroups, but use *only* full academic year status (FAY), prior achievement. In order to calculate the gap and growth for students in the bottom quartile (Q1) and students in the top three quartiles (Q3), we include a Q1

[11] The Principle 2Attachments presents the equations used and details how a school receives points in each category.

indicator in the model. That is, a student is in the bottom 25% of his or her school on the state assessment is flagged as being in Q1. For elementary/middle schools where we use the individual student growth model we include the Q1 indicator to generate growth for each school for Q1 students and Q3 students. Consistent with New Mexico's original flexibility waiver submission, beginning in the 2012-2013 school year the school growth and individual student growth in high school mirrors what New Mexico uses in elementary and middle schools.We include two additional variables that are not based on student background. One, school size, and two, the grade level in which the assessment was taken (e.g. 3rd grade or 4th grade etc). We include school size, which allows us to include small schools without any other adjustment (i.e. special treatment, minimum N's etc). We include the grade level of each student to account for the fact that schools have different grade configurations and to allow us to avoid having different sets of SGTs (AMOs) for different school configurations as is currently the practice under ESEA).

Table 1

Elementary and Middle Schools		Points	
Current Standing Performance in Math & Reading	Percent Proficient	25	40
Conditional Status How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	15	
School Growth In the past 3 years did schools increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders. Results are based on scale scores.	Value added model of performance, accounting for FAY prior performance, grade level, and school size for the past 3 years.	10	10
Growth of Highest Performing Students The highest performing students are those whose scores place them in the top three quarters of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Growth of Lowest Performing Students The lowest performing students are those whose scores place them in the bottom quarter of their school. How well did the school help individual students improve? Individual student growth over the past 3 years is compared to average individual growth for the state. Results are based on scale scores.	Individual student growth model using 3 years of student performance.	20	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, and will be joined by a classroom survey in 2012.	Attendance for all students	5	10
	Classroom survey	5	
Total			100
Student and Parent Engagement Does the school encourage students and parents to be involved? Examples are sports, fine arts, and leadership for students, and mentoring and tutoring for parents.	Bonus Points		+5

Table 2

High Schools		Points	
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	Percent Proficient	20	30
	Value added conditioning of proficiencies, accounting for school characteristics for the past 3 years.	10	
School Growth In the past 3 years did schools increase grade level performance? For example, did this year's 10th graders improve over last year's 10th graders?	Value added conditioning of performance, taking into account school characteristics for the past 3 years.	10	10
Student Growth of Higher Performing Students (Q3) How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual *Student Growth* over the past 3 years is compared to the average for the state.	Student growth is based on individual student scores over three years and is related to a year's worth of growth.	10	10
Student Growth of Lowest Performing Students (Q1) How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual *Student Growth* over the past 3 years is compared to the average for the state.	Student growth is based on individual student scores over three years and is related to a year's worth of growth.	10	10
Opportunity to Learn Is the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	Attendance for all students	3	8
	Classroom survey	5	
Graduation How the school contributes to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	Percent graduating in 4 years	8	17
	Percent graduating in 5 years Percent graduating in 6 years	3 2	
	Value added conditioning of *School Growth*, taking into account school characteristics for the past 3 years.	4	
Career and College Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	Percent of all students that participated in one of the alternatives	5	15
	Percent of participants that met a success benchmark	10	
Total			100
Student and Parent Engagement Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	Bonus Points		+5

Note*: prior performance for growth in graduation* is *prior graduation rate performance.*

Before we detail the rationale that forms the basis for the school grading model, we address likely concerns—that is, is this model rigorous? As an overall comparison, we present the points that schools receive on the elements of the school grading model displayed above and examine how AYP status in 2010-2011 and grades for 2010-11 compare. Table 1 corresponds with Table 1A, (elementary/middle schools), while Table 2 corresponds with Table 2A (high schools).

Table 1A:

Comparison of Elementary and Middle School Performance on School Grades and AYP 2011

Grade		Current Standing	School Growth	Student Growth Q1	Student Growth Q3	Attendance	Percent
F	Mean	8.99	1.37	11.05	2.23	9.94	
	N	70	70	70	70	70	11.0%
	SD	3.74	0.97	4.36	2.09	0.65	
D	Mean	13.58	3.14	12.79	4.30	10.03	
	N	176	176	176	176	176	27.7%
	SD	4.02	1.39	4.00	3.25	0.21	
C	Mean	19.82	5.28	13.11	6.57	10.04	
	N	189	189	189	189	189	29.8%
	SD	4.20	1.27	4.00	3.80	0.24	
B	Mean	26.01	7.41	14.97	8.42	10.10	
	N	147	147	147	147	147	23.1%
	SD	4.67	1.20	4.15	4.82	0.24	
A	Mean	32.37	9.16	15.31	13.06	10.10	
	N	53	53	53	53	53	8.3%
	SD	3.23	0.64	3.14	4.11	0.26	
AYP							
Not Met	Mean	18.30	4.74	13.42	5.96	10.03	
	N	562	562	562	562	562	88.5%
	SD	7.34	2.45	4.18	4.48	0.32	
Met	Mean	27.68	7.59	13.31	10.09	10.14	
	N	73	73	73	73	73	11.5%
	SD	7.29	2.24	4.39	4.92	0.17	

Table 1A indicates that in each of the grading categories, average school performance increases as grades improve (as would be expected). This table allows for several informative comparisons. For example, a school failing to make AYP earns about 18.3 points in Current Standing. This is far higher than the number of points earned by D and F schools, which

indicates that under the School Grading model, we are better able to differentiate performance and focus more concretely on the lowest-performing schools. Conversely, a school that made AYP average about 27.7 points in Current Standing, which is less than what an "A" school earns and about equal to what a "B" school earns. Hence, the average "A" school is outperforming the average school making AYP. This pattern is consistent across every category that makes up School Grades. It is important to note that an "A" is based on the 90th percentile of performance in the state and forms the basis for developing SGTs (AMOs).

Table 2A:
Comparison of High School Performance on School Grades and AYP 2011

Grade		Current Standing	School Growth Q1	School Growth Q3	Graduation	College and Career	Attendance	Percent
F	Mean	4.27	2.95	2.20	6.61	3.04	8.64	
	N	19	19	19	19	19	19	9.9%
	SD	2.36	2.09	2.23	3.09	2.90	1.39	
D	Mean	8.45	4.17	3.54	10.89	6.18	9.60	
	N	42	42	42	42	42	42	21.9%
	SD	2.80	2.62	3.32	3.61	3.49	0.74	
C	Mean	12.66	7.15	7.19	12.36	8.01	9.74	
	N	67	67	67	67	67	67	34.9%
	SD	3.29	2.75	3.79	2.29	3.12	0.47	
B	Mean	16.29	10.39	11.84	12.51	9.54	9.71	
	N	44	44	44	44	44	44	22.9%
	SD	3.37	2.25	2.82	2.38	2.80	0.97	
A	Mean	21.52	12.24	12.83	13.26	10.83	10.10	
	N	20	20	20	20	20	20	10.4%
	SD	2.70	2.23	1.71	1.72	2.32	0.27	
AYP								
Not Met	Mean	11.46	7.17	7.15	11.18	7.31	9.58	
	N	153	153	153	153	153	153	79.7%
	SD	5.29	4.07	4.96	3.28	3.60	0.91	
Met	Mean	17.39	8.08	9.11	13.23	9.28	9.86	
	N	39	39	39	39	39	39	20.3%
	SD	4.12	2.84	4.05	2.13	3.62	0.51	

Similar to Table 1A, Table 2A also compares AYP to school grade performance, but for high schools. Consistent with the elementary/middle school results, "A" schools' performance is superior to the performance of schools that made AYP. And again, at the other end of the performance spectrum, we see far more differentiation than the simple "not met" AYP

designation. In examining Table 2A, it may not be readily apparent how the graduation rates actually compare across the grades and AYP status.

Consistent with the results presented in Tables 1A and 2A are the results in Table 2B that presents the percent of students proficient and above by A-F grade and by AYP status. These Tables indicate that the A-F grading system is able differentiate among schools in a more nuanced way than previous systems, maintain rigor, and still provide results consistent with traditional means of accountability under ESEA regulations.

Table 2B:
Comparison of Average Percent Proficient by School Grade and AYP Status

Grade	Elementary	Middle	High
F	28.9	25.2	12.0
	10.14	8.96	7.24
D	36.6	33.0	23.7
	8.60	8.66	12.24
C	46.4	42.2	37.8
	10.22	11.14	13.51
B	53.9	48.1	45.4
	8.92	12.73	14.53
A	69.3	65.8	54.4
	11.00	20.39	9.25
2010--2011			
Did Not Make AYP	42.7	36.3	28.5
	12.16	11.83	14.64
Made AYP	67.1	60.0	52.6
	12.23	18.46	12.96

We present Table 2C to further clarify how the Grading System captures exactly those elements. For example, we see in Table 2C that schools that receive a grade of "F" have dismal graduation rates and, in fact, have rates that are getting worse. On the other end of the spectrum are schools with overall "A" grades that have graduation rates that are approximately equal to those for schools making AYP. The graduation rates for "A" schools are in fact a few percentage points lower, but these schools have, on average graduation growth rates that are over a point higher

than schools making AYP. The comparisons between school grades and AYP are carried out at a fortuitous time as the percentage of schools not making AYP has approached virtually 100% - making subsequent comparisons meaningless.

Table 2C:
Actual Graduation Rates and Graduation points by School Grade and AYP Status

Overall Grade		Graduation Rates 4 year	5 year	3 yr growth	Graduation points	N
F	Mean	36.11	43.62	-0.25	6.61	19
	SD	19.33	17.76	3.83	3.09	
D	Mean	59.17	64.72	3.62	10.89	42
	SD	24.54	21.62	3.81	3.61	
C	Mean	74.37	74.57	3.32	12.36	67
	SD	15.39	15.80	2.83	2.29	
B	Mean	74.73	75.25	3.57	12.51	44
	SD	15.63	16.98	3.15	2.38	
	Mean	79.16	82.30	3.92	13.26	20
A	SD	8.36	11.35	2.75	1.72	
AYP 10						
Not Met	Mean	63.60	66.44	3.21	11.18	153
	SD	21.99	19.87	3.45	3.28	
Met	Mean	83.75	85.77	2.79	13.23	39
	SD	10.36	11.41	3.26	2.13	

Additionally, we can imagine there being some concern related to the weights apportioned to each of the elements. In elementary school, 90% of a school's grade is based on assessment results. In high schools, 60% is based on assessment results. There is, of course, a balance to be achieved in high schools as they consists of other measures that are important for monitoring school performance, such as graduation rates or explicit indicators of college and career readiness. High schools appear to be heavily weighted towards latter grades, and may not sufficiently account for 9th graders or student dropouts. However, inclusion of 9th grade students in high school accountability is accomplished through both graduation and the career-college-readiness indicators (which together account for 32% of a high school's grade). New Mexico's unique *Shared Accountability* graduation method assures that not only are 9th graders included, they are apportioned a separate share of the 4-year and 5-year cohort graduation rates. Schools that serve only 9th graders (i.e. 9th grade academies) receive a graduation rate that is based on

students that spent any time in that school. In this manner, high schools that do not have 12th grade graduating classes are still held accountable for their impact on student success. These high schools with only 9th, 10th, or 11th grades are no longer exempt from graduation indicators as they were in AYP.

Similarly, career-and-college-readiness participation includes all members of a graduating cohort in the denominator, including 9th graders, that is, the denominator is the same used for calculating graduation rates. The cohort takes form with all first-time 9th graders in the first of the 4 years of the cohort span. They are joined by new incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected four-year graduation year does not change. While we recognize that 9th graders have had fewer opportunities to achieve career-college goals, the inclusion of all grades helps to reinforce the vision that a major aim is to guide students towards college and career readiness. Not only does the shared accountability system provide a check on student dropouts, but we are able to hold schools accountable for student dropouts through college and career readiness as all juniors are afforded an opportunity to sit for the PSAT and career success points are only awarded to students who complete the course sequence *and* graduate.

Details of School Grading Components and Underlying Rationale for their Inclusion

There is considerable agreement that monitoring schools based on unconditional mean school performance, or the percentage of student's proficient, does not hold schools accountable for processes under a school's control and tends to place large diverse schools at a disadvantage (Novak and Fuller, 2003). Static average student performance measures tend to confound input characteristics (i.e. student enrollment characteristics) of schools with actual school performance (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, Goldschmidt, and Yamashiro, 2005; Meyer, 1997; Goldstein & Spiegelhalter, 1996) and are unduly influenced by factors outside of school control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997). Hence, the New Mexico School Grading models, and the corresponding SGTs, were carefully developed to reduce bias in attributions of school performance, and we monitor carefully fairness—in that all

schools must have equal opportunity to do well on the elements of the School Grading System. Using prior performance can, to a large extent, capture differences among schools in factors not under schools' control.

For example, the correlation between the percent of students meeting the previous NCLB AYP requirements and the percentage of students who are classified as eligible for free and reduced lunch (FRL) is -.57 (truncated to some extent by the generally high proportion of FRL students in New Mexico). Our goal in developing the A-F School Grading System was to reduce the undue influences of factors beyond school control negatively impacting school grades. We accomplished this by using both growth models and performance estimates based on a value-added model, which to some extent level circumstances faced by schools throughout the state, a process generally accepted and recommended in the literature (Choi, et. al., 2005; Aitkin & Longford, 1986; Goldstein, & Spiegelhalter, 1996; Willms, & Raudenbush, 1989; Hanushek, 1979; Hanushek, Rivkin, & Taylor, 1996; Meyer, 1997; Heck, 2000) and allows New Mexico to include here-to-fore students who were excluded from direct school accountability due to FAY status or minimum N sizes related to subgroups.

We are also concerned with fairness, that is, not disadvantaging schools and limiting opportunities to demonstrate high performance or changes in performance. Hence, we monitored closely whether larger schools are disadvantaged, or, importantly, whether schools with high status levels (i.e. a high percentage of students proficient) would limit the amount of growth a school could exhibit.

Current Standing

Current Standing consists of two elements: percent proficient and a model-based estimate of status based on Wilms and Raudenbush (1989) and Choi, Goldschmidt, and Martinez (2004).[12] This model uses the difference between observed and predicted outcomes and would be considered a value-added model (VAM). We use the difference between estimated current year status and the observed status as the model-based estimate for a school's contribution to student performance. This effectively accounts for variation in student enrollment characteristics by

[12] The Model is presented in Principle 2Attachments.

explicitly conditioning on FAY, prior performance, and school size.

A system that merely counts the percentage of proficient students is limited because it reduces the amount of information available and ignores performance changes within categories that can be quite large (Thum, 2003; Goldschmidt and Choi, 2007). Moreover, basing inferences about schools on static measures ignores that learning is a cumulative process and that schools often face challenges related to the input characteristics of its students (Hanushek, 1979; Choi, et. al., 2005; Goldschmidt, 2006). For example, some schools consistently receive an extremely high proportion of students who are not FAY (as much as 30% in some cases). Under the current ESEA rules these students would be excluded, but are included in school grading system. Given that schools are now being held accountable for these students, we need to recognize that a school has not taught that student for the full academic year and therefore we include an indicator for each student of whether they were FAY or not. Irrespective of FAY status for a given year the individual student is expected to graduate college and career ready and their performance counts towards that school's grade. Again, by including non-FAY students, we add approximately 20,000 students into the accountability system.

Hence, the Current Standing portion of a school's grade consists of both the traditional percent proficient and above, and a component based on a VAM. It is important to note that the VAM conditions *only* on FAY and prior performance. For elementary/middle schools, the VAM accounts for 25% (15 points in Current Standing and 10 points for School Growth), and in high schools, the VAM accounts for 20% of total points (10 points in Current Standing and 10 points in School Growth) for high schools. It is important to note that PED indicated in its original waiver submission that this change would be made once 10th grade students took the NM SBA and the results could be used to measure individual student growth. Overall, VAMs contribute 25% (10 points Current Standing and 10 points school growth, 5 points in growth in graduation rates[13]) of a high schools grade. Although this weighting of Current Standing existed from 2012 to 2014, a temporary transition plan is proposed at the end of this section to accommodate New Mexico's change to the PARCC assessments in 2015. See "1) Reweighting of School Components". This plan reweights the point assignments progressively for two years, after which

[13] The graduation growth model does not condition on student background rather only on prior graduation rates.

the weighting returns to this current scheme in the third year.

The use of a VAM as part of the Current Standing score is in direct response to stakeholders who consistently emphasized that it was unfair to compare a school with advantageous circumstances against a school with very challenging circumstances.

Growth

A school's growth score also consists of two elements. We include both a School Growth component and an Individual Student Growth component.[14] By way of analogy, we can think of school growth as similar to monitoring the unemployment rate from one year to the next. That is, we know that when the unemployment rate is 8% one year and 6% the next that the economy overall is improving—even though the unemployment rate in each year is based on different individuals. Hence, school growth provides an overall picture of how a school is improving. A complementary measure is how individual students are improving over time when considering the *same* students over a three-year period.

It is in the growth component that New Mexico explicitly considers subgroups in the calculation of school grades. Careful examination of New Mexico data reveals that simply using the traditional race/ethnic, language, disability, and/or economic status does not fully identify schools with improvement needs. As Table 3 indicates, by identifying the bottom quartile (Q1) of students in each school, we explicitly consider how large the performance gap is for the poorest performing students and how this gap is changing over time, irrespective of student classification. This directly identifies the greatest need based on actual performance, rather than classifications that furthers a deficit model by labeling students as poor performers simply because of their background characteristics. Moreover, by definition, every school has a bottom quartile and by explicitly placing extra weight on these students' growth, we provide incentive for continuous improvement.

[14] Unlike most states, New Mexico currently assess students twice in high school, so individual student growth is part of the grade calculation. New Mexico has adopted common core standards and is governing state in the PARCC consortium, which is developing assessments for grades 3-11. Hence, the A-F school grading model framework is prepared to continue including individual student growth at the student level once assessments become available.

Table 3:
Performance Gaps of various student groups

	Percent of students	Performance Gaps[1] Math	Reading
African American[2]	2.3	-6.3	-5.4
Hispanic	59.7	-5.6	-5.5
Asian	1.4	3.1	1.0
America Indian	9.9	-7.3	-7.6
Economically Disadv. (FRL)	69.6	-6.2	-6.2
ELL	20.2	-9.5	-10.6
SWD	13.1	-14.1	-16.1
Bottom Quartile	25.0	-15.1	-14.1

Notes: 1) State assessment scale is 0-80 (sd ~ 10.5).
2) Race/ethnicity comparisons are vs. White. Remaining gaps are vs. students not in the classification.

We emphasize that school grade results will be disaggregated by the traditional NCLB subgroups, SGTs will be calculated for traditional subgroups, and, importantly, that this information will be paramount in identifying interventions for Priority, Focus, and Strategic schools. We also note that the use of the bottom quartile is consistent with moving away from blaming subsets of students for a school's lack of success.

Since we consider growth of the bottom quartile (Q1), we consider whether this system does a better job of holding schools accountable for all students than the current system under ESEA. That is, given that we now include students in the A-F grading system that are not-FAY and given that traditional ESEA subgroups are included in a Q1 and that we hold schools accountable for students who previously excluded based on minimum N sizes, we consider the impact of FAY and then the effect of minimum N.

The Impact of FAY

The number of students per school not included in accountability calculations under current ESEA rules is presented in Table 4. This implies that approximately 870 students in Title I schools making AYP (75 schools), or about 16% did not contribute to the schools' ratings.

Table 4:
Number of students and AYP calculations

2010-2011 AYP Status	Included Mean	Excluded Mean
Not Met	175.3	35.6
Met	61.6	11.6

Overall, under the model proposed by New Mexico an additional 20,400[15] students will be included in the accountability model.

The Impact of Minimum N

The number of Title I schools not specifically held accountable for the following ESEA subgroups are displayed in Table 5. The results in Table 5 in the *Total* column indicate that of Title I schools, approximately 47% were not specifically held accountable for the ELL subgroup. Also, about 16% and 71% were not held accountable for FRL and SWD subgroups, respectively. Table 5 also indicates that schools making AYP in every subgroup were less likely to be held accountable for these specific subgroups. In fact, no Title I school that made AYP in 2010-2011 was held accountable for SWD. While most schools were held accountable for FRL students, approximately 84% overall, roughly half (49%) of the schools making AYP, were not held accountable for this subgroup. For the ELL subgroup, only about 13% of schools making AYP were held accountable for ELL students.

Table 5:
AYP status and the number of schools rated specifically on subgroups[1]

	AYP Status 2010-2011					
School Met Minimum N	Total	Percent	Not Met	Percent	Met	Percent
ELL -Yes	298	53.4%	293	56.6%	5	12.5%
ELL -No	260	46.6%	225	43.4%	35	87.5%
FRL - Yes	522	83.9%	484	88.5%	38	50.7%
FRL - No	100	16.1%	63	11.5%	37	49.3%
SWD - Yes	176	28.8%	176	32.5%	0	0.0%
SWD - No	436	71.2%	366	67.5%	70	100.0%

[15] 624 Title I schools X 32.7 average number of Non-FAY students in the state.

1) Includes Title I Schools that had at least one student in a subgroup.

The results in Table 5 clearly indicate that in the vast majority of cases, schools are not being held accountable for specific subgroups because they represent fewer than the allowable minimum N. This clearly masks the performance of many students. By definition this represents a small proportion of students overall, however, it represents a substantial number of schools that can avoid accountability for those at-risk students that the flexibility request specifically intends states to monitor. Table 5 also clearly provides evidence that student background characteristics matter. That is, if a school has a substantial number of students in one of the subgroups displayed in table five, it is significantly less likely to make AYP.

Does using the Bottom Quartile mask the performance of subgroups within the bottom quartile? The results in Table 5 indicate that are 260 Title I schools for which ELLs are not held accountable. Students who are ELL and who happen to be in the Bottom Quartile (Q1) now count towards a school's grade because every school has a Q1. The number of additional schools included under the A-F School Grading System is 100 for FRL and 436 for SWD[16]. Table 6 considers specifically the subgroups and their representation in the Q1. The number of schools in Table 6 are a subset of schools in Table 5 because in some instances some subgroups that exist in a school are not among the students in Q1 which furthers our notion that we should identify which students are performing poorly first and then examine specific issues related to that poor performance, rather than simply assuming that because a student is ELL, she will necessarily be performing poorly.

We consider the problem of masking performance to potentially be a problem if one subgroup represents less than 20% of Q1. We define a subgroup as Low Weight if they represent 20% or less of a subgroup. We used 20% as a cut as the majority group(s) in Q1 would have to demonstrate about 1.25 times as much growth to outweigh no growth for the Low Weight group. Given the standard error of growth, the odds are little less than 4 to 1 of that happening. As Table 6 indicates, this is unlikely given the high correlations of growth among subgroups.

[16] Of course, the net number of schools gained under the A-F system is not the sum of the additional schools by subgroup as some students have multiple memberships in subgroups – but this is consistent in how subgroups are counted under the current ESEA legislation.

Table 6:
Correlations of growth of subgroups within grade

Reading	FRL	ELL	SWD	Bottom Q
FRL		0.91	0.90	0.87
ELL			0.83	0.83
SWD				0.89
Math				
FRL		0.94	0.93	0.85
ELL			0.88	0.81
SWD				0.86

In Table 7, we would be concerned with situations where subgroups are Low Weight. For example, for ELL students this would include 129 schools. Of these 129 (of 434) schools 108 of them are not rated under current ESEA rules but are under the A-F system. This means that under ESEA in these 108 schools the ELL subgroup had a weight of 0, while under the A-F system, these students had some weight towards a school grade. For the 94 schools where ELL's were not a Low Weight group, under ESEA the ELL subgroup weight would have been 0, but is meaningful weight under the A-F system. Hence, under A-F system 202 schools now count ELL students, whereas under ESEA they were not. There are 21 schools, where the ELL subgroup did meet the minimum N and therefore counted towards a school's rating, but is part of the Low Weight group. Although, these students count towards a school's rating, one could argue that in these 21 schools current ESEA is more rigorous for the ELL subgroup. Overall, in terms of meaningfully holding schools accountable for the ELL subgroup, the A-F system adds a net of 181 (202-21) schools.

We can make these same calculations for FRL and SWD subgroups. For the FRL subgroup the net gain is 62 and for the SWD subgroup the net gain is 334. As noted, these counts potentially count schools more than once since students can be included in multiple ESEA subgroups. The unduplicated additional schools increases by 28% (175 schools) of all title I schools held accountable directly for these subgroups.

Table 7:
Impact of FAY and Minimum on Bottom Quartile (Q1) Students

Low wt.[1] in Q1	FAY Sufficient	Average Confidence Interval	Number of Schools	S.D.
ELL				
No	Yes	8.2	249	2.34
	No	19.0	94	8.90
	Total	11.2	343	6.99
Yes	Yes	9.9	21	1.58
	No	28.0	108	14.03
	Total	25.1	129	14.50
FRL				
No	Yes	6.1	460	2.21
	No	18.7	59	8.73
	Total	7.6	519	5.36
Yes	No	19.8	3	5.48
	Total	19.8	3	5.48
SWD				
No	Yes	9.8	155	1.90
	No	20.7	239	10.11
	Total	16.4	394	9.58
Yes	Yes	9.9	13	1.91
	No	27.3	108	15.05
	Total	25.4	121	15.22

1) Low Wt. indicates that the subgroup constitutes less than 20% of the bottom quartile (Q1)

The growth of the bottom quartile at each school is included in both the elementary/middle school and the high school. In elementary, middle, and high schools, the growth for the bottom quartile is identified in the individual student growth model described next.

Individual student Growth

The second element of growth is based on an individual student growth model (Raudenbush and Bryk, 2002, Willet and Singer, 2003, Goldschmidt, et. al., 2005). The threat of potential confounding factors (PCFs) in non-randomized cross-sectional designs (Campbell & Stanley, 1963), and the limitations of pre-post designs (Bryk & Wesiburg, 1977; Raudenbush & Bryk,

1987; Raudenbush, 2001) in making inferences about school, program, or teacher effects (i.e. change in student outcomes due to a hypothesized cause) are also increasingly understood. These and other related methodological challenges lead many to consider the advantages of examining growth trajectories to make inferences about change (Rogosa, Brandt, & Zimowski, 1982; Willet, Singer, & Martin, 1998; Raudenbush & Bryk, 2002). The New Mexico model is detailed in the Principle 2 Attachments .

Research indicates that growth models are well suited to monitor school performance over time and provide a more robust picture of a schools' ability to facilitate student achievement than simple static comparisons (Choi et. al., 2005). New Mexico uses three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle schools[17]. As multiple authors have reported, static results tend to reflect student input characteristics (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, et. al., 2005; Meyer, 1997) and factors outside of a schools control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997). As noted above, student performance is a process that accumulates over time (Hanushek, 1979) and results ignoring this are unlikely to accurately identify performance due to processes under school or teacher control. A growth model explicitly connects student performance from one test occasion to the next.

There may be some debate as to what constitutes the optimal psychometric characteristics for assessments to be used in systems desiring to use growth models (Briggs & Weeks, 2009; Yen, 1986). A key element for considering the use and interpretation of results based on growth models is that the outcome must have constant meaning over time (Raudenbush, 2001). Scores represent content mastery on a continuum and may be used to measure absolute academic progress over time. Some have argued that a good reference may be typical growth (Betebenner, 2009). New Mexico bases its growth on the notion of a year's worth of growth as identified by the vertical articulation of standards across grades. This notion reduces the issues noted above related to scaling across more than contiguous grade spans. A year's worth of growth can be

[17] And will in high school once the PARCC assessments come on line in 2014-15. In 2012-2013 and 2013-2014 the high school model will also incorporate three years of data.

considered as moving from proficient one year to the next. In the New Mexico model, an estimated growth coefficient of 0 (zero) relates to a year's worth of growth, and a positive coefficient indicates that students are growing faster, while a negative coefficient indicates a student is losing ground. This concept is less important for monitoring schools (Goldschmidt, et. al., 2010), but is important when considering SGTs. This concept of growth will be challenged by the movement to PARCC assessments in 2015, but the school grading model is relatively robust to these changes. Please see the discussion appended to this section, "2) Student Growth," and "3) High School Assessments."

Previous research has also addressed statistical issues and compared the effects of model specification (particularly with respect to student background characteristics) in some detail (Tekwe, Carter, Ma, Algina, Lucas, Roth, Ariet, Fisher, & Resnick, 2004; Ballou, Sanders, & Wright, 2004; McCaffrey, Sass, Lockwood, & Mihaly. 2009; McCaffrey, Lockwood, Koretz, Louis, & Hamilton, 2004; Wright, 2010; Goldschmidt, et. al,, 2010; Lockwood, & McCaffrey. 2007; Wright, 2008), and we used this previous research to provided significant guidance for the model selection and specifications we developed for the A-F Grading System. Also, we emphasize that schools grades are explicitly based on status and growth and schools will receive these grades separately (along with other factor grades as well). It is also important to note that the individual growth models include only two student variables: 1) whether a student is FAY or not; and 2) whether the student was in the bottom quartile two years prior. In elementary and middle schools, individual student growth accounts for 40% of the grade. In high schools, individual student growth (beginning in 2012-2013) accounts for 20% of a school's grade. Hence, a school could be an "A" school in growth and a "C" school in status, which would (depending on the other factor, which is only 10% in elementary and middle school) result in a school being given an overall grade of "B."

Other Indicators for School Grades

Finally, we turn to the other factor in the School Grading model. This consists of a student opportunity to learn survey (similar to those used in the MET study and by Wu, Goldschmidt, Boscardin and Sankar, 2009). The intent of this survey is to provide information related to average school opportunities to learn the materials, as these have been consistently demonstrated

to be related to student performance, and provide a tangible mechanism for assisting in the process of school improvement. We also include student attendance, and in high schools, we include two critical elements: graduation and college and career readiness. We consider college and career readiness in a manner that, again, incentives school to appropriately motivate students, while attempting to minimize unintended consequences. Hence, schools receive points for participation in college and career readiness activities (detailed in the Principle 2Attachments). But schools receive double the points for success (also defined in the Principles 2Attachments). While there are substantial complexities involved in calculating school grades (including estimating individual student growth trajectories and school growth VAM models), the tradeoff is that these models provide a significantly more nuanced examination of school performance. Consistent with the literature on school accountability (Linn, 1998; Baker, et. al., 2002; Goldschmidt, et. al., 2005; Choi, et. al., 2005; Goldschmidt and Choi, 2007; Thum, 2003), The New Mexico A-F School Grading system uses multiple measures, incorporates growth, incorporates the full range of student achievement, and specifically monitors the progress of the lowest achieving students in each school.

How Schools Earn Points in the A-F Grading System

All of the components that make up the school grading model afford schools an opportunity to receive points based on one of two methods: one, based on a pre-existing standard, or two, based on a process that establishes a baseline based on New Mexico's current performance (a process similar to that used to set initial targets under NCLB)

For percent proficient, graduation rate and attendance, points are earned by simply dividing the number of students that meet the standard, by the target amount. For percent proficient, this means that the percent of student proficient or above is divided by 100 % (as this is the expectation) and this result is multiplied by the number of points available (done separately for math and reading. Hence, in elementary/middle schools, 12.5 points could be earned for the percent of student proficient and above in math and 12.5 points could be earned for the percent of student proficient and above in reading. For graduation, we use a target rate of 100% and for attendance, we use a target rate of 100% (both of these are higher than the current rates under ESEA).

The other grade components are new and thus there is no set target. However, the basis for growth is a year's worth of growth (which on the New Mexico scale is equal to a growth rate of 0),e.g. going from proficient in 3rd grade to proficient in 4th grade would be considered a year's worth of growth and corresponds to a scale score of 40 in both grades. A benefit of the vertically moderated scale is that it is easy to establish if students are demonstrating more or less than a year's worth of growth simply by whether the growth estimate is positive or negative. Another advantage of this scale is that the standard error of measurement is both small and very stable across the grades.

School Growth Adjustment: The improved school growth model will align with the current standing and student growth models. The only difference between the school growth model and the others is that all data will be aggregated to the school level rather than be used at the student level. That is, the school average scores on the SBA will be used to predict the school average score on PARCC. Just as the individual student growth is the difference between the observed and expected score for a student, the individual school growth is the difference between the observed and expected score for a school. We will control for % FAY by school, school size, and the grades served at the school, as was the case in prior school grading. An advantage to this newer method is that it is simpler, easier to explain, and directly parallels student growth.

Because PARCC creates a new baseline, we will "crosswalk" from SBA to PARCC, capturing the growth of students over a three-year period. The first two years of SBA data provide the basis for forming an expected PARCC score in year three for each student. This captures the growth of individual students compared to their academic peers who have performed similarly in the past. If a student does better than their academic peers, they have improved more than was expected on the new assessment. This design also aligns A-F growth with the NMTEACH model of calculating growth so that schools will be able to use this data in conjunction with their NMTEACH data to inform curriculum design and implementation.

Finally, OTL survey points and College-and-Career-Readiness points are based on the distribution of schools on these components across the state. Steps one through three are used as detailed under current standing—conditional status. The percentile is calculated and this forms the basis for earning school grading points. Again, given that these are completely new concepts, there is no preconceived cut point and so we use the current New Mexico distribution as the anchor for subsequent years.

Monitoring and Evaluating the School Grading Model

The potential for unintended consequences always exists, just as there were some unintended consequences associated with NCLB, there might be some with the school grading system. In order to ensure fidelity and that the system correctly identifies schools and appropriately monitors students, specifically students classified in traditional ESEA subgroups, we will continuously evaluate the A-F system. Consistent with prior studies examining how well the model "work" (cited above), we plan to examine characteristics of schools with the different grades and see if there are patterns. Importantly, do we over identify good or bad schools that have specific performance issues (e.g. low growth, low status, low growth of Q1, low growth of Q1 by subgroup, low growth by subgroup in Q3, etc.), but more importantly we will evaluate how schools change ranking over time and how this corresponds to actual performance. That is, do grades change in accordance to how we expect actual performance to change (not only overall, but also by the various subgroups and Q1 and Q3)? We will also monitor how stable the model is and how sensitive it is to true changes in performance. Another important outcome to consider is the role of student dropouts on school grades and whether schools that have substantively important dropout rates are systematically not being captured by the grading system and the classification into Priority, Focus, and Strategic. Continued evaluation is critical to ensuring that students will graduate college and career ready. The evaluation process is iterative in that identified deficiencies will lead to changes in the system and further evaluation.

Transition to New Assessments

New Mexico will be transitioning to new assessments in the 2014-15 school year, which will necessitate some adjustment of the school grading paradigm. The new regular assessment is

being developed by the *Partnership for Assessment of Readiness for College and Careers* (PARCC) consortium of states, and the new alternate assessment by the *National Center and State Collaborative* (NCSC). The evolution to these new assessments will enrich New Mexico's evaluation system with rigor, better coverage of grade levels, alignment to the CCSS, and better coverage of specialized subject matter. However, it will also trigger the loss of historical continuity with the prior assessments which have been in place since 2005. Both assessments introduce the computerized format which is new to New Mexico students, and the PARCC battery additionally launches content-specific assessments in high school similar to end-of-course exams, that do not align with legacy assessments. The timeline for both new assessments also imposes a delay in the production of school grades until the proficiency cut scores are established in the fall of 2015. In order to minimize the effect of this transition on the stability of school grading we propose the following alterations in the A-F School Grading system.

1) Reweighting of Selected School Components. In New Mexico's school grading system the computation of Value Added Modeling (VAM) standardizes scaled scores in a way that makes them generally robust to changes in measurement metrics. For that reason VAM calculations can help buffer the discontinuity between assessment scales and cushion any spurious shifts in school grading components. The current point structure of the two school grading models (Tables 1 and 2) shows that VAM accounts for about one-third of *Current Standing,* and all of *School Growth* and *Graduation Growth*. However, a significant portion of model components that will be impacted by the assessment change does not have the benefit of VAM standardization. These components are *Student Growth (Q1)* and *Student Growth (Q3)* and the remaining two-thirds of *Current Standing*. To mediate the changeover we propose to more heavily weight the *Current Standing* points attributed to VAM components in this first year, with the aim to phase back to the original weighting scheme during a three year period (Table 8). Note that the final year (Year 3) corresponds to the weighting scheme that has been in place with the original school grading since 2012.

Table 8: Current Standing Points Phase-In

	High School Model	Elementary/Middle

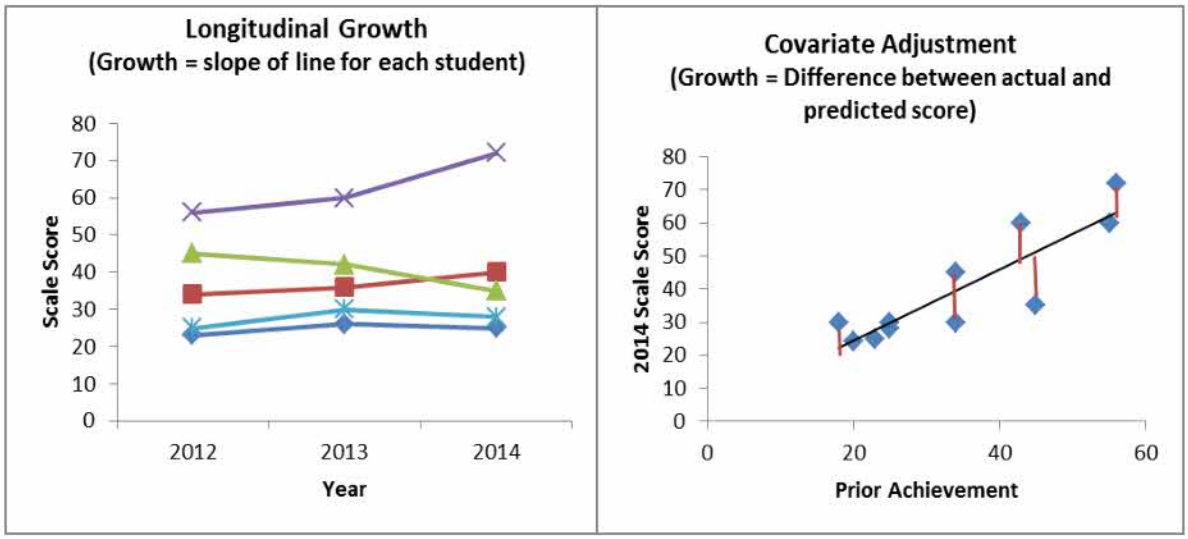
				School Model		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year3
Percent Proficient	10	15	20	15	20	25
VAM Conditioning	20	15	10	25	20	15

2) Student Growth. While originally PED planned for the *Student Growth* (Q1 and Q3) components of A-F school grades to require equating to build comparability across assessments and years, we are now proposing a different approach. With the transition to PARCC, moving the school grade value added models from a longitudinal growth model to a covariate adjusted model will allow alignment to the NMTEACH model and provide a more accurate representation of growth. While we originally proposed to use equipercentile methods (Dorans, Pommerich, & Holland) with a random groups design where the scaled scores for old and new assessments will be converted to percentiles, New Mexico would still provide that comparison to districts, but for informational purposes only.

Changing from a longitudinal growth model to a covariate adjusted model will accomplish 5 things:

1) Align School Grading Model with Teacher Evaluation Model
2) Simplify the models that go into school grading so they are more easily understood
3) Use a school grading model that does not assume a vertical assessment scale
4) Use a school grading model that does not require equating between SBA (previous assessment) and PARCC (new assessment)
5) Give individual grades to schools that serve only K-2 students (because the SBA assessment only started in grade 3, we previously gave these schools an aggregation of the school grades of the schools where their alumni attended). Now, we can use K-2 DIBELS scores to predict 3rd grade achievement (since we don't have to equate between DIBELS and PARCC in the new model).

A comparison of the prior model and new model is below.



Because three years of data are used to evaluate student growth, new assessments will not become fully integrated into the growth component until 2017. However, using three years of growth data naturally weights growth progressively during the first three years of transition, since in 2015 results will consist of two-thirds legacy and one-third PARCC, in 2016 one-third legacy and two-thirds PARCC, and in 2017 growth will be fully PARCC.

As always, we will continue to use three years of data to set the expectation for where students should be whenever possible. And, as we have all along, we will continue to measure student growth, and not just proficiency or static test scores. However, now we'll be able to be inclusive of more students and more schools than ever before. Additionally, in the former model, feeder schools with grades K, 1, 2 were judged on the distant performance of their 3rd grade alumni. Moreover, their growth was estimated from statewide figures that were difficult to justify since 3rd grade students have no prior scores. The new model introduces an opportunity to use DIBELS for growth in kindergarten through third grade.3) High School Assessments. The PARCC initiative introduces content-specific assessments that are less aligned to grade level (i.e. 9th grade) and more aligned to the end of a course or curriculum path, particularly in mathematics. For example *Algebra I* can be taken in any year of a student's high school career, as well as in the 8th grade prior to high school. Similarly *Geometry* can precede or follow *Algebra II*. For example, data for students entering New

Mexico high schools in 2012 showed the following:

- About 45% of students followed the traditional path of Algebra I (9th), Geometry (10th), Algebra II (11th).
- About 6% start high school (9th) in a pre -Algebra I type course.
- About .3% start high school (9th) in a post Algebra II type course.
- About 2% stay within integrated math throughout (9th, 10th, 11th).

This is in contrast to the legacy assessment that assessed content across the math domain, including algebra and geometry.

Both the sequencing and grade level are sufficiently irregular that a significant portion of examinees deviate from a predictable matriculation pattern. This change impacts primarily student growth where we will now explicitly control for course sequencing and grade level. The current modeling techniques allow adding indicators of *Grade* and *Sequence* that will sufficiently control for any effect of these variables within the current school grading paradigm. The correction for sequencing will be applied as an indicator variable in growth modeling once data are available to make that determination.

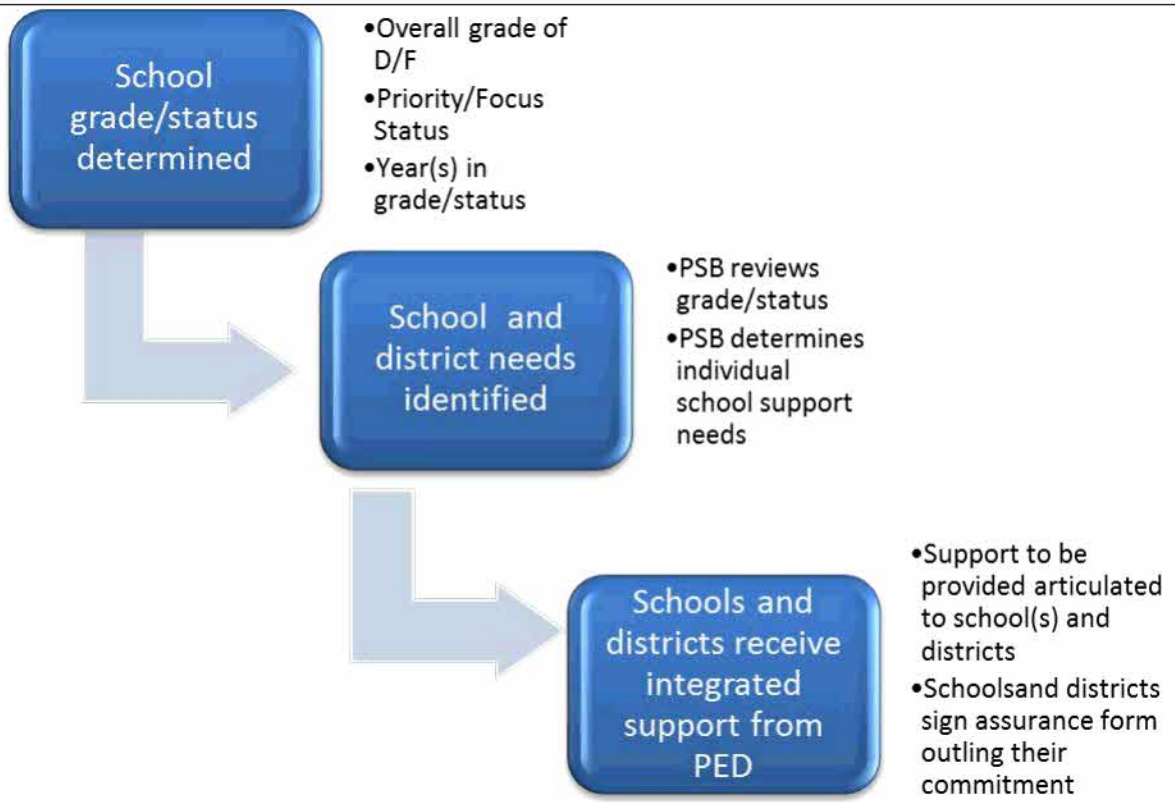
Participation rates for high schools will be refined to use a denominator that is comprised of the enrollment counts in a relevant course. A student that is eligible for more than one assessment, such as an 8th grader that is taking Algebra I, must be assessed in the content that is considered more rigorous or of typically a higher grade level, and the student will not be expected to participate in more than one assessment. These students will be counted in the denominator of the participation rate that is applicable to the assessed content. The combined weighted percentages across courses, within content (math or English language arts), will be used to derive the final rates within school and LEA. Failure to meet the minimum 95% objective results in a school's overall letter grade being reduced by one letter as in prior years.

Restructuring Support to Schools

There are currently 323 schools in New Mexico with an overall grade of D or F. While we

expect the number of D/F schools to decrease overtime, it is not anticipated that the number of D/F schools will drop significantly this year as the state transitions to PARCC. The transition to PARCC provides PED the ideal opportunity to set a support structure that is sustainable and includes cross functional support from PED bureaus in addressing needs of our D/F schools. Currently, the Priority Schools Bureau (PSB) leads and provides all of the support to our D/F schools, as well as our schools in Priority and Focus status. To make support sustainable and prioritize time, energy and efforts, a refined System of Support will be instituted that will better target the individual needs of schools, while also capitalizing on the expertise PED has internally outside of PSB. Each district and school must commit to receiving support by signing an assurance document indicating their willingness and capacity.

At the highest level, PSB will be the center of operations and innovation and will coordinate the support that is provided across the agency as a whole, for all support for schools with an overall grade of D or F, in Priority or Focus status, or in Strategic year 2 or 3 status. A tiered approach will be utilized to organize PED support for districts and schools.



For example, if Elementary School XYZ has an overall grade of D with high performance gaps between white and Hispanic students in reading, PED would ensure that Elementary School XYZ is receiving integrated support from Bureaus and their primary support would be connected to data. In the re-envisioned System of Support, PSB will act as the coordinating mechanism between the PED and individual schools and districts.

In addition to aligning bureau supports for individual school needs, PSB will continue to provide direct support to certain schools. Specifically, schools with a D or F grade, year 3 or 4, and/or a Priority or Focus status, year 3 or 4, will receive direct support from PSB. The level of support these schools will receive will be significantly focused and require individual schools and the district to commit to a series of assurances that demonstrate their willingness and capacity to engage in turnaround reforms.

Creating Sustainable Support

Differentiated support to schools is essential in arriving at increased outcomes for students. In

the re-envisioned System of Support, a coordinated PED structure will be in place to support districts and schools. PED will move towards creating interventions that are differentiated and increase in intensity as schools move into a lower grade and/or Priority or Focus status. These interventions will specifically address data gaps and may cause districts and schools to reorganize conditions and reappraise funding or work practices to meet stated Web EPSS goals and priorities. Districts will play a key role in working with PED in committing to action that provides support and holds school(s) accountable for their goals, strategies and action steps in the Web EPSS and for arriving at accomplishing findings based on Instructional Audit visits, Progress Monitoring Visits and or Triannual Site Visits connected to:

- Instructional infrastructure
- Teacher support and accountability
- Integration of services (completed by the district to denote funding streams and how the district leverages operational and federal dollars to support struggling schools)
- District identified support

PED outlines and details the role of the LEA, PED and schools in the appropriate sections that follow in the narrative for Priority and Focus schools. Each will work together in meeting rigorous interventions with support in arriving and meeting the SEA's exit criteria.

PSB will take the lead in supporting schools in collaboration with the LEA

PED Bureaus will support schools working with the LEA as assigned by PSB

LEA will take the lead in supporting schools in collaboration with the PED

TABLE 2, REWARD, PRIORITY, AND FOCUS SCHOOLS, is on pages 143-151.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA only includes student achievement on reading/language arts and mathematics	☐ If the SEA includes student achievement on assessments in addition to reading/language

assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

n/a

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the

i. Provide the new AMOs and an explanation of the method used to set these AMOs.	and an explanation of the method used to set these AMOs.	new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

New Mexico's School Growth Targets (SGT)

Given the A-F School Grading System (described in 2ai). We base each school's SGT (formerly AMO) on the school grade. Our target is the recommended 90th percentile of current performance. It is important that we set rigorous but obtainable goals (Linn, 1998) and the underlying question is whether the 90 percentile of current performance is an appropriate long term target. Given that New Mexico has an A-F System, a target that aims for every school to be an "A" creates a meaningless measure that loses its ability to differentiate among schools performance. Hence, we want a system where the long term goal meets the original intents of ESEA.

Unpacking the 90 percentile target is paramount in demonstrating that the A-F School Grading System can serve as both the mechanism for monitoring school performance, but also generating SGTs for schools. This aspect is important because the A-F system is comprehensive, and using it as a basis for SGTs maintains coherence for stakeholders. We again turn to the notion of validity evidence that corroborates the notion that a school at the 90 percentile is school performance worth emulating. We consider elementary/middle and high school in turn.

A school at the 90th percentile on the school grading metric has an average of approximately 44 on the New Mexico state assessment. Given the state average school size (to determine the standard deviation and estimate how many students are scoring above proficient) this implies

that approximately 72% of students in math[18,19] are proficient. Also, a school at the 90th percentile on the school grading metric demonstrates, on average, a growth rate that is slightly above a year's worth of growth. In fact, this growth implies that about 12.5% of students would be proficient within a three-year time frame.

Hence, this is equates to roughly 85% of elementary or middle school students either being on track to or at proficient or above. These same calculations for reading indicates 87% of students attending a school with a school grade at the 90th percentile are either proficient or on track to proficient. We note that the on-track portion of these calculations is based on a Growth-to-Standard growth model. We also note that the Growth-to-Standard model we use for high schools is a single year. Although it is possible to condition SGTs based on student background characteristics, or subgroups, New Mexico believes that *all* students should be held to the same standard. Hence, we set SGTs equally for all subgroups. These are set specifically for percent proficient, growth for the highest performing three quarters of students and growth for the bottom quartile subgroup. The SGTs are presented in Table 8.

This information will be explicitly added to the current school grading report that already includes performance on these elements. The SGT provide explicit additional information for guiding interventions. The SGTs for percent proficient are straight forward. The SGTs for growth require some explanation. It should first be noted that the New Mexico SBA uses a vertically moderated scale that implies that a growth of 0 is equal to a year's worth of growth. Hence, for the Q3 group, we propose growth that is slightly above a year's worth of growth on the current scale. For the Q1 group we set the target such that the Q1 group can meaningfully close achievement gaps – i.e. that average gap is about 15 points; hence 4 points of growth per year would close the gap in approximately three to four years.

Resetting of SGTs (AMOs)

Because of the transition to PARCC, New Mexico will require a resetting of these growth targets, as the new assessment's calibration to our legacy assessments are yet unknown.

[18] The means are slightly different in reading, but the estimated percent proficient would be about 74%.
[19] Title I schools.

Once scores are made available to the state, we will reuse the framework established for setting school growth targets (SGTs) using methods set forth in the original waiver (2.B.). The new targets will be projected for a ten year period, from 2015 to 2020 with proportional increases in the expected proficiencies. At that time we will also revisit the need to reset yearly growth targets for student growth (Q1 and Q3 combined subgroups). Graduation targets will remain unaltered (page 69 of the original waiver).

Baseline values will be used to identify schools that performed above the state average on proficiencies and again on growth. For the inaugural year, these schools will be identified as having met the state target. Baseline data will then be used to establish new targets projected to the year 2020.

The newly formulated SGTs will be published in the 2015 version of the A-F School Grading Report Card and the District Report Card. The PED will submit new SGTs and relevant background information as an addendum to this waiver after they have been finalized in January, 2016.

Table 9
School Growth Targets for Subgroups

Percent Proficient	Current	Year 1	2	3	5	6	7	8	9	10
Math	40	45.0	50.0	55.0	60.0	65.0	70.0	75.0	80.0	85.0
Reading	48	52.3	56.7	61.0	65.3	69.7	74.0	78.3	82.7	87.0
Growth Q3*										
Math	-0.3	-0.1	0.1	0.15	0.25	0.25	0.25	0.25	0.25	0.25
Reading	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Q1*	1.3	1.6	1.9	2.2	2.5	2.8	3.1	3.4	3.7	4.0
Math	1.7	2.0	2.2	2.5	2.7	3.0	3.2	3.5	3.7	4.0
Reading										
HS Graduation	68	69.9	71.8	73.7	75.6	77.4	79.3	81.2	83.1	85

*Growth for Q1 and Q3 in scale score metric.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

Identification of Reward Schools

New Mexico proposes that using the A-F Grading System as the mechanism to identify schools and to maintain coherence. The criteria established for identifying Reward Schools in New Mexico is aligned with the criteria established for flexibility. We select schools that exhibit both high current standing and high progress. We first consider schools that have overall grades (recall in Tables 1A and 2A that that "A" schools generally outperformed schools making AYP) and we add the additional requirement that the overall grade must be accompanied by above average growth. We next select schools with an overall grade of "A" and high graduation rates (85%). The last two categories for Reward Schools are high progress. One relates to high progress as demonstrated by a high annual growth in graduation rates, while the second focuses on high growth for both the Q3 and the Q1 students, but still minimally having average status. The criteria are summarized in Table 9a for data from 2012.

New Mexico's original plan did not explicitly address achievement gaps in the Reward schools category. While none of our Reward schools showed this characteristic, we nonetheless wish to fully endorse the importance of this requirement to be considered a Reward school, and will add it as additional qualifying criteria for all categories. By using the combined subgroups, especially for graduation where the counts of students are constrained, we assure that all students in protected subgroups are accounted for in this appraisal. In addition, legacy subgroup comparisons will form a secondary level of assurance.

Table 9A: Reward School Criteria

Number of Title I Schools 624 Number of Reward Schools 31		Number of Schools Identified (2012)
1) Highest Performers with Good Progress	Overall A Q1 Growth A, B Q3 Growth A, B, C No High Gap (Q1, Q3)	12
2) Highest Performers with Good Progress	Overall A Q3 Growth A, B Q1 Growth A, B, C No High Gap (Q1, Q3)	9
3) Highest Performers with High Graduation Rates	Overall A Graduation Rate >85% No High Gap (G1, G2)	1
4) High Graduation Rate Growth	Overall A, B, C Graduation Growth 10% No High Gap (G1, G2)	1
5) Highest Progress	Overall A, B, C Q1 Growth A Q3 Growth A No High Gap (Q1, Q3)	9

Table 9B highlights the 21 (12 and 9) high performance schools identified in reward categories one and two and demonstrates their performance as measured by percent proficient. Table 9b also displays the average school rank in terms percent proficient. A higher rank value indicates that the school's percent proficient (and above) places it higher among schools in the state. We present results for schools making and not making AYP by way of comparison. The results in table 9b clearly indicate that the performance of Reward Schools is on par in terms of percent proficient to schools making AYP in the state, ranked among the highest in terms of percent proficient, and also meeting high growth expectations, which ensures schools continue to improve.

Table 9B:
Reward Schools based on Highest Performance

Reward Category		Percent Proficient & Above	Average Rank
1) Overall A, Q1 growth >B, Q3 growth > C	Mean	59.7	638
	N	12	12
	SD	13.7	169
2) Overall A, Q3 growth > B, Q1 growth > C	Mean	63.2	702
	N	9	9
	SD	8.8	73
2010-2011 AYP status			
Did Not make AYP	Mean	39.1	348
	N	525	525
	SD	12.9	203
Made AYP	Mean	61.5	650
	N	73	73
	SD	14.1	166

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Recognition of Reward Schools

Reward Schools will be recognized and rewarded in several ways. On an annual basis the PED will publically release the list of Reward schools. Each Reward School will be showcased on the PED's website to include their profile of student demographics and best practices as it impacts their students' progress and performance. Each Reward school will receive a letter of recognition from either the Secretary of Education or the Governor highlighting their individual achievements. Public recognition may also include visits by Senior State officials such as the Secretary of Education, the Governor, or another high-ranking state official.

The PED will use Reward Schools as models of reform. Leaders from each Reward School may serve as mentors and will be asked to mentor leaders in lower-achieving schools.

Reward schools will not be required to complete the entire School Improvement Plan (Web EPSS), however what will be required are the sections of the Web EPSS that addresses subgroup performance.

The PED will seek to partner with districts to identify areas of flexibility that could be identified for Reward schools. As Reward schools will have already made tremendous progress with all students they serve, providing additional autonomy to allow them to continue to use innovation to make gains will potentially allow them to achieve at even higher levels.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

Entrance and Exit into Status

New Mexico proposes to enhance and simplify the status hierarchy by perfecting the path into and out of Priority, Focus, and Strategic, better targeting interventions, and adding a new standard to address graduation gaps. Currently the entry into status is governed by combinations of grading components that were thought to guarantee identification of the most persistently poor performing schools:

1) Graduation rates
2) Growth in graduation rates
3) Achievement gap reduction between the Q1 school and the Q3 statewide groups
4) Letter grade overall
5) Letter grade of selected components
6) Overall points

While these indicators have performed reasonably well, the algorithms for entry and exit are needlessly complex and sometimes do not appear to capture the correct set of schools. Specific criteria are outlined in Table 10 where they are listed in hierarchical order, with each successive criterion adding new schools until the quota for the status category is met.

Table 10: Current Entry and Exit Criteria for Improvement Status

	Enter	Exit	Problematic Properties
Priority	SIG	Overall A, B, C for 2 yrs	SIG schools may change Title I status during tenure of being a Priority school
	Overall F, Graduation Rate < 60%	Overall A, B, C for 2 yrs, Graduation Growth 5%/yr	Binary letter grade over- and under- captures, Rates are volatile for small schools
	Overall Points	Overall A, B, C for 2 yrs	Used to fill quota when necessary
Focus	Graduation Rate < 60%	Overall A, B, C for 2 yrs, Graduation Growth 3%/yr, Graduation Rate 60%/yr	Rates are volatile for small schools, Binary letter grade over- and under- captures Binary criterion over- and under-captures
	Gap High, Q1 Component D or F	Shrink Gap 6 SS/yr Q1 A, B	Binary criterion over- and under-captures Binary letter grade over- and under- captures
Strategic	Gap High, Overall F		Binary criterion over- and under-captures Binary letter grade over- and under- captures
Reward	Overall A, Q1 A, Q3 A, B, C	(Annually Refreshed)	
	Overall A, Q3 A, Q1 A, B, C		
	Overall A, Graduation Rate 85%		
	Overall C, Graduation Growth 10%		
	Overall C, Q1 A, Q3 A		

There are several shortcomings in these benchmarks that we would like to address.

First, the use of letter grades as a qualifying criterion, while reinforcing the simplicity

and candor of the school grading system, has the unintended effect of over- and under-identifying schools at the borderline of the category. Because the letter grade is categorical, when it is met in all-or-none fashion there is no way of separating schools on a continuum. The same is true of binary criterion such as a minimum increase in graduation rates. The whole group of qualifying schools must, by necessity, spill over into the adjacent category, crowding out other schools that might logically belong. Second, some criteria blend improvement concepts, such as achievement and graduation, blurring a meaningful distinction among categories and confounding improvement tactics. Last, the exit criteria for some categories are sufficiently severe that even improving but struggling schools will remain in status permanently, losing hope and nullifying the purpose of the improvement strategies to inspire change. More troubling, these Priority and Focus schools that cannot exit continue to displace other poorer-performing schools that need intensive interventions. While improbable, the possibility is present that the existing entrance and exit criteria could qualify all schools to sidestep assignment as a Priority or Focus school altogether. The retooling of entry and exit criteria will ensure that this does not happen, and that a consistent pool of the schools is identified annually for concentrated and rigorous intervention.

The insufficient nature of the entry and exit criteria is demonstrated by the transition of the first cohort of Priority schools (2012) to the second cohort (2014). The 30 schools that were identified in cohort 1 are shown in Table 11 where it can be seen that the predominance of exiters were SIG schools that were placed in Priority status by different criteria than those established for school grading. While the SIG schools made meaningful gains we wish to focus on the remaining two categories that utilized the specific entry criteria related to graduation and achievement. The only school that met the exit criteria was a feeder school (KN only) that was originally identified through their third grade alumni. With the exception of SIG schools, there was virtually no turnover in Priority schools, meaning that these schools will consume resources for four years, 2012 to 2015 and possibly more.

A focus on the schools from category 2), Table 11, that did not exit shows that all three

schools made significant gains in year 2, but slipped back slightly in year 3. Because of they were unable to sustain their growth for a second year, these schools, while growing and struggling, spend two more years as a Priority school. Meanwhile, there were 10 schools (year one), and 6 (year two) that had lower graduation rates than these schools and yet were passed over in any improvement (Priority, Focus, or Strategic). To illustrate further, one high school was identified by Focus criteria merely because their graduation rate had dipped below 60%. In all other areas the school performed quite well earning an overall letter grade of B.

Table 11: Movement of Priority Schools

		Open and Title I in Both Cohort Years	Met Exit Criteria	Exit Criteria Overall Grade, Graduation Growth		
				Year 1	Year 2	Year 3
Priority	1) SIG	13	7			
	2) Overall F, Graduation Rate < 60%	3	0	F F F	B, 6.5 C, 7.6 C, 6.6	C, .7 D, 1.3 D, -.7
	3) Overall Points	14	1			

The proposed simplified framework for identifying schools in Priority, Focus, or Strategic status validates two well-defined conduits for improvement, the first is graduation and the second is achievement. These two paths have well-defined correlates in the existing school grading framework, and as of 2015, both will have gap statistics to derive a second tier evaluation of subgroups. The framework is predicated on the principles of continuous quality improvement (CQI) which purports that in any system there exists a continuum with higher and lower performers, even when all schools made an "A" or "B" letter grade. Rather than qualifying schools through pass/fail criteria as was the case in the original model, the CQI approach samples continuously to recognize performance at the periphery, and resamples for movement of the poorer performers after interventions have taken place. Using that philosophy,

the entry criteria can be simplified to merely rank ordering schools on each of the two paths and then assigning status based on rank. There is no longer a need to use the binary letter grade as a decisive factor, or to confuse the reason why a school was identified as a poor performer. As we will explain, each path has unique characteristics that will better differentiate intervention strategies and help schools set achievable goals.

New Mexico's A-F School Grading system assigns grades using two distinct models, one for elementary and middle schools (five components) and another for high schools (seven components). We propose a fixed plan for assigning status that ensures that counts of status within each model are addressed separately without over- or under-representing one class of underperforming schools. To illustrate, Table 12 shows the proposed weighting pattern applied to data from 2014. A total of 654 Title I schools were rated, 521 of which were elementary or middle schools (80%) and 133 of which were high schools (20%). This weighting scheme, superimposed on the percentages allotted to Priority, Focus, and Strategic, yielded the projected counts shown in each category. The final count of schools fulfills the obligation for a minimum identification of 5% in Priority, 10% in Focus, and 10% in Strategic, while assuring balanced representation. The proportions of school types (elementary/middle, and high school) would be adjusted each year according to the pool of Title I schools being rated, but is not anticipated to shift significantly. This weighting permits better forecasting and utilization of resources to drive school reform. For example, approximately 7 high schools can be predicted as the annual count for graduation innovations, allowing for more thoughtful earmarking of resources.

Table 12: Plan for Fixed Proportions of Schools

	HS (20%)				EL (80%)				Total
	Priority (5%)	Focus (10%)	Strategic (10%)	Weight	Priority (5%)	Focus (10%)	Strategic (10%)	Weight	
Graduation	2	5	5	35%	0	0	0	0	7
Achievement	2	4	4	30%	13	26	26	50%	78
Gap	2	5	5	35%	13	26	26	50%	78
Total	7	13	13	100%	26	52	52	100%	163

In contrast, the original rubric resulted in the disproportionate and unpredictable focus on school types in the two status cohorts (Table 13). The over-representation of high schools is evident in all but *Priority* status in year two, where high schools account for slightly more than half of what would be anticipated based on prevalence. Planned proportions shown in Table 12 will enable resources to be reliably dedicated, without guesswork and speculation.

Table 13: Percentage of School Types in Priority and Focus Status

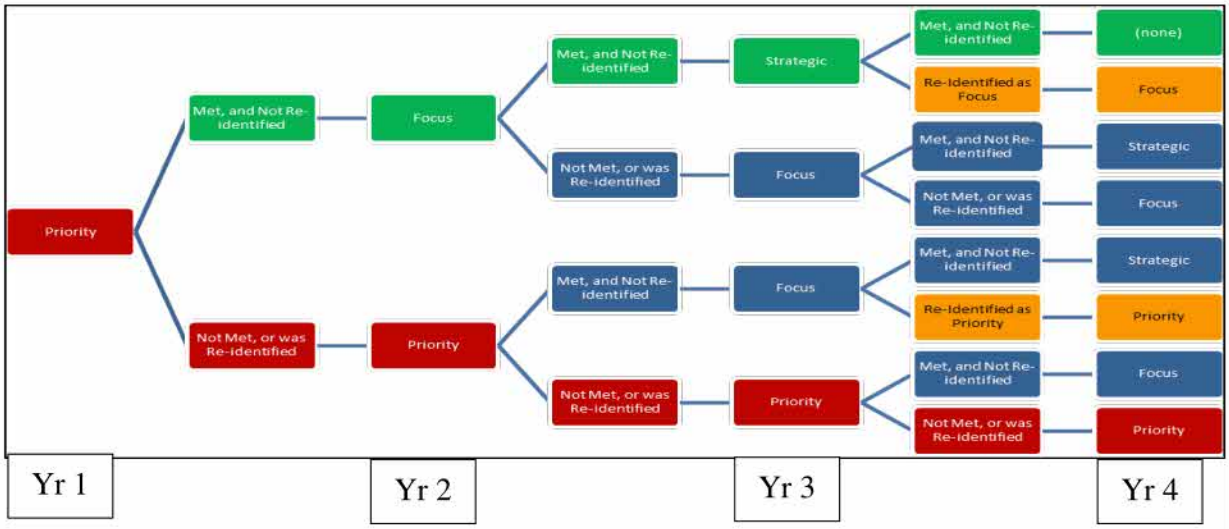
	Cohort 2012		Cohort 2014	
	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools
Priority	35%	65%	12%	88%
Focus	42%	58%	34%	66%

New Mexico proposes to refashion the use of the three improvement categories Priority, Focus, and Strategic to represent a hierarchy of progressive sanctions that support potential movement of schools in each category. Rather than identifying schools in all three categories for 2-year interventions, we propose that schools in a given category be given the opportunity to move up one category if they meet exit criteria. To illustrate, a Priority school in year 1 showing improvement could move to Focus in year 2, and to Strategic in year 3, guaranteeing three years of successively reduced monitoring and sanctions when it is earned, while still receiving consistent support and monitoring from PED. Likewise a successful Focus school could advance to Strategic, resulting in 2 years of intensive work. No school would be allowed to exit directly from either Priority or Focus completely; their only option would be to advance to the next higher category, and then only when they met the exit criteria. The net effect of school movements is that schools are rewarded for improvement annually, and openings in the Priority and Focus categories allow newly identified schools to enter status each year, instead of at 2 year turnover intervals. More rapid school movement would energize schools to work for swift change as well as permit state resources to mobilize quickly toward schools requiring immediate intervention. Flexibility in the

improvement categories would promote diversity in the targeted groups as well as motivate school leaders to preserve positive gains annually.

This action would not free schools from further consideration in the improvement continuum. Each year all Title I schools would be re-evaluated using the same criteria for entry, and a school's determination in that year would override any potential movement from the category. For example, in Figure 1 it is demonstrated that schools must consistently meet exit criteria and not be re-identified in a same or lower status in order to advance to a less stringent category in the improvement continuum (green). Similarly, schools that do not meet exit criteria (red) or that get re-identified in the same or lower category (orange) will keep or re-enter the appropriate status. While there is a potential for annual mobility in this framework, we want to emphasize that safeguards are in place that assure that every Priority school will get a minimum of three years of intervention, every Focus school will receive a minimum of two years, and that any school that accumulates more years of being in status, whether Focus, Priority, or Strategic will receive more intensive monitoring and intervention.

Figure 1: Use of Priority, Focus, and Strategic for Graduated Considerations



Graduation

The first pathway to school improvement, graduation, will be assessed through a weighted combination of:

- Current 4-year rate (8 points),
- Current 5-year rate (3 points),
- Current 6-year rate (2 points), and
- Three year growth in 4-year rates (4 points)

This structure duplicates the 17 points available to the A-F graduation indicator and yields a numeric score that leads to the school's letter grade in that component. This combined graduation score will serve as the ranking indicator for all high schools, and the number of schools will follow fixed proportions illustrated in Table 12. Unifying this school grading indicator with the improvement path eliminates any ambiguity of how a school becomes identified, and strengthens alignment within the school grading model.

Moreover, the use of a rich array of graduation indicators across multiple years ensures that spurious spikes or dips in the rates of small schools are not over-interpreted. For example, in Table 14 note the moderate correlation between yearly graduation rate differences and the size of the school (r = +.4). Schools with an average cohort size of 30 or more students experienced yearly differences in rates of only 6.9%, while small schools with fewer than 30 students averaged differences of 13.5%, illustrating the unstable nature of percentages in smaller groups. To contrast, the use of multiple graduation indicators calms these rates and leads to a more reliable predictor of student success.

Table 14: Graduation Rate Changes by Size of School

Annual Differences in Graduation Rate (2012-2014)	Count of Schools	Count of Students (Average)
Greater than 13%	60	32.5
Less than 13%	137	165.8

Table 15 shows the graduation points for the same set of large and small schools, where

it can be seen that school size is no longer a determinate of graduation outcome. The use of the composite score clearly outperforms the graduation rate.

Table 15: Graduation Points and Score by Size of School, Cohort of 2013

Graduation Cohort Size	Averaged Points from the School Grading Graduation Component				
N of Students	4-Year Rate Points	5-Year Rate Points	6-Year Rate Points	Growth Points	Composite Score
Fewer than 30	6.44	2.48	1.56	1.63	11.99
30 or More	5.62	2.17	1.42	2.04	11.14

To further the case for the graduation composite score we examine the reference graduation benchmark of 60% where it is evident the score discriminates well. Almost 18% of high schools (N=33) fell below the reference point in 2014, and while the composite score discriminated well there were a few notable exceptions. Applying the same percentage split to the composite score, eight schools with graduation rates lower than 60% were identified as higher performers on their composite score, primarily because their growth in 4-year rates was outstanding. While their graduation rates were near the border (54% to 59%) their three-year improvements placed them in the top 15% of schools in growth statewide, rightfully acknowledging their dramatic gains. In the former system these schools would have been flagged for Priority or Focus interventions, when in fact they are substantially outperforming their peers and will surpass the 60% criterion in one or two years. Conversely, eight schools were identified for improvement even though their graduation rates were above the 60% reference point. Collectively their rates ranged from 61% to 68% which might have excused them from scrutiny, but their strongly negative growth in 4-year rates placed them in the bottom 10% of schools statewide in the growth component. While these schools might be meeting some minimum standard, it would be preferable to direct resources toward their troubling decline as early as possible, as they will likely fall below the 60% criterion in the next year. In short, the graduate composite score strongly correlates (r= +.86) with the 4-year graduation rate, and it integrates important trends that better inform agile and purposeful intervention.

Entry to the graduation path will also be governed by the school's single year graduation rate where the school has at least 100 student members of the four-year graduation cohort. Alternately, smaller schools will be judged by a three year unweighted average of their four-year rates, provided that the sum of student cohort members across the three years also meets the minimum size of 100 students. Cohort membership is made up of every student ever enrolled for any length of time during a four year period, including dropouts, and therefore is higher than any single-year census of seniors. The setting of a robust minimum group size fosters statistical reliability, but more importantly focuses this criterion on identifying and intervening with the schools that impact the most students, maximizing resources for support. It is incumbent upon the state to ensure that improvement dollars are reserved for schools where they can impact the highest number of students. The minimum group size is also necessary for the credibility of the new graduation gap, which cleaves the cohort into two roughly equal portions for further scrutiny. To be meaningful these combined subgroups should contain from 30 to 50 students each, mandating a minimum group size with no fewer than 100 students total. A minimum group requirement will not be applied to the composite graduation criterion which is more reliable for smaller schools, since it incorporates three successive cohorts of students as well as a growth factor in the score.

Application of the minimum group size to the most recent school grading cycle shows that of the 133 Title I high schools, 88 schools (65%) met either minimum group size criterion. Of these schools, 19 had a graduation rate, either averaged or in a single year, that was less than 60%. Because the planned allotments in Table 12 do not accommodate more than seven graduation schools in Priority and Focus, this classification will be used to expand the Focus count beyond the 10% cap where necessary. In the event that subsequent years mirror this example, the excess of schools identified by this 60% criterion will be designated as Focus along with their achievement and gap counterparts, and the same count of schools will be subtracted from Strategic totals. This shift will accommodate a greater number of graduate Focus schools, while not increasing the total sum of schools within Priority, Focus, and Strategic combined. It will also preserve integrity of the achievement and gap paths for

schools that are moving in those pathways. In the event that this criterion identifies fewer than the allotted number of schools, the graduation composite score will fill out the remainder of the graduation path.

While the intent of entry and exit criteria for Priority and Focus is to identify schools with the greatest need within Title I schools, a second safeguard ensures that all schools, both Title I and non-Title I, that have similar graduation struggles are detected. This second layer of identification is based on the school's overall letter grade of D or F, and a comparison shows that 90% of the schools identified in the graduation path as either Priority or Focus also received an overall D or F.

The graduation rates will be partitioned into two new subgroups unique to high schools and similar to the Q1 and Q3 groups for achievement. New Mexico is implementing an early warning system that detects students at higher risk of not graduating. This system will assign a numeric risk index to every student at the time of entry into their 4-year graduation cohort, which will subsequently be used to divide cohort members into highest risk (G1) and lowest risk (G2) halves of the cohort. This risk identification parallels the concepts for Q1 and Q3 subgroups for reading and mathematics achievement, and will be readily comprehensible to stakeholder groups acquainted with New Mexico's school grading model. The implementation of graduation gap will begin with the Cohort of 2014 which contributes to accountability for the 2014-15 school year.

Application of the gap algorithm to the Cohort of 2013 has yielded predictive abilities sampled in Table 16. These percentages reflect the actual graduation rates within each of the two risk categories that were predicted by the model. The graduation gaps between G1 and G2 range from 17.3% to 27.3% in this sample of larger and smaller districts that are geographically dispersed in the state.

Table 16: Graduation Early Warning System, Accuracy of Prediction

Percent of Students Graduating in Four years	G1 Higher Risk	G2 Lower Risk
Statewide	69.5%	90.8%
Albuquerque District	64.6%	88.0%
Gadsden District	79.6%	96.9%
Artesia District	74.6%	97.0%
Hatch District	69.8%	88.9%
Moriarty District	64.6%	91.9%

The graduation gap is derived from a logistic regression model that predicts a combination of reading and math proficiency levels. The outcome variable was chosen as 11th grade proficiency which was found to be the strongest predictor of graduation. Categorical proficiency indicates that a student is proficient or advanced in either reading, math or both. The input variables consist of the following:

- Proficiency levels in reading and math in 4th, 5th, 6th, 7th, and 8th grades
- Student average daily attendance in 6th, 7th, and 8th grades
- The number of student level behavioral infractions accrued in 7th and 8th grades
- The ratio of the students age to 8th grade

With the passage of time and better data collection the model will include attendance and infractions for the elementary grade levels.

The student attributes in the G1 and G2 subgroups, while faintly reflecting protected subgroups, are moderately balanced in what are presumed to be the higher risk students (Table 17). Students with disabilities are disproportionately represented in G1 because the model predicts for 4-year graduation risks and these students are frequently allowed 5 to 7 years to complete requirements based on their IEP. We assert that the combined subgroup approach, similar to the quartile subgroups Q1 and Q3, captures more genuine risk that is not predicated on membership in an ethnic category or on a sometimes capricious classification. Moreover, the cleaving of students into two relatively equal groups ensures ample counts within each school are available to drive statistically robust findings. And most crucially, the combined subgroup guarantees that absolutely all students will take part in the evaluation of the gap—no students will be disregarded.

Table 17: Graduation Subgroup Characteristics of the Cohort of 2013

	G1 Higher Risk	G2 Lower Risk
African American	57.8%	42.2%
American Indian	58.2%	41.8%
Asian	20.5%	79.5%
Caucasian	27.7%	72.3%
Hispanic	53.5%	43.5%
Female	44.1%	55.9%
Male	49.5%	50.5%
English Learner	65.5%	34.5%
Economically Disadvantaged	59.1%	40.9%
Students with Disabilities	89.3%	10.7%

The G1 and G2 subgroups will be used to derive a graduation gap. Mirroring the achievement gap, the graduation gap will be computed as the difference between each high school's G1 rate and the G2 statewide benchmark. Strong evidence for the advantages of using combined subgroups was provided in the original waiver request and will not be duplicated here. Just the same it bears repeating that while the legacy subgroups are integrated heavily into a status school's appraisal, the state considers the lowest quartile (Q1, and G1) subgroups to be the most efficient means for uniformly capturing struggling students and for assessing the academic impact of a school. Before New Mexico's ESEA waiver and the implementation of school grades, 260 schools were not held accountable for English language learners, 100 schools were not held accountable for low-income students and 436 schools were not held accountable for students with disabilities. Through this method of gap analysis and the combined subgroups, all schools are now held accountable for all students.

The graduation gap will serve as a second tier evaluation for schools identified in the graduation path. All G1, G2, and legacy subgroups will be examined for unusually large discrepancies of 25% or more, and any anomalies will be addressed in the school's improvement plan.

In order for a school to advance to the next status category in the following year,

schools would have to demonstrate two exit criteria. The first is improvement in their graduation score of 1.5 points or more. This figure was derived from the average variability of rates within schools and is an improvement of one standard deviation in one year. The measure represents an 11% increase in the overall graduation domain, and is a significantly rigorous goal as only three schools projected to be in status would have been able to attain this target in 2014.

The second exit criterion that must be met is that the school could not be ranked again in the same or lower category. The evaluation of status classifications annually will have the effect of speeding the timeline of expectations for schools. While on the surface this may seem overly ambitious, in practice it has the effect of moving schools out of status more quickly when they don't require the intensive work, and introducing new schools in status sooner that require the resources. This also helps identify schools that are showing troubling persistence in some form of status for multiple years and intervene with these resistant schools earlier for more potent remedies and intensive scrutiny. We illustrate both exit criteria with historic graduation scores in Table 18, where in each year exactly 17 schools were identified for graduated Priority, Focus, or Strategic status, using the planned proportions in Table 12.

Table 18: Annual Graduation Status, Ignoring Exit Criteria

Status is flagged for the lowest 17 schools in each graduation year, out of a total of 176 high schools. Schools are ranked from lowest to highest in that year, based on their composite score.

1) School 454 (green) illustrates a school that can rightfully exit early. In the current exit strategy this school will be *Strategic* in year two, and completely exited in year three, advancing one category per year.

2) School 21 (gold) illustrates a school that will rightfully continue to need resources. By the end of year three it will still be in the *Priority* status it earned in year two since it did not improve by 1.5 points.

3) School 619 (blue) is an emerging *Priority* school that can better utilize the resources in 2013 that would have otherwise gone to school 454. In the prior rubric they would not have entered status until 2014.

4) School 676 (pink) never met any exit criteria in any year and its persistence in a Priority or Focus category for three years marks it as a school for intensified intervention.

School	2012			2013			2014		
	Score	Rank	Status	Score	Rank	Status	Score	Rank	Status
676	4.6	1	Priority	7.2	3	Priority	7.7	10	Focus
7	4.8	2	Priority	9.7	19		8.7	19	
783	4.9	3	Priority	5.5	1	Priority	11.3	77	
390	5.2	4	Priority	13.6	139		13.2	142	
20	6.0	5	Focus	8.1	6	Focus	6.7	7	Focus
627	6.1	6	Focus	10.9	48		10.3	41	
21	6.6	7	Focus	6.5	2	Priority	6.4	5	Focus
172	6.7	8	Focus	9.7	18		12.7	132	
454	6.8	9	Focus	9.7	21		11.2	71	
25	6.8	10	Focus	9.7	17	Strategic	5.3	1	Priority
18	6.9	11	Focus	9.5	15	Strategic	8.3	15	Strategic
617	7.0	12	Focus	10.8	44		13.3	145	
442	7.2	13	Strategic	9.3	10	Focus	6.4	4	Priority
262	7.3	14	Strategic	9.9	23		10.5	47	
263	7.5	15	Strategic	9.5	13	Strategic	7.5	8	Focus
22	7.5	16	Strategic	10.0	24		7.5	9	Focus
721	7.5	17	Strategic	12.1	83		12.6	129	
24	7.5	18		9.5	16	Strategic	9.3	22	
831	7.7	20		8.8	8	Focus	7.8	11	Focus
798	8.4	22		9.4	12	Focus	7.9	12	Focus
619	8.7	25		7.3	4	Priority	6.3	3	Priority
524	10.7	46		9.5	14	Strategic	6.7	6	Focus
196	10.8	47		7.6	5	Focus	6.0	2	Priority
668	11.3	57		8.9	9	Focus	8.2	14	Strategic
521	11.5	62		11.4	63		8.3	16	Strategic
742	11.5	66		8.8	7	Focus	8.2	13	Strategic
2092	12.6	96		9.3	11	Focus	8.7	18	
383	15.0	160		18.4	175		8.6	17	Strategic

These two exit requirements presume that interventions will not only improve rates (increase in score) but will also advance the school's standing relative to their peers in the distribution of scores (not re-identified). By moving these schools rapidly away from the lower pole of the frequency distribution, opportunities arise for apportioning limited resources to other newly-identified schools, a hallmark of the CQI approach. Applying the standardized exit criteria to each status in the historic data, the outcomes and movements are described in Table 19, where it can be seen that this stratagem will allow refreshing of approximately one to three schools annually ("Exiting Status") in graduation.

Table 19: Status Entry and Exit Criteria, Graduation

Count of Schools	Graduation Years	
	2012 – 2013	2013 - 2014
Moving up	8	1
Staying the Same	4	10
Moving Down	2	5
Exiting Status	3	1

Achievement

Achievement that is equally weighted in mathematics and reading serves as the second path to school improvement. Like graduation, a numeric composite score that is more directly aligned with school grading will be used to rank order schools within the two evaluation models, high schools, and elementary/middle schools. Once ranked the schools will be allotted to status based on the plan illustrated in graduation. The achievement score will be comprised of the total points allotted to a school. For elementary and middle schools that score is heavily weighted toward reading and math proficiencies and growth (Table 1). For high schools the overall score commits a majority (60%) of points to reading and math proficiencies and growth, and lesser amounts to graduation and college and career readiness (Table 2). Both models are rated on a 100 point scale, are readily accessible to stakeholders, and understood as an unabridged yet simple summary of the school's overall achievement. Since the two models are evaluated separately (elementary/middle, and high) the differences between each model will not contaminate the rankings. Within each model, the lowest achieving schools will be identified.

The combination of these two school grading components directly addresses chief facets of school success, the proportion of students who are on grade level (Current Standing) and gap reduction (Q1 Student Growth). Like graduation, these components directly align with a school's letter grade, smooth data across multiple years, and eradicate confusion about why a school is identified for status. Moreover, the use of a composite score improves on New Mexico's original ESEA waiver by increasing the sensitivity and specificity of school selection.

Like graduation, these components directly align with a school's letter grade, smooth data across multiple years, and eradicate confusion about why a school is identified for status. Moreover, the use of a composite score improves on New Mexico's original ESEA waiver by increasing the sensitivity and specificity of school selection.

Because achievement is comprised of a global index of the school's work there is no need to consider a minimum group size. The rich array of indicators across multiple years ensures that all schools regardless of size are represented in the pool of candidates for reward and improvement.

In the event that a school is identified for more than one pathway, for example both graduation and achievement, a hierarchy will govern the school's exit that is based on the school's ranking in each of the qualifying pathways. That is, where the school ranks the lowest, that pathway will govern their movement in the improvement continuum. The choice of exit criteria is somewhat arbitrary since all schools must undergo an annual re-evaluation of their achievement, gap, and graduation criteria. Any re-identification or failure to move will ensure that the school maintains a consistent course with intensive intervention.

Once identified for any level of status, a second tiered evaluation of achievement gaps will occur, assessing the difference between the school's Q1 averaged proficiency and the Q3 state benchmark. Unusually large gaps identified in this and other legacy subgroups will be addressed in the school's improvement plan as was described in the original waiver request.

The exit strategy for schools identified in the achievement category will fully parallel that of graduation. To be eligible to progress one category a school would demonstrate an improvement in their composite achievement score of one standard deviation a year. Using historical data from the current assessment that would be 4.5 points for high schools, and 4.7 points for elementary/middle schools. Applying the results from graduation to achievement, the number of schools that would be exiting status and

being refreshed with newly-identified schools is estimated to be 12 schools (1.7%) annually.

This exit criterion will require refreshing using data from the new PARCC assessment in year one.

Gap

Subgroup gaps in reading and math are captured by the Q1 and Q3 combined subgroups described and justified in the original waiver. The gap pathway will be defined by two independent but complementary pieces of information:

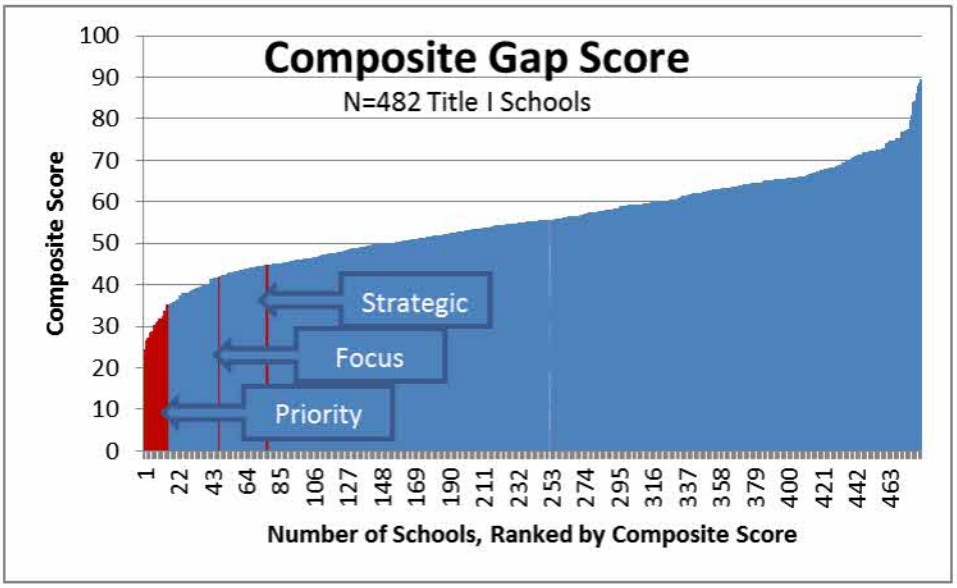
- The points that derive the Q1 letter grade, and
- The gap between the school's Q1 combined subgroup and the state's Q3 average.

The combination of these two school grading components directly addresses chief facets of disparity, first whether a school's lowest performing students are being inordinately left behind (gap size), and second whether the school is making strides toward closing that gap (Q1 growth). Each component will be equally weighted yielding a continuous score that is ranked from highest to lowest. The lowest performing schools will be identified as either *Priority*, *Focus*, or *Strategic* using the proportional plan (Table 12). This structure parallels the entry and exit criteria of the original waiver with several improvements. First, it is more transparent that the disproportionate gap triggered the school's need for improvement, and second, the ranking on the composite score indisputably identifies the schools in most need of resources.

The school will be considered only if their combined subgroup (Q1) is comprised of 20 or more students. This count is in keeping with New Mexico's earlier AYP minimum group size requirements and advances consistency with historic accountability. Application of the minimum group size to the most recent grading cycle (2014) showed that 74% of the Title I schools met this minimum.

Application of the gap criterion from 2014 is illustrated in Figure xx where it can be seen the score performs well within the proportions scheduled by the plan (Table 12). The

demarcations of *Priority*, *Focus*, and *Strategic* illustrate the uncharacteristic change in slope of schools that are operating outside the norm of most other schools. The composite score also corroborates Q1 findings within the school grading framework where all *Priority* schools received a component grade of F, and only two *Focus* schools (6%) received a C while the remainder were graded D or F.



The exit from the gap pathway will parallel that of graduation and achievement. That is, schools will need to demonstrate one standard deviation improvement in order to move. The exact figure for the criterion will await data from the new PARCC assessment in year one.

Identification of Priority Schools

Consistent with the prior discussion, the *Priority* list will be refreshed annually using the planned proportions shown in Table 12. Schools will be ranked on the graduation, achievement, and gap paths from lowest to highest on composite scores. Schools will either be kept, moved, or newly introduced based on the hierarchy described in section 2.D.i. specifically:

1. Identified as *Priority* in a prior year, and not meeting all exit criteria. These schools will continue on the path that identified their entry (graduation, achievement, or gap).
2. Openings in the graduation path will introduce schools based on the following

hierarchy:

a. Graduation rate lower than 60% for schools with a minimum cohort size of 100 students in either the current 4-year cohort, or the combined 3-year cumulative cohort (sum of students across all three years).
b. Graduation composite score ranking, no minimum group size.

3. Openings in the achievement path will introduce schools based on the school's rank on the overall score.
4. Openings in the gap path will introduce schools based on the school's rank on the composite gap score.

These five criteria will identify the total complement of high schools in Focus, following the planned proportions in Table 12. The total count will be derived from 10% of Title I schools.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Interventions in Priority Schools

New Mexico has multiple tools in place that align to ensure that LEAs are implementing interventions aligned with all of the Turnaround Principles in Priority schools. New Mexico will continue to collaborate with identified Priority School(s) leadership teams and their district leaders to support these schools with intervention strategies aligned to their individual area(s) of need. Further, with the flexibility granted under this waiver, districts will be able to utilize their 20% set-aside to support Priority schools as they undertake meaningful interventions.

PED annually reviews and approves the operating budget of each district and charter school. Additionally, the A-F School Grading Act specifies that the state will ensure that funds being spent in "D" and "F" schools are targeted towards proven programs and methods linked to improved student achievement. The "D" and "F" schools must include the four or seven turnaround principles that target the specific group or subgroup not making progress. PED will collaborate with districts during the budget review process to support their budget development to ensure alignment of tools in Priority Schools to proven strategies and methods linked to

improved student achievement. School district budgets will not be approved unless funds are set aside for scientifically researched based strategies that specifically support the achievement of students who are not making progress. School districts budgets and programmatic actions will be monitored by the PED staff.

Each spring all districts complete a Program Budget Questionnaire (housed in the WebEPSS) and submit it to PED for review and approval as part of their larger budget review process. Before a budget is approved for the fiscal year (the New Mexico fiscal year is July 1 – June 30), the Program Budget Questionnaire must also be reviewed and approved. Because the review takes place prior to the start of the next school year and programmatic actions outlined must align with budgets, the 2 in tandem outline how districts will support schools in the next year both budgetarily and programmatically. Further, as some schools enter their third year in Priority status, the level of engagement and support from districts is expected to increase. The system of support outlines below clearly articulates how districts will be more engaged and accountable for supporting Priority Schools.

Targeted Professional Development **Designed to provide LEAs and schools with information about targeted pedagogy, tools and early intervention support as provided by an aligned SEA structure**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 3 **Priority/ Focus: 3**	Each team will have an LEA member who actively participates in the PD and work alongside the school team as their thought partner to identify their promising practices and address their opportunities moving forward and removing any barriers at the school/district level.	This targeted professional development eventwill include LEA and teacher teams participating in targeted breakouts to provide pedagogy, tools, and early interventions. Each day will culminate with team meetings where teams will continue to build their	The principal and leadership team members will attend targeted professional development and work with the LEA to identify their promising practices and opportunities moving forward (OMF) based on their learning and identified in their action plans.

		action plans for implementation of their learning to support student learning and achievement in the 2015-2016 school year as evidence by their 90-day Web EPSS plans and Triannual Site Visits.	The schools leadership will work with staff to ensure that the action plan is shared and addressed in action steps and strategies in the Web EPSS.
Individual School Data Profile: Data Review **Designed to provide the LEA and school information on Q1-Q3 gaps by providing % proficient or on track data to support LEA and school action steps as noted in the Web EPSS. G1-G3 (graduation) gaps data will also be provided to LEA's and schools so that action steps are created and acted upon as noted in the Web EPSS.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 3 **Priority/ Focus: 3**	Within 10-working days of the Superintendent receiving their passwords and credentials to access the Data Profile they will: – Access the Data Profile for each of the schools in their district – Distribute to Principals – Provide support in analyzing the	Schools will receive a comprehensive Data Profile that identifies Q1-Q3, subgroups, G1-G3, and grade specific strengths and areas of challenge based on their summative data.	Schools will receive the Data Profile from their Superintendent/Principal and review the documents and findings with their staff. The schools will address findings from the Data Profile in the 2015–2016 School Web EPSS.

	data reviewing and identifying next steps		

Triannual Site Visit (TSV)

The Triannual Site Visit Protocol serves as an examination of the systems that support and relate to instruction. It serves as the mechanism for examining the systems in place and following up on the implementation of the action planning from the Targeted PD, it is supported by school leadership to increase teacher effectiveness and enhance student learning through professional dialogue.

It provides a means by which the Public Education Department (PED) team members can compile data for feedback to the district and school about the practices being implemented to support transformation.

Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 3 **Priority/ Focus: 3**	District leadership will participate in the Triannual Site Visits led by PED by: – Participating in the TSV – Working with the schools to address their Opportunities Moving Forward and removing any barriers at the		School leadership will participate in the Triannual Site Visits led by PED by: – Participating in the TSV – Addressing the Opportunities Moving Forward within the next 90-days by re-setting, re-designing or re-examining their existing structures and practices.

	school/district level		
School Community/School Board Meetings **Designed to increase understanding of LEA and school level data for school communities and school boards.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 3 **Priority/ Focus: 3**	Review the Triannual Site Visit Report and address the LEA Opportunities Moving Forward. Ensure that the school presents their Promising Practices (PP) and the Opportunities Moving Forward (OMF) at a school and community meeting within one month of receiving TSV Report. Ensure that the school presents their Promising Practices (PP) and the Opportunities Moving Forward (OMF) to the Board	Provide template example of the Board of Education Assurances sample meeting agenda and assurances page. Provide examples of the school/community meeting agenda. When appropriate, PED will ensure/monitor that LEAs are meeting their commitments at each Tri annual visit.	Hold school and community meeting within one month of the Triannual Site Visit Report being released to LEA and school to inform the community of TSV Promising Practices (PP) and the Opportunities Moving Forward (OMF) and the planned actions to address the OMFs. Documentation of meeting is to be sent to PED by LEA within one week of community meeting. Make a presentation to the Board of Education of all Triannual Site Visit Promising Practices (PP) and the Opportunities Moving Forward (OMF) within one month of

	of Education within one month of receiving TSV Report. Ensure that documentation of the meeting is sent to the PED within one week of the school/community and Board of Education meeting.		receiving TSV Report. Ensure the Board of Education assurances page is submitted to PED by LEA within one week of presentation. Send documentation of meeting to PED by LEA within one week of community meeting.
90-Web Educational Plan for Student Success (Web EPSS) Cycle **Designed to create 90 day cycles of improvement for increased outcomes of goals, strategies and action steps in the Web EPSS.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 3 **Priority/ Focus: 3**	Review the 90-day Web EPSS feedback checklist and provide technical assistance and support to schools to make any necessary changes to the Web EPSS.	Provide technical assistance and support around the 90-day Web EPSS feedback.	Review the 90-day Web EPSS feedback and make any necessary changes to the Web EPSS at each 90 day cycle.
Early Warning System **Designed to provide LEA and schools with information through an early warning system that identifies student level concerns so that LEAs and schools respond accordingly and early to increase graduation rates.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**

D or F: 3 **Priority/ Focus: 3**	Districts will utilize the Early Warning System to identify system wide concerns and student-level concerns and develop and recommend districtwide changes that address such concerns. District administrators will communicate the importance of the EWS within and across schools, through engagement, professional development, and monitoring of school-level efforts, to achieve the following expected outcomes.	Provide New Mexico Schools with an Early Warning System (EWS) to include training and monitoring	Secondary teams will Utilize the Early Warning System in their school including effective implementation strategies, linking indicators to a tiered intervention system, identifying effective interventions, linking EWS to college, and data-based decision making.
Individual School Data Profile: Data Review **Designed to provide the LEA and school information on Q1-Q3 gaps by providing % proficient or on track data to support LEA and school action steps as noted in the Web EPSS. G1-G3 (graduation) gaps data will also be provided to LEA's and schools so that action steps are created and acted upon as noted in the Web EPSS.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 1, 2	Within 10-working	Schools will receive a	Schools will receive the

Priority/Focus: 1, 2 **Strategic: 2, 3**	days of the Superintendent receiving their passwords and credentials to access the Data Profile they will: – Access the Data Profile for each of the schools in their district – Distribute to Principals – Provide support in analyzing the data reviewing and identifying next steps	comprehensive Data Profile that identifies Q1-Q3, subgroups, G1-G2, and grade specific strengths and areas of challenge based on their summative data.	Data Profile from their Superintendent/Principal and review the documents and findings with their staff. The schools will address findings from the Data Profile in the 2015–2016 School Web EPSS.
New Mexico Instructional Audit: Data and Practice (NMIA:DP) The New Mexico Instructional Audit: Data and Practice is one of the tools used by PED as an examination of the operations and systems that support and relate to instruction. It serves as the mechanism for examining the systems that schools have in place to support data-driven instruction and inquiry as well as the implemented instructional programs that support student learning through professional dialogue			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 1, 2 **Priority/Focus: 1, 2** **Strategic: 2, 3**	Review and act on the NMIA: DP Findings Report for each school.	PED will organize teams to complete NMIA:DP's in identified schools. Each team will prepare by completing a document review ahead of the visit. During the visit, the Team Lead will	School leadership will participate in the NMIA: DP led by PED. Prior to the site visit: – Working with the team lead to establish a timeline and agenda for the site visit and an

		organize with the LEA and school to accomplish interviews with: Superintendent, Principal, School Leadership Team, Teachers, Parents and Students. Classroom observation visits will also take place. Once the data from the document review, interviews and classroom observations are gathered and analyzed, the PED team determines findings that are identified by triangulating all data sources. A Level 2 finding is most severe and a Level 0 finding is least severe. The PED team closes with an exit meeting where the LEA and school has the opportunity to clarify any information discussed as potential findings. The report is sent to the LEA and Principal within 7-10 days. The LEA and Principal have the opportunity to respond and must address the findings in the school response section of the report and in the Web EPSS as an action steps to accomplish within that school year.	interview and walkthrough schedule. – Providing a bell schedule, school assessment calendar, staff roster, and map of the school and any other data/information requested by the Team Lead. – Participate in the NMIA: DP – Address and act on the NMIA:DP findings in as part of the WebEPSS

School/Community and Board Meetings **Designed to increase understanding of LEA and school level data for school communities and school boards.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 1, 2 **Priority/Focus: 1, 2** **Strategic: 2, 3**	Review the NMIA: DP Feedback Report for each school and support school in determining actions to address findings. Ensure that the school presents their level two findings from the NMIA: DP and how these will be addressed at a school/community within one month of receiving NMIA: DP Feedback Report. Submit documentation to PED Ensure that the school presents their level two findings from the NMIA: DP and how these will be addressed to the school board within	Provide template example of the Board of Education Assurances sample meeting agenda and assurances page. Provide examples of the school/community meeting agenda.	Hold school and community meeting within one month of the NMIA: DP Feedback Report being released to the LEA and school to inform the community of level two finds, and the planned actions to address the findings. Documentation of meeting is to be sent to PED by LEA/School within one week of community meeting. Make a presentation to the Board of Education of the level two findings from the NMIA: DP and how these will be addressed. Ensure that the Board of Education assurance signature page is submitted to PED by

	one month of receiving NMIA: DP Feedback Report. Ensure that documentation of the board meeting is sent to the PED within one week of the school/community and Board of Education meeting. Submit documentation to PED		LEA/School within one week of presentation. Send documentation of meeting to PED by LEA within one week of community meeting.
Progress Monitoring Visit (PMV) Designed to serve as an examination of the following Instructional Infrastructure (II) Components in a school: – Data Driven Instruction and Inquiry Process – Observation and Feedback – Aligned and Rigorous Curriculum			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 1, 2 **Priority/Focus: 1, 2** **Strategic: 2, 3**	District leadership will participate in the Progress Monitoring Visits (PMV) led by PED by: – Participating in the PMV	– Each site visit will address one component of the II where the PED team in collaboration with the LEA and school will	School leadership will participate in the Progress Monitoring Visits led by PED by: – Participating in the Progress Monitoring Visit – Addressing the

	– Working with the schools to address their Opportunities Moving Forward and removing any barriers at the school/district level	identify Promising Practices and Opportunities Moving Forward.	Opportunities Moving Forward within the next 90-days by re-setting, re-designing or re-examining their existing structures and practices connected to:. – DataDriven Instructionand Inquiry Process – Observation and Feedback - Aligned and Rigorous Curriculum
Web EPSS Desk Top Monitoring **Designed to provide LEAs and school feedback and support through recommendations for improvement based on review of the Web EPSS goals, strategies and action steps three times per school year.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
D or F: 1, 2 **Priority/Focus: 1, 2** **Strategic: 2, 3**	Review the Desk Top Monitoring Feedback report and provide technical assistance and support to schools to make any necessary changes to the Web EPSS.	Provide technical assistance and support linked to Desk Top Monitoring.	Review the Desk Top Monitoring Feedback report and make any necessary changes to the Web EPSS.
Early Warning System **Designed to provide LEA and schools with information through an early warning system that identifies student level concerns so that LEAs and schools respond accordingly and early to increase graduation rates.**			
Identifier	**LEA**	**PED Supports**	**School Requirements**

	Requirements		
D or F: 1, 2 **Priority/Focus: 1, 2** **Strategic: 2, 3**	Districts will utilize the Early Warning System to identify system wide concerns and student-level concerns and develop and recommend districtwide changes that address such concerns. District administrators will communicate the importance of the EWS within and across schools, through engagement, professional development, and monitoring of school-level efforts, to achieve the following expected outcomes.	Provide New Mexico Schools with an Early Warning System (EWS).	Secondary teams will utilize the Early Warning System in their school including effective implementation strategies, linking indicators to a tiered intervention system, identifying effective interventions, linking EWS to college, and data-based decision making.
Individual School Data Profile: Data Review **Designed to provide the LEA and school information on Q1-Q3 gaps by providing % proficient or on track data to support LEA and school action steps as noted in the Web EPSS. G1-G3 (graduation) gaps data will also be provided to LEA's and schools so that action steps are created and acted upon as noted in the Web EPSS.**			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
A, B, C	Within 10-working days of	Schools will receive a comprehensive Data	Schools will receive the Data Review from their

Strategic: 1 **Reward**	the Superintendent receiving their passwords and credentials to access the Data Review they will: – Access the Data Review for each of the schools in their district – Distribute to Principals – Provide support in analyzing the data reviewing and identifying next steps	Review that identifies Q1-Q3, subgroups, G1-G3 from PED.	Superintendent/Principal and review the documents and findings with their staff. The schools will address findings from the Data Review in the 2015–2016 School Web EPSS.
Differentiated Technical Assistance Based On Individual School Data			
Identifier	**LEA Requirements**	**PED Supports**	**School Requirements**
A, B, C **Strategic: 1** **Reward**		If necessary, PED Bureaus will provide technical assistance to schools based on their data profile to support early intervention.	
Web EPSS Annual Review **Designed to provide LEAs and school feedback and support through recommendations for improvement based on review of the Web EPSS goals, strategies and action steps.**			

Identifier	LEA Requirements	PED Supports	School Requirements
A, B, C **Strategic: 1** **Reward**	Review Annual Web EPSS feedback and provide technical assistance and support to schools to make any necessary changes to the Web EPSS.	Provide technical assistance and support linked to the Annual Web EPSS Review.	Review the Annual Web EPSS feedback review and make any necessary changes to the Web EPSS.

If after four years of intervention there is not consistent and sustainable growth within a Priority school, or school with an overall grade of F, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Timeline of Interventions

To better align with the redesigned system of support, PED as outlined key steps that will be taken by the state, districts, and schools to implement the new interventions.

Preparation at PED

The PED will use the time provided due to PARCC standard setting to organize and provide structure regarding how bureaus will work together to integrate support for districts and schools using data to target interventions that have the most potential impact to change outcomes for students.

The following bureaus will provide aligned support to Priority, Focus, Strategic year 2 and 3, D and F schools and will be part of the updated System of Support:

Priority Schools Bureau

PSB will coordinate PED Bureaus, by using data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and will provide standard setting training for delivery systems to PED Bureaus. PSB will directly support schools with a D or F grade, year 3 and 4, and/or Priority or Focus status, year 3 and 4, based on the System of Support. PSB will coordinate support from PED Bureaus to districts.

Literacy and Early Learning Bureau

Will provide data-based support for English Language Arts and Writing to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools, and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Math and Science Bureau
Will provide data-based support for Math and Science based on data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools, and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Bilingual and Multicultural Bureau and Indian Education
Will provide data-based support to schools with English Language Learners based on data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

College and Career Readiness Bureau
Will focus data-based support to schools with low graduation rates, students at risk for dropping out, and overall college and career readiness support to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Title I Bureau
Will focus to provide appropriate funding and monitoring to LEAs for Title One D and F, Priority and Focus schools in addressing their data gaps as related to Turnaround Principles.

Special Education Bureau
Will focus data-based support for Students with disabilities to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Educator Quality Bureau
Will direct support for teachers, review of district Title II plans in alignment with A-F, Priority, Focus, and Strategic school needs and NMTEACH results, placement of teachers in struggling schools and align with Educator Equity Plan.

Assessment & Accountability Bureau
Will direct support for overall support on understanding A-F, and assessment best practices in alignment with A-F, Priority, Focus, and Strategic school needs.

Charter Schools Bureau
Will direct data-based support to Priority, Focus, Strategic year 2 and 3, D and F Charter schools to address gaps and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

IDEAL-NM
Will provide support for opportunities for blended learning whereby content and instruction is delivered via digital and online media for Priority, Focus, Strategic year 2 and 3, D and F schools.

Indian Education
Will provide data-based support to schools with Native American students based on data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Preparation for LEA's

District preparation will occur during standards setting for PARCC in New Mexico.

Timeline	Support and Intervention for LEA's
Spring 2015	Provide LEAs guidance regarding appropriate funding for Priority, Focus, D and F schools in preparation for LEA budget and program reviews
Summer 2015	Provide LEAs guidance regarding support and interventions for Priority, Focus, D and F schools
Fall 2015	Provide tools and training to LEAs regarding NM System of Support requirements inclusive of funding expectations to support Priority, Focus, D and F schools
Fall 2015	Partner with Districts in providing support and interventions for Priority, Focus, D and F schools to arrive at requirements and increase outcomes for students.

Preparation for Schools

Preparation for Schools will occur during PARCC standard setting

Timeline	Support and Interventions for Schools
Fall 2015	Targeted professional development symposium provided by PED for districts and schools detailing individual Bureau supports and coordinated structures for Priority, Focus, D and F schools
Fall 2015	Targeted Progress Monitoring Visits for F2, D2, Focus2, Priority 2
Fall 2015	Tri annual Site Visit follow up
Summer 2015	Data Training
Fall 2015	Web EPSS Review: Desk Top Monitoring and Annual Reviews

In the 2014-2015 school year, all schools currently designated as a school in need of improvement must complete a WebEPSS, where the Turnaround Principles are indicated as goals that LEAs and schools must complete. Currently in New Mexico there are 31 Reward schools, 53 Strategic schools, 62 Focus schools and 31 Priority schools. Schools that are implementing all Turnaround Principles and are in year 1 or 2 of implementation include the following grade/status combinations:

- Schools that have a D grade or a combination of a D or F grades for 3 consecutive years and/or a status of Focus or a combination of Priority and Focus for 3 consecutive years
- Schools that have an F grade for 3 consecutive years or a status of Priority for 3 consecutive years
- Schools that have not yet implemented all Turnaround Principles and therefore would begin full implementation for the first time during the 2014-2015 school year are newly identified Priority Schools:Schools that have an A, B, C, D, or F grade and are identified as a Priority school for the first time in 2014-2015

Additionally, the PED annually reviews and approves the operating budget of each district and charter school. The budget review process occurs in May and June of each calendar year. Since PED released baseline grades in January 2012, part of the review process in the Spring looks in detail at the programs and interventions being used in Priority schools when districts submit their budgets. As the program and budget review has become more dynamic, there is now direct alignment to district plans and support for Priority Schools – as well as all low performing schools across the district. Districts must clearly articulate how they are using the A-F system to drive support to schools so that there is continuous improvement and growth. Two attachments – *District Web EPSS Program Review Checklist 2014-2015* and *Superintendents' Guide Budget and Program Review 2014 final* illustrate the expectation for all districts and are included in the Principle 2 Attachments. During the school year, PED monitors each districts WebEPSS for alignment, action steps, progress

This will allow Priority Schools to begin planning immediately for interventions they will undertake in the following school year. The PED will work to ensure that the interventions each priority school undertakes will be detailed as part of their WebEPSS submission. The expectation will be that the interventions align not only to the turnaround principles, but also to why the school is designated as a Priority school. An updated high quality plan – the New Mexico A-F School Grading Accountability System 2014-2015: Matrix of Requirements and Monitoring for Districts and Schools can be found in the Principle 2Attachments.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Exiting Priority School Status

This discussion is integrated into the proposed revision to entry and exit from any status, fully discussed at the beginning of this section, 2.D.i.

- Achieve one standard deviation improvement per year in the composite score that identified them as a Priority school (graduation 1.5, achievement for high schools 4.5, elementary and middle schools 4.7).
- Not be re-identified as a Priority school in the current year.

To exit Priority School status school must do the following:

- SIG schools need to have overall "C" grade (represents 43% proficient and above in Math and 49% in reading) for two consecutive years. This corresponds to an average scale score of 38 in math and 39 in reading (40 is proficient in all grades and subjects in New Mexico)) and a Q1 growth rate equal to a "B" grade or higher. This corresponds to a growth rate of approximately 2 points per year.
- Schools in priority status due to low graduation rates need to raise their overall grade to a "C" for two consecutive years and demonstrate graduation growth rate (based on three years of data) at least 5 % per year.
- Schools in priority status due to poor overall performance, but not SIG schools, must meet the same exit requirements as SIG schools noted above.

Even after two years of sustainable progress, a Priority School will still be required to implement its intervention strategy for a full third year because their status could only be elevated to Strategic. A Priority School that has implemented the seven principles for three years would then be required to implement at least four of these seven principles for a fourth year. The four principles selected collaboratively between the PED and the school must focus on ensuring that subgroup performance gaps do not widen and students' performance increases. The goal is to ensure that the progress and growth being made in Priority Schools is consistent and sustainable. If a school moves from Priority to Focus status, it will be required to meet the intervention criteria detailed in section 2.E.iii.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 % of the State's Title I schools as "focus schools."

Identification of Focus Schools

The method for identifying *Focus* schools continues logically from the methodology for identifying *Priority* schools. These schools form the next level of school grades after *Priority* and the list will be refreshed annually using the planned proportions shown in Table 12. Schools will be ranked on the graduation, achievement, and gap paths from lowest to highest on composite scores. Schools will either be kept, moved, or newly introduced building on the hierarchy described in section 2.D.i. specifically:

1. Identified as *Priority* in a prior year, and meeting all exit criteria. These schools will continue on the path that identified their entry (graduation, achievement, or gap).
2. Identified as *Focus* in a prior year, and not meeting all exit criteria. These schools will continue on the path that identified their entry (graduation, achievement, or gap).
3. Openings in the graduation path will introduce schools based on the following hierarchy:
    a. Graduation rate lower than 60% for schools with a minimum cohort size of 100 students in either the current 4-year cohort, or the combined 3-year cumulative cohort (sum of students across all three years).
    b. Graduation composite score ranking, no minimum group size.
4. Openings in the achievement path will introduce schools based on the school's rank on the overall score.
5. Openings in the gap path will introduce schools based on the school's rank on the composite gap score.

These five criteria will identify the total complement of high schools in Focus, following the planned proportions in Table 12. The total count will be derived from 10% of Title I schools.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Interventions in Focus Schools

To adequately address the reason why a school has been identified as a Focus School, and to ensure that the academic needs of students in each of the subgroups in the school are met, Focus Schools must select four of the seven Turnaround Principles, that address the subgroups not making progress. LEAs will be required to approve the principles selected based on each of the subgroups and provide assurances to the PED that they are aligned to the reasons why the school is identified as a focus school. While schools will some have discretion, all Focus Schools must commit to use data to inform instruction of those subgroups not making progress.

The expectation is that all Focus schools must immediately plan for and implement interventions aligned to the turnaround principles addressing the subgroups not making progress.

Please see section 2.D.iii for details related to supporting Focus schools and expected efforts by Focus schools.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Exiting Focus School Status

This discussion is integrated into the proposed revision to entry and exit from any status, fully discussed at the beginning of this section, 2.D.i. To exit the Focus School status a school must do the following:

- Achieve one standard deviation improvement per year in the composite score that identified them as a Focus (or Priority) school, and

- Not be re-identified as either a Priority (ranked lowest 5%) or Focus school (ranked next lowest 10%) in the current year.

If a school moves from Focus to Strategic status, they will be required to align interventions to the reason they are identified as a Strategic School.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Table 2: Reward, Priority, Focus, and Strategic Schools

Reward Schools 2014 Schools must have met one of the five criteria to be considered a Reward School. Schools receiving Title I funds are eligible (N=654).		Criteria: 1 Overall A, Q1>B, Q3>=C 2 Overall A, Q3>B, Q1>=C 3 Overall A, Graduation Rate>85% 4 Overall C, Graduation Growth 10% annually 5 Overall C, Q1=A, Q3=A	
Code	School	District	Reward
525001	Amy Biehl High Charter	State Charter	X
30017	Animas High	Animas Public Schools	X
1576	Atrisco Heritage Academy High	Albuquerque Public Schools	X
520001	Attitude Skills and Knowledge Academy Charter (ASK)	State Charter	X
88915	Bluewater Elementary	Grants Cibola County Schools	X
67035	Central High	Central Consolidated Schools	X
19030	Chaparral Elementary	Gadsden Independent Schools	X
76010	Chrysalis Alternative	Taos Municipal Schools	X
502001	Cottonwood Classical Preparatory Charter	State Charter	X
85045	Des Moines High	Des Moines Municipal Schools	X
19035	Desert View Elementary	Gadsden Independent Schools	X
60045	Dora High	Dora Municipal Schools	X
526001	East Mountain High Charter	State Charter	X

58048	Elida High	Elida Municipal Schools	X
55050	Espanola Valley High	Espanola Public Schools	X
80050	Estancia High	Estancia Municipal Schools	X
16052	fort Sumner High	Fort Sumner Municipal Schools	X
4130	Goddard High	Roswell Independent Schools	X
15057	Grady High	Grady Municipal Schools	X
88055	Grants High	Grants Cibola County Schools	X
83013	Independence High	Rio Rancho Public Schools	X
51081	Logan High	Logan Municipal Schools	X
86085	Los Lunas High	Los Lunas Public Schools	X
519001	MASTERS Program Charter	State Charter	X
14095	Melrose High	Melrose Public Schools	X
549001	New America School Las Cruces	State Charter	X
67116	Newcomb Elementary	Central Consolidated Schools	X
67130	Newcomb High	Central Consolidated Schools	X
509001	NM School for the Arts Charter	State Charter	X
70124	Pecos High	Pecos Independent Schools	X
2136	Reserve High	Reserve Public Schools	X
69136	Robertson High	Las Vegas City Public Schools	X
4135	Roswell High	Roswell Independent Schools	X
25146	Santa Rosa High	Santa Rosa Consolidated Schools	X
531001	Southwest Secondary Learning Center Charter	State Charter	X
544001	SW Aeronautics Mathematics and Science Academy	State Charter	X

510001	Taos Academy Charter	State Charter	X
76011	Taos Cyber Magnet	Taos Municipal Schools	X
13162	Texico High	Texico Municipal Schools	X
536001	The Great Academy Charter	State Charter	X
49164	Tucumcari High	Tucumcari Public Schools	X
89192	Twin Buttes High	Zuni Public Schools	X
86017	Valencia High	Los Lunas Public Schools	X
89190	Zuni High	Zuni Public Schools	X

Priority, Focus, and Strategic Schools

Schools in Improvement 2014
Schools receiving Title I funding are eligible (N=654)

Code	School	District	Priority	Focus	Strategic
523001	Academy of Trades and Technology Charter	State Charter	X	0	0
42024	Bell Elementary	Deming Public Schools	X	0	0
1339	Carlos Rey Elementary	Albuquerque Public Schools	X	0	0
37035	Carrizozo Elementary	Carrizozo Municipal Schools	X	0	0
512001	Cesar Chavez Community Charter	State Charter	X	0	0
1118	Christine Duncan Heritage Academy Charter	Albuquerque Public Schools	X	0	0
42036	Columbus Elementary	Deming Public Schools	X	0	0
43038	Crownpoint Elementary	Gallup McKinley County Schools	X	0	0
1450	Ernie Pyle Middle	Albuquerque Public Schools	X	0	0
1270	Hawthorne Elementary	Albuquerque Public Schools	X	0	0
43158	Juan de Onate Elementary	Gallup McKinley County Schools	X	0	0
1285	La Mesa Elementary	Albuquerque Public Schools	X	0	0
1017	Los Puentes Charter	Albuquerque Public Schools	X	0	0
1300	Lowell Elementary	Albuquerque Public Schools	X	0	0
56087	Lybrook Elementary	Jemez Mountain Public Schools	X	0	0
65108	Mesa View Middle	Farmington Municipal Schools	X	0	0
1315	Montezuma Elementary	Albuquerque Public Schools	X	0	0
67114	Naschitti Elementary	Central Consolidated Schools	X	0	0
71023	Ramirez Thomas Elementary	Santa Fe Public Schools	X	0	0
74155	Raymond Sarracino Middle	Socorro Consolidated Schools	X	0	0
68004	Rio Gallinas Ecology and the Arts Charter	West Las Vegas Public Schools	X	0	0
1051	Robert F Kennedy Charter	Albuquerque Public Schools	X	0	0
43138	Rocky View Elementary	Gallup McKinley County	X	0	0

		Schools			
88152	San Rafael Elementary	Grants Cibola County Schools	X	0	0
36145	Sierra Vista Primary	Ruidoso Municipal Schools	X	0	0
33156	Southern Heights Elementary	Hobbs Municipal Schools	X	0	0
4120	Sunset Elementary	Roswell Independent Schools	X	0	0
43120	Tohatchi Middle	Gallup McKinley County Schools	X	0	0
1363	Tomasita Elementary	Albuquerque Public Schools	X	0	0
548001	Uplift Community School	State Charter	X	0	0
1376	Wherry Elementary	Albuquerque Public Schools	X	0	0
36160	White Mountain Elementary	Ruidoso Municipal Schools	X	0	0
89195	Zuni Middle	Zuni Public Schools	X	0	0
89025	A Shiwi Elementary	Zuni Public Schools	0	X	0
1206	Adobe Acres Elementary	Albuquerque Public Schools	0	X	0
1016	Albuquerque Talent Development Secondary Charter	Albuquerque Public Schools	0	X	0
61016	Algodones Elementary	Bernalillo Public Schools	0	X	0
79001	Alta Vista Elementary	Questa Independent Schools	0	X	0
42005	Bataan Elementary	Deming Public Schools	0	X	0
87001	Belen Infinity High	Belen Consolidated Schools	0	X	0
31123	Ben Alexander Elementary	Lovington Municipal Schools	0	X	0
66030	Bloomfield Family Learning Center	Bloomfield Schools	0	X	0
67025	Career Preparatory Alternative	Central Consolidated Schools	0	X	0
86009	Century Alternative High	Los Lunas Public Schools	0	X	0
17006	Cesar Chavez Elementary	Las Cruces Public Schools	0	X	0
71005	Cesar Chavez Elementary	Santa Fe Public Schools	0	X	0
43034	Church Rock Elementary	Gallup McKinley County Schools	0	X	0
61020	Cochiti Elementary	Bernalillo Public Schools	0	X	0
513001	Creative Education Preparatory 1 Charter	State Charter	0	X	0
62037	Cuba Elementary	Cuba Independent Schools	0	X	0

1514	Del Norte High	Albuquerque Public Schools	0	X	0
42006	Deming Cesar Chavez Charter	Deming Public Schools	0	X	0
33046	Edison Elementary	Hobbs Municipal Schools	0	X	0
1069	El Camino Real Academy Charter	Albuquerque Public Schools	0	X	0
78047	El Rito Elementary	Mesa Vista Consolidated Schools	0	X	0
1255	Emerson Elementary	Albuquerque Public Schools	0	X	0
80169	Estancia Lower Elementary	Estancia Municipal Schools	0	X	0
1258	Eubank Elementary	Albuquerque Public Schools	0	X	0
1261	Eugene Field Elementary	Albuquerque Public Schools	0	X	0
43016	Gallup Central Alternative	Gallup McKinley County Schools	0	X	0
43055	Gallup High	Gallup McKinley County Schools	0	X	0
514001	Gilbert L Sena High Charter	State Charter	0	X	0
18057	Hatch Valley Elementary	Hatch Valley Public Schools	0	X	0
20058	Hillcrest Elementary	Carlsbad Municipal Schools	0	X	0
33066	Jefferson Elementary	Hobbs Municipal Schools	0	X	0
63145	Jemez Valley Elementary	Jemez Valley Public Schools	0	X	0
1231	Kit Carson Elementary	Albuquerque Public Schools	0	X	0
1061	La Academia De Esperanza Charter	Albuquerque Public Schools	0	X	0
1282	La Luz Elementary	Albuquerque Public Schools	0	X	0
17013	Las Montanas Charter	Las Cruces Public Schools	0	X	0
1288	Lavaland Elementary	Albuquerque Public Schools	0	X	0
1297	Los Padillas Elementary	Albuquerque Public Schools	0	X	0
1336	Los Ranchos Elementary	Albuquerque Public Schools	0	X	0
501001	Media Arts Collaborative Charter	State Charter	0	X	0
69150	Mike Sena Elementary	Las Vegas City Public Schools	0	X	0
43079	Navajo Elementary	Gallup McKinley County Schools	0	X	0
43075	Navajo Pine High	Gallup McKinley County	0	X	0

		Schools			
1039	Nuestros Valores High Charter	Albuquerque Public Schools	0	X	0
1333	Pajarito Elementary	Albuquerque Public Schools	0	X	0
43132	Ramah Elementary	Gallup McKinley County Schools	0	X	0
25015	Rita A Marquez Elementary	Santa Rosa Consolidated Schools	0	X	0
42008	Ruben S Torres Elementary	Deming Public Schools	0	X	0
1392	Rudolfo Anaya Elementary	Albuquerque Public Schools	0	X	0
46144	Sacramento Elementary	Alamogordo Public Schools	0	X	0
17012	San Andres High	Las Cruces Public Schools	0	X	0
1090	School for Integrated Academics and Technologies Charter	Albuquerque Public Schools	0	X	0
1597	School On Wheels	Albuquerque Public Schools	0	X	0
74160	Socorro High	Socorro Consolidated Schools	0	X	0
43152	Stagecoach Elementary	Gallup McKinley County Schools	0	X	0
47163	Tularosa Elementary	Tularosa Municipal Schools	0	X	0
1370	Valle Vista Elementary	Albuquerque Public Schools	0	X	0
80185	Van Stone Elementary	Estancia Municipal Schools	0	X	0
68173	West Las Vegas High	West Las Vegas Public Schools	0	X	0
1379	Whittier Elementary	Albuquerque Public Schools	0	X	0
33176	Will Rogers Elementary	Hobbs Municipal Schools	0	X	0
1210	Alamosa Elementary	Albuquerque Public Schools	0	0	X
86150	Ann Parish Elementary	Los Lunas Public Schools	0	0	X
556001	Anthony Charter School	State Charter	0	0	X
1214	Apache Elementary	Albuquerque Public Schools	0	0	X
65017	Apache Elementary	Farmington Municipal Schools	0	0	X
522001	Architecture Construction and Engineering Leadership High Charter	State Charter	0	0	X
1215	Armijo Elementary	Albuquerque Public Schools	0	0	X
1216	Atrisco Elementary	Albuquerque Public Schools	0	0	X
1225	Barcelona Elementary	Albuquerque Public Schools	0	0	X

43030	Chee Dodge Elementary	Gallup McKinley County Schools	0	0	X
1237	Cochiti Elementary	Albuquerque Public Schools	0	0	X
43160	David Skeet Elementary	Gallup McKinley County Schools	0	0	X
42025	Deming Middle	Deming Public Schools	0	0	X
89165	Dowa Yalanne Elementary	Zuni Public Schools	0	0	X
54044	Dulce Elementary	Dulce Independent Schools	0	0	X
54050	Dulce Middle	Dulce Independent Schools	0	0	X
1219	Edmund G Ross Elementary	Albuquerque Public Schools	0	0	X
76175	Enos Garcia Elementary	Taos Municipal Schools	0	0	X
10056	Forrester Elementary	Springer Municipal Schools	0	0	X
71145	Francis X Nava Elementary	Santa Fe Public Schools	0	0	X
87066	Gil Sanchez Elementary	Belen Consolidated Schools	0	0	X
1416	Hayes Middle	Albuquerque Public Schools	0	0	X
1395	Helen Cordero Primary	Albuquerque Public Schools	0	0	X
12058	Highland Elementary	Clovis Municipal Schools	0	0	X
1273	Hodgin Elementary	Albuquerque Public Schools	0	0	X
12066	James Bickley Elementary	Clovis Municipal Schools	0	0	X
63170	Jemez Valley Middle	Jemez Valley Public Schools	0	0	X
69003	Las Vegas City Early Childhood	Las Vegas City Public Schools	0	0	X
12084	Lockwood Elementary	Clovis Municipal Schools	0	0	X
21085	Loving Elementary	Loving Municipal Schools	0	0	X
75133	Magdalena Elementary	Magdalena Municipal Schools	0	0	X
1250	Maryann Binford Elementary	Albuquerque Public Schools	0	0	X
65095	McCormick Elementary	Farmington Municipal Schools	0	0	X
67110	Mesa Elementary	Central Consolidated Schools	0	0	X
32048	Mettie Jordan Elementary	Eunice Municipal Schools	0	0	X
74079	Midway Elementary	Socorro Consolidated Schools	0	0	X
81100	Moriarty Elementary	Moriarty Edgewood Schools	0	0	X

1324	Mountain View Elementary	Albuquerque Public Schools	0	0	X
82105	Mountainair Elementary	Mountainair Public Schools	0	0	X
4052	Nancy Lopez Elementary	Roswell Independent Schools	0	0	X
506001	New America School Charter	State Charter	0	0	X
74001	Parkview Elementary	Socorro Consolidated Schools	0	0	X
29174	R V Traylor Elementary	Lordsburg Municipal Schools	0	0	X
76133	Ranchos De Taos Elementary	Taos Municipal Schools	0	0	X
18001	Rio Grande Elementary	Hatch Valley Public Schools	0	0	X
87045	Rio Grande Elementary	Belen Consolidated Schools	0	0	X
71143	Salazar Elementary	Santa Fe Public Schools	0	0	X
63004	San Diego Riverside Charter	Jemez Valley Public Schools	0	0	X
61151	Santo Domingo Elementary	Bernalillo Public Schools	0	0	X
29036	Southside Elementary	Lordsburg Municipal Schools	0	0	X
1280	Susie R Marmon Elementary	Albuquerque Public Schools	0	0	X
71130	Sweeney Elementary	Santa Fe Public Schools	0	0	X
43091	Tobe Turpen Elementary	Gallup McKinley County Schools	0	0	X
43170	Twin Lakes Elementary	Gallup McKinley County Schools	0	0	X
4132	University High	Roswell Independent Schools	0	0	X
55169	Velarde Elementary	Espanola Public Schools	0	0	X

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Identification and Support of Strategic Schools

In addition to Reward, Priority, and Focus schools, the state will also identify Strategic Schools. The method for identifying Strategic Schools continues logically from the methodology for identifying Priority, and Focus Schools. Strategic Schools are defined as a continuation of our Focus category. [20]

Consistent with the prior categories, the Strategic list will be refreshed annually using the planned proportions shown in Table 12. Schools will be ranked on both the graduation and the achievement paths from lowest to highest on the composite score. Schools will either be kept, moved, or newly introduced based on the hierarchy described in section 2.D.i. specifically:

1. Identified as Strategic in a prior year, and <u>not</u> meeting all exit criteria, or
2. Identified as Focus in a prior year, and meeting all exit criteria, and
3. Ranked in the lowest of Title I schools on either graduation or achievement in the current year, not being otherwise identified as Priority or Focus.

The count will be derived from up to 10% of remaining Title I schools not identified in either Priority or Focus in the current year.

After identification as a Strategic School, these schools must use subgroup performance on the SGTs outlined in Section 2B of this request to drive intervention plans and activities. Over time,

[20] In 2012 we started with 624 schools. Of these, 125 are either Reward (32), Priority (31), or Focus (62). That leaves 499 Title I schools.[21] The early reading initiative includes several exemptions specific to alternate ways to show proficiency, students with disabilities and English Language Learners. Please see the Principle 2Attachments for the full list of exemptions.

the expectation will be that as subgroup performance improves, the overall achievement gap that caused a school to be identified will begin to close as well. Please see section 2.D.iii for specifics related to interventions and supports in Strategic schools.

Exiting Strategic School Status

This discussion is integrated into the proposed revision to entry and exit from any status, fully discussed at the beginning of this section, 2.D.i. To exit Strategic status a school must do the following:

- Achieve one standard deviation improvement per year in the composite score that identified them as a Strategic (or Priority, or Focus) school (graduation 1.5, achievement for high schools 4.5, elementary and middle schools 4.7).
- Not be re-identified as a Priority, Focus, or Strategic school in the current year.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Developing and Sustaining Capacity

The New Mexico Public Education Department (PED) has built capacity in LEAs and schools with technical assistance onsite visits, professional development, and through the use of accountability and progress monitoring tools developed to emphasize scientifically research based best practices. The PED has oversight of more than 800 schools across 89 school districts. The support LEAs and schools, PED focuses on sustained instructional change that results in

positive outcomes for students by also providing oversight and review of LEA and school budgets to ensure that funds are spent in accordance with student academic needs.

LEA and school requirements are indicated in the New Mexico System of Support. The System of Support is differentiated and LEAs and schools enter based on their school grade and status (i.e. Priority). The System of Support clearly outcomes expectations for the school and supports that will be provided by PED. Additionally, a schools grade and status determines the level of expectation – Priority schools will have significantly more monitoring and oversight than Reward schools.

All LEAs and schools complete a WebEPSS. The WebEPSS is a tracking tool of the LEA and school goals, strategies and action steps that are developed in alignment with student performance, school grade and status. The WebEPSS is reviewed by the SEA and increased monitoring of their plan occurs as schools move deeper into designations based on grade and status. Feedback from WebEPSS reviewers is provided to LEAs and schools with an expectation that the feedback is addressed by updated WebEPSS submitted by LEAs and schools.

As of July 2014, New Mexico will have schools that have been in Priority or Focus status for 3 years, have had a letter grade of D or F for 3 years or a combination of the two for 3 years. For these schools PED has increased the requirements per the System of Support. Specifically, for 3 year Focus schools, a second Instructional Audit: Data and Practice will occur with a larger focus on the LEA role in support of the Focus school. A 3rd year Focus school will be required to inform their school community and local school board of their Instructional Audit findings and how they intend to address the findings. All actions for resolution must be address in their school WebEPSS and approved by PED.

Tri-annual site visits will occur for schools that have been in Priority designation for 3 years. The Tri-annual site visit will coincide with LEAs and school assessment calendars to explicitly focus on student achievement data. Concrete steps will be followed to arrive at a deep analysis of their data and its implications for adjustment with students in the classroom. (See Tri-annual

protocol attached.) Similar to Focus schools, a 3rd year Priority school will be required to inform their school community and local school board about their WebEPSS and how all actions resulting from the Tri-annual visits will be resolved.

LEA and school budgets will be reviewed to use available expenditure data to determine if key decisions by the LEA and school are considered hen budgeting and allocating resources. 3 year Priority and Focus schools will use an Integration of Services tool to assist them as they develop their budgets to align funds with student achievement needs and assist them as they leverage resources to incorporate a strong instructional program for students.

PED (with a timeline of every 4-6 weeks) will provide progress monitoring and support during the onsite visits to Priority and Focus schools. The visits will consist of collaboration with district and school leadership teams, review of current assessment data and analysis of how the data is used to improve instruction, classroom observations and observation of Professional Learning Communities. School leadership teams will be trained in intervention strategies and best practices that align with the Seven Principles:

- Provide Strong Leadership;
- Ensure that teachers are effective and able to improve instruction;
- Redesign the school day, week, or year;
- Strengthen the schools instructional program;
- Use data to inform instruction;
- Establish a school environment that improves safety; and
- Engage families and communities.

Please see section 2.D.iii for the specific details related to individual Priority and Focus school expectations, as well as district expectations.

Focus remains on the 7 Turnaround Principles

The PED intends to utilize the financial flexibility that is allowed through the Waiver including leveraging funds the District was previously required to reserve under ESEA section 1116(b)(10), SIG funds and other Federal funds as permitted to most effectively support the

strategies, and interventions that have been discussed previously in this section. For example, school districts will set-aside an amount up to the 20% set of their Title I Part A award for interventions consistent with the 7 Turnaround Principles.. The district Title I Part A sub-grant application will be reviewed by PED staff to determine if the interventions support the 7 Principles. Once approved, the school district can begin the intervention process.

The effectiveness and fidelity of the interventions supported will be monitored by PED staff through:

- Initial program sub-grant applications;
- WebEPSS submission (plan and monitoring);
- Expenditure review through request for reimbursement process; and
- On-site monitoring.

District Capacity and Accountability to Support Subgroup Achievement

Ultimately, subgroup accountability, beyond what is captured by Priority, Focus, or Strategic school classification, should be focused at the district level – as evidence from current ESEA legislation clearly indicates that too many schools would escape direct accountability because sample sizes are too small. Even when these students were included right at the minimum N sizes, confidence intervals allowed for targets that could be met with percent proficient that were almost half (e.g. a school with a small subgroup performance of about 35% proficient could make AYP). Hence, given the preponderance of small schools in the state, a better safe-guard (above and beyond those that classify schools, as noted) for ESEA subgroups will be at the district level.

To initiate the support to schools that are not already identified as a Priority, Focus, or Strategic school, the PED will require districts to look at the subgroup achievement of all other Title I schools as part of the budget review. Upon identification that there are schools with significant achievement gaps, the PED will then require districts to look in detail at the subgroup performance of those schools to determine the specific area on need(s). Once that step is complete, the expectation will then be that districts direct resources to the specific needs of

students in those schools.

In order to ensure the LEA is meeting the needs of all students, a concerted focus on Curriculum and Instruction, Talent Management and District Funding will drive how the LEA invests in supporting D/F, Priority and Focus schools. The SEA will guide and support implementation of the following criteria for LEA's connected to each section.

PED will utilize both the district budget and program review and Title I monitoring to ensure that LEAs are meeting the commitments outlined below.

Curriculum & Instruction

- Increase rigor of interventions and supports in D/F, Priority and Focus schools by escalating oversight and monitoring in 90 Day cycles as demonstrated by accomplishing all elements in the New Mexico A-F School Grading Accountability System 2015-2016. These actions will align with the LEA Web EPSS.
- Ensure interventions and supports for low achieving students, when one or more subgroups miss either AMO or graduation rate target, or both.
- Construct data infrastructures to inform use of data, analysis of data and implementation of interventions for students in reading and math
- Provide assessments that are not duplicative and are used to support instrution
- Communicate LEA assessment plan with parents about what assessments do and HOW they are being used

Talent Manage-ment

- Assure alignment of Educator Equity Plan Components
- Review of district Title II plans in alignment and support for D/F, Priority and Focus schools
- Placement of teachers in D/F, priority struggling schools
- Placement of principals in D/F, priority struggling schools
- Use NMTEACH data to drive support for teachers

District Funding

- Ensure that funds being spent in Priority/Focus, "D" and "F" schools are targeted towards proven programs and methods linked to improved student achievement
- Annual review and approval of each district and charter school operating budget by SEA
- Signed assurances by LEA about commitments to support interventions to D/F, Priority/Focus schools
- Ensure that funds are dedicated to placement of staff in struggling schools
- Reserve a sufficient portion of district Title I funds to fully support interventions based on individual school data in Priority and Focus schools that do not receive SIG funds by LEA

District Report Cards

We are currently required to issue district grades, and in association with those district grades, we can best monitor ESEA subgroup performance. In combination with the reporting of the A-F grading system, we will monitor overall performance of subgroups across the district. We will calculate how Q1 students and Q3 students are performing, but we will also calculate how the school Q1 to state Q3 gap is changing in a district. Importantly, we will also monitor ESEA subgroups by focusing on the SGTs by ESEA subgroup (percent proficient and growth of Q1 and Q3). This provides concrete data to where there may be pockets of ineffectiveness (and effectiveness as well) not just with a ESEA subgroup overall, but where an ESEA subgroup who is a member of Q1 is not receiving the interventions they should. New Mexico data indicates that there are student members of the ESEA subgroups that are performing quite well and to label a student as poor performing simply due to subgroup membership is not as productive as disaggregating the data further to pinpoint specifically (e.g. Q1 ESEA subgroup X) is not meeting expectations. This information will be invaluable for further refining interventions.

The PED has published report cards annually since 2003, entitled "School District Report Card." These LEA report cards have contained all elements required by *Report Cards, Title I, Part A, Non-Regulatory Guidance, September 12, 2003,* and by New Mexico statute [NMAC 22-2C-11]. Certain state data elements (i.e. district budgets, school board training) dictated that report cards be one year lagged and published in the late spring. For example, the report card released the spring of 2013 reports data from the 2011-12 school year. While there have been periodic minor delays, the PED has complied with this requirement and can provide evidence of the schedule of releases. An example of the latest release is appended to this document.

The PED has made some adjustments in production that will insure that LEA report cards are released on a more predictable schedule:

- Production has been transferred from an external contractor to in-house personnel, which provides better control of formatting, data quality, and timeliness. The program that generates report cards was rewritten in more user friendly software in late 2013.

- The timetable of certain late data collections (Quality of Education Survey, Post Secondary Data) have been moved forward in the year
- A formal review has been established early in the year for certain data elements that were routinely challenged by LEAs post-release, eliminating this delay

Updated guidance for the report card, "State and Local Report Cards, Non-Regulatory Guidance, Revised February 8, 2013," necessitated reformatting of both LEA and State report cards that subsequently slowed timelines. The state anticipates issuing the fully compliant version covering the school year 2013-2014 in February, 2015. A sample showing the revised format is included in the Principle 2 attachments. The report cards are published on the PED website at:

http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/DistrictReportCards.html

Data Reviews

The PED has developed a profile for schools called The Data Review. The Data Review provides a clear and concise graphic that depicts Q1 and Q3 student data for all subgroups in reading and math. In addition, The Data Review also includes targeted questions based on data trends. The guiding questions provide a framework for thoughtful and systematic analysis of the schools multi-tiered levels of support (Tier I, Tier II and Tier III) and contain essential components to examine if systems are in place to improve academic success for all students with a focus on subgroups and/or content. Each school is required to identify priorities based on the targeted questions and create action steps in their WebEPSS.

Operationally, there are two routes that determine whether a district will be required to respond to poor ESEA subgroup performance:

1) During each annual budget review, the New Mexico Public Education Department will use the current and prior year of data to determine whether for two consecutive years the district has 50% or more of its ESEA subgroups not meeting the SGTs which if true will trigger the budget process to examine plans for interventions specific to those ESEA subgroups. In order to avoid

duplicative efforts, and also to be mindful of capacity (especially in the many small districts that exist in New Mexico), we will first check whether or not the ESEA subgroup(s) requiring an intervention is already captured in a school classified as Priority, Focus, or Strategic. Since schools with any of those classifications are required to design interventions addressing the needs of those students as a primary step, districts would be required to focus on students who are not already the target of interventions.

2) We focus on preparing all students to be college and career ready, and in order ensure that all students graduate with the requisite skills, we will monitor at the district level, graduation and matriculation rates by subgroups. We will monitor the students by ESEA subgroups in grades 3, 8, and high school for matriculation and graduation by subgroup. In this way we expand the notion of ensuring that all students are on track to graduating college and career ready and not merely waiting until high school graduation to determine that there are inequities. For each district, we will calculate whether there is disproportionate amount of ESEA subgroup representation in the students held back between grades K-3 (inclusive). Under the early reading initiative being developed and implemented now, PED will begin screening all students in grades K-3 for reading difficulties in the 2012-2013 school year. If a student is found to be struggling, schools will immediately need to develop an intervention plan to support a student's specific area of struggle as identified by the common screening assessment. Included in the early reading initiative is the requirement that at the end of third grade, any student scoring at the Beginning Step level on the SBA will be retained[21]. The goal is not to retain students, but rather to intervene early and strategically so that New Mexico third graders are ready for success in later grades. This check provides incentives for early interventions to be taken seriously, as there are accountability consequences. Disproportionate representation means that there is a statistically significantly greater proportion of students being held back in an ESEA subgroup than there are in the all students group being held back.[22] This will trigger a required response from the district to develop interventions aimed at those subgroups for early interventions. Similarly, students who matriculate from grade 8 to grade 9 and are not yet proficient and are disproportionately one

[21] The early reading initiative includes several exemptions specific to alternate ways to show proficiency, students with disabilities and English Language Learners. Please see the Principle 2Attachments for the full list of exemptions.

[22] This will be computed by using a logistic regression from which it can be determined whether the odds ratios are statistically significant.

ESEA subgroup would trigger district-wide interventions. In other words, we specifically monitor students who matriculate from grade 8 to grade 9, but are below the proficient performance level and calculate representation of each ESEA subgroup compared to the all students group. And finally, we track high school graduation by subgroup and disproportional representation in graduation would trigger interventions.

The PED strives to seek a balance between supporting districts as they develop their budgets while maintaining the appropriate level of local control. As such, the responsibility will lie with the districts to propose how they will target resources to drive improvement in struggling schools. The Clearinghouse PED is developing with grant funds will provide an initial level of state support for districts as they look to identify and select proven programs and practices to implement in schools where there is an achievement gap. Additionally, the state will make resources such as the Curriculum Audit being used in Priority and Focus schools available as another layer of state support if districts request that support. Before a budget is approved, the PED will ensure that resources are adequately targeted to explicitly support struggling ESEA subgroups in schools.

Because the PED reviews and approves budgets annually, we are committed to looking at achievement data annually through the budget review process to ensure that schools and districts are seeing a return on their investment – increased subgroup achievement. This annual monitoring will not only allow districts to determine if their interventions have increased subgroup achievement, but will also allow PED to identify best practices and programs that can be shared via the Clearinghouse when achievement for ESEA subgroups increases. If upon monitoring it is found that subgroups are not meeting SGTs, the PED will require districts to develop implement different intervention supports and strategies that will be approved as part of WebEPSS and the budget review process.

Through existing authority, the PED reviews each district and state charter school budget annually for fiscal solvency and alignment to proven strategies and programs that increase student achievement. Each district will need to explore subgroup achievement and when

achievement gaps are evident, align dollar, strategies, and supports to specifically target the learning needs of low performing subgroups. The PED feels strongly that utilizing an existing process will maximize efficacy of this effort and further reinforce the notion that all schools are responsible for the learning of all students in their school.

The PED used additional resources to support low performing schools. With a grant from the Daniel's Fund, the PED is finalizing the development of a best practices clearinghouse – NMBEST – that will launch summer 2014. NMBEST highlights schools across New Mexico that have outperformed their peers in areas such as extending the school day, the Response to Intervention framework, and literacy. Further, the grant has allowed for mentorship project called Principals Pursuing Excellence (PPE). New Mexico principals for low performing schools are mentored by leaders of high performing schools. Our goal is to build the capacity within our state to ensure that achievement gaps close and that all students have access to a strong school by providing leaders with opportunities to strengthen behaviors that cause dramatic change in schools. The PPE project connects to the research of Public Impact Principles and is loosely modeled after the University of Virginia School Turnaround Leader program.

Ahead of the budget review process, the PED will work to develop a protocol for the reviewers to look at subgroup data in the context of aligning budgetary and programmatic support to yield a return on investment (increased student achievement), creating alignment within PED (between the fiscal and program offices) will increase the efficacy of the budget review process overall, but also allow for a streamlined review and focus on employing strategies and investing dollars to support the increased achievement of low-achieving ESEA subgroups.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Overview of Teacher and School Leader Evaluation

In August 2011, by Executive Order of Governor Susana Martinez, the New Mexico Effective Teaching Task Force submitted recommendations that proposed to overhaul the evaluation system within the state of New Mexico for teachers and school leaders. These recommendations include establishing a differentiated evaluation system for teachers and

school leaders that utilizes student achievement as a critical component of the process, reformulating the compensation system to reflect the evaluation process, and enhancing the recruitment and retention of teachers and school leaders through enhanced professional development and incentivized pay for highly effective teachers and school leaders in to serve in high need, low income schools.

New Mexico's initiative to incorporate an objective evaluation system is predicated on the belief that each educator will be equipped with data that is meaningful and relevant in providing actionable information for continuous improvement within the evaluation system, and ultimately, increased student achievement. As New Mexico continues to implement the Common Core Standards and the A-F School Grading Act, the continued implementation of a uniform, achievement-based evaluation process will enhance our ability to produce a highly marketable, college and career ready student body.

Teacher Evaluation

During the 2013-2014 school year, New Mexico fully implemented the NMTEACH Effectiveness System which incorporates five levels of effectiveness. While the three tier system of licensure remains part of the advancement and compensation system, NMTEACH requires all teachers to demonstrate effectiveness regardless of license level. Provisional or Level 1 licenses are issued to beginning teachers for a period of five years. These licenses must be advanced by the end of the fifth year via a successful submission of a portfolio assessment. Advancement via use of this portfolio will be in place for two more school years as the NMTEACH system establishes effectiveness ratings that will be the requirement for advancement beginning in the 2015-2016 school year. A failure to successfully advance a Level 1 license will result in the teacher losing their ability to be licensed again for three years. Teachers with Level 1 licenses must be evaluated annually using a uniform evaluation that reflects upon the nine competencies for educators outlined by the state. Teachers at Level 1 will receive a base salary of $33,000.00 in the 2014-2015 school year, a ten percent increase from previous years.

Professional, or Level 2 licenses, are nine year licenses that do not require advancement, and

can be maintained for the duration of a teacher's career after initial advancement from Level 1. Under the NMTEACH system, Level 2 teachers are required to be evaluated annually using the multiple measure criteria. Teachers at Level 2 receive a base salary of $40,000.00.

A Level 2 teacher can choose to advance to Level 3 after three "successful" years of teaching with a Level 2 license, earning a Master's Degree, and successful completion of a portfolio assessment. Beginning in 2015-2016, the process for advancement will be based on effectiveness within the NMTEACH Effectiveness System. Level 3 teachers are required to be evaluated every third year. Under the NMTEACH system, Level 2 teachers are required to be evaluated annually using the multiple measure criteria. There is not an ability to advance salary or level once this level is reached.

Under the NMTEACH system that has been implemented this year, all teachers must be evaluated annually, using the multiple measures adopted through administrative regulation in 2012. This evaluation process includes teacher practice that is measured by effective pedagogical implementation.

In order to improve the previous evaluation system, PED has promulgated regulations that outline the requirements of a new teacher and principal evaluation system. Included in the NMTEACH system are:

- Multiple measures, including student achievement, to evaluate teachers and school leaders;
- Include five levels of performance – Ineffective, Minimally Effective, Effective, Highly Effective, Exemplary – to differentiate among teachers and school leaders;
- Require annual evaluations of teachers and school leaders;
- Align professional development to evaluation results and provide teachers and school leaders with opportunity to improve their practice; and
- Inform personnel decisions based upon the results of the evaluation.

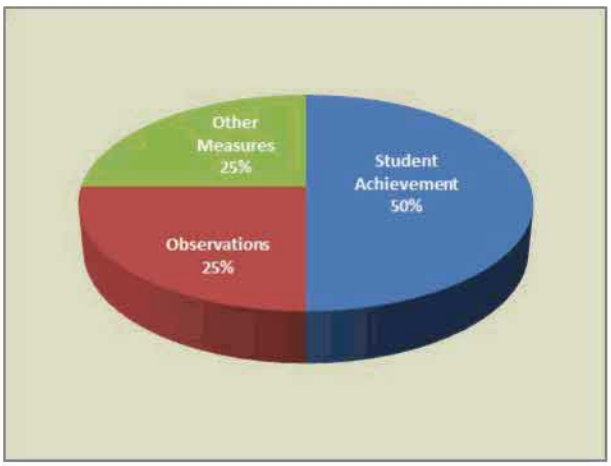
The PED feels strongly that the inclusion of multiple measures in a redesigned teacher evaluation system is critical to ensure efficiency, accuracy, and an accurate portrayal of a

teacher's impact on student learning. The full Task Force report and recommendations can be found in the Principle 3Attachments. In addition, PED convened a stakeholder group to inform the process of implementation in June 2012. This stakeholder group included teachers, principals, superintendents, and other educational professionals. The stakeholder group continues to work with NMPED in disseminating information statewide.

In initial implementation, teachers have been grouped into groups A, B, and C. Group A are teachers in tested subjects and grades. Group B are teachers in non-tested subjects and grades. Group C are teachers in Kindergarten through 2nd grade. All three of these groups of teachers are being evaluated using the NMTEACH system during the current school year. Group D teachers includes Library-Media Specialists, Interventionists, Instructional Coaches, and Special Education teachers of students with severe disabilities will enter the NMTEACH system in 2014-2015, following the same framework as groups A, B, and C.

For teachers in tested subjects and grades, the following evaluation will be implemented, with baseline data being gathered from the 2010-2011 school year:

- 50% based on a Value Added Model (VAM) of student achievement;
- 25% based on NMTEACH observation model; and
- 25% based on locally adopted (and PED approved) multiple measures.

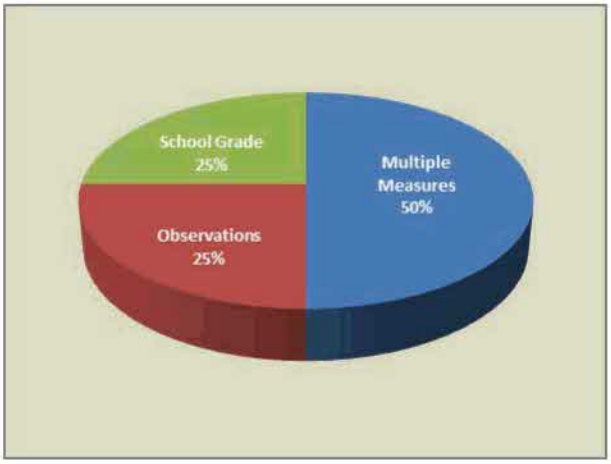


In establishing the VAM criteria, the PED will establish a rigorous data review process prior to disseminating information to local districts for inclusion in the locally-adopted teacher evaluation process. Teachers will also be provided with their value-added information for

purposes of informing instruction, establishing actionable data, and identifying areas for professional development. In addition to providing baseline data, beginning with the 2010-2011 school year, the PED's VAM will seek to use three years of data for every area possible, providing LEAs and teachers with longitudinal data regarding practice and needs. Those teachers who do not have three years of data will be placed on Graduated Considerations in which they have a reduced percentage of their individual evaluation based on standardized assessments until three years of data is available. See the Principle 3Attachments for details on Graduated Considerations.

For teacher in non-tested subjects and grades, the following evaluation has been implemented, with baseline data being gathered from the 2012-2013 school year:

- 50% based on a school's End of Course exams or locally adopted (PED approved) measures;
- 25% based on NMTEACH observation protocol; and
- 25% based on locally adopted (and PED approved) multiple measures.



Like Group A Teachers, all grades and subjects that do not have an assessment will be placed on Graduated Considerations until valid and reliable measures of student achievement growth are available.

Student achievement data is the building block for a Teacher Value Added Score (VAS). This score is derived from an aggregate of the Student Achievement VAM. Reliable VAS will contain at least three years of student achievement data. Until a teacher has 3 years of VAS, teachers will be scored using Graduated Considerations.

Graduated Considerations serve two purposes: one, to recognize that new teachers are developing skills over the first few years; and two, to provide veteran teachers an opportunity to hone their instruction as they embrace more rigorous academic standards. Graduated Considerations are applied independently to two separate assessment categories and are in affect for 3 testing occasions (e.g. three years of SBA data, or two years of EoC data).

Graduated Considerations redistributes the points for the Improved Student Achievement portion of NMTEACH Educator Effectiveness System based on how many years of data are available for the teacher and the number of student achievement measures chosen at the district level.

To effectively implement the NMTEACH EES, PED provided Graduated Considerations in 2013-2014 for teachers with less than three years of student achievement data linked to them. By utilizing Graduated Considerations, the NMTEACH EES was able to provide individual student achievement measures for 6,050 additional teachers that would have otherwise only used group or cohort measures. This allowed the NMTEACH EES to apply STAM measures for approximately 44% of teachers under the NMTEACH system.

In addition, by adding the additional teachers measured by STAM, the NMTEACH system was able to better identify more Ineffective and Minimally Effective teachers as well as identify more Highly Effective and Exemplary teachers. In general, graduated considerations have allowed the NMTEACH system to use STAM for teachers in tested subjects and grades that may not have three years of student achievement data, as well as for those that teach in traditionally non-tested subjects and grades.

Student Achievements As A Significant Factor

The range for effective in Student Achievement is set wide enough to demonstrate a teacher's impact on student growth at the minimum of an acceptable level – a year's worth of growth in a year's worth of time. The Educator Effectiveness System is a compensatory system (combined score); and, a baseline of 50 ensures that an effective teacher's overall composite

score encompasses a year's worth of growth. A teacher must earn 50 points, or at least 50% of possible achievement points, to receive a summative rating of "effective" or better. Thus, a teacher cannot be rated effective overall without being effective in STAM.

As NMTEACH emphasizes STAM as one of the multiple measures of performance, use of graduated considerations helped to enhance and differentiate a larger proportion of teachers in 2013-2014. Below is a breakdown of the NMTEACH distribution according to observations, STAM, and overall.

	Ineffective	**Minimally Effective**	**Effective**	**Highly Effective**	**Exemplary**
Observations Only	.3%	14.4%	76.8%	8.0%	.51%
Student Achievement Measures	3.0%	17.8%	58.8%	16.6%	3.9%
Overall	2.8%	19.5%	56.0%	20.2%	1.5%

After implementing the NMTEACH system in 2013-2014, PED has reduced the number of possible Student Achievement Measures (STAM) to select. This means that districts may choose to measure achievement for Group A teachers by using SBA for 50% of the overall evaluation, or SBA for 35% and a PED-approved measure for the remaining 15%. In the initial year of implementation, districts were allowed to split the PED approved measure into two measures accounting for 10% and 5% respectively.

Because of this reduction in STAM measures, each teacher will have three years of data earlier, as many of these assessments are already in use. Thus, teachers will graduate to full STAM measures earlier in their career.

Individual Achievement Measures

In an effort to provide teachers with individual measures of student achievement, the PED continues to work with LEAs in developing content and grade-level specific End of Course (EoC) exams. These EoCs will serve as measurements of course content mastery, and provide an individual measurement of student growth for teachers in non-tested subjects and grades.

By the 2017-2018 school year, all LEAs will be required to have an individual measure of

student achievement for each teacher in Groups A, B and C. This will be accomplished by continuing to implement the following:

- PED development of statewide EoC related to the New Mexico STARS course selection
- LEA development/PED approval of locally developed EoCs
- LEA adoption/PED approval of national certification/industry assessments
- LEA adoption/PED approval of national "off the shelf" assessments

In the time leading up to implementing individual measures for all teachers, PED will continue to develop many assessments to provide student achievement measures for high frequency courses. Currently, districts that do not have individual measures of achievement for certain teachers must use a collective measure tied to school performance for these teachers.

As PED creates advancement and compensation opportunities for teachers within the NMTEACH system, districts will need to identify individual achievement measures that will allow their teachers to qualify for these opportunities. Failure to do so will not allow certain teachers to advance and negatively impact district funding for training and experience.

School Leader Evaluation

New Mexico school leaders are currently required to be evaluated annually using the Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P). This evaluation requires that site administrators are evaluated using four domains or competencies: instructional leadership, communication, professional development, and operations management. Secondary administrators have an additional competency of scope or responsibility in secondary schools.

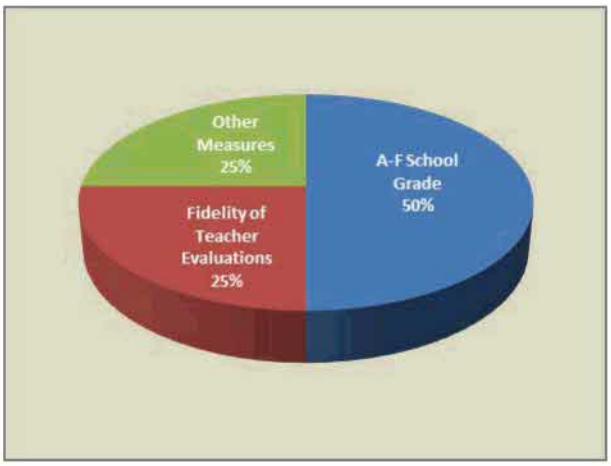
In the past school leader evaluation model, only the domain pertaining to secondary school administrators mentions achievement as a component of demonstrating effectiveness. In addition, there is not a criterion regarding achievement data to be used in measuring the administrator's performance. The administrative evaluation does allow for differentiation of

skills by respective administrators, though the differentiation of skills (beginning, emerging, proficient, advanced) does not have a clear indicator of administrators that are not making progress.

Similar to that of the teachers, the school leader evaluation must have a more direct correlation to the performance of students and ultimately to their achievement data. Thus, the PED will implement an evaluation system that will directly link New Mexico's A-F formula to the school leader's evaluation.

The formula for determining the school leader's evaluation will comprise of the following:

- 50% based on a school's growth measures as calculated in the A-F School Grade;
- 25% fidelity of teacher observations and evaluations; and
- 25% other measures as determined by LEA's (and PED approval).



Progress to Date

Since the initial approval of New Mexico's ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Principle 3 Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

As New Mexico was finalizing our ESEA Flexibility request, the state was also in the midst of

legislative session. During the 2012 legislative session, the Public Education Department (PED) brought forward teacher and school leader evaluation legislation. The Task Force recommendations from summer 2011 formed the basis of the original bill.

House Bill 249 (HB249) was introduced at the start of the session. Over the course of the 30 day legislative session, HB249 went through multiple rounds of negotiations with republican and democratic members, PED leadership, the National Education Association (NEA), and the New Mexico Business Roundtable. What emerged was a compromise bill that kept the rigor included in the original version of HB249 and was supported by the NEA, the New Mexico Business Roundtable, PED, and leadership from both the republican and democratic parties. On February 14, 2012, HB249 passed off of the New Mexico House floor 57 – 9. On February 16, 2012, the New Mexico legislature adjourned for the year.

Despite having bipartisan support for HB249 in the Senate (Chairwoman of the Senate Education Committee, Cynthia Nava, was involved in every negotiation), there was not enough time left in session to pass HB249 fully through the Senate.
HB249 remained close to the original Task Force recommendations that formed the basis of the original bill. However, there were some key changes and compromises:

- Implementation of the full system was moved up to the 2013 – 2014 school year;
- Inclusion of an implementation advisory council;
- Teachers in tested grades and subjects and non-tested would be evaluated in the following manner –
    - 50% based on valid and reliable measures student achievement growth, of which the council will provide feedback on the distribution of the 50%;
    - 50% based on observations and locally selected, PED approved multiple measures; and
- School leaders would be evaluated in the following manner –
    - 50% based on valid and reliable measures of student achievement growth and school growth;
    - 50% based on measures that relate to instructional leadership, feedback from teachers, parents and other staff, and the fidelity with which the school leader

implements the evaluation system within their school.

Implementation

New Mexico is committed to implementing a redesigned teacher and school leader evaluation system that prioritizes student achievement. On April 11, 2012, Governor Susana Martinez directed PED to move forward with implementation of a new teacher and school leader evaluation system. While HB249 did not pass, PED has authority to move forward with implementing a new evaluation schema in regulation. Currently, the details of the existing evaluation system are specified in regulation as existing statutory authority is as follows:
22-10A-19: Teachers and school principals; accountability; evaluations; professional development; peer intervention; mentoring.

- The department shall adopt criteria and minimum highly objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees.

Because HB249 did not pass, the above authority remains fully in-tact.
Since the end of the 2012 legislative session (noon on February 16), PED has taken key steps to move towards implementation:

- Established the New Mexico Teacher Evaluation Advisory Council (NMTEACH);
- Convened NMTEACH;
- Noticed the intent to move forward with regulation to redesign the teacher and school leader evaluation system;
- Drafted and released regulation that aligns to HB249; and
- Identified participants to pilot key components of the proposed system in the 2012 – 2013 school year.

Details of each of these activities is below.

NMTEACH

HB249 outlined an advisory group to be convened to guide the PED on implementation of a new evaluation system. Recognizing that implementation of a new evaluation system will be complex, PED has moved forward with convening an advisory council that matches the one outlined in HB249.

On May 1, 2012, PED put out a call for nominations for interested parties to serve on NMTEACH (see Principle 3 Attachments). It should be noted that the time for nominations was extended past the original date in the press release. As such, final selections were not made until May 25th and the first NMTEACH meeting did not take place until June 4th. Members of NMTEACH are outlined in the Principle 3 Attachments.

NMTEACH will be working towards the following outcomes:

- Define implementation steps for evaluation system;
- Based on state pilot, further refine implementation; and
- Establish guidance for state and district level implementation of evaluation system.

The specific areas NMTEACH will provide feedback, input, and guidance on include:

- Evaluation pilot;
- Alignment with the current 3 Tier Licensure System;
- Teacher certification and advancement;
- Observations (how many, how often, etc.);
- Teacher preparation;
- Data collection and reporting;
- Professional development and training;
- Multiple measures;
- Measures of student achievement growth; and
- Principal and teacher support.

Because the members of NMTEACH represent stakeholders that will be directly impacted by the final evaluation systems, as well as the cultural diversity of New Mexico, PED feels that the work of NMTEACH will be systemic and ongoing. NMTEACH will meet intensively throughout the summer and through the 2012 – 2013 school year as well.

Evaluation Regulation

As previously noted, the Public Education Department used existing authority to move forward with implementing a new teacher and school leader evaluation system via the regulatory process.

On June 1, 2012, PED noticed that it intended to publish a proposed rule on June 14, 2012. On June 14, 2012, PED published the draft rule (included in the Principle 3 Attachments for review). The draft rule outlines in detail the framework the state will implement as a new evaluation system. The draft rule was open for a 30 day written comment period and then the period will commence with a public hearing on July 18, 2012. Upon completion of the comment period, PED considered all comments received, both written and verbal, and make any necessary changes before publishing the final rule in August 2012.

Prior to publication of the draft rule, PED leadership shared a copy of the draft language with NMTEACH for their direct feedback and edits prior to publication. While it is not common practice to do so in New Mexico when undertaking the regulatory process, PED felt it was critical to have the opportunity to share the proposed framework with practitioners and receive their feedback.

Pilot

In an effort to ensure that the new evaluation system can be implemented with fidelity during the 2013 – 2014 school year, PED worked with partner schools and districts during the 2012 – 2013 school year to pilot key aspects of the new system throughout the fall and winter. This will provide clarity on adjustments that need to be made, as well as the specific professional development and training that will need to be provided during spring and summer 2013 for all districts. Pilot partners include 12 of the state's School Improvement Grant (SIG) schools, as well as 21 school districts that represent different geographic regions of the state.

During the pilot, the following areas will be considered:

- Observation protocols (how many protocols statewide, how many observations per year);
- Professional development and training;

- Measures of student achievement growth for non-tested subjects and grades;
- Other multiple measures; and
- Data and collection and reporting.

PED convened all pilot participants the week of July 9 to begin the initial steps of implementation. Over the summer, pilot participants will be trained on observation protocols, select multiple measures, and begin sharing required data with the PED. To fund the pilot, as well as training for all districts prior to the 2013 – 2014 school year, PED has $700,000 available. These dollars will be used to provide initial training on observations, multiple measures, and over-time, the development of rigorous end-of-course exams that could be used to measure student achievement growth at the secondary level.

Timeline

The timeline for the teacher and school leader evaluation began in April 2011 with the establishment of the New Mexico Effective Teaching Task Force. In order to successfully implement a redesigned teacher and school leader evaluation system, the PED will phase implementation of the new evaluation protocol by the 2013-2014 school year. The following timeline will be utilized:

Key Milestone/Activity	Timeline	Party Responsible
Establish statewide advisory council to support development of regulations aligned to legislation and provide input on implementation of new evaluation system	Completed May 2012	PED
Pilot observation protocol	September 2012 – March 2013	PED; Participating pilot sites

Baseline data runs	November 2012 – March 2013	PED	
LEAs submit multiple measure selections to PED	Spring 2013	PED; LEAs	
Training and technical assistance to district administrators on new evaluation system	Spring – Summer 2013	PED; LEAs	
Regional, in-person training on new evaluation system for principals	June 2013	PED; LEAs	
Full implementation of teacher and principal system	2013-2014	PED; LEAs	

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Implementation of Evaluation Systems in LEAs

As New Mexico moves toward a more robust and comprehensive evaluation system that directly links student achievement to the evaluation of teachers and school leaders, it is incumbent on the SEA to engage LEA representatives in the form of all stakeholders. Since the initial approval of New Mexico's ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Principle 3Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

On June 1, 2012, PED noticed that it intended to publish a proposed rule on June 14, 2012.

On June 14, 2012, PED published the draft rule (included in the Principle 3 Attachments for review). The draft rule outlined in detail the framework the state will implement as a new evaluation system. The draft rule was open for a 30 day written comment period and then the period commenced with a public hearing on July 18, 2012. Prior to publication of the draft rule, PED leadership shared a copy of the draft language with NMTEACH for their direct feedback and edits prior to publication. While it is not common practice to do so in New Mexico when undertaking the regulatory process, PED felt it was critical to have the opportunity to share the proposed framework with practitioners and receive their feedback.

Current and Future Activities

On August 30, 2012, New Mexico completed the promulgation of new rules (included in the Principle 3 Attachments) establishing a revised statewide teacher and principal system. This new system establishes the following multiple measure criteria:

- 50% Growth in Student Achievement for tested grades and subjects:
  - 35% New Mexico's Standards Based Assessment;
  - 15% District adopted measures (End of Course Exams, ACT, District-created measures of achievement, SAT, AP, etc.);
- For principals, this criteria will be based on improvement in their respective school's school grade (New Mexico's accountability system); OR
- 50% Growth in Student Achievement for non-tested grades and subjects:
- Measures such as state or district developed End of Course exams, etc (identified during the 2012-2013 pilot year).
- 25% Observations (teachers)/Fidelity of conducting observations (principals).
- 25% Other measures that connect practice to increased student outcomes such as:
  - Student surveys;
  - Teacher attendance

In establishing new criteria for evaluation, PED has convened a group of state educational stakeholders to participate in a standing committee (NMTEACH), providing feedback, technical assistance, and recommendations on New Mexico's 2012-2013 pilot of the

evaluation criteria, as well as statewide implementation.

Developing and Validating Assessments

In August of 2012, New Mexico developed End of Course Exams (EOC) in 7 subjects. The subjects are: US History (including the NM Constitution and the US Constitution), Algebra II, Integrated Mathematics III, Biology, Chemistry, English III, and Writing. To accomplish this work, PED recruited content-area teachers that received PD on test development and built the actual EOC exams. PED has developed additional EoCs and now has 62 available for use. A full list of EoCs that PED has developed is included in the Principle 3 Attachments.

During October of 2013, based on test development professional development, PED created an assessment validation rubric for review of district-developed EOCs. Districts can use State developed EOCs or their own, but district developed assessments must meet same rigor as State developed assessments.

During the Fall/Winter of 2012-2013, PED administered state-developed EoCs in pilot schools to collect data to ensure EoC quality and to evaluate the appropriateness of the assessment validation rubric. This process for determining assessment validation was leveraged for continued development of assessments statewide. In addition to establishing assessments for non-tested grades and subjects, the rubric will be validated for establishing assessments that may be used to establish other measures of student growth.

During the Spring/Summer of 2013, PED continued district test development professional development with District Test Coordinators to allow districts to develop their own EoCs. Assessments must be in place and submitted to PED for review three months prior to administration.

Reviewing Locally Designed Assessments

The elements required to ensure that locally developed assessments are reliable, valid, and rigorous are outlined below. PED developed a detailed rubric to provide districts with guidance and expectations for using a locally developed assessment.

District developed EOC exams:

- Must be submitted for review by PED;
- Must be aligned to the New Mexico Content Standards for 2013 and the Common Core State Standards for 2014 and beyond in Math and English Language Arts;
- Must be aligned to the New Mexico Content Standards in Social Studies and Science for 2013 and beyond;
- Must be reliable:
- Empirical reliability evidence based on prior administrations, and
- Plan to evaluate empirical evidence and procedures to address inadequacies;
- Must have evidence to ensure valid score interpretation:
- Test blueprint,
- Cognitive demand review,
- Content review,
- Fairness and accessibility review,
- Bias review, and
- Alignment review.

Stakeholder Input and Guidance of Evaluation System

On May 1, 2012, PED announced that it would be establishing a committee (NMTEACH) of educational stakeholders to advise New Mexico's Secretary of Education on implementation of a new statewide evaluation system for New Mexico. The committee consists of the following members:

3 New Mexico teachers nominated from teaching organizations

3 New Mexico teachers to be selected by the Public Education Department (PED)

3 New Mexico principals:

1 nominated by a principal organization

1 from a New Mexico charter school

1 "at large" selected by PED

1 Member from the Hispanic Education Advisory Council (statutory committee)

1 Member from the Indian Education Advisory Council (statutory committee)

1 Member from the New Mexico business community

2 National technical experts

1 Member from a New Mexico institute of higher education

3 District administrator representatives

The membership of this committee is reflective of the membership proposed during the 2012 legislative session in which this evaluation system was proposed in House Bill 249. With support from both the National Education Association-NM and the New Mexico business community, this legislative effort passed the House with a vote of 57-9. Due to the shortened time frame of the legislative session, it was unable to make it to the senate floor for a vote.

Implementation Plan of Standardized Observation Protocol

New Mexico convened the NMTEACH committee on June 4, 2012. This advisory committee met regularly during the months of June, July, and August to review research on observations, assessments, growth models, and existing initiatives of evaluation in other cities and states. NMTEACH has continued to meet throughout fall on a monthly basis.

To date, NMTEACH has studied the following topics:

- Observation protocols
  - Presentation by Charlotte Danielson (Framework for Teaching)
  - Presentation by David Briseño (considerations for ELLs)
  - Presentation by Christine Sims (considerations for American Indians)
- VAM models
  - Presentation by Dan Goldhaber (University of Washington)
  - Presentation by Pete Goldschmidt (PED)
- Assessments
  - Presentation by Pete Goldschmidt (PED)
- Other topics
  - Pilot project updates (PED staff)

- MET project presentation by Steve Cantrell
- Albuquerque Public Schools pilot by Richard Bowman
- Human Resources Panel discussion on implications of evaluations
- Data Reporting and Collection presentation by Alecial Moll (PED)

On August 25, 2012, NMTEACH submitted and approved final recommendations and language regarding New Mexico's standardized observation protocol. The observation protocol has evolved from a simple checklist that accounted for easily demonstrated teacher actions to a tool that accounts for teacher and student actions, nuances within the environment of the classroom, and evidence-based actions that are indicative practices that enhance student learning.

After weeks of work, NMTEACH members adopted and approved the language for a protocol that encompasses four domains and identifies the NM teacher competencies. The observation includes five levels of effectiveness from ineffective to exemplary. Each level builds on the other, with an exemplary description indicating not only classroom effectiveness but great leadership. On August 29, 2012, PED initiated the training for pilot schools and districts on implementation of the observation protocol. In addition to web-based training, two face-to-face follow-up training sessions will occur on September 12 and 26. Beginning October 1, PED, along with training partners (Regional Education Cooperative IX and SREB) has begun to provide training to each of the pilot sites in the field. Pilot volunteers will accompany trainers to each respective site for real-time observations and rubric-training. Each site will be visited once in the fall semester and once in the spring semester.

Based on recommendations by NMTEACH, each teacher will be formally observed (minimum 20 minutes) three times; at least twice by a principal, and once by another trained rater. All raters must be formally trained via the PED pilot training. The recommendations for time of observations, number of observations, and training requirements are based on research conducted in the MET project. In addition, raters will be trained on conducting brief walkthroughs for data collection.

There will be two follow up training conferences for pilot sites during the spring semester. At these sessions, pilot sites will have an opportunity to discuss logistics, inter-rater reliability, and other issues with trainers and colleagues. Data collected from the early part of the pilot will be presented and analyzed by trainers and pilot sites.

Through a competitive procurement process PED identified a contractor to develop a web-based application for the NM observation protocol. This enhances efficiency of feedback, timeliness of reporting and collection of observation results, and provide opportunities for a quicker analysis of inter-rater reliability, protocol validity, and effectiveness of the pilot.

Observation protocols developed by LEAs must demonstrate that they also lead to valid score interpretations, in this case, with respect to teachers' skills, knowledge and abilities. LEA's must submit evidence for:

- Reliability:
- Empirical reliability evidence based on pilot administrations, including rater reliability,
- Plan to evaluate empirical evidence and procedures to address inadequacies, and
- Plan to maintain rater reliability.
- Must have evidence to ensure valid score interpretation:
- Framework basis for protocol,
- Content review,
- Fairness review,
- Bias review, and
- Alignment review.

All districts utilize the NMTEACH observation protocol.

Pilot Sites

Pilot sites will be piloting four related aspects of the educator evaluation system. The following districts have volunteered to pilot the new evaluation system:

- Central Consolidated Schools (NW New Mexico);
- Los Alamos Public Schools (North Central New Mexico);

- Bernalillo Public Schools (Central New Mexico);
- Portales Municipal Schools (Southeast New Mexico);
- Deming Public Schools (Southwest New Mexico);
- Las Cruces Public Schools (Southern New Mexico);
- Gadsden Independent Schools (Southern New Mexico);
- Cimarron Municipal Schools (Northeast New Mexico);
- Gallup McKinley Schools (Northwest New Mexico);
- Pecos Independent Schools (North Central New Mexico);
- Socorro Consolidated Schools (South Central New Mexico);
- Truth or Consequences Schools (South Central New Mexico);
- Aztec Municipal Schools (Northern New Mexico); and
- Albuquerque Public Schools (Central New Mexico).

In total, 65 schools and 18 districts, 4 charter schools, and 1 state school that is exempt from the accountability model within New Mexico.

During the pilot, PED monitored PD and principal implementation to develop strategies to enhance and maintain fidelity. PED, with partners, collected data on observations on a regular basis and provided technical assistance visits to sites, used desktop monitoring, as well as webinars. PED staff and training partners analyzed data and determined validity and inter-rater reliability.

In May 2012 at the annual NM data conference, new data modules related to the educator evaluation system were presented to LEAs. The pilot will allow NM to refine the data collection and verification processes. This includes developing business rules related to student/teacher assignments that will be developed in conjunction with NMTEACH.

PED has developed an appropriate Value Added Model (VAM) to calculate educator effectiveness in terms of educators' unique contribution to student learning. Multiple VAMs will be developed that include variations that will balance reliability, precision, parsimony, and stakeholder input.

Collaboration with Teachers and Administrators

PED is worked with the NMTEACH advisory council which was a mixture of teachers, principals, superintendents, and community stakeholders. This council is a standing group of professionals that advise on implementation and logistical implications of the pilot and then statewide rollout. In addition, teachers, principals, superintendents, and union representatives are participating in the trainings, meetings, webinars, and practice of the effective evaluation pilot. This includes 65 schools and 18 districts, 4 charter schools, and 1 state school that is exempt from the accountability model within New Mexico. All participants are volunteers.

ELL and students with disabilities are being accounted for within the NMTEACH council, as well as with presentations and trainings for the pilot programs. Considerations specific to ELL populations have been presented to the NMTEACH council on August 11 and 25, and the observation protocol is taking specific considerations of SIOP and other types of differentiated instruction. Pilot districts have been asked to include teachers and administrators that can provide specific feedback on underrepresented populations. Further, pilot schools and districts include unique populations that represent uniquely diverse populations within New Mexico.

PED is working with partners in developing technological software to help collect data of all components of the evaluation system. This software platform will allow statewide analysis, as well as district and school level ability. In addition, the pilot trainings will take place at each of the sites participating, allowing for monitoring of implementation.

PED is currently working on a method for establishing a professional development approval process. We are reviewing our current framework of professional development to establish direct guidelines for districts and schools to target professional development. PED is also creating NMBEST, a New Mexico online warehouse of best practices. Using current contracts with partners to establish an interactive platform of immediate feedback and resulting professional development recommendations. PED is also working to establish data dashboard

that allows all stakeholders to monitor progress at appropriate levels.

Measures of Student Growth

The clause "unless otherwise provided for" will not allow districts to opt out of the State-defined weighting formula. It is included to allow room for PED to expand what will be included in each component of the formula via guidance. For example, the multiple measures that may be considered for use are not defined in the rule – only their weighting. As such, the "unless otherwise defined" will allow PED to define what type of multiple measures will be eligible for inclusion via other guidance mechanisms. Further, section 6.69.8.8.F(2)(a) specifies that the "student achievement growth worth 50%" for teachers in tested grades and subjects is comprised of 35% based on the state SBA and 15% based on other PED-approved assessments. Student achievement gains, does in fact mean student growth.

Section 6.69.8.9 D(1)(2) states:

D. Beginning with school year 2013-2014, if a school district has not implemented appropriate assessments of courses for classroom teachers nor adopted a comparable measure of student achievement growth, student achievement growth shall be measured by:

(1) the growth in achievement of the classroom teacher's student on state assessments;

(2) the school's A through F letter grade pursuant to 6.19.8 NMAC for courses in which enrolled students do not take the state assessment, provided that a school district may assign instructional team student achievement growth to classroom teachers in lieu of using the school grade growth calculation; or

(3) state-developed end of course examinations or other PED-recommended options.

This language was included as a stop-gap measure in case a district *does not* develop and/or select other measures to determine student achievement growth in non-tested subjects and grades. The results of state assessments for teachers in non-tested grades and subjects will not be included in the evaluation of teachers in those classes and courses unless a district does not submit other measures to PED for use. We do not anticipate this happening.

The NMTEACH Educator Effectiveness System scoring is based off a 200 point total scale. Depending on the numerical score, a teacher receives one of five effectiveness ratings: Ineffective, Minimally Effective, Effective, Highly Effective, or Exemplary.

Effectiveness Levels	Ranges
Ineffective	<92
Minimally Effective	92 to <119
Effective	119 to <146
Highly Effective	146 to <173
Exemplary	173 to200

The components that make up the final effectiveness rating are: Student Achievement Measures (STAM), Classroom Observations, Professional Practice, and Other Multiple Measures. Of the 200 point total, 100 (or 50%) are allocated to STAM. (See the 'NMTEACH Cut Scores Reference Chart' document for details.)

The system is set up to emphasize a match between practice and student progress. Summative cut scores were set in such a way so that, overall, for the vast majority of scoring combinations, a summative rating of "Effective" can only be earned if the teacher demonstrates:

- A year's worth of student achievement growth in a year's worth of time;
- An average score of 3 out of 5 in all four domains of the NMTEACH Observation Rubric; and
- An "Effective" rating in district-chosen options, such as student surveys, teacher attendance, etc.

For teachers whose scores show a wide discrepancy between STAM and the other measures, there is an articulated requirement for review by the district and state to ensure evaluations are accurate. Additionally, principals have received – and continue to receive – targeted training on conducting accurate observations and providing feedback. Conducting accurate observations is a key component of the principal evaluation system. (See the "NMTEACH

Educator Effectiveness Plan: Final Summative Report" document used for principal evaluation as well as the accompanying .ppt document for principal training examples).

- **Student Growth.** We expect all students to attain at least a year's worth of academic growth in a year's worth of time. An effective teacher is expected to provide each student (on average) a minimum of a year's worth of academic growth.

- **VAM.** Growth is measured using a Value Added Model (VAM) applied to student achievement scores. Three years of student achievement data are used to determine a teacher's Value Added Score (VAS). There is a one year lag in data collection of student achievement data. If three years of data is unavailable, then "Graduated Considerations" apply.

- **Graduated Considerations.** If a teacher does not have three years' worth of student achievement data, then the observation component of their evaluation is weighted more heavily (at 50% of the total score). In this case, it is still required that the teacher's STAM score be within the "Effective" range for them to receive a final summative rating of "Effective", "Highly Effective", or "Exemplary". By regulation, discrepancy between the STAM and qualitative measures trigger a district and state review.

Principal Evaluation

New Mexico's evaluation of principals will be comprised of three elements: growth in the school grade, locally adopted/PED approved measures, and fidelity of teacher/staff observations. There is additional development necessary for the components of locally adopted measures, and the rubric for fidelity of observations.

NMTEACH has recommended the use of teacher and parent surveys as well as allocation of resources. Both areas are currently under consideration and will be used during the spring semester to correlate outcomes with improvement in the school grade and observations of teachers as part of the pilot.

While there are three components of evaluation, the major labor is in the development of an

observation protocol for teachers, and training on that protocol with principals. NMPED has implemented a training mechanism with the Pilot schools regarding the use of the observation protocol. This training includes three formal, conference-style trainings in August and September, with "clinical follow-ups" during the remainder of the fall semester.
This pilot is focused on calibrating the rater/principals in applying the observation protocol. During the clinicals, each principal will have the opportunity to work with peers and trainers in conducting observations, providing feedback, and establishing resources for instructional improvement. This clinical training will happen in both the fall and spring, with follow-up webinars and two spring conferences to unwrap data and lessons learned.

NMTEACH is currently working on developing a rubric that establishes "fidelity" of observations. This rubric will blend completion of observations with quality of observations. Principals will pilot the observations by conducting three per teacher in each school. Data will be collected through School Information Systems and reported to NMPED for overall collection.

In order to develop school administrators' instructional leadership skills, NMTEACH requires the following of principals on an annual basis:

- Completion of annual NMTEACH Observation Protocol training.
- A passing score on an annual assessment to ensure accuracy and reliability with NMTEACH protocol
- Annual calibration visits to enhance interrater reliability within schools and districts
- Annual feedback training that focuses on using multiple data sources for providing actionable feedback to teachers

Continuous Improvement

NMTEACH is working on developing recommendations that target instructional improvement for all teachers. Such supports will include educator access to the NMBEST warehouse of instructional strategies. In addition, NMPED is working with our contractors to develop a platform that supports school use of the observation protocol, communication to teachers, and

efficient feedback with actionable PD opportunities that link to modules, videos, and other resources for teachers at all levels.

For teachers that are effective and highly effective, New Mexico will also provide opportunities for targeted professional development in areas that can meet exemplary competencies. For exemplary teachers, increased leadership opportunities and professional development in leadership, staff development, and instructional coaching will be offered.

In addition, highly effective and exemplary teachers will advance through the three-tier system at an increased rate. These teachers will also be recruited and trained to provide mentorship to teachers who are struggling in one or more areas of instruction. Continuing support will be provided to districts for implementing this process.

As New Mexico continues to implement and improve the NMTEACH system, PED will engage a Technical Advisory Committee (TAC) to provide guidance and feedback on data, value-added modeling, and other technical aspects of the system.
Members of the committee will represent the following:

- National experts
- New Mexico LEA representatives
- New Mexico Higher Education representatives

TAC members will evaluate the statistical modeling used for establishing student achievement growth. Additionally, these members will review business rules for individual groups, analysis of data, and advise on policy implications.

Professional Growth Plan

The original NMTEACH framework required all teachers rated Minimally Effective or Ineffective to be placed on a Professional Growth Plan (PGP) in the next school year. After year 1 summative evaluations were released in May, PED heard consistently from districts that this requirement in year 2 of NMTEACH was proving to be burdensome. As such, PED has

agreed to a request from district that for year 2 of NMTEACH only all Ineffective teachers must be placed on a PGP and it is optional for Minimally Effective teachers. It us up to the discretion of the district to determine which Minimally Effective teachers will receive a PGP in year 2.

New Mexico

School Grading Technical Guide

Calculation and Business Rules

Hanna Skandera
Secretary, New Mexico Public Education Department

Assessment, Accountability, and Evaluation Division

Preface

School grading was mandated by New Mexico state lawmakers in 2011 where basic requirements were established for schools to achieve an A, B, C, D, or F for annual accountability [§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4] [6.19.8.1 NMAC – N, 12-15-11]. This *School Grading Technical Guide* provides detailed decision rules for each indicator, statistical treatment of data, and calculation parameters. These business rules apply to New Mexico public and charter schools and do not apply to private, Bureau of Indian Education (BIE), home schools, or other schools that are not within the jurisdiction of the New Mexico Public Education Department (PED). In addition to schools, LEAs are held to similar accountability standards.

New Mexico's school grading model was approved in 2012 by the U.S. Department of Education (USDE) to serve as the state's Elementary and Secondary Education Act (ESEA) accountability method for future years, replacing Adequate Yearly Progress (AYP). The state's ESEA Flexibility Request is available on the website at http://www.ped.state.nm.us/waiver/index.html and outlines the underlying framework for the system, in particular that schools will be monitored on three general factors: current performance; growth; and other academic factors considered important for student learning.

In the inaugural year of school grading, 2011, preliminary grades supplemented but did not replace AYP. In 2012 when school grading was authorized as the state's accountability system, the USDE mandated certain modifications, which are detailed in *Revision History*. For longitudinal comparisons, users should appraise school grades within the context of the altered rules that governed the initial year. The version of this technical document that detailed the preliminary rules is available upon request.

In 2010 New Mexico adopted the *New Mexico Common Core State Standards* and participates in the *Partnership for Assessment of Readiness for College and Careers* (PARCC) program. With the implementation of PARCC in 2015, specific features of the school grading system required change (e.g., using additional grades in high school to calculate *Student Growth*). The underlying framework, however, remains the same.

Please submit questions or requests for revision and clarification to

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Revision History

Date	Description of Major Changes	Reference	Author
July 2012	Current Standing VAM eliminates student demographics	VI. A. 4.	Gregory
July 2012	All indicators normalized to 2011	V. VAM	Gregory
July 2012	School Growth VAM eliminates student demographics	VI. B.	Gregory
July 2012	Opportunity to includes student survey	VI. D. Classroom Survey	Gregory
July 2012	Current Standing includes 10th grade students	VI. A. 3.	Gregory
July 2012	Graduation adds 6-year rate; denominator to 100%	VI. E. 3.	Gregory
July 2012	Graduation growth uses 3+1 year model	VI. E.	Gregory
July 2012	College Career Readiness (CCR) uses Shared Accountability system	VI. F. 3.	Gregory
July 2012	CCR added additional indicators	VI. F. 5.	Gregory
July 2012	"No Cohort" option for qualifying schools	VI. E. 2.	Gregory
July 2012	Supplemental Accountability Model (SAM) for qualifying schools	VI. I.	Gregory
July 2012	Participation requirement added	VI.	Gregory
July 2012	Bonus Points added	VI. G.	Gregory
July 2012	Feeder School method alterations	VI. H.	Gregory
February 2014	Participation uses different denominator	VII.	Gregory
February 2014	SAM CCR rates include Shared Accountability	VI.I.	Gregory
February 2014	Revised growth to recognize HS 10th grade	VI.	Gregory
February 2014	Clarification and examples added	Throughout	Gregory
December 2015	Aligned growth calculation with teacher evaluation model	VI.	Hall
July 2016	Simplified graduation growth	VI. E.	Wright
December 2016	LEA grading	VIII.	Gregory

I. Definitions and Abbreviations

Terms used in this document and their meaning to school grading follow:

Accountable school denotes the location where the student's scores are assigned for accountability. The assignment follows this hierarchy:

If Full Academic Year (FAY)=Yes, the accountable school is the FAY school; or

IF FAY=No, the accountable school is the location where the student was tested.

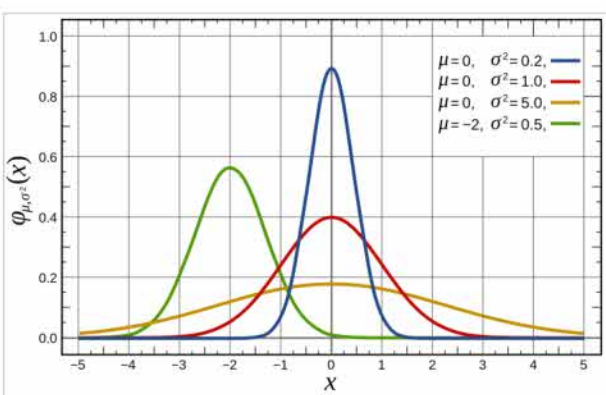
Aggregate describes high-level data that are composed from a multitude or combination of other more individual data.

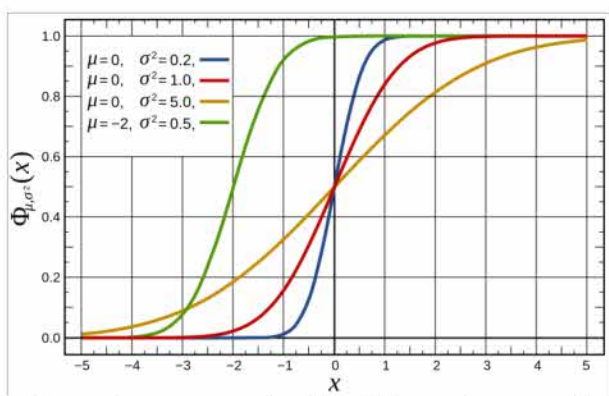
AMOs (Annual Measurable Objectives) were targets for achievement under AYP. This accountability model was replaced by school grading in 2012, and AMOs were replaced by School Growth Targets (SGTs).

Bonus Points are extra points awarded to schools that exhibit exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities. Points are based on the school's use of Next Step Plans (NSP) and/or Student Assist Teams (SAT), truancy statistics, and participation in NMAA (New Mexico Activity Association) activities. The rubric for this evaluation is available on the PED's website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. These points are added to a school's total points prior to determining the school's overall grade.

CDF (Cumulative Density Function) is the probability (from 0 to 1.0) that an observation will be found at a value less than or equal to the value of that observation. In other words, it represents the sum of the area to the left of a density curve for a given value. To illustrate, the graph below left shows several examples of probability distributions. These could be distributions of scores, points, or rates. Note that three of the distributions center around zero, and one (green) has a mean of -2. The gold, red, and blue distributions have been standardized to a mean of zero, but they could just as easily be means of 55 on a test that totals 100 points.

The CDF graph on the right shows each of the probability distributions on the left graphed in cumulative (additive)





fashion, that is, the values to the left of any given point on the x-axis are accumulated until the entire group of probabilities sums to 1.0 (or 100%). Where the distributions are peaked (blue), the slope near the mean changes quite rapidly, and where the distributions are flatter (gold), the slope changes slowly along a broader range of values.

Typically, the CDF distribution is used to convert scores on the horizontal x-axis to points on the vertical y-axis such as value added model (VAM) score to Current Standing points. One can see that a small gain in the x-axis will result in a large gain in points on the y-axis when the score is near the middle of the distribution. The conversion tables were established and set from the first operational year of school grading in 2012. Now that they are fixed, scores from future years can be judged on a stable framework that allows all schools to progress to a higher letter grade.

Current Standing is a two-part measure of the status of a school in the current year. The two parts are composed of the percentage of students who are proficient and a score based on a growth model that accounts for some prior scores.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) NEXT is an assessment of ELA for students in grades kindergarten through second grade. DIBELS is the sole source of achievement data applied to feeder schools in 2016. From 2017 forward School Grading will be using IStation assessments instead of DIBELS.

Duplicate refers to two test records that have the same student identification (ID). Duplicates may occur when the same student was tested twice, such as once in English and again in Spanish, or when a student moves during the test window and is retested at a different school. More commonly, different students are mistakenly identified as being the same, which happens with the accidental mislabeling of a test or with an incorrectly bubbled ID. Duplicates also occur when two students within the state are unknowingly sharing the same ID. All of these conditions must be reconciled during data review. Each student can contribute only one test score for each content area. Where duplicates cannot be resolved, both scores are removed from the accountability file.

ELA (English Language Arts) is a broad term encompassing reading, writing, speaking, listening, and language literacy. For the purposes of School Grading, ELA represents components of reading and writing that are assessed within the assessment battery.

FAY (Full Academic Year) indicates whether a student has been enrolled at a single location for one year. The school or local education agency (LEA) where the student was enrolled is accountable for the student's instructional legacy, since the student was present for one year's worth of growth and learning. FAY is also used as a measure of student educational stability and risk. The portion of a school's population that is not FAY (mobile) is used to adjust predicted values in the growth calculation.

Feeder Schools are schools that are limited to grades that are not assessed by the regular assessment. Since the regular assessment begins in the third grade, elementary schools that are capped at any grade kindergarten through second grade are considered feeder schools.

Growth Models (see entry on value-added models).

HED (Higher Education Department) is a separate cabinet-level agency in New Mexico that governs state institutions of higher education. PED limits accountability to only K-12 institutions but works closely with the HED for the reporting of some post-secondary measures.

LEA (Local Educational Agency) traditionally refers to the 89 school districts that manage more than 800 schools in New Mexico. More recently, the term also applies to a growing number of state-authorized charter schools that operate independently of any district.

Model determines the school's points and framework for receiving a letter grade, and each school is assigned to either high school (HS) or elementary/middle school (EL) based on the grade span of the school. Where the grade

configuration does not clearly dictate a model, the available indicators for each model are examined to maximize the data available for the school's grade. For example, high schools that also have middle school grades are reassigned to the EL model when they do not have cohort measures and growth for their high school grades.

NMAPA (New Mexico Alternate Performance Assessment) is the assessment in mathematics, English language arts (ELA), science, and social studies that is administered for students with profound cognitive disabilities.

Normalized refers to the statistical treatment of a distribution of scores to adjust the values measured on different scales to a notionally common scale, often prior to averaging or combining them. Once the scores have been normalized, they can be considered on a common scale that allows comparisons between different groups or assessments. Typical examples of normalized scores are *z* scores, where the mean of the distribution is zero and variation in the positive and negative direction is described in standard deviation units (see CDF).

One-Percent Rule relates to the assessment of students with the most severe cognitive disabilities. Generally, these students represent approximately 1% of all students in the state. Set by the USDE, the one-percent rule requires that the percentage of students scoring *Proficient* or higher on an alternate assessment cannot exceed one percent of the total number of assessed students in the LEA. If the LEA violates this rule, a random selection of students equal to the excess above 1%, who took the alternate assessment and scored *Proficient* or higher are converted to *Not Proficient*. This rule is applied only to multi-school LEA accountability.

Opportunity to Learn (OTL) represents the environment schools provide for learning. It is determined from student attendance and scores on a student or parent survey administered annually. The survey measures the extent to which classroom teachers demonstrate instructional practices known to facilitate student learning.

PARCC (Partnership for Assessment of Readiness for College and Careers) is the regular assessment of English language arts and mathematics for students in grades 3-11. It is aligned to Common Core State Standards, and was administered for the first time in New Mexico in 2015. The PARCC assessment includes new end-of-course assessments in high school mathematics (i.e. geometry) and adds the 9th grade to school accountability.

Proficiency refers to whether the student has achieved a benchmark score on various criterion-based assessments. For example, the PARCC scores classify students in one of five levels, with levels 4 and 5 considered college and career ready, and on grade level and proficient. The scores required to be considered proficient were determined by national school officials, subject matter experts, and certified teachers in the inaugural years of the assessments. The standards are revisited every three to five years for possible re-calibration.

Q refers to the student's quartile status for school grading. Every student is classified as being a member of either the Q1 (the bottom quartile) or Q3 (the top three quartiles) subgroup. By separating students into higher and lower performing groups, schools can see if their practices are benefitting both groups. New Mexico law requires that accountability highlight the lowest performing 25% of the student population.

SAM (Supplemental Accountability Model) schools are a subset of graded schools that serve high-risk populations. Schools qualify by having a high proportion of returning adults or a high proportion of students with disabilities, and by publically declaring the school mission and goals for these students. School grading rules are moderated slightly for SAM schools, and mission-specific measurements are incorporated into the determination of the school's letter grade.

SBA (Standards Based Assessment) is the regular assessment of science for students in grades 4, 7, and 11 and of Spanish language arts for students in grades 3-8 and 10-11. Science scores are not used for School Grading.

School Growth measures whether a school's scores tend to go up or down in comparison with previous performance.

School Growth Targets (SGTs) are the new targets set under New Mexico's *ESEA Flexibility Waiver* granted in 2012. These targets are similar to AMOs in that they increase every year and are standardized for all subgroups. The targets will be renegotiated in 2016 and will be available in the revised waiver document on the PED website.

Snapshots are the fixed dates required for all districts to submit data to the PED data warehouse called STARS (Student Teacher Accountability Reporting System). These dates are fixed at the following:

- Second Wednesday of October (known as 40th day; abbreviated as 40D)
- December 1 (known as 80th day; abbreviated as 80D)
- Second Wednesday of February (known as 120th day; abbreviated as 120D)
- End of Year, variable but principally in June (known as EOY)

Additionally, a specialized snapshot occurs during the last week of testing (known as the "Accountability", or "4/20" snapshot); timing is variable but generally occurs in March or April.

Standard Setting refers to the process of setting cut scores. The A-F grading framework was set using student data from 2011 and 2012. At that time the PED normed each indicator, anchoring the grade of "C" at the average for all schools statewide. For example, a school that achieves a "C" in College and Career Readiness has scored near the average of all other schools in the state. A school that receives an "A" or "B" for any indicator performed above the average of how other schools performed on that indicator in 2011-2012. Since the time of the standard setting, the scale has not changed.

Status refers to schools in some form of improvement or reward. The four status categories from lowest to highest performing follow:

- Priority (5% of schools)
- Focus (10% of schools, not in Priority status)
- Strategic (10% of schools, not in Priority or Focus status)
- Reward (5%)

Student Growth represents how much individual student achievement grows compared with other students. Student growth is estimated using a multilevel (mixed effects) regression model.

Subgroups are the student groups aggregated for accountability reporting, as required by ESEA. A single student can contribute to several subgroups. While subgroup data are reported, only the student characteristics of FAY and Q1/Q3 are used in school grading calculations.

All students (reported as "All Students")

Caucasian/White-Non Hispanic (reported as "Caucasian" or "White")

Black-Non Hispanic (reported as "African-American" or "Afr Amer")

Hispanic (reported as "Hispanic" or "Hisp")

Asian/Pacific Islander (reported as "Asian")

Native American (reported as "American Indian" or "Am Indian")

English Language Learners (reported as "English Language Learners"; abbreviated as "ELL" or "EL")

Special Ed, Not Gifted (reported as "Students with Disabilities" or "SWD")

FRL, free or reduced price lunch program (reported as "Economically Disadvantaged" or "ED")

Gender (reported as "F" or "M")

Migrant (Title 1C) (reported as "Migrant")

FAY (reported as "Y" or "N")

Q1, quartile 1, lowest performing 25% of students

Q3, highest three quartiles, remaining students who are not Q1

Valid Test refers to a test that can be successfully scored. Tests are invalidated for a number of reasons (see *Conditioning of Data, Test Completion Code*), and these invalid tests adversely affect the school's participation rate.

VAM (Value-Added Modeling) is a statistical procedure that aims to isolate the school's contributions to student performance from factors outside the school's control that are known to affect student test performance. VAM provides a truer picture of the school's impact (value added) on student achievement than just using achievement scores. This is also referred to as growth modelling.

II. Data Sources

School Attributes. The school file lists all open public and charter schools in New Mexico with enrolled students in any grades K through 12. The purpose of this file is to finalize the list of schools that receive a rating and their characteristics that impact calculations. Occasionally, schools merge, change configuration, change name, or are considered a "program" rather than a school (and vice versa). Such changes are finalized prior to school grading. Each location is classified as:

1. Public school. If students take the test at a school or program where they are enrolled for only part of the day, their parent school must be identified and their scores attributed to that school. Scores of students in transient programs (i.e., programs at different schools in which the student is enrolled for several weeks or months) may also be assigned to their parent school, after approval by PED.
2. Locally authorized charter school. If the authorizer is one of the 89 recognized multi-school districts, the school is under the jurisdiction of the authorizer.
3. State-authorized charter school. If the authorizer is the Public Education Commission, the school is considered independent from a district and is under the jurisdiction of the state authority.
4. Off-site program. Students in off-site programs (i.e., correctional facilities, treatment centers, homebound, or hospitalized) are generally excluded from school-level calculations and included at the LEA level for rating.

However, if the student qualified as FAY at a school prior to entering the program and testing, his or her test will count at the FAY school. Off-site programs are not rated.

5. State-supported school. State-supported schools receive funding from multiple sources and may not be fully under the jurisdiction of the PED. Examples include Juvenile Justice schools, the School for the Blind and Visually Impaired, and the School for the Deaf. The New Mexico Military Institute receives private funding, operates a junior college, and is exempted from rating by statute.

Additionally, schools are characterized by

6. Title I status (S=Schoolwide, T=Targeted, N=Not receiving Title I funds)
7. SAM school (Y/N)
8. Level (elementary/middle or high school)
9. SIG receiving federal *School Improvement Grant* funding
10. New or Reorganized (impacts inheritance of school accountability, FAY, and other calculations)
11. Attendance is extracted from the data submissions by districts at 40D, 80D, and 120D snapshots of the current year. A rate is computed for every subgroup and includes all grades K-12 that are served by the school. Feeder schools must be included.
12. Graduation is computed annually by the Accountability, Assessment, and Evaluation Division at PED. The file lists rates and counts by subgroup, school, and LEA for 4-year, 5-year, and 6-year cohorts. Schools with any high school grade (9, 10, 11, or 12) will receive a rate. Details of the calculation are fully covered in the PED's *Graduation Technical Manual*.
13. Historic data are provided by the Accountability, Assessment, and Evaluation Division from prior years and include figures that are required for the current year's calculations.

Student Attributes. The student file lists all students assessed in the current year, their demographics, historic data, and relevant accomplishments. The purpose of the student file is to calculate the parameters used to grade the student's current school.

1. Mathematics and ELA proficiency scores are supplied by the vendors that administer the assessments used in School grading.
2. Subgroup membership is assigned from the data submitted by districts to STARS snapshots. Where students are missing from the 4/20 snapshot, the nearest snapshot date where the student is found is used.

1. Surveys are completed by students and by parents for younger grades. The surveys consist of 10 questions with six step scales and questions on both parent and student versions are very similar. For 2016 these surveys are also used in Educator Effectiveness, where students may fill out multiple surveys for multiple teachers. Surveys are administered anonymously through a secure online portal through a third party vendor. Survey questions are found on the PED website at http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/StudentSurveyWithCrosswalk.pdf and

   http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/ParentSurveyWithCrosswalk.pdf.
2. Student/Parent Engagement does not have a specific data file associated. This information arrives through data submitted to PED by the LEA and is part of Bonus Points.
3. ACT student level data are submitted by LEAs through STARS regular submissions throughout the year.

4. SAT student level data are submitted by LEAs through STARS regular submissions throughout the year.
5. PSAT student level data are submitted by LEAs through STARS regular submissions throughout the year.
6. AP (Advanced Placement) student level data are submitted by LEAs through STARS regular submissions throughout the year.
7. Dual Credit data are supplied by a cooperative agreement between PED and HED. The data are limited to students who have enrolled and earned credit in post-secondary institutions governed by HED.
8. Career Technical Education is partly determined by course enrollment and course grades extracted from data submissions by districts at 40D, 80D, and 120D snapshots of the current and prior years. Definitions established for Carl Perkins Grant funding then classify students as "Concentrators" or "Completers." When completers graduate with a regular diploma, a student meets the success benchmark.
9. Accuplacer student level data are submitted by LEAs through STARS regular submissions throughout the year.
10. COMPASS student level data are submitted by LEAs through STARS regular submissions throughout the year.
11. Aspire (formerly PLAN) student level data are submitted by LEAs through STARS regular submissions throughout the year.
12. IB (International Baccalaureate) student level data are submitted by LEAs through STARS regular submissions throughout the year.
13. Standardized Subject Tests (SATSUB) data are supplied by LEA's during annual data exchange.
14. TABE data are supplied by LEA's for SAM schools during annual data exchange.
15. Work Keys data are supplied by LEA's for SAM schools during annual data exchange.
16. ASVAB data are supplied by LEA's for SAM schools during annual data exchange.

III. Data Validation

Verification of preliminary files insures consistency with prior years and completeness. Discrepancies are presented to suppliers of the data source for resolution. Data checks include, but are not limited to, the following:

1. Correct grade ranges for all schools
2. Schools to be rated
3. New or reorganized schools with inherited grading histories or FAY anomalies
4. Notable variation in the size of any subgroup over the prior year
5. Any variation in student subgroup membership among 120D, Accountability, and EOY snapshots
6. Verification of prior year's ratings
7. Verification of the appropriate assignment and completeness of graduation and attendance
8. Verification of level (elementary/middle, or high school)
9. Verification that all rated schools are represented in the vendor test files
10. Verification that all students tested are represented in school rating and reports

IV. Conditioning of Data

Assessment Scores. A subset of records in the test data file (valid tests) and content within records (ELA, mathematics) is used for school rating. Results for Spanish, English, and Braille administrations are included, as are the alternate assessments. The following guidelines apply to the selection and cleaning of those records:

1. Remove records where *Exclude from Summaries*=Yes. These tests belong to students from non-PED schools, such as home-schooled students who were permitted to test at the discretion of the LEA or BIE students who are not held to PED accountability.
2. Reconcile Test Completion Code (TC), Scaled Score (SS), and Proficiency Level (PL). The TC is a field marked by the testing administrator at the time of testing to indicate whether the test was successfully administered. Often it is bubbled incorrectly, overridden by scoring (student fails the *Attemptedness Rule*), or overridden by a sanction imposed by PED for a testing irregularity. Because TC is used for various counts, it must match the results of scoring, i.e., SS and PL. This reconciliation is performed by the Accountability Assessment and Evaluation Division and details can be supplied upon request. Test Completion codes have these meanings:

   TC=0 Tested all sessions and received a valid score

   TC=1 Withdrew before testing; excused

   TC=2 Received a non-allowed modification; invalidate test (SS=99)

   TC=3 Exempt from ELA/reading assessment because of language exception; excused

   TC=4 Medical emergency exemption; excused

   TC=5 Parental refusal; invalidate test; (SS=99)

   TC=6 Incomplete testing; invalidate test; (SS=99)

   TC=7 Testing irregularity; invalidate test; (SS=99)

   TC=8 Absent; invalidate test; (SS=99)
3. A single student can have a valid mathematics test (TC=0) and an invalid ELA/reading test (TC=5). This split testing impacts participation rates for each content area.

Filtering, Student Identification, and Assignment of Accountable School. These rules are required to define the *Accountability dataset* that is unique to school grading and general reporting.

1. Reassign tests to the location where a student is FAY=Yes. For a small number of students who move during the test window, the location of the assessment does not match the location where the students were fully enrolled the prior year (FAY). These students are reassigned to the FAY school for accountability.

   A student can take the test in more than one school (e.g., mathematics in school N, and ELA in school P). Special rules apply and are explained in *V. Calculations*.
2. Limit records to students in eligible grades 3 through 11 and also to students in later grades in high school who have never been tested for accountability. Occasionally students in other grades are tested because

assessments are also used in high school graduation, and these students are removed from the accountability determinations and calculations.

3. Use enrollment data to update missing values in student characteristics (i.e., ethnicity).
4. Determine the treatment of duplicate records. This process use a set of rules performed by the Accountability Assessment and Evaluation Division, together with district officers and test vendors. Where duplicates cannot be resolved, both duplicate pairs are removed from the accountability dataset.
5. Determine the treatment of invalid student IDs. A small number of tests are unidentified each year with either a missing or invalid ID. After all attempts to identify these students manually have failed, the tests will be included with the location where they were submitted, with a dummy id assigned by the PED.
6. Assign subgroup membership and demographics from snapshot data.

FAY is determined entirely from enrollment submissions. For verification, an LEA may run reports in STARS that show a student's snapshot history. FAY is determined secondarily by the grade configuration of the accountable school.

1. FAY=Yes if a student is enrolled at the 120th day of the prior school year and the 40th, 80th, and 120th day of the current school year. There are exceptions to this rule:
   A. Students in transition grades (e.g., the lowest grade in the school's grade span) are FAY=Yes provided they meet the following conditions:
      1) Enrolled 40D, 80D, 120D of the current year AND
      2) Enrolled 120D of the prior year in the same LEA as the transition school. This rule applies to locally authorized charter schools but not to state-authorized charter schools.
   B. Students in reorganized schools in the current year are FAY=Yes under the same provision as transition grades provided they are in a lower grade that is new to the school. For example, if a school that previously served grades 7-8 adds a 6th grade, both 6th grade and 7th grade students must meet conditions A.1) and A.2) to be considered FAY=Yes.
   C. Students in new schools are FAY=Yes under the same provisions as transition grades. (See A above.) For example, a new school that serves grades 6, 7, and 8 requires only that students meet conditions A.1) and A.2) to be considered FAY=Yes.
   D. State-authorized charter schools follow the same options above but without the requirement for LEA membership in the prior year.
2. FAY=No when a student misses any single snapshot in the series. Mobile students are not dismissed from school grading proficiencies as they were in AYP. Instead the school's expected outcome is adjusted slightly using VAM to account for student mobility.

Student matching. A longitudinally linked data file includes every student's scaled score and proficiency level for the current year and the scaled scores that they received in ELA and mathematics for the two most recent prior years within the last three years. Thus, students who are missing a prior year of data as a result of a prior grade level being untested (such as 9th grade prior to 2015) will not be removed. Students with ambiguous student IDs or who are identified in an unresolved duplicate pair (see *Data Conditioning,* Duplicates) are not included in the linked dataset. Missing data are estimated using the average prior scores for each student's grade level and school.

Determine Q1 or Q3. Students are assigned as either Q1 or Q3 in the current test year. This determination comes from the following decision rules:

1. All students in the test file for the current year are aggregated at the school level. This aggregate includes all students who took any assessment in the current year and disregards a student's grade level. For example, it is possible to have more 4th graders than 3rd graders in the Q1 group for a single school.
2. All of the school's scaled scores are ranked from highest to lowest. A cut score is established for each school that divides the bottom 25% (Q1) from the remaining students (Q3) in mathematics and in ELA separately. These cut scores are unique to each school and are recomputed each year.
3. After the cut score for each school is established, each student is then classified as either Q1 (below the cut) or Q3 (above the cut) for the current school year. Every student fits into either Q1 or Q3 groups and no student is excused.

Categorize students into Q1 or Q3 Subgroups. All of a student's prior three years of assessment scores and Q1/Q3 statuses are used in determining their status. The student's Q status is determined separately for ELA and for mathematics, so it is possible for a student to be Q1 in mathematics and Q3 in ELA at the same time. The student's assignment for the current year's accountability is derived from the following decision rules:

1. The student is matched to his or her prior scores regardless of school or grade level. Matching occurs for the current and prior two years, yielding up to three data points per student.
2. The student's assignment to either the Q1 or Q3 subgroup is determined by their first in the series of the matched scores.

To illustrate, Jack's assignment would come from his score of 55 from the prior year, Alicia's from the current year, and Tom's and Javier's from 2 years ago.

MATHEMATICS

	2 Years Ago	1 Year Ago	Current Year	**Subgroup Assignment**
Jack	(no test)	**55 (Q3)**	62 (Q3)	***Q3***
Alicia	(no test)	(no test)	**33 (Q3)**	***Q3***
Tom	**13 (Q1)**	25 (Q3)	26 (Q3)	***Q1***
Javier	**0 (Q1)**	(no test)	33 (Q3)	***Q1***

In the subsequent year this three-year window will shift, with the earliest year's scores dropping off and the second year scores becoming the first in the series. In this example, all 4 students would be assigned to the Q3 subgroup in next grading season.

The student's accountable school is used as the school of record for school grading, representing the final year of growth and achievement. In the example, it is evident that Javier's school will receive considerable credit for his dramatic growth from 0 to 33 scaled score points, which will be reflected in *Student Growth Lowest Quartile (Q1)* since he belonged to that subgroup.

To summarize, for longitudinal comparisons every student's scores from up to two prior years are used. Their Q1/Q3 membership is determined by the first score in any progression.

- If the student has three years of test scores, their quartile membership is determined from year 1.
- If they have only 2 years, it is determined by the prior year.
- If they are new to PED schools, then membership comes from their current year. The current year counts as year 3 of the three-year progression.

A new set of students will enter the progression every year, in every school. Likewise, the years of progression will move up for every student, so that a student who had scores from grades 3, 4, and 5 last year will now be using their scores from grades 4, 5, and 6 this year, which will redefine their membership in Q1 and Q3.

A school's quartile memberships shift yearly as well as bringing on new students, but in general, the school should see some stability in their overall impact on *Student Growth*. If the school is consistently growing the achievement of their lower performing (Q1) students, it will show each year even though some students leave and new students enter.

Scaled Score Standardization. School grading is based on achievement scores from several tests and from different vendors. The differing assessments have different score ranges and cut scores. In order to combine assessments for grading, each is transformed to a scale from 0 to 200 where 0 is the minimum for the test, 100 is the cut-score for proficiency, and 200 is the maximum. Between these anchor points the transformation is linear.

The transformation is:

if $(x_i \leq cs)$ $\quad y_i = 100\,(x_i - min) / (cs - min)$

if $(x_i \geq cs)$ $\quad y_i = 100 + 100\,(x_i - cs) / (max - cs)$

Where: x = the original scaled score
cs = the proficiency scaled cut score for x
min = the minimum original scaled score for x
max = the maximum original scaled score for x

Prior Achievement Scores for Growth. In ELA for example, most students have two prior scores, one each from the previous two years. There are exceptions.

1. For early grades KN-2 students are assessed in ELA only so these students have only ELA prior scores. Further, because cognitive development is often more rapid at these ages than for older students, the first ELA prior is average of the beginning-of-year (BOY) score and middle-of-year (MOY) score from the current year and the second ELA prior is the end-of-year (EOY) score from the previous year. Because kindergarten does not have a previous year, there is no second ELA prior.

2. For fourth grade students, the previous year's regular assessment scores are used for the first ELA and mathematics prior scores. However, because of the transition from KN-2 assessments in any year farther back, only one prior year is used for this grade. Kelley's reliability adjustment is used to account for a single prior year being used.

3. In cases where a student is missing a score from the previous two years, then scores from three years prior are used.

Imputing Missing Values. Students within the PED system are rarely missing prior scores; however a small number of students new to PED schools will not have prior scores. If a student group is missing any of the necessary prior scores (e.g., all third graders are missing prior mathematics scores) the average score for students in their grade and school is used.

V. Calculation Parameters

Software. Calculations are performed with IBM SPSS© Version 23 available at: http://www-01.ibm.com/software/analytics/spss/. Additional calculations utilize R© (the R Foundation for Statistical Computing) available at: https://cran.r-project.org.

Rounding. No rounding occurs until final points and rates are computed. All computations prior to reporting use unrounded figures out to 12 decimal places. Final rounding occurs to the second decimal place (e.g., 92.27%) unless otherwise indicated. The terminal digit of 5 is rounded up.

Points. Points for the School grading model are achieved by one of two methods:

1. Comparison to a pre-existing standard or
2. Relative to the performance of other New Mexico schools.

Point distributions and cut scores were fixed from preliminary grades established in 2011 using a process similar to that used to set initial targets under the No Child Left Behind Act (NCLB). The first point assignment method is used for *Current Standing (Proficiency)*, *OTL Student Survey*, *Graduation*, and *Attendance*. The second point assignment method is used for remaining indicators.

Letter Grades. The cut points, or point boundaries leading to the letter grades of A, B, C, D, and F, were determined by the overall point distributions in the state (elementary/middle schools as one group and high schools as another) in 2011. For example, the "A" boundary was equated at the 90th percentile of school points. The "C" boundaries were placed around the 50th percentile. The letter grades for all the supplementary components of school grading were based on the 90th, 70th, 50th, and 30th percentiles, with the exception of *OTL,* which was based on 90th, 80th, 70th, and 60th, for A, B, C, D, and F, respectively. The overall grade is based on the 90th, 70th, 40th, and 10th percentiles (values rounded). Overall and component letter grade point frameworks are appended to this document.

Growth. The grading model relies on a year's worth of growth, which on the New Mexico scale is equal to a growth index of 0. Growth for each student is measured in relation to how a particular student scored in the current year compared to his or her academic peers. Academic peers are students who scored about the same in the two prior years in ELA and mathematics. A student who scored the same as the average of his or her academic peer group has made one year's worth of growth. A benefit of such a model is that it is easy to determine if students are demonstrating more or less than a year's worth of growth simply by whether the growth score is positive or negative. Another advantage of this scale is that the standard error of measurement is both small and stable across the grade levels.

Value-Added Modeling (VAM) is used to estimate certain elements of school improvement. The VAM framework was established for use at PED in 2011 for application to future years. To determine the anchors, each school's

VAM estimate was derived from their position in a distribution of all schools. This position was then used to assign point boundaries (see *Definitions, CDF*). The VAM distribution and its associated cut points from the base year of 2011 were frozen for use in the evaluation of future years. In 2015, the value-added models were adjusted to accommodate New Mexico's shift to the PARCC test, but the cut points remain consistent with 2011.

To arrive at the anchor values, the VAM estimates are converted to *t* scores, and cut points are established at the point where a set proportion of schools fall below. VAM was estimated simultaneously for *School Growth* and *Current Standing* using methods that take into account prior achievement.

Reading and Mathematics. These two subject areas are equally weighted throughout school grading for all grade levels. While a school's grading indicators (e.g., *Current Standing*) summarize both content areas taken together, ELA and mathematics statistics are detailed separately in the remainder of the report, along with subgroup statistics, to help inform factors leading to overall performance. With the introduction of new assessments in 2015 reading is synonymous with English language arts (ELA).

Schools Rated. Grades are calculated for public, locally authorized charter, state-authorized charter, and feeder schools. School calculations exclude off-site locations, programs, and students tested in those locations. These students are rolled up into LEA accountability or are reassigned to an accountable school where possible.

VI. Calculations

Each component of school grading is assigned its own grade. The points from components are then summed together with bonus points for a final overall grade. The components that make up each of the two models are outlined in the model summaries appended to this document.

A. Current Standing is computed identically for both EL and HS models, although each receives different point totals, 40 and 30 points respectively. Current Standing has of two components: 1) an unconditional proficiency status model and 2) a conditional value-added model (VAM, also referred to as a growth model). Unconditional proficiency status is the familiar concept of the percentage of students who achieve proficient or advanced at the most recent testing occasion. The conditional growth or VAM accounts for the school's size, student mobility, and previous scores and measures how much each school is above or below their predicted value. A strong positive relationship exists between a school's proficiency rate and a school's scaled score.

1. Proficiency (sometimes referred to as "status") refers to the percent of students who are proficient or above in the current reporting year and uses the goal of 100%. The resulting percentage is rounded to one decimal place for reporting (e.g., 65.3%) while the unrounded figures (up to 12 decimal places) are used to compute points. Those familiar with AYP will recognize proficiencies as the basis for that accountability model, and *Current Standing* is the only portion of school grading where this concept is used. Proficiency percentages account for valid tests only, after invalid tests and students exempted from testing are removed.

   Points for proficiency are awarded based on an equally weighted combination of mathematics and ELA, except in K-2 where there are only ELA scores. Each are computed as the proportion of students who are proficient multiplied by the number of available points. For example, in 2016 elementary mathematics is worth 10 points; a school with 50% proficient would score .50 X 10 =5 points.

2. Current Standing VAM is calculated based on students' scaled scores. A model that includes school enrollment (n), prior achievement scores, student grade level (middle school grades), and mobility (proportion of the student body that is FAY) is used to predict how well students will score. Schools composed of students who exceed expectations have higher value-added scores than schools composed of students who fall below expectations. The procedure that is used to compute these scores is called multilevel (mixed effects) regression, and is described in the technical details.

TECHNICAL DETAIL

The Current Standing VAM/growth model uses a multilevel (mixed-effects) regression model. The model recognizes two levels, students who are then nested within schools. Levels are referred to with a subscript such that $score_{ij}$ refers to the *i*th student's score and that student is in the *j*th school. The variables used to predict these scores and are shown in the following equation. The growth model estimates values for all B coefficients in the equation and predicts an individual student's score.

$$score_{ij} = B0 + B1\ MathP1_{ij} + B2\ MathP2_{ij} + B3\ ReadP1_{ij} + B4\ ReadP2_{ij} +$$

$$B5\ Grade_{ij} + B6\ FAY_{ij} + B7\ ALT_{ij} + B8\ n_j + B9\ MOB_j + u_j + e_{ij} \qquad (1)$$

Where:

$B0$ = the intercept. A student having zero values on all of the remaining variables in the equation would have this value as his or her predicted score.

$MathP1_{ij}$, $MathP2_{ij}$, $ReadP1_{ij}$, and $ReadP2_{ij}$ = the student's prior scores.

$Grade_{ij}$ = the student's grade level, adjusting for middle school grades 6, 7, and 8.

FAY_{ij} = whether or not the student is FAY.

ALT_{ij} = whether or not the student took an alternate assessment.

n_j = the size of the school, represented by the number of students assessed in grades 3-8 (EL model), and grades 9-11 (HS model).

MOB_j = the percent of students in the school who are not FAY (or are more mobile).

These variables form the *fixed* component of the model, which is linear and additive. There are no interaction terms in the equation, nor is a curvilinear relationship recognized.

After accounting for the fixed component, the contribution of u_j which represents the *school effects* part of the model is considered. This component reflects the extent that the average scaled score for a school is greater than, equal to, or less than the state averaged scaled score. The conditional means (CM_j) are estimated from knowing the mean and standard deviation of u_j.

A final component represents the student contribution that reflects those aspects of a scaled score that we cannot control for, after the fixed (controllable) effects and school effects:

e_{ij} = residuals, or how far off a student's predicted score is from the observed scores after taking into account the first two components

Conditional Means

From this model each school earns a conditional mean noted as CM_j which is comprised of the fixed and school effects components, and it can be negative, positive, or zero:

- Positive means students tended to score above their predicted values.
- Negative means students tended to score below their predicted values.
- Zero means students in the school, on average, performed as predicted.

Assume that the state average scale score for a given set of fixed factors is 700 scale score units and the school conditional mean for a particular school is +20 scale score units, the estimated mean for that school is 700 + 20 = 720.

Three steps convert CM_j into points for School Grading:

1. Divide by the standard deviation of the CM_j val$_u$es: $z_j = CM_j / \text{sd}(CM_j)$.

2. Transform z_j into a variable that can range from 0 to 1 and where $z_j = 0$ corresponds to .5:

   $VAMScore_j = \text{CDF}(z_j)$

   where CDF( ) is the cumulative normal distribution function which maps z_j values of -3, -2, -1, 0, 1, 2, and 3 onto: .001, .02, .16, .50, .84, .98, and .999.

3. Multiply $VAMScore_j$ by the maximum number of points for the component:

   7.5 X $VAMScore_j$

   Note that 7.5 points are allocated for Current Standing VAM in ELA (or mathematics) for the high school model in 2016. This weighting will be altered in 2017 to 5 points.

The VAM index is computed separately for ELA and mathematics, and both are weighted equally in the final assignment of points.

B. School Growth is computed identically for both EL and HS models and yields 10 points toward the total score (5 each for ELA and mathematics). *School Growth* is different from *Current Standing* because it predicts the mean score for a school from the mean values on students' prior scores along with school characteristics. Unlike *Current Standing*, growth takes into account improvement for all students, not just those reaching *Proficient*.

Growth is calculated using the mean from previous test scores to predict the mean score in the current year. The school's difference above or below their predicted mean for each subtest is weighted by the number of students tested. The weighted average is a measure of each school's growth.

TECHNICAL DETAIL

The unit of analysis is the school, not the student. Using the same conventions as in the prior Technical Detail the mean for the *j*th school is noted as $MeanScore_j$. Equation 2 is similar to equation 1, except the model predicts the

mean scores for the school rather than an individual student's score. As with the *Current Standing VAM*, the model presumes that relationships are linear and that there are no interactions among variables.

$$MeanScore_j = B0 + B1\ MeanPrior1_j + B2\ MeanPrior2_j + B3\ MeanGrade_j +$$

$$B4\ MeanFAY_j + B5\ n_j + Bs\ Test_j + e_j \qquad (2)$$

The calculations are made for each assessment (i.e. Algebra 1, or 3rd grade mathematics) by including the categorical variable $Test_j$ and allowing each test to have its own B value. The important result is the residual e_j. The residual for each test is weighted by the count of tests and averaged for school growth (SG_j).

Changing SG_j into points is similar to what was done with CM_j for *Current Standing VAM*:

1. Standardize SG_j values: $z_j = (SG_j - MeanSG_j)/\mathrm{sd}(SG_j)$.

2. Transform z_j into a variable that can range from 0 to 1: $SGScore_j = \mathrm{CDF}(z_j)$, where CDF( ) is the cumulative normal distribution function that maps z_j values of -3, -2, -1, 0, 1, 2, and 3 onto .001, .02, .16, .50, .84, .98, and .999, respectively.

3. Multiply $SGScore_j$ by the maximum number of points for the component, for example, 5 X $SGScore_j$.

The number of points is computed separately for ELA and mathematics, and both are weighted equally in the final assignment of points.

C. Student Growth uses a similar model to the *Current Standing VAM* and *School Growth* models except that scores are calculated separately by two student subgroups, Q1 and Q3 (see *IV. Conditioning of Data, Determine Q1/Q3*). The values for these two groups are weighted equally. Because there are fewer students in Q1 than in Q3, these lowest quartile students are more highly weighted per student in *Student Growth*.

1. Scores are estimated with mixed effects (or multilevel) regression that is the same for both EL and HS models and is conducted for both Q1 and Q3 subgroups separately. The HS model yields Q1/Q3 point totals of 10/10, while the EL/MS model yields 20/20. Each set of points are equally divided among ELA and mathematics.
2. Growth is expressed in a difference from expected. For example, If a school has a positive Q1 student growth index the school's students who were previously low performing are now performing better than expected, while a negative index means that these students' achievement is less than predicted.
3. Starting in 2015, DIBELS was included as the outcome assessments for kindergarten through 2nd grade and as the predictor for third grade PARCC achievement. Since DIBELS measures only ELA its impact on the available points is doubled to maintain continuity with the ELA/mathematic weighting.
4. The standard for both Q1 and Q3 growth is 0, which represents one year's worth of growth and is awarded a letter grade of "C."
5. The model is run once for each outcome assessment for Q1 and Q3 separately. The individual VASs for each assessment are aggregated using a weighted (n of students) average.
6. Points are awarded using method 2 (see *V. Points* and *VAM*).
7. Data preparation parallels that used for *Current Standing VAM*, and *School Growth*.

TECHNICAL DETAIL

The scores for this component are derived in a manner similar to *Current Standing VAM*, and *School Growth*, but separately for Q1 and Q3 subgroups. The scores are based on the same multilevel regression:

$$score_{ij} = B0 + B1\ MathP1_{ij} + B2\ MathP2_{ij} + B3\ ReadP1_{ij} + B4\ ReadP2_{ij} +$$

$$B5\ Grade_{ij} + B6\ FAY_{ij} + B7\ ALT_{ij} + B8\ n_j + B9\ MOB_j + e_{ij} + u_j \qquad \text{(1, repeated)}$$

D. Opportunity to Learn (OTL) is based on attendance and a classroom survey administered to students. High schools can earn 8 total points (3 for attendance, 5 for the survey) and elementary/middle schools can earn 10 points (5 for each).

Attendance is computed schoolwide for every school that is rated, including feeder schools and high schools. Rates are presented as schoolwide percentages, and calculations are detailed in VI. C. Percentages are rounded to two decimal places for reporting (e.g., 91.59%).

1. The target for attendance is 95%. That is, all students enrolled, whether for a short time or a long time, are in school for an average of 95% of their days enrolled. Schools with average rates less than 95% are given partial credit, and schools with greater than 95% can earn more than the maximum allotted points.
2. Ineligible student attendance records are removed prior to calculation:
   - Days Present < 0 or missing
   - Days Enrolled < 0 or missing
   - Days Present > Days Enrolled
   - Students without a corresponding record in *Student Snapshot* at the same location
3. The rate is calculated as the unweighted average of individual attendance rates of every student in 40D, 80D, and 120D snapshots. The student's numerator is the total days attended accumulated across three enrollment periods (40th, 80th, 120th day snapshots). The student's denominator is the days enrolled for the same periods. After each student's attendance rate is computed, all student rates are averaged for the school summary.
4. A single student can contribute to the rates of more than one school if the student is mobile.
5. When a school is missing a reporting period (40D, 80D, or 120D snapshots) because of submission error, the rate is computed in the same manner, only excluding the missing reporting period from the days attended and days enrolled. Schools may check their attendance rates by running specialized reports in STARS.
6. The points awarded for attendance result directly from the percentage. To illustrate:

> Attendance for an elementary school = 80%
>
> Points = .80 X 5 / .95= 4.21
>
> The school earned 4.21 out of 5 points even though it did not reach the target attendance rate of 95%. The attendance rate is multiplied by 5 total points, and then divided by the target goal of 95%.

Classroom Surveys. The parent and student surveys consist of 10 questions about practices known to promote successful learning. Students beginning in grade 3 are asked to consider the teachers they currently have and respond about the practices these teachers exhibit, and parent surveys are provided for parents for children in grades K-2. Students are instructed to fill out the survey for all their teachers. Parent and student surveys have the same structure, and are combined to calculate a school's overall survey score worth 4 points.

1. Survey responses are on a 6-step Likert scale, coded 0-5 from least to most beneficial.
2. Responses are summed for each survey, yielding scores ranging from 0 to 50.
3. The target score of 45 yields 100% of the five total points possible. Schools that average higher than 45 on the total score can earn slightly higher than five points.
4. Scores for all students are averaged for each school. The ratio of the school's average to the goal of 45 results in the proportion of the goal that it met, similar to attendance. This ratio is applied to the total possible points to arrive at the indicator score (see *Attendance* for an example calculation).

The points from attendance and the student survey are independently calculated, then added to form the OTL indicator total.

E. Graduation

rates are one-year lagged. That is, the rates that are published in January are for the cohort that graduated by August 1 of the prior year. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the *Shared Accountability* method that is described fully in the *Graduation Technical Manual* on the PED website, http://ped.state.nm.us/Graduation/index.html The method is not repeated here but in general:

1. A rate is generated for every school that has any grade 9, 10, 11, or 12 (see *Definitions, High School*).
2. For new high schools that do not yet have a graduating cohort class, a hybrid school grading model is used. These schools are graded on the remaining non-cohort indicators and they are excused from College/Career Readiness and Graduation. The resulting total points scale is adjusted to reflect the reduced number of indicators, however the scale and maximum possible total points are the same.
3. The graduation goal is 100%. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, and 2 points respectively. Growth of the 4-year rate is worth an additional 4 points yielding a total of 17 possible points for graduation. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years.
4. Points are awarded through method 1 (see *V. Points*) where the rate is multiplied by the possible points for that category. For example, a 5-year rate of 80% is equal to .80 X 3 = 2.4 points.

Graduation Growth refers to annual increase in the 4-year graduation rate and is based on three years of data. Growth in the 4-year rate reflects the school's overall ability to help students complete their high school careers in a timely way. The goal is 90% of students graduating in 4 years, so any school that has a graduation rate of 90% in 2015 is awarded all four points. The slope is calculated (see below) and changed into points.

Technical Detail

Graduation Growth is based on the slope of the four-year graduation rates for the past three years. The table below shows how these slopes are calculated for schools that have graduation rates for each year (Schools A and B), and for schools that have missing graduation rates (for example, new schools with only two years).

Table 1: Calculating Slopes from Four-Year Rates

	2013	2014	2015	Slope	Method
School A	50%	55%	60%	+5% per year	(2015 - 2013)/2
School B	60%	70%	50%	-5% per year	(2015 - 2013)/2
School C	-	55%	60%	+5% per year	2015 - 2014
School D	60%	-	50%	-5% per year	(2015 - 2013)/2
School E	-	-	40%	no slope	

- no graduation rate for that year

Schools with only one rate (School E) have no slope. For these schools the points for their other graduation components are adjusted to account for the absence of growth.

Slopes can be conceptualized as a regression:

$$GradRate_{ij} = B0^{(j)} + B1^{(j)}\ Year_{ij} + e_{ij} \qquad (3)$$

Where:

$B0^{(j)}$ = the intercept for the individual school.

$B1^{(j)}$= the slope for the individual school.

$Year_{ij}$= the year.

The slopes depicted in Table 1 can be used as a simplification of this method.

The slope is divided by the standard deviation of all slopes, resulting in some positive and some negative values. These values are then transformed using a CDF into a variable that can range from 0 to 1. The CDF value is multiplied by the four possible points for graduation growth, with the qualification that any school where the rate is higher than the goal of 90% receives all four points regardless of their slope.

SAM Graduation Rate

A non-cohort graduation rate augments the 4-year cohort rate to arrive at a compiled SAM graduation rate. The numerator and denominator are derived from non-cohort members since cohort members are already counted in the regular 4-year rate. Using this method, schools receive feedback on their success in graduating returning dropouts and adults whose cohort is no longer part of the system.

Both of these groups are combined for the final SAM graduation rate using the weighting scheme shown below. The SAM graduation rate is then used to assign points for SAM schools on the same point framework used for non-SAM graduation rates.

The formula for the SAM graduation rate follows:

SAM Graduation Rate = $\left(4CGR * \frac{4CGR\ Denominator}{Total\ Denominator}\right) + \left(NCGR * \frac{Count\ of\ all\ 40D\ Seniors}{Total\ Denominator}\right)$

Where: $4CGR = \left(\frac{Sum\ of\ fractions\ of\ snapshots\ of\ 4\ year\ cohort\ members\ who\ graduated}{Sum\ of\ fractions\ of\ snapshots\ of\ all\ 4\ year\ cohort\ members}\right) * 100$

$$NCGR = \left(\frac{All\ non-cohort\ graduates}{All\ non-cohort\ students}\right) * 100$$

$$Total\ Denominator = Count\ of\ all\ 40D\ Seniors + 4CGR\ Denominator$$

F. College and Career Readiness (CCR) scores are determined by the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a benchmark. Credentials are established through course enrollment leading to an industry recognized certification or through a student's taking a recognized academic precursor to post-secondary education.

1. CCR is computed for all high schools that have members of the 4-year graduation cohort for that assessment year. CCR is not computed for elementary or middle schools.

2. Cohorts must have a minimum of three student records to be included. Otherwise the high school qualifies for the non-cohort hybrid model (see *Graduation 2.*).

3. CCR calculations use the shared accountability method used for high school cohort graduation rates. For details see the *Graduation Technical Guide* at http://ped.state.nm.us/Graduation/index.html).

4. Any single student attempt (Participation) or single student success (Success) within the four years of the cohort will be counted.

5. CCR is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The school grading cut points for participation and success were derived from base rates normalized in 2012 (see *V. Points 2*). This framework has been fixed for evaluation of future rates.

6. The following CCR indicators are eligible. All students enrolled in grades 9 through 12 are eligible for participation in one or more of these programs:
   - **PSAT/NMSQT**, Preliminary SAT/National Merit Scholarship Qualifying Test, is cosponsored by the College Board and National Merit Scholarship Corporation. The assessment yields scores in English Composition (verbal), Mathematics, and Writing and offers benchmark scores that indicate college readiness in two age groups, sophomores and younger, and juniors and older.
   - **SAT** is a widely used college admissions examination that measures the skills in three subjects: Mathematics, Reading and Writing.
   - **ACT** is a national college admissions examination that is recognized internationally. The ACT yields scores in four areas, English, Mathematics, Reading, and Science, and offers benchmark scores that indicate college readiness in each.
   - **Concurrent Enrollment/Dual Credit** in an accredited New Mexico post-secondary institution offering college credit is counted as evidence of post-secondary preparation. All courses that are non-remedial are counted.
   - **AP,** Advanced Placement, is a national qualifying examination aligned to 34 college level courses. Most four-year colleges grant students credit, advanced placement, or both on the basis of the score on the AP exam for that subject. Students do not get credit for enrolling in a high school AP class. They must demonstrate participation and/or success in the national exam.
   - **Career Program of Studies** is a sequence of high school courses that are recognized to lead to industry-recognized certification. Foundations for career readiness are built from the *Carl Perkins Vocational and*

Applied Technology grant definitions. To be considered successful, the student must complete all coursework with a C or better and graduate from high school with a regular diploma.

- **Plan**, an ACT assessment for 10th graders, is designed to utilize a student's achievement to guide career options and the remaining years of high school. PLAN includes four multiple-choice tests: English, Mathematics, Reading and Science, and it was replaced by the ACT Aspire in 2014.
- **AccuPlacer** is a computer adaptive college placement test offered by College Board that helps institutions of higher education place students in appropriate courses. Questions are chosen for each student on the basis of the answers to previous questions. The Accuplacer consists of reading, mathematics, writing and language use skills, and writing.
- **COMPASS** is a computer adaptive college placement test offered by ACT that helps institutions of higher education place students in appropriate courses. Questions are chosen for each student on the basis of the answers to previous questions. The Compass provides scores in reading, writing skills, writing essays, mathematics, and English as a second language.
- **IB,** or the International Baccalaureate program of studies, is a standardized and enhanced high school curriculum where students must demonstrate competency in six study areas. The program originated in Sweden and grants credentials that are recognized outside the U. S.
- **SAT Subject Tests,** standardized subtests that complement the SAT, are usually taken to improve a student's credentials for admission to colleges in the United States. Each test is timed at one-hour, and tests are available in multiple subjects related to a student's interests or a college's requirements.
- **TABE**, Test of Adult Basic Education, is an assessment that measures a person's grade level in reading, mathematics, and language. This test is allowable only for designated SAM schools.
- **WorkKeys,** a job skill assessment created by ACT is used by businesses to measure workplace skills of job applicants, and by schools and colleges to help prepare students for the workplace. This test is allowable only for designated SAM schools.
- **ASVAB,** the Armed Service Vocational Aptitude Battery, provides three composites: verbal, mathematics, and science/technical, as well as a composite score called the Armed Forces Qualification Test (AFQT) score. The ASVAB scores identify occupations that best suit a candidate's abilities and can be used to qualify for enlistment. This test is allowable only for designated SAM schools.

Participation

1. Cohort members will count as a participant when they attempted any one or more of the CCR indicators any time during their four-year tenure in high school. Students may make multiple attempts, with multiple indicators, in multiple years. However this results in only a single credit for participation.

2. SAM schools are allowed use of additional indicators ASVAB, WorkKeys, and TABE. These indicators are not available to other high schools.

Success

1. The success rate follows the same calculation as participation, resulting from weighted numerators and denominators from shared accountability. Students who achieve any one or more of the benchmarks (below) or higher are considered successful in the numerator, while students who attempted any program or assessment form the denominator. The success rate is the percent of participants (numerator for participation) that succeeded.

The benchmarks for success are shown in the table below.

AccuPlacer	Minimum Required Score
College-Level Mathematics	66
Elementary Algebra	79
Reading Comprehension	82
Sentence Skills	83
WritePlacer	6
ACT	
Mathematics	22
English Composition	18
Reading	22
Science	23
ACT Aspire	
Mathematics	432
English	428
Reading	428
Writing	428
Science	432
ACT PLAN (Expired 2014)	
Mathematics	19
English	15
Reading	17
Science	21
Advanced Placement (AP)	
Art History	3
Biology	3
Calculus AB	3
Calculus BC	3
Chemistry	3
Chinese Language and Culture	3
Computer Science A	3
European History	3
English Language and Composition	3
English Literature and Composition	3
Environmental Science	3
French Language	3
German Language	3
Government and Politics: Comparative	3
Government and Politics: United States	3
Human Geography	3
Italian Language and Culture	3
Japanese Language and Culture	3
Latin: Vergil	3
Macroeconomics	3
Microeconomics	3
Music Theory	3
Physics B	3
Physics C: Electricity and Magnetism	3

Physics C: Mechanics	3
Psychology	3
Spanish Language	3
Spanish Literature	3
Statistics	3
Studio Art: 2-D Design	3
Studio Art: 3-D Design	3
Studio Art: Drawing	3
United States History	3
World History	3
COMPASS	
Mathematics	52
Reading	88
Writing Essay (Scale 2–12)	9
Writing Essay (Scale 2–8)	7
Writing Skills	77
CTE Course Sequence	
Any PED recognized CTE Pathway	C
Dual Credit	
Non Remedial Course	C
International Baccalaureate (IB)	
Mathematics	4
Language A	4
Language B	
Individuals and Society	4
Experimental Sciences	4
Arts	4
IB Diploma	24
IB Diploma	24
PSAT	
Mathematics	47
Critical Reading	45
Writing	45
SAT	
Mathematics	500
Critical Reading	500
Writing	500
SAT Subject Area Tests	
Mathematics Level 1	587
Mathematics Level 2	647
Literature	574
Chemistry	642
Ecological Biology	593
Molecular Biology	624
Physics	632
U.S. History	610
World History	589
French	601
French with Listening	626
German	608

German with Listening	594
Spanish	619
Spanish with Listening	640
Modern Hebrew	586
Italian	671
Latin	586
Chinese with Listening	739
Japanese with Listening	662
Korean with Listening	749

In addition SAM schools may apply the following assessments.

ACT WorkKeys	
Applied Mathematics	5
Listening for Understanding	4
Reading for Information	5
Business Writing	3
Applied Technology	3
Teamwork	4
Location Information	4
TABE (Complete Battery Subtests)	
Mathematics	506
Reading	518
Language	524
ASVAB (Comprehensive)	
AFQT	31

This example shows how students Joe and Jane contributed to the CCR rates for the multiple high schools they attended during their 4-year tenure. Note that each student's fractions will always add to 1.0 and are the equivalent of one student statewide. Note also that the attempt (participation) and success flags are distributed to all schools the student ever attended. This means that all high schools accountable for readiness no matter the school's grade configuration or the mobility of the student.

Student	High School	Count of Snapshots in School	Count of Snapshots in State	Snapshot Fraction for that School	CCR Attempted* (Y/N)	CCR Success* (Y/N)	CCR Participation Numerator	CCR Success Numerator
Joe	Pine	4	16	0.25	1	1	0.25	0.25
Joe	Elm	8	16	0.50	1	1	0.50	0.50
Joe	Oak	4	16	0.25	1	1	0.25	0.25
Jane	Cedar	2	10	0.20	1	0	0.20	0.00
Jane	Pine	5	10	0.50	1	0	0.50	0.00
Jane	Oak	3	10	0.30	1	0	0.30	0.00

* Multiple attempts or multiple successes do not change the student's weight in the calculation. The student's single best effort is used, and is distributed to all high schools attended.

TECHNICAL DETAIL

The calculation of a school's points is illustrated for CCR participation (total 5 points).

1. StandardizedRate = (SchoolRate - $Mean_{SchoolRate}$)/($SD_{SchoolRate}$)
2. NormalizedScore = CDF(StandardizedRate, N) where CDF is the cumulative distribution function (see Definitions) which ranges from 0 to 1.0.
3. PointsAwarded = NormalizedScore X 5

G. Bonus Points

Bonus points are derived from three sources: STARS, the New Mexico Activities Association (NMAA), and schools and districts by direct submission to an online database on their use of Next Step Plans and/or Student Assist Teams. Scores and points are given for these categories:

- Student and parent engagement (maximum 2 points)
- Habitual truancy improvement over the prior year (maximum 2 point)
- Activities (maximum 1 point)
- Use of online assessment format (maximum 2 points)

1. Parent and student engagement points are based on use of Next Step Plans and/or Student Assist Teams. Details are available: http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/Bonus_Points_Web_Rubric_Formated.pdf.
2. Improvement in habitual truancy is calculated from STARS submissions from LEAs. This value is computed for all schools.
3. Student participation in athletic activities is derived from data supplied by NMAA, which includes counts of participants. This indicator is for high schools only, and elementary and middle school bonus points are adjusted for the exclusion of these points. The adjustment is made by multiplying the elementary school's final bonus point total by a factor of 1.25.
4. The use of online assessment format is computed as the percentage of students who took the assessments in computerized format as opposed to paper. The percentage is derived only for assessments that have multiple formats.
5. Bonus points are added to the school total points prior to determining the school's overall grade. Bonus points are capped at 5.0.

H. Feeder Schools

1. Participation rates are not calculated for feeder schools.
2. Attendance rates are generated for feeder schools using the same methods as for non-feeder schools.
3. For proficiency, DIBELS is used. In 2017 the IStation assessment will be used.
4. *Current Standing*. *School Growth, and Student Growth* are calculated identically to non-feeders, although DIBELS is used as the primary achievement measure. Because DIBELS measures only ELA, the points a school earns for ELA in each component of school grading are doubled.

I. Abbreviated Model

A small number of schools do not have enough data, either historical or current, to calculate a component. This may include lack of prior data for growth, or current data such as examinees. For these schools, an alternate model that relies only on the remaining components is used. As with feeder schools the overall points are adjusted to meet the 100 point scale used for all of school grading.

On the front summary page the component scores that are not missing should be interpreted the same as for any other school. The adjustment to a 100 point scale takes place only for Overall Points. Schools are not penalized for missing data that is deemed outside of their control.

J. Supplemental Accountability Model (SAM) Schools

SAM schools receive special considerations in VAM (Current Standing), CCR, Graduation, and Participation. Schools qualify for the SAM model under two conditions: 1) when the percentage of students with disabilities in the school is higher than typical (20% in 2013), or 2) when the percentage of students aged 19 or older is higher than typical (10% in 2013). Schools may also petition to become a SAM school if the publicized mission of the school is to serve students who have traditionally found a regular educational setting difficult, such as pregnant teens or behaviorally challenged students.

Schools that specialize in educating higher risk students typically experience higher student mobility that complicates the calculation of cohort rates and other time-dependent measures. Therefore, these schools are allowed to supplement their accountability with additional rigorous measures that demonstrate that they have met their mission. For example, the accountability for a school that specializes in credit recovery for returning dropouts will include their ability to build a student's credit bank and to graduate non-cohort members in the current year. These supplemental measures are negotiated with the PED and are in addition to, not in place of, the accountability measures required of non-SAM schools.

Current Standing VAM. When conditioning data for *Current Standing*, an offset is applied to level the playing field for SAM schools. The offset is based on the mean deviation of scaled scores for SAM schools.

The offset is recomputed every year and is dependent upon the ELA and mathematics performance of students in SAM schools. A value is added to the conditional mean for each SAM school for mathematics and ELA prior to dividing by the standard deviation.

Graduation. An auxiliary graduation rate is computed using a *senior completer* method which includes only 12th grade students who are not members of the 4-year cohort. The denominator is comprised of the count of 12th graders in the first enrollment snapshot (40D). The numerator is derived from the count of all non-cohort students who graduated by the end of the year (EOY snapshot). Note that these counts do not track the same students but are considered only samples of typical senior enrollment and of typical non-cohort graduates. It is possible for a school to have a graduate count at the end of the year that exceeds their senior population at the 40th day snapshot. This would occur when many students undertake brief periods of rapid credit recovery and graduate and exit throughout the year, while the school maintains a relatively stable student count.

The numerator and denominator are derived from only non-cohort members since cohort members are already counted in the regular 4-year rate. Using this method, schools receive feedback on their success in graduating

returning dropouts and adults whose cohort has long since aged from the system. The rate calculations are covered in *E. Graduation.*

College and Career Readiness (CCR) rules were broadened for SAM schools to include additional career readiness indicators that were in keeping with the mission of the school. In addition to the measures available to other schools, WorkKeys, TABE, and ASVAB can be used.

Participation in assessments requires that 95% of enrolled students be assessed. With the high student turnover in most SAM schools, this rate becomes unrealistically high and unachievable. Therefore SAM schools were excused from a participation penalty, although PED will continue to monitor SAM schools to ensure that students are not systematically being excluded from assessment.

VII. Participation in Assessments

All enrolled students in eligible grades must be tested with the appropriate regular or alternate assessment. Students with an invalid assessment are counted as unsuccessfully tested and count against the school's participation rate. Students who are FAY=Y at one school (their *accountable school*) but take the test at another school, are reassigned to their accountable school.

1. The goal for participation is 95% of the *All Students* group. The percentage is rounded to the nearest integer. Schools that fail to meet the minimum of 95% have their letter grade reduced by one letter, and a penalty flag placed on their report. Schools that are in "F" status will remain "F" and will have a penalty flag placed on their report.
2. Participation rates are not computed for feeder schools.
3. Examinees whose tests are invalidated for various reasons (see IV. Conditioning of Data, TC Codes, PL=5) do not receive a score but are still counted for participation.
4. Examinees whose tests are exempted (*Medical Exemption, ELA Exemption, Withdrew before Completion*) are excused and do not contribute to school calculations.
5. The participation rate is a percentage, where the numerator is the count of all valid and scorable tests. Students who received an ELA exemption (TC=3) are counted for participation provided they have successfully completed the English language proficiency examination in lieu of the ELA assessment.
6. The denominator is derived from all students in eligible grades from the 120D, Accountability, and EOY snapshots. Each snapshot is considered singly and averaged with neighboring snapshots. If the rate is met in one of the snapshot considerations, the school is considered to have met participation.
7. Two participation rates are calculated, one for ELA and one for mathematics. If either rate falls below 95% the school fails to meet the requirement.
8. A participation penalty is applied only to schools with 100 or more students.
9. For small schools the unweighted average of rates from the current and prior two years is applied as a second tier of evaluation.

VIII. LEA Grades

Local educational agency (LEA) report cards are required by federal statute: Elementary and Secondary Education Act (ESEA) section 1111(h)(2) as amended by the No Child Left Behind Act of 2001 and as amended by the Every Student Succeeds Act. Grades in the report cards have been calculated and reported since 2012 using the method that follows.

1. LEA grades are calculated and published annually after A-F School Grading appeals for schools have been fully adjudicated, typically in September.
2. Summary letter grades are calculated for multi-school LEAs. State-authorized charter schools qualify as a single-school LEA. Therefore these schools' A-F School Grading letter grade serves as their LEA rating and an additional score is not needed.
3. The LEA grade results from a weighted average of the schools within the district.
   A. The process weights only the schools' overall points and not individual component scores (e.g., Q1 Growth).
   B. Because the LEA's average is weighted by the school's size, larger schools contribute more to the LEA grade than smaller schools.
   C. The weight for each school is derived from the number of students in kindergarten through grade 12. Student counts are derived from the STARS 120-day snapshot for the year of the accountability assessment.
   D. Weighting can be viewed as adjusting for students who were not assessed, for example, in schools with few tested grades. Weighting ensures that the LEA is held accountable for all of their students and that each student carries the same weight.
4. The LEA's weighted overall score is converted to a letter grade using a framework that is a compromise between the two models used in school grading. Elementary and middle schools have slightly different cut points for letter grades than do high schools. The LEA points are rounded to a single decimal (i.e., tenths) prior to the assignment of a letter grade.

LEA Letter Grade Framework

Grade	Overall Points
A	75.0 or More
B	62.5 to 74.9
C	50.0 to 62.4
D	36.2 to 49.9
F	36.1 or Less

5. Like schools, LEAs must meet the 95% participation threshold. Failure of an LEA to test the minimum percentage of eligible students results in lowering the letter grade by one. The participation rate calculation follows the procedure for schools except for the following:
   A. Students in off-site settings (i.e., correctional facilities, treatment centers, homebound, or hospitalized) are included.
   B. Three-year averaging is not applied.

   Participation failures are noted on the reporting of the LEA grades by an asterisk with a footnote: "This LEA's grade was lowered by one letter because it failed to test 95% of all students."

Illustration of LEA Grade Weighting

School	Y Overall Points	Z Enrollment (N)	Y x Z	Averaged Total Points Per Student (13,000/200)	The final score of 65.0 yields an LEA letter grade of B.
Hilltop	60	100	6,000		
Elm	70	50	3,500		
Cedar	70	50	3,500		
		200	13,000	65.0	

The weighted mean score is 65.0 which produces the letter grade of B. An unweighted mean of the three schools would be 66.7 [(60+70+70)/3]. However, because Hilltop had twice as many students as the other two schools the weighted mean shifts slightly toward that school's overall score.

In practice, the overall points are computed using 14 decimal places until arriving at the final *Averaged Total Points per Student*, at which time the points are rounded to the nearest tenth prior to the assignment of a letter grade.

Appendix A: School Growth Targets

School Growth Targets (SGTs)										
	Year									
		2013	2014	2015	2016	2017	2018	2019	2020	2021
Proficiency										
Mathematics (%)	17.63									
ELA (%)	33.32									
Growth Q3*										
Mathematics (SS)	-.0613									
ELA (SS)	-.0481									
Growth Q1*										
Mathematics (SS)	-.0334									
ELA (SS)	.0038									
High School										
Graduation (%)	69.9	71.8	73.7	75.6	75.6	77.4	79.3	81.2	83.1	85.0

These targets ceased to be required for school accountability in 2016.

Appendix B: Elementary/Middle Model and Points (2016)

Overall Model and Points - Elementary and Middle Schools		Points	
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	Percent Proficient	20*	40
	Value-added conditioning of proficiencies, accounting for school characteristics for the past 3 years.	20*	
School Growth In the past 3 years did the school increase grade level performance? For example, did this year's 3rd graders improve over last year's 3rd graders?	Value-added conditioning of performance, taking into account school characteristics for the past 3 years.	10	10
Growth of Higher Performing Students (Q3) How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school.	Individual *Student Growth* over the past 3 years is compared to the average for the state.	20	20
Growth of Lowest Performing Students (Q1) How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school.	Individual *Student Growth* over the past 3 years is compared to average for the state.	20	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	Attendance for all students	5	10
	Classroom survey	5	
Total			100
Student and Parent Engagement Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	Bonus Points		+5

***These values will change in 2017 to the original weighting scheme of 25 / 15.**

Appendix C: High School Model and Points (2016)

Overall Model and Points - High Schools		Points	
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	Percent Proficient	15*	30
	Value-added conditioning of proficiencies, accounting for school characteristics for the past 3 years.	15*	
School Growth In the past 3 years did schools increase grade level performance? For example, did this year's 10th graders improve over last year's 10th graders?	Value-added conditioning of performance, taking into account school characteristics for the past 3 years.	10	10
Student Growth of Higher Performing Students (Q3) How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school.	Individual *Student Growth* over the past 3 years is compared to the average for the state.	10	10
Student Growth of Lowest Performing Students (Q1) How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school.	Individual *Student Growth* over the past 3 years is compared to the average for the state.	10	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	Attendance for all students	3	8
	Classroom survey	5	
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	Percent graduating in 4 years	8	17
	Percent graduating in 5 years	3	
	Percent graduating in 6 years	2	
	Value added conditioning of *School Growth*, taking into account school characteristics for the past 3 years.	4	
Career and College Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	Percent of all students that participated in one of the alternatives	5	15
	Percent of participants that met a success benchmark	10	
Total			100
Student and Parent Engagement Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	Bonus Points		+5

***These values will change in 2017 to the original weighting scheme of 20/10.**

Appendix D: Point Boundaries for School Grading Indicators

Elementary and Middle Schools

Indicator	Grade	Points*
Current Standing	A	30.6 or above
	B	23.8 to 30.5
	C	18.9 to 23.7
	D	14.6 to 18.8
	F	14.5 or below
School Growth	A	8.9 or above
	B	6.6 to 8.8
	C	5.0 to 6.5
	D	3.4 to 4.9
	F	3.3 or below
Student Growth of Higher Performing Students (Q3)	A	13.7 or above
	B	8.6 to 13.6
	C	5.8 to 8.5
	D	3.0 to 5.7
	F	2.9 or below
Student Growth of Lowest Performing Students (Q1)	A	18.6 or above
	B	16.5 to 18.5
	C	14.2 to 16.4
	D	11.5 to 14.1
	F	11.4 or below
Opportunity to Learn	A	9.0 or above
	B	8.0 to 8.9
	C	7.0 to 7.9
	D	6.0 to 6.9
	F	5.9 or below
Overall Grade	A	75.0 or above
	B	60.0 to 74.9
	C	50.0 to 59.9
	D	37.5 to 49.9
	F	37.4 or below

* Points are rounded for tables for simplicity. However in calculations, figures were carried out to 6 or more decimals. Therefore, letter grades at the highest and lowest boundary of a point span may not be apparent because of rounding. Unrounded figures are available upon request from PED's Accountability Bureau.

High Schools

Indicator	Grade	Points*
Current Standing	A	18.8 or above
	B	14.2 to 18.7
	C	10.9 to 14.1
	D	9.0 to 10.8
	F	8.9 or below
School Growth	A	8.9 or above
	B	6.6 to 8.8
	C	5.0 to 6.5
	D	3.4 to 4.9
	F	3.3 or below
Student Growth of Higher Performing Students (Q3)	A	6.8 or above
	B	4.3 to 6.7
	C	2.9 to 4.2
	D	1.5 to 2.8
	F	1.4 or below
Student Growth of Lowest Performing Students (Q1)	A	9.3 or above
	B	8.3 to 9.2
	C	7.1 to 8.2
	D	5.7 to 7.0
	F	5.6 or below
Opportunity to Learn	A	7.2 or above
	B	6.4 to 7.1
	C	5.6 to 6.3
	D	4.8 to 5.5
	F	4.7 or below
Graduation	A	15.3 or above
	B	13.6 to 15.2
	C	11.9 to 13.5
	D	10.2 to 11.8
	F	10.1 or below
College & Career Readiness	A	11.3 or above
	B	9.7 to 11.2
	C	8.2 to 9.6
	D	6.7 to 8.1
	F	6.6 or below
Overall Grade	A	75.0 and above
	B	65.0 to 74.9
	C	50.0 to 64.9
	D	35.0 to 49.9
	F	34.9 and below

Appendix J: Community Meeting Agenda

NMPED Family Community Meeting Agenda	
6:00pm-6:20pm	Welcome and Introductions • Gloria Ruiz, Family Engagement Coordinator, NM Public Education Department • Secretary Hanna Skandera, NM Public Education Department
6:20pm-6:45pm	Academic Roadmap- What families need to know about their child's education. (Gloria Ruiz) Guiding Questions: 1. How do I know what my child is expected to learn every year and how do I know if they are doing well or need more support 2. What's the best way to communicate with my child's teacher? 3. What tests will my child take this year? 4. What resources are available to help navigate my child's academic career?
6:45pm-7:00pm	Family Group Discussion (Gloria Ruiz) Guiding questions: From your perspective… 1. How do you feel your child's school is doing generally? 2. When you think about how your child's school is doing, are there some things you really care about, and others not so much (i.e. teachers, test scores, safety, etc.)? a. What are those top priorities? 3. How well is your child's school performing – overall 4. How could your child's teachers be better supported?
7:00pm-7:15pm	School Grade Report Cards (Gloria Ruiz)
7:15pm-7:25pm	Thank you and Closing (Gloria Ruiz and Secretary Hanna Skandera)

LOS ESTUDIANTES DE NUEVO MÉXICO ESTÁN REALIZANDO MEJORAS. PERO SABEMOS QUE NOSOTROS PODEMOS HACER MEJOR.

Ud. está invitado a participar en una conversación sobre su escuela y la futura de su distrito escolar. Diga al Departamento de Educación Pública de Nuevo México cómo su escuela puede mejorar para apoyarles mejor a Ud. y a su hijo.

REUNIÓN DE PADRES

Lunes, el 14 de Noviembre
18:00 – 19:30
El Museo de la Granja y del Patrimonio de Nuevo México
Las Cruces, NM

SE PROVEE REFRIGERIOS. CONTACTE A Gloria.Ruiz@state.nm.us PARA MÁS INFORMACIÓN.

Appendix L

School Grade Report Card
2016 Certified

Final Grade

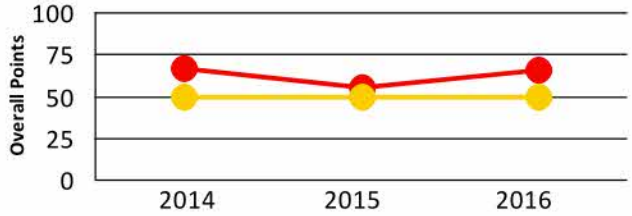
B

Alvarado Elementary

District: Albuquerque Public Schools
Grade Range: KN - 5 Code: 1213

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	21.3	C	21.59	40
School Growth Did the school as a whole improve student performance more or less than expected?	5.8	C	6.11	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	7.2	A	13.77	20
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	15.3	F	10.50	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	7.5	A	9.52	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6		4.18	5
			Total Points	
			65.67	



3-Year Average

62.4

B

Final School Grade

75.0	to <	100.0	A
60.0	to <	75.0	B
50.0	to <	60.0	C
37.5	to <	50.0	D
0.0	to <	37.5	F

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

Current Standing

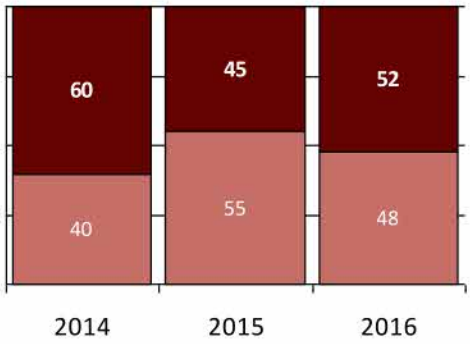
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

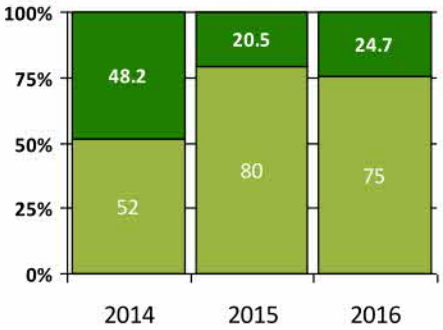
		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading											
Proficient and Advanced (%)	52.4	53.7	51.2	65.8	-	48.7	-	27.3	41.2	12.5	35.2
Proficient and Advanced (Pts)	5.24										
Value-Added Model (Pts)	6.79										
Math											
Proficient and Advanced (%)	24.7	24.4	25.0	34.4	-	23.5	-	-	19.4	9.5	8.3
Proficient and Advanced (Pts)	2.47										
Value-Added Model (Pts)	7.09										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Proficient
Not Proficient





School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	Reading	*Math*
Value-Added Score	0.420	0.150
Points Earned	3.31	2.80

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.48	0.12	0.05	0.20	0.20	0.05	-0.08	-0.28	0.07	-0.28	0.04
Highest 75% (Pts)	6.85										
Lowest 25% (VAS)	-0.28	0.01	-0.02	0.05	-0.39	-0.04	0.80	0.19	0.02	0.19	0.05
Lowest 25% (Pts)	3.90										
Math Growth											
Highest 75% (VAS)	0.50	0.07	0.21	0.29	-	0.10	-0.02	-0.23	0.13	0.37	-0.08
Highest 75% (Pts)	6.92										
Lowest 25% (VAS)	0.41	-0.08	-0.06	0.80	-0.66	-0.01	-	-1.04	-0.11	0.00	-0.16
Lowest 25% (Pts)	6.60										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Attendance (Average)	98.0	98	98	98	95	98	98	96	97	97	97
Attendance (Points)	5.15										

Survey (Average)	39.3
Survey (Points)	4.37
Count of Surveys (N)	514

Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- ☐ Student and Parent Engagement
- ☐ Extracurricular Activities
- ☑ Truancy Improvement
- ☑ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	99
Math (%)	100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	16.8		7.4		74.5		65.5		31.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	9	(46)	17	(45)	11	(45)	14	(45)	11	(46)	14	(45)
School Growth	13	(46)	25	(45)	14	(45)	20	(45)	18	(46)	22	(45)
Student Growth, Highest 75%	8	(46)	12	(45)	9	(45)	11	(45)	6	(46)	8	(45)
Student Growth, Lowest 25%	19	(46)	27	(45)	22	(45)	20	(45)	22	(46)	21	(45)
Opportunity to Learn	30	(46)	24	(45)	26	(45)	27	(45)	28	(46)	23	(45)

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html.

			Gender		Race / Ethnicity							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2016 (%)	52.4	53.7	51.2	65.8	-	48.7	-	27.3	41.2	12.5	35.2
	2015 (%)	44.7	45.5	43.4	62.7	<2.0	41.1	50.0	18.2	35.5	14.3	<2.0
	2014 (%)	60.1	61.6	58.5	71.8	-	55.7	-	-	48.7	20.0	36.0
Math Proficiency	2016 (%)	24.7	24.4	25.0	34.4	-	23.5	-	-	19.4	9.5	8.3
	2015 (%)	20.5	17.6	23.2	34.2	<2.0	16.8		<2.0	15.6		10.0
	2014 (%)	48.2	47.7	48.8	64.1	-	44.3	-	-	35.7	20.0	44.0

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
4 Feeder schools are schools that do not have students in tested grades 3-11.
5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at http://aae.ped.state.nm.us/.

Appendix M

School Grade Report Card
2016 Certified

Final Grade

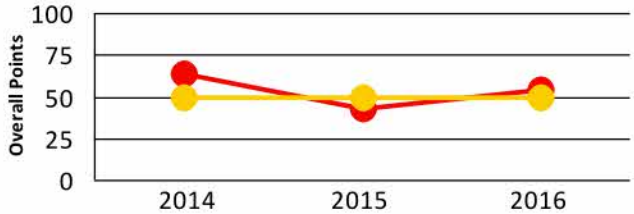
C

Thoreau High

District: Gallup McKinley County Schools
Grade Range: 9 - 12 Code: 43145

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	12.5	F	8.29	30
School Growth Did the school as a whole improve student performance more or less than expected?	5.8	D	3.97	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	3.6	C	4.11	10
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	7.7	F	3.58	10
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	6.0	B	7.13	8
Graduation Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?	12.8	D	11.64	17
College and Career Readiness What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?	9.0	B	10.66	15
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6		5.00	5



3-Year Average

53.6

C

Final School Grade

75.0	to <	100.0	A
65.0	to <	75.0	B
50.0	to <	65.0	C
35.0	to <	50.0	D
0.0	to <	35.0	F

Total Points

54.38

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

Current Standing

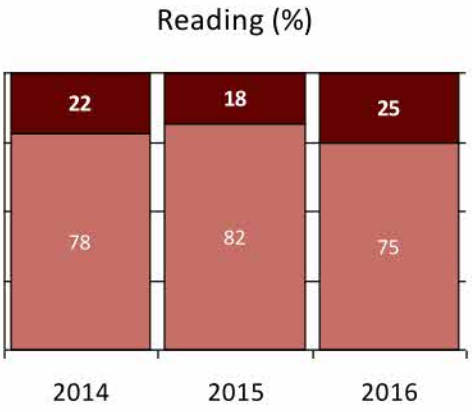
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

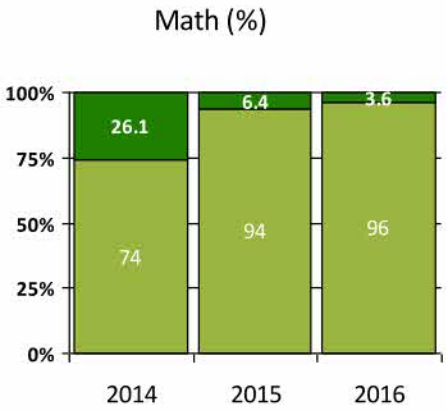
		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading											
Proficient and Advanced (%)	25.4	32.6	18.4	-	-	-	-	24.2	25.4	3.0	7.1
Proficient and Advanced (Pts)	1.90										
Value-Added Model (Pts)	4.98										
Math											
Proficient and Advanced (%)	3.6	2.2	5.0	-	-	-	-	3.1	3.6	2.9	<2.0
Proficient and Advanced (Pts)	0.27										
Value-Added Model (Pts)	1.14										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Proficient
Not Proficient





School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	Reading	*Math*
Value-Added Score	0.210	-0.800
Points Earned	2.92	1.05

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.42	-0.09	0.11	-0.06	-	0.38	0.04	0.00	0.00	0.17	-0.03
Highest 75% (Pts)	3.31										
Lowest 25% (VAS)	-0.03	-0.04	0.20	-1.75	-	0.21	-	0.15	0.10	0.45	0.16
Lowest 25% (Pts)	2.45										
Math Growth											
Highest 75% (VAS)	-1.00	-0.15	-0.18	-0.22	-	0.00	-0.64	-0.16	-0.17	0.13	-0.02
Highest 75% (Pts)	0.80										
Lowest 25% (VAS)	-0.75	-0.39	-0.09	0.75	-	-0.21	-	-0.23	-0.21	-0.24	-0.18
Lowest 25% (Pts)	1.13										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	91.0	90	91	95		94	96	91	91	89	89
Attendance (Points)	2.87										

Survey (Average)	38.3
Survey (Points)	4.26
Count of Surveys (N)	862

Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: http://ped.state.nm.us/Graduation/index.html.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	74.49	75.9	73.2	-	-	-	-	73.5	74.5	88.4	72.7
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	5.96										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	78.40	85.0	70.6	-	-	-	-	78.6	79.8	75.0	80.6
Points Earned	2.35										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	79.27	84.4	73.7	-	-	-	-	79.3	79.9	76.3	82.3
Points Earned	1.59										

Growth in 4-Year Rates		
Growth takes into account three years of graduation rates.	Growth Index	-.17
	Points Earned	1.74

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, ACT Aspire, or Accuplacer)
2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at http://ped.state.nm.us/Graduation/index.html.

50% or Higher
20% -50%
Below 20%

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	86.4	81.7	90.7	97.3	-	88.2	>98.0	85.7	86.4	80.0	87.0
Participation (Pts)	4.32										
Success (% of Participants)	63.4	78.5	50.7	>98.0	-	>98.0	>98.0	60.0	63.2	15.8	61.3
Success (Pts)	6.34										
Percent of School's Cohort of 2015 Participating in Each CCR Opportunity											
ACT	<2.0	<2.0	<2.0	10.8	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
PLAN	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
ASPIRE	8.6	11.9	5.5	43.2	-	33.6	<2.0	6.2	8.6	<2.0	4.0
SAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
PSAT	71.0	64.7	76.9	97.3	-	33.6	<2.0	71.4	71.0	58.9	70.7
AccuPlacer	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Dual Credit	68.9	73.1	65.0	86.5	-	88.2	>98.0	67.2	69.3	29.5	70.9
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Career Technical Education	12.1	16.8	7.6	32.4	-	33.6	<2.0	10.5	11.6	<2.0	9.5
Compass	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	6.4	8.0	4.9	<2.0	-	<2.0	>98.0	6.3	6.5	8.4	6.3

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- ✔ Student and Parent Engagement
- ✔ Truancy Improvement
- ✔ Extracurricular Activities
- ✔ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	100
Math (%)	100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	30.5		12.8		95.7		100.0		17.4			
	Rank	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**
Current Standing	20	(37)	28	(37)	23	(37)	27	(42)	33	(37)	23	(37)
School Growth	24	(37)	23	(37)	25	(37)	29	(42)	28	(37)	25	(37)
Student Growth, Highest 75%	18	(37)	24	(37)	19	(37)	23	(42)	28	(37)	22	(37)
Student Growth, Lowest 25%	20	(37)	25	(37)	22	(37)	29	(42)	29	(37)	22	(37)
Opportunity to Learn	23	(36)	25	(37)	20	(35)	22	(42)	23	(36)	23	(36)
Graduation	14	(36)	16	(37)	14	(35)	19	(42)	18	(36)	11	(36)
College and Career Readiness	20	(36)	28	(37)	17	(35)	26	(42)	29	(36)	22	(36)

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html.

			Gender		Race / Ethnicity							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2016 (%)	25.4	32.6	18.4	-	-	-	-	24.2	25.4	3.0	7.1
	2015 (%)	18.4	21.9	14.4	16.7	<2.0	<2.0	>98.0	18.3	18.4	<2.0	<2.0
	2014 (%)	21.7	27.7	15.4	-	-	-	-	17.6	21.7	<2.0	3.2
Math Proficiency	2016 (%)	3.6	2.2	5.0	-	-	-	-	3.1	3.6	2.9	<2.0
	2015 (%)	6.4	3.2	10.1	<2.0	<2.0	<2.0	>98.0	6.3	6.4	3.4	<2.0
	2014 (%)	26.1	22.9	29.5	-	-	-	-	24.8	26.1	11.1	<2.0

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
4 Feeder schools are schools that do not have students in tested grades 3-11.
5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at http://aae.ped.state.nm.us/.

Appendix N

Graduation Technical Manual

4-Year, 5-Year, and 6-Year Cohort Graduation Rates

New Mexico's Shared Accountability Model

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Preface

New Mexico implemented the first 4-year cohort graduation rate in 2009. Prior to that time the state utilized a *senior completion* method that tracked 12th grade students to completion of graduation requirements by spring. The use of the senior completion method was discontinued after the class of 2007, when New Mexico undertook the transition to the National Governors Association (NGA) cohort computation.

In order to capture the outcomes of students continuing to fulfill graduation requirements during the summer following the senior year, the reporting of graduation is lagged by one year. That is, the graduates of 2008 are reported in the spring of 2009. To shift to the one-year lagged schedule of reporting, the United States Department of Education allowed New Mexico to duplicate the graduation rates from 2007 in 2008. With the one-year lag now in place, New Mexico published in 2009 the first 4-year cohort representing students who were freshmen in 2004 and who graduated by August 1, 2008, and in 2010 the first 5-year cohort representing the same students with one additional year. Beginning in 2012, New Mexico will publish 4-year, 5-year, and 6-year graduation rates for each cohort.

Because the calculation method produces significantly different rates from prior years, the interpretation of New Mexico's longitudinal data should be made with caution. Between years 2007 and 2008 a break in trend prohibits useful comparisons with prior graduation data.

New Mexico's Shared Accountability model was reviewed by the U.S. Department of Education and approved in the spring of 2010. The model was amended in January, 2012, to comply with additional federal requirements.

Revision History

Year	Description of Major Changes	Reference	Author
	VERSION 1.0		
2008	*Initial version*	All	C Gregory
	VERSION 2.0		
2009	*Added cohort reassignment for IEP, Pregnancy, Incarceration, Medical, Hardship*	II.C.	C Gregory
2009	*Added evidence rules*	Appended	C Gregory
2009	*Added 5th Year rate*	All	C Gregory
	VERSION 3.0		
2012	*Removed cohort reassignment for IEP, Pregnancy, Incarceration, Medical, Hardship*	II.C.	C Gregory
2012	*Removed Time Share from calculations*	V.	C Gregory
2012	*Included locally-authorized charters with parent district for district rates*	IV.D.2.	C Gregory
2012	*Removed references to AYP*	All	C Gregory
2012	*Added 6th Year rate*	All	C Gregory

Operationalizing Shared Accountability

These business rules apply to students that began high school in the fall of a given school year, and who were expected to graduate 4 years later by August 1. The group is named by their expected graduation year, such as the *Cohort of (or Class of) 2009*. Students who qualify to be members of the 4-year cohort are then tracked for one additional year, and reported in the 5th and 6th years named for their original cohort (i.e. 5-year graduation rates for the Cohort of 2009).

I. Students Included in the Cohort

A. First time 9th graders in the first of the four years. Student must meet both conditions:

1. Present in one of the PED's 4 enrollment windows as a 9th grader (40D, 80D, 120D, or EOY)
2. NOT present in any PED enrollment snapshot as a 9th grader in any prior year (40D, 80D, 120D, or EOY)

B. Transfers In: Students new to public schools in subsequent 10th, 11th, and 12th grade years. Entering students must meet both conditions (1, and 2 or 3 or 4):

1. Student appears for the first time statewide in grades 10, 11, or 12

   AND

2. Must enter as 10th grader in year 2 of the cohort span (40D, 80D, 120D, or EOY) OR
3. Must enter as 11th grader in year 3 of the cohort span (40D, 80D, 120D, or EOY) OR
4. Must enter as 12th grader in year 4 of the cohort span (40D, 80D, 120D, or EOY)

C. Students who meet conditions A or B must have a minimum of 2 consecutive snapshots (one semester) in New Mexico public schools.

II. Students NOT Included in the Cohort

A. Students are excused from the cohort who enter public education any time during or after the 9th grade and are misclassified at entry. Written documentation must be kept at the district, and reclassification must occur within one snapshot of the entry snapshot.

1. Example: A student enters from out-of-state and parents declare the student to be in the 10th grade. Transcripts which arrive later show the student qualifies to be a 9th grader. This correction must occur within the first two snapshot windows for that student in order to reassign the student to a different cohort.
2. Reclassified students must be reassigned to the appropriate cohort. In the previous example, the student would be an entering 9th grader in the subsequent cohort.

B. Students do not belong to any cohort if they were pre-enrolled as a first-time 9th grader at the beginning of the cohort span but never attended.

C. Students who meet exemption criteria do not belong to any cohort (note that all require written documentation):

1. Deceased
2. Foreign Exchange: Present in the United States on a "J" Visa
3. Transfer-Out: Left to a non-PED school, including an out-of-state, BIE, home, or private school
4. Émigré: Left the United States by moving or was deported. Does not include military families on temporary duty, or US students studying abroad as part of an exchange program. These students qualify for Transfer-Out.

D. Students who have already counted in a prior cohort as a non-graduate. The exception is that students will count for the current cohort where graduation in the 5th or 6th year will be acknowledged.

E. Returning adult students that are H6 or higher in their re-entry year can be reclassified into a new cohort. For example, a student that dropped out during their H3 year (typically junior) and returns four years later is now an H7 based on their original cohort. This student has passed all opportunities to count as a graduate in their 4-year, 5-year, or 6-year rates and re-enters as a member of a new cohort based on their grade at re-admission.

III. Definition of a Graduate

A. Student must receive a Standard Diploma, which includes the Career and Ability pathways.

B. All requirements for the diploma, including successful completion of the all parts of the exit examination, must be met by August 1 of the terminal year of the cohort span.

C. The student's graduation must be declared during the correct year, either by submission to STARS or by submitting to the online program *High School Cohort* prior to the closing date. Late submissions will not be honored.

D. Non-Graduates: Students who are *Completers* or *Exit Out* are NOT considered graduates, but are important to capture for legislative mandates and policy decisions:

1. Completer: Students who completed course work but did not successfully pass all parts of the exit exam are awarded a Certificate of Completion. These students are eligible to receive a Standard Diploma for up to 5 years after their senior year once they pass all parts of the exit exam.

2. Exit Out**:** Students who exit to a setting that grants a credential other than a Standard Diploma. Typically these include GED, military, or vocational programs such as auto mechanics. While the school may not know if the student successfully completed these programs, they should record the student's intent to enter and complete.

IV. Entities and Aggregates for which Rates are Calculated

A. Schools with any combination of grades 9 through 12

1. Feeder schools (i.e. 9th grade academy) will receive a rate.
2. Alternative high schools will receive a rate.
3. Charter and state-supported schools will receive a rate.
4. Off-site programs and treatment centers that are not considered schools will not receive a rate.

B. Schools that were in operation during early years of the cohort but closed prior to the publication year will receive a rate. However, schools that changed name or location during the cohort time span, but continue the prior school's heritage will inherit the schools cohort members and receive a rate (i.e. a local charter that transitioned to state-chartered status).

C. Schools with fewer than 4 student records will not receive a rate.

D. Districts will receive a rate compiled from all students who were ever enrolled in the district.

1. District rates include students in locally-authorized charter schools
2. District rates exclude state-authorized charter schools located within their boundaries.
3. District rates include students in off-site programs that were not part of a rated school.

E. The State will receive a rate compiled from all students ever enrolled in state public education.

All rates will be reported by subgroup. Students are tracked through data submissions (snapshots) that occur 4 times per year, for 4 years (Total N=16). If a student is declared to be in special education in one or more snapshots, they qualify to be in the Students with Disabilities (SWD) group for the cohort. The same is true for

any student who is an English Language Learner (ELL) during high school or in migrant status. Ethnicity and Economically Disadvantaged (FRL) are assigned by the last snapshot.

1. All Students
2. Gender
3. Ethnicity
4. Students with Disabilities (SWD)
5. English Language Learners (ELL)
6. Economically Disadvantaged (FRL)
7. Migrant

V. Shared Accountability Method

A. A rate will be computed for each entity that has any combination of grades 9 through 12, including high schools without a 12th grade.

B. A student's outcome will be distributed to each high school the student attended according to the fraction of their high school career spent at that facility. Apportioning by time equitably distributes responsibility for the student's outcome.

C. Snapshots from 9th through 12th grades are used as the unit of time. In PED schools, students are tracked with 4 snapshots per year, yielding a maximum of 16 snapshots for the 4-year time span.

D. School Share: Students who are mobile during high school may attend multiple schools. The student's outcome is shared proportionately among all schools attended, using snapshots as the unit of time. The sum of snapshots at that school is then divided by the total number of snapshots in public education to derive the proportion.

E. Example: student had a total of **10 snapshots** in PED high schools before graduating:

School: 4 snapshots in school A (4/10=.4 or 40%)
6 snapshots in school B (6/10=.6 or 60%)

Students who stay at a single location throughout their high school career will contribute the entirety of their outcome (1.0 or 100%) to that school.

F. Computation: Each cohort member contributes a proportion of 1.0 (100%) of their outcome to the final rate of all schools attended, all districts attended, and to the state. The student's outcome is shared among all schools and districts attended. In the example above note that 40% (.4 students) will go to school A's numerator and denominator.

G. NUMERATOR: The numerator of the graduation rate is the sum of all student fractions accumulated for that school that graduated anywhere in the state. The student does not have to graduate from that school or district.

H. DENOMINATOR: The denominator of the graduation rate is the sum of all student fractions accumulated for cohort members that were ever enrolled at that school or district for any period of time, and in any high school grade.

EXAMPLE:
Hill High School had 7 members of the cohort who were enrolled for either some or all of their 4 years at their school. The sum of all students (4.93) divided by the sum of the graduates (2.76) yields a graduation rate of 56%.

Features of New Mexico's *Shared Accountability Model* are illustrated in this example of Hill High School. The graduation rate is comprised of fractions of students that are reconstituted to make a whole student body. Hill High is being held accountable for every student that ever spent any amount of time in their school, but the longer

the time at Hill HS, the more the impact on their rate. When another school contributes to the student's success or failure, both Hill HS and the other school share responsibility. This method allows high schools that do not have a senior class to receive feedback on their graduation success.

Cohort Members Ever Enrolled at Hill HS		Snapshots				Graduation Rate	
		Hill HS	Statewide	School Share[1]		Numerator (Grads Only)	Denominator (All Students)
Diego	Graduated	16	16	16/16	1.00	1.00	1.00
Allen	Still enrolled	10	12	10/12	0.83		0.83
Sue	Graduated	2	16	2/16	0.13	0.13	0.13
Tom	Graduated	5	8	5/8	0.63	0.63	0.63
Kerry	Failed exit exam	8	12	8/12	0.67		0.67
Don	Graduated early	14	14	14/14	1.00	1.00	1.00
Juan	Still enrolled	8	12	8/12	0.67		0.67
					Sum	2.76	4.93

[1] For every student whose school share is less than 1.0, the remainder of their outcome is attributed to other schools attended during the high school years.

VI. Alternate Calculation for Small Schools

Collective Cohort: Schools or districts with fewer than 30 students in their cohort will have a second option of creating a new cohort comprised of students accumulated across multiple years.

A. The aggregation will begin with the current students, and add all students from successive prior three cohorts until the aggregate reaches a minimum of 30 or more students.

B. In the absence of sufficient numbers to reach 30 students, the prior 3 years will be used.

C. The collective cohort is comprised of students who meet the same requirements for the current year's cohort. The *Shared Accountability Method* will be applied to the collective cohort.

VII. Reporting

Graduation rates are disaggregated by subgroup and are made publicly available as in prior years. Beginning in 2012, 6-year graduation rates will be included.

VIII. 5-Year and 6-Year Rates

A. Students who were included in the 4-year cohort comprise the cohort used for subsequent years. Incoming students who are new to New Mexico public schools after the 4th year (H5 and higher) are not included.

B. Students who met exemption criteria in the 4th year of the 4-year cohort continue to be exempt and cannot re-enter the cohort in the 5th year. For example, a student that transferred to a private school and did not graduate with their cohort, but returned the 5th year to a public school and graduated cannot be counted in the 5-year rate.

C. Students who newly met certain exemption criteria in their 5th or 6th year do not belong to the cohort:

1. Transfers out who exited to a non-PED school (i.e. out of state, BIE, home, or private school); the educational setting must have the capacity to grant a standard diploma.
2. Émigrés who moved out of the United States or are deported (does not include military families on temporary duty, or US students studying abroad as part of an exchange program. These students may qualify for Transfer Out).
3. Deceased.
4. Note that reclassifying a student to *Foreign Exchange* or a different cohort is not honored in the 5th year. These students must be acknowledged at the establishment of the 4-year cohort.

D. All 5th and 6th year demographics will be preserved from the student's 4th year so that group membership does not change.

IX. Documentation

A. Districts are required to maintain written evidence of students who TRANSFER OUT, LEAVE THE US, or become DECEASED. Definitions and requirements for written documentation are appended

B. Districts will be audited at random by the State to verify documentation

C. Written evidence must be kept for 5 years after the student's cohort year expires.

Graduation Codes Requiring Documentation

Cells shaded in yellow indicate data retrieved primarily from STARS submissions

EXIT REASON	DEFINITION	REQUIRED WRITTEN DOCUMENTATION [1]
Foreign Exchange	Student from a country other than USA attending a high school in USA as part of an exchange program. Must have "J" Visa.	Telephone conversation[2] Email[2] Copy of Visa
Left Country	Student moved or was extradited outside the country. Does not include students enrolled in Dept of Defense schools, and US foreign exchange students still enrolled in US schools (use *Exited to Degree-granting Non-PED School* for these students).	Telephone conversation[2] Email[2] Transcript request from receiving school
Deceased	Student died.	Telephone conversation[2] Email[2] Obituary
Transfer Out	Student enrolls in a private, charter, home, or BIE school that grants a standard diploma recognized by the State. The school may be in-state or out-of-state.	Transcript request from receiving school
Exit Out	Student exited to a school that does not grant state recognized standard diplomas, such as a vocational certification program, or GED. The school may be in-state or out-of-state.	Telephone conversation[2] Email[2]
Status Unknown	Student dropped out of school for work, military, or other reasons. Any student with unknown graduation status defaults to "dropout" status.	(No documentation necessary)
Completer	A student that completed all course requirements but did not pass all parts of the high school exit exam.	Results from NMHSCE or HSGA Course completion
Graduated	A student that completed all graduation requirements, and received a standard diploma, but was not reported to the State as a graduate in any snapshot	Standard diploma[3] Other evidence of degree award

1 Paper or electronic records must be maintained at district or school for auditing purposes. A minimum of one piece of evidence from the list provided must be kept.

2 Qualifying communication must be from a responsible adult, not the student.

3 A New Mexico Standard diploma does not include GED, or Certificate of Completion. It does include students with disabilities completing requirements for a Standard Diploma as defined in NMAC 6.30.2.10, Section J (Career and Ability Pathways)

Masking Policies

New Mexico Public Education Department

To prevent unauthorized release of information about individual students the PED employs disclosure avoidance strategies advanced by the U.S. Department of Education's Privacy Technical Assistance Center[1,2] and by the National Center for Educational Statistics.[3] The masking policies include three best practices recommended by the U.S. Department of Education, and they are 1) suppression, 2) controlled rounding, and 3) minimization.

1) Suppression involves removing data (e.g., from a row in a table) to prevent identification of students in small groups, or with unique characteristics. The PED applies either a blank or a non-numeric character with a footnote in the banner or footer of the table. A minimum group size is required by the federal government for reporting and PED, like many states, uses a minimum of 10 students.

2) Controlled rounding is also known as top and bottom coding. This technique reports values at the extremes of a set of numbers as less than or greater than that value. Therefore the exact figure is not given but rather a broader range of figures that contain the exact value. The limits of the range are determined by the total number of students in the group, where each recoded category should represent a minimum of two to three students. The National Center for Educational Statistics[3] recommends these top and bottom coding limits based on group size (N):

   a. N<10 completely suppressed
   b. N=10 to 20, "≤20" and "≥80"
   c. N=21 to 40, "≤10" and "≥90"
   d. N=41 to 100, "≤5" and "≥95"
   e. N=101 to 300, "≤2" and "≥98"
   f. N=300 or more, "≤1" and "≥99"

   Recoding is applied to any cell with percentages that fit the extremes of the distribution. For example, when the group contains a total of 20 students, and a cell shows 0 to 20 percent, it is noted in the report as "≤20" (condition b). When one or more cells are recoded, the remaining cells must be adjusted to account for the reduction in percentage:

   g. N=10 to 20, collapse remaining cells into a single category that is the complement of the masked cell (i.e. "≤20" if the masked cell was "≥80")
   h. N=21 to 40, report remaining cells in 10 percent ranges (e.g. "60-69")
   i. N=41 to 200, report remaining cells in 5 percent ranges (e.g. "60-64")
   j. N=201 or more, report remaining cells in actual whole numbers

   The case of groups of 20 or fewer requires additional clarification. In the example that follows, the group of 20 students meets the minimum group size of 10 or more and is therefore reportable. Bottom coding is used to mask levels three and four, where the combined cells are reported as "≤20" using condition b. The remaining cells are combined and reported as "≥80" using the algorithm in condition g. Note that the first two rows (green) are provided only for context and would not be exposed in the final publication.

   The resulting two categories will be consistently collapsed above and below the proficiency cut score, in this case the boundary between levels two and three. Where top and bottom recoding is not required

for either of the two cells (e.g. 50% of students are on either side of the boundary) the reporting will follow the scheme depicted in item h., using bands that represent 10 percentage points. Whether top or bottom coding is required, the group will be collapsed into only two reporting categories as dictated by condition g.

Table 1: Illustration of Small Group Size (N=20)				
	Level 1	Level 2	Level 3	Level 4
1. Count (N)	12	8	0	0
2. Actual (%)	60	40	0	0
3. Reported (%)	≥80		≤20	

3) Minimization refers to expressing the simplest amount of information required to meaningfully express data trends. These business rules apply in general to published aggregates and again are based on recommendations made by the National Center for Educational Statistics:[3]

a. Round percentages to the nearest integer.
b. Provide percentages without student counts.
c. Limit the number of output categories and collapse categories where possible.
d. Limit the number of repeated views of the same data under different segmentation parameters.
e. Limit the number of variables used to segment students.

To illustrate, the SBA assessment which has four performance levels should be presented in the simplest method possible:

- Report only the percentage of the group that are proficient rounded to the nearest integer. By merging performance levels three and four, the categories are reduced from four to two which lessens the need for top and bottom coding.
- Limit aggregates to state, LEA, and school. Three views of the data increase the risk that unsuppressed aggregates in a higher level table will expose suppressed counts in a subordinate table. Just the same, these three views are necessary for most reporting. Note that adding subgroups (N=9) to the comparison multiplies the views dramatically (3 x 9=27 views) and exemplifies a higher risk of disclosure of individual students.
- Don't combine attributes such as ELL-Hispanic-Female, and ELL-Hispanic-Male. Provide the minimal set of student attributes required to understand the data.
- Top and bottom code all cells. The above steps should minimize the need for controlled rounding because each cell will represent larger groups of students.

1 Data De-identification: An Overview of Basic Terms, Privacy Technical Assistance Center (PTAC), U.S. Department of Education: http://ptac.ed.gov, PTAC-GL, October, 2012 (updated May, 2013)

2 Frequently Asked Questions—Disclosure Avoidance, Privacy Technical Assistance Center (PTAC), U.S. Department of Education: http://ptac.ed.gov, PTAC-FAQ-2, October, 2012 (updated May, 2013)

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3 Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting, Guidance for Statewide Longitudinal Data Systems (SLDS), Brief 3, NCES 2011-603, December, 2010

APPENDIX P: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	4.7%	2.3%	1.8%	0.6%	27.9%	4%
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	2.4%		1.2%		23.9%	
Minority students enrolled in schools receiving funds under Title I, Part A	4.9%	2.5%	1.7%	0.3%	28.3%	3.6%
Non-minority students enrolled in schools not receiving funds under Title I, Part A	2.4%		1.4%		24.7%	
ELL students enrolled in schools receiving funds under Title I, Part A	4.7%	2.3%	1.8%	0.6%	61.5%	-8.4%
Non-ELL students enrolled in schools not receiving funds under Title I, Part A	2.4%		1.2%		69.9%	
SPED students enrolled in schools receiving funds under Title I, Part A	3.5%	1%	3.4%	2.3%	62.4%	-7.6%
Non-SPED students enrolled in schools not receiving funds under Title I, Part A	2.5%		1.1%		70%	

EXECUTIVE SUMMARY

The PED held four workgroup meetings to discuss additional school quality indicators that could be measured, assessed, recorded and/or reported on school report cards ("School Grades")—and considered how those might impact New Mexico's current School Grading system which is now heading into its sixth year of existence. Given the group's familiarity with New Mexico's School Grades, PED presented an opportunity to focus on the "Opportunity to Learn" indicator.

To learn more about New Mexico's long-standing commitment to school accountability and public transparency, and to see how the Opportunity to Learn indicator currently works, visit the state's website at: http://aae.ped.state.nm.us/

MEETING DATES/TIMES[1]

- September 26, 2016 from 9:00am-12:30pm
- October 24, 2016 from 2:30pm-5:00pm
- November 7, 2016 from 9:00am-12:30pm
- November 29, 2016 from 9:00am-1:00pm

WHAT SHOULD BE MEASURED

- Programs and opportunities available at the school, including access to culturally relevant curriculum, language acquisition opportunities, ancillary instruction, and accelerated options
- Student perceptions of the school, their learning, and access to technology
- Opportunities for family involvement (PED would need to provide clarity)
- Academic rigor and behavior expectations

WHAT SHOULD BE REPORTED

- Systems of support provided to students, including wraparound services, transportation, targeted instructional supports, extended learning opportunities, and nutritional options
- How the school helps parents and students connect with community partners

ADDITIONAL RECOMMENDATIONS

- PED research elements/indicators to measure or report within Social and Emotional Learning (SEL)
- PED re-examine current survey and create one that only measures indicators under the school's control

ATTENDEES

ORGANIZATION/DISTRICT/SCHOOL	ATTENDEES
Roswell Independent Schools	Hope Morales
Albuquerque Public Schools	Danielle Larrinaga
Farmington Municipal Schools	Karen Garcia-Brown
Gadsden Independent School District	Robbie Larriva, Susan Yturralde, and Manuel Leyra
NM Indian Ed. Council/UNM	Tiffany Lee
Gallup McKinley County Schools	Pauletta White, Ricky Ferguson, and Frank Chiapetti
Albuquerque Public Schools Board of Education	David Peercy
Clovis Schools	Joe Strickland
Deming Public Schools	Michael Chavez
Hobbs District	Suchint Sarangarm

[1] *All meetings were held at Cooperative Education Services in Albuquerque, NM*

ORGANIZATION/DISTRICT/SCHOOL	ATTENDEES
Rio Rancho Public Schools	Happy Miller
NACA/NISN	Kara Bobroff and Kristen Szczepaniec
Southern Regional Education Board	Ivy Alford and Cindy Martin
Communities in Schools of New Mexico	Julia Bergen
NMCEL/NMSSA	Barbara Vigil-Lowder
Ruidoso Municipal School District	George Bickert and Cora Barsana
Carlsbad Board NMSBA	Ron Singleton
LESC	Tim Hand

NMPED

EXECUTIVE SUMMARY

The PED held four workgroup meetings to discuss English Language Proficiency indicators on school report cards (School Grades). The group discussed the use of student growth and student proficiency as an ELP indicator of student progress. The PED provided the group with a history of English Learner performance in New Mexico and current English Learner data in New Mexico. In the final meeting, the workgroup designed ELP indicators for school grades using a template provided by the PED.

MEETINGS DATES/TIMES[1]

- September 26, 2016 from 9:00am-12:30pm
- October 24, 2016 from 2:30pm-5:00pm
- November 7, 2016 from 9:00am-12:30pm
- November 29, 2016 from 9:00am-1:00pm

GROUP RECOMMENDATIONS

- Use of ELP growth on ACCESS for ELs as the ELP indicator on school grades
- EL performance on PARCC indicators should only be measured in one place
- Use of ELP growth/proficiency on ACCESS to meet the federal requirement
- Points assigned to ELP indicator on school report cards should be taken from Current Standing

ATTENDEES

ORGANIZATION/DISTRICT/SCHOOL	ATTENDEES
Roswell Independent Schools	Hope Morales
Albuquerque Public Schools	Danielle Larrinaga
Farmington Municipal Schools	Karen Garcia-Brown
Gadsden Independent School District	Robbie Larriva, Susan Yturralde, and Manuel Leyra
NM Indian Ed. Council/UNM	Tiffany Lee
Gallup McKinley County Schools	Pauletta White, Ricky Ferguson, and Frank Chiapetti
Albuquerque Public Schools BOE	David Peercy
Clovis Schools	Joe Strickland
Deming Public Schools	Michael Chavez
Hobbs District	Suchint Sarangarm
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Carlsbad Board NMSBA	Ron Singleton
LESC	Tim Hand

[1] *All meetings were held at Cooperative Education Services in Albuquerque, NM*

Appendix S: ESSA Technical Workgroup
Opportunity to Learn/School Grades
LESC

EXECUTIVE SUMMARY

The PED held two workgroup meetings to discuss potential additional indicators to be measured, scored and reported on school report cards (School Grades). Historically, New Mexico has utilized student attendance and student/parent surveys as part of the "Opportunity to Learn" in indicator of the state's school accountability system. This technical workgroup was comprised of members of the Legislative Education Study Committee (LESC): https://www.nmlegis.gov/Entity/LESC/Overview

MEETING DATES/TIMES

- September 16, 2016
- October 14, 2016

INDICATORS THAT SHOULD BE MEASURED

- Growth Mindset
- Attendance
- Parent Engagement
- Connecting families and school staff to community partners and services

INDICATORS THAT SHOULD BE REPORTED BY THE SCHOOL

- What does a school value?
- Teacher/Leader Qualifications
- Pupil to teacher ratios
- Collaboration between teachers as demonstrated in Domain IV (school average could be data point)
- Demographics of families and staff
- What special programs does this school participate in?
- Tribal focused indicator
- Resources schools offer for college and career support
- Teacher and school leader retention

INDICATORS THAT SHOULD BE REPORTED BY THE DISTRICT

- How much is the school budgeting to the classroom?
- Transparency related to school funding

INDICATORS THAT SHOULD BE BONUS POINTS

- College matriculation/success/remediation
- Programs designed by schools that go above and beyond with community outreach

ATTENDEES

- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Senator Gay Kernan, Member, Senate Finance Committee
- Representative Dennis Roch, Member, House Education Committee
- Representative Tomas Salazar, Member, House Education Committee
- Representative Monica Youngblood, Member, House Business and Industry Committee
- Representative David Gallegos, Member, House Energy, Environment and Natural Resources Committee
- Rachel Gudgel, Director, LESC
- Merit Rogne, Research Assistant, LESC

EXECUTIVE SUMMARY

The PED held two workgroup meetings to discuss English Language Learner indicators on school report cards (School Grades). This workgroup was comprised of members from the Legislative Education Study Committee (LESC). The group discussed the merits of utilizing student academic growth and/or student academic proficiency as English Learner (EL) indicators. PED provided the group with a history of recent English Learner performance in New Mexico and current English Learner student performance data in New Mexico. In the final meeting, the workgroup engaged in a design activity around how ELP indicators could be incorporated into New Mexico's School Grades.

MEETING DATES

- November 16, 2016
- December 14, 2016

GROUP RECOMMENDATIONS

- Current ELs should not be a part of the PARCC measures
- ELA and math should be measured
- Weighting language acquisition more than academic proficiency
- Weighting growth on ACCESS and PARCC more than proficiency
- Majority of the workgroup supported the idea on fewer points (less than 6 total points)

ATTENDEES

- Senator William Soules, Chair, Senate Education Committee
- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Senator John Sapien, Member, Senate Finance Committee
- Senator Gay Kernan, Member, Senate Finance Committee
- Representative Stephanie Garcia Richard, Chair, House Education Committee
- Representative Dennis Roch, Member, House Education Committee
- Representative Tomas Salazar, Member, House Education Committee
- Tim Hand, Deputy Director, LESC
- Christina McCorquodale, Senior Research Analyst, LESC
- Merit Rogne, Research Assistant, LESC

Appendix U

NEW MEXICO SCHOOLS ARE RISING

Students showing gains in every objective measure in 2016

Graduation Rates… ARE UP!

- New Mexico's graduation rate increased to an all-time high of 71%
- Graduation rates for Hispanic, Low-income and English learner students grew at a faster rate than the rest of the state

Since 2011, graduation rates have increased by 8 percentage points

Assessment Results… ARE UP!

- PARCC Math results are up 14.4%, resulting in 7,300 more students on grade level
- PARCC English language arts are up 4.9%, with 5,000 more students on grade level

New Mexico Students are up in 19 out of 21 tested areas

School grades… ARE UP!

- The number of A & B schools increased while the number of C, D & F schools decreased

Since 2011, the number of A & B schools has increased by 25%, with 30,000 more students attending A & B schools

Advanced Placement… IS UP!

- NM ranked #2 nationally, for percent growth in students taking AP exams
- NM ranked #2 nationally, for percent growth of exams taken
- NM ranked #4 nationally, for providing access to low income students
- The number of students taking AP exams has increased by 90% since 2010

Students and families saving as much as $3.55 Million in college tuition costs

NMTEACH Teacher Evaluations… ARE UP!

- Highly Effective and Exemplary teachers have increased by 30% since 2014
- In the 2015-2016 school year, New Mexico saved $3.6 Million dollars in substitute teacher costs

Last year, students received 400,000 more hours of class time with their teacher

NMPED

Student Survey

DIRECTIONS **Please think about the teacher you have this year when you answer these questions. Read each of the multiple-choice questions and choose one answer for each question. Mark your answers in your answer document. Please answer honestly about your teacher. Your answers will not impact your test scores.**

1. My teacher introduces a new lesson by reminding me of things I already know.

A Never
B Hardly Ever
C Sometimes
D Usually
E Almost Always
F Always

2. My teacher explains why what I am learning is important.

A Never
B A Little
C Sometimes
D Usually
E A Lot
F Always

3. My teacher explains how learning each lesson will help me in the future.

A Never
B A Little
C Sometimes
D Usually
E A Lot
F Always

4. I get a chance to answer questions.

A Never
B A Little
C Sometimes
D Usually
E A Lot
F Always

GO ON ▶

5 My teacher wants me to explain my answers.

- **A** Never
- **B** A Little
- **C** Sometimes
- **D** Usually
- **E** A Lot
- **F** Always

6 My teacher explains things in different ways so I can understand.

- **A** Never
- **B** A Little
- **C** Sometimes
- **D** Usually
- **E** A Lot
- **F** Always

7 My teacher helps me when I do not understand.

- **A** Never
- **B** A Little
- **C** Sometimes
- **D** Usually
- **E** A Lot
- **F** Always

8 I use different materials and tools to help me practice what I am learning.

- **A** Never
- **B** A Little
- **C** Sometimes
- **D** Usually
- **E** A Lot
- **F** Always

9 My teacher makes sure I understand.

- **A** Never
- **B** A Little
- **C** Sometimes
- **D** Usually
- **E** A Lot
- **F** Always

10 My teacher takes the time to summarize what I have learned each day.

- **A** Never
- **B** A Little
- **C** Sometimes
- **D** Usually
- **E** A Lot
- **F** Always

THIS IS THE END OF THIS SESSION.
DO NOT GO ON TO THE NEXT SESSION.

Mathematics Student Survey

DIRECTIONS **Think about the mathematics teacher you have currently. Read each of the statements below. For each statement, choose one answer for your mathematics teacher. Please answer honestly about your teacher. Your answers will not impact your test scores.**

❶ My teacher introduces a new topic by connecting it to things I already know.

A Never
B Hardly Ever
C Sometimes
D Usually
E Almost Always
F Always

❷ My teacher explains why what I am learning is important.

A Never
B Hardly Ever
C Sometimes
D Usually
E Almost Always
F Always

❸ My teacher explains how learning a new topic is a foundation for other topics.

A Never
B Hardly Ever
C Sometimes
D Usually
E Almost Always
F Always

❹ I get a chance to answer questions.

A Never
B Hardly Ever
C Sometimes
D Usually
E Almost Always
F Always

GO ON ▶

5 My teacher wants me to explain my answers.

- **A** Never
- **B** Hardly Ever
- **C** Sometimes
- **D** Usually
- **E** Almost Always
- **F** Always

6 My teacher knows when I understand, and when I do not.

- **A** Never
- **B** Hardly Ever
- **C** Sometimes
- **D** Usually
- **E** Almost Always
- **F** Always

7 My teacher explains things in different ways so I can understand.

- **A** Never
- **B** Hardly Ever
- **C** Sometimes
- **D** Usually
- **E** Almost Always
- **F** Always

8 My teacher gives me helpful feedback on work I turn in.

- **A** Never
- **B** Hardly Ever
- **C** Sometimes
- **D** Usually
- **E** Almost Always
- **F** Always

9 My teacher checks my understanding.

- **A** Never
- **B** Hardly Ever
- **C** Sometimes
- **D** Usually
- **E** Almost Always
- **F** Always

10 My teacher takes the time to summarize what I have learned each day.

- **A** Never
- **B** Hardly Ever
- **C** Sometimes
- **D** Usually
- **E** Almost Always
- **F** Always

THIS IS THE END OF THIS SESSION.
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Appendix X

NMPED

PSSR Line #58

Program Spotlight: Innovative Digital Education and Learning (IDEAL)

FY17 Appropriation: $0.25 million
FY17 Total Program Cost: $0.9 million

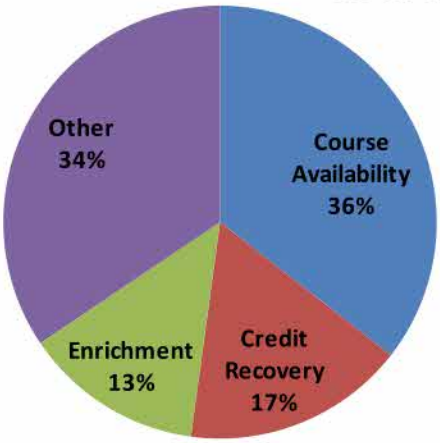
Courses Offered: 147
District/Charter Partners: 121

PROGRAM CONTEXT —

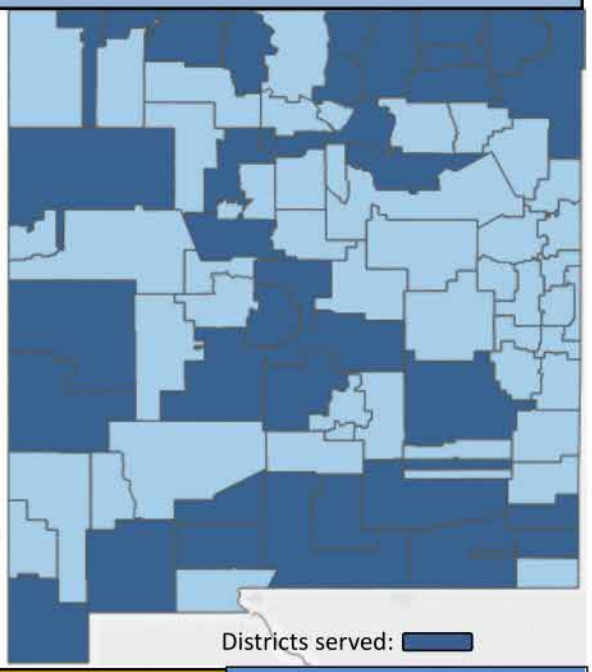
Utilizing online/distance learning courses to provide increased access to rigorous courses that prepare students for college and/or career

- More than 1,600 students enrolled in at least one IDEAL-NM course in SY16
- 61% of IDEAL-NM course enrollments come from rural districts
- IDEAL-NM AP course enrollment nearly doubled from SY15 to SY16
- The passage rate for IDEAL-NM AP courses increased from 82% to 90%

Top Reasons for Enrollment in IDEAL-NM Courses

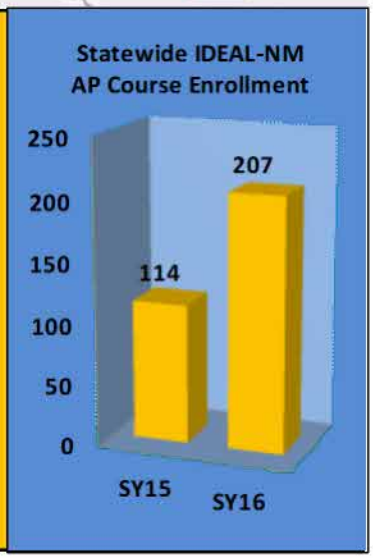


The top reason given by LEAs for participation in IDEAL-NM courses was the lack of qualified teachers able to provide the course - often in small and rural districts - according to surveys given for each student enrollment



SCHOOL AND DISTRICT HIGHLIGHTS —

- Jemez Valley enrolled 32 students in AP courses in SY16, the first year the district offered AP courses through IDEAL-NM
- Pojoaque Valley offered AP Microeconomics/Macroeconomics to 27 students who did not have access to a qualified AP teacher
- Las Cruces enrolled 334 students in an IDEAL-NM course to provide access to courses not offered in its schools
- IDEAL-NM staff provided over 230 hours of professional development to support tech-enabled instruction and blended learning



PSSR Line #59

NMPED

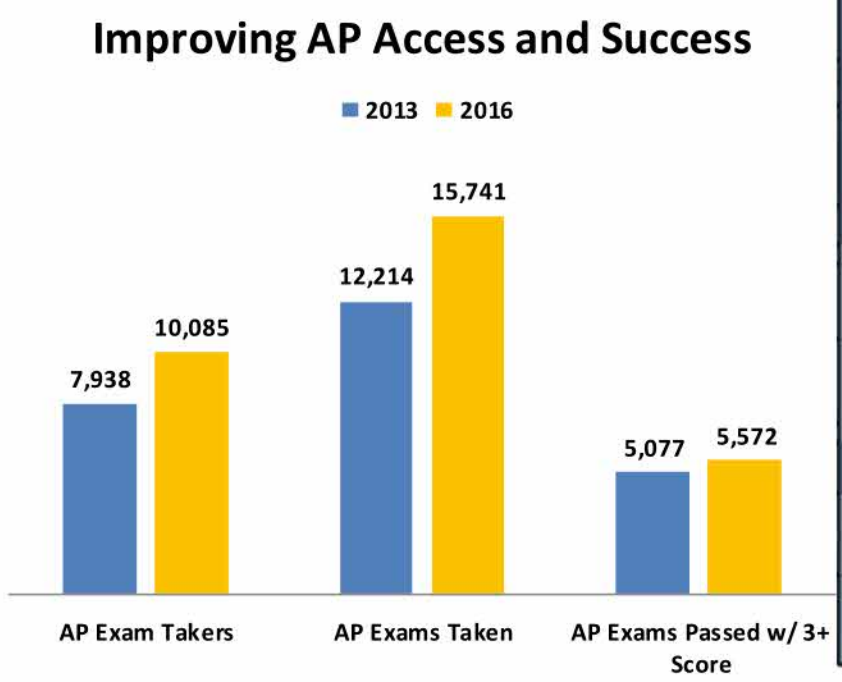
Program Spotlight: New Mexico Graduates Now! (NMGN)

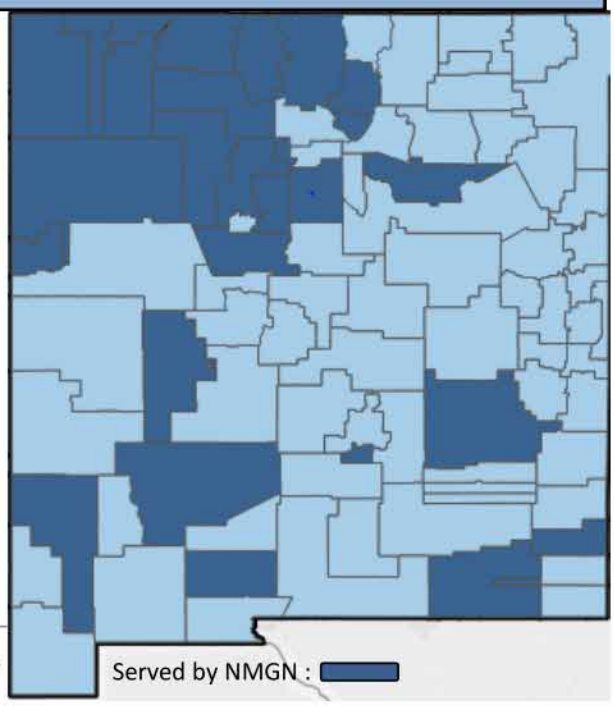
FY17 Allocation: $ 2.9 million **Partnered Schools: 33** **Districts Represented: 27**

PROGRAM CONTEXT —

Supporting New Mexico's schools and districts in reinforcing the skills students need for success in post-secondary education or 21st century careers

- **Ten Early College High Schools (ECHS) serve more than 2,200 low-income youth, first generation college-goers, and others underrepresented in higher education with a program of rigorous academic and career technical education**
- **Additional funding to provide improved access and support for AP courses and exams, fee waivers to reduce costs to $3 per AP exam for low-income students, and AP Summer and Winter Institutes serving 47 districts in FY16 is provided from PED's College and Career Readiness Bureau from this allocation**
- **Workforce Ready Programs integrate the academic core with Career Technical Education (CTE) to make high school programs more responsive to the labor market and set a higher bar for career prep programs; more than 1,750 students earned workforce-recognized certifications in SY16**
- **New Mexico's Early Warning System (EWS) helped more than 30 districts and schools identify students at risk of missing key educational milestones, allowing schools to target interventions to keep students on a trajectory to graduate ready for success**
- **In SY16, over 8,000 students participated in Career and Technical Student Organizations (CTSOs), which help prepare graduates for success by connecting rigorous academic content to technical subject matter in specific areas of CTE education, including Educators Rising, Business Professionals of America, DECA, and SkillsUSA**





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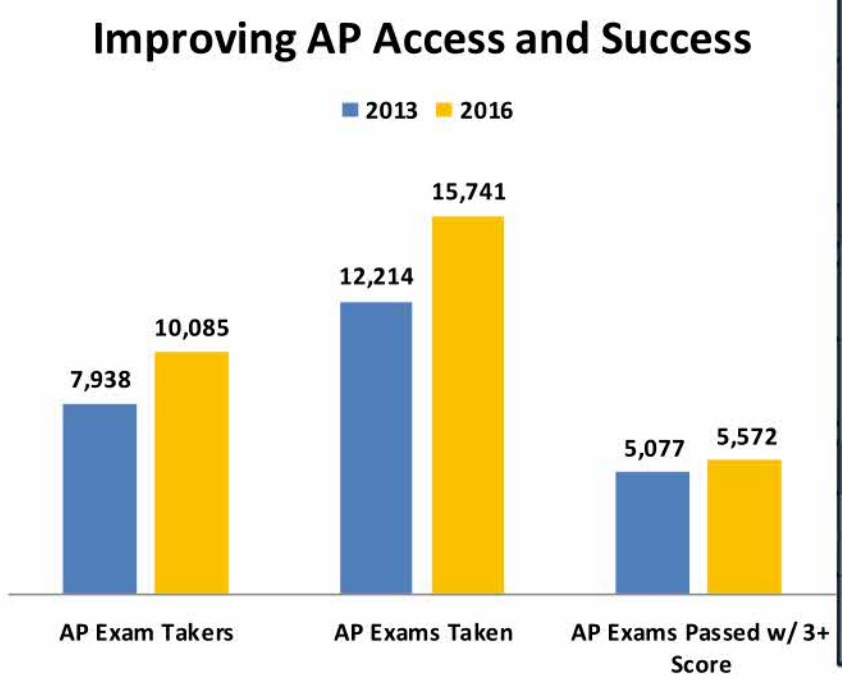
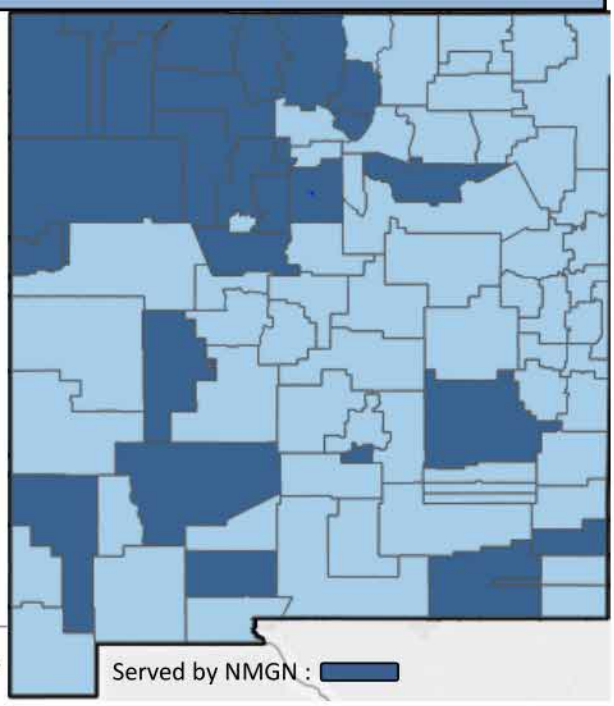




PSSR Line #57

Next Generation School leader and Teacher Preparation: NMPrep, NMLead, NM School Turnaround

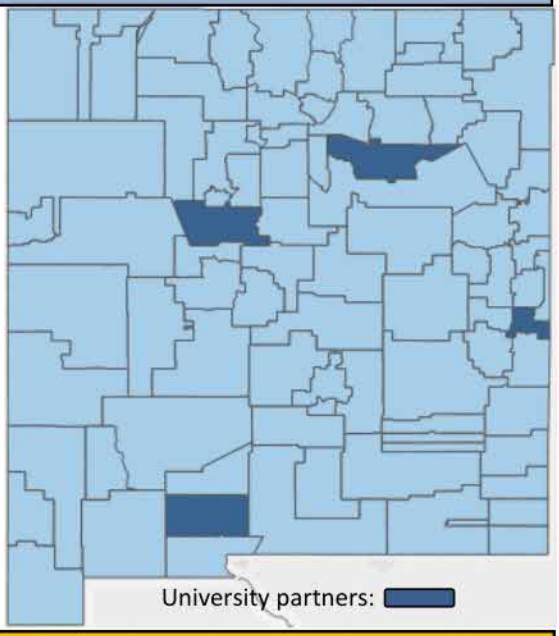
FY17 Allocation: $4.15 million **University Partnerships: 7**

PROGRAM CONTEXT —

Partnering with New Mexico institutes of higher education to establish innovative teacher and school leader preparation and turnaround programs

- **NMPrep establishes alternative teacher preparation programs at New Mexico institutions of higher education to incorporate best practices and training for new teachers seeking alternative licensure in hard-to-staff areas in partnership with New Mexico districts and schools**
- **NMLead creates alternative school leadership preparation programs at New Mexico institutions of higher education to develop and support proven leadership practices and training for participants nominated by New Mexico districts**

1st year NMPrep teachers have shown 10% higher student achievement results than other 1st year teachers in the same districts



SCHOOL AND DISTRICT HIGHLIGHTS —

- **The New Mexico School Turnaround Program builds rigorous school turnaround programs through New Mexico institutions of higher education to leverage turnaround practices with demonstrated success to empower school and district leaders to engage in school turnaround efforts**
- **In total, NMPrep programs have trained 107 new teachers in hard-to-staff subject areas and specialties for New Mexico schools, while NMLead programs have admitted more than 60 nominated school leaders for advanced training. The NM School Turnaround program has initiated school turnaround training efforts with 12 leaders from New Mexico school districts.**

PSSR Line #61

NMPED

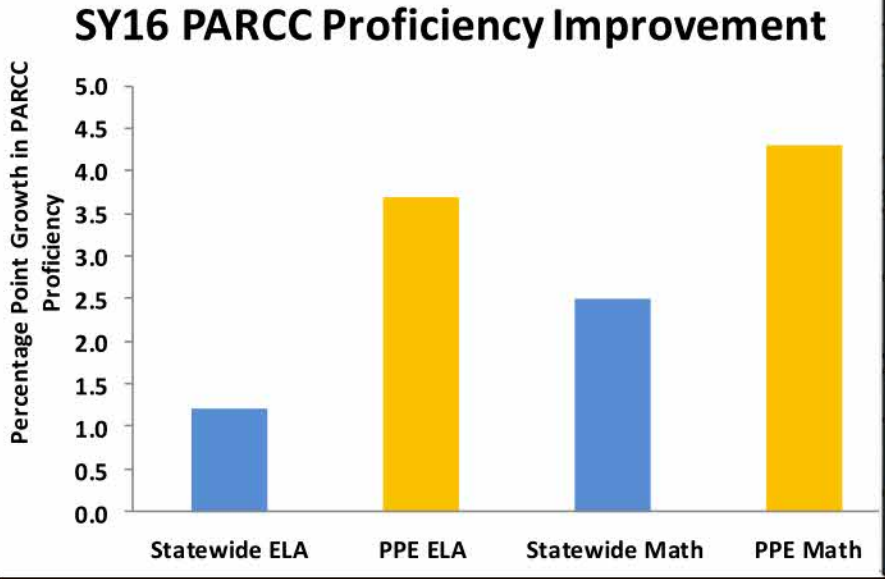
Interventions and Support for Students, Struggling Schools, and Parents: Principals Pursuing Excellence (PPE)

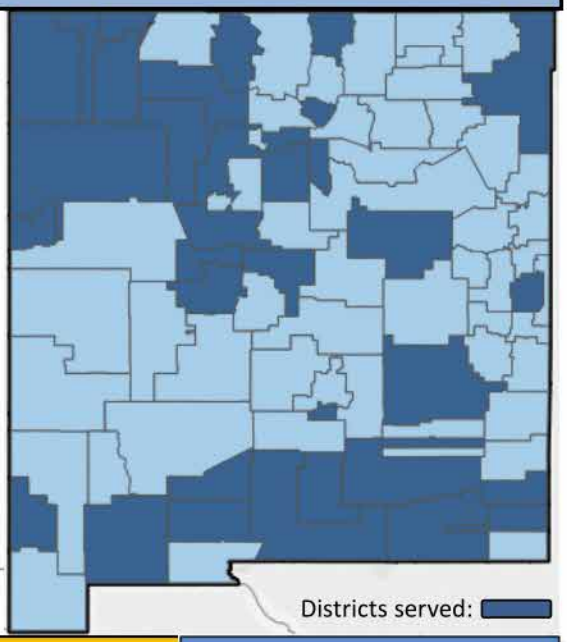
FY17 Allocation: $10.5 million **District/Charter Partners: 36** **School Partners: 156**

PROGRAM CONTEXT —

Leveraging the expertise of educational leaders to empower principals to dramatically improve student achievement in low-performing schools

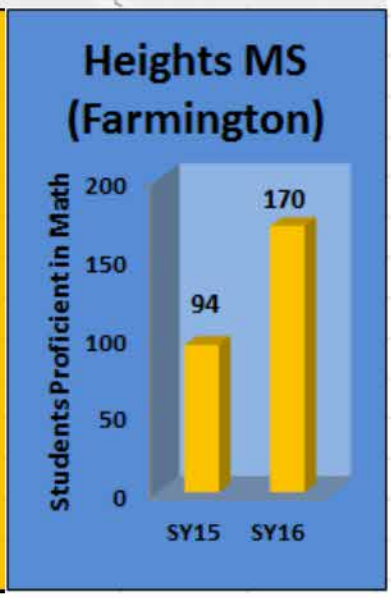
- **Schools completing the PPE program showed more than three times the state average improvement in PARCC ELA proficiency**
- **Schools completing the PPE program experienced improvement 1.7 times higher than the state average improvement in PARCC Math proficiency**





SCHOOL AND DISTRICT HIGHLIGHTS —

- **GMCS PPE schools Indian Hills Elementary and Lincoln Elementary saw increases of more than 15 percentage points in PARCC Math proficiency**
- **7 PPE schools in six districts went from at least 20% below the state average in Math in SY15 to above the state average in SY16**
- **Las Cruces' Jornada Elementary improved proficiency in PARCC ELA among economically disadvantaged students by 19 percentage points**
- **PPE schools saw ELA improvement among African-American students of 7.6 percentage points compared to a statewide average of no improvement**



PSSR Line #49

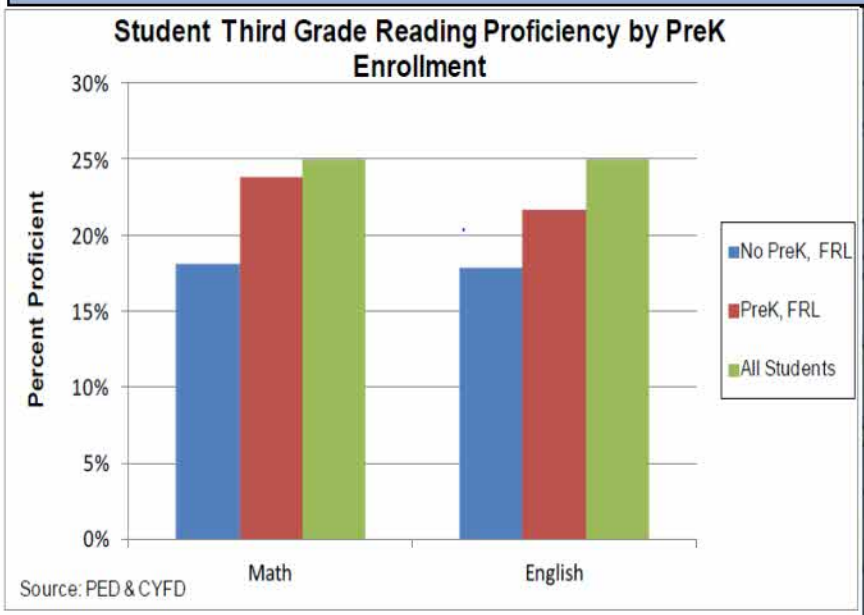
Program Spotlight: New Mexico Pre-Kindergarten Program (PRE-K)

FY17 Appropriation: $24.5 million School Partners: 144 District/Charter Partners: 60

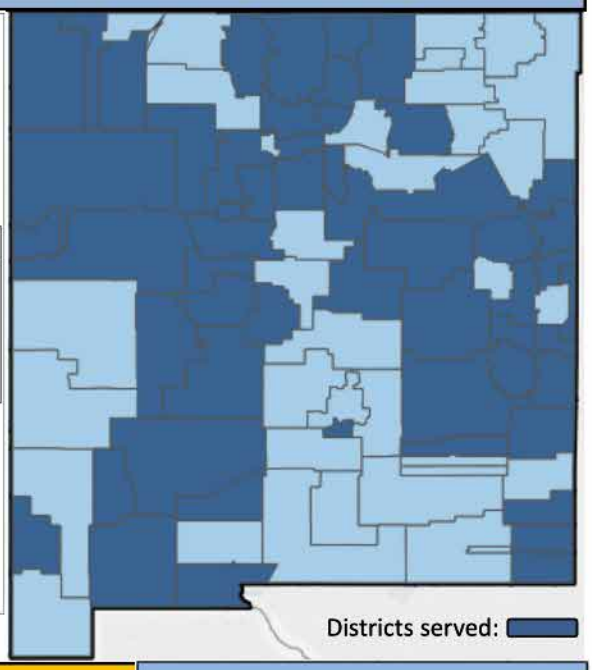
PROGRAM CONTEXT —

Ensuring that every child in New Mexico has the opportunity to attend a high-quality early childhood education program before entering kindergarten

- **More than 5,200 children enrolled in Pre-Kindergarten half day and extended day programming across 60 New Mexico districts and charters**
- **The LFC's 2016 Early Childhood Accountability Report found that "Pre-K participants perform significantly better on the 3rd grade PARCC than peers not participating"**
- **The same report found Pre-K children receiving free and reduced-price lunch achieved significantly higher proficiency rates compared to non-Pre-K children in that category**

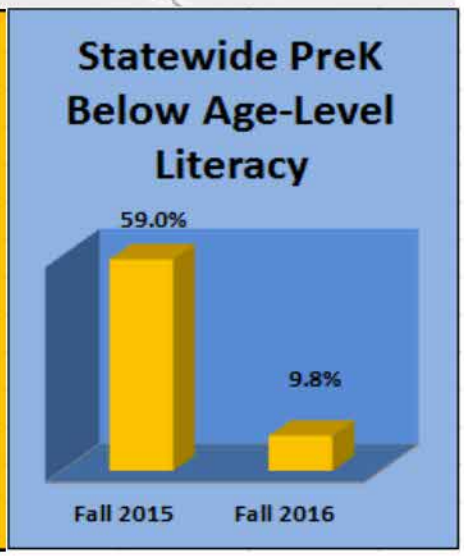


Source: LFC 2016 Early Childhood Accountability Report



SCHOOL AND DISTRICT HIGHLIGHTS —

- **In Fall 2015, only 10.9% of Pre-K enrolled 4-year-olds were exceeding age-level expectations in literacy, but by Spring 2016, 71.8% of these children were performing above age-level expectations, an increase of 2,789 children**
- **Jal Elementary's Pre-K program grew from 13 children in SY11 to 44 children in SY17 after teachers canvassed door-to-door to enroll 4-year-olds**
- **More than 48% of Pre-K children entered SY16 below age-level in numeracy skills, but by the end of the year only 5.1% were below age-level, a reduction of 1,968 children**



PSSR Line #61

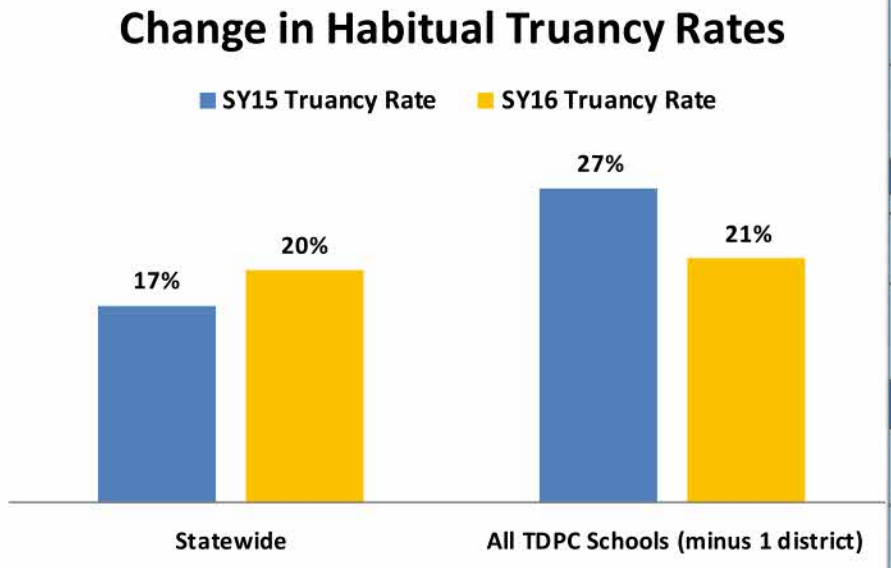
Interventions and Support for Students, Struggling Schools, and Parents: Truancy and Dropout Prevention Coaches (TDPC)

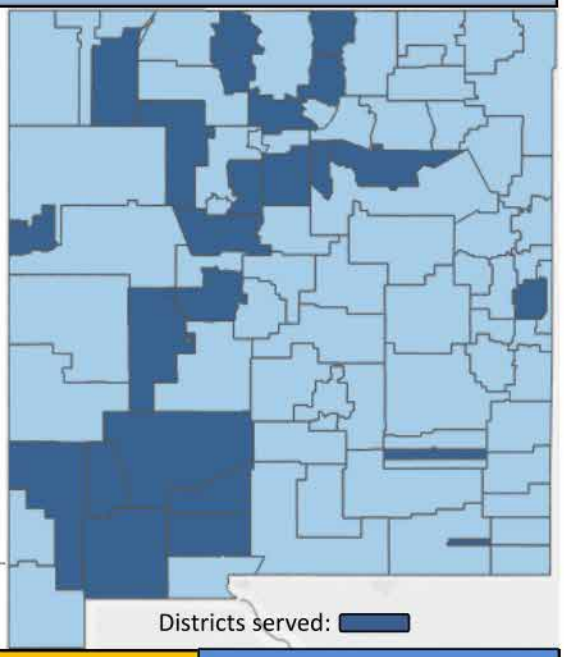
FY17 Allocation: $10.5 million **Truancy Coaches: 59** **District/Charter Partners: 31**

PROGRAM CONTEXT —

Collaborating to maximize resources and engage with community partners as part of a unified strategy to ensure students are in school

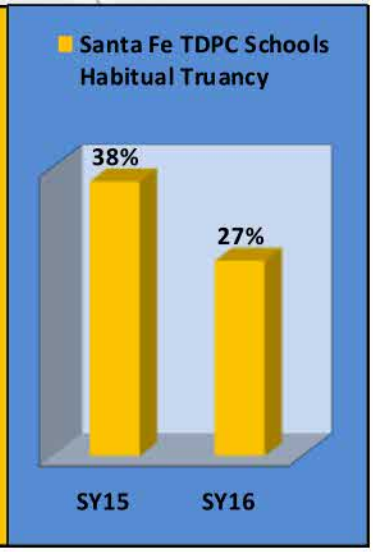
- **In the top 75% of TDPC schools, 21,959 students attended a total of 40,479 more days in SY16 compared to SY15**
- **The top 75% of TDPC schools saw rates of habitual truancy decline by more than 6 percentage points, meaning 1,434 fewer students were habitually truant**





SCHOOL AND DISTRICT HIGHLIGHTS —

- **Belen High School cut the number of habitually truant students by more than 50%**
- **The four participating Santa Fe schools (Capital High, Santa Fe High, De Vargas Middle, and Edward Ortiz Middle) saw their number of habitually truant students decline by 11 percentage points, representing more than 550 students**
- **Cuba reduced the number of habitually truant students by more than 23%**
- **Loving reduced the number of habitually truant students by 42%**



PSSR Line #66

Program Spotlight: Teachers Pursuing Excellence (TPE)

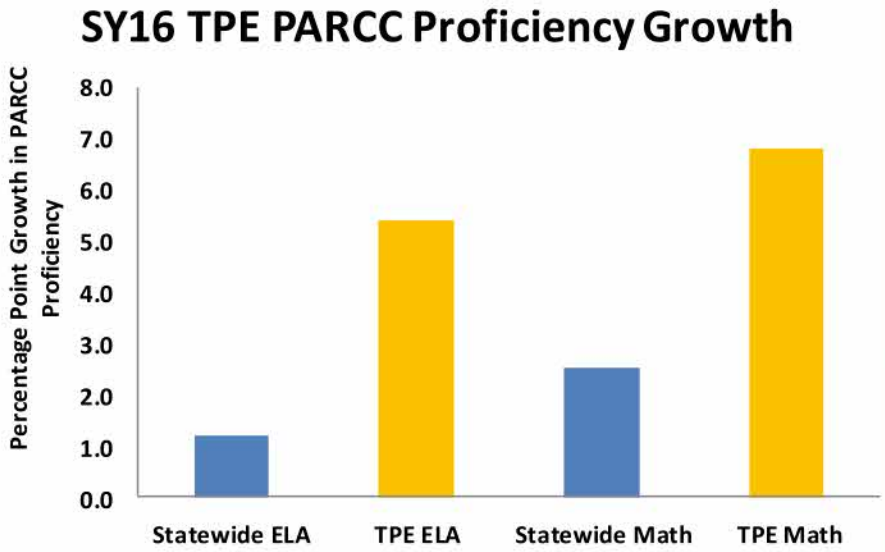
FY17 Allocation: $1.0 million | **Districts/Charter Partners: 6**

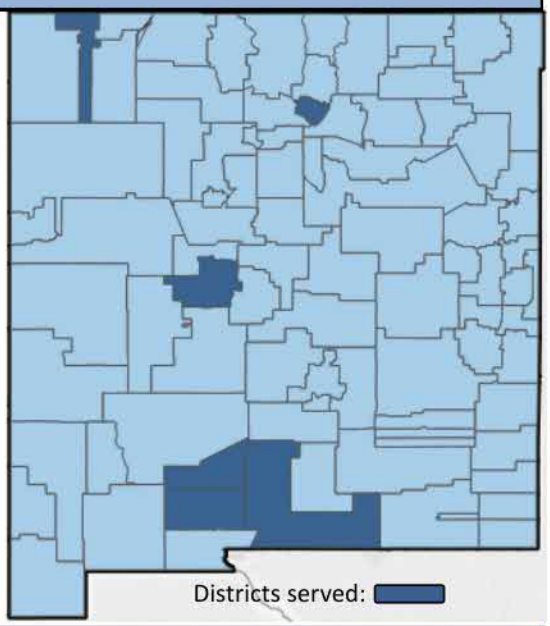
FY17 Total Program Costs: $2.36 million | **Teachers Participating: 302**

PROGRAM CONTEXT —

Improving teacher effectiveness through targeted mentorship and support by Highly Effective/Exemplary teachers for Minimally Effective/Ineffective teachers

- **The number of Highly Effective and Exemplary nearly doubled – from 22 to 41 — in TPE participating schools in the first year of the two-year program**
- **Teachers in TPE schools improved proficiency rates for their students in PARCC ELA by 4.5 times the rate of statewide growth**
- **The same TPE teachers also improved PARCC Math proficiency rates for their students by 2.7 times the statewide growth rate**





SCHOOL AND DISTRICT HIGHLIGHTS —

- **TPE participant Heights Middle School in Farmington increased their school grade from C to A in SY16 while improving their schoolwide PARCC ELA proficiency by 11.7 percentage points and their PARCC Math proficiency by 10.4 percentage points**
- **TPE participant Heights Elementary School in Alamogordo improved their PARCC Math proficiency by 18.5 percentage points and their PARCC ELA proficiency by 16.1 percentage points**
- **TPE participant Penasco Middle School improved their SY16 school grade to a B from a D the prior year, along with improving their PARCC Math proficiency by 7.4 percentage points**

PSSR Line #54

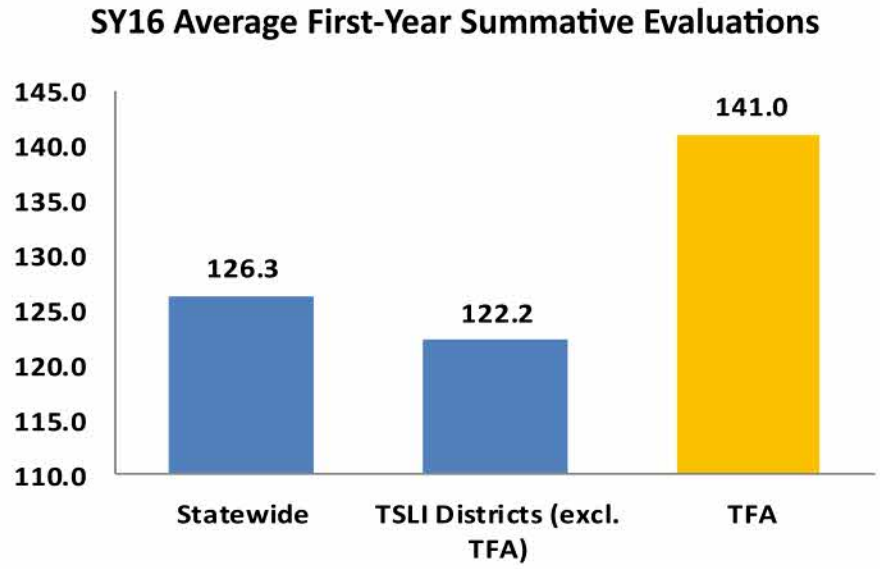
Program Spotlight: Teaching Support in Schools With a High Proportion of Low-Income Students

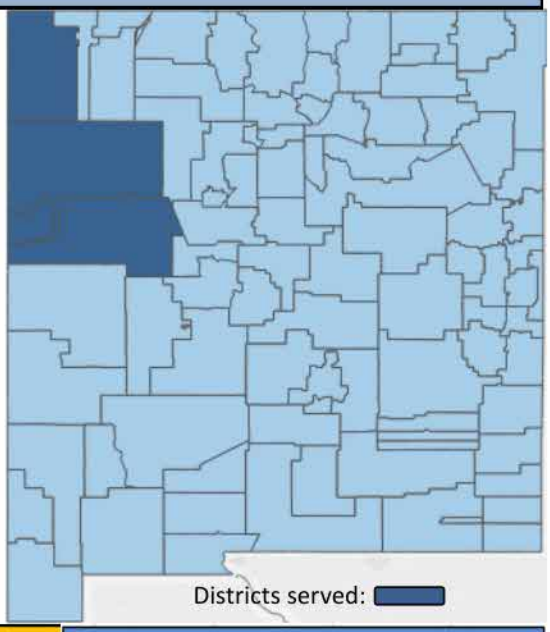
FY17 Allocation: $0.5 million **District Partners: 4** **School Partners: 21**

PROGRAM CONTEXT —

Partnering with Teach for America-New Mexico to place and support teachers in schools with a high proportion of low-income students

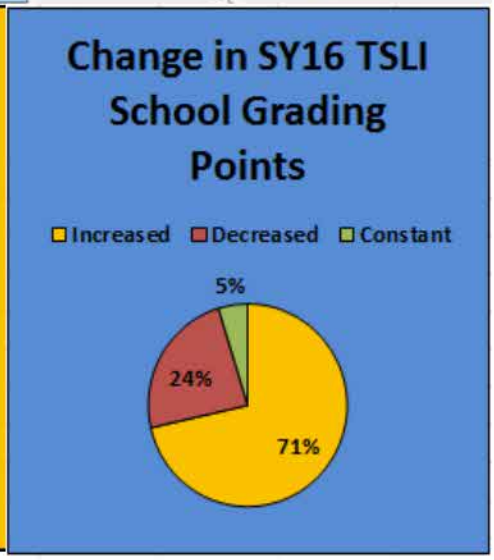
- **The partnership with Teach for America-New Mexico (TFA-NM) focuses efforts on historically underserved and disproportionately low-income, English Learner, and American Indian student populations in the northwestern region of the state**
- **In SY16, the first-year TFA-NM teachers' average summative evaluation score was nearly 15 points higher than the average summative evaluation score for all first-year teachers in the state, and nearly 19 points higher than the average for first-year teachers in the districts they serve**





SCHOOL AND DISTRICT HIGHLIGHTS —

- **Tse'Yi'Gai High School in Gallup-McKinley County Schools improved from a C school grade in SY15 to B in SY16, and three of the four core subject area teachers at the school were placed through the TFA-NM partnership**
- **Approximately 2,500 students in Northwest New Mexico are served by a teacher placed through the TFA-NM partnership**
- **Fifteen of the 21 schools in which TFA-NM teachers are placed saw their school grading points improve from SY15 to SY16**



PSSR Line #48

Program Spotlight: New Mexico K-3 Plus (K-3+)

FY17 Allocation: $23.7 million **School Partners: 257** **District/Charter Partners: 58**

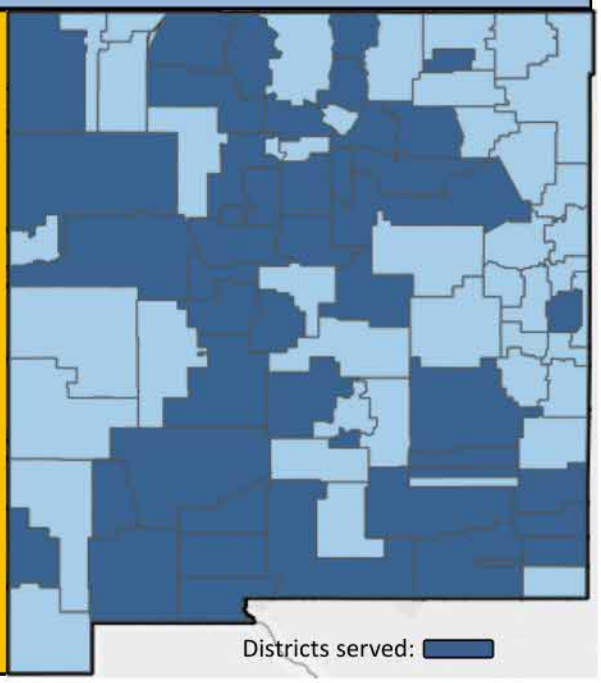
PROGRAM CONTEXT —

Increasing time in kindergarten and early grades to narrow the achievement gap for at-risk students and prepare all participants for sustained success

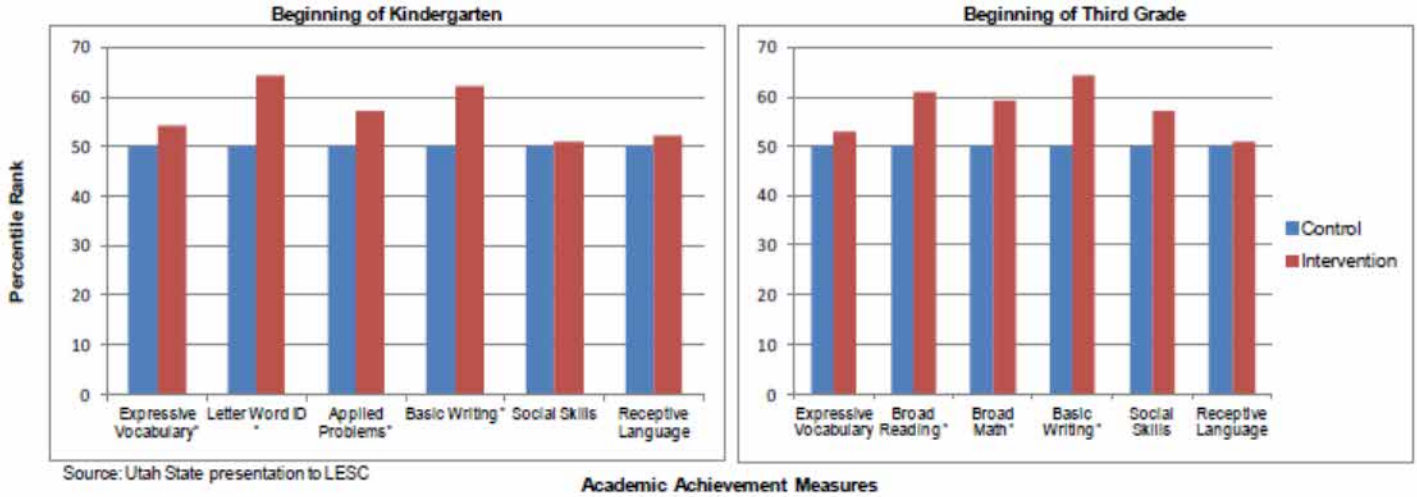
- **New Mexico's K-3+ program uses 25 extra instructional days led by nearly 1,200 teachers to serve more than 20,000 students across the state**
- **A 2015 independent scientific review of New Mexico's K-3+ program found that participating students both outperformed their peers the following school year and retained that advantage four years later**

SCHOOL AND DISTRICT HIGHLIGHTS —

- **The number of participating K-3+ districts has more than doubled from SY12 to SY16, from 22 to 52**
- **The number of students served by K-3+ has more than tripled from 6,683 in SY12 to 20,093 in SY16**
- **The rate of 3rd grade students in K-3+ schools meeting their benchmark reading scores improved from 44% in SY12 to 65% in SY16 in end of year DIBELS assessments**
- **The rate of K-3+ students of all grades scoring at benchmark in end of year DIBELS assessments improved from 47% in SY12 to 66% in SY16**



Effects of K-3 Plus



Source: Utah State presentation to LESC

Affirmation of Tribal Consultation For Local Educational Agencies

This Affirmation of Tribal Consultation document must be submitted to the School Budget and Finance Analysis Bureau on an annual basis as part the Local Educational Agency's (LEA's) budget submission.

The purpose of the Tribal consultation process is to create opportunities for LEAs and Tribal Leaders to work together to improve positive outcomes for Native American students.

Name of LEA:
Superintendent: Contact Phone:
District Coordinator of Tribal Consultation (Federal Programs Director; Indian Education Director; Tribal Liaison, etc): Contact Phone: Contact Email:
Tribal Leader or Designee: Contact Phone: Contact Email:

☐ Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation.

Check the boxes and comment on topics discussed during the consultation process:

☐ How students' academic, cultural and linguistic needs will be identified and supported	☐ Parental Engagement
☐ Services that will be offered to support students' academic, cultural and linguistic needs	☐ Federal Title Programs
☐ Plan for delivery of services	☐State grants opportunities
☐ Timeline of when services will be assessed and evaluated and communicated to Tribal partners	☐ Funding and equitable allocation of resources
☐ Other topics?	

Affirmation and Signatures

We agree that timely and meaningful consultation occurred prior to the submission of this Affirmation of Tribal Consultation document. We agree that we have participated in timely and meaningful discussion on the programs, budget and available resources below, but not limited to:

☐ Understanding Title I: Parts A, C and D	A: Improving Basic Programs Operated by State and Local Educational Agency C: Education of Migratory Children D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
☐ Understanding Title II, Part A	Supporting Effective Instruction
☐ Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
☐ Understanding Title IV, Parts A & B	A: Student Support and Academic Enrichment Grants B: 21st Century Community Learning Centers
☐ Understanding Title V, Part B Subpart 2	Rural and Low Income School Program
☐ Title VI, Part A, Subpart 1	Indian Education Formula Grants to Local Educational Agencies

☐ State grant opportunities	• Indian Education Act School District Grant • Principals Pursuing Excellence • Reads to Lead – Literacy Initiative • K-3 Plus – Extended Learning Time • After School and Summer Enrichment • Truancy and Drop Out Prevention Coaches • Dual Credit • Pay for Performance – Educator Incentives • Others
☐ Others(?):	
Signature of Superintendent or Designee:	Date:
Tribal Affirmation of Consultation:	Date:

Each LEA must maintain this document in the agency's records and forward to the School Budget and Finance Analysis Bureau to be kept on file with the district's budget submission. For questions or more information, please contact the Indian Education Office at (505) 476-0545.