8/9/2017 Final

NM Public Education Department

NEW MEXICO RISING

NEW MEXICO'S STATE PLAN FOR THE EVERY STUDENT SUCCEEDS ACT

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017, is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017, is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Website in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Section 1: Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

1.1 Academic Achievement.

i. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.*

The academic achievement goals outlined below reflect the extensive stakeholder engagement and cooperation of thousands of New Mexicans and are aligned with statewide efforts to improve New Mexico's economy and global competitiveness. In setting student achievement targets for *all students*, the Public Education Department (PED) considered projections about what the state's economy will demand beyond 2020 and beyond 2030. A New Mexico child entering kindergarten this year will be in the graduating high school class of 2029, and will enter the workforce in that decade.

Over the last several years, New Mexicans have come together to set a bold vision for our state's future. New Mexico's Chief Executive, Governor Susana Martinez, in conjunction with stakeholders from the higher education community, laid out the ambitious "Route to 66" plan in September 2016. The plan establishes a rigorous yet attainable target of 66 percent of working-age New Mexicans earning a college degree or post-secondary credential by the year 2030. In order to support these efforts, New Mexicans must embrace the opportunity ESSA to establish targets through 2022 (at minimum) that raise expectations for our students, ensure that the PreK-12 community is aligned to New Mexico's student achievement goals, and prepare our state's citizens to achieve at the highest levels in their academic and professional careers. We are on the way to achieving the goals outlined below. Our results are rising. Last year, our 11th grade students had the highest growth of all PARCC states in 11th Grade ELA Proficiency. (Appendix U).

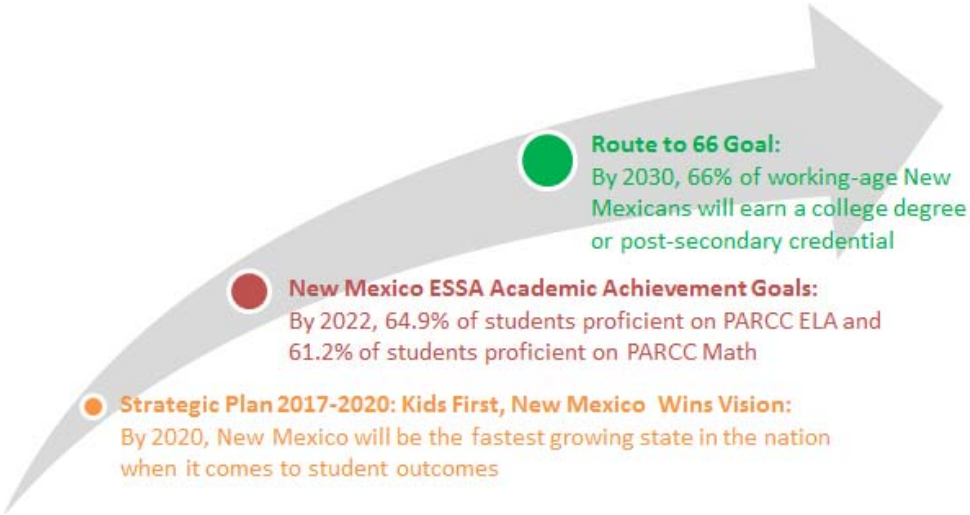
"Please hold districts accountable for meeting these goals. I would be interested to know whether the strategic plans of all of our districts feed into these goals and when the plans are viewed in totality, whether our 2020 metrics can/will be reached."

As New Mexicans engaged in the state's ESSA planning process, PED concurrently engaged in a comprehensive strategic planning process to best seize the opportunity to build upon the strong foundation that has been established in New Mexico over the past decade. Over the past five years, New Mexico has been one of a handful of states that has been a consistent truth-teller with its students, parents, teachers, and taxpayers: efforts to lower the bar for students have been thwarted, and it will be incumbent upon those in leadership positions at the federal, state, and local levels to prevent New Mexico from sliding backward in the years ahead. See Appendix A for New Mexico's student achievement results, school performance, and educator performance in recent years.

The PED's *Strategic Plan 2017-2020: Kids First, New Mexico Wins*, outlined ambitious student achievement goals through 2020 that will provide a three-year snapshot to ensure New Mexico's progress toward the "Route to 66" goal. New Mexico's short-term goals (through academic year 2019-2020) include the following:

- More than 50% of students academically proficient in ELA and mathematics
- More than 80% of students graduate high school
- No more than 25% of college enrollees require remediation

The PED believes that every one of the New Mexico's children can succeed. A student's ethnic background, socio-economic status, primary home language, prior academic experience, or home community within the state is not an excuse to lower expectations for our students, our schools, or our educators that serve them. The goals above set New Mexico on the path to achieve the Route to 66 goal, and are grounded in metrics that take into account where the state is now, without compromising a clear vision of where the state should be in the near future.



New Mexico's ability to deliver on the "Route to 66" 2030 goal requires the state to meet the vision outlined in its strategic plan of being the fastest growing state in the nation when it comes to student outcomes as well as to increase the percent of students who demonstrate readiness for college or career to more than 60% in both ELA and math.

The state metrics contained herein represent trajectories that assume PED's future leadership intends to build upon the student progress (see Appendix X) while continuing to tell the truth to our state's taxpayers and communities. These goals assume that the standard for academic proficiency will not be lowered or compromised. They also assume that the standard for high school graduation will not

be lowered or compromised, that the standard for school performance will not be lowered or compromised, and that public transparency for student results will not be undermined. The short-term statewide goals ensure that PED, districts, schools and educators are all continuing to collaborate in working toward shared outcomes for our communities that will prepare the state for continued success. The long-term statewide goals ensure that such collaboration will continue over the next decade, and make the assumptions above regarding maintaining the highest of expectations for students and educators. If expectations are lowered for kids, stakeholders should take notice.

This belief was echoed in ESSA stakeholder feedback the PED received during the comment period. One local tribe commented, "When compared to the projected goals for other student populations, the target goals for American Indian students are almost thirty points lower. That alarming difference should immediately send up a red flag for the New Mexico Public Education Department (NMPED) and local school districts with large American Indian student populations."

This sense of urgency in addressing historical and persistent achievement gaps can be juxtaposed with feedback received from other local stakeholders, including, "These goals are unrealistic, especially for SPED and ELL students."

"These goals are ambitious but feasible. I'm happy that this plan lays out high expectations for our students."

The PED stands in support of our local tribes by refusing to lower expectations for any of our students, regardless of their ethnic background, zip code, primary home language, past academic performance, or local community. New Mexico will pull together to increase student achievement and close gaps and put more students on the path to meet the state's "Route to 66" goal, a goal that is essential to the economic well-being of the state.

New Mexico defines academic proficiency in reading and mathematics as achieving a Level 4 (Meeting Expectations) or Level 5 (Exceeding Expectations) on the Partnership for Assessment of Readiness for College and Careers (PARCC) standardized achievement assessment in Grades 3-11. Students achieving Level 4 or Level 5 indicate that students are on-track to succeed in the following grade and, ultimately, in higher education and the career of their choice. In response to stakeholder feedback received during the community engagement process, New Mexico adjusted its timeline for implementing high school graduation requirements aligned to Levels 4/5 for the Class of 2020. The graduating classes of 2017, 2018, and 2019 will abide by existing high school graduating requirements, which allow Level 3 scores to be used to demonstrate competency in ELA and in math.

The PED also convened an ESSA Technical Working Group (see Appendix B) to refine and improve upon the state's Alternate Demonstration of Competency for high school students. Given that New Mexico adopted new, rigorous standards under the administration of Governor Bill Richardson, the students in Class of 2020 have experienced high expectations for much of their academic careers.

New Mexico, like the rest of the country, has persistent achievement gaps that range across incomes and races. In touring the state, PED encountered many New Mexicans who believe that every child - regardless of background or zip code - is capable of achieving at the highest levels when exposed to great instruction and school leadership. There is a moral and economic imperative to hold all students to the highest of standards—and to expect that all students will rise to the academic challenges put

before them. In fact, New Mexico is starting to experience the positive impact of this conviction: 77 of the state's 89 districts made gains in mathematics in the 2015-2016 school year, while simultaneously 5,000 more students are proficient in reading. Our youngest students, those in New Mexico PreK, also are making significant gains: 72% scored as "First Steps for Kindergarten" in Literacy despite 59% of these children entering the program scoring well below age-expected norms. Research indicates that high-quality early learning ameliorates the achievement gap, especially for minority children (Minervino, J. & Pianta, R.).

New Mexico places a high priority on the early years, before kindergarten entry, to launch children on a path to school success. New Mexico has invested in a high-quality voluntary PreK program since 2005, serving more than 8,500 children in 2016-2017, and won federal Race to the Top-Early Learning Challenge funds to build a foundation of support for children and families in the critical first five years of life. These efforts in the early years are important strategies to achieving the goals established in "Route to 66", ensuring that all children begin kindergarten with an equal opportunity.

"I appreciate the goals for significant growth among all students."

When visiting schools throughout the state, the PED witnessed this positive work in action and experienced how it is making a difference. The long-term goals contained herein reflect that core truth—and New Mexico calls upon its citizens, its policymakers, and its partners in our nation's capital to demand that New Mexico's educational leadership remains unwavering in support of the state's shared commitments articulated below.

In order to support all students in meeting their fullest potential, New Mexico has set academic goals and targets for all "subgroups" as required by federal law. Our goal in New Mexico is that the current lowest performing subgroup must have an academic proficiency rate of 50% by 2022, while simultaneous gains in academic proficiency amongst all groups of students should be on near-parallel tracks. Therefore, the rate of student growth in academic proficiency varies between each subgroup in order to ensure that all of New Mexico's children are beyond 50% academic proficiency (with statewide averages of 64.9% in reading & 61.2% in mathematics) by 2022.

ii. Provide the baseline and long-term goals in the table below.

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

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	**English Language Arts**				**Mathematics**			
	Baseline	**Year**	**Goal**	**Year**	**Baseline**	**Year**	**Goal**	**Year**
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/Pacific Islander	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

1.2 Graduation Rate.

iii. **Description.** *Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.*

Similar to the student achievement goals outlined above, the four-year, five-year, and six-year adjusted cohort graduation rates contained herein align with the state's efforts to meet the ambitious "Route to 66" 2030 goal. As such, New Mexico has established the expectation that:

- **Four-Year Adjusted Cohort:** More than 84.5% of the class of 2022 will graduate high school (2.26% increase/year for all students)
- **Five-Year Adjusted Cohort**: More than 88% of the class of 2021 will graduate high school (2.1% increase/year for all students).
- **Six-Year Adjusted Cohort:** More than 90% of the class of 2020 will graduate high school (1.8% increase/year for all students).

These metrics align with the goal of more than 80% of the class of 2020 graduating high school outlined in the PED's strategic plan. New Mexico will continue to provide direct support to the districts and high schools in reaching these student outcomes, while committing to a high standard for what a high school diploma means for children. While the standard for high school graduation has been lowered by certain states around the country, New Mexico is committed to ensuring that when a student graduates from high school he or she is prepared for college and a career in the 21st century. We will continue to require demonstration of competency in reading, writing, math, science and social studies. Our students are meeting high expectations and we know they will continue to graduate academically prepared for college and workforce ready because New Mexico recently hit an all-time high 71% graduation rate. With continued high expectations and appropriate supports and interventions for struggling students, we expect to see our students continue to rise to the challenge.

As with academic achievement, the four-year, five-year, and six-year cohort graduation rates were calculated with a focus on closing achievement gaps, including all subgroup data

required by federal mandate. The accelerated rate, regardless of subgroup, does not exceed three percent per academic year. This projected student academic growth aligns with PARCC assessment performance in ELA and math and recent trends in graduation rate. Therefore, these goals across the different cohorts are ambitious, attainable, and put New Mexico on a path toward reaching the "Route to 66" goal in 2030, which will require INCREASING graduation rates while DECREASING remediation rates. Given New Mexico's college-and-career ready bar for high school graduation – which must be maintained in the decade ahead – this is attainable.

iv. *Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.*

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/Pacific Islander	81	2016	91	2022
American Indian	63	2016	79	2022
African-American	61	2016	78	2022

v. *If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.*

Graduation Rate Long-Term Goals				
Subgroup	**Baseline**	**Year**	**Goal**	**Year**
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/Pacific Islander	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

Graduation Rate Long-Term Goals				
Subgroup	**Baseline**	**Year**	**Goal**	**Year**
Students with disabilities	72	2014	86	2020
English learners	76	2014	89	2020
Caucasian	83	2014	92	2020
Hispanic	78	2014	89	2020
Asian/Pacific Islander	91	2014	97	2020
American Indian	75	2014	88	2020
African-American	76	2014	88	2020

1.3 English Language Proficiency.

vi. **Description.** *Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:*

1. *How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (i.e., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).*
2. *The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.*
3. *How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.*

New Mexico is a member of the WIDA consortium. New Mexico districts administer the ACCESS for ELLs 2.0 assessment as a measure of English language proficiency (ELP) for students identified as English Learners (EL). The ACCESS for ELs 2.0 measures proficiency in four domains: listening, reading, speaking, and writing. There are six levels, which include (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Students are considered proficient in the English language when they achieve a composite (overall) score of 5.0 (Bridging) or higher on the summative ELP assessment.

New Mexico's goal is to develop a model that reflects the true trajectory of language development for our students. Annual ELP growth targets for EL students are based on two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement. Each year the student's ELP progress will be measured against their customized growth target for that year. These ELP growth targets were derived from the ELP results (based on WIDA ACCESS for ELLs) from 2010 to 2016, and do not account for the recent standards-setting adjustment that will apply to the 2017 WIDA ACCESS for ELLs 2.0 administration. For that reason the student ELP growth targets will be re-evaluated and re-published prior to implementation to ensure that the student growth figures remain ambitious yet feasible and grounded research and data.

Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for reclassified fluent English proficient (RFEP) status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting his or her annual goal is on target to being RFEP in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and in many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to the state the number and percentage

of RFEP students meeting the state's challenging academic standards for each of the four years after such children are no longer receiving services supplemented with Title III funding.

vii. *Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.*

The table below indicates preliminary ELP growth targets for EL students based on currently available data. Note that these targets may be realigned in 2018 once sufficient history is available that reflects the new ACCESS scoring paradigm.

Individual Student English Language Proficiency (ELP) Growth Targets

Grade(s)	ELP Level at Entry	ELP Level Growth				
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later
K-3	1.00	2.6	3.4	4.0	4.6	5.0
	2.00	3.3	3.8	4.5	4.8	5.0
	3.00	3.8	4.3	4.7	4.9	5.0
	4.00	4.4	4.6	4.8	4.9	5.0
4-6	1.00	2.6	3.3	3.8	4.5	5.0
	2.00	2.9	3.4	3.9	4.5	5.0
	3.00	3.6	3.9	4.3	4.7	5.0
	4.00	4.2	4.4	4.5	4.7	5.0
7	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.4	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
8	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.3	4.5	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
9	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.5	3.7	4.3	5.0
	3.00	3.7	4.0	4.2	4.6	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
10	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.3	3.7	4.3	5.0
	3.00	3.7	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
11	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	2.9	3.3	3.7	4.3	5.0
	3.00	3.6	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
Data in red indicate years where the student is typically exited from high school						

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A.4.iii.c.1 *Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.*

Below are the long-term goals and measurements of interim progress for English language proficiency. Since the State will set new cutoff scores for English proficiency through the development of 2017 WIDA ACCESS for ELLs 2.0, the baseline data below are an estimate of the

proficiency rate after the change to the new assessment, and not current data. The long-term goals and interim targets will be updated when we have multiple years of WIDA ACCESS 2.0 data.

Based on our previous Title III Annual Measurable Achievement Objective (AMAO) targets for making progress (AMAO 1) and attaining ELP (AMAO 2), the following is a summary the state's annual targets compared to performance:

Year	AMAO 1 Target - (Making progress toward ELP)	Actual	Met/Not Net	AMAO 2 Target (Attaining ELP)	Actual	Met/Not Met
2015	50%	54%	Met	12%	15%	MET
2014	49%	52%	Met	11%	15%	MET
2013	47%	53%	Met	10%	15%	MET
2012	46%	53%	Met	9%	13%	MET

A 2% annual growth rate is ambitious compared to our historical growth, and the recent standards-setting process will make reclassifying more challenging. By keeping our state exit criteria at 5.0 or higher on the overall (composite) score on ACCEESS, the rigor of assessment is increased. While the baseline will most likely change due to shifting cutoff scores this year, the goals below signify a 12% increase from 2016 to 2022; the percent change will remain the same regardless of baseline.

The NMPED engages in three main activities designed to support districts effectively serve its ELs in meeting challenging academic standards: technical assistance, professional development, and program monitoring. Each is detailed below.

Technical Assistance. The NMPED supports its district and state charter schools by holding regional professional learning sessions for all district-level Title III, EL, and bilingual education directors. These meetings are held across the state to ensure that district personnel can more easily access in-person technical assistance and training. Regional meetings ensure no director drives more than 3 hours one-way to the meeting. The meetings guide districts and schools in implementing new rules and policy in terms of serving ELs, as well as offer opportunity for customized support for district directors needing individual technical assistance.

As part of ensuring that English learners succeed and meet long-term goals, the NMPED offers several resources on its website: http://ped.state.nm.us/ped/Bilingual_index.html.

The Serving English Learners webpage provides direct links to resources from the U.S. Department of Education's webpage such as the Dear Colleague Letter and the English Learner Toolkit as well as the Newcomer Toolkit. The NMPED created a stand-alone Serving English Learners Technical Assistance Manual to guide districts, schools and parents as well as individual educators on policy and guidance as well as further resources on serving ELs. This webpage can be accessed at: http://ped.state.nm.us/ped/Bilingual_ServingELs.html

Additionally, the department has also designed technical assistance manuals on supplemental Title III funding and there is also a tab dedicated to Title III funding which district subgrantees can reference: http://ped.state.nm.us/ped/Bilingual_TitleIII.html

Furthermore, the NMPED has also created a technical assistance manual and webpage for its state-funded bilingual multicultural education programs which prioritize ELs, and can be accessed at: http://ped.state.nm.us/ped/Bilingual_BMEP.html

Professional Development. The NMPED organizes and offers trainings on effective EL programs and English language development. As part of its membership in the WIDA consortium, New Mexico also directly procures and organizes multiple professional development trainings, organized as a series of training that builds on one another from WIDA to several regions across the state. The professional development trainings are offered to teachers and administrators free of charge and are scheduled so that each training deepens educator knowledge and skill to increase the academic achievement and English language proficiency of ELs. These professional development trainings align with the 2012 Amplification of the English Language Development Standards and framework adopted by New Mexico. The state's ELD standards correspond to its adopted academic standards, the New Mexico Common Core State Standards. All WIDA professional development training provided to districts are focused on the development of academic language, effective sheltering practices for ELs, and making connections between the state's adopted English language development and academic standards across all disciplines.

In addition, the NMPED prioritizes supporting ELs effectively and ensures all state-organized trainings, symposiums, institutes, and conferences include sessions on ELs for teachers and administrators alike. The NMPED also conduct on-site trainings at districts by request. In 2016-2017 school year, the NMPED coordinated its training offerings to include thorough sessions on the state's English language proficiency assessments, the WIDA W-APT, WIDA Screener, ACCESS for ELLs 2.0, and Alternate ACCESS, during the mandatory statewide district test coordinator trainings. These sessions focused on coordinating districtwide emphases not only on the assessment of ELs but also on the identification and serving of ELs.

Program Monitoring. In addition to providing technical assistance throughout the school year and free professional development across the state, the NMPED also engages in robust data-driven desktop and onsite monitoring. The NMPED team conducts several data reviews of all district submit data through its Student Teacher Accountability Reporting System (STARS) and regular, known intervals (40th day, 80thday, 120th day, and End of Year). The program staff reviews data for several discrepancies related to EL counts, program reporting, teacher licensure, etc. The team triangulates reported data from multiple sources to ensure accuracy of data reported. In addition, the program office also conducts targeted on-site monitoring to ensure districts remain compliant with all state and federal requirements for serving ELs, as well as conducting monitoring for program effectiveness. For more information regarding program monitoring, see the technical assistance manuals and dedicated webpages. For Serving ELs, see: http://ped.state.nm.us/ped/Bilingual_ServingELs.html. For technical assistance manuals and program monitoring for Title III, see: http://ped.state.nm.us/ped/Bilingual_TitleIII.html. For technical assistance manuals and program monitoring for state-funded bilingual multicultural education programs that serve ELs, see: http://ped.state.nm.us/ped/Bilingual_BMEP.html

In addition to the direct technical assistance, free professional development, and program monitoring conducted by the program staff dedicated to supporting districts implementing EL, Title III, and bilingual education programs, the NMPED also supports ELs in reach its long-term English language proficiency (ELP) goals and meet the state's challenging academic standards across the agency's bureaus through a variety of initiatives. For example, the Literacy Bureau leads reading-focused programming and support for all districts across the state and support data-driven early literacy formative assessments (in English and Spanish) with tools that support instructional decision-making at the local and classroom level. Further, the Math and Science Bureau provide math training across the state to support all learners meet academic math standards. The NMPED's school turnaround bureau support the state's underperforming schools improve its efforts and target its intensive supports to the school's must vulnerable populations, including ELs, to transform schools into teaching and learning environments that use data to drive instruction that is responsive to local needs and attunes school culture to focus on high expectations for all children, especially ELs. The Assessment, Accountability and Evaluation division supports the state's efforts around ELP by providing timely, relevant, and detailed data support and analyses that informs state level efforts to support ELs in districts. As the state moves to implement ESSA in the coming years, coordinating work internally will take precedence to ensure all ELs are receiving the supports needed across the agency in order to meet the state's ambitious long-term goals for ELP and meeting challenging academic standards.

English Learner Students Interim Measures of Progress (ACCESS)

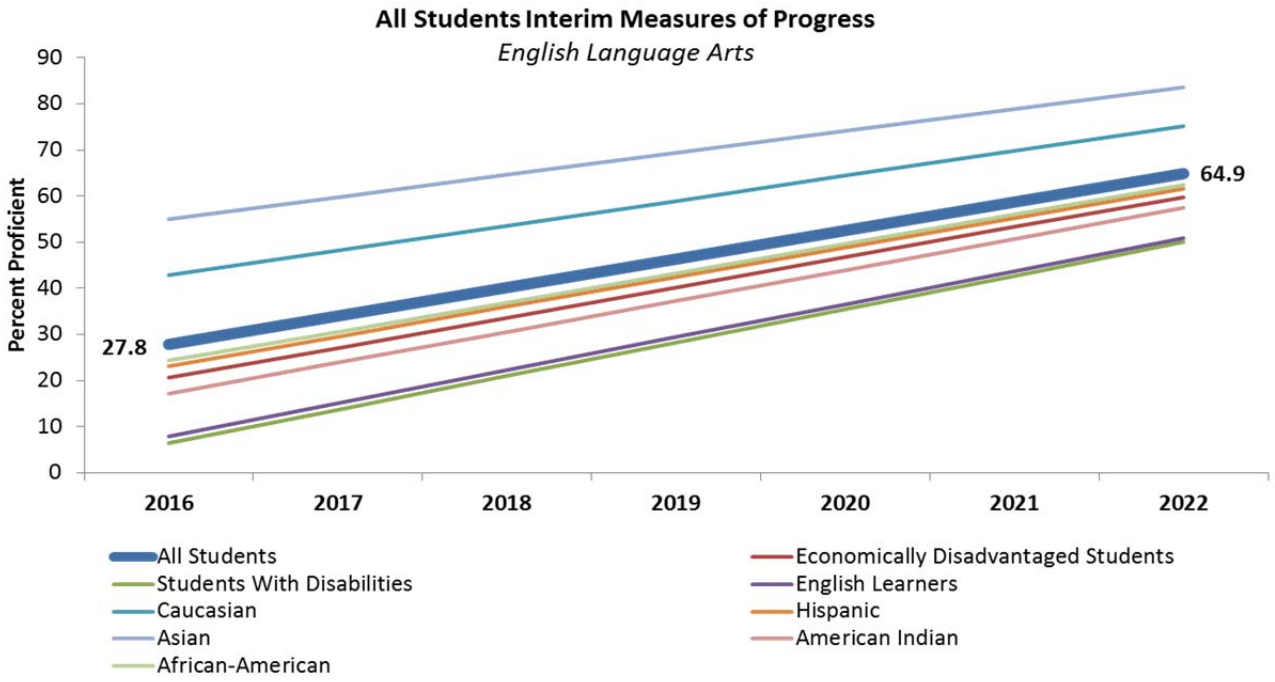
English Language Proficiency Long-Term Goals								
Subgroup	**Rate of Growth**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
All Students								
English learners	2	43	45	47	49	51	53	55

The elementary and secondary ELA and mathematics goals and graduation targets below recognize that the state has made a commitment to closing achievement gaps as all students in New Mexico make substantial gains toward college and career readiness. The focus on accurately measuring student achievement and making those results transparent has led to a consistent drive to raise the bar for students, teachers, schools, and LEAs. This urgent commitment to truth telling and higher standards reflects the fundamental assumption that—regardless of a student's background or prior performance – all students can and will succeed academically at a level that prepares them to thrive in a career vital to the 21st century global economy and at the most rigorous post-secondary level.

All Students Interim Measures of Progress (ELA)

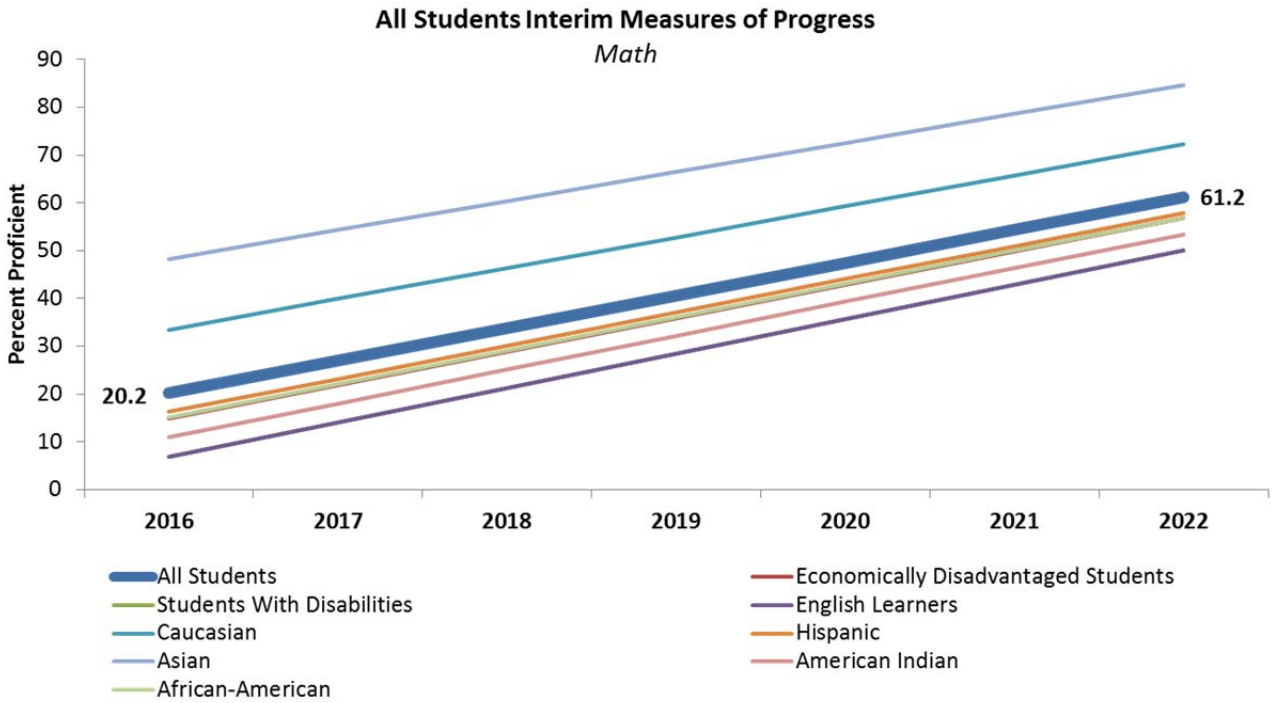
Academic Achievement Long-Term Goals (PARCC Proficiency)	
Subgroup	**English Language Arts**

	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/ Pacific Islander	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



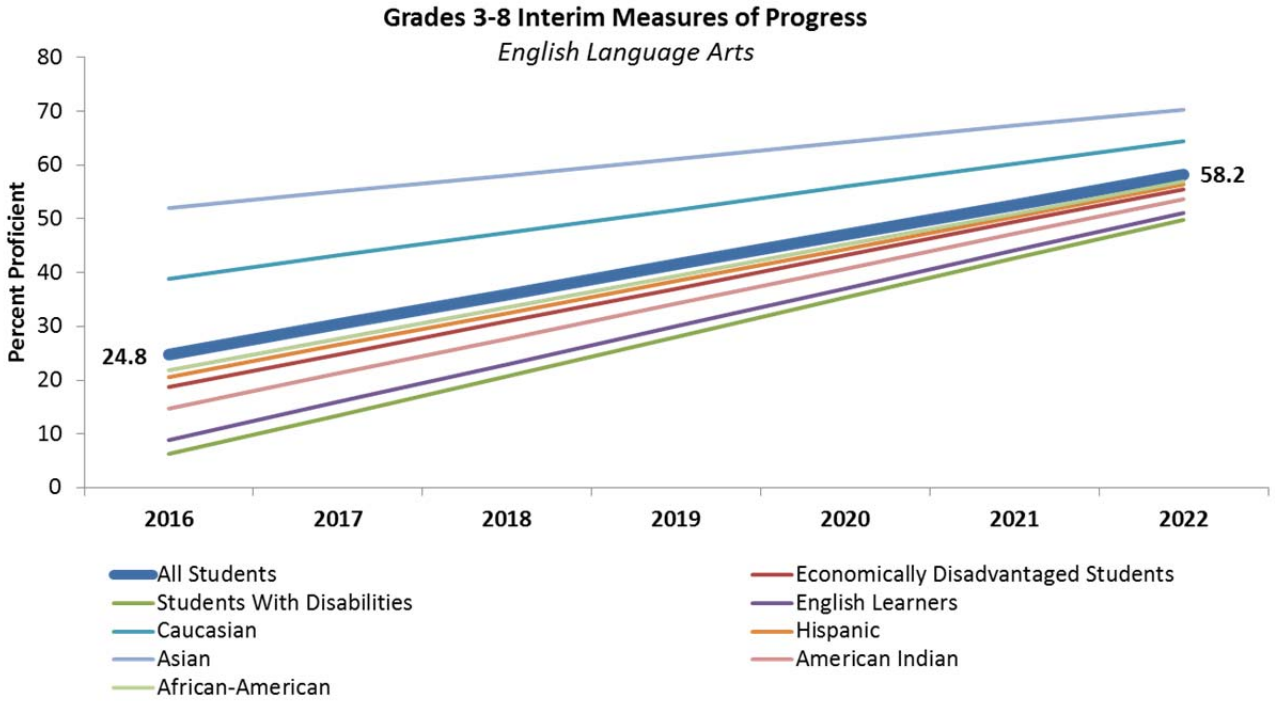
All Students Interim Measures of Progress (Mathematics)

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/ Pacific Islander	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



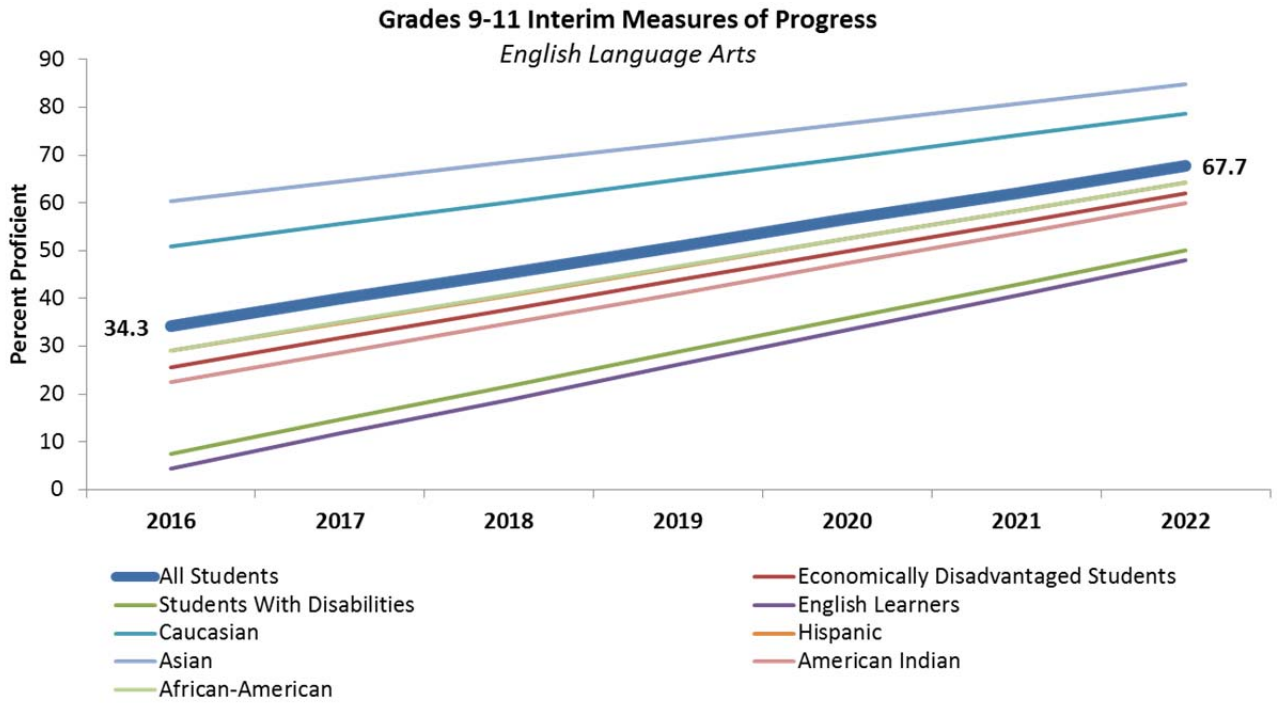
Grades 3-8 Interim Measures of Progress (ELA)

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/ Pacific Islander	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



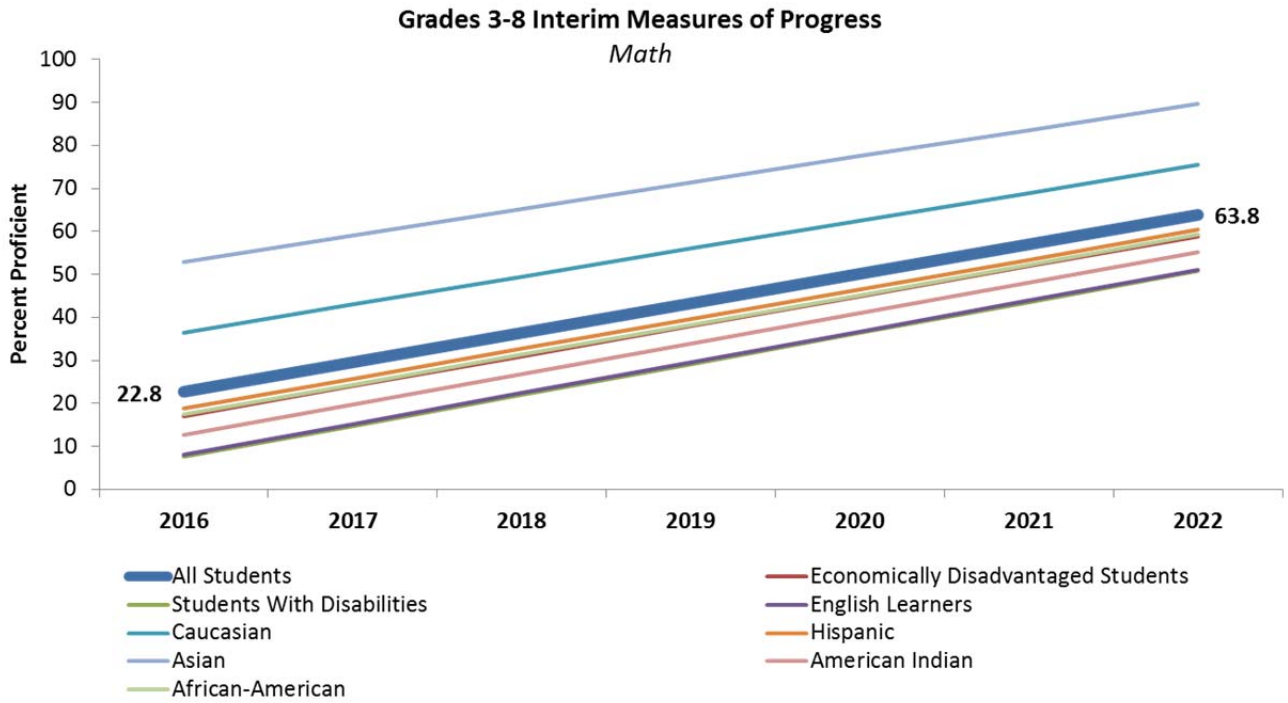
Grades 9-11 Interim Measures of Progress (ELA)

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/ Pacific Islander	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



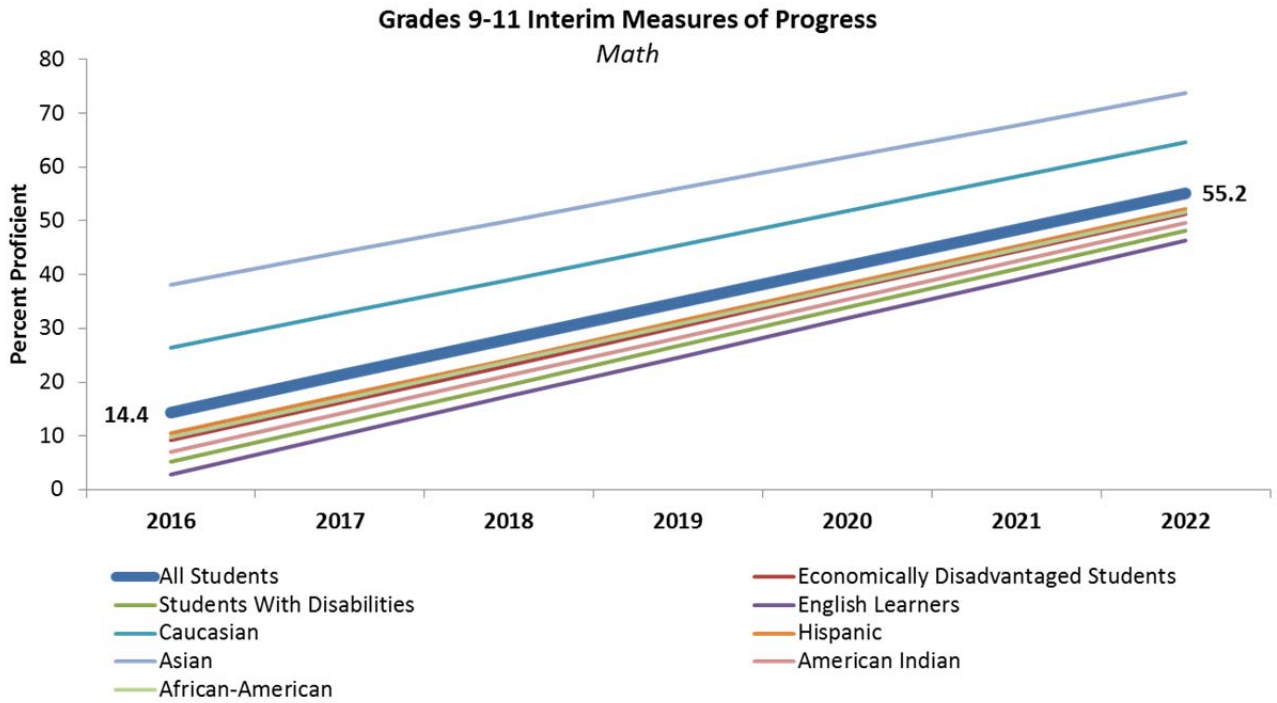
Grades 3-8 Interim Measures of Progress (Mathematics)

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/ Pacific Islander	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



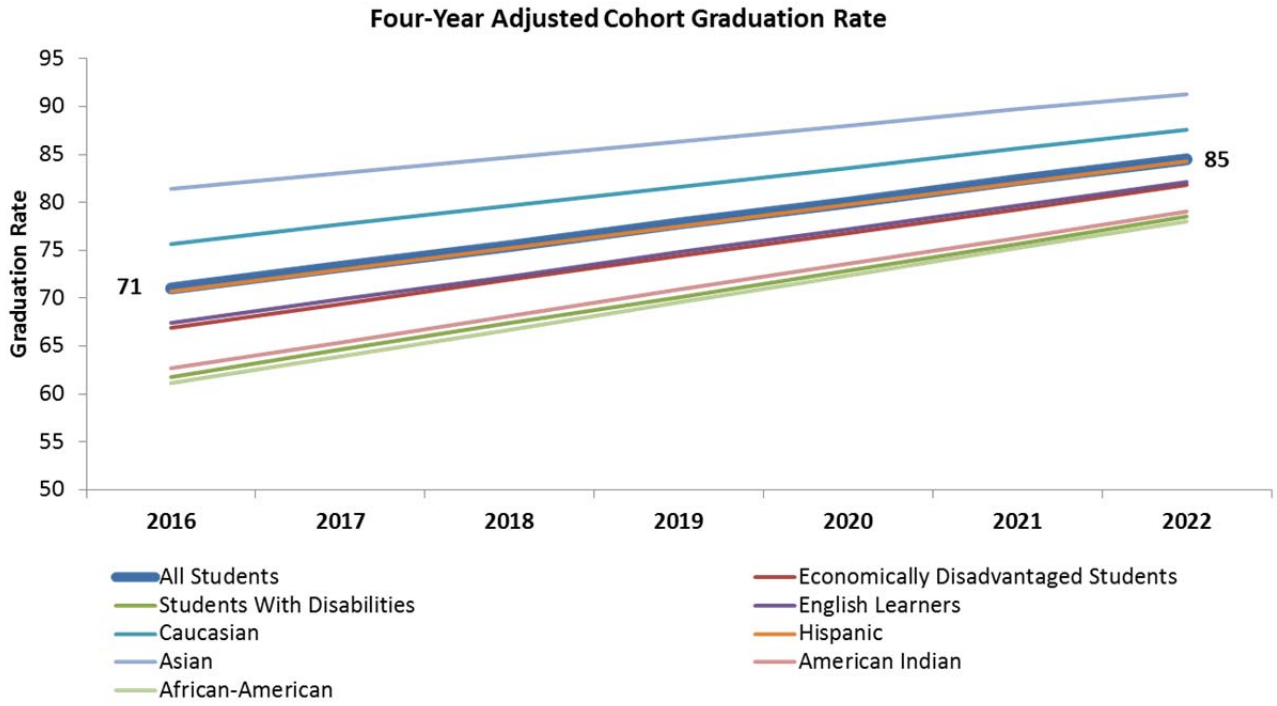
Grades 9-11 Interim Measures of Progress (Mathematics)

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/ Pacific Islander	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



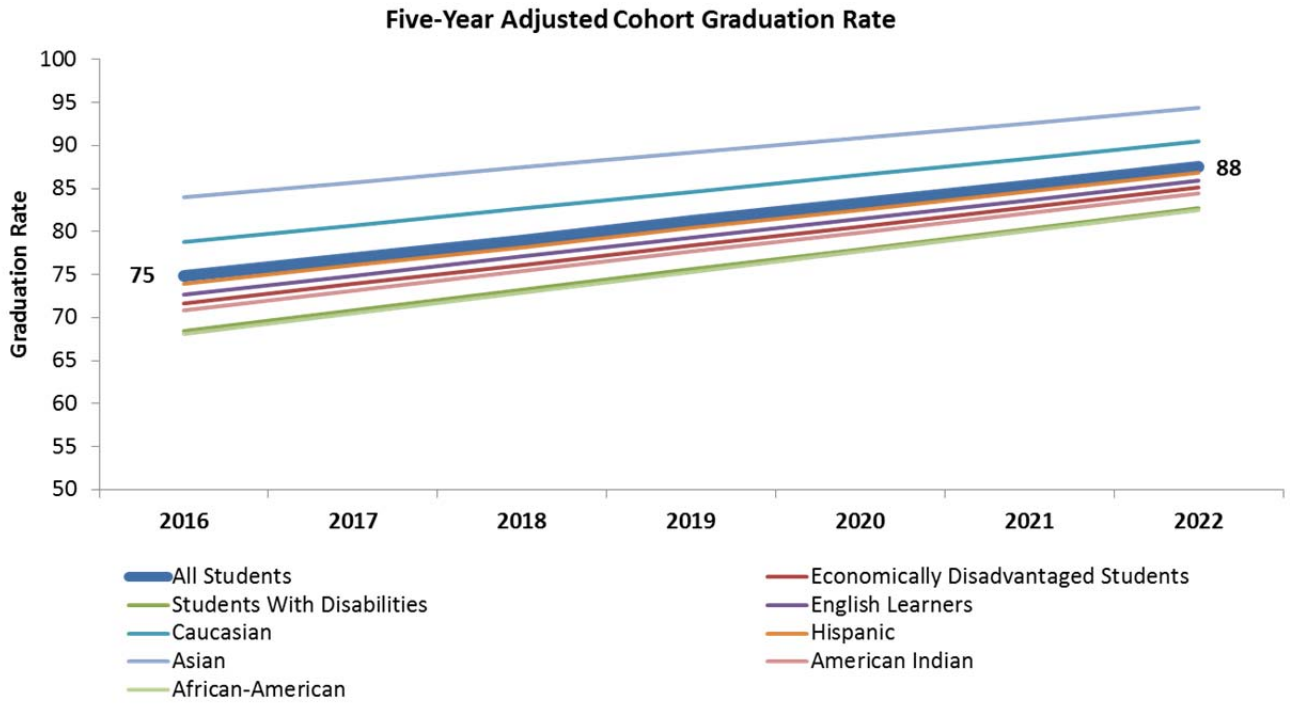
Four-Year Adjusted Cohort Graduation Rate

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/ Pacific Islander	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



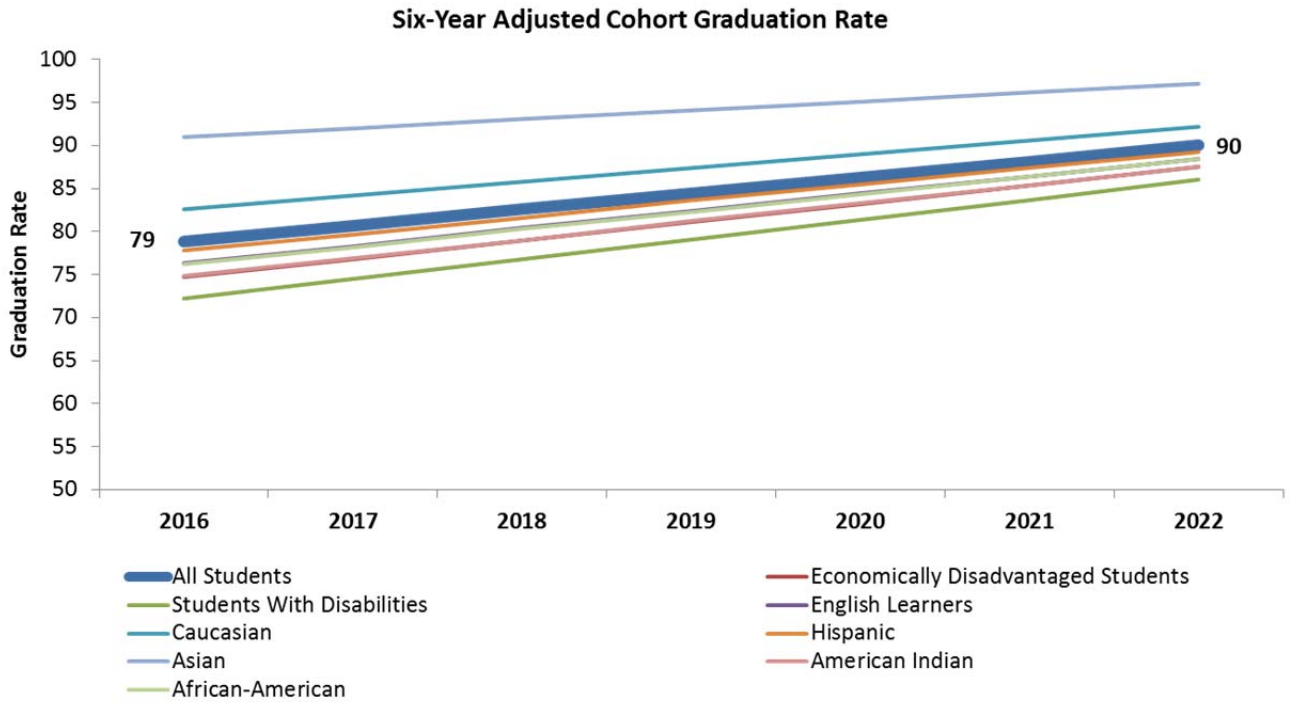
Five-Year Adjusted Cohort Graduation Rate

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/ Pacific Islander	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

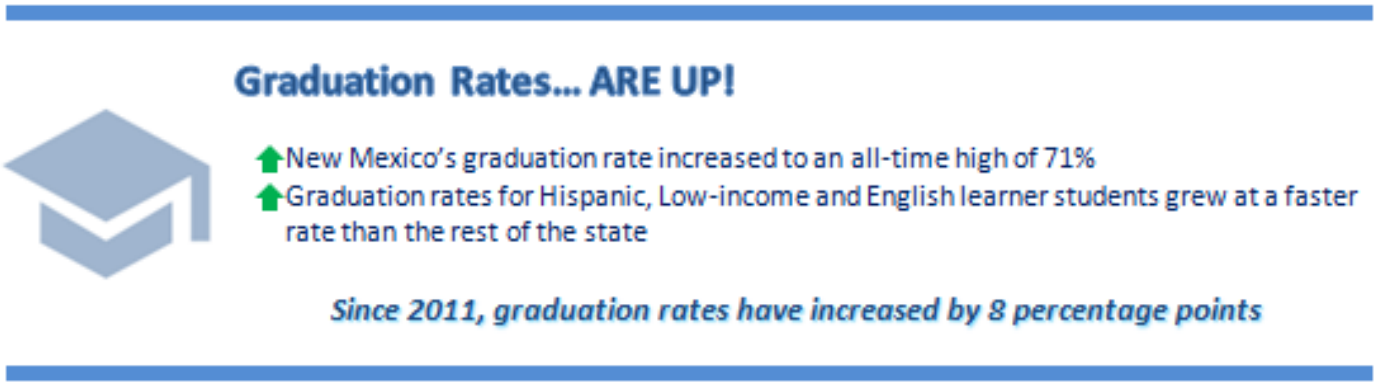


Six-Year Adjusted Cohort Graduation Rate

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/ Pacific Islander	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



Section 2: Consultation and Performance Management



2.1 Consultation

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

A. Public Notice. *Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.*

The PED posted an initial state plan draft and sent out a notice of public comment through a variety of communication channels. The public comment period was open from 3/2/2017 to 4/1/2017 and comments were accepted through email, document upload, and mail.

B. **Outreach and Input**. *For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*

i. *Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b),during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.*

See appendix D

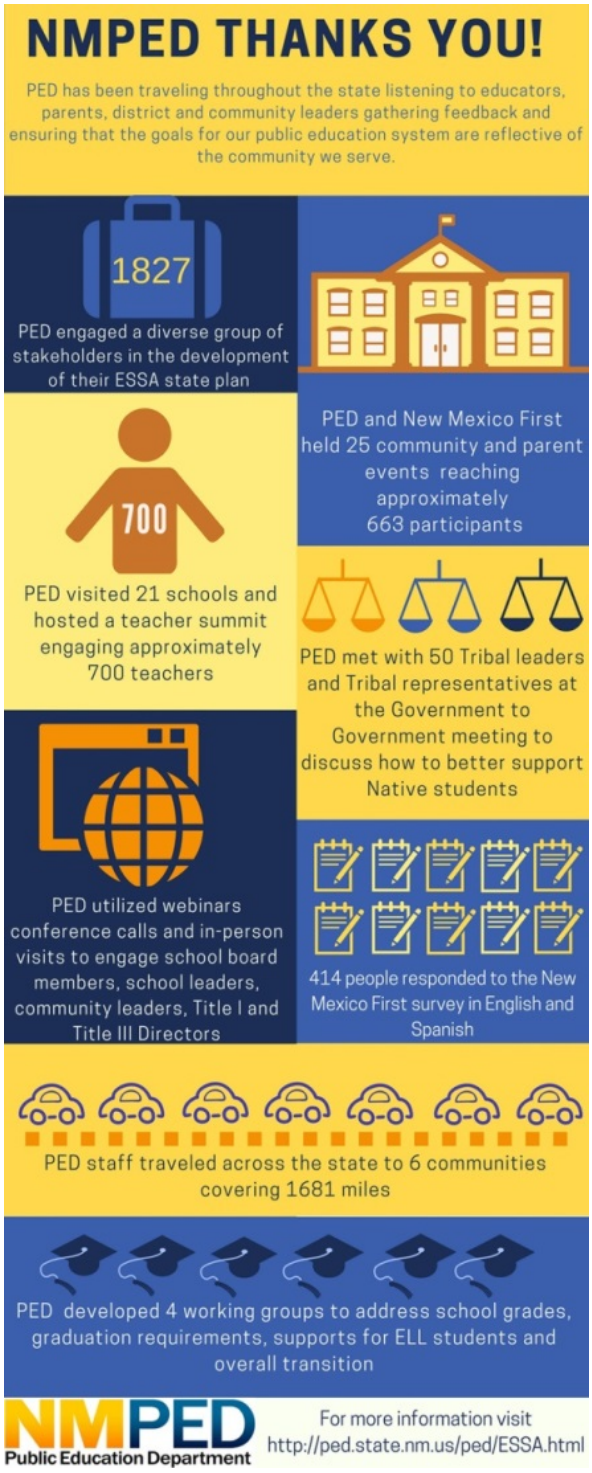
Introduction to New Mexico's Stakeholder Consultation and Engagement in State Plan Development

The PED recognizes that ongoing and meaningful stakeholder engagement is essential to the effective development and successful implementation of New Mexico's ESSA state plan on behalf of New Mexico students. For that reason, the PED conducted its largest stakeholder engagement tour ever. With an eye towards providing every New Mexico citizen the opportunity to engage in the process of formulating the state plan, the PED worked diligently to provide a wide variety of opportunities for engagement including public meetings, online surveys, targeted working groups and receptions for teachers and parents. Additionally, the PED, in an effort towards bringing forth increased transparency, provided updates throughout every stage of plan development via email and on the PED website.

New Mexico's plan to create meaningful and effective opportunities for stakeholder engagement included multiple components used to promote engagement and participation including:

- Email and webpage updates regarding the ESSA state plan
- Statewide *New Mexico Rising* Tour: Engaging our Communities for Excellence
- ESSA Technical Working Groups
- Legislative Education Study Committee (LESC) Working Group
- Online ESSA survey
- Bi-weekly calls with local Superintendents; Monthly calls with Charter School Leaders
- Eight published reports summarizing stakeholder feedback
- Regular consultation with the Governor's Office

- Regular consultation with classroom teachers via the Secretary's Teacher Advisors, TeachPLUS Policy Fellows, and other current teachers
- Online publication of state draft plan
- Open comment period of state draft plan



Upon completion of initial stakeholder engagement including the New Mexico Rising Tour, the online survey, tribal engagement and school visits, the PED released this infographic electronically to thank communities for their time and engagement. The infographic also provided a great way to update all citizens on the engagement efforts of the PED.

Email & Webpage Updates

In September 2016, the PED launched an ESSA webpage to provide a central location for all communications related to ESSA. The webpage included information about the upcoming New Mexico Rising Tour, background information about ESSA, guidance about implementation of ESSA and a single point of contact for all issues related to ESSA. Additionally, over the stakeholder engagement process, the website was updated with updates from the department, stakeholder engagement opportunities and summary reports. Additionally, an easy to find button was added to the main PED webpage so that all stakeholders could find relevant information quickly and easily.

Additionally, the department began to circulate regular updates related to ESSA engagement via email. The email updates were delivered to all stakeholder lists available including legislators, superintendents, charter school leaders, teachers, parents and families, community and civic leaders and employers. The email updates were also uploaded to the ESSA webpage for easy reference.

PED'S HOMEPAGE WITH NEW ESSA BUTTON

PED'S ESSA WEBPAGE

ONLINE RESOURCES:

- New Mexico Public Education Department ESSA Webpage
- PED ESSA Update - October
- PED ESSA Update – December

New Mexico Rising: Engaging our Communities for Excellence in Education Tour

Purpose of the Community Meetings

In fall 2016, the PED partnered with New Mexico's leading public policy organization to facilitate a series of twenty (20) meetings in six communities throughout the state, including a session with tribal leaders, known in New Mexico as a "Government-to-Government" consultation. The purpose of this meeting was two-fold. First, to provide PED staff the opportunity to visit schools across New Mexico to see first-hand the rising success of students. Second, to solicit input about how New Mexico's state plan could build upon a strong foundation and continue to support student learning, family engagement, educators, schools and New Mexico communities. The PED developed a partnership with New Mexico First (NMFIRST) to facilitate these community meetings and also to issue an online survey in English and Spanish for all those unable to attend a community meeting.

Prior to the meetings all participants received a background report providing greater detail on the current state of education in New Mexico, information on ESSA. The report was emailed

to all participants and posted publicly online: http://nmfirst.org/event-details/excellence-in-education
During the New Mexico Rising Tour, the PED also conducted additional outreach activities including district and school visits, parent and family meetings, and teacher receptions.

In spring and early summer, the PED will return to communities throughout the state to present New Mexico's state plan and respond to specific community requests and questions. The PED is committed to continuing to build upon the State's strong foundation of community engagement.

See below for the calendar of community visits conducted to date:

Locations

City	Date	Location
Gallup	October 12	Gallup-McKinley County Schools Board meeting in Central Office 640 S. Boardman Drive Gallup, NM 87301
Farmington	October 14	San Juan College Merrion Room 99103 (*School of Energy*) 5301 College Blvd Farmington, NM 87402
Santa Fe	October 17	Santa Fe Public Schools Sierra Vista Room BF Young Building 1300 Camino Sierra Vista Santa Fe, NM 87505
Albuquerque	October 18	CNM Community College Workforce Training Center Room 101 or 103 5600 Eagle Rock Ave NE Albuquerque, NM 87113
Roswell	October 27	Little Theater at Goddard High School 701 E. Country Club Road Roswell, NM 88201
Las Cruces	November 15	New Mexico Farm and Ranch Heritage Museum 4100 Dripping Springs Road Las Cruces, NM 88011

DATES & LOCATIONS OF COMMUNITY MEETINGS

What Happened at the Meetings

Each meeting provided participants a chance to learn about ESSA and provide feedback to the PED about statewide priorities, expectations and concerns. In each community, three meetings took place throughout the day and evening, thus accommodating different schedules. One of the three meetings was specifically designed for teachers and we co-led by PED's Teacher-Liaison, an eighteen-year classroom veteran from Albuquerque Public Schools. Each meeting offered some brief opening remarks to set context, but the bulk of the time was devoted to small group discussions about how to ensure educational success for New Mexico students.

All attendees had the opportunity to request any special accommodations needed for their participation including: translators, interpreters, dietary needs, child care, etc. All accommodation requests were met, in order to ensure that every stakeholder who wanted to attend a meeting was able to do so. See below for a sample agenda for a community meeting day:

Agenda

Each community meeting day included three sessions. All community members were welcomed to register for Session 1 and Session 3, which were public comment and feedback sessions. Session 2 was specifically geared to teachers.

Session Number	Time	Key Stakeholders	Topic and Type of Session
1	10:00 AM 11:30 AM	Community and business leaders, policymakers and community members	**School Quality and Accountability Feedback Session:** Participants provided suggestions on ESSA implementation through a facilitated process.
2	4:00 PM 5:30 PM	Teachers	**Teacher Feedback Session:** Participants provided feedback on how to support teachers, focusing on ESSA implementation.
3	6:00 PM 7:30 PM	All community members	**School Quality and Accountability Feedback Session:** Participants provided suggestions on ESSA implementation through a facilitated process.

ESSA COMMUNITY MEETINGS AGENDA

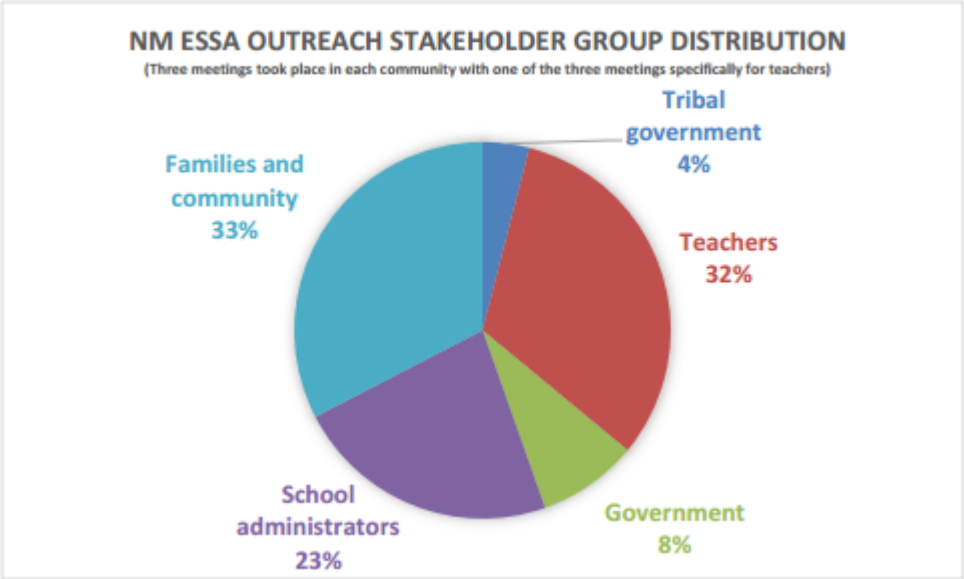
What Happened Next?

The PED used the input received to inform the development of the New Mexico state ESSA plan. Participants' suggestions played an important role in guiding the development of the state ESSA plan and addressing key components, including better supporting students, families, educators, schools and communities.

In early January 2017, the PED released its initial response to stakeholder feedback after carefully reading through the final stakeholder feedback reports. The initial response was released via email with follow up calls with stakeholder groups including superintendents and teachers: http://ped.state.nm.us/ped/ESSA_docs/NewMexicoRisingResponseFINAL.pdf

NM Rising Tour Attendees

Over 600 New Mexico citizens participated in New Mexico Rising community engagement meetings including teachers, school administrators, government officials, tribal government leaders and families and community members. Attendance from stakeholder groups is summarized below.



NM RISING ATTENDEES

NM Rising Tour Supplemental Materials

- New Mexico First Background Report
- New Mexico First Background Report –Executive Summary in Spanish
- New Mexico First Final Statewide Summary Report
- New Mexico Public Education Department Initial Response
- New Mexico First Final Report – Roswell
- New Mexico First Final Report – Albuquerque
- New Mexico First Final Report - Farmington
- New Mexico First Final Report – Las Cruces
- New Mexico First Final Report – Santa Fe
- New Mexico First Final Report – Gallup
- New Mexico First Final Report – Tribal Engagement Summary

ESSA Technical Working Groups

Beginning in September of 2016, the PED convened six working groups. These groups consisted of the following:

- Opportunity to Learn Working Group (See Appendix Q)
- Future Ready Students Working Group (See Appendix B)
- English Language Indicator Working Group (See Appendix R)
- LESC Working Group: Opportunity to Learn (See Appendix S)
- LESC Working Group: Future Ready Students (See Appendix C)
- LESC Working Group: English Language Indicator (See Appendix T)
- Title I Directors: ESSA Requirements
- Title III Directors: English Language Learners

Opportunity to Learn Working Group

MEETING DATES/TIMES

- 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

All meetings were held at Cooperative Education Services in Albuquerque, NM.

Executive Summary of Opportunity to Learn Working Group

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 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 website at: http://aae.ped.state.nm.us/

Attendees

Representatives from the following LEAs/organizations were included in the Opportunity to Learn Working Group:

- Roswell Independent School District
- Albuquerque Public Schools
- Farmington Municipal Schools
- Gadsden Independent School District
- New Mexico Indian Education Advisory Council
- Gallup McKinley County Schools
- Albuquerque Public Schools Board of Education
- Clovis Schools
- Deming Public Schools

Future Ready Students Workgroup

MEETING DATES/TIMES

- 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

All meetings were held at Cooperative Education Services in Albuquerque, NM.

Executive Summary of Future Ready Students Workgroup
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), and 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.

Attendees
Representatives from the following LEAs/organizations were included in the Future Ready Working Group:

- Albuquerque Charter Academy
- The Learning Alliance
- New Mexico Parent Teachers Association
- The Bridge of Southern New Mexico
- New Mexico School Boards Association
- Rio Rancho Public Schools
- Moriarty-Edgewood School District
- Pecos Independent Schools
- The University of New Mexico
- Central New Mexico Community College
- Aztec Public Schools
- Grants Cibola County Schools
- New Mexico Coalition of Education Leaders
- New Mexico Superintendents Association

English Learner Indicator Working Group (as part of School Grades)
MEETING DATES/TIMES
- 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

All meetings were held at Cooperative Education Services in Albuquerque, NM.

Executive Summary of English Learner Indicator Working Group
The PED held four workgroup meetings to discuss English Language Proficiency (ELP) 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 EL performance in New Mexico and current EL data in New Mexico. In the final meeting, the workgroup designed ELP indicators for school grades using a template provided by the PED.

Attendees
Representatives from the following LEAs/organizations were included in the English Language Indicator Working Group:

- Roswell Independent School District
- Albuquerque Public Schools
- Farmington Municipal Schools
- Gadsden Independent School District
- New Mexico Indian Education Council
- University of New Mexico
- Gallup McKinley County Schools
- Albuquerque Public Schools Board of Education
- Clovis Schools
- Deming Public Schools
- Hobbs Municipal Schools
- Rio Rancho Public Schools

Legislative Education Study Committee – Opportunity to Learn Working Group
MEETING DATES/TIMES
- September 16, 2016
- October 14, 2016

Executive Summary of Legislative Education Study Committee Opportunity to Learn Working Group
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 school accountability system. This technical workgroup was comprised of members of the Legislative Education Study Committee (LESC): https://www.nmlegis.gov/Entity/LESC/Overview

Attendees
The following is a list of members who attended one or more of the Legislative Education Study Committee, Opportunity to Learn Working Group:

- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Senator Gay Kernan, Member, Senate Finance Committee
- Representative Dennis Roch, Member, House Education Committee (Chair, LESC)
- 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, Legislative Education Study Committee

- Merit Rogne, Research Assistant, Legislative Education Study Committee

Legislative Education Study Committee – Future Ready Students
MEETING DATES/TIMES
- September 16, 2016
- November 18, 2016
- January 16, 2017

Executive Summary of Legislative Education Study Committee Future Ready Students Working Group

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.

Attendees
The following is a list of members who attended one or more of the Legislative Education Study Committee, Future Ready Students Working Group:

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

Legislative Education Study Committee – English Learners Indicator
MEETING DATES/TIMES
- November 16, 2016
- December 14, 2016

Executive Summary--LESC English Learners/School Accountability Working Group
The PED held two workgroup meetings to discuss English 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 EL performance in New Mexico and current EL 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.

Attendees
The following is a list of members who attended one or more of the Legislative Education Study Committee, English Learners Working Group:

- 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 (Chair, LESC)
- Representative Tomas Salazar, Member, House Education Committee
- Tim Hand, Deputy Director, LESC
- Christina McCorquodale, Senior Research Analyst, LESC
- Merit Rogne, Research Assistant, LES

LEA Title III Directors- English Learners
MEETING DATES/TIMES
- Friday, September 23, 2016, 1:00 -4:00pm (Attendance: 35)
- Friday, October 14, 2016, 9:00am - 12:00pm (Attendance: 35)
- Friday, November 18, 2016, 9:00am - 12:00pm (Attendance: 35)

All meetings were held at Albuquerque Hispano Chamber of Commerce, Lockheed Martin Boardroom 1309 4th St SW, Albuquerque, NM 87102

Executive Summary—Title III Directors English Learners Working Group
During the fall of 2016, the PED's Bilingual Multicultural Education Bureau (BMEB) conducted a series of three stakeholder engagements sessions designed especially for soliciting input from LEA Title III Directors on potential questions and concerns related to change to Title III under ESSA.

Session Topics:
- Session #1: Increasing Family Engagement to Support Student Achievement for English Learners
- Session #2: Required ESSA Indicators: English Language Proficiency and School Quality & Student Success
- Session #3: Incorporating English Language Proficiency into Statewide, Accountability System and the Implications on Title III Monitoring

The three main topics that were selected for discussion and engagement pertained to highly prominent features in ESSA: parent and family engagement; the new English language proficiency (ELP) indicator in statewide accountability, state-determined long-term goals for making progress toward ELP, and the issue of addressing potentially long-term English Learners (EL students that do not exit status within approximately five years).

Session Format: The Title III ESSA Stakeholder Engagement sessions used an interactive format that included selected relevant readings sent to registered participants in advance. The three-hour sessions combined live poll technology (phone text/online) with whole group discussion, small group and partner activities, as well silent reflection. Attendees engaged in problem-solving through case study work, jigsaw article and ESSA statute reading activities,

and thought-provoking debates all focused on bringing forth the complexity of questions, challenges, and issues around state policy decision-making and local implementation.

Session Outcomes: The PED learned a great deal about what is most important for local stakeholders and EL advocates across the state. Where appropriate (such a live poll voting), data from the use of live polling technology was aggregated by session and recorded for data analysis. Participants overwhelming expressed thanks to the PED for organizing invigorating, rich, and frank discussions addressing local, regional and state-level concerns about ESSA and what it means for supporting EL students. The input provided and feedback gathered has informed state thinking about data needs for the development of the state's ESSA plan.

Attendees
The following is a list of members who attended one or more of the Stakeholder Meeting on the statewide accountability system in regards to English Learners:

- Albuquerque Public Schools (+ Christine Duncan Heritage Academy)
- Artesia Public Schools
- Bloomfield Schools
- Central Consolidated School District
- CESDP
- Chama Valley Independent Schools
- Cien Aguas International School
- Cuba Independent Schools
- Deming Public Schools
- Dexter Consolidated Schools
- Dual Language of NM
- Española Public Schools
- Farmington Municipal Schools
- Grants Cibola County Schools
- Hobbs Municipal Schools
- Las Cruces Public Schools
- Lovington Municipal Schools
- Moriarty-Edgewood Municipal Schools
- Ruidoso Municipal Schools
- Santa Fe Public Schools
- Southwest Secondary Learning Center
- Zuni Public Schools

An online registration process was used for each session. Stakeholder input sessions were well-attended, filling to capacity at 35 participants that represented the ethnic/racial and geographical diversity of the state. Participants included district superintendents, associate superintendents, federal programs directors, Title III directors and coordinators, EL instructional coaches, resource teachers, and parents. Each session had a waitlist and in at each session, more than the maximum registered participants attended.

Title I directors-Webinars about new ESSA requirements
MEETING DATES/TIMES
- Webinar #1: October 13, 2016

- Webinar #2: October 31, 2016
- Webinar #3: November 18, 2016

Topics were jointly presented by staff from the Title I Bureau and Coordinated School Health Bureau and by the PED Deputy Secretary for Policy and Program. Questions from district staff were addressed and input was used to help develop relevant sections of the ESSA state plan.
In order to provide information and gather input from school district Title I directors around new ESSA requirements; the PED Title I Bureau hosted three webinars in October and November 2016. Topics addressed in the webinars included:

Webinar #1: October 13, 2016
- Input on schoolwide 40% waiver
- Schoolwide program planning components
- Needs assessments
- Supplement not supplant
- McKinney-Vento Homeless Education
- Educational stability of foster children

Webinar #2: October 31, 2016
- State level set-asides for school improvement and state administration
- Direct Student Services (DSS)

Webinar #3: November 18, 2016
- Review of DSS and educational stability of foster children
- Uses of funds in schoolwide programs
- Equitable services for private school students
- Parent and family engagement

ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

During the 30-Day review period, the PED published a New Mexico-Rising survey online as a vehicle for all stakeholders to provide input. Overall, over 250 unique responses were received via the online survey. We also had groups and individuals who submitted letters or emails to the state's NM-Rising inbox, which was created for questions and uploads during the 30-Day review period. The PED received over 50 emails (some which included letters/attachments) to the NM-Rising ESSA email address throughout the publication period. Letters were submitted from individuals in addition to local and national advocacy groups. The PED reviewed all survey responses, emails, and letters received. The 30-Day publication period followed six months of extensive stakeholder engagement, including a statewide tour with New Mexico First which resulted in the publication of several documents synthesizing feedback from hundreds of New Mexicans.

Of those that responded to the NM-Rising online survey, approximately 42% were from Bernalillo County, which includes the state's largest city, Albuquerque. Santa Fe County, which includes the state's capital city, had the second most respondents. Los Alamos County, Dona Ana County, and San Juan County each had 10+ survey responses from their respective jurisdictions. Teachers were the primary survey respondents, with approximately a quarter of all those who took the survey self-

identifying as teachers. The second largest group of survey respondents self-identified as parents (over 10%), an encouraging sign that the state's New Mexico Rising Community Tour and recent family engagement efforts are helping to develop a greater voice from our students' families. Very few self-identified tribal representatives, business representatives, charter school representatives, or students provided feedback via the survey. The PED will seek out these stakeholder groups to ensure they have formal representation during the NM-Rising Return Tour.

"The liaison positions for both parents and teachers are a great step in the right direction for getting input."

Many survey respondents chose to focus their feedback on specific sections of the state's plan. Given the unprecedented level of statewide stakeholder engagement (both community forums and technical working groups) conducted by the PED over the past year, very few respondents had specific feedback or input on the state's approach to stakeholder engagement (Section 2). Further, feedback received about New Mexico's approach to stakeholder engagement was generally positive throughout. Sections 3, 4, 5, & 6 all received roughly the same amount of attention from survey respondents—with the major themes continuing to be decreasing time spent on assessment and revising the state's teacher evaluation system. The PED issued an initial response to the major themes of stakeholder input in January, and has already acted upon the major themes of input. Of the entirety of survey respondents, only about 20% chose to respond to all sections of the state's plan.

Many individuals **expressed support for key elements of the state's plan**: ongoing state-funded AP fee waivers, increased emphasis on wrap-around student services, ongoing support for teacher-leadership initiatives, ambitious goals for all groups of students, the alignment of the state's goals to workforce demands, support for the state's goal around significantly reducing remediation rates, championing of STEM education (including incorporating Science in School Grades), consolidated applications for federal funding, valuing both student growth and academic proficiency in the state's School Grades, revisiting survey tools and instruments as part of the Opportunity to Learn indicator of School Grades (with a focus on climate and culture and social-emotional health), the state's inclusion of English Language Proficiency in School Grades (and the options provided for stakeholders to consider as part of the draft plan), a commitment to School Grades that are more parent and family friendly, and New Mexico's ability to come into full compliance with the new federal law at no additional cost to the state's taxpayers (unlike many other states that are not building upon the strong foundation that has been developed over the past decade here).

Many individuals **elected to provide commentary on topics** that were either not included in the state plan or were not germane to the federal law: state budget issues, oil prices, local governance issues such as the uneven implementation of state-funded initiatives, alternatives to the agrarian calendar, reliable HVAC systems, market privatization of the entire public school system, cursive handwriting, etc.

Many individuals **provided valuable insight into key elements** of the state's plan that will ultimately enhance New Mexico's proposed approach and ongoing implementation, such as: Graduation policy and rate calculations, alternative demonstrations of competency, novice teacher mentorship, improving teacher preparation programs, strengthening teacher retention, refining teacher

evaluation, bolstering teacher recruitment, the importance of Title IIA funding, parent/family voice needing to be amplified, support for gifted students, school choice, Pathways to Math Excellence, Making Sense of Science teacher professional development, the importance of arts education, stronger financial oversight of LEAs by the PED, bilingual education, supports for truancy and dropout prevention, reducing reporting burdens, a deeper focus on blended learning, real-time data reporting, End-of-Course exams, SAMs school designation as part of School Grades, the state's approach to more rigorous interventions when a school is perennially failing, early warning systems, the newly-established Academic Parent-Teacher Team initiative, earlier return of PARCC data, a stronger menu of professional development opportunities for teachers, and principal evaluation.

Many individuals put forward ideas and concepts **that merit further attention from New Mexico's state and local education agencies** in the months and years ahead: greater student engagement in state planning ("the students themselves must be included as stakeholders"), incentivizing parental engagement, greater accountability for charter schools, civics education, the role of National Board Certification, the role of school boards, a math screening tool/assessment for early grades, and the role of private schools in the state's education system.

"I think it is a great document and the process was an opportunity for stakeholder's voices to be captured and glad the state did respond."

During the 30-Day publication period, the PED was invited to present the state's draft plan to several groups of stakeholders and visited several communities in delivering these presentations. In-person presentations included a meeting with educational leaders from Jemez Pueblo, a formal tribal consultation at the Santa Fe Indian School, a presentation and discussion of the state's draft plan with Secretary Skandera's Teacher Advisory Council, a webinar hosted by Teach Plus, a presentation and discussion with school board members (hosted by the New Mexico Schools Boards Association) in Tucumcari, and an interactive discussion where New Mexico's Teacher Leader Network brainstormed ideas on how to improve the state's plan. Several of the ideas heard during these in-person dialogues have been incorporated into the state's plan, statewide initiatives, and the New Mexico Rising Return Tour (see below). The PED also consulted with the Office of Governor Martinez during the 30-Day publication period.

New Mexico received letters from the following organizations: Excel in Ed, Teach Plus, National Indian Education Association, Acoma Pueblo, and the NM ChildCare and Education Center, to name a few. Each detailed specific policy recommendations—ranging from the need for a more accelerated timeline for our state's English Language Learners to become proficient to a request for another statewide assessment inventory, district-by-district. Other policy recommendations that the PED is strongly considering include: establishing a state-wide student advisory council to give students a voice in policy decisions and selecting teachers from across the state to participate in the review process for competitive grants, reviewing district plans and vendor submissions. Both of those recommendations provide additional opportunities for stakeholder voice.

The Public Education Department has updated the state's *New Mexico Rising, Together* document to include fifty examples of where the state is being responsive to stakeholder input. These include ideas shared during the New Mexico Rising Tour (both directly with the PED and via the consultation led by New Mexico First), input received in stakeholder meetings, feedback provided during the 30-

Day review period via survey, letter, email, and feedback and input received via presentations and discussion with stakeholder groups. *New Mexico Rising, Together* was previously published in mid-March with forty examples.

Additional areas of responsiveness via the March 2017 publication period include multiple proposed modifications to New Mexico's teacher evaluation system (publically announced on April 2nd), heavier guidance and oversight in the PED's approach to state and local tribal consultation, a renewed focus on high-performing students in the state's School Grades system, new career exploration resources for students, schools, and families, an articulation of how districts and charters can utilize Title I dollars for early childhood education, specific EOCs exams that will be phased-out, increased educator involvement in state level processes around assessment selection and competitive grants, a policy proposal for a year-long clinical residency requirement for all teacher preparation programs, and a pilot program for teacher residencies in participating districts.

These fifty (50) areas of responsiveness will be highlighted as part of the state's *New Mexico Rising Return Tour*, where the team at the PED will again travel to seven communities (including Santa Rosa) to share how New Mexico will create stability, continuity, and opportunity for schools and communities via its state plan. Secretary Hanna Skandera will present an overview of the final plan in each community, with a focus on these fifty areas of responsiveness, notably how the state will refine teacher evaluation, reduce testing time, and continue to equip, empower, and champion its educators. These seven community visits will occur between mid-April and early June, with the hope of reaching most communities before the end of the school year. Scheduled visits include:

- Farmington – April 17
- Albuquerque – April 18
- Roswell – May 8
- Las Cruces & Alamogordo – May 9
- Santa Fe – May 10
- Santa Rosa – May 15
- Gallup – May 25

ONGOING PARENT AND FAMILY ENGAGEMENT

Through practical experience and evaluating ongoing research in the field, it is clear that students whose parents and families are involved and engaged in the student's education and school community are more successful than those who do not. Students with strong family engagement have better attendance, earn higher grades and test scores, acquire new social and behavioral skills, adapt more easily to school routines, and have higher graduation rates. To support this research, the PED is developing and implementing a diverse range of programs that increase the capacity for parent, family and community engagement in schools across the state in, in both urban and rural communities. These initiatives include teacher advisory panels, a teacher-leader network, and a parent outreach program, all of which cut across and integrate the work of multiple divisions and bureaus within the PED. This approach works to enhance the quality of family engagement for all students including the subgroups listed in Section 6.1 and empower our teacher, principals and parents to take ownership in their schools and demand more and better opportunities for their children. In addition, FOCUS, the State's TQRIS system requires 90 hours of family engagement annually in all state-funded preschool programs.

New Mexico's programs and initiatives for ongoing parent and family engagement include, but are not limited to, the following:

Toolkit for New Mexico School Communities: Family, School and Community Partnerships

The toolkit is the result of ongoing collaboration between the NMPED and the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University. It has evolved from a joint initiative, *A Vision for New Mexico School Communities* that built on an integrated focus on academics, health and social services, youth, and community development resulting in improved student learning, stronger families and healthier communities. The Toolkit is based on National PTA Standards for Family-School Partnerships, is adapted to reflect the characteristics of New Mexico School Communities and is designed to empower educators, families, community members and students to work together. The toolkit was developed using research that suggested students do better in school and in their lives when their parents and caregivers are engaged in their education, and that families are more engaged in their children's education when a specific school, its programs, and practices encourage and guide family engagement. The toolkit may be found at www.nmengaged.com.

To support and grow this effort the PED established a family liaison to serve as a direct point of contact between New Mexico families and the PED, and to educate parents on how they can come together to demand excellence from their school and focus on the needs of students. The family liaison will provide information and resources to parents in order to support student success. As part of this effort, the PED is introducing three new initiatives focused on informing and supporting parents. These are:

- **Family Cabinet:**
  - The PED Family Outreach Liaison will be requesting nominees for the NMPED Family Cabinet
  - 25 parents will serve on the Family Cabinet
  - Members will meet on a quarterly basis for a roundtable discussion on the state of education in New Mexico
  - Members will receive reimbursement for mileage and hotel accommodations
  - Monthly calls will be hosted to provide members with regular updates and request for action items from the Family Engagement Coordinator
  - Feedback will be provided to the PED policy makers from families at quarterly meetings and ongoing communication (emails, phone conversations, etc.)
  - Methods to improve communication with families at quarterly meetings and ongoing communication will be created and distributed (emails, phone conversations, blog posts, etc.).

- **West Ed Academic Parent Teacher Teams (APTT):**
  - Academic Parent Teacher Teams is a teacher-led family engagement model that supports family school partnerships to drive student learning and achievement.
  - New Mexico will be piloting APTT with six schools in our districts (Gallup, Farmington, Pecos, and Roswell).
  - The classroom teacher invites families to participate in 75 minute APTT meetings (all families present) and one 30 minute individual session (student, teacher, and student's family present) throughout the school year.
  - During APTT meetings, teachers share student performance data that are actionable, teach grade-level foundational skills for clear conceptual understanding, and demonstrate concrete activities that families can do at home to help students master the target concept.
  - Each family sets 60 day academic SMART goals for their student.

Results Driven Accountability (RDA)

RDA is supported with state directed activities funding from IDEA Part B that addresses IDEA Indicator 17: State Systemic Improvement Plan. The project, housed in the Title I Bureau, provides technical assistance and monitoring activities to support the efforts of participating schools in enriching the quality and meaningful

nature of family and community engagement activities in the school community. The core of this effort is to identify strengths, barriers and opportunities in family and community engagement and communicate these to school leaders and help them build parent/teacher/student communities focused on early literacy through sustained parent involvement. The RDA support teams represent diversity in education and background including special education, preschool, bilingual and other programs. These teams are helpful in observing, developing and providing technical assistance and professional development to school administrators, particularly in relation to students with special needs.

For schools that have a high representation of Native American students, often in rural regions of the state, the RDA team members interviewing parents are staff from Education for Parents of Indian Children with Special needs (EPICS), a national technical assistance center. The value of this team is to engage families in a meaningful dialogue that is comfortable culturally and linguistically (including translation services during meetings with family members).

RDA team members also include native Spanish speakers. In schools where there is a strong representation of children who are English learners, it has been beneficial to have RDA team members to be bilingual and bicultural.

In addition to participating on RDA teams during site visits, EPICs is contracted to: work with RDA schools' principals and leadership teams to develop and implement culturally meaningful family engagement activities; hold summer programs; and translate NMPED's special education documents into Navajo.

Title I Bureau Family Engagement

Family engagement activities are ubiquitous across the PED as a primary focus area in improving opportunities for students. This is true within the activities of the Title I bureau as these staff work to develop and implement the parent empowerment provisions of ESSA and to provide technical assistance to and oversight of local education agencies as they implement ESSA provisions as well. To support this, the bureau has developed an online library of guidance and technical assistance documents to assist LEAs in gathering input and participation of family members, in writing and implementing meaningful family engagement policies and practices at the district and LEA and school levels. The PED has dedicated a staff member whose responsibility it is to serve as the primary point of contact for LEAs and schools regarding family engagement issues and to provide technical assistance and resources as needed to support family engagement policies and practices. This support is available to districts and schools to encourage capacity building and in creating activities that are meaningful to all families. Further support is provided through the use of contractors, personnel with specialized expertise to provide intensive, targeted technical assistance to districts who have struggled with establishing or maintaining policies and practices that support and build capacity for increased family engagement.

Individuals with Disabilities Education Act (IDEA) State Advisory Panel

In October 2016, information about New Mexico's proposed ESSA plan and stakeholder engagement opportunities were presented to the State panel. The panel had the opportunity to review material regarding the Opportunity to Learn indicator (school report card) and Future Ready Students and provide feedback. PED personnel were able to provide information to the panel how the ESSA and the state plan will impact the education of students with disabilities. ESSA standards and requirements apply to students with disabilities with the same rigor and high expectations as all students. In addition, ESSA ensures that students with disabilities:

- Have access to accommodations on assessments
- Have access to the general education curriculum in the least restrictive environment
- Receive evidenced-based interventions in schools with consistently underperforming subgroups

- Have annual Individualized Education Program (IEP) goals that align with the state grade-level academic content standards in which the student is enrolled
- Receive specially designed instruction necessary to address the unique needs of the student that result from the student's disability

States and school districts must annually report on data disaggregated by subgroups of students, including students with disabilities in accordance with 34 CFR § 300.160.

In order to support the implementation of the state's ESSA plan, the IDEA Panel adopted three goals which are listed below and can be found at http://ped.state.nm.us/ped/SEBdocuments/idea/2016/IDEA_Brochure_12.15.16%20Final.pdf.

Office of Special Education Program (OSEP) Differentiated Monitoring

Goal: The New Mexico State IDEA Advisory Panel will promote high yield strategies to reduce student drop-out rates and directly increase graduation rates.

A. The New Mexico State IDEA Advisory Panel will investigate factors that may contribute to student drop-out rates within the state and across the nation.

B. The New Mexico State IDEA Advisory Panel will analyze New Mexico data on drop-out and graduation rates to identify trends.

C. The New Mexico State IDEA Advisory Panel will research national-trends for communities with high graduation rates for students with disabilities.

D. The New Mexico State IDEA Advisory Panel will based upon the data analysis, advise the New Mexico Public Education regarding results driven practices that support high school completion and transition to college and career.

Every Student Succeeds Act (ESSA)

Goal: The New Mexico State IDEA Advisory Panel will promote and encourage policy development and appropriate rules statewide to eliminate barriers and improve academic success for students with disabilities that are experiencing homelessness or are in Foster Care.

A. Revise state and local policies and practices to remove barriers and ensure the necessary tools are available to address complex situations creatively, flexibly, and expeditiously;

B. Create and promote policies and practices for regular, ongoing communication and collaboration among social service providers, educational liaisons and special education staff; and

C. Utilize data to identify the needs and strategies to improve the educational outcomes for students with disabilities that are experiencing homelessness or are in foster care.

Results Driven Accountability (RDA)

Goal: The New Mexico State IDEA Advisory Panel will promote literacy growth annually for students with disabilities by supporting students' academic needs and enhancing opportunities to increase academic achievement.

A. The New Mexico State IDEA Advisory Panel will promote the consideration of visits to RDA schools in quadrants all over the state of New Mexico.

B. The New Mexico State IDEA Advisory Panel will review RDA data and invite the New Mexico Public Education Department (PED) to present data to the panel.

C. The New Mexico State IDEA Advisory Panel will review successful literacy strategies that are being utilized across the state and advise the PED.

D. The New Mexico State IDEA Advisory Panel will promote through the IDEA Panel site visits which reflect the authentic instruction in action.

C. Governor's consultation. *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

The PED provided multiple briefings for Governor Susana Martinez and her staff throughout ESSA engagement and the development of the state plan. As an appointed member of the Governor's staff, Secretary Skandera has led the work of coordinating with the Governor and her staff. Meetings were held throughout 2016, with briefings and input provided quarterly at minimum. New Mexico's foundational work during the past six year of the Martinez administration has led to the establishment of improved college-and-career ready standards and assessments, meaningful school and LEA accountability, robust systems for improving educator quality, and targeted interventions for the lowest-performing schools. Throughout the past several academic years, New Mexico has been in full implementation in each of these areas. The Governor was briefed and provided input in each of these areas as student success results were presented in Summer/Fall 2016, and led the charge in celebrating students and educators as they have risen to the challenge. Specifically, the Governor's staff was briefed in detail on the draft state plan before the PED published the draft, and again after the new template was released from the US Department of Education and stakeholder feedback had been incorporated. The PED spoke with the Governor's staff again to update them on final changes to the plan, and delivered a print copy before submission on April 3rd.
Governor Martinez's State-of-the-State Address from January 2017 is included here as an example of the state's ongoing commitment to the principles of ESSA: http://nmpolitics.net/index/2017/01/gov-susana-martinezs-2017-state-of-the-state-address/

Tribal Consultation: Government to Government

In July 2016, the PED ratified a policy to guide consultation with tribal governments regarding programs and activities affecting Native American students. The PED State-Tribal Collaboration Act (STCA) Collaboration and Communication Policy ensures "consistency and compliance with the State-Tribal Consultation Act and the Indian Education Act." The Indian Education Act calls for PED to seek input on the education of tribal students in the form of Government to Government meetings held several times each year.

The fall Government to Government meeting took place on November 14, 2016 in Farmington, NM.

Approximately 50 people took part in the two tribal consultations at the Government to Government meeting facilitated by New Mexico First. The first session was a formal consultation with tribal leaders, and the second session included tribal education administrators and teachers and other tribal education stakeholders.

During these meetings, tribal leaders and tribal education stakeholders were consulted about what they felt was working well and which areas needed improvement regarding education in tribal communities. They were also asked for their ideas and suggestions for ESSA implementation. In both sessions, participants were asked to address the following variables associated with ESSA reform:

- School accountability and report cards
- Student assessment and coursework requirements
- Identification and support for English language learners (ELLs)
- Support for low performing schools
- Support and evaluation of teachers and school leaders

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. Review and Approval of LEA Plans. *Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.*

New Mexico will utilize a consolidated grant application process for ESEA Title I-A, II-A, and III-A to minimize burden and ensure that LEAs are able to engage in a coordinated planning and funding process. Starting in 2018, the PED will release a consolidated application that is designed to encompass the following federal title funds:

- Title I, Part A - Improving Basic Programs
- Title II, Part A - Support Effective Instruction
- Title III, Part A - English Language Acquisition English Learner Program

The consolidated application will prioritize LEAs' abilities to engage, support, and empower educators and the community and encourage a stronger commitment to communication with teachers and families. In order to support the development of LEA plans, the PED will provide training and technical assistance to LEAs prior to submission of the consolidated application. Relevant bureaus of the department will offer guidance through virtual and in-person technical assistance sessions to support LEA federal program administrators and district and charter leaders. Initial support will be used as a format to familiarize LEAs with the new 2018-19 consolidated application and the five levers of the PED's strategic plan - Smarter Return on Investment, Real Accountability for Real Results, Ready for Success, Effective Teachers and School Leaders, and Options for parents. PED's strategic plan is still relevant with ESSA and through the implementation of a consolidated application; PED will be able to provide more meaningful training and support to LEAs.

A review team consisting of staff from across the department and educators from across the state, will evaluate each plan to ensure that the academic needs of high need students are identified, and that activities align with the specific needs of the LEA. Additionally, the review team will evaluate to ensure that the planned activities are likely to improve student achievement. Upon approval, the PED will provide opportunities for technical assistance as the LEAs implement their plans.

The PED is also moving forward with guidance and requirements around tribal consultation at the LEA level. See appendix Y for our proposed tribal consultation affirmation document that walks districts through their obligations.

The Public Education Department recognizes the importance of collaboration, communication and cooperation with Tribes at both the state and local level. The PED is moving forward with guidance and requirements around tribal consultation that recognizes educational policies, programs and/or services that may have tribal implications and the PED values constructive dialogue about programs and/or services that impact American Indian students.

The Department's State-Tribal Collaboration Act Collaboration and Communication Policy which was adopted in 2016 identify three main goals for consultation:

(a) to reach consensus in decision-making; and (b) whether or not consensus is reached, to have considered each other's perspectives and concerns and honored each other's sovereignty; and (c) more importantly, consultations should result in documentation and shared agreements that seek and find alternatives.

The purpose of the Affirmation of Consultation document for Local Education Agencies that serve a significant American Indian population or schools on tribal land (see appendix XX) is to establish a process that enhances the relationship between LEAs and the Tribes, Nations and Pueblos of New Mexico and promotes an exchange of ideas, resources and solutions for increasing the achievement and well-being of American Indian students.

Sample Year-Long Process for Local Tribal Consultation

- **June –** Complete and submit local Tribal Education Status Report to Tribal leaders
- **July/August –** Meet to discuss data, student needs and improvement framework/strategies
- **October –** Quarterly meeting to discuss progress of improvement strategies and review of data ; discussion on next steps leading to Impact Aid application submission; scheduling of meetings leading up to Impact Aid submission
- **January –** Submission of Impact Aid Application and Indian Policies and Procedures
- **February –** Quarterly meeting to discuss progress of improvement strategies and review of data; identification of spring semester interventions and supports; discussion on upcoming budget submission and new or continued improvement strategies for upcoming school year; scheduling of meetings leading up to budget submission
- **April-May –** Submission of budget and Affirmation of Tribal Consultation document to PED's Public School Finance and Analysis Bureau
- **May –** Quarterly meeting to discuss final outcomes of improvement strategies and review data
- **June –** Complete and submit local Tribal Education Status Report to Tribal Leaders

Repeat and improve on consultation process for new school year

B. Monitoring. *Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

Monitoring will include multiple fiscal and programmatic measures that include school classifications under ESEA and other data already available to the PED.

Fiscal Monitoring: The PED staff will work collaboratively to coordinate the review of expenditures that support the implementation of the plans set forth by the LEAs. Approved expenditures in the LEA's local plans must be allowable, reasonable and necessary under federal and state procurement codes. The PED staff will conduct desktop review, regular sub-recipient monitoring through our Operating Budget Management System (OBMS), of all budgets, budget adjustment requests, and requests for reimbursement to ensure that expenditures are consistent with statutory and regulatory requirements. The PED will require LEAs to provide evidentiary support and documentation for all requests for reimbursements identified as needing a detailed review and analyze these for accuracy. Fiscal monitoring shall also apply to the subgrants made to LEAs experiencing substantial increases in immigrant children and youth. Onsite reviews for selected LEAs may include additional fiscal monitoring and audits.

"Making sure every dollar is spent with student achievement in mind is the right way to spend money. That must be the criteria of every financial/administrative decision."

Program Monitoring: The PED collects data submitted by LEAs on student demographics and academic data through the statewide student information system, Student Teacher Accountability Reporting System (STARS), four times a year. This data, along with a schools report card—which will include points tied to the English language proficiency (ELP) indicator and teacher distribution will be used to evaluate program effectiveness. In addition, the PED, LEAs, and stakeholders will leverage information provided by the LEAs through required reports to measure and strategize areas of improvement of programs and activities funded under Title I-A, II-A, and III-A.

As the PED advances toward a real-time data system, quality daily data will be available to evaluate program outcomes more regularly that the quarterly review that currently takes place. The ability to use a real-time data system will lessen the burden on the PED and LEAs and increase validity and accessibility. PED will work with LEAs whose programs are not achieving the outcomes stated in their applications, required in statute, or mandated in state regulation. The district and school grade reports will serve as additional information about the LEA's progress toward ensuring student achievement. Based on the various data and reporting, onsite review of sub-grantees will be targeted to meet the needs of the LEAs and promote improvement.

C. Continuous Improvement. *Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.*

Currently, the PED leverages data submitted by LEAs through the STARS system to perform regular monitoring. The PED collects data from LEAs quarterly: on the fortieth, eightieth and one hundred twentieth school days, as well as at the end of the school year (EOY). PED uses data from the quarterly submissions to monitor program activities and to ensure that LEAs are complying with statutory and regulatory requirements. In addition to STARS data, PED uses assessment results and the data analysis

used to create district and school report cards to evaluate program effectiveness and promote continuous improvement.

With a target goal of 2021, the PED is shifting from quarterly to nightly data submissions from LEAs. The real-time data will enhance the PED's ability to monitor compliance and manage program outcomes. Real-time data will be validated as they are submitted and then quickly made available through automated reports to PED bureaus, LEAs, and other stakeholders. Through these integrated and automated systems, the PED and LEAs will identify areas of improvement and track progress. By utilizing actionable, timely data the PED will be better equipped to support LEAs and communicate with stakeholders.

Additionally, in an effort to promote continuous improvement, the PED will offer technical assistance in the form of professional development, individualized virtual and onsite training, and personalized phone calls and emails to guide LEAs in implementing approved program activities and determining fiscal decisions to promote student achievement and pursue previously determined program outcomes. In addition to addressing new resources available to LEAs, technical assistance will leverage pre-existing resources and programs in an effort to expand on existing state and district mechanisms.

D. Differentiated Technical Assistance. *Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.*

New Mexico's Public Education Department (PED) will offer overarching technical assistance to LEAs, including LEAs eligible for the Rural and Low-Income School Program, and schools through readily available guidance. Accessible guidance will include: memorandums, manuals, and other electronic resources. The PED also provides individualized technical assistance to LEA personnel by drop-in and appointment, in-person, via phone and email, and through live and pre-recorded webinars. The PED is accessible through multiple channels in efforts to support and meet the various needs of Title I-A, II-A, and III-A sub-grantees. Moreover, the PED will collaborate with other state agencies and community organizations to provide technical assistance and valuable resources and information.

Beyond these foundational technical assistance efforts, the PED currently conducts trainings and provides tailored supports in the following areas:

<u>Title I</u>

- Fall Program Requirements Training: This regional training is leveraged as an opportunity to support LEAs through best practices.
- Spring Budget workshop: Focus on consolidated application completion. 1:1 intensive technical assistance provided.
- Regional on-site technical assistance for consolidated application completion, appropriate use of funds and budgeting.

<u>Health, Wellness, Homeless and 21st Century</u>

- School Health Education Institute: This training focuses on coordinated school health, the delivery of health education as part of New Mexico's high school graduation requirements, and reinforcing the importance of student health as it relates to student achievement.
- Back to School Conference: This training provides information to food service directors and other relevant staff on the alignment with USDA new meal pattern and other USDA regulation.
- Fall into Place Conference: This conference focuses on reinforcing academic enrichment, nutrition, and physical activity to afterschool providers and linking afterschool programming with content learned in the classroom.

- Annual Expectant and Parenting Teen Town Hall Meeting: This event is a cross agency effort in supporting student success and removing education/ requirement barriers for expected and parenting teens.
- Edify Kickstand Professional Development Program (http://www.kickstandsystems.com/): This e-learning program includes the dissemination of multiple licenses to LEAs across the state allowing for statewide training of Homeless Education liaisons and the tracking and certifying of LEA homeless liaisons' progress in training and professional development requirements for this program.
- 21st Century Community Learning Centers Annual Fall Training: This training specifically focuses on program and fiscal monitoring, community resources, alignment with quality afterschool approaches for program implementation, and innovate approaches to implementing Science, Technology, Engineering, and Mathematics (STEM).

Teacher and Leader Effectiveness

- Veteran NMTEACH: Annual training provided to veteran NMTEACH principals on best practices for the implementation of the NMTEACH evaluation system.
- Novice NMTEACH: Annual required 3-day training for new NMTEACH principals focuses on the appropriate implementation of the NMTEACH evaluation system.
- Data Literacy Training: This regional training provides information to LEAs on data literacy and data transfer data and is held quarterly.
- Annual Teacher Summit: This annual event not only provides teacher with resources and professional development but offers them a platform to express their education philosophies.
- Teacher Leader Networks: The PED trains participants of the Teacher Leader Network in areas of literacy, leadership, advocacy, and evaluation. This network is leveraged as a way to outreach to the school-level through shared communication.
- Teachers Pursing Excellence (TPE) is a program that directly supports struggling teachers through standards set by the NMTEACH evaluation.
- Principals Pursing Excellence (PPE) is a program that directly supports principals in the use of data literacy to promote student achievement.

Special Education

- Directors Academy: Training held twice a year for new and veteran special education directors.
- Monthly webinars for special education staff on various special education topics identified by the PED and through LEA surveys.
- Technical Assistance for Excellence in Special Education (TAESE): The PED contracts with TAESE to hold trainings and provide assistance to ensure that LEAs are in compliance with special education statutory and regulatory requirements.
- Preschool Education Programs: The PED contracts with the University of New Mexico Preschool Network to provide support to preschool education programs as they provide special education services.
- Autism Program: The PED provides needed professional development to LEAs on various topics that are specific to requirements and best practices for the education and support of students with autism and their families.

Early Childhood

- Intentional Teaching: New Mexico's Authentic Observation Documentation and Curriculum Planning Process Utilizing the New Mexico Early Learning Guidelines (the equivalent of the NM PreK New Teacher Training), which must be completed within six months of hire or from start of FOCUS implementation.
- ECERS-3: The PED provides online trainings with evidence of successful completion, which must be completed within six months of hire or six months from start of FOCUS implementation.

- The Full Participation of Each Child: This training must be completed within two years of hire or two years from start of FOCUS implementation.
- New Mexico Pyramid Framework for Socio-Emotional Development: This training must be completed within two years of hire or two years from the start of FOCUS implementation.
- Language Essentials for Teachers of Reading and Spelling (LETRS): This Early Childhood Training must be completed within two years of hire or two years from the start of FOCUS Implementation (for licensed teachers and administrators only).
- Early Childhood Observational Tool Training: The PED requires this training for all teachers for SY2017-18 and thereafter for new teachers.
- PED FOCUS Leadership Academy: A web-based training focusing on Intentional Teaching Overview; New Mexico Pyramid Framework Overview; The Full Participation of Each Child Overview for Administrators.
- Deepening your Practice: Using LETRS-EC Strategies in Coaching and Consultation must be completed by coaches.

Career and College Readiness

- Advanced Placement (AP) Summer Institute: The Career and College Readiness Bureau (CCRB) leverages this opportunity to provide teachers with support and training needed to teach AP courses and implement best practice strategies.
- Career and Technical Education Summer Conference: The CCRB works collaboratively with the New Mexico Association for Career and Technical Education to address goals and recommendation of the 2015 report titled, Building Career Pathways and Workforce Opportunities in New Mexico. Conference attendees include both high school and college level educators, including CTE and core teachers and a variety of administrators.
- Early Warning System (EWS) Summer Training: The PED facilitates this two day summer conference using nationally recognized EWS experts. Topics focus on tools, strategies, and best practices for implementing a EWS in schools across New Mexico.
- Early College High School (ECHS) Summit: High school administrators who have committed to pursuing an Early College model at their high school attend this opportunity in order to network with one another and share information. The focus is on best practices and problem solving.

Student Information System - Student Teacher Accountability Reporting System (STARS)

- End User Support: The PED provides ongoing support for all STARS coordinators.
- Novice Training Conference: The PED provides ongoing support for all STARS coordinators.
- Data Conference: The PED hosts this conference for all STARS coordinators, principals, and district leaders as they tackle training issues with STARS and look to future training needs.

Distance Learning

- The PED utilizes a learning management system platform for the design and delivery for professional development opportunities for school districts and other state agencies as required under state law.

Bilingual Multicultural Education

- Bilingual Multicultural Education Bureau (BMEB) Regional Professional Learning Sessions: The BMEB provides customized and targeted technical assistance via interactive, hands-on experiences that support local and regional capacity-building efforts and cross-LEA collaboration.
- ELD Standards Framework: The BMEB provides onsite professional development of the differentiated instructional strategies for educators to strengthen academic and language learning support provided to EL students.

Indian Education

- Education Summit - Twice a year, the Indian Education Bureau (IEB) provides an opportunity to share best practices in supporting Native American students holistically through academic strategy and wellness initiatives. Attendees include various Native American stakeholders: tribal education administrators, tribal members, school administrators, and parents.
- The IEB offers professional as needed geared toward Indian education coordinators at the district level and tribal education administrators.

Assessment and Accountability

- PED Assessment Training: The PED assessment staff provides this training twice per year. This training focuses on procedures for registering students for online testing, assigning accommodations, and creating classes for online test sessions.
- In addition to in-person training, Assessment staff host periodic webinars to demonstrate technology setup procedures and answer questions

Rural and Low-Income Schools Program

- Eligible LEAs will receive technical assistance from PED through webinars specific to each of the allowable uses of RLIS funding under Title V, Part B, Subpart 2.
- Webinars will be presented by PED staff from the Title I, Title II, Title III, and Title IV-A program offices.

E. General Education Provision Act (GEPA)

The following steps will be carried out by the New Mexico Public Education Department (PED) with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability and age to maximize participation in the state's ESSA plan for students, teachers and program beneficiaries.

1. Require local education agencies applying for Title and IDEA funds to provide a description of how the LEA will address barriers which may impede equitable access or participation in the LEA's federal programs.
2. Post information materials, schedules of events and program assessments on the internet which enable assistive computer devices to interpret materials for the user.
3. Host professional development activities in American with Disabilities Act (ADA) accessible and compliant facilities.
4. Develop and administer pre-participation surveys to target attendees for workshop and trainings to solicit access requirements such as interpreters.
5. Offer multi-lingual services for consumers and others as needed and appropriate.
6. Require training in the area of Civil Rights for all PED employees on an annual basis.
7. Offer training to all PED employees on cultural competencies.
8. Hire, recruit and involve individuals from social and ethnic minority groups, multi-lingual individuals, consumers and individuals with disabilities to plan, implement and evaluate program services, to the greatest extent possible.
9. Provide an agency level Title IX Coordinator and website for employees, students, parents and families on how to access assistance.
10. Require school districts to designate a Title IX Coordinator and provide annual assurances.
11. Provide resources, reviews and personnel as part of the state's Methods of Administration for those secondary and post-secondary entities offering Career Technical Education.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System

Guiding Principles of New Mexico's Accountability System

- Replacing the existing summative determination of A–F school grades with the *New Mexico Spotlight School* designations and *Levels of Support*, provided by the Public Education Department (PED), represents a paradigm shift in philosophy from failing schools to celebrating success and providing support for schools in need. In schools with low academic performance, we believe the system is failing the school–not the other way around.
- Designations of excellence also provide a spotlight on schools with excellent performance on individual indicators to further celebrate success and help families in their decisions around school choice, as aligned with the individual family's set of values.
- Leveraging the spirit of the Every Student Succeeds Act to identify schools with the greatest need for support and schools that demonstrate excellence.
- Recognizing the importance of mathematics and English language arts (ELA) for all performance measures, measuring them equally and reporting each separately
- Using multiple years of student and/or school data where possible (typically three years of academic growth/achievement data)
- Assessing performance for all elementary and middle schools with the same rubric (EL Model) and all high schools with an expanded rubric (HS Model)
- Including student academic growth and achievement as the majority of a summative determination, with additional indicators, such as graduation rates
- Augmenting those measures with other critical college and career readiness measures and opportunity-to-learn measures, such as chronic absenteeism and surveys
- Awarding a summative score of up to 100 points
- Awarding scores for each individual component of a school's report, in addition to the overall summative determination
- Providing information on LEAs as well as individual schools for each indicator
- Disaggregating and reporting each measure by the subgroups of gender, race/ethnicity, students with disabilities, English learners, and economically disadvantaged students
- Including all students with disabilities, including those with the most significant cognitive disabilities who require the state's alternate assessment
- Relying heavily upon student growth and progress on each indicator, in addition to student proficiency and utilizing these measures to determine school improvement interventions and supports

Schools Rated

Since 2012, school ratings in New Mexico have been calculated for all public schools, including locally authorized and state-authorized charter schools. Certain schools do not generate school ratings because their funding and governance is either shared or wholly sponsored under a non-PED authority. Examples include the School for the Deaf, School for the Blind and Visually Impaired, and the Juvenile Justice institutions, all of which receive their funding and oversight from non-PED state agencies. This exemption was formalized and approved in 2008 via negotiations between the PED and the U.S. Department of Education (US ED). Similarly, the PED has not extended accountability to the Bureau of Indian Education (BIE), private schools, or home schools to date. Based on stakeholder engagement, the SEA is engaging in additional tribal consultation on accountability systems and how the PED and BIE can best work together.

The PED recognizes that the Navajo Nation has an approved accountability plan titled the *Diné School Improvement Plan* (DSAP) that was signed and approved by the U.S. Department of Education and the U.S. Department of Interior for the BIE. We look forward to working and collaborating with the Navajo Nation on Indian education support.

Student Learning At All Levels

New Mexico's philosophy regarding school accountability is undergirded by the belief that all students can achieve at the highest levels. For New Mexico's children, that starts with a deep commitment to early literacy—both in terms of policy and State-supported, targeted investments—such as K–3 Plus. Reading is the gateway to learning, and, historically, New Mexico has ensured that students in kindergarten (K) through third grade are incorporated into school performance measurement using a statewide ELA assessment. This allows for meaningful feedback to elementary schools with nontraditional grade configurations, as well as expanded feedback to most traditional elementary schools.

Building upon that foundation, all students in kindergarten through grade 11 are assessed in ELA, and students in grades 3 through 8 are assessed in grade-level mathematics. In high school grades 9–11, all students enrolled in a relevant math course must take the aligned summative assessment. This inclusion of high school grades 9–11 similarly ensures more robust and informative feedback to schools. New Mexico's integrated approach around assessment, accountability, and targeted investments creates comparability both over time and between different types of schools, as every grade level K–11 generates robust data on student performance.

School-level accountability has excluded students who are housed in temporary off-site locations, typically treatment centers, homebound, hospitalized, or in temporary correctional facilities. Students in these settings, who have a parent school affiliation (e.g., a student in a temporary behavioral setting but who will be returning to the sending school), are still assessed, and their scores are included with the parent school where possible. All off-site students are included in LEA and state accountability regardless of school affiliation**.**

A. Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)–(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the state, as described in 34 C.F.R. § 200.14(c).

- To meet the requirements described in 34 C.F.R.§ 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).

- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.

- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the state.

The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within four overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency, and 4) other indicators of school quality that contribute to college and career readiness.

SUMMATIVE POINTS			
ESSA Indicator	**EL/MS**	**HS**	**ESSA Indicator Classification**
Math and Reading Proficiency	30	25	Academic Achievement (AA)
Student Academic Growth Q4	5	5	Academic Progress (ES) AA (HS)
Student Academic Growth Q2–3	10	10	Academic Progress (ES) AA (HS)
Student Academic Growth Q1	25	15	Academic Progress (ES) AA (HS)
English Language Proficiency	10	5	English Language Proficiency (ELP)
Science Proficiency	5	5	School Quality/Student Success
Chronic Absenteeism	5	5	School Quality/Student Success
College and Career Readiness	n/a	10	School Quality/Student Success
Educational Climate Survey	10	5	School Quality/Student Success
Growth in 4-Year Rate	n/a	5	School Quality/Student Success
4-Year Graduation Rate	n/a	5	Graduation Rate
5-Year Graduation Rate	n/a	3	Graduation Rate
6-Year Graduation Rate	n/a	2	Graduation Rate

4.1.A.i Measures for the Academic Achievement Indicator

Math and Reading Proficiency

The first indicator, math and reading proficiency, is computed identically for both EL and HS models. The measure consists of the number of students who are on grade level in ELA and mathematics, with equal weight provided to both subject areas, divided by either the total number of assessed students or 95 percent of enrolled students in the school (whichever is larger). Overall proficiency is measured and reported for the following subgroups:

- All Students
- Race/Ethnicity (Caucasian, African American, Hispanic, Asian/Pacific Islander, American Indian)
- Students with Disabilities
- Economically Disadvantaged (eligible for Free/Reduced Priced Lunch Program)
- English Learners (current only)

4.1.A.ii Measures for the Academic Progress Indicator

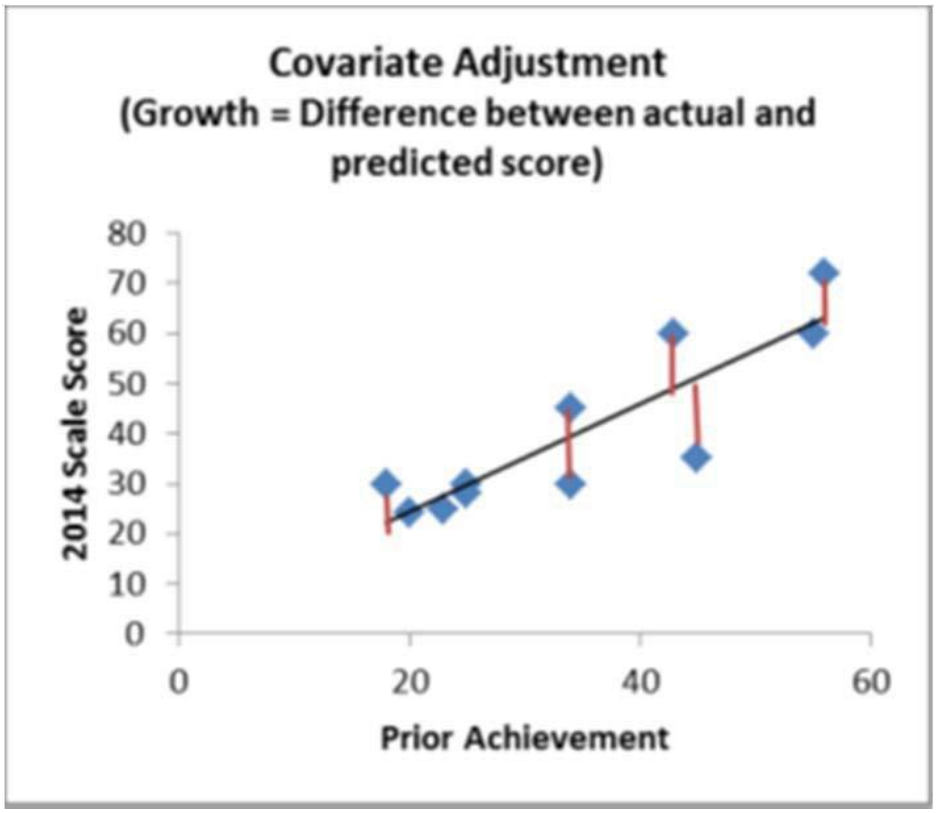
THE CENTRAL ROLE OF STUDENT GROWTH IN NEW MEXICO'S SYSTEM

Theoretical Justification

The research base for the validity and reliability of incorporating student growth, using New Mexico's methodological approach, is strong. Student 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 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 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).

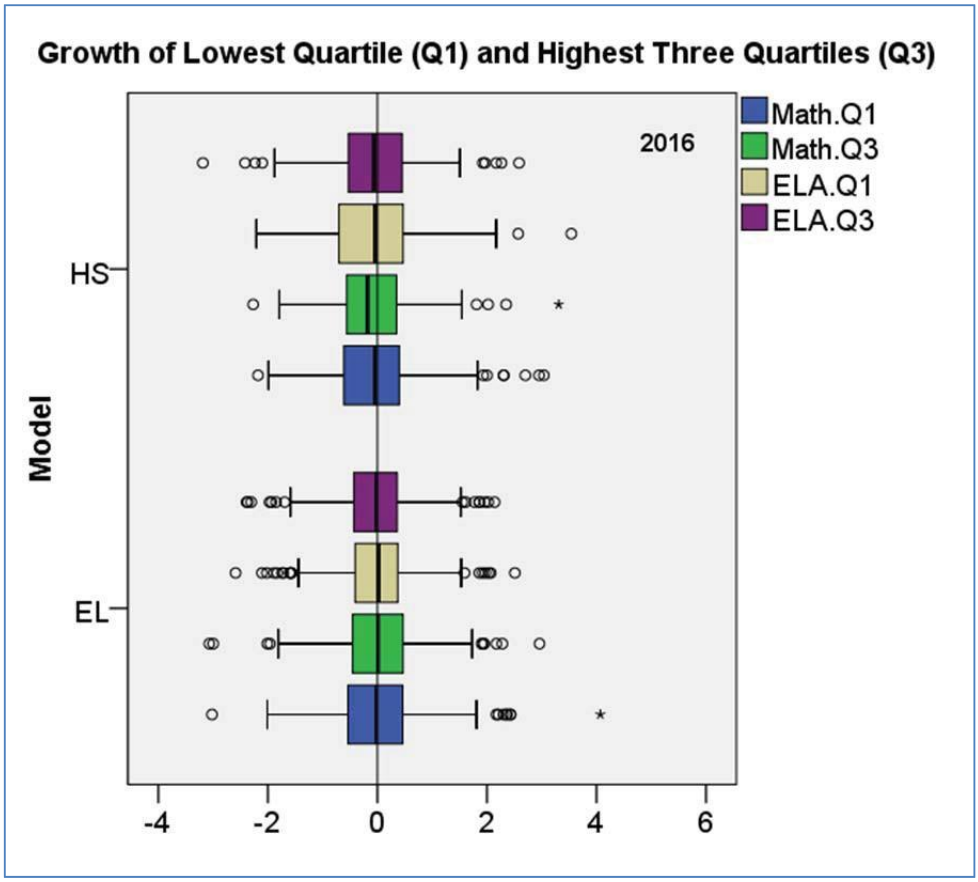
Research indicates that student growth models are well-suited to monitor school performance over time and provide a more robust picture of schools' ability to facilitate student achievement than does a simple, static comparisons (Choi et al., 2005). Growth models are a subset of the more general longitudinal models that examine how outcomes change as a function of time (Singer and Willet, 2003); these models 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 student growth model is sensitive 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. New Mexico has historically used three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle schools.



Growth Measures 1–3: Student Growth (Q1, Q2–Q3, and Q4)
Growth at the student level is measured in a comparable, valid, and reliable way statewide, in relation to how a particular student scored in the current year compared to their academic peers. The state's paradigm relies on a year's worth of growth, which is operationalized as a growth value of zero.

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. The model is illustrated in the graph on the previous page where 12 students are depicted with their academic peers on a growth continuum. The slope of the line in the model depicted above indicates the extent that academic growth is equitably distributed amongst students.

All students belong to one of the subgroups (Q1, Q2-3, Q4), no duplication of membership exists, nor is any student excluded. By definition, every school has a bottom quartile and by explicitly placing additional weight on these students' growth, the system provides incentive for continuous improvement in all schools, not just those with legacy subgroups meeting a certain size limitation. In this way, the inclusion of student growth provides for meaningful differentiation of schools across New Mexico.



4.1.A.iii Measures for the Graduation Rate Indicator

New Mexico's graduation rate method monitors schools for student dropouts, consistent with the federal definition for the adjusted cohort graduation rate. The cohort takes form with all first-time 9th graders in the first of the four 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 fourth year of graduation does not change. This ensures that no child is unaccounted for by our schools and educators, or within the state's ambitious goals for student success.

The graduation component consists of four measures that integrate not only current graduation rates, but also extended rates along with growth in rates over a three-year span. The 4-year rate is weighted the most heavily and forms the basis for graduation growth. The extended year rates, 5-year and 6-year, are weighted relatively less but are nonetheless important to high schools that focus on programs such as credit-recovery and returning adult students. The growth in 4-year rates similarly incentivizes these schools that work with underserved populations to work toward timely graduation goals, aligned with New Mexico's long-term goals for graduation rates.

The multiple components within the graduation indicator liberate the element from a need for a minimum group size, since three successive cohorts of students (4-year, 5-year, and 6-year) accumulate sufficient numbers to establish reliability for very small schools. Moreover, 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 composite score therefore absolves the need for a minimum group size for accountability and provides a stable and complete picture of school success.

College and Career Readiness Indicator—Within the State's High School Model (CCR)

High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort (note: CCR utilizes the same cohort that leads to the 4-year graduation indicator, which includes every student ever enrolled during the four years of the cohort span). Moreover, the weighting system embodied in *Shared Accountability* and cohort approach incentivizes high schools to maximize opportunities (*Participation*) in all grades 9–12, not just later grades. *Participation* is awarded 3 of the total 10 points in this indicator. All students enrolled in grades 9–12 are eligible for participation in one or more of these programs.

College and Career Readiness Indicator—Within the State's High School Model (CCR)

-**PSAT/NMSQT**, Preliminary SAT/National Merit Scholarship Qualifying Test, is co-sponsored 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: 1) sophomores and younger and 2) 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 are 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 college credit just by enrolling in a high school AP class; they must also 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.

-**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, language use skills, and writing.

-**COMPASS** was a computer-adaptive college placement test offered by ACT that helps institutions of higher education place students in appropriate courses. Questions were chosen for each student on the basis of the answers to previous questions. COMPASS provided 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 US.

-**SAT** Subject Tests are standardized subtests that complement the SAT and 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**, the Test of Adult Basic Education, is an assessment that measures a person's grade level in reading, mathematics, and language.

WorkKeys, a job skill assessment created by ACT, Inc., is used by businesses to measure workplace skills of job applicants and by schools and colleges to help prepare students for the workplace.

-**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

High schools further receive credit (7 points) for students achieving a benchmark known to demonstrate readiness (*Success*) on each of the CCR activities included in the *Participation* metric. These benchmark scores were drawn from evidence-based reports that verified post-secondary success, and in the case of placement exams, the score that allows placement in local colleges and universities without need for remedial coursework. Students can be successful on any one of many college and career readiness activities. The participation component of the College and Career Readiness (CCR) indicator is the percentage of students in the four-year cohort who participated in at least one approved CCR opportunity. The success component of the CCR indicator is the percentage of CCR participants from the four-year cohort who were successful in at least one approved CCR opportunity. Success on a CCR opportunity depends on the measure as detailed in the table below.

Assessment	Minimum Required Score
AccuPlacer	
College-Level Mathematics	50
Elementary Algebra	80
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
Advanced Placement (AP)	
AP Research	3
AP Seminar	3
Art History	3
Biology	3
Calculus AB	3
Calculus BC	3
Chemistry	3
Chinese Language and Culture	3
Computer Science A	3
Computer Science Principles	3
English Language and Composition	3
English Literature and Composition	3
Environmental Science	3
European History	3
French Language and Culture	3
German Language and Culture	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	3
Macroeconomics	3
Microeconomics	3
Music Theory	3
Physics 1: Algebra-Based	3
Physics 2: Algebra-Based	3
Physics C: Electricity and Magnetism	3
Physics C: Mechanics	3
Psychology	3
Spanish Language and Culture	3
Spanish Literature and Culture	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	
Nonremedial Course	C
International Baccalaureate (IB)	
Mathematics	4
Literature (English or Spanish)	4
Language and Literature (English or Spanish)	4
Individuals and Society	4
Experimental Sciences	4
Arts	4
IB Diploma	24
PSAT: before November 2015	
Mathematics	47
Critical Reading	45
Writing	45
PSAT: after November 2015	
Mathematics	480
Evidence Based Reading & Writing	430
SAT: before March 2016	
Mathematics	500
Critical Reading	500
Writing	500
SAT: after March 2016	
Mathematics	530
Reading and Writing	480
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

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Latin	586
Chinese with Listening	739
Japanese with Listening	662
Korean with Listening	749
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
Writing	524
ASVAB (Comprehensive)	
AFQT	31

The timeline and the contours of the items below were developed in direct response to stakeholder input throughout several years. The following revisions will take effect:

- A student growth target-based indicator will be included for the acquisition of English language proficiency, with a weight of 10 percent for elementary and middle schools and five percent for high schools. Baseline data will be solidified, collected, and shared with the field.
- A new indicator for science will be included—drawing primarily upon student performance on statewide science assessments, but also considering overall student engagement in STEM fields. The state will continue to engage educators, as well as business and industry, in the development of this new indicator.
- A measure examining and reporting the academic growth of students in the highest quartile of performance will be included—encouraging our highest-performing students to aim even higher and incentivizing educators and schools to identify and serve high-ability students.
- A refined definition of college and career readiness, drawing upon new data collection apparatuses and new policy constructs. To ensure high standards for all students, lagging indicators, such as college enrollment and remediation rates, will be considered for inclusion, as well as continued use of leading indicators, such as advanced placement success and industry credential attainment.
- For SY 2019–2020, a new instrument/measure will be included as part of the Opportunity To Learn indicator, with stakeholders from inside and outside the PED coming together to select student and family survey instruments that account for school safety, climate, culture, and responsiveness to community needs, including looking into having a version for students enrolled in kindergarten through third grade. Results will be disaggregated at the student level upon implementation of the new instrument/measure. Until the implementation of the new instrument/measure described in this section, New Mexico will continue to incorporate results from the existing Opportunity to Learn (OTL) survey into the state's system of school support and accountability. OTL survey results from the 2018-2019 school year will be used when determining Fall 2019 designations.
- An elimination of bonus points, given the opportunities provided in the new indicators above.

"It's time we pay equal attention to the sciences all the way through the pre-college pipeline or our students are going to continue to be woefully underprepared for post-secondary education especially in STEM fields."

4.1.A.i Academic Achievement

As in previous years, the grade levels and subject areas assessed remain stable for 2018–2019 and beyond, with the exception of the inclusion of student performance on the statewide science assessments (see School Quality or Student Success indicators below). These standards-based assessments are administered to students, once in the elementary, middle, and high school levels in English and Spanish. Equal weight will be awarded to ELA and math within the Academic Achievement indicator, with the number of proficient students in the relevant subject area divided by the total number of assessed students or 95 percent of enrolled students in the school, whichever is greater.

4.1.A.ii Academic Progress

International comparisons show that the top US students are scoring at or below average when compared to their peers in 27 countries in mathematics, 19 countries in reading, and 22 countries in science (U.S. Department of Education—US ED, National Center for Education Statistics. *The Condition of Education 2016* (NCES 2016-144, International Assessments). While progress is being made in raising the achievement of students scoring in the lowest levels, the achievement of students at the highest levels nationwide is not on pace with other leading nations.

To ensure that our historically high-performing students are making significant learning gains, weights on accountability measures will broaden the focus of student growth to include a new sub-measure that represents the highest performing quartile (25 percent) of students. Student growth will result from a composite of lowest quartile (25 percent), middle two quartiles (50 percent), and highest quartile (25 percent) of students, with the three complementary groups weighted progressively less in value. While the major emphasis remains on the lowest quartile, the recognition of these higher-performing students in accountability will not only provide a more discriminating picture of school effects, but it will reward those schools that are serving this important group of students well—providing additional differentiation between schools. Attention to this group in each school has pedagogical value that transfers beyond the boundaries of the group, such as the acceleration of curriculum and instruction, informing professional development of educational staff, and incentivizing the raising of expectations for all students. The measures for this Q4 group and the breakout of Q2–Q3 will take effect starting in the 2018–2019 school year. Methodology for calculating Q1, Q2–3, and Q4 will follow the statewide, valid, reliable, and comparable student growth procedures described previously.

Consistent with ESSA, student growth measures for high schools will be incorporated into the Academic Achievement indicator, while student growth measures in elementary and middle schools are part of the Academic Progress (Other Academic) indicator.

4.1.A.iii Graduation Rate

The calculation methodology of combining the 4-year, 5-year, and 6-year adjusted cohort graduation rates, with additional emphasis on improvement of the 4-year adjusted cohort rate, will continue from the methodology established for past years. This approach to rating multiple cohorts and providing additional weight for high schools that improve their four-year graduation rates has been approved by USED in the past, and it is consistent with New Mexico's approach of including multiple measures of student success within a single indicator. The Growth 4-year Rate component is a mechanism to help judge a school's ability to increase the overall 4-year rate from year-to-year; it is called Growth 4-year Rate to further incentivize schools to continue to increase their graduation rate above targets. It is incentivizing the right behavior, and it keeps the indicator from seeming meaningless for schools. Additionally, this extra emphasis on the 4-year graduation growth rate helps smooth out the volatility that occurs with so many of New Mexico's schools because of a very small student body.

For the purposes of Federal accountability, Growth 4-year Rate will count as a School Quality Indicator (4-year growth).

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, https://webnew.ped.state.nm.us/bureaus/accountability/graduation. 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.

2. For new high schools that do not yet have a graduating cohort class, a hybrid school support and accountability model is used. These schools earn points based 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 model includes 4-year, 5-year, and 6-year rates, which currently produce a maximum of 5, 3, and 2 points, respectively. Growth of the 4-year rate is worth an additional 5 points, yielding a total of 15 possible points for graduation.

4. Points are awarded by multiplying the graduation rate by the possible points for that category. For example, a 5-year rate of 80 percent 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 percent of students graduating in four years, so any school that has a graduation rate of 90 percent is awarded all four points regardless of the growth rate. The slope is calculated (see below) and changed into points.

TECHNICAL DETAIL

Graduation Growth is based on the slope of the 4-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' worth of data).

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:

$$GradRate_{ij} = B0^{(j)} + B1^{(j)}\ Year_{ij} + e_{ij}$$

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 cumulative distribution function (CDF) into a variable that can range from 0 to 1. The CDF value is multiplied by the five possible points for graduation growth, with the qualification that any school with a four-year rate greater than or equal to the goal of 90 percent receives all five points regardless of their slope.

4.1.A.iv Measures for the Progress in Achieving ELP Indicator

"The "growth to proficiency measure" will be helpful for districts with ELs and allow districts to focus on those students' learning needs."

Accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English learners (EL). The ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time. The longer students are identified as EL students, the less likely they are to graduate on time and to acquire coursework required for post-secondary advancement. Research indicates that ELs generally require from four to seven years in developing the academic language proficiency in English necessary to be successful academically (Cook, Boals & Lundberg, 2011; Goldenberg, 2008; Greenberg, Motamedi, Singh, & Thompson, 2008; Hakuta, Butler, & Witt, 2000; Saunders, Goldenberg, & Marcelletti, 2013). Based on analysis of the state's ELP data (based on WIDA ACCESS for ELLs©), the mean number of years a student is classified as an EL is four to five years. Title III, Section 3121(a)(6) of ESSA requires that LEAs report the number and percentage of ELs who have not attained ELP within five years of initial classification as an EL and first enrollment in the LEA. Thus, New Mexico has a statewide vision that all students will achieve ELP within five years of initial identification.

Given trends in national research and the state's data, the PED has crafted ELP goals that are both ambitious and achievable. The result is an index table that is responsive to stakeholder input and that values two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement). Every student who enters EL status will be considered within the appropriate cohort, based on these two student characteristics. The student will remain in that tracking cohort for the remainder of their time in PED schools, regardless of their migration to different schools or districts.

Each year, the student's ELP progress will be measured against their customized growth target for that year. These ELP growth targets were derived from the state's ELP results (based on WIDA ACCESS for ELLs©). Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for reclassified fluent English proficient (RFEP) status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting their annual goal is on target to being RFEP in a judicious amount of time, exited from EL status appropriately, able to advance academically with their peers, and, in many cases, outperform them.

The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students. Premature exiting of EL students can lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and monitoring for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to the SEA the number and percentage of RFEP students meeting the state's challenging academic standards for each of the four years after such students are no longer receiving services supplemented with Title III funding.

1. In order to hold schools accountable, all EL students' ELP assessment scores are compared to their personalized annual ELP growth target. Schools will earn points for this indicator based on the percentage of students who met or exceeded their individual growth targets. This percentage will then be multiplied by the maximum number of points available (10 points for elementary and middle schools, and five points for high schools).

   The PED will calculate the ELP indicator in a uniform and consistent manner across all districts across the state. The ELP indicator creates annual growth-to-proficiency targets, ensuring that ELs achieve ELP (and exit EL status, reclassifying to fluent English proficient, RFEP) within five years from initial classification. Thus, if EL students meet their annual growth targets, they are on-track to achieve ELP within five years of initial classification, which is the state's long-term ELP goal for each EL student.

   The indicator is valid because it is based on the WIDA ACCESS for ELLs 2.0 assessment, and it will be reliable because the method for calculating ELP growth will be consistently applied, using a precise protocol that can be independently applied and replicated. As the final metrics are produced, the PED will provide evidence of the ELP measure's validity and reliability prior to inclusion in the final school accountability model.

   Schools will not be selected for low performance on the EL indicator alone. The school support and accountability model provides a rich array of school success parameters which are combined to express an overall rating. Where schools are consistently underperforming, the PED interventions will address those parameters where the school seems to be struggling the most. As an example, that may include any or all of the indicators in EL progress, graduation, college and career readiness, or achievement in reading, mathematics, or science. This paradigm recognizes that each component of school support and accountability is part of an integrated whole that requires systemic intercession, rather than symptomatic remedies.

   The table below indicates ELP growth targets for EL students, based on currently available data:

Individual Student English Language Proficiency (ELP) Growth Targets

Grade	Proficiency Level at Entry	Growth Targets				
		1 Year Later	2 Year Later	3 Year Later	4 Year Later	5 Year Later
K-3	1.0-1.9	2.6	3.4	4.0	4.6	5.0
	2.0-2.9	3.3	3.8	4.5	4.8	5.0
	3.0-3.7	3.8	4.3	4.7	4.9	5.0
	3.8-4.1	4.4	4.6	4.8	4.9	5.0
4-6	1.0-1.9	2.6	3.3	3.8	4.5	5.0
	2.0-2.8	2.9	3.4	3.9	4.5	5.0
	2.9-3.5	3.6	3.9	4.3	4.7	5.0
	3.6-4.1	4.2	4.4	4.5	4.7	5.0
7	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.7	4.1	4.5	5.0
	3.0-3.6	3.7	4.1	4.4	4.7	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
8	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.7	4.1	4.5	5.0
	3.0-3.6	3.7	4.1	4.3	4.5	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
9	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.5	3.7	4.3	5.0
	3.0-3.6	3.7	4.0	4.2	4.6	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
10	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.9	3.1	3.3	3.7	4.3	5.0
	3.0-3.6	3.7	4.0	4.3	4.7	5.0
	3.7-4.1	4.2	4.4	4.6	4.8	5.0
11	1.0-1.9	2.4	3.2	3.7	4.4	5.0
	2.0-2.8	2.9	3.3	3.7	4.3	5.0
	2.9-3.5	3.6	4.0	4.3	4.7	5.0
	3.6-4.1	4.2	4.4	4.6	4.8	5.0
All Grades	4.2	4.4	4.6	4.8	4.9	5.0
	4.3	4.4	4.6	4.8	4.9	5.0
	4.4	4.6	4.7	4.8	4.9	5.0
	4.5	4.6	4.7	4.8	4.9	5.0
	4.6	4.7	4.8	4.9	4.9	5.0
	4.7	4.8	4.9	4.9	4.9	5.0
	4.8	4.9	4.9	4.9	4.9	5.0
	4.9	4.9	4.9	4.9	4.9	5.0

Consideration of Including Former EL Students

A diverse cross-section of educators serving EL students statewide felt it important to acknowledge the academic progress made by RFEPs. In New Mexico's system of school support and accountability, RFEP students will be reported annually alongside their current EL counterparts so that schools and LEAs can verify longitudinal progress. While exited students' academic success is important for long-term monitoring, these students will not be included in the ELP indicator, where only currently designated EL students will be appraised. The state has elected to focus the school accountability indicator on progress towards ELP growth, which is pertinent only to students striving toward English language acquisition. Moreover, the progress of RFEP students in the areas of ELA and math are disaggregated and recounted in other parts of school ratings; to include their academic achievement within the ELP indicator would be redundant.

4.1.A.v Measures for School Quality or Student Success Indicators

Science

The PED will add science to the collection of achievement measures in all grade spans in 2018–2019 in order to maximize the variety of areas that inform school progress and create a new *STEM Readiness* indicator to help students succeed in 21st century careers, notably those roles that are in high demand in New Mexico. Given that the PED has been granted a waiver to permit the department to field test the New Mexico Assessment of Science Readiness for SY 2019-2020, the 5 points for the Science assessment will be transferred to the Educational Climate Survey for purposes of annual meaningful differentiation in 2019-2020.

Nationally, science competencies appear to be suffering, with the *Center for Accountability in Science* survey showing that most Americans couldn't pass a high school health class (https://www.accountablescience.com/). As the home of several major federal laboratories and high-technology industries, New Mexico posits that the integration of science into school ratings will help schools build capacity for our workforce, while ensuring that all students are receiving a well-rounded foundation for adult life. Stakeholders throughout New Mexico echoed this sentiment during stakeholder engagement. This indicator will include, at minimum, the rate of students at the proficient level on the statewide science assessment (which undergoes federal peer review to demonstrate validity and reliability) and will be reported for all students and disaggregated for each subgroup.

Opportunity-to-Learn Survey (OTL)

While New Mexico's current OTL survey is a valid and reliable measure of effectiveness, the state plans to explore other instruments that might have broader application to learning climate, academic achievement, engagement, and self-efficacy for use in school ratings across all grade spans beginning in the 2019–20 school year. The new measures will be valid, reliable, and comparable statewide in order to support effective differentiation of schools.

In this process of refining a new OTL measure, along with the input gathered from stakeholders—which valued student and family survey instruments that account for school safety, climate, culture, and responsiveness to community needs, including a version for the early grades—the PED will consider content and predictive validity, relevance for all grades, and evidence that the survey is related to student achievement gains. Moreover, the method of administration will need to ensure private and candid response, complete coverage of all students, and the ability to disaggregate the results by all student characteristics. The state remains fully committed to engaging students about their educational experiences in a manner that fosters meaningful feedback to schools and teachers. Capturing student and family engagement, educator collaboration and engagement, school climate, and other critical components for quality schools will allow for more meaningful differentiation between schools.

Chronic Absenteeism

New Mexico will replace the Attendance Rate indicator incorporated into the former school grading system with an indicator of chronic absenteeism. Schools will earn points based on the percentage of students who were not chronically absent (because a higher number is better). A chronically absent student is one who was absent from school for any reason for at least 10 percent of the days enrolled, which mirrors the federal definition. Rates of chronic absenteeism from the 2018-2019 school year will be used when determining Fall 2019 designations. Absenteeism represents lost instructional time, whether excused or not, and has a strong relationship with achievement and graduation. As early as pre-kindergarten, students who are chronically absent are less likely to read proficiently by the end of third grade and more likely to be

retained in later grades (Connolly, Faith, & Olson). For this reason, the PED has begun to track Pre-K attendance. Absenteeism further serves as an indicator in the early warning system that is relevant to all grades and is considered an important metric in accountability, demonstrating greater variance across schools than attendance alone, enhancing meaningful differentiation of schools.

When implementing the system of school support and accountability, a chronically absent student is defined as one who is absent from school for any reason for at least 10 percent of the days enrolled. This measure will fully replace the state's use of student attendance in the 2018-2019 school year.

College and Career Readiness

College and career readiness (CCR) propels students from a solid foundation of early and secondary learning into rigorous career and technical education programs and college completion goals. Inclusion of college-and-career readiness measures, as an additional School Quality or Student Success component for high schools, will continue to be an important component of New Mexico's system of school support and accountability. The components of the CCR indicator (participation, success, and the applicable assessments) were noted earlier in the plan.

Although the CCR indicator will retain its participation and success components at this time, the PED will evaluate possible refinements to the definition of this indicator to promote the highest standards for all students and to ensure that the CCR indicator continues to be calculated in a way that is valid, reliable, comparable, and adds to meaningful differentiation of high schools. New components, such as college remediation and college persistence, will be considered, as will newly developing indicators in CTE fields; Seals of Biliteracy; college, career and civic experiences; and on-track indicators for graduation.

Approach to Subgroups

The State uses accountability information gleaned from traditional subgroups across all schools to ensure that achievement does not appear to be atypically suppressed in a disadvantaged student group. This information is paramount in informing interventions for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools. All indicators and measures continue to be disaggregated, examined, and reported to serve the needs of stakeholders, and—in addition—an index analysis will drive further action for schools that appear to be consistently failing to serve disadvantaged subgroups.

The evaluation will take place by way of a post hoc evaluation of indicators by subgroups, and schools that demonstrate systematic failure to serve certain student groups will be identified as CSI or TSI.

i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

New Mexico considers and disaggregates these following subgroups throughout all indicators:

- All Students
- Race/Ethnicity (Caucasian, African American, Hispanic, Asian/Pacific Islander, American Indian)
- Students with Disabilities
- Economically Disadvantaged (eligible for Free/Reduced Priced Lunch Program)
- English Learners (current only)

While not all of these students are in protected classes, data are disaggregated nonetheless to inform curriculum, policy, and equity.

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

For the state's accountability system, the State has chosen to continue the practice of identifying students only with an Individualized Education Program (IEP) in the Students with Disabilities subgroup and to not include students who may have exited that status. This practice is in keeping with prior accountability models and preserves historical continuity and comparability with previous years.

iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

The State will also continue the practice of identifying students only qualifying for current EL status in the English learner subgroup and to not include students who have exited. This practice is in keeping with prior accountability models and preserves historical continuity and comparability with previous years.

iv. If applicable, choose one of the following options for recently arrived English learners in the State:

O Applying the exception under ESEA section 1111(b)(3)(A)(i); or

▭ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

▭ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

The State will continue its policies for recently arrived English learners. New Mexico employs the practice of exempting students who qualify as recently arrived English learners from participating in the ELA assessment, provided that students take the language proficiency assessment. These students take the math assessment within their first year and following the completion of their first year, take both the ELA and math assessments annually. New Mexico has a waiver application system in place for students requiring language accommodations if needed for subsequent years.

These practices are in keeping with prior accountability models and preserve historical continuity and comparability with previous years.

Minimum Number of Students.

v. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

For 2018–19 and following years, the PED will employ the following group sizes:

- A minimum group size of 20 for protected subgroup evaluation for TSI identification
- A minimum group size of 10 for public reporting
- No minimum for the calculation of growth or proficiency in the system of school support and accountability
- A school-wide participation minimum of 30

vi. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

Regarding a minimum group size for accountability decisions, the State appreciates that larger group sizes are needed for statistical power and stability, which is why an n-size of 20 is used for high stakes decisions regarding identification for TSI status. However, as a state with many smaller districts and schools, setting a minimum size that is too robust has the unintended consequence of excluding many of our students and schools from school ratings altogether. Moreover, the State holds the view that annual performance measures are not a sample but rather are a census of all students. In that paradigm, there is no concept of sampling error, benchmarks are valuable, and most importantly, detailed information about small subgroups is considered valid. If the State holds that a complete assessment of all students is not representative of the whole population, particularly where the sample size (subgroup within school) is small, then too many of our schools would be dismissed on an almost permanent basis.

US ED has mandated that states monitor all schools regardless of size and that no operational schools can be excused from accountability. In the early years of AYP—annual yearly progress—this directive necessitated substitutions (e.g., LEA summaries or feeder patterns), where student populations were small, and school officials complained that these practices compromised any meaningful feedback regarding their school. While New Mexico has elected to apply accountability down to a single student, this has been the case only once in the past 10 years. As explained earlier, with expanded assessments to both lower and upper grades, and the inclusion of three years of data, it is quite improbable that this situation would ever reoccur. If it should, the state would petition to use uniform averaging to provide a more stable estimate of school success.

The impact of using minimum group sizes was fully described in our approved ESEA Flexibility Request (December 8, 2015, page 69), where under the prior AYP rules almost half of the schools were not held accountable for the EL subgroup, and approximately 20,000 students were excused from school accountability.

Following this reasoning, no minimum group size is applied for accountability calculations that determine a school's summative score. For example, when publicly reporting data on students with disabilities, the State will meet the IDEA requirements at 34 CFR § 300.602(b)(3) and not disclose any information about students with disabilities that would be personally identifiable. When reporting any disaggregated data to the public (n-size of 10 students), those numbers will be masked, as described further below.

The assessment performance of all students contribute to the school's final points for Academic Achievement as well as for the Student Growth measures, and steps are taken to ensure that results from small-group sizes are not exposed in reporting. Growth is calculated using hierarchical linear modeling, where we are concerned about sample size (e.g., schools) rather than a cluster size (e.g., students). This approach has been widely accepted and used in related areas of research (children clustered within families). It may be further argued that the inclusion of three years' data, together with multiple measures and inclusion of more tested grades, K–11, all provide more data and better modeling of progress over time, which enhances statistical robustness and stability (e.g., confidence intervals and standard errors). In addition, the use of the quartile subgroups ensures extra protection for protected classes of students. This full inclusion guarantees accountability for our smallest schools and has been successfully in place since 2012.

TABLE: NM SCHOOLS WITH SPECIAL POPULATIONS*		
	Math	**ELA**
All Students	822	849
Female	822	849
Male	822	849
Caucasian	782	816
African American	555	611
Hispanic	805	833
Asian/Pacific Islander	488	540
American Indian	618	666
Economically Disadvantaged	815	842
Students with Disabilities	814	841
English Learners	735	764
**Out of 849 schools rated in 2016*		

The use of a minimum group size in school ratings would eliminate even more schools from subgroup consideration. The use of the Q1 subgroup is more nondiscriminatory, because it ensures that all 849 schools are held accountable for the learning accomplishments of struggling students.

The discussion of minimum group size came up in meetings with teachers, principals, other school leaders, parents, and other stakeholders, but we did not get any official feedback through the survey, and only a few letters addressed the minimum group size, including the Acoma Pueblo Tribe, who wrote in support of the state plan proposal.

vii. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The State has rarely required the use of uniform averaging in the use of school ratings. On occasion, a three-year cumulative cohort is formed for schools that have fewer than four graduation cohort members over a four-year period. Otherwise, there is little need to enhance student counts, as was explained in 4.1.C.ii. It is expected that this rare instance of averaging will continue in the 2018-2019 school year and beyond, on an as-needed basis.

viii. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

The size required for reporting continues to be 10 or more students in a group, and publications of sensitive data follow uniform guidelines for avoiding disclosure of individual students. School officers who require uncensored data for necessary school operations and curriculum decisions are provided reports that do not suppress or mask information. These reports are available through secure online resources and also through direct connection to assessment vendors. Otherwise, public versions of data utilize standard procedures of suppression, controlled rounding, and masking. These rules are applied to all aggregated data and reported subgroups, whether or not the group represents a protected class.

More specifically, to prevent unauthorized release of information about individual students the PED employs disclosure avoidance strategies advanced by the US ED's Privacy Technical Assistance Center and by the National Center for Educational Statistics. The masking policies include three best practices recommended by US ED, 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 the PED, like many states, uses a minimum of 10 students.

2) Controlled rounding reports values at the extremes of a set of numbers as less than or greater than that value. In addition, for groups with fewer than 100 students, the remaining categories are reported in ranges rather than a single figure. 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=More than 300 "≤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 percent 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
Count (N)	12	8	0	0
Actual (%)	60	40	0	0
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.
   - Provide percentages without student counts.
b. Limit the number of output categories and collapse categories where possible.
   - Limit the number of repeated views of the same data under different segmentation parameters
c. 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 is 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.

ix. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State’s system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

All students are included in accountability.

x. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable.

Annual Meaningful Differentiation.
Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

- The Elementary and Secondary Education Act (ESEA) has had several tangible effects on education and the monitoring of schools. While ESEA monitoring requirements under NCLB 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, effective beginning with the 2018–19 school year that further enhances policymakers' ability to fairly and accurately monitor schools. The literature (Linn, 1998; Baker, Linn, Herman, & Koretz, 2002; Choi, Goldschmidt, & Yamashiro, 2005; Baker, Goldschmidt, Martinez, & Swigert, 2003) is clear: in order to effectively monitor schools for interventions and recognition, 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 school control with factors for which schools ought to be held accountable (Goldschmidt, 2006).

- Four elements (coherence, comprehensiveness, freedom from bias, and fairness) 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 how schools ought to be held 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 inferences based on school performance—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 (e.g., school performance).

- A coherent set of elements that forms the basis for making inferences about school performance should be comprehensive, which is consistent with basing school inferences on multiple measures (Baker, et al. 2002). Monitoring schools based on unconditional mean school performance or on the percentage of students who are proficient does not hold schools accountable for processes under school control and tends to place large diverse schools at a disadvantage (Novak, & Fuller, 2003). Static average student performance measures tend to confound input characteristics (e.g., student enrollment characteristics) of schools with actual school performance (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, Goldschmidt, & Yamashiro, 2005; Meyer, 1997; Goldstein & Spiegelhalter, 1996).

- A system that merely counts the percentage of proficient students is limited, because it reduces the amount of information available and ignores performance changes above and below the proficiency line that can be quite large (Thum, 2003; Goldschmidt & 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 (>75 percent) of students who are EL. While there may be debate as to the length of time it takes an EL student to acquire academic language skills—and the expectation should be that each student does so and graduates college and career ready—the system should provide incentives for a school to educate those students by recognizing the achievement gains along the performance continuum.

Describe the following information with respect to the State's system of annual meaningful differentiation:

xi. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

The state's adoption of a rating system using levels of support was designed to make clear to policymakers and the public what can otherwise be difficult to understand. At a minimum, the system recognizes the diversity of school achievement through a series of three designations, which vastly improves on the old AYP system, where schools either passed or failed. These distinct and discrete levels of school performance are Targeted Support and Improvement Schools, Comprehensive Support and Improvement Schools, and More Rigorous Interventions Schools. The report card shows information for each measure by way of points that are then summed within each indicator. The PED is committed to enhancing school report cards so that consumers have a report that is simple and easy to understand.

xii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

The weighting of each indicator, fully integrated into the system of school support and accountability released in 2019, is as follows:

SUMMATIVE WEIGHTED POINTS			
ESSA Indicator	**EL/MS**	**HS**	**ESSA Indicator Classification**
Math and Reading Proficiency	30	25	Academic Achievement (AA)
Student Growth Q4	5	5	Academic Progress (ES) AA (HS)
Student Growth Q2-3	10	10	Academic Progress (ES) AA (HS)
Student Growth Q1	25	15	Academic Progress (ES) AA (HS)
English Language Proficiency	10	5	English Language Proficiency (ELP)
Science Proficiency	5	5	School Quality/Student Success
Chronic Absenteeism	5	5	School Quality/Student Success
College and Career Readiness	n/a	10	School Quality/Student Success
Educational Climate Survey	10	5	School Quality/Student Success
Growth in 4-Year Rate	n/a	5	School Quality/Student Success
4-Year Graduation Rate	n/a	5	Graduation Rate
5-Year Graduation Rate	n/a	3	Graduation Rate
6-year Graduation Rate	n/a	2	Graduation Rate
Total Points	100	100	

In elementary and middle schools, the School Quality or Student Success indicators (in the aggregate) will receive a total of 20 points, and in high schools, they will receive 30 points—providing meaningful emphasis to these additional measures, while ensuring that the indicators are afforded substantial weight individually and much greater weight in the aggregate. Achievement and growth in math and ELA account for 70 percent of points in elementary and middle schools, while ELA and math achievement and growth, paired with graduation rates and growth in graduation rates, also receive 70 percent of the

weight in high schools.

It should be noted that for the federal accountability framework, graduation rate counts for 10 points. But in New Mexico, we strongly believe that the indicator Growth in the 4-year Rate, which is worth 5 points and, under the federally mandated framework, is technically a component of School Quality. The indicator Growth in the 4-year Rate is a critical component of a high school's performance, because it reflects: 1) the school's overall ability to help students complete their high school careers in a timely way and 2) the progress the high school has made in improving its four-year, adjusted cohort graduation rate (the primary measure in the federal graduation rate indicator).

In 2019 and beyond, for schools that do not have English learners or for which the subgroup size is too small for evaluation (20 students), an abbreviated model is substituted that removes the points allotted to the ELP indicator. For example in the EL model, the available overall points would be reduced to 90 rather than 100 possible points. Experience has shown that publishing different rating scales and cut points for certain schools may be confusing to users who are accustomed to the 100-point scale. For that reason, the individual indicators continue to be reported on their native scales so that they can be compared across schools. However, the total points for this abbreviated model are adjusted upward to the 100-point scale. This process does not disturb the original weights of each indicator; indicators can be directly compared across schools, and the final determination can continue to be evaluated on a standardized 100-point scale.

xiii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

For schools in need of improvement, a school's final summative designation is expressed as levels of support, ranging from more rigorous intervention (MRI), to comprehensive support and improvement (CSI) and targeted support and improvement (TSI). The summative determinations for MRI, CSI, and TSI are detailed in sections 4.2 and 4.3. Replacing the existing summative determination of A–F school grades with *Levels of Support* represents a paradigm shift in philosophy central to the spirit of ESSA from identifying failing schools to providing support for schools in need. Once again, in schools with low academic performance, we believe the system is failing the school—not the other way around.

SCHOOL SUPPORT DESIGNATION	DEFINITION OF SCHOOLS RECEIVING SUPPORT
Targeted Support School	Schools in need of support with one or more subgroups of students
Comprehensive Support School	Schools scoring in the bottom 5% of title I schools overall or <67% Grad rate
More Rigorous Intervention School	Schools not exiting CSI Status after three years receiving support

The index used to identify support for schools will also be used to provide designations of excellence in order to spotlight schools with excellent overall performance and with success on individual indicators.

New Mexico Spotlight School	Schools scoring above the 75th percentile on summative determination index

Designation of Excellence	Schools scoring above the 90th percentile on any indicator
Designation of School Quality and Student Success	Schools scoring above a set standard on any indicator

The intention of the New Mexico Spotlight framework is to supplement the federal mandates of the Every Student Succeeds Act (ESSA). ESSA requires PED to develop an accountability framework to identify the lowest performing schools in our state. Like the prior A-F school grading model, the Spotlight on Excellence framework recognizes that there are differences in school performance. We recognize that labeling schools with an A, B, C, D, or F is familiar in education, but we also know that that model created confusion by masking underlying school conditions.

Most public comments were supportive of the shift away from A-F designations, and highlighted the need to retain a mechanism by which school performance can be communicated in clear, transparent, and meaningful terms to teachers, students, and families compared with other similar schools. A diverse task force will be convened to develop a dashboard that complements the ESSA accountability system with clear visualizations of overall school performance as well as performance on individual indicators. The Spotlight on Excellence framework paired with a state-of-the-art dashboard of school performance will present stakeholders with comprehensive and comparative information so stakeholders may adequately differentiate the school performance.

Participation Rates

Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

Participation is gauged as the percentage of students who completed a valid scorable test when compared to enrollment figures averaged from several time points near the test window. Participation rates for high school mathematics require a denominator that is comprised of the enrollment counts in a relevant course. A student who is eligible for more than one assessment, such as an 8th grader taking Algebra I (i.e., who can take either the Math 8 or Algebra I assessment), 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 ELA), will be used to derive the final rates within the school and within the LEA. In order to meet the required participation, both ELA and math must each have rates that, when rounded, account for 95 percent or more of the eligible students. Failure to meet one of the two, i.e., either ELA or math, results in the school not having met participation targets. This is in addition to ensuring that the denominator of the Academic Achievement indicator includes the greater of 95 percent of all enrolled students or the number of students participating in the assessments.

Participation is computed for students in the conventional subgroups of ethnicity/race, students with disabilities, English learners, and economically disadvantaged, as well as for all students. The accountability, for which these rates apply, is subject to a minimum group size of 30, but rates are reported down to 10 or more students within a school across all grade levels.

PED will include at least 95 percent of students in the denominator when calculating the academic achievement indicator. When a school's participation rate is less than 95 percent, the denominator of the academic achievement indicator will include 95 percent of students eligible to take the assessment. When a school's participation rate is 95 percent or higher, the denominator of the academic achievement indicator will include all eligible students. This will ensure that the metric for this indicator represents overall school performance.

Data Procedures

Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

For school accountability, all students in all grades are considered. Each student is weighted identically toward the final product, whether that is *Math and Reading Proficiency*, *Student STEM Readiness*, *Student Growth*, *Opportunity to Learn*, *EL Progress*, *Graduation*, or *College and Career Readiness*. For some growth measures, a student's prior two scores (years) enter into student growth calculations. And where prior scores are missing, the school or LEA mean is substituted to ensure that the student is not dropped from any analysis.

For statewide reporting, the same student population is used; however, because aggregates are larger and meet rules for data disclosure, the reporting can be provided in more detail. Included in state report cards are these extra categories, which are not to be used for accountability decisions:

- ☐ Recently arrived
- ☐ Exited EL status, Year 1
- ☐ Exited EL status, Year 2
- ☐ Exited EL status, Year 3
- ☐ Military family (new)
- ☐ Foster family (new)
- ☐ Migrant

Combining Years. The State does not combine years for achievement measures, because the group sizes within a single year have been ample to support the current paradigm. The use of combined subgroups facilitates the adequacy of sample size and results in a complete census of students for accountability. Moreover, the use of two prior scores in the computation of growth assures that schools are not castigated based on a single poor year.

The State has employed three-year averaging of unweighted participation rates for the purposes of participation and will continue that practice. With the advent of requirements for individual legacy subgroups, the State has considered the option to develop a cumulative count of students over prior years. However, the method of comparing examinees to enrollment records does not lend itself to this kind of cross-year comparison, and the counts within legacy subgroups are small and the rates unstable. To combine these counts across years would compound the uncertainty. Therefore, the participation rate for legacy subgroups will utilize a minimum group size for the current single year.

Including All Public Schools in a State's Accountability System

If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

xiv. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P–2 schools), although the State is not required to administer a standardized assessment to meet this requirement.

Since all grades, K–11 are assessed, and since the State does not have 12th grade-only schools, every school will have achievement data by which to be evaluated. The concept of a feeder school (serving only grades prior to grade 3) is not relevant. Because the early grades of K through grade 2 are assessed only on ELA, their data are doubled to balance the lack of math in those schools' ratings.

xv. Schools with variant grade configurations (e.g., P–12 schools);

All schools are classified as either elementary or middle (EL model) or high school (HS model). Where ambiguity exists across models, such as for a school with grades 6 through 9, the rating model is assigned based on the maximum number of grades represented, in this case EL. A small number of schools (N=4) serve all grades kindergarten through 12, and a decision was made to default these schools to the HS model. Finally, nontraditional configurations, such as 6th grade and 9th grade academies, are assigned to the model where each typically resides. All of the grade levels within a school are combined for accountability.

xvi. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Not applicable.

xvii. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

Schools included for accountability are described at the beginning of this plan.

The charter school community and PED have agreed that the criteria to become a Supplemental Accountability Model (SAM) school and the modifications for such schools are incomplete. The PED will convene a group of stakeholders who will produce recommendations for a new State regulation. This will provide more clarity for all interested stakeholders and provide a sustainable path forward.

In New Mexico, schools for the blind/visually impaired and deaf, juvenile justice facilities and correctional education institutions meet the definition of an LEA under the IDEA and/or Title I and therefore receive federal funds. The state is responsible for the general supervision and monitoring of these programs.

Secondary Schools that are Not Degree-Granting

New Mexico has a long history of including secondary schools that do not award high school diplomas in its accountability system in a manner that is consistent with all other high schools. New Mexico's unique Shared Accountability graduation method is compliant with federal guidance and was approved by US ED in 2010. The method assures not only that 9th graders are included but that they are apportioned a separate share of the 4-year, 5-year, and 6-year cohort graduation rates. Schools that serve only 9th graders (i.e., 9th grade academies) receive a graduation rate that is based on the time that students spent in that school. As a result of this method, high schools that do not have 12th grade graduating classes are still held accountable for their impact on graduation rates and student success. High schools with only grades 9, 10, or 11 are no longer exempt from graduation indicators, as they were under AYP. Details of Shared Accountability are in the Graduation Technical Manual in Appendix N.

It has been suggested that schools with high school grades other than the 12th grade be absolved from responsibility toward on-time graduation. The PED does not hold to this reasoning and, in fact, believes strongly that it is in the best interest of students that these schools be held accountable for their role in successful student preparation toward that goal. Primary research in successful graduation indicates that the 9th and 10th grades are critical periods for student success. To misdirect graduation accountability toward only degree-granting schools would dis-incentivize schools with lower-level grades and incentivize the creation of more schools in this category in order to escape recognition. This accountability paradigm inspires collaboration among all high schools to ensure that students are on the right graduation path. It bears repeating that the unique Shared Accountability rate described above holds these schools accountable for only their students and for only the amount of time those students spent in their school.

For the purposes of federal accountability, the calculated graduation rate for a school that does not have a graduating class will be counted as a School Quality indicator.

See below for an example of Shared Accountability in our current system (fictitious school example).

Hill High School had seven members of the cohort, who were enrolled for either some or all of their four years at their school. The sum of the graduates (2.76) divided by the sum of all students (4.93) yields a graduation rate of 56 percent.

Features of New Mexico's Shared Accountability Model are illustrated in this example of Hill High School. The graduation rate is composed 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.

xviii. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Schools included for accountability are described at the beginning of this plan.

4.2 Identification of Schools

Comprehensive Support and Improvement Schools (CSI)

i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

New Mexico has demonstrated success in supporting many of its lowest-performing schools. Distinctive conditions for improvement are identified here that are evidence-based and central to the development of leaders.

New Mexico will identify schools for either Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) status, based a streamlined set of rules and criteria that focus intervention at the LEA level in addition to the school level.

A school is identified as being in need of CSI by

- being in the lowest-performing five percent of Title I schools in New Mexico, as identified by a three-year average of overall points earned; or an average 4-year graduation rate (high schools only) over the previous three years less than or equal to 66 2/3 percent ; or
- having been a Title I school that was previously identified for targeted support due to low performing student subgroups and that has not demonstrated sufficient improvement after three years in that status by meeting the exit criteria for additional targeted support (described below).

ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

Comprehensive Support and Improvement status has a three-year implementation timeline. An identified school is expected to exit CSI status within three years of fully implementing their improvement plans and can do so by improving the metric that was responsible for identifying the school for comprehensive support.

- For schools identified as being among the bottom five percent of Title I schools:
- increasing the three-year average overall score to a value above the CSI threshold; and having improved the index score; For high schools identified due to low graduation rates:
    - increasing the school's average four-year graduation rate to be above 66 2/3 percent;
- For Title I schools previously in Targeted Support and Intervention (TSI) with low performing subgroups:
    - Improving the index score of the low-performing subgroup so that the subgroup is no longer in the bottom five percent in the state for that particular subgroup and having improved the index score for the subgroup.

Timeline

Identification and implementation of the first set of CSI schools (to be repeated every three years):

February–October 2017

- PED planning
- Field training (following release of school summative determination scores)

October–December 2017

- CSI schools identified
- Districts notified

January–April 2018

- District conducts school-level needs assessment and develops CSI plan for each identified school
- District submits CSI plans to the PED

April–May 2018

- Districts with CSI schools participate in program and budget reviews, including selecting and matching evidence-based interventions and vendors
- State reviews and considers approval of CSI plans

May–June 2018

- Districts plan and prepare for implementation

July 2018–July 2021

- Implementation

August 2021

- CSI schools not meeting exit criteria after three years implement more rigorous interventions

Targeted Support and Improvement Schools (TSI)

iii. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

iv. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

TSI School Identification: ESSA calls for schools to be identified as in need of "targeted support and improvement" if they have at least one subgroup of students underperforming. ESSA suggests there could be two types of TSI schools:

- *Low-Performing Subgroup at Level of Lowest 5% of Schools* : Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing five percent of Title I schools (CSI schools).

- *Consistently Underperforming Subgroups*: Schools (Title I or non-Title I) that have at least one "consistently underperforming" subgroup, based on the state's accountability system.

For simplicity, and to be responsive to our stakeholders who asked not to have an entirely different accountability system on top of our school summative determination scores, we have only one streamlined methodology that we will use to identify schools as TSI that meets all statutory requirements, described below. This will capture schools (Title I or non-Title I), with at least one consistently low-performing subgroup of students across all accountability indicators, that is not already identified as CSI.

For schools identified as in need of TSI, the LEA will help schools develop and monitor a plan.

Timeline
Identification and implementation of the first set of TSI schools:

February–October 2017
- PED planning
- Field training (following release of school summative determination scores)

October–December 2017
- TSI schools identified (see #2 below)
- Districts notified

January–April 2018
- District conducts school-level needs assessment and develops TSI plan for each identified school in partnership with stakeholders
- School submits TSI plans to the district

May–June 2018
- Districts plan and prepare for implementation

July 2018–July 2021
- Implementation of TSI plans in additional targeted support schools

February– October 2018
- PED planning

October–December 2018
- TSI schools with consistently underperforming subgroups identified (see #3 below)
- Districts notified

January–April 2019
- District conducts school-level needs assessment and develops, with schools, TSI plan for each identified school and submits TSI plan to the district in partnership with stakeholders

May–June 2019
- Districts and schools plan and prepare for implementation

July 2019–May 2020
- TSI schools implement LEA supported evidence-based interventions

All eligible subgroups in all schools (Title I and non-Title I) will undergo an analysis consisting of the following steps to determine if any subgroup of students is consistently underperforming:

1- Remove all CSI schools

2- New Mexico's system of differentiation will identify the lowest five percent of Title I schools as CSI schools. The threshold value used to identify these CSI schools will be a value between 0 and 100 from the system of differentiation described in this plan. This same CSI threshold value will

be used to identify schools in need of additional targeted support and improvement (A-TSI) once every three years in the same years in which CSI schools are identified. New Mexico will apply the same system of differentiation to each subgroup within a school that meets the minimum *n* noted in this plan. Any school with at least one subgroup with average performance over the past three years less than or equal to the CSI threshold value will be identified as A-TSI.

3- Annually, beginning with 2018–2019 school summative determination scores, any school with at least one subgroup with performance for fewer than three years less than or equal to the CSI threshold value will be identified as a school in need to targeted support and improvement (TSI) due to a consistently underperforming subgroup. For simplicity and transparency to stakeholders, New Mexico will cumulatively refer to A-TSI schools and TSI schools as TSI schools.

As indicated above, CSI schools will not be identified for TSI status. Schools with a consistently underperforming subgroup that meets the identification criteria for three years will subsequently be identified for additional targeted supports and will implement additional actions in their TSI plans, as determined by the LEA. In the case of a charter school that is its own LEA, the school will either be required to submit additional actions in an amended school improvement plan to the SEA or to its authorizer.

v. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

Schools with one or more low-performing subgroup can exit TSI status after three years, if all identified low-performing subgroups show sufficient growth so that the subgroup(s), for which it was identified, is no longer in the bottom five percent of schools in the state for that subgroup on the statewide subgroup ranked list and has improved its subgroup index score.

4.3 State Support and Improvement for Low-performing Schools.

School Improvement Resources.

Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

New Mexico will withhold seven percent of State Title I funding to distribute to LEAs through a competitive grant application for school improvement. The PED will determine the formula, based on the amount available under ESSA Section 1003, ESSA Section 1111(d), and updated rules and non-regulatory guidance from US ED. Funding will depend upon the number of schools the PED designates as Comprehensive Support Schools and the number that apply for targeted funding. LEAs with any CSI schools are eligible to apply for funding to fund school improvement strategies. LEAs will also demonstrate the alignment of current resources to support school improvement strategies.

Technical Assistance Regarding Evidence-Based Interventions.

Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

All LEAs and schools in New Mexico will utilize the NM DASH (Data, Accountability, Sustainability, and High Achievement), a web-based action-planning tool identified for developing school improvement plans and identifying evidence- or research-based interventions it has put into place for the school year. NM DASH is available at no cost to every LEA or school in New Mexico and is required by statute. As one of the intensive improvement options, schools identified for comprehensive support and improvement will submit an NM DASH – Plus plan which broadens the action planning required of the school.

The PED provides a differentiated approach of support to New Mexico LEAs and schools, designed to assist leaders in developing structures to support planning and implementation strategies; enhance their capacity to implement, monitor, and sustain effective practices; and support alignment of funding and resource allocation, aligned with organizational conditions necessary for turnaround success. These conditions have implications for both the LEA and school. To support its lowest-performing schools (CSI), the LEA must first address the following:

Leadership

Districts must commit to lead for success by identifying priorities, aligning resources, investing in change that is sustainable, and clearly and consistently communicating that change is not optional.

Differentiated Support and Accountability

To achieve ambitious results, districts committed to turnaround must prioritize low-performing schools and provide both additional, core support beyond what non-turnaround schools receive and individualized supports aligned with unique school needs, including the identification of resource inequities.

Talent Management

Public education is human capital intensive, and efforts to turn around low-performing schools must prioritize how talent policies and approaches will be bolstered to support turnaround.

Instructional Infrastructure

Districts often have invested heavily in resources in producing curriculum and data that teachers either do not have the capacity, understanding, or willingness to use. Districts must own this challenge and create an instructional infrastructure where data is well organized and the pathway on how to use data to adapt instruction is clear.

References

NM DASH (formerly known as the Web EPSS) is statutorily required in the state of New Mexico. All schools and LEAs complete this tool as identified by the New Mexico Administrative Code 6.29.1.8, available at http://164.64.110.239/nmac/parts/title06/06.029.0001.htm

Robinson, W., & Morando Rhim, L. (2016). Darden School of Business, University of Virginia. Available at: http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/CoCreating_Org_Conditions_for_Success_160720.pdf

Comprehensive Support and Improvement Schools

CSI schools will receive support designed to provide rigorous and explicit interventions to the schools and LEAs with the highest level of need. CSI schools must implement a school-specific comprehensive intervention plan that is developed by its LEA and is approved, monitored, and regularly reviewed by the PED. New Mexico's plan is the NM DASH.

The PED will host a series of blended learning opportunities (webinars, face-to-face training, and technical assistance tools) each year to support LEAs in understanding their roles and responsibilities, as identified in the NM ESSA Plan.

LEAs with identified CSI schools have four options for intensive improvement under New Mexico's ESSA plan:

1. NM DASH-Plus

- LEAs and schools must complete the NM DASH with an intensive focus on human capital development and additional student learning time and supports. Additionally, these schools will receive increased monitoring and accountability related to their plan.

2. State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence)

3. Application for Competitive Grants for School Improvement

- LEAs with schools identified as CSI are eligible to apply for additional funding through a competitive grant process to support participation in an evidence-based school improvement program. This may be in addition to, or in support of, state-supported programs funded via targeted investments.

4. High school transformation in partnership with PED

- Schools will work directly with the Office of School Transformation, in partnership with John Hopkins University, to implement evidence-based, comprehensive reform addressing the structural issues that contribute to low graduation rates. Only 10 high schools will be selected for this opportunity each cycle.

NM DASH-PLUS: Implementation and Monitoring

CSI schools, in collaboration with their LEA, will complete the Six-Step Needs Assessment (embedded in the NM DASH) to inform their school-improvement plan or NM DASH.

- Step 1: Identifying a Core Team
- Step 2: Analyzing Data and Setting Student Achievement Goals through deep data analysis and reflection of qualitative and quantitative factors
    - Student achievement data includes summative, formative, and interim assessment data.
- Step 3: Attending to Four Focus Areas: Instructional Infrastructure, Data Driven Instruction, Talent Management, and Resource Allocation
- Step 4: Conducting a Self–Assessment to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge for their struggling schools
- Step 5: Creating Desired Outcomes and Defining Critical Actions based on the results of the Self-Assessment
- Step 6: Creating a System for Monitoring Implementation by identifying metrics, feedback, and observation structures to determine progress; recording evidence to know that a positive impact is occurring in meeting Critical Actions; adjusting for accelerated progress and/or unanticipated barriers

Steps 1–4 of the Six-Step Needs Assessment are completed once by the LEA and school to create the Annual Plan. Steps 5–6 are addressed in the 90-Day Plan, which is completed twice in the school year. The LEA and school are responsible for monitoring and implementing their 90-day plan. For CSI schools, the PED will require additional monitoring of plans in conjunction with the LEA and school.

To arrive at implementation and monitoring of the NM DASH, LEAs with CSI schools will receive onsite visits to the schools by a PED team, where, in collaboration with the PED team, CSI schools and their LEA will review evidence of the implementation of the 90-Day Plan. LEAs, in collaboration with the assigned PED team member, will review progress indicators of Critical Actions toward desired outcomes and benchmark goals every 30, 60 and 90 days.

The CSI site visit serves as an examination of the systems that support and relate to instruction. It serves as the mechanism for examining these systems in place and challenges the LEA and school leadership to increase teacher effectiveness to enhance student learning through professional dialogue. It provides a means by which the PED team members can compile data for feedback to the LEA and school about the practices being implemented to support transformation.

PED team members will also perform desktop monitoring, including, but not limited to, reviewing and approving reimbursement requests to ensure the alignment of fiscal resources to programmatic needs, as identified in the 90-day plan. Additionally, PED team members will monitor the implementation of critical actions within the 90-day plan and review whether timelines and benchmark goals are met.

The results of these onsite visits and desktop monitoring activities may lead the PED to perform additional monitoring and to provide additional technical assistance and support to ensure that the LEA and CSI school are making progress towards its goals, as identified in the 90-day plan.

During these site-visits, the LEA will be required to provide information regarding the leading and lagging indicators (identified by the Office of School Transformation). The review of status reports and other evaluation data to report on the quality and effect of the implementation of the 90-day plan will also be considered.

At the end of site visit and desktop monitoring reviews, the PED team will summarize its findings from the review of implementation of the 90-day plan. The PED will complete a CSI Status Report and send it to the school principal and superintendent. All status reports, to include a review and analysis of interim data, will be posted on the PED website to inform stakeholders of the progress LEA and schools are making in improving academic outcomes for their students.

Due to the high number of schools likely to be identified as CSI, the PED will partner with Regional Education Cooperatives (RECs) and vetted strategic partners to accomplish onsite visits and desktop monitoring to provide targeted support with NM DASH planning, implementation, and monitoring.

Application for Competitive Grants for School Improvement

LEAs with schools identified as CSI are eligible to apply for additional funding through a competitive grant process to support participation in evidence-based school improvement programs or innovative school interventions.

LEAs must demonstrate that they have the organizational conditions necessary for turnaround success (as identified in Section 4: Accountability, Support, and Improvement, 4.3 State Support and Improvement for Low-Performing Schools) when applying to participate in the evidence-based school turnaround programs that meet a minimum of a Tier II level of evidence. On average, participating schools experienced statistically significant improvements in student achievement after completing the program.

LEAs may submit multiple applications in response to this Request for Applications (RFA); however, only separate and complete applications for each eligible CSI school will be accepted. LEAs will be required to submit a Letter of Intent (LOI) designating the specific identified schools for which applications will be submitted. Identifying the model being proposed for each school (i.e., NM DASH-Plus, Competitive Grants for School Improvement: school turnaround program, or innovative school improvement interventions) is required for the LEA's application to be considered.

LEAs applying for competitive grants are required to attend an orientation meeting to review the RFA. As a part of the competitive grant application, LEAs are required to attend a one-hour Will and Capacity Interview with the SEA regarding their application. The PED will host a series of blended learning opportunities to provide an overview and guidance of the requirements for CSI and TSI schools and to prepare LEAs for the application process.

Competitive Grants for School Improvement: Evidence-Based Interventions

While some ESSA programs allow the use of all four levels of evidence-based intervention, Section 1003 requires that CSI and TSI schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

- Strong: at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial)
- Moderate: at least one well-designed and well-implemented quasi-experimental study
- Promising: at least one well-designed and well-implemented correlational study with statistical controls for selection bias

The PED will not provide a list of potential evidence-based interventions for school turnaround programs for use in schools identified as CSI choosing to apply for the Competitive Grants for School Improvement; it is incumbent upon the LEA to demonstrate that the selected intervention falls into one of the three ESSA tiers of evidence. If an LEA and CSI school decide on an intervention outside of the posted PED listing, LEAs must prove that their selected intervention (including those led by vendors or partners) falls into one of the three ESSA tiers in Category 1 (see table below).

Tiers of Evidence in ESSA			
Category 1	**Tier 1**	**Tier 2**	**Tier 3**
demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes	strong evidence from at least 1 well-designed and well-implemented experimental study	moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study	promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias

Targeted Support and Improvement Schools

Targeted Support and Improvement (TSI) schools receive additional targeted support and technical assistance from their respective LEA for three years (or until the school's exit from TSI or entrance into CSI).

Steps 1–4 of the Six-Step Needs Assessment are completed once by the LEA and school to create the Annual Plan. Steps 5–6 comprise the 90-Day Plan, which is completed twice in the school year.

- Step 1: Identifying a Core Team
- Step 2: Analyzing Data and Setting Student Achievement Goals through deep data analysis and reflection of qualitative and quantitative factors
  - Student achievement data includes summative, formative, and interim assessment data
- Step 3: Attending to four Focus Areas: Instructional Infrastructure, Data Driven Instruction, Talent Management, and Resource Allocation
- Step 4: Conducting a Self–Assessment to identify the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge for their struggling schools
- Step 5: Creating Desired Outcomes and Defining Critical Actions based on the results of the Self-Assessment
- Step 6: Creating a System for Monitoring Implementation by identifying metrics, feedback, and observation structures to determine progress; recording evidence to know that a positive impact is occurring in meeting Critical Actions; and adjusting for accelerated progress and/or unanticipated barriers

Steps 1–4 of the Six-Step Needs Assessment are developed by the LEA and school in the Annual Plan and are completed once. Steps 5–6 are addressed in the 90-Day Plan, which is completed twice in the school year.

The LEA and TSI school are responsible for monitoring and implementing their 90-day plan. The PED will review alignment between LEA plan goals and TSI school plan annually via a desktop review of their NM DASH.

References
Rand Corporation (2016) School Leadership Interventions under the Every Student Succeeds Act: Evidence Review. Santa Monica, CA. http://www.rand.org/pubs/research_reports/RR1550-2.html

More Rigorous Interventions (MRI)

Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

Under ESSA, New Mexico is committed to supporting LEAs and their CSI schools to meet exit criteria in the form of providing additional accountability, progress monitoring tools, evidence-based interventions, additional federal funding, and targeted investment opportunities. For those schools identified for comprehensive support that fail to meet exit criteria, as outlined above, within three years, the SEA will require more rigorous interventions for LEAs and their CSI schools. New Mexico is thus taking the opportunity provided by ESSA to further define and explain what is intended under each of the two options for schools identified for more rigorous intervention. After three years of not meeting one of the exit criteria as described in section v. above, LEAs will be required to participate in a more rigorous intervention:

Two Options for MRI Schools:

Significantly Restructure and Redesign

1. The local education agency will create a plan to significantly restructure and redesign the vision and systems at a school including:
    a. Differentiated Support and Accountability
    b. Talent Management
    c. Instructional Infrastructure such as:
        i. Data-Driven Instruction
        ii. Observation and Feedback
        iii. Instructional Planning
        iv. Professional Development
    d. Culture
        i. Student Culture
        ii. Staff Culture
        iii. Leading the Leaders

The PED will provide guidance and technical assistance to the LEA and will approve all elements and sub-elements of the school's plan.

2. The LEA will create a plan to significantly restructure and redesign the vision and systems at a school within an evidence-based community schools model. Again, the PED will provide guidance and technical assistance to the LEA and will approve all elements and sub-elements of the school's plan, which include:
    a. Differentiated Support and Accountability
    b. Talent Management
    c. Instructional Infrastructure such as:
        i. Data-Driven Instruction
        ii. Observation and Feedback
        iii. Instructional Planning
        iv. Professional Development
    d. Culture
        i. Student Culture
        ii. Staff Culture
        iii. Leading the Leaders
    e. Community School Framework
        i. Academic Services for Students
        ii. Health and Wellness Services for Students and Families
        iii. Community Partnerships

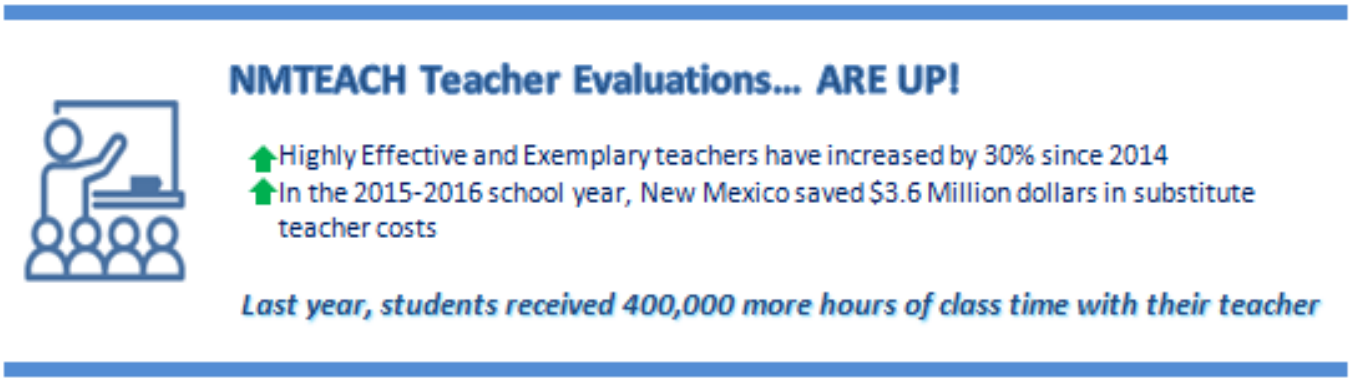
The restructuring and redesigning from a traditional school to a community school must address the holistic needs of the student and the community at large. Full Service Community Schools (FSCS) provide comprehensive academic and health and wellness services for students, their family members, and community members, resulting in improved educational outcomes for students.

Periodic Resource Review

Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

The SEA will address any identified inequities in resources by hosting annual program and budget reviews with any LEA that has CSI schools. Academic and non-academic expenditures will be discussed to identify areas where the LEA can leverage funds to address priorities established in school needs assessments and the alignment of existing resources to support improvement efforts.

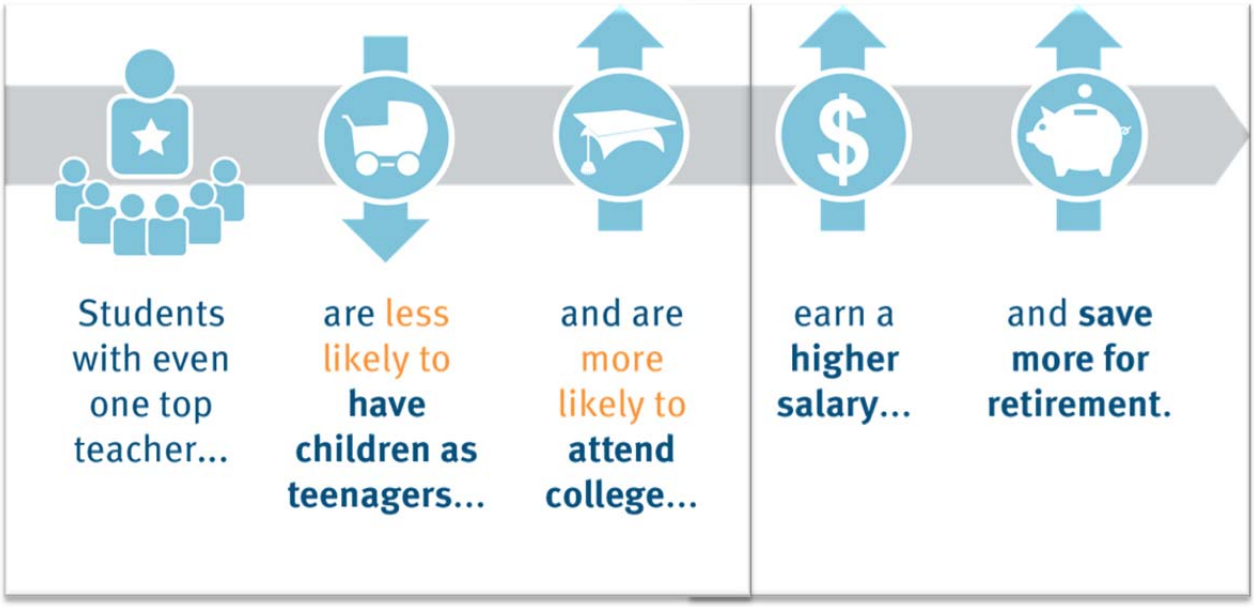
Section 5: Supporting Excellent Educators



5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

New Mexico's operational design is to improve the educator profession to improve the opportunities to all students regardless of their background. The focus of increasing educator effectiveness is has demonstrated not only short term improvements for students, but the impact of just one GREAT teacher in a single school year can have lifelong benefits for a student.

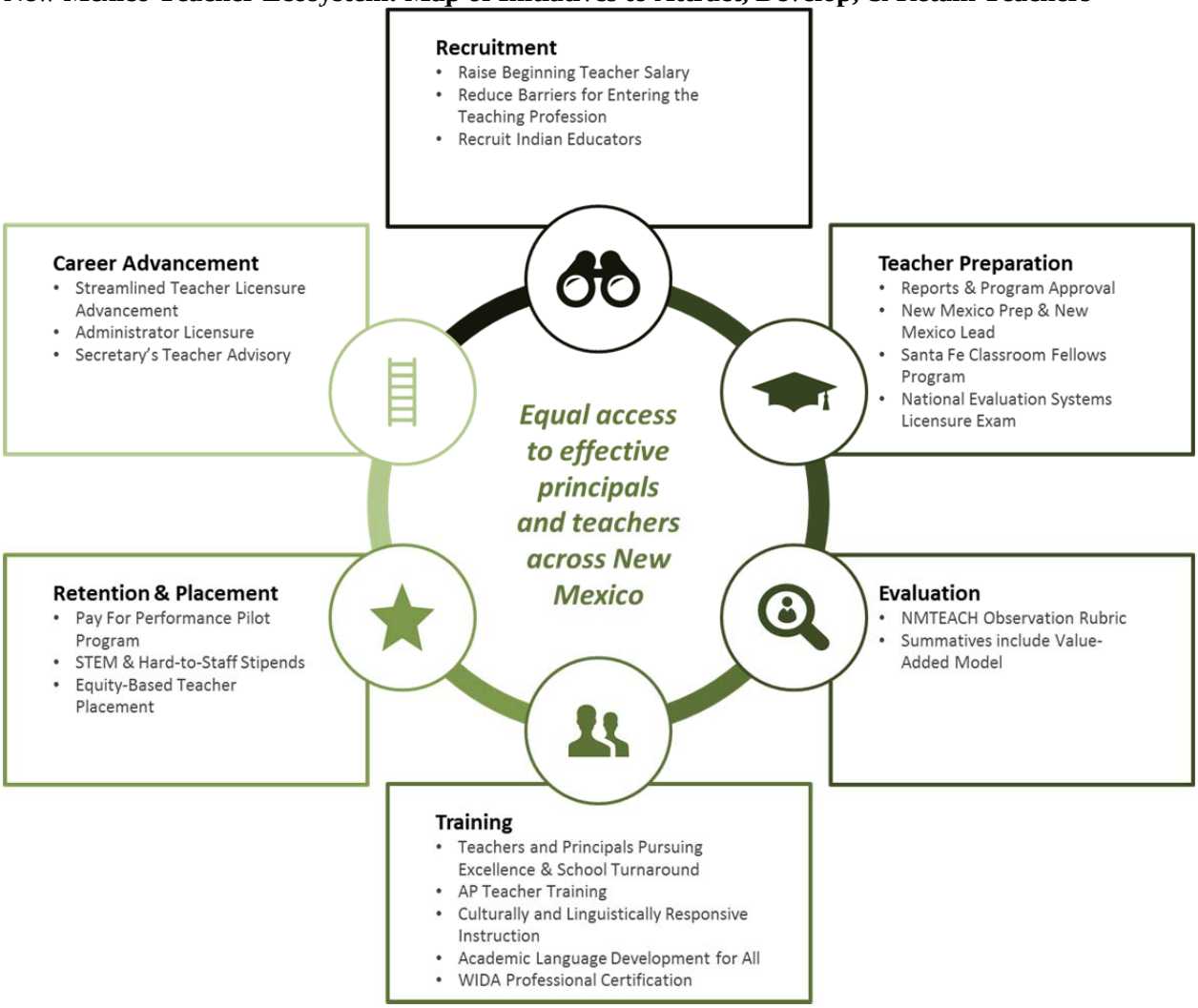


Source: Chetty, Friedman, and Rockoff. "The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood." NBER, 2012.
Source: Chetty et al., 2011. Analysis of 20 years of data on **2.5 million students** in grades 3-8, including 18 million tests, and tax records on parent characteristics and adult outcomes.

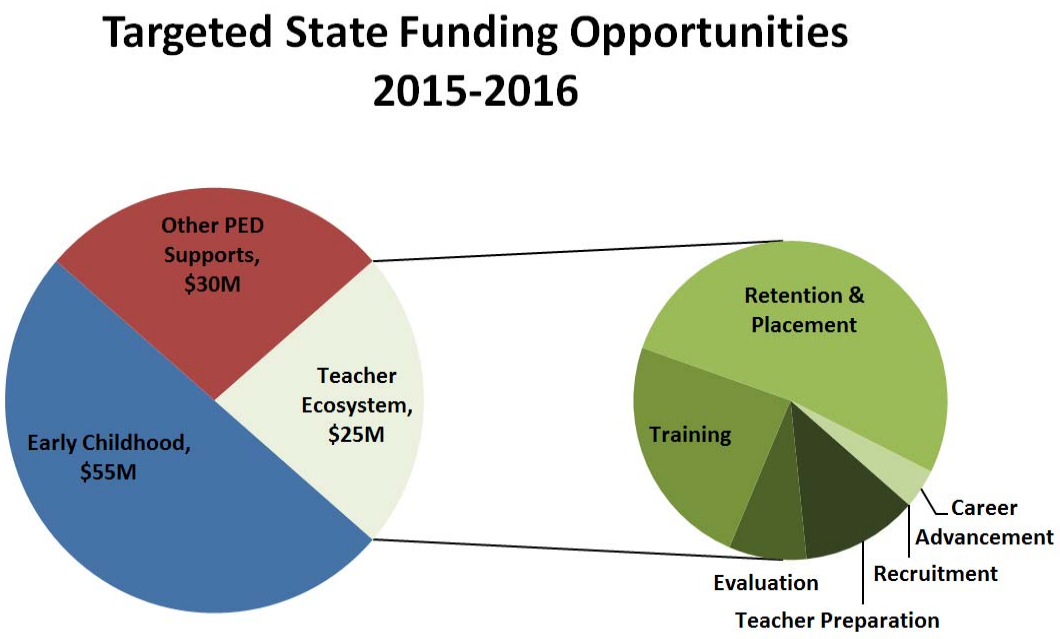
Understanding the profound impact teachers have on students, New Mexico has engaged in groundbreaking work to recognize, develop, and support excellent educators during the past six years.

New Mexico has deployed the following theory of action to enhance the professional expectations and performance of teachers and school leaders.

New Mexico Teacher Ecosystem: Map of Initiatives to Attract, Develop, & Retain Teachers



"Again, the number one way to support all students is to provide the best teachers and school administrators available to work with them."



New Mexico makes significant investments in state dollars to teacher support systems. Of targeted funding opportunity, which is developed by the PED in conjunction with the state legislature, 23% is used on initiatives that support teacher support systems.

A. Certification and Licensure Systems. *Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?*

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

The PED will use Title II State Activity funding to support New Mexico's Three-tier licensure system, accountability for licensing programs, and state-level development of effective teachers. The three-tier licensure system creates statutory minimum salaries for teachers at each tier. Level I teachers must advance to level II to maintain licensure within New Mexico. We continue to support the implementation of the three-tier system through the NMTEACH effectiveness system by annual training for principals and teachers. In addition to supporting our licensure system, and enhancing our New Mexico Educator Preparation Accountability School Report Card, Title II, Part A allows for SEAs to reserve an additional amount for activities for principals and other school leaders.

The PED will continue to leverage Title II, Part A funds to fully implement the New Mexico Educator Equity Plan. The plan examines the access student subgroups have to effective educators by leveraging information from the NMTEACH system, explores the root causes of found inequities, and lays out a portfolio of strategies aimed at closing equity gaps. The plan outlines four root causes: 1) teacher preparation, 2) cultural competency, 3) recruiting and retaining effective teachers, and 4)

mentorship and professional development.[1] It then outlines the 14 strategies the PED is engaging in to close these equity gaps. Most of these strategies are included in the teacher ecosystem.

Since the inception of the NMTEACH educator evaluation system, the PED has engaged principals and district-level administrators annually in training and calibration. During these meetings, stakeholders have continually presented concerns about the readiness of new teachers and principals to the field. In the 2011, the New Mexico Effective Teacher Taskforce explored areas for improving the recruitment and retention of teachers, making recommendations to transform educational preparation programs through innovative recruitment, higher standards for entrance into a program, and revamped preparation programs that meet the needs of a 21st century classroom.

In meeting the requests of New Mexico stakeholders, the PED will apply the additional allowable funding to improving principal certification and training within the NMTEACH system, establishing innovative principal and school leader programs, and enhancing accountability for existing principal and school leader programs.

B. Educator Preparation Program Strategies. *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?*

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

"The strength of NM's education system rests on the strength of its teachers! Developing teacher leaders is a high priority."

PED intends to reserve the additional 3% of Title II, Part A to support innovative teacher and school leader preparation programs that engage research-evidenced practices to focus on producing teachers that are *DAY 1* ready for the classroom.

PED is committed to ensuring that all of its PK-12 students have access to an effective teacher. To achieve this goal, the PED has pursued a web of interrelated strategies within the teacher ecosystem aimed at improving teacher recruitment, preparation, evaluation, placement and retention. These strategies include:

Recruitment: The PED fought in past executive budget recommendations to increase starting teachers' salaries. Since 2013, the beginning teacher salary has increased by 13%, from $30,000 to $34,000. This has helped make New Mexico more competitive for teaching talent with its neighboring states. The PED has also significantly reduced the barriers to entering into the teaching profession by streamlining the licensure process for alternatively-licensed level 1 teachers to advance

[1] http://ped.state.nm.us/ped/PolicyDocs/NM.Educator.Equity.Plan.FINAL.pdf

their licensure with fewer years of classroom experience and decreasing the amount of necessary college credits needed in specific areas of study.

Preparation: The department, in conjunction with higher education partners across the state, developed new teacher and administrator preparation programs that focus on practice-based training for teachers and administrators. The PED also adopted the NES licensure exams, which-increased the rigor of our licensure exams from an 8th grade level to a college level.

Evaluation: The PED implemented the NMTEACH evaluation system. NMTEACH is designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, will promote student success. The NMTEACH system was created to ensure that every student has equitable access to an effective principal and teacher every day they are in school. Implementing a rigorous, uniform observation protocol, providing immediate constructive feedback, using meaningful student data, and other multiple measures will provide valuable information to aid the personal development and growth of each teacher and principal. In 2016, the NMTEACH system identified more highly effective and exemplary teachers than ever before and saved districts over $3 million in substitute teacher cost savings.

In response to stakeholder feedback on NMTEACH, Governor Susana Martinez announced on April 2nd that changes would be made by the PED to the teacher evaluation system. The revisions reduced the proportion of the system rooted in student achievement growth and doubled the number of teacher absences allowed before absences impact a summative rating.

Placement and retention: The PED has instituted the Pay for Performance Pilot program. The program allows districts and charters to design local compensation systems to reward school-based staff for their effectiveness in order to retain high performers. Awards were increased for teachers in hard-to-staff subject areas and schools. The Department also offered STEM and hard-to-staff stipends for teachers in hard-to-staff subject areas and schools.

In support of improved educator preparation, the PED has developed a new, more coherent approach to the Quality Review of Educator Preparation Programs (EPPs), which draws on both national best practices and New Mexico's unique priorities. By setting clear expectations for high-value program elements, the PED seeks to position EPPs and support their efforts to raise the bar of teacher preparation and to improve the quality of new teachers entering New Mexico's schools.

Changes in the national and state context present the PED with a high-impact opportunity to improve its existing EPP review process. Key trends and challenges in the U.S. education sector that require more agile and effective EPP review processes include increasing demand for effective teachers, decreasing enrollment in EPPs, the emergence of online and alternative certification processes, pedagogical and technological advancements, and recent changes in the direction of federal regulation.

Currently, New Mexico faces challenges in recruiting and retaining high-quality teachers and gaps in the quality of teacher preparation. The size and quality of the teacher pool have been stagnant, and the teaching workforce is not yet representative of the diversity of the state. New Mexico's less densely populated districts, which serve a majority of its students and have the greatest difficulty attracting teachers, have little extra capacity to create and implement the talent strategies needed to attract strong teachers. Although New Mexico's EPPs play a central role in addressing these problems, many of their graduates are not fully prepared to teach the 21st century skills and knowledge that our elementary and secondary students will need to thrive as adults. Further, limited access to data on

EPPs and their graduates has inhibited understanding of which programs or approaches consistently produce highly effective teachers.

We are drafting a manual that will describe the revised EPP Quality Review process and the methodology used to develop the review framework. The framework has four key components—(1) Curriculum Design and Delivery, (2) Clinical Practice, (3) Candidate Quality, and (4) Continuous Improvement—as well as Program Impact, which measures the other components' integrated long-term result.

The Quality Review process is part of a larger effort by the PED to develop an overall educator preparation accountability system, which will also include new EPP Report Cards. The Report Cards will provide quantitative data on program characteristics, candidate outcomes, employment outcomes, and the student learning outcomes ultimately achieved by EPPs' graduates. The Quality Review process will generate complementary qualitative feedback, providing EPPs with more information on where they are on track to preparing teachers to achieve these outcomes and where EPPs should focus improvement efforts. Combined, the two evaluation strategies can drive improvement in EPPs' development of Day-One Ready teachers, who will in turn prepare the state's PK-12 students for success in college and careers.

Improving educational outcomes in New Mexico requires highly effective and exemplary teachers. The student population is high-need, encompassing different cultures and linguistic backgrounds. Average achievement levels among the state's children are not yet competitive with those in most other states. Without a doubt, New Mexico's students need and deserve the very best educators.

The revised EPP Quality Review process for New Mexico described here is one component of the PED's larger effort to enhance the state's teacher ecosystem. Currently, the state has 17 EPPs, including both traditional and alternative certification programs. These programs variously operate at the undergraduate or graduate level; offer in-person, online, or blended learning models; and provide traditional or alternative paths to certification. The goal of the revised Quality Review process is to incentivize and support the development of high-quality teachers by all 17 EPPs through processes that, while applicable to all, take into account the contexts and constraints of different kinds of programs. The process thus is designed to be broadly applicable across all types of EPPs, yet flexible enough to fit the design and needs of each and to support both provider- and program-level reviews.

Accompanying the new Quality Review process will be the Educator Preparation Report Card. The report will serve as a reflection of how teachers perform in the classroom after they leave their EPP, and will drive continuous improvement and accountability of teacher preparation programs by providing transparent program data from the NMTEACH evaluation system. These reports will be both accessible to the public and to the preparation programs, and will be rooted in EPP graduate performance in the classroom. Further, additional information will be shared with the preparation programs for them to utilize in furthering their own program development.

Title II, Part A funds will also be used to establish longer clinical residencies for participants in traditional EPPs. The PED plans to move towards requiring teacher preparation programs to have at least a year-long clinical residency while also piloting new methods of preparing alternative-route teachers that are more aligned with current classroom practice. By increasing the focus on classroom practice as the core of educator preparation, the Department expects to better prepare new classroom teachers to be day one ready.

C. Educator Growth and Development Systems. *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth*

and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

In the past six years, PED has worked to establish a network of supports to teachers that Equip, Empower, and Champion the teaching profession, with an emphasis on improving student outcomes.

New Mexico Schools are improving because of the work of teachers and principals across New Mexico and the direct supports PED continues to invest in education.

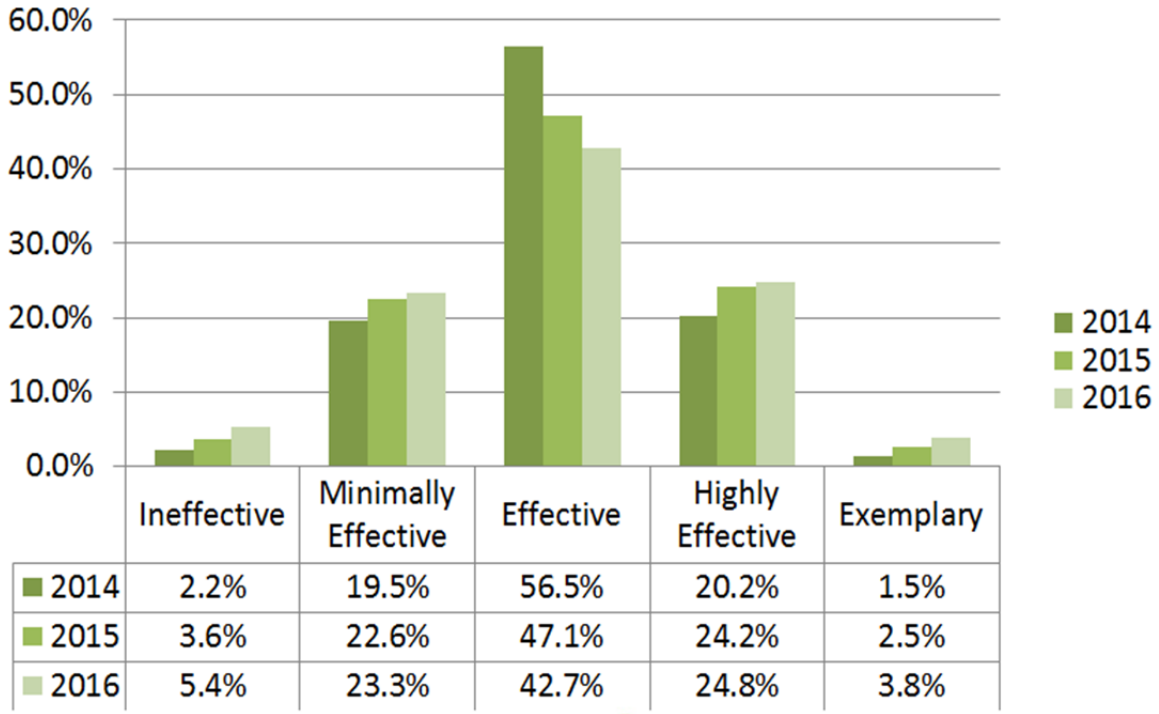
"NM has recently really developed teacher leadership opportunities, which is great. We need to develop a stronger support system for struggling teachers that is supported across the board."

The NMTEACH development system is a multiple measure evaluation and support system that enhances the ability of school leaders to provide strategic and direct support to teachers depending on the NMTEACH effectiveness rating. New Mexico has developed a model of support in various districts that trains and guides district teams in the area of professional development support for

teachers within struggling schools with mentorship from high performing teachers within the same district. Teachers Pursuing Excellence (TPE) has resulted in the improvement of teachers from the lowest tier of effectiveness rating to the next tier up or in some cases a two tier increase. The increase in teacher performance is mirrored by an increase in overall student achievement. TPE schools improved proficiency rates for their students in PARCC English language arts by 4.5 times the rate of statewide growth and 2.7 times the statewide growth rate in mathematics. New Mexico will continue to support this effort of targeted and strategic professional development for teachers and school leaders.

New Mexico has required districts to support the induction of new teachers since 2003. The NMTEACH development system has a uniform method for supporting new and veteran teachers by using objective outcome data, rigorous observation and feedback protocol, and continuous improvement to ensure focus to the instructional needs of new teachers.

In the three years of implementation, NMTEACH has realized some improvement in teacher performance as shown in the graphic below.



	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
2014	2.2%	19.5%	56.5%	20.2%	1.5%
2015	3.6%	22.6%	47.1%	24.2%	2.5%
2016	5.4%	23.3%	42.7%	24.8%	3.8%

NMTEACH

6

Using NMTEACH as a framework for improvement, PED will continue to use Title II funds to continue with these successful interventions to grow and develop educators:

- The Principals Pursuing Excellence program educates and empowers principals to practice leadership behaviors that drive significant gains in student achievement. This two-year leadership development program leverages a turnaround mentor work with principals in struggling schools. Participants in the

program saw their schools improve more than three times the average school in the state in English language arts, and 1.7 times higher in mathematics.

- The Teachers Pursuing Excellence Program, which is modeled after Principals Pursuing Excellence, provides mentorship and training to minimally effective and ineffective teachers to help them become more effective in the classroom. Participants in this program saw their English language arts scores increase 4.5 times the statewide average growth and their math scores improve by 2.7 times the state average.

- AP teacher training has been instituted in partnership with the College Board. The training, which occurs in the summer, trains more teachers to be able to offer rigorous AP courses in the schools. This training has allowed AP participation to skyrocket in the state: in 2016, New Mexico ranked 2nd in the nation for year-to-year growth in both students taking AP exams, and 4th in the nation in AP access for low-income students.

- The PED streamlined the licensure process for alternatively-licensed level 1 teachers new to advance their licensure with fewer years of classroom experience. Prior to this change, new alternatively-licensed teachers took 4-7 years to earn a licensure advancement. Now it takes as little as three years.

- The PED streamlined the process for alternatively licensed individuals to advance their provisional licenses by using the effectiveness ratings of the NMTEACH system. Now alternative licensed teachers can advance to level 2 professional licensure by demonstrating effective instruction and outcomes with students.

- The PED streamlined all advancement for teachers from level 1 to 2 and level 2 to 3, by allowing effective or better teachers to advance their licenses using their NMTEACH evaluation to demonstrate meeting the appropriate statutory requirements. This process is now job-embedded and less costly to the teacher (from $320 to $95) for advancement.

- In 2015, the PED, in conjunction with the legislature, passed legislation cutting the amount of experience a teacher needs to qualify for and administrators license in half. Teachers now need just three years of experience to qualify – creating the potential to dramatically increase the state's pool of administrators.

- New Mexico has implemented Hard to Staff and Pay for Performance funding that is directly linked to effectiveness ratings of teachers using the NMTEACH system. In 2016, nearly 1,300 teachers received awards for their effectiveness in the classroom, across more than a dozen districts and charter schools.

- In 2015, the PED implemented the Secretary's Teacher Advisory Council. This council was established with membership from districts across New Mexico to promote teacher voice and make recommendations to the Secretary of Education in New Mexico on policy issues within public schools.

- In 2016, the PED established the Annual Teacher Leader Summit, providing authentic professional development and policy experiences for classroom teachers across New Mexico. The inaugural summit attracted 300 teachers. The second annual summit is anticipated to attract 1,000 teachers in 2017.

- In 2016-2017, the PED established the New Mexico Teacher Leadership Network. This network is comprised of teachers from across New Mexico to develop leadership skills and advocate, inform and teach colleagues in their respective regions on policies and strategies to create systemic improvements in public education.

- To best prepare new teachers for the rigors of providing exceptional instruction to students, the PED will overhaul mentorship requirements for all first year teachers. Currently provided for in state statute, mentorship varies greatly across the state and does not always reflect best practice. A new administrative rule will bring expectations for mentorship in line with best practice and leverage the NMTEACH system to provide for expanded developmental experiences for new teachers.

  As New Mexico continues to improve the NMTEACH system, its training, and the efficacy of reporting the results, we have already yielded strong improvements in many outcomes of these initiatives. Graduation rates, school grades, PARCC results have all improved. All of these improvements have also resulted in an overall increase of effectiveness of teachers in New Mexico. Since 2014, highly-effective and exemplary teachers have increased by 30%.

Continued Consultation regarding Title II, part A

The PED will continue to consult with stakeholders to discuss uses of Title II, part A funds in the following manner:

LEA Superintdents and Charter leaders
- Coalition for Educational Leaders (July annually)
- New Mexico Association School Business Officials meeting (Fall and Winter)
- Biweekly Conference Calls with LEA leaders
- New Mexico School Board Association meetings (Winter and Spring)
- Spring Budget Workshop
- School Law Conference

Educational Stakeholders
- Hispanic Education Advisory Council (Quarterly meetings)
- Indian Education Advisory Council (Quarterly meetings)
- Government to Government (Tribal meetings-biannually)
- Secretary's Family Cabinet (quarterly meetings)

Teachers
- Secretary's Advisory Committee (quarterly meetings)
- Teacher Leader Network (biweekly calls/quarterly meetings)
- Annual Teacher Summit (June)

Principals
- Principal Leaderships Network (quarterly meetings)
- Coalition for Educational Leaders (July annually)
- NMTEACH training (June annually)

5.2 Equip, Empower, and Champion Educators

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Resources to Support State-level Strategies.

Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

i. Increase student achievement consistent with the challenging State academic standards;
ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

i. According to RAND, "When it comes to student performance…, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership." New Mexico's focus of Title II, Part A funds is focused on improving the effectiveness of teachers and the access to effective teachers for all students in New Mexico. Providing access of students to teachers that are demonstrating success implementing the Common Core State Standards is a primary focus.

ii. NMTEACH professional development will continue to be required for purposes of identifying teacher and principal quality. New Mexico will continue to employ the NMTEACH evaluation training and calibration. This training process requires principals to review data relevant to their school settings, assess areas of need, and requires administrative teams to create action plans to improve teacher effectiveness by identifying strategic professional development and support for teachers. Additionally, principals are calibrated to identify effective teaching practices for purposes of assessing their own teachers, as well as providing feedback.

iii. New Mexico is seeking to improve the percentage of students being taught by effective or better teachers and principals using differentiated compensation systems for each level of effective, highly effective, and exemplary teachers.

iv. Prior federal law focused on teacher quality as measured by front-end qualifications. Specifically, the No Child Left Behind Act specified that a Highly-Qualified Teacher is to have either passed a content area exam or possess a minimum of 24 semester hours in the content area of choice. A teacher could also attain the status of nationally board certified.

Over the course of the last decade, however, research as well as popular thinking has shifted considerably, with a vast majority considering the inputs or credentials associated with the highly qualified status as an insufficient measure of teacher quality. As noted in several contemporary research journals, qualifications only weakly predict how teachers will do in the classroom (USDE, 2009; Buddin & Zamaro, 2009; Rivkin, Hanushek, & Kain, 2005).

The American Institutes for Research (2011) underscore this shift in orientation in *Reauthorizing the ESEA*, and note that discussions among policy makers and practitioners in education focuses on the highly effective teacher or HET. This shift to the HET takes into account both the inputs or teacher credentials, and the outcomes or student achievement (American Institutes for Research, 2011). They define an effective teacher as one whose students achieve an acceptable rate, i.e., at least one grade level in an academic year (American Institutes for Research, 2011: 5).

Given the wealth of contemporary research, coupled with the fact that the U.S. Department of Education has called upon states to share strategies that improve teacher effectiveness and ultimately enhance student academic achievement, the PED has operationalized a bold plan that emphasizes educator effectiveness over the highly qualified credentialing.

New Mexico's classroom teachers continued pushing for revisions through extensive research and NM teacher survey data after an unsuccessful legislative strategy to lower the weight of achievement growth and raise the weight of classroom observations. The PED engaged deeply with educators around data and ongoing consultation and jointly announced a plan for a revised system in early April 2017. The Department has decreased the weight of student growth by fifteen percent and increased the weight of teacher observations by fifteen percent. Additionally, the department doubled the number of teacher absences exempted within NMTEACH from three to six. The PED's actions are in direct response to feedback heard from stakeholders across the state, and formalized by Teach Plus, a group of teacher policy fellows. In addition to these recommended changes, teachers requested a sustainability clause for these revisions, for a minimum of five years.

In addition, the PED launched the Secretary's Teacher Advisory (STA) last year, which convenes regularly via both conference call and in-person meetings. Teachers from across the state are represented, as are teachers from different grades, subject areas, and backgrounds. To-date the STA has advised the PED on topics ranging from teacher-leadership opportunities to student assessment approaches to school accountability revisions. STA members played a major role in the state's first Teacher Summit in 2016, and weighed-in on the state's ESSA plan.

NMTEACH is now in its fourth full year of implementation and is yielding promising results that are consistent with the research-base. Drawing upon the research cited above, the NMTEACH Educator Effectiveness System is comprised of three categories: observations, locally adopted multiple measures such as student and teacher surveys, and improved student achievement as measured through standards based assessment(s).
As such, schools and districts:

1. Base evaluation measures on the performance of the students in the classroom;

2. Include the following multiple measures of effectiveness:
a. 35% student achievement growth
b. 40% classroom observations
c. 15% additional measures (attendance, surveys)
d. Note: NM-PED has pursued legislation that would modify NMTEACH based upon stakeholder feedback during the community tour.
e. For more on the pillars of this legislative proposal see PED's initial response to stakeholder feedback in January 2017: http://ped.state.nm.us/ped/ESSA.html

3. Differentiate among five performance levels
a. Exemplary (meets competency)
b. Highly Effective (meets competency)
c. Effective (meets competency)
d. Minimally Effective (does not meet competency)
e. Ineffective (does not meet competency)

New Mexico is developing high-performing teachers based on meaningful interaction with students in the classroom, and not merely focusing on one's background credentials. The state has rapidly

moving away from what Weisberg, Sexton, Mulhern and Keeling termed the "widget effect" in their report issued almost a decade ago (Weisberg, Sexton, Mulhern & Keeling, 2009): http://tntp.org/publications/view/evaluation-and-development/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness.

Data emerging from the Educator Effectiveness System is beneficial from a multifaceted perspective, benefitting all stakeholders including the students, the teachers, district leadership and the PED. For teachers earning minimally effective and ineffective ratings, district leadership will develop professional growth plans that may include additional classroom observations, mentorship and guidance materials to improve classroom instruction. This information permits the LEAs to better allocate resources to improve teacher performance, and ultimately student achievement. The information also allows the PED to redirect its state and federal resources, identifying for example, targeted professional development sessions that meaningfully impact deficits in teacher attitudes, skills and knowledge using Title II funding. NMTEACH acknowledges and rewards exemplary and highly effective teachers through both salary and enhanced professional growth opportunities.

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B. Skills to Address Specific Learning Needs.

Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Academic Language Development for All (ALD4ALL)

In 2013, the PED established a comprehensive training for teachers and administrators to improve the academic and language learning outcomes of ELs and culturally and linguistically diverse (CLD) students within 12 district or tribally controlled schools. This ALD4ALL project was a comprehensive effort to meet the following objectives:

- Identification of effective schools serving bilingual multicultural education programs serving CLD students and EL students.
- Identification and dissemination of effective practices that increase student outcomes.
- Development of further professional learning opportunities that scales successful strategies.
- Adoption of rigorous standards and aligned assessments in languages other than English.
- Adoption of the New Mexico seal of bilingualism and biliteracy, including the development of state regulation and guidance to promote multilingualism across the state.

Culturally and Linguistically Responsive Instruction

- In both the 2015 and 2016 school years, the PED sponsored training for Culturally and Linguistically Responsive Instruction (CLRI) to help train teachers, principals, superintendents, associate superintendents, and other school leaders to identify and support the learning needs of all students including, English learners, children with disabilities, gifted and talented, and students that are below proficiency in literacy.

- CLRI was initiated as statewide conference in 2015 and transitioned to professional learning opportunity for teams of educators interested in transforming their schools into culturally and linguistically responsive learning environments that better engage all students—including Native American students and ELs—for learning. PED will continue to look for opportunities to resume CLRI programming.

- The PED hosted its first Culturally and Linguistically Responsive Instruction (CLRI) Conference in Albuquerque in late May 2015 which was attended by over 250 educators from across state.

  - Teams were required to submit an application demonstrating how they would create buy-in, participate fully in all trainings, submit action plans and keep track of progress towards goals.

- Over 120 educators organized into 22 teams participated
- Teams represented the geographic and linguistic diversity of the state, with several teams representing schools and districts serving Native American students
- The training series consisted of five days of training over the course of the 2015-2016 school year;
- As teams built their own capacity, they submitted presentation proposals for the last training session. Eight exemplary teams were selected to share their progress on the implementation of the professional development received and gave updates as well as elaborated on their next steps for executing their action plans.

Improving Skills of Educators for all students

As part of statewide professional development to improve skills of all principals, teachers, and other service providers to enhance skills of students identified as English Learners, students with disabilities, students who are gifted and talented, and students with low literacy levels, New Mexico has established a multiple approaches. Upon realizing great success with CLRI to meet the needs of all learners and their diverse needs, PED will embed the instructional strategies, leadership, and collaboration opportunities in the following multiple approaches:

- Establish an annual Teacher Summit to provide direct professional development in strategies to serve diverse learners.
- Leverage the Culturally and Linguistically Diverse learners model with regional training of administrators, partnering with New Mexico's Regional Education Cooperatives to support small districts and establishing regional leaders to support ongoing leadership training and guidance to all districts. Culturally and Linguistically responsive methods are used to provide relevant training to teachers to serve all students in the classroom.
- Enhance NMTEACH training to enhance teacher efficacy in addressing learning and engagement of diverse learners to include recognizing unserved populations
- Provide regional reading coaches to serve as school leader and teacher support for reading instruction and interventions.
- As part of New Mexico's Equity Planning tool, LEAs are required to align statutorily required professional development plans to instructional strategies identified within the NMTEACH observation protocol.
- Recruit a New Mexico "Dream Team" of teachers to create an open source curriculum for K-6 reading. These resources are available beginning in the fall of 2017.
- Create a STEM symposium for professional development of STEM teachers. Culturally, Linguistically responsive instruction to serve ALL learners. Strategies are designed to teach standards-driven through relevant and rigorous content that is accessible to all levels of students.
- Enhanced reporting of teacher effectiveness to allow teachers to understand strengths, weaknesses, and trends of instruction for all students in their classroom.

Because of the success of CRLI in its pilot year, New Mexico has begun implementing the framework of CRLI into annual training for school leaders using the NMTEACH system as catalyst to improve instruction of minority, economically disadvantaged, English learners, and students with disabilities. This leadership training provides every school leader with resources and skills to identify and coach teaching strategies for teachers to reach the diverse learners in their classroom.

New Mexico has also established the New Mexico Teacher Leader Network and will expand this network into one teacher in every school during the next few months. A complete scope and sequence for these teacher leaders is being developed to incorporate a continual professional

development of CLRI for teacher leaders to lead in their local building. As part of their membership, teacher leaders will receive this professional development and provide this training to their schools. As part of New Mexico's continued effort to improve the quality of instruction in the classroom, the NMTEACH system is utilized to enhance the leadership practices of building administrators, as well as enhance the feedback and professional development received by teachers.

The NMTEACH system recognizes that shifts, and particularly improvement, in instructional quality are dependent on the quality of instructional leadership and targeted interventions provided to teachers. Creating quality, systemic, and individualized professional development opportunities is dependent on school leaders having access to performance data on individual teachers and utilizing it in a targeted manner.

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

Not only does New Mexico use the NMTEACH system to support the improved leadership of school leadership in changing instructional practices, based on feedback from teachers and districts, we are establishing teacher leadership networks that will enhance training, communities of practice, and outreach to all teachers.

New Mexico has developed standards and training to address instructional methods that meet that meet the culturally and linguistically diverse needs of the students in our state. This is provided directly to teachers to enhance pedagogy and ultimately outcomes of students.

In the coming months, every school in New Mexico will have a teacher leader that has demonstrated outcomes with student achievement as a teacher leader that has direct access to PED. These teachers will receive direct training and support from PED to take back to their local schools and districts.

5.3 Excellent Educators for All

Definitions.
Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A New Mexico teacher earning an "Ineffective" rating on the NMTEACH evaluation system and/or one that earns student growth ratings in the bottom decile statewide
Out-of-field teacher*+	Teachers that do not meet the licensure/endorsement requirements and are teaching content on a waiver of qualifications. Waivers are only allowed for teachers that meet an effective or better evaluation on their NMTEACH evaluation.
Inexperienced	A teacher who has been in the field for 3 years or less

Key Term	Statewide Definition (or Statewide Guidelines)
teacher*+	
Low-income student	Students classified as Title 1 eligible
Minority student	All students other than Caucasian

*Definitions of these terms must provide useful information about educator equity.
+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Rates and Differences in Rates
In Appendix P, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

Annually, schools receiving Title I dollars that have a disproportionate number of low-income, minority, EL, or SWD students being served by ineffective, out-of-field, or inexperienced teachers will need to address remediating these discrepancies in their Title II, part A Equity Planning tool prior to submitting their Title II application to the Public Education Department. They must identify methods they will use to increase the number of students in these subgroups that are served by effective, highly effective, and exemplary teachers prior to allocating Title II dollars for any other activity. These districts must ensure that the subgroups identified above are provide equitable access to effective teachers as part of the Title II, part A Equity Planning tool.

Public Reporting.
Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

i. *The rates and differences in rates calculated in 5.3.B;*
ii. *The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;*
iii. *The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and*
iv. *The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.*

http://ped.state.nm.us/ped/Title2_index.html

Likely Causes of Most Significant Differences. *If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.*

Educator Equity Differences appear to be evident among the following subgroups: Low-income and non-low-income, minority and non-minority, EL and non-EL, and SPED and non-SPED. The differences for all groups are apparent for come from four causes: poor school leadership, lockstep compensation systems, and poor quality mentorship/induction. Equity differences are reflected between districts, within districts, and within schools.

New Mexico continues to have an average pupil to teacher ratio of about 16 to 1. Districts continue to be slow to implement equity-based scheduling that ensures underserved/at-risk are prioritized in

educational opportunities. Using the NMTEACH effectiveness ratings, along with state-initiated innovations to staffing that include Hard-to-Staff funding and HQT flexibility approved by USED in 2015, New Mexico provides districts with tools that will help districts establish greater access to equitable instructional delivery. By using the aforementioned resources, New Mexico will require districts and schools to improve this access within schools and districts.

New Mexico is also establishing more rigorous standards for educator preparation programs to establish day one ready classroom teachers after completing programs. This standard will include measuring the effectiveness of the educator preparation program in providing a pipeline of teachers to serve the needs of districts and schools.

Identification of Strategies. *If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:*

v. Designed to address the likely causes of the most significant differences identified in 5.3.D and

vi. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Poor School leadership	Create Human Capital Handbook as guidance for districts (Title II – August 2017)
Lockstep Compensation Systems	Differentiated Compensation systems (State Grants Title II- 2017-2018) to serve in Hard to Staff areas
Poor Quality Mentorship/Induction	Develop framework for mentorship/Aligned with Teacher Effectiveness ratings (Title II- 2016-2017_
Recruitment and Retention in schools, courses, districts with higher at-risk factors	Pay for Performance (State grants and Title II-2016-2017)

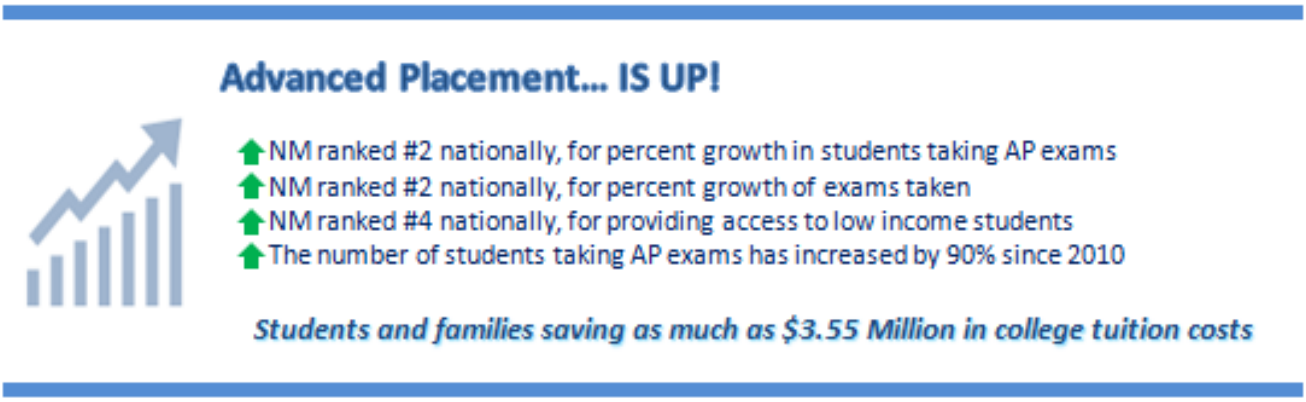
Timelines and Interim Targets. *If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.*

The PED has established a three-year timeline to eliminate the opportunity gaps between the underserved populations identified in 5.3. B. In targeting the 2019-2020 school year, the PED has divided the overall goal into three annual targets.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
Low Income students being served by	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%

ineffective teachers		
Minority students being served by ineffective teachers	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%
EL students being served by ineffective teachers	August 2020	2017-2018-4%, 2018-2019-3.1%, 2019-2020-2.4%
Students with Disabilities being served by ineffective teachers	August 2019	2017-2018-3%, 2018-2019-2.5%

Section 6: Supporting All Students



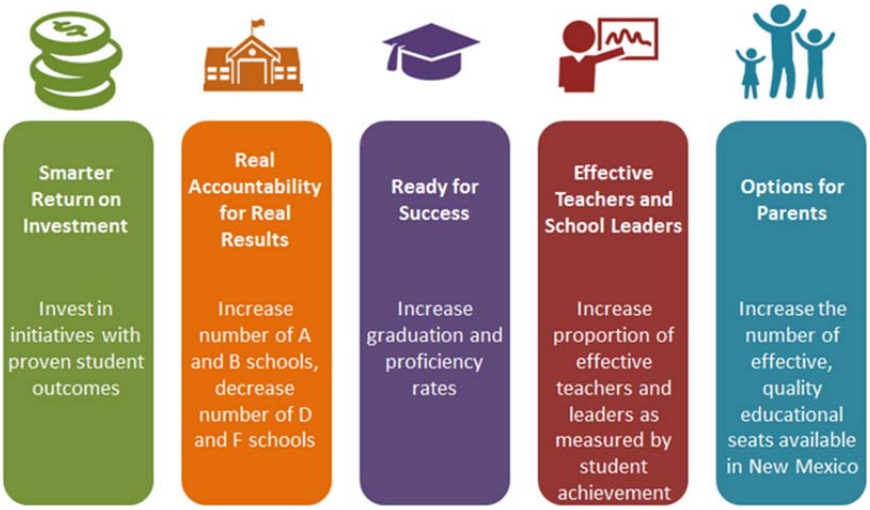
6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. *The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.*



New Mexico's strategic levers are focused on supporting all New Mexico students throughout their K-12 education and beyond to become productive citizens of the State, and work to ensure all students are college and career ready by the time they graduate.

Each strategic lever includes a number of strategies and metrics of success that thread their way among all of the levers to support the academic and non-academic needs of all students. These strategies focus on a number of at-risk subgroups of students; students in poverty, our lowest achieving students, English learners, students with disabilities, students in foster care, students who are considered homeless, neglected or delinquent youth, students from migratory families, immigrant students and American Indian students.

All students and families, regardless of their socio-economic status, experience multiple transitions throughout the students' educational experience. These transitions, preschool/prekindergarten to kindergarten, elementary school to middle school, middle school to high school and high school to college career each come with their own set of challenges. Overcoming these challenges is the key to improved student achievement and success.

The chart below depicts New Mexico's 2015-2016 English Language Arts and mathematics PARCC proficient or above data at key educational transition points for all students and specific subgroups of students. These data suggest that a significant achievement gap exists among these subgroups and that effective strategies need to be developed to overcome these gaps and give these students the opportunities they deserve to succeed.

Subject	Grade	% All students	% Students with Disabilities	% English Learners	% Economically Disadvantaged
English Language Arts	3	25.43	8.18	16.15	20.28
Math	3	30.33	11.23	15.74	24.42
English Language Arts	6	24.24	4.49	4.84	17.55
Math	6	20.11	6.06	3.95	14.22

English Language Arts	8	25.78	4.45	5.16	19.08
Math	8	11.78	5.06	2.29	9.92
English Language Arts	High School	34.17	7.49	4.36	25.43
Math	High School	16.86	5.35	3.18	10.71

Source: Consolidated State Performance Report

Following research-based best practices, the PED will develop and implement a number of approaches, utilizing funding from various sources, to support students and families through their educational transitions. These approaches will decrease the risk of students dropping out of school by encouraging school districts and charter schools to prioritize funding and high quality programs to those students most at-risk, and develop and implement appropriate learning and teaching practices. The PED will provide high-quality technical assistance and training for school districts and charter schools on the appropriate and allowable use of federal funds to properly use the funds for new and innovative educational practices that lead to improved student performance, particularly for those students considered to be "at-risk".

PRESCHOOL/PRE-KINDERGARTEN TO KINDERGARTEN TRANSITION

Through the work of the PED and a number of stakeholders, the New Mexico Early Learning Guidelines were developed for children ages 0-5. (http://ped.state.nm.us/ped/LiteracyDocs/PreK/FINAL,%20ELG%202014,%207-28-14.pdf). These guidelines along with the Authentic Observation Documentation and Curriculum Planning Process, a system of observation, documentation, and analysis that helps track a child's progress toward meeting early learning expectations, are some of the most important professional tools that early childhood educators use in the classroom. These provide a cross-systems approach to building upon the strengths of each child to facilitate their growth, development, and learning within the context of their family so that New Mexico children are happy, healthy, and ready for success in their k-12 education.

Data for preschool students with disabilities in the areas of positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication) and use of appropriate behaviors to meet their needs from the 2015-16 school year are highlighted below. It is important to note that while a large number of students with disabilities exited the preschool/prekindergarten program performing at age expectations, a substantial percentage remain below age expectation even after progressing through the program.

Domain	% of preschool students with disabilities who entered or exited the preschool program below age expectation who substantially increased their rate of growth by the time they turned age 6 or exited the program	% of preschool students with disabilities who were functioning within age expectations by the time they turned age 6 or exited the program
Positive social-emotional skills	78.41%	54.33%
Acquisition and use of knowledge	77.68%	49.89%
Use of appropriate behaviors to meet their needs	78.37%	62.33%
NOTE: Total will not equal 100% because of overlaps in the rating instrument.		

Source: New Mexico Annual Performance Report, Indicator 7 preschool outcomes

Some of the key factors that may be influencing this disparity are the large number of students with disabilities that receive special education and related services in settings other than the regular classroom. For the 2015-16 school year, 43.86% of preschool students with disabilities received the majority of special education and related services in the regular early childhood program while 42.26% of preschool students with disabilities received special education and related services in a separate special education class, separate school or residential facility. The performance of these students is reflected in the large number of students with disabilities that remain below age expectations after completing a preschool/prekindergarten program, making the argument that providing services to students with disabilities in classrooms with typically developing peers is more beneficial to improved student performance.

New Mexico PreK is a statewide, voluntary preschool program jointly administered by the PED and the Children, Youth, and Families Department available to children who have reached their fourth birthday by September 1st. The purpose of the PreK program is to ensure every child in New Mexico has the opportunity to attend a high quality early childhood education program before entering kindergarten. The purpose of the New Mexico PreK program is to:

1) Increase access to voluntary high-quality pre-kindergarten programs
2) Provide developmentally appropriate activities for New Mexico children
3) Expand early childhood community capacity
4) Support linguistically and culturally appropriate curriculum
5) Focus on school readiness

To support a high quality prekindergarten program, the New Mexico Race to the Top Early Learning Challenge grant supported New Mexico in developing the Essential Elements of Quality, FOCUS, for state funded preschool programs, including Pre-K, special education preschool and Title I preschool programs. This resulted in New Mexico raising the bar and expectations for all early childhood programs in New Mexico, ensuring more students are ready for kindergarten (http://ped.state.nm.us/ped/LiteracyDocs/PreK/Preschool_FOCUS_11-21-16.pdf .) In order to ensure our students with disabilities receive the maximum benefit from these programs and are given the

opportunity to transition into kindergarten, ready to learn, it is important that they participate alongside their non-disabled peers.

In order to assess the benefit of early childhood programs like prekindergarten and ensure students entering kindergarten are ready to learn, the PED has developed an observation-based assessment tool that is used as children enter kindergarten. This improved tool works off a similar instrument, the New Mexico PreK Observational Assessment, used for the last seven years to inform PreK teachers in the development of curriculum and planning for their students. The new assessment, the Kindergarten Observation Tool (KOT) incorporates many elements of the New Mexico PreK Observational Assessment, is aligned with assessments used once students move into kindergarten and is well positioned to provide better information to support children, families and teachers as students transition from early childhood programs to kindergarten including common measures, benchmarks and terminology.

Teachers use a rubric rating system in the KOT to observe student behaviors and skills in the natural classroom and school environments. Six developmental domains are observed, giving the teacher a well-rounded view of the whole child that allows teachers to better meet student's individual needs. The six developmental domains are as follows:

- Physical Development, Health, and Well-Being
- Literacy
- Numeracy
- Scientific Conceptual Understanding
- Self, Family, and Community
- Approaches to Learning

The PED will utilize the competencies outlined in the NMTEACH principal evaluation to lead Prek-Grade 3 learning in professional development and guidance for local education agencies.

PED's vision is that every child experiences a high-quality education, every day and every year and will provide guidance to districts to implement a seamless continuum of highly effective learning.

Stakeholders at ESSA regional community meetings reported that expansions of early childhood education are working well and that schools are more prepared to support younger students and students are better prepared for elementary school. Stakeholders recommend that access to preschool programs be expanded to all communities.

In response to stakeholder feedback, the PED will continue to provide collaborative technical assistance (Special Education/Title I/Literacy Bureaus) for LEAs on how to expand preschool programs through the allowable use and in combination with federal and state funds.

ELEMENTARY SCHOOL TO MIDDLE SCHOOL TRANSITIONS

The transition from elementary school to middle is one of the most crucial transitions in a student's experience. How this transition is prepared for and executed is critical to ensure future student success, as the number of students that arrive at middle school underprepared is significant.

In order for students to be prepared for this transition it is critical that proper academic preparation take place. To support this need for better preparedness, New Mexico's K-3 Plus program is in place to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap

between at-risk students and other students, increases cognitive skills and leads to higher test scores for all participants. The program extends the school year for grades K–3 by 25 instructional days and is prioritized to those schools with high percentages of students in poverty and chronically failing schools.

Identifying students with issues that negatively affect their ability to learn is a priority for all schools. The earlier a student is identified the more effective interventions are. To leverage this best practice, New Mexico has developed a Response to Intervention Framework (RtI) by which schools assess student needs, strategically allocate resources, and design and deliver instruction to all students within the school.

This framework addresses student achievement and positive behavior for all students through the use of appropriate, research-based instruction and/or interventions. Student progress is monitored over time and data is used to guide instructional decisions and behavioral strategies. New Mexico's RtI framework is a problem-solving model that uses a set of increasingly intensive academic and/or behavioral supports. This 3-tier model of student intervention is based on data collected from progress monitoring of student response to the instruction and/or intervention. Schools are required to implement the model and operate using the state's guidance manual available on this website. RtI framework is not a student placement model, an Individual Education Plan replacement, a special education initiative or a quick fix for low achievement. It is a sustained framework that provides supports to students before extreme intervention is needed. The earlier the identification of issues and plans to assist the student address these issues, the more effective the plan will be and the more successful students will be.

In conjunction with the RtI Framework, New Mexico has developed a Student Assistance Team (SAT) process that works with students in Tier 2 of the RtI process as well as at-risk students and English Learners. These students are provided a higher level of individualized support when other interventions prove unsuccessful. The SAT process is one way in which at-risk learners' needs are met in order to support appropriate promotion practices and reduce the risk of students dropping out of school. Although the majority of SAT interventions occur in elementary and middle schools, SAT plans can be developed and implemented in high school.

Recently, guidelines covering the SAT process was expanded to ensure that students who are experiencing homelessness or in foster care may move from school to school while not experiencing undue delay for an evaluation for special education and related services. This is expected to provide a smoother transition for these students at time when they are under extreme pressure and need extra support.

New Mexico statute also supports remediation programs. School districts are required to develop remediation programs and academic improvement programs to provide specialized instructional assistance to students. In addition, parents are required to be notified no later than the end of the second grading period when the student is not academically proficient. A parent-teacher conference is held and a written intervention plan is developed to include timelines, academic expectations and the measurements to be used to verify that the student has overcome the academic deficiencies. Decisions for students with disabilities who are struggling academically or behaviorally are addressed through the students' Individualized Education Program (IEP) team.

Additional academic supports are available to students from low-income families or those students in foster care in order to provide appropriate promotion practices and decrease the risk of dropping out. These include:

- Students deemed eligible for free or reduced-price school meals, or a student who has been identified by the children, youth and families department as being in the custody of the state, shall be deemed indigent for the purposes of remediation programs.
- Parents or guardians of a student who has not applied for free or reduced-price school meals shall be notified in writing by the local school board or governing body of a charter school of the availability of remediation at no charge upon an eligibility determination for free or reduced-price school meals.

Success for these students as they transition is also supported by the New Mexico's State Systemic Improvement Plan (SSIP) also known as Results Driven Accountability (RDA) which supports K–3 students with disabilities and at-risk learners in Title I schools. RDA focuses on providing support for teachers through job-embedded professional development and coaching in the areas of reading, math and positive behavioral interventions and supports (PBIS). The SSIP is implemented through the department's Title I Bureau and is funded through the State Personnel Development Grant (IDEA Part D), IDEA B state directed activities funds, and in-kind contributions from the Title I Bureau. This program has shown great success with the at-risk populations it serves including many of our American Indian students.

MIDDLE SCHOOL TO HIGH SCHOOL TRANSITIONS

Many of the supports used to establish proper transitions between elementary and middle schools are also applied in the transition from middle school to high school, including: the aforementioned remediation programs, promotion polices, RtI Framework and SAT. These processes are applicable in the transition to middle school as well.

In addition, to support students as they begin thinking and planning for life beyond high school, New Mexico requires that each student develop a Next Step Plan (NSP) beginning at age 14. This plan is a personal, written plan that is developed by each student at the end of middle school. The purpose of the plan is to target the student's postsecondary interests, and establish a plan of study he or she will complete during high school in order to be on track for graduation and begin preparation for college or the workplace. The student reviews and updates his or her NSP annually during grades 9 through 11, to help direct the next steps of the educational path. During senior year, the NSP is used to ensure each student knows what he or she is doing next, whether the plan is university, community college, technical program, the military, or straight into a career. Students with disabilities also develop a NSP and those requirements are included in their transition Individualized Education Program (IEP) which is updated at least annually.

"Our future starts with our children and schools are where it all begins. If we produce high achieving students, we produce a community and an economy that is successful!"

HIGH SCHOOL TO COLLEGE AND CAREER

The transition from high school to college of the workplace is a significant jumping off point for students and the preparation for this endeavor is critical. In 2016, the graduation rate for New Mexico reached an all-time high of 71%. It is important to note that graduation rates for students who are

Hispanic, low-income and English Learners grew at a faster rate than the rest of the state. While better, it still points to the need for continued focus on reforming our education practices in New Mexico.

Another key factor in the growing success of New Mexico's students is performance in AP. In a state with high poverty rates, the ability for students to take AP courses and tests has the potential to reduce the money needed for these students to finish college. Since 2010, the number of students taking AP exams increased by 90% saving New Mexico's families more than $3.5 million annually. To support this resource, New Mexico, along with the College Board subsidizes the cost of these tests to the extent that students only pay $3 dollars per test. This has improved access for our neediest students, supporting the dream to attend college.

In New Mexico, students whose high school experience includes three or more career technical education (CTE) classes are considered CTE concentrators. For 2016, CTE concentrators graduated at a rate much higher than the state average: 86.7%. Therefore, CTE is an important component of New Mexico's plan to increase graduation rates for all students.

A significant barrier to student success in New Mexico is teenage parenthood. In order to ensure teen parents are supported, New Mexico provides funding for the Graduation, Reality, and Dual-Role Skills (GRADS) in conjunction with the U.S. Health and Human Services Department Pregnant and Expecting Teen Grant. This program supports teen parents as they finish high school, facilitates parenting teen's opportunities for graduation, trains teens to achieve economic independence, promotes healthy multi-generational families and reduces risk-taking behaviors. This program has shown great effect in improving graduation rates among teen parents, has reduced the incidence of second pregnancies and has reduced the dropout rates of this group of students.

Stakeholders at ESSA regional community meetings reported the value in increasing access to career readiness and technical coursework. Stakeholders suggested increasing funds for guidance counselors, expanding on-line academies, and better preparing students for the track they choose.

Incorporating stakeholder feedback into our plan, New Mexico will continue to promote career awareness In particular, the PED will prioritize the effort to ensure that students have access to college and career counselors. The PED will work to ensure that each student's Next Step Plan (mentioned above) is updated annually to reflect student growth and changing interests. The PED will continue efforts to support counselors in developing their awareness of local and regional career opportunities and will expand efforts to provide externships for teachers and counselors.

The PED will work to educate teacher and school leaders to ensure they understand the opportunities available to their students and provide quality professional development to ensure teaching to industry standards takes place and that students are well prepared for the future. The PED will continue to pursue initiatives that support districts in developing high quality programs of study that reflect the needs of the workforce community. Efforts over the past several years to build rigorous CTE courses that are aligned to industry needs have increased CTE relevancy for both students and employers. New Mexico believes that workforce alignment is critical for coursework to be relevant to career, and also believes that alignment builds student engagement. New Mexico's CTE graduation rate of over 86 percent supports this vision. PED will continue to build on efforts to ensure that students completing high school career programs exit with a professional certificate to ensure that they can enter the workplace as full members of the trade or profession and not have to retake these programs at another location. In addition, PED will expand efforts to encourage local and regional employers to offer career internship opportunities for students. In summary, New Mexico will continue to build relationships between educators and employers and to encourage districts to work with employers to

build relevant career experiences.

Stakeholders also suggested increasing funds for dual credit programs and continuing support for AP exam fee waivers for low-income students. New Mexico has seen remarkable growth since 2010 in both of these acceleration programs, with the number of students taking AP exams increasing by 90%, and the number of students taking dual credit courses increasing by 73%. Therefore, the PED plans to continue to provide both direct funding and professional development support for these programs.

SPECIAL EDUCATION TRANSITIONS

According to New Mexico's 2016 Annual Performance Report (APR), 81.37% of students with disabilities were enrolled in higher education, in some other post-secondary education, a training program, competitively employed or in some other employment one year after leaving high school. This reflects the significant effort to support students with disabilities in New Mexico as they prepare to transition from school to college or career. New Mexico schools issue only one high school diploma- the New Mexico Diploma of Excellence. A student's IEP team, which includes parents, determines the appropriate state tests--PARCC or the New Mexico Alternate Performance Assessment for students with the most significant cognitive disabilities—that students must take to meet graduation testing requirements.

Any graduation pathway determined by the IEP qualifies students to earn a New Mexico Diploma of Excellence. State law provides for only one diploma, and those awarded by a school district or charter school shall be identical in appearance, content and effect, except that symbols or notations may be added to individual students' diplomas to reflect official school honors or awards earned by students.

Support for students with disabilities is provided through support for Project SEARCH, a workforce identification and training for young adults with intellectual or developmental disabilities as well as support provided through an agreement with the New Mexico Division of Vocational Rehabilitation (DVR). As a result of the Workforce Improvement Act, the PED has developed an agreement with DVR and a Region Education Cooperative . This effort provides pre-employment transition services (PETS) for students with disabilities under the IDEA. These PETS address the academic and nonacademic needs of students with disabilities as they prepare for college, training, career and independent living.

IMPROVING SCHOOL CONDITIONS

Those LEAs receiving assistance under Title I, Part A will be required to improve school conditions for student learning, for all subgroups, through reducing the incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom and the use of aversive behavioral interventions that compromise student health and safety.

- Bullying and Harassment: All schools in New Mexico including Title I schools are required to have an updated Wellness Policy and a school-level Safe Schools Plan that require specific policies and procedures that address bullying and harassment. This includes preventative programs and interventions, staff training and a mechanism for reporting incidents. These policies and procedures are reviewed by the state at least every three years. Annual assurances are submitted through an online submission process. Information regarding this requirement for school-level Safe Schools Plans may be accessed at http://ped.state.nm.us/sfsb/safeschools/index.html. ?

- Overuse of discipline practices removing students from the classroom: Those Title I schools participating in the RDA program receive training in the area of Positive Behavioral Interventions and Supports (PBIS) and are required to have school and classroom-wide plans. The state's Response to Intervention Framework http://ped.state.nm.us/ped/RtIdocs/RtI_Manual%20_11.26.14.pdf requires interventions for students with behavioral needs as part of Tier 2 of the Student Assistance Team (SAT). A Functional Behavioral Assessment (FBA) is conducted to determine the diagnosis of the behaviors. Once the the FBA is completed, a Behavioral Intervention Plan (BIP) is created. See http://ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf.

- Use of aversive behavioral interventions: On June 16, 2017 a state law went into effect for all public schools, including those receiving Title I Part A funds, limiting the use of restraint and seclusion. Restraint and seclusion can only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and lesser restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm. Each school is required to develop policies and procedures for the use of restraint and seclusion techniques and include them in the school-level safe schools plan under New Mexico law. Staff are required to be trained and report and document incidents to parents/guardians. After the restraint or seclusion has occurred during a specified time period, schools are required to convene the student's SAT, IEP or BIP team to address the behavior. See http://ped.state.nm.us/sfsb/safeschools/2017/PED-My_Staff%20Use%20of%20Restraint&Seclusion%20Techniques-20june17.pdf.

B. *The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.*

New Mexico has worked to establish guidelines for elevating educational and programmatic standards for New Mexico schools. These include the Common Core State Standards (CCSS) and benchmarks, coursework requirements by grade level, required annual instructional hours, class loads, special education caseloads, and specific state requirements that govern the rights of students with disabilities and students participating in bilingual and multicultural education. When the PED adopted the CCSS, it also adopted additional standards that are responsive to the cultural and linguistic traditions of the peoples of the state. As a result, an emphasis on culturally and linguistically diverse (CLD) students is important for student engagement, building on background knowledge, and making real world connections through culturally and linguistically responsive instruction and leadership. It is important to note that Hispanic and Native American students represent over 70% of the student population served by public schools. A copy of the additional NM CCSS can be found at: http://ped.state.nm.us/ped/Bilingual_Reports.html

Adoption of Rigorous Standards to Support World/Foreign Language Instruction. The PED is currently amending its state standards for world/foreign language instruction so that students who take foreign language instruction have access to rigorous instruction. The PED is adopting the World-readiness Standards for Learning Languages (WSLL) created by the American Council on the Teaching of Foreign Language, ACTFTL). In addition, the state supports the implementation of state-funded bilingual multicultural education programs for students, and prioritizes K-3 and EL students.

Spanish language Instruction (Bilingual Education). To ensure strong standards-based instruction, the state is also adopting CCSS-aligned Spanish language arts and World-class Instructional Design and Assessment's (WIDA) Spanish language development standards. These sets of standards will strengthen state-supported Spanish language bilingual multicultural education programs.

English Language Development (ELD) Standards for EL students. In 2014, the state adopted the 2012 Amplification of the WIDA English Language Development (ELD) Standards since they correspond to CCSS. Thus, EL students that are served through state-funded bilingual multicultural education programs will be provided rigorous, standards-based curriculum that meets their academic and language learning needs (both in English and Spanish).

High Expectations for Educators. In addition to the adoption of standards, the PED's teacher evaluation system, NMTEACH, emphasizes the importance of effective instruction. In 2015, in collaboration with stakeholder input from statewide advisory groups, the PED enhanced its NMTEACH classroom observation rubric to explicitly include examples of effective instructional practices and strategies that are culturally and linguistically responsive. The observation framework addresses the academic and language learning needs of EL students and students with disabilities with IEPs. In this way, clear expectations for what is expected in the classroom are communicated to all educators. Administrators received training that supports the effective evaluation of teachers as well as on how to provide teachers feedback effectively. Teachers have also been trained to understand their evaluation and how to strengthen their practices based on the reporting they receive regarding their evaluations. More information about the educator effectiveness system, including the observation rubric for each of the four domains, can be found in the Toolbox section of the NMTEACH website which can be accessed at: http://ped.state.nm.us/ped/ NMTeachIndex.html.

Support for EL students. The Bilingual, Multicultural Education Bureau (BMEB) at the PED provides local LEA personnel guidance on how to properly identify EL students, develop and implement effective programs, use data for programmatic and instructional decision-making, and monitor the support to EL students that exit status (reclassify to fluent English proficient, RFEP). The PED also provides LEAs with technical assistance and training on administering the English language proficiency (ELP) assessment, the WIDA ACCESS for ELLs 2.0 assessment, through district test coordinator trainings. Assessment accommodation policy all students, including EL students can be found at: http://ped.state.nm.us/ped/ AssessmentEvalDocs/TestCoordPres/2016/Accom%20Manual%202015%20-%202016%20Final.pdf. Additional information about the state's Response to Intervention (RtI) Framework, which provides guidance to LEAs about how to ensure that students have equitable to effective instruction that meets their academic and language learning needs, can be accessed at: http://ped.state.nm.us/ped/ RtI_index.html. Considerations for supporting EL students at every tier level are provided. The state provides technical assistance and guidance on meeting baseline Office for Civil Rights (OCR) and federal guidelines for serving EL students equitably. The dedicated page for supporting EL students can be accessed at: http://ped.state.nm.us/ped/Bilingual_ServingELs.html.

Federal Title III. In addition to supporting LEAs in meeting their federal obligation to serve EL students, LEAs that receive Title III sub-grants are also provided additional support, technical assistance, guidance and monitoring (desktop and onsite) to ensure compliance with program and fiscal expectations with Title III requirements. There is also a dedicated page on the PED's BMEB website for LEAs that receive Title III sub-grants. The Title III page provides a technical assistance manual and links to helpful resources which can be accessed at: http://ped.state.nm.us/ped/Bilingual_TitleIII.html.

Federal Carl D. Perkins Act. LEAs that receive Carl D. Perkins Career Technical Education Act sub-grants are provided support, technical assistance, guidance and monitoring (desktop and onsite) to ensure compliance with program and fiscal expectations, including assuring equitable access for all protected groups. There is a dedicated page on the PED's CCRB website for LEAs that receive Perkins sub-grants. The CCRB provides technical assistance and links to helpful resources can be accessed at: http://www.ped.state.nm.us/ped/CCR_perkins.html

Professional Development for LEAs. The PED works with WIDA to provide professional development training focused on the instruction of EL students, ranging from use of the ELD standards, instructional differentiation, data analysis, lesson/unit planning for EL students, and leadership training for EL success. These trainings are listed on the PED's Bilingual Multicultural Education Bureau (BMEB) homepage which can be accessed at: http://ped.state.nm.us/ped/Bilingual_index.html.

Regional Capacity-building to support equity. One of the state's strategies for building the regional capacity of LEAs to support equity was to partner with LEAs to certify eligible staff to become experts in the ELD standards and assessments. To date, the state has four WIDA-certified trainers that provide training across the state on using ELD Standards and differentiation of instruction for EL students. In addition, the Special Education Bureau (SEB) collaborates with other programs regarding academic, behavioral and instructional supports for students with disabilities. The SEB is responsible for the general supervision and implementation of the IDEA and provides technical assistance and support to LEAs and charter schools through trainings, technical manuals and webinars. The state's Section 619 Preschool Administrator is housed in the department's literacy and early childhood bureau to support early learning initiatives by ensuring students with disabilities are included in planning and programming.

Ensuring that New Mexico receives the best return on its investment of federal dollars, the PED has consolidated a number of student support programs including Title I, Special Education and the Federal Nutrition Program within one division to best coordinate effort across the agency and to ensure that students are receiving the supports they need to excel. These bureaus work hand-in-hand with the other program offices to reduce duplication of effort and ensure that New Mexico is able to maximize the use of these funds to the benefit of all students and ensure that all New Mexico children have access to a well-rounded education. Additionally, the PED will continue to partner with the Education for Parents of Indian Children with Special Needs on providing support for parents and families of students in Title I schools with high Native American population. This support includes how to work with children in the areas of reading and math, homework help and developing positive relationships with students, parents, teacher and school. Coordination through the federal programs division ensures that any professional development provided to LEAs will be content based, sustained over time and will be focused on ensuring best practices are identified and implemented, including ensuring that the needs of our most at-risk populations are considered and strategies provided to have the maximum impact for the benefit of students.

In addition to these supports, the PED is committed to ensuring that students have access to high quality instruction regardless of location or local school district to provide options for students. To achieve this, The PED is revamping IDEAL-NM, New Mexico's distance learning mechanism, to ensure all students have access to distance learning opportunities that promote college and career readiness through high quality content and the expertise and skills of New Mexico's best educators.

Stakeholders felt that a more holistic approach is needed when working with students and the "one-size fits all" model of instruction does not meet the needs of the whole child. PED will continue to

provide professional development to educators in the areas of the Response to Intervention Framework, Student Assistance Teams, Positive Behavioral Interventions and Supports (PBIS), Functional Behavioral Assessments and Behavior Intervention Plans and differentiated instruction and to parents and communities on options available to assist in children' learning.

The stakeholder group felt that wrap-around family support services are needed in order for students at-risk, including students with disabilities, students living in poverty and those students with social justice barriers to be successful. PED will provide federal and state funding for robust out of school time programs. PED will support community school models including community-based health centers in schools with the highest need. PED will continue to provide technical assistance to LEAs on how to leverage funds to provide services for students and families including families experiencing homelessness, migrant families and students in foster care. Additional social workers are provided to schools with high poverty rates to assist students and families and opportunities to provide truancy coaches are also available for schools.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

During the 2017-2018 school year, the PED will distribute Title IV, Part A funds on a pro-rata basis based upon the Title I, Part A distribution. No LEA will receive an allocation of less than $10,000.

In addition, the PED intends to use Title IV, Part A funds for state-level activities during the 2017-2018 school year to monitor, train, and provide technical assistance and capacity-building to LEAs receiving Student Support and Academic Enrichment grants to ensure that they are able to use funds effectively and consistent with Title IV, Part A. In addition, PED will use Title IV, Part A funds for state-level activities to support LEAs receiving subgrants to provide programs and activities that are aligned with the Student Support and Academic Enrichment grants program, such as:

- promoting well-rounded educational experiences (as described above) to students who are often underrepresented in critical and enriching instructional programs and subjects, like
  - accelerated learning programs that provide postsecondary level courses (e.g., dual enrollment or early college high schools) and
  - advanced coursework and assessments that would be accepted for credit at institutions of higher education (e.g., AP/IB programs); and
  - high-quality courses in science, technology, engineering, and mathematics (STEM).

See below (section D.) for how the PED is also considering using funds from Title IV, Part A to support state-level activities that will help LEAs effectively use technology to improve academic achievement and digital literacy of all students.

C. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*

i. *Incidents of bullying and harassment;*
ii. *The overuse of discipline practices that remove students from the classroom; and*
iii. *The use of aversive behavioral interventions that compromise student health and safety?*

☐ *Yes. If yes, provide a description below.*
☒ *No.*

The PED does not intend to use Title IV, Part A funds for safe, healthy and affirming school environments, but in Fiscal Year 2018 (FY18) SSAE Request for Application (RfA) issued by the PED, will require a description from each LEA of SSAE program activities to be provided throughout the fiscal year, inclusive of allowable expenditures for Safe and Healthy Students (ESEA section 4108), including the following:

i. Promoting community and parent involvement in schools;
ii. Providing school-based mental health services and counseling;
iii. Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline;
iv. Establishing or improving dropout prevention;
v. Supporting re-entry programs and transition services for justice-involved youth;
vi. Implementing programs that support a healthy, active lifestyle (nutritional and physical education);
vii. Implementing systems and practices to prevent bullying and harassment; and
viii. Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.

D. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*

☒ *Yes. If yes, provide a description below.*

☐ *No.*

"Supporting students to be ready for this century would entail supporting technology education."

Meeting the technology needs of schools in New Mexico is a Governor's priority to ensure that students have the tools necessary to receive a world class education. Being fifth lowest state in population density, New Mexico needs to use technology effectively in order to meet the needs of students in its small, rural schools. This access is supported in a number of ways, The PED's online learning bureau, IDEAL-NM, offers online courses for enrichment, expanded access to electives, credit recovery and acceleration. All schools in the state have access to the statewide learning management system (LMS) at no cost. In order for students in remote rural schools to succeed in postsecondary education and in a 21st century workforce, however, they must have the digital literacy skills needed to participate and their schools must have the technological infrastructure to support participation.

This is being accomplished through the Broad Band for All (BB4A) initiative where all school districts and charter school will have access to high-speed broadband by 2018. In addition, the BB4A initiative is focused on providing access to equipment at the best price available in the state and is working to lower the cost for school districts and charter schools for the month cost of internet access. It is anticipated that this project will bring the world to students, improve connectivity and lower

operating cost, a valuable consideration in a time of reduced revenues. In addition, school need to focus on ensuring that teachers and administrators have the knowledge and skills to facilitate the integration of online learning into the school's curriculum and that it becomes a priority.

The lack of "economies of scale" in rural areas is problematic and it is vital that schools use all of their resources to ensure a high-quality education for their children. The PED will work with school districts and charter schools to ensure they are informed of the opportunities available to strengthen their educational opportunities and how they can maximize the use of federal funds to achieve their educational objectives.

Title IV, Part A funds can, by facilitating collaboration across bureaus within the PED, provide much needed technical assistance and professional development for teachers and administrators to aid them in more effectively leveraging the technological resources they currently have. The PED, through the BB4A initiative has conducted a comprehensive needs assessment to identify gaps in technology infrastructure and the ability of personnel to use that infrastructure to the greatest advantage. School districts and charter schools will leverage funding from Title I, Part A; Title II; Title III; and Title IV, Part A in order to provide the most effective technological platform to increase student learning.

It is important to note that in order for technology to provide historically disadvantaged students with increased digital literacy and greater access to distance learning opportunities, educators must have the knowledge and skills to help students take full advantage of that technology. The PED, through its Information Technology Division and the State E-rate coordinator, will continue to support school districts and charter schools as they provide job-embedded, on-site professional development to teachers, and follow-up coaching to provide continuing support in the classroom. This work will be focused on creating a cadre of educators who are comfortable using technology, and integrate it fully into their classroom practice.

Follow-up analysis of data will include a determination of how LEAs can use technology to most effectively serve the lowest achieving students, English learners, students with disabilities, and children in foster care, children who are homeless, migratory children, and students identified as neglected or delinquent under Title I, Part D, who frequently do not have access to technology at home. Targeted professional development can provide educators with innovative strategies to help these students leverage community resources to obtain internet access outside of school hours. Strategic purchases of hardware and software can provide these students with technology they can take home and use to complete school assignments.

The PED will continue to work with districts to ensure they understand how funds can be used to implement blended learning strategies that combine technology-based and face-to-face instruction so students in remote, rural schools can take AP and other advanced STEM courses where the local LEA does not have the resources to provide those courses in the regular school curriculum. Educators in rural districts will be provided with the professional development necessary to support these blended learning strategies. Further, utilizing Title IV, Part A funds to promote intra-agency collaboration, the PED will facilitate statewide Professional Learning Communities (PLCs) of STEM educators in which teachers in small, rural schools can meet using technology to discuss research in order to successfully replicate evidence-based practices implemented in some New Mexico schools.

E. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?*
☐ Yes. If yes, provide a description below. ☒ No.

6.2 Program-Specific Requirements.

Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

i. *Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.*

Currently, New Mexico has 17 targeted Title I Part A programs operating in 14 LEAs across the state, some of which are likely to apply for the schoolwide waiver for the 2017-18 school year.
Input on the waiver process and criteria were sought from LEA stakeholders during a webinar hosted by the State on October 13, 2016. Participants were provided a draft copy of waiver questions and were encouraged to comment on the process and substance of the waiver. If stakeholders were unable to participate in the webinar, they were allowed to submit input and comments on the waiver process to the Public Education Department's (PED's) Title I Bureau. Stakeholder input was incorporated into the State's waiver process.

The State will include a waiver request in the sub-grantees' consolidated State application for ESEA funds to allow an LEA, on behalf of a school, to request a waiver of the 40 percent poverty threshold for schoolwide programs. Annually, the consolidated application is provided to LEAs online and is reviewed and approved by the PED. The review of the waiver request ensures that the request includes all five criteria for approval, in particular that the schoolwide programs are reasonably calculated to provide educational benefit to at risk students, particularly those students who would otherwise be eligible for targeted assistance under Title I Part A. As part of the PED's monitoring process, a sampling of the LEA consolidated application reviews conducted by staff is reviewed for compliance, completeness and correctness by the State's Title I director. This multi-tiered review process ensures that the consolidated applications meet the federal requirements and the schoolwide waivers do indeed describe schoolwide programs that will meet the needs of at-risk students.

The waiver will require LEAs to describe the rationale for operating a schoolwide program rather than a targeted program to best meet the needs of at-risk students, as well as how the proposed schoolwide program will meet the needs (academic and otherwise) of the school's at-risk students, including English learners, students with disabilities, students and youth in foster care and students who are homeless, migratory and immigrants.

Waiver approval will require that the following five criteria are satisfied:

- The school's poverty level falls between 35 and 40 percent,
- The school did not operate a Title I Part A schoolwide program in the 2016-17 school year, as schools operating schoolwide programs under NCLB will continue that authority under ESSA,
- The waiver is completed and submitted by the LEA as part of the sub-grantee's completed consolidated State application for ESEA funds,
- The LEA's rationale for running a schoolwide program is predicated on meeting the needs of at-risk students, and
- The LEA's description of the proposed schoolwide program is reasonably calculated to provide educational benefit to the school's at-risk students.

The timeline for waiver release, completion and approval is provided below:

Consolidated Application Released (with schoolwide waiver)	Deadline for completion of Consolidated Application (with schoolwide waiver)	Applications substantially approvable (with schoolwide waiver)
April 15	May 15	June 15

Title I, Part C: Education of Migratory Children.

ii. *Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.*

The education of migratory children is an important responsibility of New Mexico schools. These children deal with a unique set of circumstances that, if not addressed, can set these children back significantly in their academic growth. The PED operates both a regional and school-based model in its identification and recruitment of eligible migratory children statewide. All staff involved in making determinations, including the recruiters are trained annually to ensure they are up to date on requirements. New recruiters are trained by experienced recruiters from within and outside of the state. Integrated into the training are strategies for dealing with cultural and linguistic differences that may exist for the migratory children and their families.

During the interview with the family, information is collected necessary for determining eligibility and identifying the unique needs of the family. The formal process for recruitment begins with the recruiter interviewing the family and completing a certificate of eligibility (COE) if appropriate. The COE is then reviewed by the district in which the family resides. The district clarifies any questions about the information. The COE is then submitted to the state director for a final review and determination of eligibility. The state director communicates with the recruiter or district about any eligibility questions. This process promotes the probable accurate identification and recruitment of eligible migrant children.

The PED's protocol includes identification and recruitment strategies for non-school based children. These strategies include communicating with contacts outside the LEA system, including visiting with businesses, agencies and employers with whom migrant individuals work. This effort helps to identify and recruit preschool and out of school migratory children. The PED coordinates re-interviews with each family each year including an external re-interview process every third year to determine continued eligibility. The PED and LEAs verify and document the number of eligible migrant children aged 3 through 21. This process includes the child's birth verification, checking the district data system for enrollment and/or withdrawal, and validating the interviewee's statement of when the family arrived in the district. Each child placed on the COE will be given a unique state identification (ID) number that promotes the unduplicated count of each child. The migrant data system (MAPS) transfers all approved COEs at the end of August each year as a double check and to determine continued eligibility.

iii. *Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.*

The unique needs of New Mexico's migratory children and youth were identified through the CNA process described in Section ii. The CNA serves as the foundation of the SDP process. Being fully integrated into the SDP, the CNA guides the overall design of the MEP and helps develop and articulate a clear vision of:

- The services that the MEP provides on a statewide basis;
- The high quality strategies that address the identified needs;
- The measurable outcomes of the MEP and how they help achieve the state's performance targets;
- How to evaluate whether and to what degree the program is effective; and,
- How to use the results of the evaluation to improve MEP services.

Two meetings of the SDP Committee were convened, a broad-based membership that included decision makers from the PED, LOAs, parents, and community members. Included on the SDP Committee were experts in the four goal areas of Reading and Math achievement; School Readiness; High School Graduation and Services to Out of School Youth (OSY); and Family and Support Services.

The activities conducted during the meetings include the following:

Create strategies based on research and promising practices for meeting the student needs identified in the CNA; develop measurable program outcomes (MPOs) aligned to strategies; review and reach consensus on strategies and MPOs; identify resources needed to implement the strategies; identify evaluation activities and tools to measure progress toward meeting MPOs; discuss the components of tools for measuring the fidelity of strategy implementation; and discuss next steps in developing the SDP report and aligning MEP systems.

The full range of services to migrant children including preschool children and children who have dropped out of school are included in the SDP. These services include the following:

- Supplemental instructional services including tutoring, summer school, extended school day, and supplementary online instruction for MEP students to improve reading and math achievement;
- Innovative technology integration programs to increase student achievement in reading and math and student engagement in school.
- Migrant mentor/advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families;
- In-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs;
- Information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around PK instructional services to match parent schedules.
- NM PreK programs in districts with high populations of migrant children are prioritized to receive additional funding to increase hours from half-day to full-day.
- Comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents;
- Supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement;
- Referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs (HEP), or re-enrollment in school;

- Connections between secondary age youth and the community education providers through a mentorship or job shadow program;
- Supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills;
- Ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events;
- Information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed; and
- Supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.

A strategic planning chart of the SDP decisions that were determined by the SDP Committee helped to guide the work of the group. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and because of the decisions made through the CNA process, the areas of the chart that were completed included Need/concern, Solution Strategies Identified in the CNA, State Performance Target, MPO, Resources Needed, Measurement Tool/Evaluation Strategy. The NM MEP SDP is on file at the New Mexico PED Title I C office.

iv. *Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.*

The unique needs of New Mexico's migratory children and youth were identified through the CNA process described in Section ii. The CNA serves as the foundation of the SDP process. Being fully integrated into the SDP, the CNA guides the overall design of the MEP and helps develop and articulate a clear vision of: 1) the services that the MEP provides on a statewide basis; 2) the high quality strategies that address the identified needs; 3) the measurable outcomes of the MEP and how they help achieve the state's performance targets; 4) how to evaluate whether and to what degree the program is effective; and 5) how to use the results of the evaluation to improve MEP services.

Two meetings were convened of the SDP Committee, a broad-based membership that included decision makers from the PED, LOAs, parents, and community members. Included on the SDP Committee were experts in the four goal areas of Reading and Math achievement; School Readiness; High School Graduation and Services to Out of School Youth (OSY); and Family and Support Services.

The activities conducted during the meetings include the following:

Create strategies based on research and promising practices for meeting the student needs identified in the CNA; develop measurable program outcomes (MPOs) aligned to strategies; review and consensus on strategies and MPOs; identify resources needed to implement the strategies; identify evaluation activities and tools to measure progress toward meeting MPOs; discuss the components of

tools for measuring the fidelity of strategy implementation; and discuss next steps in developing the SDP report and aligning MEP systems.

The full range of services to migrant children including preschool children and children who have dropped out of school are included in the SDP. These services include the following:

- Supplemental instructional services including tutoring, summer school, extended school day, and supplementary online instruction for MEP students to improve reading and math achievement;
- Innovative technology integration programs to increase student achievement in reading and math and student engagement in school.
- Migrant mentor/advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families;
- In-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs;
- Information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around PK instructional services to match parent schedules.
- Comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents;
- NM PreK offers flexible parent conference locations and times to meet the needs of migrant families;
- Supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement;
- Referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs (HEP), or re-enrollment in school;
- Connections between secondary age youth and the community education providers through a mentorship or job shadow program;
- Supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills;
- Ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events;
- Information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed; and
- Supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.

A strategic planning chart of the SDP decisions that were determined by the SDP Committee helped to guide the work of the group. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and because of the decisions made through the CNA process, the areas of the chart that were filled in included Need/concern, Solution Strategies Identified in the CNA, State Performance Target, MPO, Resources Needed, Measurement Tool/Evaluation Strategy. The NM MEP SDP is on file at the PED Title I C office.

v. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely*

transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The State of New Mexico and its local operating agencies consider interstate and intrastate coordination essential to the operation of the MEP. This is accomplished through a variety of activities including:

- participation in Consortium Incentive Grants (CIG) designed specifically for interstate coordination;
- Active participation in MSIX and the state MEP database, Migrant Achievement and Performance System (MAPS) to ensure the completion and transfer of student records in a timely manner;
- Convening local MEP directors and/or providing technical assistance at least three times per year to promote intrastate and interstate coordination; and,
- Communication and collaboration among sites and states when students move into and out of New Mexico.

vi. *Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.*

The State of New Mexico and its local operating agencies (which include LEAs) consider interstate and intrastate coordination essential to the operation of the MEP. This is accomplished through a variety of activities including:

- Participation in Consortium Incentive Grants (CIG) designed specifically for interstate coordination;
- Active participation in MSIX and the state MEP database, Migrant Achievement and Performance System (MAPS) to ensure the completion and transfer of student records in a timely manner;
- Convening local MEP directors and/or providing technical assistance at least three times per year to promote intrastate and interstate coordination; and,
- Communication and collaboration among sites and states when students move into and out of New Mexico.

1) Consortium Incentive Grants – To promote interstate coordination and benefit from resource sharing around ID&R, New Mexico is a member of the Identification & Recruitment Rapid Response Consortium (IRRC). IRRC is designed to meet an identified need for greater consistency and quality in ID&R through expanded and improved infrastructure and interstate collaboration. This is addressed through three goals:

- Design and develop systems, materials, strategies, and resources for the consistent and reliable ID&R of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts;
- Expand states' capacity through the sharing of resources, mentoring, and the deployment of a Rapid Response Team of veteran ID&R specialists; and,
- Disseminate effective evidence-based ID&R practices throughout the MEP community.

In addition to IRRC, New Mexico has participated in other CIGs over the past 10 years that have focused on reading and literacy development for migrant children from pre-kindergarten through post-secondary. Local operating agencies have benefitted from a myriad of materials from the CIGs as well as collaborated with other states around content areas.

2) MSIX and MAPS – A web-based portal that links states' migrant student record databases to facilitate the national exchange of migrant students' educational information among the states, MSIX produces a single, consolidated record for each migrant child that contains the information from New Mexico and the other states in which the child has enrolled. It contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children. To fully participate in MSIX, New Mexico has assigned unique student identifiers to migrant children that are used to identify/link student records.

New Mexico uses MAPS to collect minimum data elements (MDEs) for MSIX and for reporting migrant data for the Consolidated State Performance Report (CSPR). The MAPS data collection system also includes demographic data on students, English language proficiency test scores, and state assessment scores. The data for MAPS is collected on hard copy forms and then entered by migrant program records clerks at the district and/or state level. Training and technical assistance by PED on MSIX and MAPS is provided for local MEPs at least twice annually. Included in the system and the training is the latest guidance from OME on the timely transfer of records, including health, when children move from one school to another, whether or not such move occurs during the regular school year. Hands-on activities and scenarios help clarify the guidance to allow a common understanding and reliability in decisions that are made.

3) Professional Development and Technical Assistance – New Mexico is committed to ensuring that state and LOA staff are active in using MEP funds to promote inter- and intrastate coordination of services and continuity of services to migrant students. Professional development is provided for new and veteran staff at least three times each year on a range of topics such as data collection and entry, quality control procedures, data security, understanding and completing student records, etc.

4) Communication/Collaboration – Among sites where students move in and out of New Mexico, continuity of instructional services and information about migrant students and services is shared both formally through the structures described earlier in this question and informally through follow-up with LOA counselors, instructors, and recruiters. Examples include a summer program teacher following up with the counselor of a school from the student's home-base state to find out about credits that a student needs to graduation; recruiters from New Mexico and nearby states sharing ideas for recruiting on dairy farms; and collaborating with another CIG state to work on a committee working on developing a curriculum-based assessment for migrant-eligible youth that have dropped out.

A final inter- and intrastate coordination activity that benefits the NM MEP is the participation of the NM MEP state director as the regional representative on the Office of Migrant Education's Coordination Work Group (CWG). The lead state for each of six regions collects information and feedback from other MEP directors in the region and shares it with the rest of the CWG and OME. After each coordination meeting or conference call, the NM MEP director communicates and shares information with the other state directors in the region.

The unique educational needs of New Mexico's migratory children, including preschool migratory children and those that have dropped out of school, are described in detail in the state's CNA which is on file in the Title I C office at PED. A summary of these needs follows:

- INDICATOR: The percentage of migrant students scoring proficient in reading on the state assessment is 35.4% compared to 50.6% of non-migrant students.
- NEED: The percent of migrant students who are proficient needs to increase by 15.2%.

- INDICATOR: The percentage of migrant students scoring proficient in mathematics on the state assessment is 19.9% compared to 42.0% of non-migrant students.
  - NEED: The percent of migrant students who are proficient needs to increase by 22.1%.
- INDICATOR: In focus groups and during the PAC meetings, parents expressed concerns that point to a lack of engagement including bullying, concerns about staying in school, and concerns about children's safety in school.
  - NEED: Migrant students' engagement during the regular school term needs to increase by 25%.
- INDICATOR: The percent of migrant children ages 3-5 who are enrolled in preschool programs and receiving instructional services is 20%.
  - NEED: The percent of migrant children ages 3-5 who are enrolled in instructional services needs to increase by 50%.
- INDICATOR: 85% of migrant students entering kindergarten were below benchmark or below the average range on the DIBELS and Discovery assessment.
  - NEED: The percentage of migrant students scoring at or above benchmark or average levels needs to increase by 85%.
- INDICATOR: 19% of high school migrant students were proficient on the Math SBA and 22% were proficient on the Reading SBA compared to 35.8% and 47.8% of non-migrant students respectively.
  - NEED: High school migrant student proficiency in math needs to increase by 17%. High school migrant student proficiency in reading needs to increase by 26%.
- INDICATOR: The number of migrant students passing Algebra I in 2013-14 was 39%, which is below the goal of 80%.
  - NEED: The percent passing Algebra I needs to increase by 41%.
- INDICATOR: 38% of migrant OSY received MEP instructional services in 2013-14, and no other educational services are provided for migrant OSY.
  - NEED: The number of migrant OSY receiving instruction needs to increase.
- INDICATOR: Migrant OSY have not received formal instructional services and often have not been exposed to instruction for basic life skills.
  - NEED: Migrant OSY need to increase knowledge and skills for basic life tasks.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The current measurable program objectives (MPO), outcomes, and strategies of New Mexico's MEP is included in the NM MEP SDP that on file in the Title I C office at the PED. Note that for all four areas, key strategies that are **bolded** are high priority and required for implementation by all local MEPs that apply for and receive funding in this goal area.

Key Strategies	Reading and Math MPOs
1.1a) Offer supplemental instructional services such as tutoring, summer school, extended school day, or supplementary online instruction for MEP students to improve reading and math achievement. 1.1b) Implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.	1A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in reading between two district short cycle assessments. 1B) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in math between two district short cycle assessments.
1.2a) Provide professional development to instructional staff (including counselors and instructional staff who have contact with migrant students) in identifying skills gaps, appropriate placement, and instructional strategies to improve reading and math achievement for MEP students. 1.2b) Provide professional development to staff on the impact of poverty and mobility on the academic success of migrant students.	1C) By the end of the 2016-17 school year, 80% of instructional staff who participate in MEP-sponsored professional development will report through a survey that they can better identify the needs of migrant students.
1.3) Implement a migrant mentor or advocacy program to give students and families a consistent contact in the school building and provide support specific to the needs of individual migrant families.	1D) By the end of the 2016-17 school year and each year thereafter, all projects implementing this strategy will report that 90% of MEP families received needed support as recorded on the MEP parent contact log.

Key Strategies	School Readiness MPOs
2.1) Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.	**2A)** By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.

2.2a) Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool (PK) instructional services to match parent schedules. **2.2b)** Provide comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents.	**2B)** By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 who are not in kindergarten and who are residents for at least six months will participate in an early childhood education programs (either MEP-funded or existing in the district).

Key Strategies	High School Graduation and Services to OSY MPOs
3.1) Provide supplemental instructional services with flexible scheduling that meet student needs such as tutoring, summer school, extended school day, credit accrual, college and career readiness support, or online instruction to improve core content achievement.	3A) By the end of the 2016-17 school year and each year thereafter, 50% of students in grades 9-12 who participate in supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.
3.2a) Provide referrals and support to access services and resources that meet the needs of students at risk of dropping out of high school and OSY such as high school equivalency programs, HEP, or re-enrollment in school. 3.2b**)** Build connections between second-ary age youth and the community educa-tion providers through a mentorship or job shadow program.	3B) By the end of the 2016-17 school year and each year thereafter, 50% of youth receiving referrals will enroll in the program to which they were referred.
3.3) Provide supplemental instructional services with a flexible schedule that meets student needs to help OSY and secondary age youth gain basic life skills.	3C) By the end of the 2016-17 school year and each year thereafter, 50% of students participating in life skills lessons will increase their score on the lesson pre/post assessment by 20%.

Key Strategies	Family and Support Services MPOs
4.1) Provide ongoing parent education, parent involvement activities, and Migrant Parent Advisory Councils designed to help parents communicate with the school, support their children's educational goals, and be involved in their child's education. Include school readiness, reading, math, and/or technology instruction strategies for the home during parent events.	4A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant parents who receive MEP parent training will report through a survey that the training helped them increase their ability to support their children's education.
4.2a) Provide information and access to support services and educational opportunities from community organizations and non-profits through transportation, translation, and supplies distribution as needed. 4.2b) Provide supplemental support services necessary for students to attend school and school-related events such as supplemental educational materials, nutrition, backpacks, uniforms, clothing, and transportation.	4B) By the end of the 2016-17 school year and each year thereafter, 70% of identified migrant students will receive support services designed to meet their identified needs.

vii. *Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.*

The NM Migrant Education Program's parent involvement provisions stress shared accountability between schools and parents for high student achievement; local development of parental involvement plans with sufficient flexibility to address local needs; and building parents' capacity for using effective practices to improve their child's academic achievement.

Implementation of parent involvement at the local level includes the establishing of a PAC at each funded MEP site. The local PAC determines membership, elects officers, and designates representatives to the statewide PAC. Local parent involvement plans involve the following four interrelated activities:

- Participation in state and local needs assessment to determine services needed to be provided by the state and local districts/schools to support the involvement of migrant parents;
- Dissemination and sharing of information and materials about parent involvement activities and ways in which parents can be actively involved in their children's education;

- Representation at statewide planning meetings with state and local MEP staff (meetings such as SDP and CNA committees); and,
- Development of the state and local parent involvement and PAC plans including election of officers and designation of representatives to the MEP PAC.

The activities to ensure meaningful consultation with parents of migratory children are described below:

- Needs Assessment – Parents provide feedback on state and local needs assessment surveys, participate in focus groups, and discuss needs at local and state PACs. Surveys and focus group results are compiled and summarized for distribution to all stakeholders including parents, MEP staff, local school district personnel, and state MEP and Title I staff. Results are used by committees at the local and state levels to plan and design MEP services to the extent that available funds and regulations allow.
- Dissemination of Information – Each local MEP is charged with sponsoring parent development, family events for sharing information and resources, and culminating activities such as end-of-year programs featuring their child's educational success in which parents are invited to participate. Examples of effective topics and formats for encouraging parent involvement include PAC meetings, literacy night, teaching parents about educational games, supporting dual language development in the home, and Parenting education.
- Representation at Planning Meetings – The state PAC selects at least one representative to serve on statewide planning meetings to ensure that parent views are represented and to communicate with the rest of the state and local PACs about decisions made regarding the education of migrant children. Parents are involved in the New Mexico MEP CNA and in the SDP process with the president of the statewide PAC being present and providing input at all SDP meetings. SDP meeting results were discussed during PAC meetings to get parent input, which was shared in the meeting minutes.

  The state MEP and its LEAs must establish and consult with PACs in the planning and operation of an MEP at least twice during a regular year program. LEAs must establish a PAC with representation of eligible migrant parents, and the state agency must establish a statewide PAC with representation from the LEAs by eligible migrant parents. The parents in the school districts choose their own leadership for their district. The leadership of each local PAC is then a member of the state PAC. The local PAC leaderships make up the members of the state PAC. At least two state PAC meetings are held annually. When statewide meetings are conducted via webinars, it is the responsibility of the local MEP to secure access to the webinar at local facilities and/or provide transportation to the appropriate locations.

  Migrant PAC membership consists primarily of migrant parents or the guardians of eligible migrant children and can also include school personnel who represent the interests of migrant parents. Membership, officers, and the designation of representatives are governed by by-laws established by each local PAC.

  Migrant parents are encouraged to provide feedback during consultation to assist in establishing effective programs to improve student academic achievement and school performance, and provide suggestions and ideas regarding the effectiveness and improvement of the MEP.

viii. *Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:*

1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*

Providing supports and opportunities to students who are failing, or most at risk of failing to meet state academic content standards and student achievement standards and whose education has been interrupted during the regular school year is a priority of the State. The priority for services process and definition are reviewed to ensure that it is consistent with the definition under section 1304(d).

New Mexico prioritizes decisions about how MEP services are delivered by assigning the *first priority* for services to students that have been determined to have the greatest needs. Students are designated priority for service (PFS) based on a two-part process of: (1) educational interruption and (2) failing, or most at risk of failing, to meet state standards.

Both section (1) and (2) below must be met for a migrant child or youth to be considered PFS. **If any of the Educational Interruption factors (1-a through 1-c) and Failing, or Most at Risk of Failing, to Meet State Standards factors (2-a through 2-h) are met, the student is designated as PFS for that section.**

(1) EDUCATIONAL INTERRUPTION
In the preceding 12 months:

1-a The student has a Qualifying Arrival Date (QAD) between September 1 and June 30; OR

1-b The student has missed 10 or more days of school due to factors related to the migrant lifestyle; OR

1-c The student has changed schools in the same school district related to the child's migrant lifestyle.

AND

(2) FAILING, OR MOST AT RISK OF FAILING, TO MEET STATE STANDARDS is defined as:

2-a Student has scored **below proficient** in reading or math on the state assessment (Partnership for Assessment of readiness for College and Careers [PARCC]); or

2-b Student in grades K-12 with no prior year state assessment and scored below proficient on local assessment instruments; or

2-c Student has been identified as non-English proficient or limited English proficient (LEP) using the state-adopted language proficiency assessment (W-APT/ACCESS for ELLs); or

2-d Student has repeated a grade level; or

2-e Student is over age for grade; or

2-f High school student has not accrued the needed credits to graduate with his/her graduation cohort; or

2-g Out-of-school youth; or

2-h Pre-K aged child determined to be "most at risk of failing" based on an appropriate preschool skills assessment.

In New Mexico, Title I C funds **must** be used for:

- Services to ensure that the special educational needs of migrant children aged 3 to 21 are met;
- Providing advocacy and outreach services in education, health, nutrition, and social services;
- Coordinating services within and across states as well as the transfer of health and educational records;
- Family literacy activities and programs;
- Parent involvement and parent advisory councils to provide information on curriculum, academic assessment, school programs, etc; and,

- Active district recruitment to find and enroll migrant students.

Funds **may** be used for:

- Research- based programs in the areas of remedial, compensatory, bilingual, multicultural and vocational education;
- Health services, counseling and testing, career education, preschool services, and transportation;
- Technology to support the program (both hardware and software);
- Program-related professional development for school staff, including travel;
- Programs for the transitioning of secondary students to postsecondary education or employment;
- Administrative cost directly associated with program; and,
- Indirect costs.

Funds **may not** be used for:

- Services to children who do not meet the "Certificate of Eligibility" requirements of agricultural and across district movement; and,
- Activities and services not specified in the approved application.

Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

The full range of services that are available for migratory children from appropriate local, State and Federal educational programs.

Through the implementation of the Office of Migrant Education's Continuous Improvement Cycle (CIC), the New Mexico Migrant Education Program (MEP) ensures that migratory children receive the full range of services that are available from appropriate local, State, and Federal education programs. The CIC includes statewide Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), implementation of the plan, and Program Evaluation. The CNA identifies the unique needs of migratory children in New Mexico, the SDP identified the services to be provided to migratory children based on the unique needs identified in the CNA, and the program evaluation determines the extent to which the services were implemented with fidelity, and the outcome/impact on migratory students and their parents. Throughout the CNA and SDP processes, appropriate local, State, and Federal education programs are identified to serve migratory children so that the migrant program services come as the funds of last resort.

The SDP defines the full range of services available for migratory children, including children who have dropped out of school and preschool migratory children. The SDP includes four goal areas: reading and math, school readiness (which includes services for migratory preschool children), high school graduation and services to out-of-school youth(OSY), and family and support services. Each strategy is aligned to an identified need and a measurable program outcome.

The goal of the New Mexico MEP is to provide leadership to the field regarding programs and services that promote academic excellence and equity for the migrant students of New Mexico. To achieve this goal, the New Mexico MEP strives to create conditions that empower educators working with migrant children to collaborate in designing programs that build upon student strengths,

eliminate barriers, provide continuity of education, and produce levels of performance for migrant students that meet or exceed those of the general student population.

The New Mexico MEP helps migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, so they can be successful in school. Furthermore, the New Mexico MEP prioritizes services to migrant children and youth who are failing, or most at risk of failing to meet the State's content and performance standards, and whose education has been interrupted during the performance period or dropped out of school.

The children of migrant, mobile agricultural workers and fishers have unique needs due to high poverty, high mobility, and interrupted schooling. It is important to understand the unique needs of migrant students as distinct from English learners (ELs) or other special populations who are not mobile, so that those distinct needs are addressed in the service delivery planning process.

Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A.

Every 2-3 years, the SEA convenes a Needs Assessment Committee (NAC) consisting of representatives of local, state, and federal educational programs including SEA staff (e.g., Migrant; Title III, Part A; Reading; Math), parents and parent representatives, and school district representatives (teachers, federal program directors, administrators, and other school staff) to review migrant student needs in New Mexico and suggest solutions to address those needs. The New Mexico MEP CNA follows the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors* (2012). The process follows OME's Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment? Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*. During NAC meetings, concern statements are reviewed and revised along with needs indicators and needs statements. The NAC reviews data related to migrant student achievement, attendance, mobility, and migrant activities. In addition, MEP staff and parents from across the State are surveyed to determine the types and extent of needs of migrant students living in isolated locations. Data analysis and descriptions of the procedures are recorded in the annual CNA reports.

The integration of services available under Title I, Part C with services provided by those other programs.

The SDP provides the guidelines for integrating services available under Title I, Part C with services provided other programs including Title III; Title I, Part A; and McKinney-Vento. In particular, the SDP describes services that go above and beyond services provided through other local, state, and federal programs. The SDP spells out the integration of services to migrant students through the strategies, to parents through the Parent Involvement Plan, to staff through the Staff Development Plan. Concern statements developed during the NAC form the basis of the development of strategies and measurable program outcomes (MPOs) during the SDP process. Solutions are proposed to improve student achievement, the possible effects that the solutions may have on the causes of the need, the feasibility of implementing the solutions, the acceptability to stakeholders, and suggested criteria for evaluating the results of the implemented solutions.

Measurable program objectives and outcomes.
Strategies and MPOs are developed during the SDP process. MPOs are the desired outcomes of the strategies included in the SDP. An appropriate MPO is one that articulates the difference that participation in the MEP will make for migrant students. Because the strategies are directly related to

the identified concerns and needs, which relate to State performance targets, the MPOs, which quantify the differences that the MEP will make, are also connected to State performance targets. The *Migrant Education Service Delivery Plan Toolkit: A Tool for State Migrant Directors* (2012) states that a strong MPO is focused, detailed, quantifiable, and provides a clear definition of what you would consider a "success" in meeting a particular need. The New Mexico MEP created a set of MPOs based on the needs identified in the CNA and the strategies developed during the SDP process. New Mexico MPOs are aligned with the needs of migratory students and strategies the MEP will employ to meet those needs. OME requires that SEAs conduct an evaluation that examines both program implementation and program results. In evaluating program implementation, the New Mexico MEP evaluation will address the following questions:

- ✓ Was the project implemented as described in the approved project application? If not, what changes were made from the original implementation plan that may have impacted the success of the program?
- ✓ What worked in implementation of the state MEP?
- ✓ What problems did the MEP encounter and how were these issues overcome?
- ✓ What improvements should be made?
- ✓ What are the student demographics?
- ✓ What is the program context?

In evaluating program results, the evaluation of the New Mexico MEP addresses questions such as the following that are aligned with the MPOs.

- ✓ To what extent did migrant students achieve performance targets on state assessments?
- ✓ To what extent were MPOs addressed and met?
- ✓ To what extent did subgroups of the MEP population (e.g., PFS students and non-PFS students) meet MPOs?
- ✓ What factors impacted MPOs that were not met or not addressed?

The MPOs created during the SDP process are listed below by goal area.

Reading and Math

1A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in reading between two district short cycle assessments.

1B) By the end of the 2016-17 school year and each year thereafter, 70% of migrant students in grades K-12 who are below proficiency and receive MEP supplemental instructional services will demonstrate average scale growth in math between two district short cycle assessments.

1C) By the end of the 2016-17 school year, 80% of instructional staff who participate in MEP-sponsored professional development will report through a survey that they can better identify the needs of migrant students.

1D) By the end of the 2016-17 school year and each year thereafter, all projects implementing this strategy will report that 90% of MEP families received needed support as recorded on the MEP parent contact log.

School Readiness

2A) By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.

2B) By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 and not in kindergarten who are resident for at least six months will participate in an early childhood education programs (either MEP-funded or existing in the district).

High School Graduation and Services to OSY

3A) By the end of the 2016-17 school year and each year thereafter, 50% of students in grades 9-12 who participate in supplemental instructional services will be on track toward graduation as measured by their Next Step Plan.

3B) By the end of the 2016-17 school year and each year thereafter, 50% of youth receiving referrals will enroll in the program to which they were referred.

3C) By the end of the 2016-17 school year and each year thereafter, 50% of students participating in life skills lessons will increase their score on the lesson pre/post assessment by 20%.

Family and Support Services

4A) By the end of the 2016-17 school year and each year thereafter, 70% of migrant parents who receive MEP parent training will report that the training helped them increase their ability to support their children's education.

4B) By the end of the 2016-17 school year and each year thereafter, 70% of identified migrant students will receive support services designed to meet their identified needs.

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. *Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.*

The PED has identified this as priority areas in ensuring students are supported as they enter, reside at, and are released from correctional facilities. These students are considered significantly at-risk yet as they are released from incarceration they are left to reintegrate back into student populations with no support. A transition specialist has been hired through New Mexico's Central Regional Education Cooperative (CREC) utilizing funds from New Mexico's Division of Vocational Rehabilitation (DVR) as part of the Workforce Innovation and Opportunity Act (WIOA). CREC is the cooperative assigned to the state supported educational programs including juvenile justice and correctional education programs. This position will focus on the transition of students between facilities, the provision of Pre-employment Transition Services (PETS) for students with disabilities and the secondary transition requirements under the IDEA.

On April 6, 2017 the Governor signed into law a new section of the Public School Code that provides specific requirements regarding timely graduation and support for students who experience disruption in their education. This includes students adjudicated due to neglect and delinquency.
Whenever a student experiencing a disruption in his/her education transfers to a new school, the receiving school or school district must communicate with the sending school within two days of the

student's enrollment. The sending school or school district must provide the records within two days of having received the communication.

When transferring to a new school, students experiencing disruption in their education shall have a priority placement in classes that meet state graduation requirements and timely placement in elective classes that are comparable to those in which the student was enrolled in the previous school. High school students must receive timely assistance and advice from counselors to improve college and career readiness and equal access to participation in career and technical programs or other special programs in which the student qualifies.

Assisting youth transitioning between correctional facilities and LEAs will be driven by implementation of the State Correctional Education Self-Assessment (SCES) released by the US Department of Education (ED), Office of Special Education Programs (OSEP), earlier this school year. The implementation will be a collaborative effort of the PED Title I and Special Education bureaus. The PED will also utilize the third edition of the Transition Toolkit released in December 2016 by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). In addition, as part of OSEP's differentiated monitoring process correctional education, graduation and drop-out rates were selected for intensive technical assistance. In the fall of 2016, the PED participated in a three-day on-site technical assistance visit with experts from OSEP, NDTAC and the Office of Safe and Healthy Students. The differentiated monitoring plan will be a part of the state's ESSA plan.

The PED has developed a multiyear phase-in of the SCES in collaboration with the Center for Technical Assistance for Excellence in Special Education (TAESE). This work will focus on comprehensive and effective agreements between facilities and LEAs; participation in required assessments and accurate data collection and reporting; effective instructional practices and staff development; and effective transition processes including the transfer of student records between facilities and LEAs.

All students in grades 8 through 12 in New Mexico are required to develop and have in place, a Next Step Plan (NSP). The NSP identifies students' postsecondary interests, and sets forth the studies he or she will need to complete in order to be on track for graduation. For students with disabilities, NSP requirements are incorporated into Individualized Education Program (IEP) transition plans. Facility and LEA compliance and communication regarding these plans will be a component of the PED plan.

Elements of the following components of effective transition between LEAs and correctional facilities will be incorporated into the PED transition work:

- Interagency collaboration between entities such as correctional education staff at facilities, LEAs, and community-based programs such as mental health and social services;
- Intra-agency collaboration regarding the administration of state and district assessments, including those required for graduation under NM law. Collaborative agreements include the reporting of the students' progress at the LEA, correctional facility, school and state level for all students.
- Cooperative agreements among local agencies that provide transition services;
- Team-based planning: IEP team; correctional counselors; incarcerated youth and family members; general and special educators; and community agency personnel;
- Planned sequence of services after release; wraparound (as opposed to fragmented) services to deliver comprehensive and coordinated services; coordinated system of care encompassing all aspects of the youth's life; individualized services that focus on the strengths of the youth and his/her family;

- Outcomes-focused planning: detailed focus on youth outcomes, including those specified in a youth's IEP;
- Pre-release training in social skills, independent living skills, career exploration, vocational education, and pre-employment training;
- Tracking and monitoring: systematic and continual monitoring of youth through the system; periodic evaluations of transition processes; databases to track and monitor student progress
- The creation of indicators to assess transition planning between correctional facilities and LEAs.

ii. *Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.*

The program outcomes and objectives were developed in collaboration with Part D Subpart 1 and Subpart 2 representatives. Program outcomes and objectives will support NM's differentiated monitoring plan. As Part D programs are implemented consistent with the ED SCES and Part D program requirements, outcomes for students in correctional facilities will be measured by program objectives and outcomes listed below. Data in each of these areas will be collected through the yearly Title I Part D End of Year Report.

The PED will work with each Subpart 1 and Subpart 2 facility to monitor progress on these objectives and outcomes mid-year and end of year.

New Mexico Goals for Title I Part D Programs:

Goal 1: Provide educational opportunities for all students enrolled in Title I Part D funded programs in school districts and state supported programs to gain the academic skills needed to earn a high school diploma or the equivalent.
Objective 1a: Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in reading.
Outcome 1a(i): 50% of students in an adult correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1a(ii): 50% of students in a juvenile correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1a(iii): 50% of students in a juvenile detention facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1a(iv): 35% of students in a behavioral health or other type of facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1a(v): 25% of students in an adult correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1a(vi): 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.
Objective 1b: Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in mathematics.
Outcome 1b(i): 50% of students in an adult correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1b(ii): 50% of students in a juvenile correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1b(iii): 50% of students in a juvenile detention facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1b(iv): 35% of students in a behavioral health or other type of facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1b(v): 25% of students in an adult correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
Outcome 1b(vi): 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.
Objective 1c: Students in Title I Part D funded programs earn credits toward a high school diploma or equivalent.
Outcome 1c(i): 80% of students in a juvenile correctional facility earn secondary school course credits.
Outcome 1c(ii): 50% of students in a juvenile detention facility earn secondary school course credits.
Objective 1d: Students in Title I Part D funded programs earn a high school diploma or equivalent.
Outcome 1d(i): 60% of students in an adult correctional facility earn a high school diploma or equivalent.
Outcome 1d(ii): 60% of students in a juvenile correctional facility earn a high school diploma or equivalent

Goal 2: Provide services to all students enrolled in Title I Part D funded programs in school districts and state supported programs to facilitate their successful transition to enrollment in public school, another care facility, postsecondary education, career technical education, or employment.
Objective 2a: Records are shared between public schools, state-supported schools, correctional facilities, and treatment centers in a timely manner.
Outcome 2a: Facilities and LEAs will provide records within 10 business days of a student's transfer to another facility or LEA.
Objective 2b: Students in facilities will be provided with support services, such as tutoring, mentoring, counseling, social work services, re-entry orientation programs, etc., to ensure opportunities to continue their education or find employment.
Outcome 2b: Facilities and LEAs will provide all students (subject to safety constraints) with at least one of the following: tutoring, mentoring, counseling, social work services, and re-entry orientation programs.
Objective 2c: Students in facilities will be provided opportunities to enroll in career technical education, job training programs, or life skills courses.
Outcome 2c: 25% of students in state facilities will enroll in job training programs and/or obtain employment within facilities.

The CREC transition specialists will assist LEAs in developing policies and procedures regarding records transfer.

Title III, Part A: Language Instruction for English Leaners and Immigrant Students.

i. *Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*

1. *Include a score of proficient on the State's annual English language proficiency assessment;*
2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*

3. *Not include performance on an academic content assessment.*
4. *Describe the timely and meaningful consultation with LEAs representing the geographic diversity of the State regarding standardized statewide entrance and exit procedures for English learners.*
5. *NMPED must include an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.*
6. *Describe how it will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English language proficiency and the steps it will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as by providing technical assistance and support on how to modify such strategies.*

As a minority-majority state, New Mexico is committed to ensuring that our English Learners and Immigrant students are provided the supports needed to succeed academically, linguistically and culturally. New Mexico's standardized entrance and exit procedures for EL students are consistent with 3113(b)(2) of ESSA and have been adopted into state regulation. Pursuant to 6.29.5.11-12 NMAC, all New Mexico public school districts must use the department-approved New Mexico Language Usage Survey (LUS) to identify potential EL students. Though the procedure was unchanged, the LUS replaces all locally-generated home language surveys. The amendment in state regulation provided the opportunity to clarify both the entrance and exit procedures to achieve a more uniform process across the state. For students in which a language other than English is identified in the LUS, the student must be screened with the department-approved language screener, currently the WIDA Access Placement Test (W-APT).

Beginning with 2017-2018 school year, the state will move from W-APT to WIDA's online WIDA Screener for grades 1-12 (W-APT will be used for Kindergarten).

Students that do not meet the established criteria will be classified as EL students. EL students must be annually assessed on the department-approved English language proficiency assessment, WIDA's ACCESS for ELLs 2.0, a computer-adaptive test. The state's exit criterion is an overall (composite) score of 5.0 or greater. EL students that achieve a 5.0 or greater on the ACCESS for ELLs 2.0 assessment are reclassified to fluent English proficient (RFEP).

At that time, RFEPs must be monitored for academic success for two years. Districts that are Title III sub-grantees must monitor academic performance of RFEPs for four years after initially exiting EL status. The PED has established standardized entrance and exit procedures, protocols, and assessments to improve the process of identifying EL students in a uniform and consistent manner across all LEAs.

The PED's Bilingual Multicultural Education Bureau (BMEB), which directly oversees Title III, has developed the LUS and accompanying guidance handbook in consultation with relevant stakeholder input including district and charter personnel and the regional OCR Denver office staff. The LUS form and guidance handbook, sample parent notification letters and frequently-asked-questions FAQs) are available in English, Spanish and Navajo.

The pertinent state regulation, the communication memorandum, LUS form, guidance handbook, and additional resources, including training videos, are available on the PED's BMEB dedicated webpage for serving EL students: : http://ped.state.nm.us/ped/Bilingual_ServingELs.html

Additionally, Since 2014, the PED provided multiple opportunities for stakeholder engagements on creating standardized statewide entrance and exit procedures for English Learners (ELs). The PED

consulted directly with district-level Title III directors from across the state on formalizing the entrance and exit procedures already widely practiced since such procedures were part of state policy guidance.

Specific input was solicited on the creation of a new statewide form, the New Mexico Language Usage Survey (LUS), and the accompanying guidance handbook for the use of the tool to replace all previously used locally generated home language surveys (HLS). District input recommended the name change of the survey from HLS to NMLUS. In order to ensure uniformity in the EL identification process across the state, the PED followed the state rulemaking process to make amendments to the pertaining to EL identification and exit procedures already in place since 2014. Subsections 11 and 12 in 6.29.5 NMAC were amended to make clear that the LUS would be the only department-approved language usage survey. Several reiterations were developed in conjunction with leadership and input from district-level Title III, EL and bilingual education program directors, as well as the New Mexico State Bilingual Advisory Council (SBAC). Further, several district directors recommended that the NMLUS and its accompanying guidance handbook be reviewed by the Office for Civil Rights. The PED honored the requests of stakeholders and submitted the LUS and handbook to the local OCR office (Denver, CO) for review and input. Per feedback, changes and clarifications were incorporated.

The rulemaking process moved forward with the initial notice of proposed rulemaking and 30-day public comment period followed by a public hearing held on October 3, 2016. After the public hearing and comments were analyzed and addressed, the amended rule was approved and became effective on October 31, 2016. On that date, a memorandum was sent out to all superintendents, charter school leaders, EL, Title III and bilingual education program directors, and district test coordinators. The memorandum included the website link where several tools and resources are available. The webpage includes: a technical assistance manual outlining what must be done to serve ELs, the LUS available in English, Spanish, and Navajo; a companion guidance handbook for EL identification using the LUS; a Frequently-asked Questions (FAQ) guide available in English, Spanish and Navajo; sample parent notification letters in English, Spanish, and Navajo, and training videos for district personnel. The resources and materials, including the memorandum, can be accessed at: http://ped.state.nm.us/ped/Bilingual_ServingELs.html

Through collaborative efforts, the PED in conjunction with its districts created its LUS, accompanying handbook, and training resources. Below is the timeline of the stakeholder engagement opportunities provided on the entrance and exit procedures for ELs:

PED Stakeholder Consultation and Input Sessions	
Date	**Activity**
April 23, 2014	Title III/BME Directors' Meeting – Home Language Survey, Albuquerque, NM
August 21, 2014	Title III/BME Directors' Meeting – State Home Language Survey, Albuquerque, NM
January 29, 2015	Title III/BME Directors' Meeting – Working Session: NM Home Language Survey & Guidance Development, Pojoaque, NM
April 23, 2015	Title III/BME Directors' Meeting – NM Language Use Survey, Albuquerque, NM

February 5, 2016	Title III/BME Directors' Meeting – NM Language Usage Survey, Pojoaque, NM
April 4, 2016	Charter School Training on Serving English Learners – Albuquerque, NM
April 28, 2016	Title III/BME Directors' Meeting – NM Language Usage Survey, Albuquerque, NM Part 1: Special Education Considerations Part 2: Train the Trainers, NM Language Usage Survey
October 3, 2016	Public Hearing on 6.29.5 NMAC, EL Identification Procedures (Subsection 11) and EL Exit Criteria (Subsection 12)
October 31, 2016	6.29.5 NMAC effective date; memorandum to districts/charters is sent out with links to webpage with the LUS, guidance handbook, and tools

To ensure districts received timely information about the move to the statewide EL identification process and use of the LUS, the NMPED provided training through its mandatory trainings for district test coordinators and required professional learning sessions for Title III, EL, and bilingual education program directors. Every district and state charter school was trained on the LUS and the accompanying resources in the fall 2016 and winter 2017. Additionally, Indian education directors and coordinators were invited to three separate trainings on the EL Identification process in December 2016. The following is a list of all trainings on the LUS:

District Trainings on the LUS and Guidance Document	
Date	**Activity**
December 2, 2016	Identifying ELs Using the NM Language Usage Survey, Pojoaque, NM (In collaboration with NMPED's Indian Education Division)
December 13, 2016	Identifying ELs Using the NM Language Usage Survey, Los Lunas, NM (In collaboration with NMPED's Indian Education Division)
December 15, 2016	Identifying ELs Using the NM Language Usage Survey, Bloomfield, NM (In collaboration with NMPED's Indian Education Division)
January 10, 2017	Mandatory District Test Coordinator Training, Gallup, NM
January 11, 2017	Mandatory District Test Coordinator Training, Albuquerque, NM
January 12, 2017	Mandatory District Test Coordinator Training, Las Vegas, NM
January 24, 2017	Mandatory District Test Coordinator Training, Las Cruces, NM
January 25, 2017	Mandatory District Test Coordinator Training, Roswell, NM
January 26, 2017	Mandatory District Test Coordinator Training, Albuquerque, NM
February 3, 2017	Mandatory District Test Coordinator (Make-up Webinar), Santa Fe, NM
March 7,	Regional Directors' Meeting for Title III/BME Directors, Taos, NM

2017	
March 9, 2017	Regional Directors' Meeting for Title III/BME Directors, Gallup, NM
March 13, 2017	Regional Directors' Meeting for Title III/BME Directors, Albuquerque, NM
March 16, 2017	Regional Directors' Meeting for Title III/BME Directors, Ruidoso, NM

The NMPED assures that all potential EL students identified through the department-approved LUS are required by state regulation to be assessed with the department-approved language screener—the WIDA W-APT for Kindergarten and the online WIDA Screener for grades 1-12. This requirement had been codified into state regulation since 2014, and was recently amended in 2016 to institute the use of the department-approved LUS. The specific requirement that students be identified within 30 days to conform to and align with ESSA requirements, is outlined in Letter D of Subsection 11 of 6.29.5 NMAC, which states:
D. Initial identification of a student as an English language learner and parent notification must occur not later than 30 days after the beginning of the school year, or within two weeks of initial enrollment if not enrolled at the beginning of the school year.
Further, the rule was amended to clarify the state exit criteria and procedures for reclassifying ELs to RFEP status (reclassified Fluent English proficient). The subsection of regulation on the exit procedures also clarifies the expectation that former ELs (RFEPs) must be monitored for academic success for two years after exiting EL status.

Thus, the NMPED assures that the identification of ELs meets the stipulated requirements in ESSA. The full regulation, 6.29.5 NMAC, can be accessed at:
http://ped.state.nm.us/ped/BilingualDocs/ServingELs/6.29.5.11%20NMAC_10.31.2016.pdf

Meanwhile, the NMPED conducts technical assistance and focused monitoring site visits around the state specifically on EL programs, Title III supplemental program funding as well as bilingual multicultural education programs (BMEPs), especially in BMEPs that serve ELs. The NMPED conducts thorough desktop data reviews using various data points such as data reported in the Student Teacher Accountability System (STARS), English language proficiency data from the WIDA ACCESS for ELLs assessment, fiscal documents including requests for reimbursement, and documented concerns from parents, community members, and others including the Office of Civil Rights.

Districts and schools are selected for onsite visits based on indicators such as student performance data, student demographic information including percentage of ELs in special education and in gifted programs as well as program information, which includes data accuracy and reporting concerns, patterns of miscommunication between program and business office, large carryover amounts, and high staff turnover in programs serving ELs.

The onsite visits are conducted to assess how districts and schools monitor and evaluate the effectiveness of their own EL program including the use of Title III supplemental program funding. This process includes document review of student cumulative files, which includes parent notification, parent engagement, and evidence of program, as well as review of lesson plans and other artifacts and documents. Further, on an onsite visit administrators and educator as well as parents may be interviewed and classroom instruction observed. For more information about Title III program

monitoring documents and guidance, see the Title III tab on the NMPED's website: http://ped.state.nm.us/ped/Bilingual_TitleIII.html.

District Title III reporting, as well as other reporting to the state, will be used to conduct additional and targeted technical assistance and to design supports for districts, with local input. For example, when district ELP and academic data demonstrates that districts are not meeting annual targets that will ensure long-term goals for ELs are met, program improvement plans may be required and additional professional development training focused on understanding ELP assessment data and conducting relevant data analysis will be offered. Also, districts not meeting annual growth targets may be required to submit additional information and be subject to conditions or pre-approval processes before expending Title III funding on goods/services that are proven to be effective in supporting the English language development and academic proficiency of ELs. Alignment of resources and program is important for ensuring a return on investment that positively impacts students. Further, districts whose Title III-funded EL programs are not effective will be required to make changes to instructional methods, curriculum and/or program after careful program evaluation and data analysis by both the district and state is conducted.

Title IV, Part B: 21st Century Community Learning Centers.

i. *Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.*

The PED will assist local education agencies (LEAs) in supporting the continuum of students' P-20 education through the 21st Century Community Learning Centers (CCLC) Program by supervising the awarding of funds to eligible organizations and providing technical assistance (TA) to subgrantees. The PED is currently in the 1st year of a four year funding cycle for 21st CCLC Programs funding 13 grantees and approximately 100 schools across the state. Grantees, as part of the Request for Proposal (RfP) application process are required to ensure a 75% attendance rate in the 21st CCLC program for students overall, and within the specific populations below, for thirty (30) or more days during the year for maximum benefit, especially for students who are:

i. English language learners,
ii. Native Americans,
iii. In the lowest 25% quartile of achievement,
iv. Experiencing homelessness, and
1. Academically supported through the use of Individualized Education Programs (IEPs).

Through these requirements, strategies supporting elementary to middle school or junior high transitions, middle school or junior high to high school transition and high school to college and career pathways as discussed in Section 6.1.A, are reinforced and inclusive of these at-risk populations. In particular, supporting the physical development, health, and well-being of students engaged in afterschool programming is an established norm of 21st CCLC Programs across the state and reinforced through opportunities for physical activity improved academic programming and afterschool snack funding through the PED or afterschool meal funding opportunities through the New Mexico Children, Youth, and Families Department (CYFD).
The STEM focus, and in some instances a STEAM focus (Science, Technology, Engineering, Arts and Math), is an element of every funded 21st CCLC grantee. Ongoing technical support and training opportunities are provided by the PED's 21st Century Program and the PED's Math and Science Bureau as well as through Ongoing partnerships with New Mexico's universities (e.g., the New Mexico State University's STEM Outreach Center and museums (e.g., Explora).
The technical assistance provided to sub-grantees is delivered through a variety of methodologies:

- Monthly 21st CCLC state webinars are hosted by the State Coordinator.

- Quality Management Consultants (QMCs), PED contractors who are retired administrators and educators, conduct monthly phone calls with program directors to discuss challenges and solutions, working to continually improve program quality.
- In-person trainings take place for all sub-grantees once per year. These in-person trainings are facilitated during the annual conference held in collaboration with the New Mexico Out-of-School Time Network. The most recent in-person training focused on the following three topics:
- Enrollment and retention through intentionally creating a "Culture of Achievement";
- Strategies to provide college and career readiness opportunities at all grade levels, and,
- Federal grant fiscal expectations and requirements. This conference is also held in collaboration with Title I, using funds from both programs to support annual conference costs
- The 21st CCLC Standard Operating Procedures Manual provides all deliverable templates, monitoring tools and guidance documents for sub-grantees throughout the four year funding cycle.
- The Spring Action Plan and Continuation Report, contained within the Semiannual Report Template, specifically incorporate the Principles of Effectiveness (§4205(b)(1)(A)-(C)), and also place focus on family involvement throughout the academic year.
- Site visits are conducted once per semester (per sub-grantee).
- On-going communication is conducted between the State Coordinator and sub-grantees.
- The PED also conducts semiannual surveys, requesting program feedback from families, students, 21st CCLC team members and traditional learning day teachers. The feedback collected is then used in the continuous quality improvement cycle across all learning centers in New Mexico.

o Fiscal Year 2016 Results

- Ninety-five percent (95%) of the family survey responses (3,775) contain an affirmative response, agreeing or strongly agreeing that the 21st CCLC program being offered in their community is high quality.
- Ninety-two percent (92%) of student survey responses (5,429) contain an affirmative response, agreeing or strongly agreeing that the out-of-school time program being offered at their learning center is high quality.
- Ninety-five percent (95%) of 21st CCLC team member responses (440) contain an affirmative response, agreeing or strongly agreeing that the 21st CCLC program being offered at their place of work is high quality.

Sixty-two percent (62%) of traditional learning day teachers (3,637) reported seeing an increase in students' academic performance throughout their participation in the 21st CCLC program.

ii. *Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.*

The PED will assist local education agencies (LEAs) in supporting the continuum of students' P-20 education through the 21st Century Community Learning Centers (CCLC) Program by continuing to award funds via a competitive proposal process, which uses a detailed, analytic peer review rubric to score grant proposals. The 21st CCLC RfP is released every four years, provides sub-grantees with four years of funding, during which, funded entities must work toward sustainability. The RfP will continue to remain open to all public and private entities serving students who attend a qualifying school. Qualifying schools must meet the following criteria:

- A school that is Schoolwide Title I under Section 1114;
- At least 35% of the student population is identified as having an economic need for additional services, as demonstrated through free and reduced lunch eligibility data or by the USDA Community Eligibility Provision (CEP); and

- The student population at a school served must demonstrate academic need for additional services, as demonstrated by a school earning a C, D or F on its overall school report card, a D or F in a school's quartile one grade (growth of lowest performing students) or by earning low scores (31% or more of all students scored below Level 3) on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

  Finally, the RfP outlines details regarding the services that must be provided for students and families participating in the 21st CCLC program:

- Provide, as appropriate, 21st CCLC programming outside of the traditional learning day or periods when school is not in session, such as before and after school, holidays, weekends or summer recess.
- Meet and document, at a minimum, the program delivery requirement at each learning center: eight (8) hours per week for a minimum of thirty (30) weeks.
- Provide PED approved balanced program offerings that reinforce content introduced during the traditional learning day and provide real-world, hands-on applications of content.
- Provide U.S. Department of Agriculture (USDA) approved snacks and/or meals for participating students using resources other than 21st CCLC funds.
- Provide 21st CCLC programming at no cost to the students and families.
- Demonstrate and document partnership(s) with participating community resources.
- Demonstrate and document partnership(s) with participating local education agencies (LEAs) and principals from targeted schools.
- Ensure a 75% attendance rate in the 21st CCLC program for students overall, and within the specific populations below, for thirty (30) or more days during the year for maximum benefit, especially for students who are:

  - English language learners,
  - Native Americans,
  - In the lowest 25% quartile of achievement,
  - Experiencing homelessness, and
  - Academically supported through the use of Individualized Education Programs (IEPs).

- Provide access to learning and developmental opportunities for children with disabilities.
- Recruit families of participating students to attend events that showcase, in an interactive way, student work and learning. Events should be held once each semester.
- Recruit families of participating students to engage in educational services provided for them by 21st CCLC. These services should target parents/legal guardians. At least two adult education sessions should be offered each semester.

- The adult education topics are selected based on family survey feedback.
- In Fiscal Year 2016, families ranked the following topics as most pertinent for their needs.
- Forty-five percent (45%) requested workshops that will allow them to better assist their children with homework.
- Forty-four percent (44%) requested cooking workshops, in order to gain skills for preparing healthy, quick, and inexpensive meals.
- Forty percent (40%) requested computer workshops that provide beginning skills in technology.

  By providing 21st CCLC services at schools meeting the criteria for qualifying schools, the opportunity to reach underserved students increases substantially, thereby allowing the PED to serve students, at all grade levels, who demonstrate the greatest need for additional support. 21st CCLC

Programs in New Mexico will be able to complement strategies identified for, and funding provided by, Student Support and Academic Grants across the state

Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. *Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.*

The Rural and Low Income Schools Program provides flexibility for LEAs to use grant funding to supplement the funding they receive under various ESSA programs. Specifically, RLIS grant funding can be used for activities authorized under Title I Part A, Title II Part A, Title III, Title IV Part A and for parental involvement activities. As grant funds are to be used based on needs identified by each LEA, the PED's measurable goals and objectives for this program will be based on the specific set of activities the LEA has opted to implement. LEAs will be required to use the RLIS funds to support the Title program(s) they have selected. Therefore, the measurable program objectives will be aligned with the specific Title program(s).

Use of Funds	Program Objectives and Outcomes
	Academic Achievement goals and measures of interim progress under Section 1
	Rates that students in Title I schools are taught by ineffective, out-of-field, and inexperienced teachers compared to students in non-Title I schools under Section 5.3.
	English Language Proficiency goals and measures of interim progress under Section 1
	Academic Achievement goals and measures of interim progress under Section 1
t	Academic Achievement goals and measures of interim progress under Section 1

Once eligible LEAs have been identified, PED technical assistance will be provided through webinars specific to each of the allowable uses of RLIS funding. The webinars will be presented by PED staff from the Title I, Title II, Title III, and Title IV-A program offices.

McKinney-Vento Act.

i. *Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.*

Children and youths who are homeless endure hardships that are unimaginable compared to their peers. These children struggle daily and have the same right to a free, appropriate public education, including public preschool education, as provided to other children and youths. To ensure that children and youths who are homeless have access to public education and are supported in their efforts, each public agency has must adopted and implemented policies and procedures guaranteeing the evaluation and identification of these individuals.
The Public Education Department (PED) and all Local Education Agencies (LEAs) are required to identify and remove any state policies or practices that may act as barriers to the identification, enrollment, attendance, and school success of children and youths who are homeless, including barriers associated with student fees, fines and/or absences. To ensure that barriers to public education are removed, the PED will develop a model policy, inclusive of school discipline, for statewide dissemination. In developing a model policy, the PED will provide samples of policies and forms on the PED website that LEAs may use as templates to assist with the identification of children and youths who are experiencing homelessness. PED will also provide timely email communication to New Mexico Homeless Liaisons when new resources become available and have been posted to the PED website. Specific identification tools will include the following:

- New Mexico Residency Questionnaire;
- Referral Forms;

- Local Liaison Contact Information;
- Homeless Student Needs Assessment for Services;

- Educational materials for students and parents in a language easily understood by families and students;
- McKinney-Vento awareness posters (for parents and students) to be distributed to places that children, youths, and families who are experiencing homelessness frequent (food banks, Income Support Division, New Mexico Human Services Department, Housing Authorities, laundry mats, etc.); and,
- The National Center for Homeless Education's LEA Needs Assessment (uses local data to help strengthen programs and make decisions).

Districts will then provide the PED of written assurances for their adoption of the PED model policy, or will communicate to the PED modification of the model policy for individual district needs. Existing collaborative partnerships among bureaus and divisions within the PED will also assist the PED in identifying strategies for select populations (e.g., the Coordinated School Health and Wellness Bureau will work with the Indian Education Division in relation to identifying and evaluating children and youths who are experiencing homelessness from New Mexico's 23 tribes and pueblos attending New Mexico schools).

The PED will create a process for reviewing and revising policies that will include a review of school discipline policies that disproportionately impact students experiencing homelessness, including children and youth:

- Of Color;
- Who identify as lesbian, gay, bisexual, transgender, and questioning (LGBTQ);
- Who are English language learners; and,
- Who have a disability.

Finally, to avoid unforeseen barriers for the identification and assessment of children and youths who are homeless, the PED will seek input from parents and advocates of students who are homeless concerning their needs and resources they would find most helpful, and will incorporate appropriate input into the model policy and will be reflected on the McKinney-Vento Homeless Education state plan as required in ESSA. This input will be gathered through the collaboration with LEA Homeless Liaisons and shelter and service providers for students and families who are homeless.

ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

Many staff are unaware of the challenges homeless children face or are ill equipped to deal with these students. To heighten the awareness of school personnel to the specific needs of children and youths who are homeless, the PED's Education for Homeless Children and Youths (EHCY) State Coordinator routinely provides training, technical assistance and dissemination of information about children and youths who are homeless for all program liaisons, school districts, community based organizations to include Housing and Urban Development (HUD) and Runaway and Homeless Youth Act (RHYA) partners and educational entities on a regular basis. The Coordinator also held a statewide professional development and training webinar on October 12, 2016, in conjunction with the National Association for the Education of Homeless Youth (http://naehcy.org/) for liaisons concerning the responsibilities involved in supporting children and youths who are homeless.

To further the efforts for heightening the awareness of school personnel to the needs of children and youths who are homeless, the Coordinator recently researched and successfully identified an on-line professional development program designed specifically for Homeless Liaisons, and is currently in the process of purchasing and implementing the training program, Edify Kickstand professional development program (http://www.kickstandsystems.com/) with the dissemination of multiple licenses to LEAs across the state. This represents an innovative approach for PED's program for statewide training of Homeless Education liaisons, as this program will track and certify liaisons' successful training and professional development requirements for this program.

iii. *Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.*

District liaisons act as initial contacts for disputes regarding the educational placement of children and youths who are experiencing homelessness. The PED will develop model policies and procedures that meet ESSA requirements for the LEAs' Boards of Education or Governing Councils to adopt during the 17-18 school year.

When the LEA applies for McKinney-Vento funds on an annual basis, the LEA will need to meet the assurance that they have the policies and procedures in place. Initially, LEA policies will be reviewed to ensure that they address the new legislative ESSA requirements that include the following elements:

- Immediate enrollment of students who are homeless in their school of choice pending resolution of the dispute;
- Guidelines on appropriate timeline;
- Processes for the appeals and final decisions;
- Development of written explanation of the dispute resolution process to be shared parents and or guardians; and
- The responsibility of the local liaison in carrying out the dispute resolution process and advocating for unaccompanied youth.

The PED will also develop sample Dispute Resolution Form(s) and Dispute Resolution policy/procedures and will place on the Coordinated School Health & Wellness Bureau website for LEAs. The procedures will provide guidance should a dispute arises over school selection or enrollment of a student experiencing homelessness. This will include clarification that the Local Educational Agency (LEA) shall not refuse or delay the immediate enrollment of the homeless child or youth, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, proof of guardianship, birth certificates, or other documentation), has missed application or enrollment deadlines during a period of homelessness, cannot immediately meet uniform or dress code requirements, or has outstanding fees. (Section 722(g)(3)(C)(i); see also 722(g)(1)(H)).

In addition, the LEA shall ensure that homeless students are attending classes and participating fully in school activities immediately upon the student being identified as eligible for McKinney-Vento Act rights and services.

The dispute process shall also include the following:

- The LEA shall provide transportation to the parent-selected school for the duration of the dispute resolution process.

- With the help of the LEA Homeless Liaison, the parent, guardian, or unaccompanied youth shall work through the expedited Dispute Resolution Process established by the LEA.
- The LEA shall provide the parent, guardian, or unaccompanied youth with a written notice of the LEA's decision regarding school selection or enrollment and their right to appeal. Confirmation of the written notice to the parent, guardian, or unaccompanied youth shall be provided to the New Mexico Public Education Department (PED) Education for Homeless Children and Youth Program (EHCY) State Coordinator. This can be accomplished by Certified Mail (United States Postal Service) or hand delivery with written signature receipt by parent, guardian, or homeless youth.
- If the parent, guardian, or unaccompanied youth is dissatisfied with the resolution, they may appeal the decision to the state level.
- Parents, guardians, unaccompanied youths, or public school districts and state charter schools may file appeals.

To initiate the state level dispute resolution process, the following must occur within five (5) working days after receipt of the written notification of the decision made at the district or inter-district office. The parent, guardian, or homeless youth, with assistance from the Homeless Education Liaison, shall submit a Notice of Appeal and must forward the following to the EHCY State Coordinator:

1. A copy of the State Level Notice of Appeal Form: and
2. A copy of the LEAs written decision

Upon receipt of a Notice of Appeal, the EHCY State Coordinator shall, within five (5) working days, convene a panel of at least two (2) New Mexico Public Education Department employees, including the EHCY State Coordinator and an additional department employee. This panel shall review the entire record of the dispute, including any written statements submitted, and shall make a determination based on the child or youth's best interest. Within five (5) working days of the date the panel convenes, the EHCY State Coordinator will issue this decision in writing to the LEA, parent(s)/legal guardian(s) or unaccompanied youth. The determination of the panel shall be final.

Guidelines on appropriate timelines and processes for the appeals and final decisions will be provided. Development of written explanation of the dispute resolution process will also be provided with the expectation that it will be shared with parents and or guardians. It is the responsibility of the local liaison to carry out the dispute resolution process and advocate for unaccompanied youth. New Mexico also has policies and procedures in place regarding complaints and disputes about a student who is homeless and needs access to special education and related services. Parents and families can resolve disputes through alternative dispute resolution options such as mediation, or take advantage of the formal dispute resolution process and file a state level complaint or due process hearing. This information can be accessed at http://ped.state.nm.us/ped/SEB_index.html.

iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.*

The PED will develop model policies and procedures for LEAs to initially adopt and will be required to meet assurances on an annual basis. The PED EHCY State Coordinator will also provide the following support to secondary education schools for identifying and removing barriers that prevent youth who are homeless from receiving appropriate coursework credit:

- Provide leadership, professional development, technical consultation, training, and direction to school districts, community based organizations and educational entities on how to identify and link Out-of-School Unaccompanied Homeless Youths to public schools and other support services;
- Review and revise policies and barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily; and
- Provide strategies for identifying and re-enrolling Out-of-School Unaccompanied Homeless Youth on the PED website.

The PED will also work with SEA and LEA level dropout prevention and reengagement programs and community based organizations (to include runaway homeless youth programs, shelters, transitional living and street outreach programs, juvenile justice facilities, workforce development boards, migrant programs, etc.) in order to ensure that youths are identified and engaged in ways that meet their needs.

The PED will also update its rules regarding the transfer of credits, correspondence and distant learning courses and dual credit programs to ensure the needs of students who are homeless are met. Additionally, the PED will continue the collaborative partnership with other state agencies, courts, and other education advocates established through the Joint Education Task to assist secondary education schools in identifying and removing barriers that prevent youth who are homeless from receiving appropriate coursework credit. In December 2012, the New Mexico Supreme Court issued an order establishing the Joint Education Task Force, co-chaired by former Chief Justice Petra Jimenez Maes and Governor Susana Martinez, to provide the Court with collaborative advice, recommendations, and proposed strategies for addressing the educational needs of high risk children and youth, particularly those in the state's custody. A subgroup of this task force focused on credit recovery and provided recommendations to the state. Ongoing discussions and advancement around credit recovery strategies and solutions continue through the work of the New Mexico Children's Court Improvement Committee and other inter-agency collaboratives.

v. *Describe the SEA's procedures to ensure that homeless children and youths:*

1. *Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*
2. *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*
3. *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

As a procedure to ensure access, the EHCY State Coordinator provides ongoing training and technical assistance to SEA and LEAs level programs to guarantee that students experiencing homelessness have access to services and is in the process of developing a McKinney-Vento site-specific webpage on the PED website (as opposed to blending information on existing webpages). These training and technical assistance tools allow for barriers to be removed for homeless students accessing academic and extracurricular activities, and require adherence by all magnet schools, summer schools, career and technical education facilities, advanced placement opportunities, online/distance learning programs, and charter school programs.

Of special note, a training software program, entitled Edify, will be provided to all homeless liaisons at the beginning of school year 17-18. This e-learning training program will provide information about removing potential barriers to access of academic and extracurricular activities to students experiencing homelessness and will also be made available to staff within the Charter School Division as a means of reinforcing the requirements of the McKinney-Vento Act with New Mexico local and state charter schools.

The EHCY State Coordinator will utilize the following strategies to ensure that homeless children and youth have access to services:

- Coordinate and collaborate with the PED's SEA programs to create procedures to ensure that homeless children and youth do not face barriers to access to academics and extracurricular activities. The PED SEA programs include: Literacy and Early Childhood Education Bureau, Transportation Bureau, College and Career Readiness Bureau, Blended Learning Bureau, Coordinated School Health and Wellness Bureau/National School Lunch Program (NSLP);
- Collaborate with the New Mexico Athletics Association and the Society for Health and Physical Educators (SHAPE) NM (https://www.shapenewmexico.org/) to promote inclusion for students who are homeless in extracurricular activities, per the prescribed guidelines;
- Post the Education for Homeless Children and Youths Program Non-Regulatory Guidance on the PED website;
- Ensure that transportation policies at SEA and LEA levels are not barriers to accessing academic and extracurricular activities and that transportation is provided as needed. To that end, the PED and New Mexico legislators are reviewing possible revisions to existing state statutes including § 22-16-4, *School bus routes; limitations; exceptions; minimum requirements,* § 22-8-29, *Transportation distributions; reports; payments,* and § 22-8-26,*Transportation Distributions* to ensure equitable transportation needs and defined processes of both students experiencing homelessness and students in foster care are addressed.
- The Standards for Excellence 6.29.1 NMAC rule were updated. This change requires expedited evaluations for possible eligible students experiencing homelessness and students in foster care with perceived disabilities in order to avoid a gap in the provision of necessary services to those children and youths. Evaluations may also determine a possible need or eligibility for other programs and services;
- Collaborate with the Nutrition Program at PED and provide cross training to food service staff and to New Mexico Homeless Liaisons on the educational rights of students who are experiencing homelessness concerning immediate access to free meals if the school is participating in the U.S. Department of Agriculture's School Breakfast Program (SBP) or National School Lunch Program (NSLP) as administered by the PED's Coordinated School Health & Wellness Bureau;
- Collaborate with the Charter School Division in the provision of trainings specific to local and state charter schools in New Mexico; and
- Provide information on USDA guidance on the PED's website on options available for LEA's in addressing food hunger including:
  The Community Eligibility Provision which allows for schoolwide or district implementation that allows school(s) to aggregate free and reduced lunch percentages in order to provide free universal meal service in high poverty areas (http://ped.state.nm.us/nutrition/2016/CEP_Planning_and_Implementation_Guidance-_Fall_2016_Edition-_SP61-2016.pdf .

vi. *Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

To address problems concerning the education of children and youths who homeless, the PED EHCY State Coordinator will provide the following strategies:

- Convene a Statewide Advisory Committee of experts and stakeholders to review relevant State policies and procedures affecting homeless children and youths and provide input on changes that may be needed;
- Review policies and provide technical assistance to ensure that all students who are homeless remain in their schools of origin when possible unless parents request otherwise;
- Ensure that LEAs make school placement determinations on the basis of the "best interest" of the homeless child or youth based on student-centered factors;
- Ensure that LEAs receive technical assistance and resources regarding their ongoing obligation to remove barriers to the enrollment and retention of homeless children and youths;
- Ensure that LEAs continue to follow state and federal guideline regarding immediately enrolling children and youths who are homeless, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, proof of guardianship, birth certificates, or other documentation), has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees. The enrolling school will immediately contact the school last attended by the child or youth to obtain relevant academic or other records (allowing for attending and participating fully in school activities, immediately upon the student being identified as eligible for McKinney-Vento rights and services);
- Collaborate with the New Mexico Department of Health's Immunization Bureau in continuing to provide communication and technical assistance regarding a child or youth who is homeless needing to obtain immunizations or other required health records and provide written guidance annual, and through the LEA assurance policy, of the immediate enrollment of a student experiencing homelessness regardless of the student's ability to provide immunization records upon enrollment;
- Provide guidance on recording keeping to ensure that records ordinarily kept by LEAs (immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs) will be maintained so that they are available in a timely fashion when the child who is homeless enters a new school or school district;
- Continue to collaborate with the NM Department of Health to revise requirement of proof of immunization for homeless students. Information will be provided to LEAs regarding the review and revision of the immunization policy;
- Provide training to Homeless Liaisons and LEA personnel regarding the new requirements of McKinney-Vento Act via the Edify Kickstand Homeless Liaison Professional Development Program;
- Provide the Local Education Agency Liaison Toolkit to all LEA Liaisons with ongoing training and technical assistance; and
- Provide LEAs with information on how to prevent enrollment delays and provide an on-line professional development program for Homeless Liaisons in the Spring of 2017. This will include information and strategies on:
  - Best interest determinations
  - Transportation
  - Attendance
  - Immediate enrollment
  - Maintaining records so they are easily available for transfers
  - How to provide records normally required for enrollment
  - Enrollment deadlines
  - Outstanding fees
  - What it means to attend class and fully participate in school activities

Additional Information Required for Submission

1. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

[Please see section 4.1.A.iv and A.4.iii.c.1]

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The New Mexico (NM) Public Education Department (PED) will assist local education agencies (LEAs) in supporting the continuum of students' education from preschool through grade 12 through the formula-based applications. Allocations would be based on each LEA's share of funds under Title I, Part A of the ESEA with the allowance per section 4105(a)(3) for LEAs to form consortia and combine allocations (in New Mexico this may done through regional education cooperatives that provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools) as part of the application process for the Student Support and Academic Enrichment (SSAE) Program, as outlined in Title IV, Part A. LEAs will provide services for all students through the following strategies.

A. The Fiscal Year 2018 (FY18) SSAE Request for Application (RfA) issued by the PED, will require a description of SSAE program activities to be provided throughout the fiscal year, inclusive of which specialized instructional support personnel will be involved the delivery of services.

b. The RfA will highlight the allowable expenditures for Well-Rounded Educational Opportunities (ESEA section 4107) in New Mexico include the following:

i. Improving access to foreign language instruction, arts, and music education;

ii. Supporting college and career counseling, including providing information on opportunities for financial aid through the early Free Application for Federal Student Aid (FAFSA);

iii. Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups;

iv. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools; and

v. Strengthening instruction in American history, civics, economics, geography, government education, and environmental education.

c. The RfA will highlight the allowable expenditures for Safe and Healthy Students (ESEA section 4108), inclusive of community-based service and program partnerships, including the following:

i. Promoting community and parent involvement in schools;

ii. Providing school-based mental health services and counseling;

iii. Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline;

iv. Establishing or improving dropout prevention;

v. Supporting re-entry programs and transition services for justice-involved youth;

vi. Implementing programs that support a healthy, active lifestyle (nutritional and physical education);
vii. Implementing systems and practices to prevent bullying and harassment; and
viii. Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.

The RfA will highlight the following allowable expenditures for Effective Use of Technology (ESEA section 4109) including increasing access to personalized, rigorous learning experiences supported by technology by:

ix. Providing technical assistance to improve the ability of LEAs to—

1. Identify and address technology readiness needs, including infrastructure and access (devices, access to libraries, connectivity, operating systems, software, related network infrastructure, and data security);
2. Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students;
3. Build capacity for principals, other schools leaders, and LEA administrators to support teachers in using data and technology to improve instruction and personalize learning;

x. Supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities;
xi. Developing or using innovative or evidence-based strategies for the delivery of specialized or rigorous academic courses;
xii. Disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications;
xiii. Providing teachers, paraprofessionals, school librarians and media personnel, and administrators with the knowledge and skills to use technology efficiently;
xiv. Making instructional content widely available through open educational resources;
xv. Personalized learning content, devices, resources; and
xvi. Technological capacity and infrastructure

B. The FY18 SSAE RfA issued by the PED, will include the following additional requirements for LEAs receiving $30,000.00 or more.

d. For an LEA or consortium that receives $30,000 or more, use—

i. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
ii. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
iii. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in section 4109(b) (devices, equipment, software, and digital content).

e. For an LEA or consortium that receives $30,000 or more, a needs assessment must be conducted and included in the application. The data collected from the needs assessment will be used to determine allocations within the Local Education Agencies (LEAs's) FY18 SSAE budget. The needs assessment must address the needs of applicable subgroup populations within the LEA such as students with disabilities, students who are homeless or in foster care, and English Learners.

- The PED, in developing the RfA, reviewing applications, awarding funds, monitoring funds, and providing technical assistance will implement cross bureau and division collaboration utilizing content experts across the spectrum of allowable activities. The lead staff for the Student Support and Academic Enrichment Grant in FY18 will be housed within the Coordinated School Health & Wellness Bureau (CSHWB) with salary and benefit compensation coming from the 1% administrative and a percentage of the 4% technical assistance funds allowed to be reserved to support this needed full-time equivalent position. The balance of the technical assistance funds will be

used for cross bureau and division collaboration in the planning of technical assistance webinars, workshops, and/or conferences that focus on those activities most identified for implementation by the local education agencies.

In addition to the Coordinated School Health & Wellness Bureau, collaboration for this grant will include designated staff from the PED IT Division, the PED Policy Division, the PED Indian Education Division, the Bilingual and Multicultural Education Bureau, the Special Education Bureau, the College and Career Readiness Bureau, and the Math and Science Bureau among others. The lead staff from the CSHWB would work with the bureau director and designated division directors in order to develop a timeline of each process of the grant from development of the RfA to monitoring financial and programmatic aspects of the awards to the provision of quality technical assistance.

The RfA will also direct applicants to New Mexico's Student Teacher Accountability Reporting System (STARS) for data elements to assist LEAs in their needs assessment in relation to subgroups of students including children with disabilities, English Learners, migrant children, and homeless children among others. The RfA will stress the complete subgroups of students to be considered by an LEA when developing an application.

Additionally, the PED will work with the New Mexico Children, Youth, and Families Department and other pertinent state agencies in the provision of resources and contacts as they relate to children and youth in foster care and youth in transition (e.g., you in juvenile justice facilities and/or residential child care institutions, as appropriate, to further assist LEAs in their planning and implementation efforts.

Finally, given the diversity of cultures within New Mexico, specific collaboration with the PED's Indian Education Division will focus on providing support to the 23 (out of 89) New Mexico Native-serving school districts and to the six charter schools serving American Indian students on and off tribal land.

3. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The PED is focused on quality technical assistance and collaborative partnerships to support successful transitions from preschool through high school and college and career pathways. In order to advise and prepare and improve the readiness of homeless youths and other disenfranchised youth populations, the PED Education for Homeless Children and Youth (EHCY) State Coordinator, through intra-agency collaborations (Special Education, Title I, College and Career Readiness Bureaus), will continue to provide leadership, professional development, technical consultation and training to school districts, community-based organizations and educational entities on strategies for removing barriers to the successful transition from high school to college and career pathways. In addition, the EHCY State Coordinator is a member of the state's Individuals with Disabilities Education Act advisory panel and serves as the chair of the panel's ESSA subcommittee ensuring these collaborative efforts are happening while supporting the state's ESSA plan.

The initial steps from within the PED included updating the state rule pertaining to the Student Assistance Team (SAT) process requiring undue delay for a student who is homeless receiving an evaluation for special education and related services. Educational research has shown that the earlier an intervention takes place, the more likely a student will be successful in school and reduces the likelihood of dropping out from school. In addition, the PED will review, and update, as needed, New Mexico Administrative Code (NMAC) 6.29.1, Standards for Excellence, with attention to 6.29.1.8(J)(3), Transfer of credits and credit accrual, and 6.29.1.8(J)(4), Correspondence courses, as well as NMAC 6.30.8, Distance Learning, to ensure that the needs of students who are homeless are met as well as support further attainment in the strategic lever that all students are ready for success while further demonstrating growth in New Mexico's graduation rate.

The ECHY Coordinator will work closely with the College and Career Readiness Bureau (CCRB) and Special Education Bureau (SEB) on the state and federal requirements for graduation. All students in New Mexico are required to have a Next Step Plan (NSP) beginning at age fourteen (14) focusing on the transition from middle school to high school that focuses on students' career pathway with short and long-term goals, courses of study and credit attainment in a career cluster. New Mexico exceeds federal law and requires transition planning to begin for students with disabilities no later than the age of fourteen (14). This transition planning along with the transfer of student rights begins at the age 14 through the student's individualized education program (IEP) team meeting which includes the student and parent(s). The elements of the NSP are integrated into the student's IEP and include data from career interests/surveys, post-secondary goals and the services needed to attain those goals, courses of study and IEP goals. The state's coordinator will work with both bureaus and LEAs by updating technical assistance materials, providing information on state and federal requirements and encouraging LEAs to develop NSPs and IEP transitions plans for youth who are homeless, and at-risk for dropping out of school, at an earlier age and ensuring such plans are provided from sending schools to receiving schools and updated as soon as possible after the student enrolls.

The PED will also build upon earlier successes as demonstrated in the College and Career Academies implemented through the PED's Coordinated School Health and Wellness Bureau in collaboration with the PED's College and Career Readiness Bureau. While these academies focused on a specific target audience (expectant and parenting teens), the structure and goals of the academies may readily be applied to youths who are homeless. Students at the academies participated in a career assessment inventory to determine their career interests and available occupations. Students were then placed in career cluster groups (e.g., health science, science-technology-engineering-math, business, human

services, etc.) according to the results of their assessment. University staff at each site led career cluster groups based on their expertise assisted students in learning about different careers, needed courses, opportunities to move their interest forward, and work-based opportunities. Counselors, as attendees, would be walked through how to work with students through presentations and strategies focusing on enhancing work readiness and life skills and achieving success in post-secondary studies and in employment, including areas such as strong work ethic, being on time, communication, time management, teamwork, problem solving, and self-confidence. The opportunity to modify these academies across the state with a focus on having high school counselors as attendees for a "train-the-trainer" approach would provide counselors the skills to incorporate the strategies embedded in the academies at the local level.

In planning future academies and providing technical assistance both during and post-academy to high school counselors across the state, the PED will be able to provide needed information to high school counselors in relation to both the expectations, per ESSA, of access to education and college and career readiness for students identified as homeless under the McKinney-Vento Act and to resources at both the state (e.g., PED's McKinney-Vento Program) and national (e.g., The National Association for the Education of Homeless Children and Youth) level to assist counselors in working with this target population. In addition the PED will be including special education social workers and special education teachers who are case managers of students with disabilities since they are usually the staff members providing support to the students, are written in the IEP, and assist students who are homeless with a disability with transition from high school to college and career. Lastly, the state's drop-out/truancy coaches will be provided professional development in this area in order to support youth who are homeless.

As youths who are homeless may sometimes face barriers in accessing and completing postsecondary education, such as difficulties in applying for, receiving financial aid, and lacking a support network, both the College and Career Academies and the statewide and LEA-specific technical assistance provided by the state coordinator and local homeless liaisons will further the abilities and expertise of high school counselors and special education social workers as they work with homeless youths. Further opportunities to assist LEAs will occur through the various means the EHCY State Coordinator utilizes to evaluate the needs of students experiencing homelessness in New Mexico's educational system including the National Center for Homeless Education's (NCHE) State Educational Agency (SEA) level Needs Assessment Worksheet to conduct SEA level evaluations regarding Homeless Education. As EHCY sub-grantees are also required to complete the Local Educational Agency (LEA) level Needs Assessment Worksheet annually, feedback from the needs assessment may help further drive the training needs for counselors working with youths who are homeless.

Finally, partnering with the New Mexico School Counselors Association (http://www.nmsca.org/), a division of the American School Counselor Association in both promoting training and technical assistance opportunities specific to the needs of youths who are homeless and in disseminating requirements and information to remove barriers to learning and support the transition from high school to post-secondary education to high school counselors across the state will only further support the PED in addressing the needs of youths who are homeless.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).

☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.

☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

Click here to enter text.

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G	ESEA Waiver 2014
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