
NEW MEXICO ESEA FLEXIBILITY REQUEST NOVEMBER 9, 2012

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4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	44-70
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	n/a
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	n/a
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	71-73
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

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

WAIVERS

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

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools.

Optional Flexibility:

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

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

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b) (7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

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

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

CONSULTATION

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

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

Consultation

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

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

<http://www.ped.state.nm.us/calendar/2011/Notice%20-%20Public%20Hearing%20Scheduled%20on%20Grading%20Public%20Schools.pdf>

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

Each of the 10 Task Force meetings was open to the public and there was an opportunity provided for both written and public comment.

(<http://www.ped.state.nm.us/press/2011/Teacher%20Task%20Force%20-%20August%202011%20meeting%20notice.pdf>)

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

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

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

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

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

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

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

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

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

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

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

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

Engagement of Stakeholders

Specific to the waiver request, the PED has taken several concrete actions to solicit stakeholder input. First, the PED launched a webpage

(<http://www.ped.state.nm.us/skandera/waiver/index.html>)

that included not only the initial notice of our intent to pursue a waiver, but also a letter that was distributed to all superintendents and principals on September 28 notifying them of the PED's intent to pursue a waiver, as well as details on who to provide questions and input to

(<http://www.ped.state.nm.us/skandera/waiver/Letter%20to%20superintendents%20and%20principals.pdf>).

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

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

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

- SIG Superintendents
- Assessment and Accountability Advisory Council

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

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

Since the release of baseline data to schools and districts, the PED has hosted six technical assistance sessions and will continue to provide weekly technical assistance opportunities. Further, the PED launched a new website that is easy to use and accessible to all New Mexicans.

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

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

EVALUATION

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

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

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

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

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

Overview of Request

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The model for high schools includes the following:

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

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

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

Principle 3: Supporting Effective Instruction and Leadership

Research has clearly demonstrated the importance of the teacher in the classroom and the importance of leadership in each school (Rivkin, Hanushek, & Kain, 2005). In fact, our teachers are our biggest “change agents” when it comes to improved student achievement. When it comes to student learning, the difference between an average teacher and an exemplary teacher is noteworthy. To underscore this belief, in April 2011, Governor Martinez established an Effective Teaching Task Force via Executive Order

(<http://www.governor.state.nm.us/uploads/FileLinks/1e77a5621a1544e28318ba93fcd47d49/E O-2011-024.pdf>). The charge of the Task Force was to make policy recommendation to the Governor in the following four key areas:

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

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

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

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

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

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

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

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

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

Option A

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)

Option B

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

	network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)
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1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

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

Adoption of College-and-Career-Ready Standards

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

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

A&A administers the following assessments:

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

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

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

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

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

Creating the CCSS Implementation Plan: Methodology and Stakeholders

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

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

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

Table A: Planning Committee (PC)

Public Education Department (PED) Team
Provides oversight

State Planning Committee (PC)
Established by PED Team

Framework Development Team (FDT)
PC Sub-Committee

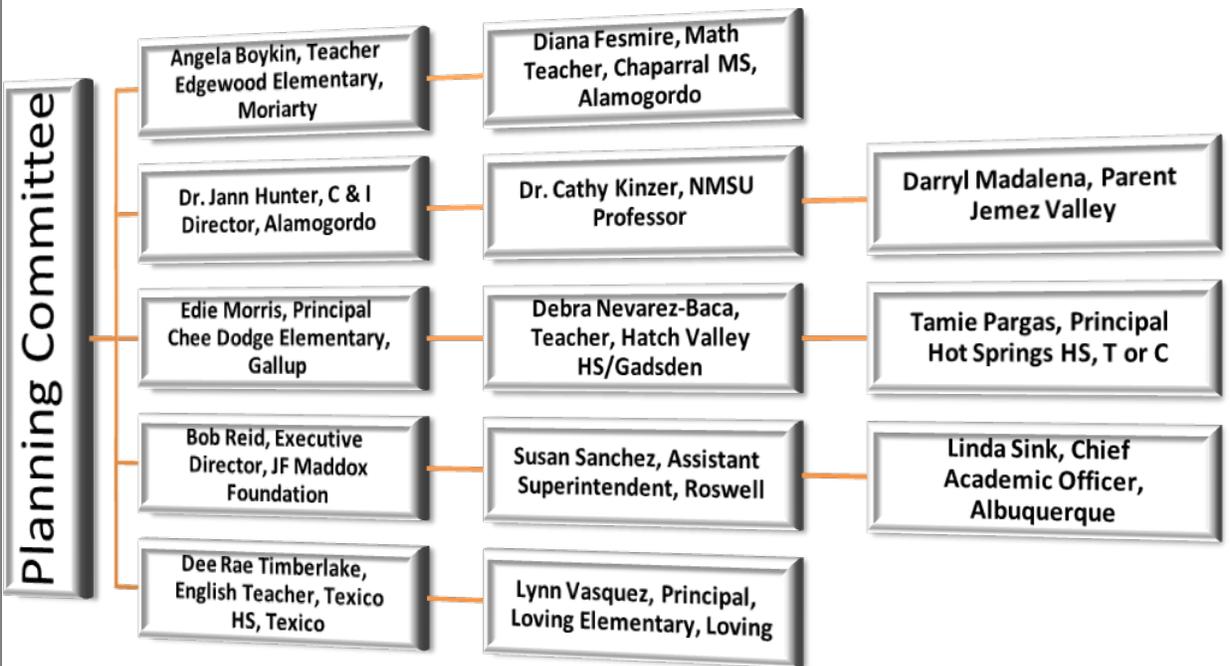
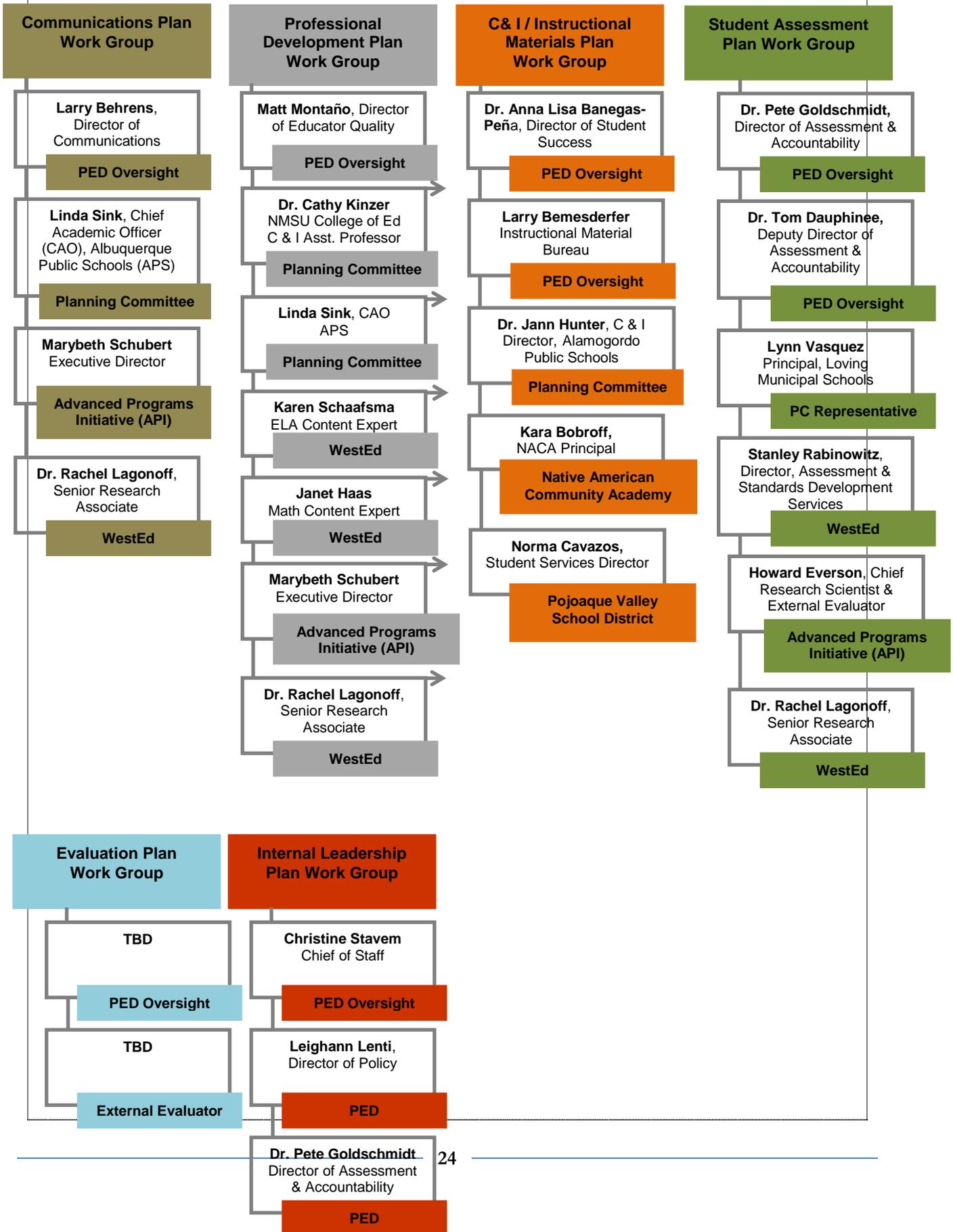
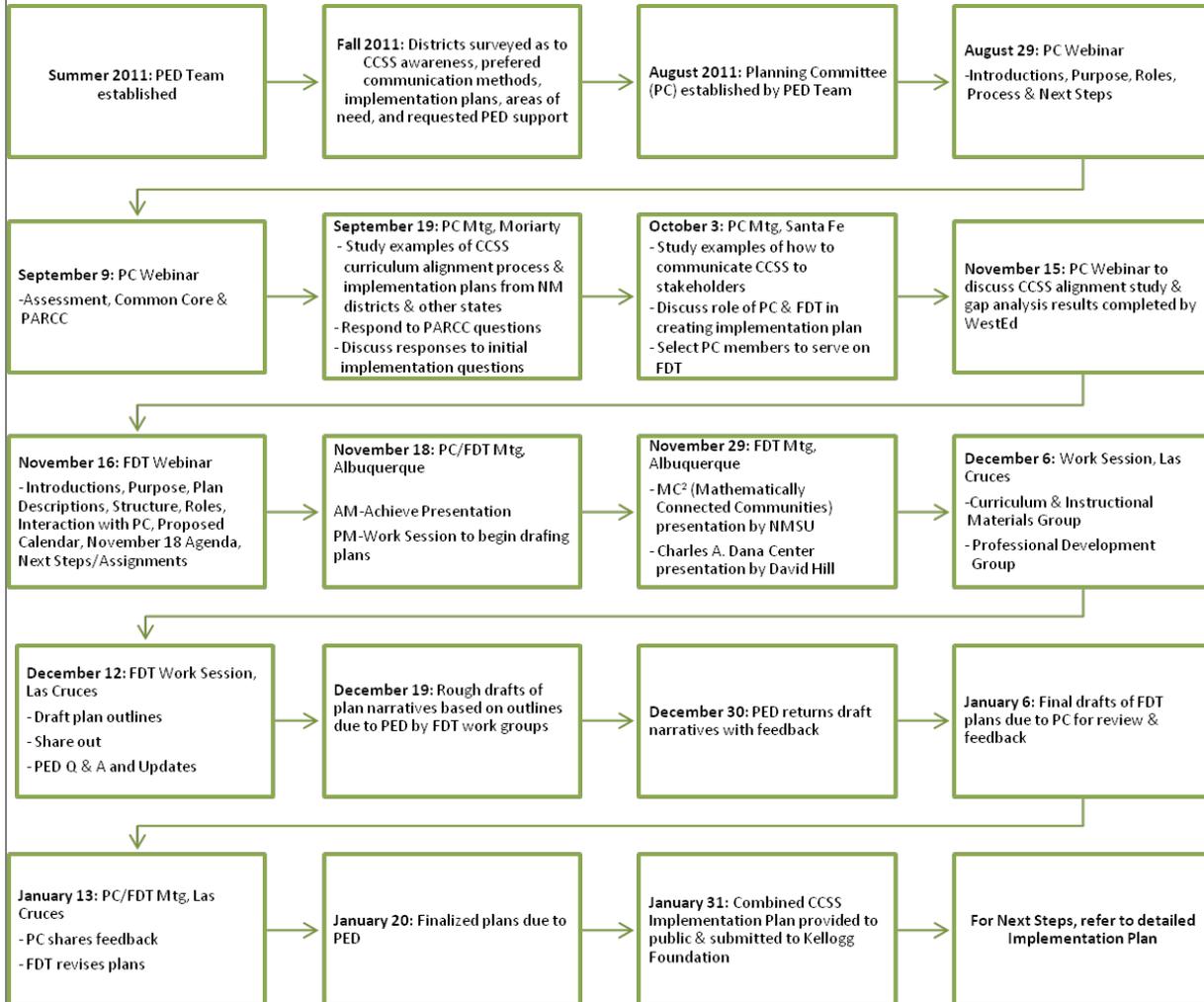


Table B: Framework Development Team (FDT) Work Groups



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

Table D: Planning Timeline



Integration and Implementation

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

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

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

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

Roles and Responsibilities

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

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

Regional Education Cooperatives

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

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

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

Roles and Responsibilities of the SEA, RECs, and Districts

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

English Language Arts

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

- Capacities of the Literate Individual¹
- Shifts in ELA/Literacy Instruction

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

- A. Beginning in spring 2012, all districts will be asked to begin the study of the standards to ensure that teachers become familiar with the structure, content, concepts, practices, and terminology of the CCSS for ELA/Literacy in History/Social Studies, Science and Technical Subjects including the accompanying appendices.² Teachers must also begin to know and incorporate the Key CCR (College & Career Readiness) Portrait of a Literate Individual and the Mathematical Practices. The study of the standards will be a learning cycle that then provides opportunities for teaching, assessing, and revising the instruction to address the standards and students learning needs. This process shall occur within the context of standards-based education enabling teachers to better understand the relationships between formative/summative assessment, curriculum, and student/knowledge centered instruction.
- B. Literacy standards for K-5 reading and writing in history/social studies, science, and technical subjects are integrated into the K-5 Reading and Writing Standards. However, in grades 6-12, they are described in a separate set of standards making a high level of awareness regarding these expectations all the more important. The associated CCR anchor standards for ELA together with the middle and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards with a focus on ELA, the latter providing additional specificity in these other key academic areas. Beginning the study of this knowledge and skill set is also being asked of districts starting in spring 2012.
- C. Spring 2012 also signals the start of the deliberate and purposeful implementation of the key shifts within the ELA/literacy CCSS. Shifts (refer to tables A, B within the Curriculum & Instruction / Instructional Materials Plan section).
- D. Teacher pre-service/in-service programs will be key in providing the foundational understandings of the CCSS to support novice teachers as they bridge their learning at universities/colleges and their professional experiences serving New Mexico students. Professional Development trainings will include the following:
- a. PED Summer 2012 ELA NMCCSS Academy for grades K-3

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

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

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

- a. PARCC (Partnership for Assessment of Readiness for College & Careers) *ELA Model Content Frameworks*
- b. Achieve: Advocacy, Tools, Resources, Videos³
- c. NMSU (New Mexico State University) *ELA/Literacy Launch Team*
- d. Indian Education Resources⁴
- e. WIDA ELD (English Language Development) Standards, 2012 Edition⁵

Professional Development (PD for Educators of English Language Learners)

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

- New Mexico's RtI Framework⁶
- SIOP⁷ (Sheltered Instruction Observation Protocol)
- GLAD⁸ (Guided Language Acquisition Design)
- Gifted Education in New Mexico Technical Assistance Manual⁹
- J. Cummins',¹⁰ BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive Academic Language Proficiency) and Task Difficulty Quadrants

³ Achieve <http://www.achieve.org/achieving-common-core>

⁴ NMPED Indian Education Division <http://www.ped.state.nm.us/>

⁵ WIDA <http://wida.us/standards/elp.aspx#2012>

⁶ NM RtI Framework <http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf>

⁷ S.I.O.P <http://www.cal.org/siop/>

⁸ G.L.A.D. <http://www.projectglad.com/>

⁹ NM Gifted Education Manual <http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf>

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

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

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

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

PD for Educators of Students with Disabilities

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

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

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

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

- i. Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum. (IDEA 34 CFR §300.34, 2004)
- ii. Individualized Education Plans (IEP) which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

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

- a. Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)² —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- b. Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.
- c. Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.
- d. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and

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

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

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

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

Additional resources professional resources for ELL educators include the following:

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

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

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

- A. Targeted interventions and support will be provided for all students not college-and-career ready including, but not limited to, the following:
 - a. The state’s RtI Framework comprised of a three-tier model of student intervention
 - b. Credit Recovery Courses
 - c. Comprehensive Advising Program
 - d. Developmental & Supplemental Course Needs
 - e. Student Needs Addressed in Lesson Plans and Instructional Units
- B. Beginning in spring 2012, the State and districts will identify and leverage existing resources to ensure equity and rigor for all students. Examples include these:
 - a. World-Class Instructional Design & Assessment (WIDA) has created the 2012 Edition¹¹ English Language Development Standards (ELDS) to ensure that the connections between content and language standards are clear as states implement the CCSS¹². This is to be considered an additional resource for educators working in elementary and secondary schools with English Language Learners (ELLs). WIDA has maintained identical ELD standards while providing a deeper understanding of how to characterize the academic language needed for ELLs to access grade-level content and succeed in school. WIDA’s recommendation is that the 2012 Edition be used alongside the 2007 Edition; therefore, there is no need to revise the current New Mexico ELDS document.

¹¹ WIDA ELDS, 2012 Edition <http://wida.us/standards/elp.aspx#2012>

¹² ELDS/CCSS Alignment <http://wida.us/research/agenda/Alignment/index.aspx>

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

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

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

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

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

Educator Preparation

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

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

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

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

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

Option A	Option B	Option C
<input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the	<input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under	<input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality

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

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

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

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

Introduction to New Mexico’s Model

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

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

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

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

Components of New Mexico’s Model

The notion of a comprehensive system is linked with coherence in that a coherent set of elements that forms the basis for making inferences about school performance should be comprehensive and is consistent with the idea of basing school inferences on multiple measures (Baker, et. al. 2002). Tables 1 and 2 summarize the elements in the New Mexico school grading system. We describe how points are awarded in a separate section, after we describe the various components of the school grades, below¹³.

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

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

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

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

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

Table 1

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

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

Table 2

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

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

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

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

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

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

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

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

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

Table 2B:
Comparison of Average Percent Proficient by School
Grade and AYP Status

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

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

Table 2C:

Actual Graduation Rates and Graduation points by School Grade and AYP Status

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

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

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

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

Details of School Grading Components and Underlying Rationale for their Inclusion

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

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

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

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

Current Standing

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

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

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

¹⁵ The Model is presented in Attachment 15.

estimate individual student growth that does not use individual student background characteristics. Beginning in 2012-2013 school year, VAM will account for 25% (10 points Current Standing and 10 points school growth, 5 points in growth in graduation rates¹⁶) of a high school's grade.

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

Growth

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

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

¹⁶ The graduation growth model does not condition on student background rather only on prior graduation rates.

¹⁷ Like most states, New Mexico currently assesses students once in high school, so individual student growth is not part of the grade calculation. However, New Mexico has adopted common core standards and is governing state in the PARCC consortium, which intends to develop assessment for grades 3-11. Hence, the A-F school grading model framework is prepared to include individual student growth at the student level once assessments become available.

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

Table 3:

Performance Gaps of various student groups

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

Notes: 1) State assessment scale is 0-80 (sd ~ 10.5).

2) Race/ethnicity comparisons are vs. White.

Reading gaps are vs. students not in the classification.

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

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

The Impact of FAY

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

Table 4:
Number of students and AYP calculations

	Included	Excluded
<u>2010-2011 AYP Status</u>	<u>Mean</u>	<u>Mean</u>
Not Met	175.3	35.6
Met	61.6	11.6

Overall, under the model proposed by New Mexico an additional 20,400¹⁸ students will be included in the accountability model.

The Impact of Minimum N

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

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

Table 5:

AYP status and the number of schools rated specifically on subgroups¹

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

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

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

Does using the Bottom Quartile mask the performance of subgroups within the bottom quartile?

The results in Table 5 indicate that are 260 Title I schools for which ELLs are not held accountable. Students who are ELL and who happen to be in the Bottom Quartile (Q1) now count towards a school's grade because every school has a Q1. The number of additional schools included under the A-F School Grading System is 100 for FRL and 436 for SWD¹⁹. Table 6 considers specifically the subgroups and their representation in the Q1. The number of schools in Table 6 are a subset of schools in Table 5 because in some instances some subgroups that exist in a school are not among the students in Q1 which furthers our notion that we should

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

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

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

Table 6:
Correlations of growth of subgroups within grade

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

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

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

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

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

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

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

The growth of the bottom quartile at each school is included in both the elementary/middle school and the high school. In high schools, the growth estimate is based on the VAM model depicted in Attachment 16²⁰. In elementary and middle schools, the growth for the bottom quartile is identified in the individual student growth model described next.

Individual student Growth

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

Research indicates that growth models are well suited to monitor school performance over time and provide a more robust picture of a schools' ability to facilitate student achievement than simple static comparisons (Choi et. al., 2005). Growth models are a subset of the more general longitudinal models that examine how outcomes change as a function of time (Singer and Willet, 2003); these model are more flexible than traditional repeated measures designs because data need not be balanced nor complete (Singer and Willett, 2003; Raudenbush and Bryk, 2002). This latter point is important as the growth model is robust to student mobility and can include students in a school's estimate of growth whether or not the student has a complete set of data²¹. New Mexico uses three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle schools²². As multiple authors have reported, static results tend to reflect student input characteristics (Goldschmidt, Roschewski, Choi, Autry,

²⁰ Beginning in 2012-2013 we will use an individual student growth model in HS as well.

²¹ A simple gain model, for example is limited because if a student is missing either assessment a gain cannot be calculated.

²² And will in high school once the PARCC assessments come on line in 2014-15.

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

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

There may be some debate as to what constitutes the optimal psychometric characteristics for assessments to be used in systems desiring to use growth models (Briggs & Weeks, 2009; Yen, 1986). A key element for considering the use and interpretation of results based on growth models is that the outcome must have constant meaning over time (Raudenbush, 2001). Hence, the scale is important in drawing conclusions from individual growth curves (Yen, 1986).

Theoretically, the optimal metric to use when examining change is a vertically equated IRT-based scale score that is on an interval scale and is comparable across grades (Hambleton & Swaminathan, 1987). Scores represent content mastery on a continuum and may be used to measure absolute academic progress over time. Different scaling methods affect results (Briggs and Weeks, 2011) and there is some concern that vertical equating using IRT does not guarantee an equal interval scale (Ballau, 2009). Also, equating is generally designed to compare contiguous grade pairs (Yen, 1986) and scales may be less meaningful as the grade span increases. However, previous research also indicates that the metric may be less important for relative decisions and inferences about schools based on growth models (Goldschmidt, Choi, Martinez, and Novack, 2010). The New Mexico assessments are based on a vertically moderated scale which form strong basis for incorporating growth into the accountability system²³. Growth must be considered with respect to some reference. Some have argued that a good reference may be typical growth (Betebenner, 2009). New Mexico bases its growth on the notion of a year's worth of growth as identified by the vertical articulation of standards across grades. This notion reduces the issues noted above related to scaling across more than contiguous grade spans. A year's worth of growth can be considered as moving from proficient one year to the next. In the New Mexico model, an estimated growth coefficient of 0 (zero)

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

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

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

Other Indicators for School Grades

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

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

How Schools Earn Points in the A-F Grading System

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

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

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

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

As noted below the School Growth, or Value-Added Model (VAM) is used to estimate school growth (or school improvement) and the conditional status in the current accountability year. The value-added estimates generated for each school are placed on a distribution and based on a school's standing (e.g. where they place among all schools in New Mexico), they receive points. For example, a school at the 90th percentile²⁴ (an A for current standing) would receive 90% of the points available. This becomes a baseline for future years. That is, the actual means and standard deviations from the base year will be used to anchor future year performance. For example, based on the VAM (that estimates both conditional standing and school growth simultaneously) a school might have an estimated conditional status score of 3.4 (the average for all schools is 0). Step one estimates a *t*-value for each school based on the standard deviation of school VAM estimates (e.g. 2.4 in math for status). Step two takes this *t*-value (1.4) and we calculate what percentage of schools fall below this value on a *t*-distribution (approx 90%). Step three uses this 90% and multiplies it by the half points in the conditional status (7.5 in elementary /middle schools) to get points for one subject (e.g. math). Hence, the school earns 6.75 points in math. These steps would be repeated for reading. These steps are used throughout to award to earn points—the difference in the various components is what is used to calculate the *t*-value.

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

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

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

The standard for Q1 students is higher. There, growth is anchored at approximately 2 points per year (meaning catching up) and that is used to compare a school's standing to the state. So, for example, if a school had a Q1 growth of 2 (as it did for its highest-performing students in the example above), it would be at the anchor point (be at the 50th percentile) and only receive 50% of the points for Q1 student growth²⁵. Specifically, this is accomplished by how the t -value is calculated. Above, we demonstrate that the t -value is equal to the growth estimate divided by the standard deviation for growth. Implicit in this calculation is what we have been referring to as the basis or anchor point. For Q3, this was a year's worth of growth, (a scale score of 0). When a school has a growth rate of 2 we estimate t -value by dividing 2 by the standard deviation of growth. In theory, we are taking a school's growth minus the expectation/basis/anchor, which is a year's worth of growth, i.e 2-0. For Q1, the expectation is to close the gap and this is taken into account when calculating the t -value. We use 1.8 (in math and in 1.9 in reading) as the expected growth of Q1 students as this is the mean gap closing in 2010-2011. In calculating the t -value we use (2 minus 1.8) in the numerator. This generates a much lower t -value for Q1 growth than for Q3 growth—even if the students are demonstrating the same growth. (after the t -value is calculated we again repeat the steps detailed above). Hence, if a school has the same actual growth for Q3 students as it does for Q1 students, it does not guarantee the same grade, since the expectation for Q1 student growth is higher.

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

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

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

Monitoring and Evaluating the School Grading Model

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

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

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

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

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and</p>
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<p>and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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New Mexico’s School Growth Targets (SGT)

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

Unpacking the 90 percentile target is paramount in demonstrating that the A-F School Grading System can serve as both the mechanism for monitoring school performance, but also generating SGTs for schools. This aspect is important because the A-F system is comprehensive, and using it as a basis for SGTs maintains coherence for stakeholders. We

again turn to the notion of validity evidence that corroborates the notion that a school at the 90 percentile is school performance worth emulating. We consider elementary/middle and high school in turn.

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

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

This information will be explicitly added to the current school grading report that already includes performance on these elements. The SGT provide explicit additional information for guiding interventions. The SGTs for percent proficient are straight forward. The SGTs for growth require some explanation. It should first be noted that the New Mexico SBA uses a vertically moderated scale that implies that a growth of 0 is equal to a year's worth of growth. Hence, for the Q3 group, we propose growth that is slightly above a year's worth of growth on

²⁶ The means are slightly different in reading, but the estimated percent proficient would be about 74%.

²⁷ Title I schools.

the current scale. For the Q1 group we set the target such that the Q1 group can meaningfully close achievement gaps – i.e. that average gap is about 15 points; hence 4 points of growth per year would close the gap in approximately three to four years.

Table 8:
School Growth Targets for Subgroups

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

*Growth for Q1 and Q3 in scale score metric.

2.C REWARD SCHOOLS

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

Identification of Reward Schools

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

rates, while the second focuses on high growth for both the Q3 and the Q1 students, but still minimally having average status. The criteria are summarized in Table 9a.

Table 9: Reward Schools

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

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

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

continue to improve.

Table 9b:
Reward Schools based on Highest Performance

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

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

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

Recognition of Reward Schools

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

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

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

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

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

2.D PRIORITY SCHOOLS

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

Identification of Priority Schools

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

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

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

Table 11 provides a comparison on the school grading metric and other indicators of current SIG schools and the other 17 (10 category 2 and 7 category 3) schools that are not SIG schools. The results in Table 11 clearly substantiate that the A-F system does a good job of appropriately identifying schools. The non-SIG Priority Schools perform more poorly across the board on every indicator than SIG schools. For example, the percent of students proficient and above in math is 21.9 in Tier 1 SIG schools and 20.3 in non-SIG Priority Elementary/Middle Schools.

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

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

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

- 2.D.ii Provide the SEA’s list of priority schools in Table 2.
- 2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Interventions in Priority Schools

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

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

Once a school is identified as a Priority School, the expectation is that school districts, in collaboration with the PED, shall develop an intervention plan that focuses on the Seven Turnaround Principles. Interventions will be based on data and encourage systemic change that is measureable. To ensure that interventions being used to address Priority Schools are effective, the PED will ask all Priority Schools to initially complete a Reading Review Checklist (included in Attachment 26) specifically designed for grades K-3, 4-5, and grades 6-8; a Numeracy (Math) Checklist (similar to the Reading Review Checklist included in the Appendix) specifically designed for grades K-3, 4-5, and grades 6-8. In addition, high schools will also complete Math and English Language Arts reviews for grades 9-12. The intention of these reviews will be to

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

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

February- May 2012

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

June 2012

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

June- July 2012

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

June – August 2012

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

August 2012 – May 2013

All Priority Schools, upon completion of the Instructional Audit and CSI Map, in collaboration with the PED, will implement a plan based on the Seven Turnaround Principles to address findings in the aforementioned audits that will guide their reform efforts at increasing student achievement levels for all students.

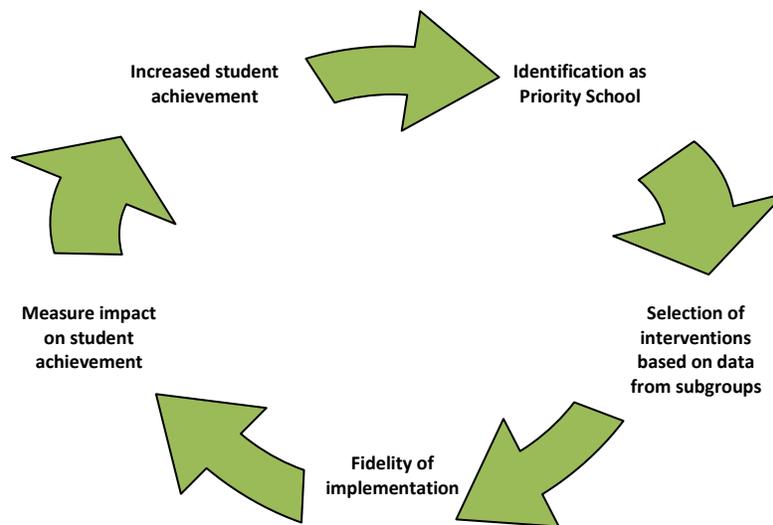
Seven Turnaround Principles	PD Framework	Description
Provide Strong Leadership	Principal Effectiveness and Evaluation	Principals in Priority Schools will be provided with operating flexibility to implement key reforms and instructional strategies. If student achievement increased, that flexibility will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

	Tiered System of Support for Students (RtI framework)	A Combination of high quality, culturally, and linguistically responsive instruction: assessment, and evidence-based intervention. RtI framework implementation will contribute to more meaningful identification of learning and behavioral problems with students.
	Professional Learning Communities (PLC's)	Through the PLC, educators examine the practices and procedures of their schools to ensure alignment with the fundamental purpose of learning for all students, by maintaining an unrelenting focus on student learning.
	Differentiated Instruction	Differentiation of instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in context of high quality curriculums.
	Sheltered Instruction (SIOP)	The Sheltered Instruction Observation Protocol (SIOP) provides teachers with a model of sheltered instruction designed to enhance teachers' practice. The SIOP may be used to enhance other initiatives supporting ELLs or all students.
	Cultural Competence	Issues such as culture, language, race and ethnicity will be discussed to support the work with students from diverse cultural and linguistic backgrounds.
Strengthen the Schools Instructional Program	Alignment to the Common Core	<p>To support the transition to and full implementation of the Common Core State Standards²⁸ (CCSS); through the development of professional knowledge and skills to increase student achievement, making ongoing professional development, and strategic leadership essential in curriculum, instruction, and formative /summative assessment.</p> <p>The CCSS Professional Development Plan builds from:</p> <ul style="list-style-type: none"> • NMPED Teacher Competencies • Characteristics of Effective Professional Development • Understanding Systemic Change

²⁸ CCSS Documents <http://www.corestandards.org/the-standards>

		<p>(Kotter Model)</p> <ul style="list-style-type: none"> • Critical Milestones & Key Implementation Steps
<p>Use Data to Inform Instruction</p>	<p>Data Dialogues</p>	<p>A structured process that enables a Data Team to explore prediction, go visual, make observations, and generate inferences and predict: 1) what the data will indicate, 2) go visual (charting/graphing), 3) observe what the data indicate, 4) Infer –why the data are what they are and identify questions that might require further investigation.</p>
	<p>Cause Analysis</p>	<p>The practice of Cause Analysis (CA) is predicated on the belief that problems are best solved by attempting to correct or eliminate root causes, as opposed to merely addressing the immediately obvious symptoms.</p> <p>By directing corrective measures at root causes, it is hoped that the likelihood of problem recurrence will be minimized.</p>
<p>Establish a School Environment that Improves Safety</p>	<p>Social/ Emotional Curriculum</p>	<p>Positive Behavioral Interventions & Supports is a curriculum that provides an operational framework for improving student academic and behavior outcomes.</p>
	<p>Cultural Competence</p>	<p>Issues such as culture, language, race and ethnicity will be discussed to support the work with students from diverse cultural and linguistic backgrounds.</p>
	<p>Tiered Intervention for Behavior</p>	<p>A combination of high quality, culturally, and linguistically responsive instruction: assessment, and evidence-based intervention. RtI framework implementation will contribute to more meaningful identification of learning and behavioral problems with students.</p>
<p>Engage Families and Communities</p>	<p>NMPED Parent/Family Toolkit and Training Modules</p>	<p>The Toolkit is designed to provide educators with tools and resources for strengthening partnerships between schools and diverse families and communities. The six modules of the Toolkit are designed to help align systemic school, family, and community involvement efforts to characteristics and practices that are common to effective programs. The Toolkit is based on six areas included in the National PTA Standards and the National Network of Partnership Schools.</p>

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



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

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

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

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

For a full, three year period, PED will remain engaged and actively provide technical assistance with the identified Priority Schools. The PED and the Priority Schools will collaborate in the identification of data determined, systemically identified intervention strategies that explicitly reflect the seven principles. Although the potential exists for a Priority School to exit status (*a reward*) within two years, the PED will require any schools that no longer meet the Priority Schools identification criteria due to increased student performance to remain actively engaged in the Priority Schools network. These schools will be required to continue the interventions currently underway in the school for at least an additional year (so that interventions are

undertaken for a full three years) to ensure that the growth and achievement taking place is sustainable and that achievement gaps are not continuing to widen.

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

Timeline of Interventions

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

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

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

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

Exiting Priority School Status

To exit Priority School status school must do the following:

- SIG schools need to have overall “C” grade (represents 43% proficient and above in Math and 49% in reading) for two consecutive years. This corresponds to an average

scale score of 38 in math and 39 in reading (40 is proficient in all grades and subjects in New Mexico)) and a Q1 growth rate equal to a “B” grade or higher. This corresponds to a growth rate of approximately 2 points per year.

- Schools in priority status due to low graduation rates need to raise their overall grade to a “C” for two consecutive years and demonstrate graduation growth rate (based on three years of data) at least 5 % per year.
- Schools in priority status due to poor overall performance, but not SIG schools, must meet the same exit requirements as SIG schools noted above.

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

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

2.E FOCUS SCHOOLS

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

Identification of Focus Schools

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

Table 6: Focus Schools

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

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

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

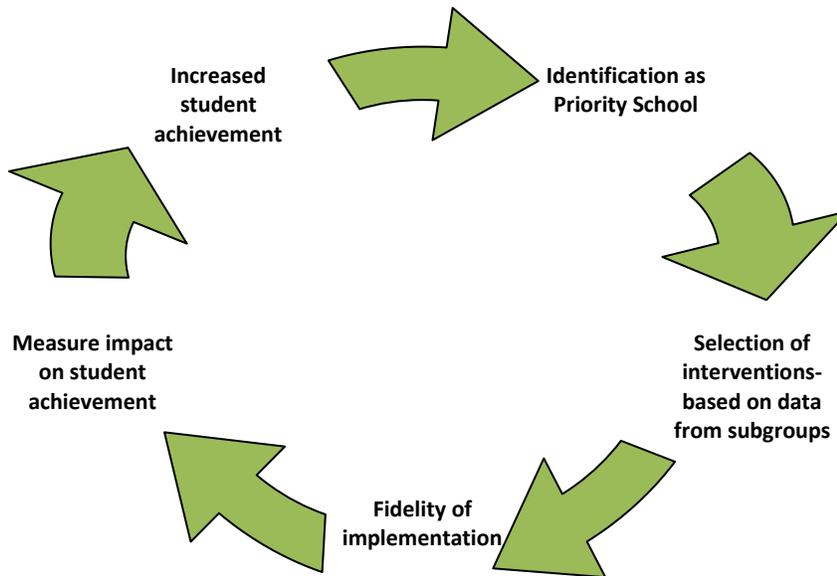
2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement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

Interventions in Focus Schools

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

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

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



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

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

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

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

Exiting Focus School Status

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

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

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

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

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

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

Table 2: Reward, Priority, and Focus SchoolsReward Schools

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

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

 Priority Schools

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

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

Focus Schools

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

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

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

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

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

Identification and Support of Strategic Schools

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

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

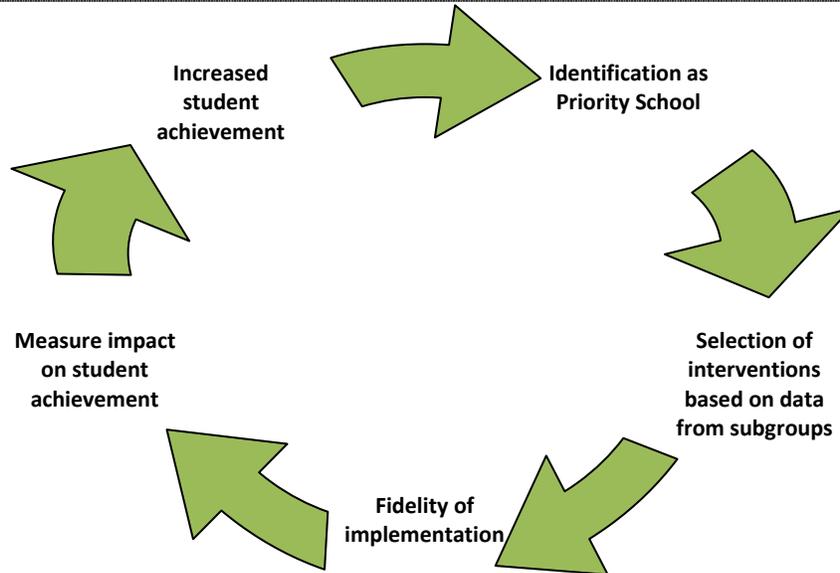
LEAs will be required to support Strategic Schools as they complete their WebEPSS submission and align interventions to support the needs of students in those schools. The WebEPSS specifically address subgroup performance and subgroup student needs. As part of the WebEPSS, each school must set specific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

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

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

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

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



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

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

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
 - iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Developing and Sustaining Capacity

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

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

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

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

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

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

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

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

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

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

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

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

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

District Capacity and Accountability to Support Subgroup Achievement

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

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

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

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

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

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

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

grades 3, 8, and high school for matriculation and graduation by subgroup. In this way we expand the notion of ensuring that all students are on track to graduating college and career ready and not merely waiting until high school graduation to determine that there are inequities. For each district, we will calculate whether there is disproportionate amount of ESEA subgroup representation in the students held back between grades K-3 (inclusive). Under the early reading initiative being developed and implemented now, PED will begin screening all students in grades K-3 for reading difficulties in the 2012-2013 school year. If a student is found to be struggling, schools will immediately need to develop an intervention plan to support a student's specific area of struggle as identified by the common screening assessment. Included in the early reading initiative is the requirement that at the end of third grade, any student scoring at the Beginning Step level on the SBA will be retained³⁰. The goal is not to retain students, but rather to intervene early and strategically so that New Mexico third graders are ready for success in later grades. This check provides incentives for early interventions to be taken seriously, as there are accountability consequences. Disproportionate representation means that there is a statistically significantly greater proportion of students being held back in an ESEA subgroup than there are in the all students group being held back.³¹ This will trigger a required response from the district to develop interventions aimed at those subgroups for early interventions. Similarly, students who matriculate from grade 8 to grade 9 and are not yet proficient and are disproportionately one ESEA subgroup would trigger district-wide interventions. In other words, we specifically monitor students who matriculate from grade 8 to grade 9, but are below the proficient performance level and calculate representation of each ESEA subgroup compared to the all students group. And finally, we track high school graduation by subgroup and disproportional representation in graduation would trigger interventions.

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

³⁰ The early reading initiative includes several exemptions specific to alternate ways to show proficiency, students with disabilities and English Language Learners. Please see the Attachment for the full list of exemptions.

³¹ This will be computed by using a logistic regression from which it can be determined whether the odds ratios are statistically significant.

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

Because the PED reviews and approves budgets annually, we are committed to looking at achievement data annually through the budget review process to ensure that schools and districts are seeing a return on their investment – increased subgroup achievement. This annual monitoring will not only allow districts to determine if their interventions have increased subgroup achievement, but will also allow PED to identify best practices and programs that can be shared via the Clearinghouse when achievement for ESEA subgroups increases. If upon monitoring it is found that subgroups are not meeting SGTs, the PED will require districts to develop implement different intervention supports and strategies that will be approved as part of WebEPSS and the budget review process.

Through existing authority, the PED reviews each district and state charter school budget annually for fiscal solvency and alignment to proven strategies and programs that increase student achievement. Each district will need to explore subgroup achievement and when achievement gaps are evident, align dollar, strategies, and supports to specifically target the learning needs of low performing subgroups. The PED feels strongly that utilizing an existing process will maximize efficacy of this effort and further reinforce the notion that all schools are responsible for the learning of all students in their school.

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

not Priority, Focus, or Strategic.

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

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

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

Option A	Option B	Option C
<input checked="" type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<input type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Overview of Teacher and School Leader Evaluation

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

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

Teacher Evaluation

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

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

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

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

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

In short, the current evaluation system uses the same criteria for all teachers with varying levels of proficiency expectations. Evaluations are not required to include student achievement data as evidence of effectiveness. In addition, annual evaluations are only required of Level 1 teachers, with Level 2 and 3 teachers receiving evaluations tri-annually. In order to improve the evaluation system, PED has promulgated regulations that outline the requirements of a new teacher and principal evaluation system. Included in this system will be:

- Multiple measures, including student achievement, to evaluate teachers and school leaders;
- Include five levels of performance – Ineffective, Minimally Effective, Effective, Highly Effective, Exemplary – to differentiate among teachers and school leaders;
- Require annual evaluations of teachers and school leaders;
- Align professional development to evaluation results and provide teachers and school leaders with opportunity to improve their practice; and

- Inform personnel decisions based upon the results of the evaluation.

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

Progress to Date

Since the initial approval of New Mexico's ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

As New Mexico was finalizing our ESEA Flexibility request, the state was also in the midst of legislative session. During the 2012 legislative session, the Public Education Department (PED) brought forward teacher and school leader evaluation legislation. The Task Force recommendations from summer 2011 formed the basis of the original bill.

House Bill 249 (HB249) was introduced at the start of the session. Over the course of the 30 day legislative session, HB249 went through multiple rounds of negotiations with republican and democratic members, PED leadership, the National Education Association (NEA), and the New Mexico Business Roundtable. What emerged was a compromise bill that kept the rigor included in the original version of HB249 and was supported by the NEA, the New Mexico Business Roundtable, PED, and leadership from both the republican and democratic parties. On February 14, 2012, HB249 passed off of the New Mexico House floor 57 – 9. On February 16, 2012, the New Mexico legislature adjourned for the year.

Despite having bipartisan support for HB249 in the Senate (Chairwoman of the Senate Education Committee, Cynthia Nava, was involved in every negotiation), there was not enough time left in session to pass HB249 fully through the Senate.

HB249 remained close to the original Task Force recommendations that formed the basis of the original bill. However, there were some key changes and compromises:

- Implementation of the full system was moved up to the 2013 – 2014 school year;
- Inclusion of an implementation advisory council;
- Teachers in tested grades and subjects and non-tested would be evaluated in the following manner –
 - 50% based on valid and reliable measures student achievement growth, of which the council will provide feedback on the distribution of the 50%;
 - 50% based on observations and locally selected, PED approved multiple measures; and
- School leaders would be evaluated in the following manner –
 - 50% based on valid and reliable measures of student achievement growth and school growth;
 - 50% based on measures that relate to instructional leadership, feedback from teachers, parents and other staff, and the fidelity with which the school leader implements the evaluation system within their school.

Implementation

New Mexico is committed to implementing a redesigned teacher and school leader evaluation system that prioritizes student achievement. On April 11, 2012, Governor Susana Martinez directed PED to move forward with implementation of a new teacher and school leader evaluation system (see Attachments for press release from the Office of Governor Susana Martinez). While HB249 did not pass, PED has authority to move forward with implementing a new evaluation schema in regulation. Currently, the details of the existing evaluation system are specified in regulation as existing statutory authority is as follows:

22-10A-19: Teachers and school principals; accountability; evaluations; professional development; peer intervention; mentoring.

- A. The department shall adopt criteria and minimum highly objective uniform statewide standards of evaluation for the annual performance evaluation of licensed school employees.

Because HB249 did not pass, the above authority remains fully in-tact.

Since the end of the 2012 legislative session (noon on February 16), PED has taken key steps to move towards implementation:

- Established the New Mexico Teacher Evaluation Advisory Council (NMTEACH);
- Convened NMTEACH;
- Noticed the intent to move forward with regulation to redesign the teacher and school leader evaluation system;
- Drafted and released regulation that aligns to HB249; and
- Identified participants to pilot key components of the proposed system in the 2012 – 2013 school year.

Details of each of these activities is below.

NMTEACH

HB249 outlined an advisory group to be convened to guide the PED on implementation of a new evaluation system. Recognizing that implementation of a new evaluation system will be complex, PED has moved forward with convening an advisory council that matches the one outlined in HB249.

On May 1, 2012, PED put out a call for nominations for interested parties to serve on NMTEACH (see Attachments). It should be noted that the time for nominations was extended past the original date in the press release. As such, final selections were not made until May 25th and the first NMTEACH meeting did not take place until June 4th. Members of NMTEACH are outlined in the Attachments.

NMTEACH will be working towards the following outcomes:

- Define implementation steps for evaluation system;
- Based on state pilot, further refine implementation; and
- Establish guidance for state and district level implementation of evaluation system.

The specific areas NMTEACH will provide feedback, input, and guidance on include:

- Evaluation pilot;

- Alignment with the current 3 Tier Licensure System;
- Teacher certification and advancement;
- Observations (how many, how often, etc.);
- Teacher preparation;
- Data collection and reporting;
- Professional development and training;
- Multiple measures;
- Measures of student achievement growth; and
- Principal and teacher support.

Because the members of NMTEACH represent stakeholders that will be directly impacted by the final evaluation systems, as well as the cultural diversity of New Mexico, PED feels that the work of NMTEACH will be systemic and ongoing. NMTEACH will meet intensively throughout the summer and through the 2012 – 2013 school year as well.

Evaluation Regulation

As previously noted, the Public Education Department will use existing authority to move forward with implementing a new teacher and school leader evaluation system via the regulatory process.

On June 1, 2012, PED noticed that it intended to publish a proposed rule on June 14, 2012. On June 14, 2012, PED published the draft rule (included in the Attachments for review). The draft rule outlines in detail the framework the state will implement as a new evaluation system. The draft rule will be open for a 30 day written comment period and then the period will commence with a public hearing on July 18, 2012. Upon completion of the comment period, PED will then consider all comments received, both written and verbal, and make any necessary changes before publishing the final rule in August 2012.

Prior to publication of the draft rule, PED leadership shared a copy of the draft language with NMTEACH for their direct feedback and edits prior to publication. While it is not common

practice to do so in New Mexico when undertaking the regulatory process, PED felt it was critical to have the opportunity to share the proposed framework with practitioners and receive their feedback.

Pilot

In an effort to ensure that the new evaluation system can be implemented with fidelity during the 2013 – 2014 school year, PED will work with partner schools and districts during the 2012 – 2013 school year to pilot key aspects of the new system throughout the fall and winter. This will provide clarity on adjustments that need to be made, as well as the specific professional development and training that will need to be provided during spring and summer 2013 for all districts. Pilot partners include 12 of the state’s School Improvement Grant (SIG) schools, as well as 21 school districts that represent different geographic regions of the state.

During the pilot, the following areas will be considered:

- Observation protocols (how many protocols statewide, how many observations per year);
- Professional development and training;
- Measures of student achievement growth for non-tested subjects and grades;
- Other multiple measures; and
- Data and collection and reporting.

PED convened all pilot participants the week of July 9 to begin the initial steps of implementation. Over the summer, pilot participants will be trained on observation protocols, select multiple measures, and begin sharing required data with the PED. To fund the pilot, as well as training for all districts prior to the 2013 – 2014 school year, PED has \$700,000 available. These dollars will be used to provide initial training on observations, multiple measures, and over-time, the development of rigorous end-of-course exams that could be used to measure student achievement growth at the secondary level.

Timeline

The timeline for the teacher and school leader evaluation began in April 2011 with the

establishment of the New Mexico Effective Teaching Task Force. In order to successfully implement a redesigned teacher and school leader evaluation system, the PED will phase implementation of the new evaluation protocol by the 2013-2014 school year. The following timeline will be utilized:

Key Milestone/Activity	Timeline	Party Responsible
Promulgate regulation outlining requirements for the teacher & principal evaluation system	Completed August 2012	PED
Establish statewide advisory council to support development of regulations aligned to legislation and provide input on implementation of new evaluation system	Completed May 2012	PED
Pilot observation protocol	September 2012 – March 2013	PED; Participating pilot sites
Baseline data runs	November 2012 – March 2013	PED
LEAs submit multiple measure selections to PED	Spring 2013	PED; LEAs
Training and technical assistance to district administrators on new evaluation system	Spring – Summer 2013	PED; LEAs
Regional, in-person training on new evaluation system for principals	June 2013	PED; LEAs

	Full implementation of teacher and principal system	2013-2014	PED; LEAs	
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3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

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

Implementation of Evaluation Systems in LEAs

As New Mexico moves toward a more robust and comprehensive evaluation system that directly links student achievement to the evaluation of teachers and school leaders, it is incumbent on the SEA to engage LEA representatives in the form of all stakeholders. Since the initial approval of New Mexico’s ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

On June 1, 2012, PED noticed that it intended to publish a proposed rule on June 14, 2012. On June 14, 2012, PED published the draft rule (included in the Attachments for review). The draft rule outlined in detail the framework the state will implement as a new evaluation system. The draft rule was open for a 30 day written comment period and then the period commenced with a public hearing on July 18, 2012. Prior to publication of the draft rule, PED leadership shared a copy of the draft language with NMTEACH for their direct feedback and edits prior to publication. While it is not common practice to do so in New Mexico when undertaking the regulatory process, PED felt it was critical to have the opportunity to share the proposed framework with practitioners and receive their feedback.

Current and Future Activities

On August 30, 2012, New Mexico completed the promulgation of new rules (included in the

Attachments) establishing a revised statewide teacher and principal system. This new system establishes the following multiple measure criteria:

- 50% Growth in Student Achievement for tested grades and subjects:
- 35% New Mexico’s Standards Based Assessment;
- 15% District adopted measures (End of Course Exams, ACT, District-created measures of achievement, SAT, AP, etc.);
- For principals, this criteria will be based on improvement in their respective school’s school grade (New Mexico’s accountability system); OR
- 50% Growth in Student Achievement for non-tested grades and subjects:
- Measures such as state or district developed End of Course exams, etc (to be identified during the 2012-2013 pilot year).
- 25% Observations (teachers)/Fidelity of conducting observations (principals).
- 25% Other measures that connect practice to increased student outcomes such as:
 - Student surveys;
 - Professional Development Plans;
 - Professional Development Dossiers; or
 - Leadership activities.

In establishing new criteria for evaluation, NMPED has convened a group of state educational stakeholders to participate in a standing committee (NMTEACH), providing feedback, technical assistance, and recommendations on New Mexico’s 2012-2013 pilot of the evaluation criteria, as well as statewide implementation.

Developing and Validating Assessments

In August, New Mexico developed End of Course Exams (EOC) in 7 subjects. The subjects are: US History (including the NM Constitution and the US Constitution), Algebra II, Integrated Mathematics III, Biology, Chemistry, English III, and Writing. To accomplish this work, PED recruited content-area teachers that received PD on test development and built the actual EOC exams. Moving forward, PED will utilize a similar process for developing EOCs for additional content areas.

During October, based on test development professional development, PED created an assessment validation rubric for review of district-developed EOCs. Districts can use State developed EOCs or their own, but district developed assessments must meet same rigor as State developed assessments.

During the Fall/Winter of 2012-2013, PED will administer state-developed EOCs in pilot schools to collect data to ensure EOC quality and to evaluate the appropriateness of the assessment validation rubric. This process for determining assessment validation will be leveraged for continued development of assessments statewide. In addition to establishing assessments for non-tested grades and subjects, the rubric will be validated for establishing assessments that may be used to establish other measures of student growth.

During the Spring/Summer of 2013, PED will continue district test development professional development with District Test Coordinators to allow districts to develop their own EOCs. Assessments must be in place and submitted to PED for review three months prior to administration.

Reviewing Locally Designed Assessments

The elements required to ensure that locally developed assessments are reliable, valid, and rigorous are outlined below. PED developed a detailed rubric to provide districts with guidance and expectations for using a locally developed assessment.

District developed EOC exams:

- Must be submitted for review by PED;
- Must be aligned to the New Mexico Content Standards for 2013 and the Common Core State Standards for 2014 and beyond in Math and English Language Arts;
- Must be aligned to the New Mexico Content Standards in Social Studies and Science for 2013 and beyond;
- Must be reliable:
- Empirical reliability evidence based on prior administrations, and
- Plan to evaluate empirical evidence and procedures to address inadequacies;
- Must have evidence to ensure valid score interpretation:

- Test blueprint,
- Cognitive demand review,
- Content review,
- Fairness and accessibility review,
- Bias review, and
- Alignment review.

Stakeholder Input and Guidance of Evaluation System

On May 1, 2012, PED announced that it would be establishing a committee (NMTEACH) of educational stakeholders to advise New Mexico's Secretary of Education on implementation of a new statewide evaluation system for New Mexico. The committee consists of the following members:

- 3** New Mexico teachers nominated from teaching organizations
- 3** New Mexico teachers to be selected by the Public Education Department (PED)
- 3** New Mexico principals:
 - 1** nominated by a principal organization
 - 1** from a New Mexico charter school
 - 1** "at large" selected by PED
- 1** Member from the Hispanic Education Advisory Council (statutory committee)
- 1** Member from the Indian Education Advisory Council (statutory committee)
- 1** Member from the New Mexico business community
- 2** National technical experts
- 1** Member from a New Mexico institute of higher education
- 3** District administrator representatives

The membership of this committee is reflective of the membership proposed during the 2012 legislative session in which this evaluation system was proposed in House Bill 249. With support from both the National Education Association-NM and the New Mexico business community, this legislative effort passed the House with a vote of 57-9. Due to the shortened time frame of the legislative session, it was unable to make it to the senate floor for a vote.

Implementation Plan of Standardized Observation Protocol

New Mexico convened the NMTEACH committee on June 4, 2012. This advisory committee met regularly during the months of June, July, and August to review research on observations, assessments, growth models, and existing initiatives of evaluation in other cities and states.

NMTEACH has continued to meet throughout fall on a monthly basis.

To date, NMTEACH has studied the following topics:

- Observation protocols
 - Presentation by Charlotte Danielson (Framework for Teaching)
 - Presentation by David Briseño (considerations for ELLs)
 - Presentation by Christine Sims (considerations for American Indians)
- VAM models
 - Presentation by Dan Goldhaber (University of Washington)
 - Presentation by Pete Goldschmidt (PED)
- Assessments
 - Presentation by Pete Goldschmidt (PED)
- Other topics
 - Pilot project updates (PED staff)
 - MET project presentation by Steve Cantrell
 - Albuquerque Public Schools pilot by Richard Bowman
 - Human Resources Panel discussion on implications of evaluations
 - Data Reporting and Collection presentation by Alecial Moll (PED)

On August 25, 2012, NMTEACH submitted and approved final recommendations and language regarding New Mexico's standardized observation protocol. The observation protocol has evolved from a simple checklist that accounted for easily demonstrated teacher actions to a tool that accounts for teacher and student actions, nuances within the environment of the classroom, and evidence-based actions that are indicative practices that enhance student learning.

After weeks of work, NMTEACH members adopted and approved the language for a protocol

that encompasses four domains and identifies the NM teacher competencies. The observation includes five levels of effectiveness from ineffective to exemplary. Each level builds on the other, with an exemplary description indicating not only classroom effectiveness but great leadership. On August 29, 2012, PED initiated the training for pilot schools and districts on implementation of the observation protocol. In addition to web-based training, two face-to-face follow-up training sessions will occur on September 12 and 26. Beginning October 1, PED, along with training partners (Regional Education Cooperative IX and SREB) has begun to provide training to each of the pilot sites in the field. Pilot volunteers will accompany trainers to each respective site for real-time observations and rubric-training. Each site will be visited once in the fall semester and once in the spring semester.

Based on recommendations by NMTEACH, each teacher will be formally observed (minimum 20 minutes) three times; at least twice by a principal, and once by another trained rater. All raters must be formally trained via the PED pilot training. The recommendations for time of observations, number of observations, and training requirements are based on research conducted in the MET project. In addition, raters will be trained on conducting brief walkthroughs for data collection.

There will be two follow up training conferences for pilot sites during the spring semester. At these sessions, pilot sites will have an opportunity to discuss logistics, inter-rater reliability, and other issues with trainers and colleagues. Data collected from the early part of the pilot will be presented and analyzed by trainers and pilot sites.

PED is currently working with a contractor to develop a web-based application for the NM observation protocol. This will enhance efficiency of feedback, timeliness of reporting and collection of observation results, and provide opportunities for a quicker analysis of inter-rater reliability, protocol validity, and effectiveness of the pilot.

Observation protocols developed by LEAs must demonstrate that they also lead to valid score interpretations, in this case, with respect to teachers' skills, knowledge and abilities. LEA's

must submit evidence for:

- Reliability:
- Empirical reliability evidence based on pilot administrations, including rater reliability,
- Plan to evaluate empirical evidence and procedures to address inadequacies, and
- Plan to maintain rater reliability.
- Must have evidence to ensure valid score interpretation:
- Framework basis for protocol,
- Content review,
- Fairness review,
- Bias review, and
- Alignment review.

LEAs must submit alternative observation protocols by the end of May 2013. These submissions will be evaluated for all elements mentioned above by the NMTEACH advisory committee

When evaluating the observation protocols, PED will conduct a g-study to determine rater reliability, estimate standard errors of observation scores, and examine tradeoffs between the number of observations and raters that would lead to equally reliable and precise estimates of teacher performance. This potentially allows for flexibility depending on teacher status (either VAM scores, prior evaluation scores, tenure, etc), or flexibility for LEAs depending on resources that may allow for different observation procedures while still maintaining rigor, fairness, and comparability across LEAs.

Pilot Sites

Pilot sites will be piloting four related aspects of the educator evaluation system. The following districts have volunteered to pilot the new evaluation system:

- Central Consolidated Schools (NW New Mexico);
- Los Alamos Public Schools (North Central New Mexico);
- Bernalillo Public Schools (Central New Mexico);
- Portales Municipal Schools (Southeast New Mexico);

- Deming Public Schools (Southwest New Mexico);
- Las Cruces Public Schools (Southern New Mexico);
- Gadsden Independent Schools (Southern New Mexico);
- Cimarron Municipal Schools (Northeast New Mexico);
- Gallup McKinley Schools (Northwest New Mexico);
- Pecos Independent Schools (North Central New Mexico);
- Socorro Consolidated Schools (South Central New Mexico);
- Truth or Consequences Schools (South Central New Mexico);
- Aztec Municipal Schools (Northern New Mexico); and
- Albuquerque Public Schools (Central New Mexico).

In total, 65 schools and 18 districts, 4 charter schools, and 1 state school that is exempt from the accountability model within New Mexico.

During the pilot, PED will monitor PD and principal implementation to develop strategies to enhance and maintain fidelity. PED, with partners, will collect data on observations on a regular basis and will provide technical assistance visits to sites, use desktop monitoring, as well as webinars. PED staff and training partners will analyze data and determine validity, inter-rater reliability.

Developing data collection and verification strategies based on the State's existing data warehouse and collection mechanisms. In May 2012 at the annual NM data conference, new data modules related to the educator evaluation system were presented to LEAs. The pilot will allow NM to refine the data collection and verification processes. This includes developing business rules related to student/teacher assignments that will be developed in conjunction with NMTEACH.

PED has begun developing an appropriate Value Added Model (VAM) to calculate educator effectiveness in terms of educators' unique contribution to student learning. Multiple VAMs will be developed that include variations that will balance reliability, precision, parsimony, and stakeholder input.

Collaboration with Teachers and Administrators

PED is currently working with the NMTEACH advisory council which is a mixture of teachers, principals, superintendents, and community stakeholders. This council is a standing group of professionals that advise on implementation and logistical implications of the pilot and then statewide rollout. In addition, teachers, principals, superintendents, and union representatives are participating in the trainings, meetings, webinars, and practice of the effective evaluation pilot. This includes 65 schools and 18 districts, 4 charter schools, and 1 state school that is exempt from the accountability model within New Mexico. All participants are volunteers.

ELL and students with disabilities are being accounted for within the NMTEACH council, as well as with presentations and trainings for the pilot programs. Considerations specific to ELL populations have been presented to the NMTEACH council on August 11 and 25, and the observation protocol is taking specific considerations of SIOP and other types of differentiated instruction. Pilot districts have been asked to include teachers and administrators that can provide specific feedback on underrepresented populations. Further, pilot schools and districts include unique populations that represent uniquely diverse populations within New Mexico.

PED is working with partners in developing technological software to help collect data of all components of the evaluation system. This software platform will allow statewide pilot analysis, as well as district and school level ability. In addition, the pilot trainings will take place at each of the sites participating, allowing for monitoring of implementation.

PED is currently working on a method for establishing a professional development approval process. We are reviewing our current framework of professional development to establish direct guidelines for districts and schools to target professional development. PED is also creating NMBEST, a New Mexico online warehouse of best practices. Using current contracts with partners to establish an interactive platform of immediate feedback and resulting professional development recommendations. PED is also working to establish data dashboard that allows all stakeholders to monitor progress at appropriate levels.

Measures of Student Growth

The clause “unless otherwise provided for” will not allow districts to opt out of the State-defined weighting formula. It is included to allow room for PED to expand what will be included in each component of the formula via guidance. For example, the multiple measures that may be considered for use are not defined in the rule – only their weighting. As such, the “unless otherwise defined” will allow PED to define what type of multiple measures will be eligible for inclusion via other guidance mechanisms. Further, section 6.69.8.8.F(2)(a) specifies that the “student achievement growth worth 50%” for teachers in tested grades and subjects is comprised of 35% based on the state SBA and 15% based on other PED-approved assessments. Student achievement gains, does in fact mean student growth.

Section 6.69.8.9 D(1)(2) states:

D. Beginning with school year 2013-2014, if a school district has not implemented appropriate assessments of courses for classroom teachers nor adopted a comparable measure of student achievement growth, student achievement growth shall be measured by:

- (1) the growth in achievement of the classroom teacher’s student on state assessments;
- (2) the school’s A through F letter grade pursuant to 6.19.8 NMAC for courses in which enrolled students do not take the state assessment, provided that a school district may assign instructional team student achievement growth to classroom teachers in lieu of using the school grade growth calculation; or
- (3) state-developed end of course examinations or other PED-recommended options.

This language was included as a stop-gap measure in case a district *does not* develop and/or select other measures to determine student achievement growth in non-tested subjects and grades. The results of state assessments for teachers in non-tested grades and subjects will not be included in the evaluation of teachers in those classes and courses unless a district does not submit other measures to PED for use. We do not anticipate this happening.

Principal Evaluation

New Mexico’s evaluation of principals will be comprised of three elements: growth in the

school grade, locally adopted/PED approved measures, and fidelity of teacher/staff observations. There is additional development necessary for the components of locally adopted measures, and the rubric for fidelity of observations.

NMTEACH has recommended the use of teacher and parent surveys as well as allocation of resources. Both areas are currently under consideration and will be used during the spring semester to correlate outcomes with improvement in the school grade and observations of teachers as part of the pilot.

While there are three components of evaluation, the major labor is in the development of an observation protocol for teachers, and training on that protocol with principals. NMPED has implemented a training mechanism with the Pilot schools regarding the use of the observation protocol. This training includes three formal, conference-style trainings in August and September, with “clinical follow-ups” during the remainder of the fall semester.

This pilot is focused on calibrating the rater/principals in applying the observation protocol. During the clinicals, each principal will have the opportunity to work with peers and trainers in conducting observations, providing feedback, and establishing resources for instructional improvement. This clinical training will happen in both the fall and spring, with follow-up webinars and two spring conferences to unwrap data and lessons learned.

NMTEACH is currently working on developing a rubric that establishes “fidelity” of observations. This rubric will blend completion of observations with quality of observations. Principals will pilot the observations by conducting three per teacher in each school. Data will be collected through School Information Systems and reported to NMPED for overall collection.

Continuous Improvement

NMTEACH is working on developing recommendations that target instructional improvement for all teachers. Such supports will include educator access to the NMBEST warehouse of

instructional strategies. In addition, NMPED is working with our contractors to develop a platform that supports school use of the observation protocol, communication to teachers, and efficient feedback with actionable PD opportunities that link to modules, videos, and other resources for teachers at all levels.

For teachers that are effective and highly effective, New Mexico will also provide opportunities for targeted professional development in areas that can meet exemplary competencies. For exemplary teachers, increased leadership opportunities and professional development in leadership, staff development, and instructional coaching will be offered.

In addition, highly effective and exemplary teachers will advance through the three-tier system at an increased rate. These teachers will also be recruited and trained to provide mentorship to teachers who are struggling in one or more areas of instruction. Continuing support will be provided to districts for implementing this process.