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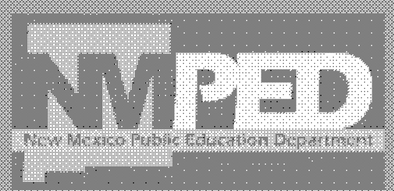
Appendix Reference: A-1-1

Title: Behavioral Health Interventions and Student Success

Explanation of Reference:

- Provides foundation for concept of Community Engagement Collaboratives
- Demonstrates ability to provide services across agency boundaries



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Behavioral Health Interventions & Student Success

Behavioral Health PurchasingCollaborative 2009

Unique Collaboration Among State Agencies

Think creatively about solutions

Build transparency in public institutions

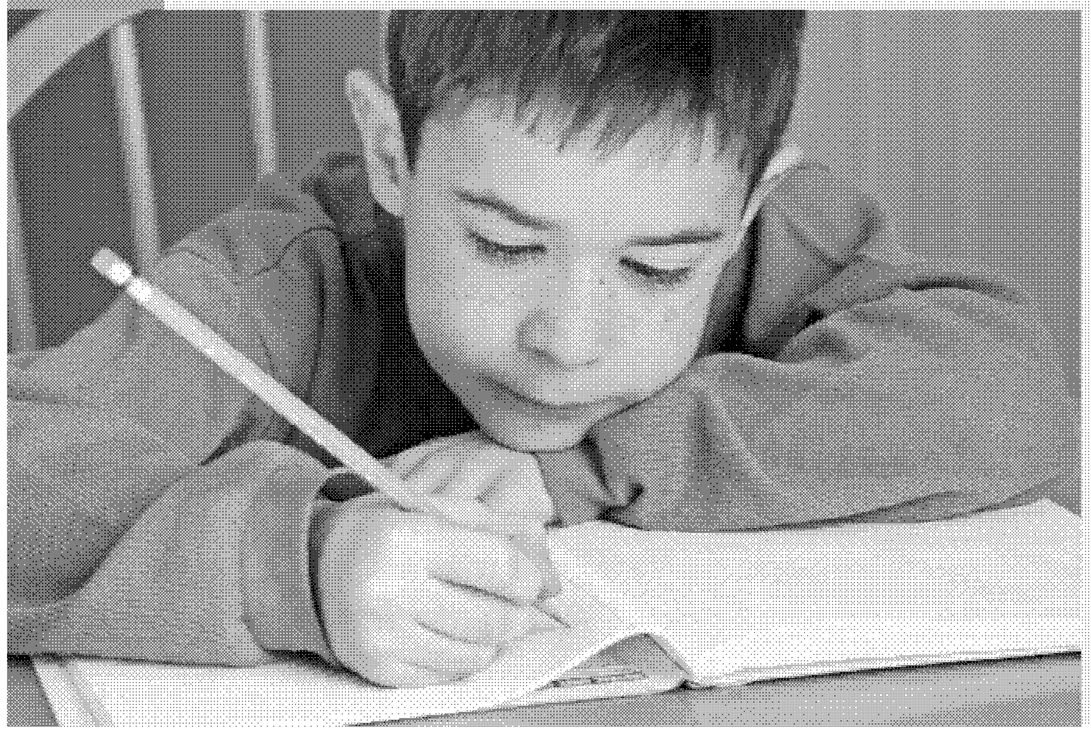
Support children in their need for success

Joining Forces

Public Education
Human Services
Medicaid
Contracted Providers

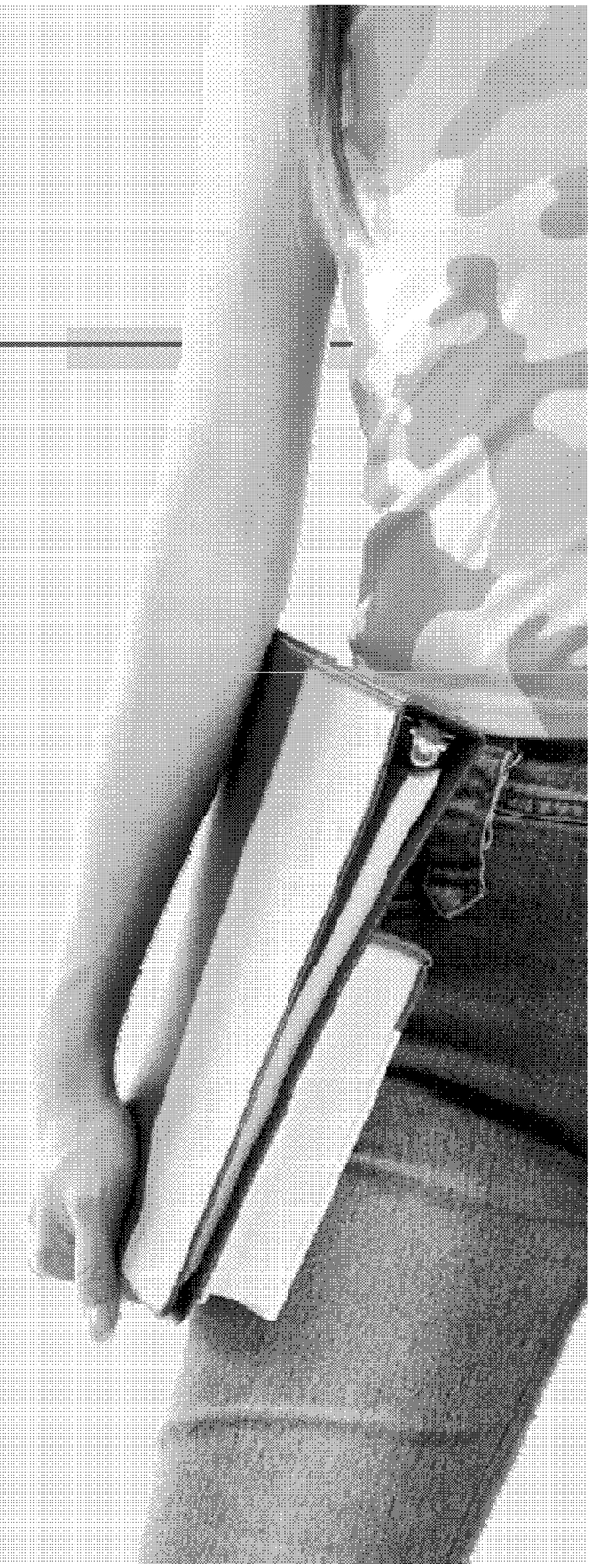
What we know…

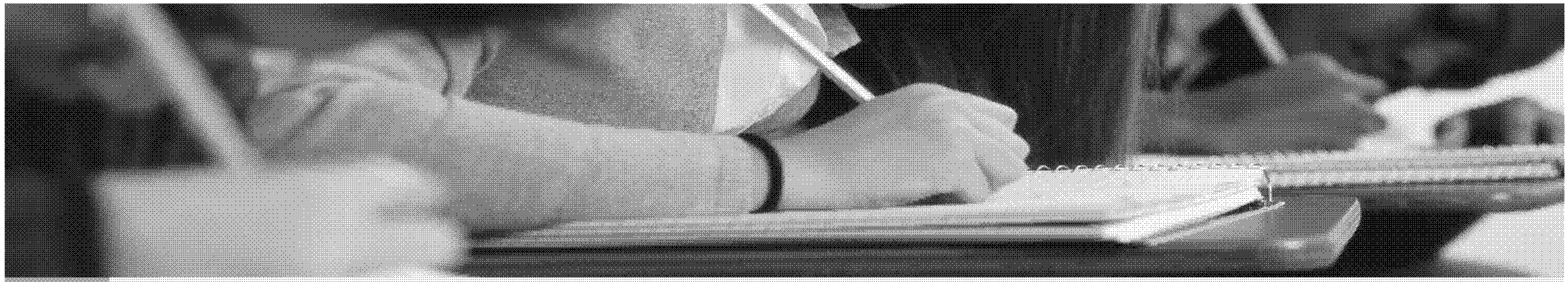
- 1 in 5 children ages 9 to 17 has a diagnosable mental or addictive disorder (U.S. Census, 2000)
- Reading skills among middle school students have changed little in 15 years (NAEP, 2005)
- Children with emotional and behavioral disorders have lower graduation rates, and are less likely to attend post-secondary school (Kauffman, 2001)



What is less certain…

- How can behavioral health interventions impact student success?
- Do behavioral health interventions have more impact on student success at certain grades or ages?
- Does an achievement gap exist for children who receive behavioral health services?





Questions:

1. Do elementary and middle school students who receive behavioral health services differ from their counterparts on:
   - Math
   - Reading
   - Science
2. If there is an achievement gap, how big is it?
3. Is the gap consistent across grades?

Design

Outcome

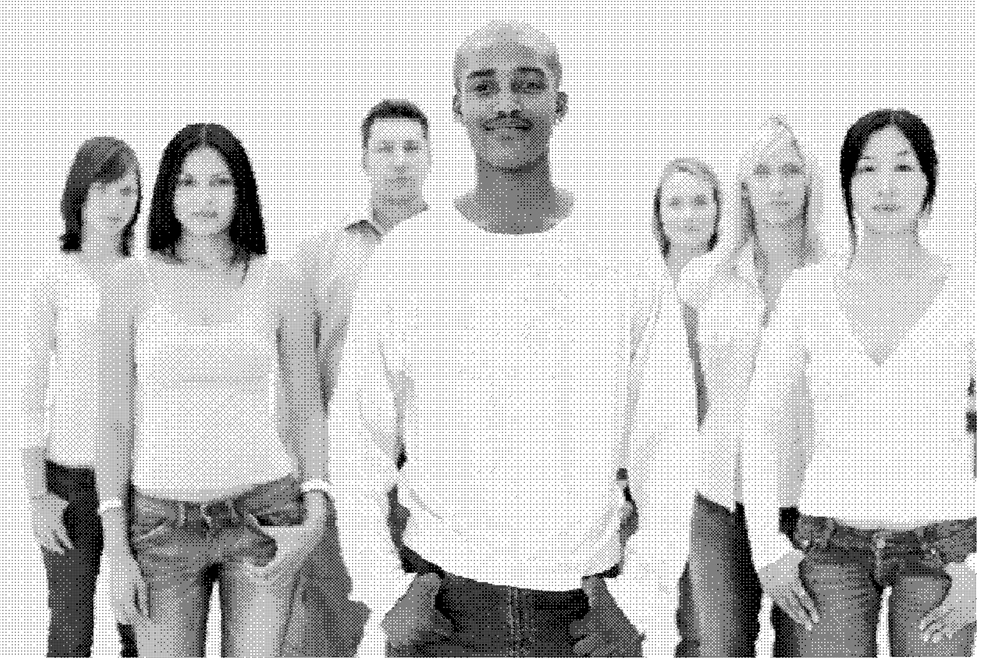
- Percent proficient (%) in Reading, Math, or Science

Factor

- Treatment Participation
  1. Never received BH services (comparison)
  2. Received services 1 year (2005-06)
  3. Received services 2 years (2005-06 and one additional year)
  4. Received services 3 years (2005-2007)

Study Subjects

- Enrolled in public education
- Received behavioral health services
- In grades assessed by the SBA
  - Elementary/Mid - grades 3-8
- In school years
  - 2005-6
  - 2006-7
  - 2007-8



Data Steps

1. BH participants provided by Behavioral Health Purchasing Collaborative
2. Unique STARS student IDs found using
   - Last name
   - First name
   - Date of Birth
3. Linked to achievement data
   - 2005-6
   - 2006-7
   - 2007-8

Success of Data Steps

School Year	1 BH Count	2 ID Match	3 Achievement Match
2005-6	27,488	21,743 (79%)	11,030 (40%)
2006-7	27,936	24,178 (87%)	10,992 (39%)
2007-8	31,038	26,237 (85%)	12,616 (41%)
Final Sample, enrolled 2, or 3 years			6,116

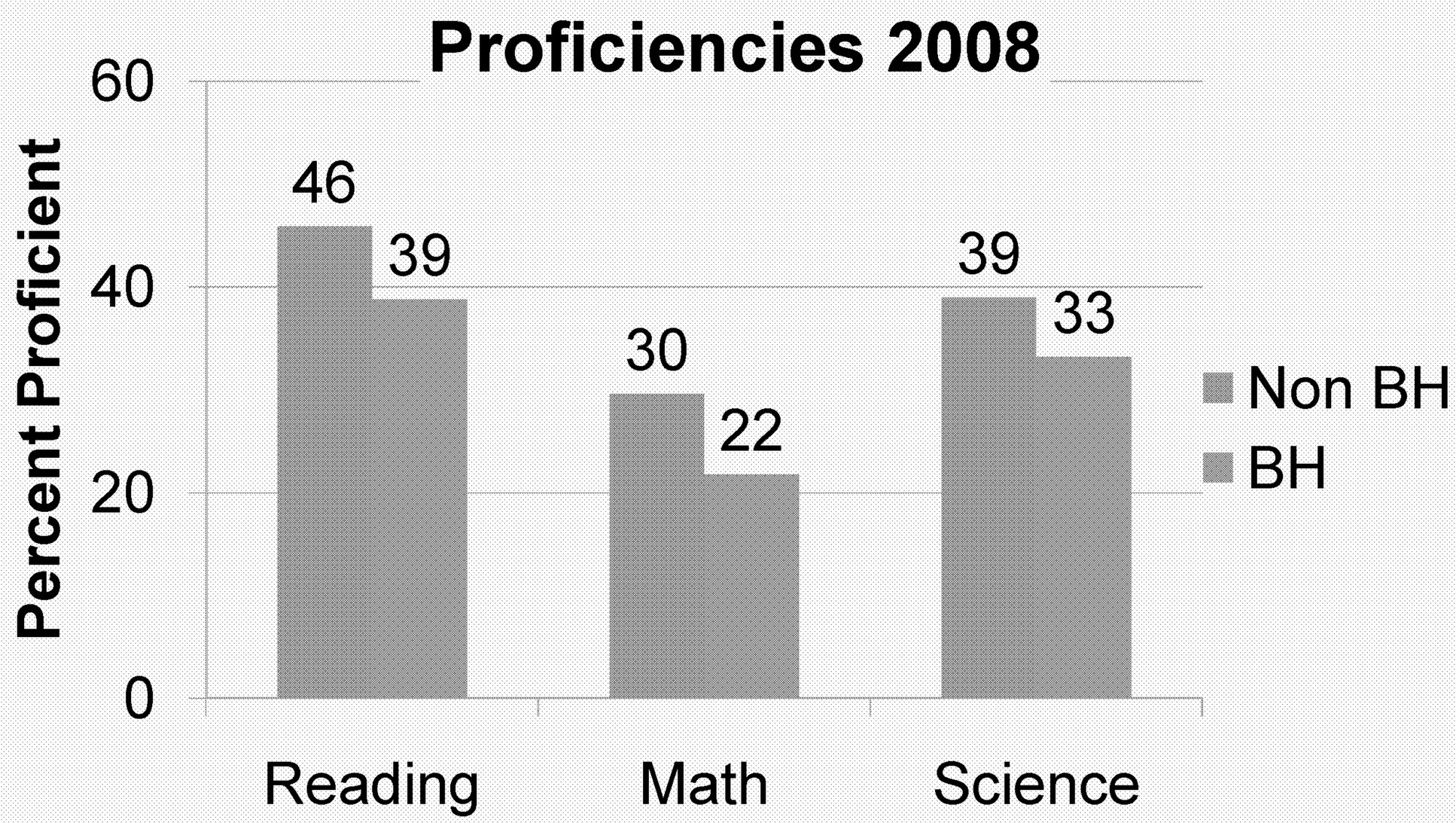
Characteristics of Students Receiving Services

	BH Recipients	General Students
Female	41%	49%
Male	59%	51%
Hispanic	56%	56%
Caucasian	30%	29%
American Indian	10%	10%
Asian	<1%	1%
African American	3%	3%
Special Education	31%	13%
Economically Disadvantaged	86%	66%
English Language Learner	27%	23%

Matched Comparison Group

- School
- Gender
- Grade
- ELL Status
- Ethnicity
- Student with Disability Status
- Free/Reduced Lunch Status

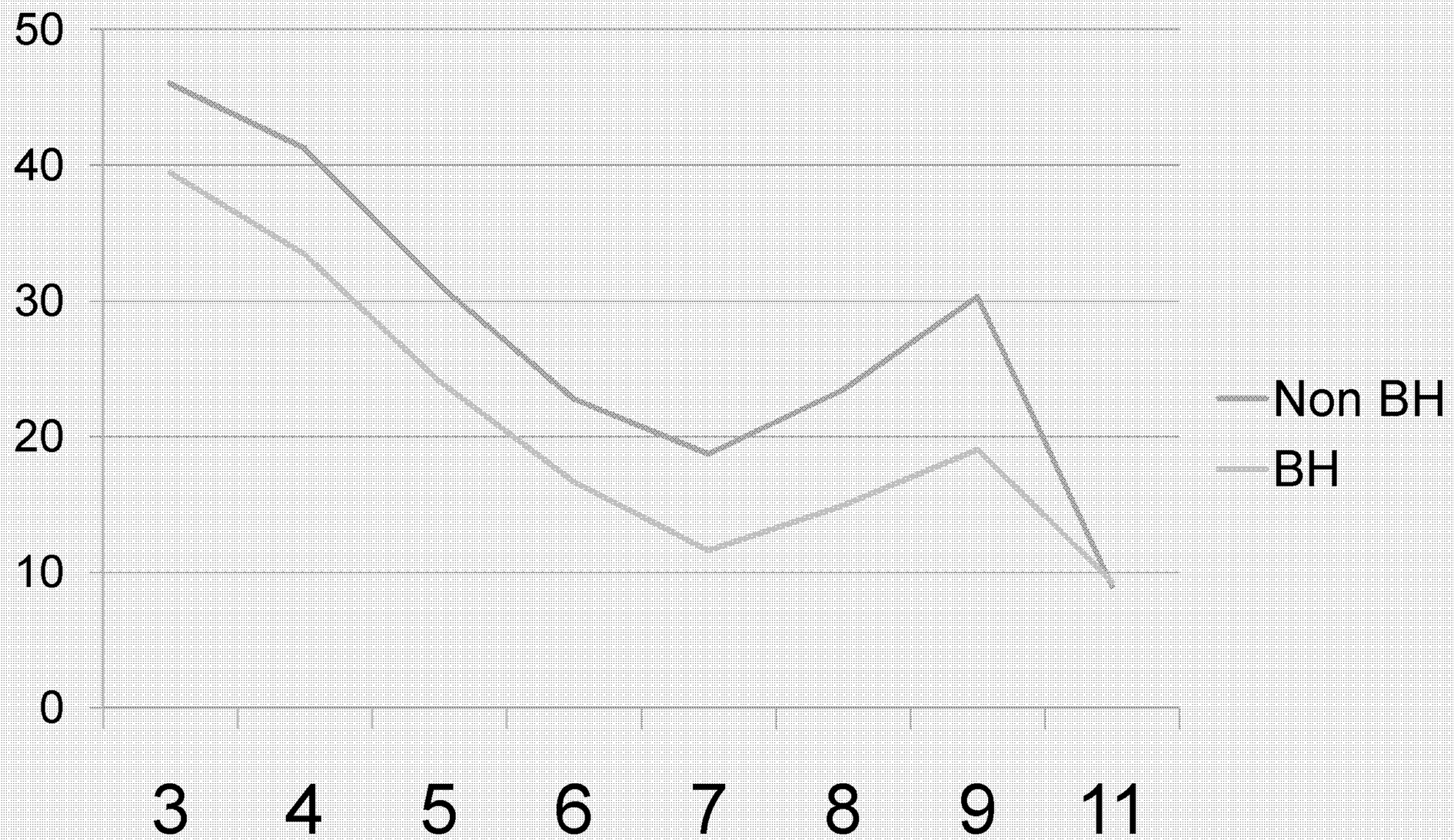
How do BH students compare with their non-BH Counterparts?



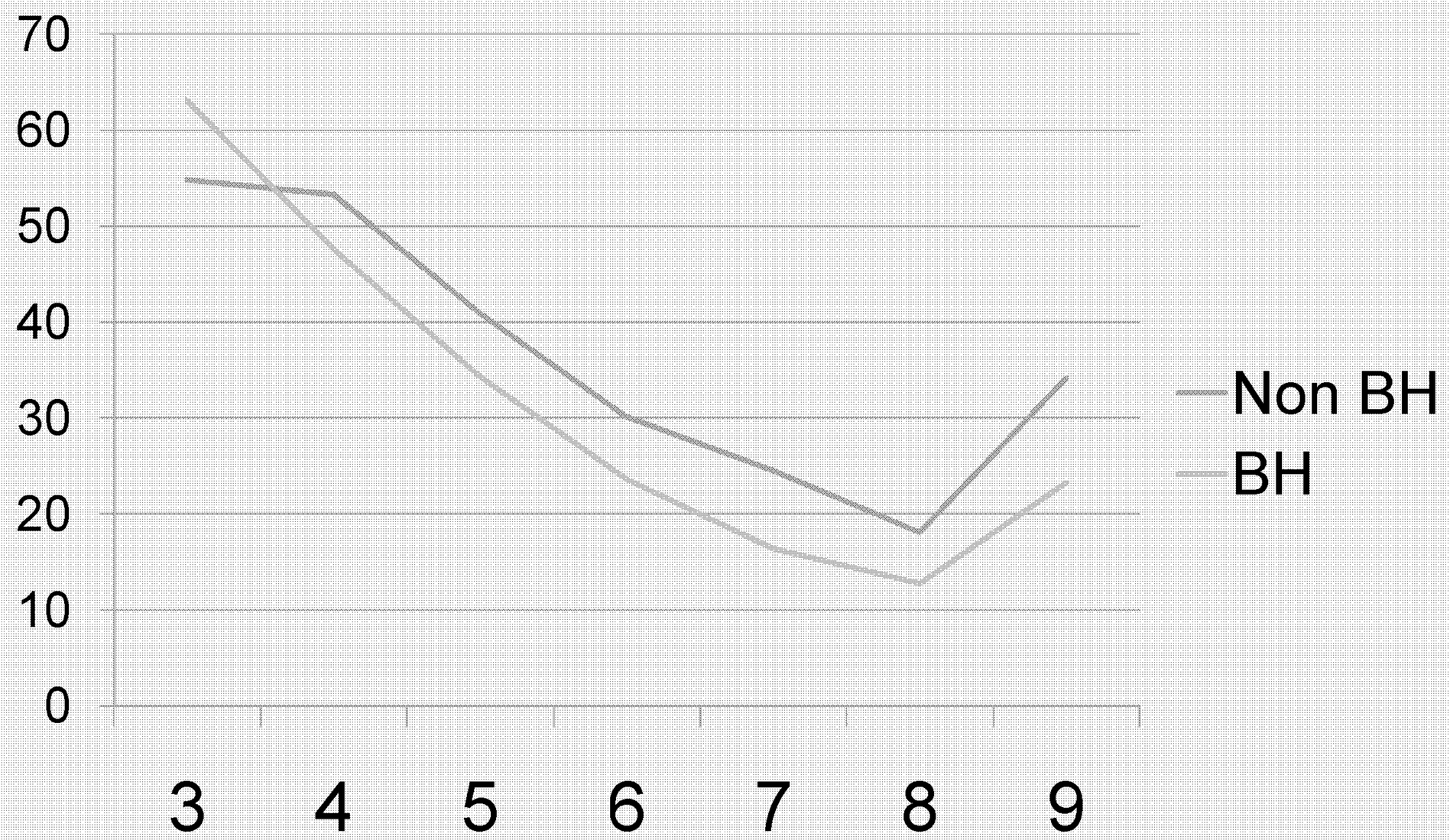
Does the Reading Gap Vary by Grade?

Reading Proficiencies by Grade

Math Proficiencies by Grade



Science Proficiencies by Grade



Summary

- BH students are not achieving on par with their peers in reading, math, or science
- The gap ranges between 6-8% and is fairly consistent across all grades
- All students' achievement declines in the 6th and 7th grades

Next Steps

- Continue to enrich and mine the data informing this discussion
- Determine the behavioral health characteristics of the children in the study (e.g., SED/non-SED, substance use/abuse, in state custody, in residential treatment or community-based care, some indicator of intensity of care)

Next Steps

- Consider expanded measures of "success in school", (e.g. better attendance in school, lower drop out rates, higher graduation rates, less involvement with principals and disciplinary staff, fewer teacher reports, improved interactions with peers as evidenced by less disruptions in classroom.

Next Steps

Partner with our higher education institutions to support this research (in coordination with CBHTR)

Share local trend data with Local Collaboratives to help their efforts to build stronger local systems of care with supports in the schools.

Next Steps

Develop some case studies which explore the barriers and successes in treatment planssupporting school success and schools supporting treatment plans.

Develop a longitudinal cohort study to examine dynamics of achievement.

Partner with our higher education institutions to support this research (in coordination with CBHTR)

Share local trend data with Local Collaboratives to help their efforts to build

Acknowledgements

- Kirk Minnick, Senior Research Associate, Minnick and Associates
- Chris Worth, Management Information Specialist for the Behavioral Health Collaborative
- Value Options data support

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: A-1-2

Title: RTTT Memorandum of Understanding for Participating LEAs - Blank Form

Explanation of Reference:

- Defines the relationship, terms and conditions between the State and each Participating LEA with regard to the RTTT funding.

MEMORANDUM OF UNDERSTANDING

Between the New Mexico Public Education Department (NMPED)

and _____

This **MEMORANDUM OF UNDERSTANDING** (MOU) is made by and between the New Mexico Public Education Department (NMPED) and the _____ (PARTICIPATING LEA).

WHEREAS, NMPED and _____, are empowered to enter into MOUs; and

WHEREAS NMPED, on behalf of the State of New Mexico is applying for a Race to the Top grant from the United States Department of Education (USDE), that provides approximately $4.3 billion to encourage and reward States that are creating the conditions for education innovation and reform.

WHEREAS, Participating LEA's in a State's Race to the Top plans are required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State that specifies the scope of the work being implemented by the participating LEA.

WHEREAS, the parties wish to formalize a cooperative agreement between NMPED and _____ regarding the meeting of specific goals, activities and annual targets for key performance measures through both the State's Plan under the proposed Race to the Top grant and complementary LEA plan of the Participating LEA.

WHEREAS, the parties wish to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the NMPED in its implementation of an approved Race to the Top grant project.

NOW, **THEREFORE**, the parties mutually agree as follows:

A. DEFINITIONS:

"LEA Plan" means an LEA's proposed reform plans describing the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures that are consistent with the State Plan and will be implemented by a Participating LEA upon receiving a Race to the Top funds.

"Participating LEA" means a Local Education Agency, such as a school district or a charter school, which enters into this MOU or similar agreement with NMPED in regards to NMPED's proposed Race to the Top grant. The Participating LEA named in this agreement is a party to this MOU.

"Race to the Top" means a federal grant issued by the USDE as part of a competitive national grant program under the American Recovery and Reinvestment Act of 2009 (ARRA), that provides approximately $4.3 billion to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas—

(a) Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
(b) Building data systems that measure student success and inform teachers and principals about how they can improve their practices;
(c) Increasing teacher and principal effectiveness and achieving equity in their distribution; and
(d) Turning around our lowest-achieving schools.

"State Plan" means NMPED's proposed reform plans to be implemented under a Race to the Top grant.

B. PROJECT ADMINISTRATION

1. Participating LEA Responsibilities

In assisting NMPED in implementing the tasks and activities described in the NMPED's Race to the Top application, the Participating LEA will:

a) Implement the Scope of Work as identified in Exhibit I of this agreement and in any LEA plan submitted by the LEA upon 90 days after a Race to the Top grant is awarded to NMPED;

b) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the USDE;

c) Submit to NMPED for inclusion on the NMPED website, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;

d) Participate, as requested, in any evaluations of this grant conducted by the State or USDE;

e) Be responsive to NMPED or USDE requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

f) Participate in all meetings and telephone conferences with NMPED to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

g) Provide an LEA Plan to NMPED no later than 90 days after a Race to the Top grant is awarded the State, which will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

2. NMPED Responsibilities

In assisting Participating LEAs in implementing their tasks and activities described in NMPED's Race to the Top application, the NMPED will:

a) Work collaboratively with, and support the Participating LEA in carrying out the LEA plan and the Scope of Work identified in Exhibit I of this agreement;

b) Distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with any LEA Plan submitted by the Participating LEA;

c) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and

d) Identify sources of technical assistance for the project.

3. Joint Responsibilities

a) NMPED and the Participating LEA will each appoint a key contact person for the Race to the Top grant;

b) These key contacts from NMPED and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU;

c) NMPED and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period;

d) NMPED and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

C. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the NMPED determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, NMPED will take appropriate enforcement action, which could include a collaborative process between NMPED and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

D. ASSURANCES

The Participating LEA hereby certifies and represents that it:

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

2) Is familiar with the NMPED's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;

3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I if the State application is funded;

4) Will provide a detailed LEA Plan to NMPED if the NMPED's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan;

5) Will comply with all of the terms of the Race to the Top grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79,80,82,84,86,97,98 and 99).

E. AMENDMENTS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with USED.

F. LIABILITY

Each party shall be solely responsible for fiscal or other sanctions occasioned as a result of its own violation or alleged violation of requirements to the performance of this MOU. Each party shall be liable for its own actions resulting from the performance of this MOU.

Neither party shall be responsible for liability incurred as a result of the other party's acts or omissions in connection with this Agreement. Any liability incurred in connection with this Agreement is subject to the immunities and limitation of the New Mexico Tort Claims Act.

G. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first. If a grant is not received, this MOU shall terminate upon notice from the USED of failure of NMPED to receive a grant.

IN WITNESS WHEREOF, NMPED and _____do hereby execute the Memorandum of Understanding as of the last signed date below

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

BY: _____ DATE:_____

Dr. Veronica C. García,
Secretary of Education

_____
REPRESENTATIVE OF LEA OR CHARTER SCHOOL

_____ DATE: _____
PRINT NAME / TITLE

_____
PRESIDENT OF LOCAL SCHOOL BOARD
(OR EQUIVALENT)

_____ DATE: _____
PRINT NAME / TITLE

_____
LOCAL TEACHERS' UNION LEADER
(IF APPLICABLE)

DATE:
_____ _____
PRINT NAME / TITLE

Appendix Reference: A-1-3

Title: RTTT Scope of Work for Participating LEAs – Blank Form

Explanation of Reference:

- Provides the detailed scope of work between the State and each Participating LEA with regard to the RTTT funding.
- Provides the list of Schools in Need of Improvement (SINOI) for which Section E-2's specific intervention plans are applicable.

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

_____ (Participating LEA) hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans
B. Standards and Assessments
(B)(3) Support the transition to enhanced standards and high-quality assessments adopted by the State by:
• Participating in the implementation of: – New Mexico K-12 Content Standards & Benchmarks that will be aligned with the Common Core Standards including STEM – High quality assessments that are aligned with the New Mexico K-12 Content Standards & Benchmarks – For designated LEAs, a standardized curriculum aligned with the New Mexico K-12 Content Standards & Benchmarks (See Table E-2.2) – For designated LEAs, formative assessments calibrated to every student's ability level as the State makes these available. (See Table E-2.2) • Participating in the development, implementation and adoption of Professional Development opportunities related to the implementation of enhanced standards and high-quality assessments • Providing information requested by the State to support monitoring of adoption by schools of enhanced standards and high-quality assessments • Interacting with and providing information to local Community Engagement Collaboratives as appropriate to more fully engage students, parents, and the community • Participating with the State in strengthening and enhancing the Web-Based Educational Plan for Student Success (EPSS). • Developing a more flexible and student-centered approach that allows, enables and encourages students who demonstrate competency to graduate and move on to college when ready as defined by the State's RTTT plan.
C. Data Systems to Support Instruction
(C)(3) Support using data to improve instruction by working with the State to:
• Provide the data requested by the RTTT application. • Participate in partnerships with the NMPED in the development of intensive, embedded and effective professional development for professional staff using the State's enhanced data systems to improve instruction. • Provide local and regional communities, including the Community Engagement Collaboratives, with the data and support needed to participate in the transformation of

Elements of State Reform Plans
not only the low-achieving schools, but all schools within the district.
D. Great Teachers and Leaders
(D)(2) Improving teacher and principal effectiveness based on performance by:
• Supporting and participating in the Teacher and Principal Effectiveness Task Force which will: 1. Develop multiple measures of teacher effectiveness including student growth, multiple observation-based assessments and other sources of information. 2. Develop multiple measures of principal effectiveness including student growth, the quality of the school's teaching and learning environment, strong instructional leadership, and strong involvement with families and communities. 3. Determine how these measures can be effectively gathered, interpreted, and disseminated and then fairly used in appropriate ways to improve student instruction, inform professional development, and identify highly effective teachers and principals who will be eligible to participate in New Mexico Exemplary Teacher and Principal Cadres. 4. Determine how these enhanced measures of teacher and principal effectiveness can be used to improve New Mexico's current evaluation and compensation systems including the Three-Tiered Teacher Licensure System and the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals. 5. Determine how these enhanced measures of teacher and principal effectiveness can be used to strengthen school districts ability to recruit and retain effective teachers and principals. 6. Determine how these enhanced measures of teacher and principal effectiveness can be used to provide feedback to improve educator preparation programs, beginning teacher and principal mentoring programs and the professional development efforts at the school, district, and state levels. 7. Ensure that prospective and current teachers and principals have a strong understanding of how they will be evaluated and establish a well-funded support system that helps them meet the new criteria. • Supporting and participating in NMPED's efforts to establish the New Mexico Exemplary Teacher and Principal Cadres, made up of select teachers and principals who will be provided opportunities to obtain additional compensation for their role in improving student achievement in persistently low-achievement schools. • Supporting and participating in the efforts of the New Mexico Leadership Institute to use the results from the Teacher and Principal Effectiveness Task Force and the lessons learned from the New Mexico Exemplary Teacher and Principal Cadre to strengthen the recruitment, preparation, and support of principals and other school leaders.
(D)(3) Ensuring equitable distribution of effective teachers and principals by:

Elements of State Reform Plans
• Supporting and participating in the Teacher and Principal Effectiveness Task Force goal of developing web-based reporting systems aimed in providing access to school, district and state level analyses of data related to equitable distribution of effective teachers and principals. • Partnering with PED in the expansion of current efforts to recruit high school students, college students, and adults into the teaching profession. • Supporting and participate in the efforts of the New Mexico Leadership Institute to recruit effective principals and other school leaders by identifying experienced teachers and other potential school leaders within school districts and within higher education institutions..
(D)(4) Improving the effectiveness of teacher and principal preparation programs:
• Supporting and participating in the Teacher and Principal Effectiveness Task Force's goal of developing a methodology for linking measures of teacher and principal effectiveness to the teacher and principal preparation programs and to specific district beginning teacher and principal mentoring programs.
D)(5) Providing effective support to teachers and principals:
• Supporting and participating in the Teacher and Principal Effectiveness Task Force's goal of developing recommendations for improving and funding models that strengthen the New Mexico Beginning Teacher Mentoring Program, The New Mexico Professional Development Framework, and the New Mexico Principal Support Network. • Support and participate in New Mexico's efforts to expand and strengthen Professional Learning Communities within and across New Mexico's schools and personnel support devoted to schools and districts to support student achievement. • Support and participate in the development and implementation of web-based Individualized Professional Development Accounts for teachers and principals. • Support and participate in The New Mexico Leadership Institute's efforts to support school-based leadership teams comprised of superintendents, principals, teachers, parents, school board and community members; develop focused professional development programs for superintendents, principals and teacher leaders on topics including improving student success in persistently low-achieving schools, school budgets, and strengthening science, technology, engineering, and mathematics (STEM) instruction.

Elements of State Reform Plans
E. Turning Around the Lowest-Achieving Schools
(E)(2) Turning around the lowest-achieving schools by: • Supporting the New Mexico Exemplary Teacher and Principal Cadres as they work to improve student success in New Mexico low achieving schools. • Supporting and participating in the development of Community Engagement Collaboratives aimed at building effective and well-supported networks of parents, local communities, the schools, the state and other stakeholders who can focus attention and resources on improving student success in low-achieving schools. • Partnering with the Public Education Department plan to strength the capacity of low-achieving schools by implementing a statewide model of instructional coaching that enhances the efforts of instructional coaches currently working in New Mexico's schools. • Partnering with the Public Education Department to expand the WebEPSS online resource that enhances teachers and principals' capacity to link instruction to standards and assessments. • Partnering with the Public Education Department in the development and implementation of a web-based, virtual competition aimed at motivating students and strengthening their science, technology, mathematics and engineering (STEM) skills.

SIGNATURES

For the Participating LEA	**For the State**
_____	_____
Authorized LEA Signature/Date	**Authorized State Signature/Date**
_____	_____
Print Name/Title	**Print Name/Title**

IF AN LEA HAS A SCHOOL APPEARING ON THE ATTACHED "ELIGIBLE TO APPLY" LIST (See the List from Table E-2.1 of the State's RTTT Plan below), THE LEA IS ELIGIBLE TO RECEIVE ADDITIONAL FUNDING TO IMPLEMENT THIS ADDITIONAL COMPONENT OF SECTION E BELOW.

E. Turning Around the Lowest-Achieving Schools
(E)(2) Turning around the lowest-achieving schools by • Partnering with the Public Education Department in implementing the four required intervention models in New Mexico's persistently lowest-achieving schools. The four interventions include the Turnaround Model, the Restart Model, the School Closure Model, and the Transformation Model. The intervention for each of persistently lowest-achievement school will be selected after full discussion with and agreement by the district superintendent, local board of education, teachers and other educators.

ONLY SUPERINTENDENTS WHO HAVE SCHOOLS ON THE ATTACHED ELIGIBLE TO APPLY LIST BELOW SHOULD SIGN IN THIS SECTION.

SIGNATURES

For the Participating LEA	**For the State**
Authorized LEA Signature/Date	**Authorized State Signature/Date**
Print Name/Title	**Print Name/Title**

Table E-2.1: New Mexico Schools Eligible to Apply for a School Improvement Grant or Race to the Top Funds	
School Name in Priority Order	**District**
1. Lybrook Elementary	Jemez Mountain
2. Church Rock Elementary	Gallup-McKinley
3. El Camino Real	APS Charter
4. Navajo Elementary	Gallup-McKinley
5. Dulce Middle	Dulce
6. Tohatchi Middle	Gallup-McKinley
7. Cuba High	Cuba
8. Twin Buttes High	Zuni
9. Ramirez Thomas Elementary	Santa Fe
10. Naschitti Elementary	Central
11. Crownpoint High	Gallup-McKinley
12. Pecos Middle	Pecos

13. Newcomb High	Central
14. Bell Elementary	Deming
15. Seboyeta Elementary	Grants-Cibola
16. Navajo Pine High	Gallup-McKinley
17. Vaughn Elementary	Vaughn
18. Laguna-Acoma High	Grants-Cibola
19. Ernie Pyle Middle	APS
20. Crownpoint Elementary	Gallup-McKinley
21. Valley Middle	West Las Vegas
22. Stagecoach Elementary	Gallup-McKinley
23. R. Sarracino Middle	Socorro
24. Pecos High	Pecos
25. Tohatchi High	Gallup-McKinley
26. Rio Grande High	APS
27. David Skeet Elementary	Gallup-McKinley
28. Ojo Amarillo Elementary	Central
29. Will Rogers Elementary	Hobbs
30. Edward Ortiz Middle	Santa Fe
31. Thoreau High	Gallup-McKinley
32. Shiprock High	Central
33. Van Buren Middle	APS
34. Kaune Elementary	SFPS
35. Magdelena Middle	Magdelena

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: A-2-1

Title: RTTT Letters of Support

Explanation of Reference: Letters of support for the State's Race to the Top application have been provided by the following individuals and/or entities:

- Bill Richardson, Governor, State of New Mexico
- New Mexico's Congressional Delegation
  - Jeff Bingaman, Senator, U.S. Congress
  - Tom Udall, Senator, U.S Congress
  - Martin Heinrich, Representative, U. S. Congress
  - Harry Teague, Representative, U.S. Congress
  - Ben Ray Lujan, Representative, U. S. Congress
- Diane Denish, Lt. Governor, State of New Mexico
- Veronica C. García, Secretary, New Mexico Public Education Department
- Viola Florez, Secretary, New Mexico Higher Education Department
- Alvin Warren, Secretary, New Mexico Department of Indian Affairs
- Ken Ortiz, Secretary, New Mexico Department of Workforce Solutions
- Stuart Ashman, Secretary, New Mexico Department of Cultural Affairs
- Kevin Shendo, Chairperson, New Mexico Indian Education Advisory Council
- Sharon Morgan, Executive Director, National Education Association- New Mexico
- Joe Guillen, Director, New Mexico School Boards Association
- Lisa Grover, Chief Executive Officer, New Mexico Coalition for Charter Schools
- Tom Sullivan, Executive Director, New Mexico Coalition of School Administrators
- Linda Paul, Executive Director, New Mexico Leadership Institute
- Frances Ramirez-Maestas, Director, Legislative Education Study Committee
- Cynthia Nava, Chair, Senate Education Committee & Superintendent, Gadsden School District
- David Abbey, Director, Legislative Finance Committee
- Toney Anaya, Former Governor and Director, New Mexico Office of Recovery and Reinvestment
- Jami Grindatto, Corporate Affairs Manager, Southwestern U.S. Region, Intel New Mexico
- Jamai Blivin, Executive Director, Innovate-Educate New Mexico and their Board of Directors
- Beverlee McClure, President and CEO, Association of Commerce and Industry of New Mexico
- Larry Langley, CEO, New Mexico Business Roundtable For Education Excellence
- Richard Howell, Dean, College of Education, University of New Mexico
- Carnell Chosa, Co-Director, Leadership Institute at Santa Fe Indian School
- Irene Lee, Principal Investigator for Project GUTS, Santa Fe Institute
- Tom Dauphinee, Interim Supervisor, NMPED Assessment and Accountability Division
- Susan Oberlander, State librarian, New Mexico State Library
- Ruthanne Greeley, Executive Director, Partners in Education Foundation for Santa Fe Public Schools

- Bonnie Braden, Principal, Mosaic Academy Charter School
- Lawrence Roybal, ENLACE
- Ray Johnson, Sr. VP & Tech. Officer, Lockheed Martin
- Terri L. Cole, President & CEO, Greater Albuquerque Chamber of Commerce
- Kurt Steinhaus, Director of Community Programs, Los Alamos National Laboratory
- David Chavez, Superintendent, Loving Municipal Schools
- Bobbie Gutierrez, Superintendent, Santa Fe Public Schools
- Carlos Atencio, Executive Director, Northern New Mexico Network
- Mary Rose CdeBaca, Assistant Cabinet Secretary, NMPED Educator Quality Division
- Amalia Ludeke, Associate Professor, New Mexico State University
- Ellen Bernstein, Albuquerque Teachers Federation

State of New Mexico

Office of the Governor

Bill Richardson
Governor

January 11, 2010

Secretary Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0008

Dear Secretary:

Since I took office in 2003, improving education has been, and remains, the top priority of my Administration. As Governor, I have set out a bold agenda for reform that seeks to ensure that every New Mexico child is afforded the necessary opportunities for success.

I have spearheaded sweeping changes in education governance in both K-12 and Higher Education:

- revamped how school teachers and leaders are evaluated, tying increased compensation to increased accountability;
- set high expectations and provided that students are held to rigorous academic standards and assessed comprehensively;
- focused significant resources in early childhood education and child wellness initiatives;
- sought to streamline and focus funding for education, children and youth by creating the New Mexico Children's Cabinet; and
- created the New Mexico Data Warehouse Council, to guarantee that from the statehouse to the schoolhouse, and from home to school to work, educators have the data they need to ensure that all children in New Mexico receive a world class education.

We have made important strides in improving student outcomes, but as our data shows, more work needs to be done.

Because of my strong commitment to education, I believe the Race to the Top competition is the most important federal initiative that has been implemented during my Administration. New Mexico is poised to offer ground-breaking reforms and to serve as a leader and model for other states in the arenas of high-quality, rigorous standards and assessment, comprehensive data systems, top quality school personnel and in turning around the lowest performing schools.

State Capitol • Room 400 • Santa Fe, New Mexico 87501 • 505-476-2200 • www.governor.state.nm.us

I am proud of the dedicated team of innovators that has collaborated in putting together New Mexico's Race to the Top proposal. These individuals have come together from districts, charter schools, and across various Executive and Legislative agencies in order to bring New Mexico's vision to the selection committee. I strongly urge you to fund our proposal. Your support will allow New Mexico to continue on the path to ensuring that all students receive a top-quality Education, and that New Mexico can serve as a national model for education reform, improving the future of our children, our state and the nation.

Sincerely,

Bill Richardson
Governor of New Mexico

BR/fl

Congress of the United States
Washington, DC 20510

January 12, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

We write to express strong support for New Mexico's Race to the Top (RTTT) grant application. New Mexico has worked very hard over the past months to review the state's educational needs and to submit a plan to implement key innovations to public education in our state.

New Mexico is a state that faces significant educational challenges. Only 6 in 10 public school students in our state graduate from high school on time, and many of those who do graduate find that they are unprepared for college-level academics. Our student population is disproportionately low-income, rural, and English Language Learner.

New Mexico's application was developed by New Mexico Secretary of Education Veronica Garcia in close collaboration with Governor Bill Richardson, school districts, teachers, industry leaders, education experts, and nonprofit organizations. The application's vision of reform proposes significant improvements in the state's delivery of education services.

For example, RTTT funding would support the implementation of Common Core education standards in New Mexico by aligning curriculum and developing formative assessments aligned to these standards and making them available to all turnaround schools and an additional 30 high-need schools. It would make education data more accessible to student and parents, who could assert more control over their own education through a web-based career pathways resource. It would establish a "Teacher and Principal Effectiveness Task Force" to develop multiple measures of teacher and principal effectiveness. The application also strengthens STEM education in New Mexico, consistent with President Obama's call for the United States to return to global leadership in STEM fields.

These and many other reforms contained within New Mexico's Race to the Top application are closely aligned with your and President Obama's expectations for the program: the planning process has brought together key education stakeholders to think boldly and creatively about education reforms, and New Mexico's plan proposes innovations to eliminate structural barriers to academic achievement for all students in our state.

New Mexico's congressional delegation strongly supports New Mexico's Race to the Top application and urges the U.S. Department of Education to give it every due consideration.

Sincerely,

Jeff Bingaman

U.S. Senator

Tom Udall

U.S. Senator

Martin Heinrich

U.S. House of Representatives

Ben Ray Lujan

U.S. House of Representatives

Harry Teague

U.S. House of Representatives

State of New Mexico

Office of the Lieutenant Governor

January 16, 2010

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. As Lieutenant Governor and Chair of the Children's Cabinet, I am committed to ensuring that every child and young person in our state is healthy, educated, safe, supported and involved.

Receiving support through the Race to the Top Fund is of the utmost importance to New Mexico. This is an opportunity to build upon our work to improve educational outcomes for all of our students. I am proud of the fact that the implementation of high, quality, voluntary pre k, significant high school redesign and the publication of an annual report card and children's budget are hallmarks of my time as Lieutenant Governor. New Mexico's innovative Race to the Top proposal will discuss our aim to further these important accomplishments and increase our ability to improve student achievement.

The four core education reform areas of the Race to the Top Fund align with our administration's goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success. I am committed to ensuring that these four areas of education reform are adequately addressed.

Thank you for your continued support. I look forward to answering any questions that the review committee may have. I may be contacted at the following telephone number (505) 476-2250.

Sincerely,

Diane D. Denish

Diane D. Denish
Lieutenant Governor

State Capitol • Room 417 • Santa Fe, New Mexico 87501 • www.ltgov.state.nm.us

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

January 15, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my enthusiastic support for New Mexico's application for the Race to the Top Grant. As Secretary of Public Education, I am charged with the responsibility for the daily administration of the Public Education Department as well as implementation of education reform within the state. Much of the work that New Mexico has completed over the past several years has been the result of the passage of HB 212 in 2003 of the Public School Reforms Act, which conformed New Mexico's accountability and assessment system to the Elementary and Secondary Education Act. Since 2003, when I was appointed as Secretary, New Mexico has made several groundbreaking changes to public education, including:

- Establishment of a three-tiered licensure system for teachers that included set beginning salaries for each level, and the requirement of successfully completing a peer-reviewed dossier process for movement between levels;
- Passage of the Indian Education Act, which established an Indian Education Division within the Public Education Department;
- Full implementation of full day kindergarten;
- Implementation of a state-funded voluntary pre-kindergarten program, which along with the Children, Youth and Families Department, serves four-year old children across the state;
- Various programs directed towards supporting healthy lifestyles for children, including an elementary physical education program, an anti-obesity program, and elementary school breakfast program;
- Creation of new bureaus within the department, including math and science, and charter schools;
- Placement of highly qualified teachers in over 98% of classrooms across the state;

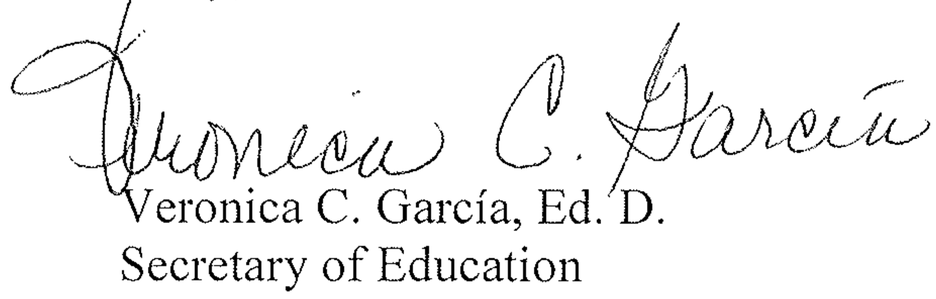
- Passage of a High School Redesign initiative that increased the requirements for high school graduation, particularly in mathematics and science, raised the dropout age to 18 , and added short-cycle testing in high school;
- Adoption of rigorous academic standards closely aligned with NAEP and have signed on to the Common Core Standards Consortia of States;
- Establishment of an accountability and report data system for PreK-12 education, and which will serve as the foundational system for a state longitudinal data system that links information among various agencies to help inform instructional decisions in the classroom and policy decisions at the statehouse; and
- Participation in national-level initiatives, such as the American Diploma Project and the Career and College Ready Policy Institute, both of which have served to align New Mexico's education standards and curriculum between secondary and higher education.

I want to commend the intensive effort that my staff, other agency staff, and the many other individuals within the New Mexico education community who have worked in a cooperative and collaborative manner to complete this application. Without this joint effort over the past several months, the application would not have been possible.

The Race to the Top Grant is of particular importance for ensuring that the gains that New Mexico has made over the past several years will not be lost and can be extended to guarantee that all children in New Mexico are given the best opportunity possible to succeed as fully engaged adults and citizens. I sincerely believe that investment in the education of children is the most important decision we can make as a people. This belief has been the guiding principle for my work at the New Mexico Public Education Department and I know it has guided the work of your department as well as that of the Obama Administration.

Thank you for your support of public education in New Mexico and for the opportunity to submit this letter of support. I look forward to answering any questions the review committee may have. I may be contacted by phone, 505-827-6688.

Truly,



Veronica C. García, Ed. D.
Secretary of Education

NEW MEXICO
HIGHER EDUCATION DEPARTMENT
Helping Students Succeed

Letter of Support for New Mexico's Race to the Top Application

January 12, 2010

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

The New Mexico Higher Education Department fully supports New Mexico's Race to the Top proposal. Increased educational attainment for all New Mexicans is imperative for ensuring a healthy economic future for our state. The Race to the Top funding will accelerate our progress.

New Mexico is poised to effect dramatic change in our educational system, pre-K through college. Many of the issues on which we in public and higher education have been collaborating closely with stakeholders will be strengthened by the Race to the Top efforts. One of our initiatives, the Statewide Longitudinal Data System, is vital to creating the data needed to make decisions at the student, classroom, institution and state levels to improve student readiness for college and career. The Carve Your Path online tool, a U.S. Department of Education College Access Challenge Grant project, will engage students in making wise decisions about their futures. Our expansion of the dual credit programs statewide help make student transition to college and career increasingly smooth. And, faculty involvement in the adoption of state standards prepares us to meet the options presented by the move to national Common Core Standards and Assessments. The Race to the Top funding will complement this strong foundation.

Through the expansion of the New Mexico Leadership Institute, school administrator preparation programs at our public universities will improve the cultivation of quality school leaders. Our institutions of higher education will support schools as they augment Professional Learning Communities and professional development efforts. Our colleges and universities will further enhance their work with turnaround schools and new teacher recruitment efforts and contribute significantly to the Teacher and Principal Effectiveness Task Force and the New Mexico Laboratory for Education Transformation. Working with a Teacher Recruitment Coordinator within the Public Education Department will make real the possibilities for a statewide effort. And, students and faculty in the business colleges at our universities will develop an effective and comprehensive communication and marketing plan to promote and implement New Mexico's Race to the Top.

The New Mexico Higher Education Department is an active partner in developing New Mexico's Race to the Top proposal and will put forth every effort to ensure its success. Race to the Top funds will help raise educational attainment in New Mexico and provide greater opportunities for every New Mexican through education. Please feel free to contact me at 505.476.8404 for more information. Thank you for your consideration of our proposal.

Sincerely,

Dr. Vi Florez
Cabinet Secretary

2048 GALISTEO
SANTA FE, NM 87505-2100
Phone: 505.476.8400
www.hed.state.nm.us

STATE OF NEW MEXICO
INDIAN AFFAIRS DEPARTMENT
1220 South St. Francis Drive
Wendell Chino Building, 2nd Floor
Santa Fe, NM 87505
Phone: (505) 476-1600
Fax: (505) 476-1601
http://www.iad.state.nm.us

Bill Richardson
Governor

Alvin H. Warren
Cabinet Secretary

January 14, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. The New Mexico Indian Affairs Department has been involved in the conceptual development of the Race to the Top proposal, providing input and guidance on issues related to the state's Native American population. Mindful of the fact that 11% of New Mexico students are Native American and that this population has the largest educational achievement gap in our state, it is vital that we continue to consider the needs of Indian Education and include tribal leadership, tribal communities and Native American families and students in initiatives like RTTT that will improve educational outcomes of our students. I am confident that the state and the NM Public Education Department will continue to work on a government-to-government basis with the 22 sovereign tribes in New Mexico and that collaboratively we can navigate the complexities of Indian Education and find solutions to benefit the education of our Native American children.

Race to the Top is of particular importance to New Mexico, as the state works diligently to improve educational outcomes for all students. It builds on the work of the Principals Support Network - which includes BIE principals and principals of public schools serving Native American children - as well as expands the innovative Carve Your Path to include students at BIE schools. This will ensure that as Native American children move in and out of the BIE, tribal, and public systems of education, they will have the support to meet the high standards and rigorous assessments for success in higher education and the world of work. The Race to the Top initiatives will also guarantee educators have the data they need to improve student achievement and academic success; provide all students the access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

Thank you for your continued support. I look forward to answering any questions that the review committee may have by phone (505) 476-1600 or by email (Alvin.Warren@state.nm.us).

Sincerely,

Alvin H. Warren
Cabinet Secretary

BILL RICHARDSON
GOVERNOR

NEIL MEONI
DEPUTY SECRETARY

STATE OF NEW MEXICO
DEPARTMENT OF WORKFORCE SOLUTIONS
401 Broadway, NE
PO Box 1928
Albuquerque, NM 87103
(505) 841-8405 / FAX (505) 841-8491

KEN ORTIZ
SECRETARY

TERESA CASADOS
DEPUTY SECRETARY

January 13, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, the Department of Workforce Solutions participated on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

The department's participation on the RTTT Leadership Team was critically important because we were able to provide expertise on developing a productive workforce and strong economy using labor market information. In addition to serving on the RTTT Leadership Team, we are continuing to work in partnership with the Public Education Department to develop tools designed to enhance students' ability to prepare for successful careers.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, 505-841-8405.

Sincerely,

Ken F. Ortiz
Cabinet Secretary

"AN EQUAL OPPORTUNITY EMPLOYER"

NEW MEXICO DEPARTMENT OF
CULTURAL AFFAIRS

1/12/2010

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to offer the wholehearted support of the New Mexico Department of Cultural Affairs (DCA) for New Mexico's forward-looking *Race to the Top* proposal. We look forward to participating in the implementation of this exciting plan to transform education in our state, specifically with Innovate-Educate and the Math and Science Bureau to advance STEM education statewide.

DCA is one of the most ambitious state cultural agencies in the nation, comprising eight museums and six historic monuments, and divisions of art, historic preservation, archaeology, and library programs. We have a strong commitment to education as an essential element of our core mission, which is to preserve, foster, and interpret New Mexico's diverse cultural, artistic, and scientific heritage. Participation in *Race to the Top* is aligned with one of our top strategic goals: to maximize education and outreach.

As providers of informal education, cultural institutions have a leadership role to play in the successful transformation of the formal educational system. *Race to the Top* offers a golden opportunity to develop new and lasting partnerships between New Mexico's educational and cultural institutions that will increase the impact of informal education on formal education. Quite simply, we cannot afford to pass up this opportunity.

The collections, information, and expertise housed in our museums, libraries, and archives are extremely valuable and largely untapped resources. Used creatively, they can become valuable assets in addressing the state's—and the nation's—dramatic demographic shifts and growing needs for culturally relevant educational opportunities that are engaging to today's diverse and technologically savvy students. Moreover, there is a growing body of scientific evidence that arts education is foundational to academic achievement. This research suggests that the arts have a positive impact on reading and math test scores and also help to develop IQ, cognition, attention, and self-control, as well as to level the playing field for students from low socioeconomic backgrounds and with limited English proficiency.

Four years ago, Governor Bill Richardson and I established a partnership between DCA and the Media Arts Department at New Mexico Highlands University (NMHU) in Cultural Technology, the emerging field at the intersection of digital media and cultural content. This unique partnership combines academic study with professional internships, giving DCA the benefit of a cadre of faculty and students capable of providing us with assistance in using innovative technologies and new forms of communication to extend the educational benefit of our programs beyond museum walls. The two people on my staff in charge of administering this partnership are the DCA web manager and the director for media projects. As part of our commitment to New Mexico's *Race to the Top* initiative, I am designating these individuals to lead our implementation team in the following activities:

- Connecting collections and culture to classrooms: produce interactive virtual exhibits, curriculum enhancements, and educational resources developed by our top museum educators, aligned with state STEM standards and benchmarks; make them accessible online, along with a comprehensive catalog of publically-available museum education programs, via a redesign of the website www.museumeducation.org; and provide professional development opportunities for educators in how to access and use museum resources in the classroom.

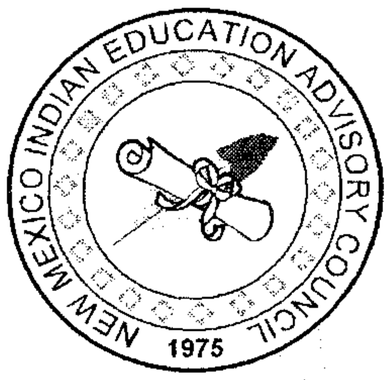
- Coordinating the participation of DCA divisions, community-based museums, and public libraries in the *Community Engagement Collaboratives*: work closely with the *Community Engagement Collaboratives* throughout the State to align and scale museum resources (including virtual resources) to the communities targeted in the proposal; implement the *New Mexico Space Trail* project; develop other similar projects based on archaeology, computational science, and natural science.

New Mexico's cultural institutions are positioned to provide educators, classroom students, and lifelong learners with real world STEM experiences that reconnect them to the human spirit of innovation and inventiveness that has characterized the people who have inhabited our region from ancient times to the present day. Through commitment, collaboration, and creativity, I believe that New Mexico's *Race to the Top* will be one of the most successful in the nation.

Sincerely,

Stuart A. Ashman
Cabinet Secretary
New Mexico Department of Cultural Affairs

NEW MEXICO INDIAN EDUCATION ADVISORY COUNCIL
PUBLIC EDUCATION DEPARTMENT –INDIAN EDUCATION DIVISION
JERRY APODACA EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501-2786
TELEPHONE: 505-827-6679
FAX: 505-827-6668



Mr. Kevin Shendo, Chair
Southern Representative
Member

Dr. Lester Sandoval, Vice Chair
Jicarilla Apache Representative

Ms. Clarice Cata-Montoya, Sec.
Northern Representative

Ms. Sarah Adeky
Navajo Representative Member

Dr. Ben Atencio
BIA Member

Ms. Pauleen Billie
Navajo Representative Member

Tina Deschenie
Urban-Farmington
Representative

Dr. Myrna D. Dingman
Head Start Representative

Dr. Larry Emerson
Navajo Representative Member

Mr. Wilfred Eriacho
Southern Pueblos Member

Mr. Keith Franklin
Urban-Alb Representative

Dr. Philip A. May
Non-Indian Member

Ms. Jenny Rodgers
Urban-Gallup Representative

Ms. Cristal Suazo
Northern Pueblos
Representative

Dr. Kalvin White
Navajo Member

Ms. Zelda Yazza
Mescalero Apache

January 12, 2010

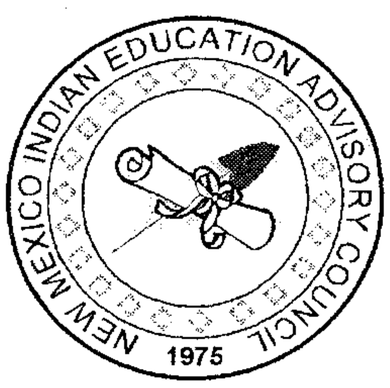
To the Honorable Arne Duncan, Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. New Mexico has a unique Indian Education Act, which created the Indian Education Advisory Council to advise the Secretary of Education and the Assistant Secretary of Indian Education. This Council also provides support for some of the Indian Education Act requirements. This includes respect for tribal sovereignty by establishing a Government to Government relationship with tribes that ensures: 1) Tribal input and involvement in control of schools, education reform, and development of curricula; 2) Development of indigenous research, evaluation and best practices; 3) Development of an agreement with the Bureau of Indian Education (BIE) to use the same high standards and rigorous assessments as public schools; and 4) Development of a relationship with urban Indian communities for education input.

The Indian Education Advisory Council has worked closely with the Public Education Department's Indian Education and Assessment and Accountability Divisions to ensure Indian educators and educators of Indian children have been represented in the development of New Mexico's highly rated standards and rigorous assessments. Race to the Top requires four assurances, one of which is standards and assessments. As New Mexico's standards and assessments become aligned with the national common core standards and newly emerging assessments, our Council will continue its involvement and support to ensure improved educational outcomes for all Indian children in New Mexico. The Council will also continue to work with New Mexico to support the development of more excellent teachers and leaders who can meet the needs of Indian students, and provide guidance to turning around the lowest performing schools, many of which serve Indian students. Additionally, we support the use of technology and the innovative Carve Your Path as outlined in the Race to the Top proposal, which will give our students and parents access to data to guide their own education while allowing our children to remain at home, if they so choose, and participate in their Native culture.

NEW MEXICO INDIAN EDUCATION ADVISORY COUNCIL
PUBLIC EDUCATION DEPARTMENT –INDIAN EDUCATION DIVISION
JERRY APODACA EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501-2786
TELEPHONE: 505-827-6679
FAX: 505-827-6668



Mr. Kevin Shendo, Chair
Southern Representative
Member

Dr. Lester Sandoval, Vice Chair
Jicarilla Apache Representative

Ms. Clarice Cata-Montoya, Sec.
Northern Representative

Ms. Sarah Adeky
Navajo Representative Member

Dr. Ben Atencio
BIA Member

Ms. Pauleen Billie
Navajo Representative Member

Tina Deschenie
Urban-Farmington
Representative

Dr. Myrna D. Dingman
Head Start Representative

Dr. Larry Emerson
Navajo Representative Member

Mr. Wilfred Eriacho
Southern Pueblos Member

Mr. Keith Franklin
Urban-Alb Representative

Dr. Philip A. May
Non-Indian Member

Ms. Jenny Rodgers
Urban-Gallup Representative

Ms. Cristal Suazo
Northern Pueblos
Representative

Dr. Kalvin White
Navajo Member

Ms. Zelda Yazza
Mescalero Apache

Thank you for your continued support of Indian education, and I look forward to answering any questions that the review committee may have. I may be contacted via email: shendo@jemezpueblo.org.

Sincerely,

Kevin Shendo, Chairperson
New Mexico Indian Education Advisory Council

National Education Association - New Mexico

Great Public Schools Begin With Us!

Sharon Morgan, *President* | Betty Patterson, *Vice President* | Charles Bowyer, *Executive Director*

January 13, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented NEA-New Mexico in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

In meetings that I have had with educators across the state, I know that our teachers care passionately about the students they teach and work hard to help them achieve success. From my experience as a classroom teacher in an elementary school where most of our students were immigrants and English Language Learners, I know that parents want their children to be successful, productive citizens. More testing is not the answer. But great teachers and principals, a strong, relevant curriculum, meaningful assessments using multiple measures to assess student growth, quality professional development, and the resources to support teachers, students and communities, do make the critical difference. This grant application is our plan for doing just that.

The Race to the Top application is not a proposal that was developed in isolation. These funds will support the collaborative work in which we have been engaged for the past several years in New Mexico as we work to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and provide the necessary support to help our lowest performing schools achieve student success.

I believe that by continuing the collaborative processes we have in place in New Mexico, our innovative proposal will further the work of improving student achievement across the state and provides a comprehensive model in the areas of student achievement, assessment, P20 data systems and support for teachers and educational leaders.

I look forward to answering any questions that the review committee may have. I may be contacted by phone, 505-982-1916 (office) or 505-681-2758 (cell).

Sincerely,

Sharon Morgan

Sharon Morgan
President
NEA-New Mexico

2007 Botulph Road • Santa Fe, NM 87505 • 505.982.1916 • f: 505.982.6719 • www.nea-nm.org

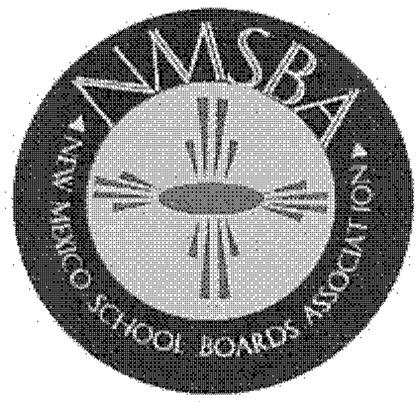
Putting Kids First • Promoting Professional Excellence • Improving the Well-Being of School Employees

New Mexico School Boards Association

Joe Guillen, Executive Director
Email: jguillen@nmsba.org

Carolyn Mole, Finance Director
Email: cmole@nmsba.org

Elizabeth Egelhoff, Programs Director
Email: elizab@nmsba.org



300 Galisteo Street, Suite 204
Santa Fe, New Mexico 87501
Phone: (505) 983-5041
Fax: (505) 983-2450
Webpage: www.nmsba.org
Email: nmsba1@nm.net

January 14, 2010

The Honorable Arne Duncan
Secretary, US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented the New Mexico School Boards Association in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

I feel very strongly that New Mexico's RTTT application truly reflects a coordinated effort that will provide landmark results and greatly improve our public education system in New Mexico.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

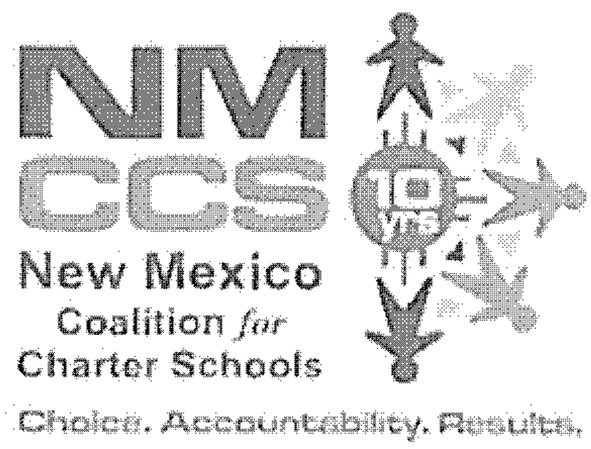
I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone at (505) 983-5041.

Sincerely,

Joe Guillen
Executive Director

Ramon Montaño *President* | **Terry Martin** *President-Elect* | **Dion W. Sandoval** *Vice-President* | **Andrew J. Chavez** *Secretary-Treasurer* | **David Zimmerman** *Immediate Past-President*



January 12, 2010

The Honorable Arne Duncan
US Secretary of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented The New Mexico Coalition for Charter Schools in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

I believe the state's charter schools are leading the way for much of what this application contains.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

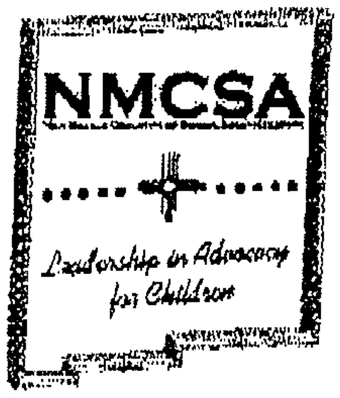
It is my hope that New Mexico's proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, 505-842-8203.

Sincerely,

Lisa S. Grover, Ph.D

Dr. Lisa S. Grover
CEO
The New Mexico Coalition for Charter Schools



NEW MEXICO COALITION OF SCHOOL ADMINISTRATORS
COLLEGE OF EDUCATION, MANZANITA HALL
UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NM 87131-1281
phone 277-6986/ fax 277-5496 / nmcsa@unm.edu
Tom Sullivan, Executive Director

13 January, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

We are writing to express our support for New Mexico's application for the Race to the Top Fund. For over four months, we represented the New Mexico Coalition of School Administrators and the New Mexico School Superintendent's' Association in our participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

We believe that the Race to the Top application represents the needs of our public schools, and the funds will certainly go help our school districts in their reform efforts. We are pleased that the application includes a strong emphasis on developing more fully the Carve Your Path initiative which will give students, teachers and parents a more comprehensive picture of progress and program of study for each student.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

We believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and we look forward to answering any questions that the review committee may have. We may be contacted by phone at 505-277-6986.

Sincerely,

Tom Sullivan
Executive Director

Dr. Gloria O. Rendón
Communications & Leadership Dev. Coordinator

NEW MEXICO
LEADERSHIP INSTITUTE

College of Education
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131
505.277.0182

January 11, 2010

Dear Sirs:

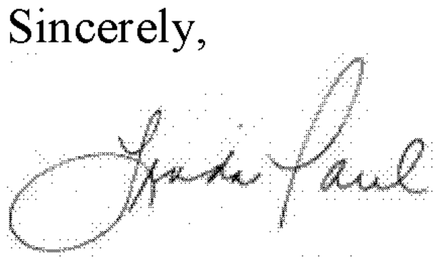
I would like to express my unequivocal support for the New Mexico Race to the Top grant application.

New Mexico is a strong and beautiful state rich with culture, diversity and opportunity. Our children are our future and we have come together to design ways to significantly change our educational delivery across the state to better prepare them to be successful in school and in life.

The New Mexico Leadership Institute has a strong partnership with school districts, the five state universities, three state agencies, charter schools and numerous professional organizations. We stand ready to leverage these partnerships to engage in the work referred to in the NM Race to the Top grant application.

The United States Department of Education is a respected organization that plays a critical role in our state and we welcome adding services to benefit our community. Again, I strongly support the NM Race to the Top grant application.

Sincerely,



Linda M. Paul, Ed.D.
Executive Director

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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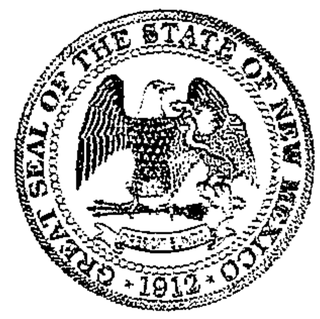
State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
http://lesc.nmlegis.gov



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Frances Ramírez-Maestas, Director
David Harrell, PhD, Deputy Director

January 13, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

As the Director of the New Mexico Legislative Education Study Committee (LESC), I am happy to offer my support for the application of the State of New Mexico for a Race to the Top (RttT) competitive grant.

The only permanent bicameral, bipartisan legislative committee devoted to education in the country, the LESC has championed public education and promoted education reform initiatives since its creation in 1965. Some of the committee's initiatives are highlighted in the chronology of education reforms that we have prepared as an attachment to Section (F)(3) of the application. These initiatives not only illustrate what the state has accomplished with existing resources, but also suggest the promise of accomplishments to come with additional resources through the RttT grant.

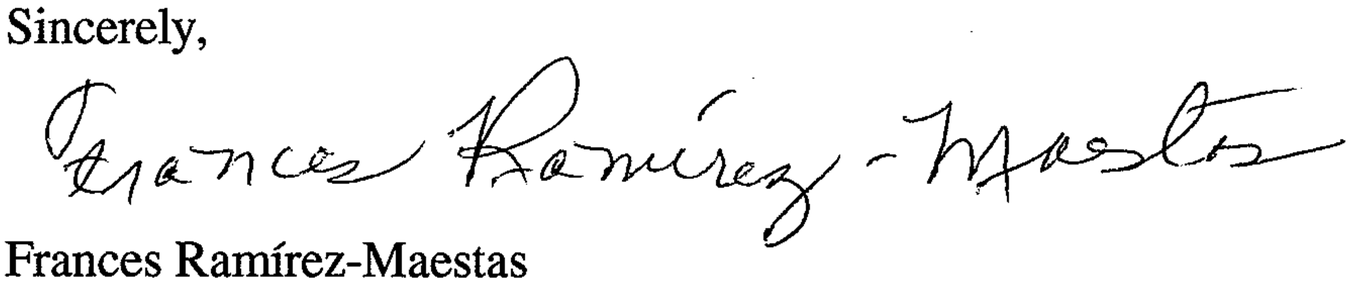
I wish to note, however, that, although the chronology begins with the enactment of House Bill 212 in 2003, the groundwork for the reforms in this legislation, as well as in other legislation, had been laid years before. Much of the work began in 1998 with the creation by the Legislative Council of the Education Initiatives and Accountability Task Force (EIATF), a broadly representative 64-member body charged with studying the state's educational system and making "aggressive but realistic goals" to improve student achievement. In 2001, the LESC established the Ad Hoc Subcommittee for Education Reform to retain the momentum for education reform that had been developed by the EIATF. Comprehensive reform legislation followed, only to be vetoed by the Governor

at that time. These reforms were finally enacted in 2003 when the current Governor signed the legislation.

The point I wish to emphasize is that the LESC has a long history of endorsing and supporting the very sorts of initiatives that the RttT grant is designed to encourage. To cite two more recent examples, since 2007 LESC staff have been central members of state teams for the American Diploma Project, a national initiative of Achieve, Inc., and the College and Career-Ready Policy Institute, sponsored by the Bill and Melinda Gates Foundation. Both initiatives support the committee's continuing interest in advancing education reform in New Mexico. In addition, I have been pleased and honored by the opportunity to serve on the committee that developed the proposal for the RttT grant.

Finally, with the additional resources afforded by this grant, New Mexico could further evaluate existing programs, build upon past successes, and pursue new initiatives based upon sound research and practice. After all, the success of an educational program is best measured in the success of the students. For all these reasons, I urge your favorable consideration of the application by the State of New Mexico.

Sincerely,



Frances Ramírez-Maestas

xc: Senator Cynthia Nava, Chair, LESC
Representative Rick Miera, Vice Chair, LESC
Members of the LESC

New Mexico State Senate

State Capitol
Santa Fe

COMMITTEES:

CHAIRMAN:
· Education

MEMBER:
· Rules

SENATOR CYNTHIA NAVA
D-Doña Ana-31

3002 Broadmoor
Las Cruces, NM 88001

Business: (505) 882-6283

January 13, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented the New Mexico State Senate Education Committee in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

In my dual role as superintendent of the Gadsden Independent School District, fourth largest in the state of New Mexico, I am confident that with the assistance of the Race to the Top funds our teaching skills will be refined and our student achievement will soar. In New Mexico we are poised to accelerate the success of our schools and the preparedness of our unique, talented student population.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, at 575-882-6203.

Sincerely,

Cynthia Nava

Cynthia Nava
State Senator District #31

Representative Luciano "Lucky" Varela
Chairman

Representative Donald E. Bratton
Representative Rhonda S. King
Representative Henry "Kiki" Saavedra
Representative Nick L. Salazar
Representative Edward C. Sandoval
Representative Don L. Tripp
Representative Jeannette O. Wallace

State of New Mexico
LEGISLATIVE FINANCE COMMITTEE

325 Don Gaspar, Suite 101 • Santa Fe, NM 87501
Phone: (505) 986-4550 • Fax: (505) 986-4545

David Abbey
Director

Senator John Arthur Smith
Vice-Chairman

Senator Sue Wilson Beffort
Senator Pete Campos
Senator Carlos R. Cisneros
Senator Stuart Ingle
Senator Carroll H. Leavell
Senator Mary Kay Papen
Senator John M. Sapien

January 15, 2010

The Honorable Arnie Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

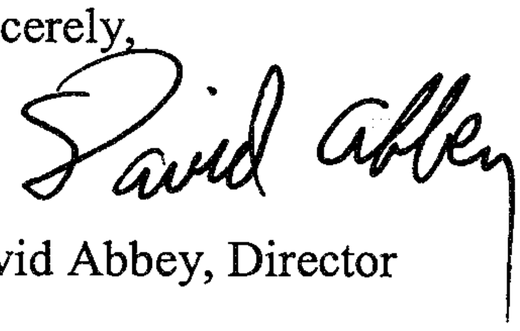
I write to express support for New Mexico's Race to the Top grant application. I have reviewed the entire grant application. The New Mexico plan addresses standards and assessments, better data systems, more effective teachers and leaders and most importantly schools in need of improvement. For years the New Mexico Legislature has focused on these areas to improve student achievement and narrow the achievement gap.

I have had the opportunity to collaborate with Dr. Peter Winograd, grant application team leader, for a number of years on related initiatives, such as our kindergarten-three-plus program, an extended year program for our highest needs schools, and prekindergarten. Students participating in both of these programs are beginning to show real improvement in academic success. The Legislative Finance Committee also collaborated with executive agencies on initiatives to enhance data-driven instruction, establish a principal leadership institute, a tiered licensure evaluation system for teachers and a statewide principal evaluation system. These activities and the collaboration between the legislature and executive branch on education reform position New Mexico to take full advantage of the Race to the Top.

I have had the opportunity on two occasions to hear Paul Vallas address the National Conference of State Legislatures on improving student performance. I asked him what is the most important thing a state can do to improve student achievement and he emphasized more "time on task". I recognize that there is a quality component of school reform and Race to the Top will aid New Mexico greatly in this regard. But I hope that a majority of potential Race to the Top funding could be targeted to classroom instruction as opposed to expenditures on contracts, travel, conferences, media campaigns, and other overhead activities which often seem to characterize school reform initiatives.

Thank you for your consideration of New Mexico's grant application. I urge you to approve it as quickly as possible so we can begin the work needed to improve educational opportunities for all of our children.

Sincerely,



David Abbey, Director

DA/svb

Cc: Representative Luciano "Lucky" Varela, Chairman, LFC
Senator John Arthur Smith, Vice-Chairman, LFC

STATE OF NEW MEXICO

NEW MEXICO OFFICE OF RECOVERY AND REINVESTMENT
104 South Capitol Place, Santa Fe, New Mexico 87501
505-476-0079
http://www.recovery.state.nm.us

BILL RICHARDSON
GOVERNOR

TONEY ANAYA
EXECUTIVE DIRECTOR

December 22, 2009

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. As Executive Director of the New Mexico Office of Recovery and Reinvestment (NMORR), I have been charged with ensuring that New Mexico state agencies apply for all of the funding they are entitled to under the Recovery Act; and with assisting New Mexicans in applying for all possible federal competitive grants available, including grants for renewable energy, technology improvements, broadband, additional infrastructure, and education reforms. The ongoing mission of the NMORR is to provide oversight, transparency and accountability for Recovery Act funds and to ensure these funds are spent quickly and effectively to stimulate New Mexico's economy and help those in need.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

As former Governor of the State of New Mexico, I understand the importance of ground-breaking, coordinated, comprehensive education reform, and New Mexico has a long history of putting education at the forefront of state investments. I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, 505-476-0079.

Sincerely,

Toney Anaya
Executive Director
New Mexico Office of Recovery and Reinvestment

January 13, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented Intel Corporation in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, 505-893-3725.

Sincerely,

Jami Grindatto
Corporate Affairs Manager, Southwestern U.S. Region
Intel Corporation
4100 Sara Road, MS: RR5-105
Rio Rancho, NM 87124

January 15, 2010

Governor Bill Richardson
NM State Capitol, 300 Don Gaspar Avenue
Santa Fe, NM 87501

Thank you for sharing a summary of your plans for the state's Race to the Top application with the Innovate-Educate Board of Directors. As founding board members of Innovate-Educate, we want to show our support for New Mexico's strong Race to the Top application. As you are well aware, Innovate-Educate New Mexico is the incubator state that was selected by our board to focus on educational innovation and transformation. We believe that the Race to the Top application from New Mexico strives to ensure high quality educational opportunities for all of New Mexico's students, and we applaud the innovation and transformation throughout the proposal, as well as the focus on the STEM Competitive priority. We appreciate that New Mexico's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New Mexico's efforts throughout the entire proposal that are aimed at creating the conditions for reform, innovation, and transformation.

Our board strongly supports New Mexico's plan for Race to the Top. *Innovate Educate will dedicate its efforts and resources to ensuring that New Mexico meets the promises made in the grant*. Our board will work with the State of New Mexico in this public/private partnership to close the educational gap that has existed for many years. We believe that our public/private partnership will be a key component to the state's success. We thank you for recognizing the importance of industry's role in partnering with your state.

The provisions in the state's application ensure New Mexico is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, many of our companies on the board will intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. In addition, we will continue to assist the state by focusing on the critical issues that you believe Innovate-Educate and this public/private partnership for New Mexico can provide to you.

Sincerely,

(b)(6)

Jami Grindatto, Intel Corporation - Chairman of the Board on behalf of Innovate-Educate Board ***(see page 2 for full listing of confirmed signatures to this letter)***

Innovate-Educate
P. O. Box 9919
Santa Fe, New Mexico 87504

Yes, we the Innovate-Educate Board of Directors, support New Mexico's Race to the Top application!

Company	Name	Title
Intel	Jami Grindatto , Chairman of IE	Director, Corporate Relations NM
Innovate-Educate	Jamai Blivin	Executive Director, IE
AT&T	Lara Smith	Executive Director
AT&T	Thomas Molina	National Education Director
Applied Research Associates	Joan Myers	Director, Cyber technologies
Apple Computer	Glen Banks	New Mexico P20 Rep
Apple Computer	Bill Bowman	Regional VP
Blackboard Institute	Gordon Freedman	Global Education Strategist
Cisco Systems	Charles Fadel	Global Education Strategist
Cisco Systems	Pete Cevenini	U. S. Public Sector
Cisco Systems	Rick Lucero	P20 Rep New Mexico
Center for Digital Education	Marina Leight	Editor in Chief-Converge Magazine
Dell Computer	Mark Weston	U.S. Education Strategist
EMC Corporation	Carlos Calkins	Regional Sales
Hewlett Packard	Mike Belcher	Education Solutions, HP Americas
Ford Motor Company	Cheryl Carrier	Program Director, Ford Motor Company Fund, Ford PAS
IBM	Ray Johnson	Corpoate Affairs, Western States
Intel	Carlos Contreras	U.S. Director of Education
Los Alamos National Lab	Dr. Kurt Steinhaus	Director of Education/Community Giving
Lenovo	Michael Schmedlen	Global Education Lead
Lenovo	Colin Call	Public Sector, West
Lockheed Martin	Kim Adams	VP Human Resources
Microsoft	Celeste Alleyne	Western States Corporate Affairs
Monster Worldwide	Lee Ramsayer	VP, Public Sector & Education
Monster Worldwide	Beverly Wheeler	Director of Sales
Oracle Education Foundation	Denise Hobbs	Senior Marketing Director, U.S.
Qwest	Loretta Armenta	President, Qwest NM
Sandia National Laboratories	Michael DeWitte	Director, Corporate Relations/Education
SAS	Colleen Jenkins	U. S. P20 Industry Strategist
Schooldude	Senator Eric Reeves	Chief Counsel , U.S. Strategist
SunGard Higher Education	Dr. Bill Graves	Senior VP, Academic Strategies

Innovate-Educate
P. O. Box 9919
Santa Fe, New Mexico 87504

ASSOCIATION OF COMMERCE AND INDUSTRY

January 12, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

Thank you for the opportunity to express the support of the Association of Commerce and Industry of New Mexico (ACI) for the Race to the Top Fund. ACI serves as the statewide chamber and represents all businesses regardless of size, industry, or geographic location. These member businesses may vary in scope and mission, however, they agree on the importance of education in our state. As such, ACI supports this initiative and the additional funding it would bring to our state's schools.

The business community in New Mexico has led the charge for improved standards and assessments in our public schools. We have also supported such innovative initiatives as the Three-Tier Licensure System for Teachers, High School Redesign, and other important endeavors. All of these programs and initiatives are designed to improve the educational outcomes of New Mexico's graduates and their readiness for the workplace.

The Race to the Top program builds on this innovation and vision and helps take us to the next level so that our student outcomes can continue to improve. Business leaders cite the success of students as among their top priorities and are excited that yet another opportunity to build on the educational work in the state is being provided.

You will find the application to be worthy of recognition, as well as the educational leaders in the state who will implement the funding in the best possible manner to improve educational excellence. These educational leaders will have the full support of business leaders across the state as we continue to work together to make New Mexico the model for educational excellence.

I would welcome the opportunity to discuss this recommendation further.

Sincerely,

(b)(6)

[redacted]

Dr. Beverlee J. McClure
President & CEO

PO Box 9706 » Albuquerque, NM 87119-9706 » P. 505-842-0644 » F. 505-842-0734 » www.aci-nm.org

NMBREE

NEW MEXICO BUSINESS ROUNDTABLE
for Educational Excellence

Tuesday, December 22, 2009

To Whom it may concern:

On behalf of the entire Board of Directors of the New Mexico Business Roundtable, we are excited to lend our total and complete support to New Mexico's application for "ARRA Race To The Top" funding.

Over the past eleven years the New Mexico Business Roundtable has served as the statewide voice for business in New Mexico in support of education reform. We have strategically been involved in every aspect of these transformational reforms through research, public policy support and "hands on" and "sleeves rolled up" work. I am not aware of another state where the private sector has taken such an enormous and collective role in education reform.

There are a number of reforms which have been put in place since the late 1990's and these reforms have seen significant impact on our state's education system. Even bolder steps have been taken since 2003 with game changing legislation and constitutional amendments enacted in a state which rarely has been in the forefront of educational innovation. It is imperative that these existing reforms remain in place and the race to the top in building a world class education system in New Mexico is fully realized.

The investment of "ARRA Race To The Top" funding is a crucial and wise investment in a state poised and ready to take education reform to the next level. Every aspect of our children's future from the aggressive building of our early childhood education initiatives to our college and career readiness work is being aligned into a true and distinct education system. The right stake holders are at the table, the essential foundation has been laid, and the time is now for New Mexico's children.

The opportunity for attaching these kinds of funds to these kinds of reforms is unprecedented and will have an impact far greater than the most creative and imaginable mind can conceive at the present. To give credible and serious consideration to New Mexico at this time is not only a wise and decisive investment, but also down right SMART!

Warmest Regards,

(b)(6)

5600 Eagle Rock Ave, NE
Albuquerque, NM 87113

Voice: 505 822-5500
Website: www.nmbree.org

UNM COLLEGE of EDUCATION

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The College of Education at the University of New Mexico has been a strong supporter and collaborator in the New Mexico Race to the Top (RTTT) proposal. As a member of the RTTT Leadership Team, we have been a participant in every aspect of the proposal development process and are pleased to report that the proposed changes to the teacher preparation processes in the state of New Mexico are both needed and embraced by our College.

We are quickly moving to the outcomes-oriented, accountability-driven model that is embedded in the RTTT proposal. The College of Education seeks to engage in a reflective change process with our other partners throughout the state to see that this becomes a template that will not only substantially change New Mexico's education process, but contribute to model development throughout the nation. As the first minority/majority state, we have much to share with the nation as regards multilingual and multicultural education and the impact that this has on student performance, both at the higher education as well as public education levels.

As partners with the other state stakeholders, we are committed to achieving the transformational goals that are embedded in the state of New Mexico's application and we will use all of our collective energy to see the changes needed in our state become a reality. We have a special interest in the enhancement of the STEM education goals and have worked tirelessly to enact structural changes in the way in which mathematics and science education take place in our state. We have done this work with the state agencies as well as partner school districts and the RTTT funds will ensure that we make significant progress on this critical agenda in the future.

In summary, the College of Education is eager to participate and move aggressively toward a new future of positive educational outcomes for our children and our teachers. We enthusiastically support the state of New Mexico's application for Race to the Top and hope that you will see the innovative and even ground-breaking ideas as important to our state and the nation.

Sincerely,

Richard Howell

Richard Howell, Dean
College of Education
University of New Mexico

Mailing Address:
MSC 05 3040, 1 University of New Mexico, Albuquerque, NM 87131-0001
Telephone (505) 277-2231 Fax (505) 277-8427

THE LEADERSHIP INSTITUTE

"What will be your contribution?"

January 12, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

We are writing to express our support for New Mexico's application for the Race to the Top Fund. As Co-Directors of the Leadership Institute, we work with Native American students, tribal leaders, Native educators and other Native professionals through out the 22 tribes in New Mexico.

Being based at a tribally run school, Santa Fe Indian School, we are particularly aware of approaches that are effective with Native American students. We at Santa Fe Indian School and at the Leadership Institute have had amazing success with community based education. We are pleased to see that a similar approach is proposed in the Race to the Top application. We believe it is crucial to involve community when educating minority and rural youth.

Given our expertise in community-based education and Indian education, the Leadership Institute is available as a resource to the state and its partners as they implement the Race to the Top goals. Thank you for your continued support of education, and we look forward to answering any questions that the review committee may have. We may be contacted by phone, 505-989-6303.

Sincerely,

Sincerely,

(b)(6)

Regis Pecos
Co-Director

(b)(6)

Carnell Chosa
Co-Director

A PROJECT OF THE SANTA FE INDIAN SCHOOL
MUSEUM BUILDING 1501 CERRILLOS ROAD – SANTA FE, NM 87505 (505) 989-6303

SANTA FE INSTITUTE

January 15, 2010

Dear Governor Richardson and Secretary Garcia,

On behalf of Santa Fe Institute's Project GUTS: Growing Up Thinking Scientifically, I write to express our strong commitment to and enthusiasm for New Mexico's Race to the Top Application. Santa Fe Institute's Project GUTS—Growing Up Thinking Scientifically—engages middle school students in scientific research with the aim of increasing the number of students prepared for high school science classes, college majors, and careers in STEM. Students explore science topics relevant to their local community through the lens of complex adaptive systems and agent-based modeling thereby intertwining locally relevant study with cutting edge work in complex systems. Through partnership with the Supercomputing Challenge we have developed a statewide network of STEM teachers who are integrating computational science activities and materials during the school day and within after school clubs, and have created a "pipeline" that supports students' sustained participation in STEM projects and in scientific endeavors in general.

We believe that New Mexico's Race to the Top application strives to ensure high quality educational opportunities for all New Mexico students and we applaud the innovation and transformation throughout the proposal, as well as its focus on the STEM Competitive priority. Sharing our expertise in computational modeling and computational science, we commit to work closely with the State of New Mexico's Math and Science Bureau and Innovate-Educate to develop a Statewide computing initiative that will engage students as early as 5th grade in computing and computational science programs. We appreciate that New Mexico's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New Mexico's efforts throughout the entire proposal that are aimed at creating the conditions for reform, innovation, and transformation. We believe New Mexico is well positioned to implement a transformational computing initiative; the state has more computing power per capita than any other State in the nation and Innovate-Educate has been successful in catalyzing industry and national laboratories efforts around this initiative.

The New Mexico Computing Initiative will advance computing across New Mexico to prepare students for participation in STEM and computing fields that are predicted to grow (and exists today) in New Mexico and throughout the Country. Recruiting students (with a priority on minority and females) in STEM programs with this computing focus will assure that the future workforce for New Mexico will be equipped with the skills necessary for jobs at Intel, Hewlett Packard, Los Alamos National Lab, Sandia National Laboratories and other key employers in the State. We are strongly committed to this effort and we will work to ensure its success.

Sincerely,

(b)(6)

[redacted]

Principal Investigator
Project GUTS: Growing Up Thinking Scientifically
Santa Fe Institute

1399 Hyde Park Road | Santa Fe, New Mexico, 87501 | Tel: (505) 984.8800 | Fax: (505) 982.0565 | www.santafe.edu

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

January 13, 2010

Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented the Assessment and Accountability Division of the New Mexico Public Education Department in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

The Race to the Top Funding represents an important opportunity to further improve the quality of academic achievement assessments and the states' accountability systems. Specifically, the inclusion of accountability reporting on teacher and principal effectiveness adds an important dimension. RTTT funding has created a vital incentive to make this advance.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

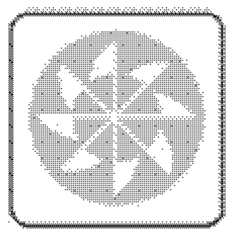
I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee might have. I may be contacted by phone, 505-827-6528.

Sincerely,

Tom Dauphinee, Ph.D.
Interim Supervisor

TD/df

NEW MEXICO  STATE LIBRARY

1-12-2010

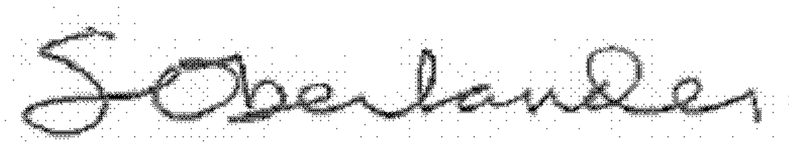
To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

The State's goal of education is to enable the success of each and every student through the combined effort of the student, the family, the teachers and principals, the districts and schools, the community, and the state. When families and communities are deeply engaged, when teachers and principals are well-prepared, and when the state is supportive, then students are more likely to be successful.

As the head of the New Mexico State Library, we believe that empowering communities to strengthen and support their local schools is essential. We also believe that public libraries have an important support role to play in this effort. To that end, we work with all 91 public and tribal libraries in the state to make them a stronger community resource. Public libraries contribute in a significant way to education; 79% of public libraries list providing access to educational resources and databases to K-12 students as their most critical role. This role often reflects both community needs and expectations.

We hope that you will fund New Mexico's Race to the Top application. The proposed work plan will contribute to stronger communities and students who become viable workers. The State Library looks forward to working with the students of New Mexico to help in this effort.



Susan Oberlander
State Librarian
505 476-9762
susan.oberlander@state.nm.us

Partners in Education Foundation
for the Santa Fe Public Schools

Post Office Box 23374
Santa Fe, New Mexico 87502
505-474-0240
www.sfpartnersineducation.org

January 13, 2010

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, our development coordinator, Jennifer Schiffmacher, represented the Partners in Education Foundation for the Santa Fe Public Schools on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

For more than 21 years, Partners in Education has supported excellence in our schools by linking the community (citizens, businesses, nonprofits and government agencies) with public schools in productive partnerships. Recently, Partners began raising an endowment fund that will provide a permanent source of funding for our schools and help to ensure the sustainability of reform, but the fruits of that labor will not be realized for a few years. As an independent non-profit foundation, we are happy to endorse New Mexico's application, and committed to offering our assistance as a partner in this endeavor.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support!

Sincerely,

[redacted]

(b)(6)

Executive Director

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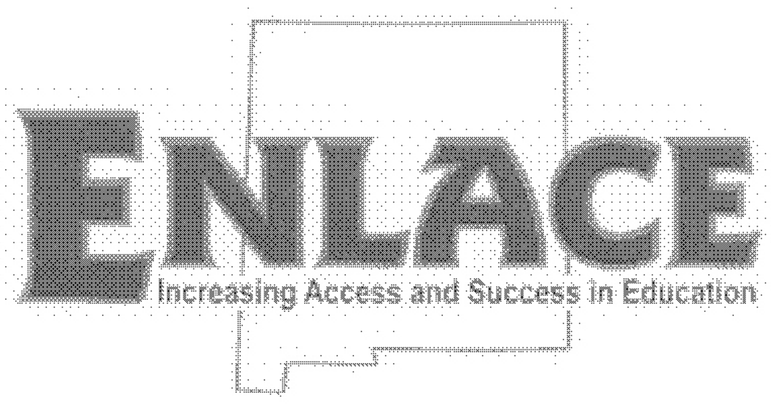


January 13, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

As Executive Director of ENLACE New Mexico, I am writing to express my support for New Mexico's application for the Race to the Top Fund. ENLACE is a statewide collaboration of "gente" who represent the voices of underrepresented children and families – people who have not traditionally had a say in policy initiatives which have had direct impacts on their communities or their families. Programs centered on family and community engagement, student to student mentoring, institution of sound educational policies, development of culturally relevant curricula, professional development for teachers and many more encompass the very essence of what ENLACE New Mexico believes in. At the very heart of ENLACE New Mexico are our students and families. They form the foundation for our vision, our passion, our work, our core values, and our future. Giving life to their voice is what ENLACE New Mexico is all about.

ENLACE looks forward to working closely with the state to implement the goals and projects once the Race to the Top application is funded. Our close involvement with the community collaborative outlined in Section E of the proposal will provide for alignment of resources for teacher support, as well as parent and family support.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, (505) 277-1804.

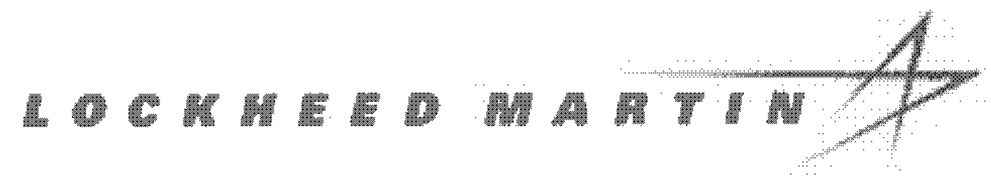
Sincerely,

(b)(6)

Lawrence Roybal
Executive Director
ENLACE

MSC11 6300 • 1 University of New Mexico • Albuquerque, NM 87131-0001 • Telephone 505.277.5481 • Fax 505.277.4099 • http://enlaceunm.unm.edu

Lockheed Martin Corporation
6801 Rockledge Drive Bethesda, MD 20817
Telephone 301-897-6867 Facsimile 301-897-6815
E-mail: ray.o.johnson@lmco.com



Dr. Ray O Johnson
Senior Vice President & Chief Technology Officer

January 13, 2010

The Honorable Secretary Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

Lockheed Martin wishes to express strong support for New Mexico's Race to the Top (RTTT) application. As you know, Sandia National Laboratories, which is operated by Lockheed Martin, is located in New Mexico, and we have been working closely with the State of New Mexico through both the Laboratory and our partnership with Innovate-Educate NM.

There are many reforms contained in New Mexico's RTTT application that we believe are critical to the future success of Sandia National Laboratories and Lockheed Martin Corporation. As the largest aerospace and defense contractor in the world, we require an educated, well-prepared workforce which is primarily comprised of U.S. citizens. We believe that if New Mexico were to receive a RTTT grant, we could partner with the State to begin addressing the tremendous shortage of workers that the aerospace industry is facing.

Projections show that roughly a quarter of our country's aerospace engineers are eligible for retirement within one year. When looking at the number of students entering degree programs related to Science, Technology, Engineering, and Math (STEM), and comparing those numbers to the projected demand from 2008 to 2020, it is apparent that there will be a significant shortage of talent in the nation. Therefore, addressing the STEM shortage "now" is critical. In the New Mexico Race to the Top application, New Mexico proposes a sustainable and systemic solution to begin a full-scale implementation of STEM programs that reach all districts in the State.

The RTTT funding will allow the State to address the critical components of the application including aligning the State's curriculum with the Common Core Standards, using assessment data for effective teaching and learning, executing a well-defined strategy for school turn-around that involves a NASA gaming component, and addressing STEM programs, which is an important priority closely aligned with the goals of your office and the President's.

We hope that you will fully consider funding the New Mexico RTTT application, and we commit to working closely with New Mexico, once funded, to advance STEM programs statewide.

Sincerely,

Dr. Ray O Johnson

Greater Albuquerque Chamber of Commerce
115 Gold Avenue S.W.
Suite 201
Albuquerque, New Mexico 87102

January 17, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Mr. Secretary:

On behalf of the Board of Directors of the Greater Albuquerque Chamber of Commerce, the state's largest business organization, we are writing to express our support for the state of New Mexico's application for funding from the Race to the Top program. Approval of the application will provide much needed assistance to New Mexico as we continue to build on already instituted and ongoing education reforms intended to improve outcomes for all children in the state.

Education reform has long been a major issue for the Greater Albuquerque Chamber of Commerce. Beginning in 1991, we hired national and international education experts and consultants to work with us in researching the best methodology to reform New Mexico's failing education system. In 2001, the Chamber introduced legislation to reform the public education system and working with other stakeholders and key legislators saw passage in 2003 of a major piece of legislation to reform pre-K through grade 12 education in our state.

While we have seen improvements in a number of areas, New Mexico still faces challenges especially in providing for children of diversity and poverty. The Greater Albuquerque Chamber of Commerce and the business community at large remain fully committed to ensuring that New Mexico's students receive a world class education and graduate from high school fully prepared to enter the workplace or an institution of higher education with the skills and knowledge required for success.

Thank you for your consideration of New Mexico's application. The additional funding support for our schools and, more importantly, our students will truly go a long way to ensuring that our children successfully complete the "race to the top".

Sincerely,

Michael Zientek
Chairman of the Board
Greater Albuquerque Chamber of Commerce

Terri L. Cole,
President & CEO
Greater Albuquerque Chamber of Commerce

Community Programs Office
P.O. Box 1663, MS A117
Los Alamos, New Mexico 87545
505-665-4400/Fax 505-665-4411

Date: January 14, 2010
Refer To: CPO-10-002

Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Dear Secretary Duncan,

Los Alamos National Laboratory (LANL) has historically invested in programs and activities that inspire and engage students, educators, families, and communities-at-large in the discovery, excitement, and understanding of science.

As one of the largest employers in the state of New Mexico, LANL will continue to inspire interest in K-20 science, technology, engineering, and mathematics (STEM)—as few other organizations can—through our strategic investments in workforce development, student internships, teacher and faculty professional development, and public understanding of science programs. LANL currently sponsors more than 25 STEM programs that impact the region and the state. We will continue to strengthen STEM education through professional development opportunities in New Mexico's national laboratories, and support New Mexico's underserved and minority students.

Funding the State of New Mexico's Race to the Top application will enhance the support and alignment of LANL's STEM programs with the State's efforts.

Please consider funding New Mexico's Race to the Top application so that we may continue to provide strategic support for more STEM teacher professional development programs, implement STEM courses (high school, and college), raise public awareness of STEM initiatives, and develop a better understanding of STEM principles so critical to building the future workforce of New Mexico. We support the State's efforts to become more nationally and globally competitive.

Sincerely,

[redacted]

Dr. Kurt A. Steinhaus,
Director, Community Programs Office

KS:rlb

cy: IRM-RMMSO, A150
CPO File

LOVING MUNICIPAL SCHOOLS
602 South 6th Street
P.O. Box 98
Loving, New Mexico 88256
Administration: 505-745-2010 Fax: 505-745-2002

David Chavez, Superintendent

January 13, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented New Mexico School Superintendent's Association in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

I understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in New Mexico by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's lowest-achieving schools.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, 575-745-2010/

Respectfully,

David Chavez, Superintendent

Loving Municipal Schools: "Challenging All Students to Meet Their Potential"

January 14, 2010

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. We believe the initiatives our state is seeking support for through these funds, will help us greatly as we continue our work to improve teaching and learning in the Santa Fe Public Schools.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, 505-467-2024.

Sincerely,

Bobbie Gutierrez
Superintendent of Schools

Educational Services Center 610 Alta Vista, Santa Fe, NM 87505 Telephone (505) 467-2000 www.sfps.info
Bobbie Gutierrez, Superintendent of Schools

Cuba
Chama
Dulce
Cimarron
Clayton
Des Moines
Jemez Mountain
Grants/ Cibola
Espanola
Jemez Valley
Las Vegas City
Los Alamos
Mesa Vista
Mora
Pecos
Penasco
Pojoaque
Questa
Santa Rosa
Springer
Taos
Tucumcari
Wagon Mound
West Las Vegas
Raton
Roy
Vaughn
Logan

2600 The American Road, SE, Suite 250, Rio Rancho, NM 87124

1/14/2010

Dr. Catherine Cross-Maple
Deputy Secretary
Learning and Accountability Division
NM Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501-2786

Dear Dr. Cross-Maple:

This letter refers to New Mexico's Race To The Top (RTTT) application for USDOE funds. The Northern New Mexico Network is vitally interested in the proposed use of these funds to improve instructional services for our school children. We are particularly concerned about proposal activities designed to impact increases in student achievement for linguistically and culturally-different children. Our twenty-nine (29) member school districts serve a large majority of Native American and Hispanic school children residing in rural, isolated northern NM communities. Collective action through our Northern Network organization has provided us with the tools to influence state education policies, including school funding decisions, to better serve our communities.

We are thus, honored and appreciative of the opportunities afforded us to advice on and contribute to the design of the NM RTTT application. Our participation in the planning process allowed us to advocate for plan components which have great potential to improve student achievement among all of our students.

Thank you.

Sincerely
(b)(6)
Carlos Atencio, Executive Director

STATE OF NEW MEXICO
300 DON GASPAR
SANTA FE, NEW MEXICO 871501-2786
Telephone (505)827-5800
WWW.PED.STATE.NM.US

MARY ROSE CdeBACA, Ed.D
NEW MEXICO PUBLIC EDUCATION DEPARTMENT
ASSISTANT SECRETARY
EDUCATOR QUALITY

BILL RICHARDSON
GOVERNOR

January 12, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented the New Mexico Public Education Department Educator Quality Division in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

Race to the Top is especially important to the Educator Quality Division in that the Public Education Department has created an agency wide focus on increasing expectations and accountability in New Mexico's educational process. The Public Education Department has partnered with other State agencies in order to holistically address needs related to teacher retention and recruitment, teacher quality, and closing the achievement gap. Race to the Top will enable New Mexico to strengthen and expand current practices.

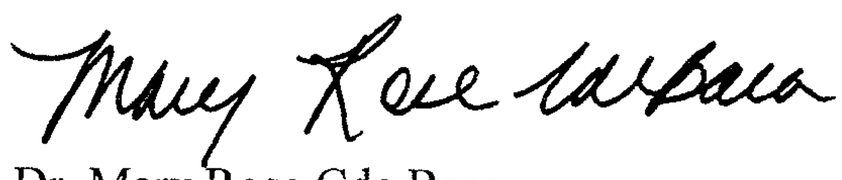
Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all

students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone, 505-827-3581.

Sincerely,



Dr. Mary Rose Cde Baca
Assistant Secretary for Educator Quality
New Mexico Public Education Department

Amalia Humada-Ludeke, Ed.D.
Associate Professor
New Mexico State University
Educational Management and Development
MSC 3N, P.O. Box 30001
Las Cruces, NM 88003-8001
Office: (505) 889-9882; 575-646-2139
Fax: (575)646-4767
ludeke@nmsu.edu

January 15, 2010

To the Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to express my support for New Mexico's application for the Race to the Top Fund. For over four months, I represented New Mexico State University in my participation on the RTTT Leadership Team, which gave input and guidance into the development of this proposal.

As professor and former high school principal, my overarching charge is to integrate teaching, research and service for building capacity of prospective school leaders in the state of New Mexico who possess the attributes for leading effective schools. I have been fortunate that my work at the university continues to be centered on university-district partnerships, statewide collaborations and initiatives designed to systemically address the improvement efforts that correspond to higher levels of student achievement and success. I strongly believe that the Race to the Top aligns with this multifaceted work, and will serve to comprehensively move the work of myself and others, who share both a vision and deep commitment to attaining higher levels of student achievement and opportunities for the children and communities in New Mexico.

Race to the Top is of particular importance to New Mexico as the state works diligently to improve educational outcomes for all students. The four core education reform areas of the Fund align with New Mexico's own goals of high standards and rigorous assessments for students, that provide critical information on student preparedness for success in higher education and the world of work; guarantee educators have the data they need to improve student achievement and academic success; provide all students access to world-class teachers and school leaders; and revamp our lowest performing schools for student success.

I believe that New Mexico's innovative proposal will further the work of improving student achievement across the state and provide comprehensive models for other states in the areas of achievement, assessment, P20 data systems and ample support for teachers and educational leaders.

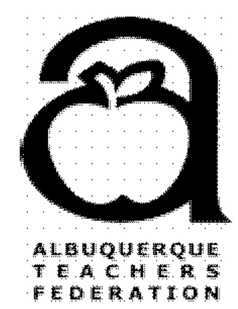
Thank you for your continued support and I look forward to answering any questions that the review committee may have. I may be contacted by phone at the following numbers: o-505-889-9882; o-575-646-2139 c: (b)(6) [redacted]

Sincerely,

[redacted]

(b)(6)

Amalia Humada-Ludeke, Ed.D.
Associate Professor
New Mexico State University
Educational Management and Development
Office: 505-889-9882; (575)646-2139
Fax: (575)646-4767



January 17, 2010

To Whom It May Concern,

As a member of the NM Race to the Top Leadership team I actively participated in good faith in the process. During the whole of the process I focused participation on:

- building on current reform efforts in the state;
- innovative ways to move our schools forward and providing the necessary supports;
- ensuring that in our effort to secure added dollars for NM through the Race to the Top process that we "do no harm" by creating unintended consequences that add burdens to already over burdened teachers.

The Albuquerque Teachers Federation believes that the best ways to strengthen our schools is to support innovation in schools and the professionalization of teaching and to address the "achievement gap" by addressing the opportunity gap thus improving our students' readiness for learning by providing them the support and services that they need and deserve.

Although New Mexico established the State Race to the Top Leadership and Advisory Team, the final proposal has little if anything to do with the ideas, contributions, and expertise that the team members brought to the table. What we talked about is not there and what is there we did not talk about. As a member of the leadership team I objected to the substance as well as the process. I continue to be concerned that the grant, as written, will add additional needless testing and paperwork to the work of classroom teachers and divert attention and energy away from innovation that transforms the deep structures of schools and classroom pedagogy.

After careful examination of the current proposal, I can make the following commitments of support should the grant to awarded to New Mexico:

- I agree to participate as a partner with both the LEA and the PED as they work to implement the grant.
- I agree to work in good faith to add innovative ideas that will make a positive difference in the educational process.
- I will bring to the table, as needed, the expertise of the over 7,300 experienced professional educators I represent.
- Throughout the work, I will endeavor to ensure that the outcome of the initiatives are implemented in way to will add value to the educational process.

Sincerely,

Ellen Bernstein
President, Albuquerque Teachers Federation

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: A-3-1

Title: New Mexico Standards Based Assessment – Raw Data

Explanation of Reference: The raw data from the New Mexico Standards Based Assessment used to develop the charts shown in Tables 1-11 of Section (A)(3) of the RTTT Response to the Selection Criteria and Priorities is provided. The charts include:

- Table A-3.1: NAEP Mathematics Grade 4 Percent At or Above Proficient
- Table A-3.2: NAEO Reading Grade 4 Percent At or Above Proficient
- Table A-3.3: NAEP Mathematics Grade 8 Percent At and Above Proficient
- Table A-3.4: NAEP Reading Grade 8 Percent At or Above Proficient
- Table A-3.5: All Students Proficient or Above SY 2004-2005 to SY 2008-2009
- Table A-3.6: All Students Mathematics Percent At or Above Proficiency
- Table A-3.7: All Student Reading Percent At or Above Proficiency
- Table A-3.8: Mathematics Grade 4 At or Above Proficiency By Race
- Table A-3.9: Mathematics Grade At or Above Proficiency By Race
- Table A-3.10: Reading Grade 4 At or Above Proficiency By Race
- Table A-3.11: Reading Grade 8 At or Above Proficiency By Race

Raw New Mexico NAEP & Standards Based Assessment Data and Charts

Table A-3.1

NAEP Mathematics Grade 4

	2003	2005	2007	2009
Nation	32%	36%	39%	39%
New Mexic	17%	19%	24%	26%

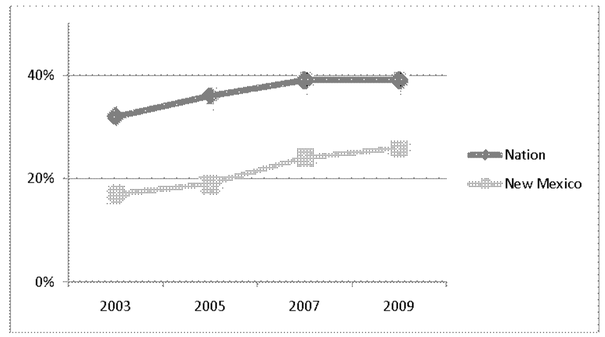


Table A-3.2

NAEP Reading Grade 4

	2003	2005	2007
Nation	31%	31%	33%
New Mexic	19%	20%	24%

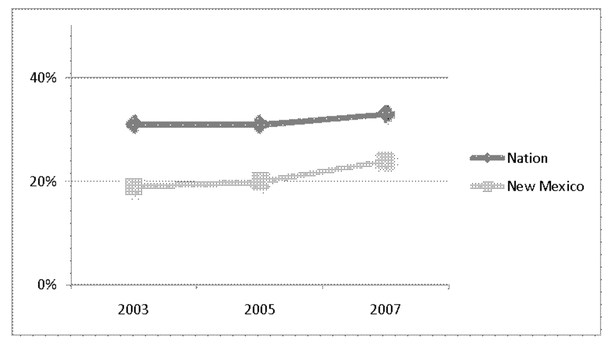


Table A3.3

NAEP Mathematics Grade 8

	2003	2005	2007	2009
Nation	29%	30%	32%	34%
New Mexic	15%	14%	17%	20%

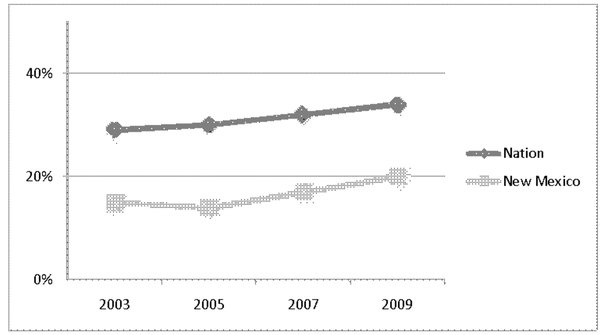


Table A-3.4

NAEP Reading Grade 8

	2003	2005	2007
Nation	32%	31%	31%
New Mexic	20%	19%	17%

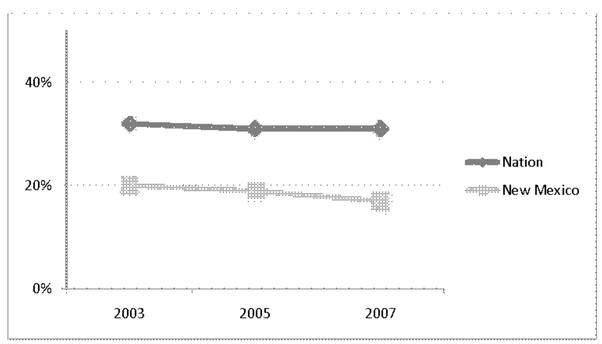


Table A- 3.5
All Students Proficiencies Over 5 Years

	Math	Reading	Science
2004-2005	30%	50%	40%
2005-2006	32%	51%	41%
2006-2007	34%	50%	43%
2007-2008	36%	53%	43%
2008-2009	41%	55%	46%

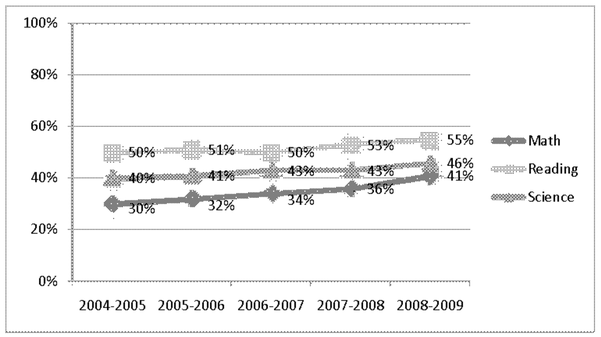


Table A-3.6

All Students Mathematics Percent of Students At or Above Proficiency

	3rd Grader	4th Grader	5th Grader	6th Grader	7th Grader	8th Grader	11th Graders
2004-2005	43%	39%	27%	22%	20%	24%	30%
2005-2006	45%	41%	34%	24%	23%	26%	31%
2006-2007	44%	46%	36%	27%	25%	30%	31%
2007-2008	44%	39%	41%	28%	29%	37%	34%
2008-2009	54%	42%	44%	34%	32%	42%	34%

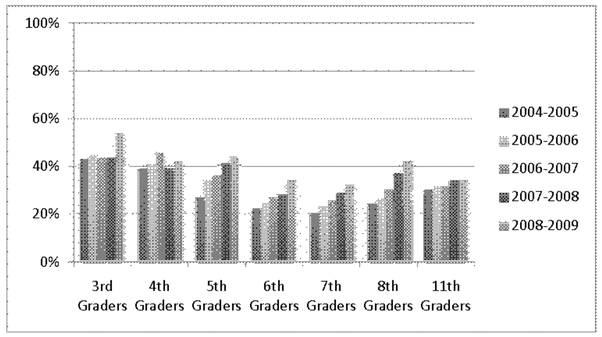


Table A-3.7

All StudentS Reading Percent of Students At or Above Proficiency

	3rd Grader	4th Grader	5th Grader	6th Grader	7th Grader	8th Grader	11th Graders
2004-2005	55%	52%	57%	41%	50%	52%	57%
2005-2006	55%	54%	57%	40%	50%	51%	58%
2006-2007	54%	55%	59%	37%	50%	56%	47%
2007-2008	58%	51%	56%	43%	50%	64%	50%
2008-2009	61%	52%	58%	44%	53%	62%	51%

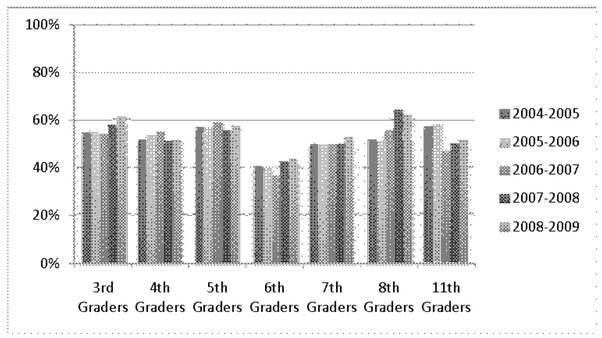


Table A-3.8

Mathematics Grade 4 At or Above Proficiency by Race

	African Am	American I	Asian	Caucasian	Hispanic
2004-2005	29%	25%	69%	56%	32%
2005-2006	32%	26%	68%	57%	35%
2006-2007	38%	31%	73%	62%	40%
2007-2008	32%	25%	64%	55%	33%
2008-2009	33%	29%	66%	59%	36%

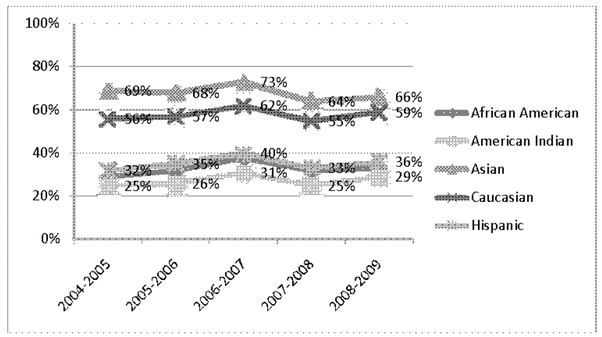


Table A-3.9

Mathematics Grade 8 At or Above Proficiency by Race

	African Am	American I	Asian	Caucasian	Hispanic
2004-2005	17%	11%	54%	40%	17%
2005-2006	20%	14%	54%	43%	19%
2006-2007	22%	18%	59%	48%	22%
2007-2008	31%	23%	67%	55%	29%
2008-2009	37%	28%	67%	61%	35%

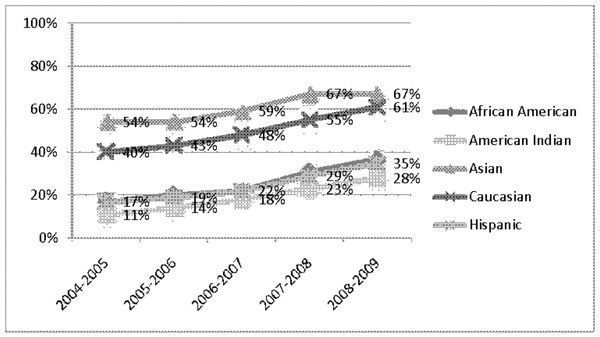


Table A 3.10

Reading Grade 4 At or Above Proficiency by Race

	African Am	American I	Asian	Caucasian	Hispanic
2004-2005	45%	33%	72%	70%	45%
2005-2006	51%	35%	75%	72%	47%
2006-2007	48%	39%	75%	71%	49%
2007-2008	48%	36%	67%	69%	44%
2008-2009	45%	36%	67%	69%	46%

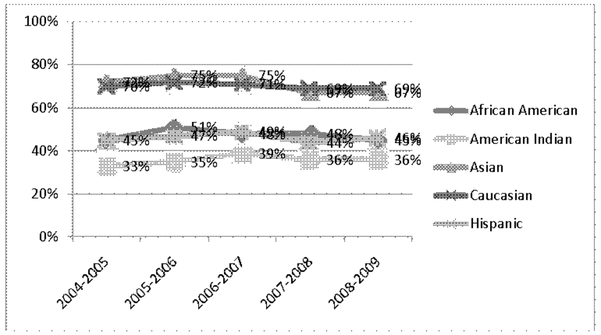
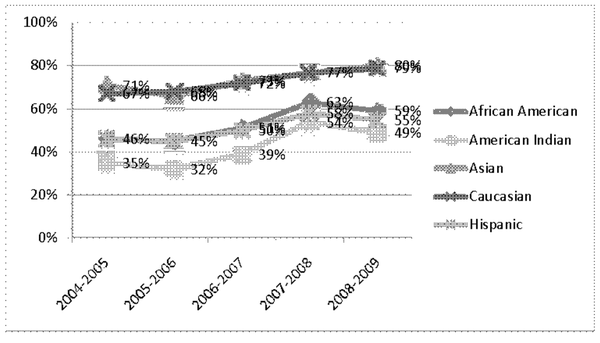


Table A 3.11

Reading Grade 8 At or Above Proficiency by Race

	African Am	American I	Asian	Caucasian	Hispanic
2004-2005	46%	35%	71%	67%	46%
2005-2006	45%	32%	66%	68%	45%
2006-2007	51%	39%	73%	72%	50%
2007-2008	63%	54%	77%	77%	58%
2008-2009	59%	49%	80%	79%	55%



Appendix Reference: B-1-1

Title: The Council of Chief State School Officers and the National Governors Association Center for Best Practices – Common Core Standards Memorandum of Agreement

Explanation of Reference: The MOU currently in effect and signed by Governor Bill Richardson and Secretary of Education, Veronica C. Garcia, which demonstrates the State of New Mexico's participation in a consortium of states with the CCSSO and NGA and its commitment to developing a common core of state standards in English-language arts and mathematics for grades K-12.

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

☐ **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

☐ **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

☐ **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

☐ **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	Bill Richardson
Chief State School Officer:	Thomas O. Fisher

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: B-1-2

A. Title: The Council of Chief State School Officers and the National Governors Association Center for Best Practices – College and Career Readiness Standards for Reading, Writing, and Speaking and Listening.

B. Title: The Council of Chief State School Officers and the National Governors Association Center for Best Practices – College and Career Readiness Standards for Mathematics

Explanation of Reference: The draft of the Common Core Standards dated September 21, 2009 is currently available for review and comment.

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

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~~Introduction~~
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Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

   Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

   Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is

saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

   Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

6. *They care about precision.*

   Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. *They craft and look for structure.*

   Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

   Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards

To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically "derived" from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill's importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

In most cases, the evidence is clearer. In writing, for example, there is unequivocal value placed on the logical progression of ideas. The expectation that high school graduates will be able to produce writing that is logical and coherent is found throughout the standards of top-performing countries and states. This ability is also valued highly by college faculty and employers. In response to such clear evidence, the work group included Writing student performance standard #5: "Create a logical progression of ideas or events, and convey the relationships among them."

A bibliography of some of the sources the work group drew upon most is included at the end of this document. The reader should also refer to the Core Standards Web site (http://www.corestandards.org), which contains a list of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

How to Read the Document

This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: S*tandards for Range and Content* and S*tandards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, speaking, and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter or letters corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student

Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars
Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars
The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

~~Writing Exemplars~~ - Coming in the next draft
~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E. **Quantity*:*** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

   These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace.

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:

- Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:

- Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:

- Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:

- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students' command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- Use technology as a tool to produce, edit, and distribute writing. (W-12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information.

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

The two methods described above have limitations. The complexity of poems (such as "O Captain! My Captain!") cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance.

Notes on Illustrative Text #1

Pride and Prejudice by Jane Austen

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

Though poetry's complexity cannot be assessed by the measures of readability used for the prose exemplars, "O Captain! My Captain!" by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: "O Captain! My Captain!" is an extended-metaphor poem intended to convey Whitman's and the North's grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the "ship of state"), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln's assassination to their understanding of the poem "O Captain! My Captain!" Specifically, students draw on the description of the crowd's response to the attack on Lincoln to inform their understanding of Whitman's poem. [R-17]

Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought
is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores
a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed
and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still "breaking news" as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the "Detail of the Occurrence," for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states "No Hopes Entertained of His Recovery." While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: "A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theatre a half hour ago that the President had been shot."

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln's assassination, including which details are similar or different. [R-15]

Illustrative Text #3: The front page of the *New York Times*, April 15, 1865

http://timesmachine.nytimes.com/browser/1865/04/15/P1

The New-York Times.

VOL. XIV.....NO. 4230. NEW-YORK, SATURDAY, APRIL 15, 1865. PRICE FOUR CENTS

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15- 1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathburn, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Friday, April 14- 12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Friday, April 14. President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

EUROPEAN NEWS.

TWO DAYS LATER BY THE EUROPA.

The Insult to Our Cruisers by Portugal.

The American Minister at Lisbon Demands Satisfaction.

Dismissal of the Commander of Ford's Being Requested.

Further Advances in Five-Twenties.

FINANCIAL AND COMMERCIAL.

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines ("We hold these truths . . .") are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable*, *hath*, *usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions ("truths") about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as "for example," "moreover," or "in addition"—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.'s defense of civil disobedience in *Letter from Birmingham Jail.* [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

Letter from Birmingham Jail by Martin Luther King, Jr.

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant*, *mutuality*, *provincial*, *gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

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My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000). New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

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"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

Inquiry into Life, 12th edition, by Sylvia S. Mader

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond*, *plasma membrane*, *neurotransmitter*), everyday language used in specialized ways (*shell*, *channel*), abbreviations (H^+, *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links ("In some synapses . . . In other synapses . . .") to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept. [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

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A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan. [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly
(The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009. [R-11]

Illustrative Text #9

from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009. The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

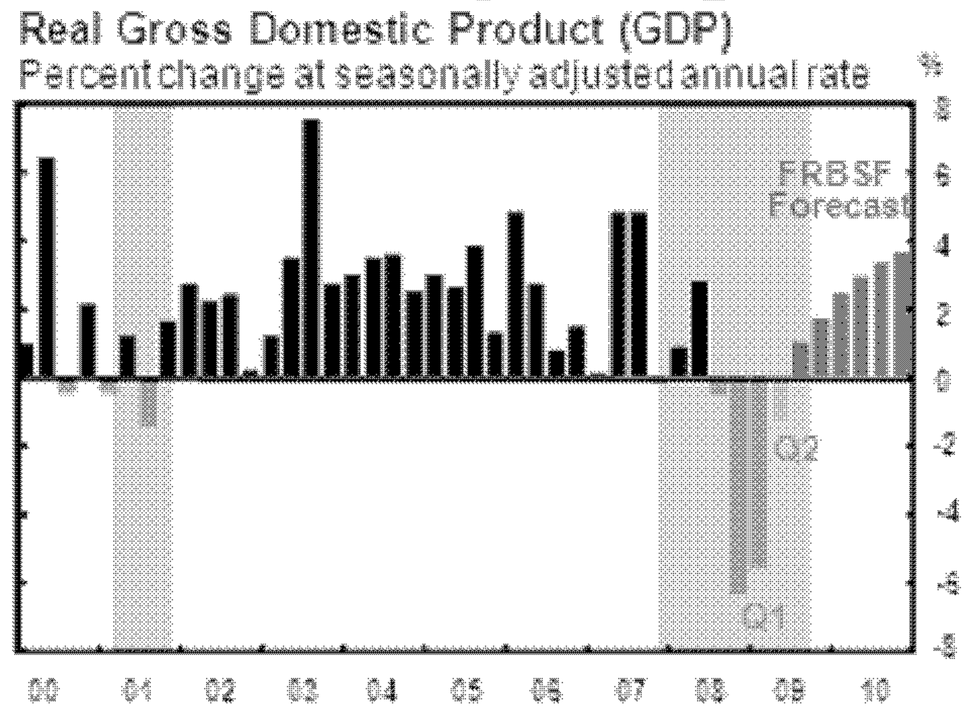
- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

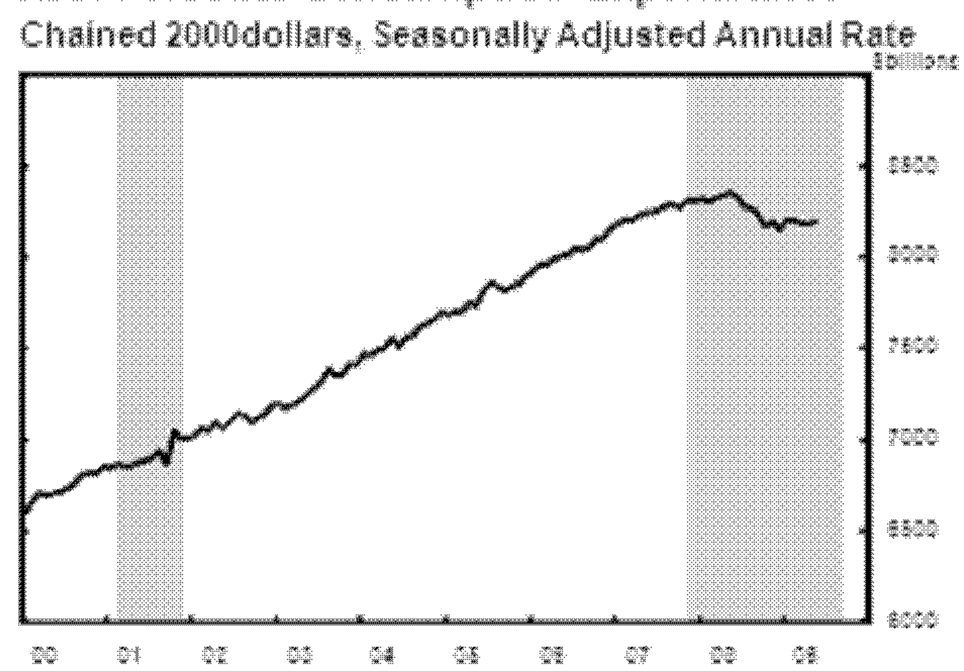
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.

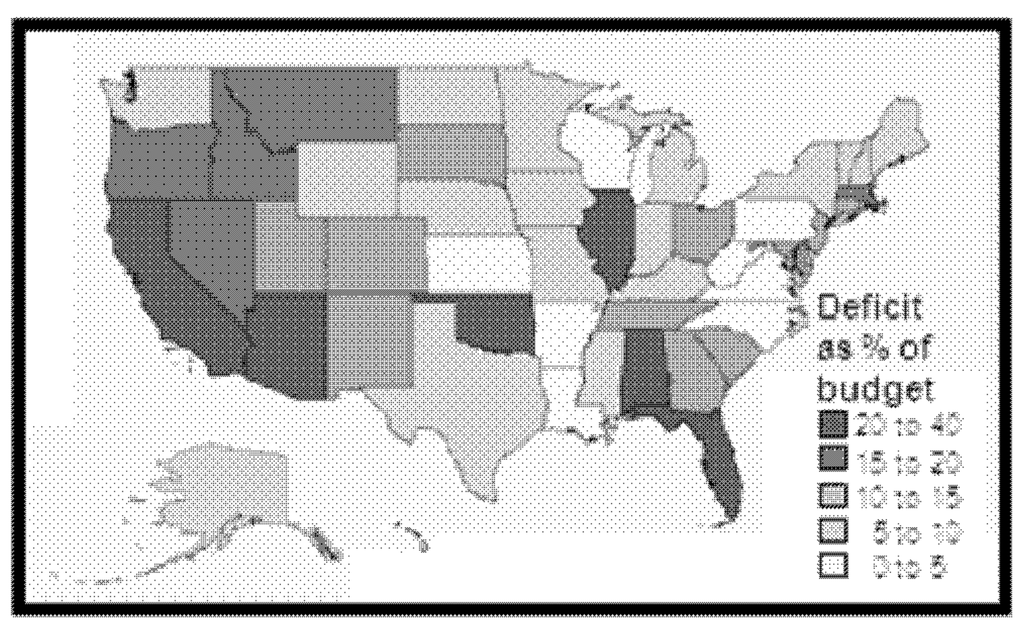
Modest recovery to begin in Q3



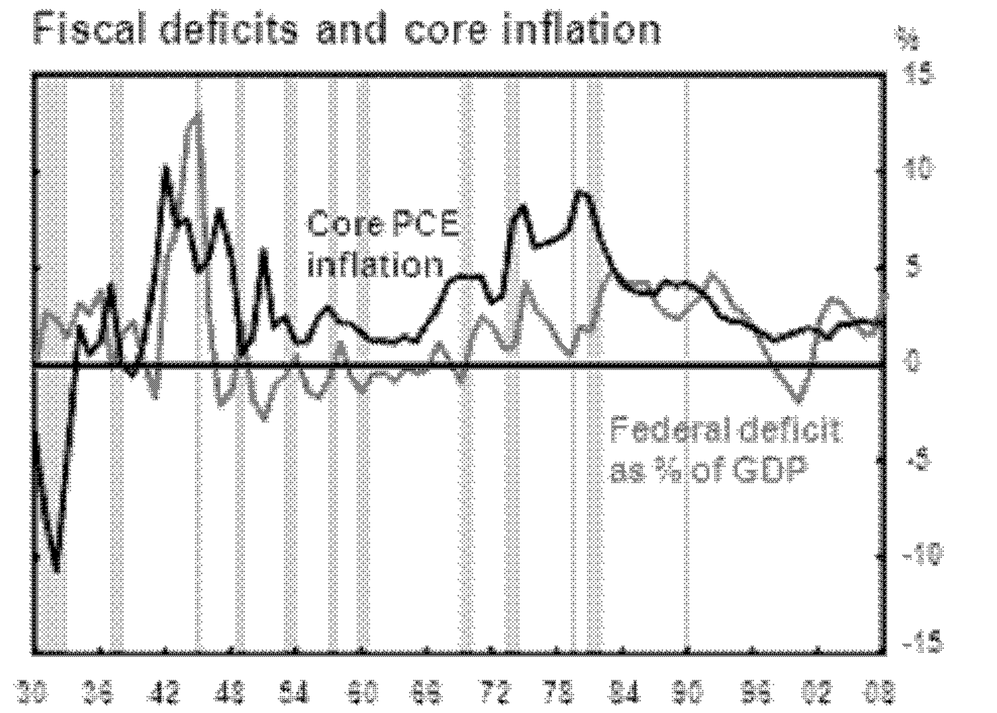
Consumers hanging on



State budget gaps pervasive in 2009



No link between deficits and inflation



Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories ("Taliban Talks Are Key Issue in Afghan Vote"). Time markers ("3 minutes ago") help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

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Sample of Works Consulted

I. College Readiness

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College and Career Readiness Standards for Mathematics

Draft for Review and Comment

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Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

conceptual understanding—comprehension of mathematical concepts, operations, and relations

procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately

strategic competence—ability to formulate, represent, and solve mathematical problems

adaptive reasoning—capacity for logical thought, reflection, explanation, and justification

productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

College and Career Readiness Standards for Mathematics

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as 2 + 3 and the 6 as 2 × 3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up*. "*Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations.

3 Use and interpret quantities and units correctly in graphs and data displays.

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x+y)^2 - (x-y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x-3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

Functions

Core Concepts · Students understand that:

A A function is a rule, often defined by an expression, that assigns a unique output for every input.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Functions model situations where one quantity determines another.

D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

Modeling

Core Concepts · Students understand that:

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

4 Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

6 Interpret the results of applying a model and compare models for a particular situation.

Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

Shape

Core Concepts · Students understand that:

A Shapes and their parts, attributes, and measurements can be analyzed deductively.*

B Congruence, similarity, and symmetry can be analyzed using transformations.

C Mathematical shapes model the physical world, resulting in practical applications of geometry.

D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180°; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Coordinates

Core Concepts · Students understand that:

A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.

B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.

C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

Probability

Core Concepts · Students understand that:

A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.

B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.

C The laws of probability govern the calculation of probabilities of combined events.

D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.

2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.

3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas

4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.

5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'

6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

Statistics

Core Concepts · Students understand that:

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

2 Use appropriate displays and summary statistics for data.

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

4 Draw statistical conclusions involving population means or proportions using sample data.

Conclusions should be based on simulations or other informal techniques, rather than formulas.

5 Evaluate reports based on data.

Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

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Appendix Reference: B-1-3

Title: The Council of Chief State School Officers and the National Governors Association Center for Best Practices – Common Core State Standards Initiative Standards-Setting Criteria

Explanation of Reference: The criteria demonstrate the correlation to international benchmarks and college and career readiness.

Common Core State Standards Initiative
Standards-Setting Criteria

The following criteria guided the standards development workgroups in setting the draft college and career readiness standards.

Preamble: The Common Core State Standards define the rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs. These standards have been developed to be:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and applications of knowledge through higher-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

The standards intend to set forward thinking goals for student performance based in evidence about what is required for success. The standards developed will set the stage for US education not just beyond next year, but for the next decade, and they must ensure ***all*** American students are prepared for the global economic workplace. Furthermore, the standards created will not lower the bar but raise it for all students; as such, we cannot narrow the college-ready focus of the standards to just preparation of students for college algebra and English composition and therefore will seek to ensure all students are prepared for all entry-level, credit-bearing, academic college courses in English, mathematics, the sciences, the social sciences, and the humanities. The objective is for all students to enter these classes ready for success (defined for these purposes as a C or better).

Goal: The standards as a whole must be essential, rigorous, clear and specific, coherent, and internationally benchmarked.

Essential: The standards must be reasonable in scope in defining the knowledge and skills students should have to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.

Workforce training programs pertain to careers that:
1) Offer competitive, livable salaries above the poverty line
2) Offer opportunities for career advancement
3) Are in a growing or sustainable industry

College refers to two- and four-year postsecondary schools

Entry-level, credit-bearing, academic college courses (e.g. English, mathematics, sciences, social sciences, humanities)

Rigorous: The standards will include high-level cognitive demands by asking students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations.

High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.

Clear and Specific: The standards should provide sufficient guidance and clarity so that they are teachable, learnable, and measurable. The standards will also be clear and understandable to the general public.

Quality standards are precise and provide sufficient detail to convey the level of performance expected without being overly prescriptive. (the "what" not the "how"). The standards should maintain a relatively consistent level of grain size.

Teachable and learnable: Provide sufficient guidance for the design of curricula and instructional materials. The standards must be reasonable in scope, instructionally manageable, and promote depth of understanding.

The standards will not prescribe *how* they are taught and learned but will allow teachers flexibility to teach and students to learn in various instructionally relevant contexts.

Measureable: Student attainment of the standards should be observable and verifiable and the standards can be used to develop broader assessment frameworks

Coherent: The standards should convey a unified vision of the big ideas and supporting concepts within a discipline and reflect a progression of learning that is meaningful and appropriate.

Grade-by-grade standards: The standards will have limited repetition across the grades or grade spans to help educators align instruction to the standards.

Internationally benchmarked: The standards will be informed by the content, rigor, and organization of standards of high-performing countries so that all students are prepared for succeeding in our global economy and society.

Appendix Reference: B-1-4

Title: The National Governors Association's Press Release – Fifty-One States and Territories Join Common Core State Standards Initiative – 9/1/2009

Explanation of Reference: Dated 9/1/2009, this press release identifies New Mexico as one of the states participating in this consortium.

News Release

09/01/2009

Fifty-One States And Territories Join Common Core State Standards Initiative

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

Contact: Jodi Omear, 202-624-5346
Office of Communications

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming**.

In the twenty-six years since the release of *A Nation at Risk,* states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas**. "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years," stated **CCSSO President and Arkansas Commissioner of Education Ken James**. "The broad level of commitment we have received from states across the nation for this unprecedented

effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world. The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine**. "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college- and career-ready standards are expected to be completed in September 2009. The grade-by-grade standards work is expected to be completed in January 2010.

###

Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

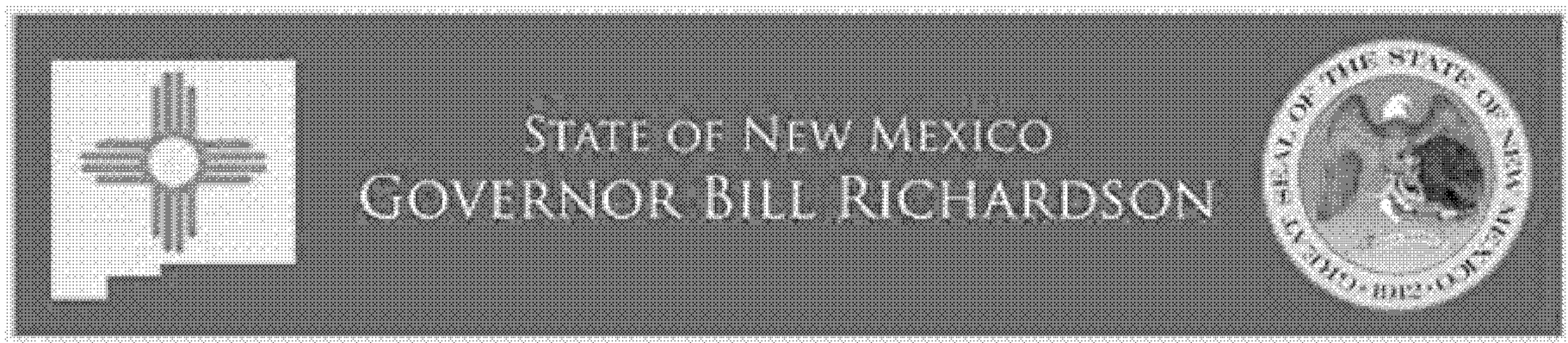
The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. www.ccsso.org.

Please note that this printable version may not contain the full text of any PDF files or other attachments.

Appendix Reference: B-1-5

Title: Press Release – New Agreement with National Organizations and Other States on Common Academic Standards Initiative – 5/19/2009

Explanation of Reference: This press release dated 5/19/2009 announced that Governor Bill Richardson and the Secretary of Education, Dr. Veronica C. Garcia, signed the MOU with the NGA and CCSSO to join the consortium of states working to develop common standards for English/language arts and mathematics for grades K-12.



For Immediate Release
May 19, 2009

Contact: Beverly Friedman
(505) 795-0180

Governor Bill Richardson Announces New Agreement With National Organizations and Other States on Common Academic Standards

SANTA FE-Governor Bill Richardson and Education Secretary Veronica C. García signed a memorandum of agreement this week with the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) that calls for states to work together to develop common standards for English/language arts and mathematics for grades K-12.

"This initiative provides a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society," Governor Richardson said.

Developing a common core of standards in English-language arts and mathematics for K-12 will build directly on recent efforts of leading national organizations and states which have focused on developing college and career ready standards.

"Through Governor Richardson's education reform agenda, ***Making Schools Work***, we have raised the bar for all students," said Secretary García. "New Mexico's Standards for Excellence have been recognized as some of the best in the nation, and I thank Governor Richardson for joining with NGA, CCSSO, and other states to share our significant progress over the last six years. This participation will build on our Career and College Readiness work and the recent updating of our academic standards."

The agreement calls for academic standards that are fewer, clearer and higher; aligned with college and work expectations; internationally benchmarked; rigorous; and based on research. States will have the opportunity to review the standards during and throughout the entire development process. The goal of the project is to release the core of high school standards late this summer, and the, in the fall, develop K-12 grade-by-grade standards.

For more information on this national initiative, go www.NGA.org or www.ccsso.org

##

Appendix Reference: B-2-1

Title: Letter of Confirmation from ACHIEVE – Summative Assessments – 1/15/2010

Explanation of Reference: This letter dated 1/15/2010 confirms that New Mexico is participating in an assessment partnership to pursue the development and implementation of summative assessments.

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January 15, 2010

The Hon. Bill Richardson
Governor
State of New Mexico
State Capitol, Suite 400
Sante Fe, NM 87501

The Hon. Veronica Garcia
Secretary of Education
New Mexico Public Education Department
300 Don Gaspar Ave
Santa Fe, NM 87501

Dear Governor Richardson and Secretary Garcia:

Achieve is pleased to confirm New Mexico's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

New Mexico's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

Michael Cohen
President

States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Michigan
17. Minnesota
18. New Hampshire
19. New Mexico
20. North Carolina
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. Tennessee
26. Utah
27. Wisconsin

1775 Eye Street NW, Suite 410, Washington, D.C. 20006 Phone (202) 419-1540 Fax (202) 828-0911
www.achieve.org

Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

Appendix Reference: B-2-2

Title: Memorandum of Understanding – The State Consortium on Board Examination Systems – NCEE – 10/9/2009 and Letter of Confirmation from NCEE – 1/12/2010

Explanation of Reference: This MOU with the National Center on Education and the Economy (NCEE) dated 10/9/2010 confirms that New Mexico is participating in a consortium related to installing a system of standards and assessment that will raise the proportion of high school students leaving high school who are ready to do college-level work. The letter of confirmation from NCEE, dated 1/12/2010, is also included.

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PUBLIC EDUCATION DEPARTMENT
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SANTA FE, NEW MEXICO 87501-2786
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DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

Memorandum of Understanding
The State Consortium on Board Examination Systems

The purpose of this Memorandum of Understanding is to reflect the mutual understandings that the state partners and the National Center on Education and the Economy (NCEE) have of the purposes of the State Consortium on Board Examination Systems and the obligations of the member states and NCEE during the initial planning period. The description of the system design presented here is not intended to be legally binding on the states. The signature of the chief state school officer on this document is intended to signify that the chief state school officer intends to make his or her best effort to achieve the goals described below, it being understood that realization of those goals will require the subsequent action of many people, including legislators, the governor, the state board of education, key figures in the higher education community, major stakeholders in the elementary and secondary education community, the business community and so on. Similarly the signature of the president of the National Center on Education and the Economy on this document signifies a pledge by NCEE to do everything it can do to reach the goals described below.

Purposes

Overall, the aim of the members of the consortium is to install in the member states a system based on international best practice that will greatly raise the proportion of their high school students who leave high school ready to do college-level work. The principle features of that system can be found in the Brief Prospectus for a State Board Examination System, available from NCEE.

Near term, in the Consortium's first year of operation, our goal is to conduct the initial planning and research needed to prepare for implementation of the plan put forward in the Brief Prospectus. Most succinctly, that involves establishment of a system in which the member states will, when the system is in operation:

- require their high schools to offer at least one board examination system (as that term is defined in the Brief Prospectus) at the lower secondary (freshman and sophomore year) level and one at the upper division (junior and senior year) level. These board exam systems would be chosen from a list approved by the state, and these in turn will be chosen from a list approved by the Consortium,

- offer the examinations for these systems every year, and, at the lower secondary level, allow the students to take them as often as they wish; students would be able to take the full set of lower secondary exams as early as the end of their sophomore year,
- tell the students that, as soon as they pass their lower secondary exams, they will be able to go to any open-admissions postsecondary institution in the state without having to take any remedial courses, if they choose to do so,
- tell their high schools that, for students who take the lower secondary exams and fail, they must analyze that student's subscores and prepare a program for that student addressed to that student's weaknesses, so that that student will stand a much better chance of passing on the next attempt, and
- tell students who do pass their lower secondary exams that they can stay in high school and take a board examination program designed to prepare them for entrance into a selective college.

The initial work of the Consortium

To get to the point at which a significant number of states have such systems in place, the following tasks need to be accomplished in the first year:

- a governing body needs to be established, one in which the states have the major voice, so that the policy decisions that will collectively set the rules for the operation of the system as a whole can be made,
- a Technical Advisory Committee must be established, to make sure that the technical decisions that will have to be taken by the governing body are informed by the best technical advice available anywhere,
- a series of technical studies must be carried out so that the examinations, when administered by the states can withstand intensive scrutiny with respect to issues of fairness and accuracy,
- requirements must be established that will apply to the providers of the board examination curriculum, materials, assessments and teacher training, and the staff must be in a position to communicate those requirements to the providers on behalf of the Consortium members and make sure that they are met,
- the states will need to involve many key policy makers and stakeholders in the discussion as to whether the state will commit to the overall Consortium design and provide the resources needed to properly implement that design and NCEE and its partners must provide the technical assistance and other support that the state leaders will need to make the case and come up with the necessary data, and
- the state in the first implementation cohort will need to take the policy decisions needed to begin the pilot, find the funds needed, recruit pilot districts and schools and organize delivery of necessary services to initiate the pilots.

During the initial year, the state agrees to:

- organize and lead an outreach effort to persuade key policy makers and stakeholders in the state to adopt the Consortium program and commit to implementing that program, if that has not already been done (this includes agreement by the higher education community in the state that it will accept the cut-off score on the board examinations approved by the Consortium governing body as the basis for admission to the open-admissions institutions without remediation),
- participate in the work of the governing body,

- decide whether to be a member of the cohort of states beginning implementation in the 2010-11 school year or the cohort beginning implementation in the 2011-2012 school year, and begin the organizational work needed to implement the program in the chosen cohort year,
- work with NCEE to include language about the Consortium's program in its Race to the Top proposal and other similar proposals as appropriate, as well as requests for funds to support both the state's expenses and NCEE's expenses in connection with this program

During the initial year, NCEE agrees to:

- recruit the states and organize the work of the Consortium
- raise the money required to fund the work of the Consortium, from both federal and foundation sources,
- recruit the Technical Advisory Committee, staff it and carry out those of its recommendations that are approved by the governing body
- create the governing body and act as its staff,
- provide support to the leaders in the member states as they seek to build support for the Consortium program among policymakers, key stakeholders and the public.
- negotiate with the board examination providers to persuade them to modify their offering to reflect the needs of Consortium states and to get the best prices for their products and services for Consortium members.
- provide the Consortium with high quality analysis to support the continued development of the standards, curriculum, assessments and teacher training delivered to the schools. and
- provide the Consortium with high quality analysis of the Consortium's program as it evolves over time and is actually experienced by schools, teachers, students and communities, to provide accurate feedback to the governing body as the basis of a program of continuing improvements to the system.

The participants expect that, during the first year, some states will join the Consortium and others will drop out. As the first cohorts of implementing states start implementation, new issues will arise. The shape of the Consortium program may change as a consequence. Thus this Memorandum of Understanding is intended as a fluid document that will certainly change over time. It is intended therefore not as a constitution but rather as the basis for initial action.

Veronica C. Garcia

Veronica C. Garcia, Ed. D.
Secretary of Education
10. 9. 09

Appendix Reference: B-2-3

Title: Letter of Notification to the U.S. Department of Education regarding New Mexico's Commitment to the SMARTER Consortium – 1/14/2010

Explanation of Reference: This letter of notification from the Deputy Secretary of Education, Dr. Catherine Cross Maple, informs Secretary Arne Duncan of the State of New Mexico's intention to become a participating member of the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Consortium to develop adaptive summative assessments aligned with Common Core standards. Currently, the SMARTER MOU is in the process of legal and administrative review.

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PUBLIC EDUCATION DEPARTMENT
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www.ped.state.nm.us

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

January 14, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Dear Secretary Duncan:

The State of New Mexico has agreed to become a participating member of the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Consortium. The Consortium will submit a grant application to the Department for developing and implementing on demand, computer adaptive summative assessments that are aligned with the Common Core Standards, include all students, guide instruction, and support a growth-based accountability model.

New Mexico will sign the SMARTER MOU, as soon as the necessary legal and administrative reviews required by the State of New Mexico and the New Mexico Department of Education are completed. New Mexico will also submit the MOU (please see attachment) to the Department as required by Section B (2) of the Race to the Top application. Until the MOU is submitted, please accept this letter and the unsigned MOU as evidence of New Mexico's intention to participate in the SMARTER Consortium.

Sincerely,

Catherine Cross Maple
Deputy Secretary of Education

CCM/TD/df

cc: Dr. Veronica C. García, Secretary of Education
Dr. Tom Dauphinee, Interim Supervisor, Assessment and Accountability Division
Select PED Staff

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming (referred to as "Lead States") and _____("Your State"), as a participating state. The purpose of this MOU is to establish a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
   a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
   b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
   c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
   d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
   e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
   f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
   g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
   h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
   i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
   j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Participating State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

_____ _____
Signature Date

_____ _____
Print Name Title

Authorized Oregon SEA Official, on behalf of Lead States
By its signature below, the lead states hereby accept the SEA as a Participating SEA in the Consortium

_____ _____
Official State Designee Date

_____ _____
Print Name Title

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

Appendix Reference: B-3-1

Title: Quality Counts 2010 Grading Summary by Editorial Projects in Education Research Center – State Highlights

Explanation of Reference: This recently published report highlights the State of New Mexico's current standing and progress in six graded areas. Please note the improvement related to Standards, Assessments and Accountability as well as in Transitions and Alignment.

New Mexico – State Highlights 2010

EPE RC RESEARCH CENTER

QUALITY COUNTS 2010 GRADING SUMMARY

OVERALL GRADE

A state's overall grade is the average of the scores for the six graded categories.

New Mexico: **C**

Rank: 24

Nation: C

Online extra

Calculate your own *Quality Counts* grades at

www.edweek.org/go/qc10/calculator

	New Mexico grade	New Mexico (rank)	How did the average state score?
Chance for success (2010)	D+	(50)	C+
Standards, assessments, and accountability (2010)	A-	(18)	B
The teaching profession (2010)	C	(21)	C
School finance (2010)	C-	(30)	C
Transitions and alignment (2009)	A	(2)	C
K-12 achievement (2008)	D-	(46)	D+

Quality Counts Grading Breakdown

This table reports the detailed scoring behind the grades for the six major topics examined in *Quality Counts*. Scores for those major categories are the average of the respective subcategory scores.

Chance for success (2010)

	New Mexico	U.S. Average
Early foundations	72.6	81.1
School years	61.1	74.8
Adult outcomes	73.4	80.1

Standards, assessments, and accountability (2010)

	New Mexico	U.S. Average
Standards	89.3	84.1
Assessments	90.0	84.2
School accountability	90.0	84.3

Transitions and alignment (2009)

	New Mexico	U.S. Average
Early-childhood education	100.0	81.8
College readiness	80.0	59.8
Economy and workforce	100.0	86.3

The teaching profession (2010)

	New Mexico	U.S. Average
Accountability for quality	82.4	75.5
Incentives & allocation	69.2	70.8
Building & supporting capacity	76.7	73.5

School finance (2010)

	New Mexico	U.S. Average
Equity	84.9	85.3
Spending	58.9	65.8

K-12 achievement (2008)

	New Mexico	U.S. Average
Status	40.4	62.4
Change	71.5	71.5
Equity	75.6	77.9

Grading Curve A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)

Context for Common Standards

The Council of Chief State School Officers and the National Governors Association are coordinating a state-led effort to develop common standards in English/language arts and mathematics. The architects of the Common Core State Standards Initiative aim to base those standards on evidence about best practices and international benchmarking. The draft college-readiness standards released by the initiative in the fall of 2009 cite standards from national organizations, states, and high-performing nations as references. The information below provides context for these efforts by indicating the sources informing current state content standards as well as the state agency or institution most likely to formally approve any common standards.

State Standards Context

The national summary column indicates the total number of states.

From *Quality Counts 2010*	New Mexico	Nation
Sources Informing State Academic Standards		
Standards from national organizations used as model		
English/language arts (2009-10)	No	37 states
Mathematics (2009-10)	Yes	42
Science (2009-10)	No	39
Social studies/history (2009-10)	No	30
Standards from other states used as model		
English/language arts (2009-10)	Yes	22
Mathematics (2009-10)	No	22
Science (2009-10)	No	20
Social studies/history (2009-10)	No	15
Standards from other nations used as model		
English/language arts (2009-10)	No	4
Mathematics (2009-10)	No	16
Science (2009-10)	No	10
Social studies/history (2009-10)	No	1
This State Serves as a Model for Others		Number of states cited by other states
Number of states using this state's English/language arts standards as model (2009-10)	0	20
Number of states using this state's mathematics standards as model (2009-10)	0	26
Number of states using this state's science standards as model (2009-10)	0	21
Number of states using this state's social studies/history standards as model (2009-10)	0	19
Common Core State Standards Initiative Status		
State signed memorandum supporting Common Core State Standards Initiative (2009-10)	Yes	48 states and the District of Columbia
Likely authority for formally approving common standards (2009-10)	state chief	34 state board only
Likely authority for formally approving common assessments (2009-10)	state chief	29 state board only

States Cite Hurdles in Path to Common Standards

Forty-eight states and the District of Columbia have agreed to take part in the Common Core State Standards Initiative. This process, led by the Council of Chief State School Officers and the National Governors Association, seeks to develop a set of high-quality, common academic standards in math and English/language arts, which then would be adopted by participating states.

The Editorial Projects in Education Research Center asked states to describe the challenges they expected to face in adopting Common Core content standards and implementing the common assessments that many see as a necessary complement to the standards initiative. The word-cloud graphic below illustrates the words and phrases most commonly used by the states to describe those challenges. Expressions mentioned more often appear in larger text size.

Navigating Politics and Process

States often cited concerns related to the process of developing the common academic standards themselves, as well as the larger political and fiscal landscape surrounding these efforts.

- High stakeholder input/support required (18 states)
- Inadequate information to make plans (13)
- High financial costs (11)
- Common Core process too top-down (5)
- Timeline overly aggressive (3)
- Conflict with local control (2)

Pointing to Practical Concerns

States also cited a host of practical concerns about the quality and content of the standards or assessments, as well as the feasibility of implementing them in practice.

- Disruption of ongoing state efforts (17 states)
- Misalignment between state and common standards (16)
- Insufficient quality, content, and rigor of common standards (14)
- Complex testing and accountability implementation (14)
- Need to coordinate with other states (7)
- Timing considerations (4)
- States bound by pre-existing testing contracts (3)

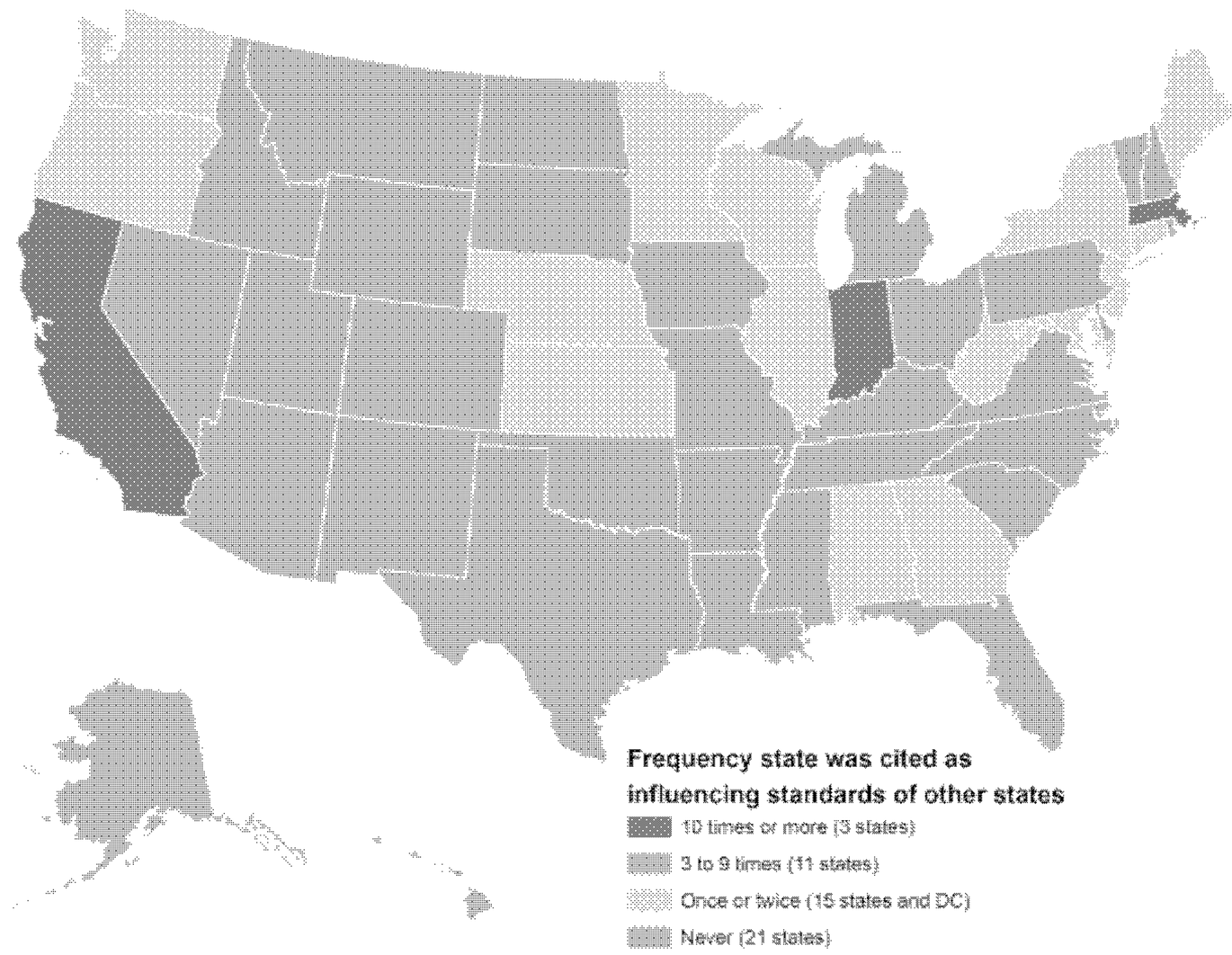
NOTE: Word-cloud image created using Wordle (http://www.wordle.net).

BUILDING ON MODELS

STATES LOOK TO THEIR PEERS

Many states look to their neighbors to inform the writing and rewriting of their own academic-content standards. In fact, 30 states were cited as influencing the way in which their peers defined expectations for student learning and performance in either English/language arts or mathematics.

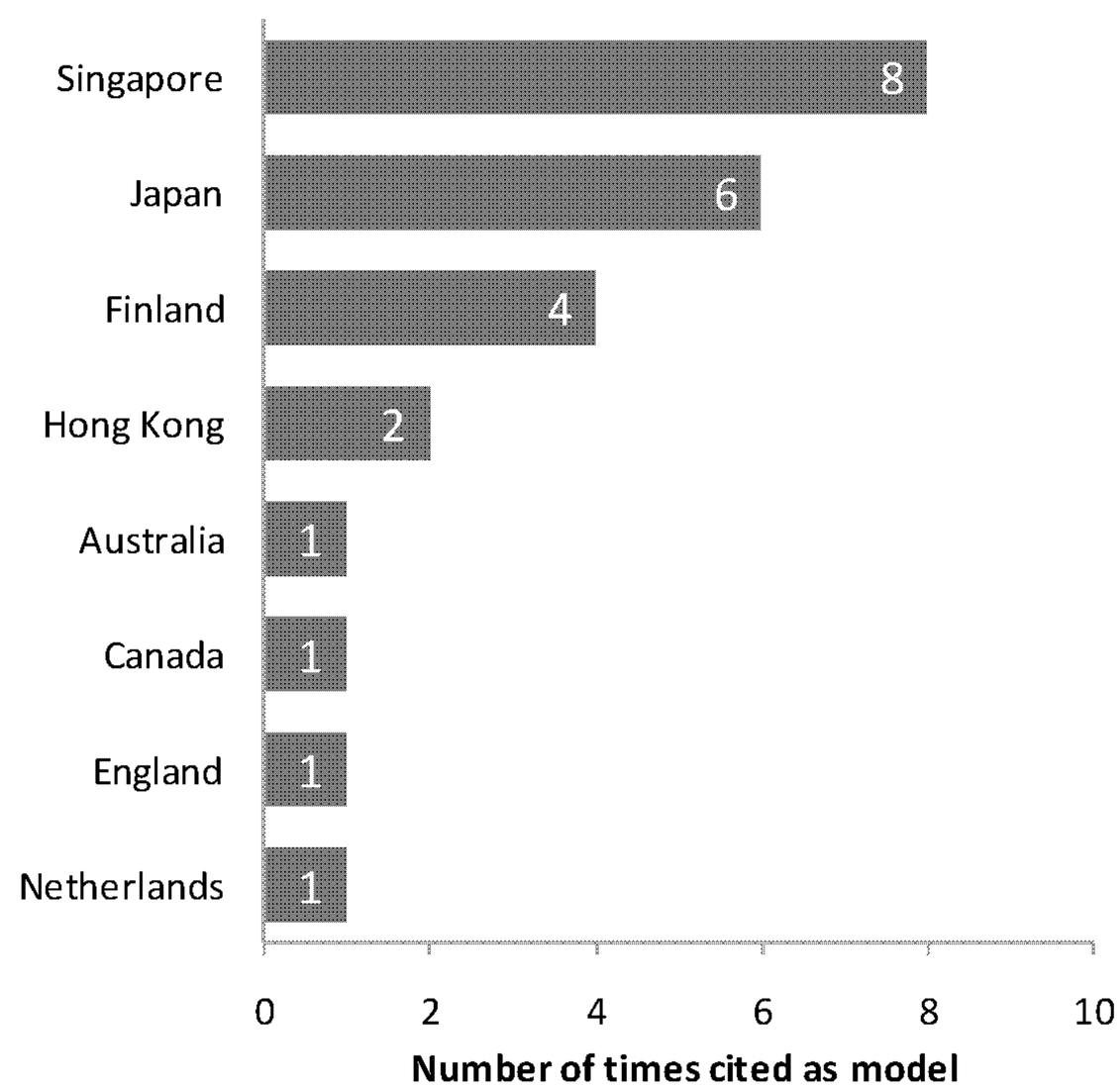
The standards of California, Indiana, and Massachusetts were most frequently mentioned as models, with each cited at least 10 times by other states.



STATES LOOK INTERNATIONALLY

In an increasingly globalized economy, education policymakers now frequently note that U.S. students must be able to compete with students from around the world. To better ensure that their students are learning at the same levels as peers overseas, states are beginning to compare their own academic-content standards against international models.

Standards from eight nations were cited as references for state standards in English/language arts and/or mathematics. States mentioned Singapore's mathematics standards eight times, making them the most commonly cited model.



The Math Progress Index

To complement *Quality Counts 2010*'s exploration of common standards and assessments on the national stage, the EPE Research Center conducted an original analysis intended to examine state performance in one core academic area—mathematics. Built around the dimensions of performance, improvement, and opportunity, the Math Progress Index investigates academic performance in mathematics nationwide, trajectories of change over time, and student access to educational supports that promote greater learning and successful school careers. The index comprises a dozen indicators drawn largely from the National Assessment of Educational Progress as well as data on Advanced Placement testing in mathematics from the College Board, and places an emphasis on equitable outcomes and opportunities as they relate to the experiences of economically disadvantaged students.

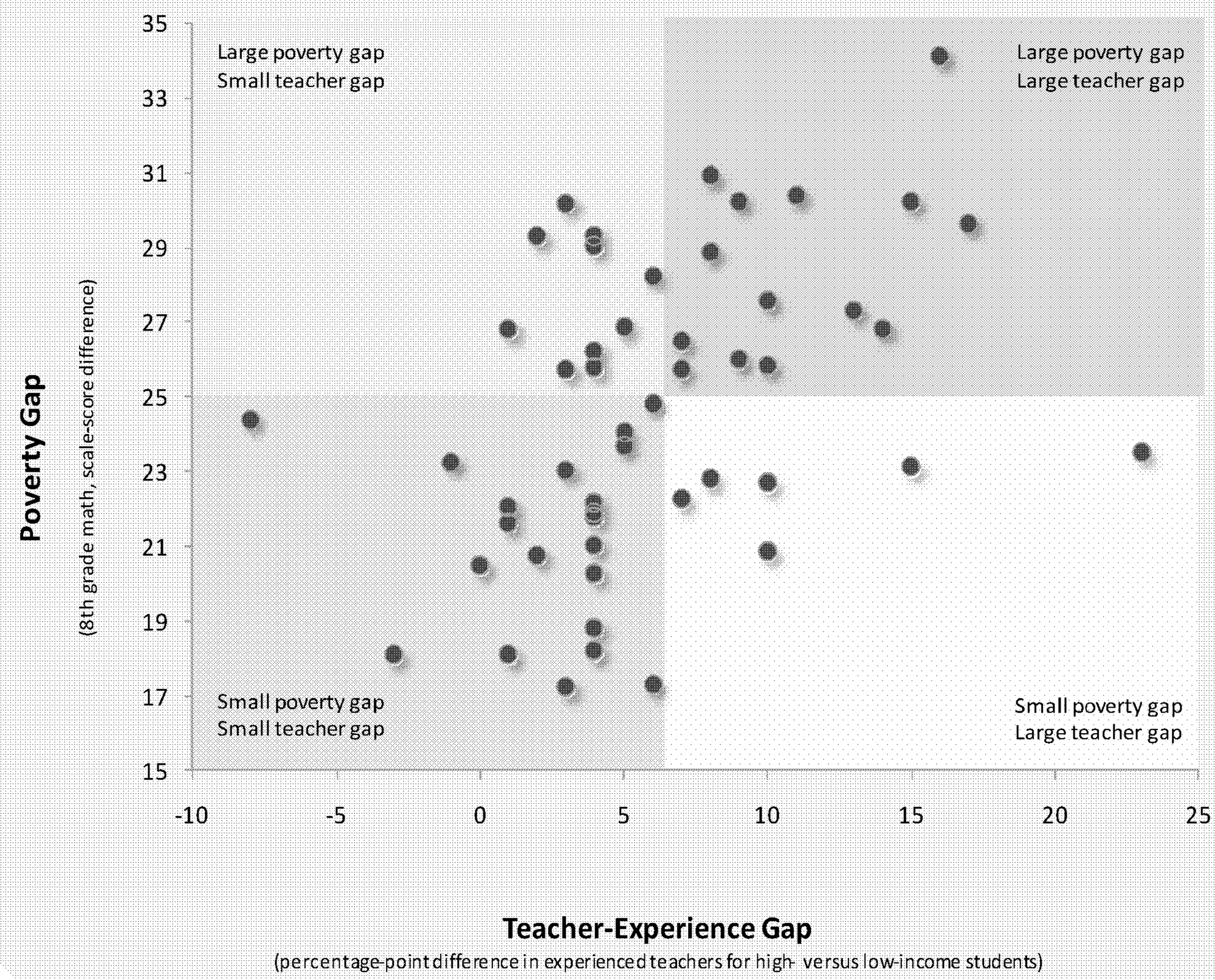
State Mathematics Indicators

Poverty status is measured by students' eligibility for the National School Lunch Program. Poverty gap is the difference between noneligible and eligible students.

From *Quality Counts 2010*	New Mexico State Average	New Mexico State Rank	National Average
Performance			
4th grade – Percent proficient or above on NAEP (2009)	26.2%	47	38.4%
8th grade – Percent proficient or above on NAEP (2009)	20.2%	48	32.6%
Poverty gap – 8th grade NAEP scale score (2009)	23.5	23	26.9
High AP test scores – Scores on math tests of 3 or higher per 100 students (2008)	1.3	44	3.2
Improvement			
4th grade – Scale-score change on NAEP (2003-2009)	+7.5	18	+5.1
8th grade – Scale-score change on NAEP (2003-2009)	+6.4	18	+5.6
Poverty-gap change – 8th grade NAEP (2003-2009), negative value = closing gap	+0.8	35	-1.5
Change in AP scores – Increase in high scores on math tests per 100 students (2000-2008)	48%	39	62%
Opportunity			
Algebra by 8th grade – Percent of 8th graders in schools where algebra by 8th grade is the norm (2009)	4%	44	18%
Teacher expertise – Percent of 8th graders whose math teachers have a major or minor in math (2009)	67%	6	57%
Teacher experience – Percent of 8th graders whose teachers have taught math for 10 or more years (2009)	44%	34	45%
Teacher-talent poverty gap – Percentage-point gap in experienced math teachers for 8th graders (2009), lower value = smaller gap	23%	51	9%
SCORE	56.3	48	64.7

Aligning Teacher Experience and Student Need

In all but a small handful of states, low-income students are less likely to be taught by experienced math teachers than are their more affluent peers. Significant poverty-based gaps in math achievement can also be found in every state, although the size of these disparities varies considerably. However, an original analysis by the EPE Research Center finds consistently smaller performance gaps in states that more effectively target teacher talent to student need. In other words, achievement levels are more equal when low- and higher-income students have more equitable opportunities to learn from experienced teachers.



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CHANCE FOR SUCCESS

The Chance-for-Success Index

To better understand the part that education plays over a lifetime, the EPE Research Center has developed the Chance-for-Success Index. Based on an original state-by-state analysis, this index combines information from 13 indicators that span an individual's life from cradle to career. The Chance-for-Success framework allows states to identify strong and weak links in their residents' educational life course—their typical trajectory from childhood through adulthood. More importantly, the index also provides information that could be used to target the efforts of public education systems in ways that better serve students of all ages.

State Success Indicators

From Quality Counts 2010	New Mexico State Average	New Mexico Rank	National Average
Early Foundations			
Family income Children from families with incomes at least 200% of poverty level (2008)	47.9%	49	60.4%
Parent education Children with at least one parent with a postsecondary degree (2008)	34.0	48	44.4
Parental employment Children with at least one parent working full time and year-round (2008)	76.2	32	76.9
Linguistic integration Children whose parents are fluent English-speakers (2008)	83.9	42	83.9
School Years			
Preschool enrollment Three- and 4-year-olds enrolled in preschool (2008)	37.8	42	46.8
Kindergarten enrollment Eligible children enrolled in kindergarten programs (2008)	79.9	2	76.9
Elementary reading Fourth grade public school students proficient on NAEP (2007)	24.0	47	31.7
Middle school mathematics Eighth grade public school students proficient on NAEP (2009)	20.2	48	32.6
High school graduation Public high school students who graduate with a diploma (class of 2006)	56.0	48	69.2
Postsecondary participation Young adults enrolled in postsecondary or with a degree (2008)	40.9	48	53.0
Adult Outcomes			
Adult educational attainment Adults with a two- or four-year postsecondary degree (2008)	33.6	40	37.9
Annual income Adults with incomes at or above national median (2008)	43.3	44	50.6
Steady employment Adults in labor force working full time and year-round (2008)	72.2	37	73.0
GRADE	D+	50	C+

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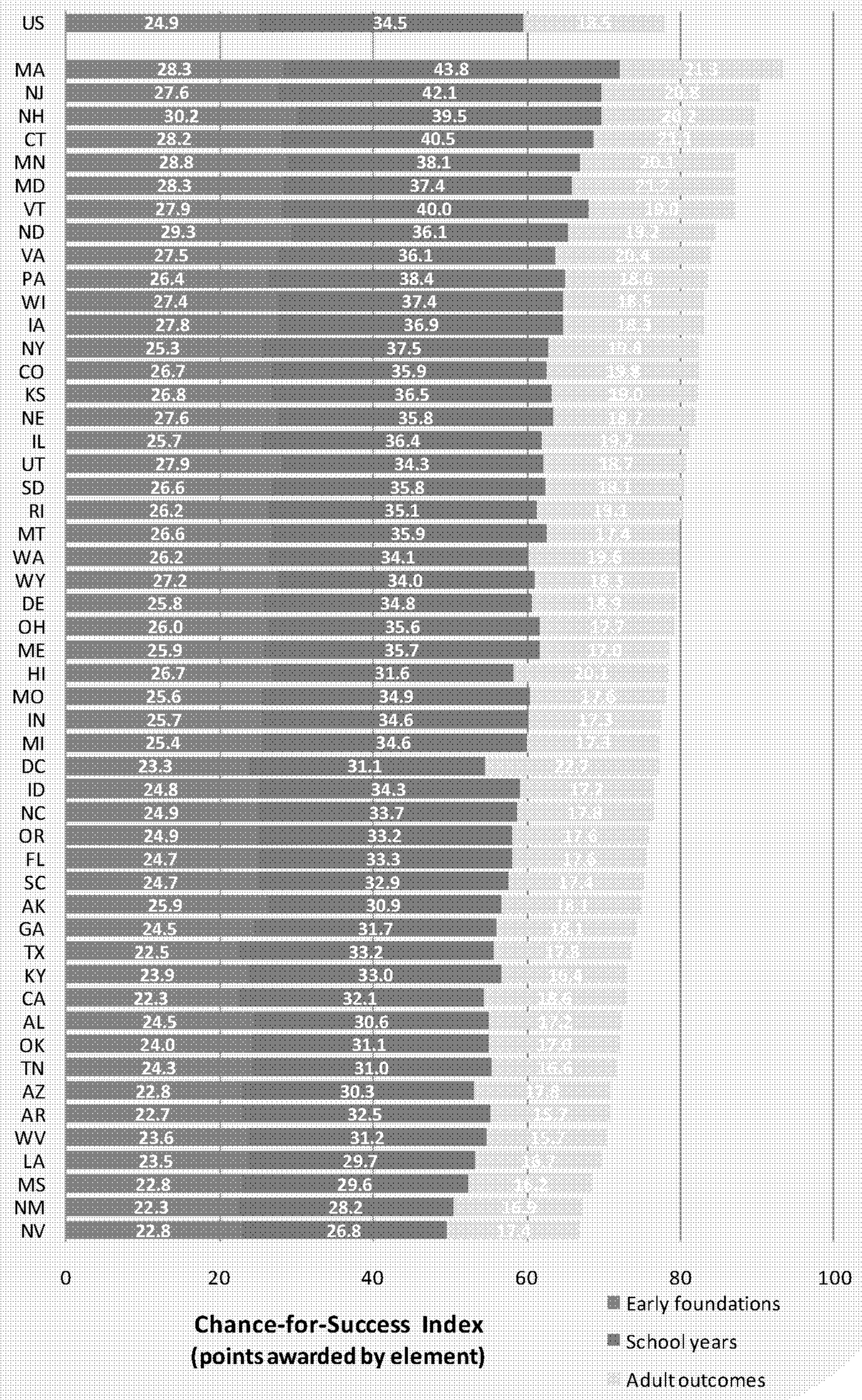
Providing Opportunities for Success

The **Chance-for-Success Index** captures the importance of education in a person's lifetime from cradle to career. Its 13 individual indicators span a variety of factors, including preparation in early childhood, the performance of the public schools, and educational and economic outcomes in adulthood.

The states are graded using a "best in class" rubric, where a score of 100 points on the index would mean that a state ranked first in the nation on each and every indicator.

State scores range from 93.3 (Massachusetts, earning the only A) to 67.0 (Nevada, with a D-plus). A closer examination of results shows that while early foundations and adult outcomes do contribute to the index, indicators related to formal education (the schooling years) are the driving force behind the state rankings.



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STANDARDS, ASSESSMENTS, AND ACCOUNTABILITY

Policy Indicators

The national summary column indicates the number of states that have enacted a particular policy or, as applicable, the number of states with the specified policy enacted at all grade spans.

From *Quality Counts 2010*	New Mexico	Nation
Academic Standards		
English/language arts standards are course- or grade-specific (2009-10)	ES MS HS	27 states
Mathematics standards are course- or grade-specific (2009-10)	ES MS	26
Science standards are course- or grade-specific (2009-10)	ES MS	22
Social studies/history standards are course- or grade-specific (2009-10)	ES MS	23
Supplementary resources – Materials elaborate on standards in all core subjects (2009-10)	Yes	42
Supplementary resources – Materials provided for particular student populations (2009-10)	Yes	39
Assessments		
Test items used to measure student performance		
Multiple-choice items (2009-10)	ES MS HS	51
Short-answer items (2009-10)	ES MS HS	29
Extended-response items – English/language arts (2009-10)	ES MS HS	45
Extended-response items – Other subjects (2009-10)	ES MS HS	24
Portfolios of student work (2009-10)	No	0
Alignment of assessments to academic standards		
English/language arts (2009-10)	ES MS HS	51
Mathematics (2009-10)	ES MS HS	50
Science (2009-10)	ES MS HS	50
Social studies/history (2009-10)	HS	11
Assessment systems		
Vertically equated scores on assessments in grades 3–8 in English (2009-10)	Yes	22
Vertically equated scores on assessments in grades 3–8 in math (2009-10)	Yes	23
Benchmark assessments or item banks provided to educators (2009-10)	No	27
School Accountability (policies must apply to Title I and non-Title I schools)		
State ratings – State assigns ratings to all schools on criteria other than AYP (2009-10)	No	24
Statewide student ID – State has a statewide student-identification system (2009)	Yes	50
Rewards – State provides rewards to high-performing or improving schools (2009-10)	Yes	31
Assistance – State provides assistance to low-performing schools (2009-10)	Yes	38
Sanctions – State sanctions low-performing schools (2009-10)	Yes	32
GRADE	A- (rank=18)	B

Key: ES = elementary school, MS = middle school, HS = high school

THE TEACHING PROFESSION

Efforts to Improve Teaching

The national summary column indicates the number of states that have enacted a particular policy.

From *Quality Counts 2010*	New Mexico	Nation
Accountability for Quality		
Requirements for initial licensure (2009-10)		
(* indicates requirements that do not also apply to alternative-route candidates)		
Substantial coursework in subject area(s) taught	Yes	27 states
Test of basic skills	Yes	40
Test of subject-specific knowledge	Yes	43
Test of subject-specific pedagogy	No	5
Student-teaching during teacher training	Yes*	39
Other clinical experiences during teacher training	No	15
Discouraging out-of-field teaching (2009-10)		
Direct parental notification of out-of-field teachers	Yes	6
Ban or cap on the number of out-of-field teachers	No	4
Evaluating teacher performance (2009-10)		
Formal evaluations of all teachers' performance required	Yes	44
Student achievement is tied to teacher evaluations	No	13
Annual basis for teacher evaluations	No	15
All evaluators of teachers receive formal training	Yes	27
Teacher education programs (2009-10)		
Rankings/results published for teacher-preparation institutions	Yes	33
Programs accountable for graduates' classroom performance	No	17
Data systems to monitor quality (2009)		
Unique identification number assigned to each teacher by state	Yes	51
Link teacher and student records by course/subject and state assessment results	Yes	20
Incentives and Allocation		
Reduction of entry and transfer barriers (2009-10)		
Alternative-route program for teacher preparation	Yes	49
Teacher-license reciprocity or portability arrangement with other state(s)	Yes	41
Teacher-pension portability across state lines	Yes	21
Salaries and incentives		
Teacher-pay parity – Teacher salaries at least equal to comparable occupations (2008)	No	9
Districts report school-level salaries for teachers (2009-10)	No	12
Pay-for-performance program or pilot rewards teachers for raising student achievement (2009-10)	No	10
Differentiated roles for teachers formally recognized by state (2009-10)	Yes	22
Incentives for teachers taking on differentiated roles (2009-10)	Yes	16
Incentives for teachers to earn national-board certification (2009-10)	No	31

Incentives and Allocation (cont.)	New Mexico	Nation
Managing and allocating teaching talent (2009-010)		
Incentives to teachers working in targeted schools	No	25 states
Incentives to teachers working in hard-to-staff teaching-assignment areas	No	17
Incentives to board-certified teachers working in targeted schools	No	12
Incentives to principals working in targeted schools	No	11
Building and Supporting Capacity		
Supports for beginning teachers (2009-10)		
Induction program for all new teachers funded by state	Yes	18
Mentoring program for all new teachers funded by state	Yes	23
Mentoring-program standards for selecting, training, and/or matching mentors	No	19
Reduced workload for all first-year teachers	No	3
Professional development (2009-10)		
Formal professional-development standards	Yes	40
Professional development financed by state for all districts	No	24
Districts/schools required to set aside time for professional development	No	16
Professional development aligned with local priorities	Yes	31
School leadership (2009-10)		
Standards for licensure of school administrators	Yes	51
Supervised internship for aspiring principals	No	32
Induction or mentoring program for aspiring principals	No	19
School working conditions		
Program to reduce or limit class size implemented by state (2009-10)	Yes	24
Student-to-teacher ratio median in elementary schools is 15:1 or less (2008)	Yes	30
State tracks condition of school facilities (2009-10)	Yes	25
State posts school-level teacher-survey data on climate, working conditions (2009-10)	No	4
GRADE	C (rank=21)	C

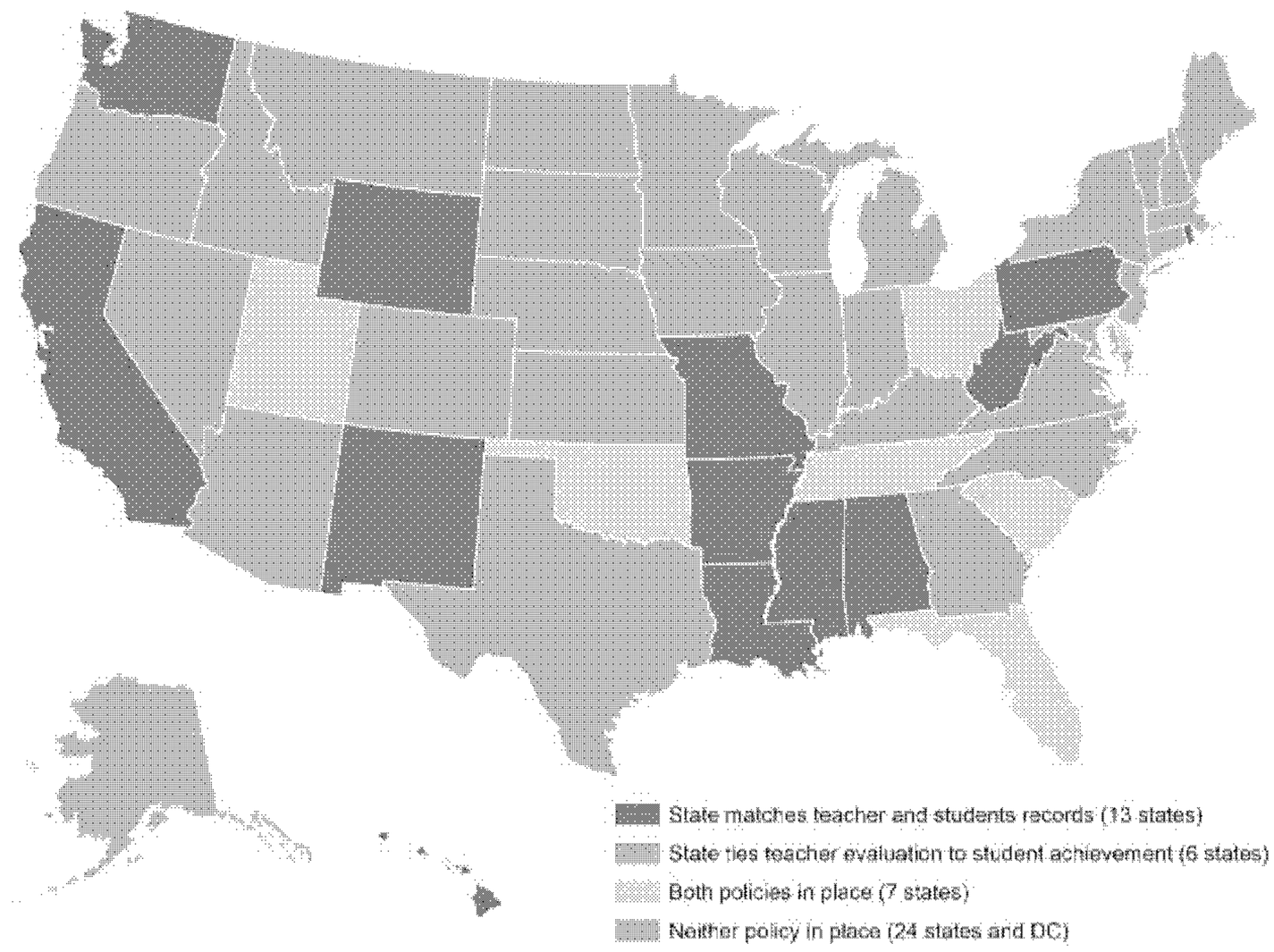
EVALUATION AND ALLOCATION

LINKING TEACHER EVALUATION TO STUDENT PERFORMANCE

Among the most active areas of state reform are initiatives to strengthen state data systems and to base teachers' evaluations, at least in part, on their students' academic performance.

For the 2009-10 school year, information systems in 20 states are able to link teacher records to student data that include course or subject and state-assessment results. Thirteen states also tie teacher evaluation in some way to student performance. However, only seven states—Delaware, Florida, Ohio, Oklahoma, South Carolina, Tennessee, and Utah—have implemented these policies in tandem.

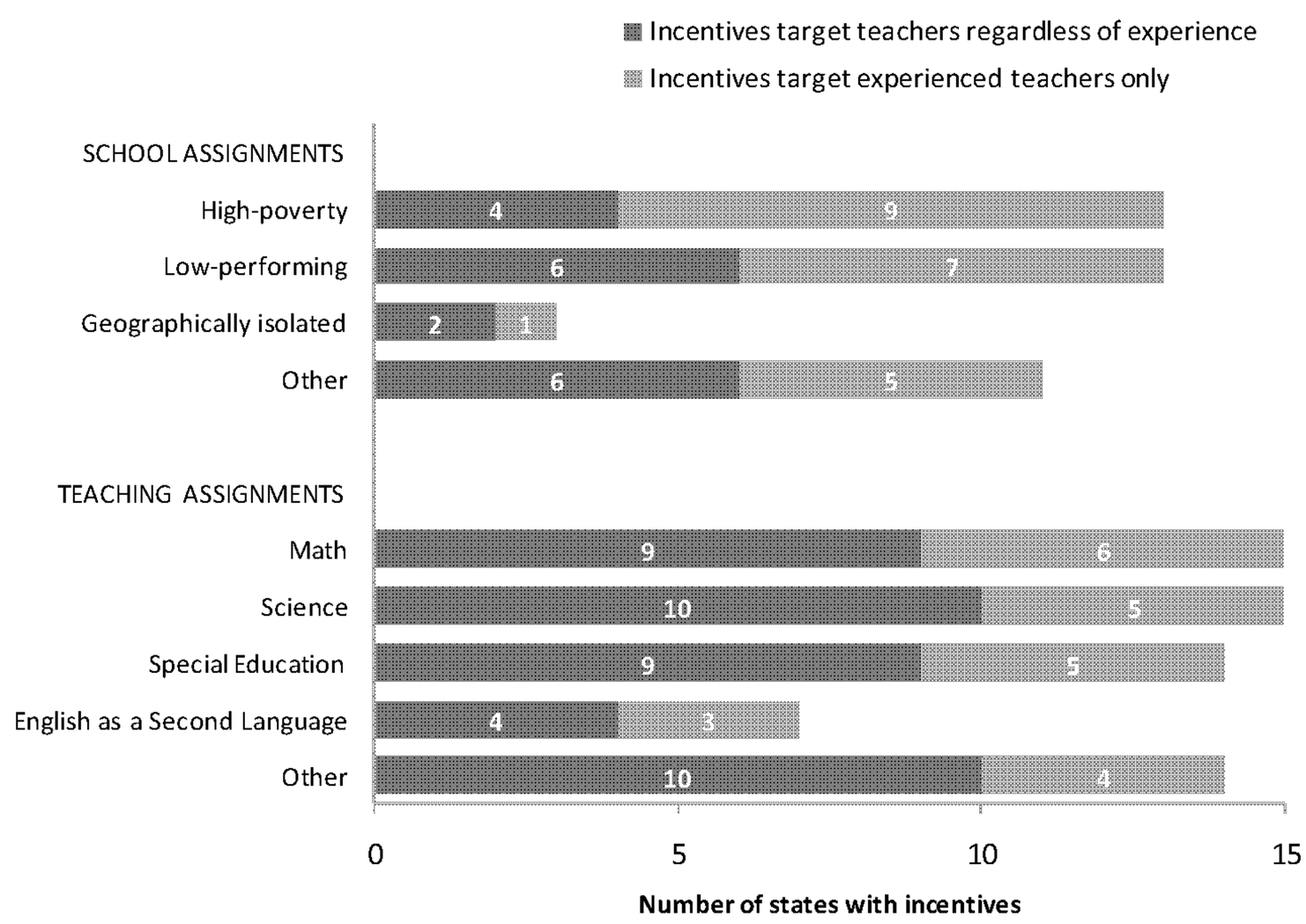
SOURCES: Data Quality Campaign, 2009; EPE Research Center, 2010



ATTRACTING TEACHERS TO HARD-TO-STAFF ASSIGNMENTS

Some states are using incentives as a way to attract teachers to hard-to-staff campuses and subject-assignment areas. Slightly more than half the states offering incentives to teachers who agree to work in hard-to-staff schools target those programs to experienced, well-qualified teachers.

In contrast, only a third of the states offering incentives to teachers in hard-to-staff assignment areas raise the bar by targeting the most experienced and well-qualified teachers.



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SCHOOL FINANCE

Equity and Spending Indicators

From *Quality Counts 2010*	New Mexico State Average	New Mexico Rank	National Average
Equity (2007)			
Wealth-Neutrality Score – Relationship between district funding and local property wealth	0.013	10	0.091
McLoone Index – Actual spending as percent of amount needed to bring all students to median level	96.6%	1	90.8%
Coefficient of Variation – Amount of disparity in spending across districts within a state	0.218	46	0.162
Restricted Range – Difference in per-pupil spending levels at the 95th and 5th percentiles	$3,911	34	$3,924
Spending (2007)			
Adjusted per-pupil expenditures (PPE) – Analysis accounts for regional cost differences	$10,090	29	$10,557
Students funded at or above national average – Percent of students in districts with PPE at or above U.S. average	16.8%	29	40.5%
Spending Index – Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures	86.9	34	89.6
Spending on education – State expenditures on K-12 schooling as a percent of state taxable resources	3.8%	22	3.8%
GRADE	C-	30	C

Definitions of School Finance Indicators

Wealth-Neutrality Score: The wealth-neutrality score shows the degree to which state and local revenue are related to the property wealth of districts. A negative score means that, on average, poorer districts actually have more funding per weighted pupil than wealthy districts do. A positive score means the opposite: Wealthy districts have more funding per weighted pupil than poor districts do.

McLoone Index: The McLoone Index is based on the assumption that if all students in the state were lined up according to the amount their districts spent on them, perfect equity would be achieved if every district spent at least as much as that spent on the pupil in the middle of the distribution, or the median. The McLoone Index is the ratio of the total amount spent on pupils below the median to the amount that would be needed to raise all students to the median per-pupil expenditure in the state.

Coefficient of Variation: The coefficient of variation is a measure of the disparity in funding across school districts in a state. The value is calculated by dividing the standard deviation of adjusted spending per pupil by the state's average spending per pupil. The standard deviation is a measure of dispersion (i.e., how spread out spending levels are across a state's districts). If all districts in a state spent exactly the same amount per pupil, its coefficient of variation would be zero. As the coefficient gets higher, the variation in the amounts spent across districts also gets higher. As the coefficient gets lower, it indicates greater equity.

Restricted Range: This indicator captures the differences in funding levels found between the highest- and lowest-spending districts in a state. The index value is calculated as the difference in per-pupil spending levels at the 95th and 5th percentiles. Districts enrolling fewer than 200 students are excluded from the analysis.

Spending Index: The Spending Index takes into account both the proportion of students enrolled in districts with spending at the national average, and the degree to which spending is below that benchmark in districts where per-pupil expenditures fall below the national average. Each district in which the per-pupil-spending figure (adjusted for student needs and cost differences) reaches or exceeds the national average receives a score of 1 times the number of students in the district. A district whose adjusted spending per pupil is below the national average receives a score equal to its per-pupil spending divided by the national average and then multiplied by the number of pupils in the district. The spending index is the sum of district scores divided by the total number of students in the state. If all districts spend above the U.S. average, the state attains a perfect index score of 100 points.

Note: The District of Columbia and Hawaii are single-district jurisdictions. As a result, it is not possible to calculate measures of financial equity, which capture the distribution of funding across districts within a state. The District of Columbia and Hawaii do not receive grades for school finance and are not included in the rankings reported in this table.

TRANSITIONS AND ALIGNMENT

Education Alignment Policies

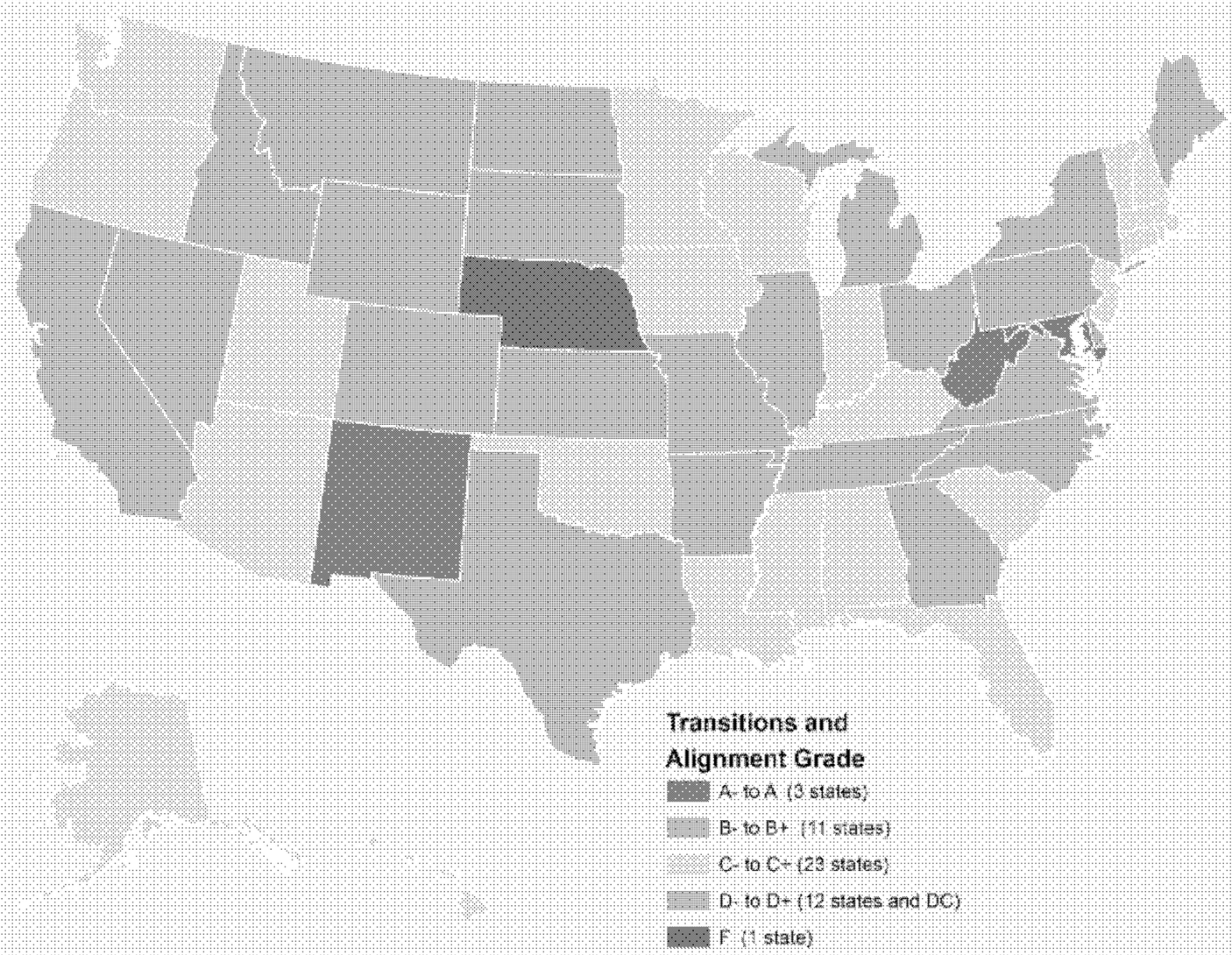
The national summary column indicates the number of states that have enacted a particular policy.

From *Quality Counts 2009*	New Mexico	Nation
Early-Childhood Education		
Early learning – State early-learning standards aligned with K-12 standards (2008-09)	Yes	50 states
School-readiness definition – State formally defines school readiness (2008-09)	Yes	19
School-readiness assessment – Readiness of entering students assessed (2008-09)	Yes	19
School-readiness intervention – Programs for students not deemed ready (2008-09)	Yes	23
Kindergarten standards – Learning expectations aligned with elementary (2008-09)	Yes	51
Postsecondary Education		
College readiness – State defines college readiness (2008-09)	Yes	20
College preparation – College prep required to earn a high school diploma (2008-09)	Class of 2013	3
Course alignment – Credits for high school diploma aligned with postsecondary system (2008-09)	Yes	7
Assessment alignment – High school assessment aligned with postsecondary system (2008-09)	Yes	11
Postsecondary decisions – High school assessment used for postsecondary decisions (2008-09)	No	9
Economy and Workforce		
Work readiness – State K-12 system defines work readiness (2008-09)	Yes	28
Career-tech diploma – State offers high school diploma with career specialization (2008-09)	Yes	37
Industry certification – K-12 has path for industry-recognized certificate or license (2008-09)	Yes	38
Portable credits – K-12 pathway to earn career-tech. credits for postsecondary (2008-09)	Yes	45
GRADE	A (rank=2)	C

A National Perspective

The EPE Research Center has examined state efforts to connect the K-12 education system with early learning, higher education, and the world of work. Fourteen key transition and alignment policies were included in *Quality Counts 2009*.

The states with the most comprehensive alignment initiatives—Maryland, New Mexico, and West Virginia—have enacted at least 12 of the 14 focal policies. At the other end of the spectrum, Idaho, Kansas, and South Dakota have enacted just three such policies, and Nebraska only two.



Appendix Reference: B-3-2

Title: 2009 Ready for College Report: Annual Report on New Mexico High School Graduates Who Take Remedial Classes in New Mexico Colleges And Universities

Explanation of Reference: This recently published report highlights recent policy recommendations related to aligning assessments in high school and college and how a strong longitudinal data system can support and improve the transition of high school graduates to college.

Ready For College 2009:
An Annual Report On New Mexico High School Graduates Who Take Remedial Classes In New Mexico Colleges And Universities

Dr. Peter Winograd, Director, Office of Education Accountability, Department of Finance and Administration
Dr. Reed Dasenbrock, Secretary, Higher Education Department
Dr. Veronica C. García, Secretary, Public Education Department

Santa Fe, New Mexico
June 2009

Key Contributors To The Ready For College 2009 Study

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- Minerva Carrera, Public Education Department
- Danny Earp, New Mexico Independent Community Colleges
- Allison Borden, University of New Mexico

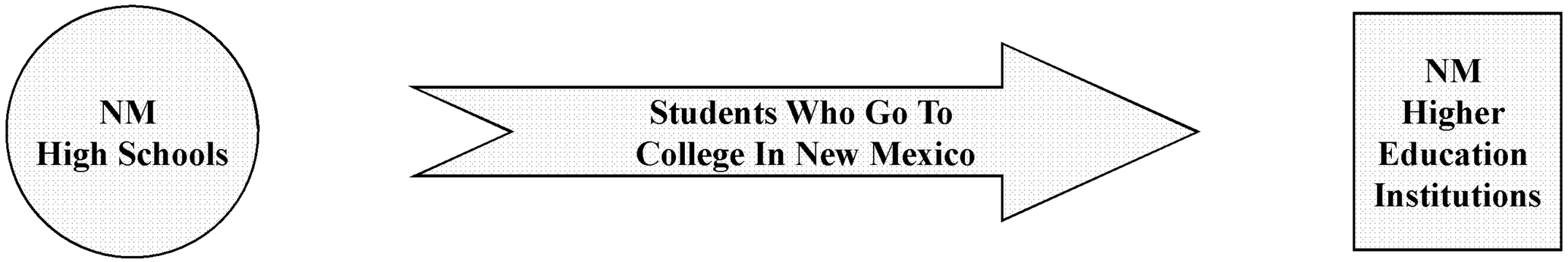
Ready For College Reports On New Mexico High School Graduates Who Take Remedial Classes In New Mexico Colleges And Universities

- These reports:
  - Are a joint effort by OEA, HED, and PED and have been published in 2006, 2007 and 2008.
  - Provide detailed information about how many New Mexico high school graduates take remedial courses in New Mexico colleges and universities.
  - Offer longitudinal information that can be used by the Governor, the Legislature, educators and citizens in their efforts to improve New Mexico's education system.
  - Strengthen the capacity of the HED, PED and OEA to track students throughout the PreK-20 education system and report on their progress.
  - Support key policy initiatives including high school redesign, alignment of college and university placement tests, and increased communication among high schools, colleges, and universities.
  - Are to be used to explore the data questions and policy questions that need to be answered if New Mexico is to increase the number of students who graduate from high school ready to succeed in college.

The Limitations Of The "Ready For College" Reports

- These reports:
  - Are **limited** and only include data about those approximately 40% to 48% of high school graduates who attend New Mexico colleges and universities. We do not know about the preparation levels of those New Mexico students who attend college out of state or who choose to go into the military or other careers. Given the fact that high school graduates who come from other states and attend New Mexico's colleges and universities have a significantly lower rate of remediation than do in-state high school graduates, it is likely that those New Mexico high school graduates who leave the state to attend colleges and universities are better prepared for college.
  - Are **limited** and do not include data about New Mexico's high school graduates who attend Navajo Technical College, Diné College, Institute of American Indian Arts, or Southwestern Indian Polytechnic Institute.

New Mexico's Ready For College Reports



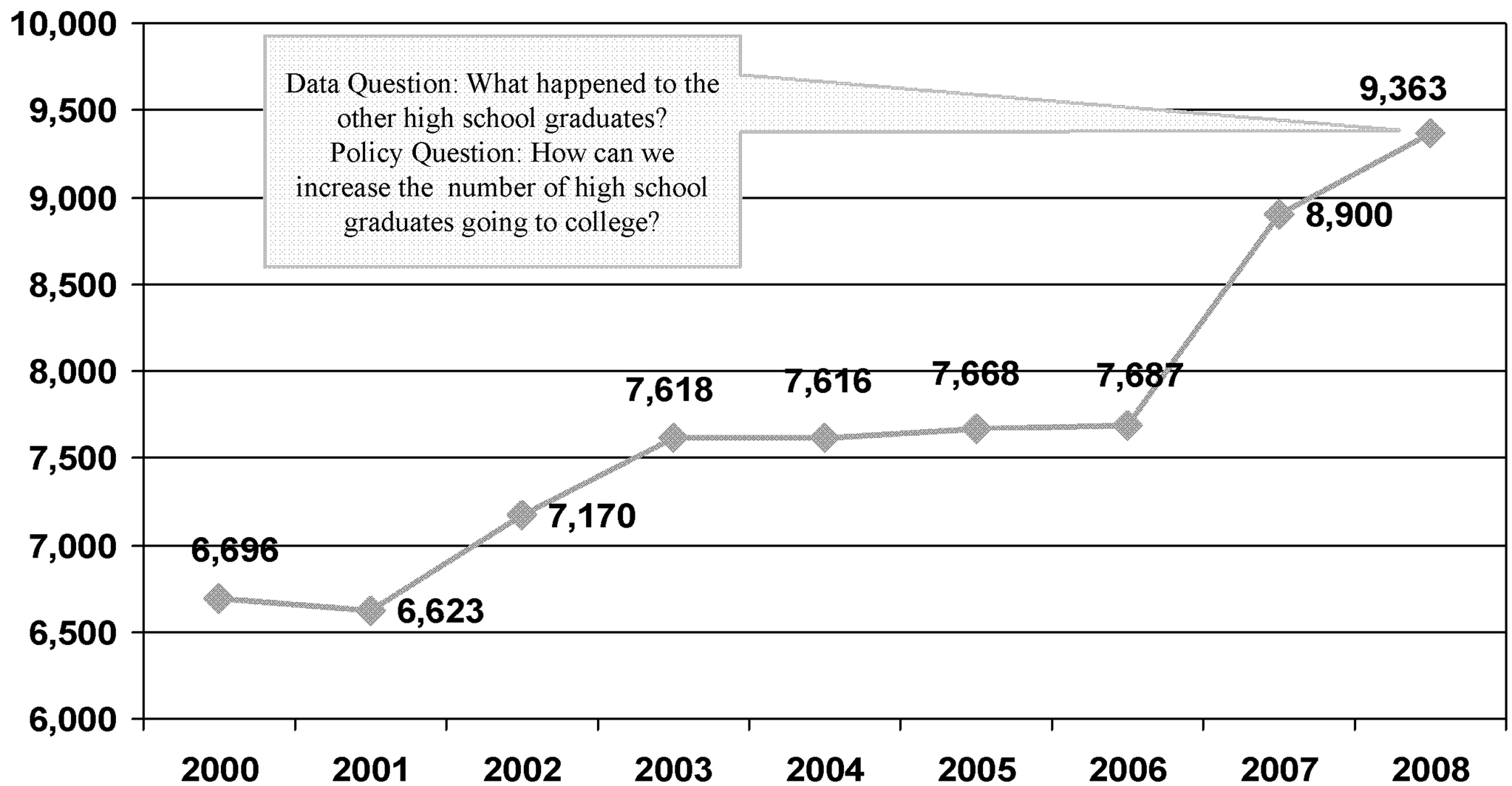
The Data Questions

- How many high school graduates take remedial courses in college?
- What is the relationship between high school performance and college readiness?
- What kinds of remedial courses do they take?
- What happens to college students who take remedial classes?
- Will the number of high school graduates/college freshman taking remedial courses decline as the Higher Education Department and the Public Education Department strengthen their alignment and as new legislation and policies are implemented?

The Policy And Political Questions

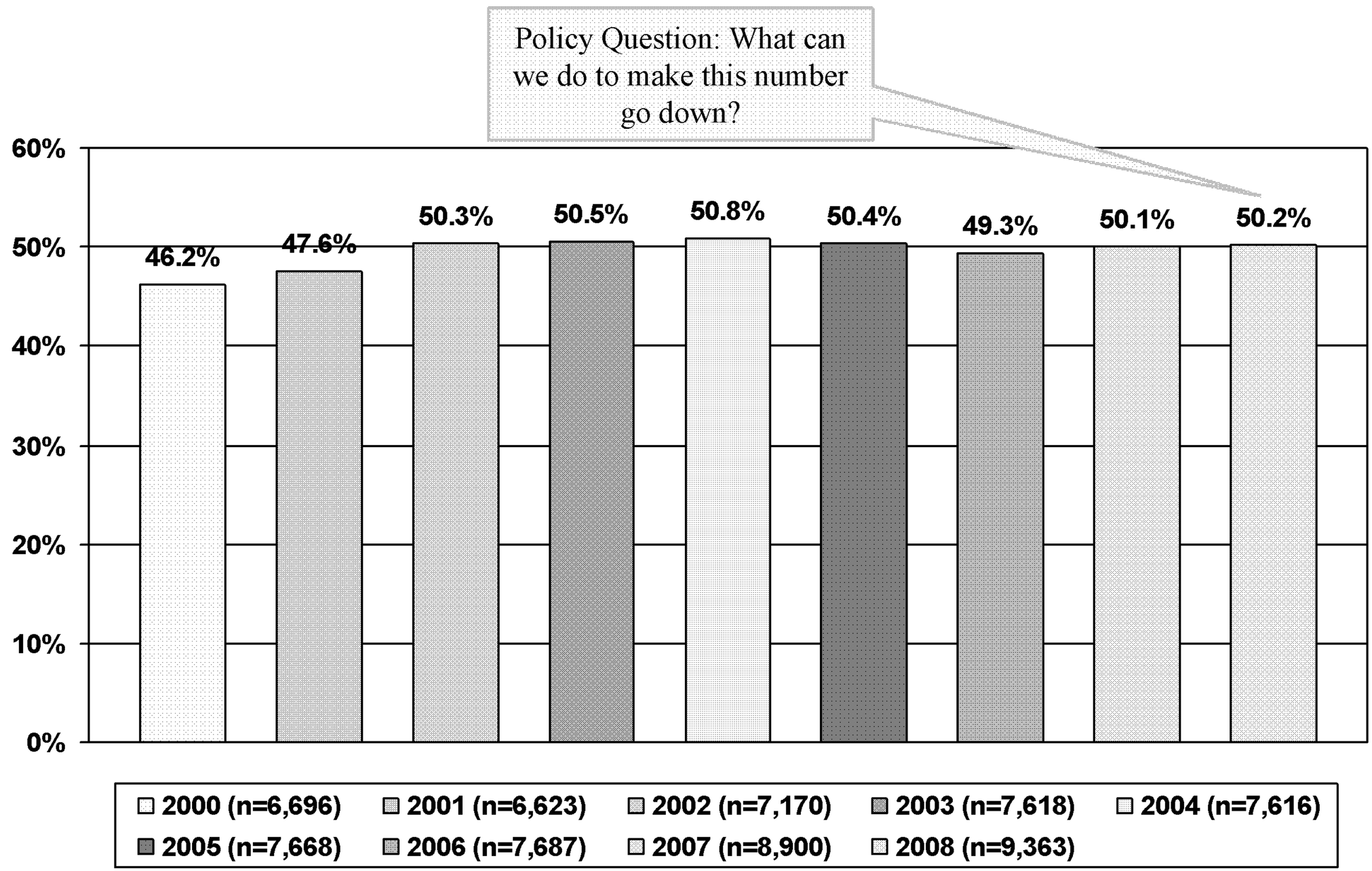
- What can be done at the middle and high school level to improve student readiness for college?
- What can be done at the college level to ensure that more students succeed in higher education?
- How much will these initiatives cost?
- Where will the funding come from?
- Who are the partners that can strengthen the cooperation between high schools and higher education?

Number Of New Mexico Public High School Graduates Who Attended College In New Mexico Included In The Study: 2000 - 2008



Note: Data does not include charter schools or alternative schools

Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges: 2000-2008



Note: Data does not include charter schools or alternative schools

Several Of New Mexico's High School Redesign Initiatives Will Be Implemented In School Year 2009-2010

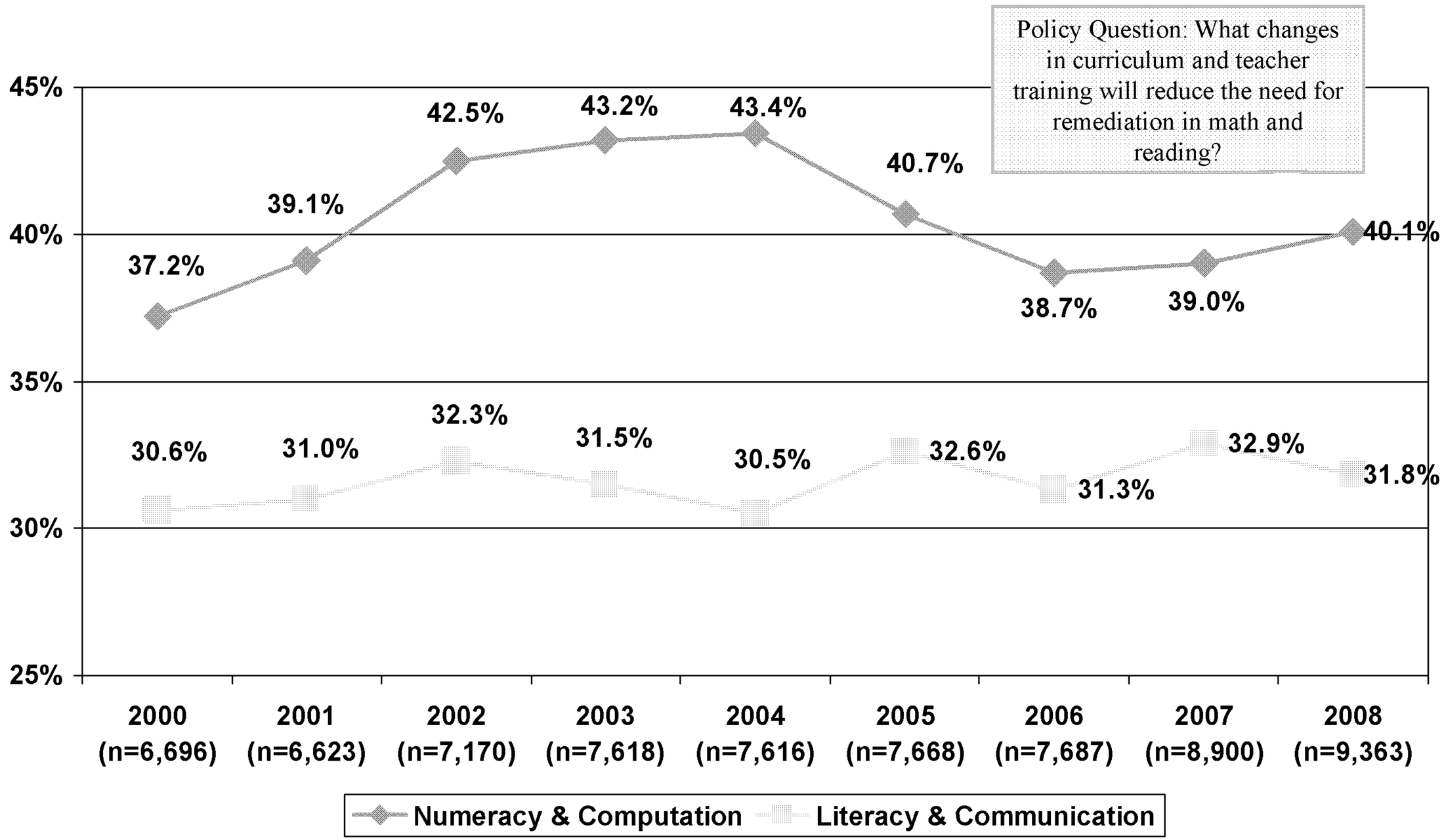
Adding an additional year of mathematics at the Algebra II level for all students entering the 9th grade in 2009-2010.

Eliminating the traditional 9th grade assessments and high school competency exam and replacing them with a set of exams that assess student readiness for high school, college, and the workplace.

Requiring all high schools to offer distance learning, dual credit courses and advanced placement courses in 2008-2009; and requiring all students entering the 9th grade in 2009-2010 to take at least one such course for graduation.

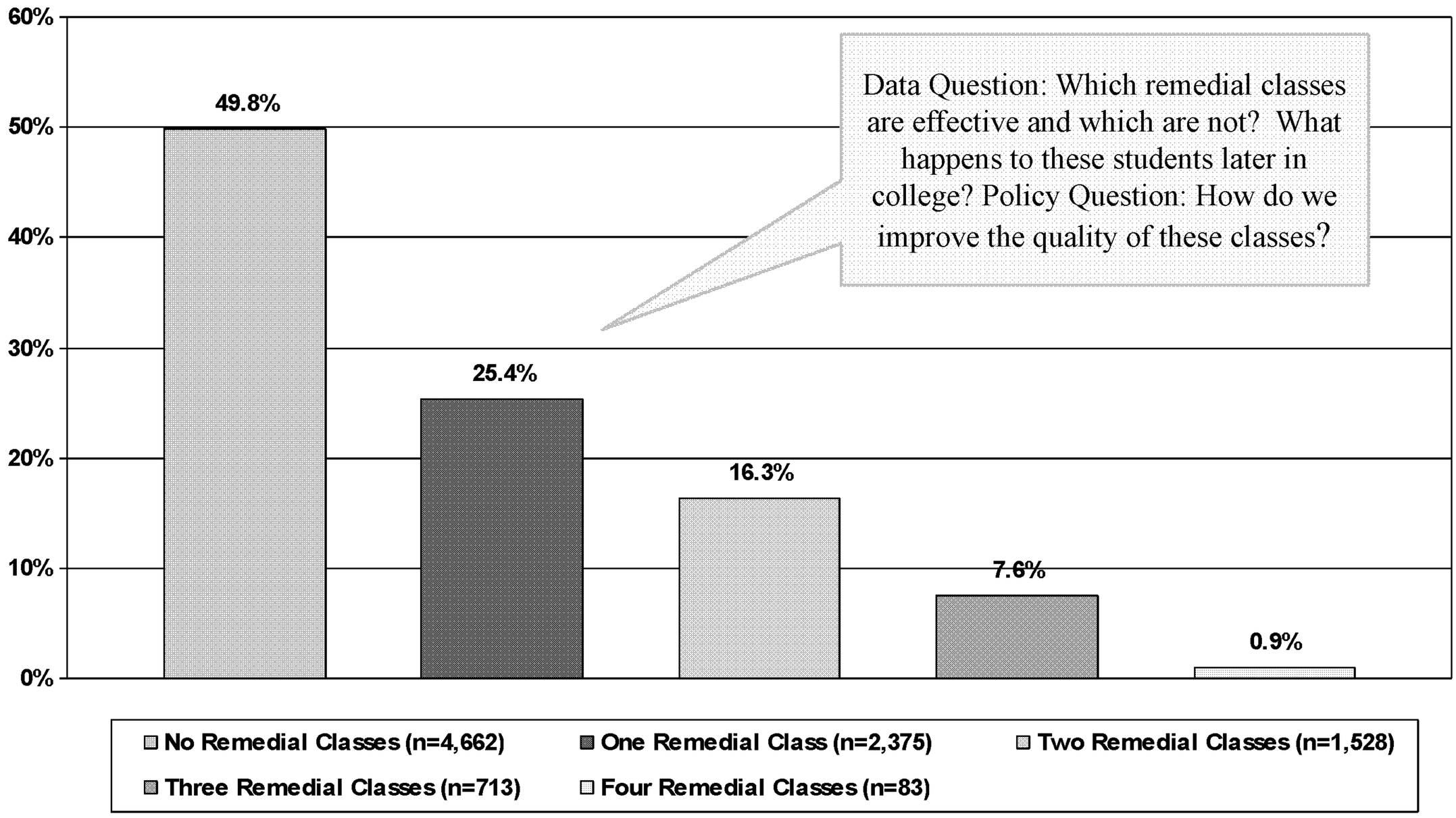
<table>
<tr><th>School Year
(HS Grad in Spring; College Freshman in Fall)</th><th>2007-08
(HS Grad 08 College Freshman in 08)</th><th>2008-09</th><th>2009-10</th><th>2010-11</th><th>2011-12</th><th>2012-13</th></tr>
<tr><td>Ready For College Report</td><td>2009</td><td>2010</td><td rowspan="3">HS
Freshman</td><td rowspan="3">HS
Sophomore</td><td rowspan="3">HS
Junior</td><td rowspan="3">HS
Senior Graduate / College Freshman</td></tr>
<tr><td>% of HS Graduates Taking Remedial Courses</td><td>50.2%</td><td>Available Summer 2010</td></tr>
<tr><td>Number of HS Graduates in Study</td><td>9,363</td><td>Available Summer 2010</td></tr>
</table>

Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes Only In Math Or Only In Reading: 2000-2008



Note: Data does not include charter schools or alternative schools

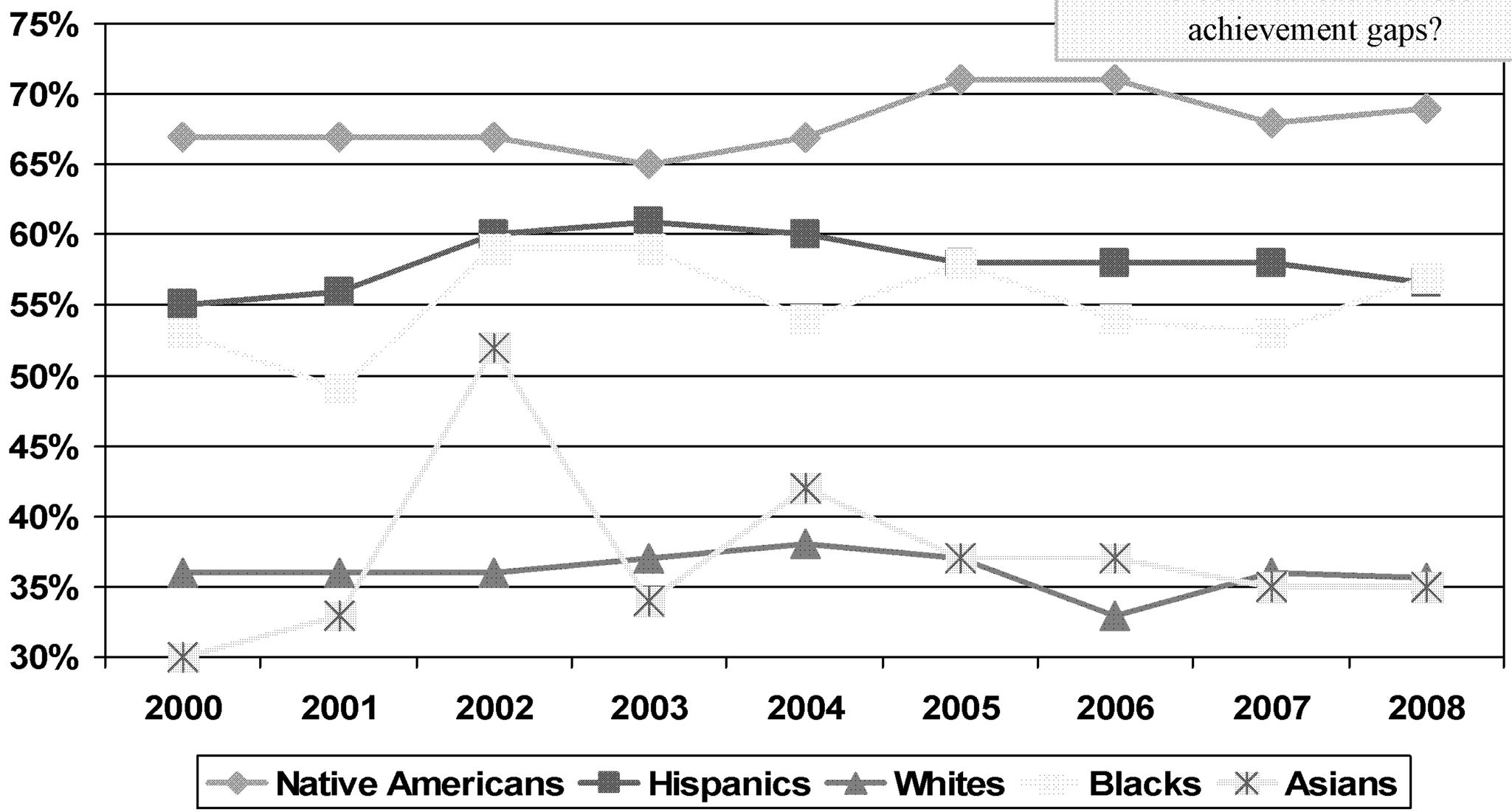
Percent of New Mexico Public High School Graduates Who Took Different Numbers Of Remedial Classes In New Mexico Colleges: 2008



Note: Data does not include charter schools or alternative schools

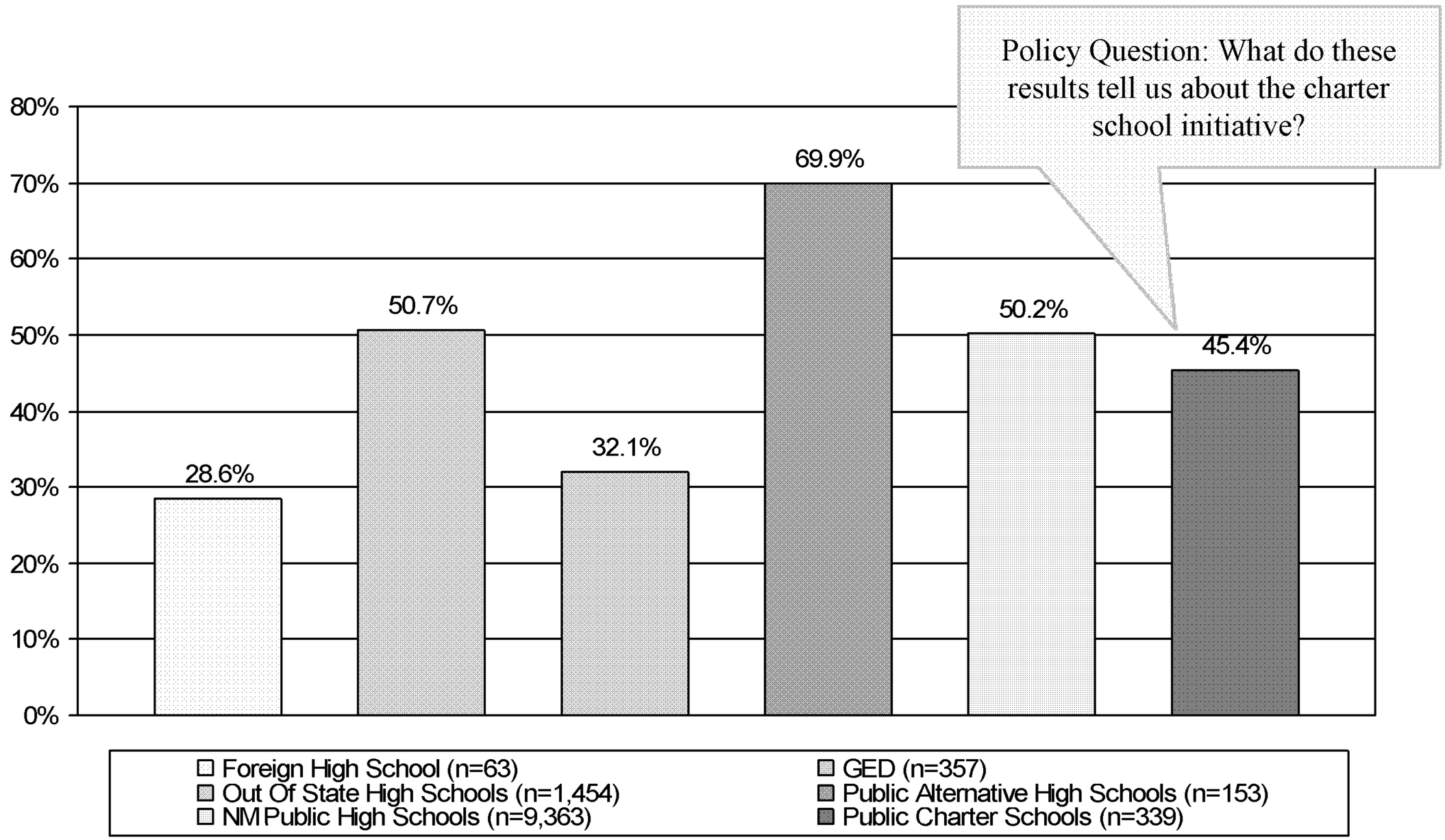
Percentage Of New Mexico Public High School Graduates Who Took Remedial Classes By Ethnicity: 2000 - 2008

Policy Question: How do we address the cultural and economic forces that lead to these achievement gaps?



Note: Data does not include charter schools or alternative schools

Percent of High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges By Type Of High School: 2008



Thinking About New Mexico's PreK-20 Education Pipeline

- Senate Bill 152: First Year Of College Outcomes Of New Mexico Public School Graduates
- The Relationship Between Assessments in High School and College
- New Mexico's Progress In Developing An Effective PreK-20 Data System

The Governor and The Legislature Have Given Us An Important Tool For Improving Readiness For College

SB 152: First Year Of College Outcomes Of New Mexico Public School Graduates – Annual Reports
Sponsored By Senator Cynthia Nava

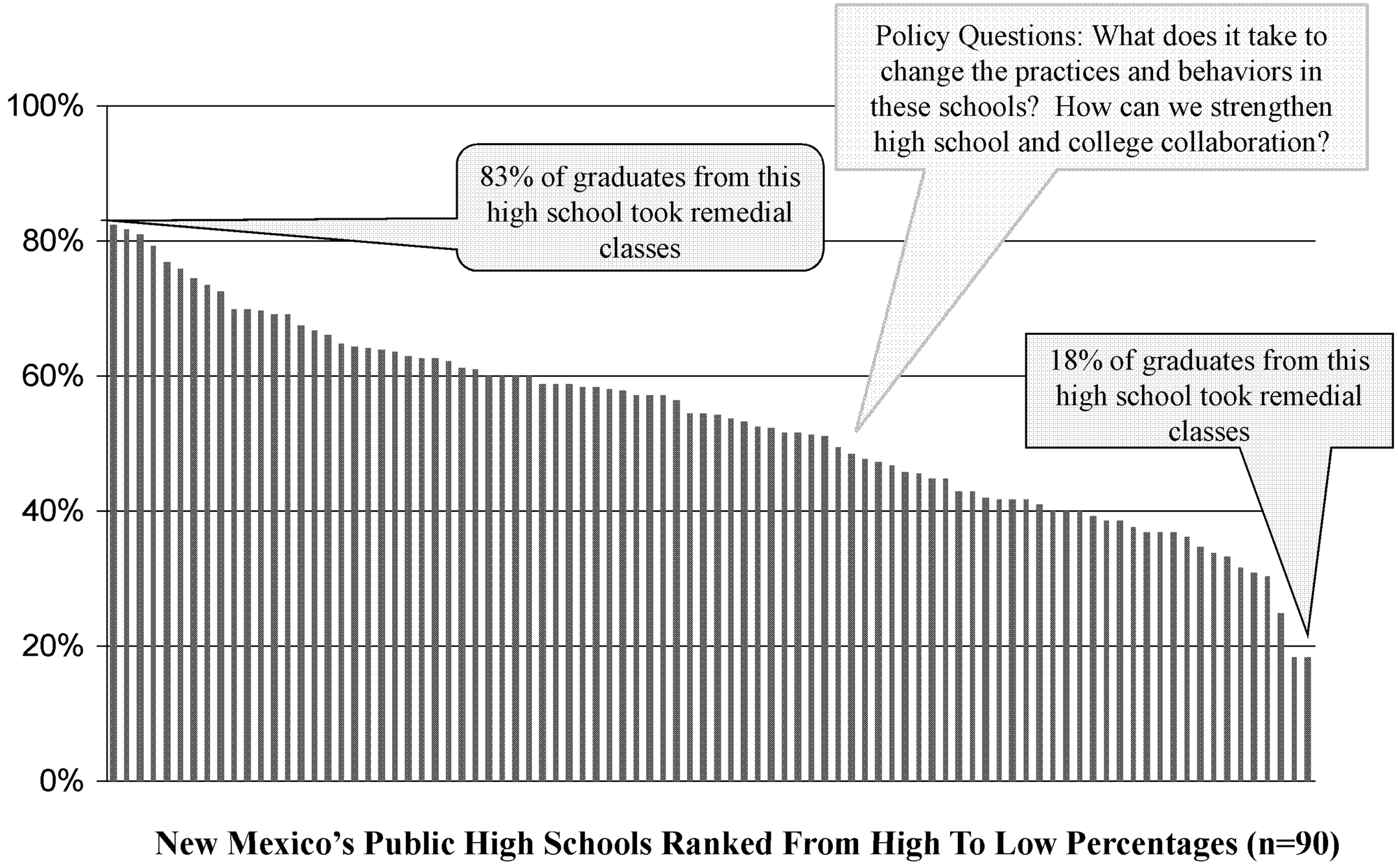
Senate Bill 152 – First Year Of College Outcomes Of New Mexico Public School Graduates

A. Upon request from a public high school or school district superintendent in New Mexico, a public post-secondary educational institution shall provide a report of students who enroll in the institution within three years of graduating from that high school or leaving that high school without enrolling in another high school or earning a general educational development certificate. Information in the reports may be used by the high schools and public post-secondary educational institutions to improve instruction, student preparation and advisement.

B. The higher education department, in consultation with the public education department and representatives of public high schools and public post-secondary educational institutions, shall prescribe the form of the reports. Reports shall not include any personally identifiable student information. The reports shall be designed to show advanced placement by subject, total credits earned, grade point averages, retention from fall to spring semester of the first year of college and frequency and patterns of remedial or development courses being taken.

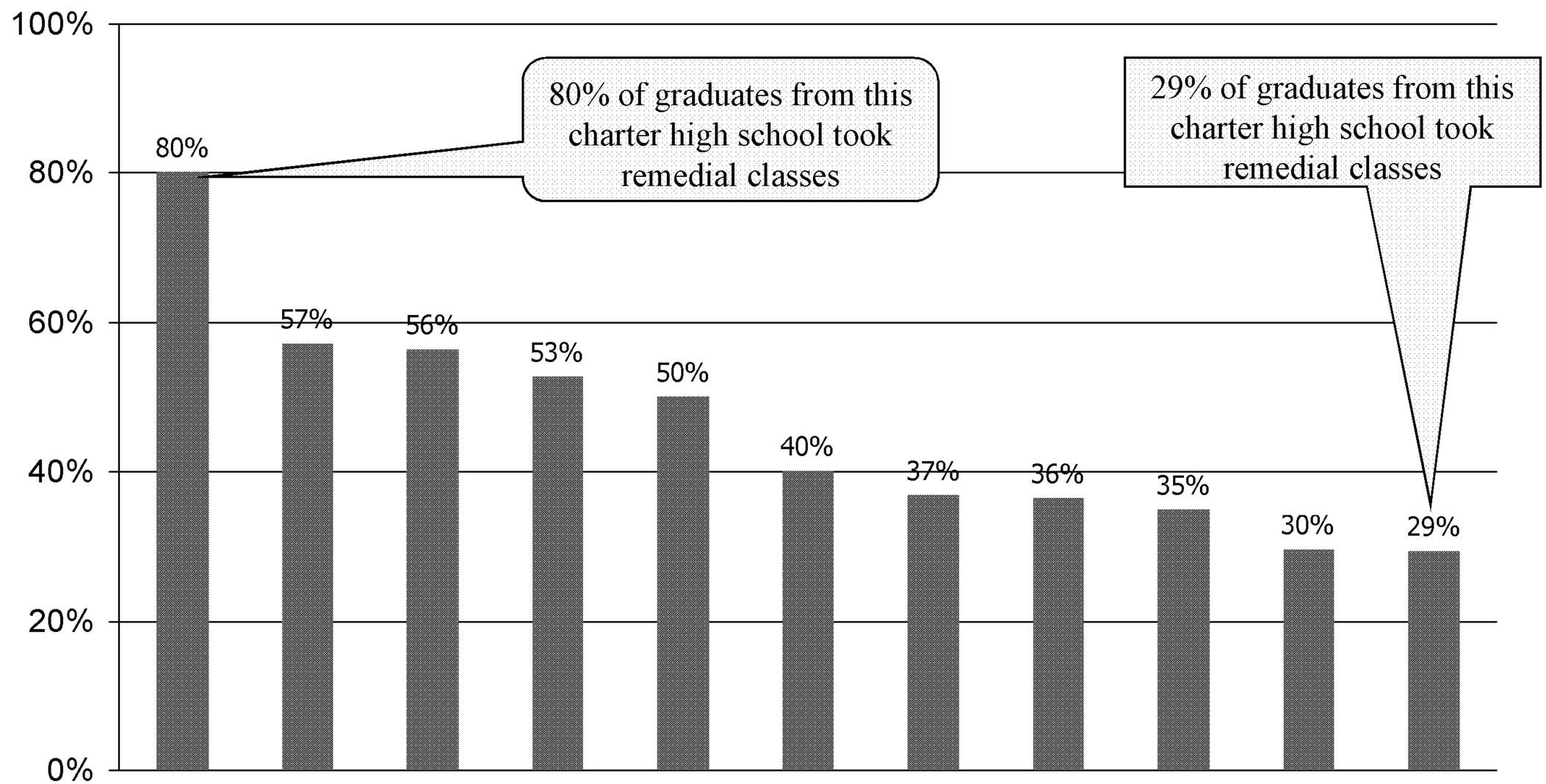
C. The higher education department shall be provided with copies of the reports.

Percent of Public High School Graduates Taking Remedial Math And/Or Reading Courses In College By High School: 2008



16 Note: Data does not include charter schools or alternative schools and public high schools with less than 10 students included in this study.

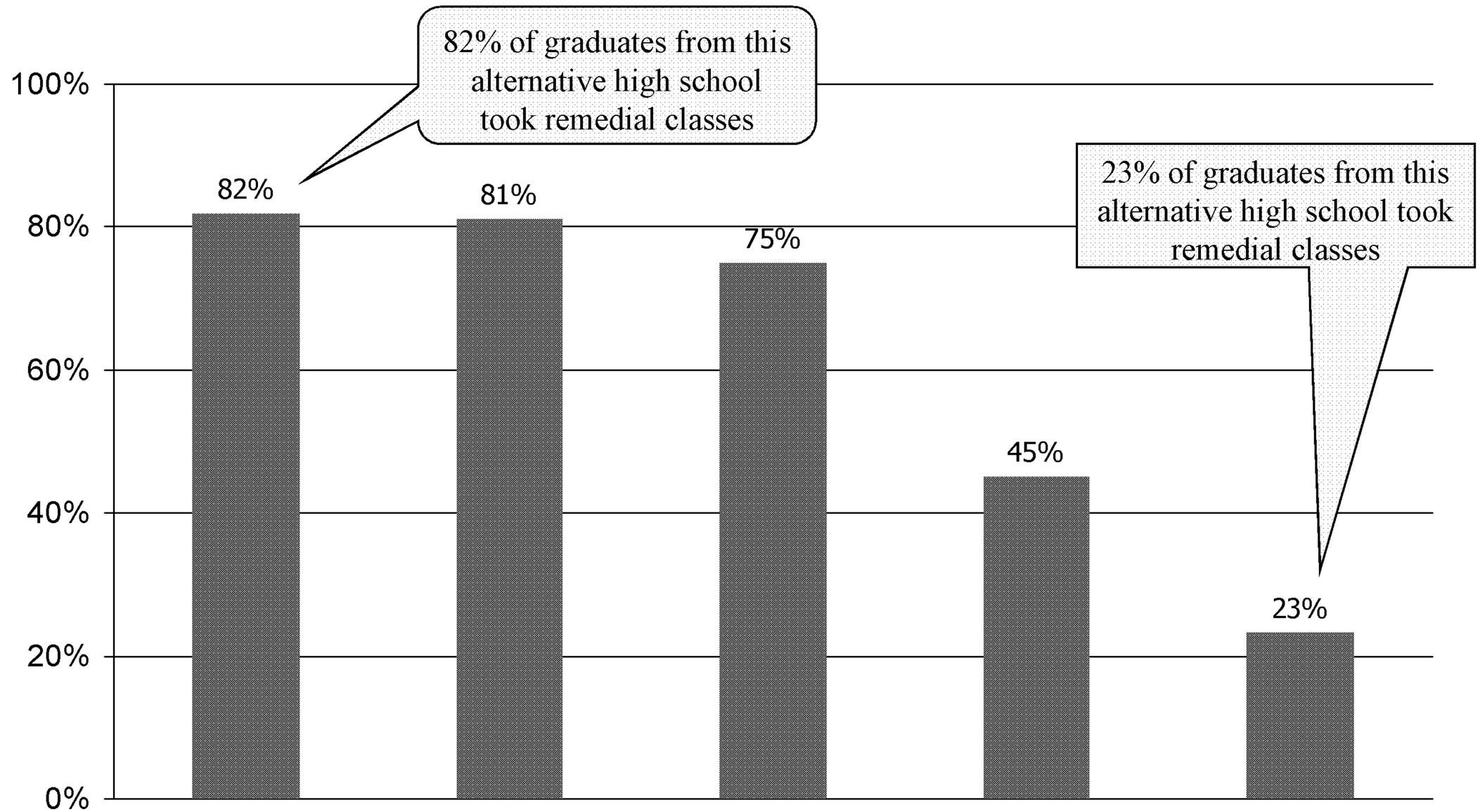
Percent of Public Charter High School Graduates Taking Remedial Math And/Or Reading Courses In College By High School: 2008



New Mexico's Public Charter High Schools Ranked From High To Low Percentages (n=12)

Note: Data does not include public high schools or alternative schools and public charter schools with less than 10 students included in this study.

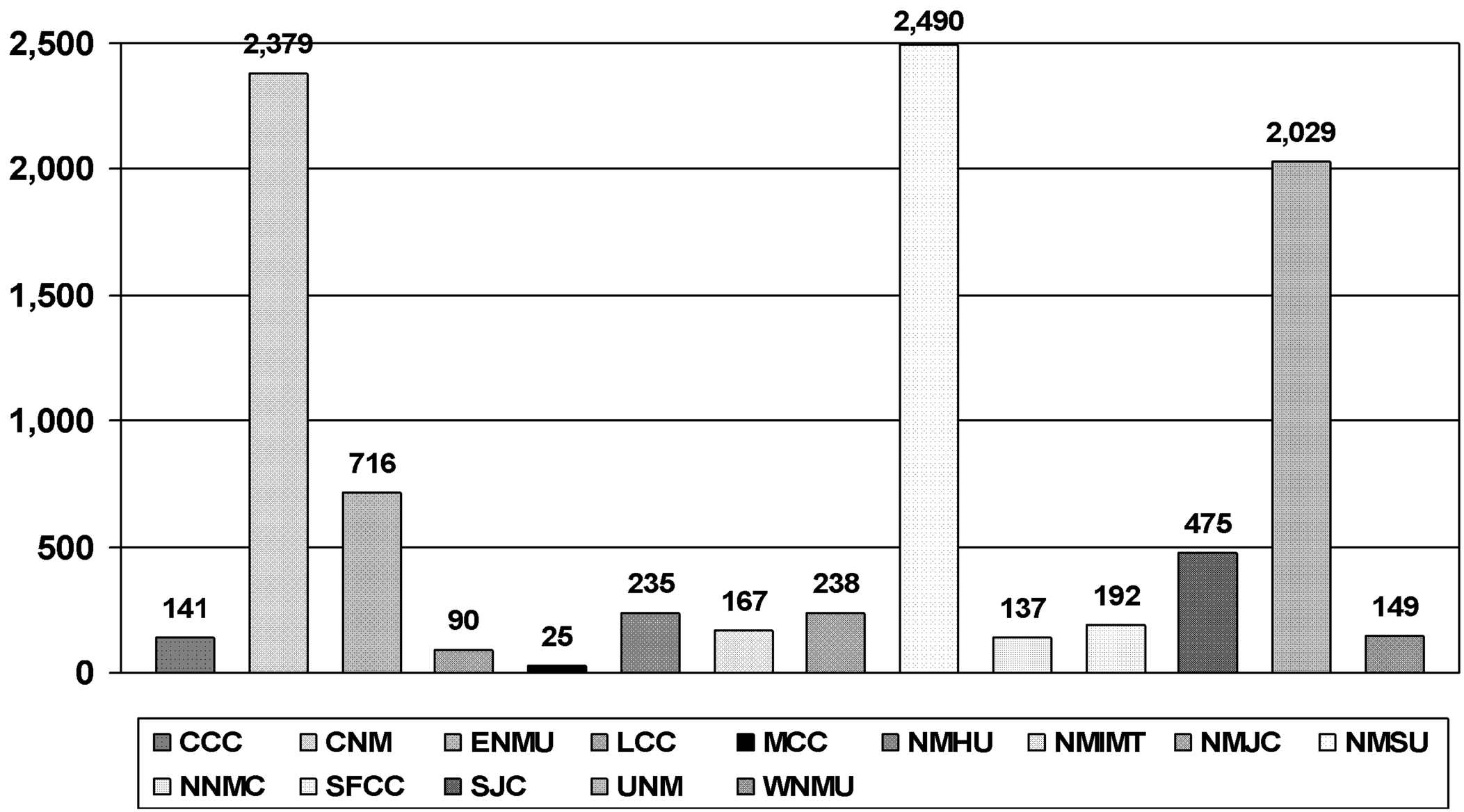
Percent of Public Alternative High School Graduates Taking Remedial Math And/Or Reading Courses In College By High School: 2008



New Mexico's Public Alternative High Schools Ranked From High To Low Percentages (n=5)

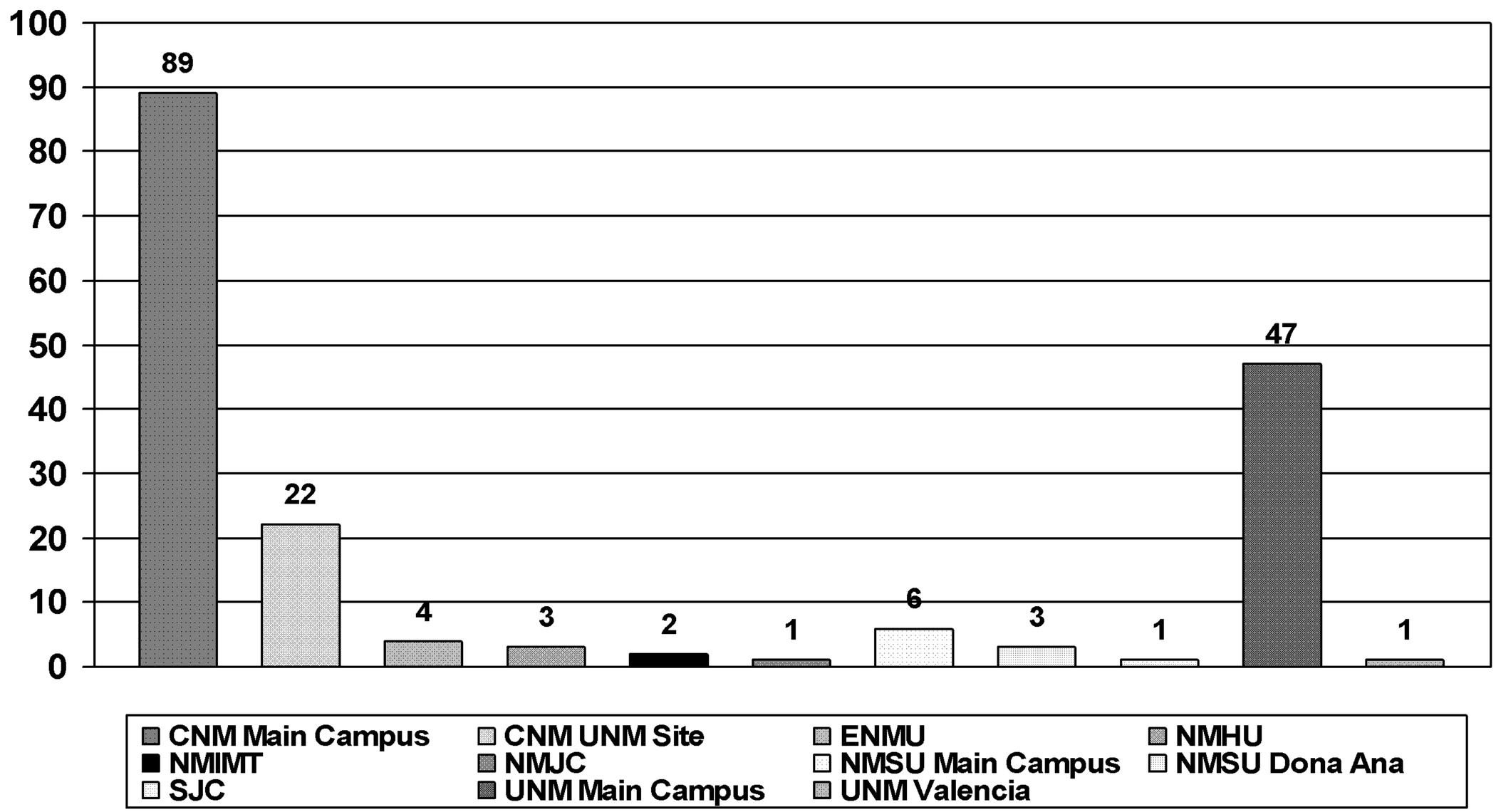
Note: Data does not include public high schools or charter schools and public alternative schools with less than 10 students included in this study.

New Mexico Public High School Graduates Attendance At New Mexico Colleges and Universities In Fall of 2008



Note: Data does not include charter schools or alternative schools

Example Report For An Individual New Mexico High School: College Attendance By High School (Fall 2008).



High Schools Interested In Obtaining Data For Their Schools Should Contact OEA at 505-476-1070

Exploring The Relationship Between Proficiency On The 11th Grade New Mexico Standards-Based Assessments (NMSBA) In Math And Reading And College Readiness

Data And Policy Questions To Consider:

- Does student performance on the NMSBA predict performance in college?
- Can public school teachers use the performance of their students on the NMSBA as one measure of how effectively they are preparing their students for success in college?
- Can students and parents have some confidence that performance on the NMSBA is related to student readiness for college?

The Relationship Between The New Mexico Standards-Based Assessment (NMSBA) And The Need For College Remediation

- The 2009 study of the relationship between the NMSBA and the need for remediation in college is a detailed study of the comparison between the NMSBA math and reading scores of over 6,883 public high school students who were 11th graders in 2006-2007 with the number of remedial courses those same students took in college as freshmen in fall of 2008.
- The results of this study indicate a strong relationship between how students perform on the 11th grade NMSBA and how many remedial courses they take two years later in college. The better students perform on the 11th grade assessment, the less likely they are to take remedial courses in college.
- The high school redesign initiatives passed in 2007 and 2008 included refining the ways students are assessed in high schools. The traditional 9th grade assessments and high school competency exam are scheduled to be replaced with a set of exams that assess student readiness for high school, college, and the workplace. Once these new assessments are in place, it will be important to conduct similar analyses to ensure strong alignment between how students are assessed in high schools and how they are assessed in higher education.

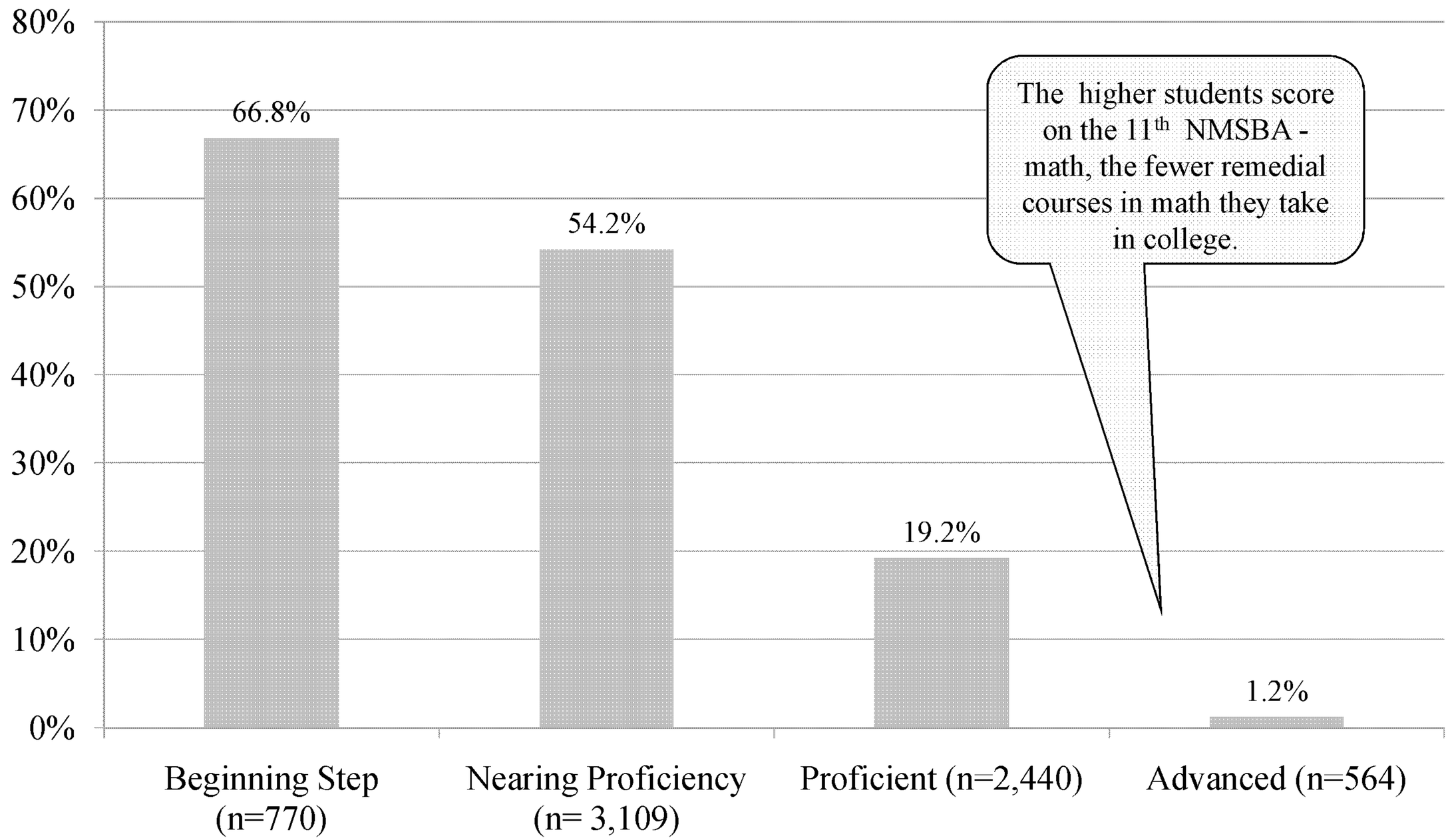
The Relationship Between NMSBA Scaled Scores and Number of Remedial Courses Taken in College

Descriptive Statistics	Mean	Std. Deviation	N
NMSBA Math Scaled Scores	592.11	28.79	6,883
NMSBA Reading Scaled Scores	628.34	31.51	6,883
Number Of Remedial Courses Taken In Reading	.38	.64	6,883
Number Of Remedial Courses Taken In Math	.42	.55	6,883

Correlations	Number of Remedial Courses Taken In Math	Number of Remedial Courses Taken In Reading
NMSBA Math Scaled Scores Significance N	-.425 .000 6,883	
NMSBA Reading Scaled Scores Significance N		-.440 .000 6,883

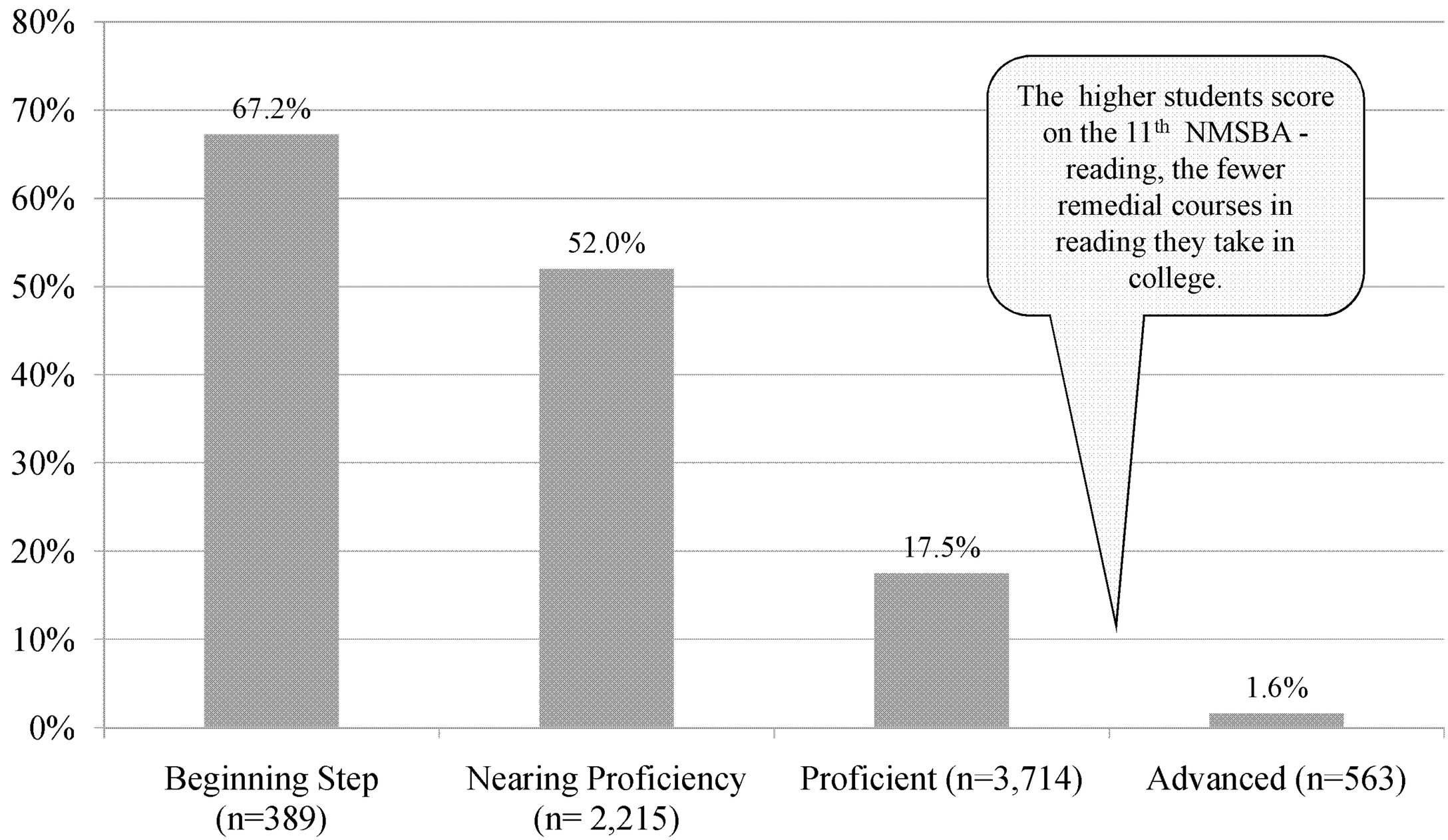
These significant correlations mean that public school students with higher scores on the NMSBA tended to take fewer remedial courses in college.

The Relationship Between Performance Level On The NMSBA And The Percentage Of Students Who Took Remedial Courses In Math In College



24

The Relationship Between Performance Level On The NMSBA And The Percentage Of Students Who Took Remedial Courses In Reading In College



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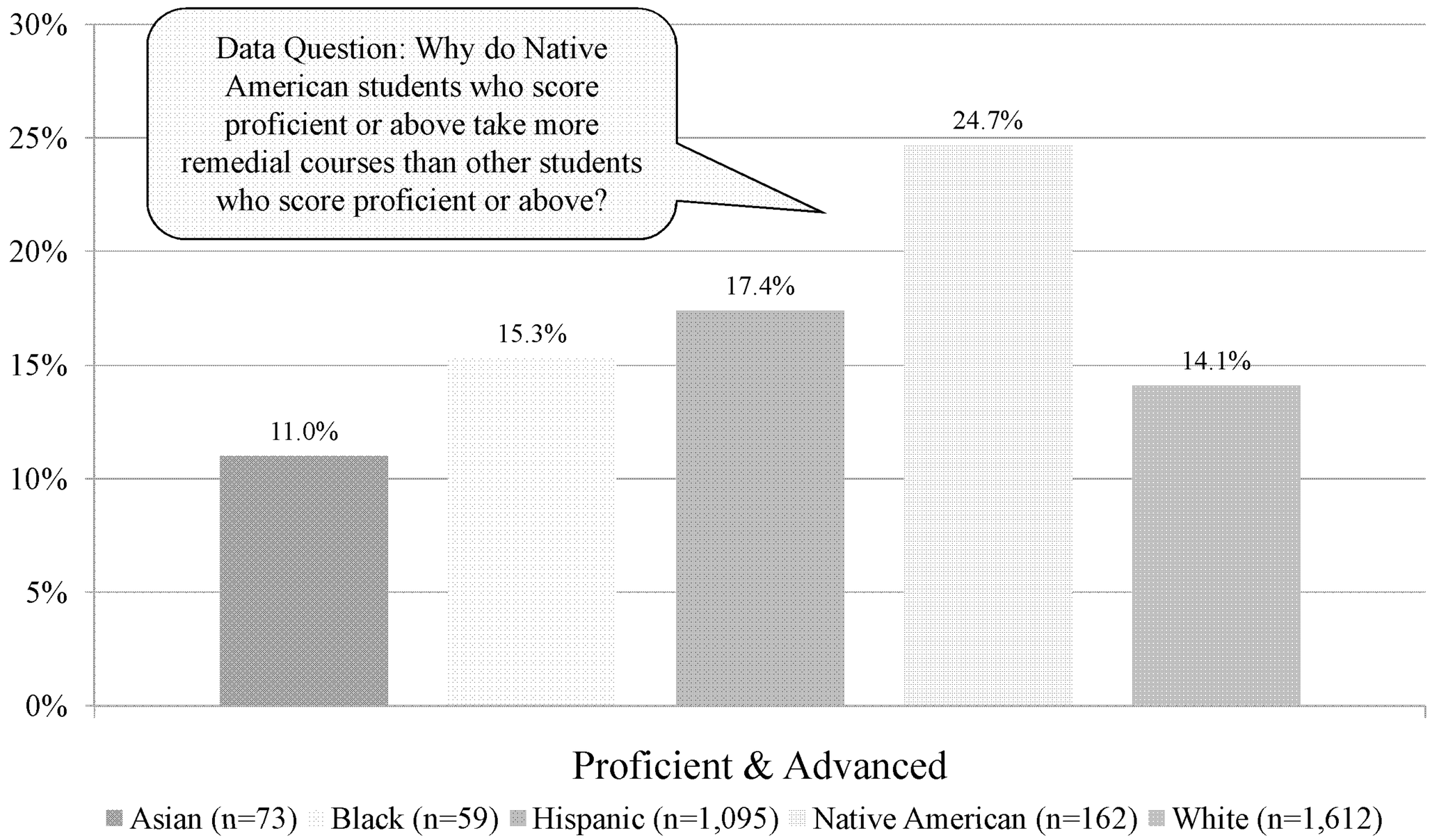
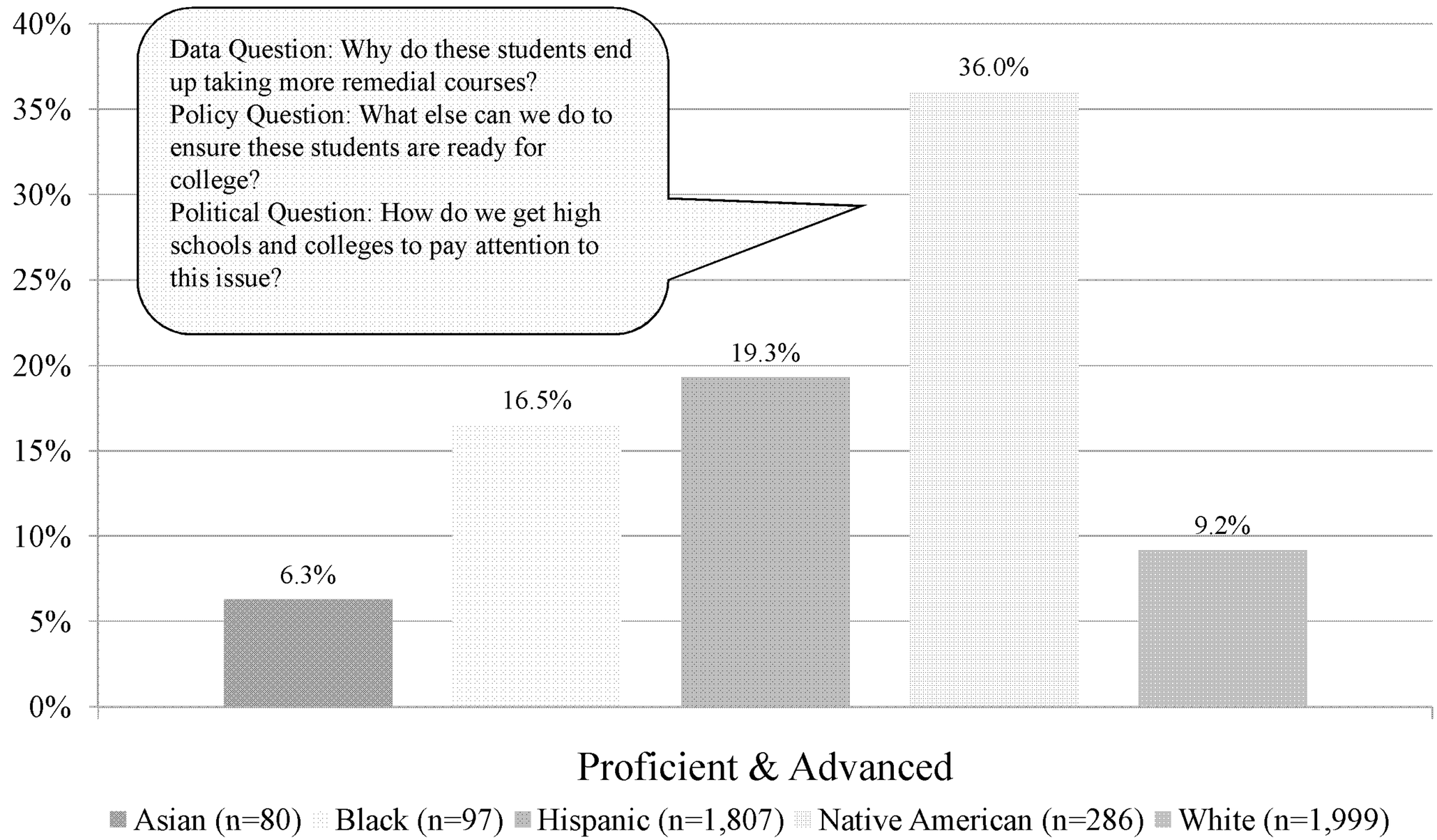
The Percentage Of Students Who Scored Proficient Or Above On The 11th Grade NMSBA In Math And Took Remedial Courses In Math In College By Ethnicity



The Percentage Of Students Who Scored Proficient Or Above On The 11th Grade New Mexico Standards-Based Assessment In Reading And Took Remedial Courses In Reading In College Two Years Later By Ethnicity



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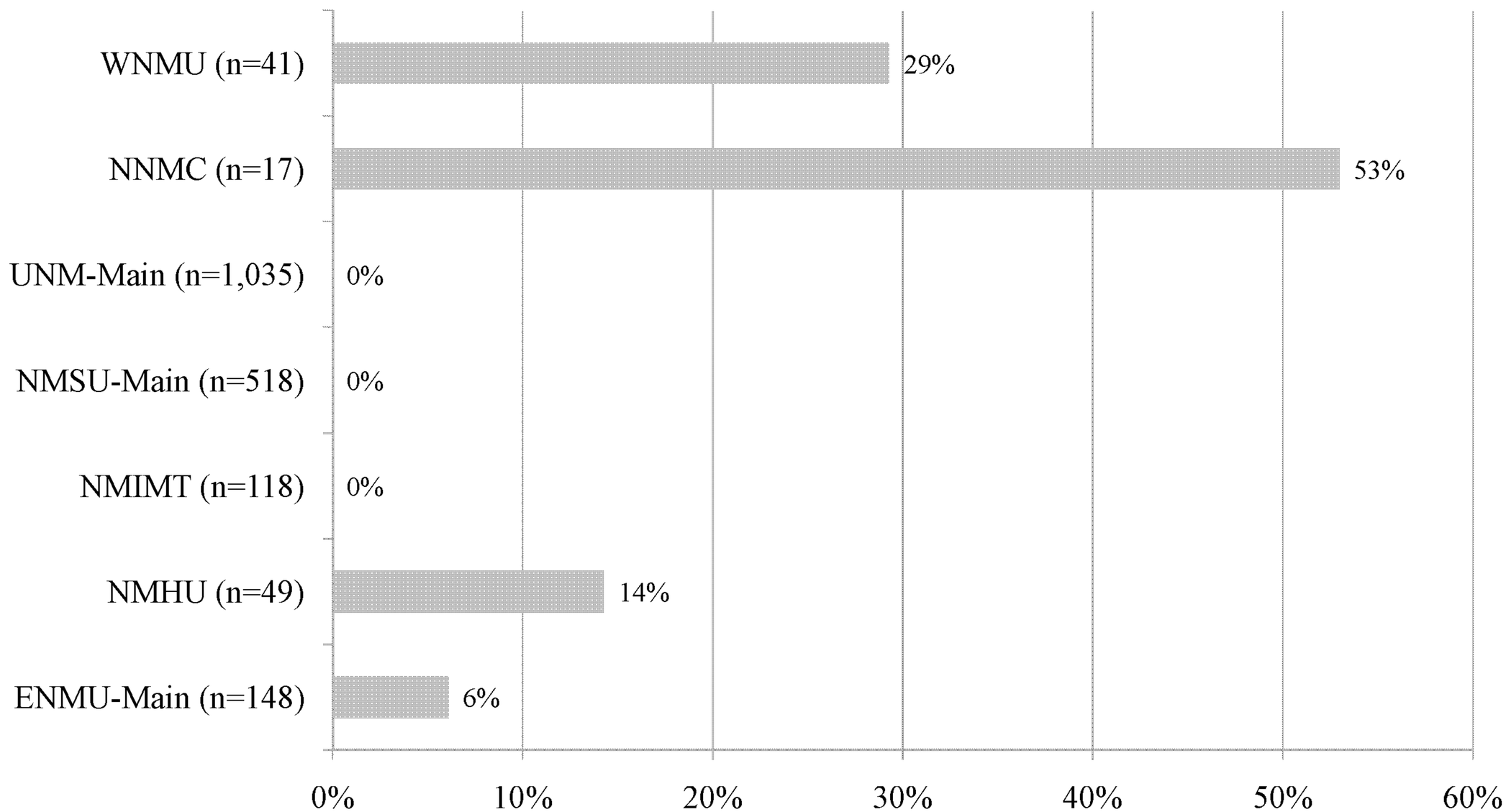
The Next Set Of Analyses Examined How Remedial Rates For Students Who Scored Proficient Or Above On The 11th Grade SBA Varied By College

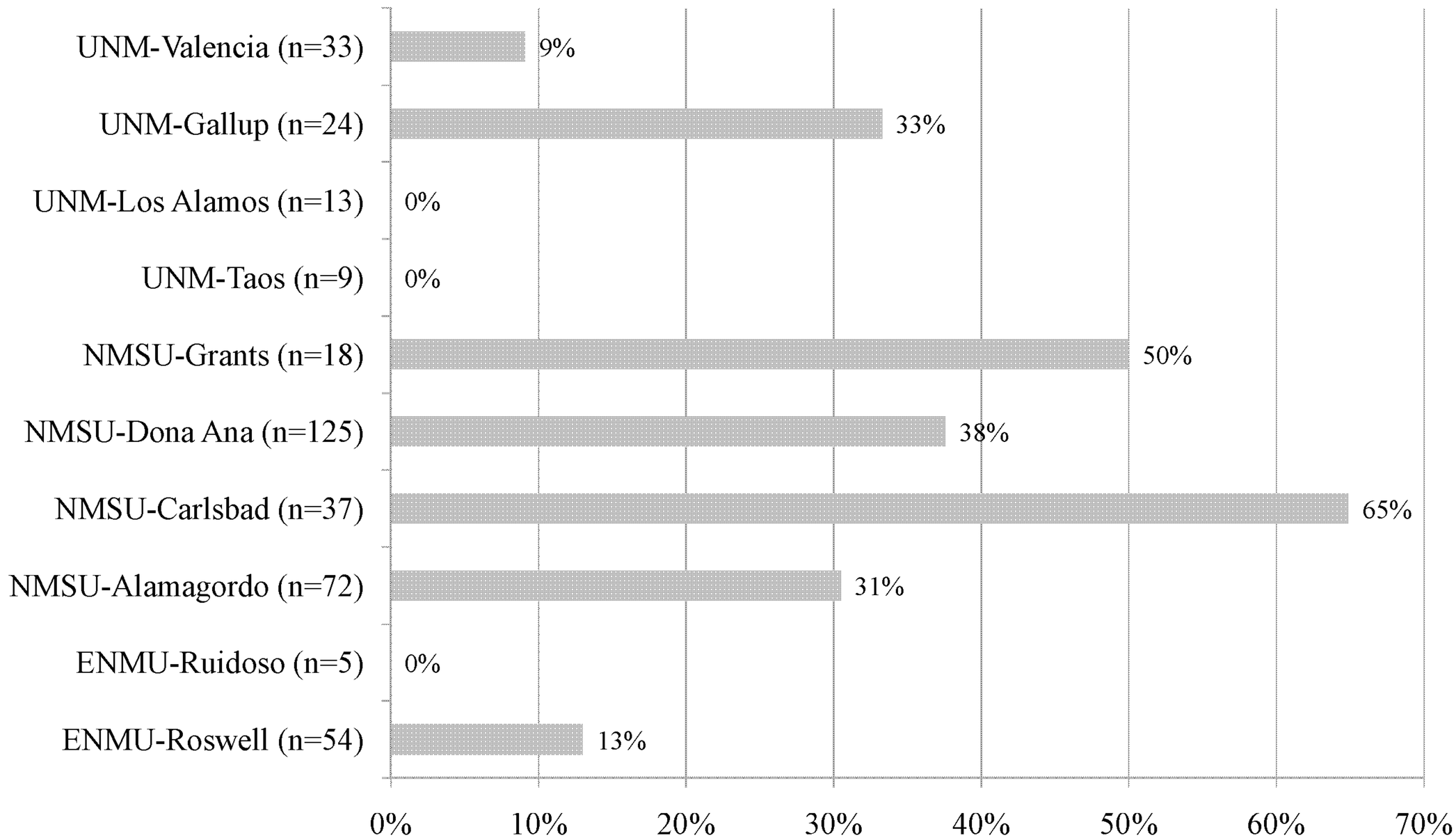
- It is important to note that colleges and universities handle student remediation differently.
  - NMAC 5.3.12.9 A(2) – Developmental credit: Developmental course credits are not eligible for funding credit at the doctoral institutions, nor for any degree or certification at any institution.
- The four year institutions often collaborate with two year colleges to provide developmental courses to those students who need remediation in math or reading.
- The following charts **DO NOT** assume that the 11th grade tests are correct and the college placement tests are wrong. The data do argue, however, that high schools and colleges need to have a clearer understanding of what the terms "proficient," "advanced," and "ready for college" means.
- These data also argue that we need a clearer understanding of how course taking patterns and other educational experiences, particularly in 12th grade, impact a student's readiness for college. Clearly, scores on an 11th grade assessment are only one sign of college readiness.

The Percentage Of Students Who Scored Proficient And Above On The 11th Grade NMSBA In Math And Who Took Remedial Courses In Math By 4-Year Colleges And Universities



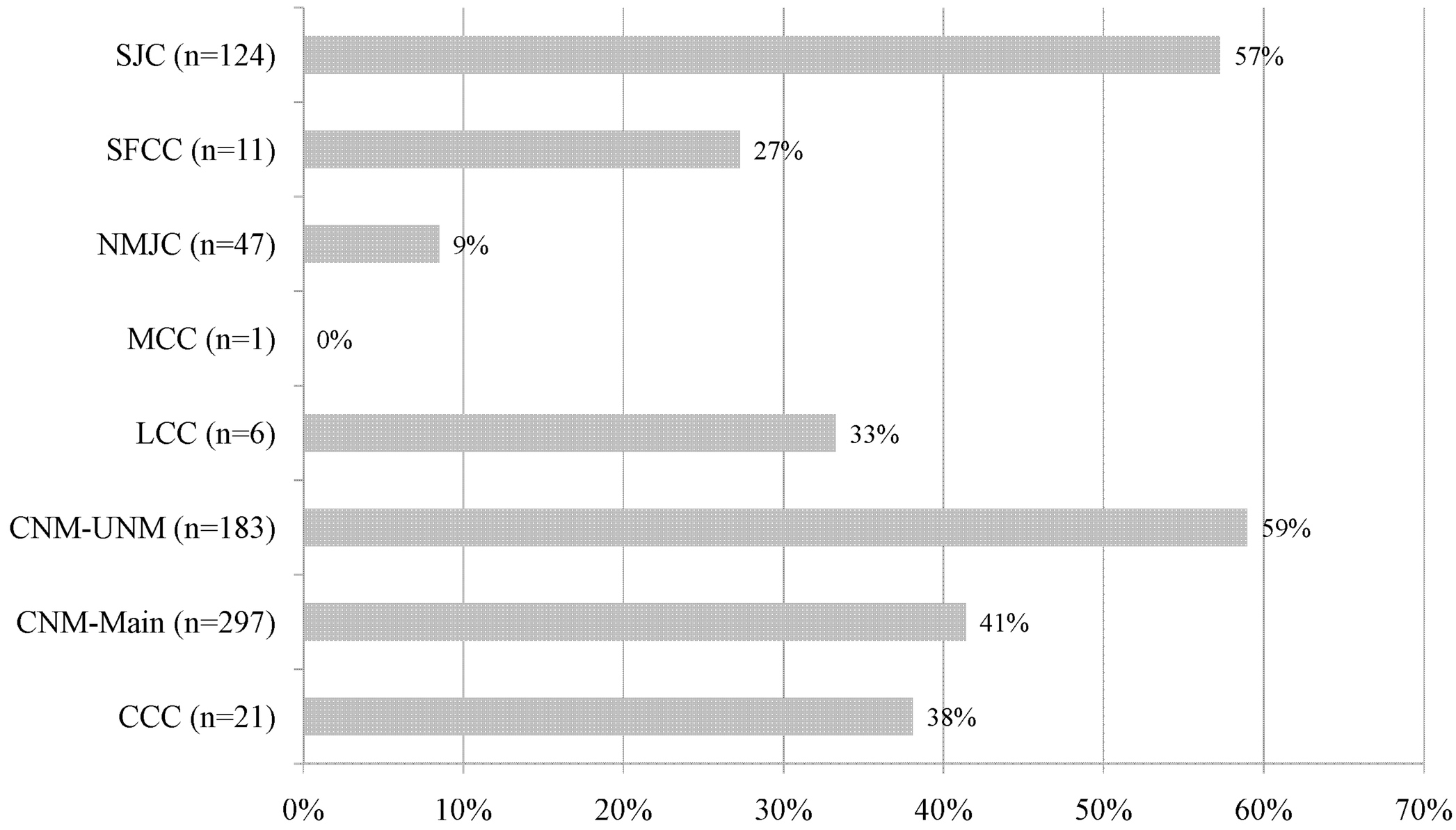
Note: Students may have attended several colleges during their first semester.
These data are based on the first institution they attended.

The Percentage Of Students Who Scored Proficient And Above On The 11th Grade NMSBA In Math And Who Took Remedial Courses In Math By 4-Year Branch Campuses



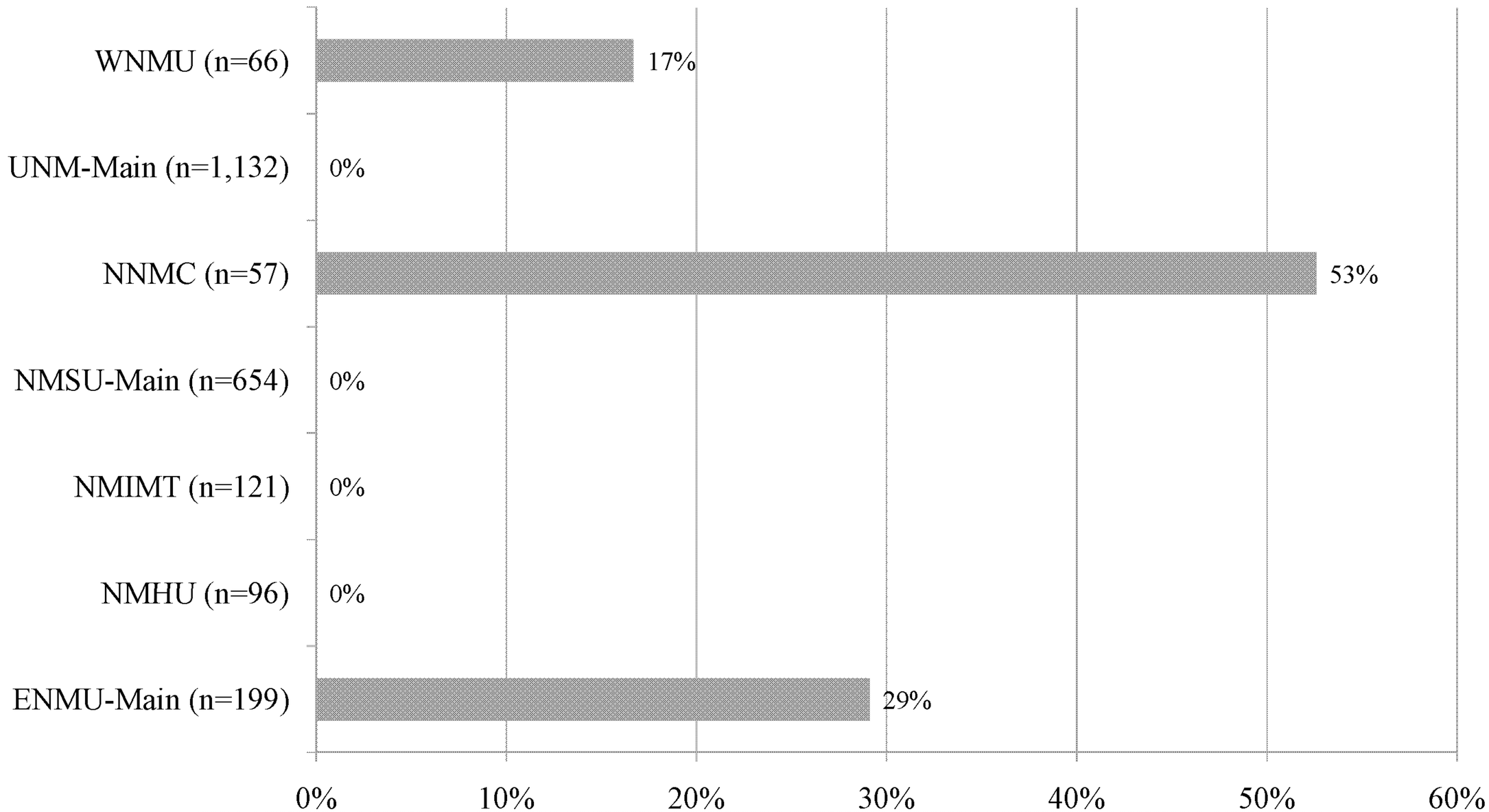
Note: Students may have attended several colleges during their first semester.
These data are based on the first institution they attended.

The Percentage Of Students Who Scored Proficient And Above On The 11th Grade NMSBA In Math And Who Took Remedial Courses In Math By Community College



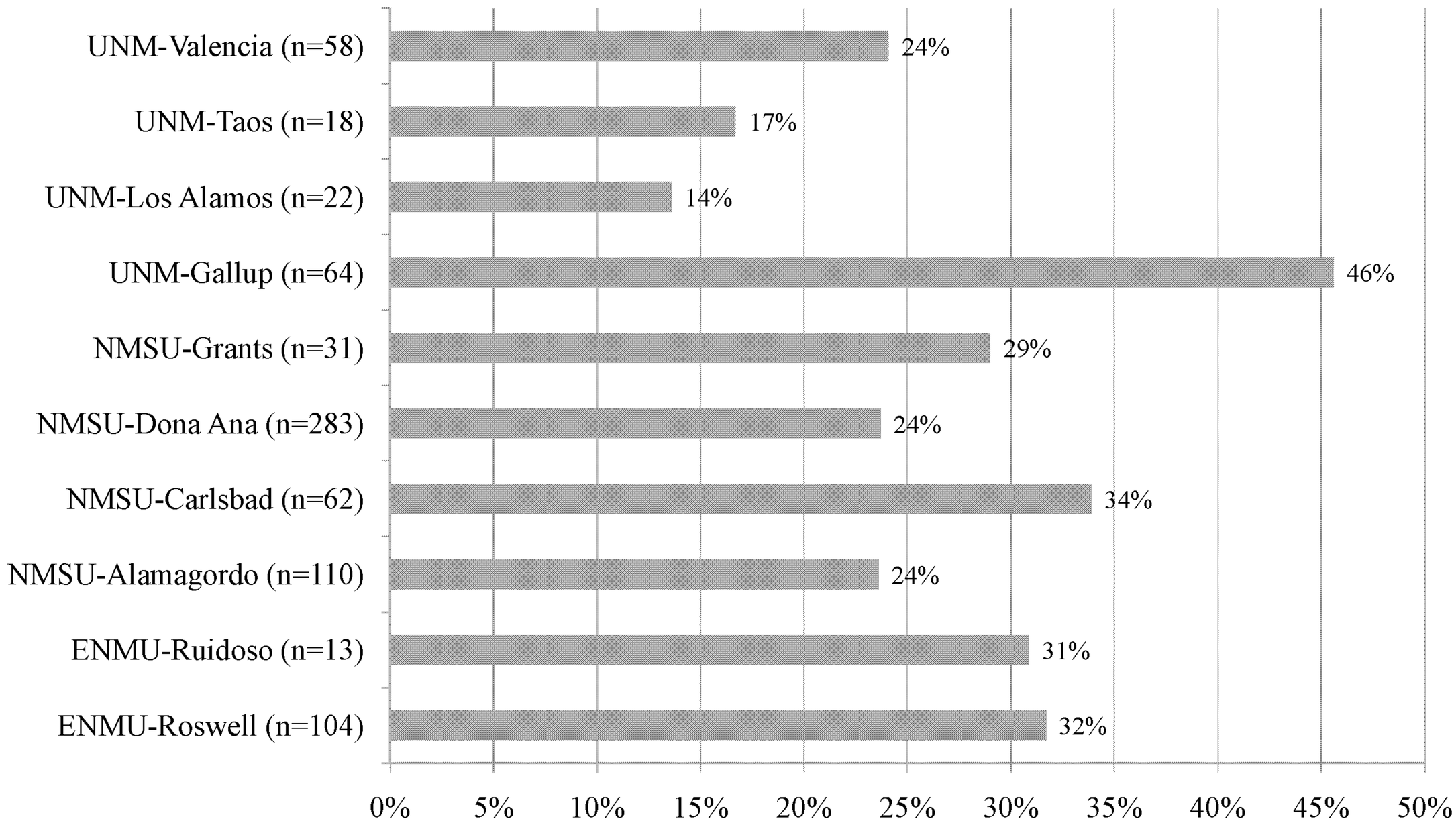
Note: Students may have attended several colleges during their first semester.
These data are based on the first institution they attended.

The Percentage Of Students Who Scored Proficient And Above On The 11th Grade NMSBA In Reading And Who Took Remedial Courses In Reading By 4 -Year Colleges and Universities



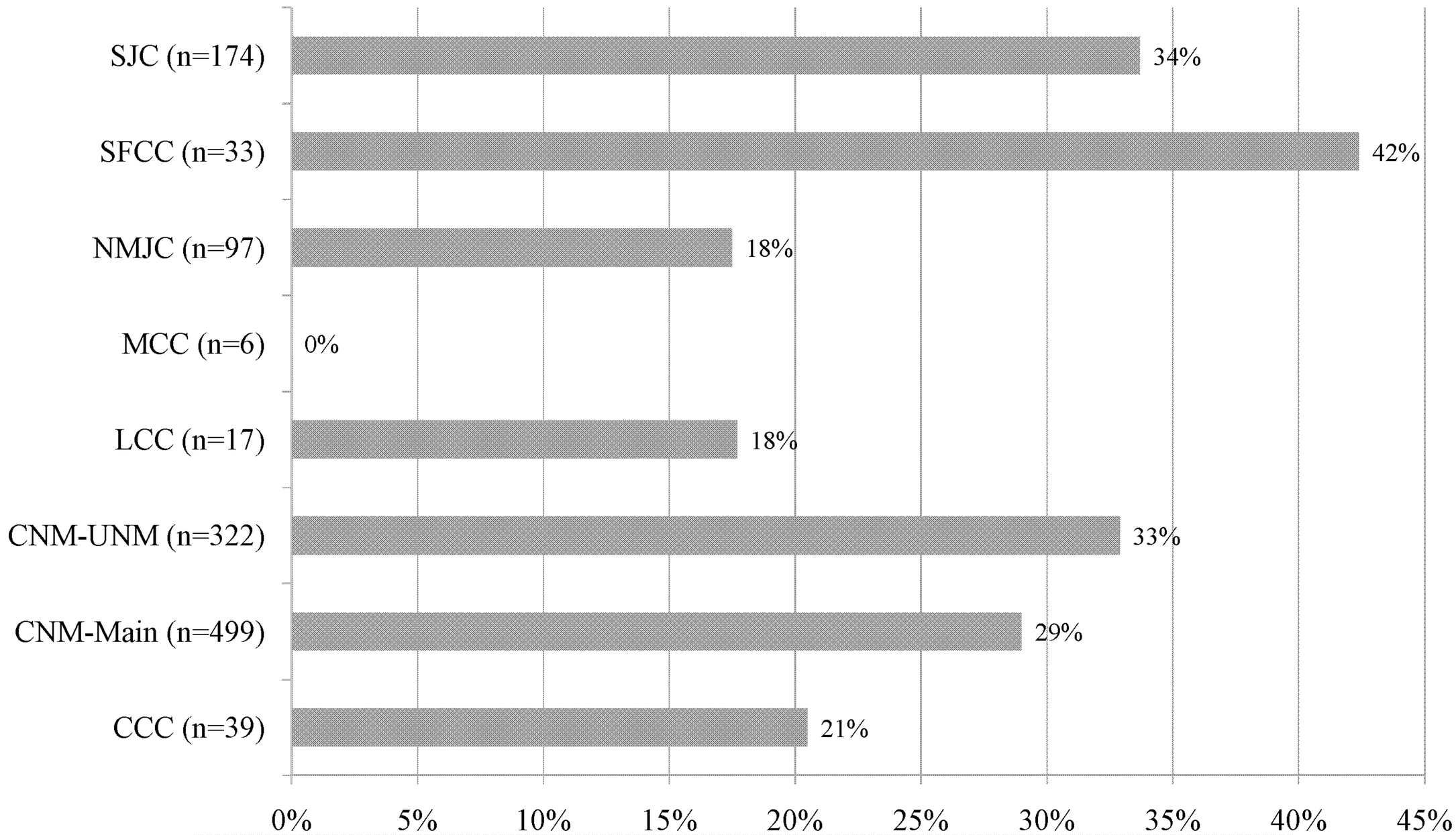
Note: Students may have attended several colleges during their first semester.
These data are based on the first institution they attended.

The Percentage Of Students Who Scored Proficient And Above On The 11th Grade NMSBA In Reading And Who Took Remedial Courses In Reading By 4-Year Branch Campuses



Note: Students may have attended several colleges during their first semester.
These data are based on the first institution they attended.

The Percentage Of Students Who Scored Proficient And Above On The 11th Grade NMSBA In Reading And Who Took Remedial Courses In Reading By Community College



Note: Students may have attended several colleges during their first semester.
These data are based on the first institution they attended.

The Relationship Between The New Mexico Standards Based Assessment (NMSBA) And The Need For College Remediation

- These analyses reveal that the relationship between students' performance on the 11th grade NMSBA and the number of remedial classes in math and reading they take in college is complex and impacted by factors including ethnicity and by college.
- These results do not mean that the SBA data is correct and remediation data is wrong, or visa versa. Rather, these results indicate that we need to study carefully how proficiency levels in high school assessments and cut scores in college assessments are determined, how they related to each other, and what they communicate to the students, parents, and educators who rely on them.

Potential Policy Recommendations For Aligning Assessments In High School and College

- Ensure that proficient and above on the NMSBA means prepared for college.
- Examine the impact of existing college placement policies on student success in college.
- Communicate college entry standards to high school students and related audiences.
- Enhance the capacity of data and performance measurement systems to track and analyze remedial education outcomes.
- Aligning assessments is not just about the cut score. It is really about developing a common understanding of what college readiness means.

Sources: *It's Not About The Cut Score: Redesigning Placement Assessment Policy To Improve Student Success.* Michael Collins, Achieving The Dream, Jobs For The Future, July 2008
Transforming Statewide High School Assessment Systems: A Guide For State Policymakers. Achieve, November 2008

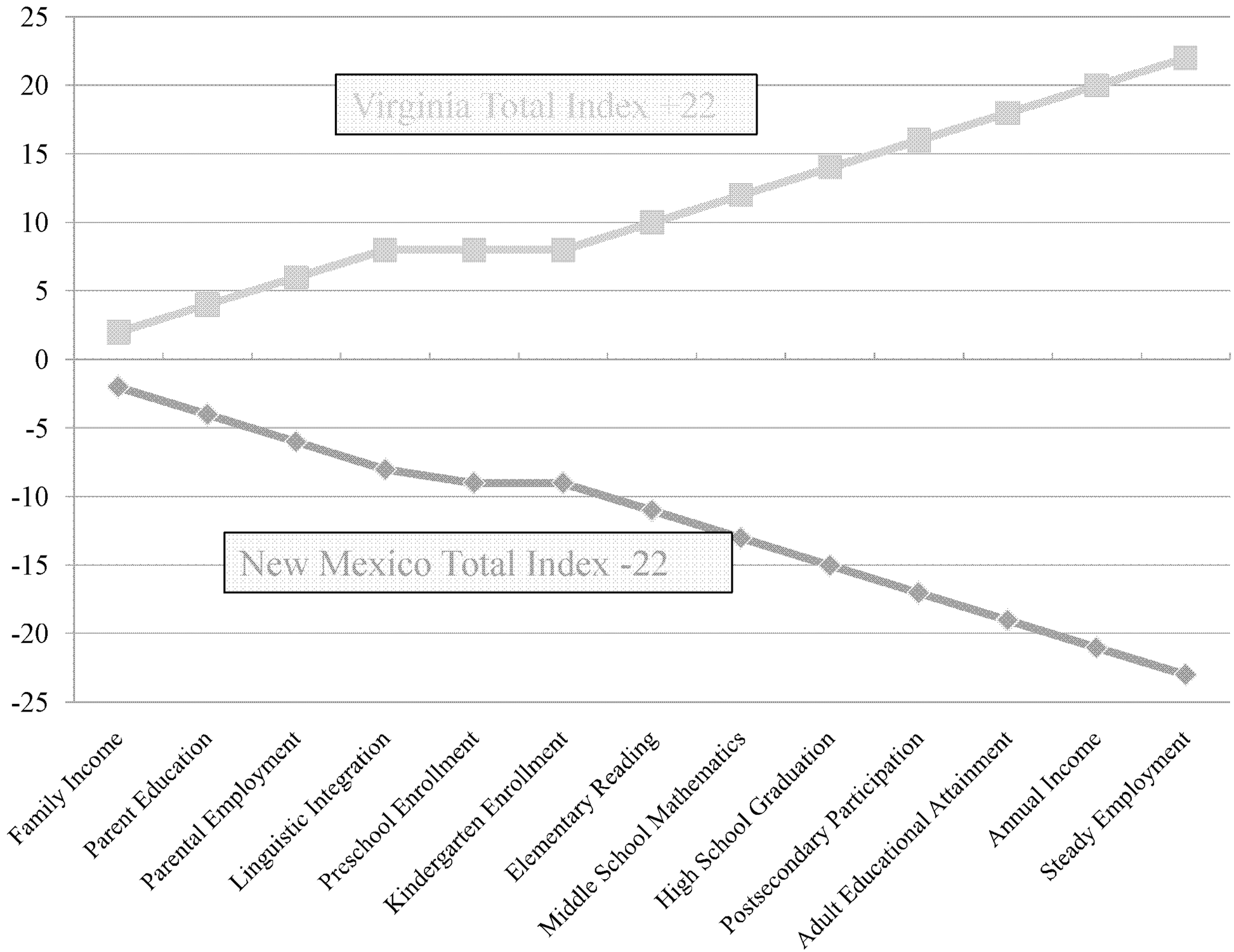
The Analyses Presented In The 2009 Ready For College Provide Examples Of How A Longitudinal Data System Can Help Us Improve The Transition Between High School And College.

These Analyses Also Illustrate Why New Mexico Needs An Effective Longitudinal Data System That Can Help Us Understand How Students Progress From Pre-Kindergarten Programs Through Public Education And On Into Higher Education And The Workforce

Why New Mexico Needs A PreK-20 Data System

- The challenges New Mexico faces are systemic in nature.
- Identify ways to improve student success at every level of New Mexico education system from Pre-K through K-12 through postsecondary education and or the workforce.
- To provide teachers, principals and others with timely data that will help improve student achievement.
- Use the data in the system to improve the effectiveness and efficiency of New Mexico's efforts to improve its system of education.
- To comply with the federal America Competes Act and to meet the accountability requirements of the ARRA Funds.

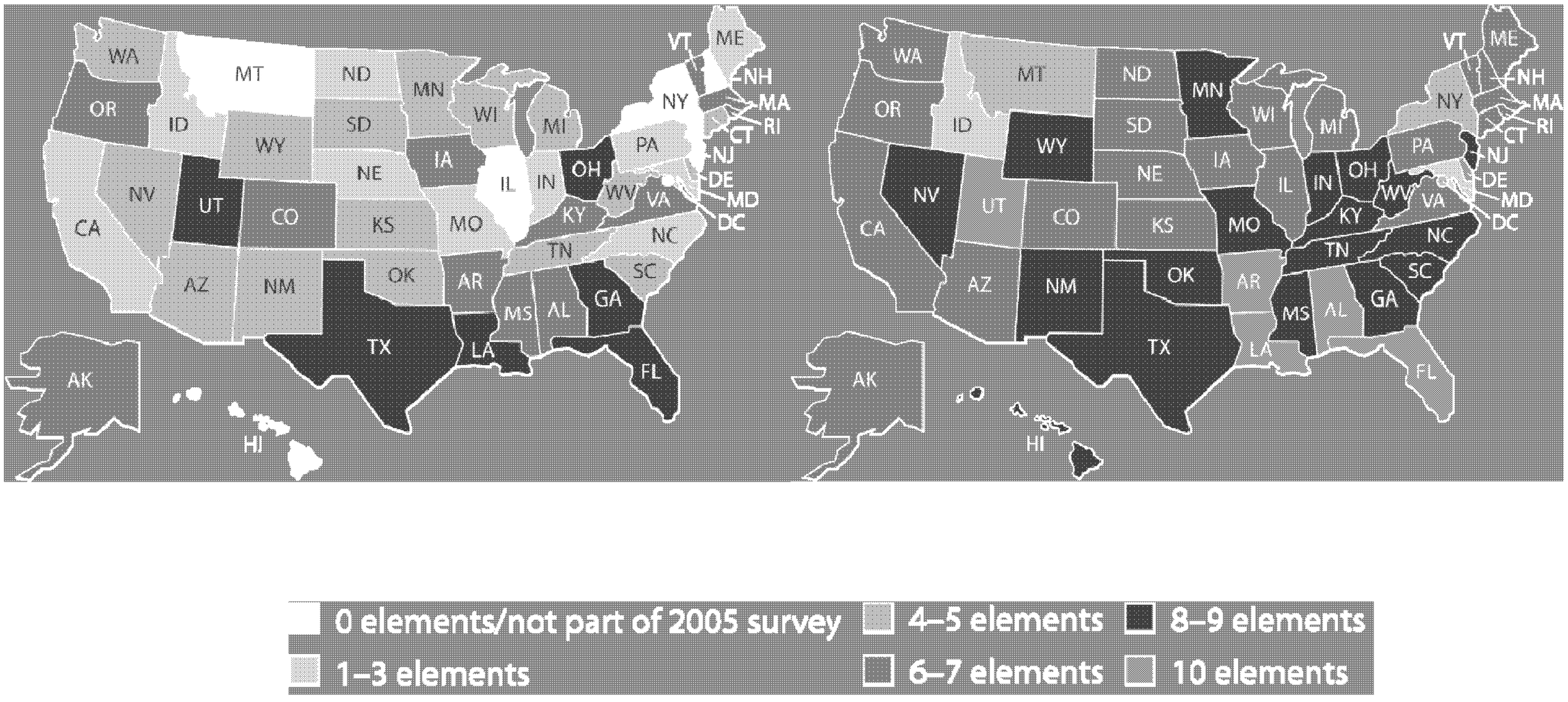
Quality Counts: 2007 Chance For Success



What Is The Current Status Of New Mexico's PreK-20 Data System

40

Data Quality Campaign Progress: 2005-2008



Source: Paige Kowalski, Data Quality Campaign

Data Quality 10 Essential Elements Of A Longitudinal Data System

(Source 2008 Data Quality Campaign and the National Center for Educational Achievement Survey)

Element	New Mexico
1.A unique statewide student identifier that connects student data across key databases across years.	Yes
2. Student-level enrollment, demographic and program participation information.	Yes
3. The ability to match individual students' test records from year to year to measure academic growth.	Yes
4. Information on untested students and the reasons they were not tested.	Yes
5. A teacher identifier system with the ability to match teachers to students.	Yes
6. Student-level transcript information, including information on courses completed and grades earned.	Yes
7. Student-level college readiness test scores.	No
8. Student-level graduation and dropout data.	Yes
9. The ability to match student records between the P-12 and higher education system.	Yes
10. A state data audit system assessing data quality, validity, and reliability.	Yes

Data Quality Campaign's 10 State Actions To Ensure Effective Data Use

(Source 2009 Data Quality)

1. Link state K-12 data systems with early learning, postsecondary education, workforce, social services and other critical state agency data systems.

2. Create stable, sustained support for robust state longitudinal data systems.

3. Develop governance structures to guide data collection, sharing and use.

4. Build state data repositories (e.g. data warehouses) that integrate student, staff, financial and facility data.

5. Implement systems to provide all stakeholders timely access to the information they need while protecting student privacy.

6. Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance.

7. Create reports that include longitudinal statistics on school systems and groups of students to guide school-district- and state–level improvement efforts.

8. Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information.

9. Implement policies and promote practices, including professional development and credentialing, to ensure that educators know how to access, analyze and use data appropriately.

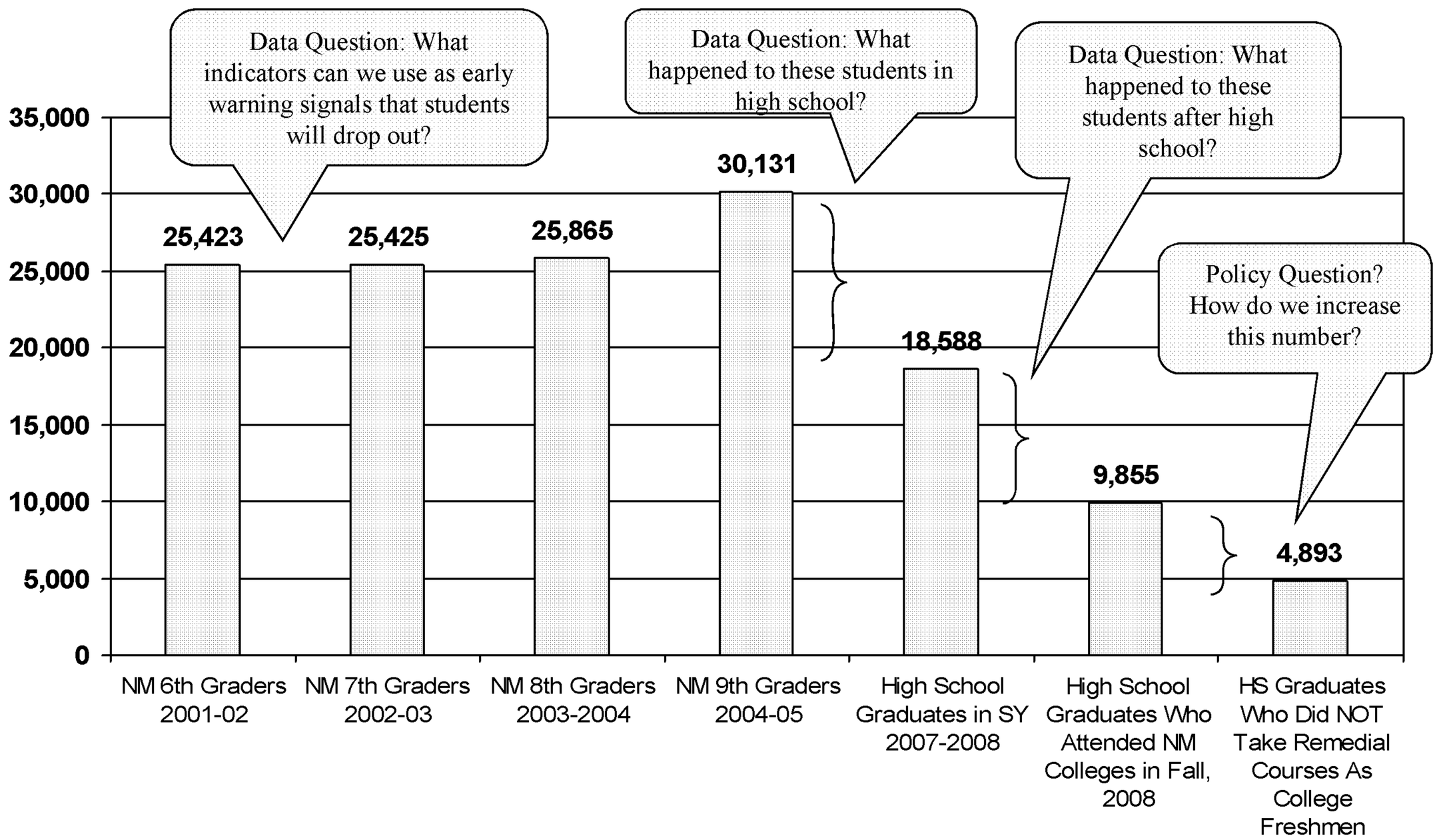
10. Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policy makers, know how to access, analyses and use the information.

A Sample Of New Mexico's Policy Questions

These are some of the questions that an effective PreK-20 data system can help answer:

- How do students enrolled in Pre-K programs and K-3Plus programs perform once they enter later grades?
- How do we increase the level of student performance for all students and close the achievement gap among students?
- How do we increase the number of students who graduate from high school?
- How do we ensure that students graduate from high school ready for college and the workforce?
- What are the long-term impacts of New Mexico's dual credit and advanced placement initiatives?
- How do we ensure that more students enter college and successfully complete programs and degrees?
- How do we strengthen the relationship between education and the economy?
- How do we use our financial and other resources most efficiently?
- How will we know if these efforts are successful?

How Many Students Who Enter Public High School As Sixth-Graders End Up Seven Years Later Ready For College? (Numbers of students who entered 6th grade in 2001-02 and entered college in fall of 2008)



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Note: Data includes charter schools and alternative schools

What Are The ARRA Requirements For A P-20 Data System?

- ARRA Application (Part 2: Education Reform Assurances # 2): The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America Competes Act (20 U.S.C. 9871(e)(2)(D). (Improving Collection and Use of Data Assurance)
- Available Data for the Initial Baseline: In September 2008, the Data Quality Campaign and the National Center For Education Achievement conducted a survey that assessed the status of State educational data systems. (See http://www.dataqualitycampaign.org) The survey identified ten essential elements of a longitudinal data system. Five of the elements are aligned with the five statutory elements in the America Competes Act for "Preschool through grade 12 and postsecondary education (20 U.S.C. 9871(e)(2)(D)(i), and the remaining five elements are aligned with the five statutory elements for "Preschool through grade 12 education." (20 U.S.C. 9871(e)(2)(D)(ii). The Department will use the results of the survey to establish a State's initial baseline for improving the collection and use of data.

U.S. Education Department Preliminary Metrics For Evaluating States' Uses Of ARRA Funds

Better information to educators and the public, to address the individual needs of students and improve teacher performance. A state would report on the extent to which it has implemented a system to provide greater clarity to parents about the quality of their child's education. This system will enable educators to use real time information about the individual needs of students, move away from a one-size-fits-all approach to education, and improve their performance. In particular, a state would report:

- Progress towards implementing a statewide data system which included each of the 12 elements described in the America Competes Act, to track progress of individual students, from preschool through postsecondary education, and math students to individual teachers.
- Whether all teachers in mathematics and English Language Arts in tested grades receive timely data on the performance of their students and estimates of individual teacher impact on student achievement, in a manner that informs instruction and includes appropriate benchmarks.

America Competes Act (S 761)

1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system; DQC element 1
2. Student-level enrollment, demographic, and program participation information; DQC element 2
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; DQC element 8
4. The capacity to communicate with higher education data systems; DQC element 9, and
5. A State data audit system assessing data quality, validity, and reliability: DQC element 10
6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)); DQC element 3
7. Information on students not tested by grade and subject; DQC element 4
8. A teacher identifier system with the ability to match teachers to students; DQC element 5
9. Student-level transcript information, including information on courses completed and grades earned; DQC element 6 , and
10. Student-level college readiness test scores; DQC element 7
11. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; DQC element 9(a), and
12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education. DQC element 9(b)

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Governor Richardson's Executive Order 2009-019 Establishing The New Mexico Data Warehouse Council

- Identifies the membership, governance, and meeting schedule of the Council.
- Establishes an Advisory Panel to provide independent technical review of the technical feasibility of policies, proposals, and guidelines under consideration by the Council.
- Sets the Council's goals including:
  - Identify ways to improve student success at every level of New Mexico education system from Pre-K through K-12 through postsecondary education and/or the work force.
  - Provide teachers, principals, parents and others with timely data that will help improve student achievement at all levels of the education system.
  - Provide the Governor and other policy makers with data that can help improve the alignment, effectiveness and efficiency of the New Mexico PreK-20 education system.
- Identifies the Councils duties including establishing a longitudinal data system that meets the requirements of ARRA; submitting a data system proposal to the U.S Department of Education; developing management plans, interagency agreements, and strategic plans; remove barriers so that state agencies can produce timely and useable data reports; and report by December 31 of each year on the progress, status of the Council, and written reports available from the Council.

What Types Of Reports Should NM's P-20 Data System Produce?

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Key Reports Proposed In New Mexico (These recommendations were proposed in SB581 introduced in the 2009 Legislative Session)

- Connect student records from pre-kindergarten through post-graduate education;
- Connect public school educator data to student data;
- Match individual public school students' test records from year to year to measure academic growth, including student-level college and career readiness test scores;
- Report the number and percentage of untested public school students by school district and by school and by major ethnic group, special education status, poverty status, and gender;
- Report high school longitudinal graduation and dropout data, including information that distinguishes between dropouts or students whose whereabouts are unknown and students who have transferred to other schools, including private schools or home schools, other school districts or other states;
- Provide post-secondary remediation data, including assessment scores on exams used to determine the need for remediation; provide post-secondary remedial course enrollment history, including the number and type of credit and noncredit remedial courses being taken;
- Report post-secondary retention data that indicate whether students are returning the second fall term after being enrolled as full-time first-time degree-seeking students;

Key Reports Proposed In New Mexico (SB 581)(continued)

- Report to New Mexico public high schools on their students who enroll in a public post-secondary educational institution within three years of graduating or leaving the high school regarding freshman-year outcomes;
- Provide post-secondary student completion status, including information that indicates if students are making annual progress toward their degrees;
- Include data regarding students who have earned a general educational development certificate in reporting post-secondary outcomes;
- Report data collected for the educator accountability reporting system;
- Report pre-kindergarten through postgraduate student-level enrollment data, demographic information and program participation information;
- Report pre-kindergarten through postgraduate student-level transcript information, including student-level transcript information, information on courses completed, grades earned and cumulative grade point average;
- Connect performance with financial information at all levels;
- Establish and maintain a state data audit system to assess the quality, validity and reliability of data;
- Provide any other student-level and educator data necessary to assess the performance of the pre-kindergarten through post-graduate system.

Trend Data For New Mexico's Public High Schools, Charter and Alternative High Schools Are Included In The Appendix

Please Note That Data For High Schools With Less Than 10 High School Graduates A Year Included In This Study Have Been Removed To Protect Student Confidentiality.

High Schools Interested In These Data May Contact The Office Of Education Accountability 505-476-1070

In Summary

- Half of New Mexico's high school graduates take remedial courses in math and/or reading when they get to college. This trend has not changed over the last seven years.
- New Mexico is implementing educational reforms aimed at ensuring that high school graduates are ready for college. These reforms will take time to implement and we need to monitor their effectiveness carefully.
- New Mexico has made progress in its capacity to use longitudinal data to examine high school graduates' readiness for college. However, more needs to be done to ensure that the state has an effective PreK-20 data system.

For More Information

- The Office Of Education Accountability, New Mexico Department of Finance and Administration
  - Telephone: 505-476-1070
  - http://education.nmdfa.state.nm.us
- New Mexico Higher Education Department
  - Telephone: 505-476-8400
  - http://www.hed.state.nm.us
- New Mexico Public Education Department
  - Telephone: 505-827-5661
  - http://www.ped.state.nm.us

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
igh School		2000		2001		2002		2003		2004		2005		2006		2007		2008	
	School Type	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Takii Remed Classe
n Schools																			
SENIOR HIGH SCHOOL	Public	196	45.9%	173	52.0%	186	50.0%	176	49.4%	171	52.6%	181	49.2%	192	49.5%	182	50.0%	232	47.8%
HIGH SCHOOL	Public	155	58.1%	134	61.9%	140	57.1%	153	56.9%	154	57.1%	132	50.0%	132	54.5%	145	51.7%	197	57.9%
CHOOL	Public	17	64.7%	13	38.5%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	40.0%	11	36.4%	13	38.5%	15	40.0%
CHOOL	Public	73	37.0%	108	52.8%	95	53.7%	106	57.5%	94	57.4%	106	57.5%	88	53.4%	107	48.6%	124	46.8%
HOOL	Public	61	42.6%	64	59.4%	66	68.2%	78	52.6%	96	57.3%	80	55.0%	49	51.0%	76	52.7%	104	64.4%
HIGH SCHOOL	Public	108	50.0%	102	53.9%	122	62.3%	140	58.6%	121	66.1%	138	68.8%	112	59.8%	141	53.9%	131	58.8%
GH SCHOOL	Public	34	58.8%	38	65.8%	42	71.4%	39	76.9%	34	52.9%	69	73.9%	46	67.4%	52	67.3%	72	61.1%
GH SCHOOL	Public	35	45.7%	25	56.0%	63	71.4%	60	55.0%	60	56.7%	71	60.6%	23	60.9%	81	61.8%	58	63.8%
CHOOL	Public	85	67.1%	80	62.5%	95	70.5%	86	73.3%	64	71.9%	76	68.4%	92	77.2%	80	80.0%	117	74.4%
CHOOL	Public	20	45.0%	17	23.5%	27	48.1%	14	42.9%	17	29.4%	17	47.1%	11	9.1%	22	54.5%	24	41.7%
I SCHOOL	Public	168	54.2%	136	64.7%	143	65.7%	164	61.0%	178	58.4%	156	55.1%	166	60.2%	144	56.2%	187	54.5%
H SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	10	20.0%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	11	27.3%	12	41.7%
SCHOOL	Public	59	76.3%	58	65.5%	66	62.1%	81	69.1%	72	70.8%	66	72.7%	44	68.2%	75	81.3%	80	67.5%
HOOL	Public	169	40.8%	228	43.9%	265	50.9%	278	42.1%	326	48.5%	289	39.4%	341	42.8%	375	43.0%	399	40.9%
H SCHOOL	Public	15	33.3%	11	27.3%	less than 10	See footnote	17	64.7%	less than 10	See footnote	less than 10	See footnote	16	37.5%	less than 10	See footnote	10	40.0%
SCHOOL	Public	18	44.4%	13	7.7%	12	16.7%	less than 10	See footnote	16	12.5%	17	35.3%	17	41.2%	13	30.8%	less than 10	See footn
	Public	17	52.9%	12	33.3%	13	53.8%	12	25.0%	15	40.0%	13	38.5%	11	36.4%	18	38.9%	11	18.2%
IGH SCHOOL	Public	24	41.7%	22	31.8%	18	44.4%	22	22.7%	22	40.9%	20	40.0%	32	40.6%	32	37.5%	26	38.5%
HOOL	Public	147	36.1%	144	42.4%	132	47.7%	144	45.8%	152	57.2%	165	56.4%	143	51.0%	228	51.7%	215	51.2%
HOOL	Public	54	59.3%	46	69.6%	29	44.8%	45	66.7%	43	86.0%	56	64.3%	36	55.6%	44	56.9%	43	62.8%
CHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
H SCHOOL	Public	10	70.0%	13	46.2%	11	45.5%	11	63.6%	less than 10	See footnote	12	91.7%	13	38.5%	11	63.7%	13	30.8%
IGH SCHOOL	Public	12	50.0%	12	75.0%	19	68.4%	18	61.1%	21	90.5%	less than 10	See footnote	24	70.8%	22	100.0%	26	69.2%
OOL	Public	22	50.0%	12	91.7%	14	14.3%	24	54.2%	12	75.0%	27	66.7%	11	54.5%	21	57.1%	26	69.2%
H SCHOOL	Public	166	48.2%	142	42.3%	175	52.6%	162	45.1%	130	44.6%	157	52.9%	133	47.4%	161	50.9%	179	56.4%
CHOOL	Public	79	57.0%	78	59.0%	95	40.0%	99	63.6%	113	62.8%	115	60.0%	106	58.5%	108	61.1%	119	57.1%
GH SCHOOL	Public	less than 10	NA	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	none		less than 10	See footn
CHOOL	Public	18	33.3%	29	72.4%	38	60.5%	40	45.0%	44	81.8%	36	63.9%	35	57.1%	38	73.7%	46	58.7%
OOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	11	18.2%
DENT SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	12	66.7%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
H SCHOOL	Public	220	23.6%	253	32.8%	253	38.3%	272	32.7%	294	34.7%	266	42.1%	265	34.0%	297	35.4%	266	36.8%
L HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
H SCHOOL	Public	13	53.8%	21	52.4%	10	40.0%	15	46.7%	15	46.7%	16	50.0%	10	50.0%	18	72.3%	24	37.5%

Ready for College 2009 Appendix

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
igh School		2000		2001		2002		2003		2004		2005		2006		2007		2008	
	School Type	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Takin Remed Classe
EY HIGH SCHOOL	Public	65	44.6%	77	71.4%	70	62.9%	74	68.9%	118	65.3%	73	68.5%	74	73.0%	116	71.5%	103	62.1%
SCHOOL	Public	11	63.6%	17	64.7%	22	50.0%	11	54.5%	20	55.0%	19	42.1%	28	46.4%	35	48.6%	36	47.2%
CHOOL	Public	10	60.0%	19	78.9%	13	61.5%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	13	53.8%	19	36.9%	14	42.9%
GH SCHOOL	Public	189	64.0%	134	61.2%	140	59.3%	181	57.5%	184	57.1%	146	56.8%	112	62.5%	153	66.6%	145	57.2%
HOOL	Public	less than 10	See footnote	less than 10	See footnote	11	54.5%	less than 10	See footnote	11	54.5%	less than 10	See footnote	11	72.7%	10	60.0%	15	53.3%
HIGH SCHOOL	Public	16	68.8%	12	41.7%	19	52.6%	10	30.0%	less than 10	See footnote	13	30.8%	13	38.5%	17	29.4%	less than 10	See footn
SCHOOL	Public	109	67.0%	113	64.6%	129	69.0%	144	70.1%	170	60.6%	184	60.3%	179	62.6%	219	56.7%	226	51.3%
CHOOL	Public	94	51.1%	127	57.5%	157	59.2%	158	57.0%	136	48.5%	150	58.0%	153	63.4%	142	68.3%	209	58.4%
SCHOOL	Public	57	33.3%	106	33.0%	122	49.2%	149	44.3%	116	43.1%	144	46.5%	119	45.4%	138	52.1%	153	45.8%
HOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
CHOOL	Public	84	60.7%	73	50.7%	68	60.3%	68	67.6%	69	49.3%	57	52.6%	83	51.8%	97	51.5%	91	62.6%
H SCHOOL	Public	less than 10	See footnote	10	60.0%	11	90.9%	14	78.6%	15	73.3%	12	33.3%	13	53.8%	17	35.3%	20	60.0%
HIGH SCHOOL	Public	28	60.7%	24	37.5%	26	80.8%	31	61.3%	37	56.8%	44	68.2%	37	62.2%	37	43.2%	45	66.7%
SCHOOL	Public	125	45.6%	143	41.3%	128	56.3%	134	47.0%	123	56.1%	129	51.9%	139	58.3%	150	60.7%	138	60.1%
HOOL	Public	142	62.7%	118	60.2%	145	57.9%	148	45.9%	41	46.3%	39	25.6%	116	42.2%	176	31.8%	184	42.9%
CHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	70.0%
IGH SCHOOL	Public	29	48.3%	41	43.9%	22	40.9%	36	36.1%	48	45.8%	24	33.3%	47	51.1%	43	41.9%	38	36.8%
AL HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	11	27.3%	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
OL	Public	less than 10	See footnote	12	33.3%	less than 10	See footnote	10	40.0%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
HIGH SCHOOL	Public	10	90.0%	18	50.0%	13	76.9%	18	77.8%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	11	45.5%
SCHOOL	Public	242	21.9%	214	28.0%	280	23.9%	280	31.1%	266	22.2%	253	26.1%	261	23.0%	322	25.5%	319	24.8%
HIGH SCHOOL	Public	18	72.2%	11	54.5%	less than 10	See footnote	16	87.5%	19	63.2%	15	40.0%	11	63.6%	25	68.0%	31	58.1%
IGH SCHOOL	Public	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
GH SCHOOL	Public	204	41.2%	232	44.4%	239	41.8%	241	49.0%	278	45.7%	259	44.0%	252	41.7%	300	36.3%	280	38.6%
HOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	11	45.5%	less than 10	See footn
GH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	15	86.7%	less than 10	See footnote	less than 10	See footnote	10	80.0%	16	50.0%	11	81.9%	13	76.9%
GH SCHOOL	Public	95	31.6%	110	20.0%	106	26.4%	118	23.7%	125	21.6%	102	21.6%	129	31.0%	134	23.1%	132	30.3%
H SCHOOL	Public	177	52.0%	171	44.4%	190	55.3%	169	55.0%	190	53.7%	190	46.3%	233	47.6%	224	54.1%	252	51.6%
CHOOL	Public	13	76.9%	20	60.0%	13	76.9%	20	65.0%	15	93.3%	18	83.3%	16	81.3%	18	61.2%	20	70.0%
H SCHOOL	Public	59	49.2%	67	43.3%	67	47.8%	49	28.6%	24	45.8%	13	30.8%	34	50.0%	53	43.4%	68	64.7%

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
		2000		2001		2002		2003		2004		2005		2006		2007		2008	
igh School	School Type	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Takin Remed Classe
GH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	30.0%	less than 10	See footnote	13	30.8%	16	37.5%	12	75.0%	less than 10	See footn
SCHOOL	Public	232	36.6%	217	38.2%	203	38.9%	202	46.0%	184	40.8%	206	44.7%	200	48.5%	231	49.4%	219	42.0%
SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	No Data	No Data	less than 10	See footnote	less than 10	See footn
SCHOOL	Public	230	41.7%	189	48.1%	239	46.9%	277	44.8%	270	39.3%	274	44.9%	279	43.0%	279	37.0%	305	39.3%
SCHOOL	Public	less than 10	See footnote	11	45.5%	10	70.0%	less than 10	See footnote	10	60.0%	less than 10	See footnote	less than 10	See footnote	15	53.4%	less than 10	See footn
H SCHOOL	Public	26	61.5%	14	57.1%	17	47.1%	22	81.8%	25	52.0%	20	70.0%	22	86.4%	14	57.1%	21	81.0%
OOL	Public	25	20.0%	18	5.6%	31	25.8%	30	60.0%	16	43.8%	18	66.7%	27	59.3%	39	64.1%	35	40.0%
SCHOOL	Public	114	36.8%	120	35.8%	132	38.6%	146	37.7%	121	38.8%	124	47.6%	119	32.8%	141	39.1%	153	48.4%
NICIPAL HIGH SCHOOL	Public	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
IGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	10	50.5%	13	69.2%	15	66.7%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
GH SCHOOL	Public	less than 10	See footnote	10	90.0%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	13	84.6%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	12	75.0%	12	66.7%	11	81.8%
HOOL	Public	164	41.5%	123	41.5%	154	42.9%	149	51.7%	169	55.6%	176	47.7%	151	47.7%	222	50.0%	219	44.7%
HOOL	Public	23	52.2%	14	78.6%	20	35.0%	13	69.2%	16	25.0%	24	20.8%	18	38.9%	27	51.8%	25	60.0%
SCHOOL	Public	19	47.4%	24	37.5%	less than 10	See footnote	20	45.0%	16	50.0%	25	44.0%	26	50.0%	26	42.3%	25	64.0%
IGH SCHOOL	Public	20	30.0%	29	13.8%	29	24.1%	31	22.6%	122	50.8%	120	48.3%	73	54.8%	105	59.1%	132	63.6%
H SCHOOL	Public	47	57.4%	68	51.5%	70	64.3%	79	64.6%	64	59.4%	72	61.1%	73	57.5%	87	55.1%	92	60.9%
SCHOOL	Public	65	50.8%	70	44.3%	52	55.8%	62	58.1%	76	55.3%	80	56.3%	90	58.9%	88	55.6%	90	58.9%
SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	30.0%	less than 10	See footnote	less than 10	See footn
CHOOL	Public	12	66.7%	18	61.1%	13	38.5%	14	57.1%	15	66.7%	13	53.8%	22	50.0%	20	75.0%	20	60.0%
HOOL	Public	less than 10	See footnote	less than 10	See footnote	12	75.0%	17	58.8%	14	35.7%	12	83.3%	less than 10	See footnote	13	46.2%	19	52.6%
HOOL	Public	23	17.4%	23	26.1%	17	47.1%	21	71.4%	23	39.1%	26	34.6%	37	35.1%	24	33.4%	19	36.8%
SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
GH SCHOOL	Public	140	59.3%	132	76.5%	106	67.9%	106	58.5%	122	73.0%	117	66.7%	97	64.9%	137	69.3%	146	72.6%
GH SCHOOL	Public	168	28.6%	223	32.3%	273	41.0%	320	43.1%	370	45.1%	383	44.4%	374	46.8%	414	42.8%	536	41.8%
GH SCHOOL	Public	52	13.5%	57	7.0%	92	43.5%	67	43.3%	84	42.9%	78	60.3%	93	37.6%	101	34.6%	94	36.2%
SCHOOL	Public	54	33.3%	97	62.9%	97	63.9%	125	66.4%	102	60.8%	133	68.4%	117	62.4%	145	57.9%	100	66.0%
OL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn

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		2000		2001		2002		2003		2004		2005		2006		2007		2008	
igh School	School Type	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Takin Remed Classe
SCHOOL	Public	54	51.9%	44	36.4%	43	55.8%	64	50.0%	58	27.6%	67	31.3%	80	33.8%	78	44.8%	78	44.9%
CHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
HOOL	Public	224	37.9%	189	34.4%	225	33.8%	230	35.2%	244	32.0%	279	35.8%	263	31.9%	265	35.0%	280	34.6%
SCHOOL	Public	162	49.4%	137	52.6%	152	50.0%	198	52.5%	128	54.7%	126	54.0%	161	57.8%	194	62.9%	174	62.6%
GH SCHOOL	Public	13	23.1%	18	16.7%	27	63.0%	24	45.8%	24	54.2%	23	47.8%	23	56.5%	41	43.9%	24	54.2%
HIGH SCHOOL	Public	59	74.6%	61	78.7%	50	72.0%	72	77.8%	55	74.5%	69	53.6%	67	62.7%	101	66.3%	115	58.3%
SCHOOL	Public	41	75.6%	28	75.0%	36	77.8%	38	73.7%	54	74.1%	45	77.8%	41	85.4%	34	82.4%	64	73.4%
HOOL	Public	85	42.4%	86	47.7%	91	49.5%	105	51.4%	92	47.8%	86	43.0%	118	35.6%	79	39.3%	74	33.8%
SCHOOL	Public	44	52.3%	40	32.5%	34	44.1%	50	26.0%	53	34.0%	51	29.4%	62	33.9%	55	41.8%	57	31.6%
SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	40.0%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
OOL	Public	69	42.0%	64	46.9%	62	35.5%	62	38.7%	79	58.2%	65	43.1%	67	62.7%	98	46.9%	111	49.5%
HOOL	Public	10	60.0%	12	41.7%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	30.0%	less than 10	See footn
CHOOL	Public	10	10.0%	11	54.5%	less than 10	See footnote	less than 10	See footnote	11	63.6%	19	47.4%	21	33.3%	14	28.5%	23	52.2%
SCHOOL	Public	22	59.1%	16	43.8%	less than 10	See footnote	17	58.8%	25	56.0%	19	68.4%	12	91.7%	33	78.8%	26	53.8%
SCHOOL	Public	16	68.8%	10	90.0%	32	65.6%	25	84.0%	24	87.5%	26	73.1%	26	65.4%	32	84.4%	29	79.3%
SCHOOL	Public	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
H SCHOOL	Public	38	50.0%	27	29.6%	32	40.6%	20	60.0%	30	63.3%	30	30.0%	32	34.4%	30	40.0%	24	33.3%
I SCHOOL	Public	18	72.2%	41	53.7%	34	44.1%	26	57.7%	29	82.8%	24	62.5%	29	51.7%	46	71.7%	28	57.1%
GH SCHOOL	Public	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
H SCHOOL	Public	No Data	No Data	12	100.0%	15	66.7%	13	84.6%	18	77.8%	10	100.0%	14	85.7%	20	65.0%	17	82.4%
CHOOL	Public	241	47.3%	191	55.5%	208	50.0%	207	51.7%	190	48.9%	207	47.8%	160	44.4%	195	57.4%	213	54.5%
CHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	No Data	No Data	less than 10	See footn
HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
S HIGH SCHOOL	Public	50	10.0%	34	29.4%	73	46.6%	66	68.2%	49	63.3%	53	56.6%	67	53.7%	77	62.4%	66	51.5%
H SCHOOL	Public	176	64.2%	129	65.1%	153	66.7%	151	56.3%	136	69.9%	154	74.0%	170	64.1%	208	61.5%	200	76.0%
OOL	Public	15	66.7%	29	65.5%	11	63.6%	18	72.2%	28	64.3%	28	75.0%	27	70.4%	24	58.0%	23	69.6%
rnative High Schools																			
OL	Alternative	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	40.0%	less than 10	See footnote	12	58.3%	26	23.1%
EVE HIGH SCHOOL	Alternative	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
NS HIGH SCHOOL	Alternative	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	No Data	No Data	No Data	No Dat
TORY HIGH SCHOOL	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
SCHOOL	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
SCHOOL	Alternative	22	72.7%	28	67.9%	17	52.9%	32	71.9%	28	82.1%	17	76.5%	12	58.3%	27	74.1%	20	45.0%
AL HIGH SCHOOL	Alternative	less than 10	See footnote	12	58.3%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	11	45.5%	No Data	No Dat
HIGH SCHOOL	Alternative	less than 10	See footnote	23	82.6%	15	80.0%	21	90.5%	16	75.0%	17	76.5%	11	90.9%	22	68.2%	21	81.0%
CHOOL	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
HIGH SCHOOL	Alternative	16	93.8%	14	85.7%	11	72.7%	12	91.7%	24	79.2%	18	77.8%	11	81.8%	20	90.0%	22	81.8%
H SCHOOL	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
BER ACADEMY	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	No Data	No Dat

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		2000		2001		2002		2003		2004		2005		2006		2007		2008	
igh School	School Type	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Takin Remed Classe
H SCHOOL	Alternative	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
GH SCHOOL	Alternative	12	58.3%	less than 10	See footnote	11	63.6%	less than 10	See footnote	11	45.5%	11	90.9%	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
EELS	Alternative	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	12	100.0%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
ATIVE HIGH SCHOOL	Alternative	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footn
CADEMY	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	20	75.0%
GH SCHOOL	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
S FAMILY PARTNERSHIP	Alternative	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
rter High Schools																			
ECHNOLOGY AND THE CLASSICS	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	11	54.5%	less than 10	See footn
HARTER HIGH SCHOOL	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	10	40.0%	23	34.8%
RTER HIGH SCHOOL	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	16	31.3%	22	36.4%
ATION PREP INST 1	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	19	52.6%
ATION PREP INST 2	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	10	80.0%
CHAVEZ COMMUNITY SCHOOL	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
ND TECHNOLOGY ACADEMY rque Charter Voc HS)	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	23	78.3%	14	57.1%
N HIGH SCHOOL	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	46	39.1%	44	29.5%
NTESSORI ACADEMY	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	No Data	No Dat
E HIGH SCHOOL		No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	17	29.4%
CHARTER SCHOOL	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	14	28.6%	32	56.3%
ORES CHARTER HS	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
Y FOR THE PERFORMING ARTS	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	15	66.7%	26	50.0%
EDY CHARTER HS	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
TEGRATED ACADEMICS & S.I.A.)	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
ACADEMY	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	13	69.2%	less than 10	See footnote	less than 10	See footnote	22	1	20	40.0%
CONDARY LEARNING CENTER	Charter	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	12	25.0%	13	46.2%	15	46.7%	24	37.5%	19	36.8%
COMMUNITY CHARTER SCHOOL	Charter	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	12	66.7%	less than 10	See footn
RTER HIGH SCHOOL	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footn
SCHOOLS	Other	43	23.3%	36	25.0%	41	31.7%	40	32.5%	44	20.5%	52	17.3%	38	13.2%	47	23.4%	63	28.6%
	Other	174	66.1%	254	69.7%	179	74.3%	223	59.6%	209	67.5%	203	62.1%	165	63.6%	342	59.4%	344	51.2%
HIGH SCHOOLS	Other	1019	28.4%	1154	28.9%	1204	27.7%	1313	32.2%	1350	30.6%	1182	28.2%	1282	33.4%	1156	34.3%	1454	32.1%

h schools with less than 10 graduates a year has
protect the confidentiality of students.

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: C-1-1

Title: New Mexico Data Warehouse Council Data Sharing Agreement – November 2009

Explanation of Reference: This agreement between among the State Agencies established the State's longitudinal data system and included NMPED, HED, CYFD, DWS, the Economic Development Department, DoIT, the Human Service Department, and the Department of Health. Signed in November 2009, this agreement established the policies and procedures that meet ARRA requirements related to the collection and use of data and other education reform assurances.

New Mexico Data Warehouse Council
Data Sharing Agreement

Among The State Agencies Included On the New Mexico Data Warehouse Council Including The Public Education Department; the Higher Education Department; Children, Youth, and Families Department; Department of Workforce Solutions; Economic Development Department; Department of Information Technology; Human Services Department; and Department of Health.

This Data Sharing Agreement ("Agreement") is entered into this 30 day of November, 2009 by and among the State Agencies ("Agencies") named to the New Mexico Data Warehouse Council in Governor Richardson's Executive Order 2009-019.

I. Purpose

The purpose of this Agreement is to ensure that New Mexico is able to establish a longitudinal data system that provides educators and policy makers with timely, accurate, and usable data that can improve student success throughout New Mexico's P-20 education system. In addition, this Agreement ensures that New Mexico is able to develop and implement a longitudinal data system that meets the requirements of the American Recovery and Reinvestment Act of 2009(ARRA) and ensures that the State can meet the Collection and Use of Data and other education reform assurances contained in that Act by December 31, 2009.

II. Terms of Agreement

In accordance with the New Mexico Data Warehouse Council policies and procedures, the Agencies agree:

- To share data across and between agencies that enables the appropriate state agencies to produce timely and useable reports including but not limited to:
    - connect student records from pre-kindergarten through post-graduate education and on into the workforce;
    - connect public school educator data to student data;
    - report high school longitudinal graduation and dropout data, including information that distinguishes between dropouts or students whose whereabouts are unknown and students who have transferred;
    - provide post-secondary remediation data; report to New Mexico public high schools on their students who enroll in a public post-secondary educational institution regarding freshman-year outcomes;
    - provide post-secondary student completion status; connect performance with financial information at all levels;

        - establish and maintain a state data audit system to assess the quality, validity and reliability of data;
        - and provide any other student-level and educator data necessary to assess the performance of the pre-kindergarten through post-graduate system.

- To define appropriate uses of data including:
    - To review and discuss key reports that use data from the Data Warehouse with the appropriate management structures established by the Data Warehouse Council prior to publication.
    - After review and consultation with appropriate management structures established by the Data Warehouse Council, develop reports for publication and presentation in a manner that excludes the identification of any subgroup of students with a population of less than ten (10).

- Assure researcher access to data including:
    - Develop a purposeful research agenda and collaborate with public schools, higher education, researchers and other groups to explore the data for useful information.
    - Implement policies and promote practices, including professional development and credentialing, to ensure that educators and other data users know how to access, analyze and use data appropriately.
    - Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, are able to access, analyze and use the information.

- Maintain all data shared across and among agencies in a secure and confidential manner.
    - The Agencies agree to take all possible reasonable security measures within their use of the data to maintain data quality and confidentiality, secure its limited access, and purge/destroy all files, listings, etc., created during the study and containing identifiable confidential information.
    - The Agencies agree to ensure that the system is designed to address all issues within the context of all Federal and State of New Mexico, FERPA, HIPAA, CIPSEA and other information protection regulations.

- To Establish the longitudinal data system within the framework of the State of New Mexico Information Technology Strategic Plan:
    - To treat each agencies data as part of the state's enterprise assets, as established in the IT Enterprise Architecture Framework: "Whereas individual Agencies may have statutory ownership of data, information must be shared to maximize its benefit to the organization as a whole."

- Agencies will work with the Department of Information Technology to ensure compliance with the Governor's goal to: "consolidate enterprise information technology services to mitigate and eliminate duplication"
- The longitudinal data system project will be in compliance with the State of New Mexico's IT Project Certification processes for Multi-agency IT initiatives.

III. Termination of Agreement

This Agreement may be terminated by the Data Warehouse Council upon written notice delivered to all other Agencies at least thirty (30) days prior to intended date of termination.

IV. Liability

Each Agency shall be solely responsible for fiscal or other sanctions occasioned as a result of its own violation or alleged violation of requirements applicable to the performance of the Agreement. Each Agency shall be liable for its actions in accordance with this Agreement.

V. Period of Agreement

This Agreement shall become effective on November 30, 2009, or as soon thereafter as approved by the respective parties and shall remain in effect for three years unless terminated pursuant to Paragraph III, Termination of Agreement. After three years, this Agreement shall be reviewed and renewed. Any and all amendments shall be made in writing and shall be agreed to by all the Agencies included on the Data Warehouse Council before becoming effective.

IN WITNESS WHEREOF, the parties have executed this memorandum of understanding which becomes effective as of the date of signature of all parties.

PUBLIC EDUCATION DEPARTMENT

By: _____ Date: 11-13-09
Veronica C. Garcia, Secretary

By: _____ Date: 11-13-09
Office of General Counsel

HIGHER EDUCATION DEPARTMENT

By: _____ Date: 11-17-09
Viola Florez, Secretary

Reviewed for Sec Florez By: _____ Date: 11/20/09
Office of General Counsel

CHILDREN YOUTH AND FAMILIES DEPARTMENT

By: _____ Date: 11/19/09
Dorian Dodson, Secretary

By: _____ Date: 11/19/09
Office of General Counsel

DEPARTMENT OF WORKFORCE SOLUTIONS

By: _____ Date: 11/23/09
Ken Ortiz, Secretary

By: _____ Date: 11-23-09
Office of General Counsel

ECONOMIC DEVELOPMENT DEPARTMENT

By: _____ Date: 11/19/09
Fred Mondragon, Secretary

By: _____ Date: 11/19/09
Office of General Counsel

DEPARTMENT OF INFORMATION TECHNOLOGY

By: _____ Date: 11-24-09
Marlin Mackey, Secretary

By: _____ Date: 11/24/09
Office of General Counsel

HUMAN SERVICES DEPARTMENT

By: _____ Date: 11/17/09
Kathryn Falls, Acting Secretary

By: _____ Date: 11/17/09
Office of General Counsel

DEPARTMENT OF HEALTH

By: _____ Date: 11/17/09
Alfredo Vigil, Secretary

By: _____ Date: 11/17/09
Office of General Counsel

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: C-1-2

Title: Appendix C – Current Status of the State's Longitudinal Data System

Explanation of Reference: This document provides an update of the current status of the State's efforts to implement the 12 elements of the America COMPETES Act as addressed in New Mexico's IES SLDS proposal.

Appendix C – Current Status of State's Longitudinal Data System

Following illustrates the state of New Mexico data systems as they relate to the recommended seven capabilities and twelve elements for a Statewide Longitudinal Data System. The outcomes provided in the rightmost column are intended to be funded under this grant request. The interventions New Mexico proposes in Race to the Top, School Improvement, and Investing in Innovation will use these outcomes to build and monitor all Recovery Act activities.

	Grant Requirements	**NM Data Systems Capacity**	**Relevant SLDS Grant Outcomes**
	Seven Capabilities		
1	P-20: Examine student program (i.e., preparation for post-secondary education, 21st century workforce, and armed forces) and outcomes (employment, wage, earnings) overtime	Pre-K to PED and HED to Workforce linkages in place, but common links among all four by expanded use of the Unique ID will be developed under this grant.	• P-20 Data Warehouse Council • NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
2	Interoperability: Exchange of data among agencies/institutions within State to inform policy/practice: interoperability	Once expanded use of Unique ID (Capability 1) is developed, interoperability between LEAs, agencies and other states will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
3	Teacher-Student Link: Link student data to teachers	The link between CYFD and PED is complete; once expanded use of Unique ID (Capability 1) and Interoperability (Capability 2) are developed with PED, HED and DWS, the teacher-student link will be developed under this grant across all agencies.	• Universal use of Unique ID • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
4	Teacher Prep/Certification: Match teachers to certification/ teacher prep program	This requirement has been completed	• Collect additional data elements required for reporting

5	Decision Making: Easily generate data for continuing improvement and decision making, including timely reporting on student achievement to parents, teachers, and school leaders	The capability partially exists but is not complete or easily accessed. Once complete information is identified and collected, easy access for principals, teachers and parents will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Customer support services • Technical Training and Certification programs • Collect additional data elements required for reporting • Integrating other systems' data into NM-ACHIEVeS • Classroom Level Data Collection And Reporting • Timely reports for end-users • Customized reports for end-users • Project LEARN • eTranscript System • Centralized Student Information System
6	Data Quality Audits: Quality and integrity of data	Agencies have data transport quality and integrity systems that are complete, but checks on data entry and accuracy will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Baseline reports for end-users • Technical Training and Certification programs • Creation of Data Dictionary • Statewide and internal data audit systems • Integrating other systems' data into NM-ACHIEVeS • Timely reports for end-users • Customized reports for end-users • Project LEARN
7	Reporting: Meet reporting requirements of USED on metrics for State Fiscal Stabilization Funds and EDFacts data collection reporting requirements	State and Federally mandated report requirements are complete or in progress, but accessible and transparent reports for policy makers, educators and families will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System
	Twelve Elements from America COMPETES Act		
	PreK though Post Secondary		

1	Unique Student ID	Pre-K through Secondary use of unique ID is complete; use by Postsecondary is under development; use by Workforce will be developed under this grant.	• Universal use of Unique ID • Classroom Level Data Collection And Reporting • eTranscript System • Centralized Student Information System
2	Student level enrollment, demographics, and participation	Data system collections of common enrollment, demographic and participation data for PreK - secondary - postsecondary - workforce is complete but standardization across agencies will be developed under this grant.	• Baseline reports for end-users • Timely reports for end-users
3	Student level information points at which student exits, transfers in/out, drops out, or completes PreK - 16	Course and program enrollment data are complete, but specific information about students who do not graduate (drop-out vs. home school vs. transfer to other state) will be developed under this grant.	• Baseline reports for end-users • Timely reports for end-users
4	Capacity to communicate with Higher Education System	Once expanded use of Unique ID (Capability 1) is developed, individual student tracking into HED will be developed under this grant.	• Universal use of Unique ID • Baseline reports for end-users • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System
5	State Data Audit assessing data quality, validity, and reliability	State data quality and validity systems are significantly complete, but systems to build reliability evidence will be developed under this grant.	• Baseline reports for end-users • Technical Training and Certification programs • Creation of Data Dictionary • Statewide and internal data audit systems • Integrating other systems' data into NM-ACHIEVeS

			• Timely reports for end-users • Customized reports for end-users • Project LEARN
	PreK though Grade 12		
6	Yearly Test Records for NCLB assessments	This requirement has been completed	• Baseline reports for end-users • Timely reports for end-users
7	Information on students not tested by grade and subject	This requirement has been completed	
8	Teacher ID with ability to match individual teachers to individual students	This requirement has been completed	• Collect additional data elements required for reporting
9	Student level transcript information including course completion and grade earned	Student level transcript and course completion information is complete, but capturing all course grades is under development.	• P-20 Data Warehouse Council • Collect additional data elements required for reporting
10	Student level college readiness test scores	This element is under development.	• NM-ACHIEVeS Data Warehouse • Collect additional data elements required for reporting
	Post Secondary		
11	Data on student transition from secondary to post-secondary, including remedial coursework enrollment	A manual process to assemble this data is completed; once expanded use of Unique ID (Capability 1) is developed, systemic individual NM student tracking into HED will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System
12	Data necessary to address alignment and adequate preparation for success in post-secondary	Once expanded use of Unique ID (Capability 1) is developed, systemic individual NM student tracking (linked with Teacher ID) into HED will be developed under this grant.	• NM-ACHIEVeS Data Warehouse • Universal use of Unique ID • Baseline reports for end-users • Collect additional data elements required for reporting • Classroom Level Data Collection And Reporting • Timely reports for end-users • eTranscript System • Centralized Student Information System

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Appendix Reference: D-1-1

Title: 6.60.3 NMAC – New Mexico's Administrative Code – Provisions for Alternative Licensure

Explanation of Reference: This document is provided as a reference of the administrative code enacted related to providing alternative routes to certification for teacher and principals, especially with regard to addressing areas of teacher and principal shortages.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 60 SCHOOL PERSONNEL - GENERAL PROVISIONS
PART 3 ALTERNATIVE LICENSURE

6.60.3.1 ISSUING AGENCY: Public Education Department (PED)
[6.60.3.1 NMAC - Rp, 6.60.3.1 NMAC, 10-31-07]

6.60.3.2 SCOPE: This rule establishes alternative pathways to teacher licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education for persons who have earned at least a baccalaureate degree from a regionally accredited college or university but have never completed an educator preparation program and for persons who hold a post-baccalaureate degree and have teaching experience at the post-secondary level. This rule also establishes an alternative licensure pathway in administration for persons who hold a post-baccalaureate degree and have administration experience at the post-secondary level. The alternative pathways to teaching licensure in this rule may also be used by teachers employed in New Mexico public schools, charter schools, accredited or private schools who hold standard teaching licensure, to obtain additional licensure at the same level as their existing license or licenses.
[6.60.3.2 NMAC - Rp, 6.60.3.2 NMAC, 10-31-07; A, 06-15-09]

6.60.3.3 STATUTORY AUTHORITY: 22-2-1, 22-2-2, 22-10A-6, and 22-10A-8, NMSA 1978.
[6.60.3.3 NMAC - Rp, 6.60.3.3 NMAC, 10-31-07]

6.60.3.4 DURATION: Permanent
[6.60.3.4 NMAC - Rp, 6.60.3.4 NMAC, 10-31-07]

6.60.3.5 EFFECTIVE DATE: October 31, 2007, unless a later date is cited in the history note at the end of a section.
[6.60.3.5 NMAC - Rp, 6.60.3.5 NMAC, 10-31-07]

6.60.3.6 OBJECTIVE: Through this rule the PED implements a state law that provides alternative routes to New Mexico teacher licensure for persons who hold at least a baccalaureate degree from a regionally accredited college or university but have not completed a traditional educator preparation program.
[6.60.3.6 NMAC - Rp, 6.60.3.6 NMAC, 10-31-07]

6.60.3.7 DEFINITIONS:

A. "Particular field" means the license or endorsement area being sought.

B. "Appertains and corresponds to the subject area of instruction and level of instruction" means:

(1) that for early childhood licensure, the degree, including the credit hours, shall be related to early childhood education, birth through grade 3;

(2) that for elementary licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language;

(3) that for middle level, secondary, and pre K-12 specialty area licensure the degree, including the credit hours, shall be in the license or endorsement area being sought; and,

(4) that for special education licensure, the degree, including the credit hours, shall include completed course work in any combination of the subject areas of language arts, mathematics, science, social studies, history, fine or performing arts and foreign language, or shall be related to special education (such as general elementary or secondary education, special education, psychology, child development, reading education).

C. "A program approved by the PED" means that the same program approval standards and procedures used by the PED for approving university preparatory programs shall be applied to alternative programs in New Mexico.

D. "Core academic subjects" means English, language arts, reading, mathematics, science, the arts, including music and visual arts, and social studies, which includes civics, government, economics, history, and geography, and modern and classical languages, except for the modern and classical Native American languages and cultures of New Mexico tribes or pueblos.

E. "A highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12 specialty area" teacher, under this rule, means a teacher who is fully qualified to teach the core academic subjects, who is new to the profession, who has pursued an alternative route to licensure and who:

(1) meets the requirements for alternative licensure in 6.60.3.8 NMAC; and

(2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and

(3) has passed all applicable teacher testing requirements for the level of licensure under 6.60.5.8 NMAC.

F. "A highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure", under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public middle or junior high school, and who is new to the profession and has pursued an alternative route to licensure, and who:

(1) meets the requirements for alternative elementary K-8 licensure in 6.60.3.8 NMAC; and

(2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and

(3) has passed all applicable teacher testing requirements for elementary K-8 licensure in 6.60.5.8 NMAC; and

(4) if the teacher is new to the profession after June 30, 2006, or if the teacher was hired after the first day of school of the 2002-2003 school year and assigned to work in a title I targeted assistance program or a title I school-wide program:

(a) has passed the content knowledge test(s) of the New Mexico teacher assessments or comparable licensure tests from another state in each subject area the teacher teaches; or

(b) has successfully completed an undergraduate academic major or coursework equivalent to an undergraduate major, or a graduate degree, in each core academic subject the teacher teaches.

G. "A highly qualified beginning pre K-12 special education teacher," under this rule, means a teacher who is new to the profession and who has pursued an alternative route to licensure and who is fully qualified to teach special education students by either providing access for those students to a regular education classroom where instruction in the core academic subjects is delivered by a highly qualified regular education teacher, by being fully qualified to teach each core academic subject the special education teacher teaches, or by being fully qualified to teach either language arts or mathematics or science and becoming fully qualified to teach any other core academic subjects which the teacher teaches within two years after the date of initial employment and who:

(1) meets the requirements for pre K-12 special education licensure in Subsections A or B in 6.61.6.8 NMAC; and

(2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and

(3) has passed all applicable teacher testing requirements for licensure in 6.60.5.8 NMAC.

H. "A highly qualified teacher candidate for level 1 alternative licensure" means a person participating in an alternative route to licensure, who meets all of the following requirements:

(1) has fulfilled the degree requirements set forth in Subsection A of 6.60.3.8 NMAC; and

(2) receives high-quality professional development that is sustained, intensive, and classroom-focused, and includes classroom management and lesson planning for teaching New Mexico's diverse student population, both before and while teaching; and

(3) participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and

(4) assumes duties as a teacher of record for a period of at least one full school year under the internship license not to exceed three years, and

(5) demonstrates satisfactory progress toward full alternative licensure by completing at least nine semester hours per year in an alternative licensure program or successfully demonstrating competency by way of portfolio assessment or by way of local evaluations for two full school years in an approved school district alternative program.

I. "Internship license" means a three-year certificate or license issued by the PED authorizing a candidate to teach where the candidate does not yet meet the requirements for a level 1 alternative license but is satisfactorily participating in an alternative route to licensure under 6.60.3 NMAC, or a three-year administrator certificate or license authorizing the candidate to work as an administrator where the person does not yet meet the requirements for a level 3B alternative administrator license but is participating in an alternative route to licensure under Subsection D of 6.60.3.8 NMAC.

J. "Undergraduate academic major", under this rule, means thirty (30) semester hours in a subject area.

K. "Full school year" means a minimum of 160 instructional days or equivalent number of days in schools or school districts on alternative schedules over multiple school years of full-time or part-time teaching during which the teacher is the teacher of record or serves as an instructional coach or resource teacher in at least one class each school year while holding a standard teaching license. An equivalent number of instructional hours may be accepted for those teachers who do not teach every day. Instructional days may include teaching in summer school or similar educational setting.

L. "Teacher of record" is the person named in the standard teaching contract who will be covering the class and teaching the students in that classroom the majority of the time. This is the contracted individual who will plan the lessons, assign grades, meet with parents and other duties of the regular class room teacher according to the standard teaching contract.

[6.60.3.7 NMAC - Rp, 6.60.3.7 NMAC, 10-31-07; A, 06-15-09]

6.60.3.8 REQUIREMENTS FOR ALTERNATIVE TEACHING LICENSURE: To receive a level 1, five-year alternative teaching license, an applicant must meet the following requirements:

A. Degree requirements - An applicant for alternative licensure must meet the provisions of Subsection A, Paragraphs (1), (2) or (3).

(1) must possess a bachelor of arts or science degree from a regionally accredited college or university including completion of a minimum of thirty semester hours of graduate or undergraduate credit in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

(2) must possess a master of arts or science degree from a regionally accredited college or university including completion of a minimum of twelve graduate credit hours in a particular field that appertains and corresponds to the subject area of instruction and level of instruction that will enable the applicant to teach in a competent manner as determined by the PED; or

(3) must possess a doctor's degree from a regionally accredited college or university; the degree shall correspond to the subject area of instruction and particular grade level that will enable the applicant to teach in a competent manner as determined by the PED.

B. Professional teacher education requirements - An applicant for alternative licensure who has earned at least a baccalaureate degree from a regionally accredited college or university but has never completed an educator preparation program must meet the provisions of Paragraphs (1), (2), or (3) or (4) of this subsection.

(1) Persons seeking either early childhood birth-grade 3, elementary K-8, or special education pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than twenty-one (21) semester hours of credit and meeting the following criteria:

(a) the credits must include six (6) semester hours of coursework in the teaching of reading; and

(b) the credits must include the PED competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and

(d) the program must include a student teaching or field-based component.

(2) Persons seeking either middle level 5-9, secondary 7-12 or specialty area pre K-12 licensure, must complete various semester hours of credit earned through a regionally accredited college or university that has a PED-approved alternative licensure program containing no less than twelve (12) nor more than eighteen (18) semester hours of credit and meeting the following criteria:

(a) the credits must include three (3) semester hours of coursework in the teaching of reading; and

(b) the credits must include the PED's competencies for entry level teachers that correspond to the license being sought; and

(c) the credits must be in a program approved by the PED; and

(d) the program must include a student teaching or field-based component.

(3) Beginning February 1, 2007, successfully demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by presenting for assessment by trained reviewers an internet web-based online portfolio which contains all of the components and fulfills all of the requirements described in Paragraph (3) of Subsection B of 6.60.3.8 NMAC. Such applicants shall also complete the reading

coursework as set forth at Paragraphs (1) or (2) of this subsection and serve as the teacher of record for a full school year prior to being granted a portfolio review. Under no circumstance shall an individual be granted a portfolio review unless that person has passed all sections of the current PED required New Mexico teacher licensure tests in 6.60.5 NMAC, completed all required reading coursework and submitted verification from administration of the public school, charter school, accredited private school that the individual has been the teacher of record for at least one full school year. Teachers employed in New Mexico public schools, charter schools, accredited private schools who already hold standard teaching licensure at levels 1, 2, or 3-A, may obtain additional licensure in early childhood education, elementary education, middle level education, pre K-12 specialty area education, secondary education, or special education by submitting an alternative licensure portfolio as long as they demonstrate the teaching competencies in 6.69.14 NMAC for the new license at the same level as their existing license or licenses.

(a) The portfolio shall include evidence of teaching competence that is collected from actual teaching experience as the teacher of record with pre K-12 students while the candidate is employed or works as the teacher of record in a New Mexico public, charter, private school or other early childhood, elementary, middle level or secondary educational setting. The portfolio shall be organized in the following five strands, with strands a, b and c presented together for review:

(i) an instruction strand that demonstrates knowledge of academic content, curriculum development, instructional planning, student assessment and appropriate use of technology and which includes specific evidence of: student achievement; and assessment techniques and procedures; and instructional plans and materials; and examples of student work and performance; and evidence of effective classroom management strategies and procedures; and evidence of implementation of state curriculum standards; and

(ii) a student learning strand that demonstrates knowledge of child or adolescent growth and development, classroom management techniques, communication skills and addressing the needs of diverse student needs and inclusion and which includes specific evidence of: adaptations/modifications for diverse learners; and classroom observation reports; and evidence of communication with students and parents;

(iii) a professional learning strand that demonstrates knowledge of professional growth and development and how the candidate works productively with parents, community and colleagues and which includes specific evidence of: collaboration with professional community; or research undertaken to improve classroom practice; and

(iv) verification by the superintendent of a public school district or other education employer or supervisor, that the work product in the portfolio is that of the candidate and that the data submitted is reasonable and accurate, that the candidate has served as the teacher of record for one full school year by the time of submission of the portfolio; and

(v) the recommendation of a public school superintendent or other education employer or supervisor, that based on local evaluations that the candidate be granted a level 1 alternative license.

(b) Unless special accommodations are requested in writing to PED 30 days in advance of portfolio submission, the portfolio and associated fees in Subsection E of 6.60.7.8 NMAC shall be submitted electronically through the online portfolio submission system following procedures established by the PED.

(c) The portfolio shall be assessed for authenticity by the superintendent of the candidate's school district, (superintendent designee) or equivalent administrative officer of a school and shall be reviewed for demonstration of entry level teacher competencies by three independent reviewers, as follows:

(i) The superintendent or equivalent school administrator shall complete the verification and recommendation strands in items (iv) and (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC and the independent reviewers will rate the three competency strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC as "meets" or "does not meet" the competencies.

(ii) The three competency strands of a candidate's portfolio must be rated as "meets" by at least two reviewers and the verification and recommendation strands completed by the superintendent (superintendent designee) or equivalent administrative officer or a school must indicate verification authenticity, recommendation for licensure and verification of full school year experience in order for a candidate to be granted a level 1 alternative license.

(iii) If one of the independent reviewers rates any of the three competency strands as "meets" and the other reviewer rates the same strand as "does not meet," the rating will remain as "does not meet"; if two of the reviewers rate any of the three competency strands as "meets" and the third reviewer rates a strand as "does not meet", the strand will remain as "meets" for that strand.

(iv) The director of professional licensure at the PED will evaluate the ratings of the superintendent or equivalent school administrator of a school along with the ratings of the independent reviewers and shall approve or deny the candidate's application for level 1 alternative licensure.

(v) A candidate who does not successfully demonstrate the competencies in all three strands in items (i) - (iii) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC may submit any failed strand one time as long as the resubmission is completed within one calendar year of the date of the original submission.

(vi) A candidate's employing school or school district must act on strands in item (iv) - (v) of Subparagraph (a) of Paragraph (3) of Subsection B of 6.60.3.8 NMAC within 45 calendar days of the date of the portfolio submission or resubmission of any failed strands. Failure of an administrator to complete the process could cause the portfolio to become null and void.

(4) Demonstrate the PED's approved competencies for entry level teachers that correspond to the license being sought by way of evaluations conducted by a local school district over a period of at least two full school years as the teacher of record as part of a PED-approved school-based or statewide teacher preparation program that provides the professional development that is required to support a highly qualified teacher candidate for level 1 alternative licensure as defined in this rule. The professional development program shall be developed in collaboration with a college, university, or other professional development provider. Such applicants shall also complete the reading courses set forth at Paragraphs (1) or (2) of this subsection prior to being recommended for licensure by a local school district. Under no circumstance shall an individual be recommended for licensure by a local school district unless that person has passed all sections of the current PED-required New Mexico teacher test and serve as the teacher of record for at least one full school year.

C. Professional teacher education requirements - An applicant for alternative teaching licensure who has earned a post-baccalaureate degree and has at least five years of teaching experience at the post-secondary level but has never completed a teacher preparation program must meet the provisions of Paragraphs (1) or (2) and (3) of this subsection.

(1) Persons seeking either early childhood B-3, elementary K-8, or special education pre K-12 licensure, must complete six (6) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(2) Persons seeking either middle level 5-9, or secondary 7-12 licensure, must complete three (3) semester hours of coursework in the teaching of reading earned through a regionally accredited college or university.

(3) Complete an internship of at least one full school year while holding an internship license and working as a teacher in a school district, charter school, private school or state agency education program.

(4) Upon completion of the requirements in Subsections A, D, and E; and Paragraphs (1) - (3) of Subsection C of 6.60.3.8 the candidate for alternative teaching licensure who has met PED-approved competencies as verified to the PED by the candidate's employer will be issued an alternative license as follows:

(a) level 2 for the teacher who has at least five years post-secondary teaching experience;

(b) level 3-A for the teacher who has at least six years post-secondary teaching experience.

D. Testing requirements: An applicant for alternative licensure must pass all of the New Mexico teacher assessments, including any applicable content knowledge assessment required by 6.60.5 NMAC, prior to receiving alternative licensure at any level.

E. An applicant for alternative teaching licensure must be a highly qualified, beginning early childhood, elementary, middle level, secondary, pre K-12, or special education teacher, or be a highly qualified beginning middle or junior high school teacher holding alternative elementary K-8 licensure.

[6.60.3.8 NMAC - Rp, 6.60.3.8 NMAC, 10-31-07]

6.60.3.9 REQUIREMENTS FOR ALTERNATIVE ADMINISTRATOR LICENSURE: Professional administrator education requirements - An applicant for alternative administrator licensure who has earned a post-baccalaureate degree and has at least six years administrator experience at the post-secondary level must complete an internship of at least one full school year while holding an administrator internship license and working as an administrator in a school district, charter school, private school or state agency education program. Upon completion of the internship the candidate for alternative administrator licensure who has met PED-approved administrator competencies as verified to the PED by the candidate's employer will be issued an alternative level 3-B administrator license

[6.60.3.9 NMAC - N, 10-31-07; A, 06-15-09]

6.60.3.10 REQUIREMENTS FOR INTERNSHIP TEACHER LICENSURE:

A. A candidate for alternative licensure may be permitted to assume the functions of a teacher prior to completion of licensure requirements and be issued a three-year internship license, if the candidate is a highly qualified teacher candidate for level 1 alternative licensure, as defined in this rule.

(1) Such a candidate may be issued a three-year internship license to allow time to complete the teacher testing requirements of 6.60.5.8 NMAC, the reading coursework requirement set forth in Paragraphs (1) or (2) of Subsection B of 6.60.3.8, NMAC, the requirement to be the teacher of record for at least one full school year and to pass portfolio submission process or be evaluated for competency by a local school district.

(2) At the time of internship licensure application, the candidate must:

(a) present proof of registration for a New Mexico teacher assessment at the next available testing date, and

(b) present proof of enrollment in the required coursework for the teaching of reading or proof of having completed the required coursework.

(3) If a candidate for this licensure is not successful in demonstrating competency by way of portfolio assessment or by way of local public school district evaluations, the candidate may still proceed by way of the alternative route set forth in this subsection although the three-year license issued under Paragraph (1) of Subsection B of 6.60.3.10 NMAC shall not be extended or renewed in order to provide additional time to complete an alternative licensure program.

B. A candidate enrolled in a PED approved post-baccalaureate teacher preparation program or advanced degree program with a teacher preparation component may be considered to be participating in an alternative route to licensure and be issued an internship license under Subsection A of 6.60.3.10 NMAC. Upon the completion of the approved teacher traditional preparation program requirements, and the testing requirements the candidate may be issued a standard level 1 alternative license if, in addition, the candidate meets the requirements for standard licensure within the three-year period allowed to complete an alternative route to licensure.

C. After June 30, 2003, the time that a person provides services under an internship license shall not be counted toward or considered for advancement to level 2, or level 3 licensure.

[6.60.3.10 NMAC - Rp, 6.60.3.9 NMAC, 10-31-07; A, 06-15-09]

6.60.3.11 REQUIREMENTS FOR ADMINISTRATOR INTERNSHIP LICENSURE: A three-year, internship license in educational administration may be issued to any candidate who holds at least a master's degree and has at least six full school years of experience in administration at the post-secondary level.

[6.60.3.11 NMAC - N, 10-31-07; A, 06-15-09]

6.60.3.12 ALTERNATIVE LEVEL 2 OR LEVEL 3 LICENSE:

A. A one-year internship license shall be issued to an applicant who meets the following requirements:

(1) is at least eighteen years of age; and

(2) provides an official transcript for a bachelor's degree from a regionally accredited college; and

(3) provides an official transcript for a post-baccalaureate degree from a regionally accredited college; and

(4) provides verification of experience on official letterhead and signed by a post secondary institution official for a minimum of five years experience teaching at the post-secondary level.

B. A level 2 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2), (3) and (4) of Subsection A of 6.60.3.12, NMAC;

(2) verification from the superintendent of a public school district or administrator at a state agency, charter school or private school that the candidate has met the level 2 competencies for the grade level and subject area the person is teaching; and

(3) verification that the candidate has completed one full school year as the teacher of record under the internship license.

C. A level 3 standard teaching license shall be issued based on the following requirements:

(1) completion of Paragraphs (1), (2) and (3) of Subsection A of this section;

(2) verification as in Paragraph (2) of Subsection B of this of this section;

(3) same as in Paragraph (3) of Subsection B of this section;

(4) provides verification of experience on official letterhead and signed by a post secondary institution official for a minimum of six years experience teaching at the post-secondary level.

[6.60.3.12 NMAC - N, 10-31-07]

HISTORY OF 6.60.3 NMAC:

PRE-NMAC HISTORY: The material in this part was derived from that previously filed with State Records Center and Archives under:

SBE Regulation No. 86-6, Alternative Licensure, filed July 14, 1986; and
SBE Regulation No. 86-6, Amendment No, 1, Alternative Licensure filed December 4, 1990.

HISTORY OF REPEALED MATERIAL:
6 NMAC 4.2.2.1, Alternative Licensure, was repealed by the State Board of Education effective July 1, 2000 and repromulgated effective July 1, 2000.
6.60.3 NMAC, Alternative Licensure, filed June 1, 2001 - repealed effective 10-31-2007.

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: D-1-2

Title: Application for New Mexico Internship Licensure – Addressing Alternative Routes to Certification

Explanation of Reference: This document is provided as a reference of the steps the State has taken to address shortages in the number of teachers and principals. As shown in the application, prospective teachers and principals have multiple routes to certification.

FINGERPRINT BACKGROUND CHECK INFORMATION

Processing Fee For Background- Cashier's check or money order

NO PERSONAL CHECKS AND PLEASE MAKE SURE TO FILL OUT YOUR MONEY ORDER!

- **$29.25** Payable to the ***New Mexico Public Education Department (NMPED)***. **(For application processing fee see the last page of the packet)**
- Applicants may combine the fingerprint background fee and the licensure application processing fee.
- The Fee is **non-refundable**.

Complete Fingerprint Background Check Packet

- Two (2) classifiable fingerprint cards taken by a certified fingerprinting official
- If you do not complete the personal information on the fingerprint cards, or the fee is incorrect, the packet will be **RETURNED** and processing will be delayed.

*****Blank Fingerprint Cards are Available by Calling 505-827-6104 or 505-827-6649*****

If a Background Check has been completed in the last 2 years in NM

- Submit a copy of the FBI report with no fee.

ONLY COMPLETE APPLICATION PACKETS ARE BEING ACCEPTED. PLEASE BE SURE TO READ THE LAST PAGE OF THE APPLICATION.

THE APPLICANT IS RESPONSIBLE FOR KNOWING WHETHER THEY ARE ELIGIBLE FOR LICENSURE BASED ON NEW MEXICO RULES.
http://www.ped.state.nm.us/div/ais/lic/rules/index.html

PROFESSIONAL LICENSURE STAFF DETERMINES ELIGIBILITY FOR LICENSURE BASED ON THE CREDENTIALS PROVIDED.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
Professional Licensure Bureau
300 Don Gaspar
Santa Fe, New Mexico 87501-2786

APPLICATION FOR NEW MEXICO INTERNSHIP LICENSURE

Use **Black Ink** to complete this form. Please print legibly.

Last Name	**First Name**	**Middle Name**	**Former Name(s)**	
Street Number or PO Box	**City**		**State**	**Zip Code**
Phone Number	**E-mail Address**			
Date of Birth (MM/DD/YY)	**Sex (M-F)**	**Social Security No.**		

1. Do you currently have a file and/or educator licensure in the State of New Mexico? ❑ Yes ❑ No

   If *"yes", what is your license file number?* _____

2. Do you currently hold licensure in any other state(s)? ❑ Yes ❑ No

   If *"yes", in which other state(s)?* _____*(Provide copies)*

3. Are you employed or do you plan to be employed in education in New Mexico during this school year? ❑ Yes ❑ No

   If *"yes", what district/school?* _____ *in what position?* _____

Check the licensure option and the type of license and endorsement(s) for which you are applying:

Options

❑ Standard

Alternative by Program

❑ Online Portfolio for Alternative Licensure (OPAL)
www.teachnm.org

Licenses ❑ Administrative++

❑ Early Childhood, B-3
❑ Middle Level, 5-9 **
❑ Elementary, K-8
❑ Secondary, 7-12 **
❑ Special Education, Pre K-12
❑ Grades Pre K-12**

***** Needs at least one content area endorsement (see below).***
++Needs graduate degree and 6 years of administrative experience at the post-secondary level.

Endorsements

❑ Agriculture
❑ Bilingual **
❑ Business
❑ Family & Consumer Science
❑ Health
❑ History, Geography, Economics, Civics & Government
❑ Information Technology Coordinator
❑ Language Arts
❑ Library Media
❑ Mathematics
❑ Modern, Classical & Native Language *(Spanish, German, French, etc.)*
❑ Performing Arts *(Music, Theater, Dance)*
❑ Physical Education
❑ Psychology
❑ Reading
❑ Science
❑ Technology Education
❑ TESOL
❑ Visual Arts

***** Needs to pass a language proficiency exam in the target language, ie. Preuba de Espaüol para Certificación Bilingüe for Spanish Bilingual***

EDUCATION

List colleges and universities you have attended

Name of Institution(s)	Dates Attended	Degree Awarded

CHARACTER AND FITNESS

Please **complete the following questions carefully and completely** before providing information and signing the oath. Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational license.

1. Have you ever had adverse action taken against any certificate or license in New Mexico or any other state? (Adverse action includes: letter of warning, reprimand, denial, suspension, revocation, voluntary surrender or cancellation.) ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

2. Have you ever had an application for a license, permit, credential, or other document authorizing school service or teaching denied or rejected for disciplinary reasons in New Mexico or any other state?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

3. Have you ever been disciplined, reprimanded, suspended or discharged, from any employment because of allegations of misconduct?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

4. Have you ever resigned, entered into a settlement agreement, or otherwise left employment following an allegation of misconduct?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

5. Is any action now pending against you for alleged misconduct, including application discrepancies, in any school district, court, or before any educator-licensing agency?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

6. Have you ever failed to fulfill the terms of a teaching or administrative contract? (Resigning from employment, if proper notice was given, does not constitute failure to fulfill a contract.)
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

If you answered "yes" to any of the questions 1-6 above, please provide a complete narrative description of the details about your answer(s) on a separate sheet, including dates, places, school systems, and circumstances.

7. Do you currently have any outstanding criminal charges, warrants of arrest, or conditions of probation pending against you in New Mexico or in any other state?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

<u>CAUTION:</u> Consider your answer to the following question (#8) carefully. Answer "yes" if you have ever been fingerprinted as the result of any arrest or detainment, even if the charges were later dismissed. The question is about ever having been fingerprinted, not about the disposition of a case.

8. Have you ever been fingerprinted as a result of any arrest or detainment for any crime or violation of the law?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

9. Have you ever pled guilty to, or been convicted of, any crime or violation of law, including entering a plea of *nolo contendere* or receiving a deferred or suspended sentence? (For purposes of this application, minor traffic citations should not be reported. Convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI), however, must be reported.)
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

10. Are you currently delinquent in payment of court-ordered child support?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

If you answered "yes" to any of the questions 7-10 above, please provide a complete narrative description of the details about your answer(s) on a separate paper, including the nature of the offense, charge, warrant or condition, the name and location of the arresting agency, if any, and the date of any arrest. Also provide relevant court disposition papers including a complete copy of the judgment and sentence and the current status of the case, restitution, payment of fines and/r court costs, and satisfactory completion of the sentence. If court documents are not available, submit a letter from an official of the court certifying that documents are not available.

11. Have you ever had a court-ordered screening for alcohol or drug dependence?
   ❑ *Documentation previously provided on this item.* ❑ YES ❑ NO

If you answered "yes" to question 11 above, contact the appropriate agency and request that a copy of the alcohol or drug dependence screening be forwarded to our office. Also, provide evidence of completion of any such treatment, counseling, or alcohol and drug instructional program.

OATH

FALSE STATEMENTS OR OMISSIONS ARE CAUSE FOR DENIAL, SUSPENSION, OR REVOCATION OF LICENSURE

I, _____, swear or affirm under the penalty of perjury that
PRINT NAME

all information I submitted in this application is true, correct, and complete to the best of my knowledge, information, and belief. I understand that any material misrepresentation or material omission of fact in this application are grounds for denial, suspension, or revocation of the educator license(s) that I am seeking.

_____ _____
Signature of the Applicant Date

Now that you have completed your application - please read the following:

A *Complete Application Packet* must be submitted OTHERWISE your application will be *RETURNED*. The Application Packet must include the following:

Please check each item to ensure a complete packet

- ❑ A processing fee in the form of a **Money Order or Cashier's Check** made out to the Public Education Department (PED).
  - **$65** for Administrative and Teaching
- ❑ The Application **must be fully completed and signed.**
- ❑ Official Transcripts from ALL universities/colleges attended. If degree earned, the degree must be POSTED. **(Do not send under separate cover)**
- ❑ **If applying under Alternative by Program: A Letter of Acceptance into an approved teacher education program OR**
- ❑ **If applying under Alternative by Portfolio: A Letter to the Director of Licensure requesting approval to go through the ONLINE PORTFOLIO ALTERNATIVE LICENSURE (OPAL) process AND**
- ❑ **Proof of Enrollment in the required reading methodology course(s). You must check with a college or university course offering catalog. NOTE: An elementary and special education license requires 6 semester hours of credit in reading methodology and middle level, pre k-12 and secondary education requires 3 semester hours of credit in reading methodology.**
- ❑ **Registration Verification for the NMTA. (www.nmta.nesinc.com) It is recommended that you take the Basic Skills Assessment first.**

◊ **An application and processing fee are valid for 1 year from date of receipt.**
◊ **The processing fee is non-refundable.**
◊ **An internship license is issued for 3 years. All course work and testing must be complete by the expiration date of the license. There are absolutely no extensions on internship licenses.**

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: D-1-3

Title: Annual Data Reports – Licensure Discrepancy

Explanation of Reference: This example shows the various types of Licensure Discrepancy reports available to the State for monitoring the number, type and location of teachers in the classroom without appropriate licensure. These reports are used by the NMPED to work with districts to address the licensure issues and related teacher and principal shortages.

License Discrepancies
Charter Schools Excluded

School Year: 2008-2009
Snapshot Date: Mar 1, 2009
District: BELEN

Full Location Name	Location ID	File ID	Assignment Code	Assignment	Course ID	Full Course Name	Qualification Status
BELEN HIGH	026		30	Secondary Teacher			No License Found
		333117			0133	Introduction to Agriculture	No Valid License
		203842			1031	Assisted Reading	Lacks Endorsement

License Discrepancies
Charter Schools Excluded

School Year: 2008-2009
Snapshot Date: Mar 1, 2009
District: BELEN

Full Location Name	Location ID	File ID	Assignment Code	Assignment	Course ID	Full Course Name	Qualification Status
BELEN MIDDLE	025	266897			1062	English as a Second Language (	Lacks Bilingual Endorsement
		303049			2399	Physical Education	Lacks Endorsement

License Discrepancies
Charter Schools Excluded

School Year: 2008-2009
Snapshot Date: Mar 1, 2009
District: BELEN

Full Location Name	Location ID	File ID	Assignment Code	Assignment	Course ID	Full Course Name	Qualification Status
LA MERCED ELEMENTARY	038	326482	21	Elementary Teacher			No Valid License

License Discrepancies
Charter Schools Only

School Year: 2008-2009
Snapshot Date: Mar 1, 2009
District: LAS CRUCES

Full Location Name	Location ID	File ID	Assignment Code	Assignment	Course ID	Full Course Name	Qualification Status
ALMA D'ARTE CHARTER	001	213220			0511	Fashion Design	Lacks Endorsement
		257441			1171	Photography	Lacks Endorsement
			30	Secondary Teacher			No License Found
		318899			1194	Integrated Fine Arts	No Valid License
		306425			1194	Integrated Fine Arts	No Valid License

New Mexico's Race to the Top Application
CFDA Number 84.395A
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Appendix Reference: D-1-4

Title: Annual Data Reports – Highly Qualified Teachers

Explanation of Reference: This example provides an explanation of the various types of reports available to the State and samples for review.

Highly Qualified Teacher Sample Reports

1. **HQT Charter Sample Report – Detail Report**
   - In alignment with the NCLB HQT requirements, the NMPED has created a "Detail Report" for each school within a district or charter schools as a way of providing technical assistance relative teachers establishing their HQT status
   - The Detail Report also provides the user with the reason why a teacher has not established his/her HQT status.
   - These reports are part of the state's Student Teacher Accountability Reporting System (STARS)
   - The Detail Reports are available to charter schools during the 40th, 80th and 120th Day STARS reporting periods.
   - Charter Schools can only access their own reports.

2. **HQT District Sample Report – Detail Report**
   - In alignment with the NCLB HQT requirements, the NMPED has created a "Detail Report" for each school within a district or charter schools as a way of providing technical assistance relative teachers establishing their HQT status
   - The Detail Report also provides the user with the reason why a teacher has not established his/her HQT status.
   - These reports are part of the state's Student Teacher Accountability Reporting System (STARS)
   - There Detail Reports are available to districts during the 40th, 80th and 120th Day STARS reporting periods.
   - Districts can only access their own reports.

3. **HQT Statewide List – All Schools – Summary Report**
   - In alignment with the NCLB HQT requirements, the NMPED has created a "Summary Report" for each district and charter school relative to school building and district-level HQT numbers and percentages.
   - The Summary Report provides the user with the big picture view of HQT in New Mexico
   - These reports are part of the state's Student Teacher Accountability Reporting System (STARS)
   - There Summary Reports are only available to NMPED staff during the 40th, 80th and 120th Day STARS reporting periods.

4. **HQT Statewide Percentages by Subject Area**
   - This report was developed for PED use and provides a big picture view of HQT relative to core content areas.

Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
100.0%	93.1%	ALBUQUERQUE	001	ADOBE ACRES ELEMENTARY	206	Elementary School	Public	484	520	520	35	31	88.6%	11.4%
100.0%	96.7%	ALBUQUERQUE	001	ALAMOSA ELEMENTARY	210	Elementary School	Public	675	698	698	43	41	95.3%	4.7%
100.0%	96.6%	ALBUQUERQUE	001	ARMIJO ELEMENTARY	215	Elementary School	Public	481	498	498	38	32	84.2%	15.8%
100.0%	93.8%	ALBUQUERQUE	001	ATRISCO ELEMENTARY	216	Elementary School	Public	332	354	354	30	23	76.7%	23.3%
100.0%	95.1%	ALBUQUERQUE	001	BARCELONA ELEMENTARY	225	Elementary School	Public	562	591	591	31	29	93.5%	6.5%
100.0%	96.8%	ALBUQUERQUE	001	KIT CARSON ELEMENTARY	231	Elementary School	Public	568	587	587	44	42	95.5%	4.5%
100.0%	87.6%	ALBUQUERQUE	001	COCHITI ELEMENTARY	237	Elementary School	Public	247	282	282	24	19	79.2%	20.8%
100.0%	95.6%	ALBUQUERQUE	001	DOLORES GONZALES ELEMENTARY	244	Elementary School	Public	414	433	433	29	29	100.0%	0.0%
100.0%	95.1%	ALBUQUERQUE	001	DURANES ELEMENTARY	249	Elementary School	Public	274	288	288	42	37	88.1%	11.9%
100.0%	94.7%	ALBUQUERQUE	001	MARYANN BINFORD ELEMENTARY	250	Elementary School	Public	841	888	888	55	54	98.2%	1.8%
100.0%	95.0%	ALBUQUERQUE	001	EAST SAN JOSE ELEMENTARY	252	Elementary School	Public	571	601	601	38	37	97.4%	2.6%
100.0%	94.9%	ALBUQUERQUE	001	EMERSON ELEMENTARY	255	Elementary School	Public	450	474	474	31	31	100.0%	0.0%
100.0%	75.2%	ALBUQUERQUE	001	EUBANK ELEMENTARY	258	Elementary School	Public	375	499	499	65	63	96.9%	3.1%
100.0%	99.3%	ALBUQUERQUE	001	EUGENE FIELD ELEMENTARY	261	Elementary School	Public	406	409	409	25	25	100.0%	0.0%
100.0%	93.9%	ALBUQUERQUE	001	EDWARD GONZALES ELEMENTARY	262	Elementary School	Public	588	626	626	45	42	93.3%	6.7%
100.0%	89.9%	ALBUQUERQUE	001	HAWTHORNE ELEMENTARY	270	Elementary School	Public	514	572	572	39	36	92.3%	7.7%
100.0%	86.7%	ALBUQUERQUE	001	KIRTLAND ELEMENTARY	279	Elementary School	Public	319	368	368	40	38	95.0%	5.0%
100.0%	96.7%	ALBUQUERQUE	001	LA LUZ ELEMENTARY	282	Elementary School	Public	291	301	301	22	22	100.0%	0.0%
100.0%	97.9%	ALBUQUERQUE	001	LA MESA ELEMENTARY	285	Elementary School	Public	685	700	700	44	41	93.2%	6.8%
100.0%	93.7%	ALBUQUERQUE	001	LAVALAND ELEMENTARY	288	Elementary School	Public	653	697	697	40	36	90.0%	10.0%
100.0%	97.5%	ALBUQUERQUE	001	LOS PADILLAS ELEMENTARY	297	Elementary School	Public	276	283	283	16	15	93.8%	6.2%
100.0%	92.4%	ALBUQUERQUE	001	LOWELL ELEMENTARY	300	Elementary School	Public	399	432	432	23	22	95.7%	4.3%
100.0%	90.3%	ALBUQUERQUE	001	MOUNTAIN VIEW ELEMENTARY	324	Elementary School	Public	365	404	404	26	26	100.0%	0.0%
100.0%	91.4%	ALBUQUERQUE	001	NAVAJO ELEMENTARY	327	Elementary School	Public	604	661	661	61	59	96.7%	3.3%

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes Elementary Schools only.

Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
100.0%	95.5%	ALBUQUERQUE	001	REGINALD CHAVEZ ELEMENTARY	330	Elementary School	Public	360	377	377	25	22	88.0%	12.0%
100.0%	92.3%	ALBUQUERQUE	001	CARLOS REY ELEMENTARY	339	Elementary School	Public	820	888	888	47	43	91.5%	8.5%
100.0%	81.0%	ALBUQUERQUE	001	TOMASITA ELEMENTARY	363	Elementary School	Public	336	415	415	26	24	92.3%	7.7%
100.0%	96.2%	ALBUQUERQUE	001	VALLE VISTA ELEMENTARY	370	Elementary School	Public	627	652	652	35	34	97.1%	2.9%
100.0%	92.0%	ALBUQUERQUE	001	WHERRY ELEMENTARY	376	Elementary School	Public	470	511	511	34	30	88.2%	11.8%
100.0%	87.8%	ALBUQUERQUE	001	WHITTIER ELEMENTARY	379	Elementary School	Public	431	491	491	27	26	96.3%	3.7%
100.0%	94.4%	ALBUQUERQUE	001	HELEN CORDERO PRIMARY	395	Elementary School	Public	741	785	785	47	46	97.9%	2.1%
100.0%	73.3%	ROSWELL	004	E GRAND PLAINS ELEMENTARY	044	Elementary School	Public	195	266	266	16	16	100.0%	0.0%
100.0%	69.1%	ROSWELL	004	EL CAPITAN ELEMENTARY	050	Elementary School	Public	286	414	414	20	20	100.0%	0.0%
100.0%	88.1%	ROSWELL	004	NANCY LOPEZ ELEMENTARY	052	Elementary School	Public	252	286	286	19	19	100.0%	0.0%
100.0%	77.3%	ROSWELL	004	MISSOURI AVE ELEMENTARY	100	Elementary School	Public	296	383	383	22	22	100.0%	0.0%
100.0%	76.0%	ROSWELL	004	MONTERREY ELEMENTARY	105	Elementary School	Public	335	441	441	23	23	100.0%	0.0%
100.0%	71.3%	ROSWELL	004	PARKVIEW EARLY LITERACY CENTER	122	Elementary School	Public	194	272	272	0	0	0.0%	100.0%
100.0%	94.6%	ROSWELL	004	PECOS ELEMENTARY	126	Elementary School	Public	367	388	388	20	20	100.0%	0.0%
100.0%	67.6%	ROSWELL	004	VALLEY VIEW ELEMENTARY	161	Elementary School	Public	288	426	426	26	26	100.0%	0.0%
100.0%	76.7%	ROSWELL	004	WASHINGTON AVE ELEMENTARY	175	Elementary School	Public	369	481	481	24	24	100.0%	0.0%
100.0%	70.2%	HAGERMAN	005	HAGERMAN ELEMENTARY	054	Elementary School	Public	144	205	205	14	14	100.0%	0.0%
100.0%	60.9%	LAKE ARTHUR	007	LAKE ARTHUR ELEMENTARY	073	Elementary School	Public	42	69	69	7	7	100.0%	0.0%
100.0%	55.1%	MAXWELL	011	MAXWELL ELEMENTARY	100	Elementary School	Public	27	49	49	8	8	100.0%	0.0%
100.0%	84.7%	CLOVIS	012	BELLA VISTA ELEMENTARY	042	Elementary School	Public	431	509	509	48	48	100.0%	0.0%
100.0%	75.3%	CLOVIS	012	JAMES BICKLEY ELEMENTARY	066	Elementary School	Public	298	396	396	44	44	100.0%	0.0%
100.0%	85.8%	CLOVIS	012	CAMEO ELEMENTARY	068	Elementary School	Public	265	309	309	30	30	100.0%	0.0%
100.0%	98.1%	CLOVIS	012	LA CASITA ELEMENTARY	072	Elementary School	Public	415	423	423	42	42	100.0%	0.0%
100.0%	80.2%	CLOVIS	012	LOCKWOOD ELEMENTARY	084	Elementary School	Public	304	379	379	32	32	100.0%	0.0%
100.0%	86.5%	LAS CRUCES	017	CESAR CHAVEZ	006	Elementary	Public	545	630	630	32	32	100.0%	0.0%

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes Elementary Schools only.

Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				ELEMENTARY		School								
100.0%	92.8%	LAS CRUCES	017	MAC ARTHUR ELEMENTARY	093	Elementary School	Public	410	442	442	25	25	100.0%	0.0%
100.0%	84.9%	LAS CRUCES	017	SUNRISE ELEMENTARY	140	Elementary School	Public	456	537	537	31	31	100.0%	0.0%
100.0%	86.0%	LAS CRUCES	017	VALLEY VIEW ELEMENTARY	166	Elementary School	Public	430	500	500	28	28	100.0%	0.0%
100.0%	91.3%	LAS CRUCES	017	BOOKER T. WASHINGTON	172	Elementary School	Public	306	335	335	22	21	95.5%	4.5%
100.0%	89.3%	HATCH	018	RIO GRANDE ELEMENTARY	001	Elementary School	Public	216	242	242	18	18	100.0%	0.0%
100.0%	95.9%	HATCH	018	GARFIELD ELEMENTARY	053	Elementary School	Public	162	169	169	22	22	100.0%	0.0%
100.0%	93.5%	HATCH	018	HATCH VALLEY ELEMENTARY	057	Elementary School	Public	272	291	291	17	17	100.0%	0.0%
100.0%	72.5%	LOVING	021	LOVING ELEMENTARY	085	Elementary School	Public	229	316	316	11	11	100.0%	0.0%
100.0%	95.3%	COBRE CONS.	024	BAYARD ELEMENTARY	023	Elementary School	Public	221	232	232	58	58	100.0%	0.0%
100.0%	89.2%	COBRE CONS.	024	CENTRAL ELEMENTARY	033	Elementary School	Public	338	379	379	49	49	100.0%	0.0%
100.0%	86.3%	COBRE CONS.	024	HURLEY ELEMENTARY	059	Elementary School	Public	113	131	131	26	26	100.0%	0.0%
100.0%	47.3%	COBRE CONS.	024	SAN LORENZO ELEMENTARY	143	Elementary School	Public	35	74	74	33	31	93.9%	6.1%
100.0%	93.7%	SANTA ROSA	025	RITA A. MARQUEZ ELEMENTARY	015	Elementary School	Public	59	63	63	18	18	100.0%	0.0%
100.0%	93.4%	SANTA ROSA	025	SANTA ROSA ELEMENTARY	144	Elementary School	Public	226	242	242	36	36	100.0%	0.0%
100.0%	37.3%	CORONA	038	CORONA ELEMENTARY	038	Elementary School	Public	19	51	51	15	15	100.0%	0.0%
100.0%	86.5%	HONDO	039	HONDO ELEMENTARY	059	Elementary School	Public	83	96	96	21	18	85.7%	14.3%
100.0%	74.8%	DEMING	042	BATAAN ELEMENTARY	005	Elementary School	Public	327	437	437	38	38	100.0%	0.0%
100.0%	91.2%	DEMING	042	RUBEN S. TORRES ELEMENTARY	008	Elementary School	Public	465	510	510	29	29	100.0%	0.0%
100.0%	95.8%	DEMING	042	BELL ELEMENTARY	024	Elementary School	Public	181	189	189	25	25	100.0%	0.0%
100.0%	71.8%	DEMING	042	CHAPARRAL ELEMENTARY	028	Elementary School	Public	331	461	461	42	42	100.0%	0.0%
100.0%	98.9%	DEMING	042	COLUMBUS ELEMENTARY	036	Elementary School	Public	555	561	561	40	40	100.0%	0.0%
100.0%	78.7%	DEMING	042	MEMORIAL ELEMENTARY	096	Elementary School	Public	288	366	366	29	29	100.0%	0.0%
100.0%	99.5%	GALLUP	043	CHEE DODGE ELEMENTARY	030	Elementary School	Public	407	409	409	38	38	100.0%	0.0%
100.0%	100.0%	GALLUP	043	CHURCH ROCK ELEMENTARY	034	Elementary School	Public	286	286	286	28	28	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
100.0%	99.3%	GALLUP	043	CROWNPOINT ELEMENTARY	038	Elementary School	Public	282	284	284	13	13	100.0%	0.0%
100.0%	100.0%	GALLUP	043	NAVAJO ELEMENTARY	079	Elementary School	Public	280	280	280	30	29	96.7%	3.3%
100.0%	96.5%	GALLUP	043	TOBE TURPEN ELEMENTARY	091	Elementary School	Public	362	375	375	37	18	48.6%	51.4%
100.0%	95.5%	GALLUP	043	ROCKY VIEW ELEMENTARY	138	Elementary School	Public	365	382	382	34	34	100.0%	0.0%
100.0%	97.2%	GALLUP	043	STAGECOACH ELEMENTARY	152	Elementary School	Public	352	362	362	36	36	100.0%	0.0%
100.0%	97.6%	GALLUP	043	JUAN DE ONATE ELEMENTARY	158	Elementary School	Public	328	336	336	32	32	100.0%	0.0%
100.0%	96.9%	GALLUP	043	DAVID SKEET ELEMENTARY	160	Elementary School	Public	250	258	258	23	22	95.7%	4.3%
100.0%	94.0%	GALLUP	043	THOREAU ELEMENTARY	162	Elementary School	Public	298	317	317	34	34	100.0%	0.0%
100.0%	99.5%	GALLUP	043	TWIN LAKES ELEMENTARY	170	Elementary School	Public	212	213	213	22	22	100.0%	0.0%
100.0%	97.1%	MORA	044	HOLMAN ELEMENTARY	059	Elementary School	Public	34	35	35	30	30	100.0%	0.0%
100.0%	92.3%	MORA	044	MORA ELEMENTARY	104	Elementary School	Public	181	196	196	127	127	100.0%	0.0%
100.0%	96.9%	WAGON MOUND	045	WAGON MOUND ELEMENTARY	172	Elementary School	Public	31	32	32	10	10	100.0%	0.0%
100.0%	71.3%	TULAROSA	047	TULAROSA INTER	160	Elementary School	Public	199	279	279	17	17	100.0%	0.0%
100.0%	72.9%	TULAROSA	047	TULAROSA ELEMENTARY	163	Elementary School	Public	167	229	229	16	16	100.0%	0.0%
100.0%	64.1%	TUCUMCARI	049	TUCUMCARI ELEMENTARY	053	Elementary School	Public	364	568	568	54	54	100.0%	0.0%
100.0%	84.0%	CHAMA	053	CHAMA ELEMENTARY	036	Elementary School	Public	68	81	81	5	5	100.0%	0.0%
100.0%	86.1%	CHAMA	053	TIERRA AMARILLA ELEMENTARY	064	Elementary School	Public	87	101	101	7	6	85.7%	14.3%
100.0%	99.4%	DULCE	054	DULCE ELEMENTARY	044	Elementary School	Public	341	343	343	0	0	0.0%	100.0%
100.0%	95.9%	ESPANOLA	055	ABIQUIU ELEMENTARY	005	Elementary School	Public	118	123	123	8	8	100.0%	0.0%
100.0%	99.3%	ESPANOLA	055	ALCALDE ELEMENTARY	015	Elementary School	Public	135	136	136	8	8	100.0%	0.0%
100.0%	98.8%	ESPANOLA	055	CHIMAYO ELEMENTARY	039	Elementary School	Public	158	160	160	12	12	100.0%	0.0%
100.0%	100.0%	ESPANOLA	055	MOUNTAIN VIEW ELEMENTARY	040	Elementary School	Public	59	59	59	7	7	100.0%	0.0%
100.0%	82.9%	ESPANOLA	055	DIXON ELEMENTARY	042	Elementary School	Public	58	70	70	10	10	100.0%	0.0%
100.0%	97.6%	ESPANOLA	055	JAMES RODRIGUEZ ELEMENTARY	048	Elementary School	Public	404	414	414	26	26	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Elementary

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School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

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100.0%	97.7%	ESPANOLA	055	EUTIMIO SALAZAR ELEMENTARY	053	Elementary School	Public	417	427	427	29	28	96.6%	3.4%
100.0%	99.0%	ESPANOLA	055	HERNANDEZ ELEMENTARY	059	Elementary School	Public	202	204	204	13	12	92.3%	7.7%
100.0%	97.5%	ESPANOLA	055	LOS NINOS ELEMENTARY	142	Elementary School	Public	156	160	160	8	8	100.0%	0.0%
100.0%	97.6%	ESPANOLA	055	SAN JUAN ELEMENTARY	144	Elementary School	Public	406	416	416	27	27	100.0%	0.0%
100.0%	98.3%	ESPANOLA	055	TONY QUINTANA ELEMENTARY	145	Elementary School	Public	286	291	291	17	17	100.0%	0.0%
100.0%	98.1%	ESPANOLA	055	VELARDE ELEMENTARY	169	Elementary School	Public	155	158	158	11	10	90.9%	9.1%
100.0%	96.2%	BERNALILLO	061	ALGODONES ELEMENTARY	016	Elementary School	Public	128	133	133	10	10	100.0%	0.0%
100.0%	95.3%	BERNALILLO	061	COCHITI ELEMENTARY	020	Elementary School	Public	182	191	191	0	0	0.0%	100.0%
100.0%	92.0%	BERNALILLO	061	W.D. CARROLL ELEMENTARY	136	Elementary School	Public	346	376	376	35	35	100.0%	0.0%
100.0%	100.0%	BERNALILLO	061	SANTO DOMINGO ELEMENTARY	151	Elementary School	Public	247	247	247	17	17	100.0%	0.0%
100.0%	80.6%	CENTRAL CONS.	067	KIRLAND PRE-K EARLY	024	Elementary School	Public	125	155	155	8	8	100.0%	0.0%
100.0%	100.0%	CENTRAL CONS.	067	EVA B. STOKELY ELEMENTARY	026	Elementary School	Public	259	259	259	37	37	100.0%	0.0%
100.0%	71.6%	CENTRAL CONS.	067	RUTH N. BOND ELEMENTARY	050	Elementary School	Public	338	472	472	48	48	100.0%	0.0%
100.0%	99.5%	CENTRAL CONS.	067	NATAANI NEZ ELEMENTARY	055	Elementary School	Public	407	409	409	39	39	100.0%	0.0%
100.0%	100.0%	CENTRAL CONS.	067	MESA ELEMENTARY	110	Elementary School	Public	210	210	210	37	37	100.0%	0.0%
100.0%	100.0%	CENTRAL CONS.	067	NASCHITTI ELEMENTARY	114	Elementary School	Public	147	147	147	20	20	100.0%	0.0%
100.0%	99.4%	CENTRAL CONS.	067	NEWCOMB ELEMENTARY	116	Elementary School	Public	330	332	332	46	45	97.8%	2.2%
100.0%	100.0%	CENTRAL CONS.	067	NIZHONI ELEMENTARY	152	Elementary School	Public	417	417	417	27	27	100.0%	0.0%
100.0%	96.5%	WEST LAS VEGAS	068	LUIS E. ARMIJO ELEMENTARY	012	Elementary School	Public	166	172	172	21	18	85.7%	14.3%
100.0%	100.0%	WEST LAS VEGAS	068	VALLEY ELEMENTARY	050	Elementary School	Public	105	105	105	15	15	100.0%	0.0%
100.0%	96.2%	WEST LAS VEGAS	068	DON CECILIO MTZ ELEMENTARY	112	Elementary School	Public	178	185	185	24	21	87.5%	12.5%
100.0%	97.6%	WEST LAS VEGAS	068	TONY SERNA JR. ELEMENTARY	125	Elementary School	Public	120	123	123	16	16	100.0%	0.0%
100.0%	95.8%	WEST LAS VEGAS	068	UNION ELEMENTARY	157	Elementary School	Public	113	118	118	13	12	92.3%	7.7%
100.0%	97.1%	SANTA FE	071	AGUA FRIA ELEMENTARY	011	Elementary School	Public	501	516	516	33	28	84.8%	15.2%

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100.0%	96.1%	SANTA FE	071	RAMIREZ THOMAS ELEMENTARY	023	Elementary School	Public	446	464	464	27	27	100.0%	0.0%
100.0%	94.9%	SANTA FE	071	KAUNE ELEMENTARY	068	Elementary School	Public	204	215	215	20	10	50.0%	50.0%
100.0%	97.0%	SANTA FE	071	R.M. SWEENEY ELEMENTARY	130	Elementary School	Public	650	670	670	39	39	100.0%	0.0%
100.0%	92.2%	SANTA FE	071	SALAZAR ELEMENTARY	143	Elementary School	Public	343	372	372	24	21	87.5%	12.5%
100.0%	86.0%	MAGDALENA	075	MAGDALENA ELEMENTARY	133	Elementary School	Public	166	193	193	11	11	100.0%	0.0%
100.0%	67.2%	TAOS	076	ARROYO DEL NORTE ELEMENTARY	004	Elementary School	Public	131	195	195	14	14	100.0%	0.0%
100.0%	91.3%	TAOS	076	RANCHOS DE TAOS ELEMENTARY	133	Elementary School	Public	430	471	471	25	25	100.0%	0.0%
100.0%	91.8%	TAOS	076	ENOS GARCIA ELEMENTARY	175	Elementary School	Public	618	673	673	37	37	100.0%	0.0%
100.0%	94.2%	QUESTA	079	ALTA VISTA ELEMENTARY	001	Elementary School	Public	98	104	104	19	19	100.0%	0.0%
100.0%	96.4%	QUESTA	079	ALTA VISTA INTERMEDIATE	003	Elementary School	Public	81	84	84	16	13	81.2%	18.8%
100.0%	80.6%	QUESTA	079	RIO COSTILLA ELEMENTARY	039	Elementary School	Public	29	36	36	24	24	100.0%	0.0%
100.0%	84.5%	BELEN	087	LA PROMESA ELEMENTARY	003	Elementary School	Public	250	296	296	15	15	100.0%	0.0%
100.0%	77.5%	BELEN	087	CENTRAL ELEMENTARY	034	Elementary School	Public	210	271	271	15	15	100.0%	0.0%
100.0%	79.8%	BELEN	087	RIO GRANDE ELEMENTARY	045	Elementary School	Public	221	277	277	24	24	100.0%	0.0%
100.0%	77.9%	BELEN	087	GIL SANCHEZ ELEMENTARY	066	Elementary School	Public	250	321	321	18	18	100.0%	0.0%
100.0%	80.4%	BELEN	087	JARAMILLO ELEMENTARY	068	Elementary School	Public	357	444	444	26	25	96.2%	3.8%
100.0%	76.6%	BELEN	087	DENNIS CHAVEZ ELEMENTARY	080	Elementary School	Public	334	436	436	28	28	100.0%	0.0%
99.8%	99.8%	CENTRAL CONS.	067	OJO AMARILLO ELEMENTARY	075	Elementary School	Public	413	413	414	64	63	98.4%	1.6%
99.7%	89.2%	ROSWELL	004	SUNSET ELEMENTARY	120	Elementary School	Public	330	369	370	19	19	100.0%	0.0%
99.7%	92.5%	SANTA FE	071	CESAR CHAVEZ ELEMENTARY	005	Elementary School	Public	553	596	598	36	35	97.2%	2.8%
99.6%	70.9%	CENTRAL CONS.	067	GRACE B. WILSON ELEMENTARY	174	Elementary School	Public	188	264	265	42	42	100.0%	0.0%
99.5%	77.4%	ALAMOGORDO	046	SACRAMENTO ELEMENTARY	144	Elementary School	Public	171	220	221	27	27	100.0%	0.0%
99.2%	80.4%	CENTRAL CONS.	067	KIRTLAND ELEMENTARY	038	Elementary School	Public	407	502	506	45	45	100.0%	0.0%
99.2%	46.9%	CUBA	062	CUBA ELEMENTARY	037	Elementary School	Public	114	241	243	43	43	100.0%	0.0%

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99.1%	93.8%	PECOS	070	PECOS ELEMENTARY	173	Elementary School	Public	317	335	338	26	26	100.0%	0.0%
98.9%	88.0%	JEMEZ MOUNTAIN	056	GALLINA ELEMENTARY	054	Elementary School	Public	81	91	92	14	14	100.0%	0.0%
98.4%	92.4%	ESPANOLA	055	CARINOS DE LOS NINOS	018	Elementary School	Charter	170	181	184	18	18	100.0%	0.0%
96.4%	63.8%	ALAMOGORDO	046	NORTH ELEMENTARY	114	Elementary School	Public	233	352	365	22	22	100.0%	0.0%
95.4%	97.7%	JEMEZ MOUNTAIN	056	LYBROOK ELEMENTARY	087	Elementary School	Public	85	83	87	18	9	50.0%	50.0%
95.3%	53.5%	SPRINGER	010	WILFERTH ELEMENTARY	058	Elementary School	Public	23	41	43	4	4	100.0%	0.0%
94.0%	63.9%	MOUNTAINAIR	082	MOUNTAINAIR ELEMENTARY	105	Elementary School	Public	85	125	133	9	9	100.0%	0.0%
92.9%	90.0%	HOBBS	033	JEFFERSON ELEMENTARY	066	Elementary School	Public	369	381	410	58	58	100.0%	0.0%
92.4%	95.5%	ALBUQUERQUE	001	CHRISTINE DUNCANS HERITAGE ACADEMY	118	Elementary School	Charter	126	122	132	18	17	94.4%	5.6%
92.3%	63.5%	SPRINGER	010	FORRESTER ELEMENTARY	056	Elementary School	Public	33	48	52	4	4	100.0%	0.0%
92.3%	89.2%	VAUGHN	026	VAUGHN ELEMENTARY	168	Elementary School	Public	58	60	65	11	11	100.0%	0.0%
92.0%	97.2%	GALLUP	043	WASHINGTON ELEMENTARY	173	Elementary School	Public	278	263	286	24	24	100.0%	0.0%
91.8%	89.4%	HOBBS	033	SOUTHERN HEIGHTS ELEMENTARY	156	Elementary School	Public	423	434	473	63	63	100.0%	0.0%
91.5%	99.3%	ALBUQUERQUE	001	LA PROMESA EARLY LEARNING	115	Elementary School	Charter	141	130	142	16	16	100.0%	0.0%
90.7%	82.6%	ALBUQUERQUE	001	HODGIN ELEMENTARY	273	Elementary School	Public	464	510	562	39	38	97.4%	2.6%
90.4%	66.7%	ESTANCIA	080	LOWER ELEMENTARY	169	Elementary School	Public	90	122	135	18	18	100.0%	0.0%
90.1%	92.1%	HOBBS	033	EDISON ELEMENTARY	046	Elementary School	Public	280	274	304	39	39	100.0%	0.0%
89.3%	7.1%	QUEMADO	003	DATIL ELEMENTARY	045	Elementary School	Public	2	25	28	7	7	100.0%	0.0%
88.9%	73.3%	CLOVIS	012	PARKVIEW ELEMENTARY	122	Elementary School	Public	370	449	505	48	48	100.0%	0.0%
87.9%	72.4%	CARRIZOZO	037	CARRIZOZO ELEMENTARY	035	Elementary School	Public	42	51	58	5	5	100.0%	0.0%
87.9%	83.7%	GRANTS	088	MESA VIEW ELEMENTARY	099	Elementary School	Public	400	420	478	71	71	100.0%	0.0%
87.5%	93.1%	ALBUQUERQUE	001	RALPH J BUNCHE ACADEMY	004	Elementary School	Charter	67	63	72	7	7	100.0%	0.0%
87.5%	89.5%	HOBBS	033	WILL ROGERS ELEMENTARY	176	Elementary School	Public	314	307	351	52	52	100.0%	0.0%
86.9%	96.7%	GALLUP	043	LINCOLN ELEMENTARY	077	Elementary School	Public	296	266	306	28	28	100.0%	0.0%
86.3%	91.8%	GRANTS	088	SAN RAFAEL	152	Elementary	Public	67	63	73	14	14	100.0%	0.0%

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				ELEMENTARY		School								
86.3%	89.0%	ALBUQUERQUE	001	PAJARITO ELEMENTARY	333	Elementary School	Public	552	535	620	47	47	100.0%	0.0%
85.9%	84.1%	LOS LUNAS	086	DANIEL FERNANDEZ ELEMENTARY	090	Elementary School	Public	322	329	383	26	26	100.0%	0.0%
85.7%	100.0%	GALLUP	043	TOHATCHI ELEMENTARY	164	Elementary School	Public	252	216	252	24	24	100.0%	0.0%
85.4%	85.8%	LAS CRUCES	017	MESILLA PARK ELEMENTARY	110	Elementary School	Public	434	432	506	25	25	100.0%	0.0%
85.2%	100.0%	ZUNI	089	A:SHIWI ELEMENTARY	025	Elementary School	Public	325	277	325	20	20	100.0%	0.0%
85.2%	99.5%	GRANTS	088	CUBERO ELEMENTARY	038	Elementary School	Public	208	178	209	38	37	97.4%	2.6%
84.4%	100.0%	GADSDEN	019	MESQUITE ELEMENTARY	104	Elementary School	Public	436	368	436	53	53	100.0%	0.0%
84.3%	85.4%	LAS CRUCES	017	ALAMEDA ELEMENTARY	010	Elementary School	Public	393	388	460	31	30	96.8%	3.2%
84.0%	85.5%	FARMINGTON	065	MCCORMICK ELEMENTARY	095	Elementary School	Public	353	347	413	44	44	100.0%	0.0%
84.0%	47.6%	TRUTH OR CONS.	073	SIERRA ELEMENTARY	060	Elementary School	Public	89	157	187	18	18	100.0%	0.0%
83.9%	100.0%	ZUNI	089	DOWA YALANNE ELEMENTARY	165	Elementary School	Public	322	270	322	23	23	100.0%	0.0%
83.8%	85.5%	LAS CRUCES	017	CENTRAL ELEMENTARY	034	Elementary School	Public	206	202	241	21	21	100.0%	0.0%
83.8%	88.9%	LAS CRUCES	017	CONLEE ELEMENTARY	036	Elementary School	Public	487	459	548	36	36	100.0%	0.0%
83.6%	93.6%	TRUTH OR CONS.	073	ARREY ELEMENTARY	016	Elementary School	Public	131	117	140	26	26	100.0%	0.0%
83.3%	97.8%	GADSDEN	019	VADO ELEMENTARY	001	Elementary School	Public	480	409	491	41	41	100.0%	0.0%
83.2%	79.3%	LOVINGTON	031	YARBRO ELEMENTARY	181	Elementary School	Public	388	407	489	22	20	90.9%	9.1%
82.9%	92.0%	LAS CRUCES	017	LOMA HEIGHTS ELEMENTARY	065	Elementary School	Public	425	383	462	36	29	80.6%	19.4%
82.9%	99.8%	GADSDEN	019	DESERT VIEW ELEMENTARY	035	Elementary School	Public	536	445	537	48	48	100.0%	0.0%
82.5%	73.1%	CARLSBAD	020	HILLCREST ELEMENTARY	058	Elementary School	Public	163	184	223	30	30	100.0%	0.0%
82.4%	95.9%	GADSDEN	019	NORTH VALLEY ELEMENTARY	120	Elementary School	Public	393	338	410	22	22	100.0%	0.0%
82.2%	89.2%	SANTA FE	071	TESUQUE ELEMENTARY	160	Elementary School	Public	140	129	157	14	14	100.0%	0.0%
81.8%	79.4%	ALBUQUERQUE	001	MISSION AVENUE ELEMENTARY	309	Elementary School	Public	301	310	379	36	32	88.9%	11.1%
81.8%	99.5%	GADSDEN	019	ANTHONY ELEMENTARY	016	Elementary School	Public	736	605	740	38	38	100.0%	0.0%
81.7%	90.4%	SANTA FE	071	LARRAGOITE ELEMENTARY	077	Elementary School	Public	178	161	197	14	13	92.9%	7.1%

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Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
81.7%	90.7%	GADSDEN	019	LA UNION ELEMENTARY	076	Elementary School	Public	243	219	268	45	45	100.0%	0.0%
81.4%	77.6%	GALLUP	043	RAMAH ELEMENTARY	132	Elementary School	Public	142	149	183	24	24	100.0%	0.0%
81.4%	99.4%	GADSDEN	019	BERINO ELEMENTARY	020	Elementary School	Public	674	552	678	54	54	100.0%	0.0%
81.3%	95.8%	GADSDEN	019	SUNRISE ELEMENTARY	009	Elementary School	Public	529	449	552	48	48	100.0%	0.0%
80.9%	90.6%	BERNALILLO	061	ROOSEVELT PRIMARY	140	Elementary School	Public	550	491	607	25	25	100.0%	0.0%
80.9%	59.8%	CLOVIS	012	HIGHLAND ELEMENTARY	058	Elementary School	Public	216	292	361	34	34	100.0%	0.0%
80.9%	77.5%	HOBBS	033	TAYLOR ELEMENTARY	164	Elementary School	Public	320	334	413	40	40	100.0%	0.0%
80.6%	87.3%	LAS CRUCES	017	COLUMBIA ELEMENTARY	009	Elementary School	Public	428	395	490	26	26	100.0%	0.0%
80.4%	92.3%	GADSDEN	019	CHAPARRAL ELEMENTARY	030	Elementary School	Public	672	585	728	55	55	100.0%	0.0%
80.3%	69.1%	CARLSBAD	020	EDDY ELEMENTARY	045	Elementary School	Public	123	143	178	25	25	100.0%	0.0%
80.3%	90.0%	SANTA FE	071	KEARNY ELEMENTARY	070	Elementary School	Public	475	424	528	96	46	47.9%	52.1%
80.2%	69.8%	SOCORRO	074	MIDWAY ELEMENTARY	079	Elementary School	Public	60	69	86	7	7	100.0%	0.0%
80.2%	81.7%	LOVINGTON	031	BEN ALEXANDER ELEMENTARY	123	Elementary School	Public	215	211	263	15	15	100.0%	0.0%
80.0%	94.3%	GADSDEN	019	DESERT TRAILS ELEMENTARY	040	Elementary School	Public	642	545	681	61	61	100.0%	0.0%
80.0%	84.4%	ARTESIA	022	ROSELAWN ELEMENTARY	139	Elementary School	Public	173	164	205	24	24	100.0%	0.0%
80.0%	91.1%	LORDSBURG	029	CENTRAL ELEMENTARY	034	Elementary School	Public	82	72	90	7	7	100.0%	0.0%
79.5%	99.6%	GADSDEN	019	RIVERSIDE ELEMENTARY	140	Elementary School	Public	753	601	756	57	57	100.0%	0.0%
79.4%	90.0%	ALBUQUERQUE	001	RUDOLFO ANAYA ELEMENTARY	392	Elementary School	Public	542	478	602	38	37	97.4%	2.6%
79.3%	93.1%	GALLUP	043	JEFFERSON ELEMENTARY	066	Elementary School	Public	243	207	261	28	28	100.0%	0.0%
79.2%	99.5%	GADSDEN	019	LOMA LINDA ELEMENTARY	086	Elementary School	Public	551	439	554	42	42	100.0%	0.0%
79.2%	92.1%	GADSDEN	019	SANTA TERESA ELEMENTARY	008	Elementary School	Public	527	453	572	62	62	100.0%	0.0%
79.0%	49.4%	RESERVE	002	RESERVE ELEMENTARY	135	Elementary School	Public	40	64	81	7	7	100.0%	0.0%
78.8%	88.4%	ALBUQUERQUE	001	DOUGLAS MACARTHUR ELEMENTARY	303	Elementary School	Public	213	190	241	14	13	92.9%	7.1%
78.8%	56.5%	MORIARTY	081	MORIARTY ELEMENTARY	100	Elementary School	Public	280	391	496	27	27	100.0%	0.0%
78.6%	97.6%	GRANTS	088	SEBOYETA ELEMENTARY	155	Elementary School	Public	41	33	42	22	22	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
78.5%	68.3%	CARLSBAD	020	CRAFT ELEMENTARY	038	Elementary School	Public	140	161	205	27	27	100.0%	0.0%
78.1%	85.4%	FARMINGTON	065	APACHE ELEMENTARY	017	Elementary School	Public	375	343	439	41	41	100.0%	0.0%
78.0%	72.4%	ALBUQUERQUE	001	MARK TWAIN ELEMENTARY	364	Elementary School	Public	244	263	337	23	22	95.7%	4.3%
77.9%	61.4%	ALBUQUERQUE	001	CHELWOOD ELEMENTARY	236	Elementary School	Public	328	416	534	39	37	94.9%	5.1%
77.9%	77.1%	ARTESIA	022	CENTRAL ELEMENTARY	032	Elementary School	Public	101	102	131	10	10	100.0%	0.0%
77.8%	70.9%	CARLSBAD	020	PUCKETT ELEMENTARY	126	Elementary School	Public	163	179	230	30	30	100.0%	0.0%
77.8%	86.7%	SILVER CITY	023	SIXTH STREET ELEMENTARY	155	Elementary School	Public	117	105	135	10	10	100.0%	0.0%
77.7%	66.0%	CARLSBAD	020	JOE STANLEY SMITH ELEMENTARY	144	Elementary School	Public	163	192	247	29	29	100.0%	0.0%
77.7%	100.0%	JEMEZ VALLEY	063	SAN DIEGO RIVERSIDE	004	Elementary School	Charter	103	80	103	18	18	100.0%	0.0%
77.5%	100.0%	GADSDEN	019	SUNLAND PARK ELEMENTARY	013	Elementary School	Public	383	297	383	33	33	100.0%	0.0%
77.4%	74.5%	LOVINGTON	031	LEA ELEMENTARY	076	Elementary School	Public	181	188	243	15	15	100.0%	0.0%
77.3%	79.5%	ALBUQUERQUE	001	BEL-AIR ELEMENTARY	228	Elementary School	Public	298	290	375	34	31	91.2%	8.8%
77.3%	78.9%	DEXTER	006	DEXTER ELEMENTARY	043	Elementary School	Public	386	378	489	49	49	100.0%	0.0%
77.1%	88.3%	ALBUQUERQUE	001	PAINTED SKY ELEMENTARY	275	Elementary School	Public	930	812	1,053	62	61	98.4%	1.6%
77.1%	96.4%	MESA VISTA	078	OJO CALIENTE ELEMENTARY	118	Elementary School	Public	80	64	83	7	7	100.0%	0.0%
77.0%	95.2%	ALBUQUERQUE	001	LONGFELLOW ELEMENTARY	291	Elementary School	Public	277	224	291	23	21	91.3%	8.7%
76.9%	77.1%	LAS CRUCES	017	UNIVERSITY HILLS ELEMENTARY	150	Elementary School	Public	317	316	411	25	24	96.0%	4.0%
76.7%	55.8%	ALBUQUERQUE	001	MATHESON PARK ELEMENTARY	305	Elementary School	Public	182	250	326	20	19	95.0%	5.0%
76.5%	60.5%	PORTALES	057	JAMES ELEMENTARY	032	Elementary School	Public	270	341	446	28	28	100.0%	0.0%
76.4%	61.0%	ESTANCIA	080	UPPER ELEMENTARY	001	Elementary School	Public	150	188	246	31	31	100.0%	0.0%
76.2%	69.9%	RATON	009	COLUMBIAN ELEMENTARY	038	Elementary School	Public	144	157	206	12	12	100.0%	0.0%
76.1%	88.6%	ALBUQUERQUE	001	ALAMEDA ELEMENTARY	207	Elementary School	Public	271	233	306	27	27	100.0%	0.0%
76.0%	93.1%	LAS VEGAS CITY	069	SIERRA VISTA ELEMENTARY	054	Elementary School	Public	190	155	204	16	16	100.0%	0.0%
75.9%	69.1%	BELEN	087	LA MERCED ELEMENTARY	038	Elementary School	Public	390	428	564	32	32	100.0%	0.0%
75.9%	90.3%	LAS CRUCES	017	HERMOSA HGTS	059	Elementary	Public	464	390	514	35	34	97.1%	2.9%

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Percentage of Classes HQT with Poverty Rate - Elementary

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School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				ELEMENTARY		School								
75.5%	85.6%	LAS CRUCES	017	DONA ANA ELEMENTARY	048	Elementary School	Public	363	320	424	36	33	91.7%	8.3%
75.4%	61.2%	CARLSBAD	020	PATE ELEMENTARY	124	Elementary School	Public	142	175	232	23	23	100.0%	0.0%
75.4%	32.8%	GRANTS	088	BLUEWATER ELEMENTARY	915	Elementary School	Public	20	46	61	12	12	100.0%	0.0%
75.0%	57.5%	FLOYD	059	FLOYD ELEMENTARY	053	Elementary School	Public	46	60	80	9	9	100.0%	0.0%
74.6%	64.9%	ALBUQUERQUE	001	APACHE ELEMENTARY	214	Elementary School	Public	294	338	453	38	36	94.7%	5.3%
74.6%	72.5%	LOVINGTON	031	JEFFERSON ELEMENTARY	068	Elementary School	Public	177	182	244	12	12	100.0%	0.0%
74.6%	75.3%	FARMINGTON	065	ANIMAS ELEMENTARY	015	Elementary School	Public	382	378	507	42	42	100.0%	0.0%
74.5%	60.7%	CLOVIS	012	BARRY ELEMENTARY	040	Elementary School	Public	176	216	290	29	29	100.0%	0.0%
74.4%	91.2%	SANTA FE	071	FRANCIS X. NAVA ELEMENTARY	145	Elementary School	Public	239	195	262	53	19	35.8%	64.2%
74.3%	44.6%	TRUTH OR CONS.	073	T OR C ELEMENTARY	162	Elementary School	Public	168	280	377	30	30	100.0%	0.0%
74.0%	98.1%	MESA VISTA	078	EL RITO ELEMENTARY	047	Elementary School	Public	102	77	104	7	7	100.0%	0.0%
74.0%	84.0%	GRANTS	088	MOUNT TAYLOR ELEMENTARY	106	Elementary School	Public	414	365	493	78	78	100.0%	0.0%
74.0%	93.5%	LORDSBURG	029	SOUTHSIDE ELEMENTARY	036	Elementary School	Public	72	57	77	7	7	100.0%	0.0%
73.9%	65.0%	PORTALES	057	VALENCIA ELEMENTARY	160	Elementary School	Public	301	342	463	23	23	100.0%	0.0%
73.8%	49.2%	SAN JON	052	SAN JON ELEMENTARY	144	Elementary School	Public	30	45	61	6	6	100.0%	0.0%
73.5%	68.1%	FARMINGTON	065	BLUFFVIEW ELEMENTARY	019	Elementary School	Public	378	408	555	43	43	100.0%	0.0%
73.2%	92.9%	LAS VEGAS CITY	069	LEGION PARK ELEMENTARY	045	Elementary School	Public	184	145	198	12	12	100.0%	0.0%
72.9%	40.7%	QUEMADO	003	QUEMADO ELEMENTARY	129	Elementary School	Public	24	43	59	7	7	100.0%	0.0%
72.8%	84.1%	ALBUQUERQUE	001	LOS RANCHOS ELEMENTARY	336	Elementary School	Public	297	257	353	23	23	100.0%	0.0%
72.7%	68.3%	GRANTS	088	MILAN ELEMENTARY	104	Elementary School	Public	371	395	543	74	74	100.0%	0.0%
72.6%	61.4%	PORTALES	057	STEINER ELEMENTARY	154	Elementary School	Public	137	162	223	13	13	100.0%	0.0%
72.0%	72.6%	ALBUQUERQUE	001	MANZANO MESA ELEMENTARY	260	Elementary School	Public	467	463	643	53	52	98.1%	1.9%
72.0%	76.7%	FARMINGTON	065	ESPERANZA ELEMENTARY	038	Elementary School	Public	493	463	643	49	49	100.0%	0.0%
72.0%	65.6%	RATON	009	KEARNEY ELEMENTARY	065	Elementary School	Public	124	136	189	12	12	100.0%	0.0%

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71.7%	90.0%	LAS VEGAS CITY	069	MIKE SENA ELEMENTARY	150	Elementary School	Public	54	43	60	9	9	100.0%	0.0%
71.4%	74.0%	SANTA FE	071	TURQUOISE TRAIL ELEMENTARY	155	Elementary School	Charter	344	332	465	24	23	95.8%	4.2%
71.4%	82.6%	LOS LUNAS	086	LOS LUNAS ELEMENTARY	082	Elementary School	Public	433	374	524	36	28	77.8%	22.2%
71.3%	86.4%	ALBUQUERQUE	001	SUSIE R. MARMON ELEMENTARY	280	Elementary School	Public	669	552	774	58	54	93.1%	6.9%
71.2%	63.1%	ALBUQUERQUE	001	MC COLLUM ELEMENTARY	307	Elementary School	Public	243	274	385	37	36	97.3%	2.7%
71.1%	90.5%	LAS VEGAS CITY	069	PAUL D. HENRY ELEMENTARY	058	Elementary School	Public	182	143	201	19	19	100.0%	0.0%
71.1%	72.9%	SILVER CITY	023	G.W.STOUT ELEMENTARY	123	Elementary School	Public	290	283	398	19	19	100.0%	0.0%
71.0%	65.8%	BLOOMFIELD	066	NAABA ANI ELEMENTARY	125	Elementary School	Public	391	422	594	142	113	79.6%	20.4%
71.0%	61.9%	CLOVIS	012	SANDIA ELEMENTARY	145	Elementary School	Public	258	296	417	44	44	100.0%	0.0%
70.9%	88.2%	HOBBS	033	B.T. WASHINGTON ELEMENTARY	172	Elementary School	Public	209	168	237	14	14	100.0%	0.0%
70.7%	60.2%	RIO RANCHO	083	COLINAS DEL NORTE ELEMENTARY	050	Elementary School	Public	436	512	724	115	99	86.1%	13.9%
70.5%	65.8%	BLOOMFIELD	066	CENTRAL PRIMARY	033	Elementary School	Public	415	445	631	46	45	97.8%	2.2%
70.5%	59.0%	ESTANCIA	080	VAN STONE ELEMENTARY	185	Elementary School	Public	36	43	61	8	8	100.0%	0.0%
70.5%	55.0%	SILVER CITY	023	HARRISON SCHMITT ELEMENTARY	157	Elementary School	Public	294	377	535	25	24	96.0%	4.0%
70.3%	60.7%	PORTALES	057	LINDSEY ELEMENTARY	078	Elementary School	Public	133	154	219	27	27	100.0%	0.0%
70.2%	58.0%	PORTALES	057	BROWN EARLY CHILDHOOD CENTER	028	Elementary School	Public	204	247	352	15	15	100.0%	0.0%
70.0%	78.7%	SOCORRO	074	ZIMMERLY ELEMENTARY	156	Elementary School	Public	163	145	207	13	13	100.0%	0.0%
69.9%	79.1%	SOCORRO	074	PARKVIEW ELEMENTARY	001	Elementary School	Public	371	328	469	28	28	100.0%	0.0%
69.7%	49.7%	MORIARTY	081	MOUNTAINVIEW ELEMENTARY	150	Elementary School	Public	174	244	350	25	25	100.0%	0.0%
69.7%	73.8%	JEMEZ VALLEY	063	JEMEZ VALLEY ELEMENTARY	145	Elementary School	Public	90	85	122	11	11	100.0%	0.0%
69.6%	86.5%	GALLUP	043	INDIAN HILLS ELEMENTARY	062	Elementary School	Public	302	243	349	34	33	97.1%	2.9%
69.6%	73.3%	LOS LUNAS	086	RAYMOND GABALDON ELEMENTARY	083	Elementary School	Public	236	224	322	22	22	100.0%	0.0%
69.5%	50.2%	ALAMOGORDO	046	OREGON	118	Elementary	Public	138	191	275	25	25	100.0%	0.0%

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				ELEMENTARY		School								
69.3%	86.6%	GALLUP	043	ROOSEVELT ELEMENTARY	135	Elementary School	Public	200	160	231	24	24	100.0%	0.0%
69.2%	62.6%	HOBBS	033	CORONADO ELEMENTARY	032	Elementary School	Public	256	283	409	46	46	100.0%	0.0%
68.8%	71.9%	SANTA FE	071	ALVORD ELEMENTARY	016	Elementary School	Public	92	88	128	0	0	0.0%	100.0%
68.7%	65.5%	RATON	009	LONGFELLOW ELEMENTARY	080	Elementary School	Public	184	193	281	13	13	100.0%	0.0%
68.2%	88.5%	SANTA FE	071	PINON ELEMENTARY	100	Elementary School	Public	668	515	755	35	35	100.0%	0.0%
67.9%	21.4%	LOGAN	051	LOGAN ELEMENTARY	080	Elementary School	Public	24	76	112	7	7	100.0%	0.0%
67.7%	71.4%	ALBUQUERQUE	001	MONTEZUMA ELEMENTARY	315	Elementary School	Public	362	343	507	39	39	100.0%	0.0%
67.5%	48.1%	CLAYTON	084	KISER ELEMENTARY	045	Elementary School	Public	37	52	77	38	38	100.0%	0.0%
67.2%	70.5%	BLOOMFIELD	066	BLANCO ELEMENTARY	025	Elementary School	Public	217	207	308	45	41	91.1%	8.9%
66.8%	65.9%	RUIDOSO	036	NOB HILL EARLY CHILDHOOD CENTER	115	Elementary School	Public	137	139	208	14	14	100.0%	0.0%
66.8%	62.7%	RIO RANCHO	083	PUESTA DEL SOL ELEMENTARY	319	Elementary School	Public	523	557	834	142	129	90.8%	9.2%
66.6%	62.8%	BLOOMFIELD	066	BLOOMFIELD FAMILY LEARNING CENTER	030	Elementary School	Public	182	193	290	31	31	100.0%	0.0%
66.5%	67.4%	ALBUQUERQUE	001	EDMUND G ROSS ELEMENTARY	219	Elementary School	Public	375	370	556	30	30	100.0%	0.0%
66.3%	55.3%	ALAMOGORDO	046	HEIGHTS ELEMENTARY	056	Elementary School	Public	161	193	291	29	29	100.0%	0.0%
66.2%	65.8%	RUIDOSO	036	WHITE MOUNTAIN ELEMENTARY	160	Elementary School	Public	346	348	526	56	56	100.0%	0.0%
65.8%	55.8%	CARLSBAD	020	ECE CENTER	047	Elementary School	Public	266	314	477	30	30	100.0%	0.0%
65.6%	49.4%	CLAYTON	084	ALVIS ELEMENTARY	037	Elementary School	Public	119	158	241	14	14	100.0%	0.0%
65.5%	52.9%	ALBUQUERQUE	001	SOMBRA DEL MONTE ELEMENTARY	357	Elementary School	Public	218	270	412	22	21	95.5%	4.5%
65.3%	66.6%	ALBUQUERQUE	001	GOV BENT ELEMENTARY	230	Elementary School	Public	363	356	545	44	43	97.7%	2.3%
65.1%	53.8%	EUNICE	032	METTIE JORDAN ELEMENTARY	048	Elementary School	Public	148	179	275	15	15	100.0%	0.0%
64.9%	56.2%	ROSWELL	004	DEL NORTE ELEMENTARY	041	Elementary School	Public	258	298	459	26	26	100.0%	0.0%
64.8%	59.8%	HOBBS	033	SANGER ELEMENTARY	144	Elementary School	Public	219	237	366	38	38	100.0%	0.0%
64.7%	78.3%	LAS CRUCES	017	TOMBAUGH	145	Elementary	Public	526	435	672	46	43	93.5%	6.5%

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes Elementary Schools only.

Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				ELEMENTARY		School								
64.6%	82.5%	SANTA FE	071	CHAPARRAL ELEMENTARY	146	Elementary School	Public	350	274	424	84	65	77.4%	22.6%
64.4%	60.3%	CIMARRON	008	CIMARRON ELEMENTARY	033	Elementary School	Public	44	47	73	4	4	100.0%	0.0%
64.1%	66.0%	RUIDOSO	036	SIERRA VISTA PRIMARY	145	Elementary School	Public	237	230	359	23	23	100.0%	0.0%
63.9%	89.8%	LORDSBURG	029	R.V.TRAYLOR ELEMENTARY	174	Elementary School	Public	132	94	147	9	9	100.0%	0.0%
63.8%	85.0%	ALBUQUERQUE	001	LEW WALLACE ELEMENTARY	373	Elementary School	Public	249	187	293	23	23	100.0%	0.0%
63.8%	63.8%	TATUM	035	TATUM ELEMENTARY	162	Elementary School	Public	102	102	160	7	7	100.0%	0.0%
63.7%	64.9%	LOS LUNAS	086	VALENCIA ELEMENTARY	002	Elementary School	Public	213	209	328	21	21	100.0%	0.0%
63.7%	78.0%	ALBUQUERQUE	001	CHAPARRAL ELEMENTARY	234	Elementary School	Public	643	525	824	59	50	84.7%	15.3%
63.7%	56.8%	FT SUMNER	016	FORT SUMNER ELEMENTARY	051	Elementary School	Public	83	93	146	13	13	100.0%	0.0%
63.2%	63.6%	ARTESIA	022	HERMOSA ELEMENTARY	056	Elementary School	Public	204	203	321	26	26	100.0%	0.0%
63.0%	97.7%	PENASCO	077	PENASCO ELEMENTARY	121	Elementary School	Public	251	162	257	14	13	92.9%	7.1%
62.9%	93.7%	POJOAQUE	072	PABLO ROYBAL ELEMENTARY	123	Elementary School	Public	478	321	510	27	27	100.0%	0.0%
62.5%	62.8%	LOS LUNAS	086	PERALTA ELEMENTARY	122	Elementary School	Public	246	245	392	23	23	100.0%	0.0%
62.1%	67.6%	FARMINGTON	065	NORTHEAST ELEMENTARY	118	Elementary School	Public	348	320	515	40	38	95.0%	5.0%
62.0%	70.5%	ALBUQUERQUE	001	ALVARADO ELEMENTARY	213	Elementary School	Public	289	254	410	24	24	100.0%	0.0%
62.0%	78.4%	LOVINGTON	031	LLANO ELEMENTARY	078	Elementary School	Public	410	324	523	16	16	100.0%	0.0%
61.4%	32.7%	CIMARRON	008	EAGLE NEST ELEMENTARY	047	Elementary School	Public	33	62	101	24	24	100.0%	0.0%
61.3%	81.4%	ALBUQUERQUE	001	GRIEGOS ELEMENTARY	267	Elementary School	Public	288	217	354	17	17	100.0%	0.0%
61.3%	52.0%	RIO RANCHO	083	RIO RANCHO ELEMENTARY	340	Elementary School	Public	384	453	739	141	122	86.5%	13.5%
60.7%	50.0%	ALAMOGORDO	046	YUCCA ELEMENTARY	181	Elementary School	Public	257	312	514	41	41	100.0%	0.0%
60.0%	20.0%	HOUSE	050	HOUSE ELEMENTARY	059	Elementary School	Public	6	18	30	7	7	100.0%	0.0%
59.8%	56.1%	JAL	034	JAL ELEMENTARY	064	Elementary School	Public	134	143	239	16	16	100.0%	0.0%
59.8%	49.5%	ALBUQUERQUE	001	COLLET PARK ELEMENTARY	240	Elementary School	Public	198	239	400	32	31	96.9%	3.1%
59.7%	72.5%	LAS CRUCES	017	EAST PICACHO ELEMENTARY	044	Elementary School	Public	398	328	549	35	35	100.0%	0.0%
59.6%	53.3%	TEXICO	013	TEXICO ELEMENTARY	161	Elementary School	Public	145	162	272	16	16	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
59.1%	65.7%	ALBUQUERQUE	001	ZIA ELEMENTARY	385	Elementary School	Public	270	243	411	31	26	83.9%	16.1%
58.7%	60.3%	ALBUQUERQUE	001	BELLEHAVEN ELEMENTARY	229	Elementary School	Public	216	210	358	21	21	100.0%	0.0%
58.6%	44.4%	ALAMOGORDO	046	SIERRA ELEMENTARY	150	Elementary School	Public	147	194	331	29	29	100.0%	0.0%
58.4%	63.9%	ALBUQUERQUE	001	INEZ ELEMENTARY	276	Elementary School	Public	301	275	471	26	26	100.0%	0.0%
58.2%	54.0%	ALBUQUERQUE	001	ACOMA ELEMENTARY	204	Elementary School	Public	115	124	213	15	15	100.0%	0.0%
58.2%	64.8%	ALBUQUERQUE	001	ZUNI ELEMENTARY	388	Elementary School	Public	293	263	452	26	26	100.0%	0.0%
58.1%	38.6%	AZTEC	064	MCCOY AVENUE ELEMENTARY	099	Elementary School	Public	206	310	534	26	26	100.0%	0.0%
57.9%	68.6%	HOBBS	033	BROADMOOR ELEMENTARY	028	Elementary School	Public	251	212	366	46	46	100.0%	0.0%
57.9%	42.1%	ANIMAS	030	ANIMAS ELEMENTARY	016	Elementary School	Public	32	44	76	5	5	100.0%	0.0%
57.7%	41.9%	AZTEC	064	LYDIA RIPPEY ELEMENTARY	136	Elementary School	Public	205	282	489	27	27	100.0%	0.0%
57.5%	52.2%	HOBBS	033	MILLS ELEMENTARY	072	Elementary School	Public	236	260	452	45	45	100.0%	0.0%
57.5%	89.4%	ALBUQUERQUE	001	CORONADO ELEMENTARY	243	Elementary School	Public	143	92	160	11	10	90.9%	9.1%
57.1%	75.3%	LOS LUNAS	086	SUNDANCE ELEMENTARY	160	Elementary School	Public	388	294	515	29	29	100.0%	0.0%
56.8%	71.4%	SANTA FE	071	GONZALES ELEMENTARY	057	Elementary School	Public	357	284	500	28	14	50.0%	50.0%
56.5%	45.2%	MORIARTY	081	EDGEWOOD ELEMENTARY	110	Elementary School	Public	135	169	299	16	16	100.0%	0.0%
56.3%	40.5%	CARLSBAD	020	MONTERREY ELEMENTARY	100	Elementary School	Public	115	160	284	25	25	100.0%	0.0%
55.8%	44.2%	DES MOINES	085	DES MOINES ELEMENTARY	044	Elementary School	Public	19	24	43	7	7	100.0%	0.0%
55.4%	72.2%	LAS CRUCES	017	JORNADA ELEMENTARY	061	Elementary School	Public	400	307	554	27	27	100.0%	0.0%
55.1%	76.9%	NORTH VALLEY CHA	504	NORTH VALLEY ACADEMY	001	Elementary School	Charter	373	267	485	41	41	100.0%	0.0%
54.8%	45.5%	CARLSBAD	020	SUNSET ELEMENTARY	158	Elementary School	Public	177	213	389	26	26	100.0%	0.0%
54.7%	51.1%	SILVER CITY	023	JOSE BARRIOS ELEMENTARY	115	Elementary School	Public	140	150	274	17	17	100.0%	0.0%
54.7%	37.7%	AZTEC	064	PARK AVENUE ELEMENTARY	123	Elementary School	Public	179	260	475	27	27	100.0%	0.0%
54.6%	41.5%	ALAMOGORDO	046	LA LUZ ELEMENTARY	072	Elementary School	Public	118	155	284	30	30	100.0%	0.0%
54.6%	56.8%	ROSWELL	004	MILITARY HGTS ELEMENTARY	095	Elementary School	Public	255	245	449	28	28	100.0%	0.0%
54.4%	36.7%	CLOVIS	012	RANCHVALE ELEMENTARY	133	Elementary School	Public	95	141	259	29	28	96.6%	3.4%
54.4%	68.9%	LAS CRUCES	017	HILLRISE	055	Elementary	Public	361	285	524	27	27	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Elementary

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School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				ELEMENTARY		School								
54.3%	69.6%	LOS LUNAS	086	KATHERINE GALLEGOS ELEMENTARY	080	Elementary School	Public	300	234	431	24	24	100.0%	0.0%
54.2%	53.3%	ALBUQUERQUE	001	COMANCHE ELEMENTARY	241	Elementary School	Public	234	238	439	23	22	95.7%	4.3%
54.0%	44.7%	HOBBS	033	COLLEGE LANE ELEMENTARY	030	Elementary School	Public	211	255	472	51	51	100.0%	0.0%
53.7%	92.0%	LAS VEGAS CITY	069	LOS NINOS ELEMENTARY	037	Elementary School	Public	185	108	201	15	15	100.0%	0.0%
53.5%	51.8%	ALBUQUERQUE	001	MITCHELL ELEMENTARY	310	Elementary School	Public	235	243	454	26	25	96.2%	3.8%
53.4%	75.9%	SANTA FE	071	E.J. MARTINEZ ELEMENTARY	099	Elementary School	Public	283	199	373	24	24	100.0%	0.0%
52.6%	62.5%	ALBUQUERQUE	001	SIERRA VISTA ELEMENTARY	356	Elementary School	Public	501	422	802	43	41	95.3%	4.7%
52.1%	20.5%	SILVER CITY	023	CLIFF ELEMENTARY	037	Elementary School	Public	24	61	117	8	8	100.0%	0.0%
52.1%	25.4%	GRADY	015	GRADY ELEMENTARY	055	Elementary School	Public	18	37	71	7	7	100.0%	0.0%
52.1%	22.5%	ELIDA	058	ELIDA ELEMENTARY	047	Elementary School	Public	16	37	71	7	7	100.0%	0.0%
51.8%	73.4%	LAS CRUCES	017	SONOMA ELEMENTARY	007	Elementary School	Public	455	321	620	37	36	97.3%	2.7%
51.7%	69.3%	LAS CRUCES	017	HIGHLAND ELEMENTARY	053	Elementary School	Public	561	419	810	44	41	93.2%	6.8%
51.4%	92.0%	POJOAQUE	072	POJOAQUE INTERMEDIATE	128	Elementary School	Public	263	147	286	12	12	100.0%	0.0%
51.2%	48.3%	TAOS	076	TAOS MUNICIPAL CHARTER	005	Elementary School	Charter	98	104	203	17	17	100.0%	0.0%
51.2%	62.9%	LAS CRUCES	017	FAIRACRES ELEMENTARY	051	Elementary School	Public	205	167	326	20	20	100.0%	0.0%
51.2%	53.5%	RIO RANCHO	083	ERNEST STAPLETON ELEMENTARY	372	Elementary School	Public	465	445	869	130	121	93.1%	6.9%
50.6%	67.6%	LAS CRUCES	017	MESILLA ELEMENTARY	097	Elementary School	Public	219	164	324	38	38	100.0%	0.0%
50.6%	58.0%	ARTESIA	022	GRAND HTS.EARLY CHILD	054	Elementary School	Public	195	170	336	22	22	100.0%	0.0%
50.2%	39.1%	ALAMOGORDO	046	BUENA VISTA ELEMENTARY	028	Elementary School	Public	113	145	289	30	30	100.0%	0.0%
50.1%	91.6%	HORIZON ACADEMY	503	HORIZON ACADEMY WEST	022	Elementary School	Charter	395	216	431	40	40	100.0%	0.0%
50.0%	30.0%	MOSQUERO	028	MOSQUERO ELEMENTARY	100	Elementary School	Public	6	10	20	6	6	100.0%	0.0%
50.0%	38.5%	ALAMOGORDO	046	HIGH ROLLS MTN ELEMENTARY	057	Elementary School	Public	10	13	26	7	7	100.0%	0.0%
49.6%	55.9%	ARTESIA	022	YUCCA ELEMENTARY	183	Elementary School	Public	151	134	270	21	21	100.0%	0.0%

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48.8%	45.6%	ALBUQUERQUE	001	A. MONTOYA ELEMENTARY	321	Elementary School	Public	171	183	375	23	22	95.7%	4.3%
48.7%	48.5%	RIO RANCHO	083	CIELO AZUL ELEMENTARY	021	Elementary School	Public	402	404	829	123	116	94.3%	5.7%
48.7%	22.1%	DORA	060	DORA ELEMENTARY	044	Elementary School	Public	25	55	113	7	7	100.0%	0.0%
48.6%	50.4%	FARMINGTON	065	MCKINLEY ELEMENTARY	100	Elementary School	Public	278	268	552	44	44	100.0%	0.0%
48.5%	50.6%	FARMINGTON	065	MESA VERDE ELEMENTARY	106	Elementary School	Public	266	255	526	48	48	100.0%	0.0%
48.4%	74.9%	SANTA FE	071	CARLOS GILBERT ELEMENTARY	022	Elementary School	Public	212	137	283	28	0	0.0%	100.0%
48.3%	23.6%	TAOS	076	ANANSI CHARTER SCHOOL	006	Elementary School	Charter	21	43	89	5	5	100.0%	0.0%
48.1%	18.3%	MELROSE	014	MELROSE ELEMENTARY	094	Elementary School	Public	24	63	131	7	7	100.0%	0.0%
47.6%	55.6%	ALBUQUERQUE	001	ARROYO DEL OSO ELEMENTARY	329	Elementary School	Public	244	209	439	26	23	88.5%	11.5%
47.3%	65.5%	ALBUQUERQUE	001	MARIE M HUGHES ELEMENTARY	365	Elementary School	Public	472	341	721	39	38	97.4%	2.6%
47.2%	61.8%	RIO RANCHO	083	MAGGIE CORDOVA ELEMENTARY SCHOOL	012	Elementary School	Public	593	453	960	148	145	98.0%	2.0%
47.1%	39.4%	MORIARTY	081	ROUTE 66 ELEMENTARY	001	Elementary School	Public	128	153	325	16	16	100.0%	0.0%
46.5%	58.4%	RIO RANCHO	083	MARTIN KING JR ELEMENTARY	375	Elementary School	Public	515	410	882	149	141	94.6%	5.4%
45.9%	61.4%	LOS LUNAS	086	BOSQUE FARMS ELEMENTARY	028	Elementary School	Public	262	196	427	25	25	100.0%	0.0%
45.7%	87.0%	LOS LUNAS	086	DESERT VIEW ELEMENTARY	003	Elementary School	Public	434	228	499	31	31	100.0%	0.0%
45.7%	64.3%	GALLUP	043	RED ROCK ELEMENTARY	134	Elementary School	Public	252	179	392	38	38	100.0%	0.0%
45.6%	31.2%	CAPITAN	040	CAPITAN ELEMENTARY	033	Elementary School	Public	74	108	237	15	15	100.0%	0.0%
45.3%	57.0%	ALBUQUERQUE	001	SUNSET VIEW ELEMENTARY	393	Elementary School	Public	263	209	461	32	31	96.9%	3.1%
44.9%	18.9%	CLOUDCROFT	048	CLOUDCROFT ELEMENTARY	038	Elementary School	Public	35	83	185	16	16	100.0%	0.0%
44.1%	61.0%	SOCORRO	074	SAN ANTONIO ELEMENTARY	144	Elementary School	Public	36	26	59	15	15	100.0%	0.0%
43.7%	48.7%	ALBUQUERQUE	001	SANDIA BASE ELEMENTARY	348	Elementary School	Public	250	224	513	36	33	91.7%	8.3%
43.2%	85.7%	LOS LUNAS	086	ANN PARISH ELEMENTARY	150	Elementary School	Public	361	182	421	29	29	100.0%	0.0%
41.9%	12.9%	ARTESIA	022	PENASCO ELEMENTARY	128	Elementary School	Public	4	13	31	8	8	100.0%	0.0%
41.6%	59.7%	BELEN	087	THE FAMILY	006	Elementary	Public	46	32	77	0	0	0.0%	100.0%

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				SCHOOL		School								
41.2%	39.7%	ALAMOGORDO	046	HOLLOMAN PRIMARY	058	Elementary School	Public	102	106	257	16	16	100.0%	0.0%
40.1%	39.7%	ROSWELL	004	BERRENDO ELEMENTARY	024	Elementary School	Public	209	211	526	25	24	96.0%	4.0%
38.4%	50.5%	RIO RANCHO	083	SANDIA VISTA ELEMENTARY	020	Elementary School	Public	247	188	489	60	59	98.3%	1.7%
38.3%	48.0%	ALBUQUERQUE	001	BANDELIER ELEMENTARY	222	Elementary School	Public	271	216	564	42	41	97.6%	2.4%
38.1%	88.0%	LOS LUNAS	086	TOME ELEMENTARY	180	Elementary School	Public	418	181	475	26	25	96.2%	3.8%
37.3%	67.2%	INTERNATIONAL SC	508	INTERNATIONAL SCHOOL AT MESA DEL SOL	001	Elementary School	Charter	45	25	67	5	3	60.0%	40.0%
36.9%	38.5%	ALAMOGORDO	046	HOLLOMAN INTERMEDIATE	059	Elementary School	Public	69	66	179	13	13	100.0%	0.0%
36.8%	62.3%	CIEN AGUAS INTER	507	CIEN AGUAS INTERNAL SCHOOL	001	Elementary School	Charter	66	39	106	8	8	100.0%	0.0%
36.2%	42.5%	ARTESIA	022	YESO ELEMENTARY	001	Elementary School	Public	203	173	478	33	33	100.0%	0.0%
36.0%	45.6%	RIO RANCHO	083	ENCHANTED HILLS ELEMENTARY	100	Elementary School	Public	305	241	669	101	97	96.0%	4.0%
36.0%	57.7%	ALBUQUERQUE	001	SEVEN-BAR ELEMENTARY	265	Elementary School	Public	512	319	887	58	58	100.0%	0.0%
36.0%	40.4%	ALBUQUERQUE	001	ONATE ELEMENTARY	227	Elementary School	Public	108	96	267	13	13	100.0%	0.0%
35.8%	49.2%	ALBUQUERQUE	001	MONTE VISTA ELEMENTARY	312	Elementary School	Public	235	171	478	25	24	96.0%	4.0%
35.5%	52.3%	RIO RANCHO	083	VISTA GRANDE ELEMENTARY	015	Elementary School	Public	359	244	687	102	101	99.0%	1.0%
35.5%	43.8%	SANTA FE	071	ACEQUIA MADRE ELEMENTARY	008	Elementary School	Public	74	60	169	12	12	100.0%	0.0%
35.5%	52.2%	SANTA FE	071	ATALAYA ELEMENTARY	033	Elementary School	Public	131	89	251	16	16	100.0%	0.0%
35.4%	36.8%	ALBUQUERQUE	001	JOHN BAKER ELEMENTARY	217	Elementary School	Public	185	178	503	29	29	100.0%	0.0%
35.0%	56.7%	ALBUQUERQUE	001	PETROGLYPH ELEMENTARY	317	Elementary School	Public	408	252	719	45	45	100.0%	0.0%
34.7%	45.3%	SOCORRO	074	COTTONWOOD VALLEY CHARTER	003	Elementary School	Charter	77	59	170	10	7	70.0%	30.0%
33.8%	49.3%	ALBUQUERQUE	001	VENTANA RANCH ELEMENTARY	264	Elementary School	Public	379	260	769	44	38	86.4%	13.6%
33.0%	45.6%	LAS CRUCES	017	WHITE SANDS ELEMENTARY	177	Elementary School	Public	130	94	285	16	16	100.0%	0.0%
32.9%	33.2%	FARMINGTON	065	LADERA DEL NORTE ELEMENTARY	073	Elementary School	Public	191	189	575	40	40	100.0%	0.0%

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32.7%	44.0%	BERNALILLO	061	PLACITAS ELEMENTARY	127	Elementary School	Public	70	52	159	11	11	100.0%	0.0%
32.2%	37.3%	QUESTA	079	RED RIVER VALLEY	004	Elementary School	Charter	22	19	59	9	9	100.0%	0.0%
32.1%	42.8%	ALBUQUERQUE	001	OSUNA ELEMENTARY	332	Elementary School	Public	180	135	421	25	24	96.0%	4.0%
31.4%	28.6%	MORIARTY	081	SOUTH MOUNTAIN ELEMENTARY	120	Elementary School	Public	91	100	318	17	17	100.0%	0.0%
30.7%	25.6%	CARLSBAD	020	RIVERSIDE ELEMENTARY	133	Elementary School	Public	69	83	270	20	20	100.0%	0.0%
30.5%	37.8%	HOBBS	033	STONE ELEMENTARY	075	Elementary School	Public	156	126	413	45	45	100.0%	0.0%
30.5%	54.8%	ALBUQUERQUE	001	CHAMIZA ELEMENTARY	295	Elementary School	Public	345	192	630	33	33	100.0%	0.0%
30.4%	53.3%	ALBUQUERQUE	001	TIERRA ANTIGUA ELEMENTARY	389	Elementary School	Public	274	156	514	33	32	97.0%	3.0%
30.2%	28.5%	CLOVIS	012	ZIA ELEMENTARY	155	Elementary School	Public	138	146	484	23	23	100.0%	0.0%
30.0%	38.1%	FARMINGTON	065	COUNTRY CLUB ELEMENTARY	037	Elementary School	Public	198	156	520	38	38	100.0%	0.0%
28.7%	43.1%	ALBUQUERQUE	001	CORRALES ELEMENTARY	351	Elementary School	Public	203	135	471	23	23	100.0%	0.0%
27.0%	33.0%	CLOVIS	012	MESA ELEMENTARY	095	Elementary School	Public	181	148	549	50	50	100.0%	0.0%
26.4%	54.3%	LAS CRUCES	017	DESERT HILLS ELEMENTARY	045	Elementary School	Public	388	189	715	44	42	95.5%	4.5%
25.7%	31.4%	ALBUQUERQUE	001	SOUTHWEST PRIMARY LERNING CENTER	125	Elementary School	Charter	33	27	105	12	12	100.0%	0.0%
25.0%	37.5%	ROY	027	ROY ELEMENTARY	135	Elementary School	Public	6	4	16	6	6	100.0%	0.0%
23.6%	35.6%	SANTA FE	071	EL DORADO ELEMENTARY	135	Elementary School	Public	236	156	662	2	0	0.0%	100.0%
23.4%	27.8%	ALBUQUERQUE	001	MONTESSORI ELEMENTARY SCHOOL	290	Elementary School	Charter	88	74	316	34	34	100.0%	0.0%
22.2%	0.0%	RESERVE	002	GLENWOOD ELEMENTARY	055	Elementary School	Public	0	2	9	3	3	100.0%	0.0%
22.1%	22.4%	ALBUQUERQUE	001	SAN ANTONITO ELEMENTARY	345	Elementary School	Public	71	70	317	22	22	100.0%	0.0%
21.1%	39.8%	SANTA FE	071	WOOD-GORMLEY ELEMENTARY	176	Elementary School	Public	155	82	389	1	0	0.0%	100.0%
20.0%	36.0%	LOS LUNAS	086	LOS LUNAS FAMILY SCHOOL	018	Elementary School	Public	9	5	25	8	8	100.0%	0.0%
18.5%	36.2%	ALBUQUERQUE	001	HUBERT H HUMPHREY ELEMENTARY	221	Elementary School	Public	172	88	475	26	26	100.0%	0.0%
18.0%	28.2%	ALBUQUERQUE	001	S. Y. JACKSON ELEMENTARY	360	Elementary School	Public	149	95	529	30	30	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Elementary

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
17.9%	40.1%	ALBUQUERQUE	001	DENNIS CHAVEZ ELEMENTARY	203	Elementary School	Public	289	129	720	39	37	94.9%	5.1%
15.6%	30.4%	ALBUQUERQUE	001	GEORGIA O'KEEFFE ELEMENTARY	328	Elementary School	Public	171	88	563	26	26	100.0%	0.0%
8.5%	24.2%	ALBUQUERQUE	001	DOUBLE EAGLE ELEMENTARY	350	Elementary School	Public	122	43	505	23	23	100.0%	0.0%
6.4%	31.2%	ALBUQUERQUE	001	NORTH STAR ELEMENTARY	268	Elementary School	Public	206	42	660	33	32	97.0%	3.0%
4.2%	29.1%	ALBUQUERQUE	001	THE FAMILY SCHOOL	900	Elementary School	Public	69	10	237	5	5	100.0%	0.0%
3.8%	91.3%	LAS VEGAS CITY	069	LVCS EARLY CHILDHOOD	003	Elementary School	Public	95	4	104	8	8	100.0%	0.0%
0.6%	34.3%	AZTEC	064	MOSAIC ACADEMY CHARTER	001	Elementary School	Charter	61	1	178	27	24	88.9%	11.1%
0.0%	36.4%	ALBUQUERQUE	001	CORRALES INTERNATIONAL	028	Elementary School	Charter	40	0	110	6	4	66.7%	33.3%
0.0%	54.5%	ALBUQUERQUE	001	MONTESSORI OF THE RIO GRANDE	095	Elementary School	Charter	97	0	178	39	39	100.0%	0.0%
0.0%	33.6%	ALBUQUERQUE	001	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	098	Elementary School	Charter	40	0	119	11	11	100.0%	0.0%
0.0%	15.1%	ALBUQUERQUE	001	ALICE KING COMMUNITY SCHOOL	116	Elementary School	Charter	25	0	166	16	13	81.2%	18.8%
0.0%	36.3%	LOS ALAMOS	041	ASPEN ELEMENTARY	017	Elementary School	Public	120	0	331	94	94	100.0%	0.0%
0.0%	30.6%	LOS ALAMOS	041	BARRANCA MESA ELEMENTARY	021	Elementary School	Public	120	0	392	105	105	100.0%	0.0%
0.0%	41.8%	LOS ALAMOS	041	CHAMISA ELEMENTARY	040	Elementary School	Public	104	0	249	81	81	100.0%	0.0%
0.0%	27.6%	LOS ALAMOS	041	MOUNTAIN ELEMENTARY	101	Elementary School	Public	107	0	388	114	114	100.0%	0.0%
0.0%	20.9%	LOS ALAMOS	041	PINON ELEMENTARY	127	Elementary School	Public	78	0	373	100	100	100.0%	0.0%
0.0%	25.0%	JEMEZ MOUNTAIN	056	LINDRITH AREA HERITAGE	003	Elementary School	Charter	5	0	20	1	1	100.0%	0.0%
Summary (Unduplicated):								**122,354**	**120,638**	**167,832**	**14,205**	**13,672**	**96.2%**	**3.8%**

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Percentage of Classes HQT with Poverty Rate - High School

School Year Data for Standard & Poor's website SchoolDataDirect.org

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Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
100.0%	88.2%	ALBUQUERQUE	001	LOS PUENTES CHARTER	017	High School	Charter	135	153	153	99	95	96.0%	4.0%
100.0%	96.7%	ALBUQUERQUE	001	SOUTH VALLEY ACADEMY	025	High School	Charter	232	240	240	49	49	100.0%	0.0%
100.0%	98.4%	ALBUQUERQUE	001	NUESTROS VALORES CHARTER	039	High School	Charter	121	123	123	32	32	100.0%	0.0%
100.0%	95.7%	ALBUQUERQUE	001	ROBERT F. KENNEDY CHARTER	051	High School	Charter	264	276	276	80	77	96.2%	3.8%
100.0%	79.9%	ALBUQUERQUE	001	LA ACADEMIA DE ESPERANZA	061	High School	Charter	207	259	259	199	154	77.4%	22.6%
100.0%	90.1%	ALBUQUERQUE	001	ACADEMY OF TRADES AND TECH	130	High School	Charter	200	222	222	60	60	100.0%	0.0%
100.0%	88.7%	ALBUQUERQUE	001	NEW FUTURES SCHOOL	549	High School	Public	219	247	247	150	143	95.3%	4.7%
100.0%	66.7%	ALBUQUERQUE	001	SIERRA ALTERNATIVE	594	High School	Public	88	132	132	105	105	100.0%	0.0%
100.0%	69.9%	ALBUQUERQUE	001	FREEDOM HIGH	596	High School	Public	123	176	176	43	43	100.0%	0.0%
100.0%	79.0%	ROSWELL	004	ROSWELL HIGH	135	High School	Public	1,037	1,313	1,313	268	255	95.1%	4.9%
100.0%	82.9%	HAGERMAN	005	HAGERMAN HIGH	055	High School	Public	107	129	129	48	48	100.0%	0.0%
100.0%	75.0%	LAKE ARTHUR	007	LAKE ARTHUR HIGH	075	High School	Public	36	48	48	21	21	100.0%	0.0%
100.0%	40.7%	MAXWELL	011	MAXWELL HIGH	105	High School	Public	11	27	27	12	12	100.0%	0.0%
100.0%	90.1%	HATCH	018	HATCH VALLEY HIGH	058	High School	Public	375	416	416	102	101	99.0%	1.0%
100.0%	78.7%	LOVING	021	LOVING HIGH	086	High School	Public	144	183	183	53	53	100.0%	0.0%
100.0%	91.0%	COBRE CONS.	024	COBRE HIGH	036	High School	Public	334	367	367	150	150	100.0%	0.0%
100.0%	95.6%	SANTA ROSA	025	SANTA ROSA HIGH	146	High School	Public	172	180	180	57	57	100.0%	0.0%
100.0%	95.0%	VAUGHN	026	VAUGHN HIGH	169	High School	Public	38	40	40	25	25	100.0%	0.0%
100.0%	39.4%	CORONA	038	CORONA HIGH	039	High School	Public	13	33	33	20	20	100.0%	0.0%
100.0%	90.4%	HONDO	039	HONDO HIGH	060	High School	Public	66	73	73	39	39	100.0%	0.0%
100.0%	86.2%	DEMING	042	DEMING CESAR CHAVEZ	006	High School	Charter	125	145	145	19	11	57.9%	42.1%
100.0%	83.7%	DEMING	042	DEMING HIGH	044	High School	Public	1,308	1,562	1,562	189	189	100.0%	0.0%
100.0%	99.6%	GALLUP	043	GALLUP CENTRAL ALTERNATIVE	016	High School	Public	229	230	230	41	39	95.1%	4.9%

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Percentage of Classes HQT with Poverty Rate - High School

School Year Data for Standard & Poor's website SchoolDataDirect.org

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100.0%	100.0%	GALLUP	043	TSE'YI'GAI HIGH	089	High School	Public	109	109	109	46	45	97.8%	2.2%
100.0%	96.2%	MORA	044	MORA HIGH	105	High School	Public	154	160	160	57	57	100.0%	0.0%
100.0%	95.7%	WAGON MOUND	045	WAGON MOUND HIGH	173	High School	Public	44	46	46	29	26	89.7%	10.3%
100.0%	68.6%	TULAROSA	047	TULAROSA HIGH	165	High School	Public	214	312	312	77	77	100.0%	0.0%
100.0%	66.3%	TUCUMCARI	049	TUCUMCARI HIGH	164	High School	Public	203	306	306	118	118	100.0%	0.0%
100.0%	87.6%	CHAMA	053	ESCALANTE HIGH	165	High School	Public	113	129	129	30	30	100.0%	0.0%
100.0%	99.1%	DULCE	054	DULCE HIGH	045	High School	Public	209	211	211	0	0	0.0%	100.0%
100.0%	95.5%	ESPANOLA	055	MILITARY ACADEMY MAGNET	027	High School	Public	105	110	110	30	29	96.7%	3.3%
100.0%	98.5%	ESPANOLA	055	ESPANOLA VALLEY HIGH	050	High School	Public	981	996	996	238	227	95.4%	4.6%
100.0%	88.8%	JEMEZ MOUNTAIN	056	CORONADO HIGH	038	High School	Public	79	89	89	30	30	100.0%	0.0%
100.0%	92.8%	BERNALILLO	061	BERNALILLO HIGH	027	High School	Public	880	948	948	221	218	98.6%	1.4%
100.0%	76.0%	CUBA	062	CUBA HIGH	038	High School	Public	241	317	317	92	84	91.3%	8.7%
100.0%	98.9%	CENTRAL CONS.	067	CAREER PREP ALTERNATIVE	025	High School	Public	177	179	179	35	33	94.3%	5.7%
100.0%	85.8%	CENTRAL CONS.	067	CENTRAL HIGH	035	High School	Public	753	878	878	247	247	100.0%	0.0%
100.0%	99.6%	CENTRAL CONS.	067	NEWCOMB HIGH	130	High School	Public	268	269	269	104	104	100.0%	0.0%
100.0%	92.2%	WEST LAS VEGAS	068	WLV FAMILY PARTNERSHIP	003	High School	Public	71	77	77	44	31	70.5%	29.5%
100.0%	94.7%	WEST LAS VEGAS	068	W LAS VEGAS HIGH	173	High School	Public	468	494	494	114	107	93.9%	6.1%
100.0%	90.9%	PECOS	070	PECOS HIGH	124	High School	Public	190	209	209	39	39	100.0%	0.0%
100.0%	73.7%	MAGDALENA	075	MAGDALENA HIGH	095	High School	Public	112	152	152	36	36	100.0%	0.0%
100.0%	100.0%	TAOS	076	CHRYSALIS ALTERNATIVE	010	High School	Public	28	28	28	18	0	0.0%	100.0%
100.0%	83.3%	TAOS	076	TAOS CYBER MAGNET	011	High School	Public	15	18	18	0	0	0.0%	100.0%
100.0%	81.3%	TAOS	076	TAOS HIGH	165	High School	Public	610	750	750	202	198	98.0%	2.0%
100.0%	91.7%	QUESTA	079	QUESTA HIGH	129	High School	Public	121	132	132	51	51	100.0%	0.0%
100.0%	81.1%	BELEN	087	BELEN INFINITY HIGH	001	High School	Public	60	74	74	57	56	98.2%	1.8%

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Percentage of Classes HQT with Poverty Rate - High School

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99.9%	99.6%	CENTRAL CONS.	067	SHIPROCK HIGH	039	High School	Public	735	737	738	218	206	94.5%	5.5%
99.4%	57.6%	ALAMOGORDO	046	ACADEMY DEL SOL ALT.	004	High School	Public	99	171	172	84	84	100.0%	0.0%
96.9%	100.0%	ZUNI	089	TWIN BUTTES HIGH	192	High School	Public	64	62	64	15	15	100.0%	0.0%
96.3%	88.2%	ALBUQUERQUE	001	EL CAMINO REAL ACADEMY	069	High School	Charter	435	475	493	34	33	97.1%	2.9%
95.8%	100.0%	ZUNI	089	ZUNI HIGH	190	High School	Public	430	412	430	62	62	100.0%	0.0%
95.2%	97.8%	NEW AMERICA SCHO	506	NEW AMERICA SCHOOL	001	High School	Charter	223	217	228	27	24	88.9%	11.1%
93.5%	98.4%	GADSDEN	019	SANTA TERESA HIGH	200	High School	Public	1,247	1,185	1,267	106	105	99.1%	0.9%
93.5%	98.2%	GADSDEN	019	GADSDEN HIGH	054	High School	Public	1,649	1,571	1,680	122	120	98.4%	1.6%
92.9%	90.7%	GADSDEN	019	CHAPARRAL HIGH	003	High School	Public	869	890	958	141	138	97.9%	2.1%
91.3%	63.8%	SPRINGER	010	SPRINGER HIGH	150	High School	Public	44	63	69	27	27	100.0%	0.0%
90.8%	84.5%	ALBUQUERQUE	001	SCHOOL FOR INTEGRATE	090	High School	Charter	229	246	271	50	50	100.0%	0.0%
88.9%	66.7%	CARRIZOZO	037	CARRIZOZO HIGH	036	High School	Public	42	56	63	16	16	100.0%	0.0%
87.4%	98.2%	PENASCO	077	PENASCO HIGH	123	High School	Public	164	146	167	51	45	88.2%	11.8%
85.2%	87.8%	LAS CRUCES	017	LAS MONTANAS CHARTER	013	High School	Charter	238	231	271	48	40	83.3%	16.7%
84.4%	98.9%	GALLUP	043	NAVAJO PINE HIGH	075	High School	Public	177	151	179	57	47	82.5%	17.5%
83.4%	95.4%	CESAR CHAVEZ COM	512	CESAR CHAVEZ COMMUNITY CENTER	001	High School	Charter	144	126	151	112	112	100.0%	0.0%
82.1%	94.8%	GALLUP	043	THOREAU HIGH	145	High School	Public	470	407	496	117	109	93.2%	6.8%
82.0%	92.0%	ALBUQUERQUE	001	ATRISCO HERITAGE ACADEMY HS	576	High School	Public	1,055	941	1,147	238	222	93.3%	6.7%
80.6%	92.6%	SANTA FE	071	CAPITAL HIGH	020	High School	Public	1,033	899	1,115	161	148	91.9%	8.1%
80.6%	93.3%	MESA VISTA	078	MESA VISTA HIGH	119	High School	Public	125	108	134	25	22	88.0%	12.0%
80.3%	100.0%	JEMEZ VALLEY	063	WALATOWA CHARTER HIGH	003	High School	Charter	61	49	61	22	20	90.9%	9.1%
74.4%	99.7%	GALLUP	043	TOHATCHI HIGH	064	High School	Public	382	285	383	94	84	89.4%	10.6%
73.0%	98.5%	GALLUP	043	CROWNPOINT HIGH	039	High School	Public	391	290	397	86	83	96.5%	3.5%

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72.9%	84.1%	GALLUP	043	RAMAH HIGH	130	High School	Public	174	151	207	73	73	100.0%	0.0%
71.6%	97.6%	GADSDEN	019	DESERT PRIDE ACADEMY	007	High School	Public	323	237	331	103	103	100.0%	0.0%
70.8%	99.0%	GRANTS	088	LAGUNA-ACOMA HIGH	057	High School	Public	298	213	301	101	101	100.0%	0.0%
70.2%	79.8%	SILVER CITY	023	SILVER CITY OPPORTUNITY SCHOOL	002	High School	Public	67	59	84	144	142	98.6%	1.4%
69.4%	73.9%	FARMINGTON	065	ROCINANTE HIGH	148	High School	Public	116	109	157	32	32	100.0%	0.0%
69.0%	79.8%	LAS CRUCES	017	SAN ANDRES HIGH SCHOOL	012	High School	Public	134	116	168	76	68	89.5%	10.5%
69.0%	71.1%	LOVINGTON	031	LOVINGTON FRESHMAN ACADEMY	083	High School	Public	170	165	239	66	66	100.0%	0.0%
68.5%	67.6%	MOUNTAINAIR	082	MOUNTAINAIR HIGH	107	High School	Public	73	74	108	63	53	84.1%	15.9%
68.2%	93.3%	ALBUQUERQUE	001	RIO GRANDE HIGH	540	High School	Public	1,642	1,199	1,759	426	395	92.7%	7.3%
67.7%	90.5%	LORDSBURG	029	LORDSBURG HIGH	082	High School	Public	199	149	220	121	121	100.0%	0.0%
67.5%	80.1%	GRANTS	088	GRANTS HIGH	055	High School	Public	731	616	913	289	278	96.2%	3.8%
67.4%	90.4%	JEMEZ VALLEY	063	JEMEZ VALLEY HIGH	166	High School	Public	122	91	135	43	38	88.4%	11.6%
67.4%	90.5%	GADSDEN	019	ANTHONY CHARTER SCHOOL	011	High School	Charter	86	64	95	34	26	76.5%	23.5%
67.0%	76.7%	LOVINGTON	031	NEW HOPE ALT HIGH	004	High School	Public	79	69	103	76	76	100.0%	0.0%
66.7%	46.3%	SAN JON	052	SAN JON HIGH	145	High School	Public	25	36	54	18	18	100.0%	0.0%
66.7%	40.7%	DES MOINES	085	DES MOINES HIGH	045	High School	Public	22	36	54	31	29	93.5%	6.5%
66.4%	91.3%	ALBUQUERQUE	001	WEST MESA HIGH	570	High School	Public	1,803	1,311	1,975	510	465	91.2%	8.8%
66.3%	47.2%	FLOYD	059	FLOYD HIGH	054	High School	Public	42	59	89	25	25	100.0%	0.0%
65.8%	49.4%	RESERVE	002	RESERVE HIGH	136	High School	Public	39	52	79	33	30	90.9%	9.1%
65.8%	99.6%	ALBUQUERQUE	001	NATIVE AMERICAN COMM ACADEMY	006	High School	Charter	274	181	275	89	80	89.9%	10.1%
65.4%	73.1%	DEXTER	006	DEXTER HIGH	045	High School	Public	228	204	312	72	72	100.0%	0.0%
65.3%	24.0%	LOGAN	051	LOGAN HIGH	081	High School	Public	18	49	75	29	29	100.0%	0.0%
64.6%	70.7%	TAOS	076	VISTA GRANDE	012	High	Charter	70	64	99	42	34	81.0%	19.0%

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Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				HIGH SCHOOL		School								
64.4%	62.0%	CLOVIS	012	CLOVIS HS FRESHMAN CAMPUS	056	High School	Public	355	369	573	127	127	100.0%	0.0%
63.5%	38.5%	AZTEC	064	VISTA NUEVA HIGH	002	High School	Public	20	33	52	10	9	90.0%	10.0%
63.4%	74.9%	ROSWELL	004	UNIVERSITY HIGH	132	High School	Public	170	144	227	42	39	92.9%	7.1%
62.5%	67.6%	HOBBS	033	HOBBS FRESHMAN SCHOOL	055	High School	Public	404	374	598	105	105	100.0%	0.0%
62.4%	76.3%	BLOOMFIELD	066	CHARLIE Y. BROWN ALT	001	High School	Public	71	58	93	92	87	94.6%	5.4%
61.5%	92.3%	ALBUQUERQUE	001	SCHOOL ON WHEELS	597	High School	Public	144	96	156	9	6	66.7%	33.3%
61.4%	91.3%	GALLUP	043	MIYAMURA HIGH SCHOOL	073	High School	Public	754	507	826	187	180	96.3%	3.7%
59.1%	81.4%	ALBUQUERQUE	001	HIGHLAND HIGH	520	High School	Public	1,354	983	1,664	433	404	93.3%	6.7%
58.4%	73.9%	LOS LUNAS	086	VALENCIA HIGH	017	High School	Public	782	618	1,058	138	115	83.3%	16.7%
57.8%	24.4%	QUEMADO	003	QUEMADO HIGH	130	High School	Public	22	52	90	33	33	100.0%	0.0%
57.5%	51.4%	CLAYTON	084	CLAYTON HIGH	039	High School	Public	92	103	179	65	65	100.0%	0.0%
57.0%	93.3%	GALLUP	043	GALLUP HIGH	055	High School	Public	1,334	815	1,430	251	242	96.4%	3.6%
57.0%	53.3%	PORTALES	057	PORTALES HIGH	124	High School	Public	425	454	797	207	207	100.0%	0.0%
56.9%	48.6%	TRUTH OR CONS.	073	HOT SPRINGS HIGH	058	High School	Public	210	246	432	65	65	100.0%	0.0%
56.2%	49.4%	ANIMAS	030	ANIMAS HIGH	017	High School	Public	44	50	89	34	34	100.0%	0.0%
55.7%	83.1%	ALBUQUERQUE	001	ALBUQUERQUE HIGH	590	High School	Public	1,411	946	1,698	468	447	95.5%	4.5%
55.5%	76.2%	SANTA FE	071	SANTA FE HIGH	165	High School	Public	1,205	878	1,581	294	288	98.0%	2.0%
55.4%	38.0%	FT SUMNER	016	FORT SUMNER HIGH	052	High School	Public	35	51	92	42	42	100.0%	0.0%
55.3%	74.9%	LOS LUNAS	086	LOS LUNAS HIGH	085	High School	Public	1,054	779	1,408	175	170	97.1%	2.9%
54.3%	67.6%	LOVINGTON	031	LOVINGTON HIGH	081	High School	Public	367	295	543	167	167	100.0%	0.0%
53.2%	51.9%	ESTANCIA	080	ESTANCIA HIGH	050	High School	Public	123	126	237	29	28	96.6%	3.4%
52.9%	57.1%	JAL	034	JAL HIGH	066	High School	Public	68	63	119	37	37	100.0%	0.0%
52.2%	72.0%	BELEN	087	BELEN HIGH	026	High School	Public	940	682	1,306	278	278	100.0%	0.0%

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes High Schools only.

Percentage of Classes HQT with Poverty Rate - High School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
52.1%	53.3%	ALMA D'ARTE CHAR	511	ALMA D'ARTE CHARTER	001	High School	Charter	88	86	165	18	17	94.4%	5.6%
51.0%	66.0%	HOBBS	033	HOBBS HIGH	058	High School	Public	1,084	837	1,642	576	576	100.0%	0.0%
50.9%	59.9%	RATON	009	RATON HIGH	136	High School	Public	233	198	389	131	130	99.2%	0.8%
50.0%	57.2%	SILVER CITY	023	SILVER HIGH	152	High School	Public	431	377	754	159	151	95.0%	5.0%
49.4%	78.6%	SOCORRO	074	SOCORRO HIGH	160	High School	Public	426	268	542	232	232	100.0%	0.0%
48.1%	59.4%	RUIDOSO	036	RUIDOSO HIGH	139	High School	Public	399	323	672	184	184	100.0%	0.0%
47.5%	60.5%	CLOVIS	012	CLOVIS HIGH	036	High School	Public	1,043	818	1,723	327	321	98.2%	1.8%
47.5%	52.0%	EUNICE	032	EUNICE HIGH	050	High School	Public	92	84	177	54	54	100.0%	0.0%
46.9%	69.0%	BLOOMFIELD	066	BLOOMFIELD HIGH	026	High School	Public	556	378	806	172	171	99.4%	0.6%
46.7%	51.3%	ROSWELL	004	GODDARD HIGH	130	High School	Public	603	549	1,175	273	273	100.0%	0.0%
46.5%	70.7%	ALBUQUERQUE	001	DEL NORTE HIGH	514	High School	Public	973	640	1,376	362	345	95.3%	4.7%
46.3%	54.9%	ALBUQUERQUE	001	MANZANO HIGH	530	High School	Public	1,063	898	1,938	529	512	96.8%	3.2%
46.3%	29.9%	CARLSBAD	020	JEFFERSON MONTESSORI	001	High School	Charter	44	68	147	39	26	66.7%	33.3%
46.1%	73.7%	LAS CRUCES	017	ONATE HIGH	130	High School	Public	1,568	980	2,128	240	222	92.5%	7.5%
45.8%	54.2%	MOSQUERO	028	MOSQUERO HIGH	101	High School	Public	13	11	24	17	17	100.0%	0.0%
45.5%	52.5%	CIMARRON	008	CIMARRON HIGH	034	High School	Public	53	46	101	43	43	100.0%	0.0%
45.2%	11.9%	GRADY	015	GRADY HIGH	057	High School	Public	5	19	42	17	17	100.0%	0.0%
45.0%	89.9%	SANTA FE	071	TIERRA ENCANTADA CHARTER SCHOOL	036	High School	Charter	116	58	129	23	9	39.1%	60.9%
44.9%	93.6%	POJOAQUE	072	POJOAQUE HIGH	124	High School	Public	639	307	683	205	195	95.1%	4.9%
43.4%	88.3%	LAS VEGAS CITY	069	ROBERTSON HIGH	136	High School	Public	484	238	548	169	157	92.9%	7.1%
43.2%	35.1%	ROY	027	ROY HIGH	136	High School	Public	13	16	37	27	27	100.0%	0.0%
43.1%	59.7%	RIO RANCHO	083	INDEPENDENCE HIGH SCHOOL	013	High School	Public	148	107	248	91	86	94.5%	5.5%
42.9%	46.4%	ESTANCIA	080	ESTANCIA VALLEY LEARNING	100	High School	Public	26	24	56	19	19	100.0%	0.0%

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes High Schools only.

Percentage of Classes HQT with Poverty Rate - High School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
42.2%	36.7%	TAOS ACADEMY	510	TAOS ACADEMY	001	High School	Charter	33	38	90	45	28	62.2%	37.8%
42.2%	28.1%	DORA	060	DORA HIGH	045	High School	Public	36	54	128	51	51	100.0%	0.0%
42.0%	42.9%	TATUM	035	TATUM HIGH	163	High School	Public	51	50	119	38	38	100.0%	0.0%
41.9%	86.2%	ALBUQUERQUE	001	VALLEY HIGH	560	High School	Public	1,397	680	1,621	430	396	92.1%	7.9%
41.9%	48.4%	ALAMOGORDO	046	ALAMOGORDO HIGH	015	High School	Public	824	714	1,703	418	417	99.8%	0.2%
41.4%	76.3%	LAS CRUCES	017	LAS CRUCES HIGH	075	High School	Public	1,847	1,001	2,420	434	416	95.9%	4.1%
40.4%	72.3%	LAS CRUCES	017	MAYFIELD HIGH	100	High School	Public	1,684	942	2,329	258	246	95.3%	4.7%
40.3%	54.0%	CREATIVE ED PREP	513	CREATIVE ED PREP #1	001	High School	Charter	95	71	176	259	259	100.0%	0.0%
39.8%	41.3%	MORIARTY	081	MORIARTY HIGH	101	High School	Public	437	421	1,059	218	218	100.0%	0.0%
39.7%	38.0%	TEXICO	013	TEXICO HIGH	162	High School	Public	68	71	179	59	57	96.6%	3.4%
39.0%	28.8%	ELIDA	058	ELIDA HIGH	048	High School	Public	17	23	59	27	27	100.0%	0.0%
38.8%	53.4%	CARLSBAD	020	CARLSBAD HIGH	034	High School	Public	882	642	1,653	462	462	100.0%	0.0%
38.0%	19.7%	MELROSE	014	MELROSE HIGH	095	High School	Public	14	27	71	26	26	100.0%	0.0%
37.4%	36.7%	CAPITAN	040	CAPITAN HIGH	034	High School	Public	54	55	147	49	49	100.0%	0.0%
37.3%	42.7%	AZTEC	064	AZTEC HIGH	018	High School	Public	412	360	966	216	199	92.1%	7.9%
37.2%	52.7%	RIO RANCHO	083	RIO RANCHO HIGH	006	High School	Public	1,471	1,038	2,789	847	828	97.8%	2.2%
35.8%	78.9%	SANTA FE	071	CAREER ACADEMY	012	High School	Public	97	44	123	0	0	0.0%	100.0%
34.2%	39.5%	HOUSE	050	HOUSE HIGH	060	High School	Public	15	13	38	37	37	100.0%	0.0%
34.1%	22.8%	SILVER CITY	023	CLIFF HIGH	034	High School	Public	28	42	123	50	50	100.0%	0.0%
33.9%	51.2%	RIO RANCHO	083	V.SUE CLEVELAND HIGH	011	High School	Public	832	550	1,624	497	488	98.2%	1.8%
33.6%	60.3%	FARMINGTON	065	FARMINGTON HIGH	053	High School	Public	811	451	1,344	305	300	98.4%	1.6%
32.9%	15.5%	CLOUDCROFT	048	CLOUDCROFT HIGH	039	High School	Public	25	53	161	64	64	100.0%	0.0%
29.9%	50.7%	ALBUQUERQUE	001	PUBLIC ACADEMY FOR PERFORMING ARTS	047	High School	Charter	175	103	345	145	136	93.8%	6.2%

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes High Schools only.

Percentage of Classes HQT with Poverty Rate - High School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
29.5%	85.2%	LOS LUNAS	086	CENTURY ALT HIGH	009	High School	Public	52	18	61	27	22	81.5%	18.5%
28.3%	50.9%	SANTA FE	071	MONTE DEL SOL CHARTER	014	High School	Charter	164	91	322	0	0	0.0%	100.0%
27.7%	47.2%	SANTA FE	071	ACADEMY FOR TECH & CLASS	024	High School	Charter	160	94	339	130	96	73.8%	26.2%
25.5%	49.8%	FARMINGTON	065	PIEDRA VISTA HIGH	006	High School	Public	657	336	1,318	254	253	99.6%	0.4%
25.4%	56.5%	ARTESIA	022	ARTESIA HIGH	014	High School	Public	418	188	740	174	169	97.1%	2.9%
24.0%	54.2%	ALBUQUERQUE	001	CIBOLA HIGH	580	High School	Public	1,080	478	1,993	518	479	92.5%	7.5%
23.9%	30.4%	RIO RANCHO	083	RIO RANCHO CYBER ACADEMY	018	High School	Public	56	44	184	106	57	53.8%	46.2%
23.0%	61.2%	MEDIA ARTS CHART	501	MEDIA ARTS CHARTER	001	High School	Charter	93	35	152	64	54	84.4%	15.6%
22.9%	44.8%	ALBUQUERQUE	001	SANDIA HIGH	550	High School	Public	966	494	2,155	573	521	90.9%	9.1%
22.6%	60.0%	ALBUQUERQUE	001	VOLCANO VISTA HIGH	575	High School	Public	1,107	417	1,846	474	428	90.3%	9.7%
22.6%	56.5%	ALBUQUERQUE	001	EARLY COLLEGE ACADEMY	593	High School	Public	70	28	124	55	55	100.0%	0.0%
21.7%	33.3%	ALBUQUERQUE	001	SOUTHWEST SECONDARY	031	High School	Charter	92	60	276	58	57	98.3%	1.7%
19.6%	77.6%	ALBUQUERQUE	001	THE ALB TALENT DEVELOPMENT CHARTER	016	High School	Charter	111	28	143	42	41	97.6%	2.4%
15.6%	73.4%	GALLUP	043	MIDDLE COLLEGE HIGH	097	High School	Charter	47	10	64	12	10	83.3%	16.7%
15.2%	33.0%	ALBUQUERQUE	001	ELDORADO HIGH	515	High School	Public	641	295	1,945	447	429	96.0%	4.0%
15.0%	34.0%	COTTONWOOD CLASS	502	COTTONWOOD CLASSICAL PREP	001	High School	Charter	84	37	247	101	93	92.1%	7.9%
11.6%	84.2%	ALBUQUERQUE	001	ALBUQUERQUE EVENING	511	High School	Public	80	11	95	111	103	92.8%	7.2%
10.9%	40.2%	SILVER CITY	023	ALDO LEOPOLD CHARTER	011	High School	Charter	37	10	92	27	25	92.6%	7.4%
10.6%	58.4%	ALBUQUERQUE	001	AMY BIEHL CHARTER HIGH SCHOOL	026	High School	Charter	171	31	293	50	43	86.0%	14.0%
8.8%	33.7%	ALBUQUERQUE	001	LA CUEVA HIGH	525	High School	Public	719	187	2,136	483	479	99.2%	0.8%
6.9%	54.3%	GILBERT L SENA C	514	GILBERT L SENA CHARTER HS	001	High School	Charter	94	12	173	262	262	100.0%	0.0%
4.7%	20.0%	ALBUQUERQUE	001	EAST MTN HIGH SCHOOL	024	High School	Charter	68	16	340	52	52	100.0%	0.0%
2.5%	63.6%	ALBUQUERQUE	001	DIGITAL ARTS AND	063	High School	Charter	203	8	319	94	93	98.9%	1.1%

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Percentage of Classes HQT with Poverty Rate - High School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				TECHNOLOGY										
2.4%	56.5%	ALBUQUERQUE	001	CAREER ACADEMIC & TECHNICAL ACADEMY	015	High School	Charter	70	3	124	37	35	94.6%	5.4%
0.0%	56.8%	ALBUQUERQUE	001	BATAAN CHARTER SCHOOL	007	High School	Charter	67	0	118	37	37	100.0%	0.0%
0.0%	92.0%	ALBUQUERQUE	001	GORDON BERNELL CHARTER	030	High School	Charter	243	0	264	116	115	99.1%	0.9%
0.0%	68.7%	ALBUQUERQUE	001	THE LEARNING COMMUNITY	038	High School	Charter	123	0	179	38	32	84.2%	15.8%
0.0%	53.2%	ALBUQUERQUE	001	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	101	High School	Charter	118	0	222	54	42	77.8%	22.2%
0.0%	16.2%	CIMARRON	008	MORENO VALLEY HIGH	003	High School	Charter	13	0	80	48	46	95.8%	4.2%
0.0%	26.0%	LOS ALAMOS	041	LOS ALAMOS HIGH	080	High School	Public	292	0	1,124	289	289	100.0%	0.0%
0.0%	48.7%	SCHOOL OF DREAMS	505	SCHOOL OF DREAMS ACADEMY	001	High School	Charter	56	0	115	31	31	100.0%	0.0%
Summary (Unduplicated):								**69,771**	**55,015**	**99,933**	**25,079**	**23,986**	**95.6%**	**4.4%**

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes High Schools only.

Percentage of Classes HQT with Poverty Rate - Middle School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
100.0%	93.6%	ALBUQUERQUE	001	HARRISON MIDDLE	415	Middle School	Public	811	866	866	232	209	90.1%	9.9%
100.0%	89.2%	ALBUQUERQUE	001	HAYES MIDDLE	416	Middle School	Public	411	461	461	157	140	89.2%	10.8%
100.0%	87.4%	ALBUQUERQUE	001	POLK MIDDLE	448	Middle School	Public	373	427	427	117	108	92.3%	7.7%
100.0%	96.6%	ALBUQUERQUE	001	ERNIE PYLE MIDDLE	450	Middle School	Public	672	696	696	212	198	93.4%	6.6%
100.0%	88.7%	ALBUQUERQUE	001	VAN BUREN MIDDLE	460	Middle School	Public	539	608	608	204	185	90.7%	9.3%
100.0%	96.9%	ALBUQUERQUE	001	WASHINGTON MIDDLE	465	Middle School	Public	475	490	490	144	136	94.4%	5.6%
100.0%	94.8%	ALBUQUERQUE	001	TRUMAN MIDDLE	475	Middle School	Public	1,137	1,199	1,199	316	264	83.5%	16.5%
100.0%	90.9%	ALBUQUERQUE	001	VISION QUEST ALT MIDDLE	840	Middle School	Public	20	22	22	18	18	100.0%	0.0%
100.0%	83.9%	ROSWELL	004	MOUNTAIN VIEW MIDDLE	036	Middle School	Public	359	428	428	73	70	95.9%	4.1%
100.0%	87.2%	ROSWELL	004	MESA MIDDLE	042	Middle School	Public	395	453	453	90	90	100.0%	0.0%
100.0%	67.0%	HAGERMAN	005	HAGERMAN MIDDLE	056	Middle School	Public	69	103	103	39	39	100.0%	0.0%
100.0%	71.9%	LAKE ARTHUR	007	LAKE ARTHUR MIDDLE	077	Middle School	Public	23	32	32	14	12	85.7%	14.3%
100.0%	62.2%	SPRINGER	010	MIRANDA JUNIOR HIGH	052	Junior High	Public	28	45	45	13	13	100.0%	0.0%
100.0%	50.0%	MAXWELL	011	MAXWELL MIDDLE	108	Middle School	Public	5	10	10	6	6	100.0%	0.0%
100.0%	96.0%	LAS CRUCES	017	LA ACADEMIA DOLORES	011	Middle School	Charter	119	124	124	35	29	82.9%	17.1%
100.0%	91.7%	HATCH	018	HATCH VALLEY MIDDLE	050	Middle School	Public	253	276	276	63	63	100.0%	0.0%
100.0%	79.2%	LOVING	021	LOVING MIDDLE	088	Middle School	Public	118	149	149	31	31	100.0%	0.0%
100.0%	86.4%	COBRE CONS.	024	SNELL MIDDLE	132	Middle School	Public	171	198	198	72	72	100.0%	0.0%
100.0%	95.0%	SANTA ROSA	025	ANTON CHICO MIDDLE	020	Middle School	Public	19	20	20	6	6	100.0%	0.0%
100.0%	82.4%	DEMING	042	RED MOUNTAIN MIDDLE	007	Middle School	Public	648	786	786	133	133	100.0%	0.0%
100.0%	84.0%	DEMING	042	DEMING INTERMEDIATE	025	Middle School	Public	274	326	326	148	148	100.0%	0.0%
100.0%	99.1%	GALLUP	043	NAVAJO MIDDLE SCHOOL	100	Middle School	Public	107	108	108	38	33	86.8%	13.2%
100.0%	93.4%	MORA	044	LAZARO LARRY GARCIA	001	Middle School	Public	99	106	106	55	55	100.0%	0.0%
100.0%	70.9%	TULAROSA	047	TULAROSA	164	Middle	Public	95	134	134	47	47	100.0%	0.0%

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes Middle/Junior High Schools only.

Percentage of Classes HQT with Poverty Rate - Middle School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 Snapshot Date: Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				MIDDLE		School								
100.0%	84.1%	CHAMA	053	CHAMA MIDDLE	042	Middle School	Public	37	44	44	3	3	100.0%	0.0%
100.0%	86.7%	CHAMA	053	TIERRA AMARILLA MID	068	Middle School	Public	39	45	45	14	14	100.0%	0.0%
100.0%	99.2%	DULCE	054	DULCE MIDDLE	050	Middle School	Public	127	128	128	45	45	100.0%	0.0%
100.0%	98.6%	ESPANOLA	055	CARLOS F. VIGIL MIDDLE	019	Middle School	Public	490	497	497	162	162	100.0%	0.0%
100.0%	88.9%	JEMEZ MOUNTAIN	056	CORONADO MIDDLE	060	Middle School	Public	32	36	36	11	11	100.0%	0.0%
100.0%	97.2%	BERNALILLO	061	COCHITI MIDDLE	024	Middle School	Public	69	71	71	19	19	100.0%	0.0%
100.0%	87.2%	BERNALILLO	061	BERNALILLO MIDDLE	026	Middle School	Public	396	454	454	106	106	100.0%	0.0%
100.0%	100.0%	BERNALILLO	061	SANTO DOMINGO MIDDLE	028	Middle School	Public	85	85	85	29	29	100.0%	0.0%
100.0%	60.0%	CUBA	062	CUBA MIDDLE	075	Middle School	Public	78	130	130	28	28	100.0%	0.0%
100.0%	100.0%	CENTRAL CONS.	067	NEWCOMB MIDDLE	126	Middle School	Public	168	168	168	78	78	100.0%	0.0%
100.0%	100.0%	CENTRAL CONS.	067	TSE'BIT'AI MIDDLE	160	Middle School	Public	346	346	346	118	118	100.0%	0.0%
100.0%	96.0%	WEST LAS VEGAS	068	VALLEY MIDDLE	068	Middle School	Public	48	50	50	16	13	81.2%	18.8%
100.0%	96.4%	WEST LAS VEGAS	068	W LAS VEGAS MIDDLE	172	Middle School	Public	293	304	304	91	83	91.2%	8.8%
100.0%	93.9%	PECOS	070	PECOS MIDDLE	150	Middle School	Public	154	164	164	34	33	97.1%	2.9%
100.0%	94.9%	SANTA FE	071	EDWARD ORTIZ MIDDLE	110	Middle School	Public	674	710	710	116	116	100.0%	0.0%
100.0%	74.1%	MAGDALENA	075	MAGDALENA MIDDLE	100	Middle School	Public	80	108	108	28	20	71.4%	28.6%
100.0%	88.3%	TAOS	076	TAOS MIDDLE	164	Junior High	Public	481	545	545	187	160	85.6%	14.4%
100.0%	92.9%	QUESTA	079	QUESTA JR HIGH	130	Junior High	Public	52	56	56	12	12	100.0%	0.0%
99.8%	82.5%	CENTRAL CONS.	067	KIRTLAND MIDDLE	034	Middle School	Public	405	490	491	155	155	100.0%	0.0%
99.6%	100.0%	ZUNI	089	ZUNI MIDDLE	195	Middle School	Public	264	263	264	113	113	100.0%	0.0%
99.2%	92.4%	SANTA ROSA	025	SANTA ROSA MIDDLE	150	Middle School	Public	109	117	118	32	32	100.0%	0.0%
99.1%	74.2%	TUCUMCARI	049	TUCUMCARI MIDDLE	163	Middle School	Public	161	215	217	70	64	91.4%	8.6%
99.0%	89.5%	ALBUQUERQUE	001	LA ACADEMIA DE LENGUA Y CULTURA	013	Middle School	Charter	94	104	105	18	18	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Middle School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
95.5%	92.4%	ALBUQUERQUE	001	LA RESOLANA LEADERSHIP	114	Middle School	Charter	61	63	66	9	8	88.9%	11.1%
94.5%	67.3%	CARRIZOZO	037	CARRIZOZO MIDDLE	157	Middle School	Public	37	52	55	11	10	90.9%	9.1%
94.5%	98.9%	GADSDEN	019	GADSDEN MIDDLE	052	Middle School	Public	814	778	823	92	92	100.0%	0.0%
93.6%	97.8%	GADSDEN	019	SANTA TERESA MIDDLE	175	Middle School	Public	611	585	625	83	83	100.0%	0.0%
92.5%	93.6%	GADSDEN	019	CHAPARRAL MIDDLE	032	Middle School	Public	484	478	517	70	70	100.0%	0.0%
90.9%	97.1%	GALLUP	043	THOREAU MIDDLE	155	Middle School	Public	236	221	243	81	70	86.4%	13.6%
87.6%	91.1%	ALBUQUERQUE	001	GARFIELD MIDDLE	410	Middle School	Public	339	326	372	110	94	85.5%	14.5%
87.6%	98.2%	GALLUP	043	CROWNPOINT MIDDLE	088	Middle School	Public	166	148	169	66	63	95.5%	4.5%
87.4%	77.2%	ALBUQUERQUE	001	KENNEDY MIDDLE	427	Middle School	Public	392	444	508	171	154	90.1%	9.9%
87.2%	99.0%	GALLUP	043	TOHATCHI MIDDLE	120	Middle School	Public	193	170	195	122	110	90.2%	9.8%
86.6%	93.0%	SANTA FE	071	DE VARGAS MIDDLE	186	Junior High	Public	478	445	514	102	100	98.0%	2.0%
85.7%	98.4%	GRANTS	088	LAGUNA-ACOMA MIDDLE	058	Middle School	Public	62	54	63	27	23	85.2%	14.8%
83.4%	92.0%	ALBUQUERQUE	001	JOHN ADAMS MIDDLE	405	Middle School	Public	697	632	758	209	203	97.1%	2.9%
82.1%	91.0%	ALBUQUERQUE	001	JIMMY CARTER MIDDLE	445	Middle School	Public	1,088	982	1,196	420	374	89.0%	11.0%
81.8%	96.1%	GALLUP	043	JOHN F. KENNEDY MIDDLE	190	Middle School	Public	566	482	589	180	174	96.7%	3.3%
80.7%	82.3%	ALBUQUERQUE	001	WILSON MIDDLE	470	Middle School	Public	419	411	509	132	119	90.2%	9.8%
79.1%	77.3%	BELEN	087	BELEN MIDDLE	025	Middle School	Public	540	553	699	207	181	87.4%	12.6%
78.5%	71.6%	CLOVIS	012	MARSHALL MIDDLE	091	Junior High	Public	414	454	578	138	135	97.8%	2.2%
78.3%	59.4%	WEST LAS VEGAS	068	RIO GALLINAS SCHOOL	004	Middle School	Charter	63	83	106	25	20	80.0%	20.0%
78.0%	79.2%	ALBUQUERQUE	001	MC KINLEY MIDDLE	440	Middle School	Public	456	449	576	203	185	91.1%	8.9%
77.9%	97.4%	MESA VISTA	078	MESA VISTA MIDDLE	125	Middle School	Public	75	60	77	11	9	81.8%	18.2%
77.4%	62.8%	ESTANCIA	080	ESTANCIA MIDDLE	172	Middle School	Public	86	106	137	42	41	97.6%	2.4%
77.4%	95.4%	GALLUP	043	CHIEF MANUELITO MIDDLE	003	Middle School	Public	607	492	636	138	134	97.1%	2.9%

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Percentage of Classes HQT with Poverty Rate - Middle School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
77.2%	63.3%	MOUNTAINAIR	082	MOUNTAINAIR JR HIGH	106	Middle School	Public	50	61	79	27	22	81.5%	18.5%
75.2%	74.8%	DEXTER	006	DEXTER MIDDLE	048	Middle School	Public	202	203	270	58	58	100.0%	0.0%
74.2%	76.4%	LOVINGTON	031	TAYLOR MIDDLE	082	Middle School	Public	353	343	462	122	122	100.0%	0.0%
73.7%	89.5%	LORDSBURG	029	DUGAN-TARANGO MIDDLE	060	Middle School	Public	85	70	95	39	39	100.0%	0.0%
73.5%	46.0%	TRUTH OR CONS.	073	T OR C MIDDLE	063	Middle School	Public	137	219	298	86	79	91.9%	8.1%
73.2%	76.1%	JEMEZ VALLEY	063	JEMEZ VALLEY MIDDLE	170	Middle School	Public	54	52	71	18	18	100.0%	0.0%
73.1%	78.0%	GRANTS	088	LOS ALAMITOS MIDDLE	056	Middle School	Public	362	339	464	104	101	97.1%	2.9%
72.8%	48.7%	MORIARTY	081	MORIARTY MIDDLE	102	Middle School	Public	111	166	228	55	55	100.0%	0.0%
72.7%	69.7%	CIMARRON	008	CIMARRON MIDDLE	036	Middle School	Public	23	24	33	24	24	100.0%	0.0%
72.7%	61.0%	FLOYD	059	FLOYD MIDDLE	001	Middle School	Public	47	56	77	24	24	100.0%	0.0%
71.8%	98.8%	PENASCO	077	PENASCO MIDDLE	128	Junior High	Public	84	61	85	16	8	50.0%	50.0%
71.5%	61.5%	PORTALES	057	PORTALES JR HIGH	123	Junior High	Public	265	308	431	126	126	100.0%	0.0%
70.9%	82.6%	LAS CRUCES	017	LYNN MIDDLE	086	Middle School	Public	608	522	736	155	148	95.5%	4.5%
70.6%	85.9%	GALLUP	043	GALLUP MIDDLE	054	Middle School	Public	354	291	412	90	87	96.7%	3.3%
69.4%	81.0%	SOCORRO	074	R. SARRACINO MIDDLE	155	Middle School	Public	302	259	373	111	111	100.0%	0.0%
68.8%	71.9%	ROSWELL	004	SIERRA MIDDLE	125	Middle School	Public	418	400	581	122	121	99.2%	0.8%
68.8%	77.8%	LOS LUNAS	086	MANZANO VISTA MIDDLE	025	Middle School	Public	421	372	541	106	95	89.6%	10.4%
68.3%	70.4%	LOVINGTON	031	LOVINGTON 6TH GRADE ACADEMY	080	Junior High	Public	169	164	240	57	57	100.0%	0.0%
68.1%	72.1%	BLOOMFIELD	066	MESA ALTA JR HIGH	095	Junior High	Public	346	327	480	133	113	85.0%	15.0%
68.1%	68.8%	CARLSBAD	020	ALTA VISTA MIDDLE	018	Middle School	Public	405	401	589	201	193	96.0%	4.0%
67.8%	59.2%	ALBUQUERQUE	001	JACKSON MIDDLE	420	Middle School	Public	364	417	615	195	186	95.4%	4.6%
67.7%	78.4%	LAS CRUCES	017	PICACHO MIDDLE	035	Middle School	Public	630	544	804	207	181	87.4%	12.6%
67.3%	67.3%	BERNALILLO	061	VILLAGE ACADEMY	008	Middle School	Charter	33	33	49	20	20	100.0%	0.0%
67.3%	42.9%	QUESTA	079	ROOTS &	006	Middle	Charter	21	33	49	4	4	100.0%	0.0%

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Percentage of Classes HQT with Poverty Rate - Middle School

School Year Data for Standard & Poor's website SchoolDataDirect.org

School Year: 2009-2010 **Snapshot Date:** Oct 01, 2009 (40D)

Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
				WINGS COMMUNITY		School								
66.2%	63.3%	RATON	009	RATON MIDDLE	135	Middle School	Public	178	186	281	74	71	95.9%	4.1%
66.0%	92.1%	LAS VEGAS CITY	069	MEMORIAL MIDDLE	031	Middle School	Public	395	283	429	187	186	99.5%	0.5%
65.7%	52.4%	EUNICE	032	CATON MIDDLE	049	Middle School	Public	75	94	143	27	27	100.0%	0.0%
65.4%	76.4%	LOS LUNAS	086	LOS LUNAS MIDDLE	084	Middle School	Public	579	496	758	131	128	97.7%	2.3%
65.2%	82.2%	ALBUQUERQUE	001	TAFT MIDDLE	455	Middle School	Public	442	351	538	201	188	93.5%	6.5%
63.6%	53.9%	ALAMOGORDO	046	MOUNTAIN VIEW MIDDLE	003	Middle School	Public	268	316	497	164	164	100.0%	0.0%
62.1%	69.4%	HOBBS	033	HIGHLAND JR HIGH	057	Junior High	Public	417	373	601	146	146	100.0%	0.0%
61.8%	79.6%	SANTA FE	071	CALVIN CAPSHAW MIDDLE	188	Junior High	Public	379	294	476	107	106	99.1%	0.9%
61.7%	65.6%	SILVER CITY	023	LA PLATA MIDDLE	145	Middle School	Public	422	397	643	206	202	98.1%	1.9%
61.6%	27.4%	ANIMAS	030	ANIMAS MIDDLE	020	Middle School	Public	20	45	73	18	17	94.4%	5.6%
61.1%	44.4%	SAN JON	052	SAN JON MIDDLE SCHOOL	001	Middle School	Public	16	22	36	13	13	100.0%	0.0%
60.1%	58.8%	RIO RANCHO	083	EAGLE RIDGE MIDDLE	001	Middle School	Public	482	493	820	141	137	97.2%	2.8%
60.1%	60.7%	RUIDOSO	036	RUIDOSO MIDDLE	130	Middle School	Public	300	297	494	51	49	96.1%	3.9%
59.7%	67.8%	HOBBS	033	HOUSTON JR HIGH	059	Junior High	Public	414	365	611	167	167	100.0%	0.0%
59.3%	76.9%	LAS CRUCES	017	ZIA MIDDLE	184	Middle School	Public	689	531	896	230	213	92.6%	7.4%
59.2%	28.6%	LOGAN	051	LOGAN MIDDLE	082	Middle School	Public	14	29	49	18	18	100.0%	0.0%
59.1%	65.7%	FARMINGTON	065	HERMOSA MIDDLE SCHOOL	058	Junior High	Public	358	322	545	120	114	95.0%	5.0%
58.8%	49.5%	CLAYTON	084	CLAYTON JUNIOR HIGH	038	Middle School	Public	48	57	97	28	22	78.6%	21.4%
58.0%	58.9%	ALBUQUERQUE	001	GRANT MIDDLE	413	Middle School	Public	450	443	764	259	231	89.2%	10.8%
57.9%	60.3%	ALBUQUERQUE	001	CLEVELAND MIDDLE	407	Middle School	Public	428	411	710	167	158	94.6%	5.4%
57.7%	51.1%	ALAMOGORDO	046	CHAPARRAL MIDDLE	033	Middle School	Public	349	394	683	197	197	100.0%	0.0%
57.1%	77.4%	LAS CRUCES	017	SIERRA MIDDLE	144	Middle School	Public	673	496	869	188	182	96.8%	3.2%

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Percentage of Classes HQT with Poverty Rate - Middle School

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Poverty %	Minority %	District	District Code	School/Location	Location ID	School Level	Organization Type Code	TTL Minority Students	TTL F/R Students	TTL Students	Total Classes	Total HQT Classes	HQT Classes %	Not HQT Classes %
56.8%	55.4%	FT SUMNER	016	FORT SUMNER MIDDLE	060	Middle School	Public	41	42	74	35	35	100.0%	0.0%
56.7%	73.7%	LAS CRUCES	017	CAMINO REAL MIDDLE	002	Middle School	Public	849	653	1,152	255	248	97.3%	2.7%
56.5%	65.2%	FARMINGTON	065	TIBBETTS MIDDLE SCHOOL	162	Junior High	Public	330	286	506	142	142	100.0%	0.0%
55.0%	53.3%	JAL	034	JAL JR HIGH	060	Middle School	Public	32	33	60	23	23	100.0%	0.0%
54.9%	52.3%	CLOVIS	012	YUCCA MIDDLE	098	Junior High	Public	313	329	599	133	132	99.2%	0.8%
52.6%	74.8%	LAS CRUCES	017	VISTA MIDDLE	170	Middle School	Public	623	438	833	179	176	98.3%	1.7%
51.7%	96.5%	POJOAQUE	072	SIXTH GRADE ACADEMY	132	Middle School	Public	138	74	143	6	5	83.3%	16.7%
51.7%	24.1%	MELROSE	014	MELROSE JUNIOR	093	Junior High	Public	7	15	29	8	8	100.0%	0.0%
49.6%	65.1%	ALBUQUERQUE	001	JEFFERSON MIDDLE	425	Middle School	Public	551	420	847	291	275	94.5%	5.5%
49.3%	64.8%	ALBUQUERQUE	001	TAYLOR MIDDLE	457	Middle School	Public	405	308	625	208	184	88.5%	11.5%
48.6%	45.6%	ROSWELL	004	BERRENDO MIDDLE	025	Middle School	Public	298	318	654	100	96	96.0%	4.0%
48.5%	59.1%	ARTESIA	022	ARTESIA ZIA INTERMEDIATE	189	Middle School	Public	351	288	594	169	164	97.0%	3.0%
47.5%	41.6%	AZTEC	064	C.V. KOOGLER MIDDLE	017	Middle School	Public	294	336	707	179	175	97.8%	2.2%
47.2%	30.4%	CAPITAN	040	CAPITAN MIDDLE	036	Middle School	Public	38	59	125	32	32	100.0%	0.0%
47.2%	52.6%	FARMINGTON	065	MESA VIEW MIDDLE SCHOOL	108	Junior High	Public	289	259	549	127	125	98.4%	1.6%
46.5%	51.2%	TATUM	035	TATUM JR HIGH	090	Junior High	Public	22	20	43	15	15	100.0%	0.0%
46.1%	40.3%	CARLSBAD	020	P.R. LEYVA MIDDLE	032	Middle School	Public	287	329	713	209	206	98.6%	1.4%
45.8%	56.4%	ARTESIA	022	ARTESIA PARK JUNIOR HIGH	187	Junior High	Public	286	232	507	129	129	100.0%	0.0%
45.2%	52.4%	RIO RANCHO	083	RIO RANCHO MIDDLE SCHOOL	016	Middle School	Public	644	555	1,229	275	259	94.2%	5.8%
45.0%	93.3%	POJOAQUE	072	POJOAQUE MIDDLE	125	Middle School	Public	336	162	360	80	80	100.0%	0.0%
44.3%	33.9%	TEXICO	013	TEXICO MIDDLE	163	Middle School	Public	39	51	115	33	26	78.8%	21.2%
41.9%	30.1%	CIMARRON	008	EAGLE NEST MIDDLE	048	Middle School	Public	28	39	93	42	41	97.6%	2.4%
39.2%	17.5%	CLOUDCROFT	048	CLOUDCROFT MIDDLE	042	Middle School	Public	17	38	97	39	39	100.0%	0.0%

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39.1%	30.7%	MORIARTY	081	EDGEWOOD MIDDLE	003	Middle School	Public	99	126	322	73	73	100.0%	0.0%
38.9%	40.1%	ALBUQUERQUE	001	HOOVER MIDDLE	418	Middle School	Public	273	265	681	223	214	96.0%	4.0%
37.7%	54.6%	RIO RANCHO	083	LINCOLN MIDDLE	481	Middle School	Public	493	340	903	142	142	100.0%	0.0%
36.1%	59.7%	ALBUQUERQUE	001	JAMES MONROE MIDDLE	490	Middle School	Public	572	346	958	282	254	90.1%	9.9%
35.8%	67.9%	ALBUQUERQUE	001	TWENTY-FIRST CENTURY	027	Middle School	Charter	165	87	243	69	63	91.3%	8.7%
35.7%	14.3%	GRADY	015	GRADY MIDDLE SCHOOL	056	Middle School	Public	2	5	14	11	11	100.0%	0.0%
35.6%	58.2%	ALBUQUERQUE	001	TONY HILLERMAN MIDDLE SCHOOL	492	Middle School	Public	468	286	804	188	187	99.5%	0.5%
35.0%	64.0%	ALBUQUERQUE	001	L.B. JOHNSON MIDDLE	485	Middle School	Public	614	336	960	277	273	98.6%	1.4%
33.8%	45.9%	FARMINGTON	065	HEIGHTS MIDDLE SCHOOL	059	Junior High	Public	322	237	702	175	171	97.7%	2.3%
33.3%	45.0%	ROSWELL	004	SIDNEY GUTIERREZ MIDDLE	009	Junior High	Charter	27	20	60	20	11	55.0%	45.0%
33.3%	26.7%	HOUSE	050	HOUSE JUNIOR HIGH	058	Junior High	Public	4	5	15	23	23	100.0%	0.0%
32.5%	35.3%	ALBUQUERQUE	001	ROOSEVELT MIDDLE	452	Middle School	Public	138	127	391	105	99	94.3%	5.7%
30.4%	44.9%	ALBUQUERQUE	001	MADISON MIDDLE	435	Middle School	Public	324	219	721	203	184	90.6%	9.4%
30.0%	49.3%	RIO RANCHO	083	MOUNTAIN VIEW MIDDLE	105	Middle School	Public	415	252	841	135	127	94.1%	5.9%
29.8%	45.6%	ALAMOGORDO	046	HOLLOMAN MIDDLE	037	Middle School	Public	78	51	171	60	60	100.0%	0.0%
26.4%	43.9%	LAS CRUCES	017	WHITE SANDS MIDDLE	178	Middle School	Public	65	39	148	28	26	92.9%	7.1%
23.2%	41.1%	ALBUQUERQUE	001	LA LUZ DEL MONTE CENTER	093	Junior High	Charter	46	26	112	12	12	100.0%	0.0%
16.5%	38.9%	ALBUQUERQUE	001	DESERT RIDGE MIDDLE	430	Middle School	Public	400	170	1,028	287	260	90.6%	9.4%
11.9%	30.1%	ALBUQUERQUE	001	EISENHOWER MIDDLE	480	Middle School	Public	273	108	908	288	272	94.4%	5.6%
0.0%	32.4%	LOS ALAMOS	041	LOS ALAMOS MIDDLE	124	Middle School	Public	174	0	537	165	165	100.0%	0.0%
Summary (Unduplicated):								**45,196**	**42,354**	**63,462**	**16,812**	**15,959**	**94.9%**	**5.1%**

Note: Minority Students = non-caucasions. F/R=Free or Reduced Lunch for determining Poverty Level. Includes schools defined as Charter or Public. Includes Middle/Junior High Schools only.

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: D-1-5

Title: New Mexico Teacher Assessments – Annual Summary of Test Results: Initial and Cumulative for Program Year 2008-2009

Explanation of Reference: This Title II report provides the statewide results by test for the program year 2008-2009 and since the inception of the assessments.

New Mexico Teacher Assessments
ANNUAL SUMMARY OF TEST RESULTS: INITIAL AND CUMULATIVE
Program Year: 2008-2009

STATEWIDE RESULTS BY TEST

	New Mexico Teacher Assessments							
	Annual (2008-2009)				Since Inception (1999-2009)			
	Number of First-Time Takers	Initial % Passed	Total Number of Takers	Cum. % Passed	Number of First-Time Takers	Initial % Passed	Total Number of Takers	Cum. % Passed
Test:								
01 Basic Skills	2,149	87.9	2,372	84.9	25,620	89.2	25,620	94.5
02 General Knowledge	--	--	--	--	9,790	84.9	9,790	91.2
03 Teacher Comp-Elementary	896	88.6	1,013	86.8	11,631	90.1	11,631	95.6
04 Teacher Comp-Secondary	555	87.0	630	86.3	6,947	84.1	6,947	91.9
05 Teacher Comp-Early Childhood	154	67.5	193	68.4	710	64.1	710	79.0
11 Elementary Education	818	91.1	884	90.4	7,186	91.4	7,186	96.5
12 Language Arts	212	99.1	214	99.1	1,487	97.0	1,487	98.2
13 Reading	119	84.9	121	84.3	609	86.2	609	88.8
14 Mathematics	137	67.9	151	71.5	952	66.8	952	74.7
15 Science	127	67.7	144	70.8	919	73.2	919	82.0
16 History/Geog/Econ/Civics/Gov	176	77.3	207	73.9	1,283	75.6	1,283	82.9
18 French	6	66.7	6	66.7	25	72.0	25	84.0
19 German	6	100.0	9	77.8	23	78.3	23	82.6
20 Spanish	50	86.0	51	90.2	250	87.6	250	92.8
21 Music	46	80.4	52	82.7	292	84.2	292	90.1
22 Visual Arts	46	91.3	50	92.0	271	91.9	271	95.9
23 Middle Level Language Arts	39	84.6	40	82.5	256	80.1	256	82.0
24 Middle Level Mathematics	113	67.3	124	70.2	599	72.0	599	77.3
25 Middle Level Science	47	78.7	53	79.2	253	76.3	253	83.0
26 ML Hist/Geog/Econ/Civics/Gov	37	73.0	39	76.9	216	70.8	216	74.1
27 Family and Consumer Sciences	32	84.4	33	87.9	77	87.0	77	92.2
28 Health Education	39	97.4	39	100.0	124	97.6	124	99.2
29 Physical Education	106	87.7	110	91.8	326	89.3	326	94.5
30 Library/Media	41	56.1	45	55.6	113	59.3	113	67.3
31 TESOL	1,298	86.7	1,329	87.5	2,588	88.0	2,588	90.1
32 Special Education	227	96.5	228	96.1	380	95.3	380	95.8
33 Educational Diagnostician	8	100.0	8	100.0	26	100.0	26	100.0
34 School Counselor	34	94.1	35	91.4	63	92.1	63	93.7
35 Educational Administrator	186	95.7	190	95.8	337	95.5	337	97.0

The accompanying interpretive notes are an integral part of this report.

New Mexico Teacher Assessments
ANNUAL SUMMARY OF TEST RESULTS: INITIAL AND CUMULATIVE
Program Year: 2008-2009

STATEWIDE RESULTS BY TEST

	New Mexico Teacher Assessments							
	Annual (2008-2009)				Since Inception (1999-2009)			
	Number of First-Time Takers	Initial % Passed	Total Number of Takers	Cum. % Passed	Number of First-Time Takers	Initial % Passed	Total Number of Takers	Cum. % Passed
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The accompanying interpretive notes are an integral part of this report.

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

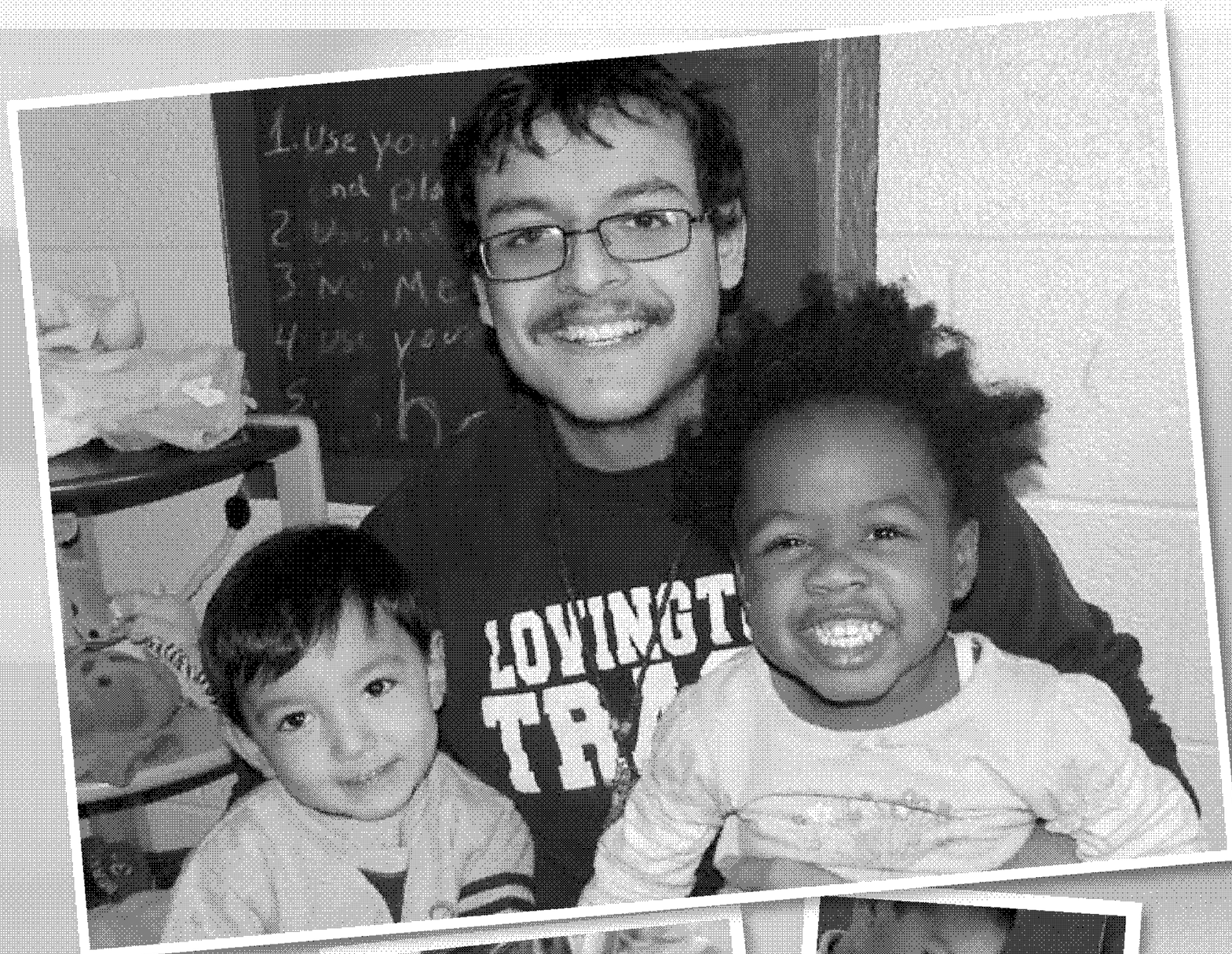
Appendix Reference: D-3-1

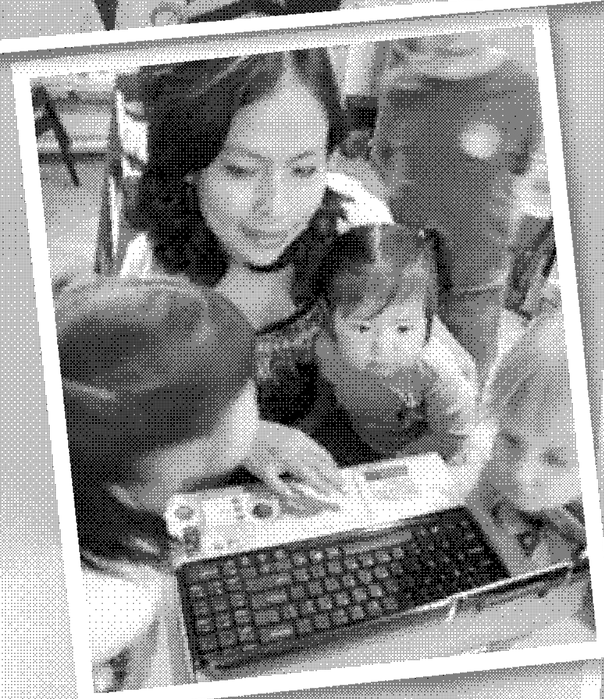
Title: TEACH: Growing Our Own – 2009 Annual Report

Explanation of Reference: This report speaks to the efforts underway to increase teacher education, boost teacher compensation and reduce teacher turnover. Results of this program are also presented in this report.

GROWING OUR OWN

Well-Educated New Mexico Teachers = Well-Educated New Mexico Children = Well-Educated Citizens and Workforce





T.E.A.C.H.
Early Childhood
NEW MEXICO

T.E.A.C.H.

Early Childhood® NEW MEXICO
(Teacher Education And Compensation Helps)

A project of the New Mexico Association for the Education of Young Children (NMAEYC)

2009 ANNUAL REPORT

WHY T.E.A.C.H. Early Childhood® NEW MEXICO?

T.E.A.C.H. plays a vital role in improving the quality of early care and education for New Mexico's youngest children.

The first years of life are when young people's brains are growing fastest, and these children deserve our best teachers and caregivers. Patterns of social and emotional life and learning created during these early years last a lifetime.

Most early childhood teachers in New Mexico haven't had the opportunity to study child development and early learning formally. Most are paid low wages. T.E.A.C.H. helps give them the opportunity to attend college and provides scholarship support and financial incentives to make it possible.

T.E.A.C.H. is designed for teachers already working in early care and education centers, family child care homes, Head Start Centers and NM PreK sites. It helps teachers throughout New Mexico to get degrees – Associate's, Bachelor's and Master's – in early childhood education WHILE they are working.

The new knowledge is put into practice immediately, while teachers are able to continue working in their programs with the children and families they know.

In cooperation with a teacher's employer, T.E.A.C.H. offers tuition and textbook support, travel stipends, a bonus upon completion of each one-year contract and paid release time from work.

T.E.A.C.H. works with the AIM HIGH program, the STARS quality rating system, NM PreK, and other statewide efforts to boost overall quality of care and education for New Mexico's most vulnerable children.

New Mexico is one of 21 states that offer T.E.A.C.H. scholarships through a national program operated by Child Care Services Association in Chapel Hill, N.C., where T.E.A.C.H. began. National data, collected over the last 18 years, show that T.E.A.C.H. scholarships increase teacher education, boost teacher compensation and reduce teacher turnover. Similar data for T.E.A.C.H. results in New Mexico are presented in this brochure.

T.E.A.C.H. Staff

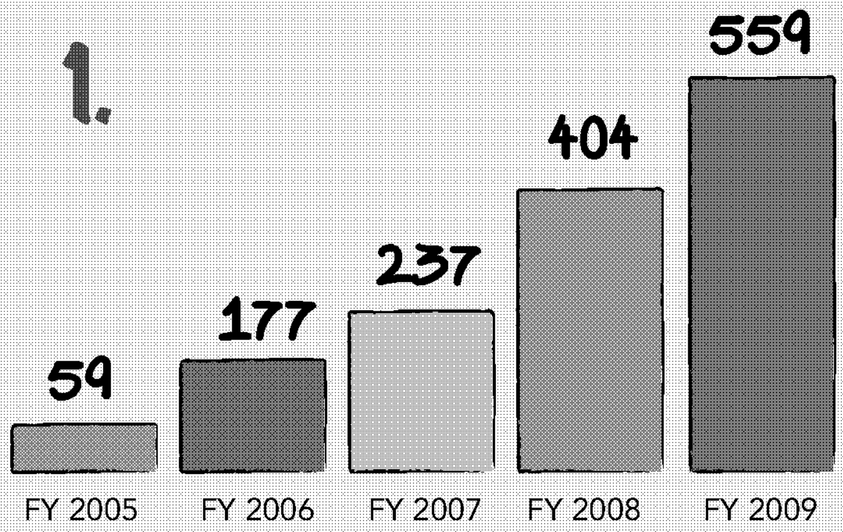
NMAEYC Executive Director . . .Dr. Baji Rankin . . . . . .baji@nmaeyc.org

Program Director. . . . . .Dan Ritchey . . . . . .dan@nmaeyc.org

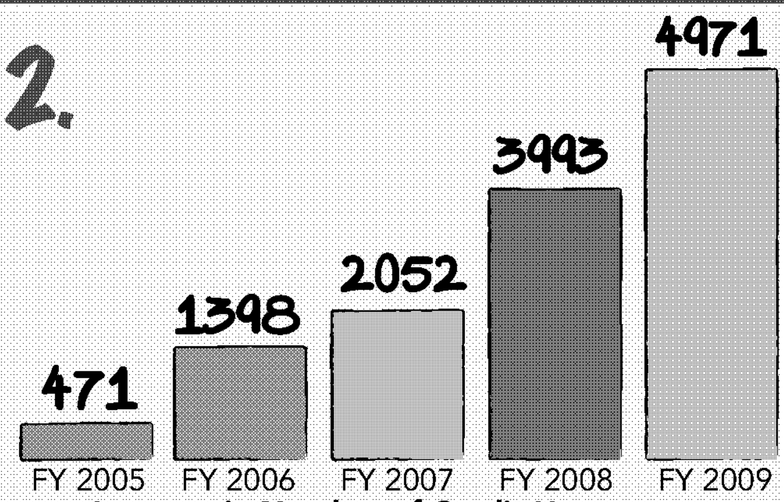
Deputy Program Director . . . . . .Susan Perry . . . . . susan@nmaeyc.org

Scholarship Counselor. . . . . .Marisol Avilés. . . . . marisol@nmaeyc.org

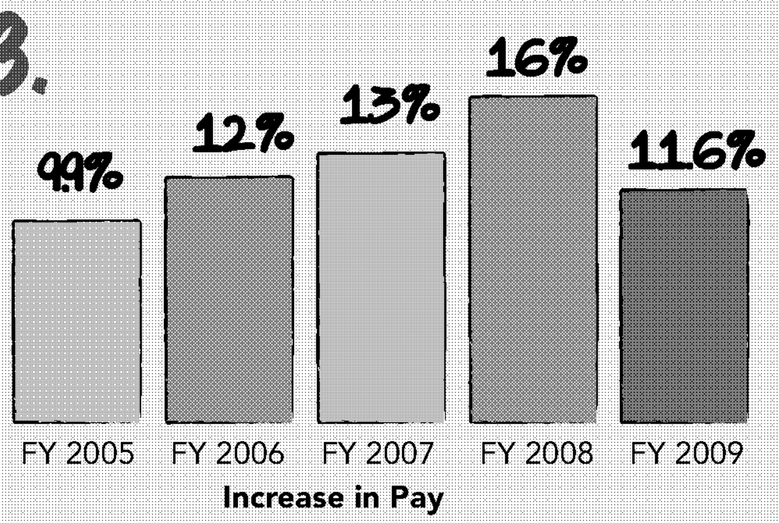
Spanish/English Bilingual



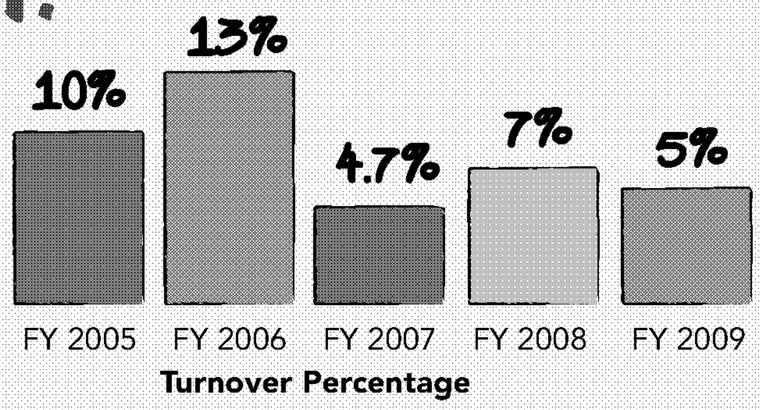
Increase in Number of Scholarships



Increase in Number of Credit Hours



Increase in Pay



Turnover Percentage

Fiscal year 2005: July 2004 - June 2005
Fiscal year 2006: July 2005 - June 2006
Fiscal year 2007: July 2006 - June 2007
Fiscal Year 2008: July 2007 - June 2008
Fiscal Year 2009: July 2008 - June 2009

T.E.A.C.H. Scholarship Components... and Results

1. **Scholarship.**
T.E.A.C.H. offers financial support to pay for classes, books, and travel, as well as paid release time from work. The number of scholarships has been increasing each year since T.E.A.C.H. was established in New Mexico in 2004.

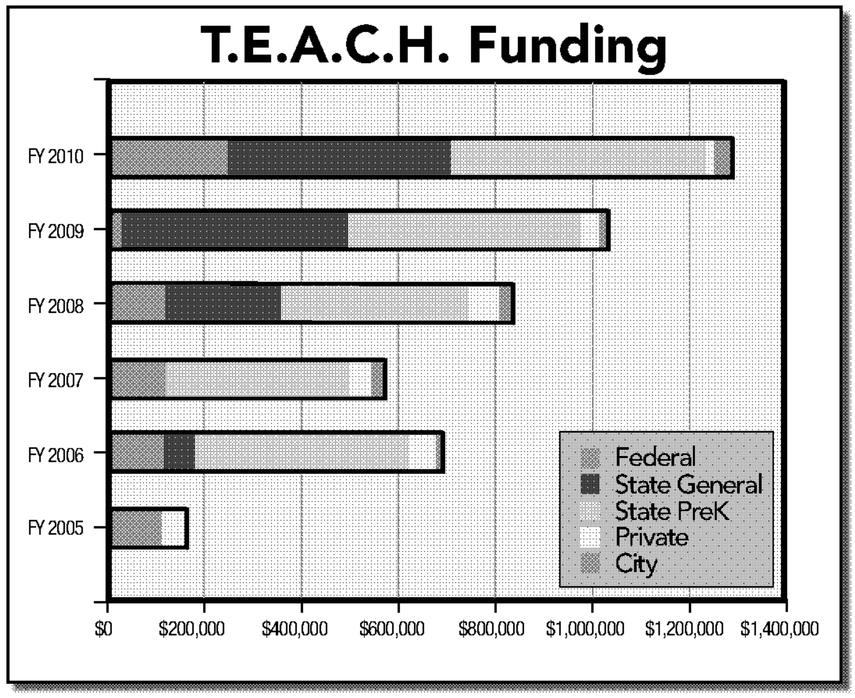
2. **Education.**
T.E.A.C.H. makes it possible for teachers to gain knowledge about child development and early learning in college classes. They can put their new knowledge and skills into effect in their classrooms immediately.

3. **Compensation.**
T.E.A.C.H. rewards teachers with a bonus upon completion of each contract, encourages employers to increase pay for employees who achieve more education, and works to get higher compensation and greater respect for early childhood teachers through its advocacy efforts.

4. **Commitment.**
T.E.A.C.H. expects scholars to commit themselves to continuing to work at the programs sponsoring their scholarships and with the families and children with whom they are connected. Teacher turnover nationwide is as high as 30 to 40 percent in early childhood programs because of low pay and benefits.

Who Makes T.E.A.C.H. Possible?

The N.M. Children, Youth, and Families Department initiated T.E.A.C.H. Early Childhood® NEW MEXICO in 2004, using money from the federal Child Care and Development Block Grant, which sets aside a portion of money to improve the quality of child care and education. Federal funds from that source continue to help pay for T.E.A.C.H.



The New Mexico SPARK initiative of the New Mexico Community Foundation provided a big boost at the same time to help T.E.A.C.H. grow in its first years.

Other private money, from the Brindle Foundation in Santa Fe, from the Kiwanis Club of Albuquerque and from individual donors to the Lenore Wolfe Scholarship Fund, has contributed greatly, as well. The city of Albuquerque also has financed a substantial portion of its T.E.A.C.H. scholarships with its own money.

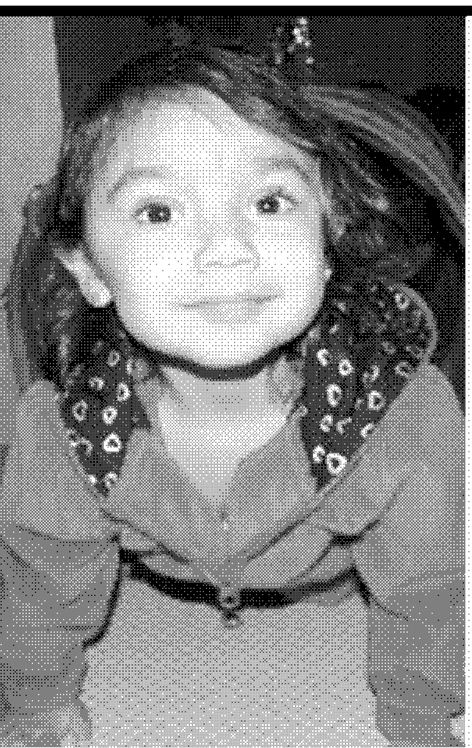
Because a T.E.A.C.H. scholarship is a partnership with the student's employer, one of the biggest contributors to the success of the T.E.A.C.H. program is the group of early childhood care and education programs that sponsor T.E.A.C.H. recipients. The programs provide a portion of the tuition and book costs, and they often make difficult adjustments to work schedules so that their employees can attend classes and take release time. The students themselves also contribute a portion of the costs of tuition and books.

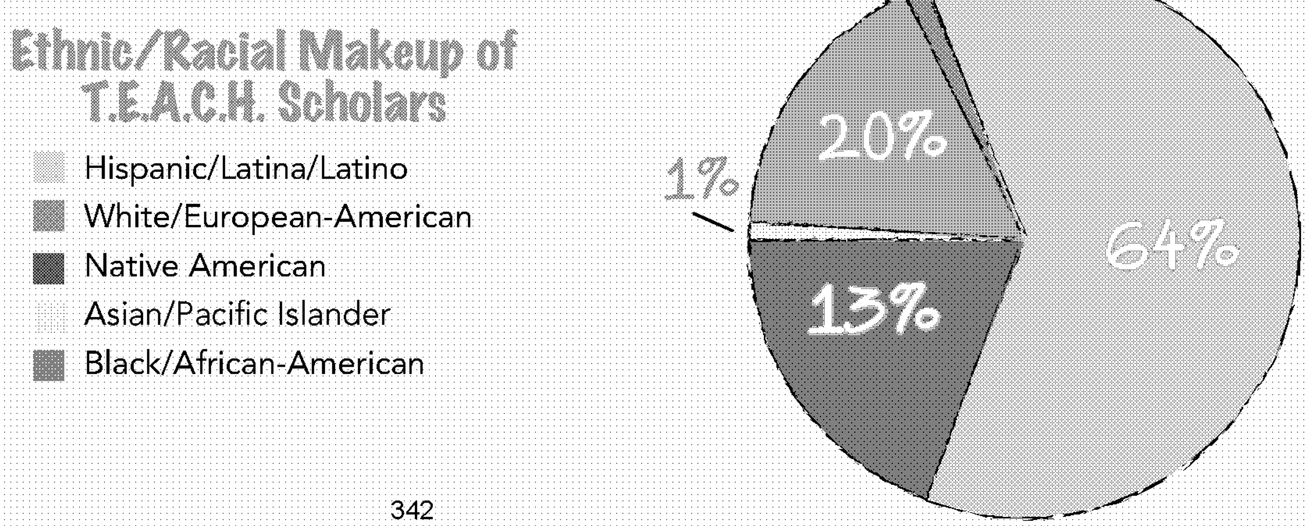
Governor Bill Richardson, Lieutenant Governor Diane Denish, and the New Mexico State Legislature committed themselves to setting a high standard for the education of early childhood teachers when the NM PreK program began in 2005.

Together, legislators and the administration have earmarked roughly 20% of NM PreK money through the Public Education Department and the Children, Youth, and Families Department to provide professional development assistance for NM PreK teachers, including support for T.E.A.C.H. scholarships within NM PreK.

T.E.A.C.H. represents an important part of the commitment of state public officials to improve the quality of early care and education across all settings and in all corners of New Mexico.

T.E.A.C.H. is administered in New Mexico by the New Mexico Association for the Education of Young Children (NMAEYC), and much volunteer time and effort from that organization's members have gone into helping the program succeed.





Alma's Story

After investing a large amount of time and money to purchase materials for her home child care program, Alma decided also to increase quality by getting more education herself. When she moved to the United States, it was hard for her to think about taking college classes in English. Fortunately, Central New Mexico Community College started offering bilingual – English and Spanish -- early childhood classes a year ago, and the bilingual program now has more than 80 students participating. Similar bilingual courses started at the same time at Doña Ana Community College branch at Gadsden. Starting in January 2010, Dona Ana will have two cohorts totaling about 45 students in the program

Alma Ceballos devotes her life to improving the quality of child care and education in Albuquerque. As the president of the New Mexico Hispanic Early Care and Learning Association or "Proveedoras Hispanas," she is the voice of Hispanic home child care professionals. Ceballos assists other home professionals with understanding state requirements. "It is not easy, she said. "It takes a lot of time an effort but it is all well worth it for our children." So that she knows more herself, Alma is taking college classes in early childhood education with the assistance of a T.E.A.C.H. scholarship.

Ten years ago Alma met her husband Frank in Cuernavaca, Mexico, where they both attended high school together. Eight years ago Frank joined the Air Force in Albuquerque, where he was from originally, and Alma moved to Albuquerque to be with him four years later. She began working a night shift at Kirtland Air Force Base stocking shelves in a store. There was no need for her to know English on the night shift. After a few months, due to a risky pregnancy she had to stop working nights so she decided to open her own child care program. With her husband, two children and a dream in hand she began her journey of becoming a home child care professional. She started with a license for six children and she now has a license for twelve. Her entire home is a warm, welcoming environment where children learn through play. Alma is working on achieving her 3 STAR quality rating through the AIM HIGH Program.

With the support of a T.E.A.C.H scholarship Alma enrolled in ESL classes as well as in the early childhood cohort in Spanish. After experiencing college life, her enthusiasm grew and she decided to take an all English class in conjunction with the bilingual courses. Ceballos is acquiring bilingual skills in college that she applies with the younger generations in her child care program. With the help of her assistant, Elizabeth, Alma prepares a bilingual curriculum where English speakers learn Spanish and vice versa. Thirty percent of her children came to her speaking English only and now are becoming bilingual. The Spanish speaking children are preserving their home language and culture and at the same time gaining fluency in English. Ceballos loves the idea that children learn from each other

"T.E.A.C.H opened a very big door for me as far as education," she said. "Due to my limited English, I thought my educational career was over." Alma explains that T.E.A.C.H. is a great resource that supports her and inspires her to continue in school. Her short-term goal is to learn more English and to earn an Associate's Degree in Early Childhood Education and her long-term goal is to obtain a doctorate.

From the silence of working a night shift, Alma has now became the spokesperson for those Hispanic child care homes. Whether changing diapers, feeding children, singing with children or taking a test in college, Alma is outstanding. Because of her dedication to children and education, Alma Ceballos makes a difference – and her voice is heard.

New Mexico Pre-K 2009

When the New Mexico executive and legislative branches established the NM PreK Program in 2005, they were determined to set up a high-quality, voluntary early childhood program for 4-year-olds. They split funds evenly between public school and community program settings and wanted well-educated teachers in both.

The state public officials were wise enough to realize that New Mexico did not have enough teachers and assistant teachers educated in early learning. In public schools, plenty of teachers had elementary (k-8th grade) licenses, but not early childhood licenses (birth-3rd grade) with the specialized knowledge that is necessary for working with young children. Educational assistants in public schools usually did not have Associate Degrees in Early Childhood Education. In community programs – Head Starts, private early care and education programs, both centers and family child care homes – teachers and assistants frequently did not have college degrees.

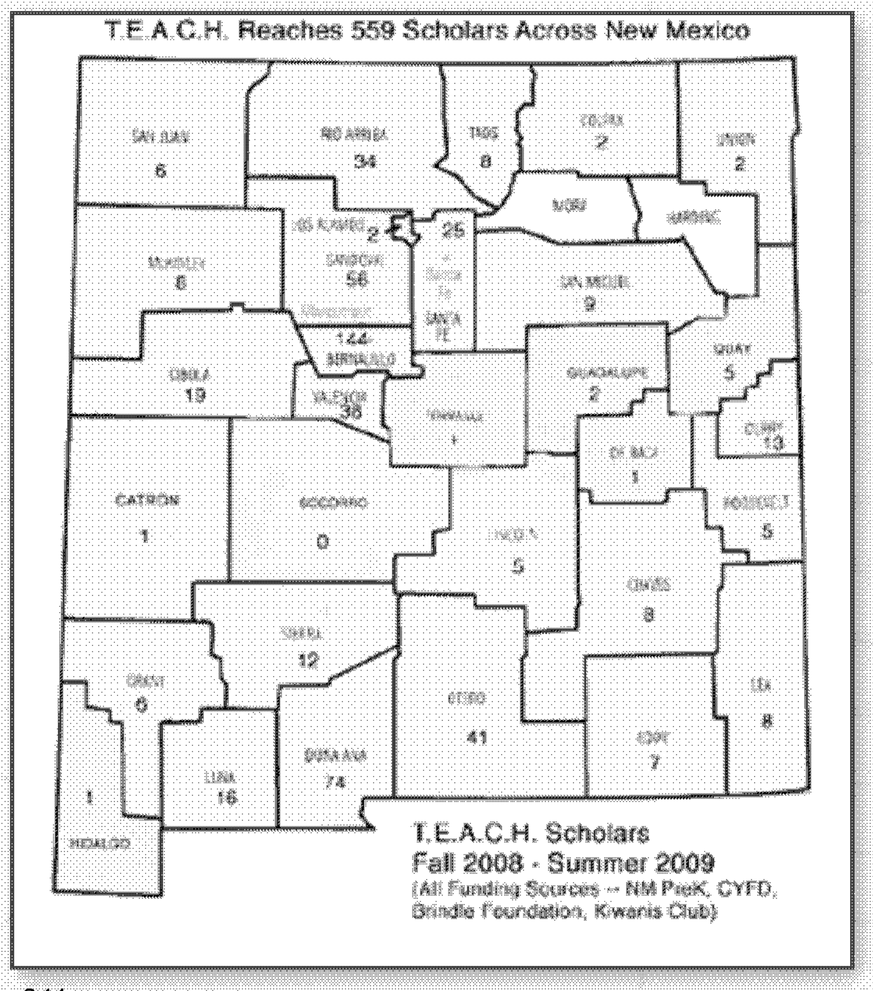
The NM PreK Program administrators set the standard for lead teachers in classrooms as a bachelors degree and a teaching license for birth through third grade and the standard for assistant teachers as an Associate Degree in Early Childhood Education. At the beginning these standards were desired; now they are mandatory. NM PreK provides support for teachers to reach those standards.

New Mexico decided to invest a substantial amount of its NM PreK funds into providing professional development to "grow our own" highly qualified early childhood teachers from the educators already working in care and education settings. That money went toward an annual PreK Institute, mentors for classroom teachers and T.E.A.C.H. Early Childhood® scholarships. That investment is paying off.

In Fiscal Year 2009, the number of T.E.A.C.H. scholars funded by the NM PreK Program was 292 – or about half of the total number of scholars. New Mexico is growing its own highly qualified teachers – and assistant teachers – for a high-quality early learning program for 4-year-olds, just as New Mexico officials envisioned. That the NM PreK Program is working is verified by the statistics showing the growth of the 4-year-olds' language competence, math skills, science understanding and social-emotional development.

Colleges and Universities Attended by T.E.A.C.H. Scholars (2006-07)

Central New Mexico Community College
Clovis Community College
Doña Ana Branch Community College
Eastern New Mexico University
Eastern New Mexico University – Roswell
Eastern New Mexico University – Ruidoso
Luna Community College
Mesalands Community College
New Mexico Highlands University
New Mexico Junior College
New Mexico State University
New Mexico State University – Alamogordo
New Mexico State University – Carlsbad
New Mexico State University – Grants
Northern New Mexico College
University of New Mexico
University of New Mexico – Los Alamos
University of New Mexico – Gallup
University of New Mexico – Valencia
University of New Mexico – Taos
San Juan College
Santa Fe Community College
Southwestern Indian Polytechnic Institute
Western New Mexico University



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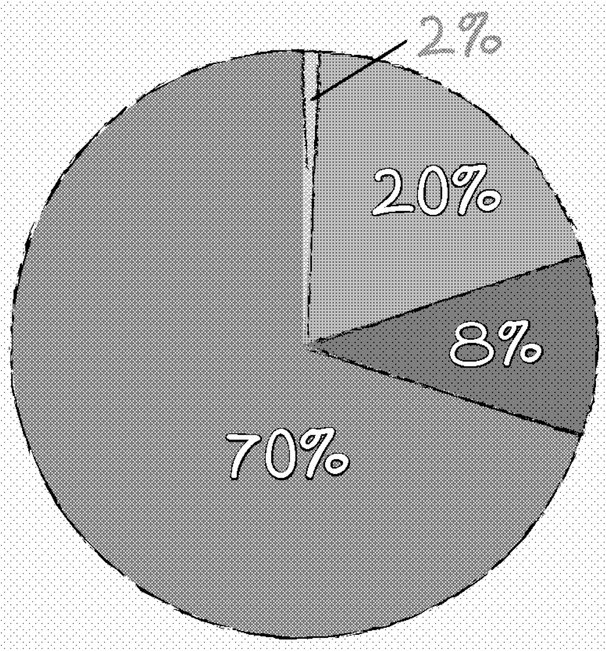
Degrees Sought by T.E.A.C.H. Scholars in 2009

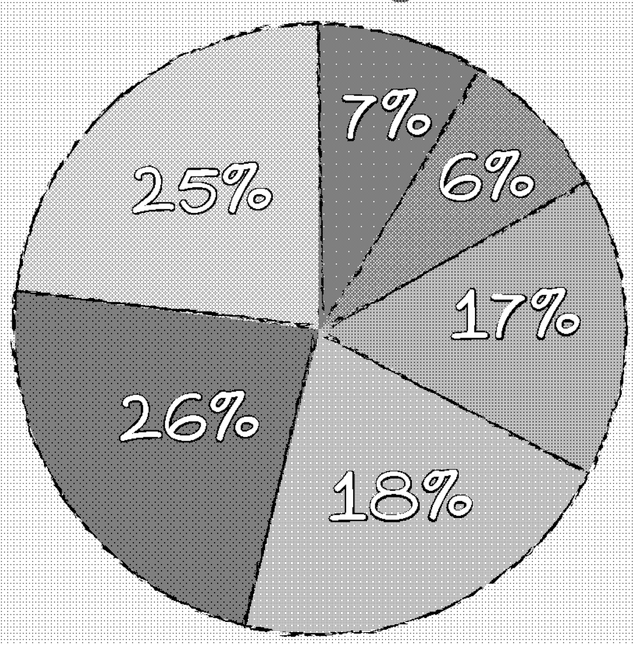


- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Alternative Licensure

Degrees Awarded to T.E.A.C.H. Scholars since 2004

- **Associate's Degree (44)**
- **Bachelor's Degree (18)**
- **Master's Degree (15)**
- **Alternative Licensure (4)**

Auspices of T.E.A.C.H. Scholar Programs



- Independent Non-Profit
- Head Start
- Tax Paying
- Public School
- Municipal
- Religious Sponsored

What's Next?

It is critical that teachers receive pay and benefits that are commensurate with their levels of education and with the value of work they do with young children. A New Mexico Education and Retention INCENTIVES program would use public and private funds to offer supplemental pay to teachers based on their level of education and their commitment to the early childhood program where they are employed. T.E.A.C.H. is very happy to announce that the Brindle Foundation has given funds to start a small pilot INCENTIVES project in Santa Fe County for teaching staff of infants, toddlers and 2-year-olds!

Pamella Carlton, a T.E.A.C.H. scholar from AppleTree Education Center in Truth or Consequences, talks with the State Fair event crowd about the importance of early childhood teachers and their influence on children's brain development.

In September, T.E.A.C.H. sponsored an event at the State Fair to increase awareness of the need for the INCENTIVES program. Sue Russell, the founder of T.E.A.C.H. and the current President of the National Association for the Education of Young Children (NAEYC), attended the event and met some of New Mexico's legislators there.

Other issues need to be addressed too, in order to help ensure quality early care and education for young children.

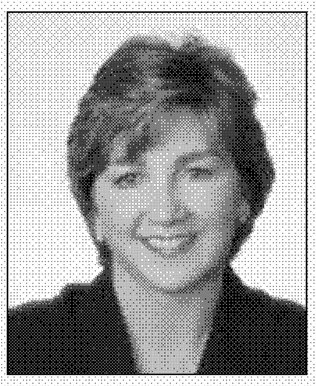
• Health and retirement benefits must be provided for early childhood teachers and programs. We can't afford to educate early childhood teachers, only to have them leave the youngest children for jobs with better benefits.

• T.E.A.C.H. scholarships need to be fully funded so that any teachers of children, age birth through five, who wants to continue her or his education will have scholarship support available.

• The AIM HIGH and STARS programs need to be sufficiently funded so that any early childhood program that wants to improve its quality can have professional help and financial support to do so. Assistance needs to be available to centers to achieve national accreditation.

• State child care reimbursements rates need to be set at levels that make it possible for a program to compensate teachers who are well educated and to maintain high quality in services.

To families and supporters of young children in New Mexico:



T.E.A.C.H. Early Childhood® NEW MEXICO provides the foundation needed for strengthening early childhood programs in our state. When teachers and directors get increased education in early childhood, the quality of programs increases. With more education and compensation, the retention of qualified early childhood teachers will increase, reducing the current rapid turnover. Investing in high quality early learning opportunities for our children is the single best economic development program.

Thank you for your support of T.E.A.C.H. Early Childhood® Scholarships.

Diane D. Denish

Lt. Gov. Diane Denish

Teachers and directors in community-based early childhood programs benefit greatly from T.E.A.C.H. Early Childhood® Scholarships. With financial support and paid release time, people working with young children are going to school and working toward degrees in early childhood. Without the support from T.E.A.C.H., most people in the early childhood field could not manage this. T.E.A.C.H. helps families and children in NM by making it possible for the teachers and directors to provide higher and higher quality early care and education.

Dorian Dodson
Secretary, Children, Youth, and Families Department

T.E.A.C.H. Early Childhood® Scholarships offer a wonderful opportunity for New Mexico PreK teachers and educational assistants in public schools to work toward degrees in early childhood education–Associate, Bachelor and Graduate degrees.

This education and training, specifically in early childhood, help aspiring and veteran teachers better understand child development and become even more effective in their work with young children and their families. Thanks for supporting T.E.A.C.H. Early Childhood® Scholarships.

Veronica C. Garcia

Veronica C. Garcia, Ed.D.
Secretary, Public Education Department

For more information about the T.E.A.C.H. Early Childhood ® NEW MEXICO program, please contact T.E.A.C.H. at 2201 Buena Vista SE, Suite 424, Albuquerque, NM 87106 • phone: 505-243-5437 • fax: 505-242-7310 • e-mail: dan@nmaeyc.org • website: www.nmaeyc.org

For information regarding early care and education programs and services within New Mexico, including NM PreK, please visit the New Mexico Kids website at www.newmexicokids.org, the NM PreK website at www.newmexicoprek.org, or the New Mexico Association for the Education of Young Children website at www.nmaeyc.org

All the higher (mental) functions originate as actual relationships between individuals." --Lev Vygotsky

NMAEYC

New Mexico PreK

NMPED

NM SPARK Supporting Partnerships to Assure Ready Kids

Brindle Foundation Santa Fe, New Mexico

C4FD

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: E-1-1

Title: School Reform Legislature Enacted in New Mexico since 2003 – The Assessment and Accountability Act

Explanation of Reference: This document provides a brief overview of the major education reform legislation from 2003 to 2009. Under the Public School Reforms section (HB 212), the Assessment and Accountability Act related to NCLB is discussed.

SCHOOL REFORM LEGISLATION ENACTED IN NEW MEXICO SINCE 2003

Between FY 03 and FY 10, state funds appropriated by the Legislature for public education grew from approximately $1.8 billion to $2.28 billion, an increase of approximately 26 percent over seven years. In addition, because it recognized the urgent need to improve student achievement in New Mexico, since the 2003 session the Legislature has enacted the following legislation:

2003

CABINET-LEVEL EDUCATION DEPARTMENT — By Senate Joint Resolution, the Legislature set in motion a public vote that amended Article 12, Section 6 the state Constitution to create a cabinet-level Public Education Department (PED) headed by a Secretary of Public Education who is a qualified, experienced educator appointed by the Governor and confirmed by the Senate, and to provide for powers and duties of the Secretary.[1]

FINE ARTS EDUCATION ACT — This act creates a state grant-funded program for elementary schools in the visual arts, music, theater, and dance (§§22-15D-1 *et. seq.* NMSA 1978). Over five years, the Legislature phased in $18.8 million in recurring dollars in program costs for elementary fine arts in the State Equalization Guarantee, the primary source of funding for public schools.

INDIAN EDUCATION ACT — The *Indian Education Act* was enacted, the first of its kind in the nation, to ensure equitable and culturally relevant educational opportunities and instructional materials for American Indian students enrolled in public schools and to encourage cooperation among the educational leadership of Arizona, Utah, New Mexico, and the Navajo Nation. The act creates the Indian Education Division within PED and the Indian Education Advisory Council to assist the department in evaluating, consolidating, and coordinating all activities relating to the education of American Indian students; and creates the Indian Education Fund (§§22-23A-1 *et. seq.* NMSA 1978).[2] From FY 04 to FY 10, appropriations to the Indian Education Fund have totaled approximately $16.75 million.

KINDERGARTEN PLUS PILOT PROJECT — This legislation created the Kindergarten Plus pilot project as a three-year study to extend the kindergarten year for participating students and to measure the effect of the additional time on the development of literacy, numeracy, and social skills, to demonstrate that additional time in kindergarten narrows the achievement gap between disadvantaged students and other students. The law requires PED to establish reporting and evaluation requirements for participating schools (§22-2-20 NMSA 1978). In 2006, the statute was amended to make the project a six-year pilot and to include grades K through 3. Appropriations grew from $100,000 in FY 04 to approximately $7.9 million annually for the expanded K-3 Plus Pilot Project by FY 10.

PERMANENT SCHOOL FUND DISTRIBUTION — By Senate Joint Resolution, the Legislature set in motion a public vote that amended Article 12, Section 7 of the state

[1] The PED was established by legislative action in the 2004 session (§9-24-1 *et. seq.* NMSA 1978)
[2] Amended in 2005.

Constitution to increase from 4.7 percent to 5.0 percent the amount of the annual distribution from the Permanent Fund, under certain conditions, to pay for a comprehensive package of public school reforms.

PUBLIC SCHOOL REFORMS — This comprehensive legislation repealed, enacted, and recompiled several sections of the *Public School Code* to implement education reforms recommended by the LESC, the LESC Ad Hoc Subcommittee for Education Reform, and the Educational Initiatives & Accountability Task Force after three years of study. The reforms include:

- the *Assessment and Accountability Act*, which incorporates the key assessment and accountability requirements of the federal *No Child Left Behind Act of 2001* (NCLB) into state law, including the requirement that schools and school districts make adequate yearly progress as measured by state standards-based assessments for all students in grades 3-9 and 11 (§§22-2C-1 *et. seq.* NMSA 1978);[3]
- the five-year phase-in of a new professional three-tier licensure and minimum salary structure that requires teachers to demonstrate continued competency; bases movement from tier to tier on a formal, highly objective, uniform statewide standard of evaluation and a dossier process; and requires state-funded mentoring for new teachers (§§22-10A-3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16 and 17 NMSA 1978);
- amendment of local school governance provisions to move some responsibilities from the local board to the local superintendent and school principals (§§22-5-4 and 14 NMSA 1978);
- creation of school councils to assist the principal and to involve parents in their children's education (§22-5-16 NMSA 1978);
- enactment of the *Family and Youth Resource Act* to create a mechanism for state grant-funded programs to raise student achievement by employing school-based liaisons to improve access to student and family health and social services in partnership with community providers (§§22-2D-1 *et. seq.* NMSA 1978); and
- establishment of the Office of Education Accountability in the Department of Finance and Administration to provide independent evaluations of implementation of the reforms in the act (§9-6-15 NMSA 1978).

SECONDARY-POSTSECONDARY ALIGNMENT — A new section of law was enacted to require PED to collaborate with the Higher Education Department (HED) to align high school curricula and end-of-course tests with the placement tests administered by two- and four-year public institutions of higher education (IHEs) in New Mexico (§22-13-1.2 NMSA 1978).

2004

EDUCATIONAL ASSISTANT LICENSING & SALARIES — This legislation establishes licensure requirements for and conditions under which individuals may perform educational assistant services, consonant with NCLB (§22-10A-17.1 NMSA 1978).

PUBLIC EDUCATION DEPARTMENT ACT AND UNIQUE STUDENT ID NUMBER — The act creates the PED; defines the powers and duties of the Public Education Commission

[3] Amended in 2007 to eliminate testing for 9th grade, when the College and Workplace Readiness Assessment System was put in place (see page 4).

(PEC); and, among other provisions, requires the PED, as part of the accountability system, to issue a state identification number for each public school student, establishing the basis for the development of a comprehensive P-20 data system (§§9-24-1 *et. seq.* and §22-2C-11 NMSA 1978). Since 2005, the Legislature has supported the implementation of the PED student data system, known as the Student Teacher Accountability Reporting System (STARS), with appropriations of approximately $14.7 million.

2005

CHARTER SCHOOL STANDARDS — The 1999 *Charter Schools Act* was amended to make charter school facilities eligible for state and local capital outlay funds and to require that they be included in school districts' five-year facility plans; and to establish a schedule (since extended) requiring charter school facilities to meet state educational occupancy standards (§22-8B-4 NMSA 1978).

COMMON LOWER-DIVISION COLLEGE COURSE NUMBERS — The *Post-Secondary Education Articulation Act* was amended to require a common course name, numbering, and content system for lower-division courses in public institutions of higher education (IHEs) and to require IHEs to accept transfer modules for the general education core and discipline areas established by the IHEs; and to require IHEs to reimburse students for costs of courses not accepted for transfer (§§21-1B-3 *et. seq.* NMSA 1978).

HIGHER EDUCATION ACT — This act creates HED as a cabinet department, headed by a Secretary of Higher Education appointed by the Governor with the consent of the Senate; and creates a 14-member Higher Education Advisory Board, appointed by the Secretary and administratively attached to the department (§§9-25-1 *et. seq.* NMSA 1978).

PRE-KINDERGARTEN ACT — The *Pre-Kindergarten Act* was added to the *Children's Code* to provide a voluntary developmental readiness program for four-year-old children in communities throughout New Mexico. It requires the Children, Youth and Families Department (CYFD) and PED to administer the program jointly; allows for both public school and private providers funded on a request-for-proposal basis; and requires a program evaluation (§§32A-23-1 *et. seq.* NMSA 1978). Since 2005, the Legislature has appropriated over $80.7 million to implement New Mexico PreK, including $5.0 million in federal Temporary Assistance for Needy Families (TANF) funds, and approximately $14.5 million for classroom capital costs.

REQUIRE HONORS CLASSES — This legislation added a new section to the *Public School Code* to require each school district to offer at least one honors or similar academically rigorous class each in mathematics and language arts in each high school (§22-13-1.4 NMSA 1978).

2006

ESTABLISH SHARED STUDENT DATA SYSTEMS — This Joint Memorial requested that HED, PED, CYFD and the Office of Workforce Solutions establish common, shared student data systems from pre-kindergarten to postsecondary levels of education.

2007

ALGEBRA I IN MIDDLE SCHOOL — Existing law was amended to require school districts to offer Algebra I in 8th grade either on site or via distance education by school year 2008-2009 (§22-13-1 NMSA 1978).

ALIGNED CURRICULA IN SCHOOL DISTRICTS — A new section of law was enacted to require each school district to align its curricula for each grade level across schools and with state standards, for mathematics by school year 2008-2009 and for language arts and science by school year 2009-2010; and to require that school districts align with state standards the professional development relating to curricula for classroom teachers and educational assistants (§22-13-1.6 NMSA 1978).

CHARTER SCHOOL FACILITY NEEDS — The *Public School Capital Outlay Act* was amended to provide procedures for meeting the facilities needs of state-chartered and locally chartered charter schools; to prescribe duties of the Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority with regard to charter schools; and to create a temporary Charter School Capital Outlay Fund for the PSCOC to make grants to charter schools according to certain priorities (§22-24-6.2 NMSA 1978).

COLLEGE AND WORKPLACE READINESS ASSESSMENTS — The *Assessment and Accountability Act* was amended to replace existing grade 9 assessments with college and workplace readiness assessments in grades 9, 10, and 11 by school year 2008-2009 (§22-2C-4.1 NMSA 1978).

DUAL CREDIT PROGRAMS — This legislation establishes a dual credit program to allow high school students to earn high school and college credit simultaneously; provides for funding of tuition and textbooks; requires a program evaluation; and requires HED and PED to promulgate rules that establish statewide uniformity for dual credit programs (§21-1-1.2 NMSA 1978).

DUAL CREDIT PROGRAMS, DISTANCE LEARNING AND OTHER MINIMUM REQUIREMENTS — A new section of law was enacted to require each school district to offer a program of dual credit courses in cooperation with an IHE and a program of distance learning courses, beginning in school year 2008-2009, and to offer at least two years of a language other than English beginning in school year 2009-2010 (§22-13-1.4 NMSA 1978).

HIGH SCHOOL DROPOUT AGE — The *Compulsory School Attendance Law* was amended to require school attendance until age 18 unless, in case of hardship, a student has written, signed parental permission to leave school (§22-12-2 NMSA 1978).

HIGH SCHOOL GRADUATION REQUIREMENTS — Existing law was amended to establish the Diploma of Excellence for all students who enter grade 9 in school year 2009-2010 or later, as follows:

- four units in English, with a major emphasis on grammar, non-fiction writing, and literature;

- four units in mathematics, at least one of which is equivalent to or higher than Algebra II (unless the parent submits written, signed permission for the student to complete a lesser level);
- three units in science, two of which have a laboratory component;
- three and one-half units in social science, including United States history and geography, world history and geography, government, economics, and one-half unit in New Mexico history;
- one unit in physical education;
- one unit in one of the following: a career cluster course, workplace readiness, or a language other than English;
- seven and one-half elective units that meet state standards; service learning and financial literacy must be offered as electives (§22-13-1.1 (I) NMSA 1978); and
- at least one unit of the above courses taken as an AP, distance learning, or dual credit course (§22-13-1.1 (G) NMSA 1978).

MATHEMATICS & SCIENCE EDUCATION ACT — This act creates the Mathematics and Science Bureau in PED and prescribes its duties; creates the Mathematics and Science Advisory Council and prescribes its membership criteria and duties; and creates the Mathematics and Science Proficiency Fund, to be administered by PED to fund innovative, research-based mathematics and science curricula and professional development programs (§§22-15E-1 *et. seq.* NMSA 1978).

ELEMENTARY PHYSICAL EDUCATION PROGRAMS — This amendment to the *Public School Finance Act* provides for funding for elementary physical education programs (§22-8-23.7 NMSA 1978). $16.0 million in recurring funds was appropriated to school district program costs over a two-year phase-in period for elementary physical education in the State Equalization Guarantee.

STATEWIDE CYBER ACADEMY ACT — This act creates the New Mexico Cyber Academy as a collaborative program among PED, HED, telecommunications networks, and representatives of other state agencies that provide distance education to school districts; among other provisions, the act prescribes the duties of the statewide Cyber Academy and enrollment criteria for a distance learning student (§§22-30-1 *et. seq.* NMSA 1978).

TEACHER PREPARATION PROGRAM ACCOUNTABILITY AND USE OF THE PED UNIQUE STUDENT ID NUMBER IN HIGHER EDUCATION — The *School Personnel Act* was amended to require PED to collaborate with the HED and teacher preparation programs to create a uniform statewide teacher education accountability reporting system; to require teacher preparation programs to work with colleges of arts and sciences and high schools to develop a model teacher mentorship program; and to require HED to use the PED-issued student ID number for all students enrolled in postsecondary education, among other provisions (§22-10A-19.2 NMSA 1978).[4]

[4] The educator accountability reporting system was amended in 2009 to include school administrator preparation programs.

2008

STANDARDS-BASED MEASURES OF READINESS FOR GRADUATION — Existing law was amended to allow PED to identify the grade 11 state standards-based assessment, used for school accountability purposes, to serve as the new graduation assessment enacted in 2007, replacing the existing assessment, which tested 8th grade-level skills and knowledge. Under conditions established in PED rule, students may alternatively demonstrate competency based on a portfolio of standards-based indicators (§22-13-1.1 (K) NMSA 1978).

2009

ALTERNATIVE SCHOOL ACCOUNTABILITY PILOT — This legislation creates a six-year voluntary school accountability pilot project based on a student growth model for grades 4 through 8 that is separate from but complementary to the existing school accountability system; and phases in the project over two years (§22-2C-12 NMSA 1978).

AMERICAN INDIAN POST-SECONDARY EDUCATION ACT — This act creates the American Indian Post-Secondary Education Division in the HED and prescribes its duties in furtherance of improved success of Native American students in higher education in New Mexico; requires HED to consult with and enter into memoranda of agreement with tribes to implement the act; and creates a non-reverting American Indian Post-Secondary Education Fund and provides for awarding of grants (§9-25-4 NMSA 1978; §§21-23A-1 *et. seq.* NMSA 1978).

FRESHMAN YEAR OUTCOMES REPORTS — This legislation requires New Mexico public postsecondary institutions, upon request from a public high school or school district superintendent in New Mexico, to provide a report of students who enroll in the institution showing advanced placement by subject, total credits earned, grade point averages, retention from fall to spring semester of the first year in college, and frequency and patterns of remedial or developmental courses being taken; and requires that the HED be provided with copies of the reports (§21-1-43 NMSA 1978).

TEACHER LICENSURE MATH REQUIREMENT — This legislation increases the postsecondary mathematics course requirement from six to nine credit hours for persons seeking licensure or reciprocity in elementary education (§22-10A-6 NMSA 1978).

OTHER

Other initiatives in the schools that have received recurring appropriations from the Legislature but that are not codified in statute include Advanced Placement, After-school Enrichment, the School Improvement Framework, Anti-obesity Programs, Breakfast for Elementary Students, GRADS Teen Pregnancy Prevention, the New Mexico Outdoor Classroom (a cooperative effort of PED and the State Parks Division), and Truancy and Dropout Prevention.

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: E-2-1

Title: Criteria for Identifying New Mexico's Persistently Lowest Achieving Schools

Explanation of Reference: This analysis discusses the details proposed for the Virtual Heroes NM competition that will promote STEM instruction through virtual gaming in partnership with IDEAL-NM and the NM Computing Applications Center. This approach includes incentives for teachers in addition to promoting student attendance, discipline and improvement in interim short-term assessment.

The criteria the NMPED used to identify the eligible schools defined as lowest achieving schools definition in the application as described below.

1. Tier I
   a. Title I and receiving funds
   b. In improvement (SI-1 to R-2)
      i. Lowest achieving 5% or 5 schools whichever greater
      ii. High school with cohort grad rate < 60% currently and historically

2. Tier II
   a. Title I eligible, but not funded
   b. Lowest achieving 5% or 5 schools whichever greater
   c. High school with cohort grad rate < 60% currently and historically
   d. Alternative schools
   e. Charter schools

3. Persistently Lowest achieving was defined as follows:
   a. The *All Students* subgroup, regardless of FAY
   b. "Low Achieving"
      i. Percent proficient were converted to percentile ranks (0-100)
      ii. Percentile ranks (Reading & Math) were averaged for five (5) years (2005–2009)
      iii. Percentiles were averaged with equal weighting for each
   c. "Persistently"
      i. Growth was established as the gain or loss in percent proficient from contiguous years (2005–2009)
      ii. Gains and losses for the four improvement periods were averaged
      iii. Schools must have a minimum of three (3) years worth of data (two improvement periods) to get a growth score

4. Graduation was defined as follows:
    a. The *All Students* subgroup
    b. Rates for the last three (3) available years (grads of 2006, 2007, and 2009) were converted to percentile ranks. This was required because the methodology of rate calculation differed.
    c. Percentile ranks were flagged when ≤ 60%. In the only cohort year (2009), 60% correlated with approximately the 58th percentile.

5. Compilation
    a. Two separate lists were established for Tier I and Tier II.
    b. Schools were ranked on the averaged Reading/Math percentile rank.
    c. Schools were flagged with growth ≤ 1%.
    d. Schools were flagged with grad rates persistently ≤ 60%.
    e. The rank-ordered list was compiled from
        i. The lowest ranking schools; and
        ii. Ones met the conditions of c. and/or d. above.
    f. Tier II schools were reserved for the case where insufficient Tier I schools met conditions.

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: E-2-2

Title: Priority Schools Bureau Systems of Support for Schools/Districts Focus Group Feedback Summary

Explanation of Reference: This focus group report represents the educators, parents and community members representing 42 school districts/communities, several public agencies and professional associations that participated in the review and comment on the proposed system to support schools in need of improvement (SINOI).

New Mexico Public Education Department
Priority Schools Bureau
Systems of Support for Schools/Districts

Focus Group Feedback Summary

From April through June, 2009, Priority Schools Bureau of the New Mexico Public Education Department, with the assistance of the Southwest Comprehensive Center (WestEd)*, convened educators in twenty focus groups across the state of New Mexico. The purpose of the focus groups was to gather input from New Mexico educators, parents, and other stakeholders on portions of the proposed structure for *New Mexico System of Support for Schools/Districts*, including *Guiding Principles, Domains/ Indicators/Rubrics* and *Tables of Responsibilities for Schools/Districts*. Through the twenty focus groups, every portion of the proposed system was presented for review and comment. Educators, parents and community members representing 42 school districts/communities, several public agencies and professional associations participated in the review and comment on the proposed system.

What follows is a summary of the comments, questions, and recommendations of the groups, and the subsequent response from PSB. The input has been categorized by issue.

Issue	Focus Group Input	NM PED/PSB Response
Accountability Progression	There is need for a consistent set of expectations, requirements and timelines that follow a logical progression. Collaboration in the determination of options for Districts at the Corrective Action – 1 level is a necessity.	The Tables of Responsibilities/ Timelines specify the expectations and timelines for Schools, Districts and NM PED, as specified by NCLB. PSB modified language in the Table to recognize the collaborative nature of the option selection for Districts at CA – 1 level.
Capacity	Adequate capacity within the NM PED to support the proposed system including technical assistance, training, monitoring is of concern.	NM PED responsibility for collaboration, technical assistance, training, and monitoring are specified in the Tables of Responsibility. PSB is currently recruiting applicants for Regional Support Specialist

	A cadre of external consultants who are consistently available and uniformly trained is obvious and critical to the implementation of the system.	positions to complement the existing staff members and is also developing a cadre of external consultants. As specified in Table of Responsibilities/Timelines, PSB will develop a cadre of external consultants/content area experts and provide training and technical assistance in their support in order to support schools and districts in need of improvement.
Communication	The need for effective communication between and among key stakeholders (school/district staff, NM PED, parents/community)	PSB has reviewed System of Support Indicators/Rubrics to ensure that clear and effective communication and collaboration is embedded in the 3 Domains and the Tables of Responsibilities/Timelines.
Early Intervention	There was overwhelming support for earlier intervention in the System.	PSB has revised the Systems of Support to include either a self-assessment **or** external assessment for SI-1 schools and an external assessment for areas where AYP was not made for SI–2 schools.
Glossary	Consistent and easily understood definitions of terms used in the Systems of Support must be provided in order to assure we're all speaking a "common language."	PSB has developed a glossary of relevant terms. The glossary will be included in the tools that support the system and will be available on the PSB webpage.
Tools for Implementing the Systems of Support	A comprehensive set of research based tools for supporting and implementing the schools/districts in need of improvement must be developed.	PSB will provide all support tools for System of Support for Schools/Districts on the PSB webpage. PSB has collaborated, and will continue to do so, with SWCC/WestEd to ensure that all system support tools are research based.

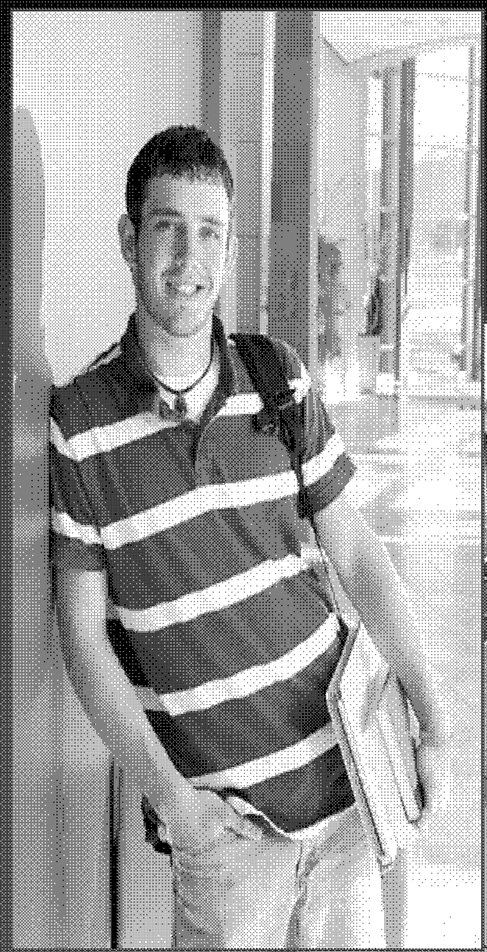
*The SWCC at WestEd is part of a federal network of 16 Regional Centers, serving individual states or clusters of states.

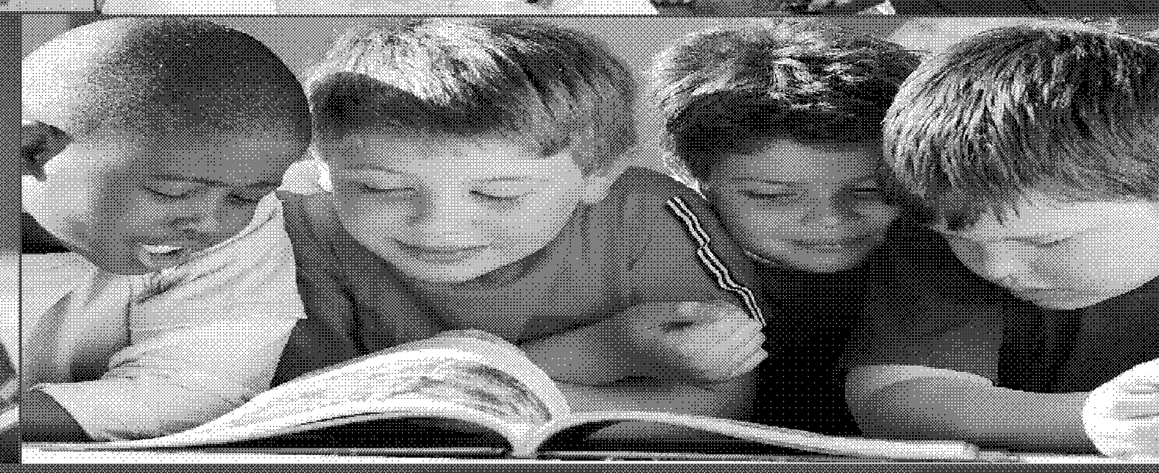
Appendix Reference: E-2-3

Title: Teachers in Action Project – Using CaseNEX for Professional Development

Explanation of Reference: This presentation speaks to how virtual professional development may be used to support teachers in the classroom. It highlights the methodology, the tools, the underlying research as well as the benefits.

Teachers in Action Project
NM Public Education Department
Priority Schools Bureau





Purpose: To increase student achievement through targeted professional development focusing on high yield instructional practices.

Our Challenge: to find TIME for teachers to plan, learn and collaborate to improve instruction!

- **Corrective Actions and Sanctions** according to **NCLB** provisions -- if the SEA identifies a district or local education agency (LEA) for corrective action, the SEA **must**:

1. Continue to ensure that the district is provided with technical assistance;
2. **and** take at least one of the following corrective actions, as consistent with State law:
   - Defer programmatic funds or reduce administrative funds;
   - Institute and fully implement a new curriculum based on State & Local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
   - replace LEA personnel who are relevant to the inability of the LEA to make adequate progress
   - Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision
   - Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board; and/or
   - Abolish or restructure the LEA

Teachers In Action

The Offer:

Opportunity for teachers in R2 schools in CA districts to focus on **their** Professional Development in support of **their** focus on student achievement!

The Benefits:

1. Opportunity for financial incentives to teachers and administrators
2. Opportunity for time to plan, collaborate and learn from peers
3. Opportunity to access coordinated and research-based professional development tied to instructional needs and your school's EPSS
4. Opportunity to implement strategies and methodology learned through professional development resulting in improved student performance and achievement

The Options:

1. 15 hour online course, collaboration and planning time with colleagues and administration
2. 45 hour online course, collaboration and planning time with colleagues and administration

CaseNEX Instructors – The Plan

WHO are the students……..

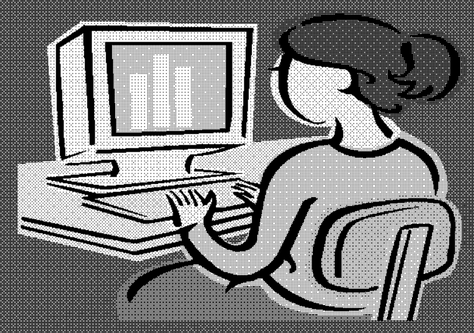
- Teachers at selected R2 schools in CA districts
- Administrators

What will you teach?

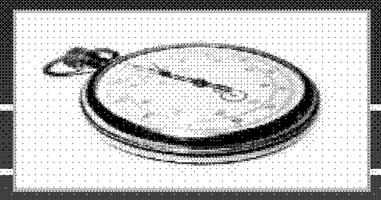
- 15 or 45 hour courses
- Online delivery
- Case study approach
- Courses selected by students

When?

- February: virtual training
- February-April: teach
- Non work hours using your personal computer
- May: evaluate, submit documentation
- June: PAY$$$$$



Opportunity: to teach online courses using the CaseNEX system



Courses:
ESOL Instructional Strategies
Narrowing the Achievement Gap by Addressing Diversity
Using Data to Drive Instruction
New Teachers: Classroom and Behavior Management
Differentiating Instruction: Grouping Students to Target Needs
Differentiating Instruction: Addressing Culture, Learning Styles and Multiple Intelligences
Classroom Management
Scanning the Spectrum: Differentiating Instruction in the Inclusive Classroom
Teaching Across the Content Areas
Elementary Math Methods
Secondary Math Methods
Middle School Mathematics Topics
From Sounds to Print: Phonemic Awareness and Phonics
Literacy Differentiation
Reading and Writing Across Content Areas, K-12
Reading to Learn: Fluency and Comprehension
Classroom Accommodations and Modifications
Designing and Accessing Technology-Enhanced Lessons

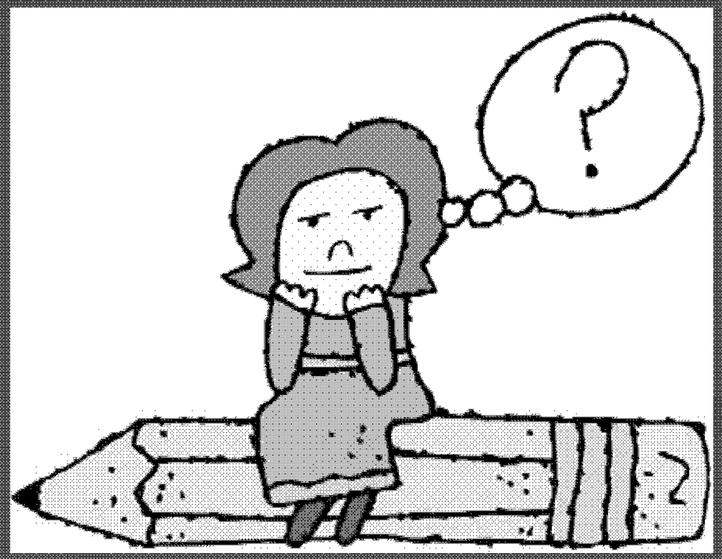
Methodology: CaseNEX uses a Case Study Method which is designed to connect theory to practice.

Snapshot of the Five Step Methodology

1. Issues: identify facts, issues, problems, dilemmas, or opportunities present in the case
2. Perspectives: account for different perspectives or values of people who are represented in the
3. Knowledge: describe the practical and theoretical knowledge that might be relevant to issues and raise questions about additional knowledge/data that might help inform decisions
4. Actions: describe possible courses of action that might be taken if the challenges were faced by the student
5. Consequences: predict the likely results of proposed actions

Instructor Tools: CaseNEX provides all the training and tools online

1. Syllabus
2. Cases
3. Readings
4. Discussion Forums
5. Student Journals
6. Workbooks
7. Case Analysis Rubrics
8. Virtual teacher training

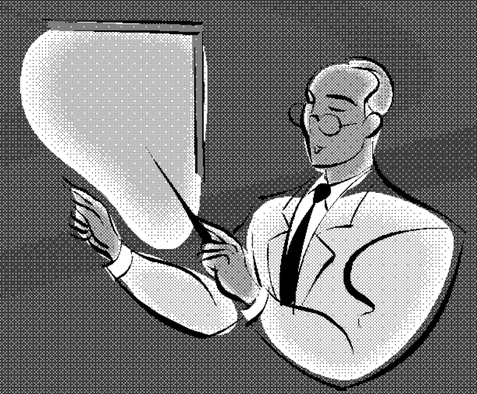


Virtually everything you need to be successful

What do we know about the CaseNEX research?

Research from the University of Virginia has demonstrated that CaseNEX delivers instruction that helps participants to:

1. Recognize educational issues, problem, & opportunities
2. Take into account others' values when designing interventions
3. Call up relevant profesdional knowledge when it is needed
4. Forecast actions aimed at addressing particular problems
5. Assess the results of their actions



CaseNEX Instructors – The Plan

How will you be paid?

•Stipend from REC

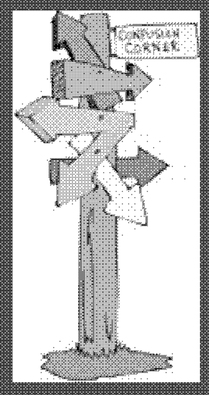
•Amount based on number of students in your course and the number of hours (15 or 45)

What are the benefits to you?

• Opportunity to teach using new technology and methodology
• Online delivery
• Learn new content/skills
• Connect theory to practice
•Work directly with other educators in a different capacity

How much time will it take?

•1-2 hours for virtual training
• 30 minutes/per week/per student in your course.
Example: 20 students will take 10 hours per week. For a 15 hour course, it will be for 4 weeks.
•Can be done in the evening and/or on the weekends



Next Steps

• Review CaseNEX Demo site -- Go to: www.casenex.com
Enter the following -- Username: nmpde1 Password: demo
•Sign up for your preferences in terms of number of courses and content

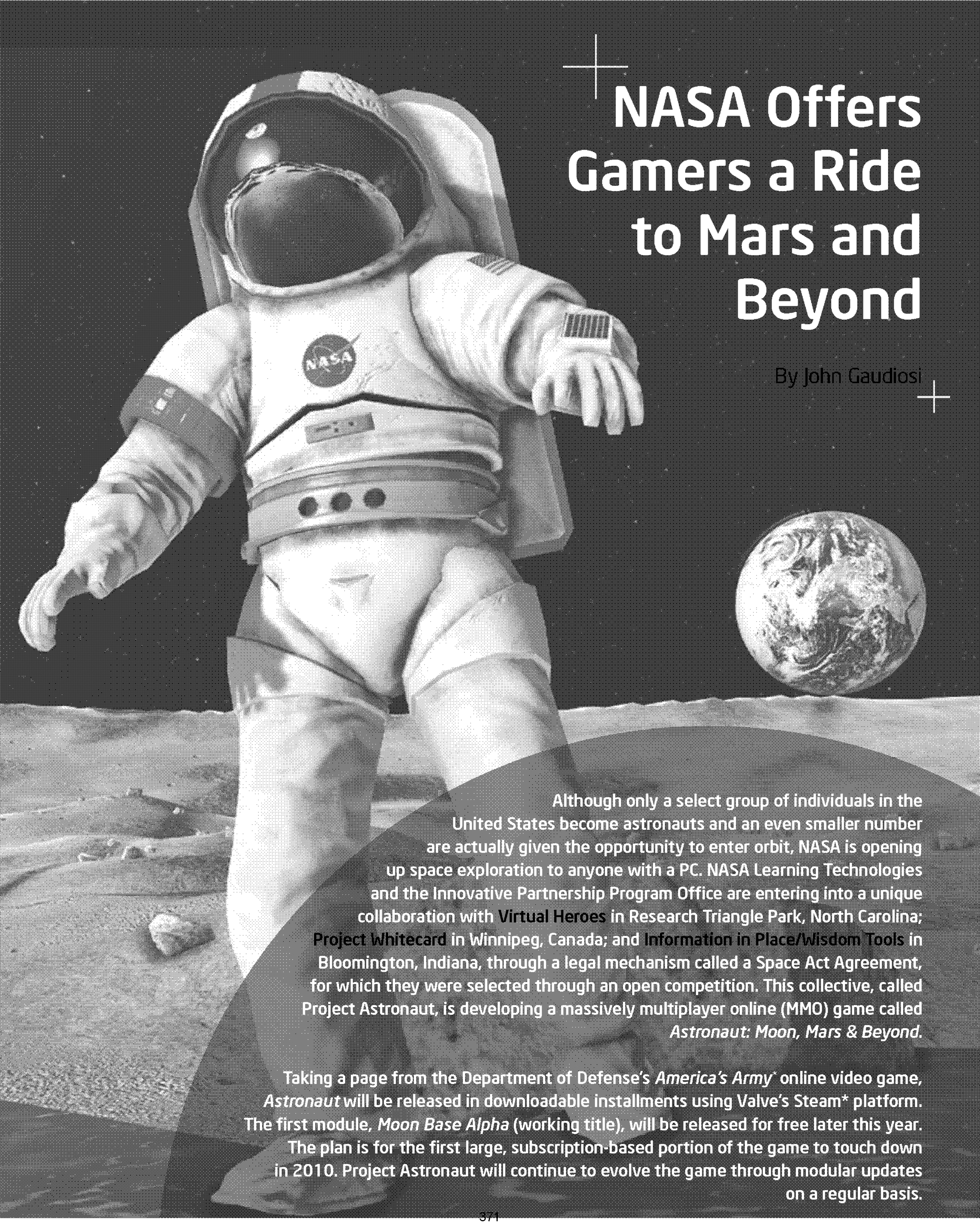
Appendix Reference: E-2-4

Title: NASA Offers Gamers a Ride to Mars and Beyond

Explanation of Reference: This brochure speaks to the work of Project Astronaut, which is developing a massively multiplayer online (MMO) game called Astronaut: Moon, Mars & Beyond. The game will engage students in problem solving and other activities that promote STEM initiatives while encouraging student engagement.

NASA Offers Gamers a Ride to Mars and Beyond

By John Gaudiosi



Although only a select group of individuals in the United States become astronauts and an even smaller number are actually given the opportunity to enter orbit, NASA is opening up space exploration to anyone with a PC. NASA Learning Technologies and the Innovative Partnership Program Office are entering into a unique collaboration with Virtual Heroes in Research Triangle Park, North Carolina; Project Whitecard in Winnipeg, Canada; and Information in Place/Wisdom Tools in Bloomington, Indiana, through a legal mechanism called a Space Act Agreement, for which they were selected through an open competition. This collective, called Project Astronaut, is developing a massively multiplayer online (MMO) game called *Astronaut: Moon, Mars & Beyond*.

Taking a page from the Department of Defense's *America's Army** online video game, *Astronaut* will be released in downloadable installments using Valve's Steam* platform. The first module, *Moon Base Alpha* (working title), will be released for free later this year. The plan is for the first large, subscription-based portion of the game to touch down in 2010. Project Astronaut will continue to evolve the game through modular updates on a regular basis.

"With NASA planning future lunar expeditions and establishing a lunar settlement, now is the right time to renew interest in space exploration and living on other worlds," said Bradley Willson, a game designer for *Astronaut: Moon, Mars & Beyond*. "Our game, *Moon Base Alpha* allows players to assume an exciting role of an astronaut conducting research at a lunar settlement that has to address a catastrophic situation."

Dr. Daniel Laughlin, project manager for NASA Learning Technologies and a research scientist with the Goddard Earth Science and Technology Center at the University of Maryland, said NASA clearly believes in the power of simulations as training tools.

"When we asked for input on how NASA could use an MMO to enhance science, technology, engineering, and mathematics education, the overwhelming message we got back was that NASA had to be committed to the MMO being fun. Many serious games are developed for an audience who are *required* to play, so they don't have the same expectation about having fun. For training, serious games are a great tool. But to educate, inspire, and open young people's eyes to potential technical careers, we need to go beyond simulation and create a fun game with real NASA content."

Working in tandem with leading scientists, engineers, and astronauts at NASA, the game developers are fusing the latest serious game development know-how with Intel's computer power, bringing to life for gamers today a realistic vision of space exploration 30 years in the future.

Ready for Liftoff

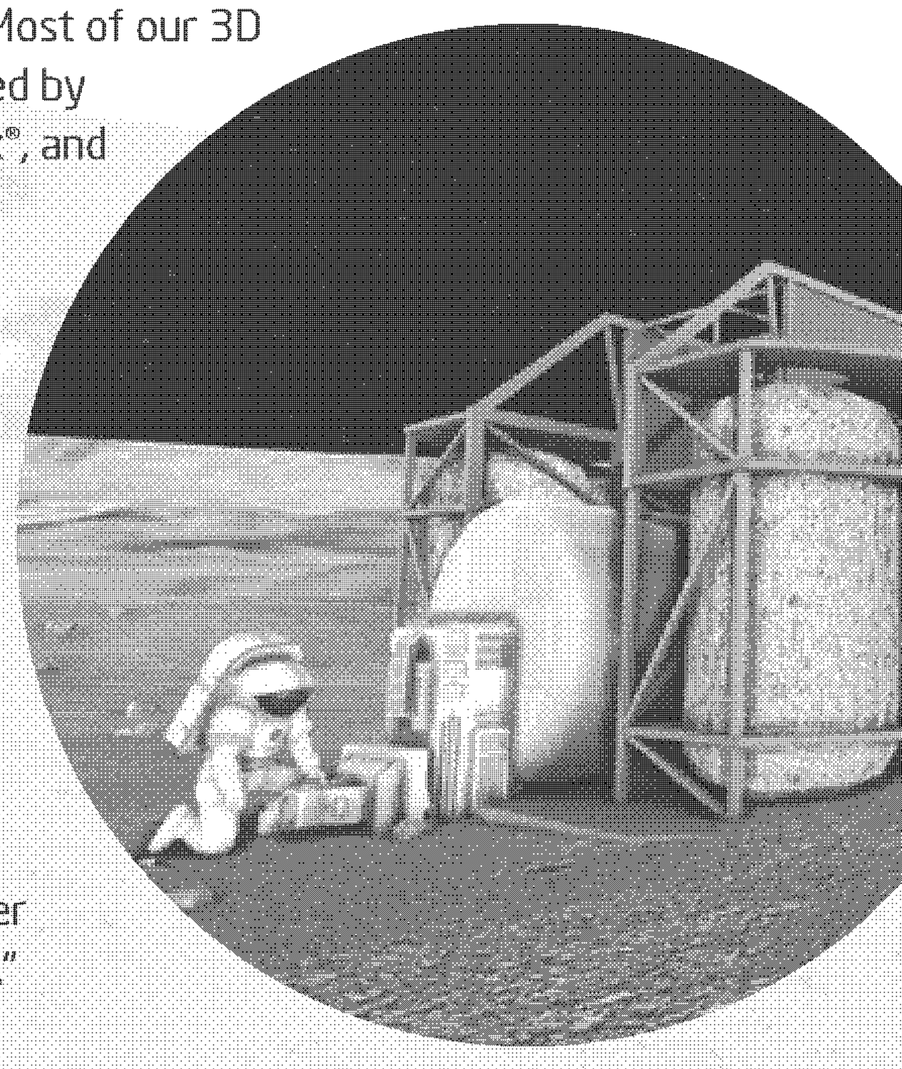
The development team is using quad-core Intel® Xeon® processors for its build server and Intel® Core™2 Duo processor-based laptops for its development platforms. In addition, they're using the Intel® VTune™ Performance Analyzer 9.1 and Intel® Graphics Performance Analyzers (Intel® GPA).

"Both the Intel tool suites help us improve game performance by collecting graphics and system metrics so that we can identify where CPU and GPU cycles are being spent, allowing us to do 'what-if' experiments and estimate potential performance gains from optimizations," explained Randy Brown, directory of technology for Virtual Heroes. "VTune Performance Analyzer helps us by making application performance tuning easier and is indispensable for making our software run its fastest on the latest single and multi-core systems. Intel GPA provides in-depth application analyses that help us pinpoint bottlenecks and optimize games for Intel® Graphics-based PCs."

Intel's technology is also enabling the development team to create a realistic universe in which planets have geo-specific terrains. For example, when a player is on the moon's Hadley Rille, they see what an actual astronaut would see based on NASA data. Even the smallest details, such as the time of day, the sky box, rock formations, and coloration, will be depicted in the game. Every surface will also have authentic zero-gravity that will be used for gameplay, such as making accurate jumps and tracking the movement of large boulders across the surface.

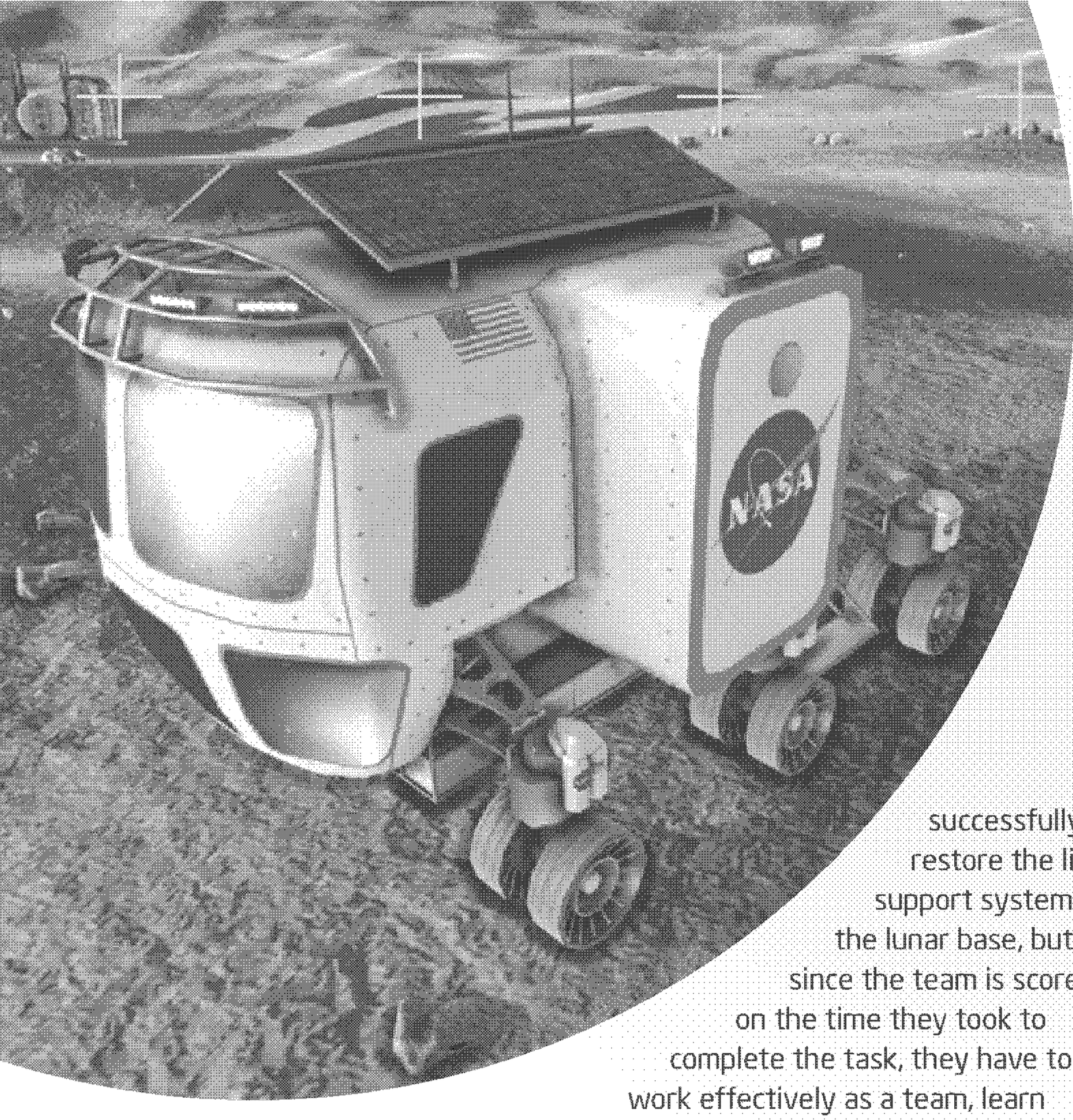
The game is also making use of a visual scripting system, multi-threaded rendering, and an extensible particle system (lens flares, beams, and trails) to enable dynamic characters to cast soft shadows on the scene. *Moon Base Alpha* will also feature fully integrated support for physics-based vehicles, including player control, AI, and networking. Rounding out the technology features, the game will incorporate 3D sound positioning, spatialization, and attenuation.

"We have created some truly amazing visuals," said Willson. "I feel that our depiction of the lunar moonscape is unmatched by any other application and will really blow away our players. Most of our 3D content is generated by Autodesk® 3ds Max®, and we're using Adobe Photoshop* to generate textures and all 2D content. Adobe Illustrator*, Flash*, After Effects*, and Premier* are being used to create additional art assets, video cut-scenes, and user interface elements."



The Mission

Moon Base Alpha is set in 2032 on a small lunar settlement at the South Pole of the moon. After 12 years of research, debris from a nearby meteor impact strikes



the solar array and life support system at the lunar colony. Willson said gamers step into the roles of this research team to work together to repair the life support system, solar array, and restore oxygen to the settlement before time runs out. The team of players will determine the best use of their available resources, which include a lunar rover, mobile robotic repair units, and a fully stocked equipment shed.

"When working on the development of *Moon Base Alpha*, it became fairly clear early on that to provide the most exciting gaming experience we needed to develop the application around multiplayer gameplay," explained Willson. "The game will support up to six active players (team members) and up to 12 passive players (observers). There are several ways in which the team can successfully restore the life support system of the lunar base, but since the team is scored on the time they took to complete the task, they have to work effectively as a team, learn from decisions made in previous gaming sessions, and make intelligent decisions in order to top the leaderboards."

Willson said the observers are considered passive players because they don't directly interact with the team members, but instead they have the opportunity to view the game from pre-set camera positions and from the perspective of any of the team members. In essence, the observer role allows for a player to learn techniques and tactics from more advanced players and evaluate the competition, providing a higher level of gaming confidence to novice players that don't want to simply jump into the action. Although the game observers won't get to use any of the real-world-based gadgets and vehicles in the game, they will be able to communicate with other observers using voice-over IP and text-based chat. Likewise, team members will be able to talk with each other to help accelerate the problem-solving process.

"Our focus on *Moon Base Alpha* is to provide an accurate and immersive depiction of a lunar experience, a high level of replay value, and a test bed for multiplayer interactions that will be used in a much larger NASA game," said Jerry Heneghan, founder and CEO of Virtual Heroes, which was recently acquired by Applied Research Associates. "We currently are expecting for each game session to last approximately 15 minutes, but this will depend on player actions and extensive game tuning. Our lead-in module will have several selectable maps geared toward providing players with several options that will cater to their own gaming experience, including maps geared for just two players or for just four players."

The Future of Virtual Space Exploration

Moon Base Alpha is only the beginning of this virtual exploration of space. The plan is to greatly expand the universe, literally, of the game, while teaching gamers about the realities of space travel, as well as math and science. User-generated content will became a staple of this MMO experience, as well.

"Initially we are going to create a lot of content, but as time evolves we will create tools so that educational institutions and individual enthusiasts can create their own missions, content, and assets," said Dr. Sonny Kirkley, co-founder, chairman, and CEO of Information in Place and adjunct assistant professor at Indiana University's School of Informatics. "We are inspiring the next generation

of scientists and engineers, girls and boys. In the game, players will choose a role like a medic, roboticist, space geologist, or mechanical engineer and work together to solve problems on habitats on the Moon, Mars, and beyond."

Although there will be spaceships based on the next-generation replacement for the space shuttle and other rockets that are currently in design phases, the core gameplay will take a more traditional role-playing focus as players build up the attributes of their profession and move forward through the game universe. Players will perform missions on planetary surfaces, such as mining helium-3 for fuel, operating a hydroponics facility to grow plants and create oxygen, and operating robots and vehicles that are based on real-world scientific projections. To help them along the way, avatars based on actual NASA scientists, engineers, and astronauts will appear in-game to offer guidance. There will even be an Astronaut Academy on the Moon, which will serve as a virtual holodeck that offers video lectures from the NASA scientists.

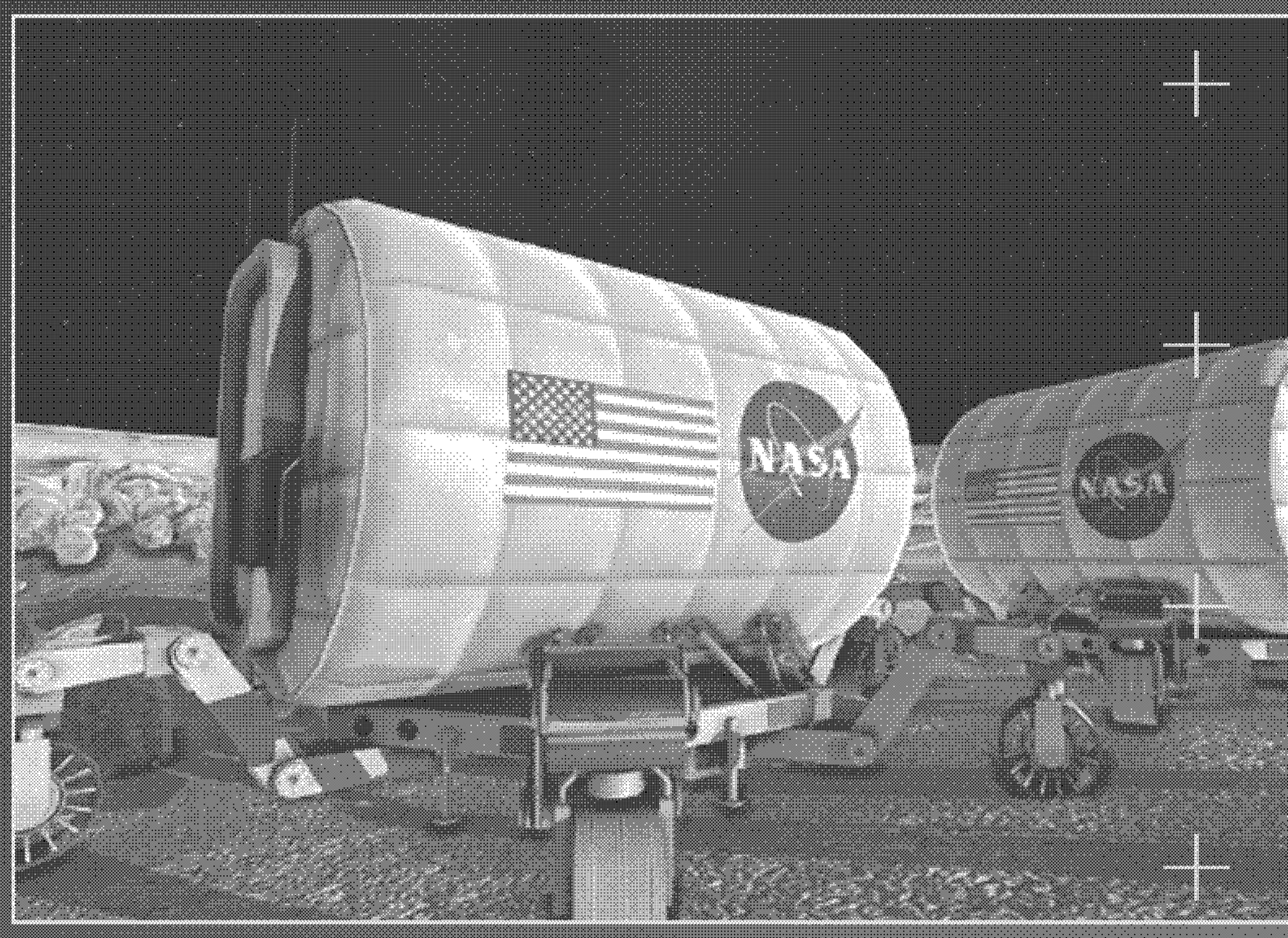
Moving forward, the development team is creating a back-end infrastructure to offer educators the ability to engage students through this MMO experience. This component is "being designed to allow facilitators to go in, preview missions, and select the suitable missions for that particular classroom through a Web 2.0 interface," said Khal Shariff, CEO of Project Whitecard and creative director for the project.

"Students can log onto the game at school or from home, and they're given a list of missions approved by their teacher for credit in school," said Shariff. "They can play through these challenges, which can be aimed at anything from a fifth-grade math class to graduate students, and get credit. For the younger students, they might be given a mission, which can take about a half-hour to complete, in which they have to calculate the volume of a comet they land on to receive credit. At the Master's level, we've partnered with the Master of Science in Space Studies at the University of North Dakota School of Aerospace. These students will design their spaceships to meet their Master's program requirements and then try them in the game. These ships will become available for other players to use to explore the universe."

As the *Astronaut* MMO game grows over the coming years, NASA will be able to tap into hundreds of thousands of hours of gameplay in the form of unique spacecraft. They will also have a new generation of virtual scientists, engineers, and astronauts that have already experienced space travel from the game's perspective.

Heneghan said that from an educational standpoint, students and players will be learning things without even realizing it through problem-based learning. The game is being designed to be fun, at the forefront, but the scaffolding that's behind this experience has been constructed to offer an engaging storyline that requires math, science, robotics, and other specialties to complete.

Whether driving a lunar rover across the surface of the Moon or piloting a robot-assisted mechanized suit on Mars, *Astronaut: Moon, Mars & Beyond* will stand apart from anything yet seen in the burgeoning MMO games space. *America's Army** has proven that realism can generate fun and compelling gameplay experiences. The team behind *Astronaut* hopes to push the bar even higher, and NASA hopes that this game will renew interest in space exploration. After all, the astronauts, explorers, and engineers of tomorrow may very well get their first training through this new MMO game experience. ▪



INTEL® VISUAL
Adrenaline
ISSUE 4, 2009

RALLY REALISM: FOUR TIRES MEET MULTI-CORE in *DiRT** 2*

In *WAR*, You Sleep When You're Dead

SSSHHHH: Silent Storage With SSD

intel Software

intel

Appendix Reference: E-2-5

Title: Project Details for Virtual Heroes NM

Explanation of Reference: This analysis discusses the details proposed for the Virtual Heroes NM competition that will promote STEM instruction through virtual gaming in partnership with IDEAL-NM and the NM Computing Applications Center. This approach includes incentives for teachers in addition to promoting student attendance, discipline and improvement in interim short-term assessment.

Project Details – Virtual Heroes NM

Students will begin the Virtual Heroes NM competition beginning January 2011. The cohorts will be 7th , 8th, 9th and 10th graders that will be tracked over a three year period as to success in STEM disciplines.

Cohorts – 7th graders – SINOI schools

7th graders – non-SINOI schools

8th graders – SINOI schools

8th graders – non SINOI

9th graders – SINOI

9th graders – non SINOI

10th graders – SINOI

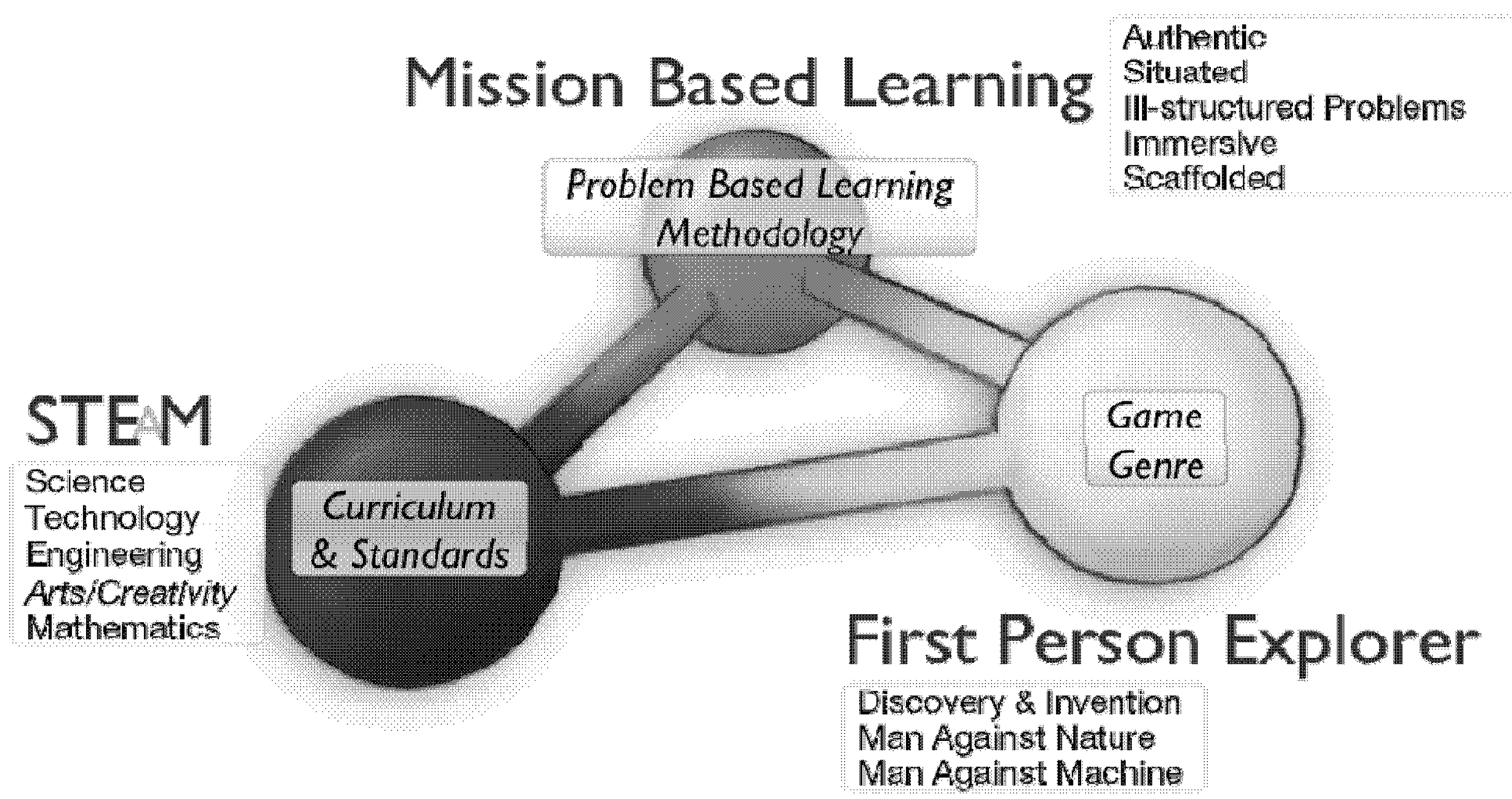
10th graders – not SINOI

The summer "Challenger Camp" in 2011 will bring the students that were pre-selected based on spring assessment results. We believe that the bridge between formal and informal learning must be made to maximize the resources that exist in States.

With the Virtual Heroes NM competition, there will be class time allocated during the regular school day to focus on this competition; therefore it will be school wide and not just an "add-on". We believe this focus on in-time school is a critical component to engaging these students in nonperforming schools, as many of them do not have the support system necessary after they leave the school (nor the technology or infrastructure to play out of school). This will bring a major transformational component in education into the lowest performing schools in New Mexico to create a national test bed on gaming in low performing schools.

Each school in NM Virtual Heroes will have a teacher team of three teachers that are cross-curricular. These teachers will sign an agreement showing their willingness to work on the NM Virtual Heroes team throughout the project. Each teacher will receive an additional stipend of $5,000 per year for their commitment. Teachers will go through an interview process for selection.

The NM Virtual Heroes teachers will be the "Mission Control team" for the project. They will begin their project design in June 2010. Teachers will spend two weeks on project design and determine student recruitment methods, work with the State on aligning the game to state standards for assessment, and help develop the final prototype for "take-off" in January of 2011. The mission control team will determine which students will attend the summer camp (2011), while all other students will attend a virtual camp from their sites. The two-year and four-year institutions in regions across the State will be the "control stations" for the virtual camps, partnering with IDEAL-NM and the NM Computing Applications Center to create a virtual experience for the students, with the incentive being that the students that are meeting high standard criteria in their schools get to attend the camp physically. (Student incentives will include factors such as school attendance, discipline, and interim short-term assessment).



New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: E-2-6

Title: Award Letter to New Mexico of the Education Technology State Grant (CFDA Number: 84.386A)

Explanation of Reference: This notification from the U.S. Department of Education advises that the State of New Mexico was awarded an amount of $5,138,804.00 on July 24, 2009.

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

COPY

PR/AWARD NUMBER: S386A090031

RECIPIENT NAME: New Mexico Public Education Department

TERMS AND CONDITIONS

(1) This grant is made subject to the provisions of all applicable acts and regulations.

This grant is issued in accordance with the provisions of Title II, Part D, of the Elementary and Secondary Education Act (the definitions set out in Title IX of ESEA, which establishes general provisions for all programs authorized under ESEA), and the Appropriations Act (P.L. 107-116) that apply. This award is also subject to the provisions of the Department of Education General Administrative Regulations (EDGAR), 34 CFR Part 76, 77, 80, 81, 82, 85 and 86. Under Section 2412 of ESEA, not more than five (5) percent of a State?s allocation may be retained by the State Educational Agency for administrative costs or technical assistance.

UNDER THE "TYDINGS AMENDMENT," SECTION 421(b) OF THE GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1225(b), ANY FUNDS THAT ARE NOT OBLIGATED AT THE END OF THE FEDERAL FUNDING PERIOD SPECIFIED IN BLOCK 6 SHALL REMAIN AVAILABLE FOR OBLIGATION FOR AN ADDITIONAL PERIOD OF 12 MONTHS (I.E., ENDING SEPTEMBER 30, 2011).

This grant award is subject to the terms and conditions identified in Attachment T.

Joseph C. Conaty JUL 24 2009

AUTHORIZING OFFICIAL DATE

APS001 (01/98)

U.S. Department of Education
Washington, D.C. 20202

COPY

GRANT AWARD NOTIFICATION

Stimulus Pack

1 RECIPIENT NAME:
New Mexico Public Education Department
EDUCATION BUILDING
300 DON GASPAR
SANTA FE, NM 87501 - 2786

2 PROJECT DESCRIPTION
84.386A
EDUCATION TECHNOLOGY STATE GRANTS, RECOVERY ACT

3 EDUCATION STAFF

RECIPIENT STATE DIRECTOR
Andrew Rendon (505) 827 - 6572

EDUCATION PROGRAM CONTACT
Jenelle V. Leonard (202) 401 - 3641

EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL
N/A

5 AWARD INFORMATION

PR/AWARD NUMBER	S386A090031
ACTION NUMBER	00
ACTION TYPE	New
AWARD TYPE	Formula

6 AWARD PERIODS

BUDGET PERIOD	02/17/2009 - 09/30/2010
FEDERAL FUNDING PERIOD	02/17/2009 - 09/30/2010

7 AUTHORIZED FUNDING

CURRENT AWARD AMOUNT	$5,138,804.00
PREVIOUS CUMULATIVE AMOUNT	$0.00
CUMULATIVE AMOUNT	$5,138,804.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	808561690
REGULATIONS	CFR PART .
	EDGAR AS APPLICABLE
ATTACHMENTS	N/A

LEGISLATIVE AND FISCAL DATA

AUTHORITY: PL 107-110 ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED, AND AMERICAN F
PROGRAM TITLE: EDUCATION TECHNOLOGY STATE GRANTS, RECOVERY ACT

CFDA/SUBPROGRAM NO: 84.386A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
1001M	2009	2009	ES000000	B	QP1	000	386	4101A	$5,138,804.00

\PSov1 (01/98)

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

COPY

PR/AWARD NUMBER: S386A090031

RECIPIENT NAME: New Mexico Public Education Department

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This grant award is subject to the terms and conditions identified in Attachment T.

Joseph C. Conaty — AUTHORIZING OFFICIAL

JUL 24 2009 — DATE

iAPS001 (01/98)

Appendix Reference: F-2-1

Title: Charter Schools Act – Chapter 22, Article 8B NMSA 1978

Explanation of Reference: The Charter School Act defines the purpose, rights and responsibilities, standards, enrollment procedures, governance and other issues related to planning, establishing and operating a charter school in the State of New Mexico.

ARTICLE 8B
Charter Schools

22-8B-1. Short title.
Chapter 22, Article 8B NMSA 1978 may be cited as the "Charter Schools Act".

22-8B-2. Definitions.
As used in the Charter Schools Act [22-8B-1 NMSA 1978]:
A. "charter school" means a conversion school or start-up school authorized by the chartering authority to operate as a public school;
B. "chartering authority" means either a local school board or the commission;
C. "commission" means the public education commission;
D. "conversion school" means an existing public school within a school district that was authorized by a local school board to become a charter school prior to July 1, 2007;
E. "division" means the charter schools division of the department;
F. "governing body" means the governing structure of a charter school as set forth in the school's charter; and
G. "start-up school" means a public school developed by one or more parents, teachers or community members authorized by the chartering authority to become a charter school.

22-8B-3. Purpose.
The Charter Schools Act [22-8B-1 NMSA 1978] is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students, including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of educating children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements.

22-8B-4. Charter schools' rights and responsibilities; operation.
A. A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.
B. A charter school shall be governed by a governing body in the manner set forth in the charter; provided that a governing body shall have at least five members; and provided further that no member of a governing body for a charter school that is initially approved on or after July 1, 2005 or whose charter is renewed on or after July 1, 2005 shall serve on the governing body of another charter school.
C. A charter school shall be responsible for:
(1) its own operation, including preparation of a budget, subject to audits pursuant to the Audit Act [12-6-1 NMSA 1978]; and
(2) contracting for services and personnel matters.
D. A charter school may contract with a school district, a university or college, the state, another political subdivision of the state, the federal government or one of its agencies, a tribal government or any other third party for the use of a facility, its operation and maintenance and the provision of any service or activity that the charter school is required to perform in order to carry out the educational program described in its charter. Facilities used by a charter school shall meet the standards required pursuant to Section 22-8B-4.2 NMSA 1978.
E. A conversion school chartered before July 1, 2007 may choose to continue using the school district facilities and equipment it had been using prior to conversion, subject to the provisions of Subsection F of this section.
F. The school district in which a charter school is geographically located shall provide a charter school with available facilities for the school's operations unless the facilities are currently used for other educational purposes. An

agreement for the use of school district facilities by a charter school may provide for reasonable lease payments; provided that the payments do not exceed the sum of the lease reimbursement rate provided in Subparagraph (b) of Paragraph (1) of Subsection I of Section 22-24-4 NMSA 1978 plus any reimbursement for actual direct costs incurred by the school district in providing the facilities; and, provided further, that any lease payments received by a school district may be retained by the school district and shall not be considered to be cash balances in any calculation pursuant to Section 22-8-41 NMSA 1978. The available facilities provided by a school district to a charter school shall meet all occupancy standards as specified by the public school capital outlay council. As used in this subsection, "other educational purposes" includes health clinics, daycare centers, teacher training centers, school district administration functions and other ancillary services related to a school district's functions and operations.

G. A locally chartered charter school may pay the costs of operation and maintenance of its facilities or may contract with the school district to provide facility operation and maintenance services.

H. Locally chartered charter school facilities are eligible for state and local capital outlay funds and shall be included in the school district's five-year facilities plan.

I. A locally chartered charter school shall negotiate with a school district to provide transportation to students eligible for transportation under the provisions of the Public School Code [22-1-1 NMSA 1978]. The school district, in conjunction with the charter school, may establish a limit for student transportation to and from the charter school site not to extend beyond the school district boundary.

J. A charter school shall be a nonsectarian, nonreligious and non-home-based public school.

K. Except as otherwise provided in the Public School Code, a charter school shall not charge tuition or have admission requirements.

L. With the approval of the chartering authority, a single charter school may maintain separate facilities at two or more locations within the same school district; but, for purposes of calculating program units pursuant to the Public School Finance Act [22-8-1 NMSA 1978], the separate facilities shall be treated together as one school.

M. A charter school shall be subject to the provisions of Section 22-2-8 NMSA 1978 and the Assessment and Accountability Act [22-2C-1 NMSA 1978].

N. Within constitutional and statutory limits, a charter school may acquire and dispose of property; provided that, upon termination of the charter, all assets of the locally chartered charter school shall revert to the local school board and all assets of the state-chartered charter school shall revert to the state, except that, if all or any portion of a state-chartered charter school facility is financed with the proceeds of general obligation bonds issued by a local school board, the facility shall revert to the local school board.

O. The governing body of a charter school may accept or reject any charitable gift, grant, devise or bequest; provided that no such gift, grant, devise or bequest shall be accepted if subject to any condition contrary to law or to the terms of the charter. The particular gift, grant, devise or bequest shall be considered an asset of the charter school to which it is given.

P. The governing body may contract and sue and be sued. A local school board shall not be liable for any acts or omissions of the charter school.

Q. A charter school shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.

R. A charter school is a public school that may contract with a school district or other party for provision of financial management, food services, transportation, facilities, education-related services or other services. The governing body shall not contract with a for-profit entity for the management of the charter school.

S. To enable state-chartered charter schools to submit required data to the department, an accountability data system shall be maintained by the department.

T. A charter school shall comply with all applicable state and federal laws and rules related to providing special education services. Charter school students with disabilities and their parents retain all rights under the federal Individuals with Disabilities Education Act and its implementing state and federal rules. Each charter school is responsible for identifying, evaluating and offering a free appropriate public education to all eligible children who are accepted for enrollment in that charter school. The state-chartered charter school, as a local educational agency, shall assume responsibility for determining students' needs for special education and related services. The division may promulgate rules to implement the requirements of this subsection.

22-8B-4.1. Charter schools' enrollment procedures.

A. Start-up schools and conversion schools are subject to the following enrollment procedures:

(1) a start-up school may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start-up school; and

(2) a conversion school shall give enrollment preference to students who are enrolled in the public school at the time it is converted into a charter school and to siblings of students admitted to or attending the charter school. The conversion school may either enroll all other students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the conversion school.

B. In subsequent years of its operation, a charter school shall give enrollment preference to:

(1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and

(2) siblings of students already admitted to or attending the same charter school.

22-8B-4.2. Charter school facilities; standards.

A. The facilities of a charter school that is approved on or after July 1, 2005 and before July 1, 2015 shall meet educational occupancy standards required by applicable New Mexico construction codes.

B. The facilities of a charter school whose charter has been renewed at least once shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act [22-24-1 NMSA 1978] in the same manner as all other public schools in the state; provided that for charter school facilities in leased facilities, grants may be used to provide additional lease payments for leasehold improvements made by the lessor.

C. On or after July 1, 2015, a new charter school shall not open and an existing charter shall not be renewed unless the charter school:

(1) is housed in a building that is:

(a) owned by the charter school, the school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government; or

(b) subject to a lease purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act [22-26A-1 NMSA 1978]; or

(2) if it is not housed in a building described in Paragraph (1) of this subsection, demonstrates that:

(a) the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and

(b) either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

D. The public school capital outlay council:

(1) shall determine whether facilities of a charter school meet the educational occupancy standards pursuant to the requirements of Subsection A of this section or the requirements of Subsections B and C of this section, as applicable; and

(2) upon a determination that specific requirements are not appropriate or reasonable for a charter school, may grant a variance from those requirements for that charter school.

22-8B-5. Charter schools; status; local school board authority.

A. The local school board may waive only locally imposed school district requirements for locally chartered charter schools.

B. A state-chartered charter school is exempt from school district requirements. A state-chartered charter school is responsible for developing its own written policies and procedures in accordance with this section.

C. The department shall waive requirements or rules and provisions of the Public School Code [22-1-1 NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.

D. A charter school shall be a public school accredited by the department and shall be accountable to the chartering authority for purposes of ensuring compliance with applicable laws, rules and charter provisions.

E. A local school board shall not require any employee of the school district to be employed in a charter school.

F. A local school board shall not require any student residing within the geographic boundary of its district to enroll in a charter school.
G. A student who is suspended or expelled from a charter school shall be deemed to be suspended or expelled from the school district in which the student resides.

22-8B-5.1. Governing body training.
The department shall develop a mandatory training course for all governing body members that explains department rules, policies and procedures, statutory powers and duties of governing boards, legal concepts pertaining to public schools, finance and budget and other matters deemed relevant by the department. The department shall notify the governing body members of the dates of the training courses.

22-8B-6. Charter school requirements; application process; authorization; board of finance designation required; public hearings; subcommittees.
A. A local school board has the authority to approve the establishment of a charter school within the school district in which it is located.
B. At least one hundred eighty days prior to initial application, the organizers of a proposed charter school shall provide written notification to the commission and the school district in which the charter school is proposed to be located of intent to establish a charter school. Failure to notify may result in an application not being accepted.
C. A charter school applicant shall apply to either a local school board or the commission for a charter. If an application is submitted to a chartering authority, it must process the application. Applications for initial charters shall be submitted by July 1 to be eligible for consideration for the following fiscal year; provided that the July 1 deadline may be waived upon agreement of the applicant and the chartering authority.
D. An application shall include the total number of grades the charter school proposes to provide, either immediately or phased. A charter school may decrease the number of grades it eventually offers, but it shall not increase the number of grades or the total number of students proposed to be served in each grade.
E. An application shall include a detailed description of the charter school's projected capital outlay needs, including projected requests for capital outlay assistance.
F. An application for a start-up school may be made by one or more teachers, parents or community members or by a public post-secondary educational institution or nonprofit organization. Municipalities, counties, private post-secondary educational institutions and for-profit business entities are not eligible to apply for or receive a charter.
G. An initial application for a charter school shall not be made after June 30, 2007 if the proposed charter school's proposed enrollment for all grades or the proposed charter school's proposed enrollment for all grades in combination with any other charter school's enrollment for all grades would equal or exceed ten percent of the total MEM of the school district in which the charter school will be geographically located and that school district has a total enrollment of not more than one thousand three hundred students.
H. A state-chartered charter school shall not be approved for operation unless its governing body has qualified to be a board of finance.
I. The chartering authority shall receive and review all applications for charter schools submitted to it. The chartering authority shall not charge application fees.
J. The chartering authority shall hold at least one public hearing in the school district in which the charter school is proposed to be located to obtain information and community input to assist it in its decision whether to grant a charter school application. The chartering authority may designate a subcommittee of no fewer than three members to hold the public hearing, and, if so, the hearing shall be transcribed for later review by other members of the chartering authority. Community input may include written or oral comments in favor of or in opposition to the application from the applicant, the local community and, for state-chartered charter schools, the local school board and school district in whose geographical boundaries the charter school is proposed to be located.
K. The chartering authority shall rule on the application for a charter school in a public meeting within sixty days after receiving the application; provided, however, that prior to ruling on the application for which a designated subcommittee was used, any member of the chartering authority who was not present at the public hearing shall receive the transcript of the public hearing together with documents submitted for the public hearing. If not ruled upon within sixty days, the charter application shall be automatically reviewed by the secretary in accordance with the provisions of Section 22-8B-7 NMSA 1978. The charter school applicant and the chartering authority may, however, jointly waive the deadlines set forth in this section.

L. A chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if:

(1) the application is incomplete or inadequate;

(2) the application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act [22-8B-1 NMSA 1978];

(3) the proposed head administrator or other administrative or fiscal staff was involved with another charter school whose charter was denied or revoked for fiscal mismanagement or the proposed head administrator or other administrative or fiscal staff was discharged from a public school for fiscal mismanagement;

(4) for a proposed state-chartered charter school, it does not request to have the governing body of the charter school designated as a board of finance or the governing body does not qualify as a board of finance; or

(5) the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.

M. If the chartering authority denies a charter school application or approves the application with conditions, it shall state its reasons for the denial or conditions in writing within fourteen days of the meeting. If the chartering authority grants a charter, the approved charter shall be provided to the applicant together with any imposed conditions.

N. A charter school that has received a notice from the chartering authority denying approval of the charter shall have a right to a hearing by the secretary as provided in Section 22-8B-7 NMSA 1978.

22-8B-7. Appeal of denial, nonrenewal, suspension or revocation; procedures.

A. The secretary, upon receipt of a notice of appeal or upon the secretary's own motion, shall review decisions of a chartering authority concerning charter schools in accordance with the provisions of this section.

B. A charter applicant or governing body that wishes to appeal a decision of the chartering authority concerning the denial, nonrenewal, suspension or revocation of a charter school or the imposition of conditions that are unacceptable to the charter school or charter school applicant shall provide the secretary with a notice of appeal within thirty days after the chartering authority's decision. The charter school applicant or governing body bringing the appeal shall limit the grounds of the appeal to the grounds for denial, nonrenewal, suspension or revocation or the imposition of conditions that were specified by the chartering authority. The notice shall include a brief statement of the reasons the charter school applicant or governing body contends the chartering authority's decision was in error. Except as provided in Subsection E of this section, the appeal and review process shall be as follows within sixty days after receipt of the notice of appeal, the secretary, at a public hearing that may be held in the school district in which the charter school is located or in which the proposed charter school has applied for a charter, shall review the decision of the chartering authority and make findings. If the secretary finds that the chartering authority acted arbitrarily or capriciously, rendered a decision not supported by substantial evidence or did not act in accordance with law, the secretary may reverse the decision of the chartering authority and order the approval of the charter with or without conditions. The decision of the secretary shall be final.

C. The secretary, on the secretary's own motion, may review a chartering authority's decision to grant a charter. Within sixty days after the making of a motion to review by the secretary, the secretary, at a public hearing that may be held in the school district in which the proposed charter school that has applied for a charter will be located, shall review the decision of the chartering authority and determine whether the decision was arbitrary or capricious or whether the establishment or operation of the proposed charter school would:

(1) violate any federal or state laws concerning civil rights;

(2) violate any court order; or

(3) threaten the health and safety of students within the school district.

D. If the secretary determines that the charter would violate the provisions set forth in Subsection C of this section, the secretary shall deny the charter application. The secretary may extend the time lines established in this section for good cause. The decision of the secretary shall be final.

E. If a chartering authority denies an application or refuses to renew a charter because the public school capital outlay council has determined that the facilities do not meet the standards required by Section 22-8B-4.2 NMSA 1978, the charter school applicant or charter school may appeal the decision to the secretary as otherwise provided in this section; provided that the secretary shall reverse the decision of the chartering authority only if the secretary determines that the decision was arbitrary, capricious, not supported by substantial evidence or otherwise not in accordance with the law.

F. A person aggrieved by a final decision of the secretary may appeal the decision to the district court pursuant to the provisions of Section 39-3-1.1 NMSA 1978.

22-8B-8. Charter application; contents.

The charter school application for a start-up school shall be a proposed agreement between the chartering authority and the charter school and shall include:

A. the mission statement of the charter school;

B. the goals, objectives and student performance standards to be achieved by the charter school;

C. a description of the charter school's educational program, student performance standards and curriculum that must meet or exceed the department's educational standards and must be designed to enable each student to achieve those standards;

D. a description of the way a charter school's educational program will meet the individual needs of the students, including those students determined to be at risk;

E. a description of the charter school's plan for evaluating student performance, the types of assessments that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards, the time line for achievement of the standards and the procedures for taking corrective action in the event that student performance falls below the standards;

F. evidence that the plan for the charter school is economically sound, including a proposed budget for the term of the charter and a description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted;

G. evidence that the fiscal management of the charter school complies with all applicable federal and state laws and rules relative to fiscal procedures;

H. evidence of a plan for the displacement of students, teachers and other employees who will not attend or be employed in the conversion school;

I. a description of the governing body and operation of the charter school, including:

(1) how the initial governing body will be selected;

(2) qualification and terms of members, how vacancies on the governing body will be filled and procedures for changing governing body membership; and

(3) the nature and extent of parental, professional educator and community involvement in the governance and operation of the school;

J. an explanation of the relationship that will exist between the proposed charter school and its employees, including evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any;

K. the employment and student discipline policies of the proposed charter school;

L. for a locally chartered charter school, an agreement between the charter school and the local school board regarding their respective legal liability and applicable insurance coverage;

M. a description of how the charter school plans to meet the transportation and food service needs of its students;

N. a description of the waivers that the charter school is requesting from the local school board and the department and the charter school's plan for addressing these waiver requests;

O. a description of the facilities the charter school plans to use; and

P. any other information reasonably required by the chartering authority.

22-8B-9. Charter school; contract contents; rules.

A. An approved charter application is a contract between the charter school and the chartering authority.

B. The charter shall reflect all agreements regarding the release of the charter school from department rules and policies.

C. For locally chartered charter schools, the contract between the charter school and the local school board shall reflect all requests for release of the charter school from department rules or the Public School Code [22-1-1 NMSA 1978]. Within ten days after the contract is approved by the local school board, any request for release from department rules or the Public School Code shall be delivered by the local school board to the department. If the department grants the request, it shall notify the local school board and the charter school of its decision. If the department denies the request, it shall notify the local school board and the charter school that the request is denied and specify the reasons for denial.

D. The charter school shall participate in the public school insurance authority.
E. Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.
F. For locally chartered charter schools, the charter shall include procedures agreed upon by the charter school and the local school board for the resolution of disputes between the charter school and the local school board. The charter shall include procedures that shall be agreed upon by the charter school and the local school board in the event that the board determines that the charter shall be revoked pursuant to the provisions of Section 22-8B-12 NMSA 1978.

22-8B-10. Charter schools; employees.
A. A charter school shall hire its own employees. The provisions of the School Personnel Act [22-10A-1 NMSA 1978] shall apply to such employees. The head administrator of the charter school shall employ, fix the salaries of, assign, terminate and discharge all employees of the charter school.
B. The head administrator of a charter school shall not initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law of a member of the governing body or the head administrator. The governing body may waive the nepotism rule for family members of a head administrator.
C. Nothing in this section shall prohibit the continued employment of a person employed on or before July 1, 2008.

22-8B-11. Charter schools; maximum number established.
A. The commission shall authorize the approval of start-up charter schools.
B. No more than fifteen start-up schools may be established per year statewide. The number of charter school slots remaining in that year shall be transferred to succeeding years up to a maximum of seventy-five start-up schools in any five-year period.

22-8B-12. Charter schools; term; renewal of charter; grounds for nonrenewal or revocation.
A. A charter school may be approved for an initial term of six years; provided that the first year shall be used exclusively for planning and not for completing the application. A charter may be renewed for successive periods of five years each. Approvals of less than five years may be agreed to between the charter school and the chartering authority.
B. Prior to the end of the planning year, the charter school shall demonstrate that its facilities meet the requirements of Section 22-8B-4.2 NMSA 1978.
C. Prior to the end of the planning year, a state-chartered charter school shall demonstrate that it has qualified as a board of finance and has satisfied any conditions imposed by the commission before commencing full operation for the remainder of its charter term. The commission shall either issue or refuse to issue the authorization to commence full operation within twenty-one days of the request. If the commission refuses to issue the authorization, it shall provide its reasons in writing to the charter school.
D. No later than two hundred seventy days prior to the date in which the charter expires, the governing body may submit a renewal application to the chartering authority. A charter school may apply to a different chartering authority for renewal. The chartering authority shall rule in a public hearing on the renewal application no later than one hundred eighty days prior to the expiration of the charter.
E. A charter school renewal application submitted to the chartering authority shall contain:
(1) a report on the progress of the charter school in achieving the goals, objectives, student performance standards, state minimum educational standards and other terms of the initial approved charter application, including the accountability requirements set forth in the Assessment and Accountability Act [22-2C-1 NMSA 1978];
(2) a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department;
(3) contents of the charter application set forth in Section 22-8B-8 NMSA 1978;
(4) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school;
(5) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school; and

(6) a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

F. A charter may be suspended, revoked or not renewed by the chartering authority if the chartering authority determines that the charter school did any of the following:

(1) committed a material violation of any of the conditions, standards or procedures set forth in the charter;

(2) failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

(3) failed to meet generally accepted standards of fiscal management; or

(4) violated any provision of law from which the charter school was not specifically exempted.

G. If a chartering authority suspends, revokes or does not renew a charter, the chartering authority shall state in writing its reasons for the suspension, revocation or nonrenewal.

H. A decision to suspend, revoke or not to renew a charter may be appealed by the governing body pursuant to Section 22-8B-7 NMSA 1978.

22-8B-13. Charter school financing.

A. The amount of funding allocated to a charter school shall be not less than ninety-eight percent of the school-generated program cost. The school district or division may withhold and use two percent of the school-generated program cost for its administrative support of a charter school.

B. That portion of money from state or federal programs generated by students enrolled in a locally chartered charter school shall be allocated to that charter school serving students eligible for that aid. Any other public school program not offered by the locally chartered charter school shall not be entitled to the share of money generated by a charter school program.

C. When a state-chartered charter school is designated as a board of finance pursuant to Section 22-8-38 NMSA 1978, it shall receive state and federal funds for which it is eligible.

D. Charter schools may apply for all federal funds for which they are eligible.

E. All services centrally or otherwise provided by a local school district, including custodial, maintenance and media services, libraries and warehousing shall be subject to negotiation between the charter school and the school district. Any services for which a charter school contracts with a school district shall be provided by the district at a reasonable cost.

22-8B-14. Charter schools stimulus fund created.

A. The "charter schools stimulus fund" is created in the state treasury. Money in the fund is appropriated to the department of education to provide financial support to charter schools, whether start-up or conversion, for initial start-up costs and initial costs associated with renovating or remodeling existing buildings and structures for expenditure in fiscal year 2000 and subsequent fiscal years. The fund shall consist of money appropriated by the legislature and grants, gifts, devises and donations from any public or private source. The department of education shall administer the fund in accordance with rules adopted by the state board [department]. The department of education [public education department] may use up to three percent of the fund for administrative costs. Money in the fund shall not revert to the general fund at the end of a fiscal year.

B. If the charter school receives an initial grant and fails to begin operating a charter school within the next eighteen months, the charter school shall immediately reimburse the fund.

22-8B-14.1. Charter school capital outlay fund. (Repealed effective July 1, 2012.)

A. The "charter school capital outlay fund" is created in the state treasury. The fund shall consist of appropriations, gifts, grants, donations and bequests made to the fund. Income from the fund shall be credited to the fund, and money in the fund shall not revert or be transferred to any other fund at the end of a fiscal year. Money in the fund is appropriated to the council for the purposes of making grants pursuant to Subsection B of this section. Expenditures from the fund shall be made on warrant of the secretary of finance and administration pursuant to vouchers signed by the director of the public school facilities authority.

B. Balances in the charter school capital outlay fund shall be used for the following purposes and, to the extent money is available in the fund, in the following order:

(1) for making grants to state-chartered charter schools pursuant to Subsection C of Section 22-24-6.1 NMSA 1978 to assist with the local match needed for an approved public school capital outlay project; and

(2) if the council determines that money in the fund is not needed for grants pursuant to Paragraph (1) of this subsection, remaining balances in the fund may be used for providing assistance to charter schools pursuant to Section 22-24-6.2 NMSA 1978.

22-8B-15. Repealed.

22-8B-16. Public education commission; powers and duties.
The commission shall receive applications for initial chartering and renewals of charters for charter schools that want to be chartered by the state and approve or disapprove those charter applications. The commission may approve, deny, suspend or revoke the charter of a state-chartered charter school in accordance with the provisions of the Charter Schools Act [22-8B-1 NMSA 1978]. The chartering authority for a charter school existing on July 1, 2007 may be transferred to the commission; provided, however, that if a school chartered under a previous chartering authority chooses to transfer its chartering authority, it shall continue to operate under the provisions of that charter until its renewal date unless it is suspended or revoked by the commission. An application for a charter school filed with a local school board prior to July 1, 2007, but not approved, may be transferred to the commission on July 1, 2007.

22-8B-17. Charter schools division; duties.
The "charter schools division" is created in the department. The division shall:
A. provide staff support to the commission;
B. provide technical support to all charter schools;
C. review and approve state-chartered charter school budget matters; and
D. make recommendations to the commission regarding the approval, denial, suspension or revocation of the charter of a state-chartered charter school.

Appendix Reference: F-2-2

Title: The Charter Schools Rule – 6.80.4.1 NMAC

Explanation of Reference: The Charter School Rule is the administrative code that speaks to the process of applying to establish and starting up a charter school in the state of New Mexico. It also speaks to reporting and monitoring requirements, terms, the renewal process for authorization and the appeals process.

CHARTER SCHOOL RULE
6.80.4

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 80 ALTERNATIVE EDUCATION - CHARTER SCHOOLS
PART 4 CHARTER SCHOOL APPLICATION AND APPEAL REQUIREMENTS

6.80.4.1 ISSUING AGENCY: Public Education Department
[6.80.4.1 **NMAC** - Rp, 6.80.4.1 **NMAC**, 6/29/07]

6.80.4.2 SCOPE: This rule shall apply to applicants and operators of start-up charter schools and previously authorized conversion schools.
[6.80.4.2 **NMAC** - Rp, 6.80.4.2 **NMAC**, 6/29/07]

6.80.4.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-8-1 through 22-8-47 and 22-8B-1 through 22-8B-17, NMSA, 1978
[6.80.4.3 **NMAC** - Rp, 6.80.4.3 **NMAC**, 6/29/07]

6.80.4.4 DURATION: Permanent
[6.80.4.4 **NMAC** - Rp, 6.80.4.4 **NMAC**, 6/29/07]

6.80.4.5 EFFECTIVE DATE: June 29, 2007, unless a later date is cited at the end of a section.
[6.80.4.5 **NMAC** - Rp, 6.80.4.5 **NMAC**, 6/29/07]

6.80.4.6 OBJECTIVE: To establish the initial application and renewal process for charter schools, whether locally or state chartered, the appeal process of charter schools to the secretary of education and the secretary of education's review process.
[6.80.4.6 **NMAC** - Rp, 6.80.4.6 **NMAC**, 6/29/07]

6.80.4.7 DEFINITIONS:

A. "Applicant" means one or more teachers, parents or community members or a public post-secondary educational institution or nonprofit organization who submits an initial or renewal application to a chartering authority.

B. "Authorizer" means either a local school board or the commission that permits the operation of a charter school.

C. "Charter school" means a conversion school or start-up school authorized by a chartering authority to operate as a public school.

D. "Chartering authority" means either a local school board or the commission that permits the operation of a charter school.

E. "Chief executive officer" means the person with duties similar to that of a superintendent as set forth in 22-5-14 NMSA 1978.

F. "Commission" means the public education commission.

G. "Conversion school" means an existing public school within a school district that was authorized by a local school board or the commission to become a charter school.

H. "Department" means the public education department.

I. "Division" means the charter schools division of the department which maintains offices in both Santa Fe and Albuquerque.

J. "Governing body" means the governing body of a charter school as set forth in the school's charter.

K. "Head administrator" means the duly licensed school administrator who is the chief executive officer of the charter school.

L. "Locally chartered charter school" means a charter school authorized by a local school board.

M. "MEM" means membership, which is the total enrollment of qualified students on the current roll of a class or school on a specified day.

N. "New Mexico coalition for charter schools" means the non-profit membership organization representing charter schools in New Mexico.

O. "New Mexico school boards association" means the organization consisting of the local public school boards and the governing bodies of charter schools in New Mexico.

P. "Organizer" means one or more persons or entities who seek to arrange, form or otherwise put together a charter school.

Q. "Prospective applicant" means one or more teachers, parents or community members or a public post-secondary educational institution or nonprofit organization who submits a notice of intent to a chartering authority.

R. "Secretary" means the New Mexico secretary of public education.

S. "Start-up charter school" means a public school developed by one or more parents, teachers or community members who applied to and were authorized by a chartering authority to become a charter school.

T. "Application for start-up charter school" means an application requesting the establishment of either a locally-chartered or state-chartered school.

U. "Special education plan" means a comprehensive written design, scheme or method that includes specific details on how the charter school shall:

(1) utilize state and federal funds to provide children with disabilities a free and appropriate public education, in accordance with applicable law;

(2) provide educational services, related services and supplementary aids and services to children with disabilities in accordance with each child's individualized education program; and

(3) address a continuum of alternative educational placements to meet the needs of students with disabilities, in accordance with applicable law.

V. "State-chartered charter school" means a charter school authorized by the commission.

[6.80.4.7 **NMAC** - Rp, 6.80.4.7 **NMAC**, 6/29/07; A, 6/30/08; A, 6/30/09]

6.80.4.8 NOTICE OF INTENT TO ESTABLISH A CHARTER SCHOOL:

A. The organizers of a proposed charter school shall provide a signed written notification to the commission and the school district in which the charter school is to be located of the organizers' intent to establish a charter school. The date for submitting a notice shall be no later than the second Tuesday of January of the year in which the prospective applicant plans to submit an application.

B. Written notification to the commission shall be made to the division at its Albuquerque office; written notification to a local school board shall be made to the superintendent of that district who shall provide copies of the notification to the local school board during a duly noticed board meeting.

C. If the second Tuesday of January falls on a legal holiday, the notification shall be timely if personally delivered on the first day following the legal holiday that the division or office of the pertinent superintendent is open for business. Notice will also be considered timely if it is postmarked four (4) calendar days prior to the second Tuesday of January, regardless of the date on which it is received. Failure to provide timely notification may result in an application being rejected unless the organizers can demonstrate good cause why timely notification was not given.

[6.80.4.8 **NMAC** - N, 6/29/07; A, 6/30/08; A, 6/30/09]

6.80.4.9 CONTENTS OF APPLICATION FOR START-UP CHARTER SCHOOL: A charter school application shall be a proposed agreement between the chartering authority and the charter school and shall include the following assurances, descriptions, outlines and plans.

A. The mission statement of the charter school. The mission statement must answer the following questions: "Who do you serve?", "What do you seek to accomplish?", "What methods will you use?", and "How will we know if you are achieving your mission?"

B. The goals, objectives and student performance standards to be achieved by the charter school which address how the charter school will comply with the department's required content standards, benchmarks, and performance standards, state accreditation, standardized testing and school report card in accordance with Sections 22-2C-1 et seq. NMSA, 1978. The goals and objectives must be measurable and student-centered.

C. A description of the charter school's educational program and curriculum that meets or exceeds the department's educational standards and must be designed to enable each student to achieve those standards and addresses the following:

(1) documentation, research or rationale that supports a particular curricular approach;

(2) a description of the curriculum including scope and sequence and student performance standards;

(3) a timeline for alignment of the curriculum with the department's content standards, benchmarks and performance standards, if alignment has not been completed at the time the application is submitted;

(4) strategies and methods to be used in delivering the curriculum and how the curriculum will address students' needs and assist each student in reaching those standards;

(5) length of school day and school year;

(6) total number of grades the charter school proposes to provide, either immediately or in phases, class size and total projected student enrollment and, if the charter school will be located in a school district that has a total enrollment of not more than one thousand three hundred (1,300) students, a statement that the proposed charter school's proposed enrollment for all grades, in combination with any other charter school's enrollment for all grades, will neither equal nor exceed ten (10) percent of the total MEM of that school district;

(7) proposed requirements for graduation, if applicable.

D. A description of the way a charter school's educational program will meet the individual needs of students, including those students determined to be at risk, and which will address the following:

(1) suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;

(2) an outline of a special education plan, the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year;

(3) how the charter school will provide access to other services including but not limited to counseling and health.

E. A description or outline of a plan the charter school considers adopting for evaluating student performance, the types of assessments that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards, the timeline for achievement of the standards, and the procedures for taking corrective action in the event that student performance falls below the standards, and which description or outline addresses the following:

(1) remediation for students not achieving standards, including a timeline for implementation of the remediation plan;

(2) assessments that might be considered in addition to the statewide mandated testing;

(3) documentation and reporting of student data.

F. Assurances that the charter school will be economically sound, including the submission of a proposed budget for the term of the charter and a description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted, and addresses the following:

(1) a proposed budget for year one and the following four (4) years based on the current unit value;

(2) a description of the administrative operations of the charter school.

G. An assurance that the fiscal management of the charter school will comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures. In addition to this basic assurance, the applicant shall clearly state in its assurance that the following information will be provided to the chartering authority by the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds:

(1) a detailed plan indicating how the charter school will manage its fiscal responsibilities;

(2) a description of its internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.

H. The names of the members of the governing body and a description of the operation of the charter school, including:

(1) the method of selecting the governing body;

(2) the qualifications and terms of members, the filling of vacancies, and the procedures for changing governing body membership;

(3) an assurance that the governing body will meet and conduct its meetings in accordance with the Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978;

(4) the nature and extent of parental, professional educator and community involvement in the governance and the operation of the school;

(5) an assurance that the charter school will adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the charter school, including how decisions will be made;

(6) for locally chartered charter schools, an assurance that it will amend its charter within one (1) year of approval to include procedures agreed upon with its chartering authority for the resolution of disputes between them;

(7) a description of how the charter school proposes to account to the chartering authority with respect to the charter school's compliance with applicable statutes, regulations, rules and charter provisions;

(8) an assurance by each governing body member that they have read the application and agree to its submission to the chartering authority.

I. An explanation of the relationship that will exist between the proposed charter school and its employees, including evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any, and which address the following:

(1) personnel policies and procedures that comply with all applicable federal statutes and regulations, the School Personnel Act, Sections 22-10-1 et seq., NMSA 1978, and the Charter Schools Act, Sections 22-8B-1 et seq. NMSA 1978 or, if personnel polices and procedures have not been developed at the time of the application, a statement that the policies and procedures developed will comply with applicable federal and state labor laws, regulations and rules implementing them;

(2) a description of the evaluation process for staff which shall include evaluation of teachers by a licensed school administrator;

(3) the discipline process for staff, that provides for due process and demonstrates an understanding of applicable state and federal laws, regulations and rules;

(4) an assurance that the governing body or head administrator will recognize and work with employee labor representatives, if any;

(5) a proposed salary schedule;

(6) proposed job descriptions of staff;

(7) a proposed pupil-teacher ratio.

J. The student discipline policy of the proposed charter school that complies with the department's rule on students' rights and responsibilities.

K. For charter schools, a proposed agreement between the charter school and the authorizer regarding their respective legal liability and applicable insurance coverage.

L. A description of how the charter school plans to meet the transportation and food service needs of its students. The description shall address whether the applicant intends to contract with a school district or other party for the provision of

transportation and food services; the identity of the school district or that other party, if known, with whom the applicant proposes to contract; a description of the proposed terms of any contract; and for these services a description of the status of any preliminary negotiations with any school districts or other parties regarding the provision of transportation or food service.

M. A description of the waivers that the charter school is requesting from either the local school board or the department or both and the charter school's plan for addressing these waiver requests that:

(1) lists the specific policy by number and title for which waivers are requested from local school board policy;

(2) lists the specific waivers that are requested from the department's requirements, rules, and provisions of the Public School Code, Sections 22-1-1 et seq., NMSA 1978, pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.

N. A description of the facilities the charter school plans to use, taking phase-in and availability into account. The charter school shall provide a detailed description of its proposed capital outlay needs, including projected requests for capital outlay assistance for the charter school. Additionally, the charter school shall provide an assurance that:

(1) the facility it seeks to use is safe and suitable for use as a school;

(2) it will develop and maintain a plan for addressing code, accessibility requirements and any other health and safety requirements, if necessary;

(3) it will develop and maintain a plan for operation, maintenance and repair of a facility;

(4) it will produce a certificate of occupancy for use of the facility; and

(5) prior to opening that the facility to be used meets all applicable federal and state health, safety and code requirements.

O. A description of the enrollment procedures to be used by the charter school that complies with Section 22-8B-4.1, NMSA, 1978 and Subsection D of 6.80.4.12 **NMAC**.

P. An explanation of how approval of the charter school would be in the best interest of students, school district and community where it intends to locate, and serves a purpose in that community.

[6.80.4.9 **NMAC** - Rp, 6.80.4.8 **NMAC**, 6/29/07; A, 6/30/08]

6.80.4.10 TERM OF A CHARTER:

A. A charter may be approved for an initial term of six (6) years, provided that the first year shall be used exclusively for planning and not for completing the application. The planning year shall be the fiscal year in which the charter is authorized, beginning on the July 1 date on which applications were due and ending on June 30, regardless of the number of months that may be available to a charter school for planning activities.

B. A charter may be renewed for successive periods of five (5) years each unless a lesser period is agreed to in writing by the charter school and its authorizer. The five (5) years of the charter will commence on July 1 of the fiscal year after the charter was approved by its authorizer and shall align with the dates of the fiscal year.

[6.80.4.10 NMAC - N, 6/29/07]

6.80.4.11 REQUIREMENTS DURING THE PLANNING YEAR:

A. For charter schools approved prior to July 1, 2010, prior to the end of its planning year, a newly authorized charter school shall demonstrate to the authorizer that its facilities meet the educational occupancy standards required by applicable New Mexico construction codes. For charters approved on or after July 1, 2015, prior to the end of its planning year, the charter school shall demonstrate to its authorizer that its facilities meet the relevant requirements for schools as set forth in Section 22-8B-4.2C, NMSA 1978.

B. A charter school shall simultaneously notify the public school capital outlay council and its authorizer in writing of its readiness to demonstrate that its facilities meet the referenced educational occupancy standards.

C. The public school capital outlay council shall determine whether a charter school's facilities meet established educational occupancy standards, and if not, whether specific requirements are inappropriate or unreasonable for a charter school. If the public school capital outlay council determines that specific requirements of the referenced educational occupancy standards are inappropriate or unreasonable for a charter school, it may grant a variance. The public school capital outlay council shall provide written notification of its decision and the reasons thereto simultaneously to the charter school and its authorizer.

D. Prior to the end of its planning year, a state chartered charter school shall demonstrate that it has qualified as a board of finance and that it has satisfied any conditions imposed by the commission before commencing full operation for the remainder of its charter term.

E. Prior to the end of its planning year, the state-chartered charter schools shall apply to the commission for authorization to commence full operations. If the commission refuses to issue the authorization to commence full operation, it shall provide its reasons in writing which shall be limited to the reasons set forth in Subsection D of 6.80.4.11 **NMAC**.

[6.80.4.11 **NMAC** - N, 6/29/07; A, 6/30/08; A, 6/30/09]

6.80.4.12 INITIAL REQUIREMENTS AND REVIEW PROCESS FOR START-UP SCHOOLS:

A. Local school boards may approve the establishment of charter schools to be located in their respective districts. The commission may approve the establishment of a charter school to be located anywhere in the state.

B. An applicant shall apply to only one chartering authority at a time. An applicant whose application has been denied by a chartering authority or approved with amendments unacceptable to the applicant may file the same application the following fiscal year with a different chartering authority.

C. Applications for start-up schools shall be submitted between June 1 and July 1 to be eligible for consideration for the following fiscal year. If July 1 falls on a Saturday or a Sunday, the deadline for filing applications shall be extended to the close of business of the very next Monday, even in the case of a school district closed for summer break. Applications will also be considered timely if they are postmarked four (4) calendar days prior to July 1, regardless of the date on which they are received. Failure to submit a timely application shall result in an application being rejected by the authorizer, unless the parties agree to waive the filing deadline in accordance with Section 22-8B-6 NMSA 1978. Any such waiver shall be in writing and signed by persons authorized to take such action by the applicant and the chartering authority.

D. Enrollment in a start-up charter school shall be guided by the following.

(1) A charter applicant must enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available.

(2) A charter applicant shall advertise its enrollment process using newspapers, bulletin boards and other methods designed to disseminate its availability to seek student enrollment and to ensure that there is equal opportunity for all parents and students to learn about the school and apply.

(3) A charter school shall not charge tuition or have admission requirements, except as otherwise provided in the Public School Code, Sections 22-1-1 et seq., NMSA 1978.

(4) In subsequent years of its operation, a charter school will give enrollment preference to previously properly admitted students who remain in attendance and siblings of students already admitted to or attending the school.

E. Any revision or amendment to the terms of the charter contract may be made only with the written approval of the authorizer.

F. A charter school shall be a nonsectarian, nonreligious, and non-home-based public school that operates within the geographic boundaries of a public school district.

G. A charter school shall comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.

H. A charter school shall comply with the same federal and state audit requirements as do other public schools in the state.

I. A charter school shall meet all applicable federal, state, and local health and safety requirements.

J. A charter school shall operate in accordance with and under authority of state law.

K. A charter school shall provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

L. A charter school shall have an admissions process that does not discriminate against anyone on the basis of race, gender, national origin, color, disability, or age.

M. A charter school's head administrator or governing body shall not employ or approve the employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law of a member of the governing body or the head administrator. The governing body may waive the nepotism rule for family members of a head administrator.

N. Applications to the commission for establishment of a state chartered charter school shall be made to the division at its Albuquerque office. Applications to a local school board for establishment of a locally chartered charter school shall be made to the superintendent of that district.

O. An application for a start-up school may be made by one or more teachers, parents, community members, by a public post-secondary educational institution or a nonprofit organization.

P. The chartering authority shall be responsible for reviewing all applications for charter schools. Prior to the submission of the applications, the division shall provide at least three (3) technical assistance workshops for prospective applicants on preparing a start-up application. The chartering authority shall not charge application fees.

Q. A review coordinator shall be used by the chartering authority to assist prospective applicants in the preparation of proposed charters. The assistant secretary for the division shall designate a review coordinator in the division for the commission. The superintendent shall appoint a review coordinator for the local school board, unless the superintendent of a school district performs this duty. Prior to the deadline for submission of applications established by the chartering authority, the review coordinator or superintendent and any prospective applicants shall confer in an attempt to identify:

(1) any concerns regarding noncompliance with requirements of the Charter Schools Act (Sections 22-8B-1 et seq., NMSA 1978), this rule or other applicable state or federal laws or regulations which would arise from the establishment or operation of the proposed charter school;

(2) any licensure, curriculum, or other educational concerns which would arise from the establishment or operation of the proposed charter school;

(3) any interests of the students, the school district or the community which would be adversely affected by the establishment or operation of the proposed charter school and describe the apparent adverse effects.

R. Prospective applicants are to direct any request for technical assistance and information through the authorizer's designated review coordinator. The review coordinator or superintendent shall ensure that the appropriate staff members respond to

requests from prospective applicants for information on school operations, policies or practices which prospective applicants regard as necessary to enable them to present an approvable application. Prospective applicants may request information using the Inspection of Public Records Act (Chapter 14, Article 2 NMSA 1978). A review coordinator may require that requests for information not made pursuant to the Inspection of Public Records Act be in a format or directed to a specific person or office in the school district or department. Prospective applicants should not contact school district or department employees directly to obtain information.

S. Prior to the public meeting at which the decision is made, the chartering authority shall hold at least one (1) public hearing to obtain information and community input to assist it in its decision whether to grant a charter school application. At any such hearing, which shall be duly noticed and held pursuant to the Open Meetings Act (Chapter 10, Article 15 NMSA 1978) and the requirements contained in the Laws 2009 Chapter 12, members of the chartering authority may ask questions of the charter applicant and that applicant shall have an opportunity, subject to reasonable time limitations, to respond to any questions or concerns raised by any members of the chartering authority, and present to the chartering authority information that clarifies and verifies the information in the application that the applicant believes will assist the chartering authority in making its decision. Community input may include written or oral comments in favor of or in opposition to the application by the applicant, members of the local community and other interested individuals. Community input shall be provided within a time limit established by the chartering authority.

T. A charter applicant shall respond to requests for information that the chartering authority regards as necessary to verify and clarify issues identified in the charter application; each shall communicate in good faith in an attempt to verify and clarify issues identified in the charter application.

U. No earlier than three (3) days after the public hearing to obtain information and community input, the chartering authority shall rule on the application in a public meeting. The public meeting at which the decision is made shall be held by September 1. The charter applicant and the chartering authority may, however, jointly waive the September 1 deadline provided they do so in a signed written statement. If not ruled upon by September 1, or the stipulated deadline, the charter application will be automatically reviewed by the secretary pursuant to the applicable provisions of Section 22-8B-7 NMSA 1978 and 6.80.4.14 **NMAC**.

V. A chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application where:

(1) the application is incomplete or inadequate;

(2) the application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act (Chapter 22, Article 8B NMSA 1978);

(3) the proposed head administrator or other administrative or fiscal persons were involved with another charter school whose charter was denied or revoked for fiscal mismanagement or the proposed head administrator or other administrative or fiscal member was discharged from a public school for fiscal mismanagement;

(4) the public school capital outlay council has determined that the facilities do not meet the standards required in Section 22-8B-4.2 NMSA 1978;

(5) for a proposed state-chartered charter school, it does not request the governing body to be designated as a board of finance, or the governing body does not qualify as a board of finance; or

(6) the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the applicant seeks to operate.

W. If the chartering authority denies a charter school application or approves the application with conditions, it shall state its reasons for the denial or imposition of conditions in writing within fourteen (14) days of the meeting. The written decision must be based upon the vote that was taken at the public meeting and reflect the stated reasons for the vote of the chartering authority to deny a charter school application or approve the application with conditions. If the chartering authority grants a charter, it shall deliver the approved charter to the applicant. The time within which to file notice of appeal shall commence upon receipt of the written denial. The chartering authority shall maintain a copy of the charter for its files.

X. If the approved charter contains a waiver request for release from department rules or the Public School Code the applicant must follow the procedures on requesting waivers from the department. The department shall notify the authorizer and the charter school whether the request is granted or denied and, if denied, the reasons thereto.

Y. If the authorizer denies a charter school application or imposes conditions for approval that are unacceptable to the charter applicant, the applicant may appeal the decision to the secretary pursuant to Section 22-8B-7 NMSA 1978 and section 6.80.4.14 **NMAC**.

[6.80.4.12 **NMAC** - Rp, 6.80.4.9 **NMAC**, 6/29/07; A, 6/30/08; A, 6/30/09]

6.80.4.13 CHARTER SCHOOL RENEWAL PROCESS AND RENEWAL APPLICATIONS:

A. The governing body of a charter school seeking to renew its charter shall file its renewal application with a chartering authority no earlier than two hundred seventy (270) days prior to the date the charter expires. Commencing with any charters that are due to expire at any time after January 1, 2008, all applications for renewal shall be submitted no later than October 1 of the fiscal year prior to the expiration of the school's charter. The chartering authority shall rule in a public meeting on the renewal application no later than January 1 of the fiscal year in which the charter expires.

B. The governing body may submit its charter renewal application to either the commission or to the local school board of the district in which the charter school is located, but may not submit the renewal application to both authorizers simultaneously.

C. The application shall contain:

(1) a report on the progress of the charter school in achieving the goals, objectives, student performance standards, state minimum educational standards and other terms of the initial approved charter application, including the accountability requirements set forth in the Assessment and Accountability Act (Section 22-2C-1 et seq. NMSA, 1978);

(2) a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that will allow comparison of costs to other schools or comparable organizations and that is in a format required by the department;

(3) any changes to the original charter the governing board is requesting and any amendment to the initial charter, which were previously approved;

(4) a certified petition in support of the charter school renewing its charter status signed by not less than sixty-five (65) percent of the employees in the charter school;

(5) a certified petition in support of the charter school renewing its charter status signed by at least seventy-five (75) percent of the households whose children are enrolled in the charter school as identified in the school's 120-day report of the fiscal year prior to the expiration of the charter;

(6) a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978; and

(7) a statement of the term of the renewal requested, if less than five (5) years; if a charter school renewal application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five (5) years.

D. A chartering authority may refuse to renew a charter if it determines that:

(1) the charter school committed a material violation of any of the conditions, standards or procedures set forth in the charter;

(2) the charter school failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

(3) the charter school failed to meet generally accepted standards of fiscal management;

(4) the charter school violated any provision of law from which the charter school was not specifically exempted;

(5) the public school capital outlay council has determined that the facilities do not meet the standards required in Section 22-8B-4.2 NMSA 1978.

E. If the chartering authority refuses to approve a charter school renewal application or approves the renewal application with conditions, it shall state its reasons for the non-renewal or imposition of conditions in writing within fourteen (14) days of the meeting; provided that if the chartering authority grants renewal of a charter, it shall deliver the approved charter to the applicant and a copy to the chartering authority. The chartering authority shall keep a copy of the charter for its files.

F. If the approved charter contains a waiver request for release from department rules or the Public School Code, the department shall notify the authorizer and the charter school whether the request is granted or denied and, if denied, the reasons thereto.

G. If the authorizer refuses to approve a charter school renewal application or imposes conditions for renewal that are unacceptable to the charter applicant, the applicant may appeal the decision to the secretary pursuant to Sections 22-8B-7 NMSA 1978 and 6.80.4.14 **NMAC**.

H. The provisions of this section shall apply to conversion schools.

[6.80.4.13 **NMAC** - Rp, 6.80.4.8 **NMAC**, 6/29/07; A, 6/30/08 A, 6/30/09]

6.80.4.14 APPEALS TO THE SECRETARY:

A. Right of appeal. A charter applicant may appeal to the secretary from any chartering authority decision denying a charter school application, revoking or refusing to renew a previously approved charter, or imposing conditions for approval or renewal that are unacceptable to the applicant. Appeals from suspension of governing bodies and head administrators by the secretary shall be governed by the procedures set forth in 6.30.6 **NMAC** ("Suspension of Authority of a Local School Board, Superintendent or Principal").

B. Notice of appeal

(1) Filing and service of notice. A charter applicant or governing body of a charter school that wishes to appeal a decision of a chartering authority concerning the denial, nonrenewal or revocation of a charter, or the imposition of conditions for approval or renewal that are unacceptable to the charter school or charter school applicant shall file and serve a written notice of appeal within thirty (30) days after service of the chartering authority's decision. One (1) original plus four (4) copies of the notice of appeal together with any supporting documents shall be filed with the secretary at the department's main office in Santa Fe. No notice of appeal, including exhibits and other related documents, shall be filed using compact disks, floppy disks or email; instead, paper documents must be filed with the department.

(2) Grounds of appeal. The notice shall include a brief statement of the reasons why the appellant contends the chartering authority's decision was in error with reference to the standards set forth in Section 22-8B-7B that the authorizer acted arbitrarily or capriciously, rendered a decision not supported by substantial evidence, or did not act in accordance with law. The

appellant shall limit the grounds of its appeal to the authorizer's written reasons for denial, nonrenewal, revocation or imposition of conditions.

(3) Required attachments. The appellant shall attach to each copy of the notice of appeal:

(a) a copy of the chartering authority's written decision, together with a copy of the authorizer's minutes or draft minutes of the meeting if available; and

(b) a copy of the charter or proposed charter in question.

C. Filing and service of other documents. An original document shall be filed with the secretary at the department's main office in Santa Fe. Each party shall simultaneously serve a copy of all documents filed with the secretary including any attachments upon the other party at that party's address of record on appeal. A party may file documents other than a notice of appeal and required documents referenced at Paragraph (5) of Subsection D of 6.80.4.14 **NMAC** below, by email to the secretary provided that the email includes any attachments, as well as the sender's name and mailing address. Filings with the secretary shall reflect by certification of the sender that a copy of all documents being submitted is simultaneously being served on the other party, the method of service, and the address where filed. Filing or service by mail is not complete until the documents are received.

D. Pre-hearing procedures

(1) Within ten (10) days after receipt of the notice of appeal, the secretary shall inform the parties by letter of the date, time and location for the appeal hearing.

(2) Except for brief inquiries about scheduling, logistics, procedure or similar questions that do not address the merits of the case, neither party shall communicate with or encourage others to communicate with any employee of the department about a pending appeal unless the other party is simultaneously served with a copy of any written communication or has an opportunity to participate in any conversation by meeting or conference call. Nor shall any employee of the department initiate such prohibited communications. The secretary must disqualify himself or herself from hearing an appeal if the secretary determines, after learning of a prohibited communication, that the secretary is unable to render an unbiased decision. Appellants will be provided a point of contact in the letter referenced in Paragraph (1) of Subsection D of 6.80.4.14 **NMAC**.

(3) The deadlines in 6.80.4.14 **NMAC** may be extended by the secretary for good cause. Good cause may include, but shall not be limited to, an agreement between the parties or a well-reasoned request from either party based upon hardship, a scheduling conflict or an event beyond the control of the requester.

(4) All submissions to the secretary on appeal shall focus on the factual and legal correctness of the chartering authority's decision in light of the grounds upon which a chartering authority may deny an application set forth in Section 22-8B-6K or the grounds for non-renewal or revocation as set forth in Subsection F of Section 22-8-12, NMSA 1978, and the standards for affirmance or reversal that the chartering authority's decision was arbitrary, capricious, not supported by substantial evidence or otherwise not in accordance with the law.

(5) Within ten (10) days after filing the notice of appeal, the appellant shall file one (1) original and four (4) copies with the secretary and serve upon the chartering authority one (1) copy of:

(a) the appellant's arguments for reversal of the chartering authority's decision, clearly labeled accordingly;

(b) the chartering authority's written decision that the appellant is appealing;

(c) the charter or proposed charter in question, of which only two (2) copies need to be filed; and

(d) any other materials related to the issues raised by the appellant which the appellant wishes to have considered in support of its appeal.

(6) Within ten (10) days after receiving the appellant's submissions, the chartering authority shall file one (1) original and four (4) copies with the secretary and serve upon the appellant one (1) copy of:

(a) the chartering authority's response to the appellant's arguments; and

(b) any other materials the chartering authority wishes to have considered in support of its decision.

(7) If requested by the secretary, the division and other department staff as appropriate shall review each party's submissions and prepare a report for the secretary which:

(a) analyzes and outlines the parties' contentions on appeal with reference to the standards of Subsection K of Section 22-8B-6 and Subsections B and E of Section 22-8B-7 NMSA 1978;

(b) sets forth the staff's recommendations for the secretary to affirm or reverse the chartering authority's decision, with or without reasonable conditions or changes to the charter, and the reasons for those recommendations.

(8) At least five (5) days before the hearing date, the division shall deliver its report and recommendations to the secretary and shall simultaneously serve a copy upon each party.

(9) While an appeal is pending, the parties are strongly encouraged to continue discussions and negotiations in an effort to resolve the matter by agreement and reestablish productive working relations. An appellant may withdraw an appeal at any time before the secretary reaches a final decision. If an appeal is withdrawn, the secretary shall approve an appropriate order of dismissal. The secretary's decision and order may incorporate the terms of any agreement reached by the parties. An appeal which has been withdrawn may not be refiled.

E. Secretary hearing and decision

(1) Unless an extension for good cause has been granted pursuant to Paragraph (4) of Subsection D of 6.80.4.14 **NMAC** within sixty (60) days after receipt of the notice of appeal, the secretary, after a public hearing that may be held in Santa Fe or in the school district where the proposed charter school has applied for a charter, shall review the decision of the chartering authority and make written findings.

(2) Participants at the hearing before the secretary shall be the designated representatives of the appellant, the chartering authority and the division and other department staff as appropriate.

(3) The time allotment for a hearing shall be three (3) hours. Both parties shall be allowed up to thirty (30) minutes for their presentations. Department staff shall be allowed twenty (20) minutes for their presentation. The appellant may reserve part of its thirty (30) minutes for rebuttal if desired. The order of presentations will be department staff, appellant, chartering authority and rebuttal by the appellant if time has been reserved. The parties may present remarks from whomever they wish in their thirty (30) minutes but must include any comments they wish to make on the staff recommendations within their allotted time. Presentations, questions or discussions that exceed these limits may be ruled out of order by the secretary. The secretary may ask questions of the staff, the parties or the secretary's counsel at any time and may take up to one (1) hour after the staff's and the parties' presentations for further questions, discussion and its decision. Unless stricken during the hearing for good cause or withdrawn, the parties can assume that the department staff and the secretary have reviewed their written submissions, which shall be deemed evidentiary submissions subject to be given increased or diminished weight based upon the oral presentations.

(4) All presentations and discussion before the secretary shall focus on the factual and legal correctness of the chartering authority's decision in light of the standards and grounds set forth in Subsection K of Section 22-8B-6, Subsections B, C or E of Section 22-8B-7 and Subsection F of Section 22-8B-12.

(5) The secretary may reverse the decision of the chartering authority, with or without the imposition of reasonable conditions, if the secretary finds that the chartering authority:

(a) acted arbitrarily or capriciously;

(b) rendered a decision not supported by substantial evidence; or

(c) did not act in accordance with the law.

(6) The secretary shall reverse a decision of the chartering authority denying an application, refusing to renew an application or revoking a charter if the secretary finds that the decision was based upon a determination by the public school capital outlay council that the facilities of the proposed or exiting charter school did not meet the standards required by Section 22-8B-4.2, NMSA 1978 and that the decision was:

(a) arbitrary or capricious;

(b) not supported by substantial evidence; or

(c) otherwise not in accordance with the law.

(7) If the secretary reverses the chartering authority's decision, the secretary shall remand the decision to the chartering authority with written instructions for approval of the charter. The instructions shall include specific recommendations concerning approval of the charter and any changes the secretary directs to remedy any concerns identified under Paragraphs (5) or (6) of Subsection E of 6.80.4.14 **NMAC** above.

(8) A person aggrieved by a final decision of the secretary may appeal the decision to the district court pursuant to the provisions of Section 39-3-1.1 NMSA 1978.

F. Implementation of secretary's decision

(1) The department shall promptly serve a formal notice of the secretary's decision upon the parties to the appeal.

(2) If the chartering authority's decision is reversed and remanded, the chartering authority, at a public hearing, shall approve the charter with any required changes within thirty (30) days following the receipt of the notice of the decision. If the chartering authority does not comply with the secretary's order, the secretary may take appropriate administrative or judicial action.

G. The provisions of this section shall apply to conversion schools.

[6.80.4.14 **NMAC** - Rp, **6.80.4.10 NMAC**, 6/29/07; A, 6/30/08]

6.80.4.15 REVIEW ON THE SECRETARY'S OWN MOTION:

A. The secretary, on the secretary's own motion, may review a chartering authority's decision to grant a charter.

B. Within ten (10) days after the secretary moves to review, the secretary shall issue an appropriate order establishing procedures for the chartering authority and the charter applicant to submit information and arguments for review by the secretary and division staff.

C. Within sixty (60) days after the secretary moves to review, the secretary, at a public hearing that may be held in Santa Fe or in the district in which the proposed charter school applied for a charter, shall review the decision of the chartering authority and determine whether the decision was arbitrary and capricious or whether the establishment or operation of the proposed charter school would violate any standard in Subsection C of Section 22-8B-7 NMSA 1978.

D. If the secretary determines that the charter would violate any standard in Subsection C of Section 22-8B-7 NMSA 1978, the secretary shall reverse the chartering authority's decision and remand the decision to the chartering authority with instructions to deny the charter application, suspend or revoke the charter.

E. The timelines in 6.80.4.15 **NMAC** may be extended by the secretary for good cause. Good cause may include but shall not be limited to an agreement between the parties, a reasonable request from either party or reasonable consideration of the secretary's previously established meeting schedule.

F. A person aggrieved by a final decision of the secretary may appeal the decision to the district court pursuant to the provisions of Section 39-3-1.1 NMSA 1978.

G. The secretary shall promptly serve a copy of the decision on the parties to the proceeding.

H. If the chartering authority's decision is reversed and remanded, the chartering authority, at a public hearing, shall deny or revoke the charter within thirty (30) days following the receipt of the secretary's decision. If the chartering authority does not comply with the secretary's order, the secretary may take appropriate administrative or judicial action.
[6.80.4.15 **NMAC** - Rp, 6.80.4.11 **NMAC**, 6/29/07; A, 6/30/08]

6.80.4.16 QUALIFICATION FOR BOARD OF FINANCE DESIGNATION:

A. Within ninety (90) days of approval of its charter application, the governing body of a state-chartered charter school shall file a separate application with the commission seeking approval as a board of finance. This deadline may be extended by the commission for good cause shown.

B. The application shall include:

(1) an affidavit or affidavits, signed by the personnel who will be given the responsibility of keeping the financial records of the charter school, describing the training completed, professional licensure held and degrees earned by them;

(2) a statement signed by every member of the governing body that the governing body agrees to consult with the department on any matter not covered by the manual of accounting and budgeting before taking any action relating to funds held as a board of finance;

(3) a copy of a certificate of insurance that indicates that the person who will be entrusted with handling the funds of the charter school is adequately bonded;

(4) a signed affidavit from each governing body member declaring that the member is not a governing body member of any other charter school and that the member was not a governing body member of another charter school that was suspended or failed to receive or maintain their board of finance designation.

C. Within thirty (30) days of filing of the application to qualify as a board of finance, the commission shall issue a decision approving or denying the application. A copy of the decision will be provided to the governing body and the commission.
[6.80.4.16 **NMAC** - N, 6/29/07; A, 6/30/08]

6.80.4.17 NEW MEXICO SCHOOL FOR THE ARTS:

A. Upon approval by the commission, a state chartered charter school may operate as the New Mexico school for the arts ("the school"), which shall be a statewide residential charter school for grades 9 through 12 offering intensive preprofessional instruction in the performing and visual arts combined with a strong academic program that leads to a New Mexico diploma of excellence.

B. An application to the commission for approval of a charter shall contain assurances of compliance together with a plan for how the school will accomplish the following requirements contained in the New Mexico School for the Arts Act, being Laws 2008, Chapter 15, Sections 1 to 9:

(1) paying for all expenses associated with outreach activities and for room and board costs for students unable to pay all or part of the cost of room and board from a foundation or other private funding sources;

(2) working with a foundation or soliciting other private funding sources to obtain gifts, grants and donations to ensure that the school has adequate revenue to make the payments described in Paragraph (1) of Subsection B of 6.80.4.17 **NMAC**;

(3) not using money received from the state other than charter school stimulus funds to make the payments described in Paragraph (1) of Subsection B of 6.80.4.17 **NMAC**;

(4) admitting an equal number of students from each of the state's congressional districts, to the greatest extent possible and without jeopardizing admissions standards;

(5) conducting its admissions process in a way that provides equal opportunity regardless of a student's prior exposure to artistic training and to the student's ability to pay for room and board; and

(6) conducting admissions criteria-free outreach activities throughout the state each year that acquaint potential students with the programs at the school, to include programs specifically for middle school students and workshops for teachers.

C. By July 1 after the first year the school has provided preprofessional instruction in the performing and visual arts and by July 1 every year thereafter, the school shall submit a report simultaneously to the division and the commission containing:

(1) non-personally identifiable demographic information about both applicants and students admitted to the school delineated by counties, congressional districts, socioeconomic status, gender and ethnicity; and

(2) the number of students who requested financial assistance for room and board, the total amount of financial assistance provided, and the amounts distributed delineated by the source of gifts, grants and donations received by the school.

D. During the planning year the school shall develop a sliding-fee scale subject to the following considerations:

(1) the purpose of the sliding-fee scale is to defray all or part of the costs of room and board for students whose parents or guardians are financially unable to pay these fees;

(2) in determining ability to pay, the school may use a variety of methods including but not limited to:

(a) self disclosures in a financial aid application developed by the school;

(b) poverty thresholds as maintained by the United States census bureau;

(c) poverty guidelines as maintained by the United States department of health and human services;

(d) whether the public school that the student applicant most recently came from was a recipient of funds under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended;

(e) whether the student applicant for enrollment was eligible to receive free or reduced price school meals at the public school previously attended; and

(f) the amount or percentage of assistance an enrolled student received for room and board the prior school year from the school;

(3) the school shall submit its sliding-fee scale to the commission for initial approval during the planning year and may request changes at subsequent commission meetings for good cause shown.

E. It shall be the responsibility of the school to obtain adequate funding from private sources to pay annual outreach costs and to defray all or part of room and board fees for students financially unable to pay. No state funds except for charter school stimulus funds received and used during the planning year may be used for these purposes. Private funding sources available to the school shall include the use of a foundation or the soliciting and receipt of gifts, grants and donations. Failure to secure adequate funding for these purposes shall constitute grounds for denial or revocation of a charter.

F. Except for provisions of this rule related to admission of students by lottery, admission on a first-come first-serve basis, the ability to charge for residential fees, admissions criteria and location of the school anywhere in the state, all other provisions of this rule related to state-chartered charter schools shall apply to the school.

[6.80.4.17 **NMAC** - N, 6/29/07; 6.80.4.17 **NMAC** - N, 6/30/08]

6.80.4.18 DISTANCE LEARNING:

A. A charter school offering or seeking to offer distance learning courses to students shall comply with 6.30.8 **NMAC**.

B. Any charter school offering or seeking to offer distance learning courses in New Mexico pursuant to the Charter Schools Act [Chapter 22, Article 8B NMSA 1978] must be physically located in the state of New Mexico.

[6.80.4.18 **NMAC** - N, 6/30/08]

6.80.4.19 LOTTERY WHEN CHARTER SCHOOL CAP IS EXCEEDED:

A. For purposes of compliance with Section 22-8B-11, NMSA 1978, the first five year period shall be deemed to have ended in 2003 and the successive five-year periods begin in 2003.

B. If by October 1st the chartering authorities have authorized more charter schools than permitted by Section 22-8B-11, NMSA 1978, the department shall notify all chartering authorities with newly authorized charter schools that those charter schools may not be established for operations until a lottery is held.

C. Within 45 days after determining that the cap for charter schools has been exceeded, the department shall conduct a lottery at a publicly noticed meeting to determine the available slots for charter schools. The department shall randomly draw the names of charter schools from the available pool of all charter schools that were authorized by October 1st. The schools whose names were drawn shall be given the available charter school slots until the maximum numbers of slots have been selected. The charter schools that are selected shall be approved for operation in the first fiscal year after the lottery. The charter schools whose names were not drawn shall be approved for operation in the second fiscal year after the lottery.

D. A charter school that was approved for operation in the second fiscal year after participation in a lottery shall not be subject to a second lottery in the event that in the second fiscal year more charter schools are authorized than permitted by Section 22-8B-11, NMSA 1978.

E. Any charter school authorized after October 1st in a year in which the department conducts a lottery pursuant to this rule, shall be approved for operation no earlier than the second fiscal year after the school was authorized.

[6.80.4.19 **NMAC** - Rn, 6.80.4.17 **NMAC**, 6/30/08; 6.80.4.19 **NMAC** - N, 6/30/09]

6.80.4.20 GOVERNING BODY TRAINING:

A. All governing body members of charter schools shall attend five hours of training at least annually on topics that include department rules, policies and procedures, statutory powers and duties of governing boards, legal concepts pertaining to public schools, finance and budget and other relevant matters.

B. Governing body members who have been in office for one or more years shall attend five hours of annual training approved by the department that is sponsored by the New Mexico school boards association (NMSBA) or the New Mexico coalition for charter schools (NMCCS).

C. Newly selected governing body members who have been in office for less than a year, shall receive three of the required five hours from attending a training course developed by the department and sponsored by the NMSBA or the NMCCS. The additional two hours of annual training for new governing body members shall consist of sessions approved by the department that are sponsored by the NMSBA or by the NMCCS.

D. In order to be credited with attendance at training courses, each attendee shall complete written attendance forms provided by the department and kept on file with the charter schools. Prior to September 1 of each year, the NMSBA or the NMCCS shall provide each head administrator of a charter school with a list of training hours earned annually by each governing body member. The accountability report of the school district or charter school shall include the names of those governing body members who failed to attend annual mandatory training.

E. The governing body of a charter school shall develop a planned program of training consistent with this section that ensures that each member of the governing body participates and complies.

[6.80.4.20 **NMAC** - N, 6/30/09]

6.80.4.21 SEVERABILITY: Any part of this rule found by adjudication before a competent tribunal to be contrary to law shall be stricken without affect to the remainder.
[6.80.4.21 **NMAC** - Rn, 6.80.4.19 **NMAC**, 6/30/09]

HISTORY OF 6.80.4 NMAC:
Material in this part was derived from that previously filed with the Commission of Public Records - State Records Center and Archives:
6.80.4 **NMAC**, Charter School Application and Appeal Requirements, 12/3/01

History of Repealed Material:
6.80.4 **NMAC**, Charter School Application and Appeal Requirements - Repealed, 6/29/07

Appendix Reference: F-3-1

Title: Organizational Chart of the NMPED

Explanation of Reference: Currently, the New Mexico Public Education Department focuses on P-12 public education.

New Mexico Public Education Department
Program Responsibilities and Personnel

MAIN OFFICE:
300 Don Gaspar Avenue
Jerry Apodaca Education Building
Santa Fe, NM 87501-2786

ALL MAIL IS RECEIVED AT THE MAIN OFFICE ADDRESS
Room numbers indicate the main office location unless noted otherwise

AUXILIARY OFFICES

Federal Bldg./Main Post Office
120 S Federal Place
Santa Fe, NM 87501

Galisteo Building
444 Galisteo St., Suite A
Santa Fe, NM 87501

Gallup Office
907 N. Metro
Gallup, NM 87301

Albuquerque Office/CNM
5600 Eagle Rock Avenue
Albuquerque, NM 87113

Joseph Montoya Building
1100 South St. Francis Dr.
Santa Fe, NM 87505a Fe, NM 87501

IDEAL-NM
5201 Eagle Rock Ave. Suite A
Albuquerque, NM 87113

UNM
120 Manzanita Hall
Albuquerque, NM 87131

INFORMATION LINE: (505) 827-5800

WEB SITE: http://www.ped.state.nm.us FAX NUMBER(s): Please refer to each Division/Bureau

Public Education Commission

Cabinet Secretary of Education
Dr. Veronica C. García

Division of Vocational Rehabilitation
Ralph Vigil
Assistant Secretary

FINANCE AND OPERATIONS
Deputy Secretary
Don Moya

Administrative Services Division
Austin Buff,
Director

Program Support and Student Transportation Division
Gilbert Perea,
Assistant Secretary

School Budget & Finance Analysis Bureau
Steve Burrell,
Director

Capital Outlay Bureau
Antonio Ortiz,
Director

Public Information Office
Beverly Friedman
and
Danielle Montoya

Office of Inspector General
Sheridan Bamman

Office of General Counsel
Willie Brown

Quality Assurance and Systems Integration Division
Dr. Sheila Hyde,
Assistant Secretary

Information Technology Division
Robert Piro,
Chief Information Officer

Legislative & Community Relations Bureau
Ruth Williams,
Director

Human Resources Bureau
Stephen Fresquez,
Director

LEARNING AND ACCOUNTABILITY
Deputy Secretary
Dr. Catherine Cross Maple

Assessment and Accountability Division
Dr. Tom Dauphinee,
Interim Supervisor

Charter School Division
Dr. Don Duran,
Assistant Secretary

Educator Quality Division
Dr. Mary Rose C de Baca,
Assistant Secretary

Indian Education Division
Dr. Nancy Martine-Alonzo,
Assistant Secretary

Instructional Support and Vocational Education Division
Vacant,
Assistant Secretary

Rural Education Division
Dr. Jim Holloway,
Assistant Secretary

Updated 12/4/09

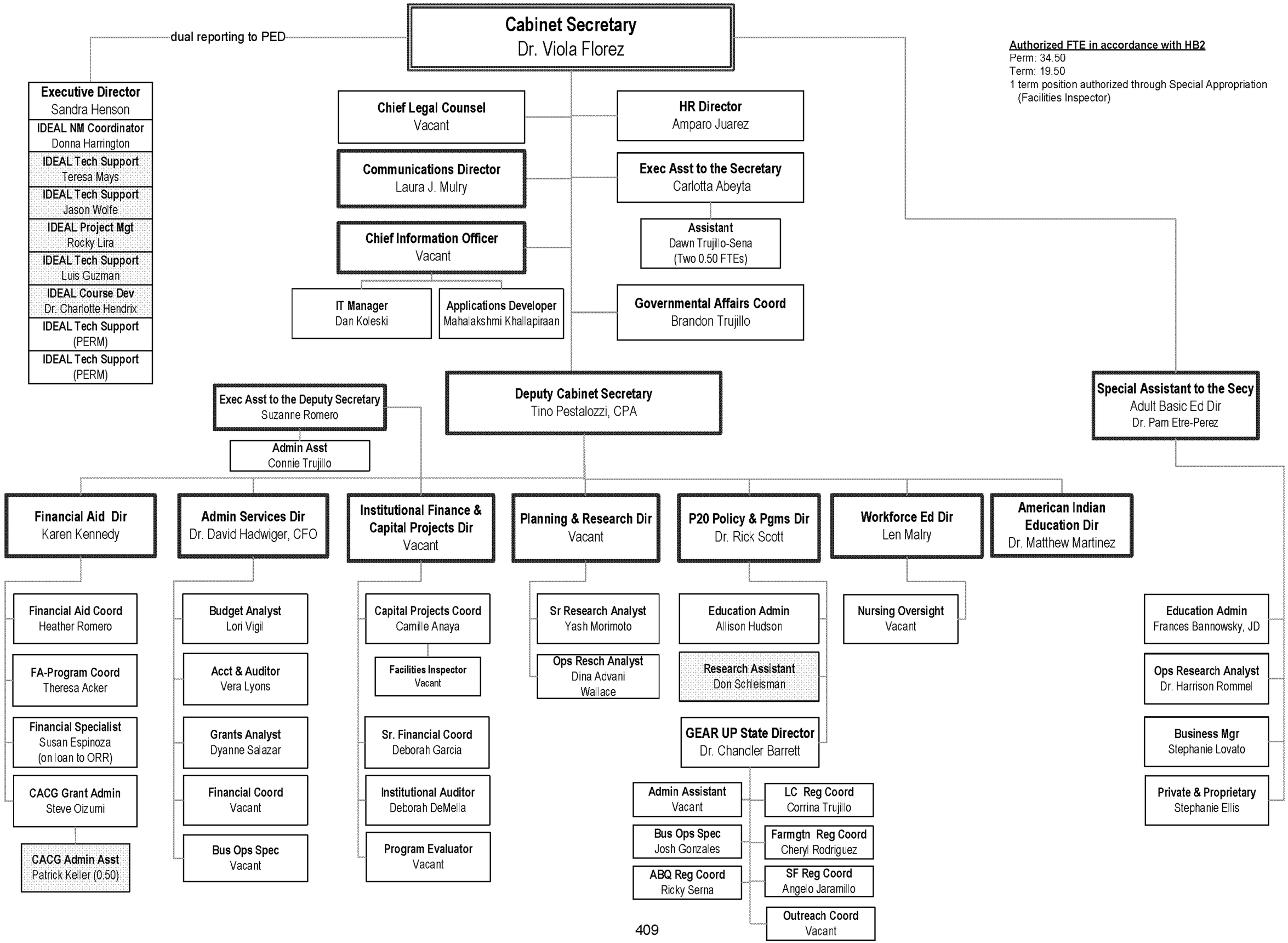
Appendix Reference: F-3-2

Title: Organizational Chart of the NM HED

Explanation of Reference: Currently, the New Mexico Higher Education Department focuses on post-secondary with the xx institutions of higher education in State of New Mexico.

New Mexico Higher Education Department Organizational Chart

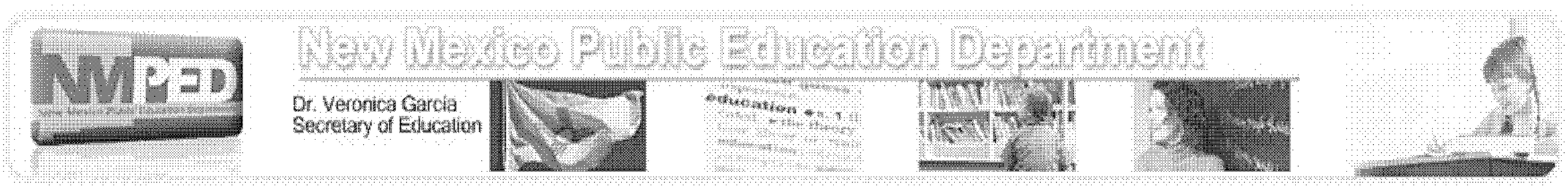
12/31/2009



Appendix Reference: F-3-3

Title: Redesign of the New Mexico High School Education System – An Update Summarizing 2007 and 2008 Legislative Changes to Statute – Dated March 2009

Explanation of Reference: This update highlights the legislative changes related to standards-based assessments, the definition of the drop-out age, and graduation requirements.



Redesign of the New Mexico High School Education System

An Update Summarizing 2007 and 2008 Legislative Changes to Statute

March 2009

Catherine Cross Maple, Ph.D., Deputy Cabinet Secretary, Learning and Accountability

Note

Underlined portions indicate changes to Public School Code

Where specific dates are not referenced, changes are effective immediately

Former Statute	***Current Statute***
Standards-based assessment in math, reading, language arts, and social studies for grades 3-9 and grade 11	Standards-based assessment in math, reading, language arts, and social studies for grades 3-8 and grade 11
Standards-based writing assessment for grades 3-9	Standards-based writing assessment for grades 3-8
Standards-based assessment in science for one of grades 3-5, 6-9, and 11	By 2007-2008, standards-based assessment in science for one of grades 3-5, 6-8, and 11
N/A	Statewide college and workplace readiness assessment system beginning in the 2008-2009 school year consisting of: **grade 9**: locally administered short-cycle diagnostic assessment in reading, language arts, and math (3x/yr); **grade 10**: locally administered short-cycle diagnostic assessment in reading, language arts, and math as early indicator of college readiness (3x/yr); **grade 11**: **fall**—college placement assessment, workforce readiness assessment or alternative demonstration of competency using standards-based indicators; **spring**—NM Standards Based Assessment as graduation exam
Dropout age of 17	Dropout age of 18
First, second, and third grade classes shall provide instruction in art, music, and language other than English and instruction that meets content and performance standards in physical education and health education	First, second, and third grade classes shall provide instruction in art, music, and language other than English and instruction that meets content and performance standards in science, social studies, physical education, and health education
N/A	By 2008-2009, eighth graders shall be offered algebra 1 in regular classrooms or through online courses or agreements with high schools
Each local school board shall ensure each high school student will have a Next Step Plan in place by the time a student completes eighth grade, updated annually with a final in 12th grade. IEP may substitute if all Next Step Plan elements are in place	Each local school board shall ensure each high school student will have an interim Next Step Plan in place by the time a student completes eighth grade, updated annually, and based on reports of college and workplace readiness assessments, with a final Next Step Plan in 12th grade. Next Step Plan shall include one or more of the following: advanced placement or honors course, dual credit course, or distance learning course IEP may substitute if all Next Step Plan elements are in place

High school students should be reasonably informed about curricular and course options, opportunities that lead to different post-high school options, and alternative opportunities available if student does not finish planned curriculum	High school students should be reasonably informed about curricular and course options, including honors, advanced placement, dual credit, or distance learning courses as well as career clusters or remediation programs deemed appropriate from readiness assessments and other opportunities that lead to different post-high school options, and alternative opportunities available if student does not finish planned curriculum
23 units to complete high school	24 units to complete high school, starting with ninth graders entering in the 2009-2010 school year
Graduation requirements for ninth graders before 2009-2010: • 4 units English • 3 units math (one unit = or > than algebra 1) • 2 units science (3 for 2005-06) • 3 units social science, including United States history and geography, world history and geography and government and economics • .5 unit New Mexico history (2005-06) • 1 unit physical education • 1 unit communication skills or business education, or language other than English • 9 units electives (7.5 for 2005-06), each district shall offer driver education, service learning (starting 2007 -08) and financial literacy (starting 2008-09)	Graduation requirements beginning with ninth graders entering in 2009-2010: • 4 units English • 4 units math (one unit = or > than algebra 2)* • 3 units science (2 w/ lab) • 3.5 units social science, including United States history and geography, world history and geography and government and economics, and one half unit of New Mexico history • 1 unit physical education • 1 unit career cluster, workplace readiness, or a language other than English • 7.5 units electives, by 2009-2010 each district shall offer at least two years of a language other than English in each high school as well as service learning (starting 2007 -08), financial literacy (starting 2008-09), and driver education.
N/A	Students entering grade 9 in 2009-2010 shall earn at least one graduation requirement unit as an advanced placement, honors, dual credit, or distance learning course
N/A	By 2008-2009, each district shall offer program of courses for dual credit, in cooperation with an institution of higher education, and a program of distance learning courses
	Final examinations shall be administered to all students in all classes offered for credit.
High School Diploma	New Mexico Diploma of Excellence
Student shall not receive diploma until passing a state graduation exam in reading, English, math, writing, science, and social science, including the constitutions of New Mexico and the United States	Beginning 2010-2011, a student shall not receive diploma unless competence is demonstrated in math, reading and language arts, writing, social studies, and science, as well as the constitutions of New Mexico and the United States, through a standards-based exam or portfolio of standards-based indicators (established through rule)

*Unless parent waives requirement

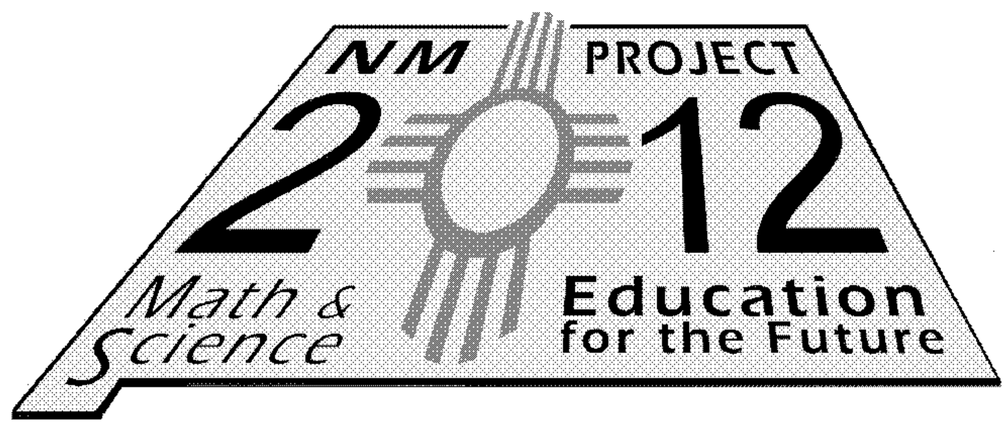
For graduation requirement inquiries, please contact the PED Humanities Bureau Program Manager, Carolann Gutierrez, 505-827-6596 or carolann.gutierrez@state.nm.us.

For corrections or clarifications to this summary, please email Dr. Anya Dozier Enos, PED High School Redesign, Learning and Accountability, anya.dozierenos@state.nm.us.

Appendix Reference: P-2-1

Title: Project 2012

Explanation of Reference: This is a brief description of New Mexico's transformational changes in Mathematics and Science.



Version 2.0

New Mexico Public Education Department

Math and Science Bureau

Math and Science Advisory Council

New Mexico Project 2012 at a Glance

Full version available at: www.sfafs.org/nmproject2012_documentation.asp

New Mexico Project 2012 is a plan for transformational change in K-12 math and science education in our state. Its goal is that in five years our students will be among the nation's leaders in math and science achievement. For this to occur we must:

- Provide much better preparation in math and science content for newly-graduating teachers.
- Increase significantly the number of math and science teachers in our high schools.
- Increase and strengthen the annual professional learning provided to all math and science teachers.
- Adopt statewide K-12 math and science instructional materials that use problem-solving, inquiry-based approaches to learning, and improve our high school science laboratories.
- Coordinate with IDEAL-NM and the New Mexico Computing Applications Center to provide high-quality distance learning opportunities in math and science for students and teachers.
- Utilize our large resource of engineers, mathematicians, and scientists to supplement the math and science content knowledge available to students and teachers.
- Create effective partnerships between schools, government agencies, businesses and community organizations to improve math and science education.
- Begin a public awareness campaign to emphasize the importance of math and science education to each individual and to our state.

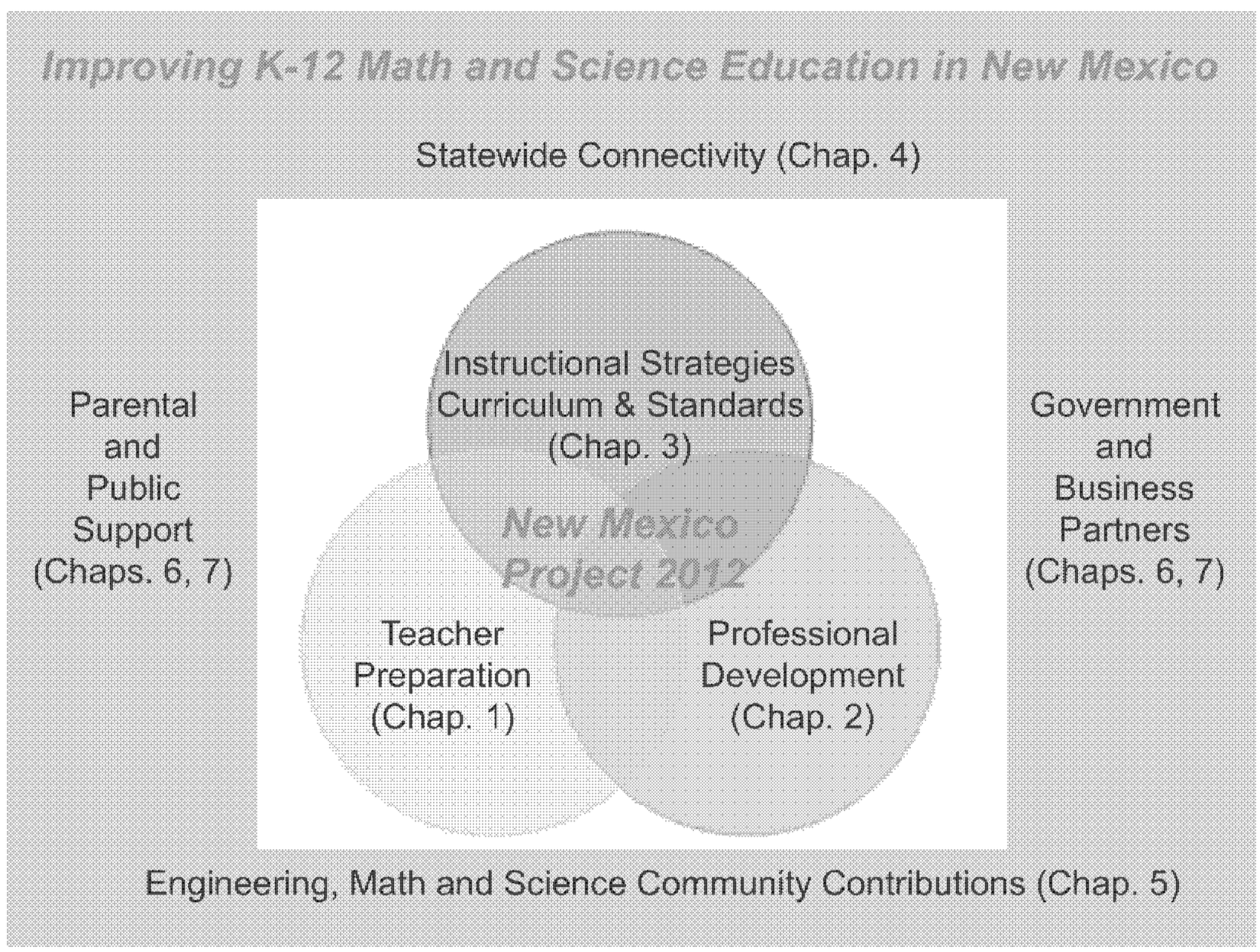
New Mexico Project 2012, prepared by the New Mexico Math and Science Advisory Council, is a detailed plan designed to achieve these objectives.

Please send your comments to: nmproject2012@gmail.com

See other side

New Mexico Facts and Figures Relating to K-12 Math and Science Education

Population (36th in U.S., Census Bureau, 2008)	~ 1,984,000
K-12 students (PED, 2009)	~ 325,000
Elementary, middle and high schools	~ 1060
School districts in New Mexico (PED)	89
K-12 teachers in public schools (PED, 2009)	~23,000
Public high school math and science teachers (PED)	~1100 (m) and 900 (s)
Annual production of high school math and science teachers	~26 of each
Students scoring "Proficient" or above on 2009 grade 8 math	42%
Students scoring "Proficient" or above on 2009 grade 8 science	27%
Median household income (45th in U.S., Dept. Commerce, 2008)	$43,508
Amount spent per year per student (29th in U.S.; 2005-6 data)	$9,525
State outlay for K-12 education	~ $2.5 billion
State budget, FY2007	~ $5.2 billion



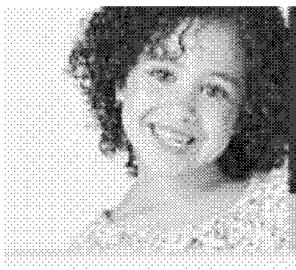
See other side

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: P-3-1

Title: The New Mexico PreK Evaluation: Results from the First Four Years of PreK

Explanation of Reference: This is a PowerPoint outlining the results from the first four years of PreK implementation in New Mexico.



NIEER

NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

The New Mexico PreK Evaluation: Results from the First Four Years of PreK

Jason T. Hustedt and Ellen C. Frede
National Institute for Early Education Research
Rutgers University

Presentation to the Legislative Education Study Committee
November 18, 2009

SOURCE: Dr. Jason T. Hustedt, Assistant Research Professor, and Dr. Ellen C. Frede, Co-Director, National Institute for Early Education Research, Rutgers University

Overview of Main Topics

- Context and research questions for the New Mexico PreK Evaluation
- Continuous improvement cycle
- Child impacts: language, math, literacy
- Classroom quality
- Key findings and policy recommendations

State-Funded PreK in Context

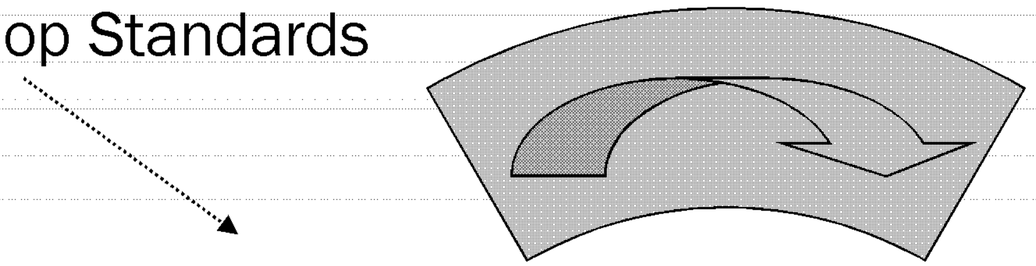
- 38 U.S. states have state-funded PreK, with more than 1.1 million children enrolled
- State PreK expanding nationwide, and several states have committed to voluntary PreK for all 4-year-olds
- More research needed on statewide effectiveness of PreK initiatives

New Mexico PreK in Context

- New Mexico PreK began in 2005 and has grown quickly
- New Mexico is among 7 western states now offering PreK, with enrollment levels among the highest in the west
- First evaluation cycle covers initial 4 years of New Mexico PreK
- PreK initiatives develop over time

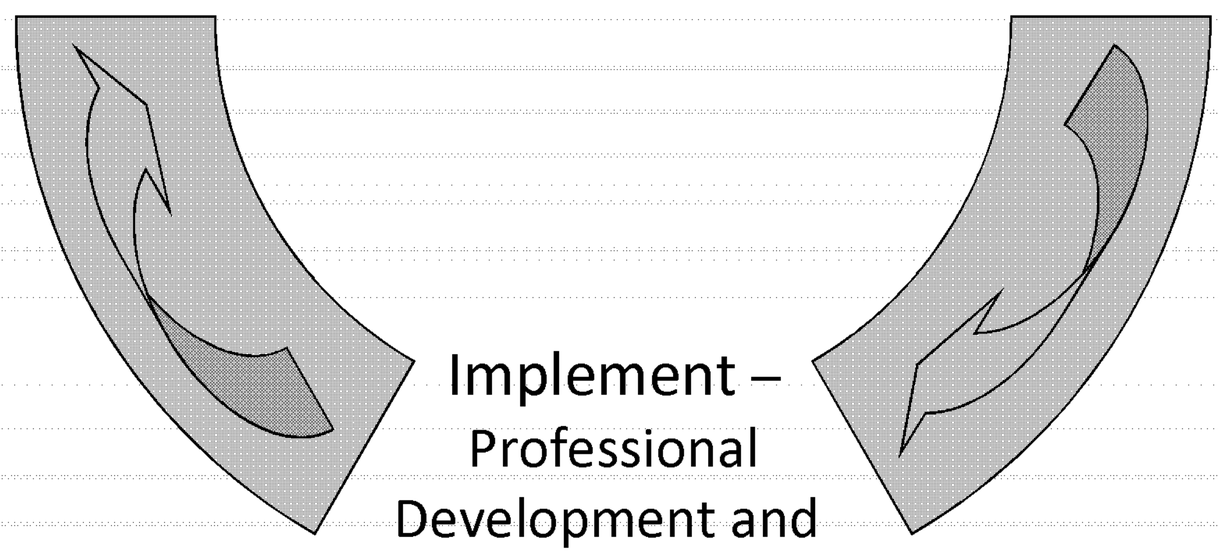
Continuous Improvement Cycle

First Develop Standards



Measure and Assess Progress

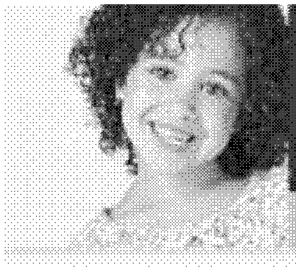
Analyze and Plan



Implement – Professional Development and Technical Assistance

NM Continuous Improvement Cycle

- Child Assessment - teachers use the specific criteria provided by the Early Learning Outcomes in 7 Domains of learning to observe, assess, document and plan appropriate curriculum
- Program Assessment - state government personnel monitor program's contract compliance and adherence with NM PreK Program Standards
- System Assessment - NIEER conducts external assessment for policy and continuous improvement purpose



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NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

NM Evaluation to Inform Improvement

Standards/ Objectives	Local level – program, classroom, child	State level – policy, professional dev't
	How are individual children, teachers and programs doing?	How is the state as a whole doing?
NM Pre-K Program Standards	Structured Classroom Observations	NIEER Classroom Observations
NM Early Learning Outcomes	Essential Indicators Rubric, etc	NIEER Child Assessments

Research Questions: Impacts of PreK

- Compared to children who did not attend, how do PreK participants benefit in:

  * Language development?

  * Math skills?

  * Literacy skills?

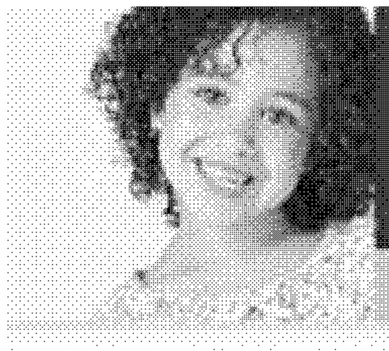
- What are the impacts of CYFD and PED programs in each of these content areas?

Child Assessment Measures

- Vocabulary knowledge: Peabody Picture Vocabulary Test (PPVT-III)
- Math skills: Woodcock-Johnson Tests of Achievement (WJ-III)
- Print awareness: Test of Preschool Early Literacy (TOPEL)
- Spanish-language versions, as appropriate

Estimating the Impacts of PreK

- Start with two groups of NM PreK children
- One group of children already attended PreK and the other group now attending
- Child assessments early in school year
- Comparisons rely on statewide cut-off date for kindergarten enrollment (Sept. 1)
- Children's ages distributed around the cut-off date and differences between groups are calculated



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Preschool

(b)(6)

[redacted]

Birthday: 9/1/05

Kindergarten

(b)(6)

[redacted]

Birthday: 8/31/05

Describing the Samples

	Year 1 (*N* = 856)	Year 2 (*N* = 893)	Year 3 (*N* = 1,299)
Home language			
English	80.4%	77.2%	80.5%
Spanish	14.1%	13.9%	13.3%
Both English and Spanish	3.5%	7.7%	5.5%
Other/Not specified	2.0%	1.2%	0.7%

Ethnicities in the Samples

	Year 1 (N = 856)	Year 2 (N = 893)	Year 3 (N = 1,299)
Ethnicity			
Hispanic	56.3%	57.7%	58.0%
White	10.4%	18.4%	24.2%
Native American	27.5%	19.1%	14.0%
African American	1.4%	1.6%	1.6%
Other/Not specified	4.5%	3.3%	2.3%

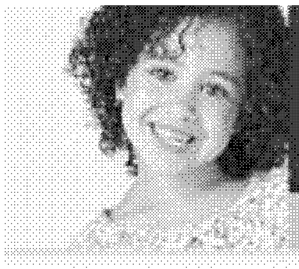
Impacts on School Readiness

- Vocabulary knowledge: scores increased more than 5 points
- Math skills: scores increased about 2 points
- Print awareness: scores increased more than 24 percentage points
- All increases statistically significant for entire sample

Child Impacts for PED and CYFD

Measure	PED	CYFD	Overall sample
Vocabulary	5.38^{+}	6.27^{+}	5.44^{*}
Math	1.44^{*}	1.91^{*}	1.63^{*}
Early Literacy	25.75^{*}	23.35^{*}	24.43^{*}

$^{+}p < .10$. $^{*}p < .05$.

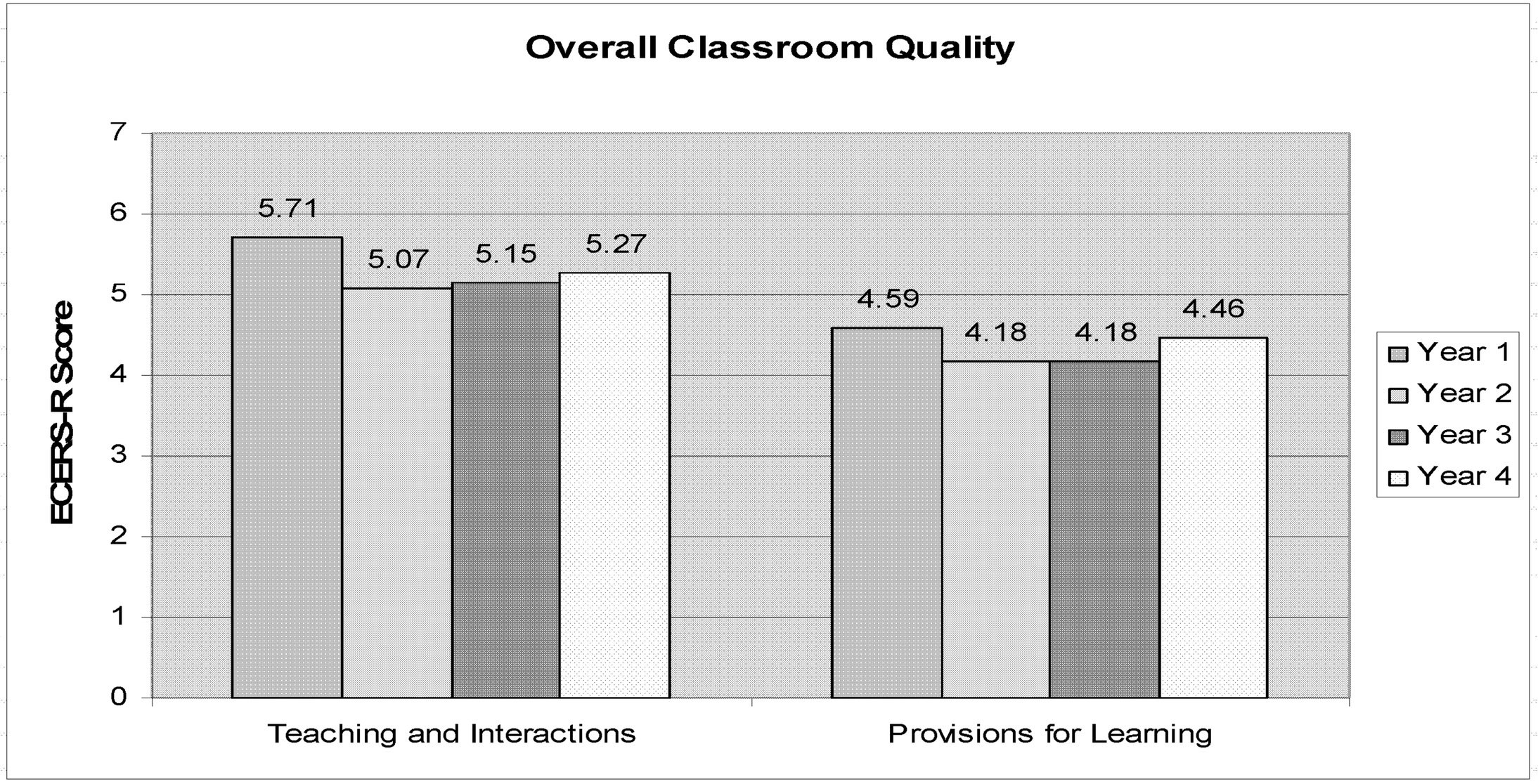


What is the Quality of PreK Classrooms?

Instrument	What's measured?
Early Childhood Environment Rating Scale (ECERS)	Overall classroom quality (e.g. health, safety, all content areas, social emotional development, daily structure)
Supports for Early Literacy Assessment (SELA)	Practices that support language and literacy learning (e.g. vocabulary, book study, skill building, writing, letters)
Preschool Classroom Mathematics Inventory (PCMI)	Practices that support mathematics learning (e.g. numerical operations, classification, geometry, measurement)

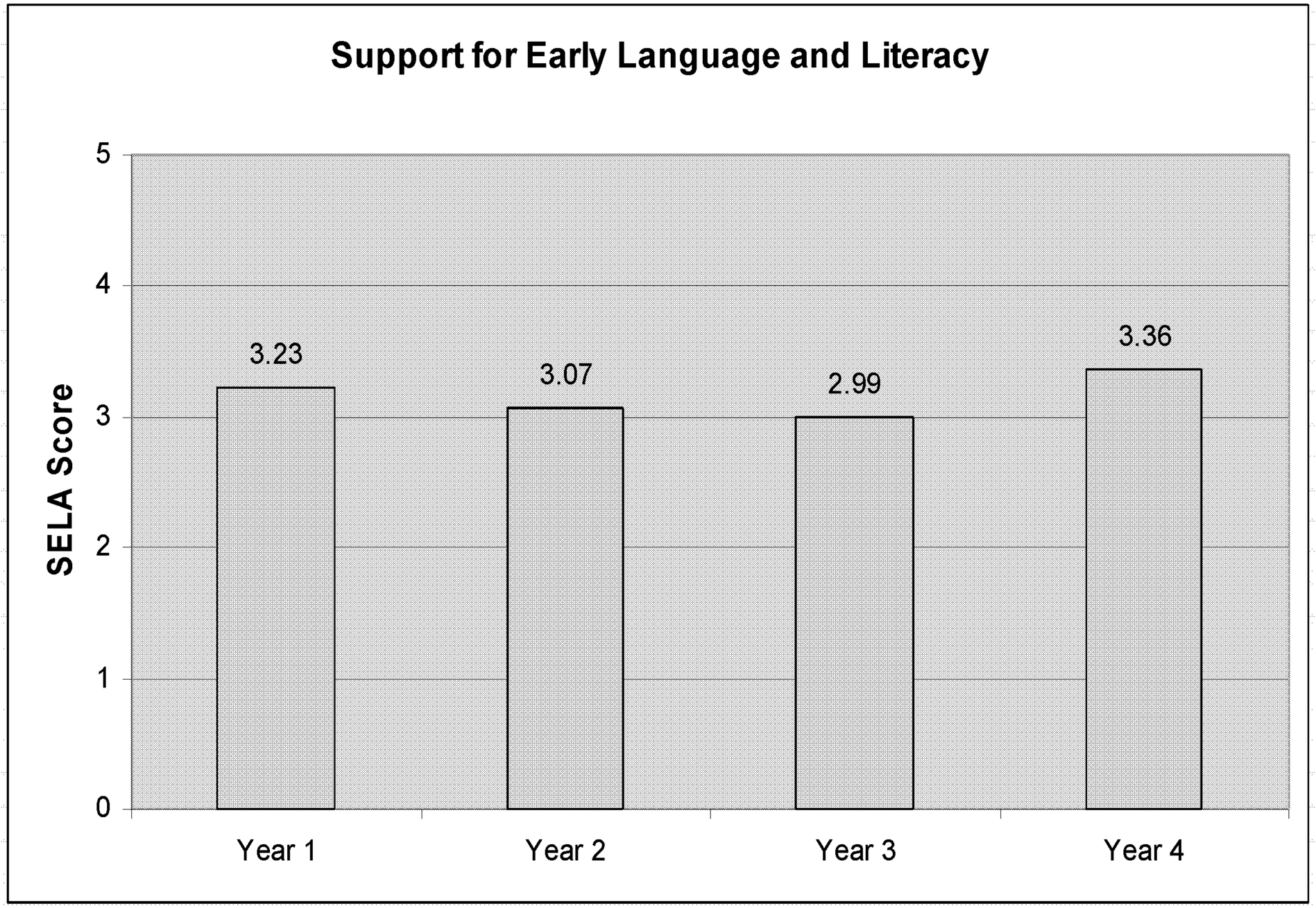
ECERS Scoring

- Instrument used throughout the world to assess basic overall quality.
- *Two Factors:*
  - *Teaching and Interactions* – supervision, using language to develop reasoning and more informally, staff-child interactions and interactions among children
  - *Provisions for Learning* – aspects of the classroom environment such as room arrangement, schedule, gross motor equipment
- 43 items scored on a scale of 1 to 7 with 1 being "inadequate" and 7 being "excellent"


Overall Classroom Quality
ECERS-R Score
7
6
5
4
3
2
1
0
5.71
5.07
5.15
5.27
4.59
4.18
4.18
4.46
Teaching and Interactions
Provisions for Learning
Year 1
Year 2
Year 3
Year 4

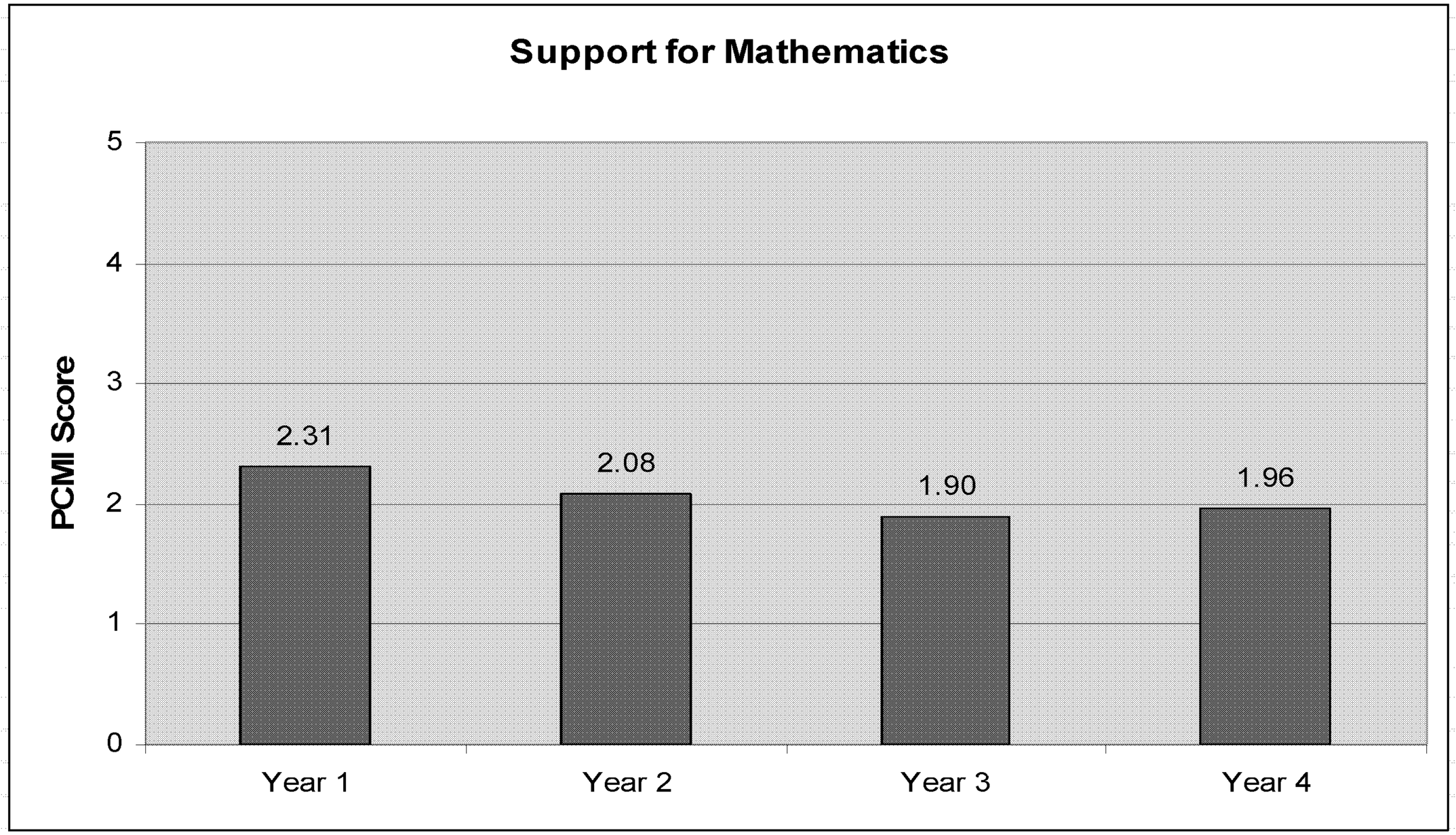
What Do the ECERS Results Mean?

- Scores for practices most closely related to preparing children for kindergarten are in the “good” to “excellent” range
- The somewhat lower scores for “provisions for learning” are mostly a result of the program being half-day


Support for Early Language and Literacy
SELA Score
5
4
3
2
1
0
3.23
3.07
2.99
3.36
Year 1
Year 2
Year 3
Year 4

What Do the SELA Results Mean?

- Scores hover in the mid-point range indicating mediocre to fair support for language and literacy
- However, if the Year 4 scores represent a trend, then classrooms are heading into the "good" range
- Classrooms provide good support for oral language
- Support for more specific early literacy needs improvement


Support for Mathematics
PCMI Score
5
4
3
2
1
0
2.31
2.08
1.90
1.96
Year 1
Year 2
Year 3
Year 4

What Do the PCMI Results Mean?

- Classroom practices for the broad range of math learning are inadequate
- Although all aspects of mathematics support need improvement, better supports are found for mathematics materials and learning to count

Putting These Results in Perspective

- ECERS and SELA scores are comparable to those found in other states, especially considering that this is a new and expanding program
- PCMI scores in New Jersey in Year 4 of the state pre-K program were very similar and in Year 9 are approaching good supports
- New Mexico PreK quality has high potential for excellence, especially if the state strengthens current work with PreK providers

Key Evaluation Results

- New Mexico PreK produces meaningful impacts on early language, literacy, math development
- Overall classroom quality is good, but improvements are needed in classroom support for language/literacy and math
- Impacts of PreK and classroom quality are similar for PED and CYFD sites
- Future data will help clarify impacts and answer new research questions

Policy Recommendations

- Continued expansion of New Mexico PreK is warranted
- Classroom support for early language/ literacy and math needs improvement
- Expanded professional development and teacher training are keys to improving classroom quality and could bolster child outcomes

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: P-3-2

Title: The Final Report of New Mexico PreK Evaluation

Explanation of Reference: This is the full evaluation of the final report of the PreK Evaluation.

The New Mexico PreK Evaluation:

Results from the Initial Four Years of a New State Preschool Initiative

FINAL REPORT

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EXECUTIVE SUMMARY

State-funded prekindergarten programs now play a major role in children's educational experiences during the year before kindergarten entry. These types of programs were operating in 38 states by 2008, representing an investment of $4.6 billion in state funds, and serving more than 1.1 million children nationwide. New Mexico's state-funded prekindergarten initiative, known as New Mexico PreK, was established in 2005 through the work of Governor Bill Richardson, Lieutenant Governor Diane Denish, and the New Mexico Legislature. It is one of the most recently started prekindergarten initiatives in the United States, but has already expanded quickly during the past four years due to annual increases in state appropriations for PreK.

The State of New Mexico funded the National Institute for Early Education Research (NIEER) to carry out a comprehensive evaluation of the New Mexico PreK initiative, beginning in its first year of operation. This evaluation has included four main components:

1. Examining the benefits received by children who participate in PreK
2. Investigating PreK classroom quality
3. Conducting an analysis of the economic impacts of the PreK program
4. Gathering information about parent and provider perceptions toward the PreK initiative through focus groups

Estimates of the effects of New Mexico PreK on participating children have been based on a statistical approach known as the regression-discontinuity design (RDD). This methodologically rigorous research design takes advantage of New Mexico's strict preschool and kindergarten eligibility dates to provide unbiased estimates of the effects of PreK. To date, this method has been used three times in New Mexico – during fall 2006, fall 2007, and fall 2008 – to estimate the impacts of PreK on young children's language, literacy, and math skills.

Our results show that New Mexico PreK produces consistent benefits for children who participated in PreK, compared to those who did not, across all three years of the study. Positive impacts of PreK were found in each of three content areas important to early academic success – language, literacy, and math. Findings in literacy and mathematics were statistically significant in analyses for each school year of New Mexico PreK. Findings specific to our measure of early language were statistically significant for the first two years of the study, and using a combined, multi-year data set. Further research is needed to determine whether apparent decreases in vocabulary scores of children attending successive years of the PreK program are meaningful. Additional

analyses of the impacts of PreK have focused on providing separate estimates for the two state agencies that share administrative responsibility for the New Mexico PreK initiative – the Children, Youth and Families Department (CYFD) and the Public Education Department (PED). The results suggest that PreK programs operated by PED and CYFD have very similar impacts on young children. Overall, our findings suggest that New Mexico PreK improves children's readiness for kindergarten in key academic areas, across different types of PreK settings.

Using a battery of classroom observation tools, we have also provided annual estimates of several aspects of quality in New Mexico PreK classrooms. Overall classroom quality

has been good. Our analyses show that PreK classrooms have scored highest on a Teaching and Interactions factor that measures aspects of the classroom environment including general supervision, using language both to develop reasoning and more informally, and staff-child interactions and interactions among children. Classrooms have tended to score slightly lower, but still approached good quality, on a Provisions for Learning factor focusing on aspects of the classroom environment such as room arrangement, schedule, gross motor equipment, and dramatic play.

In addition to examining overall classroom quality, we examined classroom supports for early language and literacy, and for mathematics. New Mexico PreK classrooms provided an average level of support for early language and literacy, based on a measure that focuses on both the environment for literacy and teaching activities related to language and literacy. Levels of support for early math were poor, based on a measure that focuses on classroom materials and teaching activities related to mathematics.

Classroom quality scores using each of our three observation tools – which cover overall classroom environment, language and literacy support, and mathematics support – were relatively stable across the four years of this study. However, in the first year of the study, scores for the mathematics tool and for the Teaching and Interactions factor of the overall quality measure reached levels not attained in later years of this research. In each successive year of the study, larger numbers of classrooms have been observed, allowing for more precise estimates of classroom quality and reducing the potential for error in our estimates. Further analyses of classroom quality at CYFD and PED PreK sites show that quality in PreK sites operated by the two state agencies is similar.

The economic impact analysis conducted as part of this evaluation suggests that there are good economic reasons to invest in New Mexico PreK and the children it serves. PreK can improve educational outcomes by reducing the numbers of children retained in grade, lowering the number of children eligible for special education, and increasing graduation rates. The economic impact analysis finds that an estimated $5.00 in benefits are generated in New Mexico for every dollar invested in New Mexico PreK. The benefit to U.S. society is estimated at $6.17 for every dollar invested in New Mexico PreK. It is estimated that New Mexico PreK participants will have better educational outcomes that produce higher earnings. They will be less likely to engage in criminal behavior, to be victims of abuse and neglect, and to use welfare services. The real rate of return to New Mexico's state-funded prekindergarten program is an estimated 18.1 percent to New Mexico and an estimated 22.3 percent as a whole.

Finally, results from focus groups conducted with families of New Mexico PreK children and PreK service providers supplement our quantitative results with valuable qualitative data. These results suggest that participants are very supportive of PreK and want to see the program expanded further. Families and providers reported seeing specific, tangible improvements in child academic and social outcomes for those who attended PreK. Both providers and families would like to see more funding for PreK to fine tune the program. The funding priorities identified for PreK included providing funds for more slots, improved teacher salaries and benefits, transportation services, and increased family involvement activities. Focus group members appreciated the resources already available for teacher and staff training, materials and supplies, and staff-child ratios.

Based on the findings summarized in this final report, we conclude with three policy recommendations:

1. Continued expansion of the New Mexico PreK initiative is warranted. New Mexico PreK produces meaningful and statistically significant positive impacts on children's early language, literacy, and math skills, but fewer than 5,000 (roughly 17 percent) of the approximately 29,000 4-year-olds in New Mexico are currently enrolled. By further increasing enrollment in its PreK initiative, New Mexico has a clear opportunity to show leadership in the western U.S., where state preschool enrollment levels have traditionally been low.

2. Some aspects of classroom quality in the New Mexico PreK program are in need of improvement. Measures of general classroom quality show that New Mexico PreK classrooms are above average. However, more specialized measures show that support for early language and literacy is fair and support for early mathematics is poor. As New Mexico PreK continues to expand, it is important for the state to maintain and possibly strengthen current work with PreK providers so that they can continue to improve children's learning environments in the key content areas of language, literacy, and math.

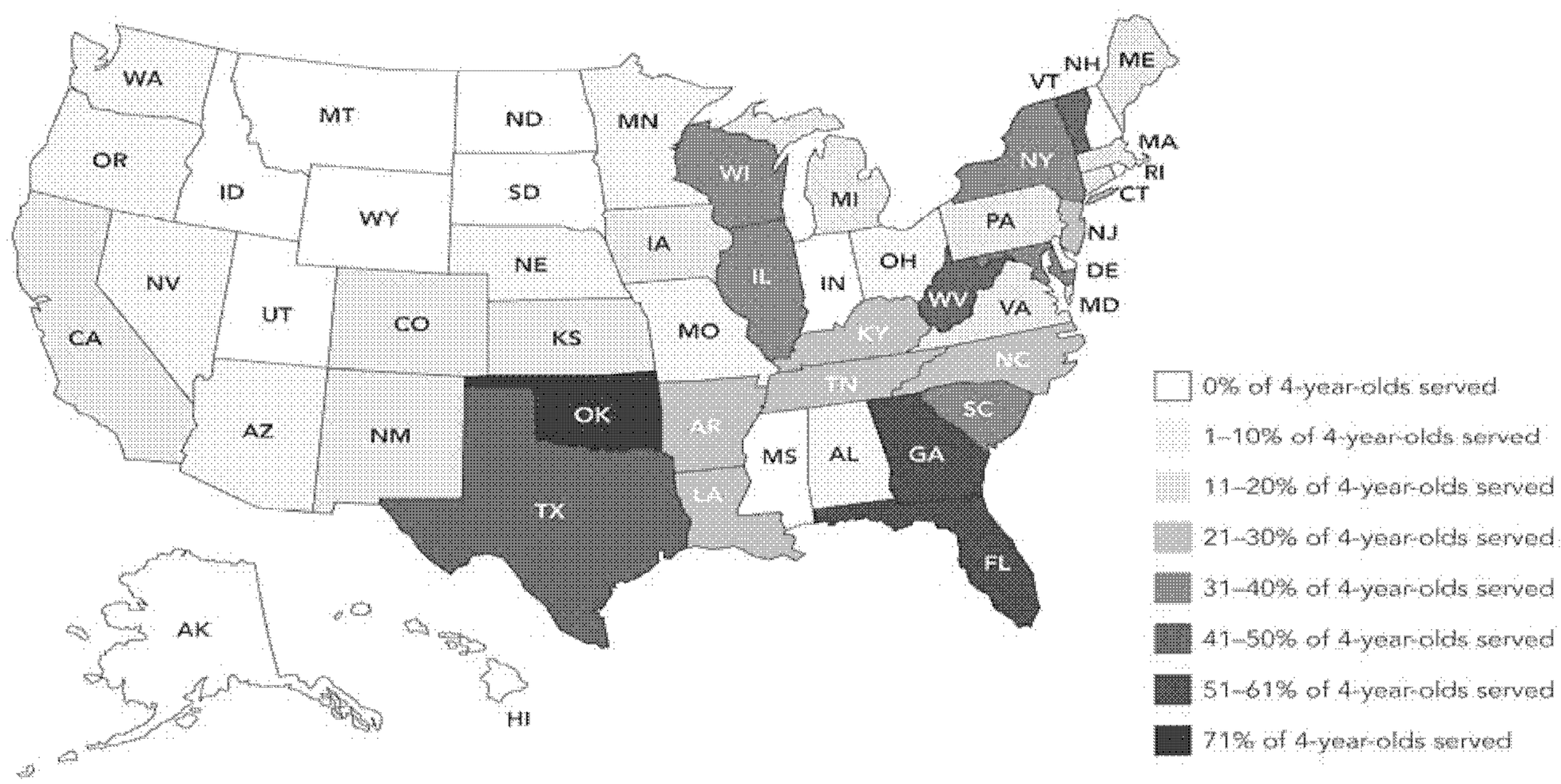
3. Expanded professional development and teacher training opportunities are keys to improving classroom quality, and simultaneously offer the potential to bolster child outcomes associated with PreK participation. Investments in high-quality staffing are a good solution to issues of classroom quality. One potentially valuable investment would be to ensure higher education has the capacity to enable every lead teacher in New Mexico PreK to obtain a bachelor's degree with strong specialized training in preschool education.

STATE-FUNDED PRESCHOOL PROGRAMS IN CONTEXT

Most children in the U.S. now have their first school experiences in a preschool classroom rather than in kindergarten. State preschool programs have played a major role in the expansion of early education during the past 20 years. By 2008, state pre-K programs were operating in 38 states, and served more than 1.1 million children nationwide using $4.6 billion in state dollars (Barnett, Epstein, Friedman, Stevenson Boyd, & Hustedt, 2008). At age 4, one in four American children now attends a program that can be classified as state pre-K. Some states have committed to making state pre-K available to all 4-year-olds whose parents would like them to attend. Oklahoma has come closest to meeting this goal, with 71% of its 4-year-olds enrolled.

Despite many years of overall growth in state pre-K initiatives, there have been few research studies evaluating the statewide effectiveness of these programs. Among studies that do exist, few have been methodologically rigorous (Gilliam & Zigler, 2004). However, studies of well-known model preschool initiatives including the High/Scope Perry Preschool program, the Abecedarian Early Childhood Intervention program, and the Chicago Child-Parent Centers show that these types of programs produce economic benefits greatly outweighing their costs (Barnett, 1996; Masse & Barnett, 2002; Reynolds, Temple, Robertson, & Mann, 2002). Benefits have included higher achievement test scores, lower rates of special education placements and grade repetition, improved high school graduation rates, and reduced crime and delinquency rates.

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



NEW MEXICO PRE-K IN CONTEXT

Established in 2005 through the work of Governor Bill Richardson, Lieutenant Governor Diane Denish, and the New Mexico Legislature, New Mexico PreK is among the most recently started state prekindergarten initiatives nationwide. New Mexico PreK is designed to serve 4-year-olds during the year before kindergarten. PreK classrooms feature maximum class sizes of 20 with staff-child ratios of 1:10, and offer a variety of comprehensive and family support services in addition to their educational emphasis. Standards requiring lead teachers to have bachelor's degrees and licensure in early childhood education are being phased in, such that teachers not yet meeting the requirements must make ongoing progress toward meeting them within five years.

Administrative responsibility for New Mexico PreK is shared by the state Children, Youth and Families Department (CYFD) and the state Public Education Department (PED). Thus, while PED and CYFD sites participate in a single, unified PreK initiative, in any program evaluation it is important to provide state-level summary data as well as data disaggregated by each sponsoring agency.

Growth in Funding and Number of New Mexico PreK Students Budgeted Since 2005

School Year	State Appropriation	Students Budgeted (% of New Mexico's 4-Year-Olds)
2005-2006	$4,950,000	1,540 (5.8%)
2006-2007	$7,990,000	2,194 (7.9%)
2007-2008	$13,998,886	3,570 (12.8%)
2008-2009	$19,290,300	4,745 (16.5%)
2009-2010 (anticipated)	$19,842,400	4,963 (17.3%)

Note: Percentages of New Mexico's 4-year-olds were calculated based on U.S. Census Population Estimates for New Mexico, using data from the fall of each school year. As fall 2009 population estimates are not yet available, the percentage for the 2009-2010 school year was calculated based on the fall 2008 population estimate.

New Mexico PreK is one of a number of early childhood initiatives funded by the State of New Mexico. Other programs include a home visiting initiative; a state supplement to the federal Head Start program; and the K-3 Plus initiative, which offers participants 25 additional instructional days each year from kindergarten through third grade. These state initiatives are complementary efforts providing a variety of supports to young children and their families.

The New Mexico PreK initiative has grown quickly since it launched during the 2005-2006 school year, due to annual increases in state fiscal appropriations each year that have allowed for increases in enrollment. This growth in enrollment is particularly notable given that the western United States has tended to lag behind other regions of the country in making state prekindergarten programs available to children (Barnett, Hustedt, Hawkinson, & Robin, 2006). Among the 13 states designated as being in the West region by the U.S. Census, only seven currently offer a state prekindergarten program, and California, Colorado, and New Mexico are the only states where enrollment has exceeded 10 percent of the 4-year-old population in recent years.

Like the New Mexico PreK initiative itself, this research study began during the 2005-2006 school year. As a result, we are able to provide information about the effectiveness of New Mexico PreK in its initial years of operation, and during a period of rapid expansion. This study is one of several rigorous state preschool evaluations recently conducted by the National Institute for Early Education Research (NIEER) in states across the U.S. Each of these studies uses similar methodologies and measures to estimate the impacts of prekindergarten on young children's academic skills.

The comprehensive New Mexico PreK program evaluation has included four main components:

1. Examining the benefits received by children who participate in PreK
2. Investigating PreK classroom quality
3. Conducting an analysis of the economic impacts of the PreK program
4. Gathering information about parent and provider perceptions toward the PreK initiative through focus groups

Findings from each component are summarized in this final report on the initial four-year evaluation of the New Mexico PreK initiative.

KEY RESEARCH QUESTIONS: CHILD AND CLASSROOM DATA

The New Mexico PreK Evaluation was designed to provide information about the impacts of the PreK program on children, as well as information about the quality of PreK classrooms.

Specifically, the child and classroom components of the study addressed the following research questions.

- Compared to children who do not attend New Mexico PreK, how do PreK participants benefit in terms of:
    - * Language development?
    - * Math skills?
    - * Literacy skills?

- What is the quality of New Mexico PreK classrooms in terms of:
    - * Overall classroom quality?
    - * Classroom support for early language and literacy?
    - * Classroom support for mathematics?

- When data from CYFD and PED PreK programs are examined separately, what are the benefits to children and what is the quality of classrooms?

CHILD AND CLASSROOM MEASUREMENT TOOLS

We gathered data using standard batteries of child assessment and classroom observation tools in PreK programs across the state of New Mexico. These instruments provide a breadth of information across key content areas and are regularly used in other research studies. Each child assessment instrument includes both English and Spanish versions so that children can be assessed in their best testing language.

Child assessment tools, and their areas of emphasis, include:

- The *Peabody Picture Vocabulary Test, 3rd Edition* (PPVT-III; Dunn & Dunn, 1997): vocabulary knowledge
- The *Woodcock-Johnson Tests of Achievement, 3rd Edition* (WJ-III; Woodcock, McGrew & Mather, 2001) Subtest 10 Applied Problems: mathematical skills
- The *Test of Preschool Early Literacy* (TOPEL; Lonigan, Wagner, Torgesen, & Rashotte, 2007) Print Knowledge subtest: early literacy. Prior to publication of the TOPEL, we used an earlier version of this instrument known as the Pre-CTOPPP (Lonigan, Wagner, Torgesen, & Rashotte, 2002).

Classroom observation tools, and their areas of emphasis, include:

- The *Early Childhood Environment Rating Scale – Revised* (ECERS-R; Harms, Clifford, & Cryer, 2005): overall classroom quality
- The *Support for Early Literacy Assessment* (SELA; Smith, Davidson, & Weisenfeld, 2001): practices that support early language and literacy
- The *Preschool Classroom Mathematics Inventory* (PCMI; Frede, Weber, Hornbeck, Stevenson Boyd, & Colon, 2005): materials and methods used to support math skills

All data for the New Mexico PreK Evaluation were collected by New Mexico-based child assessors and classroom observers who received in-depth instruction from expert trainers based at NIEER. Child assessment data were collected in fall of 2006, 2007, and 2008; classroom observation data were collected in the second half of each school year. Results specific to each content area investigated through our child assessment and classroom observation tools are presented on the pages that follow.

ESTIMATING THE IMPACTS OF NEW MEXICO PRE-K

Estimates of the effects of the New Mexico PreK initiative on 4-year-old participants are based on a sophisticated statistical approach known as the regression-discontinuity design (RDD). A typical approach in state prekindergarten evaluations is to estimate the effects of an initiative by comparing test scores of children who attended the PreK program with scores of similar children who did not. However, as programs become more widely available, it is more difficult to find a comparable group of children who did not attend PreK. Even where programs target only a subset of children, such as those from low-income families, the issue of *selection bias* remains. Simply put, children who attend preschool are different from children who do not. Preschool programs targeting specific groups of children create these differences, but differences also come about because only some parents choose to enroll their children. In sum, children who attend state prekindergarten programs differ from those who do not because programs select children and families select programs.

Our estimates of the impacts of PreK address selection bias by comparing two groups of children, where children in both groups attended the New Mexico PreK initiative. The comparisons rely on New Mexico's use of a stringent cut-off date for eligibility for PreK and kindergarten (September 1). The eligibility cut-off date can be used to define two groups of children needed for this study: a group of children just beginning PreK and a group of children who already completed PreK. This concept is easier to understand by providing an extreme example: consider two children who differ only in that one was born the day before the age cut-off and the other the day after. When both are about to turn 5 years old the slightly younger child will enter PreK and the slightly older child will enter kindergarten having already completed PreK. If both children are tested at that time, the difference in their scores provides an unbiased estimate of effect of PreK. If only children with birthdays one day on either side of the age cut-off were included in a study, the potential sample size would be too small. However, the approach can be applied to wider age ranges around the cut-off. All children entering kindergarten having completed New Mexico PreK, and all children beginning New Mexico PreK the same year, can be included in our analyses.

During the past few years, the RDD approach has been used to estimate the impacts of state-funded prekindergarten programs in a number of states, most notably Oklahoma (Gormley, Gayer, Phillips, & Dawson, 2005). It was first possible to use this approach in New Mexico in fall 2006 – when children who participated in the initial year of New Mexico PreK entered kindergarten. The RDD approach was repeated again with new samples of New Mexico PreK participants in fall 2007 and fall 2008.

DESCRIBING OUR SAMPLES

The table below provides information about children who participated in our study. These samples of children correspond to RDD analyses for the 2005-2006, 2006-2007, and 2007-2008 school years, respectively, and results from those analyses are presented immediately following the table. In each year of the study, ethnicity breakdowns for our sample closely mirrored those for the New Mexico PreK initiative as a whole.

Demographic Information for Participants in This Study

	Year 1	Year 2	Year 3
Percentage female	48.8%	53.8%	53.7%
Home language			
English	80.4%	77.2%	80.5%
Spanish	14.1%	13.9%	13.3%
Both English and Spanish	3.5%	7.7%	5.5%
Other/Not specified	2.0%	1.2%	0.7%
Ethnicity			
Hispanic	56.3%	57.7%	58.0%
White	10.4%	18.4%	24.2%
Native American	27.5%	19.1%	14.0%
African American	1.4%	1.6%	1.6%
Other/Not specified	4.5%	3.3%	2.3%
Total sample size for analysis (*N*)	856	893	1,299

Note: Year 1 data were used to estimate the impacts of New Mexico PreK during the 2005-2006 school year, Year 2 data were used to estimate the impacts of New Mexico PreK during the 2006-2007 school year, and Year 3 data were used to estimate the impacts of attending New Mexico PreK during the 2007-2008 school year. Some totals do not add to 100 percent due to rounding.

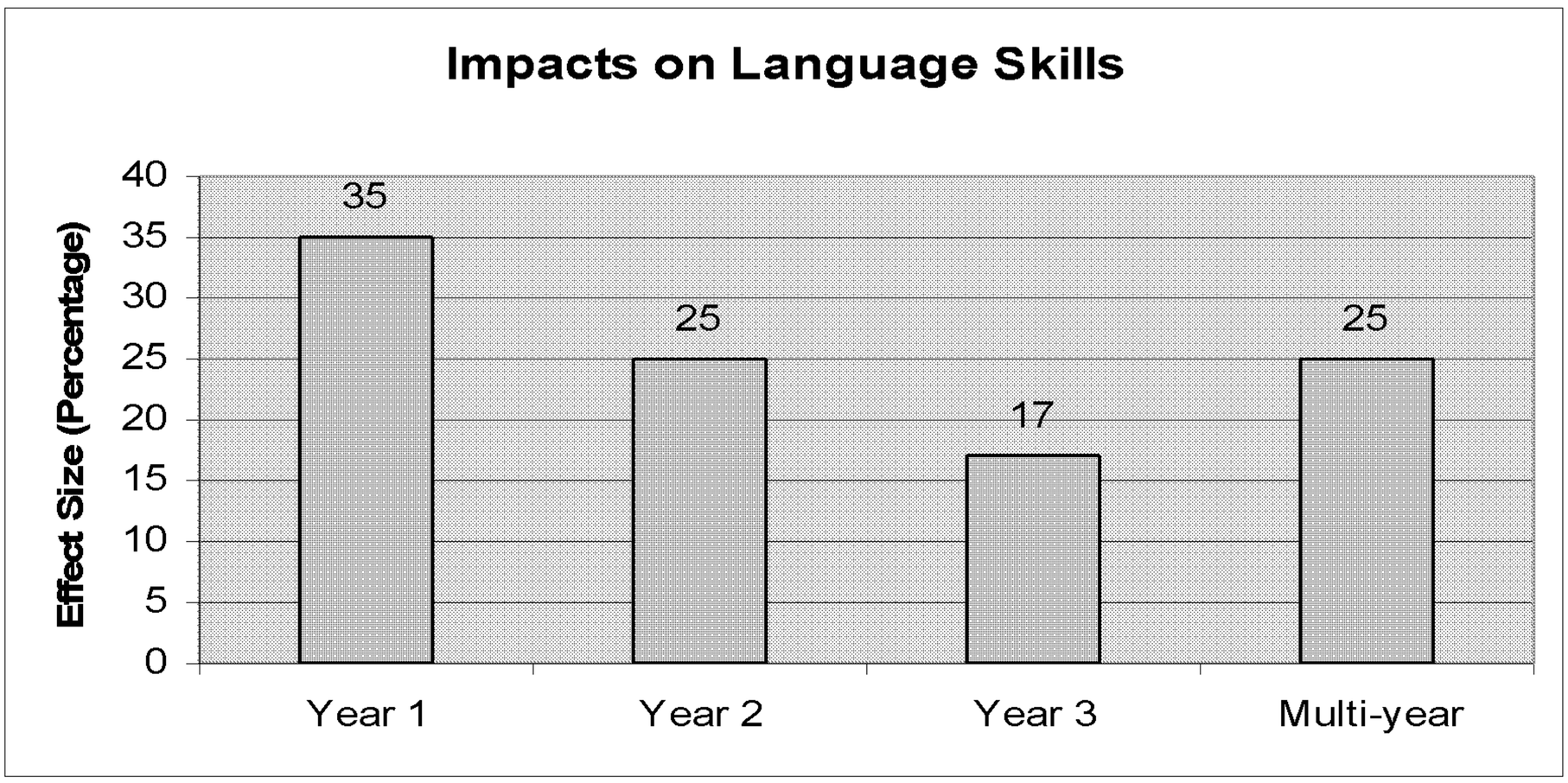
IMPACTS OF PRE-K ON CHILDREN'S LANGUAGE SKILLS

The PPVT-III was used in the New Mexico PreK Evaluation to gauge children's knowledge of spoken vocabulary words. All children in this study were initially administered the PPVT, regardless of their home language, to get a sense of their receptive vocabulary skills in English. Children who spoke some Spanish were also subsequently administered the *Test de Vocabulario en Imagenes Peabody* (TVIP; Dunn, Padilla, Lugo, & Dunn, 1986). We measured the impacts of PreK participation on children's skills at kindergarten entry in fall 2006, fall 2007, and fall 2008. Fall 2006 data help us understand the impacts of PreK participation in the 2005-2006 school year, fall 2007 data speak to the impacts of PreK participation in the 2006-2007 school year, and fall 2008 data speak to the impacts of PreK participation in the 2007-2008 school year. At the conclusion of this initial phase of the study, we also conducted multi-year analyses measuring the impacts of PreK participation across the first three years of the initiative. These multi-year analyses are more statistically powerful because they incorporate a larger sample.

We found that:

- Children who participated in New Mexico PreK during the 2005-2006 school year scored 7.82 points higher on the vocabulary measure than children who did not participate. This increase was statistically significant.
- Children who participated in New Mexico PreK during the 2006-2007 school year scored 5.55 points higher on the vocabulary measure than children who did not participate. This increase was also statistically significant.
- Children who participated in New Mexico PreK during the 2007-2008 school year scored 3.42 points higher on the vocabulary measure than children who did not participate. This increase approached, but did not reach, statistical significance.
- Across the first three years of the PreK initiative, children who participated in New Mexico PreK scored an average of 5.44 points higher on the vocabulary measure than children who did not participate. This increase was statistically significant.

We also summarized our child outcome data from each year of the study using effect sizes, which help to standardize estimated effects of the PreK program across different types of measures and across successive years of the study. These figures represent percentage improvement, relative to the standard deviation for the control group. The chart below summarizes effect sizes for children's early language (receptive vocabulary) skills, with estimates for each year of our data as well as an overall estimate encompassing data from all three years of the study.



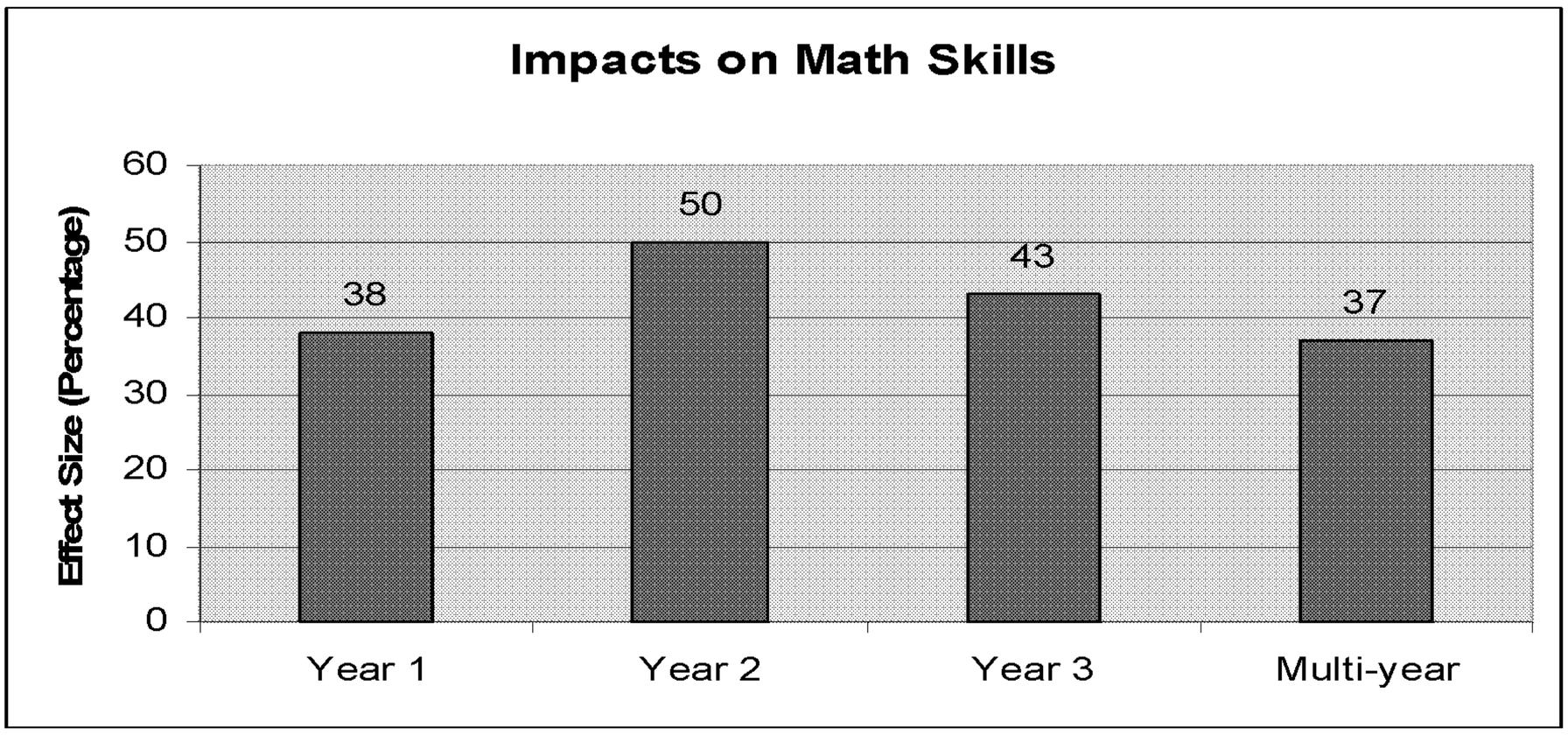
Note: Year 1 shows the impact of attending New Mexico PreK during the 2005-2006 school year, Year 2 shows the impact of attending New Mexico PreK during the 2006-2007 school year, and Year 3 shows the impact of attending New Mexico PreK during the 2007-2008 school year. All data are based on PPVT-III raw score results.

IMPACTS OF PRE-K ON CHILDREN'S MATH SKILLS

The WJ-III was used to gauge children's early math skills. For children whose best testing language was Spanish, the companion *Bateria Woodcock-Munoz Pruebas de Aprovechamiento – Revisado* (Woodcock & Munoz, 1990) *Prueba 25 Problemas Aplicados* was used instead. We found that:

- Children who participated in New Mexico PreK during the 2005-2006 school year scored 1.64 points higher on the mathematics measure than children who did not participate. This increase was statistically significant.
- Children who participated in New Mexico PreK during the 2006-2007 school year scored 2.26 points higher on the mathematics measure than children who did not participate. This increase was statistically significant.
- Children who participated in New Mexico PreK during the 2007-2008 school year scored 1.86 points higher on the mathematics measure than children who did not participate. This increase was statistically significant.
- Across the first three years of the PreK initiative, children who participated in New Mexico PreK scored an average of 1.63 points higher on the mathematics measure than children who did not participate. This increase was also statistically significant.

The chart below summarizes effect sizes for children's math skills.



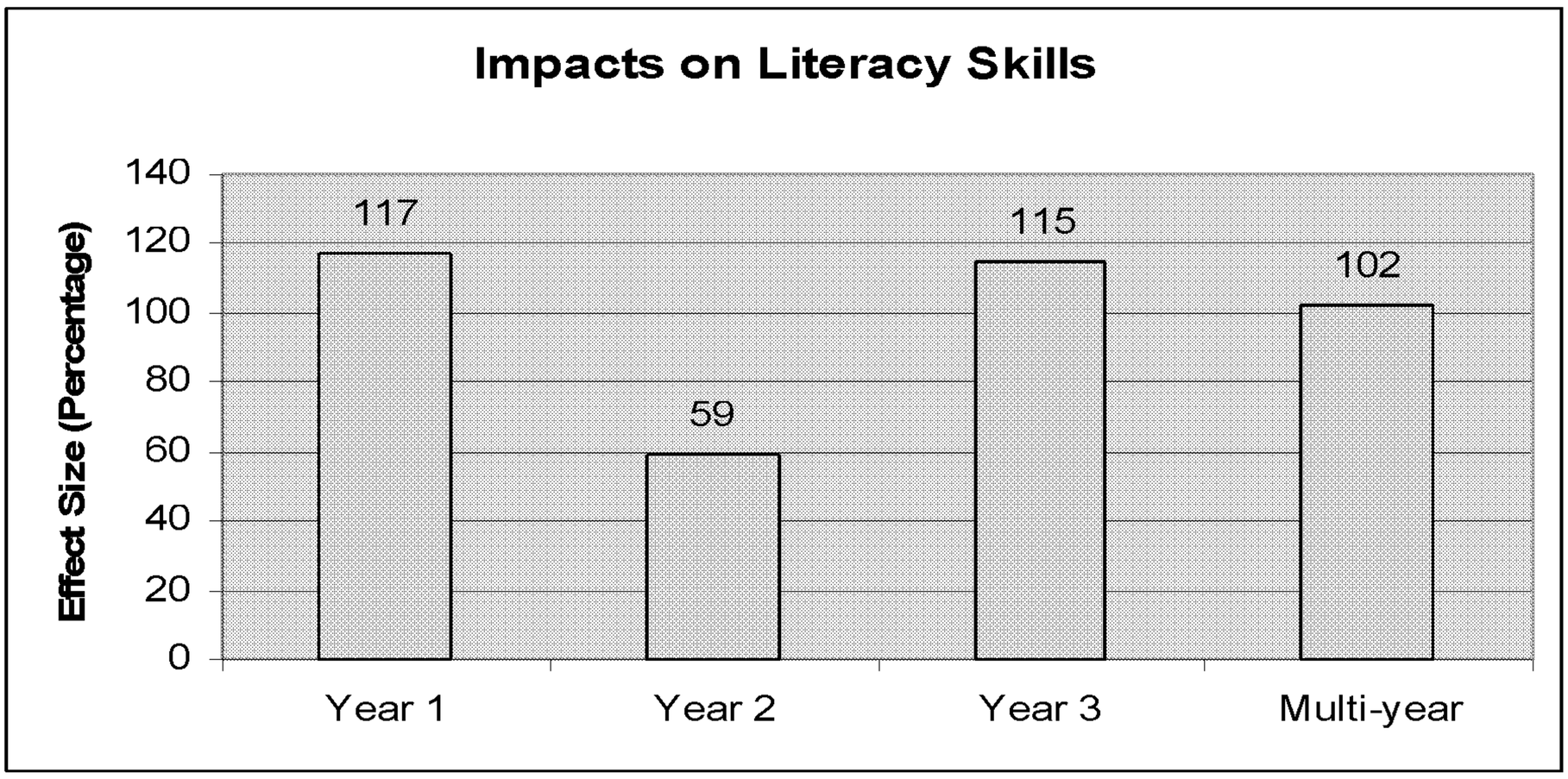
Note: Year 1 shows the impact of attending New Mexico PreK during the 2005-2006 school year, Year 2 shows the impact of attending PreK during 2006-2007, and Year 3 shows the impact of attending PreK during 2007-2008. The impacts on math skills using our multi-year data set are somewhat smaller than estimates for each individual year, due to variations in the statistical models selected as most appropriate for different years of the study. Data are based on raw scores from the WJ-III Applied Problems subtest.

IMPACTS OF PRE-K ON CHILDREN'S LITERACY SKILLS

The TOPEL (or its forerunner, the Pre-CTOPPP) was used to gauge children's early literacy skills. For children whose best testing language was Spanish, the appropriate companion version remains the Spanish version of the Pre-CTOPPP. We found that:

- Children who participated in New Mexico PreK during the 2005-2006 school year scored 26 percent higher on the early literacy measure than children who did not participate. This increase was statistically significant.
- Children who participated in New Mexico PreK during the 2006-2007 school year scored 14 percent higher on the early literacy measure than children who did not participate. This increase was statistically significant.
- Children who participated in New Mexico PreK during the 2007-2008 school year scored 28 percent higher on the early literacy measure than children who did not participate. This increase was statistically significant.
- Across the first three years of the PreK initiative, children who participated in New Mexico PreK scored an average of 24 percent higher on the early literacy measure than children who did not participate. This increase was statistically significant.

The chart below summarizes effect sizes for children's early literacy skills.



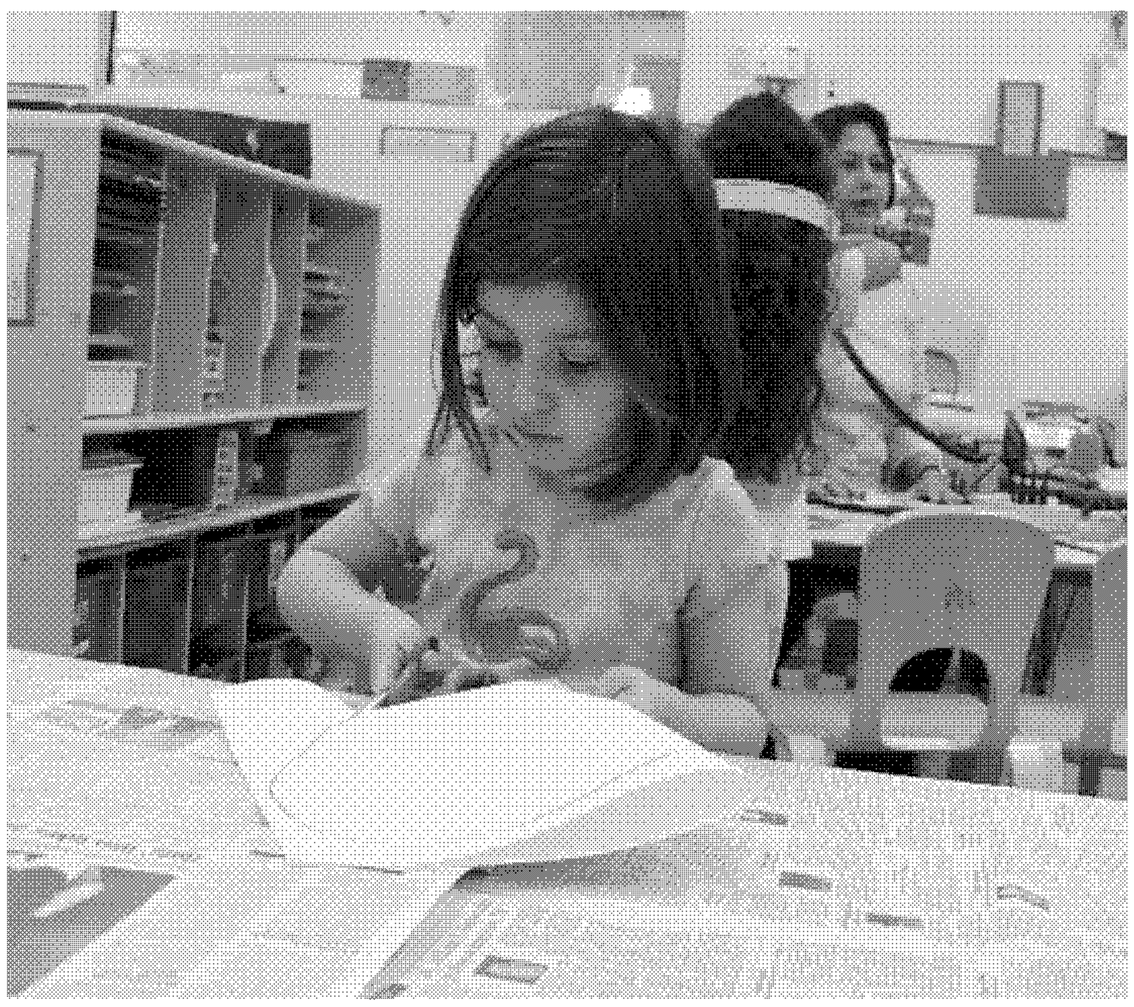
Note: Year 1 shows the impact of attending New Mexico PreK during the 2005-2006 school year, Year 2 shows the impact of attending New Mexico PreK during 2006-2007, and Year 3 shows the impact of attending New Mexico PreK during 2007-2008. Data are based on percentages of correct answers on the Pre-CTOPPP Print Awareness subtest (Year 1) or TOPEL Print Knowledge subtest (Years 2 and 3).

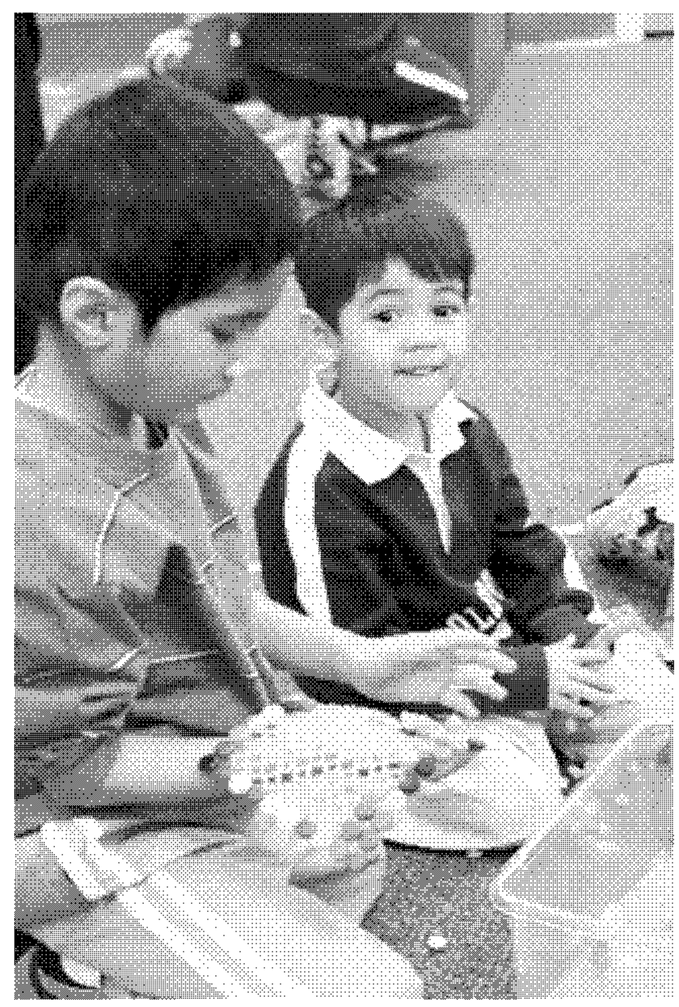
IMPACTS OF PRE-K AT CYFD AND PED SITES

In the final year of this initial evaluation of New Mexico PreK, we increased our sample sizes to allow for separate statistical estimates of the impacts of PreK programs offered by CYFD and those offered by PED. It is important to view New Mexico PreK as a single statewide initiative regardless of the lead state agency responsible for any given classroom. However, these disaggregated data allow us to more closely examine the impacts of PreK sites administered by each agency.

Large samples are required in order to detect a statistical effect for these separate analyses, and the 2007-2008 school year was the first in which we had sufficiently large CYFD and PED samples. The table on the following page provides more demographic information about study participants attending PED and CYFD sites. As noted previously, our demographic breakdowns show that ethnicities of children in our overall, aggregated samples closely mirror those in the New Mexico PreK initiative as a whole. Based on demographic breakdowns for the CYFD and PED samples during the 2007-2008 school year, the two agencies appear to serve slightly different populations of children.

Also, although the 2007-2008 school year is the only school year where there were enough participants in the study to perform adequate disaggregated analyses, we conducted additional analyses using a multi-year data set that combines results across each of the first three years of New Mexico PreK. These analyses have more statistical power, due to the larger sample sizes.





Demographic Information for PED and CYFD PreK Participants (2007-2008)

	PED	CYFD	Overall
Percentage female	54.7%	52.5%	53.7%
Home language			
English	78.1%	83.6%	80.5%
Spanish	16.2%	9.9%	13.3%
Both English and Spanish	5.1%	5.7%	5.5%
Other/Not specified	0.6%	0.8%	0.7%
Ethnicity			
Hispanic	58.8%	57.1%	58.0%
White	16.7%	32.3%	24.2%
Native American	21.1%	6.2%	14.0%
African American	1.5%	1.8%	1.6%
Other/Not specified	2.1%	2.4%	2.3%
Total sample size for analysis (*N*)	684	609	1,299

Note: Some totals do not add to 100 percent due to rounding. The overall totals include all children in our sample in both PED and CYFD programs. For six children, insufficient information was recorded to allow children to be classified as attending a PED or CYFD site.

Findings for children's language skills show that:

- Children who participated in PED programs during the 2007-2008 school year scored 2.70 points higher on the vocabulary measure than children who did not participate. This increase was not statistically significant.
- Children who participated in CYFD programs during the 2007-2008 school year scored 5.38 points higher on the vocabulary measure than children who did not participate. This increase approached, but did not reach, statistical significance.

- Across the first three years of the PreK initiative, children who participated in PED programs scored an average of 5.38 points higher on the vocabulary measure than children who did not participate. Children who participated in CYFD programs scored an average of 6.27 points higher. The increases for both PED and CYFD programs approached statistical significance.

Findings for children's mathematics skills show that:

- Children who participated in PED programs during the 2007-2008 school year scored 1.39 points higher on the mathematics measure than children who did not participate. Children who participated in CYFD programs scored an average of 2.73 points higher. The increases for both PED and CYFD programs were statistically significant.
- Across the first three years of the PreK initiative, children who participated in PED programs scored an average of 1.44 points higher on the math measure than children who did not participate. Children who participated in CYFD programs scored an average of 1.91 points higher. The increases for both PED and CYFD programs were statistically significant.

Findings for children's early literacy skills show that:

- Children who participated in PED programs during the 2007-2008 school year scored 29 percent higher on the early literacy measure than children who did not participate. Children who participated in CYFD programs during the 2007-2008 school year scored 28 percent higher on the early literacy measure than children who did not participate. The increases for both PED and CYFD programs were statistically significant.
- Across the first three years of the PreK initiative, children who participated in PED programs scored an average of 26 percent higher on the early literacy measure than children who did not participate. Children who participated in CYFD programs scored an average of 23 percent higher. The increases for both PED and CYFD programs were statistically significant.

Overall, the impacts for CYFD and PED programs were very similar, both for the 2007-2008 school year and in analyses spanning the first three years of the New Mexico PreK initiative. This was the case across all three content areas examined in this study—young children's language, mathematics, and literacy skills.

CHILDREN'S GAINS DURING THE 2008-2009 SCHOOL YEAR

As mentioned earlier, our RDD approach relies on having a group of children who have already completed PreK and are entering kindergarten. Due to this fact, it was not possible to estimate the impacts of participating in the New Mexico PreK initiative during the 2008-2009 school year before the completion of this evaluation cycle. Instead, we collected beginning- and end-of-school-year data on a sample of PreK children in fall 2008 and spring 2009. The results below provide some preliminary information about the gains made by children during the course of the 2008-2009 school year, although this methodology does not allow us to determine the degree to which those gains are attributable to PreK.

Gains Made by Children During the 2008-2009 School Year

	Fall 2008 Scores	Spring 2009 Scores
Language (PPVT-III Raw Score)		
PED sites	42.99	57.12
CYFD sites	48.28	61.10
New Mexico PreK Overall	45.43	58.96
Math (WJ-III Applied Problems Raw Score)		
PED sites	9.03	12.91
CYFD sites	10.23	13.93
New Mexico PreK Overall	9.58	13.38
Literacy (TOPEL Print Knowledge % Correct)		
PED sites	26.66	53.61
CYFD sites	34.56	56.27
New Mexico PreK Overall	30.29	54.84

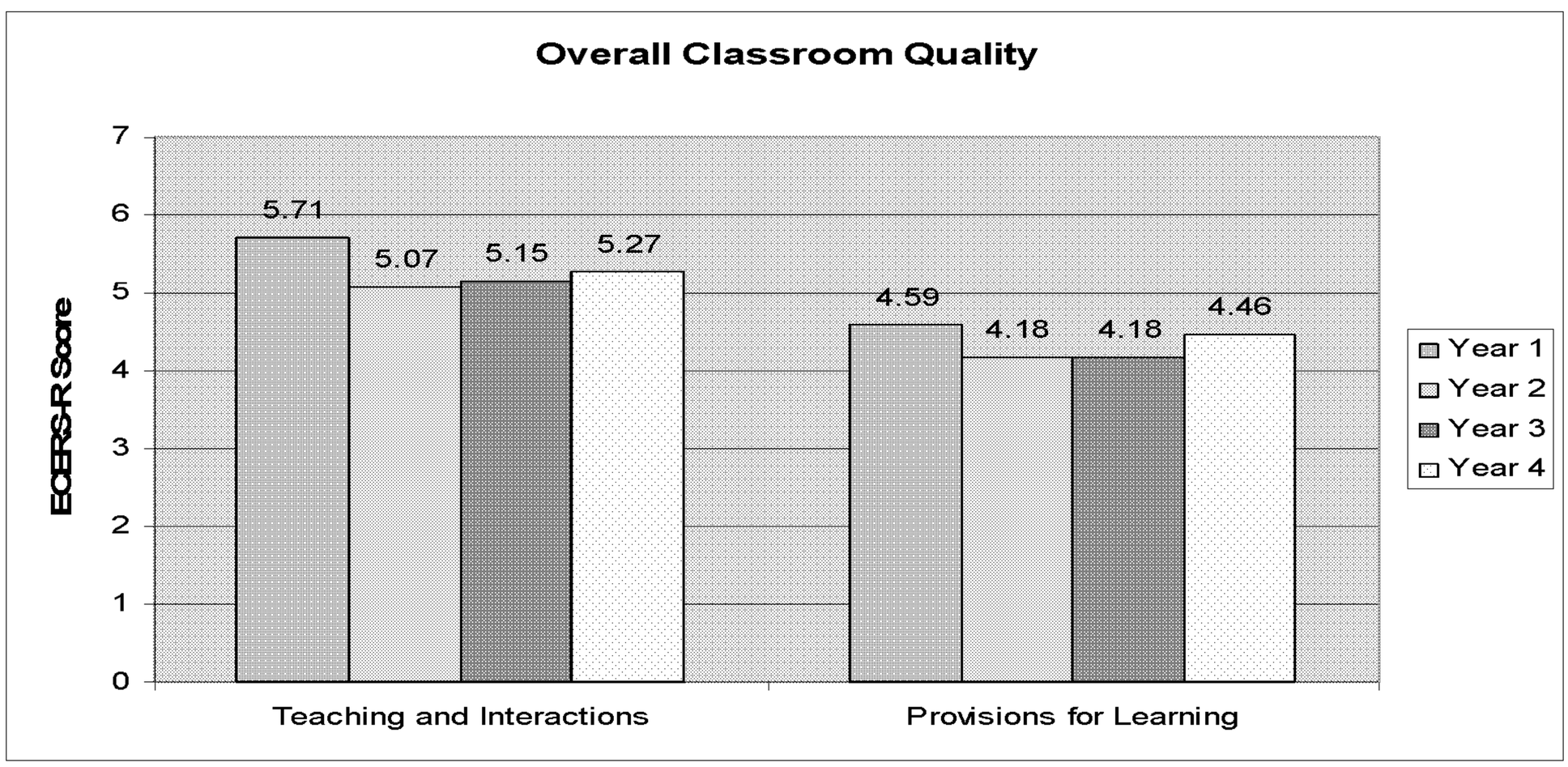
Note: All scores for each measure are estimated mean scores. Overall sample sizes ranged from 518 children to 526 children depending on the specific measure.

OVERALL CLASSROOM QUALITY

Overall classroom quality was measured using the ECERS-R, a standardized measure that is commonly used in evaluation studies. The ECERS-R focuses on aspects of the classroom environment in the areas of space and furnishings, personal care, language and reasoning, activities, interaction, program structure, and parents and staff. Analyses of data from the ECERS-R frequently employ a two-factor model. Our analyses use the following factors established in previous research (Clifford et al., 2005).

- Factor 1 – *Teaching and Interactions* – aspects of the classroom environment such as general supervision, using language both to develop reasoning and more informally, and staff-child interactions and interactions among children
- Factor 2 – *Provisions for Learning* – aspects of the classroom environment such as room arrangement, schedule, gross motor equipment, and dramatic play

The ECERS-R is scored on a 7-point scale where "1" indicates inadequate quality, "3" indicates minimal quality, "5" indicates good quality, and "7" indicates excellent quality. We measured classroom quality in PreK programs across the state during the second half of each school year in 2006, 2007, 2008, and 2009. These data allow us to examine trends in program quality over time, as the PreK initiative tripled in size. Results for Factor 1 and Factor 2 across each year of the study are shown below. Scores for Factor 1 were above a "5" each year, with quality exceeding the "good" level. Scores for Factor 2 were above a "4" each year, with quality approaching the "good" level.



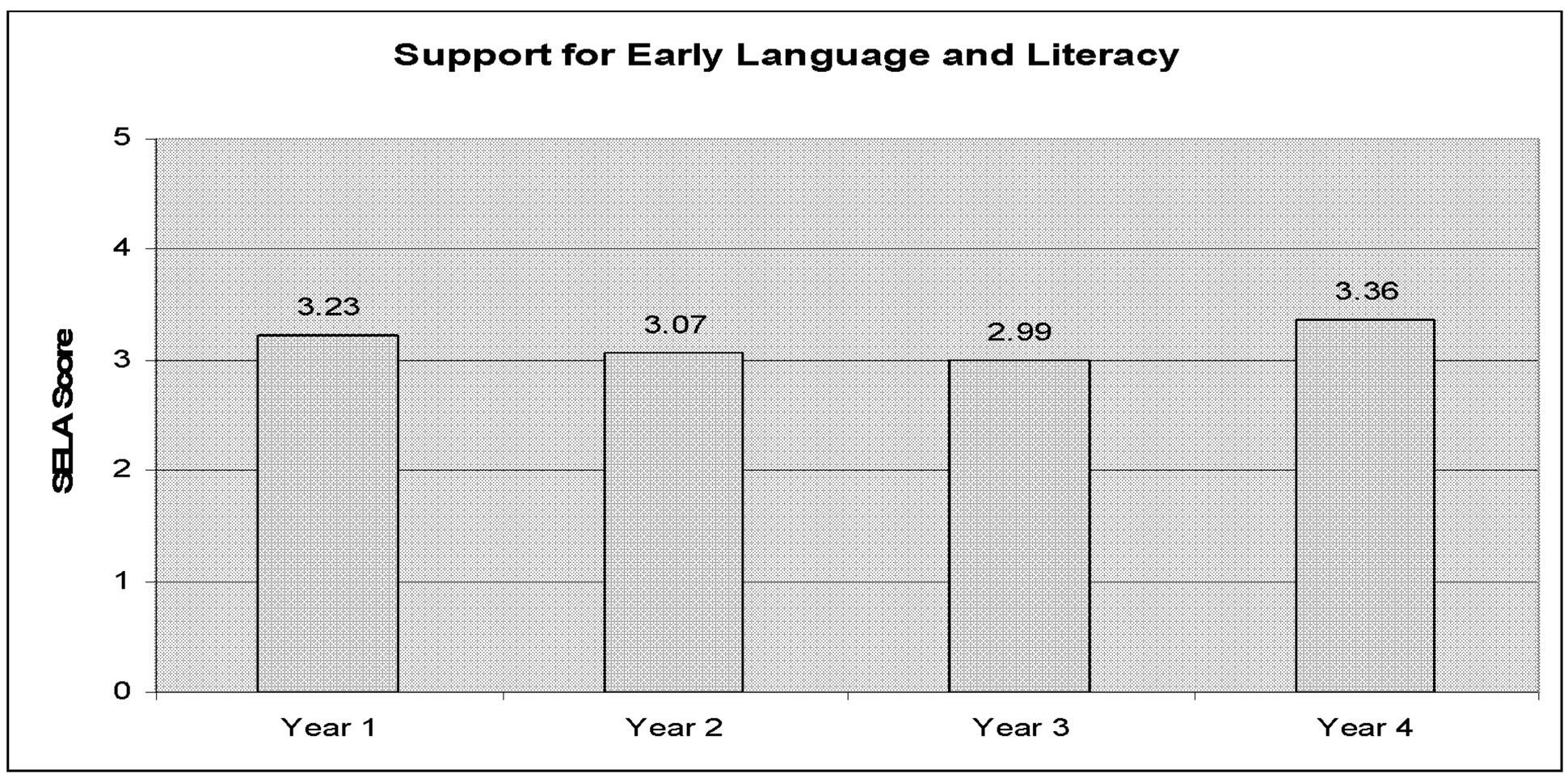
Note: Year 1 represents the 2005-2006 school year, Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year.

CLASSROOM SUPPORT FOR EARLY LANGUAGE AND LITERACY

Classroom support for early language and literacy was measured using the SELA, which examines the quality of the preschool literacy environment and instruction. The SELA provides a more detailed assessment of teacher practices supporting language and literacy than the more global ECERS-R measure. This tool has six subscales: The Literate Environment, Language Development, Knowledge of Print/Book Concepts, Phonological Awareness, Letters and Words, and Parent Involvement.

The SELA is scored on a 5-point scale, where "1" indicates very low quality, "2" indicates poor quality, "3" indicates fair or mediocre quality, "4" indicates good quality, and "5" represents the ideal.

The SELA was administered in New Mexico PreK programs across the state on the same dates that classroom observers administered the ECERS-R, during the second half of each school year. Average SELA scores from each year of the study are shown in the chart below. For each year of the study New Mexico PreK classrooms received SELA scores that were very near the midpoint of the 5-point scale, indicating fair to mediocre support for early language and literacy. However, if the Year 4 scores represent a trend, then the classrooms are heading into the good range.



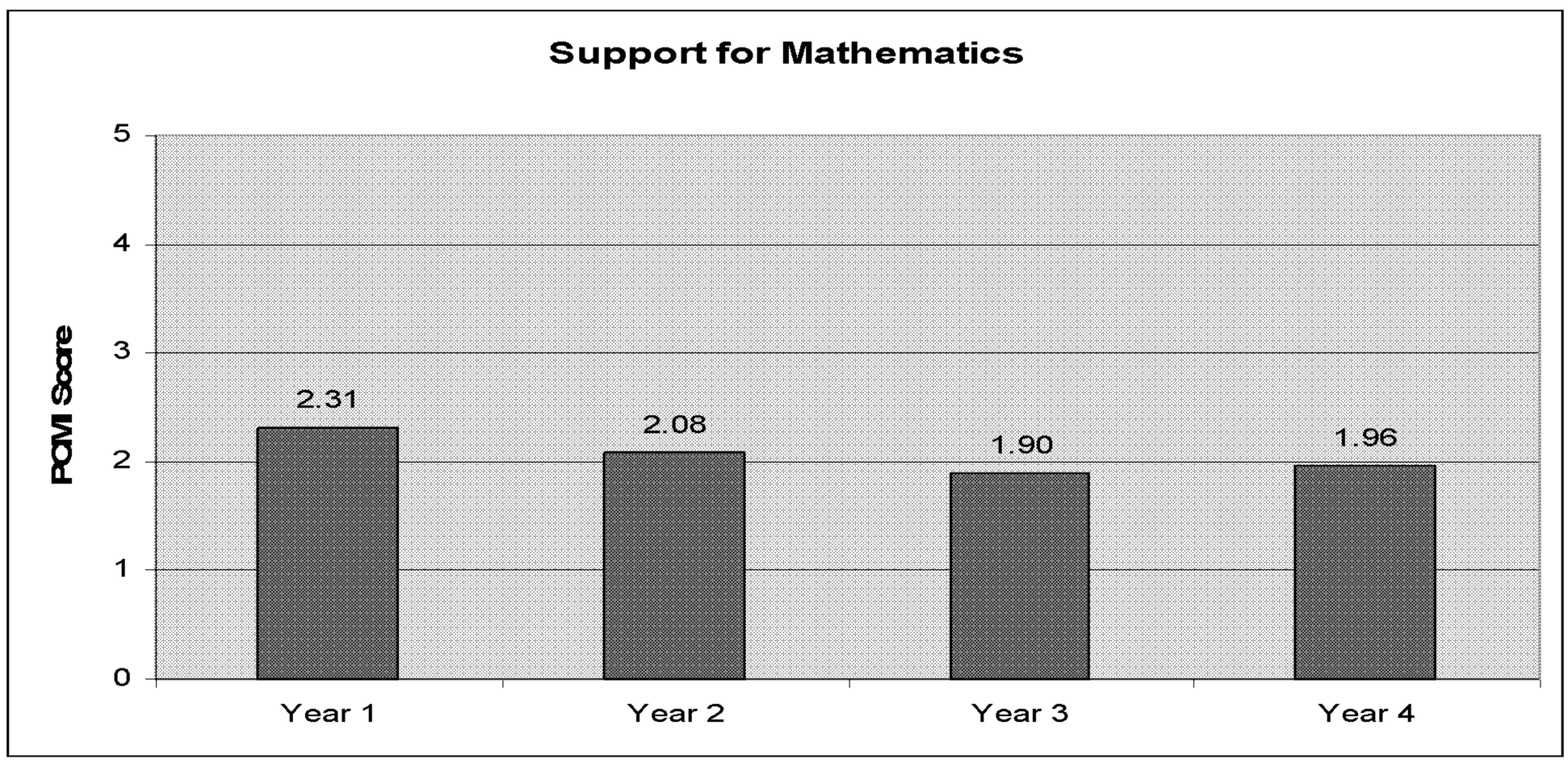
Note: Year 1 represents the 2005-2006 school year, Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year.

CLASSROOM SUPPORT FOR MATHEMATICS

Classroom support for the development of children's early math skills was measured using the PCMI. This tool measures the materials and strategies used in the classroom to support children's early mathematical concept development, including counting, comparing, estimating, recognizing number symbols, classifying, seriating, geometric shapes, and spatial relations.

Similar to the SELA, the PCMI is scored on a 5-point scale. On this scale, "1" indicates very low quality, "2" indicates poor quality, "3" indicates fair or adequate quality, "4" indicates good quality, and "5" represents the ideal.

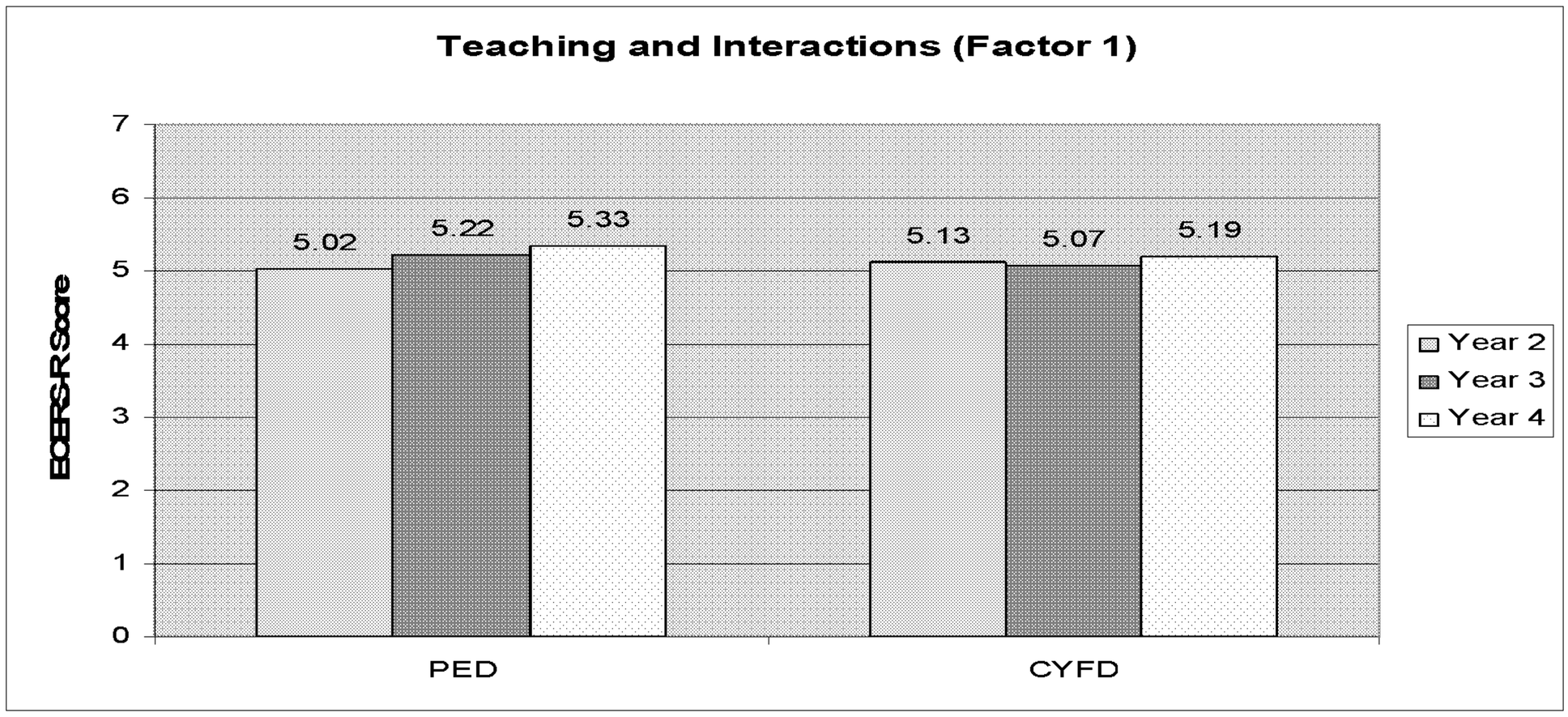
The PCMI was administered in New Mexico PreK programs across the state on the same dates that our classroom observers administered the ECERS-R and SELA, during the second half of each school year. Average PCMI scores from each year of the New Mexico PreK Evaluation are shown in the chart below. For each year of the study, New Mexico PreK classrooms received scores that were near "2" and indicative of poor quality on the 5-point PCMI scale.



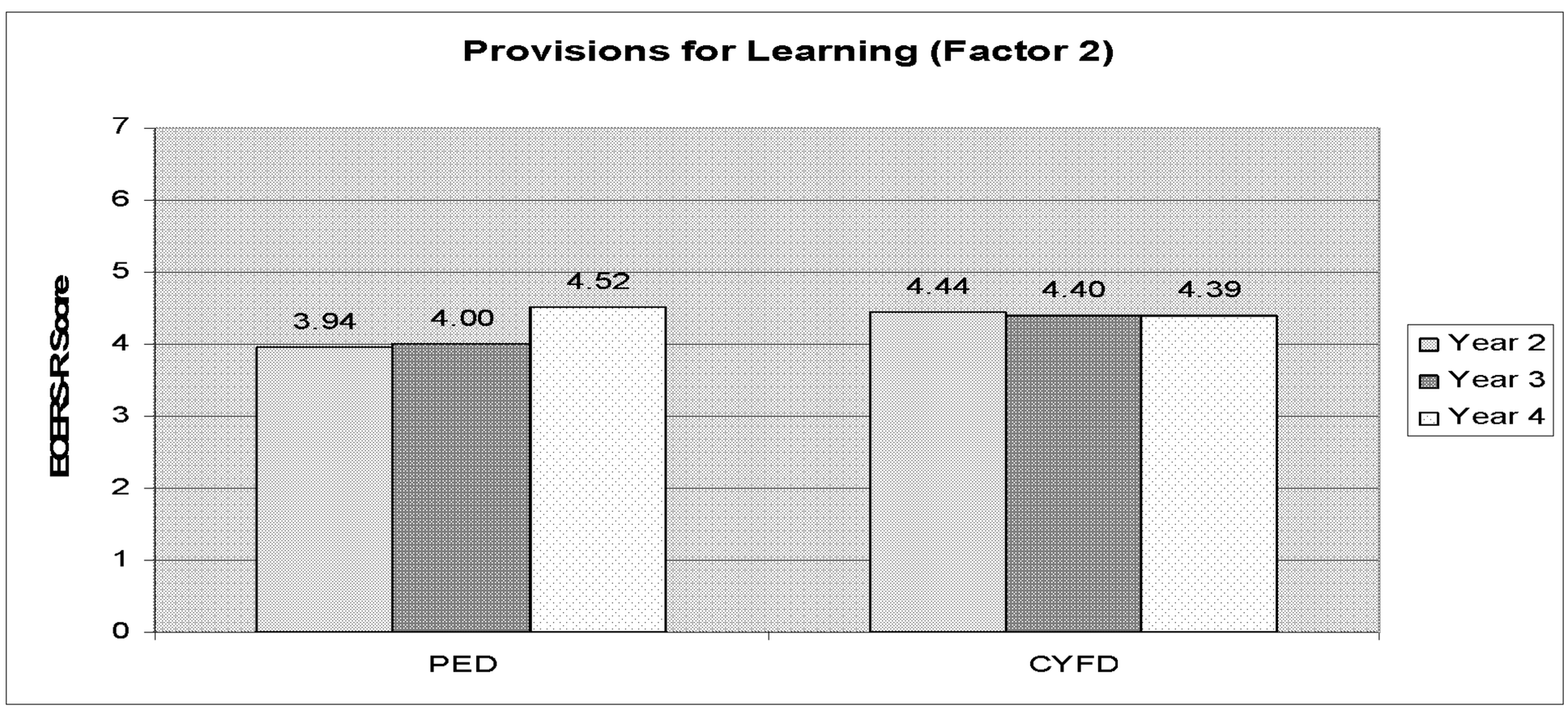
Note: Year 1 represents the 2005-2006 school year, Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year.

CLASSROOM QUALITY AT PED AND CYFD SITES

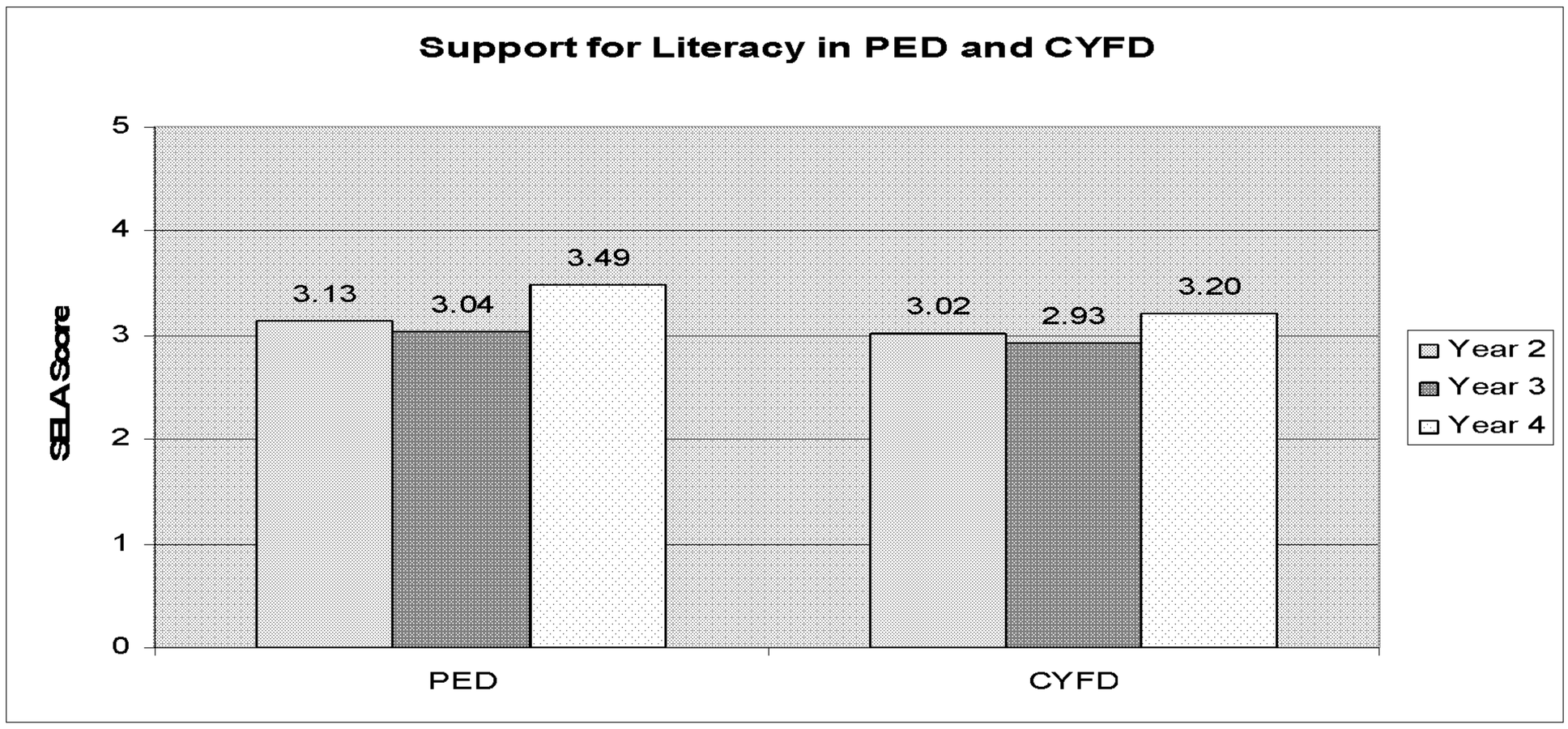
In Years 2 through 4 of the New Mexico PreK Evaluation, classroom quality was also examined separately for New Mexico PreK programs administered by CYFD and those administered by PED. Results for each of the classroom observation tools are shown in the figures in this section. In general, overall classroom quality, support for early language and literacy, and support for mathematics were fairly similar across both CYFD and PED programs.



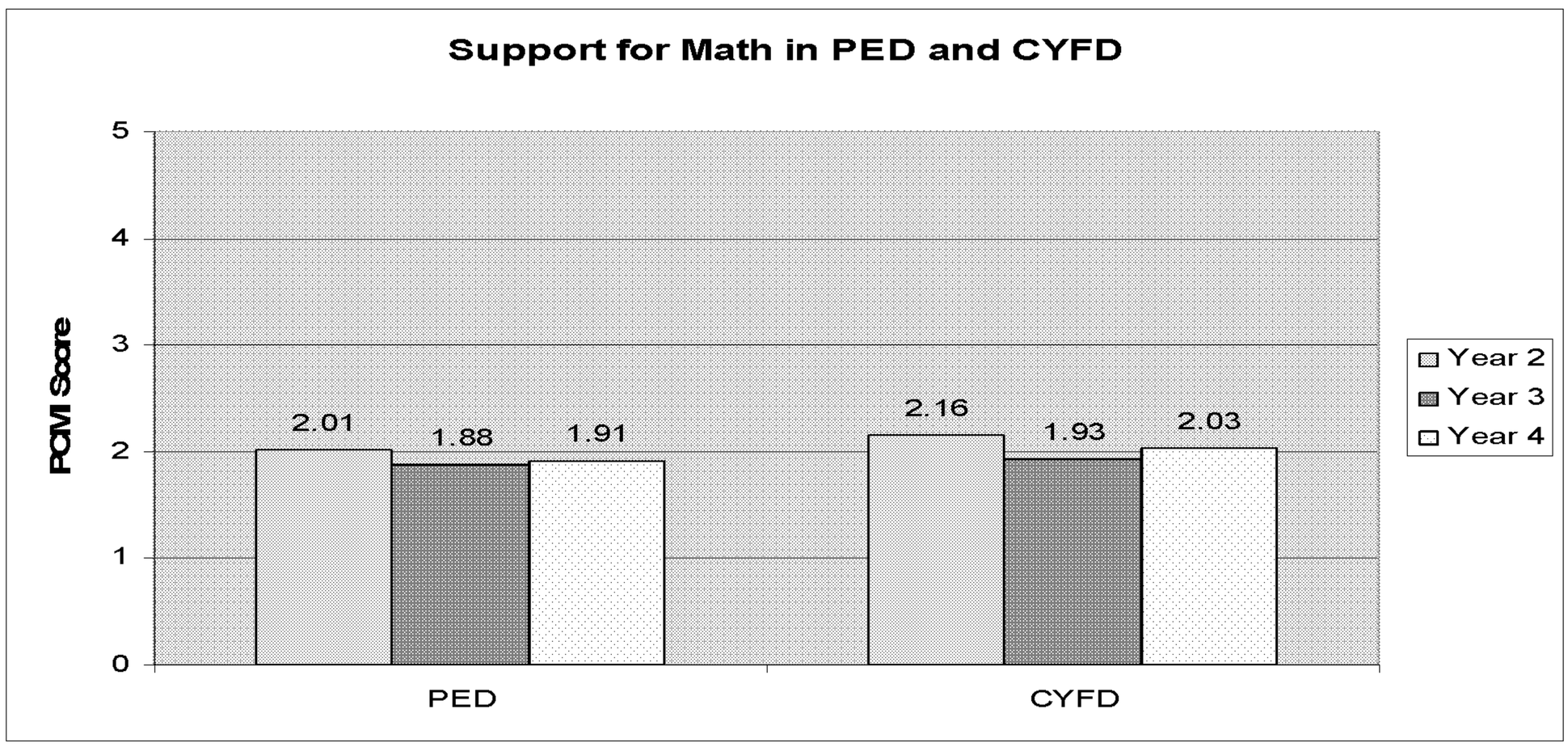
Note: Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year.



Note: Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year.



Note: Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year.



Note: Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year.

TEACHERS IN THE NEW MEXICO PRE-K CLASSROOMS

Below, we provide additional information about the New Mexico PreK teachers who participated in our study. These data suggest that there were few changes to the average qualifications of New Mexico PreK teachers between the 2005-2006 school year and the 2008-2009 school year.

New Mexico PreK Teacher Demographics

	Year 1	Year 2	Year 3	Year 4
Mean number years teaching preschool	5.76	7.47	6.15	5.31
Highest degree earned				
Less than Bachelor's degree	26.7%	20.2%	27.1%	27.4%
Bachelor's degree	42.7%	39.4%	45.8%	46.8%
Master's degree or higher	18.7%	19.1%	16.8%	15.1%
Not specified	12.0%	21.3%	10.3%	10.8%
Percentage certified in early childhood	22.7%	38.3%	43.9%	32.3%
Number of classrooms and teachers in sample (*N*)	75	94	107	139

Note: Year 1 represents the 2005-2006 school year, Year 2 represents the 2006-2007 school year, Year 3 represents the 2007-2008 school year, and Year 4 represents the 2008-2009 school year. Some totals do not add to 100 percent due to rounding.

ECONOMIC IMPACTS OF UNIVERSAL PRE-K IN NEW MEXICO

In addition to examining impacts of New Mexico PreK on children and PreK classroom quality, this study also included an economic impact analysis. The economic impact analysis was conducted during the 2006-2007 school year, and was modeled on an economic impact analysis of state-funded preschool in California (Karoly & Bigelow, 2005). The approach was based on a participatory action research (PAR) approach to evaluate the costs and benefits of diverse longitudinal services and outcomes for children who participate in New Mexico PreK. Data were obtained for regular, special, and higher education costs as well as costs associated with juvenile detention and adult criminal behavior. The study also included estimates from child protective services related to the cost of services for foster care and other services associated with child abuse and neglect. Child care cost and wages were estimated based on New Mexico labor force data. Where data from New Mexico were unavailable, data were obtained from the literature and federal databases to estimate the benefits that accrue from investing in state-funded prekindergarten.

The distribution of benefits and costs to local, state, and federal government and to participants and society as a whole was analyzed to determine the cost-benefit ratio for New Mexico and for the U.S. In addition, adjustments were made for inflation and discounting so that the net present value of the investment in the program was estimated, along with the internal rate of return. The underlying effects or impacts were based on the Chicago Child Parent Center Study (CPC) and included a variety of educational attainment outcomes, juvenile delinquency, adult crime, health outcomes, and child welfare measures. Weights were calculated using New Mexico demographic data – particularly those reflecting New Mexico's unique character – to adjust the CPC impacts to reflect the realities of New Mexico's children and families. A sensitivity analysis was also completed to estimate the costs and benefits to New Mexico and to the U.S. under a variety of assumptions. These data provided a range of benefit-cost ratios that would be expected under more and less conservative analytical assumptions – such as the percentage of benefits that accrue for high- and low-risk students who participate in New Mexico PreK.

Results of this analysis are summarized in the table on the next page. The findings show strong support for the New Mexico PreK initiative.

Present Value Costs and Benefits for Universal Preschool in New Mexico in the Baseline Model (In Dollars Per Child and Dollars Per Cohort of 4-Year-Olds)

	Benefits (Costs) to Society New Mexico Only		Benefits (Costs) to Society U.S. Total	
Source of Costs or Benefits	Dollars Per Child	Dollars Per Cohort (Thousands)	Dollars Per Child	Dollars Per Cohort (Thousands)
Program costs	-2,961	-62,181	-2,961	-62,181
Program benefits				
Education outcomes	889	18,669	1,174	24,654
Child welfare outcomes	114	2,394	190	3,990
Juvenile crime outcomes	1,831	38,451	1,831	38,451
Value of child care	2,272	47,712	2,272	47,712
College attendance	-113	-2,373	-113	-2,373
Adult crime outcome	932	19,572	932	19,572
Labor market earnings	7,771	163,191	10,845	227,745
Health	1,115	23,415	1,137	23,877
Total benefits	14,811	311,031	18,268	383,628
Net benefits	11,850	248,850	15,307	321,447
Benefit-Cost Ratio ($/$1)	5.00		6.17	
Internal Rate of Return (%)	18.1%		22.3%	

SOURCE: Authors' calculations based on cost-benefit table.

Notes: All amounts are in 2005 dollars and the present value of amounts over time where future values are discounted to age 4 of the participating child, using a 3 percent annual real discount rate. Dollars-per-cohort figures assume a cohort of 30,000 4-year-olds and a 70 percent preschool participation rate. Numbers may not add because of rounding.

FINDINGS FROM THE ECONOMIC IMPACT ANALYSIS

There are good economic reasons to invest in New Mexico PreK and the children it serves. The key findings of the economic impact analysis include:

1. **Prekindergarten services can improve educational outcomes.** For every year that PreK is provided to New Mexico's 4-year-olds there are:
   - 1,213 fewer children ever retained in grade
   - 803 fewer children ever using special education services
   - 5,513 fewer child years of special education service use
   - 882 more high school graduates
   - 2,599 more child years of education completed

2. **Prekindergarten services can be cost-beneficial.** If high-quality preschool services are delivered as outlined in the New Mexico service guidelines that were developed in collaboration among PED, CYFD, the Governor's Office, and the Department of Finance and Administration:
   - The return on a dollar investment is estimated to be at least $3.72 and may be as high as $10.53 in real dollars.
   - For every dollar spent on New Mexico PreK services we estimate, using the baseline assumptions, that there will be $6.17 per child in benefits generated from the program.
   - Five dollars in benefits are estimated to be generated to New Mexico for every dollar invested in New Mexico PreK.
   - The net present value to society of a one-year high-quality preschool program in New Mexico is estimated at $15,307.
   - New Mexico PreK generates an estimated $11,850 in net present value benefits to New Mexico society (i.e., New Mexico participants and taxpayers), for each annual cohort of children, assuming 70 percent of those eligible will participate in PreK.
   - These data conclude that New Mexico PreK participants:
     - Have better educational outcomes that will produce higher earnings.
     - Are less likely to engage in juvenile and adult criminal behavior.
     - Are less likely to be victims of abuse and neglect.
     - Are less likely to use welfare services, along with their families.

3. **Prekindergarten services can increase economic development.**
   - The real rate of return to New Mexico's state-funded prekindergarten program is estimated at 18.1 percent to New Mexico and 22.3 percent as a whole.

4. **States recognize the strong evidence and have responded by increasing their investment in prekindergarten services.**
   - As noted previously, 38 states invested $4.6 billion to serve more than 1.1 million children in 2008. Both enrollment and total state spending have been increasing steadily this decade. Enrollment and state spending have increased rapidly in New Mexico since the PreK initiative began in 2005.

Even the most conservative assumptions used in the analysis showed positive net benefits from investing in New Mexico PreK services. The strength and magnitude of these economic impacts have led researchers to conclude it is a public policy failure not to see early childhood as a top economic development issue in the United States. The return on prekindergarten investment is greater than other public and private investments that states undertake.

The benefit estimates are necessarily incomplete since they only include benefits measured in dollars and omit intangible benefits that are attributable to PreK. For example, benefits from reducing child abuse and neglect omit many of the intangible benefits from improved child well-being of participants. They also omit many benefits that accrue to the next generation of children born to participants and their parents.

Findings similar to those presented for New Mexico have been documented in other states. The impetus for expansion in state efforts to fund preschool is in part due to the compelling case that prekindergarten services are a sound public investment. There is a large body of high-quality economic research concluding that there are many positive, quantifiable dollar benefits from investing in children during their preschool years. The findings in this economic impact study reveal the benefits to New Mexico from expanded investments in the PreK Program.

PARENT AND PROVIDER COMMUNITY FOCUS GROUPS

A final component of the New Mexico PreK evaluation involved conducting focus groups. Ten focus groups were completed in five different communities in New Mexico in Year 1, and 10 more were completed in Year 3 of the study. Five of the focus groups held each year were with families who had children enrolled in PreK and the other five were with PreK providers in the state. Focus groups were held in Gallup, Gadsden (Anthony), Roswell, Espanola, and Las Vegas.

In the focus groups we found the following perceptions by New Mexico citizens toward the PreK initiative.

What is the purpose of New Mexico PreK?

- Prepare children for school
- Fill a need for a free program available to all New Mexico's children and families
- Involve families in their child's learning and educational experience
- Involve families and provide family support for child's learning
- Develop social skills and positive attitudes toward learning
- Improve New Mexico's education standing
- Insure that children enter kindergarten ready to learn
- Improve long-term educational outcomes for children

What are the perceived outcomes of New Mexico PreK?

- State-funded PreK provides a needed service without stigma.
- PreK serves children who would not get services elsewhere.
- Families report dramatic gains in social and pre-academic skills.
- Overall level of teacher quality, training opportunities, and classroom experiences is high.
- Multi-cultural opportunities are available.
- Parents learn early how to help children learn and support their child's educational experiences.
- Children are better prepared for kindergarten academically and socially.
- Co-location with other programs (Head Start, child care) provides more comprehensive services/supports.
- Good state/community relationship is established.
- A early stable learning environment is provided.
- Children's health and nutrition are improved.

What are recommendations for improving PreK?

- Increase the number of PreK slots and classrooms available.
- Improve transportation/integration with child care for working families.
- Increase per-child funding; do not spread dollars "too thin."
- Maintain quality teachers and high staff-child ratios.
- Maintain and increase support for materials and supplies.
- Encourage coordination of PreK with other services for families.
- Provide more in-house resources for family assistance like social work, health, parent liaisons to keep parents involved.
- Explore whether age 3 or 4 is a better age to start PreK and about whether services should be half- or full-day.
- Make PreK available to all families at no charge.

How did perceptions in 2008 differ from those in 2006? In 2008, families reported more consistently that:

- PreK services result in positive academic outcomes.
- Parent involvement activities are very valuable.
- PreK services should begin at age 3.
- PreK does not currently serve all who want to enroll.
- PreK services improve child's success in school.

What issues were different for families and providers?

Families said:

- Providers should involve parents more.
- Five days per week gives them and their children a consistent schedule.
- They would like more one-on-one support from teachers.

Providers said:

- Some prefer four days a week to have a day for preparation.
- Parents should focus less on academic goals.
- Parent attendance is poor when parent involvement focuses on parent education and high when the focus is on the children.
- They value professional development opportunities such as release time and increased compensation.

KEY RESULTS FROM THE NEW MEXICO PRE-K EVALUATION

In this section, we summarize key results from the cycle of the New Mexico PreK Evaluation conducted between 2005 and 2009. It is important to note that our findings are specific to the New Mexico PreK initiative and do not have implications for components of New Mexico's wider early childhood system that have different areas of emphasis, such as K-3 Plus.

Results from our child assessments show consistent benefits to children who participated in New Mexico PreK, compared to those who did not. Positive impacts of PreK were found across three content areas important to early academic success – language, literacy, and math. The rigorous research design used in this study allows us to attribute these gains in children's skills to their participation in New Mexico PreK. These overall findings are both statistically significant and meaningful.

Results from the most recent year of our study signal a decrease in average vocabulary scores for children attending successive years of the PreK initiative. During the 2007-2008 school year, unlike in previous school years, the impact of PreK on children's language skills did not reach statistical significance. In order to determine whether this potential trend is meaningful, further analyses will be needed, using data from additional school years as a new cycle of the New Mexico PreK Evaluation begins. There are no apparent trends over time for our other measures of children's academic skills. The effects of PreK on children's early literacy and mathematics skills were statistically significant for each year of the study.

Our classroom observation results provide more details about the quality of educational services offered in PreK classrooms. Overall classroom quality in the New Mexico PreK initiative has been good. Our analyses show that classrooms score highest on a Teaching and Interactions factor that measures aspects of the classroom environment including: general supervision, using language both to develop reasoning and more informally, and staff-child interactions and interactions among children. Classrooms score slightly lower, but still approach good quality, on a Provisions for Learning factor that focuses on aspects of the classroom environment such as room arrangement, schedule, gross motor equipment, and dramatic play.

In addition to investigating overall quality, we also examined classroom supports for early language and literacy, and for mathematics. New Mexico PreK classrooms provided an average level of support for early language and literacy, based on a measure focusing on both the environment for literacy and teaching activities related to

language and literacy. Levels of support for early math were poor, based on a measure focusing on classroom materials and teaching activities related to mathematics.

Classroom quality scores on each of our three observation tools – covering overall classroom environment, language and literacy support, and mathematics support – were relatively stable across the four years of this study. However, in the first year of the study (2005-2006), scores for the mathematics tool and for the Teaching and Interactions factor of the overall quality measure reached levels that were not attained

in any other year of the study. This may be due to the smaller number of classrooms observed that year. In each successive year of the study, larger numbers of classrooms have been observed, allowing for more precise estimates of classroom quality and reducing the potential for error in our estimates.

Separate analyses conducted for programs operating in CYFD settings and programs operating in PED settings show that PreK programs operating in the two types of settings had similar types of impacts on children's language, literacy, and math skills. Likewise, classroom quality was similar regardless of whether programs were operating in CYFD or PED settings.

The economic impact analysis conducted as part of this evaluation suggests that there are good economic reasons to invest in New Mexico PreK and the children it serves. The benefits identified for New Mexico are based on the unique demographic characteristics of New Mexico's citizens and cost data that are specific to New Mexico. The New Mexico economic impact analysis shows that PreK can improve short- and long-term educational outcomes by reducing the numbers of children retained in grade, lowering the number of children eligible for special education, and increasing graduation rates. The economic impact analysis finds that an estimated $5.00 in benefits is generated in New Mexico for every dollar invested in New Mexico PreK. The benefit to U.S. society is estimated at $6.17 for every dollar invested in New Mexico PreK. It is estimated that New Mexico PreK participants will have better educational outcomes that produce higher earnings. They will be less likely to engage in criminal behavior, to be victims of abuse and neglect, and to use welfare services. The real rate of return to New Mexico's state-funded prekindergarten program is estimated at 18.1 percent to New Mexico and 22.3 percent as a whole.

Finally, results from our focus group research suggest that:

- Families and providers appreciated the focus groups as a way to have their voices heard.
- Participants are very supportive of PreK and want to see the program expanded.
- Families and providers reported seeing specific, tangible improvements in child academic and social outcomes for those who attend.
- Providers and families would like to see more funding for PreK to "fine tune" the program.
- Funding priorities for PreK included providing funds for more slots, improved teacher salaries and benefits, transportation services, and increased family involvement activities.
- Focus group members appreciated the resources already available for teacher and staff training, materials and supplies, and staff-child ratios.

POLICY RECOMMENDATIONS

Based on evaluation data gathered during the first four years of operation for the New Mexico PreK initiative, we offer the following policy recommendations:

1. Continued expansion of the New Mexico PreK initiative is warranted. New Mexico PreK produces meaningful and statistically significant positive impacts on children's early language, literacy, and math skills, but fewer than 5,000 (roughly 17 percent) of the approximately 29,000 4-year-olds in New Mexico are currently enrolled. By further increasing enrollment in its PreK initiative, New Mexico has a clear opportunity to show leadership in the western U.S., where state preschool enrollment levels have traditionally been low.

2. Some aspects of classroom quality in the New Mexico PreK program are in need of improvement. Measures of general classroom quality show that New Mexico PreK classrooms are above average. However, more specialized measures show that support for early language and literacy is fair and support for early mathematics is poor. As New Mexico PreK continues to expand, it is important for the state to maintain and possibly strengthen current work with PreK providers so that they can continue to improve children's learning environments in the key content areas of language, literacy, and math.

3. Expanded professional development and teacher training opportunities are keys to improving classroom quality, and simultaneously offer the potential to bolster child outcomes associated with PreK participation. Investments in high-quality staffing are a good solution to issues of classroom quality. One potentially valuable investment would be to ensure higher education has the capacity to enable every lead teacher in New Mexico PreK to obtain a bachelor's degree with strong specialized training in preschool education.

FURTHER READING

For more information about the research summarized in this document, please consult the technical reports listed below, which were released earlier during the course of the New Mexico PreK Evaluation.

Information About Impacts of New Mexico PreK on Children's Language, Literacy, and Mathematics Skills

Hustedt, J. T., Barnett, W. S., Jung, K., & Figueras-Daniel, A. (2009). *Continued impacts of New Mexico PreK on children's readiness for kindergarten: Results from the third year of implementation*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University. Available at: http://nieer.org/pdf/NewMexicoRDD0909.pdf.

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New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: P-5-1

Title: The New Mexico Children's Cabinet

Explanation of Reference: This document outlines the New Mexico Children's Cabinet and Children's Budget.

NEW MEXICO

Children's CABINET

Growing our future, together

2010 Report Card & Budget Report

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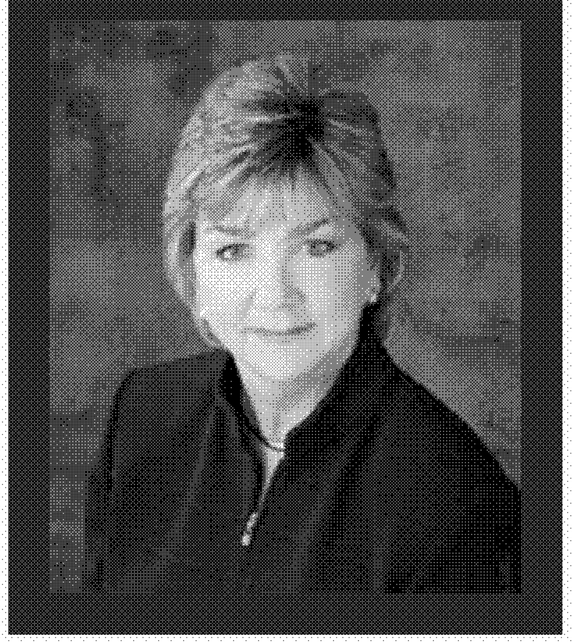


Dear Friends,

As Chair of the New Mexico Children's Cabinet, I am pleased to prese
2010 Children's Cabinet Children's report card and budget report. W
annual publication of this document, I hope to inspire review and in
discussion of strategic investment on behalf of every child and young
in New Mexico.

The importance of investing in our children cannot be underestimate
Investment in our children is an investment in our state's human cap
and economic vitality.

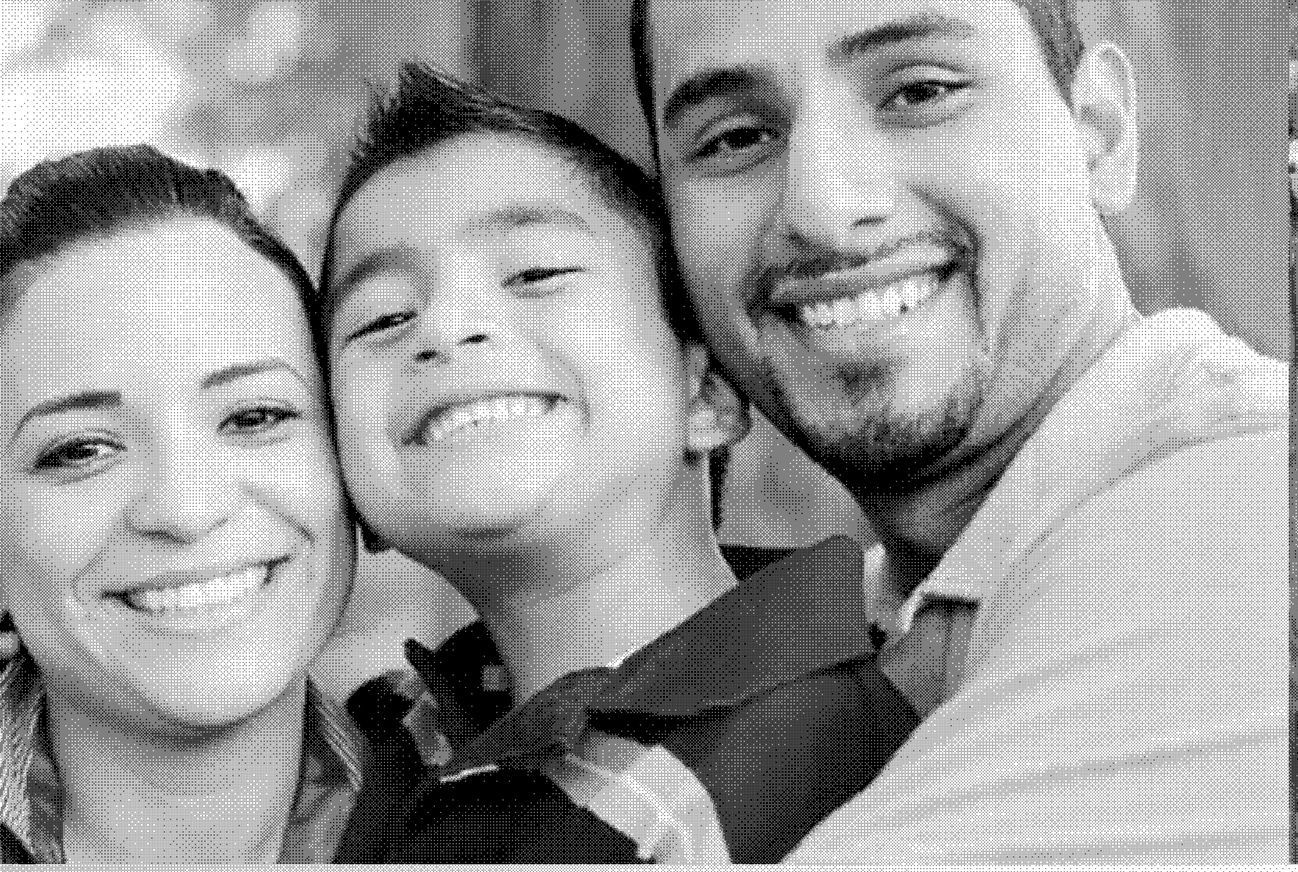
Our state is facing challenging economic conditions. Now, more than
we must be vigilant, resourceful and innovative. We must commit to
strategic investments that will have a lasting and significant impact o
We must pledge to work together to best serve the children and your
New Mexico to ensure that our state is strong and competitive.

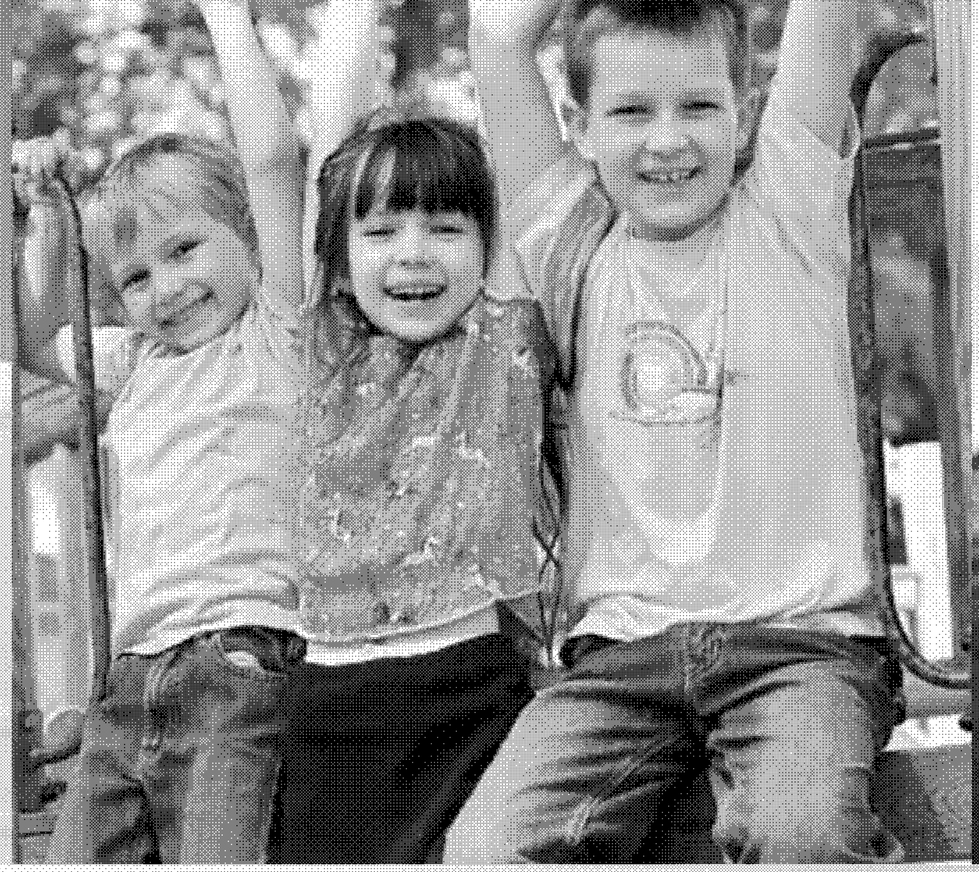
I am committed to working with the members of the Children's Cabi
improve each New Mexico child's life and opportunities for success.
continue to be innovative, to make wise investments, to expand acce
develop further partnerships among state agencies, non-profit and p
organizations. The future of our state depends upon it.

Sincerely,

Diane D. Denish

Diane D. Denish





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Initiatives

2010 CHILDREN'S REPORT CARD & BUDGET REPORT INTRODUCTION

The economic prosperity of New Mexico is tied to the well-being of its children, young people and families.

In February of 2003, Governor Bill Richardson established the New Mexico Children's Cabinet and asked Lieutenant Governor Diane Denish to serve as its chair. Under her direction, the Children's Cabinet has focused its efforts on children from birth to 21 years of age with the goal that every child and young person in our state will be healthy, educated, safe, supported and involved.

Each year, the Children's Cabinet publishes the children's report card and budget report. This document features the most recently available data and information. The purpose of the report is to inspire discussion across public and private sectors and to enable informed and responsible investment decisions on behalf of our state's children and young people. Investments in the human capital of our state—especially our children and youth—yield the greatest benefit to the future.

The 2010 children's cabinet report card and budget report tracks critical indicators within the five goal areas of the Children's Cabinet. Readers will find that the report is

The profile of New Mexico's children serves as an introduction to this report with key socioeconomic and demographic characteristics that are often predictors for many of the indicators in this report. For example, the profile features data on children living with grandparents, of whom 52% had primary responsibilities for their grandchildren.

For the first time this year, high school graduation rates, a key indicator of poverty and prosperity for youth in New Mexico, are included in the report card. The Alliance for Excellent Education reported that over 13,800 students did not graduate from New Mexico's high schools in 2008. The social and economic impact from this reduced graduation rate can be immense. The lost lifetime earnings in New Mexico for that class of dropouts alone is nearly $3.6 billion. Those lost earnings often translate to a lack of ability to provide even basic necessities such as housing, food and healthcare for a family.

To address graduation rates, the Lieutenant Governor held a graduation summit in September 2009. This gathering, held in Las Cruces, was part of a national effort led by America's Promise Alliance to address graduation rates. Hundreds of youth and adults from around the state attended and participated in events serving to

dropping out and not gradu
focused on increasing the ef
habits and strategies for app
the challenges they may fac
of developing positive relati
help them achieve their goa
and a positive future.

Another new indicator this
children reported to have w
home, a predictor for emoti
health problems affecting m
Research has established th
domestic violence can have
emotional, psychological an
a victim of violence in the h

The children's budget prese
of state and federal spendin
directly tracked to children
the state departments that s
Cabinet. There are several e
across departments to addr
first time, a graph outlining
juvenile justice services is p

NM children, 2007 estimate

American Indian	Black	Asian Pacific Islander
16,261	2,624	1,782
14,758	2,760	1,806
22,121	3,527	2,013
22,546	3,783	2,101
75,686	12,694	7,702

2,053,923 New Mexicans of all
ildren age 0-19 years. Children
the total population. The 2007
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ves of their grandchildren. They
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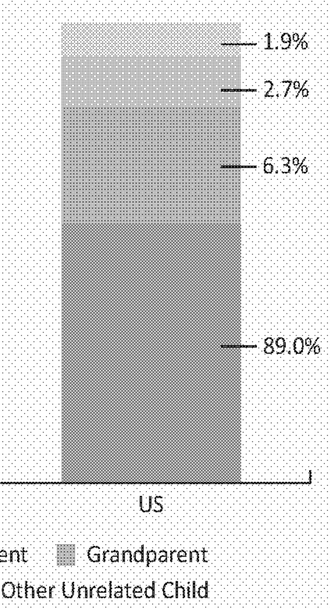
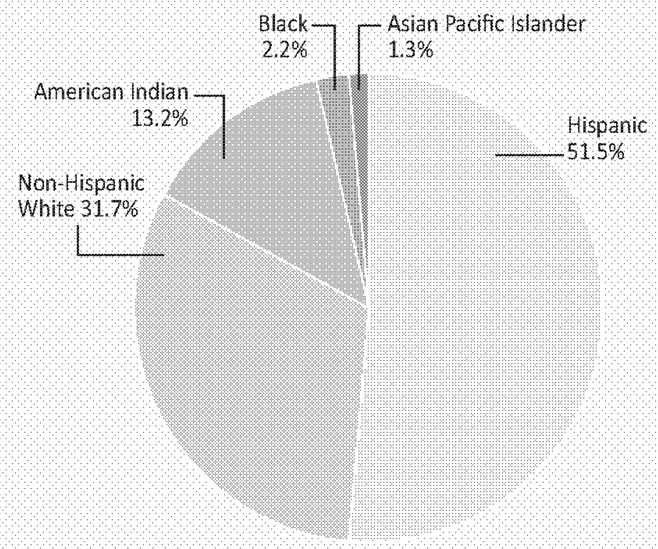


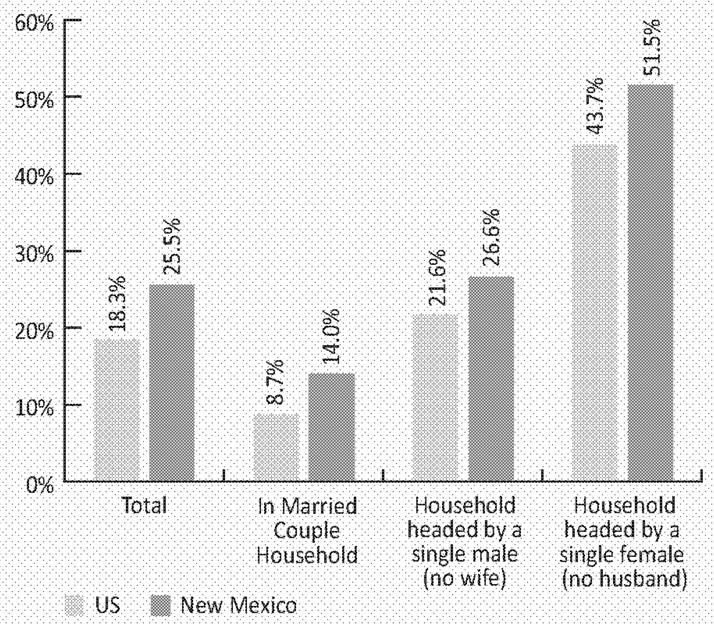
l with a biological, step or
h grandparent(s), 2.7%
2.3% were foster children
tion.[3]

Race ethnicity of New Mexico Children in 2007



Population New Mexico is a minority-majority state with 51.5% Hispanic children, 13.2% American Indian-Alaska Natives, 2.2% Black African Americans, 1.3% Asian–Pacific Islanders, and with non-Hispanic White children making up only 31.7% of the population.

Percent of children living in poverty by type of household



In 2007, children in single parent households in NM were over two to four times as likely to live in poverty as those who lived in a two parent household.[4]

Poverty and New Mexico's Children

In 2007, an estimated 25.5% of NM children and 18% of US children less than 18 years of age were living in families at or below the federal poverty level (FPL). Poverty is one of the most significant determinants of health and well-being for a child.

In 2007 the federal poverty level (FPL) was $20,652 for a family of four. In 2007, the most recent data available for counties, the percent of children living at or below the FPL was higher than the statewide estimate of 25.2% in twenty-three of NM counties. Because the US measures poverty by an outdated standard nearly 50 years old, research has shown that most families need an income of about twice the FPL to meet basic needs.

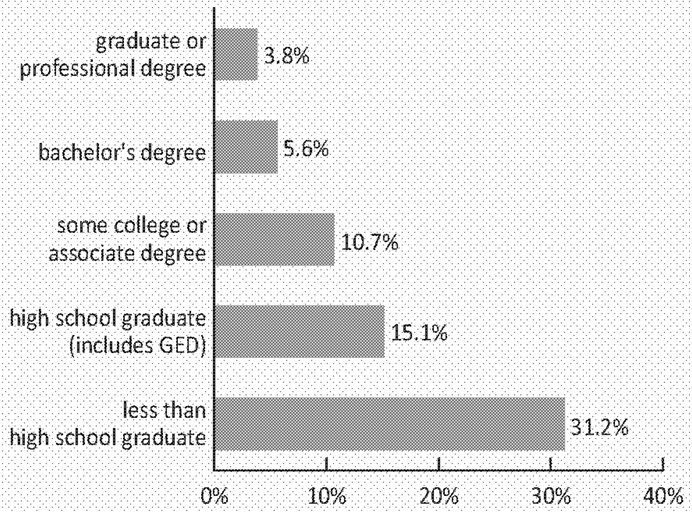
An estimated 63% of children lived in married couple households; only 9% in single parent home headed by a male; and over 27% in a single parent home headed by a female.

Over 3.6 times as many children of a single mother were as poor as children in married couple families: an estimated 14% of children in married couple households were poor compared to 51.5% of children in a single parent home headed by a female or 26.6% of children in a single parent home headed by a male.

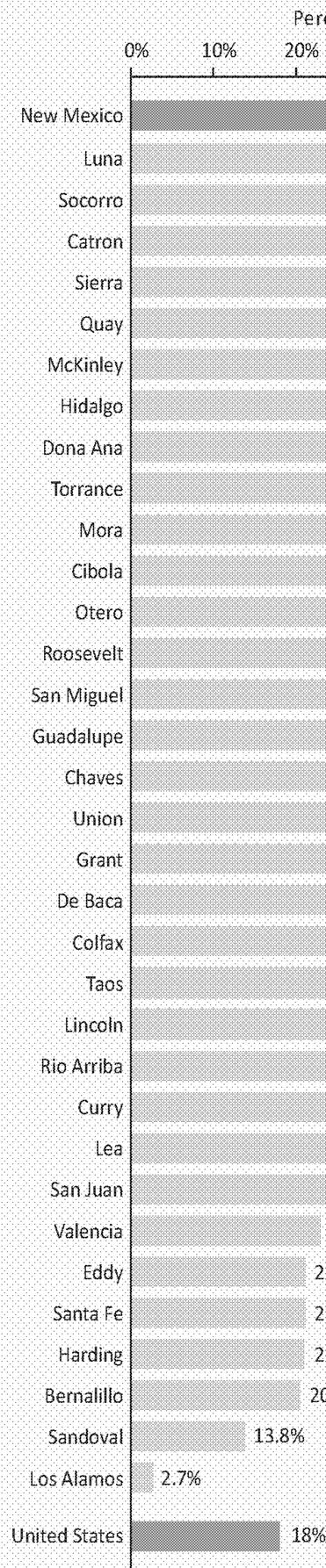
An estimated 23.6% of children lived in households with Supplemental Security Income (SSI), cash public assistance income or food stamp benefits. This estimate varied by family composition: 14.2% in married couple family households; 24.7% in a single parent home headed by a male; and 44.8% in a single parent home headed by a female.

Poverty is linked to educational attainment. Adults who fail to complete high school are twice as likely to live in poverty than those who completed high school; six times more likely than those who finished college; and ten times more likely than those who got a graduate or professional degree.

Percent of New Mexico adults age 25 and older who lived in poverty by their educational achievement level, 2007



Percentage of child
The percent of childr
are living in families
poverty level, ranked
US total, 2007.



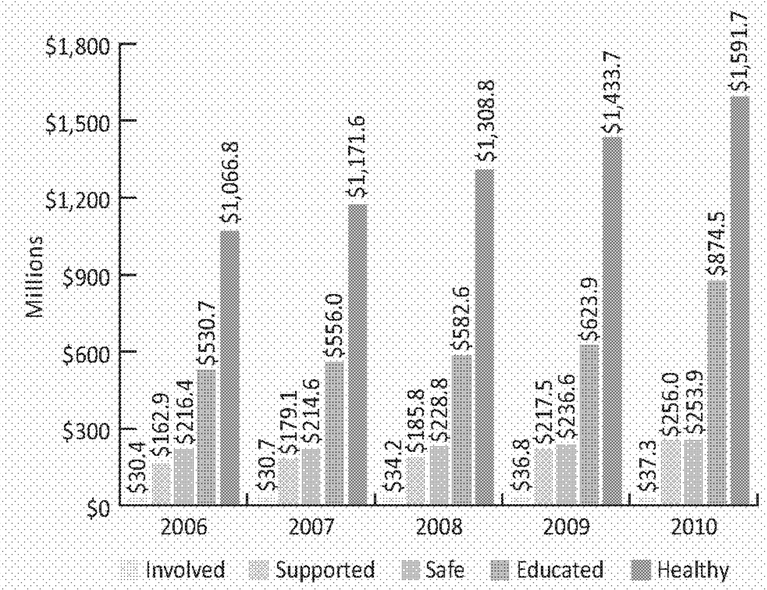
Funding by State Agency: FY 2006 - FY 2010

	2006		2007		2008		2009		2010	
	Total Programs and Total Funding		Total Programs and Total Funding		Total Programs and Total Funding		Total Programs and Total Funding		Total Programs and Total Funding	
	25	$172,632,935	25	$185,720,979	25	$203,485,662	26	$216,691,737	26	$229,671,367
	6	$995,551,585	6	$1,078,680,674	6	$1,195,486,727	6	$1,336,070,550	6	$1,505,164,335
	47	$504,440,052	47	$526,081,309	46	$555,578,423	45	$588,091,837	38	$837,004,304
n	2	$3,222,078	2	$3,358,243	2	$5,464,249	2	$5,590,618	2	$5,471,885
	29	$295,581,414	29	$307,910,673	29	$326,087,368	29	$336,825,876	29	$378,367,416
t	1	$2,978,220	2	$3,277,030	2	$3,396,704	2	$3,386,807	2	$3,265,696
	5	$226,386	7	$406,553	7	$451,978	7	$649,498	7	$538,067
	52	$2,615,242	53	$2,673,805	56	$2,685,770	57	$2,782,012	53	$3,395,967
			2	$1,000,000	4	$1,420,000	9	$1,660,000	9	$1,560,000
	5	$6,001,494	5	$5,790,767	5	$5,449,732	5	$13,243,711	5	$4,606,980
	1	$23,975,549	2	$37,112,400	2	$40,704,000	2	$43,530,400	2	$44,395,700
	173	$2,007,224,955	180	$2,152,012,433	184	$2,340,210,613	190	$2,548,523,046	179	$3,013,441,717

Funding Disaggregated by Primary Outcome: FY 2006 - FY 2010

	2006		2007		2008		2009		2010	
	Total Programs and Total Funding		Total Programs and Total Funding		Total Programs and Total Funding		Total Programs and Total Funding		Total Programs and Total Funding	
	34	$1,066,852,605	36	$1,171,646,741	36	$1,308,835,878	38	$1,433,674,864	35	$1,591,714,241
	83	$530,674,543	85	$556,013,960	86	$582,605,649	90	$623,885,339	84	$874,501,813
	20	$216,401,513	20	$214,559,605	20	$228,790,941	20	$236,618,374	20	$253,947,257
	11	$162,870,996	12	$179,058,398	12	$185,824,365	14	$217,540,551	15	$255,983,579
	25	$30,425,298	27	$30,733,729	30	$34,153,780	28	$36,803,918	25	$37,294,827
	173	$2,007,224,955	180	$2,152,012,433	184	$2,340,210,613	190	$2,548,523,046	179	$3,013,441,717

Total funding of children birth-21

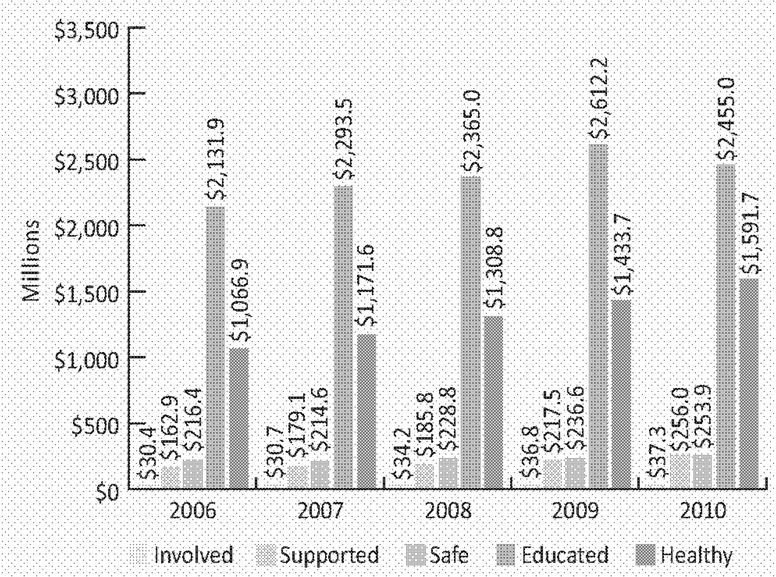


Graph 2 provides a detail of aggregated total funding per Children's Cabinet Outcomes for FY 06-FY 10. Figures for this graph are provided in Table 2 on previous page.

2008 total spending by

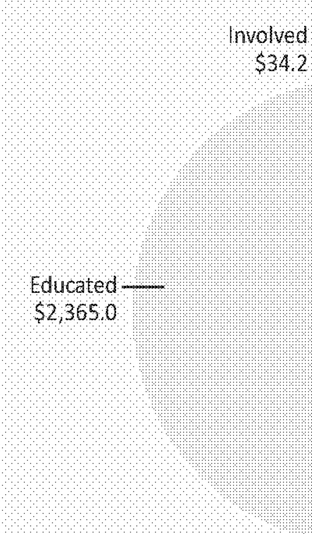
Graph 4 provides a de
outcome (Healthy, Edu
for FY 08. An estimated
state budget of nearly
appropriations for FY
population of young ch

Total funding of children birth-21 including total recurring education appropriations



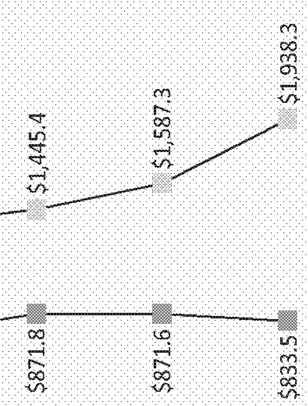
Graph 3 provides a detail of aggregated total funding per Children's Cabinet outcome for FY 06-FY 10 with the educated outcome reflecting total recurring public education (PreK-12) appropriations.[5]

Total spending by outco
education appropriatio



Graph 5 provides a de
Children's Cabinet outc
outcome reflecting rec
(PreK-12) expenditure

; for children



Graph 1 displays a five-year trend (FY 06-FY 10) of aggregated state and federal funding for programs designated for children and youth (birth-21) in NM by Children's Cabinet agencies. The trend over the past five fiscal years indicates that the proportion of New Mexico's share of aggregated (state and federal) funding for children birth to 21 has decreased from 34.3% of the total $1.99 billion in FY 06 to 32.7% of the total $2.55 billion in FY 10. **During the same period, however, net annual state funding increased from approximately $681.6 million to nearly $833.5 million, or an increase of 22.3%.** A significant part of the increase in federal funding has been made possible under the American Recovery and Reinvestment Act (ARRA). State funding does not reflect total recurring public education (PreK-12) expenditures.

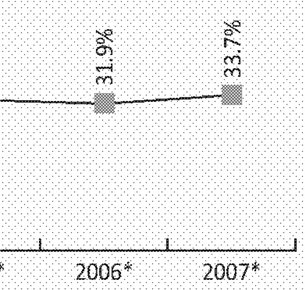
Report Card

The following section provides an overview of indicators and budget information related to efforts to support the Children's Cabinet Healthy outcome.

thy Births

mothers who had all characteristics of a healthy birth index

ho had all characteristics



How is New Mexico Doing?

Almost 34% of New Mexico mothers who had a live birth in 2007 had all five elements of the Healthy Birth Index. These mothers 1) did not smoke before or during pregnancy; 2) did not drink frequently or binge drink just before the pregnancy nor drink during the pregnancy; 3) were not physically abused by their husband or partner during pregnancy; 4) had an intended pregnancy; and 5) entered prenatal care in the first three months of pregnancy.

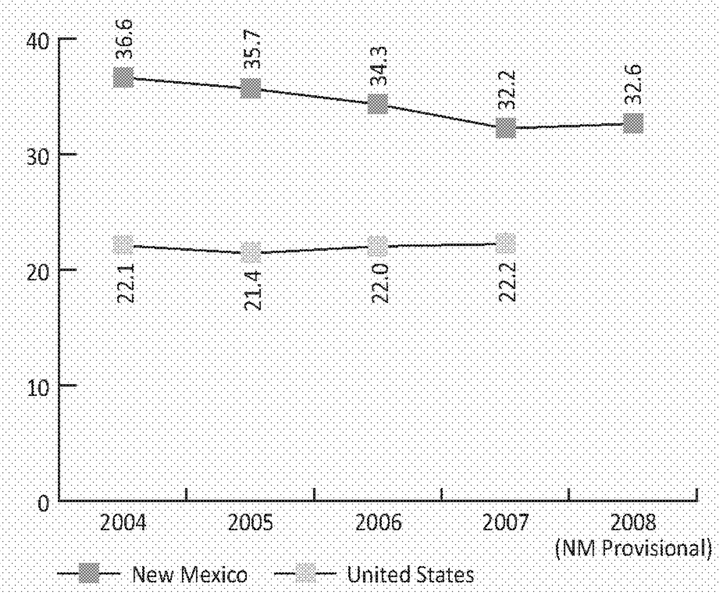
How does New Mexico compare to the nation?

New Mexico ranked among the ten best states for not smoking or binge drinking; but had higher rates for abuse in pregnancy, unintended pregnancy, and late or no prenatal care.

What does this mean?

A Healthy Birth Index has lower risks of birth defects, low birth weight and infant mortality. Women lacking these five health elements are at increased risk of post-partum depression which affects not only the well-being of the mother but of her infant and family as well. Pre-pregnancy health care could help women quit smoking or drinking, plan for a healthy pregnancy, and get help if at risk of physical abuse. Early prenatal care can help to overcome the effects of certain health behaviors, however, critical shortages

Figure 2
The rate of births to teens age 15-17 per 1,000 population



How is New Mexico Doin

In 2008, there were 32.6 live birth
15-17 in NM - a provisional count of
decreased since 2000, there are sig
addressed for improvements to co
continues to be greater than that fo
are the result of an unintended preg
used any kind of contraception befo

How does New Mexico co

The NM Rate has shown a gradual
rate which is largely unchanged sin

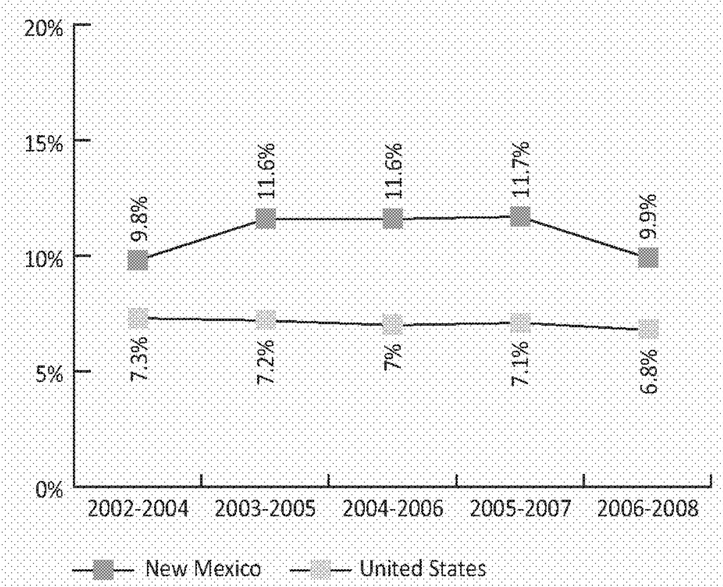
What does this mean?

The NM Department of Health co
based strategies to prevent teen p
family planning services and serv
Outreach Program (TOP) is a co
program designed to prevent teen
Participants in TOP are involved in th
as adopting "grandparents" in nurs
or working with community garden
Doña Ana County and service learni
to the continuing decline in the NM
education, male involvement progra
programs are also key strategies for

❖ Child Health Insurance

The percentage of uninsured children under age 18 years and below 200% of

Figure 3
The percentage of low income uninsured children under age 18



How is New Mexico Doin

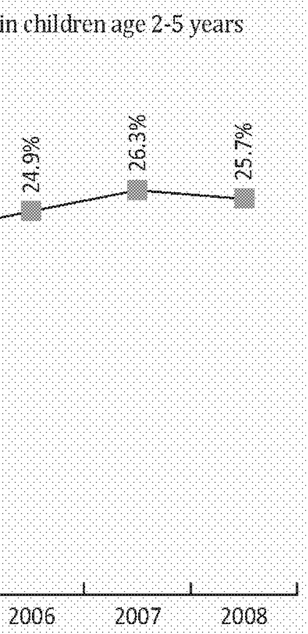
During years 2006-08, on average
years were from low income famili
health insurance. This 3-year avera
which is an indication the state's h
more children is working. Those in
Year of the Child.

How does New Mexico co

In this period, 39% of the nation'
families with 6.8% uninsured. New
income uninsured children in the U

What does this mean?

Children with health insurance are
care, including preventive care; a
medicines. NM is at an all time hig
Medicaid and CHIP programs with m
This is after several years of aggress
health care coverage they need.[10]



How is New Mexico Doing?

Serving 40-50% of 2-5 year olds, the NM WIC program reported that overweight or obesity increased from 22.2% in 2003 to 26.3% in 2007 and dropped to 25.7% in the state in 2008. As reported last year, an estimated 24.4% of NM high school age students were overweight or obese in 2007.

How does New Mexico compare to the nation?

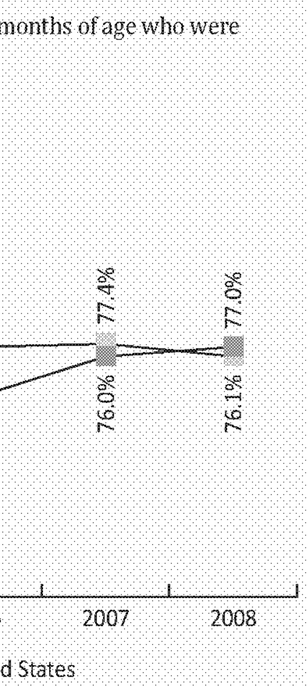
NM ranked 15th best in among the nation's WIC programs; and was below the national average for high school students in 2007.

What does this mean?

About one in four NM children have a weight problem that may lead to serious health and mental health problems. Individual, family, school-based and community wide initiatives are moving forward in NM to prevent obesity in children. Healthy Kids NM is a project of many state agencies and local partners that combines and creates programs to give kids what they need to play well, eat well, learn and live fully. Public schools have wellness policies regarding sales of beverages and foods, physical activity and physical education in schools. The state WIC program works to promote healthy eating relationships in young families and the core messages promoted for all ages: increased physical activity, less TV or video-game time, reduced sweet drinks, more fruits and vegetables, and sit-down family meals.[11]

unizations

ren 19-35 months of age who were up-to-date for immunizations



How is New Mexico Doing?

In 2008, 77% of NM children age 19-35 months of age were up to date for the vaccine combination of 4:3:1:3:3:1. The 4:3:1:3:3:1 series is made up of 4 Diptheria-Tetanus-Pertussis shots, 3 Polio, 1 Measles-Mumps-Rubella, 3 H-Influenza b, 3 Hepatitis B, and 1 dose of varicella (chicken pox). The Department of Health is successful in assuring that low income children get immunized.

How does New Mexico compare to the nation?

76.1% of the nation's children were up-to-date for immunizations in 2008; NM compared favorably with the nation.

What does this mean?

New Mexico is steadily improving its immunization rates over time by targeting areas with low immunization rates, sending immunization information to all new parents, distributing "New Mexico health passports" that teach parents when shots are needed, working to educate providers about how to overcome barriers to getting children up-to-date on their shots, and conducting special quarterly shot clinics. A statewide registry enables tracking of shot records and lets providers know what vaccines children need. The Department of Health works to assure that children it serves are up to date for shots.[12]

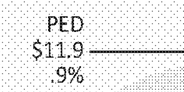
Budget Report

Programs Supporting Healthy Outcomes by Agency

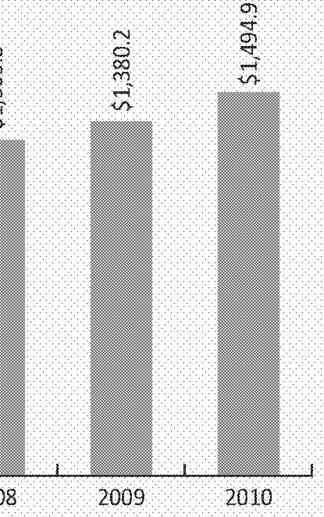
(Total Funding FY 08)

Children Youth and Families Department	
CBH Community-Based Services	$8,767,000
CBH Wrap Around Services	$1,041,600
Early Childhood Development	$1,541,700
Family Nutrition	$41,197,900
Home Visiting	$979,600
Medical	$2,700,000
Substance Abuse Monitoring	$100,000
CYFD Agency Sum	**$56,327,800**
Department of Health	
Behavioral Health Prevention Services	$4,962,325
Children and Youth with Special Health Care Needs CYSHCN	$7,842,300
Childrens Medical Services Family Infant Toddler Program	$526,758
Commodity Supplemental Food Program	$1,032,128
Coordinated Approach to Child Health -CATCH	$255,000
Develpmental Disabilities Waiver	$19,980,021
Families First	$892,788
Family Planning Program	$6,731,098
Healthier Kids Fund - HKF	$800,000
Immunizations - Vaccines for Children - VFC	$42,097,018
Maternal Child Health	$97,600
Medically Fragile Waiver	$2,500,021
New Mexico WIC Program	$60,170,170
Newborn Genetic Screening	$3,123,980
Newborn Hearing Screening Program	$125,000
Office of Oral Health	$2,075,411
Office of School Health	$6,778,500
Para Los Ninos	$338,800
Rural Primary Health Care Act	$5,402,657
Self-Directed Family Support	$274,364
Sequoyah Adolesecent Treatment Center	$7,810,900
Tobacco Use Prevention and Control	$428,000
DOH Agency sum	**$174,244,839**
Indian Affairs Department	
Financial Literacy & Knowledge of our Free Market System Program	$500,000
Tobacco Cessation & Prevention Program	$500,000
IAD Agency Sum	**$1,000,000**
Human Services Department	
New MexiKids	$1,056,678,000
HSD Agency Sum	**$1,056,678,000**
Public Education Department	
After School Enrichment	$2,000,000

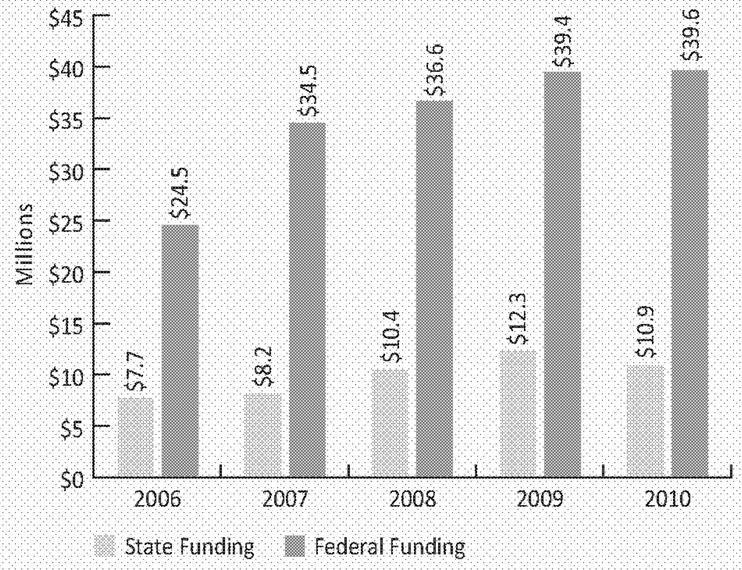
Total funding for hea



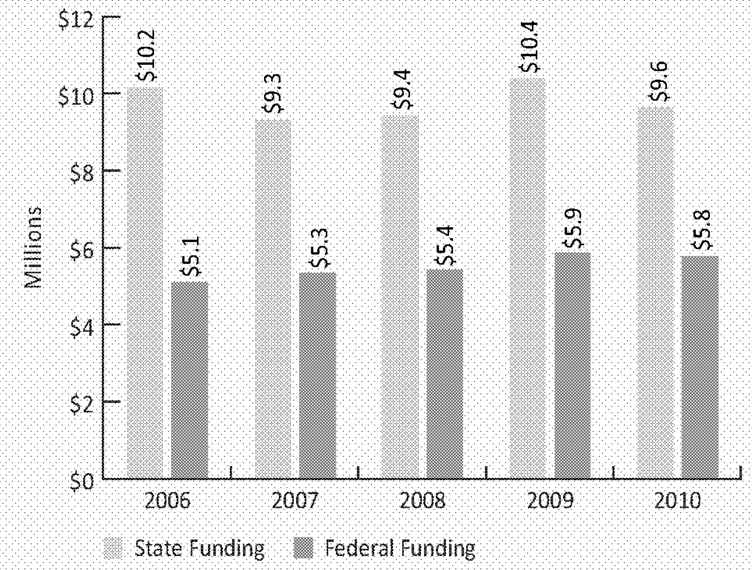
Graph 6 reflects tot
support in FY 08 for
outcomes in NM chi
The programs listed
per agency funding



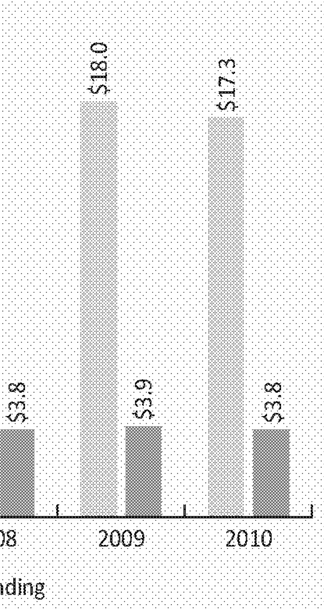
ederal and other funding
orting healthy outcomes
d youth. The rise in funding
Y 06 to nearly $1.5 billion
n increase of nearly 29%.



Graph 9 shows state and federal distribution of support for public school-based health centers (SBHCs). The following state agencies: DOH, PED, HSD, and CYFD, have formed a collaborative partnership to support the SBHCs. Youth who attend schools where one of NM's 88 SBHCs are located can receive primary, behavioral and preventive health care that may not otherwise be readily available. Students, and schools, enjoy many advantages from the presence of SBHCs, including early identification of risky behaviors, removal of language and transportation barriers, and reduced rates of absence.[14]

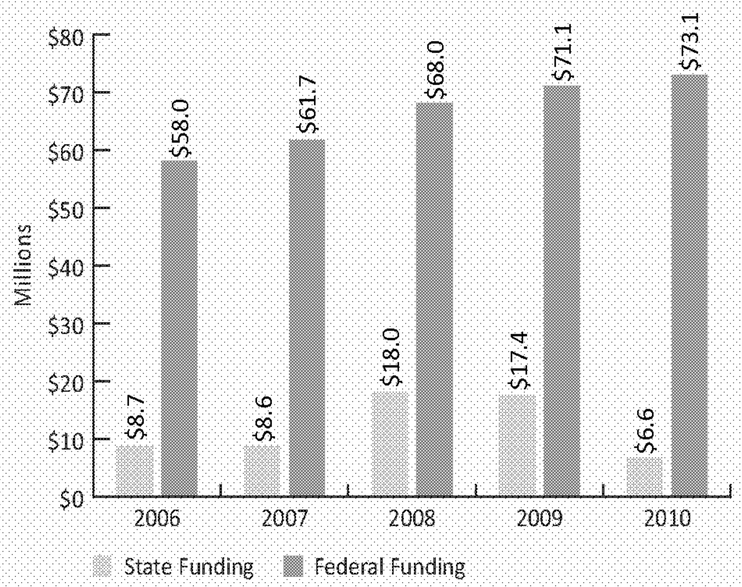


Graph 11 shows state and federal funding for family planning clinical service programs that serve low income New Mexicans who want and need services, including teens, who have no other source of coverage; and teen pregnancy prevention initiatives that serve selected communities in the state. Evidence-based interventions, such as service learning, are working to reduce unintended births to teens.[16]



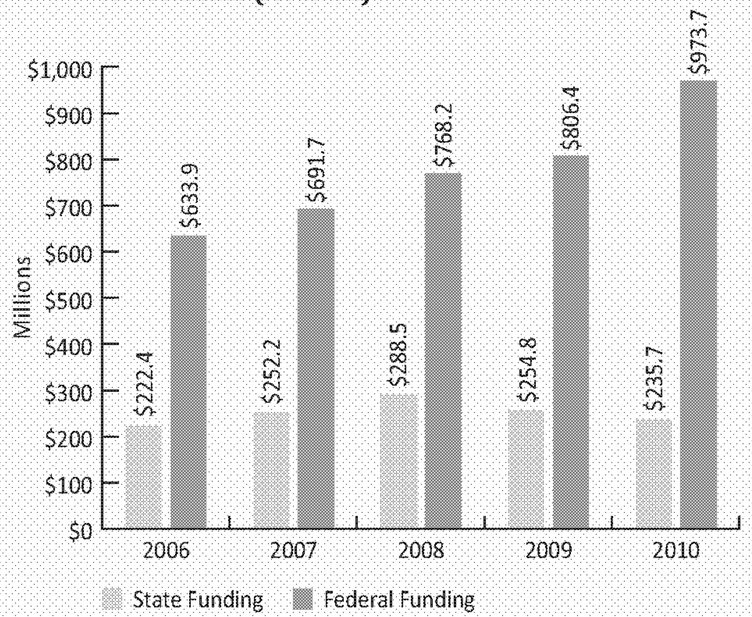
federal funding for
reening, including newborn
g, for New Mexico's children
provides an effective
tions that, if identified
ate early intervention and
oving the quality of life and
ntified individuals. Federal
d.[13]

Nutrition/Obesity Awareness & Prevention Programs



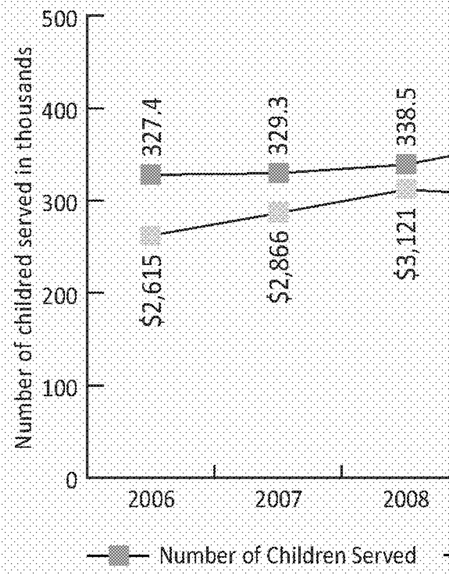
Graph 10 reflects state and federal funding for nutrition supplementation and education, and obesity awareness and prevention programs for NM children and youth. The largest program in this graph, NM WIC serves over 50% of NM children under age 5 and over 55% of pregnant women and promotes healthy weight statewide. The Surgeon General has identified childhood overweight and obesity as some of the most serious health issues of our time. Public schools are an important venue for nutrition education and

NewMexiKids (Medicaid)



Graph 12 displays state and federal funding streams for the NewMexiKids (Medicaid) health insurance program between FY 06 and FY 10. Figures for FY 10 are estimates. Federal stimulus funds for Medicaid have assisted the state during FY 09, FY 10, and a portion of FY 11 (FY 11 is not represented in this graph) by allowing the state to continue to cover low income families, especially children. The federal stimulus funds also allowed the state to supplement general fund dollars that were to be used for other

NewMexiKids estimated number o
average per child expenditure FY0



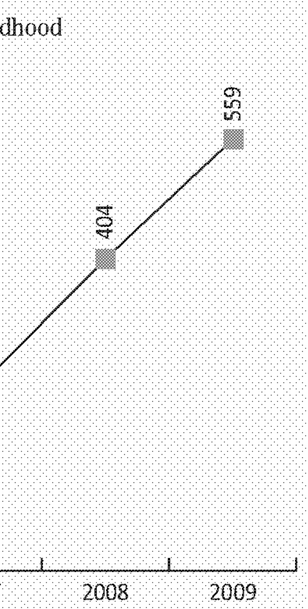
Graph 13 displays the approxi
as well as the estimated averag
who participated in the NewM
FY 06 and FY 10. As the trend
are participating in the NewM
cost per child due to improved
contract negotiations with mar

Report Card

The following section provides an overview of indicators and budget information related to efforts to support the Children's Cabinet Educated outcome.

ty Early Learning

H.© Scholars



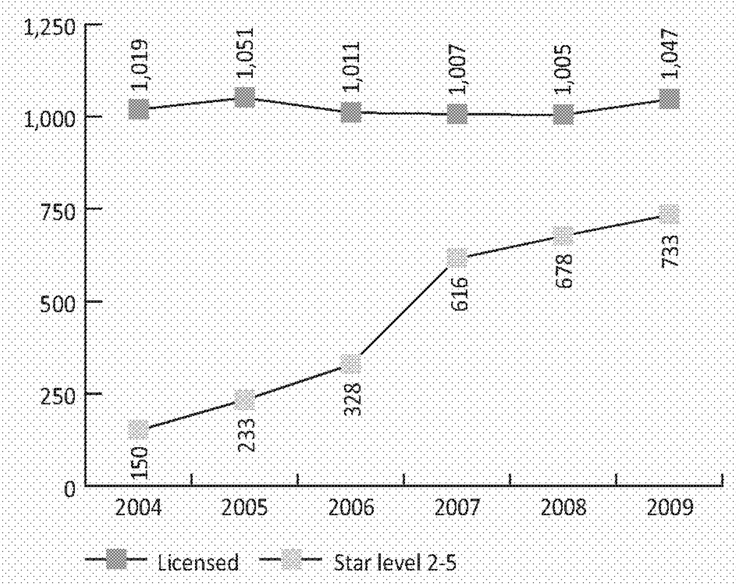
How is New Mexico Doing?

Teacher Education and Compensation Helps (TEACH) scholarships for early childhood educators to take college level early childhood teacher education coursework increased from 59 in 2005 to 559 in 2009. All but 3 of the 33 counties have had at least on TEACH scholar; those without are Harding, Mora and Socorro. In 2009 the ratio of TEACH scholars per 1,000 children 1-4 years old in the population was 10.3 for the state, ranging from 1.5 in San Juan County to 57.9 in Sierra County.

What does this mean?

School readiness is enhanced in children who have received early education from highly-qualified teachers, such as those with a Bachelor's Degree in Early Childhood. TEACH sponsors teachers who would otherwise have limited access to higher education and specific training in early childhood education. TEACH New Mexico continues to grow in its impact on quality early childhood programs, as well-trained individuals serving young children are the primary indicator of quality learning.[18]

Figure 7
The number of licensed and star-quality accredited early child care providers



How is New Mexico Do

Between 2004 and 2009, the pe
with a 2-5 star rating increased
providers in 2004 to 70.0% in
provider meets minimum licensin
rating means the provider meet
High levels; and a 5-star rating n
level standards. In 2009, among
providers, 12.13% had a 5 star ra
and 30.0% had a 1 star rating.
ratings from 2 up to 5 are volunta

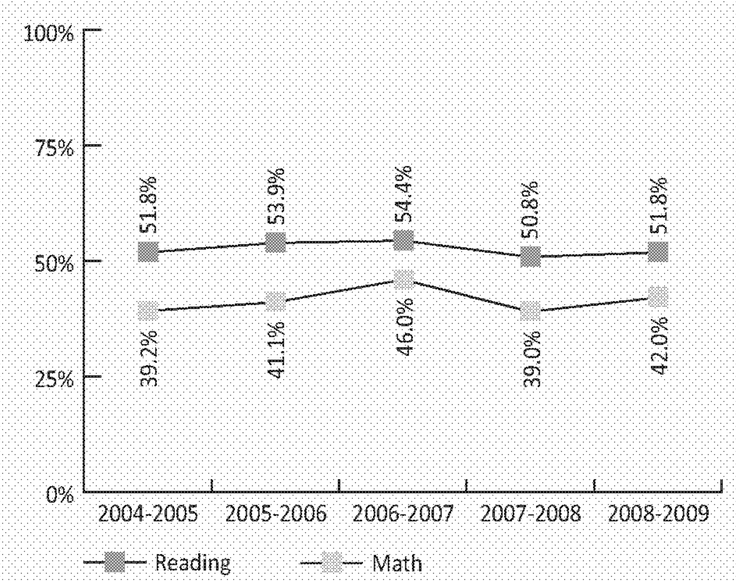
What does this mean?

High quality early learning progr
children to thrive, such as those
adequately compensated educa
and developmentally appropria
research indicating that high
improve performance in schoo
with a reduced likelihood of inv
system throughout adolescence
number of child care programs
Star requirements has more than

❖ Performance At Grade Level

The percentage of 4th graders who achieve a score of "at or above proficient"
in reading and math standards-based assessments

Figure 8
The percentage of 4th graders achieving at or above proficiency in reading and math

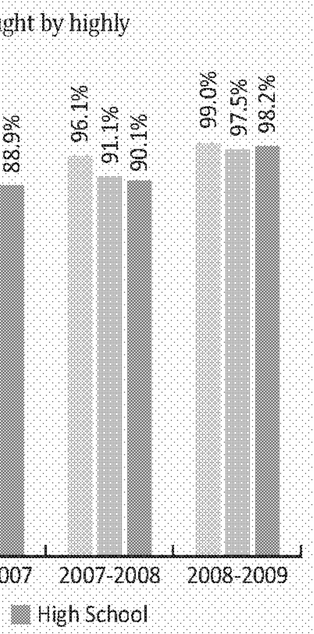


How is New Mexico Do

In the 2008-2009 school year,
at or above proficiency, an incre
prior year. In the same year, 42
at or above proficiency, an increa
previous year.

What does this mean?

The data for 4th (and 8th) grad
that have been substantially rede
breadth and depth of New Mexic
with test results from years pric
Mexico statute (22-2C-4 NMSA
academic performance tests in m
3 through 8 and 11. The federal
that 95% of a grade's population
assessment in reading and mathe
progress of public schools.[20]



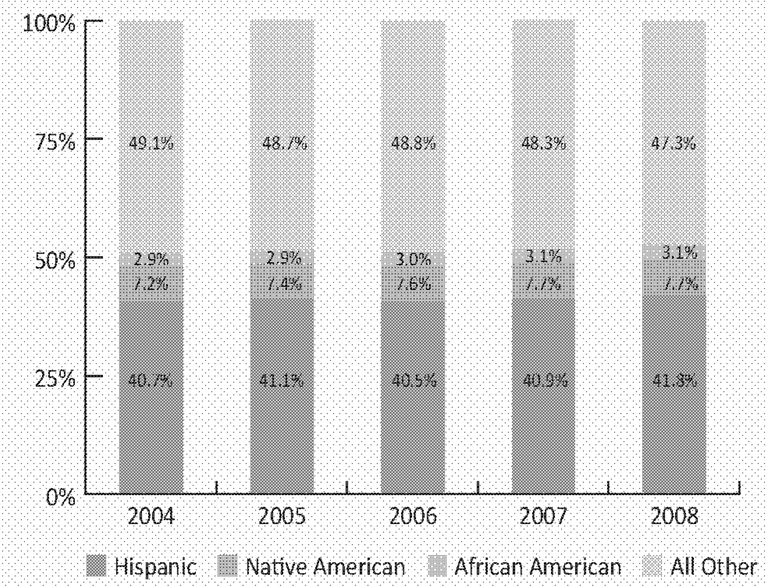
How is New Mexico Doing?

Statewide the overall percentage of core classes that were taught by High Quality Teachers (HQT) was 98.2% in 2008-09, an increase from the previous school year. As shown in this graph, high schools had the largest increase in HQT, increasing by 8.1 percentage points from 90.1% to 98.2%. The HQT increased at elementary schools from 96.1% in 07-08 to 99% in 08-09; in middle schools from 91.1% in 07-08 to 97.5% in 08-09.

What does this mean?

Highly qualified teachers have a bachelors degree and meet other licensure requirements. The number of classes taught by HQT has increased as required by No Child Left Behind legislation. Many school districts in New Mexico have 100% HQT or are very close to 100% HQT, with the smaller rural districts having greater success at achieving this value. Challenges facing schools with less than 100% HQT are: 1) minority students who require teachers with bilingual endorsements; and 2) not enough special education teachers at the secondary level are mandated to meet requirements for an endorsement for each subject area that they teach. This is very difficult because many of these teachers teach all core subjects, meaning that they must be endorsed in all the core areas.[21]

Figure 11
The percentage of minority group students, and all other students enrolled in post-secondary institutions



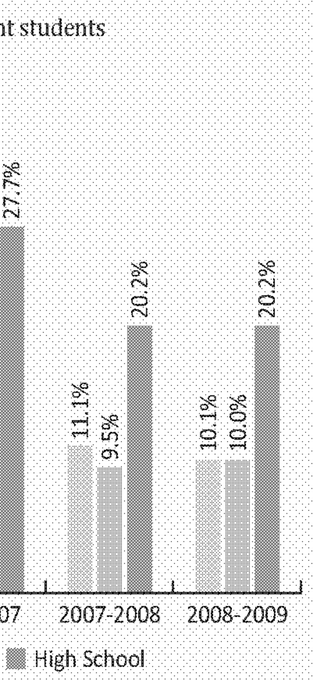
How is New Mexico Do

Among the 61,063 students age 1
in 2008, some disparities pers
although gaps are narrowing: His
to 49% in the population; Americ
in the population; African Americ
population. "All Other" included
47.3% enrolled, 36% in the popu

What does this mean?

NM is building a strong foundatio
in higher education. To reduce di
Department established an Indian
greater collaboration with the
prepare students to succeed in
for remediation. The College A
UP (Gaining Early Awareness a
Programs) federal grants fund ou
to middle and high school studen
prepare and plan for college. E
college, including a better under
financial preparation requiremen

tually truant students at school level for the
08 school years



How is New Mexico Doing?

Of a total of 360,774 students enrolled in 2008-09, habitual truancy was reported for 47,082 students or 13%. With better attendance recording and more specific interventions in place, habitual truancies in school year 2008-09 remained stable at 20.2% for high school; increased slightly from 9.5% to 10.1% for middle school; and decreased slightly from 11.1% to 10.1% for elementary school.

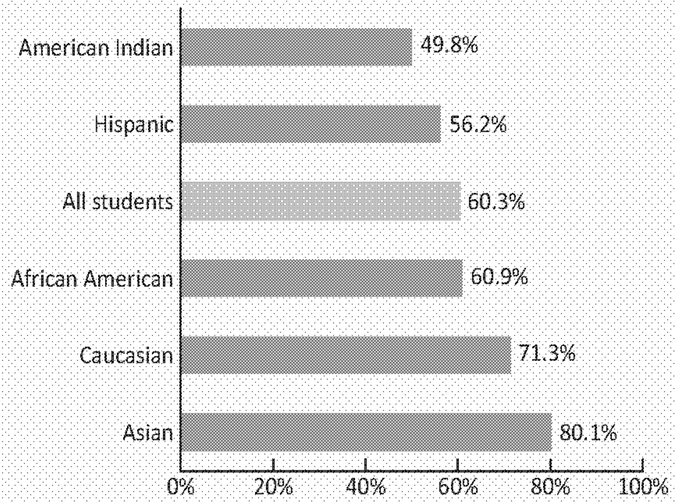
What does this mean?

Students who are truants have a higher risk than non-truant students of involvement in drug and alcohol use, violence and gang activity. Truancy is one of the warning signs that youth are headed for other delinquent activity, social isolation or educational failure. When students are not present they cannot learn. Habitually truant students must be encouraged through resources, programs, and services to stay in school, stay engaged in school, and become productive citizens. Parents and other responsible adults have key roles in helping youth stay in school.[22]

❖ Graduation

The percentage of students who graduated high school within 4 years

Figure 12
The percentage of students who graduated high school within 4 years by race-ethnicity, 2008

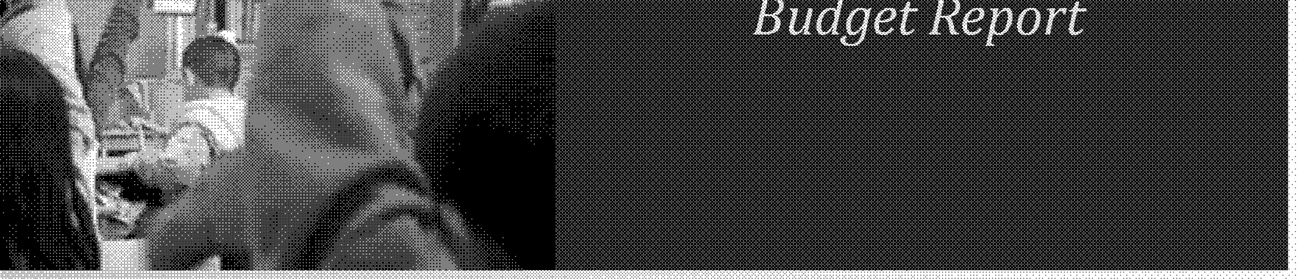


How is New Mexico Do

In 2008, overall 60.3% of NM stu
four years. There were disparit
above the statewide average inclu
of Caucasians, and 60.9% of Af
statewide average included 56.2
of American Indian students.
within this rate: more girls (6
in 4 years; economically disadv
as English Language Learners (
statewide average; and 53.1% o
within 4 years.

What does this mean?

Educational systems cannot imp
data-driven decisions. The intro
provides schools with a new ric
to gauge their effectiveness. And
the Public Education Departm
graduation information with oth
as GED attainment, the proporti
than 4 years to graduate, colleg
vocational certification. Moreov
inform policy-makers on the
incarceration, pregnancy or ma



ted Outcome by Agency

artment

MEXICO	$338,000
/ MEXICO —	
	$200,000
rces	$337,600
	$1,947,800
	$5,500,000
	$611,300
	$8,934,700

works Program	$52,900
s; School Days -	
Statewide Classroom	$24,350
er;	
la Ciencia	$53,500
Hands On Programs	$54,000
	$10,000
ology Fair;	
	$26,360
pace Programs; Outreach	
m Camp In; StarLab	$67,385
	$3,500
ily Days;	
	$182,500
ary Youth Services	$87,500
vith Hands-on	
t; Winterfeast	$51,500
	$25,000
	$638,495

	$27,718,681
	$27,718,681

gram	$410,000
	$410,000

ns

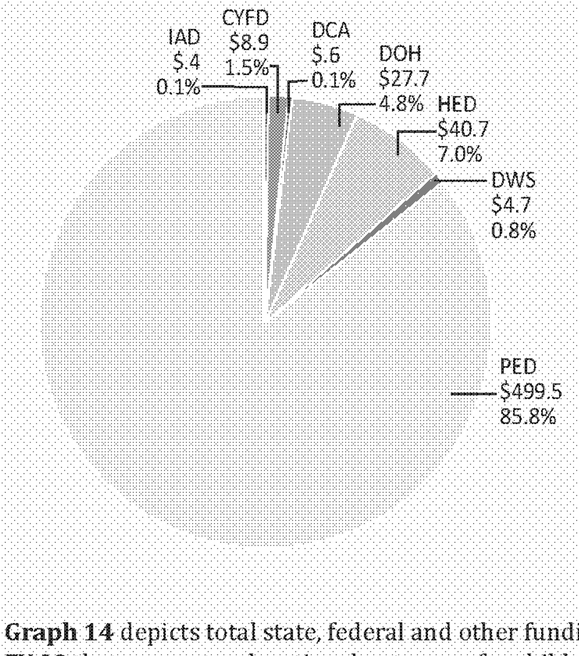
	$800,000
	$3,889,732
	$4,689,732

ng Centers - 21st CCLC	$5,934,205
	$2,090,597
-Prep Education	$6,112,353
	$9,398,340
	$3,960,000
	$1,900,000
n	$1,500,000
Kindergarten	
liam F Goodling	
	$151,933,804
	$163,000
Incentives for School Improvement	$1,550,400
Indian Education	$3,000,000
NM Standards Based Assessments Grades 3-8 & 11; NM Alternate Assessment; NMHSCE	$13,486,154
NM PreK	$6,875,943
Rural Low Income Grant	$1,997,662
Safe & Drug Free Schools	$1,900,000
Special Education Bureau; Special Education for Gifted	$110,875,753
State Bilingual Education-Title III Programs	$39,621,000
Summer Reading Math & Science Institutes; Three Tier Teacher Licensure; Transition To Teaching; Professional Development Fund	$7,237,554
Title I School Improvement; Title I-A	$102,752,795
Title I-C - Migrant	$858,675
Title II - Part A	$22,498,507
Title V-A	$551,001
PED Agency Sum	**$499,510,041**

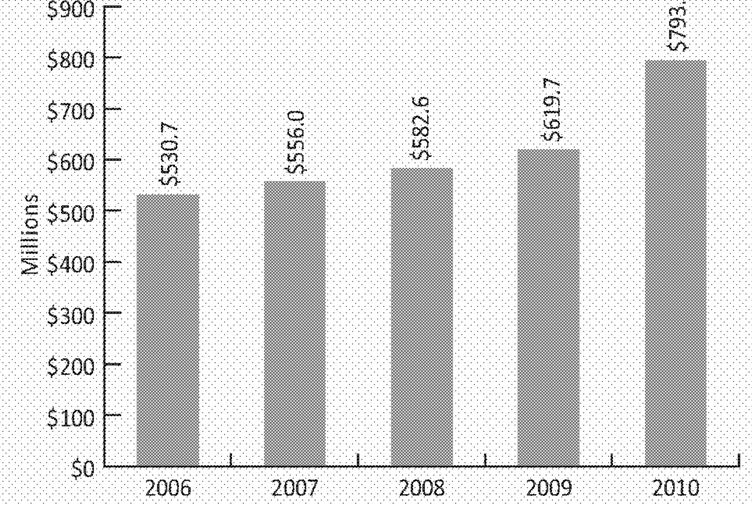
Higher Education Department

Legislative Lottery Scholarship	$38,704,000
College Affordability Scholarship	$2,000,000
HED Agency Sum	**$40,704,000**

Total funding for educated outcomes by agency
FY 2008

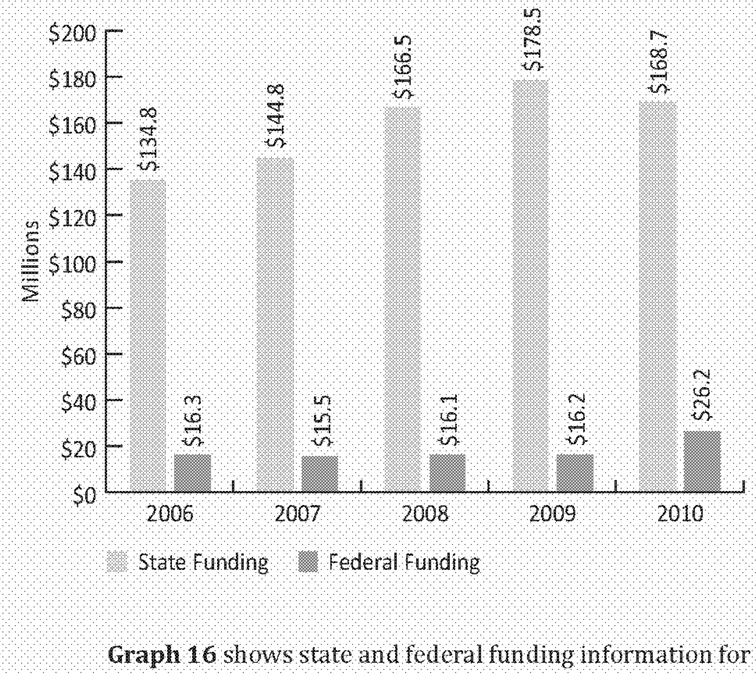


Graph 14 depicts total state, federal and other funding in FY 08 that supports educational outcomes for children. The list to the left provides a detail of the total funding per agency program reflected in this graph.

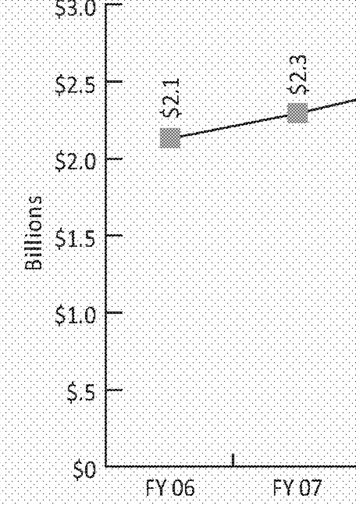


Graph 15 depicts total state, federal and other funding that support educational outcomes for NM's children and youth between FY 06 and FY 10. All programs reported in the children's budget devoted to educated outcomes, not just PED initiatives, are reflected in this chart. Readers are referred to graph 17 for an illustration of total recurring appropriations for public education (PreK–12), which are not reflected in graph 15.[25]

State and federal funding early childhood education

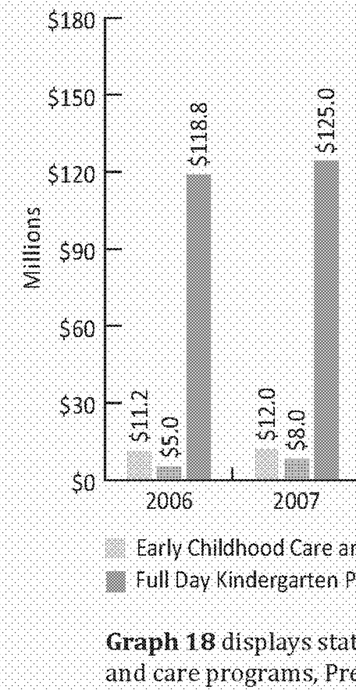


Graph 16 shows state and federal funding information for early childhood care and education programs for FY 06 to FY 10. Expert research has established that a high quality early education is a good investment of public dollars, which contributes to reduced special education referrals, grade retentions, reduced dropouts, increased high school graduation, increased college attendance, being employed and less reliance on public assistance. NM state funding for early childhood education and care has increased by roughly 56% from approximately $115.2 million in FY 06 to approximately $180.2 million in FY 10. Although federal funding effectively remained flat during the period FY 06 to FY 09, in FY 10 it increased $10 million, or

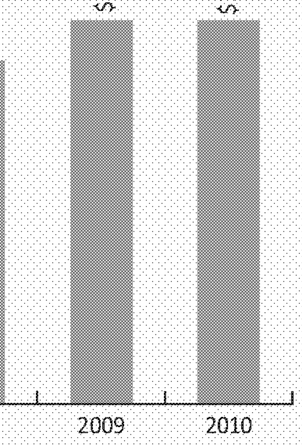


Graph 17 displays tota
(PreK-12) appropriatio
downward shift in FY 1
by a large influx of fede
solvency funding) prov
Recovery and Reinvest

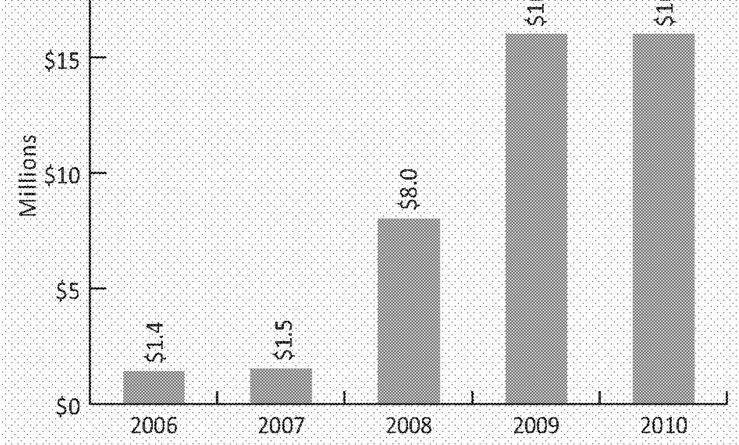
State funding early chil



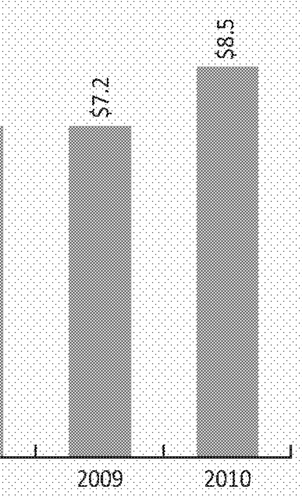
Graph 18 displays stat
and care programs, Pre
(FDK). The importance
has long been recogniz
Legislature. Research s
growth occurs betwee
High-quality early educ
reduce the achievemen
and economically disad
children. For example,
is estimated to serve n
school year 2009-10 (F
these children will the



g for elementary fine
nd FY 10. Established in
mentary fine arts program
n from the Legislature of
ate funding has increased
y FY 10. According to
tion's largest and oldest
, arts education correlates
Involvement in the arts
en's self-esteem, curiosity,
nicate.[28]

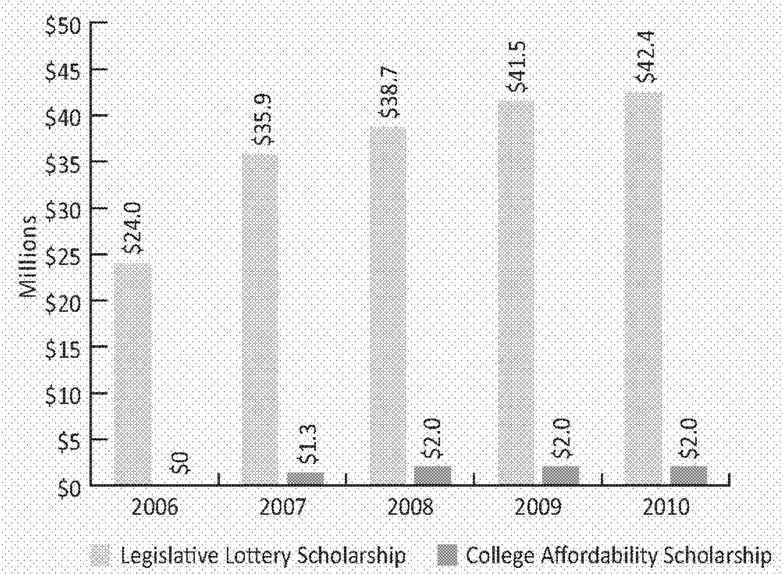


Graph 21 reflects funding to support elementary physical education for FY 06 through FY 10. Elementary physical education targets school children from kindergarten through fifth grade. Children are instructed by licensed physical education teachers and are taught to increase their physical activity and provided nutrition education. The elementary physical education program and the nutrition and obesity awareness initiatives provide a coordinated approach to improving the overall health of children and increase the likelihood they will continue these positive behaviors and habits well into adulthood. In FY10, no additional funds were allocated for continuation of the phase in of elementary physical education services.



the K-3 Plus program,
e school year in
ee in selected schools
ar pilot program started
it has been extended to
arily in high need schools,
hich increased time in the
evement gap and increase
disadvantaged students.
reflects the inclusion of

State funding for higher education scholarships



Graph 22 shows state funding for the Legislative Lottery Success Scholarship (LLSS) FY 06 to FY 10 and the College Affordability Scholarship (CAS) FY 07 to FY 10. NM high school graduates have access to the LLSS, which provides up to 100% of tuition support, beginning with their second semester in a NM institution of higher education. The LLSS is funded from the Lottery Tuition Fund established within the NM Lottery Act. Need-based financial aid for attendance at NM public colleges and universities is provided through the CAS to students who

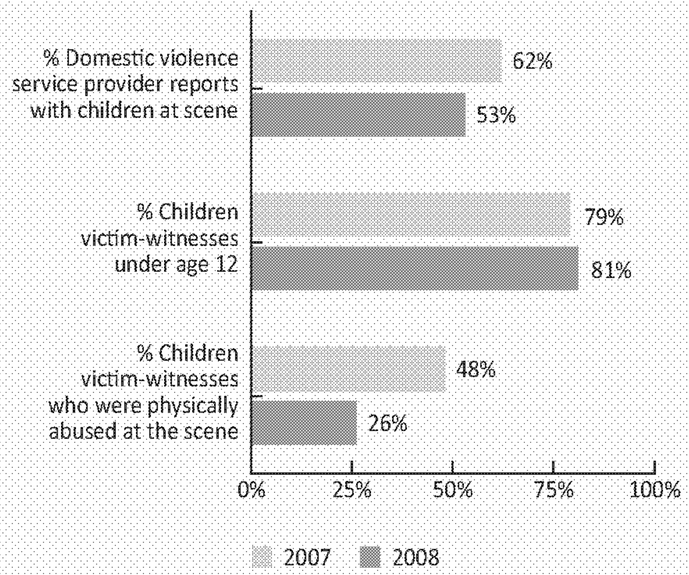
Report Card

The following section provides an overview of indicators and budget information related to efforts to support the Children's Cabinet Safe outcome.

❖ *Domestic Violence*

Children witnessing violence, reported in domestic violence events

Figure 13
The percent of children witnessing violence from provider reports of domestic violence in NM



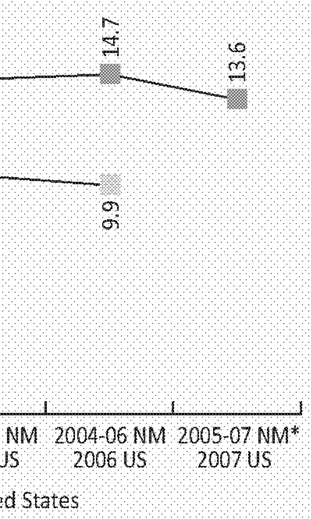
How is New Mexico Do

In 2008 there were 4,895 dom
reports that identified 2,579 or 53
where children were present at t
victim-witnesses were under a
children victim-witnesses exper
current offender of the adult vict

What does this mean?

These data from a registry repr
problem in NM. Children who wi
homes are more likely to get inv
later life or to become abusers.
who witness domestic violence
esteem, depression, anger and
children who do not witness vi
they experience can show up i
and physical disturbances that e
continue into adulthood.[29]

uries in children
tion



How is New Mexico Doing?

In the period 2005-07 there were 13.6 unintentional fatal injuries in children age 1-4 years for every 100,000 children in that age group. The rate is equivalent to 20 deaths due to motor vehicle crashes and 25 deaths due to other causes such as a fall, burn, drowning or unintentional poisoning. The 2005-07 NM* data are provisional.

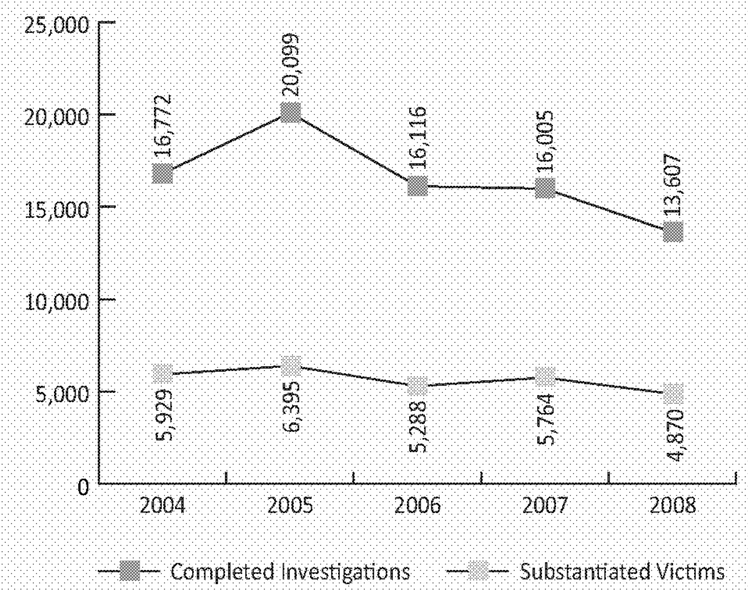
How does New Mexico compare to the nation?

US data suggest nearly a 4% decreasing trend; NM had a drop for the first time since 2001.

What does this mean?

Motor vehicle fatalities as a result of improperly secured car seats, speeding and other factors remain the leading cause of death for this age group. The dedication of car seat technicians to the proper installation of car seats has failed to compensate for the movement of these seats from car to car by nonprofessional parents, resulting in a consistent 80% misuse rate. Lack of close supervision in the home accounts for the majority of all other fatalities in this age group from falls, burns, drowning and poisonings. Risks are increased by parent fatigue, crowding in the home, substandard housing, and other factors associated with poverty.[30]

Figure 16
The number of completed investigations and substantiated victims



How is New Mexico Doing

Completed investigations in 2008 fell
such as incarceration and/or inade
of child removal. There were 4,870
maltreatment. The 5-year average for
year. Investigations may include one o

How does New Mexico co

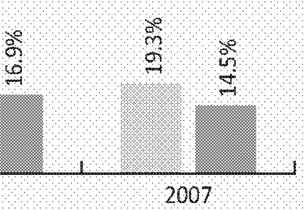
In 2007, the reported rate for NM wa
in the population; the national rate
There were 16 states with rates of c
New Mexico.

What does this mean?

Maltreatment includes abuse and ne
risk of learning, development and b
some for a lifetime. The majority of
age 5 years. Effective maltreatment
parenting classes, home visiting durin
0-3 years old, and community progra

school students who seriously considered suicide

lents who



s

How is New Mexico Doing?

In 2007, on average 19.3% of NM public high school students said they had seriously considered attempting suicide in the past 12 months. There were more females than males, but males were more likely to actually commit suicide. The percent of affected teens in NM has not changed significantly in the period 2003-2007.

How does New Mexico compare to the nation?

In 2007, 14.5% of US high school youth said they had seriously considered suicide; NM had the highest prevalence among all the states.

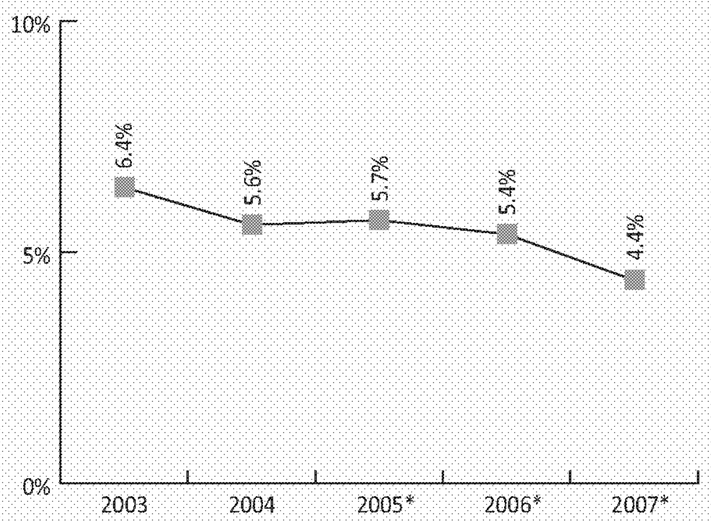
What does this mean?

When teens experience tough problems or strong feelings, suicide can seem a solution. In NM, health education classes teach students suicide prevention and school based health centers work to reduce the stigma of asking for mental health care. After a tragic suicide, team approaches to suicide prevention and intervention are key. Successful prevention and intervention in the juvenile justice setting require rigorous screening and diagnosis coordinated with initiatives to address factors that increase impulse and decrease hope in distressed youth. Research shows that youth who feel highly connected to their family, peers, schools and community are less likely to engage in risky behavior.[31]

❖ Domestic Violence

The percentage of new mothers who were physically abused by a husband or partner during pregnancy

Figure 17
The percentage of new mothers who were physically abused during pregnancy



How is New Mexico Doing

In 2007, an estimated 4.4% of new
physically abused by a husband or p
62.7% of new mothers reported tha
discussed physical abuse with them, u

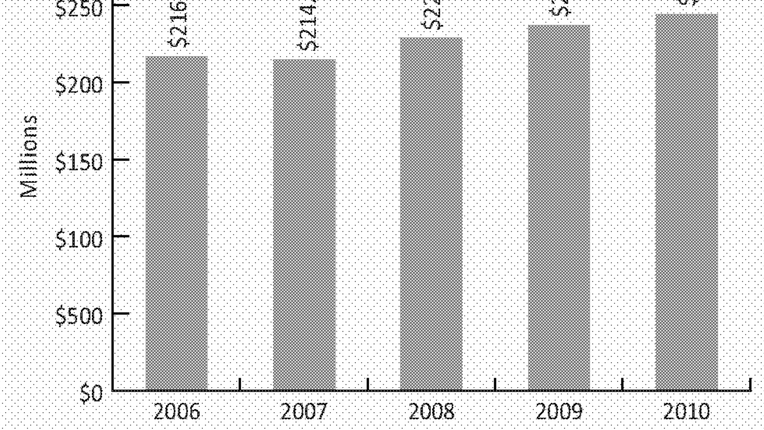
How does New Mexico co

NM ranked 19th of 19 states report
NM rate of 4.4% in 2007 would be eq
population having births, over 13 ti
goal to reduce the rate of physical
couples age 12 and older.

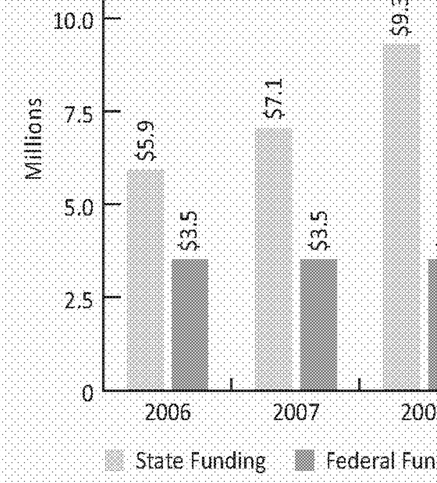
What does this mean?

Domestic violence is a complex issu
strategies and collaboration on hous
health care and substance abuse.
through home visiting for pregnant
age 0-3 years. Acceptable treatment f
aspect of prevention. Effective mod
positive interactions with their childr

Budget Report



Graph 24 reflects total state, federal and other funding between FY 06 and FY 10 for programs supporting safe outcomes for NM children and youth. Safe outcomes include providing secure settings for children in their homes, schools and communities.

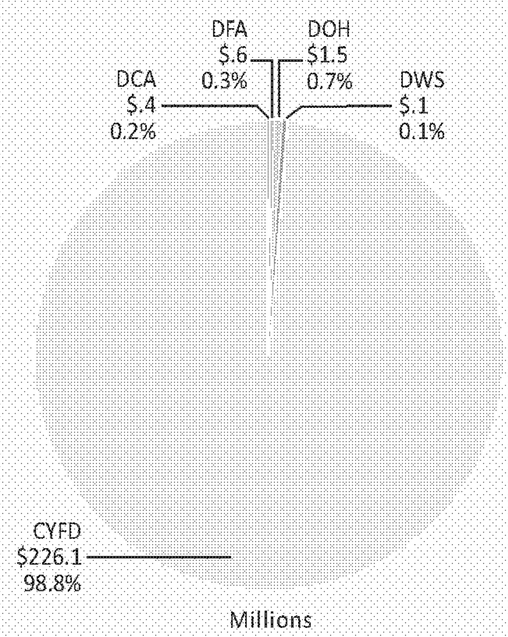


Graph 26 displays funding to
prevention services. Witness
cause effects very similar to t
trauma of child abuse. Frequ
itself—as battered children o
battered women. Without tre
abuse are at significant risk f
school drop-out, and difficult
State funding for domestic vi
curriculum increased approx
from $5.9 million in FY 06 to
in FY 08. Between FY 08 and
remained flat.[35]

Outcomes by Agency

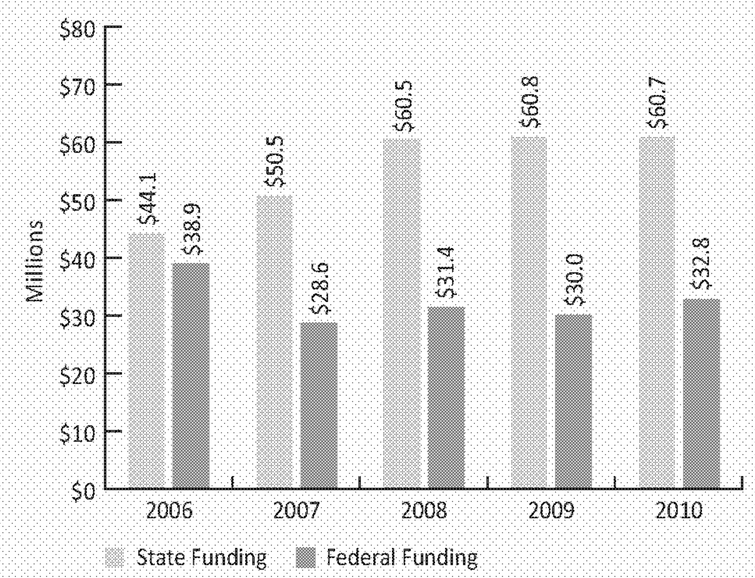
partment	
ildren's Trust Fund	$395,000
	$81,314,300
	$2,799,400
	$16,667,996
	$12,830,500
	$311,022
	$17,408,634
Board	
	$434,400
	$44,803,917
	$514,000
	$45,871,730
e	$2,758,900
	$226,109,799
	$14,000
s	$70,000
	$350,000
	$5,000
	$439,000
ministration	
	$600,000
	$600,000
	$84,648
s Respite	$1,437,494
	$1,522,142
ions	
	$120,000
	$120,000

Total funding for safe outcomes by agency FY 2008



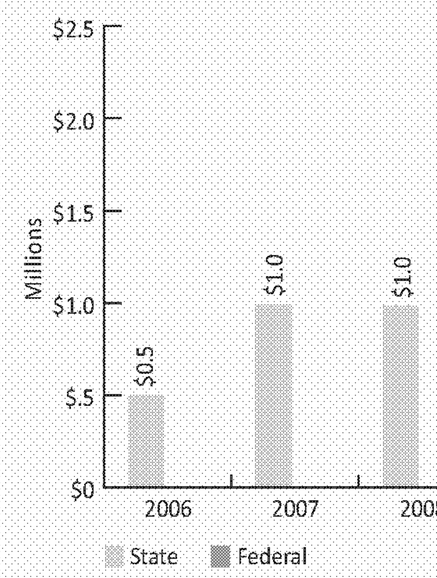
Graph 23 reflects total state, federal and other funding support in FY 08 for programs that support safe outcomes to NM children and youth birth to age 21. The list to the left provides a detail of the total funding per agency program reflected by this graph.

Child abuse and neglect prevention and intervention

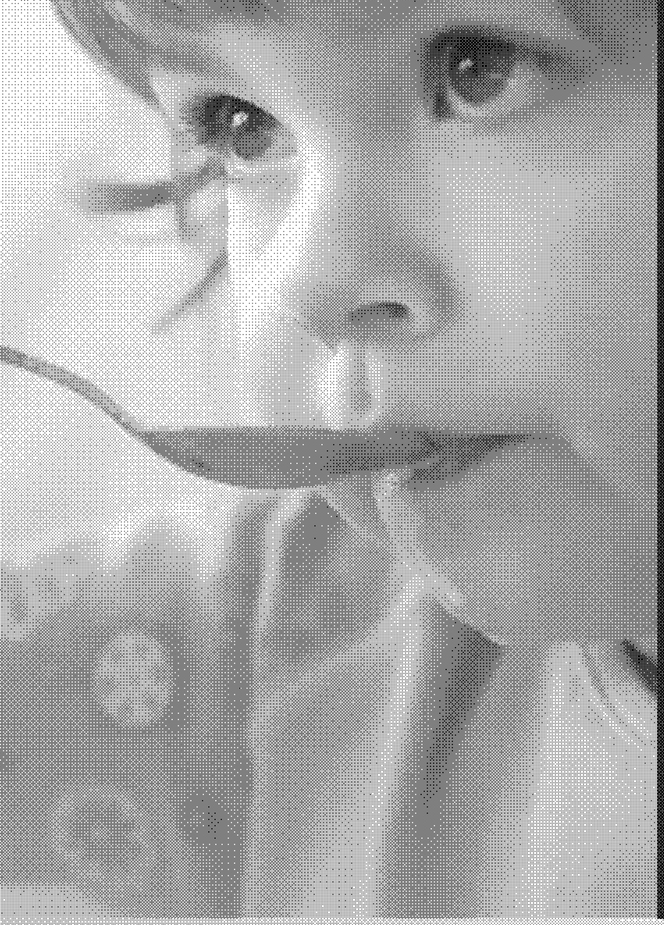


Graph 25 shows funding for programs that deal with child abuse & neglect intervention in NM. Child abuse and neglect can have profound, long-term negative consequences, including diminished self-image, depression and anxiety, violent behavior, sleep disorders, difficulties in school and the potential for becoming an abuser in later life. Abuse may take various forms: physical, emotional or sexual; whereas neglect is characterized by failure to provide a child's basic needs. With successful intervention and the reestablishment of a safe and secure home environment, many children and

Home visiting

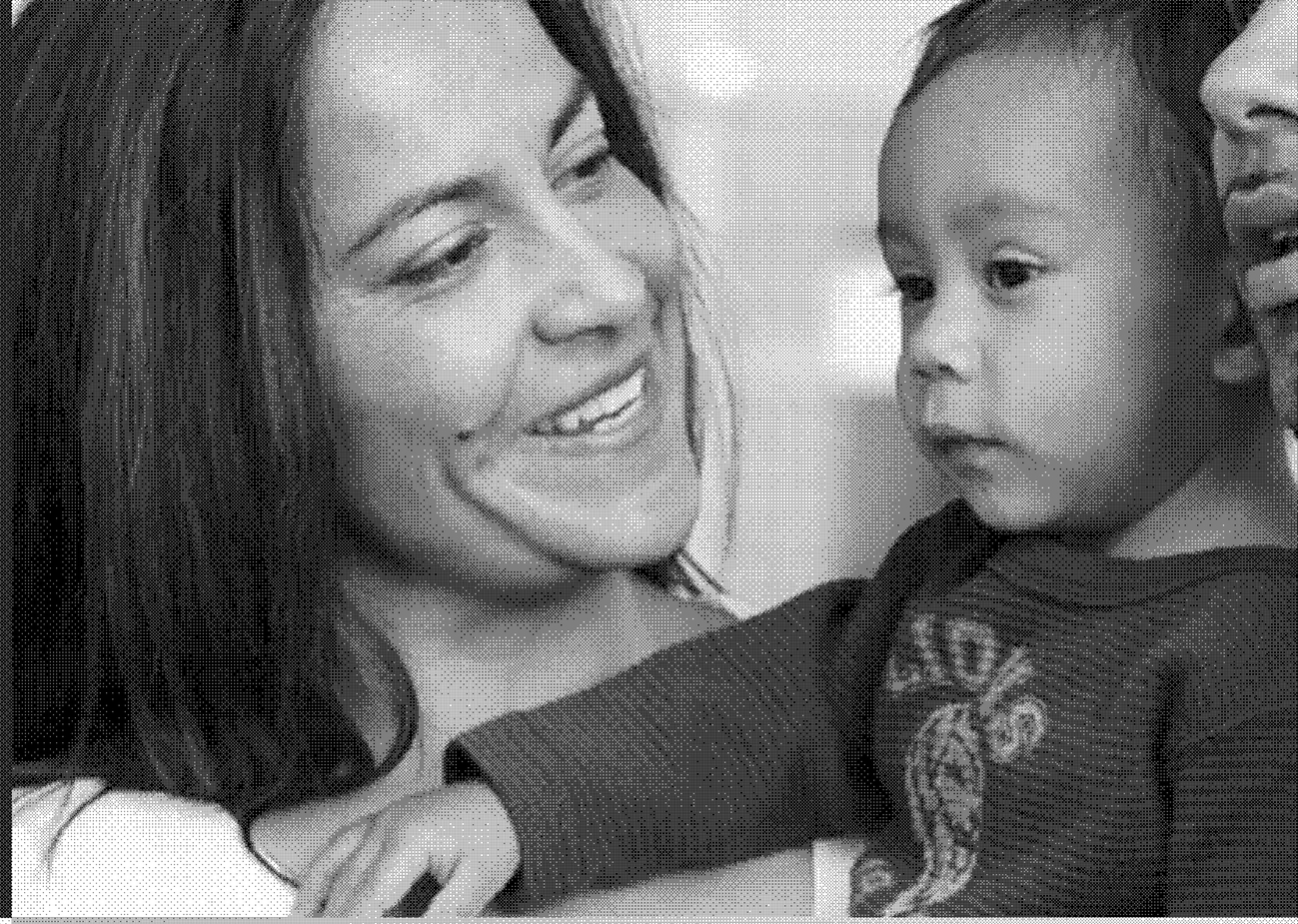


Graph 27 shows that state fu
programs has increased over
thousand in FY 06 to over $2
visiting refers to voluntary se
visits to first-time parents by
combination of information,
child health, safety, developm
takes place during the child's
rapid brain development. Re
visiting delivers a variety of



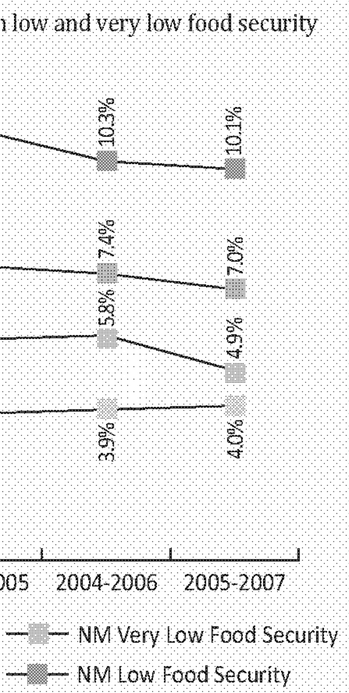
Report Card

The following section provides an overview of indicators and budget information related to efforts to support the Children's Cabinet Supported outcome.



❖ Family Involvement

eholds with low and very low food security, NM and US



How is New Mexico Doing?

In 2005-07, over 10.1% of NM households had low food security; 4.9% had very low security. Affected families have lower quality and variety of foods; the most affected reported hunger and having to go without food. Estimates are low as the homeless aren't included.

How does New Mexico compare to the nation?

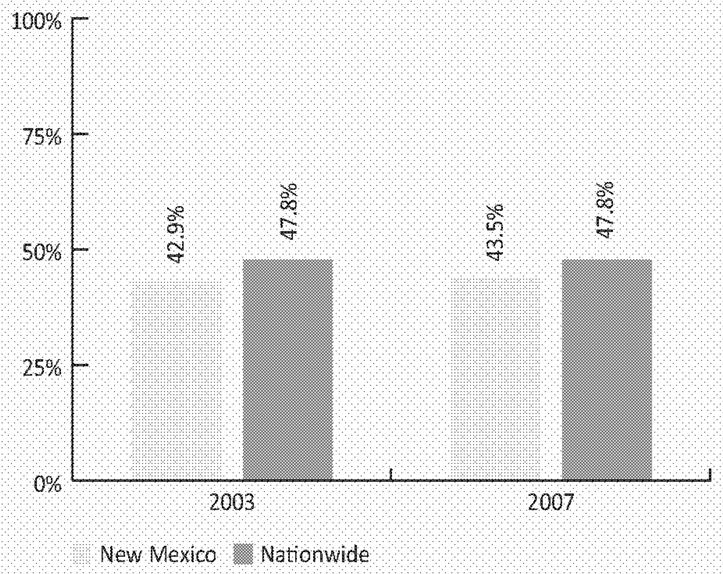
In 2005-07, just 7% of US households had low food security; 4% had very low food security. NM continued to rank among 5 states with lowest food security. Food insecurity is 2-3 times greater among poor families; and higher among households with children, and single parent households. It is also associated with a greater prevalence of obesity.

What does this mean?

Food security – access by all people at all times to enough food for an active, healthy life – is necessary for a population to be healthy and well nourished. Safety net programs addressing this issue include state and tribal WIC programs serving over half of pregnant women and children under age 5, the Supplemental Nutrition Assistance Program (SNAP) serving very low income eligible families, child care and school-based meal programs for low income children; as well as community based food pantries, emergency kitchens and food

Reading to young children

Figure 19
The percentage of children age 0-5 years who were read to daily, NM and US



How is New Mexico Doin

Not quite half of NM children age 0-
percentage in NM increased slightl
in 2007.

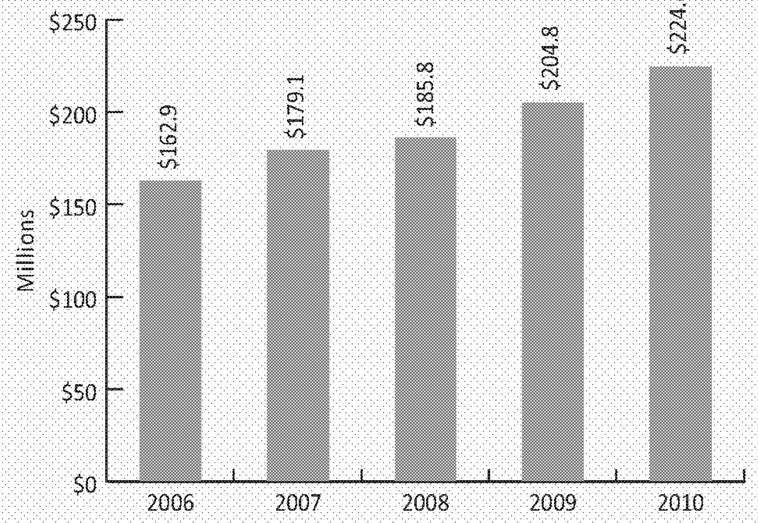
How does New Mexico co

In 2007, on average 47.8% of chil
each day. NM was among the 11 sta
national average but not significant
were significantly lower.

What does this mean?

Early language skills are based p
adults talking and reading to infant
words parents use when speaking
the greater the size of the child's
parents are encouraged to read
ways. Many public libraries and co
have special programs to promote
for parents geared to infant and to
programs promote family reading.
programs read to young children a
in language development.[38]

Budget Report

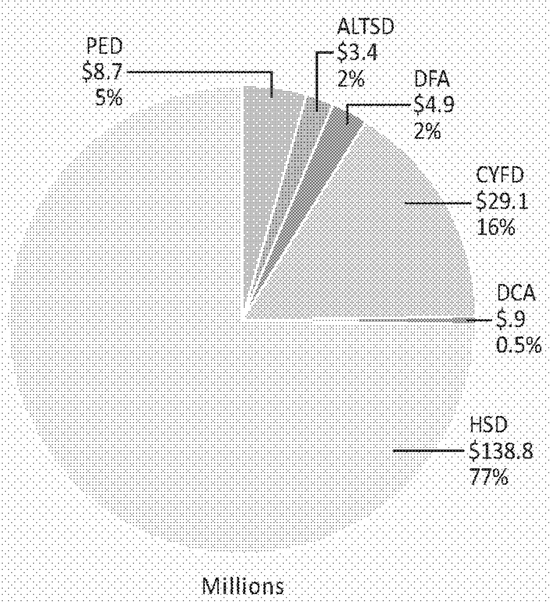


Graph 29 Total funding by supported outcome reflects total state, federal and other funding devoted towards providing supported outcomes for NM's children and youth between FY 06 and FY 10. Supported outcomes include initiatives that address reducing childhood poverty and increasing family involvement in child well-being and school readiness.

ported Outcomes by Agency

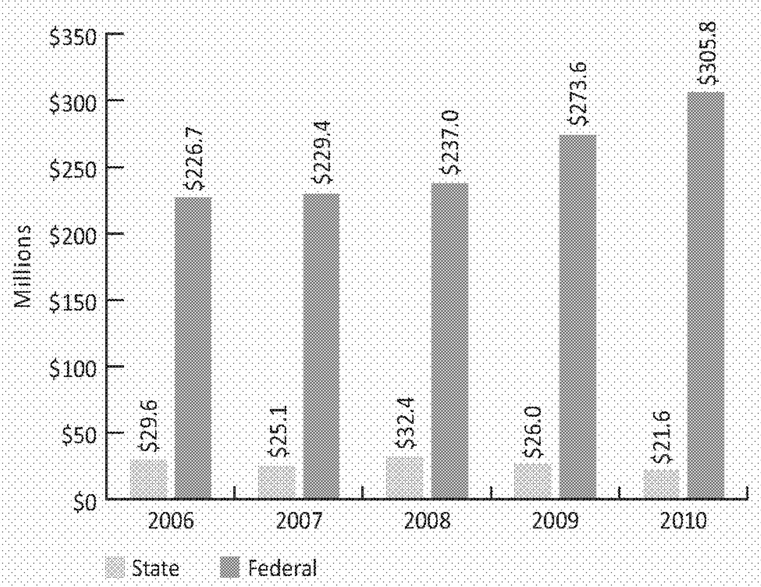
Department	
ndchildren	$3,196,704
	$200,000
	$3,396,704
epartment	
	$1,710,718
	$27,412,851
	$29,123,569
	$896,225
	$896,225
ministration	
	$4,864,249
	$4,864,249
	$31,686,100
ureau	$8,215,327
	$1,202,000
n	$65,486,000
	$32,219,300
	$138,808,727
	$8,734,891
	$8,734,891

Total funding for supported outcomes by agency FY 2008



Graph 28 reflects total state, federal and other funding support in FY 08 for programs that provide supported outcomes to NM's children and youth birth to age 21. The list to the left provides a detail of the total funding per agency program reflected by this graph.

Child Food Security



Graph 30 reflects total state and federal funding for programs that address child food security. Good nutrition is critically important, especially in the first three years of life, to establishing and maintaining a good foundation for an individual's future physical and mental health, overall well-being and economic prospects. According to Feeding America, 24% of children in NM are at risk for hunger compared to an overall rate in America where 1 in 6 children face food insecurity. Further, food insecurity is associated with increased risk for illness and a compromised immune

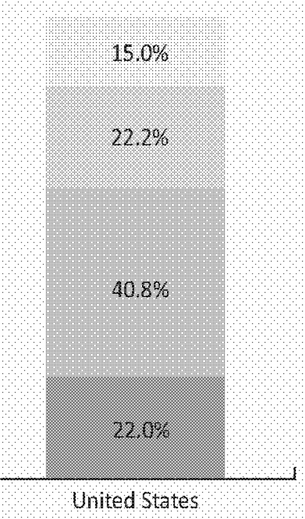
Report Card

The following section provides an overview of indicators and budget information related to efforts to support the Children's Cabinet Involved outcome.

ent

h who volunteer in their communities

lunteered in their



Week or More

How is New Mexico Doing?

In 2007, an estimated 78% of youth age 12-17 were involved in some type of community service or volunteer work at school, church or in the community with varying frequency; only 22.6% did not volunteer.

How does New Mexico compare to the nation?

At least 78% of U.S. youth age 12-17 volunteered in some way, very similar to the NM report.

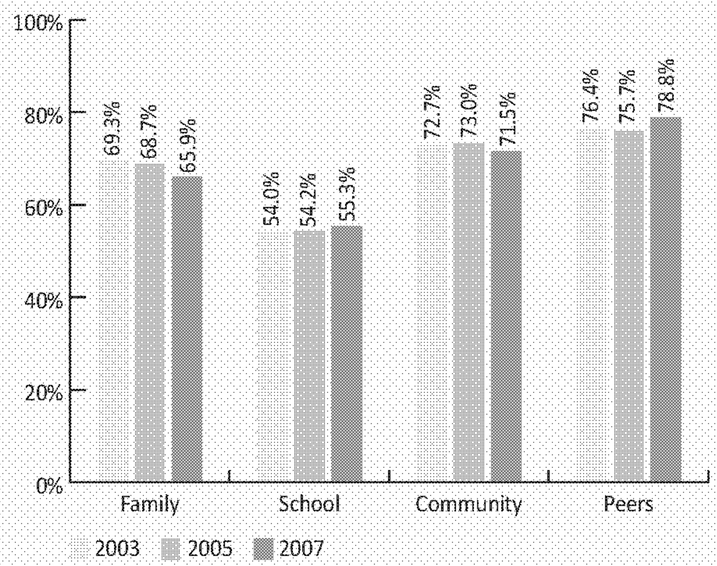
What does this mean?

The Commission for Community Volunteerism supports activities that strengthen communities by offering youth an opportunity to volunteer. Youth, faith based organizations and others provide rich opportunities to NM youth to make positive contributions in our communities while they are learning important life skills, supporting their educational attainment levels and developing a pathway to prosperity. NM youth continue to actively seek opportunities to serve.[40]

❖ Supportive Relationships For Youth

The percentage of youth who have caring & supportive relationships at home, school, community and with peers

Figure 21
The percentage of youth with caring and supportive relationships



How is New Mexico Do

Caring and supportive relationsh
adult who is interested in the yo
about problems and who listens;
they have this kind of social supp
who cares about young people,
listens when youth have somethi
reported they have this kind of su
it is having responsible adults tha
care about them and who take n
of NM youth reported they have
peers is the highest, at 78.8%.

What does this mean?

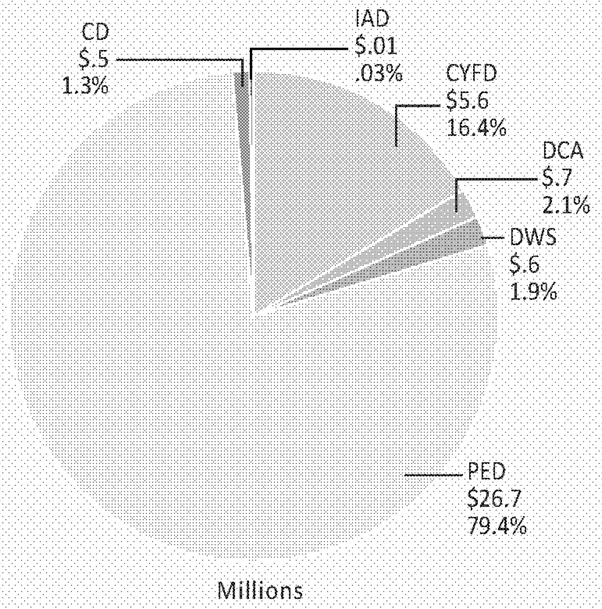
Caring and supportive relationsh
in life outside school. Between ha
support; but even more importa
be. When young people experien
family, school or community con
certain risk behaviors such as dr
smoking, marijuana use, alcohol
suicide attempts.[41]

INITIATIVES

ed Outcomes by Agency

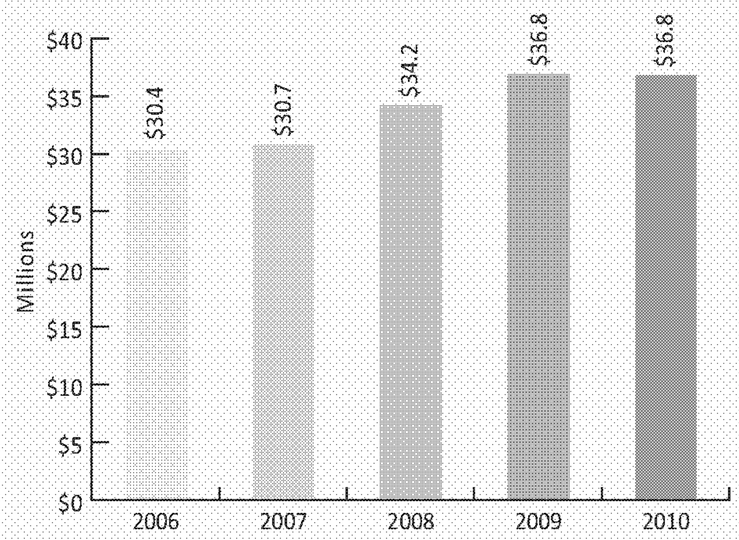
artment	
	$1,991,500
	$3,600,000
	$5,591,500
	$984
e	$20,000
	$7,994
ervices	$297,000
	$6,000
	$80,000
Backpacks	$40,000
	$451,978
	$25,000
e los Muertos	$112,600
ls Club Art Program	$300
ity Schools	$5,500
	$100,000
ior Docent Program	$22,000
ite Sands Star Party	$138,700
Center;	
gram	$255,000
	$2,950
	$50,000
	$712,050
nservation Program	$10,000
	$10,000
ns	
	$120,000
	$520,000
	$640,000
	$26,000,000
on	$748,252
	$26,748,252

Total funding for involved outcomes by agency FY 2008



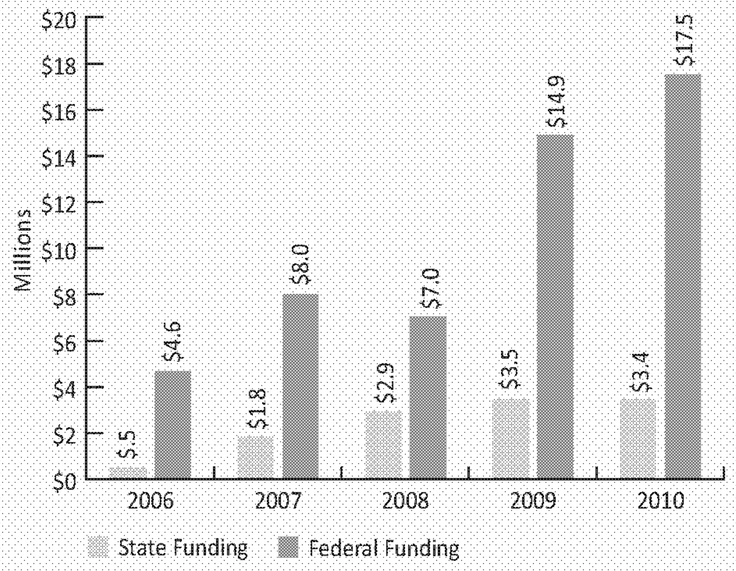
Graph 31 reflects total state, federal and other funding support in FY 08 for programs that provide involved outcomes to NM's children and youth birth to age 21. The list to the left provides a detail of the total funding per agency program reflected by this graph.

Total funding trend by involved outcome



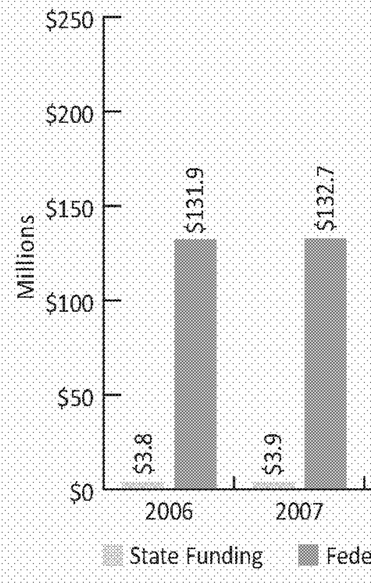
Graph 32 reflects the total state, federal and other funding for programs devoted to providing involved

Elementary breakfast

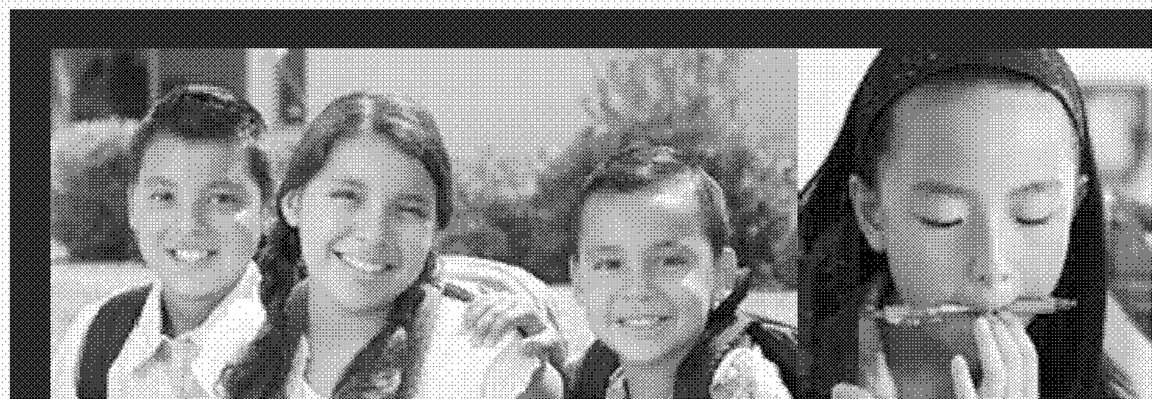


Graph 33 shows funding for the elementary school breakfast program. Children who are hungry cannot learn. Eating nutritious meals at school, especially breakfast, can serve as a counter check to hunger, which, in turn, can lead to poor enrollment and attendance and reduced attention span. NM has made a strong commitment to providing breakfast to an increasing number of elementary school children. The elementary breakfast program began in FY 06. Since then, the number of children served has expanded more than 280% from approximately 29,000 to a projected 81,000 in FY 10. In addition, total funding (federal and state) has increased more than 4 times from $5.1 million to nearly $20.9 million.

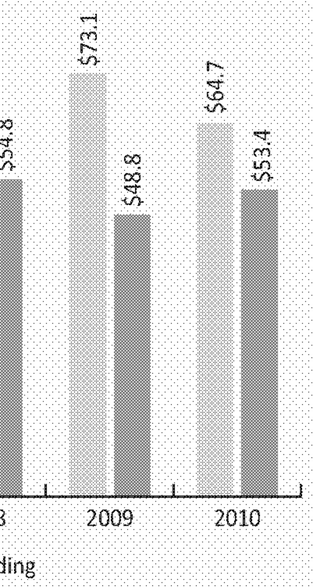
Out-of school program



Graph 34 reflects fundi
Meaningful adult superv
during out-of-school hou
school day) provide a sa
parents are at work. Afte
for juvenile crimes and
engaging in sex and drug
Violence Prevention Res
programs as safe, structu
regular basis in the after
opportunities to learn n
technology; or to partici
engagement, internships

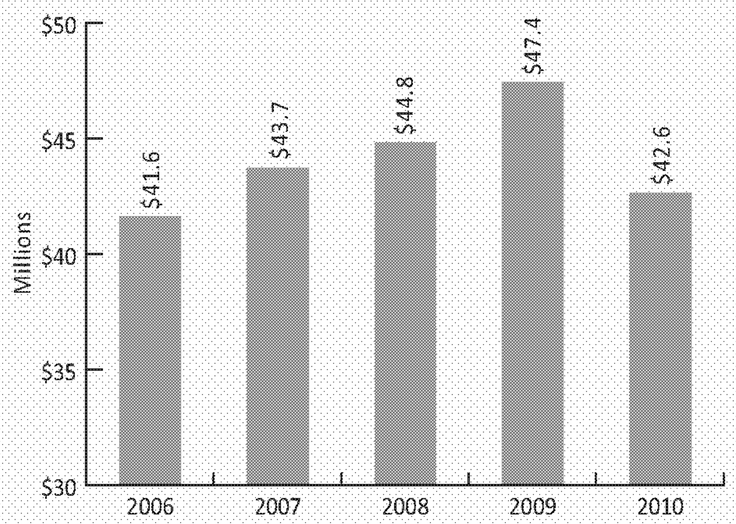


opment



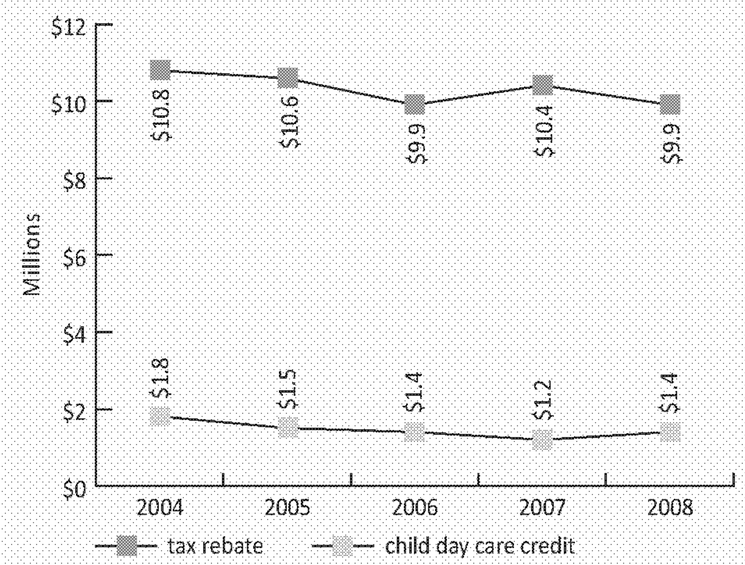
pent to support an increase
lity has long been recognized
actor in determining a child's
e many factors that contribute
l development ranks high.
e professional development
statewide. Cumulative state
opment has risen steadily from
FY 06 to over $73.1 million in
ine of over $8.0 million to $64.7
me period, federal support for
ducators dropped from nearly

Juvenile justice facilities



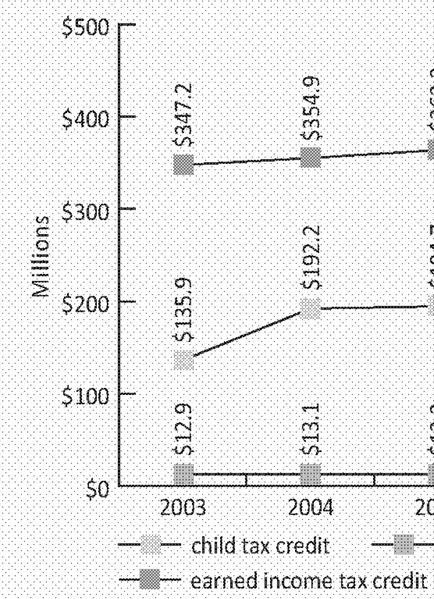
Graph 36 reflects state funding for juvenile justice services. Two years ago, CYFD implemented the Cambiar NM model (based on the successful juvenile justice reform efforts in Missouri). This model is an approach to juvenile justice that emphasizes a strong rehabilitative component, including frequent group, individual and family counseling. The graph indicates that after a consistent increase in state funding between FY 06 and FY 09, the services experienced a sharp decline in FY 10 of over $4.8 million. According to CYFD, the average cost per client in a juvenile justice facility is approximately $330 per day.

NM aggregate state low income comprehensive tax rebates and child care credit for tax years 2004-2008



Graph 37 displays aggregated tax rebates or credits realized by NM families that claimed either the Low Income Comprehensive Tax Rebate (LICTR) or the Child Day Care Credit (CDCC) for tax years 2004 to 2008. The number of returns with these rebates or credits and the average amounts realized per return are as follows: LICTR – (2004) 106,877 returns/avg. rebate $101; (2005) 105,686 returns/avg. rebate $100; (2006) 101,192 returns/avg. rebate $98; (2007) 106,733 returns/avg. rebate $97; (2008) 104,367 returns/avg. rebate $95. CDCC – (2003) 4,776 returns/avg. credit $396; (2004) 4,627 returns/avg. credit $387; (2005) 4,158 returns/avg. credit $369; (2006) 3,670 returns/avg.

NM aggregate federal tax c
2003-2007



Graph 38 illustrates federal
Tax Credit (EITC), Child & De
and the Child Tax Credit (CT
2003-2007. The number of r
average amounts realized pe
EITC – (2003) 156,309 retur
157,077 returns/avg. credit
credit $2,310; (2006) 157,68
210,318 returns/avg. credit
returns/avg. credit $461; (20
$462; (2005) 28,659 returns
returns/avg. credit $473; (20

imate from Bureau of Business &
ersity of New Mexico. The 2007
M shows smaller numbers for children
cted (about 30,000 short). This is because
tion of the 2007 estimates. Use 2007 data

nneth R. Bryson. Co-resident
: Grandparent Maintained Families.
Census, Washington, D.C. March 1998,
26.

Percent of Children <18 Living in
Adults Age 25 and Older in Poverty by
erican Community Survey, New Mexico
factfinder.census.gov.

rce: U.S. Census Bureau, Small Area
nsus.gov. Updated as of December 2008.
se see Technical Appendix; Ranking has
ce.

children birth–21 including total
rovides a detail of funding per Children's
) with the educated outcome showing
ns as well as all programs other agencies

me – Healthy refers to physical fitness
reparedness for and success in school.
fety and support. Supported refers to
lthood and employment. Involved refers
articipation in communities. FY 08 was
point of the five fiscal years addressed in

me including total education
priations include the state equalization
and related recurring appropriations as
nce and Administration.

urce: New Mexico Pregnancy Risk
S), an ongoing survey of new mothers;
.state.nm.us/phd/prams/home.
iams L., Morrow B., et al PRAMS 2002
rdc.gov/prams. The 2005 data were
mates of NM births occurring Jan-Aug.
nse rate and as a result, may not be
live birth in those years.

cords & Health Statistics, NM Dept.
programs in NM; the preliminary 2008
iminary birth count and 2007

source: Annual Social & Economic
(www.census.gov); single year point
macro/032008/health/h10_000.htm ;
found at http://www.census.gov/hhes/

gram and the NM Youth Risk Resiliency
avior Survey (YRBS), 2007. WIC
ldren's Special Supplemental Nutrition
85th-<95th percentile on the pediatric
th percentile. http://www.cdc.gov/
volved in Healthy Kids visit www.

ational Immunization Survey of the
on; New Mexico sample. http://www.cdc.
es_2008.htm

s reflected in this graph include: CYFD –
Wrap Around Services; DOH – Children's
Program, Family Planning Program,
Hearing Screening Program, and Rural

– The SBHCs offer an array of services
primary care for injuries and illness,
aboratory tests, over–the–counter
lth services, as well as referrals to
ices include: awareness and outreach,
g for alcohol and substance abuse;
ng; individual, group and family therapy.
omotion and risk reduction programs;
cation; nutrition; sports, and physical
for all children to health care make
alth care delivery system.

Reality and Dual–Role Skills (GRADS); DOH – Family Planning, Office of School & Adolescent Health. Additional source: NM Vital Records & Health Statistics, NM Dept. Health; and teen pregnancy prevention programs in NM.

17. Graphs 12 & 13: Medicaid expenditure and enrollment numbers are subject to revision for up to 30 months from the date originally released. NewMexiKids (Medicaid) estimated number of children served and average per child expenditure (avg. exp.) – FY 06 – 327,448 (actual), $2,615 avg. exp.; FY 07 – 329,288 (estimate), $2,866 avg. exp.; FY 08 – 338,544 (estimate), $3,121 avg. exp.; FY 09 – 366,173 (estimate), $3,044 avg. exp.; and FY 10 – 403,941 (estimate), $2,994 avg. exp.

Educated

18. Figure 6 – TEACH Sponsored Educators: New Mexico Association for the Education of Young Children, NM T.E.A.C.H.® 2008. The data are inclusive of all funding sources for TEACH scholarships; Pass rates for competency testing were from NM PED.
19. Figure 7 – The number of licensed & star-quality child care providers: Children, Youth and Families Department, Family Services. Stars Report June 2004–June 2009. To learn more about star ratings, go to http://www.newmexicokids.org/caregivers.
20. Figure 8 – 4th Grade Reading and Math Proficiency: New Mexico Test Results and Achievement Gaps, 2006-2007; New Mexico Public Education Department, Assessment and Accountability, August 2008. There are no US data because comparison of scores for standards-based assessments among states is inappropriate because each state develops their assessment based on unique content and performance standards.
21. Figure 9 – Report of Core Classes Taught by Highly Qualified Teachers : Shown by Elementary, Middle and High Schools, NM Public Education Department; for definitions see http://www.teachnm.org/docs/highly_qualified.pdf.
22. Figure 10 – Habitually Truant Students: NM Public Education Department; Truancy Research, US Departments of Education and Justice, 1996; OJJDP Model Program Guide: Truancy Prevention.
23. Figure 11 – Minority Student Enrollment Post-Secondary Education: New Mexico Higher Education Department Annual Report Helping Students Succeed 2008; New Mexico Higher Education Department data report for Fall 2008; 2007 Population estimate from Bureau of Business & Economic Research at UNM; no under-reporting observed for these age groups.
24. Figure 12 – Graduate High School in 4 Years: NM Public Education Department. Note, the NGA cohort rate requires that students be given 4 full years to graduate, including the summer following their 12th grade year. In 2009 NM published the first 4-year cohort representing students who were freshmen in 2004 and who graduated by September, 2008 (2008 Cohort). (from Cohort Graduation Rate Technical Manual, PED). New Mexico implemented its first 4-year graduation rate in 2009, and is part of an elite group of 20 states that publicly report the data prior to the federally mandated date of 2011. New Mexico's Shared Accountability model, which apportions student outcomes across all high schools for mobile students, is being studied by the National Governor's Association (NGA) as an innovative solution for other states. In this baseline year, 60% of students in public education are known to graduate in 4 years. Since this rate includes students who would normally be allowed longer under the NGA guidelines, it serves as a rigorous reference point from which to depart.
25. Graph 15 – Total funding trend by educated outcome – Graph reflects all Children's Cabinet agency programs identified as supporting the educated outcome. Graph does not include total recurring public education (PreK–12) appropriations.
26. Graph 16 – State and federal funding for early childhood education – Programs include: PED – Full Day Kindergarten, Kindergarten three plus, William F. Goodling Even Start,; combined PED & CYFD – NM PreK; CYFD – Early Childhood Development, Head Start; DOH – NM SAFE Kids Coalition; and HSD – TANF Child Care.
27. Graph 18 – State funding early childhood education – Reducing the achievement gap between ethnic groups and advantaged and disadvantaged children is a key policy goal of the Executive and Legislature. A high quality early education – including options such as Head Start, state–funded PreK, or full–day kindergarten, which are all reflected in this graph – can contribute to reducing the achievement gap as well as improving early school readiness for all children.
28. Graph 19 – Elementary fines arts education – Source: Reading is Fundamental. (n.d.) Literacy and the Arts: Questions and Answers. Available online at http://www.rif.org/educators/rifechange/programdescriptions/QA_show303.mspx.

Safe

29. Figure 13 – Children Witnessing Violence from Domestic Violence Provider Reports: B.Caponera, PhD, Incidence and Nature of Domestic Violence NM 2008; New Mexico Interpersonal Violence Data Central Repository. CDC site for adverse childhood events (ACE): http://www.cdc.gov/nccdphp/ACE.
30. Figure 14 – Unintentional Fatal Injury Age 1-4: NM Vital Records and Health Statistics; 2006 data are provisional and subject to change. US rates for unintentional injury are found at www.cdc.gov/nchs; select mortality reporting. NM data are 3-year averages due to small numbers; the US data are for 1998-2005; the 2005 US estimate is provisional. US data suggest nearly a 4% decreasing trend while NM data show variability with more than a 1.3% increasing trend for the period 1998-2006.
31. Figure 15 – Youth who Seriously Considered Suicide: Youth Risk and Resiliency Department, Protective Services, 2004-2008 SM06a01 Report. National and state rates from DHHS/ACF: http://www.acf.hhs.gov/programs/cb/pubs/cm07/table3_3.htm. 2005 data reflect efforts to clear a backlog of cases. Reported "child victims" reflects substantiation of one or more allegation of maltreatment for each child. "Investigations" summarizes all cases whether maltreatment was substantiated for one or more child in the investigation. Calendar year NM data may differ from federal due to method differences and reporting timeframes. Research–based prevention at Preventing Child Maltreatment at www.futureofchildren.org.
33. Figure 17 – Physical Abuse of New Mothers: NM Pregnancy Risk Assessment Monitoring System (PRAMS), NM Dept. of Health, www.health.state.nm.us/phd/prams/home.html; multi-state estimates from Centers of Disease Control and Prevention CDC) at www.cdc.gov/prams *2005 was partial year data representing weighted estimates of NM births occurring Jan-Aug. In 2006-2007, PRAMS had < 70% response rate and as a result, may not be representative of all NM women with a live birth in those years. National comparison, http://www.cdc.gov/mmwr/PDF/ss/ss5509.pdf Program Note: An executive order was issued, requiring state agencies to implement domestic violence, sexual assault and stalking workplace policies necessary to provide victims with safe and supportive work environments that must be in place effective July 1, 2009.
34. Graph 25 – Child abuse and neglect prevention and intervention – Programs include: CYFD – Permanency Planning, Domestic Violence Services, In–home Services, CPS Investigations, and CPS Intake. In 2008, CYFD reported there were 30,733 reports of abuse/neglect of which 13,833 were accepted reports of abuse/neglect, i.e. reports of alleged child maltreatment with sufficient basis to receive a subsequent investigation by CYFD staff. In calendar year 2008, 44% of child victims of maltreatment were between the age of birth and 5 years, 12% were less than 1 year of age. Source: NM Protective Services Fact Book, Annual – Calendar Year 2008.
35. Graph 26 –Domestic violence prevention & services – Programs represented in this graph include: CYFD: Domestic Violence Services; PED: Domestic Violence Curriculum. A disproportionately high number of youth in the juvenile justice system have lived in homes characterized by adversity, neglect, physical abuse and domestic violence. A critical protective factor against the negative effects of child exposure to violence is a relationship with a competent and caring adult, most often a parent. Because the battered parent can be a critical support for the child, and because children often have ongoing contact with the batterer, domestic violence services must be made available to help parents improve interactions with their children. Services include health care, child protective services, mental health, and law enforcement agencies, as well as courts and community–based domestic violence programs.
36. Graph 27 – Home visiting – Federal funding for the NM CYFD home visiting program began in FY 10. The program represented in this graph is: CYFD: Home visiting. For more information, refer to: CYFD, "Building a System of Home Visiting in NM – The Next Three Years: 2009-2012," May 2008.

Supported

37. Figure 18 – Household Food Security: ERS-USDA at http://www.ers.usda.gov/Publications/ERR66/ERR66b.pdf ; Center on Hunger & Poverty and Food Research and Action Center. (2003) The paradox of hunger and obesity in America. Brandeis University: Waltham, MA. Food security data were collected in a special supplement to the Current Population Survey (CPS) conducted in December 2007. The CPS includes about 54,000 households and is representative, at State and national levels, of the civilian, non–institutionalized population of the United States. About 45,600 households completed the food security supplement in December 2007; the remainder were unable or unwilling to do so.
38. Figure 19 – Read to Child: National Survey of Children's Health (NSCH) www.childhealthdata.org interpretation adapted from Russ S, Perez V, Garro N, Klass P, Kuo AA, Gershun M, Halfon N, Zuckerman B. Reading Across the Nation: A Chartbook (2007): Reach Out and Read National Center, Boston, MA.; and www.ed.gov for children's reading.
39. Graph 30 – Child food security in NM – programs that address food security issues range from school meals to food stamps, including: CYFD – Family Nutrition; DOH – NM WIC Program, Healthier Kids Fund, Coordinated Approach to Child Health (CATCH), Commodity Supplemental Food Program; HSD – Food and Nutrition Services Bureau, SNAP E&T Childcare, TANF Cash Assistance Program; PED – Obesity Prevention, Elementary Breakfast, Elementary Physical Education, and After School Enrichment. For information on Feeding America, visit the organization's website at: http://feedingamerica.org.

Involved

40. Figure 20 – Youth who Volunteer: Child and Adolescent Health Measurement Initiative. 2007 National Survey of Children's Health (NSCH), Data Resource Center for Child and Adolescent Health website. Retrieved 07/09/2009 from www.nschdata.org. The NSCH is a statistically representative survey of NM parents or guardians; data reported is parent report of child's volunteering. This estimate is higher than reported in other surveys reported in the 2009 Report Card. http://nmforumforyouth.org/Vision_Mission.htm.
41. Figure 21 – Supportive Relationships for Youth: Youth Risk Resiliency Survey (YRRS) of the NM Dept. of Health, 2003, 2005 and 2007. www.health.state.nm.us *Youth are students in public high schools.
42. Graph 34 – Out–of–school progra
Prevention Services, Food and Nu
School Program, Arts Alive, NMFR
Family Days, HPD Outreach, Junio
Arts Granting, State Library Youth
Adult Program, Young Explorers;
and Public Policy Program; PED: A
Character Education, Obesity Prev
Community Learning, and initiativ
Title I School Improvement, Title
After–School Programs Poses Risk
http site: http://school.familyedu
safety/58295.html.
43. Graph 35 – Educator professional
funding information for programs
that impact NM children and youth
towards educators. These progra
Storytelling, Outreach Program, P
Statewide Classroom, Teacher Tra
Technical Education, Charter Scho
Curriculum, Domestic Violence Cu
Partnership in Character Educatio
Development Fund, Reading First,
Reading, Math & Science Institute
Early Childhood® NM ---- NM PreK
Licensure, Title II-Part A, Transiti
Training and Technical Assistance
44. The figures given in Graphs 37 & 3
Department. NM has a "Low-inco
state income taxpayers and is des
up a larger proportion of a low-in
other state EIC programs but, unli
directly related to the federal EIC
physically present in NM for six m
been a resident of NM on the last
gross income of less than $22,000
or claimed as a dependent on som
been an inmate in a prison for mo
rebate has some similarities to an
federal EIC as a basis for claiming

To claim the Child Day Care Credit
married taxpayer filing a separate
income of $21,424 or less for the
tax year; 3) furnish more than hal
more qualifying dependents for th
credit; 4) be gainfully employed fo
credit; 5) not have received public
assistance for needy families – or
year claimed, and 6) neither you n
institution for more than six mont

Federal tax credits include: The Ch
worth up to $1,000 per child that
To claim the Child Tax Credit, you
17 years of age and have income u
tax filing status (e.g., single, marri
refundable" for some families. For
please refer to IRS publication 972

The Child & Dependent Care Tax C
to care for a child under age 13 or
could work or look for work, you n
the Child and Dependent Care Cre
qualify, your spouse, children age
be physically or mentally incapabl
of the amount of work–related chi
to a care provider. The credit can b
depending upon your income. For
expenses paid in a year for one qu
qualifying individuals. These dolla
dependent care benefits provided

To claim the Earned Income Tax C
all of the following rules – a taxpa
must have earned income from em
status cannot be married, filing se
alien all year, or a nonresident alie
and filing a joint return; cannot be
not have a qualifying child, you m
maximum EITC was $4,824 with t
one qualifying child; and $438 wit

For further information, visit the I
gov/ or the NM Tax and Revenue

NEW MEXICO

Children's
CABINET

www.NMChildrensCabinet.com

New Mexico's Race to the Top Application
CFDA Number 84.395A
Appendices

Appendix Reference: P-6-1

Title: Kindergarten -3 (K-3) Plus Evaluation Report—Executive Summary

Explanation of Reference: This document outlines the evaluation of the implementation of Kindergarten – 3 Plus

Executive Summary

An Evaluation of K-3 Plus Implementation: Signs of Success, Areas of Challenge and Lessons for the Future

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With Contributions by:

Jonathan Liriano and Brody Wight

Date Prepared:

Fall 2009

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Acknowledgments

A special thanks to the New Mexico State Legislature for funding this study and Governor Bill Richardson for his support. In addition, we would like to thank the Directors and staffs of the Legislative Finance Committee and Legislative Education Study Committee for their ongoing research and evaluation of New Mexico's school reform efforts.

We gratefully acknowledge support from many others in New Mexico state government who provide ongoing support for the New Mexico K-3 Plus program including: New Mexico Public Education Department Cabinet Secretary Dr. Veronica C. García. We also acknowledge the assistance and support of many others in the New Mexico Public Education Department including: Dr. Catherine Cross Maple, Deputy Cabinet Secretary; Dr. Gloria Rendón, Assistant Secretary, Instructional Support and Vocational Education Division; Jeannie S. Martinez, Bureau Chief, Early Childhood Education Bureau; Marcy Pompei, K-3 Plus Program Manager, Early Childhood Education Bureau; David V. Padilla, K-3 Plus Administrative Assistant, Early Childhood Education Bureau; Minerva Carrera, Bureau Chief, Data Collection and Reporting Bureau; and Brian Salter, Information Systems Analyst, Data Collection, and Reporting Bureau. Thanks very much to Dr. Peter N. Winograd, Education Policy Advisor in the Office of the Governor.

Our appreciation also extends to the staff at Wireless Generation, Inc. including Susie Traxler, Executive Director, Educational Partnerships; Eric Howey, Associate Director, Account Management; Lauren Pfeffer, Account Associate; Tony DeSantiago, Customer Care Specialist. Thanks to the team at the NM Department of Finance and Administration including Katherine B. Miller, Cabinet Secretary and staff from NM Office of Education Accountability including Dr. Scott D. Hughes, Director; Beata I. Thorstensen, Deputy Director, Richard LaPan, Senior Policy Analyst, and Jo Lynn Gallegos, Executive Administrator.

We extend a special thanks to the K-3 Plus program administrators and staff that contributed to the study from the five in-depth study districts: Albuquerque Public Schools: Dr. Diego Gallegos, Assistant Superintendent for School and Community Support, Dr. Nancy Carrillo, Research, Development and Accountability, Carla Cano, Elementary School Coordinator for Summer School and K-3 Plus; Gadsden Public Schools: Ann Steinhoff, Federal Programs Director; Gallup-McKinley Public Schools: Tamara S. Hall, Director of Elementary Education; Roswell Public Schools: Susan Sanchez, Assistant Superintendent of Instruction and Harry Tackett, Director of Federal Programs; Taos Public Schools: Dr. Catherine Collins, Federal Projects Coordinator.

The authors would especially like to thank the parents, teachers, principals, and other K-3 Plus Program participants who provided their perspective about the K-3 Plus program for this evaluation.

The authors are solely responsible for the findings and interpretation contained in this report.

Introduction

The following narrative summarizes the results of a one-year external evaluation of the New Mexico Kindergarten-Grade 3 (K-3) Plus Program. Staff at the Early Intervention Research Institute, Utah State University was contracted by the New Mexico Office of Educational Accountability (OEA) to do the evaluation. The report summarizes data obtained with the help of OEA and NM Public Education Department (PED) staff. This summary begins with a short description of the legislation followed by signs of success that the program is being implemented as intended. Other sections include areas of challenge and lessons for the future in the K-3 Plus pilot program implementation. Additional data and findings are described in the complete final report for the evaluation.

This is an implementation evaluation. It is not an evaluation of the efficacy of the K-3 Plus Program. The existing data are not sufficient to evaluate whether or not the K-3 Plus Program has a significant effect on student academic achievement. The data in this report are designed to describe the implementation status of the program, the policies and procedures by which the program can be monitored and evaluated over time, and to describe the methods and data that are needed for a rigorous evaluation of the program's effect on the student achievement gap.

The focus of the evaluation is best understood by first reviewing key components of the K-3 Plus Legislation. The legislation specifies the target population, the intensity of the program and the process by which schools will be selected for funding. Specifically, the legislation states that:

> "'K-3 Plus'" is created as a six-year pilot project that extends the school year for kindergarten through third grade by up to 2 months for participating students and measures the effect of additional time on literacy, numeracy and social skills development.... K-3 Plus shall be conducted in high poverty public schools. For the purposes of K-3 Plus, high poverty public school means a public school in which eight-five percent or more of the students are eligible for the free and reduced-fee lunch program at the time the public school applies for the program.... K-3 Plus shall be administered by the department and shall provide the funding for approved full-day kindergarten and grades one through three to be extended by at least twenty-five instructional days, beginning up to two months earlier than other classes.... The department shall establish reporting and evaluation requirements for participating schools, including student and program assessments."

Specifically 22-13-28. K-3 Plus; pilot project; eligibility; application; reporting and evaluation. (2007) states that "K-3 Plus shall be administered by the department and provide the funding for approved full-day kindergarten and grades one through three to be extended....and D. The department shall determine application requirements, procedures and criteria for evaluating the applications. The department is to give priority to schools with Kindergarten plus programs that received one or more satisfactory evaluations."

The department was charged with getting the program up and running less than three months after the legislation passed during the first year of the program—during 2007-08. Data to describe the first year of implementation are consequently somewhat limited.

Signs of Success

The applications for program funding suggest that in both 2007-08 and 2008-09, all K-3 Plus participating schools met the legislation's low-income eligibility requirement. The K-3 Plus program participating districts and schools are increasingly successful at recruiting students and teachers to participate in the program. Enrollment in the K-3 Plus program grew significantly over this time period—approximately 2.5 times from 2007-08 to 2008-09. School applications estimated that large percentages of their anticipated students would be from homes with primary language other than English.

All applying school districts planned to serve students at least 25 extra days and all reported that they planned to use the DIBELS to measure early literacy skills. Specific implementation dates varied according to the regular school year and family habits in each district. Most schools planned to implement the full 25 day session in one block during the summer of 2008. A few planned to offer staggered session schedules, with 2 weeks in the summer, and the other days offered as one week blocks during scheduled breaks in the regular school year.

Parent Involvement strategies at all schools were considered consistent with the strategies used during a regular school year. The Parent Involvement strategies that were listed most often in the 2008-2009 applications were Sending Home Materials such as newsletters, event calendars, and/ or progress reports (49% of schools) and Having Family Night(s) at School (47% of schools).

All 92 application forms contained assurances that the school or district would require the K-3 Plus professional development as part of their expectations for teachers. Most of the professional development topics listed by teachers who participated in the in-depth survey were related to specific curricula (for example Avenues, Singapore Math, or Everyday Math). Appropriately, for the student populations being served, many teachers accessed training in dual language, English Language Learning strategies, and Early Childhood strategies.

The curricula and strategies planned for literacy and numeracy instruction showed similarities across application years. The most frequently discussed literacy curricula in 2008-2009 applications was a Guided Reading program, with the Houghton Mifflin curriculum also a popular choice. Several curricula and instructional strategies were planned to teach numeracy skills in the K-3 Plus programs. About two-thirds of the schools mentioned Mathematics Investigation or Everyday Math as their curricula planned for numeracy.

The analysis of K-3 Plus planned expenditures and funding awards showed that the average amount awarded per student planned was $1,001 per school district and the amount awarded per student actually served was $1,536 per school district. These amounts do not reflect the 2.5% reduction that was taken during the 2008-09 year. Most of the difference between the per student planned and actually served were attributable to small class sizes during the early years of program implementation—where recruitment of students was below the targeted number and classrooms could not be combined because of grade or language differences. The amount per student actually served should continue to decrease and come closer to the $1,001 per student planned as the program is more fully implemented since there is evidence that schools and school districts are coming closer to recruiting their planned numbers of students for K-3 Plus.

Measures of success in implementing a high quality program include focus group findings from parents and teachers and the results of the K-3 Plus Head Classroom Teachers survey from the five in-depth school districts (Albuquerque, Gadsden, Gallup-McKinley, Roswell, Taos). The focus group participants, for the most part, reported that the K-3 Plus program delivered high quality services to students and that the program is improving over time as it is implemented. Parents reported that the K-3 Plus experience enriched their students' lives during the time they attended the program. Teachers reported that more teachers want to participate as they see the positive impact that it has on student performance and learning retention. Most reported that the small classes allowed a unique focus on students that they do not achieve during the school year.

A K-3 Plus Head Classroom Teacher survey was administered in selected schools within five districts chosen for in-depth study. Based on the results of 118 teacher surveys that were returned, there is evidence that the K-3 Plus program was able to attract qualified Head Teachers to work the extra 25 days. All Head Teachers who responded to the survey reported having at least a Bachelor's Degree; just over one-third of them had also earned a Master's Degree. Because of the diversity in languages spoken by students in New Mexico's classrooms, teachers were asked about their own language fluency. All of those responding said they are fluent in English; 41% also reported being fluent in speaking Spanish. Two teachers were fluent in Navajo and one in Swahili languages.

Stakeholder perceptions of the program were largely obtained from focus groups held with K-3 Plus participating families and head teachers in the five in-depth school districts. Perceptions of the program were overwhelmingly positive. Many participants reported that students would have spent the time in, at best, childcare or summer camps and at worst on the streets and in potentially dangerous environments. Families and teachers reported that students had fun, and improved their academic and social skills. With fewer students and without the presence of the oldest students in the school, kindergartners were able to get to know their teacher and school environment better. Many parents suggested that the program be extended more days. Some families suggested that it be extended to serve older students and did not understand why the cutoff for eligibility was third grade. Teachers perceived the program as an opportunity to provide differentiated instruction in smaller classrooms, to get kindergartners ready for school, to help students with self-esteem and accelerate learning. Teachers and parents liked the variety offered during the K-3 Plus time—including music, theater, social studies and science, in addition to the usual literacy and math curriculum. The focus group results suggest that once teachers and parents participate in K-3 Plus they are likely to continue to participate.

There were no measures of student achievement for the evaluation that would be considered as providing scientific evidence about the efficacy of the K-3 Plus Program. The measures of student academic achievement are limited in at least three major areas: the assessment measures that were available are not recommended for high stakes testing or evaluation; there is no measure of how students were doing prior to entry into the K-3 Plus program and there is no matched comparison group of students for this evaluation. With those limitations in mind, the DIBELS is the primary assessment measure collected for the K-3 Plus students and this is useful primary for progress monitoring by teachers in the classroom. The DIBELS data was analyzed for the evaluation and comparisons of students at K-3 Plus schools who did and did not attend the K-3 Plus program suggest that Kindergartners who attended K-3 Plus begin the school year

more likely at Benchmark at the beginning of the school year compared with kindergarten students at K-3 Plus schools who did not attend the program. The statewide data show the trend for the state and for the majority of school districts—kindergarten students who participated in K-3 Plus were more likely to be at Benchmark at BOY compared with non-K-3 Plus kindergarten students and less likely to be strategic. The comparisons of students at K-3 Plus schools who did and did not attend K-3 Plus were mostly equivocal for the other grades.

In Gadsden school district the Developmental Reading Assessment 2 (DRA2), another assessment tool recommended for low stakes (not high stakes) assessment, was analyzed and some statistically significant differences between students who attended and did not attend the K-3 Plus program were found, particularly for first grade students. Positive, if not statistically significant trends were found for students who attended K-3 Plus in all three grades served by K-3 Plus in Gadsden School district: First, Second and Third grades. There was a measure of DRA2 performance prior to K-3 Plus service delivery available for some of the students in the DRA2 evaluation. The analysis using the pre assessment on the DRA2 showed that first graders who attended K-3 Plus scored significantly higher on the DRA2, controlling for their DRA2 scores prior to participation in the program, compared with first graders who attended high poverty schools who did not attend the K-3 Plus program.

Areas of Challenge

Many of the challenges identified in this evaluation relate to data that are needed to conduct a more comprehensive evaluation of the K-3 Plus Program. First, there is no systematic method, within the PED's Student Teacher Accountability Reporting System (STARS) or the Wireless Generation database, to identify individual K-3 Plus participating students and teachers. While the school and school district applications show the number of students, teachers and classrooms that were planned there is no consistent reporting of the actual number of students, teachers, and classrooms that actually took place as a result of K-3 Plus program funding. While some schools and school districts tract the attendance of students in the program it does not occur across all programs. The amount of funding awarded to schools and school districts also needs to be more carefully evaluated to insure that differences in the amounts across participating programs are due to differences in the cost of implementing the program. The amount of K-3 Plus funding per student planned and served should be evaluated by the department to insure that inequities in funding do not occur. Also, assessment data needed to evaluate the effect of the K-3 Plus program on student academic achievement is not currently available. Accurate counts and student identification ensure that key statutory requirements for program implementation and progress reporting for K-3 Plus have occurred. These data are not currently collected in a way that can verify that the reporting is accurate or complete nor will the changes adopted by PED for the 2009-10 school year resolve these issues. Specific recommendations for data collection to improve implementation and outcome evaluation are included in the last section of this report.

There were a number of specific program areas that present challenges for K-3 Plus program implementation. First, the ethnic and language diversity of K-3 Plus participating teachers did not always reflect the student composition well as reflected by data from the five in-depth districts. More complete data from STARS are needed to provide a more comprehensive description of this issue and possible solutions.

Second, parent and teacher perceptions of the purpose of the K-3 Plus program varied—with teachers more likely to say that it was designed as an enrichment program and to accelerate learning, whereas parents were more likely to say that it was a remediation program targeted for many students who were behind in class. While the program is targeted toward high poverty schools all students at those high poverty schools are encouraged to participate in the program and it appears that this does not always happen.

Challenges related to how to keep the K-3 Plus students and teachers intact during the school year were discussed in depth between PED and district program staff without resolution. Many students are not placed with the K-3 Plus teacher during the following school year and even when they are placed together the classroom almost always has non-K-3 Plus students included as well. Teachers said that they either have to slow down the K-3 Plus students and have them review what was covered during the K-3 Plus calendar or risk losing the non-K-3 Plus students who are in the classroom. Also with high mobility in these schools there are inevitably new transfer students into the classroom during the school year who must be accommodated who did not have the benefit of K-3 Plus. These challenges make it difficult to maintain the progress that teachers perceive was made as they enter the beginning of the academic year.

There is currently no way to rigorously examine the effects of the K-3 Plus program on student academic achievement. The DIBELS and other assessment measures obtained are not recommended for high stakes assessments. There is no matched comparison group of students for the students that attended K-3 Plus. There also was no measure of how students were doing just prior to the delivery of K-3 Plus services to use as a control in such an evaluation. The measures and methods for a reliable evaluation of the K-3 Plus program effects on student academic outcomes were not possible in this evaluation. One of the questions for the evaluation is what would be expected with regard to the DIBELS data for students in the K-3 Plus Program. One of the expectations is that students will have less loss related to what they learned during the previous school year because of K-3 Plus participation. Therefore, their Beginning of [school] Year benchmarks would be higher than they would be if they had not had the K-3 Plus program. Unfortunately, we do not know where the students in the K-3 Plus program would be testing at Beginning of Year (BOY) without the program. As explained in the full report, we also did not have access to complete DIBELS results for all participating students from all schools.

Lessons for the Future

The lessons for the future are captured in the recommendations listed below. These are the culmination of information obtained through the evaluation—from participating family members, teachers and administrators who participated in the K-3 Plus program and in the evaluation. These lessons include those related to the data needed to better describe program implementation and outcomes for the future and specific program lessons that could substantively improve the student and teacher K-3 Plus experience.

Improving Data to Inform Program Implementation and Outcomes:

- PED convene a workgroup that: develops program guidelines related to reporting, evaluation, student assessment and program assessment including new data points for STARS. Also, evaluate the options for DIBELS data tracking and evaluation and resolve issues related to K-3 Plus student tracking and pre-assessment DIBELS data collection.

- For high stakes evaluation consider other standardized child assessment measures and methods through an external evaluation that will provide better comparisons of student achievement using measures designed for program evaluation and controlling for issues like selection bias among students and teachers.

- Administer a true pre- and post-K-3 Plus program assessment. Consider the student assessment schedule carefully so that the timing and frequency of assessments do not confound results and conclusions about student progress, especially in comparisons of K-3 Plus and non-K-3 Plus students.

K-3 Plus Program and Policy Recommendations:

- Consider changing the K-3 Plus funding formula to provide an amount on a per student basis. This would create a stronger incentive for districts and schools to recruit students to "fill" K-3 Plus classrooms and also to track individual students served by the program.

- Develop program standards related to the number of teachers, students and teaching assistants in each classroom in conjunction with new funding requirements.

- Institute specific guidelines for funding and deny funding requests that violate those guidelines.

- Student attendance policies should be developed and enforced. Student K-3 Plus attendance data should be reported to PED—preferably in both STARS and on class rosters.

- Increase efforts to recruit teachers that meet the dual language needs of students who enroll.

- Provide guidance to teachers about how to transition to the regular school year curriculum taking into account classroom composition that may include K-3 Plus and non K-3 Plus students.

- Make funding available earlier in the spring and during the winter of the prior school year.

- Request statute change to allow for K-3 Plus funding to be included in the Public School Support section of the PED budget instead of the Related Appropriations section so that funds are more flexible and available when needed.

- Survey teachers who participate in the K-3 Plus professional development about what

worked, what did not work and where time could be better spent.

- Facilitate discussion between K-3 Plus experienced administrators and teachers and newly established programs about ways the former improved their implementation of the program—such as successful ways to recruit and maintain students, families and teachers.

- Address and resolve the issues related to how to better maintain placements of K-3 Plus participating students with their K-3 Plus teachers during the school year.

- More clearly define the purpose of the K-3 Plus program to serve all students at high poverty schools.